Chilliwack School District

THE BOARD OF EDUCATION

School District #33 (Chilliwack)

Regular Public Board Meeting

AGENDA

April 11, 2017

7:00 pm

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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 March 7, 2017 Regular Public Board meeting be approved as circulated.)

2. PUBLIC PARTICIPATION

(Items from the floor are limited to 5 minutes per speaker to a maximum of 30 minutes.)

3. PRESENTATION

3.1. Cultus Lake Community School – Nature Kindergarten (Primary) Program

4. ACTION ITEMS

4.1. Budget Committee Report

4.2. Five-Year Capital Plan Bylaw

4.3. Board/Authority Authorized Courses

4.4. Reconfiguration Committee

5. INFORMATION ITEMS

5.1. Operations Report – Vandalism

5.2. 2017-2018 Preliminary Budget Assumptions

5.3. Recording of Public Board Meetings

5.4. BCSTA Report

5.5. Superintendent's Report

5.6. Trustee Reports

5.7. Meeting Summary

5.8. **Future Board of Education Meeting Date April 25, 2017 - 7:00 p.m.**

6. PUBLIC PARTICIPATION

(Items from the floor are limited to 5 minutes per speaker to a maximum of 30 minutes.)

7. ADJOURNMENT

Chilliwack School District

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

Date of Meeting: Tuesday, March 7, 2017

Location: School District Office

Members Present:	Chair	Mr. P. McManus
	Vice-Chair	Mr. W. Krahn
	Trustee	Mr. D. Coulter
	Trustee	Mrs. S. Dyck
	Trustee	Mrs. H. Maahs
	Trustee	Mr. B. Neufeld
	Trustee	Mr. B. Patterson
Staff Present:	Superintendent	Ms. E. Novak
	Secretary Treasurer	Mr. G. Slykhuis
	Assistant Superintendent	Mr. R. Arul-pragasam
	Assistant Secretary Treasurer	Mr. M. Friesen
	Director of Instruction	Ms. J. Hall
	Director of Instruction	Kirk Savage
	Executive Assistant	Ms. D. Vogel

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1. CALL TO ORDER - School District Office

1.1. Call to Order

The Board Chair called the meeting to order at 7:02 p.m. - **Welcome and Acknowledgment of Traditional Stó:lō Territory.**

1.2. Adoption of the Agenda

49.17 Moved by: Trustee Krahn
Seconded by: Trustee Neufeld

THAT the agenda be approved as circulated.

CARRIED

Approval of Minutes

50.17 Moved by: Trustee Maahs
Seconded by: Trustee Patterson

THAT the minutes of the February 21, 2017 Regular Public Board meeting be approved as circulated.

CARRIED

2. PUBLIC PARTICIPATION

Dave Clyne, commented on the proposed reconfiguration of the Chilliwack School District and its impact, and highlighted some considerations for the Board.

3. PRESENTATION – CHILLIWACK SECONDARY SCHOOL

Principal David Manuel, Vice-Principal Sharon Bernard, and teachers Stephanie Rice, Rebecca Palansky and Terry McDougall presented information about Assessment Week 2017 and the new forms of assessment that have been implemented at CSS as the Ministry of Education moves towards eliminating course-based examinations. CSS is assessing all courses and assessing students differently (e.g., English and cafeteria project-based assessments). Vice-Principal Bernard also discussed CSS's new hairstyling program, launched in January, 2017 to provide students with encouragement to stay in school as well as hands on work experience. Ms. Bernard invited the community to visit the school's new salon.

4. ACTION ITEMS

4.1. 2017-2018 Local School Calendar

51.17 Moved by: Trustee Krahn
Seconded by: Trustee Neufeld

THAT the Board of Education approve the 2017-2018 Local School Calendar as presented in the DRAFT.

CARRIED

4.2 District Plan Review - Reconfiguration

52.17 Moved by: Trustee Krahn
Seconded by: Trustee Dyck

THAT the Board of Education approve the concept of Reconfiguration of Chilliwack Schools to K to grade 5, grade 6 to grade 8, grade 9 to grade 12, with the exception of Rosedale as K to grade 8, that implementation not occur before fall 2018, and that the Board of Education be provided with regular reports regarding implementation plans and consultation.

CARRIED

For: Trustee Patterson, Trustee McManus, Trustee Krahn, Trustee Neufeld, Trustee Dyck, Trustee Coulter
Opposed: Trustee Maahs

4.3 Alternative Design Structures & Programs

53.17 Moved by: Trustee Dyck
Seconded by: Trustee Krahn

THAT the Board of Education approve the merging of the Education Centre and CHANCE-Shxwetetilthet Alternative Schools. The redesigned District Alternative Education School will provide opportunities for all students aligned with the redesigned BC curriculum framework.

CARRIED

4.4 Purchase of Buses

54.17 Moved by: Trustee Neufeld
Seconded by: Trustee Dyck

THAT the Board of Education approve the purchase of two (2) 2010 Blue Bird 84 passenger busses from SD No.19 (Revelstoke) in the amount of $25,000.

CARRIED

5. INFORMATION ITEMS

5.1 Strategic Plan Update

Secretary-Treasurer Gerry Slykhuis and Assistant Secretary-Treasurer Mark Friesen provided an update on the strategic plan as it relates to the following:

Priority	Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives. (Resources)
Goal	To align resources to efficiently and effectively execute the Strategic Plan.
Strategies	
2. Budget Process • Utilize the budget process to connect accountability to decision-making.	a) Budget Managers receiving timely, accurate information. b) Department Managers analyzing and providing feedback on variances. • *Budget and Department managers will receive and use timely and accurate information to make student focused decisions based on available resources* c) Detailed district wide variance analysis available to Exec and Budget Committee. • *Exec and Budget Committee will have timely and accurate information on which to base Budget recommendations*

5.2 BCSTA Report

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

5.3 Superintendent's Report

Superintendent Novak in her report to the Board of Education:

- Celebrated the Regional Skills Competition Results from March 2, 2017. There were three gold medal winners, three silver medal winners and one bronze medal winner in welding, cabinet making, 3D computer animation, Jr. skills gravity vehicle and mechanical CAD from Sardis Secondary and Mount Slesse Middle Schools.
- Provided an update on the inaugural Employee Engagement and Wellness Survey. The survey closed at midnight March 7 and there was a 72% participation rate as of March 6.
- Noted that participation in FSA 2017 was similar to last year and we are in the process of entering the results to the Ministry for analysis.

Motion to Extend the Regular Board of Education Meeting

55.17 Moved by: Trustee Patterson
Seconded by: Trustee Maahs

THAT the Board of Education approve an extension of the meeting from 10:00 p.m. to 10:30 p.m.

CARRIED

5.4 Trustee Reports

Trustee Krahn reported on the following:

- Attended two Chair/Vice Chair Meetings with the Superintendent and Secretary Treasurer to plan Agendas
- Attended a Special In-Camera Board meeting
- Attended three Basketball Games
- Incidentally, GW Graham's Senior Boys Basketball Team will be playing in the High School Basketball Tournament on Wed., tomorrow at 10:15 at the Langley Events Center. Congratulations to the Team Players and their Coaches!!

Trustee Coulter reported on the following:

- Tyson PAC
- Donor Recognition Dinner
- Aboriginal Education Advisory Committee Meeting
- Gabor Maté Presentation at CSS

Trustee Patterson reported on the following:

- Attended the PAC Meeting @ Evans Elementary School on Wednesday, Feb. 22nd
- Attended the DPAC Evening Meeting on Thursday, Feb. 23rd
- Was a "vocal supporter" for the GW Graham "Grizzlies" Senior Boys' Basketball Team as they earned top spot in the Fraser Valley Basketball Championships on Saturday, Feb. 25th. Congratulations to the team as they will now compete at the Provincial Play-offs
- Attended a School Board Meeting on Tuesday, Feb. 28th
- Attended the Scholarship Recognition Dinner at CSS on Thursday, March 2nd
- Spent the day on Friday, March 3rd assisting with interview and selection process for our new HR Director

Trustee McManus reported on the following:

- Attended GW Graham playoff basketball games
- Multiple Chair/Vice Chair meetings with Superintendent and Secretary Treasurer
- Attended Special In-Camera Board meeting
- Participated in a conference call with the Minister of Education regarding the new budget
- Attended Scholarship Donor Recognition Dinner
- Attended FG Leary production of A Midsummer Night's Dream
- Attended Mental Health talk of Dr. Gabor Maté
- Attended monthly CYC meeting

Trustee Maahs reported the following:

- Attended Special Education Advisory Committee
- Attended BAA Committee
- Attended Donor Dinner at CSS

- As CTA liaison, met with Lee Anne Clarke and Ed Klettke
- Attended special In-Camera meeting

Trustee Neufeld reported the following:

- Gave a speech on behalf of the Board of Education at the Donor Recognition Dinner

Trustee Dyck reported the following:

- Attended the Scholarship Donor Dinner
- Attended Special In-Camera Board meeting
- Attended to BCPSEA Conference Call
- Responded to parent questions

5.5 February 21, 2017 In-Camera Board Meeting and February 28 Special In-Camera

Summary

February 21 In-Camera Meeting

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

Staff: Evelyn Novak, Gerry Slykhuis, Rohan Arul-pragasam, Janet Hall, Maureen Carradice, Carrie Pratt

1. Exempt Staff Compensation - 2017 Increase
2. Impact of Supreme Court Decision on 2017/2018 Preliminary Budget Planning
3. Strategic Staffing Plan
4. Human Resources Report
5. Potential BCSTA Grievance
6. BCPSEA Report

February 28 Special In-Camera Meeting

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

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

1. Reconfiguration - Personnel

5.6 Future Board of Education Meeting Date

Tuesday, April 11, 2017
7:00 pm
School District Office

6. SUPPLEMENTARY PUBLIC PARTICIPATION

Leanne Clarke, CTA President, commented on the high participation rate of the District Health and Wellness Survey. She also commented that, regardless of grade configuration, the relationship between staff and students is a most important factor in impacting student success.

Justine Hodge, Chilliwack DPAC President, commented on the two-week Spring Break and parent input. She also questioned whether the Promontory expansion will preclude the building of a new school in the south.

Rod Isaac, CUPE 411 President, was concerned about the impact of the two-week Spring Break on 10 month staff.

Casey Munro, BCCPAC Representative from DPAC, urged the Board to be creative and take a holistic approach to education.

Ruth Metsner was positive about reconfiguration of the District schools and its impact on her children.

Diane Braun thanked the Board for live streaming the meeting into the lobby and suggested that the Board could video tape its meetings. She also asked that DPAC and parents be invited to join any planning committee that may be created to support the reconfiguration process.

Chelsey Kerr, Vedder Elementary PAC Treasurer, was concerned about the impact of Reconfiguration on her child as he transitions from grade six to grade seven in G.W. Graham.

Dave Clyne suggested a survey of teachers from grades four to nine to gain insights into supports required for teaching and learning for these grades.

7. ADJOURNMENT

The meeting was adjourned at 10:20 p.m.

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Board Chair

_____
Secretary-Treasurer

BOARD OF EDUCATION

PRESENTATION

DATE: April 11, 2017

TO: Board of Education

FROM: Cultus Lake Community School Principal Wade Gemmell, and teachers Carolyn McAuliffe, Nicole Christian and Erika Pritchard

RE: **Nature Kindergarten (Primary) Program**

BACKGROUND:

This year at Cultus Lake Community School, kindergarten and early primary teachers undertook a pilot project to introduce a “Nature Kindergarten (Primary)” curriculum into the school for their youngest students.

In a Nature Kindergarten, students spend time outdoors in the forest learning about nature, using their imagination and learning to play cooperatively with each other. Learning is play and experience based with no (few) items brought outdoors from the classroom.

Cultus Lake Community School is an ideal location for Nature Kindergarten given its easy access to an outdoor forest and various outdoor teaching environments. The program has received strong support from the Soowahlie Band, the PAC, the Community School and the Cultus Lake Park Board. Students have benefited both socially and academically from this program, which incorporates First People’s principles of learning and local culture within the new curriculum.

BOARD OF EDUCATION

DECISION REPORT

DATE: April 11, 2017

TO: Board of Education

FROM: Paul McManus, Budget Committee

RE: **BUDGET COMMITTEE REPORT**

RECOMMENDATION:

THAT the Board of Education receive the Budget Committee Meeting Report of March 30, 2017 as presented.

Minutes

Chilliwack School District

REPORT OF THE BUDGET COMMITTEE

Meeting Held Thursday, March 30, 2017 – 4:00 p.m.
School District Office

Attendance:

Committee Members:	Paul McManus	Committee Chair
	Bob Patterson	Trustee
	Michelle McGrath	DPAC
	Rod Isaac	CUPE
	Ed Klettke	CTA
	Don Davis	Community Rep
	Glenn Froese	Community Rep
	Allan Van Tassel	Management Group
Staff:	Evelyn Novak	Superintendent
	Gerry Slykhuis	Secretary Treasurer
	Mark Friesen	Assistant Secretary Treasurer
	Cathy Meeres	Executive Assistant (Recorder)
Regrets:	Walt Krahn	Trustee
	Leia Perovic	Student Rep – GWG
	Sandra Victor	Ab Ed Advisory Committee
	Jim Edgcombe	CPVPA
	Jasmine Chinna	Student Rep – GWG
	Megan Shields	Student Rep – CSS
	Jordan Koster	Student Rep – CSS
Also in Attendance:	Heather Maahs	Trustee

1. **Call to Order**

Chair McManus called the meeting to order at 4:04 p.m. Chair McManus welcomed those in attendance.

2. **Approval of Agenda**

Mover: Bob Patterson
Seconder: Allan Van Tassel

THAT the agenda be approved as circulated.

CARRIED

3. **Approval of Minutes**

Mover: Glenn Froese
Seconder: Don Davis

THAT the minutes be approved as circulated.

CARRIED

4. **Overview of Public Budget Presentation**

The Secretary Treasurer shared the public presentation with the Committee for their feedback. In addition to the budget projections, this years' presentation will focus on how we get our funding, how we allocate our funding, budget risks and what makes a budget better.

The following comments/suggestions were made:

- New format is good and provides a better prospective.
- Provide information on how much in total a sample school would be allocated for supplies.
- Invite the audience to ask questions during the presentation.
- Be mindful of schools and PACS when presenting information.
- Avoid using acronyms if possible.
- Consider providing SD33 swag to attendees.

5. **Preliminary Budget Assumptions 2017/18**

Secretary Treasurer, Gerry Slykhuis and Assistant Secretary Treasurer, Mark Friesen reviewed the proposed budget assumptions to be used in developing the 2017/18 Preliminary Budget as follows:

a) Enrolment Projections – Enrolment continues to climb and projections indicate an increase of almost 300 students for 2017/18.

b) Revenue Projections – The Per-Student Operating Grant amounts will increase by an average of 1.2% for 2017/18. This increase will be sufficient to cover the collective agreement wage increases for Teachers and Support Staff. Overall, our District will see an increase of $3.7 million in funding with the majority of this funding used to hire new staff.

c) Major Cost Drivers – Staffing changes were identified along with the priority and goals as they relate to the Strategic Plan. Other spending priorities include wage increases, recruiting incentives, custodial supplies, BC Hydro increase, a new bus route, additional UFV courses and security. Savings in benefit costs, BC Hydro PST exemption and one-time costs were also explained. Approximately $5.1 million in Classroom Enhancement funds are available to cover staffing costs due to the Teacher settlement on class size and composition. Capital funds will also be available to address space issues.

6. **Committee Appreciation Dinner – Planning**

Dinner will be provided after the meeting on May 4th.

7. **Adjournment**

The meeting was adjourned at 5:20 p.m.

BOARD OF EDUCATION

DECISION REPORT

DATE: April 11, 2017

TO: Board of Education

FROM: Gerry Slykhuis, Secretary Treasurer

RE: **FIVE-YEAR CAPITAL PLAN BYLAW NO. 17/18-CP-SD33-01**

Gerry Slykhuis, Secretary Treasurer will review the attached letter received by the Ministry of Education in response to the Board of Education's Five-Year Capital Plan.

RECOMMENDATION:

1. THAT the Board approve three readings of Capital Project Bylaw No. 17/18-CP-SD33-01 at the April 11, 2017 Regular Board Meeting.
   (vote must be unanimous)

2. THAT the Board approve first reading of Capital Project Bylaw No. 17/18-CP-SD33-01 (attached).

3. THAT the Board approve second reading of Capital Project Bylaw No. 17/18-CP-SD33-01 (attached).

4. THAT the Board approve third reading and adoption of Capital Project Bylaw No. 17/18-CP-SD33-01 (attached).

BACKGROUND:

In September 2016, the District submitted a 5 year Capital Plan with the following categories:

- Seismic Mitigation Program (SEM)
- School Expansion Program (EXP)
- School Replacement Program (REP)
- Building Envelope Program (BEP)
- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Bus Replacement Program (BUS)

School districts' annual Five-Year Capital Plan submissions are used to inform the selection of priority capital projects for the Ministry's following fiscal year. They also provide the Ministry insight into future year priorities that are used in the Three-Year Fiscal Plan and longer term capital planning.

In accordance with Section 142(5) of the School Act, the Ministry provides each school district a written response to their annual Five-Year Capital Plan submission once the assessment of all submissions are complete and funding for fiscal 2017/18 is announced by the Ministry.

The Ministry response letter (attached) indicates the supported projects and direction as to the next steps and timing for advancing project development.

The Board of Education is required to adopt Capital Project Bylaw No. 17/18-CP-SD33-01 (attached) before the Ministry will issue the Certificate of Approval (COA) enabling the School District to draw capital funds for the Routine Capital projects.

CAPITAL BYLAW NO. 17/18-CP-SD33-01
CAPITAL PLAN 2017/18

A BYLAW by the Board of Education of School District No. 33 (Chilliwack) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "*Act*").

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved the Board's Capital Plan.

NOW THEREFORE the Board agrees to the following:

(a) authorizes the Secretary-Treasurer to execute project agreements related to the expenditures contemplated by the Capital Plan;

(b) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;

(c) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project(s); and,

(d) maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of March 17, 2017 from the 2017/18 Capital Plan is hereby adopted.

2. This Bylaw may be cited as School District No.33 (Chilliwack) Capital Bylaw No. 17/18-CP-SD33-01.

   READ A FIRST TIME THE 11th DAY OF APRIL, 2017;

   READ A SECOND TIME THE 11th DAY OF APRIL, 2017;

   READ A THIRD TIME, PASSED AND ADOPTED THE 11th DAY OF APRIL, 2017;

_____
Board Chair

_____
Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 33 (Chilliwack) Capital Bylaw No. 17/18-CP-SD33-01 adopted by the Board the 11th day of April, 2017.

_____
Secretary-Treasurer

BRITISH COLUMBIA

March 17, 2017

Ref: 192579

To: Secretary-Treasurer and Superintendent
School District No. 33 (Chilliwack)

Re: Ministry Response to the Annual Five-Year Capital Plan Submission

This letter is in response to the Board of Education's Annual Five-Year Capital Plan submission and provides direction as to the next steps for advancing capital projects that align with provincial capital priorities.

The Ministry reviewed all of the Five-Year Capital Plan submissions across the participating 60 school districts to determine priorities for available capital funding in the following Ministry programs:

- Seismic Mitigation
- Expansion
- Building Envelope
- Carbon Neutral Capital
- School Enhancement
- Bus Replacement

I am pleased to advise Ministry support for advancing project development or delivery of the following projects:

SCHOOL PROJECT(S)		
School Name	**Program & Project Type**	**Next Steps & Timing**
South Side Area School	Expansion – New School	Deliver final Project Definition Report by September 29, 2017, for future funding decision
A.D. Rundle Middle	School Enhancement – Electrical System Upgrade	Proceed to design, tender & construction and complete by March 2018
Chilliwack Middle	School Enhancement – Safety Enhancements	Proceed to design, tender & construction and complete by March 2018
Vedder Middle	School Enhancement – Safety Enhancements	Proceed to design, tender & construction and complete by March 2018
Vedder Elementary	School Enhancement – Mechanical Upgrade	Proceed to design, tender & construction and complete by March 2018
Vedder Elementary	Building Envelope	BC Housing will contact you regarding next steps in project development

Ministry of Education
Capital Delivery Branch
Capital Division
Mailing Address:
PO Box 9151 Stn Prov Govt
Victoria BC V8W 9H1
Location:
5th Floor, 620 Superior St
Victoria BC V8V 1V2

BUS REPLACEMENT PROJECT(S)		
Existing Bus - Fleet #	**Replacement Bus Type**	**Next Steps & Timing**
NEW	D (80+RE) 0 Wheelchair Option	Proceed to ordering the school buses between February 27, 2017 and April 28, 2017, through the list of approved vendors available at the ASTSBC website http://www.astsbc.org
1330	D (80+RE) 0 Wheelchair Option	Proceed to ordering the school buses between February 27, 2017 and April 28, 2017, through the list of approved vendors available at the ASTSBC website http://www.astsbc.org
1331	D (80+RE) 0 Wheelchair Option	Proceed to ordering the school buses between February 27, 2017 and April 28, 2017, through the list of approved vendors available at the ASTSBC website http://www.astsbc.org
1332	D (80+RE) 0 Wheelchair Option	Proceed to ordering the school buses between February 27, 2017 and April 28, 2017, through the list of approved vendors available at the ASTSBC website http://www.astsbc.org
2330	D (80+RE) 0 Wheelchair Option	Proceed to ordering the school buses between February 27, 2017 and April 28, 2017, through the list of approved vendors available at the ASTSBC website http://www.astsbc.org

Follow-up meetings will be scheduled by your assigned Regional Director to confirm scope, schedule, budget and the terms of project approval for the projects listed above. **No work or expenditures may proceed without a signed Capital Project Funding Agreement (CPFA), Annual Program Funding Agreement (APFA), or other formal authorization from the Ministry.**

As a brief follow-up from the previous year, the Ministry has revised the procedures regarding capital bylaws and approved Five-Year Capital Plans. The requirement for the Boards of Education to adopt a capital bylaw for each individual capital project has been eliminated. Instead, the Board may adopt a single Capital Bylaw for its approved 2017/18 Five-Year Capital Plan, in accordance with s. 143 of the *School Act*. For additional information, please visit the Capital Bylaw website at:

http://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/capital-planning/capital-bylaws

.../3

You can expect to receive the Capital Plan Instructions for your 2018/19 Annual Five-Year Capital Plan Submission by March 31, 2017, and the deadline for submission will be June 30, 2017.

Should you have any questions regarding the Ministry's Capital Plan process, please do not hesitate to contact your Regional Director, Mora Cunningham at Mora.Cunningham@gov.bc.ca.

Thank you for your dedication to the students of the Chilliwack School District.

Sincerely,

Ryan Spillett
Executive Director, Capital Delivery Branch
Capital Division

Cc: Mora Cunningham, Regional Director, Capital Delivery Branch
Nancy Dubé, Planning Officer, Capital Delivery Branch

BOARD OF EDUCATION

DECISION REPORT

DATE: April 11, 2017

TO: Board of Education

FROM: Heather Maahs, Trustee Representative (BAA Committee)

RE: **BOARD/AUTHORITY AUTHORIZED (BAA) COURSES**

RECOMMENDATION

THAT the Board of Education approve the Board/Authority Authorized Course - International Foods 10.

THAT the Board of Education approve the Board/Authority Authorized Course - Veterinary Science 11.

THAT the Board of Education approve the Board/Authority Authorized Course – Agriscience 11.

THAT the Board of Education approve the Board/Authority Authorized Course – Agriscience 12.

Board/Authority Authorised Course: International Foods 10

School District/Independent School Authority Name	Chilliwack School District
School District/Independent School Authority Number	#33
Developed by	Paula Aquino
Date Developed	June, 2016
School Name	G. W. Graham Middle-Secondary
Principal's Name	Mrs. Helen Plummer
Superintendent Approval Date (for School Districts only)	
Superintendent Signature (for School Districts only)	
Board/Authority Approval Date	
Board/Authority Chair Signature	
Course Name	International Foods
Grade Level of Course	10
Number of Course Credits	4
Number of Hours of Instruction	120 hours
Prerequisite(s)	None
Special Training, Facilities or Equipment Required	Foods classroom with cooking facilities required; Teacher - Recommended degree or training in Home Economics and FoodSafe certificate

Course Synopsis

In this course students will explore food principles and preparation, focusing on staple grains and foods from other cultures. Course topics will include influences on foodways and preparation of food from a variety of countries, the impact of globalization and global food systems (e.g., fair trade, free trade, food security) on food production in various countries, and global influences on Canadian foodways.

Rationale

Organizational Structure: (units, topics, modules):

Unit/Topic	Title	Time
Unit 1	Introduction to Food Preparation and Staple Grains	20 hours
Unit 2	Wheat in a Global Context	40 hours
Unit 3	Corn in a Global Context	30 hours
Unit 4	Rice in a Global Context	20 hours
Unit 5	Other Grains and Fusion Foods	10 hours
	Total Hours	120 hours

Unit/Topic/Module Descriptions

This proposed curriculum follows the outline of the new BC curriculum documents and so does not lend itself to unit descriptions, as listed in the rationale. Competencies and content as listed below will be woven throughout the units above as appropriate. A sample course outline is provided at the end of the document.

Big Ideas:

- The land, resources, and culture of a country impacts food and menu design.
- Creating foods from other cultures involves a variety of preparation skills.
- Preparing foods from other cultures requires different technologies and tools at different stages.

Curricular Competencies:
Students are expected to be able to do the following:

Applied Design

Understanding context

- Engage in a period of **research** and **empathetic observation** in order to understand design opportunities
    - **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)

- Choose a design opportunity
- Identify potential users and relevant contextual factors
- Identify criteria for success, intended impact, and any **constraints**
    - **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*)

- Take creative risks in generating ideas and add to others' ideas in ways that enhance them
- Screen ideas against criteria and constraints
- Critically analyze and prioritize competing factors, including social, ethical, and sustainability considerations, to meet community needs for preferred futures
- Choose an idea to pursue, keeping other potentially viable ideas open

Prototyping

- Identify and use **sources of inspiration** and information
    - **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
- Choose a form for prototyping and develop a **plan** that includes key stages and resources
    - **plan:** for example, pictorial drawings, sketches, flow charts
- Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability
- Prototype, making changes to tools, materials, and procedures as needed
- Record **iterations** of prototyping
    - **iterations:** repetitions of a process with the aim of approaching a desired result

Testing

- Identify **sources of feedback**

- **sources of feedback:** may include peers; users; keepers of traditional cultural knowledge and approaches, including those of First Peoples; and other experts
- Develop an **appropriate test** of the prototype
  - **appropriate test:** consider conditions, number of trials
- Conduct the test, collect and compile data, evaluate data, and decide on changes
- Iterate the prototype or abandon the design idea

Making

- Identify and use appropriate tools, **technologies**, materials, and processes for production
  - **technologies:** things that extend human capabilities
- Make a step-by-step plan for production and carry it out, making changes as needed
- Use materials in ways that minimize waste

Sharing

- Decide on how and with whom to **share** their **product** and processes
  - **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
- Demonstrate their product to potential users, providing a rationale for the selected solution, modifications, and procedures, using appropriate terminology
- Critically evaluate the success of their product, and explain how their design ideas contribute to the individual, family, community, and/or environment
- Critically reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space
- Identify new design issues

Applied Skills

- Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments
- Identify the skills and skill levels needed, individually or as a group, in relation to specific projects, and develop and refine them as needed

Applied Technologies

- Choose, adapt, and if necessary learn about appropriate tools and technologies to use for tasks
- Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use
- Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies

Content

Students are expected to know the following:

- food contamination issues and prevention in various cultures
- meal planning and eating practices in various cultures around the world
- the relationship between eating practices and health in various countries around the world
- organizations and initiatives to address food insecurity in developing countries
- simple and complex global food systems and the impact of government initiatives and controls, such as subsidies, free trade, and fair trade
- the impact of global trade on foodways, e.g., fusion cuisine, including Aboriginal influence on Canadian foodways

Instructional Components

- direct instruction and indirect instruction
- demonstrations and modeling
- individual and group work
- inquiry projects
- food preparation
- videos
- research
- self- and peer-evaluation

Assessment Components

- 35% - assignments (e.g. researching poverty and hunger in developing nations and other written activities)
- 50% - practical skill demonstrations (cooking labs)
- 15% - unit/section assessments (some written, but most will be student-selected demonstrations of skills learned)

Students will participate in a variety of assessment activities including some written work (usually in preparation for cooking), cooking activities, and self- and peer-evaluations.

Learning Resources

- Articles and websites with information about foodways, health, and food production issues in various countries
- Teacher-developed resources
- Nourish DVD
- Online videos as suited to course content

Additional Information

Course outline (as presented to students) attached.

COURSE OUTLINE

Name_____ Date _____ Block_____

Welcome to Foods 10! This course is designed to introduce you to the variety of cultural foods eaten in Canada and around the world, as well as take your cooking skills to the next level. We will be studying a variety of grains and food products, looking at how they are used in other cultures, and preparing some recipes and simple meals. We will consider the "why" of cooking methods, as well as the "how." Have fun!

What will we be doing?

1. Introduction and Procedures
   - safety and sanitation
   - cooking terms and equipment
   - measuring and cooking procedures
2. Flour Mixtures - Quickbreads
   - role of ingredients
   - varying types of flour in a recipe (muffins)
3. Grain: Wheat
   - Food Production – focus on wheat
   - Quickbreads (continued)
     - Irish Soda Bread
     - Mexican Sopapillas
     - Filipino Lumpia Shanghai
   - Cakes & Pastries
     - German Apfelkuchen
   - Pasta & Cheese
     - Italian Gnocci
   - Pastries
     - Turkish Borek
     - Guatemalan Empanadas
   - Yeast Breads
     - Greek Pita & Hummus
   - Vegetarian Alternatives
     - Indian Chapattis & Dal
     - Chai Tea
4. Cultural Celebrations
5. Food and Activity
6. Grain: Corn
   - Food Production – focus on corn
   - Quickbreads & Fish
     - Blackened Fish & Cornbread
   - Mexican Enchiladas
   - Yeast Breads & Pork
     - Pulled Pork Sliders
7. World Hunger
8. Chocolate & Fair Trade
9. Grain: Rice
   - Chinese Fried Rice
   - Southern U.S. Jambalaya
   - Persian Zereshk Polo & Rice
   - Vietnamese Rice Paper Rolls
   - Thai Chicken with Basil
10. Iron Chef International
11. Grains of the World
    - Peruvian Quinoa Stew
12. Nutrition Facts Labeling
13. Other Options:
    - Eggs & Fruit
      - Australian Pavola
      - French Clafoutis
    - Salads
      - Lebanese Coucous Salad
      - Brazilian Ensalada de Choclo

Board/Authority Authorised Course Framework Template

School District/Independent School Authority Name	Chilliwack School District
School District/Independent School Authority Number	SD#33
Developed by	Jeff Dartnell / Edynamics
Date Developed	January 2017
School Name	Fraser Valley Distance Education School
Principal's Name	Brian Fehlauer
Superintendent Approval Date (for School Districts only)	
Superintendent Signature (for School Districts only)	
Board/Authority Approval Date	
Board/Authority Chair Signature	
Course Name	Veterinary Science 11 (The Care for Animals)
Grade Level of Course	11
Number of Course Credits	4
Number of Hours of Instruction	120
Prerequisite(s)	None
Special Training, Facilities or Equipment Required	None

Synopsis:

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. Taking a look at the pets that live in our homes, on our farms, and in zoos and wildlife sanctuaries, this course will examine some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times we humans as well! Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied.

Veterinary Science 11 (The Care for Animals)

Course Description/Synopsis

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. Taking a look at the pets that live in our homes, on our farms, and in zoos and wildlife sanctuaries, this course will examine some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times we humans as well! Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied.

Unit/Topic	Title	Time (hrs)
Unit 1	**Introduction to Veterinary Sciences**	**10**
Unit 2	**Small Animal Medicine**	**15**
Unit 3	**Large Animal Medicine**	**15**
Unit 4	**Exotic Animal Medicine**	**15**
MID-TERM	**Mid-Term Exam**	**2**
Unit 5	**Poisoning and Toxicology**	**15**
Unit 6	**Veterinary Parasitology**	**15**
Unit 7	**Zoonotic Diseases**	**15**
Unit 8	**Holistic Vet Science and Medicine**	**15**
Final Exam	**Final Exam**	**2**

Unit 1: Introduction to Veterinary Sciences (10 Hours)

Unit Summary

In this unit, we will learn what veterinary science is and about some of the ongoing research in the field. We will examine how veterinary scientists try to better understand animals' health and diseases as well as how veterinarians apply this knowledge to particular animals that they care for. We will also discuss the history of veterinary science, some of the areas that veterinary scientists are focusing on in their research, and some of the ethical considerations in veterinary research and science.

Learning Objectives:

- Discuss what the areas of veterinary science and medicine include and how these areas differ from each other.
- Learn about the history of veterinary science and medicine.
- Examine some of the research areas that veterinary scientists are working on today.
- Investigate the educational and other requirements for veterinarians and veterinary scientists.
- Discuss some of the ethics in the profession and some of the controversial issues.

Unit 2: Small Animal Medicine (15 Hours)

Unit Summary

In this unit, we will discuss some common illnesses and diseases that dogs and cats experience. We will examine some of the diseases that affect the skeletal, nervous, endocrine, and gastrointestinal systems. We will also examine several viruses that can affect cats and dogs. In doing so, we will discuss some of the causes, symptoms, and treatments for these diseases.

Learning Objectives:

- Learn what the nervous, endocrine, and gastrointestinal systems consist of and what they do for the body.
- Examine how skeletal and muscle disorders can affect animals.
- Discuss several infectious diseases that animals can catch from infected animals.
- Investigate the causes and symptoms of the diseases discussed in the unit.
- Learn about some of the treatments and preventative measures that veterinary scientists have discovered for these diseases.

Unit 3: Large Animal Medicine (15 Hours)

Unit Summary

In this unit, we will examine some of the diseases and conditions that affect livestock, including horses, cattle, and swine. We will discuss equine diseases such as colic and equine influenza, including what causes the diseases and how they are treated. We will examine diseases that can affect cattle, such as mad cow disease and foot-and-mouth disease. Finally, we will discuss several diseases that swine can suffer from, including swine pox and pseudorabies.

Learning Objectives:

- Discuss why the health of horses, cattle, and swine is important for public health.
- Learn about several diseases that can affect horses and how they are treated.
- Examine what mad cow disease is and why it is such a feared disease for cattle.
- Investigate several diseases that affect cattle and the impact that they have.
- Discuss some diseases that affect swine and how they are treated.

Unit 4: Exotic Animal Medicine (15 Hours)

Unit Summary
In this unit, we will discuss veterinary medicine for exotic animals, including those animals that are kept in zoological parks and sanctuaries. We will examine a few of the diseases that can affect birds and reptiles. We will discuss how these diseases are treated and what effects the diseases may have. We will also examine some of the differences that veterinarians and veterinary scientists deal with in treating exotic animals in comparison to domestic animals like dogs and cats.

Learning Objectives:
- Discuss what exotic animals are and why treating them may take additional education and training.
- Learn about some of the diseases that affect birds and what treatments are used for these diseases.
- Learn about some of the diseases that affect reptiles and what treatments are used for these diseases.

- Examine what roles veterinary scientists may fill in zoological parks and sanctuaries.
- Investigate what challenges veterinary scientists face when working with animals at zoological parks and sanctuaries.

Midterm Exam (2 Hours)

Learning Objectives:
- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course

Unit 5: Poisoning and Toxicology (15 Hours)

Unit Summary
In this unit, we will discuss the area of toxicology. Toxicology examines poisons, toxins, and other harmful substances, including how they affect various animal species and how veterinary medicine may treat these effects. We will examine some of the basic concepts in the study of toxins and then turn to investigate some of the common poisons and toxins that affect livestock and domestic animals. For each toxin, we will consider how the poisoning generally happens, what symptoms it can produce, and what veterinarians may do to treat the animal.

Learning Objectives:
- Discuss what toxicology, toxicity, and toxicosis are and how these concepts relate to veterinary science and medicine.
- Learn how acute toxicosis differs from chronic toxicosis.

- Discuss how exposure to toxins can occur and what factors affect toxicity.
- Examine some of the natural forms of poisoning, such as poisoning from certain plants and fruits and bites from poisonous snakes.
- Investigate some artificial substances that can cause poisoning, such as rodenticides.

Unit 6: Veterinary Parasitology (15 Hours)

Unit Summary:
In this unit, we will examine the area of veterinary parasitology, which studies parasites and their animal hosts. In doing so, we will learn more about the different types of parasites and the various ways in which animals can become infected with parasites. We will also investigate several different examples of common parasites, including coccidian parasites, heartworms, mites, and fleas. For each, we will discuss how the particular parasite can affect the host animal, how animals become infected with the parasite, and how the parasite might be eliminated from the animal.

Learning Objectives:
- Learn what parasites are and how they relate to hosts.
- Discuss several different types of parasites and how they differ.
- Examine how animals may become infected with parasites and how parasites may be transferred from animal to animal.
- Investigate some of the different symptoms that animals can experience due to parasites.
- Investigate some of the different life cycles for common parasites.

Unit 7: Zoonotic Diseases (15 Hours)

Unit Summary
In this unit, we will learn more about zoonotic diseases or diseases that can be transferred from animals to humans. Some of these diseases can be deadly for humans so they are of great concern to veterinary scientists and public health officials. In this unit, we will examine four zoonotic diseases, including Hantavirus, plague, anthrax, and ringworm. In doing so, we will learn more about how these diseases are transferred to humans, the symptoms of the diseases, and how these diseases are treated or prevented.

Learning Objectives:
- Learn about zooneses and why they are a concern to veterinary scientists and public health officials.
- Discuss Hantavirus and how it is transmitted to humans.

• Examine the plague and how this zoonotic disease has impacted human societies throughout history.
• Investigate anthrax and how it can be transmitted to humans.
• Discuss ringworm and the symptoms of this zoonotic infection.

Unit 8: Holistic Veterinary Science and Medicine (15 Hours)

Unit Summary
In this unit, we will learn more about some of the holistic treatments that are currently being used in veterinary medicine. Although few studies have been done on the effectiveness and safety of these treatments, more attention is being paid to this area of research as their use increases. We will discuss holistic treatments like acupuncture, herbal medicine, and hydrotherapy. In doing so, we'll talk about some of the benefits of these types of treatments, what they are used for, and what research has been done on the effectiveness of the treatments.

Learning Objectives:
• Learn about holistic and allopathic veterinary treatments and how they differ.
• Discuss the use of acupuncture for the treatment of animal diseases.
• Examine how hydrotherapy can benefit horses and dogs.
• Investigate how herbs and botanicals are used to treat animal diseases.
• Learn about the use of essential oils with animals.

Unit 9: Final Exam (2 Hours)

Learning Objectives:
• Review information acquired and mastered from this course up to this point.
• Take a course exam based on material from units five to eight in this course – the last four units.

Assessment Component: How will I be marked?

Course total marks = 1000

Units: 800 Marks = 80% 0f course Total

Exams: 200 Marks = 20% 0f course Total

Units 1 Through 8	Homework	10 points	22% of Unit
	Homework	10 Points	22% of Unit
	Discussion	5 Points	11% of unit
	Discussion	5 Points	11% of Unit
	Quiz	15 Points	34% of Unit
		Total Marks 100 each Unit for Total 800 marks	Each Unit = 10% of Total course
Exam Mid Term	Exam Questions	50 Points	83% of Exam Mark
	Discussion	5 Points	17% of Exam Mark
Final Exam	Exam Questions	50 Points	90% of Exam Mark
	Discussion	10 Points	10% of Exam Mark
		Total 100 Marks each Exam for total 200 Marks	Each Exam= 10% of Total course

Board/Authority Authorised Course Framework Template

School District/Independent School Authority Name	Chilliwack School District
School District/Independent School Authority Number	SD#33
Developed by	Jeff Dartnell / Edynamics
Date Developed	November 2016
School Name	Fraser Valley Distance Education School
Principal's Name	Brian Fehlauer
Superintendent Approval Date (for School Districts only)	
Superintendent Signature (for School Districts only)	
Board/Authority Approval Date	
Board/Authority Chair Signature	
Course Name	Agriscience 11
Grade Level of Course	11
Number of Course Credits	4
Number of Hours of Instruction	120
Prerequisite(s)	None
Special Training, Facilities or Equipment Required	None

Synopsis:

Agriculture has played an important role in the lives of humans for thousands of years. It has fed us and given us materials that have helped us survive. Today, scientists and practitioners are working to improve and better understand agriculture and how it can be used to continue to sustain human life. In this course, students learn about the development and maintenance of agriculture, animal systems, natural resources, and other food sources. Students also examine the relationship between agriculture and natural resources and the environment, health, politics, and world trade.

Agriscience 11 (Introduction to Agricultural Science)

Course Description:
Agriculture has played an important role in the lives of humans for thousands of years. It has fed us and given us materials that have helped us survive. Today, scientists and practitioners are working to improve and better understand agriculture and how it can be used to continue to sustain human life. In this course, students learn about the development and maintenance of agriculture, animal systems, natural resources, and other food sources. Students also examine the relationship between agriculture and natural resources and the environment, health, politics, and world trade.

Unit/Topic	Title	Time (hrs)
Unit 1	**Importance of Agriscience**	**10**
Unit 2	**Agriscience and the Environment**	**15**
Unit 3	**Plant Science**	**15**
Unit 4	**The Animal Element**	**15**
MID-TERM	**Mid-Term Exam**	**2**
Unit 5	**Animal Anatomy**	**15**
Unit 6	**Technology and Agriscience**	**15**
Unit 7	**Careers in Agriscience**	**15**
Unit 8	**Agribusiness Management**	**15**
Final Exam	**Final Exam**	**2**

Unit 1: The Importance of Agriscience (10 hours)

Unit Summary
This unit explores the role of agriculture in history. It has built many societies, including America, and agriculture still plays an essential role in the economies of many states, particularly Florida and California. Because better farming leads to increased production, agriscience, which is defined in this unit, is an essential part of keeping the agriculture industry thriving. This unit also explores the economic significance of agriculture and the variables that shape relationships between import and export. Because agriscience requires using technology effectively, students will learn how to determine if a website is valid.

Learning Objectives:

* Understand the importance of agriculture in history and define agriscience.

* Explain the significance of agriculture in American and state economies.

* Analyze the variables impacting imports and exports.

* Determine the relationship between agriculture and society at the local, state, national, and international levels.

* Evaluate the reliability of a website and recognize those that are appropriate for use in agriscience.

Unit 2: Agriscience and the Environment (15 hours)

Unit Summary

This unit explains the relationship between agriscience and the environment. Agriculture is dependent on natural resources, so it is important to understand the ways in which natural resources support agriculture and how to keep them healthy. Soil, water, and air are among the most essential resources, and the most vulnerable to pollution. Human actions have the most influence over the environment, so people are most responsible for helping support a healthy environment. Preserving resources benefits all, and agriscientists contribute by developing new forms of fuel. Finally, the unit explores the importance of communication.

Learning Objectives:

* Explain the relationship between agriscience and the environment.

* Identify threats to a healthy environment.

* Compare and contrast practices for conserving renewable and nonrenewable resources.

* Describe how natural resources are used in agriculture.

* Demonstrate effective communication skills.

Unit 3: Plant Science (15 Hours)

Unit Summary

This unit is all about plants. Students will identify and understand the function of the different parts of the plant. They will also learn how plants process elements to sustain their lives and those of all living creatures. The basic parts of a cell—and their functions—are covered as well, as are the differences among the types of cells. Soil classification systems are also explored, including those focusing on use, type, and consistency. Finally students will learn the importance of critical thinking skills in the workplace.

Learning Objectives:

* Identify the major parts of plants and state the important functions of each.

* Describe the relationships among air, soil, water, and essential plant nutrients.

* Compare the cell structure and function of plants, animals, bacteria, and viruses.

* Apply the different types of soil classification.

* Recognize and use critical-thinking skills.

Unit 4: The Animal Element (15 Hours)

Unit Summary

This unit provides an overview of some of the livestock that make up the American agriculture industry. These animals are valuable not only for the meat they provide, but also other types of food and products. Both large and small animals play a significant role in this industry and require proper attention to their health. Appropriate living conditions and diet are the minimum standards for animal care, and these vary depending on the type of animal and the way it processes food. Students will also explore debates around the country about standards of animal care, particularly those on large commercial farms. Laws and regulations define the minimum standards for the ethical care of animals, although part of succeeding in agriscience and the agriculture industry is demonstrating ethical behaviors in all aspects of business.

Learning Objectives:

* Understand and explain the evolution and roles of domesticated animals in society.

* Differentiate between domestication and natural selection.

* Defend various points of view regarding the use of animals.

* Determine the basic nutritional requirements of animals.

* Articulate the importance of ethics in the agriculture industry.

Agriscience Midterm Exam (2 Hours)
Learning Objectives:

Review information acquired and mastered from this course up to this point (Units 1 – 4)

Unit 5: Animal Anatomy (15 Hours)

Unit Summary

This unit explores the basics of animal anatomy. As agriscientists strive to develop stronger and more productive animals, they need to know how their bodies work. Working with genes is also an important part of the industry since techniques like selective breeding and genetic alteration can greatly increase agricultural production. When agriscientists know how genes function and what can and cannot be altered, they can work to create the best possible genetic combination in livestock and plants. One of the key improvements agriscientists strive to make is resistance to the various pests that can be devastating to livestock and crops. There are many ways to combat these organisms, and one of the most common is by using pesticides, which can be hazardous if used incorrectly. This is why safety is such an important aspect of working in agriculture.

Learning Objectives:

* Explore and discuss animal anatomy and systems.

* Comprehend and describe basic animal genetics.

* Identify the major pest groups and the importance of effective pest-management programs.

* Classify the nature of chemicals used to control pests.

* Demonstrate health and safety procedures, regulations, and personal-health practices.

Unit 6: Technology and Agriscience (15 Hours)

Unit Summary

This unit explores how agriscience and technology work together for better food production. There are many steps between growing the food and getting it into the hands of consumers, and each of these needs to be closely monitored to keep food safe. Fortunately, developing technology offers ways of better monitoring all aspects of food production. The intersection of technology and food does not always generate a positive reaction, however. Growing concerns about the long-term impact of biotechnology, particularly GMOs, are generating concerns and shifting consumer behavior. This unit will explore some of the issues raised when technology and agriculture become deeply intertwined. Because agriculture is such an important part of the American economy and the daily lives of citizens, those working in agriculture have a particularly responsibility to manage their businesses well and demonstrate professional behavior whether they are in the field or the boardroom.

Learning Objectives:

* Describe efforts made to improve the environment.

* Analyze the effects of technology on agriculture.

* Communicate public concerns about technology and agriculture.

* Research the laws and regulations around biotechnology.

* Demonstrate appropriate professional behavior.

Unit 7: Careers in Agriscience (15 Hours)

Unit Summary

This unit explores the careers available in agriscience and how agriscientists use their expertise around the world. By understanding the range of careers in the agriscience industry, students can begin to narrow down their options and find that career that is best for them. Part of building a successful career is understanding how basic farm equipment works. There are a variety of professional organizations, including the National Future Farmers of America Organization, designed to help students develop the technical and practical skills

required to go into agriculture-related fields and get hands-on experience by working with industry experts. A good career also depends on knowing how to dress as a professional and demonstrate the values that employers want to see in the workplace. Combining exceptional skills with superlative personal conduct will chart a solid career path in any profession.

Learning Objectives:

* Explore issues of global significance and document the impact of agriscience.

* Identify career opportunities in agriscience.

* Identify how careers are classified and determine preparation requirements.

* Identify personal aptitudes and skills needed for solid career planning.

* Develop a career plan that reflects career interests, pathways, and postsecondary options.

Unit 8: Agribusiness Management (15 Hours)

Unit Summary

This unit explores the business side of agriculture, including the various ways that farmers and ranchers move their products to market. Like small businesses owners, those running their own ventures in the agriculture industry will need to develop versatile skills to meet multiple demands. Those in agriscience need to understand how livestock and crops are sold and marketed so that their contributions increase the value of crops. Agribusiness management is another career in which an agriscience background is helpful. These experts help agricultural businesses reach their financial and production goals. This is just one of the many leadership positions in the agriculture industry, although anyone can develop strong leadership skills. The unit also explores the implications of an increasingly diverse workplace and strategies for effectively negotiating the challenges this can create.

Learning Objectives:

* Compare procedures for marketing plants and animal products.

* Define management terms and determine how decisions are made.

* Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.

* Demonstrate respect for individual and cultural differences and recognize the importance of diversity in the workplace.

* Demonstrate respect for individual and cultural differences and recognize the importance of diversity in the workplace.

Agriscience Final Exam (2 Hours)
Learning Objectives:

Review information acquired and mastered from this course up to this point (Units 5-8)

Assessment Component: How will I be marked?

Course total marks = 1000

Units: 800 Marks = 80% 0f course Total

Exams: 200 Marks = 20% 0f course Total

Units 1 Through 8	Homework	10 points	22% of Unit
	Homework	10 Points	22% of Unit
	Discussion	5 Points	11% of unit
	Discussion	5 Points	11% of Unit
	Quiz	15 Points	34% of Unit
		Total Marks 100 each Unit for Total 800 marks	Each Unit = 10% of Total course
Exam Mid Term	Exam Questions	50 Points	83% of Exam Mark
	Discussion	5 Points	17% of Exam Mark
Final Exam	Exam Questions	50 Points	90% of Exam Mark
	Discussion	10 Points	10% of Exam Mark
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Board/Authority Authorised Course Framework Template

School District/Independent School Authority Name	Chilliwack School District
School District/Independent School Authority Number	SD#33
Developed by	Jeff Dartnell / Edynamics
Date Developed	December 2016
School Name	Fraser Valley Distance Education School
Principal's Name	Brian Fehlauer
Superintendent Approval Date (for School Districts only)	
Superintendent Signature (for School Districts only)	
Board/Authority Approval Date	
Board/Authority Chair Signature	
Course Name	Agriscience 12
Grade Level of Course	12
Number of Course Credits	4
Number of Hours of Instruction	120
Prerequisite(s)	None
Special Training, Facilities or Equipment Required	Basic gardening supplies (Min. Cost)

Synopsis:

Science and technology are revolutionizing may areas of our lives, and agriculture is no exception! From aquaculture to genetic engineering, agriscience is finding new ways to better produce and manage plants, from the field to the garden. In Agriscience 12, you'll build on your existing knowledge of plant science and delve deeper into important areas such as soil science and weed management. You'll learn more about horticulture and plant science trends from creating hybrid species to growing edible plants in unlikely places.

Agriscience 12 (Sustaining Human Life)

Course Description

Science and technology are revolutionizing may areas of our lives, and agriculture is no exception! From aquaculture to genetic engineering, agriscience is finding new ways to better produce and manage plants, from the field to the garden. In Agriscience 12, you'll build on your existing knowledge of plant science and delve deeper into important areas such as soil science and weed management. You'll learn more about horticulture and plant science trends from creating hybrid species to growing edible plants in unlikely places.

Unit/Topic	Title	Time (hrs)
Unit 1	**The Horticulture Industry and Working in Horticulture**	**10**
Unit 2	**Identifying and Classifying Plants**	**15**
Unit 3	**Plant Growth, Propagation and Development**	**15**
Unit 4	**Soil Science**	**15**
MID-TERM	**Mid-Term Exam**	**2**
Unit 5	**Irrigation and Watering**	**15**
Unit 6	**Fertilization and Pest Management**	**15**
Unit 7	**Landscape Science**	**15**
Unit 8	**Plant Management**	**15**
Final Exam	**Final Exam**	**2**

Unit 1: The Horticulture Industry and working in Horticulture (10 Hours)

Unit Summary

Do you have a thumb so green it glows? Are you happiest when surrounded by growing things? If so, you may be planning a future in horticulture or plant science. In this unit, you'll learn what horticulture is all about, from growing plants to designing garden spaces. You'll also learn more about the exciting trends in horticulture and plant science, including plant modifications and designing for sustainability. Finally, you'll learn how to stay safe working in the nursery or garden.

Learning Objectives

- Define horticulture.
- Identify different types of horticulture.
- Recognize key trends and technology relevant for plant scientists.
- Understand the basics of workplace safety for horticulturalists.

Unit 2: Identifying and Classifying Plants (15 Hours)

Unit Summary

To study plants and to grow them, you need to first identify them. Identifying a plant tells you how it reproduces, where it grows best, and how much sun and water it needs. Identifying a plant also provides information about its growth pattern. In this unit, you'll learn a number of different ways to identify, classify, and categorize plants. These strategies will help you to understand plants and to choose plants for different uses commercially, in the garden, and at home.

Learning Objectives

- Classify an unidentified plant into a basic group and begin the process of identifying it.
- Explain plant taxonomy and how we scientifically group, classify, and name plants.
- Understand how different types of plants live and grow over their lifetime.
- Recognize key structural differences between different types of plants.

Unit 3: Plant Growth, Propagation and Development (15 Hours)

Unit Summary

To study plants, to grow plants, and even to grow the products of plants, you need to understand how plants reproduce and how they can be propagated in a laboratory or garden. You also have to understand what they need to grow, and how plants use light to provide energy. In this unit, you'll learn many different ways to propagate plants, from seeds to grafting, and you'll develop an improved understanding of how plants grow.

Learning Objectives

- Identify both sexual and asexual plant reproduction strategies.
- Explain how seeds are fertilized and how they grow.
- Recognize different means of propagating plants.
- Define the process of photosynthesis.

Unit 4: Soil Science (15 Hours)

Unit Summary

Growing plants—in the laboratory, on the farm, in the garden, or even in a flowerpot—requires that the plants have access to a growing medium, typically some sort of soil. With only a few exceptions, you can't grow plants out of thin air. Soil science is the study of soil as a natural resource, including how it is used and managed. In this unit, you'll learn about different types of soil, how to improve soil, and why good-quality soil is essential for plant growth. You'll also learn about other types of planting media and how to use them for container gardening and other applications. With this knowledge, you'll be able to sustain vigorous and healthy plants of all types.

Learning Objectives

• Describe soil types and their effects on plants.
• Discuss trends and advances in soil science.
• Identify growing media and fertilizers.
• Demonstrate proper use of growing media and fertilizers.

Agriscience 12 Midterm Exam (2 Hours)

Learning Objectives

• Review information acquired and mastered from this course up to this point.
• Take a course exam based on material from the first four units in this course

Unit 5: Irrigation and Watering (15 Hours)

Unit Summary

As you've learned, plants need sunlight to grow, but they also need water. In agricultural science, plants are most often supplied with water through irrigation, or the intentional application of water to the plants, or to the ground surrounding the plants. In this unit, you'll learn how irrigation systems work and about research and discoveries in irrigation science today.

Learning Objectives

• Describe the science behind irrigation and watering systems.
• Irrigate plants using an irrigation system.
• Maintain irrigation systems.
• Explain irrigation techniques for plants and turf.

Unit 6: Fertilization and Pest Management (15 Hours)

Unit Summary

To be healthy, plants have to be provided for and protected. Providing for plants means more than just healthy soil—it also requires that you learn how to apply and use fertilizer. In addition, protecting plants means that you need to know about integrated pest management in all its forms and how to use it to reduce the risks associated with insects, wildlife, and unwanted plants. You also need to understand the laws, which govern the use of these chemicals. They can be dangerous, and state and federal governments have protections in place concerning their sale, use, and labeling.

Learning Objectives

- Describe integrated pest management approaches.
- Use a pest control system.
- Apply proper fertilizer application components.
- Manage and apply fertilizer schedules.

Unit 7: Landscape Science (15 Hours)

Unit Summary

Landscape science and design implements many of the plant science skills you've learned throughout this course. Landscaping enables you to arrange plant materials and outdoor construction and installations in ways that are both functional and decorative. Smart landscape science enables landscaping to serve a number of additional functions, including reducing soil erosion, limiting water use, and cutting heating and cooling costs.

Learning Objectives

- Identify principles of landscape design.
- Apply best management practices in landscape design.
- Apply principles of landscape design and maintenance.
- Recognize and apply landscape science for sustainability.

Unit 8: Plant Management (15 Hours)

Unit Summary

Managing plants and planting sites is essential to keep plants alive in a wide variety of settings, from the garden to the lab. In this unit, you will look at current and future applications of the skills, information, and science you've learned in this course. The skills of agriscience are essential to support the future of our population and our planet. Scientists in plant laboratories are working to develop new plant technologies to improve production and nutrition and address key issues of climate change.

Learning Objectives

- Harvest, transport, and install plant materials.
- Manage planting sites and needs.
- Discuss emerging trends in horticulture and plant management.
- Describe future applications of plant science.

Agriscience 12 Final Exam (2 Hours)

Learning Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course – the last four units.

Assessment Component: How will I be marked?

Course total marks = 1000

Units: 800 Marks = 80% 0f course Total

Exams: 200 Marks = 20% 0f course Total

Units 1 Through 8	Homework	10 points	22% of Unit
	Homework	10 Points	22% of Unit
	Discussion	5 Points	11% of unit
	Discussion	5 Points	11% of Unit
	Quiz	15 Points	34% of Unit
		Total Marks 100 each Unit for Total 800 marks	Each Unit = 10% of Total course
Exam Mid Term	Exam Questions	50 Points	83% of Exam Mark
	Discussion	5 Points	17% of Exam Mark
Final Exam	Exam Questions	50 Points	90% of Exam Mark
	Discussion	10 Points	10% of Exam Mark
		Total 100 Marks each Exam for total 200 Marks	Each Exam= 10% of Total course

BOARD OF EDUCATION

DECISION REPORT

DATE: April 11, 2017

TO: Board of Education

FROM: Heather Maahs, Trustee

RE: **RECONFIGURATION COMMITTEE**

RECOMMENDATION:

THAT the Board of Education strike a Reconfiguration Committee that will run until September, 2018.

BACKGROUND:

This committee will be necessary for a number of reasons:

- Provide information and advise
- Keep the community and parents apprised of progress
- Aide in a smooth transition
- Provide transparency for the school community and parents
- Ensure all voices are heard

The committee will include two trustees and will be chaired by a member of the Board of Education.

BOARD OF EDUCATION

INFORMATION REPORT

DATE: April 11, 2017

TO: Board of Education

FROM: Al Van Tassell, Director of Facilities & Transportation

RE: **OPERATIONS REPORT – VANDALISM**

Al VanTassel, Director of Facilities and Transportation will provide summary information on the vandalism that has occurred in the district from January – December 2016.

Chilliwack School District

Vandalism in Chilliwack School District

January – December 2016




Board of Education Meeting
April 11, 2017

Strategic Plan 2016-2021

Social Emotional Wellness

Priority — Improving the culture, climate and learning environment to promote a sense of belonging, diversity, well-being and safety

Goal — Establish a positive, respectful workplace culture and sense of community

Resources

Priority — Aligning and allocating resources, equitably, responsibly and effectively to support goals and key initiatives

Goal — Align resources to efficiently and effectively execute the strategic plan

Types of Vandalism

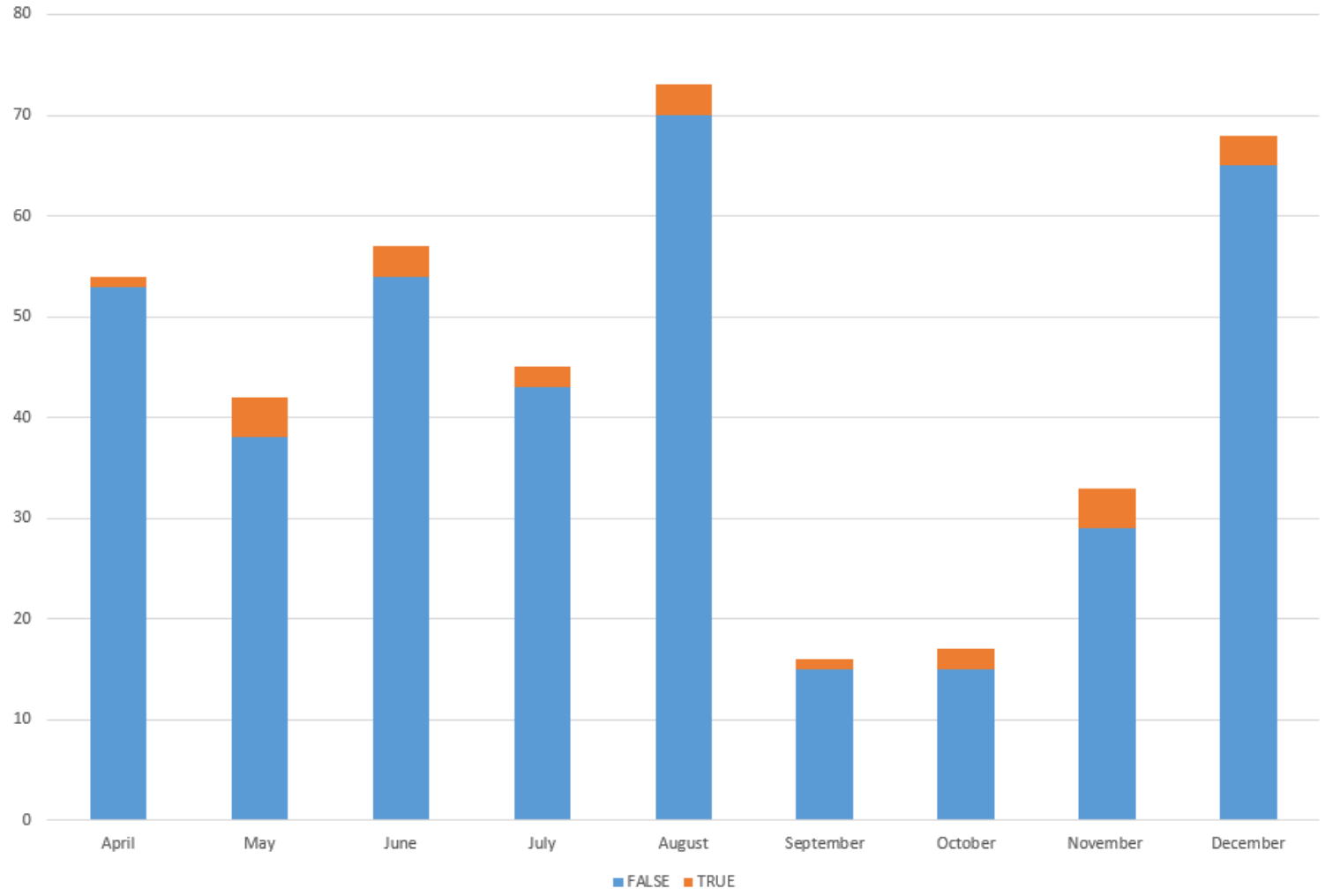
- Non-entry includes:
  - Graffiti
  - Window breakage without entry into the school
  - Damage of playground equipment, benches, and garbage cans
  - Damage to portable stairs, HVAC equipment on roof tops, and security cameras
  - Chain link fence repair
- Break-ins:
  - Damage to doors and windows
- Vandalism inside schools during occupied hours:
  - Damage to plumbing fixtures, electrical and electronic components, cabinet doors, door hardware, lockers and safety equipment such as fire extinguishers

Typical False Alarms

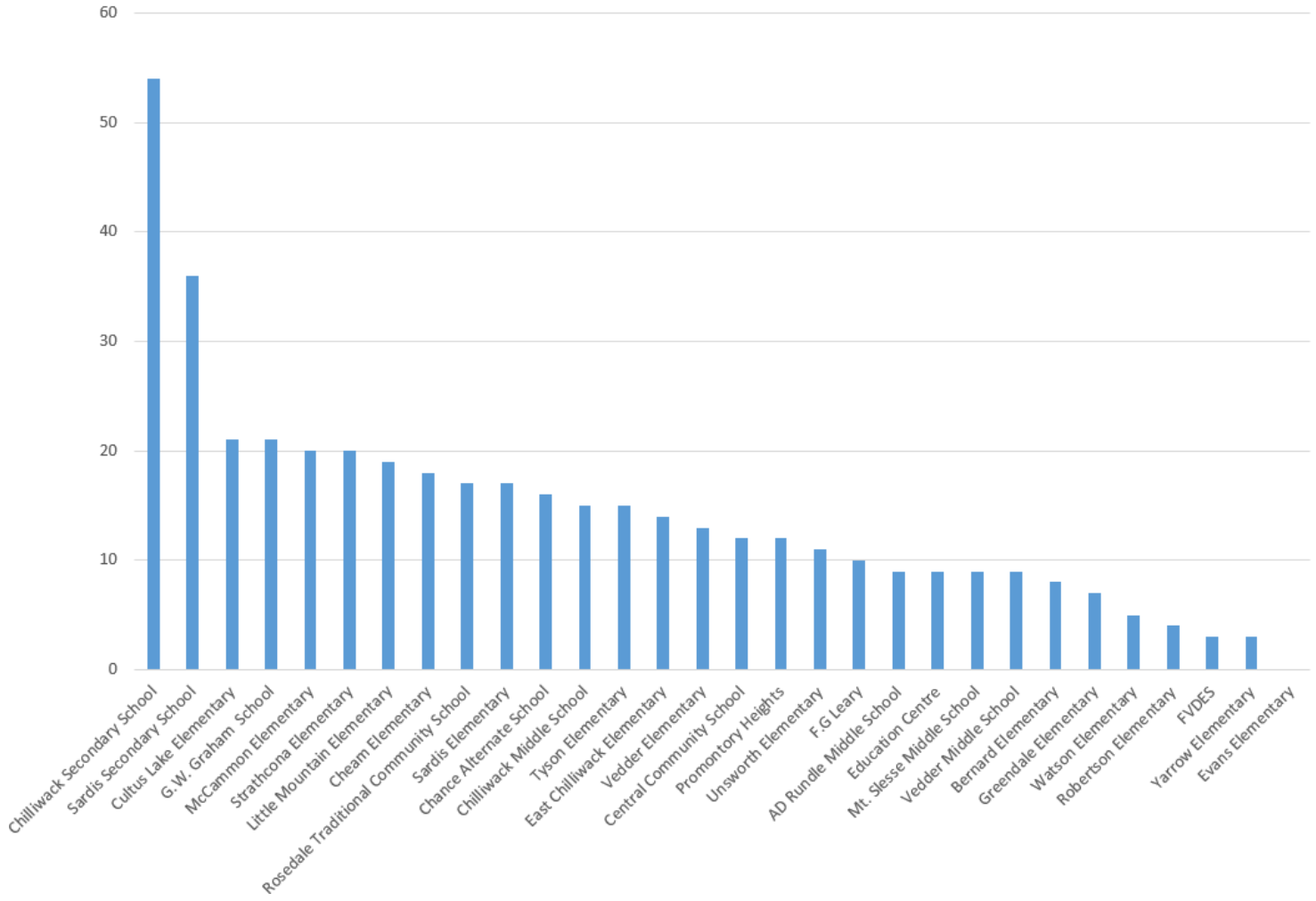
- Staff unfamiliar with disabling and/or setting alarm
- Motion sensors picking light items being moved by mechanical systems
- Staff in the building past 1:00 a.m. (alarms are set to automatically activate at this time if site is unarmed)

Chilliwack School District

False Alarm - True Alarm Comparison



Alarms All Sites



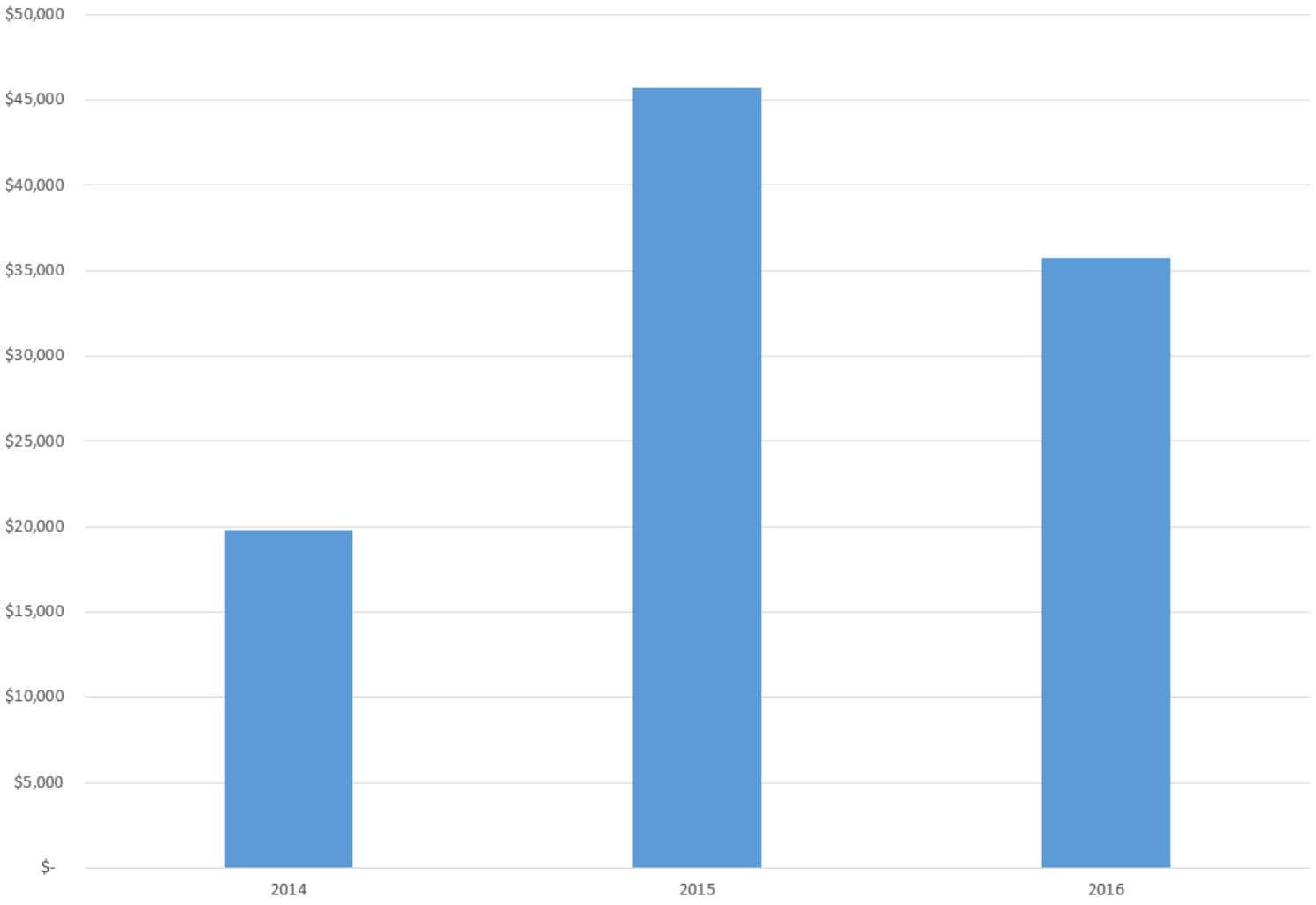
Annual Security Fees

January – December 2014	
Integra Security (Security Runner)	$60,000
Paladin Security (Alarm Monitoring)	$9,000
January – December 2015	
Integra Security (Security Runner)	$65,482
Paladin Security (Alarm Monitoring)	$9,550
January – December 2016	
Integra Security (Security Runner)	$55,120
Paladin Security (Alarm Monitoring)	$9,322
Griffin Security (Security Services)	$19,316

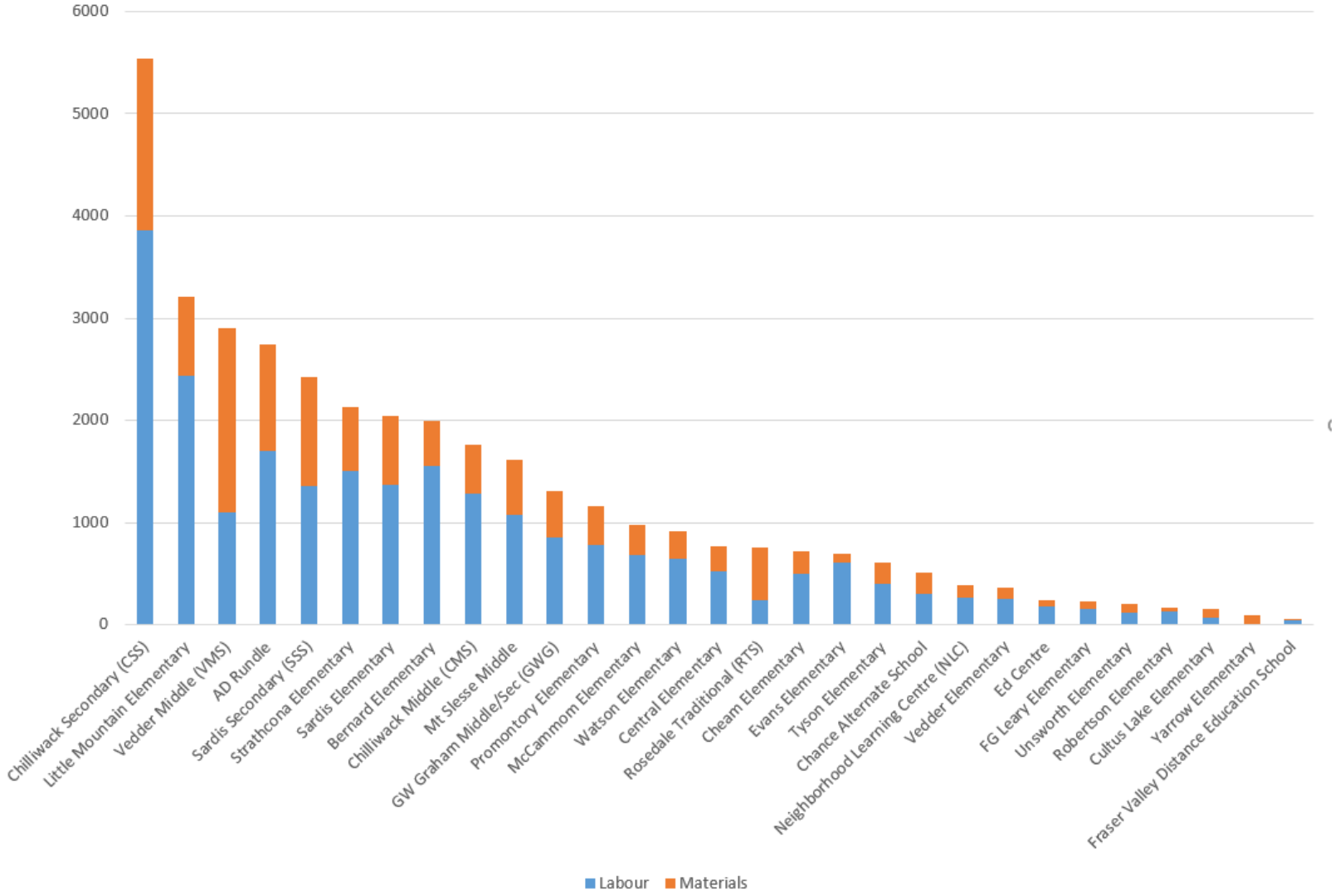
Vandalism Repair Expense – All Sites

SCHOOL	Labour	Materials	Total Cost
AD Rundle	1698	1040	2738
Bernard Elementary	1550	445	1995
Central Elementary	530	240	770
Chance Alternate School	301	209	510
Cheam Elementary	504	216	720
Chilliwack Middle (CMS)	1285	475	1760
Chilliwack Secondary (CSS)	3864	1671	5535
Cultus Lake Elementary	71	80	151
Ed Centre	178	69	247
Evans Elementary	607	85	692
FG Leary Elementary	160	70	230
Fraser Valley Distance Education School	42	12	54
GW Graham Middle/Sec (GWG)	860	451	1311
Little Mountain Elementary	2440	770	3210
McCammom Elementary	690	290	980
Mt Slesse Middle	1080	540	1620
Neighborhood Learning Centre (NLC)	266	123	389
Promontory Elementary	782	380	1162
Robertson Elementary	133	36	169
Rosedale Traditional (RTS)	241	520	761
Sardis Elementary	1370	675	2045
Sardis Secondary (SSS)	1353	1066	2419
Strathcona Elementary	1500	625	2125
Tyson Elementary	400	210	610
Unsworth Elementary	125	85	210
Vedder Elementary	260	101	361
Vedder Middle (VMS)	1105	1800	2905
Yarrow Elementary		100	100
Watson Elementary	642	280	922
Total	23395	12384	35779

Repair Cost Comparison

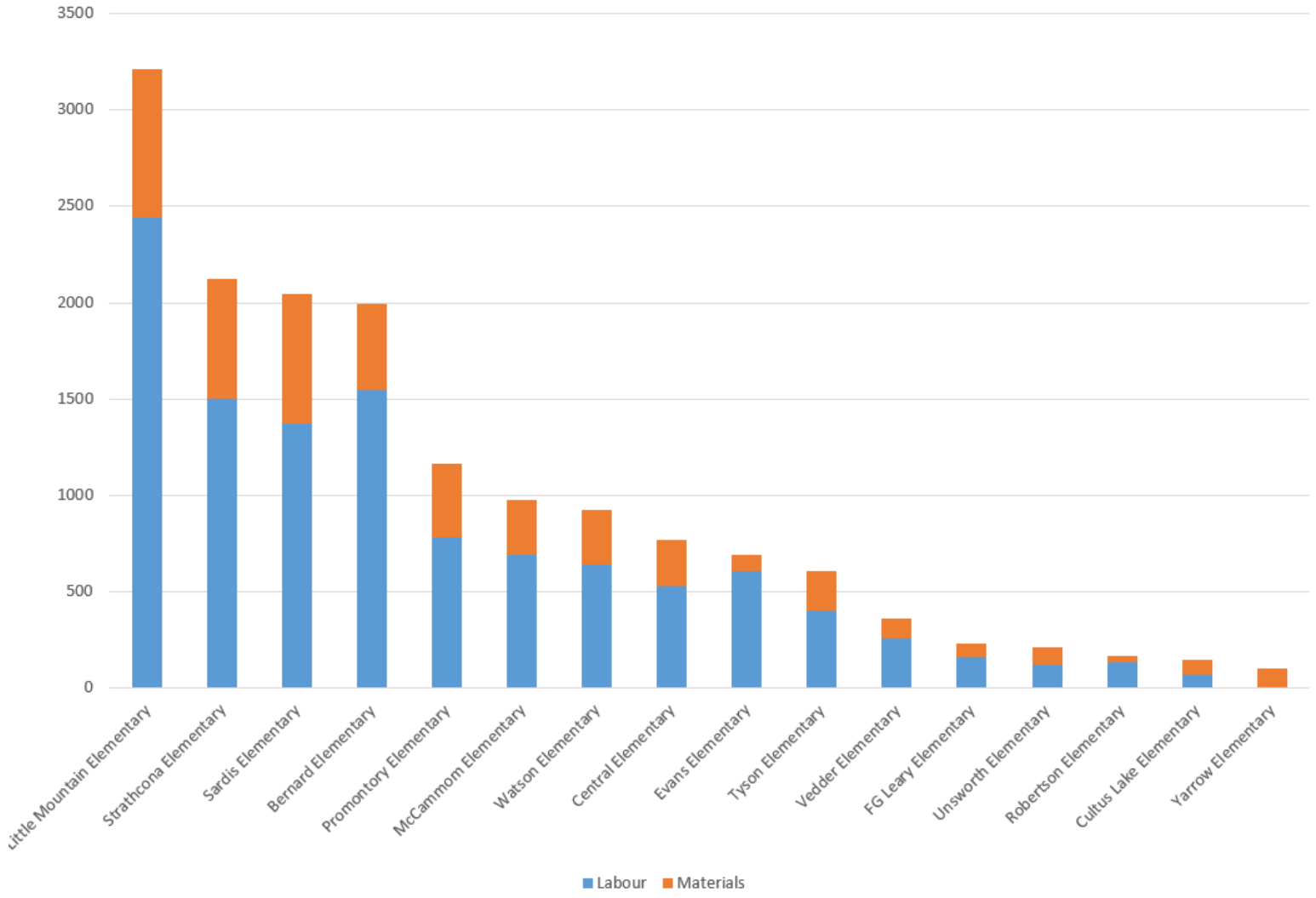


Vandalism Repair Expense – All Sites

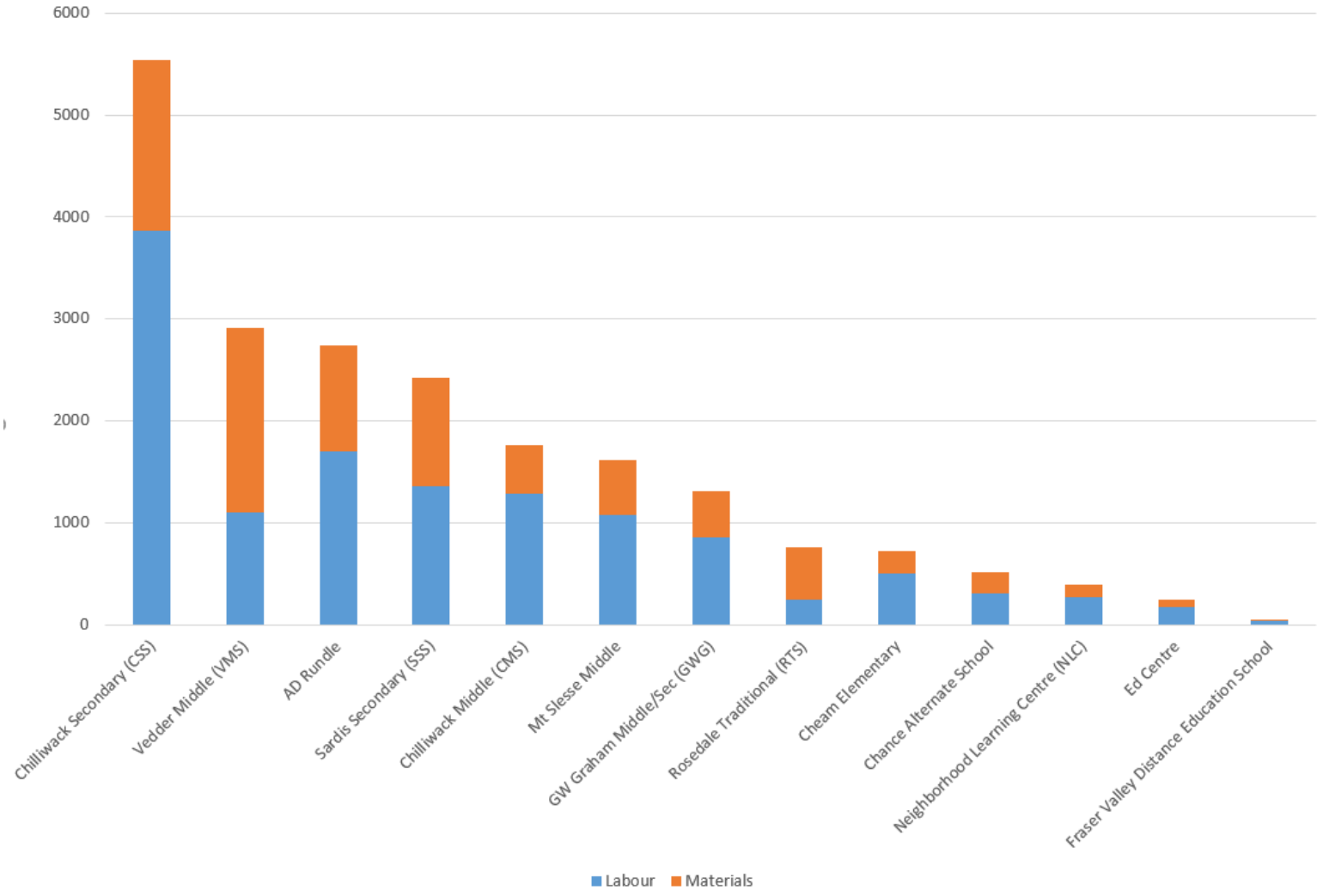


Chilliwack School District

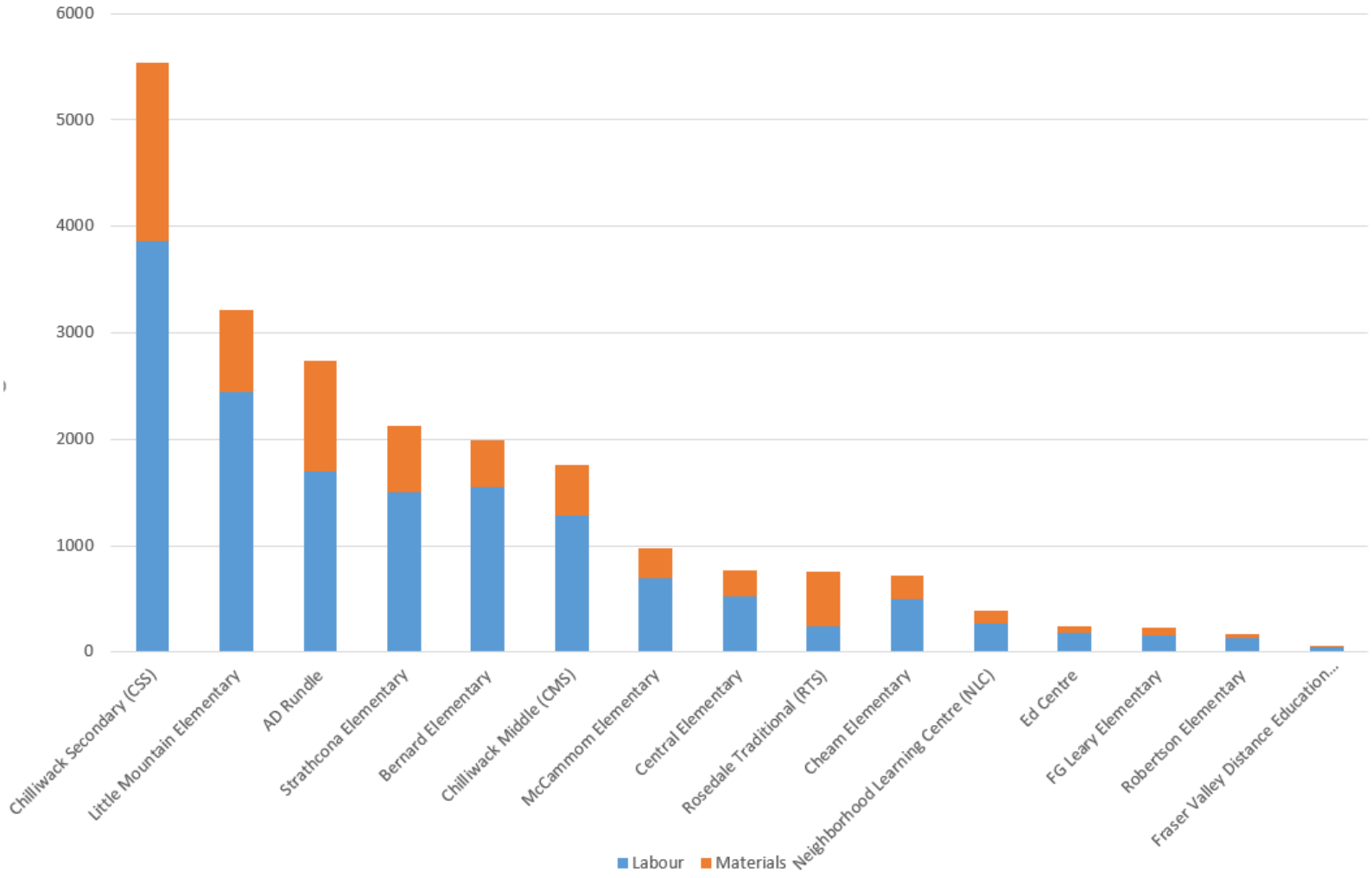
Vandalism Repair Expense – Elementary School Sites



Vandalism Repair Expense – Mid/Sec School Sites

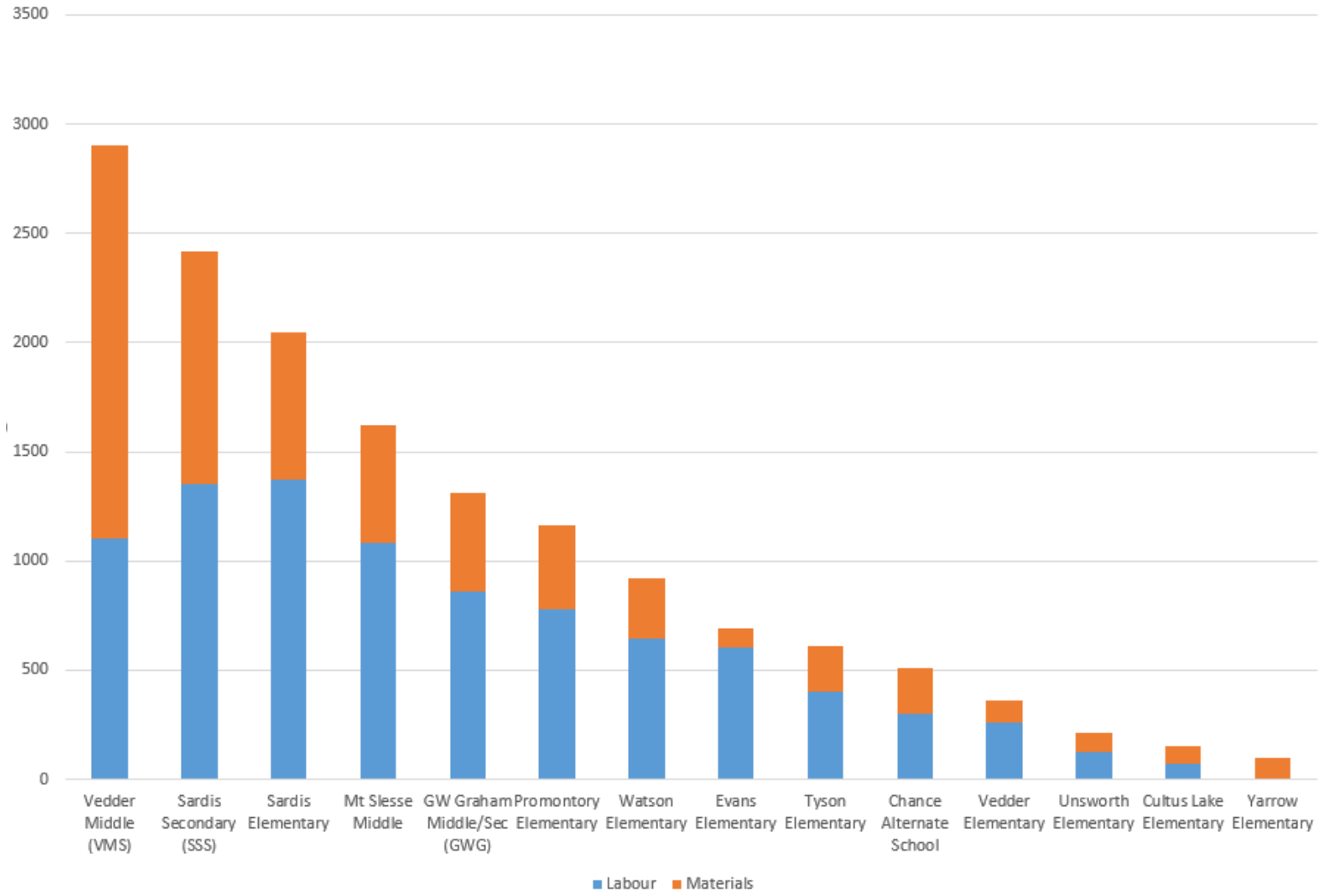


Vandalism Repair Expense – North Side



Chilliwack School District

Vandalism Repair Expense – South Side



Prevention Measures Taken

- All schools/portables have intruder alarms (monitored by Alarm Company)
- Alarms automatically set at 1:00 a.m. every night if unarmed
- Alarm Monitoring and Security Runner service is in place
- Secure parking area using chain and steel gates
- “Dark Campuses” in order to minimize external vandalism
- Signage installed at all sites and premises monitored by video
- Loss prevention projects were funded through the Annual Facility Grant to upgrade security systems
- New technology equipment is marked for identification
- Working with Crime Stoppers, Stop Graffiti Campaign
- Member of the City of Chilliwack Public Safety Advisory Committee

Prevention Measures Taken (continued)

- Upgrading video monitoring systems
- Griffin Security Service
- Yard Sweeps by custodians
- Removing obstructions for visibility (bushes, containers)
- Roll shutters and security screens installed in high risk areas:
  - 13 sites, 2 portables at Cheam and Leary
  - Roll shutters added to CSS Grand Hall and entrances in 2016
- Mosquito devices installed at CSS
- Target Hardening: Bike storage and fencing
- Tracking of vandalism costs
- Tracking of Alarms

Questions?

BOARD OF EDUCATION

INFORMATION REPORT

DATE: April 11, 2017

TO: Board of Education

FROM: Gerry Slykhuis, Secretary Treasurer

RE: **2017-2018 PRELIMINARY BUDGET ASSUMPTIONS**

Gerry Slykhuis, Secretary Treasurer will provide an overview of the Preliminary Budget Assumptions for 2017/18.

Preliminary Budget Assumptions

Priorities
Goals
Strategies

Board of Education Meeting
April 11, 2017

Strategic Plan

Priority

- Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives (Resources)

Goal

- To align resources to efficiently and effectively execute the strategic plan

Chilliwack School District

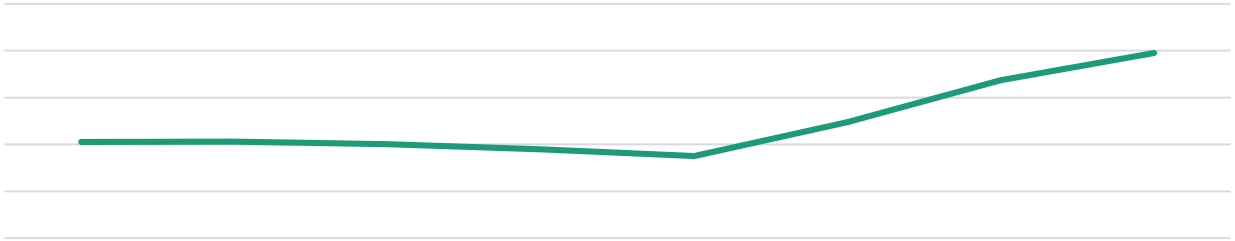
Preliminary Budget Timelines

Government funding announcement	Mid-March
Budget Committee Meeting - Preliminary Budget 2017/18 • Enrolment projections • Revenue projections • Major cost drivers	March 30, 2017
Public Presentation (Wednesday)	April 12, 2017
Budget Committee Meeting - Preliminary Budget to Committee	May 4, 2017
Board Approval – Preliminary Budget (First Reading)	May 9, 2017
Board Approval – Preliminary Budget (Second Reading)	May 23, 2017
Board Approval – Preliminary Budget (Third Reading)	June 13, 2017
Preliminary Budget Due to Ministry	June 30, 2017

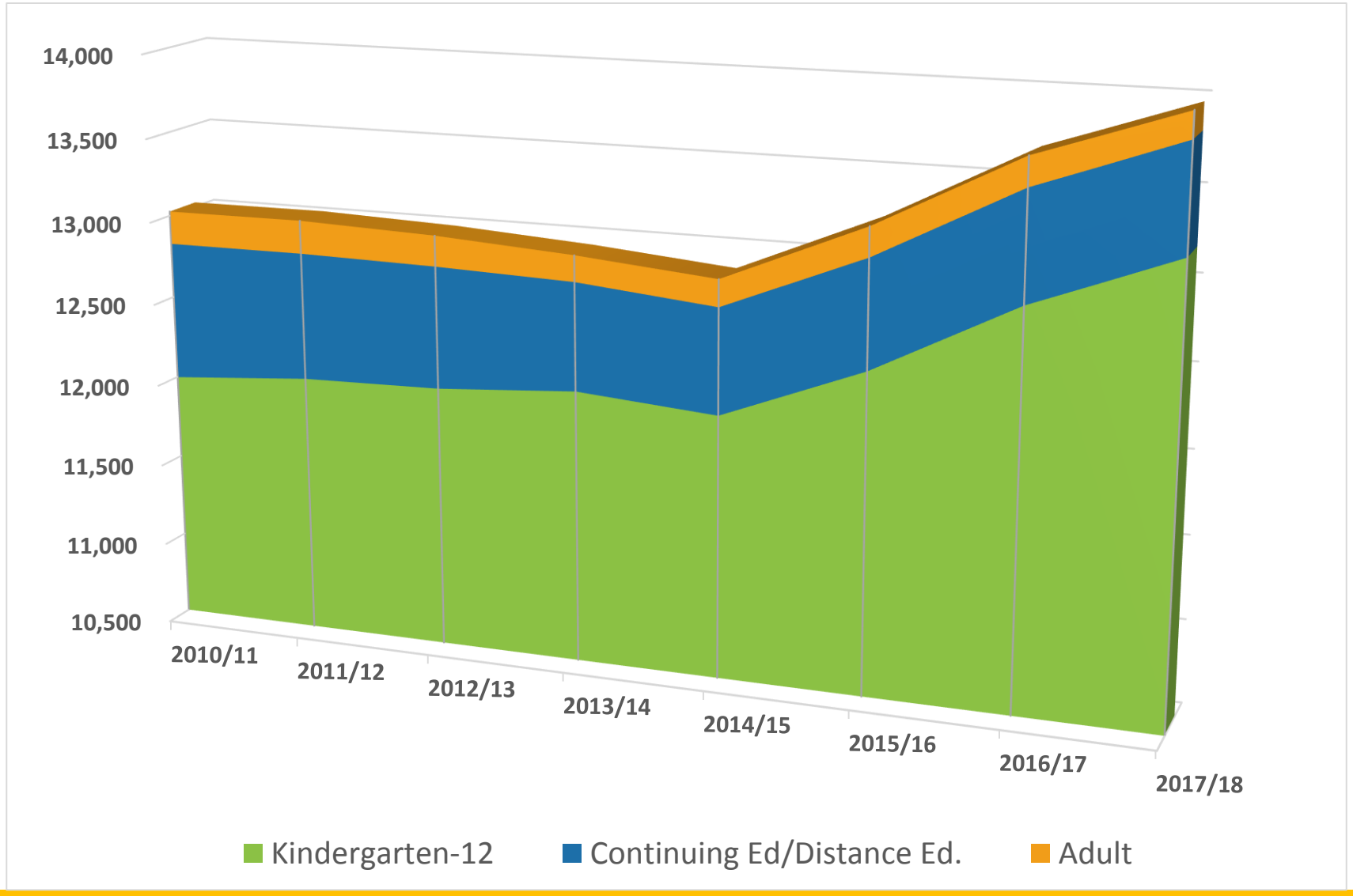
Projections – Enrolment

Enrolment Summary

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	Projected 2016/17	Projected 2017/18
Kindergarten-12	11,998	12,065	12,083	12,145	12,082	12,419	12,863	13,192
Continuing Ed/Distance Ed.	829	765	734	647	632	644	647	628
Adult	198	199	184	157	162	176	174	155
Total Enrolment	13,025	13,029	13,001	12,949	12,876	13,239	13,684	13,975



Projections – Enrolment cont.



Projections – Revenues

Operating Grant Rates

	2016/17	2017/18	Increase	% Incr.
K – 12	$ 7,218	$ 7,301	$ 83	1.1%
Dist Learn.	6,030	6,100	70	1.2%
Adult	4,565	4,618	53	1.2%
Level 1	37,700	38,140	440	1.2%
Level 2	18,850	19,070	220	1.2%
Level 3	9,500	9,610	110	1.2%
ELL	1,380	1,395	15	1.1%
Ab Ed.	1,195	1,210	15	1.3%

Projections – Spending Priorities

Operating Revenue Assumptions

	Operating Grant	Other Revenue	Total Revenues
2016/17 Budget	$ 122.0	$ 4.8	$ 126.8
Enrolment Change	2.2		2.2
Funding to cover wage increases	1.4		1.4
Geographic Factors Funding	0.1		0.1
2017/18 Budget	$ 125.7	$ 4.8	$130.5

Projections – Spending Priorities

Wage Increases

	Teachers	Support Staff
May 1, 2017	0.35 %	1.35 %
July 1, 2017	0.5 %	0.5 %
May 1, 2018	1.0 %	1.0 %

Non-Union Staff/Principals/Vice-Principals

Average of 1.85 %

Projections – Spending Priorities

Staffing Changes

New Bus Route	1.0 FTE
Attendance Support Manager	0.6 FTE
Custodial Staff	1.4375 FTE
Custodial Staff – Promontory (April 1/18)	0.5 FTE

Strategic Plan

Resources

Priority — Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives

Goal — To align resources to efficiently and effectively execute the strategic plan

Projections – Spending Priorities

Staffing Changes

District Vice-Principal – Curriculum	1.0 FTE
SNAP Project – one year extension • Teachers • Substitutes	 1.0 FTE 2.0 FTE
District Teachers • Support & Transition • Intermediate/Middle Literacy	 1.0 FTE 1.0 FTE

Strategic Plan

Instruction

Priority — Improving student achievement and well-being through high quality instruction

Goal — All students to meet or exceed grade level expectations in literacy and numeracy. To increase students' abilities to apply critical, creative and reflective thinking.

Projections – Spending Priorities

Benefit Costs

Extended Health/Dental Decreases	$(192,000)
EI (decrease) / CPP (decrease) / WCB (increase)	(146,000)
Pension (no change)	0
MSP (change in rules)	(338,000)

Projections – Spending Priorities

Other Cost Changes

Recruiting Incentives	$ 53,000
Custodial Supplies	15,000
BC Hydro Increase (April/17 – 3.5%, April/18 – 3.0%)	33,000
BC Hydro PST Exemption (Cut to 1/2 - Oct 1/17)	(23,000)
New Bus Route	15,000
Additional UFV courses	21,000
Security	10,000
	$ 124,000

Projections – Spending Priorities

2016/17 One-Time costs (Savings for 2017/18)

Operations Projects	($140,000)
Contract Services	(122,000)
Technology	(50,000)
Curriculum & Student Services Supplies	(77,000)
	($389,000)

Projections – Spending Priorities

Classroom Enhancement Fund

($000's)	2016/17	2017/18	Change
Teacher Education Fund	$ 1,931.4	$ -	$ (1,931.4)
Priority Measures	1,239.3	0.0	(1,239.3)
Classroom Enhance. Fund	0.0	5,171.5	5,171.5
	$ 3,170.7	$ 5,171.5	$ 2,000.8

Questions & Comments

The Board of Education of School District No. 33 (Chilliwack)

BOARD OF EDUCATION

BOARD REPORT

DATE: April 11, 2017

TO: Board of Education

FROM: Paul McManus, Board Chair

RE: **RECORDING OF PUBLIC BOARD MEETINGS**

This time is provided for the Board of Education to discuss the recording of public board meetings.

BOARD OF EDUCATION

BOARD REPORT

DATE: April 11, 2017

TO: Board of Education

FROM: Barry Neufeld, BCSTA Representative

RE: **BC SCHOOL TRUSTEES' ASSOCIATION REPORT**

This time is provided to discuss matters related to the British Columbia School Trustees' Association (BCSTA).

BOARD OF EDUCATION

STAFF REPORT

DATE: April 11, 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 – March 7, 2017

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

Staff: Evelyn Novak, Gerry Slykhuis, Rohan Arul-pragasam, Maureen Carradice, Donna Vogel

1. Strategic Staffing Plan
2. Appointment of Director of Human Resources
3. Human Resources Report
4. BCPSEA Report