



| |
|---|
| BOARD ADMINISTRATIVE PROCEDURE |
| ADMINISTRATIVE PROCEDURE |
| 301 - Indigenous Self-Identification |
| DIRECTIONAL POLICY |
| Belonging in Catholic Schools |

Title of Administrative Procedure:

Indigenous Self-Identification

Date Approved:

June 2023

Projected Review Date:

May 2028

Directional Policy Alignment:

The Indigenous Self- Identification procedure falls under the directional policy “Belonging in Catholic Schools.”

Alignment with Multi-Year Strategic Plan:

This Administrative Procedure aligns with the Multi-Year Strategic Plan as it demonstrates that everyone belongs at the CDSBEO and that we live out our four tenets of nurturing, learning, believing, and protecting.

[CDSBEO Strategic Plan 2020-2025](#)

Scope:

The CDSBEO is committed to excellence in Catholic education for all students and staff. We know that a high quality, well-rounded education and working environment includes the integration of First Nation, Métis and Inuit cultures, perspectives, worldviews, and histories in all areas. We believe that when we support each other in heart, mind, body and soul, our community becomes socially just, empathetic, and knowledgeable citizens. The CDSBEO responds to the articles from the United Nations Declaration on the Rights of Indigenous Peoples, the Calls to Action from the Truth and Reconciliation Commission, and the Calls for Justice for Missing and Murdered Indigenous Women, Girls and 2SLGBTQI+ people.

The Indigenous self-identification procedure is aligned with the Ontario Ministry of Education Framework, *Strengthening our Learning Journey: Third progress report on the implementation of the Ontario First Nation, Métis, and Inuit policy Framework (2021)*.

Through voluntary self-identification, Indigenous students and staff can be met with unique supports and culturally significant resources and programming within the Board and with community partners.

This Administrative Procedure recognizes that voluntary Indigenous self-identification promotes an inclusive and supportive learning and working climate for all members of the Board. This furthers the collective work of reconciliation by creating space for cultural awareness and ultimately, cultural safety.

Application

This Administrative Procedure extends to all members of the CDSBEO community including staff, students, families, volunteers, and community partners who self-identify as First Nation, Métis, and Inuit.

Purpose

There are two purposes for this Administrative Procedure:

- Firstly, the purpose of this Administrative Procedure is to ensure that all members of the CDSBEO community can voluntarily self-identify as First Nation, Métis, and Inuit in a supportive environment.
- Secondly, this Administrative Procedure responds to our collective responsibilities in supporting First Nation, Métis, and Inuit success and wellness as well as closing the achievement gap in support of Indigenous students and families.

Action Required

Indigenous Self-Identification Commitments:

The CDSBEO is committed to the following for people who self-identify as First Nation, Métis, and Inuit:

1. The Board supports all those who voluntarily, self-identify as First Nation, Métis, and Inuit and is committed to creating an environment free from discrimination and harassment that is a culturally safe learning and work environment for members of the CDSBEO community.

2. First Nation, Métis, and Inuit people have the right and freedom to engage in ceremony. Self-identified students and staff who participate in cultural activities will be supported by CDSBEO.
3. The Board is committed to providing ongoing professional development for staff on mandated curriculum as per the Ministry's Indigenous Education in Ontario document which includes areas such as Residential Schools, Treaties, the Legacy of Colonialism, Rights and Responsibilities we have to each other as Treaty People, perspectives, cultures, contributions, histories, and world views of First Nation, Métis, and Inuit people.
4. First Nation, Métis, and Inuit people are exempt from opening and closing exercises when an accommodation is requested.
5. A designated and appropriate space will be created across schools and school board offices for spiritual celebrations such as smudging.
6. CDSBEO is committed to supporting the delivery of the Indigenous Education Framework through system wide initiatives directed by the Indigenous Education Team who promote and support increasing knowledge and awareness of Indigenous histories, cultures, perspectives, contributions, and contemporary issues.
7. All school staff will work collaboratively with the Indigenous Graduation Coach to support the student success and wellness of all First Nation, Métis, and Inuit students and their families in school communities. Support includes but is not limited to tutoring, employment opportunities, academic and cultural support.
8. The Board will continue to develop and nurture ongoing relationships with external agencies that offer connections and resources to First Nation, Métis, and Inuit students and families such as but not limited to Jordan's Principle, Inuit Child First Initiative, Métis Nation of Ontario Education Advocacy Support, and other programs.
9. First Nation, Métis, and Inuit people are invited to wear traditional clothing at graduation, and on culturally significant days.
10. The Board is committed to ongoing relationship building with Indigenous community partners, to share information, identify promising practices, and enhance collaborative work to support First Nation, Métis, Inuit student achievement and well-being.
11. The Board will continue to fulfill its mandate to maintain an Indigenous Education Council to work in partnership to improve Indigenous student achievement and wellbeing and to enhance the knowledge and awareness about First Nation, Métis and Inuit cultures, histories, and perspectives.

Responsibilities

The Board of Trustees is responsible for:

- Ensuring alignment with the Belonging in Catholic Schools Directional Policy and reviewing this Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- Supporting the implementation of, and compliance of, this Administrative Policy.

Superintendents of Schools and System Portfolios are responsible for:

- Communicating this Administrative Procedure clearly to the CDSBEO community.
- Providing management and support for members of their departments in the understanding and implementation of this Administrative Procedure.
- Ensuring principals are consistent with the application of this Administrative Procedure.
- Collection of data and appropriate supports allocated by Superintendent with Indigenous Education portfolio.

Principals and Vice-Principals are responsible for:

- Sharing this administrative procedure with families for the purpose of understanding
- Familiarizing themselves with and supporting this Administrative Procedure and subsequent requests for accommodation.
- Supporting members of their schools in the understanding and implementation of this Administrative Procedure.
- Submitting all Indigenous self-identification applications into the student data base as well as sharing individual requests with the Superintendent with Indigenous Education portfolio and the Indigenous Education Team.
- Providing the opportunity for students and their families to self-identify voluntarily and confidentially.
- Complying with the Ontario Student Record guidelines and the Freedom of Information Act regarding access, storage and use of the data obtained through the Indigenous Self-Identification Administrative Procedure.
- Utilizing self-identification data to ensure appropriate programming and resources for all self-identified students.
- Creating a culturally responsive learning environment for all students, staff, and families.

Staff are responsible for:

- Creating a culturally responsive learning environment for all students, staff, and families.
- Ensuring appropriate programming and resources are offered to support self-identified students and families.

Students are responsible for:

- When appropriate, informing their principal or teacher of accommodation requests as a self-identified Indigenous person.

Parents, guardians, caregivers are responsible for:

- Familiarizing themselves with and supporting this Administrative Procedure and subsequent voluntary self-identification.
- When appropriate, informing their principal or teacher of Indigenous accommodation requests.

Progress Indicators:

- Requests and accommodations for Indigenous self-identification are implemented.
- Organizational culture is one that promotes cultural safety and is a discrimination free environment.
- Implementation of this Administrative Procedure consistently across the school board.

Definitions

Discrimination - Unfair or prejudicial treatment of individuals or groups based on grounds set out in the Ontario Human Rights Code (e.g., religion, creed) or on the basis of other factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

First Nation - A term used to describe Indigenous peoples of Canada who are ethnically neither Métis nor Inuit. This term came into common usage in the 1970s and '80s.

Indigenous - Current preferred term that replaces Aboriginal; used in international context, too.

Inuit - This term refers to specific groups of original peoples whose traditional territories are the far north of what is now known as Canada (singular: Inuk)

Harassment - A form of discrimination that may include unwelcome attention and remarks, jokes, threats, name-calling, touching, or other behaviour (including the display of pictures) that insults, offends, or demeans someone because of their identity. Harassment involves conduct or comments that are known to be, or should reasonably be known to be, offensive, inappropriate, intimidating, and hostile.

Métis - The term refers to a collective of cultures and ethnic identities that resulted from unions between First Nation and European people in what is now Canada.

Voluntary - Voluntary information is given freely, without reprisal, with informed choice, and consent.

Indigenous Resources

- [Child First Initiative | Nunavik Regional Board of Health and Social Services \(nrbhss.ca\)](#)
- [K-12 Education Initiatives - Métis Nation of Ontario \(metisnation.org\)](#)
- [Jordan's Principle | Assembly of First Nations \(afn.ca\)](#)
- [Jordan's Principle – A Child First Initiative \(sac-isc.gc.ca\)](#)
- [Odawa Native Friendship Centre - Home](#)

References

- Indigenous Terminology, University of British Columbia, [Terminology \(ubc.ca\)](#)
- Missing and Murdered Indigenous Women, Girls, and 2SLGBTQI+ People, [Final Report | MMIWG \(mmiwg-ffada.ca\)](#)
- Ontario. Ministry of Education. (April 22, 2013). Policy/program memorandum no. 119: Developing and implementing equity and inclusive education policies in Ontario schools. Toronto: Author.
- Ontario. Ministry of Education. (2017). Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation. Toronto: Author. [Equity and Inclusive Education in Ontario Schools - GUIDELINES FOR POLICY DEVELOPMENT AND IMPLEMENTATION](#)
- Ontario. Ministry of Education. (2017). Ontario's Education Equity Action Plan. Toronto: Author. [Ontario's Education Equity Action Plan](#)
- Ontario Human Rights Commission. The Ontario Human Rights Code. [Ontario's Education Equity Action Plan](#)
- The Constitution Act, 1987 and the Canadian Charter of Rights and Freedoms (1982) [THE CONSTITUTION ACTS, 1867 to 1982 \(justice.gc.ca\)](#)
- The Education Act, 1990, Regulation 298, [900298 e.doc \(live.com\)](#)
- Truth and Reconciliation Commission Calls to Action [Calls to Action English2.pdf \(exactdn.com\)](#)
- United Nations Declaration on the Rights of Indigenous Peoples United Nations Declaration on the Rights of Indigenous People [United Nations Declaration on the Rights of Indigenous Peoples | Division for Inclusive Social Development \(DISD\)](#)