



Administrative Procedure: Self Identification

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Rationale

The learning aspirations and potentials of Aboriginal students can be realized through a responsive, transparent and accountable policy that focuses on improved programs and services and builds on strong partnerships with Aboriginal parents and their communities. Student achievement data needs to be collected and aggregated related to the performance of Aboriginal students. This is to determine whether programs currently delivered offer similar opportunities for success as for other students. Continued data collection and analysis will provide information for future decision-making surrounding Aboriginal student success.

Through voluntary self-identification policies, all boards in Ontario are now collecting data related to Aboriginal students attending our schools. Through the support of EQAO and other educational related organizations, achievement and other data can be collected and reviewed. If necessary, programs can be put in place to address student needs.

The Ministry of Education's Ontario First Nation, Métis and Inuit (FNMI) Education Policy Framework, 2007 emphasizes the importance of having accurate and reliable data in order to assess progress towards the goal of improving Aboriginal student achievement.

Framework Goals

The Superior North Catholic District School Board has established the following goals for Aboriginal education within its jurisdiction:

- To provide high quality learning opportunities that are responsive, flexible, and accessible to the learner.
- To continue to set high expectations for learner achievement in supported learning environments.
- To improve EQAO test scores for Aboriginal students.
- To increase the retention rate of Aboriginal students.
- To increase the graduation rates of Aboriginal students.
- To ensure that learners are well prepared for participation in post-secondary studies and the world of work.
- To promote effective, respectful working relationships and partnerships with Aboriginal parents and the general Aboriginal community.

Guiding Principles

This policy will evolve as the Board seeks to improve achievement and program delivery for Aboriginal students. For implementation and future refinement of the policy, the following principles will continue to guide us:

- Transparency
- Inclusiveness
- Innovation
- Learner-Centered
- Equitable
- Responsive

- Collaborative
- Respect Individual Privacy And Dignity
- Results Oriented
- Acknowledge And Reflect Cultural Diversity
- Contribute To The Knowledge Base Through Research

Security Protocol

All data will be securely stored to respect privacy and used only as a means to enhance Aboriginal education programs within the Superior North Catholic District School Board and the province of Ontario.

Data will be treated in the same manner as Ontario Student Records and protected and governed by the Freedom of Information Act.

Individual data will only be communicated to education related organizations after individual authorization has been obtained for that purpose. The information gathered by these organizations are used in aggregate only and for the purpose of developing and implementing supportive programs.

Self-Identification Process

Families of Aboriginal ancestry who are prepared to share this information, can indicate the proper Aboriginal ID checkbox (e.g. First Nation, Inuit or Métis) on our student registration forms. First Nation now covers both First Nation students living on reserve, as well as off reserve.

Even though a child may be recognized as an Aboriginal student living on reserve covered by a tuition agreement, if a student has not voluntarily self-identified, the student's Aboriginal status data will not be shared with these educational related organizations.

Students who previously identified themselves as First Nation students living on reserve covered by a tuition agreement, will now be identified as First Nation, as the single First Nation cohort, covering voluntary self-identified First Nation students living both on and off reserve.

Evaluation & Communication

The data collected as a result of this policy, will be evaluated on an annual basis and the results reported to the Aboriginal Education Advisory Committee and the Superior North Catholic District School Board.

Individual data of students who have voluntarily self-identified themselves as Aboriginal, will only be communicated to educational related organizations, who in turn, only use this information in an aggregated basis for the purpose of developing and implementing supportive programs. Existing organizations that wish to obtain aggregate Aboriginal student data and who follow the above principle are: EQAO, Aboriginal Education Office of the Ministry of Education, and OnSIS. Data collected by these organizations will be shared with the Ministry.

However, identifiable student information is de-personalized and aggregated prior to any public reporting. Unless required by law, the Ministry does not disclose 'aggregate data' when publicly reporting information if there are five or fewer people involved. It is important to note that the Ministry and these organizations are subject to the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and the Board are all required to protect the privacy of the personal information associated with the voluntary self-identification in accordance with this act.

Ministry of Education of Ontario Brochure

- [Building Bridges to Success for First Nation, Métis and Inuit Students \(PDF\)](#)

Aboriginal communities have indicated they are interested in knowing about the achievement of their children. Certain aggregated achievement data will be publicly available to these groups. As well, publicly available aggregated achievement data will be communicated with our Board's Aboriginal Education Advisory Committee, and interested First Nations with a tuition agreement in place with our Board.

Guiding Principles in Policy Development

- collaborative
- Inclusive
- results oriented

- learner-centred
- respect the privacy and dignity of our students and their families

Self-Identification is a way to increase Aboriginal students' success by providing support and accountability.

[Aboriginal Student Self Identification Pamphlet \(PDF\)](#) - updated February 3, 2016