



## The Voluntary and Confidential Self-Identification Policy is:

An opportunity for parents and caregivers to self-identify First Nation, Métis or Inuit ancestry for their children. The process is voluntary and confidential. The data collected is reported as a whole and is used to develop programs to meet the needs of First Nation, Métis and Inuit students.

## The Voluntary and Confidential Self-Identification Policy:

- Supports high levels of achievement for First Nation, Métis and Inuit students;
- Provides opportunities for self-identified students to access programming to meet their needs;
- Provides accurate data for educators to identify where gaps in achievement are, why those gaps exist and what is working or not working for Aboriginal students.

## How to Self-Identify Your Children:

Self-Identification forms are available at your child's school. The forms take seconds to complete and should be returned to the school. The school will treat them in a confidential and safe manner. A sample form is below:

### Aboriginal Self-Identification Form

Do you wish to voluntarily identify this student of Aboriginal ancestry?

Yes  No

If Yes, please check one:

First Nation (Status, Non-Status)  Métis  Inuit

Language(s) Spoken at home:

Ojibwe  Cree  Oji-Cree  English  French

Other, specify: \_\_\_\_\_

**"Geniin!"**

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**(Me Too!)**

**Count me in!**



*Keewatin-Patricia District School Board*

**Voluntary and Confidential Self-Identification  
for First Nation, Métis and Inuit Students**

For more information on the voluntary and confidential self-identification process, please contact your child's principal or visit our website at

**[www.kpdsb.on.ca](http://www.kpdsb.on.ca)**





## What We Have Done:

Once we had the data, we were able to focus on closing the gap in achievement and supporting Aboriginal learners within the KPDSB.

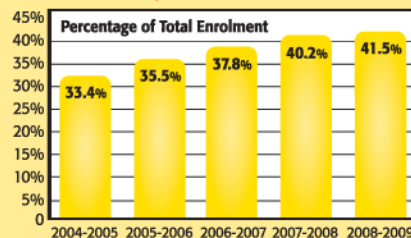
- Highlights of Aboriginal programming include increased participation from students, parents and grandparents in language and cultural teachings and activities in the schools.
- Native Studies and Native Language programming has been expanded in elementary schools over the past three years.
- KPDSB staff are more aware than ever of the importance of culture, language, beliefs, values and learning styles of Aboriginal children.

## What We Have Learned:

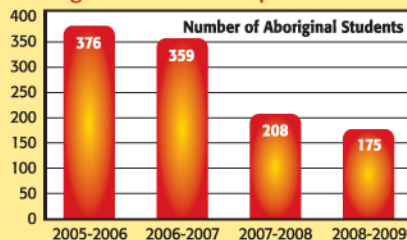
Since the beginning of the self-identification process in 2005, we have the ability to track data for Aboriginal student achievement through a variety of internal and external assessments, including the Education Quality and Accountability Office (EQAO).

With the introduction of Restorative Practices and Character Development, the number of students being suspended from schools has declined over the past four years.

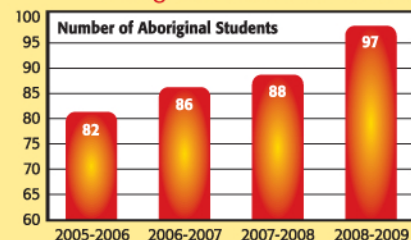
### Aboriginal Student Enrolment



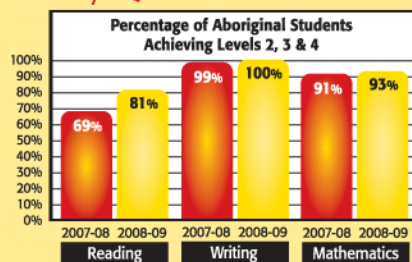
### Aboriginal Student Suspensions



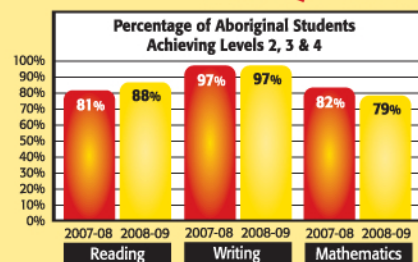
### Aboriginal Student Graduates



### Primary EQAO Results



### Junior EQAO Results



## Native Education Advisory Council (NEAC):

- In 2008, the KPDSB revised the Native Education Advisory Council policy. The council is currently made up of 22 members from First Nation communities, Friendship Centres, First Nation day care centres and the Aboriginal Trustee for the board.

## Oral Language:

- The Oral Language initiative focuses on sharing best practices, learning from one another and working together to begin closing the achievement gap, starting at the JK level.

## Restorative Practice:

- Founded on traditions of Aboriginal cultures around the world, Restorative Practices focus on repairing relationships and making things right. By 2012, all staff in KPDSB schools will be formally trained in Restorative Practices.

## Character Development:

- The KPDSB adopted a Character Development policy in 2009. Based on the Seven Grandfather Teachings, the initiative focuses on fostering a culture of caring and inclusion in our schools.

## Student Voice:

- The KPDSB facilitates an annual Board-wide student forum focusing on student voices in our secondary schools. Students are given the opportunity to share their opinions on what makes for a successful school experience.

