



**Chilliwack  
School District**

**THE BOARD OF EDUCATION  
School District #33 (Chilliwack)  
Regular Public Board Meeting  
(Live Streamed and Recorded)**

**AGENDA  
June 11, 2024  
5:30 pm**

---

**1. CALL TO ORDER – School District Office**

- 1.1. Call to Order – **Welcome, Acknowledgment of Traditional Territory and Diversity Statement**
- 1.2. Adoption of the Agenda  
(THAT the agenda be adopted as circulated.)
- 1.3. Reading and Approval of the Minutes  
(THAT the minutes of the May 14, 2024 Regular Board Meeting be approved as circulated.)

**2. PRESENTATION**

- 2.1. Presentation: Strategic Plan Update: 90-Day Cycle

**3. INFORMATION ITEMS**

- 3.1. Board Performance Review Report
- 3.2. Audit Working Committee Report
- 3.3. Trustee Written Reports
- 3.4. BCSTA Report

**4. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA**

**5. ACTION ITEMS**

- 5.1. BAA Course Approvals
  - 5.1.1. Drumline 10, 11 & 12
  - 5.1.2. Outdoor Education 10
  - 5.1.3. Criminology 11

5.2. BAA Courses Reaffirmation

5.3. Annual Budget 2024-25 – 2<sup>nd</sup> & 3<sup>rd</sup> Reading and Adoption

5.4. Capital Plan 2025-26

5.5. Property Bylaw 2024-01

5.6. Policy 163 – Audit Working Committee (Amendment)

**6. MEETING SUMMARIES**

**7. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA**

**8. SUPERINTENDENT’S UPDATE**

**9. ADJOURNMENT**

9.1. Next Board of Education Meeting: September 17, 2024 at 5:30pm



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

**Date of Meeting:** Tuesday, May 14, 2024

**Location:** School District Office

**Members Present:**

Chair	Willow Reichelt
Vice-Chair	Carin Bondar
Trustee	Heather Maahs
Trustee	Richard Procee
Trustee	Margaret Reid
Trustee	David Swankey
Trustee	Teri Westerby

**Staff Present:**

Superintendent	Rohan Arul-pragasam
Secretary Treasurer	Simone Sangster
Assistant Secretary Treasurer	Mark Friesen
Assistant Superintendent	Paula Jordan
Assistant Superintendent	Kirk Savage
Assistant Superintendent	David Manuel
Executive Assistant	Talana McNally

---

**1. CALL TO ORDER**

**1.1. Call to Order**

The Board Chair called the meeting to order at 5:31 p.m. – **Welcome, Acknowledgment of Traditional Territory and Diversity Statement**

**1.2. Adoption of the Agenda**

**306.24** Moved by: Trustee Bondar  
Seconded by: Trustee Reid

THAT the agenda be adopted as circulated.

**CARRIED**

**1.3. Approval of the Minutes**

**307.24** Moved by: Trustee Swankey  
Seconded by: Trustee Bondar

THAT the minutes of the April 16, 2024 Regular Board Meeting be approved as circulated.

**CARRIED**

## **2. PRESENTATION**

### **2.1. Delegation Presentation: Decarbonization**

Dr. Tim Cooper and Robyn Curtis, community members, provided a presentation regarding positive steps towards decarbonization that local governments can take. This delegation presentation was granted through Bylaw 5 – Board Meeting Procedures, item # 6 – Delegations.

## **3. INFORMATION ITEMS**

### **3.1. Budget Advisory Committee Report (Minutes)**

The Board of Education received the Budget Advisory Committee Minutes of May 9, 2024.

### **3.2. Budget Advisory Committee Report (Quarterly Financial Report)**

The Board of Education received the March 2024 Quarterly Report and Written Financial Report as presented to the Budget Advisory Committee on May 9, 2024.

### **3.3. Trustee Written Reports**

Trustees submitted written reports listing key activities they've attended since the last public board meeting as well as upcoming events.

### **3.4. BCSTA Report**

Trustee Reid provided an update on matters related to the BCSTA.

## **4. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA**

- De-Carbonization and Electric Buses
- Board Partner Group Consultation & Policy 110
- Public Participation at Board Meetings

## **5. ACTION ITEMS**

### **5.1. 2024-25 Annual Budget – First Reading**

**308.24** Moved by: Trustee Swankey  
Seconded by: Trustee Bondar

THAT the Board of Education allow use of \$3,265,077 from the Accumulated Operating Surplus for the 2024-25 Budget.

**CARRIED**

**309.24** Moved by: Trustee Swankey  
Seconded by: Trustee Westerby

THAT the Board of Education approve the first reading of the Annual Budget of the Board for the fiscal year 2024/25, per below:

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the annual budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 33 (Chilliwack) Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$235,471,828 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2024/2025.

**CARRIED**

**5.2. Policy 110 – District Vision, Mission and Motto (Amendment)**

**310.24** Moved by: Trustee Bondar  
Seconded by: Trustee Swankey

THAT the Board of Education amend Policy 110 District Vision, Mission and Motto as presented.

**CARRIED**

**5.3. Schedule of Board Meetings 2024-2025**

**311.24** Moved by: Trustee Bondar  
Seconded by: Trustee Reid

THAT the Board of Education approve the following option for the 2024 – 2025 school year Board of Education meetings and Learning Sessions:  
Board Meeting Schedule – 11 meetings  
(10 Regular + 1, if required, as attached)  
Board Learning Sessions – 12 sessions

**CARRIED**

For: Bondar, Procee, Reichelt, Reid, Swankey, Westerby  
Abstained: Maahs

**5.4. Board Partner Group Consultation**

**312.24** Moved by: Trustee Swankey  
Seconded by: Trustee Bondar

THAT the Board of Education solicit input from Board Partner Groups regarding the Public Participation process during Board of Education meetings as outlined in Bylaw 5.

**CARRIED**

For: Bondar, Reichelt, Reid, Swankey, Westerby

Opposed: Maahs, Procee

**6. MEETING SUMMARIES**

Meeting summaries were provided listing In-Camera and/or Special In-Camera and Learning Session items since the last Regular Public Board Meeting.

**7. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING AGENDA ITEMS**

- Accumulated Operating Surplus
- Question on delegation presentation
- Public Participation at Board meetings

**8. SUPERINTENDENT’S REPORT**

Nicole Driscoll, District Early Years Principal, provided and update regarding Early Learning.

**9. ADJOURNMENT**

The meeting was adjourned at 7:05 p.m.

**9.1. Next Board of Education Meeting Date**

**Tuesday, June 11, 2024  
5:30 p.m.  
School District Office**

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Secretary-Treasurer

## BOARD OF EDUCATION

### PRESENTATION

**DATE:** June 11, 2024

**TO:** Board of Education

**FROM:** David Manuel, Assistant Superintendent  
Kirk Savage, Assistant Superintendent  
Paula Jordan, Assistant Superintendent  
Rohan Arul-pragasam, Superintendent

**RE: STRATEGIC PLAN UPDATE – 90-DAY CYCLE UPDATE**

---

The senior leadership team will provide an update on the 90-Day Cycle as part of a continuous improvement cycle and progress updates in reference to Strategic Plan goals.

#### **Goal: Literacy**

We are dedicated to ensuring that students are proficient in foundational literacy skills and increase their abilities, confidence and willingness to engage with language to acquire, construct and communicate in meaningful ways from Early Learning Years (pre-K) through to Grade 12.

#### **Goal: Numeracy**

We are dedicated to ensuring that all students become proficient in numeracy skills that allow them to create, apply and conceptualize mathematics in real world situations from Early Learning Years (pre-K) through to Grade 12.

#### **Goal: Human & Social Development**

We celebrate diversity, embrace inclusion and foster a sense of belonging to ensure all students thrive. Equity and inclusion are foundational to learning and leading, and are critical to success, wellbeing and fulfillment.

#### **Goal: Transitions**

Students experience pivotal transition points throughout their education, from pre-K to Kindergarten, from grade to grade, school to school, and from school to post-secondary or work situations. We acknowledge our responsibility to support all learners, so they successfully complete their education (pre-K through to Grade 12) with a sense of dignity and purpose, and opportunities to meet their goals.



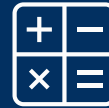
## Literacy

- Physical Literacy
- ELC Year End Document



## Numeracy

- Numeracy Update



## Human and Social

- Secondary Non-Enrolling Update 2
- Accessibility Committee



## Transitions

- Children & Youth in Care
- Grad Coaches



## Next Cycle...

- Year in Review
- Framework for Enhancing Student Learning (FESL)



## BOARD OF EDUCATION

### INFORMATION REPORT

**DATE:** June 11, 2024  
**TO:** Board of Education  
**FROM:** Willow Reichelt, Chair  
**RE:** **BOARD PERFORMANCE REVIEW**

---

As per Policy 180 (Board Performance Review), the Board has engaged in a self-evaluation. We chose to use the BCSTA Board Self-Assessment framework tool to guide our self-reflection, and we focused on two of the six components:

- Governance, Legislation, Roles and Responsibilities
- Planning for Student Success

All trustees were given the opportunity to fill out surveys assessing the Board's performance in these two areas, and 6/7 trustees participated in guided discussions with a facilitator (provided free of charge by BCSTA) at two in-camera meetings.

Based on these modules and using a scale of **Emerging** (at the beginning stages), **Developing** (gaining skills) or **Proficient**, trustees have agreed that we are overall **Developing** as a Board.

Areas where the Board is proficient:

- Supporting diversity, equity, and inclusion

Areas where the Board is developing:

- Commitment to working with First Nations and Indigenous communities
- Productive relationships with partner groups
- Ensuring adherence to Board policy
- Commitment to continuous improvement and supporting student achievement

Areas where the Board is emerging:

- Actively and consistently engaging with First Nations and Indigenous communities
- Establishing a clear understanding of our governance role
- Achieving a clear and consistent level of transparency
- Working effectively and cooperatively as a corporate Board

The Board will investigate resources to address the areas identified as requiring additional focus and will complete the remaining four BCSTA Board Self-Assessment modules in the Fall and Winter of next year.

## BOARD OF EDUCATION

### INFORMATION REPORT

**DATE:** June 11, 2024  
**TO:** Board of Education  
**FROM:** Carin Bondar, Audit Committee Chair  
**RE:** **AUDIT WORKING COMMITTEE REPORT**

---

In accordance with Policy 160 – Board Advisory Committees, advertisements were sent out this spring to the public and our school community, seeking interested community members to serve on the Board's Audit Working Committee.

The committee is pleased to announce that the Board has appointed two community members to this committee, effective from May 2024 until October 31, 2025:

- Jon Bartel
- Paul Donaldson

The committee held its first meeting of the 2024-25 cycle on June 5, 2024. The minutes of this meeting are attached.

# Minutes

Audit Working Committee Meeting  
June 5, 2024



Chilliwack  
School District

## AUDIT WORKING COMMITTEE MEETING

Meeting Held Wednesday, June 5, 2024 – 3:00 p.m.

SDO

Attendance:	Carin Bondar Teri Westerby Jon Bartel	Chair Trustee Community Member
Staff:	Simone Sangster Mark Friesen Kristy Hodson Rohan Arul-pragasam Talana McInally	Secretary Treasurer Assistant Secretary Treasurer Manager of Finance Superintendent Executive Assistant (Recorder)
Also in Attendance:	Tim Holloway	KPMG
Regrets:	Paul Donaldson	Community Member
Absent:	Heather Maahs Richard Procee	Trustee Trustee

### 1. CALL TO ORDER – WELCOME & LAND ACKNOWLEDGEMENT

Meeting was called to order at 3:20 p.m.

### 2. APPROVAL OF AGENDA

Mover: Jon Bartel

Seconder: Teri Westerby

The Agenda was approved by unanimous consent.

**CARRIED**

### 3. APPROVAL OF MINUTES

Mover: Carin Bondar

Seconder: Teri Westerby

**THAT the minutes of the September 7, 2023 meeting be approved as circulated.**

**CARRIED**

# Minutes

Audit Working Committee Meeting  
June 5, 2024



Chilliwack  
School District

## 4. **INTRODUCTIONS**

As only two voting members were present, one trustee had to be called into the meeting to ensure quorum was achieved. Trustees, staff, the community member, and the KPMG member then introduced themselves.

## 5. **OUTLINE RESPONSIBILITIES OF THE AUDIT WORKING COMMITTEE (POLICY 163)**

The Secretary Treasurer highlighted the responsibilities of the Audit Working Committee as outlined in Board Policy 153 – Audit Working Committee. An overview of the timeline for financial planning and reporting activities was provided.

## 6. **AUDIT PLANNING - KPMG**

Tim Holloway, KPMG, reviewed the audit planning report outlining the planned scope and timing for the audit of the financial statements of SD33 (Chilliwack) for the year ending June 30, 2024.

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

## 7. **ADJOURNMENT**

The meeting was adjourned at 3:56 p.m.

# TRUSTEE REPORT

Trustee: David Swankey

Report Date: June 5, 2024

## KEY ACTIVITIES SINCE LAST BOARD MEETING

*List of key dates/activities related to the Trustee role, including school visits and school initiatives/events, committee attendance, conference attendance, etc.*

- May 9<sup>th</sup> – Chaired District Budget Advisory Committee mtg.
- May 9<sup>th</sup> – Attended DPAC hosted presentation by Len Pierre.
  - Session was recorded as a resource for district PACs.
- May 10<sup>th</sup>-11<sup>th</sup> – Attended Public Education Conference.
  - Highlights included a keynote by Ivan Coyote and presentations by MediaSmarts and Lawyers Against Transphobia.
- May 13<sup>th</sup> – Attended Chilliwack School District Accessibility Committee mtg.
- May 13<sup>th</sup> – Attended Board Authority Authorized (BAA) Committee mtg as board liaison.
- May 14<sup>th</sup> – Attended Indigenous Education Advisory Committee for budget presentation and discussion.
- May 15<sup>th</sup> – Attended District Early Years Fair.
- May 16<sup>th</sup> – Attended DPAC hosted Lunch and Learn presentation by Canadian Anti-Hate Network.
  - Session was recorded as a resource for district PACs.
- May 16<sup>th</sup> – Attended Xwelítem Siyáya: Allyship and Reconciliation Building at Coqualeetza Longhouse
- May 21<sup>st</sup> – Attended Board Learning Session.
  - <https://sd33.bc.ca/board-strategic-learning-sessions-2023-2024>
- May 23<sup>rd</sup> – Joined members of the board for the district hosted Indigenous Education Awards.
- May 24<sup>th</sup> – Chaired BCSTA Bylaw Review Committee mtg.
- May 28<sup>th</sup> – Met with Secretary Treasurer Sangster as Budget Committee Chair to review work plan for 24/25.
- May 28<sup>th</sup> – Chaired BCSTA Legislative Committee mtg.
  - After serving two years as committee chair, I have stepped back from those responsibilities.
- May 28<sup>th</sup> – Attended Board/All-Partners mtg.
- May 29<sup>th</sup> – Attended Rotary's Leaders of Tomorrow recognition of district graduates.
- May 30<sup>th</sup> – Attended UFV School of Computing External Advisory Committee.
- May 30<sup>th</sup> – Attended DPAC AGM.
- May 31<sup>st</sup> – Attended Board Authority Authorized (BAA) Committee mtg as board liaison.
- June 3<sup>rd</sup> – Attended GWG Student Recognition and Awards Night
- June 4<sup>th</sup> – Attended Indigenous Student Leadership presentation and discussion on Voice and Agency.
- June 4<sup>th</sup> – Attended SSS Student Recognition and Awards Night
- June 5<sup>th</sup> – Attended CSS Student Recognition and Awards Night

## UPCOMING EVENTS OF INTEREST TO THE BOARD

- Nov 1<sup>st</sup>-2<sup>nd</sup> – BC EDAccess AdvoCon
- Nov 21<sup>st</sup>-23<sup>rd</sup> – BCSTA Academy
- Dec 12<sup>th</sup>-14<sup>th</sup> – FNEESC Annual Education Conference
- Jan-Dec – Xwelítem Siyáya: Allyship and Reconciliation Building facilitated by UFV
  - <https://www.ufv.ca/peace-and-reconciliation/allyship-building-program/>

---

# TRUSTEE REPORT

---

Trustee: Willow Reichelt

Report Date: June 5, 2024

Congratulations to the graduates of 2024 from CSS, SSS, GWG, KSS and—for the first year ever—Imagine High! I'm so proud of you all, and I know you are going to do wonderful things.

I hope all staff, students and families in the Chilliwack School District have a fun and refreshing summer break! See you in September.

Trustees: The liaison school assignments for next year will be sent out at the end of June.

---

# TRUSTEE REPORT

---

Trustee: Teri Westerby

Report Date: June 4 2024

## KEY ACTIVITIES SINCE LAST BOARD MEETING

*List of key dates/activities related to the Trustee role, including school visits and school initiatives/events, committee attendance, conference attendance, etc.*

- May 15<sup>th</sup> – Attended Early Years Fair as a guest.
- May 16<sup>th</sup> – Attended Xwelítem Siyáya: Allyship and Reconciliation Building at UFV
- May 21<sup>st</sup> – Board Learning Session – Early Learning and Adult Learning Data Collection
- May 23<sup>rd</sup> – Indigenous Education Awards Evening
- May 28<sup>th</sup> – All Partners Meeting
- May 30<sup>th</sup> – Attended the DPAC AGM as Board representative
- June 3<sup>rd</sup> – Attended ACIE meeting as Board representative
- June 4<sup>th</sup> – Board & Indigenous Student Voice & Agency Lunch
- June 6<sup>th</sup> – All Leaders Breakfast

## BOARD OF EDUCATION

### INFORMATION REPORT

**DATE:** June 11, 2024  
**TO:** Board of Education  
**FROM:** Margaret Reid, BCSTA Representative  
**RE:** **BCSTA REPORT**

---

Margaret Reid, BCSTA Representative, will provide a BCSTA update.



## BOARD OF EDUCATION

### **DECISION REPORT**

**DATE:** June 11, 2024

**TO:** Board of Education

**FROM:** David Swankey, Trustee Representative (BAA Committee)

**RE:** **BOARD/AUTHORITY AUTHORIZED (BAA) COURSE PROPOSAL**

---

#### **RECOMMENDATION:**

THAT the Board of Education approve the Board/Authority Authorized Courses: Drumline 10, Drumline 11, and Drumline 12.



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Chilliwack School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD33
<b>Developed by:</b> Kris Werner	<b>Date Developed:</b> May 14, 2024
<b>School Name:</b> Sardis Secondary	<b>Principal's Name:</b> Lynnet Schramm
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> BAA Drumline	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Board/Authority Prerequisite(s):

It is recommended that students have understanding of musical notation and rhythmic understanding prior to entering this course.

### Special Training, Facilities or Equipment Required:

Special training: Percussion pedagogy/technique training is recommended. Teachers should have a clear understanding of musical notation and rhythmic understanding; keen understanding of complex rhythms is recommended.

Facilities: room big enough to host the program

Equipment: for a starting program: snare drums (minimum 5), bass drums (minimum of 3), tenor drums (minimum 2), cymbals (minimum 2), auxiliary percussion instruments (whistles, cowbells, etc)

**Course Synopsis:**

Students taking this course, learn percussion rudiments and techniques, reading and interpreting music as it relates to drumline performance. Students begin with exploration and technical develop on the various drumline instruments. From there, they choose an instrument to focus on. Students will work on their instrument, both individually and as part of a small or large group ensemble. Collaborations skills are an essential part of being in a drumline. Students perform regularly at school and public events. Students also attend competitions such as: BC Drumline Provincials where they compete against other drumline ensembles from different schools and districts.

**Goals and Rationale:**

- Students will understand that music offers unique ways of exploring their identity and sense of belonging.
- Students will develop an understanding that individual and collective expression is rooted in history, culture, and community.
- Through their practice and performance, students will understand that growth as a musician requires perseverance, resilience, and reflection.
- Students will develop an appreciation of music as a process that relies on the interplay of the senses.
- Students will learn and reflect on a variety of aesthetic experiences that have the power to transform the way we think and feel.

The drumline series of courses provide students with an opportunity to perform and learn notation quicker than other more traditional strands of music. Drumline is not offered as part the of new BC curriculum and there is a desire by students to take this unique strand of music. Drumline is a very powerful art form and can positively impact the school, audience, and wider school community; it has a strong ability to connect musicians with an audience. As a result of this series of courses and performances, a lot of students are drawn to taking them and more are registering every year. It has the impact of unifying a school; there are a lot of interdepartmental connections that are made and it builds school culture as a result of these connections.

**Indigenous Worldviews and Perspectives:**

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Students must learn to maintain their physical health so that they don't develop a performance related injury. Students, as part of this course, become like family. Their performances also connect them to community and are community-builders. Students find taking this course often find it cathartic and are able to destress as a part of playing.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This is a hands-on, highly practical course. Students often reflect on their play and experiences to grow as musicians. There are many reciprocal relationships as students work together to create a unified sound.
- Learning involves recognizing the consequences of one's actions. Students learn that their practice, or lack thereof, contributes to their growth as a musician. Their choices have a greater impact, for positive or negative, than just on themselves as they play a part in ensembles.
- Learning involves generational roles and responsibilities. Each section has a section leader and a prescribed hierarchy in drumline. Students learn how to function within the hierarchy and the leaders have more responsibilities as time goes on.
- Learning recognizes the role of indigenous knowledge. Learning in drumline mirrors that oral/verbal aspect of passing on knowledge.

- Learning is embedded in memory, history, and story. Cadences in music are similar to short stories and mirror aspects of oral traditions (there is a beginning, middle, and end). Music is memorized for performances much the same as oral traditions are steeped in memory. Students repeat pieces that have been previously performed successfully and will make new history by performing new music. Drumming is one of the oldest musical art forms and has a rich and deep history.
- Learning involves patience and time. Learning to play as part of a drumline takes much practice and cannot be learned well quickly. Students must practice and perform repeatedly to become “good” at it. It takes time to marinate.
- Learning requires exploration of one’s identity. Students identify themselves by their drum. They also come to identify themselves by their ensembles they are in. It is a big source of their identity within the school.

## BIG IDEAS

Individual and collective expression is rooted in history, culture, and community.	Growth as a musician requires perseverance, resilience, and reflection.	Music is a process that relies on the interplay of the senses.	<b>Aesthetic experiences</b> have the power to transform the way we think and feel.	Music offers unique ways of exploring our identity and sense of belonging.
--	---	--	---	--

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> <li>Perform in <b>large ensemble</b>, <b>small ensemble</b>, and solo contexts</li> <li>Express meaning, intent, and emotion through music</li> <li><b>Improvise</b> and take <b>creative risks</b> in music</li> <li>Study and perform a variety of musical styles and genres</li> <li>Explore a <b>variety of contexts</b> and their influences on musical works, including <b>place</b> and time</li> <li>Develop and refine technical skills and expressive qualities</li> <li>Explore music that reflects personal voice, story, and values</li> </ul> <p>Reason and reflect</p> <ul style="list-style-type: none"> <li>Describe and analyze musicians' use of technique, technology, and environment in musical composition and performance, using <b>musical language</b></li> <li>Reflect on rehearsal and performance experiences and musical growth</li> <li>Consider the function of their voice within the ensemble</li> <li>Analyze styles of music to inform musical decisions</li> <li>Interpret <b>gestural vocabulary</b> that communicates musical intentions</li> </ul> <p>Communicate and document</p> <ul style="list-style-type: none"> <li><b>Document</b> and share musical works and experiences in a variety of contexts</li> <li>Receive and apply constructive feedback</li> <li>Use discipline-specific language to communicate ideas</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>elements, principles, vocabulary, symbols, and theory of music</b></li> <li>techniques specific to the percussion family of instruments, including: <ul style="list-style-type: none"> <li>tenor drum</li> <li>bass drum</li> <li>snare drum</li> <li>cymbals</li> </ul> <p><i>Note: Students are only expected to know techniques related to their instrument(s) of choice.</i></p> </li> <li>technical skills, strategies, and <b>technologies</b></li> <li><b>creative processes</b></li> <li>movement, sound, image, and form</li> <li>role of the performer, audience, and venue</li> <li>health and safety issues and procedures</li> </ul>

<ul style="list-style-type: none"> <li>• Contribute personal voice, cultural identity, and perspective in solo or ensemble musical study and performance</li> <li>• Demonstrate respect for self, others, and the audience</li> </ul> <p>Connect and expand</p> <ul style="list-style-type: none"> <li>• Demonstrate personal and social responsibility associated with creating, performing, and responding to music</li> <li>• Make connections with others on a local, regional, and global scale through music</li> <li>• Use technical knowledge and contextual observation to make musical decisions</li> <li>• Demonstrate safe care, use, and <b>maintenance</b> of instruments and equipment</li> <li>• Practise appropriate self-care to prevent <b>performance-related injury</b></li> </ul>	
---	--

## Big Ideas – Elaborations

- **Aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

## Curricular Competencies – Elaborations

- **large ensemble:** ensemble in which many musicians perform the same part in a drumline
- **small ensemble:** ensemble in which musicians play alone or with only a few others, performing a particular part in the drumline
- **Improvise:** spontaneously compose or embellish musical phrases, melodies, or excerpts; improvisation provides a means for high-level reasoning, creative thinking, and problem solving in a variety of ways
- **creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **variety of contexts:** for example, personal, social, cultural, environmental, and historical contexts
- **place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **musical language:** vocabulary, terminology, and non-verbal methods of communication that convey meaning in music
- **gestural vocabulary:** movements of the arms, hands, and head, typically demonstrated by the conductor to convey interpretation of a musical phrase
- **Document:** through activities that help students reflect on their learning (e.g. making video clips or audio-recordings, constructing new works, compiling a performance portfolio)
- **personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview
- **respond:** through activities ranging from reflection to action
- **maintenance:** the appropriate inspection, diagnosis, and basic repair of instruments and equipment
- **performance-related injury:** for example, repetitive stress injuries, vocal strain, other damage to oral and aural health, earplugs, proper warm-ups and maintaining a baseline of physical fitness and muscle strength to lift and carry bigger instruments

## Content – Elaborations

- **elements, principles, vocabulary, symbols, and theory of music:** metre, duration, rhythm, dynamics, harmony, timbre, tonality, instrumentation, notation, pitch, texture, register, terms in Italian and other languages, expressive markings, abbreviations; methods, processes, and concepts used in creating and performing music
- **percussion:**
  - stick, mallet, beater
  - pitched percussion technique
  - articulation
  - fills, shots, tone quality, intonation
- **technologies** -may include: stick types and selections (practice, performance sticks, mallets), harnesses, stands, metronomes
- **creative processes:** the means by which an artistic work is made; includes multiple processes, such as exploration, selection, combination, refinement, reflection, and connection

### Recommended Instructional Components:

- direct instruction- counting in cadences, verbally dictation of rhythms, technique (how to hold sticks, posture, etc)
- indirect instruction- coaching sectionals
- interactive instruction- happens as students are performing in the class, during warm-ups (students are given information and cues to fix issues)
- independent instruction- sectional day- students get in small groups and work on their specific rhythmic parts
- modelling- continuously within the class setting, this is a participatory hands-on class. Teacher often models appropriate techniques
- group work- students work in small and large ensembles that require collaboration and coordination
- individual presentation- in solos, playing tests to an audience of students, student leaders will demonstrate for other students
- videos- percussion technique videos, singles, doubles, roles, choreography, marching techniques, for feedback and analysis purposes
- guest speakers- University of Washington Huskies Drumline, Canadian Drumline Association
- observation-students watch others perform, observe and analyze videos, and they also participate as observers

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

#### Formative Assessments:

- Responsibility and preparedness feedback is given. Students can self-assess as well.
- Observations/videos- students are observed during rehearsals or via video footage of their performances. Students can self-assess their performance and make reflections on perceived areas of strength and growth; students may also be given feedback on their ability to connect to the other members of their ensemble through active listening and being visually attentive (via stick heights, on/off beat, ability to follow visual cues/symbol recognition)
- Playing tests- offer an opportunity to gain insight into personal performance and consist of feedback given on the following areas: stick technique, rhythm, tempo, dynamics, posture, articulation, and tone quality.

#### Summative Assessments will include:

- Teacher evaluation form on 4 key aspects of performance: responsibility and preparedness, musician growth, communication and connections, and production and performance
- Student self-evaluation and reflections on 4 key aspects of performance: responsibility and preparedness, musician growth, communication and connections, and production and performance

- Student Performance reflection
- Final play tests- to assess individual technique and performance

**Learning Resources: (this list is not exhaustive)**

<http://freedrumlinemusic.com/>

<https://drumlinechops.com/>

<https://www.dci.org/>

<https://www.fatmattdrums.com/cadences/>

<https://canadiandrumlineassociation.hubbli.com/>

<http://www.huskymarchingband.org/drumline/>

<https://pearldrum.com/products/concert/education-kits/learning-center-pl/>

<http://www.paulbuyer.com/article/PBuyer-2009-SecretsofSuccess.pdf>

<https://www.rowloff.com/CadencesFolder/Cadences.html>

<http://www.lonestarpercussion.com/Sheet-Music-Books/Pedagogy-Books/Pedagogy-Book-Field-Level-Lynch-Brown-Row-Loff.html>

[https://www.goodreads.com/book/show/105813.Stick\\_Control](https://www.goodreads.com/book/show/105813.Stick_Control)

[https://www.goodreads.com/book/show/181769.Progressive\\_Steps\\_to\\_Syncopation\\_for\\_the\\_Modern\\_Drummer](https://www.goodreads.com/book/show/181769.Progressive_Steps_to_Syncopation_for_the_Modern_Drummer)

<http://vicfirth.com/40-essential-rudiments/>

<http://thevault.musicarts.com/drumline-how-do-i-teach-that/>

[http://vicfirth.com/education/percussion101/MP101\\_Exercise\\_Packet.pdf](http://vicfirth.com/education/percussion101/MP101_Exercise_Packet.pdf)

<http://vicfirth.com/marching-percussion-101/>

<https://drumlinenotes.wordpress.com/2013/07/08/corps-style-technique/>

**Additional Information:**





## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Chilliwack School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD33
<b>Developed by:</b> Kris Werner	<b>Date Developed:</b> May 14, 2024
<b>School Name:</b> Sardis Secondary	<b>Principal's Name:</b> Lynnet Schramm
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> BAA Drumline	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Board/Authority Prerequisite(s):

It is recommended that students have taken Drumline 10 prior to taking this course.

### Special Training, Facilities or Equipment Required:

Special training: Percussion pedagogy/technique training is recommended. Teachers should have a clear understanding of musical notation and rhythmic understanding; keen understanding of complex rhythms is recommended.

Facilities: room big enough to host the program

Equipment: for a starting program: snare drums (minimum 5), bass drums (minimum of 3), tenor drums (minimum 2), cymbals (minimum 2), auxiliary percussion instruments (whistles, cowbells, etc)

**Course Synopsis:**

Students taking Drumline 11, continue to refine, develop, and expand the percussion rudiments and techniques learned in Grade 10 Drumline. Students also read and interpret more advanced music as it relates to drumline performance. Students will work on personal musical growth with their instrument, both individually and as part of a small or large group ensemble. Collaboration skills are an essential part of being in a drumline. Students perform regularly at school and public events. Students also attend competitions such as: BC Drumline Provincials where they compete against other drumline ensembles from different schools and districts. Some students in Drumline 11 may be identified as sectional leaders and may lead a variety of performance activities with their sections.

**Goals and Rationale:**

- Students will understand that music offers unique ways of exploring their identity and sense of belonging.
- Students will develop an understanding that individual and collective expression is rooted in history, culture, and community.
- Through their practice and performance, students will understand that growth as a musician requires perseverance, resilience, and reflection.
- Students will develop an appreciation of music as a process that relies on the interplay of the senses.
- Students will learn and reflect on a variety of aesthetic experiences that have the power to transform the way we think and feel.

The drumline series of courses provide students with an opportunity to perform and learn notation quicker than other more traditional strands of music. Drumline is not offered as part of the new BC curriculum and there is a desire by students to take this unique strand of music. Drumline is a very powerful art form and can positively impact the school, audience, and wider school community; it has a strong ability to connect musicians with an audience. As a result of this series of courses and performances, a lot of students are drawn to taking them and more are registering every year. It has the impact of unifying a school; there are a lot of interdepartmental connections that are made and it builds school culture as a result of these connections.

**Indigenous Worldviews and Perspectives:**

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Students must learn to maintain their physical health so that they don't develop a performance related injury. Students, as part of this course, become like family. Their performances also connect them to community and are community-builders. Students find taking this course often find it cathartic and are able to destress as a part of playing.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This is a hands-on, highly practical course. Students often reflect on their play and experiences to grow as musicians. There are many reciprocal relationships as students work together to create a unified sound.
- Learning involves recognizing the consequences of one's actions. Students learn that their practice, or lack thereof, contributes to their growth as a musician. Their choices have a greater impact, for positive or negative, than just on themselves as they play a part in ensembles.
- Learning involves generational roles and responsibilities. Each section has a section leader and a prescribed hierarchy in drumline. Students learn how to function within the hierarchy and the leaders have more responsibilities as time goes on.

- Learning recognizes the role of indigenous knowledge. Learning in drumline mirrors that oral/verbal aspect of passing on knowledge.
- Learning is embedded in memory, history, and story. Cadences in music are similar to short stories and mirror aspects of oral traditions (there is a beginning, middle, and end). Music is memorized for performances much the same as oral traditions are steeped in memory. Students repeat pieces that have been previously performed successfully and will make new history by performing new music. Drumming is one of the oldest musical art forms and has a rich and deep history.
- Learning involves patience and time. Learning to play as part of a drumline takes much practice and cannot be learned well quickly. Students must practice and perform repeatedly to become “good” at it. It takes time to marinate.
- Learning requires exploration of one’s identity. Students identify themselves by their drum. They also come to identify themselves by their ensembles they are in. It is a big source of their identity within the school.

## BIG IDEAS

Music reflects aspects of time, place, and community.

The nuances of musical expression are understood through deeper study and performance.

A musician's interpretation of existing work is an opportunity to represent identity and culture.

Enduring understanding of music is gained through perseverance, resilience, and risk taking.

Instrumental music offers **aesthetic experiences** that can transform our perspective.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> <li>Perform in <b>large ensemble, small ensemble</b>, and solo contexts</li> <li>Explore a composer's musical and expressive intentions</li> <li><b>Improvise</b> and <b>take creative risks</b> in instrumental music</li> <li>Adapt performance techniques, processes, and skills for use in innovative ways</li> <li>Study and perform a variety of musical styles and genres</li> <li>Explore a <b>variety of contexts</b> and their influences on musical works, including <b>place</b> and time</li> <li>Develop and refine technical and expressive skills</li> </ul> <p>Reason and reflect</p> <ul style="list-style-type: none"> <li>Analyze and interpret musicians' use of technique, technology, and environment in musical composition and performance, using <b>musical language</b></li> <li>Reflect on personal rehearsal and performance experiences and musical growth</li> <li>Consider the function of their instrument or role within the ensemble</li> <li>Analyze styles of music to inform musical decisions</li> </ul> <p>Communicate and document</p> <ul style="list-style-type: none"> <li><b>Document</b> and share musical works and experiences in a variety of contexts</li> <li>Use <b>musical vocabulary</b> in response to musical experiences and by observing context</li> <li>Receive and apply constructive feedback</li> <li>Use discipline-specific language to communicate and interpret ideas</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>musical elements, principles, vocabulary, symbols, and theory</b></li> <li>techniques specific to the percussion family of instruments, including:             <ul style="list-style-type: none"> <li>tenor drum</li> <li>bass drum</li> <li>snare drum</li> <li>cymbals</li> </ul> </li> </ul> <p><i>Note: Students are only expected to know techniques related to their instrument(s) of choice.</i></p> <ul style="list-style-type: none"> <li>technical skills, strategies, and technologies</li> <li><b>creative processes</b></li> <li>movement, sound, image, and form</li> <li>influences of time and place on the emergence of musical forms</li> <li>roles of performer, audience, and venue</li> <li>contributions of innovative artists from a variety of genres, contexts, and periods</li> <li>health and safety issues and procedures</li> </ul>

- Express **personal voice**, cultural identity, and perspective through music
- Express emotions and ideas through music
- Interpret **gestural vocabulary** that communicates musical intentions

#### Connect and expand

- Demonstrate personal and social responsibility associated with creating, performing, and responding to drumline music
- Develop a diverse repertoire of drumline music that includes multiple perspectives and contexts
- Explore personal, educational, and professional opportunities in music or music-related industries
- Explore the relationships between the arts, culture, and society
- Demonstrate safe care, use, and **maintenance** of instruments and equipment
- Identify and practise appropriate self-care to prevent **performance-related injury**

### Big Ideas – Elaborations

- **aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

### Curricular Competencies – Elaborations

- **large ensemble:** ensemble in which many musicians perform the same part in a drumline
- **small ensemble:** ensemble in which musicians play alone or with only a few others, performing a particular part in a drumline
- **Improvise:** spontaneously compose or embellish musical phrases, melodies, or excerpts; improvisation provides a means for high-level reasoning, creative thinking, and problem solving in a variety of ways
- **take creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **variety of contexts:** for example, personal, social, cultural, environmental, and historical contexts
- **place:** Any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **musical language:** vocabulary, terminology, and non-verbal methods of communication that convey meaning in music
- **Document:** through activities that help students reflect on their learning (e.g., making video clips or audio-recordings, constructing new works, compiling a portfolio)
- **musical vocabulary:** descriptive and instructive terms with specific application in music; can be in English or other languages commonly used by composers (e.g., Italian); includes musical literacy which is the ability to read, write, notate, or otherwise communicate using musical language, vocabulary, and/or symbols
- **personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview
- **gestural vocabulary:** movements of the arms, hands, and head, typically demonstrated by the conductor to convey interpretation of a musical phrase
- **maintenance:** the appropriate inspection, diagnosis, and basic repair of instruments and equipment
- **performance-related injury:** for example, repetitive stress injuries, vocal strain, other harm to oral and aural health

## Content – Elaborations

- **musical elements, principles, vocabulary, symbols, and theory:** metre, duration, rhythm, dynamics, harmony, timbre, tonality, instrumentation, notation, pitch, texture, register, terms in Italian and other languages, expressive markings, abbreviations; methods, processes, and concepts used in creating and performing music
- **percussion:**
  - stick, mallet, beater
  - pitched percussion technique
  - articulation
  - fills, shots, tone quality, intonation
- **creative processes:** the means by which an artistic work is made; includes multiple processes, such as exploration, selection, combination, refinement, reflection, and connection
- **history:** the influences across time of social, cultural, historical, political, and personal contexts on musical works; includes the influences of historical and contemporary societies on musical works

### Recommended Instructional Components:

- direct instruction- counting in cadences, verbally dictation of rhythms, technique (how to hold sticks, posture, etc)
- indirect instruction- coaching sectionals
- interactive instruction- happens as students are performing in the class, during warm-ups (students are given information and cues to fix issues)
- independent instruction- sectional day- students get in small groups and work on their specific rhythmic parts
- modelling- continuously within the class setting, this is a participatory hands-on class. Teacher often models appropriate techniques
- group work- students work in small and large ensembles that require collaboration and coordination
- individual presentation- in solos, playing tests to an audience of students, student leaders will demonstrate for other students
- videos- percussion technique videos, singles, doubles, roles, choreography, marching techniques, for feedback and analysis purposes
- guest speakers- University of Washington Huskies Drumline, Canadian Drumline Association
- observation-students watch others perform, observe and analyze videos, and they also participate as observers

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

#### Formative Assessments:

- Responsibility and preparedness feedback is given. Students can self assess as well
- Observations/videos- students are observed during rehearsals or via video footage of their performances. Students can self-assess their performance and make reflections on perceived areas of strength and growth; students may also be given feedback on their ability to connect to the other members of their ensemble through active listening and being visually attentive (via stick heights, on/off beat, ability to follow visual cues/symbol recognition)
- Playing tests- offer an opportunity to gain insight into personal performance and consist of feedback given on the following areas: stick technique, rhythm, tempo, dynamics, posture, articulation, and tone quality

Summative Assessments will include:

- Teacher evaluation form on 4 key aspects of performance: responsibility and preparedness, musician growth, communication and connections, and production and performance
- Student self-evaluation and reflections on 4 key aspects of performance: responsibility and preparedness, musician growth, communication and connections, and production and performance
- Student Performance reflection
- Final play tests- to assess individual technique and performance

**Learning Resources: (this list is not exhaustive)**

<http://freedrumlinemusic.com/>

<https://drumlinechops.com/>

<https://www.dci.org/>

<https://www.fatmattdrums.com/cadences/>

<https://canadiandrumlineassociation.hubbli.com/>

<http://www.huskymarchingband.org/drumline/>

<https://pearldrum.com/products/concert/education-kits/learning-center-pl/>

<http://www.paulbuyer.com/article/PBuyer-2009-SecretsofSuccess.pdf>

<https://www.rowloff.com/CadencesFolder/Cadences.html>

<http://www.lonestarpercussion.com/Sheet-Music-Books/Pedagogy-Books/Pedagogy-Book-Field-Level-Lynch-Brown-Row-Loff.html>

[https://www.goodreads.com/book/show/105813.Stick\\_Control](https://www.goodreads.com/book/show/105813.Stick_Control)

[https://www.goodreads.com/book/show/181769.Progressive Steps to Syncopation for the Modern Drummer](https://www.goodreads.com/book/show/181769.Progressive_Steps_to_Syncopation_for_the_Modern_Drummer)

<http://vicfirth.com/40-essential-rudiments/>

<http://thevault.musicarts.com/drumline-how-do-i-teach-that/>

[http://vicfirth.com/education/percussion101/MP101\\_Exercise\\_Packet.pdf](http://vicfirth.com/education/percussion101/MP101_Exercise_Packet.pdf)

<http://vicfirth.com/marching-percussion-101/>

<https://drumlinenotes.wordpress.com/2013/07/08/corps-style-technique/>

**Additional Information:**



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Chilliwack School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD33
<b>Developed by:</b> Kris Werner	<b>Date Developed:</b> May 14, 2024
<b>School Name:</b> Sardis Secondary	<b>Principal's Name:</b> Lynnet Schramm
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> BAA Drumline	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Board/Authority Prerequisite(s):

It is recommended that students have taken Drumline 11 prior to taking this course.

### Special Training, Facilities or Equipment Required:

Special training: Percussion pedagogy/technique training is recommended. Teachers should have a clear understanding of musical notation and rhythmic understanding; keen understanding of complex rhythms is recommended.

Facilities: room big enough to host the program

Equipment: for a starting program: snare drums (minimum 5), bass drums (minimum of 3), tenor drums (minimum 2), cymbals (minimum 2), auxiliary percussion instruments (whistles, cowbells, etc)



**Course Synopsis:**

Students taking Drumline 12, continue to refine and expand the percussion rudiments and more advanced techniques learned in Grade 11 Drumline. Students also read and interpret more advanced music as it relates to drumline performance. Students are encouraged to create and improvise music in this course. Students will continue to work on personal musical growth with their instrument, both individually and as part of a small or large group ensemble. Collaboration skills are an essential part of being in a drumline. Students perform regularly at school and public events. Students also attend competitions such as: BC Drumline Provincials where they compete against other drumline ensembles from different schools and districts. Some students in Drumline 12 may be identified as sectional leaders and may lead a variety of performance activities with their sections.

**Goals and Rationale:**

- Students will understand that music offers unique ways of exploring their identity and sense of belonging.
- Students will develop an understanding that individual and collective expression is rooted in history, culture, and community.
- Through their practice and performance, students will understand that growth as a musician requires perseverance, resilience, and reflection.
- Students will develop an appreciation of music as a process that relies on the interplay of the senses.
- Students will learn and reflect on a variety of aesthetic experiences that have the power to transform the way we think and feel.

The drumline series of courses provide students with an opportunity to perform and learn notation quicker than other more traditional strands of music. Drumline is not offered as part of the new BC curriculum and there is a desire by students to take this unique strand of music. Drumline is a very powerful art form and can positively impact the school, audience, and wider school community; it has a strong ability to connect musicians with an audience. As a result of this series of courses and performances, a lot of students are drawn to taking them and more are registering every year. It has the impact of unifying a school; there are a lot of interdepartmental connections that are made and it builds school culture as a result of these connections.

**Indigenous Worldviews and Perspectives:**

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Students must learn to maintain their physical health so that they don't develop a performance related injury. Students, as part of this course, become like family. Their performances also connect them to community and are community-builders. Students find taking this course often find it cathartic and are able to destress as a part of playing.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This is a hands-on, highly practical course. Students often reflect on their play and experiences to grow as musicians. There are many reciprocal relationships as students work together to create a unified sound.
- Learning involves recognizing the consequences of one's actions. Students learn that their practice, or lack thereof, contributes to their growth as a musician. Their choices have a greater impact, for positive or negative, than just on themselves as they play a part in ensembles.

- Learning involves generational roles and responsibilities. Each section has a section leader and a prescribed hierarchy in drumline. Students learn how to function within the hierarchy and the leaders have more responsibilities as time goes on.
- Learning recognizes the role of indigenous knowledge. Learning in drumline mirrors that oral/verbal aspect of passing on knowledge.
- Learning is embedded in memory, history, and story. Cadences in music are similar to short stories and mirror aspects of oral traditions (there is a beginning, middle, and end). Music is memorized for performances much the same as oral traditions are steeped in memory. Students repeat pieces that have been previously performed successfully and will make new history by performing new music. Drumming is one of the oldest musical art forms and has a rich and deep history.
- Learning involves patience and time. Learning to play as part of a drumline takes much practice and cannot be learned well quickly. Students must practice and perform repeatedly to become “good” at it. It takes time to marinate.
- Learning requires exploration of one’s identity. Students identify themselves by their drum. They also come to identify themselves by their ensembles they are in. It is a big source of their identity within the school.

## BIG IDEAS

Music communicates traditions, perspectives, worldviews, and stories.

Creative and technical proficiency in music is transferable across different aspects of our lives.

Music can be adapted to facilitate limitless expression and meaning.

Purposeful choices enhance the quality, artistry, and authenticity of musical processes.

Instrumental music offers **aesthetic experiences** that can transform our perspective.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> <li>• Perform in <b>large ensemble</b>, <b>small ensemble</b>, and solo contexts</li> <li>• Analyze and study music to identify practice strategies</li> <li>• Identify the qualities of a composition that define its genre</li> <li>• Explore diverse musical genres in performance or study</li> <li>• Explore a <b>variety of contexts</b> and their influences on musical works, including <b>place</b> and time</li> <li>• Expand and adapt technical and expressive skills</li> </ul> <p>Reason and reflect</p> <ul style="list-style-type: none"> <li>• Consider and assess multiple interpretations of a musical excerpt</li> <li>• Interpret and evaluate musicians' use of technique, technology, and environment in musical composition and performance, using <b>musical language</b></li> <li>• Reflect on collective rehearsal and performance experiences and musical growth</li> <li>• Consider the function of their instrument or role within the ensemble</li> <li>• Anticipate audience responses to a piece of music</li> <li>• Analyze styles of music to inform musical decisions</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>musical elements, principles, vocabulary, symbols, and theory</b></li> <li>• techniques specific to the percussion family of instruments, including:             <ul style="list-style-type: none"> <li>○ tenor drum</li> <li>○ bass drum</li> <li>○ snare drum</li> <li>○ cymbals</li> </ul> </li> </ul> <p><i>Note: Students are only expected to know techniques related to their instrument(s) of choice.</i></p> <ul style="list-style-type: none"> <li>• technical skills, strategies, and technologies</li> <li>• <b>creative processes</b></li> <li>• movement, sound, image, and form</li> <li>• influences of time and place on the emergence of musical forms</li> <li>• roles of performer, audience, and venue</li> <li>• contributions of innovative artists from a variety of genres, contexts, and periods</li> <li>• global and intercultural musicians, movements, and genres</li> </ul>

<p>Communicate and document</p> <ul style="list-style-type: none"> <li>• <b>Document</b> and compile resources that inform musical interpretation</li> <li>• Use appropriate <b>musical vocabulary</b> in response to musical experiences and by observing context</li> <li>• Receive and apply constructive feedback</li> <li>• Use musical symbols to enhance a musical performance</li> <li>• Develop <b>gestural vocabulary</b> that communicates musical intentions</li> <li>• Collaborate to express <b>personal voice</b>, cultural identity, and perspective through music</li> </ul> <p>Connect and expand</p> <ul style="list-style-type: none"> <li>• Evaluate and demonstrate personal and social responsibility associated with creating, performing, and responding to drumline music</li> <li>• Develop and refine a diverse repertoire of drumline music that includes multiple themes, perspectives, and contexts</li> <li>• Explore the relationships between the arts, culture, and society</li> <li>• Evaluate personal, educational, and professional opportunities in music or music-related industries</li> <li>• Make connections in the community through music</li> <li>• Demonstrate safe care, use, and <b>maintenance</b> of instruments and equipment</li> <li>• Evaluate and practice appropriate self-care to prevent <b>performance-related injury</b></li> </ul>	<ul style="list-style-type: none"> <li>• health and safety issues and procedures</li> </ul>
--	---

## Big Ideas – Elaborations

- **aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

## Curricular Competencies – Elaborations

- **large ensemble:** ensemble in which many musicians perform the same part in a drumline
- **small ensemble:** ensemble in which musicians play alone or with only a few others, performing a particular part in a drumline
- **variety of contexts:** for example, personal, social, cultural, environmental, and historical contexts
- **place:** Any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **musical language:** vocabulary, terminology, and non-verbal methods of communication that convey meaning in music
- **Document:** through activities that help students reflect on their learning (e.g., making video clips or audio-recordings, constructing new works, compiling a portfolio)

- **musical vocabulary:** descriptive and instructive terms with specific application in music; can be in English or other languages commonly used by composers (e.g., Italian); includes musical literacy which is the ability to read, write, notate, or otherwise communicate using musical language, vocabulary, and/or symbols
- **gestural vocabulary:** movements of the arms, hands, and head, typically demonstrated by the conductor to convey interpretation of a musical phrase
- **personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview
- **maintenance:** the appropriate inspection, diagnosis, and basic repair of instruments and equipment
- **performance-related injury:** for example, repetitive stress injuries, vocal strain, other harm to oral and aural health

#### Content – Elaborations

- **musical elements, principles, vocabulary, symbols, and theory:** metre, duration, rhythm, dynamics, harmony, timbre, tonality, instrumentation, notation, pitch, texture, register, terms in Italian and other languages, expressive markings, abbreviations; methods, processes, and concepts used in creating and performing music
- **percussion:**
  - stick, mallet, beater
  - pitched percussion technique
  - articulation
  - fills, shots, tone quality, intonation
- **creative processes:** the means by which an artistic work is made; includes multiple processes, such as exploration, selection, combination, refinement, reflection, and connection
- **history:** the influences across time of social, cultural, historical, political, and personal contexts on musical works; includes the influences of historical and contemporary societies on musical works

#### Recommended Instructional Components:

- direct instruction- counting in cadences, verbally dictation of rhythms, technique (how to hold sticks, posture, etc)
- indirect instruction- coaching sectionals
- interactive instruction- happens as students are performing in the class, during warm-ups (students are given information and cues to fix issues)
- independent instruction- sectional day- students get in small groups and work on their specific rhythmic parts
- modelling- continuously within the class setting, this is a participatory hands-on class. Teacher often models appropriate techniques
- group work- students work in small and large ensembles that require collaboration and coordination
- individual presentation- in solos, playing tests to an audience of students, student leaders will demonstrate for other students
- videos- percussion technique videos, singles, doubles, roles, choreography, marching techniques, for feedback and analysis purposes
- guest speakers- University of Washington Huskies Drumline, Canadian Drumline Association
- observation-students watch others perform, observe and analyze videos, and they also participate as observers

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

##### Formative Assessments:

- Responsibility and preparedness feedback is given. Students will self-assess as well.

- Observations/videos- students are observed during rehearsals or via video footage of their performances. Students can self-assess their performance and make reflections on perceived areas of strength and growth; students may also be given feedback on their ability to connect to the other members of their ensemble through active listening and being visually attentive (via stick heights, on/off beat, ability to follow visual cues/symbol recognition)
- Playing tests- offer an opportunity to gain insight into personal performance and consist of feedback given on the following areas: stick technique, rhythm, tempo, dynamics, posture, articulation, and tone quality

Summative Assessments will include:

- Teacher evaluation form on 4 key aspects of performance: responsibility and preparedness, musician growth, communication and connections, and production and performance
- Student self-evaluation and reflections on 4 key aspects of performance: responsibility and preparedness, musician growth, communication and connections, and production and performance
- Student Performance reflection
- Final play tests- to assess individual technique and performance

#### **Learning Resources: (this list is not exhaustive)**

<http://freedrumlinemusic.com/>

<https://drumlinechops.com/>

<https://www.dci.org/>

<https://www.fatmattdrums.com/cadences/>

<https://canadiandrumlineassociation.hubbli.com/>

<http://www.huskymarchingband.org/drumline/>

<https://pearldrum.com/products/concert/education-kits/learning-center-pl/>

<http://www.paulbuyer.com/article/PBuyer-2009-SecretsofSuccess.pdf>

<https://www.rowloff.com/CadencesFolder/Cadences.html>

<http://www.lonestarpercussion.com/Sheet-Music-Books/Pedagogy-Books/Pedagogy-Book-Field-Level-Lynch-Brown-Row-Loff.html>

[https://www.goodreads.com/book/show/105813.Stick\\_Control](https://www.goodreads.com/book/show/105813.Stick_Control)

[https://www.goodreads.com/book/show/181769.Progressive\\_Steps\\_to\\_Syncopation\\_for\\_the\\_Modern\\_Drummer](https://www.goodreads.com/book/show/181769.Progressive_Steps_to_Syncopation_for_the_Modern_Drummer)

<http://vicfirth.com/40-essential-rudiments/>

<http://thevault.musicarts.com/drumline-how-do-i-teach-that/>

[http://vicfirth.com/education/percussion101/MP101\\_Exercise\\_Packet.pdf](http://vicfirth.com/education/percussion101/MP101_Exercise_Packet.pdf)

<http://vicfirth.com/marching-percussion-101/>

<https://drumlinenotes.wordpress.com/2013/07/08/corps-style-technique/>

#### **Additional Information:**

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 11, 2024  
**TO:** Board of Education  
**FROM:** David Swankey, Trustee Representative (BAA Committee)  
**RE:** **BOARD/AUTHORITY AUTHORIZED (BAA) COURSE PROPOSAL**

---

**RECOMMENDATION:**

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

## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Chilliwack School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> 33
<b>Developed by:</b> Maria Gorelova, Bryce Orr, Stacey Parsons	<b>Date Developed:</b> May 3, 2024
<b>School Name:</b> Imagine High Arts and Tech School & Kw'iyeqel Secondary School	<b>Principal's Name:</b> Brooke Haller and Sharon Bernard
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Outdoor Education	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Board/Authority Prerequisite(s):

- No Prerequisites required.

### Special Training, Facilities or Equipment Required:

- Teacher should possess basic and/or wilderness first-aid. Other outdoor education related professional development are recommended.

### Course Synopsis:

- Outdoor Ed 10 is designed to introduce students to outdoor based activities and potentially overnight or multi-day experiences.

### Goals and Rationale:

- The goal is to introduce students to the skills and responsibilities necessary to recreate in the outdoors in a way that limits negative impact on the environment.

### Indigenous Worldviews and Perspectives:

- Learning is holistic, reflective, reflexive, experiential, and relational (focused on connectedness on reciprocal relationships and a sense of place.)
- Learning ultimately supports the well-being of self, the family, the community, the land, the spirits and the ancestors.



**BIG IDEAS**

An introduction to a variety of outdoor activities that allow for development of skills in gradually more challenging environments

Spending time outdoors allows us to develop a connection to the natural environment

Participating safely in outdoor activities requires communication, teamwork, and collaboration

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Outdoor activity skills and healthy living</b></p> <ul style="list-style-type: none"> <li>• Participate in a variety of outdoor activities.</li> <li>• Develop a variety of skills for outdoor activities.</li> <li>• Develop an awareness of how exertion, energy and temperature levels are affected by outdoor activities and environmental conditions.</li> <li>• Develop an understanding of the nutritional requirements for the participation in outdoor activities.</li> <li>• Understand how competence in outdoor activities can increase confidence and encourage lifelong participation.</li> <li>• Identify their strengths and areas for growth.</li> </ul> <p><b>Social Responsibility</b></p> <ul style="list-style-type: none"> <li>• Identify and demonstrate best practices to reduce potential impacts of outdoor activities on the local environment.</li> <li>• Demonstrate awareness of cultural and place-based sensitivities regarding the use of outdoor locations.</li> </ul> <p><b>Collaboration, teamwork and safety</b></p> <ul style="list-style-type: none"> <li>• Collaborate with others in a variety of outdoor activities.</li> <li>• Develop appropriate communication skills when interacting with others.</li> <li>• Understand appropriate responses to emergency situations during outdoor activities.</li> <li>• Recognize the importance of personal safety and the safety of others.</li> <li>• Identify and communicate risks during different types of outdoor activities.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• health benefits of outdoor activities</li> <li>• outdoor activity knowledge and skills</li> <li>• preparation for outdoor activities</li> <li>• environmental conditions</li> <li>• First Peoples traditional practices and ecological knowledge related to activities in the local environment.</li> <li>• the role of environmental stewardship in outdoor recreation</li> <li>• strategies for adapting and responding to changing conditions.</li> <li>• basic first aid skills</li> <li>• proper communication strategies</li> </ul>

- **Outdoor Activities:** water-based, snow-based, land-based, in varied terrain and changing weather, temperature, and conditions.
- **Skills for outdoor activities could include:**
  - Hiking – use of poles, foot placement on various terrain, essentials
  - Backpacking – weight distribution
  - Snowshoeing – steepness of slope affects foot placement.
  - Canoeing – weight distribution in canoe
- **Nutritional considerations:** including food (e.g., food preparation, storage, and transportation; nutrition, foraging, cooking methods, leave-no-trace principles, hygiene) and water (e.g., treatment, sources, management)
- **Social Responsibility:**
  - Seven leave-no-trace principles:*
    - Plan ahead and prepare.
    - Travel and camp on durable surfaces.
    - Dispose of waste properly
    - Leave what you find.
    - Minimize campfire impact.
    - Respect wildlife.
    - Be considerate of others.
- **Cultural and place-based sensitivities:** recognition and use of First Peoples territories; use of public land, private land, parks; land stewardship

## Content – Elaborations

- **Preparation:**
  - route plan
  - day plan
  - equipment selection and maintenance
- **Environmental conditions:** adapting to changing weather, temperature, and other conditions.
- **Communication:** benefits of effective communications

## Recommended Instructional Components:

- Indirect instruction, direct instruction, experiential learning, modelling, and collaboration.

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

- Students will be given formative feedback throughout the learning process.
- Students will be given summative reporting at the end of the course.

## Learning Resources:

- Specific staff training, certification, knowledge, and experience leading and teaching young people outdoor skills in school environments and other areas such as parks, forest, mountains, lake, rivers.

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 11, 2024

**TO:** Board of Education

**FROM:** David Swankey, Trustee Representative (BAA Committee)

**RE:** **BOARD/AUTHORITY AUTHORIZED (BAA) COURSE PROPOSAL**

---

**RECOMMENDATION:**

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



**Chilliwack  
School District**

## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Chilliwack School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD33
<b>Developed by:</b> Tracy Wolbeck	<b>Date Developed:</b> April 2, 2024
<b>School Name:</b> GW Graham Secondary School	<b>Principal's Name:</b> Chuck Lawson
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Criminology	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120 hours

### Board/Authority Prerequisite(s):

None. This course would be open to all grade 11 and 12 students interested in criminology.

### Special Training, Facilities or Equipment Required:

It is recommended that the teacher hold a university degree, major or minor, in Criminology or have some form of applicable practical experience in the field of criminal justice. Law enforcement grade forensic fingerprint powder, brushes and lifters necessary for an effective forensic unit. A classroom should be provided with an overhead projector and a sink if possible.

### Course Synopsis:

Criminology is the scientific study of criminal behaviour. Students who take traditional Law 12 are exposed to a broad sample of various legal studies. However, this course will focus exclusively on the criminal justice system. The presentation of content will take students on a journey from analyzing why certain actions have been deemed criminal, to how police investigations are conducted, and attempts to reintegrate offenders back into society. Students will be challenged to reflect on their own beliefs and engage in discussions that will enhance their understanding of our Canadian criminal justice system from an objective perspective.

### Goals and Rationale:

1. Explore the Canadian Criminal justice system at a deeper, grassroots level.
2. Analyze the roles personal and social morality play in the creation of crime.
3. Discuss the importance of rehabilitative programs in Canadian prison systems to reduce the recidivism rates.
4. Analyze how the Charter of Rights and Freedoms impacts the application of criminal laws, from both a substantive and procedural perspective.

**Indigenous Worldviews and Perspectives:**

Sentencing provisions under the Criminal Code as they pertain to citizens with Indigenous Status

Indigenous/Band Police Forces across Canada

Historical injustices experienced in the Canadian criminal justice system, specifically Indigenous people.

Indigenous reintegration and healing programs, restorative circles,

**First Principles of Learning**

- Learning involves recognizing the consequences of one's own actions.
- Learning is embedded in memory, history, and story.
- Learning requires exploration of one's Identity.

## BIG IDEAS

Understanding crime from various perspectives allows people to think more critically.

Significant advancements in forensic science have led to the identification of suspects and solving of crimes that would otherwise remain unsolved.

Theories of crime play a crucial role in understanding the motivations and impetus behind criminal behaviour.

Mass media coverage of true crime events influences the lens through which society interprets and processes acts of violent crime.

The social cultural impact of the ongoing Missing and Murdered Indigenous Women investigation.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• Investigate and apply crime theories to current and previous cases.</li> <li>• Create legal theories for a given criminal case, from both the Crown and defence's perspective.</li> <li>• Evaluate how student's moral compass impacts their assessment of whether an action is deemed criminal or not.</li> <li>• Engage their peers in a student-led panel discussion on a crime, current event/topic/issue.</li> <li>• Analyze forensic evidence/data and make inferences based on the findings.</li> <li>• Explain the process of a criminal investigation and the steps involved.</li> <li>• Evaluate the credibility of media sources in crime reporting.</li> <li>• Evaluate how crime impacts communities and individuals in the community.</li> <li>• Analyze crime from the perspective of the victims, law enforcement, correctional institutions.</li> <li>• Make reasoned ethical judgements about the portrayal of crime in the media and how this influences public perception.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• The Fundamental Freedoms section within the Canadian Rights and Freedoms</li> <li>• The Hare Psychopathy Scale and how it applies to incarcerated individuals.</li> <li>• The Glaude Report legal provisions for Indigenous offenders</li> <li>• The causes of crime in Canada versus the United States</li> <li>• The investigative steps that have been taken in the Missing and Murdered Indigenous Women police investigation.</li> <li>• The theories used in explaining criminal behaviour/actions.</li> <li>• Guidelines for sentencing and parole based on current trends.</li> <li>• Forensic techniques used in positively identifying and convicting individuals responsible for committing crime using Canadian standards.</li> <li>• How deductive reasoning is necessary in criminal investigations.</li> </ul>

## Big Ideas – Elaborations

Mental processes- critical thinking, questioning, taking a variety of viewpoints

Social, cultural, and biological perspectives why/how people commit crime

How variations in personality, socio-economic status, early childhood trauma/neglect connect to criminality

Recidivism rates with violent, property, and sexually motivated crimes

Concept of victimology and who/how it pertains to broad range of people

## Curricular Competencies – Elaborations

- Investigate and apply case law to current legal cases  
Sample Student Activities:
  1. Assess how courts apply case law
  2. Evaluate the evolution of case law over time, based upon society's changing moral structure
- Create legal theories for a given criminal case, from the Crown and defense's perspective  
Sample Student Activity:
  1. Investigate legal theories that can help establish motive
  2. Investigate legal theories that can help establish reasonable doubt in the Crown's case
- Evaluate how our personal moral compass impacts our assessment of whether an action is deemed criminal or not  
Sample Student Activities:
  1. Analyze moral dilemmas and ethical decision making from given scenarios
  2. Identify the correlation between personal moral compass to a deviant versus criminal act
- Evaluate how the media reports on certain crimes  
Sample Student Activities:
  1. Research a significant crime in Canada and view the media coverage that was presented
  2. Evaluate whether the media helped or hindered the investigation
  3. Analyze the credibility of news sources
- Analyze the impacts of crime on communities, individuals, emergency responders, and corrections  
Sample Student Activities:
  1. Interview panel of guest speakers to gain their perspective on how crime has impacted them
  2. Evaluate the role of the police, corrections, sheriffs, and justice system in crime prevention
- Analyze the media strategy used in the Terry Driver case and its effectiveness in identifying him  
Sample Student Activities: Compare and contrast media strategies from other cases

## Content – Elaborations

- The Fundamental Freedoms section within the Canadian Charter of Rights and Freedoms

Sample Topics:

1. Freedom of Conscience and Religion
2. Freedom of Thought, Belief, Opinion and Expression
3. Freedom of Peaceful Assembly
4. Freedom of Association

- The Hare Psychopathy Scale

Sample Topics:

1. Effectiveness in a prison setting
2. Value of score after incarcerated person has been released
3. Use during a parole hearing
4. Psychopathy versus Sociopathy

- The Gaudin Report legal provisions for Indigenous offenders

Sample Topics:

1. Restorative Justice
2. Gaudin considerations for bail
3. Gaudin considerations for sentencing

- Causes of crime in Canada versus the United States

Sample Topics:

1. Poverty and crime
2. Gun control and registry
3. Addictions and substance abuse
4. Mental illness and lack of resources leading to criminality

- Forensic science advancements

Sample Topics:

1. Techniques used to identify offenders
2. Cold cases solved using advancements in DNA profiling
3. Fingerprint patterns and minutiae characteristics

- Investigation into Missing and Murdered Indigenous Women

Sample Topics:

1. Investigation to date
2. Media effectiveness
3. Victimology
4. Advocacy and attention
5. Impact on Indigenous culture

### Recommended Instructional Components:

1. Direct Instruction
2. Indirect Instruction



3. Interactive Instruction
4. Independent Instruction
5. Group work
6. Guest speakers
7. Place-based learning
8. Inquiry projects

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

- The Principles of Quality Assessment outlined within the Ministry of Education's guidelines will be followed
- 85% of the grade will be based on formative evaluations conducted during the course. This formative evaluation will provide an indication of the student's mastery of the major instructional components covered during the course.
- 15% of the final grade will be based on the practical final project

**Learning Resources:**

1. Internet
2. The Criminal Code of Canada
3. Charter of Rights and Freedoms
4. Articles/Case studies
5. Book "Law's Indigenous Ethics" by John Burrows
6. Book "Canadian Aboriginal Law in 2018: Essays and Case Summaries" [www.firstpeopleslaw.com](http://www.firstpeopleslaw.com)
7. First Peoples Law WEBSITE "First Peoples Law is dedicated to defending and advancing Indigenous peoples' Indigenous title, rights and Treaty rights" <http://www.firstpeopleslaw.com> has multiple blogs on many Indigenous law topics across Canada
8. Canadian Criminology 4<sup>th</sup> Edition, John Winterdyk
9. Book 'Through the Shadow of the Valley: The Search for the Abbotsford Killer. Local case study
10. Introduction to Criminal Investigation: Processes, Practices and Thinking. Rod Gehl, Darryl Plecas. Justice Institute of British Columbia

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 11, 2024

**TO:** Board of Education

**FROM:** David Swankey, Trustee Representative (BAA Committee)

**RE:** **BOARD/AUTHORITY AUTHORIZED (BAA) COURSE REAFFIRMATIONS**

---

#### **RECOMMENDATION:**

THAT the Board of Education reaffirm the BAA Courses (21) as attached.

#### **BACKGROUND:**

The [Board Learning Session on March 5, 2024](#), outlined the procedure for reviewing BAA (Board/ Authority Authorized) courses. The attached BAA courses underwent review and/or have had minor revisions and are being recommended as those that continue to meet the standards set by both the Ministry of Education and Child Care and the District.



---

## **Chilliwack School District 33 BAA Block Presentation – June 2024**

---

**2024 – Review & Revision – The following courses have been reviewed and/or have had minor revisions and meet the standards of the SD33 BAA Committee.**

### **Academic Language 10, 11, & 12 (3 Courses) – Cori-Anne Klassen at Sardis Secondary**

Students develop and extend interpersonal and academic English language skills needed to be successful in their curricular studies. Builds students' writing, speaking, listening, and reading competencies by introducing them to a variety of text genres, registers, structures, forms, and styles.

### **Business Computer Applications 11 – Darren Watt at Sardis Secondary**

Use a variety of application software tools to create documents and expand other skills such as writing, presenting and financial tracking and calculating scenarios.

### **Business Information 12 – Darren Watt at Sardis Secondary**

Use advanced knowledge of application software tools to design an integrated business application to accomplish tracking records or financial transactions and utilize structured programming coding to compliment application software where there are limits to the advanced tools.

### **Health Services EMR 12A & 12 B (2 Courses) – Joel Sutcliffe at Sardis Secondary**

These Health Services courses prepares students for the Emergency Medical Responder (EMR) certification in partnership with the Justice Institute of BC

### **Hockey Theory 10, 11, & 12 (3 Courses) – Jeff Grenier at Sardis Secondary**

Hockey theory combines hockey specific individual and team tactics and strategies with hockey specific training on and off the ice.

### **Leadership 10, 11, & 12 (3 Courses) – Shawna Sache & Mike Lewis at Sardis Secondary**

The Leadership program provides opportunities for students to become meaningfully involved in both school and community activities.

### **Learning Strategies 10, 11, & 12 (3 Courses) – Ryan Pastorchik at GW Graham**

This course will provide students the opportunity to develop self-awareness of their own learner profile, and to be proactive in their learning process.

### **Mindfulness 11 – Mary Casey at Chilliwack Secondary**

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



**Chilliwack  
School District**

**Small Ensemble 10, 11, & 12 (3 Courses) – Bob Tarr at Chilliwack Secondary**

This course allows students who have developed advanced instrumental and vocal skills, to practice stage presence in an enhanced schedule of performances

**University Prep Math 12 – Derek Balsillie at Sardis Secondary**

This course is designed to cover the concepts that are left out of the Pre-Calculus stream of Mathematics that are important prerequisites for many university level math courses.

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 11, 2024  
**TO:** Board of Education  
**FROM:** Simone Sangster, Secretary Treasurer  
**RE:** **2024/25 ANNUAL BUDGET – 2<sup>nd</sup> & 3<sup>rd</sup> Reading and Adoption**

---

#### **RECOMMENDATION:**

##### **Annual Budget Bylaw**

THAT the Board of Education approve the second and third reading and adoption of the Annual Budget of the Board for the fiscal year 2024/25, per below:

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, *Ministerial Orders*, and the Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 33 (Chilliwack) Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached "Statement 2" showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$235,471,828 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2024/2025.

## **BACKGROUND:**

As required under the School Act, the Board must adopt its budget bylaw for the next fiscal year on or before June 30 for submission to the Ministry on that date. The budget presented in this packet, for your consideration, balances estimated expenses to forecasted revenues and use of accumulated surplus. It is presented in the form specified by the Minister of Education and Child Care, and is in the amount of \$235,471,828.

### *Budget Preparation*

Policy 162 describes the Board's consultation process. In accordance with this policy, the Budget Advisory Committee met on April 4, 2024 to review plans for public consultation, and review enrollment and staffing projections (key budget assumptions were reviewed); and again on May 9, 2024 to review the budget presented in the board packet today. Additionally, the method of ongoing budget consultation and key budget assumptions were reviewed at the Board's April 16, 2024 meeting, which contained a specified set aside time for public comment. No changes were made to the assumptions or plan as a result of these reviews. We also advertised on multiple media platforms providing a venue for public feedback through the district's public engagement email [letstalksd33@sd33.bc.ca](mailto:letstalksd33@sd33.bc.ca).

The budget process outlined above reflects the final deliberations on the budget and is the result of ongoing consultation with management and leaders, partner groups and the board, as well as the extensive discussions on amended budget all of which are aligned with the assessed educational priorities as described in the strategic plan.

### *Budget Summary*

The budget reflects the current legal picture of the district, which may not include all of the provincial funding that the district will receive for the 2024/25 fiscal year. We anticipate that the Ministry will announce additional funding for salary increases after the date of our budget approval cycle. Accordingly, we draw the board's attention to the different scenarios showing the anticipated budget picture with additional funding that we presented to the board Budget Presentation at the board's May 2024 meeting.

The most likely scenario (Scenario 1) includes additional funding for salary increases for CTA members, CUPE members, and exempt staff. This scenario presents a net use of accumulated surplus of approximately \$1,925,000, after using internally restricted funds and brings our contingency balance as a percentage of expenses to 2.92% by June 30, 2025. This use of surplus reflects the educational initiatives that have been presented to the board. Staff proposes to use accumulated surplus to invest in educational initiatives and evaluate for what is supporting the strategic goals of the District. In line, with the new policy and procedure 601 Accumulated Operating Surplus, the board approved the use of surplus as proposed in this budget, at the May board meeting.

### **Attachments:**

Annual Budget Bylaw for 2024-25

School District Annual Budget Fiscal Year 2024-25

2024-25 Budget Presentation – Public Board Meeting May 14

Annual Budget

## **School District No. 33 (Chilliwack)**

June 30, 2025

# School District No. 33 (Chilliwack)

June 30, 2025

## Table of Contents

Bylaw .....	1
Annual Budget - Revenue and Expense - Statement 2 .....	2
Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4 .....	4
Annual Budget - Operating Revenue and Expense - Schedule 2 .....	5
Schedule 2A - Annual Budget - Schedule of Operating Revenue by Source .....	6
Schedule 2B - Annual Budget - Schedule of Operating Expense by Object .....	7
Schedule 2C - Annual Budget - Operating Expense by Function, Program and Object .....	8
Annual Budget - Special Purpose Revenue and Expense - Schedule 3 .....	10
Schedule 3A - Annual Budget - Changes in Special Purpose Funds .....	11
Annual Budget - Capital Revenue and Expense - Schedule 4 .....	13

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



## ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK)  
(called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2024/2025 pursuant  
to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 33 (Chilliwack) Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$235,471,828 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2024;

READ A SECOND TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2024;

( Corporate Seal )

---

Chairperson of the Board

---

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 33 (Chilliwack)  
Annual Budget Bylaw 2024/2025, adopted by the Board the \_\_\_\_\_ DAY OF \_\_\_\_\_, 2024.

---

Secretary Treasurer

# School District No. 33 (Chilliwack)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	15,394.655	15,317.500
Adult	13.750	20.500
Other	98.875	98.880
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>15,507.280</b>	<b>15,436.880</b>
<b>Revenues</b>	\$	\$
Provincial Grants		
Ministry of Education and Child Care	208,686,707	204,752,428
Other	200,000	304,163
Municipal Grants Spent on Sites	3,000,000	
Tuition	2,380,803	2,020,000
Other Revenue	7,393,358	7,001,612
Rentals and Leases	150,000	150,000
Investment Income	1,563,989	1,230,000
Amortization of Deferred Capital Revenue	10,471,166	9,842,649
<b>Total Revenue</b>	<b>233,846,023</b>	<b>225,300,852</b>
<b>Expenses</b>		
Instruction	189,717,497	182,617,211
District Administration	6,514,218	5,864,322
Operations and Maintenance	32,378,376	31,657,060
Transportation and Housing	5,914,737	5,445,036
<b>Total Expense</b>	<b>234,524,828</b>	<b>225,583,629</b>
<b>Net Revenue (Expense)</b>	<b>(678,805)</b>	<b>(282,777)</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	<b>3,265,077</b>	<b>536,461</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>2,586,272</b>	<b>253,684</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		619,292
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	2,586,272	(365,608)
<b>Budgeted Surplus (Deficit), for the year</b>	<b>2,586,272</b>	<b>253,684</b>

**DRAFT** - Not Finalized

May 07, 2024 11:01

School District No. 33 (Chilliwack)

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

Statement 2

	2025 Annual Budget	2024 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	191,218,969	181,921,516
Special Purpose Funds - Total Expense	29,012,118	29,571,064
Capital Fund - Total Expense	14,293,741	14,091,049
Capital Fund - Tangible Capital Assets Purchased from Local Capital	947,000	1,542,655
Total Budget Bylaw Amount	235,471,828	227,126,284

Approved by the Board

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

# School District No. 33 (Chilliwack)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2025

	2025 Annual Budget \$	2024 Amended Annual Budget \$
<b>Surplus (Deficit) for the year</b>	<b>(678,805)</b>	<b>(282,777)</b>
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Local Capital	(947,000)	(1,542,655)
From Deferred Capital Revenue	(35,051,670)	(9,819,614)
<b>Total Acquisition of Tangible Capital Assets</b>	<b>(35,998,670)</b>	<b>(11,362,269)</b>
Amortization of Tangible Capital Assets	11,831,894	11,689,437
<b>Total Effect of change in Tangible Capital Assets</b>	<b>(24,166,776)</b>	<b>327,168</b>
	-	-
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<b>(24,845,581)</b>	<b>44,391</b>

# School District No. 33 (Chilliwack)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget \$	2024 Amended Annual Budget \$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education and Child Care	180,882,742	176,561,015
Other	200,000	200,000
Tuition	2,380,803	2,020,000
Other Revenue	3,773,358	3,374,512
Rentals and Leases	150,000	150,000
Investment Income	1,513,989	1,180,000
<b>Total Revenue</b>	<b>188,900,892</b>	<b>183,485,527</b>
<b>Expenses</b>		
Instruction	161,334,786	154,077,786
District Administration	6,514,218	5,864,322
Operations and Maintenance	18,367,693	17,390,871
Transportation and Housing	5,002,272	4,588,537
<b>Total Expense</b>	<b>191,218,969</b>	<b>181,921,516</b>
<b>Net Revenue (Expense)</b>	<b>(2,318,077)</b>	<b>1,564,011</b>
<b>Budgeted Prior Year Surplus Appropriation</b>	<b>3,265,077</b>	<b>536,461</b>
<b>Net Transfers (to) from other funds</b>		
Local Capital	(947,000)	(1,481,180)
<b>Total Net Transfers</b>	<b>(947,000)</b>	<b>(1,481,180)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>619,292</b>

# School District No. 33 (Chilliwack)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2025

	2025 Annual Budget \$	2024 Amended Annual Budget \$
<b>Provincial Grants - Ministry of Education and Child Care</b>		
Operating Grant, Ministry of Education and Child Care	183,683,479	174,468,587
ISC/LEA Recovery	(3,239,041)	(2,791,232)
Other Ministry of Education and Child Care Grants		
Pay Equity	864,624	864,624
Funding for Graduated Adults	5,000	5,000
Student Transportation Fund	329,456	329,456
Support Staff Benefits Grant	220,285	216,448
FSA Scorer Grant	14,329	14,329
Labour Settlement Funding		2,953,803
February supplemental special education enrolment		500,000
Reduction in Operating Grant for February enrollment estimate	(504,640)	
Reduction in Operating Grant for secondary adjustment from audit	(445,750)	
Reduction in Operating Grant for Adult Education adjustment from audit	(45,000)	
<b>Total Provincial Grants - Ministry of Education and Child Care</b>	<b>180,882,742</b>	<b>176,561,015</b>
<b>Provincial Grants - Other</b>	<b>200,000</b>	<b>200,000</b>
<b>Tuition</b>		
International and Out of Province Students	2,380,803	2,020,000
<b>Total Tuition</b>	<b>2,380,803</b>	<b>2,020,000</b>
<b>Other Revenues</b>		
Funding from First Nations	3,239,041	2,791,232
Miscellaneous		
Bus Fees	321,037	370,000
Energy Program	30,000	30,000
Other Miscellaneous	183,280	183,280
<b>Total Other Revenue</b>	<b>3,773,358</b>	<b>3,374,512</b>
<b>Rentals and Leases</b>	<b>150,000</b>	<b>150,000</b>
<b>Investment Income</b>	<b>1,513,989</b>	<b>1,180,000</b>
<b>Total Operating Revenue</b>	<b>188,900,892</b>	<b>183,485,527</b>

**DRAFT** - Not Finalized

May 07, 2024 11:01

# School District No. 33 (Chilliwack)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object  
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	78,037,189	73,956,665
Principals and Vice Principals	10,128,207	9,887,132
Educational Assistants	17,809,164	16,975,830
Support Staff	17,502,436	16,518,611
Other Professionals	4,812,098	4,231,309
Substitutes	8,224,053	8,253,103
<b>Total Salaries</b>	<b>136,513,147</b>	<b>129,822,650</b>
<b>Employee Benefits</b>	<b>34,943,434</b>	<b>32,289,218</b>
<b>Total Salaries and Benefits</b>	<b>171,456,581</b>	<b>162,111,868</b>
<b>Services and Supplies</b>		
Services	5,117,328	5,170,206
Student Transportation	50,800	104,800
Professional Development and Travel	1,365,760	1,406,460
Rentals and Leases	25,200	25,000
Dues and Fees	362,900	271,331
Insurance	349,308	360,757
Supplies	9,836,592	9,841,594
Utilities	2,654,500	2,629,500
<b>Total Services and Supplies</b>	<b>19,762,388</b>	<b>19,809,648</b>
<b>Total Operating Expense</b>	<b>191,218,969</b>	<b>181,921,516</b>

# School District No. 33 (Chilliwack)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	63,183,696	749,866		801,199		4,827,929	69,562,690
1.03 Career Programs				964,057		565	964,622
1.07 Library Services	1,812,033	74,987		27,484		56,902	1,971,406
1.08 Counselling	2,975,195					25,002	3,000,197
1.10 Inclusive Education	7,852,147	749,866	16,256,956	702,981		1,775,495	27,337,445
1.30 English Language Learning	693,614					6,860	700,474
1.31 Indigenous Education	1,267,573		1,525,823		111,463	186,620	3,091,479
1.41 School Administration		8,253,542		2,950,722	629,024	233,465	12,066,753
1.60 Summer School	150,786		26,385				177,171
1.61 Continuing Education							-
1.62 International and Out of Province Students	102,145	149,973		55,846	76,801		384,765
1.64 Other				87,756			87,756
<b>Total Function 1</b>	<b>78,037,189</b>	<b>9,978,234</b>	<b>17,809,164</b>	<b>5,590,045</b>	<b>817,288</b>	<b>7,112,838</b>	<b>119,344,758</b>
<b>4 District Administration</b>							
4.11 Educational Administration					1,003,905		1,003,905
4.40 School District Governance					178,677		178,677
4.41 Business Administration		149,973		783,014	1,933,236	755	2,866,978
<b>Total Function 4</b>	<b>-</b>	<b>149,973</b>	<b>-</b>	<b>783,014</b>	<b>3,115,818</b>	<b>755</b>	<b>4,049,560</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				95,737	656,066		751,803
5.50 Maintenance Operations				7,509,533		886,345	8,395,878
5.52 Maintenance of Grounds				1,027,031		33,616	1,060,647
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8,632,301</b>	<b>656,066</b>	<b>919,961</b>	<b>10,208,328</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				270,749	222,926		493,675
7.70 Student Transportation				2,226,327		190,499	2,416,826
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,497,076</b>	<b>222,926</b>	<b>190,499</b>	<b>2,910,501</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>78,037,189</b>	<b>10,128,207</b>	<b>17,809,164</b>	<b>17,502,436</b>	<b>4,812,098</b>	<b>8,224,053</b>	<b>136,513,147</b>



# School District No. 33 (Chilliwack)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	69,562,690	17,401,048	86,963,738	8,106,395	95,070,133	92,670,393
1.03 Career Programs	964,622	290,566	1,255,188	476,900	1,732,088	1,550,028
1.07 Library Services	1,971,406	502,869	2,474,275	150,448	2,624,723	2,536,889
1.08 Counselling	3,000,197	770,034	3,770,231		3,770,231	3,325,829
1.10 Inclusive Education	27,337,445	7,544,974	34,882,419	722,880	35,605,299	32,863,731
1.30 English Language Learning	700,474	179,985	880,459	20,610	901,069	866,834
1.31 Indigenous Education	3,091,479	847,035	3,938,514	1,228,815	5,167,329	5,032,550
1.41 School Administration	12,066,753	2,855,135	14,921,888	143,492	15,065,380	13,816,065
1.60 Summer School	177,171	43,835	221,006	9,000	230,006	220,164
1.61 Continuing Education	-		-	6,000	6,000	5,750
1.62 International and Out of Province Students	384,765	101,212	485,977	508,575	994,552	1,029,558
1.64 Other	87,756	24,880	112,636	55,340	167,976	159,995
<b>Total Function 1</b>	<b>119,344,758</b>	<b>30,561,573</b>	<b>149,906,331</b>	<b>11,428,455</b>	<b>161,334,786</b>	<b>154,077,786</b>
<b>4 District Administration</b>						
4.11 Educational Administration	1,003,905	212,968	1,216,873	218,600	1,435,473	1,425,486
4.40 School District Governance	178,677		178,677	268,064	446,741	367,421
4.41 Business Administration	2,866,978	725,356	3,592,334	1,039,670	4,632,004	4,071,415
<b>Total Function 4</b>	<b>4,049,560</b>	<b>938,324</b>	<b>4,987,884</b>	<b>1,526,334</b>	<b>6,514,218</b>	<b>5,864,322</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	751,803	171,473	923,276	289,141	1,212,417	1,638,692
5.50 Maintenance Operations	8,395,878	2,178,190	10,574,068	2,149,708	12,723,776	11,495,019
5.52 Maintenance of Grounds	1,060,647	272,353	1,333,000	444,000	1,777,000	1,627,660
5.56 Utilities	-		-	2,654,500	2,654,500	2,629,500
<b>Total Function 5</b>	<b>10,208,328</b>	<b>2,622,016</b>	<b>12,830,344</b>	<b>5,537,349</b>	<b>18,367,693</b>	<b>17,390,871</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	493,675	127,566	621,241	119,750	740,991	715,232
7.70 Student Transportation	2,416,826	693,955	3,110,781	1,150,500	4,261,281	3,873,305
<b>Total Function 7</b>	<b>2,910,501</b>	<b>821,521</b>	<b>3,732,022</b>	<b>1,270,250</b>	<b>5,002,272</b>	<b>4,588,537</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>136,513,147</b>	<b>34,943,434</b>	<b>171,456,581</b>	<b>19,762,388</b>	<b>191,218,969</b>	<b>181,921,516</b>

# School District No. 33 (Chilliwack)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education and Child Care	25,342,118	25,789,801
Other		104,163
Other Revenue	3,620,000	3,627,100
Investment Income	50,000	50,000
<b>Total Revenue</b>	<b>29,012,118</b>	<b>29,571,064</b>
<b>Expenses</b>		
Instruction	28,382,711	28,539,425
Operations and Maintenance	456,617	1,003,953
Transportation and Housing	172,790	27,686
<b>Total Expense</b>	<b>29,012,118</b>	<b>29,571,064</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 33 (Chilliwack)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2025

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
<b>Deferred Revenue, beginning of year</b>			320,000	1,200,000					
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	456,617	650,389			224,000	51,450	152,262	771,423	436,088
Other			120,000	3,500,000					
Investment Income			10,000	40,000					
	456,617	650,389	130,000	3,540,000	224,000	51,450	152,262	771,423	436,088
<b>Less:</b> Allocated to Revenue	456,617	650,389	130,000	3,540,000	224,000	51,450	152,262	771,423	436,088
<b>Deferred Revenue, end of year</b>	-	-	320,000	1,200,000	-	-	-	-	-
<b>Revenues</b>									
Provincial Grants - Ministry of Education and Child Care	456,617	650,389			224,000	51,450	152,262	771,423	436,088
Other Revenue			120,000	3,500,000					
Investment Income			10,000	40,000					
	456,617	650,389	130,000	3,540,000	224,000	51,450	152,262	771,423	436,088
<b>Expenses</b>									
Salaries									
Teachers							58,369		
Educational Assistants		497,436			177,498		56,119	580,513	
Support Staff									79,999
Other Professionals									13,086
Substitutes									237,192
	-	497,436	-	-	177,498	-	114,488	580,513	330,277
Employee Benefits		152,953			46,502		32,157	174,910	61,174
Services and Supplies	456,617		130,000	3,540,000		51,450	5,617	16,000	44,637
	456,617	650,389	130,000	3,540,000	224,000	51,450	152,262	771,423	436,088
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

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

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2025

Schedule 3A

	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Seamless Day Kindergarten	Student & Family Affordability	Feeding Futures Fund	TOTAL
	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>		172,790	300,000	345,000		2,337,790
<b>Add:</b> Restricted Grants						
Provincial Grants - Ministry of Education and Child Care	19,993,056				1,789,043	24,524,328
Other						3,620,000
Investment Income						50,000
	19,993,056	-	-	-	1,789,043	28,194,328
<b>Less:</b> Allocated to Revenue	19,993,056	172,790	300,000	345,000	1,789,043	29,012,118
<b>Deferred Revenue, end of year</b>	-	-	-	-	-	1,520,000
<b>Revenues</b>						
Provincial Grants - Ministry of Education and Child Care	19,993,056	172,790	300,000	345,000	1,789,043	25,342,118
Other Revenue						3,620,000
Investment Income						50,000
	19,993,056	172,790	300,000	345,000	1,789,043	29,012,118
<b>Expenses</b>						
Salaries						
Teachers	15,899,682					15,958,051
Educational Assistants						1,311,566
Support Staff						79,999
Other Professionals					85,900	98,986
Substitutes						237,192
	15,899,682	-	-	-	85,900	17,685,794
Employee Benefits	4,093,374				22,597	4,583,667
Services and Supplies		172,790	300,000	345,000	1,680,546	6,742,657
	19,993,056	172,790	300,000	345,000	1,789,043	29,012,118
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-

# School District No. 33 (Chilliwack)

Schedule 4

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget			2024 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Provincial Grants				
Ministry of Education and Child Care	2,461,847		2,461,847	2,401,612
Municipal Grants Spent on Sites	3,000,000		3,000,000	
Amortization of Deferred Capital Revenue	10,471,166		10,471,166	9,842,649
<b>Total Revenue</b>	<b>15,933,013</b>	<b>-</b>	<b>15,933,013</b>	<b>12,244,261</b>
<b>Expenses</b>				
Operations and Maintenance	2,461,847		2,461,847	2,401,612
Amortization of Tangible Capital Assets				
Operations and Maintenance	11,092,219		11,092,219	10,860,624
Transportation and Housing	739,675		739,675	828,813
<b>Total Expense</b>	<b>14,293,741</b>	<b>-</b>	<b>14,293,741</b>	<b>14,091,049</b>
<b>Net Revenue (Expense)</b>	<b>1,639,272</b>	<b>-</b>	<b>1,639,272</b>	<b>(1,846,788)</b>
<b>Net Transfers (to) from other funds</b>				
Local Capital		947,000	947,000	1,481,180
<b>Total Net Transfers</b>	<b>-</b>	<b>947,000</b>	<b>947,000</b>	<b>1,481,180</b>
<b>Other Adjustments to Fund Balances</b>				
Tangible Capital Assets Purchased from Local Capital	947,000	(947,000)	-	
<b>Total Other Adjustments to Fund Balances</b>	<b>947,000</b>	<b>(947,000)</b>	<b>-</b>	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>2,586,272</b>	<b>-</b>	<b>2,586,272</b>	<b>(365,608)</b>

# 2024-25 ANNUAL BUDGET

May 14, 2024  
School Board Meeting



**Chilliwack  
School District**



# Amended Budget

Current Year

Sept 30  
Student Count

## Oct-Jan

Budgets are reviewed & amended to reflect the Sep 30<sup>th</sup> student count, current staffing, and any events that impact the budget.

## Jan - Feb

Amended Budget discussed with Budget Advisory Committee, and to the Board of Education for 3 readings.

Amended Budget and Bylaw due to MoECC by **Feb 28**

Oct

Nov

Dec

Jan

Feb

Mar

Apr

May

June

Jul

We are here

## Nov - Feb

Annual budget planning begins for the next school year including input from staff and the Board. Budget Advisory Committee advises on Public Budget Presentation.

## Mar - Apr

Budget Assumptions to Budget Advisory Committee, the Board, staff and public for review and input on significant budget contractions and/or expansions.

## May - Jun

Annual Budget to the Board of Education for 3 readings.

Annual Budget due to MoECC by **Jun 30**

# Annual Budget

Next Year

MoECC Next Year  
Funding Announcement

# Policy 601 and Admin Procedure 601: Accumulated Operating Surplus

The Budget Advisory Committee will provide a recommendation on the reports describing the use of the Accumulated Operating Surplus and Local Capital

The report will include the following:

*Opening Balance*

*Planned Uses*

*Actual Uses*

*Closing Balances by category of use identified in the policy*

*Expected timelines for use*





# High-level Budget Summary

- Overarching purpose
  - Meet operational requirements
  - Align with Strategic Plan
  - Implement educational initiatives
- Conservative estimates to support careful stewardship of funds
- Class size and composition informs staffing
- Operating Surplus needed to balance the budget

# Operating Budget

## 2024-25 Budget Changes

(in Thousands '\$000)	Revenues	Expenses	Surplus (Deficit)
<b>Amended 2023-24 Budget</b>	183,486	(181,922)	1,564
<b>Changes</b>			
Enrolment increase	1,114	(837)	277
2024-25 Wage/Collective Agreement 2% (excl PVP)	2,798	(3,174)	(376)
PVP Salary increase 2%		(230)	(230)
2024-25 COLA 1% for all staff		(1,425)	(1,425)
Increase in Average Teachers Salaries		(1,315)	(1,315)
Increase in Benefits for service level staff	700	(1,549)	(849)
Recovery of Prior One Time Items		778	778
One Time Items		(231)	(231)
Programatic Changes: Staffing and Supplies		(599)	(599)
International Program	361	(141)	220
Services and Supplies		(574)	(574)
Other – other rev, rent, interest	438	-	438
<b>DRAFT 2024-25 Budget</b>	<b>188,897</b>	<b>(191,219)</b>	<b>(2,322)</b>



# Employee Benefits

Employee Benefit	2023/24 Amended	2024/25 Annual	Change 23/24 to 24/25
Canada Pension Plan (CPP)	5.70%	5.95%	4.39%
Employment Insurance (EI)	2.11%	2.15%	1.90%
Employer Health Tax (EHT)	1.95%	1.95%	0.00%
Pension Plan - Municipal	9.31%	9.31%	0.00%
Pension Plan – Teachers	11.30%	11.30%	0.00%
WorkSafeBC	1.48%	1.67%	12.84%
Extended Health	\$1,867	\$2,270	21.59%
Dental	\$1,620	\$1,927	18.95%



# What is in the budget?

In Thousands ('\$000)	Revenue	Expense
2.0% increase in salary for unionized employees	✓	✓
2.0% increase in salary for exempt employees	✓	✓
2.0% increase in salary for PVP and education administrative employees		✓
COLA 1.0% increase in salary for unionized employees		✓
COLA 1.0% increase in salary for exempt employees		✓
COLA 1.0% increase in salary for PVP and education administrative employees		✓



# Use of Accumulated Surplus

In Thousands ('\$000)	Operating Fund			Capital Fund		
	2022-23	2023-24 Amended	2024-25 Annual	2022-23	2023-24 Amended	2024-25 Annual
Total Revenue	165,587	183,486	188,897	10,759	12,244	15,562
Total Expenditure	(163,861)	(181,922)	(191,219)	(12,016)	(14,091)	(13,923)
<b>Net Revenue (Expense)</b>	1,726	1,564	(2,322)	(1,257)	(1,847)	1,639
Transfer to Local Capital	(495)	(1,481)	(947)	495	1,481	947
<b>Contribution (Use) Appropriated Surplus</b>	<b>1,231</b>	<b>83</b>	<b>(3,269)</b>	<b>(762)</b>	<b>(366)</b>	<b>2,586</b>



# Accumulated Surplus, Operating Fund

In Thousands ('\$000)	2022-23 Actual	2023-24 Projected	2024-25 Budgeted
<b>Operating Fund Accumulated Surplus, opening balance (total)</b>	<b>5,751</b>	<b>6,982</b>	<b>7,513</b>
Less: Internally restricted	984	526	0
• School-based Carry Forwards			
• Indigenous Education Targeted Funds Unspent	11	0	0
• International Support	30	30	0
<b>Total Internally Restricted</b>	<b>(1,025)</b>	<b>(556)</b>	<b>0</b>
<b>Contribution (Use) Appropriated Surplus</b>	<b>1,231</b>	<b>531</b>	<b>(3,269)</b>
<b>Total Unrestricted Accumulated Surplus</b>	<b>5,957</b>	<b>6,957</b>	<b>4,244</b>
<b>Unrestricted Operating Surplus Contingency</b>	<b>5,957</b>	<b>6,957</b>	<b>4,244</b>
<b>Contingency as a Percentage of Operating Expenses</b>	<b>3.6%</b>	<b>3.83%</b>	<b>2.22%</b>

**Operating Surplus** is the excess of operating revenues over operating expenses less inter-fund transfers.

**Accumulated Surplus** is a layer of protection and may be used for one-time expenditures or set aside for strategic objectives.

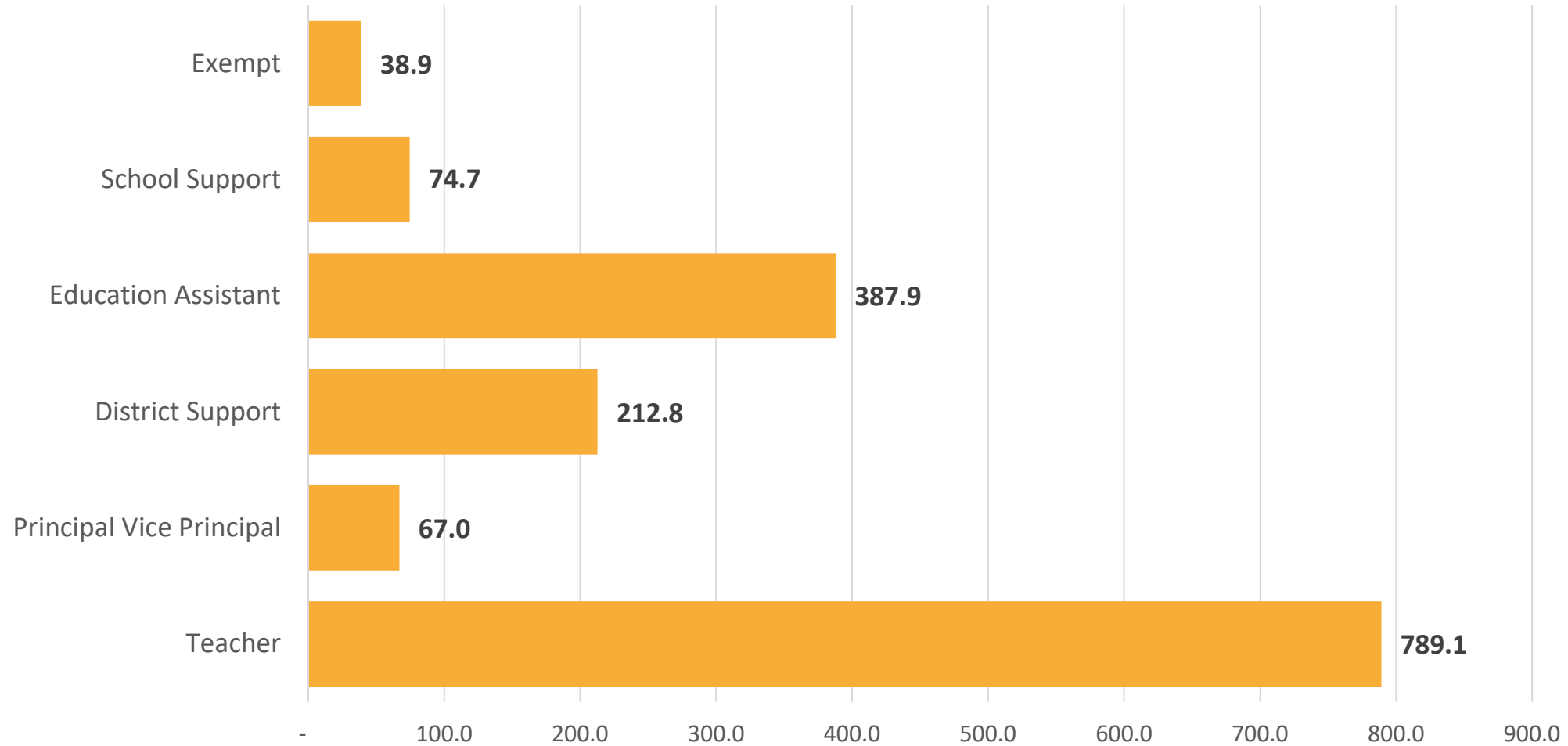
Contingency target = 3.0% (Procedure 601)



# Operating Fund, with and without additional Revenue

In Thousands ('\$000)	As budgeted	Scenario 1	Scenario 2
Revenue for CPI 1.0% for unionized and exempt		✓	✓
Revenue for 3.0% for PVP and education admin.			✓
Total Revenue	188,897	190,241	190,586
Total Expenditure	(191,219)	(191,219)	(191,219)
<b>Net Revenue (Expense)</b>	(2,322)	(978)	(633)
Transfer to Local Capital	(947)	(947)	(947)
<b>Contribution (Use) Appropriated Surplus</b>	<b>(3,269)</b>	<b>(1,925)</b>	<b>(1,580)</b>
Transfers from Internally Restricted Funds – use of one-time reserves	556	556	556
Contingency as a percentage of Operating Expenditure	2.22%	2.92%	3.10%

# Preliminary Staff by Group, projected





# Special Purpose Funding

Fund	2023-24 Budget	2024-25 Budget
Annual Facilities Grant	\$ 456,617	\$ 456,617
Learning Improvement Fund	638,668	650,389
School Trust & Scholarship Funds	3,670,000	3,670,000
Early Learning Funds	561,100	275,450
French Language (OLEP)	317,941	152,262
Community Link	764,105	771,423
Classroom Enhancement Funds	20,334,886	20,429,144
School Food Programs	1,769,556	1,789,043
Other	166,438	0
	<b>\$ 28,679,311</b>	<b>\$ 28,194,328</b>

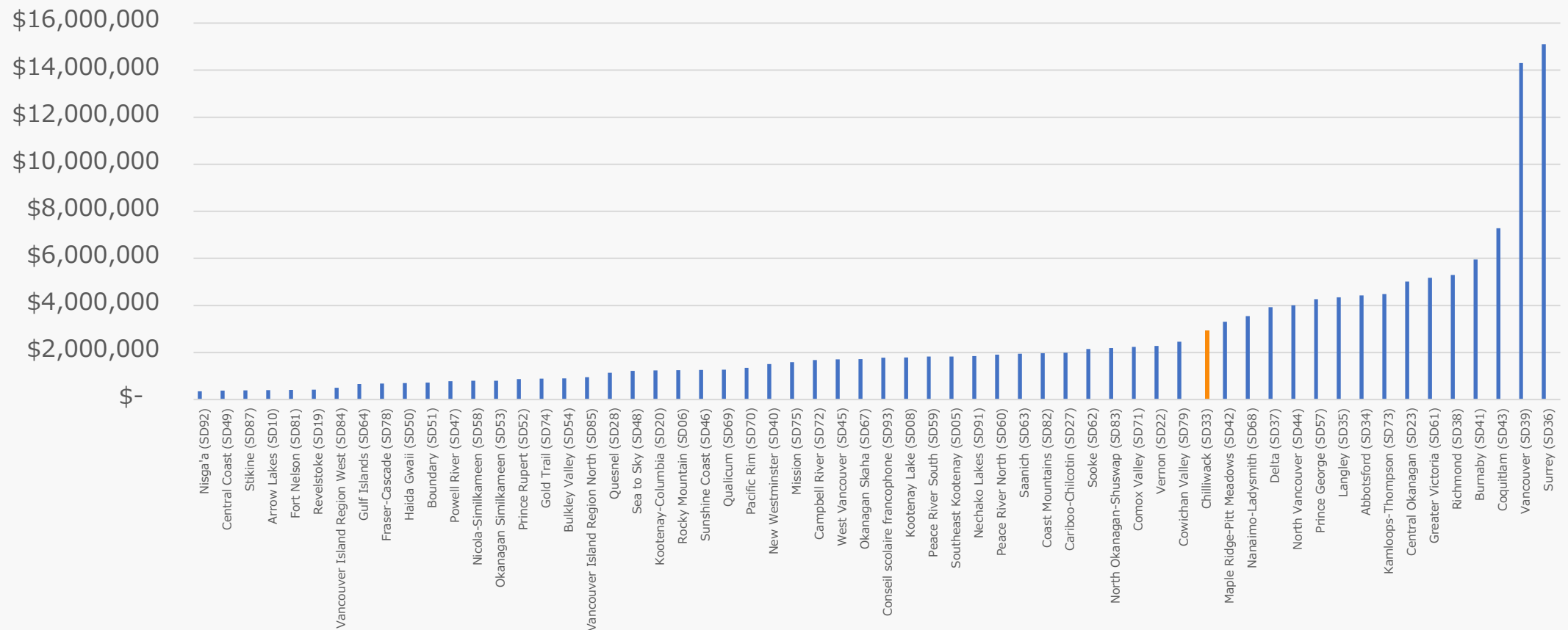


# Local Capital Expenditures

	Local Capital
Vehicles	\$ 340,000
Equipment	245,000
Custodial Equipment	58,500
Cessna Renovations	203,500
Property Search	100,000
	<u>\$ 947,000</u>



# Minor Capital Projects Approved for 2024-25



# Annual Budget – Statement 2

## School District No. 33 (Chilliwack)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	191,218,969	181,921,516
Special Purpose Funds - Total Expense	29,012,118	29,571,064
Capital Fund - Total Expense	14,293,741	14,091,049
Capital Fund - Tangible Capital Assets Purchased from Local Capital	947,000	1,542,655
<b>Total Budget Bylaw Amount</b>	<b>235,471,828</b>	<b>227,126,284</b>



# Annual Budget Motions 2024-25

Two approvals, interdependent

- Policy 600: Financial Planning and Reporting
  - Approval of the Annual Budget
- Policy 601: Accumulated Operating Surplus
  - Separate motion regarding utilization of surplus





# Multi-Year Financial Plan



Annual Budget

## **School District No. 33 (Chilliwack)**

June 30, 2025

# School District No. 33 (Chilliwack)

June 30, 2025

## Table of Contents

Bylaw .....	1
Annual Budget - Revenue and Expense - Statement 2 .....	2
Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4 .....	4
Annual Budget - Operating Revenue and Expense - Schedule 2 .....	5
Schedule 2A - Annual Budget - Schedule of Operating Revenue by Source .....	6
Schedule 2B - Annual Budget - Schedule of Operating Expense by Object .....	7
Schedule 2C - Annual Budget - Operating Expense by Function, Program and Object .....	8
Annual Budget - Special Purpose Revenue and Expense - Schedule 3 .....	10
Schedule 3A - Annual Budget - Changes in Special Purpose Funds .....	11
Annual Budget - Capital Revenue and Expense - Schedule 4 .....	13

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



## ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK)  
(called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2024/2025 pursuant  
to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 33 (Chilliwack) Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$235,471,828 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2024;

READ A SECOND TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2024;

( Corporate Seal )

\_\_\_\_\_  
Chairperson of the Board

\_\_\_\_\_  
Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 33 (Chilliwack)  
Annual Budget Bylaw 2024/2025, adopted by the Board the \_\_\_\_\_ DAY OF \_\_\_\_\_, 2024.

\_\_\_\_\_  
Secretary Treasurer

# School District No. 33 (Chilliwack)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	15,394.655	15,317.500
Adult	13.750	20.500
Other	98.875	98.880
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>15,507.280</b>	<b>15,436.880</b>
<b>Revenues</b>	\$	\$
Provincial Grants		
Ministry of Education and Child Care	208,686,707	204,752,428
Other	200,000	304,163
Municipal Grants Spent on Sites	3,000,000	
Tuition	2,380,803	2,020,000
Other Revenue	7,393,358	7,001,612
Rentals and Leases	150,000	150,000
Investment Income	1,563,989	1,230,000
Amortization of Deferred Capital Revenue	10,471,166	9,842,649
<b>Total Revenue</b>	<b>233,846,023</b>	<b>225,300,852</b>
<b>Expenses</b>		
Instruction	189,717,497	182,617,211
District Administration	6,514,218	5,864,322
Operations and Maintenance	32,378,376	31,657,060
Transportation and Housing	5,914,737	5,445,036
<b>Total Expense</b>	<b>234,524,828</b>	<b>225,583,629</b>
<b>Net Revenue (Expense)</b>	<b>(678,805)</b>	<b>(282,777)</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	<b>3,265,077</b>	<b>536,461</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>2,586,272</b>	<b>253,684</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		619,292
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	2,586,272	(365,608)
<b>Budgeted Surplus (Deficit), for the year</b>	<b>2,586,272</b>	<b>253,684</b>

School District No. 33 (Chilliwack)

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

Statement 2

	2025 Annual Budget	2024 Amended Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	191,218,969	181,921,516
Special Purpose Funds - Total Expense	29,012,118	29,571,064
Capital Fund - Total Expense	14,293,741	14,091,049
Capital Fund - Tangible Capital Assets Purchased from Local Capital	947,000	1,542,655
<b>Total Budget Bylaw Amount</b>	<b>235,471,828</b>	<b>227,126,284</b>

Approved by the Board

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

# School District No. 33 (Chilliwack)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2025

	2025 Annual Budget \$	2024 Amended Annual Budget \$
<b>Surplus (Deficit) for the year</b>	<b>(678,805)</b>	<b>(282,777)</b>
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Local Capital	(947,000)	(1,542,655)
From Deferred Capital Revenue	(35,051,670)	(9,819,614)
<b>Total Acquisition of Tangible Capital Assets</b>	<b>(35,998,670)</b>	<b>(11,362,269)</b>
Amortization of Tangible Capital Assets	11,831,894	11,689,437
<b>Total Effect of change in Tangible Capital Assets</b>	<b>(24,166,776)</b>	<b>327,168</b>
	-	-
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<b>(24,845,581)</b>	<b>44,391</b>

# School District No. 33 (Chilliwack)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget \$	2024 Amended Annual Budget \$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education and Child Care	180,882,742	176,561,015
Other	200,000	200,000
Tuition	2,380,803	2,020,000
Other Revenue	3,773,358	3,374,512
Rentals and Leases	150,000	150,000
Investment Income	1,513,989	1,180,000
<b>Total Revenue</b>	<b>188,900,892</b>	<b>183,485,527</b>
<b>Expenses</b>		
Instruction	161,334,786	154,077,786
District Administration	6,514,218	5,864,322
Operations and Maintenance	18,367,693	17,390,871
Transportation and Housing	5,002,272	4,588,537
<b>Total Expense</b>	<b>191,218,969</b>	<b>181,921,516</b>
<b>Net Revenue (Expense)</b>	<b>(2,318,077)</b>	<b>1,564,011</b>
<b>Budgeted Prior Year Surplus Appropriation</b>	<b>3,265,077</b>	<b>536,461</b>
<b>Net Transfers (to) from other funds</b>		
Local Capital	(947,000)	(1,481,180)
<b>Total Net Transfers</b>	<b>(947,000)</b>	<b>(1,481,180)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>619,292</b>

# School District No. 33 (Chilliwack)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2025

	2025 Annual Budget \$	2024 Amended Annual Budget \$
<b>Provincial Grants - Ministry of Education and Child Care</b>		
Operating Grant, Ministry of Education and Child Care	183,683,479	174,468,587
ISC/LEA Recovery	(3,239,041)	(2,791,232)
Other Ministry of Education and Child Care Grants		
Pay Equity	864,624	864,624
Funding for Graduated Adults	5,000	5,000
Student Transportation Fund	329,456	329,456
Support Staff Benefits Grant	220,285	216,448
FSA Scorer Grant	14,329	14,329
Labour Settlement Funding		2,953,803
February supplemental special education enrolment		500,000
Reduction in Operating Grant for February enrollment estimate	(504,640)	
Reduction in Operating Grant for secondary adjustment from audit	(445,750)	
Reduction in Operating Grant for Adult Education adjustment from audit	(45,000)	
<b>Total Provincial Grants - Ministry of Education and Child Care</b>	<b>180,882,742</b>	<b>176,561,015</b>
<b>Provincial Grants - Other</b>	<b>200,000</b>	<b>200,000</b>
<b>Tuition</b>		
International and Out of Province Students	2,380,803	2,020,000
<b>Total Tuition</b>	<b>2,380,803</b>	<b>2,020,000</b>
<b>Other Revenues</b>		
Funding from First Nations	3,239,041	2,791,232
Miscellaneous		
Bus Fees	321,037	370,000
Energy Program	30,000	30,000
Other Miscellaneous	183,280	183,280
<b>Total Other Revenue</b>	<b>3,773,358</b>	<b>3,374,512</b>
<b>Rentals and Leases</b>	<b>150,000</b>	<b>150,000</b>
<b>Investment Income</b>	<b>1,513,989</b>	<b>1,180,000</b>
<b>Total Operating Revenue</b>	<b>188,900,892</b>	<b>183,485,527</b>

**DRAFT** - Not Finalized

May 07, 2024 11:01

# School District No. 33 (Chilliwack)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object  
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	78,037,189	73,956,665
Principals and Vice Principals	10,128,207	9,887,132
Educational Assistants	17,809,164	16,975,830
Support Staff	17,502,436	16,518,611
Other Professionals	4,812,098	4,231,309
Substitutes	8,224,053	8,253,103
<b>Total Salaries</b>	<b>136,513,147</b>	<b>129,822,650</b>
<b>Employee Benefits</b>	<b>34,943,434</b>	<b>32,289,218</b>
<b>Total Salaries and Benefits</b>	<b>171,456,581</b>	<b>162,111,868</b>
<b>Services and Supplies</b>		
Services	5,117,328	5,170,206
Student Transportation	50,800	104,800
Professional Development and Travel	1,365,760	1,406,460
Rentals and Leases	25,200	25,000
Dues and Fees	362,900	271,331
Insurance	349,308	360,757
Supplies	9,836,592	9,841,594
Utilities	2,654,500	2,629,500
<b>Total Services and Supplies</b>	<b>19,762,388</b>	<b>19,809,648</b>
<b>Total Operating Expense</b>	<b>191,218,969</b>	<b>181,921,516</b>

# School District No. 33 (Chilliwack)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	63,183,696	749,866		801,199		4,827,929	69,562,690
1.03 Career Programs				964,057		565	964,622
1.07 Library Services	1,812,033	74,987		27,484		56,902	1,971,406
1.08 Counselling	2,975,195					25,002	3,000,197
1.10 Inclusive Education	7,852,147	749,866	16,256,956	702,981		1,775,495	27,337,445
1.30 English Language Learning	693,614					6,860	700,474
1.31 Indigenous Education	1,267,573		1,525,823		111,463	186,620	3,091,479
1.41 School Administration		8,253,542		2,950,722	629,024	233,465	12,066,753
1.60 Summer School	150,786		26,385				177,171
1.61 Continuing Education							-
1.62 International and Out of Province Students	102,145	149,973		55,846	76,801		384,765
1.64 Other				87,756			87,756
<b>Total Function 1</b>	<b>78,037,189</b>	<b>9,978,234</b>	<b>17,809,164</b>	<b>5,590,045</b>	<b>817,288</b>	<b>7,112,838</b>	<b>119,344,758</b>
<b>4 District Administration</b>							
4.11 Educational Administration					1,003,905		1,003,905
4.40 School District Governance					178,677		178,677
4.41 Business Administration		149,973		783,014	1,933,236	755	2,866,978
<b>Total Function 4</b>	<b>-</b>	<b>149,973</b>	<b>-</b>	<b>783,014</b>	<b>3,115,818</b>	<b>755</b>	<b>4,049,560</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				95,737	656,066		751,803
5.50 Maintenance Operations				7,509,533		886,345	8,395,878
5.52 Maintenance of Grounds				1,027,031		33,616	1,060,647
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8,632,301</b>	<b>656,066</b>	<b>919,961</b>	<b>10,208,328</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				270,749	222,926		493,675
7.70 Student Transportation				2,226,327		190,499	2,416,826
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,497,076</b>	<b>222,926</b>	<b>190,499</b>	<b>2,910,501</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>78,037,189</b>	<b>10,128,207</b>	<b>17,809,164</b>	<b>17,502,436</b>	<b>4,812,098</b>	<b>8,224,053</b>	<b>136,513,147</b>



# School District No. 33 (Chilliwack)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	69,562,690	17,401,048	86,963,738	8,106,395	95,070,133	92,670,393
1.03 Career Programs	964,622	290,566	1,255,188	476,900	1,732,088	1,550,028
1.07 Library Services	1,971,406	502,869	2,474,275	150,448	2,624,723	2,536,889
1.08 Counselling	3,000,197	770,034	3,770,231		3,770,231	3,325,829
1.10 Inclusive Education	27,337,445	7,544,974	34,882,419	722,880	35,605,299	32,863,731
1.30 English Language Learning	700,474	179,985	880,459	20,610	901,069	866,834
1.31 Indigenous Education	3,091,479	847,035	3,938,514	1,228,815	5,167,329	5,032,550
1.41 School Administration	12,066,753	2,855,135	14,921,888	143,492	15,065,380	13,816,065
1.60 Summer School	177,171	43,835	221,006	9,000	230,006	220,164
1.61 Continuing Education	-		-	6,000	6,000	5,750
1.62 International and Out of Province Students	384,765	101,212	485,977	508,575	994,552	1,029,558
1.64 Other	87,756	24,880	112,636	55,340	167,976	159,995
<b>Total Function 1</b>	<b>119,344,758</b>	<b>30,561,573</b>	<b>149,906,331</b>	<b>11,428,455</b>	<b>161,334,786</b>	<b>154,077,786</b>
<b>4 District Administration</b>						
4.11 Educational Administration	1,003,905	212,968	1,216,873	218,600	1,435,473	1,425,486
4.40 School District Governance	178,677		178,677	268,064	446,741	367,421
4.41 Business Administration	2,866,978	725,356	3,592,334	1,039,670	4,632,004	4,071,415
<b>Total Function 4</b>	<b>4,049,560</b>	<b>938,324</b>	<b>4,987,884</b>	<b>1,526,334</b>	<b>6,514,218</b>	<b>5,864,322</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	751,803	171,473	923,276	289,141	1,212,417	1,638,692
5.50 Maintenance Operations	8,395,878	2,178,190	10,574,068	2,149,708	12,723,776	11,495,019
5.52 Maintenance of Grounds	1,060,647	272,353	1,333,000	444,000	1,777,000	1,627,660
5.56 Utilities	-		-	2,654,500	2,654,500	2,629,500
<b>Total Function 5</b>	<b>10,208,328</b>	<b>2,622,016</b>	<b>12,830,344</b>	<b>5,537,349</b>	<b>18,367,693</b>	<b>17,390,871</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	493,675	127,566	621,241	119,750	740,991	715,232
7.70 Student Transportation	2,416,826	693,955	3,110,781	1,150,500	4,261,281	3,873,305
<b>Total Function 7</b>	<b>2,910,501</b>	<b>821,521</b>	<b>3,732,022</b>	<b>1,270,250</b>	<b>5,002,272</b>	<b>4,588,537</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>136,513,147</b>	<b>34,943,434</b>	<b>171,456,581</b>	<b>19,762,388</b>	<b>191,218,969</b>	<b>181,921,516</b>

# School District No. 33 (Chilliwack)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education and Child Care	25,342,118	25,789,801
Other		104,163
Other Revenue	3,620,000	3,627,100
Investment Income	50,000	50,000
<b>Total Revenue</b>	<b>29,012,118</b>	<b>29,571,064</b>
<b>Expenses</b>		
Instruction	28,382,711	28,539,425
Operations and Maintenance	456,617	1,003,953
Transportation and Housing	172,790	27,686
<b>Total Expense</b>	<b>29,012,118</b>	<b>29,571,064</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 33 (Chilliwack)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2025

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
<b>Deferred Revenue, beginning of year</b>			320,000	1,200,000					
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	456,617	650,389			224,000	51,450	152,262	771,423	436,088
Other			120,000	3,500,000					
Investment Income			10,000	40,000					
	456,617	650,389	130,000	3,540,000	224,000	51,450	152,262	771,423	436,088
<b>Less:</b> Allocated to Revenue	456,617	650,389	130,000	3,540,000	224,000	51,450	152,262	771,423	436,088
<b>Deferred Revenue, end of year</b>	-	-	320,000	1,200,000	-	-	-	-	-
<b>Revenues</b>									
Provincial Grants - Ministry of Education and Child Care	456,617	650,389			224,000	51,450	152,262	771,423	436,088
Other Revenue			120,000	3,500,000					
Investment Income			10,000	40,000					
	456,617	650,389	130,000	3,540,000	224,000	51,450	152,262	771,423	436,088
<b>Expenses</b>									
Salaries									
Teachers							58,369		
Educational Assistants		497,436			177,498		56,119	580,513	
Support Staff									79,999
Other Professionals									13,086
Substitutes									237,192
	-	497,436	-	-	177,498	-	114,488	580,513	330,277
Employee Benefits		152,953			46,502		32,157	174,910	61,174
Services and Supplies	456,617		130,000	3,540,000		51,450	5,617	16,000	44,637
	456,617	650,389	130,000	3,540,000	224,000	51,450	152,262	771,423	436,088
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

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

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2025

Schedule 3A

	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Seamless Day Kindergarten	Student & Family Affordability	Feeding Futures Fund	TOTAL
	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>		172,790	300,000	345,000		2,337,790
<b>Add:</b> Restricted Grants						
Provincial Grants - Ministry of Education and Child Care	19,993,056				1,789,043	24,524,328
Other						3,620,000
Investment Income						50,000
	19,993,056	-	-	-	1,789,043	28,194,328
<b>Less:</b> Allocated to Revenue	19,993,056	172,790	300,000	345,000	1,789,043	29,012,118
<b>Deferred Revenue, end of year</b>	-	-	-	-	-	1,520,000
<b>Revenues</b>						
Provincial Grants - Ministry of Education and Child Care	19,993,056	172,790	300,000	345,000	1,789,043	25,342,118
Other Revenue						3,620,000
Investment Income						50,000
	19,993,056	172,790	300,000	345,000	1,789,043	29,012,118
<b>Expenses</b>						
Salaries						
Teachers	15,899,682					15,958,051
Educational Assistants						1,311,566
Support Staff						79,999
Other Professionals					85,900	98,986
Substitutes						237,192
	15,899,682	-	-	-	85,900	17,685,794
Employee Benefits	4,093,374				22,597	4,583,667
Services and Supplies		172,790	300,000	345,000	1,680,546	6,742,657
	19,993,056	172,790	300,000	345,000	1,789,043	29,012,118
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-

# School District No. 33 (Chilliwack)

Schedule 4

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget			2024 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Provincial Grants				
Ministry of Education and Child Care	2,461,847		2,461,847	2,401,612
Municipal Grants Spent on Sites	3,000,000		3,000,000	
Amortization of Deferred Capital Revenue	10,471,166		10,471,166	9,842,649
<b>Total Revenue</b>	<b>15,933,013</b>	<b>-</b>	<b>15,933,013</b>	<b>12,244,261</b>
<b>Expenses</b>				
Operations and Maintenance	2,461,847		2,461,847	2,401,612
Amortization of Tangible Capital Assets				
Operations and Maintenance	11,092,219		11,092,219	10,860,624
Transportation and Housing	739,675		739,675	828,813
<b>Total Expense</b>	<b>14,293,741</b>	<b>-</b>	<b>14,293,741</b>	<b>14,091,049</b>
<b>Net Revenue (Expense)</b>	<b>1,639,272</b>	<b>-</b>	<b>1,639,272</b>	<b>(1,846,788)</b>
<b>Net Transfers (to) from other funds</b>				
Local Capital		947,000	947,000	1,481,180
<b>Total Net Transfers</b>	<b>-</b>	<b>947,000</b>	<b>947,000</b>	<b>1,481,180</b>
<b>Other Adjustments to Fund Balances</b>				
Tangible Capital Assets Purchased from Local Capital	947,000	(947,000)	-	
<b>Total Other Adjustments to Fund Balances</b>	<b>947,000</b>	<b>(947,000)</b>	<b>-</b>	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>2,586,272</b>	<b>-</b>	<b>2,586,272</b>	<b>(365,608)</b>

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 11, 2024  
**TO:** Board of Education  
**FROM:** Simone Sangster, Secretary Treasurer  
**RE:** **ANNUAL FIVE-YEAR CAPITAL PLAN, 2025/2026**

---

#### **RECOMMENDATIONS:**

1. THAT the Board of Education of School District No. 33 (Chilliwack), in accordance with provisions under section 142(4) of the *School Act*, hereby approves the proposed Five-Year Capital Plan (Major Capital Programs) for 2025/26, as provided on the Five-Year Capital Plan Summary for 2025/ 26 submitted to the Ministry of Education and Child Care. A copy of this document is attached to this report.
2. THAT the Board of Education of School District No. 33 (Chilliwack), in accordance with provisions under section 142(4) of the *School Act*, hereby approves the proposed Five-Year Capital Plan (Building Envelope Program) for 2025/26, as provided on the Five-Year Capital Plan Summary for 2025/26 submitted to the Ministry of Education and Child Care. A copy of this document is attached to this report.

#### **BACKGROUND:**

The Ministry of Education and Child Care requires that boards of education submit capital plans annually for its review. These are used by the Ministry to determine which priority capital projects will be included in the Ministry's Capital Plan for the following fiscal year. The capital plan submissions also provide the Ministry with important insight into future year capital priorities, which can be used for longer term government planning and the determination of potential future capital funding requirements for the public education system.

Plans for the following programs are due on June 30:

Major Capital Programs:

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

Major Child Care (CC-New Spaces Integrated)

Major Child Care (CC-New Spaces)

And July 1:

Major Capital Programs (BEP)

Plans for the following programs are due September 30:

Minor Capital Programs:

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

And October 1

- School Food Infrastructure Program (FIP) 2024/25

The Board is required to support the submissions of the plans for Major Capital, Building Envelope, and Minor Capital submissions. This pack includes resolutions in support of the submissions required on June 30 and July 1. We plan to bring details and resolutions for our Minor Capital submissions to the September 2024 board meeting, for your consideration and approval.

The attachments to this report include the Ministry resolution template used for our submissions. These are requests for possible work in 2025/26 and are not approved. Moreover, the dollar amounts are best estimates and indicative of expected costs. The plan and board resolution provide the Ministry with an indication of what is important and the order of priority.

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

Child Care capital plans do not formally require approval or a capital plan bylaw. For your information, we anticipate submitting a request for a new space on the South Side as a hub.

A board-adopted bylaw is not required at this point in the annual Capital Plan process as the projects are proposed. We will return to the board early in 2025 with By Law resolutions, once the Ministry has identified which, if any, projects are funded.



## RESOLUTION – MAJOR CAPITAL PROGRAMS

In accordance with provisions under section 142 (4) of the *School Act*, the Board of Education of School District No. 33 (*Chilliwack*) hereby approves the proposed Five-Year Capital Plan (Major Capital Programs) for 2025/26, as provided on the Five-Year Capital Plan Summary for 2025/26 submitted to the Ministry of Education and Child Care.

I hereby certify this to be a true copy of the resolution for the approval of the proposed Five-Year Capital Plan (Major Capital Programs) for 2025/26 adopted by the Board of Education, on this the 11<sup>th</sup> day of *June* 2024.

---

Secretary Treasurer Signature

---

Secretary Treasurer Name



# Submission Summary

<b>Submission Summary:</b>	Major 2025/2026   2024-06-30   MAIN - K12 & CC Integrated
<b>Submission Type:</b>	Capital Plan
<b>School District:</b>	Chilliwack (SD33)
<b>Open Date:</b>	2024-04-08
<b>Close Date:</b>	2024-06-30
<b>Submission Status:</b>	Draft

Submission Category	Sum Total Project Cost
Site Acquisition	\$35,000,000
Addition	\$145,420,584
New School	\$149,352,988
<b>Total</b>	<b>\$329,773,572</b>

ADDITION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	154952	A D Rundle Middle School	Addition	100E + 200S student addition	\$34,750,839
2	150132	Vedder Middle School	Addition	100E + 200S student addition	\$28,197,332
3	150112	Sardis Elementary	Addition	40K + 250E addition	\$14,309,139
4	159221	Little Mountain Elementary	Addition	40K + 250E addition	\$20,092,124
5	167357	Chilliwack Secondary	Addition	400S addition	\$32,700,712
6	150033	Cultus Lake Community School	Addition	40K + 200E addition	\$15,370,438
Submission Category Total:					<b>\$145,420,584</b>
NEW SCHOOL					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	167360	New South Side K-8	New (School)	New 900 capacity (k-100; 1-5 -500; 6-8 -300)	\$76,412,365
2	150211	New South Side Elementary	New (School)	New 500 capacity Elementary	\$33,452,595

## Submission Summary

3	150209	New South Side Middle	New (School)	New 650 capacity Middle	\$39,488,028
				Submission Category Total:	<b>\$149,352,988</b>
	SITE ACQUISITION				
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	167097	Southside Elementary/ Middle	Site Acquisition	Purchase site for elementary or K-8 school.	\$25,000,000
2	154950	Site Acquisitions for School Expansions	Site Acquisition	Land purchases adjacent to existing school sites for future expansions/portable placements	\$10,000,000
				Submission Category Total:	<b>\$35,000,000</b>



## RESOLUTION – BUILDING ENVELOPE PROGRAM

In accordance with provisions under section 142 (4) of the *School Act*, the Board of Education of School District No. 33 (*Chilliwack*) hereby approves the proposed Five-Year Capital Plan (Building Envelope Program) for 2025/26, as provided on the Five-Year Capital Plan Summary for 2025/26 submitted to the Ministry of Education and Child Care.

I hereby certify this to be a true copy of the resolution for the approval of the proposed Five-Year Capital Plan (Building Envelope Program) for 2025/26 adopted by the Board of Education, on this the *11<sup>th</sup>* day of *June* 2024.

---

Secretary Treasurer Signature

---

Secretary Treasurer Name

# Submission Summary

Submission Summary:	Major 2025/2026   2024-07-01   BEP
Submission Type:	Capital Plan
School District:	Chilliwack (SD33)
Open Date:	2024-04-08
Close Date:	2024-07-01
Submission Status:	Draft

Submission Category	Sum Total Project Cost
BEP	\$6,020,000
Total	\$6,020,000

	BEP				
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	154261	Mount Slesse Middle School	Renovation (BEP)	Building envelope upgrade \$1,732,000	\$1,732,000
2	159267	Chilliwack Middle School	Renovation (BEP)	Building envelope upgrade \$4,288,000	\$4,288,000
				Submission Category Total:	\$6,020,000

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 11, 2024  
**TO:** Board of Education  
**FROM:** Simone Sangster, Secretary Treasurer  
**RE:** **PROPERTY BYLAW NO. 2024-01**

---

#### **RECOMMENDATIONS:**

1. THAT the Board of Education approve three readings of Property Bylaw no. 2024-01 (attached).  
(*vote must be unanimous*)
2. THAT the Board of Education approve the first, second and third reading and adoption of Property Bylaw no. 2024-01 (attached).

#### **BACKGROUND:**

Between 2019 and 2022, the Board of Education constructed a new school Stitó:s Lá:lém Totí:lt Elementary/Middle School located at 5337 Tyson Road (the “Stitó:s School”). This school property is adjacent to an RCMP facility with the access road, Petawawa Road, situated on lands owned by the Board and by the RCMP. As part of the construction of the Stitó:s School, the Board required upgrades to the existing Petawawa Road.

Easement agreements were necessary to allow construction and maintenance of the existing Petawawa Road to support the new Stitó:s Lá:lém Totí:lt Elementary/Middle School. The upgrades included converting the road into a two-lane, two-way road with required utilities and services according to City of Chilliwack standards. The attached agreements formalize arrangements for the road upgrades. The first agreement, Reciprocal Easements, allowed the work to proceed. The second agreement, the Modification, adjusts the property easements and boundaries based on the completed work and surveyed property.

The Reciprocal Easements Terms, including the granting of the easement over Board Lands and the RCMP Lands, and the Modification of Easement Terms must be approved by the Board pursuant to section 65(5) of the School Act. Accordingly, we bring the bylaw allowing for these easements for the Board’s approval.

Attached agreements comprise:

1. Reciprocal Easement Agreement (Road Sharing) between the Board of Education of School District No. 33 (Chilliwack) (the “Board”) and the His Majesty The King, in right of Canada as represented by the Minister responsible for the Royal Canadian Mounted Police (the “RCMP”) dated December 19, 2019.
2. Modification of Easements (Road Sharing) between the Board of Education of School District No. 33 (Chilliwack) and His Majesty, the King, in right of Canada as represented by the Minister responsible for the Royal Canadian Mounted Police dated for reference August 14, 2023.



## **PROPERTY BYLAW NO. 2024-01**

### **Grant of Reciprocal Easements in Respect of the Construction and Shared Use of Petawawa Road**

---

A Bylaw of the Board of Education of School District No. 33 (Chilliwack), hereinafter called “the Board”, to grant approval for the reciprocal easements granted by the Board to the RCMP and granted to the Board by the RCMP pursuant to the Reciprocal Easement Terms, as amended by the Modification of Easement Terms, filed or to be filed in the Land Title Office to facilitate the construction, upgrading, maintenance, and road sharing of Petawawa Road pursuant to section 65(5) of the *School Act*, R.S.B.C. 1996, c. 412, as amended from time to time (called the “Act”).

1. The Board hereby ratifies and approves the attached:
  - a. Reciprocal Easement Terms registered in the Land Title Office under Registration Nos: CA8245587 and CA8245588 on or about June 16, 2020; and
  - b. Modification of Easement Terms, to be registered in the Land Title Office following adoption of this Bylaw and execution by the Board.
2. This Bylaw may be cited as School District No. 33 (Chilliwack) Property Bylaw No. 2024-01 Grant of Reciprocal Easements in Respect of the Construction and Shared Use of Petawawa Road.

READ A FIRST TIME THE \_\_\_\_ DAY OF JUNE 2024

READ A SECOND TIME THE \_\_\_\_ DAY OF JUNE 2024

READ A THIRD TIME, PASSED AND ADOPTED THE \_\_\_\_ DAY OF JUNE 2024

---

Board Chair

---

Secretary Treasurer

I hereby certify this to be a true copy of School District No 33 (Chilliwack), Property Bylaw No. 2024-01 adopted by the Board of Education on the \_\_\_\_\_ day of June 2024.

---

Secretary Treasurer

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 11, 2024  
**TO:** Board of Education  
**FROM:** Simone Sangster, Secretary Treasurer  
**RE:** **POLICY 163 – AUDIT WORKING COMMITTEE (AMENDMENT)**

---

#### **RECOMMENDATION:**

THAT the Board of Education amend Policy 163 – Audit Working Committee ([Policy 163: Audit Working Committee](#)) as presented.

#### **BACKGROUND:**

“Under the School Act, each Board is responsible for the custody, maintenance and safekeeping of all of its property, and for maintaining budgetary control over expenditures. Each trustee also has a fiduciary duty to the Board ... A Board can delegate certain responsibilities to committees of the Board comprised of individuals with the skills and qualifications necessary to carry out those duties ... audit committees... provide appropriate oversight over a variety of issues, including financial reporting, internal and external audits, internal controls, risk management and compliance with legislation, regulations, and other mandated requirements.” (A Guide to Audit Committees in the K-12 Sector, BCSTA, 2018)

Following the 2017 Financial Health Working Group, the Ministry announced an expectation that each school Board establish an audit committee by June 30, 2018. The Audit committee currently comprises three trustees and two community members who have financial literacy. Obtaining community representation and ensuring quorum has been challenging. Moreover, the board is considering whether it is important that all trustee provide oversight through the audit committee.

The proposed amendment to the policy changes the committee to a committee of the whole of the board with two community members who have financial literacy. With the increase in membership the quorum has been increased from three to four.



## POLICY 163 AUDIT WORKING COMMITTEE

The Board of Education is committed to financial oversight, with understanding and interpreting the district audit being integral to good governance. The Board also recognizes and accepts its responsibility to approve the annual financial statements.

The Audit Working Committee mandate is to assist the Board in fulfilling its financial oversight responsibilities. The committee is advisory in nature and reports directly to the Board through the Chair of the committee.

The Audit Working Committee will have direct communication channels with the external auditor to discuss and review issues within its mandate.

The committee will ~~consist~~ operate as a committee of the whole, comprising all of three (3) Trustees (*one to serve as Chair and one as Vice-Chair*) and up to two (2) community members who are financially literate in these processes. ~~Any trustee may attend committee meetings as an observer.~~

The chair's responsibility is to encourage the participation of each member and to present minutes of the meeting at a subsequent Board meeting.

The committee will meet with the external auditors as it deems appropriate to fulfill its duties but not less than two (2) times annually. Committee members will be invited to attend the final audit presentation by the auditors to review the Audit Findings Report and Audited Financial Statements.

A motion and vote are required for any committee recommendations, with the quorum being any ~~three~~ four (4) members.

Minutes of meetings will be prepared and provided to the Board at a Board meeting following committee meetings.

The Audit Working Committee will carry out the following responsibilities:

1. Selection of Auditor
  - 1.1. Review and participate in a public tendering process to identify a financial auditor for the school district.
  - 1.2. Provide a recommendation to the Board regarding the appointment or release of the auditor.
  - 1.3. Review the performance of the auditor.

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

---



2. Audit
  - 2.1. Review the auditor terms of engagement.
  - 2.2. Review the auditor's proposed audit scope and approach.
  - 2.3. Review and confirm the independence of the auditors.
  - 2.4. Meet with the auditor, both prior to the commencement of the audit and post audit, to discuss any matters that the committee or the auditors believe should be discussed.
3. Risk Assessment
  - 3.1. Comment upon key risks that could impact the achievement of district objectives.
4. Internal Controls
  - 4.1. Understand the scope of the auditor's review of internal financial controls and obtain reports on significant findings and recommendations together with the response of senior administration.
  - 4.2. Consider and make recommendations on the effectiveness of the district's internal financial controls including information technology security and control.
5. Financial Statements
  - 5.1. Review annual financial statements and indicators of financial health considering whether they are complete, consistent with information known to committee members and reflect appropriate accounting principles.
  - 5.2. Review with the auditor the results of the audit, including any difficulties encountered.
  - 5.3. Review with the auditors and senior administration matters that are required to be reported to the Board.
  - 5.4. Provide comment upon the financial statements to the Board.
6. Compliance
  - 6.1. Review audit observations and/or any findings by any regulatory agency.
  - 6.2. Review financial procedures and ensure compliance.

## **POLICY 163 AUDIT WORKING COMMITTEE**

The Board of Education is committed to financial oversight, with understanding and interpreting the district audit being integral to good governance. The Board also recognizes and accepts its responsibility to approve the annual financial statements.

The Audit Working Committee mandate is to assist the Board in fulfilling its financial oversight responsibilities. The committee is advisory in nature and reports directly to the Board through the Chair of the committee.

The Audit Working Committee will have direct communication channels with the external auditor to discuss and review issues within its mandate.

The committee will operate as a committee of the whole, comprising all Trustees (*one to serve as Chair and one as Vice-Chair*) and up to two (2) community members who are financially literate in these processes.

The chair's responsibility is to encourage the participation of each member and to present minutes of the meeting at a subsequent Board meeting.

The committee will meet with the external auditors as it deems appropriate to fulfill its duties but not less than two (2) times annually. Committee members will be invited to attend the final audit presentation by the auditors to review the Audit Findings Report and Audited Financial Statements.

A motion and vote are required for any committee recommendations, with the quorum being any four (4) members.

Minutes of meetings will be prepared and provided to the Board at a Board meeting following committee meetings.

The Audit Working Committee will carry out the following responsibilities:

1. Selection of Auditor
  - 1.1. Review and participate in a public tendering process to identify a financial auditor for the school district.
  - 1.2. Provide a recommendation to the Board regarding the appointment or release of the auditor.
  - 1.3. Review the performance of the auditor.

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

---



2. Audit
  - 2.1. Review the auditor terms of engagement.
  - 2.2. Review the auditor's proposed audit scope and approach.
  - 2.3. Review and confirm the independence of the auditors.
  - 2.4. Meet with the auditor, both prior to the commencement of the audit and post audit, to discuss any matters that the committee or the auditors believe should be discussed.
3. Risk Assessment
  - 3.1. Comment upon key risks that could impact the achievement of district objectives.
4. Internal Controls
  - 4.1. Understand the scope of the auditor's review of internal financial controls and obtain reports on significant findings and recommendations together with the response of senior administration.
  - 4.2. Consider and make recommendations on the effectiveness of the district's internal financial controls including information technology security and control.
5. Financial Statements
  - 5.1. Review annual financial statements and indicators of financial health considering whether they are complete, consistent with information known to committee members and reflect appropriate accounting principles.
  - 5.2. Review with the auditor the results of the audit, including any difficulties encountered.
  - 5.3. Review with the auditors and senior administration matters that are required to be reported to the Board.
  - 5.4. Provide comment upon the financial statements to the Board.
6. Compliance
  - 6.1. Review audit observations and/or any findings by any regulatory agency.
  - 6.2. Review financial procedures and ensure compliance.

## **MEETING SUMMARIES**

### **In-Camera Meeting – May 14, 2024**

Trustees: Willow Reichelt, Carin Bondar, Richard Procee, Margaret Reid, David Swankey, Teri Westerby

Absent (Censure): Heather Maahs

Staff: Rohan Arul-pragasam, Simone Sangster, Nadine Clattenburg, Talana McNally

Guest: Gord Stewart, BCSTA Consultant

1. Board Performance Review: Module 5
2. HR Report
3. Teacher Retirement and Retirement Bonus
4. BCPSEA Report
5. Property Update
6. Audit Working Community – Appointment of Community Members

- Trustee Westerby acknowledged a conflict of interest and recused himself from the discussion and decision of this item.

### **Board Strategic Learning Session – May 21, 2024**

Trustees: Willow Reichelt, Carin Bondar, Richard Procee, Margaret Reid, David Swankey, Teri Westerby

Absent: Heather Maahs

Staff: Rohan Arul-pragasam, Simone Sangster, Kirk Savage, Nicole Driscoll, Talana McNally

1. Early Learning