



SCHOOL DISTRICT NO. 19 (REVELSTOKE)

**Indigenous Education
Council Meeting
Thursday, October 3rd, 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 May 2nd, 2024
3. Legislative Amendments to Indigenous Education Councils
4. Terms of Reference
5. New Website
6. Staff and Knowledge Holder Updates
7. Adjournment

Future Meeting Dates:

November 7th, 2024
November 28th, 2024
February 6th, 2024
March 13th, 2024
April 3rd, 2024
May 8th, 2024
June 5th, 2024

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Revelstoke Board of Education

Indigenous Education Council Meeting May 2nd, 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.

1. Agenda Additions
 - Strategic Plan
2. A review of the April 4th, 2024 Indigenous Education Council Meeting Minutes:
 - No errors or omissions
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.
 - Everything in the Ethnohistorical report has been tied to a historical record (ie ethnographer, trader, surveyor, missionary, scientists) recognizing that the job affected what was reported on. The window of time researched was 1811-1846.
 - Hunting trails discovered down the valley. In this area, trails connecting 3-valley gap to town. Documentation from a white person who was lost and missed his transportation south explained that the Lakes people helped him survive the winter. This was used to verify that they had in fact lived here.
 - The Sinixt Confederacy has officially been recognized as an “Aboriginal people of Canada”. The federal government, provincial government, and Sinixt Confederacy are still working together on the logistics and legal matters.
 - The Lakes tribe is the only successor group that has been officially recognized.
4. Upcoming Student Leadership Summit in Kamloops
 - Seven students from grades 9-12 are travelling to Kamloops to attend the Student Leadership Summit along with Lisa Moore and Greg Kenyon.

- Students will participate in a campus scavenger hunt, grand march, breakout sessions to share voice and create actionable and youth-friendly goals to combat racism in schools, district, and province, and a closing ceremony with a student drum group.
 - Two breakout sessions for student voice: Personal and Interpersonal Racism, Structural and Institutional Racism.
5. Budget
- Draft Budget approved.
6. Indigenous Day of Learning – May 3rd, 2024
- See attachments
7. Staff and Knowledge Holder Updates:

Marlene Krug

- Randy – singing, doing flint knapping in 3- 6/7 Classes.
- Donovan- Alice came to language lessons, games, songs, colours, numbers, animals.
- Started Music Classes at Begbie View Elementary School, drumming and singing Secwepemc Honour Song.
- Canva projects - Nsyilxcen numbers and school plants-medicine.
- Wood burning on birch bark.

Lisa Moore

- Attended two capstone presentations for graduating students who showed confidence and pride in their presentations.
- Watching students feeling success at school has been so interesting.
- The Ktunaxa worked with Parks Canada to harvest white pine. We took the sturgeon nosed canoe made by Wayne Louie for them to see and were invited to attend the morning.

8. Strategic Plan

- The school board adopted a plan to move forward with a student learning focus. Roberta Kubik is putting together a writing team to operationalize the strategic plan and would like representation from the Indigenous Education Department. Meetings will be June 13, 14, and 19 from 12:30 pm - 6:30 pm. The Sinixt Confederacy will be in Revelstoke from June 13-14 for the annual canoe launch which will likely conflict on the 13th.

9. Adjourned:

Future Meeting Dates: TBA

- Shared the dates for 4 Seasons of Indigenous Learning season 2 to consider for planning these dates.

Legislative Amendments

- IECs are required in all school districts
- Purposes
 - Advocate for all Indigenous students through advice on programs, services, and achievement
 - Advise on integration of Indigenous worldviews and perspectives, particularly local First Nations
 - Local First Nations members advising on their distinct languages, cultures, customs, traditions, practices or histories
 - Advise on grants provided in relation to Indigenous students
- Requires IEC approval of Indigenous Education Targeted Funding
- IECs are not committees of boards of education
- Board trustees and employees cannot be voting members of the IEC

Setting up an IEC

- First Nations Members
 - Each First Nation in whose traditional territory the board is operating: 2 members
 - Each First Nation with boarded students in a district: 1 member
- After seeking advice from each local First Nation, a board may appoint additional persons who bring perspectives relevant to the Indigenous student population of that district
 - E.g.: additional representatives of local First Nations, other First Nations, Friendship Centres, Métis, Inuit, Indigenous non-profits
- Local First Nation representation
 - Local First Nations members should not be outnumbered on an IEC
 - If no local First Nations decide to sit on an IEC, an IEC can still function

Rules for an IEC

IEC Rules set out by the Ministerial Order

- a. the protocols, laws, customs and traditions of local first nations must be respected;
- b. the Indigenous education council must:
 - i. be guided by the need to support strong and effective relationships between the board and local first nations;
 - ii. acknowledge its work is undertaken in the local first nations' territory and have deference to the views and perspectives of members representing local first nations; and
 - iii. consider the distinctions and diversity of the Indigenous student population in advising the board.

Terms of Reference

- IECs are responsible for their own Terms of Reference but must be consistent with the *School Act* and the ministerial order
 - A template Terms of Reference will be made available for IECs to use
- Should include:
 - a. IEC membership terms
 - b. How the Chair(s) and vice-Chair(s) are chosen and their roles
 - c. Meeting schedules and location
 - d. Decision making process (quorum, voting thresholds)
 - e. Dispute resolution processes
 - f. Conflict of interest
 - g. Process relating to providing advice to the board
 - h. Alternate Members

Operationalization of an IEC

Ministerial order outlines specific areas a board must consult with local First Nation members or the whole IEC



A board will consult only with local First Nation members on:

- a. how to reflect or integrate the distinct languages, cultures, customs, protocols, traditions, practices or history of local first nations into the learning environments and staff training offered by the board; and
- b. how to integrate the worldviews and perspectives of local first nations into the learning environments.
 - Integration of local First Nations worldviews and perspectives into learning environments must be prioritized

Operationalization of an IEC

Boards must consult with IECs on

- Procedures to recruit and hire staff that have a significant role in delivering Indigenous programs and services, or involve significant interaction with Indigenous students
- Activities or resources related to the National Day for Truth and Reconciliation and National Indigenous Peoples Day
- Professional development for school district staff relating to cultural competencies, and non-instructional time focused on enhancing Indigenous student achievement or Indigenous world views

Operationalization of an IEC

Boards must consult with IECs on

- Reporting for the Framework for Enhancing Student Learning
- Reporting required by the Ministry on IECs
- Specific grants identified under the *School Act*
- Board policies that may have a significant impact on Indigenous students

Indigenous Education Targeted Funding and IEC Capacity Funding

- IECs are responsible for the approval of planning, spending, and reporting of Indigenous Education Targeted Funding (\$114M)
- Approval of Targeted Funding is intended to provide members of the IEC with the opportunity to be involved in decisions relating to the funding of programs and supports provided for Indigenous students
- How an IEC provides input, advice, and approval of the IETF and capacity funding will be decided at the local level
- Any Targeted Funding underspend falls under the above process

Secretariat and Administrative Support

- IECs are responsible for approving the planning, spending, and reporting for IEC Capacity Funding (\$5.7M)
 - Funding by school district on Table 14 of Operating Grant Manual
- Administrative support, including:
 - Covering reasonable costs of holding meetings (space, travel, food, honorarium)
 - IEC member travel to attend meetings when they are held in-person
- Secretariat support, including:
 - Agenda setting, technical support, meeting space planning

Next Steps



For ECC and FNEEC

- ✓ Developing an IEC Policy and Terms of Reference for Summer 2024
- ✓ Developing resources to support implementation (e.g. Q&A)
- ✓ Updating Indigenous Education Targeted Funding Policy
- ✓ Updating 1701 form/instructions and audit criteria
- ✓ Effective communication with all K-12 education partners
- ✓ Planning for a gathering of IEC representatives in 2024/25 school year

Next Steps



For Boards of Education

- ✓ Review legislation, IEC Order, IEC Policy, and Terms of Reference (when available), and Distinctions-Based Approach Primer
- ✓ Work with First Nations to designate representatives and discuss additional members to be appointed to the IEC
- ✓ Align IEC membership and operations with IEC legislation and Ministerial Order

For First Nations

- ✓ Consider who to designate as members of IECs



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.



SD19 (Revelstoke) Indigenous Education Advisory Committee (IEAC) Terms of Reference



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.