



**Chilliwack
School District**

THE BOARD OF EDUCATION

School District #33 (Chilliwack)

Regular Public Board Meeting

(Recorded)

AGENDA

May 26, 2020

7:00 pm

1. CALL TO ORDER – Zoom Video Conference

- 1.1. Call to Order - **Welcome and Acknowledgment of Stó:lō Territory**
- 1.2. Adoption of the Agenda
(THAT the agenda be adopted as circulated.)
- 1.3. Approval of the Minutes
(THAT the minutes of the May 12, 2020 Regular Board Meeting be approved as circulated.)

2. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

3. ACTION ITEMS

- 3.1. 2020 – 2021 Budget Approval – 2nd and 3rd Readings
- 3.2. 5 Year Capital Plan
- 3.3. Board/Authority Authorized (BAA) Courses

4. INFORMATION ITEMS

- 4.1. Audit Committee Report
- 4.2. Education Restart Plan Stage 3
- 4.3. BCSTA Report
- 4.4. Trustee Reports
- 4.5. Meeting Summaries: In-Camera
- 4.6. **Next Board of Education Meeting: June 16, 2020 at 7:00 p.m.**

5. PUBLIC PARTICIPATION – QUESTIONS CONCERNING THE AGENDA

6. ADJOURNMENT



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

Date of Meeting: Tuesday, May 12, 2020

Location: Zoom Webinar

Members Present:

Chair	Mr. D. Coulter
Vice-Chair	Mr. D. Swankey
Trustee	Dr. D. Furgason
Trustee	Mrs. H. Maahs
Trustee	Mr. J. Mumford
Trustee	Mr. B. Neufeld
Trustee	Ms. W. Reichelt

Staff Present:

Interim Superintendent	Mr. R. Arul-pragasam
Secretary Treasurer	Mr. G. Slykhuis
Assistant Secretary Treasurer	Mr. M. Friesen
Executive Assistant	Ms. D. Vogel
Audio-Video/Desktop Foreman	Mr. M. Bakker

1. CALL TO ORDER – Zoom Webinar

1.1. Call to Order

The Board Chair called the meeting to order at 7:01 p.m. – **Welcome, Acknowledgment of Traditional Stó:lō Territory, Board of Education January 15, 2019 Statement on Inclusion, Board of Education Statement on Commitment to Truth and Reconciliation and Statement on the public use of the Q & A Function during the Board Meeting Webinar.**

1.2. Adoption of the Agenda

125.20 Moved by: Trustee Mumford
Seconded by: Trustee Neufeld

THAT the agenda be adopted as circulated.

126.20 Moved by: Trustee Reichelt
Seconded by: Trustee Swankey

THAT the agenda be amended to include the 2020 – 2021 Local School Calendar as Action Item 3.2.

CARRIED

- 127.20** Moved by: Trustee Maahs
Seconded by: Trustee Furgason

THAT the agenda be amended to add the following motion as Action Item 3.3: That the board write a letter to the Minister of Education requesting they find a resolution to the calendar issue that occurs every year to all the boards of education in the entire province causing them to go into bargaining and negotiations over the length of the spring break. This practice eliminates board's abilities to represent their communities as outlined in the School Act.

CARRIED

For: Coulter, Furgason, Maahs, Mumford, Neufeld, Swankey
Opposed: Reichelt

- 128.20** Moved by: Trustee Mumford
Seconded by: Trustee Neufeld

THAT the agenda be adopted as amended.

CARRIED

1.3. Approval of the Minutes

- 129.20** Moved by: Trustee Swankey
Seconded by: Trustee Reichelt

THAT the minutes of the April 28, 2020 Regular Public Board Meeting be approved as circulated.

CARRIED

2. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

Comments/Questions were received regarding the following:

- 2020 – 2021 Local School Calendar.

3. ACTION ITEMS

3.1. 2020 – 2021 Budget Approval – 1st Reading

- 130.20** Moved by: Trustee Neufeld
Seconded by: Trustee Furgason

THAT the Board of Education approve the first reading of 2020-20210 Annual Budget Bylaw at the May 12, 2019 Regular Board Meeting in the amount of \$161,886,572.

CARRIED

3.2. 2020 – 2021 Local School Calendar

- 131.20** Moved by: Trustee Reichelt
Seconded by: Trustee Mumford

THAT the Board of Education approve the 2020 – 2021 Local School Calendar as ordered by the Court.

CARRIED

3.3. Letter to the Ministry Regarding School Calendar

132.20 Moved by: Trustee Maahs
Seconded by: Trustee Neufeld

THAT the board write a letter to the Minister of Education requesting they find a resolution to the calendar issue that occurs every year to all the boards of education in the entire province causing them to go into bargaining and negotiations over the length of the spring break. This practice eliminates board's abilities to represent their communities as outlined in the School Act.

133.20 Moved by: Trustee Maahs
Seconded by: Trustee Neufeld

THAT the motion be amended to: THAT the board write a letter to the Minister of Education requesting they find a resolution to the calendar issue that occurs every year to all the boards of education in the entire province causing them to go into bargaining and negotiations over the length of the spring break.

CARRIED

134.20 Moved by: Trustee Swankey
Seconded by: Trustee Mumford

THAT the question be called.

CARRIED

135.20 Moved by: Trustee Maahs
Seconded by: Trustee Neufeld

THAT the board write a letter to the Minister of Education requesting they find a resolution to the calendar issue that occurs every year to all the boards of education in the entire province causing them to go into bargaining and negotiations over the length of the spring break.

DEFEATED

For: Maahs

Opposed: Coulter, Mumford, Neufeld, Reichelt, Swankey
Abstained: Furgason

3.4. 2020 – 2021 Schedule of Board Meetings

136.20 Moved by: Trustee Reichelt
Seconded by: Trustee Swankey

THAT the Board of Education approve option two: 16 Board of Education meetings for the 2020 – 2021 school year.

CARRIED

For: Coulter, Furgason, Maahs, Mumford, Reichelt, Swankey
Abstained: Neufeld

4. INFORMATION ITEMS**4.1. City Parking Bylaw Update**

The City of Chilliwack has proposed a new zoning bylaw that significantly impacts school parking requirements. A letter to the City provided School District input into the process.

137.20 Moved by: Trustee Swankey

Seconded by: Trustee Mumford

THAT the Chair send a letter to Mayor and Council addressing the impact of proposed new school parking requirements on the acquisition, planning and development of new schools in Chilliwack.

138.20

Moved by: Trustee Coulter
Seconded by: Trustee Neufeld

THAT motion be amended to: THAT the Chair send a letter to Mayor and Council and address council in chambers during the meeting at which the bylaw is decided addressing the impact of proposed new school parking requirements on the acquisition, planning and development of new schools in Chilliwack.

CARRIED

**For: Coulter, Mumford, Neufeld, Reichelt, Swankey
Opposed: Furgason, Maahs**

139.20

Moved by: Trustee Swankey
Seconded by: Trustee Mumford

THAT the Chair send a letter to Mayor and Council and address council in chambers during the meeting at which the bylaw is decided addressing the impact of proposed new school parking requirements on the acquisition, planning and development of new schools in Chilliwack.

CARRIED

**For: Coulter, Mumford, Neufeld, Reichelt, Swankey
Opposed: Maahs
Abstained: Furgason**

4.2. Quarterly Financial Report

Secretary Treasurer Gerry Slykhuis presented the Quarterly Financial Report – March 31, 2020.

4.3. Budget Committee Report

The Board of Education received the Budget Committee Report of May 7, 2020.

4.4. BCSTA Report

Matters related to the British Columbia School Trustees' Association (BCSTA) were discussed.

4.5. Trustee Reports

Trustee Furgason reported on the following:

- Statement on the 2020 – 2021 Local School Calendar.

Trustee Maahs reported on the following:

- Statement on the 2020 – 2021 Local School Calendar.

Trustee Mumford reported on the following:

- Thank you to Chilliwack not-for-profits for helping to feed families in need.

Trustee Neufeld reported on the following:

- Apology for comments on social media.

Trustee Reichelt reported on the following:

- Statement on the importance of sharing accurate information during a global pandemic and supported the rights of transgender people.

Trustee Coulter reported on the following:

- May 12 Aboriginal Education Advisory Committee meeting.
- May 12 Mayor's Task Force of Inclusivity, Diversity and Accessibility meeting.
- Remembrance regarding running to be a trustee.

4.6. Meeting Summaries

April 28, 2020 In-Camera Meeting Summary

Trustees: Dan Coulter, David Swankey, Darrell Furgason, Heather Maahs, Jared Mumford, Barry Neufeld, Willow Reichelt

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

1. HR Report
2. BCPSEA Report
3. 2020- 2021 Local School Calendar
4. PVP Assignments

May 4, 2020 Special In-Camera Meeting Summary

Trustees: Dan Coulter, David Swankey, Darrell Furgason, Heather Maahs, Jared Mumford, Barry Neufeld, Willow Reichelt

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

1. Legal Opinion Regarding Conflict Trustees

4.7. Next Board of Education Meeting Date

Tuesday, May 26, 2020
7:00 p.m.
Zoom Webinar

5. PUBLIC PARTICIPATION – QUESTIONS CONCERNING AGENDA ITEMS

Questions were received regarding the following:

- 2020 – 2021 Local School Calendar.
- COVID-19 and the district.
- TTOCs.
- Support for vulnerable Learners.
- CUPE support for a one-week Spring Break.
- Thanks to Trustees for doing the work that the community cares about.
- Using Zoom rather than cancelling Board Meetings due to inclement weather.
- CTA proposal to participate in the Labour Relations Branch relationship enhancement program.
- School parking lots.

6. **ADJOURNMENT**

The meeting was adjourned at 9:22 p.m.

Board Chair

Secretary-Treasurer

Appendix A: Trustee Activities

Trustee Mumford:

- April 29: Hamper Load / Delivery to SD33 Schools - Salvation Army
- May 4: Special In-Camera Meeting
- May 6: Hamper Load/Delivery to SD33 Schools - Salvation Army
- May 7: Chair Final Budget Meeting of the Year
- May 8: Special In-Camera Meeting

Trustee Reichelt:

- May 7: Budget Committee

Trustee Swankey:

- May 4: Chair/Vice Chair meeting.
- May 4: Special In-Camera Board meeting.
- May 7: Board Budget Committee meeting.
- May 8: Special In-Camera Board meeting.
- May 11: Chair/Vice Chair meeting.

BOARD OF EDUCATION

DECISION REPORT

DATE: May 26, 2020
TO: Board of Education
FROM: Gerry Slykhuis, Secretary Treasurer
RE: **2020-21 ANNUAL BUDGET – 2nd & 3rd READINGS**

RECOMMENDATION:

THAT the Board of Education approve the second and third (final) reading of 2020-2021 Annual Budget Bylaw at the May 26, 2020 Regular Board Meeting in the amount of \$161,886,572.

BACKGROUND:

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

Annual Budget

School District No. 33 (Chilliwack)

June 30, 2021

School District No. 33 (Chilliwack)

June 30, 2021

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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 2020/2021 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 2020/2021.
3. The attached Statement 2 showing the estimated revenue and expense for the 2020/2021 fiscal year and the total budget bylaw amount of \$161,886,572 for the 2020/2021 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 2020/2021.

READ A FIRST TIME THE _____ DAY OF _____, 2020;

READ A SECOND TIME THE _____ DAY OF _____, 2020;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2020;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 33 (Chilliwack) Annual Budget Bylaw 2020/2021, adopted by the Board the _____ DAY OF _____, 2020.

Secretary Treasurer

School District No. 33 (Chilliwack)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2021

	2021 Annual Budget	2020 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	14,090,150	13,964,157
Adult	45,000	62,688
Other	73,750	49,297
Total Ministry Operating Grant Funded FTE's	14,208,900	14,076,142
Revenues	\$	\$
Provincial Grants		
Ministry of Education	145,727,138	144,821,716
Other	150,000	150,000
Tuition	1,693,521	1,557,521
Other Revenue	6,085,733	6,085,516
Rentals and Leases	330,000	430,000
Investment Income	310,700	489,000
Amortization of Deferred Capital Revenue	7,220,921	7,001,083
Total Revenue	161,518,013	160,534,836
Expenses		
Instruction	128,726,079	129,228,655
District Administration	4,398,031	4,458,635
Operations and Maintenance	23,844,109	23,453,582
Transportation and Housing	4,379,053	4,192,781
Total Expense	161,347,272	161,333,653
Net Revenue (Expense)	170,741	(798,817)
Budgeted Allocation (Retirement) of Surplus (Deficit)	252,874	1,884,278
Budgeted Surplus (Deficit), for the year	423,615	1,085,461
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	423,615	1,085,461
Budgeted Surplus (Deficit), for the year	423,615	1,085,461

School District No. 33 (Chilliwack)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2021

	2021 Annual Budget	2020 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	138,439,246	137,375,482
Special Purpose Funds - Total Expense	12,783,812	14,053,641
Capital Fund - Total Expense	10,124,214	9,904,530
Capital Fund - Tangible Capital Assets Purchased from Local Capital	539,300	1,201,300
Total Budget Bylaw Amount	161,886,572	162,534,953

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 27, 2020 8:35

School District No. 33 (Chilliwack)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2021

	2021 Annual Budget \$	2020 Amended Annual Budget \$
Surplus (Deficit) for the year	170,741	(798,817)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Local Capital	(539,300)	(1,201,300)
From Deferred Capital Revenue	(18,092,335)	(1,652,933)
Total Acquisition of Tangible Capital Assets	(18,631,635)	(2,854,233)
Amortization of Tangible Capital Assets	8,336,606	8,116,922
Total Effect of change in Tangible Capital Assets	(10,295,029)	5,262,689
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(10,124,288)	4,463,872

School District No. 33 (Chilliwack)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2021

	2021 Annual Budget \$	2020 Amended Annual Budget \$
Revenues		
Provincial Grants		
Ministry of Education	134,683,418	132,511,467
Other	150,000	150,000
Tuition	1,693,521	1,557,521
Other Revenue	2,587,733	2,587,516
Rentals and Leases	330,000	430,000
Investment Income	281,000	456,000
Total Revenue	139,725,672	137,692,504
Expenses		
Instruction	116,398,798	115,631,545
District Administration	4,398,031	4,458,635
Operations and Maintenance	13,825,160	13,556,769
Transportation and Housing	3,817,257	3,728,533
Total Expense	138,439,246	137,375,482
Net Revenue (Expense)	1,286,426	317,022
Budgeted Prior Year Surplus Appropriation	252,874	1,884,278
Net Transfers (to) from other funds		
Local Capital	(539,300)	(1,201,300)
Other	(1,000,000)	(1,000,000)
Total Net Transfers	(1,539,300)	(2,201,300)
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, 2021

	2021 Annual Budget \$	2020 Amended Annual Budget \$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	135,585,250	132,279,299
ISC/LEA Recovery	(2,292,396)	(2,292,396)
Other Ministry of Education Grants		
Pay Equity	864,624	864,624
Funding for Graduated Adults	40,000	40,000
Transportation Supplement	329,456	329,456
Carbon Tax Grant		111,000
Employer Health Tax Grant		1,055,000
Support Staff Benefits Grant	142,484	110,484
FSA Marking	14,000	14,000
Total Provincial Grants - Ministry of Education	134,683,418	132,511,467
Provincial Grants - Other	150,000	150,000
Tuition		
International and Out of Province Students	1,693,521	1,557,521
Total Tuition	1,693,521	1,557,521
Other Revenues		
Funding from First Nations	2,292,396	2,292,396
Miscellaneous		
Distance Ed, Textbook & Course Fees	5,000	5,000
Bus Fees	135,000	135,000
Energy program	30,000	30,000
Other Miscellaneous	125,337	125,120
Total Other Revenue	2,587,733	2,587,516
Rentals and Leases	330,000	430,000
Investment Income	281,000	456,000
Total Operating Revenue	139,725,672	137,692,504

School District No. 33 (Chilliwack)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2021

	2021 Annual Budget	2020 Amended Annual Budget
	\$	\$
Salaries		
Teachers	58,991,417	58,627,978
Principals and Vice Principals	8,044,146	7,747,273
Educational Assistants	11,970,228	11,622,485
Support Staff	12,921,868	12,877,062
Other Professionals	3,166,928	3,129,809
Substitutes	5,233,078	5,272,204
Total Salaries	100,327,665	99,276,811
Employee Benefits	23,542,800	23,367,309
Total Salaries and Benefits	123,870,465	122,644,120
Services and Supplies		
Services	3,467,882	3,445,503
Student Transportation	54,000	17,000
Professional Development and Travel	1,095,132	1,100,626
Rentals and Leases	31,500	32,029
Dues and Fees	292,780	344,360
Insurance	289,000	284,748
Supplies	6,824,195	7,027,804
Utilities	2,514,292	2,479,292
Total Services and Supplies	14,568,781	14,731,362
Total Operating Expense	138,439,246	137,375,482

School District No. 33 (Chilliwack)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2021

	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	47,608,877	725,945	7,239	572,151		3,780,490	52,694,702
1.03 Career Programs	80,750			512,606	88,285	1,154	682,795
1.07 Library Services	1,160,004	74,265		119,302		40,351	1,393,922
1.08 Counselling	1,905,650	61,888				25,857	1,993,395
1.10 Special Education	6,416,546	870,762	10,708,806	64,401		566,463	18,626,978
1.30 English Language Learning	841,275	92,832				8,347	942,454
1.31 Indigenous Education	663,795		1,254,183	9,029	88,285	95,346	2,110,638
1.41 School Administration		5,867,798		2,425,493	403,588	99,232	8,796,111
1.60 Summer School	88,503	41,216					129,719
1.61 Continuing Education	107,531						107,531
1.62 International and Out of Province Students	118,486	123,776		22,614		3,558	268,434
1.64 Other				83,993	99,343		183,336
Total Function 1	58,991,417	7,858,482	11,970,228	3,809,589	679,501	4,620,798	87,930,015
4 District Administration							
4.11 Educational Administration					689,409		689,409
4.40 School District Governance					157,999		157,999
4.41 Business Administration		185,664		570,252	1,143,315		1,899,231
Total Function 4	-	185,664	-	570,252	1,990,723	-	2,746,639
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				80,735	407,297		488,032
5.50 Maintenance Operations				5,796,288		388,928	6,185,216
5.52 Maintenance of Grounds				658,547			658,547
5.56 Utilities							-
Total Function 5	-	-	-	6,535,570	407,297	388,928	7,331,795
7 Transportation and Housing							
7.41 Transportation and Housing Administration				167,957	89,407		257,364
7.70 Student Transportation				1,838,500		223,352	2,061,852
Total Function 7	-	-	-	2,006,457	89,407	223,352	2,319,216
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	58,991,417	8,044,146	11,970,228	12,921,868	3,166,928	5,233,078	100,327,665

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April 27, 2020 8:35

School District No. 33 (Chilliwack)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2021

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2021 Annual Budget	2020 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	52,694,702	12,288,405	64,983,107	5,146,719	70,129,826	69,944,225
1.03 Career Programs	682,795	169,177	851,972	420,094	1,272,066	1,336,432
1.07 Library Services	1,393,922	330,029	1,723,951	137,576	1,861,527	1,859,523
1.08 Counselling	1,993,395	469,740	2,463,135		2,463,135	2,459,935
1.10 Special Education	18,626,978	4,699,455	23,326,433	607,580	23,934,013	23,675,106
1.30 English Language Learning	942,454	219,996	1,162,450	27,802	1,190,252	1,185,644
1.31 Indigenous Education	2,110,638	521,624	2,632,262	822,416	3,454,678	3,350,871
1.41 School Administration	8,796,111	1,901,212	10,697,323	150,893	10,848,216	10,638,977
1.60 Summer School	129,719	29,305	159,024	3,630	162,654	137,273
1.61 Continuing Education	107,531	25,583	133,114	6,500	139,614	140,023
1.62 International and Out of Province Students	268,434	59,671	328,105	350,979	679,084	638,879
1.64 Other	183,336	40,993	224,329	39,404	263,733	264,657
Total Function 1	87,930,015	20,755,190	108,685,205	7,713,593	116,398,798	115,631,545
4 District Administration						
4.11 Educational Administration	689,409	130,341	819,750	182,008	1,001,758	951,660
4.40 School District Governance	157,999	9,258	167,257	141,314	308,571	318,692
4.41 Business Administration	1,899,231	396,807	2,296,038	791,664	3,087,702	3,188,283
Total Function 4	2,746,639	536,406	3,283,045	1,114,986	4,398,031	4,458,635
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	488,032	97,086	585,118	224,600	809,718	783,719
5.50 Maintenance Operations	6,185,216	1,432,868	7,618,084	1,751,260	9,369,344	9,066,833
5.52 Maintenance of Grounds	658,547	175,759	834,306	297,500	1,131,806	1,226,925
5.56 Utilities	-		-	2,514,292	2,514,292	2,479,292
Total Function 5	7,331,795	1,705,713	9,037,508	4,787,652	13,825,160	13,556,769
7 Transportation and Housing						
7.41 Transportation and Housing Administration	257,364	60,166	317,530	81,550	399,080	389,429
7.70 Student Transportation	2,061,852	485,325	2,547,177	871,000	3,418,177	3,339,104
Total Function 7	2,319,216	545,491	2,864,707	952,550	3,817,257	3,728,533
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	100,327,665	23,542,800	123,870,465	14,568,781	138,439,246	137,375,482

DRAFT - Not Finalized

April 27, 2020 8:35

School District No. 33 (Chilliwack)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2021

	2021 Annual Budget	2020 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	9,256,112	10,522,641
Other Revenue	3,498,000	3,498,000
Investment Income	29,700	33,000
Total Revenue	12,783,812	14,053,641
Expenses		
Instruction	12,327,281	13,597,110
Operations and Maintenance	456,531	456,531
Total Expense	12,783,812	14,053,641
Budgeted Surplus (Deficit), for the year	-	-

School District No. 33 (Chilliwack)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2021

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year	-	-	226,409	1,023,229	-	-	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education	456,531	490,428			224,000	49,000	131,292	722,132	390,638
Other			70,000	3,428,000					
Investment Income			4,500	25,200					
	456,531	490,428	74,500	3,453,200	224,000	49,000	131,292	722,132	390,638
Less: Allocated to Revenue	456,531	490,428	74,500	3,453,200	224,000	49,000	131,292	722,132	390,638
Deferred Revenue, end of year	-	-	226,409	1,023,229	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	456,531	490,428			224,000	49,000	131,292	722,132	390,638
Other Revenue			70,000	3,428,000					
Investment Income			4,500	25,200					
	456,531	490,428	74,500	3,453,200	224,000	49,000	131,292	722,132	390,638
Expenses									
Salaries									
Teachers							15,650		
Principals and Vice Principals						24,755			111,398
Educational Assistants		386,030						522,651	
Support Staff					164,301				72,132
Other Professionals									9,139
Substitutes							783		135,856
	-	386,030	-	-	164,301	24,755	16,433	522,651	328,525
Employee Benefits		104,398			43,194	4,954	3,724	135,701	45,569
Services and Supplies	456,531		74,500	3,453,200	16,505	19,291	111,135	63,780	16,544
	456,531	490,428	74,500	3,453,200	224,000	49,000	131,292	722,132	390,638
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 33 (Chilliwack)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2021

Schedule 3A

	Classroom Enhancement Fund - Staffing	After School Sports Initiatives	TOTAL
	\$	\$	\$
Deferred Revenue, beginning of year	-		1,249,638
Add: Restricted Grants			
Provincial Grants - Ministry of Education	6,726,091	66,000	9,256,112
Other			3,498,000
Investment Income			29,700
	6,726,091	66,000	12,783,812
Less: Allocated to Revenue	6,726,091	66,000	12,783,812
Deferred Revenue, end of year	-	-	1,249,638
Revenues			
Provincial Grants - Ministry of Education	6,726,091	66,000	9,256,112
Other Revenue			3,498,000
Investment Income			29,700
	6,726,091	66,000	12,783,812
Expenses			
Salaries			
Teachers	5,160,116		5,175,766
Principals and Vice Principals			136,153
Educational Assistants			908,681
Support Staff			236,433
Other Professionals			9,139
Substitutes			136,639
	5,160,116	-	6,602,811
Employee Benefits	1,565,975		1,903,515
Services and Supplies		66,000	4,277,486
	6,726,091	66,000	12,783,812
Net Revenue (Expense)	-	-	-

School District No. 33 (Chilliwack)

Schedule 4

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2021

	2021 Annual Budget			2020 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education	1,787,608		1,787,608	1,787,608
Amortization of Deferred Capital Revenue	7,220,921		7,220,921	7,001,083
Total Revenue	9,008,529	-	9,008,529	8,788,691
Expenses				
Operations and Maintenance	1,787,608		1,787,608	1,787,608
Amortization of Tangible Capital Assets				
Operations and Maintenance	7,774,810		7,774,810	7,652,674
Transportation and Housing	561,796		561,796	464,248
Total Expense	10,124,214	-	10,124,214	9,904,530
Net Revenue (Expense)	(1,115,685)	-	(1,115,685)	(1,115,839)
Net Transfers (to) from other funds				
Local Capital		539,300	539,300	1,201,300
Transfer to Local Capital for New School		1,000,000	1,000,000	1,000,000
Total Net Transfers	-	1,539,300	1,539,300	2,201,300
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	539,300	(539,300)	-	
Total Other Adjustments to Fund Balances	539,300	(539,300)	-	
Budgeted Surplus (Deficit), for the year	(576,385)	1,000,000	423,615	1,085,461

BOARD OF EDUCATION

DECISION REPORT

DATE: May 26, 2020
TO: Board of Education
FROM: Gerry Slykhuis, Secretary Treasurer
RE: **FIVE-YEAR CAPITAL PLAN**

RECOMMENDATION:

THAT the Board of Education approve the Capital Plan as outlined in the attached document.

BACKGROUND:

Annual Five-Year Capital Plan submissions from boards of education are used by the Ministry to determine which priority capital projects may be included in the Ministry's Capital Plan for the following fiscal year. The capital plan submissions also provide the Ministry with important insight into future year capital priorities, which can be used for longer term government planning and the determination of potential future capital funding requirements for the public education system.

The Ministry is seeking capital project requests under the following capital programs:

Annual Capital Programs:

- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Bus Acquisition Program (BUS)
- Playground Equipment Program (PEP)
- Building Envelope Program (BEP)

Major Capital Programs:

- Seismic Mitigation Program (SMP)
- School Expansion Program (EXP)
- School Replacement Program (REP)

Once the assessment of capital plan submissions from all school districts has been completed by the Ministry, and the provincial Budget has been formally announced by the Province, the Ministry will notify each school district with a written response regarding its board's Five-Year Capital Plan submission.

1. Projects by Year

The five-year capital plan reflects an orderly sequence of capital works, and is an indication of funding needs by year. The amount indicated for each project is only an estimate for capital planning purposes.

2. Project Priority

Each capital project must be assigned a numerical ranking, ordered from highest to lowest priority, (from “1 to 10” sequentially) starting with “1” as the school board’s highest priority. Within project categories, the highest ranked project will be considered the first or highest priority within that project type.

For the Ministry to process a capital plan submission, a copy of the Board of Education’s resolution (attached) that adopts the capital plan must be included. A board-adopted bylaw is not required at this point in the annual Five-Year Capital Plan process.

School districts must submit their Five-Year Capital Plan and supporting documentation by June 30, 2020.

Five Year Capital Plan Summary

Capital Plan Year: 2021/22

District Priority	Project Title	Total
Seismic Mitigation Program (SEM):		
n/a	no submission	\$ -
Site Acquisitions:		
1	Land Purchase for New East Side Elementary	\$ 7,500,000
2	Land Purchase for New South Side Elementary	\$ 10,000,000
3	Land Purchase for New Promontory Middle	\$ 15,000,000
New Schools:		
1	New East Side Chilliwack Elementary +500	\$ 21,000,000
2	New South Side Elementary	\$ 21,000,000
3	New Promontory Middle	\$ 33,500,000
Additions:		
1	G.W. Graham Secondary Addition +400	\$ 25,000,000
2	Cheam Elementary Addition +300	\$ 15,000,000
3	Sardis Secondary Addition +400 & Gymnasium	\$ 23,500,000
4	Vedder Middle School Addition +300	\$ 15,000,000
5	Sardis Elementary Addition +250	\$ 12,500,000
6	Watson Elementary Addition +250	\$ 12,500,000
7	Cultus Lake Elementary Addition +250	\$ 12,500,000
School Replacement Program (REP):		
n/a	no submission	\$ -
Building Envelope Program (BEP):		
1	East Chilliwack Elementary	TBD
2	Unsworth Elementary	TBD

Five Year Capital Plan Summary
Capital Plan Year: 2021/22

District Priority	Project Title	Total
School Enhancement Program (SEP):		
1	Imagine High-Mechanical Upgrade	\$ 893,936
2	Mt Slesse Middle-Dust Collector Upgrade	\$ 472,500
3	Robertson Elementary-Roofing Project	\$ 182,000
Carbon Neutral Capital Program (CNCP):		
1	Strathcona Elementary-Mechanical Upgrade-Roof Top Replacement	\$ 879,375
2	Vedder Middle-Boiler/Hot Water Replacement	\$ 457,275
3	Sardis Secondary Lighting & Lighting Control Upgrade	\$ 686,226
Playground Equipment Program (PEP):		
1	Bernard Elementary	\$ 90,000
2	Promontory Elementary	\$ 90,000
Bus Replacement Program (BUS):		
n/a	Bus Replacements x 2	Cost assigned by MoEd
n/a	Buses for New Routes x 0	
Capital Plan Total		\$ 227,751,312



**Chilliwack
School District**

In accordance with provisions under section 142 (4) of the *School Act*,
the Board of Education of School District No. 33 (Chilliwack)
hereby approves the proposed Five-Year Capital Plan for 2021/22, as provided on
the Five-Year Capital Plan Summary for 2021/22 submitted to the Ministry of
Education.

I hereby certify this to be a true copy of the resolution for the approval of the
proposed Five-Year Capital Plan for 2021/22 adopted by the Board of Education,
on this the 26 day of May 2020.

Secretary-Treasurer

BOARD OF EDUCATION

DECISION REPORT

DATE: May 26, 2020

TO: Board of Education

FROM: Heather Maahs, Trustee Representative (BAA Committee)

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

RECOMMENDATION:

1. THAT the Board of Education approve the Board/Authority Authorized Courses: Culinary Arts Leadership 11 and 12.

These courses meet the following Ministry of Education criteria:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack – SD 33	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 33
Developed by: Richard Niezen	Date Developed: May 8, 2020
School Name: Chilliwack Secondary School	Principal's Name: Brian Fehlauer
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Culinary Arts Leadership 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction:

Board/Authority Prerequisite(s): CKT 11 (Culinary Arts 11)

Special Training, Facilities or Equipment Required:

This course would take place in the school's Teaching Kitchen and would run concurrently with the other existing culinary classes. No extra facilities or staffing would be needed to facilitate the implementation of this course.

Course Synopsis:

This course is designed for those who are interested in pursuing the Culinary Arts as a career opportunity. It will continue to develop the basic cooking skills introduced in previous Culinary classes. It will introduce the leadership and kitchen management skills needed to successfully run a kitchen environment. Mentorship will be a large focus of the course, allowing opportunity to practice the skills taught in a controlled environment.

Goals and Rationale:

Students will be able to: successfully share the knowledge and skills they have learned with others. They will understand the basic kitchen management skills that are essential to the successful running of a professional kitchen. Students will be able to plan a menu, evaluate the items needed to create the menu, prepare the food and present it to the customers. Students will be able to evaluate the food they have created and use the feedback they have received to inform their subsequent efforts.

Aboriginal Worldviews and Perspectives:

Students will consider: Investigation of the First Nations, Métis, or Inuit practices will help make students aware that much of what we know has been passed on down through the generations via mentorship by community members; keepers of other traditional cultural knowledge and approaches; peers, consumers, and culinary experts. There are cultural factors that influence the cuisine that a customer may enjoy and there are traditional methods that are required to produce that cuisine.

BIG IDEAS

Mentorship informs learning.

Success requires planning.

Service and creativity inform the culinary arts.

Cuisine design interests require the evaluation and refinement of culinary principles and practices.

Tools and technologies can be adapted for specific purposes.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Applied Design</p> <p>Understanding context</p> <ul style="list-style-type: none"> Identify the clientele and type of service, and apply to service procedures <p>Defining</p> <ul style="list-style-type: none"> Identify how a kitchen team must work to complete a unified task Demonstrate the tasks involved in planning and implementing a culinary event Prioritize the steps needed to complete a task Sequence the steps needed to safely organize the workspace and select tools and equipment Anticipate and/or address challenges Examine and consider the physical capabilities and limitations of the teaching kitchen and service environment <p>Ideating</p> <ul style="list-style-type: none"> Examine the many factors that go into successfully running a culinary event Identify interpersonal factors that facilitate group cooperation and cohesion Examine how culinary decisions impact social, ethical, and sustainability considerations Create, analyze and screen recipes and assess comprehension level Identify and apply existing, new, and emerging culinary tools, technologies, and systems for a given task <p>Prototyping</p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> leadership mentorship interpersonal dynamics culinary best practices principles of cooking methodology diverse cuisine, and the ethics of cultural appropriation artistic elements of the culinary arts identification and selection of suitable culinary ingredients for a specific recipe and/or cooking method anatomy and preparation of meat, poultry, and seafood dietary restrictions and food allergies, and strategies to address them safety in the teaching kitchen, including the nature of pathogens associated with foodborne illness and prevention strategies operational procedures for kitchen tools and equipment literacy related to culinary recipes and procedures, including conversions B.C. agricultural practices

<ul style="list-style-type: none"> • Identify, critique, and use a variety of sources of inspiration and information • Select appropriate recipes, techniques, and procedures for desired outcome • Analyze ingredients and materials for effective use and potential for reuse, recycling, and biodegradability • Make changes to tools, ingredients, and procedures to create and refine a given culinary task or process <p>Testing</p> <ul style="list-style-type: none"> • Identify and communicate with sources of feedback • Use an appropriate test to determine the success of a menu idea, dish, standard recipe, technique, skill or mentorship practice • Apply testing results and critiques to make appropriate changes <p>Making</p> <ul style="list-style-type: none"> • Create an appropriate appetizer and dessert menu for a select clientele • Support in the development of a staffing schedule relevant to a specific event • Act as Student Sous-Chef and support a Student Chef in overseeing a food event including menu planning and staffing assignments • Identify and use appropriate tools, technologies, materials, processes, and time needed for production • Explore artistic elements of the culinary arts during creation • Use materials in ways that minimize waste • Demonstrate correct and safe operation of culinary equipment <p>Sharing</p> <ul style="list-style-type: none"> • Explore how and with whom to share or promote culinary products and creativity • Critically reflect on the success of their event, culinary task and/or process and describe how it may be improved • Demonstrate and assess their ability to work effectively both individually and collaboratively, including their ability to lead an efficient co-operative workspace <p>Applied Skills</p> <ul style="list-style-type: none"> • Apply best practices of culinary professionalism and safety procedures for themselves, co-workers, and users in the teaching kitchen • Demonstrate and assess their cookery, creativity, and service skills and skill levels • Develop and enact specific plans to refine existing skills or learn new skills <p>Applied Technologies</p> <ul style="list-style-type: none"> • Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for culinary tasks 	<ul style="list-style-type: none"> • ethical, social, and environmental considerations related to commercial waste management and recycling
--	--

- | | |
|---|--|
| <ul style="list-style-type: none">• Evaluate impacts, including unintended negative consequences, of choices made about technology use• Analyze and evaluate how land, natural resources, and culture influence the development and use of culinary ingredients, tools, and technologies | |
|---|--|

Big Ideas – Elaborations

- Mentorship – we learn best when working side by side with others who are one or more steps ahead of us experientially
- Planning is the cornerstone to the successful implementation of any great idea
- Service is the delivery method of all things culinary and creativity ensures all parties remain engaged
- Every event and food item that is created provides the creator with an opportunity for evaluation and refinement
- Each event, menu and clientele have specific requirements and we must adapt

Curricular Competencies – Elaborations

- **clientele:** for example, students or adults, single guest or large group
- **type of service:** for example, buffet or à la carte?
- **unified task:** for example, multiple people working on separate recipes, each preparing a part of the larger menu
- **culinary event:** could be cafeteria lunch service, catering, banquet event, etc.
- **Prioritize the steps:** consider what has to happen first and what needs to be done before going on to the next steps in order to complete a recipe or service
- **challenges:** for example, figure out the meaning of new culinary terms and food and personal safety precautions, and what equipment is needed and how to properly operate it
- **limitations:** factors such as physical space, group size, allotted time, budget, seasonal ingredients, environmental impacts
- **interpersonal factors:** every person is an individual with their own way of interpreting and interacting with the world,
- **technologies:** tools that extend a chef's capabilities
- **Prototyping:** for example, creating, cooking, and improving recipes
- **sources of inspiration:** may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, consumers and professionals
- **information:** may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres
- **sources of feedback:** may include First Nations, Métis, or Inuit community members; keepers of other traditional cultural knowledge and approaches; peers, consumers, and culinary experts
- **appropriate test:** considering the conditions of the task and the number of trials
- **staffing schedule:** people needed in order for an event to take place at the allotted time
- **menu planning:** compiling a list of individual recipes, relevant to a specific event or clientele, along with all that is needed to successfully create and present those food items to the client
- **best practices of culinary professionalism and safety:** for example, sanitation, personal hygiene, kitchen safety, kitchen attire, FOODSAFE procedures

Content – Elaborations

- **leadership:** guiding a group of people in a concerted effort to complete a task
- **mentorship:** coming alongside another person to share with them the knowledge that you have acquired
- **interpersonal skills:** how to interact with others in a way that fosters a positive work environment
- **culinary best practices:** for example:
 - using just-in-time cooking techniques
 - planning balanced and flavourful cuisine
 - limiting salt and sugar when building flavour
 - including fresh and seasonal produce when possible
 - providing interesting alternatives to address dietary restrictions
- **principles of cooking methodology:** ways to select what method to apply in each recipe to achieve desired results
- **cultural appropriation:** using or sharing a cultural motif, theme, “voice,” image, knowledge, story, recipe, or practice without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
- **artistic elements of the culinary arts:** consider:
 - the art of preparing, cooking, and presenting meals to enhance the dining experience
 - complementary and contrasting colours, textures, and flavours
 - use of negative space on a plate, height, forms and shapes, lines and focal points
- **dietary restrictions:** based on religious or personal beliefs, such as veganism and vegetarianism, or medical conditions, such as celiac disease and high blood pressure
- **pathogens:** micro-organisms that inhabit or contaminate food
- **prevention strategies:** includes
 - the effect of time and temperature on microorganisms
 - the danger zone
 - possible methods of transmission of microbes
 - the preventive role of hand washing
- **conversions:** for example, imperial to metric measures, changing quantity proportions and cooking time ratios
- **agricultural practices:** for example, aquaculture, greenhouses, ranching, conventional growing, organic growing

Recommended Instructional Components:

- Direct and indirect instruction
- Demonstrations (eg. Cooking demo)
- Shadowing (student walks with the chef through every step of preparing a meal or banquet)
- Mentoring/modelling
- **Student Sous-Chef** for a day/event - See one/do one
- Independent instruction
- Brainstorming
- PowerPoint presentation
- Evaluating past events and menus
- Guest lecture (e.g. chef, restaurant owner, hotel manager, Human resources rep, food service rep, etc.)
- CRG Assessment Indicators – PSI (Person Style Indicator) + SWI (Self Worth Indicator)
- Work experience

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Student projects
- Student Sous Chef an event
 - Written Appetizer and dessert menu – including the following:
 - Recipes
 - Order list
 - Prep list
 - Self-evaluation
 - Guest evaluations
- Teacher developed assessments & rubrics
- Peer assessments
- Communication of learning and progress with parents

Learning Resources:

- Rouxbe.com – online Textbook
- 7 Habits for Leadership Success - Dr. Stephen Covey
- Man's search for Meaning – Viktor Frankl
- The 7 habits of Highly Effective Teens – Sean Covey

Additional Information:



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack – SD 33	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 33
Developed by: Richard Niezen	Date Developed: May 8, 2020
School Name: Chilliwack Secondary School	Principal's Name: Brian Fehlauer
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Culinary Arts Leadership 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction:

Board/Authority Prerequisite(s):

- **CKT 11 (Culinary Arts 11)**
- **Culinary Arts Leadership 11**
- **CKT 12 (Culinary Arts 12)**

Special Training, Facilities or Equipment Required:

This course would take place in the school's Teaching Kitchen and would run concurrently with the other existing culinary classes. No extra facilities or staffing would be needed to facilitate the implementation of this course.

Course Synopsis:

This course is designed for those who are interested in pursuing the Culinary Arts as a career opportunity. It will continue to build on the cooking skills that were introduced in the previous culinary classes and will provide opportunities for developing the leadership and kitchen management skills introduced in the Culinary Arts Leadership 11 course. Introduction to some basic psychological concepts such as communication styles and conflict resolution will give students a greater understanding of interpersonal dynamics and prepare them to be a better leader. Greater mentorship opportunities will be established and built upon with opportunities given to practice the skills taught in a controlled environment.

Goals and Rationale:

Students will be able to: understand the nuances of directing others and skills needed to successfully share the knowledge and skills they have learned with others. Students will gain some basic communication skills which is not only helpful for leading oneself, but essential for leading others. They will understand the basic kitchen and staff management skill essential to the successful running of a professional kitchen. Students will be able to plan a menu, evaluate the items needed to create the menu, prepare the food and present it to the customers. Students will be able to evaluate the food they have created and use the feedback they have received to inform their subsequent efforts.

Aboriginal Worldviews and Perspectives:

Students will consider: Investigation of the First Nations, Métis, or Inuit practices will help make students aware that much of what we know has been passed on down through the generations via mentorship by community members; keepers of other traditional cultural knowledge and approaches; peers, consumers, and culinary experts. There are cultural factors that influence the cuisine that a customer may enjoy and there are traditional methods that are required to produce that cuisine.

BIG IDEAS

Mentorship informs learning.

Success requires planning.

Service and creativity inform the culinary arts.

Cuisine design interests require the evaluation and refinement of culinary principles and practices.

Tools and technologies can be adapted for specific purposes.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Applied Design</p> <p>Understanding context</p> <ul style="list-style-type: none"> Identify the clientele and type of service, and apply to service procedures <p>Defining</p> <ul style="list-style-type: none"> Identify the skills needed to guide others in a unified task Demonstrate the tasks involved in planning and implementing a culinary event Identify the stress factors that can affect kitchen dynamics Explore and apply artistic elements of the culinary arts Prioritize the steps needed to complete a task Sequence the steps needed to safely organize the workspace and select tools and equipment Anticipate and/or address challenges Identify and adapt to the physical capabilities and limitations of the teaching kitchen and service environment <p>Ideating</p> <ul style="list-style-type: none"> Examine the many factors that go into successfully running a culinary event Identify interpersonal factors that facilitate group cooperation and cohesion Evaluate how communication style affects people's response to instruction Examine and critically evaluate how culinary decisions impact social, ethical, and sustainability considerations Create, analyze and screen recipes and assess comprehension level 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> leadership mentorship interpersonal dynamics conflict management communication styles culinary best practices menu design, including recipe factoring, ratios, and costing diverse cuisine and cooking methodologies, including ethnic, multicultural, and First Peoples artistic elements of the culinary arts ethics of cultural appropriation appropriate selection of primary and secondary cuts of meat and poultry characteristics and properties of culinary ingredients methods and principles for seasoning and presentation substitutions to facilitate dietary restrictions and food allergies safety in the professional kitchen, including the responsibilities of food service operators advancements in culinary tools

- Identify and apply existing, new, and emerging culinary tools, **technologies**, and systems for a given task
- Contribute to the **kitchen environment**

Prototyping

- Identify, critique, and use a variety of **sources of inspiration** and **information**
- Select appropriate recipes, techniques, and procedures for desired outcome
- Analyze ingredients and materials for effective use and potential for reuse, recycling, and biodegradability
- Make changes to tools, ingredients, and procedures to create and refine a given culinary task or process

Testing

- Identify and communicate with **sources of feedback**
- Use an **appropriate test** to determine the success of a menu idea, dish, standard recipe, technique, skill or mentorship practice
- Apply testing results and critiques to make appropriate changes

Making

- Create an appropriate entrée menu for a select clientele
- Create a **staffing schedule** relevant to a specific event
- Act as Student Chef and facilitate the overseeing of a food event including **menu planning** and staffing assignments
- Identify and use appropriate tools, technologies, materials, processes, and time needed for production
- Apply artistic elements of the culinary arts during creation
- Create and use a variety of garnishes
- Demonstrate several seasoning and cooking methods
- Use materials in ways that minimize waste

Sharing

- Explore how and with whom to share or promote culinary menus, dishes and creativity
- Critically reflect on the success of their event, culinary task and/or process and describe how it may be improved
- Demonstrate and assess their ability to work effectively both individually and collaboratively, including their ability to lead an efficient co-operative workspace

- social, economic, and environmental effects of **food procurement** decisions
- career opportunities in the culinary arts industry
- social perceptions of chefs, culinary enthusiasts, and food trends
-

Applied Skills

- Demonstrate successful interaction between themselves as a leader and those that they are leading
- Apply **best practices of culinary professionalism and safety** procedures for themselves, co-workers, and users in the teaching kitchen
- Demonstrate and assess their cookery, creativity, and service skills and skill levels
- Develop and enact specific plans to refine existing skills or learn new skills

Applied Technologies

- Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for culinary tasks
- Evaluate impacts, including unintended negative consequences, of choices made about technology use
- Analyze and evaluate how land, natural resources, and culture influence the development and use of culinary ingredients, tools, and technologies

Big Ideas – Elaborations

- Mentorship – we learn best when working side by side with others who are one or more steps ahead of us experientially
- Planning is the cornerstone to the successful implementation of any great idea
- Service is the delivery method of all things culinary and creativity ensures all parties remain engaged
- Every event and food item that is created provides the creator with an opportunity for evaluation and refinement
- Each event, menu and clientele have specific requirements and we must adapt

Curricular Competencies – Elaborations

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- **type of service:** for example, buffet or à la carte?
- **unified task:** for example, multiple people working on separate recipes, each preparing a part of the larger menu
- **culinary event:** could be cafeteria lunch service, catering, banquet event, etc.
- **stress factors:** any event or action that illicit a response from others, usually a negative response
- **Prioritize the steps:** consider what has to happen first and what needs to be done before going on to the next steps in order to complete a recipe or service
- **challenges:** for example, figure out the meaning of new culinary terms and food and personal safety precautions, and what equipment is needed and how to properly operate it
- **limitations:** factors such as physical space, group size, allotted time, budget, seasonal ingredients, environmental impacts
- **interpersonal factors:** every person is an individual with their own way of interpreting and interacting with the world,
- **communication style:** the way a person communicates with others and the lens by which they interpret how others communicate with them, includes both verbal and non-verbal communication
- **technologies:** tools that extend a chef's capabilities
- **kitchen environment:** positive learning space, group collaboration, leadership
- **Prototyping:** for example, creating, cooking, and improving recipes
- **sources of inspiration:** may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, consumers and professionals
- **information:** may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres
- **sources of feedback:** may include First Nations, Métis, or Inuit community members; keepers of other traditional cultural knowledge and approaches; peers, consumers, and culinary experts
- **appropriate test:** considering the conditions of the task and the number of trials
- **staffing schedule:** people needed in order for an event to take place at the allotted time
- **menu planning:** compiling a list of individual recipes, relevant to a specific event or clientele, along with all that is needed to successfully create and present those food items to the client

- **best practices of culinary professionalism and safety:** for example, sanitation, personal hygiene, kitchen safety, kitchen attire, FOODSAFE procedures

Content – Elaborations

- **leadership:** guiding a group of people in a concerted effort to complete a task
- **mentorship:** coming alongside another person to share with them the knowledge that you have acquired
- **interpersonal skills:** how to interact with others in a way that fosters a positive work environment
- **conflict management:** how to deal with conflict that will inevitably arise within a kitchen environment
- **communication styles:** people communicate in a variety of ways, understanding this will improve kitchen dynamics
- **culinary best practices:** for example:
 - using just-in-time cooking techniques
 - planning balanced and flavourful cuisine
 - limiting salt and sugar when building flavour
 - including fresh and seasonal produce when possible
 - providing interesting alternatives to address dietary restrictions
- **principles of cooking methodology:** ways to select what method to apply in each recipe to achieve desired results
- **cultural appropriation:** using or sharing a cultural motif, theme, “voice,” image, knowledge, story, recipe, or practice without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
- **artistic elements of the culinary arts:** consider:
 - the art of preparing, cooking, and presenting meals to enhance the dining experience
 - complementary and contrasting colours, textures, and flavours
 - use of negative space on a plate, height, forms and shapes, lines and focal points
- **dietary restrictions:** based on religious or personal beliefs, such as veganism and vegetarianism, or medical conditions, such as celiac disease and high blood pressure
- **pathogens:** micro-organisms that inhabit or contaminate food
- **prevention strategies:** includes
 - the effect of time and temperature on microorganisms
 - the danger zone
 - possible methods of transmission of microbes
 - the preventive role of hand washing
- **conversions:** for example, imperial to metric measures, changing quantity proportions and cooking time ratios
- **agricultural practices:** for example, aquaculture, greenhouses, ranching, conventional growing, organic growing

Recommended Instructional Components:

- Direct and indirect instruction
- Demonstrations (eg. Cooking demo)
- Shadowing (student walks with the chef through every step of preparing a meal or banquet)
- Mentoring/modelling
- **Student Chef** for a day/event - See one/do one
- Independent instruction
- Brainstorming
- PowerPoint presentation
- Evaluating past events and menus
- Guest lecture (e.g. chef, restaurant owner, hotel manager, Human resources rep, food service rep, etc.)
- CRG Assessment Indicators – SIHP (Stress Indicator and Health Planner) + LSI (Leadership Skills Inventory)
- Work experience

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

- Student projects
- Student Chef for an event
 - Written Entrée menu – including the following:
 - Recipes
 - Order list
 - Prep list
 - Written Staffing Schedule for the event
 - Self-evaluation
 - Guest evaluations
- Teacher developed assessments & rubrics
- Peer assessments

- Communication of learning and progress with parents

Learning Resources:

- Rouxbe.com – online Textbook
- 7 Habits for Leadership Success - Dr. Stephen Covey
- Man's search for Meaning – Viktor Frankl
- The 7 habits of Highly Effective Teens – Sean Covey
- Dare to Lead – Brene Brown

Additional Information:

BOARD OF EDUCATION

INFORMATION REPORT

DATE: May 26, 2020
TO: Board of Education
FROM: Heather Maahs, Audit Committee Chair
RE: **AUDIT COMMITTEE REPORT**

The Board of Education received the Audit Committee Report of May 13, 2020.

Minutes



AUDIT COMMITTEE MEETING

Meeting Held Wednesday, May 13, 2020 – 2:30 p.m.

Remotely – via Zoom

Attendance:	Heather Maahs Barry Neufeld David Swankey Don Davis Michael Olson	Chair Trustee Trustee Community Member Community Member
Staff:	Rohan Arul-pragasam Gerry Slykhuis Mark Friesen Talana McInally	Interim Superintendent Secretary Treasurer Assistant Secretary Treasurer Executive Assistant (Recorder)
Also in Attendance:	Scott Robertson Tim Holloway Kevin Josephson Gordon Bridge David Manuel	KPMG KPMG Manager of Finance Manager of Technology Director of Instruction (Acting)

1. CALL TO ORDER

Meeting was called to order at 2:30 p.m.

2. APPROVAL OF AGENDA

Mover: Mike Olson

Second: Barry Neufeld

THAT the agenda be approved as circulated.

CARRIED

3. APPROVAL OF MINUTES

Mover: Don Davis

Second: Mike Olson

THAT the minutes of the September 10, 2019 meeting be approved as circulated.

CARRIED

4. AUDIT PLANNING - KPMG

Tim Holloway and Scott Robertson, KPMG, reviewed the audit planning report outlining the planned scope and timing for the audit of the financial statements of SD33 (Chilliwack) for the year ended June 30, 2020.

As part of the audit response to the Covid-19 pandemic, KPMG has separately identified analysis to be undertaken by management and procedures to be performed by the audit team.

Key deliverables and milestones were identified. The Audit Findings Report will be presented to the Audit Committee and then to the Board in September.

KPMG Staff exited the meeting at 2:56 p.m.

5. RISK MANAGEMENT REPORT – INFORMATION TECHNOLOGY

Gordon Bridge, Manager of Technology, reported on the Business Continuity Plan (BCP) and Disaster Recovery Plan (DRP) reports done by KPMG this year. The report focused on what the goals for BCP and DRP within the district should look like, the asset priorities, strengths and opportunities for improvement.

A final report from KPMG will be shared with the committee in September.

6. INTERNAL AUDIT UPDATE – SCHOOL FINANCIAL PROCEDURES

Kevin Josephson, Manager of Finance, provided an update on school cash handling reviews, school support strategies, and audit and reporting.

Due to physical distancing since March, in person cash reviews could not be completed, so the focus was redesigned to have each site do a self assessment on their cash handling, security, and reporting. Kevin shared a summary of these findings with the committee.

7. ADJOURNMENT

The meeting was adjourned at 3:32 p.m.

BOARD OF EDUCATION

INFORMATION REPORT

DATE: May 26, 2020

TO: Board of Education

FROM: Rohan Arul-pragasam, Interim Superintendent

RE: **EDUCATION RESTART PLAN STAGE 3**

Interim Superintendent Rohan Arul-pragasam will provide information regarding Education Restart Plan Stage 3 in the Chilliwack School District.

MEETING SUMMARIES

Special In-Camera Meeting – May 8, 2020

Trustees: Dan Coulter, David Swankey, Darrell Furgason, Heather Maahs, Jared Mumford, Barry Neufeld, Willow Reichelt

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

1. Legal Opinion – Conflict of Interest

In-Camera Meeting – May 12, 2020

Trustees: Dan Coulter, David Swankey, Darrell Furgason, Heather Maahs, Jared Mumford, Barry Neufeld, Willow Reichelt

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

1. HR Report
2. BCPSEA Report
3. TTOC Stats
4. Teacher Retirement and Retirement Bonus
5. Hiring Process: Assistant Superintendent
6. Board of Education Statement
7. Notice of Motion to Censure