



Indigenous Education School Plan 2025 – 2026

School: Inglewood Secondary School

School Indigenous Education Committee Members:

- Tom Cianfrini – Teacher
- Andy Sidhu – Teacher
- Chantalle Wigley – Teacher
- Fleur Tavaré – TAH Clinician
- Rachel Grills - EA
- Ximena Del Carpio Urbina - EA
- Teresa Javier – EA Lead
- Carol Langley – Indigenous Success Counsellor
- Kaleigh Heibert – Indigenous Success Teacher
- Corrine Kinnon – Principal
- Students

School Main Contact Person(s):

1. What is the focus of your Indigenous School Plan for 2025/26?
Our plan focuses on fostering a deep sense of belonging and cultural connection through place-based learning, relationship-building practices rooted in attachment theory, and addressing students' holistic needs.

Key components include:

Strengthening Relationships: Using attachment theory to guide strong, supportive connections among students, staff, and the broader community.

Place-Based Learning: Integrating local Indigenous knowledge and perspectives during outdoor trips and weekly learning excursions.

Well-Being and Cultural Inclusion: Enhancing physical and emotional well-being with a focus on addressing and supporting physiological needs and supporting cultural identity through collaborative Indigenous-led activities.

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

Developing a Sense of Belonging: Activities and practices that build inclusive relationships.



Cultural Awareness: Incorporating Indigenous perspectives into place-based learning.

Well-Being and Attendance: Addressing physiological needs with nutrition and flexible schedules.

Transition Support and Preparation for Adulthood: Strengthening pathways that help students transition smoothly into adulthood, emphasizing community belonging, self-sufficiency, and identity building.

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

Indigenous Ways of Knowing: Students will engage with local Indigenous traditions, especially through outdoor learning activities.

Creating Belonging: Strategies focus on inclusive environments and strong relational connections.

Pathways and Transitions: Extensive work ensures students are prepared for adulthood and develop a strong sense of community belonging. Flexible schedules, personalized support, and life skills programs are central to this focus.

Additionally, the Equity in Action Goals of welcoming families and improving transitions are reflected in efforts to ease students' movements between educational stages and into community life, fostering long-term success and connections.

4. Highlight your school plans and learning intentions for the November 24th Indigenous Focused PD Day afternoon Session.

Learning Intentions:

- To deepen our understanding of Indigenous perspectives on neurodiversity, with a particular focus on Grant Bruno's work on *decolonizing autism*.
- To explore how Indigenous worldviews, relationality, and community-based approaches can guide how we support Indigenous learners who are neurodivergent.
- To reflect on how colonial systems have shaped current narratives around autism and disability in education, and to consider how we can shift practice toward strengths-based, culturally grounded approaches.
- To begin identifying opportunities within our school and district Indigenous plans to honour, uplift, and better support neurodivergent Indigenous students and their families.

What We Did:



- Staff watched Grant Bruno's presentation on decolonizing autism, where he shared Cree teachings, family stories, and research on reframing autism through Indigenous ways of knowing.
- Following the viewing, staff engaged in a facilitated discussion focused on:
 - What stood out about Indigenous worldviews on neurodivergence.
 - How our current practices may unintentionally reflect colonial, deficit-based understandings.
 - Ways our school can apply these ideas to create more inclusive, culturally safe learning environments for Indigenous students.
- Staff then reflected on connections to our school's Indigenous Education Plan, noting possibilities for:
 - Strengths-based supports for neurodivergent Indigenous learners.
 - Increased collaboration with Indigenous families, Knowledge Keepers, and the Indigenous Education team.
 - Embedding relational, holistic practices into our programming.

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

- Established connections with local Indigenous Elders to guide cultural activities.
- Integration of local land-based education practices, connecting students to place and heritage.
- A robust, trauma-informed approach ensuring all students feel supported and valued.
- Holistic preparation for life beyond school, emphasizing independence, cultural identity, and community connections.
- Integration of practices emphasizing emotional health and shared responsibility among staff and students.