

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) Board Action Plan (BAP) 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. The number of caregivers on the IEC will be determined annually at the May IEC Meeting and will be a consensus decision of current membership at that time. LDSB staff will remove themselves from circle for this decision.
- B.** First Nations, Métis, and Inuit community representatives from their respective territories served by 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 Co-Facilitators 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 members and members of organizations that service Indigenous students and their families can submit letters of intent, along with a letter from their community or organization confirming their representation on IEC.

At the May IEC Meeting, consensus of the circle will determine if there are any caregiver vacancies that need to be filled for the upcoming school year. This decision will rest solely with the circle and will involve discussions with current caregivers and the rest of the IEC membership. If vacancies do exist, an expression of interest process will take place at the beginning of September. LDSB caregivers will be provided one week to complete an expression of interest. Successful candidates will be selected using the following criteria:

- Caregiver to at least one Indigenous student (preference to those having more than one child)
- Indigenous identity
- Previous experience working with community organizations, or in community
- Previous experience working or volunteering in the education field
- Knowledge of Indigenous traditions
- Demonstrated ability to work as team player and always demonstrate good character/professionalism
- Positive attitude and ability to work with community and school board personnel

Using the criteria above, consensus of the circle will determine which, of any, caregivers are selected to join IEC. LDSB staff will remove themselves from circle for these decisions.

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. Guests at IEC will participate as observers only. Individuals with concerns can reach out directly to the Co-Facilitators of the IEC, or the Superintendent responsible for supporting Indigenous education.

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

Members are expected to attend all Committee meetings, understanding extenuating circumstances are unavoidable. Members who miss 3 consecutive meetings, without a reasonable explanation, may have their membership revoked. Communities that are represented in the Committee may reappoint another member in their place. The Co-facilitators 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 add to the collective IEC commitment string to sit in the circle. The commitment string is a representation of our individual and collective commitments to IEC and to supporting students across the LDSB. It also serves 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. See Appendix B: Code of Conduct

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, unless agreed upon by consensus to address the matter at the current meeting. .

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 May for September of the upcoming school year. IEC members will re-evaluate membership annually at the May meeting.

6.0 Co-Facilitators

The Co-Facilitators shall be the Superintendent responsible for Indigenous Education and the Indigenous Trustee. At least one Co-Facilitator is needed at an official IEC meeting.

6.1 The Co-Facilitators shall:

- Facilitate the running of IEC Meetings – call to order, approve agenda and previous minutes, etc.
- Ensure that meeting protocols are adhered to
- Keep track of new business as it develops from the meeting
- Respond to concerns that are brought outside of the IEC circle

7.0 Quorum

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

8.0 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-Facilitators, 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-Facilitators can ask if there are any objections or reservations to it.
 - F. If there are no objections, the Co-Facilitators 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 Co-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 one week prior to meetings. The agenda will be approved at the opening of each meeting. Items to be considered must be brought to the Co-Facilitators during an IEC meeting to be added to the agenda for the next meeting. Items brought forward during a meeting will be addressed at the discretion of the Co-Facilitators, and if deemed appropriate brought forward to the circle for a decision.

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 Co-Facilitators 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. Attendance at IEC meetings is as an observer only unless invited to speak to a particular item on the agenda. Concerns related to the IEC can be brought to the Co-Facilitators outside of IEC meetings, or to the Superintendent responsible for Indigenous education.

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 8.0 Decision- Making.

Reviewed by IEC: September 2025

Approved by IEC: September 2025