

I CELEBRATE MY ANCESTRY

ADSB Indigenous Initiatives

Indigenous Education Advisory Council -

ADSB has the privilege to meet and work with First Nation communities, Métis Nation of Ontario, Indigenous Friendship Centre, Algoma University, Shingwauk Kinomaage Gamig and Sault College. This committee meets four times throughout the school year to support our Indigenous students.

Ojibway Language - is offered in the following schools: Blind River PS, Central Algoma SS, Central Algoma Intermediate, Chapleau PS, East View PS, Elliot Lake SS, Kina Awiya, Korah C&VS, Michipicoten HS, Mountain View PS, Pinewood PS, Sir James Dunn PS, Superior Heights C&VS, Thessalon PS, WC Eaket SS, White Pines C&VS and White Pines Intermediate.

Indigenous LEAD Teacher - The ADSB liaison between the Board and our Indigenous partners is Alyssa Traves.



Cultural Rooms - We are pleased to have cultural rooms in the following schools: Blind River PS, CASS, Chapleau School, East View PS, Elliot Lake SS, Korah C&VS, Michipicoten HS, Superior Heights C&VS, Thessalon PS, WC Eaket SS, White Pines C&VS and White Pines Intermediate.

Cultural Support Workers - In partnership with our First Nation communities, Cultural Support Workers can be found at: Blind River PS, CASS, Chapleau School, East View PS, Michipicoten High School, Thessalon PS, WC Eaket SS, White Pines C & VS and White Pines Intermediate.

Our Indigenous partners include:

- Brunswick House FN
- Chapleau Cree FN
- Chapleau Ojibway
- Michipicoten FN
- Batchewana FN
- Garden River FN
- Thessalon FN
- Mississuga FN
- Serpent River FN
- North Shore Tribal Council
- Métis Nation of Ontario
- Indigenous Friendship Centre of SSM
- Wabun Tribal Council



I AM FIRST NATION
I AM MÉTIS
I AM INUIT

VOLUNTARY SELF-IDENTIFICATION
POLICY

Supporting our Indigenous Learners



I AM PROUD OF MY HERITAGE

Some Background

Supporting First Nation, Métis and Inuit (FNMI) students is one of the key priorities for the Algoma District School Board.

The First Nation, Métis, Inuit (FNMI) Education Policy Framework (2007) set the foundation for improving achievement among Indigenous students. The Algoma District School Board continues to meet many of the expectations as set out in the FNMI Education Policy Framework.

All students and their parents have the right to voluntarily self-identify.

The first such measure in recognizing this right was to establish a self-identification policy/procedure to identify, collect and aggregate student achievement data for Indigenous students.

This resulted in the development of the ADSB Voluntary Self-Identification Policy.

Since the implementation of the Policy Framework, students and their parents have voluntarily self-identified. Our staff has also been asked to voluntarily self-identify. Each year self-identification numbers have increased.

Establishing baseline data on the achievement of First Nation, Métis, and Inuit students in our schools is key in implementing programs to support our Indigenous students.

The information from voluntary self-identification will assist the Board with programming enhancements for all of our students.

All data gathered will be used only as a means to enhance Indigenous education programs and student success. Data will be treated in the same manner as Ontario Student Records and protected and governed by Freedom of Information Act. Individual data will not be publicly identifiable

Students of Indigenous ancestry are encouraged to apply. Status card is not mandatory.

Students and parents/guardians who wish to voluntarily self-identify and have not done so are encouraged to contact their school.



**The ADSB Voluntary
Self-Identification Policy is
located at:**

www.adsb.on.ca

(2024/2025)

ADSB Voluntary Self-Identification Policy

We have developed this policy to:

- support FNMI student achievement
- promote effective working relationships with our FNMI communities through parent involvement
- direct resources to
 - provide high quality learning opportunities that directly address the needs of FNMI students experiencing gaps in their learning.
 - improve EQAO test scores for FNMI students
 - improve the retention rate of FNMI students in schools.
 - increase the graduation rate of FNMI students and help ensure entrance into post secondary studies and the world of work.

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