### SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	SCHOOLS AN	ID STUDENTS	
Policy Name	VOLUNTARY IDENTIFICATI	INDIGENOUS STUDENT SELF- ON	527
Board Approved:	February 26, 2024 June 18, 2019 February 20, 2013 April 25, 2006	Reviewed: February 6, 2024 March 5, 2019 February 5, 2013 May 1, 2012 September 26, 2011	Review By: December 2029

### **POLICY**

It is the policy of the Superior-Greenstone District School Board to provide the opportunity for all Indigenous students to voluntarily self-identify as being First Nations, Métis, or Inuit.

#### **RATIONALE**

The Superior-Greenstone District School Board believes the learning aspirations and potentials of Indigenous students can be realized through a responsive, transparent and accountable policy that focuses on improved programs and services and builds on strong partnerships with Indigenous parents and guardians, and Indigenous communities.

It is essential to understand who students are, in order to be responsive in the education we provide. It is also essential to have accurate student achievement data within Superior-Greenstone District School Board to improve success for Indigenous students. In accordance with the *Ministry of Education's First Nation, Métis and Inuit Policy Framework (2007),* accurate student achievement data is collected to assess progress towards the goals of improving Indigenous student achievement. Continued data collection and analysis will provide information for improvement planning and decision-making surrounding student success for Indigenous students.

It is also imperative to be cognizant and responsive to the *Truth and Reconciliation Commission of Canada: Calls to Action* (2015) as they pertain to Education (Calls 6-12) and Education for Reconciliation (Calls 62-65), and how Self-ID data can assist in working towards these specific Calls to Action. The Superior-Greenstone District School Board recognizes the impact of colonialism and the intergenerational trauma that has impacted Indigenous communities, thus understanding the need to continue to build trust and be transparent in the rational for collecting Self-ID data on Indigenous students, and transparent in the usage of collected data.

### **DEFINITIONS**

The following definitions are made without prejudice.

**Indigenous** is used as a term to describe the descendants of the original peoples of Canada. The Canadian Constitution Act (1982) recognizes three groups of Indigenous Peoples: First Nations, Métis, and Inuit (s. 35.2). Under the Data Collection Standards of the Anti-Racism Act (2017), SGDSB will conduct data collection using these three group titles. The SGDSB recognizes that Indigenous Peoples will use their own terms to describe their identity, which is not limited to the three aforementioned groups.

**First Nations** includes both status and non-status peoples.

- Status refers to people registered under the Indian Act of Indigenous Services Canada (ISC), holding certain rights and benefits that are not available to nonstatus or Métis people and who possess a registry number with ISC.
- Non-status refers to people who can identify where their ancestral lands are (First Nations or reserve community), who are not registered under the Indian Act of Indigenous Services Canada due to ineligibility or those who have chosen not to apply for their status.

**Métis** peoples are those who self-identify as Métis, and who are distinct from other Indigenous peoples, are of historic Métis Nation ancestry, and who are accepted by the Métis Nation.

**Inuit** peoples are a distinct group of Indigenous peoples who have ancestral ties to Northern Canada (including Nunavut, Northwest Territories, Northern Quebec, and Northern Labrador)

**Self-Identification** is a self-described declaration of Indigenous identity. This declaration is completely voluntary.

#### **PROCEDURES**

## 1.0 Implementation

- 1.1 Voluntary self-identification will be collected annually on Student Verification Forms for all elementary and secondary students enrolled with the Superior-Greenstone District School Board as of the 2005-2006 school year.
- 1.2 Voluntary self-identification will be collected on the Superior-Greenstone District School Board Registration Form for all new elementary and secondary students enrolled with the Board as of the 2006-2007 school year.
- 1.3 In accordance with Anti-Racism Act (2017), staff will be trained to collect selfidentification data in a respectful, culturally safe, accessible way that ensures individual privacy and confidentiality.

### 2.0 Guidelines

Programs will be evaluated regularly based on:

- Transparency
- Inclusion
- Innovation
- Learner-centeredness
- Equity
- Responsiveness
- Collaboration
- Confidentiality
- Reflection of cultural diversity
- Degrees of Effectiveness

## 3.0 Accountability

- Provide high quality learning opportunities that are responsive, flexible and accessible to Indigenous students
- Increase the graduation rates of Indigenous students
- Ensure that Indigenous students are well prepared for participation in post-secondary studies and the world of work
- Promote effective, respectful working relationships and partnerships with Indigenous parents and Indigenous communities
- Programming is culturally responsive

# 4.0 Data Collection, Storage, Access and Usage or Security Protocol

All data will be securely stored to respect privacy and used only as a means to enhance Indigenous education programs within the Superior-Greenstone District School Board.

- 4.1 Data will be treated in the same manner as Ontario Student Records and protected and governed by the Freedom of Information Act.
  - 4.2 The information gathered will be shared with educational organizations (e.g. Ministry of Education, EQAO for the purpose of developing supportive programs, and relevant data will be shared where data agreements are in place. All information shared will be done without identifying factors, unless consent has been given by the parent or guardian, or the student if they are of age. Types of sharing may include:
    - Aggregate information about indigenous identity
    - Communities students belong to as identified by the parent/guardian/student and permission granted
- 4.3 Use of data will inform the School Board if programming is meeting the needs of students who identify as Indigenous (FNMI), and mitigating gaps in areas such as achievement success, belonging and attendance

### 5.0 Timeline

The data collected as a result of this policy will be evaluated on an annual basis and the results reported to the Superior-Greenstone District School Board Indigenous Education Advisory Committee. The policy will be reviewed as required by the policy review committee of Superior-Greenstone District School Board for its effectiveness.