

Ministry of Education and Child Care

Implementation of Indigenous Education Councils

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Overview

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Context

- Many school districts have had a form of Indigenous Education Council
 - Councils had various mandates, memberships, and input into school district operations
 - Councils varied in their effectiveness with limited decision-making authority and existed solely at the discretion of boards of education
- Distinctions-Based Approach
 - Declaration Act Action Plan released March 2022
 - Distinctions-Based Approach Primer released December 2023
 - IEC Legislation and Order drafted with a Distinctions-Based Approach

Reset of IECs

- IECs will play an important role in improving student achievement and attendance
- FNEESC and ECC have co-developed legislative amendments to the *School Act* and a ministerial order to support effective implementation of IECs across the 60 school districts
 - The IEC policy will be released in Summer 2024



Legislative Amendments

- IECs are required in all school districts
- Purposes
 - Advocate for all Indigenous students through advice on programs, services, and achievement
 - Advise on integration of Indigenous worldviews and perspectives, particularly local First Nations
 - Local First Nations members advising on their distinct languages, cultures, customs, traditions, practices or histories
 - Advise on grants provided in relation to Indigenous students
- Requires IEC approval of Indigenous Education Targeted Funding
- IECs are not committees of boards of education
- Board trustees and employees cannot be voting members of the IEC

Setting up an IEC

- First Nations Members
 - Each First Nation in whose traditional territory the board is operating: 2 members
 - Each First Nation with boarded students in a district: 1 member
- After seeking advice from each local First Nation, a board may appoint additional persons who bring perspectives relevant to the Indigenous student population of that district
 - E.g.: additional representatives of local First Nations, other First Nations, Friendship Centres, Métis, Inuit, Indigenous non-profits
- Local First Nation representation
 - Local First Nations members should not be outnumbered on an IEC
 - If no local First Nations decide to sit on an IEC, an IEC can still function

Rules for an IEC

IEC Rules set out by the Ministerial Order

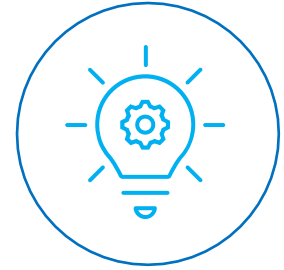
- a. the protocols, laws, customs and traditions of local first nations must be respected;
- b. the Indigenous education council must:
 - i. be guided by the need to support strong and effective relationships between the board and local first nations;
 - ii. acknowledge its work is undertaken in the local first nations' territory and have deference to the views and perspectives of members representing local first nations; and
 - iii. consider the distinctions and diversity of the Indigenous student population in advising the board.

Terms of Reference

- IECs are responsible for their own Terms of Reference but must be consistent with the *School Act* and the ministerial order
 - A template Terms of Reference will be made available for IECs to use
- Should include:
 - a. IEC membership terms
 - b. How the Chair(s) and vice-Chair(s) are chosen and their roles
 - c. Meeting schedules and location
 - d. Decision making process (quorum, voting thresholds)
 - e. Dispute resolution processes
 - f. Conflict of interest
 - g. Process relating to providing advice to the board
 - h. Alternate Members

Operationalization of an IEC

Ministerial order outlines specific areas a board must consult with local First Nation members or the whole IEC



A board will consult only with local First Nation members on:

- a. how to reflect or integrate the distinct languages, cultures, customs, protocols, traditions, practices or history of local first nations into the learning environments and staff training offered by the board; and
- b. how to integrate the worldviews and perspectives of local first nations into the learning environments.
 - Integration of local First Nations worldviews and perspectives into learning environments must be prioritized

Operationalization of an IEC

Boards must consult with IECs on

- Procedures to recruit and hire staff that have a significant role in delivering Indigenous programs and services, or involve significant interaction with Indigenous students
- Activities or resources related to the National Day for Truth and Reconciliation and National Indigenous Peoples Day
- Professional development for school district staff relating to cultural competencies, and non-instructional time focused on enhancing Indigenous student achievement or Indigenous world views

Operationalization of an IEC

Boards must consult with IECs on

- Reporting for the Framework for Enhancing Student Learning
- Reporting required by the Ministry on IECs
- Specific grants identified under the *School Act*
- Board policies that may have a significant impact on Indigenous students

Indigenous Education Targeted Funding and IEC Capacity Funding

- IECs are responsible for the approval of planning, spending, and reporting of Indigenous Education Targeted Funding (\$114M)
- Approval of Targeted Funding is intended to provide members of the IEC with the opportunity to be involved in decisions relating to the funding of programs and supports provided for Indigenous students
- How an IEC provides input, advice, and approval of the IETF and capacity funding will be decided at the local level
- Any Targeted Funding underspend falls under the above process



Secretariat and Administrative Support

- IECs are responsible for approving the planning, spending, and reporting for IEC Capacity Funding (\$5.7M)
 - Funding by school district on Table 14 of Operating Grant Manual
- Administrative support, including:
 - Covering reasonable costs of holding meetings (space, travel, food, honorarium)
 - IEC member travel to attend meetings when they are held in-person
- Secretariat support, including:
 - Agenda setting, technical support, meeting space planning

Next Steps



For ECC and FNEESC

- ✓ Developing an IEC Policy and Terms of Reference for Summer 2024
- ✓ Developing resources to support implementation (e.g. Q&A)
- ✓ Updating Indigenous Education Targeted Funding Policy
- ✓ Updating 1701 form/instructions and audit criteria
- ✓ Effective communication with all K-12 education partners
- ✓ Planning for a gathering of IEC representatives in 2024/25 school year

Next Steps



For Boards of Education

- ✓ Review legislation, IEC Order, IEC Policy, and Terms of Reference (when available), and Distinctions-Based Approach Primer
- ✓ Work with First Nations to designate representatives and discuss additional members to be appointed to the IEC
- ✓ Align IEC membership and operations with IEC legislation and Ministerial Order

For First Nations

- ✓ Consider who to designate as members of IECs