



**THE BOARD OF EDUCATION
School District #33 (Chilliwack)
Regular Public Board Meeting
AGENDA
November 7, 2017
7:00 pm**

1. CALL TO ORDER – School District Office

- 1.1. Call to Order - **Welcome and acknowledgment of Stó:lō territory**
- 1.2. Adoption of the Agenda
(THAT the agenda be adopted as circulated.)
- 1.3. Approval of the Minutes
(THAT the minutes of the October 17, 2017 Regular Public Board meeting be approved as circulated.)

2. QUESTION PERIOD

3. PRESENTATION

- 3.1. McCammon – Flexible Seating: Enhancing Students' Use of Self-Regulation Skills

4. ACTION ITEMS

- 4.1. New South Side School Consultant Work
- 4.2. Recommendations Regarding Boundary Review and Feeder School Relationships

5. INFORMATION ITEMS

- 5.1. SOGIE (Sexual Orientation & Gender Identity Expression) – Inclusive Education
- 5.2. Transportation Administrative Regulation 710.1
- 5.3. BCSTA Report
- 5.4. Superintendent's Report
- 5.5. Trustee Reports
- 5.6. Meeting Summary
- 5.7. **Next Board of Education Meeting: November 28, 2017 - 7:00 p.m.**

6. QUESTION PERIOD ON AGENDA ITEMS

7. ADJOURNMENT



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

Date of Meeting: Tuesday, October 17, 2017

Location: School District Office

Members Present:

Chair	Mr. P. McManus
Vice-Chair	Mrs. H. Maahs
Trustee	Mr. D. Coulter
Trustee	Mrs. S. Dyck
Trustee	Mr. B. Neufeld
Trustee	Mr. B. Patterson

Regrets: Trustee Mr. W. Krarhn

Staff Present:

Superintendent	Ms. E. Novak
Secretary Treasurer	Mr. G. Slykhuis
Assistant Superintendent	Mr. R. Arul-pragasam
Executive Assistant	Ms. D. Vogel

1. CALL TO ORDER - School District Office

1.1. Call to Order

The Board Chair called the meeting to order at 7:01 p.m. - **Welcome and Acknowledgment of Traditional Stó:lō Territory.**

1.2. Amendment of the Agenda

146.17 Moved by: Trustee Dyck
Seconded by: Trustee Neufeld

THAT the agenda be amended to move the Presentation before the Question Period.

CARRIED

1.3. Adoption of the Amended Agenda

147.17 Moved by: Trustee Dyck
Seconded by: Trustee Patterson

THAT the agenda be adopted as amended.

CARRIED**1.4. Approval of Minutes**

148.17 Moved by: Trustee Coulter
Seconded by: Trustee Patterson

THAT the minutes of the October 3, 2017 Regular Public Board meeting be approved as circulated.

CARRIED**2. PRESENTATION: RECONFIGURATION – IMPLEMENTATION ADVISORY COMMITTEE & RECONFIGURATION – BOUNDARY REVIEW AND FEEDER SCHOOL OPTIONS**

Committee Co-Chair Trustee Bob Patterson presented a summary of the Minutes of the October 10, 2017 Reconfiguration – Implementation Advisory Committee meeting.

Superintendent Evelyn Novak and Assistant Superintendent Rohan Arul-pragasam provided a presentation on Reconfiguration and three draft options related to proposed changes to Boundary Review and Feeder School Relationships.

3. QUESTION PERIOD**Question from October 3, 2017 Board Meeting:**

The Board was asked if it believes that teaching split classes requires more preparation and resources. Board Chair Paul McManus responded that, while the Board plans to have a discussion about split classes and how they relate to student learning, teacher preparation and resources relate more to the Collective Agreement and, as such, would not normally be discussed at a public meeting.

Questions October 17, 2017 Board Meeting:

Questions regarding Reconfiguration and Boundary Review/Feeder School Options were received. The following individuals provided their names:

1. Dale Churchill
2. Patrick Semple
3. Adam Holek
4. Dominic McCarty
5. Jorja Van Winkle
6. Audra Cassar
7. Karen Dyckstra
8. Mohamed Rehmtulla
9. Shelley Goerzen
10. Ken Neufeld
11. Darren Stollings
12. Audrey Stollings
13. Tony Zunign
14. Savannah Semple
15. Bev Pudwell

The questions concerned:

- Current French Immersion secondary school students potentially having to change schools. Many parents and students had questions about the programs/courses they have already selected in their current school and whether students would be able to establish the relationships with teachers that they need in order to get references for secondary school. Perhaps a transition period could be considered.
- Consideration for walking distances and safe walking routes, especially for elementary school students, was requested.
- The need to try to keep siblings together in the same feeder stream.
- The need to have better communication and consultation with parents/students/staff about proposed changes.
- The preparations being made for the transitions for grade 6 and grade 9 students.
- Boundaries and feeder school changes once a possible new south side school opens in the coming years.

Answers by Board Chair Paul McManus, the other Trustees and District senior staff were as follows:

- The Board of Education and District staff are very appreciative of the questions and suggestions they have received on the options. This feedback has been well received and will be taken into consideration at the Reconfiguration – Implementation Advisory Committee and by Superintendent Evelyn Novak when she develops a report and recommendation for the Board. Ultimately, a decision will be made in the best interest of student learning.
- Individuals with questions and feedback were also assured that the Elementary, Middle and Secondary Reconfiguration Working Committees were working on issues related to student transitions.
- It is difficult to predict the impact of a new south side school at this time. Funding for the school has not yet been approved by the provincial government and, should it be approved, building the school would take until at least 2021.

4. INFORMATION ITEMS

4.1 BCSTA Report

Trustee Neufeld provided an update on the BC School Trustees' Association.

4.2 Superintendent's Report

Superintendent Evelyn Novak reported on the following related to the Strategic Plan Priority *Improving Student Achievement/High Quality Instruction*:

- Literacy Teacher in Residence – allows teachers to practice the components of literacy skills in a supported environment, up to three weeks, curriculum support team at a site for three days/week working side by side with teachers, 12 schools participating in the program including one middle school.
- Innovation Grants – groups of teachers can apply for a grant to explore innovative teaching practices, 12 groups representing elementary, middle and high schools were provided grants, some proposals were collaborative between schools and within a family of schools, nine applications had a theme of place and nature-based experiential learning, reporting student learning through FreshGrade and technology integration for learning, planning for a year-end showcase and a presentation at a Board of Education Meeting.
- Student Success Grants – the Aboriginal Education Advisory Committee provides the opportunity for schools to apply (November 10), Student Success Grants

between \$1,000 and \$3,000, Team Plan (Aboriginal parents, students, staff and/or First Nations members), student success need is identified with reference to the Aboriginal Education Enhancement Agreement (academic achievement, sense of belonging and engagement, developing an awareness and understanding of Aboriginal culture, language and heritage).

4.3 Trustee Reports

Trustee Coulter reported on the following:

- Attended McCammon Elementary PAC meeting, where AD Rundle Middle School Principal Scott Wallace gave an informative presentation reconfirming the value of Reconfiguration to improved student learning.
- Attended the Aboriginal Education Advisory Committee meeting.

Trustee Dyck reported on the following:

- Attended the Reconfiguration – Implementation Advisory Committee Meeting on October 10.
- Attended Fraser Valley BCSTA Branch Meeting on October 16.
- Responded to public enquiries.
- Attended the Board Meeting with Chilliwack MLAs on October 13.

Trustee Maahs reported on the following:

- Delivered apples to schools as part of World Teachers' Day on October 5 and was given a wonderful presentation at a Yarrow kindergarten class in which students showed their understanding of 15 sounds (e.g., S, H).

Trustee McManus reported on the following:

- Met with Chilliwack MLAs on October 5 and will continue to advocate for a new south side school and additions to existing schools.
- Will be meeting with the City of Chilliwack on November 8 and plan to raise the issues of safety and sidewalks.
- He is very appreciative of all the feedback received regarding boundary review and feeder schools. In the end, the Board cares about and wants the best for Chilliwack School District students and staff.

Trustee Neufeld reported on the following:

- Has received a lot of feedback.
- Delivered apples on World Teachers' Day on October 5.
- Attended meeting with Chilliwack MLAs on October 13.
- Reconfiguration will lead to better education of students.

Trustee Patterson reported on the following:

- Had the opportunity to visit a number of schools in order to bring apples for staffs to recognize Teacher Appreciation Day on October 5.
- Co-chaired the District's Reconfiguration – Implementation Advisory Committee on October 10.
- Attended the CMS PAC meeting on Wednesday, October 11.

- Attended Strathcona Elementary School and met with the principal and vice-principal on October 12. The systems that are in place at Strathcona, designed to support all students, are extremely proactive and comprehensive. I am aware that most of our schools have similar systems in place, but the Strathcona model is very hands-on and thorough.
- Met with the MLAs on Friday, October 13. The meeting was very informative and worthwhile. It was an opportunity to provide our MLAs with an update of the pressing matters pertaining to our school district. A key focus was to share the urgency for additional schools.
- Last evening I attended the Fraser Valley Trustee meeting held in Abbotsford.

4.4 October 3, 2017 In-Camera Board Meeting Summary

Trustees: Paul McManus, Walt Krahn, Dan Coulter, Silvia Dyck, Heather Maahs, Barry Neufeld, Bob Patterson

Staff: Evelyn Novak, Gerry Slykhuis, Rohan Arul-Pragasam, Tamara Ilersich, Donna Vogel

1. PVP Administration Time in Elementary Schools
2. HR Report
3. BCPSEA Report

4.5 Next Board of Education Meeting Date

Tuesday, November 7, 2017
7:00 pm
School District Office

5. QUESTION PERIOD ON AGENDA ITEMS

Questions were received from the following individuals pertaining to the proposed Boundary and Feeder School changes:

1. Bernadette MacDonald
2. Christine Wiebe
3. Alexis Stollings
4. Justine Hodge
5. Larry Montgomery
6. Bobby Montgomery
7. Diane Braun

Questions and answers were similar to those addressed in 3. QUESTION PERIOD above.

Justine Hodge, DPAC Chair, asked questions related to Policy decisions and the Board's role.

6. ADJOURNMENT

The meeting was adjourned at 9:14 p.m.

Board Chair

Secretary-Treasurer

BOARD OF EDUCATION

PRESENTATION

DATE: November 7, 2017

TO: Board of Education

FROM: McCammon Traditional Elementary School Staff (Ms. Devin Atkins, Ms. Renee Besse, Mr. Jason Kemp, Mr. Brad Driscoll)

RE: **Flexible Seating: Enhancing Students' Use of Self-Regulation Skills**

BACKGROUND

Two components of McCammon Traditional Elementary School's Growth Plan (2016-2021) are:

1. to enhance students' personal and social responsibility by fully meeting the use of self-regulation skills in all areas of the school community, and
2. to maintain a positive, respectful workplace culture and sense of community through continuing to be a caring community where all members feel a sense of belonging, diversity, well-being and safety.

In May 2017, McCammon Teachers were presented with the opportunity to access additional classroom resources through a Resource Request Inquiry Proposal. Seven proposals were submitted with a focus on flexible seating.

Flexible classrooms give students a choice in what kind of learning space works best for them, and help them to work collaboratively, communicate, and engage in critical thinking. The goal of providing flexible seating options in the classroom is to assist students with:

- acquiring and effectively applying the knowledge, attitudes, and skills necessary to understand and manage emotions,
- setting and achieving positive goals,
- feeling and showing empathy for others,
- establishing and maintaining positive relationships,
- making responsible decisions, and
- improving student academic achievement.

BOARD OF EDUCATION

DECISION REPORT

DATE: Nov 7, 2017
TO: Board of Education
FROM: Gerry Slykhuis, Secretary Treasurer
RE: **NEW SOUTH SIDE SCHOOL CONSULTANT WORK**

RECOMMENDATION:

THAT the Board of Education approve the use of \$500,000 of District funds for consultant work around the design of the new South Side School project.

BACKGROUND:

On April 2, 2017, the Ministry of Education provided \$75,000 in funding for the development of a Project Definition (PDR) Report for a new South Side Area school.

Staff have been working with consultants and submitted this report to the Ministry in September. In anticipation of approval of a new school, and in order to maximize this pre-planning time to be ready for construction, staff is recommending additional planning. A number of steps can be completed prior to actual Ministry approval of a new school:

Investigations (geotechnical, geothermal, civil, traffic)	\$200,000
Request for Qualifications development	75,000
Request for Proposals development	225,000

	\$500,000

If a new South Side Area school were approved it is anticipated these costs would be charged against the project funding. If however, no approval was forthcoming, the costs would be borne by the School District from unrestricted reserve funds.

BOARD OF EDUCATION

DECISION REPORT

DATE: November 7, 2017
TO: Board of Education
FROM: Evelyn Novak, Superintendent
RE: **RECONFIGURATION – BOUNDARY AND FEEDER SCHOOL REVIEW**

RECOMMENDATION:

That the Board of Education approve the *Recommendations for Redefined Boundary and Feeder School Relationships*.

RECONFIGURATION – THE WHY?

Chilliwack School District's Strategic Plan is focused on the Priorities and Goals of improving student achievement and well-being first and foremost, and aligning and effectively allocating resources.

Chilliwack School District is committed to ensuring the success of all students. Continuing to improve student learning is the focus of this change, however, consideration of this change is not taken lightly and changes associated with Reconfiguration will impact many aspects of the system. The proposed Reconfiguration model aims to support the sixth and ninth grade students through a tumultuous time in their lives as they transition to new and somewhat unfamiliar environments. The proposed Reconfiguration model ensures that grade six students can be offered the breadth of programming required in the redesigned BC Curriculum. An added benefit of the change is that it would also allow the district to meet the challenges of sports participation at the middle and secondary level by aligning with other districts, particularly in the Fraser Valley and Metro area.

Research studies in which student engagement and academic outcomes have been examined suggest that the transition from Elementary into Middle School as well as Secondary School is a challenging one, as indicated by declines in student performance and self-reported levels of engagement. The model under the proposed Reconfiguration Project would enhance teacher-student relationships, in particular, by having core teachers for grade six to grade eight students, explorations, team time and advisory. Recent redesign of the BC Curriculum includes opportunities and requirements for "Exploration" courses beginning in grade six. The facility demands for addressing these changes are more commonly found in schools in which grades seven and eight are currently attending.

A primary component of the change includes structuring the Reconfigured Middle schools to best support the successful transition of students from elementary to middle to secondary. In the new proposed model, students in grades six and seven would typically have teams of two core teachers, and would be supported by teachers in exploratory areas such as Band, Fine Arts and ADST progressing to grade eight, where

cohorts of 100 students might have core teacher teams as large as four supported by teachers in exploratory areas. This allows students to move from the familiar model of Elementary School toward the timetabled model of Secondary School. Much of the research regarding student achievement and success highlights the need for a close connection to be maintained between students and teachers. Positive student connectedness to their teachers and other adults motivates students to take on academic challenges and improves engagement. Maintaining that connectedness looks different in the elementary, middle and secondary school years. This reconfigured model would effectively prepare students for the increased responsibility they will encounter as they transition to Secondary School.

BACKGROUND - BOUNDARY AND FEEDER SCHOOL PROPOSED CHANGES:

- In preparation for Reconfiguration Fall 2018, following feedback to 1 Draft Option, 2 additional Draft Options to redefine South Side school catchment boundaries and feeder schools were presented to the Board of Education at its October 17, 2017 meeting.
- The 3 Draft Options were posted on the school district website and school websites, with opportunity for parents, staff and students to provide feedback to the Superintendent.
- The Reconfiguration Advisory Committee reviewed the 3 Draft Options on Monday, October 23 and provided feedback to the Superintendent.

FEEDBACK SUMMARY:

- Over 300 email messages and phone calls were received from parents, staff and students.
- A signed petition with 400+ names was received by the Superintendent, particularly representing the perspectives of parents in the Evans, Sardis and Tyson catchment areas.

Option 1

Strengths:

- Vedder Road is a clear boundary for the district and schools.
- The growth in both South Side Secondary catchment areas would be balanced.
- The French Immersion program moving to GW Graham would provide for more balanced enrolments at the Secondary Schools.

Considerations:

- More overall change for this Option, compared with the other options, would be required.
- Continuity of Academic program offerings for French Immersion students would be a challenge.
- First Nations on-reserve students would attend only one Secondary School rather than attending both South Side Secondary Schools.
- Distance and walking safety for students walking along Vedder is a concern.
- Transportation may be more of a challenge for French Immersion students to attend GW Graham.

Option 2

Strengths:

- Many staff, parents and students that provided feedback were supportive of and felt Option 2 or 3 would meet their needs.
- Walking distances would be minimized and safety of students would be accommodated.
- Fewer changes to Boundaries and Feeder Schools.
- Bussing may be easier to accommodate.
- Provides for distribution of First Nations on-reserve students.
- Addresses concerns of many French Immersion students and parents.

Considerations:

- Greendale parents and students provided feedback that they were more closely connected to Sardis Secondary.
- Vedder Elementary is more closely connected to GW Graham and Promontory.

Option 3

Strengths:

- Most staff, parents and students who provided feedback preferred Option 3.
- Walking distances would be minimized and safety of students would be accommodated.
- Fewer changes to Boundaries and Feeder Schools.
- Bussing may be easier to accommodate.
- Provides for distribution of First Nations on-reserve students.
- Considers the least disruption to Boundaries and Feeder Schools.
- Some Vedder Elementary parents appreciative of the GW Graham connection.
- Addresses concerns of many French Immersion students and parents.

Considerations:

- Feedback suggested that some Watson Elementary students are in closer proximity to MSMS and other Watson Elementary students are in closer proximity to VMS.
- Feedback suggested some Promontory and Vedder Elementary parents and students are more satisfied attending VMS.

RECOMMENDATIONS FOR REDEFINED BOUNDARY AND FEEDER SCHOOL RELATIONSHIPS:

1. Future planning is based on balancing enrolments in Middle and Secondary schools so that programs and supports that best meet the learning needs and interests of all of our students can be provided.
2. Based on feedback from the Reconfiguration – Implementation Advisory Committee, and feedback collected from staff, parents and students, the recommendation for redefined Boundary and Feeder School relationships is Option 3, as reflected in the options presented to the Board on October 17, with two enhancements:
 - i. Watson catchment students are in the Vedder Middle catchment. However, choice will be provided to these students to attend MSMS, depending on the proximity to their Middle School and,
 - ii. Greendale students will attend VMS and SSS.
3. Students will not be required to change from the school they are currently attending due to catchment changes.
4. Current grade eight and nine students attending MSMS may have the choice to attend Sardis Secondary.
5. Students attending a Middle School that is outside of their catchment will be planned for to attend the Secondary School associated with that Middle School.
6. Siblings will be kept together to ensure consistency for families and to make transportation easier for families.
7. As per Policies 611 and 531, continue to provide choice for students to attend a cross boundary school.
8. Align Secondary School timetables, where feasible, so students can take a unique combination of courses at different Secondary Schools.
9. With increased enrolment, GW Graham will provide additional academic class options at the Secondary level.
10. Inform parents well in advance of the new school year regarding bussing options, particularly if they are beyond the walking limit, and communicate if the student has regular or courtesy rider status.

GOALS: To provide information regarding balancing enrolment figures after Reconfiguration.

To provide clarity regarding the new feeder school relationships at middle & secondary on the south side, following Reconfiguration.

OUTCOME: Clear understanding of enrolment figures at VMS, MSMS, SSS and GWG.



BOUNDARY REVIEW AND FEEDER SCHOOL RELATIONSHIPS – OPTION #3 (REVISED)

FACTS:

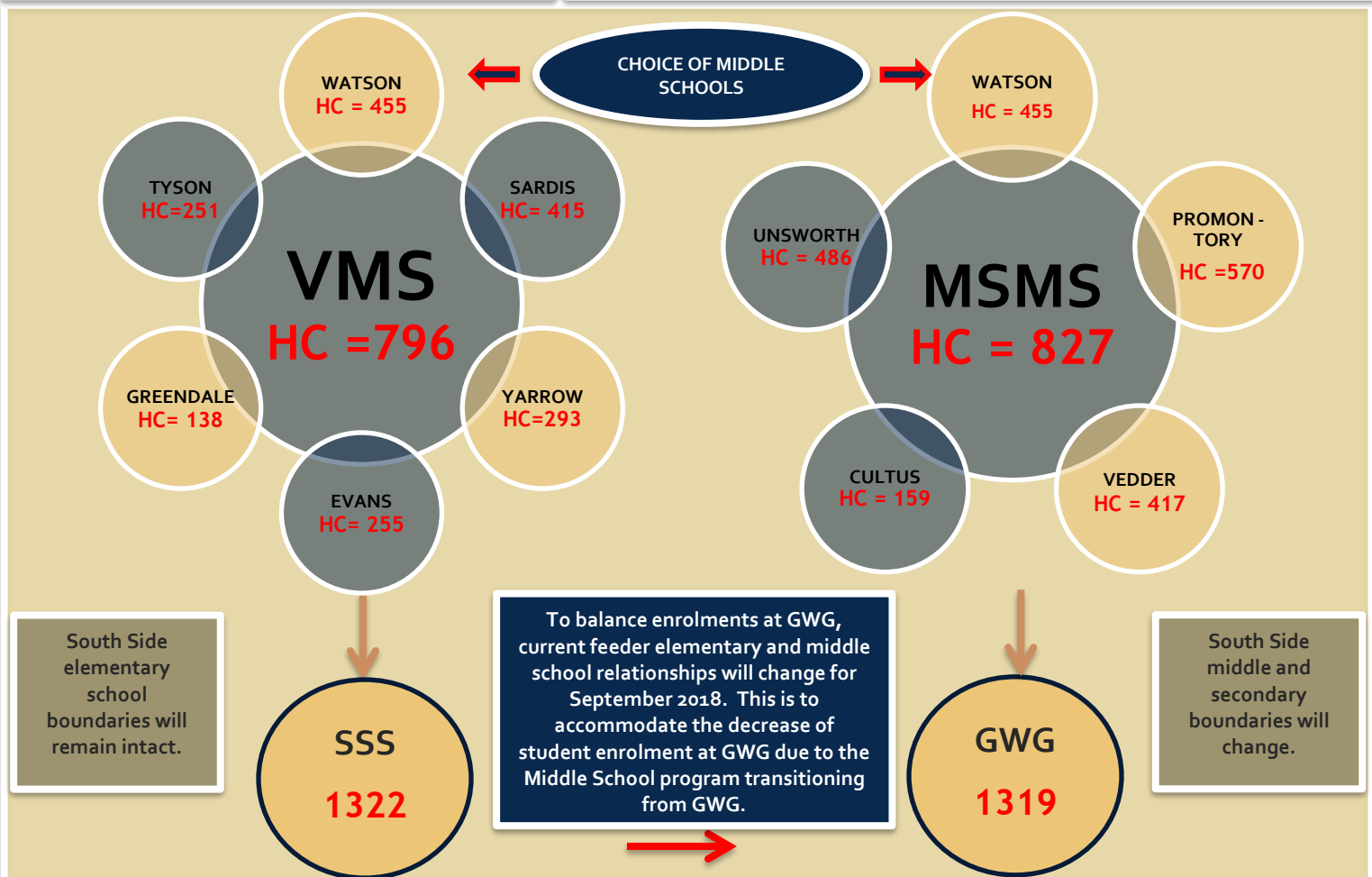
- ✓ Based on the 1701 September 2017 data, on average, 30% of the student enrolment at each of our schools is comprised of out of catchment students (some exceptions given closed boundaries, for example 100% of enrolled students at Promontory reside in the Promontory catchment).
- ✓ This practice is aligned with what is written in Policy 531 – School Admission and Choice, where the admission process should maximize the students' and parents' ability to choose the school and educational program that best meets the students' educational needs, subject to the availability of space, programs and resources as determined by the school district.

BOUNDARY CHANGES:

- ✓ The district will redefine its elementary and middle feeder school relationships on the south side of the highway with the goal of balancing student enrolments at middle and secondary schools.
- ✓ No change is recommended affecting schools on the north side of the highway given existing functional capacities at all schools.

GUIDING PRINCIPLES:

- ✓ Enrolments to be balanced at middle and secondary.
- ✓ All boundary changes are made to keep redefined Families of Schools together.
- ✓ Space for District Programs is a consideration.
- ✓ To maintain safety of students, safe walking routes (particularly for elementary students).
- ✓ To minimize elementary school students' walking distances.
- ✓ To create space to continue to accommodate student and parent choice – Policy 531.

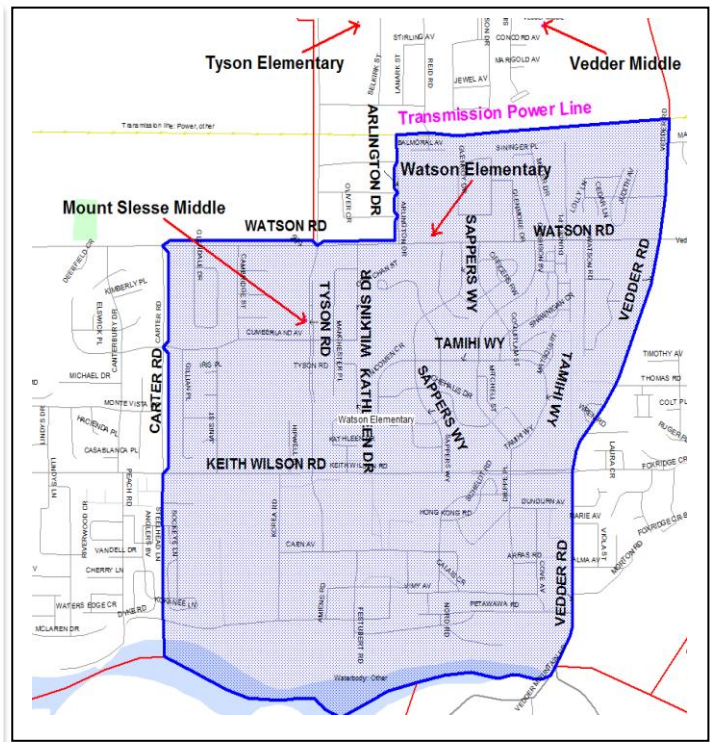


Watson Boundary:

Students currently attending Watson elementary will have a choice with respect to the middle school they would prefer to attend starting September 2018. Please note that students choosing to attend Mount Slesse Middle School will transition to GWG Secondary School in grade 9. Similarly, students from the Watson catchment choosing to attend Vedder Middle School will transition to Sardis Secondary in grade 9.

Please note that the data analysis below includes the assumption that 50% of the students at Watson will choose to go to each middle school, which eventually impacts enrollments at Sardis Secondary and GWG Secondary schools.

The district will implement a clear registration process in the new calendar year to ensure students and parents have the ability to plan early and communicate their choice for middle school to the district.



PROJECTED ENROLMENT MIDDLE SCHOOLS ON THE SOUTH SIDE:

- ✓ Extrapolate the grade 6 numbers over three grades and it is easy to see each middle school will have an enrollment of over 900 students with a balanced population. This would be until we have built a new elementary-middle school on the south side.

It is assumed that in the future years Tyson, Evans, Sardis, Greendale, Yarrow and Watson (choice of middle school) will feed into Vedder Middle School. This does not include 30 Late French Immersion students from CMS - LFI will continue to run at both CMS and VMS.

VEDDER MIDDLE SCHOOL PROJECTED GRADE 6 STUDENTS

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Gr 6		291	275	312	283	324	299	304	309	314	304	311	315	317	317

It is assumed that in the future years Unsworth, Cultus, Vedder, Watson (choice of middle school) and Promontory will feed into MSMS. Please note that these projections do not include local knowledge which may impact long term projections.

MOUNT SLESSE MIDDLE SCHOOL PROJECTED GRADE 6 STUDENTS

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Gr 6		322	327	340	330	325	322	376	339	360	350	352	354	355	352

PROJECTED ENROLMENT FOR HIGH SCHOOLS ON THE SOUTH SIDE:

ALL PROGRAMS GWG SECONDARY AFTER RECONFIGURATION

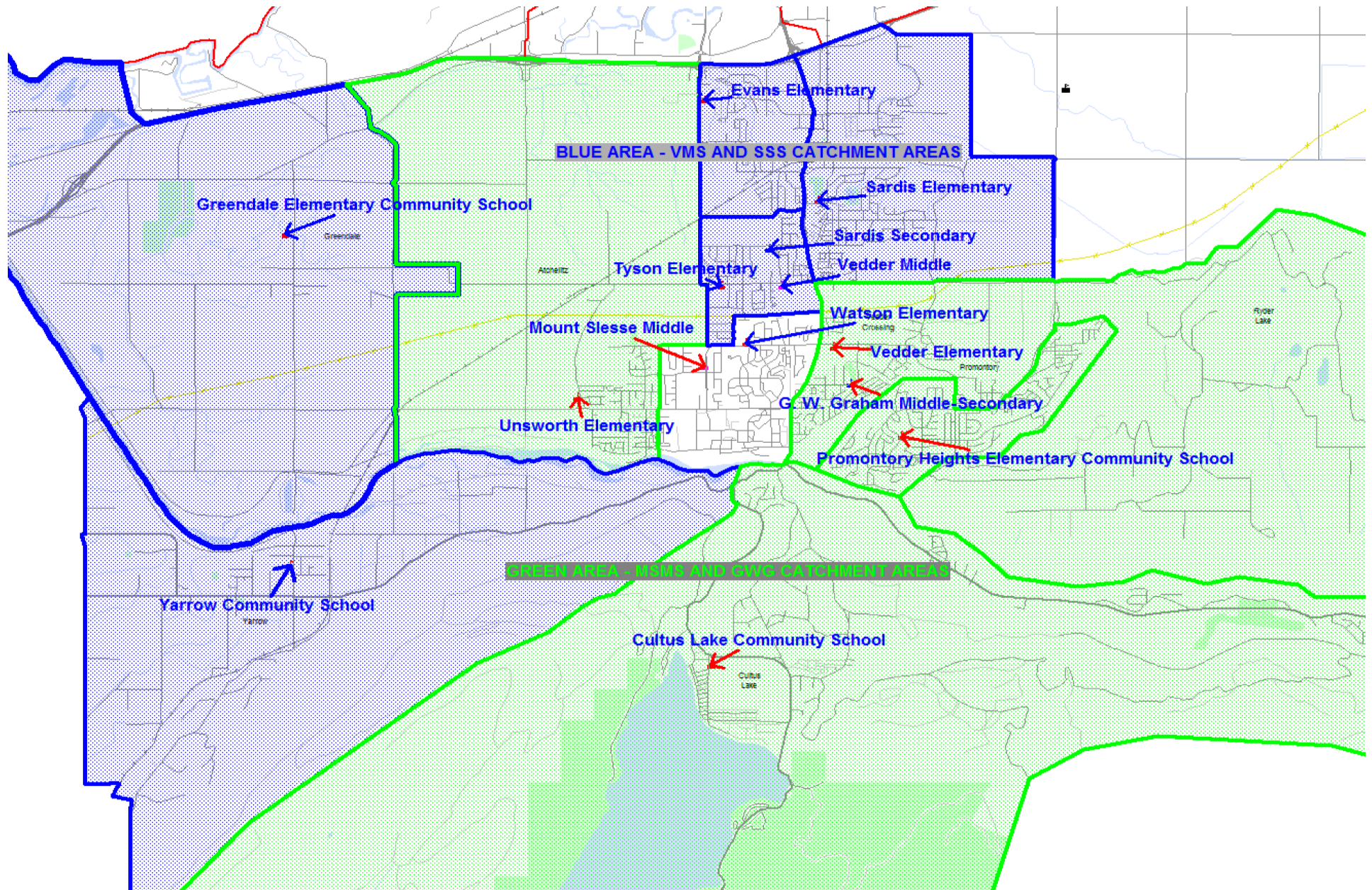
Grade	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Total	1300	1303	1414	1380	1342	1331	1388	1392	1388	1425	1434	1471	1502	1476

ALL PROGRAMS SSS AFTER RECONFIGURATION

Grade	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Total	1322	1150	1039	1080	1113	1210	1217	1253	1280	1271	1299	1288	1294	1301

BOUNDARIES – OPTION 3 (REVISED)

GREEN AREAS MSMS AND GWG; BLUE AREAS VMS AND SSS



GOALS: To provide information regarding balancing enrolment figures after Reconfiguration.

To provide clarity regarding the new feeder school relationships at middle & secondary on the south side, following Reconfiguration.

OUTCOME: Clear understanding of enrolment figures at VMS, MSMS, SSS and GWG.



**Chilliwack
School District**

QUESTIONS AND ANSWERS – OPTION #3 (REVISED)

Q&A:

GREENDALE, YARROW AND WATSON:

- ✓ Students currently attend MSMS in grade 7. Will this option be available for students at the Middle School level for the next many years, especially if they already have a sibling attend MSMS?
 - Yes, attending MSMS will be an option as we want to ensure that we accommodate families. We will ensure we keep track of these students to ensure consistency in communication.
- ✓ If students are attending MSMS as a middle school, will they have a choice of going to SSS in their high school years?
 - We will allow choice for these students as long as we have space and resources available at SSS.
- ✓ Will current middle school Greendale, Yarrow and Watson students have a choice of attending SSS – will they be grandfathered?
 - Current middle school students will be accommodated as long as space and resources are available at SSS. One of the key factors for consideration will be to ensure we keep siblings together and to ensure consistency for families. This will also make it easier for transportation for busy families.

CULTUS:

- ✓ Will current middle school Cultus Elementary students have a choice of attending SSS – will they be grandfathered?
 - Current middle school students will be accommodated as long as space and resources are available at SSS. One of the key factors for consideration will be to ensure we keep siblings together and to ensure consistency for families. This will also make it easier for transportation for busy families.

GENERAL:

- ✓ Looking at the data it seems SSS long term will have a smaller population. Will families going through MSMS to GWG be given the opportunity to attend SSS through the district choice policy?
 - Options to attend a cross boundary school are always available to all families. This is much more common at the high school level, where students are looking to take some unique courses or a program at one of our three high schools in the district. We will ensure we provide choice and flexibility to ensure all students can access the programs they require for post high school plans.
- ✓ Will secondary students have an opportunity to take courses at both high schools on the south side?
 - As a district we will look at opportunities to align high school timetables where feasible so students can take a unique combination of courses (E. g., a south side student attending the hairstyling program on the north side).
- ✓ In the past GWG Middle Secondary offered fewer options for senior students due to smaller enrolment. Will there be equal opportunities for senior secondary students with respect to senior level academic classes?
 - As GWG Middle Secondary transitions to a 9-12 high schools, we will have more academic class options at the senior level. We will also continue to offer unique program and class choice at all three of our high schools to promote choice.
- ✓ Will I be informed in a timely manner in regards to transportation options for my child's new middle and high schools before the start of the school year?
 - As in previous years, all students will be informed in advance before the start of the new school year regarding bussing options if they are beyond the walk limit and if they have regular or courtesy rider status.

BOARD OF EDUCATION

INFORMATION REPORT

DATE: November 7, 2017
TO: Board of Education
FROM: Evelyn Novak, Superintendent
RE: **Sexual Orientation and Gender Identity (SOGI) Expression - Inclusion**

BC HUMAN RIGHTS CODE – CHANGES AND TIMELINE

- January 2015 – The Select Standing Committee on Child and Youth Mental Health in BC names sexual and gender minority youth as particularly marginalized, vulnerable and in need of support and therefore calls for school districts and schools to recognize Sexual Orientation and Gender Identity (SOGI) Expression.
- July 2016 – **Gender Identity/Expression** added to BC Human Rights Code.
- September 2016 - Ministry of Education directs all schools and districts to protect SOGI minority youth, and releases guidelines.
- December 2015 – Board of Education approves revised Policy 514 Safe Schools, including reference to the revised BC Human Rights Code.
- October 2016 – Administrative Regulation 514.1 Safe Schools revised to comply with BC Human Rights Code.
- Effective January 2017 – As per BC Human Rights Code, SD33 School Codes of Conduct required to include reference to Sexual Orientation and Gender Identity Expression.

WHAT IS SOGIE

- “Sexual Orientation and Gender Identity” (SOGI) are terms embedded in the BC Human Rights Code to ensure we accept diversity and prevent discrimination.
- It is an inclusive term that encompasses all individuals regardless of where they identify on the sexual orientation or gender identity spectrums, including but not limited to lesbian, gay, bisexual, transgender, two-spirit, heterosexual, pansexual and cisgender.

REDESIGNED BC CURRICULM – INCLUSION

- In Chilliwack School District, we strongly believe that our schools need to be safe and welcoming places for all, regardless of sexual orientation, gender identity, race, religion or background, and that everyone deserves to be welcomed, included and respected in a safe learning environment while being fully and completely themselves.
- There is no separate and distinct SOGI program or curriculum.
- Sexual orientation and gender identity expression are topics that are interwoven through several curriculum areas, most notably, physical and health education, language arts and social studies.

- How the topics are introduced by teachers is dependent on the student age and stage of development.
- These topics may also be discussed as they arise in the daily lives of students.

EXTRA-CURRICULAR

- At some Middle and all Secondary Schools, students are offered additional support and education through Extra-Curricular clubs including but not limited to LGBTQ, Gay/Straight Alliance, Social Justice or Acceptance.
- The clubs are sponsored by a staff member.

CURRENT AND NEXT STEPS

- Fall 2017 - Board of Education to be updated regarding Strategic Planning and SOGI, curriculum connections and resources.
- Fall 2017 – SD33 to partner with the Ministry of Education and participate in the BC SOGI Educator Network to create an environment of inclusive education in the District as per Safe School Policy 514 and Administrative Regulation 514.1.
- Early 2018 – possible DPAC/PAC information session.

BOARD OF EDUCATION

INFORMATION REPORT

DATE: November 7, 2017
TO: Board of Education
FROM: Gerry Slykhuis, Secretary Treasurer
RE: **TRANSPORTATION ADMINISTRATIVE REGULATION 710.1**

BACKGROUND:

At the Regular Board meeting of October 3, 2017, the following Transportation Administrative Regulations were presented to the Board for information:

- 710.1 – Transportation – Eligibility, Conditions and Registration
- 710.2 – Transportation – Operating Instructions
- 710.4 – Transportation – Registration and Fees

The Board requested clarification around *Special Program riders* as specified in Administrative Regulation 710.1 as follows:

- b) ***Special program riders:*** are students attending special programs approved by the School Board such as special reading programs or drug and alcohol referrals.
Walk limits apply.

Whenever possible, the Transportation Department arranges bus service for students who are attending these programs such as; Early Success program, Drug and Alcohol program, English Language Learners (ELL) and Alternate school students.

Special Program Riders take priority for bus service over Courtesy riders and they do not pay fees. Therefore, to provide clarity on bussing priorities and group fee payers vs. non-fee payers, Special Program riders have been removed from the Courtesy rider category (fee payers) and placed in the Regular Rider category (non-fee payers).

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

**710.1
ADMINISTRATIVE REGULATION
Transportation – Eligibility, Conditions and Registration**

SCHOOL BUS TRANSPORTATION:

Transportation is provided for eligible school age students attending District schools.

USER FEES:

The Board of Education approved a student transportation user fee for courtesy riders effective September 2016. Courtesy riders must meet eligibility requirements.

TRANSPORTATION ZONES:

There are two zones that define the level of transportation support in the school district.

1. **No Ride Zone** – These are the urban areas of Chilliwack and Sardis (maps attached) that are typically serviced by [City transit](#).
2. **Regular Rider Zone** – Not in the No Ride Zone and the area beyond the walk limits to the catchment area school.

Review of ride zones – Ride zones will be reviewed annually with changes reported to the Board of Education prior to bus registration each year.

WALK LIMITS:

Walk limits are set by the School District and are measured as the shortest distance by public road or public walkway from the primary residence to the catchment area school.

1. Kindergarten to grade 6: beyond 3.0 kilometers; and
2. Grade 7 – 12: beyond 4.0 kilometers.

Cross Refs: Professional Drivers' Manual, Division 11 Motor Vehicle Act Regulation – School Buses; Board Policy 501 - Student Behavior

Adopted: October 9, 1990

Reviewed:

Revised: October 22, 1996, January 14, 2003, September 7, 2004, March 10, 2009, February 23, 2010, August 24, 2012, September 25, 2012, September 1, 2015, May 25, 2016, Oct 3, 2017, Nov 7, 2017

Note: Students attending their catchment school who exceed the walk limits (and live within a no ride zone) do not qualify for regular ridership but may qualify as a courtesy rider.

An exception to the walk limits may be made for students with special needs who are unable to walk to or from school due to a physical or mental disability.

ELIGIBLE RIDERS:

Are student riders approved under Board Policy and are classified as either regular or courtesy riders.

1. **Regular riders:** There are ~~three-four~~ (43) categories of students entitled to bussing. **Fees do not apply to Regular riders.**
 - a) **Rural riders:** are students whose primary residence is beyond the walk limits and outside the no ride zone of his/her catchment area school. The [School Locator](#) may be used to determine walking distances to the catchment area school.
 - b) **Overflow/alternate school riders:** are students who are asked to attend a school outside his/her catchment area due to lack of space (overflow) or students assigned to a District Alternate Program. Walk limits apply.

Schools are to coordinate with Transportation prior to assigning a student to a new school or program to ensure availability of bussing.

- c) **Students with special needs riders:** are students who are unable to walk to and from school due to physical or mental disabilities. Approval from Student Services is required, administrative regulation 710.3 refers.
 - e)d) **Special program riders:** are students attending special programs approved by the School Board such as special reading programs or drug and alcohol referrals. Bussing may be provided based upon availability of seating on an existing bus route. Walk limits apply.
2. **Courtesy riders:** There are ~~three-two~~ (32) categories of students eligible for courtesy bussing. **Bussing may be provided based upon availability of seating on an existing bus route.** Busses will not be re-routed and no additional stops will be added. Authorization for courtesy riders will only be considered once regular riders have been accommodated. Services to courtesy riders may be discontinued at any

time should additional regular riders require bus transportation. Fees apply to Courtesy riders.

a) **Conditional riders:** are students living outside the walk limits but within the no ride zone and attending their catchment area school. ~~Bussing may be provided based upon availability of seating on an existing bus route.~~

~~Special program riders: are students attending special programs approved by the School Board such as special reading programs or drug and alcohol referrals. Bussing may be provided based upon availability of seating on an existing bus route. Walk limits apply. Fees do not apply to Special program riders.~~

e)b) **School of choice riders:** are students attending a school other than their catchment school by choice (including ~~Early~~ French Immersion and ~~Late French Immersion~~ International Student Program). ~~Bussing may be provided based on upon availability of seating on an existing bus route. Busses will not be re-routed and no additional stops will be added.~~

Termination of courtesy ridership – The Board of Education reserves the right to terminate courtesy bussing for students at any time. Should this occur, the Manager of Transportation will provide written notification with a minimum of one week advanced notice.

REGISTRATION:

1. All riders must be registered to ride a school bus. Parents are requested to register their children on-line before the end of July for the following school year. Registration by telephone will be accepted in exceptional circumstances.
2. Computers are available for parents at the school and the School Board Office at 8430 Cessna Drive across from the Airport.
3. Register online [here](#).

PASSENGER LISTS:

Transportation will produce bus passenger lists as required under the Motor Vehicle Act Regulation, Division 11 – School Buses.

BUS PASSES:

All student riders must present a valid photo ID bus pass to the driver to board a bus. Bus passes are produced by the Transportation Department upon registration and payment of applicable bus fees. Passes will be available for pick-up at the Transportation office located at 44877 Yale Road between the hours of 8:00 a.m. – 2:00 p.m., Monday through Friday, until the third week of August. After that, passes will be distributed by the students' afternoon Bus Driver.

LOSS OF BUS PASS:

Bus passes will be reproduced by Transportation for a \$5.00 processing fee. Parents are to call Transportation at 604.792.1255.

TRANSPORTATION ASSISTANCE:

Funding is available to parents and/or guardians of regular riders if the Transportation Department cannot meet transportation requirements. This assistance is provided at a rate of 20¢ per kilometer to a maximum of \$10 per day plus 30¢ for each additional child, per family, per trip. Walk limits apply.

RESPONSIBILITIES:

1. **Transportation:** Registration, producing passenger lists, bus passes, and distribution of bus passes to parent/guardian or student.
2. **Parents:** Register (all riders) and pay on-line (courtesy riders) and review the attached school bus safety rules with their children.
3. **Secretary Treasurer:** Oversee the policy.

Transportation



CODE OF CONDUCT

Be respectful to all other riders, the bus driver, pedestrians and motorists.

Only registered riders shall ride the bus, and must ride their assigned bus. Friends must have approval from the driver to ensure availability of seating.

Waiting for the Bus

1. Be at your assigned stops five minutes before the bus is scheduled to arrive.
2. Stay off the road, and do not throw things in the bus stop area.
3. Wait until the bus comes to a complete stop and the door is open and the driver signals to board.

Boarding the Bus

1. Form a single line as you walk onto the bus.
2. Respect personal space between yourself and the student ahead of you.
3. **Present your Bus Pass to the driver.**
4. Go to your seat and sit down. Students may be assigned to a specific seat.
5. Small items may be carried onto the bus which must be carried on your lap. If the driver thinks an item will block the aisle or seat it will not be allowed.
6. Do not bring items that could cause harm. Examples include alcohol, animals, bikes, drugs, explosive items, glass, sports sticks of any type, fishing rods, laser pointers, lighters, matches, scooters, skateboards, skates without safety bags, skis, ski poles, strong-smelling sprays or liquids, tobacco products, and weapons (real or fake). The driver has the authority to deny or secure objects of concern.
7. Students with instruments that are larger than what can be contained within a small trumpet or small saxophone case will be required to ride on a specific "Band Instrument" Bus Route, as per Transport Canada Guidelines for safety. Please contact your school band teacher or the Transportation Department for specific pick-up and drop-off locations and times.

On the Bus

1. Follow the bus driver's instructions.
2. Sit facing forward with your back against the seat. Keep your legs, feet, and personal belongings out of the aisle. Do not sit sideways or turn around in your seat.
3. Put your backpack or book bag on your lap.
4. Keep your belongings inside your backpack or book bag.
5. Use the garbage can, not the floor.
6. Do not put anything outside the window. This includes your hands and head.
7. Use a quiet voice when talking to other riders.
8. Do not eat or drink on the bus.

Leaving the Bus

1. Cross at a marked street crossing or intersection where possible.
2. If there is no marked street crossing, walk 3 meters in front of the bus and wait for the bus driver's signal to cross. **Do not cross behind the bus.**
3. See the safety brochure "CROSSING THE ROAD SAFELY" on the school district website.

RIDING THE SCHOOL BUS IS A PRIVILEGE, NOT A RIGHT.

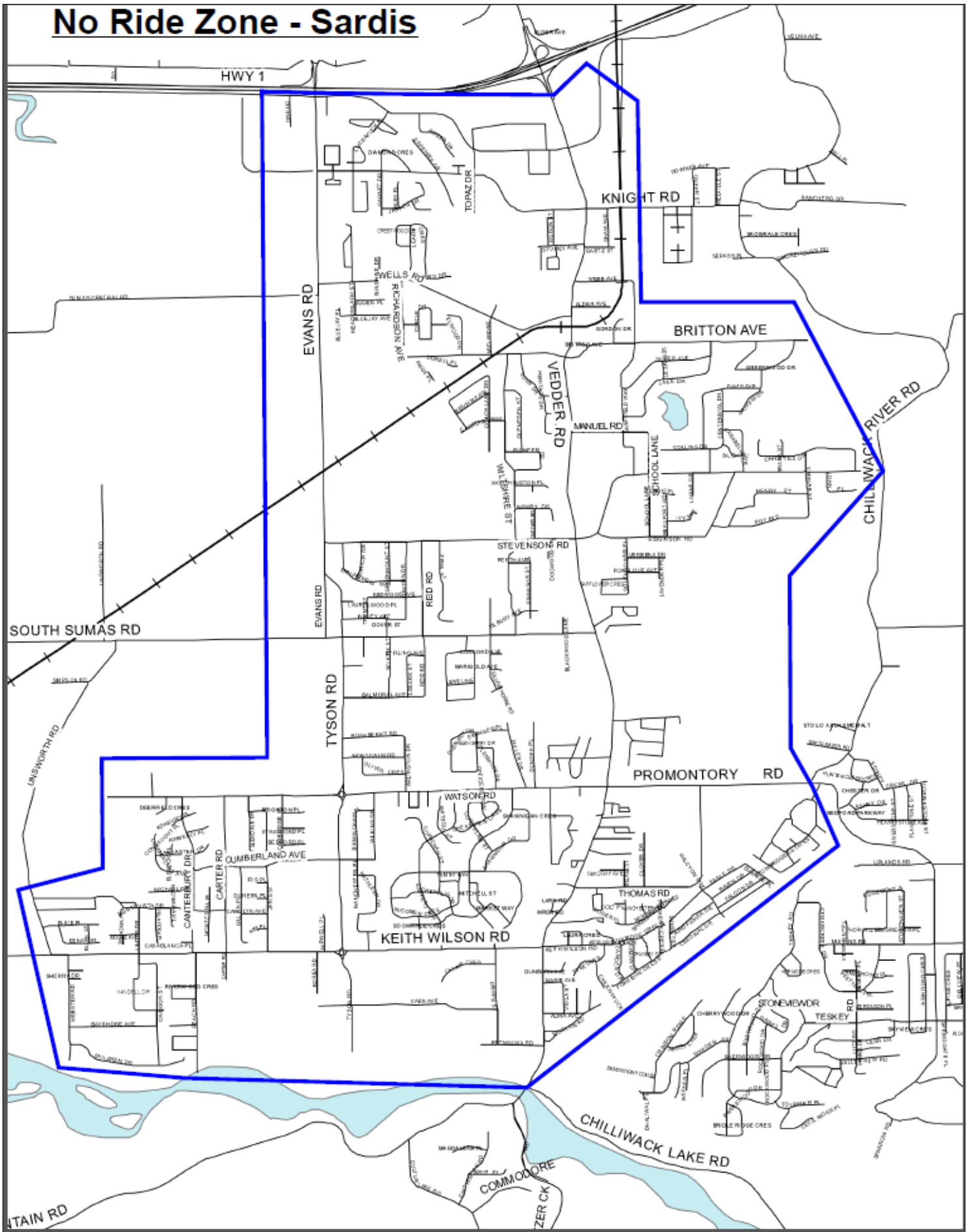
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Adopted: October 9, 1990

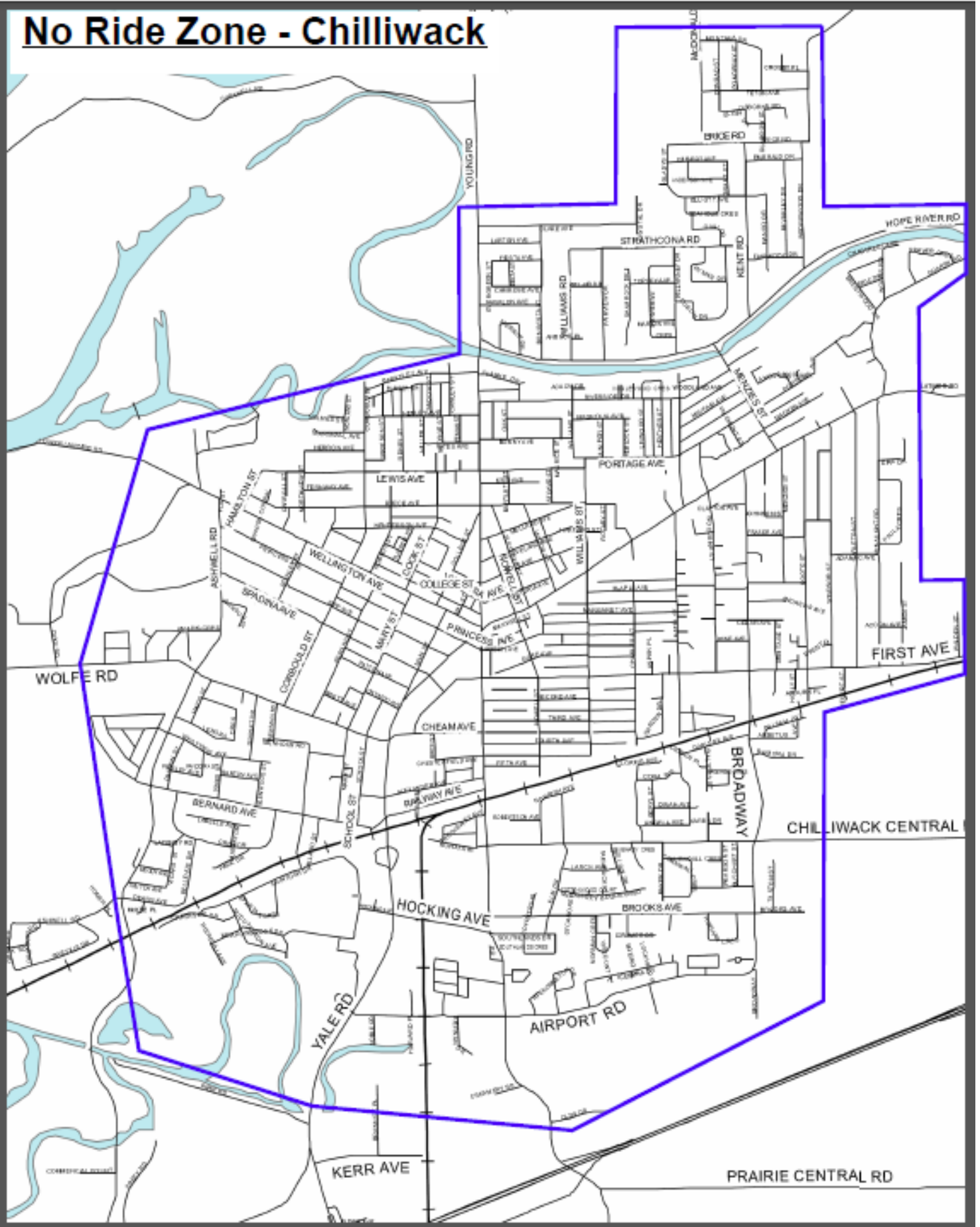
Reviewed:

Revised: October 22, 1996, January 14, 2003, September 7, 2004, March 10, 2009, February 23, 2010, August 24, 2012, September 25, 2012, September 1, 2015, May 25, 2016, Oct 3, 2017, Nov 7, 2017

No Ride Zone - Sardis



No Ride Zone - Chilliwack



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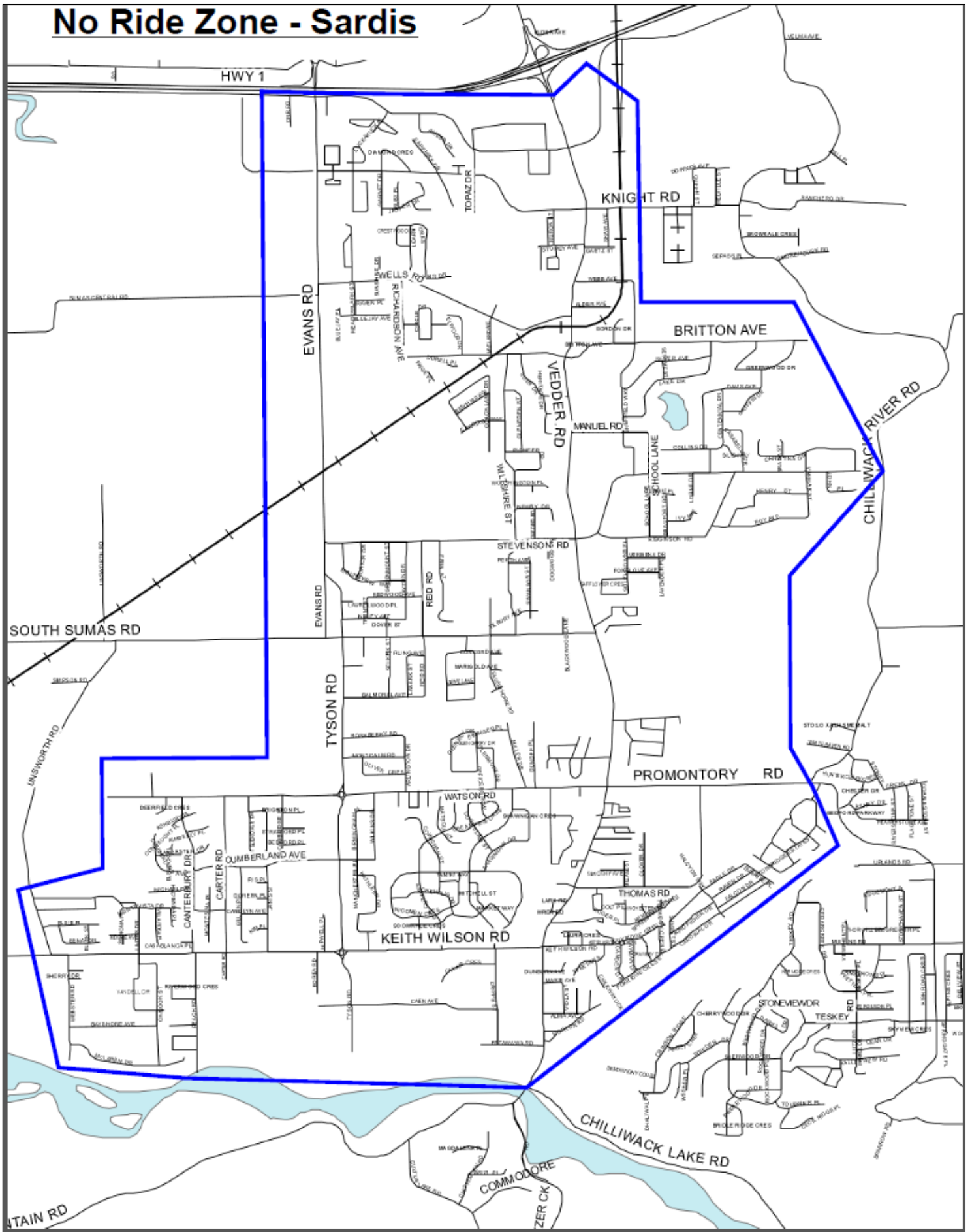
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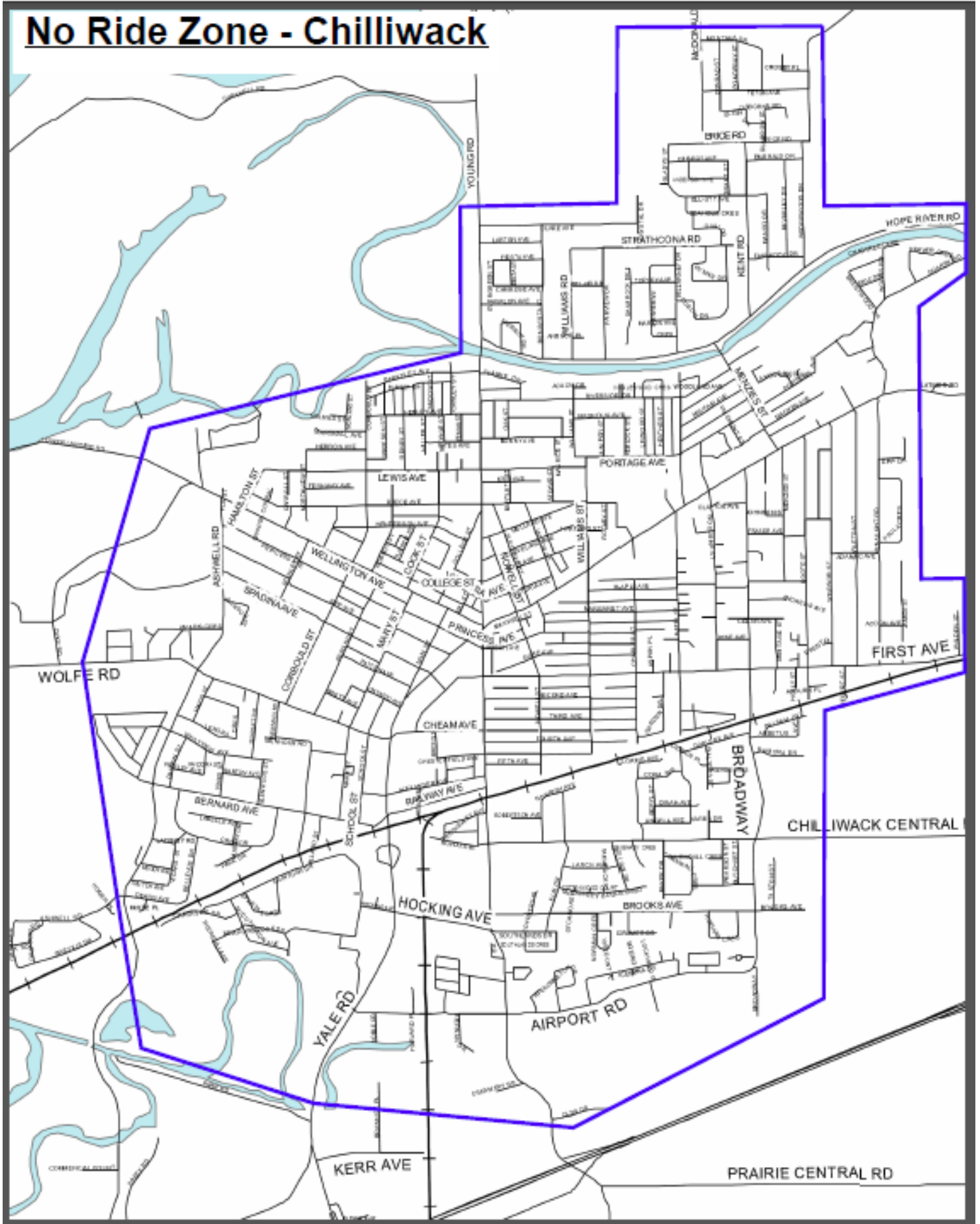
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No Ride Zone - Sardis



No Ride Zone - Chilliwack



BOARD OF EDUCATION

STAFF REPORT

DATE: November 7, 2017

TO: Board of Education

FROM: Evelyn Novak, Superintendent

RE: **SUPERINTENDENT'S REPORT**

This time is provided for a report from Superintendent Novak.

MEETING SUMMARY

In-Camera Meeting – October 3, 2017

Trustees: Paul McManus, Walt Krahn, Silvia Dyck, Dan Coulter, Heather Maahs, Barry Neufeld, Bob Patterson

Staff: Evelyn Novak, Gerry Slykhuis, Rohan Arul-pragasam, Tamara Ilersich, Donna Vogel

1. PVP Administration Time in Elementary Schools
 2. Human Resources Report
 3. BCPSEA Report
-

In-Camera Meeting – October 17, 2017

Trustees: Paul McManus, Silvia Dyck, Dan Coulter, Heather Maahs, Barry Neufeld, Bob Patterson

Staff: Evelyn Novak, Gerry Slykhuis, Rohan Arul-pragasam, Tamara Ilersich, Donna Vogel

4. Public Sector Compensation Report
 5. 2017-2018 Local School Calendar Grievance by CTA
 6. MoA Restored Language
 7. Human Resources Report
 8. BCPSEA Report
-

In-Camera Meeting – October 24, 2016

Trustees: Paul McManus, Silvia Dyck, Dan Coulter, Heather Maahs, Barry Neufeld, Bob Patterson

Staff: Evelyn Novak, Gerry Slykhuis

1. SOGI Facebook Post