

1. Purpose

The learning aspirations and potentials of First Nation, Métis, and Inuit students can be realized through a responsive, transparent, collaborative and accountable policy that focuses on improved programs and services and builds on strong partnerships with Indigenous parents and their communities. Indigenous student achievement data will be used, in consultation and collaboration with representatives of First Nation, Métis, and Inuit communities, to determine whether programs currently delivered offer similar opportunities for success as for other students. Continued data collection and analysis will provide information for future decision-making surrounding Indigenous student success.

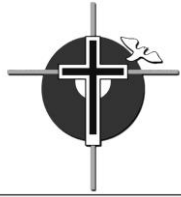
2. Goals

The Catholic District School Board of Eastern Ontario has established the following goals for Indigenous education within its jurisdiction:

- a. To increase an appreciation and awareness among both staff and non-Indigenous students of the richness and diversity of Indigenous cultures, languages, beliefs and customs, and how these have contributed to the fabric of Canadian society.
- b. To provide high quality learning opportunities which are responsive, flexible, inclusive, accessible and respectful of the learning styles of the First Nation, Métis, and Inuit learner.
- c. To continue to set high expectations for learner achievement in supported learning environments.
- d. To improve EQAO test scores for First Nation, Métis, and Inuit students.
- e. To improve the retention rate of First Nation, Métis, and Inuit students.
- f. To increase the graduation rates of First Nation, Métis, and Inuit students.
- g. To accept and respect the traditional beliefs and customs of First Nation, Métis, and Inuit students within the schools.
- h. To give Indigenous students the opportunity to share their knowledge and experience with the school community.
- i. To ensure that learners are well-prepared for participation to post-secondary school pathways and the world of work.
- j. To promote effective working relationships that are respectful of the protocols and traditions within the Indigenous Community, for the purpose of sharing data to develop next steps for high levels of student achievement, to reduce gaps in student achievement, and to build high levels of public confidence.

3. Procedure

- a. The Board will provide a communication package to schools for distribution to all families.



- b. The Principal of each school will ensure that all students/learners and their parents/guardians in the school community and all registering students/learners and their parents/guardians, are aware of the opportunity to voluntarily and confidentially self-identify.
- c. The Principal will comply with Ministry of Education and Board directives pertaining to Indigenous Education initiatives.
- d. The Principal will be compliant with Ontario Student Record guidelines and the Freedom of Information Act regarding access, storage, and use of the data obtained through the policy. Individual student achievement data will not be communicated. The information gathered will be used in the aggregate only, and only for the purpose of developing and implementing supportive programs.
- e. Following Board consultations and collaborations with representatives of First Nation, Métis, and Inuit communities, and the appropriate departments and stakeholders, the Principal will use the data obtained to ensure appropriate programming for all self-identified students/learners.
- f. The self-identification policy and process will be reviewed with representatives from First Nation, Métis, and Inuit communities for its effectiveness.