

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY / REGULATIONS

Board Policy Number: 8.72
Subject: **FIRST NATION, MÉTIS AND INUIT STUDENTS,
SELF-IDENTIFICATION**
Effective Date: (158) May 26, 2009

It is the policy of the Dufferin-Peel Catholic District School Board to provide programs as a way to help all students achieve to the fullest extent of their God-given gifts and talents. All First Nation, Métis and Inuit students and their parents/guardians, have the right to voluntarily self-identify so that they may receive supportive programming. They benefit from culturally-appropriate support in order to be successful. The first measure in recognizing this right is to establish a self-identification procedure to identify, collect and aggregate student achievement data for First Nation, Métis and Inuit students.

Definition: First Nation, Métis and Inuit identification refers to the definition in the Constitution Act, 1982, Section 35(2), in that "First Nation, Métis and Inuit peoples" include "Indian, Inuit and Métis".

Rationale

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 First Nation, Métis and Inuit parents/guardians, and their communities. Student achievement data needs to be collected and aggregated related to the performance of First Nation, Métis and Inuit students. This is to determine whether programs currently delivered offer similar opportunities for success as for other students. Continued data collection and analysis will provide information for future decision-making surrounding First Nation, Métis and Inuit student success. This data will also support Ministry of Education directions to provide aggregate reports on First Nation, Métis and Inuit student enrolment, EQAO results and course completion

Framework Goals

The Dufferin-Peel Catholic District School Board has established the following goals for First Nation, Métis and Inuit education within its jurisdiction:

- To provide high-quality learning opportunities that are responsive, flexible, and accessible to the learner;
- To continue to set high expectations for learner achievement in supported learning environments;
- To improve EQAO test scores for First Nation, Métis and Inuit students;
- To increase the retention rate of First Nation, Métis and Inuit students;

- To increase the graduation rates of First Nation, Métis and Inuit students;
- To ensure that learners are well prepared for participation in postsecondary studies and the world of work;
- To promote effective, respectful working relationships and partnerships with First Nation, Métis and Inuit parents/guardians and the general First Nation, Métis and Inuit community;
- To ensure that accurate First Nation, Métis and Inuit history, culture and contemporary issues are incorporated in the general curriculum for all students;
- To celebrate the achievements and offer further support to First Nation, Métis and Inuit students.

Guiding Principles

This policy will evolve as the board seeks to improve achievement and program delivery for First Nation, Métis and Inuit students. For implementation and future refinement of the policy, the following principles will continue to guide us:

- Transparency
- Inclusiveness
- Innovation
- Learner-centered
- Equitable
- Responsive
- Collaborative
- Respect individual privacy and dignity
- Results-oriented
- Acknowledge and reflect cultural diversity
- Contribute to the knowledge base through research

REGULATIONS

8.72 FIRST NATION, METIS AND INUIT STUDENTS, SELF-IDENTIFICATION

Initial and On-going Data Collection

Initial -

The Board will establish a committee called the First Nation, Métis and Inuit Education Advisory Committee comprised of teachers, support staff, administrative, student and parent/guardian members.

The committee will meet regularly to consider the needs that arise from data collected

with respect to the achievement of First Nation, Métis and Inuit students and to promote on-going awareness of First Nation, Métis and Inuit heritage and perspectives.

Students who are already attending a Dufferin-Peel Catholic District School Board elementary or secondary school can be acknowledged by completing a First Nation, Métis and Inuit Self-Identification Form at their home school. For students under eighteen years of age, the First Nation, Métis and Inuit Self-Identification Form requires parent/guardian approval, unless 16/17 and has withdrawn from parental control.

On-going -

New students who are registering to attend a Dufferin-Peel Catholic District School Board elementary or secondary school for the first time can have their First Nation, Métis and Inuit status acknowledged on the Student Registration Form. They will be invited to self-identify at the point of registration.

Data Entry and Monitoring

Copies of all completed forms will be sent to the Program Department of the Board and the data will be recorded in the Trillium system in order to monitor EQAO scores, credit accumulation patterns, retention rates, and graduation rates as key indicators of the success of students of First Nation, Métis and Inuit ancestry in Dufferin-Peel.

The data collected will be entered into the current student data collection tool (Trillium) where the values that are being asked for will be pre-loaded:

_____ First Nation _____ Métis _____ Inuit _____ First Nation, Métis and Inuit Ancestry

Security Protocol

- All data will be securely stored to respect privacy and used only as a means to enhance First Nation, Métis and Inuit education programs within the Dufferin-Peel Catholic District School Board.
- Data will be secured as per *MFIPPA* guidelines.
- Individual data will not be communicated. The information gathered will be used in the aggregate only and for the purpose of developing and implementing supportive programs.

Evaluation and Next Steps

- The policy will be reviewed annually for its effectiveness and need for continuation.
- The data collected as a result of this policy will be evaluated on an annual basis and the results reported to the First Nation, Métis and Inuit Education Advisory Committee and the Dufferin-Peel Catholic District School Board.
- The First Nation, Métis and Inuit Education Advisory Committee will, in consultation with the local First Nation, Métis and Inuit community, recommend next steps for continuing to support First Nation, Métis and Inuit students in particular as well as promoting greater awareness of First Nation, Métis and Inuit culture and heritage, in general.