

## **Indigenous Education Committee**

### **Terms of Reference:**

#### **1.0 Role**

The role of the Indigenous Education Committee is to advise and make recommendations to the Board on matters relating to the education, well-being and achievement of First Nations, Métis, and Inuit students while working collaboratively with the Limestone District School Board (LDSB) to support Indigenous students, families, and educators.

#### **2.0 Responsibilities**

The responsibilities of the Indigenous Education Committee will be as follows:

- A. Advise and assist with the implementation of the Limestone District School Board (LDSB) Indigenous Education Protocol.
- B. Advise and assist with the implementation of Limestone District School Board (LDSB) Action Plan on Indigenous Education.
- C. Advise and assist the Board of Trustees in its commitment to provide an equitable, inclusive, transparent education and work environment for First Nations, Métis, and Inuit students and staff.
- D. To provide strategic advice on implementing the Truth and Reconciliation Calls to Action, specifically Calls to Action pertaining to education 10, 62 & 63.
- E. Advise and assist to ensure that all Indigenous days of significance are respected
- F. To act as a resource to provide informed and current knowledge of First Nations, Métis, and Inuit perspectives to support informed decision making within Limestone District School Board.
- G. To liaise with caregivers and community members as needed to ensure equitable and inclusive education and work environment for First Nations, Metis, Inuit students and staff.
- H. Responding to other initiatives as they arise within the educational community.

#### **3.0 Membership**

Participation in the Committee is voluntary. The defining characteristics of the individuals who will hold a seat on the Indigenous Education Committee are as follows:

- A. First Nations, Métis, and Inuit caregivers from the Limestone District School Board (LDSB) are welcome to join or attend the Committee meetings. Ideally there would be a balance between rural and urban as well as elementary and secondary parents/caregivers.
- B. First Nations, Métis, and Inuit community representatives from their respective territories within the Limestone District School Board (LDSB).
- C. Board staff aligned to Indigenous Education.
- D. Indigenous Trustee representative and Indigenous Student Trustee representative.
- E. Community Stakeholders with an understanding of education and an interest in promoting Indigenous student success and well-being.

The Indigenous Education Committee Facilitator and Co-Facilitator will ensure that every person's voice is heard.

Through the IEC multiple groups and organizations are represented. As a collective, no one member of the IEC can speak as a representative for the whole group outside of IEC meetings unless given permission by the group to share initiatives, communications, etc. with the community.

Community stakeholders interested in holding a seat on the Indigenous Education Committee can submit their request in writing to be assessed by the Committee. Then the Facilitator will notify the Community stakeholder in writing the Committee's decision.

Committee members agree to communicate and check-in with each other if there are missed meetings.

#### **4.0 Meetings**

The Indigenous Education Committee will meet a minimum of five (5) times per year, with additional meetings held as needed, with ad-hoc and sub-Committees formed and able to meet outside these dates to address special topics. The meetings may be in-person, virtual or a hybrid model. Meeting dates will be shared with all LDSB parents/caregivers of First Nations, Métis, and Inuit students with an open invitation to attend.

If a member is not able to participate in a meeting, that member can speak to the Facilitator or Co-Facilitator in advance so that the Facilitator or Co-Facilitator can share the member's perspective at the meeting.

Members are expected to attend all Committee meetings, understanding extenuating circumstances are unavoidable. Members who miss 3 consecutive meetings may have their membership revoked. Communities that are represented in the Committee may reappoint another member in their place. The Facilitator and Co-facilitator will monitor attendance throughout the school year and the group will have the opportunity to discuss when a member of IEC has missed 3 consecutive meetings and discuss how to move forward in a good way.

Each member of the IEC must complete a commitment string to sit in the circle. The commitment strings are a representation of our individual and collective commitments to IEC and to supporting students across the LDSB. They also serve as a reminder of our commitments to each other as members of IEC, how we conduct ourselves in circle, and how we work together, respectfully, towards collective goals. Members whose actions or words cause concern for an IEC member(s) will be asked to adjust the actions or words that are causing harm by the other members of IEC. The expectation is that IEC members will always conduct themselves in the interest of students/families first and foremost.

Members may also submit written comments or documentation in advance of the meeting for consideration.

Submissions made during a meeting for consideration will be placed on the next agenda.

#### **5.0 Term**

The length of a term for the Indigenous Education Committee is from September to June of any given school year.

Members are required to establish their continued interest in maintaining a seat with the Indigenous Education Committee each June for September of the upcoming school year. IEC members will re-evaluate membership annually.

## **6.0 Facilitator**

The Facilitator will be a member of the Limestone Indigenous Education Team,

### **6.1 The Facilitator shall:**

- A. Call meetings of the Committee.
- B. Facilitate meetings of the Committee.
- C. Designate another member of the Indigenous Education Team who is a committee member to Facilitate the Committee meeting in the Facilitator's absence.
- D. Facilitator will ensure the meeting protocols are followed.

## **7.0 Co-Facilitator**

The Co-Facilitator will be an Indigenous community member of the Indigenous Education Committee, appointed by the Facilitator at the beginning of the school year for one term.

### **7.1 The Co-Facilitator shall:**

- A. Ensure the meeting protocols are followed.
- B. Ensure that the meeting agenda is adhered to in a timely manner.
- C. Keep a speakers list.
- D. Keep track of new business as it develops from meeting.

## **8.0 Quorum**

Quorum is established when 20% of the Indigenous Education Committee is present and fifty percent (50%) of those in attendance are Indigenous.

## **9.0 Decision-Making**

The consensus process will be used as the primary decision-making process for all issues, meeting agenda items, or choices presented. If the use of the consensus process is found to be inappropriate or a decision by consensus is unattainable on a specific issue, conflict or situation, the Committee will move to a majority vote decision-making process where approval of a decision or passed motion requires a majority of the Committee.

### **9.1 Consensus Procedure:**

- A. A proposal for resolution is put forward.
- B. Amend and modify the proposal through discussion.
- C. Committee members that disagree with the proposal have the responsibility to put forward alternative suggestions.
- D. The person that put forward the proposal, with the assistance of the Co-Facilitator, can choose to withdraw the proposal if it seems to be a dead end.
- E. When a proposal seems to be well understood by everyone, and there are no new changes asked for, Co-Facilitator can ask if there are any objections or reservations to it.
- F. If there are no objections, the Facilitator can call for consensus.

- G. If there are still no objections, then after a moment of silence you have your decision.
- H. If consensus does appear to have been reached, the Facilitator will repeat the decision to the group, so everyone is clear on what has been decided.

## **10.0 Meeting Agendas**

Agenda items for review will be brought forward to all members of the Committee prior to meetings. Agenda will be approved at the opening of each meeting. Items to be considered must be brought to the Committee Facilitator or Co-Facilitator during a Committee meeting to be added to the agenda for the next meeting. Items brought forward during a meeting will only be addressed at the discretion of the Facilitator.

## **11.0 Meeting Minutes**

A member of the Limestone District School Board (LDSB) Indigenous Education Team (or designate) shall take minutes during Committee meetings to be approved prior to subsequent meetings. Minutes will be circulated electronically prior to IEC meetings for review or amendment. The expectation is that members will read the minutes prior to the next meeting. Minutes will also go to the Board as part of the consent agenda. Minutes will be kept and stored in accordance with the LDSB practice.

## **12.0 Guests**

The Facilitator may invite guests to attend meetings as a resource as required. Caregivers of First Nations, Métis, and Inuit children may attend Indigenous Education Committee meetings.

## **13.0 Annual Review**

The Terms of Reference for the Indigenous Education Committee is considered to be a living, breathing document and as such, will be adjusted and reviewed as needed. At the very least, the Terms of Reference will be reviewed annually by the IEC and necessary changes will be made as per Section 9.0 Decision- Making.

Approved by IEC: March 2023

Reviewed by IEC: March 2024

## **Appendix A:**

### **Meeting Protocols (in person, virtual, or hybrid model)**

#### **1.0 Traditional Opening:**

- 1.1** A smudge may be offered to individuals of the Indigenous Education Committee and guests prior to the beginning of the meeting.
- 1.2** Individual Commitment Strings will be placed inside the working circle to acknowledge our place in supporting our students, teachers, staff, and community.
- 1.3** Meetings will begin with a traditional offering of prayer or song by an Elder, Senator, Knowledge Holder, or Indigenous language speaker/learner.

#### **2.0 Committee\* Meeting Schedule:**

- 2.1** Facilitator will call attention to meeting and address *“housekeeping needs”*.
- 2.2** Establish Quorum.
- 2.3** Review agenda speaking points.
- 2.4** Approve previous minutes.
- 2.5** Review actionable business of the Indigenous Education Committee.
- 2.6** Updates from sub-committee working groups or ad-hoc groups of the Indigenous Education Committee.
- 2.7** Updates and potential opportunities from Community Partners.
- 2.8** Establish potential agenda items for next meeting.

#### **3.0 Traditional Closing:**

- 3.1** Meetings will end with a traditional offering of prayer or song by an Elder, Senator, Knowledge Holder, or Indigenous language speaker/learner.
- 3.2** Individual Commitment Strings will be removed from the working circle and placed into a safe keeping box.

## **Appendix B:**

### **Code of Conduct of Indigenous Education Committee and Guests**

#### **1.0 Committee Protocol: (in person/virtual/hybrid)**

- 1.1** Arrival to meeting should be on time, however, if you are late, please respectfully follow traditional opening of smudge and Commitment String and join the circle.
- 1.2** When taking turns speaking around the circle, use patience, wait for your turn, apply active listening skills, and speak with kindness.
- 1.4** When speaking, honour the timeframe of 2 minutes or less to allow for others to speak.
- 1.5** When adding to the conversation, allow for an acknowledgement from Co-Facilitator for your turn to speak. Refrain from interrupting others. Only the acknowledged speaker may speak.
- 1.6** Refrain from having side conversations during the meeting, it is distracting and takes away from the business at hand (side conversations orally or on your device/phone).
- 1.7** When joining the Indigenous Education Committee\* meeting virtually, your microphone should be muted except for when it is your turn to speak.
- 1.8** Respect the circle. Set your device/phone to silent or turn it off. If calls must be answered, excuse yourself from the circle and return quietly.

## **Appendix C:**

### **The Commitment String**

The use of a Commitment String by the Indigenous Education Committee came out of the work done in a call to have a healing circle within the working group in 2020. The purpose of a Commitment String is to focus energies of a group on the task of improving our student wellbeing, community relationships, and work being done by the Indigenous Education Committee.

At the beginning of each school year each member of the Indigenous Education Committee will create a new Commitment String as part of ongoing relationship building within schools, school board, and community. The goal in the use of a Commitment String is that all individuals who attend an Indigenous Education Committee meeting will do so with a good mind, heart, and intentions.

Therefore, at the beginning of each Indigenous Education Committee meeting individuals will place their Commitment Strings inside the working circle to demonstrate their intention to do good work focused on student wellbeing, community relationships and Indigenous education. This also allows individuals to separate themselves from the burdens of their daily lives that might unintentionally be brought into the circle.

### **Commitment String Representation (Image)**