



**Chilliwack  
School District**

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

**AGENDA**

**May 17, 2016**

**7:00 pm**

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**1. CALL TO ORDER – School District Office**

- 1.1. Call to Order
- 1.2. **Welcome and Acknowledgment of Traditional Stó:lō Territory**
- 1.3. Adoption of the Agenda  
(THAT the agenda be adopted as circulated.)
- 1.4. Approval of the Minutes  
(THAT the minutes of the May 3, 2016, meeting be approved as circulated.)

**2. PRESENTATIONS**

- 2.1. FEAT Kids Presentation – Sofia Ngieng

**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. Alternate Education Programs, Facilities and Structures Review
- 4.2. Schedule of Board Meetings 2016-2017
- 4.3. 2016 – 2017 Budget Approval – 2<sup>nd</sup> Reading
- 4.4. EPAC Committee Report
  - Policy 519 – Dispute Resolution
  - Policy 607 – Placement of Special Needs Students
  - Policy 613 – Specialty Academies
  - Policy 903 – District Parents' Advisory Council
  - Policy 904 – School Parent Advisory Councils
- 4.5. 912 Policy School Planning Council – Deletion

## **5. INFORMATION ITEMS**

- 5.1. Transportation Review – Consultant's Report
- 5.2. Vehicle Insurance
- 5.3. BCSTA Report
- 5.4. Superintendent's Report
- 5.5. Trustee Reports
- 5.6. Meeting Summary
- 5.7. Future Board of Education Meeting Date June 6, 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, May 3, 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. W. Krahn
Trustee	Mr. B. Patterson
Trustee	Mr. B. Neufeld

**Staff Present:**

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

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**1. CALL TO ORDER - School District Office**

**1.1. Call To Order**

The Board Chair called the meeting to order at 7:02 p.m.

**1.2. Welcome and Acknowledgment of Traditional Stó:lō Territory**

**1.3. Adoption of the Agenda**

**85.16** Moved by: Trustee Krahn  
Seconded by: Trustee Patterson

THAT the agenda be approved as circulated.

**1.4. Amendment to the Agenda**

**86.16** Moved by: Trustee Coulter  
Seconded by: Trustee Patterson

THAT Action Item 4.5 - Board/Authority Authorized Courses be moved to Action Item 4.1 on the agenda.

THAT the agenda be adopted as amended.

**CARRIED**

**1.5. Amendment to the Agenda**

**87.16**

Moved by: Trustee Coulter  
Seconded by: Trustee Maahs

THAT Action Item 4.2 - Education Policy Advisory Committee Report and Action Item 4.3 - Policy 912 (School Planning Councils) be postponed to the May 17<sup>th</sup> Board meeting.

THAT the agenda be adopted as amended.

**CARRIED**

**1.6. Approval of Minutes**

**88.16**

Moved by: Trustee Coulter  
Seconded by: Trustee Maahs

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

**CARRIED**

**2. THE HUMAN SERVICES CAREER PROGRAM PRESENTS TO THE BOARD**

Presenters from Chilliwack Senior Secondary Jessica Adams-Loupret and Steve Anderson along with students Hailey Burkett, Amy Cook and Amy Sparkes were joined by Collette Bohach (Big Brothers Big Sisters) and UFV Students Nikki Dionne and P.J. Retief to outline the Human Services Career Program (HSCP). HSCP is a partnership in learning between CSS, UFV, BBBS and MCFD. It's an exciting program that allows students (both at CSS and UFV) who are interested in learning more about the helping professions, and to learn in a resource rich experiential environment. HSCP is a unique program to our district and highlights the value of directly bringing our community together in education. Agencies act as consultants or added services. This program brings our partners directly in to our district as educators alongside CSS and UFV staff.

**3. PUBLIC PARTICIPATION**

An opportunity was provided for public participation.

**4. ACTION ITEMS**

**4.1. Board/Authority Authorized Courses**

**4.1.1 Flex 10, 11, 12**

**89.16**

Moved by: Trustee Maahs  
Seconded by: Trustee Coulter

THAT the Board of Education approve the Board/Authority Authorized Course - Flex 10.  
THAT the Board of Education approve the Board/Authority Authorized Course - Flex 11.  
THAT the Board of Education approve the Board/Authority Authorized Course - Flex 12.

**CARRIED**

**4.1.2 Compass 10A, 10B, 11, 12**

Moved by: Trustee Maahs  
Seconded by: Trustee Krahn

- 90.16** THAT the Board of Education approve the Board/Authority Authorized Course – Compass 10A.  
THAT the Board of Education approve the Board/Authority Authorized Course – Compass 10B.  
THAT the Board of Education approve the Board/Authority Authorized Course – Compass 11.  
THAT the Board of Education approve the Board/Authority Authorized Course – Compass 12.

**CARRIED**

**4.2. Report of the Budget Committee**

- 91.16** Moved by: Trustee McManus  
Seconded by: Trustee Neufeld

THAT the Board of Education receive the Budget Committee Meeting Report of April 27, 2016.

**CARRIED**

**4.3. 2016 2017 Budget Approval – 1<sup>st</sup> Reading**

- 92.16** Moved by: Trustee McManus  
Seconded by: Trustee Krahn

THAT the Board of Education approve the first reading of the 2016-2017 Annual Budget Bylaw at the May 3, 2016 Regular Board Meeting in the amount of \$137,534,588.

**CARRIED**

**5. INFORMATION ITEMS****5.1 Quarterly Financial Report**

Gerry Slykhuis, Secretary Treasurer presented the 2015-2016 Quarterly Financial Report – July 1, 2015 to March 31, 2016.

**5.2 BCSTA Report**

An opportunity was provided for BCSTA Representative Trustee Neufeld to provide an update.

**5.3 Superintendent's Report**

In the Superintendent's Report to the Board, Superintendent Novak updated the Board regarding next steps in communicating Chilliwack School District's need for additional facilities and classroom spaces, given the continuing trend in increasing enrolment in Chilliwack. Administration is meeting with the new Ministry of Education Regional Director of Capital during the second week in May to reiterate this need. The 2nd part of the Superintendent's Report highlighted the promising practices shared to date during the Partners in Learning – Collaborative Learning Conferences. The Secondary Schools,

Mount Slesse Middle Family of Schools and Vedder Middle Family of Schools administration and staff teams have completed their sessions in sharing and highlighting their strategies and achievements in improving student learning. The feedback provided by those who were in attendance suggested the conferences were valued professional development, networking and sharing experiences.

#### **5.4 Trustee Reports**

##### **Trustee Coulter reported on the following:**

- Meeting with MLAs
- Attended the Apprenticeship Dinner
- Board briefing on the Alternate review
- Attended Board Policy meeting
- Regular planning meetings
- CSS PAC meeting

##### **Trustee Dyck reported on the following:**

- Meeting with MLAs
- Attended the Apprenticeship Dinner
- Board briefing on the Alternate review
- Attended Board Policy meeting
- Regular planning meetings
- P/VP interviews
- Attended Education Policy Advisory Committee Meeting

##### **Trustee McManus reported on the following:**

- Involved in P/VP interviews
- Meeting with MLA's
- Attended the Apprenticeship dinner
- Budget Committee meeting
- Board Planning Session regarding Alternate Ed Review
- CYC Committee meeting

##### **Trustee Maahs reported on the following:**

- Attended EPAC committee meeting
- Attended BAA committee meeting
- Attended Alt Ed review meeting
- Attended MLA meeting

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

- Attended MLA/Board Meeting
- Attended Apprenticeship Award/Recognition Dinner
- Attended the Budget Committee Meeting
- Visited Vedder Elementary
- Attended the Alternate Program, Facilities and Structures Review Update

##### **Trustee Patterson reported on the following:**

- Met with Admin and 7 Leaders of Tomorrow Students from GW Graham
- Met with local MLA's to discuss issues pertinent to the Chilliwack School District
- Attended the Apprenticeship Dinner at CSS
- Attended the Chilliwack Healthier Community meeting

- Attended the Budget Committee meeting
- Attended the Alternate Education Review

**5.5 April 19, 2016 In-Camera Board Meeting Summary**

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

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

1. Human Resources Report
2. Wellness, Engagement and Disability Support Plan
3. BCPSEA Report
4. Student Update

**5.6 Future Board of Education Meeting Date**

Tuesday, May 17, 2016  
7:00 pm  
School District Office

**6. SUPPLEMENTARY PUBLIC PARTICIPATION**

An opportunity was provided for public participation.

**7. ADJOURNMENT**

**93.16** Moved by: Trustee Maahs  
Seconded by: Trustee Krahn

THAT the meeting be extended by 10 minutes.

Meeting was adjourned at 10:09 p.m.

**CARRIED**  
**For: Krahn, Coulter, McManus, Dyck, Maahs**  
**Opposed: Neufeld**

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Board Chair

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Secretary-Treasurer

## BOARD OF EDUCATION

### PRESENTATION

**DATE:** May 17, 2016  
**TO:** Board of Education  
**FROM:** Sofia Ngieng  
**RE:** **2016 FEAT KIDS SPEAKER**

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#### **BACKGROUND:**

Sofia recently presented at the FEAT Kids Event 2016 in North Vancouver.

FEAT Kids is similar to TEDxKids, however FEAT Kids focuses on inspiring and captivating adventure talks by kids, for kids. They hope that the event will motivate youth to dream big and become inspired.

FEAT KIDS, Fascinating Expedition & Adventure Talks, is an annual day of time-limited presentations. Each presenter speaks for seven minutes; no more, no less. With images. Although the speakers are invited because of their achievements, presentation themes focus on an aspect of their expedition – not the entire extended expedition. Presentations include stories of adventures on land, water and in the air.



## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** May 17, 2016

**TO:** Board of Education

**FROM:** Rohan Arul-Pragasam, Assistant Superintendent

**RE:** **ALTERNATE EDUCATION PROGRAMS, FACILITIES AND STRUCTURES REVIEW**

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#### RECOMMENDATION

THAT the Board of Education direct staff to redesign the supports, structures and program delivery at District Type 3 Alternate Facilities based on the information and recommendations provided in the Alternate Education Programs, Facilities and Structures Review Report.

#### BACKGROUND

During the 2014-2015 school years, external consultants Public Consultant Group (PCG) were hired to assist SD33 administration and the Board of Education develop a Strategic Plan to re-establish the vision, and set priorities of the district for the next 5 years (2016-2021). Within the Resources priority, one of the strategies identified was to complete a District Plan Review which includes a comprehensive review to develop a renewed vision for supporting students and programs, which included re-envisioning how we support students who transition to the district's Alternate (TYPE 3) Facilities.

#### DATA ANALYSIS & SUMMARY

Qualitative information was collected by using online and paper survey instruments as well as forums, which included all members from the educational community – Students from TYPE 3 sites; parents of students currently attending Alternate TYPE 3 schools, former students, staff members from the Ed Centre and CHANCE-Shxwetelilthet (CTA and CUPE), Aboriginal community, staff members from other District 33 sites, principals and vice-Principals and community partners.

Both at the student forums and parent forums, participants were asked to discuss the strengths of the Alternate program and areas of improvements for the purpose of informing the creation of an environment that supported success for students. During both parent forums, participants shared their own experiences having participated in the Alternate programs, and were eager to highlight their experiences, and factors that contributed to their success.

The key question that was used to initiate discussion amongst the community partner groups and teachers was the following: *Given your work with supporting vulnerable youth, please provide five Partners in Learning!*

*key statements that you believe are essential for a successful Alternate Education program in Chilliwack.*

Surveys for all groups were constructed and delivered using Survey Monkey, which allows the respondents to answer questions only relevant to them. Surveys were online as well as a paper copy was available at all of the forums, so participants who had not had an opportunity to fill out the survey were able to do so at the end of each forum. The online surveys were open from February 29<sup>th</sup>, 2016 to April 4<sup>th</sup>, 2016, with a total of 267 surveys completed. All of the anecdotal comments and statements from the forums and surveys were categorized under fifteen broad themes that were generated as a result of summary information identified from the research and reviews.

All of the qualitative data was then analyzed using a Pareto chart which provided a graphic depiction of the Pareto Principle, a theory maintaining that 80% of the output in a system (ex: success of students) is produced by 20% of the input. The principle doesn't stipulate that all situations will demonstrate that precise ratio – it refers to a typical distribution. More generally, the principle can be interpreted to say that a minority of inputs results in the majority of outputs.

In order to understand the data in greater clarity, the data was then categorized into 4 themes, reflective of the review and recent preliminary work done at the Ministry in constructing standards for Type 3 Alternate schools:

1. supportive culture and relationship based programs;
2. engagement & flexibility;
3. community supports, and;
4. partnerships and facilities and equality of access.

The resulting Pareto chart very clearly depicted that the first 3 of the 4 independent variables articulated above were key for the success of schools supporting “at-risk” students.

Qualitative data from the analysis points to the importance of connecting students with interest and passions, including practical learning opportunities with clear connections to working and learning beyond high school. Many participants highlighted a number of times that the existing paper based model is not effective for most students who are disengaged and that the “hook” for these students are engaging place-based, project-based courses that will provide them with the relevant skills for the workplace as well as lead to a meaningful high school diploma.

Given summary information from past reviews and research studies, the current analysis and the extensive feedback provided by parents, students, staff, principals, vice-principals and community partners, through forums and survey information, the recommendation is to assemble a committee inclusive of principals and vice-principals from elementary, middle and secondary to review the data from the report and redesign programs, supports and structures for students at Type 3 Alternate facilities with changes fully implemented by September 2017.

Chilliwack School District is at a crucial point in our journey of reviewing our Alternate education (Type 3) supports structures. Given the new Curriculum Framework and the priority of improving student achievement and well-being through high quality literacy and numeracy instruction as outlined in our Strategic Plan, there is no better time and opportunity to redesign the supports, structures and program delivery at District Type 3 Alternate facilities as the first steps in enhancing and providing a robust, engaging and relevant learning environment for at-risk students in the Chilliwack School District.

# Chilliwack School District

## Alternative Programs, Facilities and Structures Review: Data Analysis & Executive Summary

*Public Consultation: February 29<sup>th</sup> – March 31<sup>st</sup>, 2016*



Prepared by:

Rohan Arul-pragasam

Assistant School Superintendent



## Summary of Data Collection

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### **Acknowledgements:**

This review would not have been possible if not for the contribution of many people; including those who volunteered their time to attend forums and provided invaluable input as well as those who completed the surveys online. Thank you to the staff, parents, students and community partners for their candid feedback and input. It is hoped that this report captures and honors your voices and will contribute to enhancing the learning environment and supports for students in our Alternate (TYPE 3) Schools in the Chilliwack School District.

It is also important to acknowledge the contributions of the following SD#33 staff who were instrumental in planning, organizing and sponsoring the many forums and interviews: Chuck Lawson, Principal Alternate Education; Troy Gibbs, Vice-Principal Alternate Education; Brenda Point, District Vice-Principal Aboriginal Education; Susan Edcombe, District Vice-Principal Middle-Secondary Transitions and finally Carrie Pratt, Executive Assistant to the School Superintendent, for recording all of the comments and feedback during the various forums as well as inputting all of the completed students and parents survey feedback online.

### **The Purpose of the Alternative Programs, Facilities and Structures Review:**

During the 2014-2015 school year, external consultants Public Consultant Group (PCG) were hired to help SD33 Leadership and the Board of Education develop a Strategic Plan to re-establish vision, set priorities and direction and shape the vision of the district for the next 5 years (2016-2021). Under the Resources priority, one of the strategies is to complete a District Plan Review which includes a comprehensive review to develop a renewed vision for supporting students and programs. This review includes the following actions to re-envision how we support students who transition to our Alternate (TYPE 3) Facilities:

- ✓ Decision Report to Board of Education regarding District Plan Review
- ✓ Establish a Representative Review Committee for Review of Alternative Programs, Facilities and Structures; which includes reviewing recommendation from District and Ministry reports and studies
- ✓ Meet with staff, parents and regarding students attending Type 3 facilities to re-vision supports to At-Risk Learners
- ✓ Establish a small committee of youth and parents from Alternative programs to explore student educational needs, visions and support (youth will contribute to the creation of an educational learning program that supports the needs of youth attending an alternative program)
- ✓ Information presented to the Board of Education by students and parents of Alternate Education

- ✓ Board of Education to determine next steps based on Report received

### **Alternate Education Programs – Ministry Policy 2009:**

#### **Policy Statement**

Alternate education programs focus on educational, social and emotional issues for students whose needs are not being met in a traditional school program. An alternate education program provides its support through differentiated instruction, specialized program delivery and enhanced counselling services based on students' needs.

#### **Rationale or purpose of policy**

Students who attend alternate education programs are often the most vulnerable population in the school system. Alternate education programs have disproportionate numbers of children and youth in care, Aboriginal students, children and youth living in poverty or the street, gifted children who have difficulty in social situations, children and youth involved in drugs, alcohol and the sex trade, and youth with mental health concerns. Alternate education programs offer an opportunity for these vulnerable and at-risk students to experience success.

#### **Policy in full**

Alternate education programs must satisfy certain requirements to be deemed a Type Three facility. If the programs meet those requirements, then their students qualify for 1.0 FTE (full time equivalent) funding to the school district.

To be Type Three facilities, Alternate education programs must focus on the educational, social and emotional issues for students whose needs are not being met in a traditional school program. These education programs provide support to students through differentiated instruction, specialized program delivery and enhanced counselling services based on students' needs. In addition, alternative education programs must follow the requirements listed in the procedures section below.

#### **Each Alternate Education Program will have:**

1. An intake process to facilitate district referrals or self-referral
2. An annually reviewed learning plan for each student, either an official Individual Education Plan (IEP) or a Student Learning Plan (SLP) that clearly defines the objectives for the student, additional services provided as required, progress made, and any transition plans.

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3. An exit strategy to facilitate the student’s transition back into regular school system, continuing education center, graduation or to work or post-secondary training and education.
4. Evidence of additional services as required by the student population (i.e. youth workers, drug and alcohol counsellors and/or sessions, etc...)

### **Information Summary for the Education Centre:**

**Staffing:** Principal, Counsellor, Learning Assistance Teacher, 8 classroom teachers, 10 EA’s, 1.4 Aboriginal EA’s, 2 YCW, 0.3 Mental Health Consultant

**Partners:** Pacific Community Resources Society (PCRS) 2 hours/week (Allison Esau) and the recent addition of another 2 hours/week (Beth Gray), Learning to Lead – one afternoon per week and 2 full days/month, Bowls of Hope – 5 days/week, Ann Davis Counselling – female support counselling - morning/week and male support counselling - one morning/week (currently on leave), Yobro training/counselling – one morning/week, Aboriginal Youth Mental Health Outreach – one morning/week

**District Supports:** Vice Principal of Transitions, 0.4 ESD teacher

### **Student Demographics:**

<b>191 students in total</b>		
<b>82 Aboriginal: 39 have Status; 11 live on Reserve</b>		
<b>30 Kids-In-Care</b>		
<b>Out Reach - 47</b>		
<b>Referring Schools:</b>	<b>Categories:</b>	<b>Aboriginal Bands</b>
ADR-14	IEPs-79	TZEACHTEN
CMS-9	Category Kids-79	SKOWKALE
FVDES-17	<b>D-4</b> (Chronic H)	KWAW-KWAW-A-PILT
GWG-17	<b>H-55</b> (Int. Behave)	SOOWAHLIE
MSMS-3	<b>K-2</b> (Mild ID)	SKWAH
RTCS-1	<b>Q-12</b> (LD)	SQUIALA
VMS-7	<b>R-5</b> (Mod Behave)	
SSS – 26	<b>E - 1</b>	
CSS – 26		
Chance - 35		
Out-of-District-34		
Out of Province - 2		



### Unique Programs and Interventions:

- The Education Centre operates with an Elementary School structure in the morning and an afternoon structure similar to Secondary Schools. In the morning, students are in homeroom classes for the entire morning supported by their classroom teacher and an Education Assistant.
- Morning Homeroom classes offer three Paper-Based Classes and four Experience-Based Learning Classes.
- Morning Paper-Based Classes offer a wide variety of senior academic and elective courses. Students work on their own individual program with support from the classroom teacher and the Education Assistant. Students usually take two courses at a time and try to enhance their learning experience by joining various physical activities or cooking in the kitchen.
- Morning Experience-Based Learning Classes offer daily English and Math lessons within an overall theme for the program. The following classes are the Experience-Based Learning Programs at the Education Centre: Outdoor Education, Trades Exploration, Creative Arts and Technology, and Mind Shift. These programs try to blend Math and English lessons within the framework of the program. For example, students in the Trades Exploration class will cover the measurement units in Apprenticeship and Workplace Mathematics 10/11 by working collaboratively on various building projects.
- The Outdoor Education class participates in bi-weekly outdoor experiences. Lessons before the field experiences prepare students for the outdoors and reflective lessons after the experience are designed to reinforce the learning.
- Trades Exploration has a partnership with the University of the Fraser Valley where students attend the University for a ten-week Program. The UFV program offers the following units for the program: construction, welding, general and heavy mechanics, electrical, plumbing and piping, ladders and scaffolds, fasteners and fittings, reading blueprints, forklift certificate, WHIMIS certificate, Occupational First Aid Level 1 certificate, worksite visits and career preparation.
- The Mind Shift class has a partnership with AnxietyBC where lessons and activities are offered once a month. This class starts each day with a mindful experience before they move forward with their Math and English lessons. Genius Hour is another important part of the class where students personalize their learning and take on an advanced project that they are passionate about.
- The Creative Arts and Technology class offers a wide variety of art supplies and technology equipment for students to create. Students take on their own artistic projects they are passionate about and showcase their learning throughout our school and in the community. Also, students embrace working collaboratively on the school yearbook and other class activities.



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- Afternoon Classes offer the following elective choices: Foods 10/11/12, Physical Education 10/11/12, Law 12, English 11/12, Art 10/11/12, Media Art 11/12, Leadership 11/12, Strength and Conditioning 11/12, and Self-Paced Senior Courses.
- Work Experience is an important part of the learning at the Education Centre. One Education Assistant works closely with Chris Reitsma (Work Experience Coordinator) for supporting and offering work experience opportunities for students. The Supervised Work Experience and Training (SWEAT) program offers a well-supported starting point for work experience. Students are required to prepare and attend a mock interview in order to be placed with an Education Assistant into the following work experiences: Canadian Tire, Jim's Pizza, Cat Haven, and Dog Walking. Several students advance to the full WEX 12A and WEX12B placements at various businesses throughout our community.
- Aboriginal Education is offered throughout the school so all students have an opportunity to participate in rich cultural learning. Students receive Studio Art 11/12 credits and an experience-based approach to the majority of the units in B.C. First Nations 12.

### **Information Summary for CHANCE-Shxwetilthet:**

**Staffing:** Vice Principal, Counsellor, Learning Assistance Teacher, 2 classroom teachers, 5 EAs, 2 Aboriginal EAs, 0.4 CYCW, 0.3 Mental Health Consultant

**Partners:** Pacific Community Resource Services (PCRS) 2 hours/week (Allison Esau), Bowls of Hope 5 days per week, Breakfast Clubs of Canada block grant, Anxiety BC support and training, 0.2 Ann Davis Counselor (currently on leave)

**District Supports:** Literacy Helping teachers working with individual teachers and Education Assistants in providing supports for Literacy and Numeracy interventions strategies, as well as working with individual students; Vice Principal of Transitions, 0.4 ESD Teacher (currently on leave), 1.0 FTE extra Aboriginal EA has been added which brings the total Aboriginal EA complement to 2.

**Student Demographics:** In September 2015, after extensive consultation with our Aboriginal and Parent Community, a decision was reached to amalgamate the two middle Alternate schools; CHANCE Alternate on Prest Road and Shxwetilthet (Stó:lō Alternate) which was located at Stó:lō Nation located at Coqualeetza. Both schools were operating as Alternate schools, but were enlisted under one school number as Coqualeetza is on Aboriginal land.

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**40 students in total**

**40 students in total 25 Aboriginal: 13 have Status; 4 live on Reserve  
2 homeless: 1 of which is a runaway and 3 Kids-In-Care  
3 of 8 non-attenders now attending regularly**

<b>Referring Schools:</b>		<b>Categories:</b>	<b>Aboriginal Bands</b>	<b>Referral Reasons</b>
ADR-5	Bernard-1	IEPs-40	CHAWATHIL	DBC (District Behavior Committee)-3
CMS-10	Central-2	Category Kids-28	SKOWKALE	Behavior-19
FVDES-1	Cultus-1	C-1 (Mod ID)	KWAW-KWAW-A-PILT	Anxiety/MH-5
GWG-2	McCammon-1	D-4 (Chronic H)	Metis	Attendance/MH-8
MSMS-6	Sardis-1	H-11 (Int. Behave)	TZEACHTEN	Parent Advocate-4
RTCS-1	Tyson-1	K-2 (Mild ID)	SOOWAHLIE	Better Fit-4
VMS-5	Vedder-1	Q-6 (LD)		
Out-of-Dist-1	Homeschool-1	R-4 (Mod Behave)		

### Unique Programs and Interventions:

- All students have an IEP and personal goals they are working towards
- School is based on an elementary model which helps build adult connections with students
- School focus is on relationships, literacy, numeracy, Aboriginal culture, mindfulness/self-regulation, hands-on learning, and place-based learning.
- Aboriginal EAs and CYCW make daily home visits to encourage and help families get their children to school.
- School philosophy has changed from a punitive place to a more therapeutic model.
- Creation of the Blue Room (calming room for anxious or elevated students to self-regulate)
- School Counselor had developed a partnership with Anxiety BC. Clinicians are providing the students with 4 workshops at school on how to deal with anxiety and stress. They also provide 5 training sessions with staff, and case consultation about individual students. Part of this learning has resulted in staff being taught numerous strategies for dealing with stress, that staff then teach and practice with the students. Anxiety BC will also present to the CSAS PAC in April and to the larger Alt parent community in May. Anxiety BC is currently fundraising for the development of a new mindshift APP, and to continue the support it provides at CSAS.
- CSAS provides WEX (Work Experience) opportunities at; Jim's Pizza, Homer's Restaurant, Meadowlands Flowers.
- Place-based learning experiences at; Skowkale fish hatchery, Parkholm retirement home, reading to Tyson & East Chilliwack Elementary students, Blue Heron Reserve, Vedder River and trails, hiking trails on local mountains, Stó:lō grounds, museums

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- Many hands-on learning opportunities; in a paperless classroom, genius hour, wood shop, bike shop, kitchen, sewing, art, Aboriginal cultural events and units of study (ex: building traditional fish traps in social studies), coding, golf, Lego, yoga, various science and math experiments.

### **Vulnerable Student Support and Transition Team:**

Effective September of the 2015-2016 school year, a District Student Support & Transition Team was created to monitor transitions to and from Alternate sites and to meet with Middle/Secondary schools to examine and reduce the number of students who decide to withdraw or were required to withdraw due to Institutional factors (Strategic Plan; Instruction Priority; Goal – To enhance personal and social responsibility).

Students generally in need of intensive support most often struggle due to:

- ✓ Chronic and excessive absenteeism
- ✓ Severe behavior, mental health, D&A concerns and/or motivational concerns
- ✓ Weakness in foundational skills
- ✓ Combination of one or more of the above factors

The primary purpose of the team is to hear the current story about the student so the Transitions Team is able to establish an understanding of the profile if the student is eventually referred to alternate education. In addition, the Transition Team will sit at the table with schools to review school supports and interventions and brain storm any additional district or community supports that could be leveraged in enhancing supports for individual students.

Prior to students being referred to the District Transition Team, each school's intervention team must:

- ✓ Provide a recent student file review. The file review must be provided on SharePoint at least a week before the student is discussed at the Transition Team meeting.
- ✓ Determine when special education identification is appropriate. The student must have a Special Education category and IEP in place before they are transferred to alternate education.

Enclosed below is the breakdown of the number of meetings the team has scheduled per Middle/Secondary school between October 2015 and April 2016. Each school usually posts 3 names for discussion for problem solving and/or transitioning at each meeting.

- ✓ Chilliwack Middle School: 7
- ✓ Chilliwack Secondary: 5

## Chilliwack School District

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- ✓ Fraser Valley Distant Education School: 7
- ✓ Mount Slesse Middle School: 6
- ✓ Rosedale Traditional Community School: 0
- ✓ Sardis Secondary: 4
- ✓ Vedder Middle School: 4

### **Transition Process to Alternate (TYPE 3):**

- Mainstream school administrators will contact the District Vice-Principal of Middle/Secondary School Transitions when the staff from the mainstream school determines it is time to transition a student to an alternate school.
- The District Vice-Principal of Middle/Secondary School Transitions will either confirm with the mainstream school administrator that we will proceed with the transition or refer the request back to the Transition Team.
- Requests to consider students for referral to an Alternate School must include a recent file review, an IEP relevant to the student's Special Education Category and a summary of academic work completed.
- When the District Vice-Principal of Middle/Secondary School Transitions receives the required documentation the school counsellors will be contacted to assist with the transition process.
- When a student comes from an out of district alternate setting to a mainstream school, the school will contact the District Vice Principal of Middle/Secondary Transitions to review the student's profile and supporting documentation and confirm either transfer to an alternate school or referral to the Transition Team.

### **Transition Process from Alternate (TYPE 3) to Mainstream School:**

- The Alternate School Counsellor will provide a summary document that will outline the student's attendance profile, academic update, conflict management skills with peers and adults, and current outside agency involvement.
- The Alternate School Youth Care Worker or counsellor will arrange to meet with the receiving mainstream school Youth Care Worker or counsellor to introduce the student to the school.
- When feasible the Alternate School Youth Care Worker or counsellor will connect with student at the mainstream site to help solidify the transition process.

### **Previous Studies and Reviews:**

- 2006 - Re-Engaging for Each Student's Future – A Review of Alternate Education Programs in School District #33 (Chilliwack) – Ladyman Consulting.
- 2008 – Making the Grade: A Review of Alternative Education Programs in BC – The McCreary Centre Society.
- 2010/2011 – Alternate Education Research Team Report - Secondary School Research.
- 2012/2013 – “Nothing about Us without Us!” Youth-led Solutions to Improve High School Completion Rates – A Youth-based Participatory Action Research Study.
- 2013 – Developing an Alternate Program Framework, SD #33 – Meeting the needs of all Adolescent Students Committee Report – Middle School Committee.
- 2013 – Chilliwack High School Completion Engagement & Completion Study.
- 2014 – Quality Review Report – British Columbia Ministry of Education – School District No. 33 (Chilliwack) – Continuing and Alternate Education Programs.
- 2016 – Alternative Programs, Facilities and Structures Review (Current Review).

Listed below are the summary themes that emerged from the above studies and reviews that are foundational in supporting students in an Alternate (TYPE 3) setting:

- *Increased Mental Health & Drug and Alcohol Intervention and Supports*
- *Providing engaging, hands-on learning opportunities (experiential) and ensuring work experience and job readiness is embedded in all programs with strong student centered relationships at the core*
- *Literacy & Numeracy that is relevant and will meet the requirements for the student's job readiness path*
- *Equality and access of learning outcomes for all students – overcoming current facility constraints*

### **Data Collection Process:**

Qualitative information was collected by using online<sup>1</sup> and paper survey instruments as well as forums, which included all members from the educational community – Students from TYPE 3 sites; Parents of Students currently attending Alternate schools, Former students, Staff members from the Ed Centre and CHANCE-Shxwetelthet (CTA and CUPE), Staff members from other District33 sites, Principals and Vice-Principals and Community Partners.

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<sup>1</sup>See Appendix G for a PDF copy of the District Web site which housed the survey information

## Chilliwack School District

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The collection of qualitative data was framed around asking strength based questions (inquiry) regarding the success or “*what’s working well*” at Alternate sites as well reflecting on factors that contribute to the success of Alternate programs in Chilliwack. During the student forums, students were encouraged to envision what they would like to see in a school, and supports and interventions they would see contributing to their success, beyond high school.

Participants from the Staff, Parent and Community forums provided feedback on key factors that they believe are essential for the success of Alternate (TYPE 3 and School Based) programs in Chilliwack. This type of inquiry allowed participants to discover what is working well in our Alternate schools; as well as dream and imagine what it could be from their perspective, which led to rich dialogue as well as envisioning Alternate Education in Chilliwack moving forward.

All forum participants were also given an opportunity to complete a copy of the survey during the forum if they had not completed the survey online.

Listed below was the time line of events regarding the forums discussed above:

1. Monday, Feb 29<sup>th</sup>; 2016- meeting with the members of the Chilliwack Teachers Association and Canadian Union of Public Employees.
2. Monday, Feb 29<sup>th</sup>; 2016– meeting with the parents of students at the Education Centre and CHANCE- Shxwetetilthet
3. Tuesday, March 1<sup>st</sup> to Wednesday, March 3<sup>rd</sup>; 2016 - Student Meetings at the Education Centre and CHANCE- Shxwetetilthet
4. Monday, March 7<sup>th</sup>; 2016- meeting for all Aboriginal parents at Stó:lō Nation Resource Centre
5. Wednesday, March 30<sup>th</sup>; 2016 - North Side Public Consultation Meeting
6. Thursday, March 31<sup>st</sup>; 2016 - South Side Public Consultation Meeting

The following partner groups were contacted individually via e-mail and were invited to attend one or both public consultation forums. Also, the community forum flyer as well as the link to the district web site containing all of the information was also included in the e-mail.<sup>2</sup>

- ✓ Ministry of Children & Family – Probation Services
- ✓ Ministry of Children & Family – Child Youth Mental Health
- ✓ Ann Davis Transition Society
- ✓ Big Brothers Big Sisters of the Fraser Valley

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<sup>2</sup>See Appendix H for the public consultation flyer

## Chilliwack School District

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- ✓ Chilliwack Community Services
- ✓ Chilliwack Addictions and Prevention Services
- ✓ Chilliwack Division of Family Practice
- ✓ Chilliwack Family YMCA
- ✓ Chilliwack Learning Society
- ✓ Chilliwack Restorative Justice & Youth Advocacy Association
- ✓ Chilliwack Social Research and Planning Council
- ✓ Chilliwack Society for Community Living
- ✓ City Life Centre
- ✓ City of Chilliwack
- ✓ Cyrus Centre
- ✓ Fraser Valley Aboriginal Children and Family Services Society (FVACFS) Xyolhemeylh
- ✓ Fraser Valley Child Development Centre
- ✓ RCMP
- ✓ Sto:lo Nation
- ✓ United Way of the Fraser Valley
- ✓ Aboriginal Mentorship
- ✓ Youth as Gatekeepers
- ✓ Sto:lo Nation Health Services
- ✓ Chilliwack Community Arts Council
- ✓ Chilliwack Cultural Centre
- ✓ Inner Vision Yoga
- ✓ University of the Fraser Valley
- ✓ Chilliwack Bowls of Hope
- ✓ Chilliwack Child Development Centre
- ✓ Central Community Church

### **Data Collection Instruments:**
















#### **Surveys**

Surveys for all groups were constructed and delivered using a professional version of the software from Survey Monkey, which allows the survey designer to incorporate logic into the survey such that respondents may be advanced past questions not relevant to them.

Surveys were online as well as a paper copy was available at all of the forums, so participants who had not had an opportunity to fill out the survey could do so at the end of each forum.

## Chilliwack School District

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<b>Alternate Education Program Survey for Students - Chilliwack School District</b> Created 02/26/2016	04/04/2016	116	   ▾
<b>Alternate Education Program Survey for Staff - Chilliwack School District</b> Created 02/26/2016	04/01/2016	54	   ▾
<b>Alternate Education Program Survey for Community Partners - Chilliwack School District</b> Created 03/04/2016	03/31/2016	15	   ▾
<b>Alternate Education Program Survey for Parents - Chilliwack School District</b> Created 02/16/2016	03/31/2016	61	   ▾
<b>Alternate Education Program Survey for Principals &amp; Vice-Principals - Chilliwack School District</b> Created 03/04/2016	03/30/2016	21	   ▾

The online surveys were open from February 29<sup>th</sup>, 2016 to April 4<sup>th</sup>, 2016. Listed above is a screen capture from Survey Monkey outlining the number of surveys that were completed during the timeframe the survey was open – a total of 267 surveys were completed. Note that most of the student surveys were completed with the students during student forums with the assistance of staff members; as some students had difficulty completing the survey due to a variety of personal circumstances.

Staff members administrating the survey were careful not to lead students but were available to assist students in reading and comprehending the survey questions. All of the survey information was then entered online.

### **Focused Groups:**

The report is based on input from five distinct focus groups: Alternate Education staff and support staff; parents of students currently attending an Alternate Education site (Type 3); students currently attending an Alternate Education site; Aboriginal Parent group including members from local First Nations communities; and Community Partners.

Both at the student forums and parent forums, participants were asked to discuss the strengths of the Alternate program and areas of improvements with the notion of creating an environment that supported success for students. During both parent forums, participants talked about their own experiences going through the Alternate programs, and were eager to share their experiences, and factors that contributed to their success.



## Chilliwack School District

Focus Group	Number Participated
Chilliwack Teachers Association and Canadian Union of Public Employees	CTA and CUPE members - 34 staff members
Parents of students from the Education Centre and CHANCE- Shxwetelilthet	CHANCE/Shxwetelilthet parents – 7 → Aboriginal -3; Non-Aboriginal- 4 Education Centre parents - 18 → Aboriginal -12 Non-Aboriginal- 6
Student Meetings at CHANCE- Shxwetelilthet	Total students – 26; Aboriginal students -15; Non-Aboriginal students - 11
Student Meetings at the Education Centre	Total students – 67; Aboriginal students -23; Non-Aboriginal students - 44
Aboriginal Parents – Meeting At Stó:lō Nation Resource Centre	Total parents and students – 32; CHANCE/Shxwetelilthet parents – 7; Education Centre parents - 11 →
North & South Side Consultation	Staff & Community Members - 30

Some of the participants talked about how their own experiences have shaped the experiences of their children, who also struggled with the mainstream K-12 systems and were required to leave due to attendance or other factors that prevented them from achieving success and were transitioned to either an Alternate middle or secondary school, and success achieved at the Alternate sites thereafter.

The key question that was used to initiate discussion amongst the community partner groups and teachers was the following: *Given your work with supporting vulnerable youth, please provide five key statements that you believe are essential for a successful Alternate Education program in Chilliwack.*

During some of the sessions, participants collaborated in groups of 4 in terms of 5 key statements, and then joined another groups to synthesize their thinking and to collaboratively decide on 5 key statements that captured the thinking generated from both groups. Ensuing conversation was not limited to the above question, as participants talked about their experiences, perceptions, successes and challenges of the current Alternate programs and structures. Participants were frequently probed for additional information when making statements as well as assumptions which were all captured, which was included in the data summary.

### **Theme & Data Analysis:**

All of the anecdotal comments and statements from the forums and surveys were categorized under the fifteen broad themes that were generated as a result of summary information gleaned from the research and reviews mentioned on page eleven.

The fifteen broad themes used for reviewing the anecdotal and responses for open ended questions were:

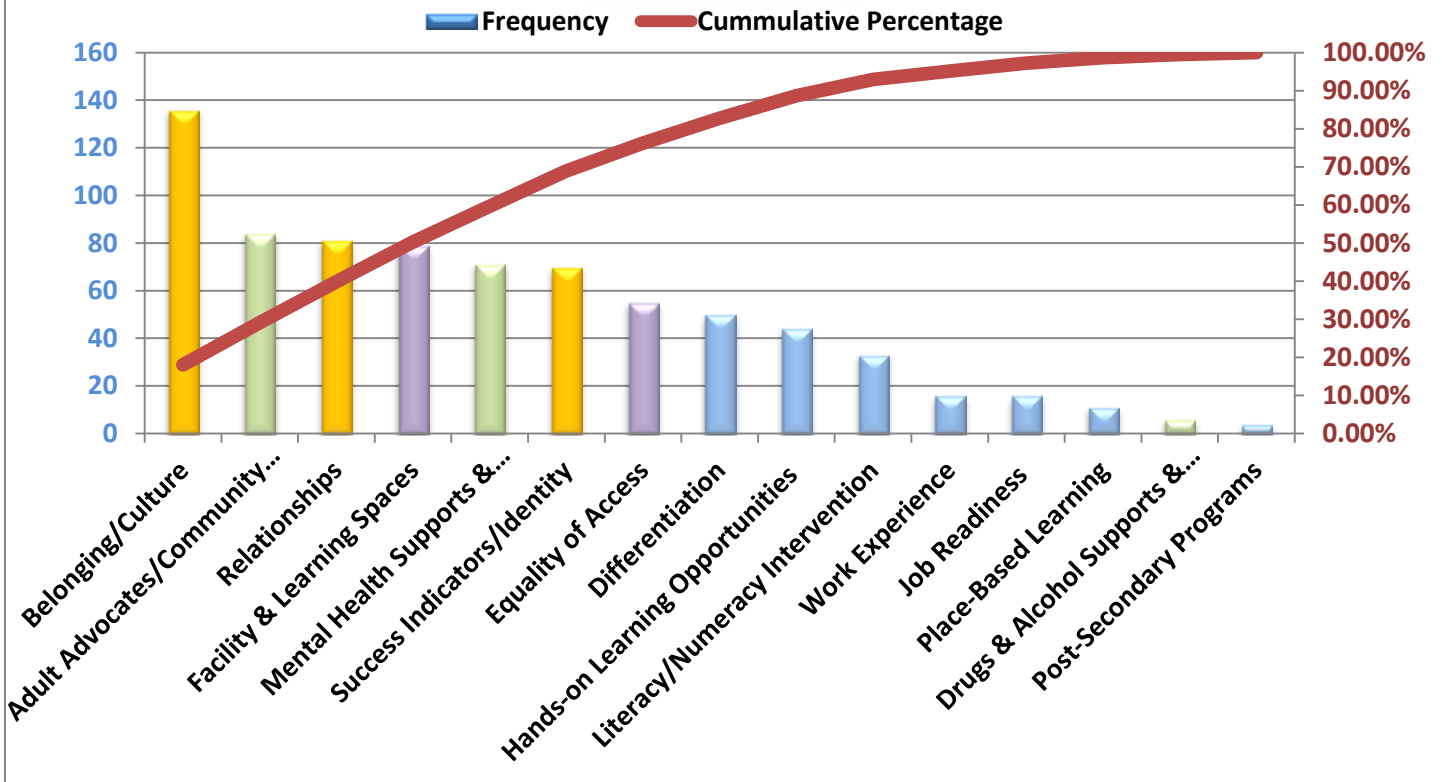
- ✓ Mental Health Supports & Intervention
- ✓ Drugs & Alcohol Supports & Intervention
- ✓ Hands-on Learning Opportunities
- ✓ Work Experience
- ✓ Job Readiness
- ✓ Relationships
- ✓ Literacy/Numeracy Intervention
- ✓ Success Indicators/Identity
- ✓ Facility & Learning Spaces
- ✓ Equality of Access
- ✓ Differentiation
- ✓ Post-Secondary Programs
- ✓ Place-Based Learning
- ✓ Adult Advocates/Community Supports
- ✓ Belonging/Culture

During focus groups, redundant responses by the same individual were not counted multiple times. Likewise, within the survey data, non-responses were not coded. The methodology used was that during each forum, participant responses were coded into primary or secondary themes using the above fifteen themes, with all of the cumulative data from each of the focused groups represented in a Pareto Chart. <sup>3</sup>

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<sup>3</sup>Pareto Charts: <http://asq.org/learn-about-quality/cause-analysis-tools/overview/pareto.html>

## Frequency of Theme Areas



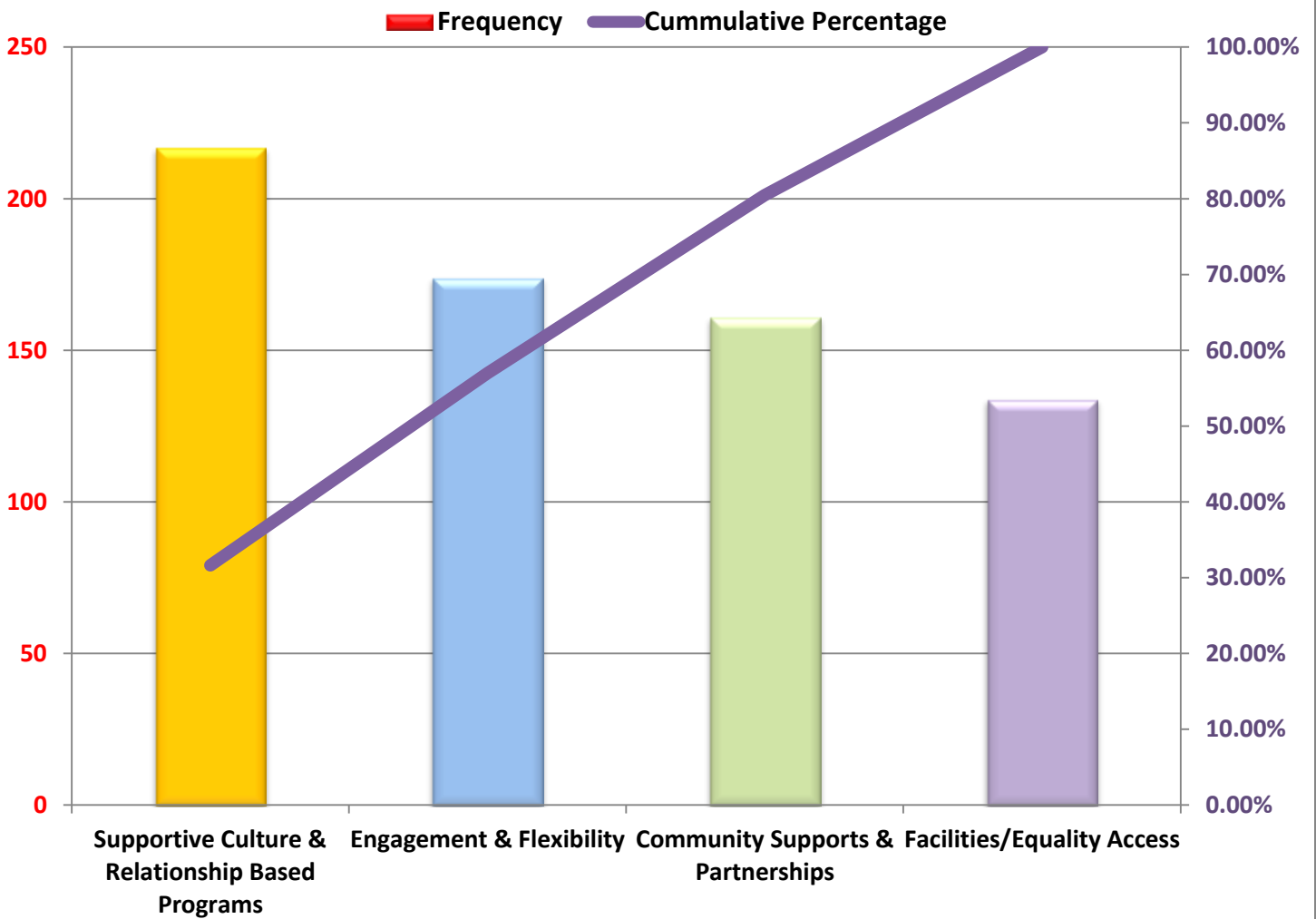
A Pareto chart provides a graphic depiction of the Pareto Principle, a theory maintaining that 80% of the output in a given situation or system (ex: success of students) is produced by 20% of the input. So in the above analysis, themes such as Belonging/Culture, Adult Advocates/Community Partnerships, Relationships and Mental Health Supports & Intervention could be classified as a significant few variables that contribute to 80% of the success factors in an Alternate school setting.

The independent variables or the fifteen themes on the chart are shown on the horizontal axis and the dependent variables or the number survey data and responses per theme are portrayed as the heights of bars. A point-to-point graph, which shows the cumulative relative frequency, is superimposed on the bar graph. As the values of the statistical variables are placed in order of relative frequency, the graph clearly reveals which factors have the greatest impact and where attention is likely to yield the greatest benefit.

In order to understand the data in greater clarity, the above data was categorized into 4 themes, reflective of the review and recent preliminary work done at the Ministry in constructing standards for Type 3 Alternate schools<sup>4</sup>

- ✓ Supportive culture and relationship based programs
- ✓ Engagement & flexibility
- ✓ Community supports and partnerships
- ✓ Facilities and equality of access

## Frequency Of Theme Areas



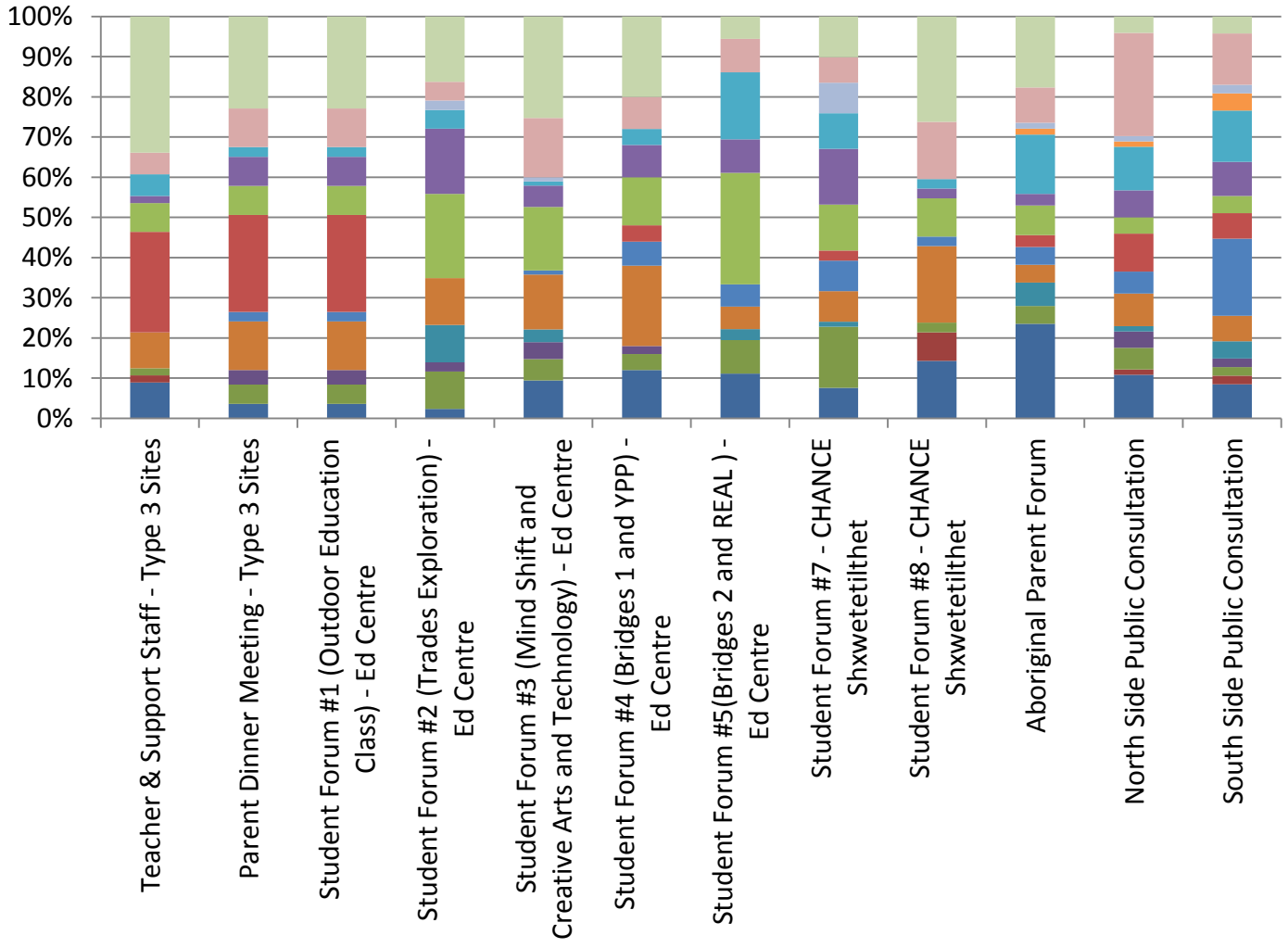
<sup>4</sup> See Appendix A for Draft Ministry Standards

## Chilliwack School District

Included below is a visual thematic map outlining all of the responses that were categorized under each of the fifteen themes during the data collection and analysis process, which are represented on the Pareto chart from page seventeen.

### Summary Data of Themes by Individual Focus Group

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><span style="color: blue;">■</span> Mental Health Supports &amp; Intervention</li> <li><span style="color: green;">■</span> Hands-on Learning Opportunities</li> <li><span style="color: cyan;">■</span> Job Readiness</li> <li><span style="color: blue;">■</span> Literacy/Numeracy Intervention</li> <li><span style="color: lightgreen;">■</span> Facility &amp; Learning Spaces</li> <li><span style="color: cyan;">■</span> Differentiation</li> <li><span style="color: lightblue;">■</span> Place-Based Learning</li> <li><span style="color: lightgreen;">■</span> Belonging/Culture</li> </ul> | <ul style="list-style-type: none"> <li><span style="color: red;">■</span> Drugs &amp; Alcohol Supports &amp; Intervention</li> <li><span style="color: purple;">■</span> Work Experience</li> <li><span style="color: orange;">■</span> Relationships</li> <li><span style="color: red;">■</span> Success Indicators/Identity</li> <li><span style="color: purple;">■</span> Equality of Access</li> <li><span style="color: orange;">■</span> Post-Secondary Programs</li> <li><span style="color: pink;">■</span> Adult Advocates/Community Supports</li> </ul> |
|---|---|



### **Summary:**

It is worth noting that most of the adult participants and some of the student participants viewed the current Alternate programs, program delivery, structures, and facilities from strength based perspective and were appreciative of all of the collaborative partnerships that have resulted in ongoing success for our most vulnerable students in the Chilliwack School District. Mental Health (including Drugs and Alcohol) issues that pervade students and families was a point of discussion during some of the forums, and it was highlighted that we need to continue to leverage our partner groups, in building a wrap-around support structure for students and families who struggle with this invisible disability. It was clearly articulated, that although much success has been achieved over the past many years in providing supports and services for at-risk youth and families, we need to continue to review supports and structures, based on promising practices from the field from other Districts across the province of BC.

One of the key aspects of the success of the existing Alternate education programs in Chilliwack are the relationship based programs, where caring adults who are well connected to the student population build meaningful programs that engage students. Meaningful, purposeful authentic relationships support a learning culture that has clear and high expectations of students, helping students become lifelong learners, which includes providing students with self-regulations skills leading to self-efficacy.

Qualitative data points to the importance of connecting students with interest and passions, including practical learning opportunities with clear connections to working and learning beyond high school. It was mentioned multiple times by many participants that the existing paper based model does not work for most students who are disengaged and that the “hook” for these students are engaging place-based, project-based courses that will provide them with the relevant skills for the workplace as well as lead to a meaningful high school diploma.

Both data and comments articulated the importance of having skilled staff members who are compassionate and caring individuals who will champion the learning agenda for all of the students in their classes. In addition, these staff members will be part of building a new vision inclusive of engaging place-based, project-based courses and sound literacy, numeracy supports and interventions that pave the way for successful high school graduation for students.

We are at a crucial point in our journey of reviewing our Alternate education (Type 3) supports structures. Given the new curriculum framework from the Ministry and the priority of improving students achievement and well-being through high quality literacy and numeracy intervention as outlined in our Strategic Plan, there is no better time and opportunity to redesign the supports, structures and program delivery at District Type 3 Alternate facilities as

the first steps in enhancing and providing a robust, engaging and relevant learning environment for our at-risk” students.

### **Recommendation –**

Given summary information from past reviews and research studies, the current analysis and the extensive feedback provided by parents, students, staff, principals and vice-principals and community partners, through forums and survey information, the recommendation is to assemble a committee inclusive of principals and vice-principals from elementary, middle and secondary to review the data from this report and redesign programs, supports and structures for students at Type 3 Alternate facilities framed around the principles of

- Supportive culture and relationship based programs
- Engagement & flexibility
- Community supports and partnerships

It is also recommended that the redesign plans include a new visual identity, and re-naming of the new Alternate (Type 3) model. Part of the redesign will include looking at a new facility, which was identified as the 4<sup>th</sup> broad theme, which may come to fruition once the District completes a full capacity, facilities, programs review during the 2016-17 school year.

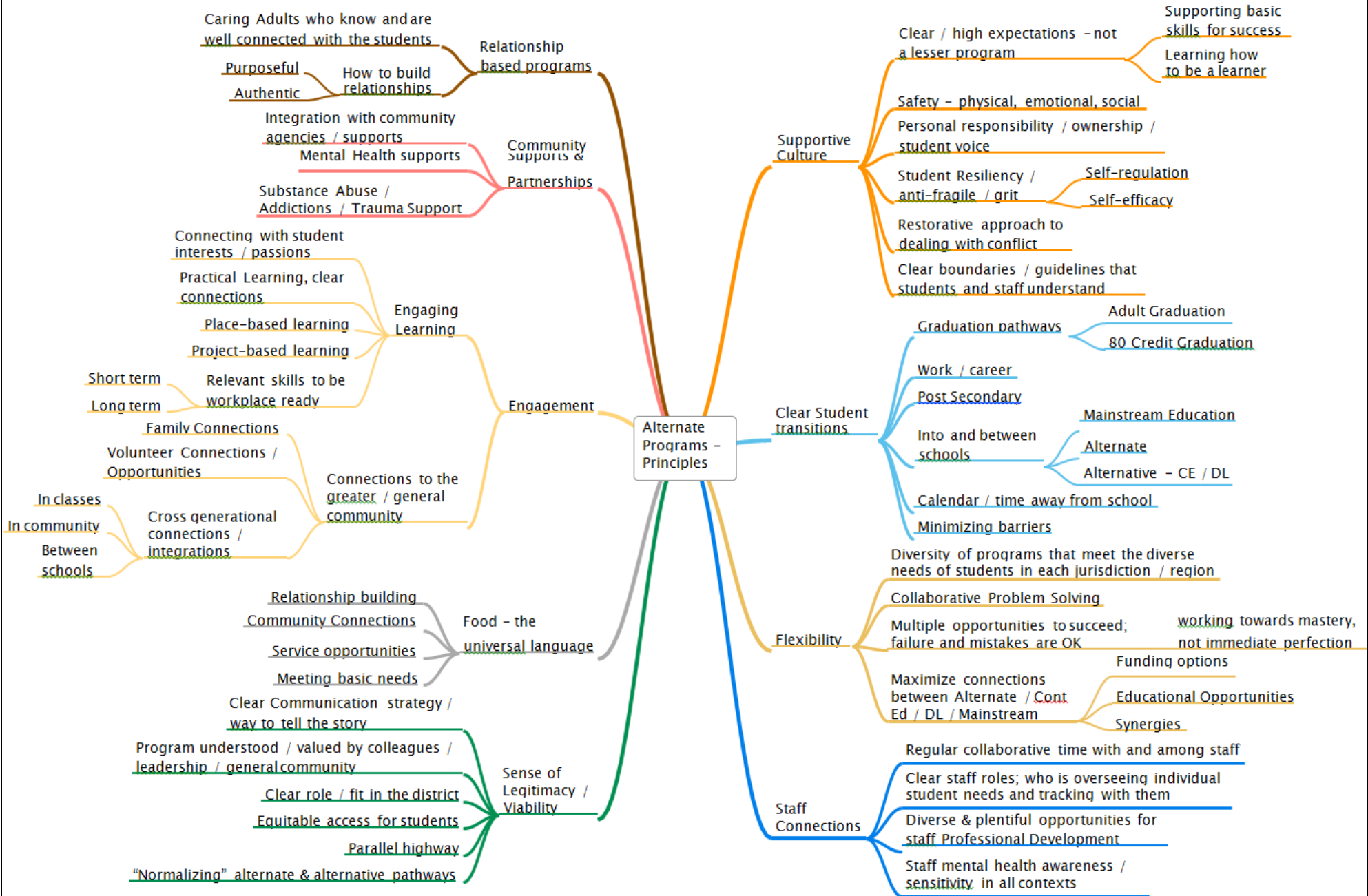
It is important to note that the above recommendations arising from this report would assist the District in building capacity and developing a cohesive plan which would enhance and refine services for at risk students at our district Alternate education (Type 3) facilities and that the cost of programs and services would not increase significantly as a result of the re-design of programs, supports and structures.

Finally, it is important to note that we have some amazing, gifted, passionate staff members who continue to champion the cause for “at-risk” students at our Alternate sites; who have been instrumental in ensuring the success for these young students, who otherwise may have self-selected to drop out of our system.

The above recommendation is not as a result of the shortcomings of these staff members, rather a redesign and a renewed vision of programs, program delivery, services and supports and ensuring that we are able to staff our Type 3, Alternate sites with passionate, skilled dedicated staff members all while adhering to the Chilliwack Teachers' Association and Canadian Union of Public Employees Collective Agreements.



# ALTERNATE EDUCATION GUIDING PRINCIPLES







Our District

Calendar

Our Schools

News & Events

Events

Recent News

School Events

Board Of Education

Programs & Departments

Parents & Students

Staff Info

Community Information

Contact Us



Home > News & Events > Events

## Alternative Programs, Facilities and Structures Review

**Starts: Monday, February 29th, 2016 - 3:00pm**

**Ends: Thursday, March 31st, 2016 - 9:00pm**

Please join us at one or both public consultation meeting dates listed below to discuss the District Capacity and Program Review as it relates to Alternative Education (Type 3 Facilities) in the Chilliwack School District.

Parents, community members, staff and students please come and lend your voice to this important discussion as we review the success of the Alternate Education (TYPE 3) programs, facilities and instructional strategies in Chilliwack compared to the success indicators identified through research and reviews (listed below) completed.

[Alternate Education Review in School District #33](#)

[McCreary Report 2008](#)

[Quality Review Report - BC Ministry of Education 2014](#)

[Secondary Alternate School Inquiry Team Summary](#)

[Developing an Alternate Program Framework, Meeting the needs of All Adolescent Students](#)

[Alternate Education Inquiry Group](#)

[Chilliwack High School Engagement and Completion Study](#)

Also, please take some time to provide your feedback by selecting one of the three surveys listed below. Please note that the survey window will close on Thursday, March 31<sup>st</sup>, 2016.

[Students](#)

[Parents](#)

[Community Members & Partners](#)

[Principals and Vice-Principals](#)

[Staff](#)

### Public Consultations ([click here for flyer](#))

#### North Side Consultation:

Date and Time: Wednesday March 30, 2016 at 7:00 p.m.

Place: Neighbourhood Learning Centre at the Chilliwack Secondary Campus (Aboriginal Education Meeting Room), 46363 Yale Road, Chilliwack

#### South Side Consultation:

Date and Time: Thursday, March 31<sup>st</sup>, 2016 at 7:00 p.m.

Place: G.W. Graham Middle Secondary School Library, 45955 Thomas Road, Chilliwack

For more information please contact Rohan Arul-pragasam, Assistant School Superintendent at 604-792-1321 or [rohan\\_arul@sd33.bc.ca](mailto:rohan_arul@sd33.bc.ca)

Kindergarten Registration

[Read More »](#)

Alternate Education Survey

[Read More »](#)

#### Upcoming Events:

Apr 5 | [Board of Education Meeting](#)

[View All »](#)

#### Recent News:

Mar 2 | [Starfish Backpack Program](#)

Feb 24 | [SD Teachers Learn at the Chilliwack Museum](#)

Dec 13 | [School Trustee By-Election Results](#)

[View All »](#)

# YOU ARE INVITED

To attend one or both public consultations to discuss the District Capacity and Program Review as it relates to Alternative Education in the Chilliwack School District. Parents, community members, staff and students please come and lend your voice to this important discussion



## PUBLIC CONSULTATIONS

### NORTH SIDE

WEDNESDAY  
MARCH 30, 2016

NEIGHBOURHOOD  
LEARNING CENTRE  
ABORIGINAL EDUCATION  
MEETING ROOM

46361 YALE ROAD

7:00-9:00 P.M.



**Chilliwack  
School District**

### SOUTH SIDE

THURSDAY  
MARCH 31, 2016

G.W. GRAHAM MIDDLE  
SECONDARY SCHOOL  
LIBRARY

45955 THOMAS ROAD

7:00-9:00 P.M.

**BOARD OF EDUCATION**  
**DECISION REPORT**

**DATE:** May 17, 2016  
**TO:** Board of Education  
**FROM:** Evelyn Novak, Superintendent  
**RE:** **SCHEDULE OF BOARD MEETINGS 2016-2017**

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**RECOMMENDATION**

THAT the Board of Education approve one of the following options for the 2016-2017 school year Board of Education meetings.

- Option 1: Board Meeting Schedule – 14 meetings
- Option 2: Board Meeting Schedule – 15 meetings
- Option 3: Board Meeting Schedule – 16 meetings



**Chilliwack  
School District**

**BOARD OF EDUCATION MEETINGS  
2016-2017**

**OPTION 1 – 14 Meetings**

<b>DATE</b>	<b>LOCATION</b>
September 20, 2016	School District Office
October 4, 2016	School District Office
October 18, 2016	School District Office
November 8, 2016	School District Office
November 29, 2016	School District Office
December 6, 2016 (Elections)	School District Office
January 10, 2017	School District Office
February 7, 2017	School District Office
February 21, 2017	School District Office
March 7, 2017	School District Office
April 11, 2017	School District Office
May 9, 2017	School District Office
May 23, 2017	School District Office
June 13, 2017	School District Office



**Chilliwack  
School District**

**BOARD OF EDUCATION MEETINGS  
2016-2017**

**OPTION 2 – 15 Meetings**

<b>DATE</b>	<b>LOCATION</b>
September 20, 2016	School District Office
October 4, 2016	School District Office
October 18, 2016	School District Office
November 8, 2016	School District Office
November 29, 2016	School District Office
December 6, 2016 (Elections)	School District Office
January 10, 2017	School District Office
January 24, 2017	School District Office
February 7, 2017	School District Office
February 21, 2017	School District Office
March 7, 2017	School District Office
April 11, 2017	School District Office
May 9, 2017	School District Office
May 23, 2017	School District Office
June 13, 2017	School District Office



**Chilliwack  
School District**

**BOARD OF EDUCATION MEETINGS  
2016-2017**

**OPTION 3 – 16 Meetings**

<b>DATE</b>	<b>LOCATION</b>
September 20, 2016	School District Office
October 4, 2016	School District Office
October 18, 2016	School District Office
November 8, 2016	School District Office
November 29, 2016	School District Office
December 6, 2016 (Elections)	School District Office
January 10, 2017	School District Office
January 24, 2017	School District Office
February 7, 2017	School District Office
February 21, 2017	School District Office
March 7, 2017	School District Office
April 11, 2017	School District Office
April 25, 2017	School District Office
May 9, 2017	School District Office
May 23, 2017	School District Office
June 13, 2017	School District Office

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** May 17, 2016  
**TO:** Board of Education  
**FROM:** Gerry Slykhuis, Secretary Treasurer  
**RE:** **2016-17 ANNUAL BUDGET**

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The Secretary-Treasurer will review the 2016 - 2017 Annual Budget, for approval by the Board.

#### RECOMMENDATION

THAT the Board approve the second reading of 2016 - 2017 Annual Budget Bylaw at the May 17, 2016 Regular Board Meeting in the amount of \$137,534,588.

#### INFORMATION

Included in this package is the Ministry of Education Budget Template document – this is the main budget document.



**ANNUAL BUDGET BYLAW**

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2016/17 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act* respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 33 (Chilliwack) Annual Budget Bylaw for fiscal year 2016/17.
3. The attached Statement 2 showing the estimated revenue and expense for the 2016/17 fiscal year and the total budget bylaw amount of \$137,534,588 for the 2016/17 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, Statement 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2016/17.

READ A FIRST TIME THE 3<sup>RD</sup> DAY OF MAY, 2016;

READ A SECOND TIME THE 17<sup>th</sup> DAY OF MAY, 2016;

READ A THIRD TIME, PASSED AND ADOPTED THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
**Chairperson of the Board**

\_\_\_\_\_  
**Secretary Treasurer**

I HEREBY CERTIFY this to be a true original of School District No. 33 (Chilliwack) Annual Budget Bylaw 2016/17, adopted by the Board the \_\_\_\_\_ day of \_\_\_\_\_, 2016.

\_\_\_\_\_  
**Secretary Treasurer**



**Special Ed Review – Cost and Description of Recommendations**

RECOMMENDATION	COST	DESCRIPTION
<p><b>Recommendation 2:</b></p> <p>The district should promptly form a <b>Special Education Review Working Committee</b>. This would be the first step in what the district has already stated would be an outcome of this review:</p> <p><i>“...(after) we have examined the recommendations from the report we will work with a team to develop a three year strategic plan that aligns with our district achievement contract for all students.”</i></p> <p>I suggest that the Working Committee be <u>small</u> for the initial functions needed and not include anyone but district employees (<i>parent role to come</i>). I suggest that it start its work in January/February of 2013.</p>		<ul style="list-style-type: none"> <li>Working group has formed and working on the implementation of recommendations</li> </ul>
<p><b>Recommendation 3:</b></p> <p>The configuration of the school-based Resource Teacher model needs reconsideration and most especially enhanced in-service support.</p> <p>Strategic Plan: Priority 1 (Instruction), Goal #1, Strategy # 3</p>	<ul style="list-style-type: none"> <li>\$2300/yr</li> </ul>	<ul style="list-style-type: none"> <li>Monthly Resource Teacher Training sessions</li> <li>RTLS Online Sessions</li> <li>Partnering with Post-Secondary institutions to discuss educational opportunities</li> </ul>
<p><b>Recommendation 4:</b></p> <p>Other districts and the ministry have recently recognized the challenges faced by administrators when planning for the efficient and effective use of EA time. The Surrey school district recently completed the development of a very concrete model for assisting principals in doing scheduling and allocation, and that model has been recently presented through BCCASE. Maple Ridge has also developed a well-reviewed model. Chilliwack is urged to very seriously look at these models and consider applying one (or a hybrid) of them across the district in the near future (at least pilot in September 2013). This will require some in-service but Surrey and/or Maple Ridge may well provide it; it is not long and should be very inexpensive.</p> <p>Strategic Plan: Priority 1 (Instruction), Goal #1, Strategy # 3</p>	<ul style="list-style-type: none"> <li>\$430 000/yr</li> </ul>	<ul style="list-style-type: none"> <li>Emergency EA Supports have been redesigned around needs based planning</li> </ul>
<p><b>Recommendation 5:</b></p> <p>Category H is problematic. Chilliwack has shown due diligence in following Ministry 1701 reporting rules. This is a legal obligation and the district is commended for following them carefully. However, it may be that Chilliwack is missing some opportunity to claim some “H” children. If so, these children would generate discrete funding that might at least mitigate the “drawing away” of services (especially EA) that is reported and has definitely been observed. Strategic Plan: Priority 1 (Instruction), Goal #3, Strategy # 1 and #2</p>	<ul style="list-style-type: none"> <li>\$2300/yr</li> <li>\$94,000/yr</li> </ul>	<ul style="list-style-type: none"> <li>Focus on monthly Counsellor Training</li> <li>New Counsellor position</li> </ul>

<p><b>Recommendation 6:</b></p> <p>As the Working Committee proceeds with its analysis of this report it should consider whether it is timely to begin a district-wide use of the British Columbia District Student Services Inquiry Process (2010). <i>However, the Inquiry Process takes from 13-16 months to complete.</i></p> <p>I am of the opinion that dealing with the immediate results of the current review will take certainly until next June, and to start the Inquiry Process would significantly distract and use up too much staff time and energy. <u><i>I think the Working Committee should consider the Inquiry Process – but my current opinion is that it not be necessary given the work done in preparing this report.</i></u></p>		<ul style="list-style-type: none"> <li>• Not implemented through the working committee</li> <li>• As a district, inquiry practice has been a focus</li> <li>• Learning Services Staff engaged in an inquiry focused project through our staff meeting in 14-15</li> </ul>
<p><b>Recommendation 7:</b></p> <p>The Working Committee should consider the formation of a <u>Student Services Advisory Committee</u>. Something similar was done in the past in the district but was dropped.</p>		<ul style="list-style-type: none"> <li>• Advisory has been in place for the last two years</li> </ul>
<p><b>Recommendation 8:</b></p> <p><b>Speech Language Services are very stretched in the district</b> (even with recent additions). The addition of speech aides has been greeted very positively and appears to not only allow more direct intervention with needy children; it frees the SLP to do more investigative/diagnostic/prescriptive work. I recommend that the district move as quickly as practical to have one speech aide per SLP and I <u>strongly recommend this idea</u>. <b>Strategic Plan: Priority 1 (Instruction), Goal #1, Strategy # 3</b></p>	<ul style="list-style-type: none"> <li>• \$93 630/yr</li> </ul>	<ul style="list-style-type: none"> <li>• All SLP positions have been filled</li> <li>• AAC Support Teacher was hired in 15-16</li> </ul>
<p><b>Recommendation 9:</b></p> <p><b>School Psychology Services are very stretched in the district.</b> Chilliwack’s ratio of psychologist to enrollment is very low (while it varies greatly, a general standard is 1:3,000). Sponsoring Intern Psychologists from UBC is commendable and should continue but at a <u>minimum</u> the district should add one FTE psychologist <i>as soon as possible</i>. <b>Strategic Plan: Priority 1 (Instruction), Goal #1, Strategy # 3</b></p>	<ul style="list-style-type: none"> <li>• \$93 630/yr</li> </ul>	<ul style="list-style-type: none"> <li>• All School Psychologist positions filled</li> <li>• Additional School Psychologist position filled in 14-15</li> </ul>
<p><b>Recommendation 10:</b></p> <p><b>District planned and sponsored in-service needs to target key areas of sped need.</b> Further <u>simple</u> polling of staff (teachers, EAs and administrators) should be done to identify concrete areas for in-service. Based on this report key areas already detected are (a) IEP writing with clarity around the difference between measurable goals and measurable objectives, (b) autism with practical understandings of the complex presentation of autism (it’s variation), understanding social reciprocal interaction issues with autism, working proactively with parent advocates and private service providers, (c) understanding the Ministry of Education Manual of Policy, Procedures and Guidelines (especially as related to 1701 reporting and potential audits), (d) reading and understanding SLP and School Psychology reports, (e) what recent litigation decisions mean for the practice of both regular and special education. Chilliwack has a history of doing good special education in-service already, and it should continue with special reference to these and other identified topics (and especially targeting the needs of RTs). <b>Strategic Plan: Priority 1 (Instruction), Goal #3, Strategy # 2, Goal #2, Strategy #2; Priority 3 (Social Emotional Wellness) Goal #1</b></p>	<ul style="list-style-type: none"> <li>• \$27 000 (TOC Costs)</li> <li>• \$70 000</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly Specialist Teacher trainings</li> <li>• Afterschool Learning Series</li> <li>• Hosting Regional POPARD course in 15-16</li> <li>• Focused PVP sessions</li> <li>• SEAAC/EA Training</li> </ul>

<p><b><u>Recommendation 11:</u></b></p> <p><b>Morale.</b> All districts are encountering morale problems associated with special education loads. This is true for classroom teachers who struggle with class composition, size and the supervision of EAs, EAs who deal often very closely with many children with serious learning and physical needs, itinerants who struggle to keep up with the demands placed upon them, and the administrative, clerical and other support staff who help it all keep running. There are morale issues around these in Chilliwack as there are in all districts. Demands appear to constantly rise along with expectations while resources appear insufficient and time never really stretches! There is no way to minimize this but to continue to support each other and share that everyone is “doing the best with what they have.” I am impressed with how hard people in Chilliwack not only work, but how hard they try on behalf of children. I would love this to be communicated with the system – I have been often impressed and sometimes moved by what I have seen.</p>		<ul style="list-style-type: none"> <li>• Yearly Staff Survey completed</li> </ul>
<p><b><u>Recommendation 12:</u></b></p> <p>Recognition of the important role of EAs (always under the supervision of teachers) and their value in working at programming decisions for children: release time for consultation is always requested but in the current fiscal climate probably largely unattainable. Nonetheless recognition of the value of EAs involvement goes a long way even in the absence of consultation time. If in the future provincial funding becomes available, consideration of this as a built-in process should be made.</p>		
<p><b><u>Recommendation 13:</u></b></p> <p>Given the administrative structure of special education in Chilliwack and the recent changes in that structure, discussion at the most senior management level of how to ensure that arguably the most costly, complex and potentially problematic of programs – special education – can have a strongest and clearest voice up to the level of the Board of Trustees. As mentioned earlier in this report, special education is a large portion of the total district budget and has the potential for problems if not proactively and carefully monitored and managed.</p>	<ul style="list-style-type: none"> <li>• No Cost</li> </ul>	
<p><b><u>Recommendation 14:</u></b></p> <p>Beginning in June 2013 conduct a regular (but very simple) <u>poll of parents</u> of students with special education needs as to their satisfaction with services and also asking them to identify areas in need of attention. This should be a short and very simple poll and a fine model has been used with good effect in Delta for many years.</p>	<ul style="list-style-type: none"> <li>• No cost</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Poll conducted the last two years</li> </ul>
<p><b><u>Recommendation 15:</u></b></p> <p>Transitions of student files appear problematic in some cases. All elementary and middle schools should internally review (as directed by the principal) the procedures by which the files of students with special needs (and especially their IEPs) are moved to receiving schools. Receiving schools should be diligent in ensuring that the files are not only received but also read (especially the IEPs) by special education and classroom teachers in a thorough and timely manner. <b>Strategic Plan: Priority 1 (Instruction), Goal #3, Strategy #4</b></p>	<ul style="list-style-type: none"> <li>• \$1000</li> </ul>	<ul style="list-style-type: none"> <li>• Filing procedures reviewed for consistency</li> <li>• Training</li> <li>• Supplies made available to schools</li> </ul>

Annual Budget

## **School District No. 33 (Chilliwack)**

June 30, 2017

# School District No. 33 (Chilliwack)

June 30, 2017

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

## ANNUAL BUDGET BYLAW

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

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 33 (Chilliwack) Annual Budget Bylaw for fiscal year 2016/2017.
3. The attached Statement 2 showing the estimated revenue and expense for the 2016/2017 fiscal year and the total budget bylaw amount of \$137,534,588 for the 2016/2017 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2016/2017.

READ A FIRST TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2016;

READ A SECOND TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2016;

READ A THIRD TIME, PASSED AND ADOPTED THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2016;

\_\_\_\_\_  
**Chairperson of the Board**

**(Corporate Seal)**

\_\_\_\_\_  
**Secretary Treasurer**

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

\_\_\_\_\_  
**Secretary Treasurer**

# School District No. 33 (Chilliwack)

Statement 2

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

	2017 Annual Budget	2016 Amended Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	13,101,600	13,044,660
Adult	203,300	86,563
<b>Total Ministry Operating Grant Funded FTE's</b>	<u>13,304,900</u>	<u>13,131,223</u>
<b>Revenues</b>	\$	\$
Provincial Grants		
Ministry of Education	120,953,050	119,417,969
Other	146,246	166,912
Tuition	1,355,000	1,212,471
Other Revenue	5,774,354	5,627,961
Rentals and Leases	400,000	380,000
Investment Income	322,000	310,000
Amortization of Deferred Capital Revenue	6,925,056	6,922,518
<b>Total Revenue</b>	<u>135,875,706</u>	<u>134,037,831</u>
<b>Expenses</b>		
Instruction	110,567,137	110,783,837
District Administration	3,629,191	3,624,901
Operations and Maintenance	19,656,978	19,309,721
Transportation and Housing	3,475,782	3,554,762
<b>Total Expense</b>	<u>137,329,088</u>	<u>137,273,221</u>
<b>Net Revenue (Expense)</b>	<u>(1,453,382)</u>	<u>(3,235,390)</u>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	611,000	2,338,691
<b>Budgeted Surplus (Deficit), for the year</b>	<u>(842,382)</u>	<u>(896,699)</u>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(842,382)	(896,699)
<b>Budgeted Surplus (Deficit), for the year</b>	<u>(842,382)</u>	<u>(896,699)</u>

# School District No. 33 (Chilliwack)

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

	2017 Annual Budget	2016 Amended Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	122,078,028	121,724,593
Special Purpose Funds - Total Expense	7,278,122	7,553,911
Capital Fund - Total Expense	7,972,938	7,994,717
Capital Fund - Tangible Capital Assets Purchased from Local Capital	205,500	
<b>Total Budget Bylaw Amount</b>	<b>137,534,588</b>	137,273,221

Approved by the Board

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

# DRAFT



# School District No. 33 (Chilliwack)

Annual Budget - Changes in Net Financial Assets (Debt)  
Year Ended June 30, 2017

	<b>2017</b>	2016 Amended
	<b>Annual Budget</b>	Annual Budget
	\$	\$
<b>Surplus (Deficit) for the year</b>	<u>(1,453,382)</u>	<u>(3,235,390)</u>
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Local Capital	<u>(205,500)</u>	
<b>Total Acquisition of Tangible Capital Assets</b>	<u>(205,500)</u>	-
Amortization of Tangible Capital Assets	<u>7,972,938</u>	7,994,717
<b>Total Effect of change in Tangible Capital Assets</b>	<u>7,767,438</u>	<u>7,994,717</u>
	<u>-</u>	<u>-</u>
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<u><u>6,314,056</u></u>	<u><u>4,759,327</u></u>

# School District No. 33 (Chilliwack)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2017

	2017 Annual Budget	2016 Amended Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	116,789,174	114,915,020
Other	90,000	90,000
Tuition	1,355,000	1,212,471
Other Revenue	2,748,354	2,683,911
Rentals and Leases	400,000	380,000
Investment Income	290,000	280,000
<b>Total Revenue</b>	<b>121,672,528</b>	<b>119,561,402</b>
<b>Expenses</b>		
Instruction	103,784,407	103,768,993
District Administration	3,629,191	3,624,901
Operations and Maintenance	11,644,740	11,264,828
Transportation and Housing	3,019,690	3,065,871
<b>Total Expense</b>	<b>122,078,028</b>	<b>121,724,593</b>
<b>Net Revenue (Expense)</b>	<b>(405,500)</b>	<b>(2,163,191)</b>
<b>Budgeted Prior Year Surplus Appropriation</b>	<b>611,000</b>	<b>2,338,691</b>
<b>Net Transfers (to) from other funds</b>		
Local Capital	(205,500)	(175,500)
<b>Total Net Transfers</b>	<b>(205,500)</b>	<b>(175,500)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 33 (Chilliwack)

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

	2017 Annual Budget	2016 Amended Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education</b>		
Operating Grant, Ministry of Education	117,666,141	115,594,387
AANDC/LEA Recovery	(1,956,191)	(1,956,191)
Other Ministry of Education Grants		
Pay Equity	864,624	864,624
Education Guarantee	100,000	300,000
Carbon Tax Reimbursement	80,000	80,000
Curriculum Implementation	19,600	19,600
FSA Scoring	15,000	12,600
<b>Total Provincial Grants - Ministry of Education</b>	<b>116,789,174</b>	<b>114,915,020</b>
<b>Provincial Grants - Other</b>	<b>90,000</b>	<b>90,000</b>
<b>Tuition</b>		
Offshore Tuition Fees	1,355,000	1,212,471
<b>Total Tuition</b>	<b>1,355,000</b>	<b>1,212,471</b>
<b>Other Revenues</b>		
LEA/Direct Funding from First Nations	1,956,191	1,956,191
Miscellaneous		
Energy Program	100,000	100,000
Print Shop	80,000	80,000
Distance Ed. Textbook & Course Fees	150,000	100,000
Bus Fees	360,000	360,000
Other Miscellaneous	102,163	87,720
<b>Total Other Revenue</b>	<b>2,748,354</b>	<b>2,683,911</b>
<b>Rentals and Leases</b>	<b>400,000</b>	<b>380,000</b>
<b>Investment Income</b>	<b>290,000</b>	<b>280,000</b>
<b>Total Operating Revenue</b>	<b>121,672,528</b>	<b>119,561,402</b>

# School District No. 33 (Chilliwack)

Schedule 2B

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

	2017 Annual Budget	2016 Amended Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	51,745,060	51,409,449
Principals and Vice Principals	7,001,696	6,490,585
Educational Assistants	8,934,550	8,790,948
Support Staff	11,180,581	11,036,332
Other Professionals	2,734,643	2,718,280
Substitutes	5,329,637	4,993,013
<b>Total Salaries</b>	<b>86,926,167</b>	<b>85,438,607</b>
<b>Employee Benefits</b>	<b>20,725,204</b>	<b>21,474,759</b>
<b>Total Salaries and Benefits</b>	<b>107,651,371</b>	<b>106,913,366</b>
<b>Services and Supplies</b>		
Services	4,397,137	4,609,967
Student Transportation	10,600	11,600
Professional Development and Travel	799,752	800,964
Rentals and Leases	29,500	41,500
Dues and Fees	190,648	194,579
Insurance	302,000	354,000
Supplies	6,374,976	7,096,617
Utilities	2,322,044	1,702,000
<b>Total Services and Supplies</b>	<b>14,426,657</b>	<b>14,811,227</b>
<b>Total Operating Expense</b>	<b>122,078,028</b>	<b>121,724,593</b>

# School District No. 33 (Chilliwack)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2017

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	42,474,847	1,033,171		539,226		3,387,736	<b>47,434,980</b>
1.03 Career Programs	82,679			408,455	71,111	14,727	<b>576,972</b>
1.07 Library Services	1,112,853	63,213		106,351		38,578	<b>1,320,995</b>
1.08 Counselling	1,941,920	102,045				30,899	<b>2,074,864</b>
1.10 Special Education	4,613,127	352,379	7,874,790	68,496		970,100	<b>13,878,892</b>
1.30 English Language Learning	769,514	26,370				26,933	<b>822,817</b>
1.31 Aboriginal Education	378,348		1,059,760	39,268	71,111	150,468	<b>1,698,955</b>
1.41 School Administration		5,051,848		2,222,171	449,980	144,232	<b>7,868,231</b>
1.60 Summer School	74,035	31,644				268	<b>105,947</b>
1.61 Continuing Education	151,339			17,449			<b>168,788</b>
1.62 Off Shore Students	146,398	105,479		20,712		3,904	<b>276,493</b>
1.64 Other				105,963	88,823	19,948	<b>214,734</b>
<b>Total Function 1</b>	<b>51,745,060</b>	<b>6,766,149</b>	<b>8,934,550</b>	<b>3,528,091</b>	<b>681,025</b>	<b>4,787,793</b>	<b>76,442,668</b>
<b>4 District Administration</b>							
4.11 Educational Administration					692,613		<b>692,613</b>
4.40 School District Governance					129,805		<b>129,805</b>
4.41 Business Administration		235,547		497,580	758,640	15,086	<b>1,506,853</b>
<b>Total Function 4</b>	<b>-</b>	<b>235,547</b>	<b>-</b>	<b>497,580</b>	<b>1,581,058</b>	<b>15,086</b>	<b>2,329,271</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				75,442	383,737	777	<b>459,956</b>
5.50 Maintenance Operations				4,894,986		263,494	<b>5,158,480</b>
5.52 Maintenance of Grounds				581,455		33,589	<b>615,044</b>
5.56 Utilities							<b>-</b>
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5,551,883</b>	<b>383,737</b>	<b>297,860</b>	<b>6,233,480</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				100,568	88,823	3,439	<b>192,830</b>
7.70 Student Transportation				1,502,459		225,459	<b>1,727,918</b>
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,603,027</b>	<b>88,823</b>	<b>228,898</b>	<b>1,920,748</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>51,745,060</b>	<b>7,001,696</b>	<b>8,934,550</b>	<b>11,180,581</b>	<b>2,734,643</b>	<b>5,329,637</b>	<b>86,926,167</b>

# School District No. 33 (Chilliwack)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2017

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2017 Annual Budget	2016 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	47,434,980	11,372,379	58,807,359	5,375,464	64,182,823	65,273,547
1.03 Career Programs	576,972	122,707	699,679	471,681	1,171,360	1,062,509
1.07 Library Services	1,320,995	319,694	1,640,689	139,891	1,780,580	1,776,660
1.08 Counselling	2,074,864	496,081	2,570,945		2,570,945	2,527,756
1.10 Special Education	13,878,892	3,511,421	17,390,313	1,615,865	19,006,178	18,050,539
1.30 English Language Learning	822,817	197,509	1,020,326	22,463	1,042,789	1,001,113
1.31 Aboriginal Education	1,698,955	442,745	2,141,700	505,899	2,647,599	2,751,095
1.41 School Administration	7,868,231	1,745,758	9,613,989	405,569	10,019,558	10,033,404
1.60 Summer School	105,947	24,679	130,626	9,000	139,626	124,333
1.61 Continuing Education	168,788	41,190	209,978	20,000	229,978	235,618
1.62 Off Shore Students	276,493	65,315	341,808	299,290	641,098	580,017
1.64 Other	214,734	45,339	260,073	91,800	351,873	352,402
<b>Total Function 1</b>	<b>76,442,668</b>	<b>18,384,817</b>	<b>94,827,485</b>	<b>8,956,922</b>	<b>103,784,407</b>	<b>103,768,993</b>
<b>4 District Administration</b>						
4.11 Educational Administration	692,613	141,755	834,368	104,409	938,777	938,828
4.40 School District Governance	129,805	3,071	132,876	177,748	310,624	351,359
4.41 Business Administration	1,506,853	325,103	1,831,956	547,834	2,379,790	2,334,714
<b>Total Function 4</b>	<b>2,329,271</b>	<b>469,929</b>	<b>2,799,200</b>	<b>829,991</b>	<b>3,629,191</b>	<b>3,624,901</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	459,956	92,208	552,164	243,625	795,789	839,156
5.50 Maintenance Operations	5,158,480	1,200,021	6,358,501	1,179,875	7,538,376	7,760,905
5.52 Maintenance of Grounds	615,044	133,487	748,531	240,000	988,531	962,767
5.56 Utilities	-	-	-	2,322,044	2,322,044	1,702,000
<b>Total Function 5</b>	<b>6,233,480</b>	<b>1,425,716</b>	<b>7,659,196</b>	<b>3,985,544</b>	<b>11,644,740</b>	<b>11,264,828</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	192,830	41,697	234,527	62,100	296,627	283,584
7.70 Student Transportation	1,727,918	403,045	2,130,963	592,100	2,723,063	2,782,287
<b>Total Function 7</b>	<b>1,920,748</b>	<b>444,742</b>	<b>2,365,490</b>	<b>654,200</b>	<b>3,019,690</b>	<b>3,065,871</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>86,926,167</b>	<b>20,725,204</b>	<b>107,651,371</b>	<b>14,426,657</b>	<b>122,078,028</b>	<b>121,724,593</b>

# School District No. 33 (Chilliwack)

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

	<b>2017</b>	2016 Amended
	<b>Annual Budget</b>	Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	<b>4,163,876</b>	4,502,949
Other	<b>56,246</b>	76,912
Other Revenue	<b>3,026,000</b>	2,944,050
Investment Income	<b>32,000</b>	30,000
<b>Total Revenue</b>	<b>7,278,122</b>	7,553,911
<b>Expenses</b>		
Instruction	<b>6,782,730</b>	7,014,844
Operations and Maintenance	<b>495,392</b>	539,067
<b>Total Expense</b>	<b>7,278,122</b>	7,553,911
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	-

# School District No. 33 (Chilliwack)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2017

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	-	-	-	224,307	1,655,000	-	-	-	-
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education	495,392	2,414,261	6,598			224,000	49,000	138,292	699,513
Provincial Grants - Other									
Other				70,000	2,900,000				
Investment Income				2,000	30,000				
	495,392	2,414,261	6,598	72,000	2,930,000	224,000	49,000	138,292	699,513
<b>Less:</b> Allocated to Revenue	495,392	2,414,261	6,598	72,000	2,986,000	224,000	49,000	138,292	699,513
<b>Deferred Revenue, end of year</b>	-	-	-	<b>224,307</b>	<b>1,599,000</b>	-	-	-	-
<b>Revenues</b>									
Provincial Grants - Ministry of Education	495,392	2,414,261	6,598			224,000	49,000	138,292	699,513
Provincial Grants - Other									
Other Revenue				70,000	2,956,000				
Investment Income				2,000	30,000				
	495,392	2,414,261	6,598	72,000	2,986,000	224,000	49,000	138,292	699,513
<b>Expenses</b>									
Salaries									
Teachers		1,447,220						30,268	
Principals and Vice Principals						3,327	18,852		
Educational Assistants		344,708							490,315
Support Staff					15,000	162,430			
Other Professionals									
Substitutes		143,355			45,000			3,520	
	-	1,935,283	-	-	60,000	165,757	18,852	33,788	490,315
Employee Benefits		478,978			6,000	50,877	3,941	7,336	135,286
Services and Supplies	495,392		6,598	72,000	2,920,000	7,366	26,207	97,168	73,912
	495,392	2,414,261	6,598	72,000	2,986,000	224,000	49,000	138,292	699,513
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-



# School District No. 33 (Chilliwack)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2017

	Service Delivery Transformation	PRP-AMUT Residential	After School Support Initiative	TOTAL
	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	80,180	-	-	<b>1,959,487</b>
<b>Add:</b> Restricted Grants				
Provincial Grants - Ministry of Education		68,734		<b>4,095,790</b>
Provincial Grants - Other			56,246	<b>56,246</b>
Other				<b>2,970,000</b>
Investment Income				<b>32,000</b>
	-	68,734	56,246	<b>7,154,036</b>
<b>Less:</b> Allocated to Revenue	68,086	68,734	56,246	<b>7,278,122</b>
<b>Deferred Revenue, end of year</b>	<b>12,094</b>	<b>-</b>	<b>-</b>	<b>1,835,401</b>
<b>Revenues</b>				
Provincial Grants - Ministry of Education	68,086	68,734		<b>4,163,876</b>
Provincial Grants - Other			56,246	<b>56,246</b>
Other Revenue				<b>3,026,000</b>
Investment Income				<b>32,000</b>
	68,086	68,734	56,246	<b>7,278,122</b>
<b>Expenses</b>				
Salaries				
Teachers		42,564		<b>1,520,052</b>
Principals and Vice Principals				<b>22,179</b>
Educational Assistants				<b>835,023</b>
Support Staff		3,840		<b>181,270</b>
Other Professionals	51,456			<b>51,456</b>
Substitutes		1,100		<b>192,975</b>
	51,456	47,504	-	<b>2,802,955</b>
Employee Benefits	11,630	11,155		<b>705,203</b>
Services and Supplies	5,000	10,075	56,246	<b>3,769,964</b>
	68,086	68,734	56,246	<b>7,278,122</b>
<b>Net Revenue (Expense)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

# School District No. 33 (Chilliwack)

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

	2017 Annual Budget			2016 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Provincial Grants				
Amortization of Deferred Capital Revenue	6,925,056		6,925,056	6,922,518
<b>Total Revenue</b>	<b>6,925,056</b>	<b>-</b>	<b>6,925,056</b>	<b>6,922,518</b>
<b>Expenses</b>				
Amortization of Tangible Capital Assets				
Operations and Maintenance	7,516,846		7,516,846	7,505,826
Transportation and Housing	456,092		456,092	488,891
<b>Total Expense</b>	<b>7,972,938</b>	<b>-</b>	<b>7,972,938</b>	<b>7,994,717</b>
<b>Net Revenue (Expense)</b>	<b>(1,047,882)</b>	<b>-</b>	<b>(1,047,882)</b>	<b>(1,072,199)</b>
<b>Net Transfers (to) from other funds</b>				
Local Capital		205,500	205,500	175,500
<b>Total Net Transfers</b>	<b>-</b>	<b>205,500</b>	<b>205,500</b>	<b>175,500</b>
<b>Other Adjustments to Fund Balances</b>				
Tangible Capital Assets Purchased from Local Capital	205,500	(205,500)	-	
<b>Total Other Adjustments to Fund Balances</b>	<b>205,500</b>	<b>(205,500)</b>	<b>-</b>	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(842,382)</b>	<b>-</b>	<b>(842,382)</b>	<b>(896,699)</b>

# Minutes



## REPORT OF THE EDUCATION POLICY ADVISORY COMMITTEE

*Meeting Held Tuesday April 26, 2016 – 6:30 p.m.  
School District Office*

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<b>Attendance:</b>	Barry Neufeld Dan Coulter Heather Maahs Silvia Dyck Ed Klettke Iain Gardner Justine Hodge Dylan Murray Susan Hoogeveen Emily Clarke	Trustee Trustee Trustee Trustee CTA CPVPA Rep. DPAC Student, GWG Student, CSS Student, SSS
<b>Staff:</b>	Evelyn Novak Rohan Arul-pragasam Nathan Ngieng Janet Hall Carrie Pratt	Superintendent Assistant Superintendent District Principal – Student Services Director of Instruction Executive Assistant
<b>Regrets:</b>	Lynda-Lee Saunier Laura Dean Catherine Petek Danielle Gemmell Brianna Payne	Business Manager, CSS CUPE Student, CSS Student, GWG Student, SSS

### 1. CALL TO ORDER

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

### 2. APPROVAL OF AGENDA

Moved by: Dan Coulter

Seconded by: Susan Hoogeveen

THAT the Agenda be approved as circulated.

**CARRIED**

### 3. APPROVAL OF THE MINUTES

Moved by: Dan Coulter

Seconded by: Susan Hoogeveen



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

**CARRIED**

#### **4. POLICY 519 – DISPUTE RESOLUTION**

The committee reviewed this policy as part of its standard review process.

Moved by: Dylan Murray  
Seconded by: Emily Clarke

THAT Policy 519 – Dispute Resolution be forwarded to the Board of Education for final approval with suggested revisions.

**CARRIED**

#### **5. POLICY 607 – PLACEMENT OF SPECIAL NEEDS STUDENTS**

The committee reviewed this policy for the 3<sup>rd</sup> time after the Board referred it back to staff and committee for further revisions.

Moved by: Dan Coulter  
Seconded by: Susan Hoogeveen

THAT Policy 607 – Placement of Special Needs Students be forwarded to the Board of Education for final approval.

**CARRIED**

#### **6. POLICY 611 – DISTRICT MAGNET SCHOOLS, SCHOOLS OF CHOICE AND DISTRICT PROGRAMS**

The committee reviewed this policy as part of its standard review process.

Moved by: Ed Klettke  
Seconded by: Iain Gardner

THAT Policy 611 – District Magnet Schools, Schools of Choice and District Programs be returned to staff for revisions based on feedback from the committee.

**CARRIED**

#### **7. POLICY 613 – SPECIALTY ACADEMIES**

The committee reviewed this policy as part of its standard review process.

Moved by: Emily Clarke  
Seconded by: Dylan Murray

THAT Policy 613 – Specialty Academies be forwarded to the Board of Education to be reaffirmed, no changes were suggested.

**CARRIED**

#### **8. POLICY 903 – DISTRICT PARENTS' ADVISORY COUNCIL**

The committee reviewed this policy for the second time after referring it back to staff at the last meeting.

Moved by: Justine Hodge  
Seconded by: Dan Coulter

THAT Policy 903 – District Parents’ Advisory Council be forwarded to the Board of Education for final approval with suggested revisions.

**CARRIED**

## **9. POLICY 904 – SCHOOL PARENT ADVISORY COUNCILS**

The committee reviewed this policy for the second time after referring it back to staff at the last meeting.

Moved by: Iain Gardner  
Seconded by: Dan Coulter

THAT Policy 904 – School Parent Advisory Councils be forwarded to the Board of Education for final approval with suggested revisions.

**CARRIED**

## **10. Moved by: Heather Maahs Seconded by:**

That the meeting be adjourned at 8:20 p.m.

DRAFT

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** May 17, 2016  
**TO:** Board of Education  
**FROM:** Evelyn Novak, Superintendent  
**RE:** **POLICY 519 – DISPUTE RESOLUTION**

---

#### RECOMMENDATION

THAT the Board of Education approve Policy 519 – Dispute Resolution as presented.

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

---

**519  
POLICY  
Dispute Resolution**

---

The Board believes complaints and disputes should be dealt with at the point closest to where the dispute first arises. Parents, students and staff will discuss complaints and disputes in a constructive manner that is mindful of the principles of procedural fairness and with the goal to resolving matters in a mutually satisfactory manner.

Unresolved disputes where the decision significantly affects the education, health or safety of the student may be appealed to the Board of Education.

---

Cross Refs: Bylaw 4 – *School Act* Appeals Procedures and Administrative Regulation 207.1 - Dispute Resolution

Adopted: June 10, 2008  
Reviewed:  
Revised: April 26, 2016

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

---

**519  
POLICY  
Dispute Resolution**

---

The Board of Education believes that complaints and disputes should be dealt with at the point closest to where the dispute first arises.

If an employee's decision is disputed or a complaint is made about an employee's decision, the dispute or complaint is not resolved to the satisfaction of the student or the parent of the student affected, and the decision significantly affects the education, health or safety of the student, the Board of Education recognizes the right of a student and/or his or her parents to appeal to the Board.

The Board also recognizes that employee decisions that do not significantly affect the education, health or safety of a student are within the final authority of the Superintendent as the Board's chief educational officer.

Decisions made on appeals do not set a precedent.

In considering appeals of employee decisions, the Board shall consider:

- whether the decision appealed is in accordance with legislation, board policies and procedures;
- whether the decision appealed was reached through a process that was fair to the student and after consideration of relevant information;
- whether the evidence presented to the Board supports the decision or calls it into question;
- whether the decision is reasonable in the circumstances;
- whether there are special circumstances that would warrant making an exception to a board policy;
- whether there was an attempt to use mediation to resolve the dispute.



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

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**519  
POLICY  
Dispute Resolution**

---

The Board believes complaints and disputes should be dealt with at the point closest to where the dispute first arises. Parents, students and staff will discuss complaints and disputes in a constructive manner that is mindful of the principles of procedural fairness and with the goal to resolving matters in a mutually satisfactory manner.

~~The Board of Education believes that complaints and disputes should be dealt with at the point closest to where the dispute first arises.~~

Unresolved disputes where the decision significantly affects the education, health or safety of the student may be appealed to the Board of Education.

~~If an employee's decision is disputed or a complaint is made about an employee's decision, the dispute or complaint is not resolved to the satisfaction of the student or the parent of the student affected, and the decision significantly affects the education, health or safety of the student, the Board of Education recognizes the right of a student and/or his or her parents to appeal to the Board.~~

~~The Board also recognizes that employee decisions that do not significantly affect the education, health or safety of a student are within the final authority of the Superintendent as the Board's chief educational officer.~~

~~Decisions made on appeals do not set a precedent.~~

~~In considering appeals of employee decisions, the Board shall consider:~~

~~whether the decision appealed is in accordance with legislation, board policies and procedures;~~

~~whether the decision appealed was reached through a process that was fair to the student and after consideration of relevant information;~~

~~whether the evidence presented to the Board supports the decision or calls it into question;~~

---

Cross Refs: Bylaw 4 – School Act Appeals Procedures and Administrative Regulation 207.1 - Dispute Resolution

Adopted: June 10, 2008  
Reviewed:  
Revised: [April 26, 2016](#)

~~whether the decision is reasonable in the circumstances;~~  
~~whether there are special circumstances that would warrant making an exception to a board policy;~~  
~~whether there was an attempt to use mediation to resolve the dispute.~~

REVISIONS

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** May 17, 2016  
**TO:** Board of Education  
**FROM:** Evelyn Novak, Superintendent  
**RE:** **POLICY 607 – PLACEMENT OF SPECIAL NEEDS STUDENTS**

---

#### RECOMMENDATION

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

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

---

**607  
POLICY  
Placement of Special Needs Students**

---

The Board of Education believes in inclusive opportunities for all students in our schools. Students with special needs should be provided with the opportunity to attend a classroom in their neighbourhood school with his or her age and grade peers.

Parents of students with special needs will be offered the opportunity to be consulted in the placement of their child in an educational program.

FINAL

---

Cross Refs: *School Act* Appeals Bylaw 230, Special Needs Students Order M150/89, Special Education Services: A Manual of Policies Procedures and Guidelines, Policy 531 – School Admission and Choice

Adopted: April 27, 1999  
Reviewed:  
Revised: April 26, 2016

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

---

**607  
POLICY  
Placement of Special Needs Students**

---

The School Board believes that students with exceptional educational needs should be served in regular classrooms in neighbourhood schools whenever possible and practical. To this extent, special education is viewed as an integral part of the general education program offered to all students.

Original

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Cross Refs: *School Act* Appeals Bylaw 230

Adopted: April 27, 1999  
Reviewed:  
Revised:

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

---

**607  
POLICY  
Placement of Special Needs Students**

---

~~The School Board believes that students with exceptional educational needs should be served in regular classrooms in neighbourhood schools whenever possible and practical. To this extent, special education is viewed as an integral part of the general education program offered to all students.~~

~~The Board of Education believes in inclusive opportunities for all students in our schools. As such, sStudents with special needs should be provided with the opportunity to attend a classroom in their neighbourhood school with his or her age and grade peers. This placement may also include the appropriate use of supplementary supports, such as resource room, self-contained classes and specialized settings.~~

~~Parents withof students with special needs will be offered the opportunity to be provided with an opportunity to consulted in the placement of their child in an educational program.~~

---

Cross Refs: *School Act* Appeals Bylaw 230, [Special Needs Students Order M150/89](#), [Special Education Services: A Manual of Policies Procedures and Guidelines, Policy 531 – School Admission and Choice](#)

Adopted: April 27, 1999  
Reviewed:  
Revised: [January 26, 2016](#)

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** May 17, 2016  
**TO:** Board of Education  
**FROM:** Evelyn Novak, Superintendent  
**RE:** **POLICY 613 – SPECIALTY ACADEMIES**

---

#### **BACKGROUND**

Policy 613 was brought to the Education Policy Advisory Committee as part of its standard review procedure. The committee had no recommended changes and referred it to the Board of Education to be reaffirmed.

#### **RECOMMENDATION**

THAT the Board of Education reaffirm Policy 613 – Specialty Academies as presented.

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

---

**613  
POLICY  
Specialty Academies**

---

The Board of Education supports the establishment of specialty academies under Section 82.1 of the School Act. A specialty academy is an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in the regulations to the School Act.

The catchment area for the specialty academy will be the same catchment area as that of the school where the specialty academy is being offered.

The Board may levy fees to students enrolled in specialty academies. The fees will offset the costs incurred by the Board that are in addition to the costs of providing a standard educational program.

---

Cross Refs: Policy 531 – School Admission and Choice

Adopted: October 26, 2010  
Reviewed: April 26, 2016  
Revised:



## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** May 17, 2016  
**TO:** Board of Education  
**FROM:** Evelyn Novak, Superintendent  
**RE:** **POLICY 903 – DISTRICT PARENTS’ ADVISORY COUNCIL**

---

#### RECOMMENDATION

THAT the Board of Education approve Policy 903 – District Parents’ Advisory Council as presented.

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

---

**903  
POLICY  
District Parents' Advisory Council**

---

The Board of Education values the District Parents' Advisory Council (DPAC) for its advisory role in contributing to the betterment of education in the Chilliwack School District.

The DPAC, a recognized partner group, may advise the Board on any matter relating to education in the school district.

---

Cross Refs: School Act 8.4 (3)

Adopted: May 11, 1993  
Reviewed: March 14, 1994  
Revised: June 28, 1994, February 28, 2006, April 26, 2016

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

---

**903  
POLICY  
District Parents' Advisory Council**

---

The Board recognizes the Chilliwack District Parents' Advisory Council for its advisory role in contributing to the betterment of education in the Chilliwack School District. The Board also recognizes the District Parents' Advisory Council as the representative body of the individual school's Parents' Advisory Council.

**Annual Budget Allocation:**

The Board will provide as part of the annual budget an annual grant to support the activities of the district parent's advisory council.

ORIGINAL

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Cross Refs:

Adopted: May 11, 1993  
Reviewed: March 14, 1994  
Revised: June 28, 1994, February 28, 2006

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

---

**903  
POLICY  
District Parents's' Advisory Council**

---

~~The Board of Education values the District Parents' Advisory Council (DPAC)  
The Board recognizes the Chilliwack District Parent Advisory Council (DPAC) for  
its advisory role in contributing to the betterment of education in the Chilliwack  
School District.~~

~~The -DPAC, a recognized partner group,s may advise the Board on any matter  
relating to education in the school districtare the legislated parent voice at the  
school district leve.l, representing the collective views of those school Parent  
Advisory Councils (PAC) in a school district that choose to become members of  
the DPAC.~~

~~The Board recognizes the Chilliwack District Parents' Advisory Council for its  
advisory role in contributing to the betterment of education in the Chilliwack  
School District. The Board also recognizes the District Parents' Advisory Council  
as the representative body of the individual school's Parents' Advisory Councils  
who have officially joined DPAC.~~

**Annual Budget Allocation:**

~~The Board will provide as part of the annual budget an annual grant to support  
the activities of the district parent's advisory council.~~

---

Cross Refs: [School Act 8.4 \(3\)](#)

Adopted: May 11, 1993  
Reviewed: March 14, 1994  
Revised: June 28, 1994, February 28, 2006, [April 26, 2016](#)[March 1, 2016](#)

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** May 17, 2016  
**TO:** Board of Education  
**FROM:** Evelyn Novak, Superintendent  
**RE:** **POLICY 904 – SCHOOL PARENT ADVISORY COUNCILS**

---

#### RECOMMENDATION

THAT the Board of Education approve Policy 904 – School Parent Advisory Councils as presented.

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

---

**904  
POLICY  
School Parent Advisory Councils**

---

The Board of Education values Parent Advisory Councils and their positive contribution to education in the school district. The Board believes that parents/guardians are partners in the educational system and their involvement and consultation are integral.

Each school shall encourage parents/guardians to form a duly constituted Parent Advisory Council. A Parent Advisory Council may, through its elected officers, advise the board, the principal and staff of a school respecting any matter relating to the school.

---

Cross Refs: *School Act 8.0*

Adopted: May 11, 1993  
Reviewed: March 14, 1993  
Revised: April 26, 2016

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

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**904  
POLICY  
School Parent Advisory Councils**

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The Board affirms its desire that each school in the district develop a strong liaison with the school's community of parents, and believes that a Parents' Advisory Council can make a positive contribution to education in the school district. Each school shall encourage parents to form a duly constituted Parents' Advisory Council pursuant to this policy and regulation pursuant to the *School Act*.

Pursuant to the *School Act* of BC, a Parents' Advisory Council may, through its elected officers, advise the board and the principal and staff of a school respecting any matter relating to the school.

**CONSTITUTIONS AND BYLAWS:**

Pursuant to the *School Act*, a Parents' Advisory Council, in consultation with the principal, shall make bylaws governing its meetings and the business and conduct of its affairs, including bylaws governing the dissolution of the council. The bylaws of the council may be filed with the Secretary-Treasurer of the Board for safe keeping.

**BUDGET:**

The Board shall provide an annual grant to each parents' advisory council to support its operational expenses. The Board does not support the practice of loaning money to PACs.

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Cross Refs: *School Act*

Adopted: May 11, 1993  
Reviewed: March 14, 1993  
Revised: June 27, 2006

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

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**904  
POLICY  
School Parent Advisory Councils**

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The Board of Education values Parent Advisory Councils and their positive contribution to education in the school district. ~~affirms its desire that each school in the district develop a strong liaison with the school's community of parents, and believes that a Parents' Advisory Council can make a positive contribution to education in the school district.~~ The Board believes that parents/guardians are partners in the educational system and their parental involvement and consultation are with parents is an integral part of the school program. School personnel will actively encourage and support parent and community involvement in the schools.

Each school shall encourage parents/guardians to form a duly constituted Parents' Advisory Council. ~~pursuant to this policy and regulation pursuant to the School Act.~~ Each school shall encourage parents to form a duly constituted Parents' Advisory Council pursuant to this policy and regulation pursuant to the School Act.

~~Pursuant to the School Act of BC, A~~ a Parents' Advisory Council may, through its elected officers, advise the board, and the principal and staff of a school respecting any matter relating to the school.

~~School Parent Advisory Councils may choose to become members of the District Parent Advisory Council (DPAC). DPACs are the representative legislated voice at the school district level of the collective views of School Parent Advisory Councils.~~

**~~CONSTITUTIONS AND BYLAWS:~~**

~~Pursuant to the School Act, a Parents' Advisory Council, in consultation with the principal, shall make bylaws governing its meetings and the business and conduct of its affairs, including bylaws governing the dissolution of the council.~~

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Cross Refs: School Act 8.0

Adopted: May 11, 1993  
Reviewed: March 14, 1993  
Revised: ~~June 27, 2006~~April 26, 2016



~~The bylaws of the council may be filed with the Secretary-Treasurer of the Board for safe keeping.~~

**BUDGET:**

~~The Board shall provide an annual grant to each parents' advisory council to support its operational expenses. The Board does not support the practice of loaning money to PACs.~~

REVISIONS

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** May 17, 2016  
**TO:** Board of Education  
**FROM:** Evelyn Novak, Superintendent  
**RE:** **POLICY 912 – SCHOOL PLANNING COUNCILS**

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#### **BACKGROUND**

In 2015, Bill 11: *Education Statutes Amendment Act* effectively removed all references to School Planning Councils in the School Act. References to School Planning Councils were replaced with School Parent Advisory Councils, making this policy redundant.

#### **RECOMMENDATION**

THAT the Board of Education delete Policy 912 – School Planning Councils as presented.

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

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**912  
POLICY  
School Planning Councils**

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The Board of Education supports the establishment of School Planning Councils for the purposes set out in the *School Act*. The School Board shall consult with the School Planning Councils as required by the *School Act*.

The Board of Education recognizes its responsibility to ensure that School Planning Councils function effectively and in accordance with ethical standards and the *School Act* to represent the school community in the process of school planning.

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Cross Refs:

Adopted: June 24, 2003  
Reviewed: March 11, 2014  
Revised:

**BOARD OF EDUCATION**  
**INFORMATION REPORT**

**DATE:** May 17, 2016  
**TO:** Board of Education  
**FROM:** Gerry Slykhuis, Secretary Treasurer  
**RE: TRANSPORTATION REVIEW – CONSULTANT’S REPORT**

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**BACKGROUND:**

In February 2015, the Board of Education approved the hiring of an outside consultant to conduct a comprehensive review of the District’s student transportation operation.

Following a formal Request for Proposal and bidding process, School Bus Consultants were awarded the contract. In November 2015, School Bus Consultants began their programmatic and financial evaluation of the District’s student transportation and fleet services in all key operational areas. The Contractor worked with District leadership and have provide a final report with recommendations to improve specific areas within our delivery of services.

## BOARD OF EDUCATION

### INFORMATION REPORT

**DATE:** May 17, 2016

**TO:** Board of Education

**FROM:** Gerry Slykhuis, Secretary Treasurer

**RE:** **PROVINCIAL VEHICLE INSURANCE PROGRAM**

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#### **BACKGROUND:**

The Service Delivery Project is a K-12 sector-led effort to find additional savings and efficiencies through shared delivery of services across BC school districts. The Ministry of Education, School Districts and partners are working to identify opportunities to achieve further savings and efficiencies. Project working groups and teams have been established and are working on shared services in the following areas:

- Procurement
- Employment Practices Liability Program
- Attendance Support and Staff Wellness
- Facilities
- Transportation
- HR/Payroll

In April 2015, a Transportation Working Group (TWG) was formed to identify cost savings and administrative efficiencies related to student transportation. The working group had representatives from school district transportation managers, secretary-treasurers, superintendents and ministry staff (Transportation and Education).

One of the opportunities identified by the Transportation Working Group was reducing insurance costs for the 2,000 white fleet vehicles and 1,200 buses across the province. Currently school districts pay a total annual premium of approximately \$3.5M for their consolidated fleets (\$2.3M in basic coverage and \$1.2M in optional collision). Approximately \$1.4 in savings have been identified.

The following strategies were identified to reduce vehicle insurance costs:

1. Eliminate excess liability premium costs by better communicating liability insurance requirements to all school districts. Also, where possible, reduce insurance on buses to ten months instead of a full year.
2. Pool vehicle fleets of all school districts across the province into one fleet to allow for greater insurance savings.
3. Opt out of paying for optional ICBC collision coverage for own-fault accident claims.

This approach would require all school districts to consolidate their fleets under a single umbrella, administrated by BC Shared Services and the Schools Protection Program. In addition to the aforementioned cost savings, this consolidated fleet model offers significant rebates through ICBC's Retrospective Insurance Program.

The target date for implementation is June 2016

Although this provides savings to school districts as a whole, Chilliwack School District is not expected to see additional savings versus what is currently being paid. This is because the district is one of six districts that already receives a 35% rebate through ICBC's Retrospective Insurance Program. Under the consolidated fleet approach the total rebate is expected to be approximately 15%. This reduced rebate is offset by other savings within the program.

## BOARD OF EDUCATION

### BOARD REPORT

**DATE:** May 17, 2016

**TO:** Board of Education

**FROM:** Barry Neufeld, BCSTA Representative

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

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

## BOARD OF EDUCATION

### STAFF REPORT

**DATE:** May 17, 2016

**TO:** Board of Education

**FROM:** Evelyn Novak, Superintendent

**RE:** **SUPERINTENDENT'S REPORT**

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This time is provided for a report from Superintendent Novak.



## MEETING SUMMARY

### **In-Camera Meeting – May 3, 2016**

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

Staff: Evelyn Novak, Gerry Slykhuis, Rohan Arul-pragasam, Cathy  
Meeres

1. Teacher Retirement and Retirement Bonus
2. Human Resources Report
3. BCPSEA Report
4. Chilliwack Community Services Lease Agreement