



ANNUAL REPORT

2018-2019

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

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Acknowledgement of Territories

We acknowledge and honour the traditional, ancestral, Unceded and shared territory of the Stó:lō people, including its history since time immemorial.

The Aboriginal Enhancement Agreement of SD75 is a promise between Mission Public School District, all local Indigenous communities, and the Ministry of Education. We also acknowledge and honour the four traditional territories of the following First Nations:

Kwantlen First Nation	Matsqui First Nation
Leq'á:mel First Nation	Sq'ewlets First Nation

Mission Public School District also appreciates the vital role of all Indigenous peoples, groups and associations, residing within the school district, or involved in, or connected to:

Fraser Valley Métis Association	Lower Stat'limx Nations
Métis Nation of British Columbia	Mission Friendship Center

We also acknowledge the traditional teachings of Elders and the wisdom and sharing of their Indigenous Culture.

Siwal Si'wes (Our Forefathers' teachings) - Aboriginal Education 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 the Stó:lō people, they help foster an awareness of and respect for all Indigenous peoples. The council is comprised of the following:

- Elected co-chairs
- Indigenous Elders
- Parents and caregivers of Indigenous students
- Members of local Indigenous Communities
- School Staff
- Indigenous Mentor Teacher
- School Board Trustees
- District Principal & Administrative Assistant of Siwal Si'wes

What does our district data tell us?

- Our six-year high school completion rate has fallen consistently year over year since the reconfiguration of the middle/high schools. This year, the rate increased to 67%, however it is still below those of non-Indigenous students. This is an area of concentration.

Continuing the work of the Aboriginal Enhancement Agreement:

- Sacred teaching of the Buffalo/Bison, “Respect” highlighted through professional development for all stakeholders
- Maintenance of developed K-12 residential school curriculum website, www.greatspirithand.com
- Continual upgrading of Aboriginal Information Management System (AIMS), tracking supports for Indigenous students
- Maintenance of Indigenous newspaper “The Canoe”
- Inquiry based school funds and grant initiatives
- Increase in consultative district committee meetings to support Siwal Si’wes council work and to support inclusion of Siwal Si’wes in district-wide initiatives
- District Wide Orange Shirt Day, including 1000 elementary, middle and high school students and staff, along with local Elders and various community members marching to St. Mary’s Residential School
- IYAQT, Indigenous Transitions Event (Middle and High school Students)
- District Instructional Leader Teachers and Indigenous Mentor Teacher
- Afterschool tutors and homework clubs
- Indigenous Elder in StrongStart
- Halq’eméylem language instruction expanded to middle schools and in 12 elementary schools
- Elders-in-Residence at Mission Senior Secondary
- Partnership with Douglas College, Indigenous Elder in Pathways to Employment
- Maintenance of SWSW digital library for teachers, www.swslibrary.com
- Interorganization Indigenous informational websites created by District Principal (for Aboriginal liaisons and administrators) and Indigenous Mentor Teacher (for all staff)
- Increased access to technology for our Indigenous Students
- Increased access to Indigenous literature for all students
- Cross-District Youth Leadership Conference
- Partnership with CYMH, Indigenous Mental Health Outreach Clinician



Welcome Sign at Fraserview Learning Centre

Mission and Vision

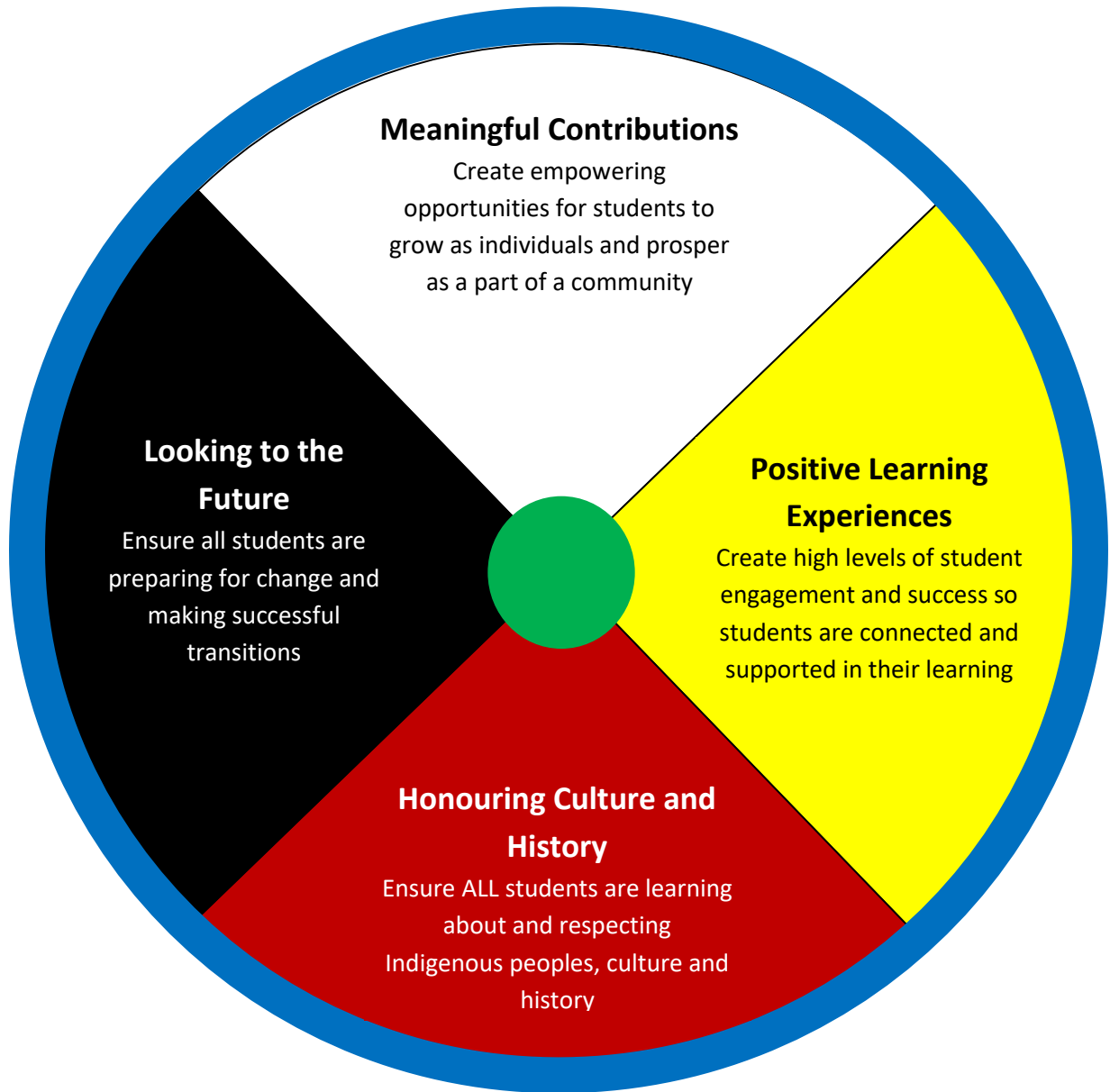
Our Mission: Working as a community, we will enhance student empowerment by developing the skills, wellness, confidence, and self-reliance necessary for our children and youth to flourish and prosper throughout their life journey.

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.



Student and Staff Drummers – The Women’s Warrior Song

4 Themes for Success



A medicine wheel with Southern Plains/Sioux/Plains Cree and Lakota Colours was felt by our elders to best represent the work of our EA. Today, the Medicine Wheel has become a major symbol of peaceful interaction representing harmonious connections.



Student Metis-Inspired Artwork, École Christine Morrison Elementary School

Theme 1: Honouring Culture and History

Ensure ALL students are learning about and respecting Indigenous peoples, culture and history.

Goal 1:

Increase student knowledge of Indigenous people, culture and history.

Rationale:

Indigenous children's success is connected to students feeling valued and respected in school. Many Elders and students acknowledged that despite recent changes to the revised curriculum, there is a lack of knowledge that exists for many people in the school system regarding Indigenous people, culture and history. This is a major barrier for building empathy and understanding that Indigenous students need and deserve. Therefore, if we ensure students are learning about Indigenous peoples, culture and history, it will lead us to the necessary framework for a more knowledgeable and respectful environment for students. Indigenous students need to see themselves valued and reflected in the curriculum and in the school environment. Indigenous culture must be portrayed positively for students to have the opportunity to develop a deeper understanding of the values imbedded in Indigenous teachings. Further, the history of residential schools and colonization must be held up from the Indigenous perspective. The need for this goal comes out of considerable community input and data that indicates that most of our students do not feel that they are being taught enough about Indigenous peoples. It is important for our students to feel respected and rooted in the culture of our schools to address this goal.

Performance Data:

Data is presented here with five-year performance targets that will be monitored annually.

There were few Grade 12 students who participated in the Ministry Student Learning Survey, which had an impact on the results. This indicates that there is a need to increase the number of students participating in the survey so as to strengthen the validity of the results.

- Increase the percentage of students reporting they are taught about Indigenous peoples in Canada as reported in Ministry Student Learning Survey results.

At school, are you being taught about First Peoples/Aboriginal peoples in Canada?

School Year	Grade	Indigenous	Non-Indigenous
		All or many times	All or many times
2018-2019	Grade 12	63%	36%
	Grade 10	30%	33%
	Grade 7	55%	57%
	Grade 4	52%	51%

- Increase the percentage of students reporting they are participating in Indigenous celebrations or activities as reported in Ministry Student Learning Survey results.

At school, do you participate in any Aboriginal or First Peoples celebrations or activities?

School Year	Grade	Indigenous	Non-Indigenous
		Sometimes, many or all times	Sometimes, many or all times
2018-2019	Grade 12	63%	12%
	Grade 10	80%	8%
	Grade 7	49%	14%
	Grade 3/4	69%	54%

- Increase number of students taking First Nations based courses.

BC First Peoples 12

School Year	Indigenous # of students	Non- Indigenous # of students	Total
2018-2019	10	25	35

English 10 First Peoples Literary Studies

School Year	Indigenous # of students	Non- Indigenous # of students	Total
2018-2019	20	29	49

English 10 First Peoples New Media & Lit Studies

School Year	Indigenous # of students	Non- Indigenous # of students	Total
2018-2019	15	27	42

English 11 First Peoples Literary Studies and New Media

School Year	Indigenous # of students	Non- Indigenous # of students	Total
2018-2019	8	18	26

English 12 First Peoples

School Year	Indigenous # of students	Non- Indigenous # of students	Total
2018-2019	11	14	25

Genocide Studies

School Year	Indigenous # of students	Non- Indigenous # of students	Total
2018-2019	10	39	49

TOTAL # of students enrolled 226

- Increase the number of learning opportunities that promote an understanding of Aboriginal peoples, culture and history.

School Year	# of cultural bookings/presentations (not including in house presentations)
2017-2018	248
2018-2019	295

- Increase participation rates in our Halq'eméylem Language Program

Elementary School Participation:

School Year	# of schools	# of divisions	Total # of participating students
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

Middle School Participation:

School Year	Grade	# of classes	# of students
2018-2019	7	17	429
2018-2019	8	8	91
TOTAL # of students enrolled			520

Stories to Share for Honouring Culture and History

Orange Shirt Day March for Reconciliation 2018

On Friday, September 28, 2018, we held the fourth annual Orange Shirt Day March for Reconciliation, where over 1000 SD75 students and staff, Indigenous Elders and community members gathered at the original site of St. Mary's Residential School to commemorate Orange Shirt Day. Kwantlen Elder, Cheryl Gabriel shared her message of respect and reconciliation to the crowd. Johnny Williams addressed the crowd sharing family stories and the impacts of the residential school system. Overall, the theme of hope and promise resonated through their words. This event has grown in numbers and notoriety since its inception in 2015.



Local Kwantlen Elder, Cheryl Gabriel shares a story of hope, reconciliation and renewal.

Professional Development Opportunity - Sonny Albert McHalsie, Naxaxalhts’i

To enhance and optimize the learning of all SD75 staff, an evening Indigenous learning opportunity was offered with special guest and presenter, Sonny Albert McHalsie, Naxaxalhts’i, member of the Shxw’ow’hamel First Nation. Naxaxalhts’i is the Cultural Advisor/Historian of the Stó:lō Research and Resource Management Centre. He has worked for the Stó:lō as a researcher in cultural heritage and in Indigenous rights and title issues since 1985 and currently acts as the cultural advisor on the Treaty Negotiation Team for the Stó:lō Xwexwilmexw Treaty Association. Naxaxalhts’i has written and co-authored several publications with his areas of expertise including Halq’eméylem Place Names, Fishing, and Stó:lō Oral History. He has also been featured in many television documentaries for the CBC, APTN and Omni.

Naxaxalhts’i, who has studied Halq’emeylem place names from fluent Halq’eméylem speaking Elders for over 30 years, shared stories and knowledge about local Stó:lō territory, with added humour and wit for an informative, entertaining evening.

In October 2019, Naxaxalhts’i provided a Bad Rock Bus Tour for interested educators where participants travelled from Mission to Yale, while Naxaxalhts’i spoke about the unique relationship between the Stó:lō, “the People of the River”, the land and environment. Naxaxalhts’i narrated the land – telling the Sxowxiyám and Swelqwels, the legends and the true stories, that give shape to the Stó:lō culture, history and people, the two main aspects of Stó:lō oral history, Sxwōxwiyám and Sqwelqwel, and the special connection Stó:lō maintain with their environment through their Shxwelí, or “spirit, life force”.



Naxaxalhts'I speaks to an educator audience at the Clarke Theatre and out on the land.

Cultural Days 2019

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 councilor Justin 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 six elementary schools participated in Cultural Days.

Comments shared by student participants:

"I liked making the warrior shields. Can I do it again?"

"I loved the ceremonies."

"What I want you [the facilitators] to know is how good you are at teaching us."

"The bannock was really good, so was the jam."

"What I liked the most was learning how to draw the eagle head."

"I wish we had more time so we could play a tie-breaking round of slahal."

"I want to know more things about Aboriginal people."

"My spirit stone is the fawn and I have the power of kindness."

"This day made me realize how fortunate we are."

"I appreciate all the work that goes into organizing this special day."

"I loved the way you shared your culture."

"I really like being First Nations."

Comments shared by educator participants:

"Good historical content."

"The students were engaged. Everyone was included and participated, despite abilities."

"Both teachers and students get a chance to learn more about Aboriginal culture and history. Thank you so much."

"The students loved having finished products to take home."

"The staff was patient, helpful and interacted easily with the students."

"I liked the lessons about the significance of the beads as well as the story."

"The children learned valuable lessons."



Sean Pappas, Grade 6, École Mission Central Elementary, showing his warrior shield

Lexéywa Art Activism: A recalling of a residential school experience – Elder Beatrice Silver

We were fortunate to have the opportunity to have access to a travelling art exhibit from Abbotsford Public School District. The exhibit, entitled, Lexéywa - “Torch” was displayed at Ecole Heritage Park Middle School for one week in February 2019 for students, staff and community members. It is a collection of 20 large-scale paintings paired with audio recordings and recounts the chronological story of Elder Beatrice Silver and her time spent at the residential school. *“The exhibit speaks to the lasting impact of residential schools, as well as universal truths, struggles and ultimately, the resilience of one exceptionally strong survivor of this history we all share.”* (Source: Indigenous Education, SD34).



Local Elder Priscilla Wells stands in front of one of the paintings of she and Bea together in their communion gowns while attending the residential school.

Theme 2: Positive Learning Experiences

Create high levels of student engagement and success so students are connected and supported in their learning.

Goal: Increase levels of student engagement.

Rationale:

We believe that students come to school for many reasons, but it is the positive learning experiences that keep students engaged through to graduation. We have defined engagement with feeling a sense of belonging and feeling supported and successful in their learning. Students who are engaged in their work and school are successful, curious, connected and supported in their learning and will come to school and stay in school. Our district data indicates that students in our schools are not feeling as connected and supported as we would want. Our provincial data indicates the percentage of students reporting they like school decreases as they proceed in to higher grades. Input from our community meetings and parent and student surveys suggest a need for better relationships and connections, more support with learning and more opportunities to spark curiosity and interest in learning leading to feelings of success and thus keeping children engaged in school.



Decorated buffalo/bison with messages of respect and reconciliation

Performance Data:

Data is presented here with 5-year performance targets that will be monitored annually.

There were few Grade 12 students who participated in the Ministry Student Learning Survey, which had an impact on the results. This indicates that there is a need to increase the number of students participating in the survey so as to strengthen the validity of the results.

- Increase the percentage of students reporting they like school as reported in Ministry Student Learning Survey results.

Do you like school?

School Year	Grade	Indigenous	Non- Indigenous
		All or many times	All or many times
2018-2019	Grade 12	26%	40%
	Grade 10	50%	21%
	Grade 7	32%	42%
	Grade 3/4	62%	59%

- Increase the percentage of students reporting they feel that they belong at school as reported in Ministry Student Learning Survey results.

Is school a place where you feel that you belong?

School Year	Grade	Indigenous	Non- Indigenous
		Sometimes, many or all times	Sometimes, many or all times
2018-2019	Grade 12	63%	88%
	Grade 10	60%	57%
	Grade 7	79%	74%
	Grade 3/4	80%	77%

- Increase the percentage of students reporting they have two or more adults who care about them at school as reported in Ministry Student Learning Survey results.

How many adults at your school care about you? (Percentage responding 2 adults or more.)

School Year	Grade	Indigenous	Non- Indigenous
		2 adults or more	2 adults or more
2018-2019	Grade 12	75%	88%
	Grade 10	60%	57%
	Grade 7	62%	64%
	Grade 3/4	74%	77%

- Improve attendance rates at middle and high school

Indigenous Student Absences

School Year	# of students Grades 7-12	15 or more days	30 or more days	More than 45 days
2015-2016	484	103 students = 21%	38 students = 8%	18 students = 4%
2016-2017	497	67 students = 13%	49 students = 10%	31 students = 6%
2017-2018	513	76 students = 15%	23 students = 4%	37 students = 7%
2018-2019	487	81 students = 16%	42 students = 9%	47 students = 10%

- Increase the 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
2015-2016	1003 surveyed	73%
2016-2017	1029 surveyed	75%
2017-2018	1045 surveyed	76%
2018-2019	1081 surveyed	78%

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

I try my best during class time.

School Year	# of Grade students K - 12	% of students K - 12 reporting Always or Often
2015-2016	1003 surveyed	85%
2016-2017	1029 surveyed	86%
2017-2018	1045 surveyed	84%
2018-2019	1081 surveyed	88%

- Increase the percentage of students who report they get support from school staff 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
2015-2016	1003 surveyed	80%
2016-2017	1029 surveyed	81%
2017-2018	1045 surveyed	82%
2018-2019	1081 surveyed	82%

Stories to Share for Positive Learning Experiences

How can we help the salmon come home? – Youth for Salmon Contest Winners – Christine Morrison Elementary

In response to ever-growing concern about the future of salmon in BC, the Adams River Salmon Society held a contest to educate youths about the challenges that salmon face. The contest was designed to support BC's inquiry approach to the redesigned curriculum using the essential question of "How can we help salmon come home?". Entries were judged by resident experts who looked for understandings of salmon and the different connections with ecosystems, watersheds, oceans and humans.

Select students of Ecole Christine Morrison Elementary created a video project mapping the journey of the salmon. The video was filmed in three languages, Halq'emeyem, English and French. The message was, "That if Salmon had a voice, they would call for help and say, 'we are in danger!' Salmon are so much more than just fish. Salmon need clean water and we want Salmon forever." Congratulations for receiving the \$500.00 award for the "Best Primary School" submission!





Local Elder and salmon advocate, Eddie Gardner teaches respect for the salmon.



Local Elders Lolehawk and Eddie Gardner lead the students in song and dance.

Professional Development Learning Opportunity – Jo Chrona

Jo Chrona, Ganhada (Raven) of Waap (House) K'oom of the Kitsumkalum First Nation, is an educator with over 20 years experiences teaching in both the K-12 and post-secondary systems in British Columbia, working as a Policy Analyst, an Advisor to the BC Ministry of Education, and serving as a Faculty Associate in a BC Teacher Education Program. In addition to teaching, Jo has also been involved in Indigenous Education, curriculum and resource development and writing, professional learning through inquiry networks,

literacy development and in the transformation of the revised curriculum. With FNESC, Jo helped create the First Peoples’ Principles of Learning (FPPL). Her message to a large group of SD75 educators, was to go “Beyond the Poster” and to collectively discover truths to these questions:

- What do our schools and classrooms look and sound like when they are grounded in the FPPL?
- How can we use the FPPL as a framework for our work to support an equitable education system for Indigenous learners?
- What assumptions do we need to challenge in order to do this work?
- What does it feel like for students? For families? For you as an educator?
- What is your personal/professional role in this transformation?



Giant Indigenous Traditional Territories Map

Last November, Silverdale Elementary students and staff engaged in some powerful interactive learning. Indigenous Mentor Teacher, Peggy Janicki, a BCTF facilitator, brought Canadian Geographic’s Indigenous Peoples Atlas of Canada Giant Floor Map to Mission. This 8m x 11m Giant Floor Map is a resource to help understand the ‘past, present and future of Indigenous Peoples in Canada’ (Source: Canadian Geographic). It shows the traditional territories of Inuit, First Nations, and Métis peoples. It includes original place names, residential school locations, language groups, and the land cover. No colonial borders are featured.

Silverdale's Teacher Librarian, Angela Bout, along with Peggy and Jennifer Lane from Curriculum, collaborated with teachers to plan activities for every class. They were joined by Halq'eméylem Cultural Worker, Pipte, and Aboriginal Liaison worker, Joe Kelly to bring about this learning for the entire school. This initiative provided opportunities for students and staff to view Canada, and the Indigenous peoples of Canada through a new interactive lens. (Source: Curriculum Connections SD75, Jennifer Lane).



Students self-locate on the giant map.





Peggy Janicki, Indigenous Mentor Teacher, instructing Silverdale students about the giant map.

Potpourri of Indigenous Learning Opportunities

Schools offered a variety of Indigenous Learning Opportunities for students and their families, SD75 staff, Trustees and other community members. Siwal Si'wes is fortunate to have such diverse students and staff, with unique talents and gifts.



Students enjoy a game with a giant ball at IYAQT Indigenous Transition Days, October 2018...



...while Elder Siyamiyateliyot and Staff try to stay warm while enjoying observing the students.



Students participate in drumming at the Strengthening the Circle Youth Leadership Conference, November 2018.



Nigel Lapointe delicately paints a ceiling tile to be displayed at MSS.

Metis artisan and jigger, Lisa Shepherd, shares her wisdom and knowledge about the Metis culture with Silverdale students.





In November 2018, Judy Cathers was honoured for the good work she has done in SD75, particularly at École Christine Morrison Elementary. Here, she stands with local Stó:lō Elders Lolehawk and Siyamiyateliyot.



A student of École Heritage Park Middle School places her glass bead onto the Indigenous art mosaic legacy project.

And the final project!





Cherry Hill Elementary presented a school-wide art expo based on the works of Canadian artist Ted Harrison, who worked closely with Indigenous peoples of the Yukon.

Windebank Elementary honours Squamish artist Peter Gong, with his Seven Sacred Teaching carvings.





ESR Teachers enjoy making their first drum, with the guidance of Aboriginal Liaison Workers, Jennifer Sherif and Jennifer Snow.

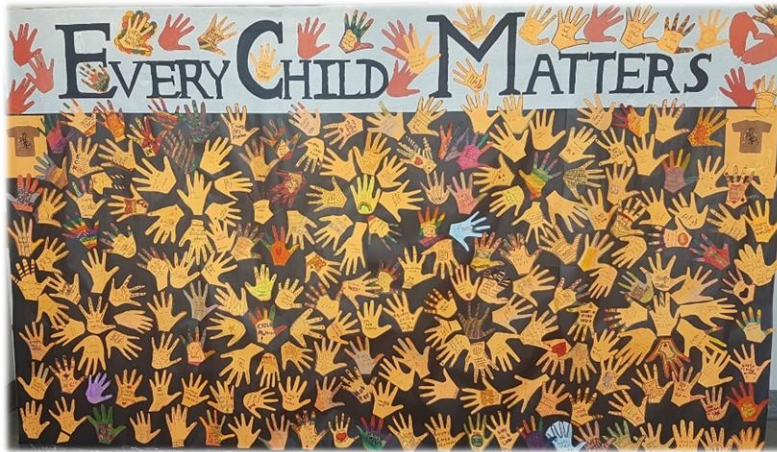
West Heights Community School honours Peter Gong for his work with the bear mask he carved.



In June, Larry Jepsen, former Teacher, Vice-Principal, Principal and Assistant Superintendent of SD75 was honoured for the many years of good work, care and concern for students, families and staff. He poses here with Shelley Carter, Trustee.

Theme 3: Meaningful Contributions

Create empowering opportunities for students to grow as individuals and prosper as a part of a community



Goal 3:

Increase Aboriginal student involvement in extra-curricular and/or leadership activities.

Rationale:

Empowering opportunities and meaningful contributions are the cornerstones of enhancing the educational experience for students in a way that leads to a purposeful graduation with skills for the future. Empowered students feel they have the independence to make their own choices and thus to acquire the skills, wellness, confidence and self-reliance necessary for success in life.

Performance Data:

- Increase the percentage of students reporting they are involved in extra-curricular or service activities on SD75 Indigenous Student Connectivity Survey.

I participate in extra-curricular at school.

School Year	# of Grade students K - 12	% of students K - 12 reporting Always or Often
2015-2016	1003 surveyed	52%
2016-2017	1029 surveyed	51%
2017-2018	1045 surveyed	48%
2018-2019	1081 surveyed	49%

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

I do good things for others.

School Year	# of Grade students K - 12	% of students K- 12 reporting Always or Often
2015-2016	1003 surveyed	75%
2016-2017	1029 surveyed	76%
2017-2018	1045 surveyed	78%
2018-2019	1081 surveyed	82%

Stories to Share for Meaningful Contributions

“Stuff the Stockings” Service Work

In December 2018, Indigenous Leadership students from MSS and HPMS gathered together to “stuff the stockings”. A variety of non-perishable items, such as toothpaste, toothbrushes, soaps, perfume, creams and hot chocolate were placed in the stockings for men and women facing personal challenges such as homelessness and addictions. What a wonderful act of generosity!



The students and staff huddle together with their stockings for a photo op.

The stockings are boxed up and ready to be shared!



Winter Heat Service Work

Every year, elementary, middle and high school students work together to collect non-perishable food items and make giveaways for local Indigenous families, community members and Elders. The food is collected at the schools and then brought to the Mission Friendship Centre. Staff and students, along with community members share a delicious meal of Indigenous tacos together, then participate in the giveaways. Everyone goes home with something! The food items are stored until mid-January where they are then arranged into hampers and delivered to those in need.



The table of giveaways and prizes

RESPECT & the BUFFALO/BISON



For 2018/2019, the Elders chose RESPECT as the focused Sacred Teaching. The Buffalo represents and teaches us RESPECT. Respect is the condition of being honoured and encourages living harmoniously with a sense of balance.

The Buffalo, through giving its life and sharing every part of its being, showed the deep respect it had for the people. Since time immemorial, Indigenous peoples have sustained their lives through the Buffalo in terms of food, clothing, shelter, utensils and tools. They believe themselves to be true caretakers of the great herds and have developed a sustainable relationship with the Buffalo resulting in a relationship that was a true expression of reciprocal respect.

This artwork was created by local artist Peter Gong. The buffalo is on the prairie, surrounded by a medicine wheel. The medicine has Coast Salish and form line design representing First Nations west coast cultures. Student Artists from MSS worked collaboratively during their free time to create a mixed media buffalo/bison art piece.

“Do not waste. Use all things wisely. Never take more than you need and always give away that which you do not use. And treat others as you would have them treat you, respectfully. Learn respect and learn balance. What goes up will come down. What you do for others will be done for you. What you give away will always come back to you in the One Circle.”

– David Bouchard, Seven Sacred Teachings



MSS Student Artists created this buffalo/bison from mixed media.

Transition to Adulthood – Graduation

As part of the regular graduation and convocation ceremonies, Ecole Mission Senior Secondary opened the day with drumming and singing from the newly formed Indigenous drum group. The group drummed and sang the Women’s Warrior Song to the audience.

Additionally, Fraserview & Summit Learning Centres commissioned the work of Zac Gabriel, student artist from Leq’a:mel who makes cedar roses. Each graduate was gifted a rose, which they wore on their graduation robe as walked in procession, led by Chief Johnny Williams.



Cedar graduation rose crafted by Student Zac Gabriel

The inclusion of Indigenous culture in the Grade 12 graduation ceremonies was a great honour.

Drummers and singers at the MSS Convocation



Chief Johnny Williams leads the Fraserview and Summit Learning Centres Graduation Ceremonies.



Theme 4: Looking to the Future

Ensure all students are preparing for change and making successful transitions.

Goal 4:

Increase Indigenous student success and preparedness.



Sq'ewlets Dancers perform at Literacy in Motion

Rationale:

Students are prepared for the next steps when they have set goals, made plans, experienced mastery in their course work and have had the experiences necessary to prepare them for the next transition. The better prepared our students are for the next level the greater the likelihood of sustained success and completion of school with skills and options for the future. FSS and district data shows that student academic success rates begin to decrease after Grade 4. Our provincial level data shows that our student grade to grade transition rates begin to decrease through middle and high school leading to lower completion rates. Unfortunately, recent years indicate a negative trend in this area. Addressing this downward trend will be a key focus for the district in the years ahead.

The district has two transition objectives specifically for Indigenous students, which are as follows: Improve the successful transition of Indigenous students each year from Grade 7 to grade 12 and improve the percentage of Indigenous students earning a Dogwood Diploma within six years from the time they enter grade 8. Our goal is about enhancing this work and providing the value-added experience so that our students thrive in these transitions, as well as, beyond high school completion. Information from our community input meetings and student and parent surveys expressed a desire to increase support to students in their learning so they can experience the necessary success in their classes to continue to the next level and feel prepared when they get there.

Performance Data:

Data is presented here with 5-year performance targets that will be monitored annually.

There were few Grade 12 students who participated in the Ministry Student Learning Survey, which had an impact on the results. This indicates that there is a need to increase the number of students participating in the survey so as to strengthen the validity of the results.

- Increase the percentage of students in Grades 7, 10 and 12 reporting that school is supporting them during transitions and when moving into a higher grade as reported in Ministry Student Learning Survey results.

At school, I feel well-supported when moving to a higher grade.

School Year	Grade	Indigenous	Non- Indigenous
		Agree or strongly agree	Agree or strongly agree
2018-2019	Grade 12	61%	71%
	Grade 10	50%	49%
	Grade 7	32%	59%

- Increase the percentage of students in grades 10 and 12 reporting that school is preparing them for post-secondary education (for example, college, university, trade school) as reported in Ministry Student Learning Survey results.

Grade 10 Results:

Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?



Indigenous

Non-Indigenous

School Year	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
		#	%		#	%
2014/15	52	25	48	258	117	45
2015/16	-	-	-	-	-	-
2016/17	18	6	33	84	24	29
2017/18	36	15	42	140	46	33
2018/19	19	6	32	60	20	33

Grade 12 Results:

Indigenous

Non-Indigenous

Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?



School Year	Indigenous			Non-Indigenous		
	Gr 12 Respondents #	All of the time or many times #	%	Gr 12 Respondents #	All of the time or many times #	%
2014/15	37	12	32	200	57	29
2015/16	-	-	-	-	-	-
2016/17	13	5	38	89	12	13
2017/18	12	3	25	70	21	30
2018/19	7	0	0	24	6	25

- Increase six-year completion rate of Aboriginal students as reported in the How Are We Doing Report (2018/2019).

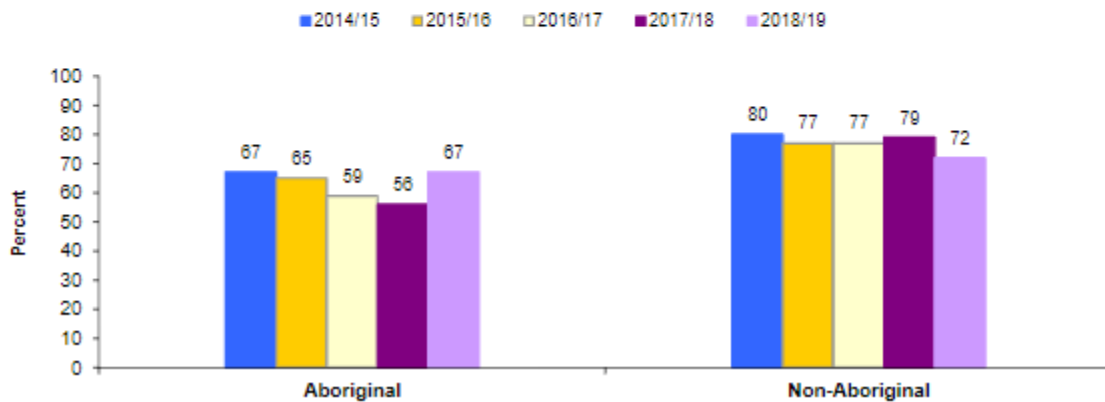
SIX-YEAR COMPLETION RATE, 2014/15 - 2018/19

The six-year completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation within 6 years, adjusted for outmigration. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2014/15	67	64	72	80	76	84
2015/16	65	77	56	77	81	72
2016/17	59	55	63	77	84	70
2017/18	56	61	53	79	80	78
2018/19	67	73	63	72	74	69

Six-Year Completion Rate: Aboriginal/Non-Aboriginal



- Increase achievement rates in FSA tests (results shown are only Reading Comprehension results).

Grade 4 Reading Comprehension Results:

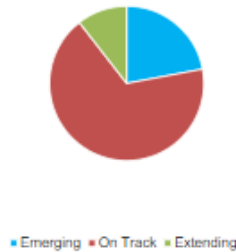
GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	72	83	32	44	35	49	5	7
2015/16	63	82	22	35	40	63	1	2
2016/17	61	73	21	34	38	62	2	3
			Emerging		On Track		Exceeding	
2017/18	60	72	23	38	34	57	3	5
2018/19	81	79	23	28	52	64	6	7



GRADE 4: NON-ABORIGINAL

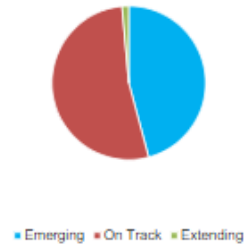
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	296	93	78	26	202	68	16	5
2015/16	321	91	80	25	216	67	25	8
2016/17	329	87	80	24	227	69	22	7
			Emerging		On Track		Exceeding	
2017/18	302	76	95	31	183	61	24	8
2018/19	304	80	67	22	205	67	32	11



Grade 7 Reading Comprehension Results:

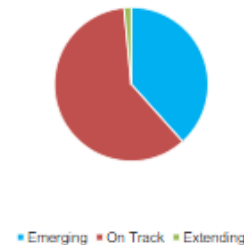
GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	78	83	30	38	45	58	3	4
2015/16	71	84	22	31	47	66	2	3
2016/17	72	88	24	33	43	60	5	7
			Emerging		On Track		Exceeding	
2017/18	76	81	22	29	52	68	2	3
2018/19	72	86	33	46	38	53	1	1

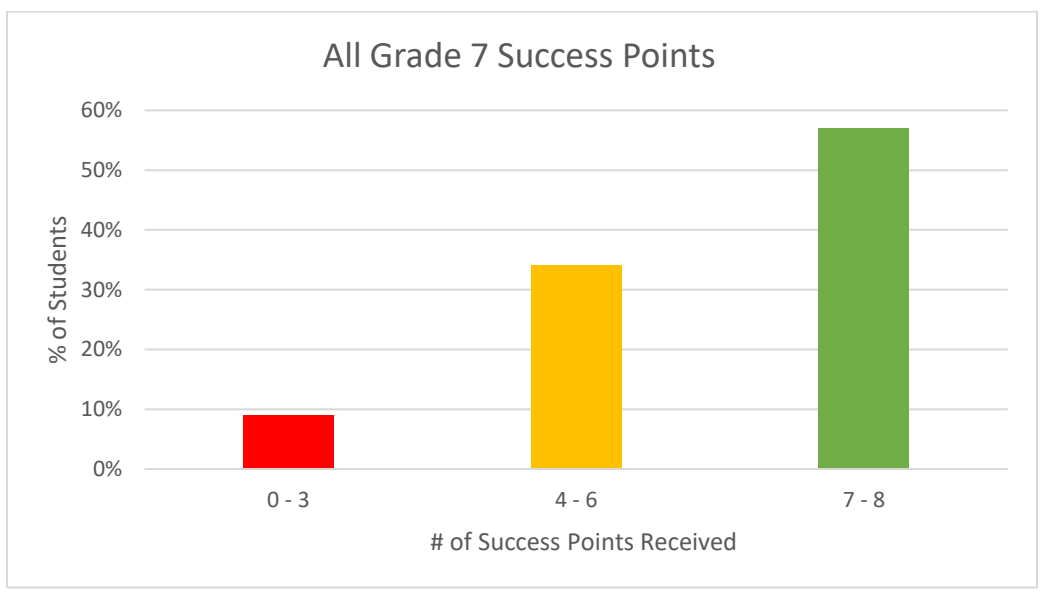
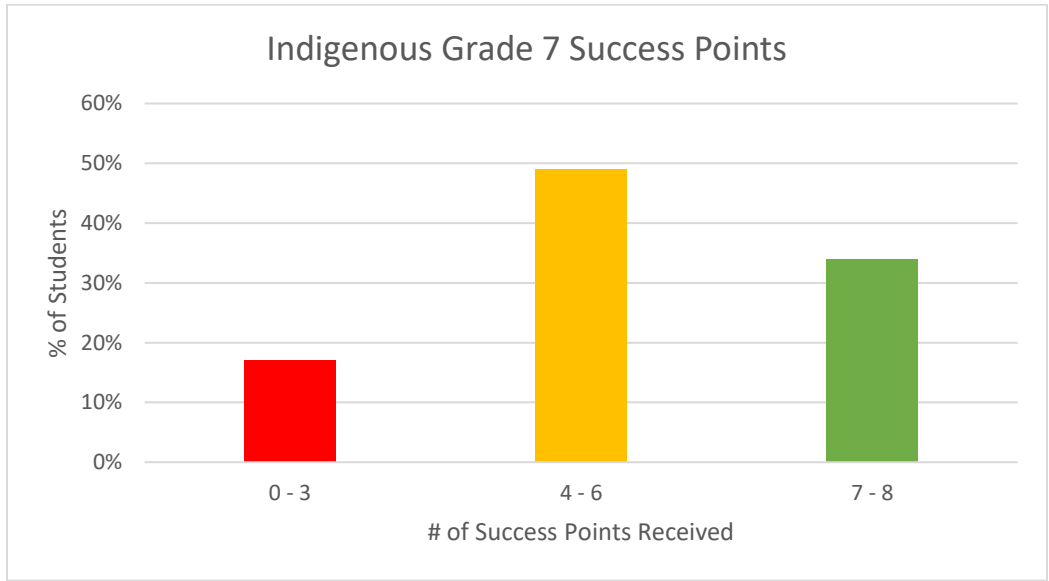


GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2014/15	297	88	93	31	193	65	11	4
2015/16	328	93	100	30	205	63	23	7
2016/17	324	88	86	27	209	65	29	9
			Emerging		On Track		Exceeding	
2017/18	306	89	102	33	194	63	10	3
2018/19	331	90	127	38	199	60	5	2

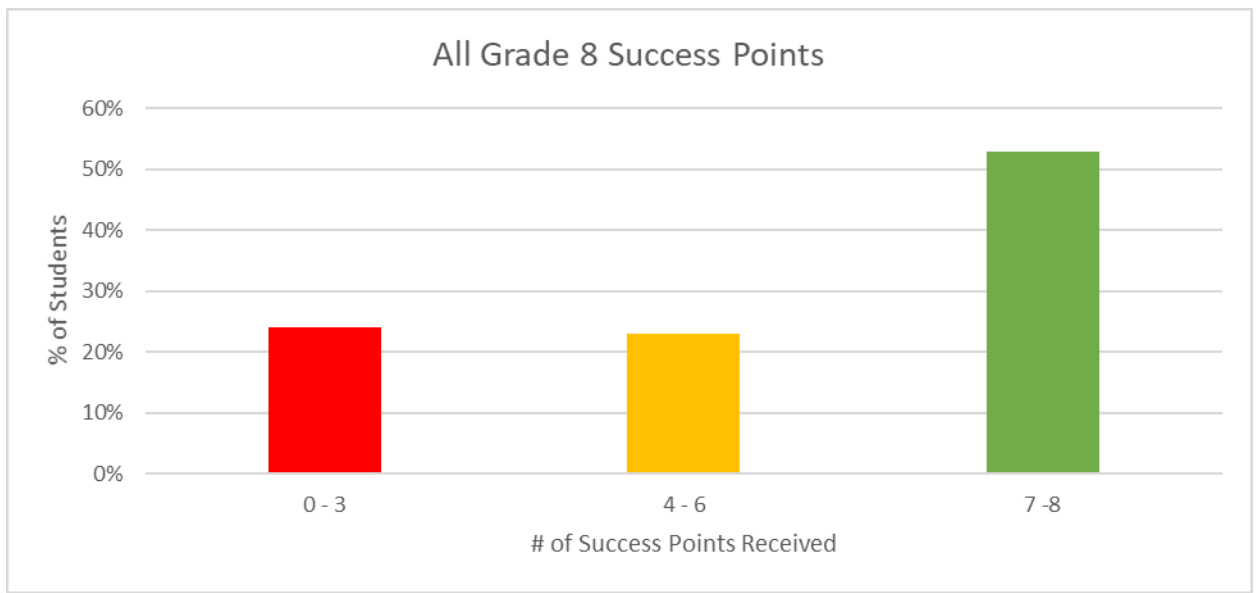
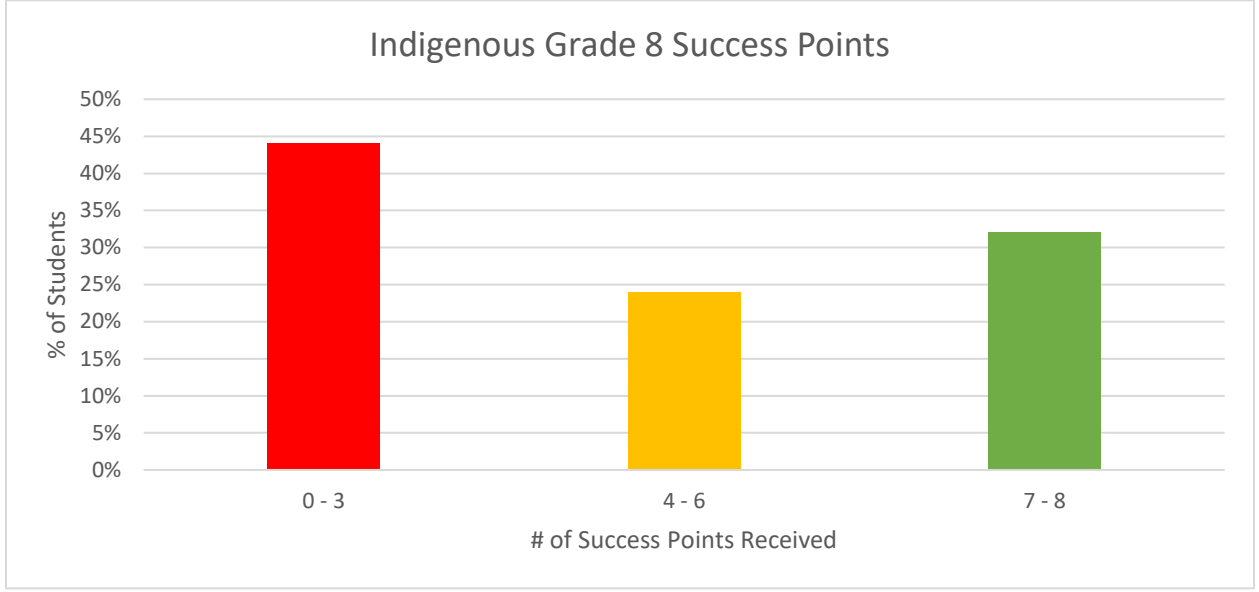


- Increase the achievement and success rates of Indigenous students. Students receive success points based on achievement in core courses (see below). *This is baseline data based on District Student Success Data Results.*



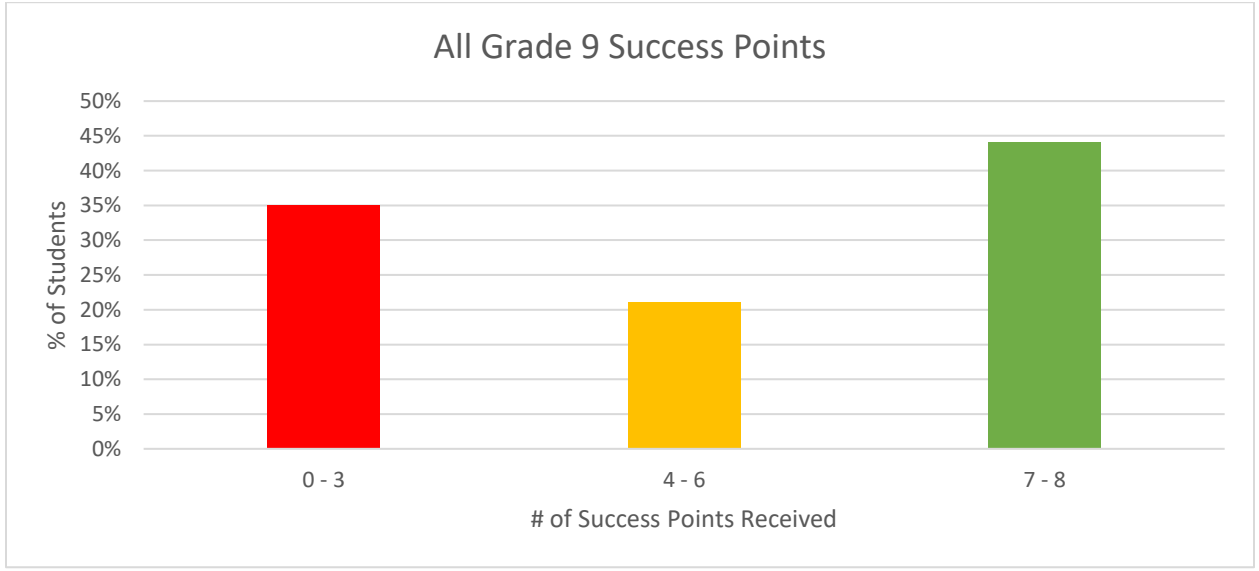
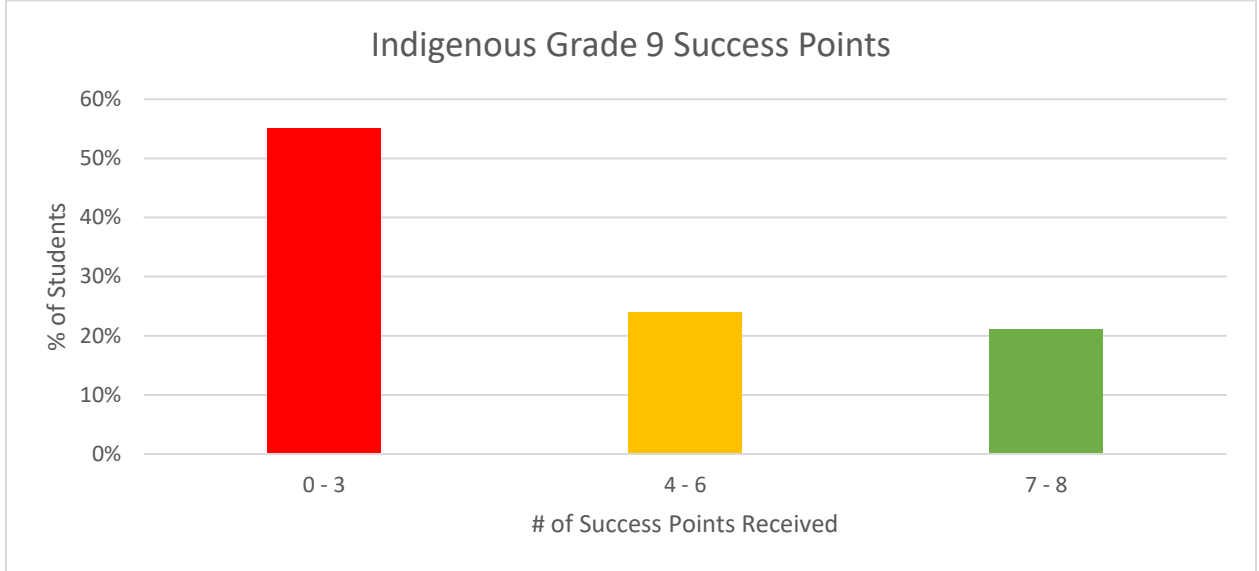
COURSES REQUIRED
ENGLISH 6
MATH 6
SCIENCE 6
SOCIALS 6

MARK	POINTS
C-, SG, NM, I	0
C+, C	1
A, B	2



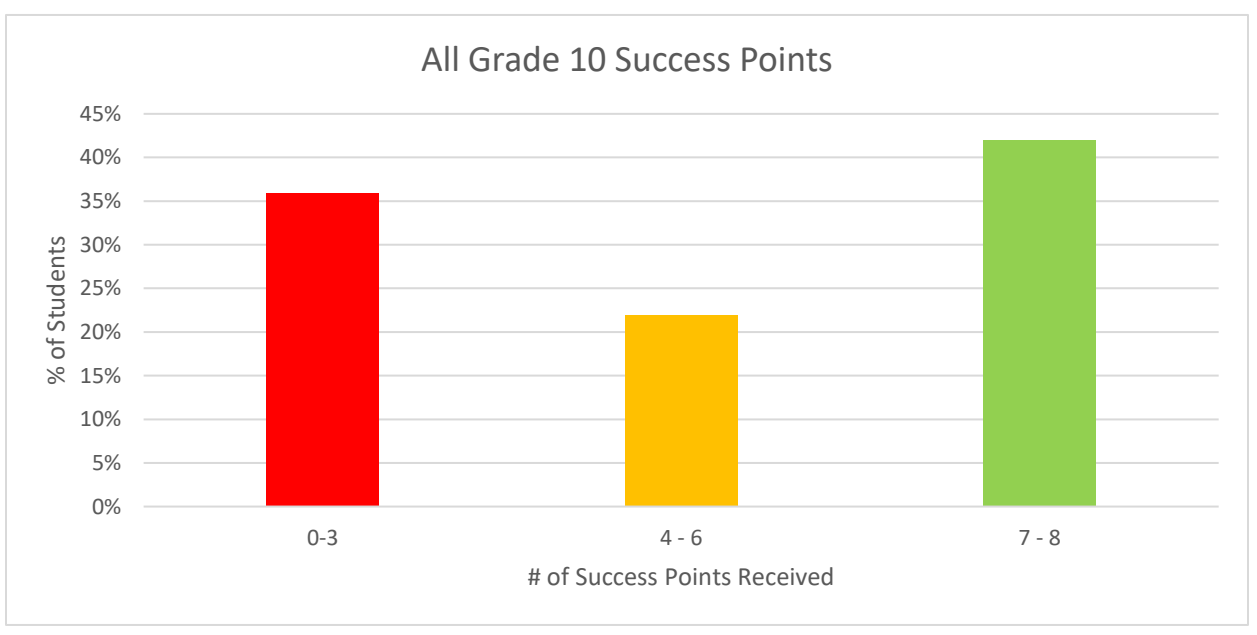
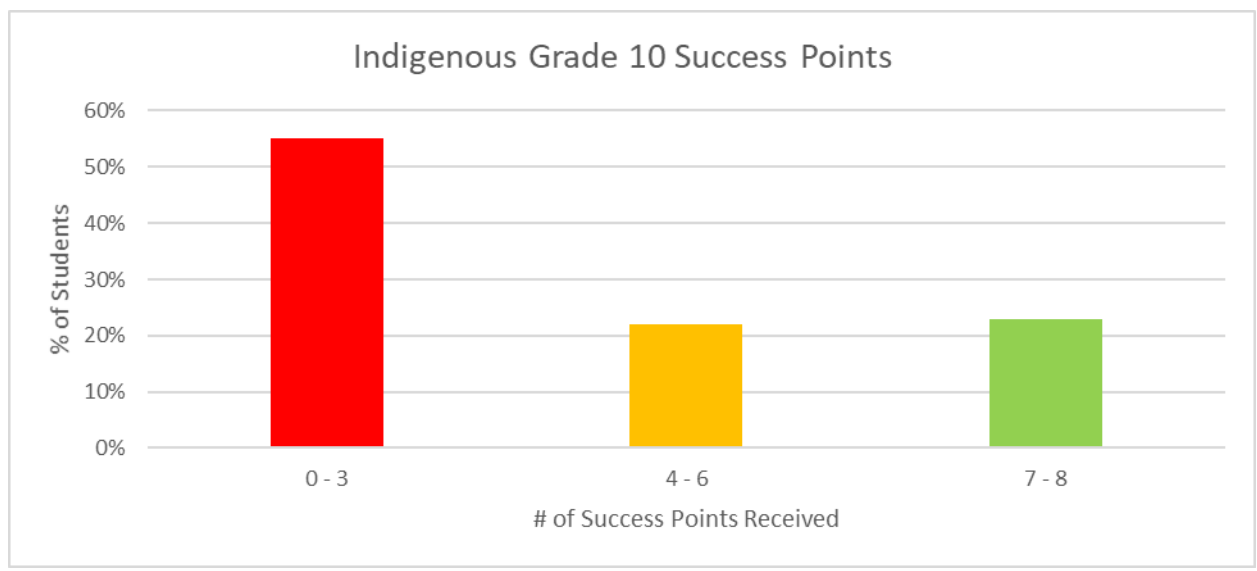
COURSES REQUIRED
ENGLISH 7
MATH 7
SCIENCE 7
SOCIALS 7

MARK	POINTS
0% - 59%	0
60% - 72%	1
73%-100%	2



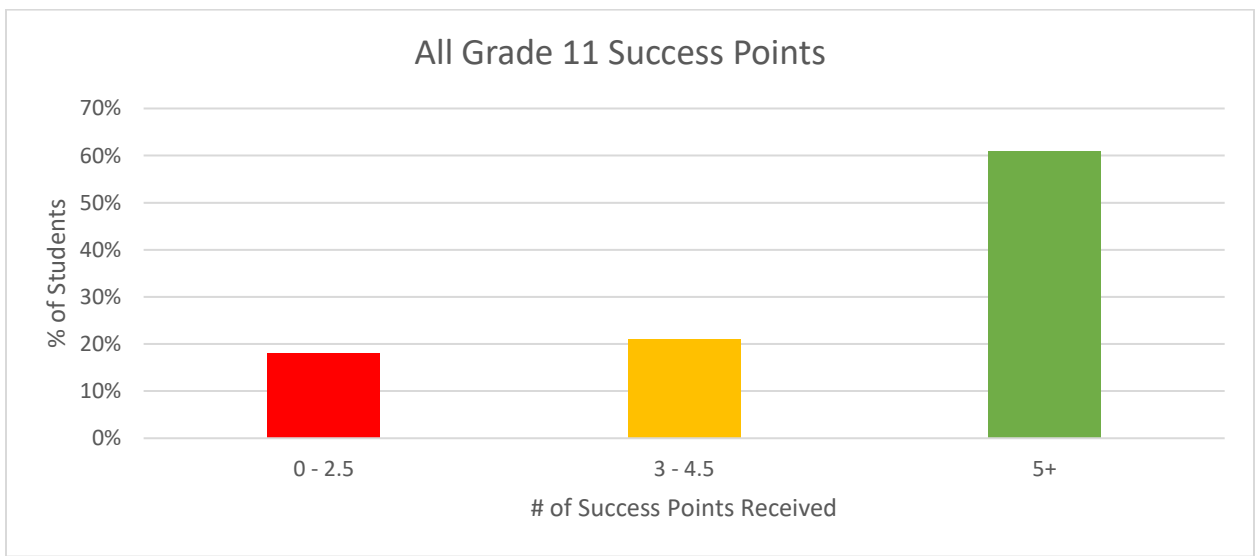
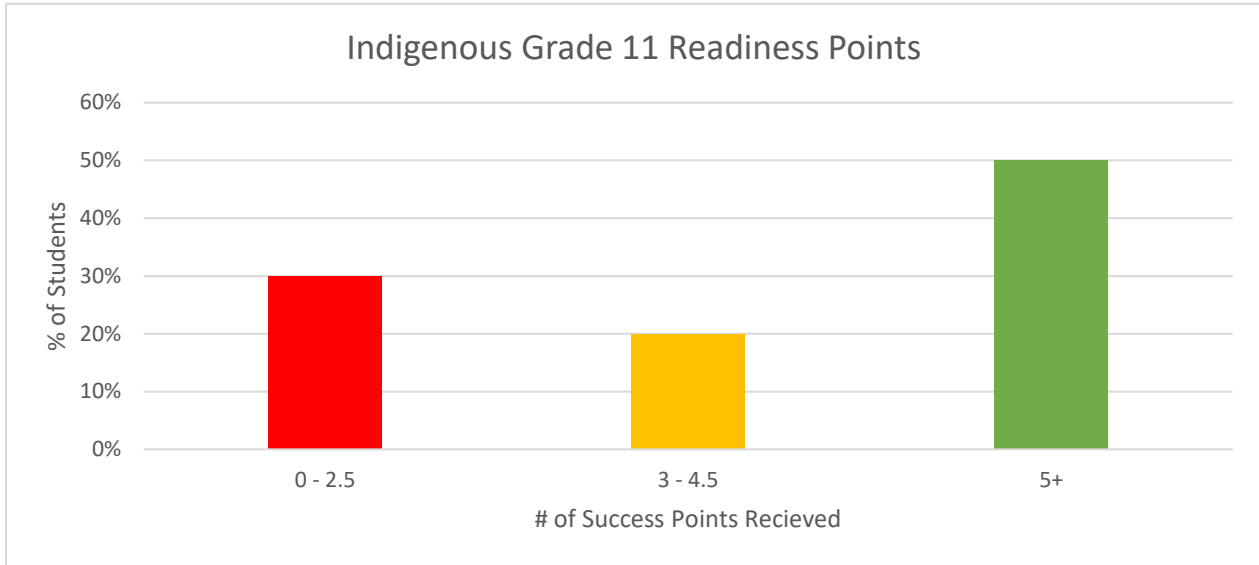
COURSES REQUIRED
ENGLISH 8
MATH 8
SCIENCE 8
SOCIALS 8

MARK	POINTS
0% - 59%	0
60% - 72%	1
73% - 100%	2



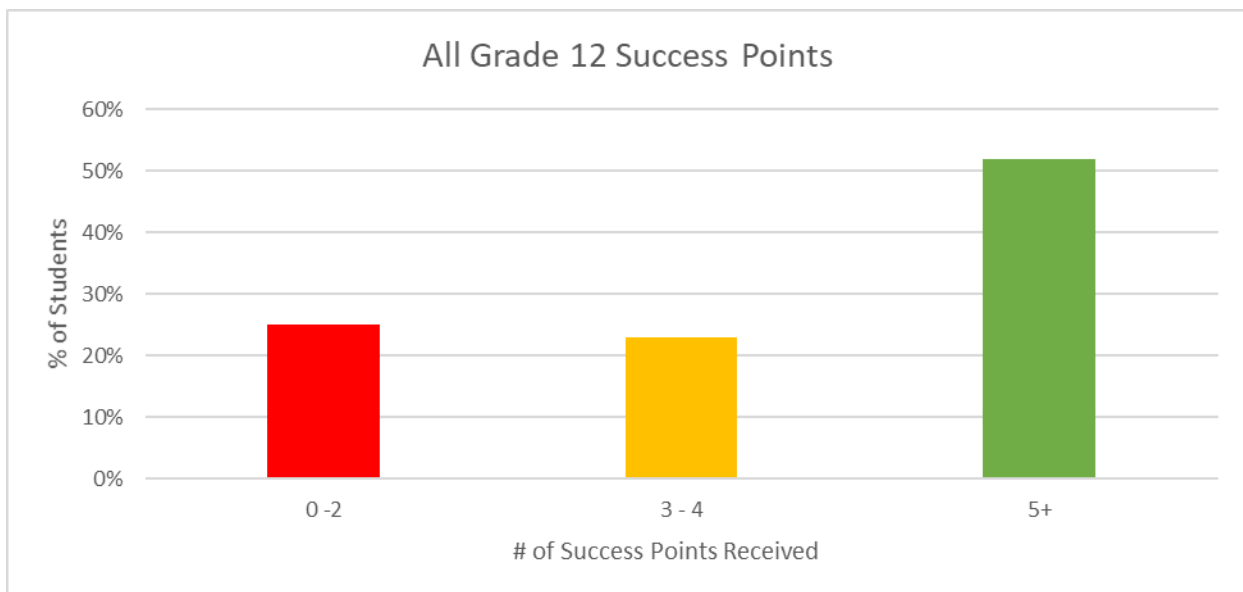
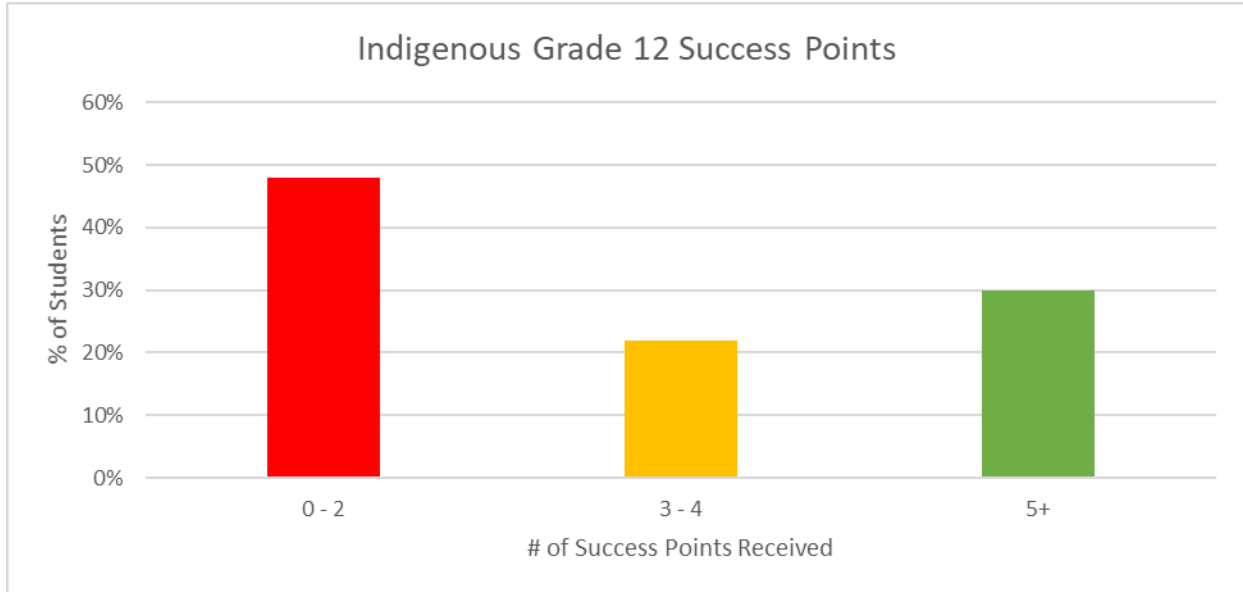
COURSES REQUIRED
ENGLISH 9
MATH 9
SOCIAL STUDIES 9
SCIENCE 9

MARK	POINTS
0% - 59%	0
60% - 72%	1
73% - 100%	2



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

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

Stories to Share for Looking to the Future

New Relationship Trust Early Learning Grant

In the Spring, the Vice-Principal of Siwal Si'wes applied for a grant through the New Relationship Trust Foundation. We were awarded \$5000.00 for our grant proposal, which focused on Early Learners and Summer Reading Loss, targeting Indigenous Kindergarten students heading to Grade One in the fall of 2019.

We created Summer Literacy & Numeracy Learning Packages and included items such as information and teachings for parents on supporting their child's learning, wellness, social and emotional well-being, the Medicine Wheel, the Buffalo (Respect) and the Mission local library. For students, we included the book, *You Hold Me Up*, written by celebrated Indigenous author, Monique Gray Smith, a keychain based on the Medicine Wheel, a nametag, scissors, pencils and pencil grips, crayons, a journal, Post-It Sticky Notes, a whiteboard & markers, alphabet flashcards, Kindergarten word flashcards, a deck of cards, foam dice and play dough.

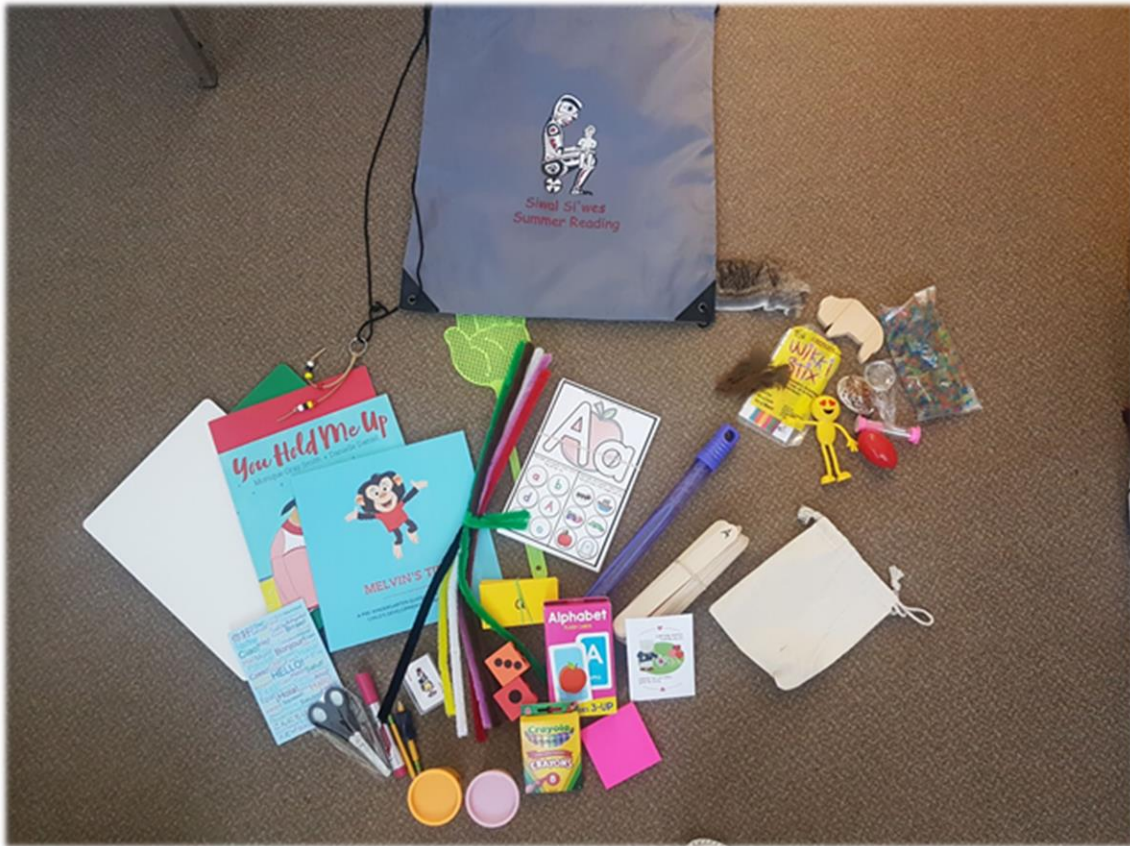
As we had also considered Social-Emotional Learning, and the fact that students learn best when they are emotionally balanced, we included a Calming Kit. This is inextricably connected to learning, especially the challenging task of learning to read and compute.

In total, we touched the lives of 65 students and their families (parents/caregivers and siblings). This project also created the space for conversation among our staff and community members about how best to serve young Indigenous learners. In addition to our hopes and intentions for the learners, the learning that occurred among the adults was an unexpected result of the project.





The completed kits, ready to be delivered to the students.



Following the Elders' Teachings

The Medicine Wheel teaches us that Elders are knowledge keepers, and it is through the knowledge of the Elders that we learn to love and grow as human beings as we walk upon this earth.

Stl'at'imx Elder Priscilla Wells and Cree/Metis Elder Bill Wells are well-known Elders in the community of Mission and now they are "celebrities" at MSS. Every Tuesday and Wednesday mornings, they spend the day conversing with Indigenous students of Mission Senior Secondary, sharing stories, knowledge and wisdom, and guiding them through their lives.

Priscilla was also invited as a volunteer with preschool children in the Strong Start program. Over the course of the year, Priscilla visited the Strong Start programs housed at Ecole Mission Central Elementary, Cherry Hill Elementary, West Heights Community School, Windebank Elementary, Deroche Elementary and Silverdale Elementary for a total of 12 times.



Stl'atl'imx Elder Priscilla Wells, Cree/Metis Elder Bill Wells, St'át'imc Elder Tixten (Agnes Giesbrecht) & Ska'tin Elder Mesisl (Herman Dan) spend time with youths at the Strengthening the Circle Youth Leadership Conference.

Stl'atl'imx Elder Priscilla Wells, Cree/Metis Elder Bill Wells, St'át'imc Elder Tixten (Agnes Giesbrecht) & Ska'tin Elder Mesisl (Herman Dan) spend time with youths at the Strengthening the Circle Youth Leadership Conference.

Priscilla and Bill stand with MSS Aboriginal Liaison Workers, Brittany O'Rourke, Robby Williams and Sukhi Pangli, along with Mr. Joe Heslip, former Principal of Siwal Si'wes at the Christmas meal.



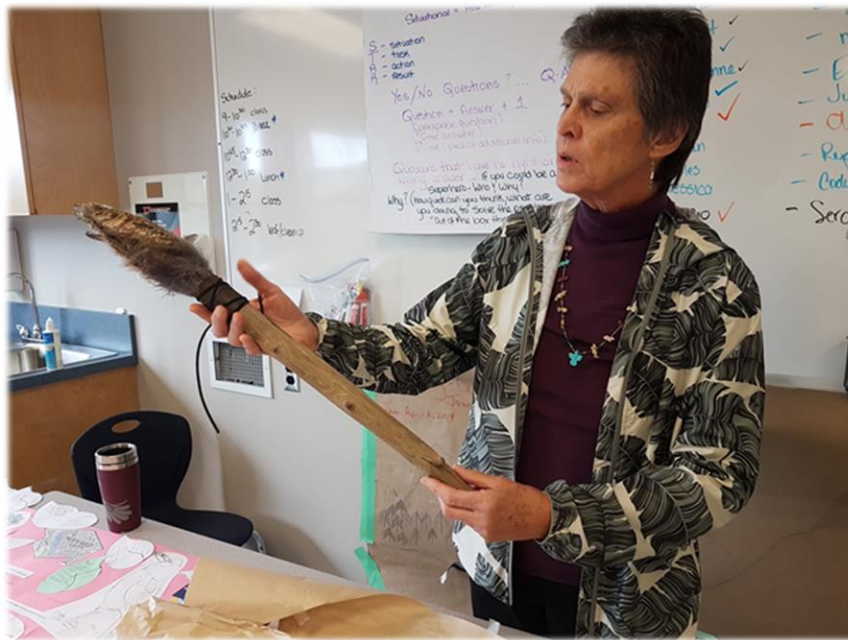
Elder Bill Wells is honoured as Metis by Rene Inkster at the Aboriginal Advisory Council.



Pathways to Employment and Lolehawk

Pathways to Employment is a 16-week partnership program between Douglas College and SD75. It is designed to prepare youth and young adults for a bright future in employment. With opportunities to explore personal and work-related skills and interests, career opportunities, develop an understanding of job roles, youth will also receive certifications to support success in the workplace. The program is designed to support individuals who may be graduating or have graduated with an Evergreen or Dogwood and experiencing multiple barriers to employment.

Sheri Montgomery, District Inclusion Mentor Teacher, approached Siwal Si'wes hoping to include an Indigenous Elder in the program. Lolehawk (Laura Buker) graciously accepted the offer and for the duration of the course, visited the students every Tuesday for a few hours. Lolehawk is a gifted storyteller, and sharing this gift with the students, she quickly became an integral part of the program. Thank you Lolehawk for your dedication, your encouragement, your wisdom, your humility and your exuberance for youth and their learning!



Lolehawk accepts a beautiful gift from Pathways to Employment instructor, Sharon Larson and the students in the program.



Proud Pathway Graduates!



Youth Transition Fair

In November 2018, Student Services and Siwal Si'wes teamed up to provide a Youth Transition Fair for SD75 students and families for all youths finding their way into adulthood. There were over 40 organizations participating in the event, from



the following sectors: Government & Finance, Arts, Culture, Sports & Leisure, Employment and Education, Health & Wellness, Support Services and Service Providers. Several Indigenous organizations were present as well, including, University of the Fraser Valley - Indigenous Student Centre, Stó:lō Aboriginal Skills & Employment Training Centre (SASET), Metis Nation BC, Fraser Valley Aboriginal Children & Family Services Society (Xyolhemeylh), First Nations Health Authority (FNHA), Fraser Health Aboriginal Health, I-SPARC (Indigenous Sport, Physical Activity & Recreation Council) and Nicola Valley Institute of Technology.

Approach to Implementing the Enhancement Agreement:

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 Enhancement Agreement "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 consult with parents and caregivers, families and aboriginal communities to ensure that we understand and can support one another in removing barriers and solving problems that may arise. It is very important that doors (and minds) remain open and that we express our concerns with a positive intent for resolving any differences.

Students 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 grandparents and other elders, siblings, aunts and uncles, cousins and all those whom we call 'family' can be crucial to the success of students.

Indigenous community, whether on- or off-reserve, 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 Aboriginal 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 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 are a reflection of the elders, students, staff, families, guests, and community engaged in the work within the school district. Not all stories could be featured in this document.

