THE BOARD OF EDUCATION

School District #33 (Chilliwack)

Regular Board Meeting Held in Public

(Live streamed; attendees may be recorded)

AGENDA

December 9, 2025

5:30 pm

1. **CALL TO ORDER – School District Office**

    1.1.   Call to Order

    (Welcome, Acknowledgment of Traditional Territory and Diversity Statement)

    1.2.   Adoption of the Agenda

    (THAT the agenda be adopted as circulated.)

    1.3.   Approval of the Minutes

    (THAT the minutes of the November 18, 2025 Meeting and November 20, 2025 Special Regular Board Meeting be approved as circulated.)

2. **PRESENTATION ITEM**

    2.1. Strategic Plan Update: School Progress Checkpoint

3. **INFORMATION ITEMS**

    3.1. Education Policy Advisory Committee Report

    3.2. Trustee Written Reports

    3.3. BCSTA Report

    3.4. Indigenous Education Council Report

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

5. **ACTION ITEMS**

    5.1. Policy Amendments – 200 & 300 Series Barrier Scan

    5.2. Board Authority/Authorized (BAA) Course Reaffirmations

    5.3. Board Authority/Authorized (BAA) New Course Approval: Technology Explorations 11A & 11B

6. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

7. MEETING SUMMARIES

8. SUPERINTENDENT'S UPDATE

9. ADJOURNMENT

9.1. Next Board of Education Meeting: January 27, 2026 at 5:30pm

![Chilliwack School District logo]

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

Date of Meeting:	Tuesday, November 18, 2025
Location:	School District Office

Members Present:

Chair		David Swankey
Vice Chair		Teri Westerby
Trustee		Carin Bondar
Trustee		Richard Procee
Trustee		Willow Reichelt
Trustee		Margaret Reid
Trustee		Laurie Throness

Staff Present:

Superintendent		Rohan Arul-pragasam
Secretary Treasurer (Designate)		Raman Brar
Assistant Superintendent		Paula Jordan
Assistant Superintendent		Kirk Savage
Executive Assistant		Talana McInally

1. CALL TO ORDER

1.1. Call to Order

The meeting was called to order at 5:33 p.m.

The Chair opened the meeting with a welcome, an acknowledgment of Traditional Territory, and the Board's Diversity Statement.

1.2. Appointment of Secretary Treasurer Designate

128.25   Moved by: Trustee Westerby
Seconded by: Trustee Throness

THAT in accordance with Section 69 of the British Columbia School Act, the Board designates **Assistant Secretary Treasurer Raman Brar** to perform the duties of the Secretary Treasurer for the purposes of this meeting.

CARRIED

1.3. Adoption of the Agenda

129.25   Moved by: Trustee Bondar
Seconded by: Trustee Westerby

THAT the agenda be adopted as circulated.

CARRIED

1.4. Approval of the Minutes

130.25   Moved by: Trustee Reichelt
Seconded by: Trustee Reid

THAT the minutes of the October 14, 2025 Regular Board Meeting and November 13, 2025 Special Regular Board Meeting be approved as circulated.

CARRIED

2. INFORMATION ITEMS

2.1. Budget Advisory Committee Report – Minutes

The Board received the minutes of the Budget Advisory Committee meeting held on November 6, 2025.

2.2. Budget Advisory Committee Report – Quarterly Report

The Board received the September 2025 Quarterly Report and Written Financial Report as presented to the Budget Advisory Committee on November 6, 2025.

2.3. Appointment of Community Members to Board Committees

This report announced the appointment of community members to the Board's Audit Working and Budget Advisory committees.

2.4. Education Policy Advisory Committee Report

Trustee Reichelt provided the Education Policy Advisory Committee report, outlining the policy reviews and recommended amendments arising from the barrier scan.

2.5. Trustee Written Reports

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

2.6. BCSTA Report

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

2.7. Indigenous Education Council (IEC) Update

The Board received an update from the Indigenous Education Council (IEC).

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

    - No comments or questions were received

4. **ACTION ITEMS**

    4.1. **Policy Amendments – 200 & 300 Series Barrier Scan**

131.25   Moved by: Trustee Reichelt
              Seconded by: Trustee Bondar

              THAT the Board of Education approve the amendments to **313 – Safe Schools and 383
              – Technology Use** as recommended by the Education Policy Advisory Committee, in
              alignment with the District's barrier scan process and Board Policy 161.

                                                                                 CARRIED

    4.2. **Signing Authority**

132.25   Moved by: Trustee Bondar
              Seconded by: Trustee Westerby

              THAT the Board of Education approve Resolution No. R2026-05 – Signing Authority.

                                                                                 CARRIED

5. **MEETING SUMMARIES**

    Meeting summaries were provided listing In-Camera items since the last Regular Public Board
    Meeting.

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

    - French Immersion Policy 371

7. **SUPERINTENDENT'S REPORT**

    The report provided updates on district enrolment and capacity trends, highlighted a recent
    Graham Live Broadcast from G.W. Graham, and shared progress on the Middle School Learning
    Series.

8. **ADJOURNMENT**

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

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

              Special Regular Meeting (Virtual)
              Thursday, November 20, 2025
              3:00 p.m.

              Regular Meeting
              Tuesday, December 9, 2025

5:30 p.m.
School District Office

_____
Board Chair

_____
Secretary Treasurer

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

Date of Meeting:	Thursday, November 20, 2025
Location:	Virtual via Zoom Webinar
Members Present:	Chair David Swankey
	Vice Chair Teri Westerby
	Trustee Carin Bondar
	Trustee Richard Procee
	Trustee Willow Reichelt
	Trustee Laurie Throness
Regrets:	Trustee Margaret Reid
Staff Present:	Superintendent Rohan Arul-pragasam
	Secretary Treasurer (Designate) Raman Brar
	Director of Facilities & Transportation Allan Van Tassel
	Executive Assistant Talana McInally

---

1. CALL TO ORDER

1.1. Call to Order

The meeting was called to order at 3:02 p.m.

The Chair opened the meeting with a welcome, an acknowledgment of Traditional Territory, and the Board's Diversity Statement.

1.2. Appointment of Secretary Treasurer Designate

133.25   Moved by: Trustee Reichelt
Seconded by: Trustee Throness

THAT in accordance with Section 69 of the British Columbia School Act, the Board designates **Assistant Secretary Treasurer Raman Brar** to perform the duties of the Secretary Treasurer for the purposes of this meeting.

CARRIED

1.3. Adoption of the Agenda

134.25   Moved by: Trustee Bondar
Seconded by: Trustee Westerby

THAT the agenda be adopted as circulated.

CARRIED

2. ACTION ITEM

2.1. Capital Bylaw

135.25   Moved by: Trustee Bondar
Seconded by: Trustee Reichelt

THAT the Board approve second reading of Capital Project Bylaw No.2025/26-CPSD33-03, No. B2025-05C.

CARRIED

136.25   Moved by: Trustee Throness
Seconded by: Trustee Reichelt

THAT the Board approve third reading and adopts Capital Project Bylaw No.2025/26-CPSD33-03, No. B2025-05C.

CARRIED

2.2. Funding Resolution

137.25   Moved by: Trustee Reichelt
Seconded by: Trustee Bondar

THAT the Board of Education authorizes School District 33 (Chilliwack) to borrow from Scotiabank up to a maximum of $6,500,000 for School Site Acquisition.

CARRIED

2.3. Board Bylaw for Property Acquisition

138.25   Moved by: Trustee Reichelt
Seconded by: Trustee Bondar

THAT the Board approve second reading of 5303 Promontory Road, Chilliwack Site Acquisition Bylaw, 2025, No. B2025-04A.

CARRIED

139.25   Moved by: Trustee Bondar
Seconded by: Trustee Westerby

THAT the Board approve third reading and adopts 5303 Promontory Road, Chilliwack Site Acquisition Bylaw, 2025, No. B2025-04A.

CARRIED

3. ADJOURNMENT

The meeting was adjourned at 3:21 p.m.

_____
Board Chair

_____
Secretary Treasurer

BOARD OF EDUCATION

PRESENTATION

DATE: December 9, 2025

TO: Board of Education

FROM: David Manuel, Assistant Superintendent
Kirk Savage, Assistant Superintendent
Paula Jordan, Assistant Superintendent
Rohan Arul-pragasam, Superintendent

RE: **STRATEGIC PLAN UPDATE: SCHOOL PROGRESS CHECKPOINT**

The senior leadership team will provide regular updates on the Strategic Plan. As part of our continuous improvement cycle, three schools will present "Check Point" evidence at public Board meetings in December, March, and June—providing a total of nine school presentations throughout the year.

The District will also continue to provide updates on district-wide work advancing the Strategic Plan goals during Board Learning Sessions throughout the year. These sessions are documented on the District website under Board Meetings and Learning Sessions.
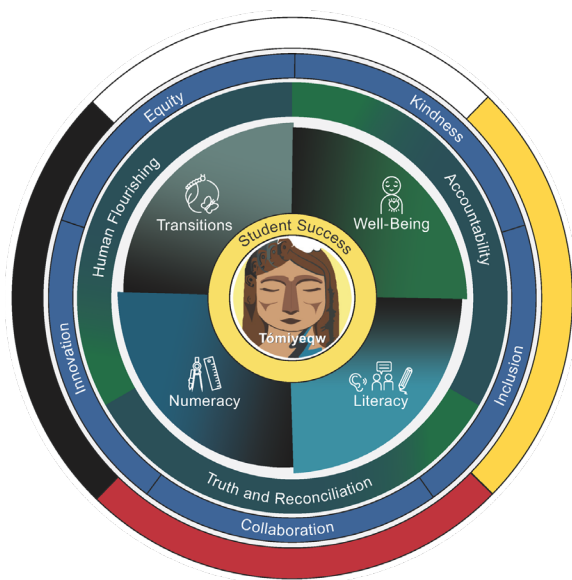
Goal: Literacy
Literacy is the foundation for learning. It creates a connection to each other and the world. Literacy can be a source of joy. We will: Empower learners to access knowledge, express ideas, think critically and communicate in various ways.

Goal: Numeracy
Numeracy is the ability to understand, interpret, and work with mathematical concepts. Developing number sense builds confidence, curiosity and supports everyday problem solving. We will: support learners to understand, apply and communicate mathematical concepts, processes and skills to solve problems and engage in the world around us in creative ways.

Goal: Well-Being
Well-being embraces the whole person including their physical, emotional, mental, and spiritual health. We will create environments in which everyone feels safe, supported, and valued. We will care for ourselves, each other, the community, and the land.

Goal: Transitions
Each student experiences changes that bring new challenges, expectations, and opportunities. Well planned transitions involve preparation, communication, and collaboration. We will plan successful transitions for students as they move from early years into adulthood in collaboration with families, staff, and community.

Partners in Learning!

INFORMATION REPORT
Regular Board Meeting

DATE: December 9, 2025

TO: Board of Education

FROM: Willow Reichelt, Chair of the Education Policy Advisory Committee

RE: **EDUCATION POLICY ADVISORY COMMITTEE REPORT**

BACKGROUND:

As directed by the Board on September 23, 2025, the District has initiated a barrier scan of all Education Policy Advisory Committee (EPAC) policies (Sections 200 and 300 of the Policy Manual), in alignment with Board Policy 161. This review ensures that policies are accessible, inclusive, and aligned with equity principles, Truth and Reconciliation, and the Declaration on the Rights of Indigenous Peoples Act (DRIPA).

UPDATE:

At its meeting on November 24, 2025, the EPAC reviewed policies as part of the barrier scan process and recommended amendments to **Policies 371 – French Immersion, 373 – Student Field Experiences, 314 – Student Substance Use, 315 – Weapons, and 320 – School Admission and Placement** to enhance clarity, align with Ministry requirements, and improve accessibility for all users.

NEXT STEPS:

The recommended amendments have been incorporated into the policies and are presented to the Board for approval under Decision Items.

Minutes

Chilliwack School District

**REPORT OF THE
EDUCATION POLICY ADVISORY COMMITTEE**
Meeting Held November 24, 2025 – 6:00 p.m.
Via Zoom

Attendance:	Willow Reichelt	Trustee
	Teri Westerby	Trustee
	Ryan Pastorchik	CPVPA
	Iain Gardner	CPVPA
	Reid Clark	CTA
	Sarabpreet Riar	CTA
	Katie Bartel	DPAC
	Jessica Clarke	DPAC
	Loren Muth	Indigenous Education Council
	Donna Dove	MGMT-Leaders
	Humna Mukhtar	Student, GW Graham Secondary
	Abbi McClements	Student, Chilliwack Secondary
Staff:	Rohan Arul-pragasam	Superintendent
	Lisa Champagne	Executive Assistant
Regrets:	Iain Gardner	CPVPA

1. CALL TO ORDER

Trustee Reichelt called the meeting to order at 6:02 p.m.

2. APPROVAL OF AGENDA

Moved by: Katie Bartel
Seconded by: Jessica Clarke

THAT the Agenda be approved as circulated.

CARRIED

OLD BUSINESS

3. POLICY 371 FRENCH IMMERSION

The committee reviewed this revised policy and suggested changes.

Moved by: Sarabpreet Riar
Seconded by: Donna Dove

THAT REVISED Policy 371 – French Immersion be referred to the Board of Education for approval.

CARRIED

4. POLICY 373 STUDENT FIELD EXPERIENCES

The committee reviewed this revised policy and suggested changes.

Moved by: Sarabpreet Riar
Seconded by: Katie Bartel

THAT REVISED Policy 373 – Student Field Experiences be referred to the Board of Education for approval.

CARRIED

NEW BUSINESS

5. POLICY 314 STUDENT SUBSTANCE USE

The committee reviewed this revised policy and suggested changes.

Moved by: Aggie Malecki
Seconded by: Reid Clark

THAT REVISED Policy 314 – Student Substance Use be referred to the Board of Education for approval. **CARRIED**

6. POLICY 315 WEAPONS

The committee reviewed this revised policy and suggested changes.

Moved by: Katie Bartel
Seconded by: Sarabpreet Riar

THAT REVISED Policy 315 – Weapons be referred to the Board of Education for approval.

CARRIED

7. POLICY 320 SCHOOL ADMISSION AND PLACEMENT

The committee reviewed this revised policy and suggested changes.

Minutes

Moved by: Katie Bartel
Seconded by: Maddie Marchesi

THAT REVISED Policy 320 – School Admission and Placement be referred to the Board of Education for approval.

CARRIED

ADJOURNMENT 6:40 p.m.

TRUSTEE REPORT

Trustee: David Swankey

Report Date: December 2nd, 2025

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.

- Nov 10th – Chaired Special Mtg of the Board In-Camera
- Nov 11th – Observed Remembrance Day
- Nov 13th – Chaired Special Mtg of the Board in Public
- Nov 13th – Attended BCSTA hosted Board Chairs Call
- Nov 13th – Joined McCammon Elementary for their regular PAC mtg
- Nov 14th – Attended the Abbotsford Community Foundation's National Philanthropy Day Recognition at UFV
- Nov 17th – Met with Assistant Secretary-Treasurer Brar to review board work plan
- Nov 19th – Joined Vedder Middle School for their regular PAC mtg
- Nov 20th – Attended UBC's MDI Data Presentation – Children in the Middle Years
- Nov 20th – Chaired Special Mtg of the Board in Public
  - https://sd33.bc.ca/news/board-education-approves-purchase-promontory-property
- Nov 24th – Attended District BAA Committee to support process in bringing recommendations to the board
- Nov 25th – Joined members of the board for our District Partners mtg at the CSS NLC
- Nov 27th – Attended BCSTA Board Mtg
- Nov 27th-29th – Attended BCSTA Academy
  - https://bcsta.org/trustee-academy/
  - Congratulations to Trustee Reid serving as Fraser Branch President!
- Dec 1st – Chaired BCSTA Finance & Audit Committee Mtg

The Chair/Vice Chair Committee met on Nov 12th, Nov 18th, Dec 2nd

UPCOMING EVENTS OF INTEREST TO THE BOARD

- April 9th-11th 2026 – BCSTA AGM
- July 2nd-4th 2026 – Deeper Learning Canada
  - https://deeperlearningcanada2026.sched.com/
- July 5th-9th 2026 – CSBA National Trustee Gathering on Indigenous Education
  - https://bcsta.org/csba-gathering-2026/

TRUSTEE REPORT

Trustee: Teri Westerby
Report Date: December 9, 2025

IN THIS SEASON OF PAUSE AND QUIET LIGHT, I'M GRATEFUL FOR EVERYONE FOR MAKING OUR DISTRICT A PLACE OF LEARNING, BELONGING, AND POSSIBILITY.

MAY THE HOLIDAYS BRING YOU PEACE, AND MAY THE NEW YEAR OPEN WITH HOPE AND GENTLE BEGINNINGS.

— TRUSTEE TERI WESTERBY

KEY ACTIVITIES SINCE LAST BOARD MEETING

- Mon, Nov 24 – EPAC Meeting
- Tues, Nov 25 – All Partners Meeting
- Tues, Dec 2 + 9 – C/VC Meeting

UPCOMING EVENTS OF INTEREST TO THE BOARD

- Dec 5-6 – FNESC Education Conference
- Jan 29, 2026 - BCPSEA 32nd Annual General Meeting

INFORMATION REPORT
Regular Board Meeting

DATE: December 9, 2025

TO: Board of Education

FROM: Margaret Reid, BCSTA Representative

RE: **BC SCHOOL TRUSTEES ASSOCIATION (BCSTA) UPDATE**

Margaret Reid will provide an update on BCSTA matters.

Chilliwack School District

INFORMATION REPORT
Regular Board Meeting

DATE: December 9, 2025

TO: Board of Education

FROM: David Manuel, Assistant Superintendent

RE: **INDIGENOUS EDUCATION COUNCIL UPDATE**

IEC Meeting Summary
- Assistant Superintendent David Manuel will provide a meeting summary of the December 9, 2025 IEC Meeting.

Next Meeting: Regular IEC meeting is scheduled for January 13, 2025

DECISION REPORT
Regular Board Meeting

DATE: December 9, 2025

TO: Board of Education

FROM: Rohan Arul-pragasam, Superintendent

RE: **POLICY AMENDMENTS – 200 & 300 SERIES BARRIER SCAN**

RECOMMENDATION:

THAT the Board of Education approve the amendments to **Policies 371 – French Immersion, 373 – Student Field Experiences, 314 – Student Substance Use, 315 – Weapons, and 320 – School Admission and Placement**, as recommended by the Education Policy Advisory Committee, in alignment with the District's barrier scan process and Board Policy 161.

RATIONALE:

These amendments are part of the Board's commitment to ensuring all policies are clear, accessible, and equitable. They reflect feedback from the EPAC Committee, align with current legislation and Ministry standards, and support the goals of the District's Accessibility Plan.

POLICY 371 FRENCH IMMERSION PROGRAM

Purpose

Learning French, an official language of Canada, helps students grow in many ways. It builds understanding of other cultures and supports respect for differences.

The Board of Education (the "Board") believes that learning French helps students think in new ways and connect with others. It is also valuable for certain career opportunities.

Guidelines

The Board offers Early and Late Entry French Immersion Programs as a District Program of Choice.

In alignment with the District's Core Values, the French Immersion program is intended to be inclusive and open to all students. Admission is based on available space and established entry points as outlined in Administrative Procedure 377 French Immersion.

Related Legislation: School Act [RSBC 1996, Part 2, Division 1, Sections 5(4)c]
Related Contract Article: Nil
Adopted: December 10, 2013
Amended: April 12, 2022

1

POLICY 371 FRENCH IMMERSION PROGRAM

Purpose

Learning ~~the~~ French ~~language~~, an official language of Canada, helps students grow in many ways. It builds ~~enriches students' lives, enhances their~~ understanding of other cultures~~,~~ and ~~celebrates diversity~~supports respect for differences.

~~.~~The Board of Education (the "Board") believes that ~~recognizes the lifelong cognitive, social, and career benefits of~~ learning French ~~that extend beyond K-12.~~ helps students think in new ways and connect with others. It is also valuable for certain career opportunities.

Guidelines

~~Therefore, t~~The Board ~~supports~~ offers Early and Late Entry French Immersion Program~~s as s,~~a District Program of Choice. ~~at both the early and late entry points, as an educational option and program of choice in the school district.~~

In alignment with the District's Core Values, the French Immersion program is intended to be inclusive and open to all students. Admission is based on available space and established entry points as outlined in Administrative Procedure 377 French Immersion.

~~The Board expects French Immersion to be accessible in accordance with District values, in particular the values of equity and inclusion.~~

Related Legislation: School Act [RSBC 1996, Part 2, Division 1, Sections 5(4)c]
Related Contract Article: Nil
Adopted: December 10, 2013
Amended: April 12, 2022

1

POLICY 373 STUDENT FIELD TRIPS AND EXPERIENCES

Purpose

The Board of Education (the "Board") of the Chilliwack School District (the "District") believes that field trips and real-world experiences help students learn.

In this policy, "Field Trips" means all approved learning activities that occur outside the regular classroom. These can take place on or off school grounds or within the community.

All Field Trips must be safe and accessible to every student in the class.

Guidelines

Curricular-Related Field Trips

Curricular-related Field Trips are connected to specific learning outcomes. Students may be evaluated on what they learn.

The Board expects curricular-related Field Trips to be free for all students.

Co-Curricular and Extra-Curricular Field Trips

Co-curricular and extra-curricular Field Trips are not directly connected to learning outcomes. They provide educational value and support student growth and development.

The Board encourages schools to fundraise to help lower costs for families.

References

- Administrative Procedure 370: Student Field Experiences

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 82]
Related Contract Article: Nil
Adopted: May 26, 1992
Amended: December 12, 1995; January 8, 1997; March 24, 1998; January 26, 2010; April 22, 2015; April 12, 2022

1

POLICY 373 STUDENT FIELD TRIPS AND EXPERIENCES

Purpose

The Board of Education (the "Board") of the Chilliwack School District (the "District") believes that ~~recognizes that student field~~ field trips ~~experiences~~ and real-world experiences ~~enrich~~help students~~'~~ learn~~ing~~.

In this policy, "Field Trips" means all approved learning activities that occur outside the regular classroom. These can take place on or off school grounds or within the community.

All ~~FField~~~~ield~~ ~~experiences~~ Trips must be safe and accessible to every student in the class.~~inclusive and designed with safety as a priority.~~

Guidelines

Curricular-Related Field Trips

Curricular-related Field Trips are connected to specific learning outcomes. Students may be evaluated on what they learn.

The Board expects curricular-related Field Trips to be free for all students.

Co-Curricular and Extra-Curricular Field Trips

Co-curricular and extra-curricular Field Trips are not directly connected to learning outcomes. They provide educational value and support student growth and development.

The Board encourages schools to fundraise to help lower costs for families.

References

- Administrative Procedure 370: Student Field Experiences

~~The Board expects that all students will have the opportunity to participate in curricular field experiences free of charge.~~

~~The Board supports reasonable fundraising efforts at the school level to reduce costs for extra-curricular experiences.~~

POLICY 314 STUDENT SUBSTANCE USE

Purpose

The Board of Education (the "Board") believes a healthy school environment helps students grow and develop. To make this possible, Chilliwack School District ("District") property and schools must be free from controlled and regulated substances. This includes drugs, alcohol, cannabis, tobacco products, vaping devices, and e-cigarettes.

The Board works with students, parents, guardians, caregivers, and the community to address concerns related to substance use.

Using controlled and regulated substances on District property or during school-authorized trips or activities violates the student code of conduct. Violations will result in disciplinary action and may involve the RCMP if needed.

Guidelines:

The District's expectations regarding smoking, vaping, cannabis, and other controlled substances are guided by the following legislation:

- Tobacco and Vapour Product Control Act, Section 2.2

- Cannabis Control and Licensing Act

- Controlled Drugs and Substances Act

The Board supports students by:

- Providing age-appropriate, fact-based information.

- Supporting programs that prevent or respond to substance use.

- Developing and providing learning resources and prevention tools.

- Working with schools and community groups to support student well-being.

Related Legislation: School Act [RSBC 1996, Part 2 and 3 Sections 6, 20, 22, and 85]; Tobacco and Vapour Products Control Act; Cannabis Control and Licensing Act; Controlled Drugs and Substances Act
Related Contract Article: Nil
Adopted: December 12, 2006
Amended: June 13, 2023

1

POLICY 314 STUDENT SUBSTANCE USE

Purpose

The Board of Education (the "Board") believesrecognizes a provide the greatest opportunity forhealthy school environment helps students grow and develop. To make this possible, Chilliwack School District ("District") property and schools must be free from controlled and regulated substances. This includes drugs, alcohol, cannabis, tobacco products, vaping devices, and e-cigarettes.

The Board works with students, parents, guardians, caregivers, and the community to address concerns related to substance use.

Using controlled and regulated substances on District property or during school-authorized trips or activities violates the student code of conduct. Violations will result in disciplinary action and may involve the RCMP if needed.

Guidelines:

The District's expectations regarding smoking, vaping, cannabis, and other controlled substances are guided by the following legislation:

- The Tobacco and Vapour Product Control Act, Section 2.2,

- Cannabis Control and Licensing Act, and

- the Controlled Drugs and Substances Act clearly define the laws regarding smoking, the use of vapour products, the use of cannabis and the use of controlled substances on school property.

The Board recognizes that in order to provide the greatest opportunity for healthy student growth and development, the school environment must be free from the use of controlled and regulated substances, including drugs, alcohol, cannabis, tobacco products, vaping devices and e-cigarettes. The Board shares responsibility with students, parents/guardians/caregivers and the community for addressing problems associated with the use of such substances.

The Board supports students by:

- Providing age-appropriate, fact-based information.

- Supporting programs that prevent or respond to substance use.

Related Legislation: School Act [RSBC 1996, Part 2 and 3 Sections 6, 20, 22, and 85]; Tobacco and Vapour Products Control Act; Cannabis Control and Licensing Act; Controlled Drugs and Substances Act
Related Contract Article: Nil
Adopted: December 12, 2006
Amended: June 13, 2023

1

- Developing and providing learning resources and prevention tools.

- Working with schools and community groups to support student well-being.

Related Legislation: School Act [RSBC 1996, Part 2 and 3 Sections 6, 20, 22, and 85]; Tobacco and Vapour Products Control Act; Cannabis Control and Licensing Act; Controlled Drugs and Substances Act

Related Contract Article: Nil

Adopted: December 12, 2006

Amended: June 13, 2023

POLICY 315 WEAPONS

Purpose

The Board of Education (the "Board") is committed to keeping everyone in our school community safe. Weapons are not allowed on or near Chilliwack School District ("District") property or at any school-sponsored events. Any weapon on or near school grounds is considered a serious threat to student and staff safety.

Definitions

Weapon

A weapon includes:

- Loaded or unloaded firearms.

- Chemicals, substances, devices, or instruments that are designed as a weapon or that can cause bodily harm or death.

- Devices or instruments that are used to threaten, intimidate, or cause bodily harm or death.

- Replicas or toy weapons.

- Any item brought to school for protection, or to threaten, intimidate, or harm another person.

Guidelines

1. Any student who uses or possesses a weapon will face disciplinary actions. Criminal charges may be considered when appropriate.

2. Items worn for religious purposes or used for other purposes may be allowed if:

   a. The student receives prior permission from the school principal or designate; and,

   b. The student follows any conditions set by the school principal or designate.

Related Legislation: School Act [RSBC 1996, Part 2 and 3 Sections 6, 20, and 177]
Related Contract Article: Nil
Adopted: September 10, 1996
Amended: February 22, 2005; May 27, 2014; May 9, 2023

1

POLICY 315 WEAPONS

Purpose

The Board ~~of Education (the "Board") recognizes its responsibility to~~ is committed to keeping everyone in our school community safe. Weapons are not allowed on or near ~~provide a secure and safe environment for members of the school community. The Board considers the possession or use of a weapon on or near~~ Chilliwack School District ~~school~~ ("District") property or ~~at~~ during any school- sponsored ~~events~~ functions and activities. Any weapon on or near school grounds is considered ~~as~~ a serious threat to ~~the safety and security of students and staff~~ student and staff safety ~~and is strictly prohibited~~.

~~Any student found to have used or be in possession of a weapon will be subject to appropriate disciplinary action and/or criminal charges.~~

Definitions:

"Weapon" ~~means~~

A weapon includes:

- ~~any~~ Loaded or unloaded firearm~~s.~~s~~, whether loaded or unloaded~~

- ~~; any C~~chemical~~s~~, substance~~s~~, device~~s~~, or instrument~~s~~ that are designed as a weapon or ~~through its use capable of threatening or producing~~ that can cause bodily harm or death.~~;~~

  ~~or~~

- ~~any d~~Device~~s~~ or instrument~~s~~ that ~~is~~ are used to threaten, intimidate, or cause bodily harm or death.

- ~~This includes r~~Replica~~s~~s ~~and~~ or toy weapons.~~s or~~

- Any item brought to school for protection, or to threaten, intimidate, or harm another person.~~bringing weapons on site for protection for the purpose of threatening, intimidating or causing harm to any person.~~

Guidelines

1. Any student ~~found to have used~~ who uses or possesses ~~or be in possession of~~ a weapon will ~~be subject to appropriate disciplinary action and/or criminal charges~~ face disciplinary actions. Criminal charges may be considered when appropriate.

2. ~~Notwithstanding the foregoing, items~~ <u>Items</u> worn for religious purposes or used for other <u>purposes may be allowed if</u>~~worn for religious purposes or implements used for other purposes may be brought to school~~<u>:</u>

   a. -<u>The student receives</u> ~~with the~~ prior permission <u>from</u>~~of~~ the <u>school P</u>~~p~~rincipal or designate<u>; and,</u>

   b. -~~and~~<u>The student follows any</u> -~~under~~ conditions ~~stipulated~~ <u>set</u> by the ~~Principal~~ <u>school principal</u> or designate.

Related Legislation: School Act [RSBC 1996, Part 2 and 3 Sections 6, 20, and 177]
Related Contract Article: Nil
Adopted: September 10, 1996
Amended: February 22, 2005; May 27, 2014; May 9, 2023

2

POLICY 320 SCHOOL ADMISSION AND PLACEMENT

Purpose

The Board of Education (the "Board") will provide an education program for every school-age student who is Ordinarily Resident in British Columbia.

This policy does not apply to fee-paying students or non-resident students.

Definitions

- Ordinarily Resident – Under the School Act, a student is considered Ordinarily Resident in British Columbia ("B.C.") when the student and their parent or guardian live in B.C. as their usual place of residence.

Guidelines

Student registration, enrolment, and placement in the Chilliwack School District (the "District") is to be guided by the following principles:

1. Access to Neighbourhood Schools:

   - Students will have priority access to attend the school designated as their catchment area.

2. School Placement:

   - Families can request admission to schools outside their catchment area for educational reasons or preferences. Acceptance depends on the space, programs, and District resources available.

3. Certainty, Stability, Continuity:

   - The school placement process should support stability and continuity for students and families. When possible, all school-aged children in a family will attend the same school. This must comply with the School Act, Ministry Policy, Board timelines, and the family's wishes.

4. Efficient Resource Allocation:

   - The school placement process should help District staff plan how to optimize space and learning resources. This planning helps meet District demand and reduces changes at the start of the school year.

Related Legislation: School Act,
Related Contract Article: Nil
Adopted: November 25, 2003
Amended: May 11, 2010; April 22, 2015; February 8, 2022

1

- If a parent or guardian requests that their student attend a school outside their catchment area, they are responsible for transportation and costs associated with that decision.

- The Board will work to provide programs that meet students' interests and needs. Specialized programs may be limited to specific sites where space is available.

- The Board must manage its resources in a fiscally responsible manner. Resource decisions should align with the District's core values.

Reference

- [Administrative Procedure 317](#): International Student Program: Fee Paying Students

- [Administrative Procedure 335](#): Residency and Student Eligibility

- [Administrative Procedure 337](#): School Admission and Choice

- [Administrative Procedure 338](#): Specialty Academies and Programs

- [Administrative Procedure 377](#): French Immersion

Related Legislation: School Act,
Related Contract Article: Nil
Adopted: November 25, 2003
Amended: May 11, 2010; April 22, 2015; February 8, 2022

2

POLICY 320 SCHOOL ADMISSION AND PLACEMENT

Purpose

The Board of Education (the "Board") will provide an education program for every school-age student who is Ordinarily Resident in British Columbia. A student is resident in British Columbia if the student and the parents or guardians are ordinarily resident in British Columbia as defined in the Ministry eligibility of students operating grant funding policy.

The admission procedures contained in this policy and regulation does not apply to fee-paying students or and non-resident studentsnon-resident students.

Definitions

- Ordinarily Resident – Under the School Act, a student is considered Ordinarily Resident in British Columbia ("B.C.") when the student and their parent or guardian live in B.C. as their usual place of residence.

Guidelines

Student registration, enrolment, and placement in the Chilliwack School District (the "District") is to be guided by the following principles:

1. Access to Neighbourhood Schools:

    - Students will have priority access to attend the school designated as their catchment area.

2. School Placement:

    - Families can request admission to schools outside their catchment area for educational reasons or preferences. Acceptance depends on the space, programs, and District resources available.

3. Certainty, Stability, Continuity:

    - The school placement process should support stability and continuity for students and families. When possible, all school-aged children in a family will attend the same school. This must comply with the School Act, Ministry Policy, Board timelines, and the family's wishes.

4. Efficient Resource Allocation:

Related Legislation: NilSchool Act,
Related Contract Article: Nil
Adopted: November 25, 2003
Amended: May 11, 2010; April 22, 2015; February 8, 2022

1

- The school placement process should help District staff plan how to optimize space and learning resources. This planning helps meet District demand and reduces changes at the start of the school year.

- If a parent or guardian requests that their student attend a school outside their catchment area, they are responsible for transportation and costs associated with that decision.

- The Board will work to provide programs that meet students' interests and needs. Specialized programs may be limited to specific sites where space is available.

- The Board must manage its resources in a fiscally responsible manner. Resource decisions should align with the District's core values.

Student registration, enrolment and placement in Chilliwack School District is to be guided by the following principles:

1. Access to Neighbourhood School

The admissions process should facilitate attendance of students within their catchment area.

School Placement

The admission process should maximize the student's and parent's ability to indicate the school and educational program which best meets the student's educational needs, subject to the availability of space, programs and resources as determined by the school district.

2. Certainty, Stability, Continuity

The admission process should support certainty, stability and continuity for students and families. Siblings will be admitted to the same school wherever possible, subject to the provisions of the School Act, Ministry policy, the timelines established by the Board and the wishes of the family.

Efficient Resource Allocation

The admission process should enable school and district staff to plan the allocation of space and instructional resources to best accommodate demand and minimize adjustments required at the beginning of the school year. When a parent or guardian requests that their student attend a school outside their catchment area, the parent or guardian will be expected to assume responsibility for transportation and any other costs associated with this decision.

Related Legislation: NilSchool Act,
Related Contract Article: Nil
Adopted: November 25, 2003
Amended: May 11, 2010; April 22, 2015; February 8, 2022

2

~~The Board will endeavour to provide programs that meet the interests and needs of district students. The Board may need to provide specialized programs at a limited number of sites to meet the diverse needs and preferences of students and their families. The Board is required to manage its resources in a fiscally responsible manner. Resource allocation should align with the District's core values.~~Reference

- Administrative Procedure 317: International Student Program: Fee Paying Students
- Administrative Procedure 335: Residency and Student Eligibility
- Administrative Procedure 337: School Admission and Choice
- Administrative Procedure 338: Specialty Academies and Programs
- Administrative Procedure 377: French Immersion

BOARD OF EDUCATION

DECISION REPORT

DATE: December 9, 2025

TO: Board of Education

FROM: Teri Westerby, Trustee Representative (BAA Committee)

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

RECOMMENDATION:

THAT the Board of Education reaffirm the following BAA Courses:

- Instrumental Survey 12
- Guided Learning 12

BACKGROUND:

The Board Learning Session on March 5, 2024, outlined the procedure for reviewing BAA (Board/ Authority Authorized) courses. The attached BAA courses underwent review and/or have had minor revisions and are being recommended as those that continue to meet the standards set by both the Ministry of Education and Child Care and the District.

Partners in Learning!

Chilliwack School District 33 BAA Block Presentation – December 2025

2025 – Review & Revision – Three courses have been reviewed by the SD33 BAA Committee.

Home Renovation & Repair
➢ Decision to **delist** based on this course no longer being offered at any of our Secondary Schools

Guided Learning 12
➢ Reviewed by Kim Hancock (GWG), Catherine Davie (CSS), & Chris Wedel (SSS)
➢ The course meets the review criteria and will remain a BAA course
➢ Small changes to the Framework – this has been uploaded to our shared Microsoft Team

Instrumental Survey 12
➢ Reviewed by Shane Monkman (GWG)
➢ The course meets the review criteria and will remain a BAA course

Review Criteria

To the best of my/our knowledge:

☐ There is no Ministry course that is now offered that could take the place of this course
☐ The course is not remedial or prepatory in nature
☐ That the course is offered at the appropriate grade level
☐ The Rationale for the course remains the same
☐ The Goals of the course remain the same
☐ The Indigenous Worldviews and Perspectives remain the same
☐ The Big Ideas remain the Big Ideas for the course
☐ The Curricular Competencies are still relevant
☐ The Content is still appropriate
☐ The Instructional Components of the course are still applicable
☐ The Assessment Components are still valid (following the principles of quality assessment)
☐ The Learning Resources remain current

If the answer to any of the above is no, we need to refresh the existing BAA to ensure that it matches our new requirements.

BOARD OF EDUCATION

DECISION REPORT

DATE: December 9, 2025

TO: Board of Education

FROM: Teri Westerby, Trustee Representative (BAA Committee)

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

RECOMMENDATION:

THAT the Board of Education approve the Board/Authority Authorized Course: Technology Explorations 11A & 11B.

Board/Authority Authorized Course Framework Template

Chilliwack School District

School District/Independent School Authority Name: Chilliwack School District	**School District/Independent School Authority Number** (e.g. SD43, Authority #432): #33
Developed by: Heather Elliott	**Date Developed:** October 20th , 2025
School Name: Learning Services – Curriculum Department	**Principal's Name:** Sean Wicker
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Technology Explorations	**Grade Level of Course:** **11A**
Number of Course Credits: 2 & 4 credits	**Number of Hours of Instruction:** 50 hours – 2 credits & 1—hours – 4 credits

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Technology shop space with assorted stationary, hand and power tool access.

Personal protective equipment – Safety Glasses, closed toed shoes, hearing protection etc.

Course Synopsis:

This course is designed for the further exploration of multiple areas of trades related training. It would provide students with the opportunity to explore a variety of ADST – Trades related subjects and the provides the ability for cross-curricular activities and project work.

Goals and Rationale:

• Develop skills and knowledge of an occupation for future career choices

• Create possible future employment opportunities, job experience and portfolio

• Safety awareness

• Connect what is learned in the classroom with the skills, knowledge and attitudes needed in the workplace

• Gain the knowledge, skills, and attitudes needed to be successful in the world of work

• Understand the similarities and differences in behaviour standards between the workplace and school

Aboriginal Worldviews and Perspectives:

- 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 (focused on connectedness, on reciprocal relationships, and a sense of place).

- Learning involves patience and time.

- Learning requires exploration of one's identity

BIG IDEAS

Design for the life cycle includes consideration of social and environmental impacts.	Personal design interests require the evaluation and refinement of skills.	Tools and technologies can be adapted for specific purposes.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know at least six of the following from at least two curricular areas: If students are completing both 11A and 11B the curricular content areas must be different.*
Applied Design:	
Understanding context	**Automotive 11**
• Engage in a period of user-centred research and empathetic observation to understand design opportunities	• simple automotive repair and maintenance
Defining	• social, legal, and ethical responsibilities associated with vehicle operation
• Establish a point of view for a chosen design opportunity	• use of technical information and manuals for the purpose of diagnostics and repair
• Identify potential users, intended impacts, and possible unintended negative consequences	• fundamental automotive tools and equipment
• Make decisions about premises and constraints that define the design space, and identify criteria for success	• lifting equipment and procedures
• Determine whether activity is collaborative or self-directed	• chassis and body
• Ideating	• engine diagnostic support systems
• Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions	• emerging and alternative energy sources used to power automotive vehicles
• Generate ideas to create a range of possibilities and add to others' ideas in ways that create additional possibilities	• fundamentals of engine operation
• Choose an idea to pursue based on success criteria and maintain an open mind about potentially viable ideas	• vehicle systems
	• vehicle safety systems
Prototyping	• design for the life cycle
• Choose a form for prototyping and develop a plan that includes key stages and resources	**Drafting 11**
	• simple drafting design projects

- Analyze the design for the life cycle and evaluate its impacts
- Visualize and construct prototypes, making changes to tools, materials, and procedures as needed
- Record iterations of prototyping

Testing
- Identify and communicate with sources of feedback
- Develop an appropriate test of the prototype, conduct the test, and collect and compile data
- Apply information from critiques, testing results, and success criteria to make changes

Making
- Identify appropriate tools, technologies, materials, processes, cost implications, and time needed
- Create design, incorporating feedback from self, others, and results from testing of the prototype
- Use materials in ways that minimize waste

Sharing
- Decide how and with whom to share creativity, or share and promote design and processes
- Share the product with users to evaluate its success
- Critically reflect on plans, products and processes, and identify new design goals
- Identify and analyze new possibilities for plans, products and processes, including how they or others might build on them

Applied Skills:
- Apply safety procedures for themselves, co-workers, and users in both physical and digital environments
- Individually or collaboratively identify and assess skills needed for design interests
- Demonstrate competency and proficiency in skills at various levels involving manual dexterity
- Develop specific plans to learn or refine identified skills over time

Applied Technologies:
- Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for design interests
- Evaluate impacts, including unintended negative consequences, of choices made about technology use

- geometric construction to create drawings and images
- drawing management and problem solving using computer-assisted design (CAD) software
- use of scale and proportion when outputting to 3D models
- geometric dimensioning and tolerancing in both imperial and SI units.
- types, sizes, and applications of drawing media
- applicable visual formats and media for presenting design solutions
- technical problem solving using geometry, trigonometry, and algebra
- design for the life cycle
- ethics of cultural appropriation and plagiarism

Electronics 11
- simple circuit design and construction
- Ohm's law
- Watt's law
- circuit board manufacturing processes
- potential electrical hazards
- measurement using advanced diagnostic and testing instruments
- function and application of common electronic components
- schematic diagrams
- operation and application of circuits
- purpose and operation of microcontrollers/microprocessors
- strategies for isolating problems and implementing solutions in circuit construction
- design for the life cycle

Engineering 11

- design for the life cycle
- history of manufacturing and production
- product development and manufacturing processes
- manufacturing to meet the needs of the end user
- sustainable production, upcycling, and product life cycle
- mathematics in engineering projects
- measurement techniques in engineering projects
- physics in engineering projects
- static analysis of structures
- use of hand tools and power tools

- programming languages for robotics and computer numerical control (CNC)
- methods of implementing computer control
- technical communications
- approaches to innovative engineering projects
- fundamentals of robotics and robotic manufacturing
- modelling and simulation

Metal Work 11

- simple metalworking and design
- orthographic and pictorial drawings
- measuring instruments
- tables and charts for tolerancing and machining
- operation and safety of stationary power equipment and stationary non-power equipment in the processing of material
- size and layout of metal
- types of metals and alloys and their characteristics
- selection of metal type, size, structural shape, and finish for specific applications
- ferrous and non-ferrous metals and their applications
- heat treatments
- welding and cutting
- common mechanical fastening methods
- forging and foundry applications
- design for the life cycle
- ethics of cultural appropriation in design process

Robotics 11

- simple robotics design and production
- interaction of robotic subsystems
- relation of structure and power to motion
- relation of sensors and control to logic
- friction and traction
- power and torque
- developments in robotic technology
- robotic technologies in the community and industry
- similarities and differences between remotely controlled and autonomous robots
- programming related to microcontrollers
- design for the life cycle

	Woodwork 11 - simple woodworking and design - orthographic and pictorial drawings - preparation of a bill of materials and a cutting list - measuring instruments - problem-solving techniques using ratio, proportion, and geometry - selection and identification of wood species appropriate for a given purpose - material conservation and sustainability - operation of stationary power equipment in the processing of material - hand-tool processes in the creation of a product - machine and equipment set up, change, and adjustment - project finishing methods - design for the life cycle ethics of cultural appropriation in design process

Big Ideas – Elaborations

Curricular Competencies – Elaborations

• research: seeking knowledge from other people as experts (e.g., First Peoples Elders), secondary sources, and collective pools of knowledge in communities and collaborative atmospheres
• empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people
• Defining: setting parameters
• constraints: limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred
• Ideating: forming ideas or concepts
• sources of inspiration: may include experiences; traditional cultural knowledge and approaches, including those of First Peoples; places, including the land and its natural resources and analogous settings; and people, including users, experts, and thought leaders
• plan: for example, pictorial drawings, sketches, flow charts
• iterations: repetitions of a process with the aim of approaching a desired result
• sources of feedback: may include peers; users; keepers of traditional cultural knowledge and approaches, including those of First Peoples; and other experts
• appropriate test: consider conditions, number of trials
• technologies: things that extend human capabilities
• share: may include showing to others, use by others, giving away, or marketing and selling
• product: for example, a physical product, a process, a system, a service, or a designed environment

Content – Elaborations

Recommended Instructional Components:

Instruction should be provided in a manner that connects different types of learners: visual, auditory, and written. For example, a lesson may be taught that utilizes lectures, includes visual aids and group discussion, and handouts or notes that the students can take away for later processing of the information. Then a physical demonstration can be done before students utilize the new skill by making a project of their own.

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Ongoing formative assessment is provided throughout the course

- Rubrics are used with clearly defined expectations. Students will perform self-assessment on their personal work and their group work.

- Written feedback will be provided on the completion of different components of projects.

- Students will demonstrate understanding of important facts through written work and quizzes.

- Summative Marks and comments will be made public (via MyEd or other) to students and parents on an on-going basis.

- Communication with parents of students will be made as necessary to keep them informed and involved in their students' success. This may be done by face-to-face meetings, phone, email or other digital communications.

Learning Resources:

- Digital presentations

- Classroom Hands on Demonstrations

- Textbook resources specific to the subject module – ie: Exploring Metalworking – Basic fundamentals: John A. Walker

Additional Information:

Maximum enrolment of 24 students per block

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** #33
Developed by: Heather Elliott	**Date Developed:** October 20th , 2025
School Name: Learning Services – Curriculum Department	**Principal's Name:** Sean Wicker
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Technology Explorations	**Grade Level of Course:** 11B
Number of Course Credits: 2 & 4 credits	**Number of Hours of Instruction:** 50 hours – 2 credits & 100 hours – 4 credits

Board/Authority Prerequisite(s):

Technology Explorations 10

Special Training, Facilities or Equipment Required:

Technology shop space with assorted stationary, hand and power tool access.

Personal protective equipment – Safety Glasses, closed toed shoes, hearing protection etc.

Course Synopsis:

This course is designed for the further exploration of multiple areas of trades related training. It would provide students with the opportunity to explore a variety of ADST – Trades related subjects and the provides the ability for cross-curricular activities and project work.

Goals and Rationale:

• Develop skills and knowledge of an occupation for future career choices

• Create possible future employment opportunities, job experience and portfolio

• Safety awareness

• Connect what is learned in the classroom with the skills, knowledge and attitudes needed in the workplace

• Gain the knowledge, skills, and attitudes needed to be successful in the world of work

• Understand the similarities and differences in behaviour standards between the workplace and school

Aboriginal Worldviews and Perspectives:

- 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 (focused on connectedness, on reciprocal relationships, and a sense of place).

- Learning involves patience and time.

- Learning requires exploration of one's identity

BIG IDEAS

Design for the life cycle includes consideration of social and environmental impacts.	Personal design interests require the evaluation and refinement of skills.	Tools and technologies can be adapted for specific purposes.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know at least six of the following from at least two curricular areas: If students are completing both 11A and 11B the curricular content areas must be different.*
Applied Design:	
Understanding context	**Automotive 11**
• Engage in a period of user-centred research and empathetic observation to understand design opportunities	• simple automotive repair and maintenance
Defining	• social, legal, and ethical responsibilities associated with vehicle operation
• Establish a point of view for a chosen design opportunity	• use of technical information and manuals for the purpose of diagnostics and repair
• Identify potential users, intended impacts, and possible unintended negative consequences	• fundamental automotive tools and equipment
• Make decisions about premises and constraints that define the design space, and identify criteria for success	• lifting equipment and procedures
• Determine whether activity is collaborative or self-directed	• chassis and body
• Ideating	• engine diagnostic support systems
• Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions	• emerging and alternative energy sources used to power automotive vehicles
• Generate ideas to create a range of possibilities and add to others' ideas in ways that create additional possibilities	• fundamentals of engine operation
• Choose an idea to pursue based on success criteria and maintain an open mind about potentially viable ideas	• vehicle systems
	• vehicle safety systems
	• design for the life cycle
Prototyping	**Drafting 11**
• Choose a form for prototyping and develop a plan that includes key stages and resources	• simple drafting design projects

- Analyze the design for the life cycle and evaluate its impacts
- Visualize and construct prototypes, making changes to tools, materials, and procedures as needed
- Record iterations of prototyping

Testing
- Identify and communicate with sources of feedback
- Develop an appropriate test of the prototype, conduct the test, and collect and compile data
- Apply information from critiques, testing results, and success criteria to make changes

Making
- Identify appropriate tools, technologies, materials, processes, cost implications, and time needed
- Create design, incorporating feedback from self, others, and results from testing of the prototype
- Use materials in ways that minimize waste

Sharing
- Decide how and with whom to share creativity, or share and promote design and processes
- Share the product with users to evaluate its success
- Critically reflect on plans, products and processes, and identify new design goals
- Identify and analyze new possibilities for plans, products and processes, including how they or others might build on them

Applied Skills:
- Apply safety procedures for themselves, co-workers, and users in both physical and digital environments
- Individually or collaboratively identify and assess skills needed for design interests
- Demonstrate competency and proficiency in skills at various levels involving manual dexterity
- Develop specific plans to learn or refine identified skills over time

Applied Technologies:
- Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for design interests
- Evaluate impacts, including unintended negative consequences, of choices made about technology use

- geometric construction to create drawings and images
- drawing management and problem solving using computer-assisted design (CAD) software
- use of scale and proportion when outputting to 3D models
- geometric dimensioning and tolerancing in both imperial and SI units.
- types, sizes, and applications of drawing media
- applicable visual formats and media for presenting design solutions
- technical problem solving using geometry, trigonometry, and algebra
- design for the life cycle
- ethics of cultural appropriation and plagiarism

Electronics 11
- simple circuit design and construction
- Ohm's law
- Watt's law
- circuit board manufacturing processes
- potential electrical hazards
- measurement using advanced diagnostic and testing instruments
- function and application of common electronic components
- schematic diagrams
- operation and application of circuits
- purpose and operation of microcontrollers/microprocessors
- strategies for isolating problems and implementing solutions in circuit construction
- design for the life cycle

Engineering 11

- design for the life cycle
- history of manufacturing and production
- product development and manufacturing processes
- manufacturing to meet the needs of the end user
- sustainable production, upcycling, and product life cycle
- mathematics in engineering projects
- measurement techniques in engineering projects
- physics in engineering projects
- static analysis of structures
- use of hand tools and power tools

- programming languages for robotics and computer numerical control (CNC)
- methods of implementing computer control
- technical communications
- approaches to innovative engineering projects
- fundamentals of robotics and robotic manufacturing
- modelling and simulation

Metal Work 11

- simple metalworking and design
- orthographic and pictorial drawings
- measuring instruments
- tables and charts for tolerancing and machining
- operation and safety of stationary power equipment and stationary non-power equipment in the processing of material
- size and layout of metal
- types of metals and alloys and their characteristics
- selection of metal type, size, structural shape, and finish for specific applications
- ferrous and non-ferrous metals and their applications
- heat treatments
- welding and cutting
- common mechanical fastening methods
- forging and foundry applications
- design for the life cycle
- ethics of cultural appropriation in design process

Robotics 11

- simple robotics design and production
- interaction of robotic subsystems
- relation of structure and power to motion
- relation of sensors and control to logic
- friction and traction
- power and torque
- developments in robotic technology
- robotic technologies in the community and industry
- similarities and differences between remotely controlled and autonomous robots
- programming related to microcontrollers
- design for the life cycle

	Woodwork 11 • simple woodworking and design • orthographic and pictorial drawings • preparation of a bill of materials and a cutting list • measuring instruments • problem-solving techniques using ratio, proportion, and geometry • selection and identification of wood species appropriate for a given purpose • material conservation and sustainability • operation of stationary power equipment in the processing of material • hand-tool processes in the creation of a product • machine and equipment set up, change, and adjustment • project finishing methods • design for the life cycle ethics of cultural appropriation in design process

Big Ideas – Elaborations

Curricular Competencies – Elaborations

• research: seeking knowledge from other people as experts (e.g., First Peoples Elders), secondary sources, and collective pools of knowledge in communities and collaborative atmospheres
• empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people
• Defining: setting parameters
• constraints: limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred
• Ideating: forming ideas or concepts
• sources of inspiration: may include experiences; traditional cultural knowledge and approaches, including those of First Peoples; places, including the land and its natural resources and analogous settings; and people, including users, experts, and thought leaders
• plan: for example, pictorial drawings, sketches, flow charts
• iterations: repetitions of a process with the aim of approaching a desired result
• sources of feedback: may include peers; users; keepers of traditional cultural knowledge and approaches, including those of First Peoples; and other experts
• appropriate test: consider conditions, number of trials
• technologies: things that extend human capabilities
• share: may include showing to others, use by others, giving away, or marketing and selling
• product: for example, a physical product, a process, a system, a service, or a designed environment

Content – Elaborations

Recommended Instructional Components:

Instruction should be provided in a manner that connects different types of learners: visual, auditory, and written. For example, a lesson may be taught that utilizes lectures, includes visual aids and group discussion, and handouts or notes that the students can take away for later processing of the information. Then a physical demonstration can be done before students utilize the new skill by making a project of their own.

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Ongoing formative assessment is provided throughout the course

- Rubrics are used with clearly defined expectations. Students will perform self-assessment on their personal work and their group work.

- Written feedback will be provided on the completion of different components of projects.

- Students will demonstrate understanding of important facts through written work and quizzes.

- Summative Marks and comments will be made public (via MyEd or other) to students and parents on an on-going basis.

- Communication with parents of students will be made as necessary to keep them informed and involved in their students' success. This may be done by face-to-face meetings, phone, email or other digital communications.

Learning Resources:

- Digital presentations

- Classroom Hands on Demonstrations

- Textbook resources specific to the subject module – ie: Exploring Metalworking – Basic fundamentals: John A. Walker

Additional Information:

Maximum enrolment of 24 students per block

BOARD OF EDUCATION

DECISION REPORT

DATE: December 9, 2025

TO: Board of Education

FROM: Teri Westerby, Trustee Representative (BAA Committee)

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

RECOMMENDATION:

THAT the Board of Education approve the Board/Authority Authorized Course: Lá:lém Siyá:m (House of Leaders) 10.

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD33
Developed by: Mark Point, Marianne Beveridge, Katie Diaz, Niki McCall, Mariam Rehman	Date Developed: 15 April 2025
School Name: Sardis Secondary	Principal's Name: Lynnet Schramm
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Lá:lém Siyá:m (House of Leaders) 10 / Indigenous Leadership 10	Grade Level of Course: 10
Number of Course Credits: 2 or 4	Number of Hours of Instruction: 50 or 100

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Teachers are expected to have participated in learning opportunities specific to this course.

Teachers are expected to have participated in professional development for cultural awareness and protocols.

Teachers are expected to have an equity-centered, trauma-informed teaching and learning mindset.

Teachers are expected to cultivate and nurture relationships with local First Nations.

Transportation and supplies to allow students to participate in place-based learning activities.

Classroom with space for project-based learning, flexible seating, and adequate personalized storage. See Learning Resources for additional materials.

Course Synopsis:

Students will gain a deeper insight into their own identities and origins as they explore traditional Indigenous ideologies and leadership approaches. The curriculum and practical experiences will provide support, aiming to enhance students' self-awareness, communication abilities, organizational skills, community engagement, and collaborative relationships. The program will also aim to introduce students to Indigenous leaders, mentors, and role models from various Indigenous communities, prioritizing local Stó:lō communities. This course will encourage reflection on the importance of sharing knowledge and ideas related to leadership.

Goals and Rationale:

This program aims to engage and support Indigenous students in the development of leadership and mentorship skills rooted in Indigenous ways of knowing and being. Through a variety of experiences, students will come to know themselves as positive contributors to their school community and local community.

Indigenous Worldviews and Perspectives:

Learning is embedded in memory, history, and story. Students will recognize the interconnectedness of past, present, and future, understanding that knowledge and growth come from reflecting on history, traditions, and lived experiences. By developing a growth mindset, they will learn from their own and others' past actions, fostering a deeper sense of responsibility and connection to their learning journey in a way that honors ancestors and benefits future generations.

Learning involves patience and time. Students will set personal and group leadership goals. They will recognize that significant and meaningful change takes planning and time.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students will practice reflective skills and interpersonal skills throughout the course. They will also engage in a variety of experiential learning experiences.

Learning requires exploration of one's identity. Students will have opportunities to better connect with their identity to strengthen their voice and share perspectives. Through this process, they will develop a deeper understanding of who they are, where they come from, and the values that guide them. By engaging in storytelling, cultural teachings, and self-reflection, students will recognize the strength in their unique experiences and perspectives, allowing them to lead with integrity and inspire others.

Learning recognizes the role of Indigenous knowledge. Students will strengthen their knowledge around Indigenous worldviews and perspectives to decenter Eurocentric models of leadership. By engaging with traditional governance systems, oral histories, and Indigenous ways of knowing, students will learn about relational accountability, consensus-building, and community-based leadership. Students will recognize that leadership as a shared responsibility that prioritizes collective well-being over individual authority.

Course Name: Indigenous Leadership　　　　　　　　　　　　　　　　　　　　　　**Grade: 10**

BIG IDEAS

Effective leadership begins with self-awareness and feeling comfortable in one's own skin, preparing individuals to embrace their gifts as leaders.	When Indigenous students are actively involved and accurately represented in their learning environment, it boosts their sense of belonging, identity, and confidence.	Involving Indigenous students in leadership and helping roles at school helps them feel connected and encourages active community involvement.	Learning about and participating in Indigenous traditions and knowledge improves the overall well-being of Indigenous youth.	Building upon leadership capacities helps students grow personally, improves their relationships with others and encourages healthy risk taking.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know the following:*
• Recognize the value of traditional ways of being in Indigenous communities, with an emphasis on Stó:lō societies, prior to contact. • Understand the importance of identity and self-awareness for positive leadership abilities. • Recognize the impacts of colonization on Indigenous Peoples' ability to lead including, but not limited to, the Indian Act, Residential Schools, and the 60s Scoop. • Recognize and analyze contemporary efforts to restore self-determination and revitalize Indigenous cultures and reflect on their impact on community well-being and identity. • Appreciate the significance and value of protocol in traditional practices and ways of being, with an emphasis on Stó:lō societies.	• Self-care principles rooted in teachings of independence, reciprocity, respect, and truth. • Recognize that difference, diversity, and personal gifts contribute to community strength • Recognize the significance of individual strength within a collective. • Engage with an Elder to explore diverse leadership perspectives. • Identify and practice positive methods for managing emotions. • Identify and practice healthy relationship skills. • Connect with various clubs in the school community to build relationships. • Recognize and practice healthy ways to treat our bodies. • Identify traditional practices from students' ancestral territories that promote physical well-being. • Recognize the link between our evolving identity and our worldview. • Understand the value and protocol associated with participating in a sharing or talking circle.

• Understand the concept of reciprocity; exploring what it means to "give back" and how this aligns with leadership and Stó:lō worldview. • Acknowledging the importance of service and employing Indigenous leadership skills and teachings to benefit the school, district, and local communities. •Recognize the significance of how family and community are integral to shaping your leadership identity. • Demonstrate an understanding of the role of Indigenous leadership in environmental stewardship and recognize one's own responsibility in caring for the land.	

Curricular Competencies – Elaborations

Recognize the value of traditional ways of being in Indigenous communities, with an emphasis on Stó:lō societies, prior to contact.
- Students will explore traditional teachings, leadership practices, and structures prior to contact to gain perspective on the impact of westernization and colonization, the enduring values of Indigenous nations, and the plethora of early advanced technologies developed by Indigenous peoples.
- Understand the important matrilineal leadership structures within Indigenous communities prior to contact, and how these traditional systems are being revitalized.

Understand the importance of identity and self-awareness for positive leadership abilities.
- Understand the concepts of protocol, self-care, and resilience.
- Students will learn strategies for caring for oneself and others, including their community, during challenges and during times of success.
- Students will explore their own identity through recognizing and appreciating family and community ties.
- Students will explore ways in which they can confidently navigate "walking in two worlds" (Western vs. Traditional). This can be done through exploring te concept of two-eyed seeing.

Recognize the impacts of colonization on Indigenous Peoples' ability to lead including, but not limited to, the Indian Act, Residential Schools, and the 60s Scoop.
- Students will explore the contemporary impacts of colonization on local and national communities. They will understand the ways in which colonization has shaped many structures of modern society. Students will see examples of resiliency and strength in grass roots movements such as Idle No More, the Truth and Reconciliation Commission, MMIWG Calls to Action, and the Moosehide Campaign to examine

responses to colonization. Students will explore their Orange Path, and their community's Orange Path, and identify steps they can take on an individual level to contribute to reconciliation in Canada. Possible document to include in the course:

– Students will engage with government documents to explore the colonial policies on which this country was founded including the Royal Proclamation, the Indian Act, and Doctrine of Discovery.

Appreciate the significance and value of protocol in traditional practices and ways of being, with an emphasis on Stó:lō societies.
- Students will contribute to the community in a meaningful way, and understand, identify, and explore protocols in traditional practices.
- Student will appreciate and practice ceremonial protocols.

Understand the concept of reciprocity, exploring what it means to "give back" and how this aligns with leadership.
– Students will engage in reciprocity with themselves, others, community, and the environment. They will look at ways to meaningfully give back and to support the ecosystems around them. Students will navigate giving back while in leadership roles at school and in the community.

Acknowledging the importance of service and employing Indigenous leadership skills and teachings to benefit the school, district, and local communities.
- Students will examine Indigenous leadership practices that emphasize collective strength, consensus-building, and relationship-centered approaches, contrasting them with Western models of individual leadership.
- Students will reflect on their own roles as youth leaders—how they are accountable to their family, school, and community—and how they can contribute to healing, reconciliation, and cultural resurgence.
- Students will learn from Elders, Knowledge Keepers, and local Indigenous leaders about traditional teachings—such as Tomiyeqw, holism or local governance practices—and how these can be used in everyday decision-making, event planning, conflict resolution, and advocacy within school and community settings.

Recognize the significance of how family and community are integral to shaping your leadership identity.
- Students will explore their personal and cultural identity, and how they are connected to others, with a focus on understanding their family, community, and their responsibilities within these relationships.

Recognize and analyze contemporary efforts to restore self-determination and revitalize Indigenous cultures and reflect on their impact on community well-being and identity.
– Students will have opportunities to develop their Halq'emeylem language learning to take part in self-determination and language revitalization
- Students will recognize and analyze contemporary examples of self-determination within their communities and actively explore opportunities and strategies for their own empowerment in fostering self-determination.

Demonstrate an understanding of the role of Indigenous leadership in environmental stewardship and recognize one's own responsibility in caring for the land.

- Students will understand Stó:lō worldview to identify their role in environmental caretaking and stewardship.

- Students will develop an understanding of the significance of kinship systems and the responsibility of caring for all that is connected to us—including people, land, language, culture, and community—recognizing these relationships as foundational to Indigenous worldviews and ways of being.

- Students will explore opportunities to engage in caring for the land, including local restoration projects, in order to educate others on strategies to care for the land.

- Students will explore both traditional Indigenous relationships with the land and the changes brought by settler colonization, examining how these transformations have impacted traditional ways of living, knowing, and being on the land.

Content – Elaborations

Recognize and apply positive self-care principles rooted in teachings of independence, respect, and truth.
- Students will engage in positive self-care routines rooted in respect that honor one's needs, showing kindness to oneself, and avoiding harmful behaviors. Understanding that what we give ourselves, we are able to give others.

Difference, diversity, and personal gifts contribute to community strength.
- Students will understand that many strengths, abilities, identities, and skills create a strong community. They will explore how their own strengths and gifts are integral to their community and will identify ways they can make a difference in their community.

Recognize the significance of individual strength within a collective.
- Students will collaborate with other clubs at Sardis as well as community members through regular engagement and connection.
- Students develop the understanding that collective success relies on diverse contributions—not just leadership or visible talents, but support roles, behind-the-scenes efforts, and emotional intelligence by reflecting on their own gifts.
- Students explore the balance between standing strong in their identity and values while also contributing to the well-being of the whole group.

Engage with an Elder to explore and discuss diverse leadership perspectives.
- Students will engage in discussions with a variety of leaders from Indigenous communities. Students will develop questions to ask leaders about their dedication to leadership, their experiences in leadership roles and their perspectives on leadership.
- Students will follow correct protocol when inviting a guest/ knowledge keeper.

Content – Elaborations

Identify and practice positive ways to manage emotions

- Understanding and acknowledging the role of holism (Reference Jo-Anne Archibald's principle and infographic on holism)
- Have students create a holistic wellness plan for themselves, including goal setting, and re-evaluate at different points of the course.
- Students are introduced to culturally rooted practices that support emotional regulation, such as journaling, time on the land, talking circles, drumming, singing, or spending time with Elders. These practices create space for reflection, release, and renewal.

Identify and practice healthy relationship skills

- Students will understand the factors of healthy relationships and strategies they can use to create and maintain healthy relationships in their life. They will identify examples of healthy relationships in their community, popular culture, or in the media.

Connect with various clubs within the school community to build connection

- Students will contact other clubs, including but not limited to the Sardis Leadership Class, Environmental Club, MED Club, and the Sardis Indigenous Leadership Club, to coordinate and collaborate on school and community projects.

Recognize and practice healthy ways to treat our bodies.

- Demonstrate an understanding that our treatment of our bodies mirrors our self-perception.

Identify traditional practices from students' traditional territories that promote physical well-being

- Students will learn about, observe and engage in traditional activities such as canoe pulling and lacrosse. Students will identify how and why traditional practices can support physical well-being.

Recognize the link between our evolving identity and our worldview

- Students will explore their identities and understand how their identity shapes their worldview.
- Students will learn about two-eyed seeing and apply this to their own life.

Understand the value and protocol of participating in a sharing or talking circle

- Students will understand the purpose of a talking circle and learn when it can be implemented to facilitate discussion. Students will also learn protocol, or the expected procedure of practice, to make sure that all voices are heard, all voices are respected, and all voices are valued.

Recommended Instructional Components:

- Indigenous Ways of Knowing and Being
- Experiential Learning
- Guest Speakers and Knowledge Keepers
- Direct Instruction
- Peer-Teaching
- Land-based learning
- Storytelling/sharing
- Inquiry Projects
- Modelling
- Demonstrations
- Reflective processes
- Collaboration

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Reflective practice: self, peer and group
- Goal Setting
- Teacher observation
- Inquiry projects
- Community leadership project
- Performance assessment
- School and community project documentation: proposal, presentation, post-conference

Learning Resources:

Armstrong, Carrie, Kelly Armstrong, River Langevin Armstrong, and Eden Sunflower. *Medicine wheel workbook: Finding your healthy balance.* Canada: Medicine Wheel Publishing, 2022.

"Authentic First Peoples Resources." First Nations Education Steering Committee FNESC. Accessed November 30, 2023. https://www.fnesc.ca/authenticresources/.

"BC First Nations Land, Title, and Governance Teacher Resource Guide." First Nations Education Steering Committee FNESC. Accessed November 30, 2023. https://www.fnesc.ca/governance-2/.

"Career Journeys First Nations Career Role Model Program." First Nations Education Steering Committee FNESC. Accessed November 30, 2023. https://www.fnesc.ca/careerjourneys-2/.

Carlson, Keith. *You are asked to witness: The Stó: Lō in Canada's Pacific Coast history*. Chilliwack, B.C.: Stó, 2000.

"First Peoples Principles of Learning." First Nations Education Steering Committee FNESC. Accessed November 30, 2023. https://www.fnesc.ca/first-peoples-principles-of-learning/.

"Indigenous Cultural Safety, Humility, and Competency Guide." School District 33 Chilliwack. Accessed November 30, 2023. https://www.sd33.bc.ca/sites/sd33.bc.ca/files/2023-09/Cultural%20Competency%20Guide%20Final%20%28revised%29.pdf

Schaepe, David Michael. *Being Ts'Elxwéyeqw: First peoples' voices and history from the Chilliwack-Fraser Valley, British Columbia*. Madeira Park, British Columbia, Canada: Harbour Publishing, 2017.
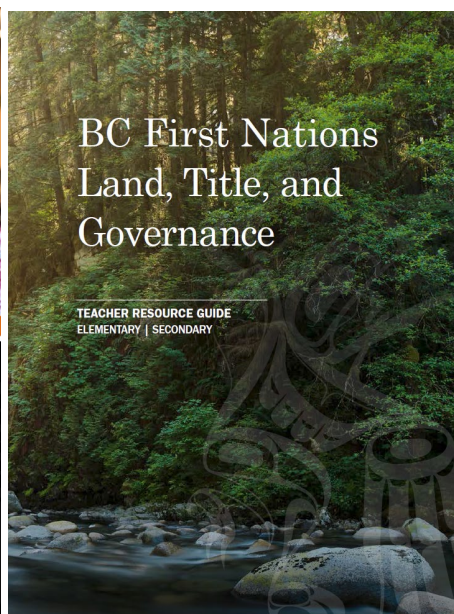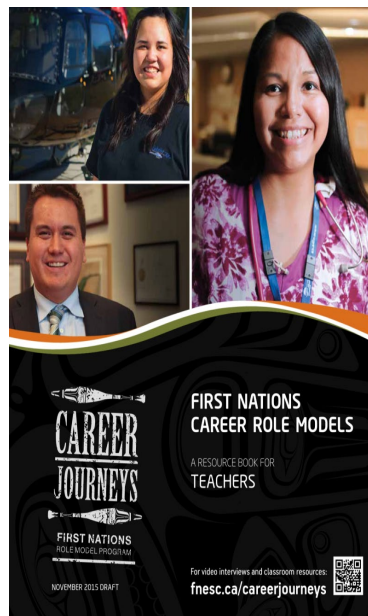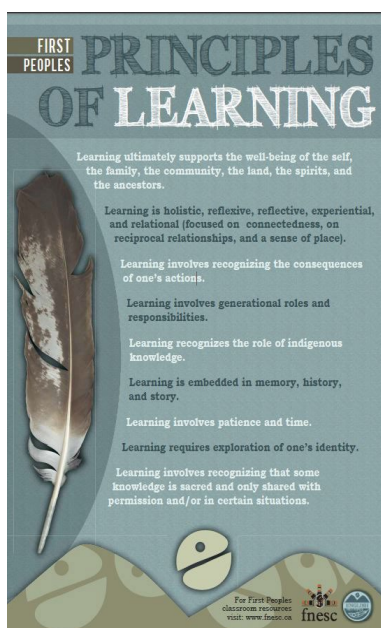
Suggested foundational readings for teacher knowledge:

None.
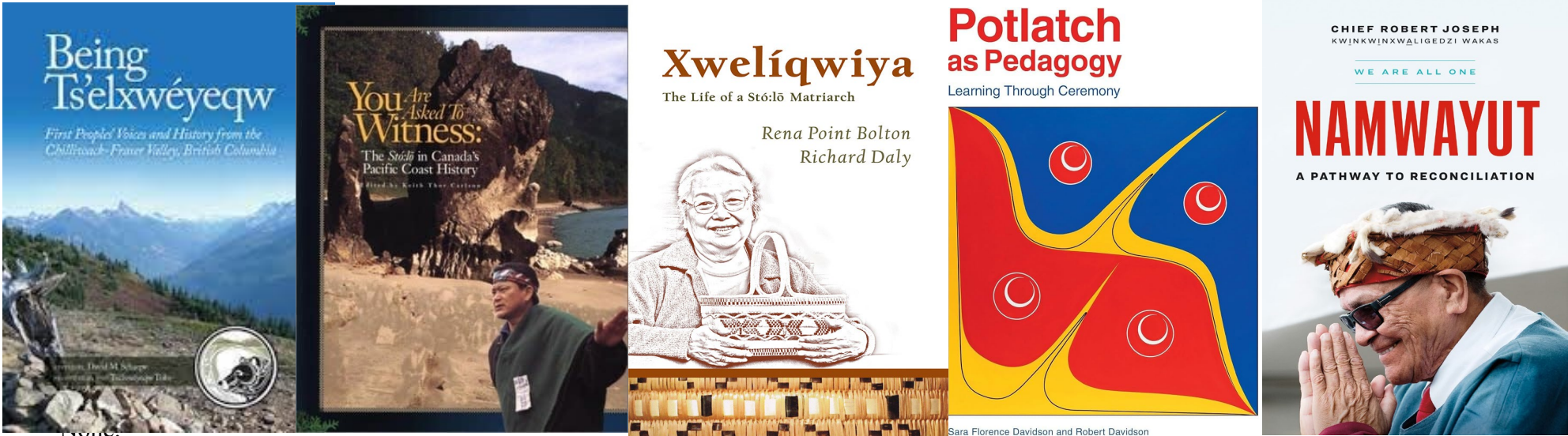
MEETING SUMMARIES

In-Camera Meeting – November 18, 2025

Trustees:	David Swankey, Teri Westerby, Carin Bondar, Richard Procee, Willow Reichelt, Margaret Reid, Laurie Throness
Staff:	Rohan Arul-pragasam, Raman Brar, Rachael Green, Talana McInally

1. BCPSEA Report

2. Bargaining Update
   - (Trustees Swankey and Reichel acknowledged their conflict of interest and recused themselves for this item)

3. HR Metrics Quarterly Report

4. Property Update

5. Superintendent's Performance Review

6. Appointment of Community Member to Board Committee

7. Appointment of Director of Human Resources