

INDIGENOUS EDUCATION COUNCIL ORDER

Authority: *School Act*, sections 87.003 and 87.004

Ministerial Order 217/24 (M217/24) Effective June 26, 2024
Order of the Minister of Education and Child Care

Definitions

1 In this order:

“**board**”, except in section 2 (1), (3) and (4), includes a francophone education authority;

“**eligible first nation person**” means an eligible first nation person as defined in section 86.1 (1) of the *School Act*;

“**first nation**” means a first nation as defined in section 1 (1) of the *School Act*;

“**local first nation**” means a first nation, a treaty first nation or the Nisga’a Nation in whose traditional territory the board operates;

“**non-local first nation**” means a first nation, a treaty first nation, or the Nisga’a Nation whose traditional territory is distinct from where the board operates.

Establishment and Composition of Indigenous Education Councils

2 (1) In establishing an Indigenous education council,

(a) a board must invite each local first nation to designate two persons as members of the Indigenous education council,

(b) a board must invite each non-local first nation, if an eligible first nation person of the non-local first nation is enrolled in an educational program provided by the board, to designate one person as a member of the Indigenous education council,

(c) a board must appoint those persons designated under (a) and (b) and

(d) after seeking advice from each local first nation, and subject to the considerations set out in subsections (2) and (3), a board may appoint additional persons who bring perspectives relevant to the Indigenous student population served by the board, recognizing this population may include first nation, Métis and Inuit students.

(2) In establishing an Indigenous education council, a board must consider the distinctions and diversity among the Indigenous student population served by the board and ensure that the composition of the Indigenous education council reasonably reflects the distinctions and diversity of the Indigenous student population.

(3) Despite subsection (2), in establishing an Indigenous education council, a board must make reasonable effort to ensure that the number of persons appointed under subsection (1) (d) who are not representatives of local first nations is not greater than the total number of persons who are either designated by local first nations under subsection (1) (a) or appointed as representatives of local first nations under subsection (1) (d).

(4) Annually, and when a vacancy occurs on an Indigenous education council, a board must work with the Indigenous education council to review and, if necessary, appoint members in accordance with subsection (1).

INDIGENOUS EDUCATION COUNCIL ORDER

Rules for the Conduct of the Business of an Indigenous Education Council

3 An Indigenous education council must comply with the following rules in the conduct of its business:

- (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.

Board Consultation with Indigenous Education Councils

4 (1) A board must consult with the Indigenous education council on the following matters:

- (a) the procedures to be carried out by the board to recruit and hire board staff who develop and deliver programs and services for Indigenous students or whose role involves significant interaction with Indigenous students;
- (b) the activities and resources to honour National Day for Truth and Reconciliation and National Indigenous Peoples Day;
- (c) the activities that a board proposes for the purpose of
 - (i) professional development relating to cultural competencies, including the 9th Professional Standard for Educators in BC established under section 10 (1) of the *Teachers Act*, and
 - (ii) non-instructional time focused on enhancing Indigenous student achievement or integrating Indigenous worldviews and perspectives into learning environments;
- (d) any annual reports made by the board to the Ministry of Education and Child Care regarding the activities of the Indigenous education councils;
- (e) the reports made by the board in accordance with the Ministerial Order M302/20, Enhancing Student Learning Reporting Order;
- (f) the implementation of initiatives funded by special grants paid under section 115 (1) of the *School Act* that have a particular relevance to or impact on Indigenous students;
- (g) other policy matters impacting Indigenous students.

(2) A board must consult with only the members of the Indigenous education council that are representatives of the local first nations on the following matters:

- (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;
- (b) how to integrate the worldviews and perspectives of local first nations into learning environments.