

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 non-status 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 self-identification 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.