

# Toronto District School Board

Policy P.077

Title: **VOLUNTARY FIRST NATION, MÉTIS AND INUIT SELF-IDENTIFICATION**

Adopted: **October 5, 2011**

Revised:

Review:

## 1.0 OBJECTIVE

To establish a policy for self-identification of First Nation, Métis and Inuit students. This will allow for more supportive programming and services for Aboriginal learners and their families by addressing Aboriginal student well being.

## 2.0 RESPONSIBILITY

Deputy Director, Academic

## 3.0 DEFINITIONS

**Aboriginal Student Self-Identification:** Self-identification is the voluntary, confidential, *self-described* declaration of Aboriginal identity. Aboriginal (i.e. First Nation, Métis or Inuit) people will use their own terms to name this identity.

**Voluntary:** The choice to share a student's Aboriginal identity is up to the individual.

**Confidential:** Self-identification information is securely stored and used to support Aboriginal student success and well being.

## 4.0 POLICY

- 4.1. The Board shall provide the opportunity for all First Nation, Métis and Inuit students and their parents to self-identify as part of a process to develop improved programming and instruction practices for this group of learners.
- 4.2. The Board will recognize the importance of collaborative relationships with First Nation, Métis and Inuit community members and organizations and work with the Aboriginal Community Advisory Committee in seeking their advice in implementing the self-identification process.

- 4.3. The Board will use the data collected through the voluntary self-identification process only in the aggregate. Individual data will not be reported. The data collected will be used to develop and implement supportive programming. All data collected will be subject to the privacy and security provisions of Board policies and procedures, Ontario Student Record Guidelines and applicable privacy and access of information legislation.
- 4.4. The Board will provide inclusive programs that demonstrate respect and appreciation for Aboriginal ways of knowing, worldviews and histories. These principles will be embedded across curriculum areas and grade levels for all students and will be achieved through appropriate staff development.
- 4.5. The Board is aware that First Nation, Métis and Inuit perspectives on the school system have been profoundly affected by processes of colonization, including residential schools. These experiences have resulted in intergenerational mistrust of the education system. The Board understands that it will take continued time and commitment to build a climate of trust so that Aboriginal people feel confident in voluntarily self-identifying. Accordingly, Aboriginal education is recognized as a priority by the Board and attention to Aboriginal student well-being shall be actively supported at all levels.

## **5.0 SPECIFIC DIRECTIVES**

The Director is authorized to issue operational procedures to implement this policy.

## **6.0 REFERENCE DOCUMENTS**

Ontario First Nation, Métis and Inuit Education Policy Framework

Ontario Student Record Guideline

Ontario Education Act, Section 9.1(1): Collection and Use of Personal Information

Ontario Human Rights Commission Guidelines for Collecting Data on Enumerated Grounds Under the Code

Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)

Freedom of Information and Protection of Privacy Act (FIPPA)