



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

1. CALL TO ORDER – School District Office

- 1.1. Call to Order - **Welcome and acknowledgment of Stó:lō territory**
- 1.2. Adoption of the Agenda
(THAT the agenda be adopted as circulated.)
- 1.3. Approval of the Minutes
(THAT the minutes of the January 24, 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. District Plan Review - Report (PCG)
Strategic Plan Update
 - **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.
 - **Strategy 7** – District Plan Review – to develop a renewed vision for supporting students and programs.

4. ACTION ITEMS

- 4.1. 2016-2017 Amended Annual Budget - 2nd and 3rd Reading

5. INFORMATION ITEMS

- 5.1. Operations Report - Vandalism
- 5.2. Policy 226 - Board Self-Evaluation
- 5.3. BCSTA Report
- 5.4. Superintendent's Report

5.5. Trustee Reports

5.6. Meeting Summary

5.7. **Future Board of Education Meeting Date February 21, 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



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

Date of Meeting: Tuesday, January 24, 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
Regrets: Trustee	Mr. B. Patterson

Staff Present:

Superintendent	Ms. E. Novak
Secretary Treasurer	Mr. G. Slykhuus
Assistant Superintendent	Mr. R. Arul-pragasam
Director of Instruction	Ms. J. Hall
Director of Instruction	Mr. K. Savage
Executive Assistant	Ms. C. Pratt

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

15.17 Moved by: Trustee Krahn
Seconded by: Trustee Maahs

THAT the agenda be approved as circulated.

CARRIED

1.3. Approval of Minutes

16.17 Moved by: Trustee Krahn
Seconded by: Trustee Maahs

THAT the minutes of the December 6, 2016 Regular Public Board meeting and the December 6, 2016 Special Regular meeting be approved as circulated.

CARRIED

2. PUBLIC PARTICIPATION

Lee-Anne Clarke, CTA President, spoke about possible reconfiguration in SD33 and introduced Sardis Secondary Student, Audrey, who shared concerns about its impact on students and staff.

Justine Hodge, President of DPAC spoke about student exemption from FSA's, and communication to parents regarding FSA's.

3. PRESENTATIONS**3.1. Curriculum Helping Teachers**

District Vice Principal of Curriculum (acting) Justin Moore, along with Curriculum Helping Teachers Hollie Redden, Marissa Despina, Christine Blessin, and Kathleen Mitchell provided a brief overview of the work they are doing to support curriculum implementation and learning in the district. The Curriculum Department provides support to classroom teachers in the school district in a variety of ways. The Helping Teachers provide in-service, work one-on-one with classroom teachers, co-teach/plan lessons, develop resources and support materials, and co-ordinate professional development.

3.2. Promontory Heights Community School

Principal Taryn Dixon and Vice Principal Alyson King presented information about the school's approach to mental health supports for students through targeted techniques using mindfulness, self-regulation and anxiety groups.

4. ACTION ITEMS**4.1. 2017-2018 Local School calendar - Approval for Public Feedback**

17.17 Moved by: Trustee Dyck
Seconded by: Trustee Neufeld

THAT the Board of Education approved the draft 2017-2018 Local School Calendar as outlined, for feedback from employees, parents and public.

CARRIED

4.2. Audit Committee Report

18.17 Moved by: Trustee Krahn
Seconded by: Trustee Maahs

THAT the Board of Education receive the Audit Committee Meeting Report of November 29, 2016 as presented.

CARRIED

Opposed: Coulter, Dyck

4.3. Budget Committee Report

19.17 Moved by: Trustee McManus
Seconded by: Trustee Maahs

THAT the Board of Education receive the Budget Committee Meeting Report of January 19, 2017 as presented.

CARRIED
Opposed: Coulter

- 4.4 **2016-2017 Amended Annual Budget - 1st Reading**
20.17 **Moved by: Trustee Krahn**
Seconded by: Trustee Maahs

THAT the Board of Education approve the first reading of the 2016-2017 Amended Annual Budget Bylaw (page 3 of the budget document) in the amount of \$145,060,712.

CARRIED

5. **INFORMATION ITEMS**

5.1 **Strategic Plan Update**

Directors of Instruction Janet Hall and Kirk Savage provided an update on the Strategic Plan related to the following priority and goals. Included in the report was a one-page overview of the work that has been started in the district and a copy of the district "Thinking Rubric". The Directors of Instruction provided additional details regarding the implementation status to date and the plans and supports to move this strategic goal forward. This and all other Strategic Plan Updates can be found on the district website.

Priority	Improving student achievement and well-being through high quality instruction (Instruction).
Goal	To increase students' abilities to apply critical, creative and reflective thinking.
Strategies	

1. **Utilize evidenced-based instructional practices**

- Increase instructional practices that promote critical, creative and reflective thinking
 - Implement the "Thinking Rubric"
- a) Research, Identify and recommend evidence based instructional practices for critical, creative and reflective thinking
 - b) Ensure evidence-based instructional practices align with the redesigned curriculum
 - c) Thinking Rubric presented to staff

2. **Pro-d/in-service**

- Professional learning structured to empower educators to identify student learning needs, plan and align instruction and assessment across grade levels, and learn evidence-based practices to support student achievement through critical, creative, reflective thinking
- d) Professional learning designed and delivered in alignment with BC curriculum
- e) Professional learning supported through Pro D days, afterschool workshops, Mentorship, collaboration and in-school in- service

5.2 **Administrative Regulation 628.1 French Immersion**

The Board received information about recent changes to the French Immersion Administrative Regulation which outlines a revised selection process.

5.3 Quarterly Financial Report

Secretary Treasurer Gerry Slykhuis presented December's Quarterly Financial Report.

5.4 BCSTA Report

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

5.5 Superintendent's Report

Superintendent Novak in her report to the Board of Education congratulated 3 schools, programs and staff that were nominated for awards:

- Sardis Secondary School Farm (Joe Massie and Tania Toth) Finalist for Chilliwack Chamber of Commerce Better Business Awards – Category *"Agriculture Producer"*
- Cascade Continuing Education Centre (CCEC) at Ford Mountain Correctional Centre (Doug Fraser) Nominated for B.C. Premier's Innovation and Excellence Awards – Category *"Partnerships"*
- Promontory Elementary School (Taryn Dixon and Alyson King) Nominated for Fraser Valley Cultural Diversity Awards – Category *"Innovative Initiative"*

Assistant Superintendent Rohan Arul-pragasam updated the Board regarding the Alternate Redesign Committee and its work.

Highlights were provided regarding details of SD33's Interim Measures funding allocation to provide 34 additional teaching positions between February and June.

Trustee Reports**Trustee Krahn reported on the following:**

- December 9th - Attended the Special In-camera meeting re Governance and Board Self Evaluation.
- December - Attended Special Christmas Functions at McCammon Traditional, Central Elementary, Unsworth Elementary, Greendale Elementary and East Chilliwack Elementary. All Concerts and events were outstanding, very enjoyable and demonstrated full attention to detail. My sincere acknowledgement to staff and students for their outstanding efforts!
- January 19th - Attended the Budget Committee meeting
- January 19th - Attended the International Cuisine Banquet at Chilliwack Senior. A very enjoyable evening and an impressive display of fine dining.

Trustee Coulter had nothing to report.**Trustee Dyck reported on the following:**

- Attended All Leaders Meeting
- Attended Promontory, Cultus Lake, and Vedder Middle Christmas productions
- Attended BCPSEA conference call
- Responded to parent calls
- Attended CSS International Cultural Dinner
- Attended GWG Open House - 10-year anniversary

Trustee McManus reported on the following:

- Attended Chair/Vice Chair Meetings
- Attended Budget Agenda Meeting

- Attended G.W. Graham 10-year celebration
- Visited CMS and the *Community Cupboard*
- Attended Budget Committee Meeting
- Attended Nations Creations Grand Ceremony at Coqualeetza Longhouse
- Attended Go Future Meeting re: HR Director Hiring

Trustee Maahs reported the following:

- Attended Homeless Forum at Evergreen Hall
- Attended dinner of International Cuisine at Chilliwack Secondary
- Attended Budget Committee Meeting
- Attended Special Education Advisory Committee

Trustee Neufeld had nothing to report.

3.1 December 6, 2016 In-Camera Board Meeting Summary

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

Staff: Evelyn Novak, Mark Friesen, Carrie Pratt

1. Emergent Issue
2. Human Resources Report
3. BCPSEA Report

Special In-Camera Meeting – December 9, 2016

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

Staff: Evelyn Novak, Gerry Slykhuis, Carrie Pratt

1. Board Self-Evaluation

In-Camera Meeting – January 10, 2017

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

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

1. BCPSEA Report
2. Administration of Local Calendar
3. Personnel Matter

3.2 Future Board of Education Meeting Date

**Tuesday, February 7, 2017
7:00 pm
School District Office**

4. SUPPLEMENTARY PUBLIC PARTICIPATION

Leanne Clarke, CTA President, shared her thoughts on the presentations at the meeting and also commented on the positive working relationship between the CTA and the District.

5. **ADJOURNMENT**

The meeting was adjourned at 8:51 p.m.

CARRIED

Board Chair

Secretary-Treasurer

BOARD OF EDUCATION

INFORMATION REPORT

DATE: February 7, 2017

TO: Board of Education

FROM: Steve Kutno and Joan Streefkerk, Public Consulting Group

RE: **DISTRICT PLAN REVIEW REPORT AND STRATEGIC PLAN UPDATE**

DISTRICT PLAN REVIEW:

Steve Kutno and Joan Streefkerk from PCG will present the report, along with an overview of the Proposed Reconfiguration of Schools Review. The District Plan Review aligns with the following Strategic Plan priority and goal.

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.
Strategy	
7. District Plan Review <ul style="list-style-type: none">To develop a renewed vision for supporting students and programs	a) Decision Report to Board of Education regarding District Plan Review (Feb.21)

Chilliwack School District # 33

Reconfiguration: Public Consultation

February 2017
REPORT

Assembled by PCG Education

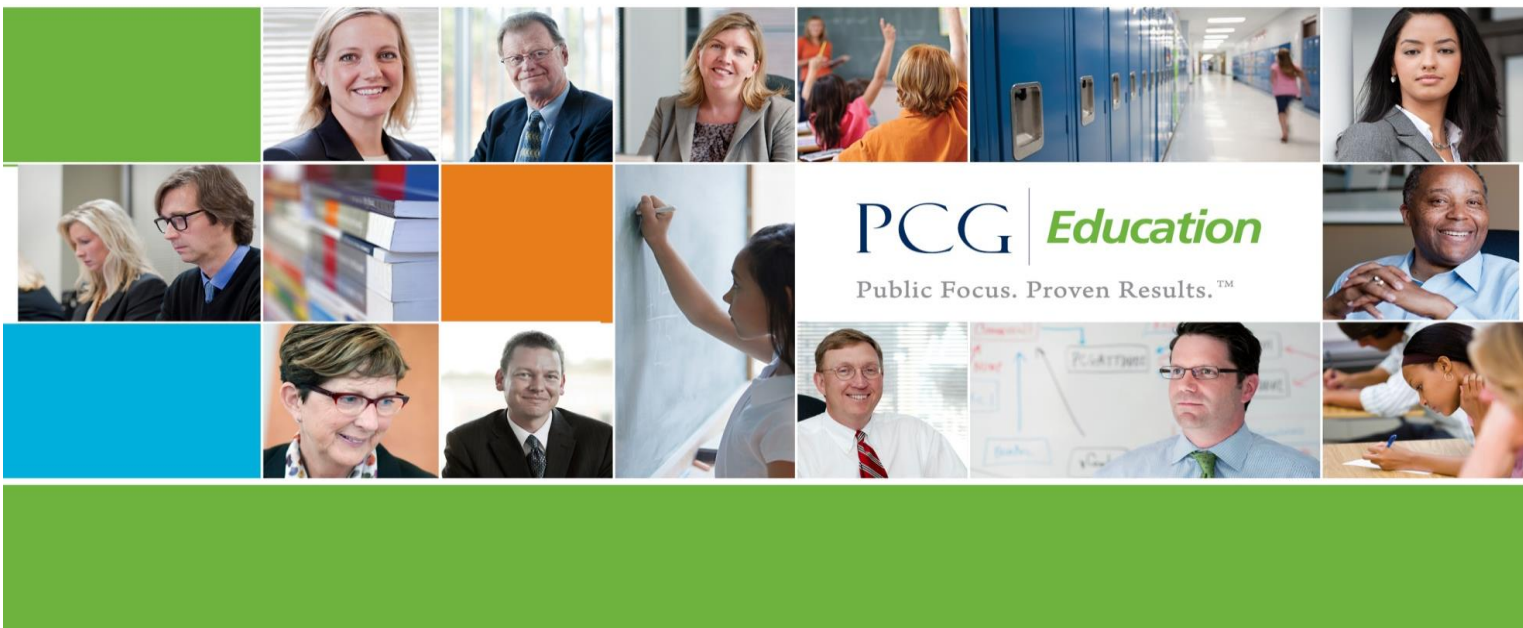


Table of Contents

Introduction.....	3
Proposed Configuration Plan.....	3
Background and Context.....	3
Organizing for Student Success	5
Supporting Research	5
Public Consultation.....	7
Summary	11
Summary of Survey Information	12
References.....	16

Introduction

Chilliwack School District's Strategic Plan is focused on the Priorities and Goals of improving student achievement and well-being first and foremost, and aligning and effectively allocating resources. The Board of Education commissioned Pacific Consulting Group (PCG) to conduct a review of a proposed reconfiguration of elementary, middle and secondary schools.

Proposed Configuration Plan

School Type	Current	Proposed
Elementary	K to 6	K to 5
Middle	7 to 9	6 to 8
Secondary	10 to 12	9 to 12
Possible Exceptions		
Rosedale	K to 9	
GW Graham	7 to 12	

Research studies in which student engagement and academic outcomes have been examined suggest that the transition into middle school as well as high school is a challenging one, as indicated by declines in student performance and self-reported levels of engagement. The middle school model under the proposed reconfiguration would enhance teacher-student relationships by having core teachers for grade six to grade eight students, explorations, team time, and advisory. Recent redesign of the BC Curriculum includes opportunities and requirements for "Exploration" courses beginning in grade 6. The facility demands for addressing these changes are more commonly found in schools in which grades seven and eight are currently attending. Thus, with the interest of improving the success of all students, the Board of Education commissioned a review which would provide the basis for a report on a proposed reconfiguration of schools in the Chilliwack School District.

The following report on reconfiguration includes:

1. Background and Context for the Study
2. Organizing for Student Success
3. Supporting Research
4. Comparison to Other British Columbia Districts
5. Public Consultation
 - a. Principals/Vice Principals
 - b. Focus Groups
 - c. Community Forums
 - d. Survey
6. Findings
7. Summary

Background and Context

School districts have used varying school configurations to best accommodate the needs of students relative to the availability of resources and facilities. From the one-room school house evolved the

Kindergarten through grade 12 comprehensive school (i.e., multi-room building). In many places, K-12 campuses still exist and thrive. For more than a half century, scholars, psychologists, and educators have examined the configuration that best serves the academic, social, and emotional development of children and youth. These studies led to varied configurations that meet the needs of children and youth at different stages in their development. Some schools are segmented into small schools serving the unique needs of each age cohort (primary, K – 2; elementary, 3 – 5; middle, 6 – 8; and secondary, 9 – 12). There are variations that include junior high (i.e., usually 7 – 9), elementary – middle combinations (i.e., often K – 8), middle and secondary school combinations (i.e., often 7 – 12). By no means are these the only configurations.

Any number of reasons can be considered for how a district configures grades within its schools. SD #33's Strategic Plan was the primary driver for considering a possible reconfiguration. The Plan identifies the strategic priorities of improving the achievement and well-being of all students, strengthening meaningful relationships to support success for students, and aligning and allocating resources to support the goals. District leadership identified the key question:

Can we better meet the academic and social-emotional needs of all students by creating supportive structures that would keep students engaged and connected?

In addition to recognizing the challenges that students face during those critical transitional periods and determining a plan of action to provide support, SD #33 also considered the impact of the recent redesign of the BC Curriculum. While the curriculum has been revised from top to bottom, there are specific areas to which the district is responding. Under the former curriculum, elective courses were offered to students in Chilliwack in grades seven and eight. The updated curriculum requires students “experience a minimum of three modules of ‘Applied Design, Skills, and Technologies in each of Grades Six and Seven” (<https://curriculum.gov.bc.ca/curriculum/adst/6>). These modules are concentrated in the following areas of study:

- Computers and Communications Devices
- Drafting
- Entrepreneurship and Marketing
- Food Studies
- Media Arts
- Metalwork
- Power Technology
- Robotics
- Textiles (hand construction techniques)
- Woodwork (woodworking techniques and basic joinery using hand tools)

The net effect is that several of these areas of focus are dependent upon specialized equipment (e.g., hand tools in metalworking, woodworking, and textiles; kitchens; computers; etc.) and teachers. In the current facility configuration, the specialized equipment and corresponding staff are in the grades seven to nine, and ten to twelve schools. To fulfill the curriculum requirements and, in addition, the strategic goal of aligning and allocating resources, School District #33 was interested in exploring the viability of moving the grade six students to the schools where the equipment and

teachers are already concentrated, rather than trying to replicate those programs at the 20 elementary sites.

Moving grade levels may alleviate some of the overcrowding that exists in some schools. However, it is important to note at the outset that available and viable facilities, while a factor in this decision, are not the singular driving force. The decision to reconfigure the grades and schools is not simply a matter of shuffling students from one location to another. While the school capacity issue is profound across the district, the question remains as how best to meet the academic and social-emotional needs of all students. A facility review and corresponding report to be completed later in 2017 will address the instructional spaces at each school and across the district.

Organizing for Student Success

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

A primary component of the change includes structuring the reconfigured schools to best support the successful transition of students from elementary to middle to secondary. In the new proposed model, students in grade six and seven would have one core teacher supported by specialized teachers and progress to more teacher contacts in grade eight, where they might encounter multiple teachers. This allows students to move from the familiar model of elementary school toward the timetabled model of secondary school. Much of the research regarding student achievement and success highlights the need for a close connection to be maintained between students and teachers. Positive student connectedness to their teachers and other adults motivates students to take on academic challenges and improves engagement. Maintaining that connectedness looks different in the elementary, middle and secondary school years. This reconfigured model would effectively prepare students for the increased responsibility they will encounter as they transition to secondary school.

Supporting Research

The transition from elementary to middle school comes at a critical time in an adolescent's development. In addition to the academic skills and knowledge students acquired in their younger years, they carry with them the "unique social, emotional, physical, and cognitive needs due to changes related to puberty. At this age children are concerned about how they are viewed by their friends which may bring undesirable behaviors" (Ali-Hawkins, 2015, p. 91). From an academic perspective, the transition from elementary to middle to secondary requires greater personal responsibility and enhanced executive functioning (e.g., organized, self-advocacy, time management, etc.). Any middle school configuration must take into account the way in which it can best support the social and emotional development of the student, while introducing new

instructional content and experiences. Middle school and junior high school were not always the way in which schools were organized. They evolved as a reaction to recognize that tween adolescents were neither the best fit for elementary nor quite developed enough to be in secondary school. Both models were developed as an attempt to best prepare students for the structure and academic expectations they would encounter at the secondary school level.

Much research has been completed in the last fifty years on grade configurations and the impact it has on academic development, social and emotional well-being, truancy, absenteeism, and other related behavioral concerns. For example, Anfara and Mertens (2012) argue in support of a middle school model of education (i.e., grades six through eight) by ensuring teachers are properly trained, supported, and embody a set of dispositions that support adolescent development. Further arguments in favor of the middle school model are built on the premise that it is the best way to ease students from a very structured environment (i.e., the elementary school) through a transition inclusive of supportive teams and small learning communities (i.e., the middle school) and into the timetabled secondary school (see for example, Styron & Nyman, 2008). Moreover, Ruppert (2009) points out that in the well-implemented middle school, teachers are collaborating in teams, which helps them to collectively focus on the academic and emotional needs of the students. Recognizing that the transitions at these ages are challenging, most supporters of the middle school model advocate that addressing the shifts in attitudes, behaviors and social norms mitigate the struggles students have emotionally and academically.

The Secondary School Experience

There is some evidence to suggest the longer [students are] in the last school the better students do. Specifically, when students spend a full four years in secondary school, the strength of secondary schools is augmented. Grade nine students in a secondary setting are able to have more time to transition to their new environment and are better prepared for their senior year and graduation. Although questions may be raised regarding the availability of courses for grade nine students in secondary schools, the breadth of courses available to them would reflect the redesigned BC Curriculum and potentially provide greater opportunity for more personalized options. As one of the SD #33 principals noted at their forum, “[a 9 – 12 is the] best configuration for student transition. Really important for the grade nine students to be in a setting where they have access to positive older role models and the potential for purposeful mentoring.”

Comparisons Across BC Districts

There is not a single model followed across the province. The variety of configurations mirrors the types of communities, from urban to rural. In addition, few districts have a consistent model followed throughout the entire district. Some districts are in the middle of making their own transitions to a middle school model, while others are addressing facility limitations that force them into their current configurations. Of the 59 districts in British Columbia, 34 school districts structure their grades around two buildings (e.g., K – 6 and 7 – 12 or K – 8 and 9 – 12). In many of these districts there are variations in which a few schools follow a different model. While this is sometimes necessary, mixing models of school configuration often will introduce different complexities, like students transitioning with greater frequency or out of sequence with their peer/cohort group. Eleven districts are currently configured around a model similar to the one being contemplated by School District #33 with K – 5; 6 – 8, and 9 – 12 schools. Anecdotal evidence (i.e., conversations with other school district leaders) suggest that there are several districts currently going through similar restructuring.

Public Consultation

In the spring of 2015, the Board of Education determined that a “district planning consultation” would inform the question of reconfiguration, help address the convergence of several issues around the current grade seven to grade nine model (i.e., maximizing student achievement, supporting at-risk students, space/capacity issues), and develop “*a renewed vision for supporting students and improving student achievement*” (Motion from April 7, 2015 Board Minutes). Among the identified areas for consideration in the public consultation is an examination of how the structure of schools supports, enhances, or inhibits student development.

Consistent with expectations from the British Columbia Ministry of Education, the district pursued a model of community involvement and engagement that would examine the question of school configuration from the point of view of staff, students, parents, and interested community members. The process invited opportunities to provide insight and feedback on the possible reconfiguration. These opportunities came in the form of focus groups, community forums, and surveys. Although there were many perspectives, there was a shared interest that students and their well-being be central to any decision made. Ultimately, any reconfiguration needs to ensure that the appropriate programs, resources, and supports are provided at each grade and take into account meeting student academic and social-emotional needs. So, while the report focuses on issues related to reconfiguration, it also reflects the Priorities, Goals and Strategies outlined in the Strategic Plan.

A Case for Hearing from the Community

Addressing the social, emotional, and academic development of children and youth is a complex endeavor around which many members of Chilliwack School District’s learning community expressed ideas, dreams, and concerns. The B.C. Ministry of Education has established an expectation that “meaningful consultation is necessary when decisions are made that will have an impact on a student’s educational program.” By extension, when students’ programs might be impacted, it is essential to hear from the broader community. The school and district brings expertise on curriculum, pedagogy, classroom and school management, while the parents, students, and members of the community provide a perspective unique to each individual and circumstance. The public consultation is ultimately a chance “to put heads together” to share in the responsibility of the students’ well-being and overall development. Still, a public consultation is not a vote or a decision-making forum; it provides a mechanism that allows the school and community to collaborate and communicate around important and well-informed decisions.

Feedback from School-Based Leadership

The consultation process involved gathering input from principals and vice principals on the question of reconfiguration. A three-hour session was held on May 19, 2016 in which principals and vice principals participated in a facilitated conversation about a possible reconfiguration. After the session, principals and vice principals were also invited to respond via email to questions. By a margin of 44 to 9, these school-based leaders supported the proposed configuration. Still, they anticipated many of the challenges that might arise in the new model and expressed questions regarding financial support to sustain a middle school model. Specifically, one principal stated, “Middle [school] should reflect a true transition to block based scheduling, with a gradual process

toward that mark [timetabling]. Grade six should have a traditional model of 1 to 2 teachers; grade seven a max of 4 teachers; and, grade eight reflect a Secondary School eight-block model. Relationships in a true Middle School model are a necessity.” Another school-based leader advocated for the new configuration as aligning to the cognitive and social development of the students. Consistent with some of the research, one principal made the case for moving grade nine students to the high school, “The opportunity to have grade nines in the Secondary [school] a year earlier would be very beneficial for their graduation program. - both the opportunity to earn secondary credits in their grade 9 year and to also have them have the transition occur a year prior to writing provincial exams.” Space was a concern among the building leaders and is a consideration regardless of the decision to reconfigure. In the end, the conversations, which largely favored the reconfiguration, were summed up by a principal who pointed out that the current model is comfortable, but both models have their advantages.

Hearing from the Community:

Focus Groups and Community Forums

Over the course of two days in October (24 – 25, 2016), PCG facilitated three focus groups and two community forums. Both events were guided by using the same questions. Focus Groups were closed, while open forums were public and open to any interested parties. The Focus Groups were comprised of community partners (District Parent Advisory Council, Aboriginal Education Advisory, Ministry of Child and Family Development, Chilliwack Economic Partners Corporation, Child and Youth Committee, Chilliwack Community Services), approximately 50 teachers from 14 SD #33 schools (Chilliwack Teachers Association), and staff as represented by the Canadian Union of Public Employees (CUPE) leadership. An open forum was held on the North side of town at Chilliwack Secondary School the evening of October 24. There were roughly 80 attendees, including some people who had attended one of the focus groups. On the evening of October 25, a second community forum was held on the south side at Sardis Secondary School. This event was attended by nearly 100 people, including some who had attended a focus group and/or the previous evening’s community forum which had a large presence of secondary school students.

Expecting considerable feedback, there was a short introduction of the current context (i.e., how schools are configured and the possible rationale for reconfiguration). This was immediately followed by two questions that included opportunities for participants to share their thoughts publically. Participants were also provided three index cards so that they might capture their answers to the questions and submit them for review for this report. The questions were:

1. **Opportunities:**
What do you see as the positive impact of the proposed school configuration?
2. **Obstacles:**
What concerns do you have about the proposed configuration?

Conceptually, PCG was interested to see ways in which participants could frame any configuration in a positive way. This positive positioning is meant to help orient people to successful outcomes regardless of the path chosen. This is not meant to sway perception, but to encourage considerations of possibilities. The second question was used to examine the practical realities, perceived or otherwise, about participants’ concerns. The number of responses is not a useful metric in that participants were invited to submit a card for each of the questions. In summary, there were roughly equal responses for opportunities and obstacles. Participants were encouraged

to use the third card to submit questions. While many people submitted questions (inclusive of contact information), some used the third card to express concerns or introduce additional obstacles. While this might suggest more obstacles were submitted than positive impact, many were redundant.

Survey

In addition to the public events, an online survey was made available from November 21 – December 26. There were over 1600 unique respondents to the survey, including parents, students, staff, community members, and unidentified others. While some people may have attempted to complete the survey multiple times, PCG employed technology that prevented multiple respondents from the same IP address. The survey results are included here, absent are the 971 unique statements in the constructed response section of the survey.

Findings:

The overlap of the questions used in the public meetings and the open response survey are addressed as a single set of findings.

In all there were nearly 2000 comments captured from the focus groups, community forums and open-ended responses on the survey. Among positive comments was acknowledgement of the increased opportunities for students. These opportunities included expanded programs and increased support. The support might come in the form of increased access to counselors for the grade six students. Some people expressed that the middle school configuration would offer greater stability for students in the middle grades. It was noted that the proposed middle school model will ease the transitions to grades six and nine. Some respondents noted that the expanded secondary school, including grade 9, would extend the time students could explore career and post-secondary opportunities by providing access to diverse programs and courses. Additionally, some people noted that 9 – 12 secondary schools would have the appropriate facilities for science, music, art, theater, and career technologies.

Concerns and reluctance to support the reconfiguration were largely based on prior experiences. Teachers, parents, and students would reference school configurations of their own education or a prior workplace. Some suggested that the district should not tinker with a configuration that is working; with variations of “if it’s not broken, don’t fix it.” The single largest concern expressed was mixing students of differing ages and maturation levels within a single building. This was represented with the concerns of forcing students to grow up too quickly and that ninth-grade students do not have enough in common with twelfth grade students. There was also concern that the new model will not adequately support the academic and social-emotional needs of students. Some of the parents expressed concern about the transitional grades—that it not be taken for granted that students still need a lot of support.

A second set of concerns related to the sustainability and ongoing support. Other planning areas of concern included, but were not limited to:

- Transportation
- Facilities, including catchment
- Scheduling
- Staffing
- Timetable implementation
- Building internal support
- Funding

In the end, comments reflected a general sense of supporting what is “known.” The few positive statements from the survey were based on people’s experiences in other districts (e.g., in Ontario, elsewhere in B.C., etc.). Conversely, many of the negative comments originated from personal experiences. Beyond those, there were concerns regarding school capacity; criticism of the district’s proposed reconfiguration related to lack of communication, parents feeling ignored, missing data; reconfiguration not necessarily addressing underlying issues in the district (e.g., schools that are over capacity).

These results are also reflected in the survey questions. In the tables below, many (a quarter to a third) of the participants took a neutral view. The remainder of responses were often divided between positive (strongly agree and agree) and negative (disagree and strongly disagree). The number of negative responses outweighed the positive responses received.

I believe that as a result of the proposed reconfiguration, students will have more opportunities to connect with their teachers.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Parent/Guardian/Caregiver (1193)	8%	21%	25%	26%	20%
Student (238)	6%	10%	16%	27%	42%
Staff/Employee (367)	15%	22%	22%	26%	15%
Community Member (178)	7%	18%	29%	29%	17%
Other (22)	1%	14%	23%	9%	5%

I believe the proposed reconfiguration will provide expanded opportunities for students to participate in extracurricular, including sports, programs.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Parent/Guardian/Caregiver (1193)	12%	33%	22%	18%	15%
Student (237)	13%	19%	12%	20%	36%
Staff/Employee (367)	19%	29%	22%	17%	13%
Community Member (179)	13%	29%	24%	20%	15%
Other (22)	23%	18%	18%	9%	31%

I believe the reconfiguration plan will begin to address SD 33's schools that are over capacity.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Parent/Guardian/Caregiver (1194)	13%	27%	18%	22%	20%
Student (237)	9%	15%	18%	17%	41%
Staff/Employee (367)	18%	34%	15%	19%	15%
Community Member (179)	15%	27%	19%	21%	18%
Other (22)	18%	18%	18%	18%	24%

Summary

The completion of the Strategic Plan in the spring of 2015, the introduction of the redesigned BC Curriculum, review of student achievement data, and triangulation of information, provided the opportunity to ask the question:

*Can we better meet the academic and social-emotional needs of all students
by creating supportive structures that would keep students engaged and connected?*

With concerns for students at key transitional stages, the district began to explore different models of structuring its schools and grades. As options were considered, a transition to a reconfigured grade 6 to 8 middle school model emerged as a way to address student needs. In the proposed new model, students in grade six and seven would have one core teacher supported by specialized teachers and move to more teacher contacts in grade eight, where they might encounter multiple teachers. The district engaged PCG to complete a public consultation to understand how staff, students, parents and community viewed the proposed change.

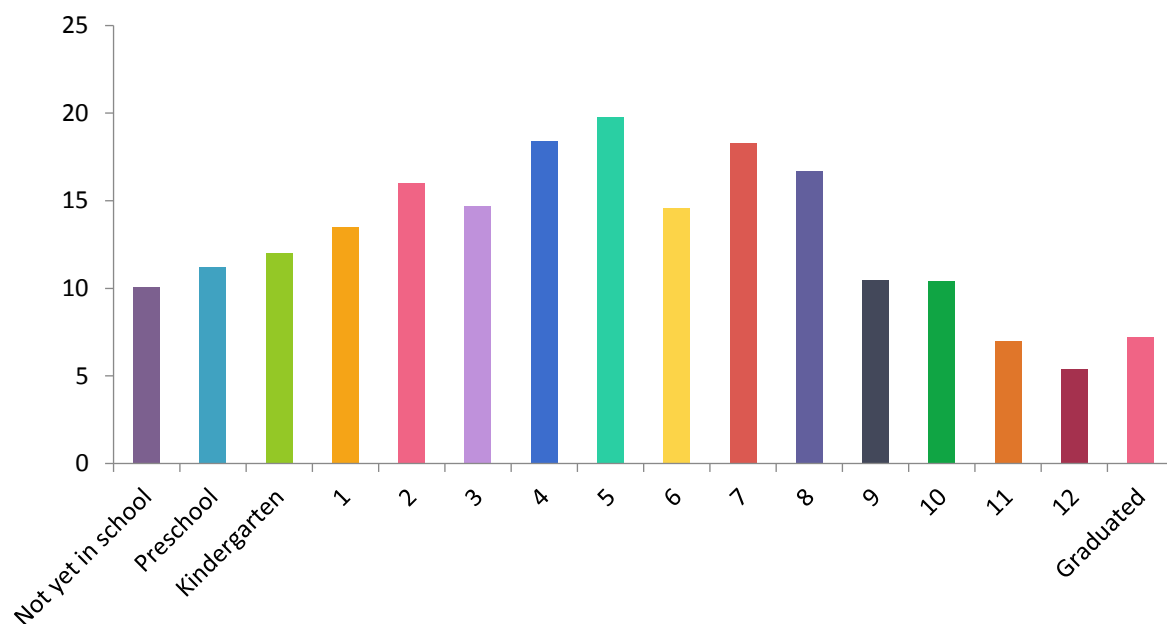
Change can be challenging. So while there were those who supported the new model, others expressed concern. What remains clear is that Chilliwack School District supporters and detractors for the proposed plan share the same goal for students – ***for our students to be engaged, connected, and experience academic and social-emotional success.***

Summary of Survey Information

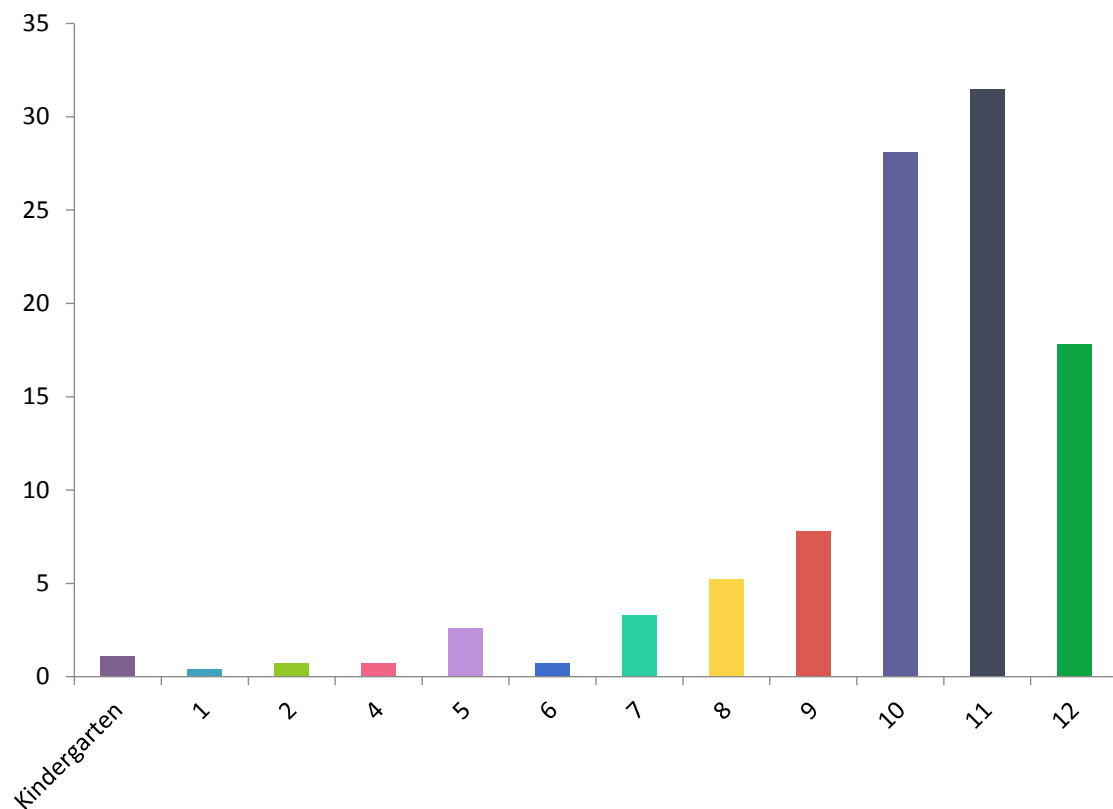
Who completed the survey:

	Percent	Count
Parent/guardian/caregiver	67.8%	1,270
Student	14.6%	273
SD 33 Staff/employee	21.3%	400
Community member	10.4%	194
Other - Write In (Required)	1.4%	27

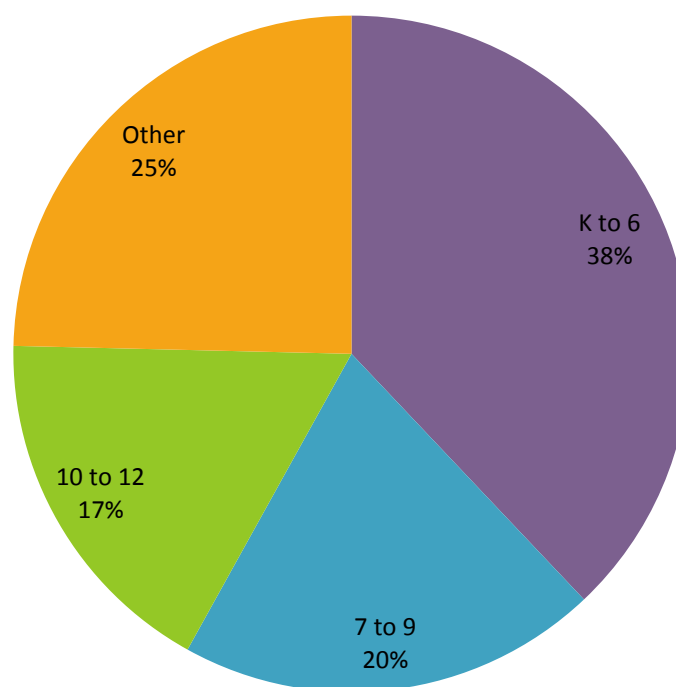
(Parents) Please indicate in what grade(s) your children are in school.



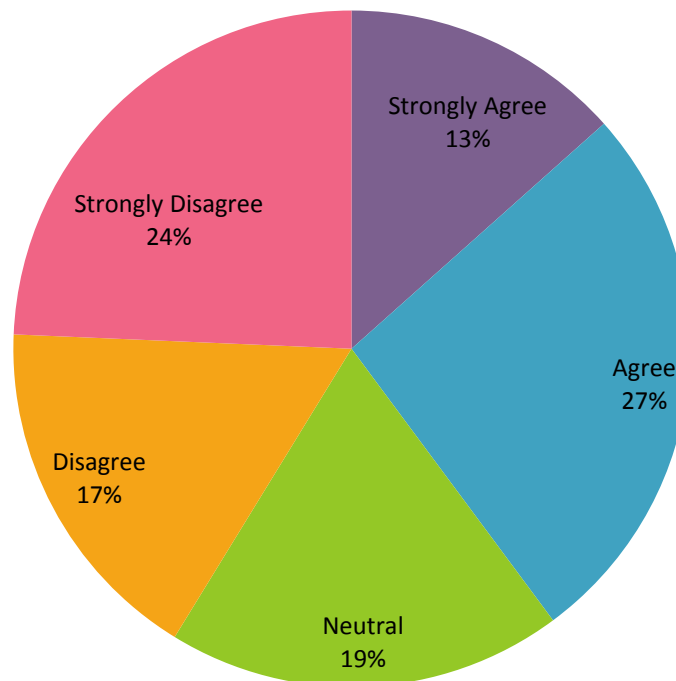
(Students) Please indicate your current grade.



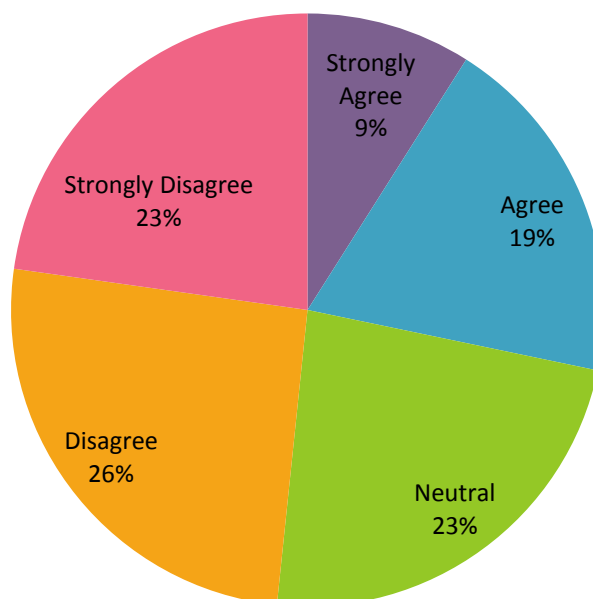
(Staff) Please indicate which grade configuration best represents the school at which you work more than half time).



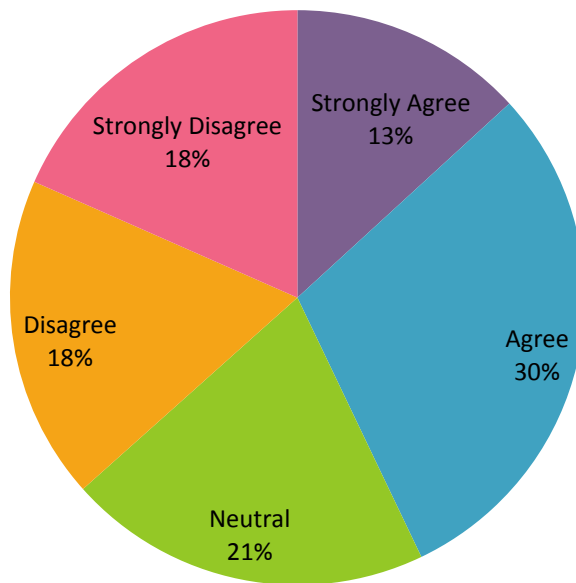
I believe that as a result of the proposed reconfiguration, SD 33 resources will be better aligned to provide for the academic needs of students.



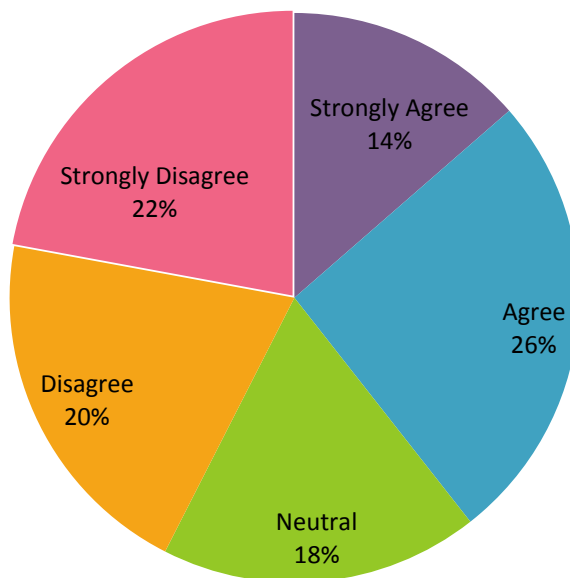
I believe that as a result of the proposed reconfiguration, students will have more opportunities to connect with their teachers.



I believe the proposed reconfiguration will provide expanded opportunities for students to participate in extracurricular, including sports, programs.



I believe the reconfiguration plan will begin to address SD 33's schools that are over capacity.



References:

Ali-Hawkins, Asia (2015). The Relationship Between Middle School Configurations and Student Success. Walden University: Dissertation.

Anfara, V. A., & Mertens, S.B. (2012). Capacity building is a key to radical transformation of middle grades schools. *Middle School Journal*, 58-64.

Ruppert, N. B. (2009). Can a k-8 school address the needs of adolescents. *Voices From the Middle: Narrative Inquiry By, For, and About the Middle Level Community*. 259-286.

Styron, R.A., & Nyman, T.R. (2008). Key characteristics of middle school performance. *Research in Middle Level Education*, 31(5), 1-17.

BOARD OF EDUCATION

DECISION REPORT

DATE: February 7, 2017
TO: Board of Education
FROM: Gerry Slykhuis, Secretary Treasurer
RE: **2016-2017 AMENDED ANNUAL BUDGET – 2ND & 3RD READING**

The Secretary Treasurer will present the 2016-2017 Amended Annual Budget for approval by the Board.

RECOMMENDATION:

THAT the Board of Education approve the second and third (final) reading of 2016-2017 Amended Annual Budget Bylaw (page 3 of the budget document) in the amount of \$145,060,712.

Amended Annual Budget

School District No. 33 (Chilliwack)

June 30, 2017

School District No. 33 (Chilliwack)

June 30, 2017

Table of Contents

Bylaw	1
Amended Annual Budget - Revenue and Expense - Statement 2	2
Amended Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4	4
Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund - Schedule 1	5
Amended Annual Budget - Operating Revenue and Expense - Schedule 2	6
Schedule 2A - Amended Annual Budget - Schedule of Operating Revenue by Source	7
Schedule 2B - Amended Annual Budget - Schedule of Operating Expense by Source	8
Schedule 2C - Amended Annual Budget - Operating Expense by Function, Program and Object	9
Amended Annual Budget - Special Purpose Revenue and Expense - Schedule 3	11
Schedule 3A - Amended Annual Budget - Changes in Special Purpose Funds	12
Amended Annual Budget - Capital Revenue and Expense - Schedule 4	14

*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK)
(called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2016/2017 pursuant
to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 33 (Chilliwack)
Amended Annual Budget Bylaw for fiscal year 2016/2017.
3. The attached Statement 2 showing the estimated revenue and expense for the
2016/2017 fiscal year and the total budget bylaw amount of \$145,060,712 for the 2016/2017 fiscal
year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board
for the fiscal year 2016/2017.

READ A FIRST TIME THE _____ DAY OF _____, 2017;

READ A SECOND TIME THE _____ DAY OF _____, 2017;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2017;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 33 (Chilliwack)
Amended Annual Budget Bylaw 2016/2017, adopted by the Board the _____ DAY OF _____, 2017.

Secretary Treasurer

School District No. 33 (Chilliwack)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2017

	2017 Amended Annual Budget	2017 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	13,510,097	13,101,600
Adult	173,813	203,300
Total Ministry Operating Grant Funded FTE's	13,683,910	13,304,900
Revenues	\$	\$
Provincial Grants		
Ministry of Education	128,466,770	120,953,050
Other	90,000	146,246
Tuition	1,436,000	1,355,000
Other Revenue	5,777,101	5,774,354
Rentals and Leases	400,000	400,000
Investment Income	301,600	322,000
Amortization of Deferred Capital Revenue	6,847,059	6,925,056
Total Revenue	143,318,530	135,875,706
Expenses		
Instruction	115,265,950	110,567,137
District Administration	3,975,808	3,629,191
Operations and Maintenance	21,762,768	19,656,978
Transportation and Housing	3,437,186	3,475,782
Total Expense	144,441,712	137,329,088
Net Revenue (Expense)	(1,123,182)	(1,453,382)
Budgeted Allocation (Retirement) of Surplus (Deficit)	2,034,142	611,000
Budgeted Surplus (Deficit), for the year	910,960	(842,382)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	910,960	(842,382)
Budgeted Surplus (Deficit), for the year	910,960	(842,382)

School District No. 33 (Chilliwack)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2017

	2017 Amended Annual Budget	2017 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	126,932,450	122,078,028
Special Purpose Funds - Total Expense	7,913,847	7,278,122
Capital Fund - Total Expense	9,595,415	7,972,938
Capital Fund - Tangible Capital Assets Purchased from Local Capital	619,000	205,500
Total Budget Bylaw Amount	145,060,712	137,534,588

Approved by the Board

Signature of the Chairperson of the Board of Education	Date Signed
Signature of the Superintendent	Date Signed
Signature of the Secretary Treasurer	Date Signed

DRAFT

School District No. 33 (Chilliwack)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2017

	2017 Amended Annual Budget	2017 Annual Budget
	\$	\$
Surplus (Deficit) for the year	(1,123,182)	(1,453,382)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Local Capital	(619,000)	(205,500)
Total Acquisition of Tangible Capital Assets	(619,000)	(205,500)
Amortization of Tangible Capital Assets	7,866,099	7,972,938
Total Effect of change in Tangible Capital Assets	7,247,099	7,767,438
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	6,123,917	6,314,056

School District No. 33 (Chilliwack)

Schedule 1

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2017

	Operating Fund	Special Purpose Fund	Capital Fund	2017 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	4,529,677	73,261	55,800,659	60,403,597
Changes for the year				
Net Revenue (Expense) for the year	(104,142)		(1,019,040)	(1,123,182)
Interfund Transfers				
Local Capital	(619,000)		619,000	-
Other	(1,311,000)		1,311,000	-
Net Changes for the year	(2,034,142)	-	910,960	(1,123,182)
Budgeted Accumulated Surplus (Deficit), end of year	2,495,535	73,261	56,711,619	59,280,415

School District No. 33 (Chilliwack)

Schedule 2

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2017

	2017 Amended Annual Budget	2017 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	122,141,797	116,789,174
Other	90,000	90,000
Tuition	1,436,000	1,355,000
Other Revenue	2,460,911	2,748,354
Rentals and Leases	400,000	400,000
Investment Income	299,600	290,000
Total Revenue	126,828,308	121,672,528
Expenses		
Instruction	107,847,495	103,784,407
District Administration	3,975,808	3,629,191
Operations and Maintenance	12,109,471	11,644,740
Transportation and Housing	2,999,676	3,019,690
Total Expense	126,932,450	122,078,028
Net Revenue (Expense)	(104,142)	(405,500)
Budgeted Prior Year Surplus Appropriation	2,034,142	611,000
Net Transfers (to) from other funds		
Local Capital	(619,000)	(205,500)
Other	(1,311,000)	
Total Net Transfers	(1,930,000)	(205,500)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 33 (Chilliwack)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2017

	2017 Amended Annual Budget	2017 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	122,070,373	117,666,141
INAC/LEA Recovery	(1,956,191)	(1,956,191)
Other Ministry of Education Grants		
Pay Equity	864,624	864,624
Funding for Graduated Adults	75,000	100,000
Transportation Supplemental	329,456	
Economic Stability Dividend	60,000	
Return of Administrative Savings	603,535	
Carbon Tax Reimbursement	80,000	80,000
Curriculum Implementation		19,600
FSA Scoring	15,000	15,000
Total Provincial Grants - Ministry of Education	122,141,797	116,789,174
Provincial Grants - Other	90,000	90,000
Tuition		
Offshore Tuition Fees	1,436,000	1,355,000
Total Tuition	1,436,000	1,355,000
Other Revenues		
LEA/Direct Funding from First Nations	1,956,191	1,956,191
Miscellaneous		
Energy Program	100,000	100,000
Print Shop	70,000	80,000
Distance Ed. Textbook & Course Fees	150,000	150,000
Bus Fees	83,000	360,000
Other Miscellaneous	101,720	102,163
Total Other Revenue	2,460,911	2,748,354
Rentals and Leases	400,000	400,000
Investment Income	299,600	290,000
Total Operating Revenue	126,828,308	121,672,528

School District No. 33 (Chilliwack)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Source
Year Ended June 30, 2017

	2017 Amended Annual Budget	2017 Annual Budget
	\$	\$
Salaries		
Teachers	51,940,361	51,745,060
Principals and Vice Principals	7,015,028	7,001,696
Educational Assistants	8,817,346	8,934,550
Support Staff	11,025,620	11,180,581
Other Professionals	2,737,799	2,734,643
Substitutes	8,199,066	5,329,637
Total Salaries	89,735,220	86,926,167
Employee Benefits	20,833,855	20,725,204
Total Salaries and Benefits	110,569,075	107,651,371
Services and Supplies		
Services	5,299,184	4,397,137
Student Transportation	9,100	10,600
Professional Development and Travel	906,301	799,752
Rentals and Leases	29,000	29,500
Dues and Fees	249,740	190,648
Insurance	307,000	302,000
Supplies	7,227,878	6,374,976
Utilities	2,335,172	2,322,044
Total Services and Supplies	16,363,375	14,426,657
Total Operating Expense	126,932,450	122,078,028

School District No. 33 (Chilliwack)

Schedule 2C

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2017

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	42,842,484	1,087,311	2,629	456,832	-	4,970,804	49,360,060
1.03 Career Programs	106,193	-	-	397,425	70,092	29,076	602,786
1.07 Library Services	1,065,962	64,074	-	107,039	-	63,789	1,300,864
1.08 Counselling	1,900,405	-	-	-	-	365,713	2,266,118
1.10 Special Education	4,694,953	358,960	7,820,044	86,251	-	1,639,750	14,599,958
1.30 English Language Learning	740,782	55,483	-	-	-	7,617	803,882
1.31 Aboriginal Education	328,186	-	994,673	37,859	71,042	167,936	1,599,696
1.41 School Administration	-	5,060,518	-	2,200,697	442,422	207,719	7,911,356
1.60 Summer School	47,096	32,228	-	-	-	-	79,324
1.61 Continuing Education	98,210	-	-	17,098	-	-	115,308
1.62 International and Out of Province Students	116,090	107,425	-	20,584	-	4,650	248,749
1.64 Other	-	-	-	108,735	87,550	15,012	211,297
Total Function 1	51,940,361	6,765,999	8,817,346	3,432,520	671,106	7,472,066	79,099,398
4 District Administration							
4.11 Educational Administration	-	-	-	-	710,502	65,000	775,502
4.40 School District Governance	-	-	-	-	133,248	-	133,248
4.41 Business Administration	-	249,029	-	512,999	757,157	30,000	1,549,185
Total Function 4	-	249,029	-	512,999	1,600,907	95,000	2,457,935
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	-	-	-	73,507	378,236	6,000	457,743
5.50 Maintenance Operations	-	-	-	4,902,855	-	330,000	5,232,855
5.52 Maintenance of Grounds	-	-	-	567,611	-	38,000	605,611
5.56 Utilities	-	-	-	-	-	-	-
Total Function 5	-	-	-	5,543,973	378,236	374,000	6,296,209
7 Transportation and Housing							
7.41 Transportation and Housing Administration	-	-	-	99,986	87,550	3,000	190,536
7.70 Student Transportation	-	-	-	1,436,142	-	255,000	1,691,142
Total Function 7	-	-	-	1,536,128	87,550	258,000	1,881,678
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	51,940,361	7,015,028	8,817,346	11,025,620	2,737,799	8,199,066	89,735,220

DRAFT - Not Finalized

January 12, 2017 14:41

School District No. 33 (Chilliwack)

Schedule 2C

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2017

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2017 Amended Annual Budget	2017 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	49,360,060	11,502,665	60,862,725	6,187,543	67,050,268	64,182,823
1.03 Career Programs	602,786	130,879	733,665	559,806	1,293,471	1,171,360
1.07 Library Services	1,300,864	297,480	1,598,344	138,096	1,736,440	1,780,580
1.08 Counselling	2,266,118	509,964	2,776,082	-	2,776,082	2,570,945
1.10 Special Education	14,599,958	3,529,929	18,129,887	1,831,781	19,961,668	19,006,178
1.30 English Language Learning	803,882	190,033	993,915	21,962	1,015,877	1,042,789
1.31 Aboriginal Education	1,599,696	430,327	2,030,023	743,089	2,773,112	2,647,599
1.41 School Administration	7,911,356	1,712,822	9,624,178	366,552	9,990,730	10,019,558
1.60 Summer School	79,324	24,261	103,585	4,250	107,835	139,626
1.61 Continuing Education	115,308	28,587	143,895	10,000	153,895	229,978
1.62 International and Out of Province Students	248,749	57,641	306,390	333,290	639,680	641,098
1.64 Other	211,297	45,206	256,503	91,934	348,437	351,873
Total Function 1	79,099,398	18,459,794	97,559,192	10,288,303	107,847,495	103,784,407
4 District Administration						
4.11 Educational Administration	775,502	158,570	934,072	95,209	1,029,281	938,777
4.40 School District Governance	133,248	3,184	136,432	256,441	392,873	310,624
4.41 Business Administration	1,549,185	329,069	1,878,254	675,400	2,553,654	2,379,790
Total Function 4	2,457,935	490,823	2,948,758	1,027,050	3,975,808	3,629,191
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	457,743	91,675	549,418	246,925	796,343	795,789
5.50 Maintenance Operations	5,232,855	1,230,661	6,463,516	1,545,375	8,008,891	7,538,376
5.52 Maintenance of Grounds	605,611	123,454	729,065	240,000	969,065	988,531
5.56 Utilities	-	-	-	2,335,172	2,335,172	2,322,044
Total Function 5	6,296,209	1,445,790	7,741,999	4,367,472	12,109,471	11,644,740
7 Transportation and Housing						
7.41 Transportation and Housing Administration	190,536	41,343	231,879	67,050	298,929	296,627
7.70 Student Transportation	1,691,142	396,105	2,087,247	613,500	2,700,747	2,723,063
Total Function 7	1,881,678	437,448	2,319,126	680,550	2,999,676	3,019,690
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	89,735,220	20,833,855	110,569,075	16,363,375	126,932,450	122,078,028

DRAFT - Not Finalized

January 12, 2017 14:41

School District No. 33 (Chilliwack)

Schedule 3

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2017

	2017 Amended Annual Budget	2017 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	4,595,657	4,163,876
Other		56,246
Other Revenue	3,316,190	3,026,000
Investment Income	2,000	32,000
Total Revenue	7,913,847	7,278,122
Expenses		
Instruction	7,418,455	6,782,730
Operations and Maintenance	495,392	495,392
Total Expense	7,913,847	7,278,122
Budgeted Surplus (Deficit), for the year	-	-

School District No. 33 (Chilliwack)

Schedule 3A

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2017

	Annual Facility Grant \$	Learning Improvement Fund \$	Scholarships and Bursaries \$	Service Delivery Transformation \$	School Generated Funds \$	Strong Start \$	Ready, Set, Learn \$	OLEP \$	CommunityLINK \$
Deferred Revenue, beginning of year	-	170,502	219,592	80,180	1,625,092		41,468	28,553	77,706
Add: Restricted Grants									
Provincial Grants - Ministry of Education	495,392	2,414,261				224,000	49,000	138,292	699,513
Other			70,000		3,000,000				
Investment Income			2,000		30,000				
	495,392	2,414,261	72,000	-	3,030,000	224,000	49,000	138,292	699,513
Less: Allocated to Revenue	495,392	2,584,763	72,000	80,180	3,176,325	224,000	90,468	166,845	777,219
Recovered									
Deferred Revenue, end of year	-	-	219,592	-	1,478,767	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	495,392	2,584,763		80,180		224,000	90,468	166,845	777,219
Other Revenue			70,000		3,176,325				
Investment Income			2,000						
	495,392	2,584,763	72,000	80,180	3,176,325	224,000	90,468	166,845	777,219
Expenses									
Salaries									
Teachers		1,539,632		-	7,825			32,620	
Principals and Vice Principals		-		-			22,862		
Educational Assistants		371,044		-		155,073			419,812
Support Staff		-		-	15,000				
Other Professionals		-		51,742					
Substitutes		95,534		-	45,000			3,850	48,116
	-	2,006,210	-	51,742	67,825	155,073	22,862	36,470	467,928
Employee Benefits		578,553		15,127	8,500	48,554	4,626	7,162	118,962
Services and Supplies	495,392		72,000	13,311	3,100,000	20,373	62,980	123,213	190,329
District Entered									
	495,392	2,584,763	72,000	80,180	3,176,325	224,000	90,468	166,845	777,219
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 33 (Chilliwack)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2017

Schedule 3A

	Coding and Curriculum Implementation	PRP-AMUT Residential	After School Support Initiative	TOTAL
	\$	\$	\$	\$
Deferred Revenue, beginning of year		18,741	18,330	2,280,164
Add: Restricted Grants				
Provincial Grants - Ministry of Education	99,386	68,734		4,188,578
Other			51,535	3,121,535
Investment Income				32,000
	99,386	68,734	51,535	7,342,113
Less: Allocated to Revenue	99,386	77,404	69,865	7,913,847
Recovered		10,071		10,071
Deferred Revenue, end of year	-	-	-	1,698,359
Revenues				
Provincial Grants - Ministry of Education	99,386	77,404		4,595,657
Other Revenue			69,865	3,316,190
Investment Income				2,000
	99,386	77,404	69,865	7,913,847
Expenses				
Salaries				
Teachers		38,684		1,618,761
Principals and Vice Principals				22,862
Educational Assistants				945,929
Support Staff		3,643		18,643
Other Professionals				51,742
Substitutes		1,100		193,600
	-	43,427	-	2,851,537
Employee Benefits				781,484
Services and Supplies	99,386	10,995	69,865	4,257,844
District Entered		22,982		22,982
	99,386	77,404	69,865	7,913,847
Net Revenue (Expense)	-	-	-	-

School District No. 33 (Chilliwack)

Schedule 4

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2017

	2017 Amended Annual Budget			2017
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	Annual Budget
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education	1,729,316		1,729,316	
Amortization of Deferred Capital Revenue	6,847,059		6,847,059	6,925,056
Total Revenue	8,576,375	-	8,576,375	6,925,056
Expenses				
Operations and Maintenance	1,729,316		1,729,316	
Amortization of Tangible Capital Assets				
Operations and Maintenance	7,428,589		7,428,589	7,516,846
Transportation and Housing	437,510		437,510	456,092
Total Expense	9,595,415	-	9,595,415	7,972,938
Net Revenue (Expense)	(1,019,040)	-	(1,019,040)	(1,047,882)
Net Transfers (to) from other funds				
Local Capital		619,000	619,000	205,500
District Share of Building Project		1,311,000	1,311,000	
Total Net Transfers	-	1,930,000	1,930,000	205,500
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	619,000	(619,000)	-	
Total Other Adjustments to Fund Balances	619,000	(619,000)	-	
Budgeted Surplus (Deficit), for the year	(400,040)	1,311,000	910,960	(842,382)



Operating Budget Comparison

Amended vs Preliminary	Revenues	Expenses	Net	Reserve Transfer	Surplus (Deficit)
2016/17 Preliminary Budget	\$ 121,673	\$ 122,079	\$ (406)	\$ 406	\$ -
Revenues Changes					
Enrolment Changes	3,392	-	3,392	-	3,392
MoEd Funding Changes	1,961	-	1,961	-	1,961
Other Revenues	(197)	-	(197)	-	(197)
Expenditure Changes					
New Positions	-	3,360	(3,360)	817	(2,543)
Ab Ed Funding/Surplus	-	83	(83)	186	103
Teacher Vacancy Factor	-	(1,195)	1,195	-	1,195
Wage & Benefit Increases	-	456	(456)	-	(456)
Budget Adjustments	-	(289)	289	-	289
Sub Changes	-	852	(852)	-	(852)
School Budgets	-	629	(629)	420	(209)
Other District	-	501	(501)	-	(501)
One Time Projects	-	457	(457)	-	(457)
Capital	-	-	-	(414)	(414)
Promontory - Share of Cost	-	-	-	(1,311)	(1,311)
2016/17 Amended Budget	\$ 126,829	\$ 126,933	\$ (104)	\$ 104	\$ -



Revenue Changes

	Operating Grant	Other MoEd Funding	Other Revenue	Total Revenues
Enrolment Changes				
Enrolment K-12	\$ 3,160			\$ 3,160
Enrolment FVDES/CE/Adult/Summer	(386)			(386)
Special Ed Enrolment	670			670
ELL/Ab Ed Enrolment	(52)			(52)
ESD Wage Incr. (.35% May 1/17)		\$ 60		60
MoEd Funding Changes				
Salary Differential Funding	1,012			1,012
Return of Admin Savings		604		604
MoEd Bus Funding		330		330
Graduated Adults		(25)		(25)
Other Revenues				
International Student Enrolment			\$ 81	81
Bus Fees Eliminated			(278)	(278)
Print Shop			(10)	(10)
Interest Income			(10)	(10)
	\$ 4,404	\$ 969	\$ (217)	\$ 5,156



Wages & Benefits Changes

<u>New Positions</u>	Teachers	EAs	Support	Subs	Benefits	Total Sal & Ben
Enrolment Increase	\$1,123	\$190			\$301	\$1,614
Early Intervention Project	452				108	560
SNAP Project	81			104	47	232
French Relief Teachers				144	41	185
Curriculum Relief Teachers				144	41	185
Elementary Counselors	151				36	187
School Purchased	269				64	333
MyEdBC	6				1	7
Decr. in FVDES EA Hours		(23)			(4)	(27)
Incr. in Emergency EA time		105			18	123
School Purchased Clerical			\$ 20		5	25
Incr. in Northside Clerical			37		9	46
Adjust to Working Day Calc			(94)		(16)	(110)
	\$2,082	\$272	\$(37)	\$392	\$651	\$3,360

Substitute Adjustments

Difference 16/17 Prelim vs. 15/16 Actuals				\$ 839	\$147	\$986
Tfr Unpaid Leaves to Subs	\$(1,225)	\$(345)	\$(136)	1,706	(128)	(128)
Other Adjustments				(150)	(32)	(182)
	\$(1,225)	\$(345)	\$(136)	\$2,395	\$(13)	\$676



Supplies & Services Changes

	Services	Transp	Pro-D & Travel	Rentals	Dues & Fees	Insurance	Supplies	Total Serv. & Suppl.
School Budgets								
School Surpluses used							\$267	\$267
Flex Block funds to schools							316	316
FVDES overall changes	\$254	\$(2)	\$(33)				(254)	(35)
Increased Per Student Allocation	13		29				39	81
One Time Project Costs								
Air Quality Upgrade in Portables	200							200
Sprinkler/Boiler Upgrade	65							65
Website Redesign	50							50
Elementary School Server Replacement							60	60
New Curriculum Supplies							54	54
Student Services Supplies/Eqpt.							28	28
District Budgets								
New Carpentry Program					\$60		\$15	\$75
SNAP							25	25
Facilities Review & ERM	79							79
Portable Moves & MSMS lockers	97							97
Security	23							23
Software	17							17
HR Budget Various	45						10	55
Special Needs Bus Trips							5	5
Recruitment Costs	45							45
Other	27		35	(1)	(1)	5	5	70
	\$915	\$(2)	\$31	\$(1)	\$59	\$5	\$570	\$1,577



Capital Expenditures

	Preliminary Budget	Additions	Amended Budget
Wide Area Mower	\$ 99		\$ 99
Tandem Axel Trailer	7		7
Cube Van	67		67
Ionizing Floor Scrubber	22		22
Software-Maintenance	10		10
Replacement Vans x 2		\$ 40	40
Snowblower Attachment		5	5
Software-Maintenance		30	30
Servers		140	140
New Portables		199	199
	\$205	\$414	\$619



Reserve Transfers

	Preliminary Budget	Additions	Amended Budget
Capital Additions	\$(205)	\$ (414)	\$ (619)
School Surpluses Utilized	437	272	709
SNAP Project		257	257
Early Intervention Project		560	560
Ab Ed Surplus Carryforward	148	186	334
FVDES Surplus Utilized	26	148	174
Promontory Project Share		(1,311)	(1,311)
	\$ 406	\$ (302)	\$ 104

BOARD OF EDUCATION

INFORMATION REPORT

DATE: February 7, 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.

BOARD OF EDUCATION

INFORMATION REPORT

DATE: February 7, 2017

TO: Board of Education

FROM: Paul McManus, Board Chair

RE: **POLICY 226 - BOARD SELF EVALUATION**

BACKGROUND:

Policy 226 requires that the Board of Education complete a self-evaluation on an annual basis, which the Board recently completed on December 9, 2016.

The Board utilized a new evaluation tool during this process, which involved evaluating the Board on eight characteristics considered to be those of effective School Boards. The ongoing challenge with such tools is their tendency to be laden with lingo and their potential for ambiguity, although sometimes the conversation around interpreting them is the most productive.

Of the eight characteristics we reviewed, there were three that we considered areas of concern that needed improvement and warranted further discussion.

The first area revolved around the role of a Trustee, with Trustees having different interpretations of what their role is, particularly when in consultation and communication with stakeholders, as well as their involvement with issues and concerns relating to student achievement.

The second area of concern related to data received by the Board – understanding and interpreting it, as well as how to best utilize it.

The final area of concern was team development and training at the Board level, particularly with new Board members, and this was considered to be lacking and in need of attention.

While a Board self-evaluation can at times be considered tedious, it always provides insight to areas requiring more focus and attention, which ultimately pushes us to be more effective, leading into our primary goal of continuous improvement in student achievement in our district.

BOARD OF EDUCATION

BOARD REPORT

DATE: February 7, 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: February 7, 2017
TO: Board of Education
FROM: Evelyn Novak, Superintendent
RE: **SUPERINTENDENT'S REPORT**

This time is provided for a report from Superintendent Novak.

MEETING SUMMARY

In-Camera Meeting – January 24, 2017

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

Regrets: Bob Patterson

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

1. Enterprise Risk Management
2. East Chilliwack Property
3. Trustee Conflict of Interest
4. Interim Measures Staffing Plan
5. Human Resources Report
6. BCPSEA Report