



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

**Indigenous Education  
Council Meeting  
Monday, October 20<sup>th</sup>, 2025  
9:00 am – 3:00 pm**

**Minutes**

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***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) WELCOME AND INTRODUCTIONS**

**2) ADDITIONS TO THE AGENDA**

Jodi Wallach gave an overview of background and process of past IEC meetings.

**3) ADOPTION OF THE MINUTES**

Minutes dated June 18<sup>th</sup>, 2025, adopted as presented.

**4) Old BUSINESS**

**IEC Implementation**

- Stage 1 – Invitations were sent out to Secwepemc, Ktunaxa, Syilx Okanagan based on the provincial consultation map.
- Stage 2 – It was recommended that the Board invite the Salmon Arm Metis Association and the Revelstoke Friendship Society to designate one person each, identified by an appointment letter.
- Stage 3 – Draft Terms of Reference (TOR) attached.

**Regional IEC gathering in Osoyoos November 18<sup>th</sup>-19<sup>th</sup>, 2025**

- Recommend that the Superintendent, District Principal of Indigenous Education, and one member or alternate member from the Splatshin and Ktunaxa Nation attend this gathering.
- The District Principal will share IEC recommendations for Learning Together Circles to the planning committee:
  - a. Ideas for sharing IEC Capacity Funding
  - b. How other districts are overcoming distance barriers
  - c. Community Connections

## IEC Capacity Funds

The IEC requested additional information and tabled the discussion about IEC Capacity funding until the next meeting. The District Principal of Indigenous Education will ask other districts how they are spending the IEC Capacity Funding to report back.

### 5) **NEW BUSINESS**

- Proposed IEC meeting schedule and Working Plan 25-26 - Tabled
- Land Acknowledgement - Tabled
- Programming plan – Jodi shared historical practice of monthly programming field trips with seasonal themes. New staff in each school means that we are pausing this practice so Indigenous Student Support Staff members can focus on building relationships with students in schools.
- Knowledge Keepers, Knowledge Holders, Elders – discussed a Knowledge Holder/Keeper application form and the applicant's Nation/Band approves. Criminal Record checks are done every three years.
- Review website and make recommendations
  - Change Secwepemc to Splatsin
  - Change Secwepemc website link to Splatsin link
  - Under IEC, can we create two categories: Voting members, Non-voting members
  - Add Secretariat to Jodi's information
  - Send IEC members links to school district websites
    - <https://www.sd19.bc.ca/>
    - <https://ied.sd19.bc.ca/>
  - Request to forward future Indigenous Education newsletters to IEC members.
- Superintendent Kubik reviewed brief overview of district reports: Strategic Plan, FESL, Mental Health Strategy, plus a request for feedback for literacy recommendations

### 6) **FUTURE MEETING**

December 1<sup>st</sup>, 2025 – 9:00-11:00 – virtual meeting to discuss usage of IEC Capacity Funds and Draft Terms of Reference

### 7) **ADJOURNMENT – 3:15 pm**

**REVELSTOKE 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:
- (i) The Splatshin and Ktunaxa First Nations communities will designate two persons
  - (ii) The Salmon Arm Metis Association may designate one person
  - (iii) The Revelstoke Friendship Society may designate one person
  - (iv) All designated members must be done through a formal letter or process
- b) Each member may designate one Alternate to attend an IEC meeting and participate on behalf of the member.
- c) To be considered for membership on the IEC, a group must represent an established Indigenous population and have an elected Board or governing body.

**2. Board Trustees and District Staff**

- a) The IEC will be attended by regular, non-voting members.
- (i) District Principal of Indigenous Education and K-12 Well-Being (acting as Secretariat)
  - (ii) The Superintendent of School District 19
  - (iii) A Trustee
- b) The Trustee participates in the meetings as an observer only and does not speak on behalf of the Board. The Trustee does report back to the Board on agenda items covered in the meetings that concern the Board.

- c) The Superintendent and the District Principal of Indigenous Education will ensure that all local collective agreements, Ministry of Education and Childcare directions, district policies and administrative procedures, are brought to the IEC table for discussion.

### 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

- a) The Chair and Vice-Chair of the IEC must each be a voting member of the IEC.
- b) The Chair and Vice-Chair of the IEC must represent different communities.
- c) The Chair and Vice-Chair of the IEC will be selected by nomination from the IEC table and chosen by consensus.
- d) The Chair and Vice-Chair will serve in their roles for two full school years, beginning in September.
- e) The selection of the Chair and Vice-Chair will occur in January of the school year before the term ends to allow for shadowing at agenda setting and IEC meetings.
- f) Attend Board meetings virtually
- g) 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.
- h) In the absence of the Chair, the Vice-Chair will assume the role and carry out the duties of the Chair.
- i) 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 District Principal of Indigenous Education will act as the Secretariat and is primarily responsible for organizing the work of the IEC.

- b) 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.
- c) 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

- 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 four (4) times a year. Meetings in October and May will be in-person, full day meetings, with two virtual meetings during the year. Special meetings may be added as needed.
- 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 seven (7) days prior to each meeting.
- e) To meet Quorum, at least one representative from a First Nations must be present.
- f) The Secretariat, with support from the Chair, 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

- 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 request additional information from the Secretariat and will table the matter until the next meeting.
- 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

- (i) Members of the IEC must declare a conflict of interest when they may not be able to make decisions impartially.
- (ii) Conflict of Interest may include:
  - (i) Family member involvement
  - (ii) Financial benefit

#### **10. Roles and Responsibilities of the IEC**

- a) Recommendations and advice of the IEC will be provided to the board in writing through the Chair or designate on:
  - (i) How Indigenous Education Targeted Funding (IETF) will be used, within parameters attached to this funding by the Ministry of Education and Childcare (academic, cultural, and social-emotional). The IEC will work as a partner toward ensuring that each Indigenous student will benefit from the programs and services offered through the School District.
  - (ii) Policies and administrative procedures as they relate to Indigenous learners and recommends appropriate changes.
- b) The IEC promotes cultural awareness, understanding, and sensitivity within the employee groups of the School District.
- c) The IEC works with local communities (First Nations, Metis, and Inuit) to identify cultural resource people to recommend to be included on the Knowledge Holders list.

DRAFT



## Regional Indigenous Education Council Gathering

Theme: *e'nowkinwix<sup>w</sup>*

November 18-19, 2025

Spirit Ridge, Osoyoos

*We acknowledge that we are holding this Regional Indigenous Education Council Gathering on the traditional, unceded, and contemporary lands of the syilx people, and we hold great respect for the inherent Rights Holders of this place, the Osoyoos Indian Band.*

### *Our Theme: e'nowkinwix<sup>w</sup>*

E'nowkinwix<sup>w</sup> is a nsyilxcən (checking spelling?) word that describes a community dialogue protocol which seeks to include diverse points of view in order to ensure a holistic strategy leading to actions that empower principles of collaboration. The process incorporates essential aspects of balancing divisive and polarizing views, into an empowering dynamic of solidarity in action.

Gratitude to Ben Louis, a member of the Okanagan Indian Band, and a teacher and language speaker in School District 22 for his guidance on our theme.

When we reflect on Bill 40, we believe that the purpose is to provide a legislative guide for better relationships between Nations and School Districts. All districts and Indigenous Education Councils are at different places in the journey toward effective and ongoing implementation of Bill 40. Our hopes for the Regional Indigenous Education Council Gathering are to create connections with each other and to learn about some of the promising practices in our region.

### *Learning Together - a Community Agreement:*

We ask that you come to our gathering with open hearts and open minds, that you help to create a safe place for participants to be vulnerable and to engage in respectful and open conversation, with the hope of all going forward together in a good way. We ask that you take space, but also hold space for each other. We are all better by working together for the benefit of Indigenous learners.

### *Tuesday, November 18*

We are excited to have you join us for pre-Gathering activities during the evening of Tuesday, November 19 to explore the Nk'mip Desert Cultural Centre, followed by a welcome, dinner, Loonie auction, social time, and music trivia in the Eagle Room at Spirit Ridge.

After you check in at the registration desk, which will be open at 3:45pm, we invite you to walk over to the Nk'Mip Desert Cultural Centre for some welcoming activities and learning about the hosts of the land where we are holding our gathering.

We ask that all Indigenous Education Councils and School Districts bring donations for the Loonie Auction, which can be left at the Registration Desk when you arrive. We are working with School District 53 to identify an excellent cause that supports Indigenous students as the recipient of the proceeds of the Loonie auction. Be sure to bring your Loonies to join in the fun, win some prizes, and support our cause!

Please be sure to be back at the Eagle Room before 5:30pm to socialize and connect with other Gathering participants before dinner and the Loonie auction begins. There is a cash bar for drinks, and a buffet dinner inspired by the Four Food Chiefs.

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| <b>3:45pm</b> | Check-in at Registration Desk           |
| <b>4:00pm</b> | Visit the Nk'Mip Desert Cultural Centre |
| <b>5:30pm</b> | Traditional Welcome and Introductions   |
| <b>6:00pm</b> | Dinner and Loonie Auction               |
| <b>7:00pm</b> | Music Trivia                            |
| <b>8:30pm</b> | Wrap-Up for the evening                 |

*Wednesday, November 19*

We are very excited to share our agenda for a day of learning and gathering together. Because this Gathering is about connecting with and learning from each other, be sure to bring business cards if you have them to share.

The Registration Desk will open at 7:45am for anyone who was unable to come on Tuesday evening. We ask that all Indigenous Education Councils and School Districts bring donations for the door prizes at the end of the day, which we suggest could be a reflection of your home territory, such as a piece of artwork from a local artist, or a basket of items that come from your area. These donations can be dropped off on Tuesday evening or Wednesday morning at the Registration Desk.

*Smudging Before and After the Gathering*

For all interested participants, smudging will be available before and after the Gathering. There will be information at the registration desk about the location for smudging.

Before the Gathering, smudging will be available from 8:00-9:00am, during the Breakfast hour.

After the Gathering, smudging will be available after we close.

<b>7:45am</b>	Registration desk (for those unable to come on Tuesday evening)
<b>8:00am</b>	Breakfast
<b>9:00am</b>	Welcome, Introductions, and Focus on Eñowkinwix <sup>™</sup>
<b>9:30am</b>	Brad Baker, Superintendent – Indigenous Education, Ministry of Education and Childcare
<b>10:00am</b>	Learning Together Circle Session 1 – Strengths & Stretches of IEC's
<b>10:30am</b>	Break
<b>10:45am</b>	Learning Burst Session 1 – Promising Practice from a School District and IEC
<b>11:00am</b>	Learning Together Circle 2: IEC Re-Connection Time
<b>11:30am</b>	Learning Burst Session 2 – Promising Practice from a School District and IEC
<b>11:45am</b>	Shape of Lunch Break – time to eat, connect, and have a walk and talk
<b>12:00pm</b>	Lunch
<b>1:00pm</b>	Learning Together Circle 3: Stand and Connect Activity
<b>1:30pm</b>	Learning Burst Session 3 – Promising Practice from a School District and IEC
<b>1:45pm</b>	Learning Together Circle 4: Table Talk – Hot Topics for IEC's
<b>2:15pm</b>	Learning Burst Session 4 – Promising Practice from a School District and IEC
<b>2:30pm</b>	Learning Together Circle 5: Table Talk – Hot Topics for IEC's
<b>3:00pm</b>	Door Prizes and Closing Words
<b>3:20pm</b>	Sending you out with purpose, power, and performance

*A Note About Our Planning:*

You might be wondering what we mean by Learning Together Circles and Learning Bursts.

Learning Together Circles are sessions that bring participants together to engage in open, respectful dialogue. Throughout the day, these circles will look different, depending on the purpose of each circle. For example, the Learning Together Circles in the morning are opportunities for participants to connect first with members of other Indigenous Education Councils, to hear about the strengths and stretches you are all experiencing, and then to re-connect with members of your own IEC to share what you have learning. In the afternoon, the first Learning Together Circle will give you the chance to stretch your legs and stand if you are able while you connect with multiple other participants with a series of conversation prompts. During the other Learning Together Circles in the afternoon, you will be able to self-select an IEC "Hot Topic" that you want to learn more about at specific tables.

Learning Bursts are short, focused presentations from school districts and IEC's that highlight promising or inspiring practices, all connected to districts and IEC's working collaboratively together. These brief presentations are intended to share stories of success and innovation that others can learn from.

When you arrive, we will have a much more detailed agenda that describes what you can expect during each of these sessions.

*Kukwstseteme and limlamt from the Regional IEC Gathering Planning Committee! The Gathering will be an important opportunity for us to learn from each other in a good way, reflecting the spirit of eñowkinwix<sup>™</sup> and the strength of our shared commitment to Indigenous Education and Indigenous learners.*