



| BOARD ADMINISTRATIVE PROCEDURE | |
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| Administrative Procedure | Administrative Procedure Number |
| Voluntary Self-Identification for Students of First Nation, Métis and Inuit Ancestry | 703 |
| Directional Policy | |
| 700 - Equity and Inclusive Education | |

Title of Administrative Procedure:

Voluntary Self-Identification for Students of First Nation, Métis and Inuit Ancestry

Date Approved:

April 30, 2024

Projected Review Date:

2029

Directional Policy Alignment:

The purpose of this Administrative Procedure is to achieve equitable and inclusive education that identifies and removes systemic barriers to student achievement, participation and well-being, and that fosters a learning and working environment free from oppression, discrimination and harassment. PVNC Catholic acknowledges that Indigenous Peoples are distinct from other equity seeking groups in that they are self-determining nations with inherent rights, laws, and institutions.

Alignment with Multi-Year Strategic Plan:

The Voluntary Self-Identification for Students of First Nation, Métis and Inuit Ancestry Administrative Procedure supports our vision for achieving excellence in Catholic education by clearly outlining the system-wide process pertaining to Voluntary Self-Identification for students of First Nation, Métis and Inuit ancestry in accordance with the [Ontario First Nation, Métis and Inuit Education Policy Framework \(2007\)](#).

The Peterborough, Victoria, Northumberland, and Clarington Catholic District School Board is committed to implementing the [Ontario First Nation, Métis and Inuit Education Policy Framework \(2007\)](#). The vision of this framework is that First Nation, Métis and Inuit students will have the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue post-secondary education or training and/or to enter the workforce. All students will have knowledge and appreciation of contemporary and traditional First Nation, Métis and Inuit traditions, cultures, history and perspectives.

This Administrative Procedure aligns with the [PVNCCDSB 2021-2025 Strategic Plan, Vision and Mission Building a Community that Accompanies](#), particularly Valuing Relationships, through having at its core the art of accompaniment, and Ensuring Equity, by identifying responsibilities that will enable staff to create a culture of belonging that promotes spiritual, emotional, mental and physical safety through advocacy and aspiring allyship.

Action Required:

This Administrative Procedure outlines multiple opportunities for families and students of First Nation, Métis and Inuit ancestry to self-identify, as well as the procedures for storing, accessing and using this information.

Opportunities for voluntary self-identification:

- Elementary and Secondary School Registration forms;
- Annual Student Verification form;
- Voluntary Self-Identification for Students of First Nation, Métis and Inuit Ancestry [form](#);
- Contact the Indigenous Education consultant, school principal or secretary.

Opportunities to remove voluntary self-identification:

- complete this Removal of Voluntary Self-Identification [form](#);
- contact the school principal or Indigenous Education Consultant.

The collection of this confidential student self-identification data will inform the following:

- implementation of [Indigenous Education Administrative Procedure 705](#);

- support of student achievement and well-being and determining the success of current programs;
- decision-making regarding the support, development and provision of programs and services required to ensure the success of First Nation, Métis and Inuit students.

Responsibilities:

The Board of Trustees is responsible for:

- reviewing this Administrative Procedure to ensure its alignment with the Equity and Inclusive Education Directional Policy;
- reviewing this Administrative Procedure as part of its regular Administrative Procedure review cycle.

The Director of Education is responsible for:

- ensuring that the implementation of this Administrative Procedure is in accordance with [Directional Policy 700 Equity and Inclusive Education](#);
- designating resources for ensuring the implementation, communication of, and compliance with the Voluntary Self-Identification for Students of First Nation, Métis, and Inuit Ancestry Administrative Procedure;
- ensuring access, storage, and use of data of First Nation, Métis, and Inuit student information complies with the Ministry of Education's Ontario Student Record Guidelines, the Municipal Freedom of Information and Protection of Privacy Act, Ontario Human Rights Commission Guidelines and as per [Directional Policy 1200 Records and Information](#).

Superintendents of Schools and System Portfolios are responsible for:

- providing direction and support for principals/vice-principals, managers, administrative assistants, and all departmental staff in their knowledge, understanding, and implementation of the Voluntary Self-Identification for Students of First Nation, Métis, and Inuit Ancestry Administrative Procedure;
- ensuring that communication material and information about this Administrative Procedure is posted in every school and on the PVNC Catholic website, and that communication and information remain current and accessible to students, parents/guardians, and principals;
- using the self-identification data to inform decision-making regarding programs and services to ensure equity in the achievement and well-being of First Nation, Métis, and Inuit students;
- ensuring self-identification data is available to Principals;

- supporting parents/guardians and/or students (18 years of age or older) should they wish to voluntarily add or remove Voluntary Self-Identification information.

Principals and Vice-Principals are responsible for:

- ensuring that information pertaining to Voluntary Self-Identification for Students of First Nation, Métis, and Inuit Ancestry Administrative Procedure is posted on the school website, and that communication and information remain current and accessible to students, parents/guardians;
- collecting and ensuring First Nation, Métis and Inuit Self-Identification data is entered into the student information system and removed upon request;
- storing the submitted registration and self-identification forms in accordance with [Directional Policy 1200 Records and Information Management](#);
- knowing who the First Nation, Métis and Inuit self-identified students are in their schools;
- providing information and opportunities for First Nation, Métis and Inuit students including, but not limited to:
 - post-Secondary opportunities;
 - leadership development opportunities such as the Métis Nation of Ontario Infinite Reach Camp, Indspire Gatherings, etc;
 - access to culturally-relevant and responsive services in the community;
 - Indigenous Student and Ally groups.

Staff are responsible for:

- working with principals and school administration to support student voluntary self-identification;
- fostering a safe, inclusive, and supportive learning environment that inspires First Nation, Métis, and Inuit students to self-identify;
- maintaining the confidentiality of First Nation, Métis and Inuit students regarding self-identification.

Parents/Guardians are responsible for:

- discerning whether they will self-identify their children while understanding voluntary and confidential self-identification applies to students of First Nations, Métis and Inuit ancestry;
- using any of the following opportunities for First Nation, Métis, and Inuit Voluntary Self-Identification:
 - Elementary School Registration;
 - Secondary School Registration;
 - Voluntary Self-Identification for Students of First Nation, Métis and Inuit Ancestry [form](#);
 - Annual Student Verification Form;

- adding or removing identification as First Nations, Métis, and Inuit at any time for their children under the age of 18.

Students are responsible for:

- discerning with their parents/guardians whether they will self-identify while understanding voluntary and confidential self-identification applies to students with First Nations, Métis, and Inuit ancestry;
- adding identification as First Nations, Métis, and Inuit at any time if they are 18 (why 18? Should this be younger? I am thinking 16?)years of age and older by completing the Voluntary Self-Identification [form](#).

Progress Indicators:

The implementation of the Voluntary Self-Identification for Students of First Nation, Métis, and Inuit Ancestry Administrative Procedure will result in:

- all schools providing multiple opportunities for parents/guardians, and students 18 years of age or older, to self-identify as First Nation, Métis, or Inuit;
- all members of the school community having an awareness of the procedure to follow in regards to First Nation, Métis, and Inuit Voluntary Self Identification;
- an increase in the number of First Nation, Métis, and Inuit self-identified students.

Definitions:

- **Confidential Information** - information that is not readily available publicly and is privileged for the use of designated school board employees.
- **First Nation** - Peoples, excluding Inuit, whose ancestors used and occupied traditional territories before contact with Europeans.
- **Inuit** - Inuit are an Indigenous people living primarily in Inuit Nunangat. The majority of Inuit population live in 51 communities spread across Inuit Nunangat, the Inuit homeland encompassing 40% of Canada's land area and 72% of its coastline. Inuit have lived in their homeland since time immemorial...Roughly 60 percent of Inuit report an ability to conduct a conversation in Inuktitut (the Inuit language).
- **Métis** - Métis means a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of Historic Métis Nation ancestry, and is accepted by the Metis Nation.
- **Voluntary Self-Identification** - Opportunities provided to students and parents/guardians to safely and securely specify First Nation, Métis, or Inuit ancestry.

References:

- [A Solid Foundation – Second Progress Report on the Implementation of the Ontario First Nation, Métis and Inuit Education Policy Framework, 2013](#)
- [Building Bridges to Success for First Nation, Métis and Inuit Students, Ministry of Education, 2007](#)
- [Ontario First Nation, Métis and Inuit Education Policy Framework, 2007](#)
- [Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan, 2014](#)
- [Sound Foundations for the Road Ahead - Progress Report on Implementation of the Ontario First Nation, Métis and Inuit Education Policy Framework, 2009](#)
- [Strengthening Our Learning Journey – Third Progress Report on the Implementation of the Ontario First Nation, Métis and Inuit Education Policy Framework, 2018](#)