



First Nations, Métis, and Inuit Voluntary and Confidential Self-Identification

Date: 2011 05 25 / 2016 05 24 / 2023 05 30

Administrative Procedures

1. Responsibilities

1.1 The Director of Education will:

- 1.1.1 Support Board improvement planning that will target resources and supports in schools with high numbers of self-identified First Nations, Métis, and Inuit students and/or on the basis of individual schools' and students' strengths and needs.
- 1.1.2 Foster partnerships with First Nations, Métis, and Inuit parents, communities, and organizations are fostered to enhance the continued support of First Nations, Métis, and Inuit students.
- 1.1.3 Continue to establish formalized processes such as the Indigenous Education Advisory Committee to support local implementation of the framework by developing relationships with their First Nations, Métis, and Inuit communities, sharing information, identifying promising practices, and enhancing collaborative work.
- 1.1.4 Provide communication about the First Nations, Métis, and Inuit Voluntary and Confidential Self-Identification Policy to school communities and the general public.
- 1.1.5 Review the First Nations, Métis, and Inuit Voluntary and Confidential Self-Identification Policy based on policy review cycle.

1.2 The Treasurer of the Board will:

- 1.2.1 Provide opportunities for families of First Nations, Métis, and Inuit heritage to voluntarily self-identify or withdraw identification of students as First Nations, Métis, or Inuit.
- 1.2.2 Securely store First Nations, Métis, and Inuit Voluntary and Confidential Self-Identification data and release only for purposes related to assessing and supporting achievement and programming needs of First Nations, Métis, and Inuit students.
- 1.2.3 Collect data for the purpose of this policy and report in a timely manner to the Ministry of Education and the Education Quality and Accountability Office (EQAO). The Ministry

may report publicly on First Nations, Métis, and Inuit student achievement at an aggregate level on such matters as enrolment, EQAO results and course completion. Personally identifiable data would be protected unless otherwise required by law.

1.3 School Administrators will:

- 1.3.1 Share all information pertaining to the First Nations, Métis, and Inuit Voluntary and Confidential Self-Identification process with all stakeholders.

1.4 Parents will:

- 1.4.1 Use the Student Registration Form or the Data Verification Form to voluntarily self-identify as First Nations, Métis, or Inuit if the students are under the age of 18. Voluntary and confidential self-identification applies to students with any degree of First Nations, Métis, and Inuit ancestry and no proof of ancestry is required.
- 1.4.2 Add or withdraw identification as First Nations, Métis, and Inuit at any time if the students are under the age of 18.

1.5 Students will:

- 1.5.1 Use the Student Registration Form or the Data Verification Form to voluntarily self-identify as First Nations, Métis, or Inuit if students are 18 years of age and older. Voluntary and confidential self-identification applies to students with any degree of First Nations, Métis, and Inuit ancestry and no proof of ancestry is required.
- 1.5.2 Add or withdraw identification as First Nations, Métis, and Inuit at any time if the students are 18 years of age and older.

2. Additional Information

- 2.1 Data gathered under this policy will be in accordance with the Education Act, the Ontario Human Rights Code, the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and the Freedom of Information and Protection of Privacy Act (FIPPA).
- 2.2 The St. Clair Catholic District School Board is committed to the principles of equity and inclusive education, consistent with our Catholic teachings, which value and promote human rights and social justice in all Board policies, programs, guidelines, operations, and practices.

References

Implementation Plan Ontario First Nation, Métis, and Inuit Education Policy Framework 2014. Building Bridges to Success for First Nations, Métis and Inuit Students – Developing Policies for Voluntary, Confidential Aboriginal Student Self-Identification: Successful Practices for Ontario School Boards 2007.

Ontario First Nations, Métis and Inuit Education Policy Framework
Ontario First Nations, Métis and Inuit Education Policy Framework Implementation Plan (PDF, 1.41 MB).