



**CHILLIWACK SCHOOL DISTRICT #33
BUDGET WORKSHOP #2
February 6, 2007**

Summary

Board Goals

- Conduct a review of the 2004 – 2008 Strategic Plan
- Continue with aim, goals and initiatives outlined in the 2006-08 Performance Plan:
 - 1.0 Traditional Accountability:
 - 1.1 The District will gather evidence of student learning (summative) by cohort so that student progress can be monitored as students move along the kindergarten to grade 12 continuum.
 - 2.0 Teaching & Learning:
 - 2.1 The District will implement the Professional Learning Community Model to enable educators at the school and district levels to answer a number of questions.
 - **Continue Learning Teams and offer Learning Communities in subject areas across schools.**
 - **Extend District Learning Communities to departments not just for department heads.**
 - **PLC must celebrate successes, be all on same track, it is about learning for kids, include reminders.**
 - **How are we assessing/adjusting effectiveness of PLC concept?**
 - **Collaboration time is a good concept but require a different way of delivery. It's not achieving what was intended in some schools. Need to talk to people involved. Share a 1.0 FTE for certain number of schools**
 - **Distribute a flyer re Learning Teams with narratives from various groups.**

- 2.2 Continue to support the work of schools in improving development of literacy, numeracy and social responsibility.
- **Focus on non-fiction reading and writing at intermediate grades (Grades 3 and 4).**
 - **Increase our “how to” ability in teaching reading at all grade levels.**
 - **Create an information literacy curriculum.**
 - **More time for literacy at secondary level.**
 - **Develop a long term plan for literacy learning cross-grade and cross-curriculum.**
 - **Increase focus on written communication: need specific intervention until they are successful – across grade levels, especially at intermediate - middle school level.**
 - **Require library tech upgrade to support new systems.**
 - **Need a long term plan to restore teacher librarian positions to 1.0 in elementary schools.**
 - **Require library software & computers.**

- 2.3 Develop the PLC Case Management system to gather and share teaching and student learning information based on ‘teacher professional judgment’. Develop specific interventions for students we are concerned about.

- **Offer support for early identification of “struggling learners”. How do we identify? When?**
- **Provide intervention strategies and resources.**
- **More psychological education assessment resources. Start earlier – in Grade 1, not a two year wait.**
- **Obtaining funding for Special Education for “struggling learners’ (identified and not identified) is challenging.**
- **Provide support for the struggling learner (the “grade” failure at Grade 7) and the Grade 7 student who “fails” twice.**
- **More direct service for counseling (and for L.A.).**
- **Don’t piggyback T.A. time – need more T.A. time.**
- **Need an assessment/diagnostic program.**

3.0 Family and Community Connections:

- **Offer parent tutorials, especially in Math as people are unfamiliar with concepts. Textbooks are an issue at Grade 7.**
- **Parents want to know how to help their children.**
- **Continue MMS workshops and support and parent nights.**

- **Offer BCTF workshops for parents – Northside and Southside.**
- 3.1 The district will partner with community organizations on projects that are designed to support family literacy and social responsibility.
- **Community Services for students: (What? Who? How?) identify provision to students – offer “play therapy” through community sources to schools.**
- 3.2 The district will partner with community organizations to determine ways to share information and resources to support students we are concerned about.
- **How can we identify areas that kids are having difficulties with and offer them support? Offer joint SD/CTA/CUPE/CAA for DLC.**
 - **Protect the funding of the TLC program at the Ed Centre. Protect child minding piece. Lots of high needs learners are having academic and parenting needs met with this program.**
 - **Offer grade 10 struggling students a 10 month work experience program that is non-academic (10 jobs to test for 1 month each) to develop direction, interest and discovery of aptitude.**
 - **Look at options for supporting students “after” school.**
 - **Offer materials for adaptations – help teachers have materials for supporting struggling students and share ideas.**
- Consider recommendations from the Middle/Secondary review.
 - Continue to determine ways for the school district to work with community agencies in support of early learning (birth – kindergarten).
 - **Focus on early learning.**
 - Continue to determine ways for the school district to work with UCFV to support student learning and transitions from secondary to post-secondary.
 - **Hope that high schools will be able to offer a trade program for grades 10-12. Excellent opportunity to channel students directly into their career choice and get them to fit in the first year university in grades 11 & 12.**

Departmental:

District Operations:

Maintenance:

- **There is a difference in general upkeep & repair of buildings, eg. ADR & MSMS.**
- **The 5 year plan needs to be communicated to schools – what money is available, what are the needs & wants and what are we hoping to accomplish. How much say do school staff members have?**
- **Important to communicate to school staff re maintenance priorities and activities.**
- **Want to have a custodian through the day at elementary schools.**
- **Want to see carpets shampooed regularly at elementary schools.**
- **Want to increase custodial time (want desks cleaned & dusting).**
- **Require a plan to replace or phase out aging portables.**
- **Require running water in portables.**
- **Use of additional portables as it relates to ‘choice of schools’ (a communication issue perhaps?)**
- **Can we save money with Power Smart initiatives?**
- **CSS science labs need updating – provide short term and long term solutions for improved learning environment.**
- **CSS students concerned about funding availability for their new school sign.**
- **Concern regarding whose responsibility it is for new school signs and playground equipment. Expensive items that require PAC fundraising. Why is it not responsibility of district?**
- **Should we do “fix ups” in schools that are scheduled for major reno’s in the longer term?**
- **What is the process if students want to initiate a project in a school (ie. painting of space, etc.)? How do they go about getting approval?**
- **Capacity issues at schools – district programs located in schools that are full, while other schools have empty space.**
- **FVDE has different conditions with regard to capital projects (also applies to Alternate Ed.).**

Transportation:

- **Is identification on all SD33 maintenance vehicles required – security issue.**
- **Want field trip transportation allocation included in budget.**
- **Do we provide too much bussing? (with concern for student fitness)**
- **Transportation for athletes – currently rely on fundraising.**

IT:

- **What is the plan to replace outdated technology?**

- Will district reimplement tech helping teachers?
- Offer a Pro-d for regular teachers in the area of technology.
- Use technology for student learning.
- Technology issues include firewalls, protected sites, security and teacher supervision issues.
- Tech guys doing an amazing job but more support needed.
- Where are we with District (information/communication/collaboration) tool such as First Class?
- Offer support for BCesis – making it user friendly for teachers, support for problem-solving, training.
- How do we go about implementing the BCesis – reference manual?
- Concern about laptops – one to one program – technology updating/what would be sacrificed?
- Greater opportunities for access to technology is needed at middle school.
- Webworks seems to be working well (more timely).

Finance & HR:

- Good staffing process
- Secondary class size an issue.
- Class composition staffing is positive.
- Require a minimum of 1.0 FTE AO in all elementary schools.
- Need to have a process for proposing new, innovative programs.
- Re math texts – is IRP changing??
- Hire permanent TOC's. Give timely confirmation of TOC's availability.
- Review clerical staffing formula.
- Want small piecemeal positions posted as one.
- Require 1.0 FTE librarian in small elementary schools.

Student Services:

- Match T.A. time with student needs.
- Make sure that needs are clearly identified in I.E.P. and streamline the resources for I.E.P. writing.
- Are we meeting the needs of identified gifted students?
- More direct service for Speech Pathologists.
- Leave FVDE as site based.
- It may be we need to be creative with the resources we have for allocation.
- Review services and service delivery. Look at the plan that was provided from 2004 and review for relevancy and applicability today.
- A new review is not necessary.
- L.A. time for direct service to students as well as for assessment and paperwork.

Curriculum & Staff Resources:

- **Would like to see weekend retreats for secondary teachers working on art and pro-d.**
- **Would like to see increased money for kids, not teams.**
- **Pro-D that is good for children.**
- **Distinguish better pro-d & staff development.**
- **Offer no choice for pro-d days.**
- **Pro-D connected to long-term plan (sequential & connected to classroom)**
- **Offer French pro-d at middle school – develop scope & sequence & vertical articulation.**
- **Survey teachers re what they want right now for Pro-D – what will they attend?**
- **Offer F.I. program development at secondary level.**
- **Carry Scope & Sequence across grade levels.**
- **Understanding of Scope & Sequence (artic. 3.9) between/within sites (backwards curriculum mapping)**
- **More choice at secondary levels.**
- **Would like to see a curriculum leader in each subject area; e.g. Helping Teachers for new teachers.**
- **Increase diagnostic expertise of “the system”?**
- **Create funding for release time or for weekend work.**
- **Bring back C-PEP (Chilliwack Professional Enhancement Program).**
- **Conduct a survey with PD Chairs and staff reps, possibly via email?**
- **New curriculum documents are needed.**
- **Create a timeline for implementation of new curriculum. Site by site implementation?**
- **Determine secondary teaching tools – looking at children’s needs and cross-curricular needs.**
- **Make CHOICES easier to read.**
- **Keep the “no fees” programs in place for Secondary schools. (e.g. First Aid certification - 160 students will not be certified this year). Put funding in place for maintenance of golf, bowling, skating, curling and use of Leisure Centre.**