

# Agenda

**Committee of the Whole Meeting**  
**May 1, 2018 at 3:30pm**  
**District Education Office, 33046 – 4<sup>th</sup> Avenue, Mission, BC**

		<b>Page</b>
1.	CALL TO ORDER	
	<i>The Board Chair will acknowledge that this meeting is being held on Traditional Territory.</i>	
2.	ADOPTION OF AGENDA	
3.	DELEGATIONS/ PRESENTATIONS	
	3.1 Summit Learning Centre, Principal Lynn Cummings	--
	3.2 MSS France and Spain International Field Trip, Principal Jim Pearce	--
4.	CURRICULUM – Standing Item	
	4.1 Monthly Curriculum Update	Information 1
	4.2 Board/ Authority Authorized Courses	Action 2
5.	UNFINISHED BUSINESS	
	5.1 Summer School Update	Information 73
	5.2 MSS Replacement Update	Information 74
	5.3 Reserve Funds Policy - DRAFT	Action 77
6.	STAFF REPORTS	
	6.1 Stave Falls Elementary School Plan	Information 80
7.	NEW BUSINESS	
8.	MINUTES OF PREVIOUS MEETINGS	
	8.1 Committee of the Whole Meeting Minutes, April 10, 2018	Action 81
9.	INFORMATION ITEMS	
	9.1 District Parent Advisory Council – <i>Standing Item</i>	Information 86
	9.2 Fraser Health letter re: Support for health benefits of MoE SOGI 123 Initiative	Information 88
10.	ADJOURNMENT	

**ITEM 4.1      Information**

TO:                Committee of the Whole  
FROM:            Assistant Superintendent of Schools  
SUBJECT:        Curriculum Update

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The Assistant Superintendent will provide information about the Joyful Literacy initiative, Peter Liljedahl, and the Teacher Professional Development Planning Survey.

**ITEM 4.2      Action**

TO:                Committee of the Whole  
FROM:            Assistant Superintendent of Schools  
SUBJECT:        Board/ Authority Authorized Courses

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**Recommendation**

**THAT the following Board / Authority Authorized courses be reviewed and forwarded to the May Board meeting for consideration:**

**Basketball Training Competing and Officiating 10**  
**Community Recreation 10**  
**English Language for Learners – Level 1**  
**Football 10**  
**Hockey Skills 10 – 12**  
**Lacrosse Academy 10**  
**Leadership 10**  
**Rugby 10**  
**Self-Efficacy 10**  
**Volleyball Intelligence and Officiating 10**

The Principals from Ecole Mission Secondary School and Fraserview Learning Centre will attend to answer questions.

**Attachments:**

- a) Basketball Training Competing and Officiating 10
- b) Community Recreation 10
- c) English Language for Learners – Level 1
- d) Football 10
- e) Hockey Skills 10 – 12
- f) Lacrosse Academy 10
- g) Leadership 10
- h) Rugby 10
- i) Self-Efficacy 10
- j) Volleyball Intelligence and Officiating 10



## Basketball 10 – Training Competing and Officiating Board/Authority Authorized Course

<b>School District/Independent School Authority Name:</b> Mission Public Schools	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD 75
<b>Developed by:</b> Brodie Pearce	<b>Date Developed:</b> April 2018 <b>Amended:</b>
<b>School Name:</b> Mission Secondary	<b>Principal's Name:</b> Jim Pearce
<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> Basketball: Training, Competing, and Officiating	<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):

None; however, it is recommended that students who sign up for this course play basketball on the school team or have experience playing basketball.

### Special Training, Facilities or Equipment Required:

The teacher should be specialized in Physical and Health Education and have a background in basketball with coaching experience. At least Learn to Train (Level 1) NCCP Basketball BC Certification and continuing to improve their pedagogy by attending professional development opportunities. Facility required: gym. Equipment required: cones, basketballs, pinnies, and whistles.

## **Course Synopsis:**

This course will foster the development of basketball specific skills and allow students to practice/compete with others in basketball related activities/games. This course will provide students with the necessary knowledge needed to officiate elementary school basketball games. There will be an opportunity to complete a referee certification. In addition, this course includes units that are specific to basketball on skill development, offensive strategies, defensive strategies, teamwork, communication, and fitness. Students will learn how to train to improve their basketball skills, fitness, and performance; compete against their peers and learn how to refine their skills and tactics; and learn the rules/fouls in order to officiate lower level basketball games.

## **Goals and Rationale:**

The goal of this course is to enhance students' competency in basketball both as a player and as an official. This course will allow students to develop their skills and knowledge for the game of basketball. This course will cater to the Core Competencies of the New BC Curriculum: Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, and Social Responsibility. Students will be able to improve their communication skills by interacting and working with their peers to obtain goals. Creative and critical thinking will be needed in this course for creating their own practice plans as well as having to make critical choices during basketball games/activities. The students' personal identity will be positively impacted by this course through the encouragement and support from their teacher and peers. Students' personal awareness and responsibility will develop in this course by learning the skills, strategies, and dispositions that help them to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations through the sport of basketball. The social responsibility of the students will be strengthened through their interactions with their peers in class, creating and maintaining healthy relationships, and working/volunteering in the community.

### *Goals for the Three Domains of Learning:*

#### *Psychomotor domain*

- Students will learn the proper technique for basketball specific skills such as passing, dribbling, shooting, rebounding/blocking out, and footwork on offense and defense
- Offensive/Defensive concepts and strategies
- Develop the movement knowledge, skills, and understandings that will allow for lifelong participation in a variety of basketball games/activities

#### *Cognitive domain*

- Learn how to participate in different types of physical activities and games, including the rules and tactical strategies
- Transferring skills and concepts from one game to another

- To make correct decisions when placed in various situations

#### *Affective domain*

- Learn how to communicate effectively with their peers and people in the community
- Learn how to interact with others to create a positive environment for learning and enjoyment
- Develop an understanding of the many aspects of well-being including physical, emotional, mental, and social

#### **Aboriginal Worldviews and Perspectives:**

This course connects to the First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
  - The learning in this course will support the students' self-image and impact the community in a positive way.
- Learning involves recognizing the consequences of one's actions.
  - Students will learn that their actions ultimately have consequences, good or bad, and have to adjust their behaviour accordingly.
- Learning involves patience and time.
  - Students will need to have patience while developing their basketball skills; as well, know that it takes plenty of time and practice.

### BIG IDEAS

Understanding our strengths, weaknesses, and personal preferences related to basketball helps us plan and achieve our goals.

Trying a variety of basketball games/activities can increase our chances of playing basketball and being active throughout our lives.

Social, emotional, and mental well-being can be improved through being involved in a team environment and learning the importance of communication.

Personal fitness can be maintained and improved through regular participation in basketball games/activities.

Understanding the factors that allow us to be better basketball players and taking action to improve.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>➤ Refine and apply skills in a variety of basketball related activities</li> <li>➤ Refine and apply a variety of concepts and strategies in different basketball games/activities</li> <li>➤ Demonstrate safety, fair play, and leadership in basketball games/activities</li> <li>➤ Participate in basketball games/activities designed to enhance and maintain health components of fitness</li> <li>➤ Identify, apply, and reflect on strategies used to pursue basketball related goals</li> <li>➤ Plan ways to overcome potential barriers that affect participation in basketball related activities</li> <li>➤ Identify and describe the influences of different training styles on fitness and basketball performance</li> <li>➤ Develop and demonstrate appropriate exercise techniques for a variety of fitness activities and basketball specific exercises</li> <li>➤ Demonstrate a variety of leadership skills in different types of basketball related activities</li> <li>➤ Demonstrate appropriate behaviours in different types of basketball activities and environments</li> <li>➤ Apply safety practices in different types of basketball activities, for self and others</li> <li>➤ Coach/teach a basketball practice/class</li> <li>➤ Officiate lower level basketball games</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>➤ Rules and fouls for the game of basketball</li> <li>➤ Boundaries and terminology of the basketball court</li> <li>➤ How the scoring in basketball works</li> <li>➤ Proper technique for basketball skills</li> <li>➤ Offensive/Defensive concepts and strategies</li> <li>➤ How to participate in different types of basketball games/activities</li> <li>➤ Strategies for goal-setting and self-motivation</li> <li>➤ How to communicate with peers effectively</li> <li>➤ How to plan a basketball practice</li> <li>➤ How to officiate a basketball game</li> </ul>

**Recommended Instructional Components:**

- Direct/Indirect instruction
- Interactive instruction
- Student-led instruction
- Video instruction
- Demonstrations
- Guest speakers

**Recommended Assessment Components:**

- Participation/Effort
  - Self-assessment
- Basketball skills
  - Formative assessment
  - Peer assessment
  - Summative assessment
- Creation of practice plans
  - Summative assessment
- Student-led classes/practices
  - Summative assessment
- Officiating elementary school basketball games
  - Self-assessment
  - Summative assessment
- Teamwork/Cooperation/Collaboration
  - Formative assessment
  - Summative assessment

**Learning Resources:**

- Internet – websites, videos, articles, etc.
- Books
- Guest speakers





## Community Recreation 10 Board/Authority Authorized Course

<b>School District/Independent School Authority Name:</b> Mission Public Schools	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD 75
<b>Developed by:</b> Ms J Blaschek	<b>Date Developed:</b> January 1, 2012 <b>Amended:</b> May 2018
<b>School Name:</b> Ecole Mission Secondaire/Secondary	<b>Principal's Name:</b> Mr J Pearce
<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> Community Recreation 10	<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):**

None

**Special Training, Facilities or Equipment Required:**

Teacher should have training in Outdoor Education and Physical Education, first aid

**Course Synopsis:**

This course is designed for students who enjoy being active and who would like to try individual sports as well as team sports. This class will **introduce** students to activities that are sustainable for a lifetime, as well as to the physical, emotional and mental benefits of creating community through activity. It will use adventure outings as motivation to create a healthy and active lifestyle.

## Goals and Rationale:

- Develop an understanding of outdoor ethics and sportsman like behaviour.
- Develop the knowledge and skills to plan and participate in outdoor activities.
- Develop the knowledge of the activities available in and around the area of Mission, BC.
- Develop an understanding of how to schedule a weekly routine for staying active.
- Gain personal experience of the benefits of completing physically and mentally challenging tasks.

Community Recreation 10 is designed to develop active citizens with the knowledge, skills and understanding to be self-aware and responsible leaders in the recreation and outdoor community.

Comm Rec 10 combines aspects of traditional team sports and popular leisure activities with common outdoor activities. This course helps to develop the core competencies of communication, personal awareness and responsibility. Students need to communicate by imparting and exchanging information, experiences and ideas in order to effectively plan for and engage in the course activities. Personal awareness is important as students advocate for their own physical and social needs and to reflect on what they liked, did not like or would do differently for their next activity. Being socially responsibility is the core content of the course as students are ultimately required to take responsibility for themselves, look after their classmates as well as take care of their surroundings.

Comm Rec has been developed to counter the sedentary effects of using too much technology. Studies have indicated that 10% of the population will die because of simply being inactive. The necessity to inspire a generation of young people to be active is more important than ever. As well, studies have indicated that more and more people may be suffering from the effects of nature deficit disorder. The nature principal developed by Richard Louv claims that: being outside in nature is fundamental to physical, mental, emotional and spiritual health. Technology is not bad in and of itself, however, the more technology our young people are exposed to the more nature they need to counter the effects. Spending time in nature inspires creativity, encourages physical and mental health, reduces stress and promotes a healthy and happy lifestyle.

Taking students on physical and mentally challenging adventure activities develops character and helps to develop perseverance, empathy and a sense of pride. Climbing mountains, running rivers, learning to snowboard or climbing rock walls are real challenges that command a complete presence from the students. Doing these difficult tasks can be life changing for students who have never had these opportunities before. As well, simply engaging in play and adventure helps to create personal stories and create a real sense of community with their classmates. They are also exposed to communities outside of their immediate sphere that they may want to get connected to in the future.

Adventure in the course is also important to push students out of their comfort zones. Students learn to take calculated risks and learn how to effectively manage risk through education and preparation. They learn to deal with adversity and how to plan ahead. The adventure portion of the course allows the students an opportunity to take complete responsibility for their decisions and then have to live with the consequences of their choices in a relatively safe environment. The unpredictable nature of the outdoors is what makes it so exciting though!

## **Aboriginal Worldviews and Perspectives:**

Community Recreation supports the development of self in support of connecting with others.

Learning is embedded in memory, history and creating ones' own personal story.

Community recreation involves learning from mentors.

Learning is holistic, reflective, experiential and rational.

Community Recreation requires exploration of one's identity, philosophy and ethics.

Community Recreation requires stewardship of our natural resources.

The First People's Principles of Learning are inherent in the aspects included in Community Recreation 10. Community recreation is inseparable from connectedness and relationships; specifically:

- Community involvement
- The power of story
- Experiential learning
- Flexibility
- Leadership
- Positive learner-centered approach
- Community engagement
- The role of the leader
- Local focus

### BIG IDEAS

**Safety** and personal **responsibility** are always the primary goals.

**Teamwork** and **relationships** with others are fundamental.

Environmental **stewardship** is the key to ensuring future enjoyment of activities.

Exploration of local activities creates **community** connections and involvement.

Adding **adventure** to one's life helps to promote the likelihood of staying **active for a lifetime**.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Weekly classes:</b></p> <p><i>Participate in fitness, running, strength training</i></p> <p><i>Train for a 5km run (optional: Run for Water in Abbotsford 5km fun run, 10km run or 10km trail run on Sumas Mountain)</i></p> <p><i>Participate in swimming lengths and pool games</i></p> <p><i>Lessons for non-swimmers.</i></p> <p><i>Required to swim 500m by the end of the course</i></p> <p><i>Participate in team sports both indoors and outdoors</i></p> <p><i>Use local sporting venues such as at the Mission Leisure Centre, the Sports Courts on 7<sup>th</sup> Ave and the tennis and lacrosse courts at Centennial park.</i></p> <p><i>Participate in leisure activities in and around the city of Mission that may include golf, martial arts, beach volleyball, dance, skating, paddle boarding, indoor rock climbing etc.</i></p> <p><i>Communicate safe and appropriate participation for all in class activities</i></p> <p><i>Work as a team and demonstrate appropriate team behaviour</i></p> <p><i>Pick up after themselves and not leave any garbage anywhere</i></p>	<p><i>Students are expected to know the following:</i></p> <p><i>The importance of always telling someone where you are going</i></p> <p><i>What to do if you get lost</i></p> <p><i>Strategies for not losing people</i></p> <p><i>Leave no trace philosophy</i></p> <p><i>How to dress for outdoor activities</i></p> <p><i>Gear needed for backpacking</i></p> <p><i>How to pack a backpack</i></p> <p><i>Backcountry camping etiquette</i></p> <p><i>How to treat water for parasites</i></p> <p><i>Different types of stoves and fuel</i></p> <p><i>Injuries associated with hiking</i></p> <p><i>How to avoid animals in the backcountry (specifically bears)</i></p> <p><i>How to prepare for travel in the mountains in winter</i></p> <p><i>Gear needed for snow sports including skiing, snowboarding and snowshoeing</i></p> <p><i>Injuries associated with snow sports</i></p>

<p><b>Adventure preparation:</b></p> <p><i>Prepare for expeditions based on interest and a required amount of 55 hours of field trip activities for the course.</i></p> <p><i>Communicate and coordinate with classmates for field trips</i></p> <p><i>Plan shelter, food, first aid and water treatment in small groups for the field trips.</i></p> <p><i>Communicate safe and appropriate participation on field trips</i></p> <p><i>Participate in safety lessons to prepare for adventure hours</i></p> <p><i>Demonstrate knowledge of safety procedures for all adventures whether going or not</i></p> <p><i>Complete reflections on adventures when they are done to help process what was learned about oneself during the activity, advice for others, connections to the big ideas, stories from the trip.</i></p>	<p><i>Dangers associated with snow sports and how to avoid them.</i></p> <p><i>The alpine responsibility code</i></p> <p><i>Types of rock climbing</i></p> <p><i>Gear needed for rock climbing</i></p> <p><i>Injuries associated with rock climbing</i></p> <p><i>Dangers associated with rock climbing and how to avoid them</i></p> <p><i>How rivers work</i></p> <p><i>Gear needed for river rafting</i></p> <p><i>Rafting commands</i></p> <p><i>What to do if you fall in a river</i></p> <p><i>Dangers associated with river rafting and how to avoid them.</i></p>
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## Big Ideas – Elaborations

- Always tell someone where you are going; have a plan and share it; know the risks and how to minimize them
- Look after your buddies above all else; only as fast as the slowest person; all for one and one for all
- Leave no trace means to not leave anything (garbage) and to not take anything either; enjoying user maintained areas; being stewards; environmentally friendly behaviour
- There are lots of great local activities to discover and enjoy; knowledge builds connections and a sense of ownership; sense of place
- Lifelong learning starts with discovering something that you are passionate about; be inspired to always keep some adventure in your life

## Curricular Competencies – Elaborations

Students will receive daily evaluations of their in class participation based on the following:

- Productive use of time
- Persistence in mastering new concepts
- Preparedness for activities
- Ability to follow directions
- Positive and enthusiastic attitude
- Cooperation with teacher and others in class
- Respect for school and classroom procedures
- Willingness to act of suggestions for improvement
- Respect for classmates and other members of the community
- Participating to the best of one's ability

## Content – Elaborations

Course content may change depending on the interests and abilities of the students and the teacher, however, core curricular competencies and the big ideas would remain the same.

### Recommended Instructional Components:

- Direct instruction
- Demonstrations
- Modelling
- Simulations
- Peer teaching
- Experiential learning
- Reflective writing

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

Peer assessment

Self-assessment

Performance assessment

Quizzes/tests

Reflective writing

**Learning Resources:**

- Last Child in the Woods, Richard Louv, Algonquin Books of Chapel Hill, 2005
- The Nature Principal, Richard Louv, Algonquin Books of Chapel Hill, 2012
- Raising Self-Reliant Children in a Self-Indulgent World, H. Stephen Glenn Jane Nelsen, Three Rivers Press, 2000.
- Project Wild Activity Guide, sponsored by the Canadian Wildlife Federation, Western Environmental Council, 1993.
- Survival Secrets, Brian Emdin, Spotted Cow Press, 2002.
- How to Rock Climb, John Long, Cordee, 1998.
- Team Building Through Physical Challenges, Glover+Midura, Human-Kinetics Publishers, 1992.
- Wildwater, Lito Tejada-Flores, Sierra Club Books, 1978.
- The Fit Swimmer, James E. Counsilman, Contemporary Books Inc, 1984.
- 103 Hikes in Southwestern British Columbia, Bryceland, Macaree, and Macaree, Mountaineer Books, 2001.

**Additional Information:**

None



## English for Language Learners – Level I Board/Authority Authorized Course

<b>School District/Independent School Authority Name:</b> Mission Public Schools	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> School District No. 75
<b>Developed by:</b> Sherry Li	<b>Date Developed:</b> April 6, 2018 <b>Amended:</b>
<b>School Name:</b> Ecole Mission Secondaire/Secondary	<b>Principal's Name:</b> Jim Pearce
<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> English for Language Learners Level 1	<b>Grade Level of Course:</b> 10-12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** English language acquisition test

**Special Training, Facilities or Equipment Required:** Course instructor must be trained and/or experienced in delivering differentiated instruction to English language learners.

**Course Synopsis:** English for Language Learners Level 1 is a preparatory course for English 10. ELL learners will be given opportunities to acquire the English skills needed to make academic progress. Through group/independent reading, class discussions, group/individual work, and oral presentations, students will further develop their speaking, listening, reading comprehension, and writing skills. This course is intended to graduate the student through English for Language Learners Level 2 and 3, with the ultimate goal of graduating from a B.C. School.

**Goals and Rationale:** This course is designed to graduate the ELL learners through a rigorous, academic English skills-based program, which will support the Academic English program offered at the school. ELL learners will learn the four main English language skills of reading, writing,



listening and speaking. This course is developed for the international and landed immigrant student whose goal is graduation from a B.C. School and whose English language skills are low. The goal of the course is to enable the ELL learner in such a way that they achieve a level of fluency in English to communicate ideas, ask and answer questions, provide simple explanations and descriptions, give simple opinions with reasons, and make statements both orally and in writing.

**Aboriginal Worldviews and Perspectives:** Class content shall include stories expressing First Peoples' perspectives, values, beliefs, and points of view. Students will learn to recognize and appreciate the diversity within and across First Peoples' societies as represented in texts.

### BIG IDEAS

Listening and viewing with intent supports our understanding and acquisition of a new language.

Language strategies help us acquire a new language and understand a variety of messages.

Expressing ourselves in a new language requires courage, risk taking and perseverance.

Engagement with writing processes can support creativity and enhance clarity of expression.

Texts are socially, culturally, geographically, and historically constructed.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• Use strategies such as re-reading, predicting, and word recognition to read text on familiar topics</li> <li>• Decode word families, consonant blends, and long and short vowel sounds</li> <li>• Read with some phrasing, re-reading, sounding out words, pausing to refer to visuals, and substitution of unknown words with familiar words</li> <li>• Understand some high frequency, subject-specific, and academic vocabulary supported by context</li> <li>• Understand ideas in simple explanations, and procedural text containing conjunctions, and time and sequence markers</li> <li>• Understand text with simple and compound sentences</li> <li>• Describe some main events or ideas using key words, short phrases, or graphic organizers</li> <li>• Make simple notes about familiar topics using a graphic organizer or a word bank</li> <li>• Begin to make some simple inferences based on explicit information</li> <li>• Demonstrate comprehension of literal and sequenced text</li> <li>• Understand common social expressions in text on familiar topics</li> <li>• Recognize the organization and some prominent features of basic genres such as narrative, recount, description, procedure, and report</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p>Strategies and processes</p> <ul style="list-style-type: none"> <li>• reading strategies</li> <li>• oral language strategies</li> <li>• metacognitive strategies</li> <li>• writing processes</li> </ul> <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> <li>• language features</li> <li>• usage and conventions</li> </ul>

### Create and communicate (writing, speaking, representing)

- Express a main idea in simple text that is partially developed
- Provide some general details to support meaning
- Use strategies such as modelled form; repetitive patterns, repetitions, translators, formulaic structures, and dictionaries to produce text
- Use vocabulary including high-frequency, descriptive, and subject specific words
- Use simple sentences and simple compound sentences
- Use simple, conversational language in text for a few different purposes
- Provide an introduction, middle, and conclusion in a basic paragraph
- Connect ideas using common conjunctions, and time and sequence markers supported by templates and models as necessary
- Produce brief examples of a few basic personal, informational, imaginative genres (pieces of information about an object or thing, parts of a recount, descriptive words or phrases for a procedure) to suit purpose
- Use periods, capitalization, and some commas in lists
- Spell a range of familiar words accurately and use invented spelling as necessary
- Use regular plurals, possessive pronouns, prepositional phrases, regular verbs in continuous and simple past tenses, and irregular verbs in continuous and simple past tenses
- Edit and revise paragraphs for some word choice, punctuation, and regular spelling

## Instructional Support – Elaborations

### **Differentiation:**

Attend to the curricular outcomes and alter the resources, learner tasks, teaching strategies, student products and assessment based on the proficiency of English language learner.

- Provide process support: e.g., guided practice, strategic grouping, supportive templates, labelled graphic organizers with instructional support, cloze, group generated projects
- Provide scaffolded opportunities for students to demonstrate their learning with end products, such as scripted and practiced presentations, categorizing and labelling

### **Culturally Responsive Practices:**

Acknowledge the home language and prior knowledge of English language learners, support the use of the students' home languages to understand the English language and academic concepts, and encourage opportunities for students to share their cultures.

- Use first language buddies
- Ensure materials represent multicultural perspectives; e.g., food, shelters and structures, landforms
- Organize activities that reflect various cultures

### **Resources:**

Engage students through multimodal resources representing multiple perspectives.

- Regalia and visuals to build background knowledge
- Manipulatives
- Simple levelled texts, high interest/low vocabulary texts, modified texts, visually supported texts
- Video with an adjusted rate of speech, subtitles, essential concepts only
- Pre-selected websites and apps at an appropriate level
- Digital tools; e.g., translator dictionary, text-to-speech and speech-to-text software
- Interactive multimedia at appropriate level

### **Recommended Instructional Components:**

- Short daily grammar and speaking practices
- A vocabulary program that focus on continued acquisition of most-used English words
- Reading and listening programs that incorporates both fiction and non-fiction genres with questions that builds students' vocabulary, comprehension, critical thinking, and inferential skills.
- A writing program teaching students to write various types of complete sentences and paragraphs.
- Inquiry based projects incorporating group work, presentations, and technology.

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

Per term, sixty percent (60%) of the grade will be based on formative assessments. This portion of the grade will reflect the student's most consistent level of achievement throughout the course. Formative Assessment\* components will include, but not be limited to the following:

- Self/peer evaluation of written and oral work
- Grammar worksheets
- Presentations
- Classroom discussions
- Writing assignments
- Comprehension worksheets
- Vocabulary assignments
- Pair/group work
- Student conferencing

*\*Assessment will be done on an ongoing basis, and data collected will be used to inform the student on their level of achievement.*

Per term, sixty percent (40%) of the grade will be based on summative assessments\*. Components will include, but not limited to the following:

- Vocabulary quizzes and tests
- Unit tests
- Formal writing assessments
- Presentations and projects
- Portfolio assessment

*\*Assessments will be standards-based, age/grade-level appropriate, tied to instructional outcomes, purposeful, varied and clear.*

### **Learning Resources:**

Azar, B. S. (2011). *Fundamentals of English grammar fourth edition*. New York: Pearson Education.

Blanchard, K. & Root, C. (2010). *Ready to write: A first composition text*. New York: Pearson Education.

Broukal, M. (2001). *What a life! Stories of amazing people*. New York: Longman.

Broukal, M. (2011). *What a world 1: Amazing stories from around the world (2<sup>nd</sup> Ed.)*. New York: Pearson Education.

Broukal, M. (2011). *What a world 1: Listening*. New York: Pearson Education.

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## Football 10 Board/Authority Authorized Course

<b>School District/Independent School Authority Name:</b> School District #75 (Mission)	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> Mission SD #75
<b>Developed by:</b> Daniel Jakobs	<b>Date Developed:</b> April 2018 <b>Amended:</b>
<b>School Name:</b> Ecole Mission Secondaire/Secondary	<b>Principal's Name:</b> Jim Pearce
<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> Football 10	<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):** Students must have successfully completed P.E. 9

**Special Training, Facilities or Equipment Required:** The teacher should have a background in football with coaching experience. Level 1 NCCP Certification and attending current coaching workshops would be an asset. Facility access to a gym, weight room, track, classroom, football field and library. Equipment required: cones, skipping ropes, medicine balls, jumping hurdles, footballs, a variety of blocking pads, blocking sled, protective football equipment, athletic tape, videos, DVDs and whistles.

**Course Synopsis:** The objective of this course is to develop skills and enhance competency in football both as a player, and as a coach. Emphasis will be on skill development and coaching. In addition, this course includes units on Skill Development, Team Play, Offensive and Defensive Systems, Nutrition, Strength and Sport Specific Training and Journal Writing.

**Goals and Rationale:** This course has been developed to support students who want the challenge and tools to reach their maximum potential on, and off, the football field. Specific drills designed to develop fundamental football skills and a solid foundation of rules, strategies, and systems will create confidence and the desire to improve.

**Aboriginal Worldviews and Perspectives:**

- Mentorship/Leadership through Community Engagement (Coaching, Officiating touch football at the Elementary Level, and School Intramural Program)
- Engagement with Nature and the Outdoors
- Community: Family/Alumni Participation Day
- Traditional Teachings: Seven Grandfathers (Respect, Trust, Love, Honour, Humility, Bravery, Truth). Application to their individual and team goals.



**BIG IDEAS**

Personal fitness can be maintained and improved through regular participation in football-based activities and training principles.

Understanding our strengths, weaknesses and personal preferences will help us plan and achieve our goals

Understanding the factors that influence our health empowers us to take action to improve it.

Exploring a variety of football systems will increase and enhance our recognition of game play and personal growth within the sport.

Mentorship and Leadership in both the school and the community.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Physical Literacy</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Refine and apply movement skills in a variety of football related activities and environments;</li> <li><input type="checkbox"/> Apply and refine a variety of movement concepts and strategies in different activities;</li> <li><input type="checkbox"/> Apply methods of monitoring and adjusting exertion levels in situational activities; and</li> <li><input type="checkbox"/> Demonstrate safety, fair play, and leadership in all football activities.</li> </ul> <p>Health and Active Living</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in sport specific exercises to enhance and increase physical change to increase performance in the sport of football;</li> <li><input type="checkbox"/> Explain how developing competencies in football activities can increase confidence and encourage lifelong participation in the sport, or related sports;</li> <li><input type="checkbox"/> Plan ways to overcome potential barriers that affect participation in the sport of football;</li> <li><input type="checkbox"/> Pursue personal healthy-living goals by setting goals, planning how to achieve them, and reflecting on ongoing progress;</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p>Students are expected to know the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Proper technique for movement skills related to the sport of football;</li> <li><input type="checkbox"/> Movement concepts and strategies in both offensive and defensive systems;</li> <li><input type="checkbox"/> Ways to monitor and adjust physical exertion levels;</li> <li><input type="checkbox"/> Health benefits of different physical activities;</li> <li><input type="checkbox"/> Training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity;</li> <li><input type="checkbox"/> Potential short and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology;</li> <li><input type="checkbox"/> Sources of health information and their trustworthiness;</li> <li><input type="checkbox"/> Basic principles for responding to emergencies;</li> <li><input type="checkbox"/> Strategies to protect themselves, and others, from potential abuse, exploitation, and harm in a variety of officiating settings;</li> </ul>

- Analyze how health-related decisions, such as those related to healthy eating and substance use support the achievement of personal healthy-living goals;
- Social and community health;
- Develop skills for maintaining healthy relationships and responding to interpersonal conflict, including communication skills, negotiation strategies, and conflict resolution techniques;
- Create strategies for promoting the health and well-being of the school and community;
- Mental well-being; and
- Describe the relationship between physical activity, mental well-being and overall health.

- Influences of physical, emotional, and social changes on player identities and team relationships; and
- Strategies for goal-setting and self-motivation.

## Big Ideas – Elaborations

- The ability and willingness to explore new training techniques will have a critical role in achieving one's personal goals with regards to football skill development;
- Through opportunities to coach or assist at the elementary level, the student will acquire a skill-set that will lead to greater confidence and understanding of the progression needed to improve in football skills;
- Adopt a healthy lifestyle by committing to a lifelong plan;
- Organization skills will be fostered as the student will aid in the running of touch football games and tournaments;
- Communication skills will be enhanced as the student relates information through coaching, and peer feedback;
- Recognizing and controlling one's emotions to create an environment towards personal success in critical situations.

## Curricular Competencies – Elaborations

- Perform basic football skills (passing, catching, tackling, blocking, kicking, punting);
- Demonstrate leadership skills and clear communication through peer instruction and feedback;
- Identify and perform a variety of offensive and defensive skills and techniques ;
- Demonstrate the knowledge and ability to play all the different positions on the field;
- Demonstrate game like strategies and problem-solving skills on the field;
- Contribute to the school and community by officiating touch football games at local elementary schools;

- Effectively interpret and use appropriate football coaching signals;
- Demonstrate leadership and decision-making skills when officiating at the elementary level;
- Design and analyze a personal nutritional plan to suit specific needs;
- Understand the difference between Pre-Competition and Between-Event nutrition;
- Design a training program that suits individual needs.

## Content – Elaborations

**Skill Development:** Basic movement skills, passing, catching, tackling, blocking, stance and start;

**Game Knowledge:** Player roles, systems, coverage and transition. Defensive systems , zone cover 3, 2, and 4. Man cover 1, 2, and 0. Offensive systems , spread, I, goal line;

**Positional responsibilities:** Receiver, defensive back, D or O line, linebacker, running back, punter, place kicker ;

**Officiating:** Rules of officiating pertaining to scorekeeping, and refereeing. Code of Conduct relative to officials, players, coach and parent interactions;

**Nutrition:** Effects of different foods, water, energy drinks and supplements on the body. Learn how to refuel for maximum performance. Food choice at the right times: pre/post physical activity at both the competitive and recreational level can lead to improved performance in volleyball and promote lifelong benefits;

**Strength and Conditioning:** Exposure to different training methods. Plyometrics for power and strength, core conditioning, aerobic and anaerobic training, flexibility, muscular strength and endurance and specific training exercises to improve jumping (vertical);

**Fitness plans** that include goal setting, skill testing and journal entries; and

**Specific football skill monitoring methods** (shuttle run, vertical assessments, timed jump rope, power lifting, agility ladder exercises).

## Content – Elaborations

### Recommended Instructional Components:

- Direct and Indirect Instruction
- Interactive Instruction
- Modeling
- Self and Peer Analysis
- Peer and Partner Instruction
- Videotape
- Technological Instruction
- Guest Speakers
- Demonstration
- Group Work
- Journal Reflection

### Recommended Assessment Components:

- Ensure alignment with the Principles of Quality Assessment;
- Assessment will be continuous throughout the year and will weigh heavily on participation, self-reflection and practical work;
- Skills Evaluation: skills and fitness testing and progression;
- Participation/Attendance: class attendance/effort/participation mark;
- Leadership/Coaching: recommended hours of officiating or coaching completed;
- Journals: goal setting with regards to nutrition, physical fitness and training; and
- Self-assessments with regards to football skills progression.

**Learning Resources:**

- <http://footballcanada.com/resources-2/>
- <http://coach.ca/making-head-way-concussion-elearning-series-p153487>
- <https://www.coach.ca/> - NCCP football coaching training manuals
- Getting Stronger - Weight Training for Sport: Bill Pearle
- Board Authority Authorized Course: Requirements and Procedures

**Additional Information:**



## Hockey Skills 10 - 12 Board/Authority Authorized Course

<b>School District/Independent School Authority Name:</b> Mission Public Schools	<b>School District/Independent School Authority Number:</b> SD75
<b>Developed by:</b> Matt Szydlowski	<b>Date Developed:</b> March 19 2018 <b>Amended:</b>
<b>School Name:</b> Ecole Mission Secondary School	<b>Principal's Name:</b> Jim Pearce
<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> Hockey Skills 10 - 12	<b>Grade Level of Course:</b> 10 - 12
<b>Number of Course Credits:</b> 4.0	<b>Number of Hours of Instruction:</b> 120

### Board/Authority Prerequisite(s):

No prerequisites are required for this course.

### Special Training, Facilities or Equipment Required:

- Special Training: Hockey Coaching Training/Certification, First Aid Certification & NCCP Coaching Certification
- Facilities: Misson Leisure Centre, Ecole Mission Secondary School (gymnasium, weight room, fitness room)
- Equipment Required: During On-ice sessions, each student is required to wear complete hockey gear as outlined by Hockey Canada. During Off-Ice training sessions, students are required to be prepared with full P.E. strip.

**Course Synopsis:**

The Hockey Skills Program has been developed to offer student hockey players an individualized and team training program. Participants will develop hockey skills, fitness, training knowledge and nutritional information. Instruction will take place during on-ice sessions, off-ice training sessions and in classroom settings. The Technical Curriculum for the Program is based upon the Hockey Canada Skills Academy Curriculum. A leadership component will be blended into the program as well, instructing students to be effective leaders on and off the ice and positive contributing members to our school and community.

**Goals and Rationale:**

This course is offered in order to meet the needs of student hockey players in Mission, BC. Student athletes have the opportunity to receive individualized hockey instruction from a qualified teacher/instructor while earning academic credit towards their high school graduation requirements.

**Aboriginal Worldviews and Perspectives:**

We will spend time in this course indirectly and directly addressing each one of the areas in the Aboriginal Model of Self-Esteem. This includes the four interconnected aspects of self (Intellectual, Spiritual, Emotional-Mental and Physical). This course allows for a lot of self-reflection, self-evaluation and self-motivation to build one's character.



**BIG IDEAS**

Physical activity is an important part of overall health and well-being.

Participating safely in hockey requires communication, teamwork, and collaboration.

Preparation and organization helps players better engage in the game of hockey.

Participation in hockey allows for the development of skills in a complex and dynamic environment.

Through the hockey skills course, achieve the desired level of hockey skills that leads to lifelong enjoyment of the sport.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Physical literacy</b></p> <ul style="list-style-type: none"> <li>• Refine and apply hockey specific movement skills</li> <li>• Apply and refine a variety of movement concepts and strategies in hockey</li> <li>• Apply methods of monitoring and adjusting exertion levels in physical activity</li> <li>• Demonstrate safety, fair play, and leadership in hockey</li> </ul> <p><b>Healthy and active living</b></p> <ul style="list-style-type: none"> <li>• Participate in physical activities designed to enhance and maintain health components of fitness</li> <li>• Explain how developing competencies in hockey can increase confidence and encourage lifelong participation in the game</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• proper technique for movement skills in hockey</li> <li>• movement concepts and strategies</li> <li>• ways to monitor and adjust physical exertion levels</li> <li>• health benefits of playing hockey</li> <li>• how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, games, and outdoor activities as they relate to the sport of hockey</li> <li>• injury prevention and management</li> <li>• training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity</li> <li>• potential short- and long-term consequences of health decisions, including those involving</li> </ul>

- Critically analyze and explain health messages and investigate their potential influences on health and well-being
- Pursue personal hockey goals by setting goals, planning how to achieve them, and reflecting on ongoing progress
- Analyze how health-related decisions, such as those related to healthy eating, substance use, and sexual health, support the achievement of personal hockey goals

### **Social and community health**

- Develop skills for maintaining healthy relationships and responding to interpersonal conflict, including communication skills, negotiation strategies, and conflict resolution techniques with coaches and teammates
- Create strategies for promoting the health and well-being of the school and community

physical activity, healthy eating, sleep routines, and technology

- sources of health information and their trustworthiness
- signs and symptoms of stress, anxiety, and depression
- strategies for goal-setting and self-motivation

## **Big Ideas – Elaborations**

Students are learning the importance of physical fitness and its role in your overall well-being and happiness. Through active and regular participation in the Hockey Skills 10 – 12 course, students will develop their personal physical fitness to a greater standard that will assist in improving their overall health and well-being. Students will also learn the value in effective teamwork. Through the leadership component of the course, students will learn to work together in a team environment to achieve a common goal. Sample goals can include performance related goals (ex. Wins, points) as well as service goals in our community (ie. Volunteerism).

Through this course, students will also improve their personal skill sets. This improvement will lead to greater appreciation of the game of hockey with the goal of leading to life-long participation in the sport. Students will develop their aerobic and anaerobic conditioning, balance and quickness, core strength and stability. Students will also study, learn and create a nutritional plan as it relates to their performance in the course.

## **Curricular Competencies – Elaborations**

### **Physical Literacy**

An aerobic program combined with anaerobic conditioning enhances stamina which allows a player to compete for an extended period of time before the accumulation of lactic acid in the body exceeds in ability to remove it. Students will build and maintain their aerobic and anaerobic condition through a variety of techniques. Running and interval training are some of the activities that will be used to increase aerobic and anaerobic stamina.

Students will also master the individual technical skills required for advanced level of play in hockey. In this course, students will address the changes that will need to be made to improve in any given skill area including stick handling, passing, power skating, shooting and positional play.

### **Healthy and Active Living**

Athletes often have inadequate nutritional knowledge and poor nutritional habits which can have a negative impact on athletic performance. Knowing what to eat and drink before, during and after a game are critical towards top-level performance.

Students will also practice goal-setting as it pertains to their personal and team goals for the course.

## Social and Community Health

A leadership component will be blended into the program, instructing students to be effective leaders on and off the ice and positive contributing members to our school and community.

## Content – Elaborations

- demonstrate a willingness to participate in a wide range of activities that enhance aerobic and anaerobic conditioning
- show a commitment to an active lifestyle as an importance component to the course
- demonstrate and evaluate their personal growth in overall fitness levels and performance
- apply an understanding of body mechanics (balance, motion, force) to improve overall agility and quickness
- demonstrate with efficiency, rapid repetitive and non-repetitive movements
- demonstrate increasing competence in using agility equipment in improving agility and quickness
- demonstrate a willingness to participate in core exercises that increase stability and strength
- show a measureable degree of growth in core strength and stability
- demonstrate correct technique and safety protocols while working with weight machines and free weights
- show measureable growth in strength by recording their personal achievement in a fitness journal or log book
- set reasonable and attainable goals
- design a healthy menu that meets the needs and requirements for their active lifestyle and body sizes/shapes
- analyze and explain the effects that nutrition has on body systems before, during and after participation in hockey practices/games
- demonstrate the understanding of the chemical make-up of specific food groups
- demonstrate appropriate behavior on and off the ice, within the program and outside of it in the community
- apply leadership skills related to the game
- demonstrate proper etiquette and fair play principles as a coach and player
- identify potential careers or entrepreneurial ventures associated with hockey
- design and deliver a practice to plan to Hockey Canada's curriculum standards using various techniques in drill design
- maintain a hockey journal
- proper warm-up and cool-down activities
- development of the following hockey specific skills at the Midget level:

1. puck control
2. dekes
3. face offs
4. forehand pass
5. backhand pass
6. saucer pass
7. snap pass
8. bank pass
9. receiving a pass
10. edge balance
11. stride
12. sculling
13. crossovers
14. starting
15. stopping
16. forward skating
17. backward skating
18. turns
19. pivots

20. shooting accuracy
21. blade/puck relationship
22. follow through
23. wrist shots
24. slap shots
25. snap shots
26. one-timers
27. goalie dekes
28. angling
29. stick check
30. pinning
31. body positioning
32. stick positioning
33. gap control
34. breakouts
35. fore-checks
36. defensive zone setup
37. offensive zone coverage
38. neutral zone coverage

### **Recommended Instructional Components:**

- Direct Instruction
- Indirect Instruction
- Interactive Instruction
- Modeling
- Videotaping
- Performance Analysis
- Skills Training Videos
- Fitness Assessments
- Skills Assessments

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

- **DO:** Participation
- **KNOW:** Skill Development
- **UNDERSTAND:** Knowledge Acquisition

Assessment in this course will be aligned with the following principles of quality assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

### **Learning Resources:**

Hockey Canada Curriculum Guide and Practice Plan Resource and website

### **Additional Information:**

Equipment Required: During On-ice sessions, each student is required to wear complete hockey gear as outlined by Hockey Canada



## Lacrosse Academy Board/Authority Authorized Course

<b>School District/Independent School Authority Name:</b>	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> Mission SD#75
<b>Developed by:</b> Mike Miller adapted by Tania Symons	<b>Date Developed:</b> April 2018 <b>Amended:</b>
<b>School Name:</b> Ecole Mission Secondaire/Secondary	<b>Principal's Name:</b> Jim Pearce
<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> Lacrosse Academy	<b>Grade Level of Course:</b> Grade 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120 hours

**Board/Authority Prerequisite(s):**

**Special Training, Facilities or Equipment Required:**

The teacher should have a background in lacrosse with level 1 coaching certification and experience. Teacher should have strength and athletic conditioning courses. Facility access to a gym, weight room, Mission sports park, classroom and library. Special equipment required: lacrosse balls, lacrosse nets, lacrosse backstop nets.

## **Course Synopsis:**

The objective of this course is to develop understanding and fundamentals in lacrosse. The course will allow students to enhance competencies by progressing through specified levels. The course will be comprised of four elements: technical, theory, practical components and leadership. Elements of skill Development, Team Play, Offensive and Defensive Systems, Nutrition, Strength and Sport Specific Training and Journal Writing and service work will be included in the four elements. Service work may include: hosting lacrosse camps for elementary schools as well as the lacrosse community. Elements of sport psychology will be covered including self-talk and mental training.

## **Goals and Rationale:**

This course has been developed to support students who want the challenge and tools to reach their maximum potential on, and off, the field. Specific drills designed to develop fundamental lacrosse skills and a solid foundation of rules, strategies, and systems will create confidence and the desire to improve. This course will support and encourage students toward a varsity experience playing lacrosse.

## **Aboriginal Worldviews and Perspectives:**

- Mentorship/Leadership through Community Engagement (Coaching at the Elementary and Middle school Level, and community skills camps);
- Engagement with Nature and the Outdoors;
- Community: Family/Alumni Participation Day; and
- Traditional Teachings: Seven Grandfathers (Respect, Trust, Love, Honour, Humility, Bravery, Truth). Application to their individual and team goals.



### BIG IDEAS

Understanding our strengths, weaknesses and personal preferences will help us plan and achieve our goals

Mentorship and Leadership

Personal fitness can be maintained and improved through regular participation in lacrosse-based activities and training principles.

Understanding the factors that influence our health empowers us to take action to improve it.

Trying a variety of lacrosse systems will increase and enhance our understanding of team play and individual growth within the sport

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><u>Physical Literacy</u></p> <ul style="list-style-type: none"> <li>Refine and apply movement skills in a variety of lacrosse related activities and environments;</li> <li>Apply and refine a variety of movement concepts and strategies in different activities;</li> <li>Apply methods of monitoring and adjusting exertion levels in situational activities; and</li> <li>Demonstrate safety, fair play, and leadership in physical activities.</li> </ul> <p><u>Health and Active Living</u></p> <ul style="list-style-type: none"> <li>Participate in sport specific exercises to enhance and increase physical change to increase performance in the sport of lacrosse;</li> <li>Explain how developing competencies in lacrosse activities can increase confidence and encourage lifelong participation in the sport;</li> <li>Plan ways to overcome potential barriers that affect participation in the sport of lacrosse;</li> <li>Pursue personal healthy-living goals by setting goals, planning how to achieve them, and reflecting on ongoing progress;</li> <li>Analyze how health-related decisions, such as those related to healthy eating and substance use support the achievement of personal healthy-living goals;</li> <li>Social and community health;</li> <li>Develop skills for maintaining healthy relationships and responding to interpersonal conflict, including communication skills, negotiation strategies, and conflict resolution techniques;</li> <li>Create strategies for promoting the health and well-being of the school and community;</li> <li>Mental well-being; and</li> <li>Describe the relationship between physical activity, mental well-being and overall health.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Proper technique for movement skills related to the sport of lacrosse;</li> <li>Movement concepts and strategies in both offensive and defensive systems;</li> <li>Ways to monitor and adjust physical exertion levels;</li> <li>Health benefits of different physical activities;</li> <li>Training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity;</li> <li>Potential short and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology;</li> <li>Sources of health information and their trustworthiness;</li> <li>Basic principles for responding to emergencies;</li> <li>Strategies to protect themselves, and others, from potential abuse, exploitation, and harm in a variety of sport settings;</li> <li>Influences of physical, emotional, and social changes on player identities and team relationships; and</li> <li>Strategies for goal-setting and self-motivation.</li> </ul>

## Big Ideas – Elaborations

- The ability and willingness to explore new training techniques will have a critical role in achieving one's personal goals with regards to lacrosse skill development;
- Through opportunities to coach or assist at the elementary & middle school level, the student will acquire a skill-set that will lead to greater confidence and understanding of the progression needed to improve lacrosse skills;
- Adopt a healthy lifestyle by committing to a lifelong plan;
- Organization skills will be fostered as the student will aid in the running of skills camps and tournaments;
- Communication skills will be enhanced as the student relates information through game play, coaching, and peer feedback;
- Recognizing and controlling one's emotions to create an environment towards personal success in critical situations.

## Curricular Competencies – Elaborations

- Perform basic lacrosse skills (passing, catching, groundballs, shooting, dodging, footwork, offensive skills, defensive skills).
- Demonstrate an understanding of the techniques to successfully instruct players through a practice
- Demonstrate leadership skills and clear communication through peer instruction and feedback;
- Identify and perform a variety of offensive and defensive skills and techniques (slide packages, clears, rides and offensive formations)

- Demonstrate the knowledge and ability to play all the different positions on the field
- Demonstrate game like strategies and problem-solving skills on the field
- Contribute to the school and community by hosting skills camps and teaching in elementary and middle school PE classes;
- Effectively interpret lacrosse officiating signals;
- Demonstrate leadership and decision-making skills when teaching young players at the elementary & middle school levels;
- Design and analyze a personal nutritional plan to suit specific needs;
- Understand the difference between Pre-Competition and Between-Event nutrition;
- Design a pre-season, in-season, and post season training program that suits individual needs.

## Content – Elaborations

**Skill Development:** Basic movement skills, pass, catch, shoot, groundball pick-up, first develop these skills in a static environment then dynamic (under pressure).

**Game Knowledge:** Player roles, systems, coverage and transition. Defensive systems, Offensive systems, Transition play Man-up & Man down situations.

**Positional responsibilities:** Goalie, defender, attackman, Long stick midfield, offensive midfield;

**Officiating:** Rules of officiating pertaining to scorekeeping, lining, and refereeing. Code of Conduct relative to officials, players, coach and parent interactions;

**Nutrition:** Effects of different foods, water, energy drinks and supplements on the body. Learn how to refuel for maximum performance. Food choice at the right times: pre/post physical activity at both the competitive and recreational level can lead to improved performance in lacrosse and promote lifelong benefits;

**Strength and Conditioning:** Exposure to different training methods and Periodization techniques.

Fitness plans that include goal setting, skill testing and journal entries; and

Specific lacrosse skill monitoring methods (2400m run, 40 yard dash, push-up, squat, core, agility standard, wall ball timed test).

### Recommended Instructional Components:

- Direct and Indirect Instruction
- Interactive Instruction
- Modeling
- Self and Peer Analysis
- Peer and Partner Instruction
- Video Analysis
- Guest Speakers
- Guest Coaches
- Demonstration
- Group Work
- Journal Reflection

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

- Ensure alignment with the [Principles of Quality Assessment](#);
- Assessment will be continuous throughout the year and will weigh heavily on participation, self-reflection and practical work;
- Skills Evaluation: skills and fitness testing and progression;
- Participation/Attendance: class attendance/effort/participation mark;
- Leadership/Coaching: recommended hours of coaching in skills camps completed;
- Journals: goal setting with regards to nutrition, physical fitness and training; and
- Self-assessments with regards to lacrosse skills progression.

**Learning Resources:**

- BCLA website and resource manuals
- Community Coach Development – Men's field lacrosse manual
- NCCP competitive coach manual
- Complete Conditioning for Lacrosse – Tom Howley
- Exercise Technique Manual for Resistance Training - NSCA
- Board Authority Authorized Course: Requirements and Procedures
- QBQ! The Question Behind the Question – John G. Miller
- The Hard Hat – John Gordon
- Go For It!! A Mental Training Manual for Coaches and Athletes

**Additional Information:**



## Leadership 10 Board/Authority Authorized Course

<b>School District/Independent School Authority Name:</b> Mission Public Schools	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD 75
<b>Developed by:</b> Mike Schneider/Teena Brown	<b>Originally Approved:</b> April 2018 <b>Amended:</b> April 2018
<b>School Name:</b> Ecole Mission Secondaire/Secondary	<b>Principal's Name:</b> Jim Pearce
<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> Leadership 10	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100 hours

**Board/Authority Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:** None, attendance at various Leadership conferences as deemed necessary/warranted

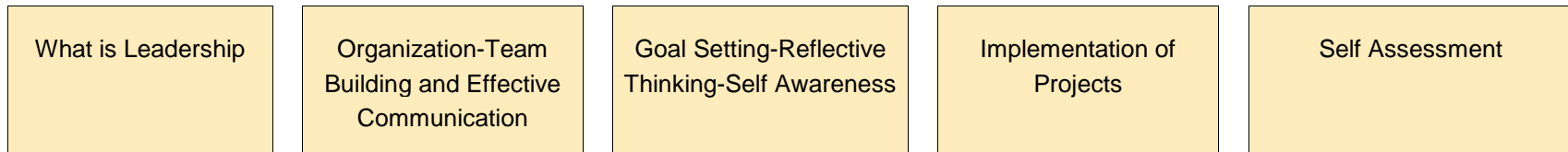
**Course Synopsis:** This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image and awareness, goal setting, decision making, time management, communication, school and community service, public relations, conflict resolution and an understanding of various leadership styles/models/characteristics.

**Goals and Rationale:** Effective leaders with a strong foundation in self awareness, ethical decision making and interpersonal skills are needed today in our schools, our economy and in our communities. The mission of education is to develop in the student the knowledge, skills and attitudes to contribute to and be productive members of the greater society. It is with this in mind that the Leadership 10 course is proposed. Through this course students will develop personal skills, build positive attitudes toward both self and society, and will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of contributing to their communities and being of service to others.

**Aboriginal Worldviews and Perspectives:** Leadership 10 will incorporate the following worldviews and perspectives throughout the course:

- a) Encourage student self-awareness grounded in knowledge of family origins, cultural background, place of origin, allegiance and affiliation, citizenship, and other identity “markers.” Student self-expression via writing, speaking, and representation is an opportunity to address and revisit this theme at various stages during the course of Leadership 10
- b) Give students opportunities to apply and demonstrate the skills associated with oral storytelling: memorize, internalize, and present their own experiential stories and listen and respond to those of peers.
- c) Incorporation of hands-on learning experiences for students during Leadership 10.

## BIG IDEAS



## Learning Standards

<b>Curricular Competencies</b>	<b>Content</b>
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*Students are expected to do the following:*

- identify characteristics of leadership
- identify different Leadership styles
- understand and demonstrate accountability and responsibility
- demonstrate and apply decision making skills
- develop and express appropriate responses to issues or problems
- demonstrate and understanding of effective planning
- identify and understand the functional and non-functional roles of each individual in a group
- relate the importance of personal strengths, values, self awareness to a variety of leadership roles
- demonstrate an understanding of the importance of communication skills for effective leadership (verbal, non-verbal, 2 way, listening, written)
- develop the capacity for reflective thinking
- apply effective public relations skills

*Students are expected to know the following:*

- know the 20-60-20 rule of leadership
- know their strengths and weaknesses when preparing for a leadership role through self awareness
- identify their leadership style
- know how to engage in reflective practice and thinking
- how to assess the success of their project implementation and execution
- know how to be an effective communicator in both large and small group settings
- know and assess their personal role and contribution as part of a larger group
- know how to identify and implement SMART goal setting
- understand the techniques used to develop a positive school culture
- the impact of mass-media and advertising in swaying public opinion and promotion of a cause



## **Big Ideas – Elaborations**

- Leadership qualities can be learned and are skill-based; leaders seek to provide others with maximum opportunities to achieve success.
- Leadership is best learned through a service to others model that relies on an understanding of ourselves, group dynamics and identification of shared interests and goals.
- Self assessment and reflective practice are integral aspects of leadership which can be developed as part of a leadership skill set.

## **Curricular Competencies – Elaborations**

- leadership characteristics - ethics, empathy, determination, selflessness, selfishness, proactiveness, resiliency, honesty, organized, humility etc.
- top down/bottom up and authoritarian/authoritative/laissez faire/democratic leadership styles
- ethical decision making model
- identify, plan, execute and assess a variety of projects (large and small)
- understand how self awareness and personal strengths/characteristics can influence people's roles in large and small group dynamics
- identify how to manage projects so as to draw on the collective strengths of all group members to ensure group ownership of the project
- awareness of verbal/non-verbal cues while communicating, listening skills, rephrasing for understanding, use of language/writing to effectively communicate ideas and offer feedback

## Content – Elaborations

**Smart Goals:** Specific, Managable, Attainable, Realistic, Timely

**20/60/20 Rule of Leadership:** 20% of people have bought in, 60% of the people need to be lead/swayed, and 20% of the people will likely never buy in/be swayed.

**Strengths:** skills/characteristics that are highly developed in an individual

**Weaknesses:** skills/characteristics that are in the process of being developed in an individual

**Reflective Thinking:** the ability to honestly assess ourselves or our involvement to determine areas for future growth

**Project Implementation:** the planning, organization, execution, wrap up and assessment of a project undertaken as part of an education or charity initiative

**Communication:** effectively exchanging ideas with others (verbal and non-verbal)

**Personal Role:** how we as individuals fit in with the larger group dynamic and the role that we assume or are given as part of that group

**Leadership Style:** a philosophy of leadership and how that manifests itself in our leadership actions

**Ethical Decision Making:** establishing facts, identify options and consequences, evaluate and choose an option and implement a decision

### Recommended Instructional Components:

Direct Instruction • Demonstrations • Modelling • Simulations • Student-in-Role • Peer teaching • Experiential Learning • Reflective Writing

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

Journaling • Peer Assessment • Self-Assessment • Performance Assessment

### Learning Resources:

### Additional Information:



## Rugby 10 Board/Authority Authorized Course

<b>School District/Independent School Authority Name:</b> Mission #75	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> Mission #75
<b>Developed by:</b> Sandy Chambers & David Chambers	<b>Date Developed:</b> April 2018 <b>Amended:</b>
<b>School Name:</b> Ecole Mission Secondaire/Secondary	<b>Principal's Name:</b> Jim Pearce
<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> Rugby 10	<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):

### Special Training, Facilities or Equipment Required:

The teacher should have a background in rugby with coaching experience, level 1 NCCP Certification and a demonstrated willingness to attend current coaching clinics would be an asset. Facility: access to a playing field, gymnasium, weight room, track, computers and a classroom with Internet access. Equipment required: rugby balls

### Course Synopsis:

The objective of this course is to develop skills and enhance competency in rugby activities as a player, assistant referee and referee. Students will work through World Rugby's online Rugby Ready Courses with an opportunity to complete a Referee Certification Course. This course includes units on Individual Skill Development, Unit Play, Team Play, Nutrition, Strength and Conditioning, Sport Specific Training and Journaling. Goals and Rationale: This course has been developed for students who seek a challenge to reach their potential on and off the rugby field. The course embodies the core values of rugby and will foster student self-confidence and the desire to improve through a variety of rugby activities designed to develop their individual and team skills.

### Aboriginal Worldviews and Perspectives:

- Mentorship/Leadership through community and school engagement
- Community: Family/Alumni Participation Days
- Traditional Teachings: Seven Grandfathers (Respect, Trust, Love, Honour, Humility, Bravery, Truth) and the alignment to Rugby Core Values

Rugby Core Values - <https://www.worldrugby.org/welcome-to-rugby/rugbys-values>

1. **Integrity** - Integrity is central to the fabric of the game and is generated through honesty and fair play.
2. **Passion** – Rugby people have a passionate enthusiasm for the game. Rugby generates excitement, emotional attachment and a sense of belonging to the global rugby family.
3. **Solidarity** – Rugby provides a unifying spirit that leads to life-long friendships, camaraderie, teamwork and loyalty, which transcends cultural, geographic, political and religious differences.
4. **Discipline** – Discipline is an integral part of the game both on and off the field and is reflected through adherence to the laws, the regulations and rugby's core values.
5. **Respect** - Respect for teammates, opponents, match officials and those involved in the game is paramount.

- Importance of rugby in Maori culture – potential for growth and benefits (NZRU visit to Matsqui First Nation)

### BIG IDEAS

Participation in rugby allows for the development of skills in a complex and dynamic game environment.	Following proper training techniques and guidelines helps us to stay safe when playing rugby.	Understanding and following the core values of rugby enable us to take our place in a world community.	Participating in a variety of rugby activities will increase and enhance our recognition of game play and personal growth through sport
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### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Rugby activity skills and healthy living</b></p> <ul style="list-style-type: none"> <li>participate in a variety of rugby activities designed to enhance and maintain the health components of fitness</li> <li>develop and demonstrate a variety of skills to effectively and safely participate in rugby activities</li> <li>explain nutritional considerations and other requirements for participation in rugby training and games</li> <li>explain how developing competence in rugby activities can increase confidence encourage life long participation</li> </ul> <p><b>Principles of training</b></p> <ul style="list-style-type: none"> <li>develop and demonstrate appropriate exercise techniques for a variety of rugby activities</li> <li>identify and describe how different types of rugby activities influence the muscular, neurological and cardiovascular systems</li> <li>create and implement a personalized fitness program appropriate to a variety of rugby activities</li> </ul> <p><b>Social responsibility</b></p> <ul style="list-style-type: none"> <li>demonstrate a variety of leadership skills in different rugby activities</li> <li>demonstrate appropriate behaviours in different types of rugby activities and environments</li> <li>understand and apply best practices of risk management in different types of</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>proper physical movement patterns, including non-locomotor, and manipulative skills</li> <li>movement concepts and strategies in both offensive and defensive systems</li> <li>ways to monitor and adjust physical exertion levels</li> <li>rules and guidelines for different rugby activities</li> <li>physical activity safety and etiquette</li> <li>benefits of physical activities to health and mental well-being</li> <li>the roles of various nutrients and how they can affect health and performance</li> <li>best practices of injury prevention and management</li> <li>techniques for organizing and supervising rugby activities</li> <li>strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings</li> <li>influences of physical emotional and social changes on player identities and team relationships</li> <li>strategies for goal setting and self motivation</li> <li>potential consequences of health decisions, including substance misuse</li> <li>healthy eating guidelines</li> </ul>

rugby activities for self and others	
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## Big Ideas – Elaborations

- The ability and willingness to explore a variety of training techniques will enhance the student's ability to achieve one's personal goals with regards to rugby skill development
- The student will adopt a healthy lifestyle by committing to a lifelong plan
- The student will recognize and control emotions to develop an environment which promotes personal and team success in critical situations

## Curricular Competencies – Elaborations

- Perform a variety of rugby skills
- Demonstrate leadership skills and clear communications through analysis of various strategic and tactical situations in a variety of rugby activities
- Identify and perform a variety of offensive and defensive skills and techniques
- Demonstrate the knowledge and ability to play different positions within the subunits of the game
- Demonstrate appropriate strategies, tactics and problem solving techniques in various rugby activities
- Develop and implement a personal fitness and nutritional plan
- Analyze how health-related decisions, such as those related to healthy eating and substance use support the achievement of personal healthy-living goals;
- Plan ways to overcome potential barriers that affect participation in the sport of rugby

## Content – Elaborations

**Skill Development:** Basic movement skills, passing, catching, evasion, tackling, ball in contact, kicking.

**Positional responsibilities:** Front row forwards, second row forwards, back row forwards, halfbacks, centres, wings and fullback.

**Game Knowledge:** Principles of play, player roles, offensive systems, defensive systems, counterattack, restarts.

**Officiating:** Laws of the game, age-grade law variations, playing variations, role of the referee, role of the referee assistant and Code of Conduct regarding officials, players, coach and spectator interactions.

**Nutrition:** Effects of different foods, fluids, supplements, micro and macronutrients on the body. Nutrition for growth, competition and recovery and the effect each stage has on performance.

**Strength and Conditioning:** Application of training principles, FITT, SAID, components of fitness as they relate to rugby. Position specific strength requirements and their development



### **Recommended Instructional Components:**

- Direct and indirect instruction
- Drill-repetition-practice-feedback,
- Technological instruction, including video tape
- Self and peer analysis
- Goal setting
- Interactive Instruction
- Peer and Partner Instruction

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

- Skill assessment
  - Growth in abilities throughout the duration of the course & fitness testing
- Participation/Attendance: class attendance/effort/participation mark;
- Journals
  - Nutrition
  - Fitness
  - Recovery
  - Goal setting
  - Self reflection

### **Learning Resources:**

World Rugby Website: <https://www.worldrugby.org/>

Rugby Canada: <https://rugby.ca/en>

BCRU: <http://www.bcrugby.com/>

NZRU: <http://www.nzrugby.co.nz/>

The Rugby Site: <https://www.therugbysite.com/>

### **Additional Information:**



## Self-Efficacy 10 Board/Authority Authorized Course

<b>School District/Independent School Authority Name:</b> Mission	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD 75
<b>Developed by:</b> Kevin Watrin	<b>Date Developed:</b> March 2018 <b>Amended:</b>
<b>School Name:</b> Fraserview Learning Centre	<b>Principal's Name:</b> Kevin Watrin
<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> Self-Efficacy	<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):

Students would be recommended by the District Referral Committee

### Special Training, Facilities or Equipment Required:

### Course Synopsis:

This course is designed to expose students to ways in which they can develop and enhance their self-efficacy. Helping students to explore the power they have to affect situations will influence both the ability a student has to face challenges competently and the choices a student is most likely to make. Learning outcomes for the course are grouped under social-emotional learning themes, focusing on the development of self- and social awareness and self- and relationship management skills. By exposing students to diverse situations and interaction, students will begin to develop personal values. Students will be exposed to strategies and skills to aid them in communication, interpersonal relations, and conflict management while taking responsibility for their decision-making and problem solving. As a culmination, students reflect on their progress and personal goals, and begin to consider how they can create new possibilities for themselves.

**Goals and Rationale:**

This course is for students with social, emotional, and/or behavioural barriers to their learning and who have been recommended through the School Based Resource team and/or Counsellor. These students need additional supports to reach their full potential. This course has been designed to help meet the learning needs and the emotional needs of students who need a structured framework of providing social-emotional support, providing advocacy on behalf of the student, and fostering the development of self-efficacy and independence. It will allow students to develop strategies for resolving conflict and managing stress in social contexts by teaching self and social awareness, and self and relationship management. This course supports and encourages students to explore who they are as valued individuals and to explore ways to make positive changes in their lives by exploring what they value and who they want to become.

**Aboriginal Worldviews and Perspectives:**

“Connectedness and Relationships”

“Encourage student self- awareness grounded in knowledge of family origins, cultural background, place of origin, allegiance and affiliation, citizenship, and other identity ‘markers’. Student self-expression via writing, speaking, and representation is an opportunity to address and revisit this theme at various stages during their K-12 schooling”

(taken from FNESC website)

**BIG IDEAS**

Self-Awareness & Recognition

Self-Management & Organization

Social Awareness & Communication

Building Positive Relationships

Decision Making & Responsibility

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>It is expected that students will:</p> <ul style="list-style-type: none"> <li>- Explore different emotions and how emotions can influence daily living</li> <li>- Explore different learning styles, life skills, and personal attributes to gain an understanding of personal strengths, needs, and values</li> <li>- Explore personal interests and dis-interests to work towards being able to describe themselves</li> <li>- Explore different strategies to manage impulse control</li> <li>- Explore a variety of strategies to manage stress and anxiety</li> <li>- Explore strategies to aid organizational and time management</li> <li>- Explore strategies to aid in planning and goal setting</li> <li>- Demonstrate ownership of their behaviour</li> <li>- Recognize the importance of treating others with respect</li> <li>- Explore a variety of social norms</li> <li>- Challenge themselves by exploring perspectives that are different from their own</li> <li>- Explore different appropriate communication skills (verbal and non-verbal)</li> <li>- Explore making positive contributions to the establishment of group goals</li> <li>- Develop the ability to positively contribute to reaching group goals</li> <li>- Demonstrate ways to appropriately seek and provide help</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Personal Development</b></p> <ul style="list-style-type: none"> <li>➤ goal setting strategies</li> <li>➤ personal strengths and needs</li> <li>➤ strategies to manage stress, anxiety and impulse control</li> <li>➤ where to seek help for emotional needs</li> <li>➤ time management</li> </ul> <p><b>Connections to Community</b></p> <ul style="list-style-type: none"> <li>➤ importance of respect toward others</li> <li>➤ variety of societal norms (cultural/religious/lifestyle)</li> <li>➤ how to work toward a group goal</li> </ul>

## Big Ideas – Elaborations

### **Self-Awareness & Recognition**

- Students will be introduced to and guided activities that require them to be reflective. In doing so, students will work to develop a greater understanding of themselves as an individual.

### **Self-Management & Organization**

- Students will be introduced to and guided through activities that require them to be reflective. In do so, students will work to identify personal strength and needs, and will be exposed to strategies that will help them emphasize strengths and work to strengthen needs.

### **Social Awareness & Communication**

- Both individually and in groups, students will be introduced to and guided through activities that require them to be reflective when working with and considering others. In doing so, students will be exposed to different ways of thinking and acting, and work to develop a greater understanding of the people around them.

### **Building Positive Relationships**

- Both individually and in groups, students will be introduced to and guided through activities that challenge them to react to both formal and informal social settings. In doing so, students will be exposed to positive relationship development skills and strategies, and work to develop a greater understanding of appropriate relationship interactions.

### **Decision Making & Responsibility**

- Both individually and in groups, students will be introduced to and guided through activities that require them to reflect on the decisions they make. In doing so, students will be exposed to different decision-making strategies, and work to understand how decisions impact outcomes.

## Learning Resources:

- Workshops provided through various community partners (Fraser House, Fraser Health Authority, MCFD, Community Youth Outreach Workers, Safe Online Outreach Society etc.) e.g. Understanding Anxiety and Depression, Let's Talk Shop, Drug and Alcohol Prevention presentations, Career counselling, Collaborative Problem-Solving methods, Art Therapy, etc.
- Lagging skills checklists, unsolved problem goal sheets (Ross Green)
- IEP Goal Setting templates
- Visual Journals
- The Explosive Child (2006), Lost at School, Ross Greene, 2008
- Self-Regulation Research Materials: Stuart Shanker
- Teaching Self-Efficacy through Personal projects:

[http://www.ascd.org/publications/educational\\_leadership/may12/vol69/num08/Teaching\\_Self-Efficacy\\_with\\_Personal\\_Projects.aspx](http://www.ascd.org/publications/educational_leadership/may12/vol69/num08/Teaching_Self-Efficacy_with_Personal_Projects.aspx)

- Beyond Monet: The Artful Science of Instructional Integration, Barrie Bennett, (2002)
- Articles, information and videos on the internet related to self-efficacy
- Project-Based Learning Resources such as: [http://www.bie.org/tools/online\\_resources/pbl-online](http://www.bie.org/tools/online_resources/pbl-online)
- Mindfulness Resources such as MindUp, Mindshift, Headspace
- Lifetime Learning Centre Society
- Fraser Valley Women's Resource Society
- Brendtro, Larry K., Martin Brokenleg, and Steve Van Bockern. (2002) Reclaiming Youth At Risk: Our Hope for the Future. Solution-Tree Press.
- Newfeld, Gordon and Gabor Mate. Hold on to Your Kids: Why Parents Need to Matter More Than Peers. (2004). Random House.

#### **Recommended Instructional/Assessment Components:**

The instructional component of the course may include the following: lectures, large and small group discussions, guest speakers, videos, online research, individual and group activities, student presentations, self-directed projects, as well as goal setting, tracking, and self-assessment activities.

Eighty percent (80%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the students' most consistent level of achievement throughout the course, although special consideration will be given to the more recent evidence of achievement.

Twenty percent (20%) of the grade will be based on a final evaluation of each student's visual journal, goal setting portfolio, presentation and/or another method of evaluation suitable to the course content and administered toward the end of the course.



## Volleyball Intelligence and Officiating 10 Board/Authority Authorized Course

<b>School District/Independent School Authority Name:</b> Mission Public Schools	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD 75
<b>Developed by:</b> Carolyn Chezzi, Adapted by Lorraine Mar	<b>Date Developed:</b> May 20, 2008 <b>Amended:</b> May 2018
<b>School Name:</b> Ecole Mission Secondaire/Secondary	<b>Principal's Name:</b> Mr. J Pearce
<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> Volleyball Intelligence and Officiating 10	<b>Grade Level of Course:</b> Grade 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Board/Authority Prerequisite(s):

Students must have successfully completed P.E. 9

### Special Training, Facilities or Equipment Required:

The teacher should have a background in volleyball with coaching experience. Level 1 NCCP Certification and attending current coaching workshops would be an asset. Facility access to a gym, weight room, track, classroom and library. Equipment required: cones, skipping ropes, medicine balls, jumping hurdles, volleyballs, volleyball nets and posts, athletic tape, videos, DVDs and whistles.

*Volleyball Intelligence and Officiating 10*

**Course Synopsis:**

The objective of this course is to develop skills and enhance competency in volleyball both as a player, and as an official. Emphasis will be on leadership and officiating, with an opportunity to complete a Referee Certification Course. Certification will provide the student with the necessary knowledge and specific tools needed for recreational and/or volunteer opportunities and may lead to a job. In addition, this course includes units on Skill Development, Team Play, Offensive and Defensive Systems, Nutrition, Strength and Sport Specific Training and Journal Writing

**Goals and Rationale:**

This course has been developed to support students who want the challenge and tools to reach their maximum potential on, and off, the court. Specific drills designed to develop fundamental volleyball skills and a solid foundation of rules, strategies, and systems will create confidence and competence. Using a combination of skill and knowledge to fulfill officiating and mentoring/coaching duties will not only be beneficial to the participant: other students, teachers and community members will also be rewarded by the student's accomplishments.

**Aboriginal Worldviews and Perspectives:**

- Mentorship/Leadership through Community Engagement (Coaching, Officiating at the Elementary Level, and School Intramural Program);
- Engagement with Nature and the Outdoors (Beach and Grass Court Game of Volleyball);
- Community: Family/Alumni Participation Day; and
- Traditional Teachings: Seven Grandfathers (Respect, Trust, Love, Honour, Humility, Bravery, Truth). Application to their individual and team goals.



**Course Name:  
Volleyball Game Intelligence and Officiating 10  
BIG IDEAS**

Understanding our strengths, weaknesses and personal preferences will help us plan and achieve our goals	Mentorship and Leadership	Personal fitness can be maintained and improved through regular participation in volleyball-based activities and training principles.	Understanding the factors that influence our health empowers us to take action to improve it.	Trying a variety of volleyball systems will increase and enhance our recognition of game play and personal growth within the sport.
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**Learning Standards**

Curricular Competencies	Content
<p><b><i>Students are expected to do the following:</i></b></p> <p align="center"><u>Physical Literacy</u></p> <ul style="list-style-type: none"> <li>Refine and apply movement skills in a</li> </ul>	<p><b><i>Students are expected to know the following:</i></b></p> <ul style="list-style-type: none"> <li>Proper technique for volleyball specific movement skills;</li> <li>Fundamental movement Skills. On-Ball Skills, Off-Ball Skills;</li> </ul>

*Volleyball Intelligence and Officiating 10*

- variety of volleyball related activities and environments;
- Apply and refine a variety of movement concepts and strategies in different activities;
- Apply methods of monitoring and adjusting exertion levels in situational activities; and
- Demonstrate safety, fair play, and leadership in physical activities.

#### Health and Active Living

- Participate in sport specific exercises to enhance and increase physical change to increase performance in the sport of volleyball;
- Explain how developing competencies in volleyball activities can increase confidence and encourage lifelong participation in the sport;
- Plan ways to overcome potential barriers that affect participation in the sport of volleyball;
- Pursue personal healthy-living goals by setting goals, planning how to achieve them, and reflecting on ongoing progress;
- Analyze how health-related decisions, such as those related to healthy eating and substance use support the achievement of personal healthy-living goals;
  - Social and community health;
- Develop skills for maintaining healthy relationships and responding to interpersonal conflict, including communication skills, negotiation

- Movement concepts and strategies in both offensive and defensive systems;
- Ways to monitor and adjust physical exertion levels;
- Health benefits of different physical activities;
  - Training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity;
- Potential short and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology;
- Sources of health information and their trustworthiness;
  - Basic principles for responding to emergencies;
- Strategies to protect themselves, and others, from potential abuse, exploitation, and harm in a variety of officiating settings;
- Influences of physical, emotional, and social changes on player identities and team relationships; and
  - Strategies for goal-setting and self-motivation.

- strategies, and conflict resolution techniques;
- Create strategies for promoting the health and well-being of the school and community;
  - Mental well-being; and
- Describe the relationship between physical activity, mental well-being and overall health.

### Big Ideas – Elaborations

- 
- The ability and willingness to explore new training techniques will have a critical role in achieving one’s personal goals with regards to volleyball skill development;
- Through opportunities to coach or assist at the elementary level, the student will acquire a skill-set that will lead to greater confidence and understanding of the progression needed to improve in volleyball skills;
  - Adopt a healthy lifestyle by committing to a lifelong plan;
- Organization skills will be fostered as the student will aid in the running of tournaments;
  - Communication skills will be enhanced as the student relates information through coaching, officiating, and peer feedback; and
- Recognizing and controlling one’s emotions to create an environment towards personal success in critical situations.

### Curricular Competencies – Elaborations

- Perform basic volleyball skills (forearm pass, overhand pass, footwork for attack)

approach, service delivery/placement, footwork for blocking and hand placement and reading the attacker to ensure position to dig the ball;

- Demonstrate leadership skills and clear communication through peer instruction and feedback;
- Identify and perform a variety of offensive and defensive skills and techniques (ex. Two arm dig, one arm, diving for a ball, overhand dig, roll shot, cut shot, tip);
- Demonstrate the knowledge and ability to play all the different positions on the court;
  - Demonstrate game like strategies and problem-solving skills on the court;
- Contribute to the school and community by officiating volleyball games at high school or local elementary schools;
  - Effectively interpret and use appropriate volleyball officiating signals;
- Demonstrate leadership and decision-making skills when officiating at the elementary level;
  - Design and analyze a personal nutritional plan to suit specific needs;
- Understand the difference between Pre-Competition and Between-Event nutrition; and
  - Design a training program that suits individual needs.

### Content – Elaborations

**Skill Development:** Basic movement skills, forearm pass, overhand pass, the attack, the serve, the block and the dig;

**Game Knowledge:** Player roles, systems, coverage and transition. Defensive systems 6-up vs. 6-back, service reception rotations. Offensive systems (6-0,5-1,6-2 or 4-2);

**Positional responsibilities:** Setter, left-side, middle, right side, libber;

**Officiating:** Rules of officiating pertaining to scorekeeping, lining, umpiring and refereeing. Code of Conduct relative to officials, players, coach and parent interactions;

**Nutrition:** Effects of different foods, water, energy drinks and supplements on the body. Learn how to refuel for maximum performance. Food choice at the right times: pre/post physical activity at both the competitive and recreational level can lead to improved performance in volleyball and promote lifelong benefits;

**Strength and Conditioning:** Exposure to different training methods. Plyometrics for power and strength, core conditioning, aerobic and anaerobic training, flexibility, muscular strength and endurance and specific training exercises to improve jumping (vertical);

Fitness plans that include goal setting, skill testing and journal entries; and

Specific volleyball skill monitoring methods (shuttle run, vertical assessments, timed jump rope, push ups, agility ladder exercises).

**Recommended Instructional Components:**

- Direct and Indirect Instruction
- Interactive Instruction
- Modeling
- Self and Peer Analysis
- Peer and Partner Instruction
- Videotape
- Technological Instruction
- Guest Speakers
- Demonstration
- Group Work
- Journal Reflection

**Recommended Assessment Components:**

- Ensure alignment with the [Principles of Quality Assessment](#);
- Assessment will be continuous throughout the year and will weigh heavily on participation, self-reflection and practical work;
- Skills Evaluation: skills and fitness testing and progression;
- Participation/Attendance: class attendance/effort/participation mark;
- Leadership/Coaching: recommended hours of officiating or coaching completed;
- Journals: goal setting with regards to nutrition, physical fitness and training; and
- Self-assessments with regards to volleyball skills progression.

**Learning Resources:**

- 3M Coaching Certification Program
- Volleyball Canada: Coaches Manual Level 1 & 2: *J. Pierre Baudin*
- Volleyball: Game, Theory and Drills: *Bernthold Frohner*
- Getting Stronger - Weight Training for Sport: *Bill Pearle*
- Board Authority Authorized Course: Requirements and Procedures
- Fraser Valley Volleyball Officiating Website
- Volleyball BC Website

**Additional Information:**

**ITEM 5.1      Information**

TO:                Committee of the Whole  
FROM:            Superintendent of Schools  
SUBJECT:        Summer School Update

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Mission Public Schools is pleased to announce the addition of several summer programmes for students.

Secondary Academic Support

Designed for students who have not successfully completed core academic courses during the regular year. Students undertake a 40-hour course (or courses) over mornings in July at Mission Senior Secondary to help them complete the course and support their transition to the next grade. Each class is approximately two hours a day.

Courses offered in July 2018 include:

- **English 9**
- **Math 9**
- **English 10**
- **A&W Math 10**
- **Social Studies 10**
- **Science 10**

More information regarding registration will come out shortly. Courses are free, but there is a \$50 deposit required, refunded at the successful completion of the course.

Trades Summer Camps

The **Trade Exploration 10-12** will run from July 3rd – July 20th at Riverside College, with classes running from 8:00am – 4:00pm.

Students will be learning Carpentry, Plumbing, and Electrical wiring (possibly some dry walling as well for grades 10-12) and will receive four credits towards Graduation.

A fee of \$150 will be charged to cover consumables and other associated costs. Registration is at Riverside College.

The **Girls' Middle School Camp** will run at Riverside College. Please contact Riverside College for more information.

**ITEM 5.2      Information**

TO:                Committee of the Whole  
FROM:            Trustee Loffler  
SUBJECT:        MSS Replacement

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Trustee Loffler will provide the Committee with an update on progress for the MSS Replacement action plan.

**Attachments:**

- a. Letter to Minister



May 1<sup>st</sup>, 2018

Honourable Rob Fleming  
Minister of Education  
PO Box 9045 Stn Prov Govt  
Victoria, BC V8W 9E2

Mr Fleming:

The Board of Education for Mission Public Schools would like to express its concern for the slow and enigmatic process of accessing capital to build new schools. While you may be aware that Mission is a growing district, you may not be aware that its growth is in fact greater than Surrey's on a per capita basis. Our space issues are exacerbated by several factors: first, the restored language has limited many class sizes and thus pushed us to open many more classrooms to accommodate the Collective Agreement; second, a decade ago the district went through the long and difficult process of closing, selling, repurposing, amalgamating, and reconfiguring our schools, which was the fiscally responsible thing to do - and we are now effectively being punished for it; and third, a growth in overall population that not only strains our physical capacity but also our parking lots, buses, student services and beyond. While we are aware that growth is a 'good problem', we have a number of elementary schools with no space when a child moves to the new subdivisions going up in the neighbourhood, and our Senior Secondary now has 11 portables adjacent to a school designed for 1100 students that now houses nearly 1400. While we love Mission Senior Secondary and its amazing staff, we are asking them to create 21<sup>st</sup> century learning opportunities in a building that dates to before the Korean War. Another older building in our district has a similar story; Hatzic Elementary was built in 1911 as a country school, and currently is faced with a massive development boom and has no seats available at most grades.

We know there are many demands on the Ministry for capital funds, and we would certainly advocate for an increased quantum in this area. In the interim, however, we are frustrated in part that we cannot discern by what process large capital grants are allocated; it seems that Mission is 'forgotten' with no indication of a timeline for major building replacement or extensions. We are further frustrated that Mission 'played by the rules', being fiscally cautious, and now has to contend with further pressures on its schools. In addition, we know that there can be a tremendously long delay time even once a funding announcement is made; sometimes it is more than a decade before a building comes to fruition. A further collateral issue in this process in SD75 has been our removal of community learning partners from our buildings, who in turn are finding difficulty with acquiring new space in Mission, challenging both our partnerships and their ability to support the people of Mission.

In summary, we would request the following for consideration:

1. Consideration of a new process for triggering capital projects in the education sector;
2. Clarity in such a process;

3. Specifically for Mission, we are hoping for a timeline on replacing our Senior Secondary, putting an expansion on Albert McMahon Elementary, and replacing Hatzic Elementary School.

We would like to extend an invitation to you to visit our terrific district first hand, to see the amazing work our staff is doing, and to understand the general pressure they and our community work under. Should you or your staff have further questions about Mission, its projected growth and business development, its school organisation, or any other aspect of our community please contact us for further discussion. We thank you for your work on behalf of all students in British Columbia and your consideration of this letter.

Sincerely,

Board of Education  
School District 75 (Mission)

EC            A Wilson, Superintendent of Schools  
                 C Becker, Secretary Treasurer  
                 B D'eith, MLA  
                 S Gibson, MLA  
                 DPAC, Mission  
                 J Nikolic, MTU  
                 F Howell, CUPE 593  
                 B Barber, MPVPA

DRAFT

**ITEM 5.3      Action**

TO:                Committee of the Whole  
FROM:            Board of Education  
SUBJECT:        Reserve Funds Policy

File No. 1020.20.#505 Reserve Funds Policy

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**Recommendation:**

**THAT the Draft Reserve Funds Policy be reviewed and forwarded to the May Board Meeting for approval.**

**Summary:**

In 2017, the Province issued the Financial Governance and Accountability Framework for School Districts. The District has started the process to incorporate the recommendations from the report, but more work is needed. The March committee meeting considered the full scope of the framework, and referred the surplus policy, the capacity building, and the audit committee recommendations to the April committee meeting for discussion.

**Background:**

The detailed report on Financial Governance and Accountability recommends that School Districts incorporate processes that are considered good practices for Financial Governance and Accountability for School District operations. The recommendations include adopting a policy with respect to the use of annual operating surplus funds by June 30, 2018. The draft policy was presented to the Committee of the Whole on April 10, 2018 and it was renamed as the Reserve Funds policy. The Board approved the policy in principle on April 17, 2018, and referred it for further public comment. No further comments have been received.

**Analysis and Impact:**

The 2017/2018 Budget - operating revenue calculations for the contingency portion of the policy:  
1% = \$615,088; 2% = \$1,230,175; 5% = \$3,075,438

**Policy, Regulation, Legislation:**

The policy is to provide guidance to staff as they review any annual operating surplus, to guide recommendations for the placement of the surplus funds into reserves.

**Public Participation:**

Included with the Committee of the Whole discussions, and additional opportunity to solicit comments following approval in principle.

**Implementation:**

May 15, 2018 – tentative final approval

**Attachments:**

- a) Draft Reserve Funds policy

<b>Section:</b>	<b>Finance</b>	
<b>Title:</b>	<b>Reserve Funds Policy</b>	<b>505</b>

### Purpose

To guide the accumulation and use of annual operating surplus funds.

### Policy

The School District strives to expend the annual operating budget as planned.

When the annual operating budget is not fully expended at the end of the school year, resulting in an annual operating surplus, the unexpended funds will be accumulated and used in accordance with the guidelines established with this policy.

In June, a review of the projected operating surplus and recommendations for potential restricted operating reserves shall be presented to the Board for consideration for the annual financial statement reporting. Any allocation of surplus funds will be confirmed by the Board with the annual financial statements.

### Guidelines

1. Contingency Reserve:
  - 1.1. Surplus funds shall first be used to establish a contingency reserve for emergency purposes.
  - 1.2. The contingency reserve shall have an accumulation target of 2% of total annual operating revenues.
  - 1.3. The contingency reserve may accumulate to a maximum of 5% of total annual operating revenues.
  - 1.4. The contingency reserve should maintain a minimum balance of 1% of total annual operating revenues.
2. Restricted Operating Reserve:
  - 2.1. Once the contingency reserve reaches the target accumulation (2% of revenue), additional surplus funds may be placed into a restricted operating reserve for a specific purpose for use within the next three school years.
3. Local Capital:
  - 3.1. Once the contingency reserve reaches the target accumulation (2% of revenue), additional surplus funds may be placed into local capital for a specific identified purpose for use within the next three school years.

- 4. Unrestricted Reserve:
  - 4.1. Once surplus funds have been set aside for the contingency reserve, restricted reserve, or local capital, any additional surplus funds shall be held in an unrestricted operating reserve.
- 5. Board approval is required to draw from the contingency, restricted, local capital, or unrestricted reserves with the annual or amended budget bylaw, or by board resolution if immediate action is necessary.
- 6. Funds held in the contingency reserve shall be used to cover an operating deficit, if necessary.

**Date of Original Board Approval:** \_\_\_\_\_, 2018

**Date Amended:**

*Legal Reference:*

*Cross Reference:*

DRAFT

**ITEM 6.1 Information**

**File No. 11100.10 Stave Falls**

TO: Committee of the Whole  
FROM: Secretary Treasurer  
SUBJECT: Draft Work Plan – Stave Falls Elementary School Reopening

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The following is a high-level overview of the plans for the repairs to the Stave Falls Elementary School, in preparation for the reopening of the School September 2019.

Roof:

- A more detailed assessment has determined that damage to the roof is more extensive than anticipated. Once the assessment is complete, the scope of work and design will be completed and a tender issued. This includes snow guard replacements, gutters, soffits, and fascia. The project is expected to be completed during the summer / fall of 2018.

Building exterior:

- The upper portion of the exterior walls will be prepped, cleaned and painted during the roofing project to complete the soffit and fascia repairs.
- Wood timbers to be cleaned & sealed – summer 2018
- Window coverings removed – spring 2019
- Walls, window and door casings repaired / painted – spring 2019
- Lighting: on building – installing summer 2018, in parking lot – installing spring 2019

Site:

- Repairing fields and other site damage, prepping the sites for playground equipment – summer 2018.
- Paving repairs – June 2019
- Septic field repairs – spring / summer 2019. May apply for capital project funding.

Electrical/Mechanical:

- HVAC Controls: Repairing controls to the system – summer / fall 2018
- Heating valves: late 2018
- Interior lighting controls: Replacing lighting control system – fall 2018
- IT wiring in building: fall 2018
- NGN connection: fall/winter 2018/2019
- WIFI Access Points: install fall 2018
- Internet / phones / PA and Bell systems: install spring 2019
- Boiler replacement: apply for capital funding, 2019/2020 capital program

Interior:

- Ceiling tiles: once all wiring completed, tiles to be installed – December 2018
- Cleaning, repairs, flooring: spring 2019

Prep for use:

- Resources – purchase spring 2019
- Furnish the building – summer 2019
- Technology on site – summer 2019

Other:

- Positions hired to support work: Carpenter, Electrician, seasonal grounds position. Changed painter helper to a painter trades position.
- Principal: posting to be issued Sept 2019. Goal to have in place early 2019 to coordinate set up, develop focused programs, promote programs, coordinate registrations, recruit and hire teachers.

## Committee of the Whole Meeting - Public

# Minutes



### Committee of the Whole Meeting

April 10, 2018 at 3:30pm

District Education Office, 33046 – 4<sup>th</sup> Avenue, Mission, BC

#### Members Present:

Chair Tracy Loffler  
Trustee Rick McKamey  
Trustee Randy Cairns  
Trustee Jim Taylor  
Trustee Shelley Carter

#### Staff Present:

Superintendent Angus Wilson  
Secretary Treasurer Corien Becker  
District Principal Information & Technology  
Director of Student ServicesCarolynn Schmor  
Executive Assistant Aleksandra Zwierzchowska (Recorder)

#### Partner Groups Present:

District Parent Advisory Committee, Principal Vice-Principal Association, Mission Teachers' Union, Canadian Union of Public Employees and Stave Falls Community Association.

#### Guests:

### 1. CALL TO ORDER

The meeting was called to order at 3:30 pm by the Chairperson. The Chair acknowledged the meeting was being held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'èwlets, Kwantlen, and Matsqui First Nations.

### 2. Adoption of Agenda

**MOVED and Seconded that the Agenda be adopted as presented.**

#### CARRIED

### 3. Delegations/Presentations

No delegations or presentations.

### 4. Curriculum Update – Standing Item

#### 4.1 Digital Threat Assessment Training

The Superintendent informed the committee of a Digital Threat Assessment training completed by Administrators and Community Partners. The training is part of the safer schools initiative and was offered by the Ministry of Education. A demonstration was provided by using TinEye, to complete a reverse image lookup to determine if the image appears elsewhere on the web.

#### 4.2 Information & Technology Update

##### 1. Technology Update

Strategic Plan implementation is running on target. All 2016-17 projects have been completed along with majority of the 2017-18 projects. The IT department is continuing work by providing support to district staff on the use of new software and devices.

##### 2. Innovation Update

Coding and design thinking have continued throughout the school year. All coding resources have been booked for classroom use all throughout the year. Heritage Park Middle School technology leadership students are leading the design thinking sessions at Windebank Elementary.

Approximately 1000+ elementary students attended the Silverdale wetlands for a self-lead outdoor education experience. This was a joint project between MPSD, Kwantlen First Nations, and the City of Mission. Smaller scale follow-up visits will take place in May for 100-150 students.

### 3. Solar Panels

Dewdney Elementary Solar Panels installation is complete. 48-390kW high density panels were installed to generate 19.5kWh. The meter is pending completion by BC Hydro. A learning monitor is set up in the hallway of the school to display the output of the panels.

Q: With the roll out of the WiFi access, what apps are being blocked by the School District?

R: Instagram, Snapchat, and Netflix.

### 5. Unfinished Business

#### 5.1 Financial Governance & Accountability Framework

**MOVED and Seconded that Capacity Building Training goals be discussed and considered; and THAT the Audit Committee & Internal Audit components be discussed and considered; and THAT the draft Surplus Policy be discussed and considered.**

#### **CARRIED**

The Province issued Financial Governance and Accountability framework for schools districts. District staff have started the process of incorporating the recommendations from the report, but more work is needed. This report summarizes the items that were discussed at the last meeting. The only item that was not outlined in the report is the policy for budget-monitoring and reporting policy. This will be brought forward at an upcoming meeting during budget discussions.

Q: Is there any way to report at the end of the year how the surplus was used? Is there a way to tie this into the policy?

R: One of the recommendations with the audit committee is that staff report in the 3<sup>rd</sup> or 4<sup>th</sup> quarter how much surplus is being targeted, followed by recommendations on how the district allocate the funds.

Q: Do we need to call it a surplus policy? Can we call it a contingency fund?

R: The policy covers more than the surplus; we can change the wording to reserve funds rather than surplus funds.

What are the next steps?

The policy can be forwarded to the public Board meeting for consideration. The Board can approve the policy in principle and bring it back to the next Committee of the Whole meeting for one final review.

#### Capacity Building Training

Staff are waiting for more correspondence from BCSTA on training. As soon as we see this information, we will share it with the Board.

#### Audit Committees & Internal Audit

The recommendation for the Board is to have an audit committee. One advantage of having an audit committee is that the members have specific expertise with the related subject. The primary goal is to have a focused conversation. We could hold a special Committee of the Whole for audit discussions.



One of the biggest challenges is that the Board office does not have the internal resources to complete the extra work related with this item.

The Board likes the idea of keeping the audit a part of the CoTW. Perhaps the school district could hire a professional body on a yearly basis to complete a report. Then the CoTW could review the report, discuss it, and provide feedback.

A suggestion was made to amend the Board meeting procedure policy to include the audit committee information.

This item will be referred to another Committee of the Whole meeting with a request for the Secretary Treasurer to provide recommendations. The Board can provide more input and comments at the next meeting.

### 5.2 Mission Secondary – Summer School and Timetable Update

The Superintendent advised that Mission Secondary School would not change into a linear timetable for 2018/ 2019. The school may explore this item next year.

Possible summer school options are:

- Remedial education for grade 9 into 10 for English and Math courses
- Summer camps/ academic camps
- Riverside – women in trades

More information about the required number of teachers and course options will be presented in the near future.

### 5.3 K-12 Funding Model Review

Senior Staff and the Board Chair attended the regional meeting last week. The province would like to collect feedback by the end of May. Some items mentioned at the meeting are special needs funding, fixed vs variable costs, unpredictability of funding, geographical location, transportation, collective agreements, and disparities across the province.

Feedback is welcome from partner groups and written submissions or questions about the funding model review can be emailed to [K12fundingreview@gov.bc.ca](mailto:K12fundingreview@gov.bc.ca)

### 5.4 Budget Update

Staff have been working on the required items for the 2018/19 budget. A staff meeting is scheduled for this Friday to discuss staffing information and how to move forward. The goal is to have the bylaw ready to adopt at the June Board meeting.

The following meetings are scheduled to review and discuss the 2018/19 Budget:

- Special Committee of the Whole, May 8, 2018 3:30-6:00pm
- Special Committee of the Whole, May 29, 2018 6:00-9:00pm
- Special Committee of the Whole, June 12, 2018 3:30-6:00pm (*tentative meeting for one final review*)

## 6. Staff Reports

### 6.1 Capital Bylaw 18/19-CP-SD75-01

**MOVED and Seconded that the following resolutions be forwarded to the April 17, 2018 Board Meeting for consideration.**

**THAT the required three (3) readings for Capital Bylaw No. 18/19-CP-SD75-01 be carried out at one meeting.**

**THAT the first reading of Capital Bylaw No. 18/19-CP-SD75-01, a bylaw for the 2018/2019 Capital Plan, be approved.**

**THAT the third and final reading of Capital Bylaw 18/19-CP-SD75-01 be approved.**

**CARRIED**

On June 2017, the School District submitted the 2018/19 five-year capital plan to the Ministry of Education. On March 28, 2018, the School District received correspondence supporting five projects. The Bylaw provides authorization to proceed. Once the Ministry processes the approved bylaw, the school district will receive the funds for the following projects:

<b>CAPITAL PROJECTS</b>			
Silverdale	School Enhancement – Roofing Repair	\$490,000	Proceed to design, tender and construction and complete by March 2019
Mission Secondary	School Enhancement – Mechanical - HVAC	\$290,000	Proceed to design, tender and construction and complete by March 2019
Dewdney	CNCP - Boiler	\$345,000	Proceed to design, tender and construction and complete by March 2019
Hatzic Middle & West Heights	CNCP – LED Lighting	\$55,000	Proceed to design, tender and construction and complete by March 2019
Bus replacement Fleet # 5750	New Bus D(80+RE)	\$141,580	Proceed to ordering

**6.2 Heritage Park Funding Agreement – District of Mission & SD 75**

**MOVED and Seconded that the Heritage Park Funding Agreement be reviewed and forwarded to the April 17, 2018 Board meeting for consideration.**

**CARRIED**

The funding agreement with the District of Mission will provide MPSD a total of \$100,000 a year for the next two years for the operating costs of the Clarke Theatre and Community Gym at Heritage Park.

Q: Are the theatre staff being paid by the SD or the DoM?

R: They are being paid by the SD.

**7. New Business**

## 7.1 Mission Secondary Replacement

The Board Chair requested input from the Committee and the Board about communicating the need for a new high school with the Ministry.

The following comments were noted during the discussion:

- Draw mild attention by highlighting deficiencies
- Involve District of Mission Council to communicate on development plans and growth in the community
- Involve local MLAs (Bob D'Eith and Simon Gibson) and provide a tour of the high school
- Write a letter to the Ministry and to the Premiere and highlight MPSD is growing like Surrey

Q: Is there an avenue that Teachers can pursue?

R: Can BCTF verify that the Fraser Valley or Mission is a growth area? They are credible source.

The Board would like the Chair to communicate with the politicians and prepare any potential letters and include the Board with updates.

## 8. Minutes of Previous Meetings

**MOVED and Seconded that the Committee of the Whole meeting minutes dated March 6, 2018 be approved.**

### **CARRIED**

## 9. Information Items

### 9.1 District Parent Advisory Council (Standing Item)

The DPAC meeting minutes from March 12, 2018 are provided as information.

### 9.2 Trustee Candidate Package

The Trustee Candidate Package is provided as information. The package includes a meeting schedule that reflects the activities and meetings attended by Board members for the 2017/2018 school year.

Q: Could we put a link to the package on our website or print 15 copies to leave at the SBO office.

R: Once we have all the information, we will post the information to the district website.

## 10. Adjournment

**MOVED and Seconded that the Board adjourn the meeting.**

### **CARRIED**

The meeting adjourned at 5:49 pm.

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Chairperson

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Secretary Treasurer

**DPAC Meeting Minutes April 9, 2018  
Held at Heritage Park Middle School**

**Meeting Commenced:** 7:18pm

**Meeting Facilitator:** Karah Hutchison

**Attendees Present:** (See Bottom)

**Adoption of March Minutes:** Motion by Clare, Seconds Elisa

**Adoption of Agenda:** Motion by Lori, Elysia Seconds

**Correspondence:**

- Bank Statement
- MPSD Enrollment Summary
- COTW Agenda
- Riverside College Open House Poster
- BCCPAC Spring Conference & AGM Registration Form & Our Voice Magazine
- CUPE Notice of Meeting April 7 & May 26

**Superintendents Report-Angus Wilson:**

- Stave Falls Reopening September 2019
- WorkSafe Review happening in the district
- Summer School this year - curriculum to be determined
- MSS linear timetable not happening for 2018/19- discussion ongoing
- COTW Budget meetings currently happening
- Funding Model Review ongoing throughout the province - funding formula update

**Chair's Report:** Karah Hutchison

- Survey Committee Meeting - See update below

**Treasurer's Report:**

- Chequing Account:  
Opening Balance \$1749.21 Closing Balance \$3612.80
- Gaming Account:  
No Change Balance \$5466.61

**Communications Report: Clare Seeley**

Nothing to report

**COTW Report:**

No meetings have occurred since last DPAC meeting.

**Movie Committee Report:**

No report provided

**Ongoing Items:**

- Survey Subcommittee meeting was held - discussion regarding creating a survey to gain parent input from the district regarding topics of interest (mental health, school safety, online safety), Workshops etc.

**New Business:**

- New Event for Fall 2018 -  
    Suggestions: Screenagers viewing - how much is too much screen time  
    documentary with discussion group afterwards  
    Jesse Miller - local expert  
    Information being gathered to be voted on at May meeting
- Election and AGM for DPAC May 14, 2018

**Adjournment:**

Motion to adjourn by Clare, Second Lori 8:38pm

**Attendees:**

*HPMS:* Karah Hutchison; *Albert McMahon:* Cheryl Blondin; *MSS:* Clare Seeley; *Christine Morrison:* Chantelle Morvay-Adams; *HMS:* Lori McComish; *West Heights:* Elisa Williams; *ESR:* Kirstin Heise, Karla Turner, Sheneal Anthony; *Cherry Hill:* Elysia Artinon; Laura Wilson, ECC

December 12, 2017

RE: Support for health benefits of Ministry of Education SOGI 123 Initiative

Dear Head of Schools,

Upon thorough review of the evidence and lesbian, gay, bisexual, transgender, and queer (LGBTQ) issues in BC schools, the Fraser Health Medical Health Officers endorse Sexual Orientation and Gender Identity (SOGI) education. In September 2016, the Ministry of Education required all school districts in BC to update their anti-bullying policies to include protections on the basis of sexual orientation and gender identity. The Ministry of Education collaborated on the creation of the SOGI 123 website which connects educators to proven tools and resources in the areas of policy and procedures, offers guidance on creating inclusive environments so that schools can align with provincial discrimination policies that protect people of all sexual orientations and gender identities (SOGI).

We believe SOGI inclusive education, policies and procedures will serve to improve student health outcomes. The literature clearly demonstrates that a healthy, supportive school environment is critical to a young person's healthy development which includes mental wellbeing. In this regard, schools represent a key setting where public health professionals can partner with schools to support effective strategies that promote the health and wellbeing of children and youth. SOGI 123 is an example of a very important health promotion initiative.

Health concerns for youth in schools arise from victimization and discrimination due to sexual identity and/or gender orientation. Research has demonstrated that school victimization based on real or perceived SOGI significantly predicts increased anxiety and depression, personal distress, and a lower sense of school belonging<sup>1</sup>. It has also been linked to compromised academic achievement and school absenteeism, aggressive behavior, compromised emotional health, and suicidal ideation<sup>2</sup>. The 2013 Adolescent Health Survey<sup>3</sup>, administered in English to youth in BC public schools, has shown 64% of lesbian students, 47% of gay males and 37% of bisexual students have been discriminated against because of their sexual orientation.

Interventions and policies that promote safe environments and inclusivity, such as SOGI 123, are linked to better health outcomes for sexual minority and heterosexual youth alike. For example, gay-straight alliances (GSAs) and LGBTQ-inclusive school policies improve school climate and are linked to better mental health and decreased substance use for *all* students<sup>4,5</sup>. SOGI interventions may reduce suicide attempts, saving the health care system significant costs, and may reduce problem drinking and substance abuse<sup>4</sup>. Supportive policies could contribute to 4 fewer suicide attempts, 37 fewer monthly binge drinking episodes and 21 fewer students with problem substance use in a typical BC school<sup>4</sup>.

The school environment has a significant impact on student health. SOGI inclusive education, policies and procedures serve to foster a health promoting climate in our schools. The SOGI 123

website is a key resource to support schools to address LGBTQ issues and improve the health and wellbeing of all students.

We encourage your schools to implement SOGI inclusive education, policies and procedures. For more information on SOGI please visit [www.sogieducation.org](http://www.sogieducation.org)

Sincerely,



Dr. Andrew Larder FRCPC  
**Medical Health Officer**  
Fraser Health – Abbotsford, Chilliwack,  
Mission, Agassiz, Harrison, Hope

1. Poteat, V.P. & Espelage, D.L. (2007). Predicting psychosocial consequences of homophobic victimization in middle school students. *Journal of Early Adolescence*, 27(2), 175-191.
2. Russell, S.T., Ryan, C., Toomey, R.B., Diaz, R.M. & Sanchez, J. (2011). Lesbian, gay, bisexual, and transgender adolescent school victimization: Implications for young adult health and adjustment. *Journal of School Health*, 81(5), 223-230.
3. Smith, A., Stewart, D., Poon, C., Peled, M., Saewyc, E., & McCreary Centre Society (2014). From Hastings Street to Haida Gwaii: Provincial results of the 2013 BC Adolescent Health Survey. Vancouver, BC: McCreary Centre Society.
4. Saewyc E., Poon C., Kovaleva K., Tourand J., & Smith A. (2016). School-based interventions to reduce health disparities among LGBTQ youth: Considering the evidence. Vancouver: McCreary Centre Society & Stigma and Resilience Among Vulnerable Youth Centre. (Binfet, Gadermann & Schonert-Reichl, 2016)
5. Marx, R. & Kettrey, H. (2016). Gay-Straight Alliances are Associated with Lower Levels of School-Based Victimization of LGBTQ+ Youth: A Systematic Review and Meta-analysis. *Journal of Youth Adolescence*. 45, 1269-1282