

THE BOARD OF EDUCATION
SCHOOL DISTRICT NO. 33 (CHILLIWACK)

REGULAR MEETING

January 25, 2011

A G E N D A

A. CALL TO ORDER – School District Office

- A.1 Board Chair will call the meeting to order at 7:00 pm
- A.2 Adoption of the Agenda
(THAT the agenda as circulated be adopted.)
- A.3 Approval of Minutes
(THAT the minutes as circulated be approved)

B. PUBLIC PRESENTATIONS/PARTICIPATION

- B.1 International Baccalaureate (IB) Programme
- B.2 Public Participation
(Items from the floor are limited to 5 minutes per speaker to a maximum of 30 minutes.)

C. ACTION ITEMS

- C.1 Finance Committee Report
- C.2 2010-11 Amended Annual Budget Bylaw
- C.3 Amended Capital Project Bylaw No. 126141 – Full Day Kindergarten
- C.4 Renumber Policy and Administrative Regulation on Dispute Resolution
- C.5 Draft Policy 207 – Electronic Participation and Voting by Trustees
- C.6 Motion: Trade Agreement European Union
- C.7 Motion: Bus Shelters – Chilliwack River Valley

D. INFORMATION ITEMS

- D.1 Budget Development 2011-12
- D.2 School Community Connections Grant Application
- D.3 Foundation Skills Assessment (FSA) Report
- D.4 BCSTA Report
- D.5 Superintendent's Report
- D.6 Trustee Reports
- D.7 Meeting Summary
- D.8 Future Board of Education Meeting Date
February 22, 2011, 7:00 pm – School District Office

E. SUPPLEMENTARY PUBLIC PARTICIPATION

(Limited to 5 minutes per speaker on questions or comments pertaining to the evening's agenda.)

F. ADJOURNMENT

**MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT NO. 33 (CHILLIWACK)
HELD AT THE SCHOOL DISTRICT OFFICE
TUESDAY, DECEMBER 14, 2010**

Present:	Chair	Mr. D. McKay
	Vice-Chair	Ms. D. Wahlstrom
		Mrs. S. Dyck
		Mr. J. Harter
		Mrs. H. Maahs
		Mrs. L. Piper
	Superintendent of Schools	Ms. C. McCabe
	Assistant Superintendent	Dr. M. Audet
	Assistant Superintendent	Dr. R. Wiebe
	Acting Assistant Superintendent	Mr. R. Arul-Pragasam
	Acting Secretary-Treasurer	Ms. M. Carradice
	Executive Assistant	Ms. K. Graham
Regrets:		Mrs. M. Wiens

A.1 CALL TO ORDER

The Board Chair called the meeting to order at 7:00 p.m.

A.2 APPROVAL OF AGENDA

Mover: Trustee Harter
Seconder: Trustee Maahs

308.10
Adoption of
Agenda

THAT the agenda be adopted as circulated.

CARRIED

A.3 REGULAR MEETING MINUTES

Mover: Trustee Dyck
Seconder: Trustee Wahlstrom

309.10
Minutes
Approved
- 2010-11-23

THAT the minutes of the November 23, 2010 meeting be approved as circulated.

CARRIED

Abstained: Harter

A.4 REGULAR MEETING MINUTES

Mover: Trustee Wahlstrom
Seconder: Trustee Piper

310.10
Minutes
Approved
- 2010-12-07

THAT the minutes of the December 7, 2010 meeting be approved as circulated.

CARRIED

B.1 CURRICULUM AND TECHNOLOGY

Michael Haworth, Technology Helping Teacher for the Chilliwack School District's Curriculum Department provided information on the following:

- District-Wide Technology and Curriculum Integration
- Mobile Technology Innovation Project
- Media Literacy Curriculum Development

B.2 BUILDING A STRONG AND OPTIMIZED IT FOUNDATION FOR THE 21ST CENTURY

Rohan Arul-Pragasam, Acting Assistant Superintendent provided an update on the following:

- Educational Technology Partner – IBM
- Chilliwack School District Website Re-Development Project – Sotropa Communications

B.3 GREEN REPORT – ENERGY CHALLENGE FOR SCHOOLS

Jim Edgcombe, Vice Principal at Strathcona Elementary School and George Pede, Energy Manager presented information on a district-wide *Energy Challenge*. Using a formula based on past electrical use in previous years, schools can earn rewards for the savings made. Mr. Pede also demonstrated real-time monitoring at Unsworth Elementary School.

B.4 PUBLIC PARTICIPATION

An opportunity was provided for public participation.

C.1 SUPERINTENDENT'S REPORT ON STUDENT ACHIEVEMENT 2009-2010

Superintendent McCabe reviewed progress on the Achievement Contract and presented information on the District's Six Year Completion.

Mover: Trustee Dyck
Second: Trustee Wahlstrom

THAT the Board approve the Superintendent's Report on Student Achievement for 2009-2010 and forward to the Minister of Education.

CARRIED
Opposed: Maahs

311.10
Superintendent's Report on Student Achievement - Approved

D.1 BUDGET PLANNING PROCESS 2011-2012

The Board reviewed the planning process for developing the 2011-2012 Annual Budget.

Mover: Trustee Maahs
Second: Trustee Harter

THAT *Conversation 2* be scheduled to take place on three different days instead of all on February 24th.

DEFEATED
In Favour: Dyck/Maahs
Opposed: Harter/McKay/Piper/Wahlstrom

312.10
Conversation 2 to be scheduled on 3 different days - Defeated

Budget Planning Process for 2011-2012:**Conversation 1:**

January 27, 2011, 3:30 – 5:00 pm
Chilliwack Middle School

Planning for 21st Century Learners

Conversation 2:

February 24, 2011, 3:30 – 5:00 pm
Chilliwack Middle School

Identifying Priorities for Student Success
Staff & Community *

February 24, 2011, 7:00 – 9:00 pm
Mount Slesse Middle School

Parents & Community *

February 24, 2011, 6:00 – 8:00 pm
Kekinow

Aboriginal Community *

February 25, 2011, 9:00 – 11:00 am
Sardis Secondary School

Students

Conversation 3:

April 7, 2011, 3:30 – 5:00 pm
Chilliwack Middle School

2011-12 Proposed Budget Presentation

District Pro D Day:

February 18, 2011

Personalized Learning / 21st Century Learners
Community Conversation

* These sessions have a target audience but are open for general attendance.

D.2 BCSTA REPORT

Chair Harter reported on the BCSTA Trustee Academy held on December 9-11, 2010. Future meetings:

February 26, 2011 – BCSTA Provincial Council (*Deadline for motions – January 24, 2011*)
April 14-17, 2011 – BCSTA AGM (*Deadline for extraordinary motions – February 3, 2011*)
(*Deadline for substantive motions – February 11, 2011*)

D.3 SUPERINTENDENT'S REPORT

Superintendent McCabe commented on the following:

- Generosity and thoughtfulness demonstrated by staff and students

D.4 TRUSTEE REPORTS

Trustee Maahs reported on her attendance at the following:

- Chilliwack Central Community School – Breakfast with Santa
- Sardis Elementary School – Christmas Concert

Trustee Dyck reported on her attendance at the following:

- Sardis Secondary School – “White Christmas” Play

Trustee Harter commented on the following:

- Six Year Completion Rates

Trustee McKay reported on his attendance at the following:

- School visits and lunch
- GW Graham Middle/Secondary School – Parent/Teacher Interviews
- GW Graham Middle/Secondary School – Leadership Class

Chair McKay acknowledged the retirement of Assistant Superintendent Dr. Michael Audet and extended a heartfelt thank you for his work in the school district.

D.5 MEETING SUMMARY

In-Camera Meeting – November 23, 2010

Trustees: Silvia Dyck, Heather Maahs, Doug McKay, Louise Piper, Darlene Wahlstrom, Martha Wiens

Staff: Corinne McCabe, Michael Audet, Ruth Wiebe, Rohan Arul-Pragasam, Maureen Carradice, Kelli Graham

Regrets: John-Henry Harter

1. Appointment of Acting Secretary-Treasurer –*approved*
2. Educational Technology Partner - *approved*
3. Personnel – *information received*
4. BCPSEA/Collective Bargaining – *information received*

D.6 FUTURE MEETING

Tuesday, January 25, 2011
7:00 p.m.
School District Office

D.7 PUBLIC PARTICIPATION

Laura Dean, CUPE Vice President commented on the following:

- Six Year Completion Rates

Katharin Midzain, CTA President extended a thank you to Assistant Superintendent, Dr. Michael Audet and wished him well on his retirement.

Ms. Midzain also commented on the following:

- Six Year Completion Rates – Individual student perspective
- Foundation Skills Assessment (FSA)

E.1 ADJOURNMENT

Mover: Trustee Wahlstrom
Second: Trustee Piper

313.10
Adjournment

THAT the meeting be adjourned at 9:02 p.m.

CARRIED

Board Chair

Secretary Treasurer



**CHILLIWACK SCHOOL DISTRICT
BOARD OF EDUCATION**

January 25, 2011

**INTERNATIONAL BACCALAUREATE (IB)
PROGRAM**

No action required. This report is provided for information only.

GW Graham Middle-Secondary School is an authorized *International Baccalaureate* school using the Middle Years Programme (MYP) academic framework to deliver British Columbia Ministry of Education prescribed curriculum in all areas for students in grades seven to ten.

This evening, **Tammie Chernoff**, teacher at GW Graham Middle-Secondary School will present information on the *Personal Project* within the International Baccalaureate Programme.

Student presenters (with project name):

Alexis Baldwin - "Paws for a Cause"

Rianna Carmicheal - "Dress to Impress"

Brianna Vissers - "Saving Paradise: The Impacts of Tourism on the
Hawaiian Marine Environment"



The International Baccalaureate Middle Years Programme
at G.W. Graham Middle Secondary

G.W. Graham is an authorized International Baccalaureate school using the Middle Years Programme (MYP) academic framework to deliver British Columbia Ministry of Education prescribed curriculum in all subject areas for students in grades seven to ten.

The International Baccalaureate Organization (IBO) is a non-profit foundation started in Europe in 1968.

IBO Mission

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

IBO Education Programmes

To this end, the IBO works to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IBO develops three programmes of international education for students aged 3 to 19, working in cooperation with IB World Schools. The three programmes span the years of kindergarten to pre-university. The programmes can be offered individually or as a continuum.

Diploma Programme (DP)
Ages 16 – 19 – Two year programme

Middle Years Programme (MYP)
Ages 11 -16 – Five year programme

Primary Years Programme (PYP)
Ages 3 – 12 – Inquiry Based

IBO Learner Profile

The attributes of the learner profile express the values inherent to the IB continuum of international education.

IBO programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.

IB learners strive to be:

Inquirers	Caring
Knowledgeable	Risk-takers
Thinkers	Balanced
Communicators	Reflective
Principled	Open-minded



**The International Baccalaureate Middle Years Programme
at G.W. Graham Middle Secondary**

The Middle Years Programme (MYP)

What is the MYP? *A framework of academic challenge and lifeskills*

- The MYP is designed for students aged 11 to 16.
- Students develop knowledge, understanding, attitudes and skills to participate actively in a changing world.
- Includes all major disciplines but is flexible enough to accommodate “national curriculum” requirements.
- Based on the fundamental concepts of holistic education, communication and intercultural awareness.
- Supported in English, French, Spanish and Chinese but can be taught in other languages.

Fundamental Concepts

Holistic Education

- Interrelated disciplines among 8 subjects
- Vertical and horizontal integration

Communication

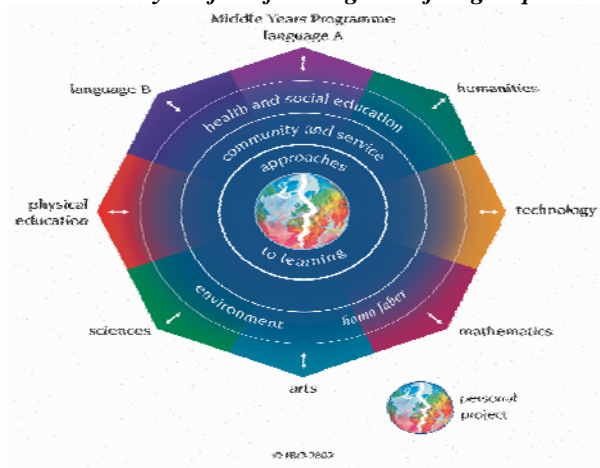
- Verbal and non-verbal
- Second language acquisition

Intercultural Awareness

- Awareness of other cultures
- Tolerance and respect

What does the MYP curriculum contain?

Students study subjects from eight subject groups through five areas of interaction:



Five Areas of Interaction (AoI's)

- approaches to learning
- community and service
- *homo faber*
- environment
- health and social education

Part Three



The International Baccalaureate Middle Years Programme at G.W. Graham Middle Secondary

The Five Areas of Interaction (AoI's)

Students study eight curricular areas one of which must include a second language. Students at G.W. Graham have the opportunity to study French or Spanish. Instruction is organized through five Areas of Interaction. The Areas of Interaction are organizing themes and serve several purposes:

- Lenses through which teachers and students consider in teaching and learning
- A guide for inquiry and reflection
- A point of reference for team planning
- A common language
- Anchors teaching and learning

The Five Areas of Interaction are:

1. Approaches to Learning
2. Health and Social Education
3. Environment
4. Community and Service
5. Human Ingenuity

Effects and Benefits of Learning or How to Become the Best Learner

- Acquiring different skills in different fields.
- Learning how to deal with different subjects.
- Experiencing different types of tasks and challenges.
- Optimizing work to make it the most accurate and efficient.

Effects and Benefits of Learning through Community & Service

Community Awareness and Understanding:

- The concept of community
- Individuals in communities
 - a) role of the individual
 - b) needs of the individual
 - c) responsibilities of communities to individuals
- Different Communities
 - a) forms of communities
 - b) needs of communities
 - c) issues in communities
 - d) organizations in communities

Reflection on:

- Attitudes
 - a) different social patterns
 - b) different ways of life
 - c) showing initiative
- Responsibilities
 - a) ethical implications of activity or inactivity in the community
 - b) using personal strengths to enhance communities

- c) identifying personal strengths and limitations

Involvement through Service in Terms of:

- **Community Involvement**
 - a) types of involvement
 - b) effects on communities at various levels
 - c) personal involvement

- **Being an Active Contributor**
 - a) showing willingness and the skills to respond to the needs of others
 - b) coming up with solutions to actively resolve issues within communities

Effects and Benefits of Learning through Health & Social Education

Should be considered in terms of

- a) an awareness and understanding of contemporary and historical social issues
- b) reflection on and having opinions on a range of social issues
- c) making considered and responsible choices on a range of social and health issues

Awareness and understanding of:

Reflection on:

- a) ourselves in the wider society – including issues such as freedom, government health policies and globalization
- b) ourselves and others – including issues such as relationships, sex and death
- c) understanding ourselves – including issues such as personal hygiene, diseases and substance abuse

Making Choices in terms of:

- a) ourselves in the wider society – including behaviour and ethics
- b) ourselves and others – including personal values and taking responsibility
- c) understanding ourselves – including self-control or needs and wants
- d) looking after ourselves – including diet and exercise

Effects and Benefits of Learning through Environment

The environments should be considered as:

- a) The natural environment includes all living and non-living things that occur naturally on Earth along with its systems, landscapes and resources.
- b) The built environment includes the settings for human activity ranging from the large-scale civic surroundings to personal places, such as homes.
- c) The virtual environment includes electronic environments, internet environments and the concept of personal space.

Awareness and Understanding of:

- a) the roles our environments play in the lives and well-being of humankind
- b) the effects of one environment on the other
- c) the effects of our actions, attitudes and constructs, such as sustainable development and conservation
- d) physical, social, political, economic and cultural dimensions
- e) the nature and role of local and international organizations responsible for protecting our natural environments

Reflection On:

- a) our responsibilities to our environments
- b) the role of the virtual environments in modeling our other environments

Taking Action On:

- a) a range of issues related to environment

Part Four



The International Baccalaureate Middle Years Programme at G.W. Graham Middle Secondary

Effects and Benefits of Learning through Human Ingenuity

Human Ingenuity can be used to inquire into a broad range of human activities including:

- a) systems – laws, methods of government, transport, education, healthcare
- b) communication – statistics, language, mathematical formulae, codes
- c) technology – buildings, machinery, tools
- d) thought – principles, concepts, ideas, opinions, attitudes
- e) art – painting, sculpture, embroidery, theatre, music
- f) culture – fashion, rituals and customs, food

Awareness and Understanding of:

- a) the meaning of “ingenious”
- b) a range of systems, solutions and products
- c) the processes involved in innovation, creation, development and change
- d) the individual desire to create, develop or change things
- e) how systems or products develop and change over time

Key Questions

- Why do humans create, develop or change products or solutions?
- How and why do products or solutions change over time?
- How do we celebrate human endeavour and achievement?

Reflection On:

- a) the impact of innovation and creation on individuals, communities, societies and the world
- b) the product of innovation, creation and development in context
- c) how subjects have “ways of thinking”
- d) a range of systems, solutions and products

Key Questions

- What are consequences of creating?
- How can I make responsible choices based on my understanding?
- What impact have creations had on individuals, society and the world?
- What future developments can I foresee?

Taking Action To:

- a) create solutions and products to solve own and others’ problems
- b) think creatively

Key Questions

- What are my challenges and what solutions can I come up with?
- How can I have a personal involvement as an innovator, creator and developer?
- How can I use my thinking in one subject to help me in another?



The International Baccalaureate Middle Years Programme
at G.W. Graham Middle Secondary

The Middle Years Programme culminates with the Personal Project. The Personal Project can take various forms, for example:

Students in grade 10 must complete a personal project. This can take various forms, for example:

- an original work of art (visual, dramatic, performance, etc.)
- a written piece of work on a special topic (for example, literary, social, psychological or anthropological)
- a piece of literary fiction (creative writing)
- an original science experiment
- an invention or specially-designed object or system
- the presentation of a developed business, management, or organizational plan, i.e. for an entrepreneurial business or project, a special event, or the development of a new student or community organization.
- creating a sport or game
- A project that is generated by the student and approved by the mentor.

The Personal Project is:

- completely independent
- focused on at least one area of interaction in addition to ‘approaches to learning’
- focused on the process of completing the project as well as the finished product

Students are matched with a teacher mentor and the teacher mentor assists the student on a one-to-one basis with direction and advice in the completion of the project. The project is started in grade 9 in February in the IB Humanities class and is completed in grade 10 IB English in December. The projects are displayed for the school and the public. The date for the display coincides with the annual parent-teacher night to give parents the opportunity to visit the display.

The Personal Project is assessed by the teacher mentor using criterion developed by the International Baccalaureate organization. The IB Personal Project is a locally approved course and students receive 2 credits towards graduation upon successful completion of the project.

Students who complete the Personal Project and have credit for a second language at the grade 10 level, receive the International Baccalaureate Middle Years Programme Certificate.

IB MYP Personal Project

G.W. Graham Middle-Secondary School
45955 Thomas Road
Chilliwack, B.C. V2R 0B5



International Baccalaureate Middle Years Programme

The Personal Project

2011

Name _____

English A Teacher Grade 9 _____

Grade 10 _____

Supervisor _____

Principal: Mr. D. Testa
MYP Coordinator: Ms. T. Chernoff





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Personal Project Deadline Dates

Choose a Topic no later than March 4

Choose a Teacher Supervisor no later than March 30
Signature _____

Outline and List of Resources no later than APRIL 30
Meet with Supervisor Signature _____

Information collected and no later than May 30
Rough draft of bibliography
Meet with Supervisor Signature _____

Meet 3 times with Supervisor between April 1 and June 15
Signature _____

Complete first draft of written statement September 30
Submit to Supervisor
Meet to discuss first draft First week of October
with Supervisor Signature _____



Second draft of written statement

3rd week of October

Signature_____

**Meet to discuss second
draft with Supervisor**

Last week of October

Signature_____

**Final Product, Process
Journal and Written
Statement due**

November 30

Signature_____

Personal Project Exhibition

December

Signature_____

Marking of Personal Project

December

Signature_____





INTRODUCTION

Have you ever wanted to build a musical instrument? Do you have a secret passion to write a book? Now is your chance! The Personal Project is **your** project to do what **you** want to do, to show the skills you have developed over the years in your subjects and through approaches to learning (ATL) and apply them to the chosen goal that focuses on dimensions of the area(s) of interaction.

The Personal Project holds a place of special importance in the MYP, and so it should be clearly focused on an issue or theme closely related to the areas of interaction. Remember, you will be working on this project for an extended period of time, so it needs to be something you **really** want to do.

What Type of Personal Project Can I Do?

Depending on your goal, you might choose one of the following types of projects:

- an original work of art (visual, dramatic, performance, etc.)
- a written piece of work on a special topic (for example, literary, social, psychological or anthropological)
- a piece of literary fiction (creative writing)
- an original science experiment
- an invention or specially-designed object or system
- the presentation of a developed business, management, or organizational plan, i.e. for an entrepreneurial business or project, a special event, or the development of a new student or community organization.
- creating a sport or game
- A project of your choice that you have cleared with your supervisor

Whatever Type of Personal Project You Decide to Do, it Should

- ➔ Have a clear and achievable goal
- ➔ Be focused on at least one Area of Interaction.
- ➔ Allow you to express a truly personal message
- ➔ Be the result of your initiative, creativity, and ability to organize and plan
- ➔ Reflect your special interests, hobbies, special abilities, or concerns about particular issues
- ➔ Deal with a topic or area to which you are committed
- ➔ Be entirely your own work. Authenticity is very important and you may be required to sign a document stating that the personal project is your own work



Your Project Must Not

- Be part of any assessed course work
- Take over your whole personal and social life, nor interfere with your studies even though it will involve many hours of work
- Be too closely linked to any specific subject, for example: does not repeat a unit of work you have done in course work – your personal project is not on mitosis and meiosis

Supervision of Your Personal Project: Who is your Mentor?

In order to assist you with successfully completing the personal project, you will work with a teacher supervisor. You will choose the teacher supervisor and it is to your advantage and your responsibility to build a respectful working relationship with your mentor.

Roles and Responsibilities of Supervisor

- guide you on how to complete the personal project successfully
- will attend pre-arranged meetings
- make positive, constructive oral and written comments at each stage
- make a final assessment of the project according to the MYP criteria (see this booklet)
- ensure that the project is authentic and entirely your own work, and that the information is adequately referenced.
- is not required to be available outside of regular school hours – for example: during summer holidays or on weekends

Roles and Responsibilities of Student

- take initiative to approach mentor to sponsor Personal Project
- Set up meeting times with supervisor and attend them
- Take ownership of their Personal Project – recognize mentor is a consultant – not an active participant in creating project

WHAT ARE THE AIMS AND OBJECTIVES OF A PERSONAL PROJECT?

Aims

- Demonstrate the personal abilities and skills required to produce and present an extended piece of work
- Engage in personal inquiry, action and reflection on specific topics and issues
- Focus on and demonstrate an understanding of the areas of interaction
- Reflect on learning and share knowledge, views and opinions



Objectives

A Planning and Development

Students should:

- Identify a clear and achievable goal
- Describe and justify a focus on the chosen area(s) of interaction
- Describe the steps followed to achieve the stated goal
- Adhere to the stated goal throughout the project, although the goal may be modified

B Collection of Information/Resources

Students should:

- Select and utilize adequate, varied resources
- Identify and use relevant information critically
- Acknowledge sources of information appropriately

C Choice and Application of Techniques

Students should:

- Choose techniques relevant to the project's goal
- Justify this selection
- Apply the chosen technique consistently and effectively.

D Analysis of Information

Students should:

- Analyze the information in terms of the goal and focus of the project
- Express personal thought
- Support arguments with evidence
- Respond thoughtfully to ideas and inspiration

E Organization of the Written Work

Students should:

- Organize their work in a coherent manner according to the required structure
- Present information clearly
- Present references, bibliography and symbolic representations appropriately

F Analysis of the Process and Outcome

Students should:

- Identify the strengths and weaknesses of the project at different stages of development
- Where appropriate, suggest ways in which the project could have been tackled differently
- Assess the achieved results in terms of the initial goal and focus on the chosen area of interaction
- Show awareness of the overall perspectives related to the chosen topic or piece of work



G Personal Engagement

Students should:

- Meet deadlines
- Take the initiative to make appointments with their mentor – you go to them!
- Follow agreed procedures and work plans
- Make appropriate use of a process journal or log book
- Show initiative, enthusiasm and commitment to the task

COMPONENTS: WHAT ARE THE THREE COMPONENTS OF THE PERSONAL PROJECT?

- 1. The Process Journal or Log**
- 2. The Written Statement**
- 3. The Finished Product**

1) COMPONENTS: The Process Journal or Log

This is a journal that you are required to use to record your progress as you work on the project. The process journal is a particularly useful tool because it helps in the organization of the written statement, an important part of the project.

- Your supervisor will use parts of this journal to assess the progress of your personal project (assessment criterion G).
- It should be updated regularly during the development of the project, and should be used to record progress honestly, containing thoughts, ideas, decisions, feelings and reflections.
- The process journal should not be redone as a “good copy” since it should reflect changes, doodles, notes in the margin, pictures, ideas, reminders, drawings material samples, etc.
- It need not be neat or well presented, but should be honestly filled in regularly to show you how your project is developing.
- You will use this in discussions with your supervisor to show the rate and direction of progress being made.

The easiest way to organize your journal is as a chronological diary.

- Each time that you work on the personal project you should spend the last five or ten minutes writing up your journal.
- You should use it to reflect on what you have achieved, feeling of success or breakthroughs, any obstacles or problems encountered how you might have overcome them and what you need to do next.



Here are some headings you could use to help provide a structure for your journal:

- What I did today
- Difficulties I faced
- How I solved the challenges
- What I learned

2) COMPONENTS: The Written Statement

Your personal project **MUST** include a written personal statement explaining how, why and what you did, in a well-structured and organized manner. It is up to you when you write the personal statement, however, it is strongly recommended that you start at the outset of your project, as it provides a clear outline of what the project will be about and how it will be organized. The written statement should be approximately 1000–1500 words. (Be sure to include the word count at the end of your statement!)

The Written Statement Must Follow this Structure:

- i. It must be typed
- ii. It should be well organized with a title page and table of contents
- iii. It has an introduction. This should be short and general, explaining how you thought of your personal project to research, and exactly what you wanted to achieve
- iv. Information may be displayed in graphs or charts and your links to the specific Area of Interaction explained. Organize this part with sub-headings or titles.
- v. It has a concluding paragraph answering your questions or showing what you found (or did not find).
- vi. It has a bibliography listing sources used, e.g. encyclopedias, books, magazines, journals and audiovisual material. You should use the bibliography formatting style you have been taught to use in your subject classes and found in your agendas.
- vii. There may be appendices, if appropriate.

How to Write a Proper Personal Project Written Statement

Title Page

- Title of project
- Name of student
- Name of Supervisor
- School and year



Table of Contents

- Title of sections and subsections of your project together with the page numbers where they may be found

Introduction

- Define the goal of your project
- Explain the focus of your chosen area of interaction
- Provide an outline of how you intend to fulfill your goal

Description of Process

- Explain and justify the techniques you used to create your project
- Quote from your research to justify your chosen techniques
- Describe the process of bringing your project from the initial idea to the finished project
- Describe the characteristics of the project

Analysis

- Describe the inspiration for the project
- Analyze your research and show how it helped you create your product
- Quote from your research to support all statements
- Describe any findings and decisions you made
- Describe how your research helped you come up with new ideas and what your research taught you about your focus area of interaction
- If you chose an essay for your project, parts of the essay should be integrated into your analysis as the major part of this section

Conclusion

- Reflect on the impact of your project
- Describe any new perspectives that might be considered

Bibliography

- Follow the bibliography guide in appendix 1

Appendixes

- Only include appendixes if you have labeled them or referred to them in your written statement

Integration of the Areas of Interaction

There are five Areas of Interaction. You should identify only one Area of Interaction in addition to Approaches to Learning as the focus of your Personal Project.



1. Approaches to Learning

How do I learn best?

How do I know?

How do I communicate my understanding?

ATL is the key area of interaction to the Personal Project. ATL is concerned with the development of effective study skills, of critical, coherent and independent thought, and the capacity for solving problems and making decisions.

In your essay you should address the following:

- The ability to do methodical work
- A sense of achievement and self-discipline
- Care for a job well done
- Care for language and for adequate precise vocabulary
- Coherence of thought and expression
- Self-sufficiency and responsibility

Includes:

visiting the library, using the Internet, organizing, collecting, study guides, competitions, timelines, graphic organizers, student self-assessment, flashcards, study buddies, peer assessment, test-taking skills, learning styles, using agenda, problem solving, critical and independent thinking, reflection, meeting deadlines, decision-making, teamwork

2. Community and Service

How do we live in relation to each other?

How can I contribute to the community?

How can I help others?

Community and service may have opened your eyes to different realities. First-hand experiences should have created an interest in finding out more about the issues and problems you have witnessed and been involved in. The choice of the Personal Project can stem directly from this interest and sense of commitment developed. On the other hand, research and thought involved in the completion of a Personal Project may well provide valuable experience and knowledge to develop further an existing community project.

Some of the skills, attitudes and values closely linked to this area of interaction are:

- An interest in today's world
- Social awareness
- An altruistic attitude
- A sense of responsibility and self-esteem



Includes:

classroom help, community participation and development, concern and awareness, a sense of responsibility, skills and attitudes to make an effective contribution to society, active involvement, writing editorials for newspapers, peer tutoring, teacher assistants, school guides, mentors, food and clothing collections, fundraising, nursing home services, pen pals, toiletries for soldiers, school and community clean-up, team manager, volunteerism, club member

Possible Learning Outcomes

Awareness and Understanding of:

- How does my project apply to my communities?
- What impact have my communities had on my project?
- Which communities have my project affected?

Involvement in:

- As a result of completing my project, what can I do with the information gained to further help my community?

Reflection on:

- How has my project helped my communities?
- How have my communities helped my project?
- As a result of completing my project, what **ethical** responsibilities have been highlighted *for my communities*?
- As a result of completing my project, what **personal** responsibilities have been highlights?
- How did my project help me develop as a person?

3. Environments

Where do we live?

What resources do we have or need?

What are my responsibilities?

We are confronted everyday by global environmental issues of a political and economic nature which require balanced understanding. We also to have to cope with everyday environmental



situations at home, at school or in the immediate surroundings which require attention and involve decision making. In the Personal Project you may choose to explore issues such as:

- The interdependence of human, and other forms of life
- The consequences of human manipulation of the environment
- Pollution and population growth
- The links between health and changes in the environment
- World problems and common issues
- Local, regional, national and international responsibilities
- The environmental choices and opportunities offered by technology
- The political responsibility of each individual

Includes:

awareness of interdependence with the environment so that responsibility for maintaining an environment fit for the future, global environmental issues, decisions about home/school situations, positive and responsible action for the future, conservation, recycling, gardening, school and community clean-ups, population studies, noise pollution, waterways ecology, endangered species, found-object art, water-tests

Possible Learning Outcomes

Awareness and Understanding of:

- How has my project affected the environment?
- How has the environment affected my project?
- How did the following issues affect my project?
 - social
 - political
 - economic
 - cultural
- What local organizations responsible for protecting our environment, were related to my project area?
- What international organizations responsible for protecting our environment, were related to my project area?
- How have these organizations contributed to my project area?

Involvement in:

- How has my project positively affected the environment?
- After completing the project, what are my ongoing responsibilities?



Reflection on:

- How has my project addressed making informed and responsible choices?
- What are the lifestyle implications of my project?
- How has the project reflected what I currently contribute to our community?

4. Health and Social Education

How do we think and act?

How am I changing?

How can I look after myself and others?

This area of interaction aims to educate the whole person and should prepare you for a physically and mentally healthy life. It should also develop a sense of responsibility for your own well-being and for the physical and social environment. There are many issues that you may choose to demonstrate understanding by exploration of topics such as:

- Hygiene, physical and mental health, nutrition, work, rest, exercise, leisure, alcohol, drugs, tobacco
- Adolescence, emotions, family life, sexual issues
- Consumer issues, peer influences, advertising, medial, pressure groups
- Interpersonal relations, self-respect, responsibility and respect for others, family and group relations, schools, peers
- Health and legal services, social issues, safety, firearms, vandalism, poverty, delinquency

Includes:

physically and mentally healthy life, aware of potential hazards and able to make informed choices, a sense of responsibility for our own well-being and for our physical and social environment, explore self and develop healthy relationships with others, peer tutoring, cooperative groups, fitness, team sports, time management, decision-making skills, health projects, traffic safety, world living standards, handicaps and disabilities, advertising, divorce, disease, law, hygiene, acceptance

Possible Learning Outcomes

Awareness and Understanding of:

- How did the following issues impact on my project area?
 - Globalization
 - Government Health Policies
 - Personal Freedom
- How has my project area been impacted by:
 - political decisions?



- social decisions?
- economic decisions?

- How has my project been affected by culture, both visible and invisible?
- What health and social issues affecting my age group were addressed in my project?
- As I get older, what health and social issues does my project address?

Making Choices:

- In the future how can I use the **knowledge** and **understanding** gained through completing this project to make better choices?
- In the future how can I use the skills gained through completing this project to make better choices?
- As a consequence of completing my project, how can I better look after myself and others?
- As a consequence of completing my project, what are the results of making poor choices?

Reflection on:

- How did my project address alternative course of action?
- What social issues did my project reflect? (substance abuse, personal hygiene, diseases)
- How did my project change me?

5. Human Ingenuity

Why and how do we create?

What are the consequences?

The purpose of human ingenuity is to develop opportunities for you to appreciate the human capacity to invent, create, transform, enjoy and improve the quality of life. It therefore encourages the student to see the relationships between science, aesthetics, technology and ethics. The Personal Project is a rich opportunity for you to engage in an extended piece of work, which challenges your own creativity and thought in relation to issue of concern to yourselves. The following themes could easily relate to this area of interaction:

- The development of mathematical and scientific thought through the ages
- Ethical values through the ages
- The diversity of moral and aesthetic judgments
- The human capacity for change, and for reaction to change
- The influence of men and women of genius
- Great cultural and historical movements
- Great scientific discoveries
- The impact of inventions and discoveries on society.



Includes:

focus on the evolution, processes and products of human creativity, appreciate and put into practice the human capacity to influence, celebration of human achievement, transform, enjoy and improve the quality of life, explore the relationship between science, aesthetics, technology and ethics, problem solving and showing creativity and resourcefulness in a variety of contexts throughout the curriculum and school life, inventive genius, technological invention, create artworks, script and poetry writing, acting, musical compositions, scientific methods, visit museums

Possible Learning Outcomes

Awareness and Understanding of:

- Outline **why** humans have created, developed or changed products or solutions within your project area?
- Outline **how** products or solutions within your project area have changed over time?
- Outline **why** products or solutions within your project area have changed over time?
- Within your project area outline how human endeavour and achievement are celebrated.
- What innovations are related to your project? Eg How has your project area been modified or evolved over time?
- What creative processes were involved in the development of your project?

Taking Action to:

- What challenges have I faced/overcome to complete my project?
- What solutions have I come up with to complete my project?
- As a consequence of completing my project, how have I been able to ‘*think creatively*’ in other areas of School and life?
- Throughout my project how have I demonstrated being
 - an innovator?
 - a creator?
 - a developer?

Reflection on:

- What have been the consequences of creating my project?
- Based on my understanding of my project, how have I made responsible choices?
- In my project area, what impact have creations had on
 - individuals?
 - society?
 - the world?
- What future developments can I foresee in my project area?



COMPONENTS The Finished Project:

Development of the Personal Project:

Your studies in the IB Middle Years Programme at G.W. Graham Middle-Secondary School have prepared you for your Personal Project. You have acquired knowledge of the Areas of Interaction, the Design Cycle, MYP Assessment Criteria and Interdisciplinary projects. This knowledge will help you as you work through the following phases:

- Phase 1:** Choosing the topic/theme and approach
- Phase 2:** Planning the project
- Phase 3:** Gathering the necessary material
- Phase 4:** Working on the project
- Phase 5:** Presenting the outcome
- Phase 6:** Assessment

Phase 1: Choosing the Topic and Approach

Any project will involve the important first phase of investigation and research. When you are choosing your topic and your approach, you must remember that the Personal Project is your way of demonstrating your understanding of the Areas of Interaction; you must therefore choose a suitable topic and approach which allow you to do this.

You should discuss ideas with different people, both inside and outside the school, to help you to focus on precisely what you are going to do.

It is also important that you have a discussion with your supervisor on your choice to see whether or not your intentions are realistic. This may be the first time you have undertaken a piece of significant *independent* investigation. You should realize that your supervisor is not looking for work of university standard; rather, this is an opportunity for you to demonstrate such things as the approach you are taking, the methods you are using, and your ability to link your project to an Area of Interaction.

Your topic/theme should not be too general, nor must it be one that would lead you to paraphrase or summarize what you have read in a book, in an encyclopaedia, or on the Internet. Rather, it should be a topic/theme that you truly want to explore, and that will allow you to reflect on ideas that are closely linked to the Areas of Interaction.

Examples of successful projects carried out by other IBMYP Grade 10 students include:

- *Running a 10 km Race*
- *Leadership Through Childcare*
- *Creating a Web Site*
- *Learning a craft to create a work of art*



It is crucial that you keep the goal(s) of your personal project in mind continuously; your goal may well be modified in light of experience gained during the process.

Choosing the Topic

You will need to:

1. focus your personal project on a topic that interests you;
2. be realistic about your project's aim and scope;
3. use a medium (e.g. writing, music, etc.) you feel confident about; and
4. relate the project to *Approaches to Learning* and one other Area of Interaction.

Phase 2: Planning the Project and Collecting Material

Planning the Project:

The next part of the process is to plan the steps towards completing your personal project. You should write an outline of your main ideas, guided by a statement of your aim, as discussed with your supervisor. The purpose of the outline is to:

- define the investigation
- help in the choice of appropriate sources/material

Ask yourself the following questions, which are neither definitive nor exhaustive:

- Where do I find the necessary material?
- Who has information about my topic? (people are great resources and can give you specific answers to questions you may have)
- Do I have to carry out my own experiments?
- Do I need to prepare, circulate and analyze a questionnaire or survey?
- Do I need to go to libraries other than the school library?
- Do I need to visit any museums or organizations?

You should write down these questions, and others, along with the answers, as a way of reminding yourself of the variety of potential sources. It is only by looking at a variety of sources that you can make a judgment about their relative usefulness.

After checking with your supervisor that you have investigated all the options, you should make a list of tasks so that you can collect the necessary material. You will need to consider the order in which these tasks will have to be undertaken.

Phase 3: Gathering the Necessary Material

At this stage you will need to start locating and selecting information. These will be two of the major tasks to be listed in your process journal. Once your list of sources is complete, start gathering the material.



- ① Remember: Producing any type of project is not usually a neat process; it may be messy and involve changes in your plans, especially in the developmental stages.

When you have found a source of information and/or inspiration, you will have to decide how useful it is. The list of sources in your report should only include those you have actually used.

- ① Remember, people who are experts in their field can prove to be a wealth of information and an invaluable resource for you during this project. You can include interviews or questionnaires from these people as corroboration to your other research!

Always write down the source of your material. This information will vary according to the type of source consulted.

- Book: record the author(s), title, edition, series, bibliographical address (city, editor, date).
- Interview: record the name, address, function of the person, etc.
- Experiment: record the set-up, circumstances, etc.
- Work of art: record the name, artist, reference (museum, recording, etc.)

The school library and your agenda also have very helpful information on compiling a bibliography or list of sources. It is good idea to start doing this properly.

Other sources can also help you:

- A book might have a bibliography, mentioning other useful books.
- The person you interview might have a suggestion to investigate something else.
- An experiment might lead to other investigations.

- ✎ **Reminder:** The failure to properly acknowledge sources of information is considered to be plagiarism and is a form of cheating. Students proven to have cheated in their work, risk not having it graded. If you are in any doubt about what to do, speak to your supervisor.

WHAT I NEED TO DO:

- Begin locating and selecting information based on how useful it is.
- Make notes (use index cards, skinny notes, graphic organizers—use what works best for you).
- Attach your research notes securely into your process journal.
- Keep track of your resources by writing down information you will need for your bibliography.
- Use this project guide, your agenda and the school library for helpful information on compiling a bibliography.
- Remember to use a wide variety of sources.
- Read the rubric for Criterion B to make sure you are on the right track.

Make an appointment with your supervisor. Bring your process journal and the sources you have selected. A written record of the bibliographic information should also be shown to your supervisor at this time.



Phase 4: Working on the Project

Throughout the project ensure that you are following the process below and write about this in your log book.

1) Reflect and Analyze

Where are you in relation to your goal? Timeline?
Has new information/research changed your approach?

2) Constructively Critique

What roadblocks have you encountered?
How have you worked through these challenges?
What have you accomplished so far that you are most proud of?

3) Act

Your Personal Project is a work in progress. You are encouraged to use your reflection, analysis, and critique to adjust and make changes to your work.

Remember to meet regularly with your supervisor and to manage your time so that all deadlines are met—you must meet with your supervisor no less than three times during this phase.

Phase 5: Presenting the Outcome

Now you are in the final stages. You will present your work at the Personal Project Exhibition on the December Parent Teacher Interview day. Date to be announced. _____

WHAT I NEED TO DO:

You must ask yourself how you should best present it.

The following issues need to be addressed:

- Am I communicating the goals of my project? How?
- Am I communicating the research process? How?
- How can I show/present the results?
- How can I display my conclusions convincingly?
- How can I make my recommendations for improvement?
- How can I explain what I learned from this project?



Evaluation Rubric

The Personal Project is evaluated using 8 criteria with a 0 to 4 scale.

Criterion A: Planning and Development

Students should be aware that it is essential to define a clear goal before starting detailed research and work. A goal can be defined as a statement, or one or more key questions, which identify the focus of the personal project based on one or more areas of interaction. The goal may alter during the course of the personal project but students need to state and explain clearly the reason(s) for a change in goal. Evidence of student's achievement in this criterion will be found in the introduction, the body of the work and the conclusion.

Criterion B: Collection of Information/Resources

This criterion allows the student to demonstrate the ability to collect relevant information from a variety of sources and to compile a bibliography of sources used in the project. Students should select sufficient information and appropriate resources to substantiate all arguments and/or to support the project. Students should also acknowledge their sources of information clearly in the body of their text through clear referencing.

Criterion C: Choice and Application of Techniques

This criterion assesses students' abilities to choose techniques relevant to the personal project's goal, as defined by the key questions, or statement of intent of the personal project. Students should justify this selection and apply the chosen techniques consistently and effectively. Students should choose a goal that is achievable. Because of circumstances that may be beyond their control, students may find unforeseen difficulties prevent successful completion of ambitious projects. These types of ambitious personal project may still result in a good level of achievement for this criterion.

Criterion D: Analysis of Information

This criterion measures students' abilities to analyse information in terms of the personal project's goal and focus on the chosen area(s) of interaction. Students should express personal thoughts and support arguments with evidence.

Criterion E: Organization of the Written Work

This criterion focuses on the presentation of the written work (including title page, contents page and page numbering, overall neatness, the appropriate use of graphs, diagrams and tables, where appropriate). It also assesses the internal structure and coherence of the work.



Criterion F: Analysis of Process and Outcome

Evidence of students' achievement in this criterion will be found in the conclusion and also in the body of the structured piece of writing. Students are expected to describe, and reflect on, the stages of development of the personal project and the thought processes followed. Students should reflect on the ways in which the personal project has fulfilled the initial goal. In this reflection, students should review the ways in which the project has been focused on the chosen area of interaction, and on how dimensions of the area has been explored and developed. Using their process journals as a prompt for reflection, students will provide comments on such questions as:

- What have been the strengths and the weaknesses of the personal project at different stages of development?
- What would the student do differently next time?

Criterion G: Personal Engagement

This criterion focuses on an overall assessment of students' engagement and application of approaches to learning skills during the planning and development stages of the personal project. Qualities such as organization and commitment to the task should be considered. By their very nature these are difficult to quantify and the assessment should take into account the context in which the personal project was undertaken.

The assessment should also take account of working behaviours such as the amount of encouragement required by students, the interaction between students and supervisors, the attention to deadlines and procedures, as well as the appropriate use of supporting documentation such as log books and process journals.

The levels of achievement awarded should be based on a holistic judgment of the degree to which these qualities and working behaviours are evident in the personal project.

G.W. Graham Criterion H: Presentation

This criterion focuses on the presentation of the student's Personal Project at the Personal Project Exhibition.



PERSONAL PROJECT SUPERVISOR’S FINAL ASSESSMENT FORM

Name: _____

Supervisor: _____

Project Title/Topic: _____

Approaches to Learning	Not Satisfactory	Satisfactory	Good	Excellent
Met regularly with supervisor				
Sought help when necessary				
Worked independently				
Organized time effectively				
Met deadlines				
Effort				

Please refer to the detailed descriptors...

MYP Assessment Criteria	Criteria domains	Maximum Achievement Level	Achievement Level
Criterion A	Planning and Development	4	
Criterion B	Collection of Information/Sources	4	
Criterion C	Choice and Application of Techniques	4	
Criterion D	Analysis of Information	4	
Criterion E	Organization of Written Work	4	
Criterion F	Analysis of Process and Outcome	4	
Criterion G	Personal Engagement	4	
Criterion H	Presentation	4	

COMMENTS:

Signature _____ Date _____



**CHILLIWACK SCHOOL DISTRICT
BOARD OF EDUCATION**

January 25, 2011

FINANCE COMMITTEE REPORT

Chair Silvia Dyck will review the Finance Committee Report of January 19, 2011.

RECOMMENDED MOTION:

THAT the Board accept the Finance Committee report of January 19, 2011.



REPORT OF THE FINANCE COMMITTEE

*Meeting held Wednesday, January 19, 2011 – 4:30 p.m.
School District Office*

Attendance:	Silvia Dyck Martha Wiens Corinne McCabe Rohan Arul-Pragasam June Murphy Maureen Carradice	Committee Chair Trustee Superintendent Acting Assistant Superintendent Director of Finance Director of Human Resources
Regrets:	John-Henry Harter Dale Churchill Kelli Graham	Committee Vice Chair Director of Operations Executive Assistant

Meeting called to order at 4:30 pm.

1. **2010/11 AMENDED BUDGET BYLAW**

The Director of Finance provided a detailed overview of the 2010/11 amended budget.

The amended annual budget bylaw in the amount of \$108,840,370 will be brought forward to the Board for approval at the January 25, 2011 regular board meeting.

2. **2011/12 BUDGET DEVELOPMENT**

a. **Process/Timeline**

The Committee reviewed the timeline for Budget Development for 2010-11 to 2011-12.

b. **A Series of Conversations on Educating Chilliwack's Youth** Information concerning a *Series of Conversations on Educating Chilliwack's Youth* was provided.

Conversation Dates:

Conversation 1: **January 27, 2011**

Conversation 2: **February 24, 2011**

Conversation 3: **April 7, 2011**

3. AMENDED CAPITAL PROJECT BYLAW NO. 126141 – FULL DAY K

The Committee reviewed information from the Ministry of Education outlining a summary of the funding approved to date for the provision of Full Day Kindergarten in the Chilliwack School District.

The Ministry has now approved a total maximum allocation of \$1,092,812 for new modular classrooms at Tyson Elementary, Vedder Elementary and Sardis Elementary schools to support full day kindergarten.

An Amended Capital Project Bylaw will be brought forward to the Board for approval at the January 25, 2011 regular board meeting.

4. ENROLMENT PROJECTIONS / BOUNDARIES

The Acting Assistant Superintendent provided information on projected enrolments for the elementary schools in the Chilliwack School District.

General consensus is that there will be a capacity issue on the south side in the next 5 or 6 years and that there is ample room for growth on the north side beyond 2025.

The Superintendent indicated that it will be necessary to review boundaries in consideration of enrolment projections.

The meeting adjourned at 6:00 pm

It was agreed that Finance Committee Meetings would be scheduled monthly.

Next meeting: **TBD**



**CHILLIWACK SCHOOL DISTRICT
BOARD OF EDUCATION**

January 25, 2011

**2010/2011
AMENDED ANNUAL BUDGET BYLAW**

The Superintendent will present the 2010/2011 Amended Annual Budget for approval by the Board.

RECOMMENDED MOTIONS:

1. THAT the Board approve three readings of 2010/2011 Amended Annual Budget Bylaw at the January 25, 2011 Regular Board Meeting.
(vote must be unanimous)

2. THAT the Board approve first reading of 2010/2011 Amended Annual Budget Bylaw (attached) in the amount of \$108,840,370.
3. THAT the Board approve second reading of 2010/2011 Amended Annual Budget Bylaw (attached) in the amount of \$108,840,370.
4. THAT the Board approve third reading and adoption of 2010/2011 Amended Annual Budget Bylaw (attached) in the amount of \$108,840,370.

**SCHOOL DISTRICT
AMENDED ANNUAL BUDGET
FISCAL YEAR 2010/2011**

SCHOOL DISTRICT NUMBER 33	NAME OF SCHOOL DISTRICT Chilliwack	YEAR 2010/2011
OFFICE LOCATION 8430 Cessna Drive		TELEPHONE NUMBER 604-792-1321
CITY/PROVINCE Chilliwack BC		POSTAL CODE V2P 7K4
WEBSITE ADDRESS		
NAME OF SUPERINTENDENT Corinne McCabe		NAME OF SECRETARY-TREASURER

DECLARATION AND SIGNATURES

We, the undersigned, certify that the attached is a correct and true copy of the Amended Annual Budget of School District No. 33 (Chilliwack) for the year ended June 30, 2011.

SIGNATURE OF CHAIRPERSON OF THE BOARD OF EDUCATION	DATE SIGNED
SIGNATURE OF SUPERINTENDENT	DATE SIGNED
SIGNATURE OF SECRETARY-TREASURER	DATE SIGNED

**SCHOOL DISTRICT No. 33 (Chilliwack)
2010/2011 AMENDED ANNUAL BUDGET**

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AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (Chilliwack) (called the "Board") to adopt the amended annual budget of the Board for the fiscal year 2010/2011 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the amended annual budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 33 (Chilliwack) Amended Annual Budget Bylaw for fiscal year 2010/2011.
3. The attached Schedule "A1" showing the estimated revenue and expenditure for the 2010/2011 fiscal year and the total budget bylaw amount of \$108,840,370 for the 2010/2011 fiscal year was prepared in accordance with the Act.
4. The "A" Schedules are adopted as the amended annual budget of the Board for the fiscal year 2010/2011.

READ A FIRST TIME THE 25th DAY OF JANUARY, 2011;

READ A SECOND TIME THE 25th DAY OF JANUARY, 2011;

READ A THIRD TIME, PASSED AND ADOPTED THE 25th DAY OF JANUARY, 2011.

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 33 (Chilliwack)
Amended Annual Budget Bylaw 2010/2011, adopted by the Board the 25th DAY OF JANUARY, 2011.

Secretary Treasurer

SCHOOL DISTRICT No. 33 (Chilliwack)
OPERATING FUND
AMENDED ANNUAL BUDGET - REVENUE AND EXPENDITURE

Schedule A1

	2010/2011 AMENDED ANNUAL BUDGET	2010/2011 ANNUAL BUDGET
Ministry Funded School-Age FTE	12,958,500	12,933,500
Ministry Funded Adult FTE	154,375	298,000
Ministry Funded Other FTE	(64,000)	(65,500)
TOTAL FTE	13,048,875	13,166,000
 REVENUE (Schedule A2)		
620 Provincial Grants - Ministry of Education	\$ 103,289,210	\$ 101,093,730
640 Other Revenue	3,919,330	4,029,780
650 Rentals and Leases	170,000	170,000
680 Investment Income	75,000	
Total Revenue	107,453,540	105,293,510
 EXPENSE (Schedule A3)		
Salaries		
110 Teachers	48,569,670	48,188,330
105 Principals and Vice Principals	5,860,710	5,797,570
123 Educational Assistants	6,791,880	6,085,170
120 Support Staff	10,279,130	10,171,730
130 Other Professionals	2,081,050	2,103,500
140 Substitutes	3,105,120	2,779,260
Total Salaries	76,687,560	75,125,560
Employee Benefits	17,561,260	17,183,460
Total Salaries and Benefits	94,248,820	92,309,020
Services and Supplies	14,660,530	13,053,470
Total Expense	108,909,350	105,362,490
 NET REVENUE (EXPENSE)	 (1,455,810)	 (68,980)
 INTERFUND TRANSFERS		
Interfund Transfer	68,980	68,980
	(1,386,830)	-
BUDGETED PRIOR YEAR OPERATING SURPLUS APPROPRIATION	1,386,830	
BUDGETED BALANCE	\$ -	\$ -
 BUDGET BYLAW AMOUNT		
Total Expense	\$ 108,909,350	\$ 105,362,490
Interfund Transfers - Local Capital & Other	(68,980)	(68,980)
TOTAL BUDGET BYLAW AMOUNT	\$ 108,840,370	\$ 105,293,510

DRAFT

January 19, 2011 9:56

SCHOOL DISTRICT No. 33 (Chilliwack)
OPERATING FUND
AMENDED ANNUAL BUDGET - REVENUE BY SOURCE

Schedule A2

	2010/2011	2010/2011
	AMENDED	ANNUAL BUDGET
	ANNUAL BUDGET	ANNUAL BUDGET
620 PROVINCIAL GRANTS - MINISTRY OF EDUCATION		
621 Operating Grant, Ministry of Education	\$ 104,786,490	\$ 102,392,700
627 LEA/INAC Recovery	(2,289,610)	(2,289,610)
629 Other Ministry of Education Grants (Specify)		
Pay Equity	864,620	864,620
Educational Guarantee (Graduated Adults)	235,070	44,300
Enrollment Projection Adjustment	(307,360)	81,720
	<u>103,289,210</u>	<u>101,093,730</u>
640 OTHER REVENUE		
647 Offshore Tuition Fees	1,044,950	1,150,000
648 LEA/Direct Funding from First Nations	2,289,610	2,289,610
649 Miscellaneous (Specify)		
Trades Adjustment	20,890	20,890
Other Miscellaneous	563,880	569,280
	<u>3,919,330</u>	<u>4,029,780</u>
650 RENTALS AND LEASES	<u>170,000</u>	<u>170,000</u>
660 INVESTMENT INCOME	<u>75,000</u>	
TOTAL OPERATING REVENUE (Schedule A1)	<u>\$ 107,453,540</u>	<u>\$ 105,293,510</u>

**SCHOOL DISTRICT No. 33 (Chillwack)
OPERATING FUND
AMENDED ANNUAL BUDGET - EXPENSE BY OBJECT**

Schedule A3

	2010/2011		2010/2011
	AMENDED		ANNUAL BUDGET
	ANNUAL BUDGET		ANNUAL BUDGET
SALARIES			
110 Teachers	\$ 48,569,670	\$	48,188,330
105 Principals and Vice Principals	5,860,710		5,797,570
123 Educational Assistants	6,791,880		6,085,170
120 Support Staff	10,279,130		10,171,730
130 Other Professionals	2,081,050		2,103,500
140 Substitutes	3,105,120		2,779,260
	<u>76,687,560</u>		<u>75,125,560</u>
EMPLOYEE BENEFITS	<u>17,561,260</u>		<u>17,183,460</u>
Total Salaries and Benefits	<u>94,248,820</u>		<u>92,309,020</u>
SERVICES AND SUPPLIES			
310 Services	2,436,640		2,051,240
330 Student Transportation	51,860		49,960
340 Professional Development and Travel	1,072,410		951,630
360 Rentals and Leases	241,000		41,000
370 Dues and Fees	153,850		153,850
380 Insurance	310,000		310,000
510 Supplies	8,669,770		7,770,790
540 Utilities	1,725,000		1,725,000
Total Services and Supplies	<u>14,660,530</u>		<u>13,053,470</u>
TOTAL OPERATING EXPENSE (Schedule A1)	<u>\$ 108,909,350</u>	<u>\$</u>	<u>105,362,490</u>

**SCHOOL DISTRICT No. 33 (Chilliwack)
OPERATING FUND**

Schedule A4.1

AMENDED ANNUAL BUDGET - EXPENSE BY FUNCTION, PROGRAM AND OBJECT 2010/2011

FUNCTION	110 TEACHERS SALARIES	105 PRINCIPALS & VICE PRINCIPALS SALARIES	123 EDUCATIONAL ASSISTANTS SALARIES	120 SUPPORT STAFF SALARIES	130 OTHER PROFESSIONALS SALARIES	140 SUBSTITUTES SALARIES	TOTAL SALARIES
1 INSTRUCTION							
1 02 Regular Instruction	\$ 39,501,220	\$ 1,140,900	\$ 120,110	\$ 635,520		\$ 2,078,880	\$ 43,476,630
1 03 Career Programs	149,460			336,560	67,370	4,080	557,480
1 07 Library Services	1,161,760			92,130			1,253,880
1 08 Counselling	2,071,970	32,680					2,104,650
1 10 Special Education	4,822,330	355,360	5,900,990	87,260		360,830	11,316,770
1 30 English as a Second Language	876,120	15,270					691,390
1 31 Aboriginal Education	262,730	19,380	770,780	35,140	67,370	70,000	1,225,400
1 41 School Administration		3,887,850		2,263,560	390,320	188,470	6,741,200
1 60 Summer School	73,010	30,780				4,000	107,790
1 62 Off Shore Students	51,090	94,860				6,800	152,750
1 64 Other				39,570		8,500	48,070
Total Function 1	48,569,670	5,577,080	6,791,880	3,488,740	525,060	2,722,560	67,675,990
4 DISTRICT ADMINISTRATION							
4 11 Educational Administration		122,180		19,780	402,270		544,230
4 40 School District Governance					128,700		128,700
4 41 Business Administration		161,460		432,450	677,220	25,560	1,298,680
Total Function 4	-	283,630	-	452,230	1,208,190	25,560	1,969,610
5 OPERATIONS AND MAINTENANCE							
5 41 Operations and Maintenance Administration				45,750	270,360	2,000	318,100
5 50 Maintenance Operations				4,549,130		220,000	4,769,130
5 52 Maintenance of Grounds				467,160		10,000	487,150
Total Function 5	-	-	-	5,062,030	270,360	232,000	5,564,380
7 TRANSPORTATION AND HOUSING							
7 41 Transportation and Housing Administration				84,620	77,450		162,070
7 70 Student Transportation				1,200,510		125,000	1,325,510
Total Function 7	-	-	-	1,285,130	77,450	125,000	1,487,580
9 DEBT SERVICES (OPERATING)							
Total Function 9	-	-	-	-	-	-	-
TOTAL FUNCTIONS 1 - 9	\$ 48,569,670	\$ 5,880,710	\$ 6,791,880	\$ 10,279,130	\$ 2,081,060	\$ 3,105,120	\$ 76,687,560

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January 19, 2011 9:56

SCHOOL DISTRICT No. 33 (Chilliwack)

Schedule A4.2

OPERATING FUND

AMENDED ANNUAL BUDGET - EXPENSE BY FUNCTION, PROGRAM AND OBJECT 2010/2011

FUNCTION	200 TOTAL SALARIES	200 EMPLOYEE BENEFITS	TOTAL SALARIES AND BENEFITS	300-500 SERVICES AND SUPPLIES	2010/2011 TOTAL BUDGET EXPENSE	2010/2011 ANNUAL BUDGET
1 INSTRUCTION						
1 02 Regular Instruction	\$ 43,476,830	\$ 10,155,850	\$ 53,632,480	\$ 6,817,950	\$ 60,550,430	\$ 58,731,520
1 03 Career Programs	557,480	127,100	684,560	165,470	850,030	735,930
1 07 Library Services	1,253,880	296,850	1,550,730	140,480	1,691,180	1,724,310
1 08 Counselling	2,104,650	496,490	2,601,140		2,601,140	2,528,160
1 10 Special Education	11,316,770	2,582,790	13,899,560	516,560	14,416,120	13,624,120
1 30 English as a Second Language	691,390	162,520	853,910	6,300	860,210	864,490
1 31 Aboriginal Education	1,225,400	272,710	1,498,110	732,850	2,230,960	1,943,000
1 41 School Administration	6,741,200	1,439,540	8,180,740	777,590	8,958,330	8,731,990
1 60 Summer School	107,790	23,640	131,430	4,500	135,930	180,980
1 62 Off Shore Students	152,750	31,450	184,200	275,560	459,760	276,400
1 64 Other	48,070	9,720	57,790		57,790	57,790
Total Function 1	67,675,990	15,598,660	83,274,650	6,537,240	92,811,890	89,398,690
4 DISTRICT ADMINISTRATION						
4 11 Educational Administration	544,230	112,820	657,050	53,800	710,650	707,830
4 40 School District Governance	128,700	1,200	129,900	161,100	291,000	291,000
4 41 Business Administration	1,296,680	274,980	1,571,660	564,800	2,136,260	2,087,490
Total Function 4	1,969,610	389,000	2,358,610	779,300	3,137,910	3,086,320
5 OPERATIONS AND MAINTENANCE						
5 41 Operations and Maintenance Administration	318,100	66,310	384,410	242,700	627,110	683,080
5 50 Maintenance Operations	4,769,130	1,075,430	5,844,560	1,820,110	7,464,670	7,297,410
5 52 Maintenance of Grounds	467,150	107,150	574,300	115,000	689,300	633,120
5 56 Utilities	-	-	-	1,725,000	1,725,000	1,725,000
Total Function 5	5,554,380	1,248,890	6,803,270	3,702,810	10,506,080	10,338,610
7 TRANSPORTATION AND HOUSING						
7 41 Transportation and Housing Administration	162,070	35,170	197,240	57,200	254,440	259,890
7 70 Student Transportation	1,325,510	289,840	1,615,050	583,980	2,199,030	2,278,960
Total Function 7	1,487,580	324,710	1,812,290	641,180	2,453,470	2,538,870
9 DEBT SERVICES (OPERATING)						
Total Function 9	-	-	-	-	-	-
TOTAL FUNCTIONS 1 - 9	\$ 76,887,560	\$ 17,561,260	\$ 94,248,820	\$ 14,660,530	\$ 108,909,350	\$ 105,362,490

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January 19, 2011 9:56



**CHILLIWACK SCHOOL DISTRICT
BOARD OF EDUCATION**

January 25, 2011

**AMENDED CAPITAL PROJECT BYLAW 126141-B
Full Day Kindergarten – Capital Planning**

The Superintendent will present information on the approval by the Ministry of Education for additional funding for new modular classrooms as part of the implementation of full day kindergarten by September 2011.

RECOMMENDED MOTIONS:

1. THAT the Board approve three readings of Amended Capital Project Bylaw 126141-B at the January 25, 2011 Regular Board Meeting.
(vote must be unanimous)
-

2. THAT the Board approve first reading of Amended Capital Project Bylaw 126141-B (attached) in the amount of \$1,092,812.
3. THAT the Board approve second reading of Amended Capital Project Bylaw 126141-B (attached) in the amount of \$1,092,812.
4. THAT the Board approve third reading and adoption of Amended Capital Project Bylaw 126141-B (attached) in the amount of \$1,092,812.

**CAPITAL PROJECT AMENDMENT BYLAW NO. 126141-B
(Full Day Kindergarten – Capital Planning)**

A BYLAW by the Board of Education of School District No. 33 (Chilliwack) (hereinafter called the "Board") to amend Capital Project Bylaw No. 126141-A.

WHEREAS by Capital Project Bylaw No. 126141-A, the Board adopted capital project bylaw, specifying a total maximum allocation of \$ 181,421.

AND WHEREAS the Minister of Education has approved an additional maximum allocation of \$911,391 to the capital plan for Project 126141.

NOW THEREFORE the Board enacts as follows:

1. The Capital Project Amendment Bylaw of the Board specifying a total maximum allocation of **\$1,092,812** is hereby adopted.
2. This Bylaw may be cited as School District No. 33 (Chilliwack) Capital Project Amendment Bylaw No. 126141-B.

READ A FIRST TIME THE 25th day of January, 2011.

READ A SECOND TIME THE 25th day of January, 2011.

READ A THIRD TIME, PASSED AND ADOPTED THE 25th day of January, 2011.

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 33 (Chilliwack) Capital Project Amendment Bylaw No. 126141-B adopted by the Board the 25th day of January, 2011.

Secretary-Treasurer



**CHILLIWACK SCHOOL DISTRICT
BOARD OF EDUCATION**

January 25, 2011

**RENUMBER POLICY/ADMINISTRATIVE
REGULATION ON DISPUTE RESOLUTION**

The Superintendent will speak to moving the policy and administrative regulations for *Dispute Resolution* to section 500 (Students).

RECOMMENDED MOTION:

THAT the Board move the policy and administrative regulations regarding *Dispute Resolution* to section 500 (Students) and renumber as follows:

- Policy 519 – Dispute Resolution
- Administrative Regulation 519.1 – Dispute Resolution

**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.

Cross Refs: Bylaw 4 – School Act Appeals Procedures and Administrative Regulation 519.1 - Dispute Resolution

Adopted: June 10, 2008
Reviewed:
Revised:

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

**519.1
ADMINISTRATIVE REGULATION
Dispute Resolution**

Complaints and disputes will 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 following steps will be taken in resolving a dispute arising from the decision or non-decision of an employee of the board:

1. If the problem involves a classroom incident, speak with the classroom teacher.
2. If the problem is not resolved at this level or if it involves other school based non classroom personnel, contact and meet with the school principal.
3. If the issues are not resolved at this level, discuss the issue with the Superintendent and/or administrator(s) as appointed by the Superintendent.

At any point in this process the parties to a complaint or dispute may mutually agree to involve other district or external support in resolving the situation.

If the process cannot be resolved using these disputes strategies and the decision significantly affects the education, health or safety of the student, the student and/or parent has the right to appeal to the Board of Education as outlined in Bylaw #4 - Appeal Procedure.



**CHILLIWACK SCHOOL DISTRICT
BOARD OF EDUCATION**

January 25, 2011

**POLICY 207
ELECTRONIC PARTICIPATION AND
VOTING BY TRUSTEES**

The Board will review Policy 207 – Electronic Participation and Voting by Trustees.

RECOMMENDED MOTION:

THAT the Board approve Policy 207 – Electronic Participation and Voting by Trustees, as presented.

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

207

POLICY

Electronic Participation and Voting by Trustees

1. Trustees may participate in or attend a meeting of the Board by telephone or other means of communication if all Trustees and other persons participating in or attending the meeting are able to communicate with each other.

2. If a Trustee participates in or attends a meeting of the Board by telephone or other means of communication as described in #1 the Trustee is to be counted for the purpose of establishing a quorum. The Trustee may vote on motions verbally or through the use of electronic transmission. In the case of a secret ballot the Trustee will send a private communication directly to the Secretary Treasurer.

Cross Refs:

Adopted:
Reviewed:
Revised:



**CHILLIWACK SCHOOL DISTRICT
BOARD OF EDUCATION**

January 25, 2011

TRADE AGREEMENT EUROPEAN UNION

The Board will review submission of a motion to the BCSTA 2011 Annual General Meeting regarding the Trade Agreement European Union.

WHEREAS the government of Canada and the European Union have been negotiating a trade agreement known as the Comprehensive Economic and Trade Agreement (the CETA); in which the European Union is insisting on full access to procurement by sub-national governments - including local governments, school boards, universities, hospitals and other provincial agencies - which could significantly reduce or eliminate the right to specify local priorities when public money is invested in goods, services or capital projects;

RECOMMENDED MOTION:

THAT the Chilliwack Board of Education submit the following motion to BCSTA 2011 Annual General Meeting:

Re: Trade Agreement European Union

BE IT RESOLVED that the BCSTA request:

- *a briefing from the Province of BC on the scope and content of trade negotiations with the European Union including;*
- *to provide an analysis of the potential impacts on school boards functions and powers of the procurement regime that the European Union is seeking;*
- *and that the provincial government negotiate a clear, permanent exemption for local governments from CETA.*



**CHILLIWACK SCHOOL DISTRICT
BOARD OF EDUCATION**

January 25, 2011

**BUS SHELTERS
CHILLIWACK RIVER VALLEY**

Trustee Harter will report on concerns regarding an increase in truck traffic due to a large gravel extraction in the Chilliwack River Valley.

RECOMMENDED MOTION:

THAT the Chilliwack Board of Education direct administration to research the viability of funding and building of bus shelters for Chilliwack River Valley students to protect them from debris and loose gravel created by the increases in traffic of logging and gravel trucks in the Chilliwack River Valley.



**CHILLIWACK SCHOOL DISTRICT
BOARD OF EDUCATION**

January 25, 2011

BUDGET DEVELOPMENT 2011-2012

No action required. This report is provided for information only.

The Superintendent will report on *A Series of Conversations on Education Chilliwack's Youth* as part of budget development for the 2011-2012 school year.

Goal: To align our resources to meet our priorities

Conversation 1: January 27th, 2011 - *Planning for 21st Century Learning*

Conversation 2: February 24th, 2011 - *Identifying Priorities for Student Success*

Conversation 3: April 7th, 2011 - *2011-2012 Proposed Budget Presentation*

These conversations are open to everyone and will be held from 3:30 pm to 5:00 pm at the Chilliwack Middle School (46354 Yale Road, Chilliwack, BC)



Planning for the 21st Century Learner



Join us for a conversation on **January 27, 2011.**

This is the first part of a *Series of Conversations on Educating Chilliwack's Youth* where we will be looking at ways to support **21st Century Learners** as well as share our amended district budget for 2010/2011.

Please join us from 3:30 – 5:00 pm on Thursday, January 27, 2011
Chilliwack Middle School (46354 Yale Rd, Chilliwack, BC)

Please mark these dates on your calendar:

Conversation 2: **February 24, 2011**

3:30-5:00pm (Chilliwack Middle School) Target audience: Staff/Community

6:00-8:00pm (Kekinow) Target audience: Aboriginal Community

7:00-9:00pm (Mt. Slesse Middle School) Target audience: Parents/Community

Conversation 3: **April 7, 2011**

3:30-5:00pm (Chilliwack Middle School)

For more information on school calendars, budgets, or programs, visit www.sd33.bc.ca

“Every student a graduate prepared for opportunities beyond graduation”



**CHILLIWACK SCHOOL DISTRICT
BOARD OF EDUCATION**

January 25, 2011

SCHOOL COMMUNITY CONNECTIONS GRANT

No action required. This report is provided for information only.

The *School Community Connections* (SCC) program was launched in 2005 through a one-time \$10 million grant from the provincial Ministry of Education. The program is jointly managed by the Union of BC Municipalities and the BC School Trustees Association and is intended to promote sustainable and innovative collaboration between boards of education and local governments.

In early 2010, the *Supporting Neighbourhood Learning Centres* program was launched through SCC.

The Superintendent will provide information on the approval of a grant application *Neighbourhood Learning Centre Consultation for the new Chilliwack Secondary School* in the amount of \$29,700.

Local Government Program Services

...programs to address provincial-local government shared priorities

December 16, 2010

Chair and Trustees
School District No. 33 (Chilliwack)
8430 Cessna Drive
Chilliwack, BC, V2P 7K4

RE: 2010 School Community Connections (Round 2) – Supporting Neighbourhood Learning Centres

Dear Chair and Trustees,

Thank you for your application for Round 2 of the 2010 School Community Connections – Supporting Neighbourhood Learning Centres program. We have reviewed your submission and are pleased to advise that your project, *neighbourhood learning centre consultation for new Chilliwack Secondary School*, has been approved in the amount of \$29,700.00 – including \$25,000.00 from the main grant and \$4,700.00 from the additional grant opportunity.

A cheque for \$22,275.00, representing 75% of the total approved grant, will be forwarded from the BC School Trustees Association in January 2011. The balance of the grant will be eligible for release upon satisfactory completion of the final report form and financial summary.

Please note the final report is due within 30 days of the completion of your project (as identified in your application) and no later than January 31, 2012. The final report form and details on reporting requirements are available on the UBCM website.

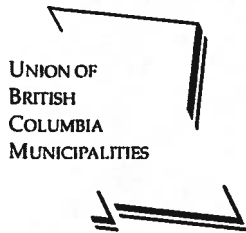
The Schools Community Connections program is a partnership between the BC School Trustees Association and the Union of British Columbia Municipalities. Funding has been provided through the provincial Ministry of Education.

We wish you every success with your project. If you have any questions or concerns, please contact Local Government Program Services at (250) 356-5134 or lgps@ubcm.ca

Sincerely,

Danyta Welch
Policy & Program Officer

cc: Corinne McCabe, Superintendent of Schools, School District No. 33
Gord Pederson, Director of Parks, Recreation & Culture, City of Chilliwack



UNION OF
BRITISH
COLUMBIA
MUNICIPALITIES

Administration provided
by UBCM & the BC
School Trustees
Association

Funding provided by
Province of B.C.



For program
information, visit the
Funding Programs
section at:

www.ubcm.ca

LGPS Secretariat

Local Government House
525 Government Street
Victoria, BC, V8V 0A8

E-mail: lgps@ubcm.ca
Phone: (250) 356-5134
Fax: (250) 356-5119



**CHILLIWACK SCHOOL DISTRICT
BOARD OF EDUCATION**

January 25, 2011

FOUNDATION SKILLS ASSESSMENT (FSA) REPORT

No action required. This report is provided for information only.

Dr. Ruth Wiebe, Director of Instruction, will present information for parents regarding the upcoming Foundation Skills Assessment (FSA).



January 2011

Dear Parents and Guardians of Students in Grades 4 and 7

Our BC students are among the strongest in the world! Many international tests in science, math and reading have shown this to be true (http://www.bced.gov.bc.ca/assessment/nat_int_pubs.htm). To ensure that we continue to support successful learning, we routinely check our students' growth. An important part of this is the BC Foundation Skills Assessment (FSA) that is given to students in grades 4 and 7 every year. It assesses basic knowledge and skills in reading, writing and numeracy. The FSA is not optional; all students are expected to participate unless they are among the few who are excused by principals because they lack sufficient English, have special learning needs, are ill, or are experiencing other special circumstances.

We need information in order to teach your children well. Our district, therefore, is committed to developing and using many effective instruments and practices that create a profile of each student's performance. The FSA provides a small but important snapshot of how well our students are doing in relation to Ministry standards. When studied together with classroom-based assessments, the FSA helps us make decisions about district and school programs, staffing, resources and professional learning.

Facts about FSA

1. FSA is a set of 3 assessments. It covers reading, writing and numeracy skills from the provincial curriculum. Part of it is electronic; part is hand-written.
2. The FSA is written in sections that are spread over 6 weeks. Most students require a total of 4 ½ hours of writing time. Students who need more time are allowed more time.
3. FSA scores are not letter grades or percentages; they do not count toward students' report card marks or promotion. This is not "high-stakes" testing.
4. The handwritten sections of your child's FSA are scored in Chilliwack, perhaps by your child's teacher.

Preparing your child to do his or her best on the FSA

1. Talk to your child about the FSA. Explain why we complete it and cheer him or her on. This is a chance for Chilliwack's students to show what they know!
2. Make sure your child gets lots of rest and good food.
3. Read through the information and help your child try the sample questions at <http://bced.gov.bc.ca/assessment/fsa/info/welcome.htm>

The FSA provides us with important evidence of student learning. Encourage your child to participate with pride!

Sincerely

Corinne McCabe
Superintendent of Schools



**CHILLIWACK SCHOOL DISTRICT
BOARD OF EDUCATION**

January 25, 2011

BCSTA REPORT

No action required. This report is provided for information only.

John-Henry Harter, BCSTA Representative to the Provincial Council will bring forward any issues at this time.



**CHILLIWACK SCHOOL DISTRICT
BOARD OF EDUCATION**

January 25, 2011

MEETING SUMMARY

In-Camera Meeting – December 14, 2010

Trustees: Silvia Dyck, John-Henry Harter, Heather Maahs, Doug McKay, Louise Piper, Darlene Wahlstrom, Martha Wiens

Staff: Corinne McCabe, Michael Audet, Ruth Wiebe, Rohan Arul-Pragasam, Maureen Carradice, Kelli Graham

1. Secretary-Treasurer Process – *next steps*
2. Administrative Vacancies – *information received*
3. Staffing Issue – *information received*
4. Board Chair Liaison Report – *information received*
5. BCPSEA/Collective Bargaining – *information received*

In-Camera Meeting – December 29, 2010

Trustees: Silvia Dyck, John-Henry Harter, Heather Maahs, Doug McKay, Darlene Wahlstrom, Martha Wiens

Staff: Corinne McCabe, Michael Audet, Ruth Wiebe, Kelli Graham

Guests: Doug Hibbins, Ray Velestuk, Rick Jones

Regrets: Louise Piper, Rohan Arul-Pragasam, Maureen Carradice

1. Chilliwack Secondary School Capital Project – *successful proponent*