



## Indigenous Education School Plan 2025 – 2026

School: **West Bay Elementary School**

School Indigenous Education Committee Members:

**Emily Miller, Scott Slater, Chantelle McGrath, Kirsten Little, James Howes**

School Main Contact Person(s): **Emily Miller (Vice-Principal)**

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

The focus of West Bay's Indigenous School Plan for 2025–2026 is to **deepen staff and student learning of Sk̓wx̓wú7mesh (Squamish) language** and to **embed this language meaningfully into daily classroom routines, school-wide practices, and outdoor/place-based learning experiences.**

Our goal is grounded in:

- Strengthening understanding of the Sk̓wx̓wú7mesh language connected to the land where our school resides.
- Ensuring students encounter the language daily, not just during special events.
- Building staff capacity and confidence to use Sk̓wx̓wú7mesh vocabulary authentically and respectfully.
- Embedding language through IB Units of Inquiry, outdoor learning, and Takaya (den group) activities.

This year's plan intentionally shifts from general cultural understanding to **language revitalization in action.**

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.

Although we currently have very few students with Indigenous ancestry, our plan prioritizes outcomes that support **belonging, identity, and engagement** for all Indigenous learners, as well as fostering cultural understanding for the entire school community.

### **Student Outcomes We Aim to Support:**

#### ***Developing a Strong Sense of Belonging***

- Increasing visibility and audibility of Sk̓wx̓wú7mesh language within the school so Indigenous students feel represented and valued.



- Ensuring early learning experiences (e.g., Welcome to Kindergarten) reflect Indigenous perspectives from the very beginning of their schooling.

### **Engagement in Learning**

- Using authentic Indigenous resources, oral storytelling, and land-based vocabulary in literacy and inquiry learning.
- Giving all students opportunities to understand the relationship between language, history, land, and identity.

### **Smooth Transitions**

- Strengthening transitions into kindergarten, from Cypress Park into Grade 4, from outside schools, and into secondary school to ensure students with Indigenous ancestry experience culturally safe and supportive entry points.

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)

West Bay's 2025–2026 plan aligns closely with the district's Indigenous Success Plan and the Equity in Action goals by focusing on:

### **Belonging & Identity**

Embedding Skwxwú7mesh language throughout the school environment strengthens students' identity, fosters pride in place, and supports a school culture that recognizes and respects Indigenous worldviews.

### **Language Revitalization**

Our explicit focus on learning and using Skwxwú7mesh language supports community-driven revitalization efforts and respects the host Nation's teachings, which is consistent with district goals around honouring Indigenous languages.

### **Indigenous Ways of Knowing**

Ongoing work embeds First Peoples Principles of Learning across IB Units of Inquiry, outdoor learning, and Takaya group activities, ensuring Indigenous knowledge is woven into learning in meaningful, sustained ways.

### **Reconciliation & Decolonizing Practice**

The plan encourages staff to re-evaluate routines, classroom structures, and learning experiences to ensure practices reflect relational, land-connected, and community-focused approaches.



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

On November 24th, after the keynote by Dr. Dustin Louie, West Bay participated in an afternoon Indigenous-focused professional development session featuring **S̓k̓w̓x̓w̓ú7mesh language learning with Rebecca Duncan**.

### Learning Intentions:

- To build foundational understanding of **universal and place-based S̓k̓w̓x̓w̓ú7mesh vocabulary**.
- To connect language learning to the land and environment surrounding West Bay.
- To support staff in identifying practical ways to embed language into daily instruction and classroom routines.
- To deepen appreciation for how language, story, memory, and land are interconnected.

### Session Highlights:

- Staff engaged in collective reflection after the morning keynote and “Walk, Wonder, Reflect” activity to explore how their learning informs their classroom practice.
- Rebecca Duncan guided staff through S̓k̓w̓x̓w̓ú7mesh language focused on place, relationships, and everyday phrases.

This session directly launched our school-wide commitment to integrating S̓k̓w̓x̓w̓ú7mesh language in meaningful, sustainable ways for 2025–2026.

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

We are most proud of the **intentional and collaborative shift toward authentic S̓k̓w̓x̓w̓ú7mesh language learning and daily use** across our school community. This year’s plan represents meaningful growth in how we approach Indigenous learning, moving beyond isolated lessons toward ongoing, embedded practice.

We are proud of:

- A clearly defined Indigenous focus that reflects staff voice and aligns with the language and cultural priorities of the S̓k̓w̓x̓w̓ú7mesh Nation.
- The strengthening of relationships with Indigenous educators and knowledge keepers, including our continued work with Rebecca Duncan and S7hplek.
- The increased confidence among staff to incorporate S̓k̓w̓x̓w̓ú7mesh language into daily routines, outdoor learning, IB planners, and Takaya group activities.
- Our shift from symbolic acts to **daily, meaningful integration** of Indigenous language, story, and land-based perspectives.



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- Creating a learning environment where Indigenous students—when present—see their culture, language, and identity reflected in authentic ways.

### **Connection to Dr. Dustin Louie’s Keynote:**

Dr. Dustin Louie emphasized the importance of ensuring that **all students—not only Indigenous learners—experience the value of Indigenous Ways of Knowing**, including understanding language as a pathway to relationship, identity, and connection to land.

Our school plan reflects this message deeply. By embedding Sḵwx̱wú7mesh language into everyday learning, we are demonstrating to students that Indigenous languages and worldviews are not “add-ons,” but essential, respected, and valued parts of learning in our community. This reinforces a shared understanding that Indigenous knowledge enriches the education of *every* learner, strengthening relationships, building cultural humility, and helping students connect meaningfully to the land where they learn.

In this way, our work this year embodies the spirit of Dr. Louie’s message: **Indigenous learning benefits everyone—and is vital to creating whole, connected, and relational learning environments.**