

SUPERINTENDENT'S UPDATE TO THE BOARD

June 11, 2024, Public Board Meeting



Bill 22 – 2024: Safe Access to Schools Act

On Friday May 31st, [access zones around K-12 schools](#) was established through the Safe Access to Schools Regulation to preserve safe access to education by protecting students, staff and families from disruptive and harmful protest activities at schools.

On May 16, 2024, Government passed the **Safe Access to Schools Act** providing the ability to establish access zones around K-12 schools through regulation. Effective Friday, May 31st, 2024, access zones are now in place at all K-12 schools and police can arrest or issue tickets to anyone found impeding access, disrupting, or interfering with educational activities or attempting to intimidate an individual within 20 metres (66 feet) of school property. These zones will be in effect on school days from 7 a.m. to 6 p.m. and during extracurricular school activities at all of B.C.'s K-12 public and independent schools, with limited exceptions. Child care centres located on school grounds are included within the access zones during the effective times.

Districts will continue to rely on [Section 177 of the School Act](#) and the accompanying [Provincial Guidelines](#), as well as the provisions of the *Trespass Act*, and the Criminal Code continues to apply. Finally, the legislation has a sunset clause which expires July 1, 2026. Per the legislation, the regulation to activate the access zones expire at the end of each school year, so the current zones expire June 30, 2024, and is reactivated the start of the new school year.

Update Draft Admin Procedure 318 - Cell Phone and Digital Device Use

On Friday, January 26th Premier David Eby [announced](#) that he asked the ministry to work with school districts to address the use of cell phones in schools. The announcement included three concrete actions to keep kids and young adults safe:

- restricting the use of cellphones in schools;
- launching services to remove images from the internet and pursue predators; and
- legislation to hold social media companies accountable for the harm they have caused.

As a result of the above announcement, on April 12, 2024, the [Provincial Standards for Codes of Conduct Order](#) was amended, effective July 1, 2024. The amendments require all boards of education to include one or more statements in their codes of conduct about restricting the use of personal digital devices at school to promote focused learning environments and online safety. We are in the process of writing a student code of conduct Administrative Procedure (AP) ([Policy 310 – Students Expectations, Rights and Responsibilities also has a broader section on School Code of Conduct Direction](#)) that will ensure that schools incorporate this feedback from the order when updating their school code of conduct.

We have drafted an Administrative Procedure (AP), and we are in the process of the collecting feedback from partner groups. Once all the relevant feedback is incorporated, the updated AP will be provided to the Board of Education and sent to families as information before the start of the school year.

SUPERINTENDENT'S UPDATE TO THE BOARD

June 11, 2024, Public Board Meeting



Board Room Update

At the start of the 20203-24 school year, the Board of Education was informed that staff would be presenting a plan for reconfiguring the Board room space, as an extension to the work undertaken to update the Board Office. At the February 13th Superintendent's Debrief meeting, Director of Facilities and Transportation Al Van Tassel provided information regarding the draft plans with respect to the changes to be made to enhance the Board of Education meeting space at the Board Office. Revised plans were presented to the Board of Education in the Superintendent's weekly June 10th update.

Changes for consideration:

- A new layout that increases the functional space of the Board room, taking into consideration the public gallery,
- A new orientation of the Board tables, electrical outlets on tabletops, reducing hazards,
- The option to create enhanced space for other meetings without compromising the fixed table configuration for Board meetings,
- Enhanced audio and video to ensure compliance with Policy 170, and
- Ensure the Board room is more accessible to the members of the public, trustees, and senior staff.

Please see links to two PDF documents regarding the new configuration to be completed August 2024, in time for the new school year.

- [Board Meeting configuration.](#)
- [Reconfigured table configuration for other District meetings.](#)

K-12 Integrated Arts & Technology

Inspired by High Tech High and other sites of educational innovation, the K-12 Integrated Arts & Technology (IAT) at Leary Integrated Arts & Technology Elementary, AD Rundle Middle School IAT Cohort and Imagine High Integrated Arts & Technology Secondary is a program of choice that welcomes students from all over the district who are passionate about or have a strong interest in learning through hands-on projects that tackle real-world problems.

Using the redesigned curriculum--supported by the **four pillars of integrated arts and technology** (integration of disciplines, collaborative culture, authentic learning, and visionary staff—all three schools are focused on creating learning opportunities that are experiential, rigorous, and personalized. Art and technology are tools that enhance learning experiences, engage students, and provide multiple pathways for students to demonstrate their learning.

Because collaboration and community are at the heart of the IAT approach to teaching and learning, teacher leaders from the three sites collaborate in on-going professional development around project-based learning and use their skills and knowledge to support colleagues.

SUPERINTENDENT'S UPDATE TO THE BOARD

June 11, 2024, Public Board Meeting



Imagine High

“Projects integrate hands and minds and incorporate inquiry across multiple disciplines, leading to the creation of meaningful and beautiful work.”

Brooke Haller, Principal – Imagine High

- Imagine High opened in September 2021 and will celebrate its first-ever grad class in June 2024.
- Graduates are excitedly preparing to move into post-secondary opportunities in the creative and academic fields, as well as the trades.
- The professional Culinary Arts Program is underway! – the café *Bread Zeppelin* has opened.
- Implementation of the 4 Pillars of IAT has been supported by **Dr. Leyton Schnellert**, Associate Professor in UBC’s Department of Curriculum & Pedagogy, who works alongside Imagine teacher teams to refine planning and assessment around inquiry projects that challenge students’ critical thinking and creativity.
- The Inclusive Design Team (LATs and RTs) support planning and instruction by collaborating with classroom teachers using the principles of Universal Design for Learning to ensure that all learners have access to the curriculum.
- A beautiful example of an Imagine project is the **Stream Restoration Project** during which students worked on the S.A.Y. Lands to restore the historical trail connecting three local Indigenous communities. Teachers Katie Dempsey, Sonja Wykpis and Vivian Zang collaborated to pose the question to their learners: Can we bring Indigenous ways of knowing into balance with western scientific knowledge? Integrating English, Social Studies, Math and Science, the Stream Restoration Project focused on community relationships, Indigenous ways of knowing and land stewardship.
- **Deep Dives** (immersive inquiry projects) allow students to delve into a personal passion area for two weeks twice a year. This year’s Deep Dives included Game Jam, Songwriting, Comparative Religions, Tinies and Toddlers, Wildlife Conservation, Classic Horror Literature, Outdoor Ed, Nature Journaling, Culinary Institute, Medieval Weaponry and Molecular Gastronomy. Students also have the option to design and plan their own passion project.
- Imagine High’s approach to teaching and learning has garnered interest from school districts around the province; this year, educators from Kelowna, North Vancouver, Qualicum, Vancouver Catholic School Board, Maple Ridge visited the school to tour the facility, visit classrooms, and explore the structures, supports and protocols that underpin the teaching and learning.
- Teacher and student teams from Imagine also presented at the BC Superintendent’s Association conferences.

SUPERINTENDENT'S UPDATE TO THE BOARD

June 11, 2024, Public Board Meeting



AD Rundle Middle School IAT Cohort

“In the IAT Cohort at Rundle we can connect with students to ignite their passions.”

Scott Harker, Teacher

- The AD Rundle IAT Cohort has expanded from three to nine divisions organized into three learning communities.
- During the 2023-24 school year, teachers collaborated to co-plan and co-teach large scale projects and Deep Dives that unify subject areas, encourage student collaboration, and culminate in Exhibitions of Learning attended by peers, families, and the community.
- This year, IAT students enjoyed participating in projects such as Igniting Artistry and Togetherness, Ye Olde Cell Kingdom, Energize the Lab!, Renaissance Inventions, The Great Shift – Stor(ies) of Colonization. Deep Dives included All the World's a Stage Cricut Crafting and Branding Brilliance, Drawn This – Explain That, Fashion Forward, From Zero to Hero Game Development, Animal Exploration, and Book Club.
- Teacher teams collaborated with Dr. Leyton Schnellert around planning and assessment to ensure that projects are well-planned and reflect what students need to know, do, and understand to become educated citizens.

Leary Elementary

*“I love teaching this way.
It allows me and my students to be creative and collaborative.”*

Clayton Willms, Teacher

- This year Leary has implemented multi-graded learning communities and the Inclusive Design Team (modelled after Imagine and the AD Rundle IAT Cohort).
- Learning community teachers planned Deep Dives and experiential projects that help students link the curriculum to personal interests and passions. Some examples this year include Picnic Tables & Mathematics, All About Bears, Cooking, Clay Sculpting, Coding with Scratch, Making Music, STEAM Challenges.
- The Inclusive Design Team model supports classroom teachers to focus on high-quality instruction within project-based learning with multiple access points for all learners.
- District numeracy and literacy teachers have worked alongside Leary teachers to focus on numeracy and literacy skill development.
- A highlight of the year was the successful, school-wide production of **James and the Giant Peach**, a musical performed on the main stage at the Chilliwack Cultural Centre.
- Students were involved in every aspect of the production, from acting to costumes, lighting, sound, props, set design, choreography, and marketing.
- Teachers supported students to connect to areas of personal passion and collaborated to create a final product that showcased and celebrated their collective learning.

SUPERINTENDENT'S UPDATE TO THE BOARD

June 11, 2024, Public Board Meeting



Chilliwack
School District

