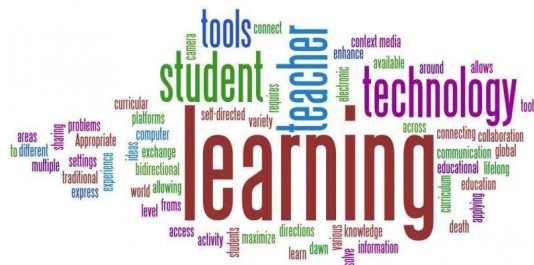


Some Links of Interest



- ◆ <https://files.ontario.ca/edu-ontario-first-nation-metis-inuit-education-policy-framework-2007-en-2021-10-29.pdf>

Foundational document requiring update

- ◆ <https://www.ontario.ca/page/indigenous-education-ontario>

Outlines the supports available to First Nation students

- ◆ <https://www.ontario.ca/page/education-funding-2022-23>

Review the Education Funding: Technical Paper 2022-23

- ◆ <https://education.chiefs-of-ontario.org>

Link to the Chiefs of Ontario Education Portal

- ◆ <https://www.youtube.com/watch?v=y7pXoJtemW8>

Video: Education Agreements

Note: Ministry financial updates for 2023-24 are not yet online.



Chiefs of Ontario

Language and Education Forum

February 2023

Relationships with Provincial School Boards

This summary of information for First Nations with students in provincial schools was compiled by the Education Team of the Independent First Nations.



Indigenous Education Strategy

In January 2007, a framework to support the Ministry of Education’s Indigenous Education Strategy was released. It set the foundation for delivering education to First Nations, Metis and Inuit students in provincially funded schools in Ontario. (Note: the framework is due for an update.)

Some Components of the Strategy:

Indigenous Education Office (IEO): Staff in this unit of the Ministry of Education provide support and advocacy for First Nations, Metis, and Inuit students and communities. Renita Deonarain is the Interim Director of the IEO. Contact her at Renita.Deonarain@ontario.ca.

Indigenous Education/Advisory Councils (IEC’s/IAC’s):

In 2014, the Ministry announced that school boards should formalize processes to promote stronger relationships with their First Nations, Metis and Inuit communities. IECs/IAC’s are councils comprised of Board staff and representatives from local Indigenous communities. The objectives of these councils are: to facilitate collaboration; to improve communication; and to identify promising practices that support First Nations, Metis and Inuit student achievement and wellbeing. The IEC/IAC should ensure that the First Nation, Metis, and Inuit voice is reflected in planning for students.

Board Action Plan (The BAP):

Since 2014-15, boards have been directed to develop education programs to support the goals of the strategy. Community members on the IEC/IAC must have input into the development of these plans if they are reflective of true collaboration. The BAP report is submitted annually to the Ministry to ensure that boards are accountable.

Regional Support—FNLLT

The First Nations Lifelong Learning Table

The FNLLT is a bilateral initiative designed to provide First Nations and the government of Ontario a forum to work toward a collaborative working relationship based on inclusion and mutual respect. FNLLT currently has members from the Ministry’s Indigenous Education Office, COO, and coordinators from First Nations political organizations.

Some of the priorities for the work of the FNLLT include:

- ◆ Student success and wellbeing
- ◆ Curriculum development and revision
- ◆ Language and culture availability in provincial schools
- ◆ Data Sharing; accountability
- ◆ Building relationships

Members of the FNLLT want and need input from First Nations leaders, families, and educators to inform future work on behalf of students in the provincial system. Contact COO staff for more information:

Patrik Lowen, Program Lead: patrik.lowen@coo.org

Karleigh Palmer, Ed. Policy Analyst: karleigh.palmer@coo.org



Education Agreements

Ontario's Reciprocal Education Approach (REA)

The reciprocal education approach (REA) was designed to improve access to education for First Nation students by eliminating the need for First Nations and school boards to negotiate and enter into an agreement for the **base tuition fee**. This came into effect September 1, 2019.

<https://www.ontario.ca/page/reciprocal-education-approach>

Education Agreements

To ensure students receive services outside of and in addition to base tuition, First Nations must **also** negotiate Education Agreements (EAs), previously known as tuition agreements, education service agreements (ESA), or reverse education service agreements (RESA). These legally binding agreements between a First Nation and school board detail the provision of:

- ◆ First Nations language and culture courses;
- ◆ Special education services;
- ◆ Transportation;
- ◆ Etc.



<https://education.chiefs-of-ontario.org/priorities/lifelonglearning/education-agreements/>

Indigenous Education Leads

Beginning in the fall of 2016, school boards in Ontario have been funded for this full-time position. The Lead works closely with senior board administration to support improved First Nations student achievement and well-being and enhance the knowledge and awareness of all students about First Nation, Metis and Inuit cultures, histories and perspectives.

The Ministry's Program Leadership Grant identifies funds for six lead positions, including the Indigenous Lead. The funding to a Board is flexible for these positions **except for** the Indigenous Lead.

From the Ministry Technical Paper 2022-23:

- ◆ *The Indigenous Education Lead must be a full-time position and must be dedicated. Job splitting is not permitted, unless an exemption is requested by the school board in writing to the ministry's Indigenous Education Office.*
- ◆ *If the lead is not a supervisory officer, the school board will also be required to identify a supervisory officer who is accountable for the implementation of the Board Action Plan (BAP) on Indigenous Education with oversight over the work of the lead.*
- ◆ *The hiring requirement is a minimum of 1.0 FTE per school board.*
- ◆ *Funding generated for the Indigenous Lead's salary may only be spent on the Indigenous Education Lead ... and any remainder must be reported and spent under the BAP Allocation.*

It is important to know and work with your community's Indigenous Lead on behalf of your students.



First Nations Trustees on Boards

School Board Trustees:

- ◆ Every school district in Ontario is governed by a Board of Trustees. Trustees play a key leadership role in ensuring that schools operate within the standards established by the province, and that programs and services remain responsive to the diverse communities they serve.
- ◆ First Nation Trustees represent and are appointed by First Nations communities who have students enrolled in the board’s schools. They have all the same rights and responsibilities as publicly elected trustees.
- ◆ A First Nation can appoint a member for a seat on the Board when:
 - ◆ the Board has admitted “pupils who belong to the band or bands” ; or
 - ◆ “the board has entered into one or more agreements to provide instruction to pupils who belong to the band or bands”.
- ◆ *Note:* Appointment of a First Nations Trustee is at the discretion of the Board if the number of pupils enrolled in schools operated by the Board is “fewer than the lesser of 10 per cent of the average daily enrolment in the schools of the board and 100”.



Quotes are from the Education Act ONTARIO REGULATION 462/97



Other Student Supports

Indigenous Graduation Coach Program

- ◆ Targeted provincial boards have Indigenous graduation coaches to help First Nations students obtain an Ontario Secondary School Diploma.
- ◆ This program also helps students transition from on-reserve schools to the provincial system.



Required Board Committees

- ◆ Special Education Advisory Committee (SEAC):
Every school board must have a SEAC to provide guidance on the board’s special education program and services.
- ◆ Parent Involvement Committees (PIC’s) :
Parents provide input to the district school board on various issues as members of this advisory committee.

Contact your local school board to find out more about these committees and how First Nations members can participate.

