



SD19 (Revelstoke)

Indigenous Education Advisory Committee (IEAC)

Terms of Reference



We would like to respectfully honour the four Nations on whose land we live and learn: the Sinixt, the Ktunaxa, the Secwepemc, and the Syilx Okanagan.

Purpose

The SD19 Indigenous Education Advisory Committee (IEAC) is a partnership between the Indigenous communities of School District 19 and the Board of Education. The Indigenous Education Advisory Committee acts as an advisory body to the Board of Education and Superintendent on all matters pertaining to the strategic goals and objectives for students, on matters of policy directly affecting our Indigenous communities, and on matters of strategic planning. Decisions of the Indigenous Education Advisory Committee will be presented to the Board of Education or the Superintendent for consideration and decision making. Ultimately, the Indigenous Education Advisory Committee exists to advise the School District in ways that encourages Indigenous students to remain engaged and challenged throughout their school career, while maintaining a sense of self and culture that leads to graduation with dignity, purpose and options.

Vision

We commit to Truth and Reconciliation, Equity and the First Peoples Principles of Learning through the processes of witnessing, listening and learning. We recognize that Indigenous, First Nations, Métis and Inuit students come from a variety of homelands and have been impacted by the Canadian Educational institutions. We actively support anti-racism, anti-assimilation and the decolonization of our learning communities

Values

To achieve the purpose of the Committee we promote, share, and lead with the following values in mind:

- We have a shared responsibility to continue to improve success for Indigenous students in Revelstoke.
- Nurturing generosity involves opportunities for giving unselfishly back to others, and brings the feeling of worth and responsibility-
- Belonging involves treating others as kin, forging powerful social bonds that are based on respect.



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- Nurturing independence involves opportunities to make decisions, solve problems, and show personal responsibility.
- Mastery involves learning from others with more experience to become competent and capable.
- Integrating and building capacity and enthusiasm for Indigenous ways of knowing in classrooms is a partnership among educators and staff in School District 19.
- To enhance connections with Indigenous Elders, Knowledge Keepers and community members in and around Revelstoke.
- Indigenous students see their histories, heritages, cultures and languages as sources of strength and identity, and as part of who they are and wish to develop their skills to share with their community.
- Indigenous students remain engaged and challenged throughout their school career, leading to a life filled with dignity and purpose.
- The deep history of our continent and our country is that of Indigenous history and cultures.
- Knowledge of Indigenous cultures, languages and histories can expand the world views of all students, foster inclusivity and contribute to the values acknowledged as central in the work of the Truth and Reconciliation Commission—honouring all peoples in Canada, regardless of ancestry, and nurturing a strong and resilient culture for all.
- Indigenous cultural studies and history, both past and present, fosters humility and understanding in all learners as they develop broad understandings of different ways of knowing, believing and living.
- The way forward toward Reconciliation includes learning about the legacy of colonialism in Canada, the First Peoples and languages of the local area, and the historical and contemporary contributions of Indigenous peoples.
- Systemic, personal and implicit biases are barriers that require learning, and understanding to overcome.

Tasks and Roles of the Indigenous Education Advisory Committee

1. Review and/or initiate policies that impact learning, equity and success for Indigenous students through recommendations to the Board of Education or Superintendent for consideration.
2. Identify the needs of Indigenous learning and equity and advise the process of strategic planning for student success
3. Make recommendations to the spending plan for the Indigenous Education budget.
4. Participate in SD19 hiring decisions for the positions of:
 - Superintendent
 - Assistant Superintendent

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- Directors of Instruction
 - Principals/Vice Principals
 - All positions within the budget scope of the Indigenous Education Department
 - Any position determined to have a significant impact on the outcome of Indigenous learners.
5. Provide representation of the Committee at other Indigenous Community and School District tables.
 6. Provide advice about measures used to track, monitor, and support Indigenous learning in School District No. 19.
 7. Actively promote the role of Indigenous partners and rights holders in Indigenous education.

Tasks Not Within the Purview of the Indigenous Education Advisory Committee

- Personnel matters
- Performance or conduct matters of School District Employees or Band Employees.
- Negotiation of terms or conditions of employment contracts.
- Members other than the Chair speaking publically on behalf of the IEAC.
- Approving existing or future policy
- School District governance or operational decision making

Membership

The IEAC will consist of:

- Indigenous members of the community
- Parent(s) of Indigenous student(s), who are not employees of the school district.
- Indigenous students
- Representative from Early (0-5) Indigenous Education networks – parent or Early Childhood Educator.
- Representative from community services that support students, caregivers and families
- Trustee representation from the SD19 Board of Education
- The Superintendent of Schools or designate.
- District Principal for Indigenous Education and Equity
- Indigenous Education Lead Teacher
- Elementary and Secondary Indigenous Student Support Workers
- Representation of staff from each school

Guests may be invited by the Committee.

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Gatherings

- All gatherings of the IEAC will be public.
- Gatherings will occur monthly and on an *ad hoc* basis, as required.
- Decisions will be made by consensus
 - Consensus is defined as a decision often representing some compromise and is a decision all members “can live with”.
 - Should consensus not be possible within the gathering, a special gathering will convene to provide further discussion.
 - Should consensus still evade the Committee, a simple majority of all non-school district members shall determine the decision
 - All decisions are decisions of the IEAC
- All gatherings are held to a three hour maximum
- Minutes will be circulated and shared publicly through the Board of Education

Confidentiality

All matters pertaining to budget and other sensitive issues are considered confidential to the Committee. The Chair will identify issues as confidential during meetings and may be referred to an in camera session of the Committee by a carried motion to do so. Public meeting minutes are confidential until they are approved at a subsequent meeting of the IAC. Once approved, public meeting minutes are considered public. They will be distributed to members to share within their communities and organizations.

IAC members agree to this expectation of confidentiality within the Committee. Should a Committee member breach the expectations of confidentiality, they will be removed from the Committee.