



Indigenous Education Council (IEC)



Chilliwack School Board Learning Session September 10, 2024

An overview of the new legislated mandate in BC and the SD33 journey in “resetting” our IEAC



Overview

- Context
- Legislative Amendments
- Setting up an IEC
- Role of a board
- IEC Implementation
- Next Steps

Context

- Reset of IECs
 - ECC and FNEESC have co-developed legislative amendments to the School Act and a ministerial order to support effective implementation of IECs across the 60 school districts. ECC also consulted with Indigenous people and organizations.
- 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

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 may not be members on an IEC

Rules for an IEC

IEC Rules set out by the Ministerial Order

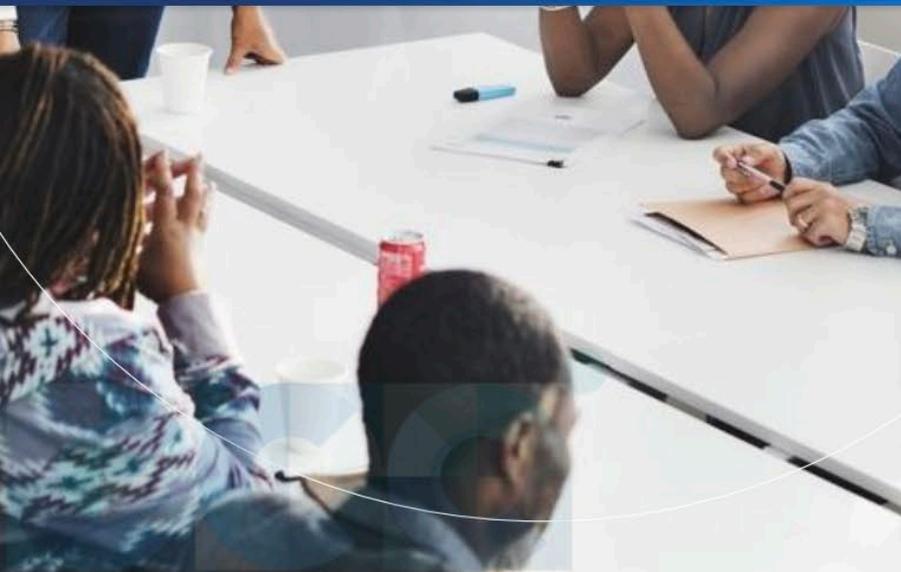
- The protocols, laws, customs and traditions of local first nations must be respected
- The Indigenous education council must:
 - be guided by the need to support strong and effective relationships between the board and local first nations;
 - acknowledge its work is undertaken in the local first nations'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

Setting up an IEC

- First Nations Members
 - Each First Nation in whose traditional territory the board is operating: 2 members
 - Each non-local First Nation with students in a district and federal funding: 1 member
- After seeking advice from each local First Nation, a board must 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, Métis, Inuit and 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



Role of a Board



- A board cannot direct the IEC but has certain obligations in respect of the IEC
- A board must establish an IEC in accordance with the IEC Order
- Support the IEC in coordinating and fulfilling administrative tasks associated with the IEC
 - Cover reasonable costs of holding meetings and IEC member travel to attend meetings
 - Provide a standing item on board agendas for IEC advice or decisions
- Provide a secretariat or main point of contact for the IEC

IEC Implementation

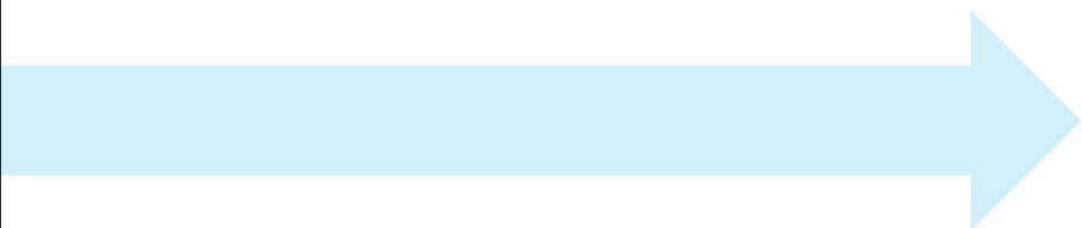
August-December 2024



For Boards of Education

- Review legislation, IEC Order, IEC Policy, and Terms of Reference, and Distinctions-Based Approach Primer
- Work with local First Nations to designate representatives and discuss additional members to be appointed to the IEC
- Align IEC membership and Terms of Reference with IEC legislation and Ministerial Order
- All IECs should be set up and operationalized this fall

Next Steps



- ✓ 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