



# ANNUAL REPORT

2022-2023

Siwal Si'wes (Our Forefathers' teachings)  
Mission Public Schools



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## Land Acknowledgement

*Il stl'i kw'els spipetstexw kw'eset ite  
xwelmexwelh stexwlaq temxwe's ye  
Stó:lō mestiyexw.*



Mission Public School District is located on the Traditional, Ancestral, Unsurrendered, and Shared territories of Stó:lō people, of Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:ltl'el First Nations, stewards of this land since time immemorial.

Halq'eméylem is the language of this land and of Stó:lō ancestors. The place from where Halq'eméylem (Upriver dialect) originates is Leq'á:mel. The language comes from the land, and it has been this way since time immemorial.

We, as members of the Mission Public School community, embrace our commitments to strengthening partnerships and relationships with all First Nations, Métis, and Inuit communities.

Leq'á:mel



Sema:th



Matheqwí



Sq'éwlets



Qwó:ltl'el



Le Conseil scolaire de Mission est situé sur les terres traditionnelles, ancestrales, non cédées et partagées du peuple Stó:lō, des Premières nations, Leq'á:mel, Sema:th, Matheqwí Sq'éwlets, et Qwó:ltl'el, peuples de cette terre depuis des temps immémoriaux.

*"Young people are watching. Believe in us and love us, it matters and makes a difference".*

-Alicia Desjarlais, Student, SD75



Mission Public School District 75 appreciates the vital role of all Indigenous peoples, groups, organizations, and associations residing within the lands of Sq'ewlets, Leq'á:mel, Sema:th, Matheqwí and Qwó:ltl'el and those residing in Mission, and involved in and/or connected to:

- Lower St'át'imc Nations
- Fraser Valley Métis Association
- Métis Nation of BC
- Members of the Inuit Community
- Mission Friendship Centre
- Future 4 Nations Preschool
- Members of Indigenous groups whose ancestors originated on traditional Turtle Island territories (the lands which are now known as Canada) and who currently reside on Stó:lō lands.

We acknowledge, embrace, and celebrate the wisdom of traditional teachings shared by Indigenous Elders, Survivors of the Indian Residential Schools, and Community Members.

We acknowledge the passing of the Late Mami Agnes Giesbrecht, St'át'imc Elder and Member of Siwal Si'wes since early beginnings. Her contributions to this work enabled Siwal Si'wes to grow and learn exponentially since 1988. One of Agnes' main focuses and wishes were that all Indigenous learners in SD75 would achieve success to graduation.

We will miss you dearly, Agnes.

*Photo contribution provided for by the family and shared with permission from the family.*





## The Story of Siwal Si'wes



In the late 1980's, the late Agnes Giesbrecht, Robert Charlie, and Virginia Joe met to discuss the creation of a vision for the Indigenous Department of Mission Public School System. Heather Hansson (former District Counsellor for Indigenous Youth) and Mel Jack (former Indigenous Liaison Worker) requested self-taught Kwakwaka'wakw artist, the late Roy J. Hanuse, to create a design that would capture and portray the Indigenous Department of Mission Public Schools District 75. Once Roy completed the design, Mel and Heather then enlisted Dr. Gwen Point, who, in collaboration with Elders from Coqualeetza, named the design. The design was then gifted the name Siwal Si'wes: our forefathers' teachings. A traditional ceremony was held at Fraserview Elementary School (now Fraserview Learning Centre) to celebrate the naming, with the Honourable Steven Point as the speaker of the house. (Information received from Mel Jack & Heather Hansson, February 2020).

### **Our Mission**

Working as a community, we will enhance student empowerment by developing the skills, wellness, confidence, and self-reliance necessary for our children and youth to flourish and prosper throughout their life journey.

### **Our Vision**

Recognizing and nurturing strengths, students will thrive as individuals, thus contributing to the well-being of their families and communities while preserving tradition.

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-Alicia Desjarlais, Student, SD75



## **Siwal Si'wes Indigenous Advisory Council**

Siwal Si'wes works collaboratively with all schools to ensure that Indigenous students are successful in Mission Public Schools. While promoting and respecting the traditional territory of Stó:lō people, they help foster an awareness of and respect for all Indigenous peoples.

The Siwal Si'wes Indigenous Advisory Council includes representatives from the community at large including:

- Elected Co-Chairs
- Parents and Caregivers of Indigenous students
- Indigenous Elders & Knowledge Keepers
- Members of Indigenous Communities
- School Staff
- School Board Trustee Representative
- District Principal of Indigenous Education

This council works in an advisory capacity with the School District, local Indigenous communities, and the Ministry of Education.

### **The mandate of the Siwal Si'wes Indigenous Education Advisory Council is to:**

- represent interests in the design, implementation and assessment of programs and services to improve the school experience, academic achievement, and school success of Indigenous learners to better meet their needs.
- create an innovative and dynamic space for dialogue, discussions, learning and development of education of Indigenous students of SD75.
- help inform and support increased success in all areas of education for Indigenous students of SD75, including social, emotional, physical, and academic needs.
- recommend and facilitate the implementation of new programs to provide better service to Indigenous students of SD75.
- contribute to Equity Scan discussions, SD75 Policies & Administrative Procedures, and other Siwal Si'wes and/or SD75 initiatives.
- provide strong communication and connection with Nation Councils and additional Indigenous groups served by the district.



## Who are the Indigenous Learners of SD75?

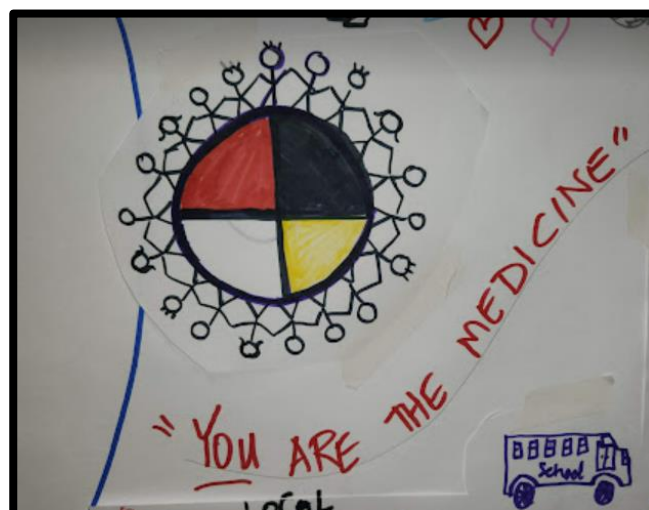
*In 2022-2023, there were over 1170 self-identified learners of Indigenous ancestry (First Nations, Métis, and Inuit) who received service from Siwal Si'wes Indigenous Education Department.*

**Indigenous learners account for approximately 16% of the overall learner population in SD75.**

Of the Indigenous learners in SD75, approximately

- 20% Status First Nations
  - 45% Non-Status First Nations
  - 35% Metis
  - 0.2% Inuit
- 
- 7.3% of the total of Indigenous learners in SD75 were Nominal Roll learners – meaning that they reside within local First Nations communities.

Indigenous learners in SD75 represent over 60 Nations in BC and several outside of BC, so the Indigenous student population is incredibly Indigenously DIVERSE.



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-Alicia Desjarlais, Student, SD75



What does our district data tell us? **These are continued areas of concentration.**

- <https://studentsuccess.gov.bc.ca/school-district/075>
- *When analyzing results, we consider the residual impacts of the COVID pandemic.*
- SD75's six-year high school completion rate decreased from 78% to 68%, below that of non-Indigenous learners (84%).
- 40% of all students on the Adult Dogwood track are Indigenous. This is an increase from 30% from 2021-2022.

### **The Work of the Indigenous Education Agreement and the Equity Scan:**

The Equity Scan began in 2016 by the Ministry of Education. The vision is to support school districts in identifying promising practices as well as addressing barriers impacting Indigenous student achievement and success. It is a collective and collaborative decision-making, inquiry-based process involving genuine and meaningful self-assessment dialogue about educational experiences for Indigenous learners with the goal to create conditions for their success.

Four dimensions are explored in the Equity Scan process:

- **Student Learning Profile** - key indicators of achievement and student learning trajectories
- **Policy and Governance** – processes, plans and policies
- **Pedagogical Core** - experience of learners in relation to curriculum, the presence of relevant cultural experiences and values placed on Indigenous Worldviews and Perspectives
- **Learning Environment** – includes human and educator bias; learning spaces

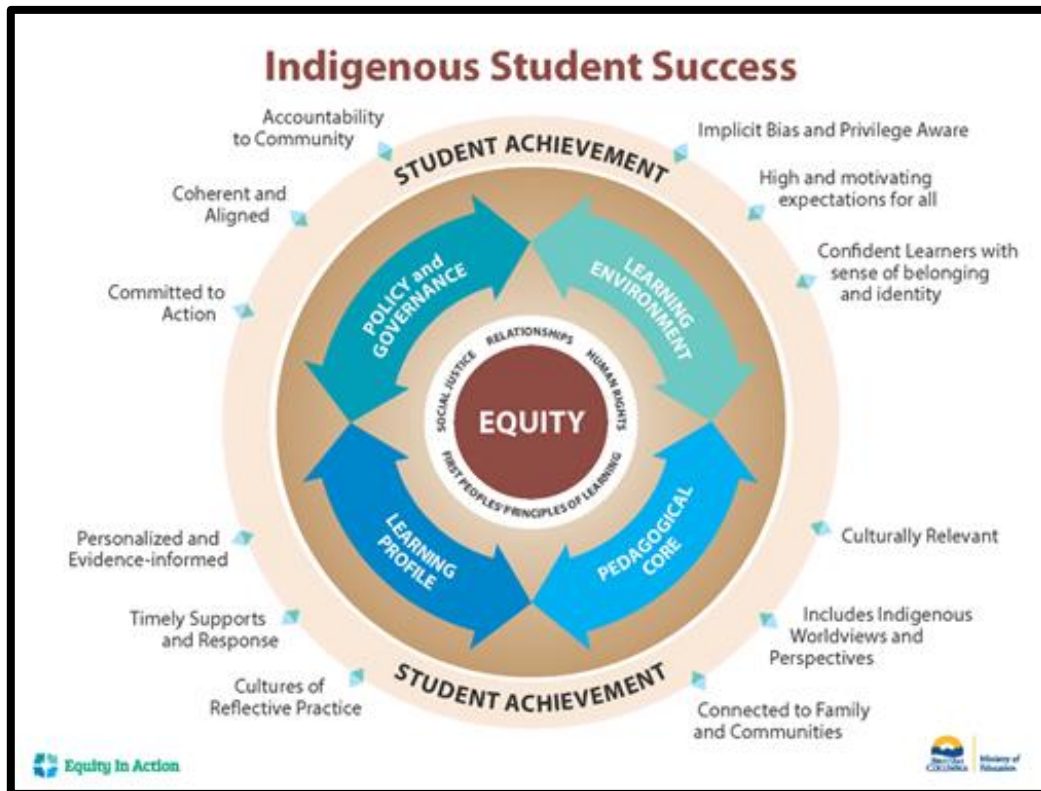


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SD75 joined the Equity Scan Project in September 2019. The contributions made during the Enhancement Agreement meetings during the 2018/2019 school year and in the fall 2019 led directly into the Equity Scan Project. These contributions serve as overarching beliefs and commitments to Indigenous learners. This combined work became:

***Q’pethet Ye Tel:exw: Gathering to Understand: A Framework for Creating a Culture of Equity***

Please see [HERE](#) for the most recent [Equity Scan Report 2022-2023](#).

Whereby, we keep the following questions to the front and center of our daily work as educators of SD75:

*Is/does this practice, process, or policy...*

- *culturally relevant to Indigenous students of SD75 and Indigenous communities?*
- *reflect Indigenous ways of seeing, understanding, and knowing the world?*
- *consider the effects of racism, oppression, marginalization, poverty, and colonization of Indigenous communities?*
- *promote meaningful Indigenous participation and benefit?*

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In the Words of the Ovila Mailhot, Coast Salish Artist



“The **eagle** is one of my favourite representations used in our culture & among many Nations. To me the eagle can represent strength, knowledge & wisdom. A symbol that I could see easily tied into students, teachers & family. That some might see as a role model as well, eagle being the one creature capable of soaring closest to the creator above all.

The **sunrise** behind the eagle brings meaning of a new day & new journeys ahead. A combination

shared by both students & teachers. With the educator’s role to show care, a healthy love while nurturing the students to grow and continue their new beginnings in life.

The **paddles raised**. A representation of a diverse group of individuals sharing a common goal on their journey together as educators & students. Each individual has their own unique qualities, different skill sets to paddle on the same path together. The skill sets, techniques, and knowledge of operating these paddles in life’s journey come from our educators & parents mentoring and knowledge shared.

The **canoe** is a representation of our past and something that is still used to this day. Representing how our culture & traditional ways remain intact. The canoe is used on our destination in a collective journey.”



## Sp'óq'es, The Eagle: Honouring Relationships and Kin Connections

*What does it mean to be in relationship with ourselves, with others and the land?*

Learning partners of SD75 are committed to:

- creating and maintaining strong and meaningful relationships and kin connections with:
  - ourselves and our identities, recognizing our implicit biases and privilege.
  - with Indigenous students and their families,
  - local Indigenous Elders, role models and knowledge keepers,
  - with Indigenous culture and local Nations,
  - with colleagues and all learning partners of SD75
  - with Indigenous curriculum and knowledge,
  - and with Indigenous communities and the land
- taking responsibility both individually and collectively in the creation of a culture of reciprocity to deepen a sense of belonging for Indigenous students in SD75 schools.



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-Alicia Desjarlais, Student, SD75



**Performance Data:**

*We have focused on sharing locally sourced data from results collated from the Siwal Si'wes Student Sense of Belonging Survey, which was completed in the spring of 2023. Approximately 97% of all Indigenous students in SD75 completed the Siwal Si'wes Student Sense of Belonging. Additionally, notice some slight variations in numbers of students surveyed. This is due to error (some students missed some questions).*

- Percentage of students who feel proud of their Indigenous ancestry as reported on the SD75 Indigenous Student Connectivity Survey.

**I am proud of being First Nations, Metis, or Inuit.**

School Year	# of Grade students K - 12	% of students K- 12 reporting Always or Often
2018-2019	1045 surveyed	92%
2019-2020	1104 surveyed	85%
2020-2021	1008 surveyed	93%
2021-2022	1060 surveyed	93%
2022-2023	1102 surveyed	92%

- Number of Indigenous cultural learning opportunities that promote an understanding of Indigenous peoples, cultures, and history.

School Year	Total number of all cultural bookings/presentations, <u>including Archery</u> *
2018-2019	295
2019-2020	170
2020-2021	369*
2021-2022	398*
2022-2023	308*

School Year	Number of Archery presentations
2020-2021	95
2021=2022	40
2022-2023	78



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## Cultural Days 2022-2023:

SCHOOL	TOTAL (approximation) # of PRESENTATIONS during the Cultural Day Experience	TOTAL (approximation) # of DIVISIONS receiving the Cultural Day Experience	TOTAL (approximation) # of STUDENTS receiving the Cultural Day Experience
Albert McMahon	40	20	439
Deroche	10	5	93
Dewdney	14	7	150
Hatzic Elementary	24	12	270
Stave Falls	10	5	98
West Heights	22	11	240
Windebank	38	19	411
<b>TOTALS</b>	<b>158</b>	<b>79</b>	<b>1701</b>

- Percentage of students that express that they like going to school as reported on SD75 Indigenous Student Connectivity Survey.

### I like coming to this school.

School Year	# of Grade students K - 12	% of students K- 12 reporting Always or Often
2020-2021	1008 surveyed	72%
2021-2022	1067 surveyed	70%
2022-2023	1110 surveyed	67%

- Percentage of students who report they feel good about themselves as reported on SD75 Indigenous Student Connectivity Survey.

### I feel good about myself.

School Year	# of Grade students K - 12	% of students K - 12 reporting Always or Often
2018-2019	1081 surveyed	82%
2019-2020	1104 surveyed	77%
2020-2021	1008 surveyed	79%
2021-2022	1058 surveyed	76%
2023-2024	1098 surveyed	76%



- Percentage of students that feel that they connect with Indigenous Staff at their school as reported on SD75 Indigenous Student Connectivity Survey.

**I connect with the Indigenous Staff at my school.**

School Year	# of Grade students K - 12	% of students K– 12 reporting Always or Often
2020-2021	1008 surveyed	70%
2021-2022	1065 surveyed	73%
2022-2023	1104 surveyed	72%

- Percentage of students reporting they feel that they belong at school as reported on SD75 Indigenous Student Connectivity Survey.

**I feel like I belong in this school.**

School Year	# of Grade students K - 12	% of students K– 12 reporting Always or Often
2018-2019	1045 surveyed	83%
2019-2020	1104 surveyed	79%
2020-2021	1008 surveyed	78%
2021-2022	1064 surveyed	77%
2022-2023	1109 surveyed	76%





- Percentage of students reporting they feel that they have friends at school as reported on SD75 Indigenous Student Connectivity Survey.

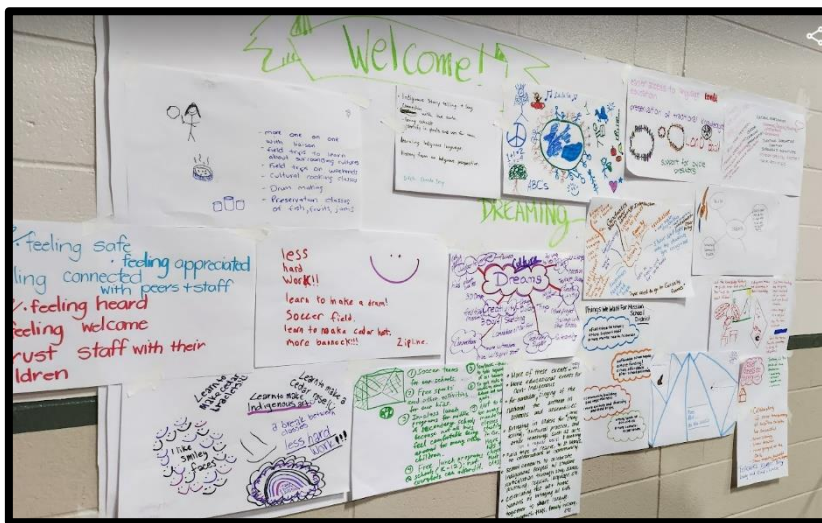
**I feel like I have friends at school.**

School Year	# of Grade students K - 12	% of students K- 12 reporting Always or Often
2018-2019	1045 surveyed	91%
2019-2020	1104 surveyed	83%
2020-2021	1008 surveyed	86%
2021-2022	1061 surveyed	83%
2022-2023	1103 surveyed	86%

- Percentage of students who are involved in acts of service or volunteerism within and beyond the school district as reported on SD75 Indigenous Student Connectivity Survey.

**I contribute to my school community and to the community where I live.**

School Year	# of Grade students K - 12	% of students K- 12 reporting Always or Often
2018-2019	1045 surveyed	82%
2019-2020	1104 surveyed	76%
2020-2021	1008 surveyed	67%
2021-2022	1063 surveyed	69%
2022-2023	1101 surveyed	74%



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## Éy St'elmexw Sqwelqwel: Stories that give us Good Medicine for Sp'óq'es, The Eagle: Honouring Relationships and Kin Connections

### Sacred Teaching, Spá:th, (the Bear) teaches us alwes (courage):

Each year, the Elders and Members of the Siwal Si'wes Indigenous Education Advisory Council choose, by consensus, the annual Sacred Teaching. For 2022-2023 school year, Spá:th, (the Bear) and alwes (courage) were chosen. Courage is the ability to face danger, fear, or changes with confidence and bravery. The Bear provides many lessons in the way it lives, but courage is the most important teaching it offers. Though gentle by nature, the ferociousness of a mother Bear, when one of her cubs is approached, is the true definition of courage, as she will fearlessly protect their cubs against larger bears and other dangers. To have the mental and moral strength to overcome fears that prevent us from living our true spirit as human beings is a great challenge that must be met with the same vigour and intensity as a mother Bear protecting her cub. Living of the heart and living of the spirit is difficult, but the Bear's example shows us how to face any danger to achieve these goals. Additionally, the bear also reminds us to be playful and to rest when needed.



*Left: Spá:th is captured in the design created by Ovilla Mailhot, Coast Salish graphic artist, originally from Seabird Island reservation in British Columbia, whose roots are both of Stó:lō & Nlaka'pamux Nation. There are four bears depicted in this spindle whorl inspired design.*



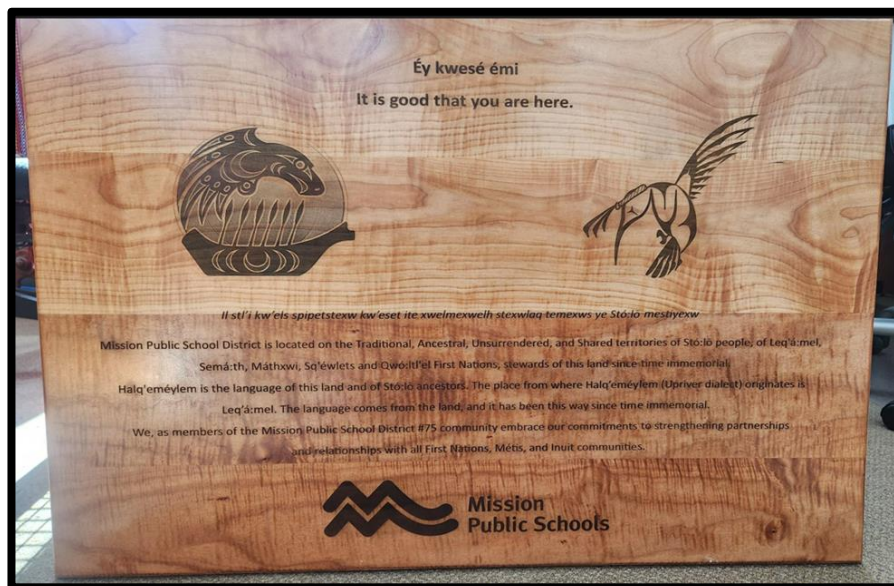
*Right: Student Artist (right): Kai House, former HMS student*





## Land Acknowledgement Plaques:

Siwal Si'wes Indigenous Education Department, alongside the Siwal Si'wes Indigenous Education Advisory Council (SWSW IEAC) have been working diligently to co-create a Land Acknowledgement that was authentic, accurate and standardized throughout SD75. We reached consensus with local Nations in June 2023. Please see below for the accepted version of the Land Acknowledgement that is inscribed on wooden plaques, to be displayed in the foyer of every school and department. Thank you to the Nations who worked alongside Siwal Si'wes and to Senior Leadership and Members of the Board for supporting this work.



*Il stl'i kw'els spipetstexw kw'ezet ite xwelmexwelh stexwlaq temexws ye Stó:lō mestiyexw.*

*Mission Public School District is located on the Traditional, Ancestral, Unsurrendered, and Shared territories of Stó:lō people, of Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:ltl'el First Nations, stewards of this land since time immemorial. Halq'eméylem is the language of this land and of Stó:lō ancestors. The place from where Halq'eméylem (Upriver dialect) originates is Leq'á:mel. The language comes from the land, and it has been this way since time immemorial. We, as members of the [NAME OF SCHOOL INSERTED HERE] school community, embrace our commitments to strengthening partnerships and relationships with all First Nations, Métis, and Inuit communities.*

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**Revised Equity Scan Symbol:**



Elders and Members of the *Siwal Si'wes Indigenous Education Council* suggested a revision of the Equity Scan symbol. You will notice that the graphic now has **six** paddles instead of three. These paddles represent the five local First Nations upon whose lands SD75 is located, Sq'éwlets, Leq'á:mel, Sema:th, Matheqwí and Qwó:lt'l'el First Nations. The final feather collectively represents additional Indigenous groups served by SD75, including, but not limited to Lower Stat'limx Nations, Members of the Metis community, Members of the Inuit community, Members of all Indigenous groups whose ancestors originated on traditional Turtle Island territories (lands which are now known as Canada) and who currently reside on Stó:lō lands, and Members of Siwal Si'wes and SD75. It is a symbol of collaborative spirit of *lets'e mot, lets'e thale; sqwá:lewl* a good mind, good heart, and good feeling.



**Metis-Based Child Care Centre:**

SD75 has entered a partnership with Metis Nation BC (MNBC) and Fraser Valley Metis Association (FVMA) for the development of a Metis-Based Childcare space to be placed at West Heights Community School. This is a collaborative project involving various representatives from MNBC, FVMA and SD75. We held a community engagement event on May 18, 2023, at West Heights Community School. The planned opening date is 2024. This will be the first Indigenous-based Childcare project for SD75.



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## Indigenous Mentor Teacher Collaborations:

A pivotal aspect of the Indigenous Mentor Teacher role involves engaging in liaison work, committee responsibilities, and mentoring within schools and classrooms. This emphasis on relationship-building lies at the core of the position, aligning seamlessly with the 5 R's of Indigenous research (Kirkness & Barnhardt, 1991). Ms. Janicki, as part of her collaborative efforts, played a key role in conceiving and instructing the Self-Location workshop previously for mentor teachers, FLC educators, and students. Significantly, this workshop not only adheres to the principles of Will Shelling's forward-thinking Anti-racism webinar presented to all staff in 2022 but also serves as a commendable practice integrated into classrooms, extending, and reinforcing the goals set forth in the webinar and BC Curriculum. Also, it adds continuity across school years.

Created by Peggy Saville, Indigenous Mentor

Teacher: Age 13, 2022, Death

### 5. Relational

Relational Self-location	"People want to know who you are, what you are doing and why" (Dental, Sakamoon, Poyier, Carroll, & Mahon, 2017) Context: <ul style="list-style-type: none"><li>Self-location shares your introduction and informs who you are.</li><li>Who are you and who's territory are you working in?</li></ul> Apply a self-location statement to your project.
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Related articles and websites:

- Sageo'len First Nation has attached Knowledge Labels to their Knowledge. For example, "the verified label acknowledges that this knowledge was produced through "connect work" in our language..." ([http://digital.sageo.ca/traditional-knowledge\\_connections/traditional-knowledge-wag.php](http://digital.sageo.ca/traditional-knowledge_connections/traditional-knowledge-wag.php))
- Simon Fraser University (SFU) has created a document "THINK BEFORE YOU APPROPRIATE: A Guide for creators and designers" ([https://www.sfu.ca/patch/site/default/files/resources/teaching\\_resources/think\\_before\\_you\\_appropriate\\_jan\\_2016.pdf](https://www.sfu.ca/patch/site/default/files/resources/teaching_resources/think_before_you_appropriate_jan_2016.pdf))
- Sto:lo Nation has a Heritage Policy, found at (<http://www.stolonation.com/files/File/2016/Heritage%20Policy%20Final%20-%20May%202009%20-%201.2.pdf>)

### 5-R's of Indigenous Research

Are you creating a project for your class?  
Are you wishing to engage with Indigenous Knowledge and project-based learning?

- Go through the 5 levels of questioning and see if your project/idea meets the rules of Indigenous Research (also known as research ethics)

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## Swep'áth', The Sunrise: Creating and Maintaining Safe Learning Environments

*How are kin connections nurtured in a school environment? What does a safe school environment look like and feel like?*

Learning partners of SD75 are committed to:

- creating welcoming, nurturing, validating and inclusive learning cultures led by adults
  - who show care, concern and healthy love.
  - who demonstrate an awareness and understanding that students are of diverse family backgrounds, with a range of diverse needs, including basic needs such as food security, clothing, transportation, social-emotional safety and physical safety.
  - who include social-emotional learning and trauma-informed practices in their daily work and in the language used when speaking of, to and with Indigenous peoples.
- Creating culturally responsive learning environments, including learning spaces which reflect Indigenous worldviews and perspectives.

### Performance Data:

- Percentage of students reporting they like school as reported on SD75 Indigenous Student Connectivity Survey.

#### I feel happy at this school.

School Year	# of Grade students K - 12	% of students K- 12 reporting Always or Often
2018-2019	1045 surveyed	82%
2019-2020	1104 surveyed	75%
2020-2021	1008 surveyed	75%
2021-2022	1041 surveyed	74%
2022-2023	1071 surveyed	73%

- Percentage of students reporting they feel that the staff care about them at school as reported on SD75 Indigenous Student Connectivity Survey.

#### I feel that school staff care about me.

School Year	# of Grade students K - 12	% of students K- 12 reporting Always or Often
2018-2019	1045 surveyed	87%
2019-2020	1104 surveyed	82%
2020-2021	1008 surveyed	83%
2021-2022	1062 surveyed	82%
2022-2023	1095 surveyed	82%

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- Percentage of students reporting they feel that they have a voice at school and that their voice is respected and heard as reported on SD75 Indigenous Student Connectivity Survey.

**I feel that I have a voice at school and that my voice is respected and heard.**

School Year	# of Grade students K - 12	% of students K- 12 reporting Always or Often
2021-2022	1062 surveyed	66%
2022-2023	1095 surveyed	61%

- Percentage of students reporting they feel safe at school as reported on SD75 Indigenous Student Connectivity Survey.

**I feel safe at this school.**

School Year	# of Grade students K - 12	% of students K- 12 reporting Always or Often
2018-2019	1045 surveyed	89%
2019-2020	1104 surveyed	83%
2020-2021	1008 surveyed	86%
2021-2022	1069 surveyed	86%
2022-2023	1107 surveyed	84%

- Percentage of Indigenous students receiving out of school suspensions.

School Level	# of Indigenous Suspensions	# of Non-Indigenous Suspensions	Total # of Suspensions	% Suspensions Indigenous	Total Male Indigenous Suspensions	% Male Indigenous Suspensions	Indigenous Count	% Indigenous Population	Total Student Count
Elementary	40	72	112	36%	37	93%	629	17%	3629
Middle	92	257	349	26%	61	66%	292	20%	1479
Secondary	26	58	84	31%	20	77%	193	15%	1255
Other (FVLC)	4	7	11	36%	4	100%	58	53%	109
<b>Total</b>	<b>162</b>	<b>394</b>	<b>556</b>	<b>29%</b>	<b>122</b>	<b>75%</b>	<b>1172</b>	<b>18%</b>	<b>6472</b>

Indigenous Population Column does not include Summit Learning Centre and Riverside



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- Attendance rates. *Chronic Absenteeism is generally defined as missing 10% or more of a school year, including excused and unexcused absences, which results in approximately 18 days per year, or two+ days per month. (A Toolkit for Raising the Attendance Rates of First Nations Students in British Columbia, FNESC, FNHA, 2020).*

**K-6 Attendance for Students of Indigenous Ancestry (2022-2023):**

K-6 Indigenous Ancestry Attendance				
Excused Absences				
School Year	Total students with Indig. Ancestry Gr K-6	18 or more days	30 or more days	More than 45 days
2022-2023	674	317 students = 47%	167 students = 25%	75 students = 11%
Unexcused Absences				
School Year	Total Students with Indig. Ancestry Gr K-6	18 or more days	30 or more days	More than 45 days
2022-2023	674	83 students = 12%	44 students = 7%	28 students = 4%



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-Alicia Desjarlais, Student, SD75



**Grades 7-12 Attendance for Students of Indigenous Ancestry (2022-2023):**

**EXCUSED ABSENCES**

School Year	Total Indigenous students Gr 7-12*	18 or more days	30 or more days	More than 45 days
Sep 2022- Jun2023	543	114 students = 21%	32 students =6%	18 students=3%

**UNEXCUSED ABSENCES**

School Year	Total Indigenous students Gr 7-12*	18 or more days	30 or more days	More than 45 days
Sep 2022- Jun2023	543	65 students = 12%	42 students =8%	74 students = 14%

*Please note:*

*\*Totals include Indigenous Grade 7-12 students from MSS, HPMS, HMS and Fraserview For MSS, HPMS HMS, period attendance was used. Total class absences were divided by four to convert to days absent.*



***"Young people are watching. Believe in us and love us, it matters and makes a difference".***

-Alicia Desjarlais, Student, SD75





## Éy St'elmexw Sqwelqwel: Stories that give us Good Medicine for for Swep'áth', The Sunrise: Creating and Maintaining Safe Learning Environments

### Visual Displays of Equity for Indigenous Learners

*Siwal Si'wes Mats:* To create a warm and inviting space for Indigenous learners, each Indigenous room has been equipped with a welcome mat. The mat displays the Siwal Si'wes emblem and the Equity Scan symbol.



*Orange Feathers:* Throughout the district at various sites, orange feathers have been painted at key locations. These intentional visual reminders communicate to the community of Mission that Indigenous children matter, that Indigenous learners, families and community members are welcome and embraced at all spaces in SD75 schools and that we are committed to acts of reconciliation for Indigenous Peoples.

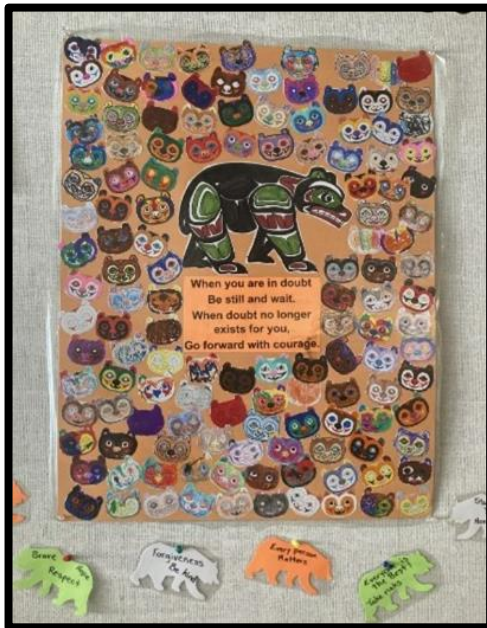


*"Young people are watching. Believe in us and love us, it matters and makes a difference".*

-Alicia Desjarlais, Student, SD75



*Equity Flags:* Each school site was gifted with an Equity flag from Siwal Si'wes Indigenous Education Department to display outside their sites. As a school district, this demonstrates acknowledgement to the importance of the relationship the school district has with the commitment to equity, land and Indigenous rightsholders of the Nations we serve.



### **Staff Learning Opportunities**

*SD75 believes in empowerment of staff, and staff development. Siwal Si'wes proudly offers Indigenous-based professional development learning opportunities throughout the school year, and Siwal Si'wes Family Staff embarked on a few of their own. These learning opportunities contribute to growth in learning of SD75 Staff members by enriching our understanding of Indigenous students' strengths and needs, and highlighting the importance of creating safe learning spaces and the connection between past histories and barriers Indigenous peoples face today. Indigenous Students benefit from increased staff awareness and understanding.*

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-Alicia Desjarlais, Student, SD75



*Project of Heart Canoe: Teacher Inquiry Project*

The Project of Heart Canoe: Teacher Inquiry Project is a collaboration between SD#75 and the British Columbia Teacher Federation (BCTF) which was led by Indigenous Mentor Teacher, Peggy Janicki, and facilitated by two (2) BCTF Facilitators. Eight Teachers and the Indigenous Mentor Teachers participated in project. The Project of Heart Canoe has 5 half day sessions of learning and 1 half-day session of “Celebration of Work”. As it was first year of two for this project, the group relinquished the 1 half-day session celebration. The Project comes with a cedar canoe (see photos) and several totes full of resources. This Inquiry Project was extended to a two-year opportunity and includes a legacy project for SWSW Library.



*“Young people are watching. Believe in us and love us, it matters and makes a difference”.*

-Alicia Desjarlais, Student, SD75



*Len Pierre Presentation: Indigenous Trauma, Equity Informed Practice and Cultural Safety from an Indigenous Lens*

This year over 150 educators and community members gathered in person for a day filled with learning opportunities on the theme of ‘Being a Caring Connected Adult’ for the *Pulling Together Conference*, a partnership between SD75 and the Child and Youth Committee of Mission. Len Pierre, Coast Salish from Katzie First Nation offered a meaningful keynote presentation. He is an educator, consultant, TEDx Speaker, social activist, change agent, & traditional knowledge keeper. His experience includes Indigenous education and program leadership from various organizations across colonial Canada. He specializes in the development of educational programs and services with decolonization and reconciliation as its core values.



*An Evening with sṭáməxʷ, Rain Pierre:* Rain Pierre, sṭáməxʷ, highly acclaimed artist and motivational speaker from Katzie First Nation spoke to approximately 100 SD75 Staff. He boldly shared a heartfelt, insightful, and powerful account of this life, and how he came to recognize his self-worth as an Indigenous person, and his contributions to spreading a message of truth, reconciliation, and love.



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*"Young people are watching. Believe in us and love us, it matters and makes a difference".*

-Alicia Desjarlais, Student, SD75



*An Evening with Peggy Janicki, SD75 Indigenous Mentor Teacher and new author of The Secret Pocket*

Siwal Si'wes has an accomplished author in our midst! Peggy Janicki, Indigenous Mentor Teacher in SD75 brought the story of *The Secret Pocket* to SD75 several years ago, to remind all graduating students to connect the past to the present and to honour The Ones who Came Before, and to fill our lives with hope and resolve. She presented her book *The Secret Pocket*, illustrated by Carrielynn Victor to approximately 100 SD75 Staff. This is a story that every Canadian needs to hear, understand, and share.



*Virtual Learning Series with Suzanne Methot, author of Legacy: Trauma, Story, and Indigenous Healing*

Approximately 60 SD75 Staff participated in this virtual learning opportunity. The focus of the four sessions was to bridge the gap of understandings between:

- the past histories of Indigenous Peoples in Canada and the aftershocks (impacts) of the Indian Residential Schools, the Indian Day Schools, the 60s Scoop.
- the current situation with Indigenous children and youth in care.
- Indigenous-specific racism and systemic barriers Indigenous peoples face



all through a trauma-informed and mental health and mental hygiene lens.



### ***Continuation of Policy & Procedure Work***

Over the past year, the school district has developed a new “Equity, Diversity, and Inclusion” policy. The policy was developed with significant consultation and engagement with Siwal Si’wes to embed Indigenous perspectives. It is intended to be an overarching policy guiding all the work of the school district. Additionally, the school district has updated policies regarding Respectful Schools and Respectful Workplaces and has updated relevant procedures. The school district will be reviewing these policies and procedures with staff and students every year. They are in the final review process and were approved by the Board in June 2023.

See below for the list of policies and procedures discussed:

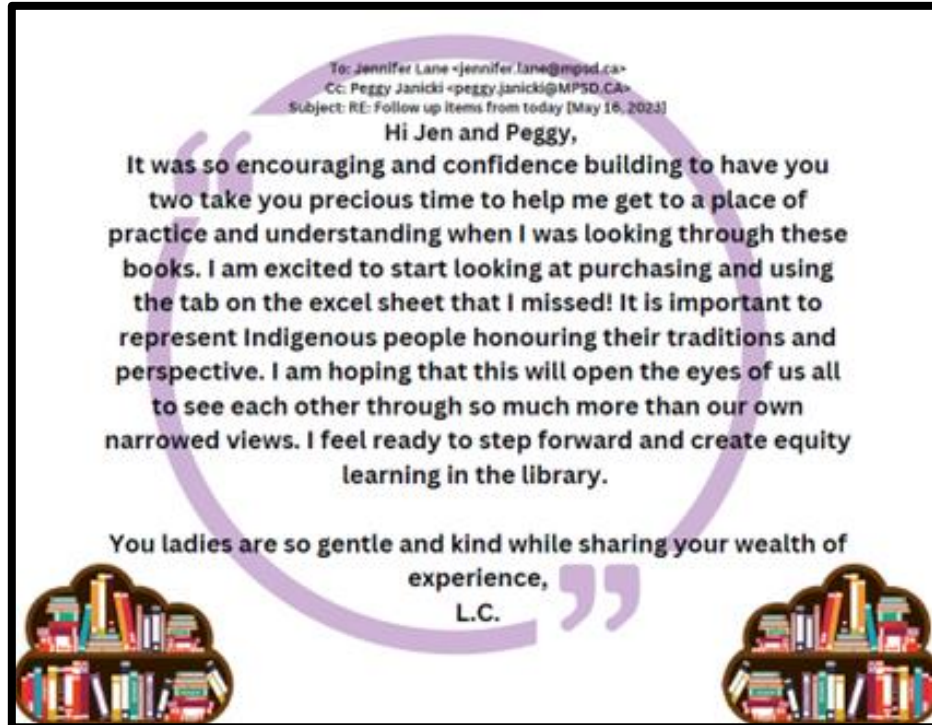
- [Policy 2.0 Equity, Diversity, and Inclusion](#)
- [Policy 3.0 Safe, Caring and Respectful Schools](#)
- [Procedure 3.0.1 Student and School Conduct](#)
- [Procedure 3.0.2 Safe, Caring, and Respectful Schools](#)
- [Policy 5.0 Safe, Caring, and Respectful Workplaces](#)
- [Procedure 5.0.1 Workplace Bullying, Harassment, or Discrimination Complaints](#)

### ***Siwal Si’wes Library***

Year One (2020/2021), research and beginning changes were done at SWSW library to honour and amplify authentic Indigenous stories. Year Two (2021/2022) the Teacher-Librarian (TL) for SWSW and the Indigenous Mentor Teacher presented *Books Under the Sink* (see link below) to all TLs at the Committee of the Whole to share the work. This year, they booked half day appointments to visit with TLs and engage in collaborative conversations about the work and to start making changes to school library collections. Year Three (2022/2023), they visited 13 of 16 school libraries and presented to approximately 70 TLs from across the province at the annual BCTLA conference. We see this work as putting policy into practice and building capacity to make the necessary changes to library collections. This work paved the way for the collaborative work that was done with *Téméxw te í: The Land of this Place* (Board Authority/Authorized Course).



(See [HERE](#) for 'Books Under the Sink' presentation).  
Words from a grateful colleague:



### Early Education Literacy Kits:



*"Young people are watching. Believe in us and love us, it matters and makes a difference".*  
-Alicia Desjarlais, Student, SD75



## Sq'émél, The Paddles Raised: Supporting Student Success in Equitable Ways

*What does equity mean? What does equity look like in SD75 schools?*

*Learning partners of SD75 are committed to:*

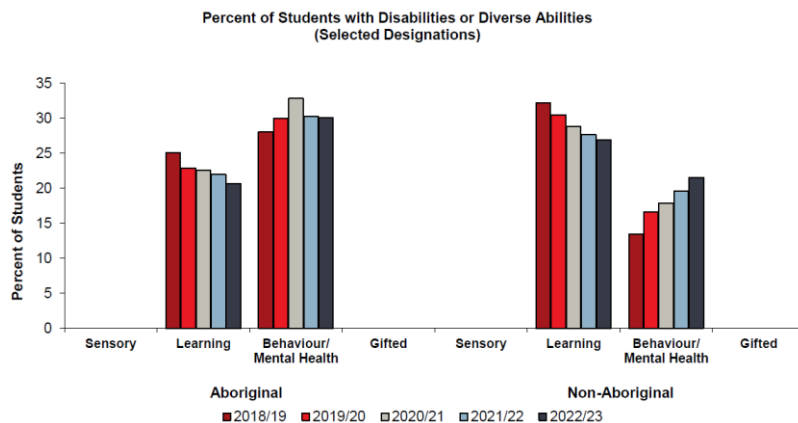
meeting students and families where they are and recognizing each student as a differently abled individual, each with unique combinations of gifts and strengths, barriers and needs.

- Supporting student success in equitable ways includes:
  - an awareness, knowledge and growth understanding of anti-racist education,
  - viewing Indigenous students with high expectations, as self-determining individuals, capable of success,
  - realizing that Indigenous student success is a shared and unified responsibility,
  - providing students with necessary supports and opportunities of access,
  - including inclusive and flexible learning environments and schedules,
  - careful selection and scheduling of classes and courses,
  - positive, ongoing communication with parents and caregivers,
  - offering invitations to school events,
  - school staff visiting the Indigenous communities of the students and families we serve,
  - access to after-school programming and tutoring,
  - options for extra-curricular activities and
  - honouring cultural expertise

### Performance Data:

*Due to low participation rates from Grades 4 & 7 FSA's (less than 50%) we have decided not to use this data in this report.*

- Consider this data for Students with Diverse Abilities, specifically the comparative results for Students with 'Behaviour Disabilities':



*"Young people are watching. Believe in us and love us, it matters and makes a difference".*

-Alicia Desjarlais, Student, SD75





- Percentage of students who report they do well in school on SD75 Indigenous Student Connectivity Survey.

### **I do well in school.**

School Year	# of Grade students K – 12	% of students K – 12 reporting Always or Often
2017-2018	1045 surveyed	74%
2018-2019	1081 surveyed	78%
2019-2020	1104 surveyed	69%
2020-2021	1008 surveyed	74%
2021-2022	1065 surveyed	71%
2022-2023	1101 surveyed	71%

- Percentage of students who report they try their best during class time on SD75 Indigenous Student Connectivity Survey.

### **I try my best with my schoolwork.**

School Year	# of Grade students K – 12	% of students K – 12 reporting Always or Often
2018-2019	1081 surveyed	88%
2019-2020	1104 surveyed	81%
2020-2021	1006 surveyed	85%
2021-2021	1069 surveyed	81%
2022-2023	1104 surveyed	80%

- Percentage of students who report they get support from school staff as reported on SD75 Indigenous Student Connectivity Survey.

### **I get support from school staff.**

School Year	# of Grade students K – 12	% of students K – 12 reporting Always or Often
2018-2019	1081 surveyed	82%
2019-2020	1104 surveyed	78%
2020-2021	1008 surveyed	72%
2021-2022	1049 surveyed	86%
2022-2023	1089 surveyed	73%



- Percentage of students reporting they are involved in extra-curricular, or service activities as reported on SD75 Indigenous Student Connectivity Survey.

**I participate in extra-curricular at school. (Grade 3-12 only)**

School Year	# of Grade students K - 12	% of students K – 12 reporting Always or Often
2018-2019	1081 surveyed	49%
2019-2020	1104 surveyed	39%
2020-2021	1008 surveyed	36%
2021-2022	973 surveyed	42%
2022-2023	1031 surveyed	43%





- Six-year completion rate of Indigenous students as reported in the How Are We Doing Report (2022/2023).

**SIX-YEAR COMPLETION RATE, 2018/19 - 2022/23**

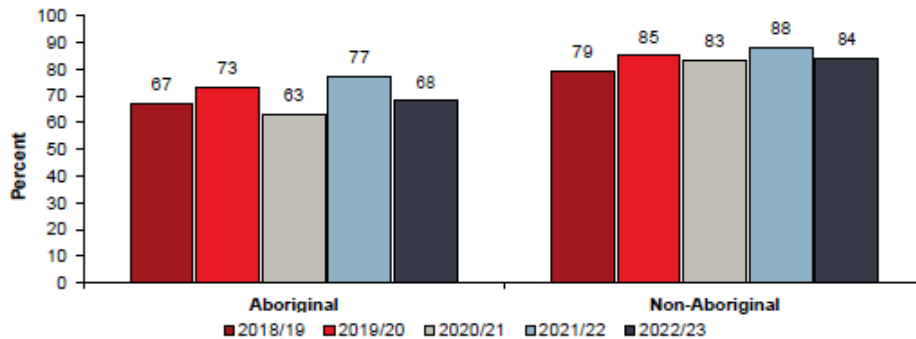
BC Residents

The six-year completion rate is the percent of Grade 8 students who graduate, with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of B.C. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

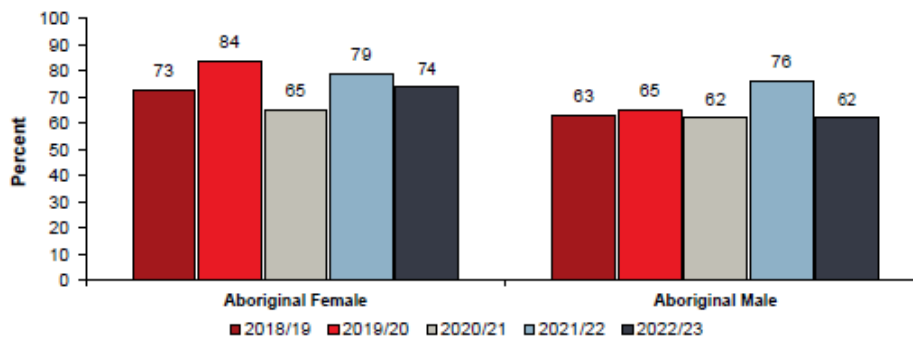
**SIX-YEAR COMPLETION RATE\***

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	67	73	63	79	84	75
2019/20	73	84	65	85	88	83
2020/21	63	65	62	83	85	81
2021/22	77	79	76	88	90	86
2022/23	68	74	62	84	88	80

Six-Year Completion Rate: Aboriginal/Non-Aboriginal



Six-Year Completion Rate: Aboriginal by Gender



\* When the six-year rate is reported, numbers for prior school years are not updated (Page 38). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 39).



- Graduation rate of Indigenous Children and Youth in Care.

Values are MSK (masked) due to the terms of the Information Sharing Agreement in place with the MCFD (Ministry of Children and Family Development). [Children in Care \(gov.bc.ca\)](http://gov.bc.ca)

### CYIC (EVER) SIX-YEAR COMPLETION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	61	Msk	Msk	Msk	Msk	Msk	84
2018/19	56	Msk	Msk	Msk	Msk	Msk	64
2019/20	57	Msk	Msk	Msk	Msk	Msk	62
2020/21	56	Msk	Msk	59	Msk	Msk	Msk
2021/22	69	Msk	Msk	Msk	Msk	Msk	80

- Rate that Indigenous students receive the Dogwood Diploma (versus Adult Dogwood diploma)

### SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

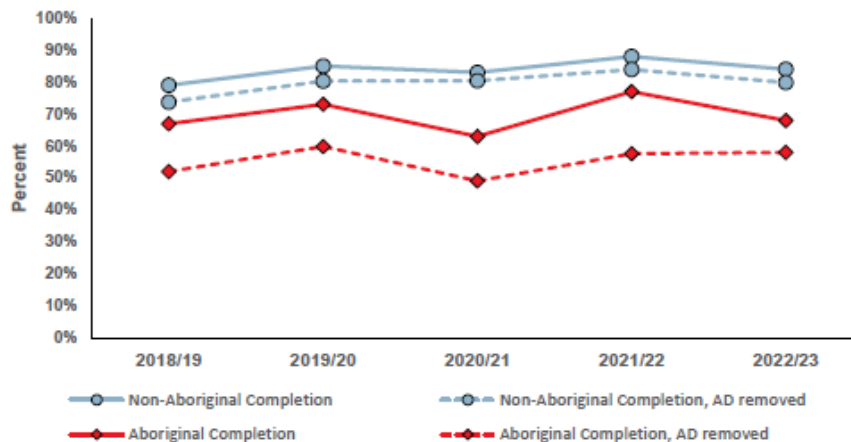
The six-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within six years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart re-calculates the completion rate without the Adult Dogwood recipients.

### SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

Adult Dogwood recipients are removed from the success count (numerator) only. They are kept in the denominator.

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate %	Adult Dogwood removed %	Adjusted Rate %	Completion Rate %	Adult Dogwood removed %	Adjusted Rate %
2018/19	67	-15	52	79	-5	74
2019/20	73	-13	60	85	-5	80
2020/21	63	-14	49	83	-3	80
2021/22	77	-19	58	88	-4	84
2022/23	68	-10	58	84	-4	80

Six-Year Completion Rate - Adult Dogwood Contribution



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**BC ADULT GRADUATION DIPLOMA (Adult Dogwood)**

BC Residents

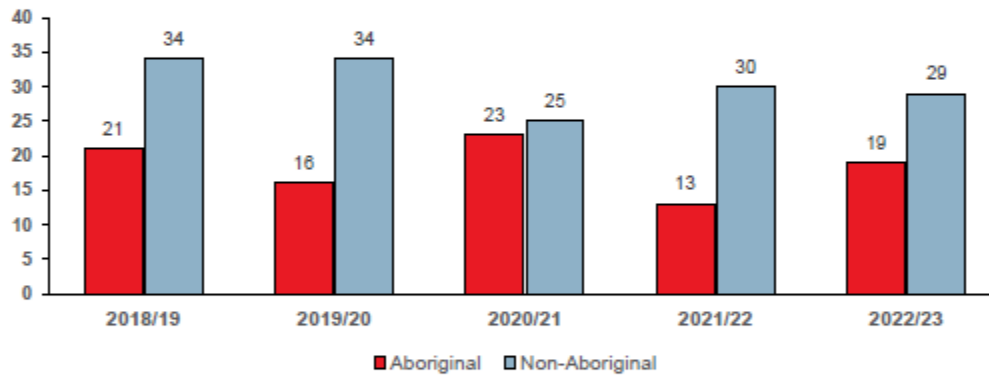
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website:

<https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

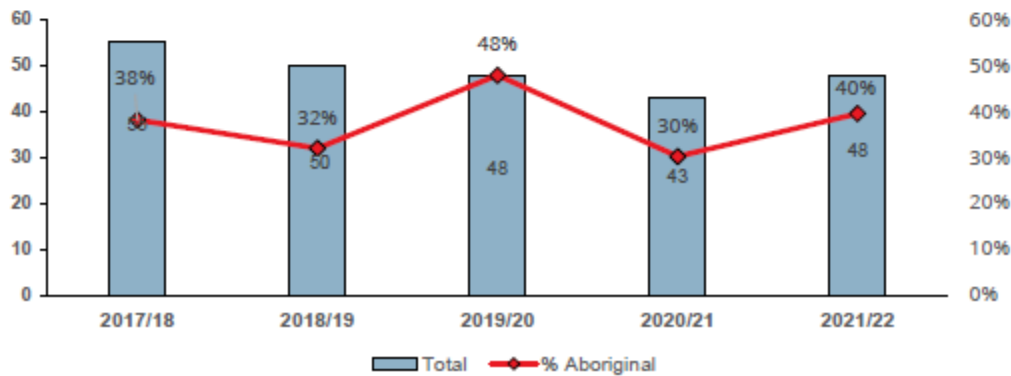
**NUMBER OF ADULT DOGWOOD**

School Year	All Students		Aboriginal		Non-Aboriginal	
	#	%	#	%	#	%
2018/19	55	38	21	38	34	62
2019/20	50	32	16	32	34	68
2020/21	48	48	23	48	25	52
2021/22	43	30	13	30	30	70
2022/23	48	40	19	40	29	60

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



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-Alicia Desjarlais, Student, SD75



- Number of students enrolling in Pre-Calculus 11 and decrease the number of Indigenous students enrolled in Workplace Math 10.
- **42% of Indigenous students eligible to take math, were enrolled in Workplace Math 10 in 2022 2023 compared to 27% of non-Indigenous students. This is an 8% increase for Indigenous students from 2021-2022.**

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	50	105	32	18	94	356	72	22	
2020/21	51	101	32	19	93	364	80	13	
2021/22	41	119	29	12	111	387	84	27	
2022/23	45	107	Msk	Msk	106	396	84	22	

- **19% of all Indigenous students eligible to take math, were enrolled in Pre-Calculus 11 in 2022 2023, compared to 41% for non-Indigenous students. This is a 4% increase for Indigenous students from 2021-2022.**

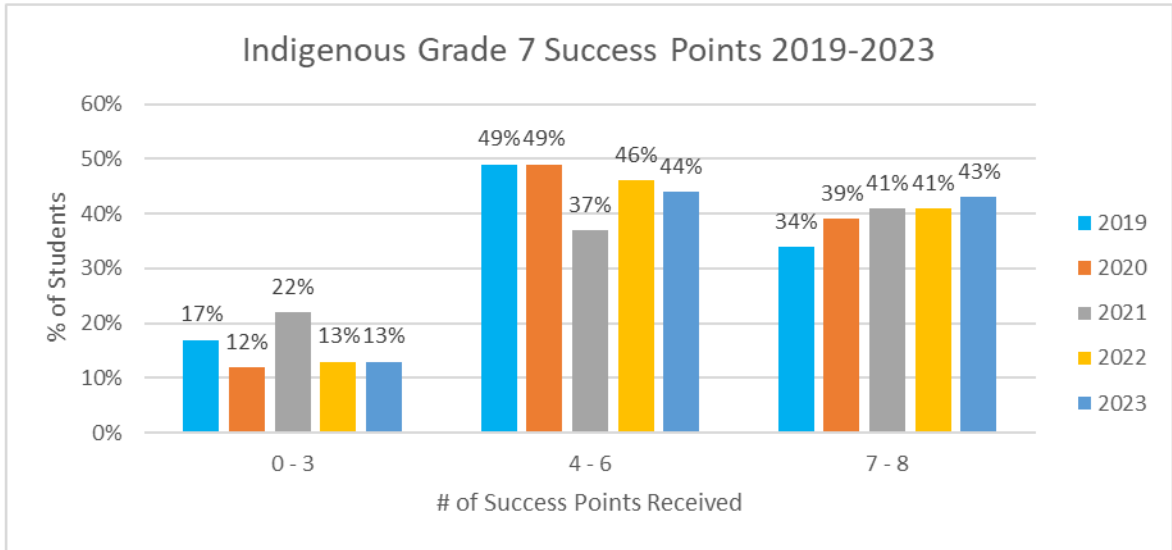
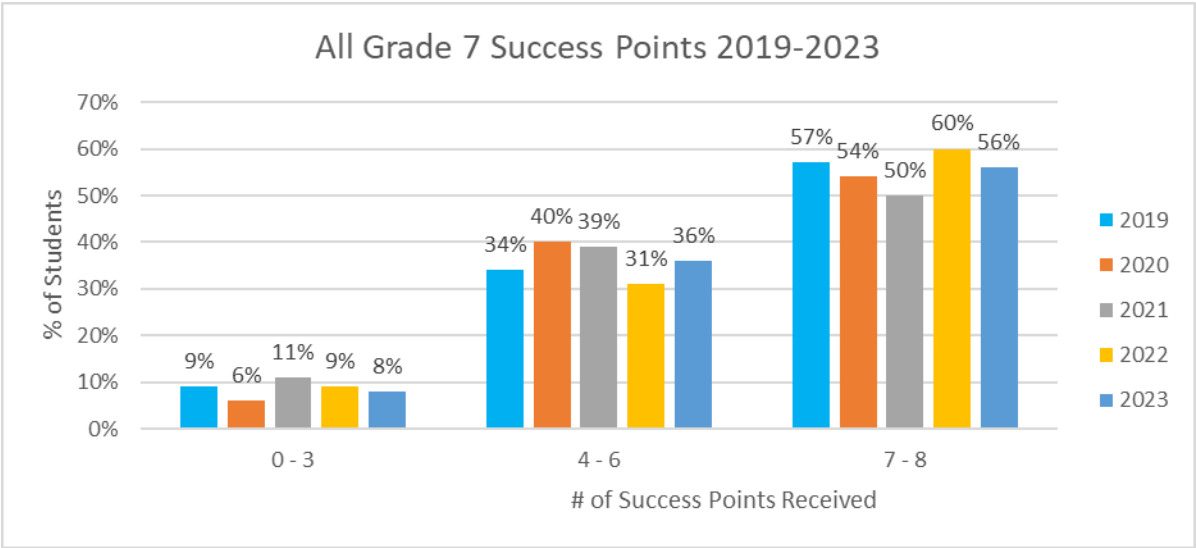
School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11 Students * #	Course Mark Count		Course Mark Count #	Total Gr 11 Students * #	Course Mark Count		
			Gr 11 #	Non-Gr 11 #			Gr 11 #	Non-Gr 11 #	
2019/20	17	112	Msk	Msk	154	379	137	17	
2020/21	18	103	Msk	Msk	148	360	133	15	
2021/22	16	107	Msk	Msk	143	363	120	23	
2022/23	16	85	Msk	Msk	161	389	147	14	



- Achievement and success rates of Indigenous students. Students receive success points based on achievement in core courses (see below). *This is baseline data based on District Student Success Data Results.*

In order to receive one success point per course, the student needs to achieve a grade of 50% or higher in the course.

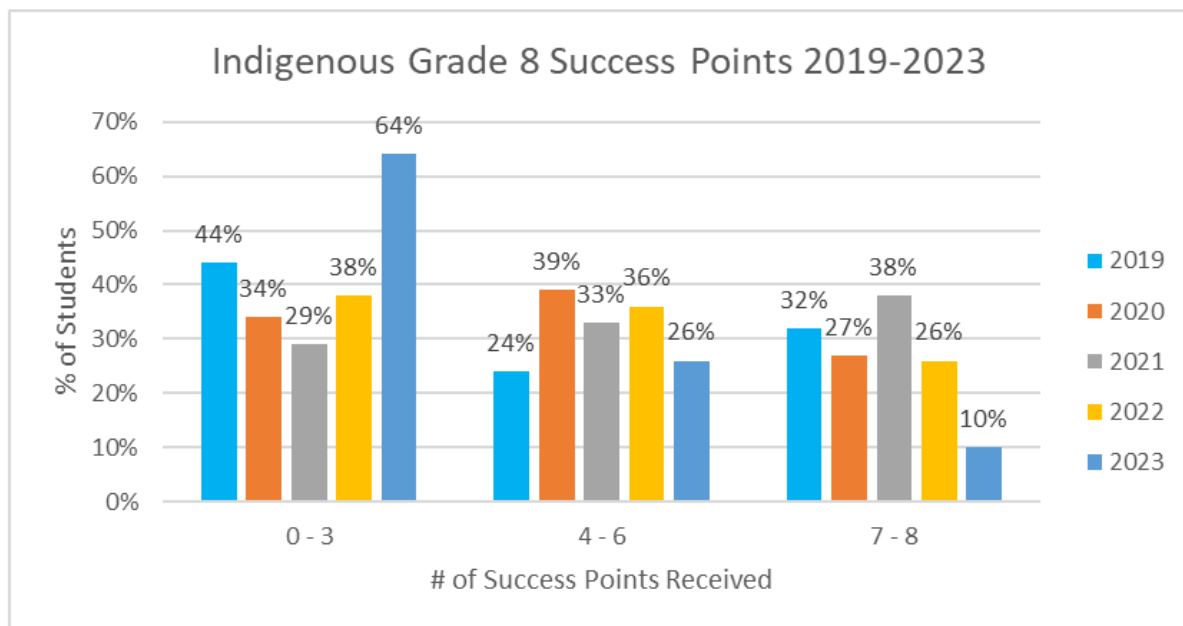
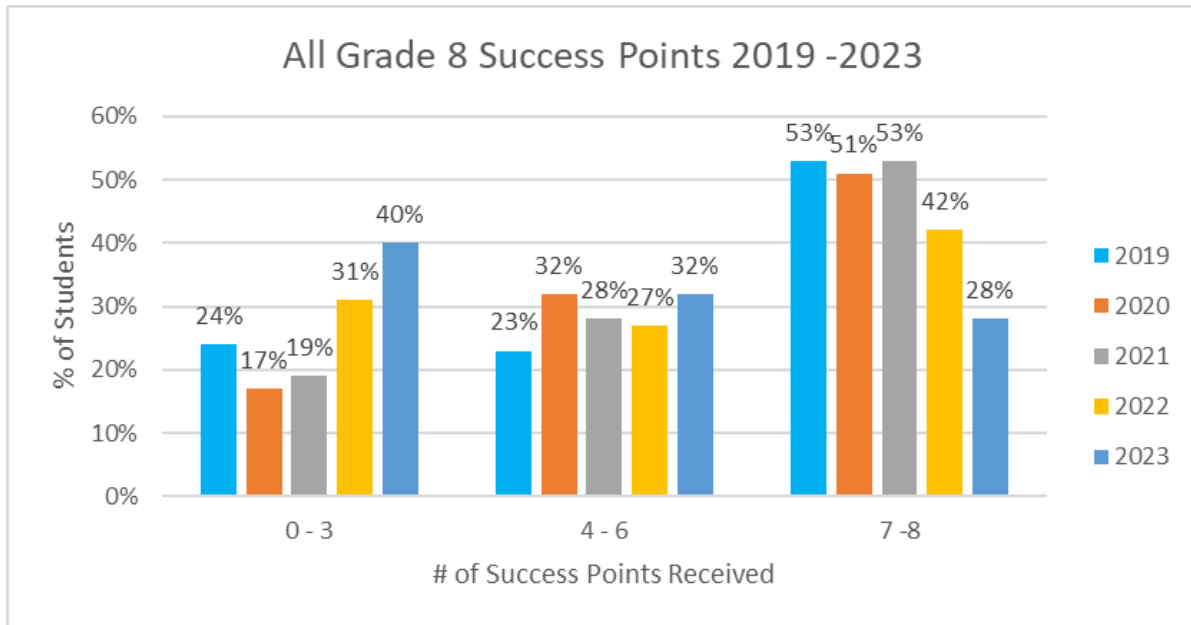
COURSES REQUIRED	MARK	POINTS
ENGLISH 6	C-, SG, NM, I, F, EMG, DEV	0
MATH 6	C+, C	1
SCIENCE 6	A, B	2
SOCIALS 6		





In order to receive one success point per course, the student needs to achieve a grade of 50% or higher in the course.

COURSES REQUIRED	MARK	POINTS
ENGLISH 7	0% - 59%	0
MATH 7	60% - 72%	1
SCIENCE 7	73% - 100%	2
SOCIALS 7		
	EMG, DEV	0
	PRF	1
	EXT	2



***"Young people are watching. Believe in us and love us, it matters and makes a difference".***

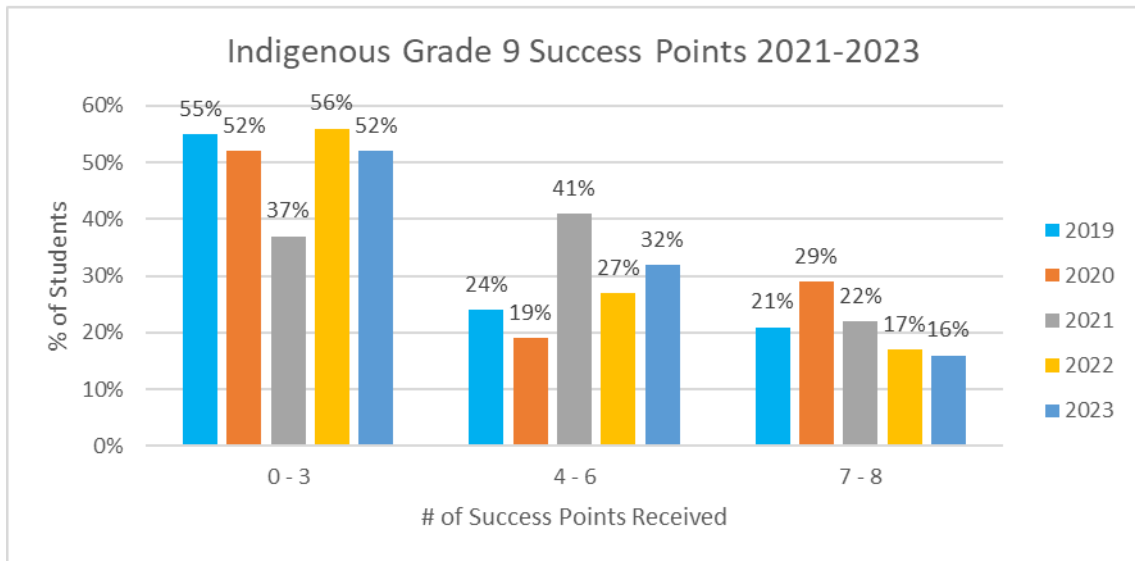
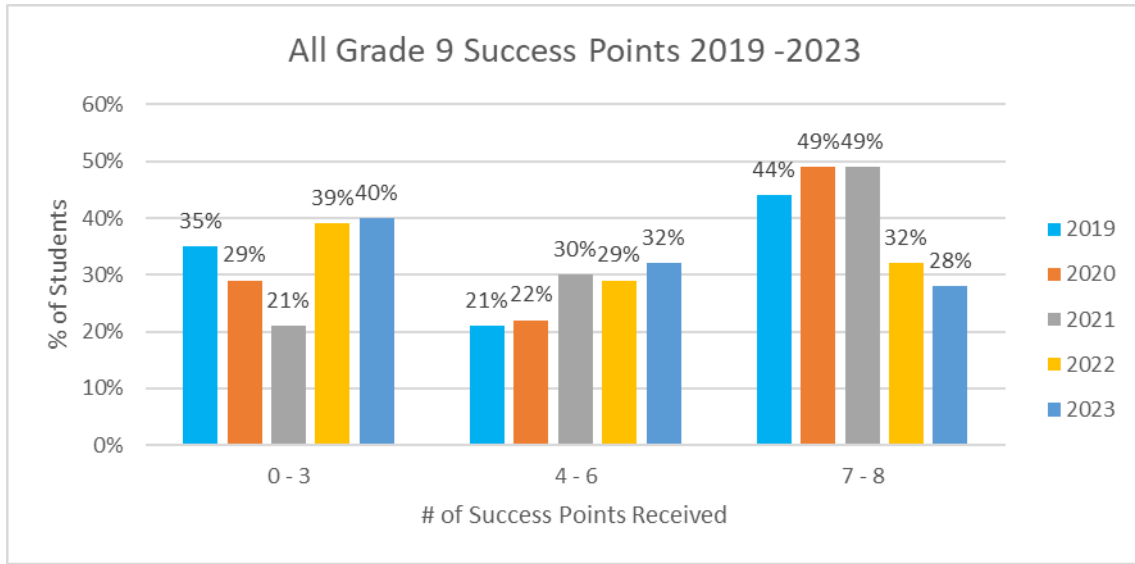
-Alicia Desjarlais, Student, SD75





In order to receive one success point per course, the student needs to achieve a grade of 50% or higher in the course.

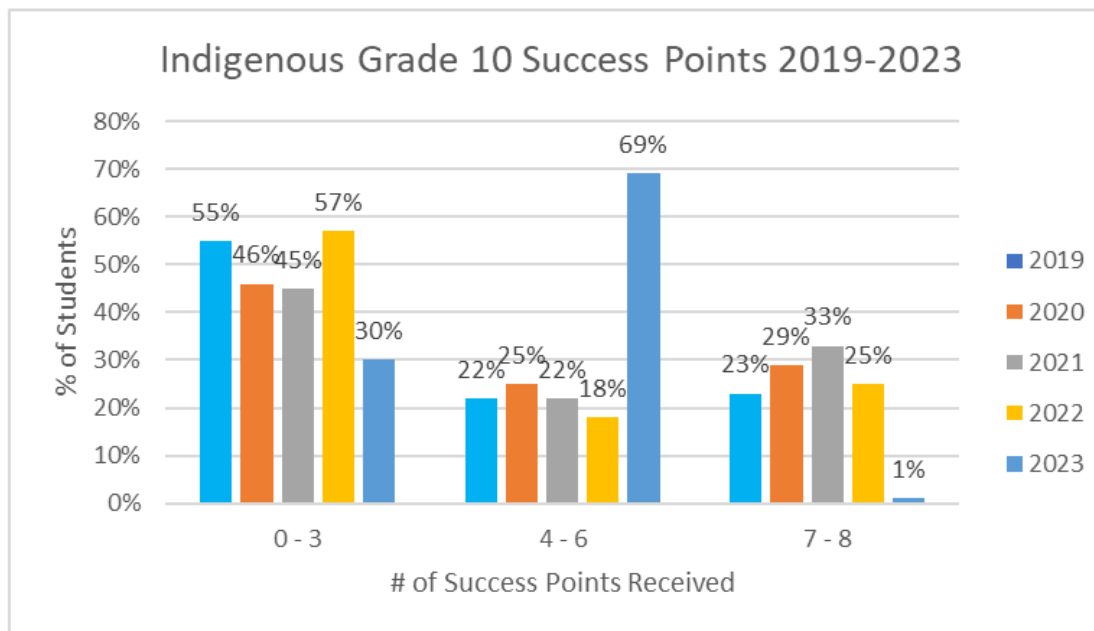
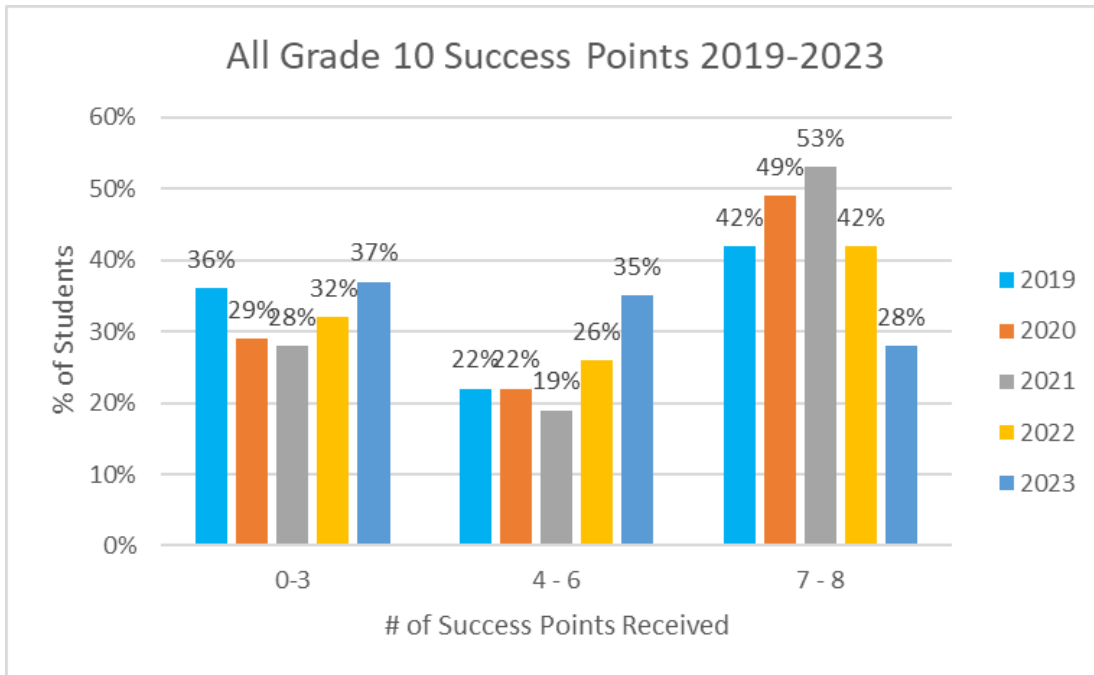
COURSES REQUIRED	MARK	POINTS
ENGLISH 8	0% - 59%	0
MATH 8	60% - 72%	1
SCIENCE 8	73% - 100%	2
SOCIALS 8		
	EMG, DEV	0
	PRF	1
	EXT	2





In order to receive one success point per course, the student needs to achieve a grade of 50% or higher in the course.

COURSES REQUIRED	MARK	POINTS
ENGLISH 9	0% - 59%	0
MATH 9	60% - 72%	1
SOCIAL STUDIES 9	73% - 100%	2
SCIENCE 9		
	EMG, DEV	0
	PRF	1
	EXT	2



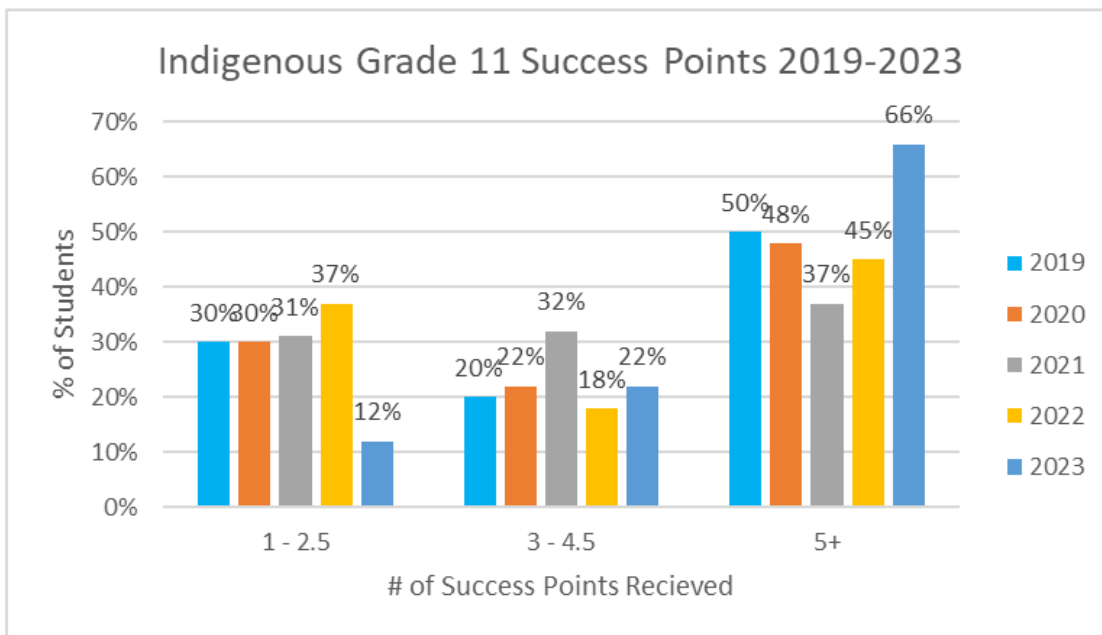
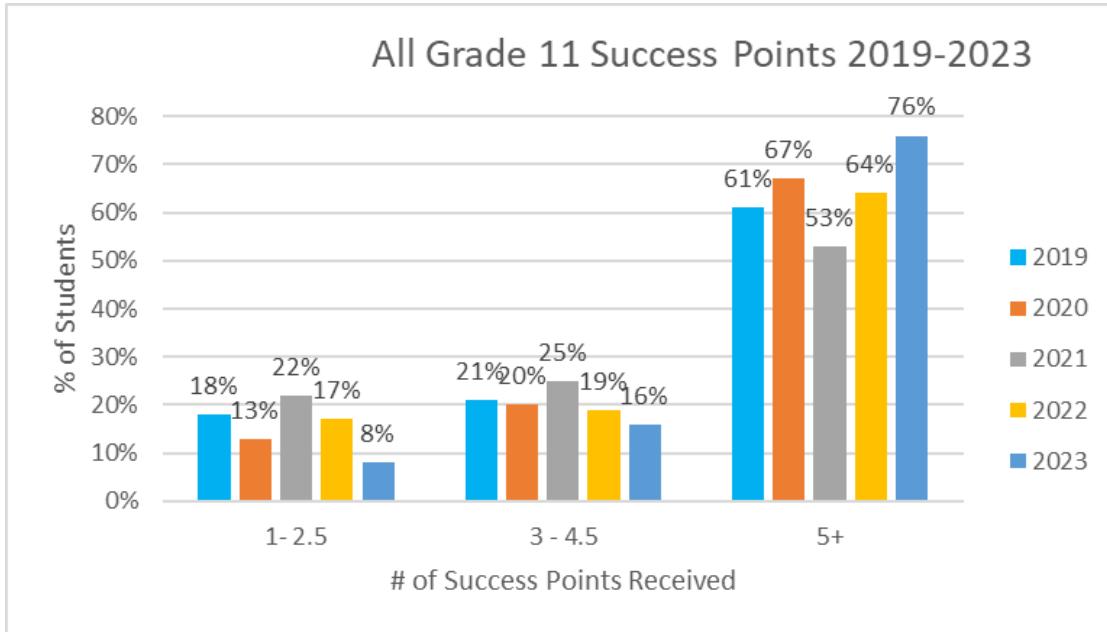
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-Alicia Desjarlais, Student, SD75



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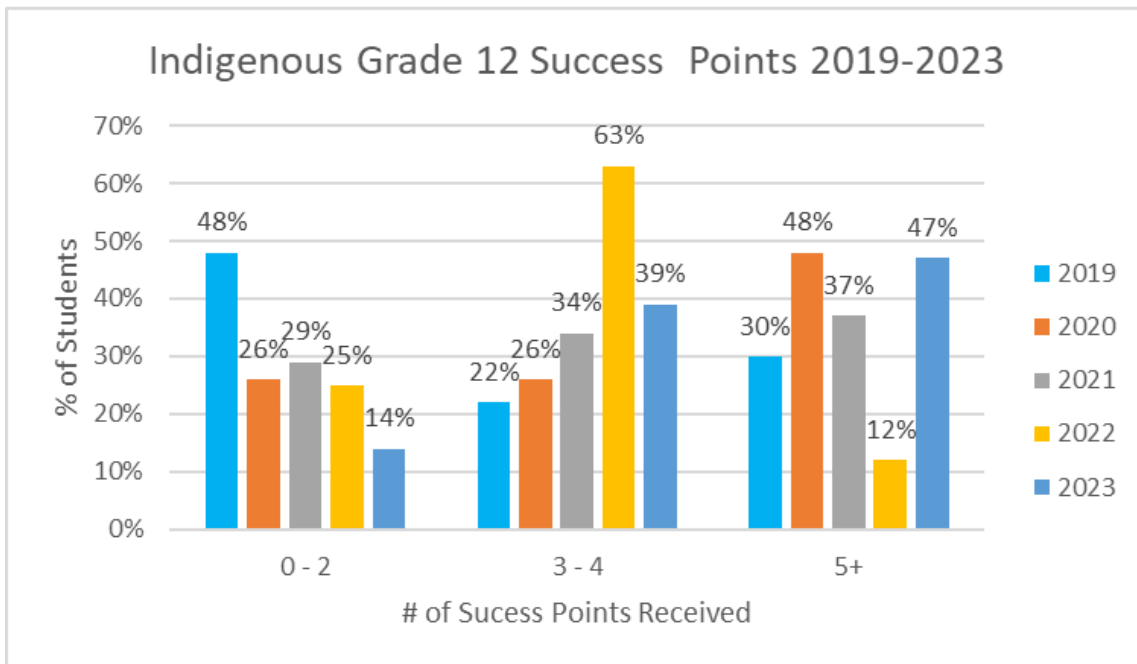
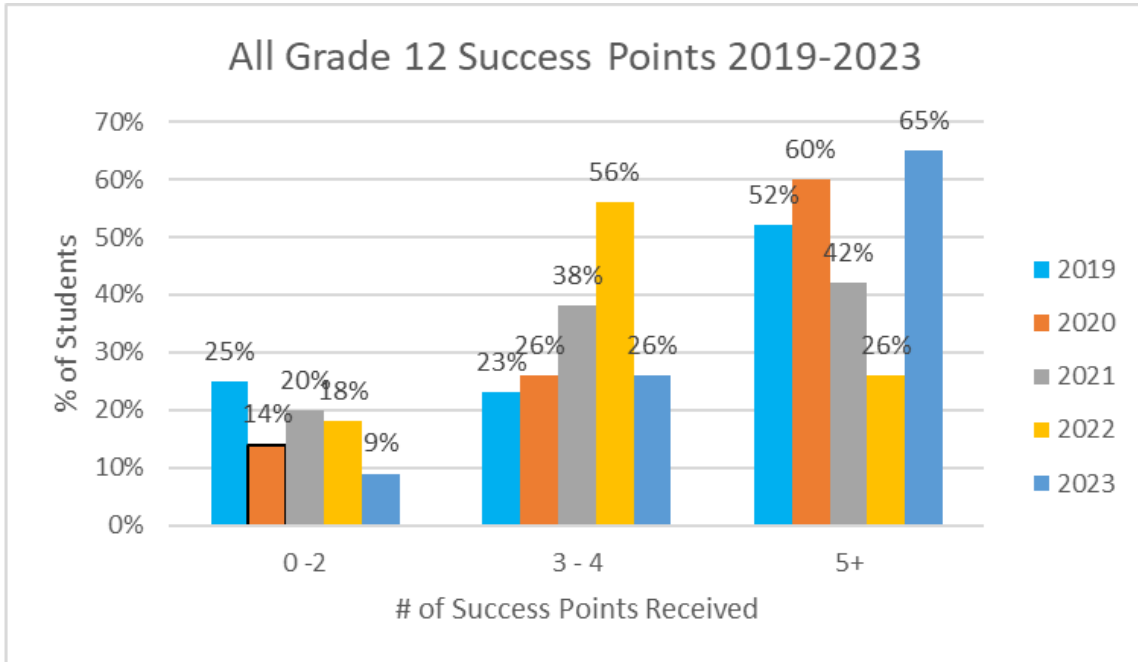
COURSES REQUIRED	POINTS
2 GR 10 LA	1
SCIENCE 10	1
SOCIAL STUDIES 10	1
PHED10	1
MATH 10	1





In order to receive one success point per course, the student needs to achieve a grade of 50% or higher in the course.

COURSES REQUIRED	POINTS
LA 11	1
SCIENCE 11	1
SOCIAL STUDIES 11	1
MATH 11	1
PLAN10/CLE10	1



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## **Éy St'elmexw Sqwelqwel: Stories that give us Good Medicine for Sq'émél, The Paddles Raised: Supporting Student Success in Equitable Ways**

### **Equity PATH:**

This is SD75's fourth year completed with the Ministry's Equity Scan. The Equity Scan began in 2016 by the Ministry of Education. The vision is to support school districts in identifying promising practices as well as addressing barriers impacting Indigenous student achievement and success. It is a collective and collaborative decision-making, inquiry-based process involving genuine and meaningful self-assessment dialogue about educational experiences for Indigenous learners with the goal to create conditions for their success.

SD75 is using a process called PATH to engage with Indigenous rightsholders, stakeholders and SD75 Staff to support the SD75 equity plan for Indigenous learners.

PATH is a creative planning process which starts in the future and works backwards to an outcome of first (beginning) steps that are possible and positive.

PATH is a process in which a facilitator and a graphic facilitator work with a focal person (or organization or team) and their supporters to create a vision of the best possible future, out of which comes a plan that is always "positive" and "possible," understood by all and no longer mysterious or scary.

PATH draws on people's capacities to imagine different futures, & to think backwards from a future possibility & tell fruitful stories about how that possibility might come to be.

By the end of the PATH event the focal person or group has communicated where they want to go, what and who they need to support their journey, and how this part of their lives will be part of a bigger future.



In 2022-2023, the following groups completed an Equity PATH:

- Leadership & Exempt Staff (Administration) – August 2022; Review in February 2023 (along with Lateral Kindness Workshop)
- Elected Trustees – September 2022
- Student Services Staff – November 2022
- Teacher-Librarians – November 2022
- Sq'ewlets Community Members – March 2023
- International Education, ELL and ESD Staff – February 2023
- Indigenous Student Voice Equity Forum (Grades 10-12) – April 2023



To date, we have engaged with over 150 SD75 Staff and Community members through the Equity PATH process. This work seems to be concentrated in 'pockets' throughout various departments and individuals in SD75. Our biggest challenge is spreading the Equity mindset so that it filters to every staff member, in every school, in every classroom and in every interaction with Indigenous learners and their families. We still have much work to do in terms of parity for Indigenous learners.

Here are some equity dreams from participating students:

- *"We don't want the learning to be out of necessity, like a check box for representation, that is not meaningful, not from the heart."*
- *"Teachers to understand and be sensitive that our lives at home may be different than theirs."*
- *"Teachers with a broad and thorough understanding, to appear to know what they are talking about, so that we don't have to step in and teach."*
- *"Teachers with a passion, excitement and enthusiasm to teach Indigenous worldview, not forced, not a checkbox, not out of necessity, but from the heart, if not it perpetuates racism."*
- *"We need teachers to see the culture. We are not just products of the IRS and of colonization!"*



- “Ditch the textbooks; go outside; flexible learning environments; more hands on; experiential; learning offsite and outdoor learning environment.”
- “We want more comfortable classrooms and more choices for learning.”
- “Indigenous presence needs to be throughout school, not segregated in one area, like in the Indigenous room.”
- “Alternatives for overloading on homework and unreasonable due dates.”
- “We want Elders in the classrooms, sharing simple teachings, stories.”
- “Put the brakes on the Indian Residential School learning; refocus on Land-Based Beauty, and beauty of our culture. We are not just products of the Indian Residential Schools and of colonization. We are more.”
- “Indigenous presence needs to be throughout school, not segregated or clumped in one area like in the Indigenous room.”
- “Sense of community for all.”



**Assessment Practices:** Teaching staff are embarking on significant changes to assessment practices with the Ministry’s new reporting order, so this is a perfect time to examine current practice and ways to enhance equitable practices. This year every school identified an assessment lead, and we met four days throughout the year to review assessment practices and equitable practices. We also held an elementary in-service day and a middle/secondary in-service day where these conversations happened with all staff. This work will continue next year where we will continue to explore our biases and how those impact what and how we assess, and what learning becomes visible to us.

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-Alicia Desjarlais, Student, SD75

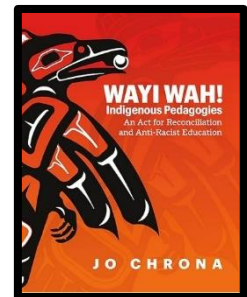


**Equity in Human Resources:**

*Pay Equity for Indigenous Liaison Workers (ILWs).* ILWs and the District Principal of Indigenous Education were asked to provide input into the job description for ILWs. As of November 2023, the pay rate for ILWs is now at parity with Youth Care Workers in SD75. This is important to attract and retain qualified Indigenous peoples in the ILW role. Equitable pay for ILWs is necessary given the substantial responsibilities of the work.

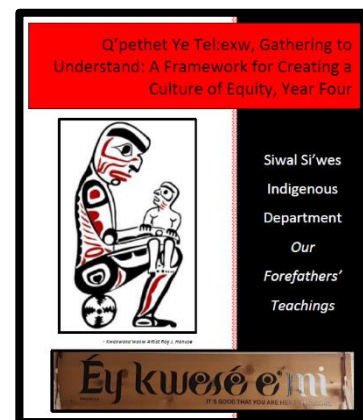
**Equity in Shared Learning:**

School administrators were gifted a copy of Jo Chrona’s book, *Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education.* The District Principal of Indigenous Education regularly shares essential reads and resources at Principal and Vice-Principal meetings, and these are included in the Equity Scan annual document, which is shared publicly on the Siwal Si’wes website and with the Ministry of Education and Child Care.



Equity work is everyone’s responsibility, and it is crucial that school leaders are equity leaders, with a strong understanding about the past histories between Indigenous Peoples and this land we call Canada, how the past impacts the present, the systemic barriers Indigenous learners and families face specifically in education systems, SD75’s commitments to Indigenous learners (see Equity Scan document and link below) and survivance of Indigenous Peoples.

*Click on this icon for the most recent Equity Scan Report.*



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### **Accessibility & Equity in Student Services:**

When the student services department provides in-service to staff at the beginning of the school year, we do so by first focusing on acknowledging the land we are on and then sharing with our staff three important documents.

These documents include *Why Indigenous Learners Receive Enhanced Service*, *Indigenous Culturally Safety, Humility, and Competency Guide*, and explanation of the Sacred Teaching of the Year: *Sásq'ets & Smímeyáth, the'itqel (Sasquatch & Butterfly, Honesty)*. By focusing on equity and belonging for Indigenous learners first, we are better able to meet the learning needs of students.

In addition, the training program for educational assistants called *Making Proactive and Preventative Safety Decisions* embedded Indigenous ways on knowing and First People's Principles of learning throughout the training. Notably, was replacing Maslow's Hierarchy of Needs with the original framework from the Blackfoot Nation and explaining and giving proper credit to its origin.

The Student Services Department continues its commitment to Truth and Reconciliation in all facets of our work by working closely with Siwal Si'wes and ensuring practices are reflected upon with the lens of how what will we do promote meaningful Indigenous participation and benefit.

This year the Integrated Child and Youth Team (ICY) was formed and the first spots for therapy were reserved for Indigenous referrals. Doing so, we removed an access barrier that is commonly faced by students who are not close to the inner-city supports, or who have faced prior discrimination when attempting to access medical services. Additionally, Siwal Si'wes worked in partnership with Leq'á:mel First Nation, Children's Hospital and Jordan's Principle to develop an assessment referral process for Indigenous learners, with the intention to expedite assessments for select Indigenous learners, and to remove barriers to access to assessments.



Mission Public Schools Accessibility Committee was formed this year with the membership inclusive of Indigenous representatives.

Here is the excerpt from the call out:

"The Mission Public School District #75 Accessibility Committee (committee) will have 5-10 members picked by the Superintendent of Schools and/or Director of Instruction for student services, with at least one member who self identifies as having Indigenous ancestry.



Membership will follow the structure outlined in the Accessible British Columbia Act. At least half the committee will include:

- People with children or youth in MPSD with current or emergent considerations related to disability and accessibility, and/or
- People who work or volunteer for MPSD, and/or
- People with disabilities, and/or
- People or organizations that support people with disabilities.

The committee will represent the different backgrounds and experiences of residents with children and/or youth in Mission Public Schools. The committee will follow the principle of “nothing about us without us.”:

The committee members worked together to carefully craft a respectful document that included revising language in definitions to say, "All people residing in the land known as British Columbia" as opposed to suggested wording of "All British Columbians" for example.

The Indigenous Outreach teacher has been elected as the Chair of the committee. Together the committee works to identify barriers and advise on how to prevent barriers to individuals in or interacting with the organization.

This work is an example of intersectionality in terms of inclusion of Indigenous peoples with protective characteristics such as mental and physical disabilities.



## Sléxwelh, The Canoe: Honouring the Past, Being in the Present, Strengthening the Future

*How can we use our understanding of the past to support our efforts in the present and to work toward a shared future?*



*Learning partners of SD75 are committed to understanding that:*

- pre-contact Indigenous communities were diverse, thriving, healthy systems with robust languages, traditions, practices, laws and ceremonies;
- during contact, these systems were significantly disrupted by the intentional cultural genocide caused by the Indian Residential School System, the Indian Day School and the 60's Scoop;
- throughout and after contact, Indigenous peoples persevered.

By resilience, and through the resurgence and revitalization of language, ceremonial practices and culture, Indigenous peoples are 'restoring' the past and walking toward a shared future.



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**Performance Data:**

- Percentage of students reporting they are taught about Indigenous peoples in Canada as reported on SD75 Indigenous Student Connectivity Survey.  
***\*\*With the introduction of BCTF Standard #9 in June 2019, one would expect a steady increase in responses to this question.***

**At school, I am learning about Indigenous Peoples in Canada.**

School Year	# of Grade students K - 12	% of students K- 12 reporting Always or Often
2018-2019	1029 surveyed	71%
2019-2020	1045 surveyed	64%
2020-2021	1104 surveyed	66%
2021-2022	1061 surveyed	71%
2022-2023	1101 surveyed	71%

- Number of students taking First Nations based courses. This is expected to increase with the new education mandate:

***‘Effective the 2023/24 school year, all students working toward a B.C. Certificate of Graduation (“Dogwood Diploma”), in English or French, must successfully complete at least 4 credits in Indigenous-focused coursework.’***

**High School Courses:**

Description	Indigenous	Non Indigenous	Total
BC FIRST PEOPLES 12	9	15	24
ENGLISH 10 COMP. AND FIRST PEOPLES LITERATURE	6	12	18
ENGLISH 11 COMP. AND FIRST PEOPLES	20	25	45
ENGLISH 10 FP WRITING 10	6	10	16
ENGLISH 12 FIRST PEOPLES	1	3	4
GENOCIDE STUDIES 12	0	3	3
ENGLISH FIRST PEOPLES LITERARY STUDIES & WRITING 11	3	1	4
ENGLISH FIRST PEOPLES LITERARY STUDIES 10	4	1	5
TOTAL			119

TOTAL # of students enrolled 2018-2019	226
TOTAL # of students enrolled 2019-2020	207
TOTAL # of students enrolled 2020-2021	131
TOTAL # of students enrolled 2021-2022	187
TOTAL # of students enrolled 2022-2023	119



**Middle School Course: Stó:lō History, Halq'emeylem Language, Story & Culture**  
(formerly called Halq'emeylem for years 2018-2020)

School Year	Grade	# of classes	# of students
2020-2021	7	14	350
2020-2021	8	3	75
2021-2022	7	15	381
2021-2022	8	6	120
2022-2023	7	18	492
2022-2023	8	8	171

Total # of students enrolled 2018-2019	520
Total # of students enrolled 2019-2020	511
Total # of students enrolled 2020-2021	425
Total # of students enrolled 2021-2022	501
Total # of students enrolled 2022-2023	663

- Participation rates of students engaging in the Halq'emeylem Language.  
***\*Due to staffing shortages in 2022 2023 added to the challenge of hiring fluent Halq'emeylem speaking persons, we were unable to offer Halq'emeylem instruction consistently throughout the school year. The data below indicates a high level of participation, but it was inconsistent, in that some students only received it for a brief part of the school year (three-month rotations).\****

**Elementary School Participation:**

School Year	# of schools	# of divisions	Total # of participating students (approx.)
2013-2014	5	16	364
2014-2015	9	49	1225
2015-2016	9	55	1375
2016-2017	11	53	1326
2017-2018	11	56	1390
2018-2019	12	126	3024
2019-2020	12	117	2808
2020-2021	11	91	2275
2021-2022	11	104	2500
2022-2023	6	67	1700



**Éy St'elmexw Sqwelqwel: Stories that give us Good Medicine for Sléxwelh, The Canoe: Honouring the Past, Being in the Present, Strengthening the Future**

**National Day of Truth and Reconciliation: Honouring Survivors:**

Members of the Siwal Si'wes Indigenous Education Advisory Council (including Education designates from Leq'á:mel, Sq'éwlets and Kwantlen Nations), the Mission Friendship Centre and the City of Mission partnered to organize a community-wide public event at Fraser River Heritage Park, the former site of St. Mary's Indian Residential School on September 30, 2022. The event opened with drumming and singing, and speakers from each Nation shared opening words and songs. *It is important to note that in the recent weeks prior to this commemorative event, the investigation of potential graves of missing Indigenous children had begun through the ground penetration radar process.*



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### **Cultural Strengthening for Siwal Si'wes Staff:**

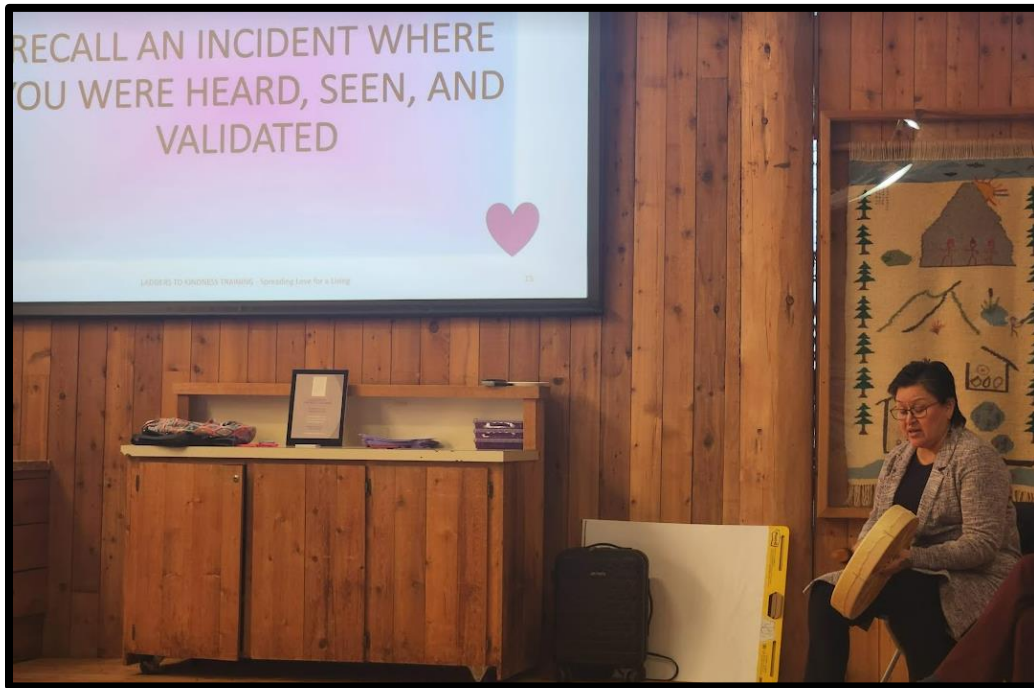
It is important to establish and nurture a sense of belonging and community within the Siwal Si'wes Family. With the addition of several new staff members, we have made it a priority to gather four times over the course of the school year to engage in Cultural Strengthening learning opportunities. In early October, we visited Sq'ewlets to receive teachings from former Elected Chief Johnny Williams. We learned about the history of Sq'ewlets, of the land and the language. In later fall, we gathered at Xá:ytem to hear a presentation from Shelley Joseph on *Ladders to Kindness*. In Spring, we received a Blanketing Teaching Workshop from Kwantlen friends, a Directed Drawing, Story and Metis Teaching with Métis Artist and Storyteller Leah Dorien, and Rattle Making with Darren Charlie, Sts'ailes. On the occasion, we invite Elders and Members of the Siwal Si'wes Indigenous Education Advisory Council to share in our learning.



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### Student Learning Opportunities:

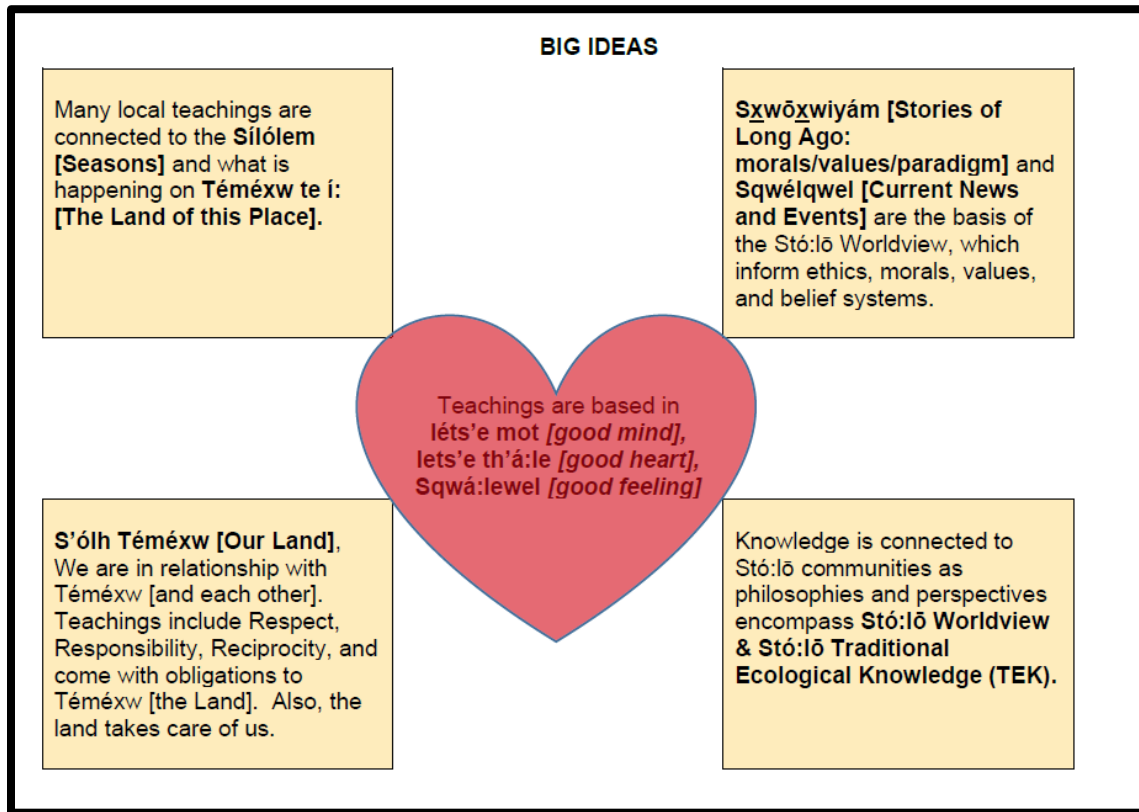
*Téméxw te í: The Land of this Place (Board Authority/Authorized Course)*. In March 2022, the Ministry of Education Childcare announced that “Effective the 2023/24 school year, all students working toward a B.C. Certificate of Graduation (“Dogwood Diploma”), in English or French, must successfully complete at least 4 credits in Indigenous-focused coursework.” This created an opportunity for SD75 Staff to invite Indigenous community members from local Nations to gather to co-create a locally based, Indigenous-focused Board Authority/Authorized Course. SD75 Staff included classroom and course teachers, Mentor Teachers, the Teacher-Librarian for Siwal Si’wes and SD75 Curriculum, the District Principal of Indigenous Education, and the Assistant Superintendent. After several meetings, we were able to successfully write an authentic land-based course named ***Téméxw te í: The Land of this Place***. We received written approval from both Nation Leaders, Chief Alice Thompson of Leq’á:mel First Nation, and former Chief Johnny Williams of Sq’éwlets. It was approved by the Board of Education on December 13, 2022, and by the Ministry of Education and Childcare in April 2023. It was noted that SD75 (at that time) was the first and only school district across BC to have had an Indigenous-based BAA course approved by the Ministry. We were asked to present our work at the Jointly Convened Annual Meeting in May 2023, which was attended by Superintendents of BC Schools, Indigenous School District Leaders, Members of School Indigenous Education Advisory Councils, Members of School Boards of Education, Members of the First Nations Education Steering Committee and Representatives from the Ministry of Education and Childcare. (See below for Big Ideas of ***Téméxw te í: The Land of this Place***). We would like to extend our deepest gratitude to the Nation Knowledge Keeper who led the way in this work.



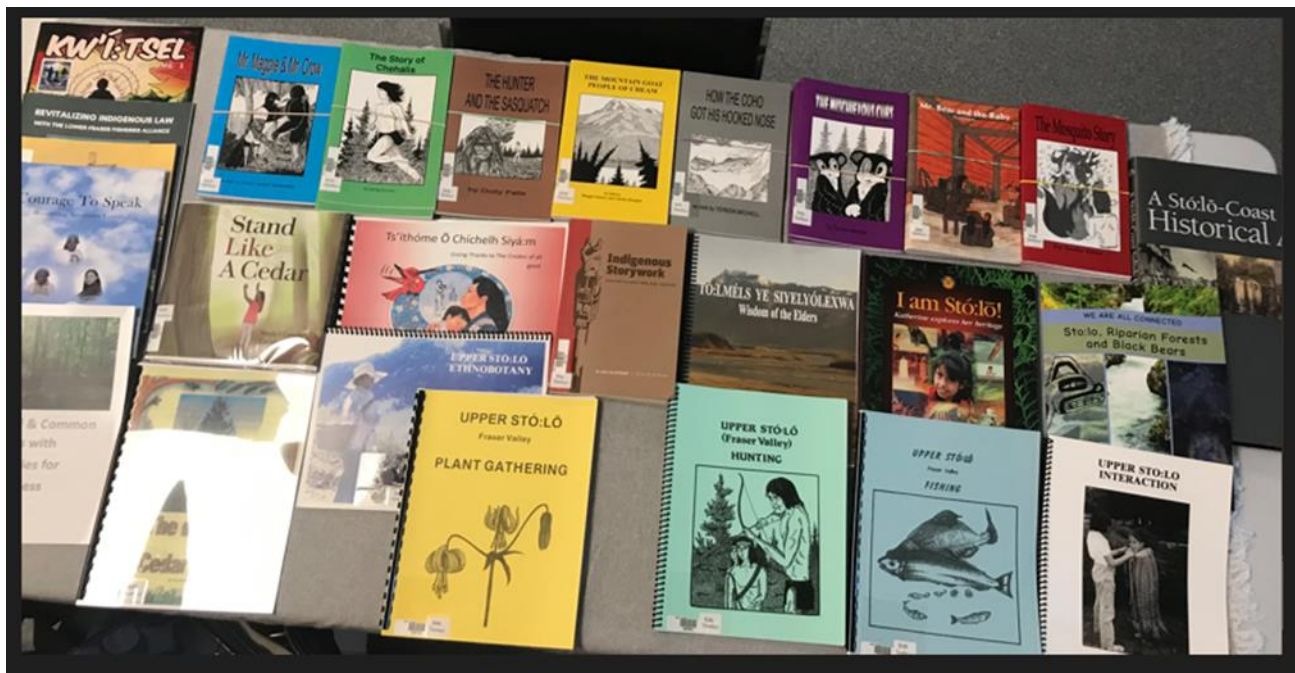
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Resource Bundle created by the Siwal Si'wes Teacher-Librarian, Jennifer Lane:



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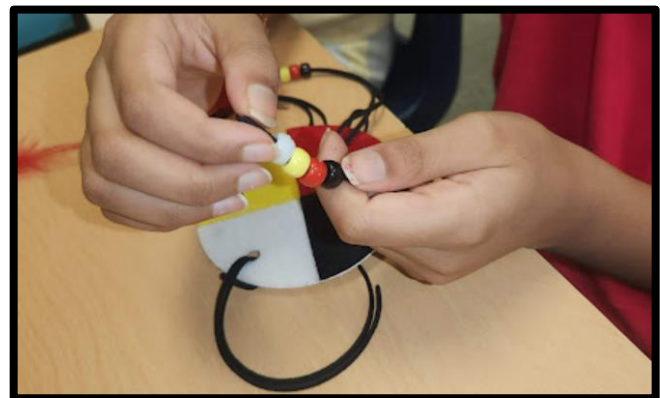
-Alicia Desjarlais, Student, SD75



*Toti:lt te Kwukw te S'elhtel: Learning to Cook:* As part of the *Student and Family Affordability Funding*, some Siwal Si'wes Indigenous Liaison Workers offered select Indigenous learners a chance to learn basic cooking skills. Through a series of six cooking lessons, students learned basic kitchen safety skills and simple meal preparation with a toaster oven or crockpot. Once students successfully completed the series, they received a brand-new toaster oven/crockpot along with some basic cooking supplies to take home with them and to keep. In total six schools participated in the program.



*Cultural Days.* Cultural Days have been a tradition in our school district for more than a decade. Developed out of an idea from Myrna, Leq'á:mel councillor Camielle Laslo's mother, Cultural Days began at Dewdney school. The idea quickly spread throughout other elementary schools. Students and staff participate in a day



of cultural learning that sparks ideas to continue learning about Indigenous peoples, culture and history throughout the school year. This year seven elementary schools participated in Cultural Days. Staff and students were appreciative of the learning they received from the Siwal Si'wes Staff.

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Over the past couple of years, Siwal Si'wes has initiated a full-scale review of all Cultural Presentations, to ensure authenticity and to ensure cultural appreciation (versus Tokenism and Cultural Appropriation). Additionally, the idea is to increase capacity in all Indigenous Liaison Workers as Cultural Presenters. This initiative aimed at enhancing the quality and creating cohesion of presentations shared to K-12 classrooms. Focused on aligning content with the British Columbia curriculum, the department meticulously edited the "Cultural Presentation Booklet". This comprehensive booklet, summarizing key presentations, underwent a thorough rewriting process to improve clarity and incorporate the latest lesson standards. Additionally, the initiative sought to expand knowledge of contributions made by Stó:lō, Métis, Inuit, community members, and Knowledge Keepers. The Indigenous Mentor Teacher played a pivotal role in ensuring alignment of Mission School Districts Strategic Plan, specifically, Honouring Culture and Territory. This reaffirms cultural relevance and promotes understanding of Indigenous communities. This project strengthens the Indigenous Department's commitment to deliver impactful content to classrooms across the district.

*Welcome to Kindergarten.* Welcome to Kindergarten is a program developed by Canadian Education Warehouse that supports families to "Talk, Read, Create and Play Every Day". The school district purchases bags filled with resources for each Kindergarten student. This includes an Indigenous-focused book written by an authentic Indigenous author, along with some information about Siwal Si'wes services. In the Spring, families receive the materials to take home when they attend a *Welcome to Kindergarten* event at the school they will be attending in September. Stations are set up where children and families interact with the materials and get ideas on how to use the resources. Siwal Si'wes attends the event and provides 'first exposure' to Siwal Si'wes for families .





*Student Celebrations.* Si'wes has historically celebrated the achievements of Indigenous learners by inviting families to share a meal followed by a recognition ceremony. This year, elementary and middle school liaisons celebrated in their own schools, with invitations to families and school community members. The Indigenous graduation family dinner celebrated over 70 graduates this year, with a dinner, ceremony, protocol, and student recognition. Grade 12s wore beautiful Metis Sashes or Blankets and were honoured with drumming and song as well as being recognized for their personal gifts and achievements. Families reported appreciation for this evening gathering with pride and hope combined.



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**Approach to Implementing *Q'pethet Ye Tel:exw: Gathering to Understand: A Framework for Creating a Culture of Equity:***

**Mission: *Working as a community***, we will enhance student empowerment by developing the skills, wellness, confidence, and self-reliance necessary for our children and youth to flourish and prosper throughout their life journey.

The Enhanced Equity Scan requires a high level of respect and trust to function. The inter-relationship and responsibilities reach far beyond the school personnel interacting with students. Regular communication is essential to building these relationships. It is the policy of Siwal Si'wes Indigenous Education to engage with parents and caregivers, families, and Indigenous communities to ensure that we understand and can support one another in removing barriers and solving problems that may arise. It is important that doors, minds, and hearts remain open and that we express our concerns with a positive intent for resolving any differences. We do this work in keeping with the teachings of Stó:lō Elders, ***lets'emot; lets'e thale; sqwalewel*** (one/good heart, mind and feeling).

**Learners** will approach learning with curiosity and creativity. They will apply their individual talents and gifts, always reaching toward their potential. They will take responsibility for their learning, ask questions, and seek help when needed. Supportive and inclusive fellow learners will help everyone to enjoy their school experiences and build life-long friendships.

**Parents and caregivers** have an important role in planning and implementing services at the school level. They provide children and youth with encouragement and needed assistance, including practical supports such as good nutrition, homework assistance, transportation to and from events and clear expectations regarding attendance, performance and "doing your best".

**Family** includes many generations and special relationships with people we care about whether living in the same household or not. The supportive role and modelling of Elders and grandparents, siblings, aunties and uncles, cousins, and all those whom we call 'family' be crucial to the success of learners.



**Indigenous community**, whether on-reserve or “away from home”, provides an important link to the traditions, stories, and practical supports for our students. Chief and Council, community leaders and staff may be able to aid with transportation, school-related expenses, sports equipment, ceremonies and recognition for students and their families, making it possible for learners to excel. Regular consultation between community representatives and MPSD staff can help ensure that Indigenous students are receiving the supplementary services that they require for success.

**Siwal Si'wes Indigenous Education Advisory Council** works collaboratively with all schools to ensure that Indigenous students are successful. Promoting and respecting traditions, they also help foster awareness of and respect for all Indigenous people. The council meets monthly and in special ad hoc work groups to plan and oversee the Enhancement & Equity services provided by the school district. Parents and caregivers of Indigenous students, Elders and members of Indigenous communities are welcome to come to the table, to provide their ideas and guidance.

**Citizens** in local communities are showing a growing awareness and desire for understanding and interaction with Indigenous cultures and people. A positive environment is emerging, one in which Indigenous traditions are being recognized and respected.

**Community, Social and Government** provide many additional services and programs for Indigenous people that complement the education system. Community resource groups, literacy support, outdoor and environmental activities, sports and recreation providers and the Fraser Valley Regional Library system can enhance the student's learning and provide additional opportunities for learning.

## ***“Tset xwelchesem late lhewelep”***

***“We raise our hands in thanks and respect.”***

*Images used throughout the document reflect Elders, students, staff, families, guests, and community engaged in the work within the school district. Not all stories could be featured in this document.*