



THE BOARD OF EDUCATION
School District #33 (Chilliwack)
Regular Public Board Meeting
(Recorded)
AGENDA
January 12, 2021
7:00 pm

1. CALL TO ORDER – Zoom Webinar

- 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 December 8, 2020 Regular Board Meeting be approved as circulated.)

2. PRESENTATIONS

- 2.1. Rick Klassen Field Naming Delegation
- 2.2. Strategic Plan Update: Imagine High Integrated Arts and Technology School

3. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

4. ACTION ITEMS

- 4.1. 2021 – 2022 Local School Calendar

5. INFORMATION ITEMS

- 5.1. Framework for Enhancing Student Learning (FESL) Policy Update
- 5.2. Ford Mountain Continuing Education Program
- 5.3. COVID-19 Update
- 5.4. BCSTA Report
- 5.5. Meeting Summaries
- 5.6. **Next Board of Education Meeting: January 26, 2021 at 7:00 p.m.**

6. PUBLIC PARTICIPATION – QUESTIONS CONCERNING THE AGENDA

7. ADJOURNMENT



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

Date of Meeting: Tuesday, December 8, 2020

Location: Zoom Webinar

Members Present:

Chair	Ms. W. Reichelt
Vice-Chair	Mr. J. Mumford
Trustee	Dr. D. Furgason
Trustee	Mrs. H. Maahs
Trustee	Mr. J. Mumford
Trustee	Mr. B. Neufeld

Staff Present:

Interim Superintendent	Mr. R. Arul-pragasam
Secretary Treasurer	Mr. G. Slykhuus
Assistant Superintendent	Ms. P. Jordan
Assistant Superintendent	Mr. K. Savage
Director of Facilities & Transportation	Mr. A. Van Tassel
Director of Instruction (Acting)	Mr. D. Manuel
Audio-Video/Desktop Foreman	Mr. M. Bakker

1. CALL TO ORDER – Zoom Webinar

1.1. Call to Order

The Board Chair called the meeting to order at 7:05 p.m. – **Welcome, Acknowledgment of Traditional Stó:lō Territory and Diversity Statement**

1.2. Adoption of the Agenda

307.20 Moved by: Trustee Mumford
Seconded by: Trustee Swankey

THAT the agenda be adopted as circulated.

CARRIED

1.3. Approval of the Minutes

308.20 Moved by: Trustee Mumford
Seconded by: Trustee Swankey

THAT the minutes of the November 24, 2020 Regular Public Board Meeting be approved as circulated.

CARRIED

For: Furgason, Maahs, Mumford, Reichelt, Swankey

Abstained: Maahs

2. PRESENTATIONS**2.1. Strategic Plan Update: Data Integration**

Rohan Arul-pragasam, Paula Jordan, Kirk Savage and David Manuel provided a presentation on Data Integration as it relates to the Strategic Plan:

Priority	Improving student achievement and well-being through high quality instruction (Instruction).
Goal	All students to meet or exceed grade level expectations in literacy and numeracy.
Strategy	Model and use evidence-based practices for early intervention and prevention.

2.2. Strategic Plan Update: Vedder Elementary Addition

Gerry Slykhuis and Al Van Tassel provided an update on the Vedder Elementary Addition.

Priority	Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives. (Resources)
Goal	Align resources to efficiently and effectively execute the strategic plan

3. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

Comments/Questions were received regarding the following:

- Vedder Elementary Addition.

4. ACTION ITEMS**4.1. Appointment of City of Chilliwack: Board of Education By-Election****309.20**

Moved by: Trustee Maahs
Seconded by: Trustee Swankey

THAT the Board of Education authorize the City of Chilliwack to conduct the Board of Education, School District No. 33 (Chilliwack) by-election to take place on February 13, 2021 per the terms set out in our agreement. AND THAT pursuant to Section 54 (4) of the Local Government Act, Jacqueline Morgan be appointed Chief Election Officer for conducting the 2021 school trustee by-election with power to appoint other election officials as required for the administration and conduct of the 2021 school trustee by-election.

CARRIED**4.2. Policy Renovation Project: Sections 100 & 200****310.20**

Moved by: Trustee Mumford
Seconded by: Trustee Neufeld

THAT the Board of Education approve the following policies as attached:

- Policy 120: Board Authority, Roles and Responsibilities
- Policy 121: Duties of the Chair and Vice-Chair
- Policy 160: Board Committees
- Policy 161: Education Policy Advisory Committee
- Policy 162: Budget Advisory Committee
- Policy 163: Audit Working Committee
- Policy 168: Trustee Liaison
- Policy 169: Trustee Representation

CARRIED

311.20

Moved by: Trustee Maahs
Seconded by: Trustee Mumford

THAT the Board abandon existing policies and regulations as they are made redundant by the new policies:

- Policy 201: Suspension of Policies and Board Approved Regulations
- Policy 202: Administration in Policy Absence
- Policy 203: General Powers and Duties of the Board
- Policy 204: Governance Principles
- Policy 206: Duties of Chair and Vice Chair
- Policy 222: Board Committees
- Board Regulation 222.1: Board Committees
- Policy 223: Liaison Trustee
- Policy 224: External Representation

Further, THAT the Board abandon existing policies that duplicate information in Board policy, the School Act, School Regulation and/or Ministerial orders and, as such, are redundant:

- Policy 100: School District Legal Status
- Policy 214: Planning Meetings
- Policy 231: School Calendar
- Policy 226: Board Self-Evaluation

Further, THAT the Board abandon the appendices to Policies 222: Board Committees, 223: Liaison Trustee and 224: External Representation in favour of publication of the information contained in them on the district website.

and finally:

THAT the Board abandon Policy 208: Board Member Oath – Affirmation of Office in favour of establishing the content contained therein as an Administrative Procedure.

CARRIED

5. INFORMATION ITEMS

5.1. COVID-19 Update

Interim Superintendent Rohan Arul-pragasam, Assistant Superintendents Paula Jordan and Kirk Savage, and Director of Instruction David Manuel provided an update on COVID-19 in the Chilliwack School District.

5.2. BCSTA Report

Matters related to the British Columbia School Trustees' Association (BCSTA) were discussed.

5.3. Meeting Summaries

November 24, 2020 Committee of the Whole Meeting Summary

Trustees: Willow Reichelt, Jared Mumford, Darrell Furgason, Barry Neufeld, David Swankey

Staff: Rohan Arul-pragasam, Gerry Slykhuis

1. Holiday Cards
2. Board Meetings with Partners
3. Meetings with City of Chilliwack
4. Masks in Schools
5. By-Election Dates

November 24, 2020 In-Camera Meeting Summary

Trustees: Willow Reichelt, Jared Mumford, Dan Coulter, Darrell Furgason, Barry Neufeld, David Swankey

Staff: Rohan Arul-pragasam, Gerry Slykhuis, Tamara Ilersich

1. HR Report
2. BCPSEA Report
3. 2021 – 2022 Local School Calendar
4. Assistant Superintendent Contract
5. Trustee Conduct (Trustee Neufeld recused himself for this item)
6. Board Statement About Recent Facebook Comments

5.4. Next Board of Education Meeting Date

**Tuesday, January 12, 2021
7:00 p.m.
Zoom Webinar**

6. PUBLIC PARTICIPATION – QUESTIONS CONCERNING AGENDA ITEMS

Questions were received regarding the following:

- Partner group engagement.
- District anti-racism initiatives.

7. ADJOURNMENT

The meeting was adjourned at 9:11 p.m.

Board Chair

Secretary-Treasurer

Appendix A: Trustee Activities

Trustee Mumford:

- November 24: Board Meeting (Vice Chair)
- November 27: BCSTA AGM
- November 30: Chair / Vice-Chair Meeting
- December 1: FG Leary - Crosswalk safety discussion
- December 2: Policy Review #6
- December 2: FG Leary PAC Meeting
- December 4: Policy Review #7
- December 7: Call w/Barry Neufeld
- December 7: Chair / Vice-Chair Meeting

Trustee Reichelt:

- November 25: Holiday card signing
- November 25: Chill TV interview
- November 27: Trustee Academy (via Zoom)
- November 28: Trustee Academy (via Zoom)
- November 30: Chair/Vice Chair Meeting
- November 30: Packed hampers for Extra F.A.R.E.
- December 1: Chilliwack Child and Youth Committee
- December 2: Board Policy Review session
- December 4: Board Policy Review session
- December 7: Chair/Vice Chair Meeting
- December 7: Packed hampers for Extra F.A.R.E.

Trustee Swankey:

- November 26: DPAC Meeting
- November 27: BCSTA Academy
- November 28: BCSTA Academy
- November 28: BCSTA Branch Meeting
- December 1: Cultus Lake Elementary PAC Meeting
- December 2: Board Policy Working Session
- December 4: Board Policy Working Session

BOARD OF EDUCATION

DELEGATION REPORT

DATE: January 12, 2021

TO: Board of Education

FROM: Dan Heisler, Principal Sardis Secondary, Brad Geary, Teacher Sardis Secondary, George Chayka, Vice President BC Lions

RE: RICK KLASSEN FIELD NAMING DELEGATION

Dan Heisler, Brad Geary and George Chayka will make a presentation to the Board of Education regarding proposed naming of the Sardis Secondary playing field.

BOARD OF EDUCATION

PRESENTATION REPORT

DATE: January 12, 2021

TO: Board of Education

FROM: Brooke Haller – Principal, Imagine High
Janet Carroll – Program Director, Imagine High

RE: STRATEGIC PLAN UPDATE: IMAGINE HIGH VISIONING AND PLANNING

Brooke Haller and Janet Carrol will provide a presentation on Imagine High Visioning and Planning progress.

Priority	Improving student achievement and well-being through high quality instruction (Instruction).
Goal	To increase students' abilities to apply critical, creative and reflective thinking.
Strategy	Establish New Integrated Arts & Technology School: Create a world class school for Chilliwack students at the secondary level in the area of integrated arts and technology.

Imagine High Student Recruitment, Registration and Orientation

- Current registration 175 students (145 grade 9 and 30 grade 10)
- Each registrant participates in Zoom meeting with principal to gather information about student interests & passions, learning needs, family hopes and dreams, transitional supports
- Student recruitment to continue
- Plans underway to develop PAC, student leadership, student orientation, community building

Imagine High Curricular Pathway

- Consists of 5 components: 4 Pillars of Integrated Arts and Technology; Integrated Core; Choice Electives; Deep Dive Institutes; Visible Learning
- Time-tabling and scheduling to be determined

Consultation and outreach to district, community and provincial partners

- On-going discussions regarding innovative teaching/learning practices and processes
- Establishment of partnerships with UFV Deans, Rick Hansen Secondary School (Abbotsford), Canyon Falls Middle School (Kelowna), Mount Sentinel Secondary (Kootenay), Deep Learning Network (Gold Trail)

Staffing

- 2 teaching positions - Curriculum Integration Lead Teachers (Technology and Art Education) to be posted prior to spring break
- Teacher and support staff staffing to be completed during regular staffing cycle in spring

K-12 Integrated Arts and Technology

- Deepening partnership with FG Leary and AD Rundle teams to explore and create alignment and continuity for shared processes, pedagogy and structures that support K-12 Integrated Arts and Technology
- Integrated Arts & Technology Think Tank (Nov 17)
- FG Leary Professional Development Day (Nov 25)

Capital Project, Resourcing and Equipment

- Regular consultations with SD33 Operations and Facilities
- Resourcing and equipment well underway (technology, furniture, theatre, gymnasium, , culinary arts, foods and textiles, fine arts, science, office, learning commons, music)
- Ensuring alignment with teaching and learning practices

Additional Information

- Zoom Townhalls for K-12 Integrated Arts and Technology (Jan 21, Feb 17)
- Zoom Townhalls Imagine High (Feb 3, Mar 10, Apr 8)

BOARD OF EDUCATION

DECISION REPORT

DATE: January 12, 2021
TO: Board of Education
FROM: Rohan Arul-pragasam, Interim School Superintendent
RE: **2021 – 2022 LOCAL SCHOOL CALENDAR**

RECOMMENDATION:

THAT the Board of Education approve the 2021 – 2022 Local School Calendar as presented.

BACKGROUND:

2021-2022 School Calendar: See attached table for clarity

- Total days in session = 182
- Total days of instruction = 1750
- Includes five Professional Development (Non-Instructional) days, one additional Non-Instructional day, which will be split equally for “School-Based Professional Development activities” and “Reporting and Assessment activities” as per Article D.22.2.c., one Administration Day and a two-week Spring Break.
- To meet Ministry requirements for student instructional time as per the Calendar Regulation, this agreement would increase the maximum weekly teacher instructional time as follows: elementary teacher time will increase by 85 minutes; middle and secondary school teacher time will increase by 60 minutes.

2021 – 2022 Calendar Survey Results Summary:

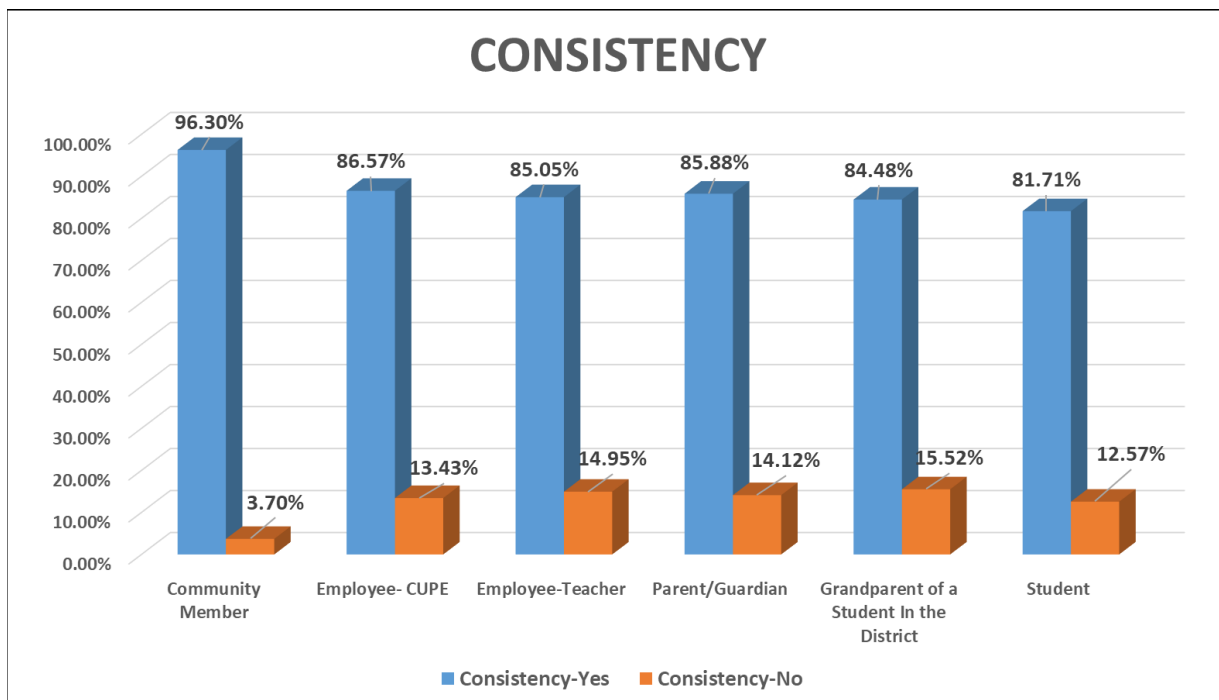
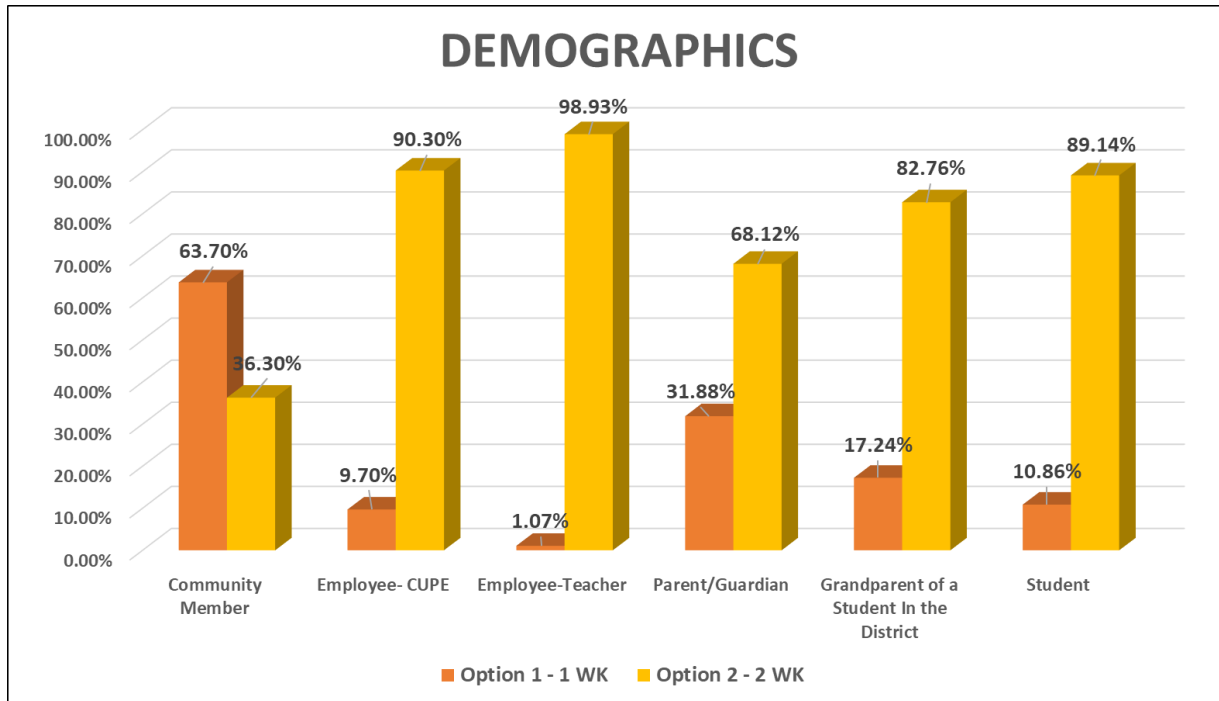
Two calendar options were presented:

- OPTION 1: A School Calendar that includes a One-Week Spring Break, Six Non-Instructional Days and One Administration Day.
- OPTION 2: A School Calendar that includes a Two-Week Spring Break, Six Non-Instructional Days and One Administration Day.

Results:

- A total of 3,311 responses were received, very close to the 3,320 responses received the previous year.
- 71.7% of respondents (2,374) supported the draft calendar that includes a Two-Week Spring Break, Six Non-Instructional Days and One Administration Day (Option 2).

- 28.3% of respondents (937) supported the draft calendar that includes a One-Week Spring Break, Six Non-Instructional Days and One Administration Day (Option 1).
- The majority of reasons cited **supporting** Option 2 were along the lines of the Two-Week Spring Break allowing students and staff more to rest and re-energize, and providing for important family time.
- Those in **favour** of Option 1 cited hardships in having students out for 2 weeks and the need for students to have more time in school.
- The school district has more than 14,000 students so, presumably, the majority of parents did not complete the survey. Despite e-mailing all of the families the link, participation in the school calendar survey continues to be low.



SCHOOL CALENDAR FORM - GENERAL

2021/2022 CALENDAR - SPRING BREAK TWO-WEEKS

INSTRUCTIONS: Using the Fill Colour tool, highlight the Non-Instructional days and Vacation Periods with the colours in the legend.

- Instructional
- Non-Instructional
- Vacation Period
- Statutory Holiday

Please Note - Easter Monday and Boxing Day are not observed statutory holidays in British Columbia.

NOTES (optional):

School Reopens = Sep 7
 Thanksgiving Day = Oct 11
 NID #1 (PROVINCIAL) = Oct 22
 NID #2 = Nov 26
 Last day December = 17
 First Day Back in Jan = 3
 NID #3 = Feb 18
 Family Day = Feb 21
 Spring Break = Mar 21- Apr 1
 Good Friday = April 15
 Easter Monday = April 18
 NID #4 = April 29
 NID #5 = May 20
 Victoria Day = May 23
 Last day for Students = Jun 23
 NID #6 = R&A + School PD

JULY						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST						
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SEPTEMBER						
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OCTOBER						
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31						

NOVEMBER						
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28	29	30				

DECEMBER						
S	M	T	W	T	F	S
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JANUARY						
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30	31					

FEBRUARY						
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MARCH						
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APRIL						
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MAY						
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29	30	31				

JUNE						
S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DAYS IN SESSION 182
 INSTRUCTIONAL DAYS 175

- Instructional
- Non-Instructional
- Vacation Period
- Statutory Holiday



BOARD OF EDUCATION

DECISION REPORT

DATE: January 12, 2020

TO: Board of Education

FROM: Rohan Arul-pragasam, Interim Superintendent

RE: **FRAMEWORK FOR ENHANCING STUDENT LEARNING**

Policy for Student Success:

British Columbia has a great education system and we continue to do everything possible to prepare all students for their future. While B.C. student success has been good, it is inconsistent. Significant differences in student outcomes exist among Indigenous and vulnerable learners, and other significant differences exist between schools across the province. The Policy for Student Success aims to align our education system's vision, our legislated mandate and the work of all boards of education to further student success.

To achieve this purpose, we have a collective mandate to develop the "educated citizen", which is defined as having:

- *Intellectual Development* – to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.
- *Human and Social Development* – to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.
- *Career Development* – to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

The policy indicates that continuous improvement on student success will be guided by the following principles:

- Quality teaching and leadership - Great teachers and educational leaders have always been the key to student success.
- Student-centred learning - Students benefit from more flexibility and choice of how, when, and where their learning takes place.

- Future orientation - Because the pace of social, economic, and environmental change is increasing, there is a greater need to enable all students to have essential skills, adaptability, global competencies and citizenship, and ultimately successful transition to employment.
- High and measurable standards - Rigorous and consistent learning standards and province-wide assessments.
- Healthy and effective learning environments – We will foster inclusive learning environments where all students feel that they are safe and belong – physically and emotionally –and where all students are inspired to explore their personal strengths and interests.

Framework for Enhancing Student Learning:

The Framework for Enhancing Student Learning formalizes the planning and reporting expectations for school districts in order to enhance student learning and success. The Framework reflects a public commitment by Indigenous peoples and Indigenous rightsholders, education partners and communities to work together to continuously improve student learning in relation to intellectual, human and social, and career development. The Framework requires alignment of provincial K-12 accountability and evidence-informed practices that enhance student learning, inclusivity and equity of learning outcomes.

The Framework supports a system-wide focus on improving student outcomes and life chances for every student in British Columbia with a particular emphasis on Indigenous students, children and youth in care and students with disabilities or diverse abilities. Having the Framework for Enhancing Student Learning as a common reference point enables all parts of the system to take collective responsibility for making sure students are learning well and are prepared for entering post-secondary studies or the working world.

Highlights of the Framework:

- Students feel welcome, safe and connected to their school;
- Students meet or exceed literacy and numeracy expectations for each grade level;
- Students graduate; and
- Students have the core competencies to achieve their career and life goals.

Expectations:

The Ministry’s responsibilities for implementing the Framework for Enhancing Student Learning policy include:

- Conducting a review program to ensure boards of education continuously improve educational outcomes;
- Publishing educational outcomes and measures for each school district each year;
- Collaborating with Indigenous peoples and key education stakeholders throughout the process; and
- Working with boards to build capacity along a continuum of supports.

School Boards’ expectations for implementing the Framework for Enhancing Student Learning policy include:

- developing and implementing a multi-year district strategic plan and individual school plans;
- using the district strategic plan to align annual operational plans;
- participating in a continuous improvement review program; and
- publishing and submitting an annual report to the Minister.

ENHANCING STUDENT LEARNING REPORTING ORDER

Authority: *School Act*, sections 81 and 168 (2) (t)

Ministerial Order 302/20 (M302/20) Effective September 1, 2020
Orders of the Minister of Education

Interpretation

1 In this order,

“**board**” includes a francophone education authority;

“**Indigenous peoples**” has the same meaning as “aboriginal peoples of Canada”, as defined in section 35 of the *Constitution Act, 1982*;

“**Indigenous student**” means an individual who self-identifies as a member of an Indigenous people, is of school age and meets the definition of student under section 1 of the *School Act*; and

“**reserve**” means a reserve as defined in the *Indian Act*, R.S.C. 1985, c. I-5.

Annual enhancing student learning report

2 Each year, a board must prepare and submit to the Minister a report completed in accordance with this order between June 30 and September 30, or a date otherwise determined by the Minister.

3 A report completed under section 2 must include the following information regarding student performance, including outcomes and measures as set out below:

(a) Intellectual Development

Educational Outcome 1	Students will meet or exceed literacy expectations for each grade level.
Measure 1.1	Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.
Measure 1.2	Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments.
Educational Outcome 2	Students will meet or exceed numeracy expectations for each grade level.
Measure 2.1	Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments.
Measure 2.2	Current year and 3-year trend for the number and

ENHANCING STUDENT LEARNING REPORTING ORDER

	percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments.
Measure 2.3	Number and percentage of students who are completing grade to grade transitions on time

(b) Human and Social Development

Educational Outcome 3	Students will feel welcome, safe and connected to their school.
Measure 3.1	Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.
Measure 3.2	Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.

(c) Career Development

Educational Outcome 4	Students will graduate.
Measure 4.1	Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.
Educational Outcome 5	Students will have the core competencies to achieve their career and life goals.
Measure 5.1	Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years

4 The report prepared in accordance with sections 2 and 3 must establish categories for each of the following student populations and report on those categories separately:

- (a) Indigenous students
 - (i) living on reserve, and
 - (ii) living off reserve;
- (b) children and youth in care; and
- (c) students with disabilities or diverse abilities.

5 The report completed under section 2 will also include information relating to the board's approach to continuous improvement of student achievement.

6 The report completed under section 2 must not exceed 10 pages in length.

BOARD OF EDUCATION

INFORMATION REPORT

DATE: January 12, 2021

TO: Board of Education

FROM: Rohan Arul-pragasam, Interim Superintendent

RE: **CONTINUING EDUCATION – FORD MOUNTAIN CORRECTIONAL CENTRE**

Interim Superintendent Rohan Arul-pragasam and Principal Sean Wicker will provide an update regarding the Adult Dogwood Graduation Program that is currently being offered as a Continuing Education class during the day at Ford Mountain Correctional Centre (FMCC), a medium security protective custody facility managed by BC Corrections.

Definitions:

- FTE = Full Time Equivalent
- TYPE 3 Facility = School funded as Alternate Education Program
- Adult Dogwood (Adult Graduation Diploma) = A graduation diploma for adult learners (18 and older) who take courses to complete high school.
- Dogwood Diploma = The certificate or "Dogwood Diploma" issued upon successful completion of the provincial graduation requirements.

Background Information:

- Center Creek Youth Containment Centre, a school site with a unique school number, closed around 1998 by the Provincial Government.
- At that time, the site was an Alternate School with a unique school number, connected to the Education Centre (Kwíyeqel Secondary), funded as a TYPE 3 facility and had several staff members.
- Upon closing the beds at Center Creek, the program was moved to Ford Mountain Correctional Centre (FMCC) and ran as a Continuing Education program (night school) attached to our Continuing Education school number under the umbrella of Fraser Valley Distance Education School.
- Currently, the site is staffed by one staff member. The program is now attached to Kwíyeqel Secondary School as the Continuing Education program was moved back from Fraser Valley Distance Education School under the Alternative School learning umbrella.
- FMCC is a medium-security, protective custody facility managed by BC Corrections.
- Residents are sentenced for up to 2 years less a day.
- The residents are all adults (19+).
- The program includes Adult Dogwood, Dogwood graduation programs, as well as upgrading for graduated adults.
- Earning a high school graduation is a major factor towards reducing recidivism.

- The funding we received from the Ministry of Education per FTE for non-graduated adults is \$4,823 compared to the basic allocation for K-12 students of \$7,560.
- We have four funding periods to claim course completions through the Continuing Education umbrella, which supports continuous enrolment.
- The student FTE claimed at FMCC from 2011 to current has ranged from a high of 28.875 FTE to a low of 18.25 FTE.
- Since 2011, the program has been funded by SD33 operating dollars and has cost the district an additional \$303,000 to maintain, plus overhead costs.

BOARD OF EDUCATION

INFORMATION REPORT

DATE: January 12, 2021
TO: Board of Education
FROM: Rohan Arul-pragasam, Interim Superintendent
RE: COVID-19 UPDATE

Interim Superintendent Rohan Arul-pragasam and other members of senior administration will provide an update on COVID-19 in the Chilliwack School District.

MEETING SUMMARIES

Committee of the Whole Meeting – December 8, 2020

Trustees: Willow Reichelt, Jared Mumford, Darrell Furgason, Heather Maahs, David Swankey

Staff: Rohan Arul-pragasam, Gerry Slykhuis

1. Board Self-Evaluation
2. Trustee Reports
3. Partner Meetings - Dates
4. COVID-19 Funding Letter
5. Trustee Social Media

In-Camera Meeting – December 8, 2020

Trustees: Willow Reichelt, Jared Mumford, Darrell Furgason, Heather Maahs, David Swankey

Staff: Rohan Arul-pragasam, Gerry Slykhuis, Tamara Ilersich

1. BCPSEA Report
2. Superintendent Update
3. Statement of Financial Information
4. Trustee Social Media Impact
5. 2021 – 2022 Local School Calendar
 - Trustees Reichelt and Swankey recused themselves for this item.
6. Trustee Conduct