

**SIWAL SI'WES (SWSW) – ADVISORY COUNCIL MINUTES**  
**January 11, 2022**

**Present in-person at Siwal Si'wes:**

Priscilla Wells	William Wells	Agnes Giesbrecht	Jeanette Phillips
Ronald Peters	Vivian Searwar		

**Present on Zoom:**

Julia Renkema	Sharon Syrette	Tracy Loffler	Randy Cairns
Corien Becker	Dawn Styran	Camielle Laslo	Peggy Janicki
Cheryl Gabriel			

**1) Call to order & Welcome**

- a) Welcome everyone
- b) Priscilla passed on a message from Mel and Marlene Jack. They wanted to send their love, said that they think of you often and wished everyone a better year than you had last year
- c) Given the situation with Omicron and the nature of the contagion factor, Vivian spoke with Angus Wilson about continuing to hold our meetings in the hybrid fashion, with members in-person - recommendation that we keep the meetings brief

**2) Acknowledgement**

- a) Mission Public School District 75 is located on the traditional, ancestral, Unceded and shared territories of the Stó:lō people, Kwantlen, Leq'á:mel, Matsqui and Sq'ewlets Territories

**3) Apologies/Regrets**

- a) Rick McKamey
- b) Marcy Buell

**4) Review of Previous minutes of November 9, 2021**

- a) Add Peggy Janicki to the regrets on November 9/21
- b) Accept – Dawn Styran
- c) 2nd – Agnes Giesbrecht
- d) Motion Carried

**5) Financial Statement Review**

- a) Tabled until the February meeting

**6) Updates**

**a) Staffing Updates**

**i) Indigenous Education Assistants**

- (1) In the Fall, we received Ministry Special Purpose Funding to specifically support students who were impacted by COVID
- (2) We posted a .6 Indigenous Teacher Transition position - role would be to support students that attended Band Outreach, attended school in a limited fashion, a Store Front fashion or rarely and/or not at all during 2020-2021 school year – unable to fill the position due to the teacher shortage
- (3) Modified the position – removed .4 of the position and rerouted the funds to hire two 30 hour per week EA's to work directly with Indigenous students, providing academic service at middle

schools - Naomi Joseph @ HMS & Becky McNichols @ HPMS, both previous casual EA's in SD75

(4) Posted the remaining .2 as Indigenous Teacher Transition posting, which closes on Wednesday (January 12, 2022)

(a) One person has applied – UPDATE – January 14, 2022 – Susan MacLeod has been awarded the position. Vivian has connected with her. She will work Tuesdays.

**b) COVID Updates & Continuity of Learning Plans**

(1) Any updates and correspondence sent by Angus to school community or those posted on SD75 website are forwarded to SWSW Advisory

(2) Protocols:

- i. Vaccinated individuals testing positive for COVID must stay home for 5 days
- ii. Unvaccinated individuals testing positive for COVID must stay home 10 days
- iii. Staff are being asked to self-monitor and self-manage
- iv. Fraser Health is only doing contact tracing in Long term Care facilities
- v. We don't receive any notifications about exposures
- vi. No more isolation rooms
- vii. 25% of students absent is the magic number for the School District to decide whether to close a class or not
- viii. Would have to have about 20 – 30% of staff away to close a school
- ix. This is a School District decision, not Fraser Health
- x. Omicron is much more infectious than the Delta variant
- xi. Each school has a continuity of Learning Plan which is something that can basically be followed by staff to ensure that learning can continue if/when there is a Functional Closure
- xii. If there are any Functional Closures, Vivian will make sure that if On-Reserve students from HMS, Deroche, Dewdney and MSS are affected, she will send information onto the Educational Portfolio managers and Education Coordinators of the Nations

**c) Chronic Absenteeism: Publication: <http://www.fnesc.ca/wp/wp-content/uploads/2020/11/PUBLICATION-62028-FNESC-Attendance-Toolkit-V1R0-F-WEB-031320.pdf>**

- i) Recently read a publication that was put out by FNESC as well as the First Nations Schools Association on absenteeism – see above for link)
- ii) Knowing that the pandemic has increased attendance barriers, still worthwhile to take a close look at absenteeism among Indigenous learners in SD75
- iii) According to the publication, once somebody/student, hits that 10% mark, then they are moving into the Chronic Absenteeism territory
- iv) Looking at the number of days a student is absent in a school year, that would be 18 days
- v) Have asked SWSW staff to create a document with:
  - (1) There are 3 columns
    - (a) #1 – students who have missed 10 – 24 %
    - (b) #2 – students who have missed 24 – 29 %
    - (c) #3 – students who have missed 50% or more
- vi) As a staff, we will be taking a close look at this and to share with site admin
- vii) Discussions to follow at SWSW Staff level and will bring to SWSW Advisory

d) **How We Are Doing Report**

- i) Usually in December of every year, we receive what the Ministry calls the “Aboriginal How Are We Doing Report”
- ii) The first report they share is the “Unmasked Report” (This is not the report that we share outside the School District) - reason is that one can identify certain students give certain data sets.
- iii) So, for the protection of students’ identities, they create the “Masked Report”
- iv) Some data to consider and to reflect on over the next month (we will have a more fulsome discussion in February 2022):
  - (1) The report also validated some of the work we are doing tracking the Chronic Absenteeism
  - (2) Keep in mind, while you’re reading this report, that 17.7% of the kids have self-identified as Indigenous, and that the pandemic has impacted Indigenous families greatly
  - (3) About 56% of the students @ Fraserview Learning Centre are Indigenous - reasonably evenly distributed between male and female
- v) Page 9, Students with Diverse Abilities
  - (1) Is a difference in the number for students with Behaviour Disabilities or Diverse Abilities for Indigenous students compared to non-Indigenous
- vi) The FSA results, Comparison of Grade 4, and Grade 7 Reading for Indigenous learners, in Grade 4, they seem on track but by Grade 7, it splits where more students in emerging category instead of on track category
- vii) Workplace Math 10
  - (1) 48% of Indigenous students take Workplace Math
  - (2) 26% for non-Indigenous
- viii) Pre-Calculus 11
  - (1) 17% Indigenous
  - (2) 41% non-Indigenous
- ix) Where do students go to get pre-requisites for Post-Secondary education? (Agnes Giesbrecht)
  - (1) Up to a certain age, they could go back to MSS for a semester
  - (2) If they have aged out, they could go to Continuing Ed
  - (3) Courses at Continuing Ed. are limited
  - (4) Vivian to check with Don Cosens and report back to group
  - (5) UFV used to have a one-year transition program
  - (6) You could get the courses you need before you registered for Post-Secondary
- x) Implications and hesitations about the “How Are We Doing” report (Cheryl Gabriel)
  - (1) Compares Indigenous learners, and those on reserve reserves with learners who reside in the city; Compares urban society to the rest of the world; Why are we comparing Indigenous learners with non-Indigenous learners?
  - (2) Compares homelessness/poverty to those that have
  - (3) Indigenous peoples have endured much in history and recently: The pandemic, Omicron, all the floods, fires, environmental changes,
  - (4) It is important to try to find ways to reconcile old stories that are still current
  - (5) “How Are We Doing” report needs to change if we want to be Indigenized
  - (6) The way we look at our kids needs to change; Shouldn’t feel ashamed or guilty; It’s not fair to our kids or our families
  - (7) Have to change our thought process
- xi) Doing the best we can and providing the best service for each individual student
  - (1) Appreciate your input/feedback and holistic perspective on this
- xii) FSA’s seem to have their own political agenda (Randy Cairns)
  - (1) It’s a snapshot of a short time frame;
  - (2) Hard to break systemic habits

- (3) Students in alternate schools, isn't a negative thing; Maybe they are getting the support they need
  - (4) Disappointing to see that the "How Are We Doing" report doesn't hit all the bases because we know how hard people are working
  - (5) Maybe it's an indicator that we are looking at the data in the wrong way
  - (6) Maybe this is an opportunity to make more flexibility in the regular system, so they don't have to be streamed somewhere and get what they need where they need it
- e) **Equity PATH**
- i) Vivian will be meeting with Rick McKamey
    - (1) Rick now has a Board position called "Board Liaison"
    - (2) This is a direct liaison to the Nations
    - (3) He was unable to make it today, so we will table this until February
- f) **MMIWG Walk – May 4, 2022**
- i) Happening on May 4<sup>th</sup>, 2022
  - ii) More information to come
- g) **Peggy**
- i) Asking folks to consider signing the E Petition (Link: <https://petitions.ourcommons.ca/en/Petition/Details?Petition=e-3672>)
  - ii) Project of Heart Canoe
    - (1) January 21<sup>st</sup> will be the first Project of Heart Canoe Teacher Inquiry Project
    - (2) This will be happening online
- 7) **Closing**
- a) Thank you everybody for coming
    - i) Appreciate seeing you
    - ii) Thank you for your time, words, and presence

**Next Meeting:  
February 8, 2022  
11:30 a.m. in person or 12:00 p.m. on ZOOM  
Room 104**

**(If you would like to attend in person, please advise Vivian, as there is a maximum capacity of 15 in Room 104 at SWSW)**