



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

**AGENDA**

**March 12, 2024**

**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. Reading and Approval of the Minutes  
(THAT the minutes of the February 13, 2024 Regular Board Meeting be approved as circulated.)

**2. PRESENTATION**

- 2.1. Transportation Update: 2024-25 Planning

**3. INFORMATION ITEMS**

- 3.1. Trustee Written Reports
- 3.2. BCSTA Report

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

**5. ACTION ITEMS**

- 5.1. Board/Authority Authorized (BAA) Course Proposal
- 5.2. Policy Renovation Project – Policy to be Repealed
  - 5.2.1. Policy 503: Interrogation or Interviewing of Students by Police in Schools
- 5.3. Policy 142: Superintendent's Performance Review and Policy 141: Role of the Superintendent (Amendment)

5.4. Middle School Academic Reading and Math Skills Report

5.5. Elementary School Academic Reading and Math Skills Report

**6. MEETING SUMMARIES**

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

**8. SUPERINTENDENT’S UPDATE**

**9. ADJOURNMENT**

9.1. Next Board of Education Meeting: April 16, 2024 at 5:30pm



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

**Date of Meeting:** Tuesday, February 13, 2024

**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
Director of Facilities & Transportation	Allan Van Tassel
Executive Assistant	Talana McInally

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**1. CALL TO ORDER**

**1.1. Call to Order**

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

**1.2. Adoption of the Agenda**

**263.24** Moved by: Trustee Westerby  
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**

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

THAT the minutes of the January 23, 2024 Regular Board Meeting be approved as circulated.

**CARRIED**

## **2. INFORMATION ITEMS**

### **2.1. Budget Advisory Committee Report - Minutes**

The Board received a report and the draft minutes of the February 8, 2024 Budget Advisory Committee.

### **2.2. Budget Advisory Committee Report – Quarterly Financial Report**

The Board received the December 31, 2023 Quarterly Report and written Financial Report as presented to the Budget Advisory Committee on February 8, 2024.

### **2.3. Trustee Written Reports**

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

Trustee Maahs' report included two Notices of Motion.

### **2.4. BCSTA Report**

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

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

- Trustee Code of Conduct

Meeting Recessed at 5:44 pm

Meeting called back to order at 5:50 pm

- Amended Budget as a whole
- Freedom of Information requests
- Budget for the provision of menstrual products and dispensers
- Budget for trustee remuneration and board meals/snacks
- Mental health and medical supports in budget
- Non-verbal student supports in budget

## **4. ACTION ITEMS**

### **4.1. 2023 – 2024 Amended Annual Budget – 2<sup>nd</sup> and 3<sup>rd</sup> Reading & Adoption**

**265.24** Moved by: Trustee Bondar

Seconded by: Trustee Reid

THAT the Board of Education approve the second and third reading and adoption of the 2023-2024 Amended Annual Budget Bylaw per below:

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK) (called the "Board") to adopt the Amended 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 Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 33 (Chilliwack) Amended 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 **\$227,126,284** for the 2023/2024 fiscal year was prepared in accordance with the Act.

Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2023/2024.

**CARRIED**

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

**Opposed: Maahs**

**4.2. Appointment of Financial Auditor**

**266.24** Moved by: Trustee Maahs  
Seconded by: Trustee Westerby

THAT the Board of Education appoint KPMG LLP as auditor for a five-year term effective with the 2023-24 fiscal year

**CARRIED**

**5. MEETING SUMMARIES**

Meeting summaries were provided listing In-Camera and/or Special In-Camera and Learning Session items since the last Regular Public Board Meeting.

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

- Budget enhancements
- Mental health supports in budget
- Trustee Code of Conduct
- EA wages
- Board meeting agenda
- Menstrual product dispensers
- Board communication

**7. SUPERINTENDENT’S REPORT**

The Superintendent provided an update on key items and events in the district since the last public board meeting.

**8. ADJOURNMENT**

The meeting was adjourned at 6:57 p.m.

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

**Tuesday, March 12, 2024  
5:30 p.m.  
School District Office**

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Board Chair

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

**BOARD OF EDUCATION**  
**PRESENTATION REPORT**

**DATE:** March 12, 2024  
**TO:** Board of Education  
**FROM:** Al Van Tassel, Director of Facilities and Transportation  
**RE: TRANSPORTATION UPDATE: 2024-25 PLANNING**

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Al Van Tassel will provide a presentation and update on student transportation and the registration process for the 2024-25 school year.

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# TRUSTEE REPORT

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Trustee: Willow Reichelt

Report Date: March 7, 2024

## KEY ACTIVITIES SINCE LAST BOARD MEETING

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

- **February 20, February 27 and March 4: Chair/Vice Chair Meetings**
- **February 20: Ad Hoc Committee, Policy 141**
- **February 20: Board Working Session, Policy 130**
- **February 21: Partner Group Dinner with the Indigenous Education Advisory Committee**
- **February 22: Partner Group Dinner with CUPE**
- **February 26: Ad Hoc Committee, Policy 141**
- **February 27: Board Working Session, Policy 130**
- **March 7: Donor Recognition Dinner**  
Thank you to all of the generous donors who help make it possible for our students to pursue post secondary education. Thank you also to the Sardis Secondary Culinary Arts program for the delicious meal!



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# TRUSTEE REPORT

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Trustee: Heather Maahs

Report Date: March 6th

## NOTICE OF MOTION

### **Notice of Motion #1:**

THAT the board amend bylaw 5, Board meeting procedures. Move item Superintendent report from 4.5.10 to 4.5.5.2 making the report earlier in the agenda (and adjust numerical order accordingly).

### **Notice of Motion #2:**

THAT the Superintendent provide a fulsome report to the Board on the cost of implementation and maintaining school washrooms since the implementation of gender neutral washrooms. Please provide this report before the end of this school year and provide the Board with this date/time notification.

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# TRUSTEE REPORT

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Trustee: Margaret Reid

Report Date: March 6<sup>th</sup>

## KEY ACTIVITIES SINCE LAST BOARD MEETING

- February 15<sup>th</sup> - Xwelítem Siyáya: Allyship and Reconciliation Building
- February 20<sup>th</sup> - Board Learning Session - Accessibility Act
- February 22<sup>nd</sup> – Partner Meeting - CUPE
- February 24<sup>th</sup> – BCSTA Provincial Council
- February 24<sup>th</sup> – UFV Allyship Course Experiential
- February 27<sup>th</sup> – Board Working Session
- February 29<sup>th</sup> – The Tyranny of Efficiency – Len Pierre Workshop
- March 5<sup>th</sup> – Board Learning Session
- March 7<sup>th</sup> – SSS Donor Recognition Dinner

## UPCOMING EVENTS OF INTEREST TO THE BOARD

- March 17- April 2 – Spring Break
- April 2 – World Autism Awareness Day
- April 18- 21 - BCSTA AGM
- April 26 - CYC Conversation on Chilliwack’s Children

Community Resource:

[SD 33 Inclusive Schools website](#)

# TRUSTEE REPORT

Trustee: David Swankey

Report Date: March 5<sup>th</sup>, 2024

## KEY ACTIVITIES SINCE LAST BOARD MEETING

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

- Feb 7<sup>th</sup>-8<sup>th</sup> – Attended 3<sup>rd</sup> Annual Canadian Health and Wellbeing in Developmental Disabilities Conference.
  - <https://www.healthandwellbeingindd.ca/?fbclid=IwAR2In7xKUzp1r1noA5N-HxycpMElejktS4RaEAY2-dKlvhdaSURjNyCGAs>
- Feb 8<sup>th</sup> – Attended Board Authority Authorized (BAA) Committee mtg as board liaison.
  - Reviewed submission from Imagine High Secondary to be presented for board approval.
- Feb 8<sup>th</sup> – Chaired District Budget Advisory Committee mtg.
  - Quarterly Financial Report presented at Feb 13<sup>th</sup> public board mtg.
- Feb 8<sup>th</sup> – Attended DPAC hosted CBIEP Resource/Learning Session facilitated by Suzanne Perreault.
- Feb 15<sup>th</sup> – Attended Xwelitem Siyáya: Allyship and Reconciliation Building at UFV.
- Feb 15<sup>th</sup>-17<sup>th</sup> – Chaired BCSTA Legislative Committee Mtg.
  - Business focused on motion prep for BCSTA AGM.
- Feb 20<sup>th</sup> – Participated in Policy 141 working committee review.
- Feb 20<sup>th</sup> – Attended Board Learning Session.
  - <https://sd33.bc.ca/board-strategic-learning-sessions-2023-2024>
- Feb 20<sup>th</sup> – Participated in Board working session – Code of Conduct.
- Feb 21<sup>st</sup> – Attended Board Partners Mtg with Indigenous Education Advisory Committee (IEAC).
- Feb 22<sup>nd</sup> – Participated in District Leaders Toolkit Training – Human Rights & Inclusive Education.
- Feb 22<sup>nd</sup> – Attended Board Partners Mtg with CUPE.
- Feb 24<sup>th</sup> – Attended BCSTA Provincial Council as Legislative Committee Chair.
- Feb 24<sup>th</sup> – Attended Xwelitem Siyáya: Allyship and Reconciliation Building at UFV.
- Feb 26<sup>th</sup> – Participated in Policy 141 working committee review.
  - Committee work reflected in policy changes presented in the March 13<sup>th</sup> public agenda package.
- Feb 27<sup>th</sup> – Participated in Board working session – Code of Conduct.
- Feb 27<sup>th</sup> – Attended Strathcona PAC mtg as board liaison.
- Feb 28<sup>th</sup> – Attended MoECC ERASE Session - Establishing Safe, Caring and Respectful Digital Communities.
- Feb 29<sup>th</sup> – Attended District Parent Advisory Council mtg.
  - <https://sd33.bc.ca/dpac-meetings-20232024>
  - Report from meeting has been circulated with trustees.
- Mar 4<sup>th</sup> – Attended Board Authority Authorized (BAA) Committee mtg as board liaison.
  - Committee will reconvene in April to review courses currently approved.
- Mar 4<sup>th</sup> – Attended Chilliwack School District Accessibility Committee Mtg.
- Mar 5<sup>th</sup> – Attended Board Learning Session.
  - <https://sd33.bc.ca/board-strategic-learning-sessions-2023-2024>

## UPCOMING EVENTS OF INTEREST TO THE BOARD

- April 18<sup>th</sup>-21<sup>st</sup> – BCSTA AGM
  - <https://bcsta.org/event-info/annual-general-meeting/>
- May 30<sup>th</sup>-June 1<sup>st</sup> – Inclusion BC Annual Conference
  - <https://inclusionbc.org/our-services/conference/>
- Nov 21<sup>st</sup>-23<sup>rd</sup> – BCSTA Academy
- Dec 12<sup>th</sup>-14<sup>th</sup> – FNEESC Annual Education Conference
- Jan-Dec - Xwelitem Siyáya: Allyship and Reconciliation Building facilitated by UFV
  - <https://www.ufv.ca/peace-and-reconciliation/allyship-building-program/>

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# TRUSTEE REPORT

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Trustee: Teri Westerby

Report Date: March 5 2024

## KEY ACTIVITIES SINCE LAST BOARD MEETING

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

- February 20<sup>th</sup> – Board Learning Session: Accessibility Act
- February 20<sup>th</sup> – Board Working Session: Policy 130 and 132
- February 21<sup>st</sup> – Board Partner Meeting: IEAC
- February 22<sup>nd</sup> – Board Partner Meeting: CUPE
- February 27<sup>th</sup> – Board Working Session: Policy 130 and 132
- March 5<sup>th</sup> – Board Learning Session: BAA Courses

## UPCOMING EVENTS OF INTEREST TO THE BOARD

- **BCTF Public Education Conference, Friday, May 10, 2024** - <https://opportunities.bctf.ca/2024-public-education-conference>

## BOARD OF EDUCATION

### INFORMATION REPORT

**DATE:** March 2024  
**TO:** Board of Education  
**FROM:** Margaret Reid, BCSTA Representative  
**RE: BCSTA REPORT**

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**Provincial Council** took place virtually on February 24<sup>th</sup>- the summary is available on the Portal (link was sent by email.) Some highlights:

1. **CSBA Report** - President Carolyn Broady delivered a report on the activity of the Canadian School Boards Association (CSBA), including the association's work on a panCanadian school food initiative.
2. **Indigenous Education Committee Report** - The committee's report includes information on Bill 40, plans for a new knowledge series, and information on reconciliation funding.
3. **Professional Learning Committee Report** - The report includes details of plans to support trustees in building capacity through professional development and an update on the committee's 2022-2026 work plan.
4. **Motions:**
  - a. BCSTA'S POLICY ON TRAVEL EXPENSES – PER DIEM RATES – Passed
  - b. VANCOUVER ISLAND BRANCH CONSTITUTION AND BYLAWS – Passed
5. Presentation from Conseil scolaire francophone de la Colombie-Britannique – Slides are included in the PC summary on the Portal.

BCSTA's 2024 **Budget Media Release** and further information on the budget were sent out by email

BCSTA AGM is upcoming April 18- 21 at the Westin Bayshore (Vancouver.)

1. [Agenda](#) and [Speaker Profiles](#) are available online
2. Motions will be distributed on March 19.
3. As directors now serve two-year terms, no elections will take place
4. Deputy Chairs & Readers still needed (volunteers to help chair and read motions at AGM)

Resource highlight: **Métis Language Guide** - *The Words of Our Ancestors* is a new resource for those looking to learn more about the different Métis Michif languages. Available [Here](#).

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** March 12, 2024

**TO:** Board of Education

**FROM:** David Swankey, Trustee Representative (BAA Committee)

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

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**RECOMMENDATION:**

THAT the Board of Education approve the Board/Authority Authorized Courses: Immersive Inquiry, Grade 10, 11, and 12.



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Chilliwack School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> 33
<b>Developed by:</b> Brooke Haller and Stacey Parsons	<b>Date Developed:</b> January 2024
<b>School Name:</b> Imagine High Integrated Arts and Technology	<b>Principal's Name:</b> Brooke Haller
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Immersive Inquiry Institute	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 2, 4	<b>Number of Hours of Instruction:</b> 100 – 4 credits 50 – 2 credits

**Board/Authority Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:** Access to technology (Laptop or ipad, Adobe Creative Cloud/digital tool array), Additional facilities determined by focus of immersive inquiry institute.

**Course Synopsis:** Immersive Inquiry Institute 12 is a process-based course reflecting the necessary skills for effective participation in contemporary society. Learners will participate in a range of collaborative and individual inquiries based on choice that are designed to be a complex combination of structured learning with intentional opportunities for students to create, design, imagine along with developing new possibilities.

## **Goals and Rationale:**

Immersive Inquiry Institutes provide students with opportunities to connect with each other and challenge complex issues together, create representations of their learning to share with the public, and contribute to community. Immersive Inquiry Institutes recognize that competence in an area of study requires factual knowledge organized around conceptual frameworks to facilitate knowledge building and application. Classroom activities are designed to develop understanding through in-depth study both within and outside the required curriculum. Students will cycle through the stages of inquiry in an overt, intentional and planful manner across the curriculum, at the appropriate times for the appropriate purpose. Inquiry is necessary for successful participation in our social democratic society. The current and emerging skills required of our contemporary knowledge society require that what learners are able to do is more important than what they know. The natural learning process is invoked through curiosity, which leads to questioning, exploration and the pursuit of these questions in order to satisfy this curiosity. The intent of this course is to identify the knowledge, skills and attitudes reflective of an effective inquiry stance toward learning in order to support students in investigating required or self-selected content. Inquiry emphasizes the process of learning in order to develop deep understanding in addition to the intended acquisition of content, knowledge and skills. Inquiry draws upon a constructive learning theory where understanding is built through the active development of conceptual mental frameworks by the learner.

The course structure is intended to reflect a gradual release of responsibility model; as students mature through the grades learning within Deep Dives increase in scope, complexity and expectations of students. As students progress from grade to grade, they gradually develop more depth, metacognition skills, and leadership capacity within the institutes, and have increasing opportunities for individual study. Learning within Immersive Institutes increase in scope, complexity and expectations of students as students move through the immersive inquiries.

Students will develop skills and competencies that moves them from a multi-disciplinary(Grade 10), to interdisciplinary (Grade 11) to transdisciplinary(Grade 12) model of understanding. This progression of skills and expectations takes students on a continuum from collaborative inquiry to deep personal inquiry that supports the development of leadership capacity and transdisciplinary skills in senior students. This continuum is deeply aligned with the [BC Curriculum Core Competencies](#). By the time students engage in Grade 12 institutes they are able to plan their individual journey, demonstrate their leadership, and carve out their own niche using the integration skills developed over time.

*\* See Continuum of Integration Skills [here](#).*

## **Indigenous Worldviews and Perspectives:**

The First Peoples Principles of Learning underpin the structure of these collaborative, immersive, and experiential institutes. This structure leverages the relational capacity of learning in community. As Immersive Institutes are tied to student passion and creativity, learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational as Immersive Inquiry Institutes focus on connectedness, on reciprocal relationships, and a sense of place. Immersive Inquiries are structured in a way that supports deep focus, flow, and engagement, allowing learning that involves patience and time. Through these experiences, learning requires exploration of one's identity as students have endless opportunities to demonstrate learning in a personalized, unique way.



**BIG IDEAS**

Immersive collaborative inquiry processes support concepts and essential understandings **in disciplines**

Collaborative inquiry leads to exploration develops critical thinking skills within disciplines

The creation of meaningful, authentic work is supported by iterative design processes support

Student choice in personally relevant topics and modes of learning demonstration inspires creativity.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Understanding context and engaging in a period of <u>research</u> and <u>empathetic observation</u> that may include:</p> <p><i>Ideating</i></p> <ul style="list-style-type: none"> <li>- Take creative risks in generating ideas and add to others’ ideas in ways that enhance them</li> <li>- Critically analyze contexts</li> </ul> <p><i>Prototyping</i></p> <ul style="list-style-type: none"> <li>- Identify and use <u>sources of inspiration</u> and information</li> <li>- Choose a form and develop a <u>plan</u> that includes key stages and resources</li> <li>- Make changes to tools, materials, and procedures as needed</li> <li>- Record <u>iterations</u> of prototyping</li> </ul> <p><i>Testing</i></p> <ul style="list-style-type: none"> <li>- Identify <u>sources of feedback</u></li> <li>- Evaluate choices and decisions</li> <li>- Recreate or abandon the idea</li> </ul> <p><i>Making</i></p> <ul style="list-style-type: none"> <li>- Identify and use appropriate tools, <u>technologies</u>, materials, and processes for production</li> <li>- Make a step-by-step plan for production and carry it out, making changes as needed</li> </ul> <p><i>Sharing</i></p> <ul style="list-style-type: none"> <li>- Decide on how to exhibit and with whom to share product and processes</li> <li>- Demonstrate product providing a rationale for the selected solution, modifications, and procedures</li> <li>- Use appropriate terminology</li> <li>- Critically evaluate the success of the product</li> <li>- Critically reflect on their design thinking and processes</li> <li>- Assess their ability to work effectively both as individuals and collaboratively in a group, including ability to share and maintain an efficient co-operative workspace</li> <li>- Identify new goals that result from feedback</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p>Content will be connected to focus of collaborative inquiry. These inquiries focus on content from a variety of curricular areas. These collaborative inquiries represent intensive, immersive focus of specific content areas across the curriculum</p> <ul style="list-style-type: none"> <li>- ADST/Fine Arts</li> <li>- Humanities</li> <li>- Math and Sciences</li> <li>- Physical Education</li> </ul> <p><i>Examples have included:</i></p> <p><i>Art Studio</i>  <i>Fashion Design</i>  <i>Shopcraft</i>  <i>Film Making</i>  <i>Medieval Tailoring/Weaponry</i>  <i>Philosophy &amp; Film</i>  <i>Songwriting</i>  <i>Photography</i>  <i>Astrophysics</i>  <i>Baking Institute</i>  <i>Outdoor Ed</i>  <i>Childcare</i>  <i>Musical Theatre</i>  <i>Videogame Development</i></p>

## Big Ideas – Elaborations

**Stage One - Exploring, Investigating and Question Development:** *Students are required to demonstrate their understanding of the foundational elements of inquiry and the non-linear and organic nature of individual inquiry, including project-based learning and problem-based learning. Students will engage in a **collaborative inquiry or personal inquiry process**. Through question development, students will create inquiries with breadth and depth that are compelling.*

Students will be able to...

- Analyze and evaluate topics and options
- Develop compelling questions that are generative, interesting (to self and others) and is challenging to answer
- Investigate and gather data through various methods – print and digital research, connecting with experts, personal study, experimentation etc.
- Express findings by curating (careful selection of artifacts and information for the “narrative” or artifact)
- Reflect on learning for next steps, and further question identification

## Curricular Competencies – Elaborations

**Stage Two: Inquiry Design** - *Designing and executing a personal and/or collaborative inquiry plan from inception.*

Students will be able to...

- Develop questions and evaluate these questions
- Investigate and gather data through various methods – print and digital research, connecting with experts, personal study, experimentation etc.
- Organize and theme gathered data/evidence/information
- Synthesize and construct learning from inquiry express findings by curating (careful selection of artifacts and information for the “narrative” or story)
  - o Reflect on learning for next steps, and further question identification

**Stage Three: Inquiry Facilitation** – Students will learn to collaborate to support and provide effective feedback to the inquiry process of others.

Students will be able to ...

- Separate feedback about their work from personal criticism
- Identify points throughout the inquiry process when support is required
- Collaborate to develop a plan of action for moving the inquiry forward

## Content – Elaborations

Content will be connected to focus of collaborative inquiry. These inquiries focus on content from a variety of curricular areas. These collaborative inquiries represent intensive, immersive focus of specific content areas across the curriculum. This course is driven by curriculum competencies that transcend subject areas and are applicable to any area of study. Content may be drawn from ADST/Fine Arts, Humanities, Math and Sciences, Physical Education and Languages.

\* *See project examples from previous descriptions [here](#).*

### **Recommended Instructional Components:**

All instruction will be conducted in the context of inquiry investigation, analysis, application, exhibition and reflection.

- Inquiry stance as primary process for instructional engagement with a variety of content – student selected, teacher identified and/or mandated by curriculum
- On-going nature of the inquiry cycle as initial questions lead to greater questions which lead to the need for on-going reflection and revision - synthesizing, analyzing, evaluating etc.
- A variety of individual, partner, small and whole community learning experiences – both face to face and digitally as appropriate to task – principles of effective group work always being utilized
- Structured dialogue and discourse- synchronously and asynchronously, face to face and digitally
- Interdisciplinary study
- Student self-directed, educator supported and facilitated learning plans
- Use of experts from around the world via virtual connectedness

### **Recommended Assessment Components:**

Effective formative assessment via clearly articulated and understood learning intentions and success criteria

- Discussions and dialogue
- Feedback that is timely, clear and involves a plan
- Student ownership: students as resources for themselves and others – peer and self-assessment
- Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals
- Development, awareness and action, based upon metacognition intended to lead to learner independence and self- coaching.

Summative Assessment determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement and letter grades based upon dialogue, and evidence of learning
- Letter grades will reflect learning towards the learning outcomes articulated above and criteria provided/agreed upon toward the learning outcomes
- Students will only be assessed on quality work
- Professional judgement and evidence will be used to determine final letter grade in consultation with the student: final mark reflected by student self-assessment

\* *See Immersive Institute assessment learning conversations framework [here](#).*

### **Learning Resources:**

Additional resources will determined by focus of immersive inquiry institute, but all students will require access to:

- Personal learning device/Stable wireless
- Digital Portfolio/Online digital tools – a variety



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Chilliwack School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> 33
<b>Developed by:</b> Brooke Haller and Stacey Parsons	<b>Date Developed:</b> January 2024
<b>School Name:</b> Imagine High Integrated Arts and Technology	<b>Principal's Name:</b> Brooke Haller
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Immersive Inquiry Institute	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 2, 4	<b>Number of Hours of Instruction:</b> 100 – 4 credits 50 – 2 credits

**Board/Authority Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:** Access to technology (Laptop or ipad, Adobe Creative Cloud/digital tool array), Additional facilities determined by focus of immersive inquiry institute.

**Course Synopsis:** Immersive Inquiry Institute 12 is a process-based course reflecting the necessary skills for effective participation in contemporary society. Learners will participate in a range of collaborative and individual inquiries based on choice that are designed to be a complex combination of structured learning with intentional opportunities for students to create, design, imagine along with developing new possibilities.

## Goals and Rationale:

Immersive Inquiry Institutes provide students with opportunities to connect with each other and challenge complex issues together, create representations of their learning to share with the public, and contribute to community. Immersive Inquiry Institutes recognize that competence in an area of study requires factual knowledge organized around conceptual frameworks to facilitate knowledge building and application. Classroom activities are designed to develop understanding through in-depth study both within and outside the required curriculum. Students will cycle through the stages of inquiry in an overt, intentional and planful manner across the curriculum, at the appropriate times for the appropriate purpose. Inquiry is necessary for successful participation in our social democratic society. The current and emerging skills required of our contemporary knowledge society require that what learners are able to do is more important than what they know. The natural learning process is invoked through curiosity, which leads to questioning, exploration and the pursuit of these questions in order to satisfy this curiosity. The intent of this course is to identify the knowledge, skills and attitudes reflective of an effective inquiry stance toward learning in order to support students in investigating required or self-selected content. Inquiry emphasizes the process of learning in order to develop deep understanding in addition to the intended acquisition of content, knowledge and skills. Inquiry draws upon a constructive learning theory where understanding is built through the active development of conceptual mental frameworks by the learner.

The course structure is intended to reflect a gradual release of responsibility model; as students mature through the grades learning within Deep Dives increase in scope, complexity and expectations of students. As students progress from grade to grade, they gradually develop more depth, metacognition skills, and leadership capacity within the institutes, and have increasing opportunities for individual study. Learning within Immersive Institutes increase in scope, complexity and expectations of students as students move through the immersive inquiries.

Students will develop skills and competencies that moves them from a multi-disciplinary(Grade 10), to interdisciplinary (Grade 11) to transdisciplinary(Grade 12) model of understanding. This progression of skills and expectations takes students on a continuum from collaborative inquiry to deep personal inquiry that supports the development of leadership capacity and transdisciplinary skills in senior students. This continuum is deeply aligned with the [BC Curriculum Core Competencies](#). By the time students engage in Grade 12 institutes they are able to plan their individual journey, demonstrate their leadership, and carve out their own niche using the integration skills developed over time.

*\* See Continuum of Integration Skills [here](#).*

## Aboriginal Worldviews and Perspectives:

The First Peoples Principles of Learning underpin the structure of these collaborative, immersive, and experiential institutes. This structure leverages the relational capacity of learning in community. As Deep Dive Immersive Institutes are tied to student passion and creativity, learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational as Deep Dive Immersive Inquiry Institutes focus on connectedness, on reciprocal relationships, and a sense of place. Deep Dives are structures in a way that supports deep focus, flow, and engagement, allowing learning that involves patience and time. Through these experiences, learning requires exploration of one's identity as students have endless opportunities to demonstrate learning in a personalized, unique way.

**BIG IDEAS**

<p>Immersive, collaborative inquiry processes support interdisciplinary skills and concepts <b>across disciplines</b></p>	<p>Disciplines are connected by common concepts, skills and understandings</p>	<p>Self-assessment, critique and revision underpin the iterative design processes</p>	<p>Student-led learning and self-reflection deepen metacognition skills and ownership of learning</p>
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**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Understanding context and engaging in a period of <u>research</u> and <u>empathetic observation</u> that may include:</p> <p><i>Ideating</i></p> <ul style="list-style-type: none"> <li>- Take creative risks in generating ideas and add to others’ ideas in ways that enhance them</li> <li>- Critically analyze contexts</li> </ul> <p><i>Prototyping</i></p> <ul style="list-style-type: none"> <li>- Identify and use <u>sources of inspiration</u> and information</li> <li>- Choose a form and develop a <u>plan</u> that includes key stages and resources</li> <li>- Make changes to tools, materials, and procedures as needed</li> <li>- Record <u>iterations</u> of prototyping</li> </ul> <p><i>Testing</i></p> <ul style="list-style-type: none"> <li>- Identify <u>sources of feedback</u></li> <li>- Evaluate choices and decisions</li> <li>- Recreate or abandon the idea</li> </ul> <p><i>Making</i></p> <ul style="list-style-type: none"> <li>- Identify and use appropriate tools, <u>technologies</u>, materials, and processes for production</li> <li>- Make a step-by-step plan for production and carry it out, making changes as needed</li> </ul> <p><i>Sharing</i></p> <ul style="list-style-type: none"> <li>- Decide on how to exhibit and with whom to share product and processes</li> <li>- Demonstrate product providing a rationale for the selected solution, modifications, and procedures</li> <li>- Use appropriate terminology</li> <li>- Critically evaluate the success of the product</li> <li>- Critically reflect on their design thinking and processes</li> <li>- Assess their ability to work effectively both as individuals and collaboratively in a group, including ability to share and maintain an efficient co-operative workspace</li> <li>- Identify new goals that result from feedback</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p>Content will be connected to focus of collaborative inquiry. These inquiries focus on content from a variety of curricular areas. These collaborative inquiries represent intensive, immersive focus of specific content areas across the curriculum</p> <ul style="list-style-type: none"> <li>- ADST/Fine Arts</li> <li>- Humanities</li> <li>- Math and Sciences</li> <li>- Physical Education</li> </ul> <p><i>Examples have included:</i></p> <p><i>Art Studio</i>  <i>Fashion Design</i>  <i>Shopcraft</i>  <i>Film Making</i>  <i>Medieval Tailoring/Weaponry</i>  <i>Philosophy &amp; Film</i>  <i>Songwriting</i>  <i>Photography</i>  <i>Astrophysics</i>  <i>Baking Institute</i>  <i>Outdoor Ed</i>  <i>Childcare</i>  <i>Musical Theatre</i>  <i>Videogame Development</i></p>

## Big Ideas – Elaborations

**Stage One - Exploring, Investigating and Question Development:** *Students are required to demonstrate their understanding of the foundational elements of inquiry and the non-linear and organic nature of individual inquiry, including project-based learning and problem-based learning. Students will engage in a **collaborative inquiry or personal inquiry process**. Through question development, students will create inquiries with breadth and depth that are compelling.*

Students will be able to...

- Identify and use the terminology of inquiry and identify the elements foundational to all inquiry
- Analyze and evaluate topics and options
- Develop compelling questions that are generative, interesting (to self and others) and is challenging to answer
- Critically and skeptically analyze questions, and examine:
  - o evidence (how do we know what we know?)
  - o pattern and connection (what causes what?)
  - o supposition (how might things have been different?)
  - o why it matters (who cares?)
- Investigate and gather data through various methods – print and digital research, connecting with experts, personal study, experimentation etc.
- Organize and theme gathered data/evidence/information
- Express findings by curating (careful selection of artifacts and information for the “narrative” or artifact)
- Reflect on learning for next steps, and further question identification

## Curricular Competencies – Elaborations

**Stage Two: Inquiry Design** - *Designing and executing a personal and/or collaborative inquiry plan from inception.*

Students will be able to....

- Develop questions and evaluate these questions
- Investigate and gather data through various methods – print and digital research, connecting with experts, personal study, experimentation etc.
- Organize and theme gathered data/evidence/information
- Synthesize and construct learning from inquiry express findings by curating (careful selection of artifacts and information for the “narrative” or story)
  - o Reflect on learning for next steps, and further question identification

**Stage Three: Inquiry Facilitation** – Students will learn to collaborate to support and provide effective feedback to the inquiry process of others.

Students will be able to ...

- Separate feedback about their work from personal criticism
- Identify points throughout the inquiry process when support is required and who or what resource will best meet the need
- Collaborate to develop a plan of action for moving the inquiry forward
- Prioritize components that require further attention

## Content – Elaborations

Content will be connected to focus of collaborative inquiry. These inquiries focus on content from a variety of curricular areas. These collaborative inquiries represent intensive, immersive focus of specific content areas across the curriculum. This course is driven by curriculum competencies that transcend subject areas and are applicable to any area of study. Content may be drawn from ADST/Fine Arts, Humanities, Math and Sciences, Physical Education and Languages.

\* *See project examples from previous descriptions [here](#).*

### **Recommended Instructional Components:**

All instruction will be conducted in the context of inquiry investigation, analysis, application, exhibition and reflection.

- Inquiry stance as primary process for instructional engagement with a variety of content – student selected, teacher identified and/or mandated by curriculum
- On-going nature of the inquiry cycle as initial questions lead to greater questions which lead to the need for on-going reflection and revision - synthesizing, analyzing, evaluating etc.
- A variety of individual, partner, small and whole community learning experiences – both face to face and digitally as appropriate to task – principles of effective group work always being utilized
- Structured dialogue and discourse- synchronously and asynchronously, face to face and digitally
- Interdisciplinary study
- Student self-directed, educator supported and facilitated learning plans
- Use of experts from around the world via virtual connectedness

### **Recommended Assessment Components:**

Effective formative assessment via clearly articulated and understood learning intentions and success criteria

- Discussions and dialogue
- Feedback that is timely, clear and involves a plan
- Student ownership: students as resources for themselves and others – peer and self-assessment
- Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals
- Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement and letter grades based upon dialogue, and evidence of learning
- Letter grades will reflect learning towards the learning outcomes articulated above and criteria provided/agreed upon toward the learning outcomes
- Students will only be assessed on quality work
- Professional judgement and evidence will be used to determine final letter grade in consultation with the student: final mark reflected by student self-assessment

\* *See Immersive Institute assessment conversations framework [here](#).*



**Learning Resources:**

Additional resources will be determined by the focus of the immersive inquiry institute, but all students will require access to:

- Personal learning device/Stable wireless
- Digital Portfolio/Online digital tools – a variety



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Chilliwack School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> 33
<b>Developed by:</b> Brooke Haller and Stacey Parsons	<b>Date Developed:</b> January 2024
<b>School Name:</b> Imagine High Integrated Arts and Technology	<b>Principal's Name:</b> Brooke Haller
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Immersive Inquiry Institute	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 2, 4	<b>Number of Hours of Instruction:</b> 100 – 4 credits 50 – 2 credits

**Board/Authority Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:** Access to technology (Laptop or ipad, Adobe Creative Cloud/digital tool array), Additional facilities determined by focus of immersive inquiry institute.

**Course Synopsis:** Immersive Inquiry Institute 12 is a process-based course reflecting the necessary skills for effective participation in contemporary society. Learners will participate in a range of collaborative and individual inquiries based on choice that are designed to be a complex combination of structured learning with intentional opportunities for students to create, design, imagine along with developing new possibilities.

## Goals and Rationale:

Immersive Inquiry Institutes provide students with opportunities to connect with each other and challenge complex issues together, create representations of their learning to share with the public, and contribute to community. Immersive Inquiry Institutes recognize that competence in an area of study requires factual knowledge organized around conceptual frameworks to facilitate knowledge building and application. Classroom activities are designed to develop understanding through in-depth study both within and outside the required curriculum. Students will cycle through the stages of inquiry in an overt, intentional and planful manner across the curriculum, at the appropriate times for the appropriate purpose. Inquiry is necessary for successful participation in our social democratic society. The current and emerging skills required of our contemporary knowledge society require that what learners are able to do is more important than what they know. The natural learning process is invoked through curiosity, which leads to questioning, exploration and the pursuit of these questions in order to satisfy this curiosity. The intent of this course is to identify the knowledge, skills and attitudes reflective of an effective inquiry stance toward learning in order to support students in investigating required or self-selected content. Inquiry emphasizes the process of learning in order to develop deep understanding in addition to the intended acquisition of content, knowledge and skills. Inquiry draws upon a constructive learning theory where understanding is built through the active development of conceptual mental frameworks by the learner.

The course structure is intended to reflect a gradual release of responsibility model; as students mature through the grades learning within Deep Dives increase in scope, complexity and expectations of students. As students progress from grade to grade, they gradually develop more depth, metacognition skills, and leadership capacity within the institutes, and have increasing opportunities for individual study. Learning within Immersive Institutes increase in scope, complexity and expectations of students as students move through the immersive inquiries.

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*\* See Continuum of Integration Skills [here](#).*

## Aboriginal Worldviews and Perspectives:

The First Peoples Principles of Learning underpin the structure of these collaborative, immersive, and experiential institutes. This structure leverages the relational capacity of learning in community. As Deep Dive Immersive Institutes are tied to student passion and creativity, learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational as Deep Dive Immersive Inquiry Institutes focus on connectedness, on reciprocal relationships, and a sense of place. Deep Dives are structures in a way that supports deep focus, flow, and engagement, allowing learning that involves patience and time. Through these experiences, learning requires exploration of one's identity as students have endless opportunities to demonstrate learning in a personalized, unique way.

**BIG IDEAS**

Knowledge is **transdisciplinary**, interconnected and independent

Knowledge and skills can be applied across and beyond disciplines

Iterative design processes support products that are meaningful, empathetic, and contributory

Leadership and personalization opportunities support students to deepen metacognition, reflection and transdisciplinary skills

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Understanding context and engaging in a period of <u>research</u> and <u>empathetic observation</u> that may include:</p> <p><i>Ideating</i></p> <ul style="list-style-type: none"> <li>- Take creative risks in generating ideas and add to others’ ideas in ways that enhance them</li> <li>- Critically analyze contexts</li> </ul> <p><i>Prototyping</i></p> <ul style="list-style-type: none"> <li>- Identify and use <u>sources of inspiration</u> and information</li> <li>- Choose a form and develop a <u>plan</u> that includes key stages and resources</li> <li>- Make changes to tools, materials, and procedures as needed</li> <li>- Record <u>iterations</u> of prototyping</li> </ul> <p><i>Testing</i></p> <ul style="list-style-type: none"> <li>- Identify <u>sources of feedback</u></li> <li>- Evaluate choices and decisions</li> <li>- Recreate or abandon the idea</li> </ul> <p><i>Making</i></p> <ul style="list-style-type: none"> <li>- Identify and use appropriate tools, <u>technologies</u>, materials, and processes for production</li> <li>- Make a step-by-step plan for production and carry it out, making changes as needed</li> </ul> <p><i>Sharing</i></p> <ul style="list-style-type: none"> <li>- Decide on how to exhibit and with whom to share product and processes</li> <li>- Demonstrate product providing a rationale for the selected solution, modifications, and procedures</li> <li>- Use appropriate terminology</li> <li>- Critically evaluate the success of the product</li> <li>- Critically reflect on their design thinking and processes</li> <li>- Assess their ability to work effectively both as individuals and collaboratively in a group, including ability to share and maintain an efficient co-operative workspace</li> <li>- Identify new goals that result from feedback</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p>Content will be connected to focus of collaborative inquiry. These inquiries focus on content from a variety of curricular areas. These collaborative inquiries represent intensive, immersive focus of specific content areas across the curriculum</p> <ul style="list-style-type: none"> <li>- ADST/Fine Arts</li> <li>- Humanities</li> <li>- Math and Sciences</li> <li>- Physical Education</li> </ul> <p><i>Examples have included:</i></p> <p><i>Art Studio</i>  <i>Fashion Design</i>  <i>Shopcraft</i>  <i>Film Making</i>  <i>Medieval Tailoring/Weaponry</i>  <i>Philosophy &amp; Film</i>  <i>Songwriting</i>  <i>Photography</i>  <i>Astrophysics</i>  <i>Baking Institute</i>  <i>Outdoor Ed</i>  <i>Childcare</i>  <i>Musical Theatre</i>  <i>Videogame Development</i></p>

## Big Ideas – Elaborations

**Stage One - Exploring, Investigating and Question Development:** *Students are required to demonstrate their understanding of the foundational elements of inquiry and the non-linear and organic nature of individual inquiry, including project-based learning and problem-based learning. Students will engage in a collaborative inquiry or personal inquiry process. Through question development, students will create inquiries with breadth and depth that are compelling.*

Students will be able to...

- Identify and use the terminology of inquiry and identify the elements foundational to all inquiry
- Compare and evaluate a variety of research methodologies for purpose and accuracy
- Analyze and evaluate topics and options
- Develop compelling questions that are generative, interesting (to self and others) and is challenging to answer
- Develop a subset of questions that both hone in on and broaden the overarching inquiry.
- Critically and skeptically analyze questions, and examine:
  - o evidence (how do we know what we know?)
  - o pattern and connection (what causes what?)
  - o supposition (how might things have been different?)
  - o why it matters (who cares?)
- Investigate and gather data through various methods – print and digital research, connecting with experts, personal study, experimentation etc.
- Organize and theme gathered data/evidence/information
- Synthesize and construct learning from inquiry
- Express findings by curating (careful selection of artifacts and information for the “narrative” or artifact)
- Reflect on learning for next steps, and further question identification

## Curricular Competencies – Elaborations

**Stage Two: Inquiry Design** - *Designing and executing a personal and/or collaborative inquiry plan from inception.*

Students will be able to...

- Analyze and evaluate topics and options for their generative capacity
- Develop questions and evaluate these questions
- Investigate and gather data through various methods – print and digital research, connecting with experts, personal study, experimentation etc.
- Organize and theme gathered data/evidence/information
- Synthesize and construct learning from inquiry express findings by curating (careful selection of artifacts and information for the “narrative” or story)
  - o Reflect on learning for next steps, and further question identification

**Stage Three: Inquiry Facilitation** – Students will learn to collaborate to support and provide effective feedback to the inquiry process of others.

Students will be able to ...

- Separate feedback about their work from personal criticism
- Identify points throughout the inquiry process when support is required and who or what resource will best meet the need
- Contribute to the inquiry process of others and collaborate to develop a plan of action for moving the inquiry forward
- Identify and articulate aspects of the inquiry process that are effective and aspects of the work that require more detail, are confusing/vague/unsupported
- Prioritize components that require further attention

## Content – Elaborations

Content will be connected to focus of collaborative inquiry. These inquiries focus on content from a variety of curricular areas. These collaborative inquiries represent intensive, immersive focus of specific content areas across the curriculum. This course is driven by curriculum competencies that transcend subject areas and are applicable to any area of study. Content may be drawn from ADST/Fine Arts, Humanities, Math and Sciences, Physical Education and Languages.

\* *See project examples from previous descriptions [here](#).*

### **Recommended Instructional Components:**

All instruction will be conducted in the context of inquiry investigation, analysis, application, exhibition and reflection.

- Inquiry stance as primary process for instructional engagement with a variety of content – student selected, teacher identified and/or mandated by curriculum
  - On-going nature of the inquiry cycle as initial questions lead to greater questions which lead to the need for on-going reflection and revision - synthesizing, analyzing, evaluating etc.
  - A variety of individual, partner, small and whole community learning experiences – both face to face and digitally as appropriate to task – principles of effective group work always being utilized
  - Structured dialogue and discourse- synchronously and asynchronously, face to face and digitally
  - Interdisciplinary study
  - Student self-directed, educator supported and facilitated learning plans
  - Use of experts from around the world via virtual connectedness
- 
- Gradual release of responsibility model supports students as they mature through the grades. Learning within Deep Dives increase in scope, complexity and expectations of students. As students progress from grade to grade, they gradually develop more depth, metacognition skills and leadership capacity within the institutes, and have increasing opportunities for individual study. Students will develop skills and competencies that moves them from a multi-disciplinary(Grade 10), to interdisciplinary (Grade 11) to transdisciplinary(Grade 12) model of understanding.

### **Recommended Assessment Components:**

Effective formative assessment via clearly articulated and understood learning intentions and success criteria

- Discussions and dialogue
- Feedback that is timely, clear and involves a plan
- Student ownership: students as resources for themselves and others – peer and self-assessment
- Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals
- Development, awareness and action, based upon metacognition intended to lead to learner independence and self- coaching.

Summative Assessment determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement and letter grades based upon dialogue, and evidence of learning

- Letter grades will reflect learning towards the learning outcomes articulated above and criteria provided/agreed upon toward the learning outcomes
- Students will only be assessed on quality work
- Professional judgement and evidence will be used to determine final letter grade in consultation with the student: final mark reflected by student self-assessment

Gradual release of responsibility model supports students as they mature through the grades. Learning within Deep Dives increase in scope, complexity and expectations of students. As students progress from grade to grade, they gradually develop more depth, metacognition skills and leadership capacity within the institutes, and have increasing opportunities for individual study. Students will develop skills and competencies that moves them from a multi-disciplinary(Grade 10), to interdisciplinary (Grade 11) to transdisciplinary(Grade 12) model of understanding.

\* *See Immersive Institute assessment conversations framework [here](#).*

\* *See Continuum of Integration Skills [here](#).*

### **Learning Resources:**

Additional facilities determined by focus of immersive inquiry institute, but all students will require access to:

- Personal learning device
- Stable wireless
- Broadcasting devices – such as LCD
- Learning Management System (LMS)
- Digital Portfolio tool
- Online digital tools – a variety

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** March 12, 2024

**TO:** Board of Education

**FROM:** Rachael Green, Assistant Director, Human Resources

**RE:** **POLICY 503: INTERROGATION OR INTERVIEWING OF STUDENTS BY POLICE IN SCHOOL SETTINGS**

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#### **RECOMMENDATION:**

THAT the Board of Education repeal [Policy 503 - Interrogation or Interviewing of Students by Police 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

This information was presented at the November 7th, 2023, public meeting and a request from the Board of Education was made to consult with partner groups and to garner feedback on Administrative Procedure 307. Based on our analysis, and with consultation with the RCMP and feedback received from Partner groups, Policy 503 is operational in nature and is made redundant by updated Administrative Procedure 307.



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

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**503  
POLICY  
Interrogation or Interviewing of Students by Police in  
Schools**

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Students are not to be interviewed or interrogated by a police officer on school premises unless deemed to be absolutely necessary by school administration. Interviews are to be conducted only with a parent or guardian present. If there is an imminent threat to others, principals or teachers may act in place of a parent or guardian only where delay may jeopardize the safety of others. Parents must be contacted and notified.

Exceptions to the above procedures are provided for in Board Policy 424 – Child Abuse/Neglect and the accompanying Inter-Ministerial protocols.

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Cross Refs: Board [Policy 501](#) and [Policy 424](#), Youth Criminal Justice Act, Canadian Charter of Rights and Freedoms

Adopted: April 13, 1983  
Reviewed: September 15, 1998, March 11, 2014  
Revised: November 26, 1991, November 24, 1998, March 11, 2014

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## ADMINISTRATIVE PROCEDURE 307 POLICE REQUESTS FOR STUDENT INTERVIEWS

The District seeks to cooperate with police, while not compromising the legal rights of the students in its care. In most circumstances, students on School District premises or at school sponsored events cannot to be formally interviewed by police officers as part of a formal investigation process.

The District recognizes there may be emergent situations that might require different approaches when police would like to interview a student. It is for this reason that all police contact with students on School District premises or at school sponsored events shall occur with the knowledge and consent of the administrator and with prior notice (except in a crisis situation).

### Procedure

Requests by police to interview students on district premises or at a school sponsored event are subject to the following:

1. Students are not to be interviewed, except in the following circumstances:

1.1. In cases where child abuse is suspected, the police and/or social worker may interview the student under the legislative regulation for the protection of children:

“Police officers and child welfare workers have complementary roles in responding to reports of suspected child abuse or neglect. Police have authority under the Criminal Code of Canada and the Child, Family and Community Service Act to respond:

- when a child or youth is in immediate danger; and
- when a criminal offence against a child or youth is suspected.

When an officer has reasonable grounds to believe that a child’s or youth’s safety or well-being is in immediate danger, the officer has authority to take charge of the child or youth and notify a child welfare worker as soon as possible.

Where a criminal offence against a child or youth is suspected, police may investigate, working in collaboration with child welfare workers.

(See BC Handbook for Action on Child Abuse and Neglect, page 12)

1.2. In an emergent situation where there is no question of compromising the student’s legal rights and where immediate information is necessary for quick action:

1.2.1. When police officials request an interview with a student on school or District premises in accordance with Section 1.2, a Principal or designate must ensure that the student’s parent(s)/guardian(s)/childcare authorities are contacted immediately.

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Related Legislation: School Act, Sections 6, 7, 20, 22, 26, 65, 85; Child, Family and Community Service Act; BC Handbook for Action on Child Abuse and Neglect; Freedom of Information and Protection of Privacy Act; Youth Justice Act; Youth Criminal Justice Act (Canada)

Related Contract Article: Nil  
Adopted: November 24, 1998  
Amended: xxxx

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

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- 1.2.2. If parent(s)/guardian(s)/childcare authorities cannot be reached or are unable to attend the interview, the Principal shall request the police officer to delay the interview until such time as the parent(s)/guardian(s)/childcare authorities can be contacted or be present.
- 1.2.3. If this request is refused, then the Principal or designate shall act "in loco parentis". The Principal or designate must sit in on the interview and shall summarize the meeting in writing and provide the written report to the parent(s)/guardian(s)/childcare authorities, a copy to the Superintendent and retain a copy at the school in a file for that purpose, with notes subject to the terms of the *Freedom of Information and Protection of Privacy Act*.
2. A student is not to be released to the custody of other legal authorities in the absence of clear legal authority to do so.
  - 2.1. Any such release shall be in accordance with the District's duty of care for students and any formal regulations governing such release, including notification of parents/guardians/childcare authorities.
  - 2.2. In the case of students of Indigenous ancestry, processes delineated in Local Education Agreements shall be followed.

In situations where police wish to have contact with a student at school:

1. The Principal shall request that the police complete interviews, conduct searches and effect arrests at another location away from school, if possible.
2. The school shall make every attempt to notify the parent(s)/guardian(s)/childcare authorities and confirm whether they wish to attend. The administrator shall document the attempt to make contact.
3. The Principal shall determine from the police officer what the nature of the contact will be, and support the student as required.

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Related Legislation: School Act, Sections 6, 7, 20, 22, 26, 65, 85; Child, Family and Community Service Act; BC Handbook for Action on Child Abuse and Neglect; Freedom of Information and Protection of Privacy Act; Youth Justice Act; Youth Criminal Justice Act (Canada)

Related Contract Article: Nil  
Adopted: November 24, 1998  
Amended: xxxx

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** March 12, 2024

**TO:** Board of Education

**FROM:** Willow Reichelt, Board Chair

**RE:** **POLICY 141: ROLE OF THE SUPERINTENDENT &  
POLICY 142: SUPERINTENDENT PERFORMANCE REVIEW**

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#### **RECOMMENDATION:**

THAT the Board of Education amend [Policy 141 Role of the Superintendent](#), as presented.  
THAT the Board of Education amend [Policy 142 Superintendent Performance Review](#), as presented.

#### **BACKGROUND:**

One of the board's key governance roles is evaluation of the superintendent. For the 2023-24 school year evaluation, the board has been reviewing and updating the process and tools that are used to prepare this evaluation. The policy describing the role of the superintendent, along with the strategic plan, forms the basis for the evaluation as it describes the board expectations for the superintendent.

The board tasked an ad hoc committee of the board with reviewing Policy 141 Role of the Superintendent. The amended policy 141 presented tonight reflects the ad hoc committee's recommended amended policy for adoption. In preparing this amendment, the committee considered previous policy, prior board practice and governance, alignment with other district policies, the strategic plan; considered whether the roles described were measurable; reviewed the policy with the superintendent; and reviewed policies in other districts in B.C.

The committee is also submitting a recommended amendment to Policy 142 Superintendent. This is consistent with the superintendent's contract and a recognition of the importance of strategic plan cycle in the superintendent's evaluation.



## **ROLE OF THE SUPERINTENDENT** **(Draft Revision Policy 141)**

The Board entrusts the Superintendent with the crucial responsibility of supporting student achievement and well-being. The Superintendent serves as the Chief Executive Officer of the District, reports directly to the Board, and is accountable for the District's operations.

The Superintendent ensures the organization, administration, supervision and evaluation of all educational programs, business and operations in the district. The Superintendent is the Board's only direct employee and has authority and responsibility over all other personnel matters in accordance with Policy 530. All Board authority delegated to District staff is delegated through the Superintendent.

The Superintendent is accountable to the Minister of Education and Child Care and is bound to ensure compliance with all legal, fiscal and regulatory statutes and requirements in British Columbia.

The Superintendent is also charged with engaging with multiple partner groups and rights holders to inform the operations of the district and support the decision making of the board.

The Superintendent will:

1. **Student Learning and Wellness**

- 1.1 Provide students with opportunities to meet educational standards set by the Ministry of Education and Child Care.
- 1.2 Foster safe and caring environments conducive to student well-being and learning.
- 1.3 Ensure that learning environments promote the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
- 1.4 Review relevant data to monitor district performance and identify goals.
- 1.5 Ensure facilities accommodate the diverse needs of the student body.

2. **Fiscal Responsibility**

- 2.1 Ensure that the fiscal management of the District is in accordance with statutory requirements and Board policy.
- 2.2 Provide the Board with a recommended annual and amended budget that aligns with the strategic plan.
- 2.3 Allocate resources in accordance with the annual budget approved or amended by the Board.
- 2.4 Ensure the district operates in a fiscally and ethically responsible manner, including adherence to generally accepted accounting principles.
- 2.5 Evaluate programs and services in an ongoing way to inform resource allocation.
- 2.6 Engage with district partners, rights holders and community members in budget processes.

3. **Superintendent/Board Relations**

- 3.1 Maintain an effective working relationship with the board, characterized by honest and open communication, trust and respect.

- 3.2 Ensure all trustees are informed by the same, impartial information when members perform their role.
- 3.3 Uphold the Board's governance roles and responsibilities, as defined in legislation and Board policy.
- 3.4 Support the professional development of the Board.
- 3.5 Inform and update the Board through educational and financial information reports, meetings and other forms of communication.
- 3.6 Provide an onboarding process for new trustees to ensure continuity of governance.
- 3.7 Maintain Board work plans and timelines.
- 3.8 Attend all Board meetings and make recommendations on matters requiring Board action by providing accurate information and reports as needed to ensure informed decisions.

#### 4. Policy And Governance

- 4.1 Provide leadership and assistance in the planning, development, implementation and evaluation of Board policies.
- 4.2 Develop and keep current an Administrative Procedures Manual that is consistent with Board policy and other statutory rules and regulations. Inform the Board when there are changes to Administrative Procedure.
- 4.3 Ensure compliance with the legal framework in which the district operates and support the Board in meeting their statutory requirements.
- 4.4 Inform the Board of pertinent legislative changes and their impact on the district.

#### 5. Strategic Planning and Reporting

- 5.1 Assist the board in developing the district strategic plan.
- 5.2 Implement the approved strategic plan and support regular discussion, reporting and evaluation of strategic objectives.
- 5.3 Provide the board with data and monitoring reports that measure district progress in relation to the strategic plan and priorities of the board.

#### 6. Human Resource Management

- 6.1 Ensure all personnel-related matters align with legislation, collective agreements, and Board policy.
- 6.2 Promote collaborative professional leadership and respectful human relationships.
- 6.3 Implement a system for staff evaluation, feedback and identification of growth areas.
- 6.4 Define staff roles and responsibilities within the district.
- 6.5 Gather feedback on staff satisfaction and engagement to inform continuous improvement of district culture.

#### 7. Organizational Leadership and Management

- 7.1 Ensure compliance with all legal, Ministerial and Board mandates and timelines.
- 7.2 Develop processes for gathering, analyzing and using data for decision-making.
- 7.3 Review, modify and maintain an organizational chart which accurately delineates lines of authority and responsibility.

- 7.4 Facilitate meaningful professional development activities for staff to ensure the excellence, efficacy, and relevance of current educational practice.
- 7.5 Develop and maintain a plan for leadership continuity.

8. Ethical Leadership Practices and Values

- 8.1 Practice leadership in a manner that is viewed positively and has the support of those with whom they work.
- 8.2 Integrate a distinctions-based approach to Indigenous worldviews in district operations.
- 8.3 Model positive values, ethics and moral leadership.
- 8.4 Facilitate meaningful collaboration built on trust, honesty and respect.

9. Communications and Community Relations

- 9.1 Establish and maintain good relations with students, parents/ guardians/ caregivers, staff, First Nations, Rights holders, and community members and organizations.
- 9.2 Visit schools and other district sites to maintain connection with district staff needs and accomplishments.
- 9.3 Liaise with post-secondary educational institutions, including the University of the Fraser Valley.
- 9.4 Develop and maintain positive and effective relations with provincial and regional government departments and agencies.
- 9.5 Serve as a spokesperson for the District, in consultation with the Board Chair, to keep the District's messages consistent and accurate.

## POLICY 142 SUPERINTENDENT PERFORMANCE REVIEW

The responsibility to review the performance of the Superintendent of Schools on a regular basis is critical to the Board's governance role.

The process of reviewing the performance of the Superintendent is valuable for both the Board and the Superintendent. The review process can enable the Board and the Superintendent to develop a shared understanding regarding their respective roles and accountabilities, the expectations of the Board, the observations of other leaders within the school district and the community, and the success of the Superintendent in fulfilling the requirements of the position.

The Board and the Superintendent may utilize both informal and formal performance review processes to:

- confirm duties and responsibilities
- clarify relationships
- set priorities
- recognize accomplishments
- identify areas for growth
- determine future contract renewal

All processes related to the performance review of the Superintendent must be undertaken by the Board as a corporate body. No trustee, including the Chairperson, shall act as the Board in this matter.

### Guidelines

1. The Board and Superintendent will mutually agree upon the processes for informal and formal performance reviews.
2. Informal performance reviews will be completed on an annual basis.
3. A formal, comprehensive performance review will be completed in ~~the third year of the Superintendent's appointment~~ [each strategic planning cycle](#).
4. Following a performance review, the Superintendent will provide a growth plan to address any areas for improvement and growth.



## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** March 12, 2024  
**TO:** Board of Education  
**FROM:** Heather Maahs, Trustee  
**RE:** **MIDDLE SCHOOL ACADEMIC READING AND MATH SKILLS REPORT**

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#### **RECOMMENDATION:**

THAT the Superintendent provide a report to the Board, on the academic reading and math skills in middle school students, since the grade reconfiguration was implemented in our district.

This should include cohorts from before and after the grade reconfiguration was implemented.

The Chance Alternate middle school's student population should be included in this data (as the school was closed at the same time grade reconfiguration took place).

Please provide a timeline for when the Board will receive this report.

#### **BACKGROUND:**

Several fundamental changes to the delivery of educational services to students have taken place over the years that provide us with a differentiated approach to the acquisition of fundamental reading and math skills for different age groups in our district. It is important for the Board to understand how the changes have affected reading and math skills in our students.

Each year, the Board contemplates budget priorities and spending allocations. It is essential that the Board is updated on the affect these decisions and priorities are having on student progress. It would be of great benefit to the Board if these reports could be provided before we contemplate budget allocations.

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** March 12, 2024

**TO:** Board of Education

**FROM:** Heather Maahs, Trustee

**RE:** **ELEMENTARY SCHOOL ACADEMIC READING AND MATH SKILLS REPORT**

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#### **RECOMMENDATION:**

THAT the Superintendent provide a report to the Board, on the academic reading and math acquisition skills in elementary school students, since the closure of the pull-out programs at Bernard Elementary and McCammon Elementary.

This report will be for all elementary students and should include all cohorts.

Please provide a timeline for when the Board will receive this report.

#### **BACKGROUND:**

Several fundamental changes to the delivery of educational services to students have taken place over the years that provide us with a differentiated approach to the acquisition of fundamental reading and math skills for different age groups in our district. It is important for the Board to understand how the changes have affected reading and math skills in our students.

Each year, the Board contemplates budget priorities and spending allocations. It is essential that the Board is updated on the affect these decisions and priorities are having on student progress. It would be of great benefit to the Board if these reports could be provided before we contemplate budget allocations.

## MEETING SUMMARIES

### **In-Camera Meeting – February 13, 2024**

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

Staff: Rohan Arul-pragasam, Simone Sangster, Allan Van Tassel, Rachael Green, Talana McInally

1. HR Report
2. BCPSEA Report
3. Board Performance Review
4. Policy 141 – Role of the Superintendent: Update
5. Access to Records
6. Governance Role and the Board of Education
7. Trustee Conduct
8. Board Performance Evaluation – BCSTA Pilot Project

*At its February 13th in-camera meeting, the board met to address an alleged breach in confidentiality by a member of the board. Following deliberation, the board determined that Trustee Maahs had not upheld the confidentiality of the board of education in accordance with Section 7.4 of Bylaw 5. As a result of the breach, the board has taken steps to remove Trustee Maahs from in-camera meetings for the remainder of the 23/24 school year.*

*The board is committed to working collectively to ensure integrity in our closed meetings and will be participating in a future board learning session, specifically on trustees' obligations to uphold confidentiality.*

### **Board Learning Session – February 20, 2024**

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

Staff: Rohan Arul-pragasam, Simone Sangster, Paula Jordan, Dave Manuel, Kirk Savage, Allan Van Tassel, Rachael Green, Jessica Adams-Loupret, Talana McInally

Regrets: Heather Maahs, Richard Procee

Guest: Chris Lytle (Untapped Accessibility Consultant)

1. BC Accessibility Act

**Board Learning Session #1 – February 20, 2024**

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

Staff: Rohan Arul-pragasam, Talana McInally

Regrets: Carin Bondar

Guest: Gordon Stewart, BCSTA

1. Board Self-Evaluation Pilot Project - Information

**Board Learning Session #2 – February 20, 2024**

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

Staff: Rohan Arul-pragasam, Kirk Savage, Paula Jordan, Sean Wicker, Talana McInally

Regrets: Carin Bondar

2. Board/Authority Authorized (BAA) Course Review and Affirmation Project