THE BOARD OF EDUCATION

School District #33 (Chilliwack)

Regular Public Board Meeting

(Recorded)

AGENDA

March 8, 2022

5:30 pm

1. **CALL TO ORDER – Zoom Webinar**

   1.1.   Call to Order – **Welcome, Acknowledgment of Traditional Territory and Diversity Statement**

   1.2.   Adoption of the Agenda

   (THAT the agenda be adopted as circulated.)

   1.3.   Approval of the Minutes

   (THAT the minutes of the February 8, 2022 Regular Board Meeting be approved as circulated.)

2. **PRESENTATION**

   2.1.   Strategic Plan Update

3. **PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA**

4. **ACTION ITEMS**

   4.1.   Education Policy Advisory Committee Report / Policy Renovation Project

   4.1.1.   Policy 231 – Advertising in Schools by Commercial Enterprises

   4.1.2.   Policy 370 – District Program and Unique Learning Opportunities

   4.1.3.   Policy 371 – French Immersion Program

   4.2.   Policy Renovation Project: Policy 130 – Code of Conduct

   4.3.   Long Range Facilities Plan - Final Approval

   4.4.   BAA Course Proposal - Introduction to Careers in Teaching 12

Meeting Break 10 Minutes

5. INFORMATION ITEMS

    5.1.   COVID-19 Update

    5.2.   BCSTA Report

    5.3.   Trustee Written Reports

    5.4.   Meeting Summaries

    5.5.   **Next Board of Education Meeting: April 12, 2022 at 5:30 p.m.**

6. PUBLIC PARTICIPATION – QUESTIONS CONCERNING THE AGENDA

7. ADJOURNMENT

MINUTES OF THE REGULAR MEETING
The Board of Education
School District #33 (Chilliwack)

Date of Meeting: Tuesday, February 8, 2022

Location: Zoom Webinar

Members Present:	Chair	Mr. J. Mumford
	Vice-Chair	Ms. W. Reichelt
	Trustee	Dr. C. Bondar
	Trustee	Dr. D. Furgason
	Trustee	Mrs. H. Maahs
	Trustee	Mr. B. Neufeld
	Trustee	Mr. D. Swankey
Staff Present:	Superintendent	Mr. R. Arul-pragasam
	Secretary Treasurer	Mr. G. Slykhuis
	Assistant Secretary Treasurer	Mr. M. Friesen
	Assistant Superintendent	Mr. K. Savage
	Assistant Superintendent	Ms. P. Jordan
	Director of Instruction	Mr. D. Manuel
	Executive Assistant	Ms. T. McInally
	Executive Assistant	Ms. L. Champagne
	Audio-Video/Desktop Foreman	Mr. M. Bakker

1. CALL TO ORDER – Zoom Webinar

1.1. Call to Order

The Board Chair called the meeting to order at 5:31 p.m. – **Welcome, Acknowledgment of Traditional Territory**

1.2. Adoption of the Agenda

36.22   Moved by: Trustee Swankey
Seconded by: Trustee Bondar

THAT the agenda be adopted as circulated.

CARRIED

1.3. Approval of the Minutes

37.22   Moved by: Trustee Bondar
Seconded by: Trustee Maahs

THAT the minutes of the January 11, 2022 Regular Board Meeting be approved as circulated.

CARRIED

Trustee Neufeld joined meeting at 5:33 p.m.

2. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

- No questions or comments were received.

3. ACTION ITEMS

3.1. 2022-2023 Local School Calendar

38.22   Moved by: Trustee Reichelt
                   Seconded by: Trustee Bondar

THAT the Board of Education comply with the consent order outlining the 2022-2023 Local School Calendar.

CARRIED
For: Bondar, Mumford, Reichelt, Swankey
Opposed: Maahs
Abstained: Furgason, Neufeld

3.2. Unsworth Boundary

39.22   Moved by: Trustee Reichelt
                   Seconded by: Trustee Bondar

THAT the Board of Education approve that the Unsworth Elementary boundary which was closed March 2017, be reopened to all out of catchment students, as a result of the revised school boundary effective September 2022.

CARRIED

3.3. Education Policy Advisory Committee Report / Policy Renovation Project

3.3.1. Policy 280 – Smudging

40.22   Moved by: Trustee Swankey
                   Seconded by: Trustee Reichelt

THAT the Board of Education reaffirm Policy 280 Smudging - (920 Smudging) as presented. This policy was presented to the Education Policy Advisory Committee in draft form at its January 24, 2022 meeting.

CARRIED

3.3.2. Policy 290 – Educational Heritage

41.22   Moved by: Trustee Reichelt
                   Seconded by: Trustee Bondar

THAT the Board of Education reaffirm Policy 290 Educational Heritage - (908 Historical Records Preservation) as presented. This policy was presented to the Education Policy Advisory Committee in draft form at its January 24, 2022 meeting.

CARRIED

3.3.3. Policy 320 – School Admission and Placement

42.22   Moved by: Trustee Swankey
Seconded by: Trustee Bondar

THAT the Board of Education reaffirm Policy 320 School Admission and Placement - (531 School Admission and Choice) as presented. This policy was presented to the Education Policy Advisory Committee in draft form at its January 24, 2022 meeting.

NO VOTE

43.22   Moved by: Trustee Maahs
Seconded by: Trustee Furgason

THAT the Policy be amended to replace the word "placement" with "choice."

DEFEATED
For: Maahs, Neufeld
Opposed: Bondar, Furgason, Mumford, Reichelt, Swankey

44.22   Moved by: Trustee Swankey
Seconded by: Trustee Bondar

THAT the Board of Education reaffirm Policy 320 School Admission and Placement - (531 School Admission and Choice) as presented. This policy was presented to the Education Policy Advisory Committee in draft form at its January 24, 2022 meeting.

CARRIED
For: Bondar, Furgason, Mumford, Reichelt, Neufeld, Swankey
Opposed: Maahs

3.3.4. Policy 321 – Ordinarily Resident & Non-Resident Students

45.22   Moved by: Trustee Bondar
Seconded by: Trustee Swankey

THAT the Board of Education reaffirm Policy 321 Ordinarily Resident & Non-Resident Students - (504 Ordinarily Resident & Non-Resident Students) as presented. This policy was presented to the Education Policy Advisory Committee in draft form at its January 24, 2022 meeting.

CARRIED

3.3.5. Policy 322 – International Student Program

46.22   Moved by: Trustee Bondar
Seconded by: Trustee Reichelt

THAT the Board of Education reaffirm Policy 322 International Student Program - (511 International Student Program) as presented. This policy was presented to the Education Policy Advisory Committee in draft form at its January 24, 2022 meeting.

CARRIED

3.4. Policy Renovation Project: Policy 131 – Conflict of Interest

47.22   Moved by: Trustee Maahs
                   Seconded by: Trustee Bondar

                   THAT the Board of Education approve Policy 131 – Conflict of Interest as attached.
                   Further, THAT the Board abandon existing Policy 219 – Conflict of Interest for Trustees
                   (found HERE) as it is made redundant by the new policy.

                                                                                            CARRIED

Meeting break called at 6:30 p.m.
Meeting called to order at 6:41 p.m.

3.5. Policy Renovation Project: Bylaw 4: Appeal Procedure

48.22   Moved by: Trustee Reichelt
                   Seconded by: Trustee Bondar

                   THAT the Board approve third reading and adoption of Bylaw 4 Appeal Procedure.

                                                                                            CARRIED

3.6. Policy Renovation Project: Bylaw 5: Board Meeting Procedures

49.22   Moved by: Trustee Swankey
                   Seconded by: Trustee Bondar

                   THAT the Board approve third reading and adoption of Bylaw 5 Board Meeting
                   Procedures.

                   Further, THAT the Board abandon existing policies (found HERE) as they are made
                   redundant by the new policies after the third reading of Bylaw 5 Board Meeting
                   Procedures:

                   • Policy 201: Suspension of Policies and Board Approved Regulations
                   • Policy 207: Electronic Participation by Trustees
                   • Policy 209: Election of Trustees to Board Positions
                   • Policy 210: Inaugural Meeting
                   • Policy 211: Regular Public Meetings
                   • Policy 212: In-Camera Meetings
                   • Policy 213: Special Meetings
                   • Policy 215: Rules of Order
                   • Policy 216: Motions
                   • Policy 217: Debate
                   • Policy 218: Voting
                   • Policy 220: Public Participation
                   • Policy 221: Delegations and Representations
                   • Policy 236: Committee of the Whole.

                                                                                            CARRIED

3.7. 2021 – 2022 Amended Annual Budget

50.22   Moved by: Trustee Maahs
Seconded by: Trustee Bondar

THAT the Board of Education approve the 3rd reading and adoption of 2021-2022 Amended Annual Budget Bylaw in the amount of $181,012,800.

CARRIED

4.   INFORMATION ITEMS

4.1.   Quarterly Financial Report

The Secretary Treasurer presented the Quarterly Financial Report – December 31, 2021.

4.2.   Budget Advisory Committee Report

The Board of Education received the Budget Advisory Committee report of February 3, 2022.

4.3.   COVID-19 Update

Superintendent Rohan Arul-pragasam provided an update on COVID-19 as it relates to the Chilliwack School District.

4.4.   BCSTA Report

Matters related to the British Columbia School Trustees' Association (BCSTA) were discussed.

4.5.   Trustee Written Reports

Trustees submitted written reports listing key activities they've attended since the last board meeting as well as upcoming events.

4.6.   Meeting Summaries

January 11, 2022 In-Camera Meeting Summary

Trustees: Jared Mumford, Willow Reichelt, Carin Bondar, Darrell Furgason, Heather Maahs, Barry Neufeld, David Swankey

Staff: Rohan Arul-pragasam, Gerry Slykhuis, Tamara Ilersich, Talana McInally

1. PVP Recruitment / Selection Process
2. HR Report
3. BCPSEA Report
4. Secondary School Quarter System
5. Director of HR Contract

January 17, 2022 Learning Session

Trustees: Jared Mumford, Willow Reichelt, Carin Bondar, Heather Maahs, David Swankey

Staff: Rohan Arul-pragasam, Gerry Slykhuis, Kirk Savage, Paula Jordan, Mark Friesen, David Manuel, Brian Fehlauer, Chuck Lawson, Lynnet Schramm

1. Secondary School Quarter System

January 25, 2022 Learning Session

Trustees: Willow Reichelt, Carin Bondar, Darrell Furgason, Heather Maahs, Barry Neufeld, David Swankey

Staff: Rohan Arul-pragasam, Gerry Slykhuis, Kirk Savage, Paula Jordan, Mark Friesen, David Manuel

1. 3-Year Budget Planning
2. Literacy
3. Curriculum Framework
4. EPAC Policies

4.7.   Next Board of Education Meeting Date

Tuesday, March 8, 2022
5:30 p.m.
Zoom Webinar

5.   PUBLIC PARTICIPATION – QUESTIONS CONCERNING AGENDA ITEMS

- COVID-19 Tests
- Board Training and Learning

6.   ADJOURNMENT

The meeting was adjourned at 6:58 p.m.

BOARD OF EDUCATION

PRESENTATION

DATE: March 8, 2022

TO: Board of Education

FROM: David Manuel, Director of Instruction

RE: **STRATEGIC PLAN UPDATE**

Director of Instruction David Manuel will lead a presentation regarding progress made on the four-goal areas of our Strategic Plan.

Goal: Literacy

We are dedicated to ensuring that students are proficient in foundational literacy skills and increase their abilities, confidence and willingness to engage with language to acquire, construct and communicate in meaningful ways from Early Learning Years (pre-K) through to Grade 12.

Goal: Numeracy

We are dedicated to ensuring that all students become proficient in numeracy skills that allow them to create, apply and conceptualize mathematics in real world situations from Early Learning Years (pre-K) through to Grade 12.

Goal: Human & Social Development

We celebrate diversity, embrace inclusion and foster a sense of belonging to ensure all students thrive. Equity and inclusion are foundational to learning and leading, and are critical to success, wellbeing and fulfillment.

Goal: Transitions

Students experience pivotal transition points throughout their education, from pre-K to Kindergarten, from grade to grade, school to school, and from school to post-secondary or work situations. We acknowledge our responsibility to support all learners, so they successfully complete their education (pre-K through to Grade 12) with a sense of dignity and purpose, and opportunities to meet their goals.

Numeracy

- Schools are using the math resources that were purchased earlier this year to support work in <u>numeracy</u>. - connecting SNAP data to classroom instruction. ▶

Literacy

- Principals, Vice Principals and other leaders engaged in a Halq'eme'ylem language learning session in December: ▶
- Early Literacy Collaboration project has completed term 1 work at Bernard and Watson supporting 53 students and classroom teachers. ▶
- Literacy support using ACT (Assessing Comprehension and Thinking) is taking place at Unsworth Elementary as a pilot project. ▶

Transitions

- Five training sessions with Middle and Secondary Inclusion teachers have been completed focusing on topics such as student engagement and functional behaviour assessment. ▶
- Elementary District Resource Team (DRT) met in February to discuss vulnerable students; a combined middle & secondary team met in March to discuss student transitions. ▶
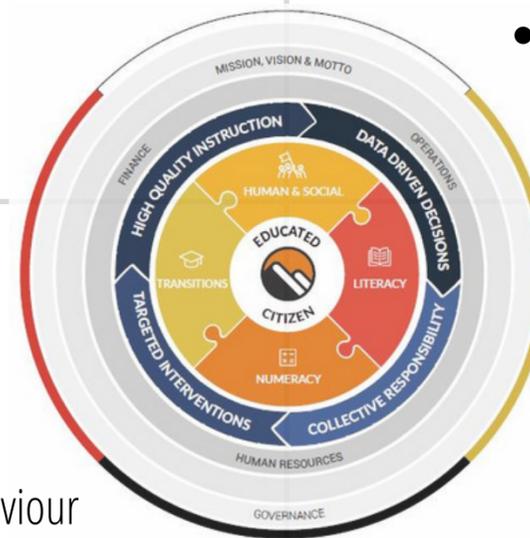
Human and Social

- The February 18th district PD day had a last-minute "pivot" to online. After a keynote by <u>Shane Safir</u>, we had 1022 staff log into 64 different breakout sessions.
- Children and Youth in Care (CYIC) Support Teacher is connecting with schools to support our 330 plus students who are in care – 280 care plans have been uploaded into MyEd. ▶
- Three District Staff Meetings were held in January, February and March for year 2 of the Equity Scan - exploring the Learning Profile and Policy and Governance. ▶
- <u>EA training</u> this year has focused on 4 key areas: Tools of the trade, Behaviour is communication, Equity & cultural awareness and supporting instructional strategies. ▶

Minutes

**REPORT OF THE
EDUCATION POLICY ADVISORY COMMITTEE**
Meeting Held February 7, 2022– 6:00 p.m.
Via Zoom

Attendance:	David Swankey	Trustee
	Willow Reichelt	Trustee
	Darrell Furgason	Trustee
	Sharon Bernard	CPVPA
	Noel Sharman	CPVPA
	Niki Wiens	Management Group
	Reid Clark	CTA
	Britt Hailstone	CTA
	Lorie McLaren	CUPE
	Loren Muth	Indigenous Education AC
	Jessica Clarke	DPAC
	Meghan Martel Reid	DPAC
	Alexis Stollings	Student, SSS
	Ella Chen	Student, CSS
	Mattia De Coene	Student, CSS
	Lamay Boshoff	Student, GWG
Staff:	Rohan Arul-pragasam	Superintendent
	Lisa Champagne	Executive Assistant

1. CALL TO ORDER

Trustee Swankey called the meeting to order at 6:00 p.m.

2. APPROVAL OF AGENDA

Moved by Noel Sharman
Seconded by: Jessica Clarke

THAT the Agenda be approved as circulated.

CARRIED

OLD BUSINESS

3. POLICY 231 ADVERTISING IN SCHOOLS BY COMMERCIAL ENTERPRISES

The committee reviewed this revised policy.

Moved by: Reid Clark
Seconded by: Britt Hailstone

THAT REVISED Policy 231 – Advertising in Schools by Commercial Enterprises be referred to the Board of Education for approval.

CARRIED

NEW BUSINESS

4. POLICY 370 DISTRICT PROGRAMS AND SCHOOLS OF CHOICE

The committee reviewed this revised policy and suggested changes.

It was recommended that staff review Policy 370 – District Programs and Schools of Choice considering all feedback from the committee and make adjustments prior to its return to the next Education Policy Advisory Committee meeting.

CARRIED

5. POLICY 371 FRENCH IMMERSION

The committee reviewed this revised policy and suggested changes.

Moved by: Britt Hailstone
Seconded by: Reid Clark

THAT Policy 371 – French Immersion be amended to read:

Learning the French language, an official language of Canada, enriches students' lives, enhances their understanding of other cultures, and celebrates diversity. The district recognizes the lifelong cognitive, social, and career benefits of learning French that extend beyond K-12. Therefore, the Board supports French Immersion Programs, at both the Early and Late entry points, as an educational option and program of choice in the school district.

The goal of the Board of Education is to provide French Immersion education at the primary, intermediate and secondary levels through the implementation of early and late immersion on both sides of the highway. District French Immersion programming will operate within the framework of the Ministry of Education guidelines and will be designed to meet the following program goals:

1. Developing in students the ability to communicate effectively in both official languages, in order to take advantage of educational, vocational and leisure opportunities.

2. Developing in students an appreciation and understanding of the values and customs of Francophone peoples throughout la francophonie, including those in French Canada.

3. Developing in students a favourable attitude towards the French language and Francophone peoples.

The board supports the philosophy of maintaining dual-track elementary, middle, and secondary schools. (Dual-track means that French Immersion and English programs coexist in the same schools.) Classes will be organized, wherever possible, and as approved by the board, in order to provide a continuous program in the school.

Admission to the early immersion program at the kindergarten level and to the late immersion program at the grade 6 level will be by program and space availability, using a lottery system if needed rather than an application/interview process.

The District supports inclusion of all students in French language programs and expects that students with unique learning needs, including students with Ministry designations, will be supported in Core French and French Immersion programs.

NO VOTE

It was recommended that staff review Policy 371 – French Immersion considering all feedback from the committee and make adjustments prior to its return to the next Education Policy Advisory Committee meeting.

CARRIED

6. POLICY 372 CAREER PROGRAMS

The committee reviewed this revised policy and suggested changes.

It was recommended that staff review Policy 372 – Career Programs considering all feedback from the committee and make adjustments prior to its return to the next Education Policy Advisory Committee meeting.

CARRIED

7. POLICY 373 STUDENT FIELD EXPERIENCES

The committee reviewed this revised policy and suggested changes.

It was recommended that staff review Policy 373 – Student Field Experiences considering all feedback from the committee and make adjustments prior to its return to the next Education Policy Advisory Committee meeting.

CARRIED

ADJOURNMENT 7:22 p.m.

Minutes

Chilliwack School District

**REPORT OF THE
EDUCATION POLICY ADVISORY COMMITTEE**
Meeting Held February 28, 2022 – 6:00 p.m.
Via Zoom

Attendance:	David Swankey	Trustee
	Willow Reichelt	Trustee
	Sharon Bernard	CPVPA
	Noel Sharman	CPVPA
	Niki Wiens	Management Group
	Reid Clark	CTA
	Britt Hailstone	CTA
	Loren Muth	Indigenous Education AC
	Jessica Clarke	DPAC
	Meghan Martel Reid	DPAC
	Alexis Stollings	Student, SSS
Staff:	Rohan Arul-pragasam	Superintendent
	Lisa Champagne	Executive Assistant
	Heather Elliott	District Coordinator ADST & Career Transitions K-12

Regrets: Lorie McLaren, CUPE; Ella Chen, Student CSS; Mattia De Coene, Student CSS

1. **CALL TO ORDER**

   Trustee Swankey called the meeting to order at 6:00 p.m.

2. **APPROVAL OF AGENDA**

   Moved by: Niki Wiens
   Seconded by: Sharon Bernard

   THAT the agenda be amended to move Policy 372 Career Programs to Item 3 of the agenda.

   CARRIED

   THAT the Agenda be approved as amended.

   CARRIED

NEW BUSINESS

3. **POLICY 372 CAREER PROGRAMS**

   The committee reviewed this revised policy and reviewed the Ministry's funding requirements.

It was recommended that staff review Policy 372 – Career Programs considering all feedback from the committee and make adjustments prior to its return to the next Education Policy Advisory Committee meeting.

CARRIED

4. POLICY 370 DISTRICT PROGRAMS AND UNIQUE LEARNING OPPORTUNITIES

The committee reviewed this revised policy and suggested changes to verbiage and formatting.

Moved by: Reid Clark
Seconded by: Jessica Clarke

THAT REVISED Policy 370 – District Programs and Unique School Opportunities be referred to the Board of Education for approval.

CARRIED

5. POLICY 371 FRENCH IMMERSION PROGRAM

The committee reviewed this revised policy and suggested minor grammar and formatting changes.

Moved by: Britt Hailstone
Seconded by: Loren Muth

THAT REVISED Policy 371 – French Immersion Program be referred to the Board of Education for approval.

CARRIED

6. POLICY 373 STUDENT FIELD EXPERIENCES

The committee reviewed this revised policy and suggested changes.

It was recommended that staff review Policy 373 – Student Field Experiences considering all feedback from the committee and make adjustments prior to its return to the next Education Policy Advisory Committee meeting.

CARRIED

7. POLICY 311 STUDENT DRESS GUIDELINES

The committee reviewed this revised policy and suggested changes.

Moved by: Alexis Stollings
Seconded by: Megan Martel Reid

THAT REVISED Policy 311 – Student Dress Guidelines be referred to the Board of Education for approval.

CARRIED

ADJOURNMENT 7:13 p.m.

BOARD OF EDUCATION

DECISION REPORT

DATE: February 8, 2022

TO: Board of Education

FROM: Rohan Arul-pragasam, Superintendent

RE: **POLICY 231: ADVERTISING IN SCHOOLS BY COMMERCIAL ENTERPRISES**

RECOMMENDATION:

THAT the Board of Education reaffirm Policy 231 Advertising in Schools by Commercial Enterprises - (910 Advertising in Schools) as presented. This policy was presented to the Education Policy Advisory Committee in draft form at its February 7, 2022 meeting.

BACKGROUND:

These policy revisions continue the work that was commenced last year to enhance district policy in order to provide greater clarity, identify policies that are no longer current and/or assess board and administrative regulations that are primarily operational in nature.

Now that the governance section is complete, work will continue on subsequent policy sections. In accordance with current Policy 161, the Board will have the benefit of the Education Policy Advisory Committee (EPAC) to advise the Board on matters related to education policies under Policies 500 – Students, 600 – Instructional-Education Programs and 900 – Community Relations (Policy 200 and 300 sections under the new policy structure).

The new policy structure is:

Bylaws
100 – Governance
200 – Partner & Community Relations
300 – Students, Instruction & Programs
400 – Health & Safety
500 – Human Resources
600 – Business & Support Services

POLICY 231 ADVERTISING IN SCHOOLS BY COMMERCIAL ENTERPRISES

Relationships between the Board, its schools, and commercial enterprises can enhance learning opportunities when aligned with the District's core values.

The sale, the promotion of sale or the support of sales by canvassing, advertising or by other means on the part of any commercial enterprise could be seen as a violation of the safe and secure environment for students. Therefore, there should be no actual or implied obligation to purchase any product or services.

There will be no use of corporate logos and slogans on any physical signage within the district. To recognize sponsorships, temporary print and/or electronic media logos may be appended to district material.

POLICY 231 ADVERTISING IN SCHOOLS BY COMMERCIAL ENTERPRISES

Relationships between the Board, its schools, and commercial enterprises can enhance learning opportunities when aligned with the ~~district~~ District's core values.

The sale, the promotion of sale or the support of sales by canvassing, advertising or by other means on the part of any commercial enterprise could be seen as a violation of the safe and secure environment for students. Therefore, there should be no actual or implied obligation to purchase any product or services.

There will be no use of corporate logos and slogans on any physical signage within the district. To recognize sponsorships, temporary print and/or electronic media logos may be appended to district material.

BOARD OF EDUCATION

DECISION REPORT

DATE: March 8, 2022

TO: Board of Education

FROM: Rohan Arul-pragasam, Superintendent

RE: **POLICY 370: DISTRICT PROGRAMS AND UNIQUE LEARNING
                 OPPORTUNITIES**

RECOMMENDATION:

THAT the Board of Education reaffirm Policy 370 District Programs and Unique Learning Opportunities - (611 District Programs and Schools of Choice) as presented. This policy was presented to the Education Policy Advisory Committee in draft form at its February 28, 2022 meeting.

BACKGROUND:

These policy revisions continue the work that was commenced last year to enhance district policy in order to provide greater clarity, identify policies that are no longer current and/or assess board and administrative regulations that are primarily operational in nature.

Now that the governance section is complete, work will continue on subsequent policy sections. In accordance with current Policy 161, the Board will have the benefit of the Education Policy Advisory Committee (EPAC) to advise the Board on matters related to education policies under Policies 500 – Students, 600 – Instructional-Education Programs and 900 – Community Relations (Policy 200 and 300 sections under the new policy structure).

The new policy structure is:

Bylaws
100 – Governance
200 – Partner & Community Relations
300 – Students, Instruction & Programs
400 – Health & Safety
500 – Human Resources
600 – Business & Support Services

POLICY 370 DISTRICT PROGRAMS AND UNIQUE LEARNING OPPORTUNITIES

Catchment area schools are important neighbourhood assets and are central in meeting the educational needs of students within the district.

The Board's Mission – "to ensure deep learning that engages our heart, head and hands to develop competencies vital for the success of all learners" – is supported by offering district programs and unique learning opportunities.

Choice for students, parents and staff is offered, where feasible and appropriate, in the form of district programs and/or schools that offer unique opportunities. These schools provide a program with a specific educational focus (e.g. Integrated Arts & Technology), while prioritizing attendance from the existing school catchment area in accordance with board policy.

District Programs (e.g. French Immersion) provide a specific education program and will normally have the entire District as a catchment area.

POLICY 370 DISTRICT PROGRAMS AND UNIQUE ~~SCHOOL~~LEARNING~~S~~ ~~OF~~ ~~CHOICE~~OPPORTUNITIES

Catchment area schools are important ~~community~~neighbourhood ~~hubs~~assets and are central in meeting the educational needs of students within ~~each neighbourhood in~~ the district.

The Board's ~~of Education believes~~Mission – "to ensure deep learning that engages our heart, head and hands to develop competencies vital for the success of all learners" ~~–~~, is supported by offering district programs and unique ~~school~~learning opportunities. ~~that providing high standard quality educational programs and schools for all students will lead to increased student engagement and achievement.~~

~~Catchment area schools are important community hubs and are central in meeting the educational needs of students within each neighbourhood in the district.~~ the Board recognizes ~~and encourages~~ allows the development of ~~C~~choice for students, parents and staff is offered, where feasible and appropriate, in the form of district programs and/or schools that offer unique opportunities. These schools
~~Definitions:~~
~~School of Choice~~ provide~~s~~ a program with a specific educational focus (e.g. ~~traditional or~~ Integrated ~~fine~~ ~~Fine~~ ~~arts~~Arts & Technology), while ~~maintaining~~ prioritizing attendance from the existing school catchment area in accordance with board policy. ~~(as per Board policy 531).~~

District Programs (e.g. French Immersion ~~list an example~~) provide a specific education program and will normally have the entire District as a catchment area.

Chilliwack
School District

BOARD OF EDUCATION

<u>DECISION REPORT</u>

DATE: March 8, 2022

TO: Board of Education

FROM: Rohan Arul-pragasam, Superintendent

RE: **POLICY 371: FRENCH IMMERSION PROGRAM**

RECOMMENDATION:

THAT the Board of Education reaffirm Policy 371 French Immersion Program - (628 French Immersion) as presented. This policy was presented to the Education Policy Advisory Committee in draft form at its February 28, 2022 meeting.

BACKGROUND:

These policy revisions continue the work that was commenced last year to enhance district policy in order to provide greater clarity, identify policies that are no longer current and/or assess board and administrative regulations that are primarily operational in nature.

Now that the governance section is complete, work will continue on subsequent policy sections. In accordance with current Policy 161, the Board will have the benefit of the Education Policy Advisory Committee (EPAC) to advise the Board on matters related to education policies under Policies 500 – Students, 600 – Instructional-Education Programs and 900 – Community Relations (Policy 200 and 300 sections under the new policy structure).

The new policy structure is:

Bylaws
100 – Governance
200 – Partner & Community Relations
300 – Students, Instruction & Programs
400 – Health & Safety
500 – Human Resources
600 – Business & Support Services

POLICY 371 FRENCH IMMERSION PROGRAM

Learning the French language, an official language of Canada, enriches students' lives, enhances their understanding of other cultures, and celebrates diversity. The Board recognizes the lifelong cognitive, social, and career benefits of learning French that extend beyond K-12. Therefore, the Board supports French Immersion Programs, at both the early and late entry points, as an educational option and program of choice in the school district.

The Board expects French Immersion to be delivered in accordance with district values, in particular the values of equity and inclusion.

Partners in Learning!

THE BOARD OF EDUCATION
OF SCHOOL DISTRICT NO. 33
(CHILLIWACK)
Policy Manual

POLICY 371 FRENCH IMMERSION[LMC1] PROGRAM

Learning the French language, an official language of Canada, enriches students' lives, enhances their understanding of other cultures, and celebrates diversity. The ~~district~~ Board recognizes the lifelong cognitive, social, and career benefits of learning French that extend beyond K-12. Therefore, the Board supports French Immersion Programs, at both the ~~eE~~arly and ~~lL~~ate[LMC2] entry points, as an educational option and program of choice in the school district.

~~The Board of Education recognizes that French Immersion programming benefits the cognitive and social development of students. Therefore, the Board of Education supports the French Immersion Program, at both the Early and Late entry points, as an educational option and program of choice in the school district.~~
~~French Immersion programs in Chilliwack School District will operate according to Ministry of Education guidelines, school program goals and Board~~ Policy[AC3].~~.~~
The Board expects French Immersion to be delivered in accordance with district values, ~~and~~ in particular, the values of equity and inclusion.

Related Legislation: School Act [RSBC 1996, Part 2, Division 1, Sections 5(4)c]
Related Contract Article: Nil
Adopted: December 10, 2013
Amended: xxxxx

BOARD OF EDUCATION

DECISION REPORT

DATE: March 8, 2022

TO: Board of Education

FROM: Rohan Arul-pragasam, Superintendent

RE: **POLICY RENOVATION PROJECT – POLICY 130 CODE OF CONDUCT**

RECOMMENDATION:

THAT the Board of Education approve Policy 130 – Code of Conduct as attached. Further, THAT the Board abandon existing Policy 205 – Code of Ethics for Trustees (found [HERE](#)) as it is made redundant by the new policy.

BACKGROUND:

The revision of policies continues the work that was commenced last year to enhance district policy in order to provide greater clarity, identify policies that are no longer current and/or assess board and administrative regulations that are primarily operational in nature.

The work around this task commenced in March 2020 and was interrupted due to COVID-19, resuming in September 2020. Subsequent to two additional working sessions with the Board, the above policy supplements the initial grouping of governance policies presented for Board approval in December 2020.

As per the Ministerial Order No. M147, the attached Policy 130 – Code of Conduct is a revision of Board Policy 205 "Code of Ethics for Trustees" after the Board obtained and considered input from the school community.

As requested by the Board of Education at its December 7th, 2021 meeting, the term "Chair" was replaced with "Chair or the Secretary Treasurer" in the "Procedures to Address Alleged Code of Conduct Breaches" section in the policy.

POLICY 130 TRUSTEE CODE OF CONDUCT

Public confidence in, and respect for the Board is enhanced by adopting and adhering to a Trustee Code of Conduct.

Trustees recognize that as representatives of a diverse community, trustees and members of the School District community may hold different views on matters related to the Board's business. The Code of Conduct aims to promote the respectful and lawful expression of such points of view if done in a manner consistent with this Code of Conduct.

Integrity and Dignity of Office

- Trustees will carry out their duties faithfully, diligently and in a manner that will inspire public confidence in the ability and integrity of the Board.

- Trustees will conduct themselves in an appropriate, professional, and respectful manner when carrying out their duties.

Civil Behaviour and Decorum

- Trustees will act with decorum and be respectful of other trustees, staff, students, partner groups and the public at all times.

- Trustees will not make remarks that disparage other members of the Board, employees of the district or recognized partner groups.

- Trustees will acknowledge the differing points of view of other Trustees, staff, students and the public and will endeavor to work with other Trustees and staff of the Board in a spirit of respect, openness, courtesy, and co-operation.

Confidentiality

- Trustees will keep confidential any information disclosed or discussed in-camera, unless required to divulge such information by law or authorized by the Board to do so.

- Trustees will not divulge confidential information, including personal information about an identifiable individual.

- Trustees will not disclose information subject to solicitor-client privilege that they become aware of because of their position, except when required by law or authorized by the Board to do so.

- No Trustee shall use confidential information for either personal gain or to the detriment of the Board.

Decision Making

- Decision making authority rests with the Board, and no Trustee has any individual authority other than that delegated by the Board.

- Trustees will be diligent in familiarizing themselves with all materials provided in advance of meetings in order to make informed and credible decisions.

- Trustees will keep an open mind and base decisions upon all available facts.

- Trustees will accept the decisions of the Board and support any proposed actions in the implementation of a decision, regardless of holding an opposing position in debate or casting an opposition vote.

- A Trustee should be able to explain the rationale for a resolution passed by the Board. A Trustee may respectfully state their position on a resolution provided it does not in any way undermine the implementation of the resolution.

Expressing Opinions

- When individual Trustees express their opinions in public through whatever forum, they must make it clear that they are not speaking on behalf of the Board.

Compliance with Legislation

- Trustees are elected to discharge the duties and obligations imposed upon them by law, and in particular, by the *School Act* and associated *Regulations and Ministerial Orders*.

- Trustees will comply with the *Freedom of Information and Protection of Privacy Act*, the *British Columbia Human Rights Code*, the *Labour Relations Code* and any other relevant legislation.

Procedures to Address Alleged Code of Conduct Breaches

- It is essential to establish and maintain clear, fair, and effective processes in response to allegations of Breach of the Trustee Code of Conduct. Those processes include:

- Bringing the alleged breach ("Complaint") in writing to the attention of the Chair of the Board, designate or the Secretary Treasurer within 30 days of the alleged breach occurring. There may be exceptional circumstances which allow for an extension of the 30-day timeline. If an allegation is made against the Chair, the matter shall be managed by the Secretary Treasurer.

- The complaint must include the name of the Trustee who is alleged to have breached the Code; (ii) the alleged breach or breaches of the Code; (iii) information as to when the breach came to the Complainant's attention;(iv) the grounds for the belief by the Complainant that a breach of the Code has occurred; and (v) the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.

- Options to allow for consideration of an alleged breach even if the complainant withdraws the complaint.

- Providing all Trustees, including the subject of the alleged complaint, a copy of the Complaint within seven (7) days of receiving it.

- Complaint resolution options, including:

  o A recommendation by the Chair or the Secretary Treasurer if the alleged breach is by the Chair, not to proceed on the complaint.

  o Agreement that an informal resolution is appropriate.

  o Initiation of an investigation process, conducted with procedural fairness, concluding with the preparation and presentation of a report of the investigation's findings in a timely manner for the board's consideration.

  o Decision by the board (excluding the subject of the complaint) on the Chair's or Secretary Treasurer's recommendation for appropriate action to resolve the complaint.

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- Complaint resolution options, including:

  - ~~a~~ A recommendation by the Chair or the Secretary Treasurer if the alleged breach is by the Chair, not to proceed on the complaint.

  - ~~agreement~~ Agreement that an informal resolution is appropriate.

  - ~~initiation~~ Initiation of an investigation process, conducted with procedural fairness, concluding with the preparation and presentation of a report of the investigation's findings in a timely manner for the board's consideration.

  - ~~decision~~ Decision by the board (excluding the subject of the complaint) on the ~~chair's~~ Chair's or Secretary Treasurer's recommendation for appropriate action to resolve the complaint.

Chilliwack
School District

BOARD OF EDUCATION

<u>DECISION REPORT</u>

DATE: March 8, 2022

TO: Board of Education

FROM: Gerry Slykhuis, Secretary Treasurer

RE: **LONG-RANGE FACILITIES PLAN – FINAL APPROVAL**

RECOMMENDATION:

THAT the Board of Education approve the final draft of the Long-Range Facilities Plan as presented.

([click here](#) for document)

BACKGROUND:

The working group has reviewed feedback from the Board of Education and the community to prepare the final draft of the district's Long-Range Facilities Plan. The feedback generated the addition of flood plain, climate change, and sustainability considerations within the LRFP. These are incorporated in the attached LRFP for the Board's approval.

Consultation and Approval Process

The following are the steps to be followed to create the Long-Range Facilities Plan (LRFP) during the 2021/2022 school year:

- Established an internal working group made up of school district executive team *(Jun)*

- Data and information gathered by the working group regarding the current circumstances of School District No. 33, Agricultural Land Reserve (ALR) documentation, enrollment projections and City of Chilliwack planning documents. *(Mar – Sep)*

- Developed the Draft LRFP, including options and recommendations for facilities. *(Jul – Oct)*

- Present the Draft LRFP to the **Board of Education** for feedback. (Nov 9)

- Share the Draft LRFP with partner groups and the Ministry Capital Division for feedback and suggestions. (Nov 10 – Dec 10)

- Post the Draft LRFP on the School District website, with on-line feedback provisions, to provide the school community, parents and the general public with an opportunity to review the plan and provide comments or feedback. (Nov 10 – Dec 10)

- Present the Draft LRFP and feedback to Board of Education for consideration (Jan 11)

- The working group reviews **Board of Education** and community feedback and prepares the final LRFP. (Jan 12 – 31)

- Present final LRFP to the **Board of Education** for approval**.** (Mar 8)

Partners in Learning!

BOARD OF EDUCATION

DECISION REPORT

DATE: March 8, 2022

TO: Board of Education

FROM: Heather Maahs, Trustee Representative (BAA Committee)

RE: **BOARD/AUTHORITY AUTHORIZED (BAA) COURSE PROPOSAL**

RECOMMENDATION:

THAT the Board of Education approve the Board/Authority Authorized Course: Introduction to Careers in Teaching 12.

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District 33	**School District/Independent School Authority Number** (e.g. SD43, Authority #432): 33
Developed by: Lynnette Earle	**Date Developed:** October 22, 2021
School Name: Chilliwack Secondary School	**Principal's Name:** Brian Fehlauer
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Intro to Careers in Teaching 12	**Grade Level of Course:** 12
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s):

There is a high level of expectation for this program that requires a strong work ethic and good attendance record. Recommended (not all required) prerequisites include:

☐ Students have completed their Career-Life Education course 10 and/or 11

☐ Have a strong demonstrated interest in the teaching profession

☐ Enrolled in grade 12 (grade 11 may be acceptable if other prerequisites are met - must be 16 years of age)

Special Training, Facilities or Equipment Required:

The teacher should hold a university degree in teaching. The teacher should also be versed in the Inquiry Based and Understanding by Design curriculum. A classroom space should be provided with access to a computer with an overhead projector.

Course Synopsis:

Intro to Careers in Teaching 12 is designed to provide to students interested in becoming an educator post-secondary the opportunity to learn about this career path, and its possible trajectories, and understand core educational theories about how we learn. The curricular and content competencies of this course provide students with a foundational understanding of what it means to create lessons, teach, and engage other students in meaningful learning. The course will provide students with opportunities to be meaningfully involved in classrooms as well as other schools or community programs by executing performance-based inquiry tasks.

Goals and Rationale:

Students are often grappling with what to do with their lives post-secondary. This course will provide students interested in becoming an educator to learn about the profession, experiment with teaching in different environments (grade or community) and make an informed decision on whether this is a career path to pursue. This course will also provide other teachers within each school community the opportunity to observe, engage, and pose questions about current teaching pedagogy. Together, both students and teachers, will be able to build a better understanding of where they are and where they want to go.

Aboriginal Worldviews and Perspectives:

Learning is embedded in memory, history and story – there is value in history and learning from the past traditions of the school, students can learn from their/and others' past actions to improve future performance

Learning involves patience and time – students will work through the planning process for an activity, developing yourself as a leader is a growth process, students are change agents in the school but also need to adapt over-time to meet the needs of our dynamic student population(s). Significant meaningful change takes planning and time.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place.)

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning requires exploration of one's identity.

BIG IDEAS

Career-life decisions in teaching influence and are influenced by **internal and external factors**, including **local and global trends**.	Services and products can be designed through consultation and collaboration.	**Service design** interests require the evaluation and refinement of problem-solving skills	Tools and technologies can influence communications and relationships	**Lifelong learning** means to impart a passion for learning to all students; to inspire them and challenge them

Learning Standards

Curricular Competencies	Content

Students are expected to do the following:
 	
Applied Design
  Understanding context
    • Engage in **research** and **empathetic observation** to determine service design opportunities and barriers
  Defining
    • Establish a point of view for a chosen service design opportunity
    • Identify context and requirements and wishes of people involved
    • Identify criteria for success, intended **valued impact, constraints**, and possible unintended negative consequences
  Ideating
    • Take creative risks in generating ideas and add to others' ideas in ways that enhance them
    • Screen ideas against criteria and constraints
    • Analyze potential **competing factors** to meet individual, family, and community needs for preferred futures
    • Identify, prioritize, and apply **sources of inspiration** and **information**, and include people involved when possible
  Prototyping
    • Develop a product and/or **service plan** that includes key stages and resources
    • Evaluate strategies for effective use and possible individual, familial, and community **impacts**
	Students are expected to know the following:
	
	• **S**ervice **design opportunities** that involve teaching
	• Legal rights and responsibilities of **educators**, including ensuring children's welfare and safety
	• Theories of learning, including **cultural influences**, and how and why theories change over time
	• BC school system K-12
	• teaching styles and impacts on student learning
	• Current assessment practices in teaching
	• Education options locally and internationally, **influences** on these options, and community resources that offer services to children and educators
	• S**ervice strategies for students and educators**
	• Student-teacher-parent **communication styles and strategies**
	• Cultural sensitivity and etiquette, including ethics of **cultural appropriation**

Testing
  - Identify and access **sources of feedback**
  - Consult with people involved to gather constructive suggestions for improvement
  - Use consultation data and feedback to make appropriate changes
  - Identify and use **appropriate strategies**
  - Use **project management processes** throughout when working individually or collaboratively

Sharing
  - **Share** progress to increase opportunities for feedback and collaboration
  - Decide on how and with whom to share or promote **product or service** and strategies
  - Critically evaluate the success of their product or service and explain how the ideas contribute to the individual, family, or community
  - Critically reflect on their plans, processes, and ability to work effectively, both individually and collaboratively, including their ability to share and maintain an efficient co-operative workspace

Applied Skills
  - Apply precautionary, safe, and supportive interpersonal strategies and communications, both face-to-face and digital
  - Identify and assess the skills needed, individually or collaboratively, in relation to projects, and develop plans to refine them over time
  - Critically reflect on cultural sensitivity and etiquette skills, and develop specific plans to learn or refine them over time
  - Apply audience-appropriate **interviewing** and **consultation etiquette**

Applied Technologies
  - Explore existing, new, and emerging tools and **technologies** and evaluate suitability for service design interests
  - Evaluate impacts, including unintended negative consequences, of choices made about technology use
  - Analyze the role technologies play in societal change and interpersonal communications
  - Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies

Big Ideas – Elaborations

• **Career-life decisions in teaching**: Sample questions to support inquiry-based learning/teaching:
— In what ways can we integrate knowledge of self and educational realities to pursue our preferred futures as a teacher?
— How can our values and passions inform career-life decision making in teaching?
— How do we respectfully navigate competing social, familial, and cultural expectations as we pursue our preferred career-life pathway?
— How can educators engage students in thinking critically, through research and observation?
• **internal and external factors**: For example, internal factors may include personal interests, abilities, and competencies, and external factors may include place-based, community, and digital influences and circumstances.
• **local and global trends**: for example: — sustainability and economic trends — shifts in societal norms, such as education roles and structures, expectations for self-regulation of work/life balance — influence of place, such as urban, suburban, small town, rural, remote — work options, such as entrepreneurship, flexible work schedules, working from home
• **Service design**: a student-centred approach that may include creating services to support student development
• **Lifelong learning**: For example, reflection strategies, mentorship opportunities, and goal setting.

Curricular Competencies – Elaborations

• **research**: seeking knowledge from other people as experts, interviewing people involved, finding secondary sources and collective pools of knowledge in communities and collaborative atmospheres, learning the appropriate protocols for approaching local First Peoples communities
• **empathetic observation**: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders
• **valued impact**: Service designs should be based on what the people involved are hoping for, so their input is needed.
• **constraints**: limiting factors, such as the nature of family dynamics and interpersonal communications, expense, and environmental impact
• **competing factors**: social, ethical, and sustainable
• **sources of inspiration**: may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, professionals
• **information**: for example, professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres (such as family structures and cohorts)
• **service plan**: The primary purpose is to determine and provide or produce beneficial services for individuals, families, or groups.
• **impacts**: social, cultural, financial
• **sources of feedback**: may include people involved; First Nations, Métis, or Inuit community members; keepers of other traditional cultural knowledge and approaches; peers and professionals
• **appropriate strategies**: considering others' perspectives, ethical issues, and cultural factors
• **project management processes**: setting goals, planning, organizing, constructing, monitoring, and leading during project execution
• **share**: may include showing to others or use by others
• **product or service**: physical product or supportive process, system, assistance, environment – related to education and teaching
• **interviewing and consultation etiquette**: protocols for requesting and conducting interviews, including consideration of confidentiality, tone, and informed consent; may require knowledge of cultural protocols, such as that of local First Peoples or recent immigrant communities
• **technologies**: tools that extend student capabilities

Content – Elaborations

• **service design opportunities**: for example, understanding policies and creating resources, programs, activities, designed environments, physical products, or services
• **educators**: for example, teachers, educational assistants, guiders, or other people in an educational role
• **cultural influences**: for example, how the view of the education has changed over time; different and potentially competing beliefs about teaching and discipline; First Nations, Métis, and Inuit learning structures/environments; own childhood experiences versus learning in a brick-and-mortar system; expectations for success at school
• **influences**: including regulations, education, and funding
• **service strategies for students**: strategies that facilitate child development and joyful engagement and support family connection and involvement
• **communication styles and strategies**: taking into consideration: — verbal and non-verbal (body language) communication — digital and face-to-face contexts — various audiences being addressed — casual social and peer group interactions versus more formal interactions
• **cultural appropriation**: using or sharing a cultural motif, theme, "voice," image, knowledge, story, or practice without permission, without appropriate context, or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Recommended Instructional Components:

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

A combination to self, peer and co-designed assessments which are performance based. The various performance tasks that students do will be based on the curricular competencies of the course with the content interwoven, clearly incorporating what students should know, understand and do as outlined in the Ministry's Principles of Quality Assessment. Specific rubrics that clearly outline each assignment, with regards to the curriculum, will be developed.

Learning Resources: These resources will be referenced and/or used as a guide in the course, but not read in their entirety

- Dive into Inquiry by Trevor Mackenzie

- Inquiry Mindset by Trevor Mackenzie

- Understanding by Design by Wiggins and McTighe

- Grading from the Inside Out by Tom Schimmer

- Softening the Edge by Katie White

- The BC k-12 curriculum

Additional Information:

BOARD OF EDUCATION

<u>INFORMATION REPORT</u>

DATE: March 8, 2022

TO: Board of Education

FROM: Rohan Arul-pragasam, Superintendent

RE: **COVID-19 UPDATE**

Superintendent Rohan Arul-pragasam will provide an update on COVID-19 in the Chilliwack School District.

Partners in Learning!

TRUSTEE REPORT

Trustee: Jared Mumford

Report Date: March 8, 2022

KEY ACTIVITIES SINCE LAST BOARD MEETING

List of key dates/activities related to the Trustee role, including school visits and school initiatives/events, committee attendance, conference attendance, etc.

February 9 2022	Chilliwack Food Council
February 10, 2022	CHC Organizational Structure Working Group
February 10, 2022	Meet w/Parent re Critical Incident Communication Protocol
February 10, 2022	Multiple calls with parents regarding school safety
February 15 2022	Chair / Vice-Chair Meeting
February 17 2022	School Visit
February 18 2022	Board Chair Check-In Call - BCSTA
February 22 2020	CHC Meeting (Co-Chair)
February 22 2020	Board Learning Session #7
February 22 2020	Chair / Vice-Chair Meeting
February 23 2022	PAC Meeting Visit
February 28 2022	BCSTA FV Branch AGM
March 1 2022	PVP Hiring Committee
March 2 2022	Board Learning Session #8
March 4 2022	PVP Hiring Committee
March 8 2022	Indigenous Education Advisory Committee
March 8 2022	Chair / Vice-Chair Meeting
March 8 2022	Board Meeting (Chair) - In Camera, Public

UPCOMING EVENTS OF INTEREST TO THE BOARD

TRUSTEE REPORT

Trustee: Willow Reichelt

Report Date: March 3, 2022

KEY ACTIVITIES SINCE LAST BOARD MEETING

As usual, I will only list things I participated in outside the regular work shared by the whole board.

- **February 11: Community Safety Governance Committee**
  - We looked at the progress of the Community Safety Plan. Many aspects have gotten a good start (housing, harm reduction, mental health outreach) while others are still needs that are being pursued (residential drug treatment beds).
- **February 15, 22 and March 8: Chair/Vice Chair Meetings**
- **February 28: Leary Integrated Arts and Technology Elementary Deep Dive Science Fair**
  - Grade 5s worked on space. Students were eager to tell me about their mission to Mars. They worked in groups to plan out their mission (what supplies to bring) and draw blueprints for their space base. They then used their supplies in Minecraft to build their bases and try to survive. Other projects included an art project where they drew imaginary planets and constructed aliens from felt and 3D models explaining how solar eclipses work.
  - Grade 2 students studied owls. They created owl artwork based on the styles of a variety of artists.
- **February 28: Education Policy Advisory Committee**
  - Thank you to all of the committee members for your valuable feedback.

UPCOMING EVENTS OF INTEREST TO THE BOARD

- Reminder to trustees to register for BCSTA AGM April 21-23

TRUSTEE REPORT

Trustee: David Swankey

Report Date: March 3rd, 2022

KEY ACTIVITIES SINCE LAST BOARD MEETING

List of key dates/activities related to the Trustee role, including school visits and school initiatives/events, committee attendance, conference attendance, etc.

- Feb 7th – Chaired EPAC meeting
  - Mtg 6 of 13 on our calendar this year
- Feb 12th – Attended BCSTA Provincial Council as Provincial Councilor for the Board
  - Short session – no emergent business was conducted
- Feb 17th – Attended BCSTA Legislative Committee Mtg
  - Transition of new staff support in BCSTA
- Feb 18th – Joined SD33 staff for district wide PD
  - Highlights included keynote from Shane Safir, and sessions with Dr. Keith Carlson & Dr. Tim Cooper
- Feb 22nd – Attended Board Learning Session
  - https://sd33.bc.ca/node/549
- Feb 24th – Joined SD33 DPAC for their regular meeting
  - https://sd33.bc.ca/dpac-meetings-20212022
- Feb 28th – Chaired EPAC meeting
  - Mtg 7 of 13 on our calendar this year
- Feb 28th – Attended BCSTA FV Branch AGM
  - PD opportunities for the year ahead are being discussed. I am happy to receive suggestions or requests in my capacity as VP of branch
- Mar 1st – Chaired BCSTA Legislative Committee Mtg
  - Motion prep for AGM 2022
- Mar 2nd – Attended Board Learning Session
  - https://sd33.bc.ca/node/549
- Mar 3rd – Joined District All-Leaders Working Session
- Mar 3rd – Chaired BCSTA Legislative Committee Mtg
  - Motion prep for AGM 2022

UPCOMING EVENTS OF INTEREST TO THE BOARD

- March 8th – Salemma Noon Parent Presentation is being hosted by DPAC via Zoom
  - PAC's have also booked a limited number of presentations that were available with support from school admin
  - https://sd33.bc.ca/sites/sd33.bc.ca/files/2022-02/Noon%20Flyer.pdf?fbclid=IwAR2s9afkXH4n49x_Hv0NT3firLB8g2tWo9QmcKZ9Pyjl7PGKf9JCZZMBtjY
  - https://www.saleemanoon.com/workshops/body-science-at-school/
- April 21st-24th – BCSTA AGM – Registration now open!
  - https://bcsta.org/event-info/annual-general-meeting/
- May 26th-28th – Inclusion BC Conference 'Everybody Belongs'
  - https://inclusionbc.org/our-services/inclusion-bc-conference/

MEETING SUMMARIES

In-Camera Meeting – February 8, 2022

Trustees: Willow Reichelt, Jared Mumford, Carin Bondar, Darrell Furgason, Heather Maahs, Barry Neufeld, David Swankey

Staff: Rohan Arul-pragasam, Gerry Slykhuis, Tamara Ilersich, Talana McInally, Lisa Champagne

1. HR Report
2. BCPSEA Report
3. Trustee Conduct Report
4. Legal Correspondence
5. 2022/2023 Local School Calendar
6. Sardis Elementary

Learning Session – February 22, 2022

Trustees: Jared Mumford, Willow Reichelt, Carin Bondar, Darrell Furgason, Heather Maahs, David Swankey

Staff: Rohan Arul-pragasam, Gerry Slykhuis, Kirk Savage, Paula Jordan, Mark Friesen, David Manuel

1. Aligned Leadership
2. Policy 130 Review

Learning Session – March 2, 2022

Trustees: Jared Mumford, Willow Reichelt, Carin Bondar, Darrell Furgason, Heather Maahs, David Swankey

Staff: Rohan Arul-pragasam, Gerry Slykhuis, Kirk Savage, Paula Jordan, Mark Friesen, David Manuel

1. LFI Program

Partners in Learning!