



**Chilliwack  
School District**

**THE BOARD OF EDUCATION  
School District #33 (Chilliwack)**

**Regular Public Board Meeting**

**School District Office  
(Live Streamed and Recorded)**

**AGENDA**

**October 11, 2022**

**5:30 pm**

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**1. CALL TO ORDER**

- 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 September 13, 2022 Regular Board Meeting be approved as circulated.)

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

**3. ACTION ITEMS**

- 3.1. Policy Renovation Project (Business and Support Services Section 600)
  - 3.1.1. Policy 661 – Naming and Re-naming of Facilities
  - 3.1.2. Policy 662 – Child Care
  - 3.1.3. Policy 680 – Student Transportation
- 3.2. 2023 BC Adolescent Health Survey

**4. INFORMATION ITEMS**

- 4.1. Enrolment Update
- 4.2. Bus Safety
- 4.3. Student and Family Affordability Fund Update
- 4.4. Budget Timeline and Financial Reporting 2022/23
- 4.5. BCSTA Report

- 4.6. Trustee Written Reports
- 4.7. Meeting Summaries
- 4.8. **Next Board of Education Meeting: November 7, 2022 at 5:30 p.m. (Special Regular – Oath & Elections)**

**5. PUBLIC PARTICIPATION – QUESTIONS CONCERNING THE AGENDA**

**6. ADJOURNMENT**



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

**Date of Meeting:** Tuesday, September 13, 2022

**Location:** School District Office

**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	Dr. K. Savage
Assistant Superintendent	Ms. P. Jordan
Director of Instruction	Mr. D. Manuel
Executive Assistant	Ms. T. McInally

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**1. CALL TO ORDER**

**1.1. Call to Order**

The Board Chair called the meeting to order at 5:32 p.m. – **Welcome, Acknowledgment of Traditional Territory**

**1.2. Adoption of the Agenda**

**148.22** Moved by: Trustee Reichelt  
Seconded by: Trustee Bondar

THAT the agenda be adopted as circulated.

**CARRIED**

**1.3. Approval of the Minutes**

**149.22** Moved by: Trustee Furgason  
Seconded by: Trustee Swankey

THAT the minutes of the June 14, 2022 Regular Board Meeting be approved as circulated.

**CARRIED**

**2. PRESENTATION**

**2.1. Strategic Plan Presentation – Framework for Enhancing Student Learning**

The senior leadership team led a presentation regarding the Framework for Enhancing Student Learning (FESL) report as part of a continuous improvement cycle and progress updates in reference to Strategic Plan goals.

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

- Framework for Enhancing Student Learning (FESL) Report

**4. ACTION ITEMS**

**4.1. Framework for Enhancing Student Learning (FESL) Report**

**150.22** Moved by: Trustee Reichelt  
Seconded by: Trustee Bondar

THAT the Board of Education approve the Framework for Enhancing Student Learning Report to be submitted to the Ministry by September 30, 2022.

**CARRIED**

**4.2. 2021-2022 Audited Financial Statements & FSDA**

**151.22** Moved by: Trustee Maahs  
Seconded by: Trustee Furgason

THAT the Board approve the 2021-2022 Audited Financial Statements as presented.

**CARRIED**

**4.3. Schedule of Board Meetings & Learning Sessions**

**152.22** Moved by: Trustee Reichelt  
Seconded by: Trustee Bondar

THAT the Board of Education approve the revised 2022 – 2023 school year Board of Education meetings and Learning Sessions.

Board Meeting Schedule – 11 meetings  
Board Learning Sessions – 13 sessions (includes 2-day Orientation/Workshop)

**CARRIED**

**4.4. Policy Renovation Project (Business and Support Services Section 600)**

**4.4.1. Policy 650 – Acquisition and Disposal of Real Estate**

**153.22** Moved by: Trustee Swankey

Seconded by: Trustee Reichelt

THAT the Board of Education reaffirm Policy 650 – Acquisition and Disposal of Real Estate (Policy 803 – Acquisition and Disposal of Real Estate) as presented.

**CARRIED**

**4.4.2. Policy 662 – Child Care**

**154.22** Moved by: Trustee Mumford  
Seconded by: Trustee Reichelt

THAT the Board of Education approve Policy 662 – Child Care as presented, keeping with the requirements of the School Act and [Ministerial Order M326](#) regarding child care on school property.

**CARRIED**

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

**4.4.3. Policy 680 – Student Transportation**

**155.22** Moved by: Trustee Maahs  
Seconded by: Trustee Swankey

THAT the Board of Education reaffirm Policy 680 – Student Transportation (Policy 710 - Transportation) as presented.

**NO VOTE**

**156.22** Moved by: Trustee Reichelt  
Seconded by: Trustee Maahs

THAT the policy be referred back to staff for revision.

**CARRIED**

**5. INFORMATION ITEMS**

**5.1. Enrolment Update**

Superintendent Rohan Arul-pragasam presented an enrolment report as of September 7, 2022.

**5.2. Audit Working Committee Report**

The Board of Education received the Audit Working Committee report of September 8, 2022.

**5.3. Student and Family Affordability Fund**

Secretary Treasurer Gerry Slykhuis provided information and instructions from the Ministry regarding the Student and Family Affordability Fund.

#### 5.4. Trustee Remuneration

[Policy 190](#) states that trustee remuneration will be adjusted annually effective July 1st each year. The adjustment will reflect the Canadian Consumer Price Index (CPI) established for July of each year for the previous 12 months.

CPI for the twelve months ending June 30, 2022 was 8.1% higher. Therefore, trustee remuneration was adjusted effective July 1, 2022 as follows:

	Previous Rate	New Rate	Total Increase
<b>Trustee</b>	\$22,359	\$24,170	\$1,811
<b>Vice Chair</b>	\$23,679	\$25,597	\$1,918
<b>Chair</b>	\$25,312	\$27,362	\$2,050

#### 5.5. BCSTA Report

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

#### 5.6. Trustee Written Reports

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

#### 5.7. Meeting Summaries

##### June 14, 2022 In-Camera Meeting Summary

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

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

1. HR Report
2. BCPSEA Report (*Trustee Reichelt and Trustee Swankey acknowledged their conflict of interest and recused themselves for this report*)
3. Superintendent Evaluation

##### June 30, 2022 Special In-Camera Meeting Summary

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

Absent: Barry Neufeld

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

1. Secretary Treasurer Hiring Process

**August 4, 2022 Special In-Camera Meeting Summary**

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

Regrets: Jared Mumford

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

1. Human Resources Update

**5.8. Next Board of Education Meeting Date**

**Tuesday, October 11, 2022  
5:30 p.m.  
School District Office**

**4. PUBLIC PARTICIPATION – QUESTIONS CONCERNING AGENDA ITEMS**

- Child Care policy

**6. ADJOURNMENT**

The meeting was adjourned at 7:07 p.m.

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Secretary-Treasurer

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** October 11, 2022  
**TO:** Board of Education  
**FROM:** Gerry Slykhuis, Secretary Treasurer  
**RE:** **POLICY 661: NAMING AND RE-NAMING OF FACILITIES**

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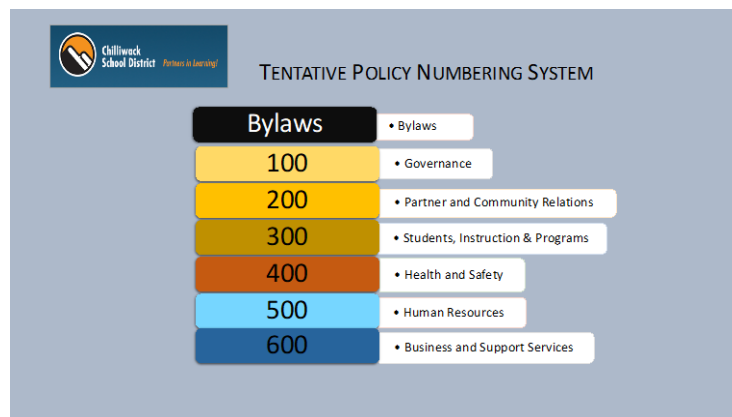
#### RECOMMENDATION:

THAT the Board of Education reaffirm Policy 661 – Naming and Re-Naming of Facilities ([Policy 809 – Naming and Re-Naming of Facilities](#)) as presented.

This draft policy was last reviewed at the May 24, 2022 Board Learning Session.

#### BACKGROUND:

A further review of remaining policies outside the purview of the Education Policy Advisory Committee has begun, with the objective of compiling all policies that relate to business and support services within one section of our revised policy manual. This section, 600, was included in our initial discussions.



The policies to be included within this section are currently published in section 200, 700 and 800, and naming of this section as 600 Business and Support Services is recommended.



## POLICY 661 NAMING AND RE-NAMING OF FACILITIES

District facilities are an intrinsic part of the community. Naming facilities provides a unique opportunity to further develop an identity for the School District. Rights holders and partners in Chilliwack's education system, as well as the community at large will be consulted in the process of naming school district facilities.

### Process:

- A Committee will be established by authority of the Superintendent, and shall include at least one member from each:
  - Indigenous Education Advisory Committee
  - District Parent Advisory Committee
  - Chilliwack Teachers Association
  - Canadian Union of Public Employees #411
  - Chilliwack Principals and Vice Principals Association
  - Chilliwack Board of Education
  - Community Member
- The Committee will:
  - ensure schools and the community are informed of the opportunity, process and criteria for the submission of names for consideration; and
  - establish appropriate timelines for the collection of input; and
  - ensure names are supportive of the District's Mission, Vision and Motto, and meets criteria listed below; and
  - ensure alignment with the [BC Naming Privileges Policy](#); and
  - require a rationale in support of the name; and
  - present a maximum of three options, in order of preference, for final approval for the Superintendent to forward to the Board of Education; and
  - given the sensitive nature of this task, most naming proposal deliberations by the School Naming Committee and the Board of Education will be kept confidential; and
  - the Board of Education will make the final decision for the new name at a closed meeting and the new name will be announced at a regular meeting held in public.

### Criteria:

- The Board may approve facility names based on people or places important to the local community or geographic area in which the facility is located.
- Wherever possible, if the building is to be named in honour of a person, the consent of the individual will be obtained. If it is to be named posthumously, except for a person of distinction, the close surviving relatives should approve.

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Related Legislation: [BC Naming Privileges Policy](#)

Related Contract Article: Nil

Adopted: June 13, 1984

Amended: January 25, 1994

Amended: June 13, 2000

Amended: xxxxx

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

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## Naming Part of a Facility:

- The Board of Education may name portions of facilities including, but not limited to, libraries, athletic fields, gymnasiums, multipurpose rooms or theatres.
- A proposal for naming part of a facility will be submitted, in writing, to the Board. Following receipt of the proposal, the Board may request the Superintendent to establish a committee as above.
- Whether initiated by the Board or by a proposal, the naming committee will review and refer the submission(s) using the process and criteria listed above.

## Renaming an Existing Facility:

- Only in exceptional circumstances and after thorough study would the Board of Education consider renaming an existing school or facility. Because of the history and tradition associated with the names given to school facilities and the cost of updating documents, brochures and other literature, the Board would only consider re-naming proposals in cases where the existing name is deemed to no longer be serving the need of the school population or community.
- A proposal for re-naming an existing school facility will be submitted, in writing, to the Board. Following receipt of the proposal, the Board may request the Superintendent to establish a committee as above.
- Whether initiated by the Board or by a proposal, the naming committee will review and refer the submission(s) using the process and criteria listed above.

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Related Legislation: [BC Naming Privileges Policy](#)

Related Contract Article: Nil

Adopted: June 13, 1984

Amended: January 25, 1994

Amended: June 13, 2000

Amended: xxxxx

## POLICY 661 NAMING AND RE-NAMING OF FACILITIES

~~The Board believes that its District~~ facilities are an intrinsic part of the community. Naming facilities provides a unique opportunity to further develop an identity for the School District. All-Rights- holders and partners in Chilliwack's education system, as well as the community at large ~~should be involved~~ will be consulted in the process of naming school district facilities.

~~The Board retains final approval in the process.~~

### Process:

- A Committee will be established by authority of the Superintendent, and shall include at least one member from each:
  - Indigenous Education Advisory Committee
  - District Parent Advisory Committee
  - Chilliwack Teachers Association
  - Canadian Union of Public Employees #411
  - Chilliwack Principals and Vice Principals Association
  - Chilliwack Board of Education
  - Community Member
  
- The Committee will:
  - ensure schools and the community are informed of the opportunity, process and criteria for the submission of names for consideration; and
  - establish appropriate timelines for the collection of input; and
  - ensure names are supportive of the District's Mission, Vision and Motto, and meets criteria listed below; and
  - ensure alignment with the BC Naming Privileges Policy; and
  - require a rationale in support of the name; and
  - present a maximum of three options, in order of preference, for final approval for the Superintendent to forward to the Board of Education; and
  - given the sensitive nature of this task, most naming proposal deliberations by the School Naming Committee and the Board of Education will be kept confidential; and
  - the Board of Education will make the final decision for the new name at a closed meeting and the new name will be announced at a regular meeting held in public.

### Criteria:

Related Legislation: ~~Nil~~ BC Naming Privileges Policy

Related Contract Article: Nil

Adopted: June 13, 1984

Amended: January 25, 1994

Amended: June 13, 2000

Amended: xxxxx

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



- 
- The Board may approve facility names based on people or places important to the local community or geographic area in which the facility is located.
  - Wherever possible, if the building is to be named in honour of a person, the consent of the individual will be obtained. If it is to be named posthumously, except for a person of distinction, the close surviving relatives should approve.

## Naming Part of a Facility:

- The Board of Education may name portions of facilities including, but not limited to, libraries, athletic fields, gymnasiums, multipurpose rooms or theatres.
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## Renaming an Existing Facility:

- Only in exceptional circumstances and after thorough study would the Board of Education consider renaming an existing school or facility. Because of the history and tradition associated with the names given to school facilities and the cost of updating documents, brochures and other literature, the Board would only consider re-naming proposals in cases where the existing name is deemed to no longer be serving the need of the school population or community.
- A proposal for re-naming and existing school facility will be submitted, in writing, to the Board. Following receipt of the proposal, the Board may request the Superintendent to establish a committee as above.
- Whether initiated by the Board or by a proposal, the naming committee will review and refer the submission(s) using the process and criteria listed above.

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Related Legislation: Nil-BC Naming Privileges Policy

Related Contract Article: Nil

Adopted: June 13, 1984

Amended: January 25, 1994

Amended: June 13, 2000

Amended: xxxxx

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** October 11, 2022  
**TO:** Board of Education  
**FROM:** Rohan Arul-pragasam, Superintendent  
**RE:** **POLICY 662: CHILD CARE**

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#### **RECOMMENDATION:**

THAT the Board of Education reaffirm Policy 662 – Child Care as presented, keeping with the requirements of the School Act and [Ministerial Order M326](#) regarding child care on school property.

#### **BACKGROUND:**

Policy 662 was approved at the September 13, 2022 public Board of Education meeting. The policy is being referred back to the Board of Education to be reaffirmed as feedback from two partner groups that were not part of the initial consultation phase, along with input from the Board of Education at the September 2022 public meeting, has been incorporated into the policy.

Bill 8, the Education Statutes Amendment Act, came into force on March 5, 2020. This amendment of the School Act by the provincial government enacts new provisions related to child care facilities located on boards of education's properties. It includes a prescriptive order from the Minister of Education and Child Care with respect to the contents required in board policy to govern the establishment of child care facilities. [Order M326](#), the Child Care Order, further defines the role of boards of education with respect to the provision of child care programs.

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## POLICY 662 CHILD CARE

This policy is to provide guidance with respect to how the Board will promote the use of Board property for the provision of child care programs between the hours of 6 a.m. and 6 p.m. on business days by either the Board or third-party licensees.

The Board of Education recognizes the importance of child care for families and aspires to offer childcare at all schools where, amongst other factors, space permits. The Board believes that offering before and after school child care programs at a student's school is a seamless option for families. The use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities, including early learning programs and extracurricular school activities.

### Guiding Principles

1. The Board will, on an ongoing basis, assess community need for child care programs on Board property through a process of engagement with employee groups, parents and guardians, Indigenous community representatives, Indigenous rightsholders, Indigenous service providers and existing child care operators. The process for engagement will be reviewed on an ongoing basis.
2. If child care programs are to be provided on Board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the Board, the Board, or a combination of both.
3. Child care programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the child care program.
4. Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making Board property available for the child care program. Direct and indirect costs include:
  - a. utilities;
  - b. maintenance and repair;
  - c. a reasonable allowance for the cost of providing custodial services;
  - d. a reasonable allowance for time school district administrators and other staff spend on matters relating to the use of board property by licensed child care providers;
  - e. any other incremental costs directly related to the provisions of child care services on Board property.
5. If child care programs are operated by a licensee other than the Board, the Board will require the licensee to agree to comply with this Policy.
6. In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to the candidates' proposals to:
  - a. provide inclusive child care; and,

- 
- b. foster Indigenous reconciliation in child care.
  7. If the Board decides to operate a child care program, the Board will ensure that it is operated in a manner that:
    - a. fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia *Declaration on the Rights of Indigenous Peoples Act*: (i) Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and (ii) “Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education”; and
    - b. is inclusive and consistent with the principles of non-discrimination set out in the British Columbia *Human Rights Code*.
  8. Any contract with a licensee other than the Board to provide a child care program on Board property must be in writing and subject to review no less than annually. The contract must contain:
    - a. a description of the direct and indirect costs for which the licensee is responsible;
    - b. an agreement by the licensee to comply with this policy and all other applicable policies/administrative procedures;
    - c. a provision describing how the agreement can be terminated by the Board or the licensee;
    - d. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;
    - e. a statement that the agreement can only be amended in writing, signed by the Board and the licensee;
    - f. a requirement for the licensee to maintain appropriate standards of performance; and
    - g. a requirement that the licensee must at all times maintain the required licenses to operate a child care facility.
  9. Prior to entering into or renewing a contract with a licensee other than the Board to provide a child care program on Board property, the Board will consider:
    - a. whether it is preferable for the Board to become a licensee and operate a child care program directly;
    - b. the availability of school district staff to provide before and after school care;
    - c. whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the Board, with specific regard to performance in respect of providing an inclusive child care program and one that promotes Indigenous reconciliation in child care; and
    - d. the utilization of the British Columbia Early Learning Framework to guide and support learning experiences in child care settings.
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## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** October 11, 2022  
**TO:** Board of Education  
**FROM:** Gerry Slykhuis, Secretary Treasurer  
**RE:** **POLICY 680: STUDENT TRANSPORTATION**

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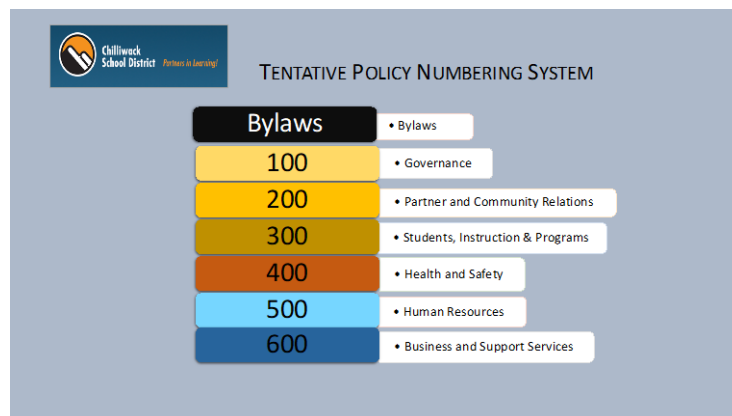
#### **RECOMMENDATION:**

THAT the Board of Education reaffirm Policy 680 – Student Transportation ([Policy 710 - Transportation](#)) as presented.

This draft policy was last reviewed at the September 13, 2022 Regular Board meeting and was referred back to staff.

#### **BACKGROUND:**

A further review of remaining policies outside the purview of the Education Policy Advisory Committee has begun, with the objective of compiling all policies that relate to business and support services within one section of our revised policy manual. This section, 600, was included in our initial discussions.



The policies to be included within this section are currently published in section 200, 700 and 800, and naming of this section as 600 Business and Support Services is recommended.



## **POLICY 680 STUDENT TRANSPORTATION**

The Board of Education has a responsibility to provide safe and reliable transportation to students in a fiscally and environmentally responsible manner. All riders may be charged a fee for service. Rates will be adjusted annually based on the Canadian Consumer Price Index (CPI).

The Board will provide bus service to students who:

- live where the catchment-area school is beyond 3.0 kilometres for elementary school students and beyond 4.0 kilometres for middle and secondary students, or
- have an identified student learning need as approved by the Superintendent, or
- are a First Nation student living on reserve.

Busing may also be provided on a courtesy basis where there is seating available on an existing bus route. Busses will not be re-routed, and no additional stops will be added. Fees apply to courtesy riders.

Where financial hardship exists, the District will ensure fees do not become a barrier to student transportation.

The Board will work with government and other organizations to advocate for active transportation.

## POLICY 680 STUDENT TRANSPORTATION

The Board of Education ~~believes that it~~ has a responsibility to provide safe and reliable transportation to students in a fiscally and environmentally responsible manner.

All riders may be charged a fee for service. Rates will be adjusted annually based on the Canadian Consumer Price Index (CPI).

The Board will provide bus service to students who:

- live where the catchment-area school is beyond 3.0 kilometres for elementary school students and beyond 4.0 kilometres for middle and secondary students, or
- have an identified student learning need as approved by the Superintendent, or
- are a First Nation student living on reserve.

Busing may also be provided on a courtesy basis where there is seating available on an existing bus route. Busses will not be re-routed, and no additional stops will be added. Fees apply to courtesy riders.

Where financial hardship exists, the District will ensure fees do not become a barrier to student transportation.

~~Bus routes will be developed using the three-zone system of Regular Rider Zone, Conditional Rider Zone and No-Ride Zone. All ride zones and fees will be reviewed annually with changes reported to the Board prior to the school registration process in March.~~

The Board will work with government and other organizations to advocate for adequate public transit, and safe walking and cycling routes for students. ~~active transportation.~~

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** October 11, 2022

**TO:** Board of Education

**FROM:** Rohan Arul-pragasam, Superintendent

**RE:** **2023 BC ADOLESCENT HEALTH SURVEY**

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#### RECOMMENDATION

THAT the Board of Education approve the participation of the Chilliwack School District in the 2023 McCreary Centre Society Adolescent Health Survey.

#### BACKGROUND

- Founded in 1977, McCreary Centre Society is a non-government not-for-profit committed to improving the health of BC youth through research, evaluation and community-based projects.
- The BC Adolescent Health Survey (BC AHS) is conducted by the McCreary Centre Society in collaboration with the provincial government and public health system and with the cooperation of BC's school districts. Over 168,000 students in grades 7-12 from 59 of BC's 60 school districts have participated in the survey since 1992.
- The BC AHS is funded in part by the BC Ministry of Children and Family Development and BC Ministry of Health and informed and supported by the BC Ministry of Education and Child Care and other key Ministries.
- In 2023, the McCreary Centre Society (McCreary) will conduct the seventh BC Adolescent Health Survey (BC AHS - 1992, 1998, 2003, 2008, 2013, and 2018). The BC AHS is a province-wide questionnaire used to gather current information about a broad range of factors affecting youth health in BC.
- The BC AHS is the most comprehensive source for reliable, accurate and BC-based information about youth health. Survey results are used extensively by schools, communities, government agencies, health professionals and by youth themselves in planning and evaluating programs and services. Because the survey has been in use since 1992, it gives policymakers and program planners the ability to track trends over more than two decades.
- The 2023 BC AHS will provide up-to-date, accurate information about what BC youth know, think and do about their own health.

- The BC AHS asks youth aged 12–19 about all aspects of their health, ranging from the extent of their alcohol and marijuana use to whether they have skipped school recently. Parents have sometimes asked if answering these questions might prompt their child to experiment with the behaviour they are being asked about.
- While some people might hope that asking about health-promoting behaviours such as seat belt and helmet use would increase their usage, this is not the case. Equally, it is reassuring that asking about the health risk behaviours of BC students has not been shown to increase the likelihood that youth will want to try the behaviour.
- There are a number of credible scientific studies which have looked at the potential risk of asking sensitive questions to young people (Full bibliography available at [www.mcs.bc.ca](http://www.mcs.bc.ca)).
- A review of studies conducted between 2001 and 2013, which included general and at-risk adolescent populations, found no increase in suicidal ideation as a result of being asked about suicidal thoughts. The authors of the review suggest that acknowledging suicide may lead to improvements in mental health among at-risk populations and does not negatively affect the well-being of participants (Dazzi et al., 2014).
- Similarly, asking about sexual activity and pregnancy on the BC AHS has not been linked to an increase in youth pregnancy rates. BC Vital Statistics Agency (2016) data shows these rates have been continually dropping since the survey began in 1992.
- To maximize the benefits of the BC AHS, each school district receives a confidential copy of their BC AHS school district level data. The regional and provincial level data are also provided to school districts and are made available to parents, service providers, policymakers and youth.
- About the survey:
  - 5% of the grade 7-12 school population will be surveyed (5 classes per grade approximately)
  - Paper and pencil questionnaire or online self-report questionnaire (first time in 2023)
  - Conducted by trained public health nurses
  - Asks about topics that promote healthy development and behaviours that may compromise health
  - Can be completed in one classroom period
  - Confidential, anonymous and voluntary for students
  - Parents have the opportunity to refuse participation for their child
  - Similar to 2018, Chilliwack School District will be using the “parental notification and student consent” procedure in order for students to participate in the survey

# 2023 BC Adolescent Health Survey: Information booklet



## TABLE OF CONTENTS

### Page 1

About the survey

### Page 2

Survey content

### Page 3

Approach  
Survey development

### Page 4

Survey administration  
Consent procedures

### Page 5

Additional safeguards in place

### Page 6

Sharing the results

### Page 7

Advantages of the BC AHS  
Focuses on the whole student  
Asks questions in the right way  
Provides accessible information for youth

### Page 8

Provides data by age and grade  
Further information  
References

3552 East Hastings Street  
Vancouver, BC V5K 2A7

604-291-1996  
mcreary@mcs.bc.ca  
mcs.bc.ca

Founded in 1977, McCreary Centre Society (McCreary) is a not-for-profit committed to improving the health of BC youth through research, evaluation, and community-based projects. McCreary conducts the BC Adolescent Health Survey (BC AHS) every five years in collaboration with the provincial government, public health system, and BC's school districts.

This resource is designed to answer questions you may have about the 2023 BC AHS. If you still have questions after reading this or would like more information, please contact Karen (BC AHS Coordinator) at [karen@mcs.bc.ca](mailto:karen@mcs.bc.ca) or 604-291-1996 ext. 230.

## ABOUT THE SURVEY

For thirty years, the BC Adolescent Health Survey has been the **province's most comprehensive source for reliable information about the current state and changing patterns of youth health**. Survey results are used extensively by schools, communities, government agencies, health professionals, and by youth themselves in planning and evaluating policies, curriculum, programs, and services.



**Thank you for putting in the time and effort to do this [survey], I know so many people will appreciate and benefit from this."**

**2018 BC AHS PARTICIPANT**



**I very much enjoyed this survey. I hope that my answers will help improve youth health!"**

**2018 BC AHS PARTICIPANT**

## 2018 BC AHS RESULTS SHOWED ...

Most BC youth were in good physical and mental health, had positive plans for the future, and were generally making healthier choices about risk behaviours than their peers in previous years. For example, a lower percentage reported trying substances and those who did waited longer to try them. However, the 2018 survey results also highlighted areas of concern, most notably in the areas of mental health and exercise participation, and there were no improvements in rates of experiencing violence and abuse. Survey findings also showed the importance of protective factors such as family, school, culture, and community connectedness.

## Survey content



**You can tell that a lot of care has gone into creating this survey, and that you really care about what's going on for us."**

**2023 BC AHS PILOT PARTICIPANT**

Since 1992, over 168,000 students in Grades 7–12 from 59 of BC's 60 school districts have completed the BC AHS. The seventh BC AHS will be in schools in early 2023. Survey questions cover factors that promote healthy development and behaviours that may compromise health. **Question topics include:**

- Living situation, poverty, and deprivation
- Physical, mental, and sexual health
- Substance use
- Bereavement
- Relationships with peers
- Family, school, and community connectedness
- Technology use
- Safety, violence, and discrimination
- Leisure and extracurriculars
- Strengths and resiliency

New questions in the 2023 survey ask about cultural pride, experiences of racism, food security, eating behaviours, bereavement due to COVID-19, housing instability, accessing services, as well as sources of information about mental health, sexual health, and substance use.

The questions in the survey come from a variety of sources, including previous versions of the BC AHS, other youth surveys, and through consultations with local, national, and international experts in youth health.

All questions relate to the development and maintenance of positive health and well-being. For example, there are questions about injuries and injury prevention because preventable injuries are the leading cause of death among youth in Canada, and the majority of injuries are preventable.

Similarly, suicide is the second leading cause of death among adolescents in BC. For this reason, since 1992 the BC AHS has asked questions about the prevalence of suicidal thoughts and suicide attempts, as well as related risk and protective factors. The data from these questions can guide education and prevention efforts, and provide important information about how policies and programs are affecting trends.

Substance use, unhealthy eating, and insufficient physical activity are all included on the survey as these behaviours can contribute to the development of heart disease, cancer, and stroke which are the leading causes of death among Canadian adults.

Asking about sexual behaviour and sexual abuse can be considered sensitive or personal. However, the information is important in assessing risk factors for unwanted pregnancies and sexually transmitted infections, and for developing universal prevention programs and programs specifically targeting vulnerable youth.

Finally, the BC AHS is designed from a strengths-based perspective and highlights protective factors. Questions are included about positive influences on youth development, including the presence of caring adults; family, school, and community connectedness; safe schools; meaningful engagement in activities; and access to medical and mental health services.

### THE 2023 BC AHS AT A GLANCE

- Provides up-to-date, accurate information about what BC youth know, think, and do about their own health.
- Confidential, anonymous, and voluntary for students.
- Administered by trained nurses.
- Paper-and-pencil or online self-report questionnaire.
- Can be completed in one classroom period.
- Parents have the opportunity to refuse participation for their child.
- Survey results for 1992, 1998, 2003, 2008, 2013, and 2018 are currently available for use.
- The 2023 survey will be the seventh BC AHS.
- No cost to school boards, schools, or students to participate.



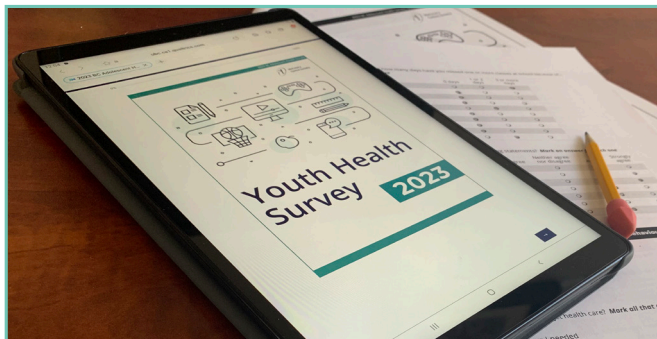
## Approach

School districts receive a number of requests from researchers to survey students and have to balance the potential benefits with their disruption of class time.

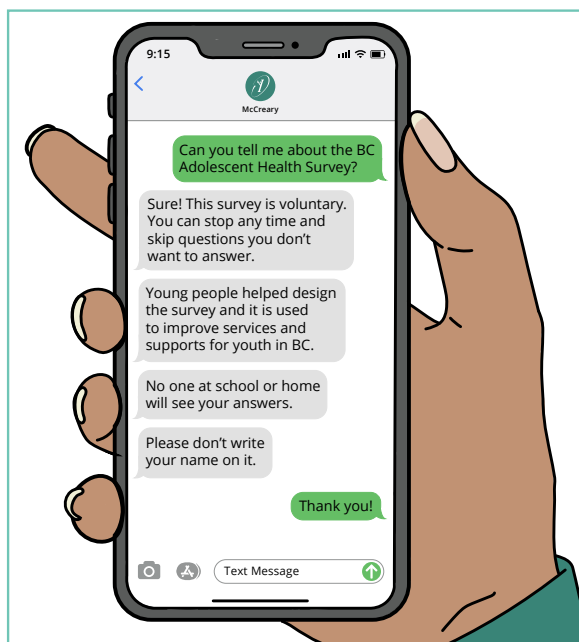
To be respectful of schools' and students' time and capacity, the BC AHS is designed to be:

- Completed in a single class period.
- Administered by non-teaching staff (i.e., nurses).
- Flexible to fit around school and student schedules.

McCreary staff also work with other researchers carrying out school-based surveys to try to ensure that schools are not overwhelmed with requests.



The 2023 BC AHS will be administered both in print and online.



Students are informed about what the BC AHS is about verbally and using visuals.

## Survey development



**Working with other students to help develop this survey has helped give issues affecting kids my age in my community a bigger voice and means we can start tackling these issues and finding solutions."**

**2023 BC YOUTH HEALTH AMBASSADOR**



**I found the results of the 2018 survey very important and by including the input of diverse youth in my community, the 2023 survey will encourage the discussion of youth health issues that are often ignored or under-represented."**

**2023 BC YOUTH HEALTH AMBASSADOR**

To ensure the BC AHS remains as current, relevant, and useful as possible, McCreary invited all BC school districts and many other youth health experts to participate in consultations about the content of the 2023 survey.

Grade 7–12 students across the province were also trained as Youth Health Ambassadors to host consultations with their peers about health issues they were experiencing and what they felt was important for the survey to capture. Over 160 key adult stakeholders and experts in youth health, and over 200 young people participated in the consultations. Additionally, over 500 youth participated in pilot-testing of the draft 2023 BC AHS.

Engaging students with diverse backgrounds and lived experience throughout the development of the BC AHS ensures the questions are understandable and do not cause undue distress. Items have been removed and modified based on young people's feedback.

Based on previous waves of the BC AHS and the pilots for the 2023 BC AHS, it is very unlikely that a student will be upset by any of the questions. However, nurses administering the survey are trained to support anyone who may become upset. Each participant is offered a resource card of provincial helplines and other resources they may find helpful.

## Survey administration



**I think it's really good to have nurses come and do this [survey administration]. Kids can talk about health issues they are too scared to talk to their parents about."**

**2018 BC AHS PARTICIPANT**

The BC AHS is administered by trained public health nurses and allied health professionals. Once the survey sample has been drawn, the public health nurse contacts participating schools and makes arrangements to administer the survey at a mutually convenient date between January and May 2023. The nurse provides information materials for teachers, students, and parents/guardians prior to the survey taking place, and is available to answer questions throughout the process.

Youth who have participated in the survey report that they respond honestly because it is administered by nurses. Students are aware that their anonymous survey is not seen by anyone at the school and they know that the information they provide will be kept confidential. They have also reported appreciating having access to a nurse who can answer any questions that may arise about the survey or their health.

On rare occasions, parents may not wish for their child to participate in the survey and/or the student may not wish to participate. McCreary staff are happy to answer parent queries and concerns, and the nurse administering the survey will work with the classroom teacher to find a suitable alternative activity for the student to do during the survey administration.



**Youth were engaged and seemed eager to participate in the BC AHS and use their voices. We felt it was really important for our school nurses to get into their own schools and administer the surveys."**

**2018 BC AHS PUBLIC HEALTH NURSE SURVEY ADMINISTRATOR, ISLAND HEALTH**



**The survey results can have a huge impact on youth in my community and throughout BC. I was honored and quite humbled at times to be interacting and working alongside such insightful, kind, smart, and mature students that are our future. I was also really excited to work in schools throughout [my communities]."**

**2018 BC AHS PUBLIC HEALTH NURSE SURVEY ADMINISTRATOR, INTERIOR HEALTH**

## Consent procedures

By 12 years of age, children are developmentally capable of completing a standardized survey if it uses straightforward language and questions are unambiguous and concrete (e.g., Burke, 2005; De Leeuw, 2011). However, it is important that parents/guardians have the opportunity to decide to not allow their child to participate in the BC AHS. To ensure this is done in the most appropriate way for the local community, school districts have the opportunity to choose the most appropriate consent procedures for their district – (1) *parental notification and student consent* or (2) *signed parental consent and student consent*. In 2018, 88% of school districts chose parental notification and student consent.



## CONSENT PROCEDURES AVAILABLE TO SCHOOL DISTRICTS

A letter is sent to the student's parents or guardians providing clear information about the 2023 BC AHS prior to its administration (including how to view a copy of the survey if they wish), and encouraging them to discuss the decision to participate with their child.

In the case of *parental notification* and *student consent*, if a parent or guardian does not wish their child to participate, they inform the school prior to administration.

With *signed parental consent* and *student consent*, the parent or guardian completes and signs a form indicating whether their child can participate. If the form is not returned, students are unable to participate.

### **Student consent is required in all cases.**

- Students are informed about what the BC AHS is about, why the questions are being asked, and what their rights as research participants are.
- Students are given the opportunity to have any concerns or questions answered before they consent to participate.
- Students are told their responses will remain anonymous and confidential.

Parental notification and student consent is the recommended consent procedure for the BC AHS.

### **Benefits include:**

- A greater percentage of students participating in the survey which provides the most accurate and comprehensive picture of youth health.
- There is greater representation from more vulnerable students, such as those with tumultuous home lives or no parent available to sign a consent form (Liu et al., 2017).
- A much higher response rate is obtained, resulting in fewer classrooms needing to be sampled and lessening the burden placed on schools.

## Additional safeguards in place



**Thank you for keeping it confidential. I probably wouldn't have answered so honestly if it had not been confidential."**

**2018 BC AHS PARTICIPANT**

In addition to ensuring students understand the nature of the study and their participation in it, a number of other safeguards are in place to ensure the safety of BC AHS participants. **These include:**

- The BC AHS is developed in collaboration with McCreary's Indigenous Advisory Committee.
- McCreary staff are happy to speak to parents or students who have questions or concerns about the survey.
- A trained nurse is available to discuss any concerns that students might have about the survey or their health.
- Results are reported in aggregate form. No Individual student results or identifiable data is released in order to protect student anonymity and confidentiality.
- During survey administration, students are seated apart so that no one can see their individual responses.
- Students who participate in the BC AHS are given contact information for helplines and other support services.
- Consent procedures are pilot-tested to ensure they are understandable, and parent consent and notification letters are available in multiple languages.
- Each school district determines its consent procedures.
- The BC AHS is reviewed and approved by the Behavioural Research Ethics Board at UBC, and by school districts.

## SHARING THE RESULTS



The information gathered by the BC AHS is invaluable in assessing the relative health and safety of our young people. Information captured by the district and provincial reports is an invaluable tool to advocate for additional services and resources to address what are often at the core of why some students are not being successful in the school system.”

**DAVE MACKENZIE, SCHOOL COUNSELLOR,  
CLARENCE FULTON SECONDARY SCHOOL  
AND PRESIDENT OF THE BC SCHOOL  
COUNSELLORS ASSOCIATION**

Each participating school district receives a copy of their district’s data. Additional analysis can also be run at the request of school districts. School district data is not released publicly (unless this is specifically requested by the school district).

McCreary will share the provincial, regional, and special population results (such as youth with government care experience, international students, refugee youth, gender-diverse youth) of the 2023 BC AHS with schools, school districts, health professionals, program planners, as well as local, provincial, and federal policy makers. Results are shared through community-friendly reports, fact sheets, infographics, presentations, and workshops.

Youth will also have a chance to review and respond to survey results, and discuss how this information can be used to meet health needs in their community. They are also eligible to receive financial support to deliver local projects which improve youth health through McCreary’s Youth Action Grants program.

McCreary staff are available to deliver presentations, workshops, and discussions of the data to a variety of audiences including school boards, school personnel, parents, and students. Resources for classroom use can also be tailored to the individual district upon request.

### EXAMPLES OF HOW THE 2018 BC AHS RESULTS WERE USED WITHIN SCHOOL DISTRICTS

*“One of the ways we use the data is as a jumping off point for conversations with students. It can really help them to have a better understanding of their peers’ experiences.”*

—Teacher, Fraser region

*“We used the 2018 results to engage, inform, and support parents and as a tool to let them know what is happening and why, in terms of changing curriculums or decisions made at the level of school boards and trustees.”*

—Superintendent, Northern region

*“Getting local data can be a launch point for local conversations, as well as for thinking about how we fit within the region and the province.”* —Principal, Interior region

- Monitoring trends over time in school safety and school connectedness.
- Supporting teaching of core competencies.
- Discussing sleep hygiene, vaping, and other health behaviours with students.
- Addressing material deprivation identified by students on the survey.
- Using local, regional, and provincial data in school curriculum to provide real-world context and relatable examples for students (e.g., geography, math, social justice, physical and health education, Planning 10).
- Understanding the needs of different student populations (including 2SLGBTQ+, Indigenous, and immigrant youth).
- Having students design and deliver innovative projects which aim to improve areas of local need identified in school district and regional level results.
- Partnering with local service providers and local health authority to address sexual health needs of students.
- Identifying emerging issues, needs, and trends.
- Promoting protective factors and encouraging student success in key areas identified by the survey.

## ADVANTAGES OF THE BC AHS

Most surveys that schools are asked to participate in have merit. The BC AHS has some specific advantages.

### *Focuses on the whole student*



**It is important to ask about things that people don't always talk about. It makes you realize it doesn't just happen to you."**

**2018 BC AHS PARTICIPANT**

The BC AHS asks students about their overall well-being, their health risk and health promoting behaviours, and about the risk and protective factors that can influence their healthy development. Research has consistently shown the importance of understanding the role of risk and protective factors for young people, and of understanding how the presence of such factors may vary by age, gender, and lived experience.

It is often not possible to ask questions about risk factors such as abuse and sexual behaviour on surveys because the information can be identifiable. As the BC AHS is completely anonymous, it is able to establish prevalence rates and impacts of these types of experiences. For example, data from the 2018 BC AHS showed that violence exposure at a younger age was associated with increased risk of experiencing further violence, serious injury, substance use, and challenges in school. These risks to health generally increased as the number of types of victimization increased (Smith et al., 2021).

Many schools use the BC AHS data to guide their work with more vulnerable students. For example, understanding the prevalence of substance use and mental health challenges among students with government care experience, or a history of violence and abuse, has been helpful in providing specific resources and tailored educational programming. Similarly, understanding the living situations of students has helped schools to address barriers to school connectedness and participation in school life.

### *Asks questions in the right way*



**Being abused was upsetting, being asked if it had happened to me was not— In fact it made me feel like I was not alone and that people took it seriously."**

**BC AHS PARTICIPANT**

There is no evidence that asking about health risk behaviours increase those behaviours, including suicidality (e.g., Blades et al., 2018), substance use (e.g., Briney et al, 2017), and sexual activity (e.g., Peter & Valkenburg, 2012). However, it is important to ensure that information is collected in a safe and appropriate way. The extensive consultation and piloting process of the BC AHS ensures that questions that are potentially sensitive are thoroughly reviewed by a diverse range of young people, as well as by adult experts. This ensures that the survey language is age appropriate, culturally relevant, easily understood, and does not leave young people feeling judged or that there is a 'right' answer.

### *Provides accessible information for youth*



**Learning about the [BC AHS] results was so validating. I feel less alone now."**

**2018 BC AHS WORKSHOP PARTICIPANT**



**Seeing [on the 2018 BC AHS] how many students weren't getting enough sleep, made us want to do this project [to raise awareness of the benefits of sleep]."**

**YOUTH ACTION GRANT RECIPIENT**

Results of the survey are not only used by adult stakeholders to enhance the health of BC youth. Youth also use the BC AHS results as a springboard for carrying out their own health promotion activities in their communities and schools. Feedback from students is that they appreciate the opportunity to focus on the issues that they see as important, and which they feel are captured in the survey, in a way they do not see with most surveys.

## Provides data by age and grade



**I've taken other surveys which seem very adult driven, but this survey was very relevant."**

**2023 BC AHS PILOT PARTICIPANT**

As young people move through adolescence and become increasingly independent, they experience many social, behavioural, and physical changes. The BC AHS is unique in that it collects data from students in every grade from Grades 7 to 12 (ages 12–19). Collecting data at each of these grade levels can help us to better understand the needs of young people and ensure that the most age and stage appropriate supports are in place.

BC AHS data has shown that while many health outcomes increase or decrease steadily with age, some health risk behaviours peak or begin in Grade 9–10. For example, in 2018 skipping school steadily increased between Grades 7 and 12. However, this is not necessarily the case for other school related markers of health and well-being. For example, youth in Grades 9 to 11 are the least likely to feel their teacher cares about them, and those in Grades 9 and 10 are the least likely to feel safe at school. Rates of feeling safe in school are comparable between males and females in Grade 7 but females generally feel less safe than males in later grades.

## FURTHER INFORMATION

If you still have questions, would like to learn more about the topics covered in this booklet, would like to arrange a presentation, or require any further information, please contact Karen at [karen@mcs.bc.ca](mailto:karen@mcs.bc.ca) or 604-291-1996 ext. 230.



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[mccrearycentre](https://www.youtube.com/mccrearycentre)



[mccrearyyouth](https://www.instagram.com/mccrearyyouth)



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## **BOARD OF EDUCATION**

### **INFORMATION REPORT**

**DATE:** October 11, 2022  
**TO:** Board of Education  
**FROM:** Rohan Arul-pragasam, Superintendent  
**RE: ENROLMENT UPDATE**

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Superintendent Rohan Arul-pragasam will present an enrollment report as of September 30, 2022.

## BOARD OF EDUCATION

### INFORMATION REPORT

**DATE:** October 11, 2022  
**TO:** Board of Education  
**FROM:** Gerry Slykhuis, Secretary Treasurer  
**RE:** **BUS SAFETY**

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On its September 13, 2022 Regular Board meeting, an update on the District's current bus safety measures was requested.

#### **Stop Swing Arms:**

- All buses have illuminated standard 18" STOP sign arms
- Transport Canada is piloting a program and testing longer arms at 48" to 72"

#### **Seat Belts:**

- School buses must meet structural standards for crash protection, fire retardancy, and emergency evacuation, some of these features include:
  - well-padded, high-back, energy absorbing seats
  - special equipment for wheelchair restraint systems
  - seats placed close to form compartmentalization
  - strong seat anchorages
- Because school vehicles carry passengers from the very young to high school students, if seat belts were used, they would need to be readjusted and their use monitored
- A seat belt not worn correctly may cause additional injury
- Transport Canada is continuing a pilot program testing seat belts this school year, which had been delayed during COVID.

#### **Cameras:**

- 85% of our buses are equipped with cameras that monitor the interior and exterior of the bus
- All new bus orders come equipped with cameras
- We have been gradually upgrading our older fleet with cameras

#### **Red Light Runner Sequence of Events:**

- Bus approaches stop and turns on flashing amber lights
- Driver monitors traffic and then turns on the flashing red lights and the illuminated stop swing arm

- If stop swing arm is activated and vehicle passes, a button is pressed to time stamp the video
- After the bus run, the driver completes a Red-Light Runner report and submits this to the Transportation Manager
- Transportation Manager reviews and submits the report and video monthly to RCMP.
- RCMP review and issue ticket violation to registered owner of vehicle. \$368.00, no points.
- RCMP will monitor high incident routes, and if a Red-Light Runner is caught by RCMP, 3 penalty points are included in ticket

During the 2021/2022 school year, there were 138 Red-Light Runners reported.

**Continuing Strategies:**

- Transportation Manager is now part of the Regular Advisory Panel meetings on School Bus Safety with Transport Canada every 3 weeks.
- Transportation Manager is also a committee member of: City of Chilliwack Transportation Advisory Committee, Safer City Chilliwack, ICBC, RCMP and Speed Watch



## BOARD OF EDUCATION

### INFORMATION REPORT

**DATE:** October 11, 2022  
**TO:** Board of Education  
**FROM:** Mark Friesen, Assistant Secretary Treasurer  
**RE:** **STUDENT AND FAMILY AFFORDABILITY FUND UPDATE**

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On August 29, 2022, the Provincial government announced that it would provide \$60 million in one-time funding to school districts in B.C. to help make back-to-school more affordable for students and their families who are struggling with rising costs of living due to global inflation. For the Chilliwack School District, this resulted in a one-time allocation of \$1.5 million dollars.

After initial consultation with Indigenous rights holders, staff, District Parent Advisory Council, and other partner groups and the public, the district has made preliminary allocations as follows:

**School Allocations** **\$645,000**

Schools are expected to consult with their PACs and use the [instructions](#) from the Ministry of Education and Child Care to guide their decisions.

**Bowls of Hope** **\$75,000**

Increase the amount, quality and nutrition of food offered to students and providing meal kits for families.

**Starfish Backpack Program** **\$55,000**

Increasing the number of hampers provided over breaks as well as adding more protein options to the hampers.

**Murray Honda** **\$50,000**

Assist with the company's annual winter coat drive by providing both coats and boots to students in need.

**Chilliwack Youth Health Centre** **\$10,000**

Enhancing food options to youth at all of its sites.

**Mémiyelhtel program** **\$10,000**

Students in the program will be provided additional support for food and school supplies.



**District Initiatives**

**\$75,000**

Providing support to the most needy families identified by schools at holiday times.

The remaining amount of just over \$600,000 will be allocated over the course of the year as new initiatives are identified. The community can continue to provide suggestions through the District's [Let's Talk](#) engagement platform.

## BOARD OF EDUCATION

### INFORMATION REPORT

**DATE:** October 11, 2022  
**TO:** Board of Education  
**FROM:** Gerry Slykhuis, Secretary Treasurer  
**RE:** **BUDGET TIMELINE AND FINANCIAL REPORTING 2022/23**

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[Policy 610 Financial Planning and Reporting](#) outlines the budget timeline and financial reporting to the Board and committees.

The attached document further illustrates the dates as they relate to the current school year.

# Budget Timeline and Financial Reporting 2022/23



Quarterly Reports 2022/23	To Budget Committee	To Board of Education	Ministry Deadline
September 30 <sup>th</sup> Quarterly Report	October 27	November 8	
December 31 <sup>st</sup> Quarterly Report	February 2	February 7	
March 31 <sup>st</sup> Quarterly Report	May 4	May 9	

Amended Annual Budget 2022/23	To Budget Committee	To Board of Education	Ministry Deadline
Amended Annual Budget Review	January 12		
Amended Budget Approval – 1 <sup>st</sup> Reading		January 17	
Board Learning Session – Strategic Operations 22/23 Amended Budget Overview & 3-Year Budget Planning (23/24 - 25/26)		January 24	
Amended Budget Approval – 2 <sup>nd</sup> & 3 <sup>rd</sup> Reading		February 7	
Amended Annual Budget due to MoEd (MoEd funding by mid-December)			February 28

Preliminary Budget 2023/24	To Budget Committee	To Board of Education	Ministry Deadline
<b>GOVERNMENT FUNDING ANNOUNCEMENT – MID-MARCH</b>			
Preliminary Budget Assumptions – All Leaders’ Meeting <b>April 6</b>			
Board Learning Session – Strategic Operations 23/24 Preliminary Budget Assumptions		April 11	
Preliminary Budget Assumptions	April 13	April 18	
<b>PUBLIC BUDGET PRESENTATION – April 18 (during public Board meeting)</b>			
Preliminary Budget Review	May 4		
Preliminary Budget Approval – 1 <sup>st</sup> Reading		May 9	
Preliminary Budget Approval – 2 <sup>nd</sup> & 3 <sup>rd</sup> Reading		June 13	
Annual Budget due to MoEd			June 30

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# TRUSTEE REPORT

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Trustee: David Swankey

Report Date: October 6, 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.*

- Sept 20<sup>th</sup> – Attended Board Learning Session
  - <https://sd33.bc.ca/Learning-2022-2023>
- Sept 28<sup>th</sup> – Attended Ministry Framework Review Working Session
- Sept 29<sup>th</sup> – Joined CSS & Central Elementary in Acknowledging National Truth and Reconciliation Day
- Sept 29<sup>th</sup> – Joined DPAC for their first meeting
  - Many thanks to the SD33 Indigenous Ed Team for hosting the Blanket Exercise to start the year
- Sept 30<sup>th</sup> – Acknowledged National Day for Truth and Reconciliation, starting at CSS
- Sept 30<sup>th</sup> – Joined SSS for the Rick Klassen Field opening
  - Thank you to special guests and dignitaries in attendance
- Oct 1<sup>st</sup> – Attended Health and Wellness Pow Wow at CSS
- Oct 3<sup>rd</sup> – Attended Ministry Framework Review Working Session
- Oct 5<sup>th</sup> – Visited Bernard, McCammon, and Central Elementary to acknowledge World Teacher Day

## UPCOMING EVENTS OF INTEREST TO THE BOARD

- Oct 6<sup>th</sup> – The Fraser Valley Child Development Centre acknowledged 40 years of work in our community
- Oct 3<sup>rd</sup>-16<sup>th</sup> – GoByBike Week throughout Chilliwack
  - <https://gobybikebc.ca/chilliwack>
- Oct 20<sup>th</sup>-23<sup>rd</sup> – BC Ed Access Advocon 2022
  - <https://bcedaccess.com/advocon-2022/>
- Dec 1<sup>st</sup>-3<sup>rd</sup> – BCSTA Academy
  - <https://bcsta.org/event-info/trustee-academy/>
  - Registration opens Oct 19<sup>th</sup>
  - BCSTA PC will take place at Academy – key business will include BoD by-election(s)

## **MEETING SUMMARIES**

### **In-Camera Meeting – September 13, 2022**

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

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

1. HR Report
2. BCPSEA Report  
(Trustee Reichelt and Trustee Swankey acknowledged their conflict of interest and recused themselves for part of this report)

### **Strategic Learning Session – September 20, 2022**

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

Regrets: Jared Mumford

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

1. 90-day Cycle / Growth Plans
2. Secondary School Athletics and Schools of Choice