



**THE BOARD OF EDUCATION
School District #33 (Chilliwack)
Regular Public Board Meeting
(Live Streamed and Recorded)**

AGENDA

March 14, 2023

5:30 pm

1. CALL TO ORDER – School District Office

- 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 21, 2023 meeting be approved as circulated.)

2. PRESENTATIONS

- 2.1. Strategic Plan Update: Careers Education Program

3. INFORMATION ITEMS

- 3.1. Education Policy Advisory Committee Report
- 3.2. BCSTA Report
- 3.3. Trustee Written Reports

4. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

5. ACTION ITEMS

- 5.1. 2023 – 2024 School Calendar
- 5.2. BAA Course Approval
 - 5.2.1. Event Planning 11
 - 5.2.2. Principles of Strength Training 10
 - 5.2.3. Swimming and Lifesaving 11

5.3. Policy Renovation Project (Education Policy Advisory Committee)

5.3.1. Policy 603 – BAA Courses

5.3.2. Policy 612 – Alternate Delivery in the Physical and Health Education (K-10), and Planning 10 Curricula

5.3.3. Policy 613 – Specialty Academies

5.3.4. Policy 627 – Physical Activity

5.4. Policy and Funding Review of Policy 221 – DPAC

5.5. Student Voice and Student Perspective in District Governance

6. MEETING SUMMARIES

7. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

8. ADJOURNMENT

8.1. Next Board of Education Meeting: April 18, 2023 at 5:30pm



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

Date of Meeting: Tuesday, February 21, 2023

Location: School District Office

Members Present:

Chair	Willow Reichelt
Vice-Chair	Carin Bondar
Trustee	Heather Maahs
Trustee	David Swankey
Trustee	Teri Westerby

Regrets:

Trustee	Richard Procee
Trustee	Margaret Reid

Staff Present:

Superintendent	Rohan Arul-pragasam
Secretary Treasurer	Simone Sangster
Assistant Superintendent	Paula Jordan
Assistant Superintendent	Kirk Savage
Director of Instruction	Dave Manuel
Executive Assistant	Talana McInally

1. CALL TO ORDER

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

37.23 Moved by: Trustee Westerby
Seconded by: Trustee Swankey

THAT the agenda be adopted as circulated.

CARRIED

1.3. Approval of the Minutes

38.23 Moved by: Trustee Westerby
Seconded by: Trustee Bondar

THAT the minutes of the February 7, 2023 Regular Board Meeting be approved as circulated with the amendment to include that the “Chair adjourned the meeting” instead of “Meeting break was called” and “Meeting called back to order” instead of “Meeting called to order.”

CARRIED
For: Bondar, Reichelt, Swankey, Westerby
Opposed: Maahs

2. INFORMATION ITEMS

2.1. Education Advisory Committee Report

The Board of Education received the Education Policy Advisory Committee minutes of April 11, 2022, May 30, 2022, and February 13, 2023.

2.2. Trustee Written Reports

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

3. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

- BCSTA AGM Motions – Provincial Teacher Shortage

4. ACTION ITEMS

4.1. 2022-2023 Amended Annual Budget – 2nd & 3rd Reading & Adoption

39.23 Moved by: Trustee Maahs
Seconded by: Trustee Bondar

THAT the Board of Education approve the 2nd & 3rd reading and adoption of the 2022-2023 Amended Annual Budget Bylaw in the amount of \$199,749,488.

CARRIED

4.2. BCSTA AGM Motions

40.23 Moved by: Trustee Swankey
Seconded by: Trustee Bondar

THAT the Board of Education approve the submission of the following motion to the BC School Trustee Association for consideration at AGM 2023:

THAT the BCSTA request the Ministries of Education and Child Care and of Finance eliminate the current practice outlined in the Capital Plan Instructions for school districts to contribute to major capital projects.

CARRIED
For: Bondar, Reichelt, Swankey, Westerby
Abstained: Maahs

- 41.23** Moved by: Trustee Swankey
Seconded by: Trustee Westerby

THAT the Board of Education approve the submission of the following motion to the BC School Trustee Association for consideration at AGM 2023:

THAT the BCSTA review the Family Connection Centre (FCC) model being piloted in BC to support member boards in better understanding the intended interaction between their district and the FCC in supporting students.

AND

THAT the BCSTA request that the Ministry of Child and Family Development and the Ministry of Education and Child Care include public education partners, including school boards, in consultation and planning where the Family Connection Centre rollout and implementation will impact public education.

CARRIED

- 42.23** Moved by: Trustee Swankey
Seconded by: Trustee Westerby

THAT the Board of Education approve the submission of the following motion to the BC School Trustee Association for consideration at AGM 2023:

THAT the BCSTA write a letter to all BC education degree granting institutions requesting they expand their intake of education students and that copies of these letters be sent to the BC Teachers' Council, the Ministry of Education and Child Care and the Ministry of Advance Education and Skills Training.

CARRIED

4.3. Policy Renovation Project (Education Policy Advisory Committee)

4.3.1. Policy 312 – Supervision of Students

- 43.23** Moved by: Trustee Westerby
Seconded by: Trustee Bondar

THAT the Board of Education reaffirm Policy 312 Supervision of Students - (512 Supervision of Students) as presented. This policy was presented to the Education Policy Advisory Committee in its draft form at its May 11, 2022 meeting.

CARRIED

4.3.2. Policy 250 – Volunteers

- 44.23** Moved by: Trustee Westerby
Seconded by: Trustee Bondar

THAT the Board of Education reaffirm Policy 250 Volunteers - (902 Volunteers) as presented. This policy was presented to the Education Policy Advisory Committee in its draft form at its February 13, 2023 meeting.

CARRIED

**For: Bondar, Reichelt, Swankey, Westerby
Opposed: Maahs**

4.3.3. Policy 341 – Trustee Bursary

45.23 Moved by: Trustee Swankey
Seconded by: Trustee Westerby

THAT the Board of Education repeal Policy 341 Trustee Bursary - (232 Trustee Bursary).

CARRIED

5. MEETING SUMMARIES

5.2. February 7, 2023 In-Camera Meeting Summary

Trustees: Willow Reichelt, Carin Bondar, Heather Maahs, David Swankey, Teri Westerby

Staff: Rohan Arul-pragasam, Simone Sangster, Talana McInally

- 1. HR Report
- 2. BCPSEA Report

6. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING AGENDA ITEMS

- Agenda – locating on the website
- Field trips – who to address concerns to
- Policy 250 – Volunteers

7. ADJOURNMENT

The meeting was adjourned at 6:24 p.m.

7.1. Next Board of Education Meeting Date

**Tuesday, Mar 14, 2023
5:30 p.m.
School District Office**

Board Chair

Secretary-Treasurer

BOARD OF EDUCATION

PRESENTATION

DATE: March 14, 2023
TO: Board of Education
FROM: David Manuel, Director of Instruction
RE: **STRATEGIC PLAN UPDATE – CAREERS EDUCATION PROGRAM**

District Principal of Career Education Sean Wicker and Careers Coordinator Heather Elliott will provide an update on the Careers Education Program as part of a continuous improvement cycle and progress updates in reference to Strategic Plan goals.

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

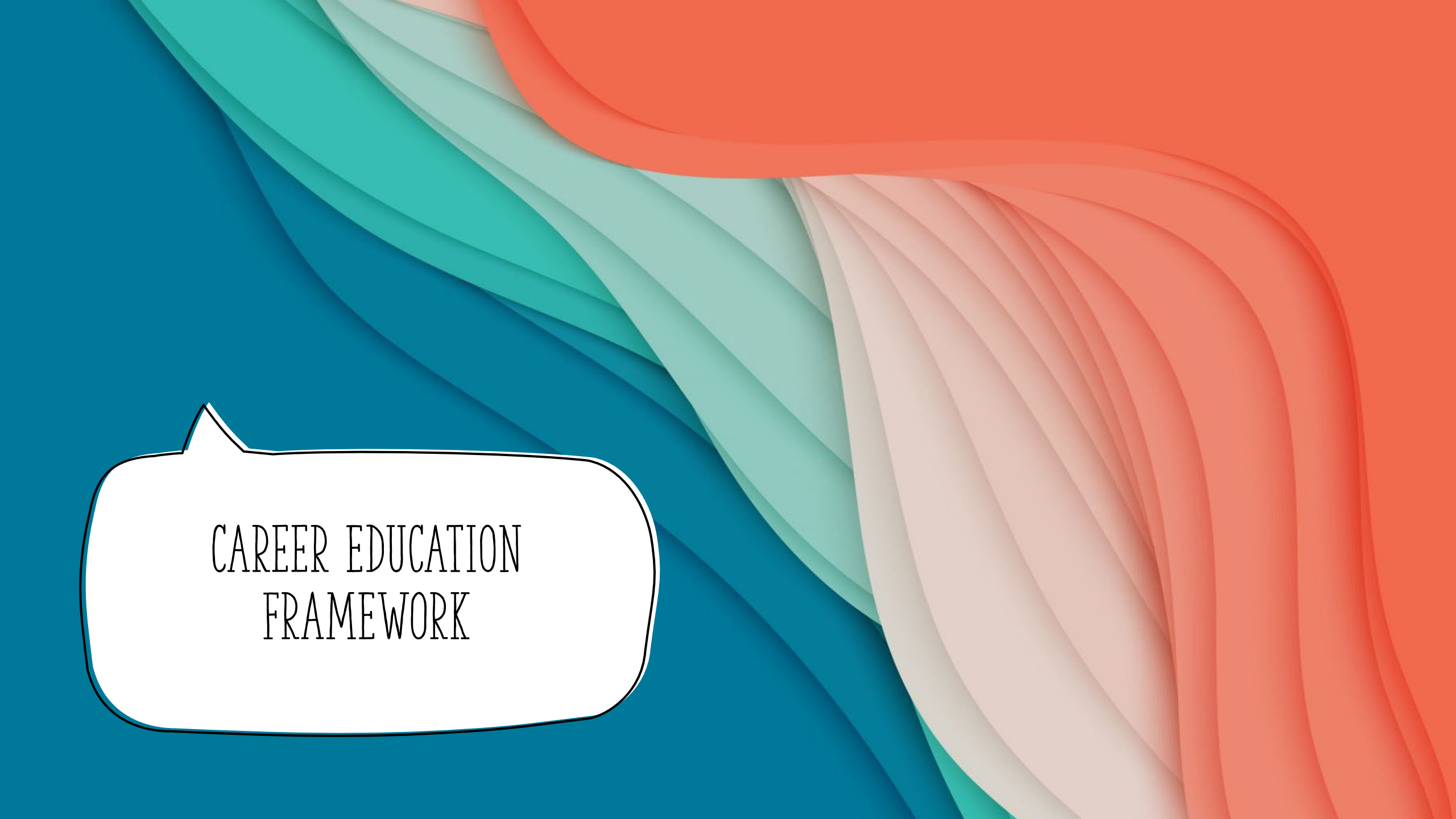
We are dedicated to ensuring that all students become proficient in numeracy skills that allow them to create, apply and conceptualize mathematics in real world situations from Early Learning Years (pre-K) through to Grade 12.

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.



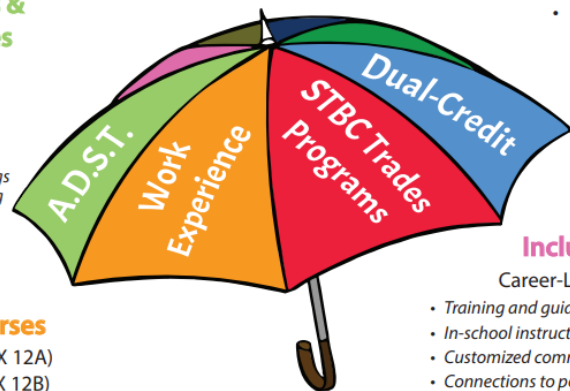
CAREER EDUCATION
FRAMEWORK

DISTRICT CAREER PROGRAMS UMBRELLA ~ GR. 10 - 12

Applied Design, Skills & Technologies Courses

- Business Education
- Home Economics
- Information Technology
- Technology Education

**There are over 66 course offerings that fall under the ADST heading*



Work Experience Courses

- Work Experience 12A (WEX 12A)
- Work Experience 12B (WEX 12B)

Students in grades 11 and 12 complete 100 hours of community-based Work Experience or volunteer activities for 4 credits



**Chilliwack
School District**
CAREER EDUCATION

Dual Credit Programs

- Early Childhood Education (ECAC)

Courses offered in partnership with UFV to grade 12 students who would like to pursue careers in child care and Early Childhood Education

Inclusive Education

Career-Life Transitions Program

- Training and guidance for students with diverse abilities
- In-school instruction
- Customized community placements
- Connections to post-graduation activities and supports

Skilled Trades BC - Trades Programs

EXPLORE (Grades 10-12)

- Trades Sampler (GWG, KSS)
- Explore Trades Skills

WORK (Grades 10-12)

- Students who are working in an apprenticeable trade outside of school hours

TRAIN (Grades 11-12)

Courses offered within the high school environment in partnership with UFV:

- WELDING
- HAIRSTYLIST
- AUTOMOTIVE SERVICE TECH.
- * Regional Career Programs with UFV

SECONDARY ADST & CAREERS

All the things in all the spaces.

CAREER EDUCATION



Teacher support for CLE, CLC and Capstone including Assessment and Planning.



Provide Learning Resources & shared learning opportunities.



Co-teach, provide demo lessons and presentations



Guest Teacher/Support staff presentations to share out all our programs with students.



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EXPLORE

TRADES SAMPLER

TRADES SAMPLER

- This is a chance for students in grades 10 to 12 to dive into a variety of trades as they find their preferred career path.
- Students are immersed in an intensive trade's experience through exploration in a variety of trades including Carpentry, Plumbing, Electrical, Welding and Auto Service Technician, just to name a few.
- Trades Sampler program is offered at both G.W. Graham & Kw'iyeqel Secondary schools.
- Thanks to this partnership between the Ministry of Education and Skilled Trades BC, students gain 300 hours of hands-on experience before they enroll in a high school apprenticeship program like Youth Train in Trades or Youth Work in Trades.

WORK IN TRADES

- For nearly 30 years the Chilliwack School District Apprenticeship program has been a partnership between the School District, Employers and Skilled Trades BC.
- The vision of Skilled Trades BC is to produce highly skilled and productive people through industry training and skills development.
- Students enrolled in a Work in Trades program can earn up to 16 credits towards graduation. (4 courses)
- Available to Grade 9, 10, 11 and 12 students who are working in an apprenticeable trade. There are more than 100 different options.
- The program requires an application form with parent, student & employer signatures and information.
- Students must be currently enrolled in a district Secondary School.



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WORK
— IN TRADES —

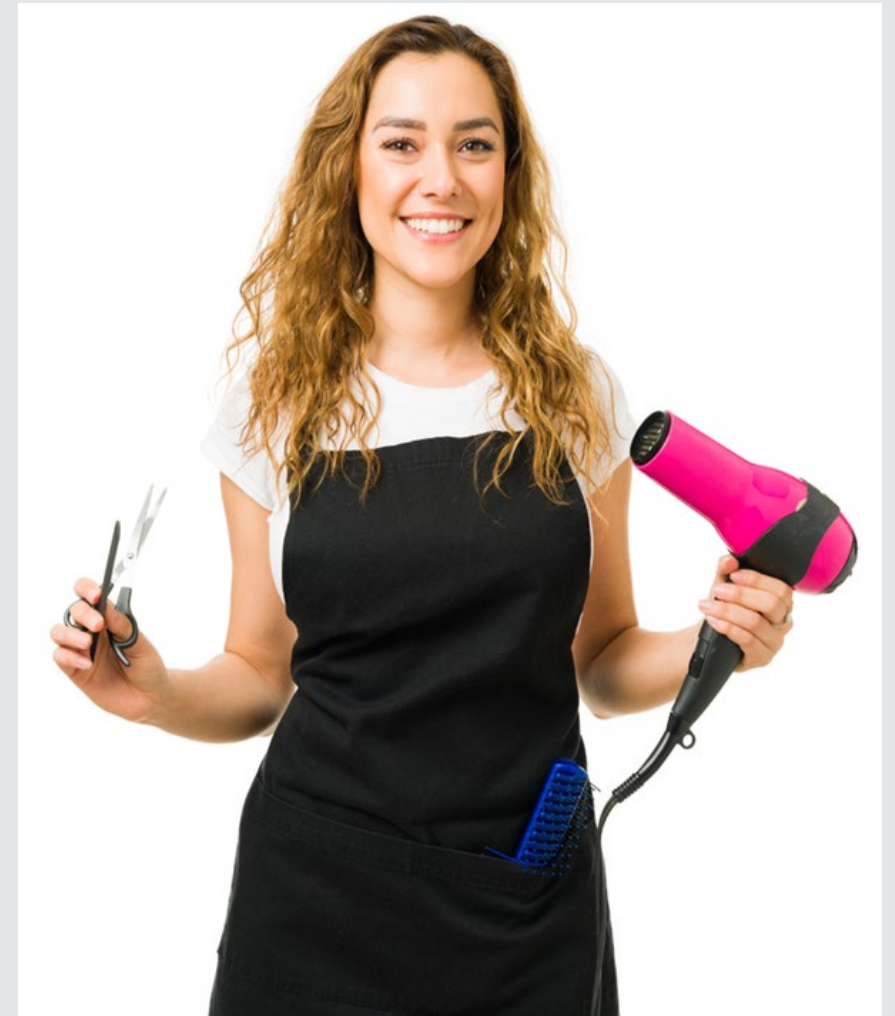
TRAIN IN TRADES



- The Youth TRAIN in Trades Program allows high school students to take pre-apprenticeship (technical) training that provides them with dual-credit (up to 32 credits) for high school courses and apprenticeship or industry training programs.
- This is an innovative partnership between the University of the Fraser Valley (UFV) and the Chilliwack School District.
- Grade -11 students can apply to pursue an apprenticeship career path to obtain the first level of technical training in a particular trade during their grade-12 year.
- Youth TRAIN in Trades Programs are tuition-free however students are required to pay for ancillary fees, books, tools and materials.

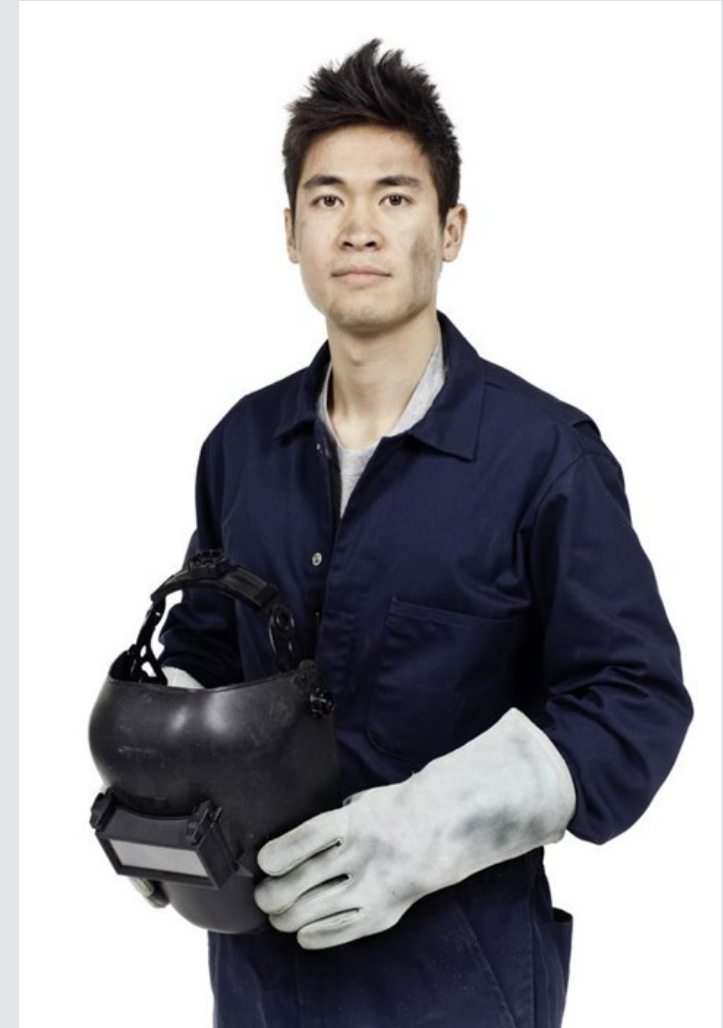
HAIRSTYLIST

- This is a 10-month program at Chilliwack Secondary School, that takes place over 2 school years.
- Typically, students start the program in the second semester of their grade 11 year and complete the second half of the program in the first semester of their grade 12 year. This allows for timetable flexibility.
- Upon successful completion of this Hairstylist program, students will be prepared for a variety of employment opportunities in the Hair Design Industry, and is a great steppingstone, and/or addition to a student's desire to pursue a career in other aspects of cosmetology.



WELDING

- This program is offered at Sardis Secondary School and takes place over 2-3 school years. Starting as early as Grade 10.
- It is a partnership program with the University of the Fraser Valley (UFV). Students move to UFV as a cohort group.
- Students start the program at Sardis and finish the program in second semester of Gr. 12 at UFV. - GWG is joining Sardis for a shared cohort of students - This will allow us to increase our enrollment.
- Upon successful completion of the Welding program, students will be prepared for a variety of employment opportunities in the Welding and Metal Fabrication fields.



AUTOMOTIVE SERVICE TECHNICIAN

- This program is offered at Sardis Secondary & Chilliwack Secondary School and takes place over the students Grade 12 year.
- It is a partnership program with the University of the Fraser Valley (UFV).
- Students start the program at Sardis/Chilliwack and finish the program in second semester of Gr. 12 at UFV.
- Upon successful completion of the Auto Service Technician program, students will be prepared for a variety of employment opportunities in the Automotive field.





- RCP training is offered to academically capable secondary school students with an interest in the Trades & Technology sector.
- The training is designed for students who have met their graduation requirements in an accelerated manner that allows them to enroll in full time studies at the University of the Fraser Valley for their Grade 12 year.
- Courses students take at UFV, may qualify for Dual Credit, giving students additional credits towards high school completion.

Programs Offered through RCP:

- Automotive Service Technician
- Auto Collision Repair and Refinishing
- Carpentry/Joinery
- Construction Electrician
- Heavy Mechanical Foundation
- Professional Cook
- Plumbing & Piping
- Welding
- Architectural Drafting Certificate
- Electronics Technician Certificate – Common Core

REGIONAL CAREER PROGRAMS

EARLY CHILDHOOD EDUCATION

- The Chilliwack School District has partnered with School District #78- Fraser Cascade and the University of the Fraser Valley (UFV) to develop a dual credit program for students interested in pursuing a career in Early Childhood Education (ECE).
- Grade 12 Students can now get a head start on their post-secondary studies while also earning high school course credits and have opportunities to work and learn from professionals in local childcare centres.
- Students who complete the course work at UFV will be able to register for the ECAC - Early Childhood Assistant Certificate and be well on their way to completing their full ECE Certification allowing students to work in daycares, preschools, nursery schools, special needs centres, public schools and infant & toddler centres.

PROGRAM DESCRIPTION

Fall 2023 Courses at U.F.V.

- ECE 100 - Human Development 1
- ECE 101 - Introduction to Early Childhood Education

Winter 2024 Courses at U.F.V.

- ECE 102 - Introduction to Early Childhood Guidance
- CMNS 125 - Communicating Professionally to Academic & Workplace Audiences



WEX 12A & WEX 12B

- Grade 11 and 12 students (Elective courses)
- Each require 100 hours of community-based Work Experience (paid or unpaid)
- Written forms and assignments
- 4 credits each toward graduation
- "Off-timetable" courses (Application process)



Students will use Work Experience to:

- Explore careers & develop transferable skills
- Earn credits toward graduation
- Apply for community bursaries and scholarships
- Build a strong network of community contacts and references
- Students can also access our WEX facilitators for their 30 hours of Career Exploration

WORK EXPERIENCE



QUESTIONS &
ANSWERS

BOARD OF EDUCATION

INFORMATION REPORT

DATE: March 14, 2023
TO: Board of Education
FROM: David Swankey, Education Policy Advisory Committee Chair
RE: **EDUCATION ADVISORY POLICY COMMITTEE REPORT**

The Board of Education will receive the Education Policy Advisory Committee minutes of April 11, 2022 at which the following policies were recommended to be repealed:

- Policy 612 – Alternate Delivery in the Physical and Health Education (K-10) and Planning 10 Curricula
- Policy 613 – Special Academies



REPORT OF THE EDUCATION POLICY ADVISORY COMMITTEE

Meeting Held April 11, 2022 – 6:00 p.m.

Via Zoom

Attendance:	David Swankey Willow Reichelt Sharon Bernard Niki Wiens Reid Clark Britt Hailstone Lorie McLaren Jessica Clarke	Trustee Trustee CPVPA Management Group CTA CTA CUPE DPAC
Staff:	Rohan Arul-pragasam Lisa Champagne	Superintendent Executive Assistant

Regrets: Darrell Furgason, Trustee; Noel Sharman, CPVPA; Loren Muth, Indigenous Education AC; Meghan Martel-Reid, DPAC; 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: Jessica Clarke

Seconded by: Niki Wiens

THAT the Agenda be approved as circulated.

NO VOTE

Moved by: Reid Clark

Seconded by: Britt Hailstone

THAT the agenda be amended to add Sanctuary/Amnesty Schools to item 6 of the agenda.

CARRIED

THAT the agenda be adopted as amended.

CARRIED

2.1 POLICY 341 TRUSTEE BURSARY

Moved by: Niki Wiens

Seconded by: Jessica Clarke

THAT the committee recommend Policy 341 - Trustee Bursary (Policy 232- Trustee Bursary) be suspended and reviewed by the Board of Education in November 2022.

CARRIED

2.2 POLICY 375 ALTERNATE DELIVERY IN THE PHYSICAL AND HEALTH EDUCATION (K-10) AND PLANNING 10 CURRICULA

Moved by: Reid Clark
Seconded by: Britt Hailstone

THAT the committee recommend abandonment of Policy 375 Alternative Delivery in the Physical Health (K-10) and Planning 10 Curricula (Policy 612 - Alternate Delivery in the Physical and Health Education (K-10) and Planning 10 Curricula).

CARRIED

OLD BUSINESS

3. POLICY 340 SCHOOL FEES AND FINANCIAL HARDSHIP

The committee reviewed this revised policy and suggested punctuation and grammatical changes.

Moved by: Reid Clark
Seconded by: Sharon Bernard

THAT REVISED Policy 340 – School Fees and Financial Hardship be referred to the Board of Education for approval.

CARRIED

4. POLICY 390 RESOLVING CONCERNS

Moved by: Britt Hailstone
Seconded by: Reid Clark

THAT Policy 390 – Resolving Concerns be amended to the following:

The Board of Education believes that open, direct communication between students, parents, and school personnel serves the best interest of everyone in resolving a problem. The Board of Education in the importance of employees, students, and parents/guardians/caregivers working together to create a positive and inclusive school culture that inspires success for every student. The Board of Education supports the practice that concerns about personnel, programs or procedures are dealt with in a manner that reflects mutual respect and the principles of administrative fairness, and that concerns should be dealt with at the point closest to where the concern first arises.

Parents/guardians/caregivers, students and staff will discuss concerns in a constructive manner with the goal to resolving matters in a mutually satisfactory manner. Procedures for dealing with such situations should ensure that:

- Concerns are handled as near the source as possible.
- Concerns are resolved expeditiously.
- Concerns are dealt with in a courteous, confident, and constructive manner.
- No anonymous concerns shall be considered.

Unresolved concerns where the decision significantly affects the education, health and safety of the student may be appealed to the District's Superintendent or designate. The Superintendent or designate recognizes that employee decisions that do not significantly affect the education, health or safety of a student are within their final authority as the Board of Education's chief executive officer.

OPPOSED

It was recommended that staff review Policy 390 Resolving Concerns considering all feedback from the committee and make adjustments prior to its return to the next Education Policy Advisory Committee meeting.

CARRIED

NEW BUSINESS

5. POLICY 374 SPECIALTY ACADEMIES

The committee reviewed this policy and discussed abandonment due to B.C. Reg 219/08 and BC School Sports Governance.

Moved by: Britt Hailstone
Seconded by: Niki Wiens

THAT Policy 374 Specialty Academies be referred to the Board of Education for abandonment.

CARRIED

6. SANCTUARY/AMNESTY SCHOOLS

Moved by: Reid Clark
Seconded by: Britt Hailstone

THAT the Committee recommend to the Board of Education to develop a policy regarding Sanctuary/Amnesty Schools for students with no fixed address. After reference to Policy 150, Section 1.2, the procedural process for this request was confirmed.

NO VOTE

ADJOURNMENT 7:28 p.m.

BOARD OF EDUCATION

INFORMATION REPORT

DATE: March 14, 2023
TO: Board of Education
FROM: Margaret Reid, BCSTA Representative
RE: **BCSTA REPORT**

- 1.) BCSTA Provincial Council was held Feb 24/25th
 - a. A summary of passed motions is available on the Hub
 - b. Tracy Loffler, SD75 (Mission), was the sole nominee for the position of vice-president and was acclaimed
 - c. Allison Watson, SD62 (Sooke), was the sole nominee for the position of director and was acclaimed
- 2.) BCSTA AGM takes place April 27-30th
 - a. Approved motions will be distributed by March 27.
 - i. Late motions may still be submitted if they meet requirements- see Hub for details
 - ii. Board of Director Nominations also close march 27th
 - iii. BCSTA is accepting chair and reader volunteers for AGM
- 3.) BCSTA and the Ministry of Education and Child Care are co-hosting FREE virtual orientation sessions for new and experienced trustees – registration sent by email
 - a. March 30 session (5-7 pm) on working with people.
 - b. April 13 session (5-7 pm) on relations with First Nations

From the BCSTA Updates:

The First Nations Education Steering Committee, the Ministry of Education and Child Care and Indigenous Services Canada invite you to register for one of three drop-in sessions related to this year's BCTEA Transportation Plans and Reports. Drop-in sessions are scheduled for March 1, April 12 and May 17.

<https://www.fnesc.ca/>

A reminder: training is available on the BCSTA hub for many topics

TRUSTEE REPORT

Trustee: David Swankey

Report Date: March 8, 2023

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 16th – Attended Climate Action Roundtable with School Trustees from across Canada
- Feb 16th – Visited CSS for GSA hosted dance
- Feb 21st - Attended Board Learning Session
 - <https://sd33.bc.ca/Learning-2022-2023>
- Feb 21st – Met with BCSTA staff to confirm plans for reviewing AGM Motions
- Feb 22nd – Attended Board/IEAC Partners Mtg
- Feb 23rd – Attended BCSTA hosted Governance Learning Series
- Feb 24-25th – Attended BCSTA Provincial Council Meeting
- Mar 1st – Participated in Cultural Safety Training hosted by the Chilliwack Chamber of Commerce
- Mar 1st – Attended Board/CPVPA Partners Mtg
- Mar 2nd – Chair BCSTA Legislative Committee Mtg in preparation for AGM 2023
- Mar 2nd – Attended Board/CUPE Partners Mtg
- Mar 6th - Chaired SD33 EPAC Mtg
- Mar 7th – Attended Special In-Camera Board Mtg
- Mar 7th – Attended Board Learning Session
 - <https://sd33.bc.ca/Learning-2022-2023>
- Mar 8th – Joined Strathcona Elementary Students for their 'Positivity Podcast'

UPCOMING EVENTS OF INTEREST TO THE BOARD

- March 24th-25th – High Ground Civic Governance Conference
- April 27th-30th – BCSTA AGM
 - Late motions may still be submitted, provided they meet certain criteria
- July 3rd-5th – CSBA Congress 2023
 - <https://www.cdnsba.org/>
- Nov 30th-Dec 2nd – 27th Annual FNEESC Education Conference
 - <http://www.fnesc.ca/conference/>

TRUSTEE REPORT

Trustee: Teri Westerby

Report Date: March 8, 2023

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.

- Thursday February 2nd – DPAC meeting
- Monday February 6th – Inclusive Education Committee
- Monday February 7th – School Board Meeting
- Monday February 13th – Meeting with Indigenous Chiefs
- Monday February 16th – Attended GLOW UP Dance
- Tuesday February 21st – Board Learning Session
- Wednesday February 22nd – IEAC Board Partner Meeting
- Monday February 27th – Safe and Caring School Leads Meeting
- Monday February 27th – Visited AD Rundle PAC
- Tuesday February 28th – DPAC Board Partner Meeting
- Wednesday March 1st – CPVPA Board Partner Meeting
- Wednesday March 1st – Cultural Safety & Humility Session with Len Pierre Consulting
- Thursday March 2nd – CUPE Board Partner Meeting
- Monday March 6th – YAC Meeting
- Monday March 6th – EPAC Meeting
- Wednesday March 8th – Meeting with Terry Brown regarding RESP Educational Grants
- Thursday March 9th – visiting GW Graham GSA
- Monday March 13th – CBYF Leadership Table Meeting

TRUSTEE REPORT

Trustee: Margaret Reid

Report Date: March 8, 2023

KEY ACTIVITIES SINCE LAST BOARD MEETING

- 1.) Local First Nation Leadership and the Board of Education Meeting – Feb 13th
- 2.) Board education session (Universal Design for Learning and Inclusion Teacher Program) – Feb 21st
- 3.) Gathering of Schools Dinner and Pow Wow at CSS – Feb 21st
- 4.) Chilliwack Senior Secondary GLOW UP Dance – Feb 16th
- 5.) Transportation Advisory Committee- Feb 23rd
- 6.) Indigenous Education Department Partner Meeting – Feb 22nd
- 7.) DPAC meeting – Feb 23rd
- 8.) BC School Trustee Association Provincial Council – Feb 24-25th
- 9.) DPAC Partner Meeting – Feb 28th
- 10.) Cultural Safety and Humility Training with Len Pierre – March 1st
- 11.) CPVPA Partner Meeting – March 1st
- 12.) CUPE Partner Meeting – March 2nd
- 13.) Chilliwack Youth Council Meeting – March 7th
- 14.) Board Education session and in-camera meeting- March 7th

UPCOMING EVENTS OF INTEREST TO THE BOARD

- BCSTA - AGM April 27-30
 - Motions will be Distributed Marc 27th
- Cultural Safety Training: Introduction to Indigenous Cultural Safety & Humility - Len Pierre – Hosted by Chilliwack Camber of Commerce second round – March 15th
- The Canadian School Boards Association's annual National Trustees Gathering on Indigenous Education & Congress takes place in Banff, **July 3-5**.

BOARD OF EDUCATION

DECISION REPORT

DATE: March 14, 2023
TO: Board of Education
FROM: Rohan Arul-pragasam, Superintendent
RE: **2023 – 2024 SCHOOL CALENDAR**

RECOMMENDATION:

THAT the Board of Education approve the 2023-2024 School Calendar as presented.

BACKGROUND:

The school calendar for the 2023 – 2024 school year will include a two-week spring break (March 18-28, 2024) and three (3) full days for student assessment/evaluation and parent/teacher consultation for the school year as per the Local Collective Agreement between the Board of Education and the Chilliwack Teachers' Association. In summary, the local school calendar for 2023 – 2024 in School District #33 (Chilliwack) will include the following:

- Total Days in session = 188;
- Total Days of instruction = 178;
- Two-week Spring Break;
- One Administration Day;
- Six Professional Days, including a School-Based Professional Day:
 - One of the remaining five professional days (excluding the provincial day), or the cumulative professional activities during the year amounting to one day, staff will be focused on enhancing Indigenous student achievement *and* integrating Indigenous world views and perspectives into learning environments (as per the BC Calendar Regulations);
 - The School District has scheduled Friday, October 6th, as a Professional Day for all schools and sites. The theme for the Professional Day is “Building Bridges for Truth and Reconciliation;”
- One Early Dismissal after each of the two written learning updates and after the final summary of learning at the end of the year;
- Three days for Student Assessment/Evaluation and Parent/Teacher Consultation. These days will support student assessment/evaluation and parent/teacher consultation as outlined in the Local Collective Agreement;
- In order to meet Ministry requirements for student instructional time as per the Calendar Regulation, this agreement would increase the weekly teacher instructional time as

follows: elementary teacher time will increase by 55 minutes, and middle/secondary teacher time will increase by 30 minutes;

- As a result of the modification to the Collective Agreement, a Letter of Understanding (LOU) will be signed between the Board of Education and the Chilliwack Teachers’ Association (CTA) before the final calendar is submitted to the Ministry of Education and Childcare by March 30, 2023.

As per Section 87.01 (7) of the School Act and School Calendar Regulations, the Board of Education made the proposed school calendar available to parents of students and representatives of employees of the Board of Education for feedback from January 18, 2023 to February 15, 2023.

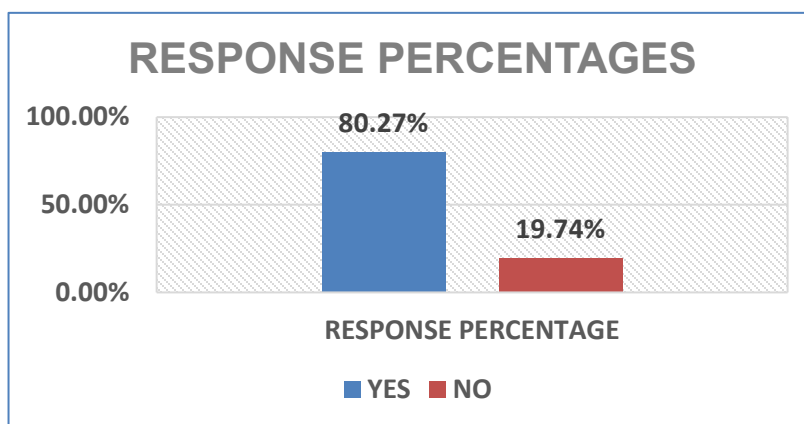
It is imperative that the Board of Education approve the presented School Calendar created in consultation with the local Chilliwack Teachers’ Association as outlined in the Settlement Agreement from 2019. Failure to do so will result in Arbitrator Elaine Doyle issuing a Consent Order binding on the Board of Education.

2023 – 2024 Calendar Survey Results Summary:

- 1394 members of our school community took part in the survey.
- As indicated from the comments, over 80% of those surveyed support the proposed school calendar.

ANSWER CHOICES	RESPONSE PERCENTAGE	NUMBER OF RESPONSES
Parent/Guardian/Caregiver	73.89%	1,030
Employee - Teacher	14.49%	202
Employee - Support	7.89%	110
Employee - Excluded	1.00%	14
Grandparent of a student	0.93%	13
Student	0.43%	6
Other (please specify)	1.36%	19
		1,394

Participants Supporting the Draft 2023-24 School Calendar		
ANSWER CHOICES	RESPONSE PERCENTAGE	NUMBER OF RESPONSES
YES	80.27%	1,119
NO	19.74%	275
		1,394





CHILLIWACK SCHOOL DISTRICT 2023/2024 DRAFT SCHOOL CALENDAR

JULY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST						
S	M	T	W	T	F	S
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13	14	15	16	17	18	19
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27	28	29	30	31		

SEPTEMBER						
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OCTOBER						
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29	30	31				

NOVEMBER						
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DECEMBER						
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31						

JANUARY						
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28	29	30	31			

FEBRUARY						
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25	26	27	28	29		

MARCH						
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31						

APRIL						
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28	29	30				

MAY						
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JUNE						
S	M	T	W	T	F	S
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23	24	25	26	27	28	29
30						

LEGEND

- Instructional
- Non-Instructional
- Vacation Period
- Statutory Holiday
- National Day for Truth and Reconciliation
- Administration Day
- Early Dismissal Day

Please Note - Easter Monday and Boxing Day are not observed statutory holidays in British Columbia.

- CALENDAR INFORMATION**
- School Reopens = Sep 5
 - Thanksgiving Day = Oct 9
 - NID #1 (DISTRICT/SB)= Oct 6
 - Early Dismissal Day #1 - Oct 19
 - NID #2 (PROVINCIAL) = Oct 20
 - NID #3 = Nov 10
 - NID #4 - Nov 24 (A&E Day #1)
 - Last day in December = 22
 - First Day Back in January = 8
 - NID #5 = Jan 26 (A&E Day #2)
 - NID #6 = Feb 16 (DISTRICT)
 - Family Day = Feb 19
 - Early Dismissal Day #2 - Mar 1
 - Spring Break = Mar 18-29
 - Good Friday = March 29
 - Easter Monday = April 1
 - NID #7 = April 26 (CTA Day)
 - NID #8 = May 17
 - NID #9 = May 31 (A&E Day #3)
 - Victoria Day = May 20
 - Early Dismissal Day #3 - June 27
 - Last day for Students = June 27

DAYS IN SESSION **188**
INSTRUCTIONAL DAYS **178**

BOARD OF EDUCATION

DECISION REPORT

DATE: March 14, 2023
TO: Board of Education
FROM: David Swankey, Trustee Representative (BAA Committee)
RE: **BOARD/AUTHORITY AUTHORIZED (BAA) COURSE PROPOSAL**

RECOMMENDATION:

THAT the Board of Education approve the Board/Authority Authorized Course: Event Planning 11.



Board/Authority Authorized Course – Event Planning 11

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District #33
Developed by: Kendall James-McKnight	Date Developed: November 1 st , 2022
School Name: G.W. Graham Secondary School	Principal's Name: Chuck Lawson
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Event Planning	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120 Hours- One Semester

Board/Authority Prerequisite(s):

- Students enrolling in the course must be willing, ready, and available to engage in events and event coordination outside of class time.
- Accounting 11 (recommended not required)

Special Training, Facilities or Equipment Required:

- Regular Access to Laptops/Computers.
- Microsoft Word/Excel/PowerPoint
- Canva (Digital Advertising Tool)
- Teacher with previous experience teaching business courses would be an asset.

Course Synopsis:

Event Planning 11 will teach students employable skills that can be carried beyond high school and into the employment field of their choice. Students will learn about managing finances, as well as, organizing, planning, and advertising events. Students will take this knowledge and apply it while planning, organizing, and managing both a small-scale and large-scale event within the course.

Goals and Rationale:

Event Planning is a growing industry in Canada that is expected to grow by 18% between 2021-2031 and is estimated to have grossed 2.2 billion dollars in revenue in 2022. but, beyond that event planning is embedded into individual's lives. For most of us, we are constantly planning events, whether that be birthday parties, holidays, graduation parties, weddings, and many other life celebrations. Event planning 11 will prepare students for planning events both in their personal and professional lives. Students will be able to plan events, manage event budgets, and efficiently execute and oversee their planned events.

This course will seek to teach students employable skills such as:

- Communication Skills
- Organization Skills
- Financial Literacy Skills
- Professional Presentation Skills
- Management/Leadership Skills
- Collaboration/Teamwork Skills

Aboriginal Worldviews and Perspectives:

First Peoples Principle of Learning: Learning involves patience and time.

Classroom Application (Retrieved from Jo Chrona's FPPL Blog):

- "Ensuring that learning is about understanding concepts and the application of knowledge, rather than only memorization of information" (Chrona, 2014).
- "Allowing for time to develop relationships and to revisit prior learning to help build new knowledge" (Chrona, 2014).
- "Revisiting concepts multiple times, providing learners with opportunities to deepen their knowledge by layering their understanding" (Chrona, 2014).

First Peoples Principle of Learning: Learning involves recognizing the consequences of one's actions.

Classroom Application (Retrieved from Jo Chrona's FPPLBlog):

- "Providing learners with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, in how they learn, and in how they represent what they have learned. How this looks will depend on the age and skill sets of the learner" (Chrona, 2014)
- "Helping learners become aware of the natural consequences (to themselves and others) of their actions. This might include letting learners make mistakes and then helping them to learn from those mistakes (as long as those mistakes do not cause harm to themselves or others)" (Chrona, 2014)
- "Focusing on reflective and critical thinking to help learners understand the natural consequences of their actions (as opposed to punitive consequences)" (Chrona, 2014).

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

Classroom Application (Retrieved from Jo Chrona's FPPLBlog):

- Critically examining what is/has been considered important to teach and learn and why it is/has been considered important (i.e. asking what, or whose agenda, it serves, and whose knowledge is valued or devalued).
- Critically examining what is being learned in terms of how it affects self, family, community and the land.
- Connecting learning to the broader community. The classroom should extend beyond the walls of the classroom and school, and should also be connected to both “place” and the land. In addition, bringing in community members reinforces the links between school and the rest of the learners’ lives.
- Ensuring that there are multiple access points in learning to enable all students to engage from where they are.
- Ensuring that learners have various ways to represent what they learn.
- Making explicit connections to the social responsibility aspect of learning.
- Beginning with looking at local contexts when examining topics or subject material, and then move outward.
- Engaging as much as possible with parents and extended family.

BIG IDEAS

<p>Successful event planning involves teamwork, communication, leadership, and collaboration.</p>	<p>Accurate, effective, and efficient financial practices are essential for creating profitable events.</p>	<p>Understanding the target audience is important for successful event planning and marketing.</p>	<p>Clear, concise, and professional communication is vital for developing and maintaining good working relationships.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> -Participate in creating, organizing, and carrying out a small-scale event. -Participating in creating, organizing, and carrying out a large-scale event. -Create a budget for a small-scale and large-scale event. -Accurately record and track expenses for an event using Microsoft Excel. -Create multiple means of advertising for an event. -Actively participate in managing and coordinating an event. -Creating and presenting project plans. -Organizing and delegating event duties. -Creating and presenting an event proposal, budget proposal, and a marketing plan proposal. -Manage human resources for events. -Create a post-event summary. -Collaborate on creating an event proposal based on a client’s vision. -Research target audience, conduct market research and implement knowledge gained into the event planning process. -Create job descriptions for event staff (paid and volunteer). -Create and present a meaningful land acknowledgement. -Create events that are culturally appropriate. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> -Budgeting -Foundational Accounting Knowledge/Skills/Terminology -Business Financial Calculations -Professional Communication Skills -Tracking expenses using digital tools (Microsoft Excel) -How to implement effective advertising/marketing for an event -How to develop effective Professional Marketing Tools -How to create and present professional Event Proposals, Budget Proposals, and Marketing Plans. -Professional Presentation Skills -How to create an event that meets the needs of the consumer. -Coordination and facilitation skills for small- and large-scale events. -Market research skills -How to identify what jobs are needed for events and create job descriptions for event staff. -How to identify and market event to target audience. -Career opportunities in event planning. -Knowledge of local licensing laws and regulations. -Licensing Process and Agreements -Contracts (specific to event planning) -Steps of event planning/event planning process -Learning how to create and present meaningful land acknowledgements -Learning the importance of place and honoring the land we hold events on. -Involvement of Indigenous Community Leaders on honoring place in events. -Understanding the difference between Cultural Appropriation and Culture Appropriate Décor for Events.

Big Ideas – Elaborations

Financial Practices: financial practices for this course will include recording financial transactions, budgeting, properly determining and calculating total cost, break even units, cost per unit, and best-case scenario profit, along with profit margins per unit. Financial practices are practices that involve managing business finances.

Target Audience: the specific group of consumers most likely to attend your event and therefore the group of people you should make advertising and broader event decisions to appeal to. Target audience may be identified by income, age, income, location, interests, hobbies, and various other factors.

Curricular Competencies – Elaborations

Small-Scale Event: the small-scale event will be an event with a short duration that requires less planning and typically has a low budget. Small-scale events could include food fundraisers at lunch, holiday themed events (pumpkin carving, holiday cookie decorating competition) or other events of similar size and duration.

Large-Scale Event: the large-scale event will be an event with a long duration that requires lots of planning, collaboration, and human resources. Large-scale events will vary from semester to semester and will be dependent on the needs of the school. Large scale events could include arranging a post-secondary school fair, graduation event, afterschool fundraiser, parent teacher night, or other events of similar size and planning need.

Multiple Means of Advertising: creating multiple ways to advertise an event depending on the event need. This could include creating flyers, websites, handouts, business cards, and other forms of advertising.

Post Event Summary: After the conclusion of the event, students will create an event summary package that includes final financial statements, attendance summary, guest feedback and a self-reflection noting things that went well and what should be adjusted/alterd for the next event.

Content – Elaborations

Budgeting: personal and professional organizing and tracking of finances.

Foundational Accounting Knowledge/Skills/Terminology:

Knowledge: Basic understanding of when to use debit/credit in accounting and how to record transactions.

Skills: preparing a General Journal, preparing a General Ledger, preparing an Income Statement.

Terminology: Accounts Receivable, Accounts Payable, Debit, Credit

Content – Elaborations

Business Financial Calculations: How to calculate price per unit, total cost, profit margins, break even unit number, and best-case scenario profit.

Professional Communication Skills: Professional email writing and responding, phone etiquette, how to request a quote and other professional forms of communication that may occur throughout the event planning process.

Professional Marketing Tools: Websites, Flyers, Business Cards, Brochures, Handouts, and many other forms of marketing.

Event Proposals: A detailed plan/presentation on the vision for the event (venue, size, décor, food selections (if applicable), how many volunteers or staff is needed, and any additional information and/or ideas they have for the event)

Marketing Plans: A detailed plan/presentation on how they intend to market the event. This will include samples of the different advertising methods/tools they plan on utilizing, as well as how they intend on maximizing the success of the advertising campaign for the event.

Budget Proposals: A detailed plan/presentation on how they plan on distributing funding and how much money they estimate the event costing in total. The plan will be presented to the main authority on the event (typically classroom teacher, though could potentially involve admin) for final approval.

Professional Presentation Skills: Students will be taught how to present information in a professional way (language, attire, organization, tools to utilize, etc..).

Target Audience: the specific group of consumers most likely to attend your event and therefore the group of people you should make advertising and broader event decisions to appeal to. Target audience may be identified by income, age, income, location, interests, hobbies, and various other factors and identifiers.

Local Licensing Laws and Regulations: Chilliwack and broader B.C. laws and regulations surrounding events. Students will learn about licensing laws and when they are required to obtain licensing for events and/or fundraisers. Students will also learn about the regulations that surround events and licensing that they must uphold when holding an event.

Licensing Process and Agreements: The process of obtaining licensing along with the agreement that they must uphold by obtaining a license.

Contracts: Student will learn about contracts that they may encounter in event planning (focusing heavily on vendor/catering contracts). Students will learn about information that should be included and stated in contracts as well as the importance of having contracts with parties involved in the event they are planning. Learning about contracts will prove beneficial for students wanting to throw events including caterers, photographers, servers, and other roles that are obtained through external means.

Recommended Instructional Components:

- Direct Instruction (Teacher-Directed)
- Indirect Instruction (Student-Directed)
- Modelling
- Collaboration
- Cooperative Group Work
- Experiential Learning
- Case Study

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Teacher-developed rubrics and assessments
- Self-assessments
- Learning logs
- Student projects and learning opportunities
- Teacher log
- Journaling
- Self-evaluation (including student-create rubrics)
- Presentations
- Reflective Writing

Learning Resources:

Book: [Event Planning and Management: Principle, Planning and Practice](#) -Second Edition (Ruth Dowson and David Bassett).

Book: [Professional Event Coordination](#) – (Julia Rutherford Silvers)

Event Planning Proposal Guide:

<https://eventplanning.com/how-to-write-an-event-planning-proposal/>

Budget Proposal Guide and Template:

<https://asana.com/resources/budget-proposal-template>

Budget Proposal:

<https://proposalsforngos.com/how-to-develop-a-project-budget/>

Marketing Plan:

<https://venngage.com/blog/marketing-plan/>

Event Planning Guide:

<https://www.wildapricot.com/blog/how-to-plan-an-event#1-develop-your-event-goal-and-objectives>

Event Planning Checklist:

<https://www.wildapricot.com/blog/event-planning-checklist#what-are-the-10-steps-to-plan-an-event>

Example of BC License Application:

<https://www2.gov.bc.ca/gov/content/sports-culture/gambling-fundraising/gambling-licence-fundraising>

Special Events Permit: Terms and Conditions (example of guidelines that event planner must ensure are upheld)

<https://www2.gov.bc.ca/assets/gov/employment-business-and-economic-development/business-management/liquor-regulation-licensing/guides-and-manuals/guide-sep.pdf>

Multimedia Resources (Canva, Microsoft Excel, PowerPoint, Word, WIX Website Creator)

Additional Information:

References:

Chrona, Jo. First People's Principles of Learning, Word Press. Retrieved from: <https://firstpeoplesprinciplesoflearning.wordpress.com/>

BOARD OF EDUCATION

DECISION REPORT

DATE: March 14, 2023

TO: Board of Education

FROM: David Swankey, Trustee Representative (BAA Committee)

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

RECOMMENDATION:

THAT the Board of Education approve the Board/Authority Authorized Course: Principles of Strength Training 10.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number: SD #33
Developed by: Matthew Greenfield	Date Developed: October 5 th , 2022
School Name: GW Graham Secondary	Principal's Name: Chuck Lawson
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Principles of Strength Training 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Physical and Health Education 9

Special Training, Facilities or Equipment Required: Weight room with machine and free weights (Olympic), classroom, track, skipping ropes, plyometric boxes, treadmills, exercise bikes, elliptical machines, and aerobic exercise equipment

Course Synopsis: This course will be offered throughout the year for grade 9 and 10 students. It will provide students with an introduction to strength training and will include education and experience with lifting weights, performing plyometric drills, and running drills. This course is intended for students wanting an introduction to concepts needed to develop their overall strength, cardiovascular ability and fitness, develop a lifestyle that will maintain health for a lifetime and to learn the general principles of strength training.

Goals and Rationale: There are many physiological and psychological benefits to strength training (The Physician and Sports Medicine. Vol 26-No. 5 – May 1998). Some of those include: Improved self-esteem and confidence, increases in bone strength/density and improved functional strength for sports and daily activities. Strength training for sport has never been more popular. Many students express the desire to be on an official weight training program. Students will also learn other ways to enhance and develop their athletic skills. Regular PHE courses only cover

weight training in a generic and simplistic fashion. This course offers an in-depth introduction to strength training in much greater detail. Principles of Strength Training focuses on an introduction to compound lifting techniques and on improving physical strength and cardiovascular performance.

Aboriginal Worldviews and Perspectives:

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

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing the consequences of one's actions.

BIG IDEAS

Compound lifting movements are essential for increasing functional strength.

Proper lifting technique is essential for safety and progression.

The human body adapts to overload and fatigue.

Training program design is dependent upon specific goals and desired outcomes

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Exercise Program Design:</p> <ul style="list-style-type: none"> • Incorporate compound movements into training programs • Identify and describe different training techniques • Use correct terminology for equipment and muscle groups • Establish and implement effective warm-up techniques • Demonstrate correct lifting and stretching techniques • Set short- and long-term personal goals <p>Initial Training Phase:</p> <ul style="list-style-type: none"> • Demonstrate and describe the importance of developing core muscles • Demonstrate and describe the importance of compound movements • Demonstrate appropriate conduct and safety procedures in the weight room • Describe and demonstrate circuit training and a general body workout • Analyze and re-evaluate goals as necessary 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Correct form for the main compound movements <ul style="list-style-type: none"> - Bench press - Squat - Dead lift • Basic human anatomy • High Intensity Interval Training and its role in strength training • Overtraining symptoms and prevention • Weight room etiquette and safety procedures • Correct spotting techniques • Correct form for all exercises • Critique of exercise programs

Continued Training Phase:

- Demonstrate increased levels of strength development
- Describe and demonstrate advanced lifting techniques such as pyramids, supersets, and strip/drop sets
- Correctly analyze and offer guidance within the movements of others
- Identify ways to adapt a training program around illness, life commitments, injury, and low-energy days
- Analyze and re-evaluate goals as necessary

Supplementary Information Phase:

- Describe the pros and cons of different weightlifting programs
- Identify ways that fitness can improve one's quality of life and the benefits of lifelong fitness
- Identify the relationship between physical activities and overall physical and mental well being

Big Ideas – Elaborations

Compound lifting movements are essential for increasing functional strength

Sample questions/opportunities to support student inquiry

- How are compound lifts related to movements in daily life?
- Why are compound lifts the most effective way to improve strength and body composition?

Proper lifting technique is essential for safety and progression

Sample questions/opportunities to support student inquiry

- How does proper technique prevent injury?
- How does proper technique lead to improvements in strength?

The human body adapts to overload and fatigue

Sample questions/opportunities to support student inquiry

- Why is progressive overload necessary within a strength training program?
- How is fatigue and perceived exertion related to improvements in strength and endurance?

Training program design is dependent upon specific goals and desired outcomes

Sample questions/opportunities to support student inquiry

- How is defining personal fitness goals necessary for effective program design?
- How can one's fitness goals change during their lives?
- Why do fitness goals change over time?
- Why is setting S.M.A.R.T. goals important?

Curricular Competencies – Elaborations

Exercise Program Design

Sample opportunities to support student inquiry:

- How are an individual's goals related to the design of training programs (sport specific, hypertrophy, weight loss)?
- How can you identify and correct common lifting movement mistakes in yourself and others?

- What are the correct movement patterns for compound lifts?

Initial Training Phase

Sample opportunities to support student inquiry:

- Why are compound lifts considered to be the most important for overall development of strength?
- How does core strength and stability decrease the risk of injury and increase athletic performance?
- How does the timing of different macro nutrients lead to improvement of strength?

Continued Training Phase

Sample opportunities to support student inquiry:

- Is my workout plan still effective for my current goals?
- How much has my strength improved?
- Can I identify and correct movement pattern errors?

Supplementary Information Phase

Sample opportunities to support student inquiry:

- How do different exercise programs lead to different strength outcomes?
- How has strength training improved my quality of life?
- What are some general concerns related to health while participating in strength training?

Content – Elaborations

Correct form for compound movements

- Squat
 - Back extension
 - Slight supination of feet, weight on heels
 - Prevent inward knee collapse
 - Eyes up, shoulders back

Content – Elaborations

- Bench Press
 - Neutral spine
 - Grip width
 - Range of motion
 - Hand and wrist position
- Dead Lift
 - Back extension
 - Grip width and type
 - Eyes up
 - Feet wider than shoulders

Correct names for muscles groups

- Biceps, Triceps, Pectorals, Latissimus Dorsi, Deltoids, Quadriceps, Hamstrings, Calves, Abdominals, Core, Back Extensors

High Intensity Interval Training and its role in strength training

- Improvements in cardiovascular performance
- Promote loss of fat tissue while conserving muscle mass
- Completion of cardiovascular training in a shortened period

Overtraining symptoms and prevention

- Symptoms of overtraining
 - Decreases in strength
 - Prolonged excessive soreness
 - Decreased motivation to train
- Prevention of overtraining
 - Acknowledgement that rest is an essential component of strength training
 - Understanding that progressive overload is specific to individuals
 - Approval of workout program by teacher to ensure that individual muscle groups are not going to be trained too frequently

Weight room etiquette and safety procedures

- Etiquette
 - Appropriateness of exercises in different areas of the gym
 - Correct use and cleaning of equipment
 - Avoiding excessive noise
 - How to correctly “work in”
 - Appropriate amount of time to spend of a given piece of equipment
- Safety procedures
 - Correct methods for moving weights
 - Correct methods for re-racking plates and bars
 - Understanding of correct footwear

Content – Elaborations

- Reporting of accidents, injuries, and damaged equipment.

Correct spotting techniques

- Spotters hands close to bar when partner doing overhead lifts
- Only providing as much help as necessary
- Proper hand position for spotter
- Demonstrate correct movement pattern for all lifts
- Identify and correct movement pattern for other lifters

Progressive overload is necessary for continued development

- Muscles need to continually be challenged to promote changes in strength
- Monitoring the amount of weight lifted is necessary to plan for progressive overload
- Without progressive overload, strength increase will be minimal as muscles will not hypertrophy

Critique of exercise programs

- Is a certain exercise program relevant for a specific set of goals?
- Is a given exercise program reasonable for certain individuals?
- What components are lacking from a given exercise program

Technology and training

- Heart rate monitoring and its relation to exercise goals
- Observation and critique of own movements through video analysis
- Trial of various exercise and nutrition apps

Recommended Instructional Components:

Direct instruction

Indirect instruction

Modelling

Student led instruction

Analysis and critique of athletic articles

Video analysis

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Daily evaluation

- Student maintenance of daily training journal
- Daily student assessment of effort
- Daily teacher assessment of effort and correction of technique

Monthly evaluation

- Re-visit/Reflect upon goals and adjust exercise programs
- Fitness and strength assessments
- Movement testing: Students demonstrate how to properly execute specific exercises
- Athletic article analysis
- Self-evaluation based on Daily Participation Rubric

Learning Resources:

Coach and Athletic Director Periodical

Encyclopedia of Weight Training. Dr. Paul Wood

Strength and Conditioning for young athletes; Scott Roberts

Power Lifting; Barney Groves, PhD.

Theorem Performance & Lifestyle, Matt Chapdelaine

Additional Information:

Benefits of strength training:

- Enhances bone modeling to increase bone strength and reduce the risk of osteoporosis
- Strengthens connective tissues to increase joint stability and help prevent injury
- Increases functional strength for sports and daily activities
- Increases lean body mass and decreases non-functional body fat
- Raises metabolic rate because of an increase in muscle mass
- Improves self-esteem and confidence
- Decrease risk of diabetes and cardiovascular disease
- Improved sleep and metabolic function
- Decreased risk of suffering depression
- Decreased risk of being overweight or obese
- Decreased stress

Source: The Physician and Sports Medicine. Vol 26. No. 5. May 1998

BOARD OF EDUCATION

DECISION REPORT

DATE: March 14, 2023
TO: Board of Education
FROM: David Swankey, Trustee Representative (BAA Committee)
RE: **BOARD/AUTHORITY AUTHORIZED (BAA) COURSE PROPOSAL**

RECOMMENDATION:

THAT the Board of Education approve the Board/Authority Authorized Course: Swimming and Lifesaving 11



Board/Authority Authorized Course: *Swimming and Lifesaving 11*

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number: SD #33
Developed by: <i>Joel Sutcliffe</i>	Date Developed: <i>October 2022</i>
School Name: <i>Sardis Secondary School</i>	Principal's Name: <i>Lynnet Schramm</i>
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: <i>Swimming and Lifesaving 11</i>	Grade Level of Course: <i>11</i>
Number of Course Credits: <i>4</i>	Number of Hours of Instruction:

Board/Authority Prerequisite(s):

Prerequisite: Swimming Ability - Students must be able to swim 400m continuously (with a recognizable stroke).

Special Training, Facilities or Equipment Required:

-The teacher must be a current Lifesaving Instructor, and preferably hold a current National Lifeguard certification.

-Most of the course will be conducted in the pool (approximately 75%) in a partnership agreement with the YMCA, although there is a theory portion that will be done in classroom.

-A lot of equipment is required (as set by Lifesaving Society policy) for both water rescue and first aid training. This equipment either already exists (for other courses at Sardis Secondary) or will be provided by the YMCA.

-Students/Parents will be responsible for transportation to the pool. Transportation back to Sardis will be provided by bus after Block 1.

Course Synopsis:

-This is a physically active course in Aquatics (water activities) that will include swimming, water rescue, first aid, and other activities in the pool.

-As part of the course, students will complete the curriculum for Bronze Medallion, Bronze Cross, and Standard First Aid. If students are successful on these items, they may be eligible for certification.

Goals and Rationale:

- To prepare students for lifelong fitness and skill opportunities or a career within Aquatics*
- To provide successful students with an Bronze Medallion and Bronze Cross certification (prerequisites for Lifeguard Training)*
- To provide successful students with Standard First Aid certification and cardio-pulmonary resuscitation (CPR) certification level 'C'*
- To provide future training and employment opportunities through a partnership agreement with the YMCA.*

Aboriginal Worldviews and Perspectives:

This course would emphasize the aboriginal value of experiential learning. It is focused on practical skills and patient outcomes. It also incorporates some important principles of learning.

- Learning about water rescue and first aid ultimately supports the well-being of the self, the family, and the community.*
- Learning through practical teamwork is holistic, reflexive, reflective, experiential, and relational*
- Learning about saving lives involves recognizing the consequences of one's actions.*
- Learning about patient consent and confidentiality involves recognizing that some knowledge only shared with permission and/or in certain situations.*

BIG IDEAS

<p>Being in an aquatic environment, and learning about rescues, requires both personal safety and professionalism</p>	<p>Someone trained in water rescue and first aid is expected to have a current base of knowledge</p>	<p>Life-long fitness can involve a variety of activities in the pool. Someone certified in water rescue requires a minimum level of fitness</p>	<p>Aquatic activities, lifesaving, and first aid require proficiency in a specific set of skills.</p>	<p>Any trained rescuer must use judgment in following specific rescue, assessment, and treatment protocols.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Participate in a variety of aquatic-based physical activity. • Demonstrate the knowledge necessary for personal water safety and to perform both land and water rescues. • Attempt to improve performance on the fitness standards required for certification in Bronze Medallion and Bronze Cross. • Demonstrate specific water rescue skills • Assess and manage a broad range of first aid emergencies, with specific treatments and critical interventions • Demonstrate basic airway and breathing management, cardiopulmonary resuscitation (CPR) and automated External Defibrillation (AED) • Perform both land and water simulated rescues that require the application of knowledge, skills, fitness and judgement. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Future opportunities for personal enjoyment, fitness, and employment in Aquatics. • Fitness principles, as they apply to Aquatics • Personal safety, Risk assessment and response • The rescue process (ladder approach and rescuer’s checklist) • Ethical and legal considerations in First Aid • Basic resuscitation procedures for a variety of different patients and circumstances. • Lifesaving procedures and protocols • A variety of illnesses and injuries, focusing on patient management when less than fifteen minutes away from medical aid. • Basic anatomy and physiology to help understand injuries and treatment

Big Ideas – Elaborations

- 1) **Professionalism.** This includes personal safety, leadership, teamwork, decision-making, communication skills, punctuality, self-reflection, etc.
- 2) **Knowledge.** This includes familiarity with required content and skills, a desire to learn, information literacy, independent and group learning, communication, etc.
- 3) **Fitness.** This includes a variety of fitness activities for life-long health, in addition to the fitness standards required for lifesaving certification
- 4) **Skills.** Students will learn a specific set of skills in first aid and water rescue that can be applied to real-life situations.
- 5) **Judgement.** Students must be able to assess given information and use decision-making skills to make appropriate decisions about the next steps.

Curricular Competencies – Elaborations

The curricular competencies for this course include those defined by the current Lifesaving Society curriculum for Bronze Medallion, Bronze Cross, and Standard First Aid. There will be additional time to go further in depth in some of these areas, and to do a greater variety of fitness.

Variety of aquatic-based physical activity: This may include warm-up activities, strengthening activities, land-based movement activities, water polo, Aquafit, swimming, diving, lifesaving, etc. approximately 75% of the course will be taught at the leisure centre where there is access to a variety of spaces.

Fitness Standards: Currently this includes endurance swims (400m), sprints, and object recovery.

Water Rescue Skills: (as per the Bronze Medallion and Bronze Cross curriculum)

Critical interventions = At this level, means focusing on initial life-saving patient management when you are less than fifteen minutes away from medical aide (as opposed to long-term care or patient transport)

Content – Elaborations

Because it includes certification in Standard First Aid, CPR 'C', Bronze Medallion, and Bronze Cross much of the content is governed the standard-setting agency (Canadian Lifesaving Society). www.lifesaving.ca

Water Rescue and Fitness

- Drowning Chain of Survival and the Rescue Process (ladder approach and rescuer's checklist)
- The Lifesaving Society, as well as future aquatic opportunities
- Risk assessment and response
- Cold water immersion and risks to the rescuer
- Follow-up and care and treatment of a non-fatal drowning
- Knowledge of the cause and prevention of shallow water blackout
- Assistant lifeguard roles and responsibilities
- Self Rescue (wearing clothes)
- Swimming and lifesaving strokes

Content – Elaborations

- Tows and Carries
- Searches
- Submerged Victim Recovery
- Communication
- Safety Supervision
- Victim Recognition
- Entries and Removals
- Defenses and Releases
- Surface Dives and underwater swim
- Spinal Injury Management
- Rescue Drills: Head-up swimming to rescue a victim and carry them along the surface.
- Endurance Swimming: 400m timed swim
- Specific Swimming Strokes: Front Crawl, Back Crawl, Breaststroke, Head-up Front Crawl, Head-Up Breaststroke, Whip Kick, Eggbeater, Scissor Kick
- Object Recovery: Head-up swimming to recover a submerged victim and carry them along the surface

Scenarios:

- Low-risk, non-contact rescue from the land
- Non-contact rescue in open water (20m approach)
- Rescue of a non-breathing victim (at the surface)
- Two person rescue with multiple victims
- Two person rescue involving a non-breathing victim
- Assistant lifeguard situations

Resuscitation:

- Identify relevant human anatomy and physiology
- Activation of EMS
- Assessment and care of an unconscious patient
- Basic AED use
- One Rescuer CPR: adult/child/infant
- Conscious Obstructed Airway: adult/child/infant
- Unconscious Obstructed Airway: adult/child/infant
- Two Rescuer CPR: adult/child/infant
- List the risk factors associated with cardio-vascular disease
- List safety precautions including personal protection and proper handling of equipment.
- Understand the purpose and function of an AED, supplemental oxygen, and different delivery devices.
- Explain the legal issues surrounding resuscitation

Content – Elaborations

- Understand the importance of self-protection
- Demonstrate appropriate decision-making in scenarios
- Demonstrate management over a situation, including direction of bystanders
- Demonstrate an understanding of the effects of a critical incident on patients, rescuers, and bystanders, as well as the potential consequences of an unsuccessful rescue.

First Aid

- Identify relevant human anatomy and physiology.
- Primary and Secondary Assessment
- Recognition and care for respiratory emergencies (asthma, hyperventilation, anaphylaxis, aspiration)
- Recognition and care of circulatory emergencies (shock, major bleeding, heart attack or angina, stroke or transient ischemic attack)
- List contra-indications for the administration of aspirin
- Explain the use of nitroglycerin in the treatment of angina
- Recognition and care of soft tissue injuries, including facial injuries and burns
- Recognition and care of abdominal and chest injuries
- Recognition and care of bone and joint injuries
- Recognition and care of head and spinal injuries
- Recognition and care of environmental emergencies (heat cramps, heat syncope, heat exhaustion, heat stroke, hypothermia, frost bite)
- Recognition and care of a seizure
- Recognition and care of a suspected poisoning
- Recognition and care of a diabetic emergency
- Assists and carries appropriate for safe removal of a patient from a hazardous environment

Recommended Instructional Components:

- *Direct Instruction and Demonstrations*
- *Fitness Development and Training*
- *Skill Practice and Feedback*
- *Scenarios and Simulation*
- *Protocol Memorization*
- *Rubrics and Checklists*
- *Peer/Self Assessment and Reflection*

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Formative assessment will be ongoing through clear criteria, checklists, rubrics, and practice tests. There will be ongoing peer and self-assessment. Quizzes will primarily help memorize required knowledge, skills, and procedures.

Students will be graded on the following categories (correlating to the 'big ideas'):

Personal Safety and Professionalism

See the “big ideas” for elaboration

Knowledge

Theory aspects of First Aid and Lifesaving

Skills

Checklist of skills

Fitness

Participation and Demonstration of fitness components.

Scenarios

Demonstrated competence in Lifesaving and First Aid scenarios

Note: The course grade does not necessarily correlate to the certification criteria for Bronze Medallion, Bronze Cross and Standard First Aid (which all employ a pass/fail checklist).

Learning Resources:

Textbooks

1. Canadian Lifesaving Manual. ISBN 0920326463
2. Canadian First Aid Manual ISBN 9780973566055

Additional Information:

Lifesaving Society Canada <https://www.lifesaving.ca/>

Lifesaving Society (BC and Yukon Branch) <https://www.lifesaving.bc.ca/>

A similar course is offered at Esquimalt High School <https://esquimaltcourses.sd61.bc.ca/courses/physical-and-health-education-9-12-aquatics/>

BAA Proposal: Swimming and Lifesaving 11

by Joel Sutcliffe, Teacher at Sardis Secondary School

Proposal:

Swimming and Lifesaving 11

Prerequisite: *Swimming Proficiency is required - Students must be able to swim 400m continuously (with a recognizable stroke).*

-The course will include a variety of Aquatic activities (swimming, water rescue, other)

-Throughout the duration of the course, students will be given instruction towards attaining their Bronze Medallion, Bronze Cross, and Standard First Aid certifications (if they don't already have them)

-There is a total certification fee of up to \$125 (if all certifications are needed/successful).

-This course will start at 8:00am at Cheam on pool days (approx.. 3-4 days a week) and follow the regular bell schedule on classroom days (approx.. 1-2 days a week)

Background:

- The impetus for this course proposal came in May 2022 from a request for a meeting with the School Board Chair and the Chilliwack YMCA Manager.
- As of Sept 2022, the YMCA is operating all of the Aquatic facilities on the behalf of the City of Chilliwack and they are interested in leadership development for youth. There is both an immediate and long-term demand for lifeguard staff in the community.
- There is also a need for water safety education for youth in Chilliwack.
- There are benefits of a partnership between the school district and pool facilities, including promotion for the courses and access to the training (students can fit the training into their school course selection process)
- There are possibilities of work experience and leadership opportunities that can be explored once this course is running.

Teacher Experience

- I have extensive experience over the past 25 years in teaching lifesaving, lifeguarding, and first aid courses in a variety of contexts and locations.
- I am currently teaching two other BAA courses that have similarities.
 - Health Services 11 includes First Aid, CPR, Sports Injuries, Concussion Management, and an Intro to Health Professions
 - Health Services 12-EMR is a partnership program with the Justice Institute of BC that offers the Emergency Medical Responder certification (first level of Paramedic training)
- In order to teach the course, I will need to maintain my qualifications (Lifesaving Instructor, First Aid Instructor, National Lifeguard). Students can't be in the water without qualified supervision.

Partnership with the YMCA

This course is supported by the YMCA, through the use of pool space and equipment necessary to run the course. The YMCA will schedule a staff member to help co-teach the course during the pool time. In addition, the YMCA will provide a pathway for further training for students interested in a Lifeguarding job.

Rationale:

Many students are interested in improving their swimming, or completing the courses necessary for lifeguarding, but struggle to find the time and resources. This program would allow them to do this within the school schedule and to get 4 credits for a full grade 11 course.

Typically when offered in the community, these courses would be scheduled (with a class size of 12) for:

Bronze Medallion	20 Hours	\$250
Bronze Cross	20 Hours	\$250
Standard First Aid	16 Hours	\$175
Total	56 Hours	\$675

The extra time within a high school course would be necessary to:

- Provide for a larger class size (up to 24)
- Allow for smaller chunks of classtime, with more review and practice
- Provide additional time to develop skills and fitness
- Give opportunities to try other Aquatic pursuits (ex. Water Polo, Diving, Swimming, etc.)

Fee:

If students meet the necessary criteria and would like to receive certifications, there are “exam fees” that go to the Lifesaving Society. This is not necessary to receive credit for the course. All three exam fees would currently come to about \$125. There may also need to be fees for transportation as necessary.

Logistics

Much of the required equipment for First Aid I already have and maintain within my current budget for Health Services 11. All of the Lifesaving equipment will be provided by the pool.

Students/Parents will be responsible for transportation to the pool. Transportation back to Sardis will be provided by bus after Block 1.

Approximately 20% of the course will be done in the classroom at Sardis. The course will be scheduled during Block 1 to accommodate the pool schedule.

Textbooks:

1. Canadian Lifesaving Manual. ISBN 0920326463 \$36 each
2. Canadian First Aid Manual ISBN 9780973566055 \$12 each

Examples from other schools in BC:

News article about the high school lifesaving course at Esquimalt High

<https://www.cbc.ca/news/canada/british-columbia/lifeguard-shortage-victoria-1.6209592>

Link to course description

<https://esquimaltcourses.sd61.bc.ca/courses/physical-and-health-education-9-12-aquatics/>

Information about the “Lifeguard Academy” at Rutland Secondary (Kelowna)

<https://allenmcnabb.wixsite.com/mysite/about>

Information about the “First Aid Swim Training” program in West Vancouver

<https://westvancouver.schools.ca/programs/first-aid-swim-training-fast>

Fort Nelson Secondary School also offers a lifeguarding course

<https://www.sd81.bc.ca/fnss/>

BOARD OF EDUCATION

DECISION REPORT

DATE: March 14, 2023
TO: Board of Education
FROM: Rohan Arul-pragasam, Superintendent
RE: **POLICY 603: BAA COURSES**

RECOMMENDATION:

THAT the Board of Education repeal [Policy 603 BAA Courses](#).

BACKGROUND:

These policy revisions continue the work commenced in 2020 to enhance district policy to provide greater clarity, identify policies that are no longer current and/or assess board and administrative regulations that are primarily operational.

Staff recommends that this policy be repealed on the following basis:

- Updated Ministry of Education and Childcare website for [Board/Authority Authorized Courses and First Nation Authorized Courses Policy](#) clearly articulates the process for formalizing BAA courses in a school district.
- Board Authorized Course Ministerial Order [M285/04](#)(PDF).
- Policy Manual review core principle provides guidance that the Board does not duplicate information embedded in the [School Act](#), [School Act Regulations And Orders In Council](#), [School Act Ministerial Orders](#), and Ministry of Education and Child Care Policies in the revised Board Policy Manual.

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

**603
POLICY
Board/Authority Authorized Courses**

Board/Authority Authorized Courses are Grade 10, 11 or 12 courses that are authorized by School Boards according to requirements set by the Ministry of Education.

The Board supports the concept of locally developed programs and curricula to meet the needs of the students.

Boards are required to submit to the Ministry of Education the course name of each BAA Course they plan to offer in the following school year.

Cross Refs: Ministry of Education – Board/Authority Authorized Courses

Adopted: June 26, 2007

Reviewed:

Revised: February 23, 2016

BOARD OF EDUCATION

DECISION REPORT

DATE: March 14, 2023

TO: Board of Education

FROM: Rohan Arul-pragasam, Superintendent

RE: **POLICY 612: ALTERNATE DELIVERY IN THE PHYSICAL HEALTH EDUCATION (K-10) AND PLANNING 10 CURRICULAR**

RECOMMENDATION:

THAT the Board of Education repeal Policy 612 Alternate Delivery in the Physical and Health Education (K-10) and Planning 10 Curricular.

BACKGROUND:

These policy revisions continue the work commenced in 2020 to enhance district policy to provide greater clarity, identify policies that are no longer current and/or assess board and administrative regulations that are primarily operational.

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).

Staff presented this policy to the Education Policy Advisory Committee for consideration at its April 11, 2022 meeting. At that meeting, the committee recommended repealing Policy 612, Alternate Delivery in the Physical and Health Education (K-10) and Planning 10 Curricular, as the [redesigned curriculum](#) does not include planning 10 as curricular content.

Parents/guardians/caregivers with questions or concerns regarding curricular content covered in the Physical and Health Education course should first channel their concerns through the teacher and then the school's principal as per [Policy 390 Resolving Concerns](#).

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

**612
POLICY
Alternate Delivery in the Physical and Health Education
(K-10), and Planning 10 Curricula**

The Board expects that all students will complete Physical and Health Education (K-10) and Planning 10 Curricula.

Students and their parents may, in consultation with their school, arrange for alternate delivery for certain sensitive topics (reproduction and sexuality) contained in the following Education Program Guides:

- Physical and Health Education K-10
- Planning 10

The alternate means must be agreed upon by the students, their parents or guardians, and the school.

Schools will inform parents/guardians that they may request alternate delivery.

This alternate delivery policy does not allow students to “opt-out” of learning about these topics. It is expected that students will, in consultation with their school, demonstrate their knowledge of the learning standard(s) or learning outcomes they have arranged to address by alternative means.

This alternate delivery policy does not apply to any other learning standards or learning outcomes in the education program guides listed above, nor does it apply to any other British Columbia provincial curriculum.

Cross Refs: [Ministerial Order 295/95](#), [the Required Areas of Study in an Educational Program Order](#), [Ministerial Order 302/04](#), [the Graduation Program Order](#)

Adopted: April 28, 1998
Reviewed:
Revised: January 31, 2017

BOARD OF EDUCATION

DECISION REPORT

DATE: March 14, 2023
TO: Board of Education
FROM: Rohan Arul-pragasam, Superintendent
RE: **POLICY 613: SPECIALTY ACADEMIES**

RECOMMENDATION:

THAT the Board of Education repeal [Policy 613 Specialty Academies](#).

BACKGROUND:

These policy revisions continue the work commenced in 2020 to enhance district policy to provide greater clarity, identify policies that are no longer current and/or assess board and administrative regulations that are primarily operational.

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).

Staff presented this policy to the Education Policy Advisory Committee for consideration at its April 11, 2022 meeting. At that meeting, the committee recommended that Policy 613 – Special Academies be repealed for the following reasons:

- Direction provided by Specialty Academy Criteria Regulation [219/08](#) (PDF).
- Existing relevant policy information has been captured in the revised Draft Administrative Procedure.
- Policy Manual review core principle provides guidance that the Board does not duplicate information embedded in the [School Act](#), [School Act Regulations And Orders In Council](#), [School Act Ministerial Orders](#), and Ministry of Education and Child Care Policies in the revised Board Policy Manual.

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

**613
POLICY
Specialty Academies**

The Board of Education supports the establishment of specialty academies under Section 82.1 of the *School Act*. A specialty academy is an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in the regulations to the *School Act*.

The catchment area for the specialty academy will be the same catchment area as that of the school where the specialty academy is being offered.

The Board may levy fees to students enrolled in specialty academies. The fees will offset the costs incurred by the Board that are in addition to the costs of providing a standard educational program.

Cross Refs: Policy 531 – *School Admission and Choice*

Adopted: October 26, 2010
Reviewed:
Revised: May 17, 2016

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

**613.1
ADMINISTRATIVE REGULATION
Specialty Academies**

1. Students enrolled in a specialty academy must have available sufficient instruction to meet the general requirements for graduation. Students enrolled in specialty academies take a course or courses as a part of their graduation program that require additional learning outcomes beyond the learning outcomes required by the standard educational program.
2. Before a school can offer a specialty academy, the specialty academy and the schedule of fees for the specialty academy must be approved by the School Planning Council for that school after consultation with the Parent Advisory Council.
3. The School Planning Council of the school where a specialty academy is to be offered must advise the Board of the need for the specialty academy prior to March 1st of each school year.

The request to the Board for approval of a specialty academy must include:

- a) a description of the specialty academy;
- b) the course(s) required to complete the academic requirements of the specialty academy;
- c) the course hours of any specialty academy courses required in the Specialty Academy Regulation;
- d) confirmation of the approval of the specialty academy by the School Planning Council; and,
- e) the approved schedule of fees.

Cross Refs: Policy 531 – *School Admission and Choice*

Adopted: October 26, 2010
Reviewed:
Revised:

4. Prior to May 31st of each school year, the Board must approve each new specialty academy and approve a schedule of fees for each specialty academy offered in the district and must make the schedule of fees available to the public.
5. Once the Board has granted approval for a specialty academy, subsequent approval is not required by the School Planning Council or the Board unless the specialty academy has not been offered for three consecutive school years. An approved schedule of fees for a specialty academy is required annually in accordance with Regulations 3 and 5.

ADMINISTRATIVE PROCEDURE 367 SPECIALTY ACADEMIES

1. Students enrolled in a specialty academy must have available sufficient instruction to meet the general requirements for graduation. Students enrolled in specialty academies take a course or courses as a part of their graduation program that require additional learning outcomes beyond the learning outcomes required by the standard educational program.
2. Before a school can offer a specialty academy, the specialty academy and the schedule of fees for the specialty academy must be reviewed by the Parents' Advisory Council. The fees will relate to the direct cost incurred by the Board that are in addition to the costs of providing a standard educational program.
3. The catchment area for the specialty academy will be the same catchment area as that of the school where the specialty academy is being offered.
4. The school principal where a specialty academy is to be offered must advise the Board of the need for the specialty academy prior to March 1st of each school year.

The request to the Board for approval of a specialty academy must include:

- a description of the specialty academy.
 - provide sufficient demand for the Specialty Academy.
 - the course(s) required to complete the academic requirements of the specialty academy.
 - the course hours of any specialty academy courses required to ensure sufficient instruction is available for students to meet the general requirements for graduation.
 - confirmation of the approval of the specialty academy by the School Planning Council.
 - an approved schedule of fees.
5. Prior to May 31st of each school year, the Board must approve each new specialty academy and approve a schedule of fees for each specialty academy offered in the district and must make the schedule of fees available to the public.
 6. Once the Board has granted approval for a specialty academy, subsequent approval is not required unless the specialty academy has not been offered for three consecutive school years. The Parents' Advisory Council will review the schedule of fees for a specialty academy annually.

BOARD OF EDUCATION

DECISION REPORT

DATE: March 14, 2023
TO: Board of Education
FROM: Rohan Arul-pragasam, Superintendent
RE: **POLICY 627: PHYSICAL ACTIVITY**

RECOMMENDATION:

THAT the Board of Education repeal [Policy 627 Physical Activity](#).

BACKGROUND:

These policy revisions continue the work commenced in 2020 to enhance district policy to provide greater clarity, identify policies that are no longer current and/or assess board and administrative regulations that are primarily operational. Staff recommends that this policy be repealed as it provides no guidance. The [redesigned curriculum](#) provides great clarity regarding the curricular competencies, content standards, and big ideas related to the development of healthy living skills, practices and attitudes.

Also, the policy manual review core principle provides guidance that the Board does not duplicate information embedded in the [School Act](#), [School Act Regulations And Orders In Council](#), [School Act Ministerial Orders](#), and Ministry of Education and Child Care Policies in the revised Board Policy Manual.

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

**627
POLICY
Physical Activity**

The Board of Education values daily physical activity to ensure students develop habits of regular moderate physical activity and the development of healthy living skills, practices and attitudes.

Cross Refs:

Adopted: January 28, 1981

Reviewed:

Revised: February 4, 2014

BOARD OF EDUCATION

DECISION REPORT

DATE: March 14, 2023
TO: Board of Education
FROM: Margaret Reid, Trustee
RE: **POLICY AND FUNDING REVIEW OF POLICY 221 – DPAC**

RECOMMENDATION:

THAT the [Policy 221 - District Parents' Advisory Council](#) be reviewed based on the considerations raised by the Chilliwack District Parent Advisory Council (SD33 DPAC).

RATIONALE:

Current board policy provides up to \$2000.00 per school year to the SD33 DPAC. The funding is limited to supporting participation in the BC Confederation of Parent Advisory Councils (BCCPAC). Aside from routine policy review by the board, there is no mechanism in Policy 221 to review and consider adjustment of the \$2000.00 funding cap.

The request of SD33 DPAC draws attention both to funding received by DPAC's in comparison to public school districts in BC and to the limitations of how that funding may be used to support parents, guardians, and caregivers in the district. DPAC is requesting the funds to further support, empower, and connect PACs and the parents, guardians and primary caregivers that make up their membership.

Proposed changes to the policy would go through the Education Policy Advisory Committee, consistent with board policy and practice. Recommendations from the review should be presented to the board prior to the end of the school year with the intended aim of completing the review prior to the 2023/24 school year.

BACKGROUND:

The following was provided by SD33 DPAC for comparison:

- Chilliwack
 - DPAC receives \$2000 of \$201,000,000 (\$14,357/student)
 - .14 per student, 14,000+ students/32 schools
- Abbotsford
 - DPAC received \$5000 of \$240,000,000 (12,631/students)
 - .26 per student, 19,000 students/ 46 schools

- North Van
 - DPAC received \$7500 of \$214,000,000 (13,375/student)
 - .47 per student, 16,000 students/31 schools
- Nanaimo
 - DPAC received \$6000 of \$189,000,000 (12,600/student)
 - .40 per student, 15,000 students/35 schools

ADDITIONAL INFORMATION:

Letter from DPAC Chair Katie Bartel, dated February 6, 2023, is attached for information.



February 6, 2023

Chilliwack School Board of Education

c/o Trustee Margaret Reid;
Trustee Willow Reichelt;
Trustee Carin Bondar;
Trustee David Swankey;
Trustee Teri Westerby;
Trustee Heather Maahs;
Trustee Richard Procee;

8430 Cessna Drive,
Chilliwack BC,
V2P 7K4
Board@sd33.bc.ca

RE: Policy 221-District Parents Advisory Council

Dear Chilliwack School Board Trustees,

The Chilliwack District Parents' Advisory Council (DPAC) would like to request that the Board review and update Policy 221 as the current policy is limiting. We ask that the Board better align our district practices with comparable school districts allowing the DPAC annual grant to reflect the number of students, our district's growing budget and inflation. Specifically, DPAC would like to request more funding to allow us to better support our Parent Advisory Councils, create more opportunities for parents to connect and learn about the education system and to do the good work of DPAC in a fast-growing district.

DPAC would appreciate prioritized consideration of this matter as we would like to anticipate funding for the 2023/24 school year.

Thank you,

 *Katie Bartel*
DPAC Chair

BOARD OF EDUCATION

DECISION REPORT

DATE: March 14, 2023
TO: Board of Education
FROM: David Swankey, Trustee
RE: **STUDENT VOICE & STUDENT PERSPECTIVE IN DISTRICT GOVERNANCE**

RECOMMENDATION:

THAT the Superintendent support the board in expanding opportunities for student perspective and student voice in their annual work plan.

BACKGROUND:

[Policy 110 District Mission, Vision and Motto](#) acknowledges the unique position of students as partners in learning with the Board of Education; however, opportunities for the board to receive input and hear directly from students is limited. Student perspective is acknowledged and encouraged in the work of the Education Policy Advisory Committee (EPAC) and the Budget Committee, but there is no other opportunity identified by the board for students to directly speak into board considerations and board decisions. Commitments have been made for the board to make themselves available to meet with partners at three different points over the school year, but that opportunity has not been extended to students in the district.

The work of receiving input directly from students aligns with our District Strategic Plan. Prior to adoption of the plan in June of 2021, consultation was conducted throughout the district and our broader community; that consultation process was approved by the board in September of 2020 and acknowledged points at which students were being included. By expanding opportunities for the board to hear directly from students now, the board is in a better position both to reflect on the efficacy of the strategic plan at this point, and to lay the foundation for future consultation in the development of a renewed strategic plan later this term.

ADDITIONAL INFORMATION/REFERENCES:

[SD33 – Strategic Plan](#)
[Policy 110 – District Mission, Vision & Motto](#)
[Policy 161 – Education Policy Advisory Committee](#)
[Policy 162 – Budget Advisory Committee](#)
[Public Meeting Agenda – Sept 15, 2020](#) – Attention to Pg 100-102

MEETING SUMMARIES

Board Learning Session – February 21, 2023

Trustees: Willow Reichelt, Carin Bondar, Heather Maahs, Margaret Reid, David Swankey, Teri Westerby

Staff: Rohan Arul-pragasam, Simone Sangster, Paula Jordan, Dave Manuel, Sean Wicker

1. Universal Design for Learning
2. Inclusion Teacher Program

In-Camera Meeting – February 21, 2023

Trustees: Willow Reichelt, Carin Bondar, Heather Maahs, David Swankey, Teri Westerby

Staff: Rohan Arul-pragasam, Simone Sangster, Nadine Clattenburg, Rachael Green, Talana McInally

1. Ratification of Collective Agreement: CUPE

Special In-Camera Meeting – March 7, 2023

Trustees: Willow Reichelt, Carin Bondar, Heather Maahs, Richard Procee, Margaret Reid, David Swankey, Teri Westerby

Staff: Rohan Arul-pragasam, Simone Sangster, Talana McInally

1. Governance Role of the Board of Education

Board Learning Session – March 7, 2023

Trustees: Willow Reichelt, Carin Bondar, Heather Maahs, Richard Procee, Margaret Reid, David Swankey, Teri Westerby

Staff: Rohan Arul-pragasam, Simone Sangster, Talana McInally

1. Learning Intervention Supports Review