

# Agenda

Board of Education Public Meeting  
June 19, 2019 commencing at 6:30pm  
10340 N Deroche Road, Deroche BC

**Page**

1.	<b>CALL TO ORDER</b>		
	<i>The Board Chair will acknowledge that this meeting is being held on Traditional Territory.</i>		
2.	<b>ADOPTION OF AGENDA</b>		
3.	<b>DELEGATIONS/ PRESENTATIONS</b>		
4.	<b>UNFINISHED BUSINESS</b>		
5.	<b>STAFF REPORTS</b>		
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9.	<b>CORRESPONDENCE</b>		
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10.	<b>COMMITTEE MINUTES/ LIAISON REPORTS</b>		

# Agenda

11. **ANNOUNCEMENTS**

12. **QUESTION PERIOD**

*Questions asked must be related to items discussed on the Agenda. Labour, Land, and Legal issues will not be discussed.*

13. **ADJOURNMENT**

**ITEM 5.1      Action**

TO:                Board of Education  
FROM:            Jim Pearce, Principal, École Mission Secondary School  
SUBJECT:        International Travel Application: Chile

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**Recommendation:**

**THAT École Mission Secondary School's field trip application for approximately thirty (30) grade 11 and 12 students to travel to Chile, Puerto Aldea, from March 14 to March 29 2019, be approved.**

**Attachments:**

A. Field Travel Application Form



## ÉCOLE MISSION SENIOR SECONDARY SCHOOL

SCHOOL DISTRICT NO. 75 (MISSION)  
32939 SEVENTH AVENUE, MISSION, B.C. V2V 2C5  
mss.mpsd.ca

TELEPHONE: 604-826-7191  
FACSIMILE: 604-826-8187

### EXTENDED OR INTERNATIONAL TRAVEL APPLICATION FORM

Date Submitted: May 16th, 2018

1. Sponsoring School(s): *Mission Secondary School*

2. Destination: *Chile*

3. Departure and arrival times:

**Outbound:**

1 AC 110 TH 14MAR Vancouver -Toronto HK50 - 1030 - 1756  
2 AC 92 TH 14MAR Toronto - Santiago Chile HK50 - 2025 - 0745

**Inbound:**

3 AC 93 FR 29MAR Santiago Chile -Toronto HK50 - 0925 - 1850  
4 AC 33 FR 29MAR Toronto -Vancouver HK50 - 2015 - 2209

4. Dates of Excursion and Number of Instructional Days (if any):

Dates March 14th - March 29th, 2019

# of Days 15

5. Description of activity (name of event if known; program/team involved; etc)

*Global Education Course. - Building a community center / learning center in a village called Puerto Aldea. This village is on the west coast of Chile. Note: This will be a combined effort with Teachers and Students from Richmond Secondary School.*

6. Number and Grade Level of Students:

*Currently there are 30 students. Grades 11 and 12*

7. Plans for curricular/instruction/assignment make-up:

*As this is a locally developed course, there was no existing curriculum. It was created by Kevin Matheny. (see attached course outline that was distributed to the students).*

8. Names of Supervisors (names and indicate whether parent or teacher):

*Kevin Matheny - Teacher  
Peter Anderson - Teacher  
Lorraine Mar - Teacher  
Alison Fyles - Teacher*

9. Outline past experiences of supervisor(s) / coach(es):

*Kevin Matheny - projects completed in Dominican Republic, Guatemala, Nigeria-(2), Lao, Fiji-(3), Morocco, Malaysia, Paraguay, Mongolia, Botswana, Sri Lanka, Jamaica, Samoa, Bhutan, India, Tonga, Cambodia (June 2018)*

*Peter Anderson - Fiji, (June 2018)  
Lorraine Mar - Habitat for Humanity (Hatzic)  
Alison Fyles - Fiji*

10. Method of Travel and Name of Carrier(s):

*Airplane - Air Canada*

*Reputable Tour Company - Via Flight Center*

*Local Hired Bus - Via a reputable tour company*

11. APPROPRAITE FUNDING PRACTICES

- a) What is the total per pupil cost for the excursion?  
*at present approximately- \$3800. Every effort is being made to lower the cost for students.*
- b) Of the total per pupil cost, how much is each pupil required to pay?  
*\$3800*
- c) What is the source of funds when there is a difference between (a) & (b)?  
*Students will engage in fundraising activities to help offset the cost of their trip.*
- d) How much is each supervising staff required to pay?  
*\$1000*
- e) What is the total cost of the excursion?  
*The total cost is not entirely determined at the moment of presentation. (note: there are some variables that can not be determined at this time ie water, food in the village)*
- f) If a tour or travel agency has been used to assist in the arrangements, what is the name of that agency? Who is the contact person?  
*Flight Center - Belinda Nijjar (604-495-8581)*
- g) If other agencies are contributing to costs of the excursion, please identify agencies and their estimated contributions.  
*Will be approaching Rotary Club as well as Mission Foundation. Others community supporters to be determined. Have already received a donation for all the medical and cancelation insurance.*

12. APPROPRAITE LIABILITY COVERAGE

- a) Have arrangements been made to assure that all students and supervising staff have:
  - i) accident insurance? *Yes*
  - ii) health insurance? *Yes*
  - iii) cancellation insurance? *Yes*

13. APPROPRIATE ACCOMMODATION ARRANGEMENTS

Describe the accommodation arrangements. (If your students are being billeted, a contact name is needed for each billet).

*In the first week, we will be in a village stay. The location of the village is on the west coast of Chile. We are considering staying in cabins which are located on in this village.*

#### 14. APPROPRIATE ACCOMMODATION ARRANGEMENTS

- a) What is the ratio of supervisor/student? **7.5 to 1 (The final number of students may not be final at this time but we will not take more than 30).**
- b) What strategies have the supervisors / coaches planned to assure the safety and appropriate supervision of the students? **Students will remain in groups at all times. They will not be able to move around or spend time by themselves. There will be regular attendance taken at multiple times of the day and the guidelines of all activities will be clearly stated. The traffic patterns will be stressed to the students on many occasions as roadways in Chile can be unpredictable at times.**

15. If traveling out of the country, what provisions have been made regarding proof of citizenship or immigration status?

**Each student and supervisor will have a valid passport, which will allow them to travel abroad. Preparations of permission to enter Chile will be done well in advance. That said, there is no tourist visa required for Canadians to enter Chile.**

**Quoted from Immigration website: "Canadian nationals using Canadian passports do not need a visa to visit Chile as a tourist or business traveller."**

#### 16. APPROPRIATE PARENT INPUT

- a) Have parents been surveyed regarding their support for this trip? **Yes -Parent Meeting occurred on Tuesday May 8<sup>th</sup>, 2018. There will be further meetings as we approach the departure date.**
- b) Will parents be asked to contribute either time or funds? (please explain) **Yes - we are asking Parents to help their sons and daughters will raising funds through their network.**

#### 17. APPROPRAITE USE OF THE INSTRUCTIONAL/LEARING TIME

- a) What specific section of the curriculum is related to this excursion? **The curriculum was developed by Kevin Matheny. It is included in the course outline (see attached). This course would be closely related to Social Justice as well as Sociology and Geography.**
- b) What are the learning outcomes planned for this excursion? **The curriculum was developed by Kevin Matheny. The learning outcomes are included in the course outline.**
- c) How will the students' success in achieving the outcomes be measured? **Through various means. This information is included in the course outline.**
- d) Describe the educational preparation students will receive prior to the excursion **The contact minutes will be achieved through two classes per week. Usually classes will be on Monday and Tuesday's. This may change on occasion through the school year. The contact minutes are extensive while in Chile. Consider Chile a mobile classroom.**
- e) What follow-up educational activities are planned for the students? **Presentations will be made by all students through various avenues both within the school and in the community and an exit interview will occur for each student to determine what they have learned. The students in this class will be required to show younger grades what they learned through their experiences.**

- f) What monitoring activities are planned during the excursion to assure that students are achieving the educational experience intended? ***Blogs will be completed by each student that show what they are learning throughout the school year. There will be interviews and small group work as well as other monitoring activities. All of these methods are available in the course outline, which is enclosed.***

18. APPROPRIATE USE OF STAFF TIME

- a) What evidence is there that the supervising staff has the expertise to assist the students in the educational outcomes intended? ***Kevin Matheny has been teaching this course for many years and has taken students to on many humanitarian trips. He also has a Post Graduate Diploma from Simon Fraser University in Global Education.***
- b) If students regularly assigned to supervising staff will not be participating in the excursion, what measures have been taken to assure that the quality of instruction these children will receive during staff absence is suitable? ***Alternative assignments will be provided for students that are unable to participate in the excursion.***

19. APPROPRIATE STUDENT ACCESS

- a) What are the qualifying factors (if any) required of participating students? ***Students must attend this curricular course regularly. The School Administration must also be comfortable with the students selected for this type of learning and travel. Students will need to participate in the fundraising efforts in order to raise enough money for the project (and some of their own expenses) we are building in Chile.***
- b) Have any students been excluded because of an inability to pay?  
***No***
- c) What arrangements have been made for students who require financial assistance? ***Students are able to fundraise in various ways to help offset the overall cost.***
- d) If substitute time is required, how will the cost be borne? ***School Fund and fundraising. There are two school days that will need to be covered for the four teachers.***

**(NOTE: Please attach a copy of the itinerary)**

20. SIGNATURES FOR THE APPLICATION

Principal: \_\_\_\_\_  
 Teacher Sponsor(s): \_\_\_\_\_ Kevin Matheny \_\_\_\_\_  
 \_\_\_\_\_ Peter Anderson \_\_\_\_\_  
 \_\_\_\_\_ Lorraine Mar \_\_\_\_\_  
 \_\_\_\_\_ Alison Fyles \_\_\_\_\_

Board / Superintendent (or Designate) Approval: \_\_\_\_\_

Date: \_\_\_\_\_



**Global Education**  
**Mission Secondary School**  
**Mr. K. Matheny**  
**kevmatheny@gmail.com**  
**Roadrunners to Chile -2018-2019**  
***Course Outline***

Welcome to Global Education! As you are already aware, this class and journey is like no other.

The course has been designed to address the concerns facing the developing world as well as our own and to better understand the interconnectedness of all human beings. It was created to teach about global citizenship, which is:

- A way of understanding---how the world works, links between our own lives and those of people throughout the world.
- A way of seeing--- social justice and equity, other people's reality, diversity, interconnectedness, and the way that people can make a difference.
- A way of acting---exercising political rights, critical thinking, and challenging injustice

The aim of this curriculum is:

- It helps prepare students to be active, responsible citizens
- It helps engage students in the democratic process and to be aware of other cultures and different political ideas.
- To help others become aware of their capacity to effect change in their communities, society and the world.

Each of the three terms will be weighted equally. And the evaluation in each of these three terms will come in the form of:

1. Journal submissions
2. Short research projects
3. Oral Presentation
4. Written exams both subjective and objective
5. Article reviews
6. Video documentary reviews
7. Practicum - \*Students must complete the June Practicum and report on it in September\*

Below is a rough course outline: REPORTING PERIOD 1

Unit 1 - UNDERSTANDING THE CONCEPT OF GLOBAL EDUCATION AND THE STUDY OF THE UNIVERSAL CURRICULUM

Unit 2 - THE GEOGRAPHY OF DESIGNATED COUNTRY

REPORTING PERIOD 2

Unit 3 - HISTORY AND ECONOMICS

Unit 4 - RELIGION

Unit 5 - SOCIOLOGY AND ANTHROPOLOGY

**REPORTING PERIOD 3**

Unit 6 - STUDY OF INTERNATIONAL RELIEF ORGANIZATIONS

Unit 7 - FIELD TRIP PREPARATION Medical review Documentation review (visas/passports) Conduct and group responsibilities Culture shock Establish a human support system PRACTICUM: June

Unit 8 - COURSE ASSESSMENT

**MESSAGE TO PARENT(S)/GUARDIAN(S):**

Should you have any questions or concerns during the school year please contact me directly via email kevmatheny@gmail.com or call me at the school (604-462-7191). I will reply to your email or return your call promptly. There is also an opportunity to speak at various Global Education events as well as parent meetings.

**STUDENT UNDERSTANDING:**

I have read and understood the above information.

**Student Name** \_\_\_\_\_

**Student Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Parent /Guardian Reflection:**

I have read and understood the above information.

**Parent(s)/Guardian(s) Signature** \_\_\_\_\_

Email contact: \_\_\_\_\_

**Parent(s)/Guardian(s) Signature** \_\_\_\_\_

Email contact: \_\_\_\_\_

**Date** \_\_\_\_\_

**BIG IDEAS**

The causes of poverty are compounded by many issues

Social interaction with others is vital to the development of society

All human beings are interconnected

Interacting with societies different from our own will make us broaden our perspectives

Learning Standards	
Curricular Competencies	Content
<p><i>Students will be expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Analysis and compare the significance of poverty in our world</li> <li>• Show empathy for other people in their own community and the world</li> <li>• Assess the complex global problem and provide solutions</li> <li>• Use inquiry processes and skills to gather information on foreign lands and draw comparisons both positively and negatively to their own country.</li> <li>• Compare and assess the ever-changing landscape of our world with a cause and effect understanding.</li> <li>• Determine the long and short term effects of changes in a community and society</li> <li>• Assess and compare the impact of people with influence in society</li> <li>• Create and implement an action plan to tackle social issues both locally and internationally</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• key demographics of various countries such as birth rate, death rate, literacy rate, geography, history, economics and others</li> <li>• role and values of volunteerism as a well as humanitarian</li> <li>• Canada’s role as a wealthy nation in the world</li> <li>• mechanisms that allow for social change</li> <li>• roles of government and other organizations in developing change</li> <li>• how to promote social change in a positive manner</li> <li>• what their connection and role is to community and society</li> </ul>

## Roadrunners to Chile – March 14<sup>th</sup> – March 29<sup>th</sup>, 2019

Date	Destination	Transport	Schedule	Accommodations	Meal
Thursday 2019 – 03 – 14	Meet @ WCE – 5:00am Mission Flights	West Coast Express  Air Canada AC 110 TH 14MAR Vancouver -Toronto HK50 - 1030 - 1756 - (Note time zone change)  AC 92 TH 14MAR Toronto – Santiago Chile HK50 - 2025 - 0745 (Next Day)	In transit	In Transit	Lunch – Vancouver Airport** Paid by student and not included in overall price  Dinner – Flight  Breakfast - Flight
Friday 2019 – 03 – 15	Santiago, Chile Puerto Aldea Village	Local Bus (Tour Company)	In transit Welcoming Ceremony	Cabin stay in Puerto Aldea Village	Bfast – In transit Lunch – in transit Dinner – Puerto Aldea
Saturday 2019 – 03 – 16	Puerto Aldea Village	Walk to worksite	Work Day #1	Cabin stay in Puerto Aldea Village	Bfast – Puerto Aldea Lunch – Puerto Aldea Dinner – Puerto Aldea

Sunday 2019 - 03 - 17	Puerto Aldea Village	N/A - Walk to worksite	Work Day #2	Cabin stay in Puerto Aldea Village	Bfast - Puerto Aldea Lunch - Puerto Aldea Dinner - Puerto Aldea
Monday 2019 - 03 - 18	Puerto Aldea Village	N/A - Walk to worksite	Work Day #3	Cabin stay in Puerto Aldea Village	Bfast - Puerto Aldea Lunch - Puerto Aldea Dinner - Puerto Aldea
Tuesday 2019 - 03 - 19	Puerto Aldea Village	N/A - Walk to worksite	Cultural Activities with village	Cabin stay in Puerto Aldea Village	Bfast - Puerto Aldea Lunch - Puerto Aldea Dinner - Puerto Aldea
Wednesday 2019 - 03 - 20	Puerto Aldea Village	N/A - Walk to worksite	Work Day #4	Cabin stay in Puerto Aldea Village	Bfast - Puerto Aldea Lunch - Puerto Aldea Dinner - Puerto Aldea
Thursday 2019 - 03 - 21	Puerto Aldea Village	N/A - Walk to worksite	Work Day #5	Cabin stay in Puerto Aldea Village	Bfast - Puerto Aldea Lunch - Puerto Aldea Dinner - Puerto Aldea
Friday 2019 - 03 - 22	Puerto Aldea Village	N/A - Walk to worksite	Work Day #6	Cabin stay in Puerto Aldea Village	Bfast - Puerto Aldea Lunch - Puerto Aldea Dinner - Puerto Aldea

Saturday 2019 - 03 - 23	Puerto Aldea Village	N/A - Walk to worksite	Work Day #7 Project closing ceremony and hand over	Cabin stay in Puerto Aldea Village	Bfast - Puerto Aldea Lunch - Puerto Aldea Dinner - Puerto Aldea
Sunday 2019 - 03 - 24	Puerto Aldea Village Tour locations	Local transportation - Tour	Tour Starts - Day 1	TBD	Bfast - TBD Lunch - TBD Dinner - TBD
Monday 2019 - 03 - 25	Tour locations	Local transportation - Tour	Tour - Day 2	TBD	Bfast - TBD Lunch - TBD Dinner - TBD
Tuesday 2019 - 03 - 26	Tour locations	Local transportation - Tour	Tour - Day 3	TBD	Bfast - TBD Lunch - TBD Dinner - TBD
Wednesday 2019 - 03 - 27	Tour locations	Local transportation - Tour	Tour - Day 4	TBD	Bfast - TBD Lunch - TBD Dinner - TBD
Thursday 2019 - 03 - 28	Tour locations - Arrive in Santiago	Local transportation - Tour	Tour - Day 5	TBD	Bfast - TBD Lunch - TBD Dinner - TBD

<p>Friday 2019 - 03 - 29</p>	<p>Santiago</p>	<p>Inbound: AC 93 FR 29MAR Santiago Chile-Toronto HK50 - 0925 - 1850 AC 33 FR 29MAR Toronto - Vancouver HK50 - 2015 - 2209</p>	<p>In Transit</p>	<p>In transit</p>	<p>Bfast - TBD Lunch - TBD Dinner - TBD</p>
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**ITEM 5.2      Action**

TO:                Board of Education  
FROM:            Principal Jim Pearce, École Mission Secondary School  
SUBJECT:        International Travel Application: China

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**Recommendation:**

**THAT École Mission Secondary School's field trip application for students in grades 10, 11, 12 to travel to China, from March 14 to March 25, 2019, be approved.**

**Attachments:**

A. Field Travel Application Form



# Field Trip Application Extended or International Travel



For trips greater than 5 days within Canada, or, any travel outside of Canada and Washington State. Approved by the Board of Education.

**NOTE: Fundraising MUST NOT commence until the application has been approved in principle by the Board.**

Date Submitted: May 15, 2018

1. Sponsoring School(s): Mission Senior Secondary
2. Destination: China
3. Departure and Arrival times: March 14 – March 25
4. Dates of Excursion and Number of Instructional Days Used (if any): March 14 & 15 (2 days instructional)
5. Description of Activity (name of event if known; program/team involved; etc) \_\_\_\_\_  
Chinese Volleyball tour. A reciprocal travel with our international partner school.
6. Number and Grade Level of Students: Grade 10 – 12
7. Plans for Curricular / Instruction / Assignment make-up: To meet with teachers prior to departure
8. Names of Supervisors (names and indicate whether parent or teacher): Jim Pearce, Principal  
Andrew Hale, Coach Cheryl Pearce, Secretary
9. Outline Past Experiences of Supervisor(s) /coach(es): Many National and international trips with students
10. Method of Travel and Name of Carrier(s): \_\_\_\_\_  
Air & Bus Charter
11. Appropriate Funding Practices
  - a) What is the total per pupil cost for the excursion? \$2,500.00
  - b) Of the total per pupil cost, how much is each pupil required to pay? \$2,500.00
  - c) What is the source of funds when there is a difference between (a) & (b)? \_\_\_\_\_
  - d) How much is each supervising staff required to pay? NIL
  - e) What is the total cost of the excursion? \$30,000.00
  - f) If a tour or travel agency has been used to assist in the arrangements, what is the name of that agency?  
Who is the contact person?  
International Department - Holly Mayo

g) If other agencies are contributing to costs of the excursion, please identify agencies and their estimated contributions.

NONE

\_\_\_\_\_

12. Appropriate Liability Coverage

a) Have arrangements been made to assure that all students and supervising staff have:

i) accident insurance? GUARD ME STUDENT TRAVEL INSURANCE

ii) health insurance? \_\_\_\_\_

iii) cancellation insurance? YES

13. Describe the Emergency Response Plans / First Aid arrangements in place: \_\_\_\_\_

Jim Pearce has first aid and there will be local hospitals available.

14. Appropriate Accommodation Arrangements

Describe the accommodation arrangements. (If your students are being billeted, a contact name is needed for each billet.)

See attached itinerary

\_\_\_\_\_

\_\_\_\_\_

15. Appropriate Supervision Arrangements

a) What is the ratio of supervisor/student? 4 to 1

b) What strategies have the supervisors / coaches planned to assure the safety and appropriate supervision of the students?

Our group will be hosted by our local Chinese partners. We will be on tour together for most of the Trip. We will be involved in many competitions.

\_\_\_\_\_

16. If traveling out of the country, what provisions have been made regarding proof of citizenship or immigration status?

Passports – Travel Visa

\_\_\_\_\_

17. Appropriate Parent Input

a) Have parents been surveyed regarding their support for this trip? (Give details)

Yes. Parent meeting.

\_\_\_\_\_

b) Will parents be asked to contribute either time or funds? (Please explain)

Explore fundraising opportunities.

\_\_\_\_\_

18. Appropriate Use of Instructional / Learning Time

a) What specific section of the curriculum is related to this excursion?  
Global perspectives. This is a reciprocal trip and it is expected that we travel to China if we are in a partnership.

b) What are the learning outcomes planned for this excursion?  
Contribute significantly to Global Education and historic perspectives for our students. Many site seeing trips planned over the course of the trip – Great Wall, Forbidden City, Chinese Museums. Light show, local parks.

c) How will the students' success in achieving the outcomes be measured?  
Conversations with the group. This will also enhance their knowledge with courses at MSS. Video & Photo presentations will be done.

d) Describe the educational preparation students will receive prior to the excursion.  
Meetings to explain criteria and Chinese cultural expectations.

e) What follow-up educational activities are planned for the students?  
To bring back experience to the District. Invite reciprocal sports teams from China.

f) What monitoring activities are planned during the excursion to assure that students are achieving the educational experience intended?  
All members of the group will participate in all activities

19. Appropriate Use of Staff Time

a) What evidence is there that the supervising staff has the expertise to assist the students in the educational outcomes intended?  
I have personally taken students on many trips and have been involved with the International group over the years.

b) If students regularly assigned to supervising staff will not be participating in the excursion, what measures have been taken to assure that the quality of instruction these children will receive during staff absence is suitable?  
(NA) Supervising Staff are not classroom teachers. All will attend the outings.

# Field Trip Application Extended or International Travel



20. Appropriate Student Access

a) What are the qualifying factors (if any) required of participating students?

Academic standing \_\_\_\_\_  
Attendance record \_\_\_\_\_  
\_\_\_\_\_

b) Have any students been excluded because of an inability to pay? No

c) What arrangements have been made for students who require financial assistance?

Fundraising \_\_\_\_\_  
Support from home \_\_\_\_\_  
\_\_\_\_\_

d) If substitute time is required, how will the cost be borne?

NONE \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(NOTE: Please attach a copy of the itinerary.)

21. Signatures for Application

Principal:  \_\_\_\_\_

Teacher Sponsor(s): JIM PEACOCK CRYSTAL PEACOCK \_\_\_\_\_

Board Approval: ANDREW HALE MRS HALE \_\_\_\_\_

Date: MAY 28/14

NOTE: A copy of the proposed itinerary of student activities and schedules MUST be provided with the application. If required, the Board will request the final itinerary three months prior to the trip.

Date	City	May 23, 2018 - Proposed Schedule Spring Break 2019 Volley Ball Tour	Transportation	Accommodation
Day 1		Vancouver to Beijing		
Day 2	Beijing	Check into Hotel and Have Dinner		Holiday Inn Downtown Beijing
Day 3	Beijing	Great Wall Shopping	Bus in Beijing	Holiday Inn Downtown Beijing
Day 4	Beijing to Jinan	Tian'an Men Square; Forbidden City Train Station Visit Daming Lake Light Show After Dinner	From Beijing to Jinan by Train	Jinan All Seasons Hotel
Day 5	Jinan to Linzi	Morning: Mount Qianfo – Thousand Buddha Mountain Afternoon: Volleyball game with Qilu University of Technology	Bus	Xicheng Quanying Hotel
Day 6	Linzi	Morning: Linzi Foreign Language school; Meet Students Mandarin Class Afternoon: Visit Qi Museum	Bus	Homestay
Day 7	Guangrao	Visit Guangrao No.1 High School Activity with students; Study TaiChi Volleyball Game Visit Local Company or Sunzi Park	Bus	Junlin Tianxia Hotel
Day 8	Changyi	Visit Changyi No.1 High School Volleyball Game Study Traditional Chinese Art/Calligraphy	Bus	Changyi Jinling Hotel
Day 9	Zhucheng	Visit Zhucheng No.1 High School Volleyball Game Dinosaur Museum	Bus	Zhucheng Huaxi Hotel
Day 10	Qingdao	Visit Qingdao Qingdao Polar Ocean World; 2008 Olympic Venue Free time on the beach	Bus	
Day 11	Qingdao	Back to Canada		

# March 2019

March 2019							April 2019						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
3	4	5	6	7	8	9	1	2	3	4	5	6	
10	11	12	13	14	15	16	7	8	9	10	11	12	13
17	18	19	20	21	22	23	14	15	16	17	18	19	20
24	25	26	27	28	29	30	21	22	23	24	25	26	27
31							28	29	30				

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Feb 24	25	26	27	28	Mar 1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	Apr 1	2	3	4	5	6

*Day 1*

*3*

*2*

*7*

*6*

*5*

*4*

*8*

*9*

*10*

## 2018 / 2019 School District Calendar

September	Tuesday September 4, 2018	Schools Open – ½ Day for Students – <i>Students attend AM only (All Schools) (Organizational ½ Day)</i>
	Friday September 21, 2018	<i>Non Instructional Day – Students not in session (District Professional Development Day)</i>
October	Friday October 5, 2018	<i>Non Instructional Day – Students not in session (Curriculum Implementation Day)</i>
	Monday October 8, 2018	Thanksgiving
	Friday October 19, 2018	<i>Non Instructional Day - Students not in session (Provincial Professional Development Day)</i>
November	Friday November 9, 2018	<i>Non Instructional ½ Day – Students attend AM only (Middle / Secondary) (Assessment/ Evaluation)</i>
	Monday November 12, 2018	Stat Holiday in Lieu of Remembrance Day
	Friday November 23, 2018	<i>Non Instructional ½ Day – Students attend AM only (Elementary) (Assessment/ Evaluation)</i>
December	Friday December 7, 2018	<i>Non Instructional Day – Students not in session (All Schools) (P/T Conferences)</i>
	Dec 24, 2018 – Jan 4, 2019	Winter Break
January	Monday January 7, 2019	Schools reopen after Winter Break
February	Friday February 15, 2019	<i>Non Instructional Day - Students not in session (District Professional Development Day)</i>
	Monday February 18, 2019	Family Day
March	Friday March 1, 2019	<i>Non Instructional ½ Day – Students attend AM only (Elementary only) (Assessment / Evaluation)</i>
	Friday March 1, 2019	<i>Non Instructional Day – Students not in session (Secondary, Middle only) (P/T Conferences)</i>
	Friday March 15, 2019	<i>Non Instructional Day - Students not in session (Elementary only) (P/T Conferences)</i>
	March 18 – March, 29 2019	Spring Break
April	Monday April 1, 2019	Schools reopen after Spring Break
	Friday April 12, 2019	<i>Non Instruction ½ day – Students attend AM only (Secondary, Middle only) (Assessment/ Evaluation)</i>
	Friday April 19, 2019	Good Friday
	Monday April 22, 2019	Easter Monday
May	Friday May 17, 2019	<i>Non Instructional Day - Students not in session (District Professional Development Day)</i>
	Monday May 20, 2019	Victoria Day
June	Thursday June 27, 2019	Last Day of School for all Students
	Friday June 28, 2019	<i>Non Instructional Day – Students not in session (Administrative Day)</i>

**ITEM 5.3      Action**

TO:                Board of Education  
FROM:            Superintendent of Schools  
SUBJECT:        High Risk Field Trip: Paddle Expo, Rendall Park

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**Recommendation:**

**THAT École Mission Secondary School’s high risk field trip application for a maximum of fifteen (15) grade 10, 11, and 12 students to travel to Rendall Park on June 21, 2018, be approved.**

**Attachments:**

- A. High Risk Field Trip Form



Paddle EXPO JUNE 21, 2018

High Risk Field Trip Info Sheet

By Peggy Janicki

*Angus,  
For your consideration.  
+ permission  
JOB*

Item #	INFO:	Info DETAILS
1.	Date:	June 21, 2018
2.	Time:	8:45-2:30
3.	Location:	Rendall Park, Harrison Lake, BC near boat launch Corner of Lilloet Avenue and Spruce Street Closest business address is 511 Lilloet Avenue, Harrison Lake, BC
4.	Partners:	<ol style="list-style-type: none"> <li>1. SD33 Chilliwack Secondary School</li> <li>2. Seabird Island Community School</li> <li>3. SD35 Langley Warrior Club</li> <li>4. ISPARC, Indigenous Sport + Rec Council</li> <li>5. SD75 Mission Secondary School</li> </ol>
5.	Agenda:	<p>9:00 - arrive/check-in            9:30 - Welcome/Acknowledgement            9:45-10:00 Safety Demo            10:30-12:00 - Paddle expo: kayaks, cedar-strip canoes, paddle boards, outriggers, ocean-travelling canoes, and dragon boats are all on water.            Students choose which ever they want.            Paddle Talk with Elders/Knowledge Holders            12:00-12:30 - LUNCH BBQ Salmon provided and potluck by school/dist.            12:30-2:00 - Mini Sprint races with, dragon boat, outrigger, and war canoe            2:00-2:30 - Wrap up and Optional raffle for CSS Paddle Club</p>
6.	Transportation to/from MSS:	3 SD75 Staff Cars (Peggy Janicki, Robbie Williams, and Suhki Pangli).
7.	Rationale:	Aboriginal Youth from the Valley will participate as a Day of wellness: A day to promote healthy living using paddle sports students will get the opportunity to try out various watercrafts. Also, to align with local First Nations' seasonal round of Coast Salish War Canoe season.
8.	Water Safety:	Members of the Fraser Valley Paddle Club and 2 certified Life Guards.
9.	SD75Teacher in charge	Peggy Janicki, Indigenous Mentor Teacher with SWSW
10.	Students need:	High risk waiver Extra change of clothes. Please wear shorts, shirt, and water shoes or flip flops.
11.	Food:	Lunch Provided; plain BBQ Salmon, buns, raw vegetables and fruits. Unable to provide allergy-sensitive food at this time

**Consent and Waiver Notice to Parents -  
High Risk Field Trip**



Date: May 29, 2018

This form must be read, each paragraph initialed where appropriate and signed at the bottom by a parent or legal guardian.

Mission Sr Sec (Name of School) is arranging a Paddle Expo (name of high risk activity) field trip activity for students at Rendall Park, Harrison L. (location) on JUNE 21, 18 (dates).

In consideration of the Mission School District offering my child, \_\_\_\_\_, an opportunity to participate in a Paddle Expo (name of high risk activity) field trip to Rendall Park, Harrison L. (location) on JUNE 21 (date), I waive any and all claims I may have against, and release from all liability and agree not to sue the Board of Education of School District No. 75 (Mission) and its officers, employees, agents, volunteers and representatives, and the Ministry of Education for any personal injury, death, property damage or loss sustained as a result of my child's participation in the Paddle Expo (name of activity), arising out of any cause whatsoever.

\_\_\_\_\_ Initial

Mission Sr. Sec. (Name of School) students will be going to Rendall Park Harrison LAKE (location), and will be away from the school from JUN 21, 8:30am (date/time) to JUN 21, 3:45 pm (date/time). Students will be traveling by individual SD75 cars (transportation method).

Students will be supervised by 2 Teachers 2 Liasonworkers 2 or more Fraser Valley PADDLE CLUB MEMBERS 2 Certified Life Guards (state supervisory arrangements, i.e. number of school employees and number of parent volunteers). Your child will not necessarily be supervised by an adult at all times.

\_\_\_\_\_ Initial

My child has no illnesses, allergies or disabilities that may require special attention, except as described as follows:

\_\_\_\_\_ Initial

For parents/guardians of elementary students: N/A

British Columbia's Child Seating and Restraint Systems Regulations (Division 36 of the Motor Vehicle Act) requires that all children weighing less than 18 kg (40 lbs) be transported in a CSA approved child seat when travelling in a vehicle equipped with seat belts, AND, all children weighing over 18 kg (40 lbs) up their 9<sup>th</sup> birthday OR they reach 145 cm (4'9") tall, whichever comes first, be transported in a booster seat. Please tick one of the following:

- My child is over 9 years of age OR over 4'9" – no booster seat required.
- My child is over 18kg/40lbs AND under 4'9" – booster seat required.
- My child is less than 18kg/40lbs – CSA approved child seat required.

\_\_\_\_\_ Initial

If a child seat or booster seat is required, it is my responsibility as the child's parent or guardian to provide this.

\_\_\_\_\_ Initial

**Consent and Waiver Notice to Parents -  
High Risk Field Trip**



Accidents may occur while participating in these activities and these accidents may cause personal injury, illness, death or property damage or loss. The dangers and risks may include, but are not limited to:

Risk	Injury
unplanned entry into water	cut(s)/abrasion(s), concussion, shock, drowning

(Consideration must be given to any and all risks or injuries associated with this activity) \_\_\_\_\_ Initial

I am aware that I should contact the school for further information if I am unaware what clothing and equipment is required for this activity or possible weather conditions. My child and I understand that it is our responsibility to ensure my child has all necessary equipment and clothing. example: extra change of clothes, shorts, shirt, water shoes / Flip Flops, + sunscreen. \_\_\_\_\_ Initial

My child and I understand that the school's Code of Conduct applies during this field trip. Specifically no drinking of alcoholic beverages, use of tobacco products at any time or consumption of drugs for any reason other than approved medical purposes with prior consent given on your medical form. I will be responsible for any costs caused by my child's failure to abide by the Code of Conduct, including any costs to send my child home. Students are subject to the District Code of Conduct Policy #19, Student Conduct and Behaviour Management Administrative Procedure #114 and Respectful Schools Administrative Procedure #111 during this field trip. \_\_\_\_\_ Initial

By choosing to allow my child to participate in this activity, I will assume the risk of an accident occurring and agree that this activity as described is suitable for my child. \_\_\_\_\_ Initial

The Mission School District does not provide any accidental disability, dismemberment, medical expenses or death insurance on behalf of students participating. The school district recommends that you check your medical coverage through work or purchase the Student Accident Insurance. \_\_\_\_\_ Initial

In signing this Consent and Waiver, I am not relying on any oral or written representation of statement by the School Board and its servants, agents, employees, or authorized volunteers, or the Ministry of Education, to induce me to permit my child to take the trip, other than those set out in this Consent and Waiver. \_\_\_\_\_ Initial

Signature of Parent: \_\_\_\_\_ Date: \_\_\_\_\_

PERMISSION

I give \_\_\_\_\_ (name of student) permission to participate in the PADDLE EXPO (description of activity) at Rendall Park, Harrison Lake (location) on JUNE 21, 8:30-3:45 (dates).

Parent Signature: \_\_\_\_\_



### STUDENT FIELD EXPERIENCE AND SPECIAL ACTIVITIES PARENTAL CONSENT FORM (Routine)

Please Return This Completed Form by: June 20, 2018

Name of School: CSS Activity Date: Thursday June 21st, 2018

The Board of Education requires completion of this consent form for students participating in any school field experience outside of the school and activities of a special nature held on school district property. Regularly scheduled events such as basketball games require a one time approval only. Students who do not participate in field trips will be provided with supervised study.

Purpose: Youth Paddle Expo: Explore a variety of water crafts, learn about importance of the Canoe to First Nations People. Dragon Boat, Outrigger, Ocean Canoe, Kayak and Paddle Board

Departure Time: 8:30am Return Time: 5:30PM Lunch will be provided.

Destination(s): Rendall park ,Harrison Hot Springs

Travel Arrangements: Bus Cost to student: Students must be part of Spirit of the Fraser valley paddle group or provide Red Cross Swim Ability assessment

Students will need to bring: Dress for weather, Dress for Paddling in variety of water crafts.

Sponsor Teacher(s): Mr. Joe Supervision Provided by: Mr. Joe , CSS staff

Accidents can be the result of the nature of the activity and can occur with or without any fault on either the part of the student, or the school board or its employees or agents, or the facility where the activity is taking place. By allowing your son/daughter to participate in this activity, you are accepting risk of an accident occurring, and agree that this activity, as described above, is suitable for your child.

[Signature]  
Principal signature

[Signature]  
Sponsor Teacher(s) signature(s)

I give \_\_\_\_\_ (full name of student) permission to participate in the field trip to \_\_\_\_\_ on \_\_\_\_\_ (mm/dd/yy). I understand that my child may be exposed to certain risks while participating in this activity and that accidents and injuries may occur.

Student's Care Card Number: \_\_\_\_\_

Medical Information (please include any medical or health concerns): \_\_\_\_\_

Signature of Parent/Guardian _____	Date _____
Printed name of Parent/Guardian _____	Home Phone # _____ / Work Phone # _____ / Cell Phone # _____
Alternate (Local) Contact Name _____	Home Phone # _____ / Work Phone # _____ / Cell Phone # _____

*\* Please have attached swim kids form complete by certified lifeguard.  
- you will need to complete swim skills at a local public pool.*



# Instructor Worksheet

Red Cross Swim Kids

5

Instructor:

Day/Time:

Session:

Location:

Name and Attendance	Fitness Activities		Skills and Water Safety				Swimming			
	Distance									
	Dolphin Kick Drill 3 x 5m (In One Lesson)									
		Distance Swim 50m								
			How to Be a Safe Boater							
			Staying Warm							
			Cold Water HELP/Huddle							
			Intro to Sculling, Shallow Water							
			Tread Water 1 min							
			Stride Dive							
			Rhythmic Breathing 15 Times (2 Ways)							
			Front Crawl 3 x 15m (In One Lesson)							
			Back Crawl 3 x 15m (In One Lesson)							
			Introduction to Whip Kick on Back 3 x 5m (In One Lesson)							

COMPLETE (C) · INCOMPLETE (I)

Recommended Class Size: 1:8 (With Assistant WSI, increase ratio by 4)

Total Enrolled:

Total Completed:

NOTE: Instructors—keep swimmers active and well  
NOTE: Swimmers will demonstrate skill or stroke 3 times correctly in one lesson set.

## FITNESS ACTIVITIES

NOTE: Must incorporate one item from below into each lesson.

### DOLPHIN KICK DRILL 3 X 5M (IN ONE LESSON)

NOTE: Proper techniques are encouraged and practised but NOT evaluated.  
NOTE: Can be performed with or without fins, swimming at surface or underwater.

- Maintains streamlined body position
- Movement starts from head, and legs kick together from the hips
- Knees lead legs during downbeat of the kick (power phase), with relaxed feet
- Moves in a continuous motion

### DISTANCE SWIM 50M

NOTE: Proper techniques are encouraged and practised but NOT evaluated.

- Swims 50m continuously, using any stroke or combination of strokes, including legs or arms only
- Completes distance

## SKILLS AND WATER SAFETY

*Prepare/ Stay Safe/ Survival*

### HOW TO BE A SAFE BOATER

- Shows how to prepare before getting into a boat
- Chooses and puts on an appropriate PFD/lifejacket, and knows why a whistle should be attached
- Knows to never overload a boat, and enters stabilized craft slowly (one at a time), staying low and balanced, with each hand on a stable position
- Demonstrates staying safe: kneels or sits low and centred, doesn't stand up, makes no sudden movements, avoids leaning over edges, and doesn't show off
- Exits stabilized boat slowly (one at a time), staying low and balanced, with each hand on a stable position
- Identifies when and where it is safe: with adult permission and supervision

### STAYING WARM

- Shows the major heat-loss areas (head, neck, sides of chest, and groin) and how to keep them warm by curling up or huddling
- Describes at least 2 ways to stay warm while boating, e.g., wear a PFD/lifejacket, be a safe and dry boater
- Describes at least 2 ways to stay warm during activities on the ice, e.g., wear a hat, wear warm layers of clothing, know the weather

## COLD WATER HELP/Huddle

- Explains what Heat Escape Lessening Posture (HELP) does: prevents heat loss from core body areas
- States what exposure to cold water can do and why it is essential to keep the head and neck above water and get the body out as soon as possible
- Performs an individual HELP (1 min): wearing PFD/lifejacket, holds knees close to chest, arms tight to body, head out of water (may need to scull to maintain balance)
- Performs a group HELP/Huddle (1 min): wearing PFD/lifejacket, huddles with other swimmers with chest close, arms around each other, legs squeezed together, with the smallest person in the middle of the huddle

- Explains why PFDs/lifejackets must be worn to be able to effectively maintain a HELP in the water
- Identifies situations when HELP (including the Huddle) may be needed

## INTRO TO SCULLING, SHALLOW WATER

- Explores how to feel, manipulate, and move the water by sculling with lower arms and hands
- Puts lower arms/hands underwater, with fingers together, palms facing down
- Moves palms (fingers) in various directions (palms up, down, one up and one down)
- Swings lower arms/hands out and in with even pressure
- Body can be in different positions (standing, floating, sitting/leaning on buoyant aid)
- Movement over a distance is not required

### TREAD WATER 1 MIN

- Treads water (1 min): vertical body position, head stays above water, uses any large slow movements of the arms and legs, and stays in one place
- Attempts to maximize efficiency by minimizing movement

### STRIDE DIVE

NOTE: Ensure safe depth and width of site.

- Demonstrates Self-Safety and describes why site area is (or is not) safe for diving
- Where site permits, performs front dive from side position into the water
- Enters water with extended hands/arms above head, followed by head, shoulders, trunk, legs, and feet
- Keeps hands/arms extended above head throughout dive path, to protect head

## SWIMMING

### RHYTHMIC BREATHING 15 TIMES (2 WAYS)

- Exhales through mouth and/or nose underwater, inhales through mouth just above surface
- Performs rhythmic and relaxed breathing with noticeable and effective exhalation and inhalation on EACH repetition
- Performs 15 repetitions, at least 2 different ways, e.g., deep-water bobbing, while holding on to wall or other assists, and/or one-arm front crawl

### FRONT CRAWL 3 X 15M (IN ONE LESSON)

- Maintains near-horizontal body position, face in the water, keeping head straight
- Flutter kick is at or near surface with relaxed feet
- Extends hand entry forward of head
- Recovers arms above water in a controlled, alternating manner
- Keeps elbows high during recovery
- Extends pull past hips
- Takes one breath to the side as needed (no pause), exhaling underwater
- Propulsion is continuous

### BACK CRAWL 3 X 15M (IN ONE LESSON)

- Maintains near-horizontal body in streamlined position with neck in line with spine
- Rolls body from side to side, keeping head stationary
- Kick is at or near surface with relaxed feet
- Kicks in a continuous manner
- Kicks from hips, knees below surface
- Recovers arms high above water in alternating manner
- Arms may pause for up to 2 seconds (one arm above head, one arm at hips)
- Breathes in a relaxed manner
- Co-ordinates body roll with arm recovery

### INTRODUCTION TO WHIP KICK ON BACK 3 X 5M (IN ONE LESSON)

NOTE: Proper technique is taught and encouraged, but slight whip/scissor kick is acceptable.

- Body is in horizontal back glide position
- Keeps back, hips, and thighs nearly straight
- Recovers legs symmetrically by bending and separating knees
- Pulls heels back
- Flexes feet and rotates outward
- Feet lead the movement drawing a circle (kick can be wide or narrow)
- Relaxed feet
- Breathes in a relaxed manner
- Glides until forward momentum slows

HOME OF THE ROADRUNNERS

Absence from Class for Field Studies/Athletic Events

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Activity: Youth Paddle Expo with <sup>1. Chilliwack Secondary</sup> <sup>2. Seabird Isk. School</sup> <sup>3. Langley SD</sup> <sup>4. Warrior Club</sup> <sup>ISPAKE Ind Sport + Rec Council</sup>

Date & Periods to be missed: June 21, 8:30am - 3:45 pm

Sponsor Teacher: Peggy Janicki: Indigenous Mentor Teacher w/ SCSU

Date due to Sponsor Teacher: MON? JUNE 18, 2018

Block	Subject	Teacher	Assignment	Approved	Not Approved

- All teachers of classes to be missed must approve the absence before the student may participate in the activity.
- It is the responsibility of the student to make up the missed work.

Student Signature: \_\_\_\_\_

**ITEM 5.4      Action**

TO:                Board of Education  
FROM:            Superintendent of Schools  
SUBJECT:        Board/ Authority Authorized Courses

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**Recommendation**

**THAT the following Board / Authority Authorized courses be approved:**

**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**

**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

*\*\* To minimize the printed agenda size, the attachments are included in the electronic agenda only.  
Printed copies of the BAA courses will be supplied to the Board of Education only. \*\**





## 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 and volunteer here at the school during 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 school/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 and sportsmanship.

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, leadership, and sportsmanship 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>

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**Recommended Instructional Components:**

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

**Recommended Assessment Components:**

- Participation/Effort
- Basketball skills
- Creation of practice plans
- Student-led classes/practices
- Officiating elementary school basketball games
- Teamwork/Sportsmanship
- Cooperation/Collaboration
- Volunteer hours

**Learning Resources:**

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



## Board/Authority Authorized Course Framework Template

<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>School Name:</b> Ecole Mission 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 behavior (sportsmanship).
- 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.

Ganong, E., & Ingram, D. (2002). *The grab bag of socializing activities: A collection of socializing-related activities for ESL classrooms*. Toronto: Canadian Resources for ESL.

Ingram, D. (2007). *Beginner lesson pack book two*. Toronto: Canadian Resources for ESL.

Nation, P. (n.d.) *The BNC/COCA headword lists*. Retrieved from <https://www.victoria.ac.nz/lals/about/staff/paul-nation#vocab-lists>



## 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 football 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>

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## 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).

## Content – Elaborations

### 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

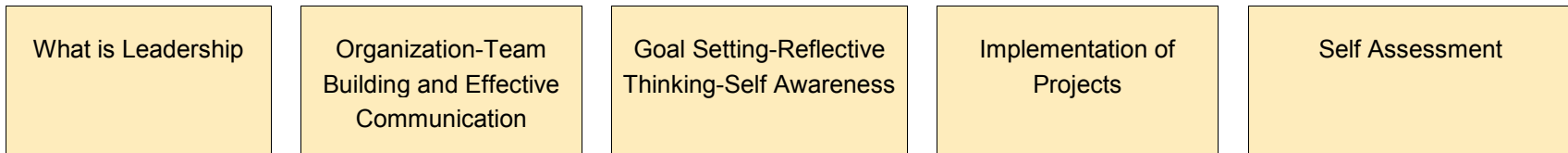
**Course Synopsis:** This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image and awareness, 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

Curricular Competencies	Content
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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

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## 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.

**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, Leadership, Sportsmanship	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>

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 principles of sportsmanship: 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

- 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.

- 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.

### 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 5.5      Action**

TO:                Board of Education  
FROM:            Wade Peary, Principal, Riverside College  
SUBJECT:        Installation of Cameras

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**Recommendation**

**That the following resolution be approved.**

**That up to seven (7) cameras be installed at Riverside College for monitoring the inside of the school, including the entrances to the building, and the back outside areas where the remainder of the maintenance staff park the white fleet vehicles.**

**Summary:**

Riverside College has been expanding over the last several years. The number of programs are increasing, the enrollment in Continuing Education is growing and we are actively seeking other educational programs that would like to rent space at our facility. With the increased number of students, we have found an increase in the vandalism at the school. Riverside College is also concerned about the safety and security of its students. With the addition of security cameras, we would be able to track the movement of our students if ever there was an issue regarding student safety. It should also be noted that Riverside College is the closest facility to the two prisons in town (one of which does not have a fence to keep its clients inside).

**Background:**

The school has experienced a moderate amount of vandalism to the inside areas of the building. With the increase in foot traffic in the building through our expanded enrollment, rentals and our resale customers, the cameras would be a small deterrent for students who would want to vandalize the school.

In accordance with the School Act, Board approval is required to install the cameras. In addition, an annual review is required, which will be submitted to the Superintendent each year.

**Options, Analysis and Impact:**

The cost of installing the cameras is estimated at \$8,700 +GST. Installing video surveillance may deter future vandalism, but there is no guarantee. The cameras would add an extra level of safety and security for the students who attend Riverside College. The funding for this project has been approved by the Board through the District Facility Improvement Fund.

If cameras are not installed, the current hidden areas of the building would continue to be subjected to vandalism, without any means of identifying who is causing the damage.

**Policy, Regulation, Legislation:**

Section 74.01 of the *School Act* regulates the installation and monitoring of surveillance cameras in a school facility, or on school land for the purposes of protecting the safety of individuals, individual's belongings, or school property. All cameras installed after September 2010 requires the prior approval of the school's parent advisory committee to install and operate a video surveillance camera.

An annual review is also required.

**Public Participation:**

Riverside College does not have a Parent Advisory Committee. The Principal of Riverside College presented a recommendation to the District Parent Advisory Council (DPAC) for the installation of cameras. DPAC passed the motion unanimously.

**Implementation:**

- |                  |  |
|------------------|--|
| 1. May 14, 2018  | Recommendation presented to the District Parent Advisory Council |
| 2. June 5, 2018  | Committee of the Whole consideration                             |
| 3. June 19, 2018 | Board of Education consideration                                 |

**Attachment:**



**ITEM 5.6      Action**

TO:                Board of Education  
FROM:            Principal Wade Peary  
SUBJECT:        Drag Racing Activity – Riverside College

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**Recommendation**

**THAT the Drag Racing Program at the two high schools and two middle schools, be approved.**

**Summary:**

The Mission high schools have participated in the Drag Racing program with the BC Secondary School Motorsport Association (BCSSMA) for the past 26 years. Doug McNeil, recently retired Mission teacher, was one of the founding members of the BCSSMA. To ensure the School District's insurance coverage is effective for Riverside College, Mission Secondary and the two Middle Schools to participate in the BC Drag Racing activity, a Board resolution is required.

**Background:**

The High School in Mission have been involved in the High School Drag Racing Program since its inception in 1992. Mission's participation decreased over time, but was resurrected in 2016, when Riverside College started racing two of the moth-balled vehicles. Riverside College's participation in the BC Drag Racing Program was supported by correspondence from the Superintendent in 2016. This year, Mission Secondary started a Drag Racing Team as well.

Riverside College would also like to purchase two Jr. Dragsters and support two Drag Racing Programs at the two Middle Schools. The Jr. Drag Racing Program is a way to encourage youth, who may not be interested in sports, to get involved in a program that creates a sense of belonging. It is also an opportunity for Riverside College to expand its marketing into the Middle Schools.

**Analysis and Impact:**

The program operates under the conditions and criteria outlined by the BCSSMA. This includes controlling the racing environment for students to the standards established by BCSSMA. While Drag Racing is considered a "high risk" activity, it should be noted that no student has suffered any major injury over the past 26 years. The BCSSMA has implemented safety rules so that students can learn and build skills. Students are racing "specially built cars" down a controlled track. It should also be noted that a paramedic and fire crew are on hand during race days.

While Drag Racing may seem to be an individual sport, it does involve team work. It takes a team of individuals to tune the car up and prepare it for the races. It is also one of the only sports that sees schools working together to support one another at the track. One will often observe students from different districts supporting each other through the sharing of tools or knowledge to ensure everyone has a successful day at the track.

**Strategic Priority:**

Riverside College has been participating in High School Drag Racing since 2016. Mission Secondary has started participating again this school year. Riverside College would like to purchase two Jr Dragsters to support Jr Drag Racing at the two Middle Schools. In order to satisfy the BCSSMA's requirements, a letter of support from the Board of Education needs to be on file with the BCSSMA. If the Board is supportive, this letter needs to be written as soon as possible so that Riverside College and Mission Secondary can compete at the BC High School Championships on June 27<sup>th</sup>, 2018.

**Policy, Regulation, Legislation:**

High School Drag Racing is governed by the BC Secondary School Motorsports Association. The rules of the BCSSMA can be found on their website at [www.highschooldragracing.ca](http://www.highschooldragracing.ca). In order to compete, schools must have Board Approval. The attached report provides more information regarding the policy, regulation and legislation regarding High School Drag Racing.

Drag Racing would be considered a "high risk" activity.

**Public Participation:**

Each student who participates in the Drag Racing Program, must have a signed parent consent form. The consent form is signed by the parent, in front of the sponsor teacher. This gives the parent the opportunity to talk directly to the teacher sponsor.

**Attachments:**

- a) Report

# Riverside College

## Drag Racing Program – Board Approval

### INTRODUCTION

Riverside College provides a variety of experiences for their students which include, but are not limited to, volunteering at events, work experiences, participation in Skills Canada events as well as drag racing. The Mission School District has had different schools drag racing for the past 20 years at the Mission Raceway. The high school drag racing is governed by the British Columbia Secondary School Motorsport Association.

“The High School class is intended as an “entry” level to NHRA (National Hot Rod Association) and IHRA (International Hot Rod Association) sanctioned competition, and thus the rules have been kept simple. The BCSSMA (British Columbia Secondary School Association) wants to encourage all students to participate, regardless of car type or finances, on an equal footing. The BCSSMA is a group of B.C. Teachers dedicated towards promoting safety and career awareness through student involvement in motorsport competition.”

To be a part of the BCSSMA, all Sponsor Teachers and students must abide by their School District’s rules and requirements for field trips. Schools must also have School Board/District Approval (written) and an original submitted to the BCSSMA president. At present time, there is a letter on file from the previous Superintendent of Schools, Bill Fletcher.

Riverside College, in conjunction with the ITA will be running a Middle School Girls Camp in the third week of July. The ITA will be funding the camp up to \$10,000, as they do not want to have any barriers for the girls to participate.

Riverside College would like to purchase 2 Jr dragsters that the girls would be able to work on and take down to the Mission Raceway and race. At the end of the program, Riverside College would then donate the cars to the two Middle Schools to start a Middle School Drag Racing Program. Through this initiative, Riverside College would be able to work with the Middle Schools (as well as MSS) to help support multiple District Drag Racing Teams, thus increasing the awareness of Riverside College in the Community.

Riverside College is asking for Board approval to race in BCSSMA sanctioned events and for the middle schools to race in the subsequent years.

### PROCEDURES

### WAIVERS

The instructor meets with the students and parents in early September. During this meeting, expectations are set for the students and waivers are signed and witnessed.

## SCHEDULE

### **2018 MISSION RACE DATES**

April 13 (Test and Tune Day)

April 27

May 11

May 25

June 27 (Prospera Credit Union HS Provincials)

September 28 (Test and Tune Day)

## WHAT IS A JR. DRAGSTER?

“The Junior Dragster is a scaled-down version of the top fuel dragster. Also known as the Jr dragster, it reaches speeds of up to 85 mph. The cars were developed in New Zealand in 1988, with classes developed by the New Zealand Hot Rod Association. The NHRA began sanctioning the class in 1991, with the JDRL (Junior Drag Racing League). The JDRL is a division of the NHRA, which consists of two different dragster classes, traditional Jr. Dragster having a wheelbase between 90-150 inches and a single-cylinder, five brake horsepower Briggs & Stratton engine, and the larger Jr. Comp dragster being 150-190 inches in wheelbase and using a motorcycle or personal watercraft engine. Junior drag racers may choose to participate in programs run by the NHRA, IHRA, or at an unsanctioned facility. Drivers may be male or female and must be at least five years of age to test, and six years to compete, and be no older than 20 years on December 31 of the competition year (a driver who turns 18 on January 2 is permitted to race in the class until December 31 of the year in question).

The track is 1/8 of a mile, and depending on class, is contested as a bracket race or a heads-up start on a 5-tenths sportsman tree. Racers E.T (Elapsed Time) is determined by age. Drivers age 10- to 12-year-olds are limited to 8.90 and 13- to 17-year-olds can go up to 7.90 at 85 mph. Drivers 14-20 can race in Jr. Comp, where racers are limited to 6.900 at 109.99 MPH. Drivers who are 9 as of January 1 can participate in either the 8-9 or 10-12 category once they turn 10 during the year, and drivers who are 12 as of January 1 can participate in the 10-12 or 13-17 category once they turn 13 during the year. Drivers who turn 14 may run in Jr. Comp.” - From Wikipedia, the free encyclopedia.

## FUNDING FOR JR. DRAGSTERS

The money Riverside College would access would be from the Train in Trades Completion funding that we would receive in November. Riverside College would wait to purchase the dragsters until next year budget cycle (unless we have access to surplus funding due to Riverside College’s increased enrollment). Last year, Riverside College received \$35,000 in completion funding. Riverside College would like to keep the purchase of the Jr Dragsters under \$15,000 (for both and this price would include all of the safety gear).

## ATTACHED DOCUMENTS

BCSSMA – RULES AND REGULATIONS  
LETTER OF SUPPORT – 2016  
BCSSMA – GETTING STARTED CHECKLIST  
TRACK WAIVER  
VEHICLE TECH  
RIVERSIDE COLLEGE WAIVER  
SCHOOL DISTRICT WAIVER

## CURRENT BCSSMA MEMBERS

Abby Christian	Langley Christian	Surrey Christian
SD#8 Kootenay Lake	SD#20 Kootenay-Columbia	SD#22 Vernon
SD#23 Central Okanagan	SD#27 Cariboo-Chilcotin	SD#28 Quesnel **
SD#33 Chilliwack	SD#34 Abbotsford	SD#35 Langley
SD#36 Surrey	SD#37 Delta	SD#39 Vancouver
SD#40 New Westminister	SD#41 Burnaby	SD#42 Maple Ridge
SD#43 Coquitlam	SD#44 North Vancouver	SD#46 Sunshine Coast
SD#53 Okanagan-Similkameen	SD#57 Prince George	SD#58 Nicola-Similkameen
SD#59 Peace River South	SD#63 Saanich	SD#70 Alberni
SD#73 Kamloops	SD#74 Gold Trail	SD#75 Mission
SD#78 Fraser-Cascade	SD#79 Cowichan Valley	SD#82 Coast Mountains **
SD#83 North Okanagan-Shuswap	SD#91 Nechako Lakes	

## COMMON QUESTIONS AND ANSWERS

### **What is the High School Class?**

The High School class is a recognized National Hot Rod Association (NHRA) and International Hot Rod Association (IHRA) Elapsed Time (ET) or Bracket Style drag racing class. In this class the handicap starting system allows a 1986 Chevette to compete against a 2008 Corvette or Mustang, with the Chevette having an equal chance of winning. It all boils down to driver skill.

### **Where Can You Race?**

High school races are held on NHRA and IHRA sanctioned tracks located in Mission, Prince George, and Ashcroft, with Division Six finals held at any NHRA and IHRA Division 6 tracks. Racing at non-NHRA and IHRA sanctioned tracks is not encouraged and is disallowed for BCSSMA member schools.

### **Who Can Compete in the High School Class?**

To be eligible, a student must be enrolled in a recognized secondary school program in a school district that has a drag racing policy in place. He or she must be 19 years of age or younger at the start of the racing season (March 1), have a valid drivers license with an "N" classification and have completed all the necessary district and track consent forms. For additional information, have your sponsor teacher contact the BCSSMA through this web site.

**Who Will I Compete Against?**

You will compete against other secondary school students.

**How Can I Practice?**

Time trials, or practice runs, are run before elimination races begin each race day. Time trials allow novice drivers to practice their starting skills and calculate their “dial in time”.

**What Costs Are Involved?**

Depending on the track, there will be a daily Driver entry fee and Spectator fee. Mission: Driver – \$40, Crew – \$5; Ashcroft: Driver – \$25, Crew – \$10. Pricing may be higher if tied to a National Open or Specialty event.

**How Do I Know if My Car is Fit to Race?**

If your car does not pass the mandatory NHRA or IHRA Tech. Inspection, which takes place before every race, it is probably not safe to drive on any public road. However, the inspector looks for several specific things as well as general condition; these include the following: Steering, brakes, tires and lug nuts, seatbelts and the neutral safety switch. The vehicle’s cooling system must contain only water and there must be a coolant overflow container of not less than one litre/US quart. Also, the battery must be properly anchored to the vehicle. Bungee cords and snap-straps are not allowed for this purpose.

**Do I Need Any Special Equipment?**

For most street cars, no modifications are necessary. Hubcaps and centre caps must be removed or bolted to the rim. All drivers must wear an approved helmet with a Snell rating of 2000 or newer.

**Will I Break My Car Racing It?**

With most street vehicles, anything that fails at the track was just about ready to break anyway. Properly racing a well maintained street vehicle will not place undue stress on it. Remember, it is driver skill and consistency that wins races, not speed and power.

**What is the Maximum Speed I Can Achieve During a Race?**

High school cars may not run quicker than a 12.00 second ET (a stock Corvette ZR-1, Dodge Viper or 5L Mustang cannot achieve this in the quarter mile).

**Can I Modify My Car to Run Quicker or for Safety?**

Yes, but it must meet BCSSMA rules and NHRA or IHRA specifications as per the rule book published every year. NHRA and IHRA Rule Books are available at many Auto Parts outlets and online.

**What Can I Change?**

Open exhaust, Slicks, Line lock, Turbocharger, Supercharger, Intake manifold, Cylinder heads, Pistons, Cam shaft: as you can see, you are limited more by your budget and the “12 second” rule than anything else.

**What is Not Allowed?**

Nitrous oxide, Transmission brake, Electronic starting aids and Multi-stage rev limiters are not allowed in high school class.

**What if I Do Not Own My Own Vehicle?**

You may compete with someone else’s vehicle (car or light truck) provided you have the proper consent forms signed by the registered owner. Many schools have “school” cars for those students not having vehicles.

### **Can I be Competitive With a Standard Transmission?**

Yes, although the majority of cars are automatic, some with shift kits and hi-stall torque converters.

More information can be found at: <http://highschooldragracing.ca/about-us/>

## **RISKS ASSOCIATED WITH DRAG RACING**

### Potential Known Risks

- Injuries related to vehicle crashes en route to and from the activity
- Injuries related to vehicle crashes at the venue
- Injuries related to working on an engine
- Injury due to equipment malfunction
- Injury due to tripping or falling while entering vehicle
- Head or spinal injury
- Psychological injury due to anxiety or embarrassment
- Injury due to negligence on the part of the student
- Death

## **CONCLUSION AND RECOMMENDATION**

Riverside College uses the drag racing team as an opportunity for students to extend their learning. While there are potential risks associated with drag racing, they are minimized with all of the mandatory safety precautions put in place. Racing a vehicle (specifically made for racing) in a controlled environment, specifically designed for racing, could be safer than some of the sports currently run at our local high and middle schools. To date, there have been no serious injuries or deaths caused by drag racing through the BCSSMA.

It is the hope that the Board of Trustees will consider writing a letter of approval for Riverside College's Drag Racing Program. It is also the hope of Riverside College that the Board of Trustees also support the creation of a Jr. Dragster Program at the Middle School Level, allowing the Middle Schools to compete in the 2018-19 School Year.

**ITEM 5.7      Action**

TO:                Board of Education  
FROM:            Secretary Treasurer  
SUBJECT:        2018-2019 Board Meeting Schedule

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**Recommendation**

**THAT the 2018–2019 Committee of the Whole/ Board of Education Meeting Schedules be approved.**

**Background/Rationale**

Committee of the Whole meetings are typically held on the first Tuesday of each month.  
Closed and Public Board Meetings are typically held on the third Tuesday of each month.  
Some dates have been adjusted to reflect scheduled and approved school/statutory holidays.  
The inaugural meeting will be held on November 20, 2018 for the newly elected Trustees.

**Committee of the Whole Meetings – Open to the Public**

September 11  
October 2  
November 6  
December 4  
January 8  
February 5  
March 5  
April 9  
May 7  
June 4

**Board of Education (Closed and Public) Meetings**

September 18 *Fraserview Learning Centre and Summit Learning Centre*  
October 16 *École Mission Secondary School*  
November 20 *Heritage Park Middle School*  
December 18 *Hatzic Middle School*  
January 22 *Christine Morrison Elementary*  
February 19 *Hatzic Elementary*  
March 12 *Silverdale Elementary*  
April 16 *Dewdney Elementary*  
May 21 *Cherry Hill Elementary*  
June 18 *Mission Central Elementary*



**ITEM 5.8      Action**

**File No. 1105.Election 2018**

TO:                Board of Education  
FROM:            C. Becker, Secretary Treasurer  
SUBJECT:        2018 School Trustee Elections

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**Recommendation**

**THAT the following resolutions be approved:**

- 1. That the following appointments for the 2018 Mission School District Fraser Valley Rural Area School Trustee Election be approved:
  - a. Jamie Schween Chief Election Officer**
  - b. Pam Loat, Deputy Chief Election Officer**
  - c. Christina Mooney, Deputy Chief Election Officer****
- 2. That the following appointments for the 2018 District of Mission School Trustee Election be approved:
  - a. Mike Younie, Chief Election Officer**
  - b. Jennifer Russell, Deputy Chief Election Officer****
- 3. That the Secretary Treasurer be authorized to execute the agreements with the District of Mission and the Fraser Valley Regional District for the conduct of the trustee elections on behalf of School District #75 (Mission).**
- 4. That the three readings and adoption of Bylaw No 2018-4, a Bylaw to establish various procedures and requirements to be applied in the conduct of general school elections and other trustee elections, be considered at one meeting.**
- 5. That Bylaw No 2018-4, a Bylaw to establish various procedures and requirements to be applied in the conduct of general school elections and other trustee elections, be approved as read a first time.**
- 6. That Bylaw No 2018-4, a Bylaw to establish various procedures and requirements to be applied in the conduct of general school elections and other trustee elections, be approved as read a second time.**
- 7. That Bylaw No 2018-4, a Bylaw to establish various procedures and requirements to be applied in the conduct of general school elections and other trustee elections, be approved as read a third time and finally adopted.**

**Summary:**

The election for the Trustees of School District 75 will be held in October 2018. The elected trustees will serve a four year-term beginning in November 2018. The election process must be conducted in accordance with the School Act and the Local Government Act.

To prepare for the election, the School District must update any required changes to the bylaw prior to August 2018, appoint the chief and deputy election officers for the two election areas, and approve agreements with

the District of Mission and the Fraser Valley Regional District to conduct the election. As the election process begins in August, the bylaws and appointments must be made at the June meeting.

**Background:**

The School District electoral boundaries encompass the District of Mission and a portion of the Fraser Valley Regional District. The election process has been previously coordinated by the District of Mission for the election of trustees from the District, and by the Fraser Valley Regional District for the trustee from the electoral area. As in prior years, staff recommend that the School District enter into agreements with the District of Mission (DOM) and the Fraser Valley Regional District (FVRD) to run the elections for School District 75 trustees in the 2018 local elections. This is a process that occurs in most school districts throughout the province.

Upon review of the School District's election bylaw, a few minor changes were required to update references to outdated legislation. As such, the bylaw was updated to follow the bylaw template provided by the BCSTA.

**Policy, Regulation, Legislation:**

The Election of School Trustees is conducted in accordance with the BC *School Act* and the *Local Government Act*.

**Attachments:**

- a) Draft Election Bylaw
- b) Draft Agreement – FVRD – includes FVRD Election Bylaw
- c) Draft Agreement – DOM – includes DOM Election Bylaw

SCHOOL DISTRICT NO. 75 (Mission)

TRUSTEE ELECTIONS BYLAW

BYLAW No. 2018-4

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 75 (Mission), in accordance with the *School Act*, to establish various procedures and requirements to be applied in the conduct of general school elections and other trustee elections.

Whereas in School District #75 (Mission) trustee elections are held in the following trustee electoral areas:

Trustee Electoral Area	Trustee Electoral Area Description	Number of Trustees
#1 (DOM)	Municipality of the District of Mission	Four
#2 (FVRD)	Electoral Areas F, G, and a portion of Area C of the Fraser Valley Regional District	One

Therefore, the Board, in open meeting assembled, enacts as follows:

**1. Definitions:**

The terms used in this bylaw shall have the meanings assigned by the *School Act*, the *Local Government Act*, and the *Local Elections Campaign Financing Act*, except as the context indicates otherwise.

“Board” means the Board of Education of School District No.75 (Mission)

“by-election” means a trustee election to fill a vacancy on the Board in any of the circumstances described in section 36 of the *School Act*.

“election” means a trustee election.

“Regional District” means the Fraser Valley Regional District.

**2. Application**

(a) This bylaw applies to both general school elections and by-elections, except as otherwise indicated in this bylaw.

**3. Application of Local Government Bylaws**

(a) In Trustee Electoral Area #1 (DOM) the election bylaws of the Municipality of the District of Mission apply to trustee elections conducted by the Municipality of the District of Mission, except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

(b) In Trustee Electoral Area #2 (FVRD) the election bylaws of the Regional District apply to trustee elections conducted by the Regional District, except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

**4. Resolution of Tie Vote after Judicial Recount**

(a) In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the *Local Government Act*.

**5. Title:**

This bylaw may be cited as School District No.75 (Mission) Trustee Elections Bylaw No. 2018-4.

**6. Repeal**

School District No 75 (Mission) Trustee Elections Bylaw No 2 - 2008 is hereby repealed.

READ A FIRST TIME THE \_\_\_\_\_ DAY OF JUNE 2018;

READ A SECOND TIME THE \_\_\_\_\_ DAY OF JUNE 2018\_;

READ A THIRD TIME, PASSED AND ADOPTED THE \_\_\_\_\_ DAY OF JUNE 2018.

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

(Corporate Seal)

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

**LETTER OF AGREEMENT FOR ELECTIONS SERVICES  
2018 School Trustee Election – Rural Area School Trustee  
School District 75 – Mission**

28 May 2018

Corien Becker, Secretary/Treasurer  
School District #No. 75  
33046 Fourth Avenue  
Mission, BC V2V 1S5

**Re : Agreement for Election Services - 2018 Rural Area School Trustee Election within Electoral Areas F, G and a Portion of Electoral Area C of the Fraser Valley Regional District (“FVRD”)**

This letter confirms our agreement with respect to the above referenced matter:

**1. School District No. 75 (“School District”) shall be responsible for the following:**

- a. Appointing the following individuals, by Board resolution, to act in the following roles for purposes of conducting the 2018 Rural Area School Trustee Election (“Election”):
  - Jaime Schween, Chief Election Officer
  - Pam Loat, Deputy Chief Election Officer
  - Christina Mooney, Deputy Chief Election Officer;
- b. Statutory reporting and publication of acclamation or Election results and reporting of results to Elections BC;
- c. Remitting to the FVRD within 30 days of being invoiced, those costs for conducting the Election on behalf of the School District in accordance with this agreement. The amount will represent the extra costs borne by the FVRD for staffing, advertising, supplies and other miscellaneous expenses attributable to conducting this election on behalf of the School District;
- d. It is agreed and understood that if any FVRD Electoral Area Director is elected by acclamation in the applicable electoral area where the FVRD is conducting Rural Area School Trustee Election, the FVRD will adjust the amount payable by the School District to be the total costs of that Election and will conduct the Election regardless;
- e. If the Rural Area School Trustee is elected by acclamation in the applicable electoral area where the FVRD is conducting elections, the amount payable will also be adjusted accordingly to reflect only the value of services provided by the FVRD;

- f. Paying all legal costs which can be specifically attributed to the Rural Area School Trustee Election. Such amounts will be invoiced separately.

**2. The Chief Election Officer for the FVRD shall be responsible for the following;**

- a. Conducting the Election on behalf of the School District within FVRD Electoral Areas F, G and a portion of C;
- b. Providing the services of its appointed Chief Election Officer, Deputy Chief Election Officers and election staff for these purposes;
- c. Providing and training all election staff for purposes of the Election;
- d. Arranging for the use of all facilities designated as voting places;
- e. Preparing all nomination documents and accepting all nominations;
- f. Preparing and publishing all statutory advertising and other notices;
- g. Making all statutory declarations;
- h. Providing the voting books and ballots for all voting opportunities;
- i. Providing all election forms incidental to conducting the Election;
- j. Conducting the ballot count and calling in the preliminary election results to the School District at the end of the ballot count. In accordance with S. 47 of the *School Act*, the FVRD will not conduct the count until it is advised by the Chief Election Officer/designate for the School District that all voting places for the School District have closed;
- k. Reporting acclamation or election results to the School District;
- l. Communicating with Elections BC as required, with the exception of reporting of Election results as per Section 1. b of this agreement;
- m. Destruction of all election materials as per the Local Government Act;
- n. Making election materials available for public inspection;
- o. Delivering all election related records not destroyed under section (m) of this agreement to the School District, after the first day to destroy election materials as prescribed in the Local Government Act;
- p. The FVRD is not responsible for any statutory or other duties associated with this election once the election related records have been delivered to the School District;
- q. It is understood and agreed that should the Electoral Area Director for either Electoral Area C, F or G be elected by acclamation, the FVRD shall abide by the terms of this agreement regardless;
- r. Invoicing the School District as per this agreement.

3. **Miscellaneous:**

- a. It is hereby acknowledged that *Fraser Valley Regional District Local Government Election and Procedures Bylaw No. 1442, 2017 (attached)* shall apply for purposes of this agreement, except where Section 45 (9) of the School Act requires otherwise.
- b. It is hereby acknowledged that the Fraser Valley Regional District will only conduct one (1) Advance Voting Opportunity on October 10, 2018 as prescribed in the Local Government Act.
- c. The School District shall indemnify and save harmless the FVRD from and against any and all claims, losses, damages, costs, actions, liabilities, expenses, costs, including legal or other fees incurred in respect of any such claim, or any cause or proceeding brought thereon, arising directly, or indirectly from, or in connection with, the conduct of the Election with respect to this agreement;

Please kindly attend to the execution of this agreement and return a fully executed copy to me via email.

Should these matters require further clarification or should there be any errors or omission contained in this agreement, please contact me at your very earliest opportunity direct at 604-702-5023 or [jschween@fvrd.bc.ca](mailto:jschween@fvrd.bc.ca). Thank you very much for your cooperation and assistance throughout and I look forward to working with you during the upcoming Election.

Sincerely,



Jaime Schween  
Chief Election Officer

**Approved as to form and content**

\_\_\_\_\_  
Authorized Signatory  
School District #75

\_\_\_\_\_  
Date



\_\_\_\_\_  
Jaime Schween  
Chief Election Officer

\_\_\_\_\_  
Date

**FRASER VALLEY REGIONAL DISTRICT**

**BYLAW NO. 1442, 2017**

**A bylaw to provide for the procedures for the conduct of  
General local elections and other voting**

---

**WHEREAS** Parts 3 and 4 of the *Local Government Act* (the "Act") provides for the conduct of General Local Elections and Assent Voting;

**WHEREAS** the Act provides that a board may, by bylaw, determine various procedures and requirements to be applied to the conduct of General Local Elections and Assent Voting and the Fraser Valley Regional District Board ("the Board") deems it advisable to establish certain procedures and requirements under that authority.

**NOW THEREFORE**, the Board in open meeting assembled, enacts as follows:

**A. CITATION**

This bylaw may be cited for all purposes as the "*Fraser Valley Regional District Election Procedures Bylaw No. 1442, 2017*".

**B. DEFINITIONS**

**Assent Voting** means:

- (a) Voting on a bylaw or other matter for which the assent of the electors is required;
- (b) Voting on a bylaw or other matter for which the local government is authorized under *the Act* or another Act to obtain the assent of the electors;
- (c) Voting on a referendum under Section 336 of *the Act* regarding a regional district service.

**General Local Election** means the election to be held for the offices of Electoral Area Director of the Fraser Valley Regional District according to *the Act*.

**C. ENACTMENTS**

**1. Access to Nomination Documents**

As authorized under *the Act*, public access to nomination documents will be provided from the time of delivery until 30 days after the declaration of election results, by internet or other electronic means, and will otherwise be available for public inspection at the offices of the



Fraser Valley Regional District located at 45950 Cheam Avenue, Chilliwack, B.C. between the hours of 8:30 a.m. and 4:30 p.m. Monday through Friday, except statutory holidays.

**2. Advance Voting Opportunity**

- a) In accordance with *the Act*, for electoral areas with a population less than 5000, only one (1) advance voting opportunity will be held on the 10<sup>th</sup> day before general voting day.
- b) For electoral areas with a population greater than 5000, the second advanced voting opportunity will be held on the 3<sup>rd</sup> day before general voting day.

**3. Special Voting Opportunities**

In accordance with *the Act*, the Chief Election Officer may determine whether a special voting opportunity is to be conducted and may establish the dates, locations and voting hours for special voting opportunities. The Chief Election Officer may limit the number of candidate representatives who may be present at a special voting opportunity.

**4. Voting Day Registration Only**

For purposes of all General Local Elections and Assent Voting under Parts 3 and 4 of *the Act*, a person may register as an elector only at the time of voting in accordance with *the Act*.

**5. Resolution of Tie Vote after Judicial Recount**

In accordance with *the Act*, in the event of a tie vote after a judicial recount, the results of the election will be determined by lot rather than by a runoff election.

**6. Mail Ballot Voting**

- a) As authorized under *the Act*, voting and elector registration for mail ballot voting may be conducted by mail for those electors who meet the criteria under subsection 6)b) of this bylaw for each General Local Election or Assent Voting.
- b) The following electors are permitted to register to vote by mail, and to vote by mail ballot:
  - i. those electors who have a physical disability, illness, or injury that affects their ability to vote at another voting opportunity;
  - ii. electors who expect to be absent from the Fraser Valley Regional District on general voting day and during the times of all advance voting opportunities;
  - iii. electors who reside within a remote area located more than 25kms from the nearest voting place at which they are entitled to vote.
- c) The Chief Election Officer is hereby authorized to establish time limits in relation to voting by mail ballot and applying for voting by mail ballot.

- d) An elector wanting to vote by mail ballot must request a mail ballot application form and submit the completed form to the Chief Election Officer within the time limit as specified by the Chief Election Officer.
- e) Mail ballot voting packages will be made available to applicants as determined by the Chief Election Officer.

**D. REPEAL**

*Fraser Valley Regional District Local Government Election and Assent Voting Procedures Bylaw No. 1284, 2014 and any amendments thereto are hereby repealed.*

**E. READINGS AND ADOPTION**

READ A FIRST TIME THIS	27 <sup>th</sup>	day of	March, 2018
READ A SECOND TIME THIS	27 <sup>th</sup>	day of	March, 2018
READ A THIRD TIME THIS	27 <sup>th</sup>	day of	March, 2018
ADOPTED THIS	27 <sup>th</sup>	day of	March, 2018

  
\_\_\_\_\_  
Chair/Vice-Chair

  
\_\_\_\_\_  
Corporate Officer/Deputy

**F. CERTIFICATION**

I hereby certify that this is a true and correct copy of *Fraser Valley Regional District Election Procedures Bylaw No. 1442, 2017* as adopted by the Board of Directors of the Fraser Valley Regional District on the 27<sup>th</sup> day of March, 2018.

Dated at Chilliwack, B.C. this 28<sup>th</sup> day of March, 2018

  
\_\_\_\_\_  
Corporate Officer/Deputy



**LETTER OF AGREEMENT FOR ELECTION SERVICES  
2018 School Trustee Election  
School District 75 – District of Mission**

June 1, 2018

Corien Becker, Secretary/Treasurer  
School District #No. 75  
33046 Fourth Avenue  
Mission BC V2V 1S5

**Re : Agreement for Election Services - 2018 School Trustee Election within the District of Mission**

This letter confirms our agreement with respect to the above referenced matter:

1. **School District No. 75 (“School District”) shall be responsible for the following:**
  - a. Appointing the following individuals, by Board resolution, to act in the following roles for purposes of conducting the 2018 School Trustee Election (“Election”) within the District of Mission:
    - Mike Younie, Chief Election Officer
    - Jennifer Russell, Deputy Chief Election Officer
  - b. Statutory reporting and publication of acclamation or Election results and reporting of results to Elections BC;
  - c. Providing all required information, such as but not limited to nomination packages, advertising requirements etc. to Mission in a timely manner to meet legislated timelines;
  - d. Paying Mission’s legal costs which can be directly attributed to the School Trustee Election. Seeking of legal advice in this case shall be reviewed with the School District prior to making the expenditure.
  - e. Making available, at no cost to Mission, the gymnasiums, washrooms and lunch rooms of the following School District facilities from 4PM to 8PM on October 19 and from 6AM to 10PM on October 20, 2018:
    - Cherry Hill Elementary School
    - Mission Central Elementary School
    - Albert McMahon Elementary School

- Hatzic Middle School
  - Silverdale Elementary School
  - West Heights Elementary School
- f. Making available, at no cost to Mission, tables and chairs in sufficient quantities to host the Election in each facility.

**2. Mission shall be responsible for the following;**

- a. Conducting the Election on behalf of the School District within the District of Mission at no cost to the School District;
- b. Providing the services of its appointed Chief Election Officer, Deputy Chief Election Officers and election staff for these purposes;
- c. Providing and training all election staff for purposes of the Election;
- d. With the assistance of the School District as per 1(d) and 1(e), arranging for the use of all facilities designated as voting places;
- e. Preparing all nomination documents, accepting and recoding all nominations;
- f. Preparing and publishing all statutory advertising and other notices;
- g. Making all statutory declarations;
- h. Providing the voting books and ballots for all voting opportunities;
- i. Providing all election forms incidental to conducting the Election;
- j. Conducting the ballot count and calling in the preliminary election results to the School District at the end of the ballot count when the voting places have closed.
- k. Reporting acclamation or election results to the School District as soon as definitive results are known;
- l. Communicating with Elections BC as required, with the exception of reporting of Election results as per Section 1(b) of this agreement;
- m. Destruction of all election materials as per the Local Government Act;
- n. Making election materials available for public inspection;
- o. Delivering all election related records not destroyed under section 2(m) of this agreement to the School District, after the first day to destroy Election materials as prescribed in the Local Government Act;
- p. Mission is not responsible for any statutory or other duties associated with the Election once the election related records have been delivered to the School District;
- q. Notwithstanding 2(a), it is agreed and understood that if the District of Mission Mayor and Councillors are elected by acclamation Mission will conduct the Election regardless but will negotiate reasonable recovery of costs from the School District prior to the Election.

3. **Miscellaneous:**

- a. It is hereby acknowledged that the District of Mission Election Procedures Bylaw 2669-1993 and the Automated Vote Counting System Authorization and Procedure Bylaw 2978-1996 shall apply for purposes of this Agreement, except where Section 45 (9) of the School Act requires otherwise in which case the School District shall promptly notify Mission of these exceptions;
- b. It is hereby acknowledged that Mission will only conduct two Advance Voting Opportunities as per the District of Mission Election Procedures Bylaw 2669-1993;
- c. The School District shall indemnify and save harmless Mission from and against any and all claims, losses, damages, costs, actions, liabilities, expenses, costs, including legal or other fees incurred in respect of any such claim, or any cause or proceeding brought thereon, arising directly, or indirectly from, or in connection with, the conduct of the Election with respect to this agreement;

Please kindly attend to the execution of this agreement and return a fully executed copy to me via email.

Should these matters require further clarification or should changes to the Agreement be required, please contact me at your earliest opportunity direct at 604-820-3798 or [myounie@mission.ca](mailto:myounie@mission.ca). Thank you very much for your cooperation and assistance throughout and I look forward to working with you during the upcoming Election.

Sincerely,



Mike Younie  
Chief Election Officer, District of Mission

**IN WITNESS WHEREOF** each party has caused this Agreement to be executed by its duly authorized representative at Mission as of the date first written above.

\_\_\_\_\_  
Corien Becker, Secretary/Treasurer, School District #75

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mike Younie, Chief Election Officer, District of Mission

\_\_\_\_\_  
Date



**ELECTION PROCEDURES BYLAW**

**2669-1993**

**THE FOLLOWING DOCUMENT HAS BEEN REPRODUCED FOR CONVENIENCE ONLY** and is a consolidation of "District of Mission Election Procedures Bylaw 2669-1993" with the following amending bylaws:

Bylaw Number	Date Adopted	Section Amended
3238-1999-2669(1)	July 5, 1999	Sections 1, 3, 4, 5, 6, 7
3395-2001-2669(2)	June 18, 2001	Sections 1 to 5
3816-2005-2669(3)	July 18, 2005	Section 1
4065-2008-2669(4)	July 21, 2008	Sections 1, 3, 4
5224-2011-2669(5)	July 18, 2011	Section 3
5449-2014-2669(6)	August 5, 2014	Section 3, 5, 7

Individual copies of any of the above bylaws are available from the Administration Department of the District of Mission. For legal purposes, copies of the original bylaws should be obtained.

**DISTRICT OF MISSION**

**BYLAW 2669-1993**

A bylaw to provide for the determination of various procedures for the conduct of local government elections and other voting

3395-2001-2669(2)

WHEREAS, under the *Local Government Act*, the Council of the District of Mission may, by bylaw, determine various procedures and requirements to be applied in the conduct of local government elections and other voting;

AND WHEREAS the Council of the District of Mission wishes to establish various procedures and requirements under that authority;

NOW THEREFORE the Council of the District of Mission, in open meeting assembled, ENACTS AS FOLLOWS:

1. **DEFINITIONS**

In this bylaw:

3238-1999-2669(1)  
3395-2001-2669(2)

**"Chief Election Officer"** means the election official appointed by the local government of the District of Mission under Section 41 of the *Local Government Act*;

3395-2001-2669(2)  
3816-2005-2669(3)

**"Elector"** means a resident elector or non-resident property elector of a municipality as defined under the *Local Government Act*;

**"Election"** means an election for the number of persons required to fill a local government office;

**"General local election"** means the elections held for the mayor and all councillors of the municipality which must be held in the year 1993 and every 3rd year after that;

**"General voting day"** means,

a) for a general local election, the 3rd Saturday of November in the year of the election,

3238-1999-2669(1)

b) for other elections, the date set under sections 37 or 38 of the *Local Government Act*, and

c) for other voting, the date set under section 162 of the *Local Government Act*;

3816-2005-2669(3)

**"Jurisdiction"** means, in relation to an election, the municipality for which the election is held;

3816-2005-2669(3)

**"Local government"** means the Council of a municipality, the council;

3238-1999-2669(1)  
3395-2001-2669(2)  
3816-2005-2669(3)

**"Other voting"** means voting on a matter referred to in section 158 of the *Local Government Act* and includes seeking assent of the electors under section 85 of the *Community Charter*.

4065-2008-2669(4)

**“Qualified Nominator”** means a resident elector or non-resident property elector listed or eligible to be listed on the current list of electors.

2. **REQUIRED ADVANCE VOTING OPPORTUNITIES**

3395-2001-2669(2)

a) As required under section 97 of the *Local Government Act*, the following required advance voting opportunities are established to be held in advance of general voting day for each election and other voting.

i) On the tenth day before general voting day at the Municipal Hall, 8645 Stave Lake Street, Mission, B.C., from 8:00 a.m. to 8:00 p.m.

ii) On the third day before general voting day at the Municipal Hall, 8645 Stave Lake Street, Mission, B.C., from 8:00 a.m. to 8:00 p.m.

3. **SPECIAL VOTING OPPORTUNITIES**

3238-1999-2669(1)  
3395-2001-2669(2)  
5224-2011-2669(5)  
5449-2014-2669(6)

a) As authorized under section 99 of the *Local Government Act*, special voting opportunities will be provided and the chief election officer is hereby authorized to establish the dates, locations, and voting hours within the limits set out in section 99 of the *Local Government Act*, for the special voting opportunities.

b) The only electors who may vote at a special voting opportunity are electors who, on the date on which the special voting opportunity is held, and before the end of the voting hours for that special voting opportunity, have been admitted as patients, are residents of, or are workers at the location of the special voting opportunity.

c) The following procedures for voting and for conducting the voting proceedings apply to the special voting opportunities:

i) The ballot boxes and necessary supplies for the voting may be carried from room to room by the presiding election official and another election official to afford each elector the opportunity to vote at his/her bedside, where it is determined by the presiding election official that the elector cannot attend the voting place established at each of the special voting opportunities.

d) One candidate representative may be present at each of the special voting opportunities, with that candidate representative chosen by agreement of the candidates for that election, or failing such agreement, by the Chief Election Officer.

3238-1999-2669(1)

4. **REGISTER OF RESIDENT ELECTORS**

3395-2001-2669(2)

For the purposes of all local elections and submissions to the electors under Part 3 and 4 of the *Local Government Act*, the most current available Provincial list of voters prepared under the *Election Act* shall become the register of resident electors for the District of Mission on the 52nd day prior to the general voting day for such elections and submissions to the electors.



4065-2008-2669(4)

**ACCESS TO NOMINATION DOCUMENTS**

As authorized under section 73 of the *Local Government Act* additional public access to nomination documents will be provided for public viewing through the internet on the District's web site from the time of posting until 30 days after the declaration of the election results.

3238-1999-2669(1)

5. **REPEAL**

"District of Mission Advance Poll and Mobile Poll Bylaw 2210-1990" is repealed as of the adoption date of this bylaw.

3238-1999-2669(1)

6. **CITATION**

This Bylaw may be cited as "District of Mission Election Procedures Bylaw 2669-1993".

5449-2014-2669(6)

7. **OATH OF OFFICE**

*I, [insert name of person elected or appointed], do [swear]/[solemnly affirm] as (Mayor)/(Councillor) for the District of Mission, that I shall:*

- *Perform the duties of the office of (Mayor)(Councillor) faithfully and with integrity;*
- *Abide by the statutes, bylaws and policies that govern the District and promote openness, accountability, and responsible leadership;*
- *Provide stewardship of the public assets through the development and evaluation of the District's policies and programs; and*
- *Always consider the well-being and interest of the community as a whole leading the development of a safe, vibrant and sustainable Community.*

READ A FIRST TIME this 16th day of August, 1993

READ A SECOND TIME this 16th day of August, 1993

READ A THIRD TIME this 16th day of August, 1993

RECONSIDERED AND FINALLY ADOPTED this 7th day of September, 1993

\_\_\_\_\_  
(original signed by Mayor K. Redl)  
MAYOR

\_\_\_\_\_  
(original signed by Dennis Clark)  
CLERK

I HEREBY CERTIFY the foregoing to be a true and correct copy of "District of Mission Election Procedures Bylaw 2669-1993".

\_\_\_\_\_  
CLERK

**ITEM 5.9      Action**

**File No. 1020**

TO:                Board of Education  
FROM:            C. Becker, Secretary Treasurer  
SUBJECT:        Draft Budget Development, Monitoring and Reporting Policy

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**Recommendation**

**THAT the draft Budget Development, Monitoring and Reporting policy be approved.**

**Summary:**

The Financial Governance and Accountability framework developed by the Financial Health Working Group, recommends that Boards of Education develop a Budget Monitoring and Reporting policy by June 30, 2018. The draft policy presented is based on the recommendations from the working group. The policy includes guidelines for budget documents that will facilitate a fulsome review.

**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 budget monitoring and reporting by June 30, 2018.

**Analysis and Impact:**

Staff have been working towards the practices that are outlined in the draft policy. As such, the policy will have minimal additional impact on the organization. If the reporting requirements are expanded, additional support would be required in the finance department.

**Strategic Priority:**

The Boards Strategic Plan includes the requirement to review, revise and create policy that contributes to effective governance and operational direction, as well as maintaining a healthy financial position. The policy assists the Board in achieving these goals.

**Policy, Regulation, Legislation:**

The policy is to provide guidance to staff as they develop the annual budget, and present financial information for the review of the financial progress. The policy is the regulatory framework for staff to work under.

**Public Participation:**

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

**Attachments:**

a) Draft Budget Development, Monitoring and Reporting Policy

**Implementation:**

June 5, 2018      Committee of the Whole review  
June 19, 2018    Board approval in principal  
Sept - Nov 2018   Public consultation  
December 2018   Board approval

<b>Section:</b>	<b>Finance</b>	
<b>Title:</b>	<b>Budget Development, Monitoring, and Reporting</b>	<b>504</b>

**Purpose**

To support the financial governance and accountability responsibilities of the Board with regular monitoring and reporting of the actual financial spending to planned financial spending.

**Policy**

The Board of Education is responsible for approving the annual budget bylaw, the amended budget bylaw, the five-year capital plan and capital bylaw.

The Superintendent and the Secretary Treasurer are delegated the responsibility for drafting the annual budget, the amended budget, and the five-year capital plan, considering the Board’s strategic priorities, departmental operating priorities, and guidelines provided by the Ministry of Education.

The Secretary Treasurer is delegated responsibility for the overall management and monitoring of the financial budget, spending, and reporting processes.

The Board and senior management are responsible for monitoring actual spending to planned spending. In addition to the annual reporting to June 30 that is reviewed in September each year, financial activity reports comparing actual to budget will be provided to the Board and Senior Management.

**Guidelines**

1. Budget Development
  - 1.1. The draft budget documents are to include the following information:
    - 1.1.1. Summary of projects and initiatives to meet strategic and operating plans and priorities.
    - 1.1.2. Key budget assumptions:
      - 1.1.2.1. Grant rate changes / impacts.
      - 1.1.2.2. Student enrolment changes / impacts.
      - 1.1.2.3. Staffing changes.
      - 1.1.2.4. Salary increases – inflation rate increases, and length of service increases.
      - 1.1.2.5. Inflation rate, interest rate, utility rate changes and impact.
    - 1.1.3. Financial and business risks.
      - 1.1.3.1. Options for mitigating risks.
    - 1.1.4. Summary of reserve funds
      - 1.1.4.1. Transfers to and from reserve funds
      - 1.1.4.2. Use of reserve funds
    - 1.1.5. Summary of local capital

2. Budget and Interim Reporting

2.1. Quarterly Reports as of September 30, December 30, and March 30, are to be prepared for senior management and the Board, including the following information and comments on significant variances:

2.1.1. Operating revenues, expenses, comparing actual to budget.

2.1.2. The projected year end surplus or deficit

2.1.3. Eligible funded students

2.1.4. Number of full-time equivalent employees (FTE)

2.1.5. Local capital projects: status, % complete

2.1.6. Provincial funded capital project: status, % complete, funding received

2.2. Quarterly reports are to be presented at the Committee of the Whole for discussion with partner groups prior to submitting to a Board meeting.

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

**Date Amended:**

*Legal Reference:*

*Cross Reference:*     *Financial Governance and Accountability*  
                              - Financial Health Working Group, March 20, 2017

DRAFT

# Board of Education – Public Meeting

## June 19, 2018



**ITEM 5.10      Action**

**File No. 11210**

TO:                Board of Education  
FROM:             Secretary Treasurer  
SUBJECT:         2019-2020 Five Year Capital Plan

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### **Recommendation:**

**THAT the 2019-2020 Five Year Capital Plan dated June 2018 be approved and submitted to the Ministry.**

### **Executive Summary:**

The Ministry of Education directed School Districts to develop five-year capital plans. The capital plans should be based on a Long Range Facilities Plan (LRFP). This Mission Public School District's LRFP is in draft form, and is expected to be finalized in 2018.

The 2019-2020 five-year capital plan is to be submitted to the Province by June 30, 2018. The plan is put together considering the draft LRFP. The plan has been updated to include requests for funding for the Stave Falls School as well.

### **Background:**

Mission Public School District is required to submit a five-year capital plan to the Minister of Education. The School Act requires the School District to prepare a capital plan that sets out proposed sites and facilities and the renovation of existing facilities, other than plans for local capital projects or the annual facility projects. The capital plan must include the amount of financial resources needed for the projects.

All capital funding programs (with the exception of the Annual Facility Grant (AFG)) are to be included in the submission. These programs are:

- SMP        - Seismic Mitigation Program
- EXP        - New Schools, Additions, Site Acquisition
- REP        - School Replacement
- BEP        - Building Envelope
- SEP        - School Enhancement Program
- CNCP      - Carbon Neutral Capital Program
- BUS        - Bus Replacement & Inventory
- PEP        - Playground Equipment Program

A new Project Request Fact Sheet (PRFS) must be submitted if projects are for seismic upgrades, additions to schools, replacement schools or new schools within the first three years of the five-year capital plan submission.

Only building envelope projects currently on the Ministry list can be submitted under the BEPs program; Albert McMahon and Dewdney are on this list. Other building envelope projects would be submitted under the School Enhancement Program.

### **Options:**

The 2019/2020 Five Year Capital Plan must be submitted to the Ministry before June 30<sup>th</sup>, 2018. The plan is based on the draft LRFP and other capital needs identified by the Facilities department.

### **Analysis and Impact:**

This report provides details on projects to submit to the Province to fund capital for the school district. At this point it provides basic information on what projects could be considered acceptable by the Province. Failure

to submit the plan to the Province by June 30, 2018 may compromise the District's ability to access capital funds to improve existing facilities.

**Strategic Priority:**

MPSD Strategic Priorities identifies the need to be economically sustainable, including developing short and long-term plans for the optimal use of School District assets and resources. The LRFP assists with establishing priorities for the optimal use of assets. The Capital Plan helps achieve the goals of the LRFP.

**Policy, Regulation, Legislation:**

The Province is regulating the form and manner to prepare and submit requests for funding for capital improvements for school district facilities. This report provides the information in a format that is summarized for board use and is not in the format that the Province requires.

**Public Consultation:**

Section 142 (2) of the *School Act* requires the School District to review and consider any community plans prepared that include any part of the School District and to consult with those local governments that prepared those community plans. School District staff meet with the District of Mission staff regularly to review development activity within the District of Mission, and to consider the potential impact of this development on school enrolment. In addition, the Board of the School District, and the Council of the District of Mission meet regularly and discuss growth and development and the impact of the growth of the community on schools.

Information from the District of Mission indicates that significant development is occurring in the Hatzic, Albert McMahon, and Windebank catchment areas. Five elementary schools currently exceed 100% utilization, and as such, realigning the catchment areas, expanding these schools, or building a new school in the central area is expected to be needed in the near future.

Staff also review growth in the Fraser Valley Regional District areas to consider growth plans around the rural schools. Both rural schools have significant capacity for growth at this time.

Once the LRFP is finalized, it will be brought to a committee of the whole meeting for consultation with stakeholder groups.

**Implementation:**

The plan will be input into the Province's system set up to capture and collate the capital plan requests of school districts.

The Ministry will provide a written response to the five-year capital plan submission once the assessment of all submissions is complete and the funding for fiscal year 2019/20 is announced. Once the Province has reviewed the plans, and advised, the District will prepare any necessary bylaws for approved capital projects, and initiate the projects if possible for construction in July / August 2019.

**Attachment:**

- A. Mission Public School District No. 75 - 2019 / 2020 to 2022 / 2024 Five Year Capital Plan

**Attachment "A"**  
**Mission Public School District #75**  
**Five Year Capital Plan 2019/2020 - 2023/2024 Summary Report**  
**June-18**

2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
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**SMP - SEISMIC MITIGATION**

1	Mission Secondary - shop wing only. Risk = High 3				tbd	
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**NEW SCHOOL, ADDITIONS, & SITE ACQUISITION (EXP)**

1	McMahon	Addition				tbd	
2	Mission Secondary	Addition					tbd

**SCHOOL REPLACEMENT (REP)**

1	Hatzic Elementary						tbd
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**BUILDING ENVELOPE PROGRAM (BEP)**

1	McMahon Elementary	<i>(Information provided by Ministry)</i>				1,900,000	
2	Dewdney Elementary	<i>(Information provided by Ministry)</i>					600,000

**SCHOOL ENHANCEMENT PROGRAM (SEP)**

1	Mission Secondary	Wookshop Dust Collector System	\$595,000				
2	Heritage Park Middle	AHU#3 condensing unit replacement	\$225,000				
3	West Heights Elem	Replace old furnaces with unit ventilators	\$260,000				
4	Hatzic Middle	Replace roof section H (2B)		\$430,000			
5	Edwin S. Richards Elem	Replace roof sections A (7), I (6), S (9) and T (6A)		\$340,000			
6	Hatzic Middle	Replace roof sections K (3) and Z (1)			\$570,000		
7	Hatzic Middle	Replace roof section B (2A)			\$245,000		
8	Mission Sec	Replace 70T condensing unit B wing			tbd		
9	Stave Falls Elementary	Metal Roof Replacement				\$1,500,000	

**CARBON NEUTRALCAPITAL PROGRAM (CNCP)**

1	Stave Falls Elementary	Mechanical Upgrade	\$300,000				
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**BUS ACQUISITION PROGRAM (BUS)**

1	New Bus Acquisition	Two new buses - Opening Stave Falls School	Costs are assigned by the Ministry as per the provincial contract				
2	Bus Replacements	Units: 2752, 4751	year 1				
3	Bus Replacements	Unit:: 4750, 5751		Year 2			
4	Bus Replacements	Units: 2753, 6751			Year 3		
5	Bus Replacements	Units: 7751, 7752				Year 4	
6	Bus Replacements	Units: 6750					Year 5

**PLAYGROUND EQUIPMENT PROGRAM (PEP)**

1	Stave Falls Elementary	Reopened School - playground needed	\$90,000				
2	Edwin S. Richards Elem	Replace East Playground		\$90,000			
3	Silverdale	Replace old blue IMP Structure			\$90,000		
4	Albert McMahon	Additional structure due to growth				\$90,000	
5	Hillside, West Heights, Central	Replace / add swingsets					\$90,000

# Board of Education Meeting (Public)

## June 19, 2018



### ITEM 5.11      Action

TO:                Board of Education  
FROM:            C. Becker, Secretary Treasurer  
SUBJECT:        2018-2019 Preliminary Annual Budget Bylaw

---

#### **Recommendation:**

**THAT the following resolutions be approved:**

**THAT the required three (3) readings and adoption of School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2018/2019 be carried out in one meeting.**

**THAT School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2018/2019 be approved as read a first time.**

**THAT School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2017/2018 be approved as read a second time.**

**THAT School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2017/2018 be approved as read a third time and finally adopted.**

#### **Summary:**

The 2018/2019 Annual Budget was developed over the past few months with the final review conducted at the COTW meeting on May 29, 2018. The budget is based on student enrolment projections and current available information.

#### **Background:**

The 2018/2019 Annual Budget Bylaw is based on the enrolment estimate of approximately 140 students more than the 2017/2018 year. The attached report summarizes the major changes in the budget.

As noted in the presentation on May 29<sup>th</sup>, 2018, enrolment does not seem to be reaching the original projections made in February. As of June 15, 2018, the enrolment projection appears to be similar to 2017/2018. As such, the budget will be tightly controlled until the final numbers are confirmed. If the students do not materialize in September, significant adjustments will be needed to balance the amended budget.

In accordance with the requirements of the School Act, before it is passed, a Bylaw of the Board of Education ("Board") must be given three (3) distinct readings. The Board may not give a Bylaw more than two (2) readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the Bylaw all three readings at that meeting. The 2018/2019 Annual Budget must be approved prior to June 30, 2018.

A Bylaw may be provided in written or printed copy and be in the possession of each Trustee and be available to each member of the public in attendance at the meeting at which the Bylaw is to be read. The Bylaw must consist of a description of the Bylaw by (a) its title, and (b) a summary of its contents. If copies are not available to Trustees and the public, then the Bylaw must be read out in full at each reading of the Bylaw.

#### **Options:**

1. The budget could be approved as presented. If amendments are required the amendments could be deferred to the Amended Budget, which must be approved by February 28, 2019.
2. Additional amendments could be made. Depending on what was amended, the bylaw would need to be referred to staff to make the amendments, and the Annual Budget Bylaw would need to be returned to the Board for approval at a special meeting. The bylaws must be approved before June 30, 2018.



**Analysis and Impact:**

The Committee of the Whole meetings reviewed the budget information over the past few weeks, and the proposed budget bylaw on May 29, 2018. The approval of the budget enables staff to conclude planning processes for the 2017/2018 school year.

Details of the budget are presented in the attached report.

**Strategic Priority:**

The Budget Bylaw assists in meeting the Boards objectives regarding economic sustainability in that the budget is balanced. It also allocates resources for technology and student learning, as per the plan.

**Policy, Regulation, Legislation:**

The Province regulates the preparation of the Budget Bylaw. As such, the Budget Bylaw is presented in the format required by the Ministry.

**Public Participation:**

The recommendations for the Annual Budget were reviewed at the Committee of the Whole with staff and the partner organizations.

**Implementation**

1. Provide a copy of the Bylaw to the Ministry
2. Update budget information in the general ledger
3. Review the approved budget with managers and principals and implement

**Attachments:**

- A. School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2018/2019 Report
- B. Budget Bylaw Document

Students first.



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## Introduction

Mission Public Schools is pleased to present the budget for the 2018 – 2019 School Year. The annual budget represents the financial and operating plans of the School District for the upcoming school year.

This budget document shares the financial plan for the coming year. This budget report, along with the Annual Report, are the primary information documents for the financial plan, and the subsequent report out on the School Districts activities. While intended to be an informative report, the information includes the bylaw that must be submitted to the Ministry of Education.

The budget considers the identified needs of the organization, the direction from the trustees as outlined in the strategic plan and other recommendations throughout the past year, feedback and recommendations school principals, department managers, and partners groups, as well as consultation with student groups in the middle and high schools.

The development of the budget begins early in the calendar year with enrolment projections for the following school year that are submitted to the Ministry in February. As greater than 80% of the budget is dedicated to staffing needs, there is limited flexibility in the budgeting process, as most staffing calculations are directly linked to enrolment projections.

The annual budget must be approved by bylaw, and submitted to the Ministry of Education before June 30 each year.

## Services

The School District provides public education to approximately 6,200 full time equivalent (fte) students in twelve elementary schools, two middle schools, one high school, an alternate school, a distance education school, and a trades college. In addition to K – 12 education services, the District provides a French immersion program, an arts based K – 6 school, a traditional K – 6 school, and an outdoor education program. The District is structured with one grade 10-12 Secondary school, allowing students to select from an extremely broad selection of courses for the most personalised education possible. Further, the District also supports Riverside College, a unique grade 12/post secondary institute that focuses on career paths in areas as diverse as electrician and community support worker.

## Vision, Mission

The Mission Public School District is guided by the Vision and Mission as well as the Board's Strategic Plan.

### Our Vision

*Mission Public Schools is an adaptive, forward-thinking public school district dedicated to inspiring a passion for learning within all our students. Our highly skilled employees are motivated by a deep and unwavering commitment to improving the life chances of every child. The achievement of our core purpose is driven by the desire to develop and maintain ethically-based, inclusive and collaborative processes for decision making and program implementation.*

### Our Mission

*Mission Public Schools is dedicated to inspiring a passion for learning and developing the attitudes, skills and knowledge that will enable all students to maximize their potential as positive, responsible participants in our democratic society and the global community.*



## Strategic Plan

Mission Public School District serves a diverse student population, aiming to inspire learning through inclusive high-quality learning environments, so that every student can reach their full potential. The governance responsibility of the Board includes setting the operating and governance framework for the organization. Good governance practices recommend identifying and communicating priorities for an organization through a strategic plan to help achieve the objective of helping every student to reach their full potential.

In the fall of 2015, the Board of Education initiated the process of creating a strategic plan to set direction for the School District and guide decisions for the years to come. Through the process, the Board committed to focus on student learning, and *to keep student learning at the forefront of Board decision-making*. The Board identified six strategic priorities for 2016-2018 and prepared a list of goals and actions which are detailed in the strategic plan:

The plan focuses on the following areas, providing goals and actions for the organization.

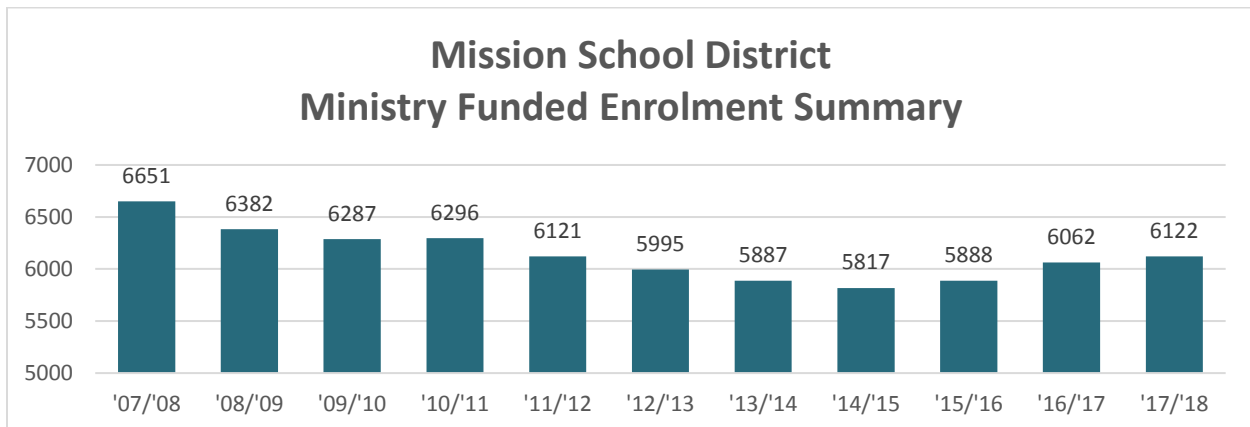
Strategic Priority	Brief Description
<b>Framework for Learning</b>	To provide our students with an educational environment that nurtures the development of an Educated Citizen.
<b>Human Resources to Support Student Learning</b>	Students to benefit from working with well-trained educators, support staff, and leaders.
<b>Plan for Technology</b>	The need for a plan to address the acquisition and use of technology to support the school district.
<b>Communication and Engagement</b>	Effective communication, both internal and external to the School District, and effective public engagement.
<b>Economic Sustainability</b>	Ensure fiscal responsibility attaining a balanced budget.
<b>Governance</b>	Provide effective governance of the Mission Public School District recognizing the responsibility to the public and education partners.

## Student Enrolment Projection

The enrolment projection is developed after reviewing enrolment data for the past fifteen years, including enrolment trends as well as trends in construction, births, and migration from other communities. It is an analytic approach to forecasting enrolment for the following year. This analysis considers the projections prepared by the Ministry. The School District's preliminary enrolment projections are provided to the Ministry in February. The budget is then prepared based on this enrolment projection.

In the past two years, the enrolment projections in February were less than the enrolment forecasted in June and the actual enrolment in the schools in September. As such, the 2018-2019 February enrolment projection was increased slightly over what was forecast by the Ministry.

The pre-registration enrolment projection as of May 15, 2018 is less than the enrolment forecasts from February 2018 by approximately 40 students. As such, the budget includes some flexibility to revise in September if the additional 40 students do not arrive; if students do not materialize, the funding from the ministry will be reduced.



1

The following chart summarizes the enrolment projections for each school. It also provides information on the changes to classrooms in Elementary schools, with a summary of the elementary student spaces available. There will be four additional elementary divisions, one additional division at Albert McMahon, Deroche, Hillside, Mission Central, and Windebank, and one less division at Cherry Hill.

<sup>1</sup> Per the School District Profile report published by the Ministry of Education at <https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/profiles/profile-sd75-mission.pdf>

School Information		Enrolment Summary							
	Operational Capacity	April 2018 Actual 2017/18 Enrolment FTE	2018/2019 Projected Enrolment (Min Rpt Feb)	2018/2019 Projected Student FTE (May)	Change from April	Change from proj.	% of School Capacity Used	Divisions	Student spaces Available
<b>Elementary</b>									
Albert McMahon	360	381	399	399	18	0	110.8%	19	31
Cherry Hill **	360	272	256	240	(32)	(16)	66.7%	12	19
Christine Morrison	360	413	432	415	2	(17)	115.3%	19	36
Deroche **	134	85	87	86	1	(1)	64.2%	5	36
Dewdney	180	147	150	147	0	(3)	81.7%	8	29
ESR	337	371	353	343	(28)	(10)	101.8%	16	30
Hatzic	249	293	303	295	2	(8)	118.5%	13	6
Hillside	295	409	431	427	18	(4)	144.7%	20	24
Mission Central **	383	244	268	295	51	27	77.0%	14	18
Silverdale **	180	110	113	93	(17)	(20)	51.7%	5	19
West Heights **	291	244	248	233	(11)	(15)	80.1%	13	63
Windebank **	383	368	395	385	17	(10)	100.5%	18	31
	<b>3512</b>	<b>3337</b>	<b>3435</b>	<b>3358</b>	<b>21</b>	<b>(77)</b>	<b>95.6%</b>	<b>162</b>	<b>342</b>
<b>Middle</b>									
Hatzic	1000	668	715	718	50	3	71.8%	30	
Heritage Park	800	617	632	606	(11)	(26)	75.8%	26	
	<b>1800</b>	<b>1285</b>	<b>1347</b>	<b>1324</b>	<b>39</b>	<b>(23)</b>	<b>73.6%</b>	<b>56</b>	
<b>Secondary</b>									
Mission	1250	1238	1402	1328	90	(74)	106.2%	68	
<b>Subtotal</b>	<b>6562</b>	<b>5860</b>	<b>6184</b>	<b>6010</b>	<b>150</b>	<b>(174)</b>	<b>91.6%</b>	<b>286</b>	
<b>Other</b>									
Fraserview		96	87	100	4	13		8	
Riverside		86	18	86	(0)	68		5	
Summit		133	90	125	(8)	35		4	
		<b>315</b>	<b>195</b>	<b>311</b>	<b>(4)</b>	<b>116</b>		<b>17</b>	
<b>Totals</b>	<b>6562</b>	<b>6175</b>	<b>6379</b>	<b>6321</b>	<b>146</b>	<b>(58)</b>		<b>303</b>	
** includes a strong start program							over	+	
<b>Ministry Reporting Reconciliation</b>								-	
Less: International Students		(162.00)	(178.00)	(160.00)	(2.00)	int. change			
Ministry funded enrolment		6,013.1	6,201.0	6,161.000					
Prior Year			6,057.8						
February 2018 Projections:				6,201.0					
Growth			143.250	(40.000)					



## Operating Revenue Summary

Operating Revenue Summary	18/19 Preliminary Budget	17/18 Amended Budget
<b>Provincial Grants - Ministry of Education</b>		
Operating Grant, Ministry of Education	59,619,357	57,007,104
AANDC/LEA Recovery	(175,000)	(156,896)
<b>Other Ministry of Education Grants</b>		
Pay Equity	725,901	725,901
Labour Settlement Funding	-	34,000
Skills Training	22,090	22,090
Carbon Tax Rebate	50,000	50,000
FSA	13,000	13,000
Return of Administrative Savings	-	280,146
Transportation Supplement	188,900	188,900
<b>Total Provincial Grants - Ministry of Education</b>	<u>60,444,248</u>	<u>58,164,245</u>
<b>Provincial Grants - Other</b>	<u>281,034</u>	<u>310,615</u>
<b>Tuition</b>		
Continuing Education	409,000	269,500
International and Out of Province Students	1,967,500	2,102,500
<b>Total Tuition</b>	<u>2,376,500</u>	<u>2,372,000</u>
<b>Other Revenue</b>		
LEA/Direct Funding from First Nations	175,000	156,896
<b>Miscellaneous</b>		
Pay for service - Riverside	20,000	35,000
District of Mission - Clarke Theatre	100,000	35,000
Other	40,000	100,000
<b>Total Other Revenue</b>	<u>335,000</u>	<u>326,896</u>
<b>Rentals and Leases</b>	<u>137,000</u>	<u>210,000</u>
<b>Investment Income</b>	<u>145,000</u>	<u>125,000</u>
<b>Total Operating Revenue</b>	<u><u>63,718,782</u></u>	<u><u>61,508,756</u></u>

## Operating Expense Summary

Operating Expense Summary	18/19 Preliminary Budget	17/18 Amended Budget
<b>Salaries</b>		
Teachers	25,081,820	24,084,698
Principal and Vice Principals	3,833,900	3,572,800
Educational Assistants	6,096,900	5,865,700
Support Staff	7,024,110	6,475,840
Other Professionals	1,945,613	1,841,913
Substitutes	2,136,561	2,067,802
	<u>46,118,904</u>	<u>43,908,753</u>
Employee Benefits	<u>10,710,859</u>	<u>10,523,405</u>
<b>Total Salary &amp; Benefits</b>	<u>56,829,763</u>	<u>54,432,158</u>
<b>Services and supplies</b>		
Services	1,716,306	1,737,981
Student Transportation	22,500	22,500
Professional Development & Travel	425,800	438,000
Rentals and Leases	230,228	149,040
Dues and Fees	88,100	88,100
Insurance	181,665	206,811
Supplies	2,496,165	2,741,202
Utilities	1,097,200	1,192,201
<b>Total services and supplies</b>	<u>6,257,964</u>	<u>6,575,834</u>
<b>Total Operating Expenses</b>	<u><u>63,087,727</u></u>	<u><u>61,007,992</u></u>

## Summary of Major Changes / Use of Funds

Summary of Major Changes / Use of Funds	
Additional teaching - Elementary (+4 FTE per staff planning)	380,000
Additional teaching FTE to support forecast of +140 students (+4 FTE)	380,000
Secondary school curriculum support teachers (8 blocks)	110,000
Additional Halq'emeylem teacher - HMS/HPMS	95,000
Psychologist (1 FTE)	95,000
HR Manager - Health & Safety	93,000
Bus driver to allow increased mechanic time (1 FTE)	26,500
Electrician (1 FTE)	76,000
Carpenter (1 FTE)	76,000
Grounds - 6 month position for Stave Falls setup support	30,000
Summer School	15,000
Science room at MSS	150,000
Stave Falls educational resources (start-up)	130,000
Stave Falls site preparation	675,000
Wage increases for all employee groups	988,325
Additional BSW hours for classroom increase (7 hrs/week)	11,000
ABED DP to operating (.6 FTE)	90,000
Speech Language Pathologist (.1 FTE)	12,569
Youth care worker (1 FTE) - Elementary counselling teams	60,000
Counsellor (.4 FTE) - Middle schools	40,000
HMS admin time (.4 FTE)	73,000
Windebank admin time (.1 FTE)	9,500
ABED curriculum teacher to operating (.5 FTE)	47,500
ABED Program Area Leaders (3)	8,000
Stave Falls Principal (.5 FTE) - Start-up	72,500
	3,743,894

# Budget Summary



## Preliminary Budget for Fiscal Year 2018/19

May 29, 2018

	2018 / 2019 Preliminary					2017 / 2018 Amended					Change	
	Operating	Special	Operating / Special	Capital	Total	Operating	Special	Operating / Special	Capital	Total	\$	%
<b>OPERATING REVENUE</b>												
Grants												
Ministry of Education - Operating	59,619,357	7,270,414	66,889,771		66,889,771	57,007,104	6,983,586	63,990,690		63,990,690	2,899,081	4.53%
Other Ministry of Education	824,891		824,891		824,891	1,157,141		1,157,141		1,157,141	(332,250)	-28.71%
Provincial - Other	281,034	-	281,034		281,034	310,615	50,000	360,615		360,615	(79,581)	-22.07%
<b>Total Grants</b>	<b>60,725,282</b>	<b>7,270,414</b>	<b>67,995,696</b>	<b>-</b>	<b>67,995,696</b>	<b>58,474,860</b>	<b>7,033,586</b>	<b>65,508,446</b>	<b>-</b>	<b>65,508,446</b>	<b>2,487,250</b>	<b>3.80%</b>
Tuition	2,376,500		2,376,500		2,376,500	2,372,000		2,372,000		2,372,000	4,500	0.19%
Other Revenue	335,000	1,680,000	2,015,000		2,015,000	326,896	1,692,281	2,019,177		2,019,177	(4,177)	-0.21%
Rentals & Leases	137,000		137,000		137,000	210,000		210,000		210,000	(73,000)	-34.76%
Investment Income	145,000		145,000		145,000	125,000		125,000		125,000	20,000	16.00%
<b>TOTAL OPERATING REVENUE</b>	<b>63,718,782</b>	<b>8,950,414</b>	<b>72,669,196</b>	<b>-</b>	<b>72,669,196</b>	<b>61,508,756</b>	<b>8,725,867</b>	<b>70,234,623</b>	<b>-</b>	<b>70,234,623</b>	<b>2,434,573</b>	<b>3.47%</b>
Amortization of Deferred Capital				2,798,435	2,798,435				2,829,994	2,829,994		
<b>STATEMENT 2 REVENUE</b>	<b>63,718,782</b>	<b>8,950,414</b>	<b>72,669,196</b>	<b>2,798,435</b>	<b>75,467,631</b>	<b>61,508,756</b>	<b>8,725,867</b>	<b>70,234,623</b>	<b>2,829,994</b>	<b>73,064,617</b>	<b>2,434,573</b>	<b>3.47%</b>
<b>OPERATING EXPENSE</b>												
Salaries												
Teachers	25,081,820	4,640,851	29,722,671		29,722,671	24,084,698	4,347,176	28,431,873		28,431,873	1,290,798	4.54%
Principals and Vice-Principals	3,833,900	156,800	3,990,700		3,990,700	3,572,800	96,100	3,668,900		3,668,900	321,800	8.77%
Education Assistants	6,096,900	424,500	6,521,400		6,521,400	5,865,700	413,000	6,278,700		6,278,700	242,700	3.87%
Support Staff	7,024,110	243,672	7,267,782		7,267,782	6,475,840	280,640	6,756,480		6,756,480	511,302	7.57%
Other Professionals	1,945,613		1,945,613		1,945,613	1,841,913		1,841,913		1,841,913	103,700	5.63%
Substitutes	2,136,561	104,000	2,240,561		2,240,561	2,067,802		2,067,802		2,067,802	172,759	8.35%
<b>Total Salaries</b>	<b>46,118,904</b>	<b>5,569,824</b>	<b>51,688,728</b>	<b>-</b>	<b>51,688,728</b>	<b>43,908,753</b>	<b>5,136,916</b>	<b>49,045,669</b>	<b>-</b>	<b>49,045,669</b>	<b>2,643,059</b>	<b>5.39%</b>
Employee Benefits	10,710,859	1,290,261	12,001,120		12,001,120	10,523,405	1,146,554	11,669,959		11,669,959	331,161	2.84%
<b>Total Salaries and Benefits</b>	<b>56,829,763</b>	<b>6,860,085</b>	<b>63,689,848</b>	<b>-</b>	<b>63,689,848</b>	<b>54,432,158</b>	<b>6,283,470</b>	<b>60,715,628</b>	<b>-</b>	<b>60,715,628</b>	<b>2,974,220</b>	<b>4.90%</b>
Services and Supplies												
Services	1,716,306		1,716,306		1,716,306	1,737,981		1,737,981		1,737,981	(21,675)	-1.25%
Student Transportation	22,500		22,500		22,500	22,500		22,500		22,500	-	0.00%
Professional Development and Travel	425,800		425,800		425,800	438,000		438,000		438,000	(12,200)	-2.79%
Rentals & Leases	230,228		230,228		230,228	149,040		149,040		149,040	81,188	54.47%
Dues & Fees	88,100		88,100		88,100	88,100		88,100		88,100	-	0.00%
Insurance	181,665		181,665		181,665	206,811		206,811		206,811	(25,146)	-12.16%
Supplies	2,496,165	2,090,329	4,586,494		4,586,494	2,741,202	2,442,397	5,183,599		5,183,599	(597,105)	-11.52%
Utilities	1,097,200		1,097,200		1,097,200	1,192,201		1,192,201		1,192,201	(95,001)	-7.97%
Amortization				4,034,976	4,034,976				3,833,953	3,833,953		
<b>Total Services and Supplies</b>	<b>6,257,964</b>	<b>2,090,329</b>	<b>8,348,293</b>	<b>4,034,976</b>	<b>12,383,269</b>	<b>6,575,834</b>	<b>2,442,397</b>	<b>9,018,232</b>	<b>3,833,953</b>	<b>12,852,185</b>	<b>(669,939)</b>	<b>-7.43%</b>
<b>TOTAL OPERATING EXPENSE</b>	<b>63,087,727</b>	<b>8,950,414</b>	<b>72,038,141</b>	<b>4,034,976</b>	<b>76,073,117</b>	<b>61,007,992</b>	<b>8,725,867</b>	<b>69,733,860</b>	<b>3,833,953</b>	<b>73,567,813</b>	<b>2,304,281</b>	<b>3.30%</b>
<b>Net Operating Surplus (Deficit)</b>	<b>631,055</b>	<b>-</b>	<b>631,055</b>	<b>(1,236,541)</b>	<b>(605,486)</b>	<b>500,764</b>	<b>-</b>	<b>500,764</b>	<b>(1,003,959)</b>	<b>(503,195)</b>	<b>130,292</b>	
Budgeted allocation of Surplus	263,945		263,945		263,945	1,728,146		1,728,146		1,728,146	(1,464,202)	
Allocation to Capital	(895,000)		(895,000)	895,000	-	(2,228,910)		(2,228,910)	2,228,910	-	1,333,910	
<b>Projected Operating Surplus/(Deficit)</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>(341,541)</b>	<b>(341,541)</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>1,224,951</b>	<b>1,224,951</b>	<b>0</b>	
	Budgeted Spending			Accounting	Bylaw	Budgeted Spending			Accounting	Bylaw		



Annual Budget

## **School District No. 75 (Mission)**

June 30, 2019

# School District No. 75 (Mission)

June 30, 2019

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

## ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 75 (MISSION) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2018/2019 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2018/2019.
3. The attached Statement 2 showing the estimated revenue and expense for the 2018/2019 fiscal year and the total budget bylaw amount of \$77,818,117 for the 2018/2019 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2018/2019.

READ A FIRST TIME THE 19th DAY OF JUNE, 2018;

READ A SECOND TIME THE 19th DAY OF JUNE, 2018;

READ A THIRD TIME, PASSED AND ADOPTED THE 19th DAY OF JUNE, 2018;

( Corporate Seal )

---

Chairperson of the Board

---

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 75 (Mission) Annual Budget Bylaw 2018/2019, adopted by the Board the 19th DAY OF JUNE, 2018.

---

Secretary Treasurer



# School District No. 75 (Mission)

Annual Budget - Revenue and Expense

Year Ended June 30, 2019

	2019 Annual Budget	2018 Amended Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	6,321,000	6,186,750
Adult	8,000	6,625
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>6,329,000</b>	<b>6,193,375</b>
<b>Revenues</b>	<b>\$</b>	<b>\$</b>
Provincial Grants		
Ministry of Education	67,714,662	65,147,831
Other	281,034	360,615
Tuition	2,376,500	2,372,000
Other Revenue	2,015,000	2,019,177
Rentals and Leases	137,000	210,000
Investment Income	145,000	125,000
Amortization of Deferred Capital Revenue	2,798,435	2,829,994
<b>Total Revenue</b>	<b>75,467,631</b>	<b>73,064,617</b>
<b>Expenses</b>		
Instruction	60,769,050	58,843,098
District Administration	2,825,523	2,727,529
Operations and Maintenance	11,411,083	10,972,542
Transportation and Housing	1,067,461	1,024,644
<b>Total Expense</b>	<b>76,073,117</b>	<b>73,567,813</b>
<b>Net Revenue (Expense)</b>	<b>(605,486)</b>	<b>(503,196)</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	<b>263,945</b>	<b>1,728,147</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(341,541)</b>	<b>1,224,951</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(341,541)	1,224,951
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(341,541)</b>	<b>1,224,951</b>

# School District No. 75 (Mission)

Annual Budget - Revenue and Expense

Year Ended June 30, 2019

	<b>2019</b>	2018 Amended
	<b>Annual Budget</b>	Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	<b>63,087,727</b>	61,007,993
Operating - Tangible Capital Assets Purchased	<b>895,000</b>	1,456,000
Special Purpose Funds - Total Expense	<b>8,950,414</b>	8,725,867
Capital Fund - Total Expense	<b>4,034,976</b>	3,833,953
Capital Fund - Tangible Capital Assets Purchased from Local Capital	<b>850,000</b>	925,000
<b>Total Budget Bylaw Amount</b>	<b>77,818,117</b>	75,948,813

## Approved by the Board

\_\_\_\_\_  
Signature of the Chairperson of the Board of Education Date Signed

\_\_\_\_\_  
Signature of the Superintendent Date Signed

\_\_\_\_\_  
Signature of the Secretary Treasurer Date Signed

# School District No. 75 (Mission)

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2019

	2019 Annual Budget	2018 Amended Annual Budget
	\$	\$
<b>Surplus (Deficit) for the year</b>	<b>(605,486)</b>	(503,196)
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(895,000)	(1,456,000)
From Local Capital	(850,000)	(925,000)
From Deferred Capital Revenue	(2,496,998)	(3,037,653)
<b>Total Acquisition of Tangible Capital Assets</b>	<b>(4,241,998)</b>	(5,418,653)
Amortization of Tangible Capital Assets	4,034,976	3,833,953
<b>Total Effect of change in Tangible Capital Assets</b>	<b>(207,022)</b>	(1,584,700)
Acquisitions of Prepaid Expenses	(200,000)	(150,000)
Use of Prepaid Expenses	200,000	79,203
	-	(70,797)
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<b>(812,508)</b>	(2,158,693)

# School District No. 75 (Mission)

Annual Budget - Operating Revenue and Expense  
 Year Ended June 30, 2019

	2019 Annual Budget \$	2018 Amended Annual Budget \$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	60,444,248	58,164,245
Other	281,034	310,615
Tuition	2,376,500	2,372,000
Other Revenue	335,000	326,896
Rentals and Leases	137,000	210,000
Investment Income	145,000	125,000
<b>Total Revenue</b>	<b>63,718,782</b>	<b>61,508,756</b>
<b>Expenses</b>		
Instruction	52,406,508	50,681,839
District Administration	2,590,363	2,522,433
Operations and Maintenance	7,023,395	6,779,077
Transportation and Housing	1,067,461	1,024,644
<b>Total Expense</b>	<b>63,087,727</b>	<b>61,007,993</b>
<b>Net Revenue (Expense)</b>	<b>631,055</b>	<b>500,763</b>
<b>Budgeted Prior Year Surplus Appropriation</b>	<b>263,945</b>	<b>1,728,147</b>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(895,000)	(1,456,000)
Local Capital		(772,910)
<b>Total Net Transfers</b>	<b>(895,000)</b>	<b>(2,228,910)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 75 (Mission)

Annual Budget - Schedule of Operating Revenue by Source  
Year Ended June 30, 2019

	2019 Annual Budget	2018 Amended Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education</b>		
Operating Grant, Ministry of Education	59,619,357	57,007,104
DISC/LEA Recovery	(175,000)	(156,896)
Other Ministry of Education Grants		
Pay Equity	725,901	725,901
Transportation Supplement	188,900	188,900
Economic Stability Dividend		34,000
Return of Administrative Savings		280,146
Carbon Tax Grant	50,000	50,000
FSA	13,000	13,000
Skills Training	22,090	22,090
<b>Total Provincial Grants - Ministry of Education</b>	<b>60,444,248</b>	<b>58,164,245</b>
<b>Provincial Grants - Other</b>	<b>281,034</b>	<b>310,615</b>
<b>Tuition</b>		
Continuing Education	409,000	269,500
International and Out of Province Students	1,967,500	2,102,500
<b>Total Tuition</b>	<b>2,376,500</b>	<b>2,372,000</b>
<b>Other Revenues</b>		
LEA/Direct Funding from First Nations	175,000	156,896
Miscellaneous		
Pay for Service - Riverside	20,000	35,000
District of Mission - Clarke Theatre	100,000	35,000
Other	40,000	100,000
<b>Total Other Revenue</b>	<b>335,000</b>	<b>326,896</b>
<b>Rentals and Leases</b>	<b>137,000</b>	<b>210,000</b>
<b>Investment Income</b>	<b>145,000</b>	<b>125,000</b>
<b>Total Operating Revenue</b>	<b>63,718,782</b>	<b>61,508,756</b>

# School District No. 75 (Mission)

Annual Budget - Schedule of Operating Expense by Object  
Year Ended June 30, 2019

	2019 Annual Budget	2018 Amended Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	25,081,820	24,084,698
Principals and Vice Principals	3,833,900	3,572,800
Educational Assistants	6,096,900	5,865,700
Support Staff	7,024,110	6,475,840
Other Professionals	1,945,613	1,841,913
Substitutes	2,136,561	2,067,802
<b>Total Salaries</b>	<b>46,118,904</b>	<b>43,908,753</b>
<b>Employee Benefits</b>	<b>10,710,859</b>	<b>10,523,405</b>
<b>Total Salaries and Benefits</b>	<b>56,829,763</b>	<b>54,432,158</b>
<b>Services and Supplies</b>		
Services	1,716,306	1,737,981
Student Transportation	22,500	22,500
Professional Development and Travel	425,800	438,000
Rentals and Leases	230,228	149,040
Dues and Fees	88,100	88,100
Insurance	181,665	206,811
Supplies	2,496,165	2,741,202
Utilities	1,097,200	1,192,201
<b>Total Services and Supplies</b>	<b>6,257,964</b>	<b>6,575,835</b>
<b>Total Operating Expense</b>	<b>63,087,727</b>	<b>61,007,993</b>

# School District No. 75 (Mission)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2019

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	21,073,120	619,000	46,400	329,200		1,971,500	24,039,220
1.03 Career Programs	605,900	123,100	29,600	323,400		1,700	1,083,700
1.07 Library Services	961,200						961,200
1.08 Counselling	998,500						998,500
1.10 Special Education	1,265,300		4,884,900	568,810	127,300	71,300	6,917,610
1.30 English Language Learning	75,700	12,300	374,900				462,900
1.31 Aboriginal Education	102,100	110,800	727,000	33,300		10,000	983,200
1.41 School Administration		2,845,600		1,133,900	114,300	32,200	4,126,000
1.62 International and Out of Province Students			34,100	96,400	133,100		263,600
1.64 Other				14,000	139,000		153,000
<b>Total Function 1</b>	<b>25,081,820</b>	<b>3,710,800</b>	<b>6,096,900</b>	<b>2,499,010</b>	<b>513,700</b>	<b>2,086,700</b>	<b>39,988,930</b>
<b>4 District Administration</b>							
4.11 Educational Administration		123,100		87,000	355,500		565,600
4.40 School District Governance					86,213		86,213
4.41 Business Administration				305,800	722,500	5,000	1,033,300
<b>Total Function 4</b>	<b>-</b>	<b>123,100</b>	<b>-</b>	<b>392,800</b>	<b>1,164,213</b>	<b>5,000</b>	<b>1,685,113</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				85,700	192,000	3,000	280,700
5.50 Maintenance Operations				3,152,200		33,700	3,185,900
5.52 Maintenance of Grounds				295,300			295,300
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,533,200</b>	<b>192,000</b>	<b>36,700</b>	<b>3,761,900</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				26,700	75,700		102,400
7.70 Student Transportation				572,400		8,161	580,561
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>599,100</b>	<b>75,700</b>	<b>8,161</b>	<b>682,961</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>25,081,820</b>	<b>3,833,900</b>	<b>6,096,900</b>	<b>7,024,110</b>	<b>1,945,613</b>	<b>2,136,561</b>	<b>46,118,904</b>

# School District No. 75 (Mission)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2019

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2019 Annual Budget	2018 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	24,039,220	5,446,439	29,485,659	1,766,191	31,251,850	29,899,528
1.03 Career Programs	1,083,700	256,640	1,340,340	297,360	1,637,700	1,578,410
1.07 Library Services	961,200	225,890	1,187,090	40,000	1,227,090	1,212,070
1.08 Counselling	998,500	234,660	1,233,160	5,500	1,238,660	1,205,030
1.10 Special Education	6,917,610	1,709,140	8,626,750	149,900	8,776,650	8,643,710
1.30 English Language Learning	462,900	110,370	573,270	18,000	591,270	764,540
1.31 Aboriginal Education	983,200	229,760	1,212,960	329,460	1,542,420	1,443,418
1.41 School Administration	4,126,000	912,340	5,038,340	181,700	5,220,040	4,991,050
1.62 International and Out of Province Students	263,600	59,350	322,950	398,088	721,038	744,853
1.64 Other	153,000	21,590	174,590	25,200	199,790	199,230
<b>Total Function 1</b>	<b>39,988,930</b>	<b>9,206,179</b>	<b>49,195,109</b>	<b>3,211,399</b>	<b>52,406,508</b>	50,681,839
<b>4 District Administration</b>						
4.11 Educational Administration	565,600	134,610	700,210	178,400	878,610	885,310
4.40 School District Governance	86,213	27,600	113,813	60,500	174,313	174,313
4.41 Business Administration	1,033,300	232,340	1,265,640	271,800	1,537,440	1,462,810
<b>Total Function 4</b>	<b>1,685,113</b>	<b>394,550</b>	<b>2,079,663</b>	<b>510,700</b>	<b>2,590,363</b>	2,522,433
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	280,700	60,930	341,630	150,700	492,330	425,190
5.50 Maintenance Operations	3,185,900	808,700	3,994,600	929,265	4,923,865	4,707,986
5.52 Maintenance of Grounds	295,300	74,200	369,500	140,500	510,000	453,700
5.56 Utilities	-	-	-	1,097,200	1,097,200	1,192,201
<b>Total Function 5</b>	<b>3,761,900</b>	<b>943,830</b>	<b>4,705,730</b>	<b>2,317,665</b>	<b>7,023,395</b>	6,779,077
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	102,400	22,300	124,700	6,200	130,900	130,900
7.70 Student Transportation	580,561	144,000	724,561	212,000	936,561	893,744
<b>Total Function 7</b>	<b>682,961</b>	<b>166,300</b>	<b>849,261</b>	<b>218,200</b>	<b>1,067,461</b>	1,024,644
<b>9 Debt Services</b>						
<b>Total Function 9</b>	-	-	-	-	-	-
<b>Total Functions 1 - 9</b>	<b>46,118,904</b>	<b>10,710,859</b>	<b>56,829,763</b>	<b>6,257,964</b>	<b>63,087,727</b>	61,007,993



# School District No. 75 (Mission)

Annual Budget - Special Purpose Revenue and Expense  
Year Ended June 30, 2019

	<u>2019</u> <u>Annual Budget</u>	<u>2018 Amended</u> <u>Annual Budget</u>
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	7,270,414	6,983,586
Other		50,000
Other Revenue	<u>1,680,000</u>	<u>1,692,281</u>
<b>Total Revenue</b>	<u><u>8,950,414</u></u>	<u><u>8,725,867</u></u>
<b>Expenses</b>		
Instruction	8,362,542	8,161,259
District Administration	235,160	205,096
Operations and Maintenance	<u>352,712</u>	<u>359,512</u>
<b>Total Expense</b>	<u><u>8,950,414</u></u>	<u><u>8,725,867</u></u>
<b>Budgeted Surplus (Deficit), for the year</b>	<u><u>-</u></u>	<u><u>-</u></u>

# School District No. 75 (Mission)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2019

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
<b>Deferred Revenue, beginning of year</b>			100,000	817,736					
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education	249,512	231,069			160,000	29,400	98,953	389,950	425,910
Other			50,000	1,600,000					
	249,512	231,069	50,000	1,600,000	160,000	29,400	98,953	389,950	425,910
<b>Less:</b> Allocated to Revenue	249,512	231,069	80,000	1,600,000	160,000	29,400	98,953	389,950	425,910
<b>Deferred Revenue, end of year</b>	-	-	<b>70,000</b>	<b>817,736</b>	-	-	-	-	-
<b>Revenues</b>									
Provincial Grants - Ministry of Education	249,512	231,069			160,000	29,400	98,953	389,950	425,910
Other Revenue			80,000	1,600,000					
	249,512	231,069	80,000	1,600,000	160,000	29,400	98,953	389,950	425,910
<b>Expenses</b>									
Salaries									
Teachers						12,400			
Principals and Vice Principals							42,000		114,800
Educational Assistants		186,300						238,200	
Support Staff	56,140				95,500				92,032
Substitutes									104,000
	56,140	186,300	-	-	95,500	12,400	42,000	238,200	310,832
Employee Benefits	18,713	44,769			23,000	2,914	8,820	57,168	77,708
Services and Supplies	174,659		80,000	1,600,000	41,500	14,086	48,133	94,582	37,370
	249,512	231,069	80,000	1,600,000	160,000	29,400	98,953	389,950	425,910
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

# School District No. 75 (Mission)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2019

	Classroom Enhancement Fund - Staffing	BEST	TOTAL
	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>		20,000	937,736
<b>Add:</b> Restricted Grants			
Provincial Grants - Ministry of Education	5,685,620		7,270,414
Other			1,650,000
	5,685,620	-	8,920,414
<b>Less:</b> Allocated to Revenue	5,685,620	-	8,950,414
<b>Deferred Revenue, end of year</b>	-	20,000	907,736
<b>Revenues</b>			
Provincial Grants - Ministry of Education	5,685,620		7,270,414
Other Revenue			1,680,000
	5,685,620	-	8,950,414
<b>Expenses</b>			
Salaries			
Teachers	4,628,451		4,640,851
Principals and Vice Principals			156,800
Educational Assistants			424,500
Support Staff			243,672
Substitutes			104,000
	4,628,451	-	5,569,823
Employee Benefits	1,057,169		1,290,261
Services and Supplies			2,090,330
	5,685,620	-	8,950,414
<b>Net Revenue (Expense)</b>	-	-	-

# School District No. 75 (Mission)

Annual Budget - Capital Revenue and Expense  
Year Ended June 30, 2019

	2019 Annual Budget			2018 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Amortization of Deferred Capital Revenue	2,798,435		2,798,435	2,829,994
<b>Total Revenue</b>	<b>2,798,435</b>	-	<b>2,798,435</b>	2,829,994
<b>Expenses</b>				
Amortization of Tangible Capital Assets				
Operations and Maintenance	4,034,976		4,034,976	3,833,953
<b>Total Expense</b>	<b>4,034,976</b>	-	<b>4,034,976</b>	3,833,953
<b>Net Revenue (Expense)</b>	<b>(1,236,541)</b>	-	<b>(1,236,541)</b>	(1,003,959)
<b>Net Transfers (to) from other funds</b>				
Tangible Capital Assets Purchased	895,000		895,000	1,456,000
Local Capital			-	772,910
<b>Total Net Transfers</b>	<b>895,000</b>	-	<b>895,000</b>	2,228,910
<b>Other Adjustments to Fund Balances</b>				
Tangible Capital Assets Purchased from Local Capital	850,000	(850,000)	-	
<b>Total Other Adjustments to Fund Balances</b>	<b>850,000</b>	<b>(850,000)</b>	<b>-</b>	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>508,459</b>	<b>(850,000)</b>	<b>(341,541)</b>	1,224,951

**ITEM 5.12      Information**

TO:                Board of Education  
FROM:            C. Becker, Secretary Treasurer  
SUBJECT:        Projected Surplus

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The Secretary Treasurer will provide a verbal update on the projected annual operating surplus in accordance with 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.*

**ITEM 5.13      Information**

TO:                Board of Education  
FROM:            Superintendent of Schools  
SUBJECT:        Superintendent Report for 2017-2018

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The Superintendent has prepared a report to the Board of Education highlighting the school district's successes and challenges for the 2017-2018 school year, as well as, plans for the coming year.

**Attachments:**

- a. Report to the Board of Education, June 2018

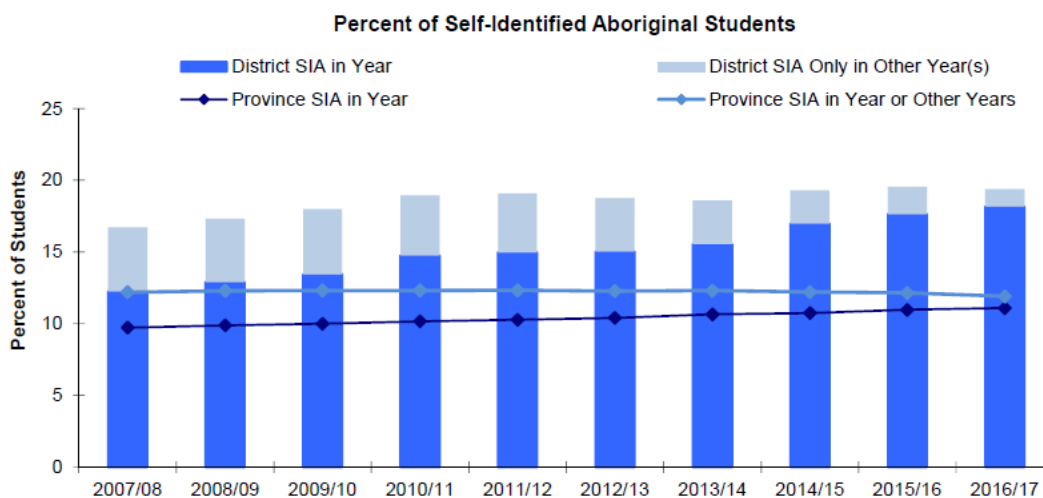
*An appendix for information from International & Curriculum Departments, HR, IT, as well as provincial data on SD75 (Mission) will be provided as a handout at the meeting.*

**Report to the Board of Education**  
**June 2018**

Please find below a report on Mission Public Schools at this time. It has been a privilege to complete my second year with Mission, and I am very pleased with the fantastic work teachers, principals, support workers, and district staff have put in to help ensure that our students have lives filled with choice, dignity, and contentment.

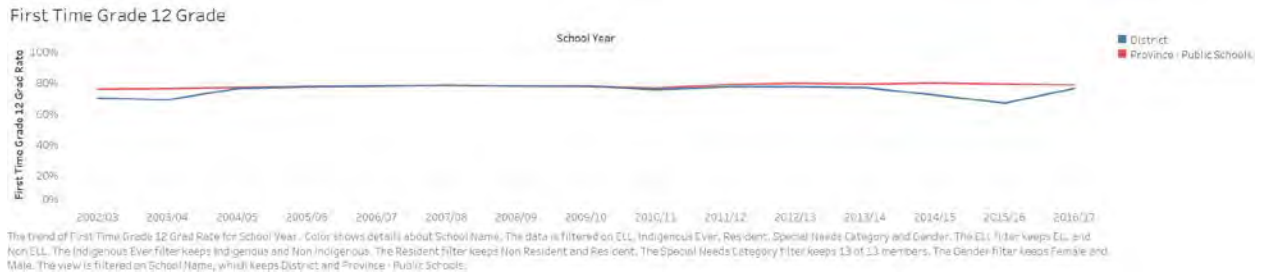
**Successes**

- MPSD continues to be fiscally solvent. This is becoming more difficult with the restored language placing a demand for both more physical spaces and more staff.
- Strategic Plan in place and being implemented.
- Technology Refresh is ongoing.
- Improved communication with the District of Mission on a range of issues of mutual interest.
- Attendance Improvement. In 2016/17 Middle and Secondary School students missing 20+ days of school was hovering around 25%. This year it is 7% and 17% respectively. Of course, there is much work still to do but this is a considerable achievement.
- Improved articulation between Middle and Secondary Schools.
- Restructure of Learning Support with implementation of restored language.



- It is encouraging to see an ever-increasing number of students comfortable with their identity.
- Student performance on FSAs is near parity; completion rate gap for Aboriginal students has narrowed considerably over the last decade. Further, significant improvement has been seen in the performance of students with special needs on the FSA. FSA participation rates are above the provincial average, allowing for a more accurate database.

- Transition Rates gr 11-12; Special Needs students have moved from 67% to 72% and indigenous students from 71 to 73% in 2016/17
- Gap closing: Our 'first time' grade 12 completion rate has returned to the provincial average



- 86% of elementary and 100% of secondary parents that responded to satisfaction surveys reported feeling welcome in our schools.
- Joyful Literacy has been embraced by primary teachers at six elementary schools. An engaging way to get students reading, it has the goal that 90% of children will be reading at grade level by the end of grade two. The District provides resources and training in this methodology.
- Additions to HR Department are closing the gap in availability of TTOCs, staffing of positions.
- Our International Program continues to be a success; we have effectively set a cap on the program at 150FTE in order to a) ensure the quality of the Mission approach (not a mass program) and b) not overwhelm our school infrastructure.

## Challenges

- Overall 6 year completion rate was 75%; the aboriginal rate was 60%. The overall eligible grad rate was 89%, and 88% for aboriginal students. While these are not declines, our completion rates are relatively low for the Fraser Valley - lower than Abbotsford or Maple Ridge, on par with Chilliwack, and above Fraser Cascade.



Notably, however, our 8 year rate is almost at the provincial average.

### Completion Rate: 8 Year model



- 47% of graduates do not immediately go to post-secondary.
- Low level of feeling welcome in school - 54% at the secondary level
- Mathematics performance. Mission, and many other districts, have an unreasonably high number of students taking Workplace Math in Secondary school -approximately 1/3 of students; this means these students have reduced opportunities after school. The solution is long term and multi-faceted. We are working from the early years on engaging teachers and students in math, and building a culture that sees us all as numeracy teachers.
- Growth, and the restoration of collective agreement language, has meant that many of our buildings are at or near capacity. Suitable expansions to existing sites or new buildings will be required within the decade unless there is another demographic shift.
- A related issue is, of course, recruitment. We are continuing to work on recruiting and retaining staff. This last year we began using retired teachers, as well as offering a number of continuing TTOC positions. However, the reality is that with the expansion in the teaching force, this will be an ongoing issue for the foreseeable future.

### Programmes and Plans for the coming year

- The District is expanding vocational opportunities via the Riverside Electrical programme. However, significant alterations are required at the College to ensure this continues next year on site. A broader plan for the layout of the building will need to be considered.
- In academics, support of JUMP Math is in place for elementary classes. Part of the focus of JUMP Math is to reduce the anxiety and closed mindset that both students and educators can have about math - once you learn that math isn't terrifying, success can be achieved.

- The implementation of the new curriculum at the 10-12 years will be in full swing for 2018/19. We have several teachers hired into curriculum support roles for MSS.
- A new initiative to have Halq'emeylem language and culture at the Middle School level has been undertaken in 2017/18 and will expand this year. It is vital that the Board and District continue to support this measure as a way to demonstrate the importance and value of Halq'emeylem to our community, and as a way to help improve indigenous student success.
- A dramatic restructuring of Board policies and district procedures has been underway in the last year, and will likely be near completion this time next year. Our focus on openness and transparency, and modern policy and procedure, will make Mission Public Schools a leader in this area.
- As noted previously, planning to expand our capacity for students is a key reality for the next five years. We will be working on this extensively in the coming year.

### **Closing Observations**

Mission Public Schools is a fantastic organisation with both tremendous staff and even greater potential. A number of significant changes in the last few years hold much promise for the ongoing support and success of our students. The Board and the District are functioning well, and now it is time to move from good to great.

Finally, I want to acknowledge the hard work, commitment, and intelligence of the District team, each has contributed enormously to this direction for the District and our schools.

Angus Wilson  
Superintendent of Schools

**ITEM 6.1      Action**

TO:                Board of Education  
FROM:            Committee of the Whole  
SUBJECT:        Motion to BCSTA Provincial Council

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**Recommendation:**

**THAT BCSTA be requested to develop policy guidelines and templates for preventing, and/or addressing discrimination, harassment, and poisoned work environments of Boards of Education and individual trustees, be approved.**

**Rationale:**

Have seen, read, or been told of instances of harassment or poisoned work environments experienced by trustees. Without knowing the details, this should not be any elected trustees experience. Censuring should be done in public not in closed meetings then used to ostracize, or hold over ones head with no public knowledge. Trustees should not be experiencing post-traumatic stress.

Poisoned work environments are those where harassment, discrimination, unfair treatment is known, condoned and those in authority take no action to end. In British Columbia school districts this does happen and needs to end.

In the past and currently, this is accepted and defended under the guise of political license. Yet we are leaders of students and should lead by example.

**ITEM 6.2      Action**

TO:                Board of Education  
FROM:            Committee of the Whole  
SUBJECT:        Placement of a Community Police Office at the Leisure Centre

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**Recommendation**

**THAT the Board of Education recommend the District of Mission consider the placement of a community police office at the Mission leisure centre, be approved.**

**Rationale**

At the Committee of the Whole meeting on June 5, 2018, there was a discussion with Partner Groups about safety, vandalism, etc and youth support in schools and community. It was suggested youth and community may be better served by having a community police office at the leisure centre.

The leisure centre being a community hub and having a high youth presence would be well served by such an addition.

**ITEM 6.3      Action**

TO:                Board of Education  
FROM:            C. Becker, Secretary Treasurer  
SUBJECT:        Memorandum of Understanding – BCSTA Survey

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**THAT the Board of Education determine if they would like to submit one survey response as a Board or one per Trustee.**

**Summary:**

BCSTA is currently in discussion with the Ministry of Education regarding the resigning of a Memorandum of Understanding (MOU) on co-governance of the K-12 public education system. Although MOU's have been in place between BCSTA and the Ministry of Education for a number of years (and through various changes in government), we are seeking member board input to both the concept and wording of a new / revised document. The current MOU expires in early December 2018, so we have some time to consider appropriate 'next steps' before any new agreement would be signed.

Boards are requested to complete a short survey by no later than end of the day **June 24, 2018**. Results of the survey and an overview of planned next steps (including further opportunities for input) would be provided to all boards at the start of the new school year.

**Board of Education Public Meeting**  
**May 15, 2018 at 6:30pm**  
**Riverside College, 33919 Dewdney Trunk Road, Mission**

**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  
Assistant Superintendent Larry Jepsen  
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.

**1. CALL TO ORDER**

The meeting was called to order at 6:32 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'ëwlets, Kwantlen, and Matsqui First Nations.

**2. Adoption of Agenda**

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

**CARRIED**

**3. Delegations/Presentations**

The Principal presented 10 statistics about Riverside College:

- 1) Registered 170 students and claimed 212 courses continuing education courses
- 2) Of the 242 students, 44 self-identified themselves as Aboriginal
- 3) Signed Memorandum of Understanding with UFV to enroll students in programs tuition free
- 4) Re-opening professional cooks training and business program in 2018/ 2019
- 5) Partnering with Mission Communities to offer Fiber Optic Tech program
- 6) Developing new programs such as Hair Stylist Level 2
- 7) Increased enrolment by 103.75 FTE
- 8) School of choice for graduated adults
- 9) Entering into a training agreement with Leq:a'mel First Nations Band
- 10) Students have volunteered 29,300 hours through work experience and community events

**4. Unfinished Business**

## 4.1 Draft Reserve Funds Policy

**MOVED and Seconded that the Draft Reserve Funds Policy be approved.**

### **CARRIED**

The Secretary Treasurer advised that the Province issued the Financial Governance and Accountability framework for school districts. Following direction from the Province and BCSTA, the school district developed a policy that outlines guidelines regarding the use of reserve funds. The policy provides clarity to the government and the public about the processes that staff apply when reviewing the operating surplus and the placement of funds into reserves.

## **5. Staff Reports**

### 5.1 Budget Update

The Secretary Treasurer reported that Province has approved funding for the school bus that was involved in a motor vehicle incident. In addition, the school district will be receiving \$90,000 for a new playground at Deroche Elementary.

The capital improvements agreement for 2018/2019 will be amended to include these two changes.

### 5.2 Worksafe BC Pace Review

Worksafe BC provided staff with a twelve (12) page document detailing health and safety violations. The school district has entered into a compliance agreement with Worksafe and must provide them with a report by June 15, 2018 outlining the district's plan to become compliant. In addition, the district is required to check in with Worksafe every two weeks to provide a progress report.

The District Health and Safety Committee is noncompliant with legislation. There is no structure available that allows for an oversight committee. Each joint committee has the power and control over their site based health and safety program. The only way for the district committee to continue is if Worksafe issued a variance.

## **6. New Business**

No new business was presented.

## **7. Minutes of Previous Meetings**

**MOVED and Seconded that the Board of Education Public meeting minutes dated April 17, 2018 be approved.**

### **CARRIED**

## **8. Information Items**

8.1 Raising Digitally Responsible Youth Info Session, May 22, 2018.

The start time was changed to 7:00pm.

### 9. Correspondence

#### 9.1 SD75 Ltr to Minister Rob Fleming re: Capital Funding to Build New Schools

The Board prepared a letter to the Minister of Education regarding capital funding for new schools.

#### 9.2 SD 67 Ltr to Minister Rob Fleming re: Employer Health Tax

This letter regarding the Employer Health Tax is provided as information.

### 10. Committee Minutes/ Liaison Reports

Trustees reported on the following items:

- First Salmon Ceremony for Kwantlen First Nations
- Stave West Planning Meeting
- British Columbia Schools Trustee Association AGM
- Siwal Si'Wes Council Meeting
- SOGI Blanket Initiative
- Rotary Lunch
- Flood planning and emergency preparedness
- Aboriginal Student Recognition Dinner at MSS
- Mission Community Foundation Scholarship awards
- Elementary District Track Meet
- Presentation to Grade 6 class at ESR about the role of School Trustee
- Committee of the Whole Meeting regarding 2018-19 Budget
- Agenda Prep Meeting
- MSS Prom at Heritage Park

### 11. Announcements

The Board Chair announce that Trustees were presented with the BCSTA Service Award:

- Trustee McKamey received a three (3) term award,
- Trustee Loffler received a one (1) term award,
- Trustee Cairns received a four (4) term award,
- Trustee Taylor and Trustee Carter both received an award for serving two (2) terms.

### 12. Question Period

Question: Is it the intention of the school district to create District Health and Safety Committee for September 2018?

Response: At this point the school district is not in a position to make this decision.



# Minutes



**13. Adjournment**

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

**CARRIED**

The meeting adjourned at 7:19 pm.

\_\_\_\_\_  
Chairperson

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



## SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

2100 Ferry Avenue, Prince George, B.C. V2L 4R5

Phone: (250) 561-6800 • Fax (250) 561-6801  
www.sd57.bc.ca

May 30, 2018

The Honourable Carole James  
Minister of Finance  
PO Box 9048, Stn Prov Govt  
Victoria, B.C. V8W 9E2

The Honourable Rob Fleming  
Minister of Education  
PO Box 9045, STN PROV GOVT  
Victoria, B.C.  
V8W 9E2

Dear Minister James and Minister Fleming:

School District No. 57 (Prince George) was pleased to make a presentation to the Ministry of Education's Funding Model Review Independent Panel on April 24, 2018. That presentation is posted on the Ministry's website on the Inputs to Funding Model Review page.

British Columbia School Trustees' Association (BCSTA) President Gordon Swan wrote to Mr. Chris Trumpy, Chair of the Funding Model Review Independent Panel on May 22, 2018. In that letter, which was copied to the Deputy Minister of Education, Mr. Swan provided a summary of the meeting held the previous week between the BCSTSA Board of Directors and the Independent Panel.

Also included in that letter, Mr. Swan noted two motions related to the Funding Model Review that were passed by the assembly at the BCSTA Annual General Meeting held on April 28, 2018. One of those motions was brought forward by our Board of Education.

As Chair of the Board of Education of School District No. 57 (Prince George) I am writing to express this Board's strong support for Mr. Swan's letter to Mr. Trumpy, and the two motions supported by the BCSTA membership.

Sincerely,

Tim Bennett, Chair  
Board of Education

cc: Shirley Bond, MLA, Prince George-Valemount  
Mike Morris, MLA, Prince George-Mackenzie  
Dan Davies, MLA, Peace River North  
BCSTA Boards of Education

BE/dln



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PO Box 9045, STN PROV GOVT  
Victoria, B.C.  
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Dear Minister James and Minister Fleming:

At the Regular Meeting of the Board of Education held on May 29, 2018 the 2018-2019 Annual Budget was passed. During debate of the bylaw Trustees noted that the budget was balanced and that additional sustainable resources totaling \$800,000 were provided in the budget in support of the Learning, Opportunity and Sustainability goals of our Strategic Plan.

Also noted during debate was the fact that many cost pressures faced by all school districts remain unfunded by government. Examples provided were:

- The recently introduced Employer Health Tax
- Exempt staff salary increases as approved by the Public Sector Employers' Council
- The rising cost of employee health and welfare benefits such as dental and extended health coverage
- Rate increases for electricity, natural gas, and other utilities
- Inflationary increases such as those contractually required by contract. A specific example for School District No. 57 (Prince George) is our contract for student transportation.

It was further noted that Districts must find sustainable dollars from within existing budgets to cover these additional cost pressures.

We believe that a strong fully funded public education system is the key to a healthy and vibrant province. Our school district is hoping that a fully funded public education system is a top priority for the Government of British Columbia.

Sincerely,

Tim Bennett, Chair  
Board of Education

cc: Shirley Bond, MLA, Prince George-Valemount  
Mike Morris, MLA, Prince George-Mackenzie  
Dan Davies, MLA, Peace River North  
BCSTA Boards of Education

BE/dln

April 24, 2018

Independent Review Panel  
K-12 Sector Public Education Funding Model Review  
[K12FundingReview@gov.bc.ca](mailto:K12FundingReview@gov.bc.ca)

Attention: Chris Trumpy  
Chair

Dear Mr. Trumpy and panel members,

I am writing on behalf of the Board of Education of School District No. 52 (Prince Rupert) to provide you with our input on the funding formula review currently underway. We appreciate this opportunity to provide input and to speak with the panel.

#### Funding protection

The funding issue that is currently most significant for our district is funding protection. Funding protection can best be described as both a blessing as a curse. While funding protection for the Province consists of only 0.18% of the estimated 2018-19 operating grants, the \$1,470,223 allocated for our district makes up 6.59% of our district's operating grant. This is the third largest amount in the province both in absolute dollars and as a percent of the operating grant. The availability of these funds has blessed our district with the ability to maintain levels of staffing and availability of programs that would not otherwise be affordable.

The curse associated with funding protection is its temporary nature. From a peak of \$2,352,572 in the 2012-13 school year, there has been a reduction in this funding almost every year. The issue came to a head when our district cut \$2.4 million from the 2016-17 budget. Additional cuts were made when the Board passed the 2018-19 budget earlier this month.

The current funding model, which maintains funding at a minimum of 98.5% of the previous year, provides predictability to the Board on future funding levels. Given the small amount of Provincial money designated for funding protection, it is our Board's hope that the existing system would be grandfathered for those districts that remain in funding protection. In particular, we are not looking at any future increases, but we would hope that there would be gradual reductions until funding protection is eliminated.

### Monitoring of Funding

School districts put a significant amount of administrative time and effort into monitoring and reporting requirements for the Ministry of Education and for other funding agencies. This is particularly true in the area of special education. Teachers who support students with special needs are among the most highly trained teachers in our district. It is unfortunate that they spend a significant portion of their time dealing with reporting requirements – and disheartening when a Provincial auditor tells them they haven't done enough, and the district will no longer be eligible for funding to support that student's needs. We believe the funding for students with special needs should be based on district-wide indicators of vulnerability rather than relying on specific diagnosis.

There are numerous other examples where significant time is spent to meet reporting requirements. This includes the 1701 reporting process and many specific special purpose fund reports. We encourage the Panel, and the Ministry of Education, to carefully consider the cost-benefit of reporting requirements.

The Funding Model Review Discussion Paper raises a number of questions about a possible link between funding and student results. There is a risk that this would create additional reporting requirements for districts. More importantly, this would seem to move the Province towards an American model where "successful" schools receive more money, and schools with poorer results receiving less money. We all know that there are many factors that influence a student's success that are outside the school's ability to influence. Our district does not support tying funding to student results.

### Funding of Rural/Remote Districts

As one of the district's furthest from the Lower Mainland, we know firsthand the challenges that arise as we seek to meet the needs of our students. Many of these challenges are clearly outlined in the BC K12 Draft Rural Education Report. Access to services; recruitment & retention; lack of community support networks; and the cost of building and maintaining infrastructure are all significant concerns for our district.

Prince Rupert has had many economic challenges in the past decade. While the growth of the port industry is bringing new life to our community, there are significant numbers of vulnerable students living in poverty. Given the significant need in our district, and the high cost of meeting that need, it is imperative that the funding provided to remote and rural districts is not just maintained, but enhanced.

### Transportation

The provision of transportation services is, at times, a very public issue for school districts. Specific transportation funding was removed from the funding formula for the 2012-13 school year. In the 2016-17 annual budget, as part of the \$2.4 million removed from the budget, our district eliminated all bus and ferry transportation services with the exception of the operation of busses for students with special needs.

A few months later the Ministry announced new funding for transportation. This funding allowed a limited restoration of bussing for those students most in need, but was not sufficient for the restoration of all of the services that had been eliminated.

The most pressing need is the provision of ferry services for students living in the Metlakatla First Nation. This community, supported by the First Nations Education Steering Committee (FNESC), continues to press for the restoration of funding for this service. We understand that FNESC is negotiating with the Federal and Provincial governments to address this, and other, transportation issues affecting students living on reserves. We ask the Panel to monitor the outcome of these negotiations as part of their deliberations.

The cost of travelling between communities is a significant issue for our students and families. Whether it is a sports team, band or drama ensemble, the ability to compete against other schools requires trips down the highway – or a flight to Vancouver for a Provincial tournament. Long distances, winter driving conditions and one of the most expensive airports in the Province all contribute to added cost for our families. We hope the Panel will find ways to ensure that all students have an equal opportunity to participate in intra-mural competitions at a reasonable cost.

#### Predictable Funding

So long as our district remains in funding protection, the majority of our operating budget is quite predictable. The exception would be the funding implications from an influx of students. This would result in a need for additional classroom teachers (and classroom furnishings and supplies) without any increase to the district's funding.

The Classroom Enhancement Fund is much less predictable, and it can have impacts on the regular operating budget. In a district with smaller schools, it is difficult to forecast accurately the enrolment of students. As many of our district's families live in poverty, they tend to be renters who frequently move between school catchment areas. This contributes to the difficulty in forecasting both total enrolment and the numbers of students with special needs at each school.

As with most districts, our schools are staffed in the Spring. This is especially important with the current Provincial shortage of teachers – if the teachers are not in place by the end of this school year, it will be far more difficult to find them in September.

Our district therefore completes its staffing using the forecast allocation from the Classroom Enhancement Fund. If actual enrolment at a school declines, the allocation from the Classroom Enhancement Fund could be reduced, which would result in an additional teacher that must be paid from the operating budget.

Under the principle of stable and predictable funding, we recommend that Boards of Education have funding certainty over a three-year period. Access to contingent funding to address unexpected cost pressures should also be considered.

### Fixed Funding Allocations

There are many aspects of district funding that were provided at fixed amounts, and have not been increased – sometimes for many years. Examples of these include:

- Pay Equity
- Community Link
- Annual Facilities Grant
- StrongStart
- Learning Improvement Fund

As wages, benefits and other operating costs increase, other programs often suffer as the school district seeks to maintain these programs.

Inflation on operating costs is also rarely accommodated through the current funding formula. The new Payroll Tax is just one example of times that district costs have increased without sufficient funding to cover these increasing costs.

The provision of pay and benefit increases for exempt staff is an ongoing issue. While our Board appreciates having received permission to provide appropriate pay increases for our exempt staff, the lack of funding for these issues is inappropriate. With respect to benefits, our Board continues to wait for permission to bring our exempt staff benefit plans up to a level that is at least comparable to the benefit plans for unionized staff. Increases for all other employee groups are funded by the Ministry – and so too should increases for exempt staff.

Our recommendation is that both operating and special purpose funds must be adjusted on a regular basis to address cost increases – particularly those that are outside the control of the Board of Education.

### Surplus Funds

The prevalence of surplus funds in school districts has been a hot topic in recent years. In our view, there are many valid reasons for district's to hold surplus funds, including:

- Managing enrolment fluctuations from year to year;
- Purchase of capital items not generally funded by the Ministry, e.g. vehicles, technology upgrades, and refurbishment or replacement of administrative buildings;
- Accommodating the loss of funding protection; and
- Contingencies for unexpected items, such as cost overruns on capital projects.

In the current year, our district has implemented a formal surplus policy so that the designation of surplus funds is clear and transparent. The policy includes the possibility that funds may need to be accumulated over a number of years to address specific capital projects. We believe that discretion over surplus funds should remain with boards of education.

### Student Choice and Board Flexibility

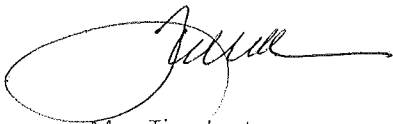
Boards of education have the responsibility to offer programs in their district that are relevant to their student's needs. As a result, it is appropriate to provide boards with as much flexibility

as possible. This would lean towards fewer special purpose funds and greater latitude for the use of operating funds.

This ties very closely to the design of the new BC curriculum, which encourages student choice in their education. Beyond funding, a significant obstacle to providing greater student choice is the nature of the restrictions in the teacher collective agreement. Our Board is hopeful that some of the restrictions can be addressed in the next round of bargaining, with the realization that there will be a cost to the Ministry if any significant changes are to be accomplished. As a result, we do not have any recommendations for changes to the funding formula to address student choice.

In conclusion, we want to express our appreciation to all of the panel members for their willingness to undertake this daunting task. We are one of sixty school districts, and we each have our unique needs. We are hopeful that your recommendations will be able to meet the conflicting needs of our districts in a fair and equitable manner; and we exhort the Provincial government to increase their funding to the K-12 system so that we can achieve more than just "robbing Peter to pay Paul."

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Tina Last', written over a large, loopy oval shape.

Mrs. Tina Last  
Chair

/hdg

cc: MLA Jennifer Rice  
BCSTA