

**BOARD OF EDUCATION
SD NO. 40 (NEW WESTMINSTER)
REGULAR OPEN MEETING
OF THE BOARD**

Tuesday, June 26, 2018

7:30pm – School Board Office

**811 Ontario Street, New Westminister
(corner of 8th Street and Royal Avenue)**

AGENDA

**The New Westminister School District recognizes and acknowledges the
Qayqayt First Nations, as well as all Coast Salish peoples on whose traditional and unceded
territories we live, we learn, we play and we do our work.**

1. ADOPTION OF THE AGENDA

2. APPROVAL OF THE MINUTES

- a. Approval of Minutes from the May 29, 2018 Regular Meeting *Encl. Pg. 1*
- b. Business Arising from the Minutes

3. DELEGATIONS

Sharon Domaas, Laurie Molstad, Kathy Richardson, Peggy Woodruff and
Gary Johanson from the not-for-profit Burnaby Association for South East Side
Thrift Store (BASES) re Support of New Westminister Schools After-School Programming

4. COMMENT & QUESTION PERIOD FROM VISITORS

5. CORRESPONDENCE

- a. Letter from Joanne Fisher re Parking on Salter Street (QE Elementary) &
Board of Education Response *Encl. Pg. 5*
- b. Invitation from Arts Council of New Westminister – 15th Annual New West
Cultural Crawl – August 11 & 12, 2018 *Encl. Pg. 9*

6. BOARD COMMITTEE REPORTS

a. Education Policy & Planning Committee, June 5, 2018

- i. Comments from the Committee Chair, Trustee Ewen
- ii. Approval of the June 5, 2018 Education Policy and Planning
Committee Minutes *Encl. Pg. 10*

***Recommendation: THAT the Board of Education of School District No. 40
(New Westminister) approve the minutes from the June 5, 2018 Education
Policy & Planning Committee meeting.***

b. Operations Policy and Planning Committee, June 12, 2018

- i. Comments from the Committee Chair, Trustee Janzen
- ii. Approval of the June 12, 2018 Operations Policy and Planning Committee Minutes

Encl. Pg. 12

Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the June 12, 2018 Operations Policy & Planning Committee meeting.

- iii. Orange Shirt Week

Recommendation: THAT the Board of Education for School District No. 40 (New Westminster) acknowledge Orange Shirt Week from September 24 - September 28, 2018 and encourages staff and student participation.

7. REPORTS SENIOR MANAGEMENT**a. Superintendent Report (K. Hachlaf)****b. Approve Terms of Engagement with Auditor & Audit Plan (T. Stoneman)**

Recommendation: THAT the Board of Education of School District No. 40 (New Westminster), as per the School Act, Division 8, Section 158(1), approve Terms of Engagement with KPMG^{LLP} as Auditors & Audit Plan for School District No. 40 (New Westminster) for the 2018-2019 fiscal year

c. Five-Year Capital Plan (T. Stoneman)*Encl. Pg. 13*

Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the 2018-2019 Five-Year Capital Plan as outlined on the attached summary for submission to the Ministry of Education.

d. Board Authority/Authorized Courses (M. Naser)*Encl. Pg. 24*

Recommendation: THAT the Board of Education for School District No. 40 (New Westminster) approve the proposed Board Authority/Authorized Courses for the 2018/19 school year.

e. Sanctuary Schools Update (K. Hachlaf)**8. TRUSTEE REPORTS****9. QUESTION PERIOD (15 minutes)**

Questions to the Chair on matters that arose during the meeting.

10. NOTICE OF MEETINGS

September 11, 2018: Education Policy & Planning Committee, 7:30pm – **TBD**
September 18, 2018: Operations Policy & Planning Committee, 7:30pm – School Board Office
September 25, 2018: School Board Meeting, 7:30pm – School Board Office

11. REPORTING OUT FROM IN-CAMERA MEETING**12. ADJOURNMENT**

**MINUTES OF THE REGULAR OPEN MEETING
OF THE NEW WESTMINSTER BOARD OF EDUCATION
HELD TUESDAY, MAY 29, 2018 AT 7:30 PM
SCHOOL BOARD OFFICE
811 ONTARIO STREET, NEW WESTMINSTER**

PRESENT	Jonina Campbell, Trustee	Bev Rundell, Interim Superintendent
	Casey Cook, Trustee	Karim Hachlaf, Associate Superintendent
	Michael Ewen, Trustee	Teri Stoneman, Interim Secretary-Treasurer
	Mark Gifford, Chair	Belinda Scott, Director, Programs & Planning
	James Janzen, Trustee	Maryam Naser, Director, Instruction, Learning & Innovations
	Kelly Slade-Kerr, Vice Chair	Caroline Manders, Recording Secretary
REGRETS	Mary Lalji, Trustee	

The New Westminister School District recognizes and acknowledges the Qayqayt First Nations, as well as all Coast Salish peoples, on whose traditional and unceded territories we live, we learn, we play and we do our work.

1. ADOPTION OF THE AGENDA

Item added as 6.a. Superintendent Update.

Moved and Seconded

2018-063

THAT the Board of Education of School District No. 40 (New Westminister) adopt the agenda as amended for the May 29, 2018 Regular School Board meeting.

Carried Unanimously

2. APPROVAL OF THE MINUTES

a. Approval of Minutes from the April 24, 2018 Regular Meeting

Moved and Seconded

2018-064

THAT the Board of Education of School District No. 40 (New Westminister) approve the minutes from the April 24, 2018 Regular School Board meeting.

Carried Unanimously

b. Business Arising from the Minutes
None.

3. COMMENT & QUESTION PERIOD FROM VISITORS

a. École Glenbrook Middle School – CPF Concours Winners, Hannah Brine and Monika Arcadi, were invited to address the Board.

Members of the audience were invited to address the Board.

4. CORRESPONDENCE

Correspondence was reviewed.

Moved and Seconded

2018-065

THAT the Board of Education of School District No. 40 (New Westminister) direct staff to provide the City's detailed report on the development of 838 Ewen Avenue, New Westminister at a future Operations Policy and Planning Committee meeting.

Carried Unanimously

5. BOARD COMMITTEE REPORTS

a. Education Policy & Planning Committee, May 1, 2018

- i. Comments from the Committee Chair, Trustee Ewen.
Education Policy and Planning Committee Chair Ewen provided a brief overview of the May 1, 2018 meeting.
- ii. Approval of the May 1, 2018 Education Policy and Planning Committee Minutes.

Moved and Seconded

2018-066

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the May 1, 2018 Education Policy & Planning Committee meeting.

Carried Unanimously

b. Operations Policy and Planning Committee, May 8, 2018

- i. Comments from the Committee Chair, Trustee Janzen.
Operations Policy & Planning Committee Chair, Trustee Janzen provided a brief overview of the May 8, 2018 meeting.
- ii. Approval of the May 8, 2018 Operations Policy and Planning Committee Minutes

Moved and Seconded

2018-067

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the May 8, 2018 Operations Policy & Planning Committee meeting.

Carried Unanimously

6. REPORTS FROM SENIOR MANAGEMENT

a. Superintendent Update (K. Hachlaf)

The Superintendent, Karim Hachlaf, provided an update.

b. Administrative Procedures & Forms Update (Directors, Learning Services)

Revised and new Administrative Procedures and Forms were reviewed. The Administrative Procedures Manual will be updated accordingly. Motion not required.

c. Signing Authority (T. Stoneman)

Moved and Seconded

2018-068

THAT the Board of Education of School District No. 40 (New Westminster) approve the motions pertaining to Signing Authority as one motion.

Carried Unanimously

Moved and Seconded

2018-069

THAT the Board of Education of School District No. 40 (New Westminster) approve the signing authority of Karim Hachlaf, Superintendent of Schools, and Teri Stoneman, Interim Secretary-Treasurer; AND THAT the signing authority of Bev Rundell, former Interim Superintendent of Schools, and Kevin Lorenz, former Secretary-Treasurer be repealed, effective immediately.

AND

THAT the Board of Education of School District No. 40 (New Westminster) approve the signing authority of Karim Hachlaf, Superintendent of Schools, and Kim Morris, Secretary-Treasurer; AND THAT the signing authority of Teri Stoneman, former Interim Secretary-Treasurer be repealed, effective July 2, 2018.

Carried Unanimously

d. Bank Account – Bank of Montreal (BMO) (T. Stoneman)

Moved and Seconded

2018-070

THAT the Board of Education of School District No. 40 (New Westminster) approve the Bank of Montreal Banking Resolution/Bylaw to establish two District bank accounts to accommodate Visa/MasterCard credit card transactions for School Cash Online Account & Program.

Carried Unanimously

e. Revised Board Policy 7 & Appendix A Trustee Elections Bylaw (T. Stoneman)

Moved and Seconded

2018-071

THAT the Board of Education of School District No. 40 (New Westminster) replace the existing version of Board Policy 7 'Board Operations' and Policy 7 Appendix A 'Trustee Elections Bylaw' and replace it with the amended version; AND that the Board Policy Manual be updated accordingly.

Carried Unanimously

f. Trustee Elections Bylaw (T. Stoneman)

Moved and Seconded

2018-072

Recommendation #1: THAT the Board of Education of School District No. 40 (New Westminster) accept three readings, reconsideration and final approval of the Trustee Elections Bylaw 2018-TE-SD40-02.

Carried Unanimously

Moved and Seconded

2018-073

Recommendation #2: THAT the Board of Education of School District No. 40 (New Westminster) approve first and second reading of the Trustee Elections Bylaw 2018-TE-SD40-02.

Carried Unanimously

Moved and Seconded

2018-074

Recommendation #3: THAT the Board of Education of School District No. 40 (New Westminster) approve the third reading, reconsideration and final adoption of the Trustee Elections Bylaw 2018-TE-SD40-02 as presented.

Carried Unanimously

g. Board Policy 1 District Foundational Statements – New in 2018 (K. Hachlaf)

Formally adopted by the Board at the January 30, 2018 meeting, the District Foundational Statements have now been included in the Board Policy Manual as Policy 1.

Moved and Seconded

2018-075

THAT the Board of Education of School District No. 40 (New Westminster) accept the new Board Policy 1 'District Foundational Statements'; AND that the Board Policy Manual be updated accordingly.

Carried Unanimously

7. TRUSTEE REPORTS

Trustees shared their reports of the various meetings and events they attended over the past month.

8. QUESTION PERIOD (15 minutes)

The public were given the opportunity to ask questions on matters that arose during the meeting.

9. NOTICE OF MEETINGS

June 5, 2018: Education Policy & Planning Committee, 7:30pm – New Westminster
Secondary School

June 12, 2018: Operations Policy & Planning Committee, 7:30pm – School Board Office

June 26, 2018: School Board Meeting, 7:30pm – School Board Office

10. REPORTING OUT FROM IN-CAMERA MEETING

None to report.

11. ADJOURNMENT

The meeting adjourned 8:45 pm.

Chair

Secretary-Treasurer

From: [Caroline Manders](#)
To: [Joanne and Barry Fisher](#)
Cc: [Board of Education](#); [Karim Hachlaf](#); [Teri Stoneman](#)
Subject: RE: Parking on Salter Street near Queen Elizabeth Elementary School
Date: Thursday, May 31, 2018 2:48:35 PM
Attachments: [Ltr-Joanne Fisher-Parking on Salter St. QE Elementary 180531.doc.pdf](#)

Good afternoon Mrs. Fisher,

On behalf of Chair Mark Gifford, Board of Education, New Westminster Schools, please see the attached letter of response regarding the matter as outlined in your email correspondence below.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



Phone: 604-517-1823
Email: cmanders@sd40.bc.ca
Website: <http://newwestschools.ca/>

-----Original Message-----

From: Joanne and Barry Fisher
Sent: Friday, May 25, 2018 3:58 PM
To: jcote <jcote@newwestcity.ca>; Board of Education; Beverley Rundell; djones@nwpolice.org; djansen@nwpolice.org; mtrentadue <mtrentadue@newwestcity.ca>; cpuchmayr <cpuchmayr@newwestcity.ca>
Cc: Paul Manville
Subject: Parking on Salter Street near Queen Elizabeth Elementary School

Good afternoon,

My granddaughter is a kindergarten student at Queen Elizabeth Elementary School. School begins at 8:55 am, and students and their parents/grandparents/caregivers generally begin arriving at about 8:45 am; these parents/grandparents/caregivers and must wait with the children outside until the doors open at 8:55 am.

It has come to my attention that for the past while police personnel have been dispatched to the school before 8:55 am and have engaged with those dropping off children who leave their cars on the south side of Salter Street, which is designated for "drop off". I understand that police personnel have suggested that parents "teach their children to cross the street", implying that parents allow the children to cross on their own so that the parents can then pull away from the designated drop off area.

The door at the southeast corner of the school accesses the kindergarten area of the school. It is unacceptable and a serious safety concern to expect these children to cross the street and wait alone until school personnel unlock the door; children of this age must be supervised until the school doors open. Additionally, the north side of Salter east of the school is a no parking area. These parking restrictions give those dropping off and picking children up poor alternatives.

Apparently police have threatened to ticket cars parked on the south side of Salter during the short periods of drop off and pick up. Why is this an issue? Surely it is paramount that adults take proper care of the children in their charge, and such short term parking should be of no concern.

Why not designate these two areas for drop off from 8:45 am to 9:05 am and pick up from 2:45 pm to 3:05 pm? This would greatly benefit the school community. If such accommodations cannot be made, and police continue to threaten ticketing, it is incumbent on the school board and/or the police department to provide a safe situation for these students.

As a resident of the area, I think that the time and efforts of police personnel can be put to much more important use. Often cars speed on both Salter Street and Ewen Avenue. Our windows face Ewen, and we are frequently disturbed by gunning engines and screeching tires, both early in the morning and in the evenings. A police presence to deter such unlawful and dangerous behaviour would benefit our community.

Given the enormous development in Queensborough, more and more children will be attending the local schools. As the school year comes to a close, I urge you all to seriously consider how this problem can be resolved so that an improved policy which does not endanger children is in place for the 2018-2019 school year.

I look forward to responses to my concerns.

Sincerely,

Joanne Fisher

>

>

> Sent from my iPhone

BOARD OF EDUCATION**Sent via Email**

May 31, 2018

Joanne Fisher
Concerned Grandparent

Dear Mrs. Fisher:

Re: Parking on Salter Street Near Queen Elizabeth Elementary School

Thank you for your letter to the New Westminster Board of Education dated May 25, 2018.

The Board welcomes correspondence from the community and values feedback it receives on safety and educational priorities in our District.

We note that Chief Constable David Jones of the New Westminster Police has been in touch with you regarding this matter. The topic of traffic safety as it pertains to Queen Elizabeth Elementary School and Queensborough neighbourhood will be brought forward at an upcoming City of New Westminister Neighbourhood Traffic Advisory Committee meeting.

Should you have immediate questions, please feel free to contact our Interim Secretary-Treasurer Teri Stoneman tstoneman@sd40.bc.ca. She will be able to direct you to appropriate staff to answer your inquiries.

Yours truly,

*(signature removed
for distribution)*Mark Gifford
Chair, New Westminister Board of Educationcc: New Westminister Board of Education
Teri Stoneman, Interim Secretary-Treasurer

From: Joanne and Barry Fisher
To: [Mark Gifford](#)
Cc: [Caroline Manders](#); [Teri Stoneman](#); [David JONES](#); [Paul Manville](#)
Subject: Safe Drop-off and Pick-up at Queen Elizabeth Elementary School
Date: Thursday, May 31, 2018 7:43:06 PM

Dear Mr. Gifford,

Today I received a message from Caroline Manders, an Executive Assistant at the school board, in which she forwarded a brief letter from you suggesting that I contact Teri Stoneman regarding my above concern, and I will definitely do as you have suggested.

As Ms Manders mentioned in her message to me, I have exchanged messages with Chief Constable Dave Jones of the New Westminster Police Department regarding the above. The overriding concern regarding drop-off and pick-up at Queen Elizabeth Elementary School ***must be the safety of the children of Queensborough***. I certainly am hopeful that between the police department, the Board of Education, and the school staff an appropriate solution to this problem will be reached.

I note that the September 29, 2014 edition of the *New West Record* reported on your candidacy for the school board. In that article, you are quoted as follows:

I've seen the powerful difference public schools can make in the life of a child, youth or family. I believe I offer specific experience and values that will help make our schools stronger for everyone," Gifford said in a press release. "I want to help build more inclusive, engaged, and high-performing schools.

I was pleased to read your words, with which I agree entirely. Queensborough is a very multicultural neighbourhood, and the common denominator for success in any such area is good public education. In addition to being a parent and a grandparent, I am a retired secondary school Head of Department (in the Greater Toronto Area, from which we moved in May 2016), and during my career in the "ed biz" I also taught intermediate grades.

As a parent, grandparent and educator, I know that our schools are of utmost importance to the future of any community's children, and for a successful school experience, a safe environment is essential, both inside the schools and out. Parents and caregivers must be allowed to bring the children in their charge to schools safely, and proper drop-off and pick-up procedures are essential.

Different schools and different neighbourhoods have different needs. Given that Queensborough continues to be an area of significant development, safety concerns for the children in our community is a great concern. Surely the School Board, the municipality and the police department can arrange a safe way for children to be dropped off at school and picked up from school. Our community deserves nothing less.

Sincerely,

Joanne R. Fisher



ARTS COUNCIL OF NEW WESTMINSTER

PO Box 16003, New Westminster, BC V3M 6V6

info@acnw.ca | acnw.ca | 604-525-3244

June 11, 2018

Board of Education
New Westminster School District 40
811 Ontario Street
New Westminster, BC
V3M 0J7

Dear Chair Mark Gifford and Board,

August 11th & 12th 2018 marks the weekend of the 15th Annual New West Cultural Crawl. The Cultural Crawl is a visual arts and cultural event that celebrates New Westminster's creative character and diversity. It is a cultural experience that exists throughout the city's five distinct neighbourhoods

We would like to invite you to attend the opening reception on **August 10, 2018** from **5:00pm – 7:00pm** at the **Anvil Centre Community Art Space**. This event will also feature the opening of the **"Worlds of Light & Shadow"** exhibition by Artists in the Boro at the Community Art Space. There will also be the opportunity to view artwork by other artists that will be taking part in the Crawl. Join our talented team of volunteers that will assist you in planning your own route through the Crawl.

We thank you for considering this invitation and look forward to your attendance.

Sincerely,

Stephen O'Shea
Executive Director

**MINUTES OF THE NEW WESTMINSTER BOARD OF EDUCATION
EDUCATION POLICY & PLANNING COMMITTEE
HELD TUESDAY, JUNE 5, 2018 AT 7:30 PM
NEW WESTMINSTER SECONDARY SCHOOL (NWSS)
835 EIGHTH STREET, NEW WESTMINSTER**

PRESENT	Casey Cook, Trustee Michael Ewen, Trustee Mark Gifford, Chair James Janzen, Trustee	Karim Hachlaf, Superintendent Maryam Naser, Associate Superintendent Teri Stoneman, Interim Secretary-Treasurer Lorena Jones, Learning and Innovation (NWSS)
REGRETS	Jonina Campbell, Trustee Mary Lalji, Trustee Kelly Slade-Kerr, Vice Chair	Brenda Kwok – Social Studies & the Redesigned Curriculum Jeff Melville, Visual and Performing Arts – Photography and the Learning Commons Garry Pattern – Applied Design Skills Technology Laura Roberts, Vice Principal Grade 12/International Steve Watkins and Peter Ha – Math Caroline Manders, Recording Secretary

Chair Ewen recognized and acknowledged the Qayqayt First Nations, as well as all Coast Salish peoples, on whose traditional and unceded territories we live, we learn, we play and we do our work.

1. ADOPTION OF THE AGENDA

New item added 3c. Board Authority/Authorized Courses Overview.

Moved and Seconded

THAT the agenda for the June 5, 2018 Open Education Policy and Planning Committee meeting be adopted as amended.

Carried Unanimously

2. PRESENTATIONS - NWSS

Laura Roberts, Vice Principal Grade 12/International, welcomed the Board of Education and NWSS staff. The presenters and their topics were introduced:

- **Learning and Innovation – L. Jones**
Appreciative Inquiry is a philosophy for change and provides the students an opportunity to explore the 4 D's: Discovery, Dream, Design and Destiny. Students set the bar for inter-connective thinking and collaboration.
- **Social Studies and the Redesigned Curriculum – B. Kwok**
The new curriculum supports the students' knowledge and their understanding of the subject matter. Projects are based on positive inquiry by the student, which creates more engagement as they explore the answer.
- **Visual and Performing Arts – Photography and the Learning Commons - J. Melville**
A new course, photography and digital media, has been quite successful. The course provides an opportunity for the students to try new techniques with photography and develop their digital style using industry-standard technology.
- **Math – S. Watkins and P. Ha**
An overview of how the math department and curriculum has evolved over the past five years was highlighted. Teachers now have more autonomy to tailor courses to the students. The near future will include experimentation with computer-based math and programming software. Increased cross-curricular collaboration and guided inquiry.

- **Applied Design Skills & Technology (ADST) and Apprenticeship – G. Pattern**

ADST includes a full complement of trades and applied design skills. Cross-department partnerships have developed by creating and building musical instruments for the music program and community projects such as building planter boxes for gardens at other District schools.

3. REPORTS FROM SENIOR MANAGEMENT

a. Update on SOGI Initiatives

Superintendent Karim Hachlaf provided an update.

b. Student Leadership Position Update

Superintendent Karim Hachlaf provided an update.

c. Board Authority/Authorized Courses Overview

Associate Superintendent Maryam Naser provided an overview of seven existing Grade 10 Board Authority/Authorized courses, which have been re-aligned to the new curriculum. A recommendation to formally approve the changes will be brought forward at the June 26, 2018 Board meeting.

4. GENERAL ANNOUNCEMENTS

None.

5. NEW BUSINESS

None.

6. ADJOURNMENT

The meeting adjourned at 9:35pm.

**MINUTES OF THE NEW WESTMINSTER BOARD OF EDUCATION
OPERATIONS POLICY & PLANNING COMMITTEE
HELD TUESDAY, JUNE 12, 2018 AT 7:30 PM
SCHOOL BOARD OFFICE
811 ONTARIO STREET, NEW WESTMINSTER**

PRESENT	Jonina Campbell, Trustee James Janzen, Trustee Mark Gifford, Chair Mary Lalji, Trustee Kelly Slade-Kerr, Vice Chair	Karim Hachlaf, Superintendent Maryam Naser, Associate Superintendent Teri Stoneman, Interim Secretary-Treasurer Caroline Manders, Recording Secretary
REGRETS	Casey Cook, Trustee Michael Ewen, Trustee	

Chair Janzen recognized and acknowledged the Qayqayt First Nations, as well as all Coast Salish peoples, on whose traditional and unceded territories we live, we learn, we play and we do our work.

1. ADOPTION OF THE AGENDA

Added item under New Business – 5a. Orange Shirt Week.

Moved and Seconded

THAT the agenda for the June 12, 2018 Open Operations Policy and Planning Committee meeting be adopted as amended.

Carried Unanimously

2. CORRESPONDENCE

Correspondence was reviewed.

3. REPORTS FROM SENIOR MANAGEMENT

a. Financial Update

Interim Secretary-Treasurer, Teri Stoneman presented the financial update as at April 30, 2018.

b. Operations Update

Superintendent, Karim Hachlaf provided an overview of the Operations Update. Modularity/Portables status in the District was discussed.

c. Child Care and Out-of-School Care Facilities District Feasibility Report

Director, Programs and Planning, Belinda Scott, reviewed the report with Trustees.

d. Administrative Procedure (AP) Update: AP354 – Physical Restraint & Seclusion

Associate Superintendent, Maryam Naser reviewed the amended AP354.

4. MAY DAY 2018 REPORT

Superintendent, Karim Hachlaf reviewed the May Day 2018 Report with the Committee. Visitors from the May Day Organizing Committee and the New Westminster Hyack Festival Association addressed the Committee. Next steps were discussed.

5. NEW BUSINESS

a. Orange Shirt Week

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) acknowledge Orange Shirt Week from September 24-September 28, 2018 and encourages staff and student participation.

Carried Unanimously

6. ADJOURNMENT

The meeting adjourned at 9:08 pm.



Submission Date (yyyy-mm-dd)	2018/06/30
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Primary Contact

Long Range Facilities Plan

Total	\$	500,000	\$	-	\$	-	\$	-	\$	-	\$	500,000
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Ministry of Education - Capital Management Branch

Submission Date (yyyy-mm-dd)	2018/06/30
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EXPANSION PROGRAM (EXP) Projects - 2019/20 Call for Projects (Five-Year Capital Plan Submission)

Primary Contact	Name	Phone	Email
	Dino Stiglich	604-517-6314	dstiglich@sd40.bc.ca

	Is it Completed?	Date Completed (mm-yyyy)	Date Updated (mm-yyyy)
Long Range Facility Plan	Yes	Sep-16	Jun-18

[illegible]



Ministry of Education - Capital Management Branch

SCHOOL ENHANCEMENT PROGRAM (SEP) Projects - 2019/20 Call for Projects (Five-Year Capital Plan Submission)

Submission Date (yyyy-mm-dd) 2018/06/30

ICON DESCRIPTION

:Complete

:Incomplete

Primary Contact	Name	Phone	Email
	Dino Stiglich	604-517-6314	dstiglich@sd40.bc.ca

SCHOOL DISTRICT		PROJECT IDENTIFICATION														PROJECT SCHEDULE			PROJECT COST				SUPPLEMENTAL INFORMATION	VFA FACILITY DATABASE						
SD No.	SD Name	Identifier - Ministry Facility Code	Facility Name	Project Priority	Is this a Grouped Project?	Group Project Identifier	Community	Project Type	Project Description	Other Comments (N/A if none)	Project Benefits	Primary Driver	Prior Funding from Previous SEP (YES/NO)	Current Annual Operational/Maintenance Costs (\$)	Estimated Annual Operational/Maintenance Costs (\$)	Estimated Annual Savings (\$)	Savings Rationale	Start Date (month-yyyy)	End Date (month-yyyy)	Current Project Phase	School Enhancement Funding	SD Contribution	Third Party Contribution	Total Project Cost	Current Consultant Report	VFA Requirement - ID No.	New or Replacement	% of System Replaced (0-100)	Icon	
****The Next Three Lines are Examples****																														
5	Southeast Kootenay	12345678	ABC Elementary	1	Yes	A	Elkford	Electrical Upgrades	Energy savings and improved lighting	N/A	Energy savings and improved lighting	Energy Savings	NO	\$ 37,000	\$ 20,000	\$ 17,000	Improved lighting	May-19	Nov-19	Tender-Ready	\$ 120,000	\$ 10,000	\$ -	\$ 130,000	Yes	REQ-123456	Replacement	100		
5	Southeast Kootenay	12345678	DEF Elementary	1	Yes	A	Cranbrook	Electrical Upgrades	Energy savings and improved lighting	N/A	Energy savings and improved lighting	Energy Savings	NO	\$ -	\$ -	\$ -	Improved lighting	May-19	Nov-19	Tender-Ready	\$ 130,000	\$ 5,000	\$ -	\$ 135,000	Yes	REQ-123456	Replacement	100		
5	Southeast Kootenay	12345678	GHI Elementary	1	Yes	A	Fernie	Electrical Upgrades	Energy savings and improved lighting	N/A	Energy savings and improved lighting	Energy Savings	NO	\$ -	\$ -	\$ -	Improved lighting	May-19	Nov-19	Tender-Ready	\$ 125,000	\$ 15,000	\$ -	\$ 140,000	Yes	REQ-123456	Replacement	100		
40	New Westminster	4040013	Glenbrook Middle School	1	No	A	New Westminster	Mechanical Upgrades	Replace rooftop gas fired airhandlers	Boilers replaced 2018	natural gas savings	Energy Savings	NO	\$ 12,719	\$ 9,539	\$ 3,180	natural gas savings	Feb-19	Sep-19	Tender-Ready	\$ 528,000	\$ 300,000	\$ -	\$ 828,000	Yes	REQ-114172	Replacement	80		
40	New Westminster	4040001	Lord Kelvin Elementary	2	No	B	New Westminster	Mechanical Upgrades	replacement of boilers and gas fired furnaces	Boilers and air handlers replaced	Natural gas savings	Energy Savings	NO	\$ 17,311	\$ 11,252	\$ 6,059	new boilers and air handlers	Feb-19	Sep-19	Tender-Ready	\$ 900,000	\$ 500,000	\$ -	\$ 1,400,000	Yes	REQ-103665	Replacement	100		
40	New Westminster	4040002	Herbert Spencer Elementary	3	No	C	New Westminster	Flooring Upgrades	Replacing old flooring with new	N/A	saftey	System Renewal	NO	\$ 1	\$ 1	\$ -	improving flooring	Jun-19	Aug-19	Tender-Ready	\$ 170,000	\$ -	\$ -	\$ 170,000	No	REQ-103666	Replacement	100		
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CARBON NEUTRAL CAPITAL PROGRAM (CNCP) Projects - 2019/20 Call for Projects

Primary Contact	Name	Phone	Email
	Dino Stiglich	604-517-6314	dstiglich@sd40.bc.ca

SCHOOL DISTRICT			PROJECT IDENTIFICATION						VFA FACILITY DATABASE				PROJECT COST				PROJECT SCHEDULE			ENERGY COST SAVINGS			ENERGY AND EMISSION REDUCTIONS										SUPPLEMENTAL INFORMATION																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
SD No.	SD Name	Identifier - Ministry Facility Code	Facility Name	Project Priority	Project Type	Project Description	Project Benefits	Additional Comments (input N/A if none)	VFA Requirement - ID No.	New or Replacement	% of System Replaced (0-100)	CNCP Funding	SD Contribution	Third Party Contribution	Total Project Cost	Start Date	End Date	Current Phase	Annual Fuel Cost Savings	Annual Electricity Cost Savings	Total Cost Savings	2018 Smart Tool Emissions (TCO2e)	Fuel Type	Annual Fuel Usage Reduction (GJ)	Annual Avoided Emissions (TCO2e)	Electricity Supplier	Annual Electricity Usage Reduction (kwh)	Annual Avoided Emissions (TCO2e)	Total Annual Avoided Emissions (TCO2e)	Annual Emissions Reduction from 2018	Annual Avoided Carbon Offsets	Payback Period (years)	Energy Study Attached	Energy Study Date (yyyy-mm-dd)	Mechanical Study Attached	Mechanical Study Date (yyyy-mm-dd)	Technology Industry Proven	Technology Previously Used by SD																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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5	Southeast Kootenay	12345678	ABC Elementary	1	Lighting	LED lighting upgrade	Energy savings	N/A	REQ-123456	Replacement	100	\$ 65,000			\$ 65,000	May-19	Nov-19	Design	\$ 16,000	\$ 16,000		N/A	0	0.00	BC Hydro	190500	2.032635	2.03	0.00%	\$ 50.82	4	Yes	10/25/2017	Yes	10/25/2017	Yes	Yes																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
40	New Westminster		Herbert Spencer Elementary	1	Boiler	Boiler replacement	Energy savings	N/A	REQ-103666	Replacement	100	\$ 250,000	\$ 100,000	\$ 350,000	Apr-19	Sep-19	Concept	\$ 7,600	\$ 7,600	315.2	Natural Gas	1636.2	81.60	City of New West.		-	81.60	25.89%	\$ 2,040.06	36	No		No		Yes	Yes																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						



Ministry of Education - Capital Management Branch
PLAYGROUND EQUIPMENT PROGRAM (PEP) Projects - 2019/20 Call for Projects

Submission Date (yyyy-mm-dd)	2018/06/30
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Primary Contact:	Name	Phone	Email
	Dino Stiglich	604-517-6314	dstiglich@sd40.bc.ca

[illegible]

2019/20 5-Year Capital Plan Summary

6/20/2018

School District =

SEISMIC MITIGATION PROGRAM (SMP) PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
1	Hume Park Elementary	SMP	2 level classroom with basement 1960 seismic upgrade	\$ 500,000
GRAND TOTAL				\$ -

School District = 0

EXPANSION PROGRAM (EXP) PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
1	Queen Elizabeth Elementary	ADD	Addition of 12 more classrooms & GYM Plus 15% NLC space	\$ 18,000,000
2	New Area Elementary	SITEACQ	New - Site acquisition for future school in Fraser River Zone	\$ 25,000,000
3	0	NEW	#REF!	\$ 25,000,000
0	#REF!	0	New 40k/450 Elementary in Fraser River zone	\$ -
0	0	0	0	\$ -
0	0	0	0	\$ -
0	0	0	0	\$ -
0	0	0	0	\$ -
0 GRAND TOTAL				\$ 68,000,000

School District = 0

REPLACEMENT PROGRAM (REP) PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
0	0	0	0	\$ -
0	0	0	0	\$ -

6/20/2018

School District = 0

7 of 11

6/20/2018

School District = 0

8 of 11

2019/20 5-Year Capital Plan Summary

6/20/2018

1	Glenbrook Middle School	SEP	Replace rooftop gas fired airhandlers	\$	828,000
2	Lord Kelvin Elementary	SEP	replacement of boilers and gas fired furnaces	\$	1,400,000
3	Herbert Spencer Elementary	SEP	Replacing old flooring with new	\$	170,000
GRAND TOTAL				\$	2,398,000

School District = 0

CARBON NEUTRAL CAPITAL PROGRAM (CNC) PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
1	Herbert Spencer Elementary	CNCP	Boiler replacement	\$ 350,000
GRAND TOTAL				\$ 350,000

School District = 0

BUS ACQUISITION PROGRAM (BUS) PROJECTS				
Model Year	Current Bus Type	Request for New/Replacement Funding	Issue Description/Rationale	New/Repl. Bus Type
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
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6/20/2018

School District = 0

10 of 11

2019/20 5-Year Capital Plan Summary

6/20/2018

2	Lord Kelvin Elementary	2	Extensive rusting; some malfunctioning components; missing pieces	Standard Playground Equipment
3	FW Howay Elementary	2	Partial wood structure missing pieces	Standard Playground Equipment
4	Lord Tweedsmuir Elementary	2	Wood swing structure	Universally Accessible Playground Equipment
5	Richard McBride Elementary	1	Building new school old playground will need to be removed	Standard Playground Equipment



Supplement to: **REGULAR SCHOOL BOARD MEETING**

Date: June 26, 2018

Submitted by: Maryam Naser, Associate Superintendent

Item: **Requiring Action** Yes ☒ No ☐ **For Information** ☐

Subject: Board Authority/Authorized Courses

Background: Board Authority/Authorized (BAA) Courses are locally developed Grade 10, 11, and 12 courses that meet the graduation requirements set by the Ministry of Education. BAA courses are developed to provide learning opportunities that allow for choice and flexibility for students. BAA courses must be authorized by Boards of Education as per the requirements set out by the Ministry of Education. New Westminister School District Administrative Procedure 219 outlines the process by which BAA courses are submitted for the approval of the Board of Education.

Recommendation:

THAT the Board of Education for School District No. 40 (New Westminister) approve the proposed Board Authority/Authorized Courses for the 2018/19 school year.

ADMIN PROCEDURES MANUAL**Administrative Procedure 219**

BOARD AUTHORITY / AUTHORIZED COURSES**Background**

The District is committed to serving the diverse educational needs of students and recognizes the importance of the opportunities afforded by Board Authority / Authorized (BAA) Courses to provide unique programs, which are appropriate to the needs of students. Board Authority / Authorized Courses are locally developed Grade 10, 11, and 12 courses that meet the graduation requirements set by the Ministry of Education. To ensure that the quality of educational programs is maintained, all Board Authority / Authorized courses must be approved by Boards of Education.

Procedures

1. Requests for approval of a BAA must be submitted by the Principal on the [Ministry of Education BAA Framework template](#) to the Associate Superintendent by March 30th the year prior to the proposed implementation.
2. Requests will be adjudicated to determine whether the course will be submitted to the Board for approval or whether revisions will be required prior to submission for approval.
3. BAA Courses shall:
 - Be consistent with provincial and/or District objectives;
 - Appropriately serve the intended students, curricular area and learning outcomes;
 - Align with the Ministry curriculum to reflect the Know-Do-Understand curriculum design;
 - Not closely resemble any current course being offered within the District;
 - Have the necessary staff and resources available.
4. All proposals for BAA courses will undergo a review process on course content, design and appropriateness to the school setting. The authors of the BAA course may be requested to discuss their submission and they may be asked to make revisions before it is accepted for presentation to the Board.
5. The Superintendent shall present the accepted BAA course to the Board for its consideration for approval.
6. The Associate Superintendent or designate, will assign the course code and send an electronic copy of the BAA Course Form to Student Certification at the Ministry of Education
7. BAA courses shall be reviewed annually and courses not meeting requirements shall be retired.

SD No. 40 (New Westminster)

Adopted: May 29, 2018

Modification to this document is not permitted without prior written consent from SD No. 40 (New Westminster)

Board/Authority Authorized Courses

Quick Links to Courses

Basketball Skills 10	Page 1
Conflict Resolution	Page 8
Integrated Football Education Program	Page 14
Hockey Skills 10	Page 20
Sport Leadership & Conditioning 10	Page 26
English Language Development 10	Page 33
Leadership 10	Page 38



Board/Authority Authorized Course: Basketball Skills

School District/Independent School Authority Name: New Westminster Secondary School	School District/Independent School Authority Number (e.g. SD43, Authority #432): New Westminster School District SD40
Developed by: Roger Hamerton	May 7, 2018
School Name: New Westminster Secondary School	Principal's Name: John Tyler
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Basketball Skills – YLRA-0A-BB	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

The instructor will need a degree in human kinetics, physical education, kinesiology or the equivalent and a Bachelor's of Education. The instructor will need to have experience in coaching basketball at the high school level as well as qualifications in coaching theory and sports skill training that are specific to basketball. Instructor training in injury prevention, strength and conditioning, and first aid would be beneficial. Gym space with basketball equipment, access to the NWSS Fitness Centre, laptop computer with projector and cart. Exercise balls, resistance bands, skipping ropes, yoga mats, medicine balls and free weights.

Course Synopsis:

The NWSS Basketball Course is designed to engage and educate students about the sport of basketball. Sport specific instruction and player development about skills such as passing, receiving, shooting and dribbling, for example, will be taught in the basketball course. The class will focus on the technical skills of basketball as well as the strategies and tactics of basketball. Students will also learn about specific offenses, defenses, special plays and that are used in game situations. Students will be given the opportunity to lead, officiate and participate in a positive learning environment. They will learn the FIBA rules of basketball and how to apply them in game situations through the organization of mini tournaments. The NWSS basketball course will follow the Canadian Basketball Athlete Developmental Model (ADM) to ensure that all participants receive the appropriate training that will produce well-rounded people that maintain a lifelong passion for the sport. The ADM uses the Canadian Long Term Athlete Developmental Model (LTAD) as a guide, which is a training, competition, and recovery framework for individuals at all stages of life. LTAD focuses on the general framework of athlete development with special reference to growth, maturation and development. While teaching about the game of basketball, the NWSS Basketball Course will focus on 4 faces of the basketball pyramid, as developed by Basketball Canada.

Face 1- Basketball Skills: Footwork, ball handling, dribbling, passing, shooting, offense, defense.

Face 2- Fitness: pushing & pulling, components of fitness like aerobics & strength, fitness like balance & power.

Face 3- Mental Skills: Enjoyment, confidence, concentration, goals, social support & competition management.

Face 4- Life Skills: Leadership, responsibility, self-reliance, trust & communication.

Goals and Rationale:

Canada Basketball has developed 8-stages of Long Term Athlete Development.

1. The NWSS Basketball Course will focus on the **Train to Compete phase (ages 15-18)** where basic fundamentals are learned and then taken to the next creative level.
2. Players will be exposed to many strategies of the game with respect to offense, defense and transitions. Technical skills will be combined together to form a system of play and strategies.
3. Players will have the freedom to learn all positions of the game (position-less basketball) and the freedom to make decisions within the game structure. The NWSS Basketball Course is open to all students regardless of their basketball experience or level of play.
4. Student-athletes will have injury prevention programs, fitness programs, recovery programs, psychological preparation and technical development individually tailored to a greater degree throughout the year.

Using the LTAD, the NWSS Basketball Course will spend specific amounts of time on specific elements of the basketball skills face.

Tactics (20%): Short term adjustments to long-term plans, very specific.

Strategy (30%): The long term plan, learning what do in game situations.

Technical (30%): Decision making within a game situation, when to execute a learned skill.

FUNDamentals (20%): The “How To” and “Why To” of basic basketball, foundation skills.

By using the Basketball Canada ADM, clearly stated learning objectives, that are most appropriate for the age, can be used throughout the course. These are recommendations from individuals such as university head coaches, to Basketball BC Committee Members, Basketball Canada Advisory Board Members and National Team Head Coaches. The Basketball Canada ADM will give the NWSS Basketball course a strong structure with clear learning outcomes.

Students enrolled in the basketball class will have access to the Hyack Basketball *Google Classroom* account. Here, student-athletes can view information such as video tutorials, lessons, coaching strategies, skill development drills, injury prevention and rehabilitation, coaching conferences and guest speakers. Documents, website links and videos can be shared and viewed by those in the basketball course. Student-athletes will also have the opportunity to biomechanically analyze their own basketball skills by video recording. Here, they can relate information they have learned and break down their own biomechanics of a given skill. For example, the correct biomechanics of a free throw.

Basketball has always been very popular in New Westminster. NWSS has a long tradition of offering quality basketball programs with many successful student-athletes moving on to play college and university level basketball. In addition, community/club basketball has recently reached very high levels of participation. There is a demand and need for more basketball programming in New Westminster. The NWSS Basketball Course will increase student engagement as well as help students earn credit hours towards graduation.

Aboriginal Worldviews and Perspectives:

First People's Principles of Learning:

- Basketball supports the development of self in support of connecting with others.
- Leading in basketball involves learning from mentors as well as those who are meant to lead.
- Basketball requires athletes to cooperate and collaborate with each other.
- Learning is holistic, reflexive, reflective, experiential and relational.
- Connecting learning to the broader community, basketball extends beyond the walls of the classroom and the school.
- Learning involves patience and time. Skill retention in basketball occurs over a period of time and is not instant.

BIG IDEAS

Sports are an enjoyable way that we can motivate people to participate more regularly in physical activity.

Participating in can contribute to overall physical, emotional, psychological, mental and cognitive well-being.

Following proper training, recovery and technical programs can help us reach our health and fitness goals.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Exploring and Creating: Basketball Fundamentals • Participate daily in physical activities that are designed to enhance fundamental basketball skills • Identify how to move with and without the basketball in both individual and team settings • Demonstrate how to use fundamental basketball skills and why to use them • Participate in daily basketball skills that are athlete centered and that are designed to encourage experiential learning	<i>Students are expected to know the following:</i> • Different ways to dribble while stationary and moving • Dribble against disadvantage situations (2vs.1) • Post entry and skip passes • Shooting after performing a curl cut and fade cut • Different lay-up skills, creative finishes and shots with contact • 1 on 1 skills-attacking with sweep/crossovers, jabs, shot fake, one on one off dribble, hop back, combination moves • Post moves-jump hook, up and under, double pivots, face up and go, short corner shots, cuts, high post shots and cuts • Perimeter movement without the ball-post and relocate • Post movement without the ball • Screening situations- flare, staggered, pin, double • Defensive stance on the ball-closeouts, fronting, ball side • Rebound the basketball

Connecting and Expanding: Basketball Playing Principles

- Learn **blocked practice** basketball skills and develop them in **random/variable** environments
- Develop the concept of **decision making** in basketball, “when to execute a skill”
- Develop the principles of offense, defense and spacing
- Understand press break, zone offense and defense and help defense
- Develop the concepts of defensive and offensive transition play
- Utilize the **transfer of learning** from practice to game situations
- Read and react to ball and defense
- Penetrate and kick-move to openings, drift, slide
- Read screens correctly and patiently
- Press break-middle, side, reverse

Collaboration and Teamwork: Strategies and Tactics

- Develop effective means of communication while in game situations
- Implement transition strategies and tactics to be used in game situations
- Understand the difference between set positions and **position-less basketball**

Principles of Training: Physical Characteristics

- Use equipment and work space in a safe and proper manner
- Learn about activities such as yoga and physiotherapy to help with injury prevention, training and rehabilitation

- Spacing, penetration, cutting, screening, passing angles, second cutter and patience.
- Zone offence-gaps, high post, reverse
- Help, deny post and reversal
- Hands, communicate, deny high post
- Principles and theories of intelligent movement on the court

- Players roles, shot selection, end of game situations, all special plays
- Junk defenses, shot clock awareness and strategies, the value of cutting down on turnovers while maintaining possession of the ball
- Defensive recovery strategies, multiple defenses, combination defense and zone defense
- Ball-tempo, player roles, outlets, trailers
- Offense-spacing and balance
- Defence-communication, timing, trapping, run and jump option
- Understand the difference between game **strategies** and game **tactics**

- Theories of Stamina (Endurance), Strength, Speed, Skill and Suppleness (Flexibility) and how they apply to basketball
- Principles and theories progressive overload, interval training, agility and training
- Concepts of repetitions, sets, resistance, pace, intensity, frequency and duration
- Basketball-vertical jump test, standing long jump, beep test, bridges, sit and reach, NBA/NCAA speed and agility tests, chin-ups, sit-ups, push-ups and bench press
- Injury prevention exercises for the foot, ankle, knee, shoulder and spine
- Understand the principles and theories of aerobic and anaerobic system training
- Understand the importance of fundamental movement mastery and proper technique before the beginning of strenuous training programs.

Healthy and Active Living: Mental and Cognitive Characteristics

- Demonstrate the capacity to use self-analysis and self-correction
- Demonstrate the ability to accept constructive criticism, accept roles and use independent thinking to problem solve

Social Responsibility: Emotional Characteristics

- Develop through the participation in leadership, decision making and responsibility roles
- Learn that the peer group is a very powerful force and players are searching for a stable and balanced self-image
- Take ownership of own training, skill development, organizational skills and balance of sport and academics.
- Plan to be positive role models and set good examples through their actions
- Respect, honesty, integrity, values and positive attitude

- Mental management of imagery, focus control, attentional control and ideal performance state
- Motivation, discipline and dedication.
- Nutrition and a biomechanical skills analysis of skill work
- Understand that even though winning is one of the goals of sport, it is possible to compete hard against an opponent and still maintain friendly relationships
- Understand how to use self-control and mental toughness in pressure situations within a game.
- Warm-up, cool down, hydration, nutrition, personal health, injury prevention, recovery and regeneration and socio-cultural

Curricular Competencies – Elaborations

Blocked Practice: Focus is on one part of a skill, repetitive practice until it is done correctly.

Random/Variable Practice: Several skills are practiced in random order.

Decision Making Training: Decision making is done in practice the same way it is seen in competition.

Transfer of Learning: Influence of previous experiences on learning new skills.

Strategies: The long-term plan of what to do in game situations.

Tactics: Short-term adjustments to the long-term plan, very specific.

Position-less basketball: Style of play in basketball where players learn all offensive roles in the game instead of just one position on the court.

Recommended Instructional Components:

- Direct Instruction
- Indirect Instruction
- Interactive Instruction
- Modelling
- Video Analysis
- Group Work/Mentorship
- Guest Speakers
- Interviews
- Peer/Self Evaluation
- Field Trips

Recommended Assessment Components:

- Participation and Effort
- Fitness
- Biomechanical Analysis
- Theory Tests
- Self-Assessment, Peer Assessment, Performance Assessment
- Strength and Basketball Journals

Learning Resources:

Books

- Canadian Basketball Athlete Development Model
- Pyramid of Success: John Wooden
- The Carolina Way: Dean Smith
- Basketball Skills and Drills: Krause, Meyer, Meyer
- Basketball Multiple Offense and Defense: Dean Smith
- Championship Team Building: Jeff Janssen
- The Team Captain's Leadership Manual: Jeff Janssen
- Step Up and Lead: Tom Keating
- Team Building For Success: Tom Keating
- The Teaching Coach: Janet McMahon, Michael Bryant
- Success Is a Choice: Rick Pitino
- Win Forever: Pete Carroll
- Basketball Anatomy: Brian Cole, Rob Panariello

Websites

- www.canadiansportforlife.ca
- www.basketball.ca
- www.fiba.com
- www.coachesclipboard.net
- www.basketballmanitoba.ca
- www.youtube.com
- www.coach.ca
- www.tribe.betterbasketball.com
- www.basketballimmersion.com



Board/Authority Authorized Course: Conflict Resolution

School District/Independent School Authority Name: New Westminster Secondary School	School District/Independent School Authority Number (e.g. SD43, Authority #432): New Westminster School District SD40
Developed by: Kathleen MacDonald	Date Developed: May 9, 2018
School Name: New Westminster Secondary School	Principal's Name: John Tyler
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Conflict Resolution - YIPS- 0C	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction 100-120

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required:

Teacher requires training, knowledge and skill development in the areas of conflict resolution, advanced communication and anger management skills, negotiation, mediation, and restitution (preferably has Certificate in Conflict Resolution or Mediation from the J.I.BC).

Computer with DVD player, projector, speakers

Access to class set of computers

Bachelor of Education

Course Synopsis:

This course is designed to be the introductory course of three offered in the Conflict Resolution Program and is to help students develop their understanding of and skills in communication, the dynamics of conflict, anger management, and collaborative negotiation and mediation. Students will explore strategies to improve their listening and problem-solving skills and strengthen their relationships.

Goals and Rationale:

The purpose of Conflict Resolution is to provide direct, specific instruction to develop emotional and social intelligence skills not addressed in other high school courses. Students will develop their understanding of and skills in the complex art of conflict resolution. These skills include self-awareness and interpersonal skills, and analysis of conflict dynamics, in addition to developing their knowledge and skills in communication, understanding and managing conflict, effectively managing anger in themselves and others. They will apply the knowledge, skills and attitudes they learn in role-play practice and then will reflect on their role-plays and complete self-evaluations.

Through the development of effective communication and conflict management skills, students develop greater self-confidence and self-esteem. This course will provide the opportunity for students to learn skills that will help them to handle peer, family and classroom conflict situations more positively and assertively.

This course addresses all five of the new BC Core Competencies such as communication, social responsibility, creative thinking, personal awareness, critical thinking. Students will be self-reflecting on these throughout the course.

Aboriginal Worldviews and Perspectives:

Conflict Resolution shares a variety of Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the self, the family, and the community
- Being involved in the community
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place)
- Learning involves the consequences of one's actions
- Learning is embedded in memory, history and story
- Learning involves patience and time
- Learning requires exploration of one's identity

BIG IDEAS

Collaborative conflict resolution promotes healthy relationships and peaceful communities.

Listening is essential to understanding others and to developing effective relationships.

Understanding and effectively managing our own and others' emotions reduces escalation of conflict, calms and increases health.

Understanding others' perspectives in a conflict situation develops **empathy** and **social and emotional intelligence**.

Long-term, effective resolutions are more easily reached when an appropriate conflict style is selected.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> • Demonstrate a beginning use of active listening skills such as paraphrasing and summarizing, empathic response, questioning, validating and reframing • Given a conflict situation, analyze the positions, issues, and interests involved • Explain how conflict can be helpful, positive, or useful • Demonstrate an ability to shift disputants from positions to interests in mediation • Explain strategies to manage their own and others' anger • Identify strategies in defusing anger and limit-setting • Recognize strategies to handle strong emotions • Explore the career field of conflict resolution and mediation • Recognize various conflict, anger, and communication styles, and identify personal styles and tendencies • Demonstrate an ability to self-reflect and identify goals for enhancing and further integrating communication and conflict management skills • Demonstrate a beginning level of integration of communication, conflict resolution and anger management skills and strategies during role play practice • Recognize and label a range of emotions • Explain the anger arousal cycle and identify best times to problem-solve • Recognize non-verbal communication cues • Use non-verbal listening skills (ex. eye contact, personal space, acknowledgement) • Recognize and explore strategies to manage anger (ex. Self-talk, breathing, mindfulness) • Identify the steps in negotiation and mediation processes and demonstrate these steps in role play practice	<i>Students are expected to know the following:</i> • Collaborative model of conflict resolution • Positive functions of conflict • Factors that affect conflict • Positions, issues, interests • Active listening skill set (open-ended questions, paraphrasing and summarizing, empathic response, reframing, validation) • Perspective taking • Anger arousal cycle • Positive functions of anger • Emotions theories and vocabulary • Conflict cycle (connection between cognition, behaviour) • Anger management strategies • Communication styles • Anger styles • 5 Conflict styles • Skills in de-escalating self and others • Negotiation and mediation Page 10

Big Ideas – Elaborations

Collaborative: win-win problem-solving

Empathy: the ability to understand another person's feelings and perspective and be able to reflect back their meanings to them

Emotional intelligence: the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

Social intelligence: the ability to successfully build social relationships and navigate social environments

Curricular Competencies – Elaborations

Positions: a person's pre-mature solution to a conflict

Issue: the topic of a conflict

Interests: the underlying and often unspoken reasons (and unmet needs) for taking a position in a conflict

Defusing anger: de-escalating strong emotions in other people using communication skills

Negotiation: step-by-step model of resolving conflict involving the two parties in a conflict

Mediation: step-by-step model of resolving conflict involving a third party who is not involved in the conflict guiding the two parties in conflict to a resolution

Content – Elaborations

Collaborative model of conflict resolution: includes the inner elements of collaboration (awareness, readiness, understanding, reflection) and outer elements of collaboration (initiating, framing, closure)

5 conflict styles: avoiding, accommodating, competing, compromising, collaborating

Communication styles: passive, aggressive, passive-aggressive, assertive

Anger styles: hostility inventory styles (negativism, irritability, verbal assault, indirect, suspicion), masked, explosive

Anger arousal cycle: trigger, escalation, crisis, recovery, post-crisis depression

Emotions theories

Recommended Instructional Components:**The teacher will design instructional strategies that:**

- Encourage students to think creatively and critically, communicate skillfully, and demonstrate care for self and others;
- Acknowledge the social nature of learning;
- Tailor flexible groupings to enhance engagement and learning;
- Allow for both physical and virtual collaboration;
- Support the personal aspect to learning;
- Differentiate content, processes, and products;
- Promote safe risk-taking, wonder and curiosity;
- Build connections across and within areas of knowledge;
- Embed formative assessment practices such as learning intentions, criteria, questions, descriptive feedback, self and peer-assessment;
- Inspire and stretch student thinking;
- Promote student engagement;
- Reflect the relationships between emotion, motivation and cognition;
- Connect learning to the local and global communities;
- Provide opportunities for students to share learning and reflect;
- Utilize technologies and other tools in purposeful ways;
- Involve explicit and intentional teaching; and,
- Make learning visible, open, and transparent.

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

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessment.

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

STUDENTS WILL ANSWER THESE QUESTIONS ON AN ONGOING BASIS:

- What am I learning?
- Where am I in my learning?
- Is there anything hindering my learning?
- What goals have I set for my learning?
- How am I going to move forward in my learning?

THE TEACHER WILL:

- clarify Learning Intentions
- generate and provide clear success criteria in student-friendly language
- frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- provide ongoing descriptive feedback
- provide opportunities for ongoing Self and Peer Assessment

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content.

Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/ achievement is required or necessary.

The evidence gathered will be used to communicate student learning and provide evaluative feedback.

Learning Resources:

Fundamentals of Conflict Resolution (teacher and student manuals)
Dynamics of anger manual
Co-Mediation: A School Based Discovery Model – manual
Psychology in Everyday Life
Relevant articles and information
DVD camera and corresponding computer software, DVDs for burning
Community/team building activities supplies
Centre for Conflict Resolution (Justice Institute of BC) brochures and calendars
Flipchart paper, felt pens
Access to class set of computers
Visit to Justice Institute of BC

Additional Information:

After completing this course, students may also obtain direct transfer credit towards the Certificate in Conflict Resolution at the Justice Institute of BC.

Integrated Football Education Program

School District/Independent School Authority Name: New Westminster Secondary School	School District/Independent School Authority Number (e.g. SD43, Authority #432): New Westminster School District SD40
Developed by: Chad Oatway	Date Developed: Winter 2015
School Name: New Westminster Secondary School	Principal's Name: John Tyler
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Integrated Football Education Program – YLRA-0A-FB	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120 Hours per academic year

Board/Authority Prerequisite(s): It is highly recommended that individuals have athletic and sport experience as well as have a keen interest for personal growth as it pertains to a team and community.

Special Training: Bachelor of Education with a background and certification in specific sport training and ethics.

Facilities: Field, Gymnasium, Fitness Centre, Classroom, and Equipment Storage Facilities

Equipment Required:

- Football players' equipment, football specific training field equipment, weight room, fitness centre equipment & accessories
- Filming equipment & accessories, computer and/or laptop, computer projector, and white board & markers

Course Synopsis:

Integrated Football Education will provide student-athletes opportunities for individualized learning so they may identify and develop personal learning, leadership and physical skills into a greater social connectedness. Student-athletes will learn how the physical, intellectual, emotional, and social skills of sport that relate to a more holistic perspective of learning and community. Through this lens of sport, it is the hope that student-athletes will leave the program with a better understanding of personal and social leadership skills that ultimately influences physical, intellectual, emotional, and social health and how to apply them in their lives.

Rationale:

The rationale for integrated football education is to cultivate an individualized learning environment to enhance student-athletes' personal growth for learning, school, and community culture. Ultimately, the course aims to create better contributing members of our society by developing applicable skills and competencies towards individual life goals.

Goals:

- Develop a higher understanding of the game of football and the connection between Team, School, Family, and Community.
- Develop a deeper knowledge of their own individual identity and understand how physical activity leads to a healthier lifestyle.
- Learn how football is a natural outlet.
- Build and create relationships with teammates, classmates & members of the community

Aboriginal Worldviews and Perspectives:

Integrated Football Education Program shares a variety of Aboriginal Worldviews and Perspectives:

- Identity and one's relationship with the external environment
- Being aware of history
- Working within a team for a common goal
- Being involved in the community
- The power of story
- The teacher as facilitator of a student-centered course

BIG IDEAS

Leadership development is an ongoing process.

Setting short and long-term goals can help us achieve desired outcomes.

Sport safety practices and first aid can serve the greater sport community.

A coaching philosophy can help us be better leaders/coaches.

Coaching and leadership practices are influenced by the community, society, and the media

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: Physical Fundamentals of Safety, Movement, Fitness, Sport, and Health • Use a dynamic warm up to both physically and neurologically prepare your body (prevent injury and safety). • Apply and understand fundamental safe tackling techniques. • Apply and understand fundamental position related movement skills to maximize performance. • Apply and replicate sports movement skills under increased and varying stimuli. Intellectual Development of Sport towards Cross Curricular Engagement for Learning • Understand, identify, describe, and apply sport specific tactics and strategies towards an objective. • Engage Multiple Intelligences directed towards sports specific objectives • Recognize and build upon experiences and history of sport • Understand the connection between curricular and extra-curricular achievement. • Demonstrate a commitment to maximizing their achievement in all aspects of academic life.	Students are expected to know the following: • Fundamental movement skill and safety techniques in a variety of environments. • The application of playbook, scouting reports, and film study in relation to sport. • Emotional needs and developmental assets as they pertain to the importance of personal growth and goal setting. • Sport psychology and mental imagery • Pros and cons of a variety of leadership styles. • Self-leadership traits and values • Self-leadership character traits and values they would like to develop through this course using SHARP=Passion. • Leadership traits and values that they already possess that relate to a positive culture of team and community. • The importance of positive communication techniques on teams, learning, and leadership. Page 16

Individualized Emotional and Mental Development for Personal Growth

- Analyze and relate personal emotional development through the Hierarchy of Needs.
- Demonstrate awareness of the 40 Developmental Assets as well as identify which of the assets they possess.
- Analyze various theories in the field of sport psychology and self-leadership to identify the character traits associated with effective leadership.
- Relate theories to their own personal beliefs.
- Understand, describe, and apply how the Hyacks Football Team Values in the acronym SHARP=Passion (meaning Selflessness, Hard-Work, Accountability, Respect and Perseverance) is be applied to intrapersonal leadership.
- Understand their motivations of action both intrinsically and extrinsically and how they can apply to personal goals to manage emotions of both success and failure.
- Work to apply these traits and values to their peers and teams to role model and mentor positive social responsibility.

Team, School, Family, & Community Social Responsibility

- Understand and evaluate the concept of team and how strong interpersonal leadership skills and styles result in a positive team culture.
- Identify behaviors and concept of team that may impede effective leadership in team culture.
- Identify support networks and bonds that can develop leadership qualities, mentorship, and cross-curricular engagement in school culture.

- The importance of mental states on athletic performance.
- Understand their motivations of action both intrinsically and extrinsically and how they can apply to personal goals to manage emotions of both success and failure.
- Concept of team
- Culture influence on leadership practices within a team
- Theories of sport psychology and leadership

Recommended Instructional Components:

The teacher will design instructional strategies that:

- Direct Instruction
- Indirect Instruction
- Interactive Instruction
- Experimental Learning
- Constructivist Learning
- Modelling
- Collaborative Learning
- Peer and Self-Analysis
- Videos and Film Study
- Guest Speakers
- Interview
- Reflections
- Tours/ Fieldtrips
- Project Based Learning/Inquiry

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

- SHARP Practice & Game Preparation, Training, & Participation (70%)
- SHARP Social Team, School, Community Engagement (30%)

Learning Resources:

- SD #40: BAA Leadership & Sport Conditioning 10
- SD #40: BAA Strength & Conditioning 11 & 12
- SD #40: BAA Healthy Living 11
- Male Adolescent Learners and the Influence of Sport and Self-Leadership on Meaningful Curriculum for Engaging Student Learners
- Holistically Across the Educational Curriculum: Chad Oatway

Books:

- Boy Smarts Mentoring Boys For Success at School: Barry MacDonald
- Essentials of Strength and Conditioning
- NSCA's Strength and Conditioning Manual for High School Athletes
- Sports Speed
- Biomechanics of Sport and Exercise
- Athletic Injury Assessment
- Team & Leadership Manuals: Bruce Brown
- Leading with the Heart: Mike Krzyzewski
- Psychological Dynamics of Sport and Exercise
- In Pursuit of Excellence
- Optimum Sports Nutrition
- Eating Well for Optimum Health
- The Pyramid of Success: John W. Wooden

Videos:

- Weekly Game Film Study
- NSCA Free Weight and Machine Exercise Techniques
- SST Training

Websites:

- www.coach.ca/
- www.bcschoolsports.ca/
- www.bchighschoolfootball.com/
- www.phecanada.ca/
- www.bctf.ca/pebc/
- www.hc-sc.gc.ca/index_e.html
- www.bced.gov.bc.ca/health/
- www.nscs-lift.org/
- www.hudl.com
- <http://www.nfl.com/coachesfilm>

Contacts and Associations:

- BC School Sports
- BC High School Football Association
- National Coach Certification Program
- National Strength and Conditioning Association
- Physical & Health Education Canada
- Physical Education in BC
- Trailside Physiotherapy

Board/Authority Authorized Course: Hockey Skills 10

School District/Independent School Authority Name: New Westminister Secondary School	School District/Independent School Authority Number (e.g. SD43, Authority #432): New Westminister School District SD40
Developed by: Rodney Bosak	Date Developed: March 16 th , 2018
School Name: New Westminister Secondary School	Principal's Name: John Tyler
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Hockey Skills 10 – YLRA -0A	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Selected to the Hockey Academy through their application.

Special Training, Facilities or Equipment Required: Students will be required to have some previous skating experience and preferably hockey skills. Each student requires a full set of CSA approved hockey equipment, including neck guard. **On-ice** classes will be held at the Moody Park Arena (Mon. & Wed.), Queen's Park Arena (Fri.). **Off-ice** classes will be held at a regular NWSS classroom, dance studio, Massey cafeteria, gyms, weight room NWSS, outdoor fields and the track at Mercer stadium (Tues.& Thurs.).

Course Synopsis: The aim of this course is to enable students to enhance their hockey specific skills, knowledge and physical fitness through professional guidance and instruction. Students will develop on ice technical skills, individual tactics, team tactics, team play/systems, and strategies. Students will be introduced to the principles of strength and conditioning, nutrition, sport psychology and injury prevention all with an emphasis on hockey. The ultimate goal is to also have the student apply these skills to a lifetime pursuit of fitness and well-being. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests.

Goals and Rationale: The hockey skills program is a motivational program designed to meet the physical, emotional and social developmental needs of the students. The focus is to offer activities that lend themselves to maximum participation, while at the same time fostering an appreciation for an active and healthy lifestyle. It is also an excellent way to foster an appreciation of the game itself, a connection to the school, a chance to build team relationships, individual skills and overall knowledge. The program is also designed with a strength and conditioning aspect. Strength training is an effective method for developing musculoskeletal strength and is often prescribed for fitness, health and the prevention and rehabilitation of injuries. Studies suggest that strength training, as part of a comprehensive fitness program, may reduce the risk of coronary heart disease, non-insulin-dependent diabetes, and certain types of cancer. These benefits can safely be obtained when exercise program variables (frequency, volume of training, and mode of training) are manipulated to meet the needs of the individual.

Aboriginal Worldviews and Perspectives:

This course supports first peoples learning by learning in a holistic manner that focuses on connectedness and relationships to oneself, family, community and the natural world. Hockey Skills 10 will:

- o Embrace learner-centered teaching practice (a focus on “setting the bar ever higher” with respect to what students can do rather than what they cannot.)
- o As each student will come with their own strengths, the course will encourage student’s self-awareness in what they can already
- o Acknowledge and celebrate the cultural identities of all students represented in the learning cohort.
- o Learning is holistic, reflexive reflective, experiential, and relational (focus on connectedness, on reciprocal relationships, and sense of place).
- o Learning involves patience and time.
- o Learning requires exploration of one’s identity.

BIG IDEAS

Safety and a **professional etiquette** and attitude while practicing on-ice and off-ice serve the greater sport community and reduces injury risks

Physical conditioning tests, monitoring **nutrition** and making **healthy decisions** can improve our physical fitness

Strength, flexibility, endurance and balance are the key components to being a well rounded athlete

Goal setting and personal reflection is a principal component to motivation and planning

Learning hockey skills, **tactics** and **strategies** along with effective **decision making** are a means to achieving a competitive advantage

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Personal and Social Responsibility: • Demonstrate that they can use feedback in a constructive way. • Demonstrate what it means to be a coachable hockey player. • Demonstrate their understanding of the hockey academy expectations. • Demonstrate that they can work collaboratively and cooperatively in a team environment. • Recognize First Peoples perspectives and knowledge to gain an understanding of sportsmanlike conduct Plan, conduct and analyze data: • Analyze Foods and Drinks and their nutritional content. • Track their nutrition in a journal and analyze strengths and weaknesses. • Track their exercise routines and analyze their strengths and weaknesses. • Take part in performance testing and monitor results. • Plan school, career and hockey goals, evaluate and measure how they will achieve their goals. • Demonstrate how to read and react in game situations and under pressure. • Measure performance tests and monitor results.	<i>Students are expected to know the following:</i> • What it means to be a coachable hockey player. • Sport safety guidelines • The importance of warm up and safety procedures • Macronutrients. • Some foods and drinks have more nutritional values than others. • The importance of nutrition in achieving and maintaining physical fitness Page 22

Demonstrate the importance of healthy choices and active living:

- Define and categorize exercises that improve strength, flexibility, education and balance (**core strength**).
- Demonstrate the proper use of strength and exercise equipment.
- Understand appropriate **spotting** of partners.
- Demonstrate the proper use of individual and partner stretching techniques.
- Describe techniques of **RICE** and other proper recovery methods from various injuries.
- Take part in an introduction to Yoga and complete the introductory core exercises.
- Perform introductory Yoga core exercises

Set Goals and Communicate:

- Describe the importance of goal setting.
- Create and communicate long and short-term goals.
- Communicate and cooperatively design of goals, expectations and rules of our hockey academy.
- On ice skills and strategies including: passing, receiving, shooting, forwards and backwards skating, puck carrying, puck protection, carry and shoot, shot off the pass, shoot through a **screen**, quick move and release, deflections, rebounds, **Wrap arounds**, **saving ice**, using **delay moves**, net drives, and quick dekes.

- Exercises that improve strength, flexibility, education and balance (core strength).
- Proper use of strength and exercise equipment.
- Proper use of individual and partner stretching techniques.
- Techniques of RICE and other proper recovery methods from various injuries.

The importance of goal setting:

- Long and short-term goals.
- Goal measurement techniques
- The First Peoples perspectives of a **holistic** approach to learning
- **Breakout** tactics (quick up, over, reverse, and wheel).
- Defensive tactics (**zone coverage**, **box plus one**, **back checking**, body positioning, stick position, **gap control** / angling, **pinning** / containment, net front battles, 1 on 1's, 2 on 2's, 3 on 3's, 3 on 2's, 5 on 3 and 5 on 4 penalty killing).
- Offensive tactics (2,1,2 and 1,2,2 fore-check systems) 1 on 1's, 2 on 2's, 3 on 3's, 3 on 2's, 5 on 3 and 5 on 4 power plays), supporting the puck by moving to open ice, creating a triangle attack, communication, protecting the puck with the body, shooting and **driving the net** consistently on the rush, creating scoring opportunities from give and go plays, puck protection plays, and mini **cycles**.
- The importance of reacting in game situations and under pressure.

Big Ideas – Elaborations

Professional etiquette: A code of conduct regarding the interactions among the students in the hockey academy, a standard to abide by.

Physical conditioning tests: Monthly testing to be performed that monitors the progress of a variety of strength, speed and endurance tests (on and off ice testing)

Nutrition: How food is broken down to maintain, grow and keep the health of a person

Healthy decisions: Weighing the positives and negatives of nutrition, activities and substances and their effects on the body.

Tactics: Action(s) by one player using one or a combination of technical skills in order to create an advantage or take away the advantage of an opponent. A tactic is classified as offensive or defensive.

Strategies: The selection of team play systems to impose upon the opposition, the style of play and tactics will build on the team's strengths and neutralize those of the opponent while at the same time taking advantage of the opponent's weaknesses

Decision-making: Sometimes referred to as "hockey sense" and is the ability to analyze situations on the ice, anticipate the result before it happens and to quickly act on your decision to gain an advantage.

Curricular Competencies – Elaborations

Feedback: Information about a student's performance on a specific task or drill and used as a basis for improvement.

Coachable: A good attitude at all times and the willingness to be corrected by a coach/teacher and to act on that correction.

Performance testing: Monthly testing to be performed that monitors the progress of a variety of strength, speed and endurance tests (on and off ice testing)

Read and react: Sometimes referred to as "hockey sense" and is the ability to analyze situations on the ice, anticipate the result before it happens and to quickly act on your decision to gain an advantage.

Core strength: The strength of the muscle group that surrounds the middle of your body including the back, abdominals and pelvis.

Spotting: Supporting another person during a particular exercise

RICE: An acronym for rest, ice, compression, elevation —used especially for the initial treatment of many usually minor sports-related injuries (ex. sprains)

Content – Elaborations

Macronutrients: Fat, protein, carbohydrates and chemical elements required in large amounts in the human diet

Nutritional values: A food that contains the proper proportions of carbohydrates, fats, proteins, minerals and water necessary to maintain good health and not a lot of extra sugar, fats or unnecessary additives.

Holistic: The holistic notion of body, mind, heart, and spirit is a time - honoured one for First Nations peoples

Breakout: tactics used to move the puck out of your defensive zone

Zone coverage: A Defensive tactic used in your defensive zone to cover an area and not a particular opponent player.

Box plus one: A defensive zone tactic that involves all the defensive players moving in a coordinated fashion that resembles a five on a dice.

Backchecking: A defensive tactic where a player not only skates quickly back to the defensive zone but picks up a check or opponent player on the way back.

Gap control: A defensive tactic where the defensive player maintains a 3, 2 and then 1 stick length distance between his or her opponent on the way into the defensive zone.

Pinning: A defensive tactic used by the defensive of player to push and momentarily hold their opponent against the boards and essentially pinning that player.

Driving the net: An offensive tactic used to drive the defensive player(s) back and away from a puck carrier and go for a quick rebound shot, tip or deflection.

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Content – Elaborations

Cycles: An offensive tactic used to move the puck either high to low or low too high in the offensive zone in a cyclic fashion with the players moving positions by following their pass.

Screen: An offensive tactic used to block the defending goalies vision and looking for a rebound, tip or deflection shot on net.

Wrap arounds: An offensive tactic used by a player who quickly skates the puck around behind the net from one side to the other and trying to score on the goalie.

Saving ice: An offensive tactic used by a player to maintain the proper position on the ice to receive a pass while still gaining speed and not getting too far ahead of the play.

Delay moves: An offensive tactic used by a player carrying the puck and quickly turning or stopping while entering the offensive zone, thus creating a larger gap between himself and the defender.

Recommended Instructional Components:

- Demonstrations
- Modelling
- Direct Instructions
- Peer Teaching
- Experiential Learning
- Demonstration of proper technique and skills.
- Introduction to different methods of hockey specific training and conditioning.

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

- Journaling
- Performance assessment
- Self-Assessment
- Quizzes and Exams

Learning Resources:

- Training Videos
- Guest Speakers
- On ice and off ice instructors provided by Pacific Rim Hockey Academy
- Sport psychology book titled “**Hockey Tough**” Author by Saul Miller published by Human Kinetics; Revised, Subsequent edition (July 24, 2003) SBN-10: 0736051236, ISBN-13: 978-0736051231
- Nutritional guidelines provided by Health Canada (www.canada.ca/en/health-canada/services/canada-food-guides.html)
- Skills, Tactics and Strategies provided by Hockey Canada (www.hockeycanada.ca/en-ca/home)

Additional Information:

At this time the **Pacific Rim Hockey Academy** is providing professional on-ice instructors (3 instructors on Mon., Wed. and Fri.) and an off-ice instructor (Tues. and Thurs.) as well as managing the money collected for this course and renting the ice times for the on-ice instruction.

Board/Authority Authorized Course: Sport Leadership & Conditioning 10

School District/Independent School Authority Name: New Westminster Secondary School	School District/Independent School Authority Number (e.g. SD43, Authority #432): New Westminster School District #40
Developed by: Chad Oatway	Date Developed: May 11, 2018
School Name: New Westminster Secondary School	Principal's Name: John Tyler
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Sport Leadership –YHRA 0A	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Highly recommend that participants are student-athletes involved in extracurricular sport in school and/ or the local community.

Special Training, Facilities or Equipment Required:

Teacher-Coach Training: Teacher-coach will need to have a strong multi-sport, physical literacy, sport ethical literacy, social-emotional-physical health, and long-term athletic development background & training. Bachelor of Human Kinetics or Kinesiology, Strength & Conditioning or Personal Training Certification, First Aid CPR & AED Certification, NCCP Sport Specific and Multi-Sport Training, Bachelor of Education

Facilities: Classroom, Field, Gymnasium, Performance Training Centre, and access to outdoor alternative environments

Equipment Required: Computer, Projector, Speakers, Video Analysis Equipment, Sport Specific & Physical Literacy Equipment, Fitness & Performance Training Equipment, & Outdoor/Alternative Environment Equipment.

Course Synopsis:

The Sport Leadership Course will work cross-curricular in conjunction with Physical & Health Education 10 and Career Life Education to create the Sport Leadership Cohort (SLC) that focuses on connecting student-athletes' abilities and values from sport to their engagement in learning. The SLC will provide a kinesthetic and social curriculum for student-athletes to identify (Know), develop (Do), and connect (Understand) personal goals to various components of wellness while developing personal leadership in their school and community. It is the hope that student-athletes will leave the SLC with skills and connections to personal goals, learning, and community leadership in developing their social-emotional-physical health throughout their lives.

Goals and Rationale:

The Sport Leadership Cohort will work to use sport and alternative environments for personalized and place-based learning while connecting student-athletes to personal values, goals, and skills in the development of leadership strategies and community connections.

Aboriginal Worldviews and Perspectives:

Sport Leadership shares a variety of Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the self, the family, and the community
- Community involvement
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place)
- Learning involves the consequences of one's actions
- Learning is embedded in memory, history and story
- Learning involves patience and time
- Learning requires exploration of one's identity

BIG IDEAS

One's **personal identity**, values, and goals learned through sport, contributes to being successful lifelong learners.

Showing self-leadership towards **personal and social responsibility** will help shape and build personal success.

Understanding **Physical Literacy**, Components of Fitness, and the Principles of Training will build life long active living.

Practicing the foundations of **leadership in the community build culture and community connections.**

Health & wellness connections lead to a socially-emotionally-physically balanced life.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Cross-Curricular Connection to PHE & Career Life Education - Connect and build course curricular content into a personal health & wellness plan towards individual goals. - Identify the connection between abilities and values across student's learning. Intrapersonal Leadership Foundations & Framework: - Critically think about how differing personal values, goals, and skills shape their understanding of themselves and their leadership style. - Understand the various styles of intrapersonal leadership of self-regulation, self-efficacy, self-concept, and emotional literacy in relation to themselves. - Apply process-orientated goal setting to a variety of aspects in their lives. - Identify the intrapersonal leadership traits that they already possess and traits they would like to develop within their own leadership style. Interpersonal Leadership Foundations & Framework: - Critically think about how individual leadership styles apply to a social setting. - Understand the various styles of interpersonal leadership and social literacy in relation to themselves. - Identify the interpersonal leadership traits that they already possess and traits they would like to develop within their own leadership style. - Apply positive communication techniques to their teams, learning, & leadership. - Work to build positive support networks and bonds with peers, teams, and community. - Work to develop their own leadership style.	<i>Students are expected to know the following:</i> Intra & Interpersonal Leadership Foundations & Framework: - Levels of personal & social responsibility - Personal values and goals towards personal success - Four areas of personal leadership for student-athletes - Attributes of team leadership - Sport Long-Term Athletic Development Ethical Literacy Matrix Health & Wellness: - Components of Health & Wellness - Components of Social-Emotional-Physical Health 40 Developmental Assets Physical Literacy & Fitness - Long-Term Athletic Development: Training to Train & Compete Principles - Components of Physical Literacy - Components of Fitness

Developmental Assets & Community Programing:

- Build SLC Core Values of self-leadership, self-assessment, and work to improve upon their developmental assets.
- Examine developmental assets data within their school or community to assess for areas of weakness & improvement.
- Help design, propose, & host programs, events, & fundraising activities that would benefit health & physical literacy initiatives in the school district for youth in our program, school district, & community.

Sport Conditioning & Social-Emotional-Physical Health:

- Apply aspects of physical literacy & components of fitness towards their sport performance training & sports.
- Apply Social-Emotional-Physical Health Components to sport performance training, & sports.
- Self-Assess & reflect on how sport conditioning & Social-Emotional-Physical Health affect their athletic performance.

Sport Conditioning Training for the Components of Fitness

- Evaluate and correct body position
- Apply variety of functional movements to workouts
- Use components of fitness, SAID, and the F.I.T.T. principle during workout routines

Community Connections:

- How health, wellness, physical literacy, & fitness fit into community programs
- Value volunteerism around personal beliefs & values
- How to design & propose programing around health & physical literacy

Self-Awareness:

- Understand internal & external self-awareness & motivation
- How to self-assess & reflect on personal & social relations with peers, coaches, teachers, school, and community

Big Ideas – Elaborations

- **Personal identity**, values, and goals: develop self-awareness of why we learn.
- **Personal and social responsibility**: develop self-awareness of how our actions shape our learning, school, and community.
- Developing school and **community**: create connections within school, community, and sport to develop and provide leadership opportunities.
- **Health & wellness**: Promoting active for life and enjoyment of lifelong health.

Curricular Competencies – Elaborations

- **Cross-Curricular Connection**: Connect learning across the curriculum and into personal interest areas (i.e. Sport).
- **Leadership Styles**: Learned skill-based characteristics, when practiced can maximize social-emotional-physical & overall health.
- **Ethics Development**: Builds moral social-emotional-physical judgement.
- **Physical literacy**: provides motivation, confidence, physical competence, and knowledge to be active and healthy for life.
- Apply **Social-Emotional-Physical Health Components** to sport performance training, & sports.

Content – Elaborations

- **Intra & Interpersonal Leadership**: intrinsic and extrinsic factors that make up leadership.
- **Health & Wellness**: Connect to various aspects of life.
- **Physical Literacy & Fitness**: Develop meaningful periodization of training in related to sport and health.
- **Community Connections**: For promotion of health, wellness, physical literacy, & fitness in community.
- **Self-Awareness**: Connect to understanding oneself socially-emotionally-physically.

Recommended Instructional Components:

- encourage students to think creatively and critically, communicate skillfully, and demonstrate care for self and others
- acknowledge the social nature of learning
- tailor flexible groupings to enhance engagement and learning
- allow for collaboration
- support the personal aspect to learning
- support the place-based aspect to learning
- differentiate content, processes, and products
- promote safe risk-taking, risky play, wonder and curiosity
- build connections across and within areas of knowledge
- embed formative assessment practices such as learning intentions, criteria, questions, descriptive feedback, self and peer-assessment
- inspire and stretch student thinking
- promote student engagement
- reflect the relationships between social, emotional, and physical learning
- connect learning to the local and global communities
- provide opportunities for students to share learning and reflect
- utilize technologies and other tools in purposeful ways
- involve alternative environment opportunities and field trips for student engagement and learning towards core competencies
- make learning kinesthetic, visible, open, and transparent

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

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessment.

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

STUDENTS WILL ANSWER THESE QUESTIONS ON AN ONGOING BASIS:

- What am I learning?
- Where am I in my learning?
- Is there anything hindering my learning?
- What goals have I set for my learning?
- How am I going to move forward in my learning?

THE TEACHER WILL:

- clarify Learning Intentions
- generate and provide clear success criteria in student-friendly language
- frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- provide ongoing descriptive feedback
- provide opportunities for ongoing Self and Peer Assessment

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content.

Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/ achievement is required or necessary.

The evidence gathered will be used to communicate student learning and provide evaluative feedback.

Learning Resources:

Websites:

Sport for Life Canada
National Coaching Certification Program
Physical & Health Education Canada
Teach Resiliency
Collaborative for Academic, Social, and Emotional Learning (CASEL)
PANORAMA for Social Emotional Learning
Transforming Education
Project School Wellness
Proactive Coaching
Changing the Game Project
Coaching For Leadership
Canadian Centre for Ethics in Sport
True Sport
National Strength and Conditioning Association

Books:

Teaching Personal & Social Responsibility through Physical Activity – by Don Hellison
Coaching for Leadership - by Cory Dobbs
Becoming a Team Leader: A Workbook for the Student-Athlete - by Cory Dobbs
Leading with the Heart – by Mike Krzyzewski
Psychological Dynamics of Sport and Exercise - By Diane Gill, Lavon Williams, Erin Reifsteck

Board/Authority Authorized Course: English Language Development 10

School District/Independent School Authority Name: New Westminster Secondary School	School District/Independent School Authority Number (e.g. SD43, Authority #432): New Westminster School District SD40
Developed by: BAA Metro ELL Working Group	Date Developed: March 9, 2018
School Name: ELL Department (District)	Principal's Name:
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: English Language Development 10 – YESF1-0C	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 90 - 120

Board/Authority Prerequisite(s):

District Requirements:

- a Bachelor of Education degree or equivalent training
- courses equal to 30 credits including 12 credits in linguistics (of which 6 credits shall relate to second language acquisition)
- plus 6 credits in ESL methodology
- and 6 credits in cross-culture education
- or equivalent training, or experience

Special Training, Facilities or Equipment Required:

A thorough understanding of the SIOP Framework is highly recommended

The course is designed for the student who:

- has no or very limited English
- may understand simple oral exchanges or produce simply worded sentences
- is unable to be successfully integrated into academic classes

Course Synopsis:

The course is designed to introduce ELL students to the four main English language skills of reading, writing, listening, and speaking. It also encourages the viewing and representation of materials. The course focuses on developing strategies needed to read, write and extract information successfully in English, and addresses specific needs of students regarding language and culture. Throughout the course students participate in authentic real-life situations. Students demonstrate English language proficiency in oral, visual, and simple written forms using Simple Present, Past, and Future Tenses. Students identify and compare their own customs to Canadian culture and customs.

Goals and Rationale:

Students come from a variety of cultural, linguistic and academic background. This course is designed for those students whose primary language is not Standard English and who may therefore require English Language Learning support so they are better able to access the BC curriculum and to reach their full potential. This course will enable students to:

- develop a basic level of language proficiency in receptive and expressive language: listening, speaking, reading, and writing
- develop an understanding and appreciation of cultural differences and similarities
- develop and preserve pride in their own heritage while developing language and skill sets in English
- develop and maintain a sense of self-worth

Aboriginal Worldviews and Perspectives:Declaration of First Peoples Principles of Learning:

- Support the development of self, the family, the community, and with others, while sharing their stories, cultural ways of supporting and nourishing families, and ceremonies.
- Learning is reflective, reflexive, holistic, experiential and relational.
- Learning is in history, memory, and story of one's culture and the world.
- Learning requires exploration of one's identity and the country one lives in.
- Becoming an English Language Learner involves recognizing that some information is culturally delicate and needs to be shared with permission and in certain situations are sacred.

Declaration of Aboriginal Worldview and Perspectives:

The First People's Principle of Learning are embedded in the aspects included in English Language 10. English Language 10 is interwoven with connectedness and relationship; specially:

- Community involvement, engagement, and connections
- The Power of Storytelling and writing
- A positive reciprocal relationship that is learner-centered with flexibility
- Leadership
- Local and world focus on cultural views
- Experiential learning

BIG IDEAS

The acquisition of English Language and understanding of Canadian culture allow us to contribute to the ongoing development of Canadian society.

Family, friends and social connections in the community serve as a means of inclusion into the Canadian society.

Activities and routines in the Canadian culture is an ongoing process that can serve the greater Canadian community.

Participating in the immediate community and contributing to society influence the ongoing development of our identity in the Canadian society.

Work life practices are embedded in the community, home, school, and society and can help us be more active citizens.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> <u>School Culture</u> - demonstrate an understanding of school culture, norms, and expectations - participate and communicate within the school community - compare and contrast the BC school system with what students have experienced in the past and in their own country <u>Family and Friends/Social Connections</u> - share opinions and preferences giving simple reasons - engage others in conversation to build relationships - demonstrate an understanding and respect for social norms - infer appropriate meaning from gesture and intonation - compare and contrast family structures and traditions <u>Home Life</u> - demonstrate an awareness of safety procedures within the home - use English to describe experiences in the home - seek information and make suggestions about everyday life and possible activities with friends and family <u>City Life</u> - identify and access appropriate community services and resources - read to locate specific information using text such as bills, forms, schedules, tables and instructions - use a variety of sentence patterns and question to state, ask for, and justify opinions and preferences	<i>Students are expected to know the following:</i> - know how to advocate for oneself through oral and written communication - the use of different social skills in various situations - know differences between school culture, norms, and expectations - BC School system and BC Curriculum - BC school culture, structure, school guidelines, Student Agenda, Code of Conduct, and Expectations in the school system and with each classroom teacher - use of appropriate social skills and etiquette with various social situations, family, and friends - reflection on one's' thoughts, emotions, actions - social norms in Canadian culture and in North America - have a meaningful dialogue with people - Canadian and North American culture and traditions Page 35

<u>Work Life</u> • demonstrate an ability to understand and complete forms giving personal details • demonstrate the ability to communicate effectively in the work environment • demonstrate an awareness of safety in the workplace • use adequate word choice and vocabulary for work-related topics • extract, retrieve and process information from English language resources such as newspapers to complete meaningful tasks • identify the contributions of significant Canadians • know their new community • will participate in activities designed to help them comprehend and use appropriate vocabulary and sentence patterns to describe and exchange information about various aspects of the immediate community • will explore transportation systems and the Canadian monetary system\ • will identify locations for shopping, banking, sports, and recreation • will use appropriate vocabulary and language patterns to participate in a variety of work-related, real-life situations	• students will comprehend and use appropriate vocabulary and language patterns to describe and exchange information related to the activities and routines within the Canadian home • Positive communication skills to express emotions, feeling, wants, and needs in life
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Recommended Instructional Components:

- direct instruction
- cooperative learning
- computer-assisted learning
- project learning
- guided practice
- oral presentations
- independent study
- writing portfolios

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

Since language is acquired in a spiraling and recursive process, students must be guaranteed a stimulating environment where risk taking is nurtured and errors are viewed as a natural formative part of language development.

Assessment for learning practical application of skills and strategies - Formative:

- Assessment is ongoing and may include in-class assignments, listening activities, oral presentations, practical application of language skills, performance assessment, quizzes, tests, homework, projects, journaling, group work, participation, and portfolios.
- Oral and written production is measured in reference to matrices of levels of proficiency according to the ELL and the Provincial Performance Standards.
- Student self-assessment is encouraged through the use of learning logs, personal goal setting, and self-reflection.
- Peer assessment is encouraged

Assessment of learning - Summative:

- Summative assessment may include unit tests, oral presentations, projects, and in-class essays.
- Activities are designed to accommodate student learning styles and level of language acquisition.
- The grading scale follows that of the secondary guidelines to reporting. It may be altered to reflect the teaching to mastery, which characterizes some aspects of this course.

Learning Resources:

Frameworks

- SIOP (Sheltered Instruction Observation Protocol)

Teacher Professional Resources

- *Teaching English as a Second or Foreign Language* by Marianne Celce-Murcia, Donna M. Brinton, Marguerite Ann Snow [[link](#)]
- *The Art of Teaching Speaking* by Keith Folse [[link](#)]
- *Identity Texts: The Collaborative Creation of Power in Multilingual Schools* by Jim Cummins, Margaret Early [[link](#)]
- *Language Assessment: Principles and Classroom Practices* by H. Douglas Brown and Priyanvada Abeywickrama [[link](#)]
- *The Teacher's Grammar of English with Answers: A Course Book and Reference Guide* by Ron Cowan]
- *Longman Student Grammar of Spoken and Written English* by Douglas Biber Susan Conrad, and Geoffrey Leech [[link](#)]

Resources to Aid Instruction:

- *Skills for success* reading and writing or listening and speaking [[link](#)]
- *A Beginning Look at Canada* by Anne-Marie Kaskens [[link](#)]
- *Longman Student Grammar of Spoken and Written English* by Douglas Biber Susan Conrad, and Geoffrey Leech [[link](#)]
- First Peoples myths, legends and recounts
- large pictures/posters
- Student Agenda
- Picture Dictionary
- West Coast Reader
- CBC Radio [[link](#)]

Additional Information:

- None



Board/Authority Authorized Course: Leadership 10

School District/Independent School Authority Name: New Westminster Secondary School	School District/Independent School Authority Number (e.g. SD43, Authority #432): New Westminster School District SD40
Developed by: Christine McNulty	Date Developed: March 2018
School Name: New Westminster Secondary School	Principal's Name: Mr. J. Tyler
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Leadership 10 YCPA-0A	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours: 120 hours minimum (Instruction, meetings, event time, service)

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required:

Bachelor of Education with expertise in program of study
Internet access, meeting room, PR supplies and equipment.

Course Synopsis:

Students will have the opportunity to develop their individual and collective sense of social responsibility through the study, acquisition and application of leadership skills and theory.

Goals and Rationale:

Rationale:

Leadership is a multi-age class for students who are interested in assuming leadership roles in the school or/and in the community through service. Students have the opportunity to develop leadership skills through community or/and school involvement.

Goals:

- work individually and in groups in initiating, organizing and implementing a variety of student and/or community activities.
- develop skills in time management, event management and effective communication.
- show commitment to serving others, helping others and considering the needs of others.
- show commitment to improving and maintaining school spirit.
- show pride in being a member of NWSS and the community.
- demonstrate exemplary behaviours at all times

Aboriginal Worldviews and

Perspectives: Principals of Learning

- Leadership supports the development of self and of working with others
- Learning is embedded in memory, history and story
- Leading involves learning from mentors as well as from those we are meant to lead.
- Leadership and learning are holistic, reflexive, reflective, experiential and relational
- Leadership requires exploration of one's identity, philosophy and ethics as well as of local history

Worldviews and Perspectives – Connectedness and Relationships

- Local focus, community involvement
- The power of story
- Community involvement (process and protocols)
- Flexibility
- Leadership
- Positive learner-centered approach

BIG IDEAS

Leadership development is an ongoing process.	Leadership through service allows us to contribute to the community	A philosophy can help us become better community leaders	Leadership practices can be influenced by the community, society and the media	Celebrating success stories builds legacy and community culture.
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Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Ethics Conduct themselves in an ethical manner Demonstrate/apply the philosophical foundations of ethics and how ethical behavior relates to leadership and informed decisions. Model congruency between words and actions. Define respect. Define diversity. Define sincerity and authenticity Build Character Explore and apply the philosophical foundations of character and its relationship to leadership. Strive for self-understanding – journal, inventories, reflection. Demonstrate trust of self and trust of others. Define their own beliefs and values as a foundation for ethical leadership	<i>Student-leaders are expected to know:</i> Ethical principles and ethical reasoning. Importance of personal beliefs and values Theoretical constructs of high performance teamwork. Approaches, styles and effectiveness as a team member Conflict Resolution Skills Page 40

Develop Team Building Skills Establish and maintain effective working relationships with a variety of team members. Express genuine interest in and feeling with others. Contribute to overall team success Improve Communication Skills Communicate in a clear, logical and persuasive manner. Listen deeply and effectively. Read intelligently and crucially. Research and Inquiry Identify, explain, evaluate and use research findings from various sources to explore, learn and apply learning in a variety of settings. Systems Theory, Thinking and Planning Use systems theory to understand themselves and the impact of the individual in groups and organizations	Systems Theory Theories of communication Meeting etiquette and preparation. Appropriate methods of communication for individuals possessing a variety of abilities and with various personal, cultural and social backgrounds. Research Skills Social responsibility
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Big Ideas – Elaborations

- Leadership:** qualities are developed through experience in a group setting over time. Leaders strive to be inclusive.
- Philosophy:** how we view our leadership experience and how will this define future planning and leadership involvement.
- Legacy:** to celebrate and acknowledge past successes in the hopes of maintaining a positive and welcoming community culture.

Curricular Competencies – Elaborations

Character: the extent to which underlying qualities of character of the leader ensure stability, reliability and responsibility

Team Building Skills: the extent to which the student-leaders encourage healthy and open social interaction among individuals, facilitate collaboration and encourage group organization and achievement.

Communication Skills: the extent to which the student-leader listens well and presents ideas clearly and effectively when speaking, writing and uses practical skills in communication to encourage creativity and problem-solving among others.

Ethics: The extent to which the leader recognizes ethical values and considerations, models and promotes honesty and integrity within and with others.

Content – Elaborations

Style: the extent to which the student-leader can modify his/her personal style to accomplish reasonable objectives and still keep individual and group priorities in an appropriate balance.

Recommended Instructional Components:

Reflective Writing, Modelling, Peer Teaching, Experiential learning, Direct Instruction, Field Trips, Student-in-Role, Independent Study, Guest Speakers, Self-Evaluation, Portfolios, Meetings, Workshops

Recommended Assessment Components:

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

Learning Resources:

Covey, S. (2014). *The 7 habits of highly effective teens: The ultimate teenage success guide*. New York, N.Y.: Simon & Schuster.

Duhigg, Charles. (2012). *The power of habit : why we do what we do in life and business*. New York, N.Y. :Random House.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.

Rath, Tom, 1975-. (2007). *Strengths finder 2.0*. New York :Gallup Press.

Royal Roads University (2005). *Master of arts in leadership and training program. MALT Program Brochure*. RRU.

Internet, NWSS Yearbooks, Authentic Documents (magazines, newspapers etc.), Journals and Periodicals, Leadership videos: Choose To Lead, Building Connections, Leadership 101, Newsletters.

Additional Information:

The student leadership program is one that is offered at all grade levels. Each successive grade completes different assignments on the same themes. Expectations differ and increased personal reflection is expected as the student progresses. Students can join the leadership program in any grade; consequently, the course competencies will be similar if not the same in grades 11 (YCPA-1A) and 12 (YCPA-2A).