



ANNUAL REPORT

2021-2022

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.*



As learning partners of Mission Public School District, we humbly work and learn on the Traditional, Ancestral, Unceded, and Shared lands of the Stó:lō people, of **Sq'éwlets, Leq'á:mel, Sema:th, Matheqwí** and **Qwó:ltl'el** First Nations, peoples of this land since time immemorial. We acknowledge members of Indigenous groups whose ancestors originated on traditional Turtle Island (lands now known as Canada) outside of Stó:lō territory and who currently reside on Stó:lō lands, and all Indigenous Peoples of Mother Earth.

Nous reconnaissons qu'en tant que partenaires d'apprentissage du conseil scolaire de Mission, nous travaillons et apprenons humblement sur les terres traditionnelles, ancestrales, non-cédées et partagées du peuple Stó:lō , des nations Sq'éwlets, Leq'á:mel, Sema:th, Matheqwí et Qwó:ltl'el, les habitants de cette terre depuis des temps immémoriaux.



Sq'éwlets



Leq'á:mel



Sema:th



Matheqwí



Qwó:ltl'el



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 Stat'limx Nation
- 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.



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

-Alicia Desjarlais, Student, SD75



The Story of Siwal Si'wes



In the late 1980's, 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 the 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 Trustees
- 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:

- represents 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 (and other initiatives by the Indigenous Department of the BC Ministry of Education)
- provide strong communication and connection with Band Councils and other Indigenous groups served by the District.

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-Alicia Desjarlais, Student, SD75



Who are the Indigenous Learners of SD75?

In 2021-2022, there were approximately 1176 self-identified learners of Indigenous ancestry (First Nations, Métis, and Inuit) who received supports from SWSW.

Indigenous learners account for 16.1% of the overall learner population in SD75.

The Indigenous learner population is diverse:

- Approximately 9.6% of the Indigenous learners in SD75 are Nominal Roll learners – meaning that they reside within local First Nations communities.
- Approximately 10% of Indigenous learners in SD75 live on-reserve and 90% live away from the reserve.
- Of the 1176 learners,
 - 31.8% self-identify as Metis
 - 0.34% self-identify as Inuit
 - 45.2% self-identify as Non-Status First Nations
 - 15.5% self-identify as Status First Nations and live away from home (away from the reserve)
 - 7.0% self-identify as Status First Nations and live on reserve





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 increased from 63% to 78%, however it is still below that of non-Indigenous learners (88%).
- 31% of all students on the Adult Dogwood track are Indigenous. This is a decrease from 48% from 2020-2021.

New Work:

- Employment of an Indigenous Student and Community Outreach Teacher (0.4 FTE) to provide service to Indigenous learners experiencing attendance barriers
- Professional learning opportunities focussed on Equity Centred, Trauma Informed Education, Reconciliation through Education, Privilege, and Implicit Bias for interested SD75 staff
- Anti-Racism and Anti-Oppression Training for all SD75 staff
- Workshop Series on *Mental Health through an Indigenous Lens* for Siwal Si'wes Staff
- Through COVID Special Purposes Funding (not Indigenous targeted funding), employed two 30 hour per week Indigenous Education Assistant temporary positions
- Led the community-wide event for the inaugural National Day of Truth and Reconciliation, a partnership between Siwal Si'wes (and SD75), SWSW Advisory Council (including Members of local Nations, Fraser Valley Metis Association, Mission Friendship Centre) and the City of Mission, with guest speaker Phyllis Webstad;
- Conferred with Stó:lō Nation with the work for the ground penetration radar at former St. Mary's Indian Residential School; created a list of resources for SD75 to increase understanding
- Equity built into Human Resources protocols
- Partnership with SASET (Stò:lō Aboriginal Skills & Employment Training), Steps Together Foundation – Financial Aid (bursaries) provided to Indigenous Learners
- Partnership with Buxton and Triangle (pre-employment and employment services)



Continuing the Work from Past Years:

- Continue with *Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity*, Equity Scan and inclusion of the Equity Scan in SD75's Strategic Plan
- Sacred teaching of **shxwlheq'lomet**, or wisdom taught to us by **sqelá:w**, the Beaver, highlighted through professional learning opportunities for all rightsholders
- Enhanced Storefront learning for Indigenous students residing in Mission and who either did not return to school for in-person learning or attended school on a limited basis due to the pandemic
- Maintenance and reconstruction of SWSW digital library for teachers, www.swswlibrary.com
- Human Rights exemption for Special Programs through the BC's Office of the Human Rights Commissioner with a committed to hiring peoples of Indigenous Ancestry
- Maintenance of developed K-12 residential school curriculum website, www.greatspirithand.com
- Policy reviews to ensure that the Indigenous perspective is included (Child Care Policy (approved), Stó:lō History, and the Halq'eméylem Language, Story, and Culture Policy (approved), Diversity, Equity, and Inclusion Policy (in progress))
- Continual upgrading of Aboriginal Information Management System (AIMS), tracking supports for Indigenous students
- Regular meetings with Indigenous School and District Staff and Education Coordinators from Leq'á:mel and Sq'ewlets Nations
- Indigenous Student Success Meetings at the middle and high schools, led and facilitated by the Indigenous Student Success Advocates
- Creation of Student Success Plans, MAPS and PATHS for select Indigenous students
- Halq'eméylem language instruction in elementary schools
- Inquiry based school funds and grant initiatives
- District Instructional Leader Teachers and Indigenous Mentor Teacher, advocacy for BCTF Standards #9
- Afterschool tutors and homework clubs
- Increased access to technology for Indigenous Students
- Increased access to Indigenous literature for all students
- Partnership with CYMH, Indigenous Mental Health Outreach Clinician



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.

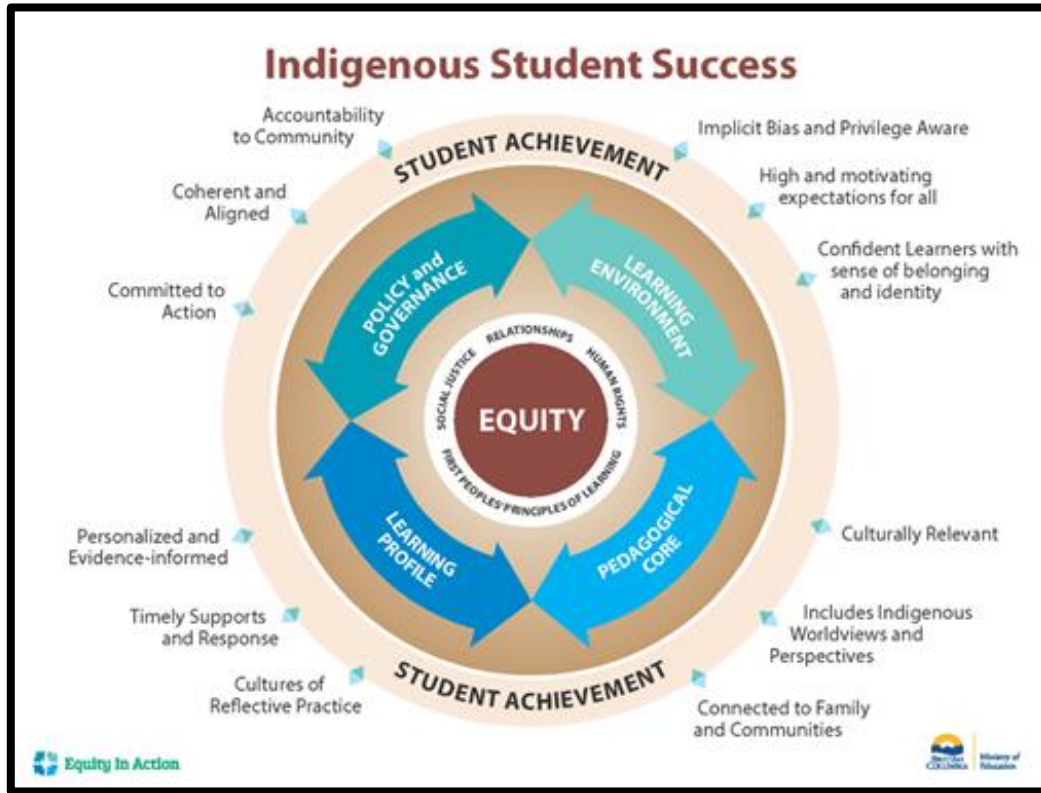
Four dimensions are explored in the Equity Scan process:

- **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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-Alicia Desjarlais, Student, SD75



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

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.”

This is a revised image (January 2023) of the original 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'ewlets, Leq'á:mel, Sema:th, Matheqwí and Qwó:lt'l'e'l 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; sqwalewel a good mind, good heart, and good feeling.



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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Performance Data:

Due to the low numbers of students participating in the Ministry Student Satisfaction Surveys 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 2022. Approximately 96% of all Indigenous students in SD75 completed the Siwal Si'wes Student Sense of Belonging Survey in Spring 2022. Additionally, you will notice the slight variation in numbers of students surveyed. This is due to error (some students missed some questions).

- Increase the percentage of Indigenous students who participate in the Ministry Student Satisfaction Surveys.

**No Data/Msk = Abbreviation for Mask, which indicates that the information has been suppressed to protect personal information. The Ministry Masking Policy is intended to prevent the possibility of associating statistical data with an identifiable individual. To protect the privacy of individuals, very small population numbers must be suppressed (masked) when the Ministry of Education reports or otherwise publicly releases aggregated data.*

School Year	Grade	# of Participating Indigenous Students	% of participating students (approximate)
2018-2019	3-4	82	99%
	7	70	88%
	10	20	25%
	12	9	11%
2019-2020	3-4	38	45%
	7	2	2%
	10	No Data/Msk	No Data/Msk
	12	No Data/Msk	No Data/Msk
2020-2021	3-4	49	51%
	7	57	74%
	10	No Data/Msk	No Data/Msk
	12	No Data/Msk	No Data/Msk
2021-2022	3-4	69	43%
	7	43	40%
	10	No Data/Msk	No Data/Msk
	12	No Data/Msk	No Data/Msk



- Increase the 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
2017-2018	1029 surveyed	90%
2018-2019	1045 surveyed	92%
2019-2020	1104 surveyed	85%
2020-2021	1008 surveyed	93%
2021-2022	1060 surveyed	93%

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

School Year	Total number of all cultural bookings/presentations, including Archery*
2017-2018	248
2018-2019	295
2019-2020	170
2020-2021	369*
2021-2022	398*

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

- Increase the number of students that express that they like going to school as reported on SD75 Indigenous Student Connectivity Survey. *NEW as of 2020-2021*.

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%



- Increase the 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
2017-2018	1045 surveyed	83%
2018-2019	1081 surveyed	82%
2019-2020	1104 surveyed	77%
2020-2021	1008 surveyed	79%
2021-2022	1058 surveyed	76%

- Increase the number of students that feel that they connect with Indigenous Staff at their school as reported on SD75 Indigenous Student Connectivity Survey. *NEW as of 2021-2022*

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%

- Increase the 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
2017-2018	1029 surveyed	84%
2018-2019	1045 surveyed	83%
2019-2020	1104 surveyed	79%
2020-2021	1008 surveyed	78%
2021-2022	1064 surveyed	77%



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

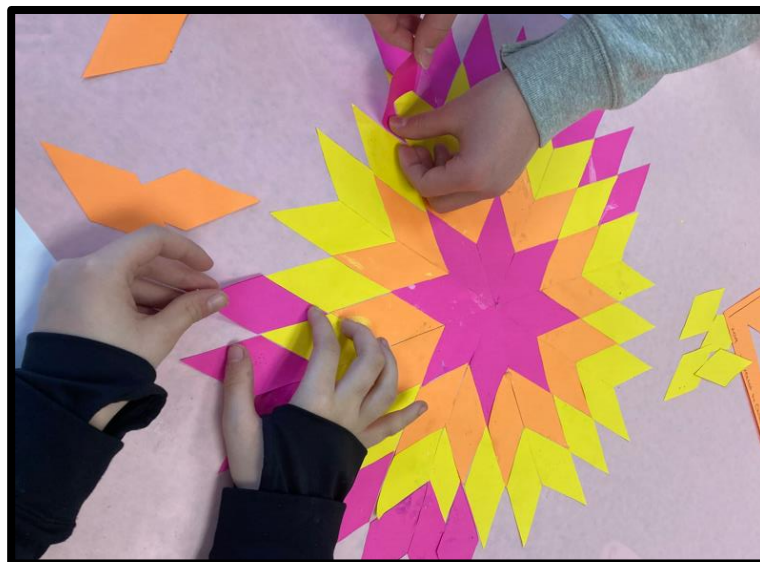
I feel like I have friends at school.

School Year	# of Grade students K - 12	% of students K– 12 reporting Always or Often
2017-2018	1029 surveyed	86%
2018-2019	1045 surveyed	91%
2019-2020	1104 surveyed	83%
2020-2021	1008 surveyed	86%
2021-2022	1061 surveyed	83%

- Increase the 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
2017-2018	1029 surveyed	78%
2018-2019	1045 surveyed	82%
2019-2020	1104 surveyed	76%
2020-2021	1008 surveyed	67%
2021-2022	1063 surveyed	69%



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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, Sqelá:w and Shxwlheq'lomet:

Each year, the Elders and Members of the Siwal Si'wes Indigenous Education Advisory Council choose, by consensus, the annual Sacred Teaching. For 2021 2022 school year, Sqelá:w (the beaver) and shxwlheq'lomet (wisdom) were chosen.

Sqelá:w carries the teaching of shxwlheq'lomet. The Creator gave sqelá:w large teeth and the knowledge of how to build. This has enabled sqelá:w to positively impact its environment and create a more sustainable world.

Sqelá:w uses their teeth to cut trees and build dams; in doing this they have a positive impact on their community (the nature around them), their family (who live in the dam), and themselves (by finding purpose and health in doing what they are meant to do). Sqelá:w represents shxwlheq'lomet because it utilizes its gifts in ways that promote wellness to itself and its family. Sqelá:w reminds us that we all have gifts and a purpose in this world. It is through the love of knowledge that we find shxwlheq'lomet. Shxwlheq'lomet is not to be confused with knowledge. Shxwlheq'lomet is gained experience and knowledge is to know the difference and accept responsibility and accountability. For example, when one pollutes the water, one does not break a human law, but the law of nature, which states that to poison the water, is to destroy oneself. Shxwlheq'lomet also means knowing what your limits are with respect to your body and the life around you.



Leo Rast, an elementary school-aged student from Albert McMahon Elementary created the design, which was then placed on bookmarks, orange t-shirts and pink t-shirts. Kwas'hoy Leo, for sharing your talent with the SD75 community!

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Policy Collaboration with Siwal Si'wes Indigenous Education Advisory Council and Nations:

Early in 2022, the Secretary-Treasurer and District Principal of Indigenous Education met to discuss SD75 policies in need of revision, and they were seeking input and feedback from an Indigenous perspective. We used the current Learning Resources Policy as template and guide, as it had already embedded Indigenous perspectives. The work began with the Child Care Policy. From that initial conversation the Secretary-Treasurer had asked to present at a SWSW IEAC meeting with the goal to engage with SWSW IEAC members to discuss and contribute to SD75 policies. Because of the time needed to fully discuss with Indigenous members, we realized a need for a SWSW IEAC Policy Working Group (monthly meetings), comprised of SWSW IEAC designates, the Secretary-Treasurer, Members of the Board and District Principal of Indigenous Education. The policies are reviewed and revised together, and then presented to the SWSW IEAC Large group meeting.

So far, we have received input from Indigenous Advisory members on the following policies:

- Child Care Policy (*approved*)
- Stó:lō History, and the Halq'eméylem Language , Story, and Culture Policy (*approved as of September 2022*)
- Diversity, Equity, and Inclusion Policy (**in progress**)

We will continue this work in the 2022-2023 school year and include the Safe & Caring Schools Policy.

Partnerships to Employment & Post-Secondary

Buxton Consulting Ltd. offers an extensive variety of Employment and Pre-employment services; Vocational Assessments; Career Planning Assistance; and Vocational Rehabilitation Services throughout the Fraser Valley. Buxton staff personalize clients' experience whether it is to find employment, become more employable, gain knowledge about transferable skills, vocational interests, and personality factors, learn about educational and training opportunities, or to achieve positive community attachments. This program is geared for young adults that may need more extensive one-to-one support. This program is offered to students 17+ years old.





Triangle Futures for Youth Program: Reaching Independence Through Employment supports Youth aged 15 to 30 years old with flexible and holistic services to gain the confidence, skills and experience needed to find and sustain meaningful employment.

The Futures for Youth R.I.T.E. (Reaching Independence Through Employment) Program provides a supportive environment for young Canadians aged 15 to 30 to learn life and employability skills, discover their interests, and obtain the training and paid work experience to successfully find and sustain meaningful employment. Youth are provided with a living allowance during the six-week workshop series and other supports as needed while gaining the confidence, skills, and experience necessary to be successful in employment. This program is geared to young adults that wish help finding a career path.



So far, fourteen Indigenous learners in SD75 are connected with either Buxton or Triangle, providing them with skills, confidence and the courage to see what is positive and possible for them and their lives.

Steps Together Foundation provided five Indigenous learners with 2000\$ bursaries to support them with tuition and supply costs while they attend a Riverside College. Steps Together Foundation has also donated food hampers to Siwal Si'wes, which are dispersed to Indigenous families.



Siwal Si'wes appreciates the support from each of these organizations, in building better futures for Indigenous youth.

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Addition of Sema:th First Nation in Land Acknowledgement

Due to a historic agreement made between Leq'á:mel, Sema:th (Sumas), Matheqwí (Matsqui) and the provincial government, in July 2021, Siwal Si'wes and Members of the Siwal Si'wes Indigenous Education Advisory Council reached consensus to revise the current territory acknowledgment in May 2022.

"The agreement is unique in that it brings together First Nations, the Province, and the local government. Under the agreement, the Province will transfer approximately 60 hectares of Crown land to the LMS Society, which represents the three First Nations (Leq'á:mel, Sema:th and Matheqwí). The lands will be subdivided to create a park parcel of approximately 50 hectares, which will be leased to Mission to manage for public use as a community park and recreational area, and two development parcels, to be developed by the First Nations to support much-needed housing in the area and increase economic and social opportunities."



-image taken from Sumas First Nation (<http://www.sumasfirstnation.com/>)

Here is the new version of SD75's Land Acknowledgment:

Mission Public School District is located on the traditional, ancestral, unceded and shared lands of the Stó:lo people, which includes Sq'éwlets, Leq'á:mel, Sema:th, Matheqwí and Qwó:ltl'el First Nations.

We have been told that it is important to name the Nations in the order as listed above with, the Nations should be named geographically, starting from the east and moving to the west towards Mission.



Collaborative Weaving Project

This beautiful weaving, by Ang George, of Tseil-Waututh First Nation, and an apprentice-weaver, Caitlin Aleck. It highlights SD75 to be *in relationship* with Stó:lō communities outside of their local First Nations.



The weaving initiative was headed by SD33 Teacher, Rick Joe who is also on the Dan Milo Memorial Longhouse Society of Sq'ewqéyl First Nation (Chilliwack) and by the Indigenous Mentor Teacher in SD75, Peggy Janicki. The grant was made available through The National Indian Brotherhood Trust Fund. Grant objectives were to create two Salish Weavings (the other weaving is at University of Fraser Valley, Abbotsford Campus), respective curriculum, host an unveiling ceremony, and loan the weaving to SD75 with conditions that it would be used as a tool to teach about Indian Residential Schools and that it would be used and stored in a safe manner.

The Secret Pocket Weaving held multiple extraordinary opportunities: it reaffirmed relations with surrounding Stó:lō families and community, worked with grants that are often outside of the educational scope, and created a dynamic and beautiful resource for staff and students.

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-Alicia Desjarlais, Student, SD75



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:

- Increase the 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
2017-2018	1029 surveyed	79%
2018-2019	1045 surveyed	82%
2019-2020	1104 surveyed	75%
2020-2021	1008 surveyed	75%
2021-2022	1041 surveyed	74%

- Increase the 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
2017-2018	1029 surveyed	82%
2018-2019	1045 surveyed	87%
2019-2020	1104 surveyed	82%
2020-2021	1008 surveyed	83%
2021-2022	1062 surveyed	82%

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-Alicia Desjarlais, Student, SD75



- Increase the 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
2017-2018	1029 surveyed	88%
2018-2019	1045 surveyed	89%
2019-2020	1104 surveyed	83%
2020-2021	1008 surveyed	86%
2021-2022	1069 surveyed	86%

- Decrease the 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	22	35	57	39%	22	100%	582	16%	3575
Middle	85	167	252	34%	56	66%	261	19%	1372
Secondary	12	60	72	17%	10	83%	271	20%	1369
Total	119	262	381	31%	88	74%	1114		6316



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- Improve 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, FNEC, FNHA, 2020).*

All Elementary Schools

Absences (Excused & Unexcused)

School Year	Total Indigenous students Grade K-6	18 or more days	30 or more days	More than 45 days
Sept 2021 - June 2022	582 Students	128 Students = 22%	106 Students = 18%	110 Students = 19%

INDIGENOUS GRADE 7-12 Attendance EXCUSED ABSENCES

School Year	Total Indigenous students Gr 7-12*	18 or more days	30 or more days	More than 45 days
Sep 2021- Jun2022	532	70 students = 13%	27 students =5%	12 students=2%

UNEXCUSED ABSENCES

School Year	Total Indigenous students Gr 7-12*	18 or more days	30 or more days	More than 45 days
Sep 2021- Jun2022	532	63 students = 12%	60 students =11%	71 students = 13%

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 4 to convert to days absent.

Fraserview reports daily absences

2021-2022 Was an exceptional year with respect to absences due to illness (COVID19) for a large portion of the student population in all schools across the district.



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

Siwal Si’wes Staff Increases

Indigenous Student & Community Outreach Teacher

We noticed a significant increase in the number of Indigenous learners experiencing mental health challenges and chronic absenteeism. To support learners having attendance barriers, we posted a teaching position for Indigenous Student and Community Outreach Teacher. Although we were unable to fill the full-time position, we were able to fill two part-time teachers, each at .2 FTE. We developed a referral process based on equity and an information pamphlet for families. The goal of this service is to ensure that Indigenous learners who are experiencing attendance barriers are able to return to school feeling safe and supported.

PURPOSE	SERVICE	ACCESS
<ul style="list-style-type: none"> ➤ The purpose of the Siwal Si’wes Indigenous Student Outreach Services is to enable Indigenous students to continue their education program while absent from school for periods during the school year due to temporary barriers to attendance, which may include but are not limited to illness and mental health challenges. ➤ Student is experiencing significant barriers to attending in-person learning. ➤ Siwal Si’wes Indigenous Student Outreach Services are <i>not</i> intended to serve students registered under the Home Education section of the School Act, those registered under Distributed Learning (Distance Education – Summit Learning Centre), or those registered with Hospital Homebound Services. ➤ The goal of Siwal Si’wes Indigenous Student Outreach Services is that the student will gradually return to in-person learning. 	<ul style="list-style-type: none"> ➤ Depending on various personal and familial factors, students receiving service from Siwal Si’wes Indigenous Student Outreach are encouraged to continue with an educational program as similar as possible to the program they receive in school. ➤ Classroom teachers maintain ongoing responsibility for coordinating the student’s educational program with the District Itinerant Indigenous Student & Community Outreach Teacher acting as liaison between the school and the family. ➤ Contact with the student will be on a regular basis, and of sufficient duration that the student is able to maintain their educational program to the extent that they are able. ➤ Regular contact between the District Itinerant Indigenous Student & Community Outreach Teacher, the District Principal of Indigenous Education, the School Principal, the Classroom/Course Teacher(s), School-based Case Manager (if one), and the Parents or Guardians is expected. 	<ul style="list-style-type: none"> ➤ Students eligible for education services with the District Itinerant Indigenous Student & Community Outreach Teacher include those with temporary barriers to attendance. ➤ Teaching and learning may be face-to-face onsite, at a pre-arranged location, through video conferencing or through digital messaging via email . ➤ A referral from the school in which the student is enrolled is required for this service. The referral is a one-page form signed by the Parent/Guardian, District Itinerant Indigenous Student & Community Outreach Teacher, School Principal, and the Referring Educator. ➤ Contact with the home will be made promptly once the referral has been received and approved by Siwal Si’wes Indigenous Education Department. ➤ The Siwal Si’wes Indigenous Student Outreach Services referral remains active for the current school year and the student can receive services on an as needed basis throughout the year. ➤ Space may be limited, depending on staffing and need.

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Indigenous Liaison Workers

Additionally, we increased the number of site-based Indigenous Liaisons Workers (ILW), which allows increased frequency and additional time of ILWs at some school sites.

Education Assistants

Through *Addressing Learning Impacts Funding*, we were able to hire two full-time Educational Assistants supporting Indigenous middle school students.

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, 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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Siwál Si'wes Library

Having a teacher-librarian that is consistently present at Siwal Si'wes Library with an attitude of positive high regard for students and colleagues has positive impacts. We receive feedback that it is a safe, calm, and welcoming space, and FLC students are beginning to visit and linger. We are moving forward with providing an authentic collection and increasingly able to meet requests with confidence that the stories are accurate, truthful and reduce further harm because they come from "own voice" perspectives.

To bring learning to staff and students of SD75 and to bring awareness to the investigation of potential unmarked graves and missing children at the former St. Mary's Indian Residential School, a blog post dedicated to 'Every Child Matters' was created. The blog post was visited over 1,100 times.

Posts & pages >	
Title	Views
Welcome	3,389
Planning	1,294
Every Child Matters	1,166
K-6 Report Card	816



In the fall, *Kevin Lamoureux* presented virtually to interested SD75 staff. Kevin is a well-known public speaker of Ojibway and Ukrainian ancestry, educator, scholar, and author. His book contribution, for *Ensouling Our Schools* co-written with Dr. Jennifer Katz, is being used by educators across Canada working to create inclusive spaces for all students. He is committed to reconciliation and contributing to an even better Canada for all children to grow up in. Kevin shared the complicated history between Indigenous Peoples and the land now known as Canada, but underneath it all, was a message of hopeful action.



He left us with the question, ***“What are we doing to feed the fire within us? And what are we doing to stoke the fire in others?”***

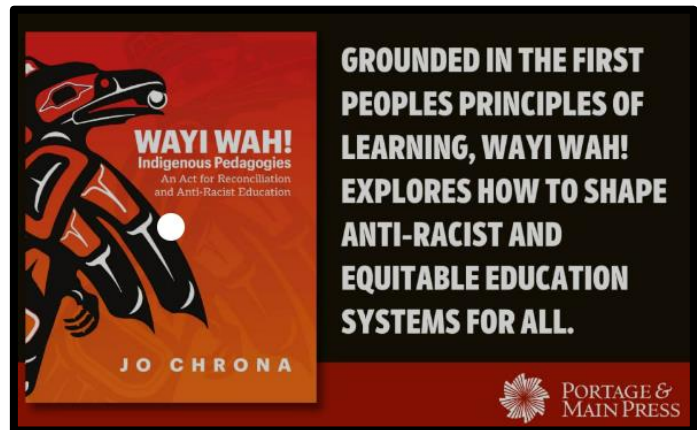
“Young people are watching. Believe in us and love us, it matters and makes a difference”.

-Alicia Desjarlais, Student, SD75



Jo Chrona presented to interested educators in Spring 2022 about Bias, Privilege & Anti-Racism in Education.

Jo Chrona is Ganhada of Waap K'oom of the Kitsumkalum First Nation, a Ts'msyen Community in British Columbia. She is currently located in the traditional territories of the ɫəkʷəŋən peoples, specifically the Songhees and Esquimalt Nations, in the area is also now known as Victoria, BC. Jo is passionate about helping create systemic change in the K-12 education system to help create a truly inclusive, strength-based education experience for all learners.

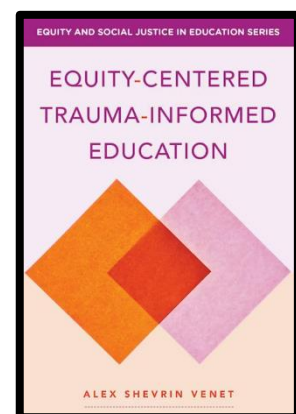


Jo shared:

- what it means to be anti-racist;
- how Indigenous education relates to anti-racism work;
- what it can mean to unpack our biases and move from fear to growth;
- how we can understand the role of privilege in anti-racism work; and
- our next steps in our learning to help create an education system that effectively responds to the needs of Indigenous learners, families, and communities.

Jo shared some of the knowledge published of her first book, *Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education*.

Alex Shevrin Venet, author of the book *Equity Centre Trauma Informed Education* provided a series of five-session two-hour virtual learning experiences. The sessions were attended by various SD75 staff, including Senior Leadership, School and District Administrators, Student Services, Siwal Si'wes Staff Education Coordinators from the Nations.

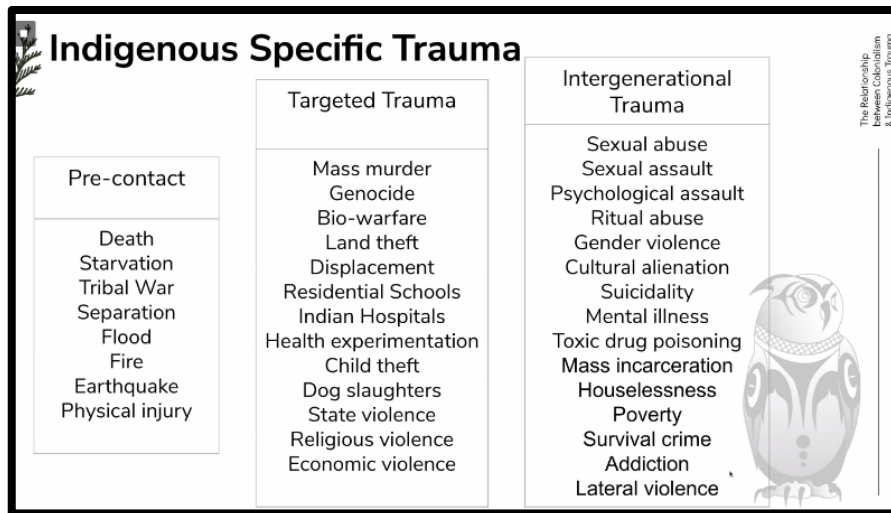


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We also made it a priority to provide SWSW Staff with unique and exclusive learning opportunities. In the Spring 2021, SWSW staff indicated that they would like further training on Mental Health *through an Indigenous Lens*. Throughout the 2021 2022 school year, SWSW Staff participated in three two-hour learning sessions with Len Pierre. Len is Coast Salish from Katzie First Nation and is an educator, consultant, TEDx Speaker, social activist, traditional knowledge keeper, and cultural practitioner. This learning opportunity was funded by the Mental Health grant through Student Services. Len shared this visual of Indigenous-Specific Trauma:



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) and led by Indigenous Mentor Teacher, Peggy Janicki, and facilitated by two BCTF Facilitators. Eight Teachers and the Indigenous Mentor Teachers participated in this initiative, spanning over two school years. Educators came together for several sessions of learning and celebration with the primary goal to engage with the cedar canoe and resources provided, and to bring their learning into classrooms.

‘The canoe was carved by Derrick George, a Tsleil-Waututh carver, and his three sons. Una Ann Moyer, a Tahltan artist, took on the task of embellishing the canoe. She used tiles created by students from across the province. Each tile is a witness piece, representing something meaningful from one person’s journey of learning about residential schools. The Project of Heart Canoe has toured the province, visiting different locals and creating lasting and dynamic relationships. The canoe gives us an opportunity to take time to learn about residential schools. It brings history into the present and helps us understand that residential schools are not simply something from the past.’ – Rick Joe, Educator, Chilliwack School District 33, full excerpt [HERE](#).

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Cultural Learning Experiences for SD75 Staff

Cultural Strengthening is an integral part of the work in Siwal Si'wes. This year, Siwal Si'wes Staff received the teaching of the drum with Sts'ailes Knowledge Keeper, Darren Charlie, and the teaching of the medicine wheel and of smudging, with Metis Knowledge Keeper, Jillian Currie. The work with Jillian Currie led to the creation of a Smudging Protocol for SD75.

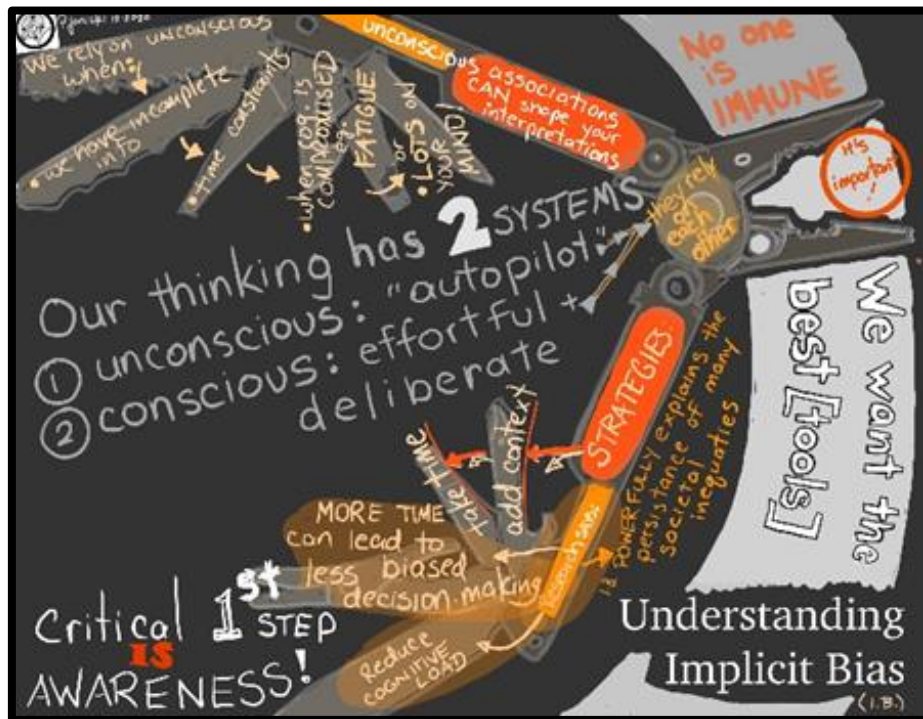
"Young people are watching. Believe in us and love us, it matters and makes a difference".

-Alicia Desjarlais, Student, SD75



SD75 Staff-Facilitated Learning Opportunities

- The District Principal of Indigenous Education provided two one-hour workshops, one named Equity through Indigenous Story and another Anti-Racism through Indigenous Story to interested Support Staff, while the District Principal of Social-Emotional Learning provide two one-hour workshops on Trauma-Informed Education and Social-Emotional Learning.
- A key feature to the *Indigenous Mentor Teacher* role is liaison work, committee work and mentoring schools and classrooms. Therefore, the centre of this work is relational. In alignment with the 5 R's of Indigenous Research (Kirkness & Barnhardt, 1991), Peggy Janicki collaborated, developed, and taught the "Self-Location" Workshop to the Mentor Teachers, Fraserview Learning Centre (FLC) Teachers, and FLC students. This workshop/lesson aligns with the work of Will Shelling's Anti-racism webinar featured this year to all SD75 staff. It also was a good opportunity to extend the thinking from the larger-attended webinar.



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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:

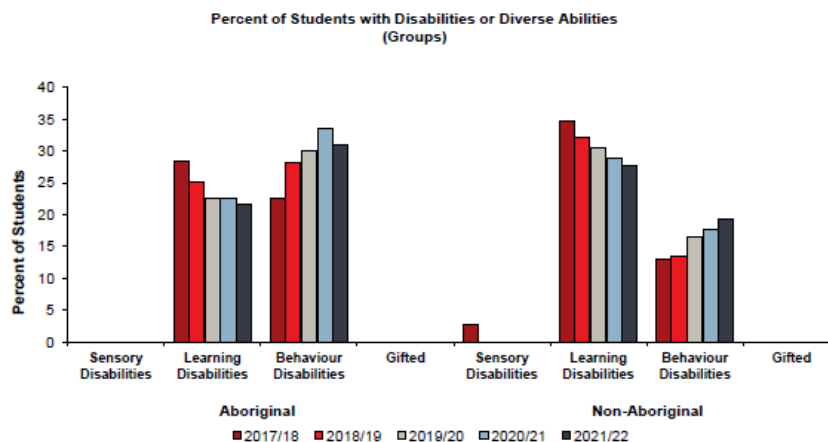
meeting students and families where they are and recognizing each student as a differently abled individual, each with unique combinations of gifts and strengths, barriers and needs.

- 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':



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-Alicia Desjarlais, Student, SD75



- 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
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%

- Increase the 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
2017-2018	1045 surveyed	84%
2018-2019	1081 surveyed	88%
2019-2020	1104 surveyed	81%
2020-2021	1006 surveyed	85%
2021-2021	1069 surveyed	81%

- Increase the 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
2017-2018	1045 surveyed	82%
2018-2019	1081 surveyed	82%
2019-2020	1104 surveyed	78%
2020-2021	1008 surveyed	72%
2021-2022	1049 surveyed	86%



- Increase the 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
2016-2017	1029 surveyed	51%
2017-2018	1045 surveyed	48%
2018-2019	1081 surveyed	49%
2019-2020	1104 surveyed	39%
2020-2021	1008 surveyed	36%
2021-2022	973 surveyed	42%



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- Increase six-year completion rate of Indigenous students as reported in the How Are We Doing Report (2020/2021).

SIX-YEAR COMPLETION RATE, 2017/18 - 2021/22

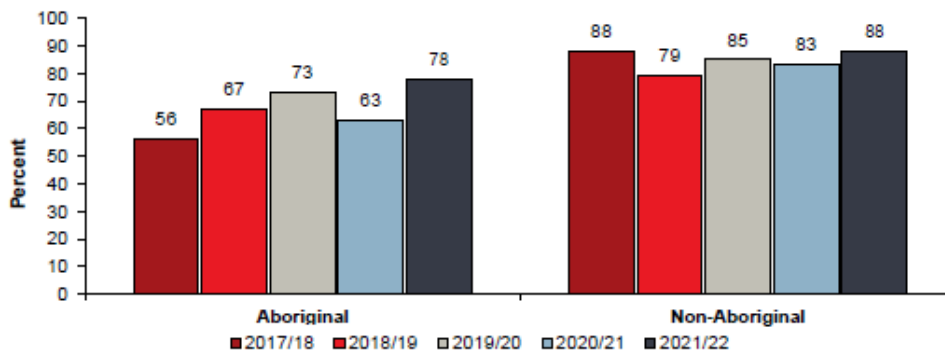
BC Residents

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.

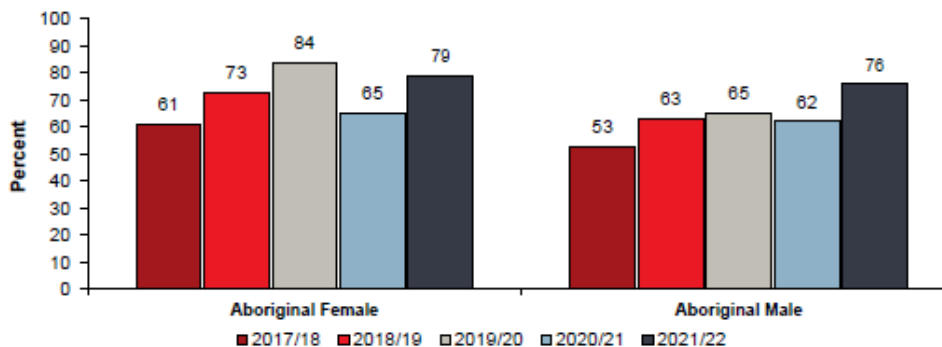
SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2017/18	56	61	53	88	92	84
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	78	79	76	88	91	86

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 39). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 40).



- Increase the graduation rate of Indigenous Children and Youth in Care.

CYIC (EVER) SIX-YEAR COMPLETION RATE

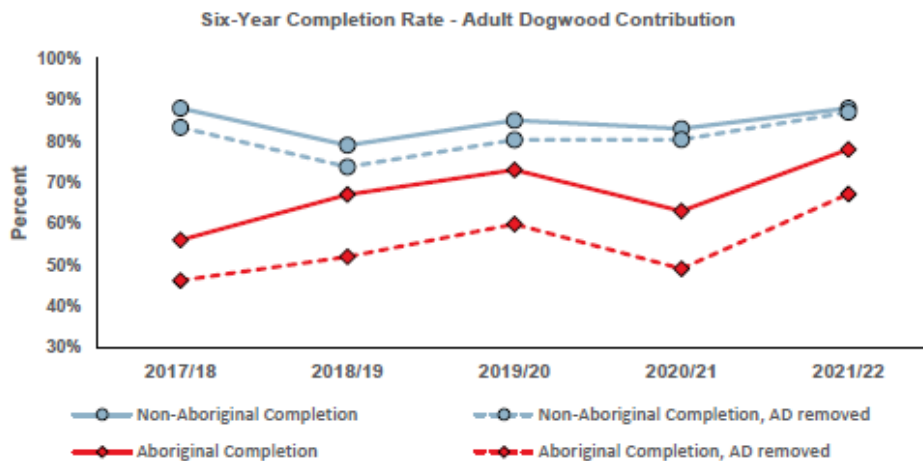
School Year	All CYICs %	Aboriginal			Non Aboriginal		
		Female	Male	Total	Female	Male	Total
		%	%	%	%	%	%
2016/17	59	37	92	59	75	44	58
2017/18	63	43	48	46	97	79	91
2018/19	56	70	36	50	69	44	61
2019/20	57	70	48	56	70	45	59
2020/21	57	30	74	59	53	52	53

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

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
2017/18	56	-10	46	88	-5	83
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	78	-11	67	88	-1	87



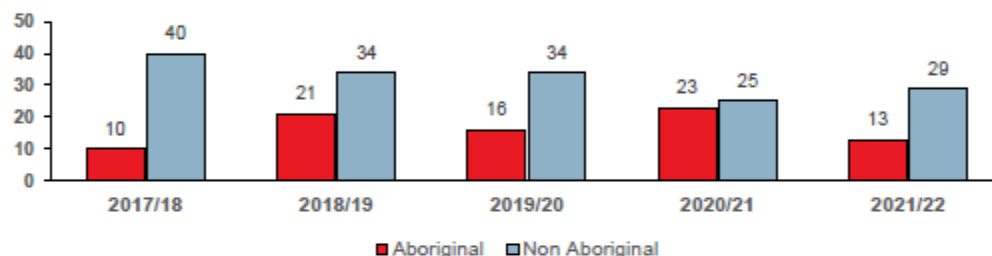


The British Columbia Adult Graduation Diploma (BCAGD), also known as the "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires 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>

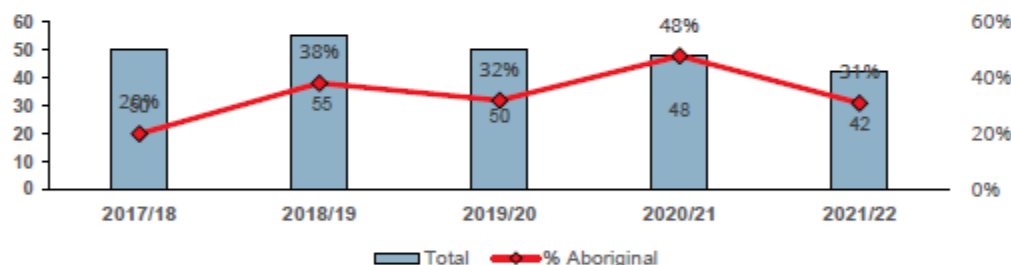
NUMBER OF ADULT DOGWOOD

School Year	All Students		Aboriginal		Non-Aboriginal	
	#	%	#	%	#	%
2017/18	50	20	10	20	40	80
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	42	31	13	31	29	69

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



PERCENT OF ADULT DOGWOOD BY FACILITY TYPE (Students from Long Term PRP and Youth Custody are excluded.)

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
	%	%	%	%	%	%	%	%
2017/18	-	Msk	40	38	60	40	-	18
2018/19	-	-	43	18	52	62	5	21
2019/20	6	6	44	24	44	53	6	18
2020/21	17	Msk	48	24	35	60	-	Msk
2021/22	8	14	69	24	15	34	8	28



- Increase the number of students enrolling in Pre-Calculus 11 and decrease the number of Indigenous students enrolled in Workplace Math 10.
- **34% of Indigenous students eligible to take math, were enrolled in Workplace Math 10 in 2021 2022.**
- **15% of all Indigenous students eligible to take math, were enrolled in Pre-Calculus 11 in 2021 2022.**

Workplace Math 10:

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	50	99	31	19	94	366	81	13	
2021/22	40	117	29	11	113	389	85	28	

Pre-Calculus 11:

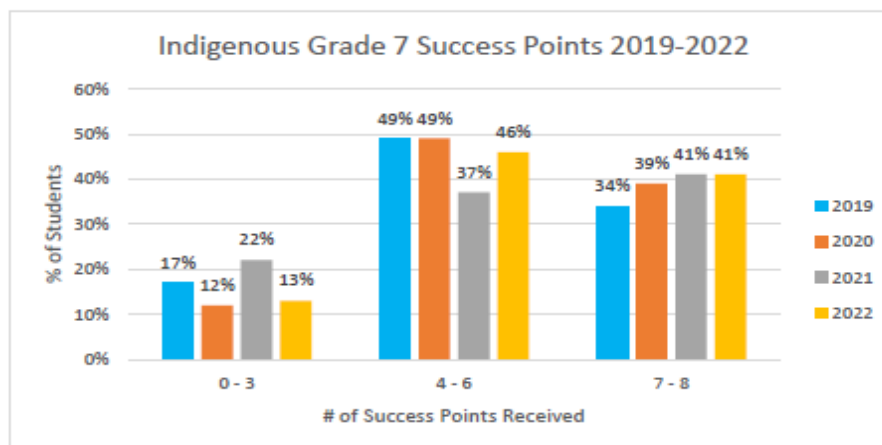
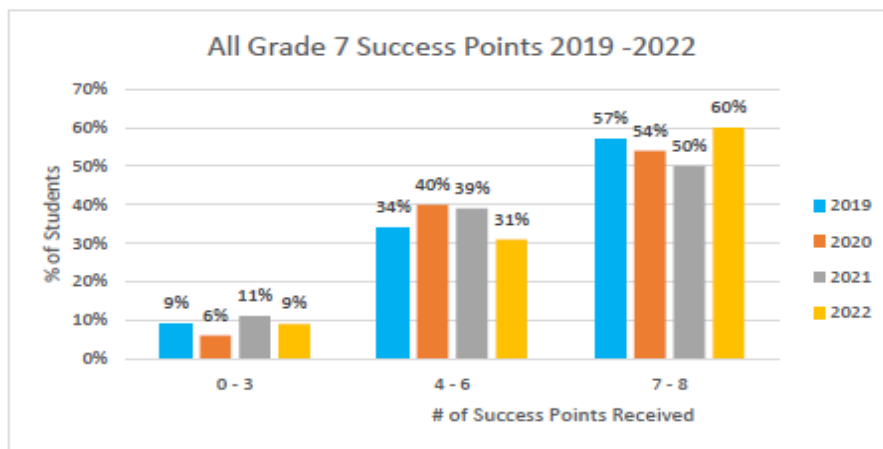
School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
			Gr 11 #	Non-Gr 11 #			Gr 11 #	Non-Gr 11 #	
2019/20	17	112	Msk	Msk	154	379	137	17	
2020/21	18	103	Msk	Msk	148	360	133	15	
2021/22	16	105	Msk	Msk	143	365	120	23	



- 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.*

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

GRADE 7 SUCCESS CHARTS

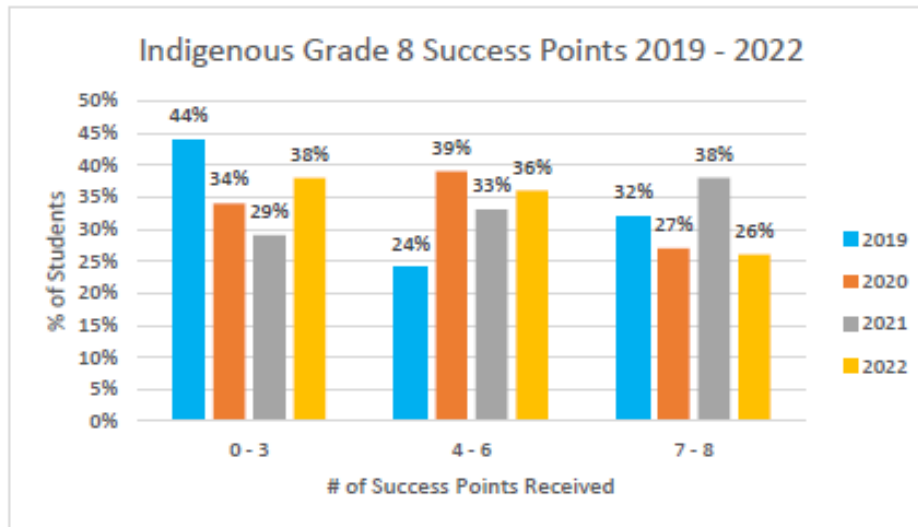
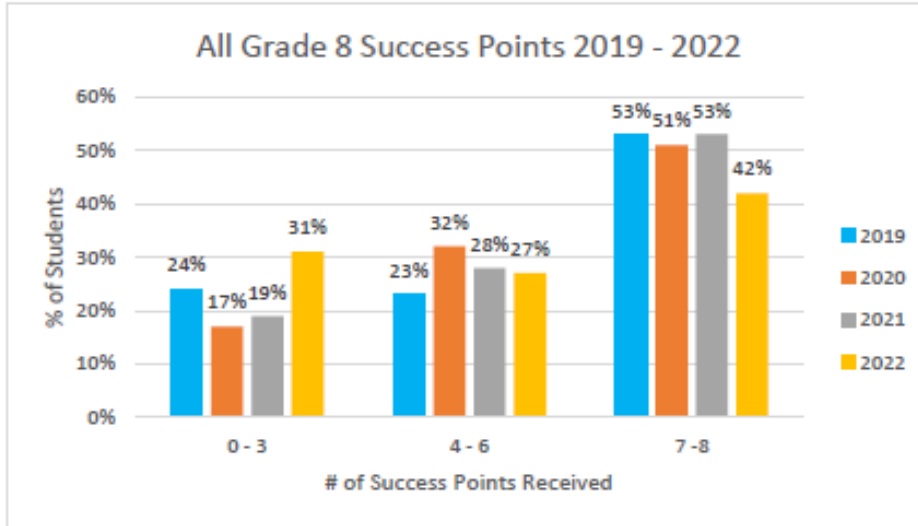


COURSES REQUIRED
ENGLISH 6
MATH 6
SCIENCE 6
SOCIALS 6

MARK	POINTS
C-, SG, NM, I, F, EMG, DEV	0
C+, C, PRF	1
A, B, EXT	2



GRADE 8 SUCCESS CHARTS

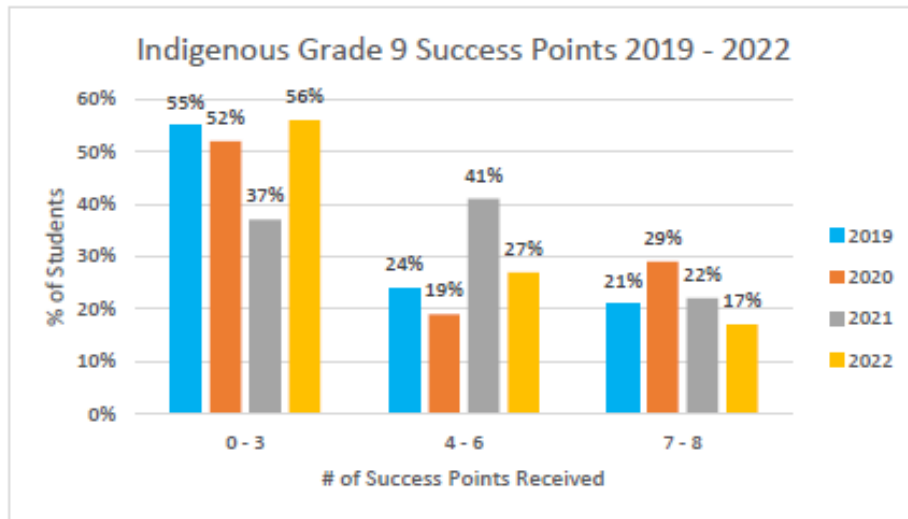
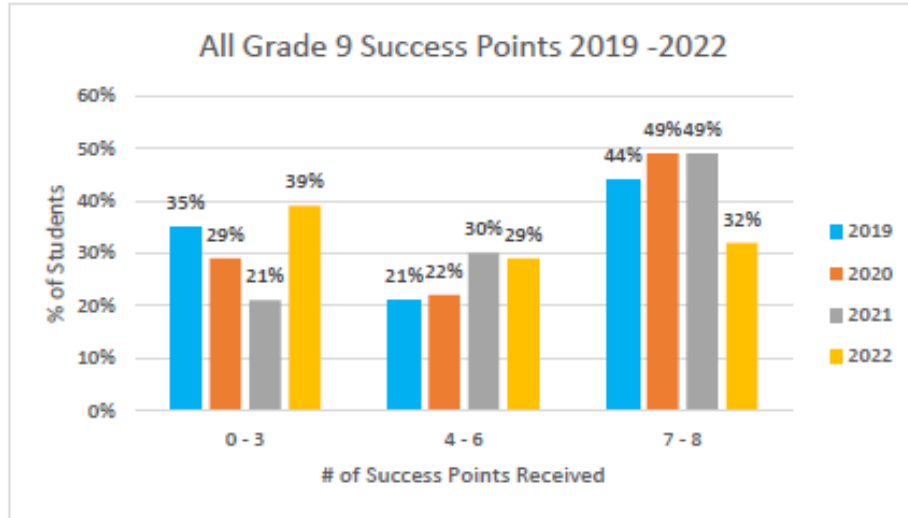


COURSES REQUIRED
ENGLISH 7
MATH 7
SCIENCE 7
SOCIALS 7

MARK	POINTS
0% - 59%	0
60% - 72%	1
73%-100%	2
EMG, DEV	0
PRF	1
EXT	2



GRADE 9 SUCCESS CHARTS



COURSES REQUIRED
ENGLISH 8
MATH 8
SCIENCE 8
SOCIALS 8

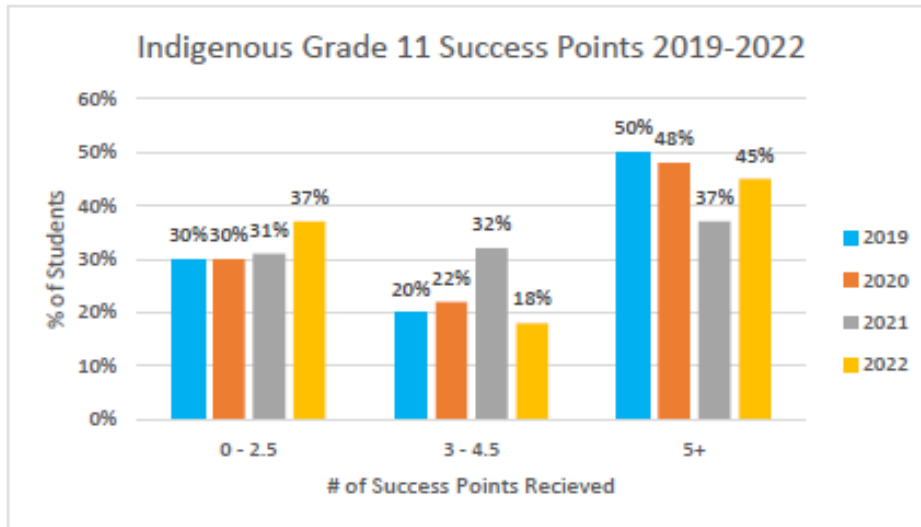
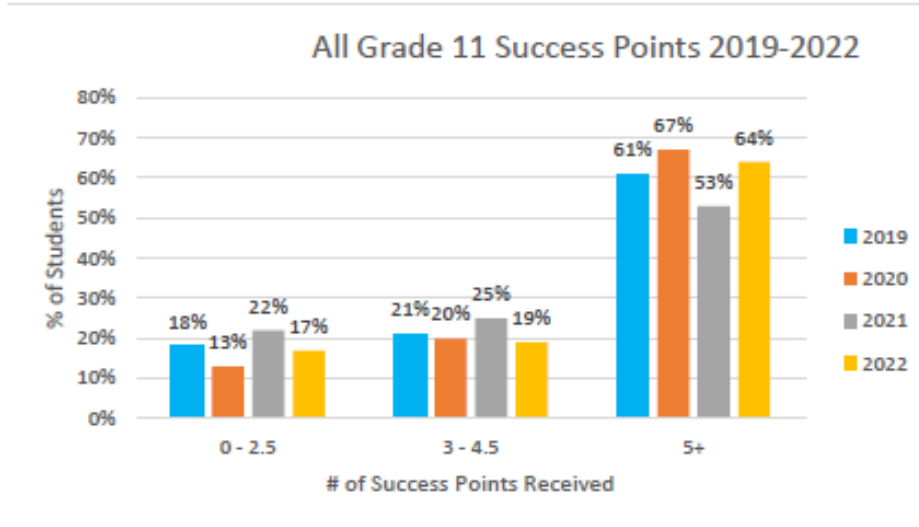
MARK	POINTS
0 %- 59 %	0
60% - 72%	1
73%-100%	2
EMG, DEV	0
PRF	1
EXT	2

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-Alicia Desjarlais, Student, SD75



GRADE 11 SUCCESS CHARTS



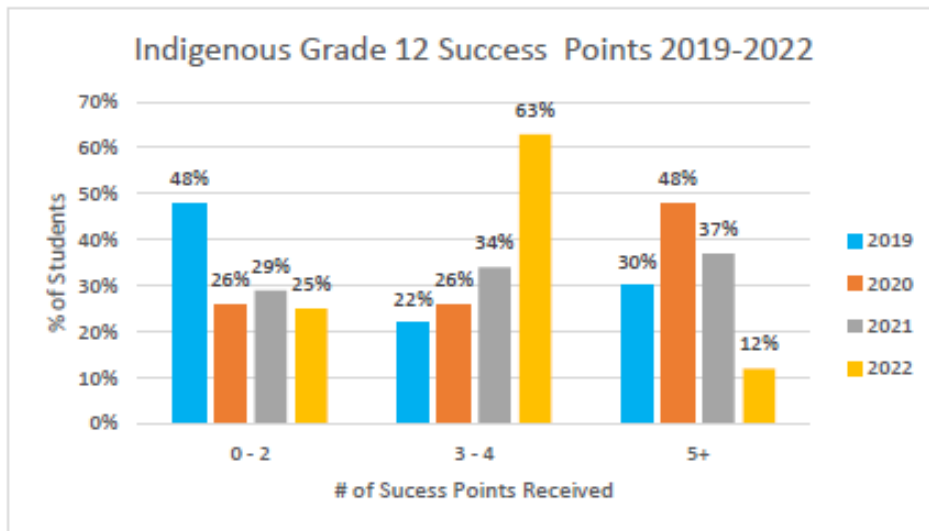
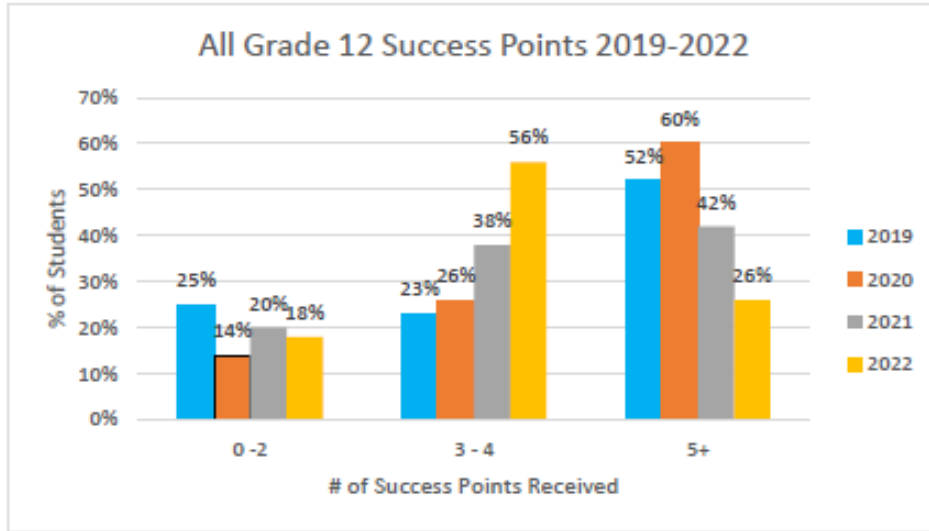
COURSES REQUIRED	POINTS
2 GR 10 LA	1
SCIENCE 10	1
SOCIAL STUDIES 10	1
PHED10	1
MATH 10	1

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-Alicia Desjarlais, Student, SD75



GRADE 12 READINESS CHARTS



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

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-Alicia Desjarlais, Student, SD75



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 third 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.

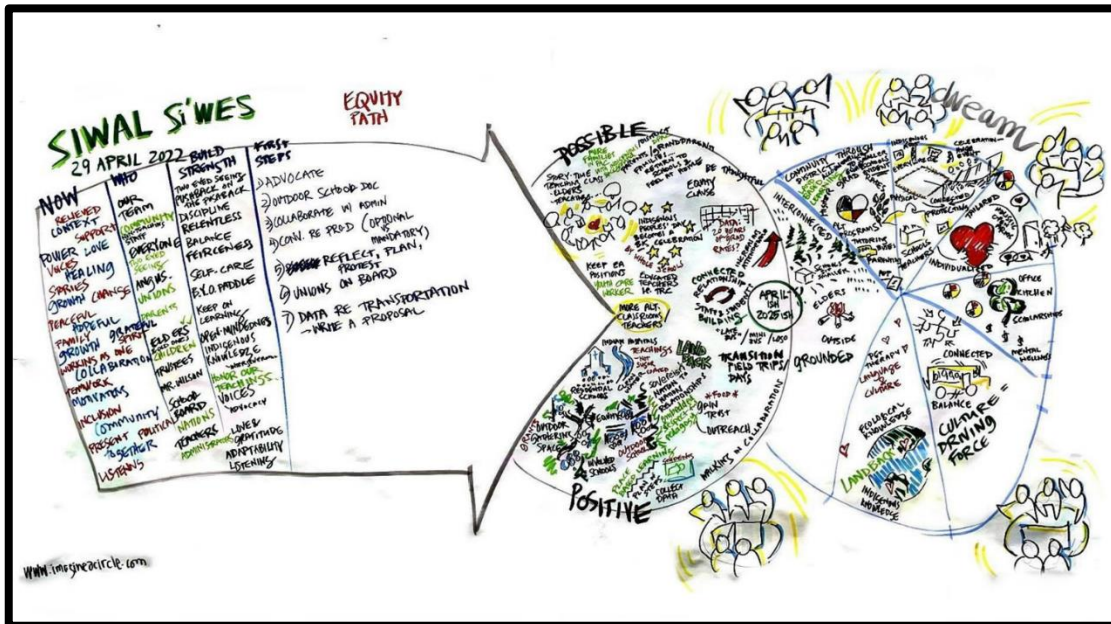
In 2021-2022, the following groups completed an Equity PATH:

- Introductory Equity PATH with Senior Leadership– February 2022
- Siwal Si'wes Family Staff Equity PATH – April 2022
- Siwal Si'wes Indigenous Education Advisory Council – May 2022



The plan is to have the following groups complete an Equity PATH over the next two school years, with a final compilation of all PATHS by June 2024:

- Leadership & Exempt (Administration) – August 2022 – *now complete*
- Elected Trustees – September 2022 – *now complete*
- Student Services Staff – November 2022 – *now complete*
- Teacher-Librarians – November 2022 – *now complete*
- To Follow:
 - Sq'ewlets Community – *scheduled for January 2023*
 - International Education, ELL and ESD – *scheduled for February 16, 2023*
- To be scheduled:
 - In community: Leqamel, Kwantlen, Matsqui, Sumas, Metis & Inuit Communities
 - Indigenous Student Forum
 - Indigenous Parent Forum
 - MTU Executive & Interested Membership
 - CUPE Executive & Interested Membership
 - Welcome Project Presentation to Human Resources, Operations, Facilities, Technology, Transportation, Custodial Staff, Noon-Hour Supervisors, Health & Safety, Child Care Staff etc) – October 2023



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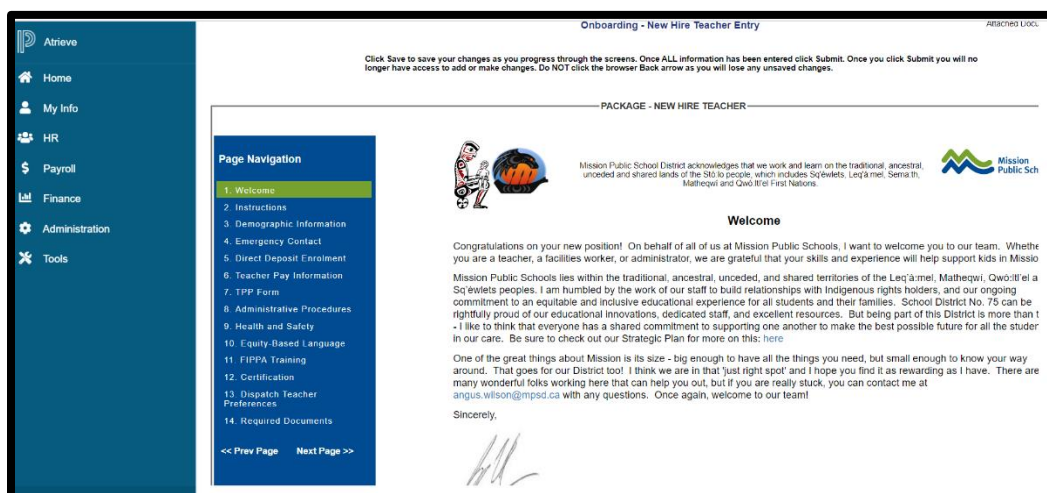
Equity in Human Resources Department

Staff of Human Resources (HR) regularly reach out to the Indigenous Department for advice on how to embed equity in processes.

Recently HR personnel added the Siwal Si'wes logo, along with the Equity Scan logo and the land acknowledgment into Atrieve (the integrated K-12 ERP system that simplifies finance, HR, and payroll). All current staff have 13 forms they can complete via Atrieve. All forms include the land acknowledgement and Indigenous Department logos.

All formal meetings in HR (i.e., interviews) commence with a land acknowledgement (we also do this at the start of every district health and safety committee meeting which is comprised of members of HR, two Mission Teacher Union Members and two CUPE members).

In the Onboarding process of all new hires (Teachers, Teachers on Call, Support Staff, Facilities, Operations and Exempt etc). The first thing all new hires see when they start the paperwork is the welcome page (see below). The title changes from new hire teacher to new hire support staff etc).



Additionally, all new hires are required to complete the Equity-Based Language information page, including a confirmation that they have read and understood the form and resources. This is conditional to their employment.

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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;
- that 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;
- that 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:

- Increase the percentage of students reporting they are taught about Indigenous peoples in Canada as reported on SD75 Indigenous Student Connectivity Survey.

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
2016-2017	1003 surveyed	71%
2017-2018	1029 surveyed	71%
2018-2019	1045 surveyed	64%
2020-2021	1104 surveyed	66%
2020-2021	1061 surveyed	71%

- Increase number of students taking First Nations based courses.

High School Courses:

COURSE	INDIGENOUS	NON INDIGENOUS	TOTAL
BC First Peoples 12	6	8	14
English 10 First Peoples Literary Studies	0	1	1
English 10 First Peoples Composition & Literary Studies	9	17	26
English 11 First Peoples Literary Studies	15	30	45
English 12 First Peoples	11	15	26
Genocide Studies	12	63	75
Total students			187

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 2020-2021	187



Middle School Course: Formerly *Halq'emeylem* now *Stó:lō History, Halq'emeylem Language, Story & Culture*

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

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 2021-2020	501

- Increase participation rates in students engaging in the Halq'emeylem Language.

****Due to staffing shortages in 2021 2022 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.****

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

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

Inaugural Day of the National Day of Truth and Reconciliation: Honouring Survivors

September 30, 2021, was designated officially as the National Day of Truth and Reconciliation. Members of the Siwal Si'wes Indigenous Education Advisory Council (including Education designates from Kwantlen, Leqamel and Sq'ewlets 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. The event opened with drumming and singing, and speakers from each Nation shared opening words and songs. Phyllis Webstad, founder of the original Orange Shirt Day was the highlight speaker of the day, sharing her personal journey with the large crowd of attendees, who arrived en masse despite the torrential rain. Alongside Phyllis was Shayne Hommy, the winner of the 2021 Orange Shirt Day contest. Leo Rast, Grade 3 student artist from Albert McMahon Elementary, who created the design for the beaver (the sacred teaching of 2021-2022), was also recognized for his contribution.



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Student Learning Opportunities

Generations of Change

Members of Siwal Si'wes Indigenous Department have, over the past few years, developed a relationship with Dwight Ballantyne founder of *The Ballantyne Project*. Dwight's desire is to bring awareness to a segment of the Canadian population that rarely makes it into textbooks, popular media, or social conversation: youth and young adults living in remote Indigenous communities, in the hopes of bridging the gap between individuals living in remote Indigenous communities and the rest of Canada. Dwight has shared his experiences and the barriers he faced growing up with SD75 educators, to Senior Management and to the Administrative Team.

Dwight also brought #WESEYOU to Canada. Select SD75 schools participated in this by collecting thoughtful donations such as family games, art supplies and toys. The parcels were packaged and sent to families living in remote First Nations communities. These gifts brought much needed joy and connectedness as due to the world-wide pandemic, remote communities are experiencing deeper feelings of isolation than usual.

In December at Xá:ytem, Indigenous middle school students had the privilege of participating in a docuseries called *Generations of Change*, showcasing Dwight Ballantyne and the work he has created with The Ballantyne Project. Chief Johnny Williams opened the day with singing, drumming and story and Elder Agnes Giesbrecht joined us too. Dwight shared his lived experience with students as a young Indigenous man who spent his first 21 years growing up in Montreal Lake Cree Nation, a remote northern Saskatchewan community. Like thousands of other youths living in these communities he experienced limited employment, isolation, social inequities, and unique challenges not experienced by those living in other areas of Canada. *Generations of Change* is a partnership between The Ballantyne Project, Moxie Media (film company), SD75 and Stolonation, and will be released sometime in 2023. Stay tuned for the film release!



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Art Connections of Strength and Resilience

Students in Grades three and four from Ecole Christine Morrison Elementary received virtual directed drawing art sessions with Leah Dorion, Metis author and artist from Saskatchewan.

Her artwork celebrates the strength and resilience of Indigenous women and families.

Students learned about Metis Art, History and Culture. Leah taught the students the basics of drawing and then led them in a directed drawing session of bison.



Addressing learning of MMIWG

At Heritage Park Middle School, students from two art classes created a display of red dresses displayed in the front lobby of the school and included 'artist statement' cards that serving to ignite awareness and support about MMIWG. In addition, on May 5th, over 300 HPMS



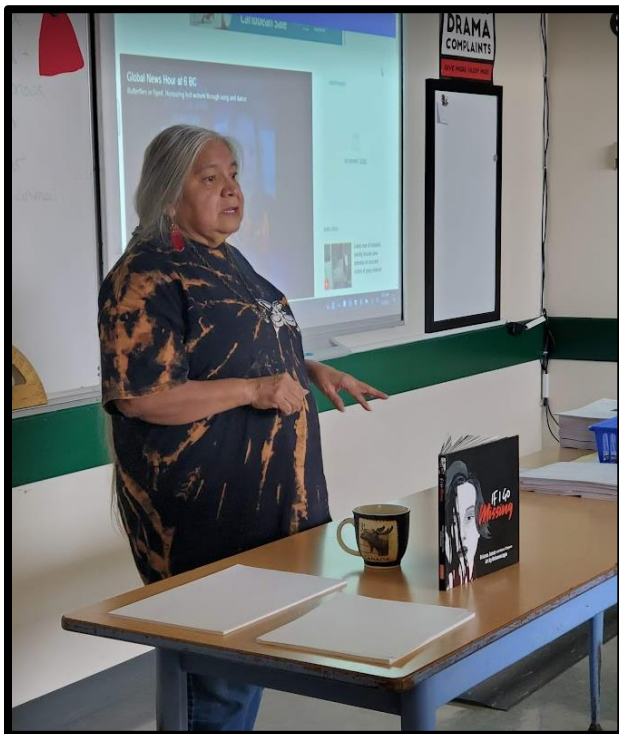
students received a lesson around the matter of MMIWG and watched *Christine's Story* from the Moose Hide campaign. This is the first year that this school brought this learning to students in an intentional, meaningful, and thoughtful way.

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HMS marked the event with singing and drumming.



The Indigenous Team at MSS created awareness by creating a display of red dresses, also in the front foyer of the school Elder Priscilla Wells spoke to students about MMIWG.

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Student Voice

In the spring 2022, Siwal Si'wes was invited to participate in the creation of a Ministry Equity Video led by Joe Heslip and documented by *3Crows Productions*.

The District Principal of Indigenous Education participated along with two Grade 12 learners.

Sophie Turner is pictured below, as she waited patiently for the interview. Stay tuned for the video, coming soon! 😊



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Student Celebrations

Siwal 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.

Siwal Si'wes Staff organized a Grade 12 Evening, where students were honoured for their school achievements and to wish them the best as they move onto the next phase of their lives, whether it be employment or post-secondary.



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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 consult 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 very important that doors, minds, and hearts 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 Elders and grandparents, siblings, aunties and uncles, cousins, and all those whom we call 'family' can be crucial to the success of students.



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 are a reflection of Elders, students, staff, families, guests, and community engaged in the work within the school district. Not all stories could be featured in this document.

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