



The Director of Education and the Limestone District School Board are committed to ensuring that all students have the opportunity to achieve to their highest potential, both in school and in later life. Fulfilling this commitment requires a recognition that effective strategies must be developed to meet the particular educational needs of First Nation, Metis and Inuit students.

In addition, the Limestone District School Board will provide learning opportunities so that all students will gain knowledge and appreciation of contemporary and traditional First Nation, Metis, and Inuit traditions, cultures and perspectives.

In support of this initiative, parents, guardians and students 18 years of age or older shall have the opportunity to voluntarily self-identify as being of Indigenous ancestry, including being of First Nation, Metis, or Inuit background. This procedure applies to students with Indigenous ancestry. Data collection and analyses will provide information for future programming and decision-making related to Indigenous student success.

DEFINITIONS (from the Ontario First Nation, Metis, and Inuit Education Policy Framework):

Indigenous Peoples: The descendants of the original inhabitants of North America, Section 35(2) of the Constitution Act, 1982, states: “In this Act, ‘Indigenous peoples of Canada’ includes the Indian, Inuit, and Metis peoples of Canada.” These separate groups have unique heritages, languages, cultural practices, and spiritual beliefs. Their common link is their indigenous ancestry.

First Nation: A term that came into common usage in the 1970s to replace the word “Indian”, which many found offensive. The term “First Nation” has been adopted to replace the word “band” in the names of communities.

Inuit: Indigenous people in northern Canada, living mainly, but not only, in Nunavut, the Northwest Territories, northern Quebec, and Labrador.

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.



Metis: People of mixed First nation and European ancestry. The Metis history and culture draws on diverse ancestral origins, such as Scottish, Irish, French, Ojibwe, and Cree.

Status Indigenous People: Status or Registered Indigenous people belong to an Indian Band, who are governed by the Indian Act.

Non-status Indigenous People: First Nation people whose ancestors were never identified as Indians by the government or who lost their status. Non-status Indigenous People are not eligible for the benefits Status Indigenous people receive and are not subject to the Indian Act.

Indian Act: Federal legislation that regulates Indians and reserves and sets out certain federal government powers and responsibilities towards First Nations and their reserved lands. The first Indian Act was passed in 1876, although there were a number of pre-and post-Confederation enactments with respect to Indians and reserves prior to 1876. Since then, the act has undergone numerous amendments. The Department of Indian Affairs and Northern Development administers the act.



1. Indigenous Self-Identification Procedure

- 1.1. Self-Identification of Indigenous Ancestry by parents/guardians and students 18 years of age and older, shall be completed annually, at the time of school registration or at any time that it is deemed beneficial.
- 1.2. Self-Identification of Indigenous Ancestry by parents/guardians and students 18 years of age and older, shall be voluntary.
- 1.3. Parents/guardians and students 18 years of age and older shall have the opportunity to self-identify if they are of First Nation, Metis, or Inuit ancestry.
- 1.4. The self-identification shall include all Indigenous people, regardless of status.
- 1.5. Parents/guardians and students 18 years of age and older shall be entitled to remove the identification at any time, upon written request to the Principal.
- 1.6. No proof of ancestry shall be required.
- 1.7. The self-identification information shall be collected in a variety of ways, such as: on the Limestone District School Board Registration Forms, Course Selection Forms and Trillium Update Forms.
- 1.8. Self-identification information shall be collected from students in Elementary and Secondary Schools.

2. Confidentiality and Protection of Privacy

- 2.1. Data collected under this procedure will be in accordance with The Education Act, the Ontario Human Rights Code, the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), and the Freedom of Information and Protection of Privacy Act (FIPPA).
- 2.2. Individual data will be confidential to individuals in the school system who would require such information for the provision of resources, services, and experiences to



benefit individual Indigenous students.

- 2.3. Aggregate data may be available to the school system, the Ministry, and the Indigenous communities.
- 2.4. Aggregate data may be reported publicly by the Education Quality and Accountability Office.
- 2.5. The data collected as a result of this procedure will be evaluated on an ongoing basis and the results reported annually to the Board and to the Indigenous Advisory Committee.

3. Purposes of Data Collection

- 3.1. Personal data related to Indigenous ancestry may be collected for the following purposes:
 - 3.1.1. Assisting schools in better understanding the demographics of their school populations;
 - 3.1.2. Assisting the school board in assessing which schools require additional school programming, targeted initiatives, additional support, and the involvement of family and the greater community in the life of the school.
 - 3.1.3. Identifying Indigenous students who would benefit from additional support.
 - 3.1.4. To measure the School Board's effectiveness in:
 - 3.1.5. Improving the achievement rate of Indigenous students;
 - 3.1.6. Improving the retention rate of Indigenous students;
 - 3.1.7 Improving the graduation rate of Indigenous students.



4. Procedure Review

4.1. This procedure will be reviewed as required.