



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

ADMINISTRATIVE REGULATIONS

Section: Educational Services

• Programs and Curriculum

Regulation Code: ES-3.13.1

Regulation: FIRST NATION, MÉTIS, AND INUIT

Policy Code Reference: ES-3.13

VOLUNTARY SELF-IDENTIFICATION

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This administrative regulation is written in accordance with the guiding principles in Board Policy No. ES-3.13, First Nation, Métis, and Inuit Voluntary Self-Identification. As stated in the policy, the Kawartha Pine Ridge District School Board is committed to ensuring the academic success of Indigenous students and to closing the gap in academic achievement by developing, implementing and evaluating programs which support the needs of our students in partnership with Indigenous parents/guardians and communities.

Students 18 years or older and all parents/guardians of Indigenous students, have the right to voluntarily self-identify their heritage based on the three cohorts of First Nations, Métis and Inuit. The identification, collection and use of student achievement data for Indigenous students assist in determining the success of programs currently delivered, and provide information for future decision-making surrounding program supports and services required to ensure the success of Indigenous students.

Regulations and guidelines for carrying out the Board implementation of the First Nation, Métis, and Inuit Voluntary Self-Identification process are outlined in this administrative regulation.

1. Definitions – First Nation, Métis, and Inuit Voluntary Self-Identification

1.1 First Nation

First Nation students are those who have native ancestry. First Nation is a term that is used rather than “Indian” which can be found to be offensive. The term “First Nation” has been adopted to replace the word “band” in respect to the names of communities.

1.2 Métis

Métis people are of mixed First Nation and European ancestry. The Métis history and culture draws on diverse ancestral origins, such as Scottish, Irish, French, Ojibwe, and Cree.

1.3 Inuit

Indigenous people in Northern Canada, living mainly in Nunavut, the Northwest Territories, northern Quebec, and Labrador. Ontario has a very small Inuit population. The Inuit are not covered by the Indian Act. The federal government has entered into several major land claim settlements with the Inuit.

2. Data Collection – Purpose, Privacy and Inclusion

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- 2.1 Information reflecting areas of success and challenge within our First Nation, Métis, and Inuit student population will be made possible by the Voluntary Self-Identification process. Data can be revealed using a specific focus such as Education Quality and Accountability Office (EQAO) results, graduation rates, retention rates, credit accumulation rates, courses passed over courses taken, attendance rates, and participation in Native Language and/or First Nations, Métis and Inuit Studies courses.
- 2.2 Data will be separated according to aggregate group of First Nation, Métis, and Inuit students. Further separation can be done by First Nation territory and urban First Nations students, where and when necessary for the purpose of improving student achievement and closing opportunity and achievement gaps.
- 2.3 Confidential, Voluntary Self-Identification Information is collected on Student Registration forms. This information is tracked through Trillium.
- 2.4 Annual student verification forms will allow parents to verify self-identification.
- 2.5 Students or parents/guardians wanting to self-identify at another time other than through student registration must do so at the school where the student attends.

3. Data Use – Maintenance and Distribution

- 3.1. Data is collected, governed and protected in the same manner as the Ontario Student Records according to the Freedom of Information and Protection of Privacy Act and the Ontario Human Rights Commission Guidelines. Protection

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