



## Indigenous Education School Plan 2024 - 2025

**School:** Sentinel Secondary

### School Indigenous Education Committee Members:

Kevin Chase, Nathalie Lleres, Craig Elliot, Angie Higgs, Meghan McGuinness-Gill, Mike Finch, Shawn Anderson

**School Main Contact Person(s):** Mike Finch, Craig Elliot, Kevin Chase

**Activities, events, speakers, presentations, projects etc. that have occurred at your location over the past two years:**

<b>Truth &amp; Reconciliation Week</b>	What has now become an annual tradition at Sentinel, with the entire school pausing the week prior to the National Day of Truth and Reconciliation to focus on the tragedies inflicted upon Indigenous peoples, and to break the victim narrative by celebrating Indigenous perseverance and success as well. This week features a variety of student organized and student lead activities involving almost every subject area and all grade levels. The students are now exploring expanding their allyship to the other high schools and hope to have that up and running by the end of the school year.
<b>Guest Speakers / Presenters</b>	During TRC Week 2024: Vice-Dean of KPU Gayle Bedard came to address all students.  In previous years Tewanee Joseph and Brad Baker have come to speak to the students.  Although it could not be arranged this year, in previous years students in grade 11 have met with a Residential School Survivor.  Law 12 courses in French and English are hoping to connect with Indigenous author, lawyer, and advocate Michelle Good.



<p><b>Urban Native Youth Association (UNYA) Mental Wellness Campaign</b></p>	<p>In February of 2024, the STRC launched a week long mental health and wellness campaign with the goal of raising awareness around Indigenous mental health. An Indigenous artist in the council designed 4 stickers with mental wellness phrases in 4 different Indigenous languages, including the Gitxsan, Cree, Metis, and Hul'q'umi'num'. The stickers were distributed throughout the school along with an informational slideshow with background on the different nationals. There were also several social media posts made with information on the STRC instagram. Students and parents had the option to donate to the Urban Native Youth Association through both school cash online and in person donations. Approximately \$300 was raised for the UNYA over the week.</p>
<p><b>MMIWG Red Dress Day</b></p>	<p>The Red Dress project at Sentinel Secondary was a display of three red dresses, created by a member of the STRC, of varying sizes hanging alongside birch trees and encased by hundreds of posters of active missing and murdered Indigenous women and girls. Inspired by the Red Dress Project, the display was exhibited in the school's main foyer during the surrounding weeks of May 5th, 2024. This project was to bring awareness and pay respect to the hundreds of Indigenous women and girls who were unjustly murdered or currently missing.</p>
<p><b>Remembrance Day Ceremony</b></p>	<p>Remembrance Day Ceremony included a focus on the role Indigenous peoples have played in the defense of our country</p>
<p><b>Dance Instruction</b></p>	<p>As part of the TRC week events, two of senior students of Indigenous ancestry gave of their own time and expertise to teach traditional jingle and powwow dancing to all grade 8 PE classes.</p>
<p><b>Butterfly Way Garden</b></p>	<p>In a shift towards reconciliation and restoring native habit to mitigate the effects of climate change on our pollinator populations, the <b>Social Justice Classes</b> began a David Suzuki Foundation Butterfly Way Project in 2020/2021. As an ongoing project classes from multiple subject areas and grade levels have had the opportunity to embrace land-based and place-based learning in these revitalized outdoor garden spaces. Our Butterfly Way is a primarily Indigenous plant species garden which provides necessary habitat for pollinators. It also provides an opportunity for students to learn about Indigenous names and uses for these plants and helps illuminate negative consequences of colonization.</p>



## Department Initiatives

<p><b>Applied Skills</b></p>	<p>The <b>Foods</b> program has been teaching Indigenous recipes, grows a variety of sustainable native crops in the school garden and participates in the Truth and Reconciliation week, preparing Indigenous foods to share with the student population.</p> <p>The <b>Textiles</b> program have provided opportunities for students to sew their own ribbon dresses, and have supported informational initiatives throughout the year, such as sowing Red Dresses for the MMMIWG exhibit.</p>
<p><b>English</b></p>	<p>All English 10 classes have now shifted to English First Peoples 10 and are following the EFP Literature and EFP Writing curricula. As part of this transition, all students in Grade 10 will be attending the play <i>Women of the Fur Trade</i> at the Firehall Theatre, followed by a Q&amp;A Session with the director.</p> <p>Last year some English First Peoples classes attended the Indigenous play, <i>Father Tartuffe</i>.</p> <p>All English classes at all grade levels have been working to diversify the texts being highlighted and used in our classes, with a specific emphasis on including texts by Indigenous authors at all grade levels.</p>
<p><b>Fine Arts</b></p>	<p>In <b>Band</b> they continue to work with Sahplak to learn and perform a variety of Indigenous orchestral pieces.</p> <p>In <b>Drama/Theatre</b> they have attended a variety of Indigenous stage productions over the past few years, including <i>Rubaboo: A Metis Cabaret</i> and <i>Father Tartuffe</i></p> <p>In <b>Visual Arts</b> they have several projects designed to incorporate Indigenous elements of design, and exploring partnering with Indigenous artists for a variety of projects.</p>
<p><b>French Immersion</b></p>	<p><b>French Immersion</b> continues to highlight the Indigenous peoples of French Canada and to seek out authentic Indigenous texts in the French Language</p>



	During the annual cultural exchange with a high school from Montreal the sentinel students will be taking their guests on a culturally connected Canoe ride in the traditional waters of the Coast Salish peoples.
<b>Library</b>	The library has reviewed and updated their classification system and has greatly expanded their collection of Indigenous texts.
<b>Social Studies</b>	<p>The Department continues to work to provide a more balanced instruction of Indigenous and Settler perspectives, contributions, and experiences when discussing curricular content relating to confederation</p> <p>Next year the department will be offering the <b>BC First Peoples 12</b> course for the first time (pending enrollment)</p> <p><b>Law 12 / Droit 12</b> is expanding the focus on Indigenous and treaty laws and have been working on arranging a visit to the Indigenous Sentencing courts.</p>
<b>Science</b>	The department continues to fulfill curricular requirements as required by ministry documents

### Other Initiatives and Considerations

<b>Student Support</b>	Carol Langley and Maria Dawson provide wonderful support for the Indigenous students at Sentinel, building relationships and community through a variety of activities and shared meals. Members to the administration often join the Indigenous students for their weekly lunch and take the opportunity to regularly connect with these students.
<b>Student TRC Council</b>	A student created, and student run council of allies and Indigenous students, with the support of Mr. Chase and Mr. Elliot have been spearheading a variety of campaigns, fundraisers, and activities throughout the school year since 2021. They also play a key role in planning and delivering the programming during the Truth & Reconciliation week at the school.



	<p>The Student TRC council has been maintaining an informational board for several years now. This is a pillar of the Student TRC Council’s mission to provide accessible support and educational resources regarding the Indigenous communities. This informational board is updated each season to spotlight a given nation or other important Indigenous figures, holidays and dates of note, current events and culture, as well as overall resources for students are all shared. This board has been a success so far in supporting the community in our continuing journey of reconciliACTION.</p> <p>Following a recent presentation to the board of Trustees this council has been exploring how to expand to the other high schools in the district and hopes to roll out their action plan, with the support of Assistant Superintendent Ian Kennedy.</p>
<p><b>Community Partnerships</b></p>	<p>Sentinel values the strong relationship with Bob Baker and the Squamish Nation. Through these contacts teachers have been able to request a variety of additional FN support contacts; dancers, story tellers, artists, weavers and curriculum experts to name a few. Carol Langley and Maria Dawson have also been very supportive providing a wide range of extra-curricular opportunities for our FN students.</p>
<p><b>Parent Education</b></p>	<p>A learning session followed by healthy discussion was facilitated by Admin and Sentinel PAC. Members of the Indigenous Education Committee presented to Sentinel PAC, outlining the new Ministry expectations and which courses might fulfill this requirement. Letters home outlining the change in Ministry requirements were sent home. Sentinel’s School Planning Council has made presentations to the Sentinel PAC regarding the school Value’s Statements (Code of Conduct). When creating this document much research was done, including incorporating the First People’s Principles of Learning. PAC has been regularly updated on the FN educational opportunities provided by the many Sentinel teachers.</p>
<p><b>Student Inclusion and Belonging (SIB) Initiative</b></p>	<p>Although not explicitly focused on Indigenous Education, the ongoing SIB campaign is working to foster a healthier community at Sentinel and have included a variety of FPPL. The emphasis on the inclusion of all students is also important in supporting our Indigenous students.</p>



<p><b>Curriculum Connections</b></p>	<p>All departments continue to explore new and better ways to incorporate the First Peoples Principles of Learning into their courses.</p> <p>A good number of teachers engage in a variety of Indigenous focused Professional Development in an effort to improve the inclusion of Indigenous knowledge, perspectives, and pedagogies in their teaching.</p>
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## Supporting the goals of the 2020-2025 Indigenous Enhancement Agreement

The First Peoples Principles of Learning continue to inform the staff and department conversations regarding curriculum. Departments continue to pursue their goals relating to incorporating Indigenous ways of learning and assessment strategies into their teaching practices. The school value statements (GUARDS) remains an important guide for our students and when first developed, included the FPPL.

### The plan supports Indigenous Equity

The Indigenous Education Committee continues to advocate and provide support for the appropriate inclusion of Indigenous content, perspectives, knowledge systems and pedagogies in all classes at Sentinel. The guiding principal of this work is the longstanding philosophy of Indigenous Education “Nothing about us, without us” This manifests in two ways, the first is ensuring that we maintain good communication with the Squamish nation and consult appropriate Indigenous community members before proceeding with new lessons or activities, and ensuring that our Indigenous students (few as they are) feel included, respected and supported without feeling put upon to represent the entire Indigenous community at large.

### What district support and resources are needed this year. Please be as specific as possible in your requests.

- Sentinel would appreciate if the district could continue to provide contacts/updates for First Nations educational and cultural opportunities.
- Sentinel would appreciate support for accessing or participating in the educational and cultural opportunities that arise, including funding.
- Sentinel would appreciate release time to support Indigenous education at the school.
- Sentinel would appreciate more high quality Indigenous focused professional development like the recent November Pro-D.