

Ministry of Education

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2023: SB20

Date: November 1, 2023

Memorandum To: Directors of Education
Senior Business Officials
Secretary/Treasurers of School Authorities
Indigenous Education Partners

From: Suzanne Gordon
Interim Assistant Deputy Minister
Indigenous Education and Wellbeing Division

Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

Subject: **2023–24 Follow Up to Grants for Student Needs (GSN)
Funding: New Supplemental Amount in the Board Action Plan
(BAP) Allocation**

We are writing to provide you with additional information about the Ministry of Education's Grants for Student Needs (GSN) funding for the 2023–24 school year. As announced in the 2023: B04 memorandum, the ministry committed to engage with First Nation, Métis, Inuit and urban Indigenous partners and school boards to determine the Indigenous education provincial priorities to be supported through a new Supplemental Amount that is being added to the Board Action Plan (BAP) Allocation as part of the realignment within the Indigenous Education Grant.

Discussions took place from May 17 to June 9, 2023 and six priority areas for the 2023-24 school year have been identified. Included in the table below are illustrative examples of initiatives under each priority area. Please note, the examples of initiatives listed are not

exhaustive. The ministry recognizes that school boards may need to consider other expenses based on local needs and input from IECs. School boards may choose to spend funds on other initiatives as long as expenses relate directly to the priority areas listed.

Priority Areas	Examples of Eligible Initiatives
<p>1. Student achievement and preparing students for the future</p>	<ul style="list-style-type: none"> • Tutoring supports for First Nation, Métis and Inuit students, including math and literacy supports • Supports and resources to include First Nation, Métis and Inuit perspectives in disciplines across the system (e.g., literacy, numeracy, Science, Technology, Engineering, Math) • Alternative learning sites in local communities (e.g. summer learning programs) • Youth leadership opportunities, including: <ul style="list-style-type: none"> ○ First Nation, Métis and Inuit Youth Council supports ○ First Nation, Métis and Inuit student leadership retreat ○ First Nation, Métis and Inuit youth entrepreneurship programs • Transition supports and programs for First Nation, Métis and Inuit students who are transitioning into high school, between school systems, and beyond graduation (e.g., transition into college, university, entering the workforce, skilled trades programs) • Supports for First Nation, Métis and Inuit students over the age of 21 enrolled in publicly-funded schools • Support for First Nation, Métis and Inuit students involved in extracurricular activities • Hiring and professional development (PD) for transition staff, such as: <ul style="list-style-type: none"> ○ Elementary success coaches ○ Indigenous Student Advisors ○ Graduation Coaches
<p>2. Indigenous Language Revitalization</p>	<ul style="list-style-type: none"> • Hiring and PD for Indigenous language speakers in schools • Hiring Indigenous language programming support staff in schools • Indigenous language resources • Language nest programs • Access to Elders, Knowledge Keepers and/or Métis Senators in schools
<p>3. Land-Based Learning</p>	<ul style="list-style-type: none"> • Resources to support outdoor spaces and programming for land-based learning • Access to Elders, Knowledge Keepers and/or Métis Senators

<p>4. Engagement and collaboration with local Indigenous partners, communities and organizations</p>	<ul style="list-style-type: none"> • Indigenous Education Council (IEC) supports • Support for First Nation, Métis and Inuit families to engage with school boards on the education of students • Travel to support First Nation, Métis and Inuit students, families or education staff to attend school board events • Travel to support community guests, Elders, Knowledge Keepers, Métis Senators to attend school board events
<p>5. Improving/Expanding knowledge of all students and educators on Indigenous history, perspectives, contributions and ways of knowing</p>	<ul style="list-style-type: none"> • Materials and supplies for First Nation, Métis and Inuit cultural-based activities • Access to Elders, Knowledge Keepers, Métis Senators and First Nation, Métis and Inuit artists in schools • Community-developed education resources • Resources to include First Nation, Métis and Inuit perspectives in disciplines across the system (e.g., literacy, numeracy) • Learning events/workshops hosted by the board in partnership with local communities and/or partner organizations • Hiring and PD for staff responsible for Indigenous education within schools/school boards, including: <ul style="list-style-type: none"> ○ Indigenous Education Liaison ○ Indigenous Education Instructional Coaches ○ Leadership positions, complementing the Indigenous Education Lead funded through the Program Leadership Grant • Additional Qualification (AQ) courses to increase educators' capacity to incorporate First Nation, Métis, Inuit and urban Indigenous perspectives, histories, contributions and ways of knowing into classrooms • Excursions, within Ontario, for students enrolled in First Nation, Métis and Inuit Studies and Indigenous Languages courses
<p>6. Culturally-responsive well-being supports</p>	<ul style="list-style-type: none"> • Culturally relevant and responsive well-being resources and supports • Access to Elders, Knowledge Keepers and/or Métis Senators in schools • Resources to support First Nation, Métis and Inuit spaces in schools • Essential items to support the basic needs of First Nation, Métis and Inuit students (e.g., meal programs for First Nation, Métis and Inuit students) • Re-engagement programs • PD and resources for teachers and all school/school board

	<p>staff, including:</p> <ul style="list-style-type: none"> ○ Cultural competency training ○ Anti-Indigenous racism training ○ Trauma-informed training ○ Crisis response training ● Hiring and PD for staff supporting First Nation, Métis and Inuit well-being, including: <ul style="list-style-type: none"> ○ Graduation Coaches ○ Education Systems Navigator ○ First Nation, Métis and Inuit Youth Worker ○ Social workers in schools supporting First Nation, Métis and Inuit students
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School boards should contact their regional Education Officer or the Indigenous Education Office directly (IEO@Ontario.ca) if there are questions about whether an initiative aligns with the priority areas.

As part of their BAP on Indigenous Education planning for the 2023-24 school year, school boards will be expected to:

- Share and discuss the Indigenous education priorities to be supported through the new Supplemental Amount with their IECs prior to the development of the 2023-24 BAP on Indigenous Education;
- Engage early and often with their IECs to co-develop all initiatives within the 2023-24 BAP on Indigenous Education in a way that is respectful and reflective of local needs and regional relationships;
- Report spending through the Supplemental Amount as a component of the 2023-24 BAP on Indigenous Education reporting requirements; and,
- Consider recommendations and principles from the [Truth and Reconciliation Commission Calls to Action](#), the [Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls](#) and the [United Nations Declaration on the Rights of Indigenous Peoples](#) in the development of the 2023-24 BAP on Indigenous Education.

The Ministry of Education is recommitting to continue to collect feedback from school boards and First Nation, Métis, Inuit and urban Indigenous partners to provide partners with the necessary time to inform priority areas for the 2024-25 school year and beyond. Feedback must be sent to IEO@Ontario.ca by **January 31, 2024**.

INFORMATION RESOURCES

If you require further information, please contact:

Subject	Contact	Email
Indigenous Education	Shelley Duquette-Lafortune	Shelley.Duquette-Lafortune@ontario.ca
Operating Funding Policy	Romina Di Pasquale	Romina.DiPasquale@ontario.ca

Sincerely,

Original signed by

Andrew Davis
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Education Labour and Finance Division

Suzanne Gordon
Interim Assistant Deputy Minister
Indigenous Education and Wellbeing Division