



Indigenous Education School Plan 2024 – 2025

School: Chartwell Elementary

School Indigenous Education Committee Members:

Roland Samson, Chris Parslow, Sara Bell

School Main Contact Person(s): Roland Samson

1. What is the focus of your Indigenous School Plan for 2024/2025?

Our focus for the 2024/2025 Indigenous School Plan is to authentically integrate the principles of the Squamish Nation and Indigenous ways of knowing into our school's daily culture and practices. Rather than viewing Indigenous education as a separate curricular requirement, we aim to shift paradigms from "This or That" thinking — whether cultural, linguistic, or instructional — toward a holistic approach where Indigenous teachings inform how we learn, teach, and interact.

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....)

We want all students and their families, including those with Indigenous ancestry, to feel a deep sense of belonging within our school community. By creating an environment that celebrates Indigenous perspectives and ways of knowing, we hope to encourage students and their families to feel seen, respected, and valued. We currently have one student with indigenous ancestry, but the family has declined to participate in district programming.

3. How does your plan connect to the Enhancement Agreement and/or the Equity in Action Goals found in the [2024-2025 Indigenous Success Plan](#)?

Our goal is to authentically integrate Squamish Nation teachings into everyday learning supports the Enhancement Agreement's focus on embedding Indigenous ways of knowing into the curriculum. By moving beyond "content-based" learning to "ways of being," we create a culturally inclusive space that respects and celebrates Indigenous knowledge alongside other cultural identities.



We are committed to fostering a school environment where Indigenous students feel a deep sense of belonging and cultural pride. This directly supports the Equity in Action Goal of improving student engagement by ensuring that all students see themselves reflected in the daily life and practices of the school.

4. Highlight a few of the cultural learning activities, events, speakers, presentations or cultural projects that you have done or are planning to do this year.

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

- Squamish language lessons for our Grade 2-5 students with Alroy Baker
- Squamish language labels for inside the school: Office, Library, water fountain etc.
- A song, in Squamish ("We uplift each other" or the Coast Salish Welcome Song) to be played one morning a week
- Treehouses:
 - Learning involves generational roles and responsibilities
 - Learn Indigenous names for our four trees (alder, cedar, hemlock, fir); research their uses and importance to Indigenous ways of being;
 - Use characteristics to guide each treehouse's identity
 - Learn more about our Chartwell name and identity; share with others
 - Students to learn the tree houses Squamish language names
 - Cedar - **xápa'yay**
 - Alder
 - Outside mural on the exterior wall of rooms 2, 3 and/or 4 of the four treehouse trees using a Squamish artist in residence to design and grade 7 students to paint as a legacy gift in conjunction with the salmon (interconnectedness of species). Could be connected to interpretive walks in Douglas Woodward Park to identify and learn about the trees.
- Presentation House - Firefly Project: drama, storytelling workshops for Grades 1/2
- Indigenous stories and culture in the classroom libraries (gr. 1/2) students having access to this material everyday
- Incorporating indigenous talking circles into our classroom practices (e.g. Gratitude Circle)
- Enhance our playground with a natural garden area using indigenous plants
 - Create a natural garden-scape in our playground to provide an area of refuge, learning and reconnecting

Commented [CP1]: Should we change the red to black if we are doing it?

Commented [SB2R1]: Black is what we've done and red is what we hope to do

Commented [CP3]: I don't think we should rename them, but rather learn the Squamish word for them as well, as above.

Commented [CP4]: Are we doing this?



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- Students can research types of plants to utilize in the garden and create information about their uses by indigenous people

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

We are most proud of our plan's commitment to authentically embedding Indigenous ways of knowing and being into the fabric of our school community. This goes beyond viewing Indigenous education as a separate subject or set of requirements; instead, we are integrating it as a holistic approach to learning, relationships, and identity.

Please send a copy of your Indigenous School Plan Ian Kennedy by December 01, 2024