



## Indigenous Education School Plan 2025 – 2026

**School:** Cypress Park

**School Indigenous Education Committee Members:** Ryley McLeod, Scott Slater, Katie Thompson, Andrea Anderson, Krista Koke, Taylor James-Kretschmar, Morikke Espenhain, Johanna Becu

**School Main Contact Person(s):** Ryley McLeod, Taylor James

1. What is the focus of your Indigenous School Plan for 2025/2026?

We have three areas of focus for this school year:

Focus #1: Learn through story and language

- Share stories, curate new books by Indigenous authors
- Update the Indigenous Story collection in the library
- Student readers with Indigenous Stories (West Coast Readers)
- Indigenous animals and stories connected to Units of Inquiry
- Indigenous animals to represent the Learner Profile
- Learning Squamish language and place knowledge with Rebecca Duncan at November 24 Pro D Day

Focus #2: Land based and experiential learning

- Share stories, curate new books by Indigenous authors
- Update the Indigenous Story collection in the library
- Student readers with Indigenous Stories (West Coast Readers)
- Indigenous animals and stories connected to Units of Inquiry
- Indigenous animals to represent the Learner Profile
- Learning Squamish language and place knowledge with Rebecca Duncan at November 24 Pro D Day

Focus #3: Build cultural knowledge, social emotional learning, teaching and community connections

- Recognize Orange Shirt Day – Heart and flower display, learning about “Every Child Matters,” land acknowledgements and the importance of place
- Honour Indigenous Veterans Day at the Remembrance Day Ceremony



- Celebrate Indigenous People’s Day with stations and activities
- How We Organize Ourselves: Learning about Indigenous Governance
- Using the First People’s Principles of Learning to guide all learning (displayed in each classroom)
- Community sharing circles for check-in, debriefing, and restoration
- Sylvia King class-wide support and individual student support in literacy, numeracy, Indigenous learning, and social skills

2. If you have students with Indigenous Ancestry attending your school, what Indigenous Student Outcome(s) are you working to improve? (Attendance, Developing Sense of Belonging, Literacy, Numeracy...) Please reference your school data.

We would like to work towards Developing a Sense of Belonging for our Indigenous students to feel both confident in the classroom and recognize the importance of their culture. Working on this goal will allow for the development of social skills along with academic success in the classroom. Our staff will closely collaborate with Sylvia King to focus on this work.

3. How does your plan connect to the Enhancement Agreement and/or the Equity in Action Goals found in the (see WVS Indigenous Success Plan)

- To use Indigenous ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making.
- To enhance student success by facilitating transitions and pathways throughout the K-12 Journey.
- To create a sense of space and belonging for Indigenous students that is inclusive to all.

Our goal at Cypress Park is to *“use Indigenous ways of knowing and perspectives to inform and empower our teaching, learning, and decision-making.”* We will do this by helping staff and students build the capacity for intercultural understanding, empathy, and mutual respect. (Truth and Reconciliation Commission of Canada: Call to Action 63)

How We Express Ourselves	Who We Are	How We Organize Ourselves	How the World Works	Where We Are in Place and Time	Sharing the Planet
cultures use story to express who they are;	storytelling; everyone has a unique story to	structures within indigenous communities	local Indigenous stories of past	our connection to the land, its past, present, and future	



<p>exploration of potlatch ceremony; artistic expression</p> <p>How do cultures discover and express ideas, feelings, nature, culture, beliefs and values</p>	<p>tell; exploration of various indigenous groups across Canada and their traditional territories</p>	<p>(housing, laws, governance); considering First Peoples approaches</p>	<p>events and the impact they had</p> <p>Indigenous stories to explain features of the sky and seasons</p> <p>Indigenous inventions that have shaped modern culture</p>	<p>Identifying local plants and Indigenous uses</p> <p>Identifying local features of the beach/shoreline and connected Indigenous stories</p> <p><i>Exploring diverse places helps build global perspective - Listening to stories from different regions across Canada.</i></p> <p>Stewardship of the land and the biodiversity of our environment</p>
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We embed the First Peoples Principles of Learning throughout each of our units of inquiry. Understanding these are essential to our central ideas, and the principles are integral in each unit we study. We help expose students to these principles through hands-on activities, experiential learning, role play, the arts (music, songs, dance, drama), literature and storytelling to name a few.

Learning involves recognizing the consequences of one's actions

- students look at what they do for others, and how their actions impact others
- importance of generational knowledge and value of passing down information through generations
- building understanding from an early age - "Our actions have an impact on ourselves and others"

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

- ways Indigenous people use heat or thermal energy for homes, such as igloos
- importance of fire in Indigenous culture
- how Indigenous peoples use thermal energy to make bentwood boxes and their significance
- how Indigenous people use thermal energy for cooking
- Indigenous legends and myths around the sun
- Indigenous governance and decision making processes
- Core Competencies: Communication, Collaboration



How can we create opportunities for increased parent/family and student voice?  
How can we create opportunities for families to be welcomed in our schools?  
How can we create opportunities to improve K-12 transitions?

- Conversations with PAC about representation; an invite from the PAC to families.
  - Provide different communication methods to all families (email, phone, signage, etc.)
  - Consult with Sylvia King about opportunities to increase parent/family and student voice.
  - Offer more equitable opportunities to be part of the school (putting on free community events, etc.)
  - Incorporate aspects of Indigenous learning in our Welcome to Kindergarten event and during Gr 3 transition events with West Bay students before they enter Gr 4.
  - Share and celebrate knowledge from both Cypress Park and West Bay, build a community between the classes before the end of the year (field trip, potentially to the longhouse, pen pals, etc.)
4. Highlight your school plans and learning intentions for the November 24<sup>th</sup> Indigenous Focused PD Day afternoon Session.

Our school plan is to attend the keynote session with Dr. Dustin Louie, then reflect as a staff afterwards with the reflection questions:

*Where do you hold influence in Decolonizing Learning?*

*How are you uniquely positioned to engage in Decolonizing Learning?*

*What are your entry points for Decolonizing Learning?*

We will then join with West Bay staff to engage in Squamish language and place learning with Rebecca Duncan for the afternoon.

5. What are you most proud of with respect to your Indigenous School Plan?

We are most proud of our commitment of being open to learning and changing our practice alongside our students. We strive to create a school that focuses on taking risks, communicating and reflecting through our learning that demonstrates our commitment to reconciliation. We are also proud of how deeply Indigenous learning has become part of our daily practices, including embracing land-based experiences to incorporating authentic stories and voices from local knowledge keepers. This shared commitment has strengthened our sense of community, fostered greater cultural understanding, and helped students develop the empathy and awareness needed to honour Indigenous perspectives in meaningful and respectful ways.

