



**THE BOARD OF EDUCATION**  
**School District #33 (Chilliwack)**  
**Regular Public Board Meeting**  
**AGENDA**  
**February 21, 2017**  
**7:00 pm**

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

- 1.1. Call to Order - **Welcome and acknowledgment of Stó:lō territory**
- 1.2. Adoption of the Agenda  
(THAT the agenda be adopted as circulated.)
- 1.3. Approval of the Minutes  
(THAT the minutes of the January 24, 2017 Regular Public Board meeting be approved as circulated.)

**2. PUBLIC PARTICIPATION**

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

**3. PRESENTATION**

- 3.1. District Plan Review - Report (PCG)  
Strategic Plan Update
  - **Priority:** Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives. (**Resources**)
  - **Goal:** To align resources to efficiently and effectively execute the strategic plan.
  - **Strategy 7** – District Plan Review – to develop a renewed vision for supporting students and programs.

**4. ACTION ITEMS**

- 4.1. Bylaw - Promontory Addition
- 4.2. Unsworth Elementary - School Boundary
- 4.3. 2016-2017 Amended Annual Budget - 2<sup>nd</sup> and 3<sup>rd</sup> Reading
- 4.4. Education Policy Advisory Committee Report
  - 4.4.1. Policy 922 - Flags
  - 4.4.2. Policy 611 - District Programs and Schools of Choice

4.4.3. Policy 612 - Alternate Delivery in the Physical and Health Education (K-10), and Planning 10 Curricula

4.4.4. Policy 533 - Maintenance of Order

## 5. INFORMATION ITEMS

### 5.1. Strategic Plan Update

- **Priority:** Improving student achievement and well-being through high quality instruction. **(Instruction)**
- **Goal:** To enhance personal and social responsibility.
- **Strategy 1** – Targeted Social-Emotional Learning Experiences (S-E Skills Development) S-E Skills embedded in Tier 1 Instruction.
- **Strategy 2** - Tier 2 and Tier 3 structures and strategies to support students who require additional/intervention for S-E Learning.
- **Strategy 3** - Promote and establish brain-friendly classrooms

5.2. Policy 226 - Board Self-Evaluation Report

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 March 7, 2017 - 7:00 p.m.**

## 6. PUBLIC PARTICIPATION

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

## 7. ADJOURNMENT



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

**Date of Meeting:** Tuesday, January 24, 2017

**Location:** School District Office

**Members Present:**

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

**Regrets:**

Trustee	Mr. B. Patterson
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**Staff Present:**

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

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

**1.1. Call to Order**

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

**1.2. Adoption of the Agenda**

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

THAT the agenda be approved as circulated.

**CARRIED**

**1.3. Approval of Minutes**

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

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

**CARRIED**

**2. PUBLIC PARTICIPATION**

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

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

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

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

**3.2. Promontory Heights Community School**

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

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

17.17 Moved by: Trustee Dyck  
Seconded by: Trustee Neufeld

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

**CARRIED**

**4.2. Audit Committee Report**

18.17 Moved by: Trustee Krahn  
Seconded by: Trustee Maahs

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

**CARRIED**  
Opposed: Coulter, Dyck

**4.3. Budget Committee Report**

19.17 Moved by: Trustee McManus  
Seconded by: Trustee Maahs

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

**CARRIED**  
Opposed: Coulter

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

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

**CARRIED**

**5. INFORMATION ITEMS**

**5.1 Strategic Plan Update**

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

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

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

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

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

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

**5.2 Administrative Regulation 628.1 French Immersion**

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

### **5.3 Quarterly Financial Report**

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

### **5.4 BCSTA Report**

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

### **5.5 Superintendent's Report**

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

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

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

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

## **Trustee Reports**

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

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

### **Trustee Coulter had nothing to report.**

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

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

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

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

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

**Trustee Maahs reported the following:**

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

**Trustee Neufeld had nothing to report.**

**3.1 December 6, 2016 In-Camera Board Meeting Summary**

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

Staff: Evelyn Novak, Mark Friesen, Carrie Pratt

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

**Special In-Camera Meeting – December 9, 2016**

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

Staff: Evelyn Novak, Gerry Slykhuis, Carrie Pratt

1. Board Self-Evaluation

**In-Camera Meeting – January 10, 2017**

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

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

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

**3.2 Future Board of Education Meeting Date**

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

**4. SUPPLEMENTARY PUBLIC PARTICIPATION**

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

5. **ADJOURNMENT**

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

**CARRIED**

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Secretary-Treasurer



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

**DATE:** February 21, 2017  
**TO:** Board of Education  
**FROM:** Evelyn Novak, Superintendent  
**RE: DISTRICT PLAN REVIEW REPORT AND STRATEGIC PLAN UPDATE**

**DISTRICT PLAN REVIEW:**

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

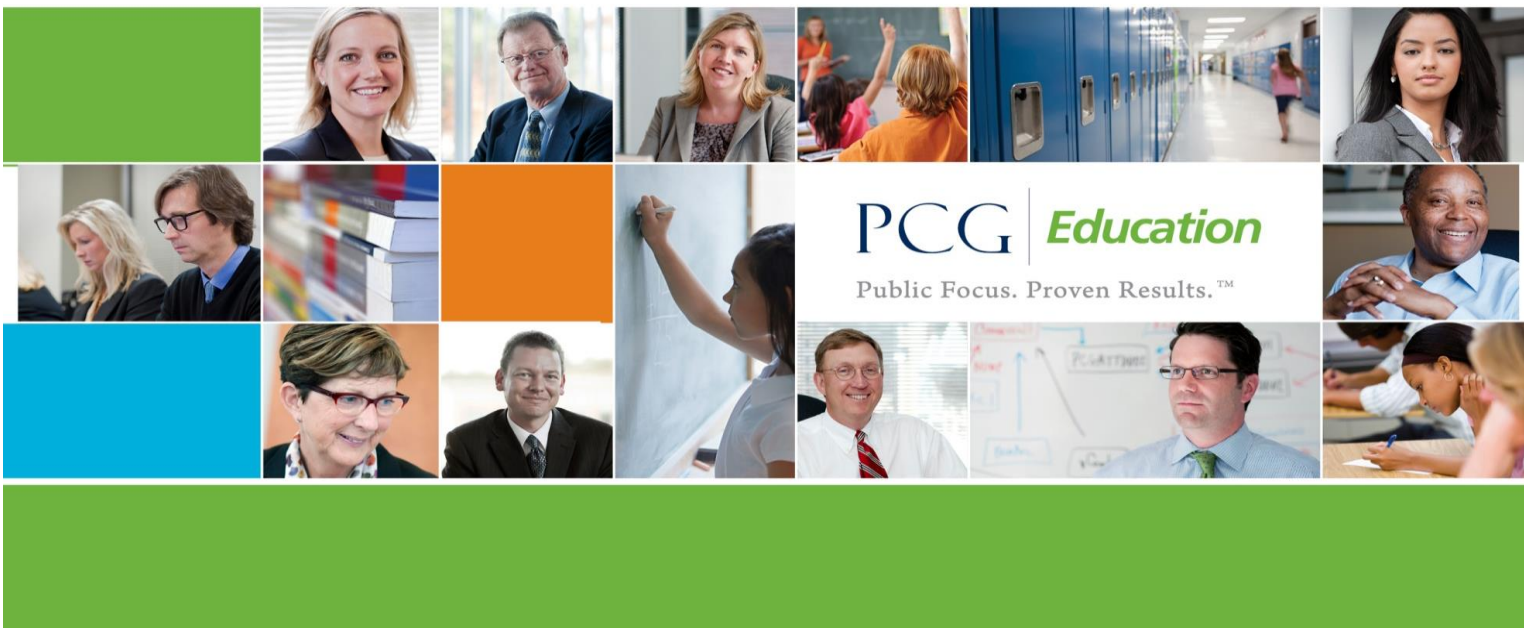
<b>Priority</b>	Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives (Resources).
<b>Goal</b>	To align resources to efficiently and effectively execute the strategic plan.
<b>Strategy</b>	
<b>7. District Plan Review</b> <ul style="list-style-type: none"> <li>• To develop a renewed vision for supporting students and programs</li> </ul>	a) Decision Report to Board of Education regarding District Plan Review (Feb.21)

# Chilliwack School District # 33

Reconfiguration: Public Consultation

February 2017  
REPORT

Assembled by PCG Education



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## Introduction

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

## Proposed Configuration Plan

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

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

The following report on reconfiguration includes:

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

## Background and Context

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

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

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

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

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

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

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

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

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

## Organizing for Student Success

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

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

## Supporting Research

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

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

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

### ***The Secondary School Experience***

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

### ***Comparisons Across BC Districts***

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

## Public Consultation

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

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

### *A Case for Hearing from the Community*

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

### *Feedback from School-Based Leadership*

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



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

### *Hearing from the Community:*

#### Focus Groups and Community Forums

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

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

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

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

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

### Survey

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

### *Findings:*

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

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

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

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

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

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

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

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

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

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

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

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

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

## Summary

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

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

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

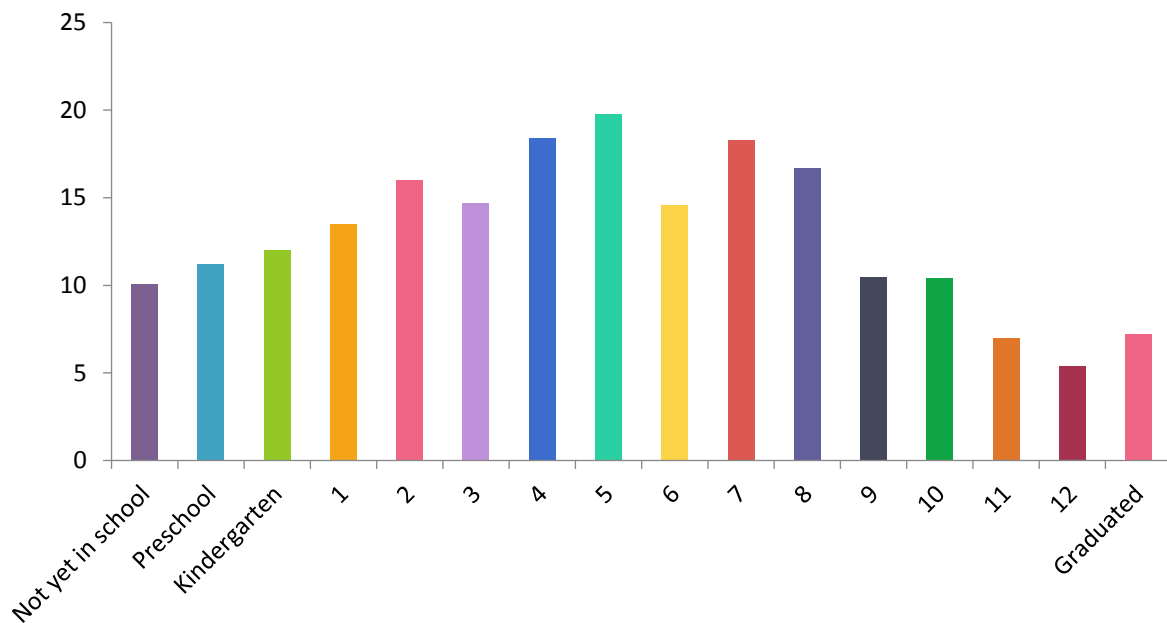
Change can be challenging. So while there were those who supported the new model, others expressed concern. What remains clear is that Chilliwack School District supporters and detractors for the proposed plan share the same goal for students – ***for our students to be engaged, connected, and experience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

## Summary of Survey Information

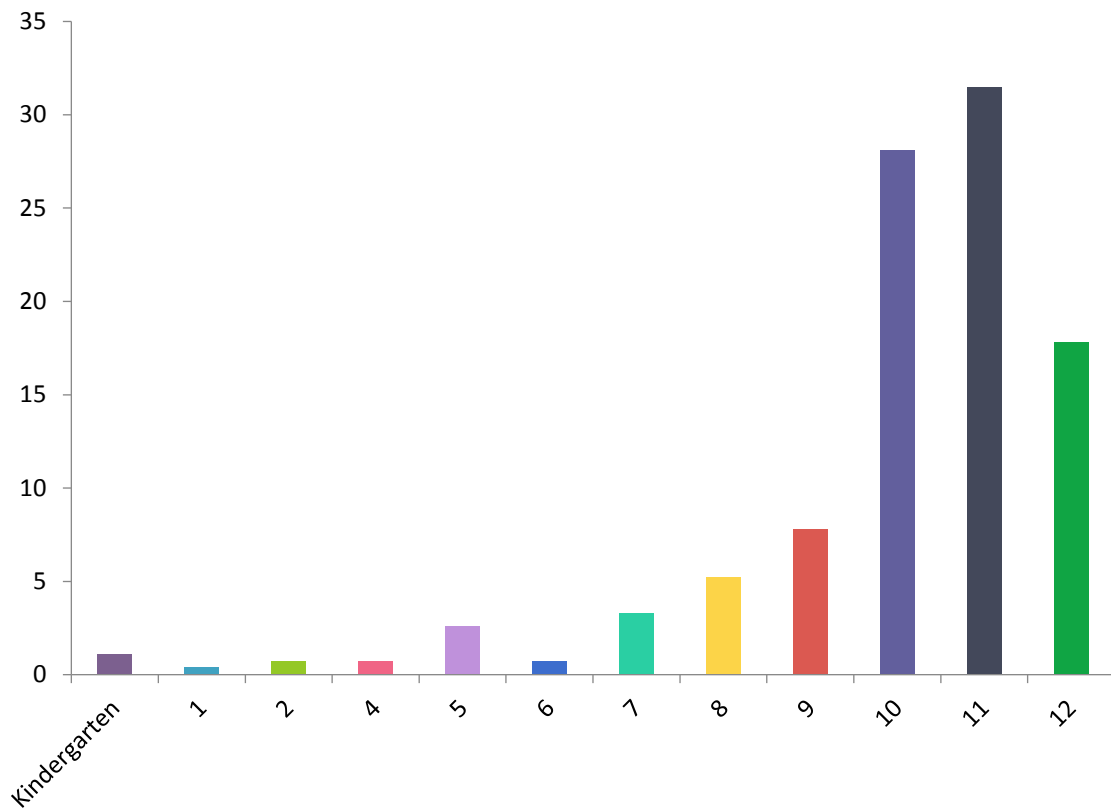
Who completed the survey:

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

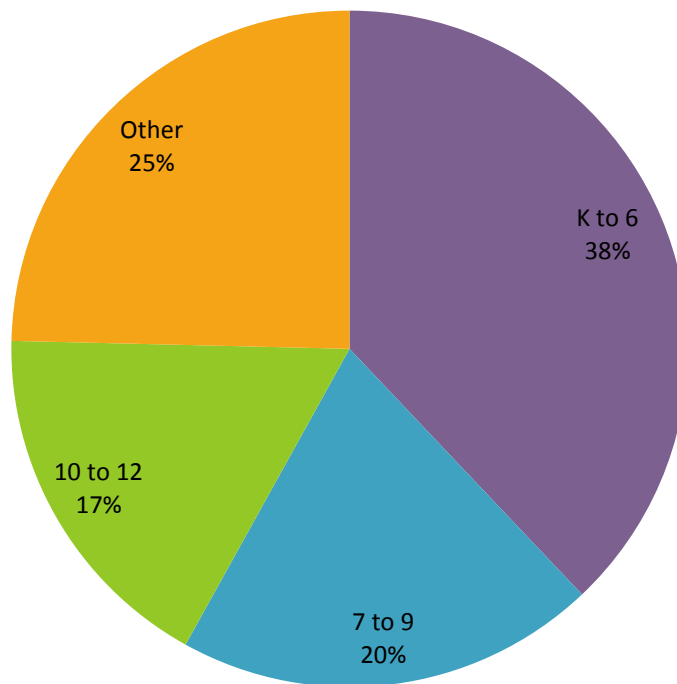
(Parents) Please indicate in what grade(s) your children are in school.



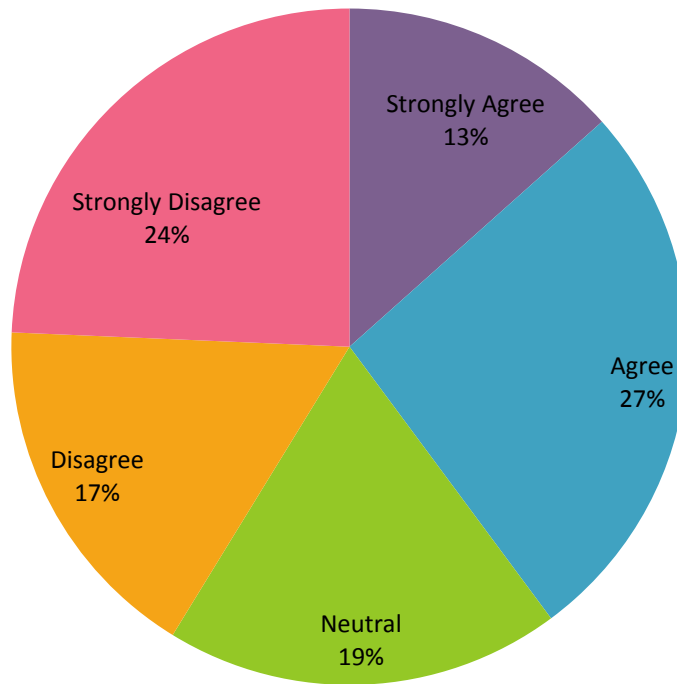
(Students) Please indicate your current grade.



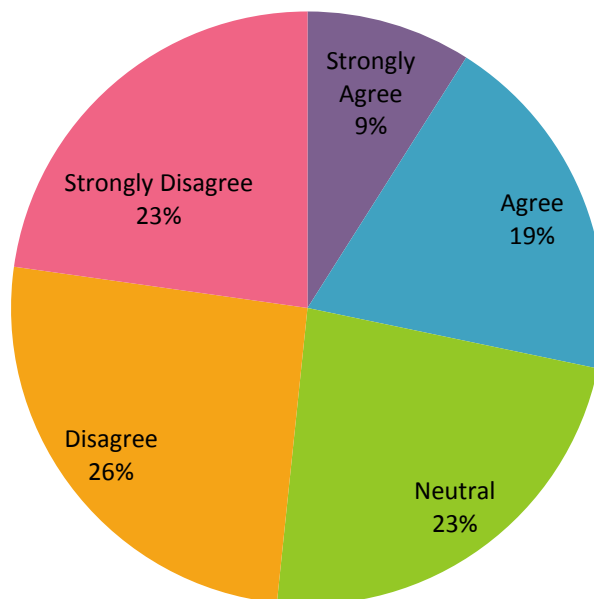
(Staff) Please indicate which grade configuration best represents the school at which you work more than half time).



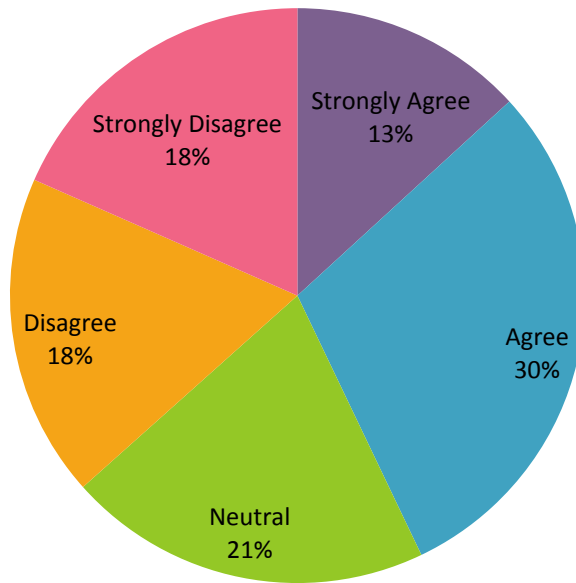
I believe that as a result of the proposed reconfiguration, SD 33 resources will be better aligned to provide for the academic needs of students.



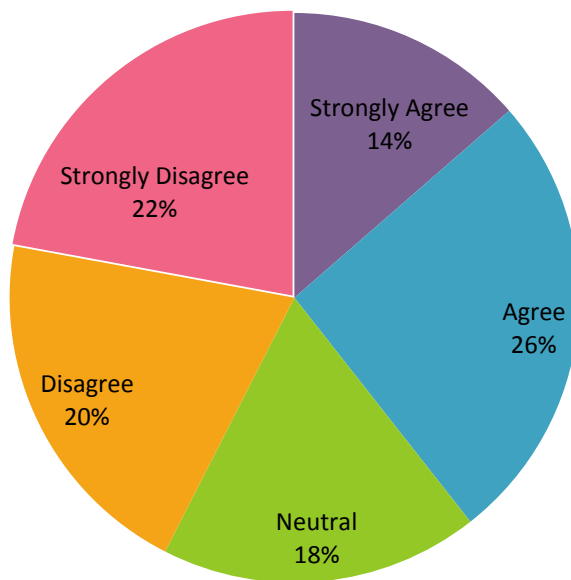
I believe that as a result of the proposed reconfiguration, students will have more opportunities to connect with their teachers.



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



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





## References:

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

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

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

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

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** Feb 21, 2017  
**TO:** Board of Education  
**FROM:** Gerry Slykhuis, Secretary Treasurer  
**RE:** **PROMONTORY ELEMENTARY CAPITAL PROJECT NO. 127213 & BYLAW**

---

The Secretary Treasurer will present information on the Promontory Heights Elementary Community School Addition and Capital Project Bylaw for approval by the Board of Education.

#### **RECOMMENDATION:**

THAT the Board of Education approve the Promontory Heights Elementary Community School Capital Project No. 127213 and Bylaw in the amount of \$6,132,252.

#### **BACKGROUND:**

In September 2016, South Side elementary schools (Promontory Heights, Evans, Sardis, Tyson, Unsworth, Vedder and Watson) reached a combined capacity utilization of 135 percent, with a deficit of 869 seats. Promontory currently has an enrollment of 622 (196 % utilization) students (Kindergarten to Grade 6) with a well-used Neighbourhood Learning Centre (NLC).

Due to ongoing enrolment growth in the South Side of Chilliwack, a two-floor addition to Promontory Heights Elementary Community School was submitted to the Ministry as the District's highest priority in the 2015/16 Five Year Capital Plan. The addition is required to keep pace with the growth in the Promontory Area and to meet the District's long-term capital planning needs.

The recommended option is to construct eight (8) additional elementary classrooms and a multipurpose space in the school. The addition will also allow the school to relocate three (3) of the current eight (8) portable classrooms.

The project will increase nominal capacity from 80K/300E to 80K/500E (8 regular classrooms) and a multipurpose space. The scope of work will include construction of an addition to the existing school, including site work, additional parking and other City Bylaw requirements. A two-storey addition to the existing school will be built with an extrusion to the west of the classroom block. Four new classrooms will be stacked on four classrooms. These will be supplemented with a multipurpose room, and a maker space area. Tenders and project award will be done by June 30<sup>th</sup>. Construction will begin early July and completion scheduled for April 3, 2018.

As per the attached letter dated February 16, 2017, the Ministry will provide capital funding in the amount of \$4,053,303 towards the Capital Project and additional capital funding, up to a maximum of \$253,948 (for Economic Adjustments) and \$525,000 (for Risk Reserve items). The provision of funding under the Capital

Project Funding Agreement is subject to the Board allocating \$1,300,000 to the Capital Project from other funding sources.

**CAPITAL BYLAW NO. 127213**  
**Restricted Capital Funded Projects**

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

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved Capital Project No. 127213.

NOW THEREFORE the Board agrees to the following:

- (a) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete the Project substantially in accordance with the Project Agreement;
- (b) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project; and,
- (c) maintain proper books of account, and other information and documents with respect to the affairs of the Project, as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board approved by the Minister and specifying a maximum expenditure of \$6,132,252 for Project No. 127213 is hereby adopted.
2. This Bylaw may be cited as School District No.33 (Chilliwack) Capital Bylaw No. 127213.

READ A FIRST TIME THE 21<sup>ST</sup> DAY OF FEBRUARY, 2017;

READ A SECOND TIME THE 21<sup>ST</sup> DAY OF FEBRUARY, 2017;

READ A THIRD TIME, PASSED AND ADOPTED THE 21<sup>ST</sup> DAY OF FEBRUARY, 2017.

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 33 (Chilliwack) Capital Bylaw No.127213 adopted by the Board the 21<sup>ST</sup> day of February, 2017.

\_\_\_\_\_  
Secretary-Treasurer



February 16, 2017

Ref: 192860

Silvia Dyck, Chair  
Board of Education  
School District No. 33 (Chilliwack)  
8430 Cessna Drive  
Chilliwack, BC, V2P 7K4

Dear Ms. Dyck:

**Re: Promontory Heights Elementary Community School - Capital Funding Project Agreement  
(Project No. 127213)**

---

I am pleased to advise the Chilliwack Board of Education the Capital Project Funding Agreement to construct an eight classroom addition at Promontory Heights Elementary Community School in Chilliwack has been approved. One copy of the approved project agreement is enclosed for signature.

The project agreement lays out the obligations of the Board and Ministry of Education to deliver the capital project within the established scope, schedule and budget. The addition at Promontory Heights Elementary project may proceed using Ministry of Education capital funding of up to a maximum of \$4,053,303 subject to the board allocating \$1,300,000 to the project from the District's local capital reserves.

Based on the terms of the Agreement, the Ministry will allocate an additional amount of provincial funding up to a maximum of \$525,000 to cover the risks as detailed in the Agreement. The Agreement provides additional contingencies of \$253,948 as a reserve in the event of further increases in the project construction costs up to the tender closing date, or no later than June 2017. The final determination of these amounts is to be in accordance with the terms of the Agreement. Please be aware that the School District's contribution of \$1,300,000 is to be spent prior to any requests for access to the risk reserve funds.

Please submit a Capital Project Bylaw (in the amount of \$6,132,252) so that a Certificate of Approval may be issued for this project.

.../2

The Ministry looks forward to continuing to work with the Chilliwack School District towards the completion of this important project, scheduled to complete by January 2018. If there are any questions about this project, please feel free to contact Mora Cunningham, Regional Director, Capital Delivery Branch, by phone at (250) 812-6750 or by email at [Mora.Cunningham@gov.bc.ca](mailto:Mora.Cunningham@gov.bc.ca).

Thank you for your dedication to the students of the School District No. 33 (Chilliwack).

Sincerely,



Ryan Spillett, Executive Director  
Capital Delivery Branch

Attachment: Capital Project Funding Agreement

pc: Gerry Slykhuis, CPA, CMA, Secretary Treasurer  
Mora Cunningham, Regional Director, Capital Delivery Branch  
Nancy Dubé, Planning Officer, Capital Delivery Branch  
Maureen MacDonald, Project Officer, Capital Delivery Branch  
Jennifer Coward, Project Officer, Capital Delivery Branch

<b>APPROVALS</b>			
<b>Contact Info</b>		<b>Action / Approval Initials</b>	<b>Date</b>
Drafted by:	Nancy Dubé		February 15, 2017
In Consultation with:			
Regional Director &/or Director/Executive Dir.	Mora Cunningham	Approval/Signature	

*\* MCO - Remove the Approval Block before saving as a PDF\**

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** February 21, 2017

**TO:** Board of Education

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

**RE:** **BOUNDARY CHANGE – UNSWORTH ELEMENTARY**

---

#### RECOMMENDATION

THAT the Board of Education approves the following boundary change effective March 2017: That the Unsworth Elementary boundary is closed to all out of catchment students. Siblings of out of catchment students currently attending Unsworth will be grandfathered.

#### BACKGROUND

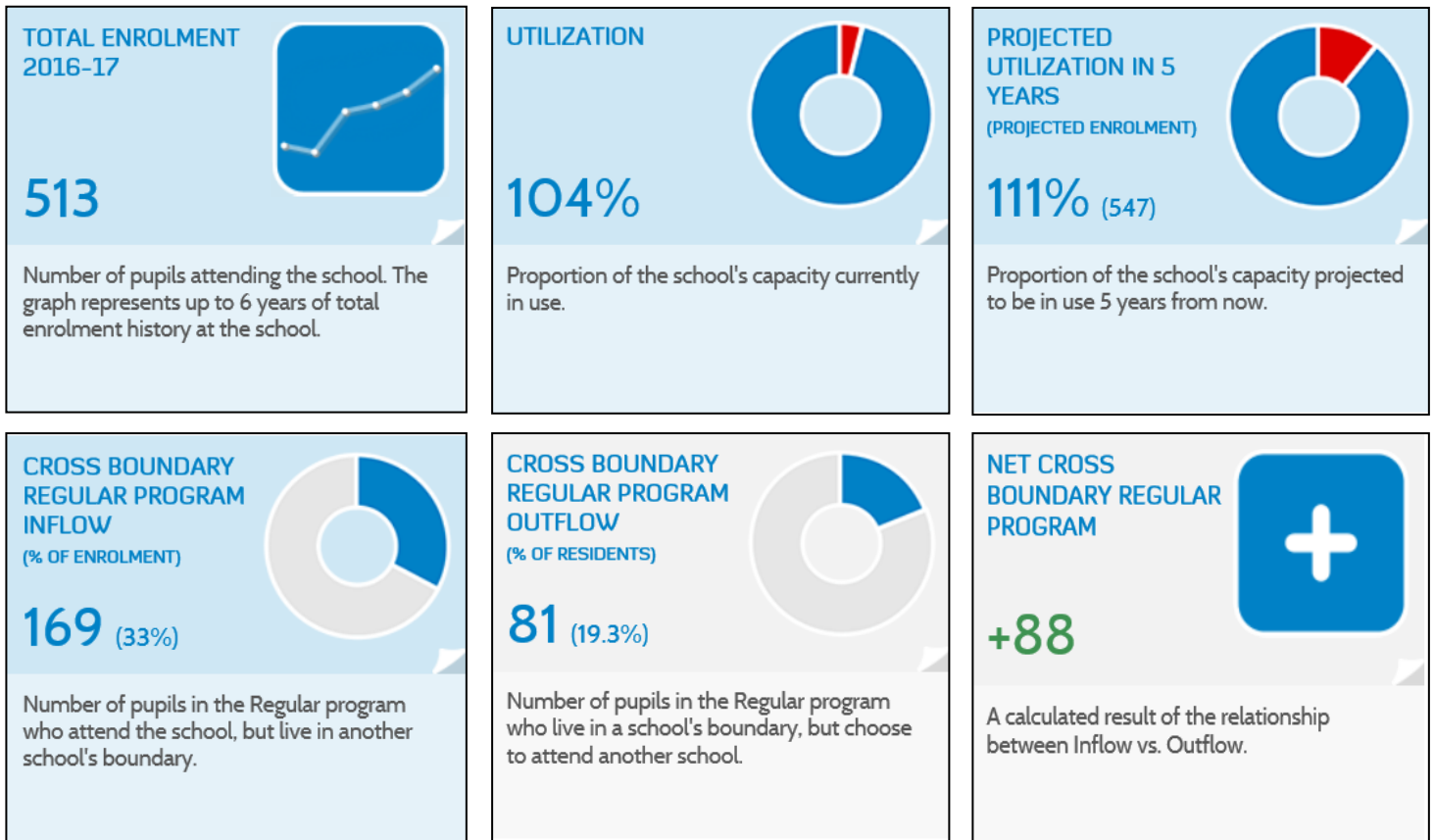
The closure of the Unsworth boundary area to out of catchment students is predicated upon the long-term enrolment projections for Unsworth Elementary coupled with local knowledge, specifically new housing developments in the Unsworth catchment area. As per the enrollment graph on page 3, enrollment at Unsworth Elementary has been increasing steadily over the past many years with the school at 133% capacity as of September 2016 (based on Ministry Functional Capacity – CP3 Sheets).

The school currently has twenty-one divisions (3 Kindergarten, 10.145 Primary, and 7.855 Intermediate) and to accommodate continued growth, the plan for September 2017 is to use the last remaining classroom space in the Unsworth Annex, as well as to move a portable to the back of Unsworth property to increase functional capacity. Space in the school has been maximized with limited intervention spaces available for teachers to work with students. Plans are also underway to maximize storage space in the school in order to try and create additional learning spaces and teacher/parent meeting spaces. It is also worthy to note that the increased enrollment continues to place pressure on available parking spaces for parents and visitors, especially before and after school, which is a general concern for some of the schools that are land locked on south side of the highway.

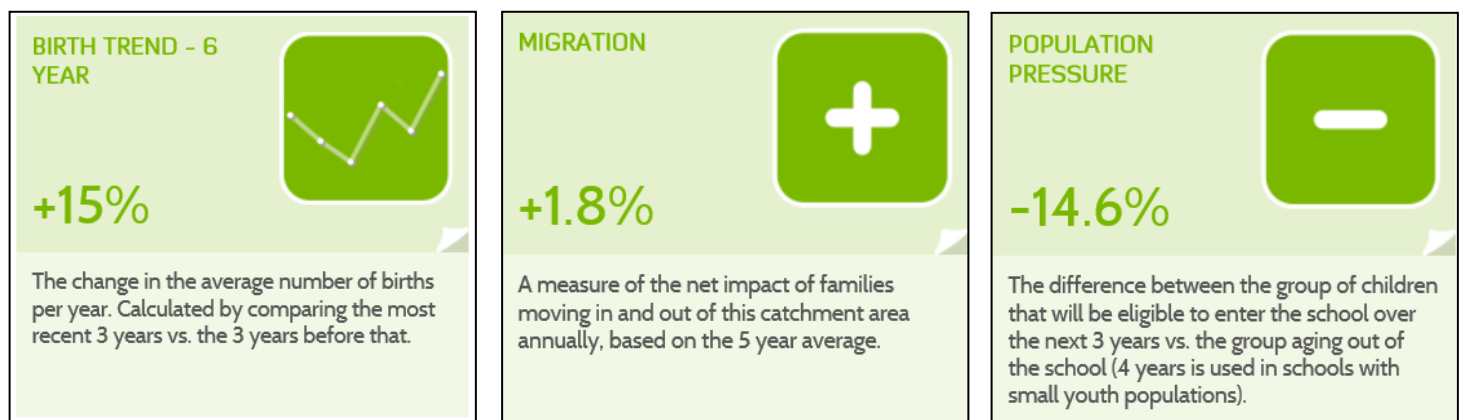
The Chilliwack School District has seen a percentage growth of 2% and 3% in their student population the last two school years. One of the major factors for enrollment growth, specifically on the south side of the highway has been in-migration of new families, development of land, and new housing developments approved by the City of Chilliwack. Listed on page 3 is a map of the current Unsworth Boundary and information from the City of Chilliwack regarding its land development plan and data in regards to new housing starts inside the Unsworth boundary. Listed below is a summary of the current enrollment and community data for Unsworth Elementary.



**Enrollment Data: (Does not take into consideration local knowledge – i.e.: Housing Starts)**

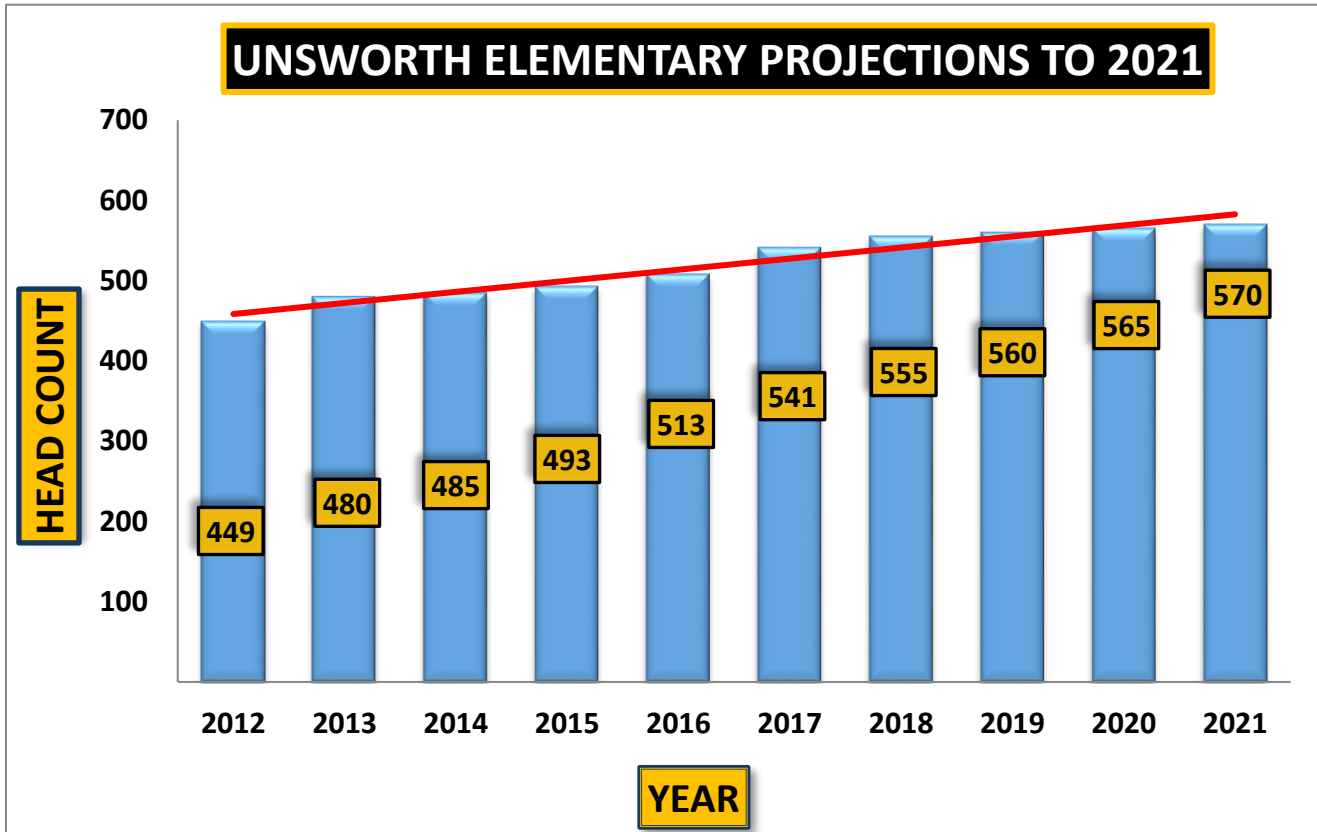


**Community Data: (Does not take into consideration local knowledge – i.e.: Housing Starts)**

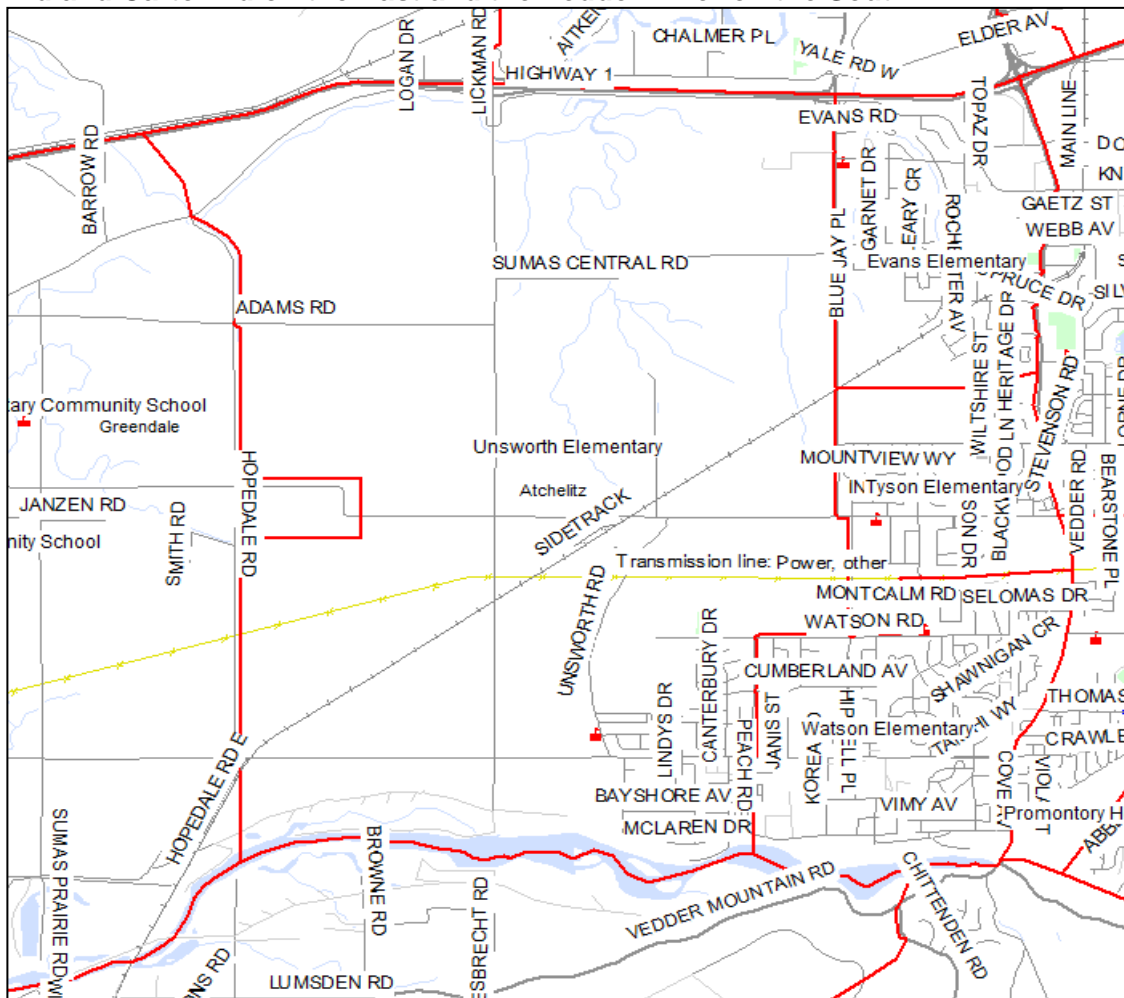


Triangulating rollover enrollment data, in migration information, and new housing developments within the Unsworth boundary points to continued enrollment pressures at Unsworth Elementary. It is prudent, given the projected growth, that the district close the Unsworth boundary to out of catchment students and grandfather siblings of existing out of catchment students, effective September 2017.

If the boundary change is approved, information regarding boundary closure will be communicated to all families by the school through a letter as well as through the school Parent Advisory Council.



**Unsworth Boundary – Is framed by Hopedale Road on the West, High Way #1 on the North, Evans Rd and Carter Rd on the East and the Vedder River on the South**



Listed below is information from the City of Chilliwack that includes plans for the Webster (see link to the City plan: [Webster Road Area Plan](#)) and Peach road areas. The sites that are yet to be built are highlighted on the attached maps. The City does not have building permit applications for these sites as of yet.

**Webster Plan Area:** The plan estimates between 335 and 455 dwelling units in total. To date there are approximately 178 units built (SFD: 29; Townhome/ Rowhome: 107; Apartment: 42 units). There are active subdivision applications for 52 single family lots plus sites zoned for townhouse and apartments (no building permits applications yet):

- ✓ 44437 Sherry Drive – Active Subdivision application for 33 single detached dwellings, plus a future townhouse and apartment site.
- ✓ 44490 Keith Wilson – Zoning allows multi-family (townhouse or row house, there are no active building permit files).
- ✓ 44530 & 44554 Keith Wilson – Active Subdivision for 19 strata lots plus a future apartment site (no building permit files yet).

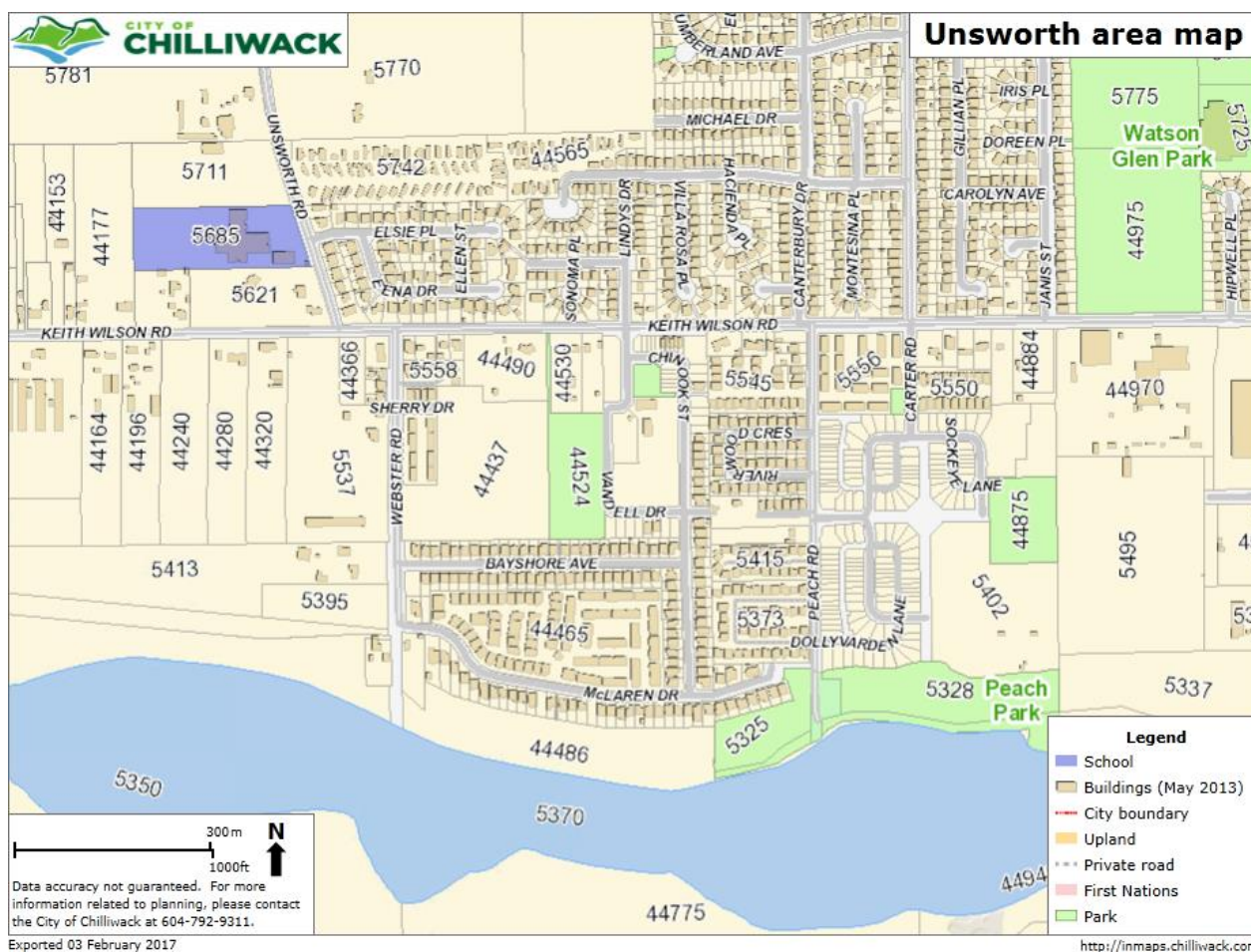
**Peach Road**

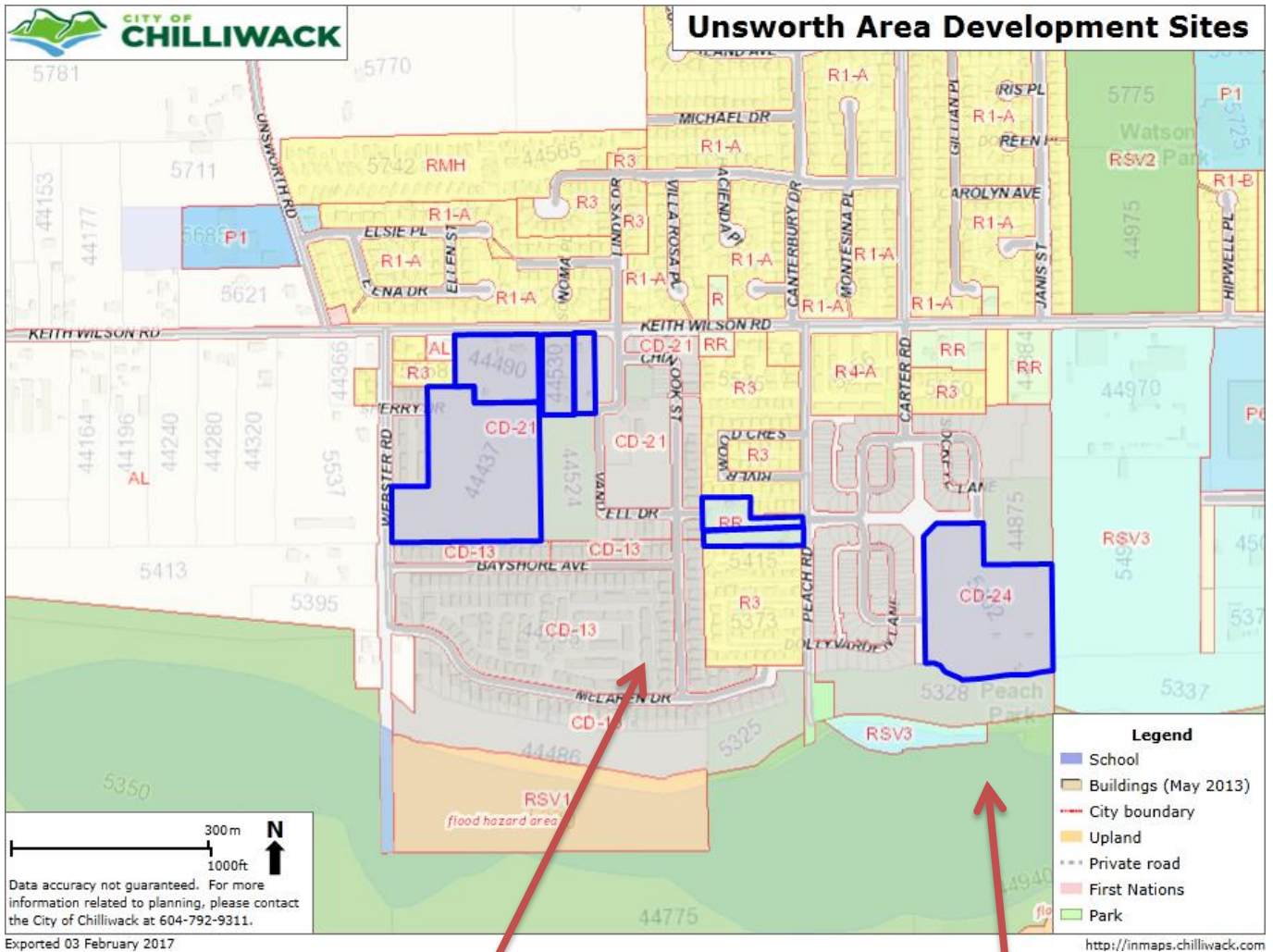
5437 & 5445 Peach Road – 2.14 acres total, zoned rural residential, no active applications. Designated for low density residential – would need to be rezoned

**Rivers Edge**

5402 Peach Road (Rivers Edge) – Active subdivision for 54 single family lots, no building permit applications

\*There are some sites east of Carter & Keith Wilson that could also be redeveloped for single family strata or townhouses. They are currently zoned “RR” with no development applications at this time.





## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** February 21, 2017  
**TO:** Board of Education  
**FROM:** Gerry Slykhuis, Secretary Treasurer  
**RE:** **2016-2017 AMENDED ANNUAL BUDGET – 2<sup>ND</sup> & 3<sup>RD</sup> READING**

---

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

**RECOMMENDATION:**

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

Amended Annual Budget

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

June 30, 2017

# School District No. 33 (Chilliwack)

June 30, 2017

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

## AMENDED ANNUAL BUDGET BYLAW

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

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

READ A FIRST TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2017;

READ A SECOND TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2017;

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

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

( Corporate Seal )

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

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

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



# School District No. 33 (Chilliwack)

Statement 2

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

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

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

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

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

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)

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

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

# School District No. 33 (Chilliwack)

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

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

# School District No. 33 (Chilliwack)

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

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

# School District No. 33 (Chilliwack)

Schedule 2A

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

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

# School District No. 33 (Chilliwack)

Schedule 2B

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

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

# School District No. 33 (Chilliwack)

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

Year Ended June 30, 2017

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



# School District No. 33 (Chilliwack)

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

Year Ended June 30, 2017

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

# School District No. 33 (Chilliwack)

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

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

# School District No. 33 (Chilliwack)

Amended Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2017

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

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

Amended Annual Budget - Changes in Special Purpose Funds  
 Year Ended June 30, 2017

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

# School District No. 33 (Chilliwack)

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

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



# Operating Budget Comparison

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



# Revenue Changes

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



# Wages & Benefits Changes

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

## Substitute Adjustments

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





# Supplies & Services Changes

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



## Capital Expenditures

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



## Reserve Transfers

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

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** February 21, 2016  
**TO:** Board of Education  
**FROM:** Dan Coulter, Trustee  
**RE:** **EDUCATION POLICY ADVISORY COMMITTEE MEETING REPORT**

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#### RECOMMENDATION

THAT the Board of Education receive the Education Policy Advisory Committee Meeting Report of January 31, 2016.

# Minutes



## REPORT OF THE EDUCATION POLICY ADVISORY COMMITTEE

*Meeting Held Tuesday January 31, 2017 – 6:30 p.m.  
School District Office*

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<b>Attendance:</b>	Barry Neufeld Dan Coulter Heather Maahs Ed Klettke Helen Hopkins Casey Munro Gillian Henessey	Trustee Trustee Trustee CTA Management Group DPAC Student, GWG
<b>Staff:</b>	Evelyn Novak Rohan Arul-pragasam Janet Hall Carrie Pratt	Superintendent Assistant Superintendent Director of Instruction Executive Assistant
<b>Regrets:</b>	Cynthia Watson	DPAC

### 1. CALL TO ORDER

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

### 2. APPROVAL OF AGENDA

Moved by: Helen Hopkins

Seconded by: Barry Neufeld

THAT the Agenda be approved as circulated.

**CARRIED**

### 3. APPROVAL OF THE MINUTES

Moved by: Barry Neufeld

Seconded by: Gillian Henessey

THAT the Minutes of the October 11, 2016 meeting be approved as circulated.

**CARRIED**

### 4. DRAFT POLICY – FLAGS 2<sup>nd</sup> Review

The committee reviewed this policy for the second time.

Moved by: Trustee Neufeld

Seconded by: Helen Hopkins

THAT DRAFT Policy - Flags be referred to the Board of Education for final approval.

**CARRIED**

**5. POLICY 611 – DISTRICT MAGNET SCHOOLS, SCHOOLS OF CHOICE, AND DISTRICT PROGRAMS 3<sup>rd</sup> Review**

The committee reviewed this policy for the third time after it was referred back to committee from the Board of Education.

Moved by: Gillian Henessey  
Seconded by: Casey Munro

THAT Policy 611 - District Magnet Schools, Schools of Choice, and District Programs be referred to the Board of Education for final approval with discussed changes.

**CARRIED**

**For: Munro, Henessey, Klettke, Hopkins, Coulter, Neufeld  
Opposed: Maahs**

**6. POLICY 612 – ALTERNATE DELIVERY FOR THE HEALTH CURRICULUM ORGANIZERS OF HEALTH AND CAREER EDUCATION (K-7), HEALTH AND CAREER EDUCATION (8-9), AND PLANNING (10)**

The committee reviewed this policy for the second time.

Moved by: Trustee Neufeld  
Seconded by: Casey Munro

THAT POLICY 612 – Alternate Delivery for the Health Curriculum Organizers of Health and Career Education(K-7), Health and Career Education (8-9) and Planning (10) be referred to the Board of Education for approval.

**CARRIED**

**7. DRAFT POLICY PROTECTION OF STUDENTS AND MAINTENANCE OF ORDER**

The committee reviewed this new draft policy and referred it to the Board of Education for approval after suggested changes.

Moved by: Trustee Maahs  
Seconded by: Gillian Henessey

THAT DRAFT Policy Maintenance of Order be referred to the Board of Education for approval.

**CARRIED**

**8. ADJOURNMENT 7:48 p.m.**

**NEXT MEETING – April 4, 2017 – 6:30 P.M.**

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** February 21, 2017  
**TO:** Board of Education  
**FROM:** Evelyn Novak, Superintendent  
**RE:** **POLICY 922 – FLAGS**

---

**RECOMMENDATION:**

THAT the Board of Education approve Policy 922 – Flags as presented.

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

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**922  
POLICY  
Flags**

---

The Board of Education recognizes the value of having schools and district sites fly the National Flag of Canada and the Provincial Flag of British Columbia as symbols of honour and pride.

Flags will be flown in accordance with the School Act and British Columbia Office of Protocol.

---

Cross Refs: DRAFT Administrative Regulation, [British Columbia School Act](#), [British Columbia Office of Protocol](#)

Adopted: January 31, 2017  
Reviewed:  
Revised:



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

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**DRAFT  
POLICY  
Flags**

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Schools in British Columbia are required by the School Act to display the Canada and British Columbia flags.

The Board of Education recognizes the value of having schools and district buildings fly their flags at half-mast on appropriate occasions, to bestow an honour or express a collective sense of sorrow.

**Half-Masting**

Half-masting is at the discretion of whomever owns the flag pole and/or the property on which the flag pole resides. In conjunction with the protocol used by federal and provincial governments, schools will half-mast their flags on the following occasions:

- a) Upon the death of an immediate member of the Royal Family and a current or former Governor or Prime Minister;
- b) Upon the death of the current or former B.C. Lieutenant-Governor or Premier;
- c) On November 11 - Remembrance Day;
- d) On December 6 - National Day of Remembrance and Action on Violence Against Women;
- e) Flags at individual schools may be half-masted, at the discretion and after consultation with the Superintendent, for:
  - i. the death of a staff member
  - ii. other tragic events

---

Cross Refs:

Adopted:  
Reviewed:  
Revised:

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

---

**922  
ADMINISTRATIVE REGULATION  
Flags**

---

Schools and district sites will fly the National flag of Canada and the Provincial Flag of British Columbia in accordance with the School Act and British Columbia Office of Protocol.

**Half-Masting**

Half-masting is at the discretion of whomever owns the flag pole and/or the property on which the flag pole resides. In conjunction with the protocol taken by federal and provincial governments, schools will half-mast their flags on the following occasions:

- a) Upon the death of an immediate member of the royal Family and a current or former Governor or Prime Minister;
- b) Upon the death of the current or former B.C. Lieutenant-Governor or Premier;
- c) On November 11, Remembrance Day;
- d) On December 6, National Day of Remembrance and Action on Violence Against Women;
- e) Flags at individual schools may be half-masted, at the discretion and after consultation with the Superintendent, for:
  - a. the death of a staff member
  - b. other tragic events

---

Cross Refs: [British Columbia School Act](#), [British Columbia Office of Protocol](#)

Adopted: January 31, 2017  
Reviewed:  
Revised:

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** February 21, 2017  
**TO:** Board of Education  
**FROM:** Evelyn Novak, Superintendent  
**RE:** **POLICY 611 - DISTRICT PROGRAMS AND SCHOOLS OF CHOICE**

---

#### RECOMMENDATION

THAT the Board of Education approve Policy 611 - District Programs and Schools of Choice as presented.

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

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**611  
POLICY  
District Programs & Schools of Choice**

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The Board of Education believes that providing high standard quality educational programs and schools for all students will lead to increased student engagement and achievement. Although the Board believes that catchment schools are central in meeting the educational needs of students, the Board recognizes and encourages the development of choice for students, parents, and staff.

**DEFINITIONS:**

**School of Choice** provides a program with a specific educational focus (e.g. traditional or fine arts), while maintaining the existing school catchment area (as per Board policy 531).

**District Programs** provide a specific education program and will normally have the entire District as a catchment area.

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

---

**611  
POLICY  
District Magnet Schools, Schools of Choice and District  
Programs**

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**DEFINITIONS:**

**District Magnet School** provides a specific school wide educational focus (eg traditional or fine arts), that has the entire school district as its catchment area.

**School of Choice** provides a program with a specific educational focus (eg traditional or fine arts), while maintaining the existing school catchment area (as per Board policy 531).

**District Programs** provide a specific education program and will normally have the entire District as a catchment area.

The Chilliwack School District is committed to providing a high standard of quality educational programs and schools for all students. Although the Board believes the neighbourhood school is central in meeting the educational needs of students, the Board recognizes and encourages the development of choice for students, parents and staff. The Board believes that district magnet schools, schools of choice and district programs, provided in a safe and caring environment will lead to greater satisfaction and student achievement.

The Board has an important role in determining the direction of education in the community. The Board can initiate and establish a District Magnet School, Schools of Choice and District Programs. The Board anticipates that parents and/or schools may wish to propose alternative programs or schools of choice. The Superintendent will provide application protocols to initiating groups. The Board, in considering a proposal, will be guided by existing district policies, the principles in Section A and the degree to which proposals meet the criteria described in Section B. District Magnet Schools, Schools of Choice and District Programs require Board approval.

---

Cross Refs: Elementary School Capacity Review Report, October 2004, Strategic Plan 2004-08, Admission & Choice Policy

Adopted: April 26, 2005  
Reviewed:  
Revised:

**SECTION A: BOARD POLICY, LEGISLATION AND POSITION STATEMENTS**

Any Board decision with respect to Magnet Schools, Schools of Choice or District Programs will be guided by:

- The *School Act*
- The District Strategic Plan
- The District Education Philosophy (101 P)
- Available Resources

**SECTION B: CRITERIA FOR EVALUATION**

The criteria for evaluation of a proposal will include at least the following:

- Objectives of the program or school
- Philosophy and mission statement
- Uniqueness of the proposal in meeting student intellectual, social or career needs that are not currently being met in other programs or schools
- Educational research supporting the proposal
- Evidence of support
- Availability of resources within the district to initiate and support the program
- Conformity with provincial curricula and where appropriate local curricula
- Commitment to and process for monitoring student achievement in relation to Ministry of Education outcomes

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

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**611  
POLICY**

**District Magnet Schools, Schools of Choice and District Programs & Schools of Choice**

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~~The Board of Education believes that providing a high standard of quality educational programs and schools for all students will lead to increased student engagement and achievement higher engagement and students' achievement. The Board recognizes and encourages the development of choice for students, parents and staff. Although the Board strongly believes that catchment neighbourhood schools are central in meeting the educational needs of students, the Board recognizes and encourages the development of choice for students, parents and staff. the Board recognizes and encourages the development of choice for students, parents and staff.~~

**DEFINITIONS:**

**District Magnet School** provides a specific school wide educational focus (eg traditional or fine arts), that has the entire school district as its catchment area.

**School of Choice** provides a program with a specific educational focus (eg traditional or fine arts), while maintaining the existing school catchment area (as per Board policy 531).

**District Programs** provide a specific education program and will normally have the entire District as a catchment area.

~~The Chilliwack School District is committed to providing a high standard of quality educational programs and schools for all students. Although the Board believes the neighbourhood school is central in meeting the educational needs of students, the Board recognizes and encourages the development of choice for students, parents and staff. The Board believes that district magnet schools, schools of choice and district programs, provided in a safe and caring environment will lead to greater satisfaction and student achievement.~~

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Cross Refs: [School Admission & Choice Policy \(531\) and Manual of School Law k-12 \(http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/manual-of-school-law\)](http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/manual-of-school-law) Elementary School Capacity Review Report, October 2004, Strategic Plan 2004-08, Admission & Choice Policy

Adopted: April 26, 2005  
Reviewed:  
Revised: [October 11<sup>th</sup>, 2016](#)

The Board has an important role in determining the direction of education in the community. The Board can initiate and establish a District Magnet School, Schools of Choice and District Programs. The Board anticipates that parents and/or schools may wish to propose alternative programs or schools of choice. The Superintendent will provide application protocols to initiating groups. The Board, in considering a proposal, will be guided by existing district policies, the principles in Section A and the degree to which proposals meet the criteria described in Section B. District Magnet Schools, Schools of Choice and District Programs require Board approval.

REVISIONS



**SECTION A: BOARD POLICY, LEGISLATION AND POSITION STATEMENTS**

Any Board decision with respect to Magnet Schools, Schools of Choice or District Programs will be guided by:

- The *School Act*
- The District Strategic Plan
- The District Education Philosophy (101-P)
- Available Resources

**SECTION B: CRITERIA FOR EVALUATION**

The criteria for evaluation of a proposal will include at least the following:

- Objectives of the program or school
- Philosophy and mission statement
- Uniqueness of the proposal in meeting student intellectual, social or career needs that are not currently being met in other programs or schools
- Educational research supporting the proposal
- Evidence of support
- Availability of resources within the district to initiate and support the program
- Conformity with provincial curricula and where appropriate local curricula
- Commitment to and process for monitoring student achievement in relation to Ministry of Education outcomes

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** February 21, 2017

**TO:** Board of Education

**FROM:** Evelyn Novak, Superintendent

**RE:** **POLICY 612 - ALTERNATE DELIVERY IN THE PHYSICAL AND HEALTH EDUCATION (K-10), AND PLANNING 10 CURRICULA**

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#### RECOMMENDATION

THAT the Board of Education approve Policy 612 - Alternate Delivery in the Physical and Health Education (K-10), and Planning 10 Curricula as presented.

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

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**612  
POLICY  
Alternate Delivery in the Physical and Health Education  
(K-10), and Planning 10 Curricula**

---

The Board expects that all students will complete Physical and Health Education (K-10) and Planning 10 Curricula.

Students and their parents may, in consultation with their school, arrange for alternate delivery for certain sensitive topics (reproduction and sexuality) contained in the following Education Program Guides:

- Physical and Health Education K-10
- Planning 10

The alternate means must be agreed upon by the students, their parents or guardians, and the school.

Schools will inform parents/guardians that they may request alternate delivery.

This alternate delivery policy does not allow students to “opt-out” of learning about these topics. It is expected that students will, in consultation with their school, demonstrate their knowledge of the learning standard(s) or learning outcomes they have arranged to address by alternative means.

This alternate delivery policy does not apply to any other learning standards or learning outcomes in the education program guides listed above, nor does it apply to any other British Columbia provincial curriculum.

---

Cross Refs: Ministerial Order 295/95, the Required Areas of Study in an Educational Program Order <http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/student-reporting>  
Ministerial Order 302/04, the Graduation Program Order <http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/student-credentials>

Adopted: April 28, 1998  
Reviewed:  
Revised: January 31, 2017

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

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**612  
POLICY**

**Alternate Delivery for the Health Curriculum Organizers  
of Health and Career Education (K-7), Health and Career  
Education (8-9), and Planning (10)**

---

The Board expects that all students will complete Health and Career Education (K-7), Health and Career Education (8-9), and Planning (10). Parents may, however, request an alternate delivery model for the Health curriculum organizers of Health and Career Education (K-7), Health and Career Education (8-9), and Planning (10). No other components of these curricula are eligible for alternate delivery.

Students choosing alternate delivery must demonstrate completion of the learning outcomes prescribed in a manner acceptable to the school.

Schools will inform parents/guardians that they may request alternate delivery. Upon request, schools will provide parents with copies of the curriculum.

ORIGINAL

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Cross Refs:

Adopted: April 28, 1998  
Reviewed:  
Revised: March 10, 2009

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

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**612  
POLICY**

**Alternate Delivery ~~for~~ in the Physical and Health Curriculum Organizers of Health and Career Education (K-107), Health and Career Education (8-9), and Planning (10) Curricula**

---

The Board expects that all students will complete Physical and Health Education (K-10) and Career Education (K-7), Health and Career Education (8-9), and Planning (10) Curricula.

Students and their Pparents may, in consultation with their school, arrange for however, request an alternate delivery model for certain sensitive topics (reproduction and sexuality) contained in the following Education Program Guides: the Health curriculum organizers of Health and Career Education (K-7), Health and Career Education (8-9), and Planning (10). No other components of these curricula are eligible for alternate delivery.:

- Physical and Health Education K-9
- Physical and Health Education 10
- Planning 10

Students choosing The alternate delivery means must be agreed upon by the students, their parents or guardians, and the school. demonstrate completion of the learning outcomes prescribed in a manner acceptable to the school.

Schools will inform parents/guardians that they may request alternate delivery. Upon request, schools will provide parents with copies of the curriculum.

This alternate delivery policy does not allow students to “opt-out” of learning about these topics. It is expected that students will, in consultation with their school, demonstrate their knowledge of the learning standard(s) or learning outcomes they have arranged to address by alternative means.

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Cross Refs: Ministerial Order 295/95, the Required Areas of Study in an Educational Program Order (PDF)  
Ministerial Order 302/04, the Graduation Program Order (PDF)

Adopted: April 28, 1998  
Reviewed:  
Revised: March 10, 2009

This alternate delivery policy does not apply to any other learning standards or learning outcomes in the education program guides listed above, nor does it apply to any other British Columbia provincial curriculum.

REVISIONS

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

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**612.1**

**ADMINISTRATIVE REGULATION**

**Alternate Delivery for Personal Planning (K-7) and  
Career and Personal Planning (8-12) Curricula**

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Parents who request an alternate delivery model for one or more of the Personal Development sections of the Career and Personal Planning (CAPP) curriculum will initially meet with the classroom teacher/principal (elementary) or CAPP teacher/CAPP coordinator (secondary) to discuss all learning outcomes of alternate delivery sections.

Each student is expected to spend the equivalent time to that of the school program. The steps the student (and parent) will follow are outlined below. Develop an outline of the plan and have it approved by the parent, and CAPP teacher/coordinator (and administrator). The plan will include one or more of the following activities (or others as assigned by the school).

- Keeping a reflective journal on the learning taking place.
- Writing a research report that is based on the learning outcomes or write an essay that expresses their opinions about the issues they are learning. Several essays or research projects may be required to integrate all learning outcomes if all sections of Personal Development are to be covered.
- Creating a report that in some way summarizes the unit of study. Again, if all areas of Personal Development need to be covered several reports may be required.

In order to assist with the completion of the learning outcomes school based resources may be made available.

---

Cross Refs:

Adopted: April 28, 1998  
Reviewed:  
Revised:

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** February 21, 2017  
**TO:** Board of Education  
**FROM:** Evelyn Novak, Superintendent  
**RE:** **POLICY 533 - MAINTENANCE OF ORDER**

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#### RECOMMENDATION

THAT the Board of Education approve Policy 533 - Maintenance of Order as presented.



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

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**533  
POLICY  
Maintenance of Order**

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The Board is committed to, and responsible for, ensuring the maintenance of order in schools, on school district property, and at school district events. The safety of students, staff and others in the school community is paramount. Authorized individuals may make orders in accordance with the provisions set out below pursuant to section 177 of the School Act to prevent and address any disturbance, disruption, or interruption of a school or district event.

**Maintenance of order 177**

1. A person must not disturb or interrupt the proceedings of a school or an official school function.
2. A person who is directed to leave the land or premises of a school by a principal, vice principal, director of instruction or a person authorized by the board to make that direction:
  - a. must immediately leave the land and premises, and
  - b. must not enter on the land and premises again except with prior approval from the principal, vice principal, director of instruction or a person who is authorized by the board to give that approval.
3. A person who contravenes subsection (1) or (2) commits an offence.
4. A principal, vice principal, or director of instruction of a school or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace officer.

Section 1 of the *School Act* defines “school” as follows:

“**school**” means

- a) a body of students that is organized as a unit for educational purposes under the supervision of a principal, vice principal or director of instruction,
- 

Cross Refs: Policy 514 -Safe Schools; Policy 501 - Student Behaviour, Policy 515 - Weapons, Policy 501 - Student Discipline and Suspension, Ministry of Education – Safe, Caring & Orderly Schools

Adopted: January 31, 2017  
Reviewed:  
Revised:

b) the teachers and other staff members associated with the unit, and

c) the facilities associated with the unit,

and includes a Provincial resource program and a distributed learning school operated by a board.

## BOARD OF EDUCATION

### INFORMATION REPORT

**DATE:** February 21, 2017

**TO:** Board of Education

**FROM:** Nathan Ngieng, District Principal of Student Services and Brenda Calendino, High Incidence Coordinator

**RE:** **STRATEGIC PLAN UPDATE**

**BACKGROUND:**

Nathan Ngieng and Brenda Calendino will provide an update on the Strategic Plan as it relates to the following:

<b>Priority</b>	Improving student achievement and well-being through high quality instruction. <b>(Instruction)</b>
<b>Goal</b>	To enhance personal and social responsibility.
<b>Strategies</b>	<b>Action Steps</b>
<p><b>1. Targeted Social-Emotional Learning Experiences (Social-Emotional Skills Development)</b></p> <ul style="list-style-type: none"> <li>Social-Emotional skills embedded in Tier 1 instruction</li> </ul>	<p>a) Professional learning sessions to develop an understanding of Social/Emotional learning and to <i>develop S/E competencies</i></p> <ul style="list-style-type: none"> <li><i>self-management, self-awareness, social awareness, relationship skills and responsible decision-making</i></li> </ul>
<p><b>2. Tier 2 and Tier 3 Supports</b></p> <ul style="list-style-type: none"> <li>Tier 2 and Tier 3 structures and strategies to support students who require additional instruction/intervention for Social-Emotional learning</li> </ul>	<p>a) Professional learning to develop an understanding of Tier 2 and Tier 3 instruction/intervention</p> <p>b) Systematic approach to allocating resources to schools, classrooms and students</p> <p>c) Opportunity for students to receive additional and/or personalized approach to instructional/intervention</p>
<p><b>3. Promote and establish brain-friendly classrooms</b></p> <ul style="list-style-type: none"> <li>A structured and comprehensive approach to learning and teaching that uses the best information we currently have about how the brain works to enable learning to take place as fully and as easily as possible</li> </ul>	<p>d) Professional learning to develop an understanding of brain-friendly classrooms</p>

**PRIORITY:** Instruction

**GOAL:** To enhance personal and social responsibility.

**STRATEGIES:**

- Targeted social and emotional learning experiences
- Provide Tier 2 and 3 structures and strategies to support students who require additional instruction/intervention for social and emotional learning
- Promote and establish brain-friendly classrooms

## STRATEGIC PLAN UPDATE: SOCIAL AND EMOTIONAL LEARNING

### Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

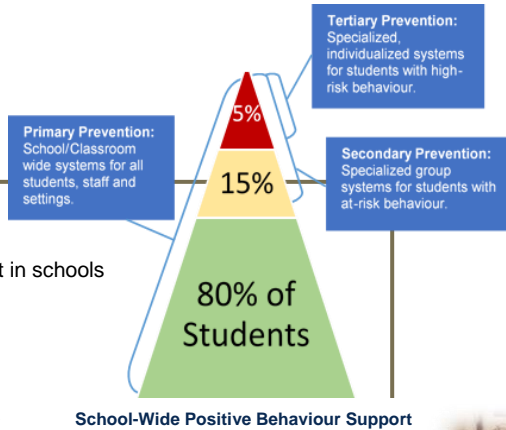


### Tier 1 Supports

Classroom	School	Community
<ul style="list-style-type: none"> <li>• Side by side teaching and instruction in areas of SEL                             <ul style="list-style-type: none"> <li>◦ Learning Support Teachers, Counsellors, Child and Youth Care Workers</li> <li>◦ Practicum Nurses</li> </ul> </li> <li>• Pilot Projects (eg. MindYeti)</li> <li>• Programs focused on mindfulness, self-regulation and empathy</li> </ul>	<ul style="list-style-type: none"> <li>• In-service Opportunities: Positive Behaviour Supports (PBS), anxiety and self-regulation</li> <li>• Professional Day/Community Event keynotes and speakers</li> <li>• Networking Opportunities: PBS Networking</li> <li>• Afterschool Learning Sessions: self-regulation, trauma-informed practice</li> <li>• School Social Work Practicum Students UFV/MCFD pilot project</li> </ul>	<ul style="list-style-type: none"> <li>• Child and Youth Mental Health and Substance Youth Collaborative Local Action Team initiatives and projects</li> <li>• Primary Prevention Committee</li> <li>• Mindfulness Based Stress Reduction course for service providers (teachers)</li> </ul>

### Tier 2 and 3 Supports

- Strategic use of additional EA support in schools
  - Needs based planning
- Counselling: Small group instruction
- Positive Behaviour Support
  - Behaviour support plans
- Check-In/Check-Out programs
- Elementary Mental Health Consultant
- Middle School Mental Health Consultant
  - Partnership with Child and Youth Mental Health
- Drug and Alcohol Counselling
  - Partnership with Pacific Community Resources Society
- Sensory Rooms
  - Development of protocols and involvement of occupational therapists/physiotherapists



### Brain-Friendly Classrooms

- Fostering of positive classroom environments that address:
  - Physical conditions
  - Mental conditions
  - Emotional conditions
- Actions to support:
  - Fine motor and sensory kits
  - Trauma-informed practice, self-regulation in-service



### School Innovation Assessment

#### Goal 3 (Social Responsibility)

To what extent are social/emotional learning experiences incorporated into daily instruction?

		Not aligned	Approaching Alignment	Fully Aligned	(NR) - Innovative
Brain-Friendly Classrooms	To what extent do classrooms reflect an awareness of current brain, research including sensory sensitive environment, self-regulation strategies and universal design?		✓		
Supporting Structures	To what extent does the school promote effective behaviours support systems through consistent behaviour expectations? (I.E. PBS, Code of Conduct, Restorative Practices etc.)			✓	

## **BOARD OF EDUCATION**

### **INFORMATION REPORT**

**DATE:** February 21, 2017

**TO:** Board of Education

**FROM:** Paul McManus, Board Chair

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

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#### **BACKGROUND:**

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

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

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

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

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

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

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

## BOARD OF EDUCATION

### BOARD REPORT

**DATE:** February 21, 2017

**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:** February 21, 2017  
**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 – January 24, 2017**

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

Regrets: Bob Patterson

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

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