

NUMBER:	<i>to be determined</i>
TOPIC:	First Nation, Metis and Inuit Voluntary, Confidential Self Identification
EFFECTIVE:	September 2010
CROSS-REFERENCE:	Aboriginal Education Strategy, 2007-MOE Ontario First Nation, Métis, and Inuit Education Policy Framework and Building Bridges to Success for First Nation, Métis, and Inuit Students, 2007-MOE
REVISION DATE:	September 2012
RESPONSIBILITY:	Superintendent of Education- Community Engagement

INTENDED PURPOSE

Halton District School Board will provide the opportunity for all First Nation, Métis and Inuit students to voluntarily self-identify so that our First Nation, Métis and Inuit students may receive supportive programming. The learning aspirations and potentials of First Nation, Métis and Inuit students can be realized through a responsive, transparent and accountable policy that focuses on improved programs and services and builds on strong partnerships with our First Nation, Métis and Inuit communities. Continued data collection and analysis will provide information for future decision making surrounding First Nation, Métis and Inuit student success.

First Nation, Metis and Inuit identification refers to the definition in the Constitution Act, 1982, Section 35(2), in that “Aboriginal peoples” include “Indian, Inuit and Métis.”

PROCEDURE:

Self-identification data will be collected as part of the registration process for all students beginning September 2011.

CONFIDENTIALITY: All data will be securely stored to respect privacy and used only as a means to enhance Aboriginal education programs. Data is protected and governed by the Municipal Freedom of Information and Privacy of Students Act for School Boards. Individual data will not be communicated. The information gathered will be used in aggregate only and for the purpose of developing and implementing supportive programs.

TIMELINES: schools and board improvement learning teams on an annual basis will develop programs to address student needs utilizing the data collected as a result of this policy.

This policy will evolve as the Board seeks to improve achievement and program delivery for First Nation, Métis and Inuit students. The following principles will be used as a guide.

- Inclusiveness
- Transparency
- Equitability
- Innovation
- Results-oriented
- Student Centred
- Responsiveness
- Acknowledgment and reflection of cultural diversity
- On-going collaboration with all stakeholders
- Respect of individual privacy and dignity
- Contribution to the knowledge base through research

REQUIREMENTS

The requirements of this policy are:

- a) to provide quality, learning oriented, culturally and historically- relevant learning and teaching experiences for First Nation, Métis and Inuit students;
- b) to continue to set high expectations for First Nation, Métis and Inuit student success in supported learning settings;
- c) to improve achievement as measured by EQAO;
- d) to improve the retention and graduation rate of First Nation, Métis and Inuit students;
- e) to ensure that all First Nation, Métis and Inuit learners are well prepared for post secondary opportunities and experiences;
- f) to encourage ongoing collaborative relationships with First Nation, Métis and Inuit parents, First Nation, Métis and Inuit student groups and First Nation, Métis and Inuit communities.