

Wednesday, February 21, 2018  
Time: 6:00 p.m.

District Education Office  
22225 Brown Avenue  
Maple Ridge BC V2X 8N6

*"The mind is not a vessel to be filled, but a fire to be ignited" - Plutarch*

## **A G E N D A**

### **A. OPENING PROCEDURES**

ITEM 1

1. Call to Order
2. Correspondence
  - N. Read, Mayor, City of Maple Ridge
  - E. Loring-Kuhanga, Chairperson, School District No. 61 (Greater Victoria)
3. Approval of Agenda
4. Invitation for Public Input to matters on the Agenda - *Members of the public can provide input on items on the Agenda. Speaker's time is limited to 2 minutes per person. This agenda item has a time limit of 10 minutes.*

### **B. APPROVAL OF MINUTES**

1. February 7, 2018 ITEM 2

**C. PRESENTATIONS** - *Individuals and groups invited by the Board to make presentations. Time limits for individual presentations will be established to allow all speakers to present within the time limit for this item. This agenda item has a time limit of 20 minutes including questions; extension is at the discretion of the Board.*

1. Odyssey K-9 ITEM 3

**D. DELEGATIONS** - *Registered delegations can make presentations to the Board. Time limits for individual delegations will be established to allow all registered delegations to present within the time limit for this item. This agenda item has a time limit of 20 minutes including questions; extension is at the discretion of the Board.*

### **E. DEFERRED ITEMS**

### **F. DECISION ITEMS**

1. Chairperson
2. Superintendent of Schools
3. Secretary Treasurer
4. Board Committees
  - a) Budget
    - i. 2017/18 Amended Annual Budget ITEM 4
    - ii. 2018/2019 Rental Rates ITEM 5
  - b) Finance
  - c) Facilities Planning
  - d) Board Policy Development
  - e) Education
    - i. Board Authority/Authorized Courses ITEM 6
  - f) Aboriginal Education
  - g) Roundtable with Partners

## **G. INFORMATION ITEMS**

1. Chairperson
2. Superintendent of Schools
  - a) Superintendent's Update ITEM 7
3. Secretary Treasurer
4. Board Committees & Advisory Committee Reports
  - a) Budget
  - b) Finance
  - c) Facilities Planning
  - d) Board Policy Development
  - e) Education
  - f) French Immersion
  - g) Aboriginal Education
  - h) Round Table with Partners

## **H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS**

### **I. TRUSTEE REPORTS**

1. BC School Trustees Association
2. BC Public School Employers Association
3. Student Voice
4. District Parent Advisory Council
5. Municipal Advisory & Accessibility
6. Maple Ridge-Pitt Meadows Arts Council
7. Ridge Meadows Education Foundation
8. Social Planning Advisory
9. City of Maple Ridge Active Transportation
10. Other Board Liaison Representative Reports
11. Good News Items

**J. QUESTION PERIOD** - *Questions, with the exception of Trustee questions, will be limited to one question per person with one follow-up clarification question, if necessary. Question period will be restricted to questions only – statements and debate will not be permitted. This agenda item has a time limit of 10 minutes; extension is at the discretion of the Board.*

### **K. OTHER BUSINESS**

1. Public Disclosure of Closed Meeting Business ITEM 8

### **L. ADJOURNMENT**

To: **Board of Education**

From: Chairperson  
Mike Murray

Re: **OPENING PROCEDURES**

Date: February 21, 2018  
(Public Board Meeting)

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**Information/Decision**

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1. *CALL TO ORDER*
2. *CORRESPONDENCE (Information Item)*
  - N. Read, Mayor, City of Maple Ridge
  - E. Loring-Kuhanga, Chairperson, School District No. 61 (Greater Victoria)

**RECOMMENDATION:**

**THAT the Board receive all correspondence for information.**

Attachments

3. *APPROVAL OF AGENDA (Decision Item)*

**RECOMMENDATION:**

**THAT the Agenda be approved as circulated.**

4. *INVITATION FOR PUBLIC INPUT TO MATTERS ON THE AGENDA - Members of the public can provide input on items on the Agenda. Speaker's time is limited to 2 minutes per person. The agenda item has a time limit of 10 minutes.*



February 14, 2018

Mike Murray, Board Chair  
School District No. 42  
22225 Brown Avenue  
Maple Ridge, BC V2X 8N6

Office of the Mayor

Dear Mr. Murray,

As you know, Maple Ridge Council and the Board of Education for School District No. 42 meet from time to time to dialogue and collaborate to advance initiatives where we have a common interest. In our most recent meeting held on January 17, 2018, School District No. 42's Recycling Program was discussed and the Board invited Council to provide a letter on this topic. This letter responds to that invitation, and we thank you for the opportunity to do so.

I would like to begin by acknowledging the recent improvements that have been made to ensure that a consistent level of recycling participation is encouraged across the District. This is an important step forward, and we appreciate that there are plans to develop a fuller program following a review in two years or so. Teaching our young citizens about the importance of recycling as early as possible is critical to shifting our local trajectory on this issue.

The School District is ideally positioned to influence a shift that could lead to increased community-wide participation in recycling. Recycling education and participation opportunities provided by SD No. 42 to students can encourage values of environmental sustainability and social responsibility at a young age, leading to long-term behaviour change among our citizens. In consideration of this, Maple Ridge Council appeals to the Board of Education to reconsider how the scope and benefits of the SD No. 42 Recycling Program might be broadened and delivered at a much earlier date.

Thank you for the opportunity to offer feedback on this topic. If the City can provide any assistance in the Board's consideration of this request, please do not hesitate to contact Kelly Swift, General Manager: Parks, Recreation & Culture, at 604-467-7337 or [kswift@mapleridge.ca](mailto:kswift@mapleridge.ca).

Sincerely,

Nicole Read  
Mayor

cc: School District No. 42 Board of Education  
Sylvia Russell, Superintendent of Schools  
Flavia Coughlan, Secretary Treasurer  
Rick Delorme, Director of Facilities

City of Maple Ridge

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# BOARD OF EDUCATION

*Chair: Edith Loring-Kuhanga Vice-Chair: Tom Ferris*  
*Trustees: Elaine Leonard, Diane McNally, Deborah Nohr, Peg Orcherton*  
*Rob Paynter, Jordan Watters, Ann Whiteaker*

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)**  
**556 BOLESKINE ROAD, VICTORIA, BC V8Z 1E8**  
**PHONE (250) 475-4106 FAX (250) 475-4112**

February 14, 2018

via email: [educ.minister@gov.bc.ca](mailto:educ.minister@gov.bc.ca)

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

## **Re: Surveys from the Ministry**

Dear Minister Fleming,

The Board has asked that I write to you with respect to surveys that School Boards receive from the Ministry.

As you are aware, recently the Ministry sent out a survey to Board Chairs on input regarding the funding formula review. We very much appreciate the opportunity to provide input. We also recognize that the Ministry has been proactive in its approach to the review and we are looking forward to providing input when further opportunities become available.

Our Board, however, is concerned that the survey format was not sufficiently accessible to all trustees. While certainly we understand that the Chair of a Board is an appropriate person to provide formal feedback on behalf of the Board, we believe that the survey questions should be accessible and sent to all trustees. In the current circumstances, the limited accessibility of the particular survey limited our ability to provide informed input from the Board as a whole.

Therefore, we would respectfully request that in future that copies of surveys be sent (or made readily accessible to Chairs to forward) to all trustees. We would also appreciate if the recent funding review survey questions could be sent to all trustees.

To be clear, we welcome the opportunity for input and appreciate your commitment to consultation, particularly in the current funding review. Our concern is associated with the format and restrictions on the survey. Thank you for your time.

Sincerely,

A handwritten signature in black ink, appearing to read 'Edith Loring-Kuhanga'.

Edith Loring-Kuhanga  
 Board Chair  
 Greater Victoria School District

Cc: Board of Education  
 Piet Langstraat, Superintendent of Schools  
 BCSTA



**ITEM 2**

To: **Board of Education**

From: Chairperson  
Mike Murray

Re: **APPROVAL OF MINUTES**

Date: February 21, 2018  
(Public Board Meeting)

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**Decision**

**RECOMMENDATION:**

**THAT the Minutes of the February 7, 2018 Public Board Meeting be approved as circulated.**

Attachment



**PUBLIC MINUTES OF THE  
BOARD OF EDUCATION MEETING  
Wednesday, February 7, 2018 (6:00 PM)  
Board Room, District Education Office**

**IN ATTENDANCE:**

BOARD MEMBERS:

Chairperson – Mike Murray  
Vice Chairperson – Susan Carr  
Trustee – Ken Clarkson  
Trustee – Korleen Carreras  
Trustee – Eleanor Palis  
Trustee – Dave Rempel

STAFF:

Superintendent – Sylvia Russell  
Secretary Treasurer – Flavia Coughlan  
Senior Manager, Communications – Irena Pochop  
Executive Coordinator – Karen Yoxall

**A. OPENING PROCEDURES**

1. Call to Order

The meeting was called to order at 6:00 p.m. The Chairperson welcomed and thanked everyone for attending. The Chairperson acknowledged that this meeting is taking place on the traditional territory of Katzie First Nation and Kwantlen First Nation.

2. Correspondence

**Moved/Seconded**

- G. Jackson, Chairperson, School District No. 28 (Quesnel)
- B. Bidlake, Chairperson, School District No. 67 (Okanagan Skaha)

THAT the Board receive the correspondence for information.

**CARRIED**

3. Approval of Agenda

**Moved/Seconded**

**Addition:**

Motions to BCTA AGM under Trustee Reports, BC School Trustees Association.

THAT the Agenda be approved as amended.

**CARRIED**

4. Invitation for Public Input to matters on the Agenda

## **B. APPROVAL OF MINUTES**

1. January 24, 2018

### **Moved/Seconded**

THAT the Minutes of the January 24, 2018 Public Board meeting be approved as circulated.

**CARRIED**

## **C. PRESENTATIONS**

1. New Graduation Program Implementation Update

### **Moved/Seconded**

Vicci Halabi, District helping teacher, presented an update on the district's implementation of the new graduation program.

THAT the Board receive the New Graduation Program Implementation Update presentation by Vicci Halabi, District Helping Teacher, for information.

**CARRIED**

## **D. DELEGATIONS**

1. Occupational Therapy Department

### **Moved/Seconded**

Jessica Apedaile, Julie Brown and Alex Thompson presented on the work of the occupational therapists in the district.

THAT the Board receive the presentation on the Occupational Therapy Department by Jessica Apedaile, Julie Brown and Alex Thompson, for information.

**CARRIED**

## **E. DEFERRED ITEMS**

## **F. DECISION ITEMS**

1. Chairperson
2. Superintendent of Schools

- a) Non-Resident Fees 2019/20

### **Moved/Seconded**

The Superintendent reported that in order to remain competitive with neighbouring school districts a \$1,000 increase in homestay fees, a \$1,000 increase in annual tuition fees for elementary students, and a \$500 increase in annual tuition fees for secondary students is being proposed for 2019/20.



**THAT the Board approve the following fees for the non-resident students for 2019/20:**

|                          | Application Fee | Annual Tuition Fee                        | Homestay Registration or Placement Fee | Homestay Fee | Custodian Fee | Airport Fee | Medical Insurance |
|--------------------------|-----------------|---|--|--------------|---------------|-------------|-------------------|
| Maple Ridge-Pitt Meadows | \$200           | Elementary \$14,000<br>Secondary \$13,500 | \$200                                  | \$9,000      | \$100         | \$100       | \$900             |

**CARRIED**

b) IT Plan Update

**Moved/Seconded**

The Assistant Superintendent and the Manager of Information Technology provided an update on technology initiatives and IT capital budget needs.

THAT the Board receive the IT Plan Update for information.

And Further;

THAT the Board approve the allocation of \$190,000 from contingency reserve to support the transition to the Microsoft Cloud (\$145,000), the upgrade for MyPortfolio platform from SharePoint 2013 to SharePoint 2016 (\$20,000), and the re-write of the Policy and Consent Modules in the Parent Portal (\$25,000).

**CARRIED**

3. Secretary Treasurer

4. Board Committees

- a) Budget
- b) Finance
- c) Facilities Planning
- d) Board Policy Development

i. Rescission of Policies

**Moved/Seconded**

The Secretary Treasurer reported that the policies being proposed to be rescinded are covered under existing district policies.

THAT the Board rescind the following policies:

Policy ECAD: Video Taping on School Buses;  
Policy JFCB: Student Conduct on School Buses (District Owned Buses);  
Policy JFCC: Student Conduct on School Buses.

**CARRIED**

## e) Education

i. Specialty Academies**Moved/Seconded**

The Superintendent reported that a number of schools had approached the district to create new specialty academies.

THAT the Board approve the following Specialty Academies:

Golf Academy hosted at Maple Ridge Secondary School

Baseball Academy hosted at Garibaldi Secondary School

Softball Academy hosted at Garibaldi Secondary School

AND FURTHER;

That the Board approve the following specialty academy fees for 2018/19:

|   |         |
|---|---------|
| Golf Academy hosted at Maple Ridge Secondary School   | \$1,800 |
| Baseball Academy hosted at Garibaldi Secondary School | \$2,500 |
| Softball Academy hosted at Garibaldi Secondary        | \$1,800 |

**CARRIED**

## f) Aboriginal Education

## g) Roundtable with Partners

**G. INFORMATION ITEMS**

1. Chairperson
2. Superintendent of Schools

a) Superintendents Update**Moved/Seconded**

The Superintendent reported on school and district activities.

THAT the Board receive the Superintendent's Verbal Update, for information.

**CARRIED**

Trustee Rempel exited the meeting at 7:45 p.m.

## 3. Secretary Treasurer

a) Enrolment Projections

**Moved/Seconded**

The Secretary Treasurer reported that every year the Ministry of Education requests that school districts provide a three year enrolment projection for the purposes of projecting operating grant requirements. Projections for students enrolled in regular K-12 schools were prepared using enrolment projections from the Baragar system, five year average (grade-to-grade) transition rates and local knowledge of recent and historical enrolment trends. Enrolment for regular school age students, aboriginal education, continuing education, students with special needs and English Language Learners were explained.

THAT the Board receive the Secretary Treasurer's report on Enrolment Projections.

**CARRIED**

## 4. Board Committees &amp; Advisory Committee Reports

- a) Budget
- b) Finance
- c) Facilities Planning
- d) Board Policy Development
- e) Education
- f) Inclusive Education

i. Inclusive Education Committee Update**Moved/Seconded**

Trustee Clarkson reported that the Inclusive Education Committee had its last meeting on January 29, 2018. Going forward inclusive education matters will be referred to the Education Advisory Committee.

THAT the Board receive the Inclusive Education Committee Update for information.

**CARRIED**

- g) French Immersion
- h) Aboriginal Education
- i) Round Table with Partner Groups

**H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS****I. TRUSTEE REPORTS**

## 1. BC School Trustees Association

a) Motions to BCSTA Provincial Council

Discussion ensued on the motions that will be considered at the upcoming BCSTA's Provincial Council scheduled to take place from February 16 – 17, 2018 in Vancouver.

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b) Motions to BCSTA AGM

**Moved/Seconded**

THAT BCSTA request that the Ministry of Education and the Ministry of Finance provide capital project funding for portable classrooms required for enrolment growth.

**CARRIED**

**Moved/Seconded**

THAT BCSTA request that the Ministry of Education and the Ministry of Finance provide multi-year capital plan approvals and funding that enable minimizing the number of portables required for enrolment growth.

**CARRIED**

BCSTA Fraser Valley Branch Meeting

The Chairperson reported that aboriginal education was the focus of the recent meeting.

BC Public School Employers Association

Trustee Clarkson reported that a new Board of Directors was elected and includes school trustees.

District Parent Advisory Council

Trustees reported that the next meeting will take place on February 22, 2018 at Westview Secondary School.

Good News Items

Trustees reported on the Student Forum, school visits, and the Opioid Working Group.

**L. QUESTION PERIOD**

A question was posed regarding TTOC shortages.

**M. OTHER BUSINESS**

**N. ADJOURNMENT**

**Moved/Seconded**

THAT the Board adjourn the meeting.

**CARRIED**

The Public Board meeting adjourned at 8:16 p.m.



**ITEM 3**

To: **Board of Education**

From: Chairperson  
Mike Murray

Re: **ODYSSEY K-9**

Date: February 21, 2018  
(Public Board Meeting)

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**Information**

**RECOMMENDATION:**

**THAT the Board receive the presentation on Odyssey K-9 by Cathie Watkins and Brenda Peebles, for information.**

To: **Board of Education**

From: Budget Committee Of the Whole

Re: **2017/18 AMENDED ANNUAL BUDGET**

Date: February 21, 2018  
(Public Board Meeting)

**Decision**

**BACKGROUND/RATIONALE:**

At the recommendation of the Budget Committee of the Whole the attached Amended Annual Budget Bylaw for 2017/18 (Attachment A) is presented to the Board for approval.

In May 2017, the Board approved the 2017/18 Preliminary Annual Budget. The Preliminary Budget was based on preliminary estimates of enrolment, funding and other revenue and expenditure factors.

The 2017/18 Amended Annual Budget has been prepared in accordance with Public Sector Accounting Standards and includes budgets for the operating fund, special purpose funds and the capital fund. Also attached are the Second Quarter financial statements. (Attachment B)

This report provides an analysis of changes to revenue and expenditure estimates included in the 2017/18 Amended Annual Budget. The updated revenue and expenditure estimates include Board approved budget changes to date, revenue and expenditure changes resulting from changes to enrolment, revenue changes announced by the Ministry of Education in December 2017, proposed additional one-time budget allocations and other revenue and expenditure known changes.

**Major Operating Budget Changes**

The following table summarizes the changes between the proposed 2017/18 Amended Annual Operating Budget and the 2017/18 Preliminary Annual Operating Budget.

| <b>2017/18 Operating Budget</b> |                    |                |         |  |
|---------------------------------|--------------------|----------------|---------|--|
| (\$ millions)                   |                    |                |         |  |
|                                 | Preliminary Budget | Amended Budget | Change  |  |
| Revenue                         | 140.91             | 142.34         | 1.43    |  |
| Expense                         | (140.57)           | (142.39)       | (1.82)  |  |
| Capital Assets Purchased        | (1.17)             | (3.59)         | (2.42)  |  |
| Transfer to Local Capital       | -                  | (1.12)         | (1.12)  |  |
| Budgeted Prior Year Surplus     | 0.83               | 5.19           | 4.36    |  |
|                                 | \$ 0.00            | \$ 0.43        | \$ 0.43 |  |

## **Revenue Changes (\$1.43 million increase)**

### **Operating Grant**

Provincial grants from the Ministry of Education are estimated to increase by \$1.31 million. This estimated increase is principally owed to the changes identified below.

Based on the interim operating grants announcement, it is estimated that our school district will receive \$128.24 million of operating grant funding for 2017/18. The recalculated funding allocation for the Board of Education of School District No. 42 is \$1.31 million greater than the funding estimates in the 2017/18 Preliminary Budget.

| <b>2017/18 Operating Grant</b><br>(millions) |                  |
|--|------------------|
| Preliminary operating grant estimate         | \$ 126.93        |
| Enrolment changes                            | 1.38             |
| Salary differential grant changes            | (0.07)           |
| <b>Interim operating grant</b>               | <b>\$ 128.24</b> |
| <b>Net additional operating grant</b>        | <b>\$ 1.31</b>   |

The major differences between the two estimates are as follows:

- Actual student enrolment at September 30, 2017 is higher than projected for school age, distributed learning, aboriginal education and students with special needs. Summer school enrolment was higher than original projection as well. Details are provided in the following table.

| <b>Student enrolment type</b>      | <b>2017/18 Estimated Operating Grant</b> |                    | <b>2017/18 Interim Operating Grant</b> |                    | <b>Variance</b>  |                     |
|------------------------------------|--|--------------------|--|--------------------|------------------|---------------------|
|                                    | <b>Enrolment</b>                         | <b>Funding</b>     | <b>Enrolment</b>                       | <b>Funding</b>     | <b>Enrolment</b> | <b>Funding</b>      |
| Standard schools                   | 14,021.459                               | 102,370,674        | 14,085.500                             | 102,838,236        | 64.041           | 467,562             |
| Continuing education               | 16.000                                   | 116,816            | 11.375                                 | 83,049             | (4.625)          | (33,767)            |
| Alternate schools                  | 245.000                                  | 1,788,745          | 241.125                                | 1,760,454          | (3.875)          | (28,291)            |
| Distributed learning               | 47.000                                   | 286,700            | 51.500                                 | 314,150            | 4.500            | 27,450              |
| Home schooling                     | 5.000                                    | 1,250              | 2.000                                  | 500                | (3.000)          | (750)               |
| Course challenges                  | 60.000                                   | 13,680             | 49.000                                 | 11,172             | (11.000)         | (2,508)             |
| <b>Total school aged enrolment</b> | <b>14,329.459</b>                        | <b>104,577,865</b> | <b>14,440.500</b>                      | <b>105,007,561</b> | <b>46.041</b>    | <b>429,696</b>      |
| ELL                                | 590.000                                  | 823,050            | 588.000                                | 820,260            | (2.000)          | (2,790)             |
| Aboriginal education               | 1,100.000                                | 1,331,000          | 1,243.000                              | 1,504,030          | 143.000          | 173,030             |
| Special Needs                      |  |                    |  |                    |                  |                     |
| Level 1                            | 13.000                                   | 495,820            | 15.000                                 | 572,100            | 2.000            | 76,280              |
| Level 2                            | 589.000                                  | 11,232,230         | 633.000                                | 12,071,310         | 44.000           | 839,080             |
| Level 3                            | 200.000                                  | 1,922,000          | 188.000                                | 1,806,680          | (12.000)         | (115,320)           |
| Adult education                    | 40.000                                   | 184,720            | 34.125                                 | 157,589            | (5.875)          | (27,131)            |
| Summer learning grade 1-7          | 498.000                                  | 103,584            | 476.000                                | 99,008             | (22.000)         | (4,576)             |
| Summer learning grade 8-9          | 220.000                                  | 45,760             | 266.000                                | 55,328             | 46.000           | 9,568               |
| Summer learning grade 10-12        | 400.000                                  | 166,400            | 405.000                                | 168,480            | 5.000            | 2,080               |
| Supplemental funding               |  | 28,037             |  | 32,795             | 0.000            | 4,758               |
| Cross enrolment                    | 4.000                                    | 1,664              | 2.000                                  | 832                | (2.000)          | (832)               |
| <b>TOTAL ENROLMENT CHANGES</b>     |  |                    |  |                    |                  | <b>\$ 1,383,843</b> |

- The salary differential funding for the Maple Ridge-Pitt Meadows School District has decreased by \$78,254 due to a lower than anticipated average educator salary variance from the provincial educator salary (from \$522 to \$299 per educator). At September 30, 2017 the average educator salary in our school district was \$75,013 and the provincial average educator salary was \$74,790.

### **Other Revenue Changes**

An additional \$0.10 million is anticipated to be received from the Ministry of Education to offset the estimated cost associated with the Economic Stability Dividend for CUPE and MRTA staff. Graduated adult funding has been reduced by \$0.10 million due to decreased enrolment. One time grants for skills access support and Shoulder Tap programming (\$0.02 million) have also increased other MOE operating grants.

Provincial Grants other are estimated to increase by \$0.04 million due to increased Industry Trades Authority grants.

Tuition revenue is estimated to decrease by \$0.29 million. This is due to lower than projected enrolment in the International Education regular program (-\$0.25 million), lower than projected participation in the International Education cultural programs (-\$0.13 million) offset by an increase in International Education application fees and medical fees (\$0.04 million) as well as an increase in tuition from out of province students (\$0.05 million).

Other tuition for adult high school completion/out of province (\$0.08 million) has been reclassified to Continuing Education tuition in the amended budget at the recommendation of the Ministry of Education.

While Rentals and Leases revenue is showing an increase of \$0.09 million, \$0.08 million is a reclassification of custodial salary and insurance recoveries from other revenue and \$0.01 million represents increased lease revenue from daycare providers.

Investment income is expected to increase by \$0.15 million as interest rates have increased in conjunction with Bank of Canada rate increases (from 1.7% to 2.45%).

### **Expense Changes (\$1.82 million increase)**

#### **Salaries and Benefits Changes (\$0.51 million decrease)**

Salaries and benefits estimates in the amended budget are \$0.51 million lower compared to the preliminary budget. The savings are principally owed to lower than projected average teacher salary costs and benefit costs offset by costs associated with higher than projected student enrolment (1.577 FTE additional teachers for \$0.16 million, 18.107 FTE education assistants for \$0.80 million, 1.0 lunch hour supervisor for \$0.01 million), Aboriginal Education Support Worker (ABSW) and teacher staffing (\$0.09 million), and higher average daily cost for TTOCs (from \$360 to \$395) due to increased number of retired teachers hired to teach on call (\$0.22 million). CUPE and MRTA salaries are estimated to increase due to the 0.4% Economic Stability Dividend effective May 1, 2018 (\$0.10 million).



The below table summarizes the changes in Salaries and Benefits:

| <b>Salary and Benefit Changes</b><br>(\$millions)                         |                  |
|---|------------------|
| Enrolment driven staffing changes   |                  |
| Additional 1.577 FTE teachers   | 0.16             |
| Additional 18.107 FTE education assistants                                | 0.80             |
| Additional 1.0 FTE lunch hour supervisor                                  | 0.01             |
| Aboriginal Education staffing   |                  |
| Increase ABSW hours from 29 to 31 hours per week                          | 0.02             |
| Additional 1.0 ABSW - one time  | 0.01             |
| Language teacher 0.2 FTE - one time                                       | 0.01             |
| Teacher 1.0 - one time  | 0.05             |
| Decrease in average teacher salary from \$95,984 to \$94,590              | (1.20)           |
| Increase in daily TTOC rate from \$360 to \$395                           | 0.22             |
| Economic stability dividend CUPE and MRTA (0.4% effective May 1/18)       | 0.10             |
| Benefit plan cost decreases (MSP, TPP, EHB, Dental)                       | (0.88)           |
| Other ongoing salary and benefit changes                                  | (0.16)           |
| One time adjustments  |                  |
| Funds for specific expenditures from 2016/17                              |                  |
| Funds required to complete projects in progress                           | 0.34             |
| Aboriginal Education (1.0 FTE Teacher and 1.77 FTE ABSW)                  | 0.17             |
| Department and school budgets reallocations (TTOC to services & supplies) | (0.15)           |
| Other one time salary and benefit changes                                 | (0.01)           |
| <b>Total Salary and Benefit Changes</b>                                   | <b>\$ (0.51)</b> |

### **Services, Supplies and Other Expenditure Changes (\$2.34 million increase)**

The increases in services and supply budgets are principally owed to Board approved one time funding from 2016/17 restricted operating surplus for specific expenditures in 2017/18 (\$1.57 million) and for operating contingency (\$0.36 million). In most cases these expenditures were planned to be incurred in 2016/17, however for various reasons, the timing of the expenditures was extended into 2017/18.

In addition, on February 9, 2018 the Ministry of Education advised that savings of \$0.22 million are anticipated in Next Generation Network costs for 2017/18 (from \$0.59 million to \$0.37 million).

A summary of changes to services and supplies budgets is provided in the following table.

| <b>Expense Changes 2017/18</b><br>(\$ millions)     |               |
|---|---------------|
| Funds for specific expenditures from 2016/17        |               |
| Targeted funding - French                           | \$ 0.02       |
| Targeted funding - Aboriginal education             | 0.08          |
| School budget balances                              | 0.47          |
| Student learning grant                              | 0.22          |
| Personal professional development                   | 0.15          |
| Financial provisions                                | 0.10          |
| Funds required to complete projects in progress     | 0.43          |
| Purchase order commitments                          | 0.10          |
| One time adjustments                                |               |
| International education teacher supply allocations  | 0.35          |
| International education cultural program            | (0.24)        |
| School and departmental reallocations to capital    | (0.23)        |
| Reduced Next Generation Network costs               | (0.22)        |
| Microsoft enhanced support agreement                | 0.09          |
| Facilities Succession Planning                      | 0.07          |
| Strategic facilities plan update                    | 0.04          |
| Enterprise risk management assessment               | 0.05          |
| Emergent expenditure fund top-up                    | 0.15          |
| All waste stream collection bins                    | 0.15          |
| Transfer from TTOC budgets to services and supplies | 0.20          |
| Operating contingency reserve                       | 0.36          |
|   | <b>\$2.34</b> |

\* Targeted funding – Aboriginal Education and funds required to complete projects in progress included salary and benefit appropriations from 2016/17.

### **Capital Assets Purchased Changes (\$2.42 million increase)**

Budgets for purchases of capital assets were increased by \$2.42 million to reflect the Board approved spending for items received after June 30, 2017 and additional reallocations from other expense categories as spending plans are finalized for schools and departments.

The below table summarizes the changes in capital assets purchased:

| <b>Capital Expenditure Changes 2017/18</b><br>(\$ millions) |               |
|---|---------------|
| Funds for specific expenditures from 2016/17                |               |
| Classroom setup   | \$ 1.30       |
| Purchase order commitments                                  | 0.16          |
| Furniture   | 0.08          |
| IT portal   | 0.02          |
| Schools   | 0.01          |
| School and departmental reallocations                       | 0.23          |
| District wide multifunctional devices and printers          | 0.62          |
|   | <b>\$2.42</b> |

### **Estimated Appropriated Operating Surplus**

School District No 42 has historically ended the fiscal year with an appropriated surplus. For June 30, 2018, based on historical expenditure patterns and current Board policy for school rollovers and Ministry of Education policies for targeted funding, it is estimated that the appropriated surplus will be approximately \$1 million.

### **Estimated Available Operating Surplus**

The Maple Ridge – Pitt Meadows school district is projecting a net operating surplus \$1.55 million for the 2017/18 amended operating budget. The Board approved the use of \$0.43 million of this surplus to fund 2018/19 costs for principals and vice-principals succession planning (\$0.34 million) and for IB middle-years (\$0.09 million). It is proposed that all remaining available surplus be transferred to Local Capital to assist with funding the additional classroom spaces required to accommodate the estimated increase in elementary enrolment for the upcoming year (\$0.80 million) and other emergent capital expenditures.

### **Special Purpose Funds Amended Annual Budget**

Special Purpose Funds include funds received from the Ministry of Education or other sources that have been designated for specific purposes. Major Special Purpose Funds include the Classroom Enhancement Fund, School Generated Funds, Annual Facilities Grant, Youth Education Support Fund and Community Link.

The Amended Annual Budget reflects the Classroom Enhancement Fund (CEF) allocation received from the Ministry of Education based on fall 2017 submissions from school districts. School District No. 42 received an allocation of \$11.19 million to fund 96.284 FTE teachers (\$9.15 million), overhead costs (\$1.17 million) and potential remedy costs (\$0.87 million). The school district is required to record and report the actual cost of CEF teachers and the amount allocated may be reduced to reflect the actual cost of CEF teachers for 2017/18.

The Amended Annual Budget takes into account the year end rollovers which account for the majority of the variances in the Special Purpose Funds. The Amended Annual Budget is forecasting a Deferred Revenue balance of \$1.61 million at the end of 2017/18.

The following table summarizes the changes between the proposed 2017/18 Amended Annual Special Purpose Funds Budget and the 2017/18 Preliminary Annual Special Purpose Funds Budget. Additional information regarding Special Purpose Funds can be found in **Schedule 3 and 3A** in the attached budget document.

| <b>2017/18 Special Purpose Funds Budget</b> |                       |                   |        |      |
|---|-----------------------|-------------------|--------|------|
| (\$ Millions )                              |                       |                   |        |      |
|   | Preliminary<br>Budget | Amended<br>Budget | Change |      |
| Revenue                                     | 16.52                 | 18.36             | 1.84   |      |
| Expenses                                    | (16.07)               | (17.63)           | (1.56) |      |
| Capital Assets Purchased                    | (0.45)                | (0.73)            | (0.28) |      |
|   | \$ 0.00               | \$ 0.00           | \$     | 0.00 |

## **Tangible Capital Assets, Capital Revenue and Expense**

The acquisition of tangible capital assets is summarized in Statement 4. The tangible capital assets purchased amount of \$4,319,011 reflects the projected total tangible capital assets purchased from operating (\$3,592,026) and special purpose funds (\$726,985). The local capital budget is detailed in the table below. Only the 2017/18 estimated spending is included in the amended budget.

| <b>Local Capital Budget</b><br>(\$ millions) |         |         |                       |
|--|---------|---------|-----------------------|
|  | 2017/18 | 2018/19 | Total                 |
| <b>Board Approved Uses of Local Capital</b>  |         |         |                       |
| MyEdBC implementation                        | 0.10    |         | 0.10                  |
| Staff computers refresh                      | 0.01    |         | 0.01                  |
| Emergency preparedness                       | 0.13    |         | 0.13                  |
| Facility rental software                     | 0.01    |         | 0.01                  |
| Energy management plan                       | 0.29    | 1.06    | 1.35                  |
| New Elementary School                        | 2.11    | 0.97    | 3.08                  |
| Facilities succession planning               |         | 0.14    | 0.14                  |
| New classrooms setup                         | 0.10    | 0.70    | 0.80                  |
| Transition to Microsoft Cloud                | 0.06    |         | 0.06                  |
| MyPortfolio platform upgrade                 | 0.02    |         | 0.02                  |
| Parent Portal module re-write                | 0.02    |         | 0.02                  |
|  | 2.85    | 2.87    | 5.72                  |
| Contingency reserve for local capital        |         |         | 2.16                  |
| <b>Total local capital fund</b>              |         |         | <b><u>\$ 7.88</u></b> |

The Board's Contingency Reserve is comprised of previous years' available operating surpluses, which are transferred to the Local Capital to fund Board approved emergent capital expenditures.

The acquisition of tangible capital assets from deferred capital revenue of \$8,956,000 represents estimated spending for provincially funded capital projects. The major projects in this category are the new South Albion Elementary school, restorative space capital projects, seismic upgrades at Fairview and Westview, building envelope remediation projects at Thomas Haney, Maple Ridge Elementary and Albion Elementary, child care capital projects and miscellaneous annual facilities grant funded capital projects.

The Capital Revenue and Expense amended budget (Schedule 4) includes changes to amortization of deferred capital revenue and amortization of tangible assets that reflect current increased projections for tangible capital assets purchased in 2017/18.

## **Recommendations**

- (1) THAT the Board approve the transfer of \$1,285,918 from operating to local capital;**

### **AND FURTHER**

**THAT the Board approve the allocation of \$800,000 from local capital for renovations and the purchase of furniture, equipment and portable classrooms required to accommodate projected enrolment growth.**

**(2) THAT the Amended Budget Bylaw of the Board for the fiscal year 2017/18 be given three (3) readings at this meeting (vote must be unanimous).**

**(3) THAT the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) 2017/18 Amended Annual Budget Bylaw be:**

**Read a first time on the 21<sup>st</sup> day of February, 2018;  
Read a second time on the 21<sup>st</sup> day of February, 2018;  
Read a third time, passed and adopted on the 21<sup>st</sup> day of February, 2018.**

Attachments

Amended Annual Budget

**School District No. 42 (Maple Ridge-Pitt Meadows)**

June 30, 2018

# School District No. 42 (Maple Ridge-Pitt Meadows)

June 30, 2018

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

## AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE-PITT MEADOWS) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2017/2018 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 42 (Maple Ridge-Pitt Meadows) Amended Annual Budget Bylaw for fiscal year 2017/2018.
3. The attached Statement 2 showing the estimated revenue and expense for the 2017/2018 fiscal year and the total budget bylaw amount of \$176,387,310 for the 2017/2018 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2017/2018.

READ A FIRST TIME THE 21st DAY OF FEBRUARY, 2018;

READ A SECOND TIME THE 21st DAY OF FEBRUARY, 2018;

READ A THIRD TIME, PASSED AND ADOPTED THE 21st DAY OF FEBRUARY, 2018;

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**Chairperson of the Board**

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**Secretary Treasurer**

I HEREBY CERTIFY this to be a true original of School District No. 42 (Maple Ridge-Pitt Meadows) Amended Annual Budget Bylaw 2017/2018, adopted by the Board the 21st DAY OF FEBRUARY, 2018.

---

**Secretary Treasurer**



# School District No. 42 (Maple Ridge-Pitt Meadows)

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2018

|   | 2018 Amended<br>Annual Budget | 2018<br>Annual Budget |
|---|-------------------------------|-----------------------|
| <b>Ministry Operating Grant Funded FTE's</b>                  |                               |                       |
| School-Age  | 14,464,500                    | 14,404,459            |
| Adult   | 118,125                       | 124,000               |
| Other   | 143,625                       | 94,875                |
| <b>Total Ministry Operating Grant Funded FTE's</b>            | <b>14,726,250</b>             | <b>14,623,334</b>     |
| <b>Revenues</b>   | \$                            | \$                    |
| Provincial Grants   |                               |                       |
| Ministry of Education   | 144,808,825                   | 141,552,128           |
| Other   | 405,157                       | 363,357               |
| Federal Grants  | 164,600                       | 164,600               |
| Tuition   | 8,857,695                     | 9,149,360             |
| Other Revenue   | 5,575,795                     | 5,556,212             |
| Rentals and Leases  | 481,150                       | 388,500               |
| Investment Income   | 650,000                       | 385,000               |
| Amortization of Deferred Capital Revenue                      | 5,377,517                     | 5,308,000             |
| <b>Total Revenue</b>  | <b>166,320,739</b>            | <b>162,867,157</b>    |
| <b>Expenses</b>   |                               |                       |
| Instruction   | 138,993,637                   | 135,970,434           |
| District Administration                                       | 5,428,857                     | 4,860,632             |
| Operations and Maintenance                                    | 24,149,626                    | 23,630,283            |
| Transportation and Housing                                    | 643,419                       | 680,698               |
| <b>Total Expense</b>  | <b>169,215,539</b>            | <b>165,142,047</b>    |
| <b>Net Revenue (Expense)</b>                                  | <b>(2,894,800)</b>            | <b>(2,274,890)</b>    |
| <b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>  | <b>4,762,352</b>              | <b>828,321</b>        |
| <b>Budgeted Surplus (Deficit), for the year</b>               | <b>1,867,552</b>              | <b>(1,446,569)</b>    |
| <b>Budgeted Surplus (Deficit), for the year comprised of:</b> |                               |                       |
| Operating Fund Surplus (Deficit)                              |                               |                       |
| Special Purpose Fund Surplus (Deficit)                        |                               |                       |
| Capital Fund Surplus (Deficit)                                | 1,867,552                     | (1,446,569)           |
| <b>Budgeted Surplus (Deficit), for the year</b>               | <b>1,867,552</b>              | <b>(1,446,569)</b>    |

## School District No. 42 (Maple Ridge-Pitt Meadows)

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2018

|   | 2018 Amended<br>Annual Budget | 2018<br>Annual Budget |
|---|-------------------------------|-----------------------|
| <b>Budget Bylaw Amount</b>  |                               |                       |
| Operating - Total Expense   | 142,390,424                   | 140,567,640           |
| Operating - Tangible Capital Assets Purchased                       | 3,592,026                     | 1,169,798             |
| Special Purpose Funds - Total Expense                               | 17,632,535                    | 16,074,407            |
| Special Purpose Funds - Tangible Capital Assets Purchased           | 726,985                       | 445,633               |
| Capital Fund - Total Expense  | 9,192,580                     | 8,500,000             |
| Capital Fund - Tangible Capital Assets Purchased from Local Capital | 2,852,760                     |                       |
| <b>Total Budget Bylaw Amount</b>                                    | <b>176,387,310</b>            | <b>166,757,478</b>    |

### Approved by the Board

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

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Signature of the Superintendent

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Signature of the Secretary Treasurer

\_\_\_\_\_  
Date Signed

**School District No. 42 (Maple Ridge-Pitt Meadows)**

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2018

|   | <b>2018 Amended<br/>Annual Budget</b> | <b>2018<br/>Annual Budget</b> |
|---|---------------------------------------|-------------------------------|
|   | \$                                    | \$                            |
| <b>Surplus (Deficit) for the year</b>                     | <b>(2,894,800)</b>                    | <b>(2,274,890)</b>            |
| <b>Effect of change in Tangible Capital Assets</b>        |                                       |                               |
| Acquisition of Tangible Capital Assets                    |                                       |                               |
| From Operating and Special Purpose Funds                  | <b>(4,319,011)</b>                    | (1,615,431)                   |
| From Local Capital  | <b>(2,852,760)</b>                    |                               |
| From Deferred Capital Revenue                             | <b>(8,956,000)</b>                    |                               |
| <b>Total Acquisition of Tangible Capital Assets</b>       | <b>(16,127,771)</b>                   | (1,615,431)                   |
| Amortization of Tangible Capital Assets                   | <b>9,192,580</b>                      | 8,500,000                     |
| <b>Total Effect of change in Tangible Capital Assets</b>  | <b>(6,935,191)</b>                    | 6,884,569                     |
|   | -                                     | -                             |
| <b>(Increase) Decrease in Net Financial Assets (Debt)</b> | <b>(9,829,991)</b>                    | 4,609,679                     |

## School District No. 42 (Maple Ridge-Pitt Meadows)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
Year Ended June 30, 2018

|  | Operating<br>Fund  | Special Purpose<br>Fund | Capital<br>Fund   | 2018 Amended<br>Annual Budget |
|--|--------------------|-------------------------|-------------------|-------------------------------|
|  | \$                 | \$                      | \$                | \$                            |
| <b>Accumulated Surplus (Deficit), beginning of year</b>    | 5,186,468          |                         | 72,511,855        | <b>77,698,323</b>             |
| <b>Changes for the year</b>                                |                    |                         |                   |                               |
| Net Revenue (Expense) for the year                         | (48,408)           | 726,985                 | (3,573,377)       | <b>(2,894,800)</b>            |
| Interfund Transfers  |                    |                         |                   |                               |
| Tangible Capital Assets Purchased                          | (3,592,026)        | (726,985)               | 4,319,011         | -                             |
| Local Capital  | (1,121,918)        |                         | 1,121,918         | -                             |
| <b>Net Changes for the year</b>                            | <b>(4,762,352)</b> | <b>-</b>                | <b>1,867,552</b>  | <b>(2,894,800)</b>            |
| <b>Budgeted Accumulated Surplus (Deficit), end of year</b> | <b>424,116</b>     | <b>-</b>                | <b>74,379,407</b> | <b>74,803,523</b>             |

## School District No. 42 (Maple Ridge-Pitt Meadows)

Amended Annual Budget - Operating Revenue and Expense  
Year Ended June 30, 2018

|  | 2018 Amended<br>Annual Budget | 2018<br>Annual Budget |
|--|-------------------------------|-----------------------|
|  | \$                            | \$                    |
| <b>Revenues</b>                                  |                               |                       |
| Provincial Grants                                |                               |                       |
| Ministry of Education                            | 130,934,305                   | 129,522,088           |
| Other  | 405,157                       | 363,357               |
| Federal Grants                                   | 164,600                       | 164,600               |
| Tuition  | 8,857,695                     | 9,149,360             |
| Other Revenue                                    | 969,109                       | 936,212               |
| Rentals and Leases                               | 481,150                       | 388,500               |
| Investment Income                                | 530,000                       | 385,000               |
| <b>Total Revenue</b>                             | <b>142,342,016</b>            | <b>140,909,117</b>    |
| <b>Expenses</b>                                  |                               |                       |
| Instruction                                      | 121,787,981                   | 120,623,527           |
| District Administration                          | 5,386,850                     | 4,800,632             |
| Operations and Maintenance                       | 14,572,174                    | 14,462,783            |
| Transportation and Housing                       | 643,419                       | 680,698               |
| <b>Total Expense</b>                             | <b>142,390,424</b>            | <b>140,567,640</b>    |
| <b>Net Revenue (Expense)</b>                     | <b>(48,408)</b>               | <b>341,477</b>        |
| <b>Budgeted Prior Year Surplus Appropriation</b> | <b>4,762,352</b>              | <b>828,321</b>        |
| <b>Net Transfers (to) from other funds</b>       |                               |                       |
| Tangible Capital Assets Purchased                | (3,592,026)                   | (1,169,798)           |
| Local Capital                                    | (1,121,918)                   |                       |
| <b>Total Net Transfers</b>                       | <b>(4,713,944)</b>            | <b>(1,169,798)</b>    |
| <b>Budgeted Surplus (Deficit), for the year</b>  | <b>-</b>                      | <b>-</b>              |

## School District No. 42 (Maple Ridge-Pitt Meadows)

Amended Annual Budget - Schedule of Operating Revenue by Source  
Year Ended June 30, 2018

|  | 2018 Amended<br>Annual Budget | 2018<br>Annual Budget |
|--|-------------------------------|-----------------------|
|  | \$                            | \$                    |
| <b>Provincial Grants - Ministry of Education</b>       |                               |                       |
| Operating Grant, Ministry of Education                 | 128,239,037                   | 126,933,448           |
| INAC/LEA Recovery                                      | (466,358)                     | (461,757)             |
| Other Ministry of Education Grants                     |                               |                       |
| Pay Equity   | 1,874,966                     | 1,874,966             |
| Funding for Graduated Adults                           | 63,497                        | 250,000               |
| Transportation Supplement                              | 185,990                       | 185,990               |
| Economic Stability Dividend                            | 95,077                        |                       |
| Return of Administrative Savings                       | 631,773                       | 631,773               |
| Carbon Tax Grant                                       | 91,000                        | 91,000                |
| FSA Scoring  | 16,668                        | 16,668                |
| Skills Access Support Grant                            | 5,000                         |                       |
| Shoulder Tap Grant                                     | 17,079                        |                       |
| Support Staff Standardized Provincial EHB Plan         | 180,576                       |                       |
| <b>Total Provincial Grants - Ministry of Education</b> | <b>130,934,305</b>            | <b>129,522,088</b>    |
| <b>Provincial Grants - Other</b>                       | <b>405,157</b>                | <b>363,357</b>        |
| <b>Federal Grants</b>                                  | <b>164,600</b>                | <b>164,600</b>        |
| <b>Tuition</b>   |                               |                       |
| Summer School Fees                                     | 44,615                        | 44,615                |
| Continuing Education                                   | 678,745                       | 597,745               |
| International and Out of Province Students             | 8,134,335                     | 8,426,000             |
| Other Tuition  |                               | 81,000                |
| <b>Total Tuition</b>                                   | <b>8,857,695</b>              | <b>9,149,360</b>      |
| <b>Other Revenues</b>                                  |                               |                       |
| LEA/Direct Funding from First Nations                  | 517,023                       | 477,067               |
| Miscellaneous  |                               |                       |
| Revenue Generation                                     | 84,000                        | 84,000                |
| Partnership Program                                    | 123,145                       | 136,145               |
| Miscellaneous  | 114,400                       | 186,000               |
| Transportation Revenue                                 | 12,000                        | 8,000                 |
| Before and After School Programming                    | 118,541                       | 45,000                |
| <b>Total Other Revenue</b>                             | <b>969,109</b>                | <b>936,212</b>        |
| <b>Rentals and Leases</b>                              | <b>481,150</b>                | <b>388,500</b>        |
| <b>Investment Income</b>                               | <b>530,000</b>                | <b>385,000</b>        |
| <b>Total Operating Revenue</b>                         | <b>142,342,016</b>            | <b>140,909,117</b>    |

**School District No. 42 (Maple Ridge-Pitt Meadows)**

Amended Annual Budget - Schedule of Operating Expense by Object  
 Year Ended June 30, 2018

|                                     | <b>2018 Amended<br/>Annual Budget</b> | <b>2018<br/>Annual Budget</b> |
|-------------------------------------|---------------------------------------|-------------------------------|
|                                     | \$                                    | \$                            |
| <b>Salaries</b>                     |                                       |                               |
| Teachers                            | 63,607,729                            | 64,579,805                    |
| Principals and Vice Principals      | 6,993,844                             | 6,941,010                     |
| Educational Assistants              | 12,043,929                            | 11,293,914                    |
| Support Staff                       | 11,018,592                            | 10,986,898                    |
| Other Professionals                 | 3,878,706                             | 3,801,283                     |
| Substitutes                         | 4,684,206                             | 4,288,359                     |
| <b>Total Salaries</b>               | <b>102,227,006</b>                    | <b>101,891,269</b>            |
| <b>Employee Benefits</b>            | <b>24,632,502</b>                     | <b>25,482,537</b>             |
| <b>Total Salaries and Benefits</b>  | <b>126,859,508</b>                    | <b>127,373,806</b>            |
| <b>Services and Supplies</b>        |                                       |                               |
| Services                            | 5,722,525                             | 5,387,420                     |
| Student Transportation              | 703,990                               | 753,644                       |
| Professional Development and Travel | 1,117,301                             | 714,949                       |
| Rentals and Leases                  | 15,158                                | 50,158                        |
| Dues and Fees                       | 142,162                               | 142,964                       |
| Insurance                           | 343,449                               | 356,830                       |
| Supplies                            | 5,122,956                             | 3,242,859                     |
| Utilities                           | 2,363,375                             | 2,545,010                     |
| <b>Total Services and Supplies</b>  | <b>15,530,916</b>                     | <b>13,193,834</b>             |
| <b>Total Operating Expense</b>      | <b>142,390,424</b>                    | <b>140,567,640</b>            |

# School District No. 42 (Maple Ridge-Pitt Meadows)

Schedule 2C

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2018

|   | Teachers<br>Salaries | Principals and<br>Vice Principals<br>Salaries | Educational<br>Assistants<br>Salaries | Support<br>Staff<br>Salaries | Other<br>Professionals<br>Salaries | Substitutes<br>Salaries | Total<br>Salaries  |
|---|----------------------|---|---------------------------------------|------------------------------|------------------------------------|-------------------------|--------------------|
|   | \$                   | \$  | \$                                    | \$                           | \$                                 | \$                      | \$                 |
| <b>1 Instruction</b>                            |                      |   |                                       |                              |                                    |                         |                    |
| 1.02 Regular Instruction                        | 48,431,497           | 540,213                                       | 187,471                               | 365,147                      |                                    | 2,580,811               | <b>52,105,139</b>  |
| 1.03 Career Programs                            | 477,346              |   | 423,852                               |                              |                                    | 37,615                  | <b>938,813</b>     |
| 1.07 Library Services                           | 1,045,727            |   |                                       | 4,997                        |                                    | 44,537                  | <b>1,095,261</b>   |
| 1.08 Counselling                                | 1,577,450            |   |                                       |                              |                                    | 98,339                  | <b>1,675,789</b>   |
| 1.10 Special Education                          | 7,789,337            | 1,181,018                                     | 10,875,825                            | 1,437,326                    | 6,192                              | 1,133,960               | <b>22,423,658</b>  |
| 1.30 English Language Learning                  | 705,490              | 27,498  |                                       | 6,630                        |                                    | 31,084                  | <b>770,702</b>     |
| 1.31 Aboriginal Education                       | 431,519              | 118,671                                       | 530,908                               | 44,666                       |                                    | 22,498                  | <b>1,148,262</b>   |
| 1.41 School Administration                      |                      | 4,744,187                                     |                                       | 2,303,644                    | 27,663                             | 265,731                 | <b>7,341,225</b>   |
| 1.60 Summer School                              | 293,166              | 10,576  | 25,873                                | 28,563                       |                                    |                         | <b>358,178</b>     |
| 1.61 Continuing Education                       |                      |   |                                       | 87,891                       | 322,119                            | 6,244                   | <b>416,254</b>     |
| 1.62 International and Out of Province Students | 2,832,801            | 246,299                                       |                                       | 449,479                      | 271,566                            | 139,269                 | <b>3,939,414</b>   |
| 1.64 Other                                      |                      |   |                                       |                              | 65,795                             |                         | <b>65,795</b>      |
| <b>Total Function 1</b>                         | <b>63,584,333</b>    | <b>6,868,462</b>                              | <b>12,043,929</b>                     | <b>4,728,343</b>             | <b>693,335</b>                     | <b>4,360,088</b>        | <b>92,278,490</b>  |
| <b>4 District Administration</b>                |                      |   |                                       |                              |                                    |                         |                    |
| 4.11 Educational Administration                 |                      |   |                                       | 52,296                       | 984,518                            | 8,747                   | <b>1,045,561</b>   |
| 4.40 School District Governance                 |                      |   |                                       |                              | 126,820                            |                         | <b>126,820</b>     |
| 4.41 Business Administration                    |                      | 125,382                                       |                                       | 496,360                      | 1,160,717                          | 52,366                  | <b>1,834,825</b>   |
| <b>Total Function 4</b>                         | <b>-</b>             | <b>125,382</b>                                | <b>-</b>                              | <b>548,656</b>               | <b>2,272,055</b>                   | <b>61,113</b>           | <b>3,007,206</b>   |
| <b>5 Operations and Maintenance</b>             |                      |   |                                       |                              |                                    |                         |                    |
| 5.41 Operations and Maintenance Administration  | 23,396               |   |                                       | 221,631                      | 728,293                            | 86,082                  | <b>1,059,402</b>   |
| 5.50 Maintenance Operations                     |                      |   |                                       | 5,192,156                    | 185,023                            | 167,290                 | <b>5,544,469</b>   |
| 5.52 Maintenance of Grounds                     |                      |   |                                       | 327,806                      |                                    | 9,633                   | <b>337,439</b>     |
| 5.56 Utilities                                  |                      |   |                                       |                              |                                    |                         | <b>-</b>           |
| <b>Total Function 5</b>                         | <b>23,396</b>        | <b>-</b>                                      | <b>-</b>                              | <b>5,741,593</b>             | <b>913,316</b>                     | <b>263,005</b>          | <b>6,941,310</b>   |
| <b>7 Transportation and Housing</b>             |                      |   |                                       |                              |                                    |                         |                    |
| 7.70 Student Transportation                     |                      |   |                                       |                              |                                    |                         | <b>-</b>           |
| <b>Total Function 7</b>                         | <b>-</b>             | <b>-</b>                                      | <b>-</b>                              | <b>-</b>                     | <b>-</b>                           | <b>-</b>                | <b>-</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>63,607,729</b>    | <b>6,993,844</b>                              | <b>12,043,929</b>                     | <b>11,018,592</b>            | <b>3,878,706</b>                   | <b>4,684,206</b>        | <b>102,227,006</b> |



# School District No. 42 (Maple Ridge-Pitt Meadows)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2018

Schedule 2C

|   | Total<br>Salaries  | Employee<br>Benefits | Total Salaries<br>and Benefits | Services and<br>Supplies | 2018 Amended<br>Annual Budget | 2018<br>Annual Budget |
|---|--------------------|----------------------|--------------------------------|--------------------------|-------------------------------|-----------------------|
|   | \$                 | \$                   | \$                             | \$                       | \$                            | \$                    |
| <b>1 Instruction</b>                            |                    |                      |                                |                          |                               |                       |
| 1.02 Regular Instruction                        | 52,105,139         | 11,889,933           | 63,995,072                     | 3,393,400                | 67,388,472                    | 67,688,625            |
| 1.03 Career Programs                            | 938,813            | 225,107              | 1,163,920                      | 564,424                  | 1,728,344                     | 1,904,436             |
| 1.07 Library Services                           | 1,095,261          | 251,273              | 1,346,534                      | 133,059                  | 1,479,593                     | 1,411,117             |
| 1.08 Counselling                                | 1,675,789          | 384,612              | 2,060,401                      | 114,320                  | 2,174,721                     | 2,022,662             |
| 1.10 Special Education                          | 22,423,658         | 5,657,977            | 28,081,635                     | 397,636                  | 28,479,271                    | 27,700,867            |
| 1.30 English Language Learning                  | 770,702            | 176,985              | 947,687                        | 17,366                   | 965,053                       | 898,956               |
| 1.31 Aboriginal Education                       | 1,148,262          | 280,789              | 1,429,051                      | 221,492                  | 1,650,543                     | 1,326,400             |
| 1.41 School Administration                      | 7,341,225          | 1,958,490            | 9,299,715                      | 424,273                  | 9,723,988                     | 9,600,374             |
| 1.60 Summer School                              | 358,178            | 53,747               | 411,925                        | 14,723                   | 426,648                       | 462,457               |
| 1.61 Continuing Education                       | 416,254            | 55,270               | 471,524                        | 218,386                  | 689,910                       | 686,400               |
| 1.62 International and Out of Province Students | 3,939,414          | 920,693              | 4,860,107                      | 2,020,996                | 6,881,103                     | 6,815,063             |
| 1.64 Other                                      | 65,795             | 14,475               | 80,270                         | 120,065                  | 200,335                       | 106,170               |
| <b>Total Function 1</b>                         | <b>92,278,490</b>  | <b>21,869,351</b>    | <b>114,147,841</b>             | <b>7,640,140</b>         | <b>121,787,981</b>            | <b>120,623,527</b>    |
| <b>4 District Administration</b>                |                    |                      |                                |                          |                               |                       |
| 4.11 Educational Administration                 | 1,045,561          | 314,522              | 1,360,083                      | 364,683                  | 1,724,766                     | 1,449,413             |
| 4.40 School District Governance                 | 126,820            | 2,648                | 129,468                        | 167,276                  | 296,744                       | 290,182               |
| 4.41 Business Administration                    | 1,834,825          | 480,186              | 2,315,011                      | 1,050,329                | 3,365,340                     | 3,061,037             |
| <b>Total Function 4</b>                         | <b>3,007,206</b>   | <b>797,356</b>       | <b>3,804,562</b>               | <b>1,582,288</b>         | <b>5,386,850</b>              | <b>4,800,632</b>      |
| <b>5 Operations and Maintenance</b>             |                    |                      |                                |                          |                               |                       |
| 5.41 Operations and Maintenance Administration  | 1,059,402          | 237,410              | 1,296,812                      | 706,867                  | 2,003,679                     | 1,696,926             |
| 5.50 Maintenance Operations                     | 5,544,469          | 1,642,816            | 7,187,285                      | 1,860,356                | 9,047,641                     | 8,958,625             |
| 5.52 Maintenance of Grounds                     | 337,439            | 85,569               | 423,008                        | 245,102                  | 668,110                       | 672,286               |
| 5.56 Utilities                                  | -                  | -                    | -                              | 2,852,744                | 2,852,744                     | 3,134,946             |
| <b>Total Function 5</b>                         | <b>6,941,310</b>   | <b>1,965,795</b>     | <b>8,907,105</b>               | <b>5,665,069</b>         | <b>14,572,174</b>             | <b>14,462,783</b>     |
| <b>7 Transportation and Housing</b>             |                    |                      |                                |                          |                               |                       |
| 7.70 Student Transportation                     | -                  | -                    | -                              | 643,419                  | 643,419                       | 680,698               |
| <b>Total Function 7</b>                         | <b>-</b>           | <b>-</b>             | <b>-</b>                       | <b>643,419</b>           | <b>643,419</b>                | <b>680,698</b>        |
| <b>9 Debt Services</b>                          |                    |                      |                                |                          |                               |                       |
| <b>Total Function 9</b>                         | <b>-</b>           | <b>-</b>             | <b>-</b>                       | <b>-</b>                 | <b>-</b>                      | <b>-</b>              |
| <b>Total Functions 1 - 9</b>                    | <b>102,227,006</b> | <b>24,632,502</b>    | <b>126,859,508</b>             | <b>15,530,916</b>        | <b>142,390,424</b>            | <b>140,567,640</b>    |

## School District No. 42 (Maple Ridge-Pitt Meadows)

Amended Annual Budget - Special Purpose Revenue and Expense  
Year Ended June 30, 2018

|   | 2018 Amended<br>Annual Budget | 2018<br>Annual Budget |
|---|-------------------------------|-----------------------|
|   | \$                            | \$                    |
| <b>Revenues</b>                                 |                               |                       |
| Provincial Grants                               |                               |                       |
| Ministry of Education                           | 13,874,520                    | 12,030,040            |
| Other Revenue                                   | 4,485,000                     | 4,490,000             |
| <b>Total Revenue</b>                            | <b>18,359,520</b>             | <b>16,520,040</b>     |
| <b>Expenses</b>                                 |                               |                       |
| Instruction                                     | 17,205,656                    | 15,346,907            |
| District Administration                         | 42,007                        | 60,000                |
| Operations and Maintenance                      | 384,872                       | 667,500               |
| <b>Total Expense</b>                            | <b>17,632,535</b>             | <b>16,074,407</b>     |
| <b>Net Revenue (Expense)</b>                    | <b>726,985</b>                | <b>445,633</b>        |
| <b>Net Transfers (to) from other funds</b>      |                               |                       |
| Tangible Capital Assets Purchased               | (726,985)                     | (445,633)             |
| <b>Total Net Transfers</b>                      | <b>(726,985)</b>              | <b>(445,633)</b>      |
| <b>Budgeted Surplus (Deficit), for the year</b> | <b>-</b>                      | <b>-</b>              |

# School District No. 42 (Maple Ridge-Pitt Meadows)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2018

Schedule 3A

|   | Annual<br>Facility<br>Grant<br>\$ | Learning<br>Improvement<br>Fund<br>\$ | Scholarships<br>and<br>Bursaries<br>\$ | Service<br>Delivery<br>Transformation<br>\$ | School<br>Generated<br>Funds<br>\$ | Strong<br>Start<br>\$ | Ready,<br>Set,<br>Learn<br>\$ | OLEP<br>\$   | CommunityLINK<br>\$ |
|---|-----------------------------------|---------------------------------------|--|---|------------------------------------|-----------------------|-------------------------------|--------------|---------------------|
| <b>Deferred Revenue, beginning of year</b>              | 173,372                           | 165,291                               | 141,643                                | 75,828                                      | 1,364,060                          | 36,827                | 11,912                        | -            | 29,859              |
| <b>Add:</b> Restricted Grants                           |                                   |                                       |  |   |                                    |                       |                               |              |                     |
| Provincial Grants - Ministry of Education               | 517,500                           | 509,360                               |  |   |                                    | 256,000               | 49,000                        | 231,726      | 544,260             |
| Other   |                                   |                                       | 10,000                                 |   | 4,300,000                          |                       |                               |              |                     |
|   | 517,500                           | 509,360                               | 10,000                                 | -   | 4,300,000                          | 256,000               | 49,000                        | 231,726      | 544,260             |
| <b>Less:</b> Allocated to Revenue                       | 690,872                           | 674,651                               | 25,000                                 | 75,828                                      | 4,300,000                          | 292,827               | 60,912                        | 231,726      | 574,119             |
| <b>Deferred Revenue, end of year</b>                    | -                                 | -                                     | <b>126,643</b>                         | -   | <b>1,364,060</b>                   | -                     | -                             | -            | -                   |
| <b>Revenues</b>   |                                   |                                       |  |   |                                    |                       |                               |              |                     |
| Provincial Grants - Ministry of Education               | 690,872                           | 674,651                               |  | 75,828                                      |                                    | 292,827               | 60,912                        | 231,726      | 574,119             |
| Other Revenue   |                                   |                                       | 25,000                                 |   | 4,300,000                          |                       |                               |              |                     |
|   | 690,872                           | 674,651                               | 25,000                                 | 75,828                                      | 4,300,000                          | 292,827               | 60,912                        | 231,726      | 574,119             |
| <b>Expenses</b>   |                                   |                                       |  |   |                                    |                       |                               |              |                     |
| Salaries  |                                   |                                       |  |   |                                    |                       |                               |              |                     |
| Teachers  |                                   | 133,174                               |  |   |                                    |                       | 18,600                        | 82,050       | 63,548              |
| Principals and Vice Principals                          |                                   |                                       |  |   |                                    |                       |                               |              |                     |
| Educational Assistants                                  |                                   | 432,149                               |  |   | 15,000                             | 184,000               | -                             |              | 332,702             |
| Support Staff   | 68,700                            |                                       |  |   | 10,000                             | 4,600                 |                               |              |                     |
| Other Professionals                                     |                                   |                                       |  |   |                                    |                       |                               |              |                     |
| Substitutes   |                                   |                                       |  |   | 20,000                             |                       | 500                           | 15,000       | 18,315              |
|   | 68,700                            | 565,323                               | -                                      | -   | 45,000                             | 188,600               | 19,100                        | 97,050       | 414,565             |
| Employee Benefits                                       | 16,172                            | 109,328                               |  |   | 10,000                             | 47,700                | 4,600                         | 19,750       | 102,565             |
| Services and Supplies                                   | 300,000                           |                                       | 25,000                                 | 42,007                                      | 4,245,000                          | 56,527                | 37,212                        | 112,926      | 56,989              |
|   | 384,872                           | 674,651                               | 25,000                                 | 42,007                                      | 4,300,000                          | 292,827               | 60,912                        | 229,726      | 574,119             |
| <b>Net Revenue (Expense) before Interfund Transfers</b> | <b>306,000</b>                    | <b>-</b>                              | <b>-</b>                               | <b>33,821</b>                               | <b>-</b>                           | <b>-</b>              | <b>-</b>                      | <b>2,000</b> | <b>-</b>            |
| <b>Interfund Transfers</b>                              |                                   |                                       |  |   |                                    |                       |                               |              |                     |
| Tangible Capital Assets Purchased                       | (306,000)                         |                                       |  | (33,821)                                    |                                    |                       |                               | (2,000)      |                     |
|   | (306,000)                         | -                                     | -                                      | (33,821)                                    | -                                  | -                     | -                             | (2,000)      | -                   |
| <b>Net Revenue (Expense)</b>                            | <b>-</b>                          | <b>-</b>                              | <b>-</b>                               | <b>-</b>                                    | <b>-</b>                           | <b>-</b>              | <b>-</b>                      | <b>-</b>     | <b>-</b>            |

# School District No. 42 (Maple Ridge-Pitt Meadows)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2018

Schedule 3A

|   | Coding and<br>Curriculum<br>Implementation | Priority<br>Measures | Classroom<br>Enhancement<br>Fund - Overhead | Classroom<br>Enhancement<br>Fund - Staffing | Youth<br>Education<br>Support Fund | TOTAL             |
|---|--|----------------------|---|---|------------------------------------|-------------------|
|   | \$   | \$                   | \$  | \$  | \$                                 | \$                |
| <b>Deferred Revenue, beginning of year</b>              | 59,993                                     | 297,453              | -   | -   | 114,205                            | <b>2,470,443</b>  |
| <b>Add:</b> Restricted Grants                           |  |                      |   |   |                                    |                   |
| Provincial Grants - Ministry of Education               |  |                      | 1,172,423                                   | 9,743,716                                   |                                    | <b>13,023,985</b> |
| Other   |  |                      |   |   | 160,000                            | <b>4,470,000</b>  |
|   | -  | -                    | 1,172,423                                   | 9,743,716                                   | 160,000                            | <b>17,493,985</b> |
| <b>Less:</b> Allocated to Revenue                       | 59,993                                     | 297,453              | 1,172,423                                   | 9,743,716                                   | 160,000                            | <b>18,359,520</b> |
| <b>Deferred Revenue, end of year</b>                    | -  | -                    | -   | -   | <b>114,205</b>                     | <b>1,604,908</b>  |
| <b>Revenues</b>   |  |                      |   |   |                                    |                   |
| Provincial Grants - Ministry of Education               | 59,993                                     | 297,453              | 1,172,423                                   | 9,743,716                                   |                                    | <b>13,874,520</b> |
| Other Revenue   |  |                      |   |   | 160,000                            | <b>4,485,000</b>  |
|   | 59,993                                     | 297,453              | 1,172,423                                   | 9,743,716                                   | 160,000                            | <b>18,359,520</b> |
| <b>Expenses</b>   |  |                      |   |   |                                    |                   |
| Salaries  |  |                      |   |   |                                    |                   |
| Teachers  |  | 240,254              |   | 7,376,888                                   |                                    | <b>7,914,514</b>  |
| Principals and Vice Principals                          |  |                      | 28,500                                      |   |                                    | <b>28,500</b>     |
| Educational Assistants                                  |  |                      |   |   |                                    | <b>963,851</b>    |
| Support Staff   |  |                      | 118,200                                     |   |                                    | <b>201,500</b>    |
| Other Professionals                                     |  |                      | 82,878                                      |   |                                    | <b>82,878</b>     |
| Substitutes   |  |                      | 290,164                                     | 524,500                                     |                                    | <b>868,479</b>    |
|   | -  | 240,254              | 519,742                                     | 7,901,388                                   | -                                  | <b>10,059,722</b> |
| Employee Benefits                                       |  | 57,199               | 112,106                                     | 1,842,328                                   |                                    | <b>2,321,748</b>  |
| Services and Supplies                                   | 59,993                                     |                      | 205,411                                     |   | 110,000                            | <b>5,251,065</b>  |
|   | 59,993                                     | 297,453              | 837,259                                     | 9,743,716                                   | 110,000                            | <b>17,632,535</b> |
| <b>Net Revenue (Expense) before Interfund Transfers</b> | -  | -                    | 335,164                                     | -   | 50,000                             | <b>726,985</b>    |
| <b>Interfund Transfers</b>                              |  |                      |   |   |                                    |                   |
| Tangible Capital Assets Purchased                       |  |                      | (335,164)                                   |   | (50,000)                           | <b>(726,985)</b>  |
|   | -  | -                    | (335,164)                                   | -   | (50,000)                           | <b>(726,985)</b>  |
| <b>Net Revenue (Expense)</b>                            | -  | -                    | -   | -   | -                                  | <b>-</b>          |

## School District No. 42 (Maple Ridge-Pitt Meadows)

Amended Annual Budget - Capital Revenue and Expense  
Year Ended June 30, 2018

|  | 2018 Amended Annual Budget             |                    |                    | 2018<br>Annual Budget |
|--|--|--------------------|--------------------|-----------------------|
|  | Invested in Tangible<br>Capital Assets | Local<br>Capital   | Fund<br>Balance    |                       |
|  | \$                                     | \$                 | \$                 | \$                    |
| <b>Revenues</b>  |  |                    |                    |                       |
| Other Revenue  |  | 121,686            | <b>121,686</b>     | 130,000               |
| Investment Income  |  | 120,000            | <b>120,000</b>     |                       |
| Amortization of Deferred Capital Revenue                 | 5,377,517                              |                    | <b>5,377,517</b>   | 5,308,000             |
| <b>Total Revenue</b>                                     | <b>5,377,517</b>                       | <b>241,686</b>     | <b>5,619,203</b>   | 5,438,000             |
| <b>Expenses</b>  |  |                    |                    |                       |
| Amortization of Tangible Capital Assets                  |  |                    |                    |                       |
| Operations and Maintenance                               | 9,192,580                              |                    | <b>9,192,580</b>   | 8,500,000             |
| <b>Total Expense</b>                                     | <b>9,192,580</b>                       | -                  | <b>9,192,580</b>   | 8,500,000             |
| <b>Net Revenue (Expense)</b>                             | <b>(3,815,063)</b>                     | <b>241,686</b>     | <b>(3,573,377)</b> | (3,062,000)           |
| <b>Net Transfers (to) from other funds</b>               |  |                    |                    |                       |
| Tangible Capital Assets Purchased                        | 4,319,011                              |                    | <b>4,319,011</b>   | 1,615,431             |
| Local Capital  |  | 1,121,918          | <b>1,121,918</b>   |                       |
| <b>Total Net Transfers</b>                               | <b>4,319,011</b>                       | <b>1,121,918</b>   | <b>5,440,929</b>   | 1,615,431             |
| <b>Other Adjustments to Fund Balances</b>                |  |                    |                    |                       |
| Tangible Capital Assets Purchased from Local Capital     | 640,500                                | (640,500)          | -                  |                       |
| Tangible Capital Assets WIP Purchased from Local Capital | 2,212,260                              | (2,212,260)        | -                  |                       |
| <b>Total Other Adjustments to Fund Balances</b>          | <b>2,852,760</b>                       | <b>(2,852,760)</b> | -                  |                       |
| <b>Budgeted Surplus (Deficit), for the year</b>          | <b>3,356,708</b>                       | <b>(1,489,156)</b> | <b>1,867,552</b>   | (1,446,569)           |

**School District No. 42 (Maple Ridge-Pitt Meadows)**  
**Estimated Operating Financial Results As At December 31, 2017**

|   | <b>2017/2018<br/>Preliminary<br/>Budget</b> | <b>Actual<br/>to<br/>Dec 31, 2017</b> | <b>2017/2018<br/>Amended<br/>Budget</b> | <b>Change</b>      |
|---|---|---------------------------------------|---|--------------------|
| <b>Operating Revenue by Source</b>                            |   |                                       |   |                    |
| Grants  |   |                                       |   |                    |
| Operating Provincial Grants - Ministry of Education           | 126,933,448                                 | 51,868,345                            | 128,239,037                             | 1,305,589          |
| Local Education Agreement Recovery                            | (461,757)                                   | (190,342)                             | (466,358)                               | (4,601)            |
| Operating Other Ministry of Education Grants                  | 3,050,397                                   | 1,076,448                             | 3,161,626                               | 111,229            |
| Provincial Grants - Other                                     | 363,357                                     | 262,121                               | 405,157                                 | 41,800             |
| Federal Grants  | 164,600                                     | 96,019                                | 164,600                                 | -                  |
| <b>Total Grants</b>   | <b>130,050,045</b>                          | <b>53,112,591</b>                     | <b>131,504,062</b>                      | <b>1,454,017</b>   |
| Tuition   | 9,149,360                                   | 3,937,842                             | 8,857,695                               | (291,665)          |
| Other Revenue   | 459,145                                     | 192,486                               | 452,086                                 | (7,059)            |
| Local Education Agreement - Direct Funding from First Nations | 477,067                                     | 206,809                               | 517,023                                 | 39,956             |
| Rentals & Leases  | 388,500                                     | 278,657                               | 481,150                                 | 92,650             |
| Investment Income   | 385,000                                     | 386,756                               | 530,000                                 | 145,000            |
| <b>Total Other Revenue</b>                                    | <b>10,859,072</b>                           | <b>5,002,550</b>                      | <b>10,837,954</b>                       | <b>(21,118)</b>    |
| <b>Total Operating Revenue</b>                                | <b>140,909,117</b>                          | <b>58,115,141</b>                     | <b>142,342,016</b>                      | <b>1,432,899</b>   |
| <b>Operating Expense by Type</b>                              |   |                                       |   |                    |
| Salaries  |   |                                       |   |                    |
| Teachers  | 64,579,805                                  | 25,382,292                            | 63,607,729                              | 972,076            |
| Principals and Vice Principals                                | 6,941,010                                   | 3,409,710                             | 6,993,844                               | (52,834)           |
| Education Assistants  | 11,293,914                                  | 4,891,909                             | 12,043,929                              | (750,015)          |
| Support Staff   | 10,986,898                                  | 5,259,894                             | 11,018,592                              | (31,694)           |
| Other Professionals   | 3,801,283                                   | 1,926,924                             | 3,878,706                               | (77,423)           |
| Substitutes   | 4,288,359                                   | 1,762,512                             | 4,684,206                               | (395,847)          |
| <b>Total Salaries</b>   | <b>101,891,269</b>                          | <b>42,633,241</b>                     | <b>102,227,006</b>                      | <b>(335,737)</b>   |
| Employee Benefits   | 25,482,537                                  | 9,734,010                             | 24,632,502                              | 850,035            |
| <b>Total Salaries and Benefits</b>                            | <b>127,373,806</b>                          | <b>52,367,251</b>                     | <b>126,859,508</b>                      | <b>514,298</b>     |
| Services and Supplies   |   |                                       |   |                    |
| Services  | 5,387,420                                   | 2,393,818                             | 5,722,525                               | (335,105)          |
| Student Transportation  | 753,644                                     | 273,354                               | 703,990                                 | 49,654             |
| Professional Development                                      | 714,949                                     | 434,147                               | 1,117,301                               | (402,352)          |
| Rentals and Leases  | 50,158                                      | -                                     | 15,158                                  | 35,000             |
| Dues and Fees   | 142,964                                     | 91,892                                | 142,162                                 | 802                |
| Insurance   | 356,830                                     | 235,056                               | 343,449                                 | 13,381             |
| Supplies  | 3,242,859                                   | 1,555,032                             | 5,122,956                               | (1,880,097)        |
| Utilities   | 2,545,010                                   | 958,954                               | 2,363,375                               | 181,635            |
| <b>Total Services and Supplies</b>                            | <b>13,193,834</b>                           | <b>5,942,252</b>                      | <b>15,530,916</b>                       | <b>(2,337,082)</b> |
| <b>Total Operating Expenses</b>                               | <b>140,567,640</b>                          | <b>58,309,503</b>                     | <b>142,390,424</b>                      | <b>(1,822,784)</b> |
| Interfund & Local Capital                                     |   |                                       |   |                    |
| Interfund-Lease Payments                                      | -   | -                                     | -                                       | -                  |
| Capital Assets Purchased                                      | 1,169,798                                   | 1,286,624                             | 3,592,026                               | (2,422,228)        |
| Transfer to Local Capital                                     | -   | -                                     | 1,121,918                               | (1,121,918)        |
| <b>Total Interfund and Local Capital</b>                      | <b>1,169,798</b>                            | <b>1,286,624</b>                      | <b>4,713,944</b>                        | <b>(3,544,146)</b> |
| <b>Total Expenses</b>   | <b>141,737,438</b>                          | <b>59,596,127</b>                     | <b>147,104,368</b>                      | <b>(5,366,930)</b> |
| <b>Appropriated Surplus</b>                                   |   |                                       |   |                    |
| Use of Prior Year Surplus or Reserves                         | 828,321                                     | 4,402,352                             | 4,402,352                               | 3,574,031          |
| Contingency Reserve for Operating                             | -   | 360,000                               | 360,000                                 | 360,000            |
| <b>Projected Operating Surplus/(Deficit)</b>                  | <b>-</b>                                    | <b>3,281,366</b>                      | <b>-</b>                                | <b>-</b>           |

School District No. 42 (Maple Ridge-Pitt Meadows)  
Special Purpose Funds  
As At December 31, 2017

|  | ANNUAL<br>FACILITIES<br>GRANT | LEARNING<br>IMPROVEMENT<br>FUND | SCHOLARSHIPS<br>AND<br>BURSARIES | SERVICE<br>DELIVERY<br>TRANSFORMATION | SCHOOL<br>GENERATED<br>FUNDS | STRONG<br>START | READY,<br>SET,<br>LEARN | OLEP    | COMMUNITY<br>LINK | CODING AND<br>CURRICULUM<br>INPLEMENTATION | CLASSROOM<br>ENHANCEMENT<br>FUND | PRIORITY<br>MEASURES | YOUTH<br>EDUCATION<br>SUPPORT FUND | TOTAL     |
|--|-------------------------------|---------------------------------|----------------------------------|---------------------------------------|------------------------------|-----------------|-------------------------|---------|-------------------|--|----------------------------------|----------------------|------------------------------------|-----------|
| Deferred Revenue, beginning of year              | 173,372                       | 165,291                         | 141,643                          | 75,828                                | 1,364,060                    | 36,827          | 11,912                  | -       | 29,859            | 59,993                                     | -                                | 297,453              | 114,205                            | 2,470,443 |
| Add: Restricted Grants                           |                               |                                 |                                  |                                       |                              |                 |                         |         |                   |  |                                  |                      |                                    |           |
| Provincial Grants - Ministry of Education        | 517,500                       | 203,744                         |                                  |                                       |                              | 179,200         | 34,300                  | 162,208 | 217,704           |  | 3,642,853                        |                      |                                    | 4,957,509 |
| Other  |                               |                                 | 5,029                            |                                       | 3,224,061                    |                 |                         |         |                   |  |                                  |                      | 74,055                             | 3,303,145 |
| Investment Income                                |                               |                                 |                                  |                                       |                              |                 |                         |         |                   |  |                                  |                      |                                    | -         |
|  | 517,500                       | 203,744                         | 5,029                            | -                                     | 3,224,061                    | 179,200         | 34,300                  | 162,208 | 217,704           | -  | 3,642,853                        | -                    | 74,055                             | 8,260,654 |
| Less: Allocated to Revenue                       | 143,200                       | 229,650                         |                                  | 33,821                                | 2,641,911                    | 114,874         | 8,751                   | 102,220 | 225,794           | 9,454                                      | 3,809,295                        | 10,311               | 55,318                             | 7,384,598 |
| Deferred Revenue, end of year                    | 547,672                       | 139,385                         | 146,672                          | 42,007                                | 1,946,210                    | 101,153         | 37,461                  | 59,988  | 21,769            | 50,539                                     | (166,442)                        | 287,142              | 132,942                            | 3,346,499 |
| Revenues   |                               |                                 |                                  |                                       |                              |                 |                         |         |                   |  |                                  |                      |                                    |           |
| Provincial Grants - Ministry of Education        | 143,200                       | 229,650                         |                                  | 33,821                                |                              | 114,874         | 8,751                   | 102,220 | 225,794           | 9,454                                      | 3,809,295                        | 10,311               |                                    | 4,687,369 |
| Other  |                               |                                 |                                  |                                       | 2,641,911                    |                 |                         |         |                   |  |                                  |                      | 55,318                             | 2,697,229 |
| Investment Income                                |                               |                                 |                                  |                                       |                              |                 |                         |         |                   |  |                                  |                      |                                    | -         |
|  | 143,200                       | 229,650                         | -                                | 33,821                                | 2,641,911                    | 114,874         | 8,751                   | 102,220 | 225,794           | 9,454                                      | 3,809,295                        | 10,311               | 55,318                             | 7,384,598 |
| Expenses   |                               |                                 |                                  |                                       |                              |                 |                         |         |                   |  |                                  |                      |                                    |           |
| Salaries   |                               |                                 |                                  |                                       |                              |                 |                         |         |                   |  |                                  |                      |                                    |           |
| Teachers   |                               | 8,058                           |                                  |                                       |                              |                 | 6,615                   | 33,883  | 26,519            |  | 2,781,718                        | 7,871                |                                    | 2,864,664 |
| Principals and Vice Principals                   |                               |                                 |                                  |                                       |                              |                 |                         |         |                   |  | 31,418                           |                      |                                    |           |
| Educational Assistants                           |                               | 170,815                         |                                  |                                       |                              | 75,692          | 65                      |         | 146,355           |  |                                  |                      |                                    | 392,927   |
| Support Staff                                    | 357                           |                                 |                                  |                                       | 109                          | 1,872           |                         |         |                   |  | 29,963                           |                      |                                    | 32,301    |
| Other Professionals                              |                               |                                 |                                  |                                       |                              |                 |                         |         |                   |  | 53,825                           |                      |                                    |           |
| Substitutes                                      |                               | 742                             |                                  |                                       | 6,258                        | 2,315           | 134                     | 1,310   |                   |  | 58,477                           | 712                  |                                    | 69,948    |
|  | 357                           | 179,615                         | -                                | -                                     | 6,367                        | 79,879          | 6,814                   | 35,193  | 172,874           | -  | 2,955,401                        | 8,583                | -                                  | 3,445,082 |
| Employee Benefits                                |                               | 50,034                          |                                  |                                       | 1,021                        | 28,448          | 1,435                   | 6,850   | 46,387            |  | 639,421                          | 1,729                |                                    | 775,325   |
| Services and Supplies                            | 84,424                        |                                 |                                  |                                       | 2,632,645                    | 5,554           | 502                     | 54,173  | 6,533             | 9,454                                      | 17,470                           |                      | 37,067                             | 2,847,822 |
|  | 84,781                        | 229,650                         | -                                | -                                     | 2,640,033                    | 113,881         | 8,751                   | 96,216  | 225,794           | 9,454                                      | 3,612,292                        | 10,311               | 37,067                             | 7,068,229 |
| Net Revenue (Expense) before Interfund Transfers | 58,419                        | -                               | -                                | 33,821                                | 1,878                        | 993             | -                       | 6,004   | -                 | -  | 197,003                          | -                    | 18,251                             | 316,369   |
| Interfund Transfers                              |                               |                                 |                                  |                                       |                              |                 |                         |         |                   |  |                                  |                      |                                    |           |
| Tangible Capital Assets Purchased                | (58,419)                      |                                 |                                  | (33,821)                              | (1,878)                      | (993)           |                         | (6,004) |                   |  | (197,003)                        |                      | (18,251)                           | (316,369) |
| Net Revenue (Expense)                            | -                             | -                               | -                                | -                                     | -                            | -               | -                       | -       | -                 | -  | -                                | -                    | -                                  | -         |

**School District No. 42 (Maple Ridge-Pitt Meadows)**  
**Schedule of Capital Operations**  
**As At December 31, 2017**

|  | 2018<br>Budget     | 2018 Actual                            |                  |                    |
|--|--------------------|--|------------------|--------------------|
|  |                    | Invested in Tangible<br>Capital Assets | Local<br>Capital | Fund<br>Balance    |
| <b>Revenues</b>  |                    |  |                  |                    |
| Provincial Grants  |                    |  |                  | -                  |
| Municipal grants spent on sites                          |                    |  |                  | -                  |
| Other Revenue  | 130,000            |  | 81,686           | 81,686             |
| Amortization of Deferred Capital Revenue                 | 5,308,000          | 2,642,058                              |                  | 2,642,058          |
| <b>Total Revenue</b>                                     | <b>5,438,000</b>   | <b>2,642,058</b>                       | <b>81,686</b>    | <b>2,723,743</b>   |
| <b>Expenses</b>  |                    |  |                  |                    |
| Operations and Maintenance                               |                    |  |                  |                    |
| Amortization of Tangible Capital Assets                  |                    |  |                  |                    |
| Operations and Maintenance                               | 8,500,000          | 4,383,916                              |                  | 4,383,916          |
| <b>Total Expense</b>                                     | <b>8,500,000</b>   | <b>4,383,916</b>                       | <b>-</b>         | <b>4,383,916</b>   |
| <b>Capital Surplus (Deficit) for the year</b>            | <b>(3,062,000)</b> | <b>(1,741,858)</b>                     | <b>81,686</b>    | <b>(1,660,173)</b> |
| <b>Net Transfers (to) from other funds</b>               |                    |  |                  |                    |
| Tangible Capital Assets purchased                        | 1,534,431          | 1,633,686                              |                  | 1,633,686          |
| Local Capital  |                    |  |                  | -                  |
| <b>Total Net Transfers</b>                               | <b>1,534,431</b>   | <b>1,633,686</b>                       | <b>-</b>         | <b>1,633,686</b>   |
| <b>Other Adjustments to Fund Balances</b>                |                    |  |                  |                    |
| Tangible Capital Assets purchased from Local Capital     |                    | 101,031                                | (101,031)        |                    |
| Tangible Capital Assets WIP purchased from Local Capital |                    | 500,954                                | (500,954)        |                    |
| Principal Payment  |                    |  |                  |                    |
| Capital Lease  |                    |  |                  | -                  |
| <b>Total Other Adjustments to Fund Balances</b>          |                    | <b>601,985</b>                         | <b>(601,985)</b> | <b>-</b>           |
| <b>Total Capital Surplus (Deficit) for the year</b>      | <b>(1,527,569)</b> | <b>493,813</b>                         | <b>(520,299)</b> | <b>(26,487)</b>    |
| <b>Capital Surplus (Deficit), beginning of year</b>      |                    | <b>65,994,780</b>                      | <b>6,517,075</b> | <b>72,511,855</b>  |
| <b>Capital Surplus (Deficit), end of year</b>            |                    | <b>66,488,593</b>                      | <b>5,996,776</b> | <b>72,485,368</b>  |





## ITEM 5

To: **Board of Education**

From: Budget Committee of the Whole

Re: **2018/2019 RENTAL RATES**

Date: February 21, 2018  
(Public Board Meeting)

### Decision

#### **BACKGROUND/RATIONALE:**

In accordance with board Policy 10400 Community and Commercial Use of School Facilities and Grounds, board facilities will be made available to outside users for a fee that at a minimum ensures full cost recovery of direct and indirect costs incurred and to be incurred by the board as a result of making that use available.

In accordance with Board procedure 10400.1 Rental Fees, full cost recovery rental rates are based on budgeted facilities operations and maintenance annual costs for regular hours of operations (6:00 a.m. to 4:00 p.m.; 10 months/year) plus estimated deferred maintenance costs. The rental rates are calculated based on either the full cost recovery per square meter per hour or market rates. Market rental rates are determined by conducting a market analysis on an annual basis.

#### **Proposed Rental Rates 2018/2019**

At the recommendation of the Budget Committee of the Whole the proposed rental rates for 2018/2019 are presented to the Board for approval.

| Category                   | Rental Rate   | 2018/2019                    |
|----------------------------|---|------------------------------|
| <b>Rate Cost Recovery</b>  | Full cost recovery  | 9 cents / sqm/hr             |
| <b>NPO – Preferred</b>     | Rental rate based on the lowest of full cost recovery and Maple Ridge Parks and Leisure rental rates for similar facilities |                              |
| <b>NPO</b>                 | Full cost recovery + 20%  | 10.8 cents / sqm/hr          |
| <b>Private</b>             | Market Rate – 20 %  | Average of 24 cents / sqm/hr |
| <b>Commercial</b>          | Market Rate   | Average of 30 cents / sqm/hr |
| <b>School Use</b>          | No Charge   |                              |
| <b>Licensed Child Care</b> | Full cost recovery  | 9 cents / sqm/hr             |

| Category             | Regular Classroom | Large Classroom | Multipurpose Room | Library | Small Gym | Large Gym |
|----------------------|-------------------|-----------------|-------------------|---------|-----------|-----------|
| <b>Space Size</b>    | 80 sqm            | 100 sqm         | 150 sqm           | 180 sqm | 375 sqm   | 750 sqm   |
| <b>Cost Recovery</b> | 7.20              | 9.00            | 13.50             | 16.20   | 33.75     | 67.50     |
| <b>NPO Preferred</b> | 9.01              | 11.26           | 13.94             | 16.20   | 24.68     | 49.35     |
| <b>NPO</b>           | 8.64              | 10.80           | 16.20             | 19.44   | 40.50     | 81.00     |
| <b>Private</b>       | 21.60             | 27.20           | 38.40             | 45.60   | 71.20     | 123.20    |
| <b>Commercial</b>    | 27.00             | 34.00           | 48.00             | 57.00   | 89.00     | 154.00    |

The current rental rates for filming in SD42 are comparable with other Lower Mainland school districts.

The rental rates for filming for 2018/2019 are proposed to change film parking rate from \$400 to \$425.

| Category          | 2017/2018<br>Daily Fee | 2018/2019 |
|-------------------|------------------------|-----------|
| Prep Day          | \$ 1,100               | \$1,100   |
| Film Day Interior | \$ 2,200               | \$2,200   |
| Film Day Exterior | \$ 1,650               | \$1,650   |
| Parking           | \$ 400                 | \$425     |

The Secretary Treasurer is authorized to negotiate lower rates for long term filming contracts. The discounts negotiated will apply for contracts that are longer than 10 days and the discount shall not exceed 10% or board approved rental rates.

The host schools will continue to receive 20% of net rental revenue (i.e. revenue after full recovery of costs).

**RECOMMENDATION:**

**THAT the Board approve the proposed rental rates for 2018/2019.**

To: **Board of Education**

From: Education Committee

Re: **BOARD AUTHORITY/AUTHORIZED COURSES**

Date: February 21, 2018  
(Public Board Meeting)

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**Decision**

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**BACKGROUND/RATIONALE:**

The Ministry of Education directed school districts to review their Board Authority/Authorized courses offered in the 2018/19 school year to determine which courses:

- Are to be retired, given the flexibility offered with the new Ministry curriculum, or that no longer meet requirements; or
- Are to be revised to align with the new "Know-Do-Understand" curriculum model

The Education Committee has met, reviewed, and recommends for approval the following:

**New Board Authority/Authorized Courses:**

- Golf 10 (Attachment A )
- Strength Training (Musculation) (Attachment B)

**Revised Board Authority/Authorized Courses:**

- Advanced Basketball (Attachment C)
- Applications for Learning 10 – 12 (Attachment D)
- Communication 10 – Immersion (Attachment E)
- Equestrian Studies 10 (Attachment F)
- Equestrian Studies 11 (Attachment G)
- Food Studies – Baking 10 (Attachment H)
- Guided Inquiry (Attachment I)
- Hockey Skills (Attachment J)
- Leadership 10 (Attachment K)
- Outdoor Education: Fishing 10 (Attachment L)
- Advanced Soccer (Attachment M)
- Principles of Social Interaction 10 – 12 (Attachment N)
- Textile Arts and Crafts 10 (Attachment O)

The Education Committee is further proposing that the following courses be retired. The content of the courses are now offered with the new Ministry curriculum:

**Proposed Board Authority/Authorized Courses to be retired:**

- Chamber Choir 10
- Cook Training 10
- Music Technician 10
- Musical Theatre 10
- Work Experience 10

**RECOMMENDATION:**

**THAT the Board approve the following Board Authority/Authorized Courses:**

- Golf 10
- Strength Training (Musculature)
- Advanced Basketball
- Applications for Learning 10 – 12
- Communication 10 - Immersion
- Equestrian Studies 10
- Equestrian Studies 11
- Food Studies – Baking 10
- Guided Inquiry
- Hockey Skills
- Leadership 10
- Outdoor Education: Fishing 10
- Advanced Soccer
- Principles of Social Interaction 10 – 12
- Textile Arts and Crafts 10

**And Further;**

**THAT the Board retire the following Board Authority/Authorized Courses:**

- Chamber Choir 10
- Cook Training 10
- Music Technician 10
- Musical Theatre 10
- Work Experience 10

Attachments



## Board/Authority Authorized Course Framework - Golf 10

|  |   |
|--|---|
| <b>School District/Independent School Authority Name:</b><br>The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) | <b>School District/Independent School Authority Number:</b><br>School District No. 42 |
| <b>Developed by:</b><br>Lance Kraus  | <b>Date Developed:</b><br>January 17, 2018  |
| <b>School Name:</b><br>Maple Ridge Secondary School  | <b>Principal's Name:</b><br>Trevor Connor   |
| <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><br>Golf 10   | <b>Grade Level of Course:</b><br>10   |
| <b>Number of Course Credits:</b><br>4  | <b>Number of Hours of Instruction:</b><br>120   |

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

The teacher designated by the principal shall be the advisor for the MRSS Golf Academy. All students will be registered subject to the advisor's approval.

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

Access to a classroom, weight room, gym and field space

- The head golf instructor, Brad Ewart, is a PGA professional and Director of Golf at the Grizzly Tour.
- Facilities and equipment required for golf instruction include access Pitt Meadows Golf Club, golf clubs approved by the instructors, and rain gear. The fitness component of the course will be held at Maple Ridge Secondary in their Strength and Conditioning Fitness Room as well as the Maple Ridge Leisure Center.

**Course Synopsis:**

The purpose of this course is to develop student athletes in golf while promoting and developing personal development on and off the golf course. Study includes a look at various leaders in the golf world, developing the necessary playing skills, time management skills, and a strong sense of self-awareness (self-esteem, assertiveness, being a positive influence). Ultimately, student athletes will be able to make a positive school and community impact. The course enhances students' competency in golf while encouraging success as student-athletes. The objectives encompass intense golf specific training targeted at developing the whole athlete, including the cognitive, affective and psychomotor domains. The course blends on-course golf skill instruction with instruction on nutrition, physical conditioning, and leadership in an environment that nurtures self-esteem and confidence building. Learning styles of students are assessed in order to individualize instruction and foster maximum development. The course is open to male and female students of any skill level who want to improve their golf skills for either recreational or competitive goals. Learning opportunities will be incorporated in competitive settings outside of classroom instruction. Students will be expected to maintain a GPA of 2.0 in all of their courses at school, as well as "Good" or "Satisfactory" work habits in order to stay in the course.

**Goals and Rationale:**

To provide increased opportunity for student athletes to develop their golf portfolio on all three domains: cognitive, effective, and psychomotor. Students should be given the opportunity to develop their leadership skills as part of their education. The participants in this course will make valid contributions to both the school and local community in the process of understanding the nature of successful student leadership. Leadership opportunities will help students understand who they are, what is important to them and will aid in preparing the students for their future.

**Aboriginal Worldviews and Perspectives:**Declaration of First People's Principles of Learning:

- Golf courses are often built on indigenous lands. Respect and understanding of First Nations sacrifices.
- Learning is embedded in memory, history and story from traditional games to modern sports.
- Learning and skill acquisition involves learning from mentors as well as those we are meant to help.
- Psychology of sport is holistic, reflexive, reflective, experiential and relational -- "Principles of Learning".
- Being a golfer involves exploring one's identity, philosophy and ethics.
- Becoming a golfer involves recognizing that some people are all unique and develop differently.

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the aspects included in Golf 10. The game of golf is connected to:

- Community involvement
- Experiential learning
- Flexibility
- Leadership
- A positive learner-centered approach (mind set – inside voice)
- Community engagement (tournaments, building the game)
- The role of the teacher
- Local focus

## BIG IDEAS

Golf development is an **ongoing process**. The skills of successful player **can be learned**.

Good **players** **require a number of skills** to help them develop a holistic approach.

**Building communities** creates a sense of belonging, brings people together, and fosters relationships that shape who we become.

**Value systems and belief systems** shape the structures of power and authority within our culture.

Through experiential **service-learning**, students further their curricular learning, develop life skills, and are inspired to be change-makers for life.

## Learning Standards

| Curricular Competencies  | Content  |
|--|--|
| <p><i>Students are expected to do the following:</i></p> <p><b>Principles of Play</b><br/>           Develop coaching philosophy, ethics, objectives and style.<br/>           Understand elements of diversity in sport.<br/>           Complete community based certifications in theory, coaching, golf.<br/>           Recognize First Peoples perspectives and knowledge to gain appreciation of time and place.<br/>           Recognize and manage sport injuries and situations.</p> <p><b>Healthy and Active Living</b><br/>           Demonstrate the ability to apply healthy living skills in make reasoned decisions related to their role as a student and player.<br/>           Communicate and demonstrate safe and appropriate participation in physical activities.</p> <p><b>Community and Building Collaboration</b><br/>           Develop communication strategies for working with group members, elementary students and community members.<br/>           Plan ways to overcome potential barriers to participation in sport.<br/>           Develop communication strategies to work with peers, youth, and community.<br/>           Complete required volunteer hours on and around the school and Community.</p> | <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>Principles of golf program design, including: personal sport philosophy, importance of moral judgments in sport as related otherwise to the rules and traditions of golf</li> <li>Different types of diversity in athletes, children and sport</li> <li>Basic musculoskeletal anatomy and physiology as it relates to sport</li> <li>The signs and symptoms of common sports injuries.</li> <li>Sport safety guidelines</li> <li>First Peoples perspectives connecting sport and culture including and understanding of the lands and people</li> <li>The developmental stages of children in fundamental movement skills</li> <li>Mental training as specific to a closed sport including but not limited to:               <ul style="list-style-type: none"> <li>The challenge zone for athletes/children</li> <li>Physical, cognitive and social traits of children</li> </ul> </li> </ul> |



|   |   |
|---|---|
| <p><b>Social &amp; Emotional Learning</b><br/> Look for ways to make a positive impact in their school and community<br/> Address motivation, and effective goal setting within a group setting.<br/> Learn to debrief and self-reflect on their group experiences.</p> | <ul style="list-style-type: none"> <li>• Concepts of coaching demonstrated a kids development camp and potential work experience connection</li> <li>• Physical training basics as related to a specific sport</li> </ul> |
|---|---|

## Big Ideas – Elaboration

- Peak Performance qualities can be learned and are skill and mental training based; program leaders seek to provide players with maximum opportunities to achieve success through the development of peak performance skills
- Program philosophy: Identifying and developing the skills to be successful as a golfer, contributing to the greater growth of the individual through sport and Recreation. A commitment to overall sport and community growth is a significant aspect of the program.

## Curricular Competencies – Elaborations

- philosophy: how we view our sport experiences and how this will define our future planning, profession and development as community members.
- ethics: the rules or laws of golf, etiquette, including the high tradition of honourable game.
- objectives: setting goals, fun and personal development.
- we recognize the diversity of our athletes by: managing differences among youth/athletes including maturation, culture, gender, sexuality, physical and mental abilities.
- certifications: Sample certifications include Fundamental Movement Skills, NCCP Technical progression and CJGA programs
- recognize: the appearances and common situations that lead to injury.
- manage: prevention, first aid, referral, taping and recovery of sport injuries.
- developmental stages: maturational stages and skill acquisition stages.
- fundamental movement skills: as related to golf - striking.
- technical skills: the motor programs necessary to complete a physical movement.
- tactical skills: combining technical skill with reading the situation and decision making.
- practicum: students will work under a head coach or recreational leader to participate in a your camp

## Content – Elaborations

- Signs: Please see attached technical manual for related skill development progressions.  
Additionally: the visual aspects to a sport injury.
- symptoms: the sensations reported by the injured athlete.
- musculoskeletal anatomy and physiology: major bones, muscles, connective tissue and joints; also the basic functions of these features.
- challenge zone: knowing how to adapt an activity to balance challenge with ability in order to maximize student success and potential.
- physical training basics: energy fitness, muscular fitness and the basics of periodization.

**Recommended Instructional Components:**

- Direct Instruction - sports specific
- Demonstrations
- Modelling
- Simulations
- Sport Specific activities i.e. Driving range, putting greens,
- Peer teaching
- Game Play

**Recommended Assessment Components:**

- Journaling
- Peer Assessment
- Self-Assessment
- Performance Assessment
- Oral Presentations
- Quizzes and Exams

**Learning Resources:**

- National Coaching Certification Program (NCCP): Fundamental Movement Skills
- Golf Canada resources <http://golfcanada.ca/play-golf/>
- British Columbia Golf <http://britishcolumbiagolf.org/>
- SportMed BC: Sport First Aid Level 1 & Athletic Taping Level 1



## Board/Authority Authorized Course Framework: Strength Training (Musculation)

|  |   |
|--|---|
| <b>School District/Independent School Authority Name:</b><br>The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) | <b>School District/Independent School Authority Number:</b><br>School District No. 42 |
| <b>Developed by:</b><br>Kevin Menic  | <b>Date Developed:</b><br>January 2018  |
| <b>School Name:</b><br>Maple Ridge Secondary School  | <b>Principal's Name:</b><br>Trevor Connor   |
| <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><br>Strength Training (Musculation)   | <b>Grade Level of Course:</b><br>10   |
| <b>Number of Course Credits:</b><br>4  | <b>Number of Hours of Instruction:</b><br>120   |

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

**Special Training, Facilities or Equipment Required:** A school weight room is required and a track are required.

**Course Synopsis:** A comprehensive physical and academic weight-training program will be offered for French Immersion students in grade 10. The students will learn how to train for strength, power and muscular endurance as well as learn about the muscles involved and the skeletal system. Safety issues and health concerns will also be taught in addition to programs designed to rehabilitate and prevent injuries.

**Goals and Rationale:** The goal of this course is for students to be able to have an increased self-image and to have the knowledge to be physically active outside of a school and sport environment. This would be a great elective course that would showcase the weight room and provide students with an appropriate outlet for physical activities.

**Aboriginal Worldviews and Perspectives:**

Declaration of First People's Principles of Learning:

- Strength training supports the development of self in support of connecting with others.
- Learning is embedded in memory, history and story.
- Leading and coaching involves learning from mentors as well as those we are meant to lead.
- Leadership and learning is holistic, reflexive, reflective, experiential and relational.
- Strength training requires exploration of one's identity, philosophy and ethics.
- Will explore First Nations games and study and practice aspects of the 1<sup>st</sup> nations games.

Declaration of Aboriginal Worldviews and Perspectives:

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

- Community involvement (process and protocols)
- The power of story
- Experiential learning
- Flexibility
- Leadership
- A positive learner centered approach
- Community engagement
- The role of the teacher (leader or coach)

## BIG IDEAS

Our personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels.

Know how our bodies move and function helps us to stay safe during exercise.

Following proper training guidelines and techniques can help us to reach our health and fitness goals.

Making healthy choices can help us reach our health and fitness goals.

## Learning Standards

| Curricular Competencies  | Content  |
|--|--|
| <p><i>Students are expected to do the following:</i></p> <p><b>Health and active living</b></p> <ul style="list-style-type: none"> <li>• Participate daily in physical activities designed to enhance and maintain health components of fitness</li> <li>• Identify, apply, and reflect on strategies utilized to pursue personal fitness goals</li> <li>• Identify and describe the relationship between health eating, overall health, and performance in fitness activities</li> <li>• Analyze health messages from a variety of sources and describe their potential influences on health and well-being</li> <li>• Analyze and critique a variety of fitness myths and fads</li> <li>• Plan ways to overcome potential barriers that affect participation in fitness and conditioning activities</li> <li>• Explain how developing competencies in fitness and conditioning activities can increase confidence and encourage lifelong participation in physical activities</li> </ul> <p><b>Human anatomy and physiology</b></p> <ul style="list-style-type: none"> <li>• Identify and describe how muscles produce movement in different parts of the body and how to train those muscles</li> <li>• Identify and describe the influences of different training styles on fitness results</li> </ul> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Anatomical terminology, including terms of reference, planes of motion, and joint movements</li> <li>• Skeletal system, including bones and joints</li> <li>• Ways to train the muscular and cardiovascular systems</li> <li>• Different types of muscle, including cardiac and skeletal muscle</li> <li>• Relationships between energy systems and muscle fibre types</li> <li>• Different types and functions of connective tissues</li> <li>• Muscular system</li> <li>• Cardiovascular system</li> <li>• Components of an exercise session <ul style="list-style-type: none"> <li>-warm up</li> <li>-exercise portion</li> <li>-cool down</li> </ul> </li> <li>• Exercise safety and etiquette <ul style="list-style-type: none"> <li>-breathing techniques</li> <li>-proper use of equipment and facilities</li> <li>-spotting and working out with a partner</li> </ul> </li> <li>• Ways to monitor and adjust physical exertion levels including heart rate monitoring and percentage of 1 repetition maximum</li> <li>• Principles of program design, including training principles to enhance personal fitness levels, such as the FITT principle, SAID principle, and specificity</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 fitness activities</li> <li>• Create and implement a personalized fitness program</li> <li>• Identify and describe how different types of fitness activities influence the muscular system and the cardiovascular system</li> </ul> <p><b>Social Responsibility</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a variety of leadership skills in different types of fitness activities</li> <li>• Demonstrate appropriate behaviours in different types of fitness activities and environments</li> <li>• Apply safety practices in different types of fitness activities, for self and others</li> </ul> | <ul style="list-style-type: none"> <li>• Effects of different types of fitness activities on the body <ul style="list-style-type: none"> <li>-resistance training</li> <li>-cardiovascular endurance</li> <li>-flexibility</li> </ul> </li> <li>• Sources of health information, including professional documents, health and fitness magazines and advertisements</li> <li>• Influences of food choices and eating patterns on physical performance</li> </ul> |
|  |   |

## Big Ideas – Elaborations

Peak Performance qualities can be learned and are skill and mental training based; program leaders seek to provide students with maximum opportunities to achieve success through the development of peak performance skills

Program philosophy: Identifying and developing the skills to be successful as a strength trainer, contributing to the greater growth of the individual through sport and recreation. A commitment to overall sport and community growth is a significant aspect of the program.

## Curricular Competencies – Elaborations

philosophy: how we view our strength training experiences and how this will define our future planning, profession and development as community members.

- ethics: the etiquette, including how to act around strength training equipment
- objectives: setting goals for fun and personal development.
- We recognize the diversity of our athletes by: managing differences among youth/athletes including maturation, culture, gender, sexuality, physical and mental abilities.
- certifications: Sample certifications include Fundamental Movement Skills, CFES Weight Training Instructor Course
- Recognize: the appearances and common situations that lead to injury.
- manage: prevention, first aid, referral, taping and recovery of sport injuries.
- developmental stages: maturational stages and skill acquisition stages.
- fundamental movement skills: as related to strength training
- technical skills: the motor programs necessary to complete a physical movement.
- practicum: students will use materials out of the CFES Weight Training instructor Course Booklet to maximize their knowledge

## Content – Elaborations

Signs: CFES Weight Training Instructor Course Resource Manual

Additionally: the visual aspects to a sport injury.

- Symptoms: the sensations reported by the injured athlete.
- musculoskeletal anatomy and physiology: major bones, muscles, connective tissue and joints; also the basic functions of these features.
- challenge zone: knowing how to adapt an activity to balance challenge with ability in order to maximize student success and potential.
- Physical training basics: energy fitness, muscular fitness and the basics of periodization.

**Recommended Instructional Components:**

- Direct Instruction
- Indirect instruction
- Interactive instruction
- Independent instruction
- Modelling
- Use of iPad and videos

**Recommended Assessment Components:**

- Journaling: using Fresh grade to document their progress
- Peer Assessment: students will assess other students participation and oral presentations
- Self-Assessment: students will assess their participation
- Performance Assessment: using different calculations, students will be marked based on their performance of certain exercises throughout the year
- Oral Presentations: students will choose an aspect of Strength Training and present their findings to the class
- Quizzes and Exams: testing knowledge using articles from the CFES Weight training Instructor
  - Testing knowledge on body movement, muscles, bones and the respiratory system
- Portfolio: using Fresh Grade to document their progress and as a goal setting tool
- Course will be marked on the following:
  - 50% participation and performance assessments
  - 15% tests and quizzes
  - 15% major project
  - 20% portfolio



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

**Learning Resources:**

- Class-based materials developed by the teacher from university course work and from School District No. 43 (Coquitlam). Also, class-based materials will come from Bill McCrae who has been teaching the course for the past 13 years and these will all be translated into French.
- CFES Weight Training Instructor Course (National Certification Program)

**Additional Information:**

## Board/Authority Authorized Course Framework: Advanced Basketball

|  |   |
|--|---|
| <b>School District/Independent School Authority Name:</b><br>The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) | <b>School District/Independent School Authority Number:</b><br>School District No. 42 |
| <b>Developed by:</b><br>Katie MacLeod  | <b>Date Developed:</b><br>January 19, 2018  |
| <b>School Name:</b><br>Westview Secondary School   | <b>Principal's Name:</b><br>Kristi Blakeway   |
| <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><br>Advanced Basketball   | <b>Grade Level of Course:</b><br>Ten  |
| <b>Number of Course Credits:</b><br>4  | <b>Number of Hours of Instruction:</b><br>120   |

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

### Special Training, Facilities or Equipment Required:

Access to the gym, weight room and classroom. The instructor(s) will need post-secondary course work in human kinetics, kinesiology, physical education, or the equivalent. The instructor(s) will need experience and qualifications in coaching theory and sport skills training specific to basketball. Experience in basic strength and conditioning principles, and First Aid training would be an asset.

### Course Synopsis:

This course/academy has been developed to support and encourage students to develop their individual sport skills, physical strength and conditioning, health and nutritional knowledge, coaching, team building and leadership skills, and goal setting and organizational skills within a basketball setting.

**Rationale:**

Basketball specific skill instruction will be augmented with classroom theory sessions, strength and conditioning classes, and guest speakers to enable learners to pursue their educational and athletic goals through to post secondary education. While involved in organized, specific, high performance sport, and through training and competition, students will learn about all aspects of being an athlete, including: technical skills, tactical skills, mental training, teamwork and leadership, and physical conditioning. Students will be expected to keep a coaching manual, successfully complete the National Coaching Certification Program Learn to Train certification, and maintain a written journal with regard to information presented in classroom sessions and by guest speakers. Student-athletes will be expected to give back to the basketball community through connections with elementary and youth basketball programs, which will provide valuable coaching, refereeing, leadership and mentorship opportunities. Students enrolled in the course will be above average students, show outstanding citizenship within the school and community, and show proficiency in basketball.

**Goals:**

Students will:

- \*Develop short term and long term goals for playing and/or coaching basketball.
- \*Apply the basic concepts and skill progression for basketball to their individual goals and plans.
- \*Identify Fundamental Movement Skills as outlined in Canada Basketball's Long-Term Athlete Development plan.
- \*Demonstrate the ability to interpret game situations, understand options and make decisions.
- \*Demonstrate an understanding of basic sport psychology principles and techniques and apply them to their own individual program goals.
- \*Participate in a variety of community building and growth activities with classmates/teammates.

**Aboriginal Worldviews and Perspectives:**Declaration of First People's Principles of Learning:

- \*Advanced Basketball supports the development of self in support of connecting with others.
- \*Leading involves learning from mentors as well as those we are meant to lead.
- \*Learning is holistic, reflective, experiential and relational.

Declaration of Aboriginal Worldviews and Perspectives:

- \*Community involvement
- \*The power of story
- \*Experiential learning
- \*Leadership
- \*A positive learner-centered approach
- \*Community engagement
- \*The role of the teacher (leader or coach)

**BIG IDEAS****Personal Growth**

Learning is holistic, reflective, experiential and relational.

Goal-setting with a Growth Mindset.

**Leadership**

development is an ongoing process. Certifications allow us to contribute to the community.

**Individual Skill Development**

to develop highly skilled players and promote position-less basketball.

**Health and Fitness**

Learning ultimately supports the well-being of the self, the community and the spirits.

**Conceptual Basketball**

knowledge provides opportunities for success in a variety of basketball environments.

**Learning Standards**

| Curricular Competencies  | Content   |
|--|---|
| <p><i>Students are expected to do the following:</i></p> <p><b>Identify Fundamental Movement Skills</b></p> <p><b>Understand and Apply a Growth Mindset</b></p> <p><b>Technical Principles of Play</b></p> <ul style="list-style-type: none"> <li>*understand and value the global player in position-less basketball</li> <li>*demonstrate the ability to shoot the basketball off a variety of cuts and catches</li> <li>*use a variety of dribbling techniques to navigate a game-like basketball environment</li> <li>*demonstrate the ability to pass the basketball</li> <li>*understand and value the concept of spacing in a basketball environment</li> <li>*demonstrate the ability to execute a variety of offensive rotations</li> </ul> <p><b>Personal Growth, Leadership and Community Involvement</b></p> <ul style="list-style-type: none"> <li>*design a coaching manual that includes strength training, conditioning, skill development, nutrition and psychology as they apply to basketball</li> <li>*develop individual goals and plans for playing and/or coaching basketball</li> <li>*develop goal-setting skills</li> <li>*develop self-regulation strategies for sports-related anxiety</li> <li>*develop focus and concentration</li> <li>*plan, organize and lead an on-court basketball practice session</li> <li>*develop organizational skills to maximize individual performance as an elite student-athlete</li> </ul> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>-basic concepts presented in the National Coaching Certification Program's Theory – Learn to Train (L1)</li> <li>-skill progressions for the sport of basketball</li> <li>-concepts of repetitions, sets, resistance and exercises to design an individualized strength and conditioning program</li> <li>-specific power training principles and exercises for maximizing training for the sport of basketball</li> <li>-analyze fitness test data and apply fitness test results to adaptations in their individual programs</li> <li>-basketball specific athletic movement skills</li> <li>-techniques for developing speed, agility and quickness as they apply to basketball</li> <li>-strategies for finding creative solutions when presented with problems in a dynamic basketball environment</li> <li>-phases of teaching decision-making</li> <li>-identify, read and defend a variety of screening situations</li> <li>-basic defensive basketball skills</li> <li>-offensive concepts, such as pressure release and penetration principles</li> <li>-defensive concepts, such as help and recover and defensive stance positioning</li> <li>-SMART goals</li> </ul> |

## Big Ideas – Elaborations

- \*Leadership qualities can be learned and are skill-based; leaders seek to maximize opportunities to achieve success
- \*Growth mindset: When students have a growth mindset, they take on challenges and learn from them, increasing their abilities and achievement.
- \*Learning involves patience and time.

## Curricular Competencies – Elaborations

- fundamental movement skills: running, jumping, throwing, catching, striking
- growth mindset: When students have a growth mindset, they take on challenges and learn from them, increasing their abilities and achievement
- technical skills: the motor programs necessary to complete a physical movement
- tactical skills: combining technical skill with reading the situation and decision-making
- continuous flow on offence – spacing and actions that are linked in a basketball environment
- position-less basketball: players are not limited to one particular position; increased skill set allows for flexibility of options
- objectives: setting goals and balancing winning, fun and development
- certifications: sample certifications include NCCP, Fundamental Movement Skills, Officials Training, First Aid

## Content – Elaborations

**Recommended Instructional Components:**

- Experiential learning
- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Brainstorming
- Debriefing
- Peer Teaching
- Videos
- Reflective Writing
- Analysis
- Guest Speakers

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

Evaluation of student progress will be based on participation, practical application and classroom and ongoing assignments. Experiential learning requires enthusiastic participation, and attendance will be crucial to success. Practical application of individual skills and team concepts, with specific technical and tactical components, will be a major part of assessment. Classroom instruction will include: sport psychology and physiology, fitness, nutrition, goal setting, time management, leadership skills, social-emotional skills and recovery. Student-athletes will be expected to give back to the basketball community through connections with elementary and youth basketball programs, which will provide valuable coaching, refereeing, leadership and mentorship opportunities.

**Assessment Components:**

|  |     |
|--|-----|
| Active Participation   | 50% |
| Personal and Social Responsibility                           | 25% |
| *community involvement – leadership, mentorship and coaching |     |
| Skill Assessment   | 15% |
| Knowledge /Theory  | 10% |

**Areas of assessment may include:**

- Observation of proficiency in executing skills, exercises, and techniques applied to the sport of basketball
- Observation of proficiency in presenting skills, and drills in a coaching setting as they apply to the sport of basketball
- Student self assessment with regard to executing and presenting skills applied to the sport of basketball
- Student peer assessment with regard to executing and presenting skills applied to the sport of basketball
- Ability to analyze and explain current information regarding coaching and skill development in basketball
- Presentation of coaching principles and theory in a basketball setting
- Submission of a basketball specific coaching manual

**Learning Resources may include:**

- Canadian Sport for Life
- Canada Basketball Long Term Athlete Development
- National Coaching Certification Program
- Basketball BC High Performance Staff and resources
- Greg Bell's Water the Bamboo
- Active for Life's Growth Mindset
- Jon Gordon's Energy Bus
- Changing the Game project
- a variety of applicable videos, Ted Talks and motivational materials

**Additional Information:**



## Board/Authority Authorized Course Framework: Applications for Learning 10 -12

|  |   |
|--|---|
| <b>School District/Independent School Authority Name:</b><br>The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) | <b>School District/Independent School Authority Number:</b><br>School District No. 42 |
| <b>Developed by:</b><br>Gary Lozinski  | <b>Date Developed:</b><br><b>January 30, 2018</b>                                     |
| <b>School Name:</b><br>All Secondary Schools in SD42   | <b>Principal's Name:</b><br><b>All Secondary Principals</b>                           |
| <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><br><b>Applications for Learning 10 -12</b>   | <b>Grade Level of Course:</b><br><b>Grades 10 - 12</b>                                |
| <b>Number of Course Credits:</b><br><b>4</b>   | <b>Number of Hours of Instruction:</b><br><b>120</b>                                  |

### Board/Authority Prerequisite(s):

- Grade level student referred for additional supports by the Student Support Team and/or School-Based Team
- Student is on a “Dogwood” graduation track

### Special Training, Facilities or Equipment Required:

- Staff should be familiar with Ministry of Education Special Education policies and secondary school curriculum
- Staff should have training in Student Support ('Special Education')
- Staff should have experience supporting students who have learning, self-regulation, social and communication challenges
- Staff should have training and experience in developing I.E.P.s for students with learning disabilities and other challenges that impact learning



### Course Synopsis:

This course has been designed to help students develop skills to become successful and engaged learners. Students will have the opportunity to practice techniques and strategies taught, to examine effective techniques and skills, to engage in problem-solving activities that are relevant to learning situations and needs experienced and to develop a personalized inventory of strategies that supports individual strengths and needs. In addition to teacher assessment, instruction and coaching, students will have the opportunity to self-reflect and self-assess.

### Goals and Rationale:

#### Rationale:

“Applications of Learning” (APLN) has been developed to support the needs of struggling learners who face challenges in their efforts to engage and learn in the school setting and outside community; it typically supports students who are identified by school support teams as needing supports and instruction in this area. Some examples of students who will benefit from the course include those who are identified as having learning disabilities and self-regulation disorders. Students who generally struggle with learning due to challenges associated to anxiety, social/personal situations, self-regulation and learning challenges will also benefit from the course.

APLN recognizes that students develop and learn differently. Many students in high school require targeted intervention and instruction to support learning needs, the development of metacognitive awareness and a positive personal identity. In APLN differentiated instruction and assessment are used to ensure that learning opportunities are relevant to the needs of the individual student. Moreover, the course is organized so that it can be implemented through small group instruction, personalized program planning, or through a collaboration between teachers in multiple environments linking the implementation of I.E.P. objectives and strategies.

APLN provides direct and specific instruction to develop student knowledge, self-awareness and skills to engage learning. The course is designed to offer opportunities for cross-curricular connections and assessment and focusses on competencies that will help learners demonstrate independence in the use of skills that support learning and personal goal setting. Examples of focus areas include organization, self-advocacy, test-taking, study skills, technology application, personal planning, self-regulation and scheduling. As an additional focus, students will actively reflect on and participate in problem-solving best-fit approaches to specific learning situations and different educational challenges that may be encountered. They will also have the opportunity to gain an understanding that (a.) all learners learn differently, (b.) learning can be enhanced when the learner has the opportunity to capitalize on learning strengths, (c.) learning is not a finite process—it is ongoing, and (d.) learning is a skill that involves the development of self-awareness, knowledge and skills. Students will also gain an understanding of the lifelong implications of being able to identify and assess strategies and skills that support learning.

APLN is strongly linked to all of the core competencies. It teaches effective **critical thinking** skills exercises and activity as students explore and assess learned techniques for effectiveness and personal preference. **Personal and social identity** are also key components of the course as students will: reflect on their strengths in the context of different learning situations; review, assess and reflect on challenges and successes; and identify cause-and-effect relationships between how learning is engaged and the outcomes attained. **Creative thinking** is embedded in the process of learning in this course. Students will have the opportunity to problem-solve and develop a personal inventory of helpful strategies for learning.

Goals:

- Develop organization & time management strategies
- Develop strategies and skills as applied to learning
- Develop an understanding of study and learning techniques based on learning styles
- Demonstrate the ability to identify and describe personal learning strengths and needs (Self-awareness)
- Develop skills to work both independently and cooperatively (self-advocacy, self-regulation and communication)
- Develop learning strategies and identify resources (eg. Technology) to support reading, writing and numeracy
- Receive support and monitoring for learning strategies and objectives in a personal learning plan or Individual Education Plan (I.E.P.)
- Develop goal setting skills

**Aboriginal Worldviews and Perspectives:**

Applications of Learning incorporates the following aboriginal values and perspectives:

Referenced from "Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward" (2015) Province of British Columbia

- A positive learner-centred approach: APLN emphasizes the need to place a student at the center of his or her own learning and focusses on developing student self-awareness of what the learner 'can do' rather than on learning challenges and deficits.
- Emphasis on identity: APLN supports the development of identity -- making meaning out of life and finding value in our connections with others. It acknowledges the individuality of the learner and encourages the knowledge of self -- who is the student and where does she or he come from? Students have the opportunity to explore how personal identity shapes learning.
- Learning environment and resources: The APLN course teaches to the principles of inclusion and the aboriginal perspective of belonging: that all students belong in the learning community and provide an important contribution through their engagement and participation.
- Experiential learning: APLN ensures that students have the opportunity to "learn from real life situations that will help them to ...learn practical life skills as a part of their daily work at school".
- Flexibility: APLN emphasizes the role of creative problem-solving to overcome challenges. Students are encouraged to take risks in attempting to do things differently.

## BIG IDEAS

Learning involves the implementation of skills and strategies

Everyone learns differently

Learning styles shape how we engage and process information

Learning happens on a continuum  
(**Growth Mindset**)

Learning happens everywhere as we interact in our environment

## Learning Standards

| Curricular Competencies  | Content   |
|--|---|
| <p><i>Students are expected to do the following:</i></p> <p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>Develop an inventory of learning strengths</li> <li>Describe challenges that impact learning</li> <li>Use language to describe a personal learning profile</li> <li>Complete a <b>learning style inventories</b></li> <li>Describe personal <b>learning style</b></li> <li>Investigate strategies which support learning</li> <li>Describe "<b>Growth</b>" and "<b>Fixed</b>" <b>Mindsets</b> (Carol Dweck)</li> <li>Describe skills and strategies that support the ability to work with a group</li> <li>Self-advocate with teaching staff</li> <li>Identify strategies that enhance the ability to work independently</li> <li>Use study skills and learning strategies that are taught</li> <li>Participate in the development of a <b>personalized learning plan</b> or <b>Individualized Education Plan (I.E.P.)</b></li> </ul> <p><b>Organizational Skills: Planning to Plan</b></p> <ul style="list-style-type: none"> <li>Set up a daily and weekly <b>engagement plan</b></li> <li>Set daily and weekly goals</li> <li>Develop a <b>personal strategies inventory for learning</b></li> <li>Prioritize learning activities (studying, assignments, communication, organization...)</li> <li>Evaluate progress daily and weekly</li> <li>Follow short and long term plans</li> <li>Follow a daily and weekly schedule</li> <li>Maintain <b>record-keeping</b></li> </ul> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Basics of positive social interactions</li> <li>Difference between 'Fixed' and Growth' Mindset</li> <li>Signs and signals of optimal learning opportunities</li> <li><b>Principles of effective self-advocacy</b></li> <li>The three <b>learning styles</b>: Visual, Auditory Kinesthetic</li> <li>Identification of <b>teaching style</b> emphasis</li> <li>Personal learning style strength</li> <li>Effective strategies that support personal needs</li> <li>Environmental considerations for optimal learning</li> <li>Personal self-regulation strategies</li> <li>Personalized definition of 'learning success'</li> <li>Keep binders and instructional material organized</li> <li>Demonstrate work readiness and time management strategies</li> <li>Demonstrate <b>preparedness</b></li> <li>Follow daily learning routines</li> <li>Set realistic goals</li> </ul> |

### **Applying Strategies and Skills to Support Learning**

- Demonstrate the ability to follow daily learning routines
- Identify **optimal work environment** and self-regulation strategies
- Use vocabulary for success and self-understanding
- Set realistic goals in challenging areas of learning
- Identify and implement strategies that support personal needs in the areas of:
  - ☐ Organization (\*see above)
  - ☐ self-advocacy
  - ☐ test-taking
  - ☐ studying
  - ☐ personal planning
  - ☐ self-regulation
  - ☐ time management
  - ☐ demonstration of learning
- Participate in cross curricular activities and projects
- Participate in discussion, self-assessment and critical review of strategies and practice around learning

### **Cooperative Learning and Planning**

- Demonstrate respect in work areas with staff and students
- Demonstrate self-advocacy strategies
- Develop positive personal relationships and cooperative learning skills
- Demonstrate appropriate role modeling
- Analyze and self-assess personal work habits and activity
- Review effective and ineffective strategies on a regular basis with teacher support
- Demonstrate the ability to apply learning strategies across multiple environments
- Review post-secondary interests and transferrable learning skills that align to those interests

## Big Ideas – Elaborations

- **Growth Mindset:** (Carol Dweck) The premise that learning occurs on a continuum and that success is viewed through a lens of effort instead of outcome. Learners who are not successful have not failed...learning has 'not yet' happened. This view emphasizes that resilience in learning is a great accomplishment that leads to improved engagement and success.

## Curricular Competencies – Elaborations

- **learning style inventories:** questionnaire/literature and other resources that review strengths, interests and challenges to identify a learner's 'learning style preference'
- **Learning style:** auditory, visual & kinesthetic learning strengths
- An **engagement plan** can be represented in a number of ways and should reflect the individual needs of the learner in relation to work habits, attendance, organization and planning. An example, A student may use a planner or electronic device to plan a study routine and set due dates, prioritize work and study areas and identify dates and times to communicate with teachers about output, study needs and/or assessments.
- A **personal strategies inventory for learning** is a representation of strategies and approaches to learning that the learner has assessed and identified as being supportive or successful. Examples include checklists, journals, drawings, video...
- **record-keeping:** Assignment completion and due dates and communication/teacher contact
- **Growth Mindset:** (Carol Dweck) See Big Ideas above
- **Fixed Mindset:** (Carol Dweck) The premise that learning is driven by intelligence and talent (fixed traits) and that these qualities alone create success without effort. Effort is seen as a weakness. Carol Dweck identifies 'fixed mindset' as a faulty way to view learning.
- **Personalized learning plan:** identifies the strengths and needs of a learner and strategies that can be implemented to support learning. Can be used for students who do not have an I.E.P. (see below)
- **Individualized Education Plan (I.E.P.):** A plan designed to support learning activities for a student (identified through the Ministry of Education) as having special needs. See "Ministry of Education: Special Education Policy Manual"
- **Preparedness:** Bringing necessary school supplies to school/class/work areas. Also the awareness of upcoming activities and the resources and information that will be needed to engage and learn
- **Optimal work environment:** Considers environmental conditions that reduce or increase the ability to learn. Examples include: noise level, movement in the space, access to resources, lighting, proximity, social level of the environment, ability to spread out, white noise...

## Content – Elaborations

## Content – Elaborations

- **Principles of effective self-advocacy:** Strategies that identify effective practice when communicating with others about personal needs
- **Learning styles:** Visual, auditory & kinesthetic
- **Teaching style:** the visual, auditory and/or kinesthetic emphasis employed by a teacher during instruction and learning opportunities in the given subject. Being able to identify this through assessment, reflection, discussion and observation will support the student in his or her efforts to identify strategies (learning, organization or communication) to promote success in that learning venue.
- **Self-regulation strategies** are any techniques that address the needs of the five senses ('sensory diet') and/or assessment of personal elevation or de-escalation needs. Specific strategies are available to be taught; examples include 'Mindfulness', 'Zones of Regulation' and the 'Alert System'.

### Recommended Instructional Components:

- Direct teacher based instruction
- Interactive instruction
- Application and assessment of strategies embedded in relevant curricular activity
- Graphic organizers
- Student handouts
- Student learner profile development (facilitated and scaffolded)
- Discussion
- Cross-curricular collaboration and communication
- Support and/or I.E.P. programing objectives and strategies

### Recommended Assessment Components:

- Self-Assessment
- Performance Assessment
- Student growth portfolio
- Cross-curricular goal based checklists
- Support and/or I.E.P. programing objectives and strategies outcomes
- Student conference
- I.E.P. review and program planning

### Learning Resources:

- ***Teaching the Tiger*** by Marilyn Dornbush and Sheryl Pruitt
- ***Learning Disability Intervention Manual*** by Tephenn McCarney and Angela Bauer
- ***Skillstreaming the Adolescent*** by Goldstein & McGinnis
- ***Learning to Learn*** by Gloria Frender
- ***"Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward"*** (2015) Province of British Columbia
- ***101 School Success Tools for Students with ADHD*** by Jacqueline Iseman, Stephen Silverman and Sue Jeweler
- ***How to Differentiate instruction in Mixed Ability Classrooms*** by Carol Ann Tomlinson
- ***"Planning and Support for Students with Autism Spectrum Disorder"*** POPARD
- ***Crash Course in Study Skills*** by Marty Soper
- ***Ready to Use Resources for Mindsets in the Classroom*** by Mary Cay Ricci
- ***Worksheets for Teaching Social Thinking and Related Skills*** by Michelle Garcia Winner
- ***Calm, Alert and Learning: Classroom Strategies for Self-Regulation*** by Stuart Shanker
- ***Classroom Strategies for Interactive Learning*** by Doug Buehl
- ***Differentiating by Student Interest: Practical Lessons and Strategies*** by Joni Turville
- ***Growth Mindset*** by Carol Dweck
- ***Grade Smarter Not Harder*** by Myron Dueck

### Additional Information:

This course has been adapted from Applications of Learning (YPLN 10, 11 and 12) which was approved in 2008 in the Maple Ridge-Pitt Meadows School District (SD #42); its organizational, instructional, and assessment components have been adapted and revised in consideration of the opportunities presented through the redesigned curriculum language and structure.

**Board/Authority Authorized Course Framework Communication 10 – Immersion**

|  |   |
|--|---|
| <b>School District/Independent School Authority Name:</b><br>The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) | <b>School District/Independent School Authority Number:</b><br>School District No. 42 |
| <b>Developed by:</b> Nicole Beaudet  | <b>Date Developed:</b> January 10, 2018   |
| <b>School Name:</b> Maple Ridge Secondary  | <b>Principal's Name:</b> Trevor Connor  |
| <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><br>Communication 10- Immersion   | <b>Grade Level of Course:</b><br>Grade 10   |
| <b>Number of Course Credits:</b><br>4  | <b>Number of Hours of Instruction:</b><br>120   |

**Board/Authority Prerequisite(s):** Français Langue 9

**Special Training, Facilities or Equipment Required:** Qualified French Immersion Teacher

**Course Synopsis:** This course has been developed to give students an opportunity to improve their French oral skills and gain confidence in using the French language through their participation in a variety of communicative activities. Students will take part in discussions about various literary works where they learn to express their ideas and opinions. The approach supports student skill development and encourages meaningful methods of demonstrating communication in French.



**Goals and Rationale:**

- *use French as a form of self-expression*
- *communicate with purpose and confidence in French*
- *appreciate the interconnectedness of language and culture*
- *expand their understanding and appreciation of other cultures*

**Aboriginal Worldviews and Perspectives:**

Recognize that language and culture have been influenced by the interactions between First Peoples and Francophone communities in Canada

**BIG IDEAS**

Acquiring a language is a lifelong process.

With increased proficiency in French, we can discuss and justify opinions with nuance and clarity.

Sharing our feelings, opinions, and beliefs in French contributes to our identity as a French speaker.

Appreciation of Francophone culture allows us to understand and explore global issues with greater awareness.

Experiencing the creative works of other cultures helps us develop our appreciation of cultures worldwide.

| Curricular Competencies   | Content   |
|---|---|
| <p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>engage in conversations on a variety of topics of interest orally</li> <li>adjust their speech and writing to reflect different purposes and degrees of formality</li> <li>express themselves effectively, with fluency and accuracy orally:</li> <li>express doubts, wishes, possibilities, and hypotheticals</li> <li>express and explain needs and emotions</li> <li>express, support, and defend opinions on a variety of topics of interest</li> <li>synthesize, evaluate, and respond to the opinions of others</li> <li>engage with Francophone communities, people, or experiences</li> </ul> | <p>Students are expected to know the following:</p> <p>A wider range of increasingly complex vocabulary and sentence structure for communicating meaning</p> <ul style="list-style-type: none"> <li>asking and responding to a wide range of complex questions</li> <li>expressing doubts, wishes, possibilities, and hypotheticals</li> <li>expressing needs</li> <li>explaining emotions</li> <li>expressing, supporting, and defending opinions</li> <li>multiple forms of past, present, and future timeframes</li> <li>register and language etiquette</li> <li>distinguishing features of major French regional dialects</li> </ul> |

*Students are expected to be able to do the following:*

**Derive and negotiate meaning in a wide variety of contexts**

for example, contexts differing in terms of audience, purpose, setting, formal vs. informal

**Explore and interpret a wide variety of texts**

Text is defined as any piece of oral, visual, or written communication. Texts may be delivered through many different modes, such as face-to-face communication, audio and video recordings, print materials, or digital media. Examples of texts include but are not limited to:

*advertisements, articles, biographies, blogs, brochures, cartoons, charts, conversations, diagrams, emails, essays, films, First Peoples oral histories, forms, graphs, instructions, interviews, invitations, legends, letters, myths, narratives, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, speeches, stories, surveys, and text messages*

**Recognize different purposes**

for example, to convince, inform, entertain, degrees of formality and cultural points of view in a variety of texts

Text is defined as any piece of oral, visual, or written communication. Texts may be delivered through many different modes, such as face-to-face communication, audio and video recordings, print materials, or digital media. Examples of texts include but are not limited to:

*advertisements, articles, biographies, blogs, brochures, cartoons, charts, conversations, diagrams, emails, essays, films, First Peoples oral histories, forms, graphs, instructions, interviews, invitations, legends, letters, myths, narratives, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, speeches, stories, surveys, and text messages*

Teachers are encouraged to use a wide range of grade-appropriate text types in their classrooms.

Teachers may choose to use authentic or adapted Francophone texts with their students. Purposes for using adapted texts include:

- to increase student comprehension (e.g., by simplifying the text)
- to increase student exposure to target vocabulary and patterns (e.g., by repeating key vocabulary or grammatical structures throughout a text)
- to increase the saliency of high-frequency vocabulary and patterns (e.g., by underlining, bolding, or highlighting)

**Respond Personally**

for example, provide personal interpretations, opinions to a variety of texts

Text is defined as any piece of oral, visual, or written communication. Texts may be delivered through many different modes, such as face-to-face communication, audio and video recordings, print materials, or digital media. Examples of texts include but are not limited to:

*advertisements, articles, biographies, blogs, brochures, cartoons, charts, conversations, diagrams, emails, essays, films, First Peoples oral histories, forms, graphs, instructions, interviews, invitations, legends, letters, myths, narratives, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, speeches, stories, surveys, and text messages*

**Engage in conversations**

with peers, teachers, and members of the wider community; can include virtual/online conversations and social media on a variety of topics of interest personal, local, regional, national, or global topics of interest, such as current events, matters of public debate, political issues, social trends

**Adjust their speech to reflect different purposes**

for example, to convince, inform, entertain and degrees of formality

**Express themselves orally effectively, with fluency and accuracy**

includes using the full range of tenses and moods, developing flow, employing precise vocabulary, and using appropriate structures

- express doubts, wishes, possibilities, and hypotheticals
- express and explain needs and emotions
- express, support, and defend opinions on a variety of topics of interest
- personal, local, regional, national, or global topics of interest, such as current events, matters of public debate, political issues, social trends
- synthesize, evaluate, and respond to the opinions of others

**Analyze and compare elements of creative works**

for example, books, dance, paintings, pictures, poems, songs from diverse communities Francophone, Aboriginal, and other communities

**Recognize and explain connections between language and culture**

as expressed through, for example, creative works (e.g., books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions

**Recognize that language and culture have been influenced by the interactions between First Peoples and Francophone communities in Canada**

for example, the Michif language, which includes Aboriginal and French vocabulary and structures, expresses a distinctive Métis culture.

**Engage with Francophone communities, people, or experiences**

for example, blogs, classroom and school visits (including virtual/online visits), concerts, exchanges, festivals, films, pen-pal letters, plays, social media, stores/restaurants with service in French

## Content – Elaborations

*Students are expected to know the following:*

a wider range of increasingly complex vocabulary and sentence structures for communicating meaning:  
asking and responding to a wide range of complex questions sequencing events

### **sequencing events**

using appropriate verb tenses and expressions of time; for example, *premièrement, deuxièmement, ensuite, finalement, après 30 minutes, une heure plus tard, le lendemain*  
in stories

stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)

### **expressing doubts, wishes, possibilities, and hypotheticals**

using *l'indicatif, le subjonctif, and le conditionnel* moods; for example, *Je ne pense pas que...; Je doute que...; J'espère que...; J'aimerais...; Il est possible que*

### **expressing needs**

for example, *J'ai besoin de...; Il faut que...*

### **explaining emotions**

for example, *Je suis triste que...*

### **expressing, supporting, and defending opinions distinguishing features of major French regional dialects**

for example, accents, idiomatic expressions, local slang vocabulary

## **Recommended Instructional Components:**

In order to meet the learning outcomes outlined for this course, a variety of teaching methods and techniques will be used including:

- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent instruction
- Modelling
- Brainstorming
- Group work

## **Assessment Component**

In order to meet the learning outcomes outlined for this course, a variety of assessment methods and tools will be used, including:

- Individual and group projects
- Journal entries and reflections
- Presentation of completed works
- Group dialogues
- Peer, self and teacher evaluations
- Weekly assessments
- Teacher anecdotal records
- Checklists
- Rubrics

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

[Supporting the Self-Assessment and Reporting of Core Competencies \(PDF\)](#)

[Core Competencies Posters \(PDF\)](#)

[Educator Update: Classroom Assessment \(PDF\)](#)

[District Samples: Self-Assessment of Core Competencies](#)

[School District Sample, SD 38 \(PDF\)](#)

[Teacher Sample, SD 61 \(PDF\)](#)

[Teacher Sample, SD 67 \(PDF\)](#)

[FAQ - Self Assessment & Reporting on Core Competencies](#)

[Your Kid's Progress Engagement Summary Report \(PDF\)](#)

[Student Reporting Policy](#)

[Student Progress Report Order](#)

[Educator Update: K-9 Reporting](#)

[Core Competencies](#)

[Performance Standards](#)

[Educator Update: Classroom Assessment \(PDF\)](#) (Mar. 2017)

**Learning Resources:**

Activities and articles developed by the classroom teacher

70 activités motivantes de communication orale, Chenelière Education

ISBN: 978-2-7650-2314-2

Guide pédagogique, Techniques de prévention et de correction des fautes orales dans les classes d'immersion, André A. Obadia

ISBN: 0-921612-16-8

**Additional Information:**

## Board/Authority Authorized Course Framework: Equestrian Studies 10

|  |   |
|--|---|
| <b>School District/Independent School Authority Name:</b><br>The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) | <b>School District/Independent School Authority Number:</b><br>School District No. 42 |
| <b>Developed by:</b><br>Shelley Evans  | <b>Date Developed:</b><br>Sept 2008 (Revised Oct. 2017)                               |
| <b>School Name:</b><br>Thomas Haney Secondary  | <b>Principal's Name:</b><br>Grant Frend   |
| <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><br>Equestrian Studies 10 (Academy)   | <b>Grade Level of Course:</b><br>10   |
| <b>Number of Course Credits:</b><br>4  | <b>Number of Hours of Instruction:</b><br>120   |

### Board/Authority Prerequisite(s):

Application and acceptance to the Academy, (includes: completion of online application/composition, parental letter of consent, personal letter of reference, and support from student's school administration)

### Special Training, Facilities or Equipment Required:

Teacher must be a member of Horse Council of BC, and Equestrian Canada (Gold), a minimum level one NCP Coaching Certification, and/or an EC Certified Competition Coach or a Certified (carded) Equestrian Judge.

### Course Synopsis:

This introductory course is designed to provide the opportunity for beginning equestrians to broaden their knowledge of horses and equestrian sport. Students will be expected to acquire basic knowledge of the following topics of study:

- Conformation
- Breeds
- Safety and Handling
- Stable Management (1)
- Risk Management
- Tack, Attire and Equipment



Equine Canada Rules (1)  
Equine History  
Horses and the Law

In addition to teacher instruction, classroom instruction will include guest speakers from equine professionals as well as presentations and demonstrations provided by senior Academy (Equine Studies 12) students.

(1) These key concepts are expanded upon in the grade 11 and 12 courses.

### **Goals and Rationale:**

The course is designed to give beginning equestrians an introduction to a broad platform of information about horses and equestrian sport. While students may continue to explore specific sport disciplines of their choice, students will be expected to develop a broader base of understanding of multiple equestrian disciplines e.g.: dressage, hunter, jumper, reining, driving, trail, etc. The intent of the course is to give students a life long appreciation for horses and an understanding of their basic physiology and health.

EQS 10 is closely linked to the core competencies of Communication, Critical Thinking, Personal Awareness, and Responsibility.

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

EQS 10 connects to these First Peoples Principles of Learning:

- Learning involves recognizing the consequences of one's actions
- Learning is Holistic and Experiential
- Learning involves patience and Time

In our Unit on The Horse in History- students are introduced to the critical role played by the Nez Perce Peoples – an important horse culture largely credited with the development of the Appaloosa Breed. Further, we explore cultural appropriation as so-called Appaloosa “costume classes” featured non First Peoples riders wearing ceremonial regalia.

## BIG IDEAS

Horse ownership carries both social and legal responsibility and accountability

Practicing safe horse handling benefits the greater equestrian community

Understanding the principles of good horsemanship, basics of conformation and equine physiology riders who are respectful of their horse's abilities form, and function.

Equestrian Sport embraces many different disciplines.

Understanding the role the horse has played in history helps us to understand how horses have contributed to different cultures.

## Learning Standards

| Curricular Competencies   | Content   |
|---|---|
| <p><i>Students are expected to do the following:</i></p> <p><b>Unit 1: Risk Management</b></p> <p>Students will be introduced to the course content and expectations, learning outcomes and authentic assessment strategies that will be used in the course. Students will become familiarized with Equine Canada Risk Management protocol and discuss how these protocols shape our interactions with horses on a day to day basis and in formal competition. Students will demonstrate their understanding of these protocols through oral and written testing. Students will explore insurance, liability and the law as it pertains to horses. Students will respond to case scenarios and compare their responses to actual legal outcomes</p> <p>Students will learn safe ground handling practices and common mistakes and consequences. Students will be expected to demonstrate risk assessment and to be able identify safety risks. A practical demonstration is required.</p> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Basics of the EC Risk Management manual.</li> <li>• How these guidelines shape their own experiences.</li> <li>• The legal definition of equines as they relate to legal liability and the legal responsibilities of horse ownership and leasing/</li> <li>• The role of a waiver especially as a waiver pertains to minors</li> <li>• Basic safe ground handling practices             <ul style="list-style-type: none"> <li>• How to practice safe ground handling and be able to recognize safe and unsafe handling practices and equipment</li> </ul> </li> <li>• The use of and maintenance of materials, equipment, and work space in a safe and environmentally sensitive manner</li> <li>• The theory of the evolution of the modern horse through the fossil record</li> <li>• The early equine forms by sight and by name</li> </ul> |

**Unit 2: The Horse's role in History/ Equine Breeds**

Students will become familiar with the evolution of the horse and the process of selective form to function breeding that has created the modern breeds of *Equus*. Students will research the relationship between the horse and humankind and the significance of the role of the horse in the cultural record. Particular attention will be paid to the cultural significance of the re-introduction of horses into the New World. Students will participate in an in-depth study of the most popular modern breeds and will develop and present a multi-media presentation on a breed of their choice as well as a breed which has been assigned to them.

**Unit 3: Conformation and Physiology**

Students will be introduced to the basic structure of the modern equine. Students will learn to identify the points of the horse and the names and functions of the major muscles, tendons, and the digestive tract. Students will learn to identify common conformational faults as well as what types of conformation make a horse specifically suited to a particular discipline.

**Unit 4: Stable Management, Tack and Attire**

Students will develop the skills to safely manage basic horse keeping using the Equine Canada Stable Management method. From proper fencing to basic nutrition, this unit covers the basic aspects of practical safe horse care. Students will also learn about sport specific tack, training aids, legal and illegal equipment and tack as well as proper (safety and mandated) attire as well as current fashion trends connected to specific sport disciplines.

**Unit 5: Equestrian Canada Regulations and Disciplines**

Students will be introduced to the rules and structure of Equestrian Canada (the national agency governing equestrian sport in Canada) and the nature and diversity of regulations governing equestrian sport. Using the Equestrian Canada Website, students will develop group presentations on the rules of equestrian competition in Canada.

- The significance of the horse in human history and be able to connect the role of the horse in at least one major historical event
  - How the horse was re-introduced to the New World and the implications of the presence of the horse to New World cultures
  - the major modern breeds by sight and by attributes
  - How to identify the specific aspects of horse conformation.
  - The function of the major muscles, tendons, and equine digestive tract.
  - Major conformational defects and faults both major and minor
- understand how conformation affects sport suitability
- Preferred types of fencing materials, footing, and size of turnout for horses
  - The rationale for rotation pastures
  - Dangerous design and practices within the stable and turnout settings
  - Elements of an ideal equestrian facility
  - The basic elements of the equine diet
  - Specific types of hays and grains
  - Specific nutritional needs of the pregnant/lactating mare, foal, performance horses, senior horses and breeding stallions
  - The effects of specific nutritional deficiencies and the use of supplements
  - How to disassemble, clean and assemble a basic collection of English and Western equipment
  - Specific elements of saddles, bridles and training aids by sight and by name
  - What tack is legal and illegal for the purpose of EC competition in a variety of equine disciplines.
  - The basic required attire for a variety of competitive disciplines
  - The use of basic safety attire (helmets, footwear, gloves etc.) in all aspects of working with horses
  - The past, present and future of fashion trends in equine competition
  - The EC Code of Ethics and Statement of Principle

|  |   |
|--|---|
|  | (Section A: General Rules)<br>• The first eight sections of Equestrian Canada Rules<br>• Section B: Breeds of Equestrian Canada |
|--|---|

### **Recommended Instructional Components:**

- direct instruction
- indirect instruction
- interactive instruction demonstration
- group work
- research
- practical application
- analysis
- modelling
- discussion
- debate

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

Student achievement will be assessed regularly throughout the course using a combination of teacher, self and peer evaluation methods. Mark allocation will be 30% formative, with evaluation of projects occurring on an on-going basis to allow incorporation of feedback into future assignments. 70% of evaluation will be summative, based on written, oral, and practical tests and assignments.

Assessments will include: peer assessment, self assessment, teacher assessment using a variety of measurement tools (eg: prezi, group presentations, oral presentations, video, tests, debates, practical demonstrations, as well as student choices in demonstrating how they will demonstrate their learning.

### **Learning Resources:**

*Stable Management* (Equine Canada) - required text  
 Selected DVD/ Video and textual resources from the Horse Council BC Bookstore  
[www.equinecanada.ca](http://www.equinecanada.ca)  
[www.hcbc.ca](http://www.hcbc.ca)  
[www.equineguelph.ca](http://www.equineguelph.ca)  
 additional selected reference websites

### **Additional Information:**

The THSS Equestrian Academy was the first of its kind in Canada.



## Board/Authority Authorized Course: Equestrian Studies 11 (Academy)

|  |  |
|--|--|
| <b>School District/Independent School Authority Name:</b><br>The Board of Education of School District No. 42 Maple Ridge-Pitt Meadows | <b>School District/Independent School Authority Number</b><br>School District No. 42 |
| <b>Developed by:</b><br>Shelley Evans  | <b>Date Developed:</b><br>Sept 2008 (Revised Oct. 2017)                              |
| <b>School Name:</b><br>Thomas Haney Secondary  | <b>Principal's Name:</b><br>Grant Frend  |
| <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><br>Equestrian Studies 11 (Academy)   | <b>Grade Level of Course:</b><br>11  |
| <b>Number of Course Credits:</b><br>4  | <b>Number of Hours of Instruction:</b><br>120  |

### Board/Authority Prerequisite(s):

Application and acceptance to the Academy, (includes: completion of online application/composition, parental letter of consent, personal letter of reference, and support from student's school administration). This is an intermediate level course and students should ideally have successfully completed Equestrian Studies 10 or be able to demonstrate equivalent knowledge.

### Special Training, Facilities or Equipment Required:

Teacher must be a member of Horse Council of BC, and Equestrian Canada (Gold), a minimum level one NCP Coaching Certification, and/or an EC Certified Competition Coach or a Certified (carded) Equestrian Judge.

**Course Synopsis:**

This intermediate course is designed to provide the opportunity for experienced equestrians to expand their knowledge of horses and equestrian sport. Students will be expected to acquire basic knowledge of the following topics of study:

- Buying a horse and the pre-purchase exam
- Parasite Control
- Equine Nutrition (2)
- Lunging and Long Lining
- Ground Handling
- Hauling
- Vaccinations
- Stable Management (2)
- Equine Canada Rules (2)

In addition to teacher instruction, classroom instruction will include guest speakers from equine professionals as well as presentations and demonstrations provided by senior Academy (Equine Studies 12) students.

**Goals and Rationale:**

The course is designed to give *intermediate* equestrians a more in-depth study of horse care, handling and equestrian sport. Students will explore specific health and maintenance issues connected with equine husbandry. The intent of the course is to give students a lifelong appreciation for horses and an understanding of their physiology and health. EQS 11 is closely linked to the core competencies of Communication, Critical Thinking, Personal Awareness, and Responsibility.

**Aboriginal Worldviews and Perspectives:**

EQS 11 connects to these First Peoples Principles of Learning:

- Learning involves recognizing the consequences of one's actions
- Learning is Holistic and Experiential
- Learning involves patience and Time

.

## BIG IDEAS

Horse ownership requires coordination and cooperation with equine professionals (veterinarians, farriers, coaches and trainers).

Equine health management is an ongoing commitment and a shared responsibility.

Safe operation and design of an equestrian boarding/training facility limits liability and ensures horse health and safety.

Safe handling and conditioning of horses includes ground work

Equestrian Canada governs rules for national competition and manages allowable medication guidelines.

## Learning Standards

| Curricular Competencies  | Content   |
|--|---|
| <p><i>Students are expected to do the following:</i></p> <p><b>Unit 1: Purchasing a Horse and the Pre-Purchase Examination</b><br/>Explore the merits and components of a pre-purchase veterinary examination as well as the process of making an equine purchase. Students will engage critical thinking skills to interpreting social media, print and word of mouth as they apply to advertising horses for sale. Students will explore the applications of digital imaging (eg. MRI, ultra sound, x-ray, fluoroscopy) in the pre-purchase examination. Students will become familiar with equine diseases that are manageable through vaccination. Students will familiarize themselves with the efficacy of vaccines and the frequency of their administration. Students will develop strategies for parasite control as well as worming rotations.</p> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• how to access on line horse classified sites (Horsetopia, Dreamhorse, Warmbloodsforsale.com etc.), complete a search, then critically deconstruct the wording of the descriptions</li> <li>• rider to equine compatibility</li> <li>• read critically - media classifieds (Gaitpost, Pacific Horse etc.)</li> <li>• elements of a good sales videos and successful test ride</li> <li>• legal requirements for importing a horse from: overseas, another province, the United States</li> <li>• the need for a Coggins Test and EVA and EIA</li> <li>• role of a bill of sale and what constitutes a legal sales transaction</li> <li>• components of a veterinary pre-purchase examination</li> <li>• pro's and con's of x-rays</li> <li>• means of infection, and the symptoms of Strangles, Rhino, Equine Influenza Encephalomyelitis and West Nile</li> <li>• understand the efficacy of vaccines</li> <li>• effective vaccination schedules</li> </ul> |

**Unit 2: Parasite Control and Vaccinations**

Students will become familiar with equine diseases that are manageable through vaccination. Students will familiarize themselves with the efficacy of vaccines and the frequency of their administration. Intravenous, intra muscular and intra nasal vaccines will be examined as will the potential of complications stemming from vaccinating and not vaccinating. Make connections between classifications of vermifuges (wormers) and the types of parasites they target. Students will develop strategies for parasite control as well as worming rotations.

**Unit 3: Stable Management (2)**

Students will be introduced to intermediate aspects of stable management including: feeding and turnout schedules, managing multiple disciplines, care of the mare and foal and stallion management.

**Unit 4: Lunging, Long Lining and Hauling**

Students will develop the skills to identify safe lunging and ground driving practices and the benefits of both. Students will be introduced to lunging and ground driving equipment and will be expected to demonstrate an understanding of its use. Students will also learn about safe hauling practices including GVW/ horsepower of the towing vehicle, types of hitches and braking systems and kinds of trailers. Students will learn safe loading, hauling and unloading practices as well as what to do in the event of an emergency.

**Unit 5: Equestrian Canada Regulations Competition (2)**

This unit introduces students to intermediate aspects of the Equine Canada rules structure including passports, the competition level membership structure (bronze, silver and gold), medications control, and Sections C (Driving), D (Eventing), E (Dressage), G (Hunter, Jumper, Equitation and Hack) and H (Combined Driving). Students will develop familiarity with the rules and the ability to navigate through the texts (on line) to find specific sections. Students will focus on a specific section of the rules and complete an oral presentation to the Academy members.

- non-traditional vaccines for horses in our geographic area (e.g.: Potomac Horse fever)
- types of equine parasites and how horses become infected
- different classes of wormers eradicate specific parasites
- parasite prevention through correct stable management
- how to design a worming schedule including efficient rotations for: a pleasure horse, an international competition horse, a pregnant mare, a breeding stallion, a foal
- identify the pro's and con's of pasture and stable board
- benefits of frequent feedings/free choice versus timed feedings
- importance of water in the equine diet and the challenges of maintaining a clean and consistent source
- specific nutritional, stabling, and turnout needs of the mare and foal
- safety concerns for the mare and foal
- challenges of managing multiple sport activities (e.g. dressage, jumper, reining, cattle penning) at one facility
- equestrian facilities use conflict resolution strategies
- common problems encountered by boarders and how these can be avoided
- specific stabling (including the breeding shed), turn out and nutritional needs of a breeding stallion
- promote a stallion
- the co-correlation between cooled semen, frozen semen and motility
- breed rules governing live cover and artificial insemination
- understand a breeding contract
- purpose of lunging and long lining horses
- unsafe lunging practices
- use of lunging and ground driving equipment
- dangers of incorrect lunging
- Understand the relationship between GVW / horsepower and towing capacity



- recognize different types of hitches and he benefits/disadvantages of each
- discuss different types of trailers (straight haul, angle haul, loose boxes, stock, aluminum, steel, fiberglass) and trailer manufacturers
- types of protective equipment available for horses while hauling and understand the advantages and/or disadvantages
- strategies for desensitization of loading and unloading
- loading and unloading difficulties
- effects of the trailer on the towing vehicle (turns, braking, backing)
- difference between bronze, silver, gold, platinum, corporate, temporary sport licenses, single event sport licenses and how to change a level
- rules pertaining to Amateur competition
- understand the examination, sample collection, and testing procedures used by EC at competition to detect banned substances
- the EC list of permitted medications
- general rules of competition for Sections: Sections C (Driving), D (Eventing), E (Dressage), G (Hunter, Jumper, Equitation and Hack) and H (Combined Driving)
- rules of one specific sport division and be prepared to respond to audience questions

**Recommended Instructional Components:**

- direct instruction
- indirect instruction
- interactive instruction demonstration
- group work
- research
- practical application
- analysis
- modelling
- discussion
- debate

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

Student achievement will be assessed regularly throughout the course using a combination of teacher, self and peer evaluation methods. Mark allocation will be 30% formative, with evaluation of projects occurring on an on-going basis to allow incorporation of feedback into future assignments. 70% of evaluation will be summative, based on written, oral, and practical tests and assignments.

Assessments will include: peer assessment, self assessment, teacher assessment using a variety of measurement tools (eg: prezi, group presentations, oral presentations, video, tests, debates, practical demonstrations, as well as student choices in demonstrating how they will demonstrate their learning.

**Learning Resources:**

*Stable Management* (Equine Canada) - required text

Selected DVD/ Video and textual resources from the Horse Council BC Bookstore

[www.equinecanada.ca](http://www.equinecanada.ca)

[www.hcbc.ca](http://www.hcbc.ca)

[www.equineguelph.ca](http://www.equineguelph.ca)

additional selected reference websites

**Additional Information:**

The THSS Equestrian Academy was the first of its kind in Canada.



# Board/Authority Authorized Course Framework Food Studies: Baking 10

|  |   |
|--|---|
| <b>School District/Independent School Authority Name:</b><br>The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) | <b>School District/Independent School Authority Number:</b><br>School District No. 42 |
| <b>Developed by:</b><br>Francis Samouilhan, Pamela Preibisch, Kaitlin Thorarinson, Alison Shields  | <b>Date Developed:</b><br>January 18, 2018  |
| <b>School Name:</b><br>Thomas Haney Secondary, Pitt Meadows Secondary  | <b>Principal’s Name:</b><br>Grant Frend, Mike Keenan                                  |
| <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><br>Food Studies: Baking 10   | <b>Grade Level of Course:</b><br>10   |
| <b>Number of Course Credits:</b><br>4  | <b>Number of Hours of Instruction:</b><br>100   |

**Board/Authority Prerequisite(s):** No prerequisites required

**Special Training, Facilities or Equipment Required:** BCTF certified teacher with experience in Home Economics, Food and Nutrition or equivalent; Red Seal Baker Certification an asset or equivalent experience. Space: Teaching kitchen or Home Economics Food Laboratory containing demonstration area and equipment, 6 kitchen units and equipment.

**Course Synopsis:**  
Basic baking techniques such as soft doughs: biscuits, scones, soda breads; stiff doughs such as sourdough, yeast buns and breads; and pastry such as choux, traditional and phyllo. Food styling and art skills in cake decorating using a variety of tools, equipment and icings. Design challenges to enable students to improve standards of excellence.

**Goals and Rationale:**

This is a specialized course where those who have completed Food Studies 8 or 9 or equivalent courses, may explore specific areas of interest for personal or career goals. Baking can be a leisure activity providing stress relief, pleasure and fulfilment in creating products to share with others. Many food establishments provide baked products where front-line employees often get their first jobs. Students successfully completing Baking 10-12 may continue to Entrepreneurship, post-secondary Cook programs or many other fields. Food brings families and individuals together to communicate face-to-face and open dialogue for better mental health. Baking is fun!

**Aboriginal Worldviews and Perspectives:**

Learning and baking more specifically, supports the well-being of the self, the family and the community.

Learning is holistic, reflexive, reflective, experiential and relational.

Knowledge about baking is cultural, including Indigenous culture, and passed down from generation to generation. It therefor is embedded in memory, history and story.

Baking involves patience and time.

## BIG IDEAS

Social, ethical, and sustainability considerations impact design.

Complex tasks require the sequencing of skills.

Complex tasks require different technologies and tools at different stages

## Learning Standards

| Curricular Competencies   | Content   |
|---|---|
| <p><i>Students are expected to do the following:</i></p> <p><b>Applied Design</b></p> <p><b><i>Understanding context</i></b></p> <p>Engage in a period of <b>research</b> and <b>empathetic observation</b> in order to understand design opportunities</p> <p><b><i>Defining</i></b></p> <p>Choose a design opportunity</p> <p>Identify potential users and relevant contextual factors</p> <p>Identify criteria for success, intended impact, and any <b>constraints</b></p> <p><b><i>Ideating</i></b></p> <p>Take creative risks in generating ideas and add to others' ideas in ways that enhance them</p> <p>Screen ideas against criteria and constraints</p> | <p><i>Students are expected to know the following:</i></p> <p>types, varieties and classifications of baking ingredients</p> <p>different techniques for baking: pour batter, drop batter, soft dough and stiff dough</p> <p>elements and principles of design as they apply to baking</p> <p>relationships between eating practices and mental and physical well-being</p> <p>food trends, including nutrition, marketing, and food systems</p> <p>elements of baking preparation, including principles of <b>recipe planning</b> and <b>eating practices</b></p> <p>simple and complex global food systems and how they affect food choices, including environmental, ethical, economical, and health impacts</p> <p>First Peoples food protocols, including land stewardship, harvesting/gathering, ceremonial uses, and preserving methods</p> <p>World cultures and traditions</p> |

Critically analyze and prioritize competing factors, including social, ethical, and sustainability considerations, to meet community needs for preferred futures

Choose an idea to pursue, keeping other potentially viable ideas open

### ***Prototyping***

Identify and use **sources of inspiration** and information

Choose a form for prototyping and develop a **plan** that includes key stages and resources

Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability

Prototype, making changes to tools, materials, and procedures as needed  
Record **iterations** of prototyping

### ***Testing***

Identify **sources of feedback**

Develop an **appropriate test** of the prototype

Conduct the test, collect and compile data, evaluate data, and decide on changes

Iterate the prototype or abandon the design idea

### ***Making***

Identify and use appropriate tools, **technologies**, materials, and processes for production

Make a step-by-step plan for production and carry it out, making changes as needed Use materials in ways that minimize waste

**Sharing**

Decide on how and with whom to **share** their **product** and processes

Demonstrate their product to potential users, providing a rationale for the selected solution, modifications, and procedures, using appropriate terminology

Critically evaluate the success of their product, and explain how their design ideas contribute to the individual, family, community, and/or environment

Critically reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space

Identify new design issues

**Applied Skills**

Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments

Identify the skills and skill levels needed, individually or as a group, in relation to specific projects, and develop and refine them as needed

**Applied Technologies**

Choose, adapt, and if necessary learn about appropriate tools and technologies to use for tasks

Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use

Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies

## Big Ideas – Elaborations

## Curricular Competencies – Elaborations

- **research:** seeking knowledge from other people as experts (e.g., First Peoples Elders), secondary sources, and collective pools of knowledge in communities and collaborative atmospheres
- **empathetic observation:** aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people
- **defining:** setting parameters
- **constraints:** limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred
- **ideating:** forming ideas or concepts
- **sources of inspiration:** may include experiences; traditional cultural knowledge and approaches, including those of First Peoples; places, including the land and its natural resources and analogous settings; and people, including users, experts, and thought leaders
- **plan:** for example, pictorial drawings, sketches, flow charts
- **iterations:** repetitions of a process with the aim of approaching a desired result
- **sources of feedback:** may include peers; users; keepers of traditional cultural knowledge and approaches, including those of First Peoples; and other experts
- **appropriate test:** consider conditions, number of trials
- **technologies:** things that extend human capabilities
- **share:** may include showing to others, use by others, giving away, or marketing and selling
- **product:** for example, a physical product, a process, a system, a service, or a designed environment



## Content – Elaborations

- **recipe planning:** for example, social and cultural considerations; serving amounts, budget, resources, timing, skill level required; seasonality and accessibility of foods; food presentation
- **eating practices:** with whom, what, when, how, why, where food is consumed in a variety of situations (e.g., informal, formal, special, and/or ceremonial occasions)

### Recommended Instructional Components:

Skills and techniques will be demonstrated and practiced in the laboratory during 3 1-hour classes per week. Students will participate in teacher directed lessons, group projects and complete individual assignments. Guest speakers and community specialists will be invited to demonstrate specialty skills; students will assume this role over the duration of the course to develop their own presentation skills and confidence.

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

Self-reflection based on evidence of learning

Portfolio

Skills based assessment based on rubrics, verbal and written feedback

### Learning Resources:

*How Baking Works: Exploring the Fundamentals of Baking Science* by Paula Figoni

*Culinary Reactions: The Everyday Chemistry of Cooking* by Simon Quellen Field

*Food for Life* by Jane Witte (textbook)

*Cake Bible* by Rose Levy Beranbaum

*Where People Feast* by Dolly Watts



## Board/Authority Authorized Course Framework: Guided Inquiry

|  |   |
|--|---|
| <b>School District/Independent School Authority Name:</b><br>The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) | <b>School District/Independent School Authority Number:</b><br>School District No. 42 |
| <b>Developed by:</b><br>Kristi Lauridsen   | <b>Date Developed:</b><br>January 23, 2018  |
| <b>School Name:</b><br>SD42 Connected Learning Services  | <b>Principal's Name:</b><br>Kim Bondi   |
| <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><br>Guided Inquiry  | <b>Grade Level of Course:</b><br>10   |
| <b>Number of Course Credits:</b><br>4  | <b>Number of Hours of Instruction:</b><br>110   |

**Board/Authority Prerequisite(s):** No prerequisites

**Special Training, Facilities or Equipment Required:** Access to a computer for online components of the course

### Course Synopsis:

Guided Inquiry 10 supports students to engage with dispositions, principles and practices of inquiry at an advanced level, as a mode of exploring topics of personal interest that connect big ideas across disciplines and/or extend beyond curricular content and competencies in their core subject courses. Students will learn how to create a formal inquiry project proposal including developing an inquiry question, rationale, objectives, timeline, resources, and means of sharing their learning both with peers and with people working in the disciplines/fields in which their projects are situated. They will understand and engage in authentic inquiry processes including question development, research, critical reflection, self-assessment, cyclical goal-setting, and communication of their learning through multiple modes of expression. Through these inquiry processes, students will develop skills such as problem-posing, critical analysis, timeline management, oral presentation, and audience engagement. Students will participate in group discussions and activities based on classmates' inquiry work, as well as completing several independent inquiry projects designed in consultation with, and guided by, the instructor. Guided Inquiry 10 follows a blended model of instruction, with students working independently on their projects with online support from the instructor and also attending face-to-face class meetings monthly to share their work through seminar presentations.

## **Goals and Rationale:**

### Rationale:

The BC curriculum encourages inquiry as a key mode of engaging with curricular content and aims to have all students experience inquiry processes during their learning. Guided Inquiry 10 is intended to support students who are interested in deepening their understanding of, and capabilities with, inquiry as a mode of learning that connects them with a community of inquirers, both at the classroom level and beyond. 21<sup>st</sup> Century learning should prepare graduates to be able to move flexibly among, and engage responsively with, a variety of learning communities – whether they be educational or workplace communities. This flexibility is fostered by the development of inquiry dispositions and skills, as students learn to approach new situations with a mindset of questioning and exploring what can be learned and an open-ness to learning from others within community; through shared inquiry processes, students learn to value multiple perspectives and modes of expression and to seek connections with authentic audiences for their work. Inquiry projects that are highly personalized in their focus and goals, yet carried out with the intention of sharing the insights and new questions they generate, provide students with authentic opportunities to be self-directed in their learning while also developing perspective-taking capacities. For students who intend to pursue post-secondary education, the Grade 10 level marks an appropriate time to begin engaging in more advanced inquiry work that approximates the kinds of research, and research communities, they may encounter in university settings. The blended model of Guided Inquiry 10, with independent online work and face-to-face seminar meetings, prepares students for the balance of self-directedness and community commitment that is expected in university learning.

### Goals:

- Develop an understanding of dispositions of inquiry including curiosity, flexibility, open-ness to feedback, and community orientation
- Develop skills of inquiry including question generation, reflection, self-assessment, and communication of learning
- Develop capacity to engage with communities of learners, both peers and beyond the classroom, in disciplines/fields relevant to inquiry questions
- Deepen knowledge and understanding of particular topics of personal interest, which connect ideas across disciplines and/or go beyond topics available for study in regular coursework
- Begin developing capacity to participate in research communities at a post-secondary level

## **Aboriginal Worldviews and Perspectives:**

### Declaration of First People's Principles of Learning:

- Guided Inquiry supports the principle that "Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)," as students engage in reflective practices, engage their peers in experiences about their key learning during seminar presentations, and connect with peers and people working in the disciplines/fields relevant to their projects.
- Students experience firsthand, through inquiry, that "Learning involves patience and time."
- The personalized nature of developing one's own content and processes for learning supports the principle that "Learning requires exploration of one's identity."

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the design of Guided Inquiry 10. Engaging in guided, facilitated exploration and sharing of personalized inquiry projects is inseparable from Aboriginal worldviews and perspectives, specifically:

- A learner-centered approach, where the learner demonstrates readiness for particular learning and the teacher responsively provides guidance, support, and modeling for this learning
- Experiential learning, where the learner considers how to engage actively with the exploring topics of interest in authentic ways and how to share learning with others through hands-on activities
- Community involvement, where learners participate reciprocally with peers in the class and reach out to leaders in the fields/disciplines relevant to their explorations

## BIG IDEAS

Inquiry is a means for connecting and engaging with **communities of learners**

Authentic inquiry processes are **self-directed** and personally meaningful

Inquiry is **cyclical** and, through exploration and critical reflection, generates new questions

Engaging with a variety of content, processes, and **modes of expression** fosters flexible thinking

Inquiry supports holistic, **interdisciplinary**, and experiential approaches to learning

## Learning Standards

| Curricular Competencies   | Content  |
|---|--|
| <p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>•Generate multiple ideas for topics and questions to explore and make decisions about which are most personally meaningful to them</li> <li>•Develop project proposals that clearly outline their topic/purpose, goals/objectives, anticipated timeline, resources needed, and vision for the project's impact on themselves and others</li> <li>•Develop capacity to be self-directed and independent in exploring their inquiry questions</li> <li>•Use appropriate research strategies relevant to their inquiry exploration (effective internet searching, primary/secondary resources, citation and referencing)</li> <li>•Participate in developing <b>criteria</b> for their projects and engage in self-assessment of their learning</li> <li>•Engage actively in reflective strategies including weekly reflections on their learning and thinking processes; use learning to generate new questions</li> <li>•Design effective oral presentations and experiential activities to share their learning through multiple modes of expression</li> <li>•Support the class learning community by participating actively in classmates' seminar presentations and providing <b>feedback</b> to peers</li> <li>•Seek out connections with, and feedback from, peers individuals working in disciplines/fields relevant to their inquiry questions (with support from the instructor)</li> </ul> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>•The cyclical nature of inquiry processes</li> <li>•Elements of an effective project proposal</li> <li>•The value and importance of sharing inquiry processes within communities of learners (both classroom and beyond)</li> <li>•<b>Questions to guide reflection</b> on one's inquiry work</li> <li>•Strategies for providing feedback to peers</li> <li>•Ways that authentic inquiry processes embody Aboriginal worldviews and First People's Principles of Learning</li> <li>•Strategies for conducting effective research (internet searching, primary/secondary sources, citing and referencing)</li> <li>•Elements of an effective <b>seminar presentation</b></li> <li>•Connections between advanced inquiry learning and university-level research</li> </ul> |

## Big Ideas – Elaborations

**communities of learners** – examples include the classroom community of peers; and disciplinary/field communities (e.g., a student exploring biological anthropology arranges a visit with a university professor working in this field; a student conducting an environment assessment of a local area contacts a local City manager and an Indigenous community leader and requests their insights and perspectives)

**self-directed – learners take responsibility for developing the content of their learning and self-monitoring their learning processes** (e.g., following their proposed timeline, communicating with the instructor as needed, participating in determining criteria for their projects)

**cyclical** – authentic inquiry processes happen in a continuous cycle of idea generation → question development → exploration and research → reflection → sharing and communicating → new questions

**modes of expression** – learners consider the variety of ways they could express their learning (e.g., verbal, visual, kinesthetic) and select the mode most appropriate to their topic

**interdisciplinary** – learners explore how their inquiry questions may overlap with multiple disciplines (e.g., a student inquiring about gun violence incorporates history, politics, science, sociology)

## Curricular Competencies – Elaborations

**criteria** – learners analyze the purpose, goals, and vision of their inquiry project and make decisions about what is most important for audiences to “look for” in evaluating their final product; they determine what each criteria will “look like” if achieved successfully and how much weight each criteria should be given relative to the others

**feedback** – learners understand effective questions to ask when seeking feedback (e.g., What did you learn from my project that you didn’t know before? What did you find most interesting or intriguing about my project?) and effective strategies for giving feedback (e.g., specific praise, identifying strengths and areas to build on)

## Content – Elaborations

**questions to guide reflection** – students learn to use self-questions such as, What did I feel was most successful or rewarding in my inquiry work this week? What challenges did I encounter in my learning this week? What do I need guidance or help with this week?

**seminar presentation** – learners understand the structure of an effective participatory seminar (clear introduction that includes topic and purpose; provision of key points and background to allow participants to access the topic; engagement of participants in a relevant experiential activity; leadership of discussion and feedback-giving)

## Recommended Instructional Components:

- Direct teaching/instruction (principles, practices, and strategies)
- Modeling/demonstrations (of effective proposal development, research strategies, criteria development, reflection and self-assessment, sharing and communication of work)
- I do/we do/you do (e.g., instructor makes contact with an expert in the field of a student's inquiry and cc's the student; student responds directly to the expert and arranges a meeting with instructor support; student attends the meeting and reports back to instructor)
- Reflective writing and/or speaking (journaling or voice-recording weekly reflections)
- Experiential learning (activities designed for sharing learning with classmates)
- Peer feedback

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

- Rubrics with examples of what various course components "look like" at emergent through to sophisticated levels
- Co-constructed criteria for evaluation of independent inquiry projects (student and instructor)
- Multiple modes of expression of learning for products of independent inquiry projects, relevant to the topic and the student's learning style and preferences
- Journaling and/or voice-recording for weekly reflections
- Oral presentations and communication of learning through experiential activities
- Self-assessment of independent inquiry project, incorporating content, process, and product of learning

**Learning Resources:**

Resources used by students will vary widely depending on their personalized inquiry questions and topics. They are encouraged to use a variety of kinds of resources including but not limited to:

- Interviews/conversations with people working in the relevant disciplines/fields
- Primary and secondary sources available to them through library or internet searches
- News media
- Film/documentary resources
- Data that they gather relevant to their topics (e.g., surveys of peers, observations)

As a teacher resource, the following texts provide an excellent overview of dispositions, principles, and practices of authentic inquiry:

Dana, N. F. & x Yendol-Hoppey, D. *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through*

*practitioner inquiry*, 2<sup>nd</sup> Ed. Thousand Oaks, CA: Corwin Press.

Shagoury Hubbard, R. & Miller Power, B. (2003). *The art of classroom inquiry: A handbook for teacher-researchers*. Portsmouth, NH: Heinemann.

**Additional Information:**

None.





## Board/Authority Authorized Course Framework: Hockey Skills

|  |   |
|--|---|
| <b>School District/Independent School Authority Name:</b><br>The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) | <b>School District/Independent School Authority Number:</b><br>School District No. 42 |
| <b>Developed by:</b><br>Steve Kater  | <b>Date Developed:</b><br>January 15, 2018  |
| <b>School Name:</b><br>Samuel Robertson Technical Secondary School   | <b>Principal's Name:</b><br>Dennis Dickson  |
| <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><br>Hockey Skills   | <b>Grade Level of Course:</b><br>Grade 10   |
| <b>Number of Course Credits:</b><br>4  | <b>Number of Hours of Instruction:</b><br>120 hours                                   |

### Board/Authority Prerequisite(s):

None required. Students should have a background in hockey

### Special Training, Facilities or Equipment Required:

**Special Training:** Students will receive additional on ice instruction and training in the sport of hockey, in order to further improve their skills and knowledge of the game.

**Facilities:** Use of the local arena (Maple Ridge Planet Ice) for on ice activities, a classroom setting to learn tactical, sports psychology, nutritional, and other topics. A weight room or outdoor space is also required for physical development and testing.

**Equipment:** Students will be required to provide their own CSA approved hockey equipment (jersey, helmet, neck guard, pads, skates, stick, etc.)

**Course Synopsis:**

The Hockey Skills class will provide male and female athletes the opportunity to improve their hockey ability. Participants will develop hockey skills, skating skills, fitness, training knowledge, and nutritional information. Instruction will take place during on-ice sessions, off-ice training sessions and in classroom settings.

This course will be taught by a combination of personnel. There will be a teacher from current school staffing assigned to the course, who will ultimately be responsible for actual on-ice instruction, as well as all assessment, evaluation, and reporting. The teacher will be assisted in the instructional portion of course by coaches and hockey professionals selected by Pacific Rim Hockey Academy.

Students will take part in a regular instructional program at their respective high school. They will take seven courses, and their eighth course will be a hockey focused course. Students from other schools will have the opportunity to cross-enroll to Samuel Robertson Technical Secondary School in order to participate in the Hockey Academy.

**Goals and Rationale:**

This course has been designed to allow student athletes the opportunity to increase their hockey skills during the school day. The average 13-16 year old community hockey player averages between 1-3 hours of practice time per week. By taking advantage of the local unused ice during the school day, this course provides the opportunity to further develop their individual skills, increase their enjoyment of hockey, and contributes to their engagement in schooling overall.

Research indicates that having students actively involved in their chosen sport, during school hours, will increase positive attitudes toward school in general. Further, by increasing skill development, students will enhance their potential for enjoyment in a sport that will keep them physically engaged and help maintain a healthy, positive lifestyle during high school and beyond graduation. Finally, providing a hockey class has proved to keep students connected to high school and helped motivate students to succeed in their other classes.

**Aboriginal Worldviews and Perspectives:**

Declaration of First People's Principles of Learning:

- Learning involves recognizing the consequences of one's actions
- Learning involves patience and time
- Learning is holistic, reflexive, reflective, experiential, and relational
- Learning requires the exploration of one's identity

## BIG IDEAS

Students will develop a deeper understanding and passion for the sport of ice hockey and its many components

Learning is holistic, reflective, experiential and relational

Personal fitness can be maintained and improved through regular physical activities

Students will refine their skills, develop their skating, and improve their all-around play through daily practice times

## Learning Standards

| Curricular Competencies   | Content   |
|---|---|
| <p><i>Students are expected to do the following:</i></p> <p>On Ice Development</p> <ul style="list-style-type: none"> <li>- Demonstrate power skating skills, including cross overs, pivots, tight turns, backwards skating, and acceleration techniques</li> <li>- Demonstrate the ability to start using T-Starts, front starts and crossover starts</li> <li>- Demonstrate shooting techniques, including slap, snap, wrist, one-timer and back-hand shots and developing puck handling skills and ability to deke</li> <li>- Demonstrate forehand, backhand, saucer, area, one touch passing skills</li> <li>- Demonstrate positional play, from a center, winger, and defence man position</li> <li>- Demonstrate an understanding of the game through scrimmages, situational play, and in controlled conditions</li> </ul> <p>Off Ice Conditioning</p> <ul style="list-style-type: none"> <li>- Demonstrate an improvement in cardiovascular endurance, strength agility, balance, quickness, power, core, reaction time and flexibility</li> <li>- Demonstrate proper techniques for warming up and cooling down</li> <li>- Complete nutritional logs and assess their own diets and lifestyle choices</li> </ul> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Understand edges and how they impact skating, speed, and acceleration</li> <li>• Know how to change speeds, when to alter speeds and how to use angling appropriately</li> <li>• Know when to use the appropriate shot and how to adjust shooting locations</li> <li>• Know various ways to stick handle and move around the opposition, while controlling the puck in play</li> <li>• Understand where to be on the attacking zone, defensive zone and neutral zone play</li> <li>• Understand the impact of fitness and how it can improve on-ice play and skating</li> <li>• Understand how to prepare their body and mind in order to optimize their performance</li> <li>• Understand the benefit of healthy eating and preparing before practices and games</li> <li>• Understand the theory behind strategy and play options based on different situations</li> <li>• Understand various offensive and defensive systems and rationale behind each system, like the dump and chase</li> <li>• Understand, demonstrate and assess hockey theory, tactics and performance</li> </ul> |

|   |   |
|---|---|
| <p>Theory/Tactical Components</p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding of an appropriate application for triangulation, cycling, power play, penalty kill, break-outs, re-groups, and face off options</li> <li>- Demonstrate an understanding of break out options including quick ups, reverse, wheel, off the boards, up and out, and when to use each option</li> <li>- Apply feedback from coaches and instructors</li> </ul> <p>Healthy and Active Living</p> <ul style="list-style-type: none"> <li>- Participate in physical activities designed to enhance and maintain health components of fitness</li> <li>- Pursue personal and sport-specific goals by setting goals, planning how to achieve them, and reflecting on the on-going process</li> <li>- Understand the importance and options for recovery, and injury prevention</li> </ul> | <ul style="list-style-type: none"> <li>• Know that hockey is a pathway for physical activity and healthy living</li> <li>• Know that goals can be achieved through effort and knowledge and daily practice</li> </ul> |
|---|---|

## Big Ideas – Elaborations

**Passion:** a strong feeling of enthusiasm or excitement for doing something

**Ice Hockey:** a fast sport played on an ice rink between two teams of six skaters, who attempt to drive a small rubber disk (the puck) into the opposing goal with hooked or angled sticks. It was developed in Canada in the 19<sup>th</sup> Century

**Skating:** the action or activity of gliding on ice skates

## Curricular Competencies – Elaborations

**Crossovers:** used to change direction while attempting to gain speed, using one's inside and outside skating edges

**Pivots:** used to change directions, either forward to backwards, or backwards to forwards

**T-Starts:** used when a player is stationary, and the player knows which direction they will move in next

**Crossover starts:** used to start rapidly after a two foot stop

**Slap shot:** a slap shot is a hard shot, usually with a big wind up, wherein the player flexes his stick on the ice and allows the energy stored in the flexing stick to launch the puck forward

**Snap shot:** the purpose of the snap shot is to combine the main advantage of the wrist shot (accuracy and quick delivery) and the slap shot (puck speed). Unlike the slap shot, there is not backswing and very little follow through

**Wrist shot:** a type of shot that involves using arm muscles (especially those in the wrist and forearm) to propel the puck forward from the open-faced concave part of the blade of the hockey stick

**One-timer:** the act of shooting the puck directly off a pass without playing the puck in any way

**Deke:** When a player handles the puck or himself in such a manner to fool the opponent in moving out of position, allowing the player to get past.

**Saucer Pass:** an airborne pass from one player to another. The puck is passed off the ice, and over a player's stick or body

**Cycling:** an offensive strategy that moves the puck along the boards in the offensive zone to create a scoring chance by making defenders tired or moving them out of position

**Power play:** A power play occurs when one team has more players on the ice than the other team as a result of penalties assessed to the shorthanded team

**Penalty kill:** Also known as being shorthanded. Also refers to lineups, tactics, and play by a team during the shorthanded period. Icing is not enforced on a shorthanded team.

**Break out:** The ability to quickly move the puck out from your own end, ideally keeping possession and carrying the puck into the neutral zone

**Re-groups:** The act of re-attempting to enter into the attacking zone in the neutral zone

**Wheel:** The act of skating behind your own net with the puck as a means of advancing it into the neutral zone

## Content – Elaborations

**Angling:** The ability to force an opponent to go in the direction you want, normally towards the boards or to the outside of you

**Attacking zone:** The opposing team's end of the ice; extends from the blue line to the end boards.

**Defensive zone:** The defending team's zone; extends from the blue line to the end boards

**Neutral zone:** Area of the ice between the blue lines

**Dump and chase:** An offensive strategy used to get the puck over the opposing team's blue line and into the corners where players can race to get it, thereby moving the play into the attacking zone.

### Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Peer Teaching

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

- Peer and Self-Assessment
- Assessment based on fitness levels
- Performance Assessment
- Oral Presentations
- Quizzes

### Learning Resources:

- National Coaching Certification Program (NCCP)
- NCCP Level 1 and 2 Hockey Manuals
- Hockey Canada Skills Development Manual
- BC Hockey Athlete Training Manual
- Respect in Sport

### Additional Information:



## Board/Authority Authorized Course Framework: Leadership 10

|  |   |
|--|---|
| <b>School District/Independent School Authority Name:</b><br>The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) | <b>School District/Independent School Authority Number:</b><br>School District No. 42 |
| <b>Developed by:</b><br>Lesley Liversidge  | <b>Date Developed:</b><br>January 3, 2018   |
| <b>School Name:</b><br>Westview Secondary School   | <b>Principal's Name:</b><br>Kristi Blakeway   |
| <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><br>Leadership 10   | <b>Grade Level of Course:</b><br>10   |
| <b>Number of Course Credits:</b><br>4  | <b>Number of Hours of Instruction:</b><br>120   |

### Board/Authority Prerequisite(s):

The teacher designated by the principal shall be the advisor or the student leadership class. All students will be registered subject to the advisor's approval.

### Special Training, Facilities or Equipment Required:

n/a

### Course Synopsis:

The purpose of this course is to train student leaders in the various aspects of student leadership and to provide regular class time for performance of leadership tasks. Study includes a look at various models of communication (listening and speaking), working with a group (dynamics and motivation), management skills, self-awareness (self-esteem, assertiveness, being a positive influence) plus human relations including making a positive school and community impact. Students will learn the value of contribution through the volunteer component of this course, which allows students to work with a variety of age groups and projects, activities and events throughout the community. Students will also learn the strategies that are necessary to make and plan effectively to achieve their goals. Students may have the opportunity to attend leadership workshops, retreats and/or conferences.

**Goals and Rationale:**

The development of leadership capacity in secondary students is key to the culture and organization of schools. Students should be given the opportunity to develop their leadership skills as part of their education. The participants in this course will make valid contributions to both the school and local community in the process of understanding the nature of successful student leadership. Leadership opportunities will help students understand who they are, what is important to them and will aid in preparing the students for their future.

**Aboriginal Worldviews and Perspectives:**Declaration of First People's Principles of Learning:

- Leadership supports the development of self in support of connecting with others.
- Learning is embedded in memory, history and story.
- Leading involves learning from mentors as well as those we are meant to lead.
- Leadership and learning is holistic, reflexive, reflective, experiential and relational.
- Being a student leader involves exploring one's identity, philosophy and ethics.
- Becoming a leader involves recognizing that some learning is sensitive and should only be shared with permission and in certain situations.

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the aspects included in Leadership 10. Student leadership is inseparable from connectedness and relationships, specifically:

- Community involvement
- The power of story
- Experiential learning
- Flexibility
- Leadership
- A positive learner-centered approach
- Community engagement
- The role of the teacher
- Local focus



## BIG IDEAS

|   |  |   |   |  |
|---|--|---|---|--|
| Leadership development is an <b>ongoing process</b> .<br>The attributes of successful leaders <b>can be learned</b> . | Good leaders require <b>a number of skills</b> to help them positively interact with team members and the community. | <b>Building communities</b> creates a sense of belonging, brings people together, and fosters relationships that shape who we become. | <b>Value systems and belief systems</b> shape the structures of power and authority within our culture. | Through experiential <b>service-learning</b> , students further their curricular learning, develop life skills, and are inspired to be change-makers for life. |
|---|--|---|---|--|

## Learning Standards

| Curricular Competencies  | Content   |
|--|---|
| <p><i>Students are expected to do the following:</i></p> <p><b>Principles of Leadership</b><br/> <u>Self-Awareness:</u><br/> Explore the concept of paradigm shift and understand that different perspectives exist.<br/> Understand the concept of Circle of Influence and Circle of Concern.<br/> <u>Goal Setting:</u><br/> Envision what you want in the future so you can work and plan towards it.<br/> Understand how people make decisions in their life. To be effective you need to act based on principles and constantly review your mission statement.<br/> <u>Time management:</u><br/> Develop a personal vision for leadership. Identify what is important and what is urgent. Develop strategies to organize themselves and their group members.</p> <p><b>Community building and collaboration</b><br/> Develop communication strategies for working with group members, elementary students and community members.<br/> Look at how groups function, including individual importance to group cohesion plus the need to develop conflict resolution skills for effective group processing.<br/> Learn how to delegate effectively and accept delegation.</p> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• How to move from dependence to independence (i.e., self-mastery) using Sean Covey's Habits for effective teens.</li> <li>• What are paradigms and principles with respect to individual values.</li> <li>• <b>Habit 1 – Be Pro-Active.</b> How to work from the circle of your influence and constantly work to expand it. How to avoid a being in a reactive mode, waiting for problems to happen (Circle of Concern) before taking action.</li> <li>• <b>Habit 2 – Begin with the end in mind.</b> Create short and long term goals and a personal mission statement. (SMART goals)</li> <li>• <b>Habit 3 – Put first things first.</b> Prioritize tasks and identify what is important and urgent. Big rocks and little rock. The 4 quadrants theory.</li> <li>• Communication methods and when to use different forms</li> <li>• Conflict resolution strategies for effective group processing</li> <li>• Different leadership techniques to encourage inclusion and participation</li> <li>• First Peoples perspectives connecting to self-awareness and one's identity</li> </ul> |

**Team Building / Project Planning and implementation**

Look for ways to make a positive impact in their school and community  
Work with a group to plan and implement school and community projects  
Address motivation, and effective goal setting within a group setting.  
Learn to debrief and self-reflect on their group experiences.  
Complete 10 -20 hours of service learning in the school and community.  
Explore social and global issues to plan service learning projects that will have them make contributions to the developing world.

- How to prepare a project plan, monitor the project, make adjustments as needed, and evaluate the project.
- Ice breakers, team building and trust building activities that can be used when leading small and large groups of students.

## Big Ideas – Elaborations

- **Leadership** qualities can be learned and are skill-based; leaders seek to provide players with maximum opportunities to achieve success.
- **Leadership philosophy:** Identifying the purpose, your values and choosing your leadership style.

## Curricular Competencies – Elaborations

- **Paradigm shift:** A fundamental change in approach or underlying assumptions.
- **Perspectives:** A particular attitude toward or way of regarding something; a point of view.
- **Circle of Concern:** A Circle of Concern encompasses the wide range of concerns we have
- **Circle of Influence:** The circle of influence encompasses those concern that we can do something about.
- **Principles:** A fundamental truth or proposition that serves as the foundation for a system of belief or behaviour or for a chain of reasoning.
- **Conflict resolution skills:** a set of skills such as emotional awareness, communication, active listening that will help you to understand a problem and move towards resolution of the problem.
- **Group process:** How an organization's members work together to get things done.
- **Service learning:** A teaching and **learning** strategy that integrates meaningful community **service** with instruction and reflection to enrich the **learning** experience.

## Content – Elaborations

- **Proactive:** Being responsible for our own lives, that behaviour is a function of our decisions not our conditions.
- **Reactive people:** People who tend to neglect issues that are under their own control and influence.
- **SMART goals:** An acronym that you can use to guide your **goal** setting. Its criteria are commonly attributed to Peter Drucker's Management by Objectives concept.
- **4 quadrants theory:** This **time management matrix** will help you identify what you *really* spend your time on. It's a particularly useful tool if you want to know how to prioritize work, personal roles, goals and commitments. It is based on the idea that all your time is spent in a four quadrant matrix, you cannot add more time but you can choose how you spend your time.

**Recommended Instructional Components:**

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

**Recommended Assessment Components:**

- Journaling
- Peer Assessments
- Self-Assessment
- Performance Assessment
- Oral Presentations
- Quizzes and assignments

**Learning Resources:**

|                                    |                  |                               |               |
|------------------------------------|------------------|-------------------------------|---------------|
| 7 Habits of Highly Effective Teens | Sean Covey       | CASAA Leadership Handbook     | CASAA         |
| The Leader in Me                   | Stephen Covey    | Spirit Works . . . Turn it On | Roberta McDow |
| Activities That Teach              | Tom Jackson      | Leadership from A to Z        | Karen Kettle  |
| More Activities That Teach         | Tom Jackson      | Leadership Lessons            | CASAA         |
| Still More Activities That Teach   | Tom Jackson      | More Leadership Lessons       | CASAA         |
| Choose to Lead                     | Kathleen Schafer | Engaging Youth Groups         | Karen Kettle  |

**Additional Information:**



## Board/Authority Authorized Course Framework: Outdoor Education - Fishing 10

|  |   |
|--|---|
| <b>School District/Independent School Authority Name:</b><br>The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) | <b>School District/Independent School Authority Number:</b><br>School District No. 42 |
| <b>Developed by:</b><br>Mr. Stephen Hussey, Mr. David McIntosh & Mr. Phillip Brekaas   | <b>Date Developed:</b><br>April 27, 2015  |
| <b>School Name:</b><br>Thomas Haney Secondary  | <b>Principal's Name:</b><br>Mr. Grant Frend   |
| <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><br>Outdoor Education - Fishing 10  | <b>Grade Level of Course:</b><br>10   |
| <b>Number of Course Credits:</b><br>4  | <b>Number of Hours of Instruction:</b><br>110   |

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

### Special Training, Facilities or Equipment Required:

Boaters license; Red ticket for woodshop teaching or team teach with woodshop teacher; access to water containing catchable fish; fishing equipment - rods/reels; line, leader material, indicator floats; nets (can be made); fly tying equipment & materials (vises, bobbins, whip finishers, hooks, thread - multiple colours, feathers, marabou, beads - tungsten & brass, wire - different colours, hackle - multiple colours, chenille - multiple colours, dubbing - multiple colours; fly box (can be made in woodshop); personal flotation device; water vessel (boats &/or float tubes); waders with boots built in; wader belts; flippers; water safety kits - floating rope, flashlight, bailer, whistle, mirror, repair patch kits for tubes; 2 way radios for communication between groups of water vessels; tackle bag

\*most of the above equipment can be obtained through donations from the public, businesses & wholesale distributors\*

**Course Synopsis:**

This course has been designed to have students relate to, explore and make better use of the natural world. This will be done in a safe and respectful manner. Students will be taught ethical decision making skills, animal identification skills, conservation efforts, wildlife management, fly tying skills, knot tying skills, practical equipment building skills, history of fishing techniques in British Columbia, water safety and wilderness first aid/survival skills and a variety of fishing techniques.

**Goals and Rationale:**

This course has been developed not only to have the students learn about the outdoors but nurture a connection & understanding to the need for this sustainable resource. Through personal experience create a sharing with family & community of the skills and attitudes toward direct interaction with nature. Of course, all interactions with the natural world will be done in a safe & respectful manner.

Goals

- To teach and familiarize the student in wildlife identification, management and conservation
- To familiarize and experience the outdoor recreation potential which is available to the public in our province of British Columbia
- To emphasize the students' responsibilities to landowners, the public at large, wildlife and the environment
- To teach the student to build equipment for indoor/outdoor use as well as proper care, safety and handling of this equipment
- To teach practical skills that will make the students' use of the outdoors more pleasurable and safe

**Aboriginal Worldviews and Perspectives:**First People's Principles of Learning:

- Outdoor Education – Fishing 10 supports the development of self in support of connecting with others.
- Learning is embedded in memory, history and story.
- Outdoor Education involves learning from mentors as well as those we are sharing our experiences with.
- Connecting with the outdoors and learning is holistic, reflexive, reflective, experiential and relational.
- Interacting & connecting with the outdoors requires exploration of one's identity, philosophy and ethics.

Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the aspects included in Outdoor Education – Fishing 10. Fishing and the activities related are inseparable from connectedness and relationships; specifically:

- Community involvement (process and protocols)
- The power of story
- Experiential learning
- Flexibility
- Leadership
- A positive learner, centered approach
- Community engagement
- The role of the mentor
- Local focus
- Engagement with the Land, Nature, the Outdoors
- Traditional Teaching

**BIG IDEAS**

**Angling skill development is a life-long process.**

**Acquiring proper certification strengthens community responsibility and enhance knowledge/skill**

**Understanding & Practicing Safety related to Outdoor activities can support the fishing community**

**Sustainable Practices can assist in being better conservationists**

**Direct exposure to nature is essential for healthy development connecting the individual to others, to generations, animal biology, and to environments.**

**Learning Standards**

| Curricular Competencies  | Content  |
|--|--|
| <p><i>Students are expected to do the following:</i></p> <p><b>Principles of Angling:</b></p> <ul style="list-style-type: none"> <li>• Develop an angling philosophy, ethics, objectives and disposition</li> <li>• To familiarize themselves with provincial and regional fishing regulations by utilizing the Provincial Angling Synopsis</li> <li>• Build equipment to use while interacting with the natural world and to demonstrate proper care, safety and handling of all equipment</li> <li>• Demonstrate design and construction process in making projects applicable to this course and outdoor recreation</li> <li>• Demonstrate the skill of analyzing topographic maps and bathometric charts to understand the freshwater ecosystem</li> <li>• Demonstrate how to use tools and processes that will aid in the identification of insect species and their different life cycle stages</li> <li>• Demonstrate the use of proper tools and equipment to aid with creating fly hook imitations</li> <li>• Demonstrate skills to replicate the patterns of various insects using traditional as well as modern fly-tying techniques &amp; practices</li> </ul> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Traditional First Nation methods of fishing for Salmonidae</li> <li>• The history of the equipment used in different fishing methods</li> <li>• The history of important figures/pioneers of techniques of fishing</li> <li>• Salmonidae anatomy, physiology and behaviour</li> <li>• Biodiversity of Salmonidae and their geographical distribution</li> <li>• About conservation efforts of Salmonidae</li> <li>• The importance of Salmonidae to the environmental tourism industry of the region</li> <li>• To research freshwater systems for their wildlife content and identify wild or stocked populations</li> <li>• The value of freshwater systems and their role in the water cycle</li> <li>• Ecology flora and fauna that depend on the freshwater systems</li> <li>• The effects of illegally introduced alien species on a freshwater ecosystem (i.e. milfoil, shiners, carp, bass, bullfrogs etc...)</li> </ul> |

**Health & Active Living**

- Recognize the importance of natural world interactions to their own personal mental and physical development
- Develop an appreciation for this natural resource
- Demonstrate safe practices for participating in water craft on lakes and moving in rivers & streams
- Develop practical skills that will make the interaction with the outdoors more pleasurable and safe
- Demonstrate safety in the woodshop through tests and practical applications
- Demonstrate Practical skills that will make the use of the outdoors more pleasurable and safe
- Recognize & demonstrate practical physical activities to promote a healthy lifestyle

**Community Building & Collaboration:**

- Participate with conservation efforts of fish populations &/or habitat restoration
- Develop a plan for communicating the responsibilities to landowners, the public at large, wildlife and the environment
- Develop a plan for an outdoor adventure pertaining to safety, food, shelter and all necessary equipment
- Communicating the importance of preparing/"building up" for a trip, to recognize personal limits and goal setting
- Teamwork and planning skills in goal setting and achievement/flexibility of these goals

- To research unique freshwater recreational outdoor opportunities in British Columbia (i.e. hike in lakes, fly in only access etc...)
- To recognize various species of insect, their life stage and seasonal importance to the fresh water ecosystem
- To identify the anatomical parts of insects it their larval, nymph, pupal and adult stages
- The life cycle stages of insects and their importance in seasonal food chains pertaining to a fresh water environment (lake, river or stream)
- The art of fly casting and its uniqueness among other fishing methods
- The various knots necessary in successful fly-fishing process (i.e. arbor, nail, surgeons, loop and improved clinch knots)



## Big Ideas – Elaborations

**Connecting with Nature** - The Human Brain is “set up for an agrarian, nature-oriented existence that came into focus five thousand years ago” (Gurian 2006). We have yet to fully realize or even adequately study how human capacities are enhanced through the power of nature. Interactions within nature require a different set of skills to develop – motor, sensory, communicative.

**Angling Skill development** – skills are ever changing due to fact that environments are in constant flux. Anglers must adapt for many different changes each time they embark on a new adventure. This aids in developing problem solving, flexibility, patience and a need to be willing to adapt to the unique scenario.

## Curricular Competencies – Elaborations

**Hands on** – tying flies, casting, building equipment, netting fish, enticing fish to bite

**Experiential Learning** – Habitat restoration, volunteering at Fish Hatchery, Fishing at a river & lakes

**Multiday outing** – prepare a day plan, equipment list, activity list and safety plan for the activities

**Safety** – water safety, safety equipment (pfd, waders, wader belt, first aid), eye glasses

**One with nature** – becoming so connected that it becomes easy to determine and suggest reasoning of the effects of human foot-print on the environment

**Appreciation** – health of the environment, lifelong commitment, sustainable resource

**Exploration** - familiarize and experience the outdoor recreation potential which is available to the public in our province of British Columbia

## Content – Elaborations

**Recognition** – Hazards, required equipment, where fish will be located, environmental conditions, lay of the land

**Sustainability** – appreciation of the outdoors, proper fish release techniques, ensuring the future of fishing

**Angling** – styles, communication, responsibilities, approaches, ethics, skills, tactics

Why dedicate time to this activity?

**Research** – reading maps, history of the area, fishing regulations, road access

**Recommended Instructional Components:**

The instructional component of this course includes the use of practical skills, physical activity, applied technologies, as well as scientific concepts and methodologies to achieve the outcomes of each of the course units. It involves using literature, practical knowledge of the instructors and volunteers, indoor and outdoor facilities and various applicable demonstrations to meet the various learning styles of students and deliver a curriculum through activities and lessons.

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

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

- Journaling
- Peer Assessment
- Self-Assessment
- Performance Assessment
- Oral Presentations
- Quizzes and Exams

**Learning Resources:**

- Shop classrooms
- Science classrooms
- Outdoor equipment – provided by school and some built/constructed by students of the course
- Guest speakers/teachers (Todd Oishi, Paul Davidson, Ross Davies: KEEPS, Fraser Valley Trout Hatchery, Kanaka Creek Hatchery, Matt Jennings: BC Fishing Resorts & Outfitters Association, Randy Morgan: Hatch Match'r, Guy: Angler Management Fishing Charters, various outdoor organizations)
- Video
- Internet
- Books and Magazine Articles

Course website – [Thunder Angling](#); has numerous invaluable resource links embedded

**Additional Information:**

None



## Board/Authority Authorized Course Framework: Advanced Soccer

|  |   |
|--|---|
| <b>School District/Independent School Authority Name:</b><br>The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) | <b>School District/Independent School Authority Number:</b><br>School District No. 42 |
| <b>Developed by:</b><br>Mr. Dennis Schmidt   | <b>Date Developed:</b><br>Feb. 6, 2018  |
| <b>School Name:</b><br>Westview Secondary School   | <b>Principal's Name:</b><br>Kristi Blakeway   |
| <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><br>Advanced Soccer   | <b>Grade Level of Course:</b><br>10 - 12  |
| <b>Number of Course Credits:</b><br>4  | <b>Number of Hours of Instruction:</b><br>120   |

### Board/Authority Prerequisite(s):

### Special Training, Facilities or Equipment Required:

Qualified Teacher: Bachelor of Physical Education; certified coach at minimum Provincial B; actively coaching club soccer. Access to all-weather turf field, gymnasium, and other fitness facilities is necessary. Essential equipment includes balls, cones, nets, pinnies, portable goals, hurdles, agility sticks, rings, parachutes and other training equipment.

### **Course Synopsis:**

The intent of the Soccer course is to ignite a desire and passion in a student/athlete to strive for excellence, while reaching and celebrating their true soccer potential. The program has been developed to support and encourage the student/athlete to explore personal abilities in a soccer academy environment. This program is designed to provide the student/athlete the platform to develop useful and interactive skills that promote meaningful interaction of inclusion and teamwork. This course provides students the opportunity to look beyond the field and discover all the elements of a soccer culture that include the history of the game, the science behind athletic training, coaching philosophies and so much more. Ultimately, the Soccer Course's purpose is to create a setting that the student/athlete can freely become aware of their own athletic, social and academic abilities.

### **Goals and Rationale:**

Cultural trends are challenging students to think independently of others. Therefore, they require the skills and strength to navigate through life that is becoming more complex. These external pressures are unfamiliar to students as culture expects them to make choices without the tools to do so. Therefore, the academy not only provides student/athletes the opportunity to develop individual soccer skills, but more importantly the opportunity to develop, and maintain life skills that crossover into all facets of life.

The competitive stresses associated to soccer allow students to develop their personality and character that will equip them to handle life's unexpected challenges. The fluidity of soccer challenges athletes to continually process and react to a changing competitive landscape. As in life, perfection is unattainable in sports, yet athletics teaches students to pursue excellence in the midst of failure. Mental and physical strength are components of all living beings and sports is and always will be a vehicle to guiding student/athletes to overcome all the hurdles that stand before them.

In essence, the soccer academy at Westview is an opportunity to develop a sense of self, as student/athletes successfully participate in skill development and conditioning related to soccer. Further, the students participating in the class will become active participants in their soccer communities as players, coaches, mentors, and referees. Finally, the extension of participating in the Westview Soccer Academy is for students to actively take on new challenges on and off the field. The greatest compliment for the Academy, is to hear that a student has demonstrated the courage to pursue new competitive challenges in soccer and in life.

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

**Personal Identity:** The academy is a perfect setting for self-discovery. Athletes discover their strengths and weakness under varied settings of stress and levels of competition. The soccer field leaves no questions unanswered and only leaves athletes with the opportunity to respond to the challenges that ultimately add to the process of becoming.

**Well-being:** Through soccer the athlete develops a positive perspective of self. This births an inner courage, which propels an athlete to become a positive contributor to a larger community of many competitors.

**Connectedness:** Athletes who find themselves on a team have created the opportunity to relate to others in mild and overly competitive settings. It is this learned behavior of existing and functioning in a team setting that creates a bond between athletes.

**Consequences of our Actions:** The sport of soccer gives the athlete a perfect picture into the relationship of cause and effect. If I lean back while kicking the ball, it will travel high in the air to my intended target. This life skill is invaluable when thinking of an athletes life experiences outside of soccer.

**Patience and time:** The athletic environment in the Soccer Academy requires athletes to work hard and persevere. Consistent training and attention to detail is ultimately what produces good performances

## BIG IDEAS

Understanding our strengths, weaknesses and personal preferences helps us better plan and achieve our soccer goals.

Healthy choices influence, and are influenced by our physical, emotional, spiritual and mental well-being.

Safely participating in soccer activities and avoiding injury can sustain lifelong physical activity

Learning and Implementing principles of training helps us better develop and improve our soccer IQ.

Understanding positive coaching and leadership practices can lead to improving soccer performance on and off the field.

## Learning Standards

| Curricular Competencies   | Content  |
|---|--|
| <p><i>Students are expected to do the following:</i></p> <p>Technical Skill Development</p> <ul style="list-style-type: none"> <li>• Apply the principles of <b>mechanics</b> to improve performance in individual skills</li> <li>• Select, plan and participate in <b>activity-specific</b> motor skills on the field</li> <li>• Demonstrate a personal functional level of competence in a selection of activity-specific motor skills</li> <li>• Apply understanding of body mechanics to improve their performance</li> <li>• Apply the principles of mechanics to improve performance in numerous competitive settings</li> </ul> <p>Fitness, Conditioning, and Nutrition</p> <ul style="list-style-type: none"> <li>• Plan, assess and maintain <b>personal fitness</b>, using the <b>principles of training</b></li> <li>• Demonstrate a commitment to active living as an important part of lifestyle</li> <li>• Set, modify and evaluate goals to develop personal fitness</li> <li>• Demonstrate a personal functional level of physical fitness</li> <li>• Design and implement plans for balanced, healthy living including: nutrition and exercise</li> <li>• Analyze and explain the effects that nutrition, fitness and physical activity have on the body systems before, during and after exercise</li> </ul> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>Personal sport philosophy</b> and the importance of judgements in sport and team objectives</li> <li>• Different types of <b>diversity</b> in athletes, children and sport</li> <li>• Basic First Aid</li> <li>• Basic musculoskeletal <b>anatomy and physiology</b> as it relates to sport</li> <li>• The signs and symptoms of common sports injuries</li> <li>• <b>Connections</b> between sport and <b>culture</b></li> <li>• <b>Physical training basics</b></li> <li>• <b>Concepts of coaching</b></li> <li>• <b>Communication</b> methods and when to use different forms</li> <li>• <b>Principles of Play</b></li> <li>• <b>Systems of Play</b></li> <li>• <b>Coaching Philosophies</b></li> <li>• Cultural History of Soccer</li> <li>• Laws of the Game</li> <li>• John Wooden's <b>Pyramid of Success</b></li> </ul> |

Community Coaching/Volunteer

- Demonstrate knowledge of growth and development of young soccer players
- Demonstrate knowledge of **ethical decision** making in the realm of coaching
- Plan, modify and evaluate a session that would incorporate skill development for young soccer players
- Design and implement coaching plans for training sessions that apply the principles of training

Psycho-social

- Implement **social interest** strategies to appropriately behave with others
- Apply leadership skills related to soccer activities
- Apply **etiquette** and fair play in a variety of settings and roles

- Different **leadership** techniques to encourage inclusion and participation
- **Goal setting** and Time Management
- Application of **Sport Psychology** in sports
- Application of Nutritional and Dietary practices
- **Game analysis**
- **Sport Safety Guidelines – concussion protocol**

## Big Ideas – Elaborations

- **Intelligence (IQ):** Understanding the development and evolution of soccer in regard to history, training, and nutrition.
- **Academy Philosophy:** To create, develop, and maintain an environment/setting that provides a player an opportunity to achieve their potential.
- **Positive Coaching/Leadership:** Adaptable, self aware and relatable.
- **Leadership:** qualities can be learned and are skill-based; leaders seek to provide players with maximum opportunities to achieve success.

## Curricular Competencies – Elaborations

**Mechanics:** ability to apply movements to perform an action successfully in multiple settings with varied level of game like stresses.  
**Activity Specific:** ability to Identify, Process and Act appropriately in numerous competitive settings.  
**Social Interest:** moving together towards a common goal, while balancing the needs of the individual with the needs of the group.  
**Personal Fitness:** the ability to perform an anaerobic and/or aerobic activity successfully for a duration time.  
**Ethical Decisions:** weighing out the wrongs and rights/pluses and Minuses of any given decision  
**Etiquette:** Properly learned behaviors for many given circumstances.  
**Principles of Training:** acronym "FITT" stands for Frequency, Intensity, Time, Type

## Content – Elaborations

**Concepts of coaching:** coaching styles, coaching character, communication, pre and postgame approaches, skills and tactics

**Anatomy and physiology:** major bones, muscles, connective tissue and joint, and the basic function of these features.

**Physical training basics:** energy fitness, muscular fitness and basics of periodization.

**Culture:** traditions and customs that have been and are still embraced and acted upon by people of similar heritage.

**Leadership:** ability to lead, guide and serve others, while developing, creating and sustaining values that lead to a strong and healthy culture.

**Principles of Play:** Attack (penetration, support, width, mobility improvisation), Defense (delay, depth, concentration, balance, discipline)

**Systems of Play:** 4-4-2, 3-5-2, 4-3-3

**Communication:** discover the effective way to express oneself to motivate, encourage and bring similar minded people together for the sole reason of achieving a common goal.

**Connection:** Recognize and identify the reality of how soccer breaths life into many cultures around the world.

**Diversity:** recognizing the differences and qualities of each other, to better understand and prepare for competition

**Pyramid of Success:** foundational pillars to be successful in life. Ex. industrious, poise, integrity, competitive greatness

**Goal Setting:** developing a vision and list that motivates athletes to pursue and achieve success

**Game Analysis:** reviewing a game to identify strengths and/or weaknesses of a particular team performance

**Sport Psychology:** Visualization –see yourself being successful; imagery – relive your best performances

**Personal Sport Philosophies:** How and why do I participate and compete in sport?

**Coaching Philosophies:** How and why do coaches choose to lead and teach athletes with a particular goal in mind. Process or Outcome based learning.

### Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modeling
- Game simulations/scrimmages
- Individual analysis
- Small sided games

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

- Fitness/Conditioning Evaluation (40 yard dash; 6 min. run; Illinois Agility test)
- Performance on the Field/Skills (field observations, rubrics/criteria used to assess performance)
- Performance in the Classroom/Theory (written and oral tests; presentations, assignments)
- Citizenship/Participation (self reflection/journal)

### Learning Resources:

John Wooden Pyramid of Success – Wooden on Leadership: <http://www.coachwooden.com>

Stephen R. Roghoobarsingh, M.A., *The New Game Plan – Using Sports to Raise Happy, Healthy, and Successful Kids*

Laws of the Game 2016-17 – Canadian Soccer Association: <https://www.canadasoccer.com/fifa-laws-of-the-game-s15089>

National Soccer Coaches Association of America: <http://ww2.nscaa.com>

[www.all-soccer-info.com](http://www.all-soccer-info.com)

[www.soccer-training-info.com](http://www.soccer-training-info.com)

[www.bcsoccer.net](http://www.bcsoccer.net)





## Board/Authority Authorized Course Framework: Principles of Social Interaction 10 - 12

|  |   |
|--|---|
| <b>School District/Independent School Authority Name:</b><br>The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) | <b>School District/Independent School Authority Number:</b><br>School District No. 42 |
| <b>Developed by:</b><br>Gary Lozinski  | <b>Date Developed:</b><br>January 30, 2018  |
| <b>School Name:</b><br>All Secondary Schools in SD42   | <b>Principal's Name:</b><br>All Secondary Principals                                  |
| <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><br>Principles of Social Interaction 10 -12   | <b>Grade Level of Course:</b><br>Grades 10 - 12                                       |
| <b>Number of Course Credits:</b><br>4  | <b>Number of Hours of Instruction:</b><br>120   |

### Board/Authority Prerequisite(s):

- Grade level student referred for additional supports by the Student Support Team and/or School-Based Team
- Student is on a "Dogwood" graduation track

### Special Training, Facilities or Equipment Required:

- Staff should be familiar with Ministry of Education Special Education policies and secondary school curriculum
- Staff should have training in Student Support ('Special Education')
- Staff should have direct experience working with students who have learning, self-regulation, social and communication challenges
- Staff should have training and experience in developing I.E.P.s for students with disabilities and other challenges that impact social skill development

## Course Synopsis:

This course has been designed to help students develop skills in order to become successful in their personal and social interactions with others. Students will have the opportunity to practice techniques and strategies taught, to examine effective techniques connected to social learning situations and skills and to engage in problem-solving activities that are personalized and relevant. In addition to teacher assessment, instruction and coaching, students will have the opportunity to self-reflect and self-assess.

## Goals and Rationale:

### Rationale:

"Principles of Social Interaction" (PSI) provides direct and specific instruction to develop student knowledge, self-awareness and skills and to engage students in positive and effective social interactions. Students will have the opportunity to demonstrate learning in the context of their personal social environment. The course is designed to offer opportunities for cross-curricular connections and assessment and focusses on competencies that will support learners in their participation and interactions in the school, community and workplace settings. Students will develop the knowledge, skills and understanding to be able to implement successful social interactions, to adapt to social situations and to be self-aware in their communication and social interactions.

PSI has been developed to support the needs of struggling learners who face challenges in their efforts to engage and interact in the school and outside community; it typically supports students who are identified by school support teams as needing supports and instruction in this area. Some examples of students who will benefit from the course include those who are identified as having autism, non-verbal learning disabilities and anxiety disorders. Students who struggle with social interaction and communication due to challenges associated with anxiety, social/personal situations, self-regulation and learning will also benefit from the course.

PSI is strongly linked to all of the core competencies. Teaching effective **communication** strategy and skills is at the heart of the course. Students will be able to implement learning in both the school and community setting. For example, the course supports student community transition needs by addressing organization, presentation and interaction skills that foster success in the workplace and work experience placements. Students will also be provided with the opportunity to engage in **critical thinking** exercises and activity as they explore their interactions and engage learned techniques that they assess for effectiveness and personal preference. **Personal and social identity** are also key components of the course, as students will: reflect on their strengths in the context of different kinds of social interactions; review, assess and reflect on how others perceive their interactions; and identify cause-and-effect relationships that highlight personal and social responsibilities.

PSI recognizes that students develop and learn differently. The students in the PSI course will be provided targeted intervention and instruction to support social learning needs, the development of metacognitive awareness and the growth of a positive personal identity. Differentiated instruction and assessment are used to ensure that learning opportunities are relevant to the needs of the individual student. Moreover, the course is organized so that it can be implemented through small group instruction, personalized program planning, or collaboratively between teachers through the implementation of I.E.P. objectives and strategies.

### Goals:

- Develop self-awareness and understanding
- Develop the ability to identify the elements of effective and positive social communication
- Develop students' social and abstract thinking skills
- Develop the ability to problem-solve social interaction challenges

- Develop students' self-awareness and self-management skills for managing anger/frustration
- Develop students' self-awareness and self-management skills for managing anxiety
- Develop students' ability to engage strategies for resolving conflict

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

Principles of social interaction incorporates the following aboriginal values and perspectives:

Referenced from "Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward" (2015) Province of British Columbia

- Connectedness and relationships: PSI supports the development of identity -- making meaning out of life and finding value in our connections with others
- Emphasis on identity: PSI acknowledges the individuality of the learner and encourages the knowledge of self – who is the student and where does she or he come from? Students have the opportunity to explore how personal identity shapes their interactions highlighting that there is an interconnection between the student and their world.
- Traditional teaching: The PSI course teaches "expectations of respect, behavior, generosity, and how we live together respectfully."
- Experiential learning: PSI ensures that students have the opportunity to "learn from real life situations that will help them to do the right things" and to "learn practical life skills as a part of their daily work at school".
- A positive, learner-centred approach: PSI emphasizes promoting student initiative in to respect to personal learning needs. Student self-assessment activities are incorporated into the course, as are opportunities for students to engage in learning through self-reflection.

## BIG IDEAS

How we communicate shapes our interactions with others

Communication is a learned social skill.

Social interactions occur in **different environments and situations.**

Communication and social interactions are shaped by the ability to **self-regulate**

**Positive social interactions** are a foundation of safe, respectful and caring communities.

## Learning Standards

| Curricular Competencies  | Content  |
|--|--|
| <p><i>Students are expected to do the following:</i></p> <p><b>Self-Awareness and Understanding</b></p> <ul style="list-style-type: none"> <li>Recognize a simple emotion</li> <li>Recognize and label a range of emotions</li> <li>Identify emotions in self and in others</li> <li>Initiate conversations with peers and adults</li> <li>Recognize First People's perspectives on community and identity</li> <li>Quantify emotions on a continuum</li> <li>Identify and rate personal comfort with social/communication interactions</li> <li>Identify anxiety/stress signals (causes and effects)</li> <li>Predict, identify and define social problems</li> <li>Develop a <b>map of personal social strengths and growth areas</b></li> </ul> <p><b>Identifying and Applying the Elements of Social Communication/Interaction</b></p> <ul style="list-style-type: none"> <li>Use basic conversational responses</li> <li>Apply <b>active listening strategies</b></li> <li>Express verbal wants and needs</li> <li>Differentiate between positive and negative social and communication examples (video and role play)</li> <li>Identify <b>'hidden rules'</b> of social conduct in varied environments</li> <li>Demonstrate appropriate use of greetings and good-byes</li> <li>Develop a set of rules to initiate conversations</li> <li>Apply appropriate attention getting strategies</li> <li>Apply appropriate strategies to avoid uncomfortable interactions</li> <li>Use <b>non-verbal communication skills</b></li> <li>Demonstrate conversational manners</li> <li>Identify strategies to introduce themselves</li> </ul> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Basics of positive social interactions</li> <li>Signs and signals of anxiety and anger</li> <li><b>Principles of whole body communication</b></li> <li><b>Rules</b> of appropriate touch</li> <li>Difference between friend, acquaintance, trusted adults and strangers</li> <li>Identify the <b>four functions of behaviour</b></li> <li>Recognize First Peoples perspectives and knowledge on experiential learning</li> <li><b>Indicators</b> and function of peer pressure</li> <li>Social turn-taking</li> <li><b>Rules</b> of safe conduct</li> <li>Personal setting events and antecedents for anxiety and anger</li> <li>Identify racist and bullying language and interaction</li> <li>The negative impact of bullying (language and interaction)</li> <li>Recognize the negative impact of racism (language and interaction)</li> <li>Recognize and label a range of emotions</li> <li>Express emotions</li> <li>Principles of <b>positive social choices</b></li> <li>Friendship rules, boundaries and guidelines</li> <li>Describe and identify <b>self-regulation strategies</b></li> </ul> |

- Distinguish appropriate topics, activities and places for private vs. public social communications
- Identify how and when to offer and ask for help

#### **Abstract Thinking Skills**

- Identify phrases can have different meanings from what the words mean literally
- Recognize and interpret non-verbal and contextual clues in other people (i.e. thinking with eyes to predict what others are thinking)
- Recognize four types of non-literal speech (similes, metaphors, irony, and sarcasm)
- Understand the implications of non-literal speech (context, tone of voice, non-verbal cues) in changing meaning
- Identify pros and cons of text and image/video based communication using technology

#### **Anger/Frustration Management**

- Identify **self-regulation strategies** that support redirecting negative thoughts to positive thoughts
- Understand **degrees of anger**
- Identify and label personal levels of anger
- Recognize non-verbal clues to personal anger
- Develop a personal inventory of **setting events** and **triggers** for anger
- Develop strategies to limit the influence of setting events and triggers
- Identify effective strategies to manage anger

#### **Anxiety/Stress Management**

- Redirect negative thoughts to positive thoughts
- Recognize stress signals
- Recognize causes and effects of stress.
- Develop a **personal inventory** of setting events and triggers for anxiety
- Develop strategies to limit the influence of setting events and triggers
- Develop personal relaxation strategies
- Use self-monitoring strategies/stress prevention strategies

#### **Conflict Resolution**

- Understand the value of working towards positive outcomes
- Express emotions in written form
- Demonstrate the ability to use language and strategies to avoid conflict
- Identify what to think, say, and do in bullying situation
- Identify how to report a bullying or racism

## Big Ideas – Elaborations

- **different environments and situations** – different kinds of interactions take place in different environments and situations: the classroom, at work, in the hallway, in the cafeteria, at home, with a friend, with a teacher, with a boss...
- **positive social interactions** are safe and incorporate sharing, collaboration, kindness and emotional and physical appropriateness.

## Curricular Competencies – Elaborations

- **hidden rules** are consistent unspoken 'social contracts' that are relevant to the culture and situation
- **active listening strategies** are used during social interaction and involve both verbal and physical turn-taking and interaction. Examples include: nodding, smiling, repeating verbal information, appropriate eye-contact... This is often described as "whole body listening".
- **non-verbal communication skills** includes aspects of communication such as personal space, eye contact, acknowledgement, responding, appropriate facial expression and 'whole body listening'.
- **conversational manners** – turn-taking, interjections, staying on topic, topic transitions, appropriate tone of voice and volume
- **self-regulation strategies** are any techniques that address the needs of the five senses ('sensory diet') and/or assessment of personal elevation or de-escalation needs. Specific strategies are available to be taught; examples include 'Mindfulness', 'Zones of Regulation' and the 'Alert System'.
- **degrees of anger** – rating scale of level of functioning (e.g. 5 = highly elevated... 1 = calm)
- **setting events** – events that establish a higher probability that a behaviour will occur. Examples include hunger, sleepiness, hallway movement...
- **triggers (antecedents)** – events that occur just prior to an undesired behaviour. Examples include being touched, being called to answer a question in class, being told "no", being 'bumped' in the hallway...
- A **personal inventory** can take on a variety of forms: collage, checklist, drawing, portfolio, journal...

## Content – Elaborations

- **setting events** – events that establish a higher probability that a behaviour will occur. Examples include hunger, sleepiness, hallway movement...
- **triggers (antecedents)** – events that occur just prior to an undesired behaviour. Examples include being touched, being called to answer a question in class, being told "no", being 'bumped' in the hallway...
- **principles of whole body communication** – including physical space, use of eyes, facial expression, rules of touch... See **active listening strategies** and **non-verbal communication skills** above.
- **rules** – socially understood boundaries of interaction that are based on cultural and individual context.
- **indicators** – social signals... both implicit and explicit
- **four functions of behaviour** – from 'functional behaviour assessment' language: Attention, Escape, Sensory, Tangible
- **positive social choices** – decisions that lead to acceptance and engagement of those with whom an individual interacts

## Content – Elaborations

- **self-regulation strategies** are any techniques that address the needs of the five senses ('sensory diet') and/or assessment of personal elevation or de-escalation needs. Specific strategies are available to be taught; examples include 'Mindfulness', 'Zones of Regulation' and the 'Alert System'.

### Recommended Instructional Components:

- Direct teacher based instruction
- Interactive instruction
- Cross-curricular teacher collaboration on learning goals
- Social stories
- Independent instruction
- Fiction (storybooks/novels/comics)
- Roleplay
- Modeling
- Games
- Social stories and scripts
- Brainstorming
- Graphic organizer and communication tools
- Check-in/Check-out
- Group work
- Student handouts
- Discussion
- Interviews

### Recommended Assessment Components:

- Self-Assessment
- Performance Assessment
- Student portfolio
- Cross-curricular goal based checklists
- Support and/or I.E.P. programming objectives and strategies outcomes
- Student conference
- I.E.P. review and program planning

### Assessment details

Student evaluation includes self-assessment & teacher assessments of:

- in class acquisition & use of communication and abstract thinking skills in structured situations
- application of skills & strategies in classroom daily work activities
- application of skills & strategies outside of the classroom
- self-monitoring of skills, strategies, and stress levels

- self-advocacy through communication
- teacher observation based on established rubrics / rating scales
- student reports
- checklists
- teacher and student (self-rating) rating scales

### Learning Resources:

- ***Navigating the Social World*** by Jeanette McAfee
- ***Tribes: A process for Social Development and Cooperative Learning*** by Jeanne Gibbs
- ***The Social Skills Picture Book for the High School and Beyond*** by Dr. Jed Baker
- ***Skillstreaming the Adolescent*** by Goldstein & McGinnis
- ***Social Thinking Thinksheets for Teens and Tweens: Learning to read between the Social Lines*** by Michelle Garcia Winner
- ***Social Skills for the Secondary Students with Special Needs*** by Darlene Mannix
- ***"Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward" (2015) Province of British Columbia***
- ***The Walker Social Skills Curriculum – The ACCESS Program*** by Hill M. Walker et al
- ***The New Social Story Book*** by Carol Gray
- ***"Be Cool"*** video series
- ***"Friendzee"*** and other Social Skills games
- ***Exploring Feelings: Cognitive Behaviour Therapy to Manage Anxiety*** by Tony Attwood
- ***Exploring Feelings: Cognitive Behaviour Therapy to Manage Anger*** by Tony Attwood
- ***"Gray's Guide to Bullying"***, Jenison Autism Journal
- ***"Planning and Support for Students with Autism Spectrum Disorder"*** POPARD
- ***Teaching Friendship Skills*** by Pat Huggins, Larry Moen, and Donna Wood Manion
- ***Communication Skills for Teens: How to Listen, Express, and Connect for Success*** by Dudley Cahn
- ***Inside Out: What Makes a Person with Social Cognitive Deficits Tick?*** by Michelle Garcia Winner
- ***Thinking About You, Thinking about Me*** by Michelle Garcia Winner
- ***Think Social: A Social Thinking Curriculum for School-Age Students*** by Michelle Garcia Winner
- ***Worksheets for Teaching Social Thinking and Related Skills*** by Michelle Garcia Winner

### Additional Information:

This course was originally developed by teachers in the Quesnel School District (SD #28), as a Board Authority/Authorized course in 2005. The Ministry of Education approved the course (course code YPSI 10, 11 and 12) after its organizational, instructional, and assessment components were adapted and revised by the Maple Ridge-Pitt Meadows School District (SD #42) in 2008. This update takes into considerations opportunities presented through the redesigned curriculum language and structure.



## Board/Authority Authorized Course Framework: Textile Arts and Crafts 10

|  |   |
|--|---|
| <b>School District/Independent School Authority Name:</b> The Board of Education of School District No. 42<br>Maple Ridge-Pitt Meadows | <b>School District/Independent School Authority Number</b> School District No. 42 |
| <b>Developed by:</b><br>Andrea Humer   | <b>Date Developed:</b><br>January 28, 2018  |
| <b>School Name:</b><br>Westview Secondary School   | <b>Principal's Name:</b><br>Kristi Blakeway                                       |
| <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><br>Textile Arts and Crafts 10  | <b>Grade Level of Course:</b><br>10   |
| <b>Number of Course Credits:</b><br>4  | <b>Number of Hours of Instruction:</b><br>120 hours                               |

### Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required: Sewing machines, sergers, projectors, irons and ironing boards, beading and weaving looms and other supplies specific to the crafts. The room should be equipped with a water source. Teacher or resource person will need experience in using a sewing machine and serger. Teacher or resource person will need experience in a variety of Textile Crafts.

**Course Synopsis:** This is a projects-based course where students learn by using various equipment and techniques to create textiles items. In the process, students design, produce and evaluate their projects. This course provides students with an opportunity to learn a variety of Textiles crafts, while developing an understanding of the history and cultural significance of said crafts. Special consideration will be given to the crafts of the First People's people including beading, looming, button blankets, and knitting. How technology has affected the production of these crafts will also be studied.

**Goals and Rationale:**

This course has been developed to support and encourage students to explore a wide variety of Textile Arts. There will be an emphasis on some of the First People's culture and craft. By the end of the course, students will have developed an appreciation for the work and beauty of Textile Arts and an understanding of the cultural, historical and economic significance of the crafts. TAC 10 will provide students with an opportunity to express themselves creatively. Hopefully, this will lead to a lifelong appreciation and interest in textile arts. Students of both genders are encouraged to enroll and follow their own interests, as success in this area is attainable for all students.

**Aboriginal Worldviews and Perspectives:**

Declaration of Aboriginal Worldviews and Perspectives:

- Community involvement
- The Power of Story
- Experiential Learning
- Leadership
- A positive learner-centered approach
- Community Engagement
- Learning involves patience and time
- Learning is holistic, reflexive, reflective, experiential and relational

**BIG IDEAS**

|  |   |   |  |  |
|--|---|---|--|--|
|  | Complex tasks require the sequencing of skills. | Complex tasks require different technologies and tools at different stages. | Culture, history and technology have played an important role in the evolution of Textile Arts and Crafts. | Various Textile Arts have played an important role in the First People's cultural traditions |
|--|---|---|--|--|

**Learning Standards**

| Curricular Competencies   | Content  |
|---|--|
| <p>Students are expected to do the following:</p> <ul style="list-style-type: none"> <li>•research how fabric was first made and how clothing was first made- and how production has changed over time</li> <li>•engage in a period of time of researching and ideating in order to understand design opportunities within various Textile Crafts</li> <li>•research the history of each specific Textile Art in order to understand its relevance in various cultures; including First People's culture</li> <li>•choose a specific design to pursue, demonstrating competence of the specific Textile Art chosen, using the Design Thinking Process: Define, Ideate, Prototype, Text, Make, Share</li> <li>•Engage in reflection and alter or redesign project as new ideas are generated.</li> <li>•identify equipment needed and demonstrate correct use of equipment selected for specific Textile Art</li> <li>•make a step by step plan for production and carry it out, making changes as needed</li> <li>•identify and use appropriate tools, technologies, materials and processes for production</li> <li>•evaluate how the land, natural resources, and culture influence the development and use of tools and techniques.</li> </ul> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>•Textile Arts and Crafts such as beading, basket making, weaving, button blankets, knitting- including their origins, characteristics and history</li> <li>•hand and machine construction techniques for creating crafts, including First Peoples textile practices.</li> <li>•strategies for designing the craft project.</li> <li>•principles of design used in the design of the craft item</li> <li>•how technology has affected the production of the craft in the last 100 years</li> <li>•the impact of Textile Crafts on First People's culture and economy</li> <li>•identify how technology has changed the Textile Art created</li> <li>•role of woman in Textile Arts and Crafts, the significance within their culture and how it has generated economy and empowerment.</li> <li>•understand appropriation and its role in culture and craft of Indigenous peoples.</li> </ul> |

## Big Ideas – Elaborations

**Textile Arts and Crafts:** are arts and crafts that use plant, animal or synthetic fibers to construct decorative or practical objects.

## Curricular Competencies – Elaborations

- demonstrate competence:** students will demonstrate their skill to small groups of students
- research:** seeking knowledge from other people as experts (First Peoples Elders) secondary sources, and collective pools of knowledge in communities and collaborative atmospheres.
- empathetic observation:** aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people.
- defining:** setting parameters
- constraints:** limiting factors such as task or use requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred
- ideating:** forming ideas or concepts
- plan:** for example, pictorial drawings, sketches, flow charts
- sources of feedback:** may include peers, users; keepers of traditional cultural knowledge and approaches, including those of First Peoples; and other experts
- technologies:** things that extend human capabilities
- share:** may include showing to others, use by others, giving away
- product:** for example, a physical product, a process, a system, a service or a designed environment

## Content – Elaborations

- **Textile Arts and Crafts:** is the process of creating something using fibers gained from sources like plants, animals, insects, or synthetic materials
- **origins:** original source, raw materials, countries that are major producers of the various Textiles Arts
- **altering:** changing the direction of the project, based on self-reflection
- **design principles:** including balance, proportion, rhythm and movement, harmony and scale
- **appropriation:** is the adoption of certain elements from another culture without the consent of people who belong to that culture.

### Recommended Instructional Components:

- Experiential learning
- \* Direct instruction
- Brainstorming
- Demonstrations
- Modelling
- Peer teaching
- Reflective Writing
- Guest Craftspeople

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

- creating an artifact as evidence
- teaching someone a craft

Basic criteria will be developed for each technique and appropriate standards will be demonstrated. Students will personalize the criteria for their individual projects and samples. Students also self-evaluate: management of time, equipment and work space and conference with teacher to come to a consensus on grade for samples and projects. Additional criteria might include: planning, application of design elements, commitment to project, skills in using equipment and handling materials, mastery of required techniques, creativity, originality, effective presentation of project.

- self-reflection based on evidence of learning
- portfolio of samples
- Skills based assessment based on rubrics, verbal and written feedback
- "final" design your own" project
- this will involve students design, creating and evaluation their own project
- this will also include a presentation and demonstration to the class
- samples
- this project will also involve information on the history of the craft and how technology will affect the craft in the future

## **Learning Resources:**

### **Books:**

- Learning to Weave, Deborah Chandler, 2009
- Working With Wool: A Coast Salish legacy and the Cowichan Sweater, Sylvia Olsen, 2010
- Salish Indian Sweaters, Priscilla Gibson-Roberts, 1989
- The Beader's Bible, Dorothy Wood, 2008
- On the Loom: A Modern Weaver's Guide, Maryanne Moodie, 2016
- Re-Awakening Ancient Slasih Sea Basketry: Fifty Years of Basketry Studies in Culture and Science, Ed Carriere, Dale R. Croes, 2017
- The Complete Illustrated Guide to Beading and Making Jewelry: A Practical Visual Handbook of Traditional and Contemporary Techniques, including 175 Creative Projects Shown Step by Step, Ann Kay, Lucinda Ganderton, 2014
- Vogue Knitting, Vogue Knitting Magazine, 1989
- Vogueknitting.com
- juliexstitch.com
- You tube: How to videos for the specific crafts
- Aboriginal resource people within school district and community

### **Additional Information:**



**ITEM 7**

To: **Board of Education**

From: Superintendent  
Sylvia Russell

Re: **SUPERINTENDENT'S UPDATE**

Date: February 21, 2018  
(Public Board Meeting)

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**Information**

**RECOMMENDATION:**

**THAT the Board receive the Superintendent's Verbal Update, for information.**

**RECORD**

Pursuant to provisions of 72 (1) of the *School Act*, the following report is a general statement of: (a) matters discussed; and (b) the general nature of decisions resolved at the following meetings from which persons other than Trustees or officers of the Board, or both were excluded:

**January 24, 2018 Closed**

|                                      |                                      |
|--------------------------------------|--------------------------------------|
| Call to Order                        | Meeting called to order at 1:50 p.m. |
| Motion of Exclusion                  | Approved                             |
| Approval of Agenda                   | Approved as amended                  |
| Approval of Minutes                  | Approved as circulated               |
| Superintendent Decision Item         | Approved                             |
| Secretary Treasurer Decision Items   | Approved                             |
| Board Committees                     | Approved                             |
| Chairperson Information Items        | Received                             |
| Superintendent Information Items     | Received                             |
| Secretary Treasurer Information Item | Received                             |
| Board Committees                     | Received                             |
| Trustee Reports                      | Received                             |
| Motion to Extend                     | Approved                             |
| Trustee Reports                      | Received                             |
| Adjournment                          | Meeting adjourned at 4:35 p.m.       |