

SCHOOL DISTRICT NO. 19 (REVELSTOKE)

Indigenous Education
Council Meeting
Thursday, May 2nd, 2024
4:00 pm

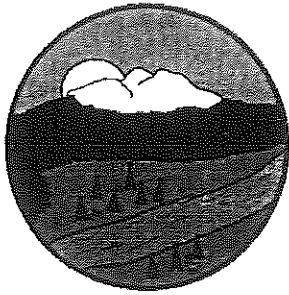
Lisa Moore
Marlene Krug
Asa Kenyon
Kathryn Kokotailo Waterer
Marly McAstocker
Kristi Strobbe
Darrell Jones
Erin England
Sarah Zimmer
Roberta Kubik
Jodi Wallach

A G E N D A

We would like to respectfully honour the four nations on whose land we live and learn: The Sinixt, the Secwépemc, the Ktunxa, and the Syilx Okanagan.

1. Agenda additions
2. A review of the Indigenous Education Council Meeting Minutes of April 4th, 2024
3. Review of the joint training sessions with The Sinixt Confederacy and Confederated Tribes of the Colville and the Province of BC. concerning the Sinixt ethnohistorical report found here [[Ethnohistorical Report - Sinixt](#)], as well as the implementation of the Desautel decision. Sinixt Confederacy staff will also be outlining their priorities for the upcoming year.
4. Upcoming Student Leadership Summit in Kamloops
5. Budget
6. Indigenous Day of Learning – May 3rd, 2024 (see attachments)
7. Staff and Knowledge Holder Updates
8. Adjournment

Future Meeting Dates: TBA



Revelstoke Board of Education

Indigenous Education Council Meeting April 4th, 2024

Minutes

We would like to respectfully honour the four nations on whose land we live and learn: The Sinixt, the Secwépemc, the Ktunxa, and the Syilx Okanagan.

Called to order at 4:00 pm.

In attendance: Kristi Strobbe, Lisa Moore, Erin England, Sarah Zimmer, Jodi Wallach, and Roberta Kubik

Regrets: Marlene Krug, Asa Kenyon, Kathryn Kokotailo Waterer, Marly McAstocker

1. Agenda Additions
2. A review of the February 29th, 2024 Indigenous Education Council Meeting Minutes:
 - No errors or omissions
3. Introductions
4. Review of the Key Section from Bill 40 2.01 – Indigenous Education Councils
 - Pages 1 - 3 of the attached PowerPoint Presentation i
5. How Are We Doing Report?
 - Page 4 of the attached PowerPoint Presentation
6. Indigenous Budget 2023/2024
 - Copy of the Budget is attached
7. Staffing and Knowledge Holder Updates
 - Indigenous Student Support Position
 - There have been no applications for Jessica Stewardson's position
 - Marlene Krug has increased her hours to full-time (35 hours/week)
8. Website Update
 - See pages 5 to 8 of the attached PowerPoint Presentation
 - Logo – the Council chose Option 1 on page 7 of the PowerPoint Presentation

9. Indigenous Student Support District Updates:

- Marlene Krug
 - Early Years Fair
 - Teaching the Grade 7 students at Columbia Park Elementary School how to facilitate Indigenous games for winter games stations at the school
 - She is getting to know the students at Begbie View Elementary School
- Lisa Moore
 - Indigenous Student Leadership Summing
 - Planning has started for the 2nd annual gathering
 - Highlight has been how excited students have been to go again or those going for the first time after hearing so much about it
- Erin England
 - Filming teachers to prepare for upcoming professional development on May 3rd, 2024

10. Adjourned:
Meeting adjourned

Next meeting date (at 4:00 pm at the School Board Office, Upper Meeting Room):

- May 2nd, 2024

SD19 Indigenous Education Council (IEC)

April 4, 2024

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Key Sections from Bill 40

Division 2.01 – Indigenous Education Councils

Purposes of Indigenous education councils

87.001 (1) Each board must establish and maintain an Indigenous education

council, for the following purposes:

- (a) advising the board respecting any matter relating to the following:
 - (i) providing comprehensive and equitable educational programs and services to Indigenous students;
 - (ii) improving Indigenous student achievement;
 - (iii) integrating into learning environments Indigenous world views and perspectives, in particular those of the first nations, the treaty first nations or the Nisga'a Nation in whose traditional territory the board operates;

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- (b) advising on grants provided under this Act in relation to Indigenous students;
- (c) approving plans, spending and reporting related to grants as set out in section 87.002;
- (d) advising the board in relation to the distinct languages, cultures, customs, traditions, practices or history of the first nations, the treaty first nations or the Nisga'a Nation in whose traditional territory the board operates, through advice from the Indigenous education council members representing those first nations, treaty first nations or the Nisga'a Nation.

(2) For certainty, an Indigenous education council is not a committee of a board under section 65 (2) (a) of this Act.

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Approval of targeted grants – plans, spending and reporting

87.002 If the minister provides a direction for a targeted grant under section 106.4 and the targeted grant is related to Indigenous students, the Indigenous education council must,

- (a) before the grant is spent by the board, approve the board's plan for the grant and the board's spending of the grant, and
- (b) after the grant is spent, approve the board's report, if any, on the grant's spending.

Minister may order board to consult with Indigenous education councils

87.003 The minister may specify, by order, that a board must consult with the Indigenous education council or specified members of the Indigenous education council on a matter specified by the minister.

Ministerial orders in relation to Indigenous education councils

87.004 (1) Subject to this section, the minister may specify, by order, any of the following in relation to an Indigenous education council:

- (a) establishment and composition of a council;

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- (b) the process to appoint council members;
- (c) voting rights of council members;
- (d) terms of reference in relation to a council;
- (e) rules governing the conduct of the business of a council.

(2) The following individuals may not be members with voting rights of an Indigenous education council:

- (a) a trustee;
- (b) a board employee.

(3) The minister may specify in an order under subsection (1) that different members of an Indigenous education council may have different voting rights in respect of different matters.

Indigenous education councils establish governance rules

87 .005 An Indigenous education council may make rules governing the following, but may not make a rule if that rule is inconsistent with this Act, the regulations or the orders of the minister:

- (a) the process to appoint members of a council;
- (b) the conduct of a council's business;
- (c) terms of reference in relation to a council.





Aboriginal Report

How Are We Doing?

2022/2023

School District: 019

Revelstoke

* Masked Data



Across the province, the 2022/23 six-year completion rate for Indigenous students in public schools was 74.3 percent compared to 94.5 percent for non-Indigenous students. Looking at the five-year completion rate, 63.4 percent of Indigenous students completed in five years, compared to 91.0 percent of non-Indigenous students. This information must inform our collective work.

For information, specifically in your school district, the Indigenous six-year completion rate has increased by 19.2 percentage points from 66.3 percent in 2018/19 to 85.5 percent in 2022/23. We should be curious to understand the story of these students behind the numbers and look forward to learning more through your annual Enhancing Student Learning reports.

The story:

Two students moved to Alberta from this cohort, one when he was in grade 9 and one when he was in grade 11. Students who graduate out of province currently do not count as having graduated. The benefit of a small district is knowing the students. We know that both of these students graduated and continued with post-secondary school.

First Nations Rightsholders and Indigenous partners have expressed the importance of the Foundation Skills Assessment that provides an important line of sight for all of us into the learning trajectories for Indigenous students and all students.

Appendix 1 Highlights – SD19 Revelstoke

Foundation Skills Assessment

Grade 4 Literacy assessment: 91% of Aboriginal learners participated in 2018/19 compared to 86% in 2022/23. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2022/23 (83% vs. 90%).

Grade 4 Numeracy assessment: 82% of Aboriginal learners participated in 2018/19 compared to 86% in 2022/23. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2022/23 (75% vs. 80%).

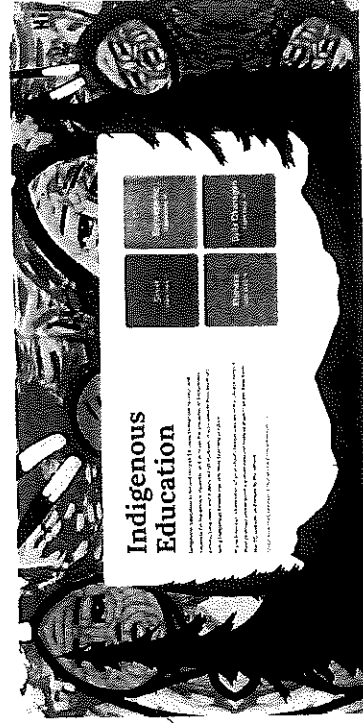
Grade 7 Literacy assessment: 86% of Aboriginal learners participated in 2018/19 compared to 100% in 2022/23. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2022/23 (91% vs. 88%).

Grade 7 Numeracy assessment: 86% of Aboriginal learners participated in 2018/19 compared to 100% in 2022/23. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2022/23 (73% vs. 82%).

* Note numbers are small and affect %

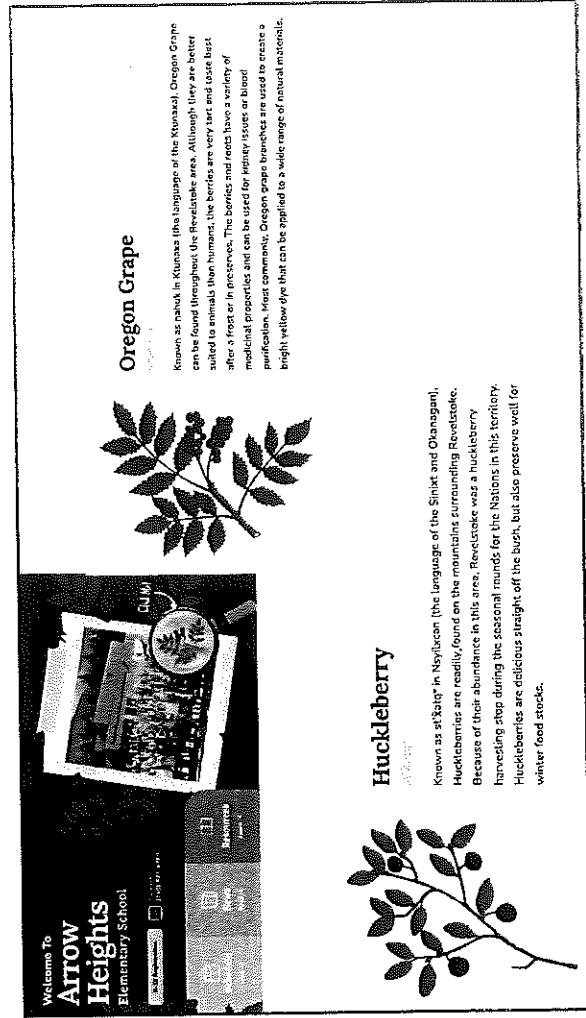
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Websites





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Western Red Cedar

Oocheewahwile

Known as *ocheewahwile* in Secwepemc (the language of the Secwepemc), Cedar is highly versatile and is used for everything from building materials, to antiseptics, to clothing. The harvesting of cedar bark is performed on healthy standing trees, and is guided by many protocols that include the time of year, size of the tree, and respect for the tree. Cedar bark must cure for a long period of time before it is ready to use, so it is gathered according to seasonal traditions, rather than when needed.



Whitebark Pine

stsekwih

Known as *stsekwih* in Secwepemc (the language of the Secwepemc), the cones of the Whitebark Pine contain large seeds that were once a highly valuable trade good. The seeds are a part of the fall harvest, and when roasted, are similar to a peanut or hazelnut. Whitebark Pine is currently listed as an endangered species, primarily due to the widespread infestation of White Pine Blister Rust, a disease that was introduced to North America from Europe during the early 1900's.



Cottonwood

stsekwih

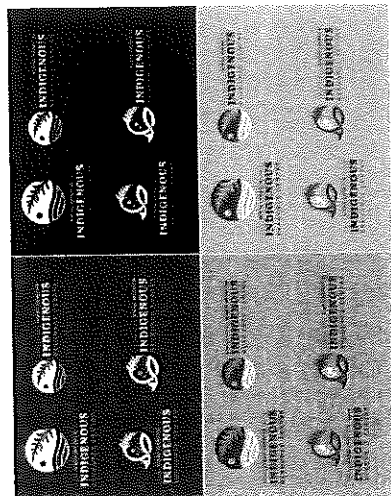
Known as *stsekwih* in Nuxalk (the language of the Simst and Osoyoos), Cottonwood trees are both a food and a medicine source. The inner bark and wood fibers can be eaten fresh when the sap is running, and the early bud rash contains a vast amount of medicinal and healing properties. Cottonwood resin can be made into a salve that treats skin infections and injuries, or can be steeped into a tea to treat a treatable stomach and digestive issues. Once the buds have burst, the leaves can be applied to draw out an infection.



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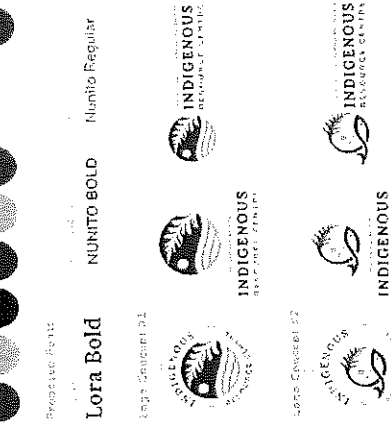
SD19 INDIGENOUS EDUCATION BRAND DEVELOPMENT

Logo Concept: Bold Variations



SD19 INDIGENOUS EDUCATION BRAND DEVELOPMENT

Logo Concept: Bold Variations



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SD19 INDIGENOUS EDUCATION

BRAND DEVELOPMENT

Age: Concept sketches: Variations

Questions from the website developer:

- Do we want to embed First Voices clips to add language?
- Categories for resources (by grade, topic, season...)
- Logo & colour scheme feedback

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Indigenous Education Budget 23-24

TOTAL BUDGET

Item	Estimated	Actual
Aboriginal Education Grant	172,710	172,710
Surplus	28,138	0
Total working Budget	200,848	200,848
Total expenses (from budgets listed b)	\$ 186,857.00	\$ 140,027.33

Wages

Item	Estimated	Actual
Salaries and Benefits	145,857	121,652
Other:		
Total Wages	\$ 145,857.00	\$ 121,652

Contracted Services 131-328

Item	Estimated	Actual
Randy William	7300	
Donovan Timentwa	9000	
Remey Lacombe	500	
Delreé DuMont	3000	3834.05
		6386
Total Contracted Services	\$ 10,800.00	\$ 10,240.05

Travel - Adults 131-342

Item	Estimated	Actual
Jodi - FNEEC	1000	600
Jodi - OMRE	1000	692.97
Canoe repair trip to Cranbrook	2000	
Regional OMRE		
Total Out of District Travel - Adults	\$ 4,000.00	\$ 1,292.97

Travel - Students 131-333

Item	Estimated	Actual
Primary Winter Gathering	500	433.43
Student Leadership Summit	2000	
Pow Wow	1500	
Total Travel - students	\$ 4,000.00	\$ 433.43

Meetings and. Cultural Events 131-346

Item	Estimated	Actual
Winter Luncheon	550	0
Spring Family Picnic	500	
Meetings	500	150.46
Total Local meeting Expenses	\$ 1,550.00	\$ 150.46

In Service/Professional Development 131-344

Item	Estimated	Actual
In-service	1000	1043.35
ProD Contractual	660	660

Total Professional Development	\$ 1,660.00	1703.35
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Instructional Supplies 131-511

Item	Estimated	Actual
	5000	549.35

Total Instructional Supplies	\$ 5,000.00	849.35
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Resources - Books 131-542

Item	Estimated	Actual
	3000	1669.71

Total Resources	\$ 3,000.00	1669.71
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Equipment 131-581

Item	Estimated	Actual
		76.01

Total	\$	76.01
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Awards 131-527-602

Item	Estimated	Actual
Griffin Riguebell	500	500
Brennan Patry	500	500
Halle Simpson	500	500
Jaqueline Robinson	500	500
Other:		
Total Awards	\$ 2,000.00	2000

SD 19 Indigenous Day of Learning

Session Descriptions

Beading the Proficiency Scale – Elementary with Shona Becker

Shona Becker is a math and science teacher at Summerland Secondary School (SD 67). She focusses on assessment practices that encourage student self-reflection and will share resources that introduce and support student-use of assessment language. Shona will guide attendees through the process of making a beaded representation of the proficiency scale that allows students to have a visual and tactile object that has proven to have a positive impact on how students view and understand assessment vocabulary. The beaded proficiency scale can be done as an individual activity or can be kept by students and used as a self-reflection tool throughout an entire grade.

Exploring the Proficiency Scale – Secondary with Shona Becker

Shona Becker is a math and science teacher at Summerland Secondary School (SD 67). She focusses on assessment practices that encourage student self-reflection and will share resources that introduce and support student-use of assessment language. Shona will guide attendees through the process of making a beaded representation of the proficiency scale that allows students to have a visual and tactile object that has proven to have a positive impact on how students view and understand assessment vocabulary. The beaded proficiency scale can be done as an individual activity or can be kept by students and used as a self-reflection tool throughout an entire course.

Land Acknowledgments with Jade Berrill and Naomi Ford

Wondering about the difference between a land acknowledgment and a welcome? Curious about having a deeper understanding about the history of the land in the Columbia Watershed? Looking to create a personal acknowledgment for your classroom or email signature?

Join Jade and Naomi for a supportive and knowledgeable session on exploring, understanding, and creating land acknowledgements.

Land-based Learning with Jade Berrill and Greg Uremovich

Taking our students outside can sometimes seem daunting – especially when we have so much curriculum and content to cover. Jade and Greg are both passionate about exploring curriculum content outside of the traditional classroom setting and are looking forward to sharing their tips, tricks, and techniques for successfully incorporating the outdoors into daily

teaching practices. The hope is for teachers to leave the session with simple systems to put in place that will assist in outdoor classroom management.

An Introduction to Nsyilxcən with Donovan Timentwa

Donovan Timentwa is from the Colville Sinixt Nation, is a certified teacher in Washington State, and is a fluent Nsyilxcən speaker. This winter he began making monthly trips to Revelstoke to share Nsyilxcən language with some of our elementary classes. We are grateful that Donovan has time to share with SD 19 teachers and understand the honour we have been given to receive the gift of language. Donovan will share introductory language like counting and greetings and will support learners with pronunciation and the tonal differences between Nsyilxcən and English.

Indigenous Games and Outdoor Activities with Adam Cadegan

Rabbit hunting, seal skipping, predator & prey, one-legged jumping, creeping coyote and many more! Come join Adam Cadegan and learn a variety of Indigenous games from across Turtle Island. All necessary materials will be on site, just bring yourself and a willingness to play. There are various sets of equipment for each game, with many sets already residing at each of the schools within our district. The intention is for you to walk away from this learning experience with the ability to facilitate these activities by yourself.

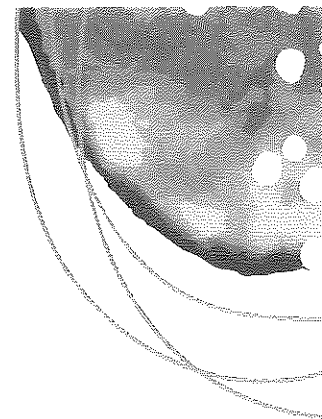
The Lodge with Michelle Cole

Michelle Cole is a board member of the Indigenous Friendship Society of Revelstoke and is truly at home on the land. We are fortunate to have Michelle join us to share the ins and outs of a traditional tipi, discuss the daily activities that are required to maintain a tipi, and to explain why our structure is better described as a lodge.

Indigenous Focused Courses and the Learning Continuum with Ainslee Atamanuk

With a strong focus on professionally developing her personal knowledge and practice of teaching Indigenous focused courses, Ainslee Atamanuk will be sharing her experiences of this journey. With time to collaborate and discuss, Ainslee will support colleagues as they look to explore resources, develop content, and gain understanding in a supportive and thoughtful workspace.

SD 19 Indigenous Day of Learning



Please use the Bookings link in the email to sign up for the sessions you would like to attend. We have set 30 spots at each session, but please let us know if you can't get into something and we can adjust. McPherson Court (Cafeteria @ RSS) will be set up for the full day to share resources, lesson plans, coffee and tea.

Schedule	Sessions
8:30-9:30	Celebration, Introduction, & Welcome in RPAC Theatre
10:00-10:45	• An Introduction to Nsyilxcən • Beading and the Proficiency Scale – elementary • Indigenous Games & Outdoor Activities • Land Acknowledgments
11:00-11:45	• An Introduction to Nsyilxcən • Beading and the Proficiency Scale – secondary • Indigenous Games & Outdoor Activities • Land Acknowledgments
11:45-12:45	Lunch
12:45-1:30	• The Lodge (Tipi) • Beading and the Proficiency Scale – elementary • Indigenous Focused Courses and the Learning Continuum • Land Based Learning
1:45-2:30	• The Lodge (Tipi) • Beading and the Proficiency Scale – secondary • Indigenous Focused Courses and the Learning Continuum • Land Based Learning

