



**Chilliwack
School District**

THE BOARD OF EDUCATION

School District #33 (Chilliwack)

Special Regular Public Board Meeting

(Virtual - Zoom Webinar)

AGENDA

June 26, 2025

3:00 pm

1. CALL TO ORDER

- 1.1. Call to Order – **Welcome, Acknowledgment of Traditional Stó:lō Territory and Diversity Statement**
- 1.2. Adoption of the Agenda
(THAT the agenda be adopted as circulated.)

2. ACTION ITEM

- 2.1. Lease Agreement Bylaw No. 2025-09 (1st Reading)

3. ADJOURNMENT

DECISION REPORT

Regular Board Meeting

DATE: June 26th, 2025

TO: Board of Education

FROM: Simone Sangster, Secretary Treasurer
Kirk Savage, Assistant Superintendent

RE: **LEASE AGREEMENT BYLAW NO. 2025-09, FIRST READING**

RECOMMENDATIONS:

THAT the Board approve first reading of School District No. 33 (Chilliwack) 103 – 45425 Luckakuck Way, Chilliwack, BC Lease Acquisition Bylaw, 2025, No .2025-09

BACKGROUND:

Rationale and Use of the Property:

In response to a growing number of youths who are unable to attend school at existing district sites, we are proposing the establishment of a Storefront site—a 3200 square foot third campus option for students connected to Kwiyeqel Secondary School (KSS) and the district's secondary schools. These students include:

- Non-attenders on the 113 (SD33-wide) and 112 (KSS-specific) homeroom lists
- Students under probation or RCMP no-contact orders
- Youth requiring support through the Bridge Program
- Students from mainstream secondary schools who are disconnected from in-person learning environments

The vision for this space is to provide a safe, neutral, and accessible site, centrally located on a major city corridor and transit route, where students can re-engage with learning and community support services. These community supports can continue to support the youth after their school journey is complete. It fills a gap between the KSS campuses and existing mainstream options - serving a unique and highly vulnerable population that is often missed by existing programming. The storefront provides flexible, low-barrier daily access for students who face attendance, legal, or wellness-related barriers to attending a traditional school building.

Specifics of the Lease and Funding

We are seeking board approval to enter a 3-year lease for a storefront property located at 103 - 45425 Luckakuck Way – next to Canadian Tire. The estimated lease cost is \$7500 per month, with additional expenses allocated for utilities and custodial services. The anticipated annual operating cost is approximately \$90,000 (minus any subleasing partnerships).

Funding:

- We anticipate that we will recover half of the annual lease costs through partnership agreements.
- Secondary schools will cost share on the remaining lease payments (Operating Fund).
- A long-term goal is for the site to sustain itself through 1701 claims via our 113 Non-Attender List.

Staffing will be covered through existing resources:

- Existing KSS staff (1.6 Teacher Full Time Equivalent (FTE))
- The SD33 Bridge Program team
- Community support agencies such as Pacific Community Resources Society (PCRS), Chilliwack Community Services, and Youth Probation

This model allows us to launch the program without requiring new staffing allocations, instead leveraging existing staff and partnerships.

Evaluation Plan and Measures of Success

To assess the impact of the storefront site and determine next steps at the end of the 3-year term (or earlier), we will collect and report data on:

1. Attendance and engagement
 - Changes in attendance for students from the 112 and 113 homeroom lists
 - Number of students regularly attending the storefront site
2. Transition outcomes
 - Number of students returning to KSS or mainstream schools
 - Successful transitions from the Bridge Program back into classrooms or to other school sites
 - Increased graduation rate of at-risk learners, particularly those students at risk of dropping out of school programming.
3. Support and connection
 - Documented engagement with community partners and services
 - Bridge and probation staff usage of the site
 - Feedback from staff, students, and families on the storefront's effectiveness
4. Student profile and intake process
 - Clear intake through District Resource Team (DRT) and/or subcommittees
 - Auditable compliance with the Alternate Education profile
 - Evidence that the site is not being used as a placement of convenience

A formal review of the storefront program will take place annually, with a comprehensive evaluation report submitted in Spring 2028 to inform the Board's decision on whether to renew, revise, or conclude the lease agreement.

Attachments:

103 – 45425 Luckakuck Way, Chilliwack, BC Lease Acquisition Bylaw, 2025, No.2025-09
Bridge Team Information Booklet – April 2, 2025

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK)
103 – 45425 LUCKAKUCK WAY, CHILLIWACK, BC LEASE ACQUISITION BYLAW, 2025,
NO.2025-09

WHEREAS The Board of Education of School District No. 33 (Chilliwack) (the “**Board**”) is a board of education constituted under the *School Act* (British Columbia);

AND WHEREAS the Board may acquire and hold land or improvements, or both, within its school district under the authority of Section 96(2)(a) of the *School Act* (British Columbia);

AND WHEREAS Section 65(5) of the *School Act* (British Columbia) states that a board of education may exercise a power with respect to the acquisition or disposal of property owned or administered by the board of education only by bylaw;

AND WHEREAS the *Interpretation Act* (British Columbia) defines the word “acquire” to obtain by any method and includes accept, receive, purchase, be vested with, lease, take possession, control or occupation of, and agree to do any of those things, but does not include expropriate;

AND WHEREAS:

- (i) 376373 B.C. Ltd. (the “**Landlord**”) is the registered owner of the property with a civic address of 45425 Luckakuck Way, Chilliwack, British Columbia and legally described as Parcel Identifier: 002-206-722, Lot 1 Except: Part Road on Plan LMP18601, District Lot 259 Group 1 New Westminster District Plan 70273 (the “**Property**”);
- (ii) pursuant to an Offer to Lease dated June 17, 2025 (the “**Offer to Lease**”), the Board offered to lease from the Landlord a portion of the Property shown on Schedule A attached hereto (the “**Premises**”) subject to certain conditions in favour of the Board;
- (iii) the Board proposes to lease the Premises from the Landlord for a term of three (3) years, with one option to renew for three (3) additional years, on the terms and conditions of a lease agreement settled between the Board, as tenant, and the Landlord, as landlord, provided to the trustees of the Board (the “**Lease**”);
- (iv) the Board is satisfied that it would be in the best interests of the Board to enter into the Offer to Lease and the Lease with the Landlord for a lease of the Premises and that the granting of the Lease to the Board will neither conflict with nor detract from the regular or extracurricular program of the Board or the current or future educational needs of the school district; and
- (v) the Board is satisfied that the Offer to Lease and the Lease will benefit the Board.

NOW THEREFORE be it resolved as a Bylaw of the Board that the lease of the Premises by the Board from the Landlord pursuant to the Offer to Lease and the Lease be and is hereby authorized and approved and the Board enter into the Offer to Lease and the Lease with the Landlord for the Premises.

BE IT FURTHER resolved as a Bylaw of the Board that the Secretary Treasurer be and is hereby authorized, on behalf of the Board, to obtain a grant of the lease of the Premises from the Landlord and to execute and deliver the Offer to Lease and the Lease and such amendments thereto as the Secretary Treasurer may, in his or her discretion, consider advisable, and the Secretary-Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver all related and ancillary documents required to obtain the grant of the lease of the Premises from the Landlord on such terms and conditions as the Secretary Treasurer may, in his or her discretion, consider advisable as witnessed by the signature of the Secretary Treasurer.

This Bylaw may be cited as "School District No. 33 (Chilliwack) 103 – 45425 Luckakuck Way, Chilliwack, BC Lease Acquisition Bylaw, 2025, No.2025-09".

READ A FIRST TIME THE 26TH DAY OF JUNE, 2025.

READ A SECOND TIME THIS 30TH DAY OF JUNE, 2025.

READ A THIRD TIME, PASSED AND ADOPTED THIS 30TH DAY OF JUNE, 2025

Chairperson of the Board

Corporate Seal

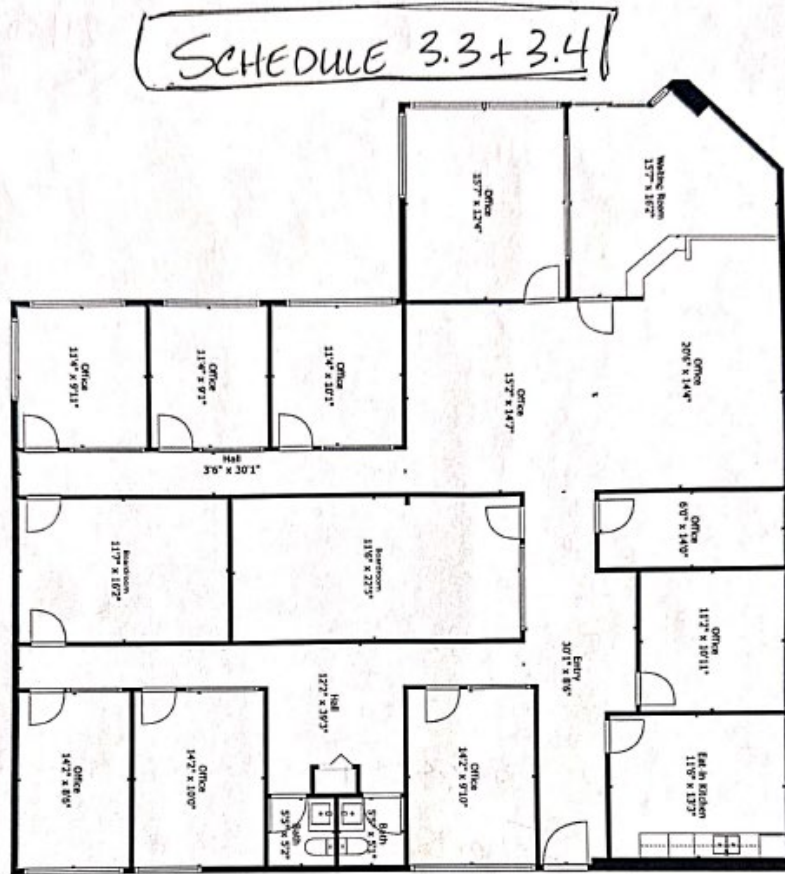
Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 33 (Chilliwack) 103 – 45425 Luckakuck Way, Chilliwack, BC Lease Acquisition Bylaw, 2025, No.2025-09, adopted by the Board the 30th day of June, 2025.

Secretary Treasurer

SCHEDULE A

PREMISES



103-45425 Luckakuck Way
Chilliwack, BC

Total: 3,236 sq.ft



Chilliwack
School District

Bridge Team

2024-25



The BRIDGE Team will assist school teams to support learners with chronic to excessive absenteeism. Through relationship and mentoring, the BRIDGE Team strives to build connected relationships among students, families, schools and community partners with the end goal of developing positive school experiences for students and families.

VISION STATEMENT

Our vision is to empower student confidence and re-engagement by meeting students and families where they are, providing compassionate, personalized support tailored to their unique circumstances. Through collaboration with schools and community agencies, we create holistic, wraparound support systems that foster trust and readiness for each student's journey back to education. Our strength lies in building lasting relationships and addressing immediate needs, measuring success not solely by graduation rates but by the meaningful growth and positive steps each student and family takes toward a brighter future, whether that involves returning to school or pursuing alternative pathways to success.

GOALS

The goal of the Bridge Team is to connect the student and family with community and school supports through relationship building and mentoring and, in doing so, to develop positive school experiences for students and families. The team promotes collaboration, safety, and connected relationships among students, families, schools, and community partners.

- Act as a bridge between school, student, family and community
- Build relationship with the student and family to better understand and overcome barriers to school attendance and engagement
- Connect the student and family with school and community resources
- Facilitate collaboration between home, school, and community to develop a Student Success Plan that is responsive to student needs
- Review and celebrate accomplishments and successes

TEAM MEMBERS

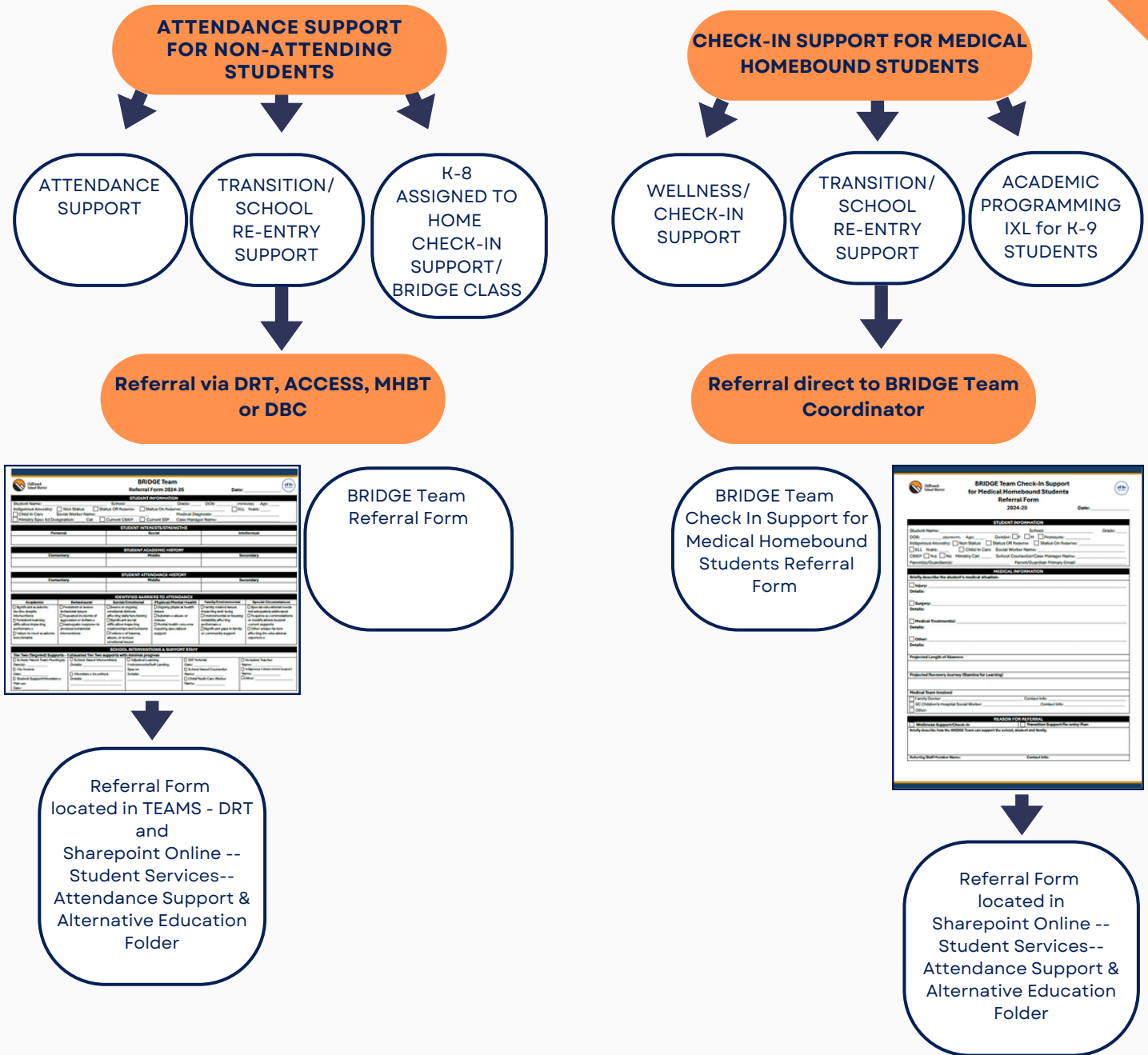
- Michelle Reilly, Coordinator of Alternative Education
- Amber Mothus, Community Outreach Coordinator
- Cheyenne Leon, Child and Youth Care Worker
- Karah Garden, Family Navigator
- Mel Deley, Family Navigator
- Kirby Jacobson, Counsellor (Currently On Leave)
- Alyson King, Alternate Support Coordinator (Currently GRTW)
- Tasha Fedech, Child and Youth Care Worker
- Nathan Weissbock, Teacher

STUDENT PROFILE

Priority is given to those students who are experiencing Chronic Absenteeism.

Definition: Chronic Absenteeism is defined, for the purpose of the BRIDGE team, as a student who has, for any reason, missed 80 percent or more of the school year or in the previous year.

BRIDGE SUPPORTS & REFERRAL PROCESS



OVERVIEW

1. Receiving and Responding to Student Referrals

- DRT Referral completed and presented by school at DRT and/or ACCESS or MHBT Referral completed
- BRIDGE Team consults with case manager/school team contact
- BRIDGE Team reviews student attendance and academic history

2. Making Connections

BRIDGE connects with student and family

- Introduction is made to the family by the school with follow-up communication made by Bridge Team
- Meet & Greet in the home or community or school

3. Building Relationships

BRIDGE engages in conversation with student and family to better understand the story

- What do you need?
- What does your child need?
- How can we help?
- How can we support?

Optional: Utilize FBA-Attendance and/or PATH or other appropriate (assessment) tool

4. Bridging Supports

BRIDGE Team connects student and family with various resources as needed to overcome barriers to support success

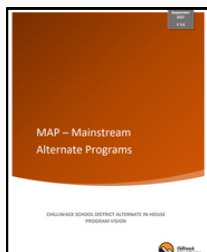
- School and District Resources
- Community Partners

5. Handing Over with Care

BRIDGE Team works with the home, school and community to develop and support the implementation of a Student Success Plan

- BRIDGE Team participates in Student Success Plan Review meeting
- What accomplishments and successes can be celebrated?
- How can the ongoing journey be supported?

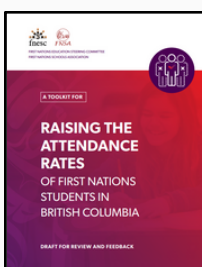
GUIDING DOCUMENTS



SD33 MAP - MAINSTREAM ALTERNATE PROGRAMS



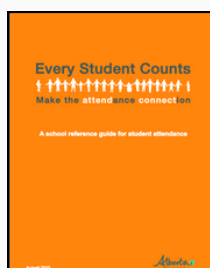
SD33 INCLUSIVE EDUCATION MANUAL



FNEsc: RAISING THE ATTENDANCE RATES OF FIRST NATION STUDENTS IN B.C.



ATTENDANCE PLAYBOOK - SMART STRATEGIES FOR REDUCING STUDENT ABSENTEEISM POST-PANDEMIC



EVERY STUDENT COUNTS - MAKE THE ATTENDANCE CONNECTION



ATTENDANCE TIERS OF SUPPORT



TIER 1 UNIVERSAL SUPPORTS

School-wide

- Create a welcoming, engaging environment that helps students feel connected to their school and teachers.
- Welcome all students and in particular the separation-anxious student when they arrive at school.
- Establish a Check-In area in the school and have connecting staff available.
- Address school safety issues through antibullying and antiviolence initiatives. Students need to know that adults will intervene when they feel unsafe or threatened
- Provide a safe harbor with the counselor or available support staff.
- Welcome and involve families in the school.

Student Specific

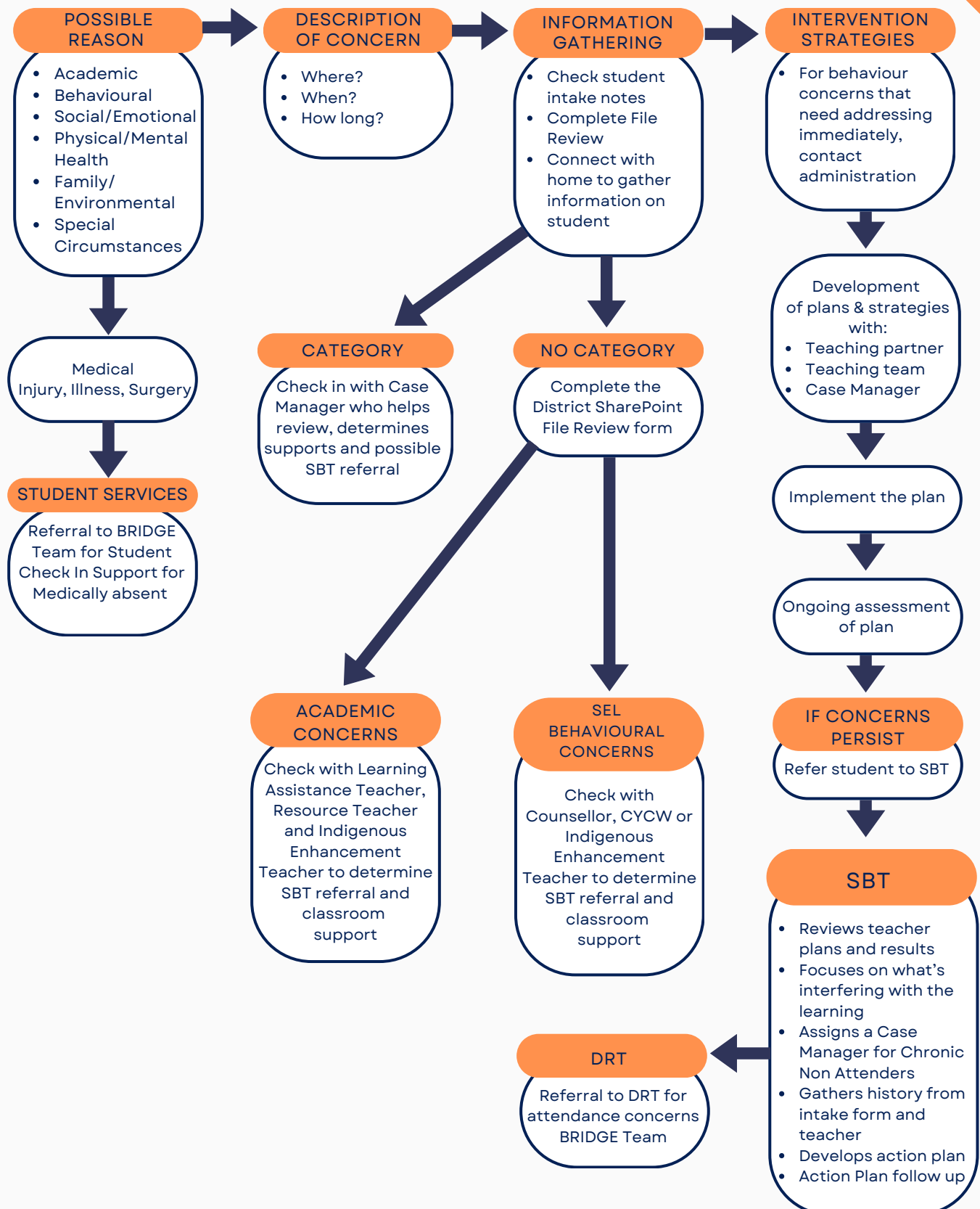
- Help the student become involved in getting organized for the day.
- Give the student special jobs, such as handing out papers or collecting books.
- Praise and encourage the student and provide comfort to younger students when they are upset.
- Set up rewards for school attendance.
- Assign a peer buddy at recess or lunch.
- Reduce the need for the student to give speeches.
- Provide an alternate test-taking environment.
- Gradual re-entry may start with having the student arrive at school but not go inside on day one, enter and visit in the front office on day two, and identify which class is most comfortable and stay just for that class on day three, etc. Exposure therapy
- For older students or those with significant anxiety or depression, allowing for progressive re-entry over a 1-2 week period may be effective.
- Teams might also consider part-time schooling, or they may temporarily allow a flexible school day for students with extended absences (e.g. over 2 years) due to extreme levels of anxiety and depression and when other interventions have been unsuccessful.

Working with Parents

- Assist parents in bringing a reluctant or acting-out child into the school.
- Work with parents to effectively respond to their child's complaints about school, while clearly ensuring that the child attends school.
- Encourage parents to set up regular evening and morning routines.
- Encourage parents to reinforce their child's positive behaviours (participation efforts), and ignore negative behaviours (crying, whining).
- Encourage parents to monitor attendance, particularly for older students.

Source: NASP

SCHOOL ATTENDANCE PLANNING & SUPPORTS



TIER 2 TARGETED SUPPORTS ASSESSMENT & INTERVENTIONS

1. Determining the Team

- A team approach to assessment and early intervention that involves family, educators, and community providers increases the probability of a successful solution
- The team can include the teacher, principal, school counsellor, school psychologist, social worker, and community members working with the child (therapist or physician), as well as the student's parents

2. Antecedents and Consequences of School Avoidance/Refusal - The Starting Point

- Hypothesis "The Why"
 - a. Can't Attend - illness, family responsibilities
 - b. Won't Attend - avoidance, learning difficulties, social
 - c. Don't Attend - not seeing value in education, something rather do instead
- Won't Attend, Don't Attend Hypothesis "The Why"
 - a. Negative Affect - makes them feel unpleasant
 - b. Escape from Social or Evaluative Situations
 - c. Receive Attention
 - d. Positive Tangible Reinforcement

3. Detailed Review of School Records

- Strengths, Stretches
- Academic Progress History
- Attendance History

4. Observations

When the student is in attendance - What do you notice?

5. School Refusal Assessments - Optional

School Refusal Assessment and District Screening to gain an understanding of the student's emotional and developmental status.

6. Interventions

The goal of intervention is to increase the student's school attendance.

- **Achievement Testing** - If the student is refusing because of academic difficulties
- **Mental Health Services** - For students with anxiety and/or depression, intervention provided by a mental health professional often includes cognitive-behavioral approaches that teach coping strategies such as relaxation, problem-solving, reducing negative self-talk, and increasing healthy self-talk.
- **Teaching** about anxiety, **rewards** for school attendance, **parent** support, **goal setting**, and setting up **plans or contracts**.
- **Medication** may be used in combination with cognitive-behavioural therapy for a student who has a psychiatric disorder such as severe anxiety or depression.
- **Re-entry Plans** - A plan that addresses what steps will be taken when the student refuses to come to school should be developed in collaboration with the parents.

Student Attendance Concerns

Definition:

For this discussion, chronic absenteeism is defined as a student who has, for any reason, missed 80 percent or more of the school year or in the previous year. An attendance issue is often the first indicator that a student is having other challenges.

School Attendance is More than being Physically Present

Students should:

- Enjoy or feel okay about going to school.
- Have positive feelings about the future.
- Feel a sense of belonging at school.

Supports Needed

- Emotional
- Intellectual
- Physical
- Social

Teams Need to be in Place

School personnel, parents/guardians, and students themselves

- Identify strengths and needs
- Understand the personal context
- Access local resources to help the student and family

Five Strategies

1. Tracking Progress - Early Identification (including transition information)
2. Student Engagement - Creating a School Culture of Engagement
3. Successful Transitions - Carefully and Deliberately Planned
 - Anytime: Routines, Relationships, Expectations, Roles
 - Specific: Grade to Grade, School to Work, School to Further Education
 - Significant: Family structure changes, Death in the family, Moving homes
4. Collaborative Partnerships - Determining the Reason for Absenteeism is essential for Identifying the Barriers to Attendance
 - Academic
 - Behavioral
 - Social/Emotional
 - Physical/Mental Health
 - Family/Environmental
 - Life Circumstances
5. Positive Connections - Unconditional Support, Expectations Maintained
 - Mentorship Programs
 - Career Counselling
 - School Liaison Work
 - Community Agencies