



Administrative Procedures Memorandum

#: APC 039

Voluntary First Nation, Métis and Inuit Self-Identification Policy

DATE OF ISSUE: March 2011
Revised: N/A

MEMO TO: All Staff

FROM: Director of Education

PURPOSE

It is the policy of the Waterloo Catholic District School Board (WCDSB) to provide the opportunity for all Aboriginal students and their parents to voluntarily self-identify so that supportive programming can be provided.

The WCDSB embraces a vision of Catholic Education which proclaims:

“Our Catholic Schools: Heart of the community ~ success for each and a place for all.”

In order to fulfill this vision, the mission of the WCDSB is:

“As disciples of Christ, we educate and nurture hope in all learners to realize their potential to transform God’s world.”

APPENDICES

N/A

FORMS

N/A

DEFINITIONS

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

ABORIGINAL SELF-IDENTIFICATION GUIDELINES

INTRODUCTION

The Waterloo Catholic District School Board is committed to providing programs and putting in place measures that respond to the needs of Aboriginal students. All Aboriginal students and their parents have the right to Aboriginal self-identification, a process that will inform the Board about specific program needs of Aboriginal students.

Through this process the Board will collect aggregate student achievement data for Aboriginal students. This data will provide the Board with information to develop strategies to meet the needs of the Aboriginal population.

1. Self-Identification will be collected on the Waterloo Catholic District School Board student update form for all students enrolled with the Board beginning in the 2011-2012 school year.
2. Self-Identification data will be collected on the Waterloo Catholic District School Board Registration Form for all new students enrolled with the Board beginning the 2011-2012 school year.
3. Data will be treated in the same manner as Ontario Student Records and protected and governed by the Freedom of Information Act and the Municipal Freedom of Information and Protection of Privacy Act.

The information gathered will be used in the aggregate only and for the purpose of developing and implementing supportive programs.

4. Aboriginal education programs developed will:
 - Improve EQAO assessment results for Aboriginal students
 - Increase the retention rate/ graduation rate of Aboriginal students
 - Ensure that Aboriginal students are well prepared for post-secondary studies and the work world
 - Promote respectful working relationships and partnerships with Aboriginal parents and the general Aboriginal community.
5. The Administrative Procedure Memorandum will evolve as the board seeks to improve achievement and program delivery for Aboriginal students. In the implementation and refinement of this policy the following principals will guide us:
 - Transparency
 - Inclusiveness
 - Innovation
 - Learner-centered
 - Equitable
 - Responsive
 - Collaborative
 - Respectful of Individual privacy and dignity
 - Results-oriented
 - Acknowledge and reflect cultural diversity
 - Contribute to the knowledge base through research

REFERENCES

Building Bridges to Success for First Nation, Métis and Inuit Students (Ministry of Education, 2007)
Ontario First Nation, Métis and Inuit Education Policy Framework (Ministry of Education, 2007)
Equity and Inclusive Education Strategy (Ministry of Education, 2009)
Mission and Vision (WCDSB, 2010)
APC037: Equity and Inclusive Education Policy

EVALUATION

The aggregate data collected as a result of this policy will be analyzed on an annual basis. The results will be reported to the Aboriginal Advisory Committee and to the Board.

REVIEW PROCESS

This Administrative Procedure Memorandum will be reviewed by the conclusion of the academic year 2011-2012 and every three years thereafter unless otherwise required by legislative changes.