



Chilliwack
School District

THE BOARD OF EDUCATION
School District #33 (Chilliwack)
Regular Public Board Meeting

AGENDA

March 8, 2016

7:00 pm

1. CALL TO ORDER – School District Office

- 1.1. Call to Order
- 1.2. Adoption of the Agenda
(THAT the agenda be adopted as circulated.)
- 1.3. **Acknowledgement of the traditional territory of the Stó:lō people.**
- 1.4. Approval of the Minutes
(THAT the minutes of the February 23, 2016, meeting be approved as circulated.)

2. PRESENTATIONS

The school previously booked for a presentation was unable to attend and will be rescheduled.

3. PUBLIC PARTICIPATION

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

4. ACTION ITEMS

- 4.1. 2016-2017 Calendar
- 4.2. Report of the Budget Committee
- 4.3. Report of the Education Policy Advisory Committee
 - 4.3.1. Policy 523 – School Fees
 - 4.3.2. Policy 524 – Physical Restraint of Students
 - 4.3.3. Policy 608 – Assistance Dogs in Schools
- 4.4. Board/Authority Authorized Courses

5. INFORMATION ITEMS

- 5.1. Preliminary Budget Assumptions 2016 – 2017

- 5.2. BCSTA Report
- 5.3. Superintendent's Report
- 5.4. Trustee Reports
- 5.5. Meeting Summary
- 5.6. Future Board of Education Meeting Date April 5, 2016

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, February 23, 2016
Location: School District Office

Members Present:

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

Staff Present

Superintendent	Ms. E. Novak
Secretary Treasurer	Mr. Gerry Slykhuis
Assistant Superintendent	Mr. R. Arul-pragasam
Executive Assistant	Mrs. C. Pratt

1. CALL TO ORDER - School District Office

1.1. Call To Order

Board Chair called the meeting to order at 7:09 p.m.

1.2. Adoption of the Agenda

30.16 Moved By: Trustee Patterson
Seconded By: Trustee Krahn

THAT the agenda be approved as circulated.

CARRIED

1.3. Welcome and Acknowledgment of Traditional Stò:lō Territory

1.4. Approval of Minutes

31.16 Moved By: Trustee Maahs
Seconded By: Trustee Patterson

THAT the minutes of the January 19, 2016 meeting be approved as circulated.

CARRIED

2. PRESENTATION TO THE BOARD

Principal Tracy Wagner, School Garden Coordinator Molly Armstrong, Community School Coordinator Sally Lum and Grade 2 teacher Angela Woods provided information about the School Garden project at Yarrow Community School.

3. PUBLIC PARTICIPATION

An opportunity was provided for public participation.

4. ACTION ITEMS**4.1. Report of the Education Policy Advisory Committee**

32.16 Moved By: Trustee Coulter
Seconded By: Trustee Neufeld

THAT the Board of Education receive the Budget Committee Meeting Report of January 26, 2016 as presented.

CARRIED

4.1.1. Policy 510 – Financial Awards

33.16 Moved By: Trustee Coulter
Seconded By: Trustee Neufeld

THAT the Board of Education approve Policy 510 – Financial Awards, as presented.

CARRIED

4.1.2. Policy 532 – Extra Curricular Sports

34.16 Moved By: Trustee Coulter
Seconded By: Trustee McManus

THAT the Board of Education approve Policy 531 – Extra Curricular Sports, as amended.

CARRIED

Amendment to the Motion

Moved By: Trustee Maahs
Seconded By: Trustee Neufeld

35.16 **THAT the policy be amended to include “on students’ health and achievement”.**

CARRIED

4.1.3. Policy 603 – Board/Authority Authorized Courses

Moved By: Trustee Coulter
Seconded By: Trustee Maahs

36.16 THAT the Board of Education approve Policy 603 – Board/Authority Authorized Courses, as presented.

CARRIED

4.1.4. Policy 605 – Technology Use**37.16**

Moved By: Trustee Coulter
Seconded By: Neufeld

THAT the Board of Education approve Policy 605 – Technology Use, as presented.

CARRIED**4.1.5. Policy 607 – Placement of Special Needs Students**

Moved By: Trustee Coulter
Seconded By: Trustee Krahn

THAT the Board of Education approve Policy 607 – Placement of Special Needs Students, as presented.

38.16

Moved By: Trustee Dyck
Seconded By: Trustee Krahn

THAT the policy be referred back to the Education Policy Advisory Committee to clarify the language.

CARRIED**4.2. 2016 – 2017 Local School Calendar Approval**

The Board of Education referred the DRAFT Calendar back to staff for further feedback from staff, parents and community members.

4.3. 2016 – 2017 Board Meeting Locations**39.16**

Moved By: Trustee Patterson
Seconded By: Trustee Krahn

THAT the Board of Education hold three of its Board meetings for the 2016/2017 school year at schools sites. The school sites, dates and structure of these meetings to be determined by the Superintendent and the School Board Chair.

DEFEATED

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

4.4. Policy 227 – Trustee Remuneration**40.16**

Moved By: Trustee Coulter
Seconded By: Trustee Neufeld

THAT the Board of Education approve a 2.0% increase to trustee remuneration effective January 1, 2016.

CARRIED**41.16**

Moved By: Trustee Coulter
Moved By: Trustee Neufeld

THAT the Board approve the revised Policy 227 Trustee Remuneration.

CARRIED

For: Dyck, Coulter, Neufeld, Patterson, Maahs

Opposed: Krahn, McManus

5. INFORMATION ITEMS**5.1. School Size (Board Policy 806 and Board Regulation 806.1)**

The Board considered information about the current Policy to consider the development of a new Policy and Regulation as it relates to School Size – Enrolment and a corresponding Board Regulation regarding school size that does not specify a maximum number, but instead identifies variables in considering school size, including but not limited to new construction, expanding an existing school, managing enrolments, and educational programming.

5.2. Operations Report

Al VanTassel, Director of Facilities and Transportation, provided summary information on the vandalism that has occurred in the district from January-December 2015.

5.3. Policy 226 – Board Self Evaluation

The Board provided a summary report of its self-evaluation completed January 2016.

5.4. BCSTA Report

Trustee Neufeld provided information about the BC School Trustees Association.

5.5. Superintendent's Report

Superintendent Novak reported on a number of information items in her report.

5.6. Trustee Reports**Trustee Coulter reported on the following:**

- Attended weekly Chair/Vice-Chair Planning Meetings
- Provided an update on the process of updating the Aboriginal Enhancement Agreement
- Attended CSS PAC Meeting
- Attended Sardis Elementary Aboriginal Education Agreement Consultation

Trustee Dyck reported on the following:

- Attended weekly Chair/Vice-Chair Planning Meetings
- Attended Sardis Elementary PAC Meeting
- Attended BCSTA Fraser Valley Branch Meeting
- Attended DPAC Meeting
- Visited Cultus Lake Elementary

Trustee McManus reported on the following:

- Attended Rosedale Traditional Staff Meeting and made long service award presentation
- Attended Promontory Elementary staff meeting
- Attended all day Board Planning Workshop
- Attended Molly's Comedy Cabaret – GWG Alumni Show
- Attended SD33 All Leaders Meeting
- Attended CYC Conversation 2016 Planning Meeting
- Met with Admin team at FVDES
- Met with Gerry Slykhuis and Cathy Meeres to review Budget Committee meeting agenda

Trustee Maahs reported on the following:

- Attended BCPSEA AGM in Vancouver
- Attended BAAC Meeting at CSS
- Attended AO Meeting
- Participated in Air Cadet Board interviews for cadets applying for pilot licenses etc.
- Attended BCSTA FV Branch meeting in Mission
- Skating with Cheam Elementary at Prospera Centre

Trustee Neufeld reported on the following:

- Attended Scholarship Committee Meeting today and thanked the Secondary School Principals who give their time to this committee, he also noted the generosity of the community in giving.

Trustee Krahn

- Attended the Board Planning Session-Jan., 22nd
- Enjoyed Meeting the Grade 12 Grad Committee at G.W. Graham-Jan., 27th
- Visited Vedder Elementary School –Jan., 27th
- Attended the G.W. Graham’s Senior Boys Basketball Game against Abbotsford Christian-Jan. 28th
- Enjoyed the Home Coming Event at GW Graham. Molly Wilson and Oliver Castillo entertained the appreciative audience with Comedy Cabaret-Jan., 30th
- Fraser Valley Branch of the BC School Trustees Association-Mission Secondary-Feb. 11th
- Toured Tyson Elementary-very impressed with the positive culture and focus on learning-Feb., 12th
- Congratulations to Baker Douglas-GWG Grizzlies-who earned a 4 year post-secondary scholarship to play for Fremont University in Nebraska
- Congratulations to the Graham’s Senior Boys Basketball Team on their #1 Rankings in Double AA. They are hosting the play-offs and are playing right this minute vs Samuel Robertson Secondary. Join me at the game right after this meeting.
- Measuring Up-How are we doing? Sample of Abbotsford Board of Education Report on Student Achievement.

Trustee Patterson reported on the Following;

- Meeting with Brad Johnston at Leary Fine Arts School – Focus – school-wide interventions; teaming; tour of school
- Attended the all-day Board Planning Retreat
- Attended McCammon PAC Meeting on Feb. 1
- Meeting with Janine McCurdy at East Chilliwack Elementary – Focus – Extra programs that support students; literacy; tour of the school
- Attended All Leaders Meeting
- 2nd visit with Bernard Elementary – main focus – Success Block and its impact on student learning; Math support; the Adventure’s Program
- Attended Leary PAC Meeting
- Attended Bernard PAC Meeting
- 2nd Visit with Leary Fine Arts School – focus – Assessment, MyEdBC, classroom visits
- Dropped by CSS (District Pro D Day) – Impressed with the response from the Dr. Kenford Nedd presentation on the Power over Stress.

5.7. January 19, 2016 In-Camera Board Meeting Summary

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

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

1. Human Resources Report
 - a. TTOC Call out Process
2. BCPSEA Report

5.8. Future Board of Education Meeting Date

Tuesday, March 8, 2016
7:00 pm
School District Office

6. SUPPLEMENTARY PUBLIC PARTICIPATION

Justine Hodge, DPAC, commented on the request for public feedback on the calendar.

7. ADJOURNMENT

42.16 Moved By: Trustee Coulter
Seconded By: Trustee Patterson

THAT the meeting be adjourned at 9:54 p.m.

CARRIED

Board Chair

Secretary-Treasurer

BOARD OF EDUCATION

DECISION REPORT

DATE: February 23, 2016
TO: Board of Education
FROM: Evelyn Novak, Superintendent
RE: **2016-2017 SCHOOL CALENDAR**

RECOMMENDATION:

THAT the Board of Education approve the 2016 – 2017 Local School Calendar as attached.

BACKGROUND

Following the Board of Education approval of the DRAFT 2016 – 2017 Local School Calendar at its January 19, 2016 Board Meeting, an opportunity for employee and public feedback was posted for staff, parent and community. Due to limited response the calendar was re-circulated.

SUMMARY OF FEEDBACK

101 responses were received (including 24 original responses). Some respondents provided nonspecific feedback:

- 47 Respondents were in favour of the calendar as presented
- 39 Respondents were in favour of the two week spring break
- 17 Respondents were not in favour of the proposed calendar and would prefer to see a one week spring break
- 7 Respondents commented that they would prefer to see the November in lieu day attached to Remembrance Day to make a four day weekend.
- Several respondents made general comments such as:
 - In-lieu days should be on Monday for those who don't work Fridays
 - Pro-d days should be combined with long weekends
 - Not enough time to eat lunch and play

BOARD OF EDUCATION

DECISION REPORT

DATE: March 8, 2016
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 February 25, 2016 as presented.

Minutes



Chilliwack
School District

REPORT OF THE BUDGET COMMITTEE

Meeting Held Thursday, February 25, 2016 – 4:00 p.m.
School District Office

Attendance:	Paul McManus Walt Krahn Ed Klettke Rod Isaac Michelle McGrath Al Van Tassel Don Davis Glenn Froese	Committee Chair Trustee CTA Rep CUPE Rep DPAC Rep Management Group Community Rep Community Rep
Staff:	Evelyn Novak Gerry Slykhuis Mark Friesen Cathy Meeres	Superintendent Secretary Treasurer Assistant Secretary Treasurer Recorder
Regrets:	Bob Patterson Jim Edgcombe Sandra Victor Hannah De Amicis Tiffany Duhault Michelle Schlitt Emily Clarke Brianna Payne	Trustee CPVPA Rep Aboriginal Ed Rep Student Rep-CSS Student Rep-GWG Student Representative-SSS Student Representative-SSS Student Representative-SSS

1. **CALL TO ORDER**

Chair McManus called the meeting to order at 4:05 pm.

2. **APPROVAL OF AGENDA**

Mover: Glenn Froese
Seconder: Walt Krahn

THAT the agenda be approved as circulated.

CARRIED

3. **APPROVAL OF MINUTES**

Mover: Walt Krahn

Secunder: Michelle McGrath

THAT the minutes be approved as circulated.

CARRIED

4. **Preliminary Budget Assumptions 2016/17**

The Secretary Treasurer reviewed the proposed budget assumptions to be used in developing the 2016/17 Preliminary Budget as follows:

- a) Enrolment Projections – Enrolment summary and staffing principles were reviewed. A small decrease was anticipated this year but we instead had a large increase. This has made forecasting difficult for next year, and so stable enrolment is our assumption for next year's budget.
- b) Revenue Projections – No increase to funding for districts is anticipated. Increased enrolment province wide may have an impact on per student funding amounts. We are projecting a stable enrolment for next year and therefore no changes to funding. Funding for next year will be announced mid-March.
- c) Major Cost Drivers – Each budget pressure was reviewed in detail along with the priority and goals as they relate to the new 2016-2021 Strategic Plan. A summary of budget pressures indicating revenues and expenses revealed a balanced budget.

5. **Public Budget Presentation – date change to March 9th**

Chair McManus reminded the Committee that the date of this event has been changed to Wednesday, March 9th.

6. **Brief Overview of Public Budget Presentation**

The Secretary Treasurer shared the presentation with the Committee for their feedback and the following suggestions were made:

- Explain to the public how Capital funding is used (i.e.; money spent on school renovations cannot be used to purchase computers).
- To bring more awareness to this event, Evelyn Novak will have Principals share information regarding the public presentation with parents/community. We will also look at advertising this as a community event on the radio. Information is also on the website and in the Connect33 memo.

7. **Appreciation Dinner for Budget Committee members – April 7th**

Chair McManus provided information on policy 222 acknowledging that the Board of Education will support each committee in showing appreciation and recognizing its

members annually. The Committee agreed upon having dinner delivered after the April 7th meeting by 5:00 or 5:15.

8. **ADJOURNMENT**

Moved: Walt Krahn

Seconded: Ed Klettke

THAT the meeting be adjourned 5:24 p.m.

CARRIED

BOARD OF EDUCATION

DECISION REPORT

DATE: March 8, 2016
TO: Board of Education
FROM: Barry Neufeld, Trustee
RE: EDUCATION POLICY ADVISORY COMMITTEE MEETING REPORT

RECOMMENDATION

THAT the Board of Education receive the Education Policy Advisory Committee Meeting Report of March 1 , 2016.

Minutes



REPORT OF THE EDUCATION POLICY ADVISORY COMMITTEE

Meeting Held Tuesday January 26, 2016 – 6:30 p.m.

School District Office

Attendance:	Dan Coulter Lynda-Lee Saunier Ed Kletke Justine Hodge Laura Dean Brianna Payne Emily Clarke	Trustee Business Manager, CSS CTA DPAC CUPE Student, SSS Student, SSS
Staff:	Evelyn Novak Rohan Arul-pragasam Kirk Savage Nathan Ngieng Carrie Pratt	Superintendent Assistant Superintendent Director of Instruction District Principal – Student Services Executive Assistant
Regrets:	Greg Nelmes Dylan Murray Catherine Petek Rod Isaac Danielle Gemmell Rose Greene Iain Gardner Heather Maahs	CAA Student, GWG Student, CSS CUPE Student, GWG Stó:lō CPVPA Rep Trustee

1. CALL TO ORDER

Trustee Coulter called the meeting to order at 6:33 p.m.

2. APPROVAL OF AGENDA

Moved By: Justine Hodge

Seconded By: Brianna Payne

THAT the Agenda be approved as circulated.

CARRIED

3. APPROVAL OF THE MINUTES

Moved by: Lynda-Lee Saunier

Seconded by: Laura dean

THAT the Minutes of the December 1, 2016 meeting be approved as circulated.

CARRIED

4. DRAFT POLICY – FINANCIAL AWARDS

The committee reviewed this DRAFT policy for the first time.

Moved by: Lynda-Lee Saunier

Seconded by: Brianna Payne

THAT DRAFT Policy – Financial Awards be referred to the Board of Education for final approval after suggested revisions.

CARRIED

5. DRAFT POLICY – ASSISTANCE DOGS IN SCHOOLS

The committee reviewed this DRAFT policy for the first time and returned it to staff for revisions, to return to the committee at its March 1 meeting.

6. POLICY 523 – SCHOOL FEES

The committee reviewed this policy for the third time and referred it back to staff for further revisions based on feedback.

7. POLICY 532– EXTRA-CURRICULAR SPORTS

The committee reviewed this policy for the third time.

Moved by: Brianna Payne

Seconded by: Emily Clarke

THAT Policy 532 – Extra-Curricular Sports be forwarded to the Board of Education for final approval after suggested revisions.

CARRIED

Opposed: Laura Dean

8. POLICY 603 – BOARD/AUTHORITY AUTHORIZED COURSES

The committee reviewed this policy for the third time.

Moved by: Laura Dean

Seconded by: Emily Clarke

THAT Policy 603 – Board/Authority Authorized Courses be forwarded to the Board of Education for final approval after suggested revisions.

CARRIED

11. POLICY 605 – TECHNOLOGY USE

The committee reviewed this policy for the third time.

Moved by: Brianna Payne

Seconded by: Emily Clarke

THAT Policy 605 – Technology Use be referred to the Board of Education for final approval after suggested revisions.

12. POLICY 607 – PLACEMENT OF SPECIAL NEEDS STUDENTS

The committee reviewed this policy for the 2nd time.

Moved by: Brianna Payne

Seconded by: Emily Clarke

THAT Policy 607 – Placement of Special Needs Students be referred to the Board of Education for final approval after suggested revisions.

13. Moved by: Ed Kletke

Seconded by: Brianna Payne

That the meeting be adjourned at 7:51 p.m.

NEXT MEETING – MARCH 1 – 6:30 P.M.

BOARD OF EDUCATION

DECISION REPORT

DATE: March 8, 2016
TO: Board of Education
FROM: Evelyn Novak, Superintendent
RE: **POLICY 523 – SCHOOL FEES**

RECOMMENDATION

THAT the Board of Education approve Policy 523 – School Fees as presented.

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

**523
POLICY
School Fees**

The Board believes that providing a wide range of educational opportunities and experiences enhances students' learning.

Students shall be provided with instruction free of charge and be provided free of charge any activities, programs and/or resource material necessary to participate in that program, subject to exceptions authorized by the *School Act* with and with the *School Board Fees Ministerial Order*.

Students shall not be charged fees for goods and services for which the student is required to meet the learning outcomes or assessment requirements of an educational program provided by the Board.

Cross Refs: Ministerial Orders, Adult Student Fees Policy 520

Adopted: October 28, 1997
Reviewed: February 22, 2005, October 23, 2007
Revised: March 1, 2016

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

**523
POLICY
School Fees**

The Board is authorized to charge fees for goods and services consistent with the Ministerial Orders.

The Board believes that no student will be denied participation in required programs and activities for financial reason and requires that schools provide alternative methods of school fee payment when requested.

Original

Cross Refs: Ministerial Orders, Adult Student Fees Policy 520

Adopted: October 28, 1997
Reviewed: February 22, 2005, October 23, 2007
Revised:

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

**523
POLICY
School Fees**

The Board believes that providing a wide range of educational opportunities and experiences enhances students' learning. ~~is authorized to charge fees for goods and services consistent with the Ministerial Orders.~~

Students shall be provided with instruction free of charge and be provided free of charge any activities, programs and/or resource material necessary to participate in that program, subject to exceptions authorized by the *School Act* with and with the *School Board Fees Ministerial Order*.

Students shall not be charged fees for goods and services for which the student is required to meet the learning outcomes or assessment requirements of an educational program provided by the Board. ~~The Board believes that no student will be denied participation in required programs and activities for financial reason and requires that schools provide alternative methods of school fee payment when requested.~~

Cross Refs: Ministerial Orders, Adult Student Fees Policy 520

Adopted: October 28, 1997
Reviewed: February 22, 2005, October 23, 2007
Revised: March 1, 2016

BOARD OF EDUCATION

DECISION REPORT

DATE: March 8, 2016
TO: Board of Education
FROM: Evelyn Novak, Superintendent
RE: **POLICY 524 – PHYSICAL RESTRAINT OF STUDENTS**

RECOMMENDATION

THAT the Board of Education approve Policy 524 – Physical Restraint of Students as presented.

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

**524
POLICY
Physical Restraint and Seclusion of Students in School
Settings**

The Board of Education believes in creating and maintaining learning environments that are inclusive and safe for all students and adults. It is an expectation that all school staff implement effective supports, practices and interventions to prevent and de-escalate potentially unsafe situations.

Physical restraint is defined as the method of restricting another person's freedom of movement or mobility – in order to secure and maintain the safety of the person or the safety of others.

Seclusion is the involuntary confinement of a person, alone in a room, enclosure or space, which the person is physically prevented from leaving.

In promoting the rights of all students to be safe and treated with dignity, physical restraint or seclusion is to be used only in exceptional circumstances where a student's behavior poses imminent danger of serious physical harm to self or others and where less restrictive interventions have been ineffective in de-escalating the situation.

Physical restraint and seclusion are extraordinary emergency procedures and will not be used as punishment, discipline or treatment procedures.

Cross Refs: Provincial Guidelines – Physical Restraint and Seclusion in School Settings, British Columbia Ministry of Education June 3, 2015

Adopted: January 27, 1998
Reviewed:
Revised: February 22, 2005, March 1, 2016

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

**524
POLICY
Physical Restraint of Students**

Physical restraint is a judicious and temporary control measure with a resisting child/student in order to control movement, location and behaviour such as violence or abuse to persons, self or property.

A principal, vice principal, teacher, or support staff member may find it necessary to use physical restraint when a student presents a danger to him/herself, others and/or property. The accompanying administrative regulations provide direction when restraint of students is required.

Original

Cross Refs:

Adopted: January 27, 1998
Reviewed:
Revised: February 22, 2005

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

524

POLICY

Physical Restraint and Seclusion of Students in School Settings

The Board of Education believes in creating and maintaining learning environments that are inclusive and safe for all students and adults. It is an expectation that all school staff implement effective supports, practices and interventions to prevent and de-escalate potentially unsafe situations.

Physical restraint is defined as the method of restricting another person's freedom of movement or mobility – in order to secure and maintain the safety of the person or the safety of others, a judicious and temporary control measure with a resisting child/student in order to control movement, location and behaviour such as violence or abuse to persons, self or property.

Seclusion is the involuntary confinement of a person, alone in a room, enclosure or space, which the person is physically prevented from leaving.

In promoting the rights of all students to be safe and treated with dignity, physical restraint or seclusion is to be used only in exceptional circumstances where a student's behavior poses imminent danger of serious physical harm to self or others and where less restrictive interventions have been ineffective in de-escalating the situation.

Physical restraint and seclusion are extraordinary emergency procedures and will not be used as punishment, discipline or treatment procedures.

A principal, vice principal, teacher, or support staff member may find it necessary to use physical restraint when a student presents a danger to him/herself, others and/or property. The accompanying administrative regulations provide direction when restraint of students is required.

Cross Refs: Provincial Guidelines – Physical Restraint and Seclusion in School Settings, British Columbia Ministry of Education June 3, 2015

Adopted: January 27, 1998

Reviewed:

Revised: February 22, 2005, March 1, 2016

BOARD OF EDUCATION

DECISION REPORT

DATE: March 8, 2016
TO: Board of Education
FROM: Evelyn Novak, Superintendent
RE: **POLICY 608 – ASSISTANCE DOGS IN SCHOOLS**

RECOMMENDATION

THAT the Board of Education approve Policy 608 – Assistance Dogs in Schools as presented.

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

**608
POLICY
Assistance Dogs**

The Board of Education supports the use of Assistance Dogs for students with special needs who require this support to have equal access to the services, programs or activities offered by the school. Use of an Assistance Dog by a student with special needs will be allowed in a school or on District property when the School District's requirements have been met to the satisfaction of the Board of Education.

“Assistance Dog” means a working dog specifically trained to undertake more than one task to mitigate an individual's disabilities, and which has the qualifications prescribed by Assistance Dogs International or the International Guide Dog Federation. Assistance Dogs include, but are not limited to:

- “Service Dogs” which are dogs trained to assist persons with disabilities other than those related to vision and hearing and which have the qualifications prescribed by Assistance Dogs International.
- “Hearing Dogs” which are dogs trained to alert individuals who are deaf or hard of hearing to specific sounds.
- “Guide Dogs” which are dogs trained to guide individuals who are blind or visually impaired.

Cross Refs: Assistance Dogs International www.assistancedogsinternational.org/ International Guide Dog Federation www.igdf.org.uk BC & Alberta Guide Dogs <http://bcandalbertaguidedogs.com/>

Adopted:
Reviewed:
Revised: March 1, 2016

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

**DRAFT
POLICY
Assistance Dogs**

The Board of Education supports the use of Assistance Dogs for students with special needs who require this support to have equal access to the services, programs or activities offered by the school. Use of an Assistance Dog by a student with special needs will be allowed in a school or on District property when the School District's requirements have been met to the satisfaction of the Board of Education.

“Assistance Dog” means a working dog specifically trained to undertake more than one task to mitigate an individual's disabilities, and which has the qualifications prescribed by Assistance Dogs International or the International Guide Dog Federation. Assistance Dogs include, but are not limited to:

- “Autism Service Dogs” which are dogs trained as assistants for persons with autism and which have the qualifications prescribed by Assistance Dogs International.
- “Hearing Dogs” which are dogs that alert individuals who are deaf or hard of hearing to specific sounds.
- “Seizure Response Dogs” which are dogs trained to provide emergency response for individuals with epilepsy.
- “Service Dogs” which are dogs trained to assist individuals who utilize a wheelchair.
- “Guide Dogs” which are dogs trained to guide individuals who are blind or visually impaired.

Cross Refs: Assistance Dogs International www.assistancedogsinternational.org/ International Guide Dog Federation www.igdf.org.uk BC & Alberta Guide Dogs <http://bcandalbertaguidedogs.com/>

Adopted:
Reviewed:
Revised:

BOARD OF EDUCATION

DECISION REPORT

DATE: March 8, 2016

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 - Equine Studies 10.

THAT the Board of Education approve the Board/Authority Authorized Course - Introduction to Forensic Science 1.

THAT the Board of Education approve the Board/Authority Course – Introduction to Ferensic Science 2.

Board/Authority Authorised Course Framework Template

School District/Independent School Authority Name	SD33 - Chilliwack
School District/Independent School Authority Number	
Developed by	Avril Broekhuizen
Date Developed	January 20, 2016
School Name	Chilliwack Secondary School
Principal's Name	David Manuel
Superintendent Approval Date (for School Districts only)	
Superintendent Signature (for School Districts only)	
Board/Authority Approval Date	
Board/Authority Chair Signature	
Course Name	Equine Studies 10
Grade Level of Course	10
Number of Course Credits	4
Number of Hours of Instruction	120
Prerequisite(s)	None, but students should have a strong interest in horses/western riding and be physically capable of riding in a standard riding program (<i>this program does not offer therapeutic riding for students with physical and/or mental challenges</i>). Students will apply for the program, and will be selected by Chilliwack Secondary's school staff.
Special Training, Facilities or Equipment Required	<ul style="list-style-type: none"> • Teacher/community partner will need to be experienced in providing riding/horsemanship instruction, preferably with a history of coach or instructor certification by Equine Canada (EC), or an EC recognized body (such as Certified Horsemanship Association - CHA, Canadian Pony Club, CanTRA, International Passport Trainer, FEI, etc.) • A partnership will be required with a professional riding

	<p>coach/trainer in the community that can provide the well trained & safe lesson horses, suitable facility, tack, safety equipment (such as ASTM-SEI approved helmets), and skilled coaching.</p> <ul style="list-style-type: none"> • Insurance Coverage included with HCBC membership (plus additional optional coverage and other membership benefits): • Horse Council of BC Membership (2016 Junior membership, under 18yrs old, is \$45.44) http://www.hcbc.ca/index.php/membership/membership-types/individual-family/ • Automatic Insurance Coverage (included with membership) http://www.hcbc.ca/index.php/membership/membership-benefits/automatic-insurance/ • There is also <i>additional, optional</i>, accidental death & dismemberment insurance coverage that people can add for an additional \$35/year (it raises the claim limits, and adds fracture and dental components). I don't anticipate adding this, but it is something we can consider, or offer parents the choice (?), though it will almost double the price. http://www.hcbc.ca/index.php/membership/membership-benefits/optional-insurance/ • Other membership benefits include access to the HCBC Library/free online industry-specific courses (pasture management, etc.)/online forums/etc. http://www.hcbc.ca/index.php/membership/membership-benefits/library/ http://www.hcbc.ca/index.php/programseducation/equine-education/online-courses/ http://cnw.hcbc.ca/Forums • Parents can also enroll there student in Kids Plus Insurance Program http://www.kidsplus.ca/
Course Synopsis	<p>This is an introductory to intermediate level course that will allow students to gain (or further) their knowledge in all areas of horsemanship, in a personalized way, depending on their initial level when entering the course. Along with covering the basics of riding, students will further develop their skills under the instruction of professional horse trainers/instructors. Students will be expected to demonstrate correct safety procedures while working with and around horses at all times, while acquiring basic knowledge of the following units of study:</p>

- Barn Safety, Horse Psychology (including horse safety), Horse Handling
- Horse Breeds, Colours, Markings, Anatomy, Grooming, Tack
- Horse Health, Care, and Nutrition
- Saddling, Bridling, Lunging, Mounting/Dismounting, Riding, Maintaining a detailed Riding Journal
- History of the Horse, Equine Disciplines (sports), Equine Trades (farrier/leather worker/etc.)
- Special Project Portfolio (equine-related topic of choice).

Students will have the opportunity to achieve rider level certification in a Horse Council BC accredited program (such as EC, or CHA), discipline specific testing levels (dressage testing, reining pattern testing), or other equally credible programs (such as Pony Club, or 4-H.)

This course is part of the Equestrian Program. This program is an individualized and experiential program, delivered both on CSS campus (2 days/week) and at the barn (3 days/week, rain or shine). Students do not require any previous horse handling/or horseback riding experience. Classes will be all afternoon in second semester, and barn days will be held at Cristyhill Farms, as we have partnered with West Coast Training & Horsemanship. Students will learn everything from how to work safely around horses, basic care and maintenance (grooming, feeding, etc.), as well as riding skills. Riding instruction will happen in small groups, with experienced coaches, and will be individualized based on each rider's initial level of comfort and experience, with an emphasis on safety, fun, and the equestrian sport of reining. Students will each ride once a week, and then work on other written/online/and fieldwork components related to the program during the rest of the week's classes. In the Equestrian Program, students will earn credit for Equine Studies 10, Environmental Science 11, and their choice of either Planning 10 or Physical Education 10.

This course supports the Graduation Focus Areas of Tourism & Hospitality, Science & Applied Science, Trades & Technology, and Fitness & Recreation.

Rationale

Our community has a long standing history with horse sport, being home to the Chilliwack Riding Club (est. 1935), and to the Chilliwack Exhibition and Fair (est. 1873), some of BC's longest running agricultural organizations and events. This course is designed to provide high school students with the opportunity to connect to those important community roots, by gaining competence and confidence within the complex and rewarding relationship that exists between a rider and a working horse. This will be facilitated through skilled professionals from both the school and the barn. Students will also benefit from learning in an applied and decidedly low-tech/low-stress outdoor environment (barn) three afternoons per week, encouraging personal wellness, practicing goal setting, and reflecting on their learning. *(The other two afternoons per week will be spent on campus at CSS, where students will have access to technology for various assignments.)* In addition, exposure to the course content and equine professionals in this course can be used as a springboard to education and employment opportunities within the horse industry in our community and beyond.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Barn Safety, Horse Psychology, and Horse Handling	10 hours
Unit 2	Horse Breeds, Colours, Markings, Anatomy, Grooming, Tack & Equipment	25 hours
Unit 3	Horse Health, Care, and Nutrition	10 hours
Unit 4	Saddling, Bridling, Lunging, Mounting/Dismounting, Riding, Journals	45 hours
Unit 5	History of the Horse, Equine Disciplines, and Equine Trades	25 hours
Unit 6	Special Project Portfolio	5 hours
	Total Hours	120

Note: 120 hours of instruction will be provided at both the barn and at the school. Students will spend three afternoons per week at the barn, and two afternoons per week at school. Students will each ride once per week for 75 minutes, and then complete the other learning outcomes both at school and at the barn during their “non-riding” days/times. Bus transportation is to be provided by SD33 and travel time is not included in the instructional time for the course. There will be a \$100 fee for bussing. Families may also wish to purchase the optional insurance from HCBC. Students who are unable to cover the fee will be looked at on an individual bases in accordance to School District #33 Board [Policy 523](#) and [Administrative Regulation 523.1](#).

Unit Descriptions

Unit 1: Barn Safety, Horse Psychology (Horse Safety), and Horse Handling 10 hours

Students will be introduced to the course content and expectations, learning outcomes and evaluation methods based on Equine Canada (EC) and/or Certified Horsemanship Association's (CHA) standards that will be used in the course. Students will be walked through the barn and shown specific and general practices in the barn to ensure the utmost safety of people and animals. Students will learn the basics of horse psychology and behavior, and why knowing this is a crucial component of competent horsemanship. We will also explore themes of personal wellness, and see horses as mirrors of our own emotions. Once an understanding of safety is assured, students will progress to haltering, leading and handling of the horses. A combination of classroom assignments and practical experience at the barn will ensure a thorough understanding of lessons being taught, and appropriate student progression through each new task.

The student will be able to:

- Identify and recite the barn safety rules
- Demonstrate appropriate barn safety (consistently follow the safety rules)
- Describe and explain various horse behaviors, and basic tenets of horse psychology
- Explain and demonstrate how horses (as prey animals) mirror our emotions (we are their leaders), and how this knowledge can give us insight into our own personal wellness and our effectiveness as learners, trainers, and leaders.
- Demonstrate and explain safe and effective horse handling, including haltering, leading, tying quick release knots, using cross-ties, reading horse body language, and maintaining personal space.

Unit 2: Horse Breeds, Colours, Markings, Anatomy, Grooming, Tack & Equipment 25 hours

Students will learn about the different breeds of horses and what they may be used for, as well as the names for the various colours and markings that equestrians use to distinguish one horse from another. Understanding horse anatomy, how the body parts work, and the names of horse tack & equipment and their parts will be learned through a combination of hands-on instruction, and theory lessons at the barn.

The student will be able to:

- Describe a wide variety of horse breeds and their intended uses
- Identify horse colours and markings on paper, and on real horses
- Identify and explain the names & functions of basic horse anatomy (parts of the horse)
- Identify and explain the names & functions of basic horse tack (saddle/bridle parts)
- Demonstrate appropriate grooming methods and correct use of grooming tools

Unit 3: Horse Health, Care, and Nutrition

10 hours

Students will learn about various illnesses and conditions that commonly arise in horses, and how they are managed/treated. Practical horse care will be practiced at the barning, learning how to keep the environment clean and healthy. Nutrition is an essential component of horse health, and many feed regimes will be analyzed. Horse professionals, such as veterinarians and nutritionists may be among the guest speakers for this unit.

The student will be able to:

- Describe a wide variety of equine illnesses/conditions and their prevention and/or treatment
- Identify and demonstrate stable management practices that maintain equine health (cleanliness, vaccinations, exercise, proper footing, etc.)
- Identify and describe the various types of feed available to horses (roughages and concentrates)
- Evaluate the benefits and drawbacks of each type of feed
- Identify and describe what factors affect the design of a healthy nutrition program for individual horses (such as age, level of activity, pregnancy, temperament, metabolic rate, etc.)

Unit 4: Saddling, Bridling, Lunging, Mounting/Dismounting, Riding, Journals

45 hours

Students will be taught the correct way to properly and safely saddle and bridle a horse, with a thorough understanding of the importance of these basic horsemanship skills. The majority of this unit will be taught at the barn by professional trainers. Students will be shown the correct way to lunge a horse and will learn about the benefits of lunging for both the horse and rider. Students will increase their riding skills with individualized group instruction; benefitting from top level riding instructors teaching and evaluating students' skills, based on Equine Canada's and/or Certified Horsemanship Association's standards. Students will document their time spent at the barn (journal format), setting goals and reflecting on their learning and progress; including lessons learned regarding stable management, mounted lessons, ground training, and other related barn activities. Included in this journal are the student's self-assessment marking rubric, as well as rubrics to be completed by the teacher/professional instructors at the barn.

The student will be able to:

- Identify equipment and demonstrate steps involved in saddling and bridling a horse correctly
- Explain the reasons for lunging and demonstrate appropriate lunging techniques
- Explain and safely demonstrate the correct way to mount and dismount a horse
- Demonstrate riding techniques including: proper seat position; starting; stopping and turning; how to ride at a walk, trot, lope and backup; maintain safe distances from other riders.
- Set realistic goals for personal progress, as they relate to riding and general horsemanship.
- Deconstruct, summarize, and reflect upon their learning experiences with horses



Unit 5: History of the Horse, Equine Disciplines, and Equine Trades

25 hours

The majority of this unit will be taught in the classroom. Students will examine the history of the horse and the horses' value to mankind, including early Canadian and Aboriginal history and culture, with respect to the horse. Students will study a number of equestrian disciplines (sports) with an in depth study of their discipline of choice. The many equine trades and professions will also be explored, and students will hear from guest speakers with careers in these fields.

The student will be able to:

- Describe the history of the horse, and their value to society and culture
- Compare and contrast a wide variety of equestrian disciplines (sports)
- Compare and contrast the many trades and employment opportunities in the equine industry
- Describe the pathway to becoming a professional in a wide variety of equine trades and professions (college Farrier Programs, apprenticeships, university & vet school, breed and discipline specific credentials, etc.)

Unit 6: Special Project Portfolio

5 hours

To culminate and further personalize their experience, students will choose an area of study related to horses/riding/or the equine industry that interests them and will design a project that demonstrates their learning.

The student will be able to:

- Research an equine related topic of choice
- Network with the appropriate professionals regarding the equine topic of choice
- Design and demonstrate the deeper knowledge/appreciation/and skills learned regarding their chosen topic

Instructional Component

This course will include:

- Direct interactive personalized instruction by teacher and equine professionals
- Indirect instruction through the use of manuals, and other forms of text and video
- Guest speakers (in person, and video archives)
- Practical, applied activities and tasks
- Use of information materials/technology/professional networking for research
- Peer modelling and group work in an applied setting



Assessment Component

Students will be assessed using written tests and quizzes, visual representations, journaling, written assignments and diagramming, individual discussion, and demonstrations. Each unit will be weighted as shown in the assessment table (below), reflecting the amount of time spent on each topic area. Each unit includes both formative and summative assessment methods.

Every assessment will be criteria based by making use of rubrics, checklists, and self-evaluation. There will be a number of assignments, including a major research project, where students will produce and present a portfolio of their learning.

Students will also complete rider level testing (such as EC, CHA, discipline specific pattern testing, Pony Club, or other recognized body) in order to demonstrate their growing riding and horsemanship skills. Student certification in rider levels will be awarded at the end of each term, by the appropriate certified professionals.

Assessment Table:

Unit/ Topic	Title	% of Final Grade
Unit 1	Barn Safety, Horse Psychology, Horse Handling	10%
Unit 2	Horse Breeds, Colours, Markings, Anatomy, Grooming, Tack, Health & Care	15%
Unit 3	Horse Health, Care, and Nutrition	10%
Unit 4	Saddling, Bridling, Lunging, Mounting/Dismounting, Riding	35%
Unit 5	History of the horse, Equine Disciplines, Equine Trades	20%
Unit 6	Special Project Portfolio	10%
Total Percent		100%

Learning Resources

- **Manuals:** Equine Canada Learn to Ride and Stable Management Manuals, Certified Horsemanship Association Rider Level Manuals, and Canadian Pony Club
- **Selected DVD/video and text resources** from: the Horse Council BC Bookstore, Certified Horsemanship Association, Western Canada Veterinary College, trainers Warwick Schiller/Jonathan Field/Jay O'Jay/Doug Mills/etc.
- **Industry Magazines:** Horse and Rider, Western Horseman, Practical Horseman, Equus, Pacific Horse Journal, Prairie Horse Journal, Saddle Up, etc.
- **Guest Speakers:** Farriers and their apprentices, Trainers, Coaches, Veterinarians, Vet Techs, Grooms, Back Country Horsemen Association, etc.



Additional Information

There will be a partnership between Chilliwack Secondary and West Coast Training and Horsemanship (<http://www.jimgreendyk.com>), who are providing professional horse trainers/riding instructors, riding facilities including an indoor arena, well trained lesson horses, all tack, safety equipment (such as helmets), horse training, healthcare, feed, farrier and veterinary maintenance costs, heated lunch room and washroom.

*Upon approval of Equine Studies 10, the following course may be submitted for approval:

Equine Studies 11: An Intermediate Course in Horsemanship following the successful completion of Equine Studies 10, topics in this curriculum are similar to the grade 10 curriculum but offered at a level for students with greater horse experience. Students will be expected to acquire additional, more in-depth knowledge of the following topics of study: Barn Safety, Horse Safety, Breeds, Colours, Anatomy, History, Equine Disciplines, Equine Trades, Handling, Grooming, Lunging, Saddling/Bridling, training methods, Mounting/Dismounting, Lunging, and Riding (furthering their discipline-specific skills.)

BAA Course Approval submission:

Introduction to Forensic Science 1:

School District/Independent School Authority Name	Chilliwack
School District/Independent School Authority Number	SD 33
Developed by	E-Dynamics\FVDES\G.Porro
Date Developed	August 2015
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	Introduction to Forensic Science 1:
Grade Level of Course	11
Number of Course Credits	4
Number of Hours of Instruction	100
Prerequisite(s)	N/A
Special Training, Facilities or Equipment Required	As indicated in document.
COURSE SYNOPSIS: We have all seen forensic scientists in TV shows, but how do they really work? What is the science behind their work? Fingerprints. Blood spatter. DNA analysis. The world of law enforcement is increasingly making use of the techniques and knowledge from the sciences to better understand the crimes that are committed and to catch those individuals responsible for the crimes. Forensic science applies scientific knowledge to the criminal justice system. This course focuses on some of the techniques and practices used by forensic scientists during a crime scene investigation (CSI). Starting with how clues and data are recorded and preserved, students will follow evidence trails until the CSI goes to trial, examining how various elements of the crime scene are analyzed and processed.	

Introduction to Forensic Science 1:

Rationale:

Forensic science is the application of science to law. Any science can be applied into a legal situation. In order to be a forensic scientist you must first be a scientist. You must have a strong grounding in the science you are interested in before you can apply that science into a legal setting and become a forensic scientist. This course aims to explain the scientific principles and techniques behind the work of forensic scientists and will be illustrated with numerous case studies. This course is designed to capture the imagination of students and perhaps plant the seed for further study in sciences. Upon completion of the Forensic Science courses, students may decide to investigate further study in this area or pursue a career in this field.

Unit/Topic	Title	Time (hrs)
Unit 1	<i>Introduction to Forensic Science</i>	12.5
Unit 2	The Crime Scene	12.5
Unit 3	Physical Evidence	12.5
Unit 4	Hair, Blood & Fingerprints	12.5
MID-TERM	Mid-Term Test	1.5
Unit 5	Firearms and Tool Marks	12.5
Unit 6	Human Remains	12.5
Unit 7	DNA Evidence	12.5
Unit 8	Arson and Explosion Evidence	12.5
Final Exam	Final Exam	1.5

Unit 1: Introduction to Forensic Science.

Unit 1: Blood, fingerprints, tire tracks, and trace evidence are both used to catch the criminals in TV, but how do real life forensic scientists help identify suspects? In this unit, students will be introduced to forensic science. We will discuss what forensic science consists of and how the field developed through history. Students will learn about some of the responsibilities of forensic scientists and about some of the specialty areas that forensics scientists may work in.

Introduction to Forensic Science 1:

Unit 1: Introduction to Forensic Science.

What will students learn in this Unit?

- **Discover how a crime scene is secured.**
- **Examine the different ways in which a crime scene is recorded.**
- **Verbalize how forensic scientists and officers search a crime scene for evidence.**
- **Investigate how evidence is collected and packaged.**
- **Distinguish how evidence needs to be collected carefully and within legal guidelines**
- .

Unit 2: The Crime Scene.

Unit 2: Once a crime has been committed, one of the first steps for the forensic scientist is the identification and collection of evidence. In this unit, students will discover some of the techniques and practices that forensic scientists and law enforcement officials use to identify evidence and collect that evidence in a way that maintains the integrity of the evidence. Students will also learn about some of the different types of evidence that might be found at a crime scene and how the different types of evidence may best be handled.

What will students learn in this Unit?

Discover how a crime scene is secured.

- **Examine the different ways in which a crime scene is recorded.**
- **Verbalize how forensic scientists and officers search a crime scene for evidence.**
- **Investigate how evidence is collected and packaged.**
- **Distinguish how evidence needs to be collected carefully and within legal guidelines**

Unit 3: Physical Evidence.

Unit 3: In this unit, discussion will be around physical evidence found at the crime scene. In doing so, we will examine the different types of evidence that are used in a crime investigation and in court trials. Also, a discussion and examination of how forensic scientists and investigators identify and collect evidence will be looked at. Finally, a close look at some specific examples of physical evidence, including glass, soil, and impressions, to see how forensic scientists identify and analyze these types of evidence will be examined.

What will students learn in this Unit?

- **Interpret the different types of evidence.**
- **Examine the difference between individual and class characteristics and what they mean for crime investigations.**
- **Discuss how physical and chemical properties help forensic scientists compare samples.**

- Investigate glass fragments and soil as physical evidence and what they can tell forensic scientists about a crime.
- Summarize how impressions, like footprints and tire tracks, are collected and analyzed.

Introduction to Forensic Science 1:

Unit 4: Physical Evidence: Hair, Blood and Fingerprints.

Unit 4: In this unit, three potentially important types of physical evidence will be examined: hair, blood, and fingerprints. For each of these types of evidence, we will look at how the evidence may be collected and how the evidence might be tested. We will also discuss some of the challenges in examining these types of evidence and what we learn from them.

What will students learn in this Unit?

- Observe the physical structures of hair, blood, and fingerprints.
- Discuss how DNA can be found in hair collected from crime scenes.
- Investigate how stains are tested to determine if they are blood and if they are human blood.
- Explore the different types of fingerprints.
- Examine how fingerprints are discovered and collected at a crime scene.

MIDTERM EXAM:

- Midterm test will cover items from Units 1-4
- A series of midterm discussion questions will also be presented and will form part of the exam.

Unit 5: Firearms and Tool Marks

Unit 5: In this unit, the focus of discussion will be firearm and tool evidence. We will learn some of the considerations in collecting this type of evidence. We will also examine what information forensic Scientists can learn from evidence like firearms, bullets, gunpowder residue, and tool marks that are left at the crime scene. Finally, we will discuss under what conditions individual characteristics might be found on these types of evidence.

What will students learn in this Unit?

- Discuss how firearm and bullet evidence is collected from a crime scene.
- Analyze why bullets fired from a gun can contain unique markings and striations.
- Examine how investigators can estimate the distance between a gun and a shooting victim.
- Investigate what information forensic scientists can learn from tool marks.
- Discuss how forensic scientists can recover serial numbers from firearms and vehicles.

Introduction to Forensic Science 1:

Unit 6: Human Remains

Unit 6: In this unit students will learn more about how forensic scientists examine human remains and gain information from these remains. We will discuss some of the ways that forensic scientists try to determine the time of death for recovered human remains. We will also discuss how forensic scientists make use of the forensic autopsy to gain more information about a probable cause of death and mechanism of death. Finally, we will discuss what scientists can learn about the condition of bones found at a crime scene and some of the ongoing research by forensic scientists to learn more about rates of decomposition.

What will students learn in this Unit?

- **Investigate some of the ways that can help determine the time of death.**
- **Interpret some different ways that bodies may decompose.**
- **Discuss what forensic scientists can learn from a forensic autopsy.**
- **Examine what information can be gained from skeletal remains.**

* Explore ongoing research into decomposition rates.

Unit 7: DNA Evidence

Unit 7: In this unit, the discussion will be around what DNA is and how it is used as evidence in crime investigations. We will examine the basic components of DNA and learn what makes the DNA of each person unique. The unit will also discuss how biological evidence, like blood or hair samples, is preserved for DNA testing. Finally, we will examine the use of DNA evidence in court cases and some of the considerations that occur in these cases.

What will students learn in this Unit?

- **Learn and list the properties of DNA.**
- **Examine how and why DNA can be used as an individual characteristic in forensic science.**
- **Investigate how biological evidence is best collected and preserved for DNA testing.**
- **Compare what tests are used on biological evidence to retrieve DNA information.**
- **Examine some of the considerations in using DNA in court trials.**

Introduction to Forensic Science 1:

Unit 8: Arson and Explosion Evidence

Unit 8: In this unit, we will discuss how forensic science approaches crime scenes in which fire or explosions have occurred. In doing so, we will learn about the challenges that these crime scenes present in the collection of evidence, the methods used to determine the point of ignition, and how evidence is collected and preserved at arson scenes. We will also examine some of the different types of explosives and how explosives materials are collected and preserved.

What will students learn in this Unit?

- **Actively discuss what challenges arson and explosion crime scenes present in the collection, preservation, and analysis of evidence.**
- **Learn how investigators determine where a fire started and whether accelerants were used.**
- **Analyze various types of explosive materials that may have been used at a crime scene involving an explosion.**
- **Investigate how evidence at an arson scene is collected and tested.**
- **Discuss the methods used to test for explosive materials at crime scenes.**

Introduction to Forensic Science 1:

Instructional Components

- Review games
- Podcasts
- Contemporary graphics
- Effective animations
- Reflective discussion assignments
- Captivating course lab activities
- iTunes integration
- Modelling and Digital enhancement

Introduction to Forensic Science 1:

Assessment Component

80 - 100%	The student completes all components of the assignment. The student demonstrates in-depth understanding of the relevant concepts presented in the question.
60 - 80%	The student completes most components of the assignment. The student demonstrates understanding of major concepts even though he/she overlooks or misunderstands less important ideas or details.
40 - 60%	The student completes some components of the task and communicates those components clearly. The student demonstrates that there are gaps in his/her conceptual understanding.
20 - 40%	Student demonstrates minimal understanding. Answer lacks clear communication. Answer may be totally incorrect or irrelevant.
0%	Blank/no response

SUBMITTING ANSWERS TO REVIEW & CRITICAL THINKING QUESTIONS

For **CRITICAL THINKING** questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for **critical thinking** and possibly a related personal experience with the question.

Assessment Guidelines

BREAKDOWN OF GRADING: Course total marks = 1000

Units: 800 Marks = 80% Of course Total

Exams: 200 Marks = 20% Of course Total

Units 1 Through 8	Assignments	10 points	22% of Unit
	Assignments	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

Introduction to Forensic Science 1:

Assessment Component (cont.)

It is important to provide detailed answers for insight/opinion questions.

For REVIEW questions, you should be producing a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

SUBMITTING PARAGRAPHS

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

Introduction to Forensic Science 1:

Unit 1: Introduction to Forensic Science

Objectives:

Upon completion of this unit, you will be able to:

- * **Learn about forensic science as a field of study.**
- * **Discuss the history and development of the field of forensic science.**
- * **Examine some of the responsibilities that forensic scientists have in their work.**
- * **Investigate the relationship between forensic science and the criminal justice system.**
- * **Explore some of the specialty areas within forensic science.**

ASSIGNMENTS:

Introduction to Forensic Science: Unit Text Questions	Assignment	10 points
Introduction to Forensic Science: Online Forensic Science Lab Questions	Assignment	10 points
Unit 1 Discussion Assignment 1	Discussion	5 points
Unit 1 Discussion Assignment 2	Discussion	5 points
Unit 1 Quiz – Introduction to Forensic Science	Quiz	15 points

Introduction to Forensic Science 1:

Unit 2: The Crime Scene

Objectives:

Upon completion of this unit, you will be able to:

- * **Discover how a crime scene is secured.**
- * **Examine the different ways in which a crime scene is recorded.**
- * **Verbalize how forensic scientists and officers search a crime scene for evidence.**
- * **Investigate how evidence is collected and packaged.**
- * **Distinguish how evidence needs to be collected carefully and within legal guidelines**

ASSIGNMENTS:

The Crime Scene: Unit Text Questions	<i>Assignment</i>	10 points
The Crime Scene: Online Forensic Science Lab Questions	<i>Assignment</i>	10 points
Unit 2 Discussion Assignment 1	<i>Discussion</i>	5 points
Unit 2 Discussion Assignment 2	<i>Discussion</i>	5 points
Unit 2 Quiz – The Crime Scene	<i>Quiz</i>	15 points

Introduction to Forensic Science 1:

Unit 3: Physical Evidence

Objectives:

Upon completion of this unit, you will be able to:

- * **Interpret the different types of evidence.**
- * **Examine the difference between individual and class characteristics and what they mean for crime investigations.**
- * **Discuss how physical and chemical properties help forensic scientists compare samples.**
- * **Investigate glass fragments and soil as physical evidence and what they can tell forensic scientists about a crime.**
- * **Summarize how impressions, like footprints and tire tracks, are collected and analyzed.**

ASSIGNMENTS:

Physical Evidence: Unit Text Questions	<i>Assignment</i>	10 points
Physical Evidence: Online Forensic Science Lab Questions	<i>Assignment</i>	10 points
Unit 3 Discussion Assignment 1	<i>Discussion</i>	5 points
Unit 3 Discussion Assignment 2	<i>Discussion</i>	5 points
Unit 3 Quiz – Physical Evidence	<i>Quiz</i>	15 points

Introduction to Forensic Science 1:

Unit 4: Physical Evidence: Hair, Blood, and Fingerprints

Objectives:

Upon completion of this unit, you will be able to:

- * **Observe the physical structures of hair, blood, and fingerprints.**
- * **Discuss how DNA can be found in hair collected from crime scenes.**
- * **Investigate how stains are tested to determine if they are blood and if they are human blood.**
- * **Explore the different types of fingerprints.**
- * **Examine how fingerprints are discovered and collected at a crime scene.**

ASSIGNMENTS:

Physical Evidence: Hair, Blood, and Fingerprints: Unit Text Questions	Assignment	10 points
Physical Evidence: Hair, Blood, and Fingerprints: Online Forensic Science Lab Questions	Assignment	10 points
Unit 4 Discussion Assignment 1	Discussion	5 points
Unit 4 Discussion Assignment 2	Discussion	5 points
Unit 4 Quiz – Physical Evidence: Hair, Blood, and Fingerprints		

Introduction to Forensic Science 1:

Forensic Science Midterm Exam

Objectives:

Upon completion of this unit, you will be able to:

- * **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 (Note: You will be able to open this exam only one time.)**

ASSIGNMENT:

Forensic Science Midterm Exam	<i>Exam</i>	50 points
Midterm Discussion Assignment	<i>Discussion</i>	5 points

Unit 5: Firearms and Tool Marks

Objectives:

Upon completion of this unit, you will be able to:

- * **Discuss how firearm and bullet evidence is collected from a crime scene.**
- * **Analyze why bullets fired from a gun can contain unique markings and striations.**
- * **Examine how investigators can estimate the distance between a gun and a shooting victim.**
- * **Investigate what information forensic scientists can learn from tool marks.**
- * **Discuss how forensic scientists can recover serial numbers from firearms and vehicles.**

Introduction to Forensic Science 1:

Unit 5: Firearms and Tool Marks (cont.)

ASSIGNMENTS:

Firearms and Tool Marks: Unit Text Questions	<i>Assignment</i>	10 points
Firearms and Tool Marks: Online Forensic Science Lab Questions	<i>Assignment</i>	10 points
Unit 5 Discussion Assignment 1	<i>Discussion</i>	5 points
Unit 5 Discussion Assignment 2	<i>Discussion</i>	5 points
Unit 5 Quiz – Firearms and Tool Marks	<i>Quiz</i>	15 points

Introduction to Forensic Science 1:

Unit 6: Human Remains

Objectives:

Upon completion of this unit, you will be able to:

- * Investigate some of the ways that can help determine the time of death.
- * Interpret some different ways that bodies may decompose.
- * Discuss what forensic scientists can learn from a forensic autopsy.
- * Examine what information can be gained from skeletal remains.
- * Explore ongoing research into decomposition rates.

ASSIGNMENTS:

Human Remains: Unit Text Questions	Assignment	10 points
Human Remains: Online Forensic Science Lab Questions	Assignment	10 points
Unit 6 Discussion Assignment 1	Discussion	5 points
Unit 6 Discussion Assignment 2	Discussion	5 points
Unit 6 Quiz – Human Remains	Quiz	15 points

Introduction to Forensic Science 1:

Unit 7: DNA Evidence

Objectives:

Upon completion of this unit, you will be able to:

- * **Learn and list the properties of DNA.**
- * **Examine how and why DNA can be used as an individual characteristic in forensic science.**
- * **Investigate how biological evidence is best collected and preserved for DNA testing.**
- * **Compare what tests are used on biological evidence to retrieve DNA information.**
- * **Examine some of the considerations in using DNA in court trials.**

ASSIGNMENTS:

DNA Evidence: Unit Text Questions	<i>Assignment</i>	10 points
DNA Evidence: Online Forensic Science Lab Questions	<i>Assignment</i>	10 points
Unit 7 Discussion Assignment 1	<i>Discussion</i>	5 points
Unit 7 Discussion Assignment 2	<i>Discussion</i>	5 points
Unit 7 Quiz – DNA Evidence	<i>Quiz</i>	15 points

Introduction to Forensic Science 1:

Unit 8: Arson and Explosion Evidence

Objectives:

Upon completion of this unit, you will be able to:

- * **Actively discuss what challenges arson and explosion crime scenes present in the collection, preservation, and analysis of evidence.**
- * **Learn how investigators determine where a fire started and whether accelerants were used.**
- * **Analyze various types of explosive materials that may have been used at a crime scene involving an explosion.**
- * **Investigate how evidence at an arson scene is collected and tested.**
- * **Discuss the methods used to test for explosive materials at crime scenes.**

ASSIGNMENTS:

Arson and Explosion Evidence: Unit Text Questions	<i>Assignment</i>	10 points
Arson and Explosion Evidence: Online Forensic Science Lab Questions	<i>Assignment</i>	10 points
Unit 8 Discussion Assignment 1	<i>Discussion</i>	5 points
Unit 8 Discussion Assignment 2	<i>Discussion</i>	5 points
Unit 8 Quiz – Arson and Explosion Evidence	<i>Quiz</i>	15 points

Introduction to Forensic Science 1:

Forensic Science Final Exam

Objectives:

Upon completion of this unit, you will be able to:

- * **Review information acquired and mastered from this course up to this point.**
- * **Take a course exam based on material from unit's five to eight in this course – the last four units. (Note: You will be able to open this exam only one time.**

UNIT # 8 CONT:

ASSIGNMENT:

Forensic Science Final Exam

Exam **50 points**

Class Reflection Discussion Assignment

Discussion **10 points**

Introduction to Forensic Science 1:

Learning Resources

eDynamics/FVDES technical support

Podcasts and websites

Internet, FVDES teacher support, and computer access

Additional Information

Engagement in the forensic sciences courses will offer students the opportunity to customise their learning experience, engage socially and intellectually, and achieve academic excellence.

Introduction to Forensic Science 2:

BAA Course Approval submission:

School District/Independent School Authority Name	Chilliwack
School District/Independent School Authority Number	SD 33
Developed by	E-Dynamics\FVDES\G.Porro
Date Developed	August 2015
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	Introduction to Forensic Science 2:
Grade Level of Course	12
Number of Course Credits	4
Number of Hours of Instruction	100
Prerequisite(s)	Introduction to Forensic Science 1:
Special Training, Facilities or Equipment Required	As indicated in document.
COURSE SYNOPSIS:	
<p>Building on the Forensic science Intro course 1, the next level is to take the evidence from the crime scene into the laboratory. Although the crime scene represents the first step in solving crimes through forensic science, the crime laboratory plays a critical role in the analysis of evidence. This course focuses on the analysis of evidence and testing that takes place within this setting. We will examine some of the basic scientific principles and knowledge that guides forensic laboratory processes, such as those testing DNA, toxicology, and material analysis. Techniques such as microscopy, chromatography, odontology, entomology, mineralogy, and spectroscopy will be examined.</p>	

Introduction to Forensic Science 2:

Rationale:

Forensic science is the application of science to law. Any science can be applied into a legal situation. In order to be a forensic scientist you must first be a scientist. You must have a strong grounding in the science you are interested in before you can apply that science into a legal setting and become a forensic scientist. This course aims to further explain the scientific principles and techniques behind the work of forensic scientists and will be illustrated with numerous case studies. This course is designed to build upon the skills and knowledge learned in the Introduction to forensic science 1 course and further capture the imagination of students and encourage study in sciences. Upon completion of the Forensic Science courses, students may decide to investigate further study in this area or pursue a career in this field.

Unit/Topic	Title	Time (hrs)
Unit 1	Drug Evidence	12.5
Unit 2	Forgeries & Document Examination	12.5
Unit 3	Forensic Toxicology	12.5
Unit 4	Paint, Soil, and Other Trace Evidence	12.5
MID-TERM	Mid-Term Exam	1.5
Unit 5	Forensic Entomology	12.5
Unit 6	Forensic Anthropology	12.5
Unit 7	Digital Evidence	12.5
Unit 8	The Future of Forensic Science	12.5
Final Exam	Final Exam	1.5

Introduction to Forensic Science 2:

Although the crime scene represents the first step in solving crimes through forensic science, the crime laboratory plays a critical role in the analysis of evidence. This course focuses on the analysis of evidence and testing that takes place within this setting. We will examine some of the basic scientific principles and knowledge that guides forensic laboratory processes, such as those testing DNA, toxicology, and material analysis. Techniques such as microscopy, chromatography, odontology, entomology, mineralogy, and spectroscopy will be examined.

Introduction to Forensic Science 2:

Unit 1: Drug Evidence

Unit 1: The illegal drug trade has been a major concern within North America for law enforcement and the criminal justice system. It is not surprising, then, that this area also presents a major area for forensic science. Forensic sciences play an important role in investigating and solving drug cases. Not only do they help to identify whether illegal drugs are present at a crime scene, but they also help identify the particular drugs and how they may have been involved in different crimes. In this unit, we will examine some of the different types of illegal drugs that forensic scientists often deal with and learn about some of the laboratory tests that are used to identify drugs.

What will students learn in this Unit?

- Observe some of the different types of drugs and their effects.
- Examine some of the common ways that samples can be taken from humans to test for drugs.
- Compare some of the issues in collecting and preserving drug evidence.
- Investigate screening tests and their uses in criminal investigations.
- Discuss confirmatory tests and their uses in criminal investigations.

Unit 2: Forgeries & Document Examination.

Unit 2: During crime investigations, forensic scientists may be called upon to determine whether a paper, signature, or other created document is authentic or whether it is a fake. In this unit, we will examine the area of document examination. Document examination may include comparing the handwriting of several samples, linking documents to the particular machines that created them, and identifying counterfeit papers and money. We will discuss some of the aspects that document examiners look for in comparing documents and some of the techniques they use to find alterations in documents.

What will students learn in this Unit?

- Interpret questioned documents and exemplars.
- Examine some of the aspects that document examiners use to compare handwriting.
- Investigate some of the aspects that document examiners use to compare typescript.
- Discuss some of the ways that document alterations can be found.
- Differentiate how document examiners find forgeries and counterfeit materials.

Introduction to Forensic Science 2:

Unit 3: Forensic Toxicology

Unit 3: Arsenic, cyanide, and strychnine have all been used to try to harm other individuals throughout the course of history. Although poisoning may not be the most common way of trying to kill someone, it does happen, and forensic scientists play an important role in determining what has occurred. In this unit, we will explore some of the poisonous substances that exist and how forensic scientists test and identify poisons.

What will students learn in this Unit?

- List what poisonous substances have been used in history.
- Summarize how poisons are absorbed and transmitted through the body.
- Discuss techniques used by forensic scientists to identify poisons and other toxins.
- Examine the collection and preservation of blood evidence.
- Analyze the role of toxicologists in criminal investigations.

Unit 4: Paint, Soil, and Other Trace Evidence

Unit 4: Trace evidence left at a crime scene can yield important clues about the victim, perpetrator, and the crime scene. In this unit, we will examine some of the trace forms of evidence that forensic scientists may use to help them solve crimes. These may include paint chips, pieces of metal, soil, and so on. In doing so, we will examine some of the techniques that forensic scientists use to identify and compare these pieces of evidence.

What will students learn in this Unit?

- Explore how forensic scientists use protons, electrons, and other aspects to study trace evidence.
- Interpret about the nature of matter and its relationship to elements and compounds.
- Consider the usefulness of various forms of trace evidence in investigating crimes.
- Compare different types of microscopes and how they work.
- Examine some of the tests used to identify and compare trace evidence.

Forensic Science 2 MIDTERM EXAM:

- Midterm test will cover items from Units 1-4
- Review information acquired and mastered from this course up to this point.
- A series of midterm discussion questions will also be presented and will form part of the exam.

Introduction to Forensic Science 2:

Unit 5: Forensic Entomology

Unit 5: In some criminal investigations, forensic scientists examine insects and other arthropods. In this unit, we will explore the area of forensic entomology and its use in criminal investigations. We will learn about the history of forensic entomology and the types of insects commonly encountered in crime investigations. We will also examine some of the tests and techniques used to study the insects.

What will students learn in this Unit?

- Define forensic entomology and its uses.
- Explore the history of forensic entomology.
- Examine what insects and arthropods are common pieces of evidence in criminal investigations.
- Investigate some of the tests used in forensic entomology.
- Specify insect activity as it is related to forensic science

Unit 6: Forensic Anthropology

Unit 6: Bodies, bones, and teeth can provide investigators with important information about how someone died. In this unit, we will explore the areas of forensic anthropology and facial reconstruction. We will consider some of the aspects that forensic scientists look for when examining bodies and skeletons.

What will students learn in this Unit?

- Differentiate between the areas of forensic anthropology and forensic odontology.
- Discuss the history of forensic anthropology and odontology.
- Consider some of the characteristics of bones and teeth that provide forensic scientists with information about the person.
- Examine some of the tests used in the area of forensic anthropology.
- Investigate the use of forensic anthropology in the criminal justice system.

Unit 7: Digital Evidence

Unit 7: Computers are increasingly playing an important role not only in our daily lives, but also in the area of criminal investigation. In this unit, we will learn about the evidence that can be gained from computers and other electronic

Introduction to Forensic Science 2:

devices. We will consider how information can be retrieved from computers and how computer and electronic device evidence should be preserved.

What will students learn in this Unit?

- List the different parts of computers.
- Discuss the areas of a computer where information can be retrieved.
- Examine how Internet activity can be traced.
- Investigate how emails and other aspects can be traced and examined.
- Consider how computer evidence can be collected and preserved.

Unit 8: The Future of Forensic Science.

Unit 8: As technology has changed and advanced so too has the area of forensic science. In this unit, we will consider how computers are used in forensic investigations. We will look at how forensic scientists retrieve web-based information as evidence and investigate the problem of hacking. We will learn more about some of the databases that forensic scientists use in their work. We will also examine what the future of forensic science may hold and how crime investigation is likely to change through time.

What will students learn in this Unit?

- Consider how computers are being used in forensic science.
- Discuss some of the recent advances in forensic techniques and testing.
- Analyze how advances in other disciplines impact forensic science.
- Examine some of current limitations of forensic science investigations.
- Investigate some of the possible future changes in forensic science.

Instructional Components

- Review games
- Podcasts
- Contemporary graphics
- Effective animations
- Reflective discussion assignments
- Captivating course lab activities
- iTunes integration
- Modelling and Digital enhancement

Introduction to Forensic Science 2:

Assessment Component Rubric

80 - 100%	The student completes all components of the assignment. The student demonstrates in-depth understanding of the relevant concepts presented in the question.
60 - 80%	The student completes most components of the assignment. The student demonstrates understanding of major concepts even though he/she overlooks or misunderstands less important ideas or details.
40 - 60%	The student completes some components of the task and communicates those components clearly. The student demonstrates that there are gaps in his/her conceptual understanding.
20 - 40%	Student demonstrates minimal understanding. Answer lacks clear communication. Answer may be totally incorrect or irrelevant.
0%	Blank/no response

SUBMITTING ANSWERS TO REVIEW & CRITICAL THINKING QUESTIONS

For CRITICAL THINKING questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an

Introduction to Forensic Science 2:

insight question. We are looking for **critical thinking** and possibly a related personal experience with the question.

Assessment Component (cont.)

It is important to provide detailed answers for insight/opinion questions.

For REVIEW questions, you should be producing a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

SUBMITTING PARAGRAPHS

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.

Introduction to Forensic Science 2:

5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

Assessment Guidelines:

BREAKDOWN OF GRADING: Course total marks = 1000

Units: 800 Marks = 80% Of course Total

Exams: 200 Marks = 20% Of course Total

Units 1 Through 8	Assignment	10 points	22% of Unit
	Assignment	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

Introduction to Forensic Science 2:

			Mark
		Total 100 Marks each Exam for total 200 Marks	Each Exam= 10% of Total course

Introduction to Forensic Science 2:

ASSIGNMENTS:

Unit 1: Drug Evidence

Objectives:

Upon completion of this unit, you will be able to:

- Observe some of the different types of drugs and their effects.
- Examine some of the common ways that samples can be taken from humans to test for drugs.
- Compare some of the issues in collecting and preserving drug evidence.
- Investigate screening tests and their uses in criminal investigations.
- Discuss confirmatory tests and their uses in criminal investigations.

ASSIGNMENTS:

Drug Evidence:

Unit Text Questions

Assignment 10 points

Drug Evidence: Online Forensic Science II Lab Questions

Assignment 10 points

Unit 1 Discussion Assignment 1

Discussion 5 points

Introduction to Forensic Science 2:

Unit 1 Discussion Assignment 2	<i>Discussion</i>	5 points
Unit 1 Quiz – Drug Evidence	<i>Quiz</i>	15 points

Introduction to Forensic Science 2:

ASSIGNMENTS:

Unit 2: Forgeries and Document Examination

Objectives:

Upon completion of this unit, you will be able to:

- Interpret questioned documents and exemplars.
- Examine some of the aspects that document examiners use to compare handwriting.
- Investigate some of the aspects that document examiners use to compare typescript.
- Discuss some of the ways that document alterations can be found.
- Differentiate how document examiners find forgeries and counterfeit materials.

ASSIGNMENTS:

Forgeries and Document Examination: Unit Text Questions	<i>Assignment</i>	10 points
Forgeries and Document Examination: Online Forensic Science II Lab Questions	<i>Assignment</i>	10 points

Introduction to Forensic Science 2:

Unit 2 Discussion Assignment 1	<i>Discussion</i>	5 points
Unit 2 Discussion Assignment 2	<i>Discussion</i>	5 points
Unit 2 Quiz Forgeries and Document Examination	<i>Quiz</i>	15 points

Introduction to Forensic Science 2:

ASSIGNMENTS:

Unit 3: Forensic Toxicology

Objectives:

Upon completion of this unit, you will be able to:

- List what poisonous substances have been used in history.
- Summarize how poisons are absorbed and transmitted through the body.
- Discuss techniques used by forensic scientists to identify poisons and other toxins.
- Examine the collection and preservation of blood evidence.
- Analyze the role of toxicologists in criminal investigations.

ASSIGNMENTS:

Forensic Toxicology: Unit Text Questions	<i>Assignment</i>	10 points
Forensic Toxicology: Online Forensic Science II Lab Questions	<i>Assignment</i>	10 points

Introduction to Forensic Science 2:

**Unit 3 Discussion
Assignment 1**

Discussion **5 points**

**Unit 3 Discussion
Assignment 1**

Discussion **5 points**

**Unit 3 Quiz – Forensic
Toxicology**

Quiz **15 points**

Introduction to Forensic Science 2:

ASSIGNMENTS:

Unit 4: Paint, Soil, and other Trace Evidence

Objectives:

Upon completion of this unit, you will be able to:

- Explore how forensic scientists use protons, electrons, and other aspects to study trace evidence.
- Interpret about the nature of matter and its relationship to elements and compounds.
- Consider the usefulness of various forms of trace evidence in investigating crimes.
- Compare different types of microscopes and how they work.
- Examine some of the tests used to identify and compare trace evidence.

ASSIGNMENTS:

**Paint, Soil, and Other Trace
Evidence: Unit Text Questions**

Assignment

10 points

Introduction to Forensic Science 2:

Paint, Soil, and Other Trace Evidence: Online Forensic Science II Lab Questions	<i>Assignment</i>	10 points
Unit 4 Discussion Assignment 1	<i>Discussion</i>	5 points
Unit 4 Discussion Assignment 2	<i>Discussion</i>	5 points
Unit 4 Quiz – Paint, Soil, and Other Trace Evidence	<i>Quiz</i>	15 points

Forensic Science II Midterm Exam

Objectives:

Upon completion of this unit, you will be able to:

- 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 (Note: You will be able to open this exam only one time.)

Introduction to Forensic Science 2:

ASSIGNMENT:

Forensic Science 2 Midterm Exam	<i>Exam</i>	50 points
Midterm Discussion Assignment	<i>Discussion</i>	5 points

Introduction to Forensic Science 2: ASSIGNMENTS:

Unit 5: Forensic Entomology

Objectives:

Upon completion of this unit, you will be able to:

- Define forensic entomology and its uses.
- Explore the history of forensic entomology.
- Examine what insects and arthropods are common pieces of evidence in criminal investigations.
- Investigate some of the tests used in forensic entomology.
- Specify insect activity as it is related to forensic science

Unit 5: Forensic Entomology (cont.)

ASSIGNMENTS:

Introduction to Forensic Science 2:

Forensic Entomology: Unit Text Questions	<i>Assignment</i>	10 points
Forensic Entomology: Online Forensic Science II Lab Questions	<i>Assignment</i>	10 points
Unit 5 Discussion Assignment 1	<i>Discussion</i>	5 points
Unit 5 Discussion Assignment 2	<i>Discussion</i>	5 points
Unit 5 Quiz – Forensic Entomology	<i>Quiz</i>	15 points

Introduction to Forensic Science 2:

ASSIGNMENTS:

Unit 6: Forensic Anthropology

Objectives:

Upon completion of this unit, you will be able to:

- Differentiate between the areas of forensic anthropology and forensic odontology.
- Discuss the history of forensic anthropology and odontology.
- Consider some of the characteristics of bones and teeth that provide forensic scientists with information about the person.
- Examine some of the tests used in the area of forensic anthropology.
- Investigate the use of forensic anthropology in the criminal justice system.

Forensic Anthropology (cont)

ASSIGNMENTS:

Introduction to Forensic Science 2:

Forensic Anthropology: Unit Text Questions	<i>Assignment</i>	10 points
Forensic Anthropology: Online Forensic Science 2 Lab Questions	<i>Assignment</i>	10 points
Unit 6 Discussion Assignment 1	<i>Discussion</i>	5 points
Unit 6 Discussion Assignment 2	<i>Discussion</i>	5 points
Unit 6 Quiz – Forensic Anthropology	<i>Quiz</i>	15 points

Introduction to Forensic Science 2:

Unit 7: Digital Evidence

Objectives:

Upon completion of this unit,

you will be able to:

- List the different parts of computers.
- Discuss the areas of a computer where information can be retrieved.
- Examine how Internet activity can be traced.
- Investigate how emails and other aspects can be traced and examined.
- Consider how computer evidence can be collected and preserved.

Introduction to Forensic Science 2:

Introduction to Forensic Science 2:

ASSIGNMENTS:

Digital Evidence: Unit Text Questions	<i>Assignment</i>	10 points
Digital Evidence: Online Forensic Science Lab Questions	<i>Assignment</i>	10 points
Unit 7 Discussion Assignment 1	<i>Discussion</i>	5 points
Unit 7 Discussion Assignment 2	<i>Discussion</i>	5 points
Unit 7 Quiz – Digital Evidence	<i>Quiz</i>	15 points

Introduction to Forensic Science 2:

ASSIGNMENTS:

Unit 8: The Future of Forensic Science

Objectives:

Upon completion of this unit, you will be able to:

- Consider how computers are being used in forensic science.
- Discuss some of the recent advances in forensic techniques and testing.
- Analyze how advances in other disciplines impact forensic science.
- Examine some of current limitations of forensic science investigations.
- Investigate some of the possible future changes in forensic science.

ASSIGNMENTS:

Introduction to Forensic Science 2:

The Future of Forensic Science: Unit Text Questions	<i>Assignment</i>	10 points
The Future of Forensic Science: Online Forensic Science II Lab Questions	<i>Assignment</i>	10 points
Unit 8 Discussion Assignment 1	<i>Discussion</i>	5 points
Unit 8 Discussion Assignment 2	<i>Discussion</i>	5 points
Unit 8 Quiz – The Future of Forensic Science	<i>Quiz</i>	15 points

Forensic Science II Final Exam

Objectives:

Upon completion of this unit, you will be able to:

- 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. (Note: You will be able to open this exam only one time.)

Forensic Science II Final Exam

ASSIGNMENT:

Introduction to Forensic Science 2:

Forensic Science 2 Final Exam

Exam

50 points

Class Reflection Discussion Assignment

Discussion

10 points

Learning Resources

eDynamics/FVDES technical support

Podcasts and websites

Internet, FVDES teacher support, and computer access

Additional Information

Engagement in the forensic sciences courses will offer students the opportunity to customise their learning experience, engage socially and intellectually, and achieve academic excellence.

BOARD OF EDUCATION

INFORMATION REPORT

DATE: March 8, 2016
TO: Board of Education
FROM: Gerry Slykhuis, Secretary Treasurer
RE: **PRELIMINARY BUDGET ASSUMPTIONS 2016/17**

Gerry Slykhuis, Secretary Treasurer will provide an overview of the Preliminary Budget Assumptions for 2016/17.



**Chilliwack
School District**



Preliminary Budget Assumptions 2016-17

**Board of Education Meeting
March 8, 2016**

In developing the annual budget, we will:

- Allocate budget resources consistent with the overall goals and priorities identified in the Strategic Plan and Achievement Contract.
- Maintain a three year budget plan to ensure funding sources can support program initiatives.
- Maintain reserve balances to respond to emergent needs.
- Only use one-time revenues to fund one-time expenditures.
- Use reasonable estimates of revenue and expense in order to maintain confidence in the budget data.
- Commit to building a strong understanding of budget information through ongoing communication.

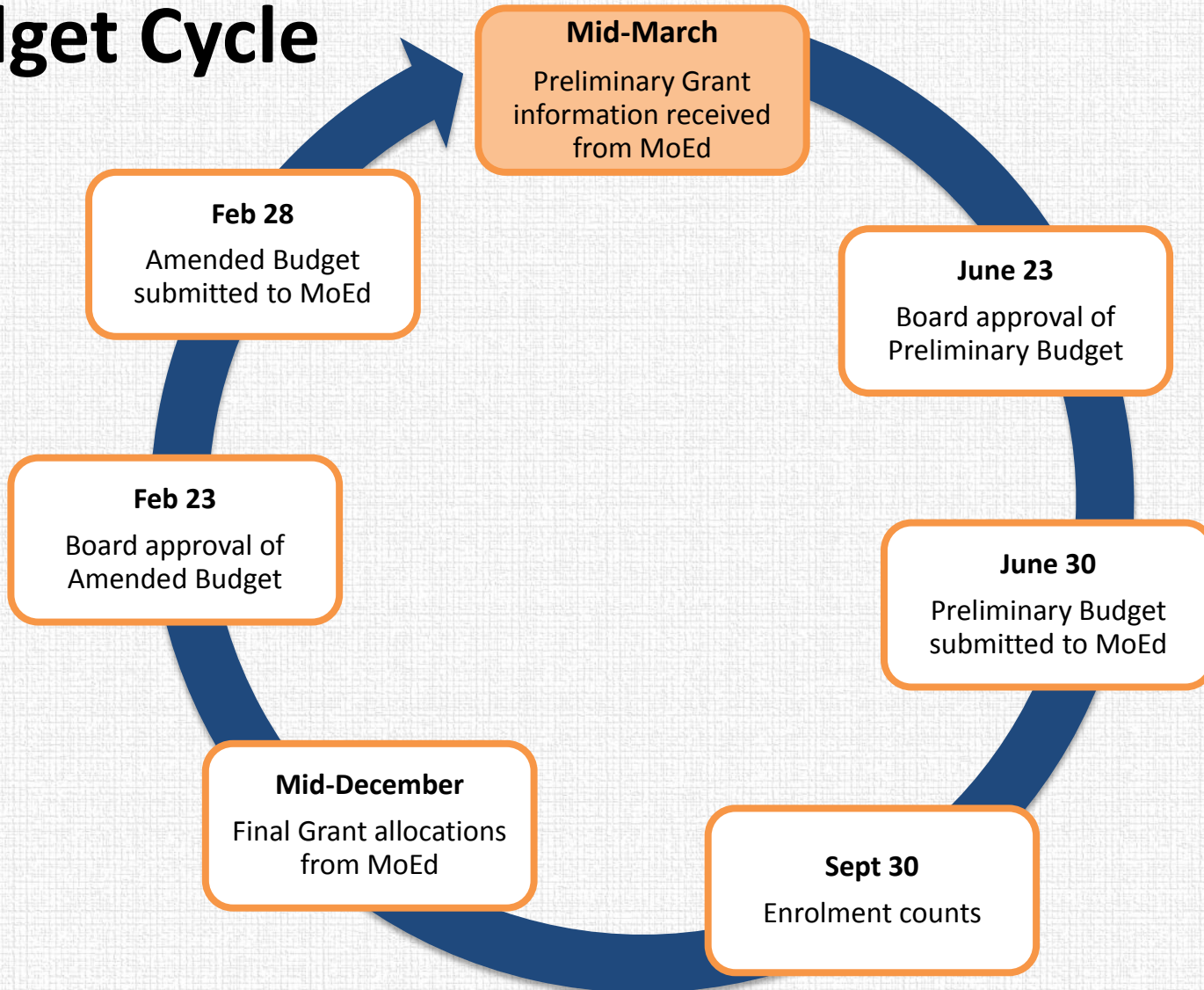
Achievement of district goals is dependent upon the district having a **stable financial position** built around a **sustainable operating budget.**



- ✓ **Budget Cycle**
- ✓ **Budget Timelines**



Budget Cycle



Preliminary Budget Timelines

Budget Committee Meeting - Preliminary Budget 2016/17 <ul style="list-style-type: none"> • Enrolment projections • Revenue projections • Major cost drivers 	February 25, 2016
Public Presentation	March 9, 2016
Government funding announcement	Mid-March
Budget Committee Meeting - Preliminary Budget to Committee	April 7, 2016
Board Approval – Preliminary Budget (First Reading)	May 3, 2016
Board Approval – Preliminary Budget (Second Reading)	May 17, 2016
Board Approval – Preliminary Budget (Third Reading)	June 7, 2016
Preliminary Budget Due to Ministry	June 30, 2016

Projections

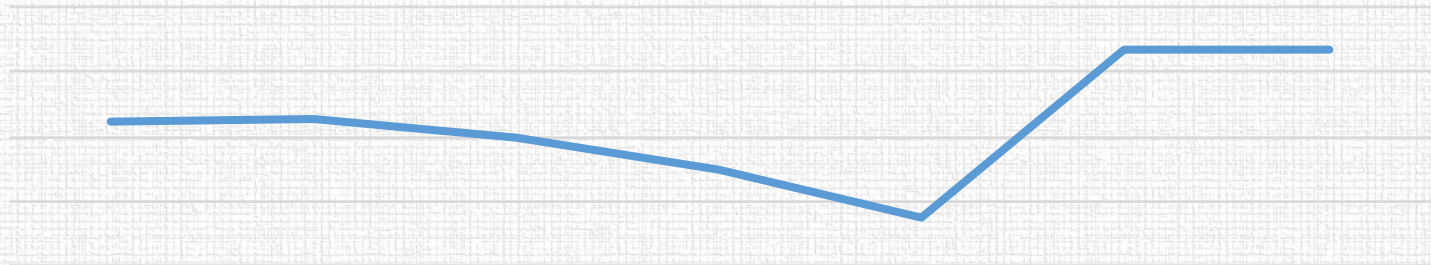
- ✓ **Enrolment**
- ✓ **Revenues**
- ✓ **Cost Pressures**



Budget

Enrolment Summary

	2010/11	2011/12	2012/13	2013/14	2014/15	Budget 2015/16	Projected 2016/17
Kindergarten-12	11,998	12,065	12,083	12,145	12,082	12,419	12,419
Continuing Ed/Distance Ed.	829	765	734	647	632	628	628
Adult	198	199	184	157	162	87	87
Total Enrolment	13,025	13,029	13,001	12,949	12,876	13,134	13,134



STAFFING PRINCIPLES

- Maximize resource allocations to schools taking into consideration qualitative and quantitative “at-risk” data.
- Continue to maximize staffing resources to schools where there is enrollment growth, while adhering to the budget framework.
- Continue to monitor and when feasible provide required staffing resources to reduce class sizes at schools with transient, “in-risk” student populations.
- Provide necessary staffing resources upfront to ensure that there are minimum disruptions to the learning environment when schools reopen for the new school year in September.

Revenues

- With no change in enrolment, no changes to funding are projected other than those identified in the Budget Pressures slides
- No significant changes to Education funding in Provincial budget
- Some concern over the impact of increased provincial enrolment on the Education “funding pot”
- Ministry of Education funding for next year to be announced in mid-March

Budget Pressures

Projections

\$000's

Enrolment (\$0.0)

- In the previous three years, Chilliwack School District had a total enrolment decline of 114 students.
- This year we had a surprising increase of 298 students.
- Because our funding is directly tied to enrolment, this unpredictability makes next year's funding projections challenging.
- At this time, we are projecting a stable enrolment for next year.

Projections

\$000's

Budget Pressures

International Revenues (+\$25.0)

- Increase in per student tuition to \$12,500
- Net of revenue sharing with schools

Revenue Adjustments (+\$45.0)

- Various small increases

Projections

Budget Pressures

\$000's

Administrative Savings Funding Reduction (\$586.8)

- Last year the government announced \$54 million in cuts to school district funding over two years. These savings are to be found in administrative and related areas of school district budgets.
- For Chilliwack, this year's funding loss was \$680.7, and next year it will be a further \$586.8, for a total of \$1,267.5.

Projections

Budget Pressures

\$000's

Next Generations Network Costs (\$563.0)

- The Government began the Next Generation Network project last year to improve school district Internet infrastructure and replace the outdated PLNet with faster digital communication services and connectivity.
- Our District's share of the cost is \$315.0 for this year and \$563.0 for next year.

Budget Pressures

\$000's

Wage Increases

Our unionized staff will receive negotiated wage increases this year. Also, we anticipate that our non-union staff will be approved for similar increases:

	<u>Costs</u>	<u>Funding</u>	<u>Net Cost</u>
Teachers	\$816.0	\$816.0	\$ 0.0
Support Staff	258.2	258.2	0.0
PVP/Exempt Staff	214.0	0.0	214.0

Projections

Budget Pressures

\$000's

Average Teacher Costs (\$300.6)

- Teacher salaries increase on a scale according to years of service. The large number of new hires in the past year has resulted in many teachers at the less experienced end of the scale – resulting in a lower average wage cost.

Budget Pressures

\$000's

Benefit Rates

- We have the usual increases to statutory government benefit costs for next year. Some good news, is that after a number of years of very large pension plan increases, the Teacher Pension plan premiums are dropping significantly.
- Rate information for the support staff pension plan will not be released until the Fall.

CPP/EI/WCB Premiums	\$55.0
MSP Premiums	\$35.0
Teacher Pension Plan	(\$980.0)

Projections

\$000's

Budget Pressures

BC Hydro Increases (\$36.3)

- In addition to the 9% and 6% increases by BC Hydro in the past two years, the following are also upcoming:

April 1/16	4.0%
April 1/17	3.5%
- Despite our aggressive energy management program, this will still be an impact on our budget.

Projections

Budget Pressures

\$000's

2015/16 Costs Avoided (\$367.2)

A number of one-time costs were included in the 2015/16 budget that will not continue into 2016/17. This includes:

- extra support for the MyEducationBC implementation
- the Trustee by-Election and;
- various temporary staffing costs.

Budget Pressures

\$000's

Fraser Valley Distance Ed (FVDES) (\$526.0)

- FVDES has seen enrolment drop over the past number of years, and has been gradually reducing its budget to account for this.
- For the past two years they have been able to draw on significant reserve funds to assist with the transition.
- For next year, these reserves are largely exhausted and the full impact will be felt in its staffing and operations.

Strategic Plan

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

Budget Pressures

\$000's

StrongStart Brought In-House (\$21,000)

- Since these programs were first implemented by the Province, our seven StrongStart programs have been run for us by Chilliwack Community Services.
- Bringing the programs in-house will save approximately \$21,000 annually, and will also allow us to better align them with other programs in schools.

Strategic Plan

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

Budget Pressures

Projections

\$000's

Career Programs/WEX Review (\$0.0)

- The District Strategic Plan identified this review as a priority with the objective of aligning these programs with the new curriculum, as well increasing opportunities for our students.
- The review will span two budget cycles, with the first focusing primarily on delivery models and exploring cost neutral growth opportunities.
- The second year of the transition could potentially have impact on staffing and require increased resource allocation.

Strategic Plan

Community and Culture

Priority

Strengthening meaningful relationships within and across schools, district and community to support success for students

Goal

Foster and develop quality partnerships as determined by enhanced student experiences and learning outcomes

Budget Pressures

Projections

\$000's

Career Programs/WEX Review (\$0.0) (continued)

Strategic Plan

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 |

Budget Pressures

Projections

\$000's

Elementary Vice Principals (VPs) (\$100.0)

- Vice principals fulfill a vital role in schools, and are important members of the school and district leadership team. They assist and work alongside school principals to manage the administrative and educational components of schools.
- Some of our schools, particularly where there are higher percentages of vulnerable students and families, benefit from a principal/vice principal team.
- We are planning to added two new VP positions.

Strategic Plan

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

Budget Pressures

Projections

\$000's

Elementary Counsellor (\$94.0)

- We have seen a large increase in the number of students at the elementary level who are presenting with significant social and emotional needs.
- The addition of one counsellor will enable us to increase the level of support provided for these students, particularly in our schools with vulnerable populations.

Strategic Plan

Instruction

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

Goal To enhance personal and social responsibility

Budget Pressures

Projections

\$000's

Learning Services TTOCs Converted to Teaching Positions (\$0.0)

- Learning Services supports curriculum implementation by providing classroom coverage so teachers can be released to work with the helping teachers on new curriculum. The ongoing shortage of available TTOCs has made it difficult for this to take place. We are therefore going to convert the Learning Services budget for TTOCs into actual teaching positions in order ensure these are available. There will be no increased cost for this.

Strategic Plan

Instruction

Priority	Improving student achievement and well-being through high quality instruction
Goals	All Students to meet or exceed grade level expectations Increase students' abilities to apply critical, creative and reflective thinking

Budget Pressures

\$000's

Special Ed Review – EA Training (\$34.7)

- The Special Education Review (2012/13) identified the need to provide ongoing training for all staff who work with students with special needs.
- We budgeted \$69.7 this year but anticipate spending only one-half of it.
- With the carry-forward we will continue to provide ongoing paid training for EAs throughout the school year.
- The secondary benefit of this training is improved morale, also identified in the Special Ed. Review.

Strategic Plan

Instruction

Priority	Improving student achievement and well-being through high quality instruction
Goal	All Students to meet or exceed grade level expectations

Budget Pressures

Projections

\$000's

Calendar (\$58.2)

- The District has a Letter of Understanding with CUPE that allows 10 month employees to avoid loss of pay by making up time for the five (5) days of the extended Spring Break.
- Next year requires five days of make up pay versus four days this year.

Budget Pressures

Projections

\$000's

Curriculum Implementation (\$60.0)

- Having our teaching staff develop the knowledge and understanding of the new Curriculum is critical to our student success.
- Providing the opportunity for our teachers on call, who provide our district with significant support is critical. Therefore, the district is planning for all Teachers on Call to attend the two days of curriculum implementation sessions in the 2016/17 school year.

Strategic Plan

Instruction

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

Goal All Students to meet or exceed grade level expectations

Budget Pressures

\$000's

Bus Fee Discount (\$15.0)

- Last minute registration of students for bussing creates havoc in our bus garage each September.
- We are hoping to encourage early registration by providing parents a discount for early registration and payment.

Dispatch \$43.8

- One of the roles for Human Resources staff is dispatching substitute staff to cover staff absences.
- With the implementation of a new automated dispatch system, clerical staff savings have resulted.

Strategic Plan

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 |

Budget Pressures

Attendance Support (\$0.0)

- The District Strategic Plan includes improvement to staff engagement and attendance through the implementation of an attendance support program.
- Additional staff in the Human Resources department will assist with the collection and analysis of attendance data, will support administrators and managers working with staff to improve attendance and provide supports to employees who are experiencing difficulties that interfere with regular attendance at work.
- The costs for next year will be covered by Provincial funding targeted for attendance improvement.

Budget Pressures

Attendance Support (\$0.0) (continued)

Strategic Plan

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

Summary of Budget Pressures

\$000's

	<u>Revenues</u>	<u>Expenses</u>	<u>Net</u>
1. Enrolment:		0.0	0.0
2. Increase in International Student Rates	25.0		25.0
3. Revenue Adjustments	45.0		45.0
4. Administrative Savings:	(586.8)		(586.8)
5. NGN Costs:		563.0	(563.0)
6. CUPE Wage Increase (funded):	258.2	258.2	0.0
7. CTA Wage Increase (funded):	816.0	816.0	0.0
8. PVP/Exempt Increase (unfunded):		214.0	(214.0)
9. Average Teacher Salary		(300.6)	300.6
10. CPP/EI/WCB Increases:		55.0	(55.0)
11. MSP Premium Increase:		35.0	(35.0)

Summary of Budget Pressures (cont.)

\$000's

	<u>Revenues</u>	<u>Expenses</u>	<u>Net</u>
12. Teacher Pension Plan:		(980.0)	980.0
13. BC Hydro		36.3	(36.3)
14. 2015/16 One Time Costs Avoided		(367.2)	367.2
15. FVDES Operations:	(526.0)	(526.0)	0.0
16. Strongstart Brought In-House		(21.0)	21.0
17. Career Programs/WEX Review		0.0	0.0
18. Elementary VP Positions		100.0	(100.0)
19. Elementary Counselor		94.0	(94.0)
20. Learning Services TTOCs Converted to Teaching Positions		0.0	0.0

Summary of Budget Pressures (cont.)

\$000's

	<u>Revenues</u>	<u>Expenses</u>	<u>Net</u>
21. Special Ed Review-EA Training		(34.7)	34.7
22. Calendar:		58.2	(58.2)
23. Curriculum Implementation		60.0	(60.0)
24. Bus Fee Discount	(15.0)		(15.0)
25. Dispatch		(43.8)	43.8
26. Attendance Support		0.0	0.0
Grand Total	16.4	16.4	(0.0)

Questions & Comments



BOARD OF EDUCATION

BOARD REPORT

DATE: March 8, 2016

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: March 8, 2016
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 – February 23, 2016

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

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

1. Human Resources Report
 - a. TTOC call out process
2. BCPSEA Report
3. Strategic Staffing