



**SCHOOL DISTRICT NO. 19
(REVELSTOKE)**

**Indigenous Education
Council Meeting
Wednesday, June 18th, 2025
3:00 pm**

Kristi Strobbe
Eric Einarson
Darrell Jones
Nerissa Joseph
Sarah Zimmer
Roberta Kubik
Jodi Wallach

AGENDA

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) **CALL TO ORDER**
- 2) **ADDITIONS TO THE AGENDA**
- 3) **ADOPTION OF THE AGENDA**
- 4) **ADOPTION OF THE MINUTES**
Minutes dated March 13th, 2025, for adoption as presented.
- 5) **NEW BUSINESS**
 - a) IEC Implementation – see attached 2-page IEC Implementation document
 - i. Stage 1 - Done
 - i. We invited Secwepemc, Ktunaxa, and Okanagan Nations to designate two persons to be members of the IEC and had responses from:
 - ii. Secwepemc - Darrell Jones and Nerissa Joseph
 - iii. Ktunaxa - Eric Einerson and Krisi Strobbe
 - iv. Okanagan - no reply
 - ii. Stage 2 – Use student data to determine who else should be invited to establish an IEC that reasonably reflects the Indigenous population in Revelstoke
 - i. Non-status – 49 students
 - ii. Status – off reserve – 15
 - iii. Metis - 33

iii. Stage 3 – Terms of Reference to be created once the IEC is established. Current Terms of Reference and recommended template are attached. Specifics to discuss:

- i. Chair/Vice-Chair process
- ii. Secretariat
- iii. Quorum for meetings
- iv. Number of in-person and virtual meetings
- v. Decision making process
- vi. Dispute resolution process
- vii. Conflict of Interest

b) IEC Capacity Funding

c) Budget – See Attached

d) Indigenous Day of Learning – August 27th

6) **STAFF AND KNOWLEDGE HOLDER UPDATES**

7) **UPCOMING MEETING DATES**

a) Tentative dates for the 2025/2026 school year - TBD

8) **ADJOURNMENT**



Revelstoke Board of Education

Indigenous Education Council Meeting March 13th, 2025

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.

1. **CALL TO ORDER**

Meeting called to order at 4:00 PM.

2. **ADDITIONS TO THE AGENDA - Nil**

3. **ADOPTION OF THE AGENDA**

The agenda was adopted as presented.

4. **ADOPTION OF THE MINUTES**

Minutes dated October 3rd, 2024, for adoption as presented.

5. **NEW BUSINESS**

a) IEC Update

Jodi met virtually with Darrell Jones and Nerissa Joseph from the Secwépemc Nation Education department.

- Darrell and Nerissa asked how we determined which Nations received an invitation to the IEC in Revelstoke. I shared the link to the First Nations consultation map <https://maps.gov.bc.ca/ess/hm/cadb/>, along with the instructions to select the SOE report. I also shared a copy of the report that was generated.
- Nerissa shared the Secwépemc map that is used in SD 83.
- Darrell will reach out to Chief in Council to see if the morning of February 12th will work for a meeting in Revelstoke to meet and discuss the IEC.
- After the meeting, Darrell forwarded a School District Primer: Splat sin, a member of the Secwépemc Nation.
- We have offered to travel to Enderby or arrange for Splat sin members to travel to Revelstoke using the funding that was provided to support IEC activities and build capacity.

Jodi met virtually with Eric Einarson and Kristi Stobbe from the Ktunaxa Nation Education department.

- Eric is the Director of Education and Employment with the Ktunaxa Nation Council and Kristi Stobbe is the Team Lead – Capacity Development and Education with the Ktunaxa Nation Council.
- We have offered to travel to Cranbrook or arrange for Ktunaxa members to travel to Revelstoke using the funding that was provided to support IEC activities and build capacity.
- Eric will reach out to Yaqan Nukiy with an invitation to join these visits.
- Knowledge holders/keepers are being asked by many schools and groups for their time. Eric will ask if there is anyone who has time to travel to Revelstoke. I shared that we recognize this and are also open to opportunities to bring students there. The Yaqan Nukiy Annual Traditional Pow Wow is on May 16-18.
- Rather than have monthly meetings, we could have 2-3 full day IEC meetings. This would provide the time and opportunity for face-to-face meetings, make it worth the travel time, and provide enough time to meaningfully do the work required by the IEC.

b) Budget

Reviewed the budget which aligns with where we should be. The projected surplus between \$5000-\$8000. Eight students are graduating and currently only one student self-identified for kindergarten intake. The reduced numbers, and the small surplus are a concern for next year.

c) Indigenous Day of Learning

Scheduled for August 27, 2025, on the admin day, meaning that all of the teachers and support staff will be in attendance. As such, we are hoping to provide a day of learning that will set a strong foundation for this new direction for the district.

Erin England has reached out to Len Pierre to request information about the Decolonizing Education workshop. We would also like to host a luncheon and have display tables where we can share resources with school staff.

d) Student Milestone Ceremony

We have not had a separate Indigenous graduation celebration as we often have small numbers of students in each grade level. We would like to have a Milestone celebration to celebrate incoming kindergarten students, students moving from elementary to high school, and graduating students. We would like input from the IEC.

Eric's shared initial thoughts, suggesting a knowledge keeper could share a recognition of the history of the land and what it means to be Ktunaxa, but not to add specific Ktunaxa traditions since we do not have any Ktunaxa students in Revelstoke. Potentially something similar with a Secwépemc knowledge holder, but he didn't want to speak for them.

e) New Indigenous Education Council (IEC) Implementation Resource

The committee reviewed the new Indigenous Education Council Implementation Resource.

6. **STAFF AND KNOWLEDGE HOLDER UPDATES**

Lisa Moore:

- The parents who told me their child enjoyed the dot painting so much that they continued doing it at home. One student even put their homemade dot art in the Everything Goes Art Exhibit.
- Seeing a former student at the Metis Nation of BC Environmental Engagement conference. This student is passionate about the environment and deeply proud to be Metis.
- Seeing senior students making plans and working towards their goals for their school careers after RSS.

Marlene Krug:

- Beading, making Bannock, and going to the river, spring words.

Dylan Murray:

- Cultural and ecological damages from the fur trade, specifically on Bison and Caribou. This extends to the damages done by the Columbia River Treaty which just has been renegotiated recently. I also included indigenous perspectives/ involvement in the fur trade.
- I also taught on the indigenous uses of both of these animals, then about indigenous involvement in working on revitalizing the populations.
- The sacred role of fire & Salmon. This included teaching about the salmon run, and then cooking bannock and salmon.
- Food sovereignty and why it's important.
- I'm currently working on using language (multiple) for plant ID + their uses by indigenous groups. This includes medicinal, technological, and ceremonial.

District Programming:

- February: <https://ied.sd19.bc.ca/programs/metis-dot-art/>
- March: <https://ied.sd19.bc.ca/programs/sounds-of-the-season/>
- April: <https://ied.sd19.bc.ca/programs/medicine-wheel-walk/>

7. **UPCOMING MEETING DATES**

We need some time to determine the members of the IEC and work on the Terms of Reference. We want this to be done respectfully. Jodi will arrange to meet with Secwépemc and Ktunaxa members and will arrange a future meeting date.

- ~~April 3rd, 2025~~
- ~~May 8th, 2025~~
- ~~June 5th, 2025~~

8. **ADJOURNMENT**

The meeting ended at 4:55 p.m.

Indigenous Education Councils

– Initial Implementation



Indigenous Education Councils (IECs) are intended to reflect and support the distinct and diverse Indigenous student population in their school district, while respecting local First Nations in whose territories the board and the IEC operate. Each board of education must establish and maintain an IEC.

STEP 1: A board must invite each local First Nations to designate two persons (or more) to be members of the IEC, and the board must appoint those persons designated.

1.

The First Nation(s) determine who their representative is. This may be a member of Chief and Council, an education coordinator, an Elder, etc.

It is up to First Nations to decide whether to accept an invitation to designate representatives to an IEC, and who to designate as representatives.

STEP 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.

2.

The board must 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.

The board must endeavor to achieve an IEC where the total number of representatives of local First Nations are not outnumbered by the additional representatives.



3.

STEP 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.



REMINDERS

1. Boards will maintain **secretariat and administrative support** for the IEC, including covering reasonable costs of holding meetings and IEC member travel to attend meetings when they are held in-person.
2. **IEC capacity funding** for the 2024/25 school year has been provided as a targeted grant to cover costs associated with establishing and maintaining IECs, including secretariat support, activities, and costs related to IECs carrying out their purposes. For clarity, IECs will approve and be involved in the planning, spending, and reporting of IEC Capacity Funding.
3. Once established, an IEC may create its own rules related to inviting non-voting guests to attend IEC meetings, consistent with the *School Act* and the IEC Order. **School board trustees and employees are not eligible to be voting members of an IEC**, pursuant to section 87.004 (2) of the *School Act*.
4. A board **must seek the input and advice**, and obtain the approval, of the IEC on the board's Indigenous Education Targeted Funding (IETF) plans, spending, and any reporting. For clarity, **the board may only implement the IETF plan with IEC approval**. The minimum amount of IETF spending is set by the Ministry. IETF spending must align with the Ministry of Education and Child Care's IETF policy.
5. **An IEC advises and makes recommendations to the board on supporting the Indigenous student population**. The IEC members bring forward perspectives relevant to the distinctions and diversity among that student population, while being respectful of the perspectives of local First Nations.
6. A board must seek the advice of **local First Nations on any matter relating to the distinct languages, cultures, customs, traditions, practices, or history of the local First Nations**, and must consult with those First Nations on how those matters may be integrated into learning environments or staff training offered by the board.
7. A board must consult the IEC on procedures **to recruit and hire staff** that develop and deliver programs and services for Indigenous students, or whose roles involve significant interaction with Indigenous students. Consultation may include reviewing proposed job descriptions, advising on posting or sharing current job opportunities to reach potential candidates, and IEC participation in hiring processes.



School District 19
(Revelstoke)

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.



School District 19
(Revelstoke)

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



- 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



School District 19
(Revelstoke)

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



- 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.



School District 19
(Revelstoke)

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.

These IEC Terms of Reference are provided as a template and are expected to be used as the minimum standard Terms of Reference for an IEC.

Sections of the template must be amended/filled out prior to use, **highlighted in green text**.

INDIGENOUS EDUCATION COUNCIL TERMS OF REFERENCE

Section 87.005 of the *School Act* authorizes an Indigenous education council (IEC) to make rules governing terms of reference in relation to the IEC that are consistent with the *School Act*, the regulations, or the orders of the Minister, including MO 217/2024, the Indigenous Education Council Order (the IEC Order).

As set out in the IEC Order, an IEC must comply with the following rules in the conduct of its business:

- (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.

1. IEC Members

- a) Members of an IEC are appointed in accordance with the Act and Ministerial Order.
- b) Each member may designate one Alternate to attend an IEC meeting and participate on behalf of the member.

2. Board Trustees and District Staff

- a) The IEC may, from time to time, invite or request school board trustees and district staff to attend meetings of the IEC.
- b) Trustees and board employees may not be members on an IEC.

3. IEC Member Resignation

- a) Should an IEC member resign for any reason, that member will notify the Chair and the Secretariat in writing.

4. IEC Chair and Vice-Chair

****IEC will establish a process to select the Chair and Vice-Chair**.**

- a) The Chair and Vice-Chair of the IEC must each be a voting member of the IEC.
- b) The role of the Chair is to:
 - i. Chair meetings of the IEC,
 - ii. Work with the Secretariat to establish meeting agendas, identify materials for meetings of the IEC and prepare IEC meeting minutes,

- iii. Review advice or recommendations to be submitted to the board to ensure it accurately reflects the advice of the IEC, or the members of the IEC who are providing the advice, as the case may be,
 - iv. With the support of the Secretariat, identify, receive, and share with the IEC all information relevant to the IEC's business and needed to fulfill its purposes, including from the Ministry and/or the board,
 - v. Serve as spokesperson for the IEC, as needed.
 - vi. ****ANY ADDITIONAL ROLE(S) OF A CHAIR****
- c) In the absence of the Chair, the Vice-Chair will assume the role and carry out the duties of the Chair.
 - d) A Chair may delegate tasks or duties to a member of the IEC or, where appropriate, may request assistance of a non-voting guest of the IEC.

5. Secretariat

- a) The IEC will work collaboratively with and provide direction to the Secretariat to liaise with the district on specific topics, including the planning, spending and reporting of Indigenous education targeted funds, and other grants supporting Indigenous students.
- b) The IEC will develop administrative processes with the Secretariat associated with IEC business, such as member travel, meeting costs, room costs, food and beverages, and stipends or honoraria for members or guests.

6. IEC Meetings

****An IEC must establish its quorum threshold**.**

- a) The Chair, with support of the Secretariat, will establish an IEC meeting schedule that aligns with any *School Act* mandated reporting deadlines to ensure the IEC is able to have discussions and prepare advice, recommendations, or make decisions, to support the board in a timely manner.
- b) The IEC will meet at least ___ times a year (and at least ___ will be in person).
- c) The Chair, with support of the Secretariat, will establish meeting agendas in consultation with the IEC members.
- d) The IEC will provide direction to the Secretariat for communicating and sharing the dates, times, locations, agenda, and meeting materials to all IEC members at least ___ days prior to each meeting.
- e) ****Quorum for IEC meetings is: _____**.**
- f) The Chair, with support of the Secretariat, will ensure meeting minutes are prepared and shared with all IEC members within a reasonable period of time following a meeting.

7. Decision-making Process

**** The IEC will establish a decision-making process, including a mechanism to address when consensus is not reached, or a vote is tied**.**

- a) Most matters will be decided through general discussion and consensus of the IEC.
- b) If the IEC cannot reach consensus or voting is tied, the IEC will _____
- c) Only the local First Nation members of the IEC may advise on local First Nation languages, cultures, customs, protocols, traditions, practices, history, world views, and perspectives.

8. Dispute Resolution Processes

****An IEC may wish to establish a dispute resolution process**.**

9. Conflict of Interest

****An IEC may wish to establish conflict of interest procedures**.**

10. Providing Advice to the Board

- a) Recommendations and advice of the IEC will be provided to the board in writing through the Chair.

Indigenous Education Budget 25-26

Item	Estimated	Actual
Aboriginal Education Grant (\$1770)	146,910	
Surplus	25,000	
Total working Budget	171,910	
Total expenses (from budgets listed below)	\$ 169,520.00	\$ -

Wages

Item	Estimated	Actual
Salaries and Benefits	144,770	
Crim Record check (every three years)	0	
Total Wages	\$ 144,770.00	\$ -

Contracted Services 131-328

Item	Estimated	Actual
Knowledge Holders	10000	
Delreé DuMont	4000	
Total Contracted Services	\$ 14,000.00	\$ -

Travel - Adults 131-342

Item	Estimated	Actual
FNESC	1000	
OMRIE	300	
Total Travel - Adults	\$ 1,300.00	\$ -

Travel - Students 131-333

Item	Estimated	Actual
Primary Winter Gathering	500	
Student Leadership Summit	1000	
Other opportunities	1000	
Total Travel - students	\$ 2,500.00	\$ -

Meetings & Cultural Events 131-346

Item	Estimated	Actual
Winter family gathering	750	

OMRIE fees	250	
IEC travel for representatives (fuel & food) for two visits (separate budget)		
Family gathering & Milestone ceremony	1000	
Total Cultural events	\$ 2,000.00	\$ -

In Service/Professional Development 131-344		
Item	Estimated	Actual
Contractual	300	
FNESC	650	
Total In Service	\$ 950.00	0

Instructional Supplies 131-511		
Item	Estimated	Actual
	1500	
Total Instructional Supplies	\$ 1,500.00	\$ -

Resources - Books 131-524		
Item	Estimated	Actual
	1000	
Total Resources	\$ 1,000.00	\$ -

Equipment 131-581		
Item	Estimated	Actual
Total Equipment	\$ -	0

Awards 131-527-602		
Item	Estimated	Actual
Scholarships	1500	
Total Awards	\$ 1,500.00	\$ -

Staff highlights

Lisa Moore:

- Gifting a sash to two Métis students
- Family lunch- seeing more of a community
- Connecting a student who struggles with coming to school with our local arts organization. This student is very interested in film studies and Arts Revelstoke is going to work with them to put on a film festival near Halloween.
- Having a student ask to smudge because she felt anxious
- Planting tobacco seedlings students started in their classroom.

Marlene Krug:

