



**MOOSONEE DISTRICT  
SCHOOL AREA BOARD**

**BOARD GOVERNANCE POLICY**

Motion	2016-05-010
Adopted	May 3, 2016
Last Revised	December 18, 2012
Review Date	

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**SUPPORTS FOR ABORIGINAL STUDENTS**

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**1. PURPOSE**

This governance policy has been developed to support the values of Moosonee District School Area Board that all students are entitled to learn in an environment that promotes equity of opportunity. It supports Ministry of Education expectations that school Boards have in place and sustain programs, procedures, and practices which reflect the principles of equity and that foster improved achievement and well-being for all students.

The learning aspirations and potential of all students can be realized through a responsive, transparent, and accountable policy that focuses on improved programs and services and builds on strong partnerships with Aboriginal parents and their communities. Student achievement data needs to be collected and aggregated related to the performance of all students. This is to determine whether programs currently delivered offer the greatest opportunities for success for all students. Continued data collection and analysis will provide information for future decision-making surrounding Aboriginal student success.

**2. DEFINITIONS**

**Equity:** Equity is the provision of opportunities for equality, ensuring that circumstances are not an obstacle to achieving potential. Equity of treatment is not the same as equal treatment because it includes acknowledging historical and present discrimination against identified groups, removing barriers, and remedying the impact of past discrimination by providing supports.

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

**3. POLICY**

- 3.1 It is the policy of the Moosonee District School Area Board to provide programs as a way to help all students who experience gaps in their education by putting into place measures that respond to particular needs. All Aboriginal students and their parents have the right to voluntarily self-identify so that they may receive supportive programming.

- 3.2 The first such measure in recognizing this right is to establish a self-identification process to identify, collect, and aggregate student achievement data for all students.

#### 4. **FRAMEWORK GOALS**

The Moosonee District School Area Board has established the following goals for Aboriginal education within its jurisdiction:

- to provide high-quality learning opportunities which are responsive, flexible, and accessible to all learners;
- to continue to set high expectations for learner achievement in supported learning environments;
- to improve Education Quality and Accountability Office (EQAO) test scores for all students;
- to increase the retention rate of all students; and
- to promote effective, respectful working relationships and partnerships with Aboriginal parents and the general Aboriginal community.

#### 5. **GUIDING PRINCIPLES**

This policy will evolve as the Board seeks to improve achievement and program delivery for Aboriginal students. For implementation and future refinement of the policy, the following principles will continue to guide the Board:

- Transparency
- Inclusiveness
- Innovation
- Learner-centered philosophy
- Equity
- Responsiveness
- Collaboration
- Respect for individual privacy and dignity
- Results-oriented focus

- Acknowledgement and reflection of cultural diversity

## 6. SECURITY PROTOCOL

- 6.1 All data will be securely stored to respect privacy and used only as a means to enhance Aboriginal education programs within the Moosonee District School Area Board.
- 6.2 Data will be treated in the same manner as Ontario Student Records and protected and governed by the *Municipal Freedom of Information and Protection of Privacy Act*.
- 6.3 Individual data will not be communicated. The information gathered will be used in the aggregate only and for the purpose of developing and implementing supportive programs.

## 7. EVALUATION

The policy will be reviewed annually for its effectiveness and need for continuation.

## REFERENCE DOCUMENTS

### **Legal:**

*The Constitution Act 1982*

*Canadian Charter of Rights and Freedoms*

*Ontario Human Rights Code*

*The Municipal Freedom of Information and Protection of Privacy Act*

*Education Act, Section 169.1 Board Powers and Duties: Positive School Climate*

*Education Quality and Accountability Office Act*

Ontario's Equity and Inclusive Education Strategy 2009

PPM No. 119 Developing and Implementing Equity and Inclusive Education Policies 2009, rev. 2013

Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation

Ontario Ministry of Education: *Ontario First Nation, Métis, and Inuit Education Policy Framework. 2007*

### **Board:**

Board Policy GOV-01 Board Philosophy, Goals, and Values

Board Policy GOV-07-0 Equity and Inclusive Education

Board Policy GOV-11 School Council: Parent and Community Relations

### **Resource:**

Ontario Ministry of Education. (2007). *Building Bridges to Success for First Nation, Métis and Inuit Students—Developing Policies for Voluntary, Confidential Aboriginal Student Self-Identification: Successful Practices for Ontario School Boards*.