



KENORA CATHOLIC DISTRICT SCHOOL BOARD

200 Educational Programs & Materials Procedures

AP 202: First Nation, Métis and Inuit Education/Voluntary Self Identification

The Kenora Catholic District School Board provides programs and opportunities that will help First Nation, Métis and Inuit students who experience gaps in their education. All First Nation, Métis and Inuit students and their parents have the right to voluntarily self-identify so that they may receive supportive programming. 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 "Aboriginal peoples" include "Indian, Inuit and Métis".

1. Goals for First Nation, Métis and Inuit Education

- 1.1 Provide high quality learning opportunities that are responsive, flexible, and accessible to the learner.
- 1.2 Continue to set high expectations for learner achievement in supported learning environments.
- 1.3 Improve EQAO test scores for First Nation, Métis and Inuit students.
- 1.4 Increase the retention and graduation rates of First Nation, Métis and Inuit students.
- 1.5 Ensure that learners are well prepared for participation in post-secondary studies and the world of work.
- 1.6 Promote effective, respectful working relationships and partnerships with First Nation, Métis and Inuit parents and the general First Nation, Métis and Inuit communities.
- 1.7 Ensure Equity and Inclusivity in the testing process.

2. Accountability

- 2.1** The accountability for First Nation, Métis and Inuit education should be responsive, transparent and focused on improved programs and services.
- 2.2** Accountability procedure should build on the strong partnerships with First Nation, Métis and Inuit parents and their communities.
- 2.3** Student achievement data will be collected and aggregated related to the performance of Aboriginal students to determine whether programs currently delivered offer similar opportunities for success as for other students.
- 2.4** Continued data collection and analysis will provide information for future decision-making surrounding First Nation, Métis and Inuit student success.

3. Guiding Principals

The following principles will guide implementation strategies;

- transparency
- inclusiveness
- innovation
- learner-centered
- equitable
- responsive
- collaborative
- respect for individual privacy and dignity
- results-oriented
- acknowledgement and reflection of cultural diversity
- contribution to the knowledge base through research.

4. Data Security Protocol

- 4.1** 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 Kenora Catholic District School Board.
- 4.2** Data will be treated in the same manner as Ontario Student Records and protected and governed by the Freedom of Information and Protection of Privacy Act.
- 4.3** Individual data will not be communicated.

- 4.4 The information gathered will be used in the aggregate for the purpose of developing and implementing supportive programs.
- 4.5 Individual self identification information in a confidential manner will be shared with EQAO and will be used for the purpose of increased student achievement.

5. Evaluation

- 5.1 The procedure will be reviewed annually for effectiveness and need for continuation.
- 5.2 The data collected as a result of this procedure will be evaluated on an annual basis and the results may be reported to the First Nation, Métis and Inuit Education Advisory Committee and The Kenora Catholic District School Board.

Legal References:

Ontario First Nation, Métis and Inuit Education Policy Framework, 2007

Effective Date: December, 2004
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