



Northeastern Catholic District School Board

INDIGENOUS SELF-IDENTIFICATION

Policy Number: E-21

Authority: 18-32/20-113

POLICY STATEMENT

The Northeastern Catholic District School Board (NCDSB) is committed to ensuring that all students have the opportunity to achieve their highest potential. Fulfilling this commitment requires recognition that effective strategies must be developed to meet the particular educational needs of Indigenous students in all NCDSB schools and reflect equitable and inclusive education practices.

All Indigenous students and their parents are entitled to voluntarily self-identify. The NCDSB believes this is essential in helping students feel welcome, engaged and to see themselves and their cultures reflected in the curriculum and school community. Self-identification increases our abilities to respond to the cultural and learning differences of Indigenous students, and to support their success in school.

REFERENCES

Education Act

Constitution Act, 1982

Ontario First Nations, Métis and Inuit Policy Framework Implementation Plan (2014)

Building Bridges to Success for First Nations, Métis and Inuit Students – Developing Policies for Voluntary, Confidential Aboriginal Student Self-Identification: Successful Practices for Ontario School Boards (2007)

Ontario Human Rights Commission Guidelines

Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)

Northeastern Catholic District School Board:

E-8 Ontario Student Record

E-32 Equity and Inclusive Education

APE007F Voluntary Self-Identification Form

DEFINITIONS

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.

Status

People registered under the *Indian Act* who identify with a First Nation community/ancestral land.

Non-Status

People who identify with a First Nation community/ancestral land but are not registered under the INAC registry system.

Métis

Descendants of people born of relations between First Nation women and European men. Distinctive people who, in addition to their mixed ancestry, developed their own customs, way of life, and recognizable group identify separate from that of their Indian and European forebears.

Inuit

“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.

POLICY REGULATIONS

- 1.0 Work collaboratively with community partners and agencies in the development of program implementation in accordance with ministry expectations and guidelines, to support our Indigenous learners in reaching their full potential and successful graduation outcomes.
- 2.0 Use data collected through the voluntary self-identification process only in the aggregate to evaluate program effectiveness and future initiatives planning.
- 3.0 Foster an understanding and appreciation of the diversity of Canada’s Indigenous People through curriculum implementation and the appropriate training of school and board staff.
- 4.0 Ensure that all learning resources are respectful and accurate in the portrayal of Indigenous culture, people, and contributions.
- 5.0 Commit to ongoing communication strategies and outreach opportunities to ensure the sharing of information with parents and students as it relates to the process and purpose of self-identification.