



**Chilliwack  
School District**

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

**AGENDA  
June 27, 2023  
5:30 pm**

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**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 June 13, 2023 meeting be approved as circulated.)

**2. PRESENTATIONS**

- 2.1. Strategic Plan Presentation: Strategic Plan Highlights 2022-23

**3. INFORMATION ITEMS**

- 3.1. BCSTA Report
- 3.2. Trustee Written Reports

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

**5. ACTION ITEMS**

- 5.1. Capital Plan
- 5.2. Policy Renovation Project – Policies to be Reaffirmed
  - 5.2.1. Policy 433 – Provision of Menstrual Products
  - 5.2.2. Policy 520 – Public Interest Disclosure
- 5.3. Policy Renovation Project – Policies to be Repealed
  - 5.3.1. Board Reg 300.2 – School Administrative Entitlements

- 5.3.2. Policy 400 – District Code of Conduct
- 5.3.3. Policy 403 – Police Information Check – Volunteers
- 5.3.4. Policy 416 – Exchange Teaching
- 5.3.5. Policy 422 – Smoke/Tobacco and E-Cig (Vapour) – Free Environment
- 5.3.6. Policy 424 – Child Abuse and Neglect
- 5.3.7. Policy 430 – Staffing Allocations
- 5.3.8. Policy 508 – Distance Learning Ordinarily Resident
- 5.3.9. Policy 513 – Student Safety Equipment
- 5.3.10. Policy 524 – Physical Restraint and Seclusion of Students in School Settings
- 5.3.11. Policy 533 – Maintenance of Order & Policy 717 - Trespassing
- 5.3.12. Policy 608 – Assistance Dogs
- 5.3.13. Policy 610 – Pets/Animals in the Classroom
- 5.3.14. Policy 702 – First Aid

## **6. MEETING SUMMARIES**

## **7. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA**

## **8. ADJOURNMENT**

- 8.1. Next Board of Education Meeting: September 12, 2023 at 5:30pm





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

**Date of Meeting:** Tuesday, June 13, 2023

**Location:** School District Office

**Members Present:**

Chair	Willow Reichelt
Vice-Chair	Carin Bondar
Trustee	Heather Maahs
Trustee	Richard Procee
Trustee	Margaret Reid
Trustee	David Swankey
Trustee	Teri Westerby

**Staff Present:**

Superintendent	Rohan Arul-pragasam
Secretary Treasurer	Simone Sangster
Assistant Secretary Treasurer	Mark Friesen
Assistant Superintendent	Paula Jordan
Assistant Superintendent	Kirk Savage
Assistant Superintendent	Dave Manuel
Director of Facilities and Transportation	Allan Van Tassel
Executive Assistant	Talana McNally

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**1. CALL TO ORDER**

**1.1. Call to Order**

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

**1.2. Adoption of the Agenda**

**99.23** Moved by: Trustee Reid  
Seconded by: Trustee Bondar

THAT the agenda be adopted as circulated.

**CARRIED**  
For: Bondar, Procee, Reichelt, Reid, Swankey, Westerby  
Opposed: Maahs

**1.3. Approval of the Minutes**

**100.23** Moved by: Trustee Swankey  
Seconded by: Trustee Bondar

THAT the minutes of the May 9, 2023 Regular Board Meeting be approved as circulated.  
**CARRIED**

**2. PRESENTATION****2.1. Strategic Plan Presentation: 90-Day Cycle Update**

The senior leadership team will provide an update on the 90-Day Cycle as part of a continuous improvement cycle and progress updates in reference to Strategic Plan goals.

**3. INFORMATION ITEMS****3.1. Audit Working Committee Report**

The Board of Education received the Audit Working Committee minutes of the June 6, 2023 meeting.

**3.2. Education Advisory Committee Report**

The Board of Education received the Education Policy Advisory Committee minutes of May 15, 2023 and June 5, 2023 from which the following policies were referred to the Board of Education:

May 15, 2023:

- Policy 310: Student Expectations, Rights and Responsibilities
- Policy 313: Safe Schools
- Policy 314: Student Substance Use

June 5, 2023

- Policy 221: District Parents' Advisory Council
- Policy 360: Inclusion
- Policy 517: Health-Promoting Schools

**3.3. Student and Family Affordability Fund Update**

Assistant Secretary Treasurer Mark Friesen provided an update to the Board on the District's spending of the Student and Family Affordability Fund \.

**3.4. BCSTA Report**

Trustee Reid provided an update on matters related to the BCSTA.

**3.5. Trustee Written Reports**

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

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

- Pride Flag
- DPAC Support for Revised Policy 221: DPAC
- Health & safety violations information
- Repealed Policy 922: Flags
- Budget question re Security & Facilitator(s)
- Policy 433: Provision of Menstrual Products
- Flag pole
- Pride Support
- Support for French program at SSS

**5. ACTION ITEMS****5.1. Schedule of Board Meetings**

**101.23** Moved by: Trustee Bondar  
Seconded by: Trustee Reid

THAT the Board of Education approve the amended 2022 – 2023 school year Board of Education meetings schedule to include the addition of a Regular Public Meeting on June 27th, 2023 at 5:30 p.m.

**CARRIED**

For: Bondar, Procee, Reichelt, Reid, Swankey, Westerby  
Opposed: Maahs

**5.2. 2023-2024 Preliminary Budget – 2<sup>nd</sup> and 3<sup>rd</sup> Reading & Adoption**

**102.23** Moved by: Trustee Bondar  
Seconded by: Trustee Swankey

THAT the Board of Education approve the second and third reading and adoption of the Annual Budget of the Board for the fiscal year 2023/24, per below:

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2023/2024 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.

2. This bylaw may be cited as School District No. 33 (Chilliwack) Annual Budget Bylaw for fiscal year 2023/2024.

3. The attached Statement 2 showing the estimated revenue and expense for the 2023/2024 fiscal year and the total budget bylaw amount of \$213,172,760 for the 2023/2024 fiscal year was prepared in accordance with the Act.

4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2023/2024.

**CARRIED**

Meeting Recessed at 6:21 pm

Meeting called back to order at 6:26 pm

**5.3. Board Support for National Pride Month in Canada**

**103.23** Moved by: Trustee Westerby  
Seconded by: Trustee Bondar

THAT the Board of Education acknowledges and shows support for staff, students and families in the Chilliwack School District community who identify as 2SLGBTQIA+ by putting a message of support on the district website each June in recognition of National Pride Month in Canada.

**CARRIED**

For: Bondar, Reichelt, Reid, Swankey, Westerby  
Opposed: Maahs, Procee

**104.23** Moved by: Trustee Westerby  
Seconded by: Trustee Bondar

THAT the Board of Education direct staff to install a third flagpole at the board office for special event flags. Additionally, when not in use, the flagpole may be used to fly the Chilliwack flag.

**CARRIED**

For: Bondar, Reichelt, Reid, Swankey, Westerby  
Opposed: Maahs, Procee

**5.4. Policy Renovation Project – Policies to be Reaffirmed**

**5.4.1. Policy 221: District Parents' Advisory Council**

**105.23** Moved by: Trustee Reid  
Seconded by: Trustee Westerby

THAT the Board of Education reaffirm Policy 221 District Parents' Advisory Council - (221 District Parents' Advisory Council) as presented. This policy was presented to the Education Policy Advisory Committee in its draft form at its June 5, 2023 meeting.

**CARRIED**

**5.4.2. Policy 310: Student Expectations, Rights and Responsibilities**

**106.23** Moved by: Trustee Swankey  
Seconded by: Trustee Westerby

THAT the Board of Education reaffirm Policy 310 Student Expectations, Rights and Responsibilities - (501 Student Behaviour) as presented. This policy was presented to the Education Policy Advisory Committee in its draft form at its May 15, 2023 meeting.

**NO VOTE**

**107.23** Moved by: Trustee Maahs  
Seconded by: Trustee Bondar

THAT the policy be amended to remove the strike from “under the influence” in the second last bullet on the second page.

**DEFEATED**

**For: Maahs**

**Opposed: Bondar, Procee, Reichelt, Reid, Swankey, Westerby**

**108.23** Moved by: Trustee Maahs  
Seconded by: Trustee Procee

THAT the policy be amended to strike the fourth paragraph: “The Board of Education will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a Code of Conduct”.

**DEFEATED**

**For: Maahs**

**Opposed: Bondar, Reichelt, Reid, Swankey, Westerby**

**Abstained: Procee**

**109.23** Moved by: Trustee Swankey  
Seconded by: Trustee Westerby

THAT the Board of Education reaffirm Policy 310 Student Expectations, Rights and Responsibilities - (501 Student Behaviour) as presented. This policy was presented to the Education Policy Advisory Committee in its draft form at its May 15, 2023 meeting.

**CARRIED**

**For: Bondar, Procee, Reichelt, Reid, Swankey, Westerby**

**Opposed: Maahs**

#### **5.4.3. Policy 313: Safe Schools**

**110.23** Moved by: Trustee Bondar  
Seconded by: Trustee

THAT the Board of Education reaffirm Policy 313 Safe Schools - (514 Safe Schools) as presented. This policy was presented to the Education Policy Advisory Committee in its draft form at its May 15, 2023 meeting.

**CARRIED**

**For: Bondar, Procee, Reichelt, Reid, Swankey, Westerby**

**Opposed: Maahs**

Meeting Recessed at 7:41 pm

Meeting called back to order at 7:49 pm

#### **5.4.4. Policy 314: Student Substance Use**

**111.23** Moved by: Trustee Bondar  
Seconded by: Trustee Reid

THAT the Board of Education reaffirm Policy 314 Student Substance Use - (500 Drugs & Alcohol) as presented. This policy was presented to the Education Policy Advisory Committee in its draft form at its May 15, 2023 meeting.

**CARRIED**

**5.4.5. Policy 360: Inclusion**

**112.23** Moved by: Trustee Westerby  
Seconded by: Trustee Bondar

THAT the Board of Education reaffirm Policy 360 Inclusion - (607 Placement of Special Needs Students) as presented. This policy was presented to the Education Policy Advisory Committee in its draft form at its June 5, 2023 meeting.

**NO VOTE**

**113.23** Moved by: Trustee Maahs  
Seconded by: Trustee Bondar

THAT policy be amended to add "and community" to the end of the third bullet.

**DEFEATED**

**For: Maahs**

**Opposed: Bondar, Reichelt, Reid, Swankey, Westerby**

**Abstained: Procee**

**114.23** Moved by: Trustee Westerby  
Seconded by: Trustee Bondar

THAT the Board of Education reaffirm Policy 360 Inclusion - (607 Placement of Special Needs Students) as presented. This policy was presented to the Education Policy Advisory Committee in its draft form at its June 5, 2023 meeting.

**CARRIED**

**For: Bondar, Reichelt, Reid, Swankey, Westerby**

**Opposed: Maahs**

**Abstained: Procee**

**5.4.6. Policy 433: Provision of Menstrual Products**

**115.23** Moved by: Trustee Westerby  
Seconded by: Trustee Swankey

THAT the Board of Education reaffirm Policy 433 Provision of Menstrual Products - (535 Provision of Menstrual Products) as presented.

**NO VOTE**

**116.23** Moved by: Trustee Swankey  
Seconded by: Trustee Bondar

THAT the following agenda items be deferred to the next meeting: 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.5.7.

**CARRIED**

**For: Bondar, Reichelt, Reid, Swankey, Westerby**

**Abstained: Maahs, Procee**

**117.23** Moved by: Trustee Swankey  
Seconded by: Trustee Reid

THAT the Board extend the meaning to the end of the approved agenda.

**CARRIED**

For: Bondar, Procee, Reichelt, Reid, Swankey, Westerby  
Abstained: Maahs

- 118.23** Moved by: Trustee Westerby  
Seconded by: Trustee Reid

THAT Policy 433: Provision of Menstrual Products be amended to add “specifically in all variations of washrooms (Male, Female, Gender-Neutral)” to the end of procedure number three.

**NO VOTE**

- 119.23** Moved by: Trustee Swankey  
Seconded by: Trustee Bondar

THAT discussion of agenda item 5.4.6 - Policy 433: Provision of Menstrual Products be tabled to the next Board meeting.

**CARRIED**

For: Bondar, Procee, Reichelt, Reid, Swankey, Westerby  
Abstained: Maahs

**5.5. Policy Renovation Project – Policies to be Repealed****5.5.6. Policy 517: Health Promoting Schools**

- 120.23** Moved by: Trustee Swankey  
Seconded by: Trustee Bondar

THAT the Board of Education repeal Policy 517 Health Promoting Schools.

**CARRIED**

For: Bondar, Reichelt, Reid, Swankey, Westerby  
Opposed: Maahs  
Abstained: Procee

**6. MEETING SUMMARIES****May 9, 2023 In-Camera Meeting**

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

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

Guest: Raj Dhasi

1. PVP Assignments
2. Teacher Retirement and Retirement Bonus
3. Health and Safety Violations, Reporting and Resolution
4. HR Report
5. BCPSEA Report

**May 23, 2023 Board Learning Session**

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

Staff: Rohan Arul-pragasam, Kirk Savage, Paula Jordan, David Manuel, Brenda Point, Jaimee Charlie, Brenda Calendino, Jessica Adams-Louporet

1. Indigenizing Curriculum Showcase
2. Mental Health in Schools

**June 6, 2023 Board Learning Session**

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

Staff: Rohan Arul-pragasam, Kirk Savage, Paula Jordan, David Manuel, Joanne Britton, Talana McNally

1. Looking Forward, Looking Back

**7. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING AGENDA ITEMS**

- Menstrual products in elementary schools
- Menstrual products, dispensers and vandalism
- Policy 360 Inclusion
- Message of Board support for National Pride Month in Canada on the website
- Student and Family Affordability Fund & community partners
- Safe space for teachers

**8. ADJOURNMENT**

The meeting was adjourned at 8:51 p.m.

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

**Tuesday, June 27, 2023  
5:30 p.m.  
School District Office**

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

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



## BOARD OF EDUCATION

### PRESENTATION

**DATE:** June 27, 2023

**TO:** Board of Education

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

**RE:** **STRATEGIC PLAN HIGHLIGHTS 2022-23 BOARD REPORT**

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Assistant School Superintendent Kirk Savage will present Chilliwack School District's first annual Board of Education report on strategic plan progress. This report encompasses a collection of stories that exemplifies the efforts to advance the four goal areas of Literacy, Numeracy, Human and Social Development and Transitions throughout the 2022-23 school year.

As a School District, our commitment to the important work of truth and reconciliation remains steadfast. We are dedicated to establishing a world-class educational system that embraces the beauty of diversity in Chilliwack, which forms the mosaic of our vibrant district culture, and creating inclusive spaces where everyone can thrive.

#### **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.

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# CHILLIWACK SCHOOL DISTRICT NO.33



## Strategic Plan Year in Review: School Stories 2022/2023



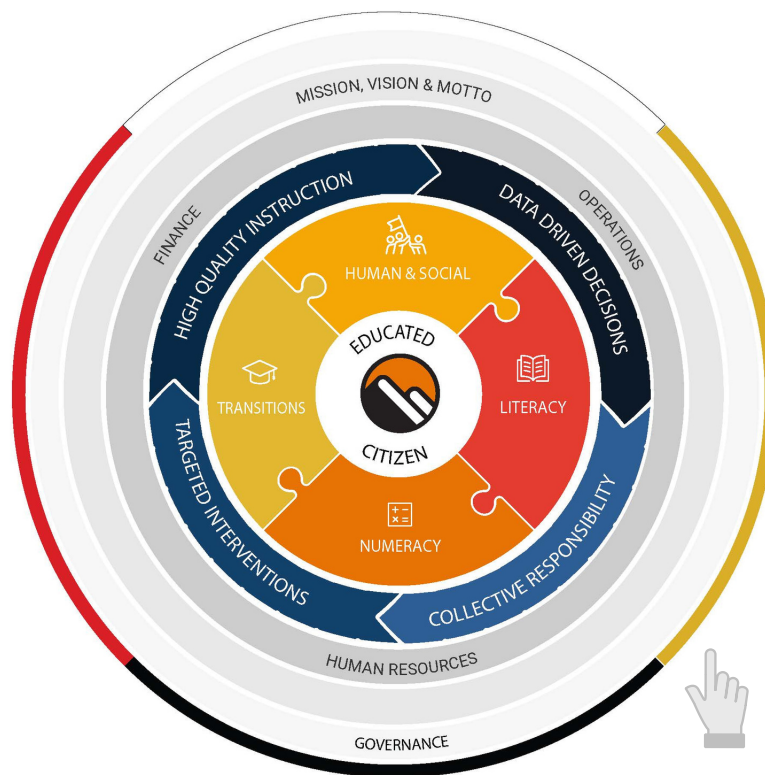




# STRATEGIC PLAN

Our 2021 - 2025 Strategic Plan focuses on equity and ensuring student engagement via world class educational experiences. With specific goals connected to literacy, numeracy, successful transitions, and human & social development, we are confident that our students will achieve high levels of success over the term of this plan as measured by provincial and district measures, and by community confidence as well.

Our Strategic Plan is available on our district website and can be found here: <https://stratplan.sd33.bc.ca>



Syós:ys lets'e th'ále, lets'emó:t

(See EYE yees LETS - a - thala LETS - a - mot)

- One heart, one mind, working together for a common purpose.



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## OUR DISTRICT

Chilliwack School District No.33 is located in the heart of the Stó:lo territory, People of the River. Surrounded by the Ts'elxwéyew, Sema:th and Pilalt communities, the Stó:lo refer to this as S'ólh Téméxw (our world). We honour and acknowledge our history, live in the present, and look to the future to guide all teaching and learning.



**1098 Early Learning Students (Pre-K)**

**14,659 K - 12 Students**



**45 % Support Staff  
51 % Teaching Staff  
4 % Other**



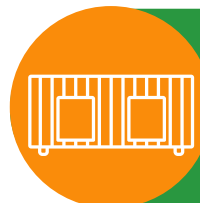
**10 First Nation Communities with Learning Enhancement Agreements in place.**



**8 StrongStart Centers  
19 Elementary Schools  
4 Middle Schools  
2 Elem/Middle Schools  
5 Secondary Schools**



**Three capital projects completed:  
Stitó:s: 930 seats  
GWC: 450 seats  
Vedder E.: 240 seats**



**101 Portable Classrooms  
3 Modular Classrooms**



**55 School Busses  
43 with cameras  
46 Bus Routes (AM & PM)  
3100+ Field Trips  
Total Budget: \$3,801,522**



**40 Servers  
6000 Computers  
1500 iPads  
Supported by 14 Staff**



**District Size:  
1, 825 km<sup>2</sup>**

**8th Largest District out of 60 (by population) in BC**



**Annual Budget 22/23  
\$199,749,489**



# INTRODUCTION



The Chilliwack School District is committed to providing an exceptional education for its students, and the 2022/23 school year has been exciting and filled with numerous successes and achievements. The district's Strategic Plan, which focuses on four key goal areas, has driven these accomplishments. These four areas are **Literacy, Numeracy, Transitions, and Human & Social**, and they provide a roadmap for the District's efforts to enhance student learning and success. This report will highlight some of the stories and successes connected to the strategic plan work of the Chilliwack School District in the 2022/23 school year. In particular, we will focus on the accomplishments in the four goal areas of the strategic plan, which have been the District's main priorities this year.

One of the year's highlights has been the opening of the [Stitō:s Lá:lém Toti:lt K-8 School](#), which the community has eagerly anticipated. The expansion of GW Graham Secondary has also been a significant accomplishment, allowing the District to serve its students better. In addition, the District has undertaken numerous 90-Day Cycle projects, providing a valuable opportunity for staff to collaborate and innovate.

Teacher Leadership has been another district focus this year, and it has recognized educators' critical role in shaping their students' learning experiences. The district has taken several key steps to support this learning. For example, creating a Literacy and Numeracy Framework has provided a solid foundation for teaching and learning in these critical areas. Additionally, the Elementary Literacy Collaboration Pilot has been a key initiative to ensure all students can read at grade level by the end of grade three. These efforts reflect the District's commitment to providing its teachers with the resources and support they need to help their students succeed.

This report features a "How Are We Doing?" section focusing on student achievement. We will examine how the District has performed in key areas such as literacy and numeracy and the District's steps taken to support student success. Additionally, we will look forward to the 2023/24 school year in a section called "Where We Are Going," outlining some of the District's priorities for the coming year.



**This document is interactive. Look for the hand, click and learn more!**

We are pleased to include messages from our Board of Education and Superintendent of Schools in this report. Their leadership and guidance have been instrumental in helping the district achieve its goals and objectives. This report will provide a comprehensive overview of the successes and accomplishments of the Chilliwack School District in the 2022/23 school year and serve as an inspiration for continued growth and progress in the years to come.



## A MESSAGE FROM THE

# BOARD OF EDUCATION

When the Board of Education develops a Strategic Plan, we hope it will be a document that genuinely guides the district's work. For that to happen, we need all members of our learning community to buy into the plan. We have been so pleased to see the enthusiasm with which our staff have embraced the goals and worked toward making a real, measurable difference in the lives of our students.

When trustees visit schools, educators are excited to share their literacy and numeracy goals and the strategies they employ for easing student transitions. We recognize the district-wide commitment to supporting the social-emotional wellness of our learners. We see staff who are passionate about mental health, inclusion, anti-racism, and Reconciliation. Together we are creating an education system where everyone belongs, and everyone can be successful.

Syós:ys lets'e tha'ále, lets'emó:t.

Willow Reichelt  
Board Chair, SD33 Chilliwack



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



A MESSAGE FROM THE

# SUPERINTENDENT



*Rohan Arul-pragasam*

I am delighted to provide a message for our first annual Strategic Plan Year In Review: School Stories document. Our school district has much to be proud of and this document will also be available to our community. Trust, vulnerability, and relationships are the cornerstones of our collective and individual actions as we strive to create an inclusive space where students and adults can thrive, both within and beyond the classroom.

The 2021-2025 Strategic Plan, approved by The Board of Education in June 2021, has been the guiding force driving all of our actions. The Strategic Plan is aligned with our core values of Kindness, Collaboration, Equity, Inclusion, and Innovation and is our roadmap for supporting student and adult success in the school district.

Our vision of learning is supported by foundational pillars of the Strategic Plan: High-Quality Instruction, Data-Driven Decisions, Targeted Interventions, and Collective Responsibility, which align all of our structures. These pillars have been instrumental in supporting our four goal areas.

This report encompasses a collection of stories that exemplifies the efforts to advance the four goal areas of Literacy, Numeracy, Human and Social Development, and Transitions throughout the 2022-23 school year. As a School District, our commitment to the important work of truth and reconciliation remains steadfast. We are dedicated to establishing a world-class educational system that embraces the beauty of diversity in Chilliwack, which forms the mosaic of our vibrant district culture and creates inclusive spaces where everyone can thrive.

Our district vision statement - *Syós:ys lets'e th'ále, lets'emó:t* (One heart, one mind, working together for a common purpose) was developed in consultation with all partners. As a team, we strive to embody our district's values by aligning our beliefs with our intentions, words, thoughts, and actions. I am proud of the work done by our dedicated staff, and their continued commitment to equitable student achievement and enhancing mental health wellness, despite the challenges faced as a result of COVID-19 in our local and global community.





# FOCUS AREA - 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.*

A priority goal area in our district, as defined by our Strategic Plan, is Literacy. This work shows up throughout our school district, at all grades, and we are proud of the gains we (staff and students) are making. We recognize that the COVID pandemic hurt the school experience for most children – and one of the ways that it showed up was in reading acquisition. The lack of formal, face-to-face school instruction for our early learners has left us a gap in reading performance that we are striving to close. Typically, students learn how to read in the primary grades (k-2), and by the end of grade three, many are already well on their way to becoming proficient readers. Students who are slower to grow in this area receive interventions and support, with these supports becoming more frequent as the students reach the end of grade 3. As students transition to intermediate grades and into middle school, the focus of reading instruction shifts from a 'learning to read' focus to a 'reading to learn' lens.

Our work this year at the district level and in our schools supports this traditional view, with some exciting learnings and caveats.





Figure 1 Reading Framework

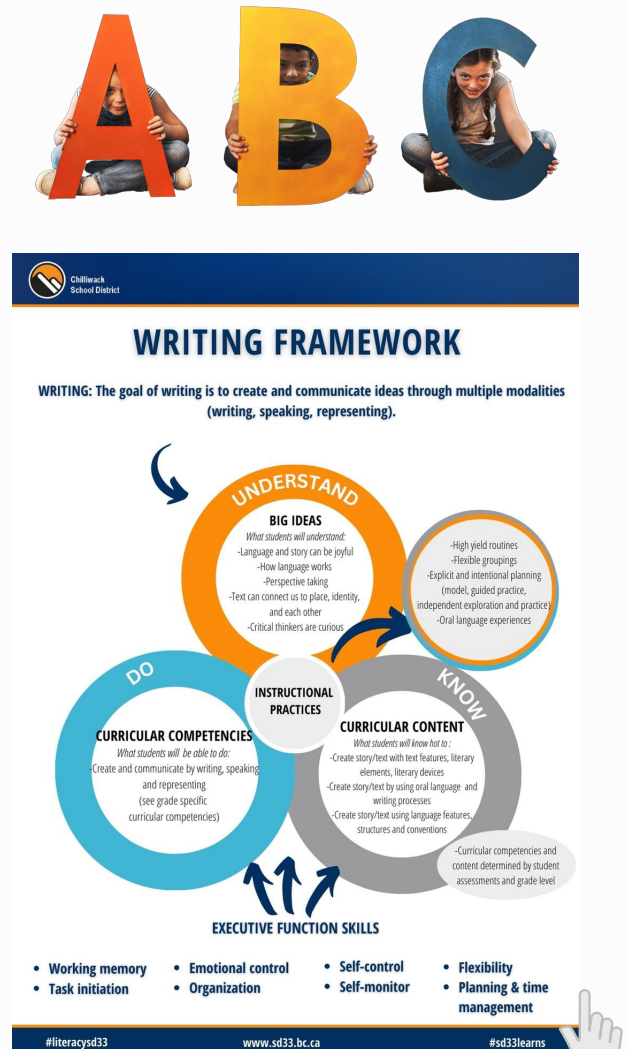


Figure 2 Writing Framework

## LITERACY FRAMEWORK DEVELOPMENT (READING & WRITING):

The Literacy Frameworks connect to the BC Curriculum Framework – Know/Do/Understand. Figure 1 shows this connection through the tri-colored areas. We predict that a clear framework will improve teaching fidelity throughout the district by targeting resources and aligning teaching approaches. A shared common language for educators combined with aligned expectations for learning and assessment should provide a foundation for our system to thrive. Chilliwack staff developed the framework in the Spring of 2023, and the Curriculum Department will train teachers in September. At the time of publication, the district has created a framework for both reading and writing (Figure 1 & 2).



## ELEMENTARY LITERACY COLLABORATION PROJECT (ELC):

The ELC is an SD33 district approach to ensuring that students receive the highest quality instruction and intervention services in their developmental years of reading acquisition. With the ELC approach, the Curriculum Department provided elementary schools with expert teaching staff for between 3 and 6 months of enhanced service for students. These extra teachers worked with students and staff, ensuring teaching via research-based practices in classrooms and during intervention lessons. This was a pilot year, with two teachers working with six schools. The district has expanded the project for next year, hiring ten teachers to provide this service throughout all schools for 2023/24.

**"This program positively impacted my students by allowing them to receive explicit literacy instruction in a small group without distractions. Most of the support my students received was outside of the classroom, which for these kids, was the best thing for them as they have trouble focusing. All of the students that received this support made improvements with their reading and writing skills."**

~ Teacher



### Elementary Literacy Collaboration



#### School Supports

- District Team and School Team complete school profile
- ELC teacher collaborates with school teams on Tier 1 instruction and provides intervention to students identified by School Team
- Literacy Coordinators provide in-service to classroom teachers and learning assistant teachers
- Review student data every 6 weeks and at end of 90 day cycle
- ELC teachers meet weekly for collaborative problem-solving and in-service
- Every school receives support for 1 term, 2 terms, or half year

#### School Team

- Classroom Teachers, Learning Assistance Teachers, Principal/Vice-Principal
- ELC Teacher

#### District Team

- Literacy Coordinators, District Principals, Assistant Superintendents
- ELC Teacher

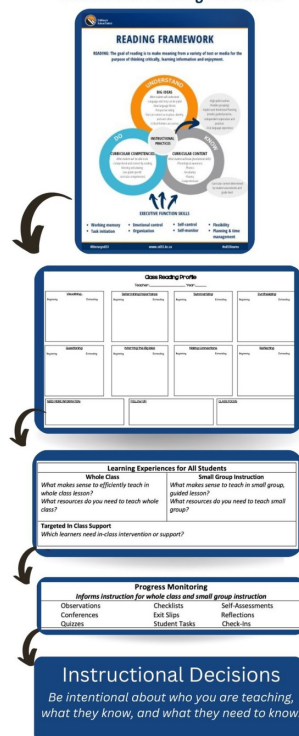
#### Contact Information

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#### Instructional Planning Framework



**"Reading levels and confidence increased across the board. In addition, the support for my practice in the classroom was invaluable, very appreciated, and had a direct positive and immediate impact on my students and their learning."**

~ Teacher





## ELC SCHOOL CONNECTION: MCCAMMON ELEMENTARY

In the fall and winter of 2022/23, the ELC teacher worked with a group of 31 students in Grades 2 and Grade 3 at McCammon Elementary. The results of their reading intervention program were encouraging. On average, students showed impressive growth in their knowledge of their phonemic and phonological awareness skills and had an increase on average of at least five PM Benchmark reading levels. One success story of the program was a student (#19) who exhibited growth of 10 PM levels, showcasing the transformative power of targeted support and individualized instruction. However, acknowledging that a few students did not experience significant growth is essential. In addition, it is crucial to consider their various challenges, such as poor attendance, social-emotional learning issues, or being English Language Learners. Despite these obstacles, we are pleased with the success of this intervention program which influenced student resilience, the effectiveness of the intervention strategies employed, and the commitment of all staff involved at McCammon.

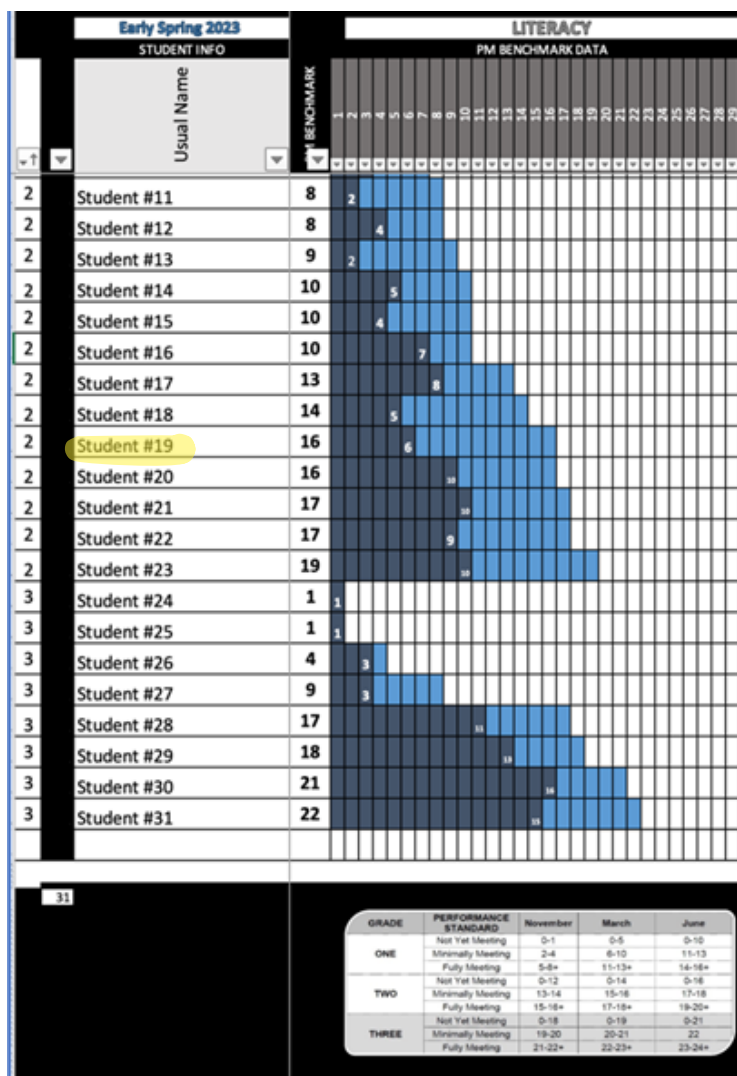


Figure 3 - Student Achievement Growth - PM Benchmark



“I’m learning how to like reading!”



## READING INTERVENTION AT ELEMENTARY SCHOOLS

**In addition to the ELC project that started this year, elementary schools focus on reading intervention as part of their regular programming. Several schools identified reading intervention as a primary focus of a 90-Day-Cycle this year (Robertson, Yarrow, Rosedale, Leary, Sardis, Bernard, Cultus).**

### ROBERTSON ELEMENTARY

Students at Robertson Elementary receive timely intervention resulting in growth and helping to identify needs for further intervention and testing.

Using teacher data, PM Benchmarks, and involving the CORE team – decisions were made regarding which students would receive a “double dose” and “triple dose” of literacy intervention as they were “at promise” in their classrooms. Our two Learning Assistance teachers then divided the students into K - 2 and 3 - 5 groupings to provide intense intervention twice daily in addition to classroom literacy blocks. Depending on the need, both push-in, and pull-out models were utilized. In February, the Early Literacy Intervention teacher joined us at Robertson to support more students.

#### What did we notice?

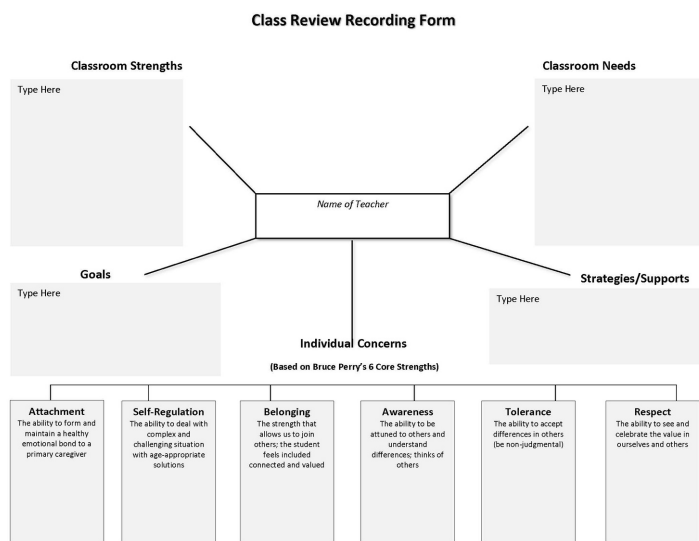
- Students are showing growth in their ability to read.
- Parents are involved in literacy support.
- Students see themselves as readers.
- Some students have shown a great interest in books and reading.
- Students who have not shown substantial growth have received further testing - learning disabilities have been recognized in some students.



**"I can read!"  
~ Robertson Student**



Meanwhile, at Bernard Elementary, 18 students met in small groups of five or six, three to four times each week for 7 weeks. Most students gained three PM levels and one student gained five! It was a collaborative approach where teachers shared data, strategies, and concerns collectively. The Intervention teacher met with teachers continually to check in and collaborate on next steps. The groups were fluid and changed as students progressed. During these intervention blocks students worked on phonics, phonemic awareness, vocabulary, comprehension, and fluency through guided reading, word work, and some writing. The resources that guided the instruction as a school are based on word work and guided reading (Jan Richardson books) as well as phonics instruction (Orton Gillingham) and other interventions compiled from a variety of resources.



**"Meeting kids in small groups 4x a week was very successful and allowed students to feel more confident."**  
~Teacher

Another example of strong literacy practice can be found at Tyson Elementary. There, staff has leaned into using class profile sheets. Using common assessments, such as ACT and PM Benchmarks, teachers identify students' missing skills and regroup them into instructional pods, ensuring they are learned.

*Figure 4 - Tyson Elementary Small Group Instruction Overview*

**"I love my group because it's easier to concentrate because its quiet."**  
~ Grade 3 Student

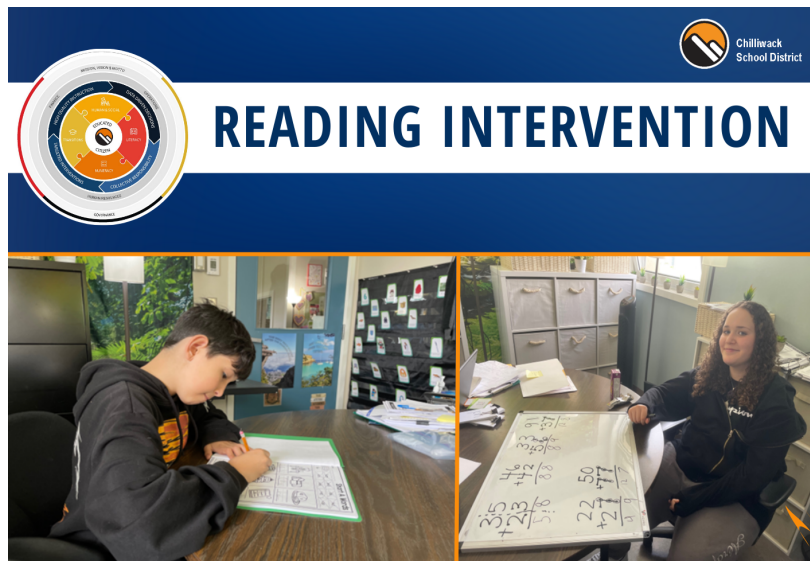
**"This program allowed kids to read at their level in a safe place without feeling discouraged."**  
~ Teacher





## READING INTERVENTION AT MIDDLE SCHOOLS

School-based data shows that some students in middle school are struggling readers. Two of our schools have dedicated staff to intervene and provide instructional support for our vulnerable readers at the middle level. AD Rundle and Vedder Middle support students through pull-out Learning Assistance – based on the Reading Framework (Figure 5). In this approach, students are taught explicit reading skills based on their skill level and readiness. Whereas the instruction looks similar at the middle school regarding skill development, how students experience the intervention is quite different. Elementary school teachers support students in small groups, often inside the classroom. In middle school, however, most students are sensitive to peer perceptions and do not want classmates to know about their reading struggles. Therefore, intervention at the middle level needs to happen outside of the classroom environment – often in a one-to-one teaching space.



### AD RUNDLE MIDDLE SCHOOL

This work impacts the lives of students and their families. When a child struggles to read, the impact permeates all aspects of their lives. They feel little efficacy as a learner and their families often feel frustrated and at a loss for how to help. At middle school we often see the result being students who lack engagement and enjoyment at school as well as students who display behavioral challenges as a protective layer against feeling less than. Our intervention work has resulted in an increase in student engagement, enjoyment of school, increases in attendance, increased work production in all subjects, and most important of all, kids who feel like **SUCCESSFUL** learners. Families feel the relief and pride of knowing that their learners are moving forward with growing skill and confidence.

**"Reading is the gateway skill that makes all other learning possible." - Barack Obama**

Looking forward, we will be including an additional teacher to work with our students reading below a PM Benchmark 20. We are excited to expand and accommodate more targeted and direct daily intervention work, so our students become independent readers more quickly and require fewer and fewer interventions with time. This work has also expanded to Math Intervention, focusing on students working on basic numerical concepts, so they too gain the skills and confidence to be capable and independent mathematical thinkers.

We are developing and expanding our work with the families of non-attenders. Many of our students who struggle to attend, also struggle with math and reading strategies. When we identify and target areas of need, in small and discrete doses, student attendance drastically improves. We are working hard to connect with the families of non-attenders, in collaboration with school and district staff, as well as community partner groups, making this work a true example of **collective responsibility**.

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#HumanSocialsd33

Middle school reading pedagogy is shifting. Our principals report that at each of their schools, reading instruction is shifting from "event reading" to reading for the purpose of skill building. They define event reading as reading to complete a series of questions from a textbook or a novel study. Reading for the purpose of skill building is more purposeful and complex – as students are taught to improve their fluency, comprehension, and vocabulary.



Figure 5





## CREATIVE LITERACY PROJECTS

Our schools are also working on all kinds of creative literacy learning opportunities. Read to Me is an example from Leary Integrated Arts and Technology highlighting students who create read-along picture books, with demonstrations of oral language proficiencies, ding sounds to turn the page, and video/sound editing skills.

# READ TO ME!

A Leary IAT Legacy Project

**READ TO ME**  
  
Ask your teacher for help!  
**SCAN ME**

"Read to Me" is a legacy project for grade four and five students at Leary Integrated Arts & Tech Elementary School. The project is broken into the following steps:

1. Students choose a picture book from our library and practice a read-a-loud. They are working on vocabulary, clarity, projection, character voices, and pace.
2. When ready, they film themselves reading the book in front of a green screen.
3. They film a second clip of the book itself, turning the pages at the appropriate time.
4. Finally, the clips are put together using a green screen video app.
5. The final video is uploaded to our school server and a QR code is created that links to the video. The QR code is added to the back of the book.
6. When young readers take the book out of the library, they can use their classroom iPad to scan the QR code and have a former Leary student read the book to them!

Here is an exemplar I created to demonstrate how a final project should look and sound.





This is a project that William created. Try scanning the QR code to watch William's excellent read-a-loud!





One initiative of our Curriculum and Indigenous Education Departments is a collaboration creating book studies to support the Indigenizing of curriculum for grades k - 8. Book Bins have 6 - 8 picture books and a teacher guide with read-aloud lessons, bios, activities, and Indigenous connections.


Winter 2023

## LITERACY BOOK STUDIES




### INDIGENIZING CURRICULUM INDIGENOUS EDUCATION & CURRICULUM DEPARTMENTS

"We need to connect more to nature and work with it."  
-Student reflecting on Berry Song by Michaela Coade

The Indigenous Education and Curriculum Departments have collaborated on three literacy book studies for grades K- 8:

- Julie Platt and Friends
- Told It
- Identity

Each book study has a different theme, and provide educators opportunities to Indigenize Curriculum and bring diverse books into classrooms. The book bins are made up of 6 to 8 picture books and are accompanied by a teacher guide, which includes interactive read-aloud lessons, author and illustrator bios, follow-up activities, Indigenous connections, and Indigenous background information.

"I have made copies of the feathers (First Peoples Principles of Learning) and we are focusing on one at a time and then putting them up (in the classroom)."  
-Teacher

- ✓ Literacy
- ✓ Collaboration
- ✓ Innovation



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## SECONDARY SCHOOLS

Our secondary schools now teach English First Peoples (EFP) as a core offering for all students as part of the graduation program. Before this year, our schools offered EFP as an elective, with only a small percentage of students taking the course. Moving forward, all students in Chilliwack will take this mandatory course – helping to highlight Truth and Reconciliation in our community.

The Curriculum and Indigenous Education Departments collaborated on building Book Clubs for English First Peoples 10-12 and Children's Literature kits. These resources will be used to create a kit on Indigenous World Views and Perspectives and Diversity Amongst First Peoples. Secondary Creative Writing teachers have also been building book collections with picture books to be used as mentor texts.



Figure 6 - U-shaped Table at SSS for Reading Groups

Chilliwack School District Winter 2023

### SECONDARY BOOK CLUBS

INDIGENOUS EDUCATION & SECONDARY SCHOOL ENGLISH DEPARTMENTS  
HIGH QUALITY INSTRUCTION FOR GRADES 10 - 12

*"Books have the power to serve as mirrors, windows, or sliding doors to new perspectives and understandings. We are so excited for the learning that will take place when students are immersed in Indigenous stories, culture, and tradition."*

The Indigenous Education Enhancement team has been walking alongside an after-school collaboration group of high school English teachers from across the district in preparation for the upcoming Indigenous Focused Grad Credit. The new grad credit is an exciting opportunity for teachers to Indigenize their courses and provide students with opportunities to learn from Indigenous knowledges, pedagogies, and perspectives.

The collaboration group has worked to develop thematic Book Club sets for English First Peoples 10, 11, and 12: a dystopian set for grade 10, a fantasy/magical realism set for grade 11, and a set of memoirs for grade 12. The goal of the collab group is to elevate engaging, contemporary stories that represent diverse perspectives from across Turtle Island. In addition, the group has contemplated ways to honor Indigenous pedagogies by providing students with opportunities to connect to self, connect to community, engage in critical literacy, and embark on journeys of inquiry.

✓ Literacy      ✓ Collaboration      ✓ Collective Responsibility

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Additionally, this year saw reading foundations teachings show up at Sardis Secondary. A team of special educators at the school took training in Orton Gillingham and reading instruction to help students who still struggle to read. Currently 5 students are supported in their reading journey at SSS. The impact this class has had on the students includes an increase in awareness about their strengths, abilities and how they learn, increased confidence and proficiency in reading (all aspects), increased self-advocacy skills, and an increase in interpersonal and relationship skills as they support each other in their learning and work with peer tutors and each other. Next year Sardis is expanding the program to 3 Learning Assistance/Resource blocks with more students and more space in the timetable.

**"Finally [someone's] showing me how I learn."  
~ SSS Student**

# FOCUS AREA - NUMERACY



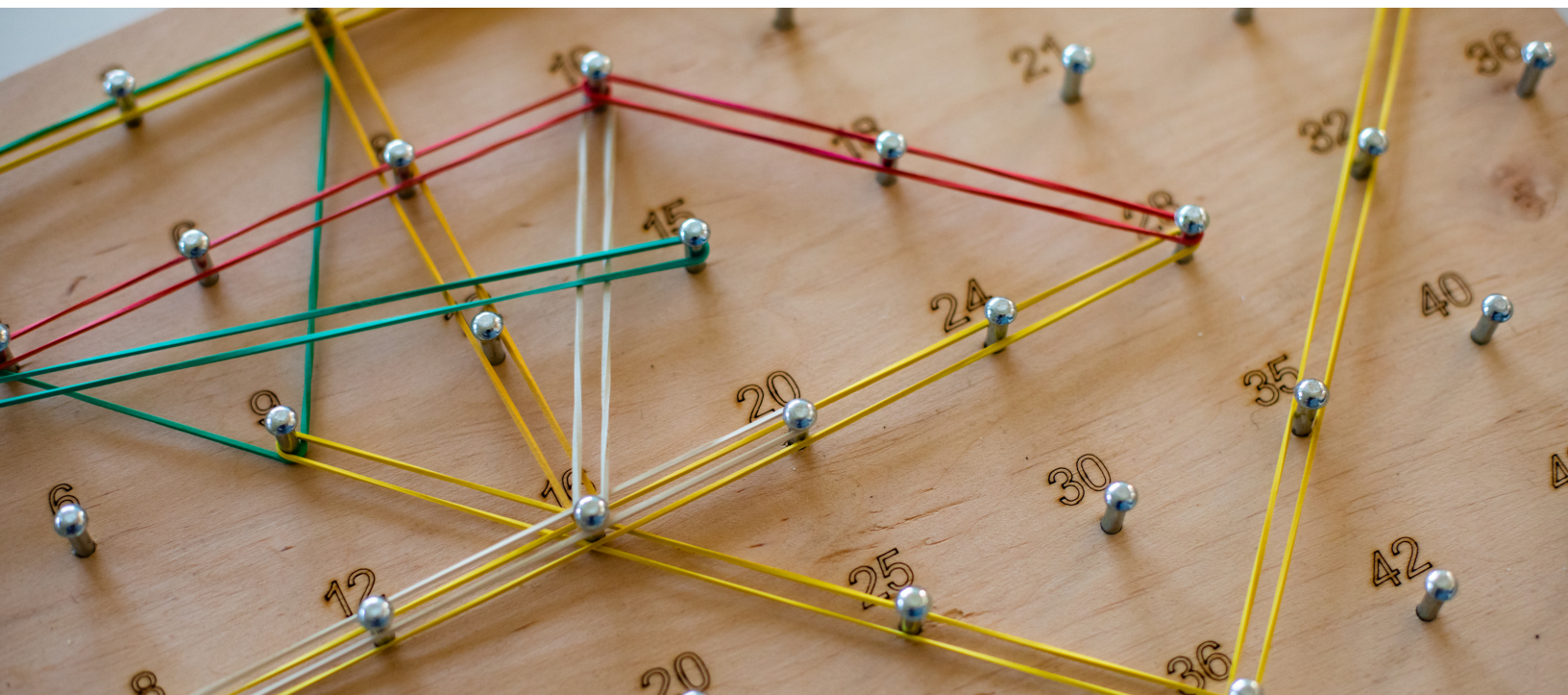
*We are dedicated to ensuring that all students become proficient in numeracy skills, allowing them to create, apply and conceptualize mathematics in real-world situations from Early Learning Years (pre-K) through to Grade 12.*

Our second priority goal area in our Strategic Plan is Numeracy. Our data for the past years has indicated that our numeracy results in Chilliwack are different from where we need them to be, as our local and provincial assessments show gaps in learning for our students. Part of this narrative comes from our teachers, who provided feedback that we lack a clear direction for what we teach – and how. In the winter of 2021, we reached out and personally interviewed all math teachers who taught grades 1-8 in our school district. There were close to 200 interviews conducted. The feedback was helpful. The three main themes that emerged were:

1. Teachers felt we needed a common approach/framework in Chilliwack to teach math.
2. Teachers needed common resources and referents to assist with developing lessons and instruction.
3. Teachers wanted our students to do better.

The 2022/23 school year has been a journey for our district and schools to improve our numeracy narrative. Over the past year, there have been five key initiatives that we are highlighting in this report. They include:

1. Numeracy Framework Development
2. FSA with Care
3. Pedagogical Shifts
4. Providing elementary/middle with common resources.
5. Indigenizing Curriculum





## NUMERACY FRAMEWORK DEVELOPMENT

Similar to the work the district has done in creating a framework for reading and writing, in 2023, we have also developed a Numeracy Framework. This model will support a common and balanced approach to teaching maths in our district – particularly in content, curricular competencies, and comprehension. Utilizing the BC curriculum Know/Do/Understand framework, the Numeracy Framework clarifies the essential aspects of teaching maths in classroom settings. Our Curriculum Department will ensure that all training materials and classroom resources align with our learning frameworks and fit within the mandate of the British Columbia curriculum.

## FSA WITH CARE

We decided to try something new for the 2022/23 school year when preparing students to write the Foundational Skills Assessment (FSA) in grades four and seven. We firmly believe that our students need to understand this assessment's value on their learning journey. With this understanding, students may give the assessment the attention that can lead to improved results and learning. To grow this understanding, our Curriculum Helping Teachers selected eleven schools (Robertson, Stitó:s Lá:lém Totí:lt, McCammon, Unsworth, Central, Cultus, Promontory, Vedder E., Strathcona, MSMS, CMS ). They focused on working with classroom teachers and students to prepare for the FSA. When they visited classrooms, they provided fun games and activities that helped to strengthen confidence and foundational mathematical skills. Our featured story from Unsworth Elementary is evidence of this pilot's impact at the school level.

Did this initiative positively affect FSA numeracy scores at these sites? Anecdotal data at the time of the writings (Fall 2022) was positive, but what does the empirical data show?

**MCCAMMON ELEMENTARY:**  
**2021 FSA RESULTS – 22% ON TRACK**  
**2022 FSA RESULTS – 70% ON TRACK**

The elementary schools that took part in the pilot improved, on average, 32% compared to their school performance on the FSA in the previous year (based on how many students were on track/extending in 2021/2022). This strategy is undoubtedly something that we need to expand to more schools next year!





## FSA WITH CARE PILOT PROJECT



### Unsworth Elementary Grade 4 Students

**Data Driven Decisions:** Review of the 2021/22 Foundation Skills Assessment (FSA) scores drove us to create the goal of improving our grade 4 numeracy FSA results for the 2022/23 school year.

**Action:** We provided a pilot group of grade 4 students with intentional support, targeted resources reflective of grade 4 numeracy strands, and time.

Numeracy questions from previous years FSAs were shared with the students over 2 weeks. The same approach was used with the on-line portion of the FSA (practice questions). The students practiced how to log into the FSA site and navigate the log-in portion of the practice assessment, as well as work through 4 questions per day. Curriculum Support Teachers participated, helping to facilitate the FSA with students over one week. A spare classroom was used and the process was explained to the students.

We provided clear explanations to the questions, differentiated support, brain breaks, alternate settings, & snacks to ensure the students were in a favorable atmosphere to do their work. While students were working on the questions, the teachers circulated the room providing support. When students became frustrated or demonstrated anxiety about a particular question, a teacher would move them to a quiet place and together they worked through the difficulty. Through this support, students were always able to continue and felt immensely proud of their resiliency.

**Results:** Based on preliminary FSA scores, the results look positive. The grade 4 students who participated in the pilot project with no time constraints, receiving differentiated instruction, and the opportunity to talk through their anxiety, seem to have achieved stronger results than those grade 4 students who did not participate in the FSA pilot project.

#### Student Perspective:

"This was a fun way to do math. I really liked the help."

"I like doing this together."

"I love doing math on the computers."

"Mrs. Webb is good at explaining math to me."

- ✓ Data Driven Decisions
- ✓ Collective Responsibility
- ✓ Targeted Interventions

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"I liked doing this together."  
~ Student





## PEDAGOGICAL SHIFT

This year, a significant change in teaching maths happened with a shift in how teachers approached their classroom environment. Inspired by the work of Peter Liljedahl, SFU Professor and author of *Building Thinking Classrooms* (2015), many teachers have used vertical, non-permanent writing surfaces. These surfaces, commonly known as whiteboards, can be found in numerous classrooms, often placed on all four walls. Instead of working at their desks, students stand at the boards in groups of three or four. The teacher stands in the middle of the room, surveying students' work. When appropriate, the teacher engages with a group, asking questions, offering suggestions, or adding teaching points. Sometimes, when an opportunity presents itself, the teacher will bring the whole class around a particular scenario on the board to walk through the teaching point. This shift is most interesting because of its impact on all classrooms, ranging from elementary to secondary. In addition, this approach has increased visible classroom learning, providing real-time formative assessment for student learning and just-in-time small group intervention and instruction.



**Data Driven Decisions**



**Collective Responsibility**

Chilliwack School District
Winter 2023

### PROFESSIONAL LEARNING IN NUMERACY

#### Curriculum Department Grades K - 8

Curriculum Helping Teachers Christian Ladders and Anna Webb, are working with teachers to support students in developing numeracy skills.

*"We believe that numeracy is the ability to understand and apply mathematical concepts, processes and skills to solve problems in a variety of contexts."*

Christian has been invited into many classrooms to explore the use of vertical learning to engage and challenge learners. Students have pushed the boundaries of their own mathematical thinking and practiced collaborative problem-solving. Teachers are able to monitor student learning and ensure that students are working in their 'sweet spot' with the right amount of challenge and support.

*Vertical Learning is about the transformation of how you think, feel, and make sense of the world; it is about increasing the complexity of how you see and relate to the world and to what you know. It includes the development of both mental complexity and emotional intelligence.*

Anna has been working alongside teachers creating a balanced numeracy program. Using student data to build Core Competencies that support academic goals, teachers are shown differentiated instruction methods to facilitate small group learning. Into this framework she has introduced a variety of SNAP games to help students practice their numeracy skills in a highly engaging format. During these lessons, the teacher provides many access points so students can interact with the curriculum and consolidate learning. These instructional practices have helped to develop young mathematicians who are curious, critical thinkers.

*"It was wonderful to have Anna come in to support the Numeracy learning in my grade 2 classroom. The SNAP resources and games she provided were focused yet engaging for the students and made a huge positive impact on my ability to start up my small group instruction. I am able to differentiate the learning and my students thrive on the predictability of our math rotations that they have practiced and mastered."*

*Jessica Poh, Teacher at Central*

✓ **Data Driven Decisions**

✓ **Collective Responsibility**

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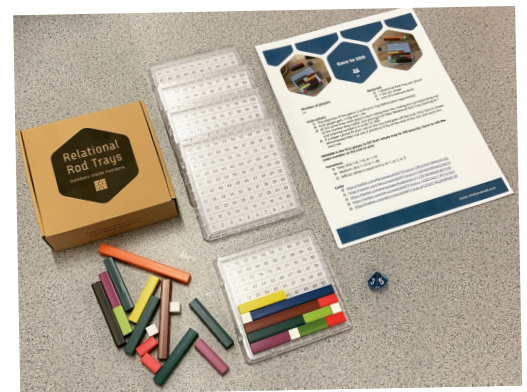
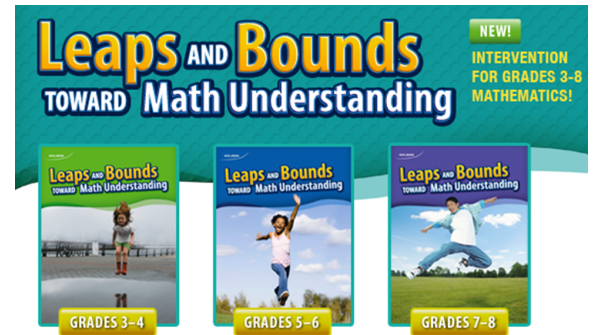


## COMMON RESOURCES

As a result of the outreach to math teachers in 2021, the district invested in buying math resources for elementary and middle school classrooms. The curriculum department delivered the following resources to each school:

- A text referent to assist with teaching grade-level curricular content and competencies.
- Math manipulatives to assist with lesson design and hands-on learning.
- Leaps and Bounds intervention resources assist with identifying and intervening in student learning gaps.

Additionally, the curriculum helps teachers offer training sessions throughout the school year to support the implementation of the added resources. Although this initiative started in 2021, we expect teachers will require training and in-service for multiple years.



## INDIGENIZING NUMERACY CURRICULUM



The work we are doing to Indigenize curriculum is inspiring. Our staff has gone above and beyond to find exciting ways to take existing resources and approaches, and freshen them up with a place-based spin. For example, in Numeracy, a team of teachers has taken the SNAP and created an updated version specific for kindergarten, with elements of story and place embedded in the assessment.

# FOCUS AREA - HUMAN & SOCIAL



*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, well-being, and fulfillment.*

Our district recognizes the critical role people in our district play. They are the change agents, the teachers, the coaches, the counselors, and the helping hands that ensure our school system prepares our students for life beyond the classroom. We have so many heartwarming and impactful stories from this past year that accentuate that we care for the people of Chilliwack.

One of the strengths of the school district is the many partnerships we have with our community organizations. Our "Partners in Learning" motto is so deep-seated that it has become second nature. Whether it is coming together with a local first nation community for a family gathering and meal, feeding thousands of students each day through Bowls of Hope, or co-planning for student success with social services like Chilliwack Community Services, Ministry of Children and Family Development, Fraser Health, or Big Brothers, our collaborative efforts are having an impact.

## FAMILY AFFORDABILITY FUND

This year, our school district secured 1.6 million dollars through the Ministry of Education and Childcare to assist financially struggling families post-COVID through the "Affordability Fund." We earmarked these dollars to support families in need. School staff could dispense a percentage of these dollars, but we knew that if we wanted to reach more families, we needed our community partners to help. Table 1 shows the list (not exhaustive) of the many community partners that stepped up and how they used the dollars to impact our school-aged children and community.

ORGANIZATION / PROGRAM	INITIATIVE	VALUE
Chilliwack Bowls of Hope	<ul style="list-style-type: none"> <li>Enhancing food options for lunches that are delivered to schools</li> </ul>	\$75,000
Chilliwack Bowls of Hope (formerly organized by Murray Honda)	<ul style="list-style-type: none"> <li>Providing nutritious meal kits to families</li> <li><b>Winter Warmth Program:</b> Winter coats, boots and socks to local students</li> <li><b>We've Got Your Back:</b> School supplies including calculators</li> </ul>	\$70,000
Chilliwack Community Services	<ul style="list-style-type: none"> <li><b>Starfish Backpack Program:</b> Providing support for bi-weekly food hampers, increased protein options with extra funding.</li> </ul>	\$55,000
Chilliwack Youth Health Care	<ul style="list-style-type: none"> <li>Provides enhanced food options to youth who frequent counseling services.</li> </ul>	\$10,000
Mémiyelhtel Program	<ul style="list-style-type: none"> <li>Additional Transportation, food and school supplies for 40 students enrolled in the program.</li> </ul>	\$10,000
Community Cupboard	<ul style="list-style-type: none"> <li>Assisting families with food hampers, ability to purchase more fresh fruits and dairy.</li> </ul>	\$10,000
Free Store - Skwah First Nation	<ul style="list-style-type: none"> <li>Assisting families with fresh foods, dairy, meat, fruit - as well as personal hygiene products.</li> </ul>	\$10,000

Table 1 - Family Affordability Fund Partnerships





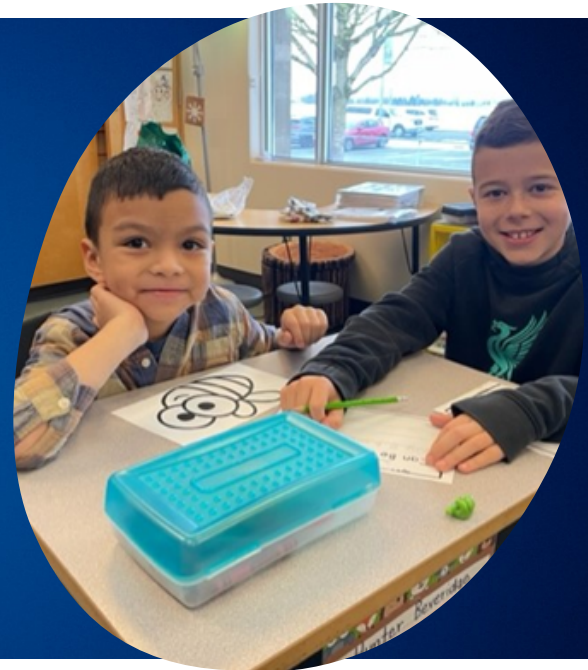


Under the umbrella of "Human and Social," our schools have embarked on numerous initiatives and projects to promote mental health, foster community engagement, cultivate kindness, enhance physical literacy, and ensure inclusivity. These stories epitomize our commitment to creating supportive and thriving school environments that prioritize our students' well-being and holistic development.

One notable project made possible through the School Mental Health Grant is the additional two months of Coffee Chats at Robertson Elementary. By bringing parents and caregivers together with the Child and Youth Care worker and school counselor, these weekly sessions fostered discussions on topics such as self-regulation, anxiety, and creating attachment. The positive impact on the mental health of parents, children, and staff was evident as caregivers found support, connected with other parents, and discovered valuable community resources.

Another story revolves around Den Groups, a cross-grade initiative at Evans Elementary. These groups promote community and appreciation for others by pairing older students with younger students to learn and engage in activities centered on themes or virtues. Through this program, students develop leadership skills, cultural understanding, and a shared sense of purpose, fostering a stronger sense of belonging.

**"We call them Den Groups because a coyote is our school animal and we work together to learn about different things."**  
~ Grade 2 Student



At Unsworth Elementary, our school custodian and artist-in-residence, Mr. Caskanette, has made an extraordinary impact. Going beyond his custodial duties, he actively builds connections with students and staff, creating engaging opportunities for artistic expression. From organizing door-decorating contests to establishing an art gallery and a 3-D Art Club, Mr. Caskanette has created a vibrant and inclusive environment where creativity flourishes, and community connections thrive.







The Kindness Project at Watson Elementary exemplifies the power of small acts of kindness. Grade 3 students sold cupcakes and used the proceeds to create acts of kindness in their community. In addition, they distributed flowers, treats, and coffee, spreading joy and creating a ripple effect of kindness. This project benefitted community members and taught students valuable lessons about empathy, compassion, and the positive impact they can have on others.



March 2023

## KINDNESS PROJECT



### WATSON ELEMENTARY SCHOOL

*I think what I want most for them is to know that it doesn't matter where you come from or how old you are, you can do something that is good.*

~ Jennifer Thiessen, Grade 3 Teacher



**Collective Responsibility - Human and Social Development**

Grade 3 students at Watson Elementary recently participated in The Kindness Project. Over the course of 4 weeks, classes took turns selling cupcakes to the school community. They then worked together to decide how they could spend the money raised to create acts of kindness in our community. Flowers, treats, and coffee were distributed by students to members of our community with the support of staff and our parent volunteers. The reactions they received ranged from disbelief to sheer joy! Students also purchased, assembled and donated care packages for community members at Cyrus Centre and delivered treats to staff at Watson Elementary and Tyson Elementary. The learning extended into the classroom as students shared the experience of the ripple effects of the smallest acts of kindness.

*No Act of Kindness is too small. The gift of kindness may start as a small ripple that over time can turn into a tidal wave affecting the lives of many.*

~ Kevin Heath (quote handed out on cards with the treats on Kindness Day)



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**"I think what I want for them is to know that it doesn't matter where you come from or how old you are, you can do something that is good"**  
~ Jennifer Thiessen, Gr. 3 Teacher



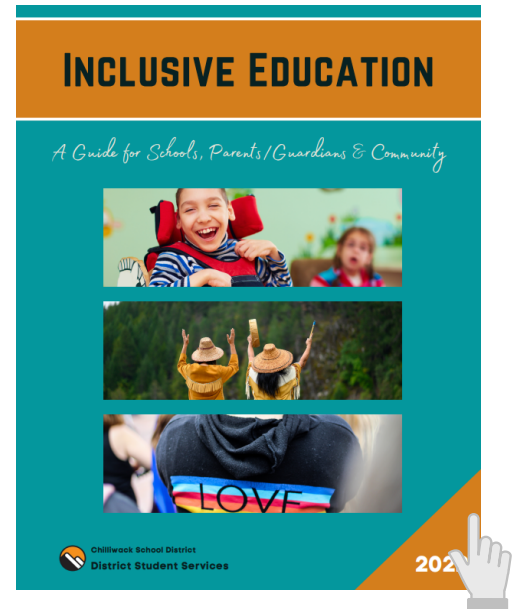
Promoting physical literacy is another crucial aspect of our schools' human and social focus. All classrooms in several elementary schools (Bernard, McCammon, Leary, Robertson, Central, Cultus) were equipped with the "P.L. in a Bag" resource, providing opportunities for students to develop fundamental movement skills throughout the day. These activities, integrated with academic lessons, help improve students' fitness, coordination, and overall well-being.

**"The things in the green bag are fun! When I am using the ball, I feel like I am in the green zone."**  
~ Gr. 2 Student @ Bernard Elementary



## MENTAL HEALTH

Moreover, our Mental Health Teacher Leads have successfully implemented strategies to improve school attendance and support student mental health. Through professional development and collaborative efforts, they have shifted the mindset from compliance to building connections. Additionally, schools received the School Mental Health Grant, which enabled them to organize various events and initiatives such as EASE Parent Night, Mental Health Awareness Week, SEL resources, outdoor excursions, and weekly Coffee & Chats with parents, contributing to a more supportive and understanding school environment.



As part of our ongoing **Mental Health in Schools Strategy**, we have continued to focus on building our District Mental Health and Behaviour Team (MHBT) to support the increased mental health and behavioural needs that we are seeing within our district. This year the team has worked hard to focus on prevention through the provision of numerous learning opportunities for all staff in the areas of Social Emotional Learning, Mental Health Literacy, Trauma Informed Practice, Building Resilience, and Complex Learner Support.

- ✓ **245+ student referrals to MHBT**
- ✓ **250 staff trained in Non-violent Crisis Intervention**
- ✓ **Direct support within every school**



## ACCESSIBILITY

We are committed to ensuring inclusivity and accessibility in our schools. For example, the school district has introduced universal washrooms in secondary schools to reduce barriers to access of single-stall facilities. This initiative, driven by the feedback and needs of our students, is a step towards creating a safe and inclusive environment where all students feel valued.

**“I’m really glad to see people taking initiative to make sure all of us feel safe and valued.”**

**~ Lily, CSS Student**

*Students scratched affirming words into scratch sheets at Central.*





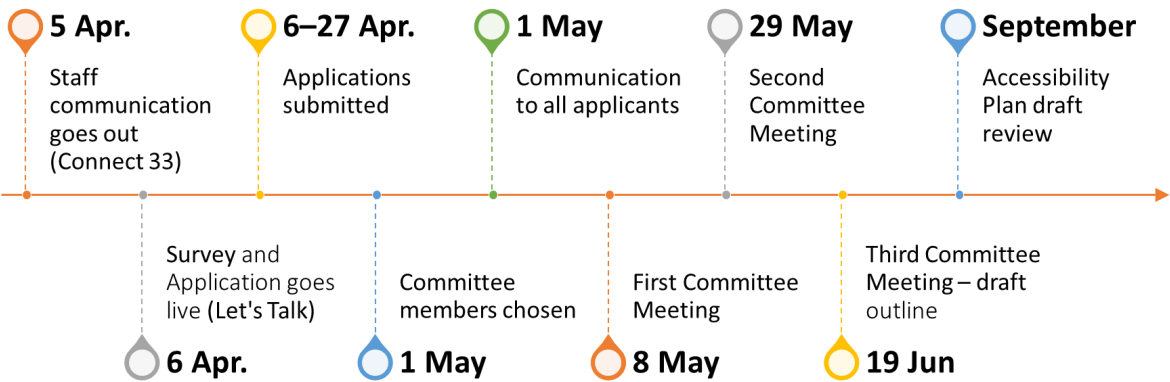
Further, our district has responded to the BC Governments Accessible British Columbia Act by creating the Accessibility Advisory Committee. From the Terms of Reference:

Statement of Commitment

The Chilliwack School District believes that meaningful inclusion is a right, and we support the safety, support, and connection of all students, parents/guardians/caregivers, staff, and community members through standards that promote diversity. (Strategic Plan) The District also encourages an inclusive system in which everybody is welcome, given opportunities to participate and achieve, and has equitable access to a rich and authentic experience. ([Guide to Inclusive Education](#)).

Vision/Goal Statement

The Accessibility Committee provides perspective and advice to the district’s accessibility plan concerning universal accessibility and its alignment with the Strategic Plan by identifying, preventing, and removing the barriers to accessibility that people with disabilities face within the school district. The committee will also follow the directives of the Accessible British Columbia Act and the principle “nothing about us without us.”



These stories and initiatives exemplify our dedication to supporting our students' well-being, growth, and social development. We strive to foster a nurturing and empowering educational experience for every child in our district by prioritizing mental health, community engagement, kindness, physical literacy, and inclusivity.

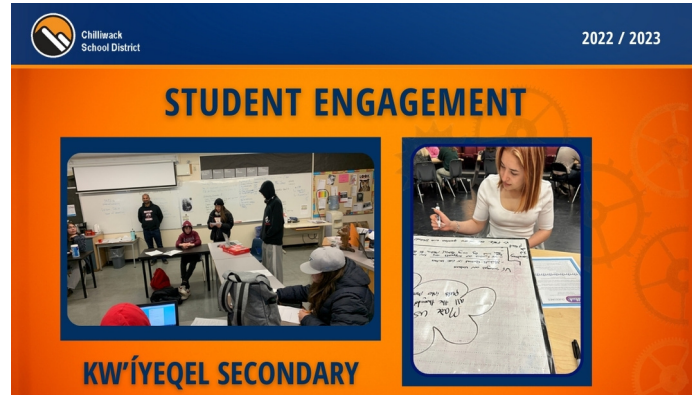




## STUDENT ENGAGEMENT

In our 3rd year of the Student Engagement project, students from the five high schools have been coming together to discuss "street data" concerning the board's strategic goals and core values of equity, kindness, inclusion, collaboration, and innovation. Each school group, sponsored by their vice principal, actively collected student voices from their sites and shared this information with the other school teams and the senior executive team. This year, we held five sessions with the students from 8:00 to 10:00:

- Oct 18th - Hosted by Exec at KSS
- Nov 29th - Hosted by SSS
- Jan 17th - Hosted by CSS
- Feb 21st - Hosted by GWG
- Apr 18th - Hosted by Imagine
- Apr 26th - Sharing information with School Board members



*"Being a part of this showed me that (the) teacher, (and the) district care." - Student*



✓ **Inclusion - Equity - Transitions - Human Social**

The Chilliwack School District hosts a Student Engagement Committee which consists of groups of students and an administrator from each secondary school, the superintendent and other members of the senior executive team. The committee meets 6 times a year as a way to provide the student perspective into district direction. The ultimate goal of the group is to discuss ways to strengthen student voice within our district as outlined in the district's strategic plan.

For the 2022/23 school year, KSS joined this program for the first time, bringing their students together with other secondary school students from our district. This participation has helped Kw'iyeqel staff and students feel a greater connection to the district and has provide students the opportunity to grow their leadership skills, build confidence, feel heard and develop a voice.

*"(I'm) more excited about school and making change." - Student*

*"It made me see how much teachers/staff care about Mental Health."  
- Student*

#HumanSocialsd33

www.sd33.bc.ca

#transitionsd33



# FOCUS AREA - 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.*

In every student's educational journey, pivotal moments of transition shape their experiences and set the stage for future success. From the exciting leap into kindergarten to the significant shifts between grades and schools, these transitions play a vital role in the educational trajectory of learners. The Chilliwack School District recognizes the significance of these transition points and embraces its responsibility to support all students in successfully navigating these milestones.

This section of the report will delve into the district's efforts and achievements in fulfilling its commitment to facilitating smooth and meaningful student transitions throughout students' educational journeys. With a focus on fostering a sense of dignity and purpose, the district aims to ensure that

every student has the necessary tools and opportunities to achieve their goals from pre-K through to Grade 12 and beyond, whether in post-secondary education or the workforce. This narrative, highlighted by school stories that provide examples of effective transitioning throughout the district, will showcase excellent work from the past year.

Throughout the 2022/23 school year, the Chilliwack School District has provided comprehensive support and resources that aid students during these crucial transition periods. By implementing strategic initiatives and collaboration with key stakeholders, our schools strive to empower learners to confidently navigate the various stages of their education, enabling them to thrive academically, socially, and emotionally.





## COMPETENCY BASED IEP'S

In September 2022, Student Services began the rollout of the Ministry of Education & Child Care's Competency-Based Inclusive Education Plans (CBIEPs) to grades K, 3, 6 & 9 (with other grades able to participate at will). Foundational work over the past two years, including revitalized Response to Intervention language and sessions with Shelley Moore to improve practice and change pedagogy, has paved the way for this successful introduction.

✓ *Collective Responsibility*

✓ *Targeted Interventions*

**The job of the CBIEP is to connect the goals and strategies in every IEP to the classroom in a meaningful way, and to build on the strengths of each child.**

School-based staff have shown amazing strength and growth as they work with this new CBIEP template, and we have seen amazing examples of meaningful and measurable CBIEP's created for students this year..

## K - 12 INTEGRATED ARTS & TECHNOLOGY (IAT) STREAM



SD33 is in the third year of implementing a K-12 integrated arts and technology (IAT) choice stream at three sites: Leary Elementary, AD Rundle Middle School, and Imagine High Secondary. Leary Integrated Arts & Technology Elementary and AD Rundle Middle School Arts & Technology Cohort also draw students from their catchments, while Imagine High Integrated Arts and Technology Secondary is a choice school only. Students from all over the district can select the K-12 IAT stream as space allows.



Foundational to the K-12 IAT stream are the **Four Pillars** that underpin the pedagogical approach to teaching and learning: **Integrated Disciplines, Authentic Learning, Collaborative Culture, and Visionary Staff.** Integrated learning is delivered through experiential, interdisciplinary projects.

Learners are supported to develop core competencies that support collaboration, enhance communication, promote critical thinking, and ignite creativity. Integrating arts and technology allows students to interact with content and demonstrate learning in ways that connect to their passions and interests.



All three schools follow a similar curricular path that provides extended work periods for deeper learning, access to art and technology skill development, and opportunities to explore student passion areas through Deep Dives.





This year, a K-12 IAT Teacher Leadership Team was established to build staff capacity within the three sites. The IAT Teacher Leadership Team meets monthly to share ideas, align practices and protocols, and plan joint pro-d. In December, the team visited High Tech High in San Diego and Canyon Falls Middle School in May; both schools are leaders in inquiry-based and project-based pedagogy.

Plans for next year include:

- Expansion of choice program at AD Rundle Middle School to 9 divisions
- First graduation class at Imagine High
- Development of multi-grade communities at Leary Elementary
- Associate Professor Leyton Schnellert (UBC) to support planning and assessment at AD Rundle and Imagine
- Summer retreat for AD Rundle and Imagine with Leyton Schnellert (1 ½ days)
- Further alignment of practices at the three sites through after-school collab, joint staff meetings, and the Teacher Leadership Team



## ELEMENTARY PROGRAMMING

Transitions are significant for individual students and can encompass transformative journeys for educational institutions. Leary Elementary School has embarked on a remarkable transition from a Fine Arts School to an Integrated Arts & Technology School (IAT) in the spirit of embracing change and innovation. This transition represents a fundamental shift in pedagogy, approach, and teaching curriculum, as the school integrates various disciplines and harnesses the power of technology to enhance student learning and creativity. Central to this journey is the collaboration between dedicated staff members who understand that transitions require collective effort and shared vision. Together, they work tirelessly to weave a tapestry of integrated arts and technology education to empower students to thrive in the modern world while fostering a strong sense of creativity, adaptability, and a lifelong love of learning with partner schools ADR and Imagine High in the K-12 stream of IAT.





## COLLABORATIVE INSTRUCTIONAL PLANNING

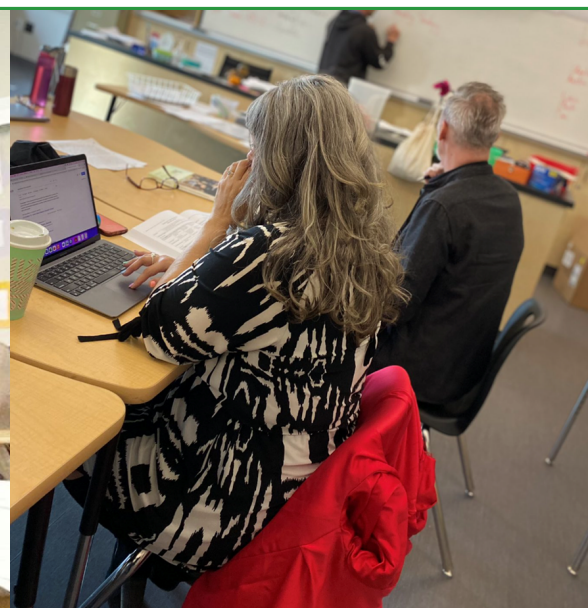
Imagine educators worked with Dr. Leyton Schnellert for a second year, exploring how teaching and learning can embrace student diversity and inclusive education.

Dr. Schnellert is the Pedagogy and Participation research cluster lead in UBC's Institute for Community Engaged Research (ICER) and co-chair of British Columbia's Rural Education Advisory. His community-based collaborative work builds participatory, place-conscious, and culturally responsive practices.

Leyton works alongside Imagine Core Learning Community teachers to support high-quality instruction and rigorous competency-based planning. To nurture collective responsibility, supporting staff (Learning Assistant Teachers, Resource Teachers, Indigenous Education Enhancement Teachers, Teacher Counsellors, and Principals) join these collaboration series to add their unique lens to planning and support in co-planning and teaching.

Participatory practices engage in critical thinking-oriented teaching, which welcomes students' voices as curriculum co-creators. These sessions support educators in practicing responsive teaching and building what and how they teach based on their students, community, and opportunities. Diversity-positive teaching and learning are hallmarks of place-consciousness and culturally sustaining practices.

In these sessions, Leyton focuses on open-ended teaching strategies, inquiry-oriented teaching strategies, scaffolds for project-based learning, and metacognitive teaching strategies. These approaches blend student knowledge, identity, and hands-on learning into curricular outcomes – breathing life into the BC Curriculum.







## JUST B4 AND EARLY LEARNING

This year we have increased and enhanced our early learning programming for Chilliwack families in our school district. Two of our new programs that support early learning and transitions are Watson Just B4 Preschool and Parent-Child Mother Goose. Watson Just B4 Preschool is for children four years old and entering kindergarten the following year. This initiative helps students engage in playful experiences with other peers and support the transition process from preschool to kindergarten. For the 2023/24 school year, we plan to expand this initiative to Vedder, Robertson, and Strathcona Elementary.

**"I have been honored with the role of Watson Just B4 Preschool's Lead Teacher role. The development of the Just B4 program has been an exciting journey. My preschoolers settled in quickly and loved being a part of "the big school." It's not a "big, scary" transition anymore because it's a part of their routine. They go into kindergarten with more confidence and maybe even a friend or two from the Just B4 program! I believe the development and collaboration of Just B4 Preschools into our school system has been (and will continue to be) one of the best things for our community."**

**~ Laura Callaghan, ECE teacher Watson Just B4 Preschool and StrongStart.**

Parent-Child Mother Goose is a free 8-week program focusing on the joy and power of using rhyme, songs, and stories together. It helps families create positive family patterns during their children's crucial early years and give children healthy early experiences with language and communication. We have run sessions at Robertson Elementary, Bernard Elementary, and Skwah First Nation. We plan to continue to expand programming to other elementary schools for the 2023/24 school year.



Parent-Child Mother Goose - birth to 5 years old



The Chilliwack School District is pleased to offer the Parent-Child Mother Goose Program! The Parent-Child Mother Goose Program is a FREE 8 week group experience for parents and their child up to 5 years old. The program focuses on the joy and power of using rhymes, songs, and stories together. Parents gain skills and confidence, which can enable them to create positive family patterns during their children's crucial early years and give their children healthy early experiences with language and communication.

### Why 8 Weeks?

- Parent and child will create a pattern of communicating with each other that will serve them a lifetime
- The parent-child bond will be nurtured and strengthened
- Healthy parenting habits will be established
- Parents will gain confidence and inner resources
- Parent and child will form friendships within a supportive community

### Program Times and Locations

Skwah Band Hall - 619 Wellington Avenue

- Mondays 8:30-9:30 - January 16th - March 13th
- [Click here](#) to register at Skwah on Eventbrite

Robertson Elementary - 46106 Southlands Crescent

- Wednesdays 9:00-10:00 - January 18th - March 8th
- [Click here](#) to register at Robertson Elem. on Eventbrite



### Questions? Please Contact:

Karen Allan, SD33 Early Literacy Coordinator, at [karen\\_allan@sd33.bc.ca](mailto:karen_allan@sd33.bc.ca) or  
Nicole Driscoll, District Principal of Early Learning & Child Care, at [nicole\\_driscoll@sd33.bc.ca](mailto:nicole_driscoll@sd33.bc.ca)



## MIDDLE SCHOOL TRANSITIONS

Middle schools play a pivotal role in supporting students during a critical phase of their educational journey. Middle school educators follow a philosophy designed to facilitate a successful transition for students from elementary to high school. The middle years, characterized by such growth and development, can be a time of both excitement and challenges for students. Because of this significant responsibility, middle schools are equipped with various supports, structures, and common approaches to ensure the success of their students.

One exemplary story that highlights the impactful work in this area comes from Vedder Middle School, where dedicated educators and staff go above and beyond to provide a nurturing and empowering environment for their students. Through a comprehensive range of programs, mentorship initiatives, and student support services, Vedder Middle School has embraced the unique needs of adolescents and successfully guided them through the middle years, fostering personal growth, academic achievement, and a sense of belonging.

### 90 Day Cycle School Story

SCHOOL: VEDDER MIDDLE SCHOOL



#### Strategic Plan Connection: Transitions

Creating Community, Connection, Compassion and Perseverance are at the heart of everything we do to create Human and Social Connections with students and staff. Using the four pillars of Middle School; Teaming, Collaboration, Exploratory, and Advisory our Educators have created connections with students so that they have the social and emotional ability to be successful in their own unique ways. Admin creates connections with staff using these same pillars.

#### Impact

*To create belonging where students, staff and families can feel they have a place and ownership over their journey through Vedder Middle School. This is the building block needed to facilitate community.*

#### Collective Responsibility

*We engage and inform parents through PAC, classroom meetings, weekly memo's, monthly newsletters, classroom newsletters, CBIEP meetings, parent evenings, parent information nights, and volunteers.*

*We loop community organizations into our programming such as; Bowls of Hope, Breakfast programs, Liaison Officer, PCRS, Outside Counseling, Practicum students from various organizations.*

*Students learn to take ownership of their learning and advocate for themselves. Counseling, Advisory, Exploratory, Teaming, and Collaboration create foundations and resources for students to access.*

*Teachers work together and are given opportunity to collaborate with one another to create the relationships needed to move students forward in their learning.*

#sd33learns



#### Instructional Leadership (Leading a Culture of Learning)

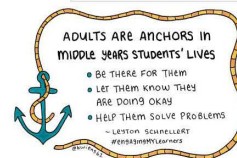
- WEB activities inside and outside school
- Grade 6 Pancake Breakfast
- Literacy Month
- Numeracy Month
- Sports Teams
- Helping Teachers/Pro D
- Team Leaders/Teaming
- Engaging learning assemblies ex: BC Lions "Team up to End Racism"

#### Relational Leadership (Community Building and Interpersonal Capacity)

- Staff meeting talk and share
- Spirit weeks
- Community involvement and fundraisers
- Theme days weekly
- Interactive assemblies
- Staff outings to create connection
- Teaming/Team Leads
- School wide events organized by teachers

#### Organizational Leadership (Management and Administration)

- As an Admin team, we identify areas that we have either witnessed, heard about through open lines of communication or know are good practice to be put into place
- We then discuss strategies to put into action to increase capacity (staff meetings, events, Pro D, team leads)




#### Quote

SD 33 Chilliwack  
www.sd33.bc.ca




## SECONDARY TO POST SECONDARY


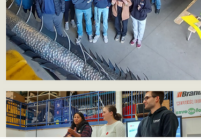


December 2022


### CAREER CONNECTIONS





**GW GRAHAM – GRADES 10 – 12**

GWG has invested in a second Career Advisor, Sheri Bawtinheimer, whose primary focus is on increasing supports for students as they transition from high school to the work force. This process begins in grade 10 when Sheri meets with every grade 10 student to get a sense of their passions and possible career plans. She asks questions like, “What are you interested in? What are you good at? How can I help you become this?” When those prompts are used, the student’s whole demeanor changes. They climb inside their soul and share – there’s a visual change at this moment. Sheri is mindful of the underlying goal of helping each student build upon their strengths to create value in today’s society.

Following the interviews, Sheri helps connect students with resources in our building or the community that relate to their interests. She also plans trips and brings in guests from the community to connect with students. Sheri has brought in BC Lions member Nathan Rourke for the “Be More Than A Bystander” presentation. Students from GWG also attend “Women in Welding” sessions at Sardis Secondary, strengthening ties in our district. Sheri attends these sessions with the students.

**“I’m trying to do things for our students, our school, and our community. I want to put our district on the map for workplace opportunities for students.” – Sheri Bawtinheimer**

The [CWB Welding Foundation](#) came to GWG and donated money to our programs for welding equipment. Their new project is “Women of Steel” and Trish Trenter came to visit our school and wants to help us build opportunities for women in trades.

[Construction Foundation/Skills Ready](#) have come out to work with our students – their last project with students was hammering sheet metal and they visited several classes throughout the day.

**“We ensure students find meaningful pathways, throughout secondary school and beyond graduation, including post-secondary, apprenticeship, college and workplace.”**  
– SD 33 Strategic Plan

#transitionssd33
www.sd33.bc.ca
#HumanSocialsd33

At GWG a dedicated Career Advisor focuses on increasing supports for students as they transition from high school to the work force. The Advisor connects with every grade 10 student in the school to get a sense of their passions and possible career plans. She then helps connect each student with resources in the building or the community that relate to their interests.

**“I’m trying to do things for our students, our school, and our community. I want to put our district on the map for workplace opportunities for students.”**  
~ Sheri Bawtinheimer, Career Advisor

The Career Education Department hosted parent information evenings at each secondary school for parents of students in grades 9 - 11. Parents were provided a broad overview of all the programs we support and how students can access them. UFV co-presented to share information about their programs and how students can get access and support. The Career Education team shared up to date information and provides timelines and applications. This year there were over 350 participants district wide!

**“I had no idea there were this many programs available to my student. Wish I had these options when I was in high school.”**  
~ Parent





## TRADES SAMPLER @ UFV

Kw'yeqel Secondary School (KSS) has highlighted the journey of two students, Ethan Cummings, Gr. 10, and Nathan Burns, Gr. 12, who attend the Trades Sampler at UFV. The Trade Sampler allows students to sample a course before transitioning into trades post-secondary. The program ran from February 27 - June 2/23 and offered the students a sample of electrical, plumbing, framing, welding, first aid, and forklift operation training. In addition, the students who complete the course receive 12 elective credits. This program with UFV provides students with enough experience to decide which trade they'd like to proceed with in post-secondary, but it also determines whether they should rule it out as a career option. The student testimonies are powerful:

"UFV is a very good course, and it's worth trying so you can tell what you like, and there's a lot of skills you can learn. It gave me more insight into what I could do in the future; I got a lot more useful information. Now I'm looking more into welding as a career option. It was a very good experience and advanced my knowledge in the trades. I thought I knew a lot of stuff, but UFV added to that and expanded my knowledge. Now I know what I'd like to do after high school".

~ Nathan, KSS Student



"I didn't know what to expect when I came here to the trades sampler, but I was pleasantly surprised at how much I've learned and how much I really enjoy coming to school. I didn't think I would learn as much as I've learned. I know now that I want to be a welder or a diesel mechanic and apply to UFV after grade 12. I think this program was fun, but the work was a little tricky, but there was a lot of help, and I enjoyed it. I got treated like an adult more than a student, and I got more responsibility, and I felt good about that".

~ Ethan, KSS Student





## MÉMIYELHTEL: INDIGENOUS YOUTH MENTORSHIP PROGRAM

Mémiyelhtel is a unique Indigenous Youth Mentorship Program located in the Chilliwack area of Stó:lō S'ólh Téméxw. The program builds resilience in youth through culturally relevant, individualized, and holistic supports, which foster connection and trust through a community of strong cultural identity.

The program provides holistic, long-term and intensive support to vulnerable youth between the ages of 12-19 years. As captured by the traditional Halq'emeylem name, the goal of the program is to help youth be well. The Mémiyelhtel program delivers culturally relevant, dynamic, and uniquely individualized supports that create engagement and foster life promotion. The ultimate goal is to support youth to have a strong sense of identity, self-love and acceptance, while celebrating their ongoing resilience and perseverance.

The Mémiyelhtel program is implemented by [Stó:lō Service Agency \(SSA\)](#), in funding collaboration with [School District 33](#) and the [Ministry of Children and Family Development \(MCFD\)](#).



This is Delmar. Delmar attends Kw'íyeqel Secondary and has been supported by the Mémiyelhtel program. Watch Delmar as he shares his story:



A highlight from this year is the introduction of a new website: <https://memiyelhtel.ca/> that is increasing the profile of the program with a goal of gathering financial support from the community so that the program can support more students. Currently there is a lengthy waitlist.

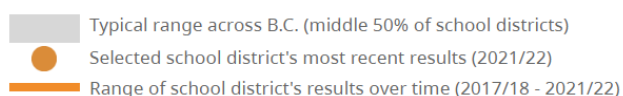


## HOW ARE WE DOING?

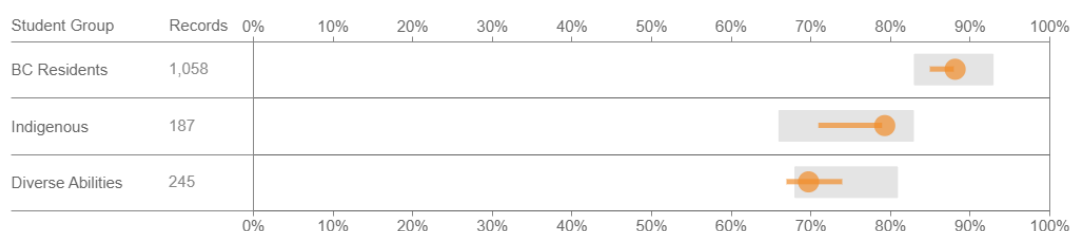
Our school district is extensive – with almost 15,000 students and approximately 2000 staff. We have over 35 sites where students learn at multiple ages, grades, and developmental stages. The question, "How are we doing" is tough to answer as the reality depends on perspective. We have pockets of brilliance throughout SD33 – as shown by the narratives put down earlier in the report. But we also have areas where we struggle and need to lean into for improvement.

Our strategic plan stories show that we are an innovative district striving to improve continuously. Our student's well-being is at the core of our work, which shines through in our classrooms. Stretch goals for our district center around the idea of fidelity and system-ness. The Chilliwack School District once prided itself on being a small district where everyone knew each other. Our district has grown in recent years – and we are too large to operate informally. We have strong practices in each of our schools, but these practices are not the same at every school. Whether it is CBIEP implementation, numeracy instruction, or inclusionary practices – our schools tend to take the big idea from the district and then make it their own. This is good from an ownership perspective, as each school will 'buy in' to the work, but from a system-ness vantage point, this approach can yield erratic results. Traditionally, our achievement shows these ups and downs throughout the district.

Much of our school and district-based empirical student achievement data is not yet complete for the current school year, as we will not have all those pieces until the beginning of July. A fulsome report on student achievement will also be available in August called the "Framework for Enhancing Student Learning" (FESL). In the meantime, we have included provincial achievement results, including our FSA data for grades four and seven this year and our most current graduation rates (21/22).



### Completion Rates





Provincial Numeracy Assessments (Percentage On-Track/Extending SD33/Province)				
2022/2023	All	Indigenous	Children in Care	Diverse Ability
Grade 4 Numeracy	61/63	48/43	TBD/TBD	40/51
Grade 7 Numeracy	43/57	28/36		23/40

Provincial Literacy Assessments (Percentage On-Track/Extending) SD33/Province				
2022/2023	All	Indigenous	Children in Care	Diverse Ability
Grade 4 Literacy	68/74	58/59	TBD/TBD	53/63
Grade 7 Literacy	59/68	44/50		30/49

*These FSA results are from Fall 2022 and show grades 4 and 7. Our district is below the provincial average.*

## COMMUNICATION

This year we have worked hard to promote positive stories and presence on social media using Facebook, Twitter and more recently Instagram and LinkedIn. Our stories have been celebrations of the hard work that is done in our district including student learning, staff achievements, curricular supports, mental health and wellbeing, grad transitions and Truth and Reconciliation, and been well received by our audience. We have also focused on providing timely information to our communities about upcoming events, important dates, school closures etc.



#LiteracySD33   #NumeracySD33   #HumanSocialSD33   #TransitionsSD33



## WHERE ARE WE GOING?

The school year 2023/24 brings a lot of promise. As we look back at what we accomplished this year, we know that our journey next year will be filled with lots of ongoing work that we believe will help to fulfill our Strategic Plan goals and ultimately improve the life circumstances for our students.

Here are several initiatives and areas that we look forward to reflecting on a year from now – hoping that they land with maximum positive impact:



1. **Truth and Reconciliation:** October 6th, 2023 – The entire staff of the Chilliwack School District will gather at Chilliwack Coliseum for a full day of learning and celebrating Indigenous history and ways of learning.
2. **Elementary Literacy Collaboration Project:** A full year of this project will be completed. Each elementary school will have experienced support and learning. We can't wait to measure the impact!
3. **Competency-Based IEPs:** Next year will take us to year two of our Competency-Based IEP rollout. We look forward to IEPs that are connected and aligned with BC's competency-based curriculum.
4. **Communicating Student Learning:** Next year will be the final year in the rollout of proficiency scales, and the new reporting order as secondary schools come on board.
5. **90-Day Cycles:** This initiative was introduced this year and will continue for schools and district departments for the 2023/24 school year. We believe this approach will continue to deepen our work and make it more visible to staff and the community.
6. **Childcare:** As per Ministry of Education and Child Care mandates, we will continue to build more opportunities for families to access quality before and after school child care at or near their school site.

"The transition to CBIEPs has allowed our school staff to have a better sense of who the student is. Through conversations with parents, teacher, and student, we get to know the student so much better, and this paves the way for goals to come naturally after that."

~ Tracey Wagner, Vedder Elementary School Principal





### Equity

We commit to ensure that everyone receives the required support and experiences they need to be successful and fulfill their potential.



### Kindness

We demonstrate caring, compassion and empathy towards everyone in order to create a spirit of connectedness in our community.



### Inclusion

We believe that meaningful inclusion is a right and we support all learners to feel safe, supported and connected through programming that promotes diversity and personalization.



### Collaboration

We develop strong relationships and achieve the shared goals in our Strategic Plan through a framework of trust and respect.



### Innovation

We will continue to be curious, creative and open to new ideas so that we can produce high-quality learning outcomes across the system.

**Syós:ys lets'e th'ále, lets'emó:t**

*(See EYE yees LETS – a - thala LETS – a - mot)*

~ One heart, one mind, working together for a common purpose.

## BOARD OF EDUCATION

### INFORMATION REPORT

**DATE:** June 27, 2023  
**TO:** Board of Education  
**FROM:** Margaret Reid, BCSTA Representative  
**RE:** **BCSTA REPORT**

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Margaret Reid, BCSTA Representative, will provide a BCSTA update.

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# TRUSTEE REPORT

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Trustee: Willow Reichelt

Report Date: June 21, 2024

Congratulations to the graduates of 2023 from CSS, SSS, GWG and KSS!

Wishing all staff and students in the Chilliwack School District a fun and relaxing summer!

Trustees: The liaison school assignments for next year will be sent out at the end of the week. Enjoy your break, and I look forward to working with you at our session in August.

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# TRUSTEE REPORT

---

Trustee: Maahs

Report Date: June 26, 2023

Have a wonderful summer.

Notice of Motion for September Public Board meeting:

That the **Bylaw 5, Board meeting Procedures** be amended according to the procedure laid out in **Board Bylaw Procedures 1.7**.

The amendment is as follows:

That a Superintendent report be added to the reporting section, 4.5.5.2 in the public in order to bring information publicly to the board. This report shall be given verbally in order for the trustees to be able to publicly ask questions of the Superintendent. (as was formerly the public meeting norm).

Rationale:

Each week the Superintendent provides the board with pertinent information that is local, from the Ministry of Education, etc. This information is well suited to be brought forth publicly so that the the partner groups and public gain more knowledge of what is happening within the school district and the ensuing directives and initiatives from the Ministry of Education and how SD 33 will be implementing these.

More to come....



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# TRUSTEE REPORT

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Trustee: David Swankey

Report Date: June 22<sup>nd</sup>, 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.*

- June 8<sup>th</sup> – Attended Leary Arts & Tech Night.
- June 9<sup>th</sup> – Met with BCSTA staff to review work plan for Bylaw and Legislative Committees.
- June 9<sup>th</sup> – Visited Imagine High Secondary for their outdoor concert.
- June 9<sup>th</sup> – Joined GW Graham in celebrating student achievement and success at their awards night.
- June 12<sup>th</sup> – Attended EPAC Appreciation Dinner.
- June 14<sup>th</sup> – Attended Chilliwack School District Retirement Reception.
- June 15<sup>th</sup> – Joined GW Graham for their Class of 2023 Commencement Ceremony.
- June 16<sup>th</sup> – Joined Sardis Secondary for their Class of 2023 Commencement Ceremony.
- June 17<sup>th</sup> – Joined Chilliwack Secondary for their Class of 2023 Commencement Ceremony.
- June 19<sup>th</sup> – Met with ST to review Budget Committee Work Plan for next year.
- June 19<sup>th</sup> – Attended Chilliwack School District Accessibility Committee Mtg.
- June 20<sup>th</sup> – Chaired BCSTA Legislative Committee Mtg.
- June 20<sup>th</sup> – Joined trustees in attending Memiyelhtel Year End Celebration and Acknowledgment.
- June 21<sup>st</sup> – Attended Community Event for National Indigenous Peoples Day at Townsend Park
- June 22<sup>nd</sup> – Joined KSS for their Class of 2023 Awards and Commencement Ceremony
- June 22<sup>nd</sup> – Attended BCSTA BoD/Branch Presidents Mtg as FV Branch President

## UPCOMING EVENTS OF INTEREST TO THE BOARD

- July 3<sup>rd</sup>-5<sup>th</sup> – CSBA Congress 2023
  - <https://www.cdnsba.org/>
- Oct 19<sup>th</sup>-22<sup>nd</sup> – BCEdAccess hosted Education Conference “AdvoCon 2023”
- Nov 23<sup>rd</sup>-26<sup>th</sup> – BCSTA Academy
- Nov 30<sup>th</sup>-Dec 2<sup>nd</sup> – 27<sup>th</sup> Annual FNESC Education Conference
  - <http://www.fnesc.ca/conference/>
- 2023/2024 – I have been reappointed and elected to Chair the BCSTA Legislative Committee for the next term.
- 2023/2024 – I have been appointed to Chair the BCSTA Ad Hoc Bylaw Review Committee.

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 27, 2023

**TO:** Board of Education

**FROM:** Simone Sangster, Secretary Treasurer

**RE:** **ANNUAL FIVE-YEAR CAPITAL PLAN, 2024/2025 & SCHOOL FOOD INFRASTRUCTURE PLAN FOR 2023/24**

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#### **RECOMMENDATIONS:**

1. THAT the Board of Education of School District No. 33 (Chilliwack), in accordance with provisions under section 142(4) of the School Act, approve the proposed Major Programs in the Five-Year Capital Plan for 2024/25, as provided on the Five-Year Capital Plan Summary outlined in the attached document.
2. THAT the Board of Education of School District No. 33 (Chilliwack), in accordance with provisions under section 142(4) of the School Act, approve the proposed Minor Capital Programs in the Five-Year Capital Plan for 2024/25, as provided on the Five-Year Capital Plan Summary outlined in the attached document.
3. THAT the Board of Education of School District No. 33 (Chilliwack), in accordance with provisions under section 142(4) of the School Act, approve the proposed Building Envelope Program in the Five-Year Capital Plan for 2024/25, as provided on the Five-Year Capital Plan Summary outlined in the attached document.
4. THAT the Board of Education of School District No. 33 (Chilliwack), in accordance with provisions under section 142(4) of the School Act, approve the proposed School Food Infrastructure Program in the Five-Year Capital Plan for 2023/24, as provided on the 2023/24 Five-Year Capital Plan Summary outlined in the attached document.

#### **BACKGROUND:**

The Ministry of Education and Child Care requires that boards of education submit capital plans annually for its review. These are used by the Ministry to determine which priority capital projects may be included in the Ministry's Capital Plan for the following fiscal year. The capital plan submissions also provide the Ministry with important insight into future year capital priorities, which can be used for longer term government planning and the determination of potential future capital funding requirements for the public education system.

Plans for the following programs are due on June 30:

Major Capital Programs:

- Seismic Mitigation Program (SMP)
- School Expansion Program (EXP)
- School Replacement Program (REP)

Minor Capital Programs:

- School Food Infrastructure Program (FIP) 2023/24

Plans for the following programs are due September 30:

Minor Capital Programs:

- School Enhancement Program (SEP)
  - Carbon Neutral Capital Program (CNCP)
  - Bus Acquisition Program (BUS)
  - Playground Equipment Program (PEP)
  - Building Envelope Program (BEP)
- 
- School Food Infrastructure Program (FIP) 2024/25 (due October 2, 2023)

We have been asked by the Ministry to submit as many projects in our Capital Plan by June 30, 2023. Accordingly, we have prepared the Capital Plan submissions and accompanying resolutions from the Board of Education approving the proposed projects, for your consideration. The resolutions are required as part of the Ministry submission. We will submit our Bus Acquisition Program and second School Food Infrastructure Program in September.

The attachments to this report include the Ministry template used for our submissions. These are requests for possible work in 2024-25 and are not approved. Moreover, the dollar amounts are best estimates and indicative of expected costs. The plan and board resolution provide the ministry with an indication of what is important and the order of priority.

Once the assessment of capital plan submissions from all school districts has been completed by the Ministry, and the provincial Budget has been formally announced by the Province, the Ministry will notify each school district with a written response regarding its board's Capital Plan submission.

A board-adopted bylaw is not required at this point in the annual Capital Plan process as the projects are proposed. We will return to the board early in 2024 with By Law resolutions, once the Ministry has identified which, if any, projects are funded.



## **RESOLUTION – MAJOR CAPITAL PROGRAMS**

In accordance with provisions under section 142 (4) of the School Act, the Board of Education of School District No. 33 (Chilliwack) hereby approves the proposed Five-Year Capital Plan (Major Capital Programs) for 2024/25, as provided on the Five-Year Capital Plan Summary for 2024/25 submitted to the Ministry of Education and Child Care.

I hereby certify this to be a true copy of the resolution for the approval of the proposed Five-Year Capital Plan (Major Capital Programs) for 2024/25 adopted by the Board of Education, on this the 27<sup>th</sup> day of June 2023.

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Secretary-Treasurer Signature

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Secretary-Treasurer Name



# Submission Summary

<b>Submission Summary:</b>	Major 2024/2025   2023-06-30
<b>Submission Type:</b>	Capital Plan
<b>School District:</b>	Chilliwack (SD33)
<b>Open Date:</b>	2023-04-14
<b>Close Date:</b>	2023-06-30
<b>Submission Status:</b>	Draft

Submission Category	Sum Total Project Cost
Site Acquisition	\$33,000,000
New School	\$102,634,299
Addition	\$103,243,549
<b>Total</b>	<b>\$238,877,848</b>

ADDITION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	154952	A D Rundle Middle School	Addition	300 student addition to AD Rundle Middle School	\$33,956,049
2	150132	Vedder Middle School	Addition	Addition + 300	\$27,273,759
3	150112	Sardis Elementary	Addition	40K + 250E Addition	\$13,709,980
4	150033	Cultus Lake Community School	Addition	Addition 40K + 200E	\$14,725,852
5	150134	Watson Elementary	Addition	Addition 40K + 250E	\$13,577,909
				Submission Category Total:	<b>\$103,243,549</b>
NEW SCHOOL					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150211	New South Side Elementary	New (School)	New 500 capacity Elementary	\$32,026,702
2	150209	New Promontory Middle	New (School)	New 650 capacity Middle	\$37,696,550
3	154951	New Promontory Elementary	New (School)	New elementary school in Promontory area +500	\$32,911,047
				Submission Category Total:	<b>\$102,634,299</b>
SITE ACQUISITION					

## Submission Summary

SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	154950	Site Acquisitions for School Expansions	Site Acquisition	Land purchases adjacent to existing school sites for future expansions/portable placements	\$8,000,000
2	160798	Land Purchase for Chilliwack Middle	Site Acquisition	Purchase 10 acres plus site in Chilliwack for Middle School	\$25,000,000
				Submission Category Total:	<b>\$33,000,000</b>



## **RESOLUTION – MINOR CAPITAL PROGRAMS**

In accordance with provisions under section 142 (4) of the School Act, the Board of Education of School District No. 33 (Chilliwack) hereby approves the proposed Five-Year Capital Plan (Minor Capital Programs) for 2024/25, as provided on the Five-Year Capital Plan Summary for 2024/25 submitted to the Ministry of Education and Child Care.

I hereby certify this to be a true copy of the resolution for the approval of the proposed Five-Year Capital Plan (Minor Capital Programs) for 2024/25 adopted by the Board of Education, on this the 27<sup>th</sup> day of June 2023.

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Secretary-Treasurer Signature

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Secretary-Treasurer Name

## Submission Summary

<b>Submission Summary:</b>	Minor 2024/2025   2023-09-30
<b>Submission Type:</b>	Capital Plan
<b>School District:</b>	Chilliwack (SD33)
<b>Open Date:</b>	2023-04-14
<b>Close Date:</b>	2023-09-30
<b>Submission Status:</b>	Draft

Submission Category	Sum Total Funding Requested
SEP	\$2,754,500
PEP	\$495,000
CNCP	\$2,854,125
<b>Total</b>	<b>\$6,103,625</b>

CNCP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	151320	Vedder Middle School	HVAC (CNCP)	* IF REQUIRED WE WILL PROVIDE UP TO 400,000 FROM AFG TO SUPPORT THIS PROJECT REQUEST. Replacement of older, inefficient hot water boilers and DHW heaters with new high efficient condensing models. Also, replacement of supply pumps with VFD, energy efficient models, along with DDC upgrade. See attached report for more info.	\$622,750
2	159489	Chilliwack Middle School	HVAC (CNCP)	Boiler replacement with high efficiency condensing boilers Also, replace primary/secondary pumps and that the main secondary pumps with new variable speed pumps See attached report for more info.	\$907,625
3	162688	East Chilliwack Elementary	HVAC (CNCP)	Roof top unit and make up air replacement. Gas fired furnace system renewal. See attached report for more info.	\$297,500
4	163038	Cheam Elementary	HVAC (CNCP)	Roof top unit and make up air replacement. Gas fired furnace system renewal. See attached report for more info.	\$426,250
5	163039	McCammon Elementary	HVAC (CNCP)	Roof top unit and make up air replacement. Gas fired furnace system renewal. See attached report for more info.	\$600,000
				Submission Category Total:	<b>\$2,854,125</b>
PEP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested



# Submission Summary

1	154465	Cultus Lake Community School	Replacement (PEP)	Equipment at end of life (24 years) and unable to source replacement parts.	\$165,000
2	158483	Unsworth Elementary	Replacement (PEP)	Equipment at end of life (21 years) and unable to source replacement parts.	\$165,000
3	162617	Strathcona Elementary	Replacement (PEP)	Equipment at end of life (20 years) and unable to source replacement parts.	\$165,000
				Submission Category Total:	<b>\$495,000</b>
	SEP				
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	162711	Sardis Secondary	HVAC (SEP)	(Phase 1) Replacement of older, inefficient hot water boilers and DHW heaters with new high efficient condensing models. Also, replacement of supply pumps with VFD, along with DDC upgrade.	\$895,000
2	162702	Sardis Secondary	Electrical (SEP)	LED lighting and control upgrade. Replace all existing linear fluorescent lighting in teaching areas with new LED flat panel fixtures. Supply and install updated Douglas control system. Supply and install classroom and hallway occupancy sensors and day light harvesting. Retro-fit lighting in storage and mechanical rooms to LED	\$900,000
3	162694	Mount Slesse Middle School	Roofing (SEP)	Roof Replacement area 1 & 1A	\$410,000
4	162698	Little Mountain Elementary	Roofing (SEP)	Roof Replacement area 7	\$310,000
5	162697	Chilliwack Middle School	Roofing (SEP)	Roof Replacement area 5	\$239,500
				Submission Category Total:	<b>\$2,754,500</b>



## **RESOLUTION – BUILDING ENVELOPE PROGRAM**

In accordance with provisions under section 142 (4) of the School Act, the Board of Education of School District No. 33 (Chilliwack) hereby approves the proposed Five-Year Capital Plan (Building Envelope Program) for 2024/25, as provided on the Five-Year Capital Plan Summary for 2024/25 submitted to the Ministry of Education and Child Care.

I hereby certify this to be a true copy of the resolution for the approval of the proposed Five-Year Capital Plan (Building Envelope Program) for 2024/25 adopted by the Board of Education, on this the 27<sup>th</sup> day of June 2023.

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Secretary-Treasurer Signature

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Secretary-Treasurer Name

# Submission Summary

<b>Submission Summary:</b>	Major 2024/2025   2023-07-02
<b>Submission Type:</b>	Capital Plan
<b>School District:</b>	Chilliwack (SD33)
<b>Open Date:</b>	2023-04-14
<b>Close Date:</b>	2023-07-02
<b>Submission Status:</b>	Draft

Submission Category	Sum Total Project Cost
BEP	\$7,893,000
<b>Total</b>	<b>\$7,893,000</b>

	BEP				
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150575	Cultus Lake Community School	Renovation (BEP)	Building envelope upgrade \$923,000	\$923,000
2	150611	Sardis Secondary	Renovation (BEP)	Building envelope upgrade \$950,000	\$950,000
3	154261	Mount Slesse Middle School	Renovation (BEP)	Building envelope upgrade \$1,732,000	\$1,732,000
4	159267	Chilliwack Middle School	Renovation (BEP)	Building envelope upgrade \$4,288,000	\$4,288,000
				Submission Category Total:	<b>\$7,893,000</b>



## **RESOLUTION – SCHOOL FOOD INFRASTRUCTURE PROGRAM**

In accordance with provisions under section 142 (4) of the School Act, the Board of Education of School District No. 33 (Chilliwack) hereby approves the proposed Five-Year Capital Plan (School Food Infrastructure Program) for 2023/24, as provided on the Five-Year Capital Plan Summary for 2023/24 submitted to the Ministry of Education and Child Care.

I hereby certify this to be a true copy of the resolution for the approval of the proposed Five-Year Capital Plan (School Food Infrastructure Program) for 2023/24 adopted by the Board of Education, on this the 27<sup>th</sup> day of June 2023.

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Secretary-Treasurer Signature

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Secretary-Treasurer Name



# Submission Summary

<b>Submission Summary:</b>	Minor 2023/2024   2023-06-30
<b>Submission Type:</b>	Capital Plan
<b>School District:</b>	Chilliwack (SD33)
<b>Open Date:</b>	2023-04-14
<b>Close Date:</b>	2023-06-30
<b>Submission Status:</b>	Draft

Submission Category	Sum Total Funding Requested
SEP	\$245,000
<b>Total</b>	<b>\$245,000</b>

SEP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	163116	Various	Food Infrastructure (SEP)	Refrigerated truck for delivery of food to schools around the district.	\$140,000
2	163114	Chilliwack Secondary	Food Infrastructure (SEP)	Purchase a kettle to cook soup for the lunch program. Kettle may be used for other hot meal options.	\$25,000
3	163067	Sardis Secondary	Food Infrastructure (SEP)	Purchase a kettle to cook soup for the lunch program. Kettle may be used for other hot meal options.	\$25,000
4	163069	Various	Food Infrastructure (SEP)	10 each of combo fridge-freezers, ovens, dishwashing machines	\$35,000
5	163068	Chilliwack Secondary	Food Infrastructure (SEP)	An oven for preparation of food.	\$20,000
Submission Category Total:					<b>\$245,000</b>

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 27, 2023  
**TO:** Board of Education  
**FROM:** Rohan Arul-pragasam, Superintendent  
**RE:** **POLICY 433: PROVISION OF MENSTRUAL PRODUCTS**

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#### **RECOMMENDATION:**

THAT the Board of Education reaffirm Policy 433: Provision of Menstrual Products - ([535 Provision of Menstrual Products](#)) as presented.\*

#### **BACKGROUND:**

\*Policy 433: Provision of Menstrual Products was tabled at the June 13, 2023 Public Board Meeting after a motion to amend the policy was put on the table.

These policy revisions continue the work to enhance district policy in order to provide greater clarity, identify policies that are no longer current and/or assess board and administrative regulations that are primarily operational in nature. A further review of remaining policies outside the purview of the Education Policy Advisory Committee continues with the objective of compiling all policies that relate to Health and Safety within one section of our revised policy manual.

The new policy structure is:

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

## **POLICY 433 PROVISION OF MENSTRUAL PRODUCTS**

The Board of Education of School District No. 33 [Chilliwack] is committed to providing menstrual products to students who may require them. Every student in the Chilliwack School District should have access to healthy and effective learning environments.

The school system is expected to promote gender equality and create an inclusive learning experience. Lack of access to menstrual products can negatively impact students' school attendance and their social-emotional well-being. Providing all students with convenient access to free menstrual products helps to support their full participation in school activities, reduces stigma and promotes gender equality.

### **Procedures:**

Principals will ensure that menstrual products will be easily accessible to all students who may require them. Specifically, principals will:

1. ensure menstrual products are made available to students of all gender identities or expressions in a manner that protects student privacy;
2. provide for barrier free, easily accessible menstrual products at no cost to students;
3. provide for consistent availability and supply of menstrual products in school washrooms;
4. provide a mechanism to receive student feedback, while maintaining student privacy; and,
5. incorporate student feedback with respect to the provision of menstrual products.

## POLICY 433 PROVISION OF MENSTRUAL PRODUCTS

The Board of Education of School District No. 33 [Chilliwack] is committed to providing menstrual products to students who may require them. Every student in the Chilliwack School District should have access to healthy and effective learning environments.

The school system is expected to promote gender equality and create an inclusive learning experience. Lack of access to menstrual products can negatively impact students' school attendance and their social-emotional well-being. Providing all students with convenient access to free menstrual products helps to support their full participation in school activities, reduces stigma and promotes gender equality.

~~The Board will~~ **Procedures:**

Principals will ensure that menstrual products will be easily accessible to all students who may require them. Specifically, principals will:

1. ensure menstrual products are made available to students of all gender identities or expressions in a manner that protects student privacy;
2. provide for barrier free, easily accessible menstrual products at no cost to students;
3. provide for consistent availability and supply of menstrual products in school washrooms provide menstrual products in washrooms in all schools; and,
- 3-4. provide a mechanism to receive student feedback, while maintaining student privacy; and,
- 4-5. consider incorporate student feedback with respect to the provision of menstrual products.

~~School district staff will develop procedures regarding the provision of menstrual products to students.~~

~~See School Act (PDF) – Sections 85(2)(a), 88(1), and 168(2)(t)  
See Support Services for Schools Order (PDF) (M149/89)~~



## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 27, 2023

**TO:** Board of Education

**FROM:** Rohan Arul-pragasam, Superintendent  
Rachael Green, Asst. Director, Human Resources

**RE:** **POLICY 520: PUBLIC INTEREST DISCLOSURES**

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#### RECOMMENDATION:

THAT the Board of Education reaffirm Policy 520 Public Interest Disclosures ([404 – Whistleblower Protection](#)) as presented.

#### BACKGROUND:

The [Public Interest Disclosure Act](#) (PIDA) came into force on December 1, 2019 with the intended purpose of establishing “whistleblower” protection for employees in the broader public sector. In this first phase, the PIDA currently applies only to ministries of the provincial government and to independent offices of the legislature.

In April 2022, the [Attorney General announced](#) that the Province is taking a phased approach to bringing public sector organizations under the PIDA and indicated that the K-12 public education sector are to implement the necessary changes brought by the act by December 2023.

## **POLICY 520 PUBLIC INTEREST DISCLOSURES**

All employees, and others performing work on behalf of the District, are expected to conduct themselves in a professional manner, to adhere to applicable laws, regulations, policies and procedures that apply to their work activities and to demonstrate ethical behavior in all their decisions and interactions.

The Board is committed to honesty, integrity, and accountability in its operations, programs, and services and to promoting a culture of openness and transparency.

The Board encourages and supports all personnel in bringing forward reports of unlawful acts and acts of wrongdoing in a manner consistent with the provisions of the British Columbia *Public Interest Disclosure Act* (“PIDA”).

The purpose of this Policy and related Administrative Procedures is to establish a process, in compliance with the PIDA, for employees and trustees to report, in good faith, wrongful or unlawful conduct without fear of retaliation or reprisal.

This Policy applies to alleged wrongdoing related to the School District’s operations or personnel. This Policy does not displace other mechanisms set out in School District Policy for addressing and enforcing standards of conduct, disputes, complaints, or grievances, including issues of discrimination, bullying and harassment, occupational health and safety, or disputes over employment matters or under collective agreements.

### **1. Definitions**

In this Policy the following capitalized terms are defined as indicated:

- 1.1. “Advice” means advice that may be requested in respect of making a Disclosure or a complaint about a Reprisal under this Policy or the PIDA;
- 1.2. “Discloser” means an Employee or Trustee who makes a Disclosure or seeks Advice or makes a complaint about a Reprisal;
- 1.3. “Disclosure” means a report of Wrongdoing made under this Policy;
- 1.4. “Employee” refers to a past and present employee of the School District;
- 1.5. “FIPPA” means the Freedom of Information and Protection of Privacy Act, and all regulations thereto;
- 1.6. “Investigation” means an investigation undertaken by the School District under this Policy or by the Ombudsperson under the PIDA;

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

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- 1.7. “Personal Information” has the same meaning set out in FIPPA, namely “recorded information about an identifiable individual”, and includes any information from which the identity of the Discloser or any person who is accused of Wrongdoing or participates in an Investigation can be deduced or inferred;
- 1.8. “Personnel” means Employees and Trustees;
- 1.9. “PIDA” means the Public Interest Disclosure Act of British Columbia, and all regulations thereto;
- 1.10. “Procedure” means the School District’s Administrative Procedure associated with this Policy, as amended;
- 1.11. “Reprisal” means the imposition of, and any threat to impose, discipline, demotion, termination or any other act that adversely affects employment or working condition of a member of Personnel because they made a Disclosure, sought Advice, made a complaint about a Reprisal or participated in an Investigation;
- 1.12. “Trustee” means a past or present member of the School District’s Board of Education; and
- 1.13. “Wrongdoing” refers to:
- 1.13.1. a serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;
  - 1.13.2. an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee’s duties or functions;
  - 1.13.3. a serious misuse of public funds or public assets;
  - 1.13.4. gross or systematic mismanagement; or
  - 1.13.5. knowingly directing or counselling a person to commit any act or omission described in paragraphs (a) to (d) above.

## 2. Statement of Principles

- 2.1. The School District is committed to supporting ethical conduct in its operations and seeks to foster a culture in which Employees and Trustees are encouraged to disclose Wrongdoing, including by receiving, investigating and responding to Disclosures and by providing information and training about the PIDA, this Policy and the Procedures.

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Related Legislation: Public Interest Disclosure Act [SBC 2018]

Related Contract Article: CTA Article E.2 and CUPE Local 411 19.3, 19.4

Adopted: from Whistleblower Policy 404 previously approved on April 7, 2015

Amended: June xx, 2023

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

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2.2. The School District will investigate Disclosures that it receives under this Policy. Investigations under this Policy will be carried out in accordance with the principles of procedural fairness and natural justice.

2.3. The School District will not commit or tolerate Reprisals against any Employee or Trustee who, in good faith, makes a request for Advice, makes a Disclosure, participates in an Investigation or makes a complaint under this Policy.

2.4. The School District is committed to protecting the privacy of Disclosers, persons accused of Wrongdoing and those who participate in Investigations in a manner that is consistent with its obligations under the PIDA and FIPPA.

## 3. Privacy and Confidentiality

3.1. All Personal Information that the School District collects, uses or shares in the course of receiving or responding to a Disclosure, a request for Advice, a complaint of a Reprisal, or conducting an Investigation will be treated as confidential and will be used and disclosed as described in this Policy, the Procedures, the PIDA or as otherwise permitted or required under FIPPA and other applicable laws.

## 4. Reporting

4.1. Each year, the Superintendent shall prepare, in accordance with the requirements of the PIDA, and make available, a report concerning any Disclosures received, Investigations undertaken and findings of Wrongdoing. All reporting under this Policy will be in compliance with the requirements of FIPPA.

## 5. Responsibility

5.1. The Superintendent is responsible for the administration of this Policy and shall ensure that training and instruction is available to all Employees and Trustees concerning this Policy, the Procedures and the PIDA.

5.2. In the event that the Superintendent is unable or unavailable to perform their duties under this Policy, the Superintendent may delegate their authority in writing to the Secretary-Treasurer or other senior members of Personnel.



## ADMINISTRATIVE PROCEDURE 510 PUBLIC INTEREST DISCLOSURES

These procedures support the implementation of Policy 520 Public Interest Disclosures.

### Definitions

Capitalized terms in this Procedure have the meanings set out in the Policy, and the following additional terms shall have the following meanings.

- **Designated Officer:** the Superintendent and any other senior member of Personnel designated by the Superintendent from time to time, which includes, in accordance with section V. of this Procedure, the Secretary Treasurer, Assistant Director of Human Resources, and the Chair of the Board of Education.
- **Disclosure Form:** Form 510A: Whistleblower Complaint Report Form.
- **Ombudsperson:** The Ombudsperson of British Columbia.
- **Policy:** Policy 520: Public Interest Disclosures
- **Protection Official:**
  - in respect of a health-related matter, the provincial health officer.
  - in respect of an environmental matter, the agency responsible for the Emergency Program Act.
  - in any other case, a police force in British Columbia.
- **Referral:** a referral of allegations of Wrongdoing received from the Ombudsperson or another government institution for investigation by the School District in accordance with the PIDA
- **Respondent:** a person against whom allegations of Wrongdoing or a complaint of reprisal is made.
- **School:**
  - a body of students that is organized as a unit for educational purposes under the supervision of a principal, vice principal or director of instruction.
  - the teachers and other staff members associated with the unit, and the facilities associated with the unit.
  - and includes a Provincial resource program and a distributed learning school operated by a board.
- **Supervisor:**
  - an Employee's direct management supervisor.
  - for School-based Employees, the Principal or any Vice-Principal at the School where the Employee is assigned.
  - for Trustees, the Board Chair or the Superintendent.
- **Urgent Risk:** when a member of Personnel reasonably believes that a matter constitutes an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment.

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

## Administrative Procedure

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### 1. Who May Make a Disclosure

- 1.1. Any Employee may report Wrongdoing under this Policy if the alleged Wrongdoing occurred while the Employee was employed or engaged by the School District.
- 1.2. Any Trustee may report Wrongdoing under this Policy if the alleged Wrongdoing occurred while the Trustee was holding office.
- 1.3. Complaints or reports received from members of the public or from Employees or Trustees who were not engaged by the School District at the time that Wrongdoing occurred or is alleged to have occurred are outside the scope of the Policy and this Procedure.

### 2. How to Make a Disclosure

- 2.1. An Employee or Trustee who reasonably believes that a Wrongdoing has been committed or is about to be committed may make a Disclosure to any of the following:
  - 2.1.1. that person's Supervisor.
  - 2.1.2. the Superintendent.
  - 2.1.3. a Designated Officer other than the Superintendent.
  - 2.1.4. the Ombudsperson.
- 2.2. A Disclosure should be submitted in writing using the Disclosure Form or in other written form, and include the following information if known:
  - 2.2.1. a description of the Wrongdoing.
  - 2.2.2. the name of the person(s) alleged to be responsible for or to have participated in the Wrongdoing.
  - 2.2.3. the date or expected date of the Wrongdoing.
  - 2.2.4. if the Wrongdoing relates to an obligation under a statute or enactment, the name of that statute or enactment.
  - 2.2.5. whether the Wrongdoing has already been reported, and if so, to whom and a description of the response received.
- 2.3. A Disclosure may be submitted to the School District on an anonymous basis but must contain sufficient information to permit the School District to conduct a full and fair investigation into the alleged Wrongdoing. If a Disclosure does not contain sufficient detail to permit investigation, the School District may take no action with respect to the Disclosure. Any notices required to be given to a Discloser under this Policy or the PIDA will not be provided to an anonymous Discloser, except at the discretion of the Designated Officer and where the Disclosure has provided contact information.

# THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK) Administrative Procedure

- 2.4. A Discloser who is considering making a Disclosure may request Advice from any of their union representative or employee association representative, a lawyer, their Supervisor, a Designated Officer, or the Ombudsperson.
- 2.5. A Discloser should not make a Disclosure to a person if the allegations relate, in whole or in part, to Wrongdoing by that person, and any person who receives a Disclosure or Referral and reasonably believes that the allegations of Wrongdoing relate to their own acts or omissions must refer the allegations of Wrongdoing to another person under this Policy with responsibility for receiving a Disclosure.

## 3. How to Make a Disclosure About Urgent Risk

- 3.1. The PIDA permits Employees and Trustees to make public disclosures if the Employee or Trustee reasonably believes that a matter poses an Urgent Risk. An Urgent Risk only arises if there is reasonable and credible evidence of an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment.
- 3.2. Before making a public disclosure of an Urgent Risk the Employee or Trustee must:
  - 3.2.1. consult with the relevant Protection Official (public health officer, Emergency Management BC, or police).
  - 3.2.2. receive and follow the direction of that Protection Official, including if the Protection Official directs the Employee not to make the public disclosure.
  - 3.2.3. refrain from disclosing, publishing or otherwise sharing Personal Information except as necessary to address the Urgent Risk.
  - 3.2.4. refrain from disclosing any information that is privileged or subject to a restriction on disclosure under the PIDA or any other enactment of British Columbia or Canada, including legal advice privilege, litigation privilege or another ground of common law privilege.
  - 3.2.5. seek appropriate advice if the Employee is uncertain about what Personal Information, privileged or other information may be disclosed as part of a public disclosure.
- 3.3. An Employee who makes a public disclosure in relation to an Urgent Risk is expected to provide timely notification to their Supervisor or the Superintendent about the public disclosure or submit a Disclosure in accordance Section 2: **How to Make a Disclosure**.
- 3.4. If the Employee decides not to make a public disclosure or is directed by a Protection Official not to do so, the Employee is nevertheless expected to report Urgent Risks without delay to the Superintendent or a Designated Officer.

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

## Administrative Procedure

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### **4. Referral of Disclosure to Designated Officer**

- 4.1. Each Supervisor or other Personnel who receives a Disclosure or Referral under this Policy must promptly refer the Disclosure or Referral, including all Disclosures Forms and other materials supplied, to the appropriate Designated Officer as follows:
  - 4.1.1. Unless the allegations concern alleged Wrongdoing by the Superintendent, the Disclosure or Referral shall first be referred to the Superintendent, who may delegate their duties under the Policy and this Procedure to any other Designated Officer.
  - 4.1.2. If the allegations concern alleged Wrongdoing by the Superintendent, then the Disclosure or Referral should be referred to the Office of the Ombudsperson.

### **5. Responsibilities of the Designated Officer**

- 5.1. The Designated Officer is responsible to:
  - Receive and respond to any Disclosure or Referral.
  - Receive and respond to reports made by Personnel about Urgent Risks.
  - If the Designated Officer reasonably believes that an Urgent Risk exists, the Designated Officer may make a report to the relevant Protection Official.
  - Review allegations of Wrongdoing in a Disclosure or Referral and determine if they fall within the scope of the PIDA or the Policy.
  - Refer disclosures or allegations falling outside the scope of the PIDA or this Policy to the appropriate authority or dispute resolution process, as applicable.
  - If a Disclosure relates to Wrongdoing at another government body that is subject to the PIDA, refer the Disclosure to that institution.
  - Seek clarification of the allegations of Wrongdoing from the Discloser or referring institution as needed.
  - If appropriate, initiate an Investigation into allegations of Wrongdoing in accordance with section VIII. Below.
  - Assess the risk of any Reprisal to the Discloser, and take appropriate action, if any, to mitigate that risk.
  - Manage communications with the Discloser and Respondent.
  - Notify the Discloser and the Respondent of the outcome of the Investigation in accordance with Section 8: Investigations.
  - Ensure that, in accordance with the Privacy and Confidentiality section of this Procedure, all Personal Information received by the School District related to the Disclosure, Referral, request for Advice or any Investigation is appropriately



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

## Administrative Procedure

protected against such risks as unauthorized access, collection, use, disclosure, theft or loss in accordance with FIPPA and the PIDA.

### 6. Responsibilities of Employees

6.1. All Employees and Trustees are responsible to:

- 6.1.1. make any Disclosures in good faith and on the basis of a reasonable belief that Wrongdoing has or is expected to occur.
- 6.1.2. refrain from engaging in Reprisals and report all Reprisals in accordance with this Procedure and the PIDA.
- 6.1.3. maintain the confidentiality of Personal Information received in connection with a Disclosure, Referral, request for Advice or Investigation in accordance with the Policy, this Procedure, and the PIDA.
- 6.1.4. provide their reasonable cooperation with investigations by the School District or the Ombudsperson.
- 6.1.5. seek appropriate advice if an Employee is uncertain about whether to make a Disclosure or a public disclosure of an Urgent Risk.
- 6.1.6. comply with the requirements of this Procedure and the PIDA concerning Urgent Risks.

### 7. Investigations

- 7.1. Every person involved in receiving, reviewing and investigating Disclosures, Referrals or complaints of Reprisals must carry out those function in an expeditious, fair and proportionate manner as appropriate in the circumstances and as required under the PIDA.
- 7.2. The School District shall seek to complete all Investigations within 30 calendar days of receipt of a Disclosure or Referral or complaint of Reprisals, but the Designated Officer may shorten or extend this time period depending on the nature and complexity of the allegations.
- 7.3. The Designated Officer may expand the scope of any Investigation beyond the allegations set out in the Disclosure or Referral to ensure that any potential Wrongdoing discovered during an Investigation is investigated.
- 7.4. All Investigations shall be conducted by an internal or external investigator with sufficient qualifications and experience to carry out the Investigation.
- 7.5. The Designated Officer may consult with the Ombudsperson regarding a Disclosure or Referral or refer allegations of Wrongdoing in whole or in part to the Ombudsperson, provided that notice of the referral is provided to the applicable Discloser.
- 7.6. The Designated Officer may refuse to investigate or postpone or stop an Investigation if the Designated Officer reasonably believes that:
  - 7.6.1. the Disclosure or Referral does not provide adequate particulars of the Wrongdoing.

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

## Administrative Procedure

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- 7.6.2. the Disclosure or Referral is frivolous or vexatious, has not been made in good faith, has not been made by a person entitled to make a Disclosure or Referral under the Policy or the PIDA, or does not deal with Wrongdoing.
- 7.6.3. the Investigation would serve no useful purpose or could not reasonably be conducted due to the passage or length of time between the date of the alleged Wrongdoing and the date of the Disclosure or Referral.
- 7.6.4. the Disclosure relates solely to a public policy decision.
- 7.6.5. the allegations are already being or have been appropriately investigated by the Ombudsperson, the School District or other appropriate authority.
- 7.6.6. the Investigation may compromise another investigation.
- 7.6.7. the PIDA otherwise requires or permits the School District to suspend or stop the Investigation.
- 7.7. Subject to the School District's obligations under FIPPA and section II1. 3. above, the Discloser and the Respondent(s) will be provided with a summary of the School District's findings, including:
  - 7.7.1. notice of any finding of Wrongdoing.
  - 7.7.2. a summary of the reasons supporting any finding of Wrongdoing.
  - 7.7.3. any recommendations to address findings of Wrongdoing.

## 8. Privacy and Confidentiality

- 8.1. All Personal Information that the School District collects, uses or shares in connection with a Disclosure, Referral, or request for Advice, or an Investigation shall be treated as confidential and shall be used and disclosed by the School District only as described in the Policy, the Procedures and the PIDA unless otherwise permitted or required under FIPPA or other applicable laws.
- 8.2. Personal Information that is collected, used or shared by the School District in the course of receiving, responding to or investigating a Disclosure, a request for Advice, a Referral, or a complaint of a Reprisal shall be limited to the Personal Information that is reasonably required for these purposes.
- 8.3. Any person who, in their capacity as an employee or trustee of the School District, receives information about the identity of a Discloser shall maintain the identity of the Discloser in confidence, and may only use or share that information for the purposes described in this Policy or the PIDA, except with the consent of the Discloser or as authorized or required by the PIDA or other applicable laws.
- 8.4. The School District shall ensure there are reasonable security measures in place to protect all Personal Information that the School District collects or uses in the course of receiving or responding to a Disclosure, a request for Advice, a Referral, or complaint of a Reprisal or conducting an Investigation, including by ensuring that such information is

# THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK) Administrative Procedure



subject to appropriate controls to ensure that it is only shared by its employees and trustees internally on a need to know basis.

## **9. Reprisals**

- 9.1. The School District will not tolerate Reprisals against Employees or Trustees.
- 9.2. Any member of Personnel who believes that they have been the subject of a Reprisal may make a complaint to:
  - 9.2.1. the Ombudsperson, who may investigate in accordance with the procedures set out in the PIDA.
  - 9.2.2. to a Designated Officer, who shall investigate the complaint in accordance with the provisions of this Procedure.
- 9.3. Any member of Personnel who engages in any Reprisals shall be subject to disciplinary action up to and including dismissal.

## Public Interest Disclosure Report Form

### INSTRUCTIONS

Before filling out this Public Interest Disclosure Form, please review the School District's Public Interest Disclosure Policy and Procedures. Please also ensure that you provide all required details and attach copies of any documents you wish to submit as part of your report. The completed form (together with all attachments) may be submitted by mail or email to [rohan\\_arul@sd33.bc.ca](mailto:rohan_arul@sd33.bc.ca) or 8430 Cessna Dr. Chilliwack, B.C. V2P 7K4.

### PRIVACY STATEMENT

The personal information submitted in this Public Interest Disclosure Form is collected by the School District under sections 26(a) and (c) of the *Freedom of Information and Protection of Privacy Act*, and will be used to assess, review, investigate and respond to allegations of wrongdoing made under the Public Interest Disclosure Act. If you have any questions about the collection, use or disclosure of your personal information in connection with your disclosure, please contact the Privacy Officer at [privacy@sd33.bc.ca](mailto:privacy@sd33.bc.ca), 8430 Cessna Drive, Chilliwack B.C, V2P 7K4 or (604)792-1321.

### CONFIDENTIALITY

Reports made under the Public Interest Disclosure Act are received and held in confidence by the School District. The reports and information received will be used and shared only to the extent reasonable and necessary to assess, investigate and respond to your disclosure and will not be used or disclosed for other purposes except as permitted or required under the *Freedom of Information and Protection of Privacy Act* and the Public Interest Disclosure Act or other applicable laws.

### COMPLETING THE DISCLOSURE FORM

The purpose of this Public Interest Disclosure Form is to assist you in making a disclosure under the Public Interest Disclosure Act. The requested information is to ensure we have sufficient information to carefully review, investigate and respond to your disclosure. If you are unable to provide all requested details at the time you make your initial disclosure, you may ask to submit additional details at a later time.

### DISCLOSURE REPORT

1. Are you a current employee of the School District?

☐ Yes      ☐ No

2. Were you an employee of the School District when the alleged wrongdoing occurred or was discovered?

☐ Yes      ☐ No

3. Please enter your contact information below so that we can communicate with you about your disclosure. Your identity and contact information may be shared with investigators to allow them to communicate with you.

While anonymous disclosures may be accepted under the Public Interest Disclosure Act, we may not be able to investigate if we are unable to contact you to confirm you are a current or former employee or to obtain further details, evidence or clarification about your disclosure.

NAME	ADDRESS
EMAIL	PHONE
ADDITIONAL INSTRUCTIONS e.g. How would you prefer to be contacted? May we leave messages for you?	

4. A report may be made under the Public Interest Disclosure Act for any of the following categories of wrongdoing. Please check any that apply:

- ☐ serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;
- ☐ an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee's duties or functions;
- ☐ a serious misuse of public funds or public assets;
- ☐ gross or systemic mismanagement;
- ☐ knowingly directing or counselling a person to commit a wrongdoing described above.

If your report does not fall within one of these categories, you may wish to consider whether your report falls under another policy or procedure of the School District.

5. In the space below, please describe the alleged wrongdoing and the person(s) alleged to have committed the wrongdoing. Please provide as much detail as you are able, including:
- A description of the wrongdoing and any relevant background,
  - The names of those responsible,
  - When and where the wrongdoing occurred,
  - Names of people who witnessed the wrongdoing, if available,
  - Any law or legislation that has been breached.



**DESCRIPTION OF ALLEGED WRONGDOING**

6. Have you previously reported the wrongdoing to the School District?

☐ Yes      ☐ No

If yes, please indicate who the report was made to and any actions taken.

**REPORT DATE AND PERSON REPORTED TO**

7. Please describe any other steps or action that you or others have taken to address, report or prevent the reported wrongdoing.

**OTHER ACTION TAKEN**

8. Do you know of any other organizations that are investigating the reported wrongdoing or whether other complaints or claims about the wrongdoing have been filed (e.g. court filings, grievance, human rights complaint, privacy complaint, police investigation, etc.). Please explain.

**OTHER INVESTIGATIONS**

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 27, 2023

**TO:** Board of Education

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

**RE:** **BOARD REGULATION 300.2: SCHOOL ADMINISTRATIVE ENTITLEMENTS**

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#### **RECOMMENDATION:**

THAT the Board of Education repeal [Board Regulation 300.2 School Administrative Entitlements](#).

#### **BACKGROUND:**

The work on the policy manual commenced in March 2020 to enhance district policies to provide greater clarity, identify policies that are no longer current and assess board and administrative regulations that are primarily operational in nature. The policy manual work was suspended briefly due to the global pandemic and resumed in September 2020.

We have now completed the **100 – Governance, 200 – Partner & Community Relations, 600 – Business & Support Services**, and most of the **300 – Students, Instruction & Programs** Policy sections, except for five policies that are currently being reviewed by the Education Policy Advisory Committee.

The new policy structure is as follows:

Bylaws

100 – Governance

200 – Partner & Community Relations

300 – Students, Instruction & Programs

400 – Health & Safety

500 – Human Resources

600 – Business & Support Services

Based on our analysis, Board Regulation 300.2 is operations in nature and is under the purview of the Superintendent of Schools. 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](#), Ministry of Education and Child Care and Government of B.C. Policies and published information in the revised Board Policy Manual.

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

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**300.2  
BOARD REGULATION  
School Administrative Entitlements**

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The Board shall approve, as part of its fiscal responsibility, the allocations of all staff at school and district levels. The Superintendent has the responsibility to develop the necessary staffing allotments compliant with budgetary limits. The Superintendent shall develop administrative regulations for school staffing entitlements for teaching, administrative and support staff. These regulations shall be reviewed annually and revised as necessary.

The Superintendent is authorized to determine the necessary administrative staff requirements for schools and district within the limits set by the Board in establishing the limits of the School District budget.

The current formula is based on number of full-time equivalent students.

**Elementary Administrative Entitlements**

<b><u>Students (FTE)</u></b>	<b><u>Administrative Allocation</u></b>
Less than 200	0.6
200 – 250	0.7
251 – 300	0.8
301 – 350	0.9
351 – 400	1.0
401 – 450	1.2
451 – 500	1.3
Greater than 500	1.4

**Secondary Administrative Entitlements**

<b><u>Students (FTE)</u></b>	<b><u>Administrative Allocation</u></b>
Less than 275	1.0
275 – 400	1.3
401 – 500	1.5
501 – 700	1.75
701 – 900	2.25
901 – 1200	2.5
1201 – 1400	2.75
Greater than 1400	3.25

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Cross Refs:

Adopted: November 27, 1990

Reviewed:

Revised: April 28, 1992, June 10, 1997, September 2004, February 26, 2008, March 23, 2010

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 27, 2023  
**TO:** Board of Education  
**FROM:** Rachael Green, Asst. Director, Human Resources  
**RE:** **POLICY 400: DISTRICT CODE OF CONDUCT**

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#### **RECOMMENDATION:**

THAT the Board of Education repeal [Policy 400 District Code of Conduct](#).

#### **BACKGROUND:**

The work on the policy manual commenced in March 2020 to enhance district policies to provide greater clarity, identify policies that are no longer current and assess board and administrative regulations that are primarily operational in nature. The policy manual work was suspended briefly due to the global pandemic and resumed in September 2020.

We have now completed the **100 – Governance, 200 – Partner & Community Relations, 300 – Students, Instruction & Programs, and 600 – Business & Support Services** Policy sections. We are currently in the process of completing the **400 – Health & Safety** and **500 – Human Resources** Policy sections.

The new policy structure is as follows:

#### Bylaws

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

Policy 400 District Code of Conduct has been recommended for repeal as it has been made redundant by updated Administrative Procedure 510 Standards of Conduct for Staff.

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

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**400  
POLICY  
District Code of Conduct**

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The Board of Education recognizes its obligation to all members of the school community - staff, students, parents and guests, to provide a positive climate and a safe and healthy environment. It is expected that all members of the school community will conduct themselves in an ethical and lawful manner that demonstrates respect for self, others, property and environment.

Social media, defined as the use of technologies for information sharing, discussion and communication using interactive dialogue, is an extension of the classroom. What is inappropriate in the school community will be deemed inappropriate on-line. Violation of these principles will warrant intervention and/or disciplinary action.

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Cross Refs: Staff Conflict of Interest Policy, BCTF Code of Ethics, Purchasing Policy, Student Behaviour Policy, BC Human Rights, Community Use of Facilities Regulation, Safe Schools Policy, Weapons Policy

Adopted: January 15, 2008  
Reviewed:  
Revised: April 24, 2012



## ADMINISTRATIVE PROCEDURE 510 STANDARDS OF CONDUCT FOR STAFF

The purpose of this procedure is to outline the standards of conduct for all employees within the District. These expectations are aligned with the District's core values of equity, kindness, inclusion, collaboration, and innovation, which should guide the behaviors and actions of staff to support the District's vision of Syós:ys lets'e th'ále, lets'emó:t (One heart, one mind, working together for a common purpose).

### Definitions

- **District Core Values:**
  - Equity – We commit to ensure that everyone receives the required support and experiences they need to be successful and fulfill their potential.
  - Kindness – We demonstrate caring, compassion and empathy towards everyone in order to create a spirit of connectedness in our community.
  - Inclusion – We believe that meaningful inclusion is a right and we support all learners to feel safe, supported and connected through programming that promotes diversity and personalization.
  - Collaboration – We develop strong relationships and achieve the shared goals in our Strategic Plan through a framework of trust and respect.
  - Innovation – We will continue to be curious, creative and open to new ideas so that we can produce high-quality learning outcomes across the system.
- **Professional Boundaries** – the verbal, physical, emotional and social distances that an employee must maintain in order to ensure structure, security, and predictability in an educational environment (National Association of State Directors of Teacher Education and Certification [NASDTEC] — “Model Code of Ethics for Educators” [2015]).
- **Fiduciary Responsibility** – one in which a person with a particular knowledge and/or ability accepts the trust and confidence of another to act in that person's best interest.
- **Duty of Fidelity** – implied term in the employment contract requiring loyalty on the employee's part to ensure that their actions and behaviours do not undermine the Employer, hurt the reputation of the Employer, put personal self-interest before obligations to the Employer, or create a conflict of interest in their obligations as an employee due to other roles (such as parent or community member).
- **Social Media** – websites and applications that enable users to create and share content or to participate in social networking. (Examples: Facebook, Instagram, LinkedIn, Twitter, etc.
- **Drugs** - For the purposes of this Procedure, the term “drugs” includes but is not limited to cannabis or any substance which affects a person's physical or mental capacity or functioning, which causes a marked change in consciousness, or which has a physiological effect when ingested or otherwise introduced into the body, and includes

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

## Administrative Procedure Manual

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both legal and illegal forms of such substances, but does not include alcohol, or medications taken pursuant to a valid prescription and in accordance with a physician's directions.

### **Professional Conduct and Communication:**

It is expected that all employees be professional and respectful in all their interactions while in service of the District and to conduct their employment responsibilities in an honest, trustworthy, impartial, diligent, and non-offensive manner.

- Employees are expected to maintain a high level of professionalism, treating all individuals with respect, dignity, and fairness.
- Interactions with colleagues, students, parents, and community members should reflect the core values of equity, kindness, inclusion, collaboration, and innovation.
- Effective and professional communication should be practiced at all times, using appropriate language and tone, both in verbal and written exchanges.
- Employees must not make comments or engage in conduct which they know or ought to know is intimidating, humiliating, hostile, offensive, discriminatory, or violent.
- Employees must refrain from any comments or behaviours which are known or ought to be known to discriminate on the basis of race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age or unrelated criminal conviction.

### **Relationships with Students and Parents:**

Employees are role models and need to exhibit the highest qualities of character, including honesty, integrity, trustworthiness, and compassion. Employees must never abuse the privileged position of authority, trust, and influence they hold with students and parents.

- Employees must prioritize the safety, well-being, and educational needs of students, providing a nurturing and supportive environment.
- Employees must respect and maintain appropriate professional boundaries between themselves and students, acting at all times in a manner consistent with their obligations under any applicable professional code of conduct.
- All communications with parents and students, both in person and electronic, must respect those appropriate professional boundaries by being formal, courteous, respectful, and relevant to school-related matters.
- Relationships with students should be based on mutual respect, trust, and appropriate professional boundaries, in recognition of the fiduciary responsibility held by employees in their work with the District.

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

## Administrative Procedure Manual

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- When interacting with parents or guardians, employees should strive to establish open lines of communication, listening attentively, and addressing concerns in a timely and respectful manner.

### **Off-Duty Conduct and Social Media:**

An employee's actions at work and in their personal life have the potential to negatively affect the District's operations, reputation and work environment and employees are accountable for those actions. Employees must remember they are role models within the community and must act consistent with their duty of fidelity to the District.

- Employees are expected to maintain a positive and professional image within the community, even when off-duty.
- Personal conduct outside of school hours should align with the core values and should not negatively affect the District's operations, reputation or work environment.
- Employees must not engage in off-duty activities, including online and social media activity, which place them in a conflict of interest whether actual or perceived.
- The use of social media should be approached responsibly, ensuring that content shared does not compromise professional integrity or violate the rights and privacy of students, colleagues, or parents.

### **Appropriate Use of Confidential Information:**

When working with confidential information and systems, employees must always follow relevant district protocols and take appropriate safeguards to ensure it is stored securely and protected against unauthorized access. Compliance is required in accordance with the *Freedom of Information and Protection of Privacy Act*.

- Confidential student records, personal information, and sensitive data must be treated with the utmost care and confidentiality.
- Sharing confidential information with unauthorized individuals is strictly prohibited, except as required by law or authorized by the School District.
- Employees must follow the District procedure for reporting any inappropriate disclosure of confidential, sensitive or non-public information to their direct Supervisor.

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

## Administrative Procedure Manual

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### **Drug and Alcohol Use:**

An employee who is or appears to be impaired during their work hours or while engaged in district work, can have a serious adverse effect on the health, safety, and productivity of district employees, and may undermine parent and community confidence and compromise the reputation of the District.

- The use, possession, sale, or distribution of alcohol, illicit drugs or prescription or non-prescription medication that may have an impairing effect during an employee's work day (including all breaks) and while on District premises or during school-related activities is strictly prohibited.
- Employees must not perform duties for the District while impaired by the effects of alcohol, illicit drugs or prescription or non-prescription medication, ensuring the safety and well-being of colleagues and students.
- Employees are responsible for their use or consumption of alcohol, illicit drugs or prescription or non-prescription medication preceding work and must allow sufficient time for any impairing effects of those substances to have fully resolved prior to the employee attending the worksite.
- If an employee believes that a worker is impaired by alcohol, illicit drugs or prescription or non-prescription medication, or observes what appears to be an unsafe or harmful condition or act, the employee must take reasonable action to prevent that worker from working and report it to their direct Supervisor immediately.
- If an employee requires accommodation for medication use or assistance for substance abuse issues, the school district will provide access to resources and support.

### **Enforcement and Reporting:**

The school district administration will ensure that employees are made aware of this administrative procedure and provide any necessary training or resources to uphold these expectations.

Violations of this administrative procedure may result in disciplinary action, which could include verbal or written warnings, mandatory training, suspension, or termination, depending on the severity of the offense and in accordance with applicable employment laws and regulations.

Employees should report any concerns or violations of this administrative procedure to their immediate supervisor or the appropriate designated authority within the school district. Any knowingly false, frivolous, malicious or reckless allegations of concerns or violations will be subject to appropriate remedial consequences, up to and including disciplinary action.

By adhering to this administrative procedure, employees contribute to maintaining a positive, inclusive, and supportive environment within the school district, fostering the growth and success of all students.

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 27, 2023  
**TO:** Board of Education  
**FROM:** Rachael Green, Asst. Director, Human Resources  
**RE:** **POLICY 403: POLICE INFORMATION CHECK – VOLUNTEERS**

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#### **RECOMMENDATION:**

THAT the Board of Education repeal [Policy 403 Policy Information Check – Volunteers](#).

#### **BACKGROUND:**

The work on the policy manual commenced in March 2020 to enhance district policies to provide greater clarity, identify policies that are no longer current and assess board and administrative regulations that are primarily operational in nature. The policy manual work was suspended briefly due to the global pandemic and resumed in September 2020.

We have now completed the **100 – Governance, 200 – Partner & Community Relations, 300 – Students, Instruction & Programs, and 600 – Business & Support Services** Policy sections. We are currently in the process of completing the **400 – Health & Safety** and **500 – Human Resources** Policy sections.

The new policy structure is as follows:

#### Bylaws

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

Policy 403 Police Information Check - Volunteers has been recommended for repeal as it has been made redundant by updated Administrative Procedure 405.



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

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**403  
POLICY  
Police Information Check - Volunteers**

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The Board believes the involvement of parent and nonparent volunteers can enhance, activities and student learning.

The Board requires all persons serving as volunteers in district schools or on school sponsored activities to submit to a Police Information Check.

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Cross Refs: Admin Regulation 403.1 AR

Adopted: October 22, 1996  
Reviewed: July 15, 1997  
Revised: April 7, 2015

## **ADMINISTRATIVE PROCEDURE 405 POLICE INFORMATION CHECK - VOLUNTEERS**

The District believes the involvement of parent and nonparent volunteers can enhance, activities and student learning. This procedure outlines the requirements for all persons serving as volunteers in district schools or on school sponsored activities to submit to a Police Information Check (PIC).

1. All persons offering to serve as volunteers will be screened by the principal or designate to determine the basis for the person's interest. This screening will also help to determine the volunteer's skills and talents, establish their potential contributions to the school, and help to determine an appropriate placement.
2. Each volunteer shall complete the PIC with vulnerable Sector Screening, and submit it in person to the Chilliwack RCMP, or the Police Detachment in the community in which they reside, along with a letter provided by the school site confirming the volunteer's application to serve as a volunteer in the Chilliwack School District.
3. The PIC form will be processed by the Police Detachment. The Police Detachment will provide the results of a completed PIC to the volunteer/applicant.
4. The volunteer/applicant will provide the results of the completed PIC to the Chilliwack School District Office. A designated staff worker (PIC Officer) will be assigned to receive the PIC.
5. PICs that indicate a volunteer has a police record may preclude the applicant from volunteering with the district. The PIC Officer will keep this information in strict confidence and may consult with the Board's legal counsel to assist with a decision.
6. The applicant and principal will be notified as quickly as possible as to the acceptance or denial as a volunteer.
7. Principals will inform parents when their child is working with a volunteer in other than a group setting.
8. In an emergent situation a volunteer who has not been subjected to a PIC may be used on an infrequent basis provided it involves students and teachers in groups and the teacher and principal or designate have confidence in the volunteer's character.
9. Each time a volunteer is involved in a different school a PIC is required. A PIC shall be valid for a maximum of four years. A PIC may be requested at any time at the discretion of the principal.

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OF SCHOOL DISTRICT NO. 33  
(CHILLIWACK)  
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Chilliwack  
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**ADMINISTRATIVE PROCEDURE ~~405403.1~~ POLICE INFORMATION CHECK -  
VOLUNTEERS**

**BACKGROUND:**

The District believes the involvement of parent and nonparent volunteers can enhance, activities and student learning. ~~The District. This procedures outlines the requirements for all persons serving as volunteers in district schools or on school sponsored activities to submit to a Police Information Check (PIC).~~

**PROCEDURE:**

1. ~~All persons offering to serve as volunteers will be screened by the principal or designate to determine the basis for the person's interest. This screening will also help to determine the volunteer's skills and talents, establish their potential contributions to the school, and help to determine an appropriate placement.~~
1.
2. ~~Each volunteer shall complete the Police Information Check PIC with vulnerable Sector Screening, and submit it in person to the Chilliwack RCMP, or the Police Detachment in the community in which they reside, along with a letter provided by the school site confirming the volunteer's application to serve as a volunteer in the Chilliwack School District.~~
2.
3. ~~The Police Information Check (PIC) form will be processed by the Police Detachment Chilliwack RCMP. The Police Detachment RCMP will provide the results of a completed Police Information Check PIC to the volunteer/applicant.~~
3.
4. ~~The volunteer/applicant will provide the results of the completed Police Information Check PIC to the Chilliwack School District Administration Office. A designated staff worker (PIC Officer) will be assigned to receive the Police Information Check PIC.~~
4.
5. ~~Police Information Checks PICs that indicate a volunteer has a police record may preclude the applicant from volunteering with the district. The PIC Officer will keep this information in strict confidence and may consult with the Board's legal counsel to assist with a decision.~~
5.
6. ~~The applicant and principal will be notified as quickly as possible as to the acceptance or denial as a volunteer.~~
6.

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Chilliwack  
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~~7.~~ Principals will inform parents when their child is working with a volunteer in other than a group setting.

~~8.~~ It is recommended that each volunteer receive an orientation program at the school that covers the contents of the Chilliwack School District's Volunteer Handbook.

~~7.~~

~~9.~~ In an emergent situation a volunteer who has not been subjected to a Police Information CheckPIC may be used on an infrequent basis provided it involves students and teachers in groups and the teacher and principal or designate have confidence in the volunteer's character.

~~8.~~

~~10-9.~~ Each time a volunteer is involved in a different school a Police Information CheckPIC is required. A Police Information CheckPIC shall be valid for a maximum of four years. A PIC may be requested at any time at the discretion of the principal.

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 27, 2023  
**TO:** Board of Education  
**FROM:** Rachael Green, Asst. Director, Human Resources  
**RE:** **POLICY 416: EXCHANGE TEACHING**

---

#### **RECOMMENDATION:**

THAT the Board of Education repeal [Policy 416 Exchange Teaching](#).

#### **BACKGROUND:**

The work on the policy manual commenced in March 2020 to enhance district policies to provide greater clarity, identify policies that are no longer current and assess board and administrative regulations that are primarily operational in nature. The policy manual work was suspended briefly due to the global pandemic and resumed in September 2020.

We have now completed the **100 – Governance, 200 – Partner & Community Relations, 300 – Students, Instruction & Programs, and 600 – Business & Support Services** Policy sections. We are currently in the process of completing the **400 – Health & Safety** and **500 – Human Resources** Policy sections.

The new policy structure is as follows:

#### Bylaws

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

Based on our analysis, Policy 416 Exchange Teaching has no currency and is covered in the local Collective Agreement. 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](#), Ministry of Education and Child Care and Government of B.C. Policies and published information in the revised Board Policy Manual.



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

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**416  
POLICY  
Exchange Teaching**

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Out of District teacher exchanges are subject to the approval of the Board of Education.

Exchanges will normally be for one to two years. Applications will be considered from teachers with a minimum of five years experience in School District No. 33.

Teachers and administrators whose participation in a teacher exchange has been approved by the Board of Education are, on return, guaranteed a teaching position in the District.

Teachers on exchange in School District No. 33 are entitled to up to ten days release time at no deduction from salary, for educational activities. Release time is to be approved by the Principal and the Superintendent of Schools and be scheduled to cause a minimum of disruption to students.

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Cross Refs:

Adopted: April 10, 1990  
Reviewed:  
Revised:

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 27, 2023

**TO:** Board of Education

**FROM:** Rachael Green, Asst. Director, Human Resources

**RE:** **POLICY 422: SMOKE/TOBACCO AND E-CIGARETTE (VAPOUR) – FREE ENVIRONMENTS**

---

#### RECOMMENDATION:

THAT the Board of Education repeal [Policy 422 Smoke/Tobacco And E-Cigarette \(Vapour\) – Free Environments](#).

#### BACKGROUND:

The work on the policy manual commenced in March 2020 to enhance district policies to provide greater clarity, identify policies that are no longer current and assess board and administrative regulations that are primarily operational in nature. The policy manual work was suspended briefly due to the global pandemic and resumed in September 2020.

We have now completed the **100 – Governance, 200 – Partner & Community Relations, 300 – Students, Instruction & Programs, and 600 – Business & Support Services** Policy sections. We are currently in the process of completing the **400 – Health & Safety** and **500 – Human Resources** Policy sections.

The new policy structure is as follows:

#### Bylaws

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

Policy 422 Smoke/Tobacco And E-Cigarette (Vapour) – Free Environments is recommended for repeal as it has been made redundant by updated Administrative Procedure 410.

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

---

**422**

**POLICY**

**Smoke/Tobacco and E-Cigarette (Vapour) - Free  
Environment**

---

The Board of Education recognizes the dangers to health from smoking, the use of tobacco products, second-hand smoke and e-cigarette (vapour) products. It believes that each student and employee should have the opportunity for full participation in instruction and employment in a smoke/tobacco/vapour-free environment.

All school district buildings, vehicles and properties will be smoke, tobacco and vapour free. Smoking and the use of other tobacco/vapour products is not permitted in private vehicles on school district property or at school/district sponsored events off school property. All district school property will have signage posted banning the smoking of tobacco and e-cigarettes.

Information regarding the hazards of smoking, the dangers of second-hand smoke, the use of tobacco products and e-cigarettes will be an integral part of district communication and education programs.

---

Cross Refs: Tobacco and Vapour Products Control Act, School Codes of Conduct, Collective Agreements

Adopted: April 10, 1990

Reviewed: May 25, 1993, April 11, 1995

Revised: September 14, 1993, April 26, 2005, February 26, 2008, April 28, 2015

## **ADMINISTRATIVE PROCEDURE 410 SMOKE/TOBACCO AND E-CIGARETTE (VAPOUR) – FREE ENVIRONMENT**

The District recognizes the dangers to health from smoking, the use of tobacco products, second-hand smoke and e-cigarette (vapour) products. Each student and employee should have the opportunity for full participation in instruction and employment in a smoke/tobacco/vapour-free environment.

The Tobacco and Vapour Products Control Act 2016 prohibits smoking, using tobacco, or holding lighted tobacco, in or on school property except for the purposes outlined in section 2.2(3) of the *Tobacco and Vapour Products Control Act 2016*. The Act also prohibits the use of an e-cigarette or holding an activated e-cigarette on school property.

1. All school district buildings, vehicles and properties will be smoke, tobacco and e-cigarette vapour free. Smoking and the use of other tobacco/vapour products is not permitted in private vehicles on school district property or at school/district sponsored events off school property. All district school property will have signage posted banning the smoking of tobacco and e-cigarettes.
2. Information regarding the hazards of smoking, the dangers of second-hand smoke, the use of tobacco products and e-cigarettes will be an integral part of district communication and education programs.
3. Enforcement of this administrative procedure with students will be within the context of the school code of conduct and will focus on educating students and families about negative health impacts of tobacco and vapour product use. Enforcement can involve the services of the regional health authority.
4. Violations of this administrative procedure by staff may result in disciplinary action.
5. Visitors who violate this administrative procedure will be told to refrain from the conduct or leave the premises.

## **POLICY ADMINISTRATIVE PROCEDURE 410 SMOKE/TOBACCO AND E-CIGARETTE (VAPOUR) – FREE ENVIRONMENT**

### **Background**

The ~~Board of Education District~~ recognizes the dangers to health from smoking, the use of tobacco products, second-hand smoke and e-cigarette (vapour) products. ~~It believes that e-~~Each student and employee should have the opportunity for full participation in instruction and employment in a smoke/tobacco/vapour-free environment.

~~The District also recognizes that the~~ Tobacco and Vapour Products Control Act 2016 prohibits smoking, using tobacco, or holding lighted tobacco, in or on school property except for the purposes outlined in section 2.2(3) of the *Tobacco and Vapour Products Control Act 2016*. The Act also prohibits the use of an e-cigarette or holding an activated e-cigarette on school property.

### **Definitions**

~~Tobacco means tobacco leaves or products produced from tobacco in any form or for any use.~~

~~Vape/Vaping to inhale vapour from e-cigarettes or other devices that let you breathe in nicotine or other drugs as vapour rather than smoke. These devices heat up and vaporize liquids or solids so it can be inhaled by the user.~~

~~Vapour Product means the following:~~

~~An e-cigarette; an e-substance; or, a cartridge for, or a component of, an e-cigarette.~~

### **Procedure**

1. All school district buildings, vehicles and properties will be smoke, tobacco and ~~e-~~cigarette vapour free. Smoking and the use of other tobacco/vapour products is not permitted in private vehicles on school district property or at school/district sponsored events off school property. All district school property will have signage posted banning the smoking of tobacco and e-cigarettes.
2. Information regarding the hazards of smoking, the dangers of second-hand smoke, the use of tobacco products and e-cigarettes will be an integral part of district communication and education programs.
3. Enforcement of this administrative procedure with students will be within the context of the school code of conduct and will focus on educating students and families about negative health impacts of tobacco and vapour product use. Enforcement can involve the services of the regional health authority.



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4. Violations of this Staff who violate this administrative procedure by staff may face result in disciplinary action.
  5. Visitors who violate this administrative procedure will be told to refrain from the conduct or leave the premises.

DRAFT

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 27, 2023  
**TO:** Board of Education  
**FROM:** Rohan Arul-pragasam, Superintendent  
**RE:** **POLICY 424: CHILD ABUSE AND NEGLECT**

---

#### **RECOMMENDATION:**

THAT the Board of Education repeal [Policy 424 Child Abuse and Neglect](#).

#### **BACKGROUND:**

The work on the policy manual commenced in March 2020 to enhance district policies to provide greater clarity, identify policies that are no longer current and assess board and administrative regulations that are primarily operational in nature. The policy manual work was suspended briefly due to the global pandemic and resumed in September 2020.

We have now completed the **100 – Governance, 200 – Partner & Community Relations, 300 – Students, Instruction & Programs, and 600 – Business & Support Services** Policy sections. We are currently in the process of completing the **400 – Health & Safety** and **500 – Human Resources** Policy sections.

The new policy structure is as follows:

#### Bylaws

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

Policy 424 Child Abuse and Neglect is recommended for repeal as it has been made redundant by updated Administrative Procedure 420.

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

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**424  
POLICY  
Child Abuse and Neglect**

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All School District employees have a legal and ethical duty to report suspected child abuse and neglect as detailed in the BC Handbook for Action of Child Abuse and Neglect (2007) and the Chilliwack Community Child Abuse and Neglect Protocol (2010)

It is the responsibility of employees to:

- identify and promptly report suspected child abuse and neglect to a Child Protection Social Worker
- collaborate with community agencies
- support students who have been abused or neglected

Instruction in child abuse prevention will be provided to all students as part of the Health and Career Education (HACE) curriculum.

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Cross Refs: Ministry of Education's Notification to Protect Children from Abuse Policy

Adopted: March 6, 1990

Reviewed:

Revised: January 25, 2000, October 11, 2011

## ADMINISTRATIVE PROCEDURE 420 REPORTING SUSPECTED CASES OF CHILD ABUSE AND NEGLECT

School District employees have a duty to ensure that reasonable care is exercised, and appropriate action taken, to protect students from harm or risk of harm. Accordingly, employees who have reason to believe that a child has been, or is likely to be, physically or emotionally harmed, or sexually abused or exploited are legally required to report the child protection concern immediately upon discovery. It is an offence not to report a child protection concern.

### Definitions

The following definitions, which are based on definitions contained in the Child, Family and Community Services Act, 2002 (the "CFCS Act"), and the B.C. Handbook for Action on Child Abuse and Neglect, apply to this Administrative Procedure.

- **Abuse** – includes sexual abuse, sexual exploitation, physical abuse, emotional abuse, and neglect. For more detailed explanations, refer to the B.C. Handbook, pg. 7-13.
- **Child** – any individual under the age of 19.
- **Duty to Report** – the legal obligation of individuals to report child protection concerns to a Child Protection Social Worker immediately upon discovery of the information.
- **Reason to believe** means that, based on observation or information received, the person believes that the child has been or is likely to be at risk. You do not need to be certain.
- **Neglect** – the failure on the part of those responsible for the care of the child to provide for the physical, emotional or medical needs of a child to an extent that the child's health, development or safety is endangered.
- **Parent** – the mother or father of a child, a person to whom custody of a child has been granted by a court of competent jurisdiction, or a person with whom a child resides and who stands in the place of the child's parent.
- **Physical Abuse** – any physical force or action that results in, or is likely to result in, a non-accidental injury to a child and exceeds that which could be considered reasonable discipline.
- **Sexual Abuse and Exploitation** – any sexual exploitation of a child. It may also include any behaviour of a sexual nature towards a child. A child is not considered legally able to consent to sexual touching or activity with an adult.

### Duty To Report

1. The legal duty to report is the responsibility of each individual.

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

## Administrative Procedure

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2. Any person with **reason to believe** that a child needs protection, or is likely to need protection, has a duty to report directly to a Child Protection Social Worker at the Ministry of Children and Family Development.

*If you have any doubts about whether a report should be made, contact the Child Protection Social Worker and seek advice.*

*Keep in mind that:*

- *You do not need proof – it is the Child Protection Social Worker's job to determine whether abuse or neglect has taken place. Your role is to report your concerns, including disclosures and/or indicators that you have witnessed.*
  - *It does not matter if you think someone else is reporting the situation – you still must make a report.*
  - *It does not matter if a Social Worker is already involved with the child – you still must make a report.*
3. Document the information on the confidential Child Abuse Report Form and follow the protocol as outline in the Reporting Suspected Cases of Child Abuse and Neglect Protocol.
  4. Inform the school administrator after the Child Protection Social Worker has been called.
  5. Informing another person (e.g. counsellor, colleague, principal) does not discharge your legal duty to report directly to a Child Protection Social Worker.
  6. If a child is in imminent danger, police should be called first. Call 911.

### **Confidentiality**

1. All information regarding a report of child abuse made by an employee to the district or to the Ministry of Children and Family Development is confidential and such information is only to be provided to persons authorized to receive such information, as set out in this Administrative Procedure.
2. Completed Child Abuse Report forms are stored securely at the School District Office. Permissions to view these forms are held only by the individual completing the report, the Superintendent, the Assistant Superintendent for Student Services, and the District Principal for Student Services. Copies of the form or notes related to the report must not be placed in the child's regular or cumulative school record, pursuant to the CFCS Act and this Administrative Procedure.
3. All information related to reporting must be retained in a manner that ensures confidentiality and security of such information.
4. Teachers who report other teachers suspected of child abuse do not contravene the BCTF Code of Ethics in making a report of suspected child abuse.



# THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK) Administrative Procedure

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## **Procedures:**

### **Reporting Suspected Cases of Child Abuse or Neglect by a Person Who Is Not an Employee of the District**

1. Document the information on the Confidential Report of Suspected Child Abuse & Neglect form.
2. Immediately report the concern to a Child Protection Social Worker at the Ministry of Children and Family Development.
3. Inform the School Principal of your report.
4. Do not inform parent(s), suspected abuser or any other parties.

### **Reporting Suspected Cases of Child Abuse or Neglect by a Chilliwack School District Employee, Volunteer, or Contracted Service Provider**

1. School officials have the primary responsibility for dealing with these allegations; reports to MCFD are not usually required unless there is reason to believe that children may require protection outside of the school setting or the parents are unable or unwilling to take any action required to protect the child.
2. Document the information on the Confidential Report of Suspected Child Abuse & Neglect form.
3. Immediately report the concern to the school principal, who will report to the Superintendent.
4. If the suspected abuser is a school administrator, immediately report to the Superintendent or one of the Assistant Directors of Human Resources.
5. The Superintendent, in consultation with Human Resources, will begin the investigation process.

**5.1. School District Employees** – Where there are allegations of child abuse by a school district employee, the Superintendent is responsible to investigate the allegations and/or report the matter to the police in accordance with the *Interagency Child Abuse/Neglect Reporting and Investigation Protocol*. The Board and Superintendent have the authority under the *School Act* (s.15) to suspend an employee whose presence threatens the welfare of students. The Board also has the authority under the *School Act* to suspend an employee who is charged with a criminal offence.

**5.2. Volunteers** – Where there are allegations of child abuse by a volunteer, school officials have the authority to prohibit the volunteer's attendance at school in accordance with *AP416 – Volunteers*, the *School Act* (s. 177.2) if applicable, and the *Interagency Child Abuse/Neglect Reporting and Investigation Protocol*.

**5.3. Contracted Service Providers** – Where there are allegations of child abuse by contracted service providers, school officials have the authority to prohibit the service

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

## Administrative Procedure



providers' attendance at school, in accordance with the School District's contractual rights, property rights, and its authority under the *School Act*.

**5.4. Other Persons** – Where there are allegations of child abuse by other persons, school officials have the authority under the *School Act* (s. 177) to prohibit the person's attendance on school premises and to seek assistance of the police, in accordance with the *Interagency Child Abuse/Neglect Reporting and Investigation Protocol*.

6. Parents of children alleged to have been abused in the school setting must be informed by school district official of the allegation and the outcome of the school district investigations, unless there are special circumstances, e.g. relating to a child protection or police investigation, or endangerment of the child.
7. If a parent is reporting, they must inform the Chilliwack RCMP.
8. Do not inform parent(s), suspected abuser or any other parties.

### Reporting Suspected Cases of Child Abuse or Neglect by Another School Aged Child

1. School officials have the responsibility and authority under the *School Act* to investigate allegations that a student has abused another student within the school environment, in accordance with Board Policy.
2. School employees and officials must take appropriate action to safeguard a student who is a victim of abusive conduct by other students at school and to notify the parents of the students involved.
3. School officials may notify and/or consult the police or MCFD where appropriate, in accordance with the *Interagency Child Abuse/Neglect Reporting and Investigation Protocol*.
4. A report to a Child Protection Social Worker is required when there is reason to believe that the child's parent is unable or unwilling to take action required to protect the child or where there is reason to believe that other abuse (including abuse of the alleged abuser) has taken place outside the scope of the school district investigation and the parent is unwilling or unable to protect the child (or the parent is implicated in the abuse).

### Suggestions for Supporting the Child During a Disclosure

1. Remain calm and proceed slowly. Set aside the time needed to listen carefully and be supportive. Thank them for trusting you.
2. Document only the facts as the child has told them to you.
3. Questions should be framed in an open-ended, non-leading manner. Leave more detailed questioning to MCFD and/or police.
4. Reassure the child that they have done nothing wrong and that sharing this information will lead to accessing help.

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Related Legislation: Ministry of Education's Notification to Protect Children from Abuse Policy; [Child, Family and Community Services Act, 2002](#) (the "CFCS Act"); [B.C. Handbook for Action on Child Abuse and Neglect](#)

Related Contract Article: Nil

Adopted: March 6, 1990

Amended: January 25, 2000; October 11, 2011

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

## Administrative Procedure

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Chilliwack  
School District *Partners in Learning!*

5. Be honest and upfront about that fact that you will need to share this information with people who are specialized in helping children and their families. **You cannot keep this to yourself, no matter what the child requests.**
6. Ensure that supports are in place for the child.

### **Forms and Related Documents**

[Reporting Suspected Cases of Child Abuse and Neglect Protocol](#)  
[Confidential Report of Suspected Child Abuse & Neglect](#)

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Related Legislation: Ministry of Education's Notification to Protect Children from Abuse Policy; [Child, Family and Community Services Act, 2002](#) (the "CFCS Act"); [B.C. Handbook for Action on Child Abuse and Neglect](#)

Related Contract Article: Nil

Adopted: March 6, 1990

Amended: January 25, 2000; October 11, 2011

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 27, 2023  
**TO:** Board of Education  
**FROM:** Rohan Arul-pragasam, Superintendent  
**RE:** **POLICY 430: STAFFING ALLOCATIONS**

---

#### **RECOMMENDATION:**

THAT the Board of Education repeal [Policy 430 Staffing Allocations](#).

#### **BACKGROUND:**

The work on the policy manual commenced in March 2020 to enhance district policies to provide greater clarity, identify policies that are no longer current and assess board and administrative regulations that are primarily operational in nature. The policy manual work was suspended briefly due to the global pandemic and resumed in September 2020.

We have now completed the **100 – Governance, 200 – Partner & Community Relations, 300 – Students, Instruction & Programs, and 600 – Business & Support Services** Policy sections. We are currently in the process of completing the **400 – Health & Safety** and **500 – Human Resources** Policy sections.

The new policy structure is as follows:

#### Bylaws

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

Based on our analysis, Policy 430 Staffing Allocations has no currency. 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](#), Ministry of Education and Child Care and Government of B.C. Policies and published information in the revised Board Policy Manual.

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

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**430  
POLICY  
Staffing Allocations**

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The Board of Education delegates the allocation of staff within the School District to the Superintendent. The Board of Education expects staff positions will be allocated in a manner that:

1. Supports increased student achievement.
2. Complies with all legal and contractual requirements.
3. Is differentiated to support the identified needs of individual schools and students.
4. Is supportive of leadership development.

The Board of Education will review, as part of the budget adoption process, the overall allocations of staff at the school and district levels.

---

Cross Refs:

Adopted: April 9, 1991  
Reviewed:  
Revised: April 8, 2008

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 27, 2023  
**TO:** Board of Education  
**FROM:** Rohan Arul-pragasam, Superintendent  
**RE:** **POLICY 508: DISTANCE LEARNING ORDINARILY RESIDENT**

---

#### **RECOMMENDATION:**

THAT the Board of Education repeal [Policy 508 Distance Learning Ordinarily Resident](#).

#### **BACKGROUND:**

The work on the policy manual commenced in March 2020 to enhance district policies to provide greater clarity, identify policies that are no longer current and assess board and administrative regulations that are primarily operational in nature. The policy manual work was suspended briefly due to the global pandemic and resumed in September 2020.

We have now completed the **100 – Governance, 200 – Partner & Community Relations, 300 – Students, Instruction & Programs, and 600 – Business & Support Services** Policy sections. We are currently in the process of completing the **400 – Health & Safety** and **500 – Human Resources** Policy sections.

The new policy structure is as follows:

#### Bylaws

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

Based on our analysis, Policy 508 Distance Learning Ordinarily Resident has no currency as we do not offer distance learning programs to students who are temporarily absent from the province. 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](#), Ministry of Education and Child Care and Government of B.C. Policies and published information in the revised Board Policy Manual.



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

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**508  
POLICY  
Distance Learning Ordinarily Resident**

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The Board believes that students who are ordinarily resident in the province of British Columbia should be recognized for eligibility for the purposes of delivering Distributed Learning services. A student is considered resident in the province of British Columbia if the student is ordinarily resident in the province and the parent/ guardian of the student is ordinarily resident in British Columbia.

Notwithstanding the definition offered above, students may be considered temporarily absent from British Columbia for a maximum of two years, yet still retain status as ordinarily resident, as follows:

- a) The parent/guardian remains resident in British Columbia while the student is temporarily absent. This temporary absence is marked by clear documentation that the student will be returning to the parental home at the end of this temporary absence. Some exchange students, athletes competing at elite levels, and students involved in extended travel or self-funded studies overseas could be considered ordinarily resident in British Columbia.
- b) If the student is temporarily absent from the province with the parent/guardian they may be considered ordinarily resident in British Columbia if there is clear evidence that the family will be returning to British Columbia. This evidence might include clear evidence of property ownership, a letter from an employer indicating the commencement or termination of a contract for work, or any other documentation deemed sufficient by the Superintendent or designate.

An International Student who is regarded as “ordinarily resident” for funding purposes as defined by the Ministry of Education’s Policy Document *International Students* is considered ordinarily resident for the purposes of receiving distributed learning services.

## **ADMINISTRATIVE PROCEDURE 310 ORDINARILY RESIDENT AND NON-RESIDENT STUDENTS**

### **DEFINITIONS:**

#### **Guardianship**

The person claiming to be the guardian of the student shall have legally established guardianship under the British Columbia court order as defined in the Family Relations Act. Unless a British Columbia court makes an order to the contrary, only the parents of a child have legal guardianship.

#### **Required Documentation:**

- An original and complete order from the BC Supreme Court or the BC Provincial Court must be presented to the school to confirm any particular guardianship, parental responsibilities, parenting time or custody agreement pertaining to the child.
- If there is a court order issued outside of the province of British Columbia, please provide an original and complete document from the issuing jurisdiction. This will be reviewed by the school administration.
- Please note that guardian and custody agreements are not legally related to custodianship. We reserve the right to request additional documents if required.

#### **Resident**

As defined in the *School Act*, the student is ordinarily resident in the school district when the student regularly and customarily lives in the school district and considers that locality as his/her home, and the guardian of the student is ordinarily resident in British Columbia in the meaning set out in the *School Act* defining the residency of a student.

#### **Required Documentation:**

- Canadian Birth Certificate, Canadian passport, Canadian citizenship or BC Services Card (photo version), Nexus Card.
- Proof of residency of the parents for students under 19 years of age. Students who are 19 years or older can provide their own proof of residency (driver's license, mortgage statement, property tax assessment, municipal tax bill, utility bill, rental agreement, credit card invoice, BC services card, notary authorized letter).

#### **Permanent Resident (MyEducation BC: Permanent Resident)**

A permanent resident is someone who has been issued permanent resident status and is not a Canadian citizen.

# THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK) Administrative Procedure



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## Required Documentation

- Permanent Resident card or Citizenship documentation (parents/child)
- Child's Birth Certificate.
- Copies of passports (parents/child).
- Proof of residency of the parents for students under 19 years of age. Students who are 19 years or older can provide their own proof of residency (driver's license, mortgage statement, property tax assessment, municipal tax bill, utility bill, rental agreement, credit card invoice, BC services card, notary authorized letter).

### Temporary Resident – Work Permit (MyEducation BC: International Funding Eligible)

In order to work in Canada on a temporary basis, most foreign workers require a work permit. In order for a student to be fundable, at least one of their parents must hold a work permit that is valid for a minimum of 1 year and be able to provide the documents listed below:

## Required Documentation

- The Work Permit must be accompanied by a Letter of Employment and a recent pay receipt issued by the employer.
- The authorized work must be a salaried/paid position of at least minimum wage as defined in the province of British Columbia and a minimum of 20 hours per week.
- Child's Birth Certificate.
- Copies of passports (parents/child)
- Proof of residency of the parents for students under 19 years of age. Students who are 19 years or older can provide their own proof of residency (driver's license, mortgage statement, property tax assessment, municipal tax bill, utility bill, rental agreement, credit card invoice, BC services card, notary authorized letter).
- All documentation will be reviewed annually, at minimum, to ensure continued compliance.

### Temporary Resident – Study Permit (MyEducation BC: International Funding Eligible)

In order to study in Canada, a Canadian study permit must be obtained, which serves as a Canadian student visa. In order for a student to be fundable, the parent with Study Permit must meet the following requirements and provide the documents listed below:

## Required Documentation

- Diploma Program 2 years+ qualifies **only in a public institution** – but not in a private institution.
- Masters 2 years+ qualifies – **only in a public institution** (currently qualifies if at Trinity Western University).
- Degree Program qualifies (minimum 2 years in public institution). If private – must be 4 years+.
- Certificate Program does not qualify.

### **International Student (MyEducation BC: International Funding Ineligible)**

See Policy 322: International Student Program.

### **Temporarily out of province (DL)**

See Policy 321: Ordinarily Resident & Non-Resident Students

### **Refugee**

Includes refugee claimants with an acknowledgement letter from the Immigration and Refugee Board or a Convention Refugee and can present a letter from Citizenship and Immigration Canada confirming this.

### **Required Documentation**

- Refugee documentation.
- Child's Birth Certificate.
- Copies of Passports (parents/child).
- Proof of residency of the parents for students under 19 years of age. Students who are 19 years or older can provide their own proof of residency (driver's license, mortgage statement, property tax assessment, municipal tax bill, utility bill, rental agreement, credit card invoice, BC services card, notary authorized letter).

### **Children in Care**

A student who is in the custody of the Ministry of Children and Family Development.

### **Required Documentation**

- Canadian Passport or Canadian Birth Certificate.
- Letter from Ministry of Children and Family Development or;
- Letter from Fraser Valley Aboriginal Children and Family Services Society (Xyolhemeylh).
- Proof of residency of the parents for students under 19 years of age. Students who are 19 years or older can provide their own proof of residency (driver's license, mortgage statement, property tax assessment, municipal tax bill, utility bill, rental agreement, credit card invoice, BC services card, notary authorized letter).

### **Student Exchange:**

Students from foreign countries and other provinces may be admitted to Chilliwack School District.

Proposals for student exchange programs shall be forwarded to the Superintendent or designate for approval on the form attached to this regulation.

# THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK) Administrative Procedure

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Prior to any commitment being made to parents, students or outside organizations, approval must be provided by the Superintendent. Individual staff members shall not be placed under any obligation to sponsor an exchange program. Exchange programs shall always be regarded as an optional activity for student participation and must have the prior approval of the parent/guardian.

Approval may be granted subject to:

- a) The school's ability to provide an appropriate educational program that will not adversely affect the education of students who are Chilliwack residents.
- b) Significant additional support services are not required to assist the exchange student's competence in written and spoken English.
- c) The maximum number of exchange students determined by the school will not be exceeded.
- d) The request for participation in an exchange program being received prior to May 15 of the previous year to take effect the following September.

## **Children of Teacher Exchange**

Children of a Board approved teacher exchange (i.e., a teacher employed by the Chilliwack school district is sent abroad in exchange for a teacher from a foreign country or province) may be admitted to the school district provided there are no additional costs accrued to the Board to accommodate the student and with the understanding that the school district reserves the right to place the student in an appropriate educational program. The Superintendent or designate has responsibility to ensure appropriate communication and liaison takes place with the sponsors of the exchange programs and other government agencies and the incoming teacher.

## **REGISTRATION PROCESS**

### **Determining if a Student is Fundable**

Status for a child registering in the Chilliwack School District is based on the birth **PARENT'S STATUS**. An example would be – a family comes with a child who is a Canadian Citizen and the parents are not Canadian Citizens but are Permanent Residents or on a Work or Study Permit. In this instance, the child is registered and coded in MyEd under the status of their parents (they **are not** coded in MyEd as Canadian Citizen).

### **A child is fundable when:**

- One birth parent is a Canadian Citizen.
- One or both birth parents are Permanent Residents.
- One or both parents are Temporary Residents with a VALID Work Permit or Study Permit.
- One parent is a Refugee Claimant.

# THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK) Administrative Procedure

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- One parent is here on Religious Duty.

## **A child is NOT fundable when:**

- At least one parent is not a Permanent Resident, Canadian Citizen, or does not hold a valid work or study permit.
- The parent(s) are not ordinarily resident in British Columbia.
- The parent's work permit is not valid for at least one year.
- The parent's study permit does not meet the criteria.
- When legal guardianship documentation is not provided

## **ENROLLMENT PROCEDURE**

A family will apply to the Chilliwack school district using the online registration process.

### **The school will:**

- Ensure that all the required documents have been provided in Vivos.
- Upload all required documentation to MyEd.
- Ensure that the Citizenship tab in MyEd is filled out for **all** students (country of birth, country of citizenship and citizenship code) **Note: Temporary permits need to fill in length of stay, visa status and visa expiration date.**
- Collect previous school data.
- Contact family with a start date.

**A query for “Visa Expiration Date” can be used to ensure documents remain up to date.**



## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 27, 2023  
**TO:** Board of Education  
**FROM:** Rohan Arul-pragasam, Superintendent  
**RE:** **POLICY 513: STUDENT SAFETY EQUIPMENT**

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#### **RECOMMENDATION:**

THAT the Board of Education repeal [Policy 513 Student Safety Equipment](#).

#### **BACKGROUND:**

The work on the policy manual commenced in March 2020 to enhance district policies to provide greater clarity, identify policies that are no longer current and assess board and administrative regulations that are primarily operational in nature. The policy manual work was suspended briefly due to the global pandemic and resumed in September 2020.

We have now completed the **100 – Governance, 200 – Partner & Community Relations, 300 – Students, Instruction & Programs, and 600 – Business & Support Services** Policy sections. We are currently in the process of completing the **400 – Health & Safety** and **500 – Human Resources** Policy sections.

The new policy structure is as follows:

#### Bylaws

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

Based on our analysis, Policy 513 Student Safety Equipment has no currency. 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](#), Ministry of Education and Child Care and Government of B.C. Policies and published information in the revised Board Policy Manual. [According to School Regulation 265/89](#), the school principal holds the responsibility of managing and overseeing all aspects of the school, which includes the implementation of educational programs and teaching activities, as well as ensuring the well-being and safety of both students and staff.

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

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**513  
POLICY  
Student Safety Equipment**

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The Board is committed to ensuring the safety and security of students. In order to ensure the safety of students while participating in Board sponsored activities or excursions, the Board expects that approved safety equipment be worn appropriate for the activity, and that safe practices on the part of school personnel and students are followed.

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Cross Refs:

Adopted: April 11, 1995

Reviewed:

Revised: February 22, 2005, March 12, 2013

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 27, 2023

**TO:** Board of Education

**FROM:** David Manuel, Assistant Superintendent

**RE:** **POLICY 524: PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS IN SCHOOL SETTINGS**

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#### RECOMMENDATION:

THAT the Board of Education repeal [Policy 524 Physical Restraint and Seclusion of Students in School Settings](#).

#### BACKGROUND:

The work on the policy manual commenced in March 2020 to enhance district policies to provide greater clarity, identify policies that are no longer current and assess board and administrative regulations that are primarily operational in nature. The policy manual work was suspended briefly due to the global pandemic and resumed in September 2020.

We have now completed the **100 – Governance, 200 – Partner & Community Relations, 300 – Students, Instruction & Programs, and 600 – Business & Support Services** Policy sections. We are currently in the process of completing the **400 – Health & Safety** and **500 – Human Resources** Policy sections.

The new policy structure is as follows:

#### Bylaws

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

Policy 524 Physical Restraint and Seclusion of Students in School Settings is recommended for repeal as it has been made redundant by updated Administrative Procedure 427.

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

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**524**

**POLICY**

**Physical Restraint and Seclusion of Students in School Settings**

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The Board of Education believes in creating and maintaining learning environments that are inclusive and safe for all students and adults. It is an expectation that all school staff implement effective supports, practices and interventions to prevent and de-escalate potentially unsafe situations.

Physical restraint is defined as the method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person and/or the safety of others. Physical restraint is an extraordinary emergency procedure and will not be used as punishment, discipline or treatment.

Seclusion is the involuntary confinement of a person, alone in a room, enclosure or space, which the person is physically prevented from leaving. Seclusion is an extraordinary emergency procedure and will not be used as punishment, discipline or treatment.

In promoting the rights of all students to be safe and treated with dignity, physical restraint or seclusion is to be used only in exceptional circumstances where a student's behaviour poses imminent danger of serious physical harm to self or others and where less restrictive interventions have been ineffective in de-escalating the situation.

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Cross Refs: Provincial Guidelines – Physical Restraint and Seclusion in School Settings, British Columbia Ministry of Education June 3, 2015

Adopted: January 27, 1998

Reviewed:

Revised: February 22, 2005, March 8, 2016

## ADMINISTRATIVE PROCEDURE 427 USE OF PHYSICAL RESTRAINT OR SECLUSION OF STUDENTS

The District is responsible for maintaining a safe, secure environment for students and staff. It is expected that school personnel implement pro-active, positive, non-punitive supports and interventions that make the use of seclusion and physical restraint unnecessary in most circumstances. This procedure outlines the limited situations where staff members are authorized to physically restrain or seclude students as a measure of last resort, only after alternate methods of defusing a situation have failed and the student or others are in imminent physical danger.

### DEFINITIONS:

- **Physical restraint** – a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others. The term physical restraint does not apply in the following situations:
  - The provision of gentle physical guidance or prompting of a student when teaching a skill, redirecting attention or providing comfort.
  - A temporary, gentle touch on a student's arm, shoulder or back for the purpose of guiding a student to a safe location.
- **Seclusion** – the involuntary confinement of a person, alone in a room, enclosure or space that the person is physically prevented from leaving. The term seclusion does not apply in the following situations:
  - When a student has personally requested to be in a different/secluded location/space.
  - When a student is outside of the regular classroom and possibly alone (but supervised) for a calm or quiet break if these breaks are behaviour strategies that are proactive and are part of the student's daily routine.

### PLANS FOR STUDENT AND STAFF SAFETY

In cases where an individual student could potentially cause harm to self or others, a student plan should be collaboratively developed with the principal, teacher(s), support staff, parent(s)/guardian(s)/caregiver(s) and, when appropriate, the student, and consider information from assessment reports if available.

The plan should include:

- The student's triggers, patterns of escalation and appropriate adult responses.

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

## Administrative Procedure

- A formal Behaviour Support Plan or Behaviour Intervention Plan describing positive behaviour interventions supports and conflict de-escalation procedures.

It is the principal's responsibility to ensure that any staff likely to be in contact with the student such as teachers, education assistants, bus drivers, clerical, custodians and all replacement staff read the plan and understand the importance of adhering to this plan for their own and others' safety.

A review/revision of prevention/interventions strategies/plans must occur in cases where there is:

1. Repeated use of physical restraint or seclusion for an individual student.
2. Multiple use of physical restraint or seclusion occurring within the same classroom.
3. Repeated use of physical restraint or seclusion by an individual staff member.

### GUIDELINES FOR PHYSICAL RESTRAINT

1. The District recommends a "hands off" policy as the best practice when dealing with students who are acting out. Physical restraint must be used only in exceptional circumstances where a student is in imminent danger of causing serious harm to self or others.
2. Physical restraint will only be employed until the imminent danger or serious harm to self or others has dissipated.
3. Any time physical restraint is necessary, except when a student's CBIEP details a different procedure, a [Seclusion and Restraint Data Reporting Form](#) must immediately be filed with the District Principal of Student Services. The parents/guardians/caregivers must also be informed about the incident immediately.
4. Physical restraint must be conducted in a safe manner by staff who are trained in the proper methods of physical restraint. This training will ensure:
  - 4.1 Student's breathing is not restricted.
  - 4.2 Student is not in a prone position (facing down on their stomach).
  - 4.3 Student is not in a supine position (on their back, face up).
  - 4.4 Mechanical restraint devices are never used.
5. Training sessions in positive behaviour support planning, trauma informed response, non-violent crisis intervention, conflict de-escalation techniques and in planning for student and staff safety are offered to school personnel on a regular basis.
6. The need for staff to be trained in the use of physical restraint for a student will be determined by the District Principal of Student Services in consultation with district staff, school administration and school staff.



# THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK) Administrative Procedure



7. If a student's CBIEP details a procedure for the use of physical restraint, it will also contain an agreed to notification system for parents and a plan to develop skills and strategies to eliminate the need for physical restraint.

## GUIDELINES FOR SECLUSION

1. The space used for seclusion must not jeopardize the student's health and safety – emotionally or physically. Seclusion should only be employed in exceptional circumstances where a student is in imminent danger of causing serious harm to self or others.
2. Seclusion will only be employed until the imminent danger of serious harm to self or others has dissipated.
3. Any time seclusion is necessary, except when a student's CBIEP details a different procedure, a [Seclusion and Restraint Data Form](#) must be filed with the District Principal of Student Services. Parents/Guardians must be informed about the incident immediately.
4. A student must never be locked into a room.
5. Any room that is to be used for seclusion must have an observation window and the student must be under continuous visual observation. The student's behaviour must be recorded at regular intervals by the observing adult throughout the period of seclusion.
6. If a student's CBIEP details a procedure for the use of seclusion, it will also contain an agreed to notification system for parents and a plan to build skills to eliminate the need for seclusion.

## DEBRIEF AND RESPONSE TO INCIDENTS OF PHYSICAL RESTRAINT AND SECLUSION

- If restraint or seclusion is required more than once, prevention/intervention strategies will be reviewed and revised in a meeting with school personnel and parent/guardian .
- A debriefing will occur with school or District personnel, parents/guardians and, where possible, with the student to review what caused the incident and what actions could be taken in the future to make the use of physical restraint or seclusion unnecessary.
- All instances of restraint or seclusion will be reviewed by the District Principal of Student Services on an, at minimum, monthly basis.

## APPLICATION AND REVIEW OF PROCEDURE

The school district administration will ensure that employees are made aware of this administrative procedure and provide any necessary training or resources to uphold these expectations.

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

## Administrative Procedure

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Employees should report any concerns or violations of this administrative procedure to their immediate supervisor or the appropriate designated authority within the school district.

Regular review of the Administrative Procedure will occur to ensure alignment with current research and practices.

DRAFT

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 27, 2023  
**TO:** Board of Education  
**FROM:** Rohan Arul-pragasam, Superintendent  
**RE:** **POLICY 533: MAINTENANCE OF ORDER & POLICY 717 - TRESPASSING**

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#### **RECOMMENDATION:**

THAT the Board of Education repeal [Policy 533 Maintenance of Order](#) and [Policy 717 Trespassing](#).

#### **BACKGROUND:**

The work on the policy manual commenced in March 2020 to enhance district policies to provide greater clarity, identify policies that are no longer current and assess board and administrative regulations that are primarily operational in nature. The policy manual work was suspended briefly due to the global pandemic and resumed in September 2020.

We have now completed the **100 – Governance, 200 – Partner & Community Relations, 300 – Students, Instruction & Programs, and 600 – Business & Support Services** Policy sections. We are currently in the process of completing the **400 – Health & Safety** and **500 – Human Resources** Policy sections.

The new policy structure is as follows:

#### Bylaws

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

Based on our analysis, Policies 533 (Maintenance of Order) and 717 (Trespassing) are redundant as Maintenance of Order is included under Part 9, Division 6 — Offences, under Section 177 of the [School Act](#). 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, Ministry of Education and Child Care and Government of B.C. Policies and published information in the revised Board Policy Manual.

# BOARD OF EDUCATION

## School District #33 (Chilliwack)

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### 533

### POLICY

### Maintenance of Order

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The Board is committed to, and responsible for, ensuring the maintenance of order in schools, on school district property, and at school district events. The safety of students, staff and others in the school community is paramount. Authorized individuals may make orders in accordance with the provisions set out below pursuant to section 177 of the School Act to prevent and address any disturbance, disruption, or interruption of a school or district event.

#### Maintenance of Order 177

1. A person must not disturb or interrupt the proceedings of a school or an official school function.
2. A person who is directed to leave the land or premises of a school by a principal, vice principal, director of instruction or a person authorized by the board to make that direction:
  - a. must immediately leave the land and premises, and
  - b. must not enter on the land and premises again except with prior approval from the principal, vice principal, director of instruction or a person who is authorized by the board to give that approval.
3. A person who contravenes subsection (1) or (2) commits an offence.
4. A principal, vice principal, or director of instruction of a school or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace officer.

Section 1 of the *School Act* defines “school” as follows:

“**school**” means

- a) a body of students that is organized as a unit for educational purposes under the supervision of a principal, vice principal or director of instruction,
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Cross Refs: Policy 514 -Safe Schools; Policy 501 - Student Behaviour, Policy 515 - Weapons, Policy 501 - Student Discipline and Suspension, Ministry of Education – Safe, Caring & Orderly Schools

Adopted: January 31, 2017  
Reviewed:  
Revised:

b) the teachers and other staff members associated with the unit, and

c) the facilities associated with the unit,

and includes a Provincial resource program and a distributed learning school operated by a board.

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

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**717  
POLICY  
Trespassing**

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The Board is entitled to authorize any person to exercise the powers created under Section 177 of the *School Act* and the Board wishes to authorize its employees to exercise these powers.

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Cross Refs:

Adopted: June 28, 1978

Reviewed:

Revised: October 25, 1994, September 17, 2002



## ADMINISTRATIVE PROCEDURE 480 TRESPASSING & MAINTENANCE OF ORDER

The Board is committed to and responsible for ensuring the maintenance of order in schools, on school property and at school district events.

Exclusion Orders under Section 177 of the School Act may be issued in circumstances where the principal or vice-principal determines that a person's actions pose a risk to the safety of staff, students and others in the school community, or present a significant and ongoing disruption to the educational programs offered by the school or the School District and include, but are not limited to, unwelcome visitors to schools during the school day, after school and all co-curricular and extra-curricular school functions including sports events, dances and performances.

### PROCEDURES:

1. All persons on school property are expected to comply with school rules and regulations. Schools will display a sign at major entrances directing all visitors to report to the office.
2. Visitors are required to report their presence to the school office, inform the school secretary or principal/vice-principal of the purpose of the visit and wear a visitor's identification badge while on school property.
3. The following employees are authorized by the Board to issue Exclusion Orders pursuant to Section 177 of the *School Act*: Superintendent of Schools, Assistant Superintendent of Schools, Directors of Instruction, and Principals and Vice Principals.
4. A staff member who encounters an unwelcome visitor should notify administration. Only if the statutory officer of the Board or his/her designate is unavailable should the staff member direct the visitor to leave. A witness should be present.
5. Any person who is on school property during or after the instructional day may be asked to leave. The request to leave must be made prior to requesting the assistance of the RCMP if the person refuses to leave the grounds or premises after being directed to do so.
6. Where practicable, provide prior notice to the Superintendent of Schools or designate of the intent to issue an Exclusion Order pursuant to Section 177 of the School Act.
7. Provide written notification (**Notice of Exclusion Letter – Form B**) to the excluded person as soon as possible, including reasons for the exclusion, the length of the exclusion, the date for review and information about the avenues for appeal.
8. Provide a copy of **Notice of Exclusion Letter – Form B** to the local RCMP.
9. The principal or vice-principal will document the incident (**Report on the Issuance of an Exclusion Order – Form 480A**), including the following information as a minimum, and send a copy of the letter and the report to the Assistant Superintendent of Schools (letters will be tracked at both the school and district level).
  - a. Name of school
  - b. Date, time and location of incident or incidents
  - c. Description of incident or incidents (i.e., what happened, who was involved, etc.)

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

## Administrative Procedure

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- d. Name (and contact information, when possible) of person excluded under Section 177
  - e. Name of principal or vice-principal who directed the person to leave school property
  - f. Length of exclusion
  - g. Date for review of decision to exclude
  - h. Means of delivering the Exclusion Order letter
  - i. RCMP file number for incident (if a file was opened by the RCMP) and name of the attending officer
  - j. Name of person completing the form
10. Any personal information collected in relation to a Section 177 Exclusion Order will be dealt with in accordance with the *Freedom of Information and Protection of Privacy Act*.

### APPEALS PROCESS:

1. Persons excluded through Section 177 have 30 days to appeal the decision directly to the Superintendent of Schools or designate. If the Superintendent of Schools made the decision to exclude, the appeal will be forwarded to the Board.
2. A decision on the appeal will be made and communicated in writing within 14 business days of receiving all requested information. In some cases, an appeal of an exclusion under Section 177 could be heard through a Section 11 appeal (Bylaw 4 – Appeal Procedure), where a decision of a board employee significantly affects the education, health or safety of a student.

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 27, 2023  
**TO:** Board of Education  
**FROM:** David Manuel, Assistant Superintendent  
**RE:** **POLICY 608: ASSISTANCE DOGS**

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#### **RECOMMENDATION:**

THAT the Board of Education repeal [Policy 608 Assistance Dogs](#).

#### **BACKGROUND:**

The work on the policy manual commenced in March 2020 to enhance district policies to provide greater clarity, identify policies that are no longer current and assess board and administrative regulations that are primarily operational in nature. The policy manual work was suspended briefly due to the global pandemic and resumed in September 2020.

We have now completed the **100 – Governance, 200 – Partner & Community Relations, 300 – Students, Instruction & Programs, and 600 – Business & Support Services** Policy sections. We are currently in the process of completing the **400 – Health & Safety** and **500 – Human Resources** Policy sections.

The new policy structure is as follows:

#### Bylaws

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

Policy 608 Assistance Dogs is recommended for repeal as it has been made redundant by updated [Administrative Procedure 430](#).

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

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### **608 POLICY Assistance Dogs**

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The Board of Education supports the use of Assistance Dogs for students with special needs who require this support to have equal access to the services, programs or activities offered by the school. Use of an Assistance Dog by a student with special needs will be allowed in a school or on District property when the School District's requirements have been met to the satisfaction of the Board of Education.

"Assistance Dog" means a working dog specifically trained to undertake more than one task to mitigate an individual's disabilities, and which has the qualifications prescribed by Assistance Dogs International or the International Guide Dog Federation. Assistance Dogs include, but are not limited to:

- "Autism Service Dogs" which are dogs trained as assistants for persons with autism and which have the qualifications prescribed by Assistance Dogs International.
- "Hearing Dogs" which are dogs that alert individuals who are deaf or hard of hearing to specific sounds.
- "Seizure Response Dogs" which are dogs trained to provide emergency response for individuals with epilepsy.
- "Service Dogs" which are dogs trained to assist individuals who utilize a wheelchair.
- "Guide Dogs" which are dogs trained to guide individuals who are blind or visually impaired.

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Cross Refs: Assistance Dogs International [www.assistedogsinternational.org/](http://www.assistedogsinternational.org/) International Guide Dog Federation [www.igdf.org.uk](http://www.igdf.org.uk) BC & Alberta Guide Dogs <http://bcandalbertaguideds.com/>

Adopted: March 8, 2016  
Reviewed:  
Revised:

## **ADMINISTRATIVE PROCEDURE 430 ASSISTANCE DOGS IN SCHOOLS**

Assistance Dogs are trained to assist children and adults with their daily living activities and provide physical safety and emotional support. Use of an Assistance Dog by a student with special needs, in school or on District property, may be approved by the District when it has been determined by the District that it helps develop independence or when the student requires such use to have equitable access to the services, programs or activities offered by the school, and when the District's criteria have been met to the satisfaction of the Board of Education.

### Definitions

As used in this procedure, "Assistance Dogs" include:

- Autism Support Dogs – Dogs trained as assistants for persons with autism.
- Hearing Dogs – Dogs that alert individuals who are deaf or hard of hearing to specific sounds.
- Seizure Response Dogs – Dogs trained to provide emergency response for individuals with epilepsy.
- Service Dogs – Dogs trained to assist individuals who utilize a wheelchair (as defined in the BC Guide Dog and Service Dog Act)
- Guide Dogs – Dogs trained as guide for a blind or visually impaired person (as defined in the BC Guide Dog and Service Dog Act)

### Criteria

A student may be eligible to receive the support of an Assistance Dog if they have a disability or diverse ability (e.g. Chronic Health Condition, Visual/Hearing Impairment, Autism Spectrum Disorder), as defined by the British Columbia Ministry of Education and Child Care. The Assistance Dog must be trained and certified by a training school accredited by either or both the International Guide Dog Federation ("IGDF") or Assistance Dogs International ("ADI") or certified by the Justice Institute of British Columbia. In all cases, the dog/team should be able to present the British Columbia Guide Dog and Assistance Dog Provincial ID Card. The introduction of the Assistance Dog to the school community must not create barriers to other students' learning.

### Parent/Guardian Responsibility

1. Provide a letter or recommendation from an "appropriate professional" confirming the diagnosis of a recognized special need, including a recommendation for the use of an Assistance Dog.
2. Provide a certificate of Training for the Assistance Dog from an organization accredited by either the International Guide Dog Federation or Assistance Dogs International.

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Related Legislation: Nil

Cross References: Policy 608-Assistance Dogs in Schools, Autism Support Dogs, Assistance Dogs International Inc., BC and Alberta Guide Dog Services, Guide Dog Foundation for the Blind, Guide Animal Act of BC 1

Adopted: March 8, 2016

Amended: October 3, 2017; May 9, 2023

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

## Administrative Procedure

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3. Pay for all financial implications incurred by the School District and/or school regarding the use and care of the service (e.g. appropriate training for School District staff members)
4. Annually provide the School District with proof of a municipal dog license and proof of up-to-date vaccinations provided by a Doctor of Veterinary Medicine confirming that the Assistance Dog is in good health.
5. Arrange for the personal care and physical needs of the Assistance Dog, including at least one bio-break procedure per day and providing an appropriate kennel and water bowl.

### School District/ School Responsibilities

1. Ensure that the use of an Assistance Dog is consistent with the needs or recommendations of the student's Individual Education Plan (IEP).
2. Arrange a case conference with parents/guardians/caregivers, classroom teacher(s), appropriate Student Services staff, a representative from Assistance Dogs International or other Service provider, the student (when appropriate), other consultants (if necessary), and the District Principal of Student Services to discuss and develop a plan to determine:
  - a) The purpose and function of the Assistance Dog.
  - b) Who will accompany and handle the Assistance Dog outside.
  - c) The personal care and physical needs of the Assistance Dog including:
    - The safest and most environmentally sound place for the Assistance Dog to relieve itself.
    - Removal and disposal of animal waste.
    - Provision of a suitable container for waste.
    - Considerations for seasonal changes and inclement weather.
  - d) Classroom considerations such as seating arrangements.
  - e) Any necessary changes in routine and procedures and program changes.
  - f) Arrangements for the Assistance Dog to visit the school without students present in order to familiarize it with the school site prior to commencement of services.
  - g) A transition plan for the Assistance Dog and the student.
  - h) A timetable for the introduction for the Assistance Dog to the school and class and for the training of the student's school team (Principal, Teacher(s), Educational Assistants, etc.)
  - i) Rules of conduct around the Assistance Dog for students, staff and the public.
  - j) Disseminating and regulating such rules.

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Related Legislation: Nil

Cross References: Policy 608-Assistance Dogs in Schools, Autism Support Dogs, Assistance Dogs International Inc., BC and Alberta Guide Dog Services, Guide Dog Foundation for the Blind, Guide Animal Act of BC

Adopted: March 8, 2016

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# THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK) Administrative Procedure



3. The following letters or information shall be forwarded home and to all students attending the school to inform:
  - a. The school community of the arrival of the Assistance Dog, its purpose, role and regulations regarding the existence of the Assistance Dog at the school.
  - b. The students in any of the classes where the Assistance Dog will be present to elicit information concerning allergies or extreme phobias from the students' parents/guardians/caregivers.
  - c. The students who will be sharing transportation where the Assistance Dog will be present.
  - d. Retain all letters regarding the Assistance Dog in the student's confidential file.
4. Inform all staff including teachers, Education Assistants, custodians, support staff, volunteers, Parents' Advisory Council and Health and Safety representatives of the presence of an Assistance Dog(s).
5. Liaise with the District Principal of Student Services to resolve any specific concerns or issues raised regarding the presence of an Assistance Dog.
6. Arrange for demonstrations from Assistance Dogs International or another certified Assistance Dog organization for the student body, staff and the community as required to provide education and awareness of Assistance Dogs in schools.
7. Contact the Transportation Department regarding any transportation requirements.
8. Revise emergency procedures as required to include the Assistance Dog, such as evacuations, and notify the Fire Department regarding the existence of the Assistance Dog.

## Limiting, Removing or Excluding Assistance Dogs from School

The School District may limit, remove or exclude from school facilities or property any Assistance Dog for reasons it deems appropriate. Examples of such include:

- The Assistance Dog poses a direct threat to the health or safety of an employee, student or others at the school, causes a significant disruption of school activities or otherwise jeopardizes the safe operation of the school or a school event. Examples of such include, but are not limited to:
- The Assistance Dog does not urinate or defecate in appropriate/designated locations.
- The Assistance Dog solicits unwanted attention toward any member of the student body or school personnel.
- The Assistance Dog vocalizes unnecessarily (e.g. barking, growling or whining).
- The Assistance Dog shows aggression towards people or other animals.

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Related Legislation: Nil

Cross References: Policy 608-Assistance Dogs in Schools, Autism Support Dogs, Assistance Dogs International Inc., BC and Alberta Guide Dog Services, Guide Dog Foundation for the Blind, Guide Animal Act of BC 3

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## Administrative Procedure

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- The Assistance Dog solicits or steals food or other items from the student body or school personnel.
- The Assistance Dog is unable to perform reliably the service for which it has been approved.
- The Assistance Dog is not under the full control of the student with the disability or the designated employee.
- The Assistance Dog is a public health threat as a result of being infested with parasites or having a communicable disease of the skin, mouth or eyes.
- The Assistance Dog is unclean and unsanitary.
- The Assistance Dog's presence significantly impairs the learning of students.
- The Assistance Dog's presence fundamentally alters the nature of any school programs.
- The student or the student's parents fail to provide or maintain current documentation required by this procedure.
- The student or the student's parents fail to abide by the additional conditions of the terms of an individual education plan regarding their Assistance Dog.

### Transportation of the Assistance Dog

In determining the necessity of an Assistance Dog for a student with a disability at school, the district may need to provide direction for transporting the student and the Assistance Dog.

1. Training:
  - The driver and, if applicable, the bus assistant should meet with the Assistance Dog's owner. The owner is responsible for providing information to the driver and bus assistant regarding critical commands needed for daily interaction and emergency/evacuation.
  - The Assistance Dog's owner should provide an orientation to students riding the bus with the Assistance Dog regarding the Dog's functions and how students should interact with the Dog.
  - The Assistance Dog should practice the bus evacuation drills with the student.
2. Loading/Unloading:
  - The Assistance Dog should board the bus by the steps, not on a lift.
3. Seating Location:
  - The Assistance Dog should be positioned on the floor, at the student's feet.
  - A representative of the Transportation Department will meet with the Assistance Dog's owner to determine whether the Assistance Dog should be secured on the bus with a tether or harness.

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Related Legislation: Nil

Cross References: Policy 608-Assistance Dogs in Schools, Autism Support Dogs, Assistance Dogs International Inc., BC and Alberta Guide Dog Services, Guide Dog Foundation for the Blind, Guide Animal Act of BC

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# THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK) Administrative Procedure



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## Restrictions and Off-Limits for Assistance Dogs

The School District imposes some restrictions of Assistance Dogs for safety reasons. Assistance Dogs may be excluded or have limited access to certain areas of school facilities or certain programs for safety reasons.

Areas or programs which may be considered off-limits for Assistance Dogs include, but are not limited to Laboratories, mechanical rooms, custodial closets, food preparation areas, areas where protective clothing is necessary, areas which have exposed sharp metal cutting or other sharp objects which may pose a threat to the Assistance Dog's safety, areas with high levels of dust and areas where there is moving machinery.

The determination to deny or limit the access of an Assistance Dog to specific programs or areas of that school facility will be on a case-by-case basis.

## Staff Assistance Dogs

The District recognizes the benefit dogs can have on students. There may be District staff who wish to bring an Assistance Dog into a school. For safety reasons, Staff Assistance Dogs must be accredited assistance dogs. Staff who wish to bring an Assistance Dog to school shall follow the following procedure:

1. A staff member may provide a written request to the principal of the school and the Assistant Superintendent to bring a Staff Assistance Dog into the School. The written request shall include the information regarding:
  - a. Identifying the school where the staff member shall bring the Staff Assistance Dog.
  - b. Consultation with the school community regarding bringing a Staff Assistance Dog into the school.
  - c. How the Staff Assistance Dog will:
    - Support students.
    - Improve instruction to students.
    - Improve learning for students.
    - Provide emotional support to students.
2. A Staff Assistance Dog must be accredited by the Pacific Assistance Dogs Society ("Staff Assistance Dog").
3. A staff member typically means non-classroom based staff and includes administrative staff, school counsellors, and youth workers.
4. The principal of the school and the District Principal of Student Services must provide written authorization to the staff member before the staff member may bring a Staff Assistance Dog into the school. The authorization is only valid in the school listed in the request.

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Related Legislation: Nil

Cross References: Policy 608-Assistance Dogs in Schools, Autism Support Dogs, Assistance Dogs International Inc., BC and Alberta Guide Dog Services, Guide Dog Foundation for the Blind, Guide Animal Act of BC

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# THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK) Administrative Procedure



5. If a staff member moves schools within the District, they will be required to issue a separate request and seek a new authorization before bringing in a Staff Assistance Dog to the new school.
6. The school and/or district will not be responsible for expenses related to the training, feeding, grooming or care related to the staff owned Assistance Dog.

## Conflicting Disabilities

Employees, students, and parents/guardians/caregivers of a student with medical issues that are impacted by dogs (such as respiratory issues) should contact the school principal if they have a concern about exposure to an Assistance Dog. They will be required to provide medical documentation that identifies the disability and the need for an accommodation. The principal will facilitate a process to resolve the conflict that considers the conflicting needs/accommodations of all persons involved.

## Appeal Process

As per [Policy 390 – Resolving Concerns](#), the Board of Education believes that when a parent/guardian/caregiver has a concern about the action or decision of any employee, their concern should be first channeled through the employee and then the principal of the school. If resolution is not reached at the school level, a concern may be forwarded to the appropriate Assistant Superintendent before being referred to the Superintendent for consideration.

Pursuant to Section 11 of the *BC School Act* and Board [Bylaw 4: Appeal Procedure](#), a student and/or the student's parent/guardian/caregiver may appeal disciplinary action taken by Board personnel that they believe significantly affects the education, health or safety of the student, once the above steps have been considered.

## Reference:

Autism Support Dogs

<http://www.autismsupportdogs.org>

Assistance Dogs International, Inc.

<http://www.assistedogsinternational.org>

BC and Alberta Guide Dog Services

<http://www.bcguidedog.com>

Guide Dog Foundation for the Blind

<http://www.guidedog.org>

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Related Legislation: Nil

Cross References: Policy 608-Assistance Dogs in Schools, Autism Support Dogs, Assistance Dogs International Inc., BC and Alberta Guide Dog Services, Guide Dog Foundation for the Blind, Guide Animal Act of BC

Adopted: March 8, 2016

Amended: October 3, 2017; May 9, 2023

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 27, 2023  
**TO:** Board of Education  
**FROM:** David Manuel, Assistant Superintendent  
**RE:** **POLICY 610: PETS / ANIMALS IN THE CLASSROOM**

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#### **RECOMMENDATION:**

THAT the Board of Education repeal [Policy 610 Pets / Animals in the Classroom](#).

#### **BACKGROUND:**

The work on the policy manual commenced in March 2020 to enhance district policies to provide greater clarity, identify policies that are no longer current and assess board and administrative regulations that are primarily operational in nature. The policy manual work was suspended briefly due to the global pandemic and resumed in September 2020.

We have now completed the **100 – Governance, 200 – Partner & Community Relations, 300 – Students, Instruction & Programs, and 600 – Business & Support Services** Policy sections. We are currently in the process of completing the **400 – Health & Safety** and **500 – Human Resources** Policy sections.

The new policy structure is as follows:

#### Bylaws

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

Policy 610 Pets / Animals in the Classroom is recommended for repeal as it has been made redundant by updated [Administrative Procedure 360](#).

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

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**610  
POLICY  
Pets / Animals in the Classroom**

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The Board believes that animals in the classroom can add value to the instructional program for students provided that certain criteria are met.

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Cross Refs: *BC Wildlife Act*

Adopted: April 23, 2002  
Reviewed:  
Revised: May 26, 2015



## **ADMINISTRATIVE PROCEDURE 360 PETS / ANIMALS IN THE CLASSROOM**

The principal shall approve animals that are brought to schools. Accommodation of animals in schools for educational reasons is permissible, subject to the following:

1. Only animals which are normally available in a local pet store will be considered by the principal. In addition, the principal will consider recommendations of the Medical Health Officer. Specific programs such as the Salmonid Enhancement program are permitted.
2. The staff member who requested approval for the animal in the classroom is responsible to provide suitable containment, feeding, cleaning and other duties connected to the care and accommodation of such animals. The staff member will make every effort to ensure that the animals in the school are free from disease or parasites.
3. Staff members are not permitted to bring their household pets to school except for short-term instructional purposes.
4. Hygiene is a significant factor to be considered. The staff member is responsible for teaching and ensuring diligent hygiene and handling procedures are taught and enforced with students. Appropriate supervision is required any time students are handling animals.
5. Should the health of staff or students be negatively affected by the presence of animals, approval will be withdrawn.
6. Animals will be removed from the school prior to summer vacation. Where animals cannot be removed during other vacation periods, care must be arranged for the animals by the staff member and approved by the principal.
7. Unless accompanied by expert handlers, native wildlife, exotic, venomous or dangerous animals shall not be permitted in schools.
8. Animals are not permitted to roam freely in the school. Animals accompanied by expert handlers must be approved by the principal before visiting the school.
9. Every owner of an animal, other than an assistance dog, while in a public place must obey all posted signs and this administrative procedure.

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 27, 2023  
**TO:** Board of Education  
**FROM:** Rachael Green, Asst. Director, Human Resources  
**RE:** **POLICY 702: FIRST AID**

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#### **RECOMMENDATION:**

THAT the Board of Education repeal [Policy 702 First Aid](#).

#### **BACKGROUND:**

The work on the policy manual commenced in March 2020 to enhance district policies to provide greater clarity, identify policies that are no longer current and assess board and administrative regulations that are primarily operational in nature. The policy manual work was suspended briefly due to the global pandemic and resumed in September 2020.

We have now completed the **100 – Governance, 200 – Partner & Community Relations, 300 – Students, Instruction & Programs, and 600 – Business & Support Services** Policy sections. We are currently in the process of completing the **400 – Health & Safety** and **500 – Human Resources** Policy sections.

The new policy structure is as follows:

#### Bylaws

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

Based on our analysis, Policy 702 First Aid is recommended for repeal because Occupational First Aid is mandated by WorkSafe BC [OHS Regulation Part 3](#). These regulations direct how the District trains, supplies, and assigns minimum levels of first aid coverage. In response to these regulations, the [First Aid Requirements](#) step by step document and supporting templates are included in the Administrator's school start up packages, which ensures each school has first aid coverage every day.

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

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**702  
POLICY  
First Aid**

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The Board is committed to maintaining healthy and safe environments at all district sites. The Board requires designated personnel at each district site to have appropriate first aid qualifications that conform to, or are equal to, those of the WorkSafe BC safety requirements. The Board will provide annual training sessions for employees.

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Cross Refs: Workers' Compensation Board Regulations, Occupational Health and Safety 701.5

Adopted: December 12, 1995  
Reviewed:  
Revised: May 22, 2007

## **MEETING SUMMARIES**

### **In-Camera Meeting – June 13, 2023**

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

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

Guest: Raj Dhasi

1. HR Report
2. BCPSEA Report
3. Board Annual Performance Review
4. Superintendent Annual Performance Review