



NUMBER:	ST: 25
EFFECTIVE:	June 8, 2010
AMENDED:	
RELATED POLICIES:	Pr ST:25
REPEALS:	
REVIEW DATE:	2013-2014

1.0 OBJECTIVE:

1.1 It is the policy of the Windsor-Essex Catholic District School Board to provide programs as a way to help all students achieve the fullness of their God-given gifts and talents. 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 procedure for self-identification to identify, collect and aggregate student achievement data for First Nation, Métis and Inuit students.

(* First Nation, Métis and Inuit identification refers to the definition in the Constitution Act, 1982, Section 35(2), in that “First Nation, Métis and Inuit peoples” include “Indian, Inuit and Métis”.)

2.0 DEFINITIONS:

2.1 First Nation: Canada’s original peoples whose history is interwoven with the creation of the 1876 Indian Act, Indian and Northern Affairs Canada (INAC) and subsequent registry system.

2.2 Status: people registered under the Indian Act who identify with a First Nation community/ancestral land.

2.3 Non-Status: people who identify with a First Nation community/ancestral land but are not registered under the INAC registry system.

2.4 Métis: descendants of people born of relations between First Nation women and European men. The Métis National Council defines Métis as a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of Historic Métis Nation ancestry, and is accepted by the Métis Nation. In 2003, the Supreme Court of Canada ruled the term “Métis” as referred to in Section 35 of the Constitution does not encompass all individuals with mixed Indian and European heritage. Rather, it refers to distinctive peoples who, in addition to their mixed ancestry, developed their own customs, way of life, and recognizable group identity separate from that of their Indian or Inuit and European forebears.

2.5 Inuit: means ‘the people’ in Inuktitut and generally refers to Canada’s original people whose homeland is the Canadian Arctic, which includes portions of the three Territories: Nunavut, in addition to Northern Quebec and Northern Labrador.

3.0 GUIDING PRINCIPLES:

- 3.1 The guiding principle of the Windsor-Essex Catholic District School Board in implementing this initiative is one of learning together in faith and service with First Nation, Métis and Inuit students, parents and Elders through community consultation. Our approach is intended to be culturally sensitive and respectful. This consultative approach is one we will continue to use and invite students, parents, Elders and community members to be ongoing partners in education as we work toward student success. We will facilitate ongoing consultation by working with the Original Peoples Education Committee and The Métis Nation of Ontario as advisors to the Board.

- 3.2 We will honour the common bonds of spirituality and values that can be found in the Windsor-Essex Catholic District School Board’s Journey to Holiness, the Seven Grandfather Gifts and The Good Mind.

Catholic Character Development Virtues	Seven Grandfather Gifts	The Good Mind (Oneida)
Goodness Kindness Belonging Gratitude Faithfulness Compassion Respect Knowledge Wisdom Courage Integrity Discipleship Humility Justice	Wisdom Love Respect Bravery Honesty Humility Truth	The heartfelt encouragement of the best in each of us. Compassion, caring, identity, and joy of being. The openness of the good spirit and mind. The strength of belief and vision as a People. The use of the good words about ourselves, our Nation, and our future. Our Family and our Nation. Our fire, our spirit within each one of us.

4.0 SPECIFIC DIRECTIVES/OBJECTIVES:

- 4.1 To provide for the implementation of the Ontario Ministry of Education First Nation, Métis and Inuit Policy Framework within the Windsor-Essex Catholic District School Board. In addition, this policy articulates a commitment to First Nation, Métis and Inuit students and families within the Board to be provided the opportunity to self-identify their ancestry and access programs that will support their academic success.

- 4.2 To support the goals of the Ontario Ministry of Education for improved student achievement and engagement for all students including First Nation, Métis and Inuit learners:
 - High level of student achievement
 - Reduce gaps in student achievement
 - High levels of public confidence

- 4.3 To support the following principles of the Ontario First Nation, Métis and Inuit Education Policy:
- Excellence and Accountability
 - Equity and Respect for Diversity
 - Inclusiveness, Cooperation and Shared Responsibility
 - Respect for Constitutional and Treaty Rights
- 4.4 To guarantee the right of First Nation, Métis and Inuit students and parents to voluntarily and confidentially self-identify as part of a process to develop improved programming and instruction practices for First Nation, Métis and Inuit learners.
- 4.5 To use data collected through the voluntary self-identification process only in the aggregate to evaluate program effectiveness and future initiative planning. Collected information the First Nation, Métis and Inuit Education Policy Framework 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.
- 4.6 To recognize the importance of collaborative relationships with First Nation, Métis and Inuit communities and to seek their advice in implementing the First Nation, Métis and Inuit Education Policy Framework and associated self-identification process.
- 4.7 To integrate respect and appreciation for the contribution of First Nation, Métis and Inuit people and culture across curriculum areas and grade levels for all students. This integration is to be achieved through appropriate training of school and board staff.
- 4.8 To ensure that all learning resources are respectful and accurate in the portrayal of First Nation, Métis and Inuit culture, people and contributions. Resources and learning activities not meeting these criteria will be removed from use and circulation.

5.0 RESPONSIBILITY:

- 5.1 The Director of Education shall issue administrative procedures to support the spirit and objectives of this policy.

6.0 REVIEW AND EVALUATION:

- 6.1 This policy will be reviewed in the 2013 - 2014 review cycle.

7.0 REFERENCES:

Building Bridges to Success for First Nation, Métis and Inuit Students
Ontario First Nation, Métis and Inuit Education Framework Policy
Ontario Student Record Guideline
Ontario Education Act, Section 8.1(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)