



POLICY

Title: **SELF-IDENTIFICATION FOR
FIRST NATIONS, MÉTIS AND INUIT STUDENTS**

Policy No.: 5009
Effective Date: 2007 June 12

Department: **LEARNING SUPPORT SERVICES**

It is the policy of the Board to provide the opportunity for all First Nations, Métis and Inuit students and/or their parent(s)/guardian(s) to voluntarily self-identify under this policy so that supportive programming can be provided.

Self-Identification for First Nations, Métis and Inuit students will recognize and address the following three cohorts, as indicated by the Ministry of Education:

- First Nation – First Nation students who attend provincially funded elementary or secondary schools;
- Métis – Métis students who attend provincially funded elementary or secondary schools;
- Inuit – Inuit students who attend provincially funded elementary or secondary schools.

1.0 Rationale

The Board commits to ensuring that:

- 1.1 the learning aspirations and potentials of students identified under this policy can be realized through improved programs and services that build on strong partnerships with First Nations, Métis and Inuit parent(s)/guardian(s) and their communities;
- 1.2 student achievement data is collected and aggregated related to the performance of First Nations, Métis and Inuit students who have self-identified;
- 1.3 data collection and analysis will be used to provide information about whether programs currently delivered offer similar opportunities for success as for other students;
- 1.4 continued data collection and analysis will be used to guide future decision-making surrounding student success.

Administered By	Learning Support Services	Board Resolution No.	15.c.5.a.
Amendment Date(s)	2019 May 28	Amendment Resolution No.	

2.0 **Purpose**

The Board has established the following goals for First Nations, Métis and Inuit education within its district:

- 2.1 to continue to set high expectations for learner achievement in supported learning environments;
- 2.2 to provide high quality teaching and learning opportunities that are responsive to the learner;
- 2.3 to improve EQAO assessment results for First Nations, Métis and Inuit students;
- 2.4 to improve the retention and graduation rate of First Nations, Métis and Inuit students;
- 2.5 to ensure that all First Nations, Métis and Inuit learners are well-prepared for post-secondary studies and the work world;
- 2.6 to promote effective, respectful working relationships and partnerships with First Nations, Métis and Inuit parent(s)/guardian(s) and communities.

3.0 **Guiding Principles**

3.1 The implementation of this policy will be guided by the following principles:

- transparency;
- inclusion;
- innovation;
- learner-centeredness;
- equity;
- responsiveness;
- collaboration;
- respect for individual privacy and dignity;
- results oriented;
- acknowledgement and reflection of cultural diversity.

4.0 **Security Protocol**

- 4.1 All data will be securely stored to respect the privacy of each self-identified student and used only as a means to enhance First Nations, Métis and Inuit education programs of the Thames Valley District School Board.
- 4.2 Data will be treated in the same manner as Ontario Student Records and protected and governed by the Municipal Freedom of Information and Protection of Privacy Act.
- 4.3 Individual data will not be communicated with third parties without informed consent. The information gathered will be used for the purpose of developing and implementing programs, and supporting students.