



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

Tuesday, April 30, 2019

7:30 pm

School Board Office

811 Ontario Street, New Westminister

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.

	Pages
1. <u>ADOPTION OF THE AGENDA</u> <i>(7:30pm)</i>	
Recommendation: THAT the Board of Education of School District No. 40 (New Westminister) adopt the agenda for the April 30, 2019 Regular School Board meeting.	
2. <u>APPROVAL OF THE MINUTES</u> <i>(7:32pm)</i>	
a. Minutes from the Open Meetings held:	
Regular Open Board of Education Meeting, March 12, 2019	6
Special Open Board of Education Meeting, April 9, 2019	13
Recommendation: THAT the Board of Education of School District No. 40 (New Westminister) approve the minutes as distributed for the March 12, 2019 Regular School Board meeting and the April 9, 2019 Special Open Board meeting.	
b. Business Arising from the Minutes	
3. <u>NATIONAL DAY OF MOURNING</u>	
a. Marcel Marsolais, President CUPE Local 409 <i>(7:35pm)</i>	

	b. Owen Goodwin, United Steelworkers Union, on behalf of New Westminster & District Labour Council	(7:45pm)	14
4.	<u>COMMENT & QUESTION PERIOD FROM VISITORS</u>	(7:55pm)	
5.	<u>CORRESPONDENCE</u>	(8:00pm)	
	a. City of New Westminster - 1209-1217 Eighth Avenue - March 4, 2019		27
	b. Dr. Catherine Allaire - Endometriosis Education Program - March 5, 2019		29
	c. Dr. Selina Tribe - Thank You - March 5, 2019		31
	d. Tom Wharton - School Buses: Seat Belts - March 6, 2019		32
	e. Aaron Thomas - May Day Dance Practices - April 5, 2019		34
	f. Allison Baird - May Day in New Westminster Schools - April 15, 2019		38
	g. BCEdAccess - Letter Sent to BC School Boards re Budgets - April 15, 2019		40
	h. Cheryl Greenhalgh - NWSS Music Auxiliary re Funding - April 20, 2019		45
6.	<u>BOARD COMMITTEE REPORTS</u>	(8:05pm)	
	a. Education Policy & Planning Committee, April 2, 2019		
	i. Comments from the Committee Chair, Trustee Dhaliwal		
	ii. Approval of the April 2, 2019 Education Policy & Planning Committee Minutes		47
	Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the April 2, 2019 Education Policy & Planning Committee meeting.		
	b. Operations Policy & Planning Committee, April 9, 2019	(8:10pm)	
	i. Comments from the Committee Chair, Trustee Connelly		

- ii. Approval of the April 9, 2019 Operations Policy & Planning Committee Minutes (8:12pm) 50

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the April 9, 2019 Operations Policy & Planning Committee meeting.

- iii. Board Policy Revision: 7 Board Operations & Board Policy 8 (8:15pm) 54
Board Committees

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) accept the revised Policy #7 Board Operations and Policy #8 Board Committees.

7. REPORTS SENIOR MANAGEMENT (8:25pm)

- a. 2019-2020 Operating Budget (K. Morris)

2019-056

Moved and Seconded at the April 9 Special Open Board Meeting:

THAT the Board of Education of School District No. 40 (New Westminster) place Bylaw reading No. 2 in the amount of \$81,334,628 on the floor; and further; that the Board postpone carrying Bylaw No. 2 to April 30, 2019 Regular Open Board of Education meeting.

- i. Superintendent's Recommendations Update (K. Hachlaf / K. Morris) 71
- ii. Cleanliness Review (K. Morris) 91

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) allocate \$180,000 from surplus to support a three-pronged investment that strengthens capacity of art education in our schools as follows:

- 1. Initial one-year commitment to 0.5 FTE District Arts Facilitator position and program costs, to support development of a comprehensive District creative and performing arts strategy, delivery of curriculum, programs, partnerships that strengthen learning and engagement of students, teachers, and staff. Cost: \$60,000**
- 2. Facility Rental: Access to Massey Theatre is important to the District, NWSS, Fine Arts programs, as well as elementary and middle schools. Fine Arts alone can use 30 days per year, which can cost more than \$1,500/day. One-year enhancement funding to support 2019-20 costs at Massey Theatre, and to ensure each District elementary and middle school has option to cover costs of one day or evening use of Massey Theatre, in addition to NWSS for fine arts, learning, and ceremonial uses. Cost: \$50,000**
- 3. Supplies and Equipment: one-time enhancement funding to support equitable refresh of K-12 District fine arts equipment and supplies. Cost: \$70,000**

Staff to provide update on position and funding allocation at the November 26, 2019 Board Meeting.

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve second reading of the 2019-2020 Annual Budget Bylaw in the amount of \$82,517,515; AND THAT the third reading, reconsideration and final adoption of the 2019-2020 Budget Bylaw in the amount of \$82,517,515 be approved as presented.

b. Superintendent Update (K. Hachlaf)

(8:55pm)

c.	Financial Update (K. Morris)	(9:10pm)	
	i. March 31, 2019		187
d.	Board Authority Authorized (BAA) Courses (M. McRae-Stanger)	(9:20pm)	190

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve the revised Grade 11 and 12 Board Authority/Authorized Courses for the 2019/2020 school year.

e.	Non-Replacement Data (Staffing) and Educational Assistants Absence Coverage (R. Weston)	(9:30pm)	324
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8. TRUSTEE REPORTS

a.	High Ground Conference Update (Vice Chair Ansari)	(9:40pm)	325
b.	BCEdAccess Spring 2019 Advocacy Conference Update (Trustee Beattie)	(9:50pm)	329

9. QUESTION PERIOD (15 Minutes) (10:00pm)

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

10. NOTICE OF MEETINGS (10:15pm)

May 7, 2019: Education Policy & Planning Committee, 7:30pm – NWSS

May 14, 2019: Operations Policy & Planning Committee, 7:30pm – School Board Office

May 28, 2019: School Board Meeting, 7:30pm – School Board Office

11. REPORTING OUT FROM IN-CAMERA BOARD MEETING (10:17pm)

a.	Record of In-Camera Board Meeting		330
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12. ADJOURNMENT (10:20pm)

**MINUTES OF THE REGULAR OPEN MEETING
OF THE NEW WESTMINSTER BOARD OF EDUCATION**

**Tuesday, March 12, 2019, 7:30 PM
School Board Office
811 Ontario Street, New Westminister**

PRESENT	Anita Ansari, Vice Chair Danielle Connelly, Trustee Gurveen Dhaliwal, Trustee Mark Gifford, Chair Maya Russell, Trustee	Karim Hachlaf, Superintendent Kim Morris, Secretary-Treasurer Maryam Naser, Associate Superintendent Robert Weston, Executive Director, Human Resources Caroline Manders, Recording Secretary
REGRETS	Dee Beattie, Trustee 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

The meeting was called to order at 7:38pm.

2019-038

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminister) adopt the agenda for the March 12, 2019 Regular School Board meeting.

CARRIED UNANIMOUSLY

2. APPROVAL OF THE MINUTES

a. Approval of Minutes from the February 26, 2019 Regular Meeting

2019-039

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminister) approve the minutes as distributed for the February 26, 2019 Regular School Board meeting.

CARRIED UNANIMOUSLY

b. Business Arising from the Minutes

Nil.

3. COMMENT & QUESTION PERIOD FROM VISITORS

Troy Hunter, past Trustee in School District No. 58, has accepted an invitation to join the May Day Committee and indicated his support for this event.

Garry Self, a concerned parent and F.W. Howay Elementary School PAC member, addressed the Board regarding childcare plans in the District.

Chair Gifford asked staff to follow-up with Mr. Self regarding his concerns. Superintendent Hachlaf has spoken with the Principal at F.W. Howay regarding childcare plans.

Lisa Graham, past Trustee, addressed the Board regarding proposed changes to Policy 7 & Policy 8.

4. CORRESPONDENCE

Correspondence was received. By consensus, Staff be directed to formally acknowledge receipt of the letter from Dr. Frank Blye regarding the closure of the New Westminster UBC Counselling Centre on June 30, 2020; and further that staff identify gaps in service as a result of closure and possible solutions.

5. BOARD COMMITTEE REPORTS

a. Combined Education and Operations Policy & Planning Committee, March 5, 2019

i. Comments from the Committee Chairs, Trustees Dhaliwal and Connelly
Nil.

ii. Approval of the March 5, 2019 Combined Education and Operations
Policy & Planning Committee Minutes

2019-040

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the March 5, 2019 Combined Education and Operations Policy & Planning Committee meeting.

CARRIED UNANIMOUSLY

iii. Board and Committee Meeting Calendar - September 2019 to June 2020

2019-041

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the Board and Committee Meeting Calendar 2019-2020 as presented.

CARRIED UNANIMOUSLY

iv. Board Policy Revisions: Policy 7 Board Operations & Policy 8 Board Committees
Draft revisions to Policy 7, Board Operations and Policy 8, Board Committees were reviewed and further revisions made.

2019-042

Moved and Seconded

MOTION WITHDRAWN

THAT the Board of Education of School District No. 40 (New Westminster) approve the revised Board Policy 7 (Board Operations).

2019-043

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) refer the draft Policy 7 & 8 back to the April 2, 2019 Education Policy & Planning Committee meeting or further review.

CARRIED UNANIMOUSLY

6. REPORTS SENIOR MANAGEMENT

a. Superintendent Report

Superintendent Hachlaf provided highlights of his school visits and events he attended in March to date.

i. District Cleanliness Review

- Reviewing District standards; includes custodial staff (survey sent to all custodians); all principals and vice principals. A report is being compiled for the first week of April, followed by budgetary decisions.

ii. [Strategic Planning Community Sessions](#) information has been posted on District website; public is welcome to attend. Thoughtexchange survey will capture the information gathered at the April community sessions.

iii. Superintendent Hachlaf acknowledged the service of John Tyler, Principal of New Westminster Secondary School, who has accepted a new role in Edmonton and wished him well in his future endeavours.

iv. May Day 2019

In June 2018, the Board made a commitment to continue May Day in 2019. Planning for this event has already commenced.

Dance instruction is a major part of the May Day preparation (6 weeks of practices) which will now take place after school from 3:00 to 4:00pm to minimize disruption to instructional time. Nadia Young of Richard McBride Elementary School will be the May Day 2019 Coordinator.

b. BCSTA Budget 2019 Overview

Superintendent Hachlaf indicated that the information was included in the meeting package and available for review.

c. January 2019 Financial Update

Secretary-Treasurer Morris provided the update.

d. 2019-2020 Annual Budget

i. Budget Bylaw Reading 1

Secretary-Treasurer Morris presented five models. Budget bylaw 1 represents Model 5 in the appendix reflecting updated projected enrolment and revenue, as well as status quo expenses less International and Island Discovery Home Learner Program downsizing. 2018-2019 learning initiatives funded from 2017-2018 surplus remain in the bylaw reading 1.

On April 9, 2019 Open Operations Policy & Planning Committee meeting, stakeholders have been invited to provide feedback, and Staff will present the Superintendent's Recommendations for second reading of the budget bylaw.

Chair Gifford thanked Secretary-Treasurer Morris and mentioned that this process will provide everyone ample opportunity to review the budget and provide feedback.

2019-044

Moved and Seconded

The School District No. 40 (New Westminster) Annual Budget Bylaw for the 2019-2020 year in the amount of \$80,814,611 be given FIRST READING.

CARRIED UNANIMOUSLY

- e. District Calendar 2019-2020 & Draft Holiday Periods 2020-2023

It was noted that a two-week Spring Break may cause some undue hardship relative to childcare arrangements. There will be an opportunity to provide feedback when the calendars are posted again in 2020.

2019-045

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2019/2020 District Calendar as presented;

AND THAT the Board of Education of School District No. 40 (New Westminster) approve the draft holiday periods for the 2019-2020 / 2020-2021 / 2021-2022 / 2022-2023 period as presented.

CARRIED UNANIMOUSLY

- f. Property Acquisition: Fader Street

2019-046

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) adopt three readings of the 522 Fader Street Purchase Bylaw 2019.

CARRIED UNANIMOUSLY

2019-047

Moved and Seconded

First and Second reading of the Bylaw

THAT the Board of Education School District No. 40 (New Westminster) approve first and second reading of the 522 Fader Street Purchase Bylaw 2019.

CARRIED UNANIMOUSLY

2019-048

Moved and Seconded

Third and Final reading of the Bylaw

THAT the Board of Education of School District No. 40 (New Westminster) approve third reading, reconsideration and final adoption of the 522 Fader Street Purchase Bylaw 2019.

CARRIED UNANIMOUSLY

- g. 2019-2020 Capital Plan Bylaw

Upgrades approved by the Ministry of Education for the District are as follows:

- Glenbrook Middle School – School Enhancement Project (SEP) \$528,000 – Mechanical Upgrades – Replace Rooftop Air Handlers.
- Lord Kelvin Elementary – SEP \$900,000 – Mechanical Upgrades – Boiler & Furnace Upgrades.
- Herbert Spencer Elementary – SEP \$170,000 – Flooring Upgrades – Flooring Upgrades.

2019-049

Moved and Seconded

THAT the Board of Education of School District No.40 (New Westminster) accept three readings of Capital Plan Bylaw No. 2019/20-CPSD40-01 at the March 12, 2019 Regular Board Meeting.

CARRIED UNANIMOUSLY

2019-050
Moved and Seconded

THAT the Board of Education of School District No.40 (New Westminster) approve Capital Plan Bylaw No. 2019/20-CPSD40-01 the Bylaw as read a first and second time.

CARRIED UNANIMOUSLY

2019-051
Moved and Seconded

THAT the Board of Education of School District No.40 (New Westminster) approve Capital Plan Bylaw No. 2019/20-CPSD40-01 as read a third time, reconsidered, and finally adopted.

CARRIED UNANIMOUSLY

7. TRUSTEE REPORTS

The Trustees provided highlights of events they attended in March.

Chair Gifford thanked staff for preparing for the visit of the Governor General; and for communicating with the public relative to budget and strategic planning processes.

a. Funding Model Review

Trustee Connelly referred to the Funding Model Review Backgrounder and asked that any feedback be sent to her by March 30.

b. New Westminster Secondary School Renaming

Trustee Dhaliwal provided a Backgrounder regarding the Renaming of Schools - Board Process highlighting:

- the work of the District should be guided by its core values;
- all those within the District should see themselves reflected in a diverse District; and
- this diversity should be reflected in a Board Policy as well.

Superintendent Hachlaf advised that renaming is significant and should have Board involvement in Policy rather than Administrative Procedure.

The Policy should include a public consultation piece. Chair Gifford echoed the sentiments from the Trustees to honour the history and connection with a diverse community. It is important that the Board have a Policy to assist with this process.

2019-052
Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) direct staff to develop an Administrative Procedure that, in reflecting the district's values of inclusion and diversity, guides the Board's decision-making process for requests related to the naming and renaming of schools.

2019-053
Moved and Seconded

THAT the motion be amended to read Policy' instead of 'Administrative Procedure'.

2019-054
Moved and Seconded

Main Motion as Amended:

THAT the motion be amended to read Board of Education of School District No. 40 (New Westminster) direct staff to develop a draft Policy that, in reflecting the district's values of inclusion and diversity, guides the Board's decision-making process for requests related to the naming and renaming of schools.

CARRIED UNANIMOUSLY

8. QUESTION PERIOD (15 Minutes)

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

Lisa Graham asked for clarification relative to the Trustee Stipend. Chair Gifford reminded the audience that this information is available on the District website ([February 12, 2019 Open Operations Policy & Planning Committee meeting package](#)).

A member from the audience asked why the dances have moved outside of classroom time. See Item 6a.iv. May Day 2019 on page 3 of these minutes.

9. NOTICE OF MEETINGS

Tuesday, April 2, 2019: Education Policy & Planning Committee, 7:30pm – Lord Tweedsmuir Elementary School

Thursday, April 4, 2019: Long-Range Facilities Plan Community Consultation, 6:00-8:30pm - Lord Tweedsmuir Elementary School Gym

Saturday, April 6, 2019: Strategic Planning Community Session #1, Planning, 9:00am-11:30am - Fraser River Middle School Gym

Tuesday, April 9, 2019: Operations Policy & Planning Committee, 7:30pm – School Board Office

Wednesday, April 10, 2019: District Volunteer Appreciation Event, 7:00pm – Qayqayt Elementary School

Wednesday, April 17, 2019: Strategic Planning Community Session #2, 6:00pm-8:30pm - Herbert Spencer Elementary School Gym

Monday, April 29, 2019: Strategic Planning Community Session #3, 6:00pm-8:30pm - Queensborough Middle School Gym

Tuesday, April 30, 2019: School Board Meeting, 7:30pm – School Board Office

Reminder: National Day of Mourning, April 28, 2019

10. REPORTING OUT FROM IN-CAMERA BOARD MEETING

Going forward the Student Withdrawal report will move into the Open Regular Board meeting on a quarterly basis.

The Board Self-Evaluation Process.

11. ADJOURNMENT

The meeting adjourned at 9:20 pm.

Chair

Secretary-Treasurer

DRAFT

**MINUTES OF THE SPECIAL OPEN MEETING
OF THE NEW WESTMINSTER BOARD OF EDUCATION**

**Tuesday, April 9, 2019, 10:00 PM
School Board Office
811 Ontario Street, New Westminister**

PRESENT	Anita Ansari, Vice Chair Danielle Connelly, Trustee Gurveen Dhaliwal, Trustee Mark Gifford, Chair Maya Russell, Trustee	Karim Hachlaf, Superintendent Kim Morris, Secretary-Treasurer Maryam Naser, Associate Superintendent Robert Weston, Executive Director, Human Resources Caroline Manders, Recording Secretary
REGRETS	Dee Beattie, Trustee 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

The meeting was called to order at 10:57 pm.

2019-055

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminister) adopt the agenda for the April 9, 2019 Special Open School Board meeting.

CARRIED UNANIMOUSLY

2. REPORTS SENIOR MANAGEMENT

a. 2019-2020 Preliminary Budget

i. Budget Bylaw Reading 2

2019-056

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminister) place Bylaw reading No. 2 in the amount of \$81,971,497 on the floor; and further; that the Board postpone carrying Bylaw No. 2 to April 30, 2019 Regular Open Board of Education meeting.

CARRIED UNANIMOUSLY

3. ADJOURNMENT

The meeting adjourn at 10:58pm.

Chair

Secretary-Treasurer

DAY OF MOURNING

For Workers Killed or Injured on the Job



April 2019

NWDLC 2019 Day of Mourning

ONE IS TOO MANY

APRIL 28

DAY OF MOURNING

for workers killed or injured on the job

**DEDICATING OURSELVES TO
MAKING WORKPLACES SAFER**



11:00AM
Westminster Pier Park,
New Westminster



NWDLC 2019 Day of Mourning



NWDLC 2019 Day of Mourning



The Labour Movement and Community groups are calling for stronger protections for child workers in BC.

NWDLC 2019 Day of Mourning



Labour Leaders and Local Government Speakers

NWDLC 2019 Day of Mourning



Gathering of Workers on Day of Mourning

NWDLC 2019 Day of Mourning



New Westminster Honour Guard and Procession of Workers remembering those affected by workplace injury and illness

NWDLC 2019 Day of Mourning



Day of Mourning wreaths and roses of remembrance

NWDLC 2019 Day of Mourning



Westray Memorial for workers killed in the mine in Pictou, Nova Scotia

NWDLC 2019 Day of Mourning



Sunday April 28 at 11:00am
Westminster Pier Park, New Westminster

Please join the New Westminster & District Labour Council, New Westminster City Council Members, and Labour Leaders as we remember those killed or injured on the job and re-dedicate ourselves to making workplaces safer

ONE IS TOO MANY

APRIL 28

DAY OF MOURNING

for workers killed or injured on the job

**DEDICATING OURSELVES TO
MAKING WORKPLACES SAFER**



co-hosted by the
City of New Westminster
and featuring the
New Westminster Pipe Band



Please Join the New Westminster & District Labour Council, Mayor and Council of the City of New Westminster and Local Labour Leaders

11:00AM, Westminster Pier Park, New Westminster



NEW WESTMINSTER &
DISTRICT LABOUR COUNCIL

Lori Mayhew, President
Janet Andrews, Secretary-Treasurer
Chartered By The Canadian Labour Congress

Mark Gifford, Chairperson
New Westminister School District #40
811 Ontario Street
New Westminister, BC V3M 0J7

Dear Chairperson Gifford & Members of the Board of Education,

The New Westminister & District Labour Council represents over 60,000 affiliated union members in 14 communities in the Lower Mainland. On behalf of our members and their families living and/or working in your community, we request your School District declare **April 28th** as the official "*Day of Mourning for Workers Killed and Injured on the Job*".

We also request that the School District **observe one minute of silence** at a Board meeting and in the schools **on or before April 28th**.

In 1984 our national organization, the Canadian Labour Congress, introduced the annual day of remembrance for workers killed and injured on the job. April 28th was chosen because this was the day that the third reading took place for the first comprehensive Workers' Compensation Act (Ontario 1914) in Canada. The "Workers Mourning Day Act" (Bill C223) became law on February 1, 1991, an Act which states "the day of April 28th shall be respected as the day of official recognition". The day of recognition was proclaimed by the government of British Columbia in 1989.

Our focus this year is safety for all workers because "*One is too many, no one should die on the job.*" Recent Canadian research demonstrates that work-related fatalities could be as much as 10 to 13 times higher than official data indicates. Workers deserve to arrive home safely at the end of their workday, and given that workplace deaths are fundamentally preventable, then indeed, one is too many. This year we join the CLC in calling on all governments to enforce the laws, including the Westray provisions in the Criminal Code, and occupational health and safety laws because worker death and injury impact not only our families but also our communities.

There will be remembrances across Canada on April 28th for workers who have been killed on the job, and to recognize those who have suffered from workplace injury, accident or disease. On April 28th we mourn for those who have died from workplace accidents or disease but we also recommit ourselves to fight for the living.

If your Board **issues proclamations**, a copy of our Proclamation is enclosed to assist you in endorsing the "Workers Day of Mourning".

We thank-you for your leadership in the School District by encouraging the schools and your staff to **observe one minute of silence at 11:00 a.m. on or before April 28th**.

Sincerely,

Janet Andrews
Secretary- Treasurer

JA/cb
moveup

Phone: 604-291-9306 NWDLC@SHAWCABLE.COM
105-3920 Norland Avenue, Burnaby, BC V5G 4K7

NWDLC **NWDLC.CA**

Proclamation

WHEREAS: Every year, more than 1,000 Canadian workers are killed on the job.

AND WHEREAS: Thousands more are permanently disabled.

AND WHEREAS: Hundreds of thousands are injured.

AND WHEREAS: Thousands of others die from cancer, lung disease, and other ailments caused by exposure to toxic substances at their workplaces.

AND WHEREAS: April 28 of each year has been chosen by the Canadian Labour Congress as:

- a Day of Mourning for these victims of workplace accidents and disease;
- a day to remember the maximum sacrifice they have been forced to make in order to earn a living;
- a day to renew approaches to governments for tougher occupational health and safety standards, and more effective Compensation;
- a day to rededicate ourselves to the goal of making Canada's workplaces safer.

AND WHEREAS: April 28th was proclaimed a "Day of Mourning" by an Act of Parliament on February 1st, 1991.

I _____, of _____
do hereby proclaim April 28 as an annual Day of Mourning in recognition of workers killed, injured or disabled on the job.

Signed: _____





NEW WESTMINSTER

March 4, 2019

File: REZ00158

The Board of Education of School District 40 (New Westminister)
811 Ontario Street,
New Westminister, BC V3M 0J7

To the Board:

Dear Residents' Association:

Re: 1209-1217 Eighth Avenue, New Westminister, BC

An application has been received to rezone 1209-1217 Eighth Avenue from Neighbourhood Single Detached Residential District (NR-1) to Comprehensive Development District (CD-86). The rezoning would facilitate the development of 22 ground-oriented infill townhouse units. The proposed units would be in four buildings ranging in height from two to three storeys, with an overall development Floor Space Ratio of 1.00 above grade.

It is the policy of the Advisory Planning Commission to notify relevant stakeholders of a site proposed for Planning regulation change. Your opinion on this matter would be appreciated.

How to submit your views:

In Person: At the Advisory Planning Commission meeting on Tuesday, March 19, 2019 at 6:30 p.m., in City Hall Council Chambers.

In Writing: To ensure your correspondence can be included, all written submissions should be received the Friday prior to the meeting. Correspondence should be addressed to the Advisory Planning Commission and can be submitted to:

Email: plnpost@newwestcity.ca

Or

Mail: Advisory Planning Commission
c/o Development Services – Planning Division
511 Royal Avenue, New Westminister, BC V3L 1H9

Questions:

If you would like further information on this proposal, please consider attending the upcoming meeting or contacting the Planning Division (plnpost@newwestcity.ca or 604-527-4532).

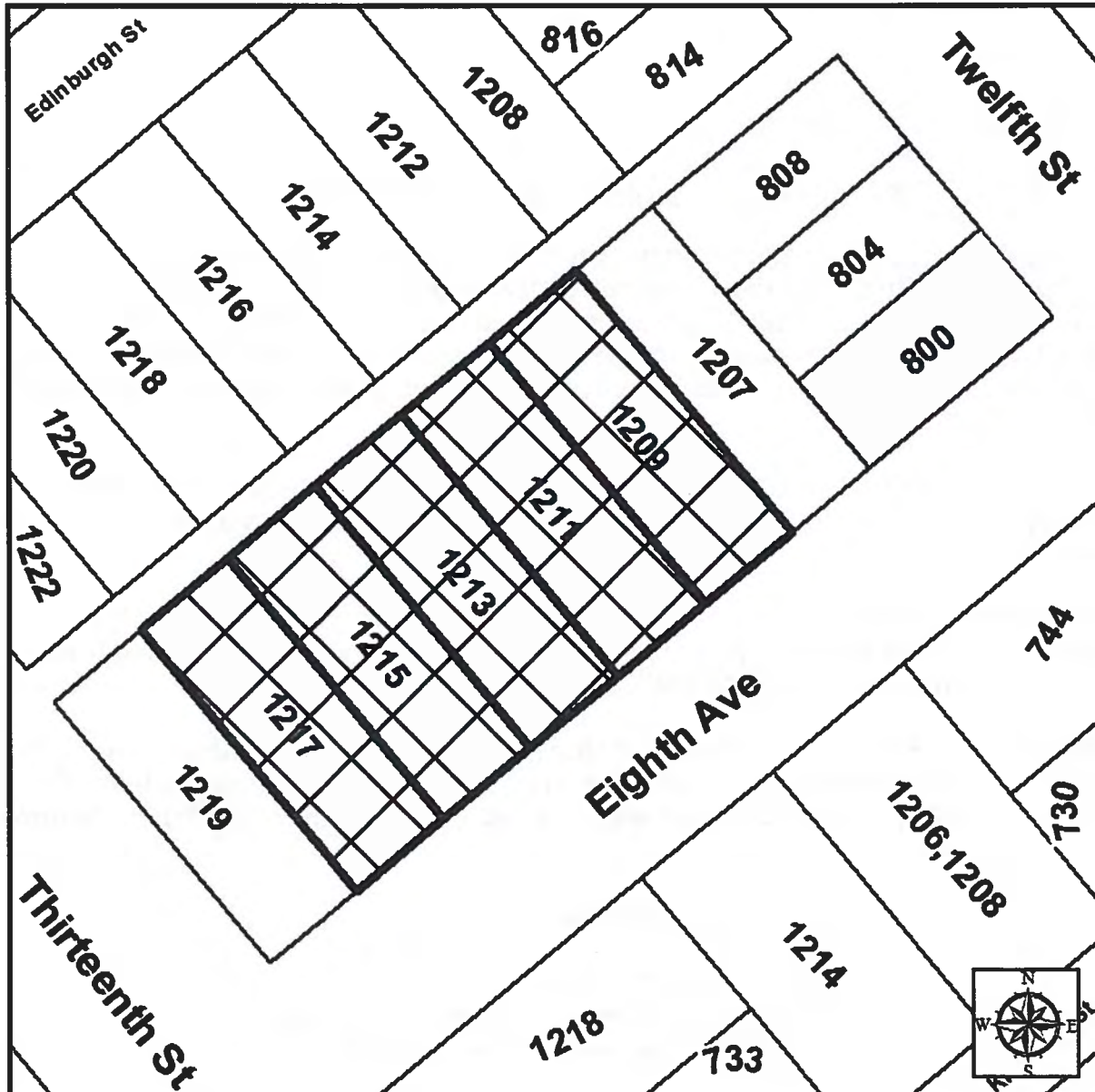


NEW WESTMINSTER

March 4, 2019

File: REZ00158

To learn more about the Advisory Planning Commission, please visit <https://www.newwestcity.ca/committees/articles/4905.php>.



From: [Caroline Manders](#)
To: [Allaire, Catherine](#)
Cc: [Wahl, Kate](#); [Board of Education](#)
Subject: RE: Endometriosis education program
Date: Tuesday, March 12, 2019 10:16:02 AM
Attachments: [image001.png](#)

Dear Dr. Allaire,

Thank you for your email message. The Board of Education, New Westminster Schools welcomes correspondence from the community and values feedback it receives on educational priorities in our district.

Correspondence received from the public is formally acknowledged and received at our public Board meetings. The next scheduled meeting of the Board of Education is April 30, 2019.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



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

From: Allaire, Catherine <CAllaire2@cw.bc.ca>
Sent: Tuesday, March 5, 2019 8:40 PM
To: Board of Education <boardofeducation@sd40.bc.ca>
Cc: Wahl, Kate <kate.wahl@cw.bc.ca>
Subject: Endometriosis education program

Dear Mr. Gifford and Members of the New Westminster School Board:

As a mother and Medical Director of the BC Women's Centre for Pelvic Pain and Endometriosis, I was thrilled to read about your decision to provide free pads and tampons for students. This is a great step towards ensuring that our girls' potential is not limited by the biological fact of menstruation.

As you may know, endometriosis affects 10% of women and causes painful periods. Research shows that young women with this condition miss one or more days of school per month because of pain and lose 10 hours of productivity per week as adults. Unfortunately, because of taboos around menstruation and normalization of menstrual pain, there is an 8-year diagnostic delay for endometriosis.

Our research team recently received funding from the BC SUPPORT Unit and Michael Smith Foundation for Health Research to pilot a 60-minute endometriosis awareness program in a small number of BC schools. This program was associated with a lower age of endometriosis care-seeking in New Zealand and we hope to show that it reduces barriers to care in Canada as well. **Please let me know if this project aligns with your commitment to improving school experiences for girls, and whether your board would be interested in partnering on the project. My team and I would be happy for the opportunity to make a formal presentation of the project in writing or at an upcoming board meeting.**

Regards,

Dr. Catherine Allaire

Clinical Professor, UBC Department of Obstetrics and Gynaecology

Head, Division of Gynaecologic Specialties

Medical Director, BC Women's Centre for Pelvic Pain and Endometriosis

Director, UBC Advanced Training Program in Pelvic Pain, Endometriosis and Advanced Laparoscopy

MAR - 8 2019



March 5, 2019

Dear Board Chair Gifford and all Trustees,

I write to thank you all for inviting me to speak to you in January 2019 and for your swift response to the issue of menstrual support in the schools.

The board vote on Tuesday Feb. 26, 2019 demonstrated what a pioneering, progressive school board New Westminster has. By putting coin-free tampon and pad dispensers in the restrooms, you are acting to keep girls and trans students in school, and help them stay engaged with school and extra-curricula activities.

Your actions go further, as Trustee Ansari so eloquently put it. Your actions are radical in that they acknowledge the reality of menstruation and challenge the status quo in our society.

Providing period products in the restrooms where they are needed - it's no different than providing toilet paper, and just as essential. Doing so means that no one is unduly burdened with normal healthy bodily functions.

Your leadership will be an example to other school boards and organizations of how to improve educational equality, and how to increase access to education for all learners.

I also deeply appreciate your advocacy to the BC School Trustees Association to help to bring about change across the province. I'm proud to have New Westminster School Board as an ally as I continue to work on this issue. Please call on me if I can support the board as you implement, discuss, and educate people about the menstrual initiative.

Sincerely,

A handwritten signature in black ink that reads "Selina Tribe". The signature is written in a cursive, flowing style.

Selina Tribe

Dr. Selina Tribe, P.Geol.
Instructor, Douglas College
Chair, Women in Engineering and Geoscience Division, Engineers and Geoscientists BC
Chair, Sir John Franklin Community School PAC

Office Tel: 604-777-6674
Email: selina.tribe@gmail.com

From: [Caroline Manders](#)
To: [Tom Wharton](#)
Cc: [Board of Education](#)
Subject: RE: School Buses
Date: Tuesday, March 12, 2019 10:24:50 AM
Attachments: [image002.png](#)

Dear Sir,

Thank you for your email message. The Board of Education, New Westminster Schools welcomes correspondence from the community and values feedback it receives on educational priorities in our district.

Correspondence received from the public is formally acknowledged and received at our public Board meetings. The next scheduled meeting of the Board of Education is April 30, 2019.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



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

From: Tom Wharton
Sent: March 6, 2019 2:27 PM
To: info <info@sd40.bc.ca>
Subject: School Buses

Hi,

My name is Tom. I'm the dad to three (awesome) primary school-aged kids in New Westminster. As it was for me, the introduction of school has also meant the introduction to school buses. However, school bus safety - in regards to restraining devices - has sadly not advanced since I was a kid. Every year, hundreds of injuries and an occasional fatality happen while children ride school buses. This is an utterly needless occurrence and something Transport Canada has impotently watched happen for decades.

I have contacted Transport Canada, who remain the sole barrier to enhanced safety for our most treasured and valuable members of society, and they effectively punted the idea of mandating shoulder belts on school buses down the road. It has become clear to me that only political will remove this dangerous barrier. And, in my numerous meetings with local elected officials, there is a clear willingness to effect this change at every level. As a school board, I believe it is possible for SD40 to help advocate for this change by adding your voice to this discussion. Perhaps your involvement will also lead to other school districts to push for this change. This is why I ask you now to use whatever power, no matter how local or limited, to advocate for mandatory shoulder belts on all school buses.

Thank you for your time and especially any efforts you undertake as a school board in this matter,

Tom Wharton



From: [Karim Hachlaf](#)
To: [Aaron Thomas](#)
Cc: [Board of Education](#)
Subject: Re: May Day Dance Practices
Date: Monday, April 8, 2019 5:10:23 PM
Attachments: [image001.png](#)

Dear Mr. Thomas,

Thank you for your letter regarding your concerns over the changes to May Day dance instruction within New Westminster Schools. Your letter will be received by the Board of Education for their review.

As you referenced, I sent out a letter to parents on March 14 providing a rationale on the decision to move May Day dance instruction to an extracurricular voluntary event. Indeed, this move speaks to changing a long-standing practice in our schools which carries a strong historical tradition in our community. Within your letter, you highlight several reasons to reconsider the decision and I would like to provide a follow up response.

Inclusion & Redesigned Curriculum

Inclusion is one of our core values in New Westminster Schools. Our value statement elaborates inclusion as “learning where all people are welcomed, respected and supported.” While you suggest that May Day instruction has been inclusive, the responses to date on May Day instruction within our schools continues to be very divisive. I have received correspondence from parents noting their concerns on this change, yet I have also received emails from parents, staff and students supporting the May Day changes this year. Indeed, by moving dance instruction to after school, this will unfortunately provide some challenges with participation given competing demands during after school hours. Still, this decision is one focused on supporting choice and flexibility for both our staff and students – foundational characteristics of inclusion and our redesigned curriculum. For these reasons, I believe the changes are inclusive and we remain committed to creating a school and district culture which supports diversity, including a welcoming learning and working environment for everyone.

As for the shift in practice, I would like to provide a correction to some of your statements. We have been able to create an after-school environment where all students who wish to participate in May Day dancing can do so, and this includes providing educational assistant support, where needed.

Sincerely,

Karim Hachlaf

Karim Hachlaf

Superintendent of Schools / CEO



P [604.517.6328](tel:604.517.6328) | E khachlaf@sd40.bc.ca | W newwestschools.ca | T [@khachlaf](https://twitter.com/khachlaf)

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

Note: This email and any attachments are intended only for the named recipient and may contain confidential and/or privileged material. Any unauthorized copying, dissemination or other use by a person other than the named recipient of this communication is prohibited. If you received this in error or are not named as a recipient, please notify the sender and destroy all copies of this email immediately.

From: Aaron Thomas

Date: Friday, April 5, 2019 at 9:06 AM

To: Karim Hachlaf <khachlaf@sd40.bc.ca>

Cc: Board of Education <boardofeducation@sd40.bc.ca>

Subject: May Day Dance Practices

Good evening,

My name is Aaron Thomas, I'm the father of 3 New Westminster School District Students in Grade 4, 8 & 9. My 2 older children have both participated in May Day in the Folk and May Pole Dances, as well as being chosen as school representatives. Unfortunately, in reading the proposed structure for learning the dances this year, my youngest daughter [REDACTED] will not be able to participate in the May Pole Dance due to extra-curricular activities she's already committed to after school. She will be devastated if this is not changed by allocating time during instructional school hours, the same way it has been for more than half a century for students participating in May Day to learn, practice, and come together with their classmates and the rest of our community to celebrate May Day over the past 149 years.

Inclusive or Exclusive School District?

Restricting the ability of children/students from participating in May Day unless they can attend after-school practices will directly exclude a large number of students from participating. Students who are part of childminding or daycare programs also are being excluded by this. In addition, students who rely on the assistance of a Special Education Assistance will not have this support after school and therefore will be unable to effectively participate as well, further excluding students with special needs from participating. And how about those students with two full time working parents? Yet another group who is being excluded as working parents will not be able to pickup their children from after-school rehearsals. For a school district with a policy committed to an inclusive environment, this decision to restrict participation by holding practices and lessons only after school defies this fundamental value and is not acceptable. Rather than supporting an event that is built around inclusion, school spirit and fun, unnecessary obstacles segregating students are being erected, which is not right and completely unfair. As far as I'm aware, ALL respective students have had the opportunity to participate in the May Day Festivities whether it is in dances or being selected to represent their school. This new decision will create an exclusionist situation where kids cannot actively participate with their fellow classmates, like

their brothers, sisters, mothers and fathers before them and be relegated to only watch from the stands. Does this seem right? Does this seem fair? And if for some reason no teachers are able to volunteer after school then does an entire school or grade have to be denied participation? Are we willing to take a step backwards and exclude kids from school and community activities? I know when one looks at the overall social and inclusive value of scheduling adequate time during school hours (PE time, fine arts time etc) we should make the necessary efforts to optimize student participation and not put up obstacles that directly exclude and prevent students from participating in activities.

Curriculum & Classroom Time:

Some have said it takes away from instructional time at school. From what I understand physical activity, fine arts/dance and learning about community heritage are all part of the Ministry's brand new "Curriculum", and a requirement for school districts to provide students. When I attended Herbert Spencer Elementary school 40 years ago, our twice a week Physical Education Class was used to practice and learn the dances during April and May. Why would it be any different today? Optimizing this time and/or fine arts/music classes during instructional time seems like a sensible use of this instructional time. I am asking you to relook at this decision. Being able to continue building strong well-connected bonds within our schools and community has been a key foundational element to the success and pride for students and citizens of New Westminster. It's one of the things that differentiates and makes living in this city and attending school here more special with unique memories, experiences and heritage. Other than coaching, how many elementary school teachers were willing to volunteer more than 8 hours last year directly leading an extracurricular activity for students? How many do we expect to volunteer for May Day with their busy work days and personal lives these days? Please don't undervalue the benefit of having these kinds of events if you did not grow up and experience these yourself. Our children and ourselves need more than ever activities and events that build strong community bonds and connections with one another utilizing direct interactions, not orchestrated solely behind a snapchat or Instagram post. Is this not what our education system today should help foster?

Cost & Funding:

Rationale has been put forward that it's not budgeted for or paid for by ministry funds and takes away from designated educational uses. As mentioned, there are curriculum-based learning and activity elements that participation in May Day provides for all students, enabling justification of costs with ministry funds and allocation of instructional time. There is more than sufficient incremental revenue generated every year from the New Westminster School District's International Students Program (outside of provincial government funding) to go towards programs like this for the betterment of all elementary school children in the district. In fact, I would think there is Federal Government funding grants available under the Department of Canadian Heritage to also provide funding if wanted. It never ceases to amaze me what programs and activities this department is willing to fund with their \$3.9 billion budget.

Focusing on Positive Intent:

Any activities that bring together students from across the city, helping to build school and community spirit is good for all students and all citizens of New Westminster, which is one of the founding rationales for May Day. Not to mention the invaluable leadership opportunities provided for the May Day School Representatives, with their roles in the festivities. We are all free to express our thoughts and opinions, and can inevitably find a fault with any activity, historic association or cultural icon, if that is what we want to

exclusively focus our energies on in a quest to ascend to some level of utopian moral high ground. I choose not to look at May Day with jaded self-interpreted hyperbolic associations that detract from the rich heritage and history of May Day, that some with cynical notions may imply, trying to disparage the festivities and true good nature that underlines and is actually represented by this event and its history. Too often we can allow others to sway our opinions, even if they're focused on the worst interpretations of things with a misanthropic view of things, rather than embracing the good-natured community building traditions and simple fun for kids and families. You don't have to agree with my view, but please see past the divisive moralistic fallacies and look at the true intent and good instead.

Very few cities, communities and schools have long-standing traditions and activities that their citizens of all ages can experience and celebrate over generations. May Day is a unique event and aspect of our schools and overall community. It is a tradition bringing all of the elementary schools together to celebrate, have fun, share a common experience and become a part of our incredible city's history. We also use this day to recognize the selfless acts of those over 149 years ago who organized this festivity to help support and save a demoralized city after we lost the capital city to Victoria, and the economic devastation that was occurring at that time. May Day was an incredibly historic event in 1870 which brought hope and happiness to the people of New Westminster in order for them to join together to renew and rebuild.

To circle back, I sat down tonight to write this email because I will have a very sad [REDACTED] daughter, who will have this experience taken away from her by no means of substantial justification, as will a huge number of other children in our city, which isn't right. I request that the appropriate direction is provided by our elementary school leadership, teaching and support staff to ensure participation in May Day is inclusive for all students.

Respectfully,

Aaron Thomas
Parent of [REDACTED] Grade 4 Student, Herbert Spencer Elementary

From: [Caroline Manders](#)
To: "Allison Lewis"
Cc: [Board of Education](#); [Karim Hachlaf](#)
Subject: RE: May Day in New Westminster Schools
Date: Monday, April 15, 2019 9:18:00 AM
Attachments: [image001.png](#)

Dear Ms. Baird,

On behalf of Superintendent Hachlaf and the Board of Education, New Westminster Schools, we thank you for your email message. We welcome correspondence from the community and value feedback we receive on educational priorities in our district.

Correspondence received from the public is formally acknowledged and received at our public Board meetings. This message will be included in correspondence received at the Tuesday, April 30, 2019 Regular Open Board meeting.

Kind regards,

Caroline

Caroline Manders Executive Assistant, Board of Education



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

From: Allison Lewis
Sent: Monday, April 15, 2019 8:01 AM
To: Karim Hachlaf <khachlaf@sd40.bc.ca>
Cc: Board of Education <boardofeducation@sd40.bc.ca>
Subject: May Day in New Westminster Schools

Good Morning,

I am writing you today to show my support for the School District to do away with financially and organizationally supporting the New Westminster May Day festivities. As a parent with a child going to school in New Westminister, this issue has surprised me with how divisive it is in our community. I am not a native New West citizen. We moved here 10 years ago, and have really loved becoming a part of this community. However, I know that New Westminister is not without its' issues.

I was very pleased to see that the May Day practices and preparation have been moved to after school hours. This is a great first step. I understand some of the logistical issues with this. I am a full-time working parent, and so is my partner, so this could cause issues IF my child wanted to participate. However, I am pleased that the schools/district have worked hard to facilitate connections for working parents so that their children may participate if they choose. And ultimately, that is what this is about. Choice. I would not choose for my children to participate in this May Day event. I struggle with the colonialism that this event celebrates, as well as the effort and funding that goes into it, when juxtaposed against other, less celebratory aspects of New Westminister's history. I struggle with the imposed gender stereotypes that this event seems to "need" to include. I struggle with this being a part of the settler history of this area, and how it ignores the injustices that accompanied it in history, such as the robbing of Chinese citizens of their land holdings and businesses after the Great Fire, and the hanging of the 6 Indigenous

Chiefs less than a decade before that was swept under the rug.

I also am concerned when I see uninformed yet powerful members of this community, holding that community and the public-school system within it, hostage. A quick perusal of the “Save May Day in New Westminister” Facebook Page proves that the people fighting to keep May Day as a part of the New Westminister school system are ignorant to what “inclusivity” means, what the impacts of colonialism are for a large part of our community, and the FACT that a city CAN NOT rewrite and force a school district to change the provincial teaching curriculum, or the provincial teachers’ contracts. I know this because not only am I a parent with a child in the public-school system, but I am also a teacher. And as a teacher, I know how the BC Curriculum is implemented. I was a part of writing some of it. I also know that teachers struggle every day with meeting the distinct differing needs of the learners in their classrooms. I know that School Administrators struggle to assure that each need is being met, with a budget that doesn’t necessarily allow for that. I know that the teachers and consultants at the District level, work hard to budget so that schools can support those needs. And I know that the Board does what they can to advocate at a provincial level to make sure those needs are met.

As a teacher, I am also aware of the rights I have to autonomously teach that curriculum in the best possible way to support those differing needs of the students in my class. I am concerned when I see that New West has a “wait and see” approach to dropping May Day. Especially when I see the 10’s of thousands of dollars of School District funding that is put towards this event yearly. What are we waiting to see? If the powerful and ignorant members of this city “win” in their hostage taking of the teachers and district in New Westminister? May Day does NOT ally with the new Curriculum in its’ implementation or commitment to inclusion and cultural sensitivity. It does NOT ally with the commitment to SOGI that the school district has accepted. It does NOT ally with the Aboriginal Enhancement Agreement in which this School District signed and agreed to uphold. It does not support the best needs of the students of this district by taking funding that that could be used to support them in a better and more intentional way. It does not support the time stolen from those students and those teachers who had to participate. Period. End of story. And it boggles my mind that this is still up for discussion, that the district is “waiting and seeing”. I’ve seen enough, and I have waited long enough. If May Day NEEDS to be a part of this community, then the members of this community needs to step up and make it so. Stop holding the school district hostage. Let the kids of this community go, and give them and their families the choice. Let the teachers go, and give them the choice that they have the hard-fought rights to. Let the District decision makers go, so that they can continue to support the ever-changing needs of the learners of this city. I support you in refusing to wait any longer, and in seeing that this is not a good fit, and NOT the School System’s responsibility ANY MORE. And I will continue to support that direction, until May Day is removed from the District’s responsibility.

Thank you so much for your time today,

Allison Baird

SEL Advocate with the Surrey School District #36

Parent of two children, one of whom is in Kindergarten at Sir Richard McBride Elementary School

"There can be no keener revelation of a society's soul than the way in which it treats its children."

Nelson Mandela



www.bcedaccess.com
bcedcaccess@gmail.com
[@bcedaccess](https://twitter.com/bcedaccess)

April 15, 2019

Dear British Columbia Public Boards of Education:

It is that time of year again where you are preparing, deliberating and voting on your next budget. We'd like to share some thoughts on the choices you will need to make.

BCedAccess Society is an organization serving families of school-aged children and youth with disabilities and complex learners, from all over British Columbia. Our parent/guardian support group has nearly 1700 members and continues to grow. We work together to provide support and to educate one another about the rights of our children to equitably access their education. In addition, we engage with other education stakeholders to make things better for children and youth with disabilities now and in the future.

This year, the Ministry of Education increased special education supplemental funding to Levels 1, 2 and 3 by greater than cost of living. Here are the increases:

Level 1 - 8.8%

Level 2 - 4.1%

Level 3 - 4.6%

We look forward to seeing how this money will be applied to improving equitable access to education for students with disabilities and complex learners. Our parent support group members will likely be at your school board meetings asking questions about this.

Our thoughts:

All children and youth have the right to equitable access to education.

The purpose of the BC Human Rights Code is to foster a society where there are no impediments to free and full participation in the economic, social, political and cultural life of our province. It is also intended to promote a climate of understanding, mutual respect, and equity in dignity and rights, to protect people from discrimination, to provide those people with a means of redress, and to identify and eliminate persistent patterns of inequality associated with discrimination prohibited by the Code.

Discrimination is an action or a decision that treats a person or a group badly for reasons such as their race, gender identity or expression, or disability. It's important to note that absence of intention to discriminate is not a legal defence.

The BC Human Rights Code is guided by the Canadian Human Rights Act, and Canada's Act is informed by the United Nations Human Rights Council. Around the world, inclusive education is a goal and a pursuit and our country is signatory to agreements that say we will do this.

Catalina Devandas, the UN Special Rapporteur on the rights of persons with disabilities made the following comments on April 12, 2019 after looking at inclusive education in Canada:

“However, I am concerned that most provincial and territorial policies are yet to implement fully inclusive education systems and that students with disabilities in other parts of Canada may receive considerably different levels of support. I was informed that many children with disabilities are still being taught in segregated classrooms or in special education schools, and I received worrisome reports that children with disabilities can be put on partial school days or temporarily removed from school, for periods of up to six months without access to education.

I also noted a disconnection between the State's commitment to inclusion in legislation and policies, and everyday implementation in practice, reflected in long waiting time and lack of services for students with disabilities and their families, putting them under significant emotional and financial pressure. I was also informed that children with disabilities in segregated classes or those that have followed some kind of individualized education plan may receive a different certification or diploma than other children, which limits their opportunities for enrolling in education at higher levels.”

We know that school districts around BC believe in inclusive education and strive to work towards it in a collaborative manner.

Unfortunately, discrimination is still a regular feature of education in BC. It's difficult to move from an ideal to a reality without a plan. We hope that every district's strategic plan has a specific component that will effectively move them along the continuum to a fully inclusive education. This component should echo a similar component that should be embedded in the BC Education Plan.

A School Board budget is an excellent place to start implementing changes to move towards an inclusive model, to align with Canada's agreement to the United Nations' Convention on the Rights of Persons with Disabilities and its Optional Protocol.

Here are some suggestions we have for you to consider. This is not an exhaustive list and if you connect with other school boards around the province and across Canada, you will find that many are implementing effective strategies.

1. Make your current EAs full time (a minimum of 35 hours per week)
2. Properly equipped sensory rooms creating sensory sensitive spaces.
Allocate extra funding for each school in each school budget that carries a directive for the Administrator to implement.
3. Make assistive technology a priority and provide training and resources for teachers to implement them.
4. Stop deploying specialist teachers as replacements for absent classroom teachers - hire the teachers that your district needs.
5. Hire more school psychologists and conduct more assessments.
6. Provide up to date training in current educational practices and put a call to action for educators and educational assistants to be in line with the prescribed training.
7. Provide training for all levels of management on inclusion and support for students with disabilities.
8. Ensure that all secondary students with disabilities have access to all academic courses to ensure that they have the opportunity to graduate with a Dogwood.

This means that all the sports academies, academic and fine arts specialty programs, and even French Immersion, are all programs of choice. As such they should be funded AFTER assuring that adequate services and supports have been provided to ensure equitable access to education for *all* students, including students with disabilities.

This in no way means that we feel these choice programs are unimportant. And we want to see equity of access to these programs as well.

We encourage you to read these cases:

Moore v. Her Majesty the Queen in Right of the Province of British Columbia as represented by the Ministry of Education and the Board of Education School District No. 44 (North Vancouver)

<https://www.canlii.org/en/ca/scc/doc/2012/2012scc61/2012scc61.html?resultIndex=1>

<http://www.ccdonline.ca/en/humanrights/litigation/Moore-Case-Key-Findings-9Nov2012>

<https://www.scc-csc.ca/case-dossier/info/sum-som-eng.aspx?cas=34041>

Attorney General of British Columbia and Medical Services Commission of

British Columbia *Appellants/Respondents on cross-appeal*

v.

Connor Auton, an Infant, by his Guardian *ad litem*, Michelle Auton, and the said Michelle Auton in her personal capacity, Michelle Tamir, an Infant, by her Guardian *ad litem*, Sabrina Freeman, and the said Sabrina Freeman in her personal capacity, Jordan Lefavre, an Infant, by his Guardian *ad litem*, Leighton Lefavre, and the said Leighton Lefavre in his personal capacity, Russell Gordon Pearce, an Infant, by his Guardian *ad litem*, Janet Gordon Pearce, and the said Janet Gordon Pearce in her

personal capacity *Respondents/Appellants on cross-appeal*

<https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/2195/index.do>

Darren Hewko, an infant, by his guardian ad litem, Shirley Hewko, and the said Shirley Hewko in her personal capacity

Her Majesty the Queen

in Right of the Province of British Columbia

as represented by the Attorney General of British Columbia

and the Board of School Trustees of School District #34 (Abbotsford)

https://asntest.files.wordpress.com/2015/04/hewko_bc_11_03_06.pdf

CRPD Article 24

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-24-education.html>

Ultimately, we believe that it's important to look at inclusion and the supports required for it as inextricably linked. We believe that with a sound plan, each district can move forward in their pursuit of inclusive education. We believe that your budget is a good place to start, and we look forward to seeing what you will implement for the future of children and youth with disabilities and their equity of access to the same educational opportunities as their peers.

Sincerely,

Tracy Humphreys
Founder and Chair, BCEdAccess Society

Dear Trustees, Superintendent Hachlaf and Principal McLeod,

I write in follow up to a letter I sent to trustees and administration in January of 2018. At that time the Music Auxiliary wrote to express frustration with the diminishing funding of the music department at NWSS, and in particular the financial hardship created by having to pay for access to Massey Theatre.

The letter resulted in a meeting between Superintendent Rundle, Principal Tyler and myself and Ms. Proznick for the auxiliary. During and after the meeting, details about various department budgets were requested but never received. There was no further response from the district to the auxiliary.

Recently, the auxiliary has attended a board meeting and parents were able to express various desires for the music department and requests for funding to be increased. The auxiliary was pleased to have Trustee Russell and Principal McLeod attend an auxiliary meeting.

Given the various communications and conversations that are being held, we would like to take this opportunity to summarize our long-term goals for music in SD40.

1. Creation of a district-level position specific to arts education. Someone who can coordinate schools/programs, support curriculum delivery, develop programs, develop partnerships, support schools and students.
2. Examine the middle school model of delivery of instrumental music education to ensure that all children in New West have equitable year-round access to instrumental music education taught by a specialist. Particularly examine the changes made at Glenbrook Middle School that have resulted in exclusion and infrequent instruction.
3. With regards to Massey Theatre, ensure that within the agreement with the City of New Westminster there is guaranteed affordable educational access to New Westminster Secondary Performing Arts Department for their large-scale performances such as the musical, dance shows and band department performances.

4. A budget that supports instrument repairs (\$3000/year), piano tuning (\$1000/year), purchasing of print music (\$6000/year) and instrumental supplies/consumables (\$3000/year). TOTAL of \$13,000 per year. The Music Auxiliary will continue to fund large instrument purchases, bursaries for students to participate in trips/tours, clinics and workshops, scholarships for graduating students.

For many years, NWSS has been held up as a magnet school for students seeking a strong performing arts education. We believe that without immediate intervention this will cease to be reality. As educators, we know that you understand the immense value of arts in education – we ask that you please consider our requests and support the music department in a sustainable manner.

Respectfully,

Cheryl

Cheryl Greenhalgh,

Secretary, NWSS Music Auxiliary

**MINUTES OF THE NEW WESTMINSTER BOARD OF EDUCATION
EDUCATION POLICY & PLANNING COMMITTEE**

**Tuesday, April 2, 2019, 7:30 PM
Lord Tweedsmuir Elementary School
1714 Eighth Avenue, New Westminster**

PRESENT	Anita Ansari, Vice Chair Dee Beattie, Trustee Danielle Connelly, Trustee Gurveen Dhaliwal, Trustee Mark Gifford, Chair Maya Russell, Trustee	Karim Hachlaf, Superintendent Kim Morris, Secretary-Treasurer Maryam Naser, Associate Superintendent Caroline Manders, Recording Secretary Guests Jen Richter, Principal, Lord Tweedsmuir Elementary Sonia Maglio, Acting Vice Principal, Lord Tweedsmuir Stacy Brine, Social Studies Teacher, NWSS Bruce Cunnings, Director, Instruction, Learning Services Maureen McRae-Stanger, Director, Instruction, Learning & Innovations
REGRETS	Mary Lalji, Trustee	

Chair Dhaliwal 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. Approval of Agenda

Add 4. School Tour - Seismic Upgrade Project

Moved and Seconded

THAT the agenda for the April 2, 2019 Open Education Policy and Planning Committee meeting be adopted as amended.

CARRIED UNANIMOUSLY

2. Presentations

a. Lord Tweedsmuir Elementary School Learning Plan Presentation

Principal Richter introduced Sonia Maglio, Acting Vice Principal, who presented on how students are learning to incorporate conferencing, which is showing learning through a performance task, to provide parents a better understanding of what students are learning.

In Term 1, the students along with the parents and teachers participate in goal-setting and steps to achieve the goals.

In Term 2, the student, parent and teacher complete a core competency sort together, which provides a better understanding of how the child is performing. Parents provided positive feedback relative to the three-way conference format. Teachers have enjoyed getting to know/learn how to best shift to the new way of learning.

Students also are learning to shift how they demonstrate their learnings to their parents/teachers.

b. Student Voice-Empowering Students in Decision-Making

Stacy Brine, Social Studies Teacher at New Westminster Secondary School (NWSS), introduced student members of the NWSS Student Voice Club. The club began meeting in October 2018, is open to everyone and currently has 15-20 members mainly from grades 10-12.

The club encourages students to share their concerns, which most recently include: school cleanliness; lack of resources such as Chromebooks, access to online textbooks, the need for more counsellors; and school start-up concerns.

Students appreciated the opportunity to participate in the Student Symposium in November 2018 and the Talking Tables event in February 2019, which provided a forum for them to share their concerns and ideas directly with the Superintendent and Trustees.

Students shared with the Trustees their interest in having student representation at Board of Education meetings and suggested three students, from secondary and middle school, rotate between the meetings. Alternate methods to engaging with students such as social media, coffee-meetings, etc. were discussed.

i. Backgrounder: Student Voice – Empowering Students in Decision-Making

The material was circulated in the agenda package and was not specifically addressed at the meeting.

Superintendent Hachlaf introduced Murray McLeod, the new Principal at New Westminster Secondary School. Principal McLeod provided comments highlighting the caliber of the student presentation, and his intent to work positively with students, parents and teachers.

3. Comment and Question Period

David Brett addressed the Board regarding May Day and his support for the event.

4. School Tour - Seismic Upgrade Project

Principal Richter took the Trustees on a tour of the school to highlight the seismic capital project currently underway in the school.

5. Reports from Senior Management

a. Special Education Review April Update

Associate Superintendent Naser and Director of Instruction, Learning Services Cunnings updated the committee as follows:

- comprehensive process, focused on improving practice
- guided by research; stakeholder engagement (appreciative inquiry); and alignment with the District strategic plan.
- will include all students who require support, not only those with a designation.

Next steps include the finalization of the Special Education Review Advisory Group members and its Terms of Reference. Members will include parents, staff, Board representative, and students via online surveys and focus groups.

May Update will provide the names of the members of the advisory group (one primary point-of-contact plus one alternate for each of the member types, terms of reference; and name(s) of potential consultant(s).

June Update will include the work plan 2019/20.

b. Administrative Procedures Revisions Review

Director of Instruction, Learning & Innovations McRae-Stanger reviewed the following revised Administrative Procedures (APs). APs align District practices with clear policies, Ministry guidelines, the *School Act* and other relevant documents.

AP 117 Appendix A Glossary - Sexual Orientation and Gender Identity (SOGI) terms/definitions revision.

AP 356 Student Substance Abuse - language added to align with privacy language in the *Human Rights Code* as well as wording to make explicit that there will be no drug testing requested nor conducted within the District.

AP 490 Parent / Guardian Volunteers - alignment with the Parent/Guardian Volunteer Form 490-1

c. Board Authority Authorized (BAA) Courses

Director of Instruction, Learning & Innovations McRae-Stanger advised that BAA courses are locally developed by teachers in each school district.

Purpose of BAA's is to provide flexibility and choice for students, acknowledge specific and personal learning needs, and promote engagement in learning to support student success.

Courses cannot be used toward the adult graduation program; courses do not have pre-requisites.

i. BAA Retired Courses - Grades 11 & 12

In 2019 there will be no new BAA courses. Grade 10 BAA courses were reviewed 2018/2019 and grades 11 and 12 BAA courses are the focus of this year's review. A list of retired courses was reviewed. All but two are now part of the new curriculum.

6. **Old Business**

Nil.

7. **New Business**

Nil.

8. **General Announcements**

Upcoming Trustee meetings and events were reviewed.

9. **Adjournment**

The meeting was adjourned at 9:55pm.

**MINUTES OF THE NEW WESTMINSTER BOARD OF EDUCATION
OPERATIONS POLICY & PLANNING COMMITTEE**

**Tuesday, April 9, 2019, 7:30 PM
School Board Office
811 Ontario Street, New Westminster**

PRESENT	Anita Ansari, Vice Chair Danielle Connelly, Trustee Gurveen Dhaliwal, Trustee Mark Gifford, Chair Maya Russell, Trustee	Karim Hachlaf, Superintendent Kim Morris, Secretary-Treasurer Maryam Naser, Associate Superintendent Robert Weston, Executive Director of Human Resources Caroline Manders, Recording Secretary Marcel Marsolais, President, CUPE Local 409 Sue McMillan, Vice President, CUPE Local 409 Eric Young, President, NWTU Sarah Wethered, Treasurer, NWTU
REGRETS	Dee Beattie, Trustee Mary Lalji, Trustee	

Chair Connelly 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. Approval of Agenda

The meeting was called to order at 7:34pm.

Moved and Seconded

THAT the agenda for the April 9, 2019 Open Operations Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. Correspondence

Nil.

3. Comment & Question Period from Visitors

Nil.

4. Reports from Senior Management

a. 2019-2020 Preliminary Budget

i. Stakeholder Submission Presentations

CUPE Local 409 President Marsolais highlighted the concerns outlined in CUPE's written submission to the Board included in the Board agenda:

- Underfunding in the K-12 sector have resulted in cutbacks such as custodial services. Understaffing and overwork in this function has resulted in health and safety issues.

- Wage increases not keeping pace with inflation in the region.
- Aboriginal Education support staffing is at an all-time low.
- Clerical workload and part-time positions.
- Request that the Board focus on restoring and increasing CUPE education workers' hours of work and create additional positions to address unreasonable workloads.

NWTU Treasurer Wethered addressed the following needs:

Classroom needs:

- Flexible seating, furniture and accessories.
- Chromebooks.
- Technology that students need to access the curriculum through Google Read and Write, e.g. headsets, iPads, Chromebooks.
- Comprehensive list of standard classroom supplies.
- Textbooks (print and online).
- Self-regulation tools (e.g. beanbag chairs, wobble chairs, fidgets, noise-blocking headsets).

School needs:

- Photocopiers.
- Laminator.
- Art, Math, science and Applied Design Science & Technology supplies.
- Easy to use reading assessment kit (more than one per school).

Teacher needs:

- Improve class size and composition.
- Resource/learning support for teachers.
- Educational Assistants and Custodial Staff

NWTU President Young acknowledged that the District's Human Resources department has done great work in handling the matter of non-enrolling teachers however, with the current process, gaps are created when a teacher is absent without adequate coverage.

The Board asked about resources for arts, with regard to performing arts, a lot of money is spent to rent the Massey Theatre (approximately \$5,000 of a typical production cost).

Professional Development is valued by the teachers. Teacher Coaches seem to be very effective.

Innovation Grants provide an opportunity for teachers to be able to invest further in subjects of interest. Aboriginal Education initially was for Aboriginal students only; however, since the Truth & Reconciliation Report, Aboriginal Education should be for both Aboriginal and Non-Aboriginal students.

CUPE President Marsolais echoed the need to support for Aboriginal Education. CUPE is working with the provincial government to develop credentials for Educational Assistants, which will continue to support students' needs into the future.

Flexible furniture would be optimum, for schools who do not have flexible furniture; zones can be created to introduce flexible furniture. A plan will need to be created to outline how this concept could be introduced within the District.

The District laminator currently resides in the media centre so it can be accessed by those who would like to use it. Many schools also have their own laminator.

Importance of mental health education in the classroom should be as common as other topics of instruction.

CUPE Vice President Sue McMillan left the meeting at 8:50pm.

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to place Bylaw reading No. 2 in the amount of \$81,971,497 on the floor; and further; that the Board postpone carrying Bylaw No. 2 to April 30, 2019 Regular Open Board of Education meeting.

CARRIED UNANIMOUSLY

ii. Superintendent's Recommendation

Superintendent Hachlaf and staff presented the preliminary 2019-2020 balance budget highlighting:

- Allocations to close gaps in student achievement, as outlined at the February 2019 Education Policy & Planning Committee of the Whole meeting.
 - Budget process engagement including Thought Exchange, Student Symposium, Talking Tables, stakeholder written submissions and presentations.
 - Technology equity and access to ensure all students and staff have access to tools and support learning.
 - Salary Increases:
 - CUPE* - 1.25% stability dividend wage increase
 - NWTU* - 1.25% stability dividend wage increase;
 - Principals & Vice Principals - 3.08% (potential salary structure adjustments & increment increases)
 - Exempt - 5.31% (potential salary structure adjustments & increment increases)
- *CUPE and NWTU wages do not include any Spring/Fall 2019 collective bargaining outcomes as these are assumed to be funded by the Ministry once ratified.

CUPE Local 409 President Marsolais indicated his opposition to the proposed salary increase for Exempt employees.

- Overview Assumptions:
 - staffing aligned to 19/20 enrolment and wage increases
 - inclusion level 2 students with autism EA support increased 25%
 - international & island discovery downsized
 - 18/19 surplus initiatives eliminated

- 19/20 initiatives included with no use of surplus
- professional development and technology zero-based
- maintains technology refresh schedule including \$300,000 for schools
- sustainable: no surplus funds required
- all staffing levels status quo or increased

School Allocations:

- Overall 11% increase to school budgets: \$104,500.
- Including:
 - enrolment growth furniture & equipment: \$48,000
 - intentional learning resource allocation: \$174,577
 - intentional curricular travel allocation: \$31,824
 - intentional small school supplement Connaught & Howay: \$15,175

Surplus Appropriation:

- Approximately one-time ask for \$405,495
- Total Restricted & Unrestricted Reserves \$3,255,704

LINK budget \$1,689,201 (includes 0.6 FTE teacher increase for counselling, 0.2 FTE SOGI moved from Operating and 0.9 FTE Board Certified Behaviour Analyst.

Next steps: Further questions pertaining to the budget will be collected until April 30, at which time the Board will debate second reading of the 2019-2020 budget bylaw.

CUPE Local 409 President Marsolais, NWTU President Young and NWTU Treasurer Wethered left the meeting.

5. General Announcements

Nil.

6. New Business

- a. Youth Trade Capital Equipment Program Final Industry Training Authority (ITA) Funding Letter.

Secretary-Treasurer Morris addressed the funding received from ITA to support year 2 funding of the Youth Trade Capital Equipment Program in the amount of \$32,485.

7. Old Business

- a. Board Policy Revision: Policy 7 Board Operations

Proposed revisions were reviewed and final changes to wording were made.

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) acceptance of the revised Policy #7 Board Operations and Policy #8 Board Committees.

CARRIED UNANIMOUSLY

8. Question Period (15 Minutes)

Nil.

9. Adjournment

The meeting adjourned at 10:56pm.

BOARD OPERATIONS

The Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the District, the Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. If a quorum is not present within fifteen minutes of the time appointed for the meeting, then the meeting shall stand adjourned.

The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner. All points of procedure not provided for in this Policy Handbook shall be decided in accordance with Robert's Rules of Order.

The Board's fundamental obligation is to preserve, if not enhance, the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

There are times when public interest is best-served by private discussion of specific issues in "in-camera" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go in-camera for issues dealing with individual students, individual employees, land, labour, litigation or negotiation.

The Board further believes public interest can be enhanced by having members of the public participate at Board meetings.

In order to carry out its responsibilities effectively, the Board will hold periodic meetings of several types. Formal meetings, at which all formal and legal business of the Board as a corporate body shall be done, may be designated as inaugural, regular, special, or closed (in-camera). The Board may also hold informal meetings from time to time for the purposes of general discussion, meeting with other individuals or groups, or for information gathering and sharing.

The Board has adopted specific policy governing the conduct of its formal meetings.

1. Board Composition and Elections

As indicated in Trustee Elections By-law No. 2018-TE-SD40-02 attached as Appendix A seven trustees are elected at large to the Board of Education for a four-year term. The one electoral area for the district is the Municipality of New Westminster. Therefore, all trustees are elected at large.

2. Inaugural Meeting and Subsequent Annual Meeting

2.1 Inaugural Meeting

2.1.1 An inaugural meeting of the Board of Education shall be convened by the Secretary-Treasurer or designate on the first Tuesday of November the month following Trustee elections, or as soon thereafter as it is convenient. The order of business shall include:

2.1.1.1 Report of Retiring Chair;

2.1.1.2 Statement of the Returning Officer;

2.1.1.3 To make a prescribed oath of office, by oath or solemn affirmation;

2.1.1.3.1 Each trustee will take the oath of office immediately following the call to order of the inaugural meeting after a general election. Special provisions will be made for a trustee taking office following a by-election.

2.1.1.4 Election of Chair and Vice Chair;

2.1.1.5 Election of BCSTA Provincial Council delegate and alternate delegate;

2.1.1.6 Election of BCPSEA representative and alternate.

(Elections shall be by ballot vote. Should an election vote end in a tie, up to two further votes shall be taken to break the tie. After the third vote, if a tie continues, the Board shall recess and reconvene at a time of its choosing in order to conduct a fourth vote.)

2.2 Annual Meeting

2.2.1 Each year thereafter during the term of office, the Board of Education shall hold a meeting on the first Tuesday in November. This meeting shall be convened by the Secretary-Treasurer or designate. The order of business shall include:

2.2.1.1 Report of Retiring Chair;

2.2.1.2 Election of Chair and Vice Chair;

2.2.1.3 Election of BCSTA Provincial Council delegate and alternate delegate;

2.2.1.4 Election of BCPSEA representative and alternate.

(Elections shall be by ballot vote. Should an election vote end in a tie, up to two further votes shall be taken to break the tie. After the third vote, if a tie continues, the Board shall recess and reconvene at a time of its choosing in order to conduct a fourth vote.)

3. Regular Meetings

3.1 The purpose of the regular Board meeting is for the Board to conduct its business. Meetings will be open to the public and representatives of the press.

3.2 Regular meetings of the Board shall be held on the fourth Tuesday of each month at 7:30 p.m. at the Board Office (811 Ontario St.), except where the Chair has indicated in the notice of meeting that the meeting shall be held in some other place or at some other time. Schedules for Board meetings are available on the District website.

- 3.3 All trustees, staff, and members of the public are expected and required to conduct the business of the Board with proper decorum and in a respectful manner.
- 3.4 No business shall be conducted by the Board unless upon a motion of a Trustee, seconded by another Trustee.
- 4. Special Meetings
 - 4.1 Meetings other than regular meetings will be termed "special" meetings, including special in-camera meetings.
 - 4.2 A special meeting of the Board may be called by the Chair or, where the Chair is not available, by the Vice-Chair.
 - 4.3 A special meeting of the Board may be called by the Secretary-Treasurer at the request of at least 2/3 of the trustees in office.
 - 4.4 The business to be conducted shall be set out in the notice.
 - 4.5 No business shall be conducted at a special meeting other than that for which the meeting is called without the consent of two-thirds of the sitting Trustees.
- 5. In-camera Meetings
 - 5.1 In-Camera meetings of the Board may be held with the public and others excluded as provided for in the *School Act*, and only the following matters may be considered at such meetings:
 - 5.1.1 Salary claims and adjustments and the consideration of requests of employees and Board Officers with respect to collective bargaining procedures;
 - 5.1.2 Accident claims and other matters where Board liability may arise;
 - 5.1.3 Legal opinions respecting the liability or interest of the Board;
 - 5.1.4 The conduct, efficiency, discipline, suspension, termination or retirement of employees;
 - 5.1.5 Medical Examiner's examinations and medical reports;
 - 5.1.6 Matters pertaining to individual pupils including the conduct, discipline, transfers, resignations, promotions and demotions;
 - 5.1.7 Staff changes including appointments, transfers, resignations, promotions and demotions;
 - 5.1.8 Purchase of real property including the designation of new sites, consideration of appraisal reports, consideration of accounts claimed by owners, determination of Board offers and expropriation procedures;
 - 5.1.9 Lease, sale or exchange of real property prior to finalization thereof;
 - 5.1.10 Matters pertaining to the safety, security or protection of Board property;
 - 5.1.11 Such other matters where the Board, by motion, decides that the public interest so requires.

- 5.2 Regular In-Camera meetings of the Board shall be held prior to regular Open meeting of the Board on the fourth Tuesday (if necessary) of each month and prior to Committee Meetings, if required, from 6:30 - 7:30 p.m. or such other time as noted in the agenda.
- 5.3 In-Camera meetings may be called at other times by following the notice of procedures set out in this Policy.
- 5.4 The Board may, by motion, recess a regular meeting in progress for the purpose of meeting in closed session.
- 5.5 The Board shall, as the last item of business at each In-Camera meeting, consider a motion to make public such information that it deems to be no longer in the public interest to exclude from the public purview.
- 5.6 The Board Chair and Superintendent shall establish items on the agenda for each in-camera meeting. The agenda shall generally follow the order outlined below.
 - 5.6.1 Adoption of the Agenda
 - 5.6.2 Minutes for Approval
 - 5.6.3 Reports from Senior Management
 - 5.6.4 Other Business
 - 5.6.5 Items to be Reported out at Open Meeting
 - 5.6.6 Notice of Meetings
 - 5.6.7 Adjournment
6. The Board shall prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at a meeting from which persons other than Trustees or Officers of the Board are excluded. The record of the closed meeting shall be open for inspection at all reasonable times by any person.

Length of Meetings

All regular Board meetings and in-camera meetings described in Section 3 and 5 shall adjourn by 10:00 p.m., unless in either case, the time limit is extended to 10:30 p.m. by two-thirds majority vote, and beyond 11:00 p.m. by unanimous consent of all trustees present. Adjournment time for special meetings, referred to in Section 5 shall be determined by those members present.

Teleconference and Video Conferencing

Participation in regularly scheduled Board and Committee meetings via teleconference or videoconference, email, text message or phone call is not permitted, unless approved by the Board.

If a Trustee cannot attend a meeting the Trustee will provide notice, via email, text message or phone call to Chair and Superintendent at their earliest convenience to support ability of staff and Board to prepare appropriately for the meeting.

7. Trustee In-Service Sessions

- 7.1 Trustee in-service sessions will be held as needed. The Superintendent will set the dates and agenda in consultation with the Board. The purpose of these sessions is to provide an opportunity to receive information in an informal setting, not for decision-making.
- 7.2 The Board shall prepare a record containing a general statement as to the nature of each in-service session of the matters discussed.

8. Notice and Agendas

- 8.1 Forty-eight hours' notice in writing shall be emailed to all Trustees for any meeting of the Board, except the regularly scheduled Board meetings, unless there is unanimous agreement of trustees to waive such notice.
- 8.2 Prior to each meeting of the Board or Committee of the Whole, Administration, in consultation with the Chair and Vice-Chair, and relevant Committee Chair, shall prepare an agenda for all business, relevant to the agenda to be brought before the Board and the Board shall proceed with the business in the order set out unless that agenda is altered by resolution.
- 8.3 The Board Chair and Superintendent shall establish items on the agenda for each regular meeting. The agenda shall generally follow the order outlined below:
 - 8.3.1 Adoption of Agenda
 - 8.3.2 Approval of Minutes
 - 8.3.3 District Presentations
 - 8.3.4 Student Presentations
 - 8.3.5 Delegations
 - 8.3.6 Community Presentations (10 minutes per presentation)
Must be scheduled in advance through the Office of the Secretary Treasurer.
 - 8.3.7 Comment and Question Period from Visitors
 - 8.3.8 Board Committee Reports
 - 8.3.8.1 Education Policy and Planning Committee
 - 8.3.8.2 Operations Policy and Planning Committee
 - 8.3.9 Reports Senior Management
 - 8.3.10 Trustee Reports
 - 8.3.11 Question Period (15 minutes)
 - 8.3.12 Notice of Meetings
 - 8.3.13 Reporting Out from In-Camera Meeting
 - 8.3.14 Adjournment
- 8.4 Agenda items for Board meetings may originate from:
 - 8.4.1 Board Annual Work Plan
 - 8.4.2 Business arising from previous meetings
 - 8.4.3 Business from committee-of-the whole meetings
 - 8.4.4 Business from sub-committee meetings
 - 8.4.5 Superintendent of Schools
 - 8.4.6 Individual Trustees

- 8.5 Items for the agenda are to be submitted to the Superintendent or designate by the close of business of the Monday for the week, preceding the date of the Board meeting. Items should identify whether they are for Information, Discussion, or Decision.

In consultation with Board Chair, Vice-Chair, and when applicable, relevant Committee Chair, items will be considered for inclusion on the Agenda provided initial communication with Superintendent or Designate has occurred, and is accompanied by submission of a backgrounder in standard Board format. Backgrounders will be subject to copy edit for clarity and accuracy of information, when necessary (and with consultation / inclusion of submitter).

If it is determined that the item has not been properly prepared for inclusion on the Agenda (e.g. information is not correct, not accurate, not provided in backgrounder format), the Chair will communicate decision and rationale to the Trustee who submitted the item by Tuesday of the week prior to the meeting. If the Trustee does not agree with the decision, they may request it be included on the agenda by resolution at the call of the meeting.

Agenda items, including individual trustee submissions, are not to be shared with the public prior to the agenda being finalized and items have been determined to be “in-camera” or “regular open”.

The agenda and supporting material for each regular Open and In-Camera Board meeting will be provided electronically to all Trustees on the Thursday, preceding the date of the Board meeting;

- 8.6 The agenda and supporting material for each regular Open Board meeting will be made available to the public on the School District web site on the Friday preceding the date of the Board meeting.
- 8.7 All supporting material for Special Open and In-Camera Board meetings will be emailed to Trustees at least 24 hours prior to the time of the Board Meeting.
- 8.8 Where material or motions are introduced at a Board meeting, which has not been made available to Trustees in accordance with section 6.6 and 6.8, a Trustee may call notice on any motion arising from such material and that motion accordingly shall be considered on the agenda of the next Board meeting.
- 8.9 Items proposing board action shall be accompanied with an action request form briefly outlining the issue, pertinent information and a recommendation.

9. Minutes

The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

9.1 The minutes shall record:

- 9.1.1 Date, time and place of meeting
- 9.1.2 Type of meeting (Inaugural, regular or special)
- 9.1.3 Name of presiding officer
- 9.1.4 Names of those trustees and administration in attendance
- 9.1.5 Approval of preceding minutes

- 9.1.6 Only motions will be recorded in the minutes. Preamble, rationale, or discussions will not be recorded in the minutes, unless directed by the Board through resolution
- 9.1.7 Points of order
- 9.1.8 Appointments
- 9.1.9 Recommended motions proposed by Committees
- 9.1.10 Trustee declaration pursuant to Section 56, 57 or 58 of the *School Act*

9.2 The minutes shall:

- 9.2.1 Be prepared as directed by the Superintendent
- 9.2.2 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
- 9.2.3 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business

9.3 The Superintendent shall ensure that, upon acceptance by the Board, appropriate initials are appended to each page of the minutes, and that appropriate signatures and the corporate seal of the District are affixed to the concluding page of the minutes.

9.4 The Superintendent shall establish a codification system for resolutions which will:

- 9.4.1 Provide for ready identification as to the meeting at which it was considered
- 9.4.2 Provide for cross-referencing with resolutions of similar nature adopted by the Board at previous meetings; and
- 9.4.3 Establish and maintain a file of all Board minutes

9.5 All Committees of the Board, unless otherwise directed, shall prepare and submit minutes or a report including any recommendations to the Board.

9.6 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board directs the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.

9.7 The approved minutes of a regular or special meeting shall be posted to the website within 48 hours or 2 regular business days following approval. The Superintendent or designate is responsible to distribute and post the approved minutes.

9.8 Upon adoption by the Board, the minutes of meetings other than in-camera meetings shall be open to public scrutiny.

10. Motions

10.1 No decision shall be made by the Board unless upon a motion of a Trustee, seconded by another Trustee and approved by majority vote.

10.2 A motion to vary the agenda to advance an item on the agenda so that it may be dealt with immediately following delegations concerning that item shall be in order.

- 10.3 A Trustee shall not speak other than on the motion under debate. A Trustee shall only speak once on the same motion without the leave of the Board except to explain a part of his or her remarks, which may have been misunderstood, or to raise a point of information or clarification. The mover of the motion, however, may speak again to close debate. Trustees shall not speak to any motion for a period of longer than ten minutes without the leave of the Board.
- 10.4 Every Trustee present at a meeting of the Board has the right and duty to vote except where the Trustees has disqualified himself or herself from the proceedings because of a declared conflict of interest, which shall be recorded. This vote shall either be in the affirmative or the negative. Trustees not voting will be deemed to have voted in the affirmative.
- 10.5 When a motion under consideration entertains several propositions, the vote upon each proposition shall be taken separately, if so requested by any Trustee present.
- 10.6 After the Board has taken a vote on any motion, the Board shall not vote on that motion again at the same meeting.
- 10.7 A reconsideration motion can only be proposed by a trustee who voted with the majority at a previous meeting.
- 10.8 The Chair shall have the same voting rights as any other member
- 10.9 Where the number of votes on a motion is equal, the motion is defeated and the Chair shall so indicate.
- 10.10 All Trustee votes shall be recorded on all votes, except where a secret ballot has been held for election purposes.
- 10.11 The Chair or other presiding officer shall determine all points of procedure except that any ruling may be challenged by any Trustee and decided by a majority vote of the Trustees present. Where a ruling of the chair is challenged, a motion to sustain the chair shall be made and a vote shall be taken forthwith without debate.

11. Public Participation

The Board welcomes and provides for a variety of forms of public participation by members of the community. Public participation may be through presentations by a delegation, through formal question/comment periods in regular Board meetings or in the form of written communications. Such opportunities shall not be used to address matters, which must be dealt with in in-camera meetings as noted elsewhere in this policy.

Delegations

- 11.1 The Chair shall rule on the propriety of all presentations and questions and may decline to have a matter heard from a delegation or terminate any presentation or question or refer it to an "in camera" meeting of the Board if that is deemed to be appropriate by the Chair.
- 11.2 A person or group wishing to address the Board on an item not otherwise on the agenda shall provide written notification and a written outline of the presentation to the Secretary-Treasurer by close of business on the Monday of the week preceding the date of the regular Board meeting. The presentation will be listed as a "Delegation" on the agenda of the Regular Board meeting providing the matter is one that is appropriately considered in a public meeting.

11.3 Delegations shall have 10 minutes to present to the Board.

11.4 The Chair may refer to Robert's Rules of Order to ensure that all voices at the Board table have an opportunity to be heard.

Comment and Question Periods

Each public meeting agenda shall provide for two comment/question periods, one during the meeting and one at the end of the meeting.

11.5 The Board will generally reserve decision on a response to the matter raised by a delegation, until the next Board meeting. If action results, the delegation will be advised when the matter is to be dealt with by the Board.

11.6 There shall be a "Comment and Question" period on each regular Board meeting agenda during which members of the public may address the Board on any item on the agenda by so advising the Chair at that time. The time limit for such presentations shall be five minutes excluding any responses to questions from Trustees but this time may be extended by resolution of the Board.

11.7 During the "Comment and Question" period, questions also may be asked of the Board about items not on the agenda, without notification, but the time limit for putting such questions by any individual shall be two minutes, excluding responses from the Board, unless the Board by resolution consents to an extension of that time.

11.8 Any questions asked during the "Comment and Question" period may be responded to at that meeting or an undertaking will be given to provide a response at a future regular meeting. No motions or action will be considered by the Board at the time of presentation: matters requiring action will be referred to a Committee meeting for consideration.

11.9 There shall be a Question Period of up to 15 minutes at the end of every regularly scheduled Board meeting, where members of the public may ask a question on matters that arose during that Board meeting. Questions will be directed to the Chair who will respond on behalf of the Board. The Chair may refer the question to staff for an immediate response or a response may be provided at the next regular board meeting.

Correspondence

Correspondence may be sent to the Board as a whole or to individual trustees. Even when correspondence is addressed to an individual trustee the contents may be more appropriately addressed by the corporate Board. Where correspondence is addressed to the Board or its contents are more appropriately addressed by the corporate Board the following processes shall be adhered to. The intended outcomes of these processes are: to ensure Board correspondence is acknowledged in a timely fashion, the corporate Board is aware of the public input provided and where required, a corporate response is provided in a timely manner.

11.10 Where non-routine correspondence is received that appears to require a formal Board response, that correspondence shall be placed on the agenda of the next regular board meeting together with whatever recommendation for Board action the Superintendent deems appropriate. This correspondence will be noted on the agenda as "Correspondence for Action".

- 11.11 Where non-routine correspondence is received that does not appear to require a formal Board response, that correspondence, together with any response issued by the Superintendent, shall be circulated to the Trustees. This correspondence will be noted on the agenda as "Correspondence for Information".
- 11.12 Where an individual trustee receives correspondence that in the trustee's judgement is more appropriately a corporate Board matter, the correspondence will be directed to the Secretary-Treasurer who will acknowledge the correspondence, and act in accordance with 11.10 or 11.11 above.

12 Trustee Remuneration and Expenses

12.1 Annual Remuneration

- 12.1.1 Under Section 71 of the *School Act*, a Board may authorize the payment of remuneration to be paid to trustees by annual resolution of the Board of Education. The *Income Tax Act* allows part of this remuneration to be declared as a tax-free expense allowance.
- 12.1.2 Trustee remuneration shall be adjusted on an annual basis based on the most recent five-year rolling average of Vancouver's Consumer Price Index, effective January 1st of each year.

12.2 Expenses

- 12.2.1 Trustees are expected to exercise discretion in incurring expenses within the limit of the annual budget appropriation.

Conference and Travel Expenses

- 12.2.2 Effective execution of Board responsibilities requires that trustees represent the Board at various meetings and conferences, and that they remain informed through attendance at periodic seminars, conventions and workshops related to their responsibilities. The Board encourages such attendance, and shall include funds in the annual budget to cover expenses.
- 12.2.3 The Board of Education of School District No. 40 (New Westminster) supports Trustees attending conferences, conventions, seminars and courses of an education nature, within the budget limitations established by the Board.
- 12.2.4 The Board does not expect that such attendance should be at the personal expense of the Trustee. Actual reasonable costs for meals and costs incurred, while on Board business, may be claimed. Receipts are to be provided along with the purpose of the business or meeting.
- 12.2.5 Trustees may claim, while on Board business:
- 12.2.5.1 Long distance toll charges and cellular phone charge for School Board business telephone calls;
 - 12.2.5.2 Other reasonable requests may be considered at the discretion of the Board.

- 12.2.6 Trustees will inform the Board, in advance, of their intention to attend a conference/seminar or travel on Board business and shall obtain prior approval of the Board for such attendance. Trustees shall book registrations, travel and accommodations in consultation with the Superintendent's office.
 - 12.2.7 For travel by private automobile, Trustees may claim the District rate in effect at the time. The maximum amount claimable is limited to the cost of economy airfare between points travelled, when air transportation is available and practical.
 - 12.2.8 Cost of airfare is limited to the cost of economy airfare.
 - 12.2.9 Travel costs outside of British Columbia must receive prior approval of the Board.
 - 12.2.10 Trustees may claim amounts for taxis, parking fees, local mileage, etc. Receipts are to be provided.
 - 12.2.11 Lodging
Trustees may claim the government or conference rate of the hotel/motel, less any personal items charged. Receipts are to be provided. If staying with a friend or relative, \$20.00/night may be claimed without a receipt.
 - 12.2.12 Meals
Trustees may claim actual reasonable costs. Receipts are to be provided. District practice requires that an actual receipt is provided detailing the purpose of the meeting and who was in attendance. There shall be no reimbursement for alcoholic beverages.
- 12.3 Payment of Expenses
- 12.3.1 Expenses must be submitted on a timely basis to the Secretary Treasurer at least once a month.
 - 12.3.2 For inaugural functions and one spousal meal per conference, spousal expenses may be claimed.
 - 12.3.3 Trustees may seek an advance, the amount of which is determined by Board resolution for out-of-town business engagements of two or more days.
 - 12.3.4 The Secretary-Treasurer and Chair of the Board shall review Trustee expenses. Concerns about Trustee expenses shall be referred to the Board by the Chair. Quarterly print-outs will be provided to all Board members regarding Trustee expenses.

*Legal Reference: Sections 50, 56, 57, 58, 59, 66, 67, 68, 69, 70, 71, 71(1), 72 School Act
Financial Disclosure Act
Income Tax Act*

SD No. 40 (New Westminster)

Adopted: April 30, 2019

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

BOARD COMMITTEES

The Board recognizes its obligations to establish committees as provided for in the CUPE and NWTU collective Agreements. These include two committees identified in the CUPE Collective Agreement, The CUPE Labour/ Management committee and the Personnel committee. One additional committee is identified in the NWTU Agreement, namely the NWTU Grievance Management (Step 3) committee. The purpose, powers and duties and membership are articulated in these collective agreements.

The Board shall be guided by the following principles when establishing committees outside the provisions articulated in collective agreements:

- The Board's decision-making role can be exercised only by the Board as a whole, not by an individual trustee or committee;
- The Board's function is primarily governance, rather than administration or operations;
- Responsibilities placed on trustees are to be closely related to the Board's central role as per Policy 2.

The Board may, consistent with the above principles, designate committees for the consideration of particular problems or issues, with subsequent advice or recommendations to the Board. Committees established by the Board are to assist the Board in doing Board work.

Committee members or representatives shall be named by the Board, normally at the inaugural or first meeting of the year.

Standing Committees

Standing Committees are established to assist the Board with work of an on-going or recurring nature.

There shall be two standing committees of the whole: The Education Policy and Planning Committee of the Whole and the Operations Policy and Planning Committee of the Whole.

1. A quorum of the Committee of the Whole shall be the same as a quorum for the Board.
2. A meeting of the Committee of the Whole shall have the same notice requirement as a Board meeting except that during any meeting of the Board, the Board may resolve itself into Committee of the Whole to consider specific matters.
3. The Chair may preside in the "Committee of the Whole" or appoint another Trustee to chair the meeting. In the absence of the Chairperson, the same procedures shall be followed as apply when the Chair is not present at a Board meeting.

4. The rules of procedure set for regular Board meetings shall be observed in “Committee of the Whole” so far as may be applicable, except that:
 - 4.1 The number of speeches by Trustees to any question shall not be limited; however, no Trustee shall speak for longer than a total time of ten minutes on any question without permission of the Committee;
 - 4.2 The Chair may speak to motions without vacating the Chair;
 - 4.3 Members of the public are welcome to fully participate in discussion, without the right to move or second a motion or to vote, and are subject to the same rules of order and procedure as Trustees;
 - 4.4 Minutes shall be kept of the Committee Business and those minutes shall be presented to the Board for approval at the next Board meeting.
 - 4.5 All motions adopted by the Committee of the Whole or any Sub-Committee shall be presented to the Board. This may be effected by a single motion, but any Trustee may request any specific motion to be dealt with separately. The usual rules of the Board shall apply.
5. The Chair of the Committee of the Board will be responsible for setting and maintaining the agenda and reporting recommendations to the Board, in writing, prior to the meetings. In addition, the Chair is responsible for ensuring annual work plan items within areas of the committee’s responsibility are addressed in a timely manner to facilitate Board action.
 - 5.1 Prior to each meeting of the Board or Committee of the Whole, Administration, in consultation with the Chair and Vice-Chair, and relevant Committee Chair, shall prepare an agenda for all business, relevant to the agenda to be brought before the Board and the Board shall proceed with the business in the order set out unless that agenda is altered by resolution.
6. Items for the agenda are to be submitted to the Superintendent or designate by the close of business of the Monday for the week, preceding the date of the Board meeting. Items should identify whether they are for Information, Discussion, or Decision.

In consultation with Board Chair, Vice-Chair, and when applicable, relevant Committee Chair, items will be considered for inclusion on the Agenda provided initial communication with Superintendent or Designate has occurred, and is accompanied by submission of a backgrounder in standard Board format. Backgrounders will be subject to copy edit for clarity and accuracy of information, when necessary.

If it is determined that the item has not been properly prepared for inclusion on the Agenda (e.g. information is not correct, not accurate, not provided in backgrounder format), the Chair will communicate decision and rationale to the Trustee who submitted the item by Tuesday of the week prior to the meeting. If the Trustee does not agree with the decision, they may request it be included on the agenda by resolution at the call of the meeting.

Agenda items, including individual trustee submissions, are not to be shared with the public prior to the agenda being finalized and items have been determined to be “in-camera” or “regular open”.

7. The agenda and supporting material for each Committee of the Board meeting will be provided electronically to all Trustees on the Thursday preceding the meeting.
8. The meeting and support material for each Open Committee of the Board meeting will be available to the public on the school district website on the Friday preceding the meeting.
9. A Record of Closed (In-Camera) meetings will be prepared and presented at the following public Open Board meeting.
10. Public Participation in Committee Meetings: The Board welcomes and provides for public participation by delegations at open committee meetings. Such presentations shall not be used to address matters, which must be dealt with in in-camera meetings as noted in Policy 7 section 5. In addition, structures have been defined in legislation and collective agreements to deal with labour management issues. The public participation opportunities at committee meetings are not to be used to deal with such matters. The Board respects and honours employee groups' contracts and official representatives and will therefore deal with labour management issues through defined legislated and collective agreement processes.
 - a. The Chair shall rule on the propriety of all presentations and questions and may decline to have a matter heard from a delegation or terminate any presentation or question or refer it to an "in camera" meeting if that is deemed to be appropriate by the Chair.
 - b. A person or group wishing to address the Committee on an item not otherwise on the agenda shall provide written notification and a written outline of the presentation to the Secretary-Treasurer by close of business on the Monday of the week preceding the date of the committee meeting. The presentation will be listed as a "Delegation" on the agenda of the committee meeting providing the matter is one that is appropriately considered in a public meeting.
 - c. Delegations shall have 10 minutes to present to the Committee.
 - d. The Board will generally reserve decision on a response to the matter raised by a delegation, until the next Board meeting. If action results, the delegation will be advised when the matter is to be dealt with by the Board.
11. Education Policy and Planning Committee of the Whole
 - a. Purpose
 - i. To allow the Board to explore education matters in much greater depth than can be accomplished in a scheduled regular meeting of the Board.
 - ii. To solicit and receive information from the Superintendent and/or designates relevant to the development of various system activities and plans.
 - iii. To assist the Board with work of an on-going or recurring nature.
 - b. Powers and duties
 - i. Make recommendations for agenda items for subsequent Board meetings.
 - ii. Make recommendations to the Board for action.

c. Membership

- i. The Board Chair, in consultation with the Board of Education, shall appoint one of the trustees to be the chair of the committee of the board for a one-year term, commencing in January of each year.

d. Meetings

- i. Monthly, (the first Tuesday of the month). Committee In-Camera meetings will be convened prior to open committee meetings, as required. In-Camera topics are as defined in policy 7 section 5.1.

- ii. Length of Meetings

All regular Board meetings and in-camera meetings described in Section 3 and 5 shall adjourn by 10:00 p.m., unless in either case, the time limit is extended to 10:30 p.m. by two-thirds majority vote, and beyond 11:00 p.m. by unanimous consent of all trustees present. Adjournment time for special meetings, referred to in Section 4 shall be determined by those members present

11.4.4 Teleconference and Video Conferencing

Participation in regularly scheduled Board and Committee meetings via teleconference or videoconference is not permitted, unless approved by the Board. If a Trustee cannot attend a meeting the Trustee will provide notice, via email, text message or phone call to Chair and Superintendent at their earliest convenience to support ability of staff and Board to prepare appropriately for the meeting.

12. Operations Policy and Planning Committee of the Whole

a. Purpose

- i. To allow the Board to explore operations matters in much greater depth than can be accomplished in a scheduled regular meeting of the Board.
- ii. To solicit and receive information from the Superintendent and/or designates relevant to the development of various system activities and plans.
- iii. To assist the Board with work of an on-going or recurring nature.
- iv. To fulfill the roles, responsibilities and duties of the Audit Committee.

b. Powers and duties

- i. Make recommendations for agenda items for subsequent Board meetings.
- ii. Make recommendations to the Board for action.
- iii. Review the audit tender process.
- iv. Recommend the appointment of an external auditing firm to the Board.
- v. Meet with the internal auditor and external auditors to ensure that:
 - a. The Board has implemented appropriate systems to identify, monitor and mitigate significant business risk.
 - b. The appropriate systems of internal control, which ensure compliance with board policies and procedures, are in place and operating effectively.

- c. The Board's annual financial statements are fairly represented in all material respects in accordance with generally accepted accounting principles.
 - d. Any matter that the external auditors wish to bring to the attention of the Board has been given adequate attention.
 - e. The external audit function has been effectively carried out.
 - vi. Make recommendations pertaining to relevant policies and administrative procedures; and
 - vii. Make recommendations relevant to financial reporting and disclosure processes.
- c. Membership
- i. The Board chair, in consultation with the Board of Education, shall appoint one of the trustees to be the chair of the committee of the board for a one-year term, commencing in January of each year.
 - ii. For Audit Committee agenda items: additional non-voting members include the internal auditor, and an independent non-voting lay expert, if no trustee is a "financial expert" with relevant expertise and skills exist s on the Board.
- d. Meetings
- i. Monthly, the second Tuesday of the month. Committee In-Camera meetings will be convened prior to open committee meetings, as required. In-Camera topics are as defined in policy 7 section 5.1.
 - ii. Audit Committee function: annually each, September (financial statement/audit review), February (amended budget performance) and May (audit planning).
 - iii. Length of Meetings
All regular Board meetings and in-camera meetings described in Policy 7 Section 3 and 5 shall adjourn by 10:00 p.m., unless in either case, the time limit is extended to 10:30 p.m. by two-thirds majority vote, and beyond 11:00 p.m. by unanimous consent of all trustees present. Adjournment time for special meetings, referred to in Policy 7 Section 4 shall be determined by those members present
 - iv. Teleconference and Video Conferencing
Participation in regularly scheduled Board and Committee meetings via teleconference or videoconference is not permitted, unless approved by the Board.

If a Trustee cannot attend a meeting the Trustee will provide notice, via email, text message or phone call, to Chair and Superintendent at their earliest convenience to support ability of staff and Board to prepare appropriately for the meeting.

Special Committees

Special committees are established to assist the Board on a specific project or a particular purpose. The terms of reference for each special committee will be established at the time of formation.

Resource Personnel

The Superintendent may appoint resource personnel to work with committees, and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

Legal Reference: Sections 65, 85 School Act

SD No. 40 (New Westminster)

Adopted: April 30, 2019

	BUDGET DOLLARS									
	A	B	C	D	E	F	G	I	J	K
	2018-2019	2019-2020 Status Quo	2017-2018 Carry Forwards	Structural Deficit - March 5/19	1st Reading March 12/19	2nd Reading Supt's Recommendations - April 9/19	2nd Reading Update - April 30/19	2nd Reading Supt's Debate Changes - April 30/19	2019-2020 Preliminary	Total Change
Funded FTE	6,798			6,761		19			6,780	-18
Inclusion Students	318			307		15			322	4
Operating Grant	62,284,003	62,284,003		235,552		1,225,396			63,744,951	1,460,948
Pay Equity	521,853	521,853							521,853	0
Student Transportation Fund	4,251	4,251							4,251	0
Provincial Assessment (Formerly FSA)	8,187	8,187							8,187	0
Graduated Adults	70,470	70,470							70,470	0
Carbon Tax Reimbursement	50,000	50,000							50,000	0
Employer Health Tax Implementation Funding	0	-					546,018		546,018	546,018
Mental Health Child Action Initiative	33,000	33,000		-33,000					0	-33,000
Salary Differential	10,272	10,272		-10,272					0	-10,272
Support Staff	46,704	46,704							46,704	0
ITA/Apprenticeship & Trades	100,000	100,000							100,000	0
UBC Drug & Alcohol Contract	62,000	62,000							62,000	0
Summer School Fees	90,000	90,000							90,000	0
Continuing Education	200,000	200,000							200,000	0
International	4,184,289	4,184,289		-765,289					3,419,000	-765,289
Cafeteria	130,000	130,000							130,000	0
Community Use/Long Term Rentals	200,000	200,000							200,000	0
Interest	400,000	400,000							400,000	0
Workbook Fees & Book Deposits	57,100	57,100							57,100	0
Cultural Program Grant	4,500	4,500							4,500	0
Miscellaneous	14,450	14,450		-4,450					10,000	-4,450
									0	
Surplus	1,431,380	1,431,380	-1,431,380						0	-1,431,380
Total Revenue	69,902,459	69,902,459	-1,431,380	-577,459	0	1,225,396	546,018	0	69,665,034	-237,425

	BUDGET DOLLARS									
	A	B	C	D	E	F	G	I	J	K
	2018-2019	2019-2020 Status Quo	2017-2018 Carry Forwards	Structural Deficit - March 5/19	1st Reading March 12/19	2nd Reading Supt's Recommendations - April 9/19	2nd Reading Update - April 30/19	Second Reading Debate Changes - April 30/19	2019-2020 Preliminary	Total Change
Teachers	30,363,207	30,363,207		400,000		-893,665	15,381		29,884,923	-478,284
Principals Vice Principals	3,599,590	3,599,590				-37,938	-8,729		3,552,923	-46,667
Educational Assistants	5,271,558	5,271,558				497,961			5,769,519	497,961
Noon Hour Supervisors	114,400	114,400				31,188			145,588	31,188
Aboriginal Support Workers	197,031	197,031				39,147			236,178	39,147
Chef Assistants	126,731	126,731				1,573			128,304	1,573
Bus Attendants	35,661	35,661				445			36,106	445
Clerical	2,190,776	2,190,776				26,964			2,217,740	26,964
Maintenance	683,479	683,479				142,873			826,352	142,873
Grounds	272,349	272,349				-53,699			218,650	-53,699
Custodial	1,205,925	1,205,925				161,446			1,367,371	161,446
Info Tech	324,059	324,059				-2,148			321,911	-2,148
Crossing Guards	116,048	116,048				1,297			117,345	1,297
Other Professionals	2,473,327	2,473,327				240,748	-6,652		2,707,423	234,096
Trustees	171,398	171,398				7,209			178,607	7,209
Substitutes	1,632,454	1,632,454				20,406			1,652,860	20,406
Sub-Total - Salaries	48,777,993	48,777,993	0	400,000	0	183,807	0	0	49,361,800	583,807
Benefits	12,711,077	12,711,077		100,000		-156,107	546,018		13,200,988	489,911
Sub-Total - Salaries & Benefits	61,489,070	61,489,070	0	500,000	0	27,700	546,018	0	62,562,788	1,073,718

	BUDGET DOLLARS									
	A	B	C	D	E	F	G	I	J	K
	2018-2019	2019-2020 Status Quo	2017-2018 Carry Forwards	Structural Deficit - March 5/19	1st Reading March 12/19	2nd Reading Supt's Recommendations - April 9/19	2nd Reading Update - April 30/19	Second Reading Debate Changes - April 30/19	2019-2020 Preliminary	Total Change
Supplies & Services										
Services	1,606,018	1,606,018				-174,337			1,431,681	-174,337
Student Transportation	136,000	136,000				34,500			170,500	34,500
Professional Development & Travel	545,250	545,250				-24,850			520,400	-24,850
Rentals & Leases	223,000	223,000				169,998			392,998	169,998
Dues & Fees	262,900	262,900				-29,750			233,150	-29,750
Insurance	110,000	110,000				11,000			121,000	11,000
Supplies	3,385,021	3,385,021				-1,414,705			1,970,316	-1,414,705
Utilities	1,245,200	1,245,200				117,000			1,362,200	117,000
Capital Assets Purchased Transfers	900,000	900,000				0			900,000	0
Sub-Total - Supplies & Services	8,413,389	8,413,389	0	0	0	-1,311,144	0	0	7,102,245	-1,311,144
Total Expenditures	69,902,459	69,902,459	0	500,000	0	-1,283,444	546,018	0	69,665,033	-237,426
Surplus/(Deficit)	0	0	-1,431,380	-1,077,459	0	2,508,839	0	0	0	0

2019-2020 Preliminary Budget - Superintendent's Recommendations Update

MODEL 5-1

OPERATING April 30, 2019

April 30, 2019

Revenue:

- Ministry funding for employer health tax implementation

Expense:

- Employer health tax funding added to benefits
- PVP Salaries - District-based salary structure increase by 1.75%, not 2%
- Other Professionals (Exempt) Salaries - District-based salary structure increase by 1.75%, not 2%
- Teacher Salaries - savings in PVP & Exempt district-based salary structure change to teacher salaries for September pressures

April 9, 2019

Revenue:

- Regular and inclusion enrolment updated to reflect increases

Expense:

- All staffing levels adjusted for 19/20 needs including teacher, education assistant, PVP and clerical staffing formulas
- CUPE and Teacher wages Increased by May 1, 2019 Economic Stability Dividend
- No other collective agreement increases reflected as a result of bargaining; assuming increases will be funded separately
- Excluded and PVP Increases resulting from executive compensation thaw
- 1 FTE Custodial increase from 18/19 surplus remains
- Education Assistant hours for Inclusion Level 2 Autism students increased by 25%
- International and Island Discovery Home Learner Program downsize reflected in wages, benefits and services & supplies
- 2018/2019 Initiatives from 16/17 Surplus Funds eliminated
- 2019/2020 Initiatives embedded into operating (no surplus required)

Teacher Coaches \$300,000

Innovation Grants \$10,000

Flexible Learning Environments \$100,000

Student Advisory \$15,000

Increase to School Allocations for Learning Resources, Curricular Travel and Small School Supplement \$104,000

2019-2020 Preliminary Budget - Superintendent's Recommendations Update

MODEL 5-1

Enrolment Growth Classroom Furniture & Equipment Fund \$48,000

- Alignment of professional development coding and budgets established
- Alignment of technology budget, including all software licensing, coding and budgets established
- No surplus used in balancing the budget; sustainable: revenue = expenses; no supplement required
- Maintains planned technology refresh \$387,000, of which \$300,000 goes directly to schools
- 5.0 FTE teachers reallocated from operating to Classroom Enhancement Fund resulting from 18/19 ruling SLP's and Psych's

Annual Budget

School District No. 40 (New Westminster)

June 30, 2020

School District No. 40 (New Westminster)

June 30, 2020

Table of Contents

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

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

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2019/2020 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 40 (New Westminster) Annual Budget Bylaw for fiscal year 2019/2020.
3. The attached Statement 2 showing the estimated revenue and expense for the 2019/2020 fiscal year and the total budget bylaw amount of \$82,517,515 for the 2019/2020 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2019/2020.

READ A FIRST TIME THE 5th DAY OF MARCH, 2019;

READ A SECOND TIME THE 30th DAY OF APRIL, 2019;

READ A THIRD TIME, PASSED AND ADOPTED THE 30th DAY OF APRIL, 2019;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 40 (New Westminster) Annual Budget Bylaw 2019/2020, adopted by the Board the _____ DAY OF _____, 2019.

Secretary Treasurer

School District No. 40 (New Westminster)

Annual Budget - Revenue and Expense

Year Ended June 30, 2020

	2020 Annual Budget	2019 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	6,561.750	6,532.000
Adult	218.250	266.000
Total Ministry Operating Grant Funded FTE's	6,780.000	6,798.000
Revenues		
	\$	\$
Provincial Grants		
Ministry of Education	73,141,840	70,506,561
Other		112,000
Tuition	3,766,100	4,474,289
Other Revenue	1,706,500	1,732,563
Rentals and Leases	200,000	200,000
Investment Income	400,500	400,800
Amortization of Deferred Capital Revenue	2,357,395	2,300,542
Total Revenue	81,572,335	79,726,755
Expenses		
Instruction	67,150,967	67,184,236
District Administration	3,721,547	3,791,132
Operations and Maintenance	10,156,262	9,554,803
Transportation and Housing	308,269	307,107
Total Expense	81,337,045	80,837,278
Net Revenue (Expense)	235,290	(1,110,523)
Budgeted Allocation (Retirement) of Surplus (Deficit)		1,431,380
Budgeted Surplus (Deficit), for the year	235,290	320,857
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	235,290	320,857
Budgeted Surplus (Deficit), for the year	235,290	320,857

School District No. 40 (New Westminster)

Annual Budget - Revenue and Expense
 Year Ended June 30, 2020

	2020 Annual Budget	2019 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	68,765,034	69,002,459
Operating - Tangible Capital Assets Purchased	900,000	900,000
Special Purpose Funds - Total Expense	9,333,534	8,738,540
Special Purpose Funds - Tangible Capital Assets Purchased	215,872	215,794
Capital Fund - Total Expense	3,238,477	3,096,279
Capital Fund - Tangible Capital Assets Purchased from Local Capital	64,598	
Total Budget Bylaw Amount	82,517,515	81,953,072

Approved by the Board

DRAFT

Signature of the Chairperson of the Board of Education _____ Date Signed _____

Signature of the Superintendent _____ Date Signed _____

Signature of the Secretary Treasurer _____ Date Signed _____

School District No. 40 (New Westminster)

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2020

	2020 Annual Budget	2019 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	235,290	(1,110,523)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(1,115,872)	(1,115,794)
From Local Capital	(64,598)	
Total Acquisition of Tangible Capital Assets	(1,180,470)	(1,115,794)
Amortization of Tangible Capital Assets	3,238,477	3,096,279
Total Effect of change in Tangible Capital Assets	2,058,007	1,980,485
Acquisitions of Prepaid Expenses		(200,000)
Use of Prepaid Expenses		200,734
	-	734
(Increase) Decrease in Net Financial Assets (Debt)	2,293,297	870,696

School District No. 40 (New Westminster)

Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2020

	2020 Annual Budget	2019 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	64,992,434	63,028,740
Other		112,000
Tuition	3,766,100	4,474,289
Other Revenue	306,500	256,050
Rentals and Leases	200,000	200,000
Investment Income	400,000	400,000
Total Revenue	69,665,034	68,471,079
Expenses		
Instruction	57,837,433	58,465,774
District Administration	3,721,547	3,791,132
Operations and Maintenance	6,916,010	6,456,671
Transportation and Housing	290,044	288,882
Total Expense	68,765,034	69,002,459
Net Revenue (Expense)	900,000	(531,380)
Budgeted Prior Year Surplus Appropriation		1,431,380
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(900,000)	(900,000)
Total Net Transfers	(900,000)	(900,000)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 40 (New Westminster)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2020

	2020 Annual Budget	2019 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	63,744,951	62,284,003
DISC/LEA Recovery	-	-
Other Ministry of Education Grants		
Pay Equity	521,853	521,853
Funding for Graduated Adults	70,470	70,470
Transportation Supplement	4,251	4,251
Carbon Tax Grant	50,000	50,000
Salary Differential	-	10,272
FSA Exam Funding	8,187	8,187
Support Staff Supplement	46,704	46,704
Mental Health Child Action Initiative	-	33,000
Employer Health Tax	546,018	-
Total Provincial Grants - Ministry of Education	64,992,434	63,028,740
Provincial Grants - Other	-	112,000
Tuition		
Summer School Fees	90,000	90,000
Continuing Education	257,100	200,000
International and Out of Province Students	3,419,000	4,184,289
Total Tuition	3,766,100	4,474,289
Other Revenues		
LEA/Direct Funding from First Nations	-	-
Miscellaneous		
Cafeteria	130,000	130,000
Apprenticeship Program	100,000	50,000
Miscellaneous	76,500	76,050
Total Other Revenue	306,500	256,050
Rentals and Leases	200,000	200,000
Investment Income	400,000	400,000
Total Operating Revenue	69,665,034	68,471,079

School District No. 40 (New Westminster)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2020

	2020 Annual Budget	2019 Amended Annual Budget
	\$	\$
Salaries		
Teachers	29,884,923	30,363,207
Principals and Vice Principals	3,552,923	3,599,590
Educational Assistants	5,769,519	5,307,219
Support Staff	5,615,545	5,230,798
Other Professionals	2,886,027	2,644,725
Substitutes	1,652,860	1,632,454
Total Salaries	49,361,797	48,777,993
Employee Benefits	13,200,988	12,711,077
Total Salaries and Benefits	62,562,785	61,489,070
Services and Supplies		
Services	1,431,681	1,606,018
Student Transportation	170,500	136,000
Professional Development and Travel	520,400	545,250
Rentals and Leases	392,998	223,000
Dues and Fees	233,150	262,900
Insurance	121,000	110,000
Interest	-	
Supplies	1,970,320	3,385,021
Utilities	1,362,200	1,245,200
Total Services and Supplies	6,202,249	7,513,389
Total Operating Expense	68,765,034	69,002,459

School District No. 40 (New Westminster)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2020

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	23,459,562	1,040,380		145,588	310,928	909,447	25,865,905
1.03 Career Programs	88,220			128,304		7,994	224,518
1.07 Library Services	306,092			35,098		12,627	353,817
1.08 Counselling	572,817				52,613	21,149	646,579
1.10 Special Education	2,016,951		5,769,519	80,582	155,111	290,454	8,312,617
1.30 English Language Learning	1,184,558					43,734	1,228,292
1.31 Aboriginal Education	100,424			236,178		12,427	349,029
1.41 School Administration		2,390,167		1,353,485	63,910	136,634	3,944,196
1.60 Summer School	138,183					5,102	143,285
1.61 Continuing Education	1,202,675	122,376				48,932	1,373,983
1.62 International and Out of Province Students	815,441			50,268	335,403	31,962	1,233,074
Total Function 1	29,884,923	3,552,923	5,769,519	2,029,503	917,965	1,520,462	43,675,295
4 District Administration							
4.11 Educational Administration					498,208		498,208
4.40 School District Governance					178,607		178,607
4.41 Business Administration				651,848	868,279	24,066	1,544,193
Total Function 4	-	-	-	651,848	1,545,094	24,066	2,221,008
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				82,565	422,968	3,048	508,581
5.50 Maintenance Operations				2,515,634		92,879	2,608,513
5.52 Maintenance of Grounds				218,650		8,073	226,723
5.56 Utilities							-
Total Function 5	-	-	-	2,816,849	422,968	104,000	3,343,817
7 Transportation and Housing							
7.70 Student Transportation				117,345		4,332	121,677
Total Function 7	-	-	-	117,345	-	4,332	121,677
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	29,884,923	3,552,923	5,769,519	5,615,545	2,886,027	1,652,860	49,361,797

School District No. 40 (New Westminster)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2020

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2020 Annual Budget	2019 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	25,865,905	6,950,478	32,816,383	1,937,490	34,753,873	37,521,053
1.03 Career Programs	224,518	59,722	284,240	24,400	308,640	311,541
1.07 Library Services	353,817	94,116	447,933	-	447,933	343,960
1.08 Counselling	646,579	172,025	818,604	14,100	832,704	677,281
1.10 Special Education	8,312,617	2,211,278	10,523,895	111,000	10,634,895	9,850,566
1.30 English Language Learning	1,228,292	326,728	1,555,020	3,000	1,558,020	1,353,320
1.31 Aboriginal Education	349,029	92,842	441,871	13,754	455,625	431,898
1.41 School Administration	3,944,196	1,050,769	4,994,965	31,000	5,025,965	5,264,519
1.60 Summer School	143,285	38,114	181,399	-	181,399	8,910
1.61 Continuing Education	1,373,983	365,562	1,739,545	-	1,739,545	232,729
1.62 International and Out of Province Students	1,233,074	325,560	1,558,634	340,200	1,898,834	2,469,997
Total Function 1	43,675,295	11,687,194	55,362,489	2,474,944	57,837,433	58,465,774
4 District Administration						
4.11 Educational Administration	498,208	132,850	631,058	221,363	852,421	1,027,230
4.40 School District Governance	178,607	47,510	226,117	93,700	319,817	357,785
4.41 Business Administration	1,544,193	411,326	1,955,519	593,790	2,549,309	2,406,117
Total Function 4	2,221,008	591,686	2,812,694	908,853	3,721,547	3,791,132
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	508,581	135,560	644,141	121,400	765,541	642,270
5.50 Maintenance Operations	2,608,513	693,871	3,302,384	1,254,852	4,557,236	4,184,061
5.52 Maintenance of Grounds	226,723	60,310	287,033	61,000	348,033	385,140
5.56 Utilities	-	-	-	1,245,200	1,245,200	1,245,200
Total Function 5	3,343,817	889,741	4,233,558	2,682,452	6,916,010	6,456,671
7 Transportation and Housing						
7.70 Student Transportation	121,677	32,367	154,044	136,000	290,044	288,882
Total Function 7	121,677	32,367	154,044	136,000	290,044	288,882
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	49,361,797	13,200,988	62,562,785	6,202,249	68,765,034	69,002,459

School District No. 40 (New Westminster)

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2020

	2020	2019 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	8,149,406	7,477,821
Other Revenue	1,400,000	1,476,513
Total Revenue	9,549,406	8,954,334
Expenses		
Instruction	9,313,534	8,718,462
Operations and Maintenance	20,000	20,078
Total Expense	9,333,534	8,738,540
Net Revenue (Expense)	215,872	215,794
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(215,872)	(215,794)
Total Net Transfers	(215,872)	(215,794)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 40 (New Westminster)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2020

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
	\$	\$	\$	\$	\$	\$		\$	\$
Deferred Revenue, beginning of year	-	-	26,190	550,000	1,160,000	-	-	-	300,000
Add: Restricted Grants									
Provincial Grants - Ministry of Education	235,872	237,653						124,661	1,524,294
Other				120,000	1,300,000	96,000	19,600		
	235,872	237,653	-	120,000	1,300,000	96,000	19,600	124,661	1,524,294
Less: Allocated to Revenue	235,872	237,653	-	100,000	1,300,000	96,000	19,600	124,661	1,689,201
Deferred Revenue, end of year	-	-	26,190	570,000	1,160,000	-	-	-	135,093
Revenues									
Provincial Grants - Ministry of Education	235,872	237,653				96,000	19,600	124,661	1,689,201
Other Revenue				100,000	1,300,000				
	235,872	237,653	-	100,000	1,300,000	96,000	19,600	124,661	1,689,201
Expenses									
Salaries									
Teachers								32,136	527,345
Principals and Vice Principals									
Educational Assistants		189,365							445,445
Support Staff						66,706			64,616
Other Professionals									116,523
Substitutes									
	-	189,365	-	-	-	66,706	-	32,136	1,153,929
Employee Benefits		48,288				27,137		8,034	294,252
Services and Supplies	20,000			100,000	1,300,000	2,157	19,600	84,491	241,020
	20,000	237,653	-	100,000	1,300,000	96,000	19,600	124,661	1,689,201
Net Revenue (Expense) before Interfund Transfers	215,872	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(215,872)								
	(215,872)	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 40 (New Westminster)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2020

	Rural Education Enhancement Fund	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	TOTAL
	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	130,000	-	2,166,190
Add: Restricted Grants						
Provincial Grants - Ministry of Education		418,499	4,794,120	403,800	-	7,738,899
Other						1,535,600
	-	418,499	4,794,120	403,800	-	9,274,499
Less: Allocated to Revenue	-	418,499	4,794,120	533,800	-	9,549,406
Deferred Revenue, end of year	-	-	-	-	-	1,891,283
Revenues						
Provincial Grants - Ministry of Education		418,499	4,794,120	533,800		8,149,406
Other Revenue						1,400,000
	-	418,499	4,794,120	533,800	-	9,549,406
Expenses						
Salaries						
Teachers		15,000	3,820,120			4,394,601
Principals and Vice Principals		23,904				23,904
Educational Assistants						634,810
Support Staff		119,520				250,842
Other Professionals						116,523
Substitutes		145,875		203,026		348,901
	-	304,299	3,820,120	203,026	-	5,769,581
Employee Benefits		76,075	974,000	34,515		1,462,301
Services and Supplies		38,125		296,259		2,101,652
	-	418,499	4,794,120	533,800	-	9,333,534
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	215,872
Interfund Transfers						
Tangible Capital Assets Purchased						(215,872)
	-	-	-	-	-	(215,872)
Net Revenue (Expense)	-	-	-	-	-	-

School District No. 40 (New Westminster)

Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2020

	2020 Annual Budget			2019 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		500	500	800
Amortization of Deferred Capital Revenue	2,357,395		2,357,395	2,300,542
Total Revenue	2,357,395	500	2,357,895	2,301,342
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	3,220,252		3,220,252	3,078,054
Transportation and Housing	18,225		18,225	18,225
Total Expense	3,238,477	-	3,238,477	3,096,279
Net Revenue (Expense)	(881,082)	500	(880,582)	(794,937)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	1,115,872		1,115,872	1,115,794
Total Net Transfers	1,115,872	-	1,115,872	1,115,794
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	64,598	(64,598)	-	
Total Other Adjustments to Fund Balances	64,598	(64,598)	-	
Budgeted Surplus (Deficit), for the year	299,388	(64,098)	235,290	320,857

New Westminster Schools Cleanliness Review

April 25, 2019

Prepared by: Mark Layzell, Manager of Operations & Transportation, Dino Stiglich, Director of Operations and Kim Morris, Secretary-Treasurer

Purpose

The Cleanliness Review was undertaken to benchmark current state custodial services in the District, raise awareness relative to standards, areas and time available to do the job, and provide support to improve cleanliness where warranted: time reallocation, professional development, equipment and communication among others.

The overall goal of the review is to benchmark current state and to offer supports in the continuous cycle of improvement.

Demographics

The District currently employees:

- 1 Custodial Foreman Flexible hours
- 1 Custodial Leadhand (NWSS) Evening
- 1 Custodian (NWSS) Daytime
- 25 Custodians Evening
- 2 Inside Utility Crew Members Daytime

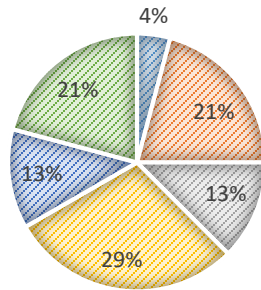
Staffing levels, including Leadhands, have increased from 2015 to present:

Year (June)	Hours/Week	FTE
2015	920	23
2016	840	21
2017	1,000	25
2018	1,000	25
2019	1,080	27

34% of the custodians in New West Schools are 55 or older. While this may be a concern for some classifications, recruitment for school district custodial staff is successful given the qualifications required, the wages, and the health and welfare benefit package offered.

AGE OF WORKFORCE

■ Under 40 ■ 40-44 ■ 45-49 ■ 50-54 ■ 55-59 ■ 60-64



The average time custodians have been employed in New Westminster Schools is 11 years.

In addition to the regular custodial staff, the District also employs between 8 and 11 custodial relief employees at any one time. When recruiting for casual on-call work, there is a balance that must be met to have enough relief staff to cover absences, and to also provide the casual relief employee with enough work to make the job attractive and provide a living wage. Having too many casuals on the call-out list may result in high turnover.

Standards

Levels of Cleanliness

To what level of cleanliness for health and safety, and quality learning and working environments, do institutions such as schools districts, aspire?

Defining the levels of expected cleanliness is an important first step. This review takes into account two sets of standards:

Association of Physical Plant Administrators (APPA)

5 levels (Appendix A)

Level 1 – Orderly Spotlessness Indicators

Level 2 – Ordinary Tidiness Indicators

Level 3 – Casual Inattention Indicators

Level 4 – Moderate Dinginess Indicators

Level 5 – Unkempt Neglect Indicators

Current New Westminster District Standards

- 1 – Spotless
- 2 – Clean
- 3 – Messy but Clean
- 4 – Dirty
- 5 – Other

It was noted in speaking with the Manager of Operations & Transportation, that certain construction materials and finishes can contribute negatively or positively to the overall cleanliness of a space. One example cited is older washrooms with the previous standard of tile and grout, retains odour and is difficult to clean with today's safe standard cleaning products (bleach no longer used), are now being replaced with sheet linoleum to improve disinfecting capabilities and overall cleanliness.

Daily/Weekly/Monthly Duties Responsibilities & Frequencies

Each custodian is provided with a list of duties, responsibilities and frequencies (Appendix B) for their individual areas within their buildings. A handbook is also provided. The purpose of the handbook is to serve as a reference for the Principal, Vice-Principal and the Custodian. It describes the role of the Custodial Foreman and the custodial staff. The handbook also contains information on cleaning procedures and standards and deals with custodial tasks, process, safety, and minor maintenance provisions. The information contained in this handbook is subject to ongoing revision as new systems, products, and equipment are introduced to the workplace.

There is a general recognition that Principals/Vice-Principals are unaware of the expectations despite the expectations being posted in the schools. All PVP's and custodians now have a copy of the duties, responsibilities and frequencies for more understanding, accountability and goal-setting.

The duties also raise awareness for staff and students to share in responsibility for general end of day tidiness in rooms to make the custodian's time as efficient as possible, so that the focus can be deep cleaning, not tidying.

When surveyed on the level of cleanliness in buildings, respondents provided the following:

Level	Custodians	Principals/VP's
Spotless	0%	0%
Clean	63%	53%
Messy but Clean	25%	29%
Dirty	8%	18%
Other	4%	0%
Summary	88% Level 2 and 3	82% Level 2 and 3

Area and Staffing – District & Provincial

Areas

When assigning custodial areas, room type (kindergarten classroom vs gymnasium), finishing construction materials (linoleum vs carpet) and usage (20 people daily vs 8 people 2 days/week) are taken into consideration.

Health and safety of students and staff, safety for the worker, (reduced potential for injury), desired levels of cleanliness and fiscal prudence is the balance that must be struck in assigning areas and time to do the job, to custodians.

In 2016, the Ministry of Education undertook a Service Delivery Project Business Case (Appendix C) focussed on custodial service delivery in BC school districts, to try to find efficiencies in custodial departments through reduced labour costs due to time lost injury, automation and procurement (purchasing) savings.

One of the key findings related to custodial areas in the province is as follows:

Cleanliness	Provincial Avg (Sq m)	FMWG* Avg (Sq m)	Low Range	High Range
NCES-ASBO *	2316	2142	1798	2388
Level 2 (Upper Most Standard)	1700-2000			
Level 3 (Norm/Acceptable)	2600-2900			

*FMWG: Facilities Managers Working Group validation

*NCES-ASBO: National Forum on Education Statistics to Association of Business Officials

In New Westminster Schools, the following areas (Appendix D) are assigned (averages):

Type (Gym Incl.)	Minutes	Square Metres	Type (25% Gym Incl.)	Square Metres
District	426	2,297	District	2045
Elementary	422	2,032		
Middle	430	2,316		
Secondary	430	2,711		

Custodian survey results indicate that 62.5% of custodians believe they have sufficient time to complete the duties in their areas and 37.5% felt the time was insufficient. No custodians indicated they had too much time to complete their area.

The 62.5% of respondents who indicated sufficient time offered comments like “just fine”, “perfect”, “pretty much sufficient” and “par for time”.

The 37.5% of respondents who indicated insufficient time, highlighted areas that required more time: classrooms, some weekly and monthly duties, kitchens (Pearson specifically) and auto-scrubbing hallways.

At the same time, custodian survey responses showed 25% of custodians felt job duties were always completed during the shift, 58% felt duties were completed most of the time, and 17% felt they rarely completed all of the duties in a shift.

In terms of area review, a breakdown of area and time allotted to clean each is reviewed annually. Depending on increases in the district such as added daycares or portables due to enrollment, areas are adjusted if warranted by management.

Comparison to Other Districts

Three New Westminster schools were analyzed using two other BC school districts’ custodial formula with the following results:

School	SD40			SDA			SDB		
	Sq M	Hours	FTE	Sq M	Hours	FTE	Sq M	Hours	FTE
Queen Elizabeth	1,824	14	1.75	1,610	16	2.00	1,950	15	1.88
Glenbrook	2,370	16	2.00	2,370	16	2.00	2,150	18	2.25
Herbert Spencer	1,990	14	1.75	1,955	14	1.75	1,950	14	1.75

Note: samples of other districts’ area formulas are small because it is difficult to apply “like to like’ furniture and fixtures.

Day Custodian Comparison to Evening Custodian

The District employed daytime custodians until the 2016/2017 school year. During the 2016/2017 budget process, the custodial staffing model was changed from daytime to evening custodians. The resulting downsize in workforce of 5 custodians was redeployed to the new Fraser River Middle School and other sites as enrolment grew.

A comparison of daytime duties and minutes available to clean, to evening duties and minutes is demonstrated below:

Daytime Custodian			
Hours of Work	6:00 am to 2:30 pm		
Working Hours	8 Hours		
Working Minutes	480 Minutes		
Daily Schedule (2000-2400 sq m)			
Commence Duties	6-9	am	Students not in session
Break	9-9:10	am	Students in session
Continue Duties	9:10-11	am	Students in session
Lunch	11-11:30	am	Students in session
Continue Duties	12-12:30	pm	Student Lunch/not in session
Break	1-1:10	pm	Students in session
Continue Duties	12:30-2:30	pm	Students in session
Total Minutes Worked with Students in Session	210	44%	
Total Minutes Worked with No Students in Session	270	56%	

Evening Custodian			
Hours of Work	3 -11 pm		
Working Hours	7.5 Hours		
Working Minutes	450 Minutes		
Daily Schedule (2000-2400 sq m)			
Commence Duties	3-5	pm	Students not in session
Break	5-5:10	pm	Students not in session
Continue duties	5:10-7	pm	Students not in session
Lunch	7-7:30	pm	Students not in session
Continue duties	7:30-9	pm	Students not in session
Break	9-9:10	pm	Students not in session
Continue duties	9:10-11	pm	Students not in session
Total Minutes Worked with Students in Session	0	0%	
Total Minutes Worked with No Students in Session	450	100%	

Daytime custodians, while on-site during the day to handle cleanups and spills as well as intermittent daytime snow removal, were only able to deep clean without students in the building 56% of the time compared to 100% of the time with the evening custodial model.

The normal area a daytime custodian was expected to clean (2,000-2,400 sq m) was either supplemented with additional staff costing approximately \$32,000 to \$37,000 per site in today's dollars, or the area would not be cleaned to the Level 2-3 standard expected. If 11 sites required this type of staffing supplement to top up daytime custodians in order to complete the deep cleaning intended in the daily/weekly/monthly frequencies, and to maintain Level 2-3 standards, the District cost could be \$390,000 to \$450,000.

To mitigate the absence of daytime custodians, two outside utilities workers were, and still are, staffed. This "fly crew" is on call for Principals and staff to call at any time to attend to cleanups, rodent eradication or supplies shortages.

To measure responsiveness to schools when called, the team tracks the time they receive a call for support from a school, and the arrival time at the school. In all cases, comments in the survey results, relative to the fly crew, were exceptional. Two separate time periods were analyzed with the following results:

	Jan-May	Nov-Feb
School Days	79	63
Number of Calls	90	105
Avg Response Time (min.)	13	13
Avg Calls per Day	1.2	1.7

When surveyed, nine former daytime custodians responded. 33% former daytime custodians acknowledged they had more time to do their jobs as evening custodians and 67% indicated there was no difference in the time taken to complete the job whether day or evening.

When asked if they could change the hours of their custodial staff, Principals/Excluded staff responded as follows (keeping in mind custodial shifts currently are 3-11 pm):

- No answer: 3 (18%)
- Status Quo: 5 (29%)
- Change one custodian to 6 am: 1 (6%)
- Change one custodian to start between noon and 1 pm: 7 (41%)
- Change one custodian to start at 2:30 pm: 1 (6%)

When requesting a change to shifts, the reasons offered by Principals were support for emergent duties now taken up by the Principal, working alone in the morning, and upcoming construction resulting in possible need for additional cleaning support.

Principals acknowledged that having the building cleaned when empty was more efficient than when students were in session. There was also agreement that the evening custodial model was sustainable and improved cleanliness of schools over the daytime custodial model.

Automation and Tools Required

Automation has played a significant role in providing the right tools for the job, reducing employee injury and improving the time taken to complete the job and the quality of work.

In addition to hand tools like mops, brooms, carts etc., automated tools are provided to custodians in New Westminster Schools as set out below:

	CURRENT INVENTORY										FUTURE INVENTORY			
	Ride-on Scrubber	Auto Scrubber	Mini Scrubber	Burnisher 20inch	Oreck 10 inch	Swing Machine	Carpet Extractor	Back Pack Vacuum	Canister Vacuum	Wet Vacuum	Burnisher 20inch	Oreck 10 inch	Swing Machine	Wet Vacuum
B - OFFICE									1					
CONNAUGHT		1				1		1	1	1	1			
FRMS	2			Ride-on 1	1	1		1	3	1				
GMS	1	1	1	1		1		2	1	1		1		
HUME PK									2					
HOWAY		1		1	1		1		3	1			1	
KELVIN		1				1	1	1	3	1	1	1		
McBRIDE		1		1			1	2	2	1		1	1	
NWSS	1	5			1	1	1	3	9	3				
POWER			1						1					
QAYQAYT	1			Walk-B 1		2	1	2	1	1		1		
QE		1		1		1	1	3	1	1		1		
QMS	1					1	1	2		1	1	1		
RCAP									1					
SPENCER		1					1	2	2	1	1	1	1	
TWEEDS		1	1	1				2	3			1	1	
STORES					2		2	3	2	3				
TOTAL	6	13	3	8	5	9	10	24	36	16	4	9	4	1

NOTE: The estimated cost to round out the future inventory needs is approximately \$20,000.

Survey results indicate custodians acknowledge the value of automation tools provided highlighting:

- Time savings
- Faster, easier and safer to do work
- Reduced wear and tear on joints
- Reduced bending and walking

Qualifications and Training

To become a custodian in New Westminster Schools, you must have the following qualifications and attributes:

- Grade 12 graduation preferred
- Building Service Worker Certification
- Minimum 6 months experience preferred
- Physical aptitude and ability appropriate to the position
- Ability to establish and maintain good working relationships with staff, students and the community
- Ability to understand and effectively carry out oral and written instructions
- Ability to arrange and prioritize an effective work schedule under a minimum of direct supervision

Feedback

Feedback on cleanliness in New Westminster schools was gathered from a variety of sources.

Cleanliness was brought up in the budget ThoughtExchange process with 28 thoughts out of 1,562 expressed, or 1.8%. Through the Budget Student Symposium sticky note exercise, 1 comment out of 139 comments, or 0.7%, involved cleanliness.

The main source of feedback was through a questionnaire completed by 89% of custodians and 94% of Principals/Excluded staff. Survey results are attached as Appendix E and Appendix F respectively.

Overall custodians felt schools were “clean” or “messy but clean” and that communications between the Custodian and the Principals were good. Principals had similar responses overall, but were pleased to be made aware of the duties, responsibilities and frequencies documents. In terms of communication, Principals felt they were sometimes unable to connect with Custodians at 3 pm given afterschool staff, parent or district meetings, but that the logbook in the office was a good way to relay any priorities for the shift.

Both groups responded that more meeting or collaboration time for the custodial staff and administration to review priorities and concerns by both groups would be valuable.

Custodians and Principals all agreed that overwhelmingly, the most important aspects of the custodian’s job are:

- Keeping the schools clean and safe so that students and staff are healthy
- Providing a high quality learning and working environment

When asked what aspects of their jobs they liked best or least, custodians offered the following:

Best	Least
Being part of a team	Doing the same things daily
Friendly staff	Evening shift
Job security	Time constraints
Work environment	Rude students
Everything	Unjust complaints
Never boring	Messy rooms
Using auto scrubber	Little opportunity to advance
Ride on auto scrubber	Changing the reader board
Friendly staff and appreciation	Snow removal
Being independent	Covering other staff
Job satisfaction	Not having proper equipment
Problem solving	Recyclables all mixed up
Never a dull moment	
Complimented for a good job done	
Getting credit for work done	
Enjoy my work	
Working alone	
Keeps me busy	
Helping co - workers	
Compliments	

Professional Development & Capacity Building

In addition to 'on the job training' for new areas, or new equipment and procedures, professional development opportunities are regularly scheduled throughout the year during professional development and non-instructional days. All custodians are encouraged to attend, instead of taking vacation during days schools are not in session.

Past offerings include:

- Asbestos Awareness
- Lockout
- WHMIS
- Health and Safety
- First Aid
- CPR Refresher
- Green Chemical Products
- Lifting & Bending

Recommendations from custodians for future professional development opportunities include:

- How to use, clean and maintain equipment
- Excel
- Ladder safety
- Fire extinguisher
- Cleaning procedures for no wax floors
- Basic electrical safety
- Injury prevention training for staff
- Summer Team Clean procedures review
- Review of all cleaning chemicals

Wellness

Custodial work is fast-paced and physical, and is performed in isolation in some cases.

Custodians responded positively when asked if they felt safe at work with 100% of the respondents saying yes. 29% of custodians have experienced a workplace injury or accident while performing job duties compared to 71% that had not.

Providing the right tools for the job, automation, professional development related to occupational health and safety, and the inception of an Occupational Health & Safety

department in the District, contribute to the well-being and overall health of custodial staff.

In terms of absences, the following data reflects day-to-day illness related absenteeism of 16 days per year per custodian. The current and last year have shown improvement from the previous two years as a reduction in absenteeism of 2 days per year.

School Year	# of Instances of Absence ** (Full and Partial)	Absences (Full Day Equivalent)	Replaced (Full Day Equivalent)	Not Replaced (Full Day Equivalent)	Number of Custodians	Average Per Custodian (Full Day Equivalent)
2018-2019 *	558	445	214	231	27	16
2017-2018	541	407	271	136	25	16
2016-2017	566	450	187	262	25	18
2015-2016	456	376	132	244	21	18
* 2018-2019 Extrapolated to June 30, 2019 to demonstrate full year						
** Absence reasons: illness, family illness, medical appointment						

Interpretation of the data in the table above should also include the knowledge that a site with an absent custodian on Friday, and has a weekend rental, may be covered by the custodian dispatched for the weekend rental. Weekend rental custodians are in the building as caretakers, and are expected to clean the schools when on site. Due to this nuance in the replacement method for absent custodians, a 1:1 ratio of absence to replacement would not be expected in the data. Regardless of the weekend rental custodian replacement method, it is recognized that not all absences are covered by a casual due to unavailability of casual custodians from time to time.

There have been six Worksafe claims over the current and past three years resulting in time lost:

- 2015/2016 3
- 2016/2017 0
- 2017/2018 1
- 2018/2019 2

Conclusions

The District has met its growing enrolment with a corresponding increase to custodial hours over time. The workforce is aging but stable with average 11-year tenure and improving absenteeism for illness.

APPA and District Standards of Level 2-3 are being met as evidenced by custodian and Principal/Manager feedback results. However, it is apparent that more deep cleaning involving the weekly and monthly tasks is warranted.

Communication between Custodians and Principals is strong and relationships are good, but more time to meet together to discuss priorities and concerns is desired by both.

Custodians are long term employees with intrinsic motivation and dedication to the job as evidenced by custodians' expression of what they like best about their jobs. It is clear custodians and staff understand the vital role custodians play in keeping student and staff healthy and safe, as well as their contribution to inspiring learning environments.

Areas are within provincial ranges, are reviewed regularly with custodians, and are adjusted for variables such as enrolment, workforce, use and automation.

Improvement can be made to the performance of some work by adhering to the standards and expectations set out in clear communications from the Manager, as well as regular feedback opportunities from custodians themselves relative to their areas and allotted time.

While daytime custodians provided convenience in emergent situations, early morning snow shoveling assistance and a more hands on relationship to students and staff, the current evening custodian model is sustainable for maximum cleanliness and efficiency, as evidenced by feedback.

Automation has made a significant improvement to the experience of being a custodian by making work faster, easier and safer. Equipment gaps at some sites can contribute to variables in standards from school to school.

Custodial staff in New Westminster Schools come to be employed by meeting all of the qualifications in the job posting, and are provided on-going professional development and training opportunities.

Despite the physical demands of the work, and the fast pace, custodial staff in New Westminster Schools feel safe, have improving attendance and low workplace injury. Automation, professional development and the presence of occupational health and safety expertise all contribute to this improvement.

Recommendations

1. Ensure building managers (Principals and non-enrolling site Managers) are aware of the expected duties, responsibilities and frequencies
2. Bring gaps in expectation to the attention of first the custodian, and then to the Foreman and Manager to ensure Level 2-3 standards are being maintained, and to refocus on rising to a consistent Level 3 standard at all sites
3. Address performance meaningfully through support and direction
4. Dedicate budget to the automation equipment gaps \$20,000
5. Provide meeting times 2-4 times per school year for custodians and Principals/Manager to discuss issues that arise
6. Take into account training requests of custodians when planning professional development
7. Make training, and health and safety a norm for custodial staff
8. Review standards, areas and time allotment on a regular basis for continuous feedback and monitoring
9. If, as a result of:
 - automation inventory top-up;
 - renewed awareness of duties, responsibilities and frequencies; and
 - attention to performance support and direction,cleanliness standards do not improve, areas be increased to achieve Level 3 standards.

APPA's Five Levels of Clean

The following is a summary of key indicators for each of APPA's five levels of cleanliness. The lower the score higher the level of cleanliness.

Level 1—Orderly Spotlessness indicators

- Floors and base molding shine and/or are bright and clean; colors are fresh.
- There is no buildup in corners or along walls.
- All vertical and horizontal surfaces have a freshly cleaned or polished appearance and have no accumulation of dust, dirt, marks, streaks, smudges, or fingerprints. Lights all work and fixtures are clean.
- Washroom and shower fixtures and tile gleam and are odor free. Supplies are adequate.
- Trash containers and pencil sharpeners hold only daily waste and are clean and odor free.

Level 2—Ordinary Tidiness indicators

Same as Level 1 with the following exceptions

- There can be up to two-days worth of dust, dirt, stains, or streaks on floors and base molding
- Dust, smudges, and fingerprints are noticeable on vertical and horizontal surfaces

Level 3—Casual Inattention indicators

- Floors are swept or vacuumed clean, but upon close observation, there can be stains. A buildup of dirt and/or floor finish in corners and along walls can be seen.
- There are dull spots and/or matted carpet in walking lanes. There are streaks or splashes on base molding.
- All vertical and horizontal surfaces have obvious dust, dirt, marks, smudges, and fingerprints. Lamps all work and fixtures are clean.
- Trash containers and pencil sharpeners hold only daily waste and are clean and odor free.

Level 4—Moderate Dinginess indicators

- Floors are swept or vacuumed clean, but are dull, dingy, and stained. There is a noticeable buildup of dirt and/or floor finish in corners and along walls.
- There is a dull path and/or obviously matted carpet in the walking lanes. Base molding is dull and dingy with streaks or splashes.
- All vertical and horizontal surfaces have conspicuous dust, dirt, marks, smudges, and fingerprints. Lamp fixtures are dirty, and some lamps (up to 5 percent) are burned out.
- Trash containers and pencil sharpeners have old trash and shavings. They are stained and marked. Trash containers smell sour.

Level 5—Unkempt Neglect indicators

- Floors and carpets are dull, dirty, scuffed, and/or matted. There is a conspicuous buildup of old dirt and/or floor finish in corners and along walls. Base molding is dirty, stained, and streaked. Gum, stains, dirt, dust balls, and trash are broadcast.

- All vertical and horizontal surfaces have major accumulations of dust, dirt, smudges, and fingerprints, all of which will be difficult to remove. Lack of attention is obvious.
- Light fixtures are dirty with dust balls and flies. Many lamps (more than 5 percent) are burned out.
- Trash containers and pencil sharpeners overflow. They are stained and marked. Trash containers smell sour.

CUSTODIAL CLEANING - Duties, Responsibilities and Frequencies

DAYCARE

DAILY	WEEKLY	MONTHLY
Wash all Desks/Tables	Empty Recycle/Compost/Garbage or as Needed	Wash-Recycle/Compost/Garbage BINs
Clean Sinks	Dusting <i>below</i> 6ft	Wash Shelving/Window Sills
Wash Paper Towel Dispenser	Spot wash walls	Dusting <i>above</i> 6ft
Wash Light Switches		Dusting of Light Fixtures
Wash Door Knobs/Frames		Interior Windows
Sweep Floors		
Vacuum Mats/Carpet		
Wash Floors		
Lock Doors & Windows		

Gr. K - 5

DAILY	WEEKLY	MONTHLY
Empty Pencil Sharpener	Empty/Wash Recycle Bin/Kitchen Catcher	Dusting <i>above</i> 6ft Level
Wash all Desks/Tables	Dusting <i>below</i> 6ft Level	Dusting of Light Fixtures
Clean Sinks	Wash White/Chalk Board	
Wash Paper Towel Dispenser	Wipe Board Ledges	
Wash Light Switches	Spot wash walls	
Wash Door Knobs/Frames	Wash Shelving/Window Sills	
Sweep Floors		
Vacuum Mats/Carpet		
Wash Floors		
Lock Doors & Windows		Interior Windows (Pro-D Days)

Gr. 6 - 8

DAILY	WEEKLY	MONTHLY
Empty Pencil Sharpener	Empty/Wash Recycle Bin/Kitchen Catcher	Dusting <i>above</i> 6ft Level
Wash all Desks/Tables	Dusting <i>below</i> 6ft Level	Dusting of Light Fixtures
Clean Sinks	Wash White/Chalk Board	
Wash Paper Towel Dispenser	Wipe Board Ledges	
Wash Light Switches	Spot wash walls	
Wash Door Knobs/Frames	Wash Floors	
Sweep Floors	Wash Shelving/Window Sills	
Vacuum Mats/Carpet		
Spot Wash Floors		
Lock Doors & Windows		Interior Windows (Pro-D Days)

Gr. 9 - 12

DAILY	WEEKLY	MONTHLY
Empty Pencil Sharpener	Empty/Wash Recycling Bins or as needed	Dusting <i>above</i> 6ft Level
Wash all Desks/Tables	Dusting <i>below</i> 6ft Level	Dusting of Light Fixtures
Wash Light Switches	Wash White/Chalk Board	Wash Shelving/Window Sills
Wash Door Knobs/Frames	Wipe Board Ledges	
Sweep Floors	Spot wash walls	
Vacuum Mats/Carpet	Wash Floors	
Spot Wash Floors		
Lock Doors & Windows		Interior Windows (Pro-D Days)

CUSTODIAL CLEANING - Duties, Responsibilities and Frequencies

Science

DAILY	WEEKLY	MONTHLY
Empty Pencil Sharpener	Empty/Wash Recycling Bins or as needed	Dusting <i>above</i> 6ft Level
Wash all Desks/Tables	Dusting <i>below</i> 6ft Level	Dusting of Light Fixtures
Clean Sinks	Wash White/Chalk Board	Wash Shelving/Window Sills
Wash Paper Towel Dispenser	Wipe Board Ledges	
Wash Light Switches	Spot wash walls	
Wash Door Knobs/Frames		
Sweep Floors		
Vacuum Mats/Carpet		
Wash Floors		
Lock Doors & Windows		Interior Windows (Pro-D Days)

Lib./Comp.

DAILY	WEEKLY	MONTHLY
Wash all Tables	Empty/Wash Recycling Bins or as needed	Dusting <i>above</i> 6ft Level
Clean Sinks	Dusting <i>below</i> 6ft Level	Dusting of Light Fixtures
Wash Paper Towel Dispenser	Wash White/Chalk Board	Wash Shelving/Window Sills
Wash Light Switches	Wipe Board Ledges	Spot wash walls
Wash Door Knobs/Frames	Vacuum Entire Area	
Sweep Floors	Wash Floors	
Vacuum Traffic Areas		
Spot Wash Floors		
Lock Doors & Windows		Interior Windows (Pro-D Days)

Resource/Special ED.

DAILY	WEEKLY	MONTHLY
Wash all Tables	Empty/Wash Recycle Bin/Kitchen Catcher	Dusting <i>above</i> 6ft Level
Clean Sinks	Dusting <i>below</i> 6ft Level	Dusting of Light Fixtures
Wash Paper Towel Dispenser	Wash White/Chalk Board	
Wash Light Switches	Wipe Board Ledges	
Wash Door Knobs/Frames	Wash Shelving/Window Sills	
Sweep Floors		
Vacuum Traffic Areas		
Spot Wash Floors		
Lock Doors & Windows		Interior Windows (Pro-D Days)

Gym/Stage

DAILY	WEEKLY	MONTHLY
Wash Light Switches	Auto - Scrub Floors	Dusting <i>above</i> 6ft Level
Wash Door Knobs/Frames	Dusting <i>below</i> 6ft Level	Vacuum Storage Rooms
Sweep Floors	Wash White/Chalk Board	
Vacuum Mats/Carpet	Wipe Board Ledges	
Spot Wash Floors		
Lock Doors & Windows		Dusting of Light Fixtures

CUSTODIAL CLEANING - Duties, Responsibilities, and Frequencies

Admin./Staff

DAILY	WEEKLY	MONTHLY
Wash all Tables	Empty Recycle/Compost/Garbage or As Needed	Wash-Recycle/Compost/Garbage BINS
Wash Light Switches	Dusting <i>below</i> 6ft Level	Dusting <i>above</i> 6ft Level
Wash Door Knobs/Frames	Wash White/Chalk Board	Dusting of Light Fixtures
Sweep Floors	Wipe Board Ledges	Wash Shelving/Window Sills
Vacuum Traffic Areas	Vacuum Entire Area	
Spot Wash Floors	Wash Floors	
Lock Doors & Windows		Interior Windows (Pro-D Days)

Staircase

DAILY	WEEKLY	MONTHLY
Vacuum Stairs	Dusting <i>below</i> 6ft Level	Dusting <i>above</i> 6ft Level
Wash Light Switches	Wash Floors	Dusting of Light Fixtures
Wash Door Knobs/Frames		
Spot wash walls		
Spot Wash Stairs		
Wash Hand Rail		Interior Windows (Pro-D Days)

Hallways

DAILY	WEEKLY	MONTHLY
	Empty Recycle/Compost/Garbage or As Needed	Wash-Recycle/Compost/Garbage BINS
Wash Light Switches	Auto - Scrub Floors	Dusting <i>above</i> 6ft Level
Wash Door Knobs/Frames	Dusting <i>below</i> 6ft Level	Dusting of Light Fixtures
Sweep Floors	Dust /Wash - Candy/Pop Machines	
Vacuum Mats	Dust /Wash-Heating Units Show Cases Ect.	
Spot Wash Floors	Wash Window Sills	
Spot Wash Walls		
Lock Doors & Windows		Interior Windows (Pro-D Days)

OUTSIDE GARBAGE

DAILY	WEEKLY	MONTHLY
<i>Custodian that's Responsible</i>		

CITY **LARGE** RECYCLING, COMPOSTING and GARBAGE BINS!!

DAILY	WEEKLY	MONTHLY
	Empty - Recycle/Compost/Garbage	WASH
	ALL BINS TO OUTSIDE CURB THURSDAY	Recycle/Compost/Garbage BINS
	NIGHT FOR PICK - UP and	
	RETURNED FRIDAY NIGHT!!	

CUSTODIAL CLEANING - Duties, Responsibilities and Frequencies

WASHROOMS

DAILY	WEEKLY	MONTHLY
<i>Disinfect all</i>	Empty Composting Bin or As Needed	Wash-Recycle/Compost/Garbage BINS
Toilets	Dusting <i>below</i> 6ft Level	Wash Ventilation Grills
Sinks	Dusting <i>above</i> 6ft	Dusting of Light Fixtures
Urinals	Wash & Disinfect Stall Partitions	Wash Interior Windows
Floors	Wash & Disinfect behind toilets or as Needed	Wash Window Sills
Dispensers		
Mirrors		
Light Switches		
Stall Doors & Walls		
Backsplash		
Wash Light Switches		
Wash Door Knobs/Frames		
Replace Paper Towel		
Replace Toilet Paper		
Sanitary Napkin Containers		
Lock Windows		

Special Notes:

Custodial Supervisor may adjust cleaning frequency to accommodate the needs of the facility.

Vacuums to be dumped, filters cleaned and canisters wiped out at least once per week, depending on the areas being cleaned.

Replace plastic garbage liners as necessary to prevent staining and odor.

Shoe marks on floor are to be removed as required.

Report any repairs as necessary.

Custodial Cubby and carts to be clean and tidy at all times.

Conduct a security check to ensure that all outside doors are locked and all windows are shut and secured.

Remember part of your B.S.W. training was to enable you to prioritize cleaning duties so that some are done daily while others are done bi-weekly/weekly and even once a month.

SERVICE DELIVERY PROJECT

BUSINESS CASE: **Facilities Management**

April 2016



Ministry of
Education

Business Case: Facilities Management

Table of Contents

Acknowledgements	1
Background	2
Guiding Principles	3
Custodial Services	5
Executive Summary	6
Opportunity	9
Environmental Analysis	13
Options	17
Cost-Benefit Analysis	24
Funding Considerations and Implementation Options	29
Recommendation(s)	30
High-level Implementation Strategy	30
Appendices	51

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On behalf of the Service Delivery Project Steering Committee and the Ministry of Education we would like to acknowledge a number of groups and organizations for providing advice and expertise in the development of the facilities management business case for the K-12 public school sector:

- The Facilities Management Working Group for their sector knowledge and sound expertise of the broad area of facilities management
- The Custodial Services Advisory for their subject matter expertise in relation to custodial practices and equipment for schools
- School districts that responded to our data collection, participated in follow up conversations and supported staff to be members of the working group or advisory We would like to thank staff for their commitment and enabling us to do our work
- The BC Association of School Business Officials (BCASBO) for supporting the development of the business case through member participation and providing engagement opportunities at conferences
- The BC School Superintendants Association (BCSSA) for supporting the development of the business case through member participation
- The Educational Facility Managers Association (EFMA) for providing subject matter expertise on various facilities management areas
- BC Hydro and Fortis BC for sharing their subject matter expertise related to energy management
- Shared Services BC, Real Property Division for sharing expertise in energy benchmarking and management programs for government facilities
- The Climate Action Secretariat for sharing energy consumption data and policy advice related to BC's Climate Leadership Plan

Background

Deloitte

In 2012 and 2014, the Ministry of Education engaged Deloitte, one of Canada's leading professional service firms, to research and identify potential shared service opportunities in the K-12 sector, and to deliver an assessment of anticipated costs, benefits and implications. The reports identified potential opportunities to reduce overhead costs, look for efficiencies and find savings through collaboration and alternate service delivery in the public education sector, including the area of facilities management. The analysis examined, at a very high level, alternate models for capital construction, facilities maintenance and custodial operations. The efforts to accomplish such a significant change in service delivery models were in many areas significant and complex. See **Appendix A** for Deloitte's estimates of facilities management savings.

Service Delivery Project

The Service Delivery Project is aligned with Government's vision and provides leadership for the development, implementation and evaluation of shared services in the K-12 education sector. This is a high priority, strategic initiative for the Ministry of Education and is designed to achieve additional sector-wide operational efficiencies, maximizing the available resources to support student success. The Service Delivery Project is now in Phase Two and the focus is on implementation of Phase One recommendations and business case development.

Facilities Management Case

In April 2015, at the direction of the Service Delivery Project Steering Committee (SDPC), a Facilities Management Working Group (FMWG) consisting of school district facilities directors and managers, secretary-treasurers and an assistant superintendent was formed to identify opportunities which may be considered, evaluated and ultimately recommended to government for implementation. The Custodial Services Advisory (CSA) was created in June 2015 after FMWG members identified custodial standardization as an area of focus. (See **Appendix B** for FMWG and CSA Members.)

The facilities management business case includes opportunities to realize cost savings and administrative efficiencies related to:

- Custodial Services Standardization: To identify opportunities to assist practice and equipment standardization (e.g. written standards and best practice guide)
- Energy Management: To identify opportunities to expand energy management and sustainability practices to the wider K-12 sector
- Procurement: To identify opportunities for collaborative procurement of custodial related supplies and equipment to take advantage of volume based discounts and savings
- Shared Knowledge: To identify opportunities to share best practices, knowledge and training across school district boundaries to help support continuous process improvement and innovation

Facilities management data was collected from school districts and existing sources (e.g. Smarttool, Employment Data Analysis System (EDAS) and VFA) FMWG members and stakeholders used their experience and knowledge to validate the data and estimated savings for the areas of focus

This business case focuses on the custodial and energy-related opportunities identified by the working group.

Guiding Principles

The FMWG identified the following guiding principles or critical factors and is using them to evaluate options being considered under the facilities management project

- Respecting employee relations and collective agreements
- Ensuring satisfactory service levels and employment standards
- Ensuring that savings will not lead to accelerated depreciation of assets
- Building on successful proven practices
- Creating an environment that can attract qualified personnel
- Transitioning where a business case reduces costs, gains economy of scale, improves efficiency or is compelling
- Ensuring a sustainable business model that serves the widest collective interests
- Considering effects on local economies



Custodial Services

Executive Summary

The Service Delivery Project (SDP) has identified a number of administrative and efficiency opportunities through shared delivery of services across BC school districts. One of the initial opportunities identified by the Deloitte Reports and subsequently further researched with the Facilities Management Working Group is custodial labour efficiency.

Labour accounts for over 92 per cent of total custodial costs across school districts in the province. The annual spending is well over \$163M for labour and \$15M in supplies and equipment. Analysis of the recent data provided by the 60 school districts indicates a significant variation in custodial labour efficiency and costs across BC.

The opportunities to drive cost savings and custodial efficiency in the K-12 sector consist of the following:

- Labour efficiency and reduced injuries—increase custodial labour efficiency by 4 per cent and reduce injury levels through adoption of best practices and mechanization. Focus on 40 per cent of schools for mechanization based on school district space and configuration fit estimates.
- Custodial related procurement—conduct collaborative procurement of custodial supplies and equipment.
- Development of a Centre of Excellence for Custodial Services—implement a sustainable Custodial Centre of Excellence as a resource to school districts to achieve efficiency benchmark targets and best practices.

The estimated net savings based on taking advantage of all three opportunities is as follows:

Option	5 Year Value of Net Operational Savings	5 year Capital Costs
Labour Efficiency and Reduced Injury (incl. CoE)	\$26.3M savings less \$8.8M costs – includes \$6.0M in amortization and maintenance costs = \$17.5M	\$9.5M (2 year payback before amortization costs)
Procurement Savings	\$4.4M savings less \$0.2M costs = \$4.2M	Nil
Total	\$21.7M	\$9.5M

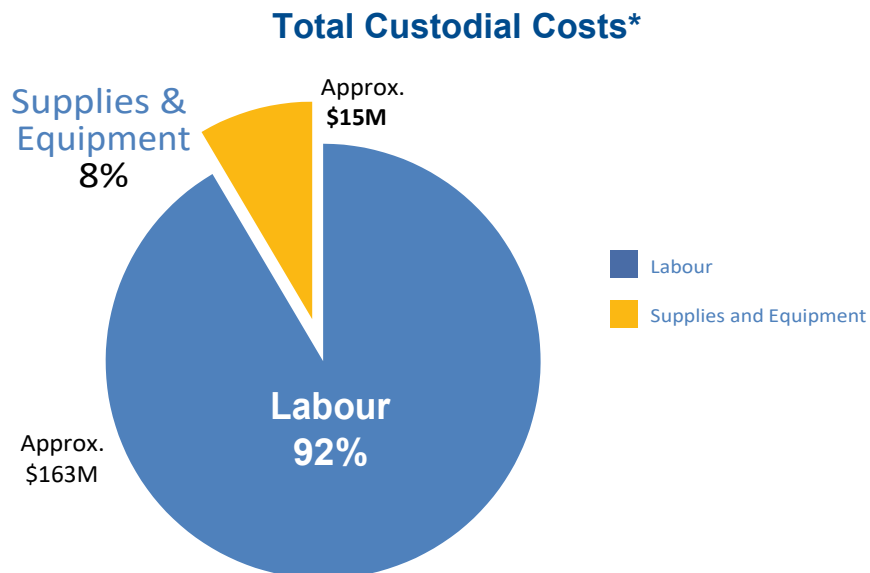
Based on the net savings analysis, the recommendation is for school districts to take advantage of all three opportunities. In order to achieve the savings outlined, all school districts (40 per cent in the case of mechanization) would need to participate in assessment, detailed benchmarking and implementation activity, including engagement with the Custodial Centre of Excellence. Funding options to support mechanization and the CoE will be based on one of the options proposed.

Based on business case approval it is expected that an implementation approach will be developed between April and June 2016.

Current State

According to fiscal year 2013/14 EDAS data, the 60 school districts in BC have a combined custodial staff of approximately 2,950 FTEs. Based on 48 of 60 school district responses (80%), the total custodial labour and supplies spend reported by school districts in the figure below is approximately \$178M, of which \$163M (92%) is labour costs and approximately \$15M (8%) is supplies and equipment costs.

Although the above spend numbers represent only 80 per cent of the total custodial labour and supplies spend, they have been used in the business case as a conservative basis of estimating potential savings.



*Based on 80 per cent of school districts

The custodial FTE counts across most provincial regions have shown a slight downward trend over the last three years. It was also noted that the current custodial workforce is aging (average age is greater than 50 years) and is therefore more prone to musculoskeletal injuries (MSIs). See **Appendix C** for an FTE trend chart by region.

A number of key custodial measures and findings have been summarized below. Due to some incomplete responses and data quality issues, the FMWG was asked to further validate findings and custodial efficiency and spend measures for their individual school districts. A comparison of the more fully validated FMWG data with the province-wide values has been included in the table below.

Key Measures Used for Custodial Data Analysis

Measures	Detail / Meaning	Data Source
Avg. Labour Cost / FTE	Avg. annual custodial labour cost per FTE (using fiscal year 13–14 values). FTE counts normalized to 8 hour and 12 month FTEs. Benchmark of labour costs by school district and region.	FTE data source = EDAS (normalized) Labour cost source = school district data collection
Avg. m² Cleaned / FTE	Avg. m ² of space cleaned by custodial FTEs (using fiscal year 13–14 values). Benchmark of custodial staff <u>efficiency</u> per m ² of utilized space – excludes closed schools and administration offices, and portables	FTE data source = EDAS (normalized) Open m ² source = VFA (FY13–14)
Avg. Total Labour and Materials Cost / m²	Total annual custodial labour + supplies and equipment spend / m ² (using FY 13–14 values). Efficiency of total custodial spend per m ² of utilized space.	<ul style="list-style-type: none"> Total \$ spend source = school district data collection Open m² source = VFA (FY13–14)

Key Findings—Custodial Services

Custodial Measures	Prov. Avg.	FMWG. Avg. *	Low Range	High Range
Avg. Labour Cost / FTE (2014) Incl. benefits (25.9%)	\$59,432	\$54,965	\$45,284	\$64,371
Avg. m ² FTE NCES-ASBO Guideline	2316	2142	1798	2388
Level 2 – Upper-most Standard	1700–2000			
Level 3 – Norm – acceptable	2600–2900			
Avg. m ² FTE	\$2.24	\$2.28	\$1.39	\$3.66
Total Labour + Materials \$ / m ²	\$28.46	\$27.63	\$21.43	\$33.68
FTE / 1000 Students (FY13–14) Washington State Comparator	6.5 6.7	5.5	3.7 3.9	8.4 6.9

* Validated by the FMWG and CSA members for their own school districts

A number of factors were identified as contributing to the variation in the custodial labour efficiency and spend measures above. These include use of K-12 school facilities for additional community programs, adult education, and international or summer courses. Also, custodial staff is sometimes used for snow clearing and minor maintenance tasks. See **Appendix D** for graph showing variation of labour efficiency across FMWG school districts and across provincial regions.

The most significant factor identified for the variation of labour efficiency was the level of mechanization within the school district. School districts have similar approaches to reaching custodial outcomes, but their methods, training, supervision, quality assurance and level of systemization or mechanization is variable. Another variability is the type of equipment that is used to clean large areas of floor or the variation of floorcoverings that are installed. A significant portion of school areas are hard surface floor covering requiring weekly floorcare. One influence of more recent technological changes for cleaning of hard surface floors, which is a significant portion of weekly workload, has been the introduction of 'ride on' equipment to reduce the cleaning time beyond a walking pace. Other methods systematize cleaning to reduce redundant movement or multiple passes to clean the same area.

In some cases school districts have already mechanized but will be able to benefit from shared best practices, labour allocation templates and successfully implemented supervisory models to enhance operations and efficiency. Alternatively, some school districts may have reduced staffing at the expense of increased injury rates, resultant sick leave replacement costs or reduction in building occupant health outcomes. These school districts would benefit by injury reduction or cleaning quality approaches of a standardized method.

Appendices E and F contain additional information on custodial efficiency, ergonomic best practices, injury research and mechanization efficiency standards.

Opportunity

The school district custodial related data analysis shows significant variation of labour efficiency and custodial spend across the province. This suggests a number of opportunities to achieve savings within three key areas:

- Labour efficiency and reduced injuries
- Custodial related procurement
- Development of a Centre of Excellence for Custodial Services

Objectives and Anticipated Outcomes

The following are objectives and anticipated outcomes of the opportunities identified above:

1. Labour Efficiency and Reduced Injuries

Objectives:

- Identify potential cost savings using benchmarks for labour cost and efficiency.
 - M² Cleaned/FTE and Total Cost/M²
- Assess and determine mechanization based cleaning area rates per hour using efficiency comparators from International Sanitary and Service Supplier Association (ISSA) standards
- Assess costs and payback period on mechanized equipment investments
- Quantify staff injury rate changes and potential reductions through mechanization

Anticipated Outcomes:

- A 4 per cent increase in labour efficiency based on achieving benchmark targets through systematized cleaning methods and increased mechanization (i.e., adding 100 m²/FTE). This is expected to result in approximately \$6.5M annually in labour efficiency gain.
- Expected that at least 40 per cent of school districts will be able to take advantage of increased mechanized investments based on school district space and configuration fit estimates.
- Estimated total two-year mechanization costs of \$9.5M (using 40 per cent applicable m² estimate)
- A 10 per cent reduction in the number of MSI related custodial injuries due to mechanization, resulting in annual compensation savings of approximately \$400K–\$500K

See cost benefit analysis section for detailed analysis and assumptions.

2. Custodial Related Procurement

Objectives:

- Increase level of collaborative procurement through BCEM for custodial related supplies and equipment to take advantage of volume based discounts and savings

-
- Engage with all school districts to coordinate and standardize requirements on custodial products and equipment

Anticipated Outcomes:

- Achieve a 5 to 10 per cent annual savings on custodial related spend (approximately \$750K–\$1.5M over a two year timeframe)
- Gain efficiencies by leveraging BC Education Marketplace (BCEM) expertise to conduct some collaborative procurement, allowing school districts to redirect that labour to other priorities
- Establish Master Standing Offers that can be accessed by all school districts with savings that can be monitored and reported during life of contracts

3. Development of a Centre of Excellence for Custodial Related Services

Objectives:

- Develop and implement a Custodial Centre of Excellence (CoE) to assist in achieving labour efficiency savings, promoting best practices and enhancing custodial health and wellness
- Engage with all school districts to develop standardized work allocation templates, mechanization models, cleaning supplies and best practice supervisory guidelines and training to drive custodial labour efficiency.
- Assist with collaborative procurement through BCEM by coordinating product and equipment requirements and needs
- Develop funding models to sustain CoE and professional services required to operate

Anticipated Outcomes:

Custodial Centre of Excellence is able to:

- assist with increasing custodial labour efficiency through training and support on standard level of cleanliness, best practice supervisory guidelines, mechanization models, etc ,
- support an existing community of practice stakeholder organization to offer increased professional value and leadership to school districts,
- provide and track performance measures and benefits by region, and
- leverage and align with work currently provided by other associations (e.g., ISSA)

Stakeholders

Numerous stakeholder interests have been considered by the FMWG throughout the development of this business case. Many of the stakeholder groups have been directly engaged in the work of the FMWG either as members of the working group itself, the Custodial Services Advisory, or through regional calls, zone meetings and conferences.

Stakeholder	Represented by	Interests, Expectations, Concerns
Facilities Managers/ Directors	Educational Facility Managers Association of BC (EFMABC)	Impact on school district budget, operations and labour environment.
School District Employees	Formally represented by their unions	Job loss, increase in workload
School District Secretary-Treasurers	British Columbia Association of School Business Officials (BCASBO)	Impact on school district budget, operations and labour environment.
School District Superintendents	British Columbia School Superintendents Association (BCSSA)	Impact on school district budget, operations and labour environment.
Boards of Education/Trustees	British Columbia School Trustees' Association (BCSTA)	Impact on sector governance, board autonomy and labour environment.
Principals and Vice-Principals	British Columbia Principals and Vice-Principals Association (BCPVPA)	Impact on classroom, school operations and labour environment.
Unions	Canadian Union of Public Sector Employees (CUPE) Teamsters Trades Council International Union of Operating Engineers United Steel Workers Construction Maintenance and Allied Workers British Columbia Teachers' Federation (BCTF)	Organized labour supports public services versus contracting out or public-private partnerships. Will be concerned about possible impact on members/collective agreement provisions. Impact on classroom, school operations and membership.
Students and Parents	BC Student Voice and British Columbia Confederation of Parent Advisory Councils (BCCPAC)	Impact on classroom.
General Public	General Public	There is a perception that government's goal with shared services is to slash publicly funded services to clear the way for privatization. There are concerns that cuts will impact the classroom.

Environmental Analysis

Custodial Labour Efficiency Benchmarks

There are a number of custodial labour efficiency benchmarks available in North America. The most often referenced labour efficiency benchmark is the Association of Physical Plant Administrators (APPA) or comparative Association of Business Officials (ASBO) and National Centre for Educational Statistics (NCES) that quotes similar references but describes the quality outcomes differently. The US Department of Education also references these same benchmarks. These benchmarks do not inform the ‘how’ but relate to a quality outcome expectation.

APPA also publishes information for the number of employees needed to achieve each level of service depending on the size of the facility in an Operational Guideline for Educational Facilities—Custodial. A Process Cleaning benchmark of 26,000 to 28,000 ft² (2,400 to 2,600 m²) per FTE optimizes efficiency, equipment, cleanliness, ease of deployment and health factors through a carefully designed and documented system tailored to schools.

ISSA, the World Cleaning Industry Association, publishes a K-12 Guideline that emphasizes sanitation measurements along with a Cleaning Industry Management System training program that provides methodology or best practices to meet their industry standards.

The following are APPA/ASBO/NCES labour efficiency benchmarks based on an eight hour shift:

Level	Area cleaned in 8 hours	Description
Level 1	10,000 to 11,000 ft ² (930–1020 m²)	ASBO–NCES – Results in a “spotless” building, as might normally be found in a hospital environment APPA – Orderly spotlessness
Level 2	18,000 to 20,000 ft ² (1700–1860 m²)	ASBO – NCES – Uppermost standard for most schools, and is generally reserved for restrooms, special education areas, kindergarten areas, or food service areas APPA – Ordinary tidiness
Level 3	28,000 to 31,000 ft ² (2600–2880 m²)	ASBO – NCES – Norm for most school facilities. It is acceptable to most stakeholders and does not pose health issues. APPA – Casual inattention

Level	Area cleaned in 8 hours	Description
Level 4	45,000 to 50,000 ft ² (4200–4650 m²)	ASBO-NCES – Not acceptable in a school environment. Classrooms would be cleaned every other day, carpets would be vacuumed every third day, and dusting would occur once a month. APPA – Moderate dinginess
Level 5	85,000 to 90,000 ft ² (7900–8360 m²)	ASBO – NCES – Rapidly leads to an unhealthy situation. Trash might be emptied and carpets vacuumed on a weekly basis. APPA – Unkempt neglect

The numbers above are estimates. The actual area per shift will depend on additional variables, including the type of flooring, wall covers or number of windows, all of which must be taken into account when determining workload expectations. In practice, the custodial area may be an aggregate of these standards relating to area use. For example, elementary schools may tend to be Level 2, while corridors, gymnasiums, or secondary levels could be Level 3. Storage areas rarely cleaned could be at Level 4 or Level 5. APPA would go further to provide weighting factors for performance outcomes to manage the variability of cleaning requirements ranging from washroom fixtures, to corridors, floor covering types or supervisory levels.

A 2007 State of Washington survey¹ of school district custodial services found wide-ranging variability from a low of 17,200 sq ft to 77,000 ft² with a median of 27,750 ft² per FTE (2,580 m²). The comparative study also quoted an American School and Universities survey median of 25,173 ft² per FTE (2,338 m²).

The APPA Body of Knowledge also highlights an important role of supervisors to ensure that standards are met, customers are satisfied, follow-up is pursued and the myriad of planning, scheduling and paperwork gets accomplished. The quality of supervision will drive the operation in terms of what can be accomplished—the higher the quality, the higher the results. APPA also recommends that various sizes and speeds of equipment are available that not only can make the job easier but also can increase productivity so that more cleaning can be accomplished within the same time frame.

Keeping abreast of the newest technology, overcoming old ways of doing things, training, and employee participation in the development of new methods are vital to improved performance. Custodial equipment is a small portion of the overall budget requirement but can produce substantial savings in labour costs.

¹ [Washington State Facilities Review – D Moberley – February 2007, Appendix C-2](#)

School District Environment Profiles and Variation Factors

As follow-up activity to the data analysis undertaken, the SDP project team conducted a number of interviews to profile some of the FMWG and CSA school districts to better understand factors causing variation in labour efficiency. The following table outlines the summary comments by profile category from a highly mechanized school district (School District No 37 (Delta)):

School District	Profile Category	Summary Comments
37 – Delta	Mechanization	<ul style="list-style-type: none"> • Level = 10 / 10 – fully mechanized • Developed a business case for mechanized custodial equipment = reduced staffing to maintain same level of cleanliness. • Most applicable benefits found at secondary schools (ride-ons reduced time by 4 hours / day) • Productivity savings help fund replacement equipment – approx. \$15–20K / year • Increased efficiency by 7000 ft² or 650 m² per FTE over 5 year period through mechanization and use of best practices.
	Workforce Organization and Facility Usage	<ul style="list-style-type: none"> • Average age of staff is 53, with 35% being women • Well executed workforce supervision and training is biggest impact on productivity. • Pro-active training and assistance to staff
	Wellness	<ul style="list-style-type: none"> • Strong evidence of drop in injury claims and absenteeism with increased level of direct supervision and mechanization. • Number of days of WCB lost-time injuries of custodial workforce per year: 2015–2016 YTD = 1, 2014–2015 = 27, 2013–2014 = 154
	Regions and Buildings	<ul style="list-style-type: none"> • Forty per cent of schools are open space where mechanization can be used effectively. Constraint with lifts and space in smaller schools

See **Appendix G** for detailed profiling information on selected school districts.

Custodial Related Musculoskeletal Injury Findings and Research

There are numerous work-related and environmental factors that can impact the health of school district custodial staff (e.g., lack of task variation and poor design of cleaning tools). The overall conclusion of several research studies and articles focused on custodial-related musculoskeletal injuries (MSIs) is that the conditions that promote various occupational injury are readily manageable. Relatively simple interventions can significantly reduce the rate of exposure to occupational injury. Custodial staff involvement in comprehensively identifying and solving cleaning problems, combined with ergonomic solutions are often referenced as successful strategies. This approach can significantly reduce work injuries, absenteeism, and

compensation costs while at the same time lead to high quality of work and greater job satisfaction among the workforce. Injury claims data provided by a specific school district has also been included in **Appendix E** to demonstrate potential savings

Models of Best-Practice Based Centres of Excellence in K-12 Sector

The K-12 Education sector has developed several examples of such centres that could serve as models for the establishment of a Custodial Centre of Excellence For example, the Association of School Transportation Services of BC (ASTSBC) is a dedicated organization promoting safe transportation for school children and serves a CoE role in a limited capacity The Association develops training materials and seminars to conform to BC regulations based on the US National Association for Pupil Transportation (NAPT) ASTSBC manages the procurement of approximately \$11M of new buses each year with a fee of two per cent of the capital value or \$220K per annum The fee helps support the development and delivery of training programs and materials as well as the formulation of industry best practice manuals for school bus transportation

School districts also have a community of practice association, the Educational Facility Managers Association of BC (EFMABC) that provides ad hoc training or industry supplier advice at regional seminars or an annual conference EFMABC is supported by member volunteers with limited dues or conference proceeds

School District No 23 (Central Okanagan) has provided a subscription service for WorkSafe BC claims management to a large number of school districts throughout the Province This shared service represents the interests of all subscribing school districts, provides claims advice, undertakes claims appeals and supports school districts with on-boarding, orientation and ongoing web-based WorkSafe employee training programs and/or certifications for high-cost incident avoidance management

The Okanagan Labour Relations Council is a subscription-based service for collective bargaining as well as providing strategic and tactical labour relations services to seven school districts within the interior of British Columbia Reporting to a Board comprised of trustees for the member school districts, an executive director offers labour relations services to those school districts in keeping with strategic direction in the areas of collective agreement negotiations, interpretation, administration, performance management, investigations, grievance and arbitration management, training, management coaching and policy development

See **Appendix E** for further environmental analysis

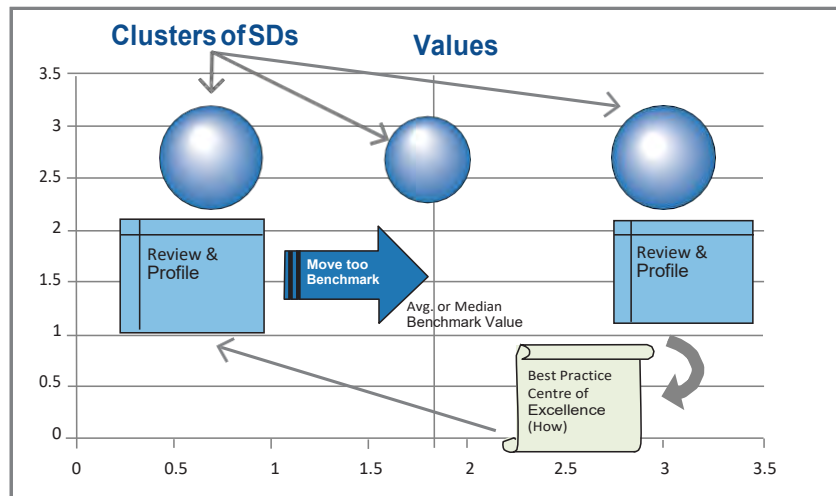
Options

1. Labour Efficiency and Reduced Injuries

In order to drive increased labour efficiency, the focus will be to review the situational profile, level of mechanization and general cleaning practices for those school districts falling significantly below the average labour efficiency benchmark (m² cleaned/FTE). Best practices from those school districts above the benchmark would then be applied to school districts below the benchmark to increase their efficiency. One consistent attribute of higher performing school districts was their investments in mechanization to drive the average efficiency benchmarks established by reference agencies, such as the National Center for Education Statistics See the figure below summarizing the proposed approach.

The approach also implies that those school districts performing well under the target benchmark will need to make more gains than those above the benchmark. For example, if the benchmark was a 4 per cent increase across all school districts, the school districts under would need to achieve a 6 to 8 per cent increase while those above the benchmark may only need to achieve a 0 to 3 per cent increase

Business Case Approach



In Scope:

- All school districts that fit the profile for mechanization (an estimated 24 school districts)

Out of Scope:

- School districts that have already fully mechanized

Critical Success Factors:

- Implement a phased pilot approach
- Use learnings and best practices developed by high performing school districts
- Standardize on equipment used, cleaning supplies and staff allocation models (e.g., franchise model)
- Staff training on proper equipment operation in order to reduce risk of injury
- Ongoing maintenance of equipment to ensure optimal and proper equipment usage

Limitations and Constraints:

- Generally, elementary schools will not achieve the same level of mechanization efficiency.
- Mechanization will need to focus on high schools and middle schools initially
- Some school districts may have collective agreement restrictions on m² cleaned/FTE.
- Heavy equipment may not be a fit for multi-story buildings with no lift.
- There may be a lack of storage space for equipment

Advantages:

- Mechanization will reduce amount of labour intensive activity
- Efficiencies are expected to increase.
- Reduced custodial injuries and faster return to work due to mechanization
- Increased cleaning quality consistency due to use of mechanization and standards based approach

Disadvantages:

- There may be potential equipment down-time, repairs and manual backups required
- The cost to fund acquisition of mechanized equipment and sustain the upkeep
- May need to reduce custodial staff through attrition or reallocation to other areas
- Savings from labour efficiency may be delayed based on how quickly custodial labour can be reallocated or reduced

Stakeholder Impact Analysis:

- Custodial staff and supervisors would be impacted by changes introduced in equipment, training and work allocation
- Ministry and/or school districts would need to allocate funding for equipment and training
- BCEM would need to be involved in the procurement of standardized equipment and training

Risk Assessment and Management

Risk, Event or Assumption	Likelihood to Occur (L, M, H)	Impact if Occurs (L, M, H)	Mitigation Plan
Assumption: At least 40% of school districts are able to implement a mechanization program to drive labour efficiency			Prioritize mechanization to secondary school spaces (highest benefit and fit) before looking at mechanizing smaller elementary schools.
Capital required for equipment purchase cannot be funded	M	H	Evaluate if the Ministry of Education is able to provide initial seed funding or interest free loans for mechanization programs based on payback schedule. Look at Annual Facility Grant and other sources.
School district Collective Agreements might be affected by a “change of practice” provision in introducing new technology or increase to individual worker workloads	M	H	Review collective agreements during implementation phase to determine if an Estoppel notice is required.
Severance may be required to be paid to certain custodial staff in order to reduce custodial labour costs and achieve efficiency targets (if not achieved through attrition, reduction of temporary staff and reallocation).	M	H	Account for a percentage of labour efficiency cost savings to be budgeted for labour agreement severance and attrition costs.

2. Custodial Related Procurement

Collaborate with the BC Education Marketplace on procurement of large volume custodial supplies and equipment

In Scope:

- Products: toilet paper, garbage bags and paper towels
- Cleaning and janitorial supplies
- Mechanized equipment

Out of Scope:

- Non-custodial supplies and equipment

Critical Success Factors:

- Prioritize large volume projects that will achieve short-term savings and build capacity for collaborative procurement
- Equitable, sustainable and transparent procurement cost savings for all school districts

Limitations and Constraints:

- Cost of change and availability of labour may impact school district ability to participate in contracts that require dispenser changes
- Specific school district considerations for delivery and type of equipment required needs to be factored into procurement

Advantages:

- The potential for the standardization of custodial supplies and equipment to drive down unit cost for participating school districts
- BCEM should reduce individual school district administration and procurement time and effort and allow them to focus on other value-added activities

Disadvantages:

- School districts may need to compromise on selecting a product that meets the greatest need in order to drive volumes and lower unit costs (note: school districts will be provided with options and given the opportunity to assess whether to change their operations)
- There may be change impacts from working with potentially new suppliers
- There is the potential for one-time disruption due to changing suppliers and products

Stakeholder Impact Analysis:

- Some suppliers may be impacted with loss of business with new procurements
- BCEM is expected to manage procurement activity and will need to create a school district custodial based advisory group to work through planning and product requirements (note: this work is currently taking place with the BCEM and Custodial Services Advisory)

Risk Assessment and Management

Risk, Event or Assumption	Likelihood to Occur (L, M, H)	Impact if Occurs (L, M, H)	Mitigation Plan
Purchase of paper towels and soap product is linked to installation of dispensers.	M	L	Identify collective agreements where union approval or work order is required. Plan replacement cycles accordingly.
School districts cannot agree to standardize on products.	M	H	Work with Service Delivery Project and Procurement Steering Committee to drive out recommendations and decisions providing the greatest level of value and savings.

3. Development of a Centre of Excellence for Custodial Related Services

School district facilities management currently establish their own custodial service levels using varying benchmark labour efficiency measures and quality performance standards. They orient or train staff to meet their own school district objectives, perhaps by school level, building or room function. Varying workplace safety practice experiential outcomes and workplace methods or training processes exist. A Centre of Excellence (CoE) would provide reliable industry-wide best practices, training and standards to enable consistent custodial services.

EFMABC, supported through a sustainable funding model, might take on a similar CoE role to ASTSBC.

In Scope:

- Custodial CoE to provide service to all school districts. Evaluate a single province-wide CoE for standards and training development with regional CoE training delivery models.

Out of Scope:

- School districts that presently contract for custodial services.

Critical Success Factors:

- Recognition of job complexities and realities, aging workforce, ergonomics and safe practice
- Equipment and materials to support requirements
- Written procedures for use of the equipment and materials
- Staff orientation on effective use of equipment, materials, safe practice and procedures
- Ongoing support and review of standards
- Performance audits to compare to expectations
- Continuous improvement processes and celebration of success
- The sector trusts the CoE's guidance and recommendations
- Guidance and recommendations are practical for on-the-ground application
- Sustainable governance and funding model

Limitations and Constraints:

- Collective agreements or consultative processes of school districts may conflict with CoE systemic methods, equipment or standardization of resource allocation templates or software
- Sectoral resistance to change in transitioning from self-sufficient, self-directed management to that of a franchised network with common methods, staff allocation benchmarks, equipment or material selections
- Move towards standardization may not adequately reflect and be adaptable to individual school realities

Advantages:

- A CoE could reference best-practice staff allocation guidelines, performance measures, equipment or materials to balance total operation costs
- There is public support for CoE quality assurance methods using industry-wide best-practice
- There is employee support for improved working conditions, equipment, training and safety
- CoE practice manuals, common equipment or material assessment could reduce administrative burden for limited supervisory staff to offer redeployment to high-priority site-specific tasks.
- Practice, training and mechanization implementation may better recognize ergonomic needs and an aging workforce

Disadvantages:

- On-site supervision and commitment to a standardization model is necessary for successful implementation School districts have limited supervisory staff that may cover significant geographic distances.
- Funding limitations, if current state in school district is not congruent with CoE guidelines
- Performance audits are currently complaint-driven Practice audits are a process for continuous improvement and may be considered added administration
- A sustainable funding model will be needed for the CoE

Stakeholder Impact Analysis:

- School districts have varying commitments to equipment refreshment and training programs A CoE practice guideline or stakeholder subscription program may be a perceived funding burden
- Current provincial funding and resource allocations may conflict with CoE best-practice guidelines
- There are varying levels of school district supervisory capacity to effectively implement CoE practice

Risk Assessment and Management

Risk, Event or Assumption	Likelihood to Occur (L, M, H)	Impact if Occurs (L, M, H)	Mitigation Plan
Systemic resistance to Custodial CoE establishment	M	H	Recognize practice and risk management improvement of ASTSBC CoE for transportation training improvements Work with EFMA and BCASBO through facilitated process to select standards of best practice (i.e.; EFMA, ISSA-CIMS, APPA Body of Knowledge) Communications plan to involve and inform process through staff focus groups in EFMA regions Capital funding support from the Ministry to improve mechanization standard is a potential means for incenting change.

Risk, Event or Assumption	Likelihood to Occur (L, M, H)	Impact if Occurs (L, M, H)	Mitigation Plan
CoE committee may not agree on materials, equipment or training standards	M	H	CSA reviews indicate similarities of practice, but difference in supervisory levels. EFMA is aware of ISSA, Green cleaning or APPA standards, which could be the foundational standard sources. Incorporate school district occupational safety and EFMA industry representative advisory groups.
Current-state school district funding or resourcing may conflict with CoE guidelines	M	H	CoE best-practice guidelines may improve sanitation or indoor air quality, ergonomic and injury rate results to partially offset resourcing changes over a three year implementation process.

Cost-Benefit Analysis

The following is a summary outline of estimated annual savings and related costs for the labour efficiency and reduced MSI injury opportunity based on assumptions identified on the next page.

Opportunity Measure	Measure	Est. Spend	Est. Annual Savings	Applicable %	Corrected Annual Savings
Avg. Labour Efficiency	2316 m ² / FTE + 100 m ² / FTE (4.0% increase)	\$163M Labour cost	4.0% of \$163M = \$6.5M	100% of measure	\$6.5M (after year 1 and 2) of implementation
Mechanization Investments Required	6.8M Open m ²	\$14K / 4000 m ² Total 2 year Investment \$9.5M		Mechanization applies to 40% of school districts (2.72M m ²)	
Direct Custodial Injury Costs	Avg. 30 Injury Claims / school district per year	20% top-up of \$55K salary / year	10% reduction – due to mechanization	Avg. claim = 50% of year 40% of school districts (24)	\$400K (after year 1 and 2) of implementation

The average payback period on mechanization investment of \$9.5M is expected to be 1.4–2.0 years. See **Appendix F** for calculation.

Assumptions:

- 1 Current average labour efficiency rate is 2,316 m²/FTE and the total open cleaned area province-wide is 6 8M m²
- 2 A 4 per cent increase in labour efficiency which results from increasing the average m²/FTE from 2,316 to 2,416 is achievable and proportionately reduces labour costs by 4 per cent Based on data collection responses provided, labour costs are conservatively estimated at \$163M
- 3 Each school district has on average 30 custodial time-loss injury claims per year
- 4 The cost factor for time-loss claims is 1 2 times the average salary of \$55K representing a replacement of staff, plus 20 per cent Workers Compensation Board (WCB) top-up
- 5 An average time-loss claim is five to six months (50 per cent of year).
- 6 Incremental mechanization costs are estimated at approximately \$14K/4,000 m² See **Appendix F** for details on ISSA based mechanization efficiency standards and equipment cost estimates
- 7 Only 40 per cent of school districts, representing 2 72M m² can take advantage of further mechanization (2 72M m²/4,000 m² × \$14K = \$9 5M)

Savings and Cost Estimates for Recommended Option

The following table outlines the annual savings estimates of implementing the labour efficiency, injury savings, and procurement opportunities. Successful implementation will rely on the implementation of a Custodial Centre of Excellence. Benefit estimates of having the Centre are included in the labour efficiency and procurement benefits.

Alternatives to Address					
Alternatives	Year 1	Year 2	Year 3	Year 4	Year 5
	Operating	Operating	Operating	Operating	Operating
Do Nothing	NIL	NIL	NIL	NIL	NIL
Recommended Option:	Operating \$0.16M*	Operating \$1.96M**	Operating \$2.34M	Operating \$2.34M	
Labour Efficiency and Injury Savings	\$1.4M (20%)	\$4.2M (60%)	\$6.9M (100%)	\$6.9M	\$6.9M
Procurement Savings	\$0.4M (40%)	\$1.0M (100%)	\$1.0M	\$1.0M	\$1.0M
Centre of Excellence	Incl.	Incl.	Incl.	Incl.	Incl.
Total	\$1.8M	\$5.2M	\$7.9M	\$7.9M	\$7.9M

Cost Estimates for Recommended Option

Alternatives to Address					
Alternatives	Year 1	Year 2	Year 3	Year 4	Year 5
Do Nothing	NIL	NIL	NIL	NIL	NIL
Recommended Option:					
Mechanization Costs	Capital \$3.8M (40%)	Capital \$5.7M (60%)	Operating \$2.0M (Amort)	Operating \$2.0M (Amort)	Operating \$2.0M (Amort)
Potential Severance Costs	Operating \$0.3M (20%)	Operating \$0.6M (40%)	Operating \$0.6M (40%)		
Procurement Costs	Operating \$0.1M	Operating \$0.1M			
Custodial Centre of Excellence	Operating \$0.2M	Operating \$0.2M	Operating \$0.3M	Operating \$0.3M	Operating \$0.3M
Total	\$4.4M	\$6.6M	\$2.9M	\$2.3M	\$2.3M

Assumptions:

- 1 Labour efficiency savings may require a high degree of additional mechanization but can also be achieved via implementation of best-practice guidelines
- 2 The mechanization investment period is expected to be two years, 40 per cent in year one and 60 per cent in year two
- 3 Full labour efficiency and reduced injury savings of \$6.9M will be realized over a three year period—20 per cent in year one, 60 per cent in year two, and 100 per cent savings in year three. This is aligned with seeing the benefits arising from the mechanization investment period
- 4 Custodial labour needs to be reduced in order to actually realize savings arising from efficiencies. Expect this to be achieved via attrition, reduction of temporary staff, and reallocation
- 5 Estimate 20 per cent of labour reduction savings to be allocated to severance and attrition costs Year one = 20 per cent of total labour reduction, year two = 40 per cent of total labour reduction, year three = 40 per cent of total labour reduction
- 6 Procurement related savings (median value of \$1M) will be realized over a two-year period Forty per cent in year one and 100 per cent by year two
- 7 BCEM procurement costs are expected to be \$100K over the two years to complete custodial products procurement and implementation
- 8 Savings and benefits due to operating a Centre of Excellence are included in the overall labour efficiency savings amount.
- 9 Centre of Excellence operating costs are \$200K per year in the first two years and then \$300K per year thereafter See funding section for options to fund
- 10 Amortization and maintenance expenses for capital equipment costs (\$9.5M over two years) are expected to be approximately \$2M per year in years three to seven

Value of Options

	Year 1	Year 2	Year 3	Year 4	Year 5	5 year Totals
Estimated Annual Savings (\$M)	\$ 1.80	\$ 5.20	\$ 7.90	\$ 7.90	\$ 7.90	\$ 30.70
% of Total Est. Savings	20%	60%	100%	100%	100%	
% of SDs implemented	8%	25%	40%	40%	40%	40%
Capital Cost to Mechanize (\$M)	\$ 3.80	\$ 5.70	\$ -	\$ -	\$ -	\$ 9.50
Operating Costs						
Equip Amort Costs (\$M)			\$ 2.00	\$ 2.00	\$ 2.00	\$ 6.00
Implementation Costs - Procurement, Labour Agreement & CoE	\$ 0.60	\$ 0.90	\$ 0.90	\$ 0.30	\$ 0.30	\$ 3.00
Total Operating Costs (\$M)	\$ 0.60	\$ 0.90	\$ 2.90	\$ 2.30	\$ 2.30	\$ 9.00
Total Costs (\$M)	\$ 4.40	\$ 6.60	\$ 2.90	\$ 2.30	\$ 2.30	\$ 18.50
Net Estimated Savings (\$M)	-\$ 2.60	-\$ 1.40	\$ 5.00	\$ 5.60	\$ 5.60	\$ 12.20

Option	5 Year Value of Net Savings	5 Year Capital Costs
Labour Efficiency and Reduced Injury (incl. CoE)	\$26.3M savings less \$8.8M costs (\$6.0M Amort costs) = \$17.5M	\$9.5M (2-year payback before Amort costs)
Procurement Savings	\$4.4M savings less \$0.2M costs = \$4.2M	Nil
Total	\$21.7M	\$9.5M

Qualitative Analysis—Non-Financial Benefits

There are a number of non-financial benefits arising from the recommended option including the establishment of a Custodial Centre of Excellence This is expected to provide the following benefits:

- Standardization of cleaning supplies and equipment across the province
- A standards-based approach and method for custodial labour allocation, training, and efficiency measures benchmarking and tracking.
- Shared learning and use of custodial best practices used to drive continuous improvement and increased long-term efficiencies.

Another indirect benefit of driving labour efficiency through mechanization is an expected reduction in WorkSafe BC time loss compensation claims This is currently estimated at approximately \$16K per school district or \$960K provincially per year Reductions in injuries will not only reduce premiums but will also result in increased staff morale, productivity and reduced sick time

Funding Considerations and Implementation Options

Increased Custodial Equipment Mechanization

There are four proposed means for funding an equipment modernization capital expenditure program:

- 1 School Districts are able to self-fund mechanization costs and contribute to Custodial Centre of Excellence through subscription for services model
- 2 Create a capital loan program with the following features:
 - a Would be limited to a two-year application term
 - b Allow for three years of interest-free loan program utilizing either Ministry of Education capital funding or a special purpose equipment fund
 - c Capital loans would be required to be paid back at the end of the interest free period
- 3 A 50:50 cost share or incremental cost of equipment purchase application process utilizing either Ministry of Education capital funding or a special purpose equipment fund application to Treasury Board Under this option, Government would fund 50 per cent of the capital spend requirement (i.e., \$7K of \$14K of equipment required per 4000 m² of applicable school district space) The ministry funded capital (approximately \$4.75M) would be considered seed money and not require repayment but would need to be applied for within a limited two-year term
- 4 A \$4.75M special purpose increase over two years to the capital portion of the Annual Facilities Grant to provide for either a 50:50 cost share or incremental cost of equipment purchase application process

Centre of Excellence:

There are two means for funding a centre of excellence to develop practice standardization and training:

- 1 Create a \$75 to \$100 subscription fee per custodial FTE (funding model to be determined)
- 2 One-time allocation of \$150K to \$200K special purpose grant to EFMABC by the Ministry for start up

Recommendation(s)

Proceed with recommended option of creating labour efficiency savings, reduced injury costs, and implementing a Custodial Centre of Excellence to help drive labour efficiency. In order to achieve the savings outlined, all school districts would be required to participate in assessment, detailed benchmarking and implementation activity including engagement with the Custodial Centre of Excellence

Support school districts in funding mechanization capital investments and CoE costs based on one of the options proposed

High-level Implementation Strategy

The following represents an outline of the implementation approach pending approval of the business case options and recommendations the Service Delivery Project Steering Committee:

- 1 Provide an update of the business case objectives and outcomes to school district secretary-treasurers, BCSSA, EFMA, CUPE and school board members
- 2 FMWG to work in collaboration with stakeholders to determine approach and timelines for implementation of the three areas of opportunity, including:
 - a identifying a phased approach where appropriate,
 - b working with EFMA and BCASBO through a facilitated process to select standards of best practice,
 - c finalizing funding options for mechanized equipment,
 - d working with BCEM on procurement-related aspects of the business case, and
 - e establishing an operational governance structure and funding model for the CoE
- 3 Prepare a communication and change management strategy to communicate:
 - a details of the various areas of opportunity, and
 - b change impacts to school district staff and facilities management staff
- 4 Manage the post-implementation issues
- 5 Provide final report and transition to the operational governance structure.

Appendices



Appendix A: Deloitte Service Delivery Transformation Reports

Deloitte's initial evaluation (August 2012) of facilities opportunities included the following:

Deloitte: Facilities Opportunities (2012)

Function	Opportunities	Potential Benefits	
		Low	High
Capital Program Management and Delivery	Bundle projects into larger tranches (e.g., Seismic) Savings range estimate 5%-15% of original spend	\$50M total over next 10 years	\$150M total over next 10 years
	Adopt a model of common school design and development, as opposed to single, independent projects	Projected Spend over next 5 years • \$25M	Projected Spend over next 5 years • \$120M
	PPP funding and maintenance model	Alberta's ASAP yielded \$105M or 29% on a \$358M project	
Facilities	Increase productivity to comparable sector Benchmarks ¹	\$60M	\$150M
Energy Management	For districts without Energy Managers, Government could consider the business case for providing limited capital funding for the initial, up front investments in proven (by other districts and projects) upgrades that deliver lower overall operating costs and reduce consumption	No estimated benefit provided	

¹The range for facilities management includes a low and high benchmark:

* the low benchmark (lower cost per square metre) is based on a large US educational facility study that also included significantly lower labour costs (60% – 80% of the assumed BC labour cost of \$50K), therefore this may represent an unrealistic high end of the benefit range

* the high benchmark (higher cost per square metre) is based on the cost per square metre for comparable provincial office facilities in BC

Deloitte's report estimated benefits through sampling and extrapolation; their approach was to understand the order of magnitude of the potential size of each opportunity on a provincial scale. Deloitte recommended that a more comprehensive business case be completed for each opportunity to determine if additional costs are required (i.e., new infrastructure or workforce adjustments).

Appendix B: Facilities Management Working Group (FMWG) Members

Working group co-leads are Russell Horswill, Secretary-Treasurer, School District No 71 (Comox Valley) (Note: with School District No 39 (Vancouver) February 2016 onward) and Caroline Ponsford, Project Director, Service Delivery Branch, Ministry of Education

One representative from the BC Association of School Superintendents (BCSSA)

- Dave Betts, Assistant Superintendent, School District No 62 (Sooke)

Three representatives from the BC Association of School District Business Officials (BCASBO)

- Russell Horswill, Secretary-Treasurer, School District No 71 (Comox Valley)
- Wayne Noye, Secretary-Treasurer, School District No 36 (Surrey)
- Bruce Tisdale, Secretary-Treasurer, School District No 19 (Revelstoke)

Two representatives from the Education Facilities Managers Association (EFMA)

- Frank Geyer, Director of Facilities, School District No 37 (Delta)
- Tim Bancroft, Manager of Facilities, School District No 91 (Nechako)

Two representatives from the Ministry of Education

- Kim Milburn, Advisor, Service Delivery Branch
- Caroline Ponsford, Project Director, Service Delivery Branch

One ad hoc representative from the Ministry of Community, Sport and Cultural Development (Local Government Division)

- Heike Schmidt, Senior Planner

One ad hoc representative from the Ministry of Technology, Innovation and Citizen Services (Facility Management Services)

- Patricia Marsh, Executive Director, Facilities Contract Management

Custodial Services Advisory (CSA) Members

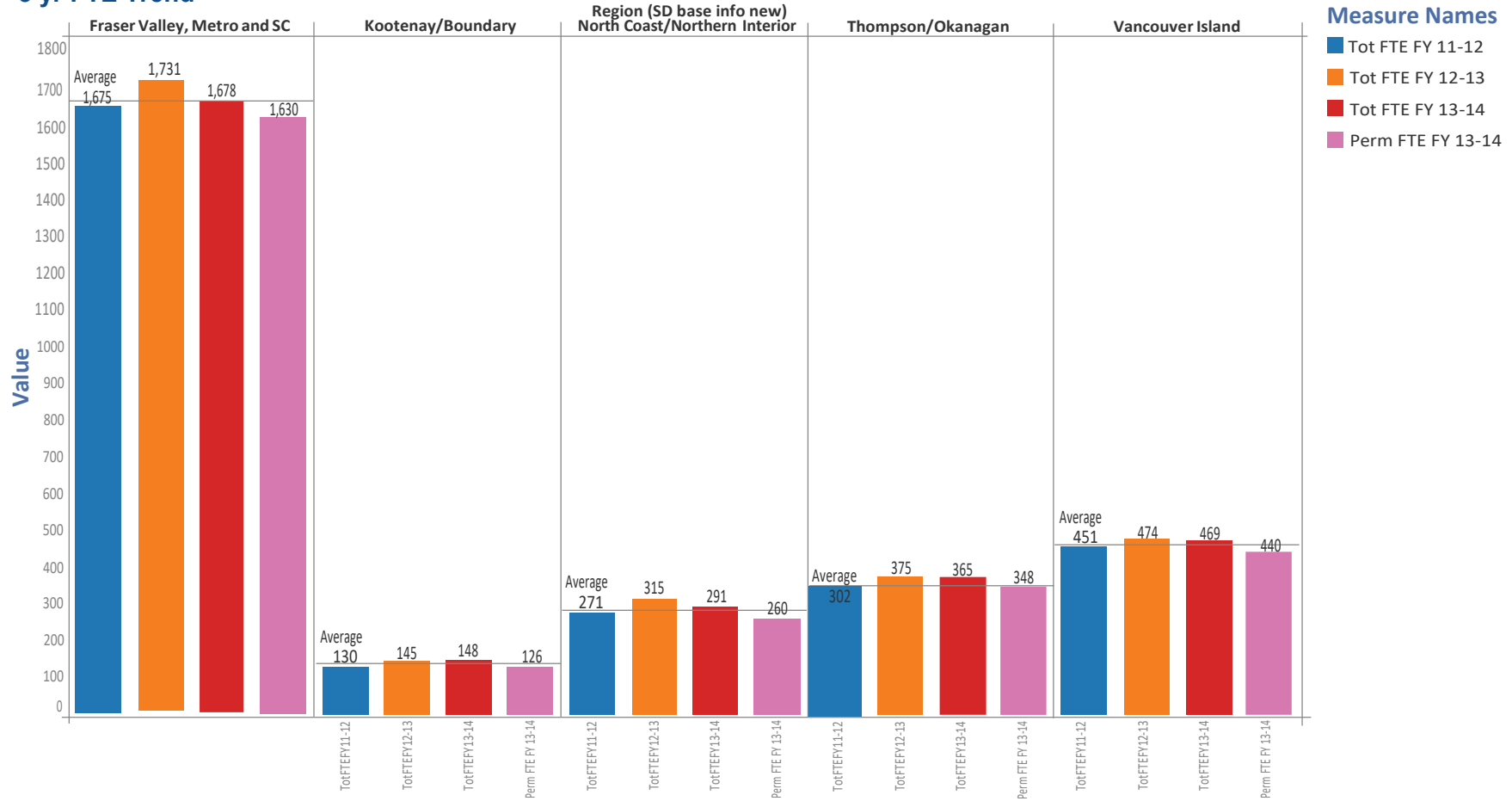
- Tim Bancroft, Manager of Facilities, School District No 91 (Nechako) (FMWG Designate)
- Tracey Lucas, Custodial Charge-Hand, School District No 91 (Nechako) (EFMA Northern-BC)
- Frank Geyer, Director of Facilities and Planning, School District No 37 (Delta) (FMWG Designate)
- Steve Smoroden, Operations Manager, School District No 37 (Delta) (EFMA Metro-Fraser)
- Bruce MacLean, Manager of Operations, School District No 08 (Kootenays)
- Syd Portman, Custodial and Community Services Manager, School District No 63 (Saanich)(EFMA Vancouver Island)
- Wayne Robinson, Operations Manager, School District No 73 (Okanagan-Shuswap)

With support from the Service Delivery Branch, Ministry of Education

Both working groups have utilized additional resources from the broader public sector, municipal and other agencies as needed

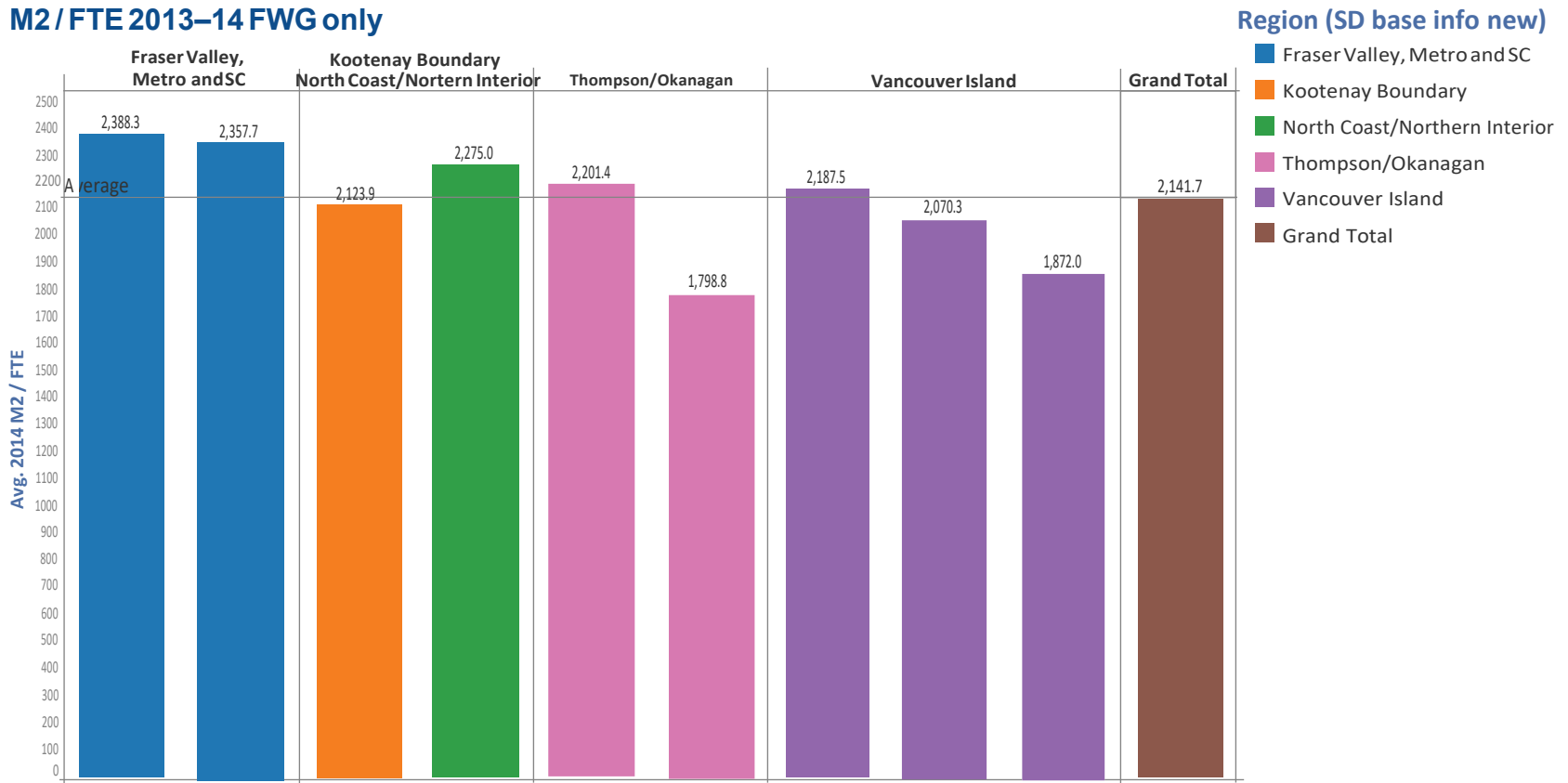
Appendix C: School District Custodial FTE Data by Region

3 yr FTE Trend

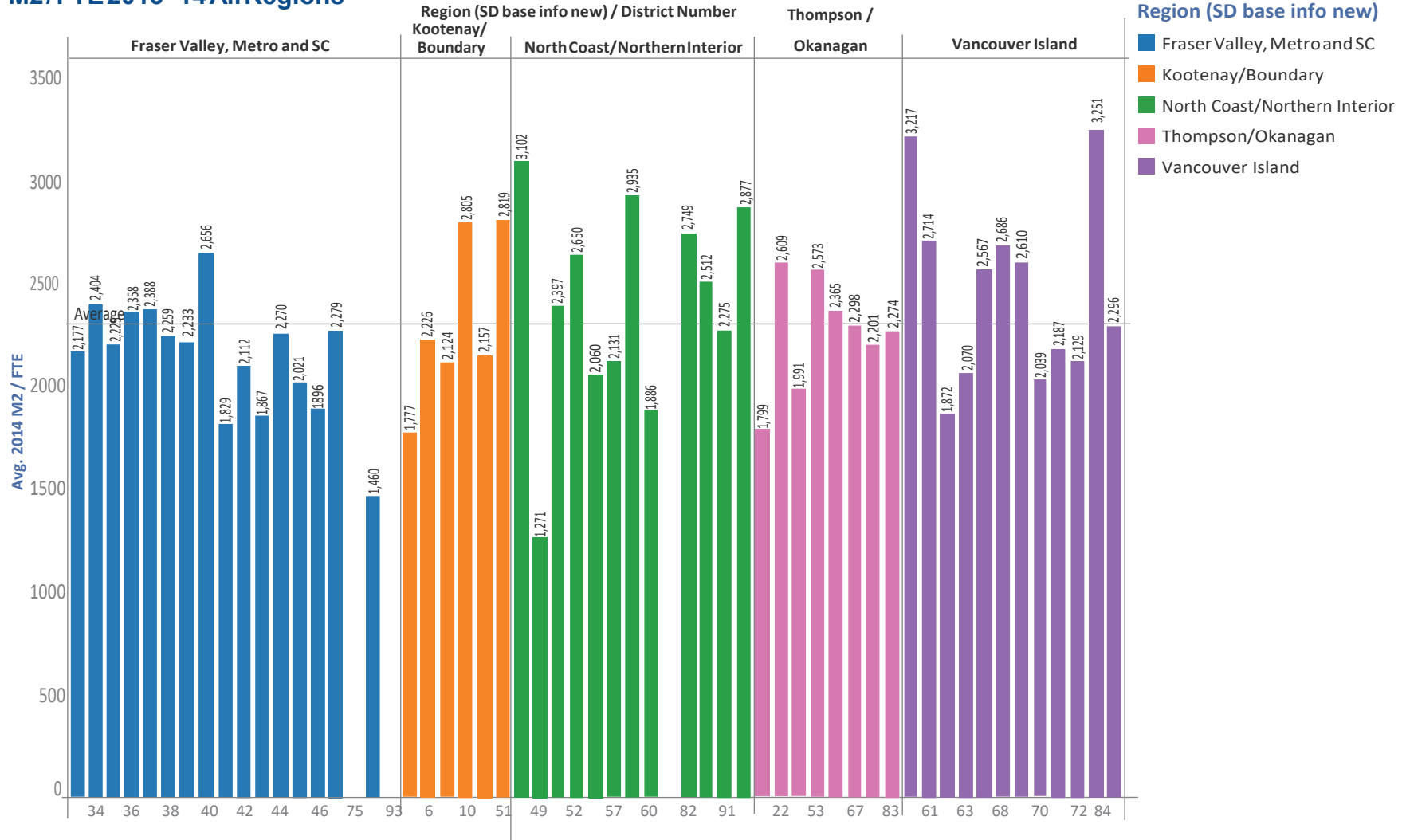


Appendix D: Variation on Labour Efficiency—FMWG Validated and All School Districts

M2 / FTE 2013–14 FWG only



M2/FTE 2013-14 All Regions



Appendix E: Custodial Efficiency, Injury Research and Claims Reduction Estimates

Standards

APPA Standards

According to the Association of Physical Plant Administrators (APPA), one custodian can clean approximately 18,000 to 20,000 ft² in an eight-hour period and meet the industry standard of Level 2: “Ordinary Tidiness ” The APPA Standards describe an appearance level and is detailed in Exhibit 3-2, page 3-3 (<http://www.woodlandschools.org/storage/file/3534/186%20Final%20Report%207-24-14.pdf>)

Level 2—Ordinary Tidiness

- Floors and base moldings shine and/or are bright and clean. There is no buildup in corners or along walls, but there can be up to two days worth of dust, dirt, stains, or streaks
- All vertical and horizontal surfaces are clean, but marks, dust, smudges, and fingerprints are noticeable upon close observation. Light all work and fixtures are clean
- Washroom and shower fixtures and tile gleam and are odor-free. Supplies are adequate
- Trash containers and pencil sharpeners hold only daily waste, are clean and odor-free

Process Cleaning for Healthy Schools

According [Process Cleaning for Healthy Schools](https://www.reminetwork.com/articles/how-process-cleaning-can-promote-efficiency/), a non-profit that advocates for the strategy, switching to a process cleaning system can see building’s custodial worker go from cleaning 22,000 ft² in an eight-hour shift up to 27,000 ft² (<https://www.reminetwork.com/articles/how-process-cleaning-can-promote-efficiency/>)

Process cleaning recommends the use of backpack vacuum cleaners, because they typically help vacuum more area in a shorter amount of time and may have ergonomic benefits.

ISSA Clean Standard: Measuring the Cleanliness of K-12 Schools

Provides schools with a tool that will help them measure and monitor the effectiveness of the cleaning processes at their facilities thereby contributing to the quality of the indoor environment for the benefit of students and staff. (<http://www.issa.com/certification-standards/issa-clean-standards#.Vm25vXnlvZ4>)

Ergonomic Best Practices

A Clean Sweep Safe Work Practices for Custodians

Developed by the British Columbia School Safety Association and WorkSafeBC (http://www.worksafebc.com/publications/health_and_safety/by_topic/assets/pdf/clean_sweep.pdf)

Ergonomics Program Template by WorkSafeBC

(<http://www2.worksafebc.com/Topics/Ergonomics/MSIPreventionPolicy.asp>)

Caring for Cleaners: Guidance and Case Studies on How to Prevent Musculoskeletal Disorders

This publication provides guidance on recognizing and controlling the manual handling and upper limb risks faced by cleaners at work. A number of case studies are also provided, focusing on how organisations have reached a solution. Many of the solutions suggested are simple cost-effective measures that were developed through co-operation between supervisors, managers, safety representatives and cleaners. By applying the guidance in this book, work-related ill health and injuries suffered by cleaners can be significantly reduced. (http://www.healthandsafetyworksni.gov.uk/caring_for_cleaners_hsg234)

High-level Summary of Ergonomic Cleaning Options—“Ergonomic Means No Pain And Sans Strain”

(<http://www.cminstitute.net/articles/85592-no-pain-and-sans-strain>)

Injury Rates and Ergonomic Best Practices

Injury rates, ergonomic factors and work conditions associated with musculoskeletal injuries among school custodians in British Columbia (http://www.worksafebc.com/contact_us/research/research_results/res_60_10_360.asp)

Principal Investigators: Aleck Ostry (University of Victoria); Mieke Koehoorn (University of British Columbia)

Key Findings

- There were 11.3 injuries per 100 full time equivalent workers (FTEs), among custodial workers within the school board between 2003 and 2006 which is over four times the overall injury rate for all occupations within the school district
- MSIs made up 48% of all injuries, followed by slips and trips (22%) The most common task custodians were working on during their injury was cleaning floors (22%), followed by removing garbage (14%), and performing miscellaneous tasks (11%)
- The tasks most associated with MSIs were cleaning floors, handling garbage, miscellaneous tasks such as helping a teacher, cleaning and moving furniture, miscellaneous cleaning, and moving lunch tables
- Workers whose shifts involved the most pushing/pulling tasks (such as floor cleaning) had over five times the risk of MSIs compared with workers whose shifts involved the least amount of pushing/pulling tasks during their shifts.
- A higher risk of MSIs was also associated with working during the school year and working in schools with: grass fields (compared with gravel), portable buildings, and/or more hours of non-school rental use.
- The researchers recommend strategies to reduce the risk of MSIs for school custodians They also identify key areas where new tools and approaches are needed to address higher risk tasks and working conditions

Recommendations

To reduce school custodians' risk of MSIs, the researchers recommend:

- alternating the higher risk tasks throughout the day (high risk tasks include cleaning floors, handling garbage, miscellaneous tasks cleaning and moving furniture, miscellaneous cleaning, and moving lunch tables)
- ensuring Head Custodians and Custodians in elementary schools have assistance with heavy lifting and other demanding tasks during the summer, possibly by pairing custodial workers from different schools so they can work together on demanding tasks or having casual workers available to assist
- for schools with portables, considering lightweight equipment or storing equipment in the portables to remove the need for carrying heavy equipment between buildings
- for schools with grass fields, considering ways for occupants to remove mud from shoes, such as mats that remove debris and are easy to clean, before entering the school

Effectively reducing building operations custodial services injuries and time loss (<https://open.library.ubc.ca/cIRcle/collections/undergraduateresearch/18861/items/1.0108843>)

Principal Investigator: Vivian Luk

This paper presents the findings from investigating incident rates at UBC Building Operations Custodial Services. It focuses on the behaviour of workers, safety culture, and recommendations for Custodial Services. Articles related to the cause of injuries in custodial workers and workplace culture were reviewed, and data collected by Risk Management Services were analyzed. The number of time loss incidents has been relatively constant throughout the past six years. The most common injured parts of body were the limbs and the back. Bodily reaction and a fall on the same level were the most common types of accidents. Based on these findings, the following recommendations were presented:

- 1 It is beneficial to devise a way to collect quality data to conduct better analysis in the future
- 2 Incident descriptions and recommendations should be recorded in detail
- 3 Behavioural incentives, wellness programs, and continuous peer training may be helpful in reducing injury rate

Ergonomic Evaluation and Design of Tools in Cleaning Occupations

(<http://epubl.ltu.se/1402-1544/2006/16/LTU-DT-0616-SE.pdf>)

Principal Investigator: Rupesh Kumar

Many work and environmental factors can affect the health of professional cleaners. In many of the work environments where cleaners are found, the conditions that promote various occupational diseases (e.g., musculoskeletal disorders) are readily manageable. Inappropriate and poor working postures, lack of task variation, poor ergonomic design of work places, poor design of cleaning tools and work organization (e.g., long working hours, low salaries and awkward schedules) are all areas where relatively simple interventions can significantly reduce the rate of exposure to occupational disease.

The overall conclusion of presented studies is this thesis that the cleaning job consists of high cardiovascular, muscular, and postural load. Using a participatory ergonomic approach and user-centered design, cleaning problems can be identified comprehensively and can be solved ergonomically, and cleaning tools can be redesigned considering ergonomic aspects by involving the end user. The strategy of participatory ergonomics in cleaning activities can significantly reduce work injuries, absenteeism, and compensation costs while at the same time lead to high quality of work and greater job satisfaction among the workforce.

Musculoskeletal disorders assigned to work include a group of conditions that involve the nerves, tendons, muscles, and supporting structures of the body such as intervertebral discs. Since these afflictions are often intensified by the work environment, they are also referred to as work-related musculoskeletal disorders which can cause symptoms such as pain, numbness, and tingling, as well as reduced worker productivity, lost time, temporary or permanent disability (Lei et al , 2005) These disorders also lead to financial losses associated with workers’ compensation or similar forms of social security in place (Lei et al , 2005)

Five Year WorkSafeBC Claims Snapshot—Fiscal Year 2010/11 to 2013/14

The following table shows an individual school district’s five year WorkSafe BC claims snapshot and an estimate of potential claims loss reduction due to mechanization

# of Time Loss Claims	Total Claims Costs \$ (5 yr)	Est. MSI Related Injury %	Est. Annual MSI Related Claims \$	Est. Reduction due to Mech.	Potential Annual Claim loss reduction
189	\$1.15M	60%*	\$127K	10%	\$14K / SD
					X 24 SDs
Total					\$340K

* Case study with Vancouver school district showed MSI rates over 50% and Custodian injury rates 4X greater
 **Based on estimate that 40% of school districts are able to take advantage of mechanization opportunity.

Appendix F—Mechanization Efficiency Standards

Making a Case for Equipment Purchases”—Article About Issa Cleaning Times and Equipment Purchases

(<http://www.cleanlink.com/hs/article/Making-a-Case-for-Equipment-Purchases--1006>)

Key Points

The ISSA cleaning times are approximate measures, but generally show end users the differences in the time it takes to strip, scrub and burnish floors using various sizes, speeds and types of equipment

For example, if a manager wants to compare a 20-inch walk-behind, wheel-propelled automatic scrubber with a 36-inch ride-on auto scrubber, the walk-behind cleans 1,000 ft² in 6 47 minutes, or 999 ft² per hour The rider cleans 1,000 ft² in 2 61 minutes, or 22,989 ft² per hour

Thus, when cleaning a 60,000-ft² area, the rider will take 2 61 hours and the walk-behind will take 6 47 hours (Divide total ft² by ft² per hour to get the number of hours to clean the area)

High-level summary of robotic cleaning equipment

(<http://www.cmmonline.com/articles/234502-schools-and-scrubbers>)

ISSA Clean Standard: Measuring the Cleanliness of K-12 Schools

Provides schools with a tool that will help them measure and monitor the effectiveness of the cleaning processes at their facilities thereby contributing to the quality of the indoor environment for the benefit of students and staff.

(<http://www.issa.com/certification-standards/issa-clean-standards#.Vm25vXnlvZ4>)

ISSA Cleaning Times (612 Cleaning Times)

Detailed list of cleaning times by task (<http://www.issa.com/education/bookstore/612-cleaning-times-book.html#.VqusCjfnLM>)

Average Costs and Labour Efficiency Savings Due to Mechanization

The following table is used to determine average costs and labour efficiency savings due to mechanization of typical custodial floor cleaning equipment.

Equipment efficiency ratings have been determined using ISSA K-12 cleaning standards for vacuums, scrubbers and burnishers Savings are based on time savings estimates of mechanized equipment over a 4000 sq M area and using an average custodial annual salary of \$55K for a 190 day school year

Product	Base Cost / Unit	Mechanized Equipment \$	Diff.	Efficiency Savings / yr*	Payback Period
Scrubbers	\$6,000	\$16,000	\$10,000	\$2800 (5%)	3.6 yrs
Vacuums	\$500	\$650	\$150	\$2200 (4%)	13 days
Burnishers	\$2000	\$16,000	\$4,000	\$1500 (3%)	2.7 yrs
Totals			\$14,150	\$6500 (12%)	2.2 yrs

- Based on 190 day school year and annual labour cost of \$55K.
- Efficiency levels using ISSA Benchmark cleaning times
- Using 4000 sq. M prototypical school and specific floor areas or cleaning schedules as a basis for the benchmarks

Appendix G: Select School District Profiles

School District	Profile Category	Details	Summary Comments
37 – Delta	Mechanization	<ul style="list-style-type: none"> • There has been a high degree of mechanization since 2000 – level 10 / 10. • Use walk-behinds for elementary schools as ride-on equipment not practical for smaller spaces. Need 30-40,000 ft² to utilize ride-ons. • Mechanization has maintained high quality despite reductions in staff. • Ride-ons saved four hours / day productivity in high schools and two hours / day in elementary schools. • Equipment spend is approx. \$15-20K / year on new or replacement equipment—funded from savings. • Doing repairs in-house, our annual repair budget for parts only is \$24K. 	<p>Developed a business case for mechanized custodial equipment = reduced staffing to maintain same level of cleanliness.</p> <p>Most applicable benefits found at secondary schools (ride-ons reduced time by four hours / day)</p> <p>Productivity savings help fund replacement equipment.</p> <p>Increased efficiency by 7000 sq. ft or 650 m² through mechanization and use of best practice.</p>
	Workforce Organization and Facility Usage	<ul style="list-style-type: none"> • The average age of staff is 53, with 35% being women. • Two assistant managers are on evening shift with the employees. This is the biggest impact on productivity and injury claims as they are constantly reviewing staff and doing spot checks and observations of how and what is cleaned. We are very much proactive as opposed to being reactive. • Started annual training for all our staff as a review of work procedures, expectations and work policies. With this training we keep training logs in which both the employee and supervisor signs to acknowledge they understand. • Having the proper level of supervision is paramount to a well-run operation; it provides support, accountability and direction to staff. It's recommend that these be exempt positions. 	<p>FTE Count = 79</p> <p>M² / FTE = 2388</p> <p>Well executed workforce supervision and training is biggest impact on productivity.</p>

School District	Profile Category	Details	Summary Comments
	Wellness	<ul style="list-style-type: none"> • Number of days of WCB lost-time injuries of the custodial workforce per year: 2015-2016 YTD = 1 2014-2015 = 27 2013-2014 = 154 • Having proper mechanization has saved staff from many injuries from back and shoulder strains to repetitive motion strains. The auto-scrubbers reduce hand mopping time, and lifting of heavy mops pails. Have less carpal tunnel without hand mopping. • Custodial absenteeism rate has improved over last few years. Effective management is more reason for time-loss accident reduction rather than change of practice. • Most injuries less than five days—most come back without graduated return to work. Can still operate machine. • If schools are cleaner and healthier there are savings to teacher absence rates as well. 	Strong evidence of drop in injury claims and absenteeism with increased level of mechanization.
	Regions and Buildings	<ul style="list-style-type: none"> • 40 % of schools are open space where mechanization can be used effectively. 	VFA Open m ² = 188,700
8 – Kootenays	Mechanization	<ul style="list-style-type: none"> • Mechanization level 5 / 10 for 16 sites and fully manual at 23 other sites. Overall 3–4 rating • No ride-on equipment – only one site is large enough, but not convinced as other multilevel problem. • Any mechanized equipment is only used in corridors – most equipment is quite old – 20 years (refurbished). • Have added one to two equipment pieces over last 6 to 7 years. Consistency has improved. 	<p>Mechanization business case = reduced staffing to maintain same level of cleanliness.</p> <p>Most applicable benefits found at secondary schools (Ride-ons reduced time by 4 hours / day)</p> <p>Productivity savings help fund replacement equipment.</p> <p>Increased efficiency by 7000 sq. ft or 650 m² through mechanization and use of best practice.</p>
	Workforce Organization and Facility Usage	<ul style="list-style-type: none"> • Major cutback of custodial program (10% staff reduction) in 2009—the addition of the equipment has allowed quality to increase from that time. • Average age is 52 to 53 years. • In terms of custodial organization, the one supervisor can only perform spot checks on complaints—no custodial foremen. This year funding obtained to provide for 30% of time for existing custodian in Nelson and 60% in Creston to act as foreman or lead-hand. Now implementing. 	<p>FTE Count = 79</p> <p>M² / FTE = 2388</p> <p>Well executed workforce supervision and training is biggest impact on productivity</p>

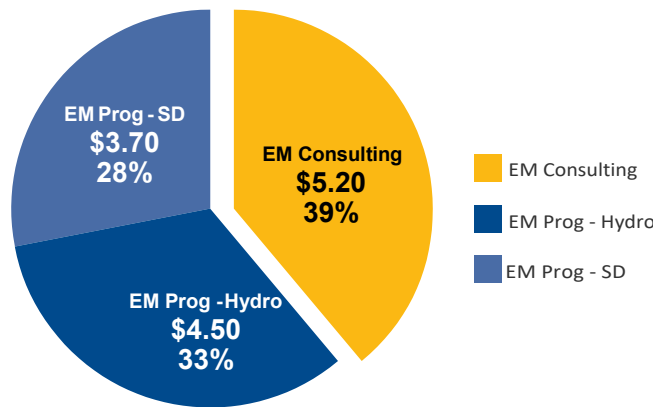
School District	Profile Category	Details	Summary Comments
	Wellness	<ul style="list-style-type: none"> Ergonomic injuries have declined for five years, reduced every year in part through new equipment (one to two per year) and ergonomic training courses. In 2010 there were 13 lost time injuries, and in 2014, four loss time—major shoulder-back injuries 	Strong evidence of drop in injury claims and absenteeism with increased level of mechanization.
	Regions & Buildings	<ul style="list-style-type: none"> Soft barriers: nine sites multi-level, one without lifts, three w/ elevators. No storage for larger equipment. 	VFA Open m ² = 80,500 Approx. 40 sites
73 – Kamloops-Thompson	Mechanization	<ul style="list-style-type: none"> Mechanization level is now 9, but five years ago probably 6 to 7. Local capital used four years ago—provided \$200K for each year for five years. Bought eight riders / year for four years replacing then upgrading and getting rid of walk behinds. Still purchase walk-behinds in less than 1700 m² schools. Magnitude of budget for repair for preventative maintenance is \$60K / yr. —batteries alone about \$30K per yr. Annual budget allocation for new and replacement equipment continues to be \$200K / year. 	Overall rating 9 / 10 mechanization rating Achieved over 5 year period.
	Workforce Organization and Facility Usage	<ul style="list-style-type: none"> 2004 implemented custodial reduction – provided 8 riders / 16 walk behinds – 17 FTE removed and split dayshift to manage. Average age of custodial workforce = 50.7 years In terms of custodial organization—organization— one supervisor who can only perform spot checks on complaints—no custodial foremen. Collective agreement has no limitations on cleaning area. 	FTE count: 90 M ² / FTE = 2201 Little supervision – have recognized required for efficiency improvements.
	Wellness	<ul style="list-style-type: none"> Separate report sent on number of days of WCB lost-time injuries. Fewer injuries now compared to previous years. One per cent carpal tunnel—sweep and mop— changed to microfiber handled unit that has reduced injuries. No new injuries due to moving mechanized equipment or accidents. Avg. cost of replacement compensation and premiums range from \$10K – \$92K from 2010–2015 	
	Regions and Buildings	<ul style="list-style-type: none"> No barriers noted. 	VFA Open m ² = 199,500

School District	Profile Category	Details	Summary Comments
91 – Nechako	Mechanization	<ul style="list-style-type: none"> • Mostly walk-behind equipment. Two secondary schools each have a ride-on. On a scale of one to ten, rating is six. • Only purchased three ride-ons in the last five years. All other equipment has been replaced with latest equivalent model—all others walk behind. • Experienced productivity improvement through new equipment deployments in high schools where ride-ons improved quality and did not remove staffing. Same time allowance but quality improved. • Average annual spending on replacement or new equipment is \$33K. 	Overall rating 6 / 10 mechanization rating
	Workforce Organization and Facility Usage	<ul style="list-style-type: none"> • Average age is 45–50 years old. • Current staffing consists of 40 custodians working total allocation of 236.7 hours net (20 hrs paid meals) / 8 hours = 29.5875 FTE for operating area of 67318 m² = 2275 m² / FTE. • 280 m² hour per custodian × 8 × 29.5875 = 66,300 m². • Single foreman actively out in surrounding community schools one to two weeks per month. Foreman’s greatest value is to be in schools 	FTE count: 30 M ² / FTE = 2275 Moderate level of supervision – Recognize that appropriate level of supervision is associated with efficiency improvement.
	Wellness	<ul style="list-style-type: none"> • There is limited lost time. We have a 16- hour orientation to test / assess staff, all other staff received ergonomic working tips at Pro D. Have an active return to work program. 	
	Regions and Buildings	<ul style="list-style-type: none"> • ‘Soft’ barriers to custodial equipment mechanization includes one school that has seven levels without ramps between. Must store equipment in electrical rooms because there is not enough space. • School district has wood frame floors over crawlspaces rather than slab on grade. Ride-on equipment was too heavy. 	VFA Open m ² = 67,300

Appendix H: Provincial Energy Management Related Costs and Spend

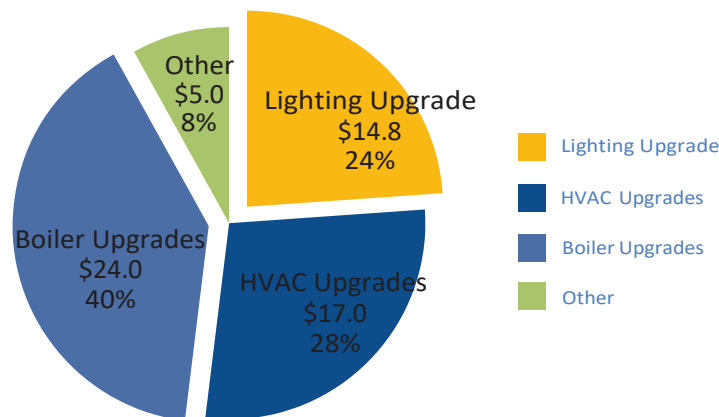
Based on fiscal year 2011/12 to 2013/14 and 48 of 60 school districts responses (80%), the total energy management spend reported by school districts is approximately \$13.4M. Energy management consulting accounts for \$5.2M (39%), BC Hydro Energy Manager Program at \$4.5M (33%) and the remaining \$3.7M (28%) is spent on school district energy manager programs.

**Provincial 3 Year Energy Management Spend
Fiscal Year 2011/12 to 2013/14 (\$M)**

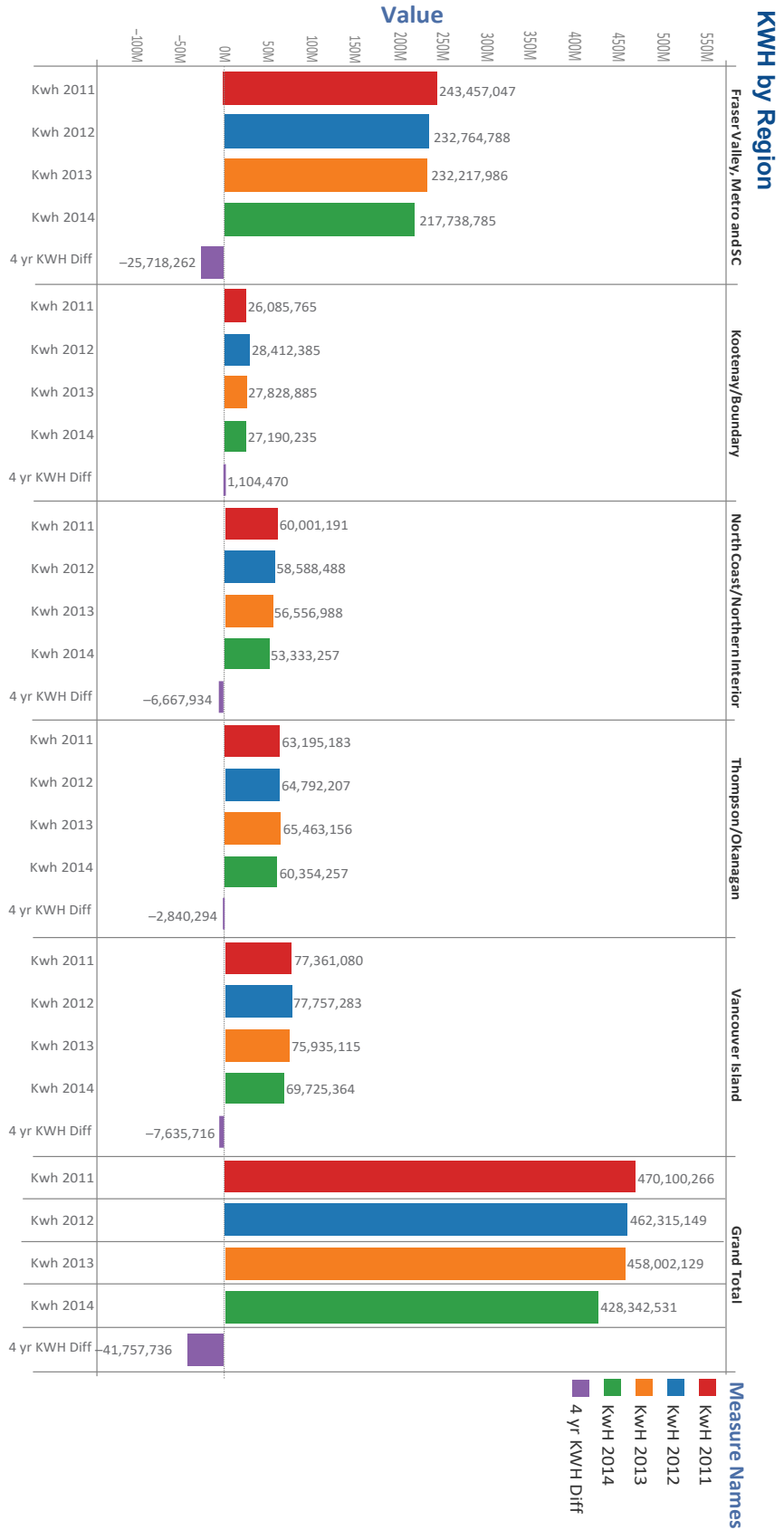


Based on fiscal years 2011/12 to 2013/14 and 48 of 60 school districts responses (80%), the total capital spend is approximately \$61.0M. Boiler upgrades account for \$24.0M (40%), HVAC upgrades at \$17.0M (28%), lighting upgrades at \$14.8M (24%) and the remaining \$5.0M (8%) on other.

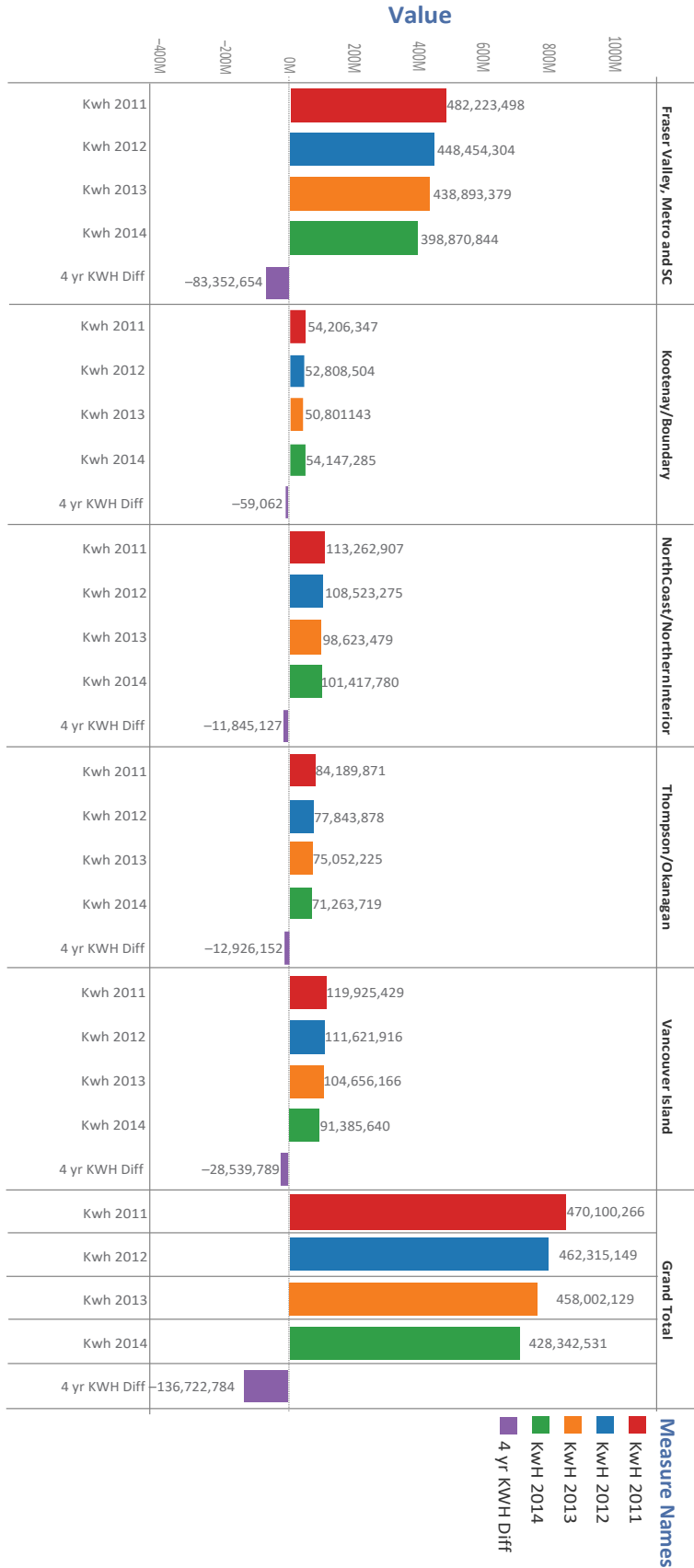
**Provincial 3 Year Capital Spend
Fiscal Year 2011/12 to 2013/14 (\$M)**



Appendix I: Energy Consumption Levels for Hydro and Natural Gas (2011–2014)

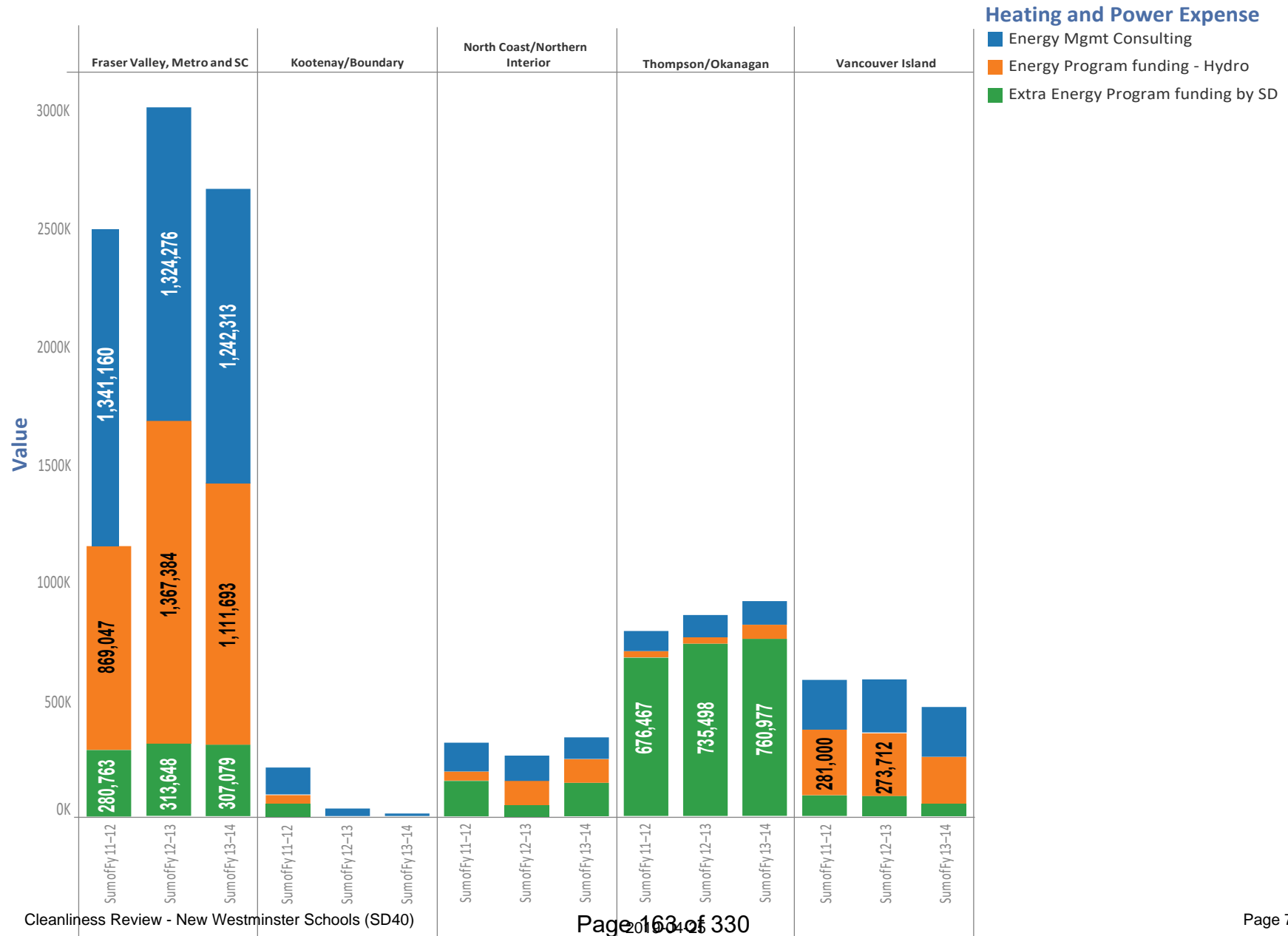


Provincial school districts Natural Gas Usage by Region
2011 to 2014 based on Smarttool



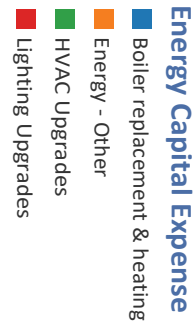
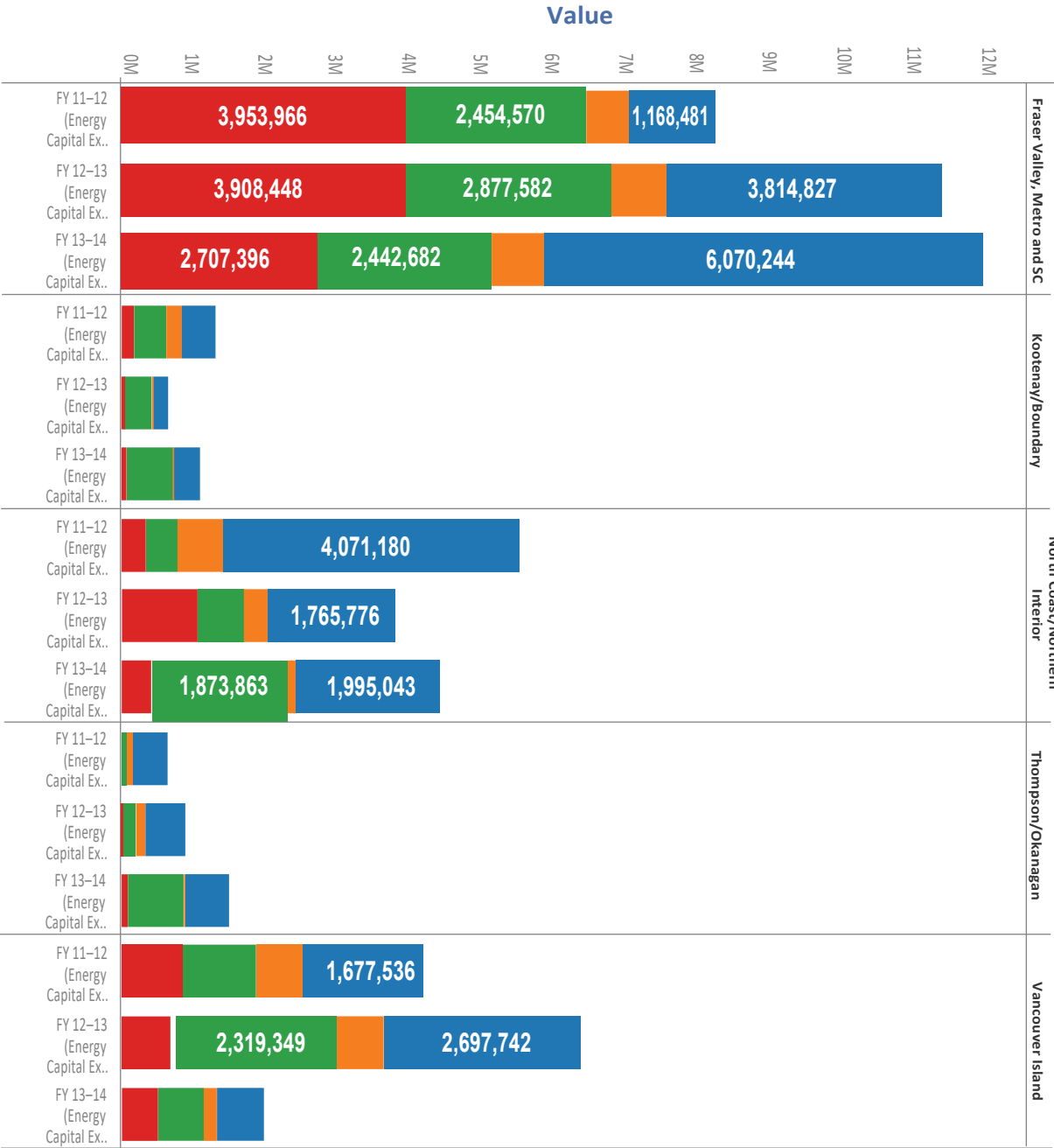
Appendix J: Energy Management Related Operational Spend by Region

3 year Ops EM \$ by Region



Appendix K: Energy Management Related Capital Spend by Region

Cap \$ Spend by Region



Appendix L: Lighting Upgrades

Lighting Upgrade Project Examples

BC Hydro Energy Managed School Districts

Several BC Hydro Energy Managed school districts provided examples of LED lighting projects. Results indicate that exterior lighting is one of the first areas that have been undertaken. Outdoor lighting, parking lots, gymnasiums, corridors and stairwell lighting have also been common projects. These projects have resulted in significant savings in both kWh and maintenance. The average cost is \$5K per elementary school.

Survey questions and responses are summarized below:

- 1 Describe the LED project you implemented (e.g., name of school, size, location of lighting installation, original lighting installed, new lighting that replaced it, when project started/finished).
 - a T8 LED instant-fit replacement of 25W T8 in hallway, completed Dec 2015
 - b We have performed LED lighting upgrades to the exterior of about 25 schools. They have replaced mainly high pressure sodium or metal halide fixtures that were at the end of their lives. This has gone on for the past three years.
- 2 Was the area that was re-designed done to IEEE (Informatics, Environment, Energy and Applications) standards?
 - a Yes—analyzed watt density/ft² and recommended lumen levels for the space
 - b No
- 3 What were the energy savings you forecast?
 - a We replaced 25W T8 with 12W T8 LED for an estimated savings of 2227 kWh
 - b We will be reducing the exterior lighting load to about one quarter of what it was previously.
- 4 What were the energy savings you have achieved to date? (what savings do you project one-two-three years out, what is the payback for this project)
 - a Project payback is five years.
 - b We have not calculated our total savings yet but our payback for these jobs is about two and a half years. After that we will see large savings in power consumption and maintenance costs.

- 5 What were the all-in costs of the project, including re-design and construction?
- a Total costs were \$1,350
 - b An average sized elementary school is costing about \$5K
- 6 How did the cost of replacing the original lighting compare with various other replacement options?
- a It was only a 25 per cent increase over what it would cost for a complete lamp/ballast change if the area was due for relamping.
 - b The cost of replacing with similar lights to those we were taking out was a little less but the savings in power and maintenance would not be there
- 7 What were some of the challenges you experienced with this project (finding the right LED replacements, product guarantees, product delivery times, getting qualified staff to install it, ease of installation, etc.)?
- a There was a lot of choice in wattages, manufacturers and track records
 - b The first few years there were very few options for styles of fixtures. We also had some product failures but the manufacturers were very good at honoring their warranty. Timely delivery of the fixtures has also been a big problem. When installing a flood light it must be installed pointing down as the LED chips produce a very intense light that can be blinding when you look into them
- 8 What have been some anecdotal responses from Facilities, Teachers, Students, Administration within your school district to date?
- a Work was done over the Xmas break. Successful response to date.
 - b We have had nothing but positive feedback about the new lights
- 9 With the results you've achieved so far, does this project encourage you to do more LED installations? (Interior? Exterior? Other buildings, etc)
- a We viewed this as a pilot and will definitely do more in hallway, high-bay, and lobby areas. Light levels actually increased from the previous configuration, which was unexpected We did not account for predicted lumen depreciation of existing fixtures and could target a further 10-20 per cent reduction in the next installation
 - b We will be completing our exterior LED upgrades and then we will be looking into the interior LED projects We have done a few interior areas and so far it is working out great

- 10 What recommendations would you give to other school districts who are considering similar projects?
- a Consider high-usage areas like hallways, lobbies first. Review whether space is over lit and the opportunity to bring down light levels for additional savings. People “like” LED as a replacement for fluorescent so let staff know what you are doing.
 - b It just makes sense from an energy and maintenance perspective.

Mayfair Shopping Centre

LightSavers Canada outlined a business case for changing exterior high pressure sodium parking lot lighting or area lighting in a parking garage in Mayfair Shopping Centre in Victoria. In total, 160 high pressure sodium (HPS) interior garage fixtures, 27 HPS exterior parking fixtures and 780 interior T8 fluorescents were replaced with LED luminaires. This project was completed without a redesign.

This project would be similar in size to the potential fixture expectations at approximately three or four large secondary schools. BC Hydro rebates amounted to 30.5 per cent and kWh savings were 50 per cent over the originally installed lighting. In addition, they also indicate that basic annual maintenance savings are about 30 per cent of the energy savings (<http://static1.squarespace.com/static/546bbd2ae4b077803c592197/t/5624f4f6e4b04bb42a20f1e2/1445262582328/LightSaversIV+Mayfair+Case+Study+151001.pdf>)

Approximately 24 per cent return on investment should be the lower level for exterior lighting upgrades involving either HPS, Metal Halide or Mercury Vapour, which many outdoor lighting installations are currently. BC Hydro does have a minimum size of kWh savings, but they do allow multiple sites to be incorporated into the project. If school districts were able to replace parking lot lights with new streetlight luminaires and standards one for one, then perhaps they could participate in the Shared Services BC LED street lighting Corporate Supply Agreement.

Capilano University

In 2005, Capilano University conducted an energy-efficient lighting upgrade in their gym using 54 watt T5 High Output (HO) fluorescent lamps. Some of the lamps had reached their end-of-life six years later and it was time for a re-lamping. With the gym's 30-foot high ceilings that were often difficult to access, Capilano staff took the opportunity to investigate their product options and landed on a high-quality lighting solution which promised to deliver even greater savings and ensure minimal maintenance—Philips Lighting's new Energy Advantage T5 HO 44 watt lamps. Staff were excited when they heard that this product had just become available,

because it offered not only a 10-watt, or 19%, reduction in energy consumption per lamp but performance that was equal to or better than the 54 watt lamps they had been using ([https://www.capilano.ca/uploadedFiles/content/services/sustainability-stage/Energy/Electricity Usage/Success%20story%2044W%20T5HO%20Case%20Study%20-%20Capilano%20University%20Sept%202012.pdf](https://www.capilano.ca/uploadedFiles/content/services/sustainability-stage/Energy/Electricity%20Usage/Success%20story%2044W%20T5HO%20Case%20Study%20-%20Capilano%20University%20Sept%202012.pdf))

Inventory and Analysis of Green Building Initiatives in Ontario District School Boards

[https://sbsb.edu.gov.on.ca/CommonAspUtil/FileDownloading.aspx?file=/Documents/COSBO/Complete Final Report.pdf](https://sbsb.edu.gov.on.ca/CommonAspUtil/FileDownloading.aspx?file=/Documents/COSBO/Complete%20Final%20Report.pdf)

Overview of High Efficiency Lighting Systems, LED and CFL Lamps (pages 95 to 104)

Replacing inefficient lighting likely offers the best value of any energy conservation measures. In value terms, more energy savings will come from a bulb and ballast replacement than almost any other initiative. While fluorescent tubes are relatively efficient, electro-magnetic ballasts consume more energy than newer electronic ballasts and this combination consumes more energy than new technology light emitting diode (LED) lamps. Many classrooms have already undergone some form of ballast or lamp upgrade, but increased energy efficiency may be gained through either lighting redesign or lamp retrofit, especially to higher efficiency LED lamps. The purchase of LED lamps can be combined with utility product rebates to offset their higher initial cost. LED fixtures are expected to last 15 years with infrequent maintenance. Surveyed school districts indicated the project risk was low to no-risk with the majority of projects completed in under 3 months.

BC Hydro Rebates

The BC Hydro rebate site includes a listing effective December 12, 2015, of products that are eligible for rebates. Rebate amounts vary by what is being replaced and what the new product would be: (<https://www.bchydro.com/content/dam/BCHydro/customer-portal/documents/power-smart/business/programs/eligible-configurations-list-dec-2015.pdf>)

Rebate program details can be found here: (<http://www.bchydro.com/powersmart/alliance/program/program-updates.html>)

LiveSmart BC 10% Incentive

Effective September 2012 LiveSmart BC is funding an additional 10% incentive on top of BC Hydro's current program incentives. Apply to the Product Incentive Program and receive the 10% incentive automatically (<http://www.livesmartbc.ca/incentives/index.html>)

Corporate Supply Arrangements

Shared Services BC is now offering an innovative new procurement program to support the purchase of energy efficient LED street lighting in B.C. communities. B C municipalities and broader public sector organizations have the opportunity to select from a short list of pre-qualified LED street light products.

The voluntary program includes Corporate Supply Arrangements with multiple suppliers that offer a range of functional, technical and price variations to meet individual requirements. The program will create opportunities for British Columbia companies to provide consultation, distribution and installation services.

Lighting Programs through BC Bid Resources, Goods and Services Site

LED Street Lights Across B.C.

The Province of B C , BC Hydro Power Smart and representatives from local governments are collaborating to offer a suite of tools and services to assist with the adoption of LED Street Lights. The site could be used as a self-service site by school districts after the creation of a prioritized list of their lighting retrofits that would have a payback of around four years.

On this site you'll find:

- A guidance document—[How to Purchase through LED Street Lights Across B.C.](#)
- A [Financial Evaluation Tool](#)—this tool will calculate pay back period and ROI, and will generate a report for both a business case and a preliminary Power Smart application.
- Access to pre-qualified lighting consultants through a Provincial Corporate Supply Arrangement: eligible Public Sector Organizations can select a Professional Lighting Designer to assist with LED roadway lighting procurement and implementation.
- Access to pre-qualified LED roadway lighting products through a Provincial Corporate Supply Arrangement: eligible Public Sector Organizations can select from a short list of pre-qualified products.
- A link to LightSavers Canada for:
 - ▶ Access to case studies, workshops and online training materials
 - ▶ A web page to share your LED conversion project with colleagues across Canada

The program will be available over multiple years to accommodate the timelines of most purchasers.

Ground Source Heat Pumps, Solar Photovoltaic Panels and Solar Air Heating

The Council of Senior Business Officials' (COSBO's) Effectiveness and Efficiency (E&E) Advisory Committee commissioned an Inventory of Green Initiatives in Ontario District School Boards in the spring of 2009. All 72 Ontario district school boards were surveyed. The final report was released in June 2011.

[https://sbsb.edu.gov.on.ca/CommonAspUtil/FileDownloading.aspx?file=/Documents/COSBO/Complete Final Report.pdf](https://sbsb.edu.gov.on.ca/CommonAspUtil/FileDownloading.aspx?file=/Documents/COSBO/Complete%20Final%20Report.pdf)

The Ontario report outlines various types of ground source technologies. The type generally implemented in new school construction is called Ground Source Heat Pump (GSHP), Geoexchange system, or simply **ground source system**. The GSHP works by taking advantage of the fact that the temperature at five meters below the ground remains constant at about 10°C regardless of the air temperature above.

An inventory and analysis of green building initiatives in Ontario school boards found that the main driver for implementing a GSHP is energy savings and the associated utility cost savings. The study also found that GSHP installations are complex projects involving several phases (geotechnical study, drilling/excavation, landscaping, connection with mechanical system, etc.) and generally require a year to complete. Costs vary significantly depending on size and configuration. The survey responses listed project capital costs from \$175,000 to \$2,000,000 with an average of \$780,000 per installation. Responses indicated that 40 per cent of the installations received incentive funding to cover a significant portion of the initial cost. The vast majority of incentive funding came from Ontario Hydro. Energy savings related to GSHPs in this Ontario study suggest a return on investment within a reasonable period; however, life cycle costing should be analyzed before proceeding. Survey responses did not provide a definition of a reasonable period. Experience suggests that the ecological footprint of GSHP is lower than traditional systems but the operating and maintenance cost per square foot is higher.

The Ontario study also discusses solar photovoltaic panel and solar air heating.

Solar photovoltaic panels are a device that generates electrical power by converting solar radiation into direct current electricity using semiconductors that exhibit the photovoltaic effect. While commercial products currently have a low efficiency (5-18% solar panel efficiency), research and development is ongoing in this industry. Recent experimental systems have exceeded 40% solar panel efficiency.

According to the Ontario study, the main drivers for implementing these solar panel systems are student council-related and the desire for on-site energy generation. The systems are being installed as one-off installations with the assistance of substantial funding from non-school district sources. Over 80 per cent of the schools surveyed in this analysis, indicated that a link exists or is being created between the installations and Ontario's curriculum. The initial cost to implement this technology can be prohibitive. Payback period on solar photovoltaic panels can range from ten years with incentives to over 50 years without incentives.

Solar air heating systems preheat the outside ventilation air by collecting the sun's energy through absorbing surfaces. The heated air that is collected from the absorbing surfaces is then supplied to the ventilation system of the building during the heating seasons.

The survey responses show that the main driver for implementing solar air heating systems is energy savings and the associated utility cost savings. These systems are not widely implemented across Ontario schools possibly due to the relative novelty of this technology and the constraints of retrofitting projects. The survey shows that the capital cost for solar air heating systems varies largely depending on system size and ranges from \$15,000 to \$215,000 per system (\$440 to \$1,460 per square meter of installed surface, depending on the project complexity and additional equipment installed (air-handling unit, fans, etc.)). Responses also show that seven out of eleven installations benefited from special funding. Return on investment estimates for projects implemented in Ontario show a period of four to six years for large or subsidized installations.

2018-2019 Custodial Areas by Type and Site

	Sq M Incl. 100%	
Average	Minutes	Gymnasium
District	426	2,297
Elementary	422	2,032
Middle	430	2,316
Secondary	430	2,711

School	Sq M 100% Gymnasium	Sq M 25% Gymnasium
GMS	2,670	2,139
McBride/Kelvin	2,026	2,026
QE/FRMS/District	1,272	1,272
Qayqayt	2,191	1,905
QE/FRMS/District	2,027	1,742
NWSS	2,250	2,250
FRMS	2,323	2,323
Hume Park HLP/Howay	2,100	1,807
Qayqayt	1,948	1,948
NWSS	2,567	2,567
QMS	2,847	2,326
Kelvin	2,064	1,760
GMS	2,244	2,244
NWSS	2,524	2,524
Tweedsmuir	2,446	2,071
FRMS	2,254	1,758
NWSS	3,060	2,500
NWSS	2,566	1,939
NWSS	3,080	2,416
NWSS	3,161	2,266
NWSS	2,486	2,486
McBride/Spencer	2,053	2,053
QE/QMS	1,484	1,484
Tweedsmuir/Board Office	2,153	2,153
Spencer	2,029	1,718
McBride	2,046	1,678
Connaught/Power	2,145	1,860
Total Sq M	62,016	55,215
Average Sq M	2,297	2,045

NOTE: Gymnasiums are analyzed using 2 methods because they do not have the room complexity of a regular classroom or other instructional space (desks, carpets, rugs etc.) and therefore require less cleaning time / sq m than other spaces.

District Cleanliness Review Questions & Answers

- March 2019 **24 of 27 Custodians Responded 89%**

How long have you worked for SD40 as a custodian?

11 years is the average

What type of site do you work in (elementary, middle, secondary, leased, district office)?

Elementary 8 staff 33%

Middle 5 staff 21%

Elementary & Middle 3 staff 13%

Secondary 8 staff 33%

Are you aware of the time allocation (seconds) per square meter for daily, weekly, monthly duties, responsibilities and frequencies of SD 40 district cleaning standards?

YES - 23 staff 96%

NO - 1 staff 4%

Most of the time, excluding extra busy or extra-slow, I feel like my area is

1. Spotless 0 staff
2. Clean 15 staff 63%
3. Messy but clean 6 staff 25%
4. Dirty 2 staff 8%
5. Other 1 staff 4% Clean but not really clean

Describe the day to day communication between you and

1. Team members 14 staff 58% Good
2. Supervisor 13 staff 54% Good
3. Principal 12 staff 50% Good
4. Staff in school 12 staff 50% Good

Other answers varied from non-existent, hit and miss, mostly good, rare and very minimal.

If you wanted to improve communication with any of the above, what steps would you take or need help with?

- Having principal and staff members who have concerns to let the custodian know directly if possible.
- Take more initiative in improving communication.
- Talk with other staff members directly.
- I feel my communication is fine with all the above.
- Manager and Foreman to meet with staff before breaks to discuss work that is to be done.
- Meeting with the principal periodically to discuss issues or concerns.
- Talk with the manager.
- Happy with current system.

Do you feel safe at work?

YES - 24 staff 100%

Do you work when the school is empty or almost empty?

Empty & almost empty 23 - staff 96%

Empty 1 - staff 4%

What do you like best about your job?

- | | |
|-----------------------|----------------------------------|
| Being part of a team | Job Satisfaction |
| Friendly staff | Problem solving |
| Job Security | Never a dull moment |
| Work environment | Complimented for a good job done |
| Everything | Getting credit for work done |
| Never boring | Enjoy my work |
| Using auto scrubber | Working alone |
| Ride on auto scrubber | Keeps me busy |

Friendly staff and appreciation

Helping co - workers

Being independent

Compliments

What do you like least about your job?

Doing the same things daily

Little room to move up

Evening shift

Changing the reader board

Time constraints

Snow removal

Rude students

Covering other staff

Unjust complaints

Not having proper equipment

Messy rooms

Recyclable's all mixed up

I think the most important aspect of my job is:

Because:

Having equipment available

Increases efficiency

Having the work done properly

Makes me feel good

The fact I'm allotted enough time to do the work

I take pride in my work

Effectiveness and genuine concern

Due to limited time

Keeping school clean and safe

Clean school is good for health

Keeping school clean and safe

Staff and students deserve a clean school

Keeping school clean and safe

It's my job

Keeping school clean and safe

Could become a health and safety risk

Keeping school clean and safe

Could result in sickness

Keeping school clean and safe

Health and safety reasons

Keeping school clean and safe

Students work better in clean environment

Keeping school clean and safe

Keeps everyone healthy

Keeping school clean and safe

Want a safe environment

Is the time allocation for your area sufficient, too little or too much?

Sufficient - 6 Elementary staff
1 Middle staff
2 Elementary/Middle staff
6 secondary staff

Total = 15 Staff 62.5%

Too little 3 Elementary staff
2 Middle staff
2 Secondary staff

Total = 9 Staff 37.5%

Too Much 0 Staff 0%

Please provide a description of the area you think needs more or less time.

- Six staff members say more time required in classrooms.
- Time allocations allow for the basics only some daily, weekly and monthly duties fall by the wayside routinely.
- Yes but on my part I need to spend more time in some areas.
- Pearson kitchen needs more time than allotted.
- All areas need more time.
- My area is just fine.
- Allocation of time is enough for my area.
- Not enough time to auto scrub hallways.
- Sometimes overwhelming.
- My time allocation for my area is perfect.
- My area is pretty much sufficient.
- My area is on par for time.

On an average shift, I am able to complete my assigned duties:

1. Always	4 staff	25%
2. Most of the time	14 staff	58%
3. Rarely	4 staff	17%
4. About half the time	0 staff	0%
5. Less than half the time	0 staff	0%

Explain how tools have changed or improved the work you do.

- 4 staff says auto scrubbers help out.
- Implementation of the recycling program.
- Save time with new equipment.
- We get the best tools and support from the Operations Department.
- Having modern equipment is great.
- Get certain task done faster.
- Makes work faster and easier.
- Auto scrubber reduces wear and tear on muscles and joints.
- Tools are good and up to date.
- Less stress on body makes work easier.
- Custodial cart and auto scrubber saves time.
- They make my job easier and safer.
- Less bending and walking.
- Burnishers, floor machines and auto scrubbers make job easier.
- Back pack vacuum

What other tools or supports would help you in your job?

- Having all equipment needed.
- Having a complete set of machines at each school site.
- Auto scrubber.
- One more vacuum would be helpful.
- Rain gear and boots.
- Screw driver set.
- New elevator coming will make a huge difference.
- Set of hand tools.
- Two-three tier pole for dusting.
- Hepa vacuum for Wood Shop.
- Blower for under bleachers.
- Winter jacket.

- Help from weekend custodians.
- Better communication.
- Faster turnaround on repairs.
- Larger microfiber cloths.
- Outside blower

Have you experienced a workplace injury because of an accident while doing your job?

YES - 7 staff 29%

NO - 17 staff 71%

What training or professional sessions have you participated in, in the past 2 years?

- Genie
- Asbestos Awareness
- Lockout
- WHMIS 2015
- Health and Safety
- First Aid
- CPR Refresher Course
- Green Chemical Products
- Lifting and Bending

What suggestions do you have for future pro-d or training sessions?

- How to use, clean and maintain equipment.
- Excel
- Ladder Safety
- Fire Extinguisher
- Cleaning procedures for no wax floors.
- Basic Electrical Safety
- Injury prevention training for staff.
- Summer Team Clean procedures review.
- Review of all cleaning chemicals.

If you were a daytime custodian in the past, do you feel you have more or less time to complete tasks or are things pretty much status quo, now that you are an evening custodian.

9 former day custodians answered question.

- 1. **More Time** 3 staff 33%
- 2. **Less Time** 0 staff 0%
- 3. **Status Quo** 6 staff 67%

District Cleanliness Review Questions & Answers – March 2019

14 of 18 Sites' Principals Responded 78%

Most of the time, excluding extra busy or extra-slow, I feel like my school is

- | | | |
|--------------------|-------|-------|
| 1. Spotless | 0 PVP | |
| 2. Clean | 7 PVP | (50%) |
| 3. Messy but clean | 4 PVP | (29%) |
| 4. Dirty | 3 PVP | (21%) |
| 5. Other | 0 PVP | |

Comments:

- Reminders need to be left to clean windows, replace soap and paper towels, address cobwebs, pickup on grounds
- Bathrooms – vanities/sinks not cleaned regularly; floor around baseboards dirty
- Unsure who is responsible for staffroom cleaning (understanding that the dishes and tidying are responsibility of school staff)?
- Space is busy day and evening; difficult for custodians to access the space to clean
- Facility is aged and probably hard to clean
- Custodians have limited time
- Some improvement from last year
- Lack of standard and follow through in areas of our building with visible differences from one area to the next
- main areas are clean but all edges are dirty (4)
- Top of library shelves are never dusted (3)
- Need to leave a note and only 80% effective when a note is left (2)
- Boys bathroom smell like pee around urinal (5)
- Tiles and grout are dirty
- Stairs are dirty
- Modular bathroom had a very strong bad smell all fall but has improved
- Mess is the school's mess, not the custodians. Staff could be tidier in preparation for the custodian to clean.
- Casuals (relief staff) sometimes do not clean to same standard as regular staff, and if an extended leave of a regular custodian, can lead to a significant decline in overall cleanliness
- When reviewing the duties list, a lot of weekly/monthly duties not being done
- Dusting of any kind is rare
- Staff washrooms have a smell
- Cleaning surfaces: desks, door knobs, tables – does not happen as often as it should (3)
- Floors are not always cleaned despite obvious spills
- Something to keep in mind as we replace traditional furniture with more flexible furniture; softer surfaces and different materials and non-standard shapes and sizes – may change the way we need to clean; pro-d may be helpful as we implement
- Windows often have fingerprints

- Sometimes clean and sometimes dirty. Rarely messy. The office gets a quick superficial clean every day, but sometimes more is needed. The table and desk tops don't get washed often enough, the sink is rarely cleaned out and a thorough dusting is rare. Almost daily our garbages are emptied, recycling goes out and the entry door glass is wiped down. The carpets are vacuumed at least once a month that I know of. As for the areas of the school around our office, I think the team does the best they can to make it look good. The staff washrooms are cleaned and I feel most areas are adequate.
- Reminders are needed for the locker bank
- Surfaces need to be cleaned daily

Describe the day to day communication between you and your custodian(s):

- Planner left at office to leave notes; custodians to check daily (8)
- Touch base at start of shift with one custodian (7)
- Cell phone as needed (4)
- Contact Foreman or Manager of Custodial once in a while if an issue I'm not sure of (2)
- Very good ongoing basis with daytime custodian
- Very good with afternoon lead custodian (3)
- Evening team is very responsive
- Foreman and Manager are extremely easy to work with and respond immediately
- Little to no communication as Principal is off-site 80% of the time; majority of communication is between school staff and custodian.
- Follow through on items left in day book not completed with sense of pride, diligence or care; lack attention to detail
- When a request like lifting or moving paper is in the log book, often gets ignored or custodian says cannot because of bad back
- Often in meetings when they start shift at 3; talk to them when there is an issue like an area missed
- When an issue is raised, custodian gets on top of it immediately
- Manager of Custodial always available by phone
- not my area of responsibility, but any time I ask for something particular, it's done without hesitation

If you wanted to improve communication with any of the above, what steps would you take or need help with?

- Feedback from custodians to Principal on any classrooms/spaces left cluttered so that we can talk to staff
- Principals' understanding of duties to know expectations in order to monitor standard (7)
- expectations around working with user groups (1)
- meeting with custodian/supervisor so we're on the same page would be helpful (1)
- Address directly, items on duty list that are not being done
- Regular assessment of cleanliness by Manager of Operations or Foreman

- Change the daily, weekly, monthly duties list into a checklist for completion by custodian and accountability
- Currently very satisfied with communication
- Have custodians check in at office, they go directly to their areas and I have to seek them out. This is not always possible.
- PVP don't feel the weekly monthly stuff gets done
- Daily – wash light switches don't think that's being done everyday
- Daily – floors – done but not edges
- Daily – washing floors does not happen every day (classrooms/staffroom etc); main areas yes
- Weekly - would say about 50% of the stuff on the list is done weekly; monthly – 0%
- Feel staff is very good at tidying before the day is over so not too much mess for custodian so they can clean. WE do recognize some rooms are cluttered but try to make tidy by end of day.
- Encourage custodian and admin to do monthly check-in's, with assistance from Manager of Custodial to review areas of concern, needs and supports suggested.
- Because the custodians don't report to me, I would take it up with the school principal if needed. I have also spoken to Mark or Kerry (eg. Summer time) and all issues get addressed.
- If spaces need to be accessible for cleaning, just let me know. We can ensure, desktops etc are cleared
- If we knew when tasks are scheduled for completion, we would ensure accessibility to those areas (eg, dusting ledges, disinfecting tabletops and counters.

Do you work when the school is empty or almost empty?

Empty & almost empty 12

Empty 2

- Lots of custodians take pro-d and non-instructional days off but if not, they clean
- Buiding is in use until about 9:30 pm most nights; custodians are flexible in areas and schedule

I think the most important aspect of my custodian's(s') job is:

Because:

Keeping school clean (6)

Health of students & staff (7)

Health & Safety (2)

Student and Staff absenteeism

School looks presentable

Inspiring learning environment (2)

Disinfecting commonly touched areas such as door handles, light switches, desk/tabletops.

Health of students and staff

Maintain condition of older buildings

Quick and calm responses to unexpected

Flexibility to change course in a large school

Attention to detail and pride in work

Affects students and staff; they have come to expect it as the standard

No answer (2)

What kind of equipment does your custodian have?

- Vacuum backpack (9)
- Floor scrubber (9)
- Zamboni (3)
- Cart (2)
- Mops, brooms, shovels etc (4)
- Cordless drill
- Toolbox with handtools (2)
- Everything they need as far as I know and Foreman and Manager of Custodial are responsive when something is needed
- Unknown (4)

What other tools or supports would help your custodian(s) in the job?

- Lock cutter is used frequently and recently replaced
- Functioning cordless drill (2)
- Better screwdriver set or a backup set (2)
- Cart review – utility hangers, nicer, more pride?
- General hand tools (2)
- Not a tool, but more things on the duties list could get done if teachers cleared materials/clutter in their rooms
- Extra or better mats during extreme weather
- Steam cleaner
- Furniture duster
- Not sure (5)
- Not answered (3)

Can you remember a time when a custodian had time off because of an injury caused at work?

YES - 3 (1-was lifting when advised not to / 2-back injury / 3-eye injury)

NO - 11

If you had a daytime custodian in the past, how do you feel about now having evening custodians?

- Would be nice to have custodian open the building; currently PVP do it or teacher in z block (working alone) (2)
- Would be nice to have some to deal with emergent issues also that take up PVP time during the day (2)
- Recognize far more efficient to clean when the school is empty (3)
- Roamers/On-Call Utilities employees are quick; very impressive (5)
- Night custodian does a good job
- Relationship between students and custodian is not the same (appreciation / awareness)
- Current model is sustainable
- Classrooms are cleaner now than when daytime custodians were in place
- Lots of PVP time taken up with spills and bathrooms issues; can't call the utilities crew for everything (2)
- I agree with the evening custodian decision but wish standard was set for all areas and that all areas of my schools were as clean as some of the areas where I see pride in work and a job well done.
- Old building currently and under construction soon so some daytime hours for next 2 years
- Evening custodian model is good. Our custodian can clean more without staff and students.
- When I had daytime custodial, I could never find the custodian, the school was less clean as custodian could not clean because all rooms were being used and he had no access. To be honest I wasn't sure what the custodian did during the day – other than clean vomit.
- Recognize daytime would not have time to do daily, weekly, monthly tasks, assuming they are being done now
- Things are cleaner with them being here in the evening, not much, but more
- Evening custodians clean the school faster and more efficiently but problem we have is the practice and attention to detail won't matter daytime or nighttime
- Have to call utilities crew for help during the day
- Halls get progressively dirty throughout the day
- No answer (4)

If I had the same number of hours of custodial, my optimal mix of daytime/evening would be:

- No answer (3)
- 1 from 1-9 pm and rest 3-11 pm (3)
- 12 pm-8 pm
- 1 from 10 am to 6 pm, 1 from 12 pm to 8 pm and the rest as is 3 pm to 11 pm
- Current model works best; most efficient deployment of resources
- 1/3 day and 2/3 evening
- 1 from 12 pm to 8 pm and the rest 3-11 pm
- 2:30 pm to 10:30 so I could touch base in person; often in meetings with staff/parents/board office at 3 pm.

- Reassign 1 custodian from 6 am to noon to address heating issues in old building; once under construction a full time day custodian to address unexpected challenges> Not requesting an addition, this would a rescheduling of existing hours.
- 3 pm start for better communication but small site and understand our custodian is shared with another site

Supplement to: REGULAR SCHOOL BOARD MEETING

Date: April 30, 2019

Submitted by: Chair Mark Gifford

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

Subject: 2019-2020 Arts Surplus Allocation – Request to Allocate \$180,000 to Boost District Arts Education Capacity

Background:

New Westminister Schools celebrate the role of the arts in our community and our schools. We have amazing teachers and programs we love, and there is clear evidence that access to creative and performing arts can have a huge impact on student achievement, school culture and community engagement. Increasingly, the arts are recognized for their critical cross-curricular relevance, and are central to supporting development of core competencies identified in British Columbia’s new curriculum. Back-stage or front-stage, the arts are an important means to help students build a sense of confidence, belonging, and connection in our schools.

Board discussions, presentations by students and families, and reports from senior management have highlighted an interest in strengthening the capacity of arts to enhance learning in New Westminister Schools. To do so requires an initial commitment to staff, space, and supplies.

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminister) allocate \$180,000 from surplus to support a three-pronged investment that strengthens capacity of art education in our schools as follows:

1. Initial one-year commitment to 0.5 FTE District Arts Facilitator position and program costs, to support development of a comprehensive District creative and performing arts strategy, delivery of curriculum, programs, partnerships that strengthen learning and engagement of students, teachers, and staff. **Cost: \$60,000**
2. Facility Rental: Access to Massey Theatre is important to the District, NWSS, Fine Arts programs, as well as elementary and middle schools. Fine Arts alone can use 30 days per year, which can cost more than \$1,500/day. One-year enhancement funding to support 2019-20 costs at Massey Theatre, and to ensure each District elementary and middle school has option to cover costs of one day or evening use of Massey Theatre, in addition to NWSS for fine arts, learning, and ceremonial uses. **Cost: \$50,000**
3. Supplies and Equipment: one-time enhancement funding to support equitable refresh of K-12 District fine arts equipment and supplies. **Cost: \$70,000**

Staff to provide update on position and funding allocation at the November 26, 2019 Board Meeting.

Operating Fund - Year to Date Revenue to Budget Summary

G.L. Period Range: 201801 End Date: JULY 31, 2017 To 201909 End Date: MARCH 31, 2019

	Description	Revenues	Original Budget	Revised Budget	Bud Remain \$	Bud Remain %	2018 Ytd Exp	2018 Annual Budget	Bud Remain \$	2018 % Remaining
619	OTHER FEDERAL GRANTS	-1,735	0	0	1,735	0.00	0	0	0	0.00
621	OPERATING GRANT MINISTRY OF EDUCAT	-43,875,938	-61,585,932	-62,284,003	-18,408,065	29.56	-42,370,040	-60,471,507	-18,101,467	29.93
629	OTHER MINISTRY OF EDUCATION GRANTS	-290,101	-616,113	-746,237	-456,136	61.12	-432,443	-960,567	-528,124	54.98
641	PROVINCIAL GRANTS OTHER	-127,785	0	0	127,785	0.00	-116,600	-100,000	16,600	-16.60
643	SUMMER SCHOOL FEES	-90,827	-120,000	-90,000	827	-0.92	-140,561	-140,562	-1	0.00
644	CONTINUING EDUCATION	-96,120	-200,000	-200,000	-103,880	51.94	-151,254	-240,000	-88,746	36.98
645	INSTRUCTIONAL CAFETERIA REVENUE	-84,125	-130,000	-130,000	-45,875	35.29	-85,957	-130,000	-44,043	33.88
647	OFFSHORE TUITION FEES	-3,188,680	-3,584,000	-4,184,289	-995,609	23.79	-4,894,559	-4,880,000	14,559	-0.30
649	MISCELLANEOUS REVENUE	-95,925	-230,000	-238,050	-142,125	59.70	-97,607	-230,000	-132,393	57.79
651	COMMUNITY USE OF FACILITIES	-210,030	-200,000	-200,000	10,030	-5.01	-194,742	-250,000	-55,258	22.10
661	INTEREST ON SHORT TERM INVESTMENT	-374,282	-100,000	-400,000	-25,718	6.43	-210,668	-200,000	10,668	-5.33
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	Grand Total	-48,435,548	-66,766,045	-68,472,579	-20,037,031	29.26	-48,694,431	-67,602,636	-18,908,205	27.97

Operating Fund - Year to Date Expense to Budget Summary

G.L. Period Range: 201801 End Date: JULY 31, 2017 To 201909 End Date: MARCH 31, 2019

Description	YTD Exp	YTD Com	YTD Exp + Com	Budget	Bud Remain \$	Bud Remain %	2018 YTD Exp	2018 Ytd Comm	2018 Total Exp.	2018 Final Budget	2018 Bud Remaining	2018 Bud %
105 Principals & Vp Salaries	2,665,380	0	2,665,380	3,599,590	934,210	25.95	2,676,534	0	2,676,534	3,477,995	801,461	23.04
110 Teachers Salaries	20,996,552	0	20,996,552	30,356,751	9,360,199	30.83	19,852,659	0	19,852,659	30,799,642	10,946,983	35.54
120 Support Staff Salaries	3,772,499	0	3,772,499	5,252,058	1,479,559	28.17	4,381,185	0	4,381,185	5,561,961	1,180,776	21.23
123 Educational Assistants Salaries	3,464,739	0	3,464,739	5,270,343	1,805,604	34.26	3,150,830	0	3,150,830	4,636,047	1,485,217	32.04
130 Other Professional Salaries	1,870,035	0	1,870,035	2,644,725	774,690	29.29	1,672,981	0	1,672,981	2,344,201	671,220	28.63
140 Substitute Salaries	1,207,074	0	1,207,074	1,684,604	477,530	28.35	1,295,227	0	1,295,227	1,372,706	77,479	5.64
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Total For Salaries	33,976,279	0	33,976,279	48,808,071	14,831,792	30.39	33,029,416	0	33,029,416	48,192,552	15,163,136	31.46
200 Employee Benefits	8,097,090	0	8,097,090	12,725,627	4,628,537	36.37	7,925,634	0	7,925,634	12,079,069	4,153,435	34.39
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Total For Benefits	8,097,090	0	8,097,090	12,725,627	4,628,537	36.37	7,925,634	0	7,925,634	12,079,069	4,153,435	34.39
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Total For Salary and Benefits	42,073,369	0	42,073,369	61,533,698	19,460,329	31.63	40,955,050	0	40,955,050	60,271,621	19,316,571	32.05
310 Services	1,600,199	149,225	1,749,424	2,017,008	267,584	13.27	1,545,867	208,989	1,754,856	1,660,930	-93,926	-5.66
312 Legal Costs	98,210	0	98,210	135,000	36,790	27.25	5,611	0	5,611	30,000	24,389	81.30
330 Student Transportation	93,306	121,817	215,123	179,150	-35,973	-20.08	67,726	27,176	94,902	157,800	62,898	39.86
340 Professional Development & Travel	483,591	6,760	490,351	559,800	69,449	12.41	457,412	4,344	461,756	498,300	36,544	7.33
360 Rentals & Leases	228,769	18,374	247,143	278,500	31,357	11.26	195,010	21,192	216,202	260,000	43,798	16.85
370 Dues & Fees	73,039	0	73,039	117,900	44,861	38.05	100,498	13	100,511	130,800	30,289	23.16
390 Insurance	108,980	0	108,980	111,000	2,020	1.82	83,783	0	83,783	131,000	47,217	36.04
510 Supplies	1,372,495	413,298	1,785,793	2,617,731	831,938	31.78	1,486,398	618,341	2,104,739	2,549,135	444,396	17.43
540 Utilities	338,990	5,661	344,651	459,800	115,149	25.04	363,414	1,260	364,674	443,800	79,126	17.83
551 Gas - Heat	380,485	0	380,485	441,500	61,015	13.82	188,222	0	188,222	278,500	90,278	32.42
555 Carbon Tax Exp	0	0	0	50,000	50,000	100.00	0	0	0	50,000	50,000	100.00
560 Water & Sewage	142,718	0	142,718	270,900	128,182	47.32	147,887	0	147,887	270,900	123,013	45.41
570 Garbage & Recycle	56,396	13,282	69,678	89,000	19,322	21.71	38,758	6,794	45,552	73,000	27,448	37.60
580 Furniture & Equipment Replacement	123,028	6,427	129,455	139,770	10,315	7.38	79,369	5,927	85,296	286,150	200,854	70.19
590 Computer & Equipment Replacement	608,361	23,358	631,719	1,097,058	465,339	42.42	737,268	180,279	917,547	1,005,550	88,003	8.75

Operating Fund - Year to Date Expense to Budget Summary

G.L. Period Range: 201801 End Date: JULY 31, 2017 To 201909 End Date: MARCH 31, 2019

Description	YTD Exp	YTD Com	YTD Exp + Com	Budget	Bud Remain \$	Bud Remain %	2018 YTD Exp	2018 Ytd Comm	2018 Total Exp.	2018 Final Budget	2018 Bud Remaining	2018 Bud %
591 Tangible Capital Assets Purchased	0	0	0	0	0	0.00	51,496	24,167	75,663	0	-75,663	0.00
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Total For Services and Supplies	5,708,567	758,202	6,466,769	8,564,117	2,097,348	24.49	5,548,719	1,098,482	6,647,201	7,825,865	1,178,664	15.06
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Total For	5,708,567	758,202	6,466,769	8,564,117	2,097,348	24.49	5,548,719	1,098,482	6,647,201	7,825,865	1,178,664	15.06
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Grand Total	47,781,936	758,202	48,540,138	70,097,815	21,557,677	30.75	46,503,769	1,098,482	47,602,251	68,097,486	20,495,235	30.10

Board /Authority Authorized Courses (BAA)

Board Presentation
April 30, 2019



New
Westminster
Schools

Purpose of Board/Authority Authorized Courses

- provide flexibility and choice for students
- acknowledge specific and personal learning needs
- promote engagement in learning to support student success



Board Authority Authorized Course Order:
School Act, sections 168 (2) (b) and (t)

Features of BAA Courses:

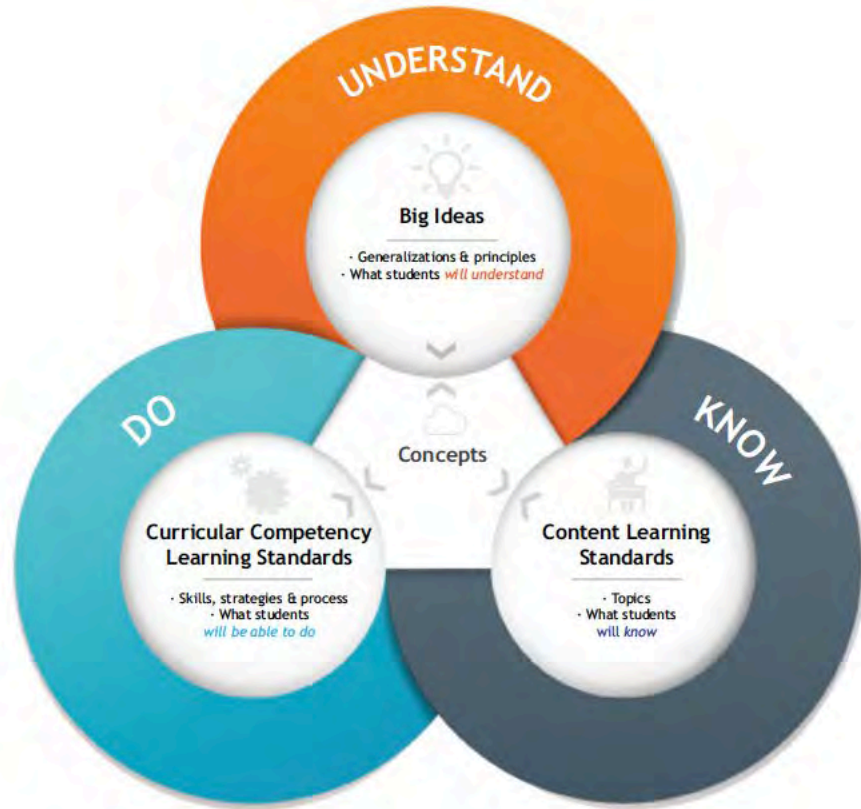


Board/Authority Authorized (BAA) Courses
Requirements and Procedures Guidebook
UPDATED 2018



- courses *are*:
 - guided by specific Ministry of Education requirements
 - elective credits (grades 10–12) that count towards graduation in 2018 Graduation Program
- courses *cannot* be used toward the Adult Graduation Program
- courses *do not* have pre-requisites

Alignment: Redesigned Curriculum and BAA Courses



Grade 10 Curriculum Implementation: 2018/2019
Grade 11 and 12 Curriculum Implementation: 2019/2020

Revised BAA Courses: Grade 11 and 12

COURSE
Basketball Skills 11
Basketball Skills 12
Conflict Resolution 11
Conflict Resolution Leadership 12
Desktop Publishing 11
Desktop Publishing 12
Hockey Academy 11
Hockey Academy 12
Football 11
Football 12
Lacrosse 11
Lacrosse 12
Leadership 11
Leadership 12
Peer Tutoring 11
Peer Tutoring 12
Psychology 11
Psychology 12
Yearbook 12

Retired BAA Courses: Grade 11 and 12

YVPA-1B	BA CHAMBER CHOIR 11	YMR--2A	BA MECHANICS AND REPAIRERS 12A
YVPA-2B	BA CHAMBER CHOIR 12	YVPA-1C	BA MUSICAL THEATRE 11
YLRA-2B	BA COACHING 12	YVPA-2C	BA MUSICAL THEATRE 12
YCCT-1A	BA COMPUTER AND GRAPHIC ANIMATION 11	YIPS-1B	BA PEER MEDIATION 11
YCCT-2A	BA COMPUTER AND GRAPHIC ANIMATION 12	YPA--1A	BA PERSONAL AWARENESS 11A
YESFL1B	BA ELL (ESL) 11B	YVPA-1A	BA PHOTOGRAPHY 11
YESFL2A	BA ELL (ESL) 12A	YVPA-2A	BA PHOTOGRAPHY 12
YHRA-1F	BA FITNESS/SPORTS/AEROBICS 11F	YRNR-1B	BA RENEWABLE NATURAL RESOURCES 11B
YSSC-2A	BA HISTORY THROUGH FILM 12A	YRNR-2A	BA RENEWABLE NATURAL RESOURCES 12A
YHEC-1A	BA HOME ECONOMICS 11A	YSSC-1A	BA SOCIAL SCIENCES 11A
YHEC-2A	BA HOME ECONOMICS 12A	YHRA-1A	BA STRENGTH & CONDITIONING 11
YIA--1A	BA INDUSTRIAL ARTS 11A	YHRA-2A	BA STRENGTH & CONDITIONING 12A
YIA--2A	BA INDUSTRIAL ARTS 12A	YTMM-1A	BA TRANSPORTATION AND MATERIAL MOVING 11A
YLAW-1A	BA LAW 11A	YTMM-2A	BA TRANSPORTATION AND MATERIAL MOVING 12A
YLAW-2A	BA LAW 12A	YVPA-1D	BA VISUAL AND PERFORMING ARTS 11D
YMD--1A	BA MARKETING AND DISTRIBUTION 11A	YSEVC1A	BA VOCTNL, CAREER PREP/EXPLORATION 11A
YMD--2A	BA MARKETING AND DISTRIBUTION 12A	YSEVC2A	BA VOCTNL, CAREER PREP/EXPLORATION 12A
YMATH1A	BA MATHEMATICS 11A		
YMATH2A	BA MATHEMATICS 12A		



Supplement to: REGULAR SCHOOL BOARD MEETING

Date: April 30, 2019

Submitted by: Maureen McRae-Stanger: Director of Instruction, Learning and Innovation

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. As per Ministry of Education requirements, by July 1, 2019 all current Grade 11 and 12 BAA courses must be either: replaced by Ministry courses, revised to align with the redesigned curriculum, or retired if they no longer met the needs of students.

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminister) approve the revised Grade 11 and 12 Board Authority/Authorized Courses for the 2019/2020 school year.



New Westminster School District: Board Authority Authorized Courses: Grade 11 and 12 Revisions for June 2019

Course	Course Code	Course Description
Basketball Skills 11	YLRA-1A	The Basketball Skills 11 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 this 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 and 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.
Basketball Skills 12	YLRA-2B	The Basketball Skills 12 course is designed to engage and educate students about the sport of basketball. The 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.
Conflict Resolution 11	YIPS-1B	Conflict Resolution 11 provides 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.
Conflict Resolution Leadership 12	YIPS-2B	Conflict Resolution Leadership 12 is designed to be a more advanced course in conflict resolution. Topics include communication skills, the dynamics of conflict, anger management, the Mediation Model, dealing with intense emotions, enhanced strategies for shifting from positions to interests, refocusing, confronting and immediacy, legal and ethical issues, cultural considerations in mediation, and mediation as an emerging career field. In addition, students will act as facilitators and coaches within the class, mentoring newer students in the development of their communication skills through role play practice. Students will also be given the opportunity to develop materials for presentations and to facilitate small group activities.
Desktop Publishing 11	YCCT-1A	Desktop Publishing 11 allows students to develop and demonstrate the skills of journalism, communication and publishing in both online and in paper-based formats. The course provides real-world experiences in the creation of a product that must be sold and delivered within company-set deadlines. Students are responsible for mastering the basics of creating, editing and manipulating digital images for the purposes of publication in the school yearbook.
Desktop Publishing 12	YCCT-2A	Desktop Publishing 12 builds upon the basics of communication design. Students will develop and demonstrate more complex skills of journalism, communication and publishing. The course will provide a variety of authentic real-world experiences in the area of product creation and will focus on audience/user needs. Students attain advanced knowledge of creating, editing and manipulating digital images for the purposes of publication in the school yearbook. Students also design and create pages that meet pre-press industry standards. The basics of image creation for the World Wide Web is also covered.

Hockey Academy 11	YLRA-1A	The Hockey Academy 11 course provides the opportunity for male and female athletes to improve their hockey skills. The aim of this course is to enable students to enhance their quality of life through active living and through professional guidance and instruction. Students will be introduced to the principles of hockey, nutrition and strength & conditioning. The ultimate goal is to have the students apply these skills to their daily lives.
Hockey Academy 12	YLRA-2B	The Hockey Academy 12 course focuses on the principles of hockey, nutrition and strength & conditioning. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests. Course content includes the development of technical skills (power skating included), individual tactics, team tactics, team play/systems, and strategy, and off-ice training specific to hockey and health and wellness.
Football 11	YLRA-1A	The Football 11 course is designed to focus and encourage students to learn and apply the fundamentals of football, set personal goals and develop team and leadership skills. The course works in partnership with the Hyacks football program. Students are involved in the course both during the football season and throughout the school year during off-season training.
Football 12	YLRA-2B	Football 12 is designed to focus and encourage student athletes to develop increasingly more complex physical and game skills in football. Students will be able to apply these skills in game situations, work as a team and provide leadership to other players. Students are involved in the course both during the football season and throughout the school year during off-season training.
Lacrosse 11	YLRA-1A	Lacrosse 11 is part of the NWSS Lacrosse Academy. Lacrosse, the national sport of Canada, offers male and female athletes with the opportunity to experience the challenges and rewards of this exciting sport. Players of all skill levels will learn how to maximize their training while practicing and competing. Components consist of: on field skill development training, off field strength and conditioning, tactical and endurance training, sports psychology and nutrition.
Lacrosse 12	YLRA-2A	Lacrosse 12 allows athletes in the Lacrosse Academy to develop their skills in game play and strategy while experiencing the challenges and rewards of this exciting sport. Players of all skill levels will learn how to maximize their training while practicing and competing. In Lacrosse 12 students will deepen their learning by focusing on more complex field skill development training, off field strength and conditioning, tactical and endurance training, sports psychology and nutrition and personal and team goal setting.
Leadership 11	YCPA-1A	Leadership 11 provides students with the opportunity to develop their individual and collective sense of social responsibility through the study, acquisition and application of leadership skills and theory. Skills such as goal setting, liaising with special interest groups (school and community), public speaking, and in running effective meeting will be emphasized.
Leadership 12	YCPA-2A	In the Leadership 12 course, students will have the opportunity to deepen the development of their individual and collective sense of social responsibility through the study, acquisition and application of leadership skills and theory. Skills such as goal setting, liaising with special interest groups (school and community), public speaking, running effective meeting. The courses will provide students with multiple opportunities to apply these leadership skills in a variety of school and community initiatives.
Peer Tutoring 11	YIPS-1A	Peer Tutoring 11 course introduces students to tutoring skills and prepares and motivates students to provide leadership and assistance to individuals with a variety of learning needs. Students will develop social

		and personal responsibility while acquiring skills in communication, interpersonal relationships, coaching, leadership, teamwork, and conflict resolution. Students will work under the supervision of a mentor teacher.
Peer Tutoring 12	YIPS-2A	Peer Tutoring 12 prepares and motivates students to independently provide leadership and assistance to individuals with a variety of academic and social/emotional learning needs. Students will develop social and personal responsibility while acquiring skills in communication, interpersonal relationships, coaching, leadership, teamwork, and conflict resolution. Students will work under the supervision of a mentor teacher but will be responsible for goal setting for themselves and the students they are tutoring. They will be expected to coordinate and collaborate with their mentor teacher as they create support plans for the students they are tutoring.
Psychology 11	YPSYC1A	The Psychology 11 course introduces the study of human behaviour and mental processes. Topics in Psychology 11 will include, but are not limited to, history of psychology, research methods, psychological theories, sensation and perception, brain physiology and function, parapsychology, motivation, sleep and dreams, learning, memory, intelligence, developmental psychology, gender differences, personality, psychometrics, stress, and mental disorder/illness and mental health.
Psychology 12	YPSYC2A	The Psychology 12 courses focuses on the study of human behaviour and mental processes. Psychology 12 is an introduction to the study of human behaviour and mental processes. Topics in Psychology 12 will include but are not limited to history of psychology history, research methods, psychological theories, sensation and perception, brain physiology and function, parapsychology, motivation, sleep and dreams, learning, memory, intelligence, developmental psychology, gender differences, personality, psychometrics, stress, mindfulness, neuroplasticity as well as mental health challenges and their treatment.
Yearbook 12	YCCT-2A	The Yearbook 12 course will allow students to apply their knowledge and skills of desktop publishing, layout and design to the production of the NWSS yearbook. Students will develop and demonstrate the skills of journalism, communication and publishing under the timelines and restraints of the yearbook schedule. Students are responsible for the production and distribution of the school yearbook. Students develop leadership, teamwork and editing skills. Students may be assigned to work in the areas of photography, copywriting, page layout, advertising, art, concept design and/or distribution. The yearbook is produced using desktop publishing programs and image design software.



**New Westminster School District: Board Authority Authorized Courses:
Grade 11 and 12 Retirements for July 1, 2019**

These courses are being retired for the following reasons:

- **Course is replaced by a new course in the Ministry's redesigned curriculum or;**
- **Course has been inactive/not offered for a number of years**

Course Code	Course	Retirement Reason
YVPA-1B	BA CHAMBER CHOIR 11	Replaced by Choral Music 11(Concert, Chamber, Jazz)
YVPA-2B	BA CHAMBER CHOIR 12	Replaced by Choral Music 12(Concert, Chamber, Jazz)
YLRA-2B	BA COACHING 12	No longer offered-components of coaching in Academies
YCCT-1A	BA COMPUTER AND GRAPHIC ANIMATION 11	Replaced by Graphic Production 11
YCCT-2A	BA COMPUTER AND GRAPHIC ANIMATION 12	Replaced by Graphic Production 12
YESFL1B	BA ELL (ESL) 11B	Replaced by English 11 (5 course options)
YESFL2A	BA ELL (ESL) 12A	Replaced by English 12 (5 course options)
YHRA-1F	BA FITNESS/SPORTS/AEROBICS 11F	Replaced by Active Living 11
YSSC-2A	BA HISTORY THROUGH FILM 12A	Replaced by Film & Television 12
YHEC-1A	BA HOME ECONOMICS 11A	Replaced by Food Studies 11
YHEC-2A	BA HOME ECONOMICS 12A	Replaced by Food Studies 12
YIA--1A	BA INDUSTRIAL ARTS 11A	Replaced by Woodwork 11
YIA--2A	BA INDUSTRIAL ARTS 12A	Replaced by Woodwork 12
YLAW-1A	BA LAW 11A	Replaced by Law 11
YLAW-2A	BA LAW 12A	Replaced by Law 12
YMD--1A	BA MARKETING AND DISTRIBUTION 11A	Replaced by Marketing and Promotion 11
YMD--2A	BA MARKETING AND DISTRIBUTION 12A	Replaced by Entrepreneurship 12
YMATH1A	BA MATHEMATICS 11A	Replaced by Math 11 Workplace
YMATH2A	BA MATHEMATICS 12A	Replaced by Math 12 Workplace
YMR--1A	BA MECHANICS AND REPAIRERS 11A	Replaced by Automotive Technology 11
YMR--2A	BA MECHANICS AND REPAIRERS 12A	Replaced by Automotive Technology 12
YVPA-1C	BA MUSICAL THEATRE 11	Replaced by Musical Theatre 11
YVPA-2C	BA MUSICAL THEATRE 12	Replaced by Musical Theatre 12
YIPS-1B	BA PEER MEDIATION 11	No longer offered-BAA Conflict Resolution can be used
YPA--1A	BA PERSONAL AWARENESS 11A	Replaced by Interpersonal & Family Relationships 11
YVPA-1A	BA PHOTOGRAPHY 11	Replaced by Photography 11
YVPA-2A	BA PHOTOGRAPHY 12	Replaced by Photography 12
YRNR-1B	BA RENEWABLE NATURAL RESOURCES 11B	Replaced by Environmental Science 11
YRNR-2A	BA RENEWABLE NATURAL RESOURCES 12A	Replaced by Environmental Science 12
YSSC-1A	BA SOCIAL SCIENCES 11A	Replaced by Socials 11
YHRA-1A	BA STRENGTH & CONDITIONING 11	Replaced by Fitness and Conditioning 11
YHRA-2A	BA STRENGTH & CONDITIONING 12A	Replaced by Fitness and Conditioning 12
YTMM-1A	BA TRANSPORTATION AND MATERIAL MOVING 11A	No longer offered
YTMM-2A	BA TRANSPORTATION AND MATERIAL MOVING 12A	No longer offered
YVPA-1D	BA VISUAL AND PERFORMING ARTS 11D	Replaced by Art Studio 11 and Drama 11
YSEVC1A	BA VOCTNL, CAREER PREP/EXPLORATION 11A	Replaced by Youth Work in Trades 11
YSEVC2A	BA VOCTNL, CAREER PREP/EXPLORATION 12A	Replaced by Youth Work in Trades 12



Board /Authority Authorized Course Basketball Skills 11

School District/Independent School Authority Name: New Westminister	School District/Independent School Authority Number: SD 40
Developed by: Roger Hamerton	Date Developed: Revised April 2019
School Name: New Westminister Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): April 2019	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: April 2019	Board/Authority Chair Signature:
Course Name: Basketball Skills 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

It is recommended that students take Basketball Skills 10.

Special Training, Facilities or Equipment Required:

It is recommended that the instructor have a degree in human kinetics, physical education, kinesiology or the equivalent experience and skills. 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. Equipment required includes 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 Basketball Academy is designed to engage and educate students in grades 9-12 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, and special plays 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 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 Basketball Skills 11 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 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 Basketball 11 course will allocate specific amounts of time on specific elements of the basketball skills faces.

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 standards.

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 Skills 11 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 basketball is an example of a physical activity that 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
<p><i>Students are expected to do the following:</i></p> <p>Exploring and Creating: Basketball Fundamentals</p> <ul style="list-style-type: none"> • 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 • Participate in games approach learning designed to improve one’s perception of when to perform a skill in a game situation. <p>Connecting and Expanding: Basketball Playing Principles</p> <ul style="list-style-type: none"> • 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 • Learn principles and theories of intelligent movement on the court 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • different ways to dribble while stationary and moving • dribble between the legs, behind the back • lateral, pull back change and skate-skate dribbles • how to dribble against disadvantage situations (2vs.1) • post entry and skip passes • across the body and outside the body passes • shooting stationary, moving and after performing a curl cut and fade cut. Shooting from a variety of distances. • 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 • defensive stance on the ball-closeouts, fronting, ball side • rebound the basketball

- 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
- Utilize verbal and visual feedback in practices and games.
- Learn ball screen and off ball screen principles
- How to defend with help defense.

Collaboration and Teamwork: Strategies and Tactics

- Understand the difference between game **strategies** and game **tactics**
- Develop effective means of communication while in game situations
- Implement transition strategies and tactics to be used in game situations
- Understand the different between set positions and **position-less basketball**
- Understand how to find the small advantage in 5 on 5 situations
- Learn how to use the small advantage to create a larger advantage.
- Learn how to create an advantage when one does not exist.

Principles of Training: Physical Characteristics

- 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.
- 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

Healthy and Active Living: Mental and Cognitive Characteristics

- Demonstrate the capacity to use self-analysis and self-correction
- 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.
- Demonstrate the ability to accept constructive criticism, accept roles and use independent thinking to problem solve
- Understand how to use stress reduction techniques on and off the court.
- Understand the importance of communication within games and practices

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

- dribble hand-offs, back-doors cuts and t-cuts.
- down-screens, ball-screens, off ball-screens.
- Dribble-drive basics, drive and kick.
- spacing, penetration, cutting, screening, passing angles, second cutter and patience.
- read and react to ball and defense
- penetrate and kick-move to openings, drift, slide
- how to read screens correctly and patiently
- press break-middle, side, reverse
- zone offence-gaps, high post, reverse
- help, deny post and reversal
- hands, communicate, deny high post
- movement off the ball
- how to read the defense before you catch the ball
- offense is spacing, spacing is offense
- ball-screen and off ball-screen concepts
- players roles, shot selection, end of game situations, all special plays
- transition the ball-tempo, player roles, outlets, trailers
- transition offense-spacing and balance
- transition defence-communication, timing, trapping, run and jump option
- transition offense sets after makes and misses
- offensive strategies-short corner, turns, twists, takes.
- screen and re-screen, screen the screener, fast break sets
- 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
- mental management of imagery, focus control and attentional control
- motivation, discipline and dedication.

- 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
- Take ownership of team building activities

- nutrition and a biomechanical skills analysis of skill work
- box breathing
- the importance of positive mental health
- the functions of the brain: thinking/cognition, sensation/perception, emotion/feeling, behaviour, physical/somatic and signaling
- strategies and solutions to help manage mental distress
- warm-up, cool down, hydration, nutrition, personal health, injury prevention, recovery and regeneration and socio-cultural
- respect, honesty, integrity, values and positive attitude
- the importance and responsibility of being a leader
- risks, teammates expectations and responsibilities of being a team leader
- the challenges of being a team leader in different situations
- commitment, confidence composure and character in team leadership
- how to be an encourager and put your teammates first
- the Seven R's of team leadership: Role model, remind, reinforce, re-energize, reassure, refocus, reprimand.
- the importance of effective communication when it comes to sending, receiving and responding to messages
- communication is a two-way street and must be clear and specific
- organize and record daily schedules and personal training goals

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 Basketball Skills 12

School District/Independent School Authority Name: New Westminster	School District/Independent School Authority Number: SD 40
Developed by: Roger Hamerton	Date Developed: Revised April 2019
School Name: New Westminster Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): April 2019	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: April 2019	Board/Authority Chair Signature:
Course Name: Basketball Skills12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

It is recommended that students take Basketball Skills 11.

Special Training, Facilities or Equipment Required:

The instructor will need a degree in human kinetics, physical education, kinesiology or the equivalent. 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. Equipment required includes 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 Basketball Academy is designed to engage and educate students in grades 9-12 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 and special plays 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 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 Basketball Skills 12 Course will focus on 4 faces of the basketball pyramid, as developed by Basketball Canada.

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Goals and Rationale:

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

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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

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Participating in basketball is an example of a physical activity that 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
<p><i>Students are expected to do the following:</i></p> <p>Exploring and Creating: Basketball Fundamentals</p> <ul style="list-style-type: none"> • 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 • Participate in games approach learning designed to improve one’s perception of when to perform a skill in a game situation. <p>Connecting and Expanding: Basketball Playing Principles</p> <ul style="list-style-type: none"> • 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 • Learn principles and theories of intelligent movement on the court • Understand press break, zone offense and defense and help defense • Develop the concepts of defensive and offensive transition play 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • different ways to dribble while stationary and moving • dribble between the legs, behind the back • backwards, push out and in and out dribble • lateral, pull back change and skate-skate dribbles • how to dribble against disadvantage situations (2vs.1) • post entry and skip passes • zero seconds, one hand and behind the back passes • across the body and outside the body passes • proper shooting mechanics while being stationary and moving a variety of distances. Shooting after a curl, fade and other types of cuts. • 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

- Utilize the **transfer of learning** from practice to game situations
- Utilize verbal and visual feedback in practices and games.
- Learn ball screen and off ball screen principles
- How to defend with help defense.

Collaboration and Teamwork: Strategies and Tactics

- Understand the difference between game **strategies** and game **tactics**
- Develop effective means of communication while in game situations
- Implement transition strategies and tactics to be used in game situations
- Understand the different between set positions and **position-less basketball**
- Understand how to find the small advantage in 5 on 5 situations
- Learn how to use the small advantage to create a larger advantage.
- Learn how to create an advantage when one does not exist.

Principles of Training: Physical Characteristics

- 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.
- 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

Healthy and Active Living: Mental and Cognitive Characteristics

- Demonstrate the capacity to use self-analysis and self-correction
- 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.
- Demonstrate the ability to accept constructive criticism, accept roles and use independent thinking to problem solve
- Understand how to use stress reduction techniques on and off the court.
- Understand the importance of communication within games and practices

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
- Take ownership of team building activities

- post movement without the ball
- screening situations- flare, staggered, pin, double
- defensive stance on the ball-closeouts, fronting, ball side
- rebound the basketball
- dribble hand-offs, back-doors cuts and t-cuts.
- down-screens, ball-screens, off ball-screens.
- Dribble-drive basics, drive and kick.
- spacing, penetration, cutting, screening, passing angles, second cutter and patience.
- read and react to ball and defense
- penetrate and kick-move to openings, drift, slide
- how to read screens correctly and patiently
- press break-middle, side, reverse
- zone offence-gaps, high post, reverse
- help, deny post and reversal
- hands, communicate, deny high post
- movement off the ball
- playing against sagging and switching defences
- how to read zone vs. man defense in game situations
- how to read single vs. double gaps on offense
- how to read the defense before you catch the ball
- offense is spacing, spacing is offense
- ball-screen and off ball-screen concepts
- high-low defensive principles, closeouts, switching
- players roles, shot selection, end of game situations, all special plays
- what junk defenses are, 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
- transition the ball-tempo, player roles, outlets, trailers
- transition offense-spacing and balance
- transition defence-communication, timing, trapping, run and jump option
- transition offense sets after makes and misses
- offensive strategies-short corner, turns, twists, takes.
- screen and re-screen, screen the screener, fast break sets
- 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
- 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
- box breathing
- the importance of positive mental health
- the functions of the brain: thinking/cognition, sensation/perception, emotion/feeling, behaviour, physical/somatic and signaling
- strategies and solutions to help manage mental distress
- warm-up, cool down, hydration, nutrition, personal health, injury prevention, recovery and regeneration and socio-cultural
- respect, honesty, integrity, values and positive attitude
- the importance and responsibility of being a leader
- what leadership means with respect to commitment, attitude and work ethic. Different kinds of team leaders.
- the rewards of being a team leader, future leadership roles
- risks, teammates expectations and responsibilities of being a team leader
- the challenges of being a team leader in different situations
- commitment, confidence composure and character in team leadership
- how to be an encourager and put your teammates first
- how to help enforce a team's commitments and rules
- the Seven R's of team leadership: Role model, remind, reinforce, re-energize, reassure, refocus, reprimand.
- the importance of effective communication when it comes to sending, receiving and responding to messages
- communication is a two-way street and must be clear and specific
- organize and develop daily training goals

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 McMahill, 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 11

School District/Independent School Authority Name: New Westminster School District	School District/Independent School Authority Number: SD 40
Developed by: Kathleen MacDonald	Date Developed: Revised April 2019
School Name: New Westminster Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): April 2019	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: April 2019	Board/Authority Chair Signature:
Course Name: Conflict Resolution	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction 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 Justice Institute of BC). Equipment includes a computer, projector and speakers. Access to class set of computers is required.

Course Synopsis:

This course is designed to be an introductory course in the Conflict Resolution Program and will 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 11 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, they will effectively manage 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 learn skills that will help them to handle peer, family and classroom conflict situations more positively and assertively.

This course addresses the Core Competencies as described in the Ministry of Education's redesigned curriculum: communication, social responsibility, creative thinking, personal awareness, and critical thinking. Students will be self-reflecting on these throughout the course.

Aboriginal Worldviews and Perspectives:

Conflict Resolution 11 shares a variety of Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the self, the family, and 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
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • 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

- | | |
|--|--|
| <ul style="list-style-type: none">• 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 | |
|--|--|

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:

None



Board /Authority Authorized Course Conflict Resolution Leadership 12

School District/Independent School Authority Name: New Westminster School District	School District/Independent School Authority Number: SD 40
Developed by: Kathleen MacDonald	Date Developed: Revised April 2019
School Name: New Westminster Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): April 2019	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: April 2019	Board/Authority Chair Signature:
Course Name: Conflict Resolution Leadership 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Conflict Resolution 11 is recommended

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 Real Restitution (preferably has Certificate in Conflict Resolution or Mediation from the Justice Institute of BC). Computer, projector, speakers. Access to class set of computers is required.

Course Synopsis:

This course is designed to be a more advanced course in the Conflict Resolution Program. Topics covered in the Level 1 course (Conflict Resolution 11) are extended and further integrated into the students' repertoire. These topics include communication skills, the dynamics of conflict, anger management, and the Mediation Model. In addition to these topics, more advanced topics such as dealing with intense emotions, enhanced strategies for shifting from positions to interests, refocusing, confronting and immediacy, legal and ethical issues, cultural

considerations in mediation, and mediation as an emerging career field are incorporated. Students continue to advance their skills and knowledge in conflict management. In addition, students act as facilitators and coaches within the class, mentoring newer students in the development of their communication skills through role play practice. These students will also be given the opportunity to develop materials for presentations and to facilitate small group activities.

Goals and Rationale:

This course provides an opportunity for students to become more proficient in the art of conflict resolution. Interpersonal skills and analysis of human dynamics are highly complex skills and require time and practice to become fluent and integrated into a person's "way of being." Students who advance to this level of the Conflict Resolution Program provide valuable service to the school community as they are better able to handle more complex conflict situations and peer mediations. In addition to continuing to develop their knowledge and skills in communication, understanding and managing conflict, interpersonal relations, effectively managing anger in themselves and others, and mediation, students will explore and develop leadership, mentoring and group facilitation skills. They will apply the knowledge, skills and attitudes they learn in ongoing role play practice. Finally, students will reflect on their presentations and role plays and complete self-evaluations.

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 learn skills that will help them to handle peer, family and classroom conflict situations more positively and assertively.

This course addresses the BC Core Competencies: communication, critical thinking, creative thinking, personal awareness and responsibility, positive personal and cultural identity, and social responsibility. 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
- 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
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Demonstrate a more fluent integration of active listening skills such as paraphrasing and summarizing, empathic response, questioning, validating and reframing • Given a conflict situation, deeply analyze the positions, issues, and interests involved • Demonstrate an effective ability to shift disputants from positions to interests in mediation • Demonstrate advanced strategies to manage their own and others' anger • Demonstrate more proficient skills in defusing anger and limit-setting • Demonstrate an ability to handle intense emotions in both themselves and others • Demonstrate enhanced strategies for shifting from positions to interests • Demonstrate an ability to use skills refocusing, confronting and immediacy • Examine legal and ethical issues in mediation • Identify cultural considerations in communication and conflict • Explore the career field of conflict resolution and mediation 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • 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, handling more intense emotions

- Examine effective presentation and facilitation strategies
- Demonstrate communication, organization and presentation skills through teaching core course concepts in class (ex. Communication skills, anger cycle)
- Develop a detailed presentation/lesson plan
- Examine leadership and coaching/mentoring practices and skills
- Demonstrate a more proficient use of the negotiation/mediation process.
- Identify and apply personal strengths during negotiations/mediations.
- Demonstrate an ability to self-reflect and identify goals for enhancing and further integrating communication and mediation skills
- Demonstrate an ability to mentor classmates
- Demonstrate an integration of communication, conflict resolution and anger management skills and strategies while using the co-mediation model at a fluent level.

- Negotiation and mediation
- Defusing anger, limit setting and disengaging
- Refocusing, confronting, immediacy
- Cultural influences in communication and conflict
- How to coach role play
- Coaching and leadership skills

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](#)

Assessments are varied and flexible providing opportunities for students to demonstrate their understanding in a variety of meaningful and engaging ways. Rubrics are sometimes created together to provide opportunities for students to deepen their understanding of the curricular competencies and content and to fully understand the learning outcomes. Self and peer evaluation is also valuable in helping students set appropriate learning goals.

- Journal Reflections
- In-class skills practice (on paper and in role play)
- Projects (individual & group)
- Self and peer assessment

- Teacher anecdotal records/logs
- Quizzes and exams

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
- 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.



Board /Authority Authorized Course Desktop Publishing 11

School District/Independent School Authority Name: New Westminister School District	School District/Independent School Authority Number: SD40
Developed by: Christine McNulty	Date Developed: Revised April 2019
School Name: New Westminister Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): April 2019	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: April 2019	Board/Authority Chair Signature:
Course Name: Desktop Publishing 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Yearbook (Middle School), Photography or Desktop Publishing experience is an asset.

Special Training, Facilities or Equipment Required:

Photography, Media Design and Software knowledge is an asset.

Computers (desktop with large monitors), Internet Access, FTP access, phone access (landline), Photoshop, InDesign Software, Digital Cameras, Lighting apparatus, Scanner, Drawing Tablet(s), Colour Printer.

Course Synopsis:

Desktop Publishing 11 provides the basics of design upon which the Desktop Publishing 12 and Yearbook 12 courses build. These courses are meant to allow students to develop and demonstrate the skills of journalism, communication and publishing. The course is a real-world experience of creating a product that must be sold and delivered while meeting company-set deadlines.

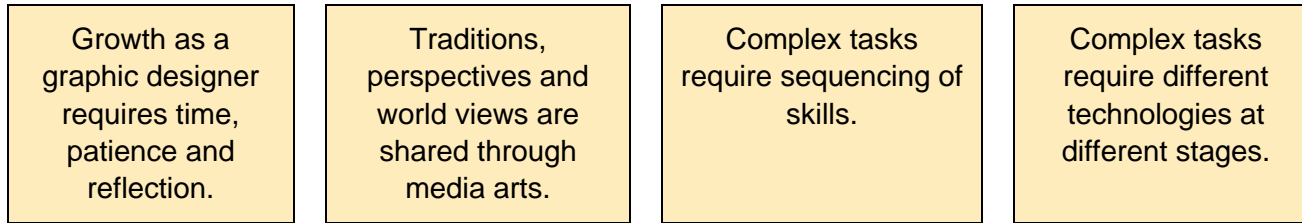
Goals and Rationale:

1. Develop photography, journalism and page design skills.
2. Develop collaboration skills.
3. Learn industry standards for production.

Aboriginal Worldviews and Perspectives:

- Learning involves recognizing the consequences of one's actions. This course relies on students meeting deadlines and committing to production. When these are not met, the impact is felt through the team and possibly the school (late delivery).
- Learning is holistic, reflexive, reflective, experiential and relational.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.
- Learning involves generation roles and responsibilities.

BIG IDEAS



Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Concept Execution</p> <ul style="list-style-type: none"> •Execute photo assignments •Recognize school event coverage opportunities •Execute networking (information, content gathering) assignments. •Work within the external constraints <p>Design:</p> <ul style="list-style-type: none"> •Become familiar with and learn basic skills for using Yearbook Software •Execute and revise page layouts <p>Industry Standards:</p> <ul style="list-style-type: none"> •Practise good digital citizenship throughout the creative process •Demonstrate safe use, care and maintenance of tools, equipment, materials and workspace •Critically reflect on their design thinking and processes •Evaluate their ability to share and maintain an efficient cooperative workspace. •Communicate effectively and apply leadership skills when working with peers. •Comply with Industry Publication standards as outlined by the publishing company. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Basic Photography Skills - know how to take effective pictures (composition, lighting, impact etc.) • Basic Graphic Design Skills • Communication Skills and Basic Leadership Skills (be able to liaise with groups to coordinate pictures, gather information, set up photo opportunities). • How to effectively work in teams and take direction from peers. • A basic appreciation for the editing process and work collegially with student editors (Desktop 12 and Yearbook 12 students) while accepting photo/content/concept/desktop publishing assignments. • Industry Terminology

Big Ideas – Elaborations

none

Curricular Competencies – Elaborations

Concept Execution: follow instructions of the content/subject/task assigned and produce required material within given timeline.

Constraints: limiting factors: task or user requirements, time factors (school calendar) and company-set deadlines.

Content – Elaborations

Industry Terminology: copy, headlines, layout, gutters, eyeline, dominant photo, DPI, CMYK vs RGB etc.

Basic Graphic Design Skills: take photos, place elements in columns, filter, colour, tone and contrast correction.

Industry Standards: collaborative team participation, editing for publication, meeting publication specifications and deadlines, covering school events, proofing.

Leadership Skills: interact with different school groups and school event groups, communication, conduct photo shoots.

Desktop Publishing: the production of printed matter by means of a printer linked to a desktop computer with special software.

Recommended Instructional Components:

- Direct Instruction – photography, page design and writing
- Modelling
- Experiential
- Group Work
- Independent Work
- Peer Reviews
- Workshop

Recommended Assessment Components:

- Self-Assessment
- Peer Assessment
- Products Created

Learning Resources:

- Publishing Software – Adobe Illustrator, Adobe Photoshop, Pagemaker, Adobe InDesign (Adobe Creative Suite)
- Sample Yearbooks – own school and other schools.
- Publishing company resources
- Publishing company representative.
- Teacher created assignments
- Access to online tutorials.

Additional Information:

- Student reflection, assignment complexity and responsibility increase with each course. Each grade level has certain responsibilities. The higher the grade the more responsibility a student may have.
- Desktop Publishing 11 and 12 do not have prerequisites. Consequently, there may be some fluidity of content between the two courses which allows students the opportunity to obtain a grade 11 and/or grade 12 credit each term they are involved with the Yearbook publication.



Board /Authority Authorized Course Desktop Publishing 12

School District/Independent School Authority Name: New Westminster School District	School District/Independent School Authority Number): SD 40
Developed by: Christine McNulty	Date Developed: Revised April 2019
School Name: New Westminster Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): April 2019	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: April 2019	Board/Authority Chair Signature:
Course Name: Desktop Publishing 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Yearbook (Middle School), Photography or Desktop Publishing experience is an asset.

Special Training, Facilities or Equipment Required:

Photography, Media Design and Software knowledge is an asset.

Computers (desktop with large monitors), Internet Access, FTP access, landline phone access, Photoshop, InDesign Software, Digital Cameras, Lighting apparatus, Scanner, Drawing Tablet(s), Colour Printer.

Course Synopsis:

Desktop Publishing 12 builds on skills acquired in Desktop Publishing 11 and provides a foundation on which the Yearbook 12 course builds. These courses are meant to allow students to continue to develop and demonstrate the skills of journalism, communication and publishing. The course is a real-world experience of creating a product that must be sold and delivered while meeting company-set deadlines.

Goals and Rationale:

1. Develop photography, journalism and page design skills.
2. Develop Collaboration skills.
3. Learn industry standards for production.

Aboriginal Worldviews and Perspectives:

- Learning involves recognizing the consequences of one's actions. This course relies on students meeting deadlines and committing to production. When these are not met, the impact is felt through the team and possibly the school (late delivery).
- Learning is holistic, reflexive, reflective, experiential and relational.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.
- Learning involves generation roles and responsibilities. Each grade level has certain responsibilities. The higher the grade the more responsibility a student may have. Desktop Publishing 12 and Yearbook 12 students have the added responsibility of mentoring Grade 10 and 11 students.

BIG IDEAS

Growth as a graphic designer requires time, patience and reflection.

Traditions, perspectives and world views are shared through media arts.

Complex tasks require sequencing of skills.

Complex tasks require different technologies at different stages.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Concept Development</p> <ul style="list-style-type: none"> Investigate school event coverage opportunities and communicate possibilities to peers. Implement networking/school event coverage opportunities. Work within the external constraints. <p>Design:</p> <ul style="list-style-type: none"> Continue to further develop design techniques using a range of styles and a variety of sources of inspiration. Identify criteria for success, intended impact on consumers and any constraints that may impact design. Choose, adapt and learn about appropriate tools and technologies to use for the task. <p>Industry Standards:</p> <ul style="list-style-type: none"> Model good digital citizenship throughout the creative process. Demonstrate safe use, care and maintenance of tools, equipment, materials and workspace. Critically reflect on their design thinking and processes. Evaluate their ability to share and maintain an efficient cooperative workspace. Communicate effectively and apply leadership and mentoring skills when working with peers. Comply with Industry Publication standards as outlined by the publishing company. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Intermediate Photography Skills – lighting effects, concept (creative effect) images Intermediate Graphic Design Skills (Vectors) Communication Skills (create schedules for concept/page teams; liaise with special interest groups within the school.) Intermediate Leadership/Teamwork Skills: Explore the basic skills of giving direction and feedback to peers and be able to follow direction from Yearbook 12 students. Implement understanding of editing process and work collaboratively with other student editors while accepting photo/content/concept assignments. Explore mentoring opportunities with students with less graphic design experience.

Big Ideas – Elaborations

none

Curricular Competencies – Elaborations

Concept Development: how to brainstorm ideas, ways to integrate ideas and information, publication philosophy, publishing vocabulary.

Constraints: limiting factors: task or user requirements, time factors (school calendar) and company-set deadlines.

Industry Standards: collaborative team participation, editing for publication, meeting publication deadlines, covering school events, proofing, using the correct industry terminology

Content – Elaborations

Intermediate Graphic Design Skills: digital photography, page composition, photo editing, basic desktop publishing theory, colour theory

Vector: graphics is the creation of digital images through a sequence of commands or mathematical statements that place lines and shapes in a given two- dimensional or three-dimensional space.

Leadership Skills: liaise with different school groups and school event groups, scheduling, communicating, conducting photo shoots.

Recommended Instructional Components:

- Direct Instruction – photography, page design and writing
- Modelling
- Experiential
- Group Work
- Independent Work
- Peer Reviews
- Workshop

Recommended Assessment Components:

- Self-Assessment
- Peer Assessment
- Products Created

Learning Resources:

- Publishing Software – Adobe Illustrator, Adobe Photoshop, Pagemaker, Adobe InDesign (Adobe Creative Suite).
- Sample Yearbooks – own school and other schools.
- Publishing company resources.
- Publishing company representative.
- Teacher created assignments.
- Access to online tutorials.

Additional Information:

- Student reflection, assignment complexity and responsibility increase with each course in the yearbook program. Each grade level has certain responsibilities. The higher the grade the more responsibility a student may have. Desktop Publishing 12 students have the added responsibility of mentoring Grade 10 and 11 and/or students taking Publishing for the first time.
- Desktop Publishing 12 has no prerequisite. Consequently, there is fluidity of content between the Desktop Publishing 11 and 12 which allows students the opportunity to obtain a grade 11 and/or grade 12 credit each term that they are involved with the yearbook publication.



Board /Authority Authorized Course Hockey Academy 11

School District/Independent School Authority Name: New Westminster	School District/Independent School Authority Number: SD 40
Developed by: Rodney Bosak	Date Developed: Revised April 2019
School Name: New Westminster Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): April 2019	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: April 2019	Board/Authority Chair Signature:
Course Name: Hockey Academy 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Hockey Academy 10 is recommended

Special Training, Facilities or Equipment Required:

Facilities: Use of local ice arena facility (Moody Park Arena and Queen's Park Arena) will be included as part of the program. Students enrolled in the hockey academy will require ice facilities for on ice skill development and training. A classroom setting to learn tactical physiological and basic life style training to excel in sport. Weight training equipment to improve strength and power in the sport specific area of ice hockey. Mercer Track to improve speed and endurance in the sport specific area of ice hockey.

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

Course Synopsis:

This ice hockey course provides the opportunity for male and female athletes to improve their hockey skills. The aim of this course is to enable students to enhance their quality of life through active living and professional guidance and instruction. Students will be introduced to the principles of hockey, nutrition and strength & conditioning. The ultimate goal is to also have the student apply these skills to their daily lives. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests.

Course content includes the development of technical skills (power skating included), individual tactics, team tactics, team play/systems, and strategy, off-ice training specific to hockey and health and wellness. (Future course levels may include officiating and/or coaching certifications and curriculum related to hockey team management.)

- The Academy is a partnership between SD 40 and The Pacific Rim Hockey Academy (PRHA).
- Students will take a regular program for seven of their eight courses. The eighth course will be a hockey-related course, which takes place in a combination of on-ice, dryland and classroom environments.
- The academy course will be taught by a combination of personnel. There will be a teacher from current school staffing assigned to the course, who will ultimately be responsible for helping out during the on-ice instruction, as well as all assessment, evaluation and reporting. The teacher will be assisted in the instructional portion of the course by coaches and hockey professionals from PRHA.

.Goals and Rationale:

This course has been designed to allow student athletes the opportunity to increase their hockey skills during the school day. The average high school community hockey player averages between 1.5 and 2.5 hours of practice time per week. By taking advantage of the local unused ice available during the day, this course affords students the opportunity to further develop their individual skills, increase their enjoyment of hockey and their engagement in schooling overall.

Research indicates that having students actively involved in their chosen sport, during school hours, will increase positive attitudes towards school in general. Further, by increasing skill development, students will enhance their potential for enjoyment in a sport that will keep them physically engaged and help maintain a healthy, positive lifestyle beyond graduation.

Aboriginal Worldviews and Perspectives:

This course supports learning in a holistic manner that focuses on connectedness and relationships to oneself, family, community and the natural world. The Hockey Academy will:

- Embrace learner-centred teaching practice (a focus on “setting the bar ever higher” with respect to what students can do rather than what they cannot.
- As each student will come with their own strengths, the course will encourage student’s self-awareness in what they can already do and what they can improve on.

- There will be opportunity for students to explore team leadership and third-party outdoor education specialists to facilitate and help deal with the challenges associated with leaving the confines of the school.
- Acknowledge and celebrate the cultural identities of all students represented in the learning cohort.
- Learning is holistic, reflexive reflective, experiential, and relational (focus on connectedness, on reciprocal relationships, and sense of place).
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

Healthy and Safe active living serves the greater sport community and reduces risks of injury

Principles of Training will help athletes to reach their health and fitness goals

Learning **Injury Prevention and Treatment** will lead to a better understanding of our body and its physical limits

Learning **Hockey Skills, Tactics and Strategies** will lead to a better understanding of the game

Learning about **Nutrition and Sports Psychology** can influence our health and game performance

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Healthy and safe active living:</p> <ul style="list-style-type: none"> • Demonstrate safety in all situations on and off the ice including the weight room, and other fitness areas • Start to develop correct techniques in the weight room setting • Understand appropriate spotting of partners • Recognize unsafe practices in the exercise setting • Start to develop the components of a personal training routine • Develop and use exercises specific to hockey <p>Principles of Training:</p> <ul style="list-style-type: none"> • Employ the principles of training that helps support active living • Develop a personal level of physical fitness • Develop a positive attitude toward active living in the pursuit of lifelong health and well-being • Recognize First Peoples perspectives and knowledge to gain understanding of sportsmanlike conduct • Start to plan personal training programs that will yield the best results for their particular goals and body type • Understand that ones fitness goals can be different for each individual and can be achieved by following a consistent training program • Understand that a training regime can change and can be used throughout their life • Take part in 2 timed 5 km runs, 4 dryland fitness testing sessions and 4 on ice testing sessions. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Principles of Training including: safety, personal goals and milestones • Basic exercises that are hockey specific • Ways to adjust physical exertion levels and to keep them safe • Sport safety guidelines • Basic nutrition to keep healthy and active in the specific sport • The signs and symptoms of common sports injuries. • Strategies to deal with injuries • First Peoples perspectives connecting sport and culture • Resistance training refers to all exercises and training that develop strength, power, and speed. • Different types of strength; maximum strength, absolute strength, relative strength, strength endurance, speed strength (power). • Using different training methods can be beneficial • Different types equipment and methods that can be used to develop strength • Training principles: overload, recovery, variety • Strength training knowledge such as repetitions, intensity, and training effect • The order in which activities are performed <ul style="list-style-type: none"> -Large muscles first -Prioritize targeted muscles groups earlier in the work-out -Alternation of upper body and lower body exercises

Injury Prevention and Treatment:

- Demonstrate the proper use of individual and **partner stretching techniques**.
- Describe techniques of **RICE** and other proper recovery methods from various injuries.
- Understand that when dealing with injuries you should always consult a health professional
- Take part in an introduction to Yoga and complete the introductory core exercises

Hockey Skills, Tactics and Strategies:

- Develop and demonstrate individual **on ice skills** that include **puck skills, skating skills** and **checking skills**
- Describe and demonstrate individual offensive and defensive tactics
- Start to develop an understanding offensive and defensive team strategies
- Start to develop an understanding of how to read and react in game situations and under pressure

Nutrition and Sport Psychology:

- Understand the basic components of a healthy **nutrition program**
- Recognize the body's requirement for various nutrients
- Plan a **balanced diet** for the active person
- Develop an understanding of the perils of using **performance enhancing drugs**.
- Start to recognize the important role that psychology has on ones performance and start utilizing and developing ones own **mental training skills**
- Develop **positive healthy relationships** with members of the team

- How training or load should be increased
- The importance of warm up and safety procedures
- Principles of program design, including training principles to enhance personal fitness levels, such as the **FITT principle, SAID principle, and specificity**
- The different **breakout tactics** including quick up, over, reverse, rim the puck and wheeling
- The different **defensive tactics** including backchecking, body positioning, stick positioning, gap control, angling, pinning, containment, net front battles, 1 on 1's, 2 on 2's, 3 on 3's, 3 on 2's
- Some of the different defensive zone team strategies including zone coverage, and 5 on 4 penalty killing
- The different **offensive tactics** including 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, mini cycles, carry and shoot, shot off the pass, shooting through a screen, quick move and release, rebounds, wrap arounds, saving ice, using delay moves, net drives, and quick dekes, 1 on 1's, 2 on 2's, 3 on 3's, 3 on 2's
- Some of the different offensive team strategies including forecheck systems 2,1,2 and 1,2,2. Powerplay systems when on a 5 on 4

Big Ideas – Elaborations

Principles of Training: Improving ability in a sport that is individual, includes specificity, progression, overload, adaptation, recovery and reversibility

Injury Prevention and Treatment: Improving the knowledge of identifying injuries, preventing them by proper techniques and learning methods of treatments.

Hockey Skills, Tactics and Strategies: Specific individual hockey skills, individual tactics and team strategies that are used in the game of hockey that can provide options and advantages to an athlete and a team.

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

Sports Psychology: Draws on many fields such as biomechanics, physiology, and psychology to positively affect performance in a sport

Curricular Competencies – Elaborations

Correct Techniques: How to do a specific exercise so as not to cause an injury or over stress a joint or muscle

Spotting: Supporting another person during a particular exercise

Training Routine: A specific set of exercises to help with training goals

Active Living: Integrating physical activity into daily routines.

Lifelong Health and Well-Being: Understanding how to enhance participation in community life by keeping both physically and mentally fit

Fitness Goals: Creating a plan that is achievable to a specific end

Partner Stretching Techniques: A specific set of partner stretching exercise to make sure that muscles and joints are ready to perform exercises and to develop flexibility

RICE: a method used to relieve pain and swelling and promote healing and flexibility with **RICE**-Rest, Ice, Compression, and Elevation.

On ice skills: These are basic skills that are needed to play the game of hockey

Puck skills: On ice skills that include: passing, receiving, shooting, stickhandling, deflections and puck protection.

Skating skills: On ice skills that include: forwards and backwards skating, edge control, pivots, and heel to heel turns.

Checking skills: On ice skills that include: sweep checks, stick checking, body checking, boxing out and pinning,

Nutrition Program: Foods that provide healthy food that must be maintained for health

Fitness Routines: A specific set of exercises to help with fitness goals

Balanced Diet: A diet that contains the proper proportions of carbohydrates, fats, proteins, minerals and water necessary to maintain good health

Performance Enhancement Drugs: Substances (of which some are dangerous) that are used to improve any form of activity performance in humans

Mental Training Skills: Methods and techniques to improve performance by developing self-confidence through a positive mind-set

Positive Relationships: A social relationship that provides successful productivity within a person's life

Content – Elaborations

Milestones: An event that marks a stage in development

Monitor and Adjust: To watch and change exercise accordingly

Signs: The visual aspects to a sports injury

Symptoms: The sensations reported by an athlete

Resistance training – Any exercises that cause muscles to contract against an external pressure.

Strength Training – Physical exercise specializing in the use of resistance to induce muscular contraction which builds strength.

FITT principle: a guideline to help develop and organize personal fitness goals based on:

Frequency – how many days per week

Intensity – how hard one exercises in the activity (e.g., percentage of maximum heart rate)

Type – the type of activity or exercise, focusing on the fitness goal (e.g., jogging for cardio endurance)

Time – how long the exercise session lasts

Content – Elaborations

SAID principle: Specific Adaptation to Imposed Demand: the body will react and respond to the type of demand placed on it (e.g., a student's flexibility will eventually improve if he or she participates in regular stretching activities).

Specificity: The types of exercises chosen will determine the kinds of fitness improvements (e.g., a student who wants to improve his or her flexibility levels would perform stretching exercises).

Breakout tactics: Individual tactics that are used to move the puck out of your defensive zone.

Defensive tactics: Individual tactics that are used in your defensive zone to check and defend against an opponent scoring.

Offensive tactics: Individual tactics that are used in the offensive zone or when entering the offensive zone in order to score.

Recommended Instructional Components:

- Demonstration of proper technique.
- Introduction to different methods of hockey specific training
- Direct Instruction
- Interactive Instruction
- Modeling
- Mentorship
- Peer and Self-Evaluation
- Videos/Film
- Guest Speakers
- Interviews
- Field Trips
- Personal Reflections
- Student/Instructor Conference

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

- Journaling
- Quizzes and Tests
- Formative assessment – feedback loop etc.
- Summative assessment
- Pre-unit skill assessment/post unit skill assessment
- Performance assessment: Assessment based on standardized fitness levels
- Performance standards based on proper techniques, ability to meet individualized objectives
- Peer and self-assessment

Learning Resources:

- Hockey Canada website: <https://www.hockeycanada.ca/en-ca/hockey-programs/coaching/essentials/downloads>
- BC Hockey website: <http://www.bchockey.net/Coaching/Resources.aspx>
- Training Videos
- Guest Speakers and Instructors
- B.C. Ministry of Education Curriculum Branch Physical Education
- Baechle, et al. Essentials of Strength and Conditioning, NSCA, Human Kinetics. Windsor, Ontario. 2000.
- Goldengerg and Twist. Strength Ball Training, Human Kinetics. Windsor, Ontario. 2002
- www.hc-sc.gc.ca Health Canada, Canada's Nutrition guide
- www.strengthcoach.com for Strength Training
- Chambers, Dave. Complete Hockey Instruction, Skills and Strategies for Coaches and Players. 2005
- <http://www.coachesplanner.ca/hockey>
- Boyle, Michael. Functional Training For Sports. Human Kinetics, Windsor, Ontario. 2004.
- Foran, Bill. High Performance Sports Conditioning. Human Kinetics. Windsor, Ontario. 2001.
- Twist, Peter. Complete Conditioning For Ice Hockey. Human Kinetics. Windsor, Ontario. 1997.
- Miller, Saul L. Hockey Tough: A winning mental game. Human Kinetics. Windsor, Ontario. 2003.

Additional Information:

None



Board /Authority Authorized Course Hockey Academy 12

School District/Independent School Authority Name: New Westminster	School District/Independent School Authority Number: SD 40
Developed by: Rodney Bosak	Date Developed: Revised April 2019
School Name: New Westminster Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): April 2019	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: April 2019	Board/Authority Chair Signature:
Course Name: Hockey Academy 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Hockey Academy 11 is recommended

Special Training, Facilities or Equipment Required:

Facilities: Use of local ice arena facility (Moody Park Arena and Queen's Park Arena) will be included as part of the program. Students enrolled in the hockey academy will require ice facilities for on ice skill development and training. A classroom setting to learn tactical physiological and basic life style training to excel in sport. Weight training equipment to improve strength and power in the sport specific area of ice hockey (Tuesdays and Thursdays). Mercer track to improve speed and endurance in the sport specific area of ice hockey.

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

Course Synopsis:

This ice hockey course provides the opportunity for male and female athletes to improve their hockey skills. The aim of this course is to enable students to enhance their quality of life through active living and professional guidance and instruction. Students will be introduced to the principles of hockey, nutrition and strength & conditioning. The ultimate goal is to also have the student apply these skills to their daily lives. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests.

Course content includes the development of technical skills (power skating included), individual tactics, team tactics, team play/systems, and strategy, off-ice training specific to hockey and health and wellness. (Future course levels may include officiating and/or coaching certifications and curriculum related to hockey team management.)

- The Academy is a partnership between SD 40 and The Pacific Rim Hockey Academy (PRHA).
- Students will take a regular program for seven of their eight courses. The eighth course will be a hockey-related course, which takes place in a combination of on-ice, dryland and classroom environments.
- The academy course will be taught by a combination of personnel. There will be a teacher from current school staffing assigned to the course, who will ultimately be responsible for helping out during the on-ice instruction, as well as all assessment, evaluation and reporting. The teacher will be assisted in the instructional portion of the course by coaches and hockey professionals from PRHA.

Goals and Rationale:

This course has been designed to allow student athletes the opportunity to increase their hockey skills during the school day. The average high school community hockey player averages between 1.5 and 2.5 hours of practice time per week. By taking advantage of the local unused ice available during the day, this course affords students the opportunity to further develop their individual skills, increase their enjoyment of hockey and their engagement in schooling overall.

Research indicates that having students actively involved in their chosen sport, during school hours, will increase positive attitudes towards school in general. Further, by increasing skill development, students will enhance their potential for enjoyment in a sport that will keep them physically engaged and help maintain a healthy, positive lifestyle beyond graduation.

Aboriginal Worldviews and Perspectives:

This course supports learning in a holistic manner that focuses on connectedness and relationships to oneself, family, community and the natural world. The Hockey Academy will:

- Embrace learner-centred teaching practice (a focus on “setting the bar ever higher” with respect to what students can do rather than what they cannot.
- As each student will come with their own strengths, the course will encourage student’s self-awareness in what they can already do and what they can improve on.

- There will be opportunity for students to explore team leadership and third-party outdoor education specialists to facilitate and help deal with the challenges associated with leaving the confines of the school.
- Acknowledge and celebrate the cultural identities of all students represented in the learning cohort.
- Learning is holistic, reflexive reflective, experiential, and relational (focus on connectedness, on reciprocal relationships, and sense of place).
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

Personal choices and safety influence our health and fitness goals

Principles of Training will help athletes to reach their health and fitness goals

Learning **Injury Prevention and Treatment** will lead to a better understanding of our body and its physical limits

Learning **Hockey Skills, Tactics and Strategies** will lead to a better understanding of the game and provide a competitive advantage

Learning about **Nutrition and Sports Psychology** can influence our health and game performance

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Personal choices and safety:</p> <ul style="list-style-type: none"> • Demonstrate safety in all situations on and off the ice including the weight room, and other fitness areas • Demonstrate safe/correct technique in the weight room setting • Understand appropriate spotting of partners • Recognize unsafe practices in the exercise setting • Assist/teach others to ensure safety • Understand and implement the components of a quality training routine • Develop an understanding with respect to proper coordination and utilization of various exercises specific to hockey • Analyze and critique a variety of fitness myths and fads • Identify and reflect on the relationships between personal health and lifestyle choices and performance in fitness activities. • Volunteer in the community a minimum of 10 hours as part of the work experience or community service requirement for graduation (Note: 30 hours in total is required for graduation) <p>Principles of Training:</p> <ul style="list-style-type: none"> • Employ the principles of training and other concepts that support active living • Develop and maintain a personal level of a functional physical fitness • Develop a positive attitude toward active living in the pursuit of lifelong health and well-being 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Principles of Training including: safety, personal goals and milestones • Movement concepts and strategies that pertain to hockey • Ways to monitor and adjust physical exertion levels and to keep levels safe • Unhealthy body image role models in social media • Basic anatomy of muscles and bones • Nutrition; sources and functions of micro and macronutrients • The signs and symptoms of common sports injuries. • Strategies to deal with injuries • Sport safety guidelines • First Peoples perspectives connecting sport and culture • What constitutes a nutritious diet • Resistance training refers to all exercises and training that develop strength, power, and speed. • Different types of strength; maximum strength, absolute strength, relative strength, strength endurance, speed strength (power). • Factors need to be considered when developing strength: 1) stage of growth and development 2) resistance training and background 3) type of sport 4) Genetic potential and personal goals 5) injury history

- Analyze the connection between various **training philosophies** and the body's **physiological response**
- Recognize First Peoples perspectives and knowledge to gain understanding of sportsmanlike conduct
- Plan the types of training that will yield the best results for their particular goals and body type
- Recognize the need for personal training programs for future use as they pertain to personal **fitness goals**
- Explore the characteristics of a quality training regime that can be utilized throughout their life
- Take part in 2 timed 6 km runs, 4 dryland fitness testing sessions and 4 on ice testing sessions
- Take part in 2 resistance testing sessions
- Take part in 2 beep test endurance sessions one early in the term and one at the end of term

Injury Prevention and Treatment:

- Demonstrate the proper use of individual and **partner stretching techniques**.
- Describe techniques of **RICE** and other proper recovery methods from various injuries.
- Create strategies when dealing with injuries
- Take part in an introduction to Yoga and complete the introductory core exercises.

Hockey Skills, Tactics and Strategies:

- Develop and demonstrate individual **on ice skills** that include **puck skills, skating skills** and **checking skills**
- Describe and demonstrate individual offensive and defensive tactics
- Describe and demonstrate offensive and defensive team strategies
- Demonstrate how to read and react in game situations and under pressure

Nutrition and Sport Psychology:

- Understand the components of a proper **nutrition program** and how they relate to the body's needs
- Recognize the body's requirement for various micro and **macronutrients**
- Plan and analyze a personalized **balanced diet** when they are in a training program
- Develop an understanding of the perils of using **performance enhancing drugs**, caffeinated sport drinks and other substances (drugs, alcohol, vaping etc.)
- Understand the important role that psychology has on ones performance and to develop **mental training skills** that are personalized to ones own sport and specific position
- Develop **positive healthy relationships** with members of the team

- Resistance training athletes should use different training methods to achieve maximum benefits
- Different types of equipment and methods that can be used to develop strength
- Training principles: overload, recovery, variety
- **Strength training** knowledge such as repetitions, intensity, and training effect
- The order in which activities are performed
 - Large muscles first
 - Multi-joint exercises precede single joint exercises
 - Alternation of antagonistic muscles
 - Prioritize targeted muscles groups earlier in the work-out
 - Alternation of upper body and lower body exercises
- How training or load should be increased
- How program weights can be designed.
- The importance of warm up and safety procedures
- Different strength techniques for each body part
- Principles of program design, including training principles to enhance personal fitness levels, such as the **FITT principle, SAID principle, and specificity**
- The different **breakout tactics** including quick up, over, reverse, rim the puck and wheeling
- The different **defensive tactics** including backchecking, body positioning, stick positioning, gap control, angling, pinning, containment, net front battles, 1 on 1's, 2 on 2's, 3 on 3's, 3 on 2's
- The different defensive zone team strategies including zone coverage, box plus one, 5 on 3 and 5 on 4 penalty killing
- The different **offensive tactics** including 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, mini cycles, carry and shoot, shot off the pass, shooting through a screen, quick move and release, rebounds, wrap arounds, saving ice, using delay moves, net drives, and quick dekes, 1 on 1's, 2 on 2's, 3 on 3's, 3 on 2's
- The different offensive team strategies including forecheck systems 2,1,2 and 1,2,2, and 2,3. Powerplay systems when 5 on 3 and 5 on 4 including powerplay breakouts

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Big Ideas – Elaborations

Personal choices and safety: Lifestyle choices and safe and proper techniques can influence your performance in an activity.

Principles of Training: Improving ability in a sport that is individual, includes specificity, progression, overload, adaptation, recovery and reversibility

Injury Prevention and Treatment: Improving the knowledge of identifying injuries, preventing them by proper techniques and learning methods of treatments.

Hockey Skills, Tactics and Strategies: Specific individual hockey skills, individual tactics and team strategies that are used in the game of hockey that can provide options and advantages to an athlete and a team.

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

Sports Psychology: Draws on many fields such as biomechanics, physiology, and psychology to positively affect performance in a sport

Curricular Competencies – Elaborations

Safe/Correct Techniques: How to do a specific exercise so as not to cause an injury or over stress a joint or muscle

Spotting: Supporting another person during a particular exercise

Training Routine: A specific set of exercises to help with training goals

Fitness myths and fads: Claims made in magazines, online and in the media regarding physical fitness and training.

Personal health and lifestyle: The everyday choices that one makes and can influence your health (substances, nutrition and activities).

Active Living: Integrating physical activity into daily routines.

Lifelong Health and Well-Being: Understanding how to enhance participation in community life by keeping both physically and mentally fit

Training Philosophy: Identifying the purpose to your training and choosing they style of training that best lets you excel

Physiological Response: An automatic reaction that triggers a physical response to a stimulus

Fitness Goals: Creating a plan that is achievable to a specific end

Partner Stretching Techniques: A specific set of partner stretching exercise to make sure that muscles and joints are ready to perform exercises and to develop flexibility

RICE: a method used to relieve pain and swelling and promote healing and flexibility with **RICE**-Rest, Ice, Compression, and Elevation.

On ice skills: These are basic skills that are needed to play the game of hockey

Puck skills: On ice skills that include: passing, receiving, shooting, stickhandling, deflections and puck protection.

Skating skills: On ice skills that include: forwards and backwards skating, edge control, pivots, and heel to heel turns.

Checking skills: On ice skills that include: sweep checks, stick checking, body checking, boxing out and pinning,

Nutrition Program: Foods that provide healthy food that must be maintained for health

Fitness Routines: A specific set of exercises to help with fitness goals

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

Balanced Diet: A diet that contains the proper proportions of carbohydrates, fats, proteins, minerals and water necessary to maintain good health

Performance Enhancement Drugs: Substances (of which some are dangerous) that are used to improve any form of activity performance in humans

Mental Training Skills: Methods and techniques to improve performance by developing self-confidence through a positive mind-set

Positive Relationships: A social relationship that provides successful productivity within a person's life

Content – Elaborations

Milestones: An event that marks a stage in development

Monitor and Adjust: To watch and change exercise accordingly

Signs: The visual aspects to a sports injury

Symptoms: The sensations reported by an athlete

Content – Elaborations

Resistance training – Any exercises that cause muscles to contract against an external pressure.

Strength Training – Physical exercise specializing in the use of resistance to induce muscular contraction which builds strength.

FITT principle: a guideline to help develop and organize personal fitness goals based on:

Frequency – how many days per week

Intensity – how hard one exercises in the activity (e.g., percentage of maximum heart rate)

Type – the type of activity or exercise, focusing on the fitness goal (e.g., jogging for cardio endurance)

Time – how long the exercise session lasts

SAID principle: Specific Adaptation to Imposed Demand: the body will react and respond to the type of demand placed on it (e.g., a student's flexibility will eventually improve if he or she participates in regular stretching activities).

Specificity: The types of exercises chosen will determine the kinds of fitness improvements (e.g., a student who wants to improve his or her flexibility levels would perform stretching exercises).

Breakout tactics: Individual tactics that are used to move the puck out of your defensive zone.

Defensive tactics: Individual tactics that are used in your defensive zone to check and defend against an opponent scoring.

Offensive tactics: Individual tactics that are used in the offensive zone or when entering the offensive zone in order to score.

Recommended Instructional Components:

- Demonstration of proper technique
- Introduction to different methods of hockey specific training
- Direct Instruction
- Interactive Instruction
- Modeling
- Mentorship
- Peer and Self-Evaluation
- Videos/Film
- Guest Speakers
- Interviews
- Field Trips
- Personal Reflections
- Student/Instructor Conference

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

- Journaling
- Quizzes and Tests
- Journals
- Formative assessment – feedback loop etc.
- Summative assessment
- Pre-unit skill assessment/post unit skill assessment

- Performance assessment: Assessment based on standardized fitness levels
- Performance standards based on proper techniques, ability to meet individualized objectives
- Peer and self-assessment

Learning Resources:

- Hockey Canada website: <https://www.hockeycanada.ca/en-ca/hockey-programs/coaching/essentials/downloads>
- BC Hockey website: <http://www.bchockey.net/Coaching/Resources.aspx>
- Training Videos
- Guest Speakers and Instructors
- Anatomy Charts
- B.C. Ministry of Education Curriculum Branch Physical Education
- Baechle, et al. Essentials of Strength and Conditioning, NSCA, Human Kinetics. Windsor, Ontario. 2000.
- Goldengerg and Twist. Strength Ball Training, Human Kinetics. Windsor, Ontario. 2002
- www.hc-sc.gc.ca Health Canada, Canada's Nutrition guide
- www.strengthcoach.com for Strength Training
- Chambers, Dave. Complete Hockey Instruction, Skills and Strategies for Coaches and Players. 2005
- <http://www.coachesplanner.ca/hockey>
- Boyle, Michael. Functional Training For Sports. Human Kinetics, Windsor, Ontario. 2004.
- Foran, Bill. High Performance Sports Conditioning. Human Kinetics. Windsor, Ontario. 2001.
- Twist, Peter. Complete Conditioning For Ice Hockey. Human Kinetics. Windsor, Ontario. 1997.
- Miller, Saul L. Hockey Tough: A winning mental game. Human Kinetics. Windsor, Ontario. 2003.

Additional Information:

None



Board /Authority Authorized Course Integrated Football 11

School District/Independent School Authority Name: New Westminster School District	School District/Independent School Authority Number: SD 40
Developed by: Clint Uttley	Date Developed: Revised April 2019
School Name: New Westminster Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): April 2019	Superintendent Signature (for School District only):
Board/Authority Approval Date: April 2019	Board/Authority Chair Signature:
Course Name: Integrated Football 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120 Hrs

Board/Authority prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Outdoor sports field, Fitness centre, specialized football training gear and equipment.

Course Synopsis:

The Integrated Football Education Program provides a student-centered curriculum. The course provides demonstration and teaching tips for each offensive and defensive position as well as off-season conditioning that shares practical methods for increasing student participation through effective feedback and stress reduction.

Goals and Rationale:

This course will provide students with a detailed understanding of football, sport specific training and nutrition. It is anticipated that many of the students in the course will also be participating in the NWSS high school football program and the course will more deeply explore all aspects surrounding the game. The course also provides an opportunity for students who are not participating in games or on a team to get a good understanding of the scope of the game of football. The Integrated Football Education Program will potentially draw in students who might not otherwise participate in team sports to do so. For example, students with high BMI who can learn that they are athletic and can be active in their lives, while learning how to incorporate themselves into team activities.

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

- Strengths-based
- Learner-centred practice this begins with educators knowing their students as individuals and configuring instruction to connect with their interests and build on their strengths to engender confidence and enjoyment in learning.
- Racism needs to be acknowledged and addressed proactively. This can be done through:
 - Explicit instruction/discussion
 - Messaging within the school environment
 - Teacher modelling
 - Correction of factually faulty generalizations about history and peoples
 - Situation-specific challenging of thoughtless comments that reinforce negative stereotypes
 - Corrective intervention to address racist put-downs and other hurtful behaviours.

Declaration of Aboriginal Worldviews and Perspectives:

- Connectedness and Relationship
- Awareness of History
- Local Focus
- Engagement with the Land, Nature, the Outdoors
- Emphasis on Identity
- Community Involvement: Process and Protocols
- The Power of Story
- Traditional Teaching and Language and Culture
- Experiential Learning

BIG IDEAS

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

Knowing how our bodies move and function helps us **stay safe** during exercise.

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

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

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Physical Fundamentals of Safety, Movement, Fitness, and Health</p> <ul style="list-style-type: none"> • Understand how to use and maintain equipment both personal and team. • Understand how to 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. • Be able to apply and replicate sports movement skills under increased and varying stimuli. • Develop the Components of Fitness. • Understanding and application Physical Health. • Understand and perform the application of playbook, scouting reports, and film study in relation to sport. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Components of an exercise session • Exercise safety and etiquette • Ways to monitor and adjust physical exertion levels, including heart-rate monitoring and percentage of one-repetition maximum • Principles of program design, including training principles to enhance personal fitness levels, such as the FITT principle, SAID principle, recovery, and specificity • Effects of different types of fitness activities on the body • Sources of health information • Influences of personal choices on physical performance • Performance-enhancing supplements and drugs • Identify and learn the importance of personal growth and goal setting.

Intellectual Development of Sport towards Cross Curricular Engagement for Learning

- Understand, identify, describe, and apply sport specific terminology to a variety of environments.
- Understand, identify, describe, and apply sport specific tactics and strategies towards an objective.

- Identify and learn to apply sport psychology and mental imagery to intrinsic and extrinsic motivation.
- Identify the self-leadership traits and values that they already possess.

Big Ideas - Elaborations

• **Participation in a variety of activities and team sports helping to develop the student athlete:**

Key questions:

- How do team sports develop the student athlete?
- Which activities will support my personal and the team's overall and fitness goals?
- How does my fitness level and participation my individual and team goals?

• **Stay safe:**

Key questions:

- What are some safety features to be aware of when exercising and training?
- How do proper movement patterns ensure safety when exercising and competing?

• **Training guidelines:**

Key questions:

- How will a periodized program help me reach my fitness goals?
- How do exercise guidelines influence my fitness goals?

• **Personal choices:**

Key questions:

- How do my personal choices affect my fitness goals and the team goals?
- What effect do sleep and rest have on my fitness and individual fitness goals?

• **Why is recovery an important part of my fitness plan?**

Curricular Competencies - Elaborations

- **Physical activities:**

Key question:

- Which activities target the health components of fitness?

- **Strategies:**

Key questions:

- What strategies can I use in order to participate daily in physical and team activities?
- How did my chosen strategies affect my fitness level along with the team's goals?

Content – Elaborations

- **Exercise session:**

- warm-up
- exercise
- cool-down

- **Safety and etiquette:**

- training practices (e.g., avoiding overtraining and dangerous practices)
- breathing techniques (e.g., breathing out during exertion and breathing in during the “easy phase”)
- spotting (e.g., helping others complete their repetitions in weight-training activities)

- **Monitor and adjust physical exertion levels:** for example:

- using heart-rate monitors
- checking pulse
- training at a determined percentage of the one-repetition maximum, based on training goals

- **FITT principle:** a guideline to help develop and organize personal fitness goals based on:

- Frequency – how many days per week
- Intensity – how hard one exercises in the activity (e.g., percentage of maximum heart rate)
- Type – the type of activity or exercise, focusing on the fitness goal (e.g., jogging for cardio endurance)
- Time – how long the exercise session lasts

- **SAID principle:** Specific Adaptation to Imposed Demand: the body will react and respond to the type of demand placed on it (e.g., a student's flexibility will eventually improve if he or she participates in regular stretching activities).
- **recovery:** for example, one- to two-day rest periods between muscle group training sessions
- **Specificity:** The types of exercises chosen will determine the kinds of fitness improvements (e.g., a student who wants to improve his or her flexibility levels would perform stretching exercises).
- **Effects of different types of fitness activities:** could include:
 - strengthening muscles and bones in activities where you have to move and/or control some type of weight (e.g., fitness circuits and/or jumping and landing)
 - strengthening heart and lungs in activities where you are moving at a fast pace (e.g., jogging or running) for periods of time (e.g., games, swimming, biking)
 - reducing stress and/or anxiety levels in activities where you can participate outside and/or elevate the heart rate
- **Health information:** could include:
 - medical professionals
 - websites
 - magazine and TV advertisements
 - retail stores (e.g., vitamin/supplement stores)
- **Personal choices:** such as:
 - food choices
 - sleep patterns
 - rest patterns between training sessions
- **performance-enhancing supplements and drugs:** short- and long-term impacts of legal and illegal supplements and drugs (e.g., steroids, creatine, protein powder, weight-loss pills)

Recommended Instructional Components:

- Direct instruction
- Interactive instruction
- Individual projects
- Cooperative activities
- Experiential learning

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

- Completion of Workout Progress Sheets
- Completion of a personal Training Journal to achieve goals in the areas of nutrition, muscular strength, cardiovascular endurance.
- Reflection on their Goals and modifications they see as appropriate at the halfway point of the class and at the end.
- Student participation each workout day as evaluated on a performance rubric.
- Written tests throughout the class.

Students will be evaluated in the following manner:

- 50% - Ongoing Progress towards Learning Standards - based on daily student performance towards their blueprint goals in cardiovascular and muscular strength or muscular endurance areas. Will be marked using a rubric, which includes teacher observation and completion of student Training Journal Sheets.
- 30% - Completion of class work including Training Journal, Theory assignments, Community project.
- 20% - Written Tests - will be given at the completion of each unit and as a final test at the end of the course

Learning Resources:

- Ryan , Hall. Coaching Canadian Football Human Kinetics Incorporated, Champlaign Illinois, 2018
- Chu, Donald A. Jumping into Plyometrics Human Kinetics Incorporated Champlaign Illinois, 2006
- Baechle, Thomas R., and Earle, Roger W. Weight Training: Steps to success Human Kinetics Incorporated, Champlaign Illinois, 2006
- Brown, Lee E and Ferrigno, Vance A. Training for Speed ,Agility, and Quickness Human Kinetics Incorporated, Champlaign Illinois, 2005
- Carmichael, Chris . Food for Fitness GP Putnam and Sons, New York ,2004
- BC High School Football Coaches Manual 2017
- www.strengthcoach.com - Strength Training
- www.hc-sc.gc.ca - Health Canada, Canada's Nutrition Guide and Guide to Active Living
- www.wellnessletter.com – University of Berkeley Wellness Letter

Additional Information:

None



Board /Authority Authorized Course Integrated Football 12

School District/Independent School Authority Name: New Westminster School District	School District/Independent School Authority Number: SD 40
Developed by: Clint Uttley	Date Developed: Revised April 2019
School Name: New Westminster Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): April 2019	Superintendent Signature (for School District only):
Board/Authority Approval Date: April 2019	Board/Authority Chair Signature:
Course Name: Integrated Football 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120 Hrs

Board/Authority prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Outdoor sports field, Fitness centre, specialized football training gear and equipment.

Course Synopsis:

The Integrated Football Education Program provides a student-centered curriculum. The course provides demonstration and teaching tips for each offensive and defensive position as well as off-season conditioning that shares practical methods for increasing student participation through effective feedback and stress reduction.

Goals and Rationale:

This course will provide students with a detailed understanding of football, sport specific training and nutrition. It is anticipated that many of the students in the course will also be participating in the NWSS high school football program and the course will more deeply explore all aspects surrounding the game. The course also provides an opportunity for students who are not participating in games or on a team to get a good understanding of the scope of the game of football. The Integrated Football Education Program will potentially draw in students who might not otherwise participate in team sports to do so. For example, students with high BMI who can learn that they are athletic and can be active in their lives, while learning how to incorporate themselves into team activities.

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

- Strengths-based
- Learner-centred practice this begins with educators knowing their students as individuals and configuring instruction to connect with their interests and build on their strengths to engender confidence and enjoyment in learning.
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 - Messaging within the school environment
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 - Correction of factually faulty generalizations about history and peoples
 - Situation-specific challenging of thoughtless comments that reinforce negative stereotypes
 - Corrective intervention to address racist put-downs and other hurtful behaviours.

Declaration of Aboriginal Worldviews and Perspectives:

- Connectedness and Relationship
- Awareness of History
- Local Focus
- Engagement with the Land, Nature, the Outdoors
- Emphasis on Identity
- Community Involvement: Process and Protocols
- The Power of Story
- Traditional Teaching and Language and Culture
- Experiential Learning

BIG IDEAS

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

Knowing how our bodies move and function helps us **stay safe** during exercise and competition.

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

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

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Physical Fundamentals of Safety, Movement, Fitness, and Health</p> <ul style="list-style-type: none"> • Perform the execution of various plays on offense, defense, and special teams. • Demonstrate the ability to perform general and specific Football Movements to a reasonable degree of competency. • Analyze, evaluate and self-evaluate motor skills and apply methods to improve efficiency of movement. • Identify and apply problem solving and decision-making strategies to individual competition. • Demonstrate the ability to apply general and specific Football Movements in a competitive team-oriented environment. • Apply problem-solving strategies to team competition. • Contribute to a team environment using good interpersonal skills, self-confidence, and personal responsibility. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • How to improve their natural abilities to move their bodies by exploring the mechanics of their current movement and using drills and video to improve speed, agility and quickness. • The importance of flexibility training through stretching and the value of aerobic training as a foundation for game play. • The implications of specific nutrients or supplemental training • Components of an exercise session • Exercise safety and etiquette • Ways to monitor and adjust physical exertion levels, including heart-rate monitoring and percentage of one-repetition maximum • Principles of program design, including training principles to enhance personal fitness levels, such as the FITT principle, SAID principle, recovery, and specificity • Effects of different types of fitness activities on the body

- Demonstrate a knowledge and understanding of the muscles being trained during a workout session.
- Demonstrate a working knowledge and understanding of the principles of training during training sessions.
- Demonstrate the efficient and effective body mechanics necessary to execute the exercises so that fitness goals will be achieved, with emphasis on the prevention of injury.
- Demonstrate proper technique and training methods for different methods of resistance training including body weight training

Intellectual Development of Sport towards Cross Curricular Engagement for Learning

- Understand, identify, describe, and apply sport specific terminology to a variety of environments.
- Understand, identify, describe, and apply sport specific tactics and strategies towards an objective.
- Identify and learn to apply sport psychology and mental imagery to intrinsic and extrinsic motivation
- Identify the self-leadership traits and values that they already possess.

- Sources of **health information**
- Influences of **personal choices** on physical performance
- Performance-enhancing supplements and drugs
- The application of playbook, scouting reports, and film study in relation to sport.
- The importance of personal growth and goal setting.

Big Ideas - Elaborations

- **participation in a variety of activities and team sports helping to develop the student athlete:**

Key questions:

- How do team sports develop the student athlete?
- Which activities will support my personal and the team's overall and fitness goals?
- How does my fitness level and participation my individual and team goals?

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Key questions:

- What are some safety features to be aware of when exercising and training?

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- **training guidelines:**

Key questions:

- How will a periodized program help me reach my fitness goals?
- How do exercise guidelines influence my fitness goals?

- **Personal choices:**

Key questions:

- How do my personal choices affect my fitness goals and the team goals?
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- **Why is recovery an important part of my fitness plan?**

Curricular Competencies - Elaborations

- **Physical activities:**

Key question:

- Which activities target the health components of fitness?

- **Strategies:**

Key questions:

- What strategies can I use in order to participate daily in physical and team activities?
- How did my chosen strategies affect my fitness level along with the team's goals?

Content – Elaborations

- **Exercise session:**

- warm-up
- exercise
- cool-down

- **Safety and etiquette:**

- training practices (e.g., avoiding overtraining and dangerous practices)

- breathing techniques (e.g., breathing out during exertion and breathing in during the “easy phase”)
- spotting (e.g., helping others complete their repetitions in weight-training activities)
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- **FITT principle:** a guideline to help develop and organize personal fitness goals based on:
 - Frequency – how many days per week
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 - Type – the type of activity or exercise, focusing on the fitness goal (e.g., jogging for cardio endurance)
 - Time – how long the exercise session lasts
- **SAID principle:** Specific Adaptation to Imposed Demand: the body will react and respond to the type of demand placed on it (e.g., a student’s flexibility will eventually improve if he or she participates in regular stretching activities).
- **recovery:** for example, one- to two-day rest periods between muscle group training sessions
- **Specificity:** The types of exercises chosen will determine the kinds of fitness improvements (e.g., a student who wants to improve his or her flexibility levels would perform stretching exercises).
- **Effects of different types of fitness activities:** could include:
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 - strengthening heart and lungs in activities where you are moving at a fast pace (e.g., jogging or running) for periods of time (e.g., games, swimming, biking)
 - reducing stress and/or anxiety levels in activities where you can participate outside and/or elevate the heart rate
- **Health information:** could include:
 - medical professionals
 - websites
 - magazine and TV advertisements
 - retail stores (e.g., vitamin/supplement stores)
- **Personal choices:** such as:
 - food choices

- sleep patterns
- rest patterns between training sessions
- **performance-enhancing supplements and drugs:**
 - short- and long-term impacts of legal and illegal supplements and drugs (e.g., steroids, creatine, protein powder, weight-loss pills)

Recommended Instructional Components:

- Direct instruction
- Interactive instruction
- Individual projects
- Cooperative activities
- Experiential learning

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

- Completion of Workout Progress Sheets
- Completion of a personal Training Journal to achieve goals in the areas of nutrition, muscular strength, cardiovascular endurance.
- Reflection on their Goals and modifications they see as appropriate at the halfway point of the class and at the end.
- Student participation each workout day as evaluated on a performance rubric.
- Written tests throughout the class.

Students will be evaluated in the following manner:

- 50% - Ongoing Progress towards Learning Outcomes - based on daily student performance towards their blueprint goals in cardiovascular and muscular strength or muscular endurance areas. Will be marked using a rubric, which includes teacher observation and completion of student Training Journal Sheets.
- 30% - Completion of class work including Training Journal, Theory assignments, Community project.
- 20% - Written Tests - will be given at the completion of each unit and as a final test at the end of the course

Learning Resources:

- Ryan , Hall. Coaching Canadian Football Human Kinetics Incorporated, Champlaign Illinois, 2018
- Chu, Donald A. Jumping into Plyometrics Human Kinetics Incorporated Champlain Illinois, 2006
- Baechle, Thomas R., and Earle, Roger W. Weight Training: Steps to success Human Kinetics Incorporated, Champlaign Illinois, 2006
- Brown, Lee E and Ferrigno, Vance A. Training for Speed ,Agility, and Quickness Human Kinetics Incorporated, Champlaign Illinois, 2005
- Carmichael, Chris . Food for Fitness GP Putnam and Sons, New York ,2004

- BC High School Football Coaches Manual 2017
- www.strengthcoach.com - Strength Training
- www.hc-sc.gc.ca - Health Canada, Canada's Nutrition Guide and Guide to Active Living
- www.wellnessletter.com – University of Berkeley Wellness Letter

Additional Information:

None



Board /Authority Authorized Course Lacrosse Academy 11

School District/Independent School Authority Name: New Westminister	School District/Independent School Authority Number: SD 40
Developed by: Kenneth Bowman	Date Developed: Revised April 2019
School Name: New Westminister Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): April 2019	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: April 2019	Board/Authority Chair Signature:
Course Name: Lacrosse Academy 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

It is recommended that the instructor have a degree in Human Kinetics, Physical Education, Kinesiology or equivalent. The Instructor will need to have experience in Coaching Field Lacrosse at the high school level as well as qualifications in coaching theory and sports skill training that are specific to Field Lacrosse. Instructor training in injury prevention, strength and conditioning and first aid would be beneficial. Equipment required includes Gym space and access to NWSS Fitness Center for weight training and access to Field space.

Course Synopsis:

The Field Lacrosse Academy course is designed to engage and educate students in grade 9-12 about the sport of Field Lacrosse. Sport specific Instruction and player development about skills such as passing, receiving, shooting, dodging, scooping, will be taught in the Lacrosse course. The class will focus on the technical skills of Lacrosse as well as the strategies and tactics of Lacrosse. 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 CLA rules of Lacrosse and how to apply them in game situations through the organization of practices and games. The course will follow the Canadian Lacrosse Association model to ensure that all participants receive the appropriate training that will produce well-rounded people that maintain a lifelong passion for the sport. The CLA and U.S. Lacrosse Associations uses the Canadian Long-Term Athlete Development 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 Lacrosse, the Lacrosse course will focus on 4 faces of the Lacrosse pyramid as developed by CLA Canada.

Face 1 – Lacrosse Skills: Footwork, scooping, running, passing, shooting, dodging, offense, defense

Face 2 - Fitness: pushing & pulling, components of fitness like aerobics and 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:

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

The NWSS Lacrosse Course will focus on the Train to Compete Phase (ages 13-18) where basic fundamentals are learned and then taken to the next creative level.

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.

Players will have the freedom to learn all positions of the game (position-less Lacrosse) and the freedom to make decisions within the game structure. The NWSS Lacrosse Course is open to all students regardless of their Lacrosse experience or level of play.

Student-athletes will have injury prevention programs, recovery programs, psychological preparation and technical development individually tailored to a greater degree throughout the year.

Using the LTAD, the Lacrosse Course will allocate specific amounts of time on specific elements of the Lacrosse skills faces.

Tactics (20%):

Strategy (30%):

Technical (30%):

Fundamentals (20%): The “How To” and “Why To” of basic Lacrosse foundation skills:

- Short term adjustments to long -term plans, very specific.
- The long -term plan, learning what to do in game situations.
- Decision making within a game situation, when to execute a learned skill.

Students enrolled in the Lacrosse Course will have access to the Hyack Lacrosse 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, websites links and videos can be shared and viewed by those in the Lacrosse Course. Student-

athletes will also have the opportunity to biomechanically analyze their own lacrosse 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 Dodge. Lacrosse has always had a historic, rich and unique history in New Westminster. NWSS has a long tradition of offering quality Lacrosse programs with many successful student-athletes moving on to play college and university level Lacrosse. The NWSS Lacrosse Academy 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:

Lacrosse supports the development of self in support of connecting with others.

Leading in Lacrosse involves learning from mentors as well as those who are meant to lead.

Lacrosse requires athletes to cooperate and collaborate with each other.

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

Connecting learning to the broader community, Lacrosse extends beyond the walls of the classroom and the school.

Learning involves patience and time. Skill retention in Lacrosse occurs over a period of time and is not instant.

By choosing to expose our students to Lacrosse in our classrooms we will expand their (students) knowledge of the game, introduce them to cultural origins of Canada's oldest team sport Lacrosse and potentially give them the opportunity to participate in the sport at a competitive level.

BIG IDEAS

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

Participating in Lacrosse is an example of a physical activity that 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
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> Participate weekly in Physical activities that are designed to enhance Fundamental Lacrosse skills Identify how to move with and without the Lacrosse Ball in both individual and team settings. Demonstrate how to use fundamental Lacrosse Skills and why to use Them. Participate in weekly Lacrosse Skills that are athlete centered and that are designed to encourage experiential learning Participate in games approach learning designed to improve one’s perception of when to perform a skill in a game situation. <p>Connecting and Expanding : Lacrosse Playing Principles</p> <ul style="list-style-type: none"> Learn blocked practice Lacrosse skills and develop them in Random / variable environment. Develop the concept of decision making in Lacrosse “when to execute A skill Develop the principles of offense, defense, and spacing Understand ride break, zone offense and defense and slide defense 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Different ways to use your stick/cradling, scooping, Passing while stationary and moving Shooting after performing a curl cut and a fade cut An L cut, V cut. 1 on 1 skills-attacking with sweep/crossovers, jabs, Shots, fake one on one off dodges, switching hands Different types of shots, face off and go and cuts Perimeter movement without the ball and relocate Defensive stance on the ball closeouts, ball side Dodge hand-offs, back door cuts Down screens, ball screens, off ball screens Drive basics, drive and kick Field placement lines, areas of concern Organization of players an positions Read and react to ball and defense How to read screens correctly and patiently Zone offense -gaps, open post reverse

- Develop the concepts of defensive and offensive transition play
- Utilize the **transfer of learning** from practice to game situations
- Utilize verbal and visual feedback in practices and games
- Continue to work on advanced skill development

Collaboration and Teamwork: Strategies and Tactics

- Learning and training to compete
- Understand the difference between game **strategies** and game **tactics**
- Implement transition strategies and tactics to be used in game situations
- Understand how to find the small advantage in 6 vs 6 situations
- Learn how to use the small advantage to create a larger advantage
- Learn how to create an advantage one does not exist
- Understand the concept of Active for Life

Principles of Training: Physical Characteristics

- Understand the skill interaction of stamina, training hours vs competitive hours
- Understand the importance of fundamental movement before the beginning of strenuous training.
- 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
- Aerobic capacity training related to age and competition level

Healthy and Active Learning: Mental and Cognitive Characteristics

- 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.
- Losing with Dignity and being Humble when Winning.
- Understand how to use self-control and mental toughness in pressure situations within a game.
- Understand how to use stress reduction techniques on and off the field
- Understand the importance of communication within games and practice

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, balance of sport and academics, family
- Plan to be a positive role models and set good examples through their actions

- Help deny defense and reversal
- Hands, communicate, deny passing
- How to read the defense before you catch the ball
- Offense is spacing, spacing is offense
- Players roles, shot selection, end of game situations
All special plays
Players should know and understand the rules of the game
- Defensive recovery strategies, multiple defenses, Combination defense and zone defense
- Athletic skills are emerging and at times unrefined
- Participation not winning is the focus
- Fundamentals must be the focus, the ABC's of Agility, Balance, Coordination and speed
- Roots –“ **Honouring the game**” – opponents, officials, teammates must be developed in a fun nurturing environment.
- Different type of offenses strengths and weakness
- Concepts of repetitions, sets, resistance, pace, intensity, frequency and duration
- Periodization plans adjusted for players to ensure that they remain healthy and achieve goals.
- Injury prevention exercises for the foot, ankle, knee the shoulder and spine
- Mental management of imagery, focus control, attentional control and ideal performance state
- Warm-up, cool down, hydration, nutrition, personal health, injury prevention, recovery and regeneration
- Respect, honesty, integrity, values and positive attitude
- Is a team passing game that involves spatial awareness of self in relationship to teammates and their opponents
- Has varied offenses and defense and transitional roles and tactics
- Has a history of World, National, Collegiate and Youth competitions.

Recommended Instructional Components:

- Direct Instruction
- Interactive Instruction
- Modelling
- Video Analysis
- Guest speakers
- Interviews
- Peer/Self Evaluation
-

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

- Participation and Effort
- Fitness Tests
- Biomechanical Analysis
- Theory Tests
- Self-assessment, Peer Assessment, Performance Assessment
-

Learning Resources:

- Pyramid of Success : John Wooden
- The Carolina Way: Dean Smith
- Championship Team Building and The Team Captains Leadership Manual: Jeff Janssen
- Step up and Lean and Team Building for Success: Tom Keating
- USA Lacrosse
- Canadian Lacrosse Association
- BC Lacrosse Association
- The Teaching Coach: Janet McMahon, Michael Bryant
- Success is a Choice: Rick Pitino
- Win Forever: Pete Carroll

Websites:

- www.lacrosse.ca
- www.canadiansportforlife.ca
- www.coachesclipboard.net
- www.coach.ca
- www.insidelacrosse.com
- www.uslacrosse.org
- www.lax-4-life.org

Additional Information: None



Board /Authority Authorized Course Lacrosse Academy 12

School District/Independent School Authority Name: New Westminister	School District/Independent School Authority Number: SD 40
Developed by: Kenneth Bowman	Date Developed: Revised April 2019
School Name: New Westminister Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): April 2019	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: April 2019	Board/Authority Chair Signature:
Course Name: Lacrosse Academy 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

It is recommended that the instructor have a degree in Human Kinetics, Physical education, Kinesiology or the equivalent. The instructor will need to have experience in Coaching Field Lacrosse at the high school level as well as qualifications in coaching theory and sports skill training that are specific to Field Lacrosse. Instructor training in injury prevention, strength and conditioning and first aid would be beneficial. Equipment required includes Gym space and access to the NWSS Fitness Center for weight training as well as access to Field space.

Course Synopsis:

The Field Lacrosse Academy course is designed to engage and educate students in grade 9-12 about the sport of Field Lacrosse. Sport specific Instruction and player development about skills such as passing, receiving, shooting, dodging, scooping, will be taught in the Lacrosse course. The class will focus on the technical skills of Lacrosse as well as the strategies and tactics of Lacrosse. 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 CLA rules of Lacrosse and how to apply them in game situations through the organization of practices and games. The course will follow the Canadian Lacrosse Association model to ensure that all participants receive the appropriate training that will produce well-rounded people that maintain a lifelong passion for the sport. The CLA and U.S. Lacrosse Associations uses the Canadian Long-Term Athlete Development 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 Lacrosse, the Lacrosse course will focus on 4 faces of the Lacrosse pyramid as developed by CLA Canada.

Face 1 – Lacrosse Skills: Footwork, scooping, running, passing, shooting, dodging, offense, defense

Face 2 - Fitness: pushing & pulling, components of fitness like aerobics and 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:

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

1. The NWSS Lacrosse Course will focus on the **Train to Compete Phase (ages 13-18)** 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 Lacrosse) and the freedom to make decisions within the game structure. The NWSS Lacrosse Course is open to all students regardless of their Lacrosse experience or level of play.
4. Student-athletes will have injury prevention programs, recovery programs, psychological preparation and technical development individually tailored to a greater degree throughout the year.

Using the LTAD, the Lacrosse Course will allocate specific amounts of time on specific elements of the Lacrosse skills faces.

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

Strategy (30%): The long -term plan, learning what to 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 Lacrosse foundation skills.

Students enrolled in the Lacrosse Course will have access to the Hyack Lacrosse 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, websites links and videos can be shared and viewed by those in the Lacrosse Course. Student-athletes will also have the opportunity to biomechanically analyze their own lacrosse 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 Dodge.

Lacrosse has always had a historic, rich and unique history in New Westminster. NWSS has a long tradition of offering quality Lacrosse programs with many successful student-athletes moving on to play college and university level Lacrosse. The NWSS Lacrosse Academy 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:

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

By choosing to expose our students to Lacrosse in our classrooms we will expand their (students) knowledge of the game, introduce them to cultural origins of Canada's oldest team sport Lacrosse and potentially give them the opportunity to participate in the sport at a competitive level.

BIG IDEAS

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

Participating in Lacrosse is an example of a physical activity that 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
<p><i>Students are expected to do the following:</i></p> <p>Exploring and Creating: Lacrosse Fundamentals</p> <ul style="list-style-type: none"> • Participate daily in Physical activities that are designed to enhance Fundamental Lacrosse skills • Identify how to move with and without the Lacrosse ball in both individual and team settings • Demonstrate how to use fundamental Lacrosse Skills and why to use them • Participate in daily Lacrosse skills that are athlete centered and that are designed to encourage experiential learning • Participate in games approach learning designed to improve one’s perception of when to perform a skill in a game situation <p>Connecting and Expanding: Lacrosse Playing Principles</p> <ul style="list-style-type: none"> • Learn blocked practice Lacrosse skills and develop them in random/variable environments • Develop the concept of decision making in Lacrosse “ when to execute a skill” 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Different ways to use your stick/cradling, scooping, passing while stationary and moving • How to dodge against disadvantage situations (2vs.1) • Power and skip passes • Shooting after performing a curl cut and a fade cut an L cut, V cut. • Creative finishes and shots with contact shooting from different angles, backwards sub, backhand shots • 1 on 1 skills-attacking with sweep/crossovers, jabs, shot, fake one on one off dodges, switching hands • different types of shots, face off and go and cuts • Perimeter movement without the ball and relocate • House Movement without the ball • Screening situations-flare, staggered, pin, double

- Develop the principles of offense, defense, and spacing
- Learn principles and theories of intelligent movement on the Field
- Understand ride break, zone offense and defense and slide defense
- Develop the concepts of defensive and offensive transition play
- Utilize the **transfer of learning** from practice to game situations
- Utilize verbal and visual feedback in practices and games
- Learn ball screen and off ball screen principles
- How to defend with help defense (slides)

Collaboration and Teamwork : Strategies and Tactics

- Understand the difference between game **strategies** and game **tactics**
- Develop effective means of communication while in game situations
- Implement transition strategies and tactics to be use in game situations
- Understand how to find the small advantage in 6 or 6 situations.
- Learn how to use the small advantage to create a larger advantage
- Learn how to create an advantage when one does not exist.

Principles of Training: Physical Characteristics

- 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
- 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

Healthy and Active Living : Mental and Cognitive Characteristics

- Demonstrate the capacity to use self-analysis and self-correction
- 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
- Demonstrate the ability to accept constructive criticism, accept roles and use independent thinking to problem solve
- Understand how to use stress reduction techniques on and off the Field
- Understand the importance of communication within games and practice

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

- Defensive stance on the ball closeouts, fronting, ball side
- Dodge hand-offs, back doors cuts
- Down screens, ball screens, off ball screens
- Drive basics, drive and kick
- Field placements lines, areas of concern organization of players and positions
- Spacing, penetration, cutting, screening, passing angles, second cutter and patience
- Read and react to ball and defense
- Penetrate and kick-move to openings, drift, slide
- How to read screens correctly and patiently
- Ride Breaks – middle, side, reverse
- Zone offense- gaps, open post reverse
- Help deny defense and reversal
- Hands, communicate, deny passing
- Movement off the ball
- Playing against sagging and switching defenses
- How to read zone vs man to man defense in game situations
- How to read single vs double gaps on defense
- How to read the defense before you catch the ball
- Offense is spacing, spacing is offense
- Players roles, shot selection, end of game situations, all special plays
- What junk defenses are, the value of cutting down on turnovers while maintaining possession of the ball
- Defensive recovery strategies, multiple defenses, combination defense and zone defense
- Transition the ball-tempo, player roles, outlets, trailers
- Transition offense- spacing and balance
- Transition defense-communication, timing, trapping
- Transition offense sets after shots
- Offensive strategies extra man offense
- Screen and re-screen, screen the screener, fast break sets

<ul style="list-style-type: none"> • 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 • Take ownership of team building 	<ul style="list-style-type: none"> • Theories of stamina (Endurance) Strength, Speed, Skill and suppleness (flexibility) and how they apply to Lacrosse. • Different type of offenses strengths and weakness • Principles and theories progressive overload, internal training, agility training • Concepts of repetitions, sets, resistance, pace, intensity, frequency and duration. • Standing long jump, beep test, bridges, sit and reach, NCAA speed and agility tests, chin -ups, sit-ups, push-ups, and bench press • Injury prevention exercises for the foot, ankle, knee And the shoulder and spine. • Mental management of imagery, focus control, attentional control and ideal performance state • Motivation, discipline and dedication • Warm -up, cool down, hydration, nutrition, personal health, injury prevention, recovery and regeneration • Respect, honesty, integrity, values and positive attitude • Is a team passing game that involves spatial awareness of self in relationship to teammates and their opponents • Has varied offenses and defense and transitional roles and tactics • Has a history of World, National, Collegiate and Youth competitions.
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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 Lacrosse: Style of play in Lacrosse where players learn all offensive / defensive in the game instead of just one position on the field

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

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

Learning Resources:

Books:

- Pyramid of Success: John Wooden
- The Carolina Way: 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
- USA Lacrosse
- Canadian Lacrosse Association
- BC Lacrosse Association
- The Teaching Coach: Janet McMahill, Michael Bryant
- Success is a Choice: Rick Pitino
- Win Forever: Pete Carroll

Websites:

- www.lacrosse.ca
- www.canadiansportforlife.ca
- www.coachesclipboard.net
- www.youtube.com
- www.coach.ca
- www.insidelacrosse.com
- www.uslacrosse.org

Additional Information: none



Board /Authority Authorized Course Leadership 11

School District/Independent School Authority Name: New Westminister	School District/Independent School Authority Number: SD 40
Developed by: Christine McNulty	Date Developed: Revised April 2019
School Name: New Westminister Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): April 2019	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: April 2019	Board/Authority Chair Signature:
Course Name: Leadership 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours: 120 hours minimum (Instruction, meetings, event time, service)

Board/Authority Prerequisite(s):

Interview and instructor recommendation

Special Training, Facilities or Equipment Required:

Internet access, telephone access, meeting room, Printer, 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. This includes skills such as goal setting, liaising with special interest groups (school and community), public speaking, and participating in effective meetings.

Goals and Rationale:

Rationale:

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

Goals:

- work individually and in groups in initiating, organizing and implementing a variety of school 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.
- always demonstrate exemplary behaviours

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
- Leading necessitates the recognition of sensitive information which may only be shared with permission.

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.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to individually and collaboratively do the following:</i></p> <ul style="list-style-type: none"> • Continue to explore different leadership styles represented within the school, community and world. • Continue to recognize that learning takes perseverance and may involve setbacks. • Demonstrate confidence being a leader within the school/community. • Explore more and more ways to take on leadership roles within the school/community. • Demonstrate increased confidence in taking initiative. • Continue to demonstrate understanding of the implications of being in a leadership role. • Explore more and more ways to accept increasingly demanding leadership roles. • Employ leadership techniques to improve chances of event success. • Communicate and demonstrate safe and appropriate participation for all. • Demonstrate inclusive behaviour and attitude. • Recognize First Peoples perspective and knowledge to gain an understanding of leadership. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Different leadership styles for different situations • How to adapt/adjust to achieve goals using reflective techniques for the success of future goals. • Goal setting strategies for self and team. • How to plan and lead events using different strategies. • Appropriate and respectful behaviours are essential in a leadership role. • Effective communication tools in order to complete a task alone and/or with a team. • First Peoples perspectives connecting leadership and community. • How to participate effectively in a meeting • How to demonstrate social responsibility during the planning, execution and completion of an event or activity.

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

none

Content – Elaborations

Social Responsibility: is an ethical framework and suggests that an entity, be it an organization or individual, has an obligation to act for the benefit of society at large

Plans of Action: An intentional and deliberate plan to meet a desired outcome.

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,

Internet, Computer Access, PR resources, printer. 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 with increasing complexity and mentorship opportunities on the same themes. Expectations differ and increased personal reflection is expected as the student progresses.

Leadership courses have no course pre-requisite. Consequently, there is fluidity of content between Leadership courses which allow students to gain course credit each year they are part of the student Leadership program.



Board /Authority Authorized Course Leadership 12

School District/Independent School Authority Name: New Westminster	School District/Independent School Authority Number: SD 40
Developed by: Christine McNulty	Date Developed: Revised April 2019
School Name: New Westminster Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): April 2019	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: April 2019	Board/Authority Chair Signature:
Course Name: Leadership 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours: 120 hours minimum (Instruction, meetings, event time, service)

Board/Authority Prerequisite(s):

Interview and instructor recommendation

Special Training, Facilities or Equipment Required:

Internet access, phone access, meeting room, Printer 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. This includes skills such as goal setting, liaising with special interest groups (school and community), public speaking, and running effective meetings.

Goals and Rationale:

Rationale:

Leadership is a multi-age class for students who are interested in assuming leadership roles in the school and/or in the community through service. Students have the opportunity to develop leadership skills through school and/or community 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
- Leading necessitates the recognition of sensitive information which may only be shared with permission.

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.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to individually and collaboratively do the following:</i></p> <ul style="list-style-type: none"> • Demonstrate different leadership styles based on the situation presented. • Apply perseverance and develop strategies to overcome setbacks. • Be a visible and confident leader within the school and community • Demonstrate initiative to take on leadership roles within the school and community. • Understand the implications of being in a leadership role. • Show desire to accept increasingly demanding leadership roles. • Employ a variety of leadership techniques to reach event success. • Communicate effectively and demonstrate safe and appropriate participation for all. • Consistently demonstrate inclusive behaviour and attitude. • Understand and apply First Peoples perspective and knowledge with respect to understanding leadership. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • A variety of leadership styles and when to implement different plans of action and different responses. • Self-reflection and evaluation techniques to actively respond to the task at hand and to ensure success of future goals. • Goal setting strategies for self, the team, the school and the community. • How to chair an effective meeting. • A variety of strategies and techniques for planning, executing events and for role-modelling and mentoring others. • Techniques to build collaborative teams for different projects. • Effective communication tools to initiate event ideas and to complete a task alone, in pairs and with a team. • Public Relations skills – school and community. • Relating leadership and community to First Peoples perspectives. • A variety of techniques to demonstrate social responsibility during planning, execution and completion of an event or activity.

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

none

Content – Elaborations

Social Responsibility: is an ethical framework and suggests that an entity, be it an organization or individual, has an obligation to act for the benefit of society at large

Plans of Action: An intentional and deliberate plan to meet a desired outcome.

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,

Internet, Computer Access, PR resources, printer. 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 with increasing complexity and mentorship opportunities on the same themes. Expectations differ and increased personal reflection is expected as the student progresses.

Leadership courses have no course pre-requisite. Consequently, there is fluidity of content between Leadership courses which allow students to gain course credit each year they are part of the student Leadership program.



Board /Authority Authorized Course Peer Tutoring 11

School District/Independent School Authority Name: New Westminster School District	School District/Independent School Authority Number: SD 40
Developed by: Justin Bailey	Date Developed: Revised April 2019
School Name: New Westminster Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): April 2019	Superintendent Signature (for School District only):
Board/Authority Approval Date: April 2019	Board/Authority Chair Signature:
Course Name: Peer Tutoring 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority prerequisite(s):

- No course pre-requisites required
- Prior approval of sponsor teacher required before signing up for the course

Special Training, Facilities or Equipment Required:

- Students will receive the information and equipment needed throughout the course

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social and personal responsibility while acquiring skills in communication, interpersonal relationships, coaching, leadership, teamwork, and conflict resolution. Students will work under the supervision of a mentor teacher.

Goals and Rationale:

- Promotion of personal and social responsibility
- Development of communication skills
- Growth in leadership ability
- Application of skills in a real-world environment
- Advancement in building and maintaining relationships

Rationale:

The opportunity for a student to be a mentor in a favourite or skilled subject area allows the peer tutor to develop further and deeper knowledge of the course content and to increase self-esteem, self-confidence and organizational skills. Students who may need additional support in the socialization experience of mentoring and role modelling will be closely monitored by the sponsor teacher.

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

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- By filling a supportive role within a class, the peer tutor contributes to the wellness of our community as a whole.
- Learning involves patience and time.
- Learning involves exploration of one's identity.

Declaration of Aboriginal Worldviews and Perspectives:Connectedness and Relationship:

- Acting as a peer tutor allows students to form relationships with each other. Allowing older students to mentor younger students contributes to the feeling of connectedness within a building.

Emphasis on Identity:

- When students have the opportunity to act in a mentor role, they learn about their own identities. There is also a reflection component of the package students complete.

Experiential Learning:

- Every day, students will have the opportunity to help other students in their courses, which is the process of learning through doing. Students are also using their knowledge of a variety of different learning styles to help them

BIG IDEAS

Helping others supports building our own empathy.

Teaching builds patience and perseverance.

Learning about how others learn helps us to learn about ourselves.

Contributing to our school community benefits both ourselves and others.

Social responsibility is an important part of being a citizen.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Assist students in engaging in instructional activities designed by mentor teacher. • Recognize that learning takes perseverance and may involve setbacks. • Demonstrate that they are in a mentorship role. • Refer to criteria to help students reflect on their learning and achievement. • Understand that learning is continuous, and students reach expectations at different stages. • Help students to identify strengths and areas for growth. • Demonstrate growing confidence in taking initiative. • Recognize that students have rights. • Build relationships with students. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Approaches for helping students grow in confidence and be successful academically. • Goal setting strategies. • Methods for being organized. • Conflict and confrontation management techniques, such as compromise, making suggestions, understanding motivation, and meeting needs. • How to apply different learning methods and teaching styles to students with varying needs. • Confidentiality about student needs/grades is required.

Curricular Competencies – Elaborations

Instructional activities are different activities that the sponsor teacher has set up for the class to complete.

Content – Elaborations

Methods for being organized include:

- filling out and handing in assignments and weekly reports
- checking e-mails for notifications and coming on time to peer tutoring meetings
- letting sponsor teachers and advisor know ahead of time if they are sick or cannot make it to the class

Recommended Instructional Components:

- Direct Instruction
- Indirect Instruction
- Interactive Instruction
- Independent Study
- Modeling
- Practical Experience
- Group Work

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

Formative:

- Clearly articulated and understood learning intentions and success criteria
- Student self-assessment
- Peer-assessment
- Sponsor teacher observation and oral feedback
- Student conferences with sponsor teachers

Summative:

Summative assessment is based on the articulated learning intentions and success criteria and will include:

- Student self-assessment
- Sponsor Teacher assessment
- Student-teacher conferencing to review the assessments and finalize the student's mark.

Learning Resources:

- **Notes on Gardener's Theories of Multiple Intelligences**
- **Roles and Responsibilities sheet**

Additional Information:

- None



Board /Authority Authorized Course Peer Tutoring 12

School District/Independent School Authority Name: New Westminster School District	School District/Independent School Authority Number: SD 40
Developed by: Justin Bailey	Date Developed: Revised April 2019
School Name: New Westminster Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): April 2019	Superintendent Signature (for School District only):
Board/Authority Approval Date: April 2019	Board/Authority Chair Signature:
Course Name: Peer Tutoring 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority prerequisite(s):

- No course pre-requisites required
- Prior approval of sponsor teacher required before signing up for the course

Special Training, Facilities or Equipment Required:

- Students will receive the information and equipment needed throughout the course

Course Synopsis:

In this course students will take an independent leadership role to mentor their peers. Students will work proactively with their sponsor teachers and their mentees to create a positive learning environment. Students will expand on their knowledge of different learning styles and teaching practices so that they can further improve their ability to mentor students with varying needs. While

students will receive continual feedback from their sponsor teachers, they must take initiative in trying new strategies to connect with and engage with their mentees. Students will continue to grow as learners and educators throughout the course and are expected to be strong role models for the mentees that they work with.

Goals and Rationale:

Goals:

- Promotion of personal and social responsibility
- Development of communication skills
- Growth in leadership ability
- Application of skills in a real-world environment
- Advancement in building and maintaining relationships

Rationale:

The opportunity for a student to be a mentor in a favourite or skilled subject area allows the peer tutor to develop further and deeper knowledge of the course content and to increase self-esteem, self-confidence and organizational skills. Students who may need additional support in the socialization experience of mentoring and role modelling will be monitored by the sponsor teacher.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- By filling a supportive role within a class, the peer tutor contributes to the wellness of our community as a whole.
- Learning involves patience and time.
- Learning involves exploration of one's identity.

Declaration of Aboriginal Worldviews and Perspectives:

Connectedness and Relationship:

- Acting as a peer tutor allows students to form relationships with each other. Allowing older students to mentor younger students contributes to the feeling of connectedness within a building.

Emphasis on Identity:

- When students have the opportunity to act in a mentor role, they learn about their own identities. There is also a reflection component of the package students complete.

Experiential Learning:

- Every day, students will have the opportunity to help other students in their courses, which is the process of learning through doing. Students are also using their knowledge of a variety of different learning styles to help them

BIG IDEAS

Helping others supports building our own empathy.

Teaching builds patience and perseverance.

Learning about how others learn helps us to learn about ourselves.

Contributing to our school community benefits both ourselves and others.

Social responsibility is an important part of being a citizen.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Assist students in engaging in instructional activities designed by mentor teacher. • Recognize that learning takes perseverance and may involve setbacks. • Model good work habits for their mentees • Refer to criteria to help students reflect on their learning and achievement. • Understand that learning is continuous, and students reach expectations at different stages. • Help students to identify strengths and areas for growth. • Demonstrate growing confidence in taking initiative. • Recognize that students have rights. • • Build relationships with students. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • How to independently work with their sponsor teacher. • Different methods of teaching self-reflection and goal setting skills to the students that they work with. • Different strategies to adapt the material in class to the various needs of their students. • Learning is a continual process for everyone. • Students learn at different paces and the speed of teaching should be fluid.

Curricular Competencies – Elaborations

Instructional Activities are different activities that the sponsor teacher has set up for the class to complete.

Recommended Instructional Components:

- Direct Instruction
- Indirect Instruction
- Interactive Instruction
- Independent Study
- Modeling
- Practical Experience
- Group Work

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

Formative:

- Clearly articulated and understood learning intentions and success criteria
- Student self-assessment
- Peer-assessment
- Sponsor teacher observation and oral feedback
- Student conferences with sponsor teachers

Summative:

Summative assessment is based on the articulated learning intentions and success criteria and will include:

- Student self-assessment
- Sponsor Teacher assessment
- Student-teacher conferencing to review the assessments and finalize the student's mark.

Learning Resources:

- **Notes on Gardner's Theories of Multiple Intelligences**
- **Roles and Responsibilities sheet**

Additional Information:

- None

Board /Authority Authorized Course Psychology 11

School District/Independent School Authority Name: New Westminster School District	School District/Independent School Authority Number: SD 40
Developed by: K. MacDonald, C. McNulty	Date Developed: Revised April 2019
School Name: New Westminster Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): April 2019	Superintendent Signature (for School District only):
Board/Authority Approval Date: April 2019	Board/Authority Chair Signature:
Course Name: Psychology 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority prerequisite(s): N/A

Special Training, Facilities or Equipment Required:

Computer, projector, document camera, computer lab availability, guest speakers (medical health professionals).

Course Synopsis:

The Psychology 11 course introduces the study of human behaviour and mental processes. Topics in Psychology 11 will include, but are not limited to history of psychology, research methods, psychological theories, sensation and perception, brain physiology and function, parapsychology, motivation, sleep and dreams, learning, memory, intelligence, developmental psychology, gender differences, personality, psychometrics, stress, and mental disorder/illness and mental health.

Goals and Rationale:

Goals:

- Have an appreciation for the origins and history of psychology (important theorists, significant psychological experiments, etc.) and their impact on current psychology.
- Develop an understanding of different schools of psychology and theories regarding human consciousness (dreams, sleep, hypnosis, etc.)
- Understand and apply scientific method.
- Develop an understanding of brain anatomy and function, teenage brain development.
- Develop an understanding of psychological disorder/illness (manifestation and treatment) and the social stigmas (awareness) about mental health.
- Develop an understanding of the impact of stress (psychological/physiological) and effective coping strategies.
- Develop an understanding how psychological research and practice can be applied to benefit individuals and society.

Rationale:

Psychology is functional to all the social sciences at the post-secondary level, such as teaching, social work, nursing and all other medical fields, counselling and clinical psychology, criminology and police work, rehabilitation, youth care, geriatrics, and early childhood education. In addition, understanding human behaviour is extremely important in many other career fields such as marketing, management, the military, public relations, politics and government, and international relations.

On an individual level, students will learn how their body and mind work together which will help them begin to understand their own brain's developmental journey.

Psychology 11 will help give students lifelong skills for better understanding self and others.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

The First Peoples Principles of Learning are inherent in all aspects of Psychology 11:

- Support the development of self in support of connecting with others.
- Learning involves recognizing the consequences of one's actions.
- Learning supports the well-being of the self, the family, the community, the land, the spirit, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational.
- Learning is embedded in history, memory, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Declaration of Aboriginal Worldviews and Perspectives:

Psychology 11 explores many of the Aboriginal Worldviews and Perspectives.

- Emphasis on identity
- Awareness of history
- Community engagement
- Positive learner-centered approach
- Learning involves the consequences of one's actions
- Experiential learning
- Flexibility
- Power of story
- Community involvement
- Language and culture

BIG IDEAS

Mental health is a continuum, which can be understood from a variety of perspectives.

Knowledge of **psychology** concepts help one to better understand themselves, their behaviours and their relationships.

Development of **self-awareness** is a life-long practice.

Human behaviour is diverse.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Explain the positive and negative influences on the development of identity and self-concept • Identify basic brain anatomy, including neurons and neurotransmitters and how these effect brain function • Explain how changes in the adolescent brain, including the circadian rhythm influence teen emotions, behaviour and cognition/thinking • Assess the effects that biological and environmental factors can have on the developing teenage brain. • Identify strategies for coping with changing brains and intense emotions • Explain classical conditioning • Explain the advantages and disadvantages of using rewards and punishments (operant conditioning) • Assess how the study of psychology can benefit themselves and society • Recognize the complexity of psychological disorders, their causes and treatments • Describe the impacts of stigma on mental health and how to reduce stigma 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • How identity and self-concept are developed and influenced • Brain basics, including neurons and neurotransmitters and how they affect brain function and behaviour • Adolescent brain development including specific changes occurring during adolescence such as pruning and how this development impacts emotions and behaviour • Circadian rhythm – the body’s biological clock and how it shifts during adolescence (including sleep recommendations) • Strategies to improve function in the pre-frontal cortex • Learning theories such as classical and operant conditioning, learning styles • Theories of personality development and the methods psychologists use to measure personality traits • The ways that nature, nurture, and epigenetics influence personality and behaviour

<ul style="list-style-type: none"> • Understand the defining principles of positive psychology and identify positive character strengths • Explain how thoughts and experiences in life can change the brain as well as epigenetic and gene expression for future generations 	<ul style="list-style-type: none"> • The inter-relationship of mental health states (range includes no distress, mental distress, mental health problem, mental disorder/illness) • The impact of stigma on mental health and how to reduce this impact • Variety of mental disorders/illnesses classified in the DSM-V, including their diagnosis, causes and treatments • Positive psychology and current research in the areas of character strengths and how individuals and communities can develop and enhance health and well-being
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Big Ideas - Elaborations

Mental health – a person’s condition with regard to their emotions, cognition/thinking, signaling functions and behaviours.
 - having the capacity to be able to successfully adapt to the positive and negative challenges of life.

Psychology – the study of human behaviour and mental processes. This discipline embraces all aspects of the human experience – from the functions of the brain, to the actions of nations, from child development to the care for the aged.

Self-Awareness - involves being aware of different aspects of the self, including traits, behaviors, emotions, and cognition/thinking.

Curricular Competencies - Elaborations

- Neuron – brain cell, building block of the brain
- Neurotransmitters – chemical messengers that passes information between neurons
- Circadian rhythm – body’s biological clock that regulates sleep and wake cycles
- Classical Conditioning – learning through association of two stimuli
- Operant Conditioning – learning through reward and punishment of behaviour
- Mental disorder/illness - behavioral or mental pattern that causes significant distress or impairment of personal functioning, and usually defined by a combination of how a person behaves, feels, perceives, or thinks.
- Stigma - a strong feeling of disapproval that people have about something, in this case about mental distress and disorder.
- Character strengths – positive traits associated with helping people increase well-being and that have been shown to help individuals thrive.

Content – Elaborations

- Classical Conditioning – see above
- Operant Conditioning – see above
- Learning Styles – dominant ways that individuals use in learning situations, including visual, auditory, and kinesthetic
- Neuron – see above
- **DSM-V** - The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (**DSM-5**) is the 2013 update to the Diagnostic and Statistical Manual of Mental Disorders, the taxonomic and diagnostic tool published by the American Psychiatric Association (APA).

Recommended Instructional Components:

- Direct instruction – (1:1, small group and large group)
- Large and small group discussions
- Guest speakers
- Videos
- Online research
- Individual and group activities: such as role-playing modelling, demonstrations, reflective writing
- Student presentations
- Mindful meditations
- Self-directed projects
- Peer teaching
- Self-evaluation

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

- Journals
- Projects (individual & group)
- Self and peer assessment
- Teacher anecdotal records/logs
- Quizzes and exams

Learning Resources:

Online periodicals and journals, various documentaries and online teaching resources.

Textbook: *Psychology: A Way to Grow*. Carl R Green & William R. Sanford.

Textbook: *Psychology, 8th Edition*. David G. Myers.

Textbook: *Psychology in Everyday Life*. David G. Myers & C. Nathan Dewall.



Board /Authority Authorized Course Psychology 12

School District/Independent School Authority Name: New Westminster School District	School District/Independent School Authority Number: SD 40
Developed by: K. MacDonald, C. McNulty	Date Developed: Revised April 2019
School Name: New Westminster Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): April 2019	Superintendent Signature (for School District only):
Board/Authority Approval Date: April 2019	Board/Authority Chair Signature:
Course Name: Psychology 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority prerequisite(s): Psychology 11 recommended.

Special Training, Facilities or Equipment Required:

Computer, projector, document camera, computer lab availability, guest speakers (medical health professionals).

Course Synopsis:

The Psychology 12 courses focuses on the study of human behaviour and mental processes. Topics in Psychology 12 will include but are not limited to history of psychology history, research methods, psychological theories, sensation and perception, brain physiology and function, parapsychology, motivation, sleep and dreams, learning, memory, intelligence, developmental psychology,

gender differences, personality, psychometrics, stress, mindfulness, neuroplasticity as well as mental health challenges and their treatment.

Goals and Rationale:

Goals:

- Have an appreciation for the origins and history of psychology (important theorists, significant psychological experiments etc.) and their impact on current day psychology.
- Develop an understanding of different schools of psychology and theories regarding human consciousness (dreams, sleep, hypnosis etc.)
- Understand and apply scientific method
- Develop an understanding of brain anatomy and function, teenage brain development
- Develop an understanding of psychological disorders (manifestation and treatment) and the social stigmas (awareness) about mental health.
- Develop an understanding of the impact of stress (psychological/physiological) and how these can be modified through effective coping strategies.
- Develop an understanding how psychological research and practice can be applied to benefit individuals and society.

Rationale:

Psychology is functional to all the social sciences at the post-secondary level, such as teaching, social work, nursing and all other medical fields, counselling and clinical psychology, criminology and police work, rehabilitation, youth care, geriatrics, and early childhood education. In addition, understanding human behaviour is extremely important in other career fields such as marketing management, the military, public relations, politics and government and international relations.

On an individual level, students will learn how their body and mind work together which will help them begin to understand their own brain's developmental journey.

Psychology 12 will help give students lifelong skills for better understanding self and others.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

The First Peoples Principles of Learning are inherent in all aspects of Psychology 12.

- Support the development of self in support of connecting with others.
- Learning involves recognizing the consequences of one's actions
- Learning supports the well-being of the self, the family, the community, the land, the spirit, and the ancestors

- Learning is holistic, reflexive, reflective, experiential, and relational
- Learning is embedded in history, memory, and story
- Learning involves patience and time
- Learning requires exploration of one's identity
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations

Declaration of Aboriginal Worldviews and Perspectives:

Psychology 11 explores many of the Aboriginal Worldviews and Perspectives.

- Emphasis on identity
- Awareness of history
- Community engagement
- Positive learner-centered approach
- Learning involves the consequences of one's actions
- Experiential learning
- Flexibility
- Power of story
- Community involvement
- Language and culture

BIG IDEAS

Mental health is a continuum that can be understood from a variety of perspectives.

Knowledge of **psychology** concepts help one to better understand themselves, their behaviours and their relationships.

Development of **self-awareness** is a life-long practice.

Mindfulness can be instrumental in addressing mental health issues.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Students are expected to be able to do the following: • Assess how the study of psychology can benefit themselves and society • Describe various states of consciousness and their impact on behavior • Discuss aspects of sleep and dreaming, characteristics of the sleep cycle; theories of sleep and dreaming; symptoms and treatments of sleep disorders. • Describe the characteristics and quality of personal sleep patterns and determine the effect these patterns are having on personal health and wellness • Identify the major psychoactive drug categories and assess their psychological and physiological effects. • Define and assess the strengths and limitations of various theories and perspectives used to assess personality traits • Explain how research-based personality assessments can help individuals to understand their strengths and weaknesses better 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • The various states of consciousness that can be experienced (coma, deep sleep, hypnosis, meditation, daydreams, alert wakefulness, drug-induced), and what reaches human awareness and has the potential to affect decision-making • The various aspects of sleep and dreaming stages and characteristics of the sleep cycle; theories of sleep and dreaming; symptoms of chronic sleep deprivation The major psychoactive drug categories and their psychological and physiological effects • The damage that the perception of stress has on the body, and how to reduce stress and its impact • The different personality theories and assessments based on scientific explanations of personality development along with the methods psychologists use to measure these personality traits • The ways that nature, nurture, and epigenetics influence personality and behaviour • Influences on human behaviour such as basic human needs, hunger, gender, and incentives

<ul style="list-style-type: none"> • Assess the effect of stress on individuals, families and society and explore strategies to reduce stress, including mindfulness • Recognize and assess the influence of media on both individual and societal beliefs, values and behaviours • Explain how thoughts and experiences in life can change the brain as well as epigenetic and gene expression for future generations 	<ul style="list-style-type: none"> • Possible careers in psychology
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Big Ideas - Elaborations

Mental health – a person’s condition with regard to their psychological and emotional well-being.

Psychology – the student of the mind and behaviour. This discipline embraces all aspects of the human experience – from the functions of the brain, to the actions of nations, from child development to the care for the aged.

Self- Awareness - involves being aware of different aspects of the self, including traits, behaviors, and feelings. Essentially, it is a psychological state in which oneself becomes the focus of attention.

Mindfulness -the basic human ability to be fully present, aware of where we are and what we are doing, and not be overly reactive or overwhelmed.

Curricular Competencies - Elaborations

Scientific Method - a method of procedure that has characterized natural science since the 17th century, consisting in systematic observation, measurement, and experiment, and the formulation, testing, and modification of hypotheses.

Content – Elaborations

DSM-V - The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (**DSM-5**) is the 2013 update to the Diagnostic and Statistical Manual of Mental Disorders, the taxonomic and diagnostic tool published by the American Psychiatric Association (APA).

Recommended Instructional Components:

- Direct instruction – (1:1, small group and large group)
- Large and small group discussions
- Guest speakers
- Videos
- Online research
- Individual and group activities: such as role-playing modelling, demonstrations, reflective writing
- Student presentations
- Mindful meditations
- Self-directed projects
- Peer teaching
- Self-evaluation

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

- Journals
- Projects (individual & group)
- Self and peer assessment
- Teacher anecdotal records/logs
- Quizzes and exams

Learning Resources:

Online periodicals and journals, various documentaries and online teaching resources.

Textbook: *Psychology: A Way to Grow*. Carl R Green & William R. Sanford.

Textbook: *Textbook: Psychology. 8th Edition*. David G. Myers.

Textbook: *Psychology in Everyday Life*. David G. Myers & C. Nathan Dewall.



Board /Authority Authorized Course Yearbook 12

School District/Independent School Authority Name: New Westminster School District	School District/Independent School Authority Number: SD 40
Developed by: Christine McNulty	Date Developed: Revised April 2019
School Name: New Westminster Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): April 2019	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: April 2019	Board/Authority Chair Signature:
Course Name: Yearbook 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Yearbook (Middle School), Photography or Desktop Publishing experience is an asset.

Special Training, Facilities or Equipment Required:

Photography, Media Design and Software knowledge is an asset.

Computers (desktop with large monitors), Internet Access, FTP access, landline, Photoshop, InDesign Software, Digital Cameras, Lighting apparatus, Scanner, Drawing Tablet(s), Colour Printer.

Course Synopsis:

Yearbook 12 entails all parts of the yearbook process from concept development to yearbook delivery. This course builds on skills developed in Desktop Publishing 11 and 12.

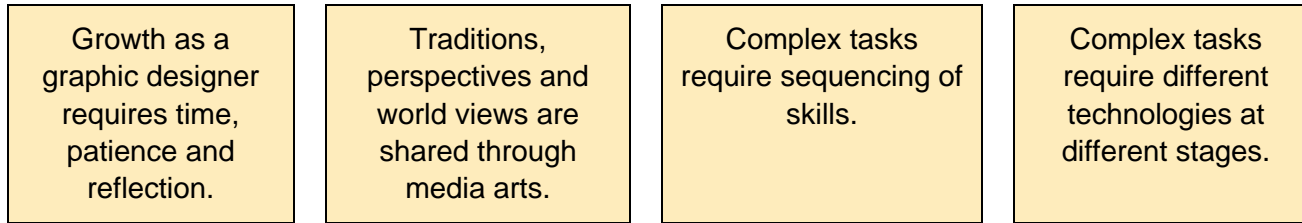
Goals and Rationale:

1. Develop photography, journalism and page design skills.
2. Develop Collaboration skills.
3. Learn industry standards for production.
4. Develop and create a marketing plan.
5. Produce a Yearbook from conception to print.

Aboriginal Worldviews and Perspectives:

- Learning involves recognizing the consequences of one's actions. This course relies on students meeting deadlines and commitment for production. When these are not met, the impact is felt through the team and possibly the school (late delivery).
- Learning is holistic, reflexive, reflective, experiential and relational.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.
- Learning involves generation roles and responsibilities. Each grade level has certain responsibilities. The higher the grade the more responsibility a student may have. Yearbook 12 students have the added responsibility of mentoring Grade 10 and 11 students in the Publishing and Yearbook program.

BIG IDEAS



Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Publish a yearbook.</p> <ul style="list-style-type: none"> • Demonstrate safe use, care and maintenance of tools, equipment, materials and workspace. • Critically reflect on their design thinking and processes. • Evaluate their ability to share and maintain an efficient cooperative workspace. • Communicate effectively and apply leadership and mentoring skills when working with peers. • Engage in digital citizenship throughout the creative process. <p>Comply with industry publication standards and deadlines as outlined by the publishing company.</p> <p>Concept Development</p> <ul style="list-style-type: none"> • Brainstorm and prioritize ideas to create a range of page content ideas • Screen ideas against criteria and constraints. • Identify creative opportunities, challenges, points of view. • Analyze ideas for concept, photography, art, page design and copyright. • Work in teams to choose ideas to pursue, keeping other potentially viable ideas open. • Mentor those students with less experience. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Yearbook Process – from sales and concept development to delivery. • Conflict Resolution Skills. • Marketing Strategies and Planning <ul style="list-style-type: none"> ○ Advanced spreadsheet skills • How to implement Advanced Teamwork/Leadership Skills • Editor Responsibilities • Graphic Design Elements – work collegially with student designers. Know how to use yearbook software. • Mentoring Theory and Skills • Company specifications and industry terminology.

Marketing Plan

- Develop and implement an effective marketing plan and strategy.

Production and Design:

- Understand logistics such as budget, page limitations, scheduling.
- Collaboratively create and implement a team production schedule that works with the academic calendar and meets company deadline requirements. Re-evaluate on an ongoing basis.
- Create a product with the consumer/specific audience in mind
- Identify criteria for success, intended impact on consumers and any constraints that may impact design.
- Choose, adapt and learn about appropriate tools and technologies to use for the task.
- Analyze and critique first and second drafts of all page spreads.

Big Ideas – Elaborations

none

Curricular Competencies – Elaborations

Concept Development: how to brainstorm ideas, ways to integrate ideas and information, publication philosophy, publishing vocabulary

Constraints – limiting factors: internal and external to the school, such as schedule, event parameters, budget, time factors and deadlines

Content – Elaborations

Industry Terminology: copy, headlines, layout, gutters, eyeline, dominant photo, DPI ...

Graphic Design elements: take photos, placing elements in columns, editing photo and text boxes, digital photography, desktop publishing.

Industry Standards: collaborative team participation, editing for publication, meeting publication deadlines, covering school events, proof reading, working knowledge of required specifications for printing.

Leadership Skills: liaise with different school groups and school event groups, scheduling, communication, conduct photo shoots.

Editor Responsibilities: how to set timeline, collaboratively set up procedure for editing, peer reviews, delegating page concept assignments, completing and meeting deadlines, ensure industry standards are met, help mediate/facilitate group dynamics.

Recommended Instructional Components:

- Direct Instruction – photography, page design and writing.
- Modelling
- Experiential
- Group Work
- Independent Work
- Peer Reviews
- Workshop

Recommended Assessment Components:

- Self-Assessment
- Peer Assessment
- Products Created

Learning Resources:

- Publishing Software – Adobe Illustrator, Adobe Photoshop, Pagemaker, Adobe InDesign (Adobe Creative Suite)
- Sample Yearbooks – own school and other schools
- Publishing company resources
- Publishing company representative.
- Teacher created assignments
- Access to online tutorials.

Additional Information:

- Student reflection, assignment complexity and responsibility increase with each course in the Desktop Publishing and Yearbook program. Each grade level has certain responsibilities. The higher the grade the more responsibility a student may have. Yearbook 12 students have the added responsibility of mentoring Grade 10 and 11 students and/or students taking Publishing for the first time.
- Desktop Publishing 11 and 12 and Yearbook 12 have no prerequisite. Consequently, there is fluidity of content between the three courses which allows students the opportunity to obtain course credit each term that they are involved with the Yearbook project.

Supplement to: REGULAR SCHOOL BOARD MEETING

Date: April 30, 2019

Submitted by: Robert Weston, Executive Director of Human Resources

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

Subject: January 1, 2019 to March 31, 2019 Non-Replacement Data (Staffing)

Background:

The data chart below is provided in response to the following Board motions:

MOTION: 2018-118 - Teachers Teaching On Call (TTOC) Shortages, and

MOTION: 2018-119 - Educational Assistants Absence Coverage

JANUARY 2019	Total Teacher or EA days 19	Total absence days replaced in month	Total absence days not replaced by TTOC's/Casuals	Covered by School based administrators	Covered by Non-enrolling teachers
A. Enrolling	8056	254	147**	30	111
B. Non-Enrolling	2185	30	30	0	N/A
C. Education Asst.	2945	154	133	N/A	N/A

FEBRUARY 2019	Total Teacher or EA days 19	Total absence days replaced in month	Total absence days not replaced by TTOC's/Casuals	Covered by School based administrators	Covered by Non-enrolling teachers
A. Enrolling	8056	340	217	36	181
B. Non-Enrolling	2204	34	62		N/A
C. Education Asst.	2926	192	171	N/A	N/A

MARCH 2019	Total Teacher or EA days 11	Total absence days replaced in month	Total absence days not replaced by TTOC's/Casuals	Covered by School based administrators	Covered by Non-enrolling teachers
A. Enrolling	4719	137	106	15	91
B. Non-Enrolling	1276	15	34		N/A
C. Education Asst.	1760	96	100	N/A	N/A

** All such absences were covered by the reassignment of non-enrolling teacher's or school-based administrators

TRUSTEE REPORT

TO: SD 40 trustees and others at the board meeting for April 2019

FROM: Anita Ansari

SUBJECT: Learnings from High Ground Conference, from March 29 - 30

DATE: April 15th

CC: SD 40 Board meeting agenda

This is a summary of my notes from the conference, on the education-centered sessions.

A) Childcare – Next Steps in Growing the Public System

This was a discussion by the Minister of State for Childcare, the Hon. Katrina Chen, as well as Sharon Gregson, an advocate of the *10 Dollars a Day* program.

Minister Chen said the focus of child care in the public system should be based upon affordability, accessibility and quality. She spoke about what the government is doing to lift up compensation for ECEs (an increase of \$1/hour is happening by April of 2020), and how the new space funding and start-up grants have funded over 4,300 spaces in the province. A maintenance fund for \$2.2 million is in place, which supports approximately 700 providers. One of the areas of focus going forward are the community space and planning grants (UCBM) and reviewing new space funding guidelines. She reminded us that applications for these programs have no deadlines. The ministry is open to big ideas to invest into capital buildings and programs (such as what is being done for a community childcare space in Victoria) to create new spaces.

Sharon Gregson spoke about the 10 Dollars a Day policy plan for childcare, which our school district is not a signatory of. The new home for this policy is under the Department of Education (MoE), thus supporting this venture is new for boards of education. MoE hopes to add Early Childhood Educators (ECEs) into schools and is advocating for the Bachelor of ECE as the new generational standard. She also spoke about universal access, public funding, integrating indigenous history into ECE education, and capacity utilization and constraints under area standards for newly built schools.

B) Inclusion – Schools for Everyone

This was a panel, comprised of Jennifer Ready from the Vancouver School Board, Maggie Milne Martens from the Parent Advocacy Network for Public Education, and Sharmarke Dubow, a Councilor from Victoria.

Jennifer Ready spoke about addressing racism in schools using plain language. She felt that racism in schools is rising as a function of the rising national racism, and it affects young people and ripples through the public-school system. Anti-racism requires bringing in young people and their parents to talk about the problem and engaging them to find what can be done as a response to address it. She designed a committee / anti-racism caucus for her district, to keep working together, listening in an accountable way, and encouraging young people to come to speak at Board meetings and return to hear the response. She asks, within this structure, to examine who is invited, do they feel heard, and to reframe messaging so young people can understand what is being done on their behalf to keep them feeling safe.

Maggie Milne Martens spoke about area standards, and how they affect educational equity and inclusion. The province is spending \$2.5 billion over the next three years on seismic mitigation programs, but it needs to support population growth too – an estimated 7,000 students are currently in portables. Area standards, in her definition, are the maximum space allocated for new / replacement schools, and it is in her perspective a cost-limiting document. There is a reduction in sizes of schools over the years, with administrative space for new schools being halved in recent times. There is no fixed allocation for washrooms or staffrooms, as those come out of a design space overall. She spoke about how things like hallways an unreasonable size in new school buildings are making classrooms too noisy (as the hallways are so narrow). Having the space for students such that they don't feel crowded in an environment that is too noisy, is positive for their mental health.

Sharmarke Dubow spoke about the Vulnerable Immigrant Population Program (VIPP), which is a wrap-around program for students entering the school system. He spoke about how (local) students have no idea about other cultures. Teachers, for their part, enrich student experience by introducing events such as Ramadan and Chinese New Year, but for many immigrants, it is difficult to build, show or see pieces of themselves in their school work. There are settlement workers who support immigrants in school (SWIS), but they do not liaise well with school staff. School staff, it was felt, work from an anti-discrimination position, which is likely all they have time for. SWIS agencies carry out the right kind of work but do not have consistency in engagement and have limited authority in schools. Councilor Dubow felt family / youth counsellors need to be tethered to schools for immigrant children, and that we need resources and policies within the school system to keep immigrant students feeling included and safe.

C) Mobilizing Popular Support for Public Education

This was a breakfast plenary given by Annie Kidder, from the Ontario-based group, People for Education. She spoke broadly about how public education wasn't viewed favorably all over Canada, in a "post-truth" society. Her basic premise was to equip students to become creative, critical thinkers, doing more than just reading, writing and math. The talk is up on YouTube if you are curious:

<https://www.youtube.com/watch?v=MadaLVHH4T8>

D) Emerging Issues

This was a plenary which I presented at, so I didn't get good notes, but I found the video of the panel online: <https://www.youtube.com/watch?v=3DIOZcZeWDw>. The two education-specific speakers were Kaleb Child (Director of Indigenous Education) and Scott Benwell (Field Liaison of Aboriginal Education), who talked about Education Equity and Reconciliation, and they basically provided their origin story.

E) Success for Aboriginal Learners: Equity, Responsibility and Reconciliation.

This was Kaleb Child and Scott Benwell picking up from the plenary, and they spoke about where they grew up and their relationship to their community. They do this as they realized that they can't engage fully in learning if the emotional space, which comes from owning your relationship with the land, isn't intact. They advocated understanding the viewpoint of learners, and quoted Monique Gray Smith that Reconciliation was about "making the invisible visible". They talked about systemic entrenchment, and how in their personal experience there is a great difference between the love indigenous youth felt within their culture and how poorly they were treated inside public schools. They alluded to an auditor general's report, which talked about a "problem of low expectations" as a form of racism. This, they explained, is when the bar is set lower for indigenous learners, in relation to non-indigenous learners. For example, when there is delayed reading and declining grade level of among indigenous learners, instead of addressing educational shortcomings, the performance gets written off as that being the best an indigenous learner can do, neglecting to support the student like they would for non-indigenous learners. There is thus an environment of racism of low expectations, and limited-to-no interventions offered to support the development of indigenous student skills. This leads to learners struggling through the middle years, and mentally checking out, years before they drop out altogether.

They mentioned that though there is a distrust of assessment practices, these do help objectively identify where students are at with their core competencies (i.e. biases around indigenous student's performance can't shift the outcome). The work carried out in SD 85, while looking at reasons for failure (when looking at students that failed English 10, indigenous versus non-indigenous, as compared to their provincial

exams), lead to quantifying classroom mark inflation for non-indigenous learners, which eventually lead to the development of an Equity Scan.

The Equity Scan sought to understand why indigenous students check themselves at the door, like they were “walking in two worlds” without transitional support. Outside of schools they were connected to their families and communities, but inside, they were in this disengaged, unrealized state, as their school environment is so jarringly different from their home lives. The results of this scan can allow resources to make an in-time difference, once the system’s gaps are unknown.

The Equity Scan is a series of questions that checks where indigenous learners are not engaging with the supports directed at them, and / or where indigenous students need supports. This is a program we can sign up for with the Ministry, and I spoke to a trustee from Burnaby, who mentioned that they participated in the Equity Scan, and expanded it so that vulnerable students as well as indigenous learners could be examined. This is something I’d like to look at for our district going forward, since the proportion of vulnerable learners in SD40 is significant.

These were all the sessions I had good relevant notes for. I checked the website and some of the presentations from the conference have been released at:

<https://www.civicgovernance.ca/2019-high-ground-centre-for-civic-governance-forum/>



Trustee Report April 2019 by Trustee Dee Beattie

Thank you to the Board for allowing me to attend the BCEdAccess Spring 2019 Advocacy Conference "**Equitable Access to Education**" on March 29 /30

It was great to meet with parents of special needs, and agencies that support parents from across the province.

I attended 2 keynote speakers, 5 workshops and 1 panel. Below is a small report.

Friday Keynote: Annie Kidder, Executive Director, People for Education, in her presentation, we examined what good evidence looks like and how to use it. Advocating for a system change and how to engage audiences outside the education system were part of her topics.

WS1. Karen De Long BC Director of Inclusion BC led us in a discussion about advocating for Inclusive Education in all BC Public Schools, and the support for families, their approaches, and systems they have in place. Erika Cedillo a Community Inclusion Advocate, talked about the impact that transforms when you have meaningful inclusion.

WS2. Luke Dandurand, Kwantlen First Nation, led us through "The Kwantlen 7 laws and our everyday struggle to find balance and focus" Teaching the youth of the nation in the hə́nqəmíḥəm language Luke showed us how he strives to engage youth the understanding of the aboriginal teachings and the success, pride, and passion of the Kwantlen family.

WS3. Margaret Newbery Jones, Shade Consulting and Counselling delivered a great workshop on the prevalence of traumatic experiences with children, and the symptoms of traumatic stress, and the basic responses to traumatic stress.

Saturday Keynote: Shelley Moore, an educator, a former teacher, and a specialty with special needs. Shelley was a delight to listen too. I found myself wishing every child in BC to be a student of hers. You can find Shelley all over the internet with a series of videos and a blog to help teachers with inclusion. #fivemooreminutes We will have the chance to see her again at the BCSTA AGM as she is the opening keynote.

WS4 by Christine Sy from the Anishinaabe territory in the Great Lakes Region led us through the history and impacts of "Navigation and Mediating Colonial Intersectional Discrimination" The presentation engaged participants to take a close look at the impacts in education to the indigenous children of Canada.

WS5 Annie OHana, Indigenous Department Head LA Matheson in Surrey runs a Social Justice Leadership program called Mustang Justice. Annie has a background in Criminology and Political Science and received a The Prime Minister's Excellence in Teaching Award. Her thoughts on dismantling ableist thinking and practices in the classroom were well received and the workshop was interactive with audience participation.

The conference ended with a panel of six students with ADS and the theme was "**Life all over the Spectrum.**" This moderated panel was interactive and students were asked guided questions but gave unscripted responses. We learned what was important to their lives, the challenges they had and how learning they had autism affected them.

The final panel was an excellent conclusion to this fantastic conference and I am grateful for having the opportunity to attend.

Submitted by Dee Beattie

SD40 Trustee

April 23/2019



ADOPTION OF AGENDA – 6:32 pm.

MINUTES FOR APPROVAL – February 26, 2019 & March 5, 2019

CORRESPONDENCE – Nil

REPORTS FROM SENIOR MANAGEMENT – Personnel, Legal

OTHER BUSINESS – Personnel

OLD BUSINESS – Property

TRUSTEE UPDATE – Correspondence

ITEMS TO BE REPORTED OUT AT OPEN MEETING –

- Personnel
- Student Information
- Property

NOTICE OF MEETINGS

ADJOURNMENT – 7:31 pm.