THE BOARD OF EDUCATION

School District #33 (Chilliwack)

Regular Public Board Meeting

AGENDA

February 27, 2018

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 February 13, 2018 Regular Public Board meeting be approved as circulated.)

2. QUESTION PERIOD

3. ACTION ITEMS

3.1. Chilliwack Secondary Board/Authority Authorized Courses

3.2. Policy 234: Budget Monitoring and Reporting

3.3. Board Regulation 234.1: Budget Monitoring and Reporting

3.4. 2018 Middle Years Development Instrument

4. INFORMATION ITEMS

4.1. Reconfiguration – Implementation Advisory Committee Report

4.2. Fraser Valley Distance Education School Update

4.3. BCSTA Report

4.4. Superintendent's Report

4.5. Trustee Reports

4.6. Meeting Summary

4.7. **Next Board of Education Meeting: March 13, 2018 – 7:00 p.m.**

5. QUESTION PERIOD ON AGENDA ITEMS

6. ADJOURNMENT

Chilliwack School District

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

Date of Meeting:	Tuesday, February 13, 2018	
Location:	School District Office	
Members Present:	Chair	Mr. P. McManus
	Vice-Chair	Mr. W. Krahn
	Trustee	Mr. D. Coulter
	Trustee	Mrs. H. Maahs
	Trustee	Mr. B. Neufeld
	Trustee	Mr. B. Patterson
Member Absent:	Trustee	Mrs. S. Dyck (Medical Leave)
Staff Present:	Superintendent	Ms. E. Novak
	Secretary Treasurer	Mr. G. Slykhuis
	Assistant Superintendent	Mr. R. Arul-pragasam
	Assistant Secretary Treasurer	Mr. M. Friesen
	Executive Assistant	Ms. D. Vogel

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1. CALL TO ORDER - School District Office

1.1. Call to Order

The Board Chair called the meeting to order at 6:58 p.m. - **Welcome and Acknowledgment of Traditional Stó:lō Territory.**

1.2. Adoption of the Agenda

27.18 Moved by: Trustee Krahn
Seconded by: Trustee Neufeld

That the agenda be adopted as circulated.

CARRIED

1.3. Approval of the Minutes

28.18 Moved by: Trustee Patterson
Seconded by: Trustee Krahn

THAT the minutes of the January 30, 2018 Regular Public Board meeting be approved as circulated.

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

2. QUESTION PERIOD

Questions:

- Shana Kirkland, CUPE President, asked why Policy 402: Respectful Workplace and the accompanying Administrative Regulations were not reviewed by the Education Policy Advisory Committee.
- Sandy Devenney asked how learning resources may be challenged.
- A CUPE member asked how Board Chair McManus learned about CUPE's complaint to the BC Human Rights Commission prior to CUPE members being provided with the information.

Answers by Board Chair Paul McManus, other Trustees and district administration were as follows:

- 400-level Policies are regarding personnel and do not fall under the mandate of EPAC. The 402 Administrative Regulations will be discussed with personnel.
- Residents and employees in the district may challenge learning resources as outlined in 606 Policy: Challenges to the use of Learning Resources, 606.1 Administrative Regulation: Procedures for Dealing with Challenged Materials and Form 606.1 Request for Reconsideration of Learning Resources.
- The Board Chair learned about the CUPE Human Rights complaint from the Superintendent, who was informed by the CUPE President.

3. PRESENTATION – MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT PARTNERSHIPS WITH THE DISTRICT

Dan Bibby, Director of Operations, Ministry of Children and Family Development, provided a presentation on partnerships with the District.

One of the key strategies of the Ministry of Children and Family Development in Chilliwack has always been building community through partnership. The presentation highlighted the many collaborations and partnerships that the Chilliwack School District shares with Chilliwack MCFD.

4. ACTION ITEMS

4.1. Sardis Secondary Board/Authority Authorized Courses

29.18 Moved by: Trustee Maahs
Seconded by: Trustee Krahn

THAT the Board of Education approve the Board/Authority Authorized Course: Health Services 12A – Emergency Medical Responder.

THAT the Board of Education approve the Board/Authority Authorized Course: Health Services 12B – Emergency Medical Responder Independent Study.

CARRIED

4.2. Chilliwack Healthier Community Annual Membership Fee

30.18 Moved by: Trustee Patterson
Seconded by: Trustee Neufeld

THAT the Board of Education approve payment of an annual membership fee of $250 as per the Chilliwack Healthier Community Partnership Agreement.

CARRIED

4.3. Policy 220: Question Period

31.18 Moved by: Trustee Krahn
Seconded by: Trustee Coulter

THAT the Board of Education approve the revised Policy 220 – Question Period as presented.

CARRIED

4.4. Policy 235: Accumulated Operating Surplus

32.18 Moved by: Trustee Krahn
Seconded by: Trustee Maahs

THAT the Board of Education approve Board Policy 235 – Accumulated Operating Surplus as presented.

CARRIED

4.5. Board Regulation 235.1: Accumulated Operating Surplus

33.18 Moved by: Trustee Krahn
Seconded by: Trustee Maahs

THAT the Board of Education approve Board Regulation 235.1 – Accumulated Operating Surplus as presented.

CARRIED

4.6. Policy 402: Respectful Workplace

34.18 Moved by: Trustee Krahn
Seconded by: Trustee Patterson

THAT the Board of Education approve Board Policy 402 – Respectful Workplace, to take the place of Board Policy 402 – Harassment.

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

4.7. 2017 – 2018 Amended Annual Budget – 3rd Reading

35.18 Moved by: Trustee Coulter
Seconded by: Trustee Patterson

THAT the Board of Education approve the third (final) reading of 2017-2018 Amended Annual Budget Bylaw (attached) in the amount of $157,123,324.

CARRIED

5. INFORMATION ITEMS

5.1 Administrative Regulations 402.1: Respectful Workplace – Roles and Responsibilities and 402.2: Respectful Workplace – Reporting, Investigation and Resolution Procedures

The Superintendent presented Administrative Regulations 402.1 and 402.2 for information.

5.2 Administrative Regulation 428.1: Expenses (BCSTA Mileage)

Secretary Treasurer Gerry Slykhuis presented Administrative Regulation 428.1 for information.

5.3 Operations Report

Al VanTassel, Director of Facilities and Transportation, provided a report on security and vandalism from January – December 2017, as well as an update on the Strategic Plan as it relates to the following:

Priority	Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives. (**Resources**)
Goal	To align resources to efficiently and effectively execute the strategic plan.
Strategies	
3. Review of Operations Department Asset Management To ensure protection of District assets and manage risks around those assets.	

5.4 BCSTA Report

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

5.5 Superintendent's Report

Superintendent Evelyn Novak reported on the following:

- Pink Shirt Day – Wednesday February 28, 2018, pink is worn to show support for all people and to show that bullying will not be tolerated, strategies and activities are planned at each school and site.
- Draft 2018 – 2019 Local School Calendar – 1 additional Non-Instructional Day designated by the Ministry for Curriculum implementation (SD33 October 5), Family Day changed to February 18, 2019 (aligned with other provinces).
- Calendar feedback survey – large majority of responses from parents and staff are in favour of 2-week Spring break, Administration has invited CTA to provide proposals related to 2018/2019 Calendar and 2-week spring break.
- Reconfiguration - Elementary, Middle and Secondary Enrolment Projections are leading to preliminary staffing and organization, Middle School Parent Information Sessions.

5.6 Trustee Reports

Trustee Krahn reported on the following:

- Feb. 1 – attended the Reconfiguration parent Information Session at AD Rundle.
- Feb. 2 – attended Super Reader Celebration Assembly at Greendale Elementary. Thanks to the Kiwanis Clubs of Chilliwack and Sardis for their support, including the Elementary Super Reader Program, the Student of the Month Recognition at the Middle and Secondary Schools, as well as donating 15 Scholarships annually to Grade 12 Grads.
- Feb. 13 – attended the Chair/Vice Chair Agenda Planning Meeting.
- Feb. 13 – attended the BCSTA Teleconference regarding upcoming process of seeking input and preparing for the Issues Forum.
- Pleased that government is investing $571M to train 100 teachers in the highest demand fields such as Special Education, French, Math and Physics.

Trustee Maahs reported on the following:

- Australian initiative regarding phonics and an assessment tool.
- Attended Rosedale Middle School Choir and Grades 8-9 Band performance.
- Article regarding the role of music in improving student achievement.

Trustee McManus

- Attended the two Reconfiguration parent Information Sessions that have been held to date.

Trustee Neufeld reported on the following:

- Meetings with community leaders.
- Attended the BCSTA Fraser Valley Branch meeting on Feb. 5.
- Meeting with Fraser Valley community leaders, business people and educators.

Trustee Patterson reported on the following:

- Attended the CHC Organizational Committee Meeting on Thursday, Feb. 8.
- Meeting with David Wellingham at Greendale Elementary on Thursday, Feb. 8.
- Attended the Greendale PAC Meeting on Friday, Feb. 9.
- Visited MSMS on Friday, Feb. 9.
- Meeting with Retired Administrators on Tuesday, Feb. 13.

5.7 January 30, 2018 In-Camera Board Meeting Summary

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

Member Absent: Trustee Silvia Dyck (Medical Leave)

Staff: Evelyn Novak, Gerry Slykhuis, Rohan Arul-Pragasam, Tamara Ilersich, Donna Vogel

1. Board Chair Statement Prior to Question Period in the Regular Public Board Meeting
2. Security
3. In-Camera Confidentiality
4. Human Resources Report
5. BCPSEA Report

5.8 Next Board of Education Meeting Date

Regular Board Meeting
Tuesday, February 27, 2018

7:00 pm
School District Office

6. QUESTION PERIOD ON AGENDA ITEMS

Questions:

- A CUPE member asked if CUPE would be consulted if the Draft 2018-2019 Local School Calendar is modified.
- Sandy Devenney asked about the content of Policy 402: Respectful Workplace.
- Justine Hodge, DPAC President, asked if parent volunteers were included in Policy 402: Respectful Workplace.

Answers by Board Chair Paul McManus, other Trustees and district administration were as follows:

- There is no modified option for the 2018-2019 Local School Calendar. CUPE will be consulted should one be developed.
- The Board Approved Policy 402 as presented in the meeting agenda package.
- Policy 402 applies to district personnel.

7. ADJOURNMENT

The meeting was adjourned at 9:35 p.m.

_____
Board Chair

_____
Secretary-Treasurer

BOARD OF EDUCATION

DECISION REPORT

DATE: February 27, 2018

TO: Board of Education

FROM: Heather Maahs, Trustee Representative (BAA Committee)

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

RECOMMENDATION:

THAT the Board of Education approve the Board/Authority Authorized Course: Construction Electrical 10.

THAT the Board of Education approve the Board/Authority Authorized Course: Construction Electrical 11.

THAT the Board of Education approve the Board/Authority Authorized Course: Construction Electrical 12.

THAT the Board of Education approve the Board/Authority Authorized Course: Mindfulness and Movement 11.

THAT the Board of Education approve the Board/Authority Authorized Course: Small Ensemble Performance 9-12.

THAT the Board of Education approve the Board/Authority Authorized Course: Principles of Strength Training 11-12.

THAT the Board of Education approve the Board/Authority Authorized Course: Table Tennis Skills 10-12.

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** SD33
Developed by: Curtis Tieu	**Date Developed:** November 9, 2017
School Name: Chilliwack Secondary School	**Principal's Name:** Brian Fehlauer
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Construction Electrical 10	**Grade Level of Course:** 10
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s)/Co-requisite(s):

Science 10, math 10 foundations or applied workplace math 11, physics 11,

Special Training, Facilities or Equipment Required:

Access to keyed switch control power outlet (already in place), 4' x 5' mock walls for student labwork (wood studs 16" on center), portable power hand tools, hand tools and electrical diagnostic tools (already in place)

Course Synopsis:

This course is designed to give students the opportunity to explore the field of construction electrician with focus on residential wiring. Students are introduced to the practices, procedures, and safety necessary for success in Electrical Trades. Construction Electricians plan, design, assemble, install, alter, repair, inspect, verify, commission, connect, operate, maintain and decommission electrical systems.

Goals and Rationale:

The primary goal of Construction Electrical 10 is to help students prepare for the transition from secondary school to the world of work and to post-secondary Construction Electrician programs (Partnership with UFV in progress). Students have the opportunity to observe and practice the technical and applied skills relating to electrical occupations. Construction Electrical 10 is a theory course to help students improve their math and physics skills in circuit analysis with Ohm's Laws, improve technical data comprehension skills with site blueprints, improve technical skills in using technology and meters used in troubleshooting, introduce electrical codes and safety in the field, and ultimately prepare students to write exams for certification.

Some benefits the Construction Electrical Program offers include the following:

- Develop skills and knowledge of an occupation for future career choices
- Create local contacts and references through the district secondary school apprenticeship program
- Create possible future employment opportunities, job experience and portfolio
- Safety awareness
- Connect what is learned in the classroom with the skills, knowledge and attitudes needed in the workplace
- Gain the knowledge, skills, and attitudes needed to be successful in the world of work
- Understand the similarities and differences in behaviour standards between the workplace and school

Organizational Structure:

Unit #	Title	Time Hours
Unit 1	Exploring ITA (Industry Trade Authority) and Secondary School Apprenticeship Program	2
Unit 2	Essential Skills (Physics and Math)	16
Unit 3	Blue prints and Schematics	5
Unit 4	Safety, Tools, Materials (cable types & gauges, gang boxes, fasteners, electrical devices, service panels)	16
Unit 5	Circuit Concepts, Residential Wiring labwork, Series and Parallel Circuits	32
Unit 6	Meters and Magnetism	16
Unit 7	DC Circuit Analysis (Series & Parallels)	24

Unit 8	Constructing electrical systems & CEC (Canadian Electrical Codes)	9

Total Hours: 120

Unit/Topic/Module Descriptions:

Unit 1: Exploring ITA (2 hours) Students explore the Industry Training Authority website to learn what apprenticeships are available, how to apply for an apprenticeship, and what the benefits are when you undertake the apprenticeship program. In addition to this, students learn about the responsibilities of an apprenticeship sponsor, the difference between BC Certified Trades and Red Seal trades, as well as the potential tax credits and grants available to those registered in an apprenticeship program. Guest speakers: school district coordinators

Unit 2: Students will be introduced to the math and physics content required to be successful at post-secondary level training in Construction Electrician Apprenticeship programs. Estimated two weeks of content and quiz assessments

Unit 3: Students will be introduced to construction blue prints, and electrical drawings and designation on blue prints. Estimated one week of content and quiz assessments

Unit 4: Students will be introduced to electrical safety, workplace safety, and electrical components associated with the installation of electrical systems in residential wiring. Estimated two week of content and quiz assessments

Unit 5: Students will be performing electrical installations on mock walls to ensure proper and safe practices to code. Students will be working on various room scenarios and electrical wiring to demonstrate series and parallel wiring, wire gauge and breaker loads. Estimated four weeks of lab work.

Unit 6: Students will be introduced to electrical diagnostic meters and measurement tools and relations of electricity and magnetism. Estimated two weeks of content and quiz assessments

Unit 7: Students will be introduced to DC circuit analysis and Ohm's Law to determine corresponding voltage, current, resistance, and power dissipation. Estimated three weeks of content and quiz assessments

Unit 8: Students will be introduced to Canadian Electrical Code book. Assessment through workbook and practice exercises

Aboriginal Worldviews and Perspectives:

Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use

Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies

BIG IDEAS

Social, ethical, and sustainability considerations impact design.	Complex tasks require the sequencing of skills.	Complex tasks require different technologies and tools at different stages.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: Applied Design Understanding context • Engage in a period of research and empathetic observation in order to understand design opportunities Defining • Choose a design opportunity • Identify potential users and relevant contextual factors • Identify criteria for success, intended impact, and any constraints Ideating • Take creative risks in generating ideas and add to others' ideas in ways that enhance them • Screen ideas against criteria and constraints • Critically analyze and prioritize competing factors, including social, ethical, and sustainability considerations, to meet community needs for preferred futures • Choose an idea to pursue, keeping other potentially viable ideas open Prototyping • Identify and use sources of inspiration and information • Choose a form for prototyping and develop a plan that includes key stages and resources • Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability • Prototype, making changes to tools, materials, and procedures as needed	This "course" is made up of one or more of the modules listed below. Modules are chosen and locally developed modules are offered in addition to, or instead of, the modules in the provincial curriculum to be in line with post-secondary programs for appropriate transition. Construction Electrical *Students are expected to know the following:* • Ohm's law • electrical theory using parallel and series circuits • production of simple circuits from schematic drawings • measurement using diagnostic and testing instruments • function and application of components • construction sequences involved in making a working circuit • function and use of hand tools and operation of stationary equipment • cases for enclosing a circuit • drafting technique, including dimensioning and standards • ways of decreasing production costs through training and technological advancement • evolving consumer needs and wants • relationships between technology and social change

• Record iterations of prototyping Testing • Identify sources of feedback • Develop an appropriate test of the prototype • Conduct the test, collect and compile data, evaluate data, and decide on changes • Iterate the prototype or abandon the design idea Making • Identify and use appropriate tools, technologies, materials, and processes for production • Make a step-by-step plan for production and carry it out, making changes as needed • Use materials in ways that minimize waste Sharing • Decide on how and with whom to share their product and processes • Demonstrate their product to potential users, providing a rationale for the selected solution, modifications, and procedures, using appropriate terminology • Critically evaluate the success of their product, and explain how their design ideas contribute to the individual, family, community, and/or environment • Critically reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space • Identify new design issues Applied Skills • Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments • Identify the skills and skill levels needed, individually or as a group, in relation to specific projects, and develop and refine them as needed Applied Technologies • Choose, adapt, and if necessary learn about appropriate tools and technologies to use for tasks • Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use	• standards compliant technology • ethical, moral, and legal considerations and regulatory issues • recycling and repurposing of materials • energy transmission and applications • alternative energy sources • manuals as information sources • techniques for adjusting plans and drawings

• Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies	

Big Ideas – Elaborations

Curricular Competencies – Elaborations

• research: seeking knowledge from other people as experts (e.g., First Peoples Elders), secondary sources, and collective pools of knowledge in communities and collaborative atmospheres
• empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people
• Defining: setting parameters
• constraints: limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred
• Ideating: forming ideas or concepts
• sources of inspiration: may include experiences; traditional cultural knowledge and approaches, including those of First Peoples; places, including the land and its natural resources and analogous settings; and people, including users, experts, and thought leaders
• plan: for example, pictorial drawings, sketches, flow charts
• iterations: repetitions of a process with the aim of approaching a desired result
• sources of feedback: may include peers; users; keepers of traditional cultural knowledge and approaches, including those of First Peoples; and other experts
• appropriate test: consider conditions, number of trials
• technologies: things that extend human capabilities
• share: may include showing to others, use by others, giving away, or marketing and selling
• product: for example, a physical product, a process, a system, a service, or a designed environment

Content – Elaborations

Construction Electrical

• virtual creation: layout and planning of a project, creating plans for a model
• components: power source, conductor, load
• electrical components: for example, switches, receptacles, breakers, service panels, conductors, detectors, sensors, fixtures, contactors, regulators
• Ohm's law: describes how power, voltage, current, and resistance are related: V=IR
• input/output devices: for example, motion, sound, light, infrared

Recommended Instructional Components:

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Learning Resources: Electrical Apprenticeship program Level 1 workbook, Canadian Electrical Code Reference Book
Electrical wiring residential workbook, Electrical wiring commercial workbook, Electrical wiring industrial workbook, Industrial Motor Control Reference book

Additional Information: Maximum enrolment 24 students per block

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** SD33
Developed by: Curtis Tieu	**Date Developed:** November 9, 2017
School Name: Chilliwack Secondary School	**Principal's Name:** Brian Fehlauer
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Construction Electrical 11	**Grade Level of Course:** 11
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s)/Co-requisite(s):

Construction Electrical 10, Science 10, math 10 foundations or applied workplace math 11, physics 11,

Special Training, Facilities or Equipment Required:

Access to keyed switch control power outlet (already in place), 4' x 5' mock walls for student labwork (wood studs 16" on center), portable power hand tools, hand tools and electrical diagnostic tools (already in place)

Course Synopsis:

This course is designed to give students the opportunity to explore the field of construction electrician with focus on residential wiring. Students are introduced to the practices, procedures, and safety necessary for success in Electrical Trades. Construction Electricians plan, design, assemble, install, alter, repair, inspect, verify, commission, connect, operate, maintain and decommission electrical systems.

Goals and Rationale:

The primary goal of Construction Electrical 11 is to help students prepare for the transition from secondary school to the world of work and to post-secondary Construction Electrician programs (Partnership with UFV in progress). Students have the opportunity to observe and practice the technical and applied skills relating to electrical occupations. Construction Electrical 11 is a lab course; this daily hands-on electrical construction and termination work introduces students to correct and safe practices of wiring. Students are introduced various household electrical circuits and their theory of operation.

Some benefits the Construction Electrical Program offers include the following:

- Develop skills and knowledge of an occupation for future career choices
- Create local contacts and references through the district secondary school apprenticeship program
- Create possible future employment opportunities, job experience and portfolio
- Safety awareness
- Connect what is learned in the classroom with the skills, knowledge and attitudes needed in the workplace
- Gain the knowledge, skills, and attitudes needed to be successful in the world of work
- Understand the similarities and differences in behaviour standards between the workplace and school

Organizational Structure:

Unit #	Title	Time Hours
Unit 1	Shop and power tool safety	6
Unit 2	Framing stud walls 16” on centre	8
Unit 3	Service Panel theory and safety, grounding	2
Unit 4	Gang boxes, split receptacles and duplexes, series & parallel wiring theory	16
Unit 5	GFCI single and multiple location protection, safety theory & lab	16
Unit 6	Switch Loop Circuits	24
Unit 7	Split and combination Circuits	16
Unit 8	Controlled switching (single, 3 way, dimmers)	32
	Total Hours:	120

Aboriginal Worldviews and Perspectives:

Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use

Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies

BIG IDEAS

Social, ethical, and sustainability considerations impact design.	Complex tasks require the sequencing of skills.	Complex tasks require different technologies and tools at different stages.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: Applied Design Understanding context • Engage in a period of research and empathetic observation in order to understand design opportunities Defining • Choose a design opportunity • Identify potential users and relevant contextual factors • Identify criteria for success, intended impact, and any constraints Ideating • Take creative risks in generating ideas and add to others' ideas in ways that enhance them • Screen ideas against criteria and constraints • Critically analyze and prioritize competing factors, including social, ethical, and sustainability considerations, to meet community needs for preferred futures • Choose an idea to pursue, keeping other potentially viable ideas open Prototyping • Identify and use sources of inspiration and information • Choose a form for prototyping and develop a plan that includes key stages and resources • Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability • Prototype, making changes to tools, materials, and procedures as needed	This "course" is made up of one or more of the modules listed below. Modules are chosen and locally developed modules are offered in addition to, or instead of, the modules in the provincial curriculum to be in line with post-secondary programs for appropriate transition. Construction Electrical *Students are expected to know the following:* • Ohm's law • electrical theory using parallel and series circuits • production of simple circuits from schematic drawings • measurement using diagnostic and testing instruments • function and application of components • construction sequences involved in making a working circuit • function and use of hand tools and operation of stationary equipment • cases for enclosing a circuit • drafting technique, including dimensioning and standards • ways of decreasing production costs through training and technological advancement • evolving consumer needs and wants • relationships between technology and social change

• Record iterations of prototyping Testing • Identify sources of feedback • Develop an appropriate test of the prototype • Conduct the test, collect and compile data, evaluate data, and decide on changes • Iterate the prototype or abandon the design idea Making • Identify and use appropriate tools, technologies, materials, and processes for production • Make a step-by-step plan for production and carry it out, making changes as needed • Use materials in ways that minimize waste Sharing • Decide on how and with whom to share their product and processes • Demonstrate their product to potential users, providing a rationale for the selected solution, modifications, and procedures, using appropriate terminology • Critically evaluate the success of their product, and explain how their design ideas contribute to the individual, family, community, and/or environment • Critically reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space • Identify new design issues Applied Skills • Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments • Identify the skills and skill levels needed, individually or as a group, in relation to specific projects, and develop and refine them as needed Applied Technologies • Choose, adapt, and if necessary learn about appropriate tools and technologies to use for tasks • Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use	• standards compliant technology • ethical, moral, and legal considerations and regulatory issues • recycling and repurposing of materials • energy transmission and applications • alternative energy sources • manuals as information sources • techniques for adjusting plans and drawings

• Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies	

Big Ideas – Elaborations

Curricular Competencies – Elaborations

• research: seeking knowledge from other people as experts (e.g., First Peoples Elders), secondary sources, and collective pools of knowledge in communities and collaborative atmospheres
• empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people
• Defining: setting parameters
• constraints: limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred
• Ideating: forming ideas or concepts
• sources of inspiration: may include experiences; traditional cultural knowledge and approaches, including those of First Peoples; places, including the land and its natural resources and analogous settings; and people, including users, experts, and thought leaders
• plan: for example, pictorial drawings, sketches, flow charts
• iterations: repetitions of a process with the aim of approaching a desired result
• sources of feedback: may include peers; users; keepers of traditional cultural knowledge and approaches, including those of First Peoples; and other experts
• appropriate test: consider conditions, number of trials
• technologies: things that extend human capabilities
• share: may include showing to others, use by others, giving away, or marketing and selling
• product: for example, a physical product, a process, a system, a service, or a designed environment

Content – Elaborations

Construction Electrical

• virtual creation: layout and planning of a project, creating plans for a model
• components: power source, conductor, load
• electrical components: for example, switches, receptacles, breakers, service panels, conductors, detectors, sensors, fixtures, contactors, regulators
• Ohm's law: describes how power, voltage, current, and resistance are related: V=IR
• input/output devices: for example, motion, sound, light, infrared

Recommended Instructional Components:

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Learning Resources: Electrical Apprenticeship program Level 1 workbook, Canadian Electrical Code Reference Book
Electrical wiring residential workbook, Electrical wiring commercial workbook, Electrical wiring industrial workbook, Industrial Motor Control Reference book

Additional Information: Maximum enrolment 24 students per block

Board/Authority Authorized Course Framework Template

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Developed by: Curtis Tieu	**Date Developed:** November 9, 2017
School Name: Chilliwack Secondary School	**Principal's Name:** Brian Fehlauer
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Construction Electrical 12	**Grade Level of Course:** 12
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s)/Co-requisite(s):

Pre-requisite: Construction Electrical 10, Construction Electrical 11

Co-requisite: Science 10, math 10 foundations or applied workplace math 11, physics 11,

Special Training, Facilities or Equipment Required:

Access to keyed switch control power outlet (already in place), 4' x 5' mock walls for student labwork (wood studs 16" on center), portable power hand tools, hand tools and electrical diagnostic tools (already in place)

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This course is designed to give students the opportunity to explore the field of construction electrician with focus on residential wiring. Students are introduced to the practices, procedures, and safety necessary for success in Electrical Trades. Construction Electricians plan, design, assemble, install, alter, repair, inspect, verify, commission, connect, operate, maintain and decommission electrical systems.

Goals and Rationale:

The primary goal of Construction Electrical 12 is to help students prepare for the transition from secondary school to the world of work and to post-secondary Construction Electrician programs (Partnership with UFV in progress). Students have the opportunity to observe and practice the technical and applied skills relating to electrical occupations. Construction Electrical 12 introduces students to more complicated and advanced household circuitry. Students will lead from 110 volt circuitry to 220 voltage demands. Students will also explore low voltage termination of data cables (Ethernet, Coax) for home audio/video installations, home automation and security needs.

Some benefits the Construction Electrical Program offers include the following:

- Develop skills and knowledge of an occupation for future career choices
- Create local contacts and references through the district secondary school apprenticeship program
- Create possible future employment opportunities, job experience and portfolio
- Safety awareness
- Connect what is learned in the classroom with the skills, knowledge and attitudes needed in the workplace
- Gain the knowledge, skills, and attitudes needed to be successful in the world of work
- Understand the similarities and differences in 2ehavior standards between the workplace and school

Organizational Structure:

Unit #	Title	Time Hours
Unit 1	Shop and power tool safety, framing stud walls 16” on centre	16
Unit 2	Service panel theory and safety, grounding, wire splicing codes review	8
Unit 3	Light switching review (single and 3 way switching)	16
Unit 4	Light switching 4 way and dimmers	24
Unit 5	Multiple light switching 3 and 4 way, receptacles combination	16
Unit 6	Fans, timers, chimes, sensors and detectors	16
Unit 7	220 circuits (range, dryers, heaters, welders, hot tubs, rv plugs, subpanels)	16

Unit 8	Ethernet, coax, audio/video, security installations	8

Total Hours: 120

Aboriginal Worldviews and Perspectives:

Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use

Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies

BIG IDEAS

Social, ethical, and sustainability considerations impact design.	Complex tasks require the sequencing of skills.	Complex tasks require different technologies and tools at different stages.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: Applied Design Understanding context • Engage in a period of research and empathetic observation in order to understand design opportunities Defining • Choose a design opportunity • Identify potential users and relevant contextual factors • Identify criteria for success, intended impact, and any constraints Ideating • Take creative risks in generating ideas and add to others' ideas in ways that enhance them • Screen ideas against criteria and constraints • Critically analyze and prioritize competing factors, including social, ethical, and sustainability considerations, to meet community needs for preferred futures • Choose an idea to pursue, keeping other potentially viable ideas open Prototyping • Identify and use sources of inspiration and information • Choose a form for prototyping and develop a plan that includes key stages and resources • Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability • Prototype, making changes to tools, materials, and procedures as needed	This "course" is made up of one or more of the modules listed below. Modules are chosen and locally developed modules are offered in addition to, or instead of, the modules in the provincial curriculum to be in line with post-secondary programs for appropriate transition. Construction Electrical *Students are expected to know the following:* • Ohm's law • electrical theory using parallel and series circuits • production of simple circuits from schematic drawings • measurement using diagnostic and testing instruments • function and application of components • construction sequences involved in making a working circuit • function and use of hand tools and operation of stationary equipment • cases for enclosing a circuit • drafting technique, including dimensioning and standards • ways of decreasing production costs through training and technological advancement • evolving consumer needs and wants • relationships between technology and social change

• Record iterations of prototyping Testing • Identify sources of feedback • Develop an appropriate test of the prototype • Conduct the test, collect and compile data, evaluate data, and decide on changes • Iterate the prototype or abandon the design idea Making • Identify and use appropriate tools, technologies, materials, and processes for production • Make a step-by-step plan for production and carry it out, making changes as needed • Use materials in ways that minimize waste Sharing • Decide on how and with whom to share their product and processes • Demonstrate their product to potential users, providing a rationale for the selected solution, modifications, and procedures, using appropriate terminology • Critically evaluate the success of their product, and explain how their design ideas contribute to the individual, family, community, and/or environment • Critically reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space • Identify new design issues Applied Skills • Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments • Identify the skills and skill levels needed, individually or as a group, in relation to specific projects, and develop and refine them as needed Applied Technologies • Choose, adapt, and if necessary learn about appropriate tools and technologies to use for tasks • Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use	• standards compliant technology • ethical, moral, and legal considerations and regulatory issues • recycling and repurposing of materials • energy transmission and applications • alternative energy sources • manuals as information sources • techniques for adjusting plans and drawings

• Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies	

Big Ideas – Elaborations

Curricular Competencies – Elaborations

• research: seeking knowledge from other people as experts (e.g., First Peoples Elders), secondary sources, and collective pools of knowledge in communities and collaborative atmospheres
• empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people
• Defining: setting parameters
• constraints: limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred
• Ideating: forming ideas or concepts
• sources of inspiration: may include experiences; traditional cultural knowledge and approaches, including those of First Peoples; places, including the land and its natural resources and analogous settings; and people, including users, experts, and thought leaders
• plan: for example, pictorial drawings, sketches, flow charts
• iterations: repetitions of a process with the aim of approaching a desired result
• sources of feedback: may include peers; users; keepers of traditional cultural knowledge and approaches, including those of First Peoples; and other experts
• appropriate test: consider conditions, number of trials
• technologies: things that extend human capabilities
• share: may include showing to others, use by others, giving away, or marketing and selling
• product: for example, a physical product, a process, a system, a service, or a designed environment

Content – Elaborations

Construction Electrical

• virtual creation: layout and planning of a project, creating plans for a model
• components: power source, conductor, load
• electrical components: for example, switches, receptacles, breakers, service panels, conductors, detectors, sensors, fixtures, contactors, regulators
• Ohm's law: describes how power, voltage, current, and resistance are related: V=IR
• input/output devices: for example, motion, sound, light, infrared

Recommended Instructional Components:

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Learning Resources: Electrical Apprenticeship program Level 1 workbook, Canadian Electrical Code Reference Book
Electrical wiring residential workbook, Electrical wiring commercial workbook, Electrical wiring industrial workbook, Industrial Motor Control Reference book

Additional Information: Maximum enrolment 24 students per block

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** #33
Developed by: Mary Casey	**Date Developed:** January 12, 2018
School Name: Chilliwack Secondary School	**Principal's Name:** Mr. Brian Fehlauer
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Mindfulness & Movement	**Grade Level of Course:** 11
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s): none

Special Training, Facilities or Equipment Required:

Training should include a Mindful Based Stress Reduction Course (John Kabat-Zinn) or training in mindfulness, training in some form(s) of mindful movement, & education in exercise physiology and human biology.

Facilities/equipment would include a quiet space with access to music, yoga mats, yoga blocks, & bolsters.

Course Synopsis:

Mindfulness is an abiding "baseline" of awareness during all of life's activities. It facilitates the ability to experience all situations (good and bad) without resistance and reactivity. In this course students will participate daily in gentle forms of mindful movement, such as yin yoga, qi gong, tai chi and walking. Students will explore various breathing techniques to learn how to manage stress and to regulate emotions. Students can expect to experience improvements in concentration and focus, productivity as well as quality of sleep.

Goals and Rationale:

In accordance with the goals for the Physical Health Education, this course will develop: an understanding of the many aspects of well-being, including physical, mental and social; the skills needed for lifelong participation in a range of activities; and the knowledge and strategies for building respectful relationships, positive self-identity, self-determination and mental well-being.

With the number of students dealing with anxiety and stress, there is a need for some positive coping strategies. The gentle forms of exercise that are included will improve flexibility, strength and balance. With discussions around proper nutrition and self-care, students will see improvements in their overall wellness that will improve their focus in all of their courses.

Aboriginal Worldviews and Perspectives:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing the consequences of one's actions.

Course Name: Mindfulness & Movement **Grade:11**

BIG IDEAS

Our personal wellness can be enhanced through participation in a variety of mindful activities	Knowing how our bodies move and function help us to stay safe during daily activities and exercise	Learning positive communication skills through interpersonal mindfulness will improve our interactions with others	Making healthy choices can help us achieve optimum wellness	Understanding how the body responds to various types of stress can help us to minimize the effects of stress

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Mindful Movement Practices** • Participate daily in mindful movement activities designed to enhance and maintain wellness - Yin yoga - Walking - Qigong - Tai chi - Zone exercises • Identify, apply, and reflect on strategies utilized to pursue personal wellness goals • Identify and describe the relationship between healthy eating, lifestyle, overall health, performance of fitness activities, and wellness **Mindfulness** • Learn to be attentive to different situations (good/bad) in the day and to recognize how the body reacts • Learn how to reduce stress reactivity and increase stress responses • Learn to embrace difficulties that you face and to work skilfully with them • Learn how to be present and listen and to speak truthfully with kindness in mind • Explain how developing mindfulness strategies can increase overall physical, mental and emotional wellness	*Students are expected to know the following:* • The importance of posture, breath, mindfulness, nutrition and relationships to overall wellness • The qualities of mindfulness and how to work towards them - non-judging - acceptance - trust - beginners mind - non-attachment - non-identification - non-striving - equanimity - compassion - forgiveness - loving-kindness • How to reflect on an experience and the value in that practice • The components of fitness and how they relate to overall wellness and health • The musculoskeletal system and its proper alignment • Ways to train the neuromuscular system that affect overall body functioning • How to train the cardiorespiratory systems

Human anatomy and physiology • Describe how proper posture affects all activities • Identify and describe the interaction of the core muscles utilized in stabilization and dynamic movements • Develop breathing techniques during different activities and describe the effects of proper breathing on all body systems • Learn the importance of proper digestion and digestive system function • Identify and describe how different types of activities influence the muscular system, nervous system and the cardiovascular system • Understand the nervous system and the body's responses under stress Social responsibility • Demonstrate appropriate behaviours in different types of wellness activities • Apply safety practices in different types of fitness activities, for self and others	• Effects of different types of fitness activities on the body

Big Ideas – Elaborations

Our personal wellness can be enhanced through participation in a variety of mindful activities.

Opportunities to support student inquiry

- How can daily activities be practices mindfully?

Knowing how our bodies move and function help us to stay safe during daily activities and exercise.

Opportunities to support student inquiry

- How can daily physical activities be performed with proper and safe movement patterns?

Learning positive communication skills through interpersonal mindfulness will improve our interactions with others.

Opportunities to support student inquiry

- How can the communication skills practiced in class affect interactions with family and friends?

Making healthy choices can help us achieve optimum wellness

Opportunities to support student inquiry

- How can these healthy choices implemented in daily life affect daily activities? Logbooks and reflections will help the students monitor their progress.

Understanding how the body responds to various types of stress can help us to minimize the effects of stress

Opportunities to support student inquiry

- How can understanding stress responses and their effects help students to manage stressful situations in daily life?

Curricular Competencies – Elaborations

Mindful Movement Practices

Sample opportunities to support student inquiry:

- These will be guided with by the teacher or by a special guest instructor if needed. Each class will have a mindful movement practice from 15 minutes to 45 minutes, always followed by some time for self-reflection.

Mindfulness

Sample opportunities to support student inquiry:

- There could be opportunities to participate in a Sweat Lodge Ceremony, Total Physical Response in Halq'emeylem and the use/creation of a Medicine Wheel with guest leaders.

Human anatomy and physiology

Sample opportunities to support student inquiry:

- Some topics will be covered in a lecture format, followed by relevant activities and applications to clarify the knowledge.

Social responsibility

Sample opportunities to support student inquiry:

- Working in partners, small groups and large groups, in movement practices and discussions, students will model social responsibility.

Content – Elaborations

Recommended Instructional Components:

An introduction to Mindfulness as “A New Way of Being”

Perception and Creative Responding

The Power and Pleasure of Being Present

The Shadow of Stress (the ongoing unconsciousness reactivity we experience towards what is pleasant, unpleasant and neutral)

Being caught in mental states and emotional states and over identifying with them

Interpersonal Mindfulness

Mindfulness in Obstacles

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Assessment will be based on daily participation, effort in all activities and self-reflection.

Learning Resources:

Mindfulness for Beginners by Jon Kabat-Zinn

Resources from The Centre for Mindfulness, University of Massachusetts Medical School

How to Eat, Move and Be Healthy by Paul Chek

The Medicine Wheel by Cree Elder Frank Supernault and Angela Brady

Additional Information:

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack – SD 33	**School District/Independent School Authority Number (e.g. SD43, Authority #432):**
Developed by: Bob Tarr/Gary Raddysh	**Date Developed:** December 11, 2017
School Name: Chilliwack Secondary School	**Principal's Name:** Brian Fehlauer
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Small Ensemble Performance	**Grade Level of Course:** 9 - 12
Number of Course Credits: 4	**Number of Hours of Instruction:** 2.5 hours per week

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Preferable to have a background in music, but not necessary.

Course Synopsis:

Small Ensemble is a performance-oriented course in which students will rehearse and perform works for small ensemble under the guidance of the instructor in a specific instrumental or vocal genre. Students will receive coaching during weekly rehearsals to improve ensemble interaction, and to provide techniques and methods to help them to use rehearsal time effectively and to creatively interpret music in a wide variety of styles. Small Ensemble offers students the opportunity to participate and perform with a smaller group in various styles including Traditional Jazz (Dixieland), Classic Rhythm and Blues, Rock, or Jazz. These ensembles typically consist of 6 – 15 members and rehearsals will take place outside of the normal school schedule. These groups will also perform at a number of functions both in the school and the community. All necessary material will be supplied by the instructor.

Goals and Rationale:

Students will be able to:

- Create and interact spontaneously with the musical contributions of their peers.
- Demonstrate a thorough understanding of rhythmic, melodic, and harmonic concepts in their chosen style.
- Perform at functions in the school and the community.
- Effectively prepare for rehearsals and performances through developed personal practice habits and a team oriented attitude towards realizing ensemble goals.
- Improvise melodies, rhythms, and accompaniments appropriate to this level of study.
- Perform key works in the standard repertoire common to these styles of music.
- Consider the function of one's instrument or role within the ensemble.
- Understand the role of performers and audiences in a variety of contexts.
- Research historical performances relevant to small ensemble concepts.
- Learn how to set up sound for a performance.

Aboriginal Worldviews and Perspectives:

Students will consider:

- The personal and social responsibility associated with creating, performing, and responding in music.
- The ethics of cultural appropriation and plagiarism.
- Building a diverse repertoire of music reflecting multiple themes, perspectives, and contexts.
- Relating musical selections to personal, social, or cultural issues.
- Expressing one's personal voice, cultural identity, and values through the languages and/or instruments of a discipline, both in an educational setting and in the community.

Course Name: **Grade:**

BIG IDEAS

Music communicates traditions, perspectives, worldviews, and stories.	People learn to be creative and innovative through music.	Creative and technical capacity in music is transferable across different aspects and contexts of one's life.	Purposeful artistic choices enhance the quality and authenticity of musical processes.	People connect to others and share ideas through the arts.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: • Create and interact spontaneously with the musical contributions of their peers. • Explore the composer's music and expressive intention. • Demonstrate a thorough understanding of rhythmic, melodic, and harmonic concepts in their chosen style. • Perform at functions in the school and the community. • Effectively prepare for rehearsals and performances through developed personal practice habits and a team oriented attitude towards realizing ensemble goals. • Improvise melodies, rhythms, and accompaniments appropriate to this level of study. • Perform key works in the standard repertoire common to these styles of music. • Research historical performances relevant to small ensemble concepts. • Learn how to set up sound for a performance. • Demonstrate creative thinking and innovation by using ideas inspired by	*Students are expected to know the following:* • Understand the role of performers and audiences in a variety of contexts. • Music elements, principles, techniques, vocabulary, and symbols, including but not limited to: metre, duration, rhythm, dynamics, harmony, timbre, tonality, instrumentation, notation, pitch, texture, register, expressive markings, and abbreviations. • A wide variety of skills, techniques, and technologies to support creative processes. • Contributions of innovative artists from a variety of genres, contexts, time periods, and cultures. • Consider the function of one's instrument or role within the ensemble. • Consider audience and venue while composing and/or rehearsing music for performance.

improvisation. • Demonstrate creative thinking and innovation by combining genres or styles. • Explore emerging and evolving trends in music making.	

Big Ideas – Elaborations

- Enduring understanding in music comes from perseverance, resilience, and risk taking.
- Music is emblematic of time, place, community, and culture.

Curricular Competencies – Elaborations

Ensemble contexts: ensembles of varying size, instrumentation, voicing.
Improvisation: spontaneous composition or embellishment of musical phrases, melodies, or excerpts; provides a means for high-level reasoning, creative thinking, and problem solving in a variety of ways.
Personal voice: a style of expression that conveys an individual's personality, perspective, or worldview.
Performance-related injury: eg., repetitive stress injuries, vocal strain, oral and aural health.

Content – Elaborations

Technique, vocabulary, and context: supplementary content may be drawn from the Instrumental Music and Choral Music curricula.
Cultural appropriation: use of a cultural motif, them, "choice", image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn.

Content – Elaborations

Recommended Instructional Components:

- Through mentoring and role modeling, show students the responsibilities and expectations of each member of an ensemble and the responsibilities of an ensemble in various situations.
- The instructor will provide charts for students and coach them on their individual parts before bringing them together as an ensemble.
- The instructor will provide many opportunities for the ensemble to perform in the school and the community, allowing students to achieve both personal and ensemble goals with practical experience.

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Students, through ongoing performance opportunities, will develop the ability to set goals and reflect on their learning, as well as gain responsibility for their learning.
- Teachers will demonstrate the responsibilities and expectations of each member related to rehearsals and performances. Teachers and students will use these expectations as a guideline for assessment.

Learning Resources:

- Charts created by the instructor and by music publishing companies as well as some lead sheets and various recordings.
- Some of the larger instruments, including but not limited to drums, bass guitar, piano, amps, and some wind instruments.

Additional Information:

- This is a performance based course that will give students the opportunity to rehearse with a small group of musicians with the goal of performing in front of audiences.

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** School District #33
Developed by: Richard Tagle and Dave Campbell	**Date Developed:** January 15, 2018
School Name: Sardis Secondary and Chilliwack Secondary	**Principal's Name:** Dan Heisler and Brian Fehlaur
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Principles of Strength Training	**Grade Level of Course:** 11 and 12
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s): Physical and Health Education 10

Special Training, Facilities or Equipment Required: Weight room with machine and free weights (Olympic), classroom, track, skipping ropes, plyometric boxes, treadmills, exercise bikes, elliptical machines and aerobic exercise equipment.

Course Synopsis: This course will be offered (linear or semester) throughout the year for grades 11 and 12. It will allow students to improve their strength by lifting weights, performing plyometric drills, and running drills. This course is intended for students wanting to improve their overall strength and fitness, develop a lifestyle that will maintain a healthy body for a lifetime and to learn the general principles of strength training.

Goals and Rationale: There are many physiological and psychological benefits to strength training (The Physician and Sports Medicine. Vol 26-No. 5 – May 1998). Some of those include: Improved self-esteem and confidence, increases in bone strength/density and improved functional strength for sports and daily activities. Strength training for sport has never been more popular. Many students express the desire to be on an

official weight training program. Students will also learn other ways to enhance and develop their athletic skills. Regular PE courses only cover weight training in a generic and simplistic fashion. This course covers strength training in much greater detail. Principles of Strength Training focuses on compound lifting techniques and on improving physical performance.

Aboriginal Worldviews and Perspectives:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing the consequences of one's actions.

Course Name: **Grade:**

BIG IDEAS

Compound lifting movements are essential for increasing functional strength.	Relationship between nutrition and the specific goals of the individual student.	Proper lifting technique is essential for safety and progression.	The human body adapts to overload and fatigue.	Training program design is dependent upon specific goals and desired outcomes.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Exercise Program Design** • Develop different weight training programs based on different goals • Incorporate compound movements into training programs • Identify and describe different training techniques • Use correct terminology for equipment and muscle groups • Demonstrate correct lifting and stretching techniques • Set short and long term personal goals **Initial Training Phase** • Demonstrate and describe the importance of developing core muscles • Demonstrate and describe the importance of compound movements • Demonstrate appropriate conduct and safety procedures in the weight room • Describe and demonstrate circuit training and a general body workout • Apply weightlifting nutritional strategies to maximize progression • Analyze and re-evaluate goals as necessary	*Students are expected to know the following:* • Correct form for the main compound movements - Bench press - Military press - Pull-up - Squat - Dead lift - Row • Basic human anatomy • Timing of macro nutrients to maximize increases in lean body mass • High Intensity Interval Training and its role in strength training • When and how to apply advanced training techniques such as pyramids or strip sets • Overtraining symptoms and prevention • Weight room etiquette and safety procedures • Correct spotting techniques • Correct form for all exercises • Progressive overload is necessary for continued development • Supplements can be dangerous • Critique of exercise programs

Continued Training Phase

- Demonstrate increased levels of strength development
- Describe and demonstrate advanced lifting techniques such as pyramids, supersets, and strip sets
- Correctly analyze and correct the movements of others
- Identify ways to adapt a training program around illness, life commitments, injury and low-energy days
- Analyze and re-evaluate goals as necessary

Supplementary Information Phase

- Describe the pros and cons of different weight lifting programs
- Describe the effect of performance enhancing agents and their negative effects on healthy living
- Identify ways that fitness can improve ones quality of life and the benefits of life-long fitness
- Identify the relationship between physical activities and overall physical and mental well being

Big Ideas – Elaborations

Compound lifting movements are essential for increasing functional strength

Sample questions/opportunities to support student inquiry

- How are compound lifts related to movements in daily life?
- Why are compound lifts the most effective way to improve strength and body composition?

Relationship between nutrition and the specific goals of the individual student.

Sample questions/opportunities to support student inquiry

- How is the timing of macronutrients related to increased strength and lean body mass?
- Which supplements have been proven to be safe and effective?
- What changes do I need to make to my diet?

Proper lifting technique is essential for safety and progression

Sample questions/opportunities to support student inquiry

- How does proper technique prevent injury?
- How does proper technique lead to improvements in strength?

The human body adapts to overload and fatigue

Sample questions/opportunities to support student inquiry

- Why is progressive overload necessary within a strength training program?
- How is fatigue and perceived exertion related to improvements in strength and endurance?

Training program design is dependent upon specific goals and desired outcomes

Sample questions/opportunities to support student inquiry

- How is defining personal fitness goals necessary for effective program design?
- How can one's fitness goals change during their lives?
- Why do fitness goals change over time?
- Why is setting S.M.A.R.T. goals important?

Curricular Competencies – Elaborations

Exercise Program Design

Sample opportunities to support student inquiry:

- How are an individual's goals related to the design of training programs (sport specific, hypertrophy, weight loss)?
- How can you identify and correct common lifting movement mistakes in yourself and others?
- What are the correct movement patterns for compound lifts?

Initial Training Phase

Sample opportunities to support student inquiry:

- Why are compound lifts considered to be the most important for overall development of strength?
- How does core strength and stability decrease the risk of injury and increase athletic performance?
- How does the timing of different macro nutrients lead to improvement of strength?

Continued Training Phase

Sample opportunities to support student inquiry:

- Is my workout plan still effective for my current goals?
- How much has my strength improved?
- Can I identify and correct movement pattern errors?

Supplementary Information Phase

Sample opportunities to support student inquiry:

- How do different exercise programs lead to different strength outcomes?
- How has strength training improved my quality of life?
- What are some general concerns related to health while participating in strength training?

Content – Elaborations

Correct form for compound movements

- Squat
  - Back extension
  - Slight supination of feet, weight on heels
  - Prevent inward knee collapse
  - Eyes up, shoulders back
- Bench Press
  - Neutral spine
  - Grip width
  - Range of motion
  - Hand and wrist position
- Military Press
  - Back against bench
  - Hand and wrist position
  - Range of motion

Content – Elaborations

- Pull-up
  - Type of grip
  - Full extension
  - Preventing momentum
- Dead Lift
  - Back extension
  - Grip width and type
  - Eyes up
  - Feet wider than shoulders
- Row
  - Slight back extension
  - Elbows close to sides
  - Range of motion

Correct names for muscles groups

- Biceps, Triceps, Pectorals, Lattisimus Dorsi, Deltoids, Quadriceps, Hamstrings, Calves, Abdominals, Core, Back Extensors

Timing of macro nutrients to maximize increases in lean body mass

- Pre-workout food
  - Higher carbohydrate content with moderate protein 30 to 100 minutes before workout
- Post-workout food
  - High protein and high simple sugar within 30 minutes of workout
- General nutrition
  - Track protein, carb, fats consumption ratio

High Intensity Interval Training and its role in strength training

- Improvements in cardiovascular performance
- Promote loss of fat tissue while conserving muscle mass
- Completion of cardiovascular training in a short time period

When and how to apply advanced training techniques such as pyramids or strip sets

- Recognize that a moderate strength level is required before including advanced training techniques
- Advanced training techniques are used to get past plateaus
- Small changes to exercise programs can alleviate boredom and re-introduce progressive overload

Content – Elaborations

Overtraining symptoms and prevention

- Symptoms of overtraining
  - Decreases in strength
  - Prolonged excessive soreness
  - Decreased motivation to train
- Prevention of overtraining
  - Acknowledgement that rest is an essential component of strength training
  - Understanding that progressive overload is specific to individuals
  - Approval of workout program by teacher to ensure that individual muscle groups are not going to be trained too frequently

Weight room etiquette and safety procedures

- Etiquette
  - Appropriateness of exercises in different areas of the gym
  - Correct use and cleaning of equipment
  - Avoiding excessive noise
  - How to correctly “work in”
  - Appropriate amount of time to spend of a given piece of equipment
- Safety procedures
  - Correct methods for moving weights
  - Correct methods for re-racking plates and bars
  - Understanding of correct footwear
  - Reporting of accidents, injuries and damaged equipment.

Correct spotting techniques

- Spotters hands close to bar when partner doing overhead lifts
- Only providing as much help as necessary
- Proper hand position for spotter

Correct form for all exercises

- Demonstrate correct movement pattern for all lifts
- Identify and correct movement pattern for other lifters

Progressive overload is necessary for continued development

- Muscles need to continually be challenged in order to promote changes in strength
- Monitoring the amount of weight lifted is necessary in order to plan for progressive overload
- Without progressive overload, strength will not change and muscles will not hypertrophy

Supplements can be dangerous

- Which supplements have been proven to be safe
- Which supplements have been proven to be unsafe
- Are the claims made by supplement companies realistic

Content – Elaborations

Critique of exercise programs

- Is a certain exercise program relevant for a specific set of goals
- Is a given exercise program reasonable for certain individuals
- What components are lacking from a given exercise program

Technology and training

- Heart rate monitoring and its relation to exercise goals
- Observation and critique of own movements through video analysis
- Trial of various exercise and nutrition apps

Recommended Instructional Components:

Direct instruction

Indirect instruction

Modelling

Student led instruction

Analysis and critique of athletic articles

Video analysis

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Daily evaluation

- Student maintenance of daily training journal
- Daily student assessment of effort
- Daily teacher assessment of effort and correction of technique

Monthly evaluation

- Re-visit and adjust goals and exercise programs
- Fitness and strength testing
- Movement testing: Students show that they know how to properly execute specific exercises
- Athletic article analysis

Learning Resources:

Coach and Athletic Director Periodical

Encyclopedia of Weight Training. Dr. Paul Wood

Strength and Conditioning for young athletes; Scott Roberts

Power Lifting; Barney Groves, PhD.

Strength and Conditioning Journal, BAP publishing, Shawn Prokopetz

Additional Information:

Benefits of strength training:

- Enhances bone modeling to increase bone strength and reduce the risk of osteoporosis
- Strengthens connective tissues to increase joint stability and help prevent injury
- Increases functional strength for sports and daily activities
- Increases lean body mass and decreases non-functional body fat
- Raises metabolic rate because of an increase in muscle mass
- Improves self-esteem and confidence
- Decrease risk of diabetes and cardiovascular disease
- Improved sleep and metabolic function
- Decreased risk of suffering depression
- Decreased risk of being overweight or obese
- Decreased stress

Source: The Physician and Sports Medicine. Vol 26. No. 5. May 1998

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** SD33
Developed by: Alex Chen	**Date Developed:** November 9, 2017
School Name: Chilliwack Secondary School	**Principal's Name:** Brian Fehlauer
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Table Tennis Skills 10-12	**Grade Level of Course:** 10-12
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s)/Co-requisite(s):

None

Special Training, Facilities or Equipment Required:

Access to school gym, weekly in the evening.
6 table tennis tables, barriers, paddles and ball.
Field trip arrangements.

Course Synopsis:

These series of courses are designed to take student from beginning to intermediate/advanced level of table tennis playing, developing skills while improving overall agility and fitness level.

This course covers rules/rating/umpiring, history/current trend, equipment/standards, stroke/form, footwork/agility, tactics/philosophy as well as running/managing many tournament types.

As an off-timetable course, student will be required to attend a number of after-school training sessions, inter/intramural/community tournaments, field trips to participate in sanctioned games, lessons/assignments in a Moodle course, as well as getting their skills evaluated during flex sessions. Community showcase will be arranged via community tourney as well as final assessment.

Keywords: Daily physical activity, agility and coordination.

Goals and Rationale:

The primary goal of Table Tennis Skills (10, 11, 12) is to give student opportunity to proper table tennis instruction/training and club level playing opportunities, which is not available as a community resource, while exposing student to the competitive world of table tennis. Besides table tennis skills, student will improve in their organizational skills in logging hours, prepare for assignments, organize/logging/umpire tournaments. This course also fosters interpersonal skills as students are paired up as with their training partners.

Some benefits the Table Tennis Skills Program offers include the following:

- Develop skills and knowledge of a table tennis as an Olympic sport
- Improve interpersonal skills with playing partner, community coach, and community adults via community events
- Field trip opportunity to participate in sanctioned games
- Improve organizational and self-reflection skills by self-documentation and preparing criteria based assessment.
- Foster good sportsmanship

Organizational Structure:

Unit #	Title	Time Hours
Unit 1	Evening Club drills and games (year-round log)	40 (20 sessions, 2 hours each)
Unit 2	Flex hour drills/games and skill-assessment (year-round log)	20 (20 sessions, 1 hour each)
Unit 3	Table tennis knowledge (via Moodle assignments): strokes, rules, footwork, world events, rating system, equipment, hours-log reporting, skill-assessment records	20 (40 lessons, 30 min each)
Unit 4	Arranged tournaments: Individually arranged tourneys, Community Tourney, Sanctioned game (field trip)	40 (Tourney and Field trip)

Total Hours: 120

Unit/Topic/Module Descriptions:

Unit 1: Evening Club drills and games (year-round log)

Student will participate in weekly club practice (in the evenings) and drill, getting exposure of many different playing styles and instructions from local experienced player and coaches. Student logs their attendance by getting initial from staff/coach.

Unit 2: Flex hour drills/games and skill-assessment (year-round log)

Student signup and show up for 1 hour flex sessions (during school hour) for course update, instruction, and skill evaluation. Student logs their attendance by getting initial from staff/coach.

Unit 3: Table tennis knowledge (via Moodle assignments):

Student learn about strokes, rules, footwork, world events, rating system, equipment via Moodle lessons. Student complete reading and submit assignment for grading on their own time/device. Student also submit electronically their hours-log reporting, and keep track on their up-to-date skill-assessment records.

Unit 4: Arranged tournaments

Student may arrange tourney at lunch (in school), or outside school time with community members. Student will provide prove of tourney in form of picture and result log, with initial of all parties. School arranged community tourney and field trip to sanctioned games will serve the same purpose.

Aboriginal Worldviews and Perspectives:

Student will learn about similar games in the aboriginal community, as well as aboriginal footwork training that will help them with the game.

Course Name: Table Tennis Skills 10-12 **Grade: 10-12**

BIG IDEAS

Good sportsmanship fosters good relationship through mutual respect	Competitive sporting event requires rigorous and systematic training, with right mental phyche	Event planning engages teamwork, responsibility, and community spirit.	Teach is the best way to learn, helping others mastering their skill help oneself to achieve perfection.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Skill and proficiency** • Develop proper footwork to move their body in a coordinate and efficient manner, with good timing to perform a stroke • Improve in quality and accuracy of various strokes • Devising strategy in a particular game through observation **Consistent training and self-regulating** • Develop a training routine that for circumstances and equipment availability • Use good warmup routine to prevent injury and prepare mindset for serious game play • Complete a set of lessons and assignment on Moodle, in a timely fashion **Planning and organization** • Organize many tourney type: single/double elimination, round-robin. To direct umpire and players for smooth transition between matches. • Register players for tourney, and broadcast game result, with and without software. • Properly maintain table tennis equipment. **Teach and mastery** • Self-reflect on his/her skill level against a rubric. • Demonstrate to others and help other to evaluate against a rubric.	*Students are expected to know the following:* • Up-to-date rule and regulation of table tennis • Rating system in table tennis • Different equipment for proper skill level • Service flow of single and double's game • Various footwork and training routine • Various stroke and training routine • Various service and receive strategies • Decipher spin and able to counter the spin • Table Tennis etiquette • Mechanics and timing of proper stroke • Different ways to improve agility and hand-eye coordination • Different drills to improve physical strength and flexibility • Determine and handle conflict circumstances • Different expectations for different skill level • Sharing learning strategies helps oneself to be better • Name of various muscle group and body part in regard to properly explain different stages of a stroke • Research on topics of interest in order to improve beyond the spec of the course.

Recommended Instructional Components:

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Learning Resources:

- Table Tennis: Steps to Success (Steps to Success Sports Series) by Richard McAfee
- ITTF (International Table Tennis Federation) youtube channel
- PingSkills youtube channel
- Table tennis Moodle course (developed by Alex Chen)
- Games of Survival - Traditional Inuit Games for Elementary Students by Issaluk, Johnny

BOARD OF EDUCATION

DECISION REPORT

DATE: February 27, 2018

TO: Board of Education

FROM: Gerry Slykhuis, Secretary Treasurer

RE: **BOARD POLICY 234 – BUDGET MONITORING AND REPORTING**

RECOMMENDATION:

THAT the Board of Education approve Board Policy 234 – Budget Monitoring and Reporting as presented.

BOARD OF EDUCATION
School District #33 (Chilliwack)

234
POLICY
Budget Monitoring and Reporting

The Board of Education recognizes its responsibility for the effective use of funds received from the Ministry of Education and other sources. The Board of Education has a duty to govern the district in a fiscally responsible manner, while supporting the priorities and strategies of its Strategic Plan. The School Act requires the Board to develop an annual operating budget, in the form and containing the content, specified by the Ministry of Education.

The Board authorizes the Superintendent and the Secretary Treasurer to develop and monitor the annual budget, and for the overall management of the educational and operational programs that are supported by the annual budget. The Secretary Treasurer is specifically responsible for the management of the budget and all financial reporting processes.

The Board with be provided with supporting materials, budget highlights and assumptions, implementation strategies and financial and business risks to assist in its understanding of the district's financial health prior to decision making. The budget will support the district's strategic priorities and operational plans.

The Board is responsible for monitoring the district's financial position at regular intervals throughout the year. The Board will ensure it is meeting the legislated and government policy-based financial responsibilities.

The Board will also ensure that budgetary and financial information is available, comparable and audited. Budget consultation and discussion will take place with budget partners in a planned, collaborative and transparent manner.

Cross Refs: AR Budget Monitoring and Reporting, Ministry of Education/Financial Health Working Group – Financial Governance and Accountability, Appendix G – Board Regulation 222.1 – Board Committees – Partner/Community Membership
Adopted: February xx, 2018
Reviewed:
Revised:

BOARD OF EDUCATION

DECISION REPORT

DATE: February 27, 2018

TO: Board of Education

FROM: Gerry Slykhuis, Secretary Treasurer

RE: **BOARD REGULATION 234.1 – BUDGET MONITORING AND REPORTING**

RECOMMENDATION:

THAT the Board of Education approve Board Regulation 234.1 – Budget Monitoring and Reporting as presented.

BOARD OF EDUCATION
School District #33 (Chilliwack)

234.1
BOARD REGULATION
Budget Monitoring and Reporting

District Staff will report to the Board of Education, Budget Committee and to all budget partners on matters related to the preparation and monitoring of the district's annual budget. An accompanying discussion and analysis will be provided, as necessary, to fully communicate financial position, assumptions and key risks.

Reports will be accurate, understandable and presented in a timely manner as follows:

Quarterly Financial Reports:

- Actual results will be compared with trended budget amounts.
- Significant variances between the trended budget and actuals, including all significant revenues and expenses, will be clarified.
- Status reports for significant capital projects will outline progress on spending relative to budget, achievement of key milestones and risks related to delivering the project on time, on-budget comparators to identified project specifications.
- Changes to capital allocations/asset, unspent capital balances and accumulated operating surplus/deficit.
- Annual updates will be provided to the Board on local and capital reserves.

Budget Assumptions:

All plans, assumptions, implementation plans and risks shall be fully disclosed with the Board prior to the Board approving budgets. These plans, assumptions, and related risks should:

- be disclosed in the budget documents;
- take into account the economic environment of the school district;

Cross Refs: Budget Monitoring and Reporting Policy, Ministry of Education/Financial Health Working Group – Financial Governance and Accountability, Appendix G – Board Regulation 222.1 – Board Committees – Partner/Community Membership
Adopted: February xx, 2018
Reviewed:
Revised:

- focus on planned changes from the previous school year; and
- be realistic and consistent with the school district's vision, priorities and goals, as outlined in the Strategic Plan.

At a minimum, these disclosures should include:

- key budget assumptions, such as student enrolments, grant rate increases, salary increases, and inflation rates;
- financial and business risks, such as increases in interest rates and increases in fuel prices; and
- specific strategies explaining how the budget supports the school district's Strategic Plan.

Budgetary Controls:

Budgetary controls should include:

- clearly defined managerial responsibilities, whereby,
    - Department Managers regularly monitor, analyze and provide feedback on variances; and
    - Budget Managers receive timely, accurate and understandable financial information to make student-focused decisions based on available resources;
- a plan of action for individual budget centres;
- assigned responsibility for adhering to the budget;
- performance monitoring against the budget;
- plans for corrective action if results differ significantly from the budget;
- significant departures from the budget permitted only after approval by the Board; and
- the investigation of unexplained variances from the budget.

Implementation of these and future recommendations and guidance is at the discretion of the Board and reflects appropriate latitude for administration to implement based on the district's unique circumstances, risk profile and strategic priorities.

BOARD OF EDUCATION

DECISION REPORT

DATE: February 27, 2018

TO: Board of Education

FROM: Rohan Arul-pragasam, Assistant Superintendent

RE: **Grades 4 and 7 Middle Years Development Instrument**

RECOMMENDATION:

THAT the Board of Education approve the participation of the Chilliwack School District in the Grades 4 and 7 Middle Years Development Instrument.

BACKGROUND:

- The Middle Years Development Instrument (MDI) is a research initiative that is supported by The Human Early Learning Partnership (HELP), a collaborative, interdisciplinary research network based at the University of British Columbia's School of Population and Public Health.

- Dr. Kimberly Schonert-Reichl, Professor in the Department of Educational and Counselling Psychology, and Special Education at the University of British Columbia, is the Director of the Human Early Learning Partnership and is the Principal Investigator of the Middle Years Development Instrument (MDI). Dr. Schonert-Reichl began her professional career as a middle school teacher and then a high school teacher for adolescents identified as "at risk."

- For more than 20 years, Dr. Schonert-Reichl's research has focused on the social and emotional learning (SEL) and development of children and adolescents, with a particular emphasis on identifying the processes and mechanisms that foster children's positive human qualities such as empathy, altruism and resiliency. Dr. Schonert-Reichl has investigated the effectiveness of classroom-based universal SEL programs — including the Roots of Empathy and MindUp, a program that integrates social and emotional learning and mindfulness-based education.

- The MDI is a population-level research tool. It measures developmental change or trends in populations or groups of children. Although individual students complete the questionnaire, the results are not used to evaluate individual children, nor are they used to rank teachers, neighbourhoods, schools or school districts. Understanding how populations of children are doing allows us to make informed decisions about investments in new or adapted programs, and in broad district policies that support children and families.

- The Middle Years Development Instrument (MDI) is a self-report questionnaire completed by students in Grades 4 and Grade 7. It asks students how they think and feel about their experiences both inside and outside of school. Both the Grade 4 and Grade 7 questionnaires include questions related to the five areas of development that are strongly linked to **well-being, health and academic achievement**:

    - ✓ **Physical Health & Well-Being** – Students evaluate their own physical well-being in the areas of overall health, including body image, nutrition and sleeping habits.
    - ✓ **Connectedness** – Students are asked about their experiences of support and connection with the adults in their schools and neighbourhoods, with their parents or guardians at home, and with their peers.
    - ✓ **Social and Emotional Development** – Students respond to questions about their current social and emotional functioning in 7 areas: optimism, self-esteem, happiness, empathy, prosocial behaviour, sadness and worries.
    - ✓ **School Experiences** – Students are asked about their school experiences in 4 areas: academic self-concept, school climate, school belonging and experiences with peer victimization (bullying).
    - ✓ **Use of After-School Time** – Students are asked about the time they spend engaged in organized activities such as sports, music and art, as well as the time they spend watching TV, doing homework and playing video games.

- Data from the MDI is broken into individual school reports and a district report.

- The results for key MDI measures are summarized by two indices:

    - **The Well-Being Index** consists of measures relating to children's physical health and social and emotional development that are of critical importance during the middle years: Optimism, Self-Esteem, Happiness, Absence of Sadness and General Health.
    - **The Assets Index** consists of measures of key assets that help to promote students' positive development and well-being. Assets are resources and influences present in students' lives such as supportive relationships and enriching activities. The MDI measures five types of assets: Adult Relationships, Peer Relationships, Nutrition and Sleep, After-School Activities and School Experiences. The School Experiences asset is not reported as part of the Assets Index to prevent the ranking of individual schools or districts.

- The MDI will take one to two classroom periods to complete.

- The MDI research study is voluntary. If approved by the Board of Education, schools, teachers, parents/guardians and children will be able to choose whether or not they participate. If a parent or guardian does not wish his or her child to be involved in completing the survey, they simply need to inform the school.

- Consistent with UBC research ethics board guidelines, the MDI collection process uses passive consent. Passive consent is common in population health studies because it is not often feasible to get the active consent of a large population. With passive consent, parents and students are fully informed of the nature of the project and the use of the data but are not required to actively complete a consent form. HELP provides detailed introduction letters to all parents in twelve languages. Any parent who does not want their child involved in the research can notify their teacher within four weeks of receiving the letter. Their child will immediately be withdrawn from the study.

- The MDI questionnaire uses a student's date of birth and postal code as an identifier. This ensures that records are not duplicated for an individual student. Personal Education Numbers are used as a unique identifier to allow MDI data to be linked with other administrative data sets. Linking the MDI data to other databases such as the EDI provides insight into groups of childrens' health and answers important research questions. Postal codes are collected to facilitate neighbourhood level mapping of the results.

- The Ministry of Child and Family Development has requested to partner with SD#33 and contribute $6,000 towards the MDI yearly cost of $11,200, starting with the 18-19 MDI instrument, as the data is also used by MCFD in developing programs that support children and youth in Chilliwack and Chilliwack School District.

BOARD OF EDUCATION

INFORMATION REPORT

DATE: February 27, 2018

TO: Board of Education

FROM: Bob Patterson, Trustee Co-Chair
Evelyn Novak, Superintendent

RE: **RECONFIGURATION – IMPLEMENTATION ADVISORY COMMITTEE**

BACKGROUND:

Committee Co-Chairs Trustee Bob Patterson and Superintendent Evelyn Novak will provide a summary of the February 20, 2018 Reconfiguration – Implementation Advisory Committee meeting.

Meeting February 20, 2017
Minutes

1. **Welcome and Review of January 23, 2017 Minutes**
   Co-chair Trustee Bob Patterson welcomed Advisory Committee members**.** No questions were raised about the minutes of the January 23, 2017 Committee Meeting.

2. **Report – Elementary School Implementation Working Committee**
   Director of Instruction Janet Hall and Principal Chuck Bloch reported that the Elementary Working Committee will be meeting in two weeks and that all Elementary Schools have had discussions at staff meetings regarding the vision for K – 5 schools, and what can be done differently and/or better. Student success is the primary goal.

   Questions/Comments:
   - Year end plans for grades 5 and 6 – celebration plans are well underway for both grades.

3. **Report – Middle School Implementation Working Committee**
   Director of Instruction Kirk Savage and Principal Paula Gosal highlighted the work done at the middle level in preparation for Reconfiguration. The February, 2018 Middle Working Committee Report can be found here: https://www.sd33.bc.ca/middle-updates

   Questions/Comments:
   - Session one of parent information meetings at Middle Schools has been well attended and feedback has been positive.
   - Middle School principals have been visiting grade 6 students in their schools in order to help them feel confident about transitioning to Middle School.
   - Middle School timetables are currently in draft form and support the staffing process. This will help address questions that some specialist teachers have. Final timetables will be shared with staff by the end of February. This will assist staff in making decisions regarding their placement opportunities.
   - Exploratory teams are made up of specialist teachers.
   - Many grade 5 and 6 teachers welcome the Middle School model and may be seeking to move to Middle Schools.
   - GWG will have a large number of grade 8 students next year and may require modifications to the Middle School pod model. The structure will look like previous years at GWG with the same number of exploratories.
   - Students entering Middle School are interested in lockers and peanut butter. Lockers will be provided and schools make local decisions regarding being “nut aware.”
   - All Middle Schools will have band programs.
   - Small and large Middle Schools will have some differences: e.g., 3 versus 6 exploratories, more gym and shop space at smaller schools.

- Lunch/eating time at Middle Schools will be unique at each school but all will have outside time during the day (lunch or recess). Some may eat in classrooms.
- Noon hour supervisors (SAs, EAs) may monitor classrooms while students are eating lunch.
- Plans are well underway to ensure "safe and orderly" Middle Schools: i.e., move with teachers through hallways from classroom to classroom, calming the environment, reducing anxiety for students.
- A request was made for consideration of EAs in Middle Schools to support groups/clubs they may be interested in.

4. Report – Secondary School Implementation Working Committee

Assistant Superintendent Rohan Arul-pragasam and Principal Brian Fehlauer provided a report highlighting the work done at the secondary level in preparation for Reconfiguration. The February, 2018 Secondary Working Committee Report can be found here: https://www.sd33.bc.ca/secondary-updates

Questions/Comments:

- Successful information nights have been held for grade 8 parents. Information nights for grade 9 parents are scheduled. Secondary Schools are scheduling visits for Grades 8 and 9 students.
- The staffing process includes projections for resource and special needs students – consideration of the support blocks that will be needed is part of the timetable process.

5. Staffing Process Update

Co-Chair Superintendent Evelyn Novak provided an update on the staffing process in the district:

- Projected enrolment for 2018-2019 has been completed and will facilitate finalized staffing numbers for schools.
- Organizational charts will be completed by February 28.
- The first posting for Secondary School positions will be April 7, followed by Middle and Elementary School postings.
- The staffing process is on target.
- Additional administrative time has been assigned until the end of June to Middle and Secondary Schools to assist with the transition.

6. Additional Comments

- All students living in the Promontory catchment will be able to attend Promontory Elementary next year.
- The District is considering changes to CHANCE Alternate School. The Middle School approach is to support all students rather than have them move to an alternate school.
- Thank you to the members of the Working Committees and the Implementation Advisory Committee for their commitment and hard work.

7. Next meeting date: MONDAY, April 9, 2018, Computer Lab, 2nd Floor, Neighbourhood Learning Centre, 46361 Yale Road.

BOARD OF EDUCATION

INFORMATION REPORT

DATE: February 27, 2018

TO: Board of Education

FROM: Rohan Arul-pragasam, Assistant Superintendent

RE: **FRASER VALLEY DISTANCE EDUCATION SCHOOL UPDATE**

BACKGROUND:

- Enrollment at FVDES has been on the decline based on Ministry final 1701 data the past many years:
    - 2009-2010 #1100 FTE K-12
    - 2010-2011 #1072 FTE K-12
    - 20111-2012 #989 FTE K-12
    - 2012-2013 #946 FTE K-12
    - 2013-2014 #859 FTE K-12
    - 2014-2015 #904 FTE K-12
    - 2015-2016 #823 FTE K-12
    - 2016-2017 #792 FTE K-12
    - 2017-2018 #670 FTE K-12 (forecasted)
- In British Columbia the number of students taking Distance Learning (DL) courses is projected to continue to drop in the future:
    - 2014 80,000 FTE
    - 2016 66,000 FTE
    - 2022 Below 50,000 FTE
- In British Columbia the number of local DL schools has risen, a trend we expect to see continue as districts re-vision distance learning opportunities for their own students.
    - In 2011, there were 9 DL schools and now there are over 66 schools.
- The Ministry has changed its policies in how it funds distributed education schools.
- Since 2011, FVDES has been downsizing staff to meet its funding shortfall and operating deficit given the drop in course activations and course completions. Beginning in 2013, FVDES had a $1.5M surplus and has used all but $180,000, as of September 2017.

- Given the continued decline in enrolment, combined with the overall success rate amongst our DL students in course completion being about 75%, our model needs to be re-visioned in how we support students, as well as having a sustainable model that is cost effective and provides choice for students.

- Data
    - FVDES 6-year completion rates low, at an average of 26.25%
    - 1990 – 2009
        - FVDES average 1250 FTE K-12, DL now without partnerships less than 300 FTE
    - 2000
        - Digital format partially adopted from paper-based format
        - Currently offering paper and electronic courses
    - 2013 – 2017
        - FVDES attempted to maintain K – 12 DL with Partnerships and advertising
    - 2014
        - FVDES begins downsizing staffing to address operating deficit

- As the initial part of revisioning the model (Phase 1 – November 2017), a staffing reduction process was required to continue to provide supports to students who are currently enrolled in a course at FVDES and effectively use resources. This also includes maintaining some of the external partnerships and contracts.

RENEWAL AND REVISION:

- December 2017 to February 2018 - Create mandate and vision and communicate to staff and parents:
    - Meet as a district team and define mandate for FVDES given existing data and the need to create a sustainable learning environment that focuses on our Chilliwack School District students:
        - Successful graduates
        - Sustainable (within district funding)
        - Students we serve:
            - Chilliwack K-12 full time
            - Cross Enrolled Gr. 10-12 in District
            - Regional Cross Enrolled Gr. 10-12
            - Special Education services under District umbrella for Chilliwack District Students
    - Mandate shared with staff and input received
    - Mandate shared with parents and input received
    - Work towards Blended Learning K-12

- February to March 2018
    - Communicate with parents and students via email, mailed letters and website message about revised mandate for 2018/2019 and how it affects each group of students: in District and out of district, part time and full time students
    - Review staff allocations in line with the District Reconfiguration staffing timelines

- April to June 2018

  - Begin streamlining registration and student resource distribution using process mapping
  - Gr. 10 Courses to be developed

- Summer 2018
  - FVDES continues to run DL Gr. 10-12 courses
  - FVDES running Summer Learning for the entire district (K-9 summer school)

- 2018 to 2019
  - Blended Learning offered to Gr. 8 & 9 onsite similar to Imagine Program
  - K-7 and Gr. 10-12 Blended Learning to be developed
  - Student Services now under District umbrella
  - Limited Gr. 10 new curriculum course offering
  - Gr. 11 & 12 courses to be developed

BOARD OF EDUCATION

BOARD REPORT

DATE: February 27, 2018

TO: Board of Education

FROM: Dan Coulter, BCSTA Representative

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

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

BOARD OF EDUCATION

STAFF REPORT

DATE: February 27, 2018

TO: Board of Education

FROM: Evelyn Novak, Superintendent

RE: **SUPERINTENDENT'S REPORT**

This time is provided for a report from Superintendent Novak.

MEETING SUMMARY

In-Camera Meeting – February 13, 2018

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

Trustee Absent: Silvia Dyck (Medical Leave)

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

1. Fraser Valley Distance Education School Update
2. Draft 2018 – 2019 Local School Calendar Update
3. HR Report
4. BCPSEA Report