

TITLE: INDIGENOUS VOLUNTARY SELF-IDENTIFICATION

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COMMITMENT TO INDIGENOUS RIGHTS, HUMAN RIGHTS, AND EQUITY

The Board recognizes its responsibility to ensure that OCDSB policies and procedures promote and protect Indigenous, equity, and human rights and to seek to address and eliminate racism and structural and systemic barriers for students, staff, and community.

1.0 RATIONALE

To encourage the Voluntary Self-Identification of Indigenous students in alignment with the Ministry of Education's Ontario First Nation, Metis, and Inuit Education Policy Framework (2007).

2.0 DEFINITIONS

Please refer to Appendix A for a full list of definitions used in this procedure.

3.0 GUIDING PRINCIPLES

- 3.1 All caregivers of Indigenous students and students who are 18 years or older with Indigenous ancestry have the right to voluntarily self-identify.
- 3.2 The Board recognizes the importance of transparency regarding the use of collected data and shall collaborate with the Indigenous community on data collection methods, levels of confidentiality, and the application of associated policies and procedures.
- 3.3 The Board believes that the collection and aggregation of Indigenous student self-identification data support:
 - a) the identification and removal of barriers to improved learning and well-being outcomes for Indigenous students;
 - b) the planning for new programs;

- c) the evaluation of current programs and services; and
 - d) the inclusion of Indigenous pedagogies and methodologies in OCDSB curriculum and programming.
- 3.4 The Board, in partnership with the Indigenous community, commits to realizing the learning aspirations and potential of Indigenous students by providing quality Indigenous-specific programs, supports, and services.
- 3.5 All caregivers of Indigenous students and students who are 18 years or older with Indigenous ancestry have the right to remove their self-identification data from the OCDSB student information system at any time.
- 3.6 The Board believes collaborative relationships with Indigenous communities is instrumental in implementing the self-identification process.

4.0 SPECIFIC DIRECTIVES

- 4.1 The District shall collect the self-identification data through the student registration process for new students and through a voluntary self-identification form for students already enrolled.
- 4.2 All self-identification data shall be securely stored, in the same manner as Ontario Student Records, and protected and governed by the *Municipal Freedom of Information and Protection of Privacy Act*.
- 4.3 Self-identification data shall only be used as provided for by the *Education Act* and as a means to:
- a) support allocation funding based on Indigenous enrollment; and
 - b) enhance Indigenous education by supporting Indigenous-focused programs within the District.
- 4.4 Information gathered shall be summarized, where individuals are unidentifiable, for the purpose of developing and implementing supportive programs. Data may be broken down by Indigenous students per school when working with specific Indigenous nations.
- 4.5 Individual student data shall not be shared or communicated unless specifically provided for in legislation and/or requested by the Individual or their caregiver.
- 4.6 The District shall make every effort to clearly communicate to Indigenous students and their caregivers how the collected data shall be used, stored, shared, and accessed.
- 4.7 In collaboration with Indigenous communities, the Director of Education shall issue operational procedures and guidelines to support the implementation of this policy.

5.0 APPENDICES

Appendix A: Policy Definitions

Appendix B: Voluntary Self-identification Form

6.0 REFERENCE DOCUMENTS

Canadian Constitution Act, Section 35, 1982

Ontario Human Rights Code, 1990

[United Nations Declaration on the Rights of Indigenous Peoples](#)

[Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\), 1991](#)

Education Act

[“Ontario First Nation, Métis, and Inuit Education Policy Framework”](#), Aboriginal Education Office, Ministry of Education, 2007

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

Policy/Program Memorandum No.119 [“Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”](#), 2013

Ontario Student Record Guideline

OCDSB [Policy P.098.CUR: Equity and Inclusive Education](#)

OCDSB [Procedure PR.618.CUR: Antiracism and Ethnocultural Equity](#)

[Truth and Reconciliation Commission of Canada](#)

[Gathering Strength: Canada's Aboriginal Action Plan 1997](#)

APPENDIX A: POLICY DEFINITIONS

In this policy,

Indigenous Peoples are descended from the Original Peoples of what is currently known as Canada. In this context, Indigenous Peoples include people who may identify as First Nations (status and non-status), Métis, and/or Inuit and any related identities.

Self-Identification means the voluntary, confidential, self-described declaration of Indigenous identity. Indigenous peoples will use their own terms to name this identity, including and not limited to First Nation, Métis, or Inuit.

District means the Ottawa-Carleton District School Board.

Voluntary means the choice to share a student's Indigenous identity is up to the individual.