



July 23, 2025

Ref: 309516

Keith Henry, President
BC Métis Federation
Email: k.henry@bcmetis.com

Dear Keith Henry:

Thank you for your letter of April 22, 2025, which was also addressed to the Honourable David Eby, Premier, regarding clarification on funding allocation for Métis students. As Minister of Education and Child Care, I am pleased to respond on behalf of Premier Eby.

The Indigenous Education Targeted Funding (IETF) is provided as a targeted spending portion of a school district's operating funds. The IETF supports school-age students who self-identify as being of Indigenous ancestry to participate in Indigenous education programs and services. Students must be reported under one or more of the following three categories of Indigenous Education Programs and Services: Indigenous Language and Culture Programs, Indigenous Support Services, and Other Approved Indigenous Programs. More detailed information is available in the [K-12 Funding - Indigenous Education](#) policy.

School districts and Indigenous Education Councils (IECs) determine the allocation of the IETF. The board of education must seek the input, advice, and approval of the IEC on the board's IETF spending plan and reporting. While the minimum amount of IETF spending is set by the Ministry of Education and Child Care, a board may choose to allocate more core funding to provide supplemental supports for Indigenous programs and services. The board may only implement the IETF plan with IEC approval.

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Regarding IEC membership, school districts are currently establishing their IECs. I have added below the steps boards are taking to establish their IECs:

1. A board must invite each local First Nation to designate two persons (or more) to be members of the IEC, and the board must appoint those persons designated;
2. Using their student data, a board must consider the distinctions and diversity of the Indigenous student population served by the board and must seek the advice of local First Nations on establishing an IEC that reasonably reflects that Indigenous student population. The board may then invite additional persons to the IEC that bring perspectives relevant to the Indigenous student population. Such persons may be individuals who bring perspectives of local First Nation students, First Nation students from other parts of British Columbia or outside of BC, Métis students, or Inuit students; and
3. Once established, an IEC creates its own Terms of Reference, including determining a decision-making process. This is one of the first tasks of the newly formed IEC. Template IEC Terms of Reference are provided – and are expected to be used as the minimum standard Terms of Reference for an IEC.

If you have concerns about a particular IEC at a school district, I encourage you to reach out to that district directly.

For further clarification and certainty on IEC membership, you may also wish to review the [IEC Policy](#).

If you have additional questions about funding or participating in an IEC, please contact EDUC.IndigenousEducation@gov.bc.ca.

Again, thank you for taking the time to write.

Sincerely,



Lisa Beare
Minister

cc: Honourable David Eby, Premier
Jennifer McCrea, Associate Deputy Minister, Ministry of Education and Child Care
Dave Duerksen, Executive Director, Indigenous Relations, Ministry of Education and Child Care