



**Chilliwack
School District**

THE BOARD OF EDUCATION

School District #33 (Chilliwack)

Regular Public Board Meeting

AGENDA

May 3, 2016

7:00 pm

1. CALL TO ORDER – School District Office

- 1.1. Call to Order
- 1.2. **Welcome and Acknowledgment of Traditional Stó:lō Territory**
- 1.3. Adoption of the Agenda
(THAT the agenda be adopted as circulated.)
- 1.4. Approval of the Minutes
(THAT the minutes of the April 19, 2016, meeting be approved as circulated.)

2. PRESENTATIONS

- 2.1. Human Services Career Program

3. PUBLIC PARTICIPATION

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

4. ACTION ITEMS

- 4.1. Education Policy Advisory Committee Report
 - 4.1.1. Policy 519 – Dispute Resolution
 - 4.1.2. 607 – Placement of Special Needs Students
 - 4.1.3. 613 – Specialty Academies
 - 4.1.4. 903 – District Parents' Advisory Council
 - 4.1.5. 904 – School Parent Advisory Councils
- 4.2. Policy 912 – School Planning Councils
- 4.3. Report of the Budget Committee
- 4.4. 2016 – 2017 Budget Approval – 1st Reading
- 4.5. Board/Authority Authorized Courses

4.5.1. Flex 10, 11, 12

4.5.2. Compass 10A, 10B, 11, 12

5. INFORMATION ITEMS

5.1. Quarterly Financial Report

5.2. BCSTA Report

5.3. Superintendent's Report

5.4. Trustee Reports

5.5. Meeting Summary

5.6. Future Board of Education Meeting Date May 17, 2016

6. PUBLIC PARTICIPATION

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

7. ADJOURNMENT



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

Date of Meeting: Tuesday, April 19, 2016

Location: School District Office

Members Present:

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

Staff Present:

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

1. CALL TO ORDER - School District Office

1.1. Call To Order

The Board Chair called the meeting to order at 7:05 p.m.

1.2. Welcome and Acknowledgment of Traditional Stó:lō Territory

1.3. Adoption of the Agenda

73.16 Moved by: Trustee Patterson
Seconded by: Trustee Krahn

THAT the agenda be approved as circulated.

1.4. Approval of Minutes

74.16 Moved by: Trustee Krahn
Seconded by: Trustee Maahs

THAT the minutes of the April 5, 2016 meeting be approved as circulated.

CARRIED

2. YOUTH HEALTH CARE CENTRE PRESENTS TO THE BOARD

Presenters Nathan Ngieng, Dr. Melanie Madill and Dan Bibby reviewed how the Youth Health Centre was established, the uniqueness of the cross-agency collaboration and the benefits it provides to the students and community.

3. PUBLIC PARTICIPATION

Terry Brown, parent, spoke about the lack of parental response to the SmartSAVER Program.

4. ACTION ITEMS**4.1. Operations Report – Annual Facilities Grant**

Al VanTassel, Director of Facilities and Transportation presented the Operations Report on the 2016-2017 Annual Facilities Grant.

75.16 Moved by: Trustee Krahn
Seconded by: Trustee Coulter

THAT the Board approve three readings of Capital Bylaw No. 127072 at the April 19, 2016 Regular Board Meeting. (vote must be unanimous)

CARRIED

76.16 Moved by: Trustee Krahn
Seconded by: Trustee Coulter

THAT the Board approve first reading of Capital Bylaw No. 127072 (attached) in the amount of \$1,729,316.

CARRIED

77.16 Moved by: Trustee Krahn
Seconded by: Trustee Coulter

THAT the Board approve second reading of Capital Bylaw No. 127072 (attached) in the amount of \$1,729,316.

CARRIED

78.16 Moved by: Trustee Krahn
Seconded by: Trustee Coulter

THAT the Board approve third reading and adoption of Capital Bylaw No. 127072 (attached) in the amount of \$1,729,316.

CARRIED

5. INFORMATION ITEMS**5.1. Trans Mountain Pipeline**

Gerry Slykhuis, Secretary Treasurer provided a brief presentation on the recent information provided by Kinder Morgan regarding pipeline emergency response guidelines.

5.2. BCSTA Report

Trustee Dyck commented on the attendance of Trustees at the recent AGM.

5.3. Superintendent's Report

Superintendent Novak, in her report, provided information about the new partnership between University of the Fraser Valley and the Education Centre regarding the Trades Exploration Program for Education Centre Students.

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

- Attended Aboriginal Education Advisory Committee

Trustee Dyck reported on the following:

- Attended Chair Vice Chair Meetings
- Attended Woman of the Year Award ceremony and shared information about the Woman of the Year recipient
- Attended Bread and Roses luncheon for the Ann Davis Transition Society

Trustee McManus reported on the following:

- Met with administrator at Vedder Elementary and toured facility
- Attended BCSTA AGM

Trustee Maahs reported on the following:

- Attended Special Education Advisory Committee Meeting
- Attended Egypt exhibit at VMS

Trustee Krahn reported on the following:

- Attended BCSTA AGM Conference in Vancouver
- Attended GWG PAC Meeting
- Shared information about the upcoming Father's Day Walk/Run set for Father's Day on June 19th, 2016. This is a 5k along the Vedder River Rotary Trail. Meeting spot is the ASU on Keith Wilson Road. I encourage families to register and enjoy a fun day with Dad.

Trustee Patterson reported on the following:

- Assisted the Chilliwack Foundation with their Scholarship Applications
- Visited Mt. Slesse Middle School – discussed Middle School Philosophy
- Attended the BCSTA Annual General Meeting – April 14 – 16
- Visited Central Elementary School – Gateway Program

5.5. April 5, 2016 In-Camera Board Meeting Summary

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

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

1. Human Resources Report
2. Principal Vice Principal Recruitment/Hiring Plan
3. BCPSEA Report

5.6. Future Board of Education Meeting Date

Tuesday, May 3, 2016
7:00 pm
School District Office

6. SUPPLEMENTARY PUBLIC PARTICIPATION

Rod Isaac, CUPE President, spoke about the Strategic Plan and specifically staff wellness and engagement.

7. ADJOURNMENT

79.16 Moved by: Trustee Krahn
Seconded by: Trustee Coulter

THAT the meeting be adjourned at 9:09 p.m.

CARRIED

Board Chair

Secretary-Treasurer

BOARD OF EDUCATION

PRESENTATION

DATE: May 3, 2016

TO: Board of Education

FROM: CSS Staff: Jessica Adams-Louporet and Steve Anderson
Students: Hailey Burkett, Amy Cook and Amy Sparkes
Big Brothers Big Sisters: Collette Bohach
UFV Students: Nikki Dionne and P.J. Retief

RE: HUMAN SERVICES CAREER PROGRAM

BACKGROUND

The Human Services Career Program is a partnership in learning between CSS, UFV, BBBS and MCFD. It's an exciting program that allows students (both at CSS and UFV) who are interested in learning more about the helping professions, learn in a resource rich experiential environment. HSCP is a unique program to our district and highlights the value of directly bringing our community together in education. Often outside agencies act as consultants or added services, whereas this program brings them directly in as educators alongside CSS and UFV staff.

Currently there are 34 grade 10 students in the Human Services Career focused planning 10 (all of whom has selected to stay in the program in grade 11), 18 UFV mentors and 36 applicants for next year's grade 10 cohort.

CSS students in the HSCP program are provided with a Planning 10 course tailored to the helping professions, 8 off timetable training seminars, coordinated by MCFD and lead by industry specialist. These sessions include: Peer counselling (conflict resolution, peer mediation, communication skills etc), Mindfulness training, Friends training, Aboriginal cultural awareness (lead by Sto-Lo Nation) Rights of the Child and Presentation Skills.

CSS students will be provided with placements, by the Work Experience coordinators, at the elementary schools in their grade 11 year, where they will provide mentorship. In their grade 12 year partnerships are being formed with community agencies to provide unique and rich placements for these highly trained and skilled students. A pilot project with one or more inner city elementary school will be explored this coming year where grade 11 students alongside UFV mentors will co-facilitating the Friends and Mindfulness program under the direct supervision of a classroom teacher.

UFV students participate in all of the off timetable training seminars along with the CSS students, they act as mentors during these days as well as provide the opportunity for all CSS students to attend a UFV class alongside them throughout the school year. All UFV and CSS students are screened through the BBBS mentorship program, for which supervision, training and review (mid-point and year end) is provided by BBBS.

HSCP has created connections with UBC, TWU and UFV research students, through the work of MCFD and UFV, to ensure that all aspects of the program implementation are value added. By providing opportunities for masters level students to be involved an additional layer of education and community involvement is provided.

The goals of the HSCP program are to provide students (CSS, UFV, and elementary) with powerful, hands on skills for the future. We pride ourselves in continuing to foster student's academic knowledge base (IQ) but believe our **intentional focus on emotional intelligence (EQ) is what makes our program unique and valuable**. With the rapidly changing nature of our world, students must leave our education system with a lot more than facts and figures, they must know how to work with people in life and in every line of work. **They need to know how to problem solve, manage emotions, deal with stress, and resolve conflicts. The HSCP intentionally teaches these skills** through the CSS course work, the off timetable training sessions and work experience and fosters it through the UFV/ CSS mentorship relationships and in turn the CSS/elementary school relationships to be created.

We would like to acknowledge the contributions and commitments of the following organizations who attend the monthly planning meetings and add valued perspective to this incredible opportunity for our students. It is amazing to see the community wide investment in our next generation: Fraser Valley Aboriginal Child and Family Services, Chilliwack Society for Community Living, Youth as Gatekeepers, Pacific Community Resources, Trinity Western University, Graduate Program in Counselling Psychology, and community members Dick Bate and Joe Ogmundson.

Minutes



REPORT OF THE EDUCATION POLICY ADVISORY COMMITTEE

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

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

1. CALL TO ORDER

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

2. APPROVAL OF AGENDA

Moved by: Dan Coulter

Seconded by: Susan Hoogeveen

THAT the Agenda be approved as circulated.

CARRIED

3. APPROVAL OF THE MINUTES

Moved by: Dan Coulter

Seconded by: Susan Hoogeveen

Minutes



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

CARRIED

4. POLICY 519 – DISPUTE RESOLUTION

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

Moved by: Dylan Murray

Seconded by: Emily Clarke

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

CARRIED

5. POLICY 607 – PLACEMENT OF SPECIAL NEEDS STUDENTS

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

Moved by: Dan Coulter

Seconded by: Susan Hoogeveen

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

CARRIED

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

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

Moved by: Ed Klettke

Seconded by: Iain Gardner

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

CARRIED

7. POLICY 613 – SPECIALTY ACADEMIES

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

Moved by: Emily Clarke

Seconded by: Dylan Murray

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

CARRIED

8. POLICY 903 – DISTRICT PARENTS' ADVISORY COUNCIL

Minutes



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

Moved by: Justine Hodge

Seconded by: Dan Coulter

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

CARRIED

9. POLICY 904 – SCHOOL PARENT ADVISORY COUNCILS

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

Moved by: Iain Gardner

Seconded by: Dan Coulter

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

CARRIED

10. Moved by: Heather Maahs

Seconded by:

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

BOARD OF EDUCATION

DECISION REPORT

DATE: May 3, 2016
TO: Board of Education
FROM: Evelyn Novak, Superintendent
RE: **POLICY 519 – DISPUTE RESOLUTION**

RECOMMENDATION

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

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

**519
POLICY
Dispute Resolution**

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

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

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

**519
POLICY
Dispute Resolution**

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

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

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

Decisions made on appeals do not set a precedent.

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

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

BOARD OF EDUCATION

School District #33 (Chilliwack)

519

POLICY

Dispute Resolution

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

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

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

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

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

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

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

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

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

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

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

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

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

REVISIONS

BOARD OF EDUCATION

DECISION REPORT

DATE: May 3, 2016
TO: Board of Education
FROM: Evelyn Novak, Superintendent
RE: **POLICY 607 – PLACEMENT OF SPECIAL NEEDS STUDENTS**

RECOMMENDATION

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

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

**607
POLICY
Placement of Special Needs Students**

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

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

FINAL

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

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

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

**607
POLICY
Placement of Special Needs Students**

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

Original

Cross Refs: *School Act* Appeals Bylaw 230

Adopted: April 27, 1999
Reviewed:
Revised:

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

**607
POLICY
Placement of Special Needs Students**

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

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

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

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

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

BOARD OF EDUCATION

DECISION REPORT

DATE: May 3, 2016
TO: Board of Education
FROM: Evelyn Novak, Superintendent
RE: **POLICY 613 – SPECIALTY ACADEMIES**

BACKGROUND

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

RECOMMENDATION

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

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

**613
POLICY
Specialty Academies**

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

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

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

BOARD OF EDUCATION

DECISION REPORT

DATE: May 3, 2016
TO: Board of Education
FROM: Evelyn Novak, Superintendent
RE: **POLICY 903 – DISTRICT PARENTS’ ADVISORY COUNCIL**

RECOMMENDATION

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

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

**903
POLICY
District Parents' Advisory Council**

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

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

Cross Refs: School Act 8.4 (3)

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

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

**903
POLICY
District Parents' Advisory Council**

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

Annual Budget Allocation:

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

Cross Refs:

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

BOARD OF EDUCATION School District #33 (Chilliwack)

903 POLICY District Parents's' Advisory Council

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

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

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

Annual Budget Allocation:

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

Cross Refs: School Act 8.4 (3)

Adopted: May 11, 1993
Reviewed: March 14, 1994
Revised: June 28, 1994, February 28, 2006, April 26, 2016March 1, 2016

BOARD OF EDUCATION

DECISION REPORT

DATE: May 3, 2016
TO: Board of Education
FROM: Evelyn Novak, Superintendent
RE: **POLICY 904 – SCHOOL PARENT ADVISORY COUNCILS**

RECOMMENDATION

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

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

**904
POLICY
School Parent Advisory Councils**

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

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

Cross Refs: *School Act 8.0*

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

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

**904
POLICY
School Parent Advisory Councils**

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

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

CONSTITUTIONS AND BYLAWS:

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

BUDGET:

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

Cross Refs: *School Act*

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

BOARD OF EDUCATION School District #33 (Chilliwack)

904 POLICY School Parent Advisory Councils

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

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

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

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

CONSTITUTIONS AND BYLAWS:

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

Cross Refs: School Act 8.0

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

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

BUDGET:

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

REVISIONS

BOARD OF EDUCATION

DECISION REPORT

DATE: May 3, 2016
TO: Board of Education
FROM: Evelyn Novak, Superintendent
RE: **POLICY 912 – SCHOOL PLANNING COUNCILS**

BACKGROUND

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

RECOMMENDATION

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

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

**912
POLICY
School Planning Councils**

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

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

Cross Refs:

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

BOARD OF EDUCATION

DECISION REPORT

DATE: May 3, 2016
TO: Board of Education
FROM: Paul McManus, Budget Committee
RE: **BUDGET COMMITTEE REPORT**

RECOMMENDATION:

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

Minutes



REPORT OF THE BUDGET COMMITTEE

*Meeting Held Thursday, April 27, 2016 – 4:00 p.m.
School District Office*

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

1. **CALL TO ORDER**

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

2. **APPROVAL OF AGENDA**

Mover: Walt Krahn
Second: Bob Patterson

THAT the agenda be approved as circulated.

CARRIED

3. **APPROVAL OF MINUTES**

Mover: Walt Krahn

Seconded: Bob Patterson

THAT the minutes be approved as circulated.

CARRIED

4. **PUBLIC BUDGET PRESENTATION DEBRIEF**

Committee members provided feedback on the Public Budget Presentation held March 9, 2016. The following comments/suggestions were made:

- Strategic plan information included in the presentation was positive
- Best effort was made to have complex information presented in an understandable format
- Strive to keep the information simple and continue to fine tune details
- Excellent overview that provided transparency
- Better turnout may have been due to how this event was publicized
- Handout is useful and beneficial to have on website
- Charts on handout are particularly helpful but could provide even more detail around Supplies and Services

5. **QUARTERLY FINANCIAL REPORT – MARCH 31, 2016**

The Secretary Treasurer presented the Quarterly Financial Report indicating a favourable variance of \$2,317,103 at March 31, 2016. The strategic plan strategies were reviewed relating to the financial and budget process. Explanation was given of the current salary categories and processes in place to continue to provide more accurate data.

6. **PRELIMINARY BUDGET 2016/17**

The Secretary Treasurer presented the annual 2016/17 budget and reviewed the operating budget comparison for 2016/17 vs 2015/16. It is a balanced budget. The budget will be presented to the Board on May 3, 2016 for first reading.

7. **ADJOURNMENT**

Moved: Bob Patterson

Seconded: Ed Klettke

THAT the meeting be adjourned 5:15 p.m.

CARRIED

Annual Budget

School District No. 33 (Chilliwack)

June 30, 2017

School District No. 33 (Chilliwack)

June 30, 2017

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

ANNUAL BUDGET BYLAW

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

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

READ A FIRST TIME THE _____ DAY OF _____, 2016;

READ A SECOND TIME THE _____ DAY OF _____, 2016;

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

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

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

Secretary Treasurer

School District No. 33 (Chilliwack)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2017

	2017 Annual Budget	2016 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	13,101.600	13,044.660
Adult	203.300	86.563
Total Ministry Operating Grant Funded FTE's	13,304.900	13,131.223
Revenues	\$	\$
Provincial Grants		
Ministry of Education	120,953,050	119,417,969
Other	146,246	166,912
Tuition	1,355,000	1,212,471
Other Revenue	5,774,354	5,627,961
Rentals and Leases	400,000	380,000
Investment Income	322,000	310,000
Amortization of Deferred Capital Revenue	6,925,056	6,922,518
Total Revenue	135,875,706	134,037,831
Expenses		
Instruction	110,567,137	110,783,837
District Administration	3,629,191	3,624,901
Operations and Maintenance	19,656,978	19,309,721
Transportation and Housing	3,475,782	3,554,762
Total Expense	137,329,088	137,273,221
Net Revenue (Expense)	(1,453,382)	(3,235,390)
Budgeted Allocation (Retirement) of Surplus (Deficit)	611,000	2,338,691
Budgeted Surplus (Deficit), for the year	(842,382)	(896,699)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(842,382)	(896,699)
Budgeted Surplus (Deficit), for the year	(842,382)	(896,699)

School District No. 33 (Chilliwack)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2017

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

Approved by the Board

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

DRAFT

DRAFT - Not Finalized

April 25, 2016 8:06

School District No. 33 (Chilliwack)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2017

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

School District No. 33 (Chilliwack)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2017

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

School District No. 33 (Chilliwack)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2017

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

School District No. 33 (Chilliwack)

Schedule 2B

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

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

School District No. 33 (Chilliwack)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2017

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

DRAFT - Not Finalized

April 25, 2016 8:06

School District No. 33 (Chilliwack)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2017

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

DRAFT - Not Finalized

April 25, 2016 8:06

School District No. 33 (Chilliwack)

Schedule 3

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

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

School District No. 33 (Chilliwack)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2017

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

School District No. 33 (Chilliwack)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2017

Schedule 3A

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

School District No. 33 (Chilliwack)**Schedule 4**

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2017

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

Special Ed Review – Cost and Description of Recommendations

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

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

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

BOARD OF EDUCATION

DECISION REPORT

DATE: May 3, 2016
TO: Board of Education
FROM: Gerry Slykhuis, Secretary Treasurer
RE: **2016-17 ANNUAL BUDGET**

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

RECOMMENDATION

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

INFORMATION

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

ANNUAL BUDGET BYLAW

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

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

READ A FIRST TIME THE 3RD DAY OF MAY, 2016;

READ A SECOND TIME THE _____ DAY OF _____, 20____;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 20____.

Chairperson of the Board

Secretary Treasurer

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

Secretary Treasurer

BOARD OF EDUCATION

DECISION REPORT

DATE: May 3, 2016

TO: Board of Education

FROM: Heather Maahs, Trustee Representative (BAA Committee)

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

RECOMMENDATION

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

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

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



Board/Authority Authorised Course Framework Template

School District/Independent School Authority Name	Chilliwack School District
School District/Independent School Authority Number	33
Developed by	Jessica Adams-Loup Daniel Blaschek
Date Developed	April 11, 2016
School Name	Chilliwack Secondary School
Principal's Name	David Manuel
Superintendent Approval Date (for School Districts only)	
Superintendent Signature (for School Districts only)	
Board/Authority Approval Date	
Board/Authority Chair Signature	
Course Name	Flex 10, Flex 11, Flex 12
Grade Level of Course	10,11,12
Number of Course Credits	2 credits each course
Number of Hours of Instruction	60 hours each course
Prerequisite(s)	none
Special Training, Facilities or Equipment Required	Moodle, computer access, devices, Professional develop



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Course Synopsis - Flex is a cross curricular school wide course that provides students with the opportunity to assess their learning, set goals (master core competencies or extend further into areas of interest) and attend weekly session directly relevant to their learning. Flex provides the opportunity for students to learn at their ability level pausing the classroom pace, giving students ownership over their learning. Flex provides face to face instruction as well as an online component building student capacity to learn with a variety of modalities. Flex is changing some of the traditional structures of the classroom for one hour a week, allowing students to choose when and where their learning occurs.

Each semester Flex will be structured for the first couple of weeks allow students to be trained on the functionality of Moodle (semester 2 new students only) and SMART goal setting to ensure they are able to make appropriate choices for the remaining weeks.

Moodle is an online learning management system where students can access course content, interact with teacher and complete assignments at any time using a computer or mobile device. Moodle as the platform allows students and teachers to access all aspects of Flex also provides an avenue for school information to be shared to students through Flex as it is a common course for all students.

Students get weekly feedback through the Moodle application on their progress in Flex as there is a built in marking system for attendance choice and goal setting.

Teachers can provide up to 3 weeks of sessions on Moodle thus allowing students to see what is coming up, however sessions can be edited one week in advance to ensure they are meeting the current needs of their students and school.

Student assessment will be comprised of SMART goal setting, student choice, follow through (attendance in sessions) and grade level assignments. The Moodle platform will allow students and parents to see where they are at all times.

Rationale

As stated in the Ministry of Education grad years curriculum page, our goal is to provide “opportunities for students to select areas of learning that capture their interest and support their transition to life beyond the K-12 system, [the curriculum should] be available in ways that allow increased Flexibility and choice”. Flex strives to go beyond the standard structure of a traditional high school classroom allowing all students, regardless of academic ability (those that struggle and those that excel) to further their



learning through remediation, extension and make up of missed learning in an ongoing timely manner. Typically students will receive feedback on their learning at the discretion of the teacher. This could be daily, weekly or quarterly. The flex structure opens the conversation between students and teachers on a weekly basis.

Organizational Structure: (units, topics, modules):

Unit/Topic	Title	Time
Unit 1	SMART Goal Setting	10
Unit 2	Blended Learning – Online Literacy	20
Unit 3	Extension Opportunities	10
Unit 4	Concept Mastery	10
Unit 5	Opportunity to make up missed learning	10
	Total Hours	60

- Hours described above is an overall guide. All students will be enrolled in the full 60 hours but the exact breakdown of hours for each student is based on individual student need.
- 36 hours face to face instruction time –Thursday sessions
- 4 hours face to face instruction time – outside Thursday sessions –examples include Mini Cycle, Course Selection, optional classroom learning opportunities (TCO2, poetry slam, Psychosis Reach-out)
- 20 hours blended learning opportunity digital literacy

Unit/Topic/Module Descriptions

(A short description and the curriculum organizers and learning outcomes of each unit/topic/module.)

Unit 1: SMART Goal Setting

The ultimate long term goal of High School is to have autonomous young adults who have the ability to assess their needs, establish short and long term goals and find the supports or opportunities



needed to achieve those goals. The structure of Flex is to provide post marks along the way, opportunities to stop, assess and articulate their learning needs on the Student Flex Map. Traditional school classrooms provide a very set structure for learning, however Flex is a one hour block of time that gives students choice. We determine the when, but students determine the how, where and with whom. This provides two levels of learning, the space to learn but more importantly the opportunity for students to PAUSE assess their academics, determine what they need (revisit, make up or extend) and then follow through.

Curriculum Organizers and learning Outcomes (grade 10, 11,12)

Students will:

- At the beginning of each term students will complete a Student Flex Map. This map asks the student to set goals (a grade achieved and or skill level mastery) for each course, describe what strategies they need to achieve their goal. Students need to keep their goal in mind throughout the term as the guide for choosing their weekly Flex sessions.
- At the end of each term students will revisit their Student Flex map and evaluate where they are at. They will then determine the goals for the next term, either by establishing a new goal if their goal was reached or determining new strategies if not.
- Be provided with 2 mandatory Flex sessions at the beginning of semester 1 for all students and semester 2 for new students only, that trains them on the purpose of Flex, SMART goals and how to use of the Moodle APP
- Be asked to reflect on their learning each week, determine where they are at in their courses and decide which Flex session meets their education needs for that week.
- Have a weekly need to converse with their classroom teachers (particularly their block A Flex teacher) around their Flex choice for that week. The teacher is a valuable resource in making this choice. This fosters self-advocacy, self-reflection, problem solving, and a weekly academic snapshot(formative assessment)
- Required to learn time management skills. Students with multiple areas of need, will be required to have conversations with staff and prioritize what needs attention. Students with high academic demands will also need to organize their time.
- Be required to consult with teachers thus building self-advocacy and communication skills.

Unit 2: Blended Learning – Online Literacy

The functionality of the Flex course requires all students and staff to have a Moodle account, ensuring no student leaves high school without experiencing some level of digital literacy. Students



spend a great deal of time online (social media, gaming, entertainment) however do not necessarily have the discernment skills to use it for educational means and in creating their personal profile (for future job and school reference). Digital literacy is very increasing skilled needed for educational and employability purposes.

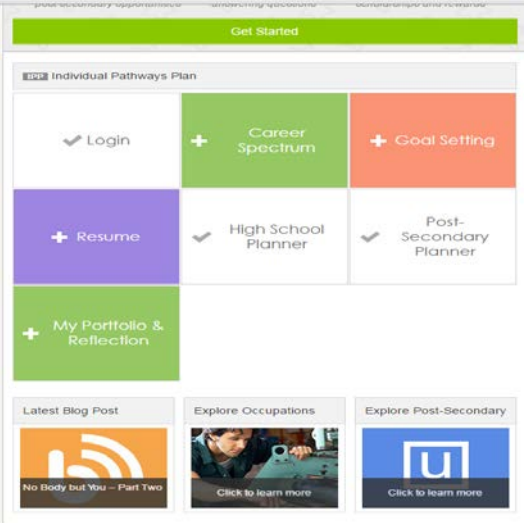
Curriculum Organizers and learning Outcomes (grade 10, 11,12)

Students will...

1. On a weekly basis access their Moodle Account, review teacher options and choose their session. Students will do this from Friday 8:00 am to Monday at 1:00pm (anytime anywhere using a computer or personal device)
2. Speak with their block A teacher who can assist them on Tuesdays if they have not made a choice for that week or would like to have their session changed
3. Log in each Wednesday to review where they are going for Thursday's session, as their classroom teachers do have the option of overriding a student's choice if they have fallen behind in their course or if a teacher is offering a specific extension activity that students are needed for. This mechanism has been put in place to ensure "at risk" students are properly placed.
4. All be required to complete the Student Map (goal setting assignment for each course) provided to them through Moodle at the beginning of each term. This assignment requires them to plan for the term and assess whether or not the goal has been reached.
5. Provided with digital literacy topics, at each grade level that are determined to be universally required for all graduates. **These have been chosen to be embedded in Flex to ensure regardless of course taken in high school all student will have experienced a cursory level.**
6. Research and complete grade relevant content; topics listed below

<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
<u>1. computer Literacy</u> - MS office programs (word,typing, PowerPoint etc) -online academic support programs (ex. KHAN, SAT prep resources) -online provincial exam prep - evaluation of online sources -academic integrity - plagiarism	<u>1. Myblueprint</u>	<u>1. Work in the Online world</u> -online applications -job/career searches <u>2. Post-Secondary in the Online world</u> - Self reporting grades to PSI - MOE profile (transcripts, study sources) - scholarship profiles and



<p>2. <u>online safety</u></p> <ul style="list-style-type: none"> - information sharing - personal safety -cyberbullying -creating a positive lasting digital footprint 	 <p>2. Mental Wellness – online resources</p> <p>3. Net- etiquette</p>	<p>databases</p> <p>3. <u>Wellness in the online world</u></p> <p>Ex. Leisure centre guide, anxietyBC, website etc.</p>
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Unit 3: Extension Opportunities

School wide or course specific learning opportunities will be available to all students. Often student who excel in an area or topic do not get the opportunity to dig deeper because of time constraints. Flex offers an opportunity for teachers to explore with those students curriculum topics that both are passionate about and would like to explore at more length.

Course content extension activities will be offered by individual teachers as an opportunity for students to delve deeper into a particular learning outcome from their course that they did not have the chance to examine fully during a standard course time. Course extension activities will be offered as standalone sessions. They may be generalized skill development open to all students such as the automotive teacher will offer a basic car maintenance session that all student are free to attend where they will get basic understanding of maintenance, purchasing knowledge and safety. Or specialized extension sessions for students in a particular course who wish to enhance their skills, reached a target achievement level (AP exam, provincial exam prep) or personal interest (heart dissection, short film splicing).

School wide offerings: Will be provided by school counselors, librarian, administration and class room teachers. Topics will be offered to each grade level with emplace placed on skills and opportunities relevant to each developmental stage. However opportunities to participate in all extension activities will be available to all grade levels as chronical age is not always the best indicator of student interest, skill and educational need.



Curriculum Organizers and Learning Outcomes:

Students will have the opportunity to participate in:

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> - High school readiness (semestered system pacing, school and behaviour expectations, social responsibility, self- advocacy, problem solving) - Production behaviours (organizational skills, time management, course expectations, relationship building) - Study skills – exam prep or final project prep - Online safety - Computer literacy skills 	<ul style="list-style-type: none"> -Myblueprint (understanding self, goal setting, future planning) - computer literacy skills -interpersonal skill development -healthy relationships -stress management techniques -anxiety education - public speaking skills -wellness (ex. Community health, sport agencies etc) 	<ul style="list-style-type: none"> - Employability skill training - Scholarship preparation - University college applications - Financial literacy(credit scores, interest rates, mortgage, student loans, taxes) - University and college information sessions - Grad Transitions - Myblueprint - research a variety of colleges, technical schools and universities - investigate a number of career options - study new ways to work and current job trends - formulate career goals and a career plan - create a current resume - complete an application for a post-secondary institution or a job opportunity - learn the value of budgeting and a variety of techniques - set financial goals - understand how to save and invest money - research various financial institutions - create a personal financial plan for after high school



Unit 4: Concept Mastery

These Flex sessions put aside the traditional timeline that requires student to move forward as a class as a whole, regardless of individual understanding. Teachers in all subject areas will, when needed provide session that reteach key concepts needed for further learning. These sessions ensure students are able to reach the necessary level of understanding and allows them to continue to learn with the class and not fall further behind.

Curriculum Organizers and Learning Outcomes (Grade 10,11,12)

Students will:

- Each week (Fri am to Mon 1:00) students will have the opportunity to review the teacher sessions and choose to attend the one that will allow them to revisit necessary concepts in any of their courses areas. The choice is not limited to their specific classroom teacher. A student has the opportunity to learn from any subject area teacher. This allows an opportunity to revisit the topic from a new perspective. For example, the English department has divided learning into topics and skills and students choose which session they attend based on what they need more time learning regardless of who their classroom teacher is. The math department is offering one large session where all students choose to attend along with all teachers. Table groups in the Alumni hall are natural groups based on the concept they are working on. Teachers and EAs all circulate and assist. In additional students interested in peer to peer support are choosing the session as a volunteer opportunity to provide tutoring or co-facilitation (ex. Moccasin and mitten making)
- Each week (Fri am to Monday 1:00) students will be given the opportunity to do an **academic self-assessment** and make a decision that best suits where their needs lie.
- Staff (teachers, case managers, counselors) will also have the opportunity to override (Tuesdays, one week max) a student choice. This ensures that students who are still learning how to properly self assess academic need, will be provided with the opportunity to revisit concepts. ie. Staff choose the session that a student must attend. The long term goal is to have students make the correct choice but there is an understanding that this can occur at different stages.

Unit 5: Opportunity to make up missed Learning (grade 10, 11,12)

Students miss class for a variety of reasons. These reasons can include mental wellness (ex. anxiety and depression is on the increase for our youth), physical ailments/limitations, family situations, poor student choice and cultural needs. For example, 20% of our school population is Aboriginal and for a number of these Aboriginal student's cultural traditions require frequent absences. Students are



involved in support family losses, Long House traditions, Smoke House and fishing expeditions. These absences are cultural important and valuable but do cause a student to have missed learning opportunities. Flex offers the opportunity to bridge the personal, cultural or family needs of an individual with the non-negotiable need of schools to have students tangibly demonstrate they have learned the PLOs.

Curriculum Organizers and Learning Outcomes (Grade 10,11,12)

Students will have the opportunity to:

- attend a teacher session (content specific) to make up missed assignments, tests, quizzes, projects, labs
- communicate with teachers to express individual needs thus working on self-advocacy
- demonstrate personal independence and educational ownership by assessing their need and follow through
- rectify previous poor choices (if applicable). Some students choose not to attend, not to participate and hand in work. Flex provides a time and place to demonstrate authentic change. If a student wishes to catch up on work they can do so during this allotted time, thus changing their path. Students make a mistake this is one way they can fix it.

Instructional Component

Every teacher (enrolling and non-enrolling (administration, counselling, librarian) provides Flex sessions. Allowing the optimal session number to be approximately 18-22 students. A study session (operated by administration) offers a session of approximately 80 and the library offers a session of 60 allowing the classroom sessions to be kept smaller for optimal learning.

All block A teachers have a default Flex group, this ensure that all students have a place to go if they do not choose a Flex session, ensure that a student doesn't slip through the cracks.

Method will include: direct / indirect instruction, interactive instruction, independent instruction, modelling / mentoring, brainstorming , self / peer / employer analysis, online instruction

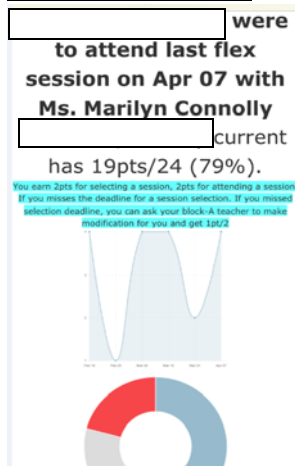


Assessment Component

Using the Moodle APP

Student Choice: 2 points for making a choice, 1 point for teacher assisted choice, 0 points for no choice (student is defaulted to Block A teacher)

Student Attendance: demonstrates follow through, 2 points for attendance, 0 points for not attending



Student Flex Map : students will be required to fill out 4 term goal setting and evaluation sheets

	Goals <small>What is your goal for each course for the next term?</small>	Strategies <small>What strategies will you use to achieve this goal?</small>	Student Evaluation of Goal <small>How do you know if you have achieved your goal?</small>	End of Term Response to Goal
A/E Course Term 1 Mark: Effort:				
B/P Course Term 1 Mark: Effort:				
C/G Course Term 1 Mark: Effort:				
D/H Course: Term 1 Mark: Effort:				

Required assignments for each course (Grade 10, 11, 12) for the blended learning component (see chart above)



Learning Resource

- Moodle access for all students and teachers
- access to device (laptops, tablets or BYOD) or desktop for all teachers and students
- Relevant presenters – colleges, universities, financial institutions, community agencies
- course specific materials (ex. Heart dissection, Holocaust movie, jazz improve (outside instructors, Aboriginal dancers)

Professional learning resources : RTI Training, Moodle Training, Mindfulness, Learning Styles, Project and Inquiry based learning strategies, cultural awareness and sensitivity, IEP training, Level B testing (qualification, refreshers and understanding), Category training

Additional Information

BOARD OF EDUCATION

DECISION REPORT

DATE: May 3, 2016

TO: Board of Education

FROM: Heather Maahs, Trustee Representative (BAA Committee)

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

RECOMMENDATION

THAT the Board of Education approve the Board/Authority Authorized Course – Compass 10A.

THAT the Board of Education approve the Board/Authority Authorized Course – Compass 10B.

THAT the Board of Education approve the Board/Authority Authorized Course – Compass 11.

THAT the Board of Education approve the Board/Authority Authorized Course – Compass 12.

Board/Authority Authorised Course Submission

School District/Independent School Authority Name	Chilliwack School District
School District/Independent School Authority Number	SD #33
Developed by	Heather Elliott, David Guertsen, Dan Heisler, Pam Jones, Courtney See, Lynnet Schramm, Cheryl Tourand
Date Developed	Feb - April, 2016
School Name	GW Graham Middle-Secondary School
Principal's Name	Dan Heisler
Superintendent Approval Date	
Superintendent Signature	
Board/Authority Approval Date	
Board/Authority Chair Signature	
Course Name	COMPASS 10A
Grade Level of Course	Grade 10
Number of Course Credits	1 credit
Number of Hours of Instruction	30
Prerequisite(s)	N/A
Special Training, Facilities or Equipment Required	N/A
Course Synopsis: The COMPASS 10A course is designed to provide grade 9 students with the skills, structure, guidance and opportunity to become reflective practitioners at the start of their secondary school years and beyond. Students will develop, maintain and complete a secondary portfolio that requires individual graduation tracking, self-assessment and post-secondary goals and planning. This course will be accessed, delivered and completed during the daily 30-minute block of time (Tutorial) throughout the school year.	



Rationale

As GW Graham students progress from grades 9 through 12, they will have the opportunity to advance through four 1 credit courses during tutorial time to assist in their successful completion of secondary school and exit with a comprehensive path for their post secondary plans. With this ongoing focus of goal setting, planning and preparing for post secondary 'life', our students will be more confident about their future, ensure they have a vision for their future upon graduation and gain a solid understanding about their personal inventories, strengths and possible careers. During the four years enrolled in a COMPASS course, students will experience the following:

- **Goal Setting** – adding interactive SMART goals and action plans.
- **High School Planner** – visually planning courses, tracking towards graduation and instantly identifying post-secondary eligibility for opportunities in every pathway.
- **Post-Secondary Planner** – compare detailed information on Apprenticeships, College Programs, University Programs and Workplace sectors across Canada.
- **Occupation Planner** – compare comprehensive information on Occupations.
- **Experiences & Resume** – ongoing recording of experiences, building and updating their resume, and cover letter.
- **Discovery & Explorations** – complete grade-specific personal interest inventories.

Unit/Topic/Module Descriptions

*Please see attached appendices.

Instructional Component

Through teacher facilitation, students will access the MyBlueprint Education Planner and complete predetermined activities, explorations and assignments related to the Learning Standards (as defined in attached appendices).

Assessment Component

*Please see attached appendices.

Learning Resource

MyBluePrint Educational Planner



COMPASS 10A

CHARTING SUCCESS BEYOND GRADUATION

Grade 9

Core Curriculum

BIG IDEAS

Engaging in a process of continuous learning requires ongoing reflective practice.	Through ongoing exploration and application we continue to develop and strengthen successful students skills	Creating and implementing action plans through ongoing planning and goal setting leads to success.
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Learning Standards	
Curricular Competencies	Content
<i>Students are expected to be able to do the following:</i> Reflecting <ul style="list-style-type: none">Discover types of learning styles.Identifying meaningful personal qualities and positive character strengths.Practice self-assessment and reflection.Develop an awareness of personal interests and passions. Creating and Applying <ul style="list-style-type: none">Discover a variety of study strategies and utilize in daily practice.Develop and strengthen time management and organization skills.Through a variety of media, demonstrate who they are. Planning and Goal Setting <ul style="list-style-type: none">Tracking personal experience, dates and key information.Explore and prepare for life transitions.Set goals and action plans.Describe and differentiate varying post secondary opportunities.	<i>Students are expected to know the following:</i> <ul style="list-style-type: none">Multiple intelligencesLearning stylesLife mapsGoal setting (including SMART goal principal)Portfolio developmentResume and cover letterTime managementDecision making processOvercoming obstaclesPost secondary planningStress management







COMPASS 10A

CHARTING SUCCESS BEYOND GRADUATION

Getting Started:

Grade 9 Students

1. Have students visit www.myBlueprint.ca, and enter their email and password to log in.
2. **Forgotten password?** Students can reset their passwords by clicking on the 'Forgot your password?' link in the green Existing User box.

TERM 1	STUDENT ACTIVITY
Learning Goals: <ul style="list-style-type: none">✓ to discover what type of Learning Style describes you✓ to find study tips that might work for you, and that you will try out	ACTIVITY: Interests Assessment <ol style="list-style-type: none">1. Select Career Spectrum from the  menu on your dashboard2. Complete the Interests questions to receive your results3. Review the full report to learn more about your interests and the types of occupations that are well suited to your interests.4. Add your Interests to My Portfolio5. Write a brief reflection (Do you agree? Disagree? Why or why not? What did you learn?) <i>NOTE: The Learning Styles and Personality assessments must be completed before a students can complete the Interest survey</i>
Learning Goal: <ul style="list-style-type: none">✓ to learn more about your interests and passions	ACTIVITY: Create 2 Custom Boxes In My Portfolio <ol style="list-style-type: none">1. Select My Portfolio from the  menu on your dashboard.2. Add Two custom boxes titled "WHO AM I?" and upload a picture or video of something that best describes who you are / what makes you happy / what is your passion?3. Add a title and a description.4. Add a reflection (why did you choose to share this? Why is it important to you?)
TERM 2	STUDENT ACTIVITY
Learning Goal: <ul style="list-style-type: none">✓ to learn more about creating SMART goals and action plans	ACTIVITY: Goal Setting <ol style="list-style-type: none">1. Select Goal Setting from the  menu on your dashboard and Add a Goal2. Add One Academic Goal (short term) and include an Action Plan for how you intend to achieve it. This can be around Learning Skills or to improve on a specific subject area3. Add this academic goal to My Portfolio4. Add One Other Goal (short term) and include an Action Plan for how you intend to achieve it. This can be about anything else in your life that you would like to improve on5. Add this goal to My Portfolio6. Write a brief reflection about why you've set these goals (What you're trying to achieve? Why? How does it fit in a bigger plan?)
Learning Goal: <ul style="list-style-type: none">✓ to learn more about yourself and the person you want to become - the qualities and positive traits you want to have	ACTIVITY: Create A Custom Box In My Portfolio <ol style="list-style-type: none">1. Select My Portfolio from the  menu on your dashboard.2. Add a Custom Box called "WHO DO I WANT TO BECOME?" and upload a picture or video of something that best describes who you want to become – this is not an occupation, but rather a character strength3. Add a title and a description.4. Write a reflection on why you chose this picture or video

TERM 3	STUDENT ACTIVITY
Learning Goal: ✓ to practice self-assessment and reflection ✓ to develop or improve on time management and organization skills	ACTIVITY: Review Goal Setting 1. Review goals set in November 2. Check off the completed boxes in your ‘tasks’ and / or reflect... how are they going? Completed? 3. Set one new Short term goal and add one medium term goal that you would like to accomplish before the end of high school 4. Write a brief reflection about why you’ve set these goals (What are you trying to achieve? Why? How does it fit in a bigger plan?)
Learning Goal: ✓ to have a voice and showcase who you are – your passions, interests, hobbies, talents, etc.	ACTIVITY: Create 2 Custom Boxes In My Portfolio 1. Select My Portfolio from the ☰ menu on your dashboard. 2. Add Two custom boxes titled “ WHO AM I? ” and upload a picture or video of something that best describes who you are / what makes you happy / what is your passion? 3. Add a title and a description. 4. Add a reflection (why did you choose to share this? Why is it important to you?)
TERM 4	STUDENT ACTIVITY
Learning Goal: ✓ to explore and discover various occupations in the real world	ACTIVITY: Occupation Planning 1. Select Occupation Planner from the ☰ menu on your dashboard 2. Enter Opportunity Name or Keyword and click Search when you are ready. 3. Find 3 Occupations that are not necessarily in your field of interest but you want to know more about. Click the check boxes to the left of the occupation names and then click compare to view the occupations in a chart. 4. In a Reflection , consider and compare the following: a. Salary comparison b. Level of education required c. Number of years of post-secondary education (if this applies) d. Compare job seekers vs. job openings. 5. Add your top 3 occupations in to your Portfolio and use the reflection box to compare (Pros vs Cons)
Learning Goal: ✓ to practice self-assessment and reflection.	ACTIVITY: Review Goals 1. Ensure all goals created this year are added to My Portfolio 2. Review the goals you created this year and write a reflection on your progress/achievement/improvements for each goal
Learning Goals: ✓ to practice self-assessment and reflection ✓ to be active participants in creating and sharing their portfolio.	*CULMINATING ACTIVITY: My Portfolio 1. Add Two more Custom Boxes – upload images or documents or link videos of something that happened to you this year that you would like to share (i.e. field trip, job shadowing, cool project, etc) 2. Write a reflection about why you wanted to share this experience 3. Look at your Portfolio and all of the boxes you’ve added and ensure each box has a reflection



COMPASS 10A

CHARTING SUCCESS BEYOND GRADUATION

Student Name: _____

Tutorial Teacher: _____

Evaluation Process:

Student and Tutorial Teacher will evaluate each term, based on a task completion model.

- All term tasks are expected to be completed by the end of each term.
- Each student will complete the Term Checklist below and conference with their Tutorial Teacher.
- A G, S, or N effort mark will be assigned by the Tutorial Teacher at the end of each term (based on GW Graham Work Habits Rubric).
- Please note: Work Habits for this course will be included in Outstanding Effort Roll calculation for each report card.
- A final mark will be assessed in term 4 via a Final Portfolio Review conference.

Term 1 Activity: Interests Assessments <ul style="list-style-type: none"><input type="checkbox"/> Learning Styles Assessment<input type="checkbox"/> Personality Assessment<input type="checkbox"/> Interest Survey<input type="checkbox"/> Reflection Activity: Create 2 Custom Boxes in My Portfolio <ul style="list-style-type: none"><input type="checkbox"/> Who Am I – Box 1<input type="checkbox"/> Who Am I – Box 2<input type="checkbox"/> Reflection Tutorial Teacher Initial: _____	Term 3 Activity: Review Goal Setting <ul style="list-style-type: none"><input type="checkbox"/> Review Previous Goals<input type="checkbox"/> Set 1 New Short Term Goal<input type="checkbox"/> Set 1 New Medium Term Goal<input type="checkbox"/> Reflection Activity: Create 2 Custom Boxes in My Portfolio <ul style="list-style-type: none"><input type="checkbox"/> Who Am I – Box 1<input type="checkbox"/> Who Am I – Box 2<input type="checkbox"/> Reflection Tutorial Teacher Initial: _____
Term 2 Activity: Goal Setting <ul style="list-style-type: none"><input type="checkbox"/> Academic Short Term Goal<input type="checkbox"/> Other Short Term Goal<input type="checkbox"/> Reflection Activity: Create 1 Custom Box in My Portfolio <ul style="list-style-type: none"><input type="checkbox"/> Who Do I Want To Become – Box 1<input type="checkbox"/> Reflection Tutorial Teacher Initial: _____	Term 4 Activity: Occupation Planning <ul style="list-style-type: none"><input type="checkbox"/> Select 3 occupations Outside Field of Interest<input type="checkbox"/> Reflection: Compare Occupations Activity: Review Goals <ul style="list-style-type: none"><input type="checkbox"/> Confirm My Portfolio includes all goals.<input type="checkbox"/> Reflection of all goals Culminating Activity: My Portfolio <ul style="list-style-type: none"><input type="checkbox"/> Create 2 Custom Boxes<input type="checkbox"/> Reflection<input type="checkbox"/> Final Portfolio Conference Completed. Tutorial Teacher Initial: _____

Board/Authority Authorised Course Submission

School District/Independent School Authority Name	Chilliwack School District
School District/Independent School Authority Number	SD #33
Developed by	Heather Elliott, David Guertsen, Dan Heisler, Pam Jones, Courtney See, Lynnet Schramm, Cheryl Tourand
Date Developed	Feb - April, 2016
School Name	GW Graham Middle-Secondary School
Principal's Name	Dan Heisler
Superintendent Approval Date	
Superintendent Signature	
Board/Authority Approval Date	
Board/Authority Chair Signature	
Course Name	COMPASS 10B
Grade Level of Course	Grade 10
Number of Course Credits	1 credit
Number of Hours of Instruction	30
Prerequisite(s)	N/A
Special Training, Facilities or Equipment Required	N/A
Course Synopsis: The COMPASS 10B course is designed to provide grade 10 students with the skills, structure, guidance and opportunity to become reflective practitioners during their secondary school years and beyond. Students will develop, maintain and complete a secondary portfolio that requires individual graduation tracking, self-assessment and post-secondary goals and planning. This course will be accessed, delivered and completed during the daily 30-minute block of time (Tutorial) throughout the school year.	

Rationale

As GW Graham students progress from grades 9 through 12, they will have the opportunity to advance through four 1 credit courses during tutorial time to assist in their successful completion of secondary school and exit with a comprehensive path for their post secondary plans. With this ongoing focus of goal setting, planning and preparing for post secondary 'life', our students will be more confident about their future, ensure they have a vision for their future upon graduation and gain a solid understanding about their personal inventories, strengths and possible careers. During the four years enrolled in a COMPASS course, students will experience the following:

- **Goal Setting** – adding interactive SMART goals and action plans.
- **High School Planner** – visually planning courses, tracking towards graduation and instantly identifying post-secondary eligibility for opportunities in every pathway.
- **Post-Secondary Planner** – compare detailed information on Apprenticeships, College Programs, University Programs and Workplace sectors across Canada.
- **Occupation Planner** – compare comprehensive information on Occupations.
- **Experiences & Resume** – ongoing recording of experiences, building and updating their resume, and cover letter.
- **Discovery & Explorations** – complete grade-specific personal interest inventories.

Unit/Topic/Module Descriptions

*Please see attached appendices.

Instructional Component

Through teacher facilitation, students will access the MyBlueprint Education Planner and complete predetermined activities, explorations and assignments related to the Learning Standards (as defined in attached appendices).

Assessment Component

*Please see attached appendices.

Learning Resource

MyBluePrint Educational Planner



COMPASS 10B

CHARTING SUCCESS BEYOND GRADUATION

Grade 10

Core Curriculum

BIG IDEAS

Engaging in a process of continuous learning requires ongoing reflective practice.	Through ongoing exploration and application we continue to develop and strengthen successful students skills	Creating and implementing action plans through ongoing planning and goal setting leads to success.
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Learning Standards	
Curricular Competencies	Content
<i>Students are expected to be able to do the following:</i> Reflecting <ul style="list-style-type: none">Identify factors that have shaped who they are and are likely to shape who they become.Deepen awareness of personal interests and passions.Review goals and action plans each term. Creating and Applying <ul style="list-style-type: none">Determine the person you want to become and the qualities and positive traits you would like to develop.Continue to develop and strengthen time management and organization skills.Create action plans that reflect your learning style. Planning and Goal Setting <ul style="list-style-type: none">Set short-term academic and personal goals.Continue to track personal experiences, dates and key information.Identify key resume elements that strengthen an application.Record in High School Planner courses completed/in progress for graduation program.	<i>Students are expected to know the following:</i> <ul style="list-style-type: none">Their top three subject areas.Three occupations of interest.Life mapsGoal Setting (including SMART goal principle)Who Do I Want to Become?Resume and Cover LetterTime ManagementPost Secondary PlanningHigh School PlannerPortfolio Development



COMPASS 10B




CHARTING SUCCESS BEYOND GRADUATION


Getting Started:

Grade 10 Students

1. Have students visit www.myBlueprint.ca, and enter their email and password to log in.
2. **Forgotten password?** Students can reset their passwords by clicking on the 'Forgot your password?' link in the green Existing User box.

TERM 1	STUDENT ACTIVITY
Learning Goal: ✓ to identify factors that have shaped who they are and are likely to shape who they become over time	ACTIVITY: Knowledge Assessment <ol style="list-style-type: none">1. Select Career Spectrum from the ☰ menu on your dashboard.2. Complete the Knowledge questions to receive your results.3. Review the full report to learn more about your top three subject areas and the types of occupations that are well suited to your interests.4. Add your Interests to My Portfolio.5. Write a brief reflection (Do you agree? Disagree? Why or why not? What did you learn?)
Learning Goal: ✓ to learn more about your interests and passions	ACTIVITY: Create 2 Custom Boxes In My Portfolio <ol style="list-style-type: none">1. Select My Portfolio from the ☰ menu on your dashboard.2. Add Two custom boxes titled "WHO AM I?" and upload a picture or video of something that best describes who you are / what makes you happy / what is your passion?3. Add a title and a description.4. Add a reflection (Why did you choose to share this? Why is it important to you?)
TERM 2	STUDENT ACTIVITY
Learning Goal: ✓ to learn more about creating SMART goals and action plans	ACTIVITY: Goal Setting <ol style="list-style-type: none">1. Select Goal Setting from the ☰ menu on your dashboard and Add a Goal2. Add One Academic Goal (Short Term) and include an Action Plan for how you intend to achieve it. This can be around Learning Skills or to improve on a specific subject area.3. Add this academic goal to My Portfolio.4. Add One Other Goal (short term) and include an Action Plan for how you intend to achieve it. This can be about anything else in your life that you would like to improve.5. Add this goal to My Portfolio.6. Write a brief reflection about why you've set these goals (What are you trying to achieve? Why? How does it fit your bigger plan?)
Learning Goals: ✓ to explore and prepare for next year ✓ to add courses that align with the knowledge results ✓ to relate attributes to goals	ACTIVITY: High School Planning <ol style="list-style-type: none">1. Select High School Planner from the ☰ menu on your dashboard.2. Add courses to Year 2 based on compulsory courses and electives that interest you.3. Review grade 12 courses that you are interested in, and make sure that you have the prerequisites selected in grade 11.

Learning Goals: ✓ to learn more about yourself and the person you want to become ✓ to reflect on personal growth by researching the life of a successful person	ACTIVITY: Create A Custom Box In My Portfolio <ol style="list-style-type: none"> 1. Select My Portfolio from the  menu on your dashboard. 2. Add a Custom Box called “WHO DO I WANT TO BECOME?” and upload a picture or video of something that best describes who you want to become – this is not an occupation, but rather a character strength 3. Add a title and a description. 4. Write a reflection on why you chose this picture or video.
TERM 3	STUDENT ACTIVITY
Learning Goal: ✓ to start tracking experiences, dates and key information ✓ to identify key resume elements that strengthen an application	ACTIVITY: Resume & Cover Letter <ol style="list-style-type: none"> 1. Select Resume & Cover Letter from the  menu on your dashboard 2. Review the Resume Guidelines to learn more about effective resume building. 3. If you haven’t already, add your Contact information; fill in the Education, and Extra Curricular activities sections. 4. Identify a job posting (can use job finder sites, or can use the myBlueprint Occupation Planner to find real-time job postings from Simply Hired) 5. Add an Objective to your resume for the job posting you selected. 6. Add any additional experiences that you’d like to record.
Learning Goal: ✓ to practice self-assessment and reflection ✓ to develop or improve on time management and organization skills	ACTIVITY: Review Goal Setting <ol style="list-style-type: none"> 1. Review goals set in November. 2. Check off the completed boxes in your ‘tasks’ and / or reflect... how are they going? Completed? 3. Set One new Short Term goal and add One Medium Term goal that you would like to accomplish before the end of high school. 4. Write a brief reflection about why you’ve set these goals (What are you trying to achieve? Why? How does it fit in a bigger plan?)
Learning Goal: ✓ to explore and discover various occupations in the real world ✓ to relate personal attributes to career goals	ACTIVITY: Occupation Planning <ol style="list-style-type: none"> 1. Select Occupation Planner from the  menu on your dashboard. 2. Enter Opportunity Name or Keyword and click Search when you are ready. 3. Find 3 Occupations that are not necessarily in your field of interest but you want to know more about. Click the check boxes to the left of the occupation names and then click compare to view the occupations in a chart. 4. Consider and compare the following: <ol style="list-style-type: none"> a. Salary comparison b. Level of education required c. Number of years of post-secondary education (if this applies) 5. Add your top 3 occupations in to your Portfolio and use the reflection box to compare (Pros vs Cons).

TERM 4	STUDENT ACTIVITY
Learning Goal: ✓ to discover post-secondary options that align with personal interests ✓ to explore different post-secondary pathways	ACTIVITY: Explore Post-Secondary Planner 1. Select Post-Secondary Planner from the  menu on your dashboard. 2. Find one opportunity from each pathway that interests you and click Favourite (There are suggestions based on the Career Spectrum surveys below the Smart Filter Table) 3. Add three opportunities to My Portfolio (click icon Add to Portfolio) 4. Add a reflection to My Portfolio (What is it about these opportunities that interests me? Why do I want to pursue this opportunity?)
Learning Goal: ✓ to practice self-assessment and reflection	ACTIVITY: Review Goals 1. Ensure all goals created this year are added to My Portfolio . 2. Review the goals you created this year and write a reflection on your progress/achievement/improvements for each goal.
Learning Goals: ✓ to practice self-assessment and reflection ✓ to be active participants in creating their portfolio and showcasing their story	*CULMINATING ACTIVITY: My Portfolio 1. Add Two more custom boxes – upload images or documents or link videos of something that happened to you this year that you would like to share (i.e. field trip, job shadowing, cool project, etc.). 2. Write a reflection about why you wanted to share this experience. 3. Look at your Portfolio and all of the boxes you’ve added and ensure each box has a reflection .



COMPASS 10B

CHARTING SUCCESS BEYOND GRADUATION

Student Name: _____

Tutorial Teacher: _____

Evaluation Process:

Student and Tutorial Teacher will evaluate each term, based on a Task Completion model.

- All term tasks are expected to be completed by the end of each term.
- Each student will complete the Term checklist below and conference with their Tutorial Teacher.
- A G, S, or N effort will be assigned by the Tutorial Teacher at the end of each term (based on GW Graham Work Habits Rubric).
- Please note: Work Habits for this course will be included in Outstanding Effort Roll calculation for each report card.
- A final mark will be assessed in term 4 via a Portfolio Review conference.

Term 1

Activity: Knowledge Assessment

- ☐ Complete Knowledge Questions
- ☐ Add Interests to Portfolio
- ☐ Reflection

Activity: Create 2 Custom Boxes in My Portfolio

- ☐ Who Am I – Box 1
- ☐ Who Am I – Box 2
- ☐ Reflection

Tutorial Teacher Initial: _____

Term 3

Activity: Resume and Cover Letter

- ☐ Add Contact Information
- ☐ Add Education
- ☐ Add Extra Curricular Activities
- ☐ Add Objective.
- ☐ Add Additional Experiences

Activity: Review Goal Setting

- ☐ Add one Short Term Goal
- ☐ Add one Medium Term Goal
- ☐ Reflection

Activity: Occupation Planning

- ☐ Select 3 occupations Outside Field of Interest
- ☐ Reflection: Compare Occupations

Tutorial Teacher Initial: _____

Term 2

Activity: Goal Setting

- ☐ Academic Short Term Goal
- ☐ Other Short Term Goal
- ☐ Reflection

Activity: High School Planning

- ☐ Add all secondary courses to High School Planner.

Activity: Create a Custom Box in My Portfolio

- ☐ Who Do I Want to Become?
- ☐ Reflection

Tutorial Teacher Initial: _____

Term 4

Activity: Explore Post Secondary Planner

- ☐ Add Three Opportunities to My Portfolio
- ☐ Reflection

Activity: Review Goals

- ☐ Confirm My Portfolio includes all goals.
- ☐ Reflection of all goals

Culminating Activity: My Portfolio

- ☐ Create 2 Custom Boxes
- ☐ Reflection
- ☐ Final Portfolio Conference Completed.

Tutorial Teacher Initial: _____

Board/Authority Authorised Course Submission

School District/Independent School Authority Name	Chilliwack School District
School District/Independent School Authority Number	SD #33
Developed by	Heather Elliott, David Guertsen, Dan Heisler, Pam Jones, Courtney See, Lynnet Schramm, Cheryl Tourand
Date Developed	Feb - April, 2016
School Name	GW Graham Middle-Secondary School
Principal's Name	Dan Heisler
Superintendent Approval Date	
Superintendent Signature	
Board/Authority Approval Date	
Board/Authority Chair Signature	
Course Name	COMPASS 11
Grade Level of Course	Grade 11
Number of Course Credits	1 credit
Number of Hours of Instruction	30
Prerequisite(s)	N/A
Special Training, Facilities or Equipment Required	N/A
Course Synopsis: The COMPASS 11 course is designed to provide grade 11 students with the skills, structure, guidance and opportunity to become reflective practitioners during their secondary school years and beyond. Students will develop, maintain and complete a secondary portfolio that requires individual graduation tracking, self-assessment and post-secondary goals and planning. This course will be accessed, delivered and completed during the daily 30-minute block of time (Tutorial) throughout the school year.	

Rationale

As GW Graham students progress from grades 9 through 12, they will have the opportunity to advance through four 1 credit courses during tutorial time to assist in their successful completion of secondary school and exit with a comprehensive path for their post secondary plans. With this ongoing focus of goal setting, planning and preparing for post secondary 'life', our students will be more confident about their future, ensure they have a vision for their future upon graduation and gain a solid understanding about their personal inventories, strengths and possible careers. During the four years enrolled in a COMPASS course, students will experience the following:

- **Goal Setting** – adding interactive SMART goals and action plans.
- **High School Planner** – visually planning courses, tracking towards graduation and instantly identifying post-secondary eligibility for opportunities in every pathway.
- **Post-Secondary Planner** – compare detailed information on Apprenticeships, College Programs, University Programs and Workplace sectors across Canada.
- **Occupation Planner** – compare comprehensive information on Occupations.
- **Experiences & Resume** – ongoing recording of experiences, building and updating their resume, and cover letter.
- **Discovery & Explorations** – complete grade-specific personal interest inventories.

Unit/Topic/Module Descriptions

*Please see attached appendices.

Instructional Component

Through teacher facilitation, students will access the MyBlueprint Education Planner and complete predetermined activities, explorations and assignments related to the Learning Standards (as defined in attached appendices).

Assessment Component

*Please see attached appendices.

Learning Resource

MyBluePrint Educational Planner



COMPASS 11

CHARTING SUCCESS BEYOND GRADUATION

Grade 11

Core Curriculum

BIG IDEAS

Engaging in a process of continuous learning requires ongoing reflective practice.	Through ongoing exploration and application we continue to develop and strengthen successful students skills	Creating and implementing action plans through ongoing planning and goal setting leads to success.
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Learning Standards	
Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Reflecting</p> <ul style="list-style-type: none">• Revisit factors and identify motivations that have shaped who they are and are likely to shape who they become.• Deepen awareness of personal interests/passions and skills.• Review goals and action plans each term.• Understand of how life choices affect budgeting goals. <p>Creating and Applying</p> <ul style="list-style-type: none">• Continue to develop and strengthen time management and organization skills.• Create action plans that reflect your goals.• Create a resume and cover letter that includes key elements that strengthen an application.• Acquire basic budgeting skills. <p>Planning and Goal Setting</p> <ul style="list-style-type: none">• Set a short-term, medium-term and long-term academic and personal goals.• Continue to track personal experiences, dates and key information.• Update the High School Planner courses completed/in progress for graduation program.• Determine post-secondary options that align with personal interests.	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• Motivation factors• Goal Setting (including SMART goal principle)• Life maps• Resume and Cover Letter• Time Management• High School Planner• Post Secondary Exploration and Planning• Portfolio Development• Financial Literacy



COMPASS 11





CHARTING SUCCESS BEYOND GRADUATION


Getting Started:

Grade 11 Students

1. Have students visit www.myBlueprint.ca, and enter their email and password to log in.
2. **Forgotten password?** Students can reset their passwords by clicking on the 'Forgot your password?' link in the green Existing User box.

TERM 1	STUDENT ACTIVITY
Learning Goals: ✓ to identify factors that have shaped who they are and are likely to shape who they become over time	ACTIVITY: Motivations Assessment <ol style="list-style-type: none">1. Select Career Spectrum from the ☰ menu on your dashboard.2. Complete the Motivations survey to receive your results.3. Review the full report to learn more about your top two motivation factors and the types of opportunities that are well suited to your interests.4. Add your Interests to My Portfolio.5. Write a brief reflection (Do you agree? Disagree? Why or why not? What did you learn?). <i>NOTE: The Learning Styles, Personality, Interests and Knowledge assessments must be completed before a student can complete the Motivations survey.</i>
Learning Goal: ✓ to learn more about your interests and passions with the added context of motivation factors	ACTIVITY: Create 2 Custom Boxes In My Portfolio <ol style="list-style-type: none">1. Select My Portfolio from the ☰ menu on your dashboard.2. Add Two custom boxes titled "WHO AM I?" and upload a picture or video of something that best describes who you are / what is your passion / what are you proud of / who do you admire?3. Add a title and a description.4. Add a reflection (Why did you choose to share this? Why is it important to you?).
Learning Goal: ✓ to learn more about creating SMART goals and action plans	ACTIVITY: Goal Setting <ol style="list-style-type: none">1. Select Goal Setting from the ☰ menu on your dashboard and Add a Goal.2. Add One Academic Goal (Short Term) and include an Action Plan for how you intend to achieve it. This can be around Learning Skills or to improve on a specific subject area.3. Add this academic goal to My Portfolio.4. Add One Personal Goal (Short or Medium Term) and include an Action Plan for how you intend to achieve them. This could be anything you would like to improve on.5. Add this goal to My Portfolio.6. Write a brief reflection about why you've set these goals (What are you trying to achieve? How does it fit in a bigger plan?).

TERM 2	STUDENT ACTIVITY
Learning Goal: ✓ to learn more about yourself and the person you want to become - the qualities and positive traits you would like to work on	ACTIVITY: Create A Custom Box In My Portfolio 1. Select My Portfolio from the  menu on your dashboard. 2. Add a Custom Box called “ WHO DO I WANT TO BECOME? ” and upload a picture or video of something that best describes who you want to become – this is not an occupation, but rather a character strength . 3. Add a title and a description. 4. Write a reflection on why you chose this picture or video.
Learning Goal: ✓ to start tracking experiences, dates and key information ✓ to identify key resume elements that strengthen an application	ACTIVITY: Resume & Cover Letter 1. Select Resume & Cover Letter from the  menu on your dashboard. 2. Review the Resume Guidelines to learn more about effective resume building. 3. If you haven’t already, add your Contact information; fill in the Education section, and Extra Curricular activities. 4. Identify a job posting (Click the Menu tab at the top left of the screen and select Job Finder to find real-time job postings from Simply Hired). 5. Add an Objective to your resume for the job posting you selected. 6. Complete the Volunteer Experience section and any Work Experience you have acquired up to this point. 7. Add any additional experiences that you’d like to record.
Learning Goal: ✓ to practice self-assessment and reflection ✓ to develop or improve on time management and organization skills	ACTIVITY: Review Goal Setting 1. Review goals set in November. 2. Check off the completed boxes in your Tasks and / or reflect... how are they going? Completed? 3. Set One new Short Term goal AND add One Medium Term goal that you would like to accomplish before the end of high school. Set One Long Term goal that you would like to complete after high school. 4. Write a brief reflection about why you’ve set these goals (What are you trying to achieve? Why? How does it fit in a bigger plan?).
Term 3	STUDENT ACTIVITY
Learning Goal: ✓ to explore and prepare for next year ✓ to add courses that align with the Career Spectrum Survey results (i.e. top three subject areas a student is interested in)	ACTIVITY: High School Planning 1. Select High School Planner from the  menu on your dashboard. 2. Update your High School Planner with completed and in-progress courses. 3. Click on View Progress to review your progress to graduate and ensure you have fulfilled all the requirements.
Learning Goal: ✓ to discover post-secondary options that align with personal interests ✓ to compare different post-secondary pathways	ACTIVITY: Explore Post-Secondary Planner 1. Select Post-Secondary Planner from the  menu on your dashboard. 2. Find one opportunity from each pathway that interests you and click Favourite (There are suggestions based on the Career Spectrum surveys below the Smart Filter Table). 3. Click MY FAVOURITES to review selected opportunities. Click the Compare button to the right of the opportunities you ‘favourited’ today and then click the green Compare button at the top of the screen to view the opportunities side by side.

	<ol style="list-style-type: none"> 4. Consider and compare the following: <ol style="list-style-type: none"> a. Tuition b. Program Length c. Admission Requirements d. Location 5. Add three opportunities to My Portfolio (click icon Add to Portfolio). 6. Add a reflection to these boxes on My Portfolio (What is it about these opportunities that interests me? Why do I want to pursue this opportunity? What are the pros and cons of each program?).
Term 4	STUDENT ACTIVITY
Learning Goal: ✓ to practice self-assessment and reflection	ACTIVITY: Review Goals <ol style="list-style-type: none"> 1. Ensure all goals created this year are added to My Portfolio. 2. Review the goals you created this year and write a reflection on your progress/achievement/improvements for each goal.
Learning Goal: ✓ to acquire basic budgeting skills and identify strategies for making wise financial choices ✓ to discover how post-secondary choices will affect current budget goals	ACTIVITY: Introduction to Financial Literacy <ol style="list-style-type: none"> 1. Select Financial Planner from the  menu on your dashboard. 2. Click on Budget Basics, read the content, add a Custom Box and write down three budgeting tips that can help you manage your money. 3. Click on Credit and Debt, read the content and answer the following questions in your own words: <ol style="list-style-type: none"> a. What is Credit? b. What is Interest and how does it work? c. What is Debt?
Learning Goals: ✓ to practice self-assessment and reflection ✓ to be active participants in creating their portfolio and showcasing their story	*CULMINATING ACTIVITY: My Portfolio <ol style="list-style-type: none"> 1. Add Two more custom boxes – upload images or documents or link videos of something that happened to you this year that you would like to share (i.e. field trip, job shadowing, cool project, etc). 2. Write a reflection about why you wanted to share this experience. 3. Look at My Portfolio to review the boxes you’ve added and ensure each box has a reflection.



COMPASS 11

CHARTING SUCCESS BEYOND GRADUATION

Student Name: _____

Tutorial Teacher: _____

Evaluation Process:

Student and Tutorial Teacher will evaluate each term, based on a Task Completion model.

- All term tasks are expected to be completed by the end of each term.
- Each student will complete the Term checklist below and conference with their Tutorial Teacher.
- A G, S, or N effort will be assigned by the Tutorial Teacher at the end of each term (based on GW Graham Work Habits Rubric).
- Please note: Work Habits for this course will be included in Outstanding Effort Roll calculation for each report card.
- A final mark will be assessed in term 4 via a Portfolio Review conference.

Term 1

Activity: Motivations Assessment

- ☐ Complete Motivations Survey
- ☐ Add Interests to Portfolio
- ☐ Reflection

Activity: Create 2 Custom Boxes in My Portfolio

- ☐ Who Am I – Box 1
- ☐ Who Am I – Box 2
- ☐ Reflection

Activity: Review Goal Setting

- ☐ Add one Academic Short Term Goal
- ☐ Add one Personal Short or Medium Term Goal
- ☐ Reflection

Tutorial Teacher Initial: _____

Term 3

Activity: High School Planning

- ☐ Add all secondary courses to High School Planner.

Activity: Explore Post-Secondary Planner

- ☐ Add 3 Educational Opportunities to My Portfolio.
- ☐ Reflection: Compare 3 Educational Opportunities.

Tutorial Teacher Initial: _____

Term 2

Activity: Create a Custom Box in My Portfolio

- ☐ Who Do I Want to Become?
- ☐ Reflection

Activity: Resume and Cover Letter

- ☐ Add/Update Contact Information
- ☐ Add/Update Education
- ☐ Add/Update Extra Curricular Activities
- ☐ Add/Update Objective.
- ☐ Add Volunteer & Work Experience
- ☐ Add Additional Experiences

Activity: Goal Setting

- ☐ Add One Short Term Goal
- ☐ Add One Medium Term Goal
- ☐ Add One Long Term Goal
- ☐ Reflection

Tutorial Teacher Initial: _____

Term 4

Activity: Review Goals

- ☐ Confirm My Portfolio includes all goals.
- ☐ Reflection of all goals

Activity: Introduction to Financial Literacy

- ☐ Add One Custom Box
- ☐ Write 3 Budgeting Tips in the Custom Box
- ☐ Answer the Credit and Debit Questions in the Custom Box.

Culminating Activity: My Portfolio

- ☐ Create One Custom Box
- ☐ Reflection
- ☐ Final Portfolio Conference Completed.

Tutorial Teacher Initial: _____

Board/Authority Authorised Course Submission

School District/Independent School Authority Name	Chilliwack School District
School District/Independent School Authority Number	SD #33
Developed by	Heather Elliott, David Guertsen, Dan Heisler, Pam Jones, Courtney See, Lynnet Schramm, Cheryl Tourand
Date Developed	Feb - April, 2016
School Name	GW Graham Middle-Secondary School
Principal's Name	Dan Heisler
Superintendent Approval Date	
Superintendent Signature	
Board/Authority Approval Date	
Board/Authority Chair Signature	
Course Name	COMPASS 12
Grade Level of Course	Grade 12
Number of Course Credits	1 credit
Number of Hours of Instruction	30
Prerequisite(s)	N/A
Special Training, Facilities or Equipment Required	N/A
Course Synopsis: The COMPASS 12 course is designed to provide grade 12 students with the skills, structure, guidance and opportunity to become reflective practitioners during their secondary school years and beyond. Students will develop, maintain and complete a secondary portfolio that requires individual graduation tracking, self-assessment and post-secondary goals and planning. This course will be accessed, delivered and completed during the daily 30-minute block of time (Tutorial) throughout the school year.	



Rationale

As GW Graham students progress from grades 9 through 12, they will have the opportunity to advance through four 1 credit courses during tutorial time to assist in their successful completion of secondary school and exit with a comprehensive path for their post secondary plans. With this ongoing focus of goal setting, planning and preparing for post secondary 'life', our students will be more confident about their future, ensure they have a vision for their future upon graduation and gain a solid understanding about their personal inventories, strengths and possible careers. During the four years enrolled in a COMPASS course, students will experience the following:

- **Goal Setting** – adding interactive SMART goals and action plans.
- **High School Planner** – visually planning courses, tracking towards graduation and instantly identifying post-secondary eligibility for opportunities in every pathway.
- **Post-Secondary Planner** – compare detailed information on Apprenticeships, College Programs, University Programs and Workplace sectors across Canada.
- **Occupation Planner** – compare comprehensive information on Occupations.
- **Experiences & Resume** – ongoing recording of experiences, building and updating their resume, and cover letter.
- **Discovery & Explorations** – complete grade-specific personal interest inventories.

Unit/Topic/Module Descriptions

*Please see attached appendices.

Instructional Component

Through teacher facilitation, students will access the MyBlueprint Education Planner and complete predetermined activities, explorations and assignments related to the Learning Standards (as defined in attached appendices).

Assessment Component

*Please see attached appendices.

Learning Resource

MyBluePrint Educational Planner



COMPASS 12

CHARTING SUCCESS BEYOND GRADUATION

Grade 12

Core Curriculum

BIG IDEAS

Engaging in a process of continuous learning requires ongoing reflective practice.	Through ongoing exploration and application we continue to develop and strengthen successful students skills	Creating and implementing action plans through ongoing planning and goal setting leads to success.
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Learning Standards

Curricular Competencies	Content
<i>Students are expected to be able to do the following:</i> Reflecting <ul style="list-style-type: none">• Deepen awareness of personal interests and passions.• Review goals and action plans each term.• Engage in dialogue related to mental health. Creating and Applying <ul style="list-style-type: none">• Continue to develop and strengthen time management and organization skills.• Create action plans that reflect your goals.• Update resume and cover letter that includes key elements that strengthen an application.• Create post-secondary financial plan. Planning and Goal Setting <ul style="list-style-type: none">• Set a short-term, medium-term and long-term academic and personal goals.• Continue to track personal experiences, dates and key information.• Update the High School Planner courses completed/in progress for graduation program.• Compare post-secondary/occupational options that align with personal interests and skills.	<i>Students are expected to know the following:</i> <ul style="list-style-type: none">• Skills and Compatibilities• Goal Setting (including SMART goal principle)• Resume and Cover Letter• Time Management• High School Planner• Post Secondary Exploration and Planning• Portfolio Development• Financial Planning• Mental Health Awareness





COMPASS 12





CHARTING SUCCESS BEYOND GRADUATION





Getting Started:




Grade 12 Students



1. Have students visit www.myBlueprint.ca, and enter their email and password to log in.
2. **Forgotten password?** Students can reset their passwords by clicking on the 'Forgot your password?' link in the green Existing User box.

TERM 1	STUDENT ACTIVITY
Learning Goals: <ul style="list-style-type: none">✓ to identify factors that have shaped who they are and are likely to shape who they become over time✓ to explore available occupation options and make informed post-secondary decisions	ACTIVITY: Compatibility Assessment <ol style="list-style-type: none">1. Select Career Spectrum from the  menu on your dashboard.2. Find your Occupation Matches. To do this, click the circle for Compatibility Survey and scroll down to view which Occupations you have been matched with based on your answers to the first five surveys. You can filter by Education Level and Career Cluster to help you find what interests you. Click View More to see more results.3. Complete Compatibility surveys for at least three Occupation Matches and review your results. Favourite and add attractive opportunities to My Portfolio (Note: an orange star at the bottom left of the icon indicates if the opportunity has been favoured).4. Select your most attractive option, and click on the Occupation name to be taken to the Occupation Planner. Scroll down to view the Requirements for this job. What level of education does this opportunity require?5. Go to My Portfolio and find the box with your most attractive Occupation option. Write a brief reflection (How am I going to pursue this opportunity? How can I research this opportunity further? What steps do I need to take?). <p><i>NOTE: The Learning Styles, Personality, Interests, Knowledge and Motivations assessments must be completed before a student can complete the Compatibility surveys.</i></p>
Learning Goal: <ul style="list-style-type: none">✓ to learn more about your interests and passions with the added context of having completed all the Career Spectrum assessments	ACTIVITY: Create Two Custom Boxes In My Portfolio <ol style="list-style-type: none">1. Select My Portfolio from the  menu on your dashboard.2. Add Two custom boxes titled "WHO AM I?" and upload a picture or video of something that best describes who you are / what is your passion / what are you proud of / who do you admire?3. Add a title and a description.4. Add a reflection (Why did you choose to share this? Why is it important to you?).

<p>Learning Goal:</p> <p>✓ to learn more about creating SMART goals and action plans</p>	<p>ACTIVITY: Goal Setting</p> <ol style="list-style-type: none"> 1. Select Goal Setting from the  menu on your dashboard and Add Goal. 2. Add One Academic Goal (Short Term) and create an Action Plan for how you intend to achieve it. This can be around Learning Skills or to improve on a specific subject area. 3. Add this Academic Goal to My Portfolio. 4. Add One Post-Secondary Goal (Medium Term) to My Portfolio and include an Action Plan for how you intend to achieve it. This can apply to a Post-Secondary opportunity that interests you. 5. Add One Other goal (Long Term) to My Portfolio and include an Action Plan for how you intend to achieve them. This can be related to finding a summer job or anything else you would like to improve on. 6. In My Portfolio write a brief reflection about why you've set these goals (What are you trying to achieve? Why? How does it fit in a bigger plan?).
TERM 2	STUDENT ACTIVITY
<p>Learning Goal:</p> <p>✓ to learn more about yourself and the person you want to become - the qualities and positive traits you would like to work on.</p>	<p>ACTIVITY: Create A Custom Box In My Portfolio</p> <ol style="list-style-type: none"> 1. Select My Portfolio from the  menu on your dashboard. 2. Add a custom box to My Portfolio called "WHO DO I WANT TO BECOME?" and upload a picture or video of something that best describes who you want to become – this is not an occupation, but rather a character strength. 3. Add a title and a description. 4. Write a reflection about why you chose this picture or video.
<p>Learning Goal:</p> <p>✓ to explore and compare various occupations in the real world</p> <p>✓ to relate personal attributes to career goals</p>	<p>ACTIVITY: Occupation Planning</p> <ol style="list-style-type: none"> 1. Select Occupation Planner from the  menu on your dashboard. 2. Find an Occupation option by entering an Occupation Name of interest or Keyword in the Search Bar and clicking Search. Too many options? Use the Smart Filters to help narrow your results. 3. Find Two Occupations that you want to learn more about. Click the Compare button to the right of the occupation names and then click the green Compare button at the top of the screen to view the Occupations side by side. 4. Consider and compare the following: <ol style="list-style-type: none"> a. Salary b. Level of education required c. Whether this job is a match for you based on your Career Spectrum results d. Your Compatibility with this option (to see this you will need to complete the Compatibility Survey) e. Potential Post-Secondary programs (if applicable) 5. Click the star icon below the Occupation Title to favourite attractive options. 6. Repeat steps 2-5 for different Occupation options. Rank your top three choices by selecting Occupation Planner at the top of your screen and then clicking MY FAVOURITES. Click and drag your top three choices into the slots. 7. Select My Portfolio from the  menu. Add boxes for your recently 'favourited' occupations by clicking the icon Add to Portfolio beside each name. 8. Add a reflection to the 3 boxes on My Portfolio. Why does this occupation interests me? What are the pros and cons?

<p>Learning Goal:</p> <ul style="list-style-type: none"> ✓ to discover Post-Secondary options that align with personal interests ✓ to compare different post-secondary pathways 	<p>ACTIVITY: Post-Secondary Planner</p> <ol style="list-style-type: none"> 1. Select Post-Secondary Planner from the  menu on your dashboard. 2. Find three opportunities from one or more pathways that interest you and click Favourite. Use the Smart Filters to help narrow your results. 3. On the main page of the Post-Secondary Planner select MY FAVOURITES to review your selected opportunities. Click the Compare button to the right of the opportunities you favourited today and then click the green Compare button at the top of the screen to view the opportunities side by side. 4. Consider and compare the following: <ol style="list-style-type: none"> a. Tuition b. Program Length c. Admission Requirements d. Location e. Related Occupations 5. Return to the main page for the Post-Secondary Planner and select MY FAVOURITES. Rank your top three Post-Secondary opportunities by clicking and dragging them into the first, second, and third place spot. 6. Select My Portfolio from the  menu on your dashboard. Add boxes for your recently-favourited opportunities by clicking the icon Add to Portfolio beside each name. 7. Add a reflection to each of the three boxes on My Portfolio (What is it about these opportunities that interests me? Why do I want to pursue this opportunity? What are the pros and cons of each one?). <p><i>NOTE: For additional information outlining each Post-Secondary pathway, explore the RESOURCES tab found on the main page of the Post-Secondary Planner.</i></p>
TERM 3	STUDENT ACTIVITY
<p>Learning Goal:</p> <ul style="list-style-type: none"> ✓ to track experiences, dates and key information that can be helpful in a job application ✓ to identify key resume elements that strengthen an application 	<p>ACTIVITY: Resume & Cover Letter</p> <ol style="list-style-type: none"> 1. Select Resume & Cover Letter from the  menu on your dashboard. 2. Review the Guidelines and Tips to learn more about effective resume building. Select Back to Resume in the top right corner of your screen to return to building your resume. 3. If you haven't already, add your Contact information; fill in the Education, Volunteer Experience, and Work Experience sections. As well as any Extra Curricular activities. 4. Find a job posting for one of your favourite Occupations. To do this, simply click the  menu at the top left of your screen and select Occupation Planner. Next select MY FAVOURITES, click on the occupation name (ex: News Analyst), select the Resources tab, and scroll to the Job Search section to find real-time job postings from Simply Hired. 5. Add an Objective to your resume related to the job posting you selected. 6. Add two Achievements and two Hobbies and Interests that are related to the job posting you selected. 7. Add any additional experiences that you'd like to record.

<p>Learning Goal:</p> <ul style="list-style-type: none"> ✓ to practice self-assessment and reflection ✓ to develop or improve on time management and organization skills ✓ to engage in an open and honest dialogue concerning mental health 	<p>ACTIVITY: Review Goal Setting</p> <ol style="list-style-type: none"> 1. Select Goal Setting from the  menu on your dashboard. 2. Review goals set in October. 3. Check off the completed tasks in your Action Plan for each goal and reflect on your progress (How many tasks still need to be completed? Do you need to expand on your Action Plan?) 4. Set One Short Term goal that you would like to accomplish before the end of high school. Review and update your Long Term goal that you would like to complete after high school. 5. Ensure that your goals regarding Post-Secondary opportunities are on track, if they are not; speak with your teacher or counselor so that they can help you make a plan. 6. Select My Portfolio from the  menu on your dashboard. Click Add Box, then click Goal Setting, select the goals you set today, and click Add to Portfolio. Write a brief reflection about why you've set these goals (What are you trying to achieve? Why? How does it fit in a bigger plan?)
<p>Learning Goal:</p> <ul style="list-style-type: none"> ✓ to acquire basic budgeting skills and identify strategies for making wise financial choices ✓ to discover how post-secondary choices will affect current budget goals ✓ to learn how to effectively use a credit card 	<p>ACTIVITY: Financial Planner</p> <ol style="list-style-type: none"> 1. Select Financial Planner from the  menu on your dashboard. 2. Click on Budget Overview in the top right of your screen, select Budget Basics, read the content. Create a Custom Box. Write down three budgeting tips that can help you manage your money. 3. Click on the Credit and Debit tab, read the content and answer the following questions in your own words: <ol style="list-style-type: none"> a. What is Credit? b. What is Interest and how does it work? c. What is Debt? 4. Add a Custom Box 5. Click on Paying for Post-Secondary, read the content and answer the following questions in your own words: <ol style="list-style-type: none"> a. What is a scholarship? b. What are bursaries and grants? c. What is a loan? d. What are the differences between these financial resources? 6. Click on Create Budget, and relate this budget to a Post-Secondary opportunity you have favourited from the drop-down menu. Then name your budget and put in today's date as Start Date. If you have already created a budget in myBlueprint, select My Budgets in the top right corner of your screen, click on your budget, and under the budget's title click Relate to post-secondary opportunity. Review and adjust the fields as necessary. 7. Make sure that at least 10 fields are filled in.

TERM 4	STUDENT ACTIVITY
<p>Learning Goal:</p> <ul style="list-style-type: none"> ✓ to be equipped for transitioning into post-secondary ✓ to reflect on their expectations for Post-Secondary 	<p>ACTIVITY: Create a Journal Entry in My Portfolio</p> <ol style="list-style-type: none"> 1. Select My Portfolio & Reflection from the  menu on your dashboard. 2. Click Add Box, and create a Journal Entry. 3. Write a Journal Entry to describe what you have heard about Post-Secondary opportunities. Then answer the following questions: <ol style="list-style-type: none"> a. What are you looking forward to? b. What are you worried about? c. What are two obstacles you may face? d. How can you overcome these obstacles?
<p>Learning Goal:</p> <ul style="list-style-type: none"> ✓ to identify key resume elements that strengthen an application 	<p>ACTIVITY: Resume & Cover Letter</p> <ol style="list-style-type: none"> 1. Select Resume & Cover Letter from the  menu on your dashboard. 2. Update your current Resume & Cover Letter
<p>Learning Goal:</p> <ul style="list-style-type: none"> ✓ to practice self-assessment and reflection 	<p>ACTIVITY: Review Goals</p> <ol style="list-style-type: none"> 1. Ensure all goals created this year are added to My Portfolio. 2. Review the goals you created this year and write a reflection on your progress/achievement/improvements for each goal.
<p>Learning Goals:</p> <ul style="list-style-type: none"> ✓ to practice self-assessment and reflection ✓ to be active participants in creating their portfolio and showcasing their story 	<p>CULMINATING ACTIVITY: My Portfolio</p> <ol style="list-style-type: none"> 1. Add 2 more custom boxes – upload images or documents or link videos of something that happened to you this year that you would like to share (i.e. field trip, job shadowing, cool project, etc). 2. Write a reflection about why you wanted to share this experience. 3. Look at My Portfolio to review the boxes you’ve added and ensure each box has a reflection.



COMPASS 12

CHARTING SUCCESS BEYOND GRADUATION

Student Name: _____

Tutorial Teacher: _____

Evaluation Process:

Student and Tutorial Teacher will evaluate each term, based on a Task Completion model.

- All term tasks are expected to be completed by the end of each term.
- Each student will complete the Term checklist below and conference with their Tutorial Teacher.
- A G, S, or N effort will be assigned by the Tutorial Teacher at the end of each term (based on GW Graham Work Habits Rubric).
- Please note: Work Habits for this course will be included in Outstanding Effort Roll calculation for each report card.
- A final mark will be assessed in term 4 via a Portfolio Review conference.

Term 1

Activity: Compatibility Survey

- ☐ Complete 3 Compatibility Surveys
- ☐ Reflection

Activity: Create 2 Custom Boxes in My Portfolio

- ☐ Who Am I – Box 1
- ☐ Who Am I – Box 2
- ☐ Reflection

Activity: Goal Setting

- ☐ Add one Academic Short Term Goal
- ☐ Add one Post-Secondary Medium Term Goal
- ☐ Add one Other Long Term Goal.
- ☐ Reflection

Tutorial Teacher Initial: _____

Term 2

Activity: Create a Custom Box in My Portfolio

- ☐ Who Do I Want to Become?
- ☐ Reflection

Activity: Occupation Planning

- ☐ Compare Two Occupations
- ☐ Add 'Favourited' Occupations to Portfolio.
- ☐ Add Reflection to the three boxes on My Portfolio

Activity: Post-Secondary Planner

- ☐ Add 3 Educational Opportunities to My Portfolio.
- ☐ Add Top 3 Opportunities to My Portfolio
- ☐ Reflection

Tutorial Teacher Initial: _____

Term 3

Activity: Resume and Cover Letter

- ☐ Add/Update Contact Information
- ☐ Add/Update Education
- ☐ Add/Update Extra Curricular Activities
- ☐ Add/Update Objective.
- ☐ Add Volunteer & Work Experience
- ☐ Add two Achievements & two Hobbies & Interests

Activity: Review Goal Setting

- ☐ Add one Short Term Goal
- ☐ Review and Update Long Term Goal
- ☐ Reflection on new Goals added.

Activity: Financial Planner

- ☐ Add One Custom Box
- ☐ Write 3 Budgeting Tips in the Custom Box
- ☐ Answer Credit & Debit Questions in Custom Box.
- ☐ Add a Second Custom Box and answer Paying for Post Secondary Questions.
- ☐ Create a Budget.

Tutorial Teacher Initial: _____

Term 4

Activity: Create a Journal Entry in My Portfolio

- ☐ Create One Journal Entry Box
- ☐ Answer the four Journal Entry Questions

Activity: Resume and Cover Letter

- ☐ Update Resume and Cover Letter.

Activity: Review Goals

- ☐ Review and Add Reflection

Culminating Activity: My Portfolio

- ☐ Create Two more Custom Boxes
- ☐ Reflection
- ☐ Final Portfolio Conference Completed.

Tutorial Teacher Initial: _____

BOARD OF EDUCATION

INFORMATION REPORT

DATE: May 3, 2016
TO: Board of Education
FROM: Gerry Slykhuis, Secretary-Treasurer
RE: **QUARTERLY FINANCIAL REPORT**

The Secretary-Treasurer will present the 2015-2016 Quarterly Financial Report – July 1, 2015 to March 31, 2016.

Chilliwack School District

Quarterly Financial Report - July 1, 2015 to March 31, 2016

OPERATING FUND	Year-to-Date Jul 1, 2015 to Mar 31, 2016				AMENDED ANNUAL BUDGET 2015-2016
	Y-T-D BUDGET 2015/16	July to Mar ACTUALS	Variance (Favourable Unfavourable)	%	
REVENUE					
Provincial Grants, Ministry of Education	77,835,074	77,673,963	(161,111)	-0.2%	114,915,020
LEA/Direct Funding From First Nations	1,369,334	1,303,029	(66,305)	-4.8%	1,956,191
Provincial Grants, Other	63,000	66,758	3,758	6.0%	90,000
Offshore Tuition Fees	848,730	857,545	8,815	1.0%	1,212,471
Other Revenue	679,620	1,021,099	341,479	50.2%	727,720
Rentals & Leases	285,000	326,906	41,906	14.7%	380,000
Investment Income	210,000	235,023	25,023	11.9%	280,000
Total Revenue	81,290,757	81,484,323	193,565	0.2%	119,561,402
EXPENSE					
Salaries					
Teachers	36,010,180	35,324,081	686,099	1.9%	51,409,449
Principals & Vice-Principals	4,823,330	4,823,207	123	0.0%	6,490,585
Education Assistants	5,925,978	5,254,222	671,756	11.3%	8,790,948
Support Staff	7,892,791	7,995,874	(103,083)	-1.3%	11,036,332
Other Professionals	2,011,839	2,053,736	(41,897)	-2.1%	2,718,280
Substitutes	3,446,724	3,795,426	(348,702)	-10.1%	4,993,013
Total Salaries	60,110,843	59,246,546	864,297	1.4%	85,438,607
Employee Benefits	14,394,628	13,998,848	395,780	2.7%	21,474,759
Total Salary & Benefits	74,505,471	73,245,394	1,260,077	1.7%	106,913,366
Services & Supplies	10,584,779	9,721,318	863,461	8.2%	14,811,227
Total Expense	85,090,250	82,966,712	2,123,538	2.5%	121,724,593
Net Revenue (Expense)	(3,799,493)	(1,482,389)	2,317,103		(2,163,191)

Chilliwack School District

Quarterly Financial Report - July 1, 2015 to March 31, 2016

OPERATING FUND	Year-to-Date Jul 1, 2015 to Mar 31, 2016				AMENDED ANNUAL BUDGET 2015-2016
	Y-T-D BUDGET 2015/16	July to Mar ACTUALS	Variance (Favourable Unfavourable)	%	
SERVICE & SUPPLIES BREAKDOWN:					
Services	3,281,989	3,073,666	208,323	6.3%	4,609,967
Student Transportation	8,013	3,275	4,738	59.1%	11,600
Professional Development & Travel	553,310	482,832	70,478	12.7%	800,964
Rentals & Leases	28,668	24,695	3,973	13.9%	41,500
Dues & Fees	134,416	156,077	(21,661)	-16.1%	194,579
Insurance	354,000	267,764	86,236	24.4%	354,000
Supplies	4,902,383	4,076,007	826,376	16.9%	7,096,617
Utilities	1,322,000	1,637,000	(315,000)	-23.8%	1,702,000
Total Services & Supplies	10,584,779	9,721,318	863,461	8.2%	14,811,227

BOARD OF EDUCATION

BOARD REPORT

DATE: May 3, 2016

TO: Board of Education

FROM: Barry Neufeld, BCSTA Representative

RE: BC SCHOOL TRUSTEES' ASSOCIATION REPORT

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



BOARD OF EDUCATION

STAFF REPORT

DATE: May 3, 2016
TO: Board of Education
FROM: Evelyn Novak, Superintendent
RE: **SUPERINTENDENT'S REPORT**

This time is provided for a report from Superintendent Novak.

MEETING SUMMARY

In-Camera Meeting – April 19, 2016

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

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

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