



School District No.59 (Peace River South)

Open Board Meeting Agenda

Date: May 29, 2019 1:00 PM

Place: School Board Office – Dawson Creek

“We acknowledge that we share this territory with the people of Treaty 8”

APPROVAL OF AGENDA

1. **ITEMS FOR ADOPTION**
 - R1.1 – Regular Board Meeting Minutes – May 29, 2019
 - R1.2 – Excerpts Closed Meeting – May 29, 2019
2. **BUSINESS ARISING**
3. **ESSENTIAL ITEMS**
4. **OTHER PRESENTATIONS**
 - R4.1 – Me to We Presentation – Peru International Field Trip
5. **REPORTS FROM THE SUPERINTENDENT OF SCHOOLS**
 - R5.1 – School/Student News
 - R5.2 - Student Discipline Report – May 2019
 - R5.3 – Principal Announcements
 - R5.4 – BAA Courses
 - R5.5 – Teacher Certification Process
 - R5.6 – Montessori Review Update
6. **REPORTS FROM THE SECRETARY-TREASURER**
 - R6.1 – Finance Reports
 - R6.2 – Revised 2020-21 Capital Plan
 - R6.3 – Pouce Coupe Elementary School Capacity Update
 - R6.4 - 2019-20 Annual Budget & Bylaw
7. **TRUSTEE ITEMS**
 - R7.1 – BCSTA Update – T. Jones
 - R7.2 – Pro-D Report – R. Gulick
 - R7.3 - 2019-20 Board Meeting Schedule
8. **COMMITTEE REPORTS**
 - R8.1 – Policy Committee
9. **DIARY**
10. **QUESTION PERIOD**
11. **FUTURE BUSINESS / EVENTS**
 - 12.1 – Open Board Meeting – September TBA



School District No.59 (Peace River South)

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.59

11600 – 7TH Street, Dawson Creek, BC V1G 4R8

Open Session Minutes

DATE & TIME: May 29, 2019 - 1:00 PM

PLACE: Northern Lights College – Tumbler Ridge

PRESENT: Trustees:
T. Ziemer – Chair
C. Hillton (Vice-Chair)
R. Gulick
T. Jones
C. Anderson
B. Borton
J. Lalonde

C. Clouthier, Superintendent
C. Fennell, Assistant Superintendent
M. Panoulis, Secretary-Treasurer
R. Schwartz, Recording Secretary

Guests: S. McLeod, PRSTA
W. Howe, District of Tumbler Ridge Council Member
J. Watson, Don Titus PAC member
(note: other individuals were present at the meeting that did not sign in)

Media: none

Called to Order – 1:10 PM

The Board Chair acknowledged that we share this territory with the people of Treaty 8.

APPROVAL OF AGENDA

Additions: R7.6 – Chair/Vice-Chair Election
R7.7 – Support Letter Request

(2019 05-008)

MOVED/SECONDED – Gulick/Jones

THAT, the Regular Meeting agenda be approved as amended.

CARRIED UNANIMOUSLY

1.0 ITEMS FOR ADOPTION

R1.1 Regular Board Meeting Minutes – April 17, 2019

The Chair asked for any corrections to the minutes.

(2019 05-009)

The Chair declared the minutes of the open meeting April 17, 2019 approved as presented.

R1.2 Excerpts of Closed Board Meeting – April 17, 2019

(2019 05-010)

The Chair declared the excerpts of the closed board meeting April 17, 2019 approved as presented.

R1.3 Excerpts of Special Closed Board Meeting – April 30, 2019

(2019 05-011)

The Chair declared the excerpts of the closed board meeting April 30, 2019 approved as presented.

R1.4 Excerpts of Special Closed Board Meeting – March 6, 2019

(2019 05-012)

The Chair declared the excerpts of the closed board meeting March 6, 2019 approved as presented.

2.0 BUSINESS ARISING

3.0 ESSENTIAL ITEMS

4.0 PRESENTATIONS

5.0 REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

R5.1 School/Student News

The Superintendent reported school/student news:

- Devereaux Elementary students participated in the Gwillim Lake Adventure Race and the Color Run recently held in Fort St. John.
- Ecole Frank Ross will be holding their annual walk-a-thon on June 14th
- Little Prairie Elementary Grade 7 students are teaching Grade 1 & 2 students how to code
- Windrem Elementary School held a whole school event at Gwillim Lake; the Grade 6/7 class will be travelling to Prince George, BC on June 4th to release the salmon they have raised; the school will be holding their annual Appreciation Tea to honour volunteers in school

- Students at Tumbler Ridge Elementary school participated in a project where they incubated chicks and cared for them until they could go to their forever homes.
- Moberly Lake Elementary School participated in the Discover Science program; students participated in a hiking event that incorporated problem solving skills and making connections; some classes have been using Skype to connect with park rangers for learning opportunities – they have connected with archeologists and park rangers; students have also participated in yoga and drumming activities to learn about body movement, spatial awareness, self-care and affirmation.
- The Gwillim Lake Adventure Race was held on May 25th - 39 students participated in teams from 7 schools in the district.
- 30 graduating students from DCSS-South Peace Campus took part in a grad legacy trip at Gwillim Lake – the grads noted that trips to Gwillim Lake were a highlight of their K-12 years in school.

R5.2 Student Discipline Report

The student discipline summary report for the month of April 2019 was presented. A total of 35 suspensions were reported. Following is a breakdown of the main offences:

- Safety of Others 14
- Controlled Substance 9
- Fighting 8

R5.3 Distributed Learning Audit Update

The Ministry of Education conducted an enrollment audit of Distributed Learning at Dawson Creek Secondary School. Overall the audit went well, and the audit team found most enrollment records and reporting documentation to be in place. Dawson Creek Secondary School lost .625 FTE funding in the amount of \$3,812.00.

R5.4 Field Trip

A field trip request was submitted for the Grade 8-9 French Immersion students at Dawson Creek Secondary School to travel to Quebec in February 2020.

(2019 05-013)

MOVED/SECONDED – Lalonde/Jones

THAT, the Board approve in principle to allow Grade 8 and 9 French Immersion students of DCSS to proceed with planning the French Immersion trip to Quebec in February 2020.

CARRIED UNANIMOUSLY

R5.5 Principal Announcements

The Superintendent announced the following principal appointments effective August 1, 2019:

- | | |
|--|---------------------|
| • Principal of Canalta Elementary School: | Jennifer Sutherland |
| • Principal of Little Prairie Elementary School: | Christi Munch |
| • Principal of Pouce Coupe Elementary School: | Amanda Bricker |
| • Vice Principal of Canalta Elementary School: | Susanne Wakeham |
| • Vice Principal of Crescent Park Elementary School: | Joanne Dueck |
| • Principal of Parkland Elementary School: | Kristy Rose |

The Superintendent noted there are still Vice-Principal positions at Chetwynd Secondary School and Little Prairie Elementary schools which will be announced once they are filled.

6.0 REPORTS FROM THE SECRETARY TREASURER

R6.1 Finance Reports

The Secretary-Treasurer presented the finance reports ending April 30, 2019.

R6.2 Interim Audit Report

The auditors performed an interim audit and found the system of internal controls functioning adequately. The auditors will complete the full year end audit in July.

R6.3 Related Party Transactions

Entities within the government's reporting entity require disclosure of transactions between related parties that occur at a value other than fair market value. A related party is described as:

- Entities within the government's reporting entity,
- Key management personnel and their close family members, and
- Entities controlled by key management personnel or their close family members.

The Secretary Treasurer disclosed to the government that no related party transactions at a value other than fair market value were conducted on behalf of School District No. 59.

R6.4 2020-21 – Capital Plan

The Secretary Treasurer reviewed the 2020-21 Capital Plan initiatives to be submitted to the Ministry.

(2019 05-014)

MOVED/SECONDED – Borton/Gulick

THAT, the Board of Education in accordance with provisions under section 142 (4) of the School Act approves the proposed Five-Year Capital Plan as presented.

CARRIED UNANIMOUSLY

R6.5 Don Titus School Closure Update

Due to the unknown outcome of the new funding formula and other uncertainties, the Secretary-Treasurer will not be bringing the first reading of the school closure bylaw for Don Titus Elementary School to the board in the 2020-21 school year.

The capacity situation in Chetwynd will continue to be examined very closely and any future decisions to proceed with a potential school closure in Chetwynd will be brought back to the board for deliberation.

R6.6 Bussing Information

The Secretary Treasurer provided information on transportation services as requested at a previous meeting.

Trustee Gulick is concerned field trip options are limited for the students in Chetwynd and Tumbler Ridge.

The Superintendent reported all schools have funding in their budgets to provide field trips. Although both the bus garage and Standard Bus work very hard to fulfil field trips requests, at times the availability of buses and bus drivers may prohibit a school from booking a field trip.

7.0 TRUSTEE ITEMS

R7.1 – BCSTA Update – T. Jones
No Report.

R7.2 – Northern Opportunities Update – T. Ziemer
Trustee Ziemer reported that all Northern school districts and the local college supported the letter of request for Northern Opportunities.

R7.3 – Survey Request – T. Ziemer
Trustee Ziemer received a survey request from an independent advocate for regarding post-secondary Education Assistant programs in BC. This information has been brought forward to BCSTA; therefore, Ziemer recommended that completing the survey is unnecessary.

R7.4 – Funding Model Review Feedback – T. Ziemer
Trustee Ziemer reported that feedback has been provided through the BCSTA AGM and Board Chair Meeting, as well as, the Superintendent and Secretary-Treasurer associations. The board agreed no further response is required until more information is provided from the Ministry.

R7.5 – Long Range Facilities Plan – C. Hillton
Trustee Hillton would like to see the board more involved in developing long term planning for the district which would also tie in with the capital plan submission.

The Secretary Treasurer reported the long-range facilities plan is changing to be a much broader document and is no longer focused on capacity utilization. The changes to the long-range facilities plan guidelines are meant to give boards the flexibility and space to allow for a broader focus of their facilities.

R7.6 – Board Chair & Vice Elections – T. Ziemer
The board held a discussion as to when to hold the chair and vice-chair elections. The elections are commonly held during the annual organizational meeting. The board agreed to hold the elections during the organizational meeting at the September board meeting.

R7.7 – Support Letter Request – T. Ziemer
The City of Dawson Creek has asked the Board to provide a letter in support of obtaining a grant for improvements to the Kenn Borek Aquatic Centre.

(2019 05-015)

MOVED/SECONDED - Gulick/Jones

THAT, the Board approve to write a letter to the city of Dawson Creek to support their grant application for equipment upgrades for the Kenn Borek Aquatic Centre.

CARRIED UNANIMOUSLY

8.0 COMMITTEE REPORTS

R8.1 Policy Committee

The Policy Committee presented the following revised policy for circulation.

(2019 05-016)

MOVED/SECONDED – Hillton/Borton

THAT, the board approve to circulate Policy and Regulation 2250: Policy Development for feedback.

CARRIED UNANIMOUSLY

With the adoption of the revised district code of conduct policy at the last board meeting which includes language from the student dress code policy, the policy committee recommended to repeal the student dress code policy.

(2019 05-017)

MOVED/SECONDED – Hillton/Jones

THAT, the board approve to repeal Policy and Regulation 4410: Student Dress Code effective immediately.

CARRIED UNANIMOUSLY

9.0 DIARY

10.0 NOTICE OF MOTION

11.0 QUESTION PERIOD

A question and answer period was held.

12.0 FUTURE BUSINESS

R12.1 - Regular Board Meeting – June 17, 2019

ADJOURNMENT

(2019-05-018)

MOVED – Hillton

THAT, the Regular Meeting be terminated. (3:50 PM)

CARRIED UNANIMOUSLY

CERTIFIED CORRECT:

(T. Ziemer) Board Chair

(M. Panoulis) Secretary Treasurer



School District No.59 (Peace River South)

MEETING: Closed Board Meeting
DATE: May 29, 2019 10:30 AM
PLACE: Northern Lights College – Tumbler Ridge

The meeting was called to order and the following was reported.

Items for Adoption

- Approval of Agenda
- Closed Session Minutes - April 17, 2019
- Special Closed Session Minutes – April 30, 2019

Business Arising

Trustee Items

Items discussed and reported included:

- Student Appeal Committee

Superintendent's Reports

Items discussed and reported included:

- Personnel

Secretary Treasurer's Reports

Items discussed and reported included:

- Excluded Compensation
- Superintendent Contract
- O'Brien Property
- Chetwynd Bus Contract

Future Business

Adjournment Motion

CERTIFIED CORRECT:

T. Ziemer, Board Chair

Melissa Panoulas, Secretary Treasurer



School District No.59 (Peace River South)

June 11, 2019

**SD59 Peace River South
May 2019
Student Discipline Report**

May Suspensions:	
Controlled Substance	2
Fighting	5
Non-Compliance	8
Instigating	2
Safety of Others	14
Total	31

Submitted by:

Mike Readman
Director of Instruction

School District 59 Discipline Report
for May, 2019.

Legend

Bullying <----- suspension category

6/13/2019

suspensions this month -----> 2 6 <----- suspension days this month

suspensions this year -----> 5 | 12 <----- suspension days this year

School and Month

[illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible]

School District 59 Discipline Report
for May, 2019.

Legend

Bullying <----- suspension category

6/13/2019

suspensions this month -----> 2 6 <----- suspension days this month

suspensions this year -----> 5 | 12 <----- suspension days this year

School and Month

Parkland Elementary		Bullying		Drugs/ Alcohol		Fighting		Indecent Behav.		Indefinite		Instigat- ing		Non-com- pliance		Profanity		Safety of Others		Tobacco		Theft		Truancy		Vandal- ism		Weapons		Total	
May	2019	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	6	0	0	0	0	0	0	0	0	0	4	6	
	Totals To Date	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	6	0	0	0	0	0	0	0	0	0	4	6	

[illegible]

Pouce Coupe Elementary		Bullying		Drugs/ Alcohol		Fighting		Indecent Behav.		Indefinite		Instigat- ing		Non-com- pliance		Profanity		Safety of Others		Tobacco		Theft		Truancy		Vandal- ism		Weapons		Total	
May	2019																														
	Totals To Date	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	4	0	0	0	0	0	0	0	0	0	2	4

[illegible][illegible]

Tremblay Elementary		Bullying		Drugs/ Alcohol	Fighting	Indecen Behav.	Indefinite	Instigat- ing	Non-com- pliance	Profanity	Safety of Others	Tobacco	Theft	Truancy	Vandal- ism	Weapons	Total
May	2019	0	0	1	1	2	2	0	0	0	0	3	3	0	0	2	8
Totals To Date		0	0	8	13	14	11	0	0	0	0	22	17	1	1	42	79

[illegible][illegible]

School District 59 Discipline Report for May, 2019.

Legend

	Bullying	<----- suspension category
suspensions this month ----->	2 6	<----- suspension days this month
suspensions this year ----->	5 12	<----- suspension days this year

6/13/2019

School and Month

Group Sub Total		Bullying		Drugs/ Alcohol		Fighting		Indecent Behav		Indefinite		Instigat- ing		Non-com- pliance		Profanity		Safety of Others		Tobacco		Theft		Truancy		Vandal- ism		Weapons		Total	
May	2019	0	0	1	1	2	2	0	0	0	0	1	1	4	6	0	0	9	12	0	0	0	0	0	0	0	0	0	0	17	22
FTEs	Totals To Date	0	0	10	17	19	24	1	1	0	0	3	3	29	32	1	1	78	105	3	4	0	0	0	0	0	0	0	0	144	186

Chetwynd Secondary		Bullying		Drugs/ Alcohol		Fighting		Indecent Behav		Indefinite		Instigat- ing		Non-com- pliance		Profanity		Safety of Others		Tobacco		Theft		Truancy		Vandal- ism		Weapons		Total	
May	2019																														
	Totals To Date	0	0	7	22	8	24	1	3	0	0	3	9	2	3	3	9	4	9	0	0	0	0	0	0	1	2	1	5	30	86

DCSS-Central Campus		Bullying		Drugs/ Alcohol		Fighting		Indecent Behav		Indefinite		Instigat- ing		Non-com- pliance		Profanity		Safety of Others		Tobacco		Theft		Truancy		Vandal- ism		Weapons		Total	
May	2019	0	0	1	5	3	11	0	0	0	0	1	2	3	5	0	0	5	9	0	0	0	0	0	0	0	0	0	0	13	32
	Totals To Date	0	0	13	38	15	69	3	5	0	0	2	3	15	25	2	3	24	45	0	0	2	4	0	0	3	4	0	0	79	195

DCSS-South Peace Campus		Bullying		Drugs/ Alcohol		Fighting		Indecent Behav		Indefinite		Instigat- ing		Non-com- pliance		Profanity		Safety of Others		Tobacco		Theft		Truancy		Vandal- ism		Weapons		Total	
May	2019																														
	Totals To Date	0	0	20	66	11	55	0	0	0	0	1	3	1	3	2	2	7	26	3	6	1	3	0	0	0	0	0	0	46	164

Tumbler Ridge Secondary		Bullying		Drugs/ Alcohol		Fighting		Indecent Behav		Indefinite		Instigat- ing		Non-com- pliance		Profanity		Safety of Others		Tobacco		Theft		Truancy		Vandal- ism		Weapons		Total	
May	2019	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
	Totals To Date	0	0	2	3	1	5	0	0	0	0	1	4	3	3	2	2	5	11	0	0	0	0	0	0	0	0	0	0	14	28

Group Sub Total		Bullying		Drugs/ Alcohol		Fighting		Indecent Behav		Indefinite		Instigat- ing		Non-com- pliance		Profanity		Safety of Others		Tobacco		Theft		Truancy		Vandal- ism		Weapons		Total	
May	2019	0	0	1	5	3	11	0	0	0	0	1	2	4	6	0	0	5	9	0	0	0	0	0	0	0	0	0	0	14	33
FTEs	Totals To Date	0	0	42	129	35	153	4	8	0	0	7	19	21	34	9	16	40	91	3	6	3	7	0	0	4	6	1	5	169	473

ALL SCHOOLS SUMMARY		Bullying		Drugs/ Alcohol		Fighting		Indecent Behav		Indefinite		Instigat- ing		Non-com- pliance		Profanity		Safety of Others		Tobacco		Theft		Truancy		Vandal- ism		Weapons		Total	
May	2019	0	0	2	6	5	13	0	0	0	0	2	3	8	12	0	0	14	21	0	0	0	0	0	0	0	0	0	0	31	55
FTEs	Totals To Date	0	0	52	146	54	177	5	9	0	0	10	22	50	65	10	17	118	196	6	10	7	3	0	0	4	6	1	5	313	659



School District No.59 (Peace River South)

June 19, 2019

The district is pleased to announce the following Vice Principal appointments effective August 1, 2019:

- Vice Principal of Little Prairie Elementary School: Dianne Bassendowski
- Vice Principal of Chetwynd Secondary School: Shane Mould

The following positions have yet to be hired and will be announced when the position has been filled:

- Principal of Dawson Creek Secondary School – Central Campus
- Principal of Crescent Park Elementary School

Respectfully,

Candace Clouthier
Superintendent
SD 59 Peace River South



School District No.59 (Peace River South)

June 19, 2019

School districts or independent schools develop Board/Authority Authorized (BAA) courses to help meet local community needs while providing choice and flexibility for students.

BAA courses must be authorized by Boards of Education or Independent School Authorities (boards/authorities) according to requirements set by the Ministry of Education.

The following BAA courses have been prepared (or revised) by Josh Kurjata, Principal at Dawson Creek Secondary School, for board approval:

- Academic Assistant 10-12 (revised Teacher Assistant 10-12)
- ADST Assistant 10-12 *new
- Athlete Development Leadership 10 *new
- Athlete Development Leadership 11 *new
- Athlete Development Leadership 12 *new
- Sport Performance 10 (revised)
- Lab Tech Assistant 12 *new
- Leadership 10 (revised)
- Leadership 11 (revised)
- Leadership 12 (revised)
- Psychology 11-12 (revised)
- Sport Psychology 11 *new

Respectfully,

Candace Clouthier
Superintendent
SD 59 Peace River South



ACADEMIC ASSISTANT 10 - 12

School District/Independent School Authority Name: Peace River South	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District 59
Developed by: Josh Kurjata	Date Developed: May 15 th , 2019
School Name: Dawson Creek Secondary School	Principal's Name: Josh Kurjata
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Academic Assistant 10 – 12, YED 10A, YED 11A, YED 12A (new and is replacing our old Teacher Assistant 10 – 12 courses YIPS 10A, YIPS 11A, YIPS 12A)	Grade Level of Course: 10, 11, 12
Number of Course Credits: 4	Number of Hours of Instruction: 100 – 120 hours per course

Board/Authority Prerequisite(s):

- No course pre-requisites required
- Prior approval of mentor teacher required before signing up for the course

Special Training, Facilities or Equipment Required:

The student must find a teacher who is willing to sponsor an Academic Assistant in their area of interest, and to complete an Academic Assistant contract. The contract must include a written acceptance by the teacher for a specified period of time. The sponsor teacher will outline a written list of goals, expectations and outcomes for the Academic Assistant. The student will be under the direct supervision of the sponsoring teacher. Content the student is supporting will vary according to the sponsor teacher and the ministry curriculum area that the student pursues.

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the application of Academic Assistant skills. Students will develop lifelong skills in time management, communication, school and community service, public relations, teambuilding and conflict resolution. Students will also explore their personal values and develop their own style through various classroom activities. This course also 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

The opportunity for a student to be a mentor in a favourite or skilled subject area allows the Academic Assistant to develop further and deeper knowledge of the course content and to increase self-esteem, self-confidence and organizational skills. Research indicates that students who teach material to others learn the material more thoroughly. The opportunity to be a mentor in a favorite subject area allows the Academic Assistant to develop skills beyond the knowledge of the subject matter itself, including increased self-confidence, self-worth and organizational skills.

Aboriginal Worldviews and Perspectives:

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 teaching assistant contributes to the wellness of our community as a whole.
- Learning involves patience and time.
 - By helping students with different abilities in a class
- Learning involves exploration of one's identity.

Aboriginal Worldviews and Perspectives:

- Connectedness and Relationship:
 - Acting as a teaching assistant 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 supervisory/leadership 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 (experiential learning)

BIG IDEAS

Working with other learners supports our own learning and empathy	Teaching other learners builds knowledge, patience and perseverance	Learning about how other people learn helps us as learners	Positively contributing to our school culture benefits us and others.	Being aware of our social responsibility ensures we are a better global 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 leadership 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 maintain records.• that confidentiality about student needs/grades is required.

BIG IDEAS

Supporting other learners deepens our own learning and empathy

Teaching other learners makes us a stronger learner.

Understanding how others learn helps us grow as a learner

Making a difference in our communities benefits everyone

Deepening our awareness of our Social Responsibility makes us a better global citizen

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • lead students in instructional activities designed by mentor teacher. • help students to understand that learning takes perseverance and may involve setbacks. • demonstrate that they are in a leadership role. • refer to and help establish 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. • advocate for students' rights. • establish positive 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 maintain records. • that confidentiality about student needs/grades is required.

BIG IDEAS

Extending our own learning increases our ability to help others

Teaching is the truest form of extending our knowledge

Knowing who we are as learners helps us guide other learners

Taking initiative to make change in our communities has the greatest impact

Extending our understanding of our social responsibility positively impacts our world.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • collaborate with mentor teacher to design instructional activities for individuals or small groups. • help students to overcome setbacks in their learning and persevere. • consistently demonstrate that they are in a mentorship role. • develop individual leadership styles. • refer to and help establish 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. • take initiative in leading learning groups. • advocate for students' rights. • establish positive 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 maintain records. • confidentiality about student needs/grades is required.

Recommended Instructional Components:

- Direct Instruction
- Indirect Instruction
- Peer and Partner Instruction
- Demonstrations
- Modelling
- Simulations
- Peer teaching
- Experiential Learning
- Reflective Writing

Recommended Assessment Components:

Self-Evaluation: Take a look at the rubric – Teacher Assistant 10/11/12 Self and Teacher Core Competency Assessment. At the end of the course, how have you grown in the core competencies of Communication, Personal Awareness and Responsibility, and Social Responsibility? Identify where you fit on the rubric. Prepare a presentation for your mentor teacher to explain how you have grown in these areas while you have been a teacher assistant. Use evidence from the course to support your opinion.

Teacher Evaluation: Assess teacher assistants at the end of the course in the core competencies of Communication, Personal Awareness and Responsibility, and Social Responsibility as they have been demonstrated. Keep in mind that as students move through the Grade 10/11/12 levels, they should demonstrate these core competencies in increasingly sophisticated ways.

Other Assessments:

- Weekly learning journals explaining what they have done as a teacher assistant in class, with a reflection on how their actions have helped them to grow, challenges they experienced, problems they helped to solve, and ways they worked with their mentor teacher.
- Attendance and Participation: In order to be a teacher assistant, regular attendance and active participation are essential.
- Monthly Reflections: At the end of each month, have students use the rubric to assess how they have demonstrated growth in the Core Competencies and to set goals for improvement for the following month.

Additional Information:

Teaching Assistant positions allow students to develop important leadership and interpersonal skills. Students from all ability levels are able to increase their own skills and contribute to their community and school through these positions.

Adapted and modified with permission from School District 34 – Abbotsford, and School District 83 – North Okanagan Shuswap



ADST ASSISTANT 12

School District/Independent School Authority Name: Peace River South	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District 59
Developed by: Josh Kurjata	Date Developed: May 18 th , 2019
School Name: Dawson Creek Secondary School	Principal's Name: Josh Kurjata
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: ADST Assistant, YED 12C	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 100 – 120 hours

Board/Authority Prerequisite(s):

Enrollment in this course is based on the recommendations of an ADST teacher and demonstrated proficiency in the ADST area they wish to assist in.

Special Training, Facilities or Equipment Required:

Associated equipment within the ADST classroom

Course Synopsis:

This is a career-skills focused course where students will work under the direct supervision of an ADST teacher while gaining practical and relevant work experience in an ADST field. Students will provide assistance in various ADST classes such as: Culinary Arts, Information and Communication Technology, and Technology Education. Students will develop communication skills, interpersonal relations, leadership skills, teamwork, and conflict management while assisting, and supporting, an ADST teacher. Students will apply their skills in tutoring and mentoring roles and acquire an appreciation of the importance of lifelong learning and helping others. Students will be given a mandatory Assistant Orientation session where students will get a site orientation, review of safety practices and protocols (including the required use of personal protective equipment) as well as their job description for the course.

Goals and Rationale:

1. Develop and demonstrate communication and instructional skills in an ADST setting.
2. Gain relevant and practical career related experience in the ADST field.
3. Develop skills for assessing and managing inventory and supply needs as it relates to ADST specific courses.
4. Develop and demonstrate transferable employability skills.
5. Demonstrate appropriate use of technologies.
6. Demonstrate safe work practices as per Instructors Guidelines (use of personal protective equipment and permission to use equipment).

This course has been designed to provide a practical ADST experience that focuses on gaining relevant and transferable employability skills students can use to gain employment outside of school. This course gives students the opportunity to develop personal and field-related skills as they relate to working with others in any branch of ADST. The skills learned from this course will benefit the student in terms of leadership skills, ability to work in groups and interact with all types of individuals. This course was developed to meet the needs of students who wish to have a relevant and practical learning experience in an ADST classroom and, perhaps continue in this field beyond high school.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Through this course students will learn to use materials wisely and without excess waste. Students will demonstrate responsible disposal of potentially hazardous materials so as not to harm ourselves or the environment.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This course provides students with practical, hands-on experience and an opportunity to reflect on their learning and grow in their employability skills.
- Learning involves recognizing the consequences of one's actions. Students will act as role models for professional behaviour. Students will come to understand that their actions have consequences within, and beyond, the ADST classroom.
- Learning recognizes the role of indigenous knowledge. Indigenous knowledge tells us that materials need to be respected and not wasted.

- Learning involves patience and time. Patience and time are essential in an ADST classroom. As students work with the design thinking cycle, they learn that solutions do not come easily or fast. Taking time in one's work allows for a better-quality experience and production of high-quality projects.

BIG IDEAS

ADST careers require a working knowledge of the design cycle and its social and environmental impacts.

Tools and technologies can be adapted for specific purposes and require safety considerations with use.

ADST knowledge can be used to develop procedures, techniques, and technologies that have implications for places of employment.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Explore possibilities for using creative and innovative thinking during their ADST practical experience • Identify and apply preferred approaches to learning for ongoing career-life development and self-advocacy • Engage in, reflect on, and evaluate career-life exploration via their practical experience • Collaborate with supervising teacher to inform career-life development and exploration • Demonstrate and reflect on inclusive, respectful, and safe interactions within the classroom or lab • Plan different and appropriate ways to offer assistance to others • Demonstrate appropriate professional standards • Apply safety procedures for themselves, co-workers, and users in both physical and digital environments • Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time • Demonstrate competency and proficiency in skills at various levels <p>Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for their design interests</p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • WHMIS guidelines/standards • equipment usage • measuring techniques and strategies • labelling techniques • material storage strategies • material disposal procedures • cost analysis • employability skills • safety protocols • rights and regulations in the workplace, including safety • professional standards • peer tutoring/mentoring

- Evaluate impacts, including unintended negative consequences, of choices made about technology use
- Examine and analyze the role that changing technologies play in specific ADST course context

Curricular Competencies – Elaborations

- Assistance- understanding that there are different ways to tutor and interact with peers. Approaches include demonstration, modelling, guiding or prompting questions, verbal and reflective feedback, showing an alternative method or approach, but not taking over for the student.
- Professional standards- including dress, hygiene, and personal protective gear, methods of speaking (ie. no swearing or inappropriate comments)

Content – Elaborations

- WHMIS guidelines- as appropriate to the ADST course
- Employability skills- prioritizing, managing time, punctuality, taking initiative, being motivated, good communication and interpersonal skills, reliability, leadership, and interacting with supervising teacher and other students
- Safety protocols-including the required and proper use of personal protective equipment and following WHMIS and work safety protocols
- Rights and regulations in the workplace, including safety- including workplace safety protocols as provided by worksafebc
- Peer tutoring/mentoring techniques- assisting other students with comprehension of content, assembling and proper use of equipment, reflection and feedback of ideas and plans

Recommended Instructional Components:

- Direct instruction
 - Tour the materials and equipment storage areas, make familiar with types and quantities needed.
 - Assist in blade changes and set-up while Lockout procedures are in place (shop classes)
 - Ensure students are following safe operating procedures under direction of the instructor
 - Demonstrate maintenance and calibration of tools and equipment
 - Identify and correct potentially hazardous situations
 - Reiterate and determine knowledge of the safe use of equipment
- Written instructions, independent work-students are provided with lists of materials that are required to be prepared for on-going ADST activities. Students are required to implement instructions during the preparation of the materials
- Modelling- the safe and proper use of equipment and procedures
- Group work- students assist others in a group during peer tutoring and mentoring opportunities
- Computer Use-students create practice assessments following models provided by the teacher, access catalogues and other supplier sites to price and order materials. Students use appropriate sites and resources to understand context of their tasks, and for ideation.

- Feedback opportunities- Feedback is given on performance with opportunities to reflect on how to improve or change performance

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

- Formative assessment is ongoing via informal feedback and discussion. There are opportunities for daily feedback.
- Self-assessment is ongoing using the Employability Skills Profile from the Conference Board of Canada as a guideline:
<https://www.conferenceboard.ca/docs/default-source/educ-public/esp2000.pdf?sfvrsn=0>
- Summative assessment comes as a culmination of observations, feedback and student self-assessment rubric.

Learning Resources:

- WHMIS Binder (where appropriate)
- Subject specific textbooks and resources
- WorksafeBC
- Materials supply websites and catalogues
- Computer software

Additional Information:

Adapted and modified with permission from School District 34 - Abbotsford



ATHLETE DEVELOPMENT LEADERSHIP 10

School District/Independent School Authority Name: Peace River South	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District 59
Developed by: Josh Kurjata	Date Developed: May 23 rd , 2019
School Name: Dawson Creek Secondary School	Principal's Name: Josh Kurjata
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Athlete Development Leadership 10 (YCPA 10B)	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 100 – 120 hours

Board/Authority Prerequisite(s):

Students are enrolled and active in the Athlete Development program

Special Training, Facilities or Equipment Required:

Teacher will need training in leadership methodologies, strategies, as well as leadership integration and facilitation opportunities. Knowledge of effective unit planning and construction as well as journal assessment is necessary.

Course Synopsis:

PE Leadership 10 is an introductory level course and leads into PE Leadership 11 and 12. This course includes a combination of classwork to learn leadership and planning skills and practical, hands-on applications of those skills. Students will develop and apply skills such as leadership, teamwork, goal setting, event planning, activity assessment and reflection through the development of intramural and extra-curricular events and lesson plans. This course supports and encourages students to assist in school/community/ leadership opportunities and to explore career options in PEH and/or recreational fields.

Students will identify the essential components of an effective leadership program and apply those in an instructional and intramural setting. Finally, students will apply their skills and complete 10 hours of field work in a volunteer leadership situation. This course supports student learning through meaningful methods of inquiry, interpretation, demonstration, and presentation of a variety of leadership and planning skills.

Goals and Rationale:

1. Develop leadership skills in students who can have a positive impact on school culture.
2. Develop effective planning skills in students who plan events so that the student population can have a positive intramural or extra-curricular experience.
3. Develop and nurture leadership and planning skills in students to enable them to be lifelong leaders.
4. Provide opportunities for students to act as leaders in a variety of intramural and extracurricular activities.

Specific leadership skills are necessary yet not often addressed in the school system. Schools cultures are often nurtured and developed through intramural and extra-curricular activities. Many students participate in these activities and without student leaders, many of these activities would not run.

Student run programs and activities tend to be the foundation of school spirit.

Students accepted to this course are given tangible leadership skills and training and then encouraged to play a leadership role in their school environment.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Through the development of intramural and extra-curricular activities, students are contributing to their school culture and the development of relationships within the school community. By developing strong leadership skills, students see themselves as contributors and development confidence in their abilities to lead groups.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
Students are given opportunities to experience leadership through the practical, hands-on activities they help to develop and lead. Students are asked to reflect on their leadership experiences and work with team members to hone skills and refine their planning and implementation processes.
- Learning involves recognizing the consequences of one's actions. Students understand the cause and effect relationship their actions can have in the development and implementation of a program. Learning to make good choices and being prepared help are key learnings in this course.
- Learning involves generational roles and responsibilities. Students learn and practice their roles and responsibilities. Every member of every team has roles and responsibilities both in the planning and development of activities for students. By having grade 11 and 12 mentors, students are able to see how their leadership skills can grow into mentoring positions.
- Learning involves patience and time. Students learn that planning an event takes time and preparation. Students also come to learn that the development and honing of their leadership skills takes time.
- Learning requires exploration of one's identity. Students learn about themselves and their leadership capacity in this course.

BIG IDEAS

Advocating for the health and well-being of others connects us to our community.

Well-being requires finding a balance of personal health, relationships, work, learning, community, engagement and committed citizenship.

Being involved in leadership activities helps to promote initiative-taking and community involvement.

Advocating for daily participation in physical activity can help promote a healthy lifestyle.

Leadership involves problem solving, evaluating, reflecting when planning and leading others in activities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Create and implement the essential components of a healthy intramural and extra-curricular activity program</p> <ul style="list-style-type: none"> • Apply appropriate interpersonal skills while organizing, officiating, teaching and participating in physical activities. • Utilize effective goal setting strategies when planning and developing an event, lesson, or activity • Show respect for individual abilities, interests, gender, and cultural backgrounds. • Demonstrate and describe the characteristics of good leaders and respected members of a community. • Model self-respect and self-confidence while organizing, leading, teaching, and officiating physical activities. • Consistently model fair play, etiquette, participation and preparedness in a variety of roles including: performer, coach, official, and observer. • Evaluate, analyze, and modify appropriate safety procedures, rules, routines, and procedures while involved in new and familiar activities <ul style="list-style-type: none"> • Use applicable communication skills when communicating in a leadership role with students and teachers. • Design, teach, and reflect on activities in a variety of environments and movement categories. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • essential components of a healthy intramural and extra-curricular program • characteristics of good leaders and respected members of a community • roles and responsibilities of student leaders • leadership opportunities in a PE environment • facility usage, equipment usage and safety procedures including injury prevention • effective goal setting strategies • effective event planning and implementation strategies

- Analyze a problem and apply problem-solving strategies when planning and leading others in specific activities
- Consistently model fair play, etiquette, participation and preparedness in a variety of roles including: performer, coach, official, and observer.
- Demonstrate leadership, reliability, and teamwork.
- Develop a capacity to improve and diversify their capacity to be a leader.

Curricular Competencies – Elaborations

Movement categories including invasion territory games, individual/dual activities, net-wall games, target, alternative environment activities

Content – Elaborations

- the essential components of a healthy intramural and extra-curricular activity program including a wide variety of activities, high numbers of participants, active and engaged participants, programs are a part of school culture, diverse and varied participants, minimal number of injuries for participants, minimal level of interference by spectators
- characteristics of good leaders and respected members of a community including: organizational skills, communication skills, responsibility, confidence, commitment, trustworthiness, collaboration skills
- effective goal setting strategies including: brainstorming, prioritizing goals, selecting appropriate goals to pursue, assessment of goal progress
- effective event planning and implementation strategies including: activity selection processes, recruitment strategies, effective advertising strategies, scheduling, game knowledge, safety planning, officiating, equipment maintenance, and clean up protocols

Recommended Instructional Components:

Indirect instruction- teacher gives formative feedback during event/activity

Modelling- in classroom, watching lessons being taught beforehand

Reciprocal teaching- watching a lesson with explanation of teaching technique

Guided discovery- after watching modelling, plan their own event based on what they have seen

Brainstorming- different ideas for intramural and extra-curricular activities

Group work- plan, organize and implement events in groups and evaluate as the activity progresses

Independent work: research- research different types of tournaments for implementation (looking at the advantages and feasibility of implementing); peer discussion questions that guide reflections or evaluate others.

Reflective writing- reflections and peer discussion questions

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

Formative and summative assessment will be the result of peer assessment, self-assessment, and teacher assessment.

Products may include:

- self-reflections (on personal performance), group reflections (group performance)
- lesson/event/activity plans, implementation of plan, reflection on plan
- discussion forums (formative)

Learning Resources:

- Teacher created resources
- Choose to Lead-Mark Scharenbroich
- Nice Bike-Mark Scharenbroich
- 100 Ways to Build Teams by Carol Searce
- Group Dynamics for Student Activities by Russell Robinson
- Handbook for Student Council Member by Earl Reum
- How to Start a Leadership Class by Linda Rogers
- Leadership Effectiveness Training by Dr. Thomas Gordon
-

Additional Information:

Adapted and modified with permission from School District 34 – Abbotsford



ATHLETE DEVELOPMENT LEADERSHIP 11

School District/Independent School Authority Name: Peace River South	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District 59
Developed by: Josh Kurjata	Date Developed: May 25 th , 2019
School Name: Dawson Creek Secondary School	Principal's Name: Josh Kurjata
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Athlete Development Leadership 11 (YCPA 11B)	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 100 – 120 hours

Board/Authority Prerequisite(s):

Students are enrolled and active in the Athlete Development program

Special Training, Facilities or Equipment Required:

It is recommended that the teacher has training in leadership methodologies, strategies, as well as leadership integration and facilitation. Equipment needed will include: dedicated classroom space (gym and regular classroom) and access to technology.

Course Synopsis:

PE Leadership 11 is a continuation of the PE Leadership 10 course and leads into PE Leadership 12 which is more advanced. This course includes a combination of classwork to learn leadership and planning skills and practical, hands-on applications of those skills. Students will develop and apply skills such as leadership, teamwork, goal setting, event planning, activity assessment and reflection through the development of intramural and extra-curricular events and lesson plans. This course supports and encourages students to assist in school/community/ leadership opportunities and to explore career options in PEH and/or recreational fields.

Students will identify the essential components of an effective leadership program and apply those in an instructional and intramural setting. Finally, students will apply their skills and complete 15 hours of field work in a volunteer leadership situation (both inside and/or outside of school). This course supports student learning through meaningful methods of inquiry, interpretation, demonstration, and presentation of a variety of leadership and planning skills.

Goals and Rationale:

1. Further develop leadership skills in students who can have a positive impact on school culture.
2. Further develop effective planning skills in students who plan events so that the student population can have a positive intramural or extra-curricular experience.
3. Further develop and nurture leadership and planning skills in students to enable them to be lifelong leaders.
4. Provide opportunities for students to act as leaders in a variety of intramural and extracurricular activities.

Specific leadership skills are necessary yet not often addressed in the school system. Schools cultures are often nurtured and developed through intramural and extra-curricular activities. Many students participate in these activities and without student leaders, many of these activities would not run. Student run programs and activities tend to be the foundation of school spirit.

Students accepted to this course are given tangible leadership skills and training and then encouraged to play a leadership role in their school environment.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Through the development of intramural and extra-curricular activities, students are contributing to their school culture and the development of relationships within the school community. By developing strong leadership skills, students see themselves as contributors and development confidence in their abilities to lead groups.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students are given opportunities to experience leadership through the practical, hands-on activities they help to develop and lead. Students

are asked to reflect on their leadership experiences and work with team members to hone skills and refine their planning and implementation processes.

- Learning involves recognizing the consequences of one's actions. Students understand the cause and effect relationship their actions can have in the development and implementation of a program. Learning to make good choices and being prepared help are key learnings in this course.
- Learning involves generational roles and responsibilities. Students learn and practice their roles and responsibilities. Every member of every team has roles and responsibilities both in the planning and development of activities for students. By having grade 12 mentors and mentoring grade 10 students, grade 11 students are able to see how their leadership skills can grow.
- Learning involves patience and time. Students learn that planning an event takes time and preparation. Students also come to learn that the development and honing of their leadership skills takes time.
- Learning requires exploration of one's identity. Students learn about themselves and their leadership capacity in this course.

BIG IDEAS

Advocating for the health and well-being of others connects us to our community.

Well-being requires finding a balance of personal health, relationships, work, learning, community, engagement and committed citizenship.

Well-being requires finding a balance of personal health, relationships, work, learning, community, engagement and committed citizenship.

Advocating for daily participation in physical activity can help promote a healthy lifestyle.

Leadership involves problem-solving, evaluating, reflecting when planning and leading others in activities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> ● Create, implement and reflect on the essential components of a healthy intramural and extra-curricular activity program ● Apply and analyze appropriate interpersonal skills while organizing, officiating, teaching and participating in physical activities. ● Utilize effective goal setting strategies when planning and developing an event, lesson, or activity ● Show respect for individual abilities, interests, gender, and cultural backgrounds. ● Implement and apply tactics of good leaders and respected members of a community to organized events. ● Model self-respect and self-confidence while organizing, leading, teaching, and officiating physical activities. ● Consistently model and promote fair play, etiquette, participation and preparedness in a variety of roles including: performer, coach, official, and observer. ● Evaluate, analyze, and modify appropriate safety procedures, rules, routines, and procedures while involved in new and familiar activities 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ● essential components of a healthy intramural and extra-curricular program ● characteristics of good leaders and respected members of a community ● roles and responsibilities of student leaders ● leadership development strategies ● leadership opportunities in a PE environment ● facility usage, equipment usage and safety procedures including injury prevention ● event and sport specific training ● effective goal setting strategies ● effective event planning and implementation strategies

- Apply and refine applicable communication skills when communicating in a leadership role with students and teachers.
- Design, teach, and reflect on activities in a variety of environments and movement categories.
- Analyze a problem and apply problem-solving strategies when planning and leading others in specific activities
- Consistently demonstrate leadership, reliability, and teamwork.
- Develop, refine, and apply one's capacity to improve and diversify their capacity to be a leader.

Curricular Competencies – Elaborations

movement categories including invasion territory games, individual/dual activities, netwall games, target, alternative environment activities

Content – Elaborations

- the essential components of a healthy intramural and extra-curricular activity program including a wide variety of activities, high numbers of participants, active and engaged participants, programs are a part of school culture, diverse and varied participants, minimal number of injuries for participants, minimal level of interference by spectators
- characteristics of good leaders and respected members of a community including: organizational skills, communication skills, responsibility, confidence, commitment, trustworthiness, collaboration skills, and presentation skills
- leadership development strategies: organizational skills, respected by peers, communication skills, motivation, trustworthiness, ability to delegate, exhibiting a positive attitude, give and receive kind, helpful, and specific feedback, responsible decision-making, exhibiting confidence and commitment, being flexible, taking initiative, exhibiting perseverance, being resilient, collaborating with others
- event and sport specific training including: score keeping for different sports and activities, minor refereeing/officiating, running concessions, marketing strategies for events, development of promotional materials
- effective goal setting strategies including: brainstorming, prioritizing goals, selecting appropriate goals to pursue, assessment of goal progress
- effective event planning and implementation strategies including: activity selection processes, recruitment strategies, effective advertising strategies, scheduling, game knowledge, safety planning, officiating, equipment maintenance, and clean up

Recommended Instructional Components:

Direct Instruction- event and sports specific training (how to run shot clock and score boards, score sheets)

Indirect instruction- teacher gives formative feedback during event/activity

Modelling- in classroom, watching lessons being taught beforehand, modelling lessons to the grade 10 students

Reciprocal teaching- watching a lesson with explanation of teaching technique

Guided discovery- after watching modelling from grade 12 leadership students, plan their own event based on what they have seen

Brainstorming- different ideas for intramural and extra-curricular activities, making marketing and promotional materials for events

Group work- plan, organize and implement events in groups and evaluate as the activity progresses

Independent work- research different types of tournaments for implementation (looking at the advantages and feasibility of implementing); peer discussion questions that guide reflections or evaluate others

Peer guidance- mentoring/modelling for grade 10 students with feedback

Reflective writing- reflections and peer discussion questions

Presentation- students present on key leadership attributes (character terms)

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

Formative and summative assessment will be the result of peer assessment, self assessment, and teacher assessment.

- self-reflections (on personal performance), group reflections (group performance)
- lesson/event/activity plans, implementation of plan, reflection on plan
- discussion forums/questions (formative)
- presentations (summative)
- leadership survey analysis (formative)

Learning Resources:

- Teacher created resources
- Choose to Lead-Mark Scharenbroich
- Nice Bike-Mark Scharenbroich
- 100 Ways to Build Teams by Carol Searce
- Group Dynamics for Student Activities by Russell Robinson
- Handbook for Student Council Member by Earl Reum
- How to Start a Leadership Class by Linda Rogers
- Leadership Effectiveness Training by Dr. Thomas Gordon
- Leadership and the One Minute Manager by Kenneth Blanchard et al.
- Leadership: “Learning by Doing” by Patricia Ross
- Skills for Leaders by John Grey
- Spirit Works...Turn it On! by Bob Burton
- The ABCs of Student Advising by Jan Kurtz

Additional Information:

Adapted and modified with permission from School District 34 - Abbotsford



ATHLETE DEVELOPMENT LEADERSHIP 12

School District/Independent School Authority Name: Peace River South – School District 59	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Josh Kurjata	Date Developed: June 1 st , 2019
School Name: Dawson Creek Secondary School	Principal's Name: Josh Kurjata
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Athlete Development Leadership 12 (YCPA 12B)	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 100 – 120 hours

Board/Authority Prerequisite(s):

Students are enrolled and active in the Athlete Development program

Special Training, Facilities or Equipment Required:

Teacher will need training in leadership methodologies, strategies, as well as leadership integration and facilitation opportunities. Knowledge of effective unit planning and construction as well as journal assessment is necessary. Equipment needed will include: dedicated classroom space and access to technology.

Course Synopsis:

PE Leadership 12 builds on the leadership skills developed in the grade 10 and 11 PE Leadership courses. This course includes a combination of classwork to learn leadership and planning skills and practical, hands-on applications of those skills. Students will develop and apply skills such as leadership, teamwork, goal setting, event planning, activity assessment and reflection through the development and planning of intramural and extra-curricular events. This course supports and encourages students to assist in school/community/ leadership opportunities and to explore career options in PEH and/or recreational fields. Students in this course are expected to exhibit strong leadership and mentorship skills to those in grades 10 and 11.

Students will identify the essential components of an effective leadership program and apply those in an instructional and intramural setting. Finally, students will apply their skills and complete 20 hours of field work in a volunteer leadership situation (both inside and/or outside of school). This course supports student learning through meaningful methods of inquiry, interpretation, demonstration, and presentation of a variety of leadership and planning skills.

Goals and Rationale:

1. Further develop leadership skills in students who can have a positive impact on school culture.
2. Further develop effective planning skills in students who plan events so that the student population can have a positive intramural or extra-curricular experience.
3. Further develop and nurture leadership and planning skills in other students to enable them to be lifelong leaders.
4. Provide opportunities for students to act as leaders in a variety of intramural and extracurricular activities.

Specific leadership skills are necessary yet not often addressed in the school system. Schools cultures are often nurtured and developed through intramural and extra-curricular activities. Many students participate in these activities and without student leaders, many of these activities would not run. Student run programs and activities tend to be the foundation of school spirit.

Students accepted to this course are given tangible leadership skills and training and then encouraged to play a leadership role in their school environment.

Aboriginal Worldviews and Perspectives:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Through the development of intramural and extra-curricular activities, students are contributing to their school culture and the development of relationships within the school community. By developing strong leadership skills, students see themselves as contributors and development confidence in their abilities to lead groups.

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students are given opportunities to experience leadership through the practical, hands-on activities they help to develop and lead. Students are asked to reflect on their leadership experiences and work with team members to hone skills and refine their planning and implementation processes.
- Learning involves recognizing the consequences of one's actions. Students understand the cause and effect relationship their actions can have in the development and implementation of a program. Learning to make good choices and being prepared help are key learnings in this course.
- Learning involves generational roles and responsibilities. Students learn and practice their roles and responsibilities. Every member of every team has roles and responsibilities both in the planning and development of activities for students. As a grade 12 mentor, students are able to show other students what is involved in mentoring others and how the roles and responsibilities are different from what is expected at the grade 10 and 11 level.
- Learning involves patience and time. Students learn that planning an event takes time and preparation. Students also come to learn that the development and honing of their leadership skills takes time.
- Learning requires exploration of one's identity. Students learn about themselves and their leadership capacity in this course.

BIG IDEAS

Advocating for the health and well-being of others connects us to our community.

Well-being requires finding a balance of personal health, relationships, work, learning, community, engagement and committed citizenship.

Being involved in leadership activities helps to promote initiative-taking and community involvement.

Advocating for daily participation in physical activity can help promote a healthy lifestyle.

Leadership involves problem-solving, evaluating, reflecting when planning and leading others in activities.

Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <ul style="list-style-type: none"> ● Create, implement and reflect on the essential components of a healthy intramural and extra-curricular activity program ● Apply, analyze and critique appropriate interpersonal skills while organizing, officiating, teaching and participating in physical activities. ● Create and apply effective goal setting strategies when planning and developing an event, lesson, or activity ● Consistently show respect for individual abilities, interests, gender, and cultural backgrounds. ● Identify, apply and reflect on tactics of good leaders and respected members of a community to organized events. ● Consistently model self-respect and self-confidence while organizing, leading, teaching, and officiating physical activities. ● Consistently model and promote fair play, etiquette, participation and preparedness in a variety of roles including: performer, coach, official, and observer. ● Evaluate, analyze, and modify appropriate safety procedures, rules, routines, and procedures while involved in new and familiar activities 	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> ● essential components of a healthy intramural and extra-curricular program ● characteristics of good leaders and respected members of a community ● roles and responsibilities of student leaders ● leadership development strategies ● leadership opportunities in a PE environment ● facility usage, equipment usage and safety procedures including injury prevention ● event and sport specific training ● effective goal setting strategies ● effective event planning and implementation strategies ● mentorship qualities and opportunities ● qualities of good role models ● change agency

- Critically analyze and apply applicable communication skills when communicating in a leadership role with students and teachers.
- Design, teach, and reflect on activities in a variety of environments and movement categories.
- Analyze a problem and apply problem-solving strategies when planning and leading others in specific activities
- Consistently demonstrate leadership, reliability, and teamwork.
- Develop, refine, and apply a capacity to improve and diversify their capacity to be a leader.

Curricular Competencies – Elaborations

movement categories including invasion territory games, individual/dual activities, netwall games, target, alternative environment activities

Content – Elaborations

- the essential components of a healthy intramural and extra-curricular activity program including a wide variety of activities, high numbers of participants, active and engaged participants, programs are a part of school culture, diverse and varied participants, minimal number of injuries for participants, minimal level of interference by spectators
- characteristics of good leaders and respected members of a community including: organizational skills, communication skills, responsibility, confidence, commitment, trustworthiness, collaboration skills, and presentation skills
- leadership development strategies: organizational skills, respected by peers, communication skills, motivation, trustworthiness, ability to delegate, exhibiting a positive attitude, give and receive kind, helpful, and specific feedback, responsible decision-making, exhibiting confidence and commitment, being flexible, taking initiative, exhibiting perseverance, being resilient, collaborating with others
- event and sport specific training including: score keeping for different sports and activities, minor refereeing/officiating, running concessions, marketing strategies for events, development of promotional materials,
- effective goal setting strategies including: brainstorming, prioritizing goals, selecting appropriate goals to pursue, assessment of goal progress
- effective event planning and implementation strategies including: activity selection processes, recruitment strategies, effective advertising strategies, scheduling, game knowledge, safety planning, officiating, equipment maintenance, and clean up protocols
- mentorship qualities and opportunities- including mentoring grade 10 and 11 PE Leadership students, acting as role models for other students, promotion of program to increase enrollment

change agency: changing the culture of the school- including increasing participation in event and engaging students who don't typically participate, increasing enrollment in PE Leadership courses (recruiting grade 10, 11 and 12 students)

Recommended Instructional Components:

Direct Instruction- event and sports specific training (how to run shot clock and score boards, score sheets)

Indirect instruction- teacher gives formative feedback during event/activity

Modelling- in classroom, watching lessons being taught beforehand, modelling lessons to the grade 10 students

Reciprocal teaching- watching a lesson with explanation of teaching technique

Brainstorming- different ideas for intramural and extra-curricular activities, making marketing and promotional materials for events, increasing enrollment, ways to change the culture of the school and who participates

Group work- plan, organize and implement events in groups and evaluate as the activity progresses

Independent work and research different types of tournaments for implementation (looking at the advantages and feasibility of implementing); peer discussion questions that guide reflections or evaluate others

Peer guidance- mentoring/modelling for grade 10 and 11 students with feedback

Reflective writing- reflections and peer discussion questions

Presentation- students present on key leadership attributes (character terms)

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

Formative and summative assessment will be the result of peer assessment, self assessment, and teacher assessment.

Products may include:

- self-reflections (on personal performance), group reflections (group performance)
- lesson/event/activity plans, implementation of plan, reflection on plan
- discussion forums (formative)

Learning Resources:

- Teacher created resources
- Choose to Lead-Mark Scharenbroich
- Nice Bike-Mark Scharenbroich
- 100 Ways to Build Teams by Carol Searce
- Group Dynamics for Student Activities by Russell Robinson
- Handbook for Student Council Member by Earl Reum
- How to Start a Leadership Class by Linda Rogers
- Leadership Effectiveness Training by Dr. Thomas Gordon
- Leadership and the One Minute Manager by Kenneth Blanchard et al.
- Leadership: “Learning by Doing” by Patricia Ross
- o The Student Leadership Challenge: Facilitation and Activity Guide
- o The Student Leadership Practices Inventory - Self Instrument

Additional Information:

Adapted and modified with permission from School District 34 - Abbotsford



LAB TECH ASSISTANT 12

School District/Independent School Authority Name: Peace River South	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District 59
Developed by: Josh Kurjata	Date Developed: May 15 th , 2019
School Name: Dawson Creek Secondary School	Principal's Name: Josh Kurjata
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Lab Tech Assistant, YED 12B	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 100 – 120 hours per course

Board/Authority Prerequisite(s):

Applicants to this course must be enrolled in or have completed one or more senior science and math courses including; Pre-Calculus 11, Chemistry 11, Biology 11 and Physics 11. Student needs to have achieved a B or higher in their senior level science and math courses. The selection of students as a Lab Tech Assistant is at the discretion of the classroom teacher.

Special Training, Facilities or Equipment Required:

Students in this course need to be supervised by a science teacher who will also carry out the assessment of the student.

Course Synopsis:

This course is intended for students with a strong science background who intend on pursuing post-secondary studies in a science field. This is a laboratory-based course that expands upon the skills learned in their grade 11 science courses. Students will receive training in safe procedures in a lab environment and will be required to complete the following working procedures; safety, laboratory preparations, receiving and ordering of

stock, applied mathematics, daily lab duties, and laboratory organization. Students will also assist junior students when they are completing a lab for their class. This course integrates math and science in the preparation of various lab materials for chemistry, biology and physics labs.

Goals and Rationale:

- To teach students laboratory technician related skills to enhance their employability skills.
- To teach students communication skills when working with others in a science-related environment.
- To become WHMIS certified and learn the safe handling, preparation and storage of chemicals and equipment.
- To become familiar with the skills required to prepare and organize chemicals in a laboratory.
- To participate in the delivery of a science course and receive constructive feedback in the role of a lab assistant.

There is a demand for this type of course among those who are highly focussed in the science area. This course emulates the professional experience a lab technician requires and provides students with job related transferable skills.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This course provides students with practical, hands-on experience and an opportunity to reflect on their learning and improve their employability skills.
- The use and disposal of potentially hazardous materials should be completed in a way that will minimize harm to us and our environment.
- Learning involves recognizing the consequences of one's actions. Students will act as role models for professional behaviour understanding that the impact of their actions on others.

BIG IDEAS

Lifelong learning
develops career
opportunities for
students

Scientific knowledge
can be used to
develop techniques
and skills for the
workplace

Scientific processes
impact our daily lives

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none">- Use SI units and appropriate equipment, including digital technologies, to collect and record data- Plan and implement ways to prepare chemicals for labs- Execute the safe handling of equipment- Connect scientific explorations to careers in science- Assess personal safety risks in a socially responsible way- Identify and apply industry standard approaches to learning for ongoing career-life development and self-advocacy- Engage in, reflect, and evaluate career exploration through their practical experience- Collaborate with supervising teacher to inform career paths- Be inclusive, respectful, and safe with their interactions in the classroom or lab- Provide assistance to others- Demonstrate appropriate professional standards	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">- WHMIS guidelines/standards- equipment usage- measuring techniques and strategies- labelling techniques- material storage- material disposal procedures- employability skills- safety protocols- rights and regulations in the workplace, including safety- professional standards- peer tutoring/mentoring techniques

Curricular Competencies – Elaborations

- Plan and implement ways to prepare chemicals- calculate appropriate masses and volumes to prepare solutions of a particular concentration, prepare solutions for use in the laboratory, refill reagent containers used to dispense chemicals in the lab, maintain a clean and hazard free preparation area, maintain an accurate inventory of laboratory stock items and assist in ordering and receiving stock from supply companies
- Create and implement a plan for the safe handling of equipment- including hardware and glassware. Prepare equipment for prescribed experiment, perform minor repairs on damaged equipment, maintain proper equipment storage, track any missing or damaged equipment on the lab inventory
- Assistance- understanding that there are different ways to tutor and interact with peers. Approaches include demonstration, modelling, guiding or prompting questions, verbal and reflective feedback, showing an alternative method or approach, but not taking over for the student.
- Professional standards- including but not limited to personal protective gear, professional workplace communication.

Content – Elaborations

- WHMIS guidelines- as appropriate to the lab course and includes certification training
- Employability skills- prioritizing, managing time, punctuality, taking initiative, being motivated, good communication and interpersonal skills, reliability, leadership, and interacting with supervising teacher and other students
- Safety protocols-including proper use of personal protective equipment and WHMIS protocols when working in the lab environment
- Rights and regulations in the workplace, including safety- including workplace safety protocols as provided by WorkSafeBC
- Peer tutoring/mentoring techniques assisting other students with comprehension of content, assembling and proper use of equipment, interpretation of data and observations collected during lab work

Recommended Instructional Components:

- Direct instruction-tour of the preparation area, stockroom, storage area including proper and safe use of volumetric glassware, the electronic balance, distillation apparatus, and other measuring devices, maintenance and calibration of equipment
- Written instructions, independent work-students are provided with lists of materials that are required to be prepared for on-going labs. Students are required to implement instructions during the preparation of the materials
- Modelling- safe and proper use of equipment
- Group work- students assist others in a group during peer tutoring and mentoring opportunities
- Computer Use-students create practice assessments following models provided by the teacher, access catalogues and other supplier sites to price and order materials
- Feedback opportunities- Feedback is given on performance with opportunities to reflect on how to improve or change performance

Recommended Assessment Components:

- Formative assessment is ongoing via informal feedback and discussion. There are opportunities for daily feedback. Students complete self-evaluations on an on-going basis. These are reviewed and used as points of discussion between the classroom teacher and the student. Adjustments are made on an ongoing basis.
- Self-assessment is ongoing using the Employability Skills Profile from the Conference Board of Canada as a guideline:
<https://www.conferenceboard.ca/docs/default-source/educ-public/esp2000.pdf?sfvrsn=>
- Summative assessment comes as a culmination of observations, feedback and student self-assessment.

Learning Resources:

- BC Science Safety Manual
- WHMIS Binder
- Subject specific textbooks and resources
- WorksafeBC
- Materials supply websites and catalogues
- Computer software (probeware)

Additional Information:

Adapted and modified with permission from School District 34 - Abbotsford



LEADERSHIP 10

School District/Independent School Authority Name: Peace River South	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District 59
Developed by: Josh Kurjata	Date Developed: June 1 st , 2019
School Name: Dawson Creek Secondary School	Principal's Name: Josh Kurjata
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Leadership 10 (YCPA 10A) exsiting	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required: N/A

Course Synopsis:

The purpose of this course is to develop the communication, organization, and planning skills associated with being a leader in the school community. Students in this course will use their leadership skills to develop and promote a positive school culture. Students will develop responsibility, self-esteem, initiative, and creativity throughout this course. Grade 10 students will work under the guidance and direction of Grade 11 and 12 Student Leadership students while helping to run different school-based events.

Goals and Rationale:

1. Develop an awareness of different leadership styles.
2. Develop and apply different leadership characteristics.
3. Participate in and lead students in different school community building events.
4. Develop positive relationships both within their class and in the school community.
5. Contribute to a positive school climate.
6. Develop an awareness of the positive aspects of mentorship while being mentored by a peer.

Student leadership classes are needed because students want to be positive contributors to their school community and this course helps to teach students the skills needed to run different events in the school and community. Some of our students have experienced leadership opportunities at their middle schools and wish to continue that experience and hone their leadership skills while in high school. Overall school culture and climate benefit from the involvement of students leading others through activities which build relationships and model active citizenship. This course encourages student engagement through the ability to give students voice and choice over events they run. Grade 10 develops an awareness of the big picture of how events are run in the building and continues to Grade 12 where students act as event leaders in both process and product.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. This course seeks to build self-awareness and other leadership qualities while contributing to the school community through school events.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This course enables students to reflect often on the experiences that they have while running events. It seeks to educate students holistically and works to develop a sense of place and themselves amongst their peers.
- Learning involves recognizing the consequences of one's actions. This course reinforces that there are positive and negative impacts to every decision made. Students see that their actions can have an influence on their team and they also see that their contributions during school events can have a positive impact on others.
- Learning involves generational roles and responsibilities. Different grade levels have different degrees of responsibility and roles while always learning from their peers in a higher-grade level. Grade 10s receive mentorship and modelling from Grade 11s and 12s.

- Learning is embedded in memory, history, and story. Student Leadership is built on a foundation of history and stories of previous events. Students hear the stories and are motivated to contribute to the school legacy. Events are documented through the use of social media, newspaper articles, and yearbook.
- Learning involves patience and time. The development of strong leadership skills does not happen overnight. Students learn through reflection, practice, and failing forward as they plan and run events.

BIG IDEAS

Different situations
require different
styles of leadership

Event planning
requires leadership
skills, patience and
time

Developing leadership
skills allows us to
positively influence
our community

True leadership
development
requires a knowledge
of self and learning
from the experiences
of others

Reflecting on
experiences, growth
opportunities, and
personal successes and
failures is an important
part of being an effective
leader

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Demonstrate appropriate use of speaking and listening skills in small and large groups • Explore and describe various leadership styles and theories • Experience and interpret awareness and effectiveness of group process skills as they apply to various activities • Develop, refine, and apply managerial skills during activities and events • Develop an awareness of the positive aspects and the opportunities of being actively involved in the community and the school • Develop an awareness of self through reflection and experiences • Explore and describe factors that contribute to human relations • Reflect on the importance of human relations within teams and groups • Develop and apply a plan to positively impact the school 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • communication skills • leadership styles and theory • group processes • managerial skills • self-awareness • human relations • change or difference makers

--	--

Curricular Competencies – Elaborations

Develop and apply a plan- including brainstorming, goal setting, assisting in duties given, monitoring and adjusting as plan progresses, assisting in organizing event, situational leadership, planning a short lunchtime activity for grade 9 students

Content – Elaborations

- Communication skills including: speaking skills in large and small groups, listening skills in small and large groups, poise, awareness, attention to audience
- Group processes including: conflict resolution strategies in group settings, goal setting strategies, identification and utilization of resources, managing group dynamics, appropriate evaluation and debriefing techniques for debriefing a group after an activity or event, group cohesion, motivations, effective goal setting with groups, team-building
- Managerial skills including: essential elements in planning, conducting, and evaluating meetings or other activities such as skits, assemblies, fund-raisers, and other projects, problem solving and delegation techniques, chain of command, time management, task analysis, pre- and post- timelining, establishment of procedures, and financial and budgetary management, goal setting and prioritization techniques
- Self-awareness including: sense of self, self-esteem, and assertiveness, self-inventory, values clarification, goal setting, and evaluating experiences, risk-taking, conflict resolution, time management, self-help skills (stress management, coping with failure/success, dealing with criticism/praise)
- Human relations including: values of positive reinforcement, trust, honest communication, awareness of social, cultural, ethnic and racial diversity, developing positive school and community climates, ways to increase sense of belonging for lonely/alienated students, good sportsmanship, awareness of sexism and equality in leadership, mentorship principles
- Change or difference makers including: looking for opportunities to make a difference, identification of problems in need of a solution, why make a difference, impacts of positive change

Recommended Instructional Components:

- Active learning-students plan a small-scale event and take an active role in their learning through the development of their ideas
- Direct instruction-showcase different leadership theorists and styles, examples of a successful event and what are the key components of an event Indirect instruction- speakers on leadership topics, attendance at conferences, observation of other students and events
- Cooperative learning- brainstorming ideas for small-scale events,
- Interactive instruction- learn from peers, post-event reflections/debriefs, peer feedback
- Independent instruction- research famous leaders
- Modelling- from Grade 11 and 12 who mentor, modelling for participants

- Brainstorming- generating ideas for events
- Group work- co-planning and running various events.

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

- Reflections- peer and self
- Leadership in Action- planning, running and reflecting on event

Learning Resources:

- Learning Resources: These are suggested, but not limited to, resources
- 7 Habits of Highly Effective Teens- Sean Covey
- School Culture by Design-Phil Boyte
- Choose to lead-Mark Scharenbroich
- Nice Bike-Mark Scharenbroich
- 100 Ways to Build Teams by Carol Searce
- Group Dynamics for Student Activities by Russell Robinson
- Handbook for Student Council Member by Earl Reum
- How to Start a Leadership Class by Linda Rogers
- Leadership Effectiveness Training by Dr. Thomas Gordon
- Leadership and the One Minute Manager by Kenneth Blanchard et al. Leadership: "Learning by Doing" by Patricia Ross

Additional Information:

Students are encouraged to pursue Student Leadership 11 and 12 after completing this course.

There is a commitment to participating in volunteer community service hours outside of the school timetable.

Adapted and modified with permission from School District 34 - Abbotsford



LEADERSHIP 11

School District/Independent School Authority Name: Peace River South	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District 59
Developed by: Josh Kurjata	Date Developed: June 1 st , 2019
School Name: Dawson Creek Secondary School	Principal's Name: Josh Kurjata
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Leadership 11 (YCPA 11A) existing	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: N/A

Course Synopsis:

The purpose of this course is to further develop the communication, organization, and planning skills associated with being a leader in the school community. Students in this course will continue to use their leadership skills to develop and promote a positive school culture. Students will further develop responsibility, self-esteem, initiative, and creativity throughout this course. Grade 11 students will work under the guidance and direction of Grade 12 Student Leadership students while helping to run different school-based events and will serve as mentors for Grade 10 students.

Goals and Rationale:

1. Develop an awareness of how different leadership styles apply to self.
2. Develop, refine, and apply different leadership characteristics.
3. Participate in and lead students in different school community building events.
4. Develop positive relationships both within their class, in the school community, and in the greater community.
5. Contribute to a positive school climate.
6. Develop an awareness of the positive aspects of mentorship while being mentored and mentoring peers.

Our Ministry-approved curriculum does not specifically focus on the development of school and community leaders. This series of student leadership courses seek to fill that need. Student leadership classes are needed because students want to be positive contributors to their school community and this course helps to teach students the skills needed to run different events in the school and community. Some of our students have experienced leadership opportunities at their middle schools and wish to continue that experience and hone their leadership skills while in high school. Overall school culture and climate benefit from the involvement of students leading others through activities which build relationships and model active citizenship. This course encourages student engagement through the ability to give students voice and choice over events they run. Grade 10 develops an awareness of the big picture of how events are run in the building and continues to Grade 12 where students act as event leaders in both process and product.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. This course seeks to build self-awareness and other leadership qualities while contributing to the school community through school events.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This course enables students to reflect often on the experiences that they have while running events. It seeks to educate students holistically and works to develop a sense of place and themselves amongst their peers.
- Learning involves recognizing the consequences of one's actions. This course reinforces that there are positive and negative impacts to every decision made. Students see that their actions can have an influence on their team and they also see that their contributions during school events can have a positive impact on others.
- Learning involves generational roles and responsibilities. Different grade levels have different degrees of responsibility and roles while always learning from their peers in a higher-grade level. Grade 10s receive mentorship and modelling from Grade 11s and 12s.

- Learning is embedded in memory, history, and story. Student Leadership is built on a foundation of history and stories of previous events. Students hear the stories and are motivated to contribute to the school legacy. Events are documented through the use of social media, newspaper articles, and yearbook.
- Learning involves patience and time. The development of strong leadership skills does not happen overnight. Students learn through reflection, practice, and failing forward as they plan and run events.

BIG IDEAS

Different situations
require different
styles of leadership

Event planning
requires leadership
skills, patience and
time

Deepening our
leadership skills
allows us to positively
influence our
community

True leadership
development
requires an
understanding of self
and learning from
the experiences of
others

Reflecting and analyzing
our experiences, growth
opportunities, and
personal successes and
failures is an important
part of being an effective
leader

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Demonstrate appropriate use of speaking and listening skills in small and large groups • Describe and identify various leadership styles and theories as they apply to self • Utilize strategies to increase the effectiveness of group process skills as they apply to various activities • Develop, refine, and apply managerial skills during larger scale activities and events that impact both school and greater community • Evaluate and explain the positive aspects of and the opportunities for being actively involved in the community and the school • Develop an awareness of self through reflection and experiences and develop a growth plan for improvement over time • Identify and describe factors that contribute to human relations • Identify and implement tactics to promote and improve human relations within teams and groups 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • communication skills • leadership styles and theory • group processes • managerial skills • self-awareness • human relations • change or difference makers

- Develop, apply, and assist in leading a plan to positively impact the school and/or community

Curricular Competencies – Elaborations

Develop, apply, and assist in leading a plan- including brainstorming, goal setting, delegation of duties, monitoring and adjusting as plan progresses, organizing events (ex. "Calculated Acts of Kindness", "Live to Give", "Inside Ride"), mentoring of grade 10 students, situational leadership

Content – Elaborations

- Communication skills including: speaking skills in large and small groups, listening skills in small and large groups, poise, awareness, attention to audience
- Leadership styles and theory- elements of leadership (leadership, power, influence, authority), types of leadership (some examples: achieved leadership, ascribed leadership, formal leadership and informal leadership, effective and ineffective leadership, situational leadership), and challenges faced by leaders and follower, leadership competencies and behaviours, communication skills (speaking and listening, written communication, instructions), delegation, influence, situational leadership
- Group processes including: conflict resolution strategies in group settings, goal setting strategies, identification and utilization of resources, managing group dynamics, appropriate evaluation and debriefing techniques for debriefing a group after an activity or event, group cohesion, motivations, effective goal setting with groups, team-building
- Managerial skills including: essential elements in planning, conducting, and evaluating meetings or other activities such as skits, assemblies, fund-raisers, and other projects, problem solving and delegation techniques, chain of command, time management, task analysis, pre- and post- timelining, establishment of procedures, and financial and budgetary management, goal setting and prioritization techniques, problem-solving (effective problem-solving, models of problem-solving, decision making, feedback and feedback loops)
- Self-awareness including: sense of self, self-esteem, and assertiveness, self-inventory, values clarification, goal setting, and evaluating experiences, risk-taking, conflict resolution, time management, self-help skills (stress management, coping with failure/success, dealing with criticism/praise)
- Human relations including: values of positive reinforcement, trust, honest communication, awareness of social, cultural, ethnic and racial diversity, developing positive school and community climates, ways to increase sense of belonging for lonely/alienated students, good sportsmanship, awareness of sexism and equality in leadership, mentorship principles
- Change or difference makers including: looking for opportunities to make a difference, understanding one's spheres of influence and control, identification of problems in need of a solution, why make a difference, impacts of positive change

Recommended Instructional Components:

- Active learning-students plan a small-scale event and take an active role in their learning through the development of their ideas
- Direct instruction-showcase different leadership theorists and styles, examples of a successful event and what are the key components of an event
- Indirect instruction- speakers on leadership topics, attendance at conferences, observation of other students and events
- Cooperative learning- brainstorming ideas for small-scale events,
- Interactive instruction- learn from peers, post-event reflections/debriefs, peer feedback
- Independent instruction- research famous leaders
- Modelling- from Grade 12s who mentor, modelling for participants
- Brainstorming- generating ideas for events
- Group work- co-planning and running various events.

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

- Reflections- peer and self
- Leadership in Action- planning, running and reflecting on event

Learning Resources:

- 7 Habits of Highly Effective Teens- Sean Covey
- Choose to lead-Mark Scharenbroich
- Nice Bike-Mark Scharenbroich
- 100 Ways to Build Teams by Carol Searce
- Group Dynamics for Student Activities by Russell Robinson
- Handbook for Student Council Member by Earl Reum
- How to Start a Leadership Class by Linda Rogers
- Leadership Effectiveness Training by Dr. Thomas Gordon
- The ABCs of Student Advising by Jan Kurtz
- Activities that Teach by Tom Jackson

Additional Information:

Students are encouraged to pursue Student Leadership 12 after completing this course.

There is a commitment to participating in volunteer community service hours outside of the school timetable.

Adapted and modified with permission from School District 34 - Abbotsford



LEADERSHIP 12

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Peace River South	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District 59
Developed by: Josh Kurjata	Date Developed: June 1 st , 2019
School Name: Dawson Creek Secondary School	Principal's Name: Josh Kurjata
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Leadership 12 (YCPA 12A)	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required: N/A

Course Synopsis:

The purpose of this course is to further develop the communication, organization, and planning skills associated with being a leader in the school community. Students in this course will use their leadership skills to develop and promote a positive school culture. Students will further develop

responsibility, self-esteem, initiative, and creativity throughout this course. Grade 12 students will assume a larger leadership role in the planning and implementation of events and will serve as mentors to both Grade 10 and 11 Student Leadership students while running different school-based events.

Goals and Rationale:

1. Develop an awareness of how different leadership styles apply to self.
2. Develop, refine, and apply different leadership characteristics.
3. Participate in and lead students in different school community building events.
4. Develop positive relationships both within their class, in the school community, and in the greater community.
5. Contribute to a positive school climate and develop an awareness of global issues.
6. Develop an awareness of the positive aspects of mentorship while mentoring peers.

Student leadership classes are needed because students want to be positive contributors to their school community and this course helps to teach students the skills needed to run different events in the school and community. Some of our students have experienced leadership opportunities at their middle schools and wish to continue that experience and hone their leadership skills while in high school. Overall school culture and climate benefit from the involvement of students leading others through activities which build relationships and model active citizenship. This course encourages student engagement through the ability to give students voice and choice over events they run. Grade 10 develops an awareness of the big picture of how events are run in the building and continues to Grade 12 where students act as event leaders in both process and product.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. This course seeks to build self-awareness and other leadership qualities while contributing to the school community through school events.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This course enables students to reflect often on the experiences that they have while running events. It seeks to educate students holistically and works to develop a sense of place and themselves amongst their peers.
- Learning involves recognizing the consequences of one's actions. This course reinforces that there are positive and negative impacts to every decision made. Students see that their actions can have an influence on their team and they also see that their contributions during school events can have a positive impact on others.
- Learning involves generational roles and responsibilities. Different grade levels have different degrees of responsibility and roles while always learning from their peers in a higher-grade level. Grade 10s receive mentorship and modelling from Grade 11s and 12s.
- Learning is embedded in memory, history, and story. Student Leadership is built on a foundation of history and stories of previous events. Students hear the stories and are motivated to contribute to the school legacy. Events are documented through the use of social media, newspaper articles, and yearbook.
- Learning involves patience and time. The development of strong leadership skills does not happen overnight. Students learn through reflection, practice, and failing forward as they plan and run events.

BIG IDEAS

Different situations
require different
styles of leadership

Event planning
requires leadership
skills, patience and
time

Deepening and
extending our
leadership skills
allows us to positively
influence our
community

True leadership
development
requires reflection on
learning and the
implementation
learning experiences
for others

Reflecting, analyzing
and applying our
learning from our
experiences, growth
opportunities, and
personal successes and
failures is an important
part of being an effective
leader

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Demonstrate appropriate use of speaking and listening skills in small and large groups • Evaluate the validity and limitations of identified leadership style in implementation of school and/or community events • Utilize strategies to increase the effectiveness of group process skills as they apply to various activities • Apply and reflect on managerial skills used during larger scale activities and events that impact both school and greater community and propose strategies for improvement • Model and promote the positive aspects of and the opportunities for being actively involved in the community and the school • Refine one's awareness of self through reflection and experiences and develop a growth plan for improvement over time 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • communication skills • leadership styles and theory • group processes • managerial skills • self-awareness • human relations • change or difference makers • team building

- Identify and implement tactics to promote and improve human relations within teams and groups
- Develop, apply, and lead plans for large scale events that positively impact the school and/or community

Curricular Competencies – Elaborations

Develop, apply, and lead plans for large scale events- pep rallies, leadership retreats, talent shows, carnivals, "Live to Give", "Inside Ride", "Calculated Acts of Kindness"

Content – Elaborations

- communication skills including: speaking skills in large and small groups, listening skills in small and large groups, poise, awareness, attention to audience
- leadership styles and theory- elements of leadership (leadership, power, influence, authority), types of leadership (some examples: achieved leadership, ascribed leadership, formal leadership and informal leadership, effective and ineffective leadership, situational leadership), and challenges faced by leaders and followers, leadership competencies and behaviours, communication skills (speaking and listening, written communication, instructions), delegation, influence, situational leadership
- group dynamics including: conflict resolution strategies in group settings, goal setting strategies, identification and utilization of resources, managing group dynamics, appropriate evaluation and debriefing techniques for debriefing a group after an activity or event, group cohesion, motivations, effective goal setting with groups, team-building, group processes including why people choose to get involved, dimensions of different groups, roles individuals take within the group, the process of working with others including cooperation and consensus, when to lead and when to follow, defense mechanisms (personal and group), apathy, innovation, challenging perceptions, importance of team, development of self within a team, decision-making, problem-solving, building consensus, synergy
- managerial skills including: essential elements in planning, conducting, and evaluating meetings or other activities such as skits, assemblies, fund-raisers, and other projects, problem solving and delegation techniques, chain of command, time management, task analysis, pre- and post-timelining, establishment of procedures, and financial and budgetary management, goal setting and prioritization techniques, problem-solving (effective problem-solving, models of problem-solving, decision making, feedback and feedback loops)
- self-awareness including: sense of self, self-esteem, and assertiveness, self-inventory, values clarification, goal setting, and evaluating experiences, risk-taking, conflict resolution, time management, self-help skills (stress management, coping with failure/success, dealing with criticism/praise)
- human relations including: values of positive reinforcement, trust, honest communication, awareness of social, cultural, ethnic and racial diversity, developing positive school and community climates, ways to increase sense of belonging for lonely/alienated students, good sportsmanship, awareness of sexism and equality in leadership, mentorship principles

Content – Elaborations

- change or difference makers including: looking for opportunities to make a difference, understanding one's spheres of influence and control, identification of problems in need of a solution, why make a difference, impacts of positive change

Recommended Instructional Components:

- Active learning-students plan a small-scale event and take an active role in their learning through the development of their ideas
- Direct instruction-showcase different leadership theorists and styles, examples of a successful event and what are the key components of an event
- Indirect instruction- speakers on leadership topics, attendance at conferences, observation of other students and events
- Cooperative learning- brainstorming ideas for small-scale events,
- Interactive instruction- learn from peers, post-event reflections/debriefs, peer feedback
- Independent instruction- research famous leaders
- Brainstorming- generating ideas for events
- Group work- co-planning and running various events.

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

- Reflections- peer and self
- Leadership in Action- planning, running and reflecting on event

Learning Resources:

- School Culture by Design-Phil Boyte
- Choose to lead-Mark Scharenbroich
- 100 Ways to Build Teams by Carol Searce
- Group Dynamics for Student Activities by Russell Robinson
- Handbook for Student Council Member by Earl Reum
- How to Start a Leadership Class by Linda Rogers
- Leadership Effectiveness Training by Dr. Thomas Gordon
- Leadership and the One Minute Manager by Kenneth Blanchard et al. Leadership: "Learning by Doing" by Patricia Ross
- The ABCs of Student Advising by Jan Kurtz
- Activities that Teach by Tom Jackson

Additional Information:

There is a commitment to participating in volunteer community service hours outside of the school timetable.

Adapted and modified with permission from School District 34 - Abbotsford



PSYCHOLOGY 11-12

School District/Independent School Authority Name: Peace River South	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District 59
Developed by: Josh Kurjata	Date Developed: June 8 th , 2019
School Name: Dawson Creek Secondary School	Principal's Name: Josh Kurjata
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Psychology 11 and 12 (YPSYC11A, YPSYC12A)	Grade Level of Course: 11, 12
Number of Course Credits: 4	Number of Hours of Instruction: 100 – 120 hours per course

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required: N/A

Course Synopsis:

These two Psychology 12 courses will introduce students to the scientific study of human behavior and mental processes. Students will learn about various topics in the field of psychology and will apply these scientific principles and understandings to real-world issues and problems that are relevant to their everyday life. This pertinent, provocative, and ethically-challenging curriculum will not only ignite a passion for learning about psychology, but will also provide a powerful way of engaging students in thinking deeply about their own convictions and behaviours while empowering them with the skills necessary to live thoughtfully and purposefully and become agents of change within their schools and communities.

Goals and Rationale:

- ☐ Develop an understanding of how the field of psychology evolved by studying its origins, important theorists, significant scientific experiments and their contributions to the present
- ☐ Develop an understanding of the scientific method and psychological research techniques as demonstrated by a self-designed experiment which includes: formulating a hypothesis, collecting, analyzing and interpreting data, formulating a conclusion and presenting the findings to peers
- ☐ Develop an understanding of the uniqueness of teenage brain development by studying the different structures and functions of the brain as well as reviewing the most recent, peer-reviewed scientific research and brain imaging in order to understand the implications of this new science on adolescence
- ☐ Develop an understanding of the physiological, psychological and social effects of stress, and how these effects can be changed and reduced through effective coping strategies
- ☐ Develop an understanding of prevalent psychological disorders: how they are manifested and treated
- ☐ Develop an understanding of how societal stigma around mental illness creates barriers to disclosure, effective treatment and management
- ☐ Develop an understanding about the different theories and perspectives in psychology regarding variations in human consciousness including sleep, dreams and hypnosis
- ☐ Develop an understanding of how psychological research and practice can be applied to benefit individuals and society

Psychology 11 and 12 are social science courses designed to introduce students to the scientific study of human behavior and mental processes. Students will be exposed to psychological principles and methods that are used in scientific research and practice to address relevant individual and social problems. Learners will be engaged in rigorous thinking and problem-solving as they explore complex, real world issues at their school in order to design their own psychological experiments using the scientific method.

Studying psychology will help learners understand more about how their body and mind work together. By understanding the newest science on the teenage brain, students will begin to understand their own brain's developmental journey and the importance of making responsible and informed decisions during this critical period. This course focuses on competencies that will support the learner in making meaningful decisions around stress management that support mental wellness. Understanding psychological disorders and the catastrophic effects of stigma are also sensitively explored through a research-based project where students explore not only the psychological effects of the illness, but also the social issues of oppression and discrimination. This course can play an important role in empowering students with the knowledge, discernment, and skills needed to become a generation of caring individuals who will make thoughtful, responsible choices to live in a healthy and sustainable manner.

Psychology 11 and 12 support students interested in teaching, social work, nursing and other medical fields, counselling and clinical psychology, criminology and police work, rehabilitation, youth outreach, geriatrics and early childhood education. In addition, understanding human behaviour is extremely important to other careers such as marketing and business management, the military, public relations, politics and government, and international relations. These courses will give all students lifelong skills for better understanding of self and others.

Aboriginal Worldviews and Perspectives:

Psychology 11 and 12 courses are intended for both Indigenous and non-Indigenous learners and will explore content from many perspectives, including the Indigenous ways of knowing which will benefit all students. Topics weave in the historical, social and political issues that affect First People and many holistic and reflexive teaching strategies are used. For example, a blanket ceremony simulation reveals how the trauma of imposed European culture and the loss of Indigenous culture and lifestyle is still causing debilitating major depression amongst Indigenous youth at twice the Canadian national average. These kinds of activities will allow students the opportunity to question their own embedded assumptions to discover unexamined constructions about gender, disability, sexual orientation, class and age.

- ☐ Psychology 11 and 12 support the development of self in support of connecting with others.
- ☐ Psychology 11 and 12 require the exploration of one's identity through understanding.
- ☐ Both Psychology courses support the well-being of the self, the family, and the community as students learn about the connection between mind and body.
- ☐ These Psychology curricula foster a holistic, reflexive approach and focus on developing caring relationships.
- ☐ Learning requires exploration of one's identity through understanding.
- ☐ Psychology 11 and 12 curriculums ensure that many Aboriginal Worldviews and Perspectives are included
- ☐ Indigenous guest presenters, support workers and family members are invited in to the classroom to share their stories as well as their local resources to ensure that First Peoples understandings about the issues that affect mental health and social and emotional wellbeing are considered.
- ☐ Genuine engagement around cultural identities is encouraged by having all students share their own stories to unearth deeply-held, unspoken beliefs, values, and expectations.
- ☐ Experiential learning activities are included in the curriculum to widen student's circle of compassion so that, rather than just hearing the words that are spoken, students can feel genuine and compelling emotions of empathy.
- ☐ Creative opportunities for students to demonstrate and share their expertise in a safe and supportive environment are provided to ensure a distributed leadership classroom where learners are motivated and inspired to take an active role in their learning.

BIG IDEAS

Understanding how the various concepts in psychology can benefit learners in understanding themselves, their behaviours and relationships

Understanding the teenage brain and factors that effect it is critical to making positive, healthy decisions

Understanding the effects of stress on individuals, families and society can be managed through effective strategies

Understanding mental illness from a variety of perspectives and addressing the social stigma associated with mental illness

Understanding the role media plays in effecting the beliefs, values and attitudes of our society.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Assess how the study of psychology can benefit themselves and society <input type="checkbox"/> Use the scientific method to conduct their own scientific investigation. <input type="checkbox"/> Explain how the teenage brain affects teenagers and their behaviours <input type="checkbox"/> Assess the effects that biological and environmental factors can have on the developing teenage brain <input type="checkbox"/> Assess the effect of stress on individuals, families and society <input type="checkbox"/> Recognize and assess the influence of media on both individual and societal beliefs, values and behaviours <input type="checkbox"/> Recognize the complexity of psychological disorders, their causes and treatments <input type="checkbox"/> Recognize the influence of stigma on mental illness and how it is affecting individuals and society <input type="checkbox"/> Plan ways to apply psychological theories and concepts to making reasoned and healthy choices in everyday life <input type="checkbox"/> Construct meaningful personal connections between self and others 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The significance and contributions of early psychology theorists, their studies and experiments <input type="checkbox"/> The scientific method and how to apply it to areas in psychology as well as real world problems <input type="checkbox"/> The damage that the perception of stress has on the body <input type="checkbox"/> The powerful effect of media on individuals, families and society <input type="checkbox"/> The complexity of the DSM-V categories that list the many forms of psychological disorders, their biological and psychological causes as well as the most relevant and accepted approaches to treatment and therapy <input type="checkbox"/> The impact of stigma on individuals suffering with psychological disorders <input type="checkbox"/> The different theories and perspectives in psychology regarding variations in human consciousness including sleep, dreams and hypnosis

	<p><input type="checkbox"/> The various ways that social psychologists seek to understand how social influences affect how people think, feel, and act</p>
--	--

BIG IDEAS

Apply the various concepts in psychology to benefit learners in understanding themselves, their behaviours and relationships	Apply learning about the teenage brain and factors that effect it is critical to making positive, healthy decisions	Understanding mental illness from a variety of perspectives and revealing the social stigma associated with mental illness which is threatening the lives of youth today	Understanding how thoughts and experiences can change the brain for future generations.
--	---	--	---

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Assess how the study of psychology can benefit themselves and society <input type="checkbox"/> Use the scientific method to conduct their own scientific investigation. <input type="checkbox"/> Explain how the teenage brain affects teenagers and their behaviours <input type="checkbox"/> Assess the effects that biological and environmental factors can have on the developing teenage brain <input type="checkbox"/> Assess the effect of stress on individuals, families and society <input type="checkbox"/> Recognize and assess the influence of media on both individual and societal beliefs, values and behaviours <input type="checkbox"/> Recognize the complexity of psychological disorders, their causes and treatments <input type="checkbox"/> Recognize the influence of stigma on mental illness and how it is affecting individuals and society <input type="checkbox"/> Plan ways to apply psychological theories and concepts to making reasoned and healthy choices in everyday life <input type="checkbox"/> Construct meaningful personal connections between self and others 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The significance and contributions of early psychology theorists, their studies and experiments <input type="checkbox"/> The scientific method and how to apply it to areas in psychology as well as real world problems <input type="checkbox"/> The damage that the perception of stress has on the body <input type="checkbox"/> The powerful effect of media on individuals, families and society <input type="checkbox"/> The complexity of the DSM-V categories that list the many forms of psychological disorders, their biological and psychological causes as well as the most relevant and accepted approaches to treatment and therapy <input type="checkbox"/> The impact of stigma on individuals suffering with psychological disorders

- | | |
|--|--|
| | <ul style="list-style-type: none"> <input type="checkbox"/> The different theories and perspectives in psychology regarding variations in human consciousness including sleep, dreams and hypnosis <input type="checkbox"/> The various ways that social psychologists seek to understand how social influences affect how people think, feel, and act |
|--|--|

Recommended Instructional Components:

The big ideas and essential questions that have guided the development of these psychology courses are pertinent, provocative, and ethically-challenging, and require students to engage in deep and critical self-reflection, collaborative work and discussion. Many opportunities are provided for multi-dimensional inquiry as well as hands-on activities. Students have many opportunities for self-directed learning through the critical questions and problem-based tasks, projects and assignments presented throughout the course. These instructional strategies are designed to engage students in authentic intellectual work that will have value beyond the doors of the school:

- ☐ Direct Instruction
- ☐ Demonstrations
- ☐ Student Presentations
- ☐ Simulations
- ☐ Peer Teaching
- ☐ Experiential Learning
- ☐ Reflective Writing
- ☐ Socratic Seminars
- ☐ Guest Lectures and Presentations

- ☐ Educational Games

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 often created together in order to provide opportunities for students to deepen their understanding of the content and to fully understand the learning outcomes. Personal and peer communication, anecdotal feedback along with self-reflection are also valuable in helping students set appropriate goals to foster an upward cycle of learning.

- ☐ Journal Reflections
- ☐ Peer and Self-Assessments
- ☐ Performance Assessments
- ☐ Oral Presentations
- ☐ Quizzes and Exams
- ☐ Discussion Participation
- ☐ Jeopardy and Other Educational Games

Learning Resources:

- ☐ textbook: Psychology: Themes and Variations - Wayne Weiten, 1st Canadian edition
- ☐ video series: Discovering Psychology – Annenberg Learner by Philip Zimbardo
- ☐ PsychQuest: Interactive Exercises for Psychology – Thomas Ludwig, Hope College
- ☐ The Developing Brain (transparencies and resource book) – Glencoe McGraw Hill
- ☐ PsychInquiry for Psychology: Student Activities in Research and Critical Thinking – Thomas Ludwig, Hope College
- ☐ various documentaries and educational DVD teaching resources
- ☐ database - EBSCO Information Services

Additional Information:

Adapted and modified with permission from School District 83 – North Okanagan Shuswap



SPORT PERFORMANCE 10

School District/Independent School Authority Name: Peace River South	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District 59
Developed by: Josh Kurjata	Date Developed: May 19 th , 2019
School Name: Dawson Creek Secondary School	Principal's Name: Josh Kurjata
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Sport Performance 10, YLRA 10C (existing)	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 100 – 120 hours

Board/Authority Prerequisite(s):

N/A

Special Training, Facilities or Equipment Required:

Teachers of the course should have a Physical Education degree with knowledge of anatomy, physiology, and components of fitness.

Course Synopsis:

In this course, students will be introduced to the basic structure of anatomy that are involved in fitness and conditioning as well as the key components of fitness. As this course is a pre-course to Fitness and Conditioning 11, students will gain skills that will lead to further development in grade 11. Students will learn the basics of a personalized fitness program, establish baselines of fitness levels, and create self-reflection journals that will be pivotal to one's personal fitness growth.

Goals and Rationale:

1. Development of a personalized fitness program allows students to set and implement realistic goals for fitness and conditioning.
2. Development of a personalized fitness program that focuses on proper techniques reduces the chances of injury over time.
3. Development of a personalized fitness program helps students reach peak fitness and strength development.
4. Development of a personalized fitness program that incorporates a variety of activities, increases engagement, and develops skills for lifelong fitness and conditioning.

Peak fitness and strength development is a key component for high performing athletes. Grade 10 students need to learn how to safely, and efficiently, increase and maintain physical performance. This course aims to introduce students to the importance of a fitness program and how to make a positive impact on developing a healthy lifestyle. By the end of the course, students will gain an appreciation for the skills necessary to move their fitness to a higher level.

Aboriginal Worldviews and Perspectives:

- Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness). This course works on the whole person. Through coursework that focuses on nutrition, mindset, and physical well-being, students gain an understanding of how to keep themselves balanced.
- Learning involves patience and time. Students learn that their progress is not instantaneous and takes considerable effort and time to develop good fitness practices.

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 to stay safe during exercise.

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

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

Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activities designed to enhance and maintain health components of fitness • Identify, apply, and reflect on strategies utilized to pursue personal fitness goals • Analyze and critique a variety of fitness myths and fads • Identify and describe the relationship between healthy eating, overall health, and performance in fitness activities • Analyze health messages from a variety of sources and describe their potential influences on health and well-being • Plan ways to overcome potential barriers that affect participation in fitness and conditioning activities 	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> • Goal-setting for optimum fitness achievement • Fitness myths and fads • Anatomy of skeletal and muscular systems • Healthy diets vs. Fad diets and contemporary eating habits <ul style="list-style-type: none"> • Hydrogenated oils and trans fats • High performance diets • Components of physical fitness • Personal fitness terminology • Components of a personal fitness program • Leadership skills • SAQP- Speed, Agility, Quickness, and Power • Weight-room etiquette and safety

<ul style="list-style-type: none"> • Explain how developing competencies in fitness and conditioning activities can increase confidence and encourage lifelong participation in physical activities <p>Human anatomy and physiology</p> <ul style="list-style-type: none"> • Identify and describe how muscles produce movement in different parts of the body and how to train those muscles • Identify and describe the influences of different training styles on 	

Recommended Instructional Components:

Direct instruction- principles of training, diets, muscles

Modelling- safe equipment use, proper techniques

Research and individual work- development of fitness plans

Group work- nutrition unit (sharing resources and topics), peer teach their topic

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

- formative and summative assessment will happen throughout the course. As students develop their knowledge and skills through the curricular competencies and content, students will receive constructive feedback to help them hone their skills.
- summative assignments will be collected in the form of fitness program development, reflections, assessment of skills, awareness of safety and proper etiquette in the weight-room

Learning Resources:

Community resources and businesses

To be developed by the teacher

Additional Information:

Adapted and modified with permission from School District 34 - Abbotsford



SPORT PSYCHOLOGY 11

School District/Independent School Authority Name: Peace River South	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District 59
Developed by: Josh Kurjata	Date Developed: May 21 st , 2019
School Name: Dawson Creek Secondary School	Principal's Name: Josh Kurjata
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Sport Psychology, YPSYC11B	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 100 – 120 hours

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required:

It is recommended that the teacher have a science degree and a cross-curricular approach to include English (literature, composition, communication), social studies, psychology, biology and chemistry. In addition, contacts with psychologists, psychology professors, and athletes, for field trips and guest speaker sessions.

Course Synopsis:

Performance Psychology 12 is a course designed to increase awareness and understanding of the phenomena involved in the psychology of performance and athletic activities. While the main focus will be on application to athletic performance, these principles can be applied to all aspects of life (business/work, drama/theater, test taking etc.).

The course will be divided into four major components: the biology of behavior/neuroscience, a mental toolkit for success, performance psychology fundamentals and leadership/team building.

First, students learn about neural communication, the nervous and endocrine systems, as well as brain structures and states. Then, students are introduced to mental skills training including goal setting, relaxation/energization, imagery, self-talk, and focus. Through various exercises and activities, students will be able to practice these skills and apply them to their daily lives. Next, students will explore performance fundamentals including attention, motivation, learning, anxiety and confidence. Also, the psychology of injury and burnout/overtraining will be discussed. Values, attitudes and behavior will also be investigated. Finally, students will be introduced to leadership in sport and team building.

Throughout the course, students are guided to be introspective in terms of their own psychology towards their personal performance. Through a variety of activities including research, interactive website practice and creative/project-based work that double as formative/summative assessment, students will assimilate vocabulary and concepts.

Goals and Rationale:

1. Develop an understanding of the principles of performance psychology.
2. Develop and practice skills that will hone personal performance in a chosen area.
3. Develop effective strategies to re-engage performance after an injury or burnout.
4. Understand how the strategies developed in this course can transfer to other areas in one's life.
5. Monitor and reflect on one's personal transformation as a result of implementing aspects of performance psychology.

Performance Psychology 12 is an elective course that guides students to understand human behavior in a performance setting (exercise, sport, work, etc.) Through this course, students will investigate the cognitive processes underpinning the development of performance skills. Additionally, students will have the opportunity to study and practice strategies that will help and guide them to achieve optimal performance in sport/work/school etc.

This course also relies on a multidisciplinary approach to learning, which fosters collaborative teaching, addressing concepts from biology, biochemistry, psychology and communication. Additionally, the course engages students in a co-educational experience of cooperative learning, where they can work together in teams, brainstorm and discuss ideas, and self-manage tasks and projects with direction from the teacher. Finally, this course is activity/project/discussion-driven and requires meaningful observations and discussions, hence creating an arena for students to develop their communication, problem-solving and processing skills. Through the concepts studied, students will be engaged in a meaningful way to personally develop, helping them to better perform tasks in their everyday lives.

Aboriginal Worldviews and Perspectives:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students will learn and practice strategies to hone their personal performance. Through goal setting and working to achieve those goals, students will experience the relationship between realistic goal setting and achievement.

Learning involves recognizing the consequences of one's actions. Students will directly experience the consequences of their actions. When they set goals and work towards achieving them, they will see the results of their efforts.

Learning involves patience and time. Achieving peak performance takes time and thoughtful planning. Students will continuously set goals, monitor and adjust them in order to achieve peak performance.

Learning requires exploration of one's identity. In order to set realistic goals and work towards achieving them, students must come to know and understand themselves.

BIG IDEAS

Brain and nervous systems functions help an individual understand performance behaviour

Mental skills training and effective goal setting can help an individual achieve peak performance

Peak performance can be achieved by boosting certain psychological attributes

Injuries and setbacks require understanding of the grief stages and coping mechanisms/strategies to return to peak performance

Leadership traits and team building strategies can help an individual or team achieve peak performance

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Compare and contrast different aspects of a body's nervous system • Communicate an understanding of brain structures and functions using appropriate terminology • Make connections between psychological states, behaviours, and areas in the brain responsible • Critically analyze a psychological illness and explain the anatomy/physiology behind it as well as treatment options • Utilize appropriate goal-setting terminology when planning personal performance goals • Apply various goal-setting strategies and goal tracking methods to enhance personal performance • Connect personal accountability to goal achievement • Apply the concepts of mental imagery to a task with no physical movement prior to performing a challenging task and evaluate its effectiveness on performance levels • Demonstrate appropriate relaxation techniques prior to a performance task to improve performance • Utilize energization techniques to improve peak performance during an activity 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • neural communication • nervous systems • brain structures and functions • brain states and consciousness • limbic system link to emotions, drives and memory • transmission of information through endocrine system • psychological illnesses • goal setting terminology • goal setting strategies • goal achievement processes: motivation, commitment, accountability • mental skills training strategies • relaxation and energization techniques • self-talk and focus/concentration • positive vs. negative self-talk • positive self-talk strategies • anatomy of focus • concentration/focus strategies

- Apply the concepts and strategies of positive self-talk to achieving a goal including effective language and phrases
- Utilize appropriate terminology when referring to the anatomy of focus
- Analyze focus/concentration test results
- Experience and reflect on focus/concentration strategies and their effectiveness on performance
- Apply selective attention techniques to a task and reflect on how it improved focus/concentration during a task
- Reflection on personal motivation including internal and external factors
- Identify and apply confidence and self-esteem booster strategies while participating in a task
- Monitor one's own level of arousal during an activity and analyze its impact on performance
- Identify and describe the stages of grief following an injury or setback
- Explain how developing coping strategies can aid in recovery from an injury or setback
- Explain how developing strategies to combat burnout can aid in maintaining peak performance levels
- Reflect on a personal injury and setback and identify stages of grief and coping mechanisms and strategies used in recovery.
- Identify and reflect on the connection between leadership traits and peak performance of an individual or team

- concentration/focus testing
- selective attention
- internal and external motivation
- motivation factors
- psychological attributes:
- confidence vs cockiness
- self-esteem
- anxiety/performance anxiety
- arousal vs pressure
- confidence and self-esteem booster strategies
- levels of arousal (low, ideal, and high)
- injury and setback grief stages
- coping mechanisms and strategies
- combating burnout
- team-building strategies
- leadership traits

Curricular Competencies – Elaborations

Goal tracking method- ex. student logs, anecdotal notes/records

- Analyze focus/concentration test results
- Leadership traits
- Apply leadership building strategies and model effective leadership traits
- Apply the knowledge of effective team mission statements to the development of a team mission statement of their own
- Experience and reflect on the effectiveness of different team and leadership building strategies in developing various team and leadership traits
- Analyze the traits of an effective leader through researching a leader from one's personal networks

Content – Elaborations

Neural communication- including the purpose of neurons

Nervous systems- including peripheral, central, somatic, autonomic

Goal-setting terminology- short term, mid-term, long-term, immediate goals, specific, non-specific

Mental skills training strategies- use of mental imagery prior to performing a task

Anatomy of focus- frontal, temporal, parietal, occipital lobes

Motivation factors- ex. diet, health, individual nature, sleep, varying training patterns

Confidence and self-esteem boosting strategies:ex. listing one's strengths and achievements, practicing positive self-talk, proper nutrition and exercise, sleep, etc

Grief stages- denial, anger, depression, acceptance

Team building strategies- ex. "we" is better than "me", have every team member sign a hockey stick once they have committed to the team mission statement and place it in a visible location

Leadership traits-psychological traits of effective leaders, leadership trait building strategies, performance mission statements, team building strategies/activities, 7 habits of highly effective teams, strategies for team building

Recommended Instructional Components:

- Guest speakers- ex. those who have recovered or come back from an injury or setback
- Viewing and Reflecting on movies that reflect leadership and team building such as "Remember the Titans"
- Independent work- completion of various "psychological" tests such as: Competitive Adjective Profile (CAP), Test of Attentional and Interpersonal Style (TAIS), focus tests, etc.
- Direct instruction- biology of the brain unit, terminology, goal setting strategies, psychological attributes
- Interactive activities- relaxation and energization techniques, imagery techniques, positive self-talk activities, concentration and focus activities
- Demonstration, cooperative learning, and group instruction- team building activities, leadership strategies
- Reflection and self-assessment-personal injury and setback experience, personal leadership connection/research, motivation factors and personal motivation
- Independent research- research leader in personal network
- Videos- selected sport psychology videos reflecting topics from the course and movies such as "Remember the Titans"

- Article reviews and discussions- related to selected articles on performance psychology topics

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

- ☐ Journal Reflections
- ☐ Peer and Self-Assessments
- ☐ Performance Assessments
- ☐ Oral Presentations
- ☐ Quizzes and Exams
- ☐ Discussion Participation

Learning Resources:

- Covey, Stephen R. The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. New York: Free, 2004.
- In Pursuit of Excellence-5th Edition By Terry Orlick
- “The Power of Motivation: Crash Course Psychology #17” <https://youtu.be/9hdSLiHaJz8>
- Sport psychology - inside the mind of champion athletes: Martin Hagger at TEDxPerth https://youtu.be/yG7v4y_xwzQ
- The Psychology of a Winner 2018 DOCUMENTARY on peak performance and sports psychology <https://youtu.be/TupaYScUUHM>
- Performance Psychology, Mindfulness, Self-Mastery ft. Michael Gervais - Ep. 52 <https://youtu.be/2NigVGWQkTc>
- 5 Mental Skills For Sports & Performance <https://youtu.be/7Sp-0jfKvqw>
- Psychology in Everyday Life, David G. Myers, 2009

Additional resources at the discretion of the teacher.

Additional Information:

Adapted and modified with permission from School District 34 - Abbotsford

Board Variance Report - Schools

May 31, 2019

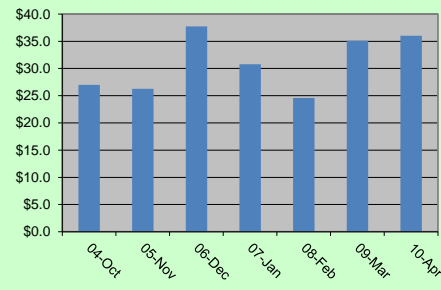
YTD Surplus (\$000's):

CANALTA (101)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$1,180	\$1,165	\$15
Supp.Staff	347	338	9
Disc.Subs	17	25	-7
Supp & Serv.	63	44	20
Total	1,607	1,571	36

Underbudget 2.2%

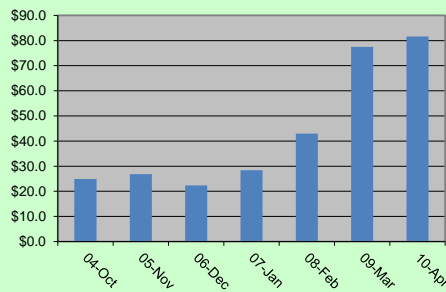


CHETWYND SECONDARY (111)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$1,376	\$1,330	\$46
Supp.Staff	301	284	17
Disc.Subs	10	33	-23
Supp & Serv.	180	138	42
Total	1,866	1,785	82

Underbudget 4.4%

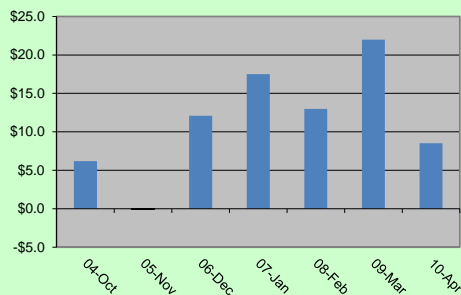


CRESCENT PARK (103)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$1,044	\$1,041	\$3
Supp.Staff	291	280	11
Disc.Subs	11	21	-10
Supp & Serv.	41	35	5
Total	1,387	1,378	9

Underbudget 0.6%

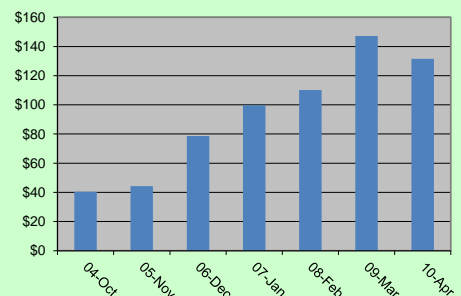


DAWSON CREEK SECONDARY (108)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$2,767	\$2,753	\$13
Supp.Staff	651	619	32
Disc.Subs	34	49	-15
Supp & Serv.	425	324	101
Total	3,877	3,745	132

Underbudget 3.4%



Board Variance Report - Schools

May 31, 2019

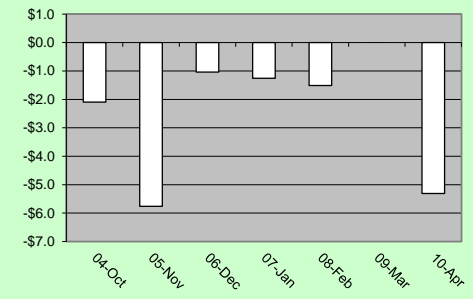
YTD Surplus (\$000's):

DEVEREAUX (114)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$574	\$569	\$5
Supp.Staff	115	121	-6
Disc.Subs	3	6	-3
Supp & Serv.	14	16	-2
Total	706	711	-5

Overbudget 0.8%

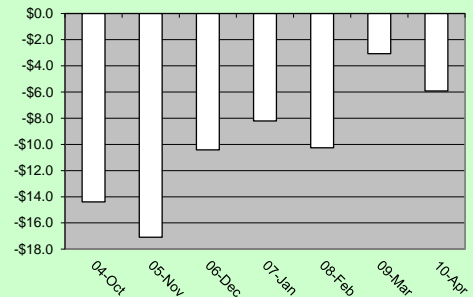


DON TITUS (113)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$479	\$480	-\$1
Supp.Staff	177	194	-18
Disc.Subs	17	11	6
Supp & Serv.	32	25	7
Total	705	711	-6

Overbudget 0.8%

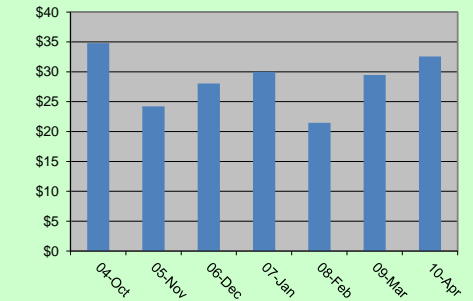


FRANK ROSS (105)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$2,317	\$2,294	\$23
Supp.Staff	470	453	17
Disc.Subs	30	34	-4
Supp & Serv.	65	69	-4
Total	2,882	2,850	33

Underbudget 1.1%

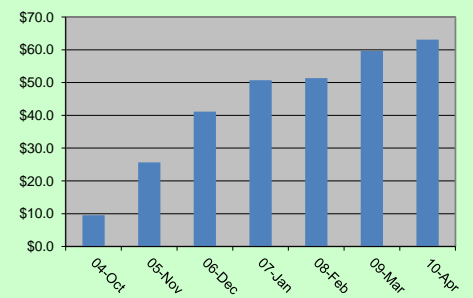


LITTLE PRAIRIE (131)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$1,200	\$1,153	\$46
Supp.Staff	183	116	67
Disc.Subs	4	40	-36
Supp & Serv.	15	29	-14
Total	1,401	1,338	63

Underbudget 4.5%



Board Variance Report - Schools

May 31, 2019

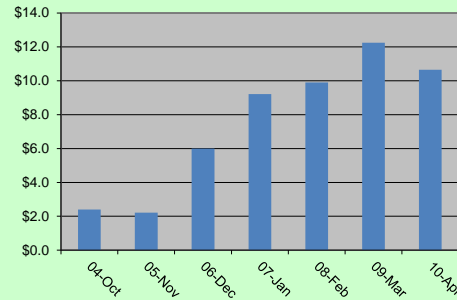
YTD Surplus (\$000's):

MCLEOD (119)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$325	\$324	\$1
Supp.Staff	17	17	0
Disc.Subs	3	1	2
Supp & Serv.	16	8	8
Total	361	350	11

Underbudget 3.0%

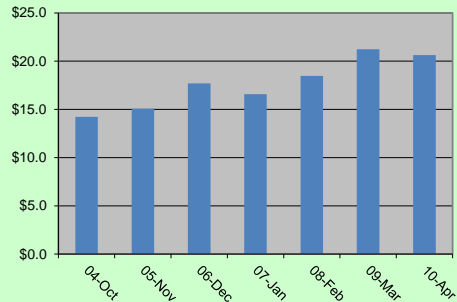


MOBERLY LAKE (118)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$276	\$277	\$0
Supp.Staff	69	67	1
Disc.Subs	11	7	5
Supp & Serv.	37	22	15
Total	393	373	21

Underbudget 5.2%

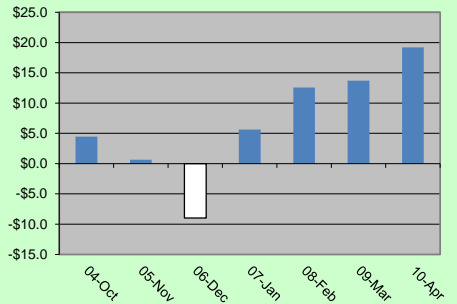


PARKLAND (124)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$375	\$351	\$24
Supp.Staff	93	83	10
Disc.Subs	4	14	-10
Supp & Serv.	13	17	-4
Total	485	466	19

Underbudget 4.0%

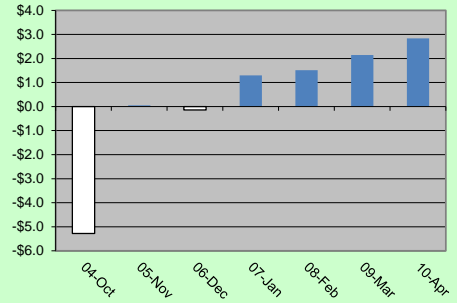


PEACEVIEW (132)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$153	\$153	\$0
Supp.Staff	8	8	0
Disc.Subs	0	0	0
Supp & Serv.	11	9	3
Total	173	170	3

Underbudget 1.6%



Board Variance Report - Schools

May 31, 2019

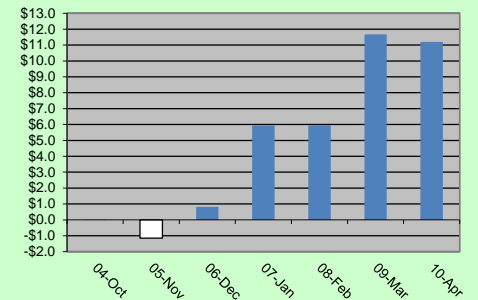
YTD Surplus (\$000's):

POUCE COUPE (110)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$687	\$681	\$6
Supp.Staff	140	136	4
Disc.Subs	12	11	0
Supp & Serv.	31	31	0
Total	870	859	11

Underbudget 1.3%

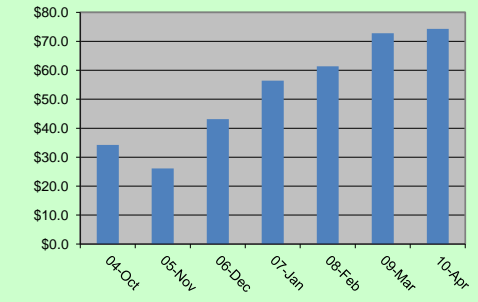


CENTRAL MIDDLE (102)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$1,794	\$1,743	\$51
Supp.Staff	\$425	\$413	11
Disc.Subs	\$35	\$52	-17
Supp & Serv.	\$121	\$92	29
Total	2,375	2,300	74

Underbudget 3.1%

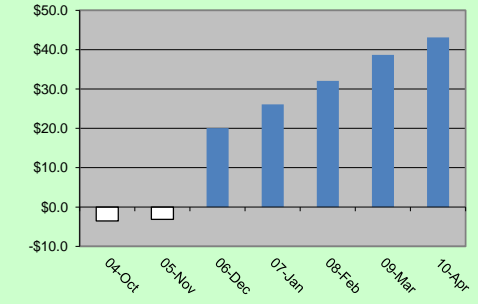


SP DIST LEARNING (138)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$360	\$353	\$7
Supp.Staff	41	39	2
Disc.Subs	5	0	4
Supp & Serv.	43	14	29
Total	449	406	43

Underbudget 9.6%

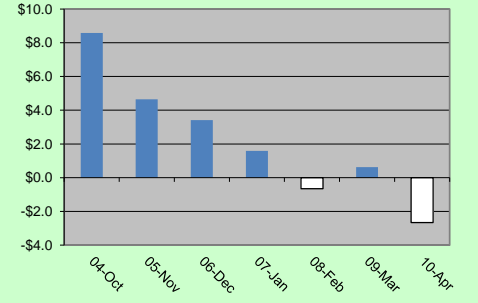


SOUTH PEACE ELEMENTARY (125)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$105	\$89	\$16
Supp.Staff	33	34	0
Disc.Subs	0	21	-21
Supp & Serv.	13	9	3
Total	151	154	-3

Overbudget 1.8%



Board Variance Report - Schools

May 31, 2019

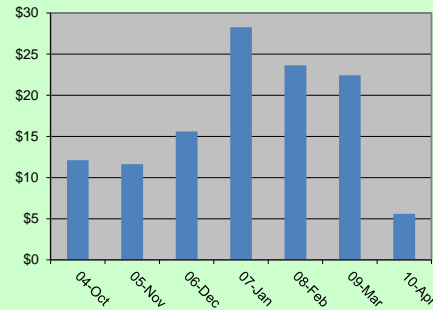
YTD Surplus (\$000's):

TREMBLAY (109)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$939	\$913	\$25
Supp.Staff	210	231	-21
Disc.Subs	18	23	-5
Supp & Serv.	76	70	6
Total	1,243	1,238	6

Underbudget 0.5%

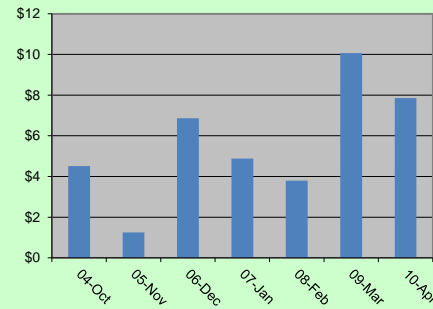


TUMBLER RIDGE ELEMENTARY (129)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$1,158	\$1,156	\$2
Supp.Staff	169	162	6
Disc.Subs	4	4	0
O&M	31	32	0
Total	1,362	1,354	8

Underbudget 0.6%



Board Variance Report - Schools

May 31, 2019

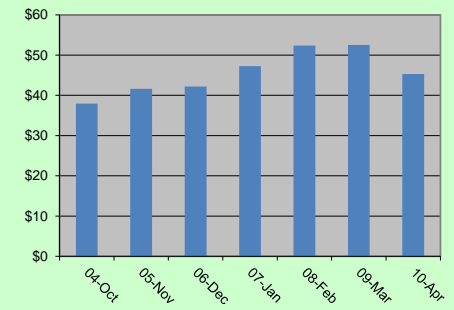
YTD Surplus (\$000's):

TUMBLER RIDGE SECONDARY (127)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$847	\$789	\$58
Supp.Staff	237	252	-14
Disc.Subs	15	39	-24
Supp & Serv.	75	49	26
Total	1,173	1,128	45

Underbudget 3.9%

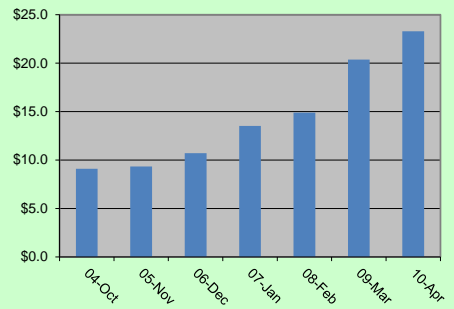


WINDREM (112)

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$488	\$487	\$0
Supp.Staff	89	90	-1
Disc.Subs	9	2	8
Supp & Serv.	26	9	17
Total	612	588	23

Underbudget 3.8%

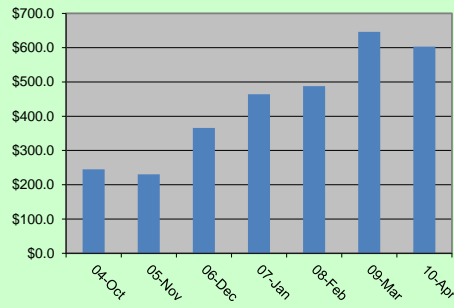


TOTAL ALL SCHOOLS

Year-To Date Results:

	Budget	Actual	Variance
Prof.Staff	\$18,444	\$18,103	\$341
Supp.Staff	4,064	3,938	127
Disc.Subs	242	393	-151
Supp & Serv.	1,328	1,041	287
Total	24,078	23,475	603

Underbudget 2.5%



Board Variance Report - Revenues

May 31, 2019

Year-to-Date Revenues (\$000's):

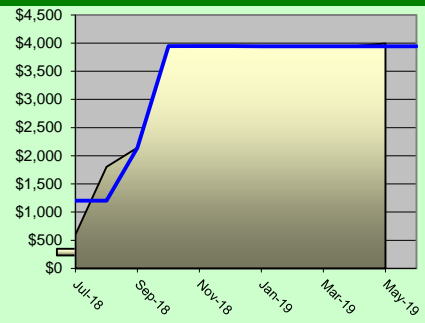
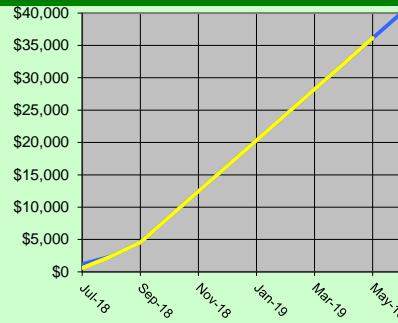
Monthly Revenues (\$000's):

BASE OPERATING GRANT

Year-To Date Results:

<u>Budget</u>	<u>Actual</u>	<u>Variance</u>
\$36,114	\$36,160	\$46

Overbudget 0.1%

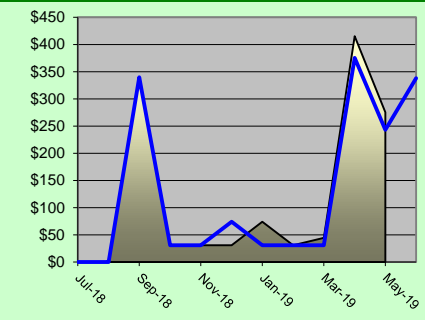
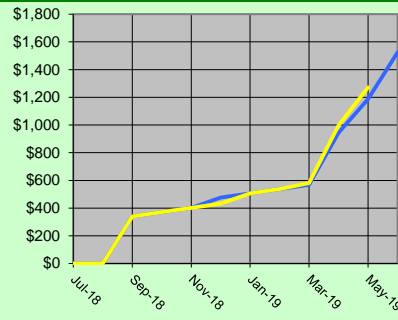


OTHER MoEd GRANTS

Year-To Date Results:

<u>Budget</u>	<u>Actual</u>	<u>Variance</u>
\$1,186	\$1,272	\$86

Overbudget 7.3%

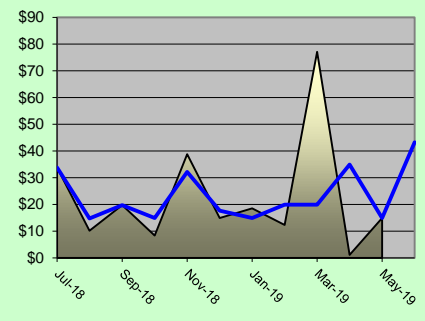
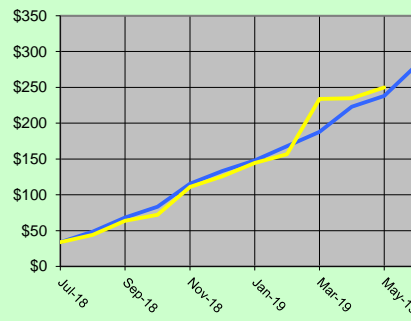


GRANTS-OTHER PROV.MINISTRIES

Year-To Date Results:

<u>Budget</u>	<u>Actual</u>	<u>Variance</u>
\$238	\$250	\$12

Overbudget 5.0%

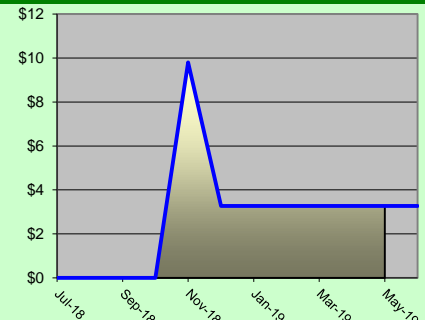
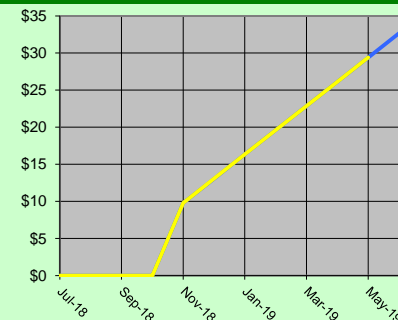


NON-RESIDENT TUITION

Year-To Date Results:

<u>Budget</u>	<u>Actual</u>	<u>Variance</u>
\$29	\$29	\$0

Overbudget 0.0%

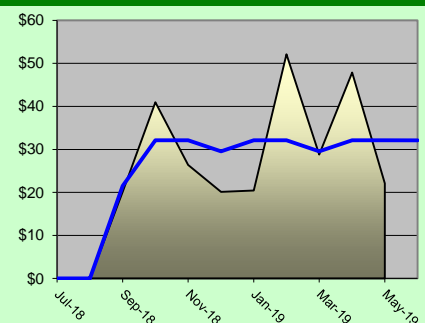
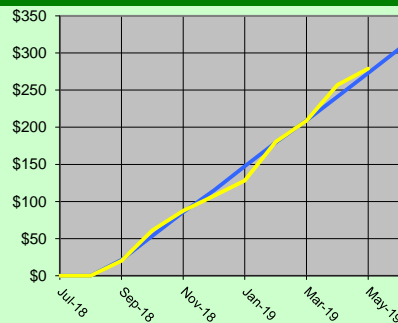


SECONDED/SUBSTITUTE TEACHER

Year-To Date Results:

<u>Budget</u>	<u>Actual</u>	<u>Variance</u>
\$273	\$279	\$6

Overbudget 2.1%



Board Variance Report - Revenues

May 31, 2019

Year-to-Date Revenues (\$000's):

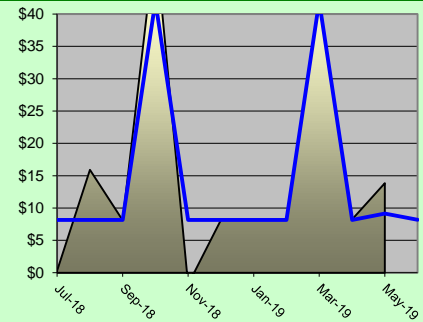
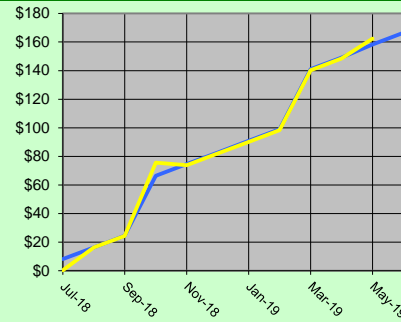
Monthly Revenues (\$000's):

RENTALS/LEASES

Year-To Date Results:

<u>Budget</u>	<u>Actual</u>	<u>Variance</u>
\$158	\$162	\$4

Overbudget 2.6%

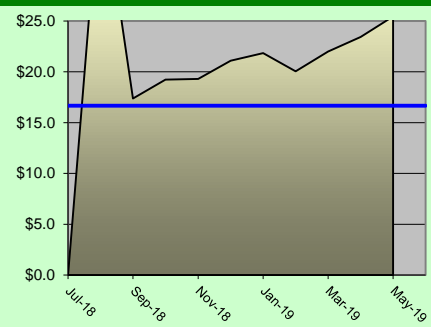
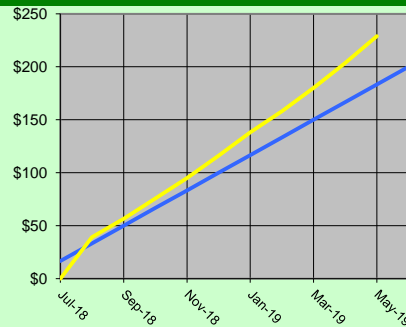


INTEREST INCOME

Year-To Date Results:

<u>Budget</u>	<u>Actual</u>	<u>Variance</u>
\$183	\$229	\$46

Overbudget 24.9%

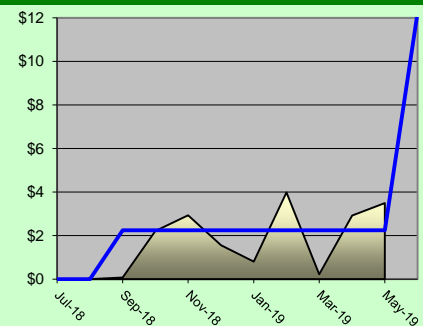
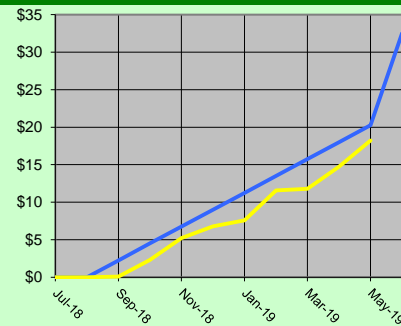


OTHER REVENUE

Year-To Date Results:

<u>Budget</u>	<u>Actual</u>	<u>Variance</u>
\$20	\$18	-\$2

Underbudget 10.0%

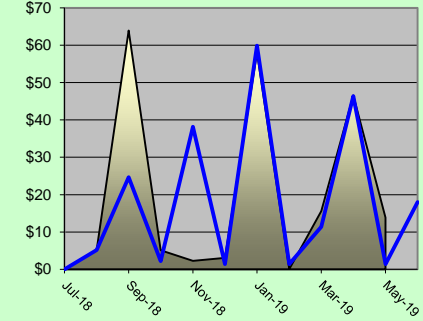
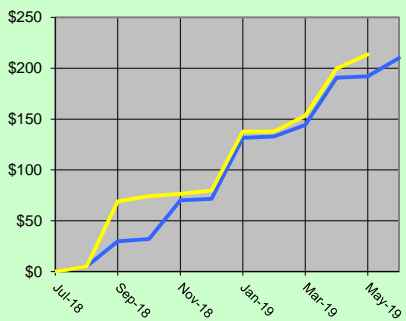


MISCELLANEOUS REVENUE

Year-To Date Results:

<u>Budget</u>	<u>Actual</u>	<u>Variance</u>
\$192	\$214	\$22

Overbudget 11.2%

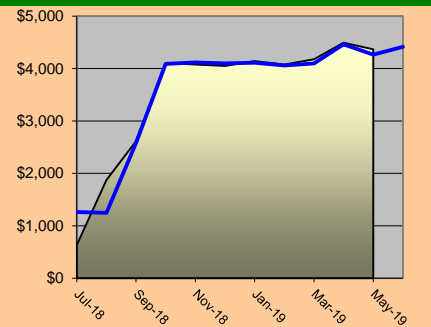
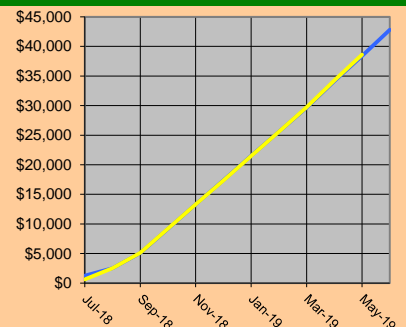


TOTAL REVENUE

Year-To Date Results:

<u>Budget</u>	<u>Actual</u>	<u>Variance</u>
\$38,394	\$38,613	\$219

Overbudget 0.6%



Board Variance Rpt. - Expenditures

May 31, 2019

Year-to-Date Costs (\$000's):

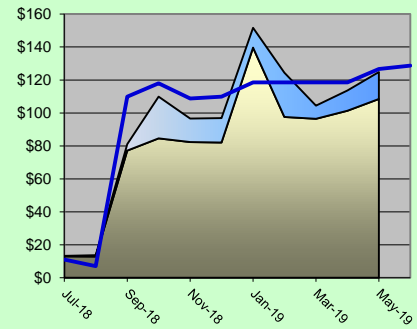
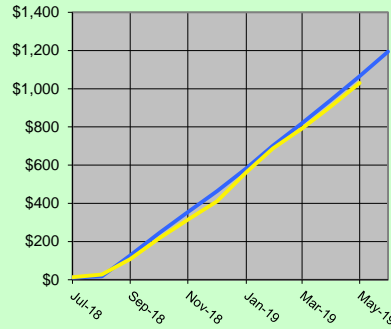
Monthly Costs (\$000's):

DISTRICT SPEC. ED./HELP.TCHRS

Year-To Date Results:

	Budget	Actual	Variance
Comp	944	896	48
O&M	121	135	-13
Total	1,066	1,030	35

Underbudget 3%

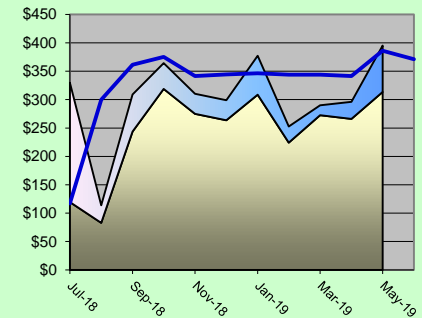
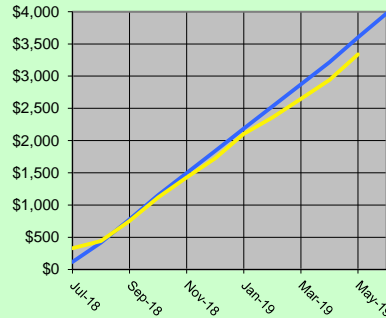


DISTRICT PROGRAMS-OTHER

Year-To Date Results:

	Budget	Actual	Variance
Comp	2,922	2,689	233
O&M	680	649	31
Total	3,602	3,338	264

Underbudget 7%

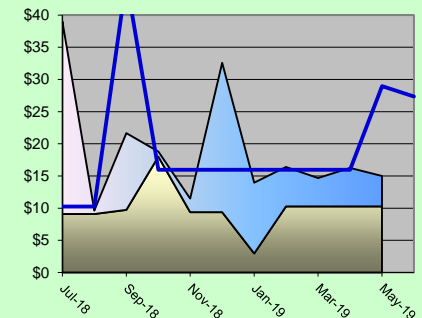
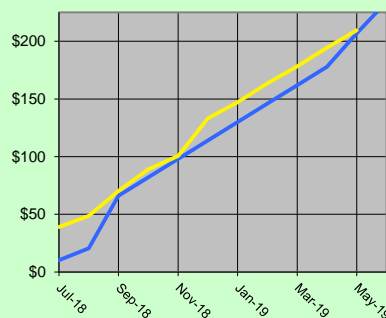


BOARD OF TRUSTEES

Year-To Date Results:

	Budget	Actual	Variance
Comp	107	109	-1
O&M	100	101	-1
Total	207	210	-3

Overbudget 1%

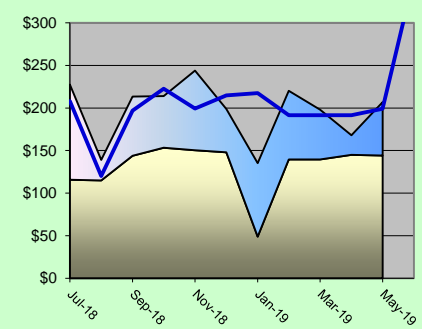
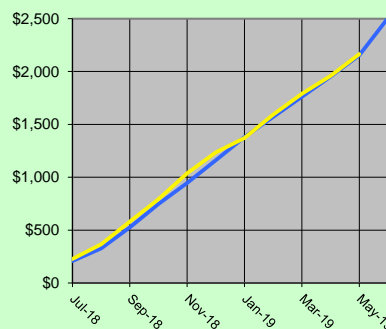


ADMINISTRATION & OTHER

Year-To Date Results:

	Budget	Actual	Variance
Comp	1,454	1,443	11
O&M	699	722	-23
Total	2,153	2,165	-12

Overbudget 1%

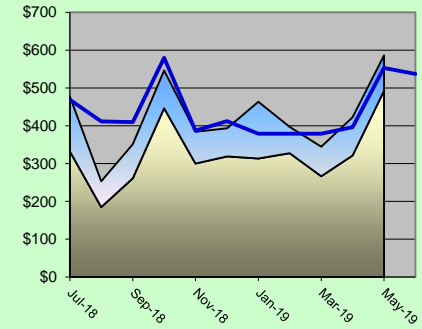
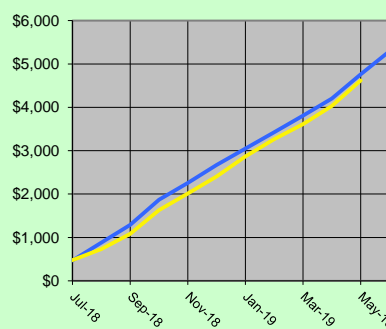


OPERATIONS & MAINTENANCE

Year-To Date Results:

	Budget	Actual	Variance
Comp	3,689	3,565	125
O&M	1,067	1,055	12
Total	4,757	4,620	137

Underbudget 3%



Board Variance Rpt. - Expenditures

May 31, 2019

Year-to-Date Costs (\$000's):

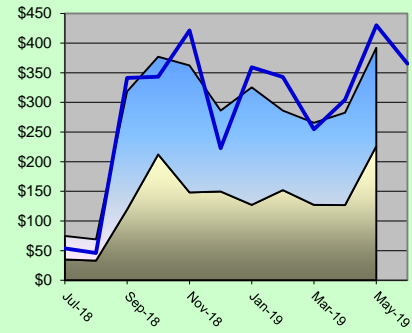
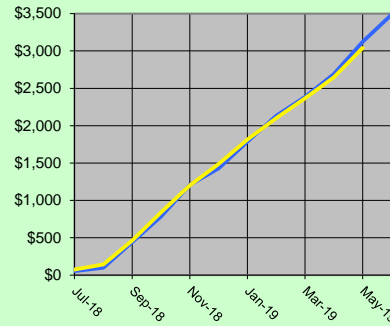
Monthly Costs (\$000's):

TRANSPORTATION

Year-To Date Results:

	Budget	Actual	Variance
Comp	1,503	1,458	46
O&M	1,617	1,582	35
Total	3,120	3,039	81

Underbudget 3%

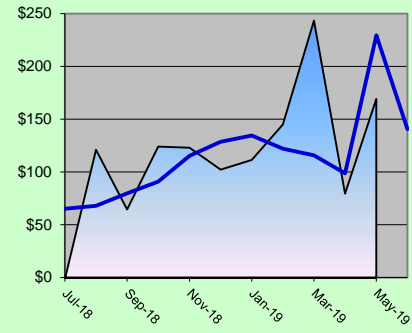
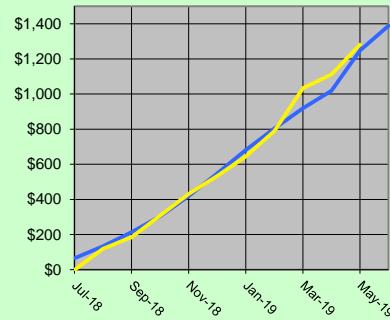


UTILITIES

Year-To Date Results:

	Budget	Actual	Variance
Comp	0	0	0
O&M	1,248	1,281	-33
Total	1,248	1,281	-33

Overbudget 3%

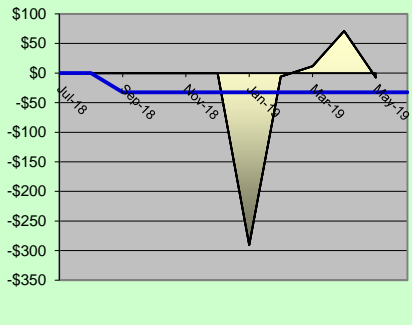
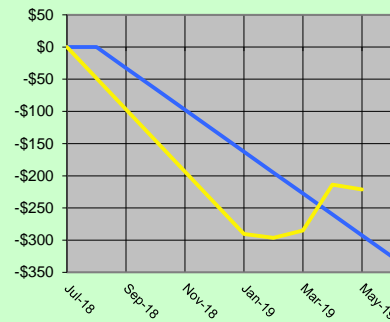


DISTRICT SCHOOL

Year-To Date Results:

	Budget	Actual	Variance
Comp	-293	-221	-71
O&M	0	0	0
Total	-293	-221	-71

Overbudget 24%

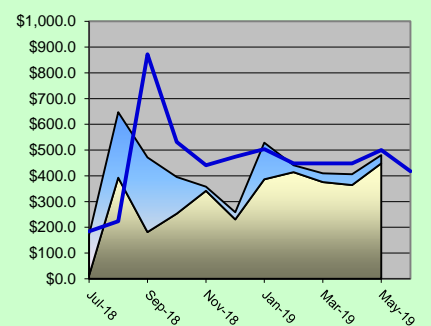
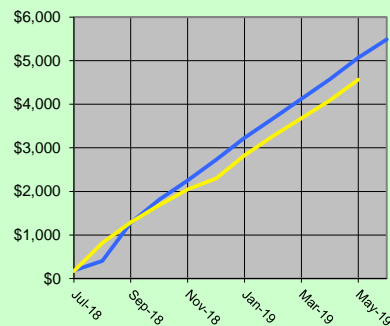


SPECIAL PURPOSE FUNDS

Year-To Date Results:

	Budget	Actual	Variance
Comp	3,792	3,401	391
O&M	1,280	1,167	113
Total	5,072	4,568	504

Underbudget 10%

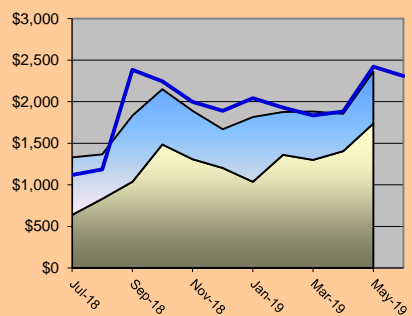
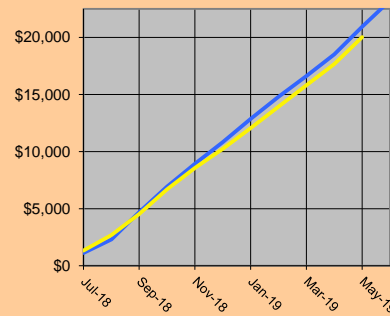


DISTRICT TOTALS - EXPENDITURES

Year-To Date Results:

	Budget	Actual	Variance
Comp	14,119	13,339	780
O&M	6,811	6,691	121
Total	20,930	20,029	901

Underbudget 4%



Five Year Capital Plan Summary
Capital Plan Year: 2020/21

District Priority	Project Title	2020/21	2021/22	2022/23	2023/24	2024/25	Total
School Expansion Program (EXP):							
1	Pouce Coupe Elementary	\$ 1,750,000	\$ -	\$ -	\$ -	\$ -	\$ 1,750,000
School Replacement Program (REP):							
1	CSS/Windrem/Don Titus Amalgamation	\$ 1,000,000	\$ 15,000,000	\$ 15,000,000	\$ 15,000,000	\$ -	\$ 46,000,000
2	Canalta Elementary	\$ 1,000,000	\$ 10,000,000	\$ 10,000,000	\$ 10,000,000	\$ -	\$ 31,000,000
Demolition							
1	Rolla Elementary	\$ 300,000	\$ -	\$ -	\$ -	\$ -	\$ 300,000
School Enhancement Program (SEP):							
1	DCSS (South Peace) - Mechanical Upgrades	\$ 850,000	\$ 850,000	\$ 850,000	\$ -	\$ -	\$ 2,550,000
2	Tumbler Ridge Elementary - Mechanical Upgrades	\$ 750,000	\$ 750,000	\$ -	\$ -	\$ -	\$ 1,500,000
3	DCSS (South Peace) - Roof Replacement	\$ 230,000	\$ -	\$ -	\$ -	\$ -	\$ 230,000
4	Ecole Frank Ross - Resurface Gym Floor	\$ 110,000	\$ -	\$ -	\$ -	\$ -	\$ 110,000
Carbon Neutral Capital Program (CNCP):							
1	Tumbler Ridge Elementary - Mechanical Upgrades Engineering Design	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ 50,000
Playground Equipment Program (PEP):							
1	Moberly Lake Elementary	\$ 100,500	\$ -	\$ -	\$ -	\$ -	\$ 100,500
2	Trembley Elementary	\$ 100,500	\$ -	\$ -	\$ -	\$ -	\$ 100,500
Bus Replacement Program (BUS):							
n/a	A-9591 (2009)	Cost assigned by MoEd					
n/a	A-9596 (2009)	Cost assigned by MoEd					
n/a	5593 (2005)	Cost assigned by MoEd					
n/a	A-9597 (2009)	Cost assigned by MoEd					
Capital Plan Total		\$ 6,241,000	\$ 26,600,000	\$ 25,850,000	\$ 25,000,000	\$ -	\$ 83,691,000



School District No.59 (Peace River South)

June 9, 2019

School District #59 Trustees

RE: Pouce Coupe Capacity

In February 2019 the board approved the purchase of one portable for Pouce Coupe Elementary; at that time enrollment for the 2019/20 school year was projected to be 126 students. Since then enrollment has increased to 133 students.

When school budgets were due towards the end of April the class size and composition of the school was such that the 133 students fit within the planned 6 classes and there was still additional room for enrollment to increase by 15 students (21 up to the hard cap). Since then the school composition has changed, given the update we are recommending a configuration for the school that will need seven classrooms.

The district has two options to obtain a seventh classroom:

1. Purchase an additional portable at a cost of \$175,000 from reserves.
2. Request to continue the original arrangement with the Pouce Coupe Library Board and the Village of Pouce Coupe to use the library space for the 2019-20 school year.

I am recommending to the board to proceed with the purchase of an additional portable classroom for \$175,000 for Pouce Coupe Elementary. We would not connect the two portables as this additional second portable, if no longer needed in Pouce Coupe, will be available to move within the district if needed at a different school.

In the 2020/21 Capital Plan we have included a request for funding from the Ministry of Education for a two-classroom addition at an estimated cost of \$1.75 million. Given the current capacity issues within the Province of British Columbia I am unsure on the likelihood of that expansion being approved soon.

I feel that with the purchase of the additional portable we will be able to support the growing enrollment at Pouce Coupe Elementary for the foreseeable future while obtaining flexibility for the district to deal with class size and composition issues where capacity is low.

Furthermore, the updated quotes on the initial portable have been received and the initial estimate of \$150,000 has now increased to \$175,000. Therefore, included in the motion is a request for an additional \$25,000 in funding from reserves.

Melissa Panoulis
Secretary Treasurer

SCHOOL DISTRICT 59 - PEACE RIVER SOUTH

COMPARISON OF BASE OPERATING GRANT FUNDING

	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u> <u>Amended</u>	<u>2019/20</u> <u>Preliminary</u>	<u>Change</u>	<u>%</u>
Student Base Allocation	\$25,320,992	\$25,381,794	\$25,878,196	\$26,968,012	\$26,722,399	(\$245,613)	-0.9%
<u>Supplements:</u>							
Enrolment Decline	0	0	0	0	55,945	\$55,945	
ESL	114,540	143,520	166,005	157,620	165,945	\$8,325	5.3%
Aboriginal Education	1,325,255	1,319,280	1,401,180	1,435,410	1,692,150	\$256,740	17.9%
Special Education	2,252,925	2,305,850	2,484,800	2,859,000	2,984,200	\$125,200	4.4%
Adult Education	0	16,548	13,854	3,522	0	(\$3,522)	-100.0%
Salary Differential	420,237	620,604	911,260	681,304	684,816	\$3,512	0.5%
Unique Geographic Factors	5,218,590	5,377,255	5,445,033	5,240,725	5,615,047	\$374,322	7.1%
Transportation & Housing	2,480,208	2,462,680	2,454,850	2,545,209	2,687,047	\$141,838	5.6%
Funding Protection	3,670,557	2,568,083	1,255,269	97,238	0	(\$97,238)	-100.0%
Education Plan Supplement	69,638	69,848	69,270	69,755	71,535	\$1,780	2.6%
Administrative Savings	-246,997	-205,328	-205,328	0	0	\$0	
Total Funding	\$40,625,945	\$40,060,134	\$39,874,389	\$40,057,795	\$40,679,084	\$621,289	1.6%
Student Enrolment	3,545.3	3,527.1	3,555.8	3,645.8	3,590.0	(55.8)	-1.5%
Per Student Funding	\$11,459	\$11,358	\$11,214	\$10,988	\$11,331	\$344	3.1%

SCHOOL DISTRICT #59 (Peace River South)
OPERATING BUDGET CHANGES SUMMARY
2019/20 Preliminary Budget vs 2018/19 Amended Budget

(\$000's)

REVENUES

Increase (Decrease)

Provincial Govt Funding:

Enrollment Funding	\$ (246)	\$159 collective agreement increases, (\$405) 55.75 FTE decrease
Enrollment Decline	56	Enrollment decline of 50.75 FTE
ESL Enrollment	8	Increased emphasis on vulnerable students, no change in FTE
Special Ed. Enrollment	125	Increased emphasis on vulnerable students, no change in FTE
Ab Ed Enrollment	257	Increased emphasis on vulnerable students, no change in FTE
Geographic factors	516	Ministry of Ed allocation change, increased emphasis on rural students
Funding Protection	-97	Funding increases above result in reduced funding protection
Miscellaneous	2	Salary Differential \$3, Adult Education (\$3), Education Plan Supplement \$2
Sub-Total	<u>621</u>	

Other Revenues:

Ministry of Education	288	Employer Health Tax \$323, Early Action Initiative (\$35)
Seconded Teacher	-60	Sept - Dec teacher seconded to ACHOTE as compared to full year
Substitute Teacher	10	In line with prior year
Interest	25	In line with prior year
Rental & Leases	-11	Loss in rental income on property currently for sale
Miscellaneous	-2	
Sub-Total	<u>250</u>	

TOTAL REVENUE CHANGE **\$ 871**

EXPENSES

Increase (Decrease)

Collective Agreement Increases	111	\$84 Support Unions, \$27 Teachers
Annual Report & Media	15	Full year of Digital Content Strategist position
Secondments	-69	Sept - Dec teacher seconded to ACHOTE as compared to full year
Helping Teacher	-21	Decrease 0.2 FTE
Aboriginal Education	170	\$147 Increase 0.94 FTE, \$23 Supplies
Literacy	-53	(\$43) subs, (\$10) Contract Services
Sensory	-7	(\$7) Contract Services
Speech and Language	-40	Decrease from 3.96 to 2.96 FTE
Resource Centre	-16	(\$15) Decrease in supplies, books & media material
Gwillim/Environment	-36	Decrease in 0.25 FTE
Board of Education	-12	Non-Election year
Operation & Maint.	224	\$154 Charge outs to AFG & projects, \$36 Utilities, \$34 department fully staffed
Transportation	50	\$32 Supplies, \$7 Driver First-Aid
Sub-Total District Accounts	<u>\$ 316</u>	

SCHOOL DISTRICT #59 (Peace River South)
OPERATING BUDGET CHANGES SUMMARY
2019/20 Preliminary Budget vs 2018/19 Amended Budget

(\$000's)

SCHOOLS:

Enrollment Decrease	-131	40 FTE Decrease
Admin Allowances	123	Increase in Admin Positions
School Surpluses	-9	Current year surpluses lower
Prep Time	74	Increase per collective agreement
Education Initiative Grant	25	Tremblay
Special Needs Funding	187	Increased funding per ministry guidelines
Rural Grant	60	\$44 Moberly Lake, \$15 McLeod
District 100 account	250	Decr. In estimated savings
Miscellaneous	-18	
Sub-Total Schools	\$ 561	

TOTAL EXPENSE CHANGE **\$ 877**

Transfers from Reserves	1,105	\$278 Succession Planning, \$669 CSS Project, \$80 Digital Media Content Strategist, \$77 DL Partnership, \$350 Portables, compared to \$349 prior year
School Based Surpluses	-9	Decr. in School Surpluses carried fwd
Capital	-754	CSS Project \$669, \$350 Pouce Portables, \$114 Maintenance Capital List, \$61 schools, compared to \$440 in the prior year.
(Increase) Decrease in Budgeted Deficit	\$ 336	2019/20 Budget Deficit \$544, 2018/19 Amended Budget Deficit \$880

Annual Budget

School District No. 59 (Peace River South)

June 30, 2020

School District No. 59 (Peace River South)

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. 59 (PEACE RIVER SOUTH) (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. 59 (Peace River South) 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 \$53,731,997 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 _____ DAY OF _____, 2019;

READ A SECOND TIME THE _____ DAY OF _____, 2019;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2019;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 59 (Peace River South) Annual Budget Bylaw 2019/2020, adopted by the Board the _____ DAY OF _____, 2019.

Secretary Treasurer

School District No. 59 (Peace River South)

Statement 2

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	3,590,000	3,645,750
Total Ministry Operating Grant Funded FTE's	3,590,000	3,645,750
Revenues	\$	\$
Provincial Grants		
Ministry of Education	47,423,839	47,070,946
Other	279,460	281,150
Tuition	32,673	32,673
Other Revenue	1,180,000	1,895,300
Rentals and Leases	155,000	166,500
Investment Income	227,549	202,549
Amortization of Deferred Capital Revenue	1,531,097	1,515,831
Total Revenue	50,829,618	51,164,949
Expenses		
Instruction	36,711,165	37,156,045
District Administration	1,973,768	1,999,023
Operations and Maintenance	9,965,377	9,854,108
Transportation and Housing	3,887,548	3,860,783
Total Expense	52,537,858	52,869,959
Net Revenue (Expense)	(1,708,240)	(1,705,010)
Budgeted Allocation (Retirement) of Surplus (Deficit)	2,473,635	1,713,620
Budgeted Surplus (Deficit), for the year	765,395	8,610
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	765,395	8,610
Budgeted Surplus (Deficit), for the year	765,395	8,610

School District No. 59 (Peace River South)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2020

	2020 Annual Budget	2019 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	44,960,303	44,083,357
Operating - Tangible Capital Assets Purchased	1,194,139	440,221
Special Purpose Funds - Total Expense	4,496,332	5,717,778
Capital Fund - Total Expense	3,081,223	3,068,824
Total Budget Bylaw Amount	53,731,997	53,310,180

Approved by the Board

Signature of the Chairperson of the Board of Education	Date Signed
Signature of the Superintendent	Date Signed
Signature of the Secretary Treasurer	Date Signed

DRAFT

DRAFT - Not Finalized

June 17, 2019 11:03

School District No. 59 (Peace River South)

Statement 4

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	(1,708,240)	(1,705,010)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(1,194,139)	(440,221)
From Deferred Capital Revenue	(2,109,640)	(2,496,375)
Total Acquisition of Tangible Capital Assets	(3,303,779)	(2,936,596)
Amortization of Tangible Capital Assets	1,962,390	1,949,991
Total Effect of change in Tangible Capital Assets	(1,341,389)	(986,605)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(3,049,629)	(2,691,615)

School District No. 59 (Peace River South)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2020

	2020 Annual Budget \$	2019 Amended Annual Budget \$
Revenues		
Provincial Grants		
Ministry of Education	42,491,174	41,581,835
Other	279,460	281,150
Tuition	32,673	32,673
Other Revenue	497,500	547,800
Rentals and Leases	155,000	166,500
Investment Income	225,000	200,000
Total Revenue	43,680,807	42,809,958
Expenses		
Instruction	32,500,568	31,943,643
District Administration	1,973,768	1,999,023
Operations and Maintenance	6,974,476	6,694,838
Transportation and Housing	3,511,491	3,445,853
Total Expense	44,960,303	44,083,357
Net Revenue (Expense)	(1,279,496)	(1,273,399)
Budgeted Prior Year Surplus Appropriation	2,473,635	1,713,620
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(1,194,139)	(440,221)
Total Net Transfers	(1,194,139)	(440,221)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 59 (Peace River South)

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	40,679,084	40,057,795
Other Ministry of Education Grants		
Pay Equity	944,395	944,395
Transportation Supplement	441,458	441,458
Carbon Tax Grant	95,000	95,000
FSA Marker Grant	8,187	8,187
Early Action Initiative		35,000
Employer Health Tax	323,050	
Total Provincial Grants - Ministry of Education	42,491,174	41,581,835
Provincial Grants - Other	279,460	281,150
Tuition		
International and Out of Province Students	32,673	32,673
Total Tuition	32,673	32,673
Other Revenues		
Miscellaneous		
Seconded Staff Recoveries	135,000	195,300
Swim Grant	10,000	10,000
Substitute Staff Recoveries	120,000	110,000
Miscellaneous	182,500	182,500
Bus Charges	50,000	50,000
Total Other Revenue	497,500	547,800
Rentals and Leases	155,000	166,500
Investment Income	225,000	200,000
Total Operating Revenue	43,680,807	42,809,958

School District No. 59 (Peace River South)

Schedule 2B

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

	2020 Annual Budget	2019 Amended Annual Budget
	\$	\$
Salaries		
Teachers	15,291,215	15,153,191
Principals and Vice Principals	3,615,513	3,230,095
Educational Assistants	2,839,487	2,860,556
Support Staff	5,622,798	5,381,885
Other Professionals	1,504,475	1,473,623
Substitutes	1,245,619	1,059,158
Total Salaries	30,119,107	29,158,508
Employee Benefits	7,370,793	7,270,983
Total Salaries and Benefits	37,489,900	36,429,491
Services and Supplies		
Services	1,538,759	1,677,190
Student Transportation	1,095,931	1,093,810
Professional Development and Travel	417,369	435,430
Rentals and Leases	25,000	23,000
Dues and Fees	314,839	323,249
Insurance	182,950	182,300
Supplies	2,470,975	2,530,307
Utilities	1,424,580	1,388,580
Total Services and Supplies	7,470,403	7,653,866
Total Operating Expense	44,960,303	44,083,357

School District No. 59 (Peace River South)

Schedule 2C

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	12,597,752	1,060,796	41,973	560,183	147,869	582,122	14,990,695
1.03 Career Programs	67,782	138,716			108,534	4,318	319,350
1.07 Library Services	194,024		132,333			17,208	343,565
1.08 Counselling	524,629			64,592	24,330	14,684	628,235
1.10 Special Education	1,350,699		2,305,811	82,884	83,264	221,006	4,043,664
1.30 English Language Learning	34,600		53,997			3,604	92,201
1.31 Aboriginal Education	507,179	320,150	284,674	112,291	5,466	5,000	1,234,760
1.41 School Administration	14,550	1,762,966		565,304		84,959	2,427,779
1.62 International and Out of Province Students							-
Total Function 1	15,291,215	3,282,628	2,818,788	1,385,254	369,463	932,901	24,080,249
4 District Administration							
4.11 Educational Administration		332,885		16,923	160,131	2,000	511,939
4.40 School District Governance					118,521		118,521
4.41 Business Administration				148,333	490,994		639,327
Total Function 4	-	332,885	-	165,256	769,646	2,000	1,269,787
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				46,014	277,899	1,000	324,913
5.50 Maintenance Operations				2,454,651		221,268	2,675,919
5.52 Maintenance of Grounds				422,438			422,438
5.56 Utilities							-
Total Function 5	-	-	-	2,923,103	277,899	222,268	3,423,270
7 Transportation and Housing							
7.41 Transportation and Housing Administration				49,226	87,467		136,693
7.70 Student Transportation			20,699	1,099,959		88,450	1,209,108
Total Function 7	-	-	20,699	1,149,185	87,467	88,450	1,345,801
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	15,291,215	3,615,513	2,839,487	5,622,798	1,504,475	1,245,619	30,119,107

DRAFT - Not Finalized

June 17, 2019 11:03

School District No. 59 (Peace River South)

Schedule 2C

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	14,990,695	3,624,869	18,615,564	1,604,935	20,220,499	19,857,303
1.03 Career Programs	319,350	71,206	390,556	148,769	539,325	458,164
1.07 Library Services	343,565	88,527	432,092	60,097	492,189	476,981
1.08 Counselling	628,235	143,522	771,757	18,180	789,937	784,504
1.10 Special Education	4,043,664	1,102,177	5,145,841	235,067	5,380,908	5,466,508
1.30 English Language Learning	92,201	25,323	117,524	11,940	129,464	151,370
1.31 Aboriginal Education	1,234,760	308,359	1,543,119	154,089	1,697,208	1,493,091
1.41 School Administration	2,427,779	528,052	2,955,831	121,648	3,077,479	3,061,863
1.62 International and Out of Province Students	-	-	-	173,559	173,559	193,859
Total Function 1	24,080,249	5,892,035	29,972,284	2,528,284	32,500,568	31,943,643
4 District Administration						
4.11 Educational Administration	511,939	106,663	618,602	76,050	694,652	718,844
4.40 School District Governance	118,521	6,991	125,512	83,750	209,262	221,457
4.41 Business Administration	639,327	148,427	787,754	282,100	1,069,854	1,058,722
Total Function 4	1,269,787	262,081	1,531,868	441,900	1,973,768	1,999,023
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	324,913	74,734	399,647	219,250	618,897	620,523
5.50 Maintenance Operations	2,675,919	660,828	3,336,747	919,400	4,256,147	4,027,087
5.52 Maintenance of Grounds	422,438	103,414	525,852	149,000	674,852	658,648
5.56 Utilities	-	-	-	1,424,580	1,424,580	1,388,580
Total Function 5	3,423,270	838,976	4,262,246	2,712,230	6,974,476	6,694,838
7 Transportation and Housing						
7.41 Transportation and Housing Administration	136,693	32,776	169,469	45,400	214,869	205,718
7.70 Student Transportation	1,209,108	344,925	1,554,033	1,742,589	3,296,622	3,240,135
Total Function 7	1,345,801	377,701	1,723,502	1,787,989	3,511,491	3,445,853
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	30,119,107	7,370,793	37,489,900	7,470,403	44,960,303	44,083,357

DRAFT - Not Finalized

June 17, 2019 11:03

School District No. 59 (Peace River South)

Schedule 3

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	3,813,832	4,370,278
Other Revenue	682,500	1,347,500
Total Revenue	4,496,332	5,717,778
Expenses		
Instruction	4,210,597	5,212,402
Operations and Maintenance	285,735	505,376
Total Expense	4,496,332	5,717,778
Budgeted Surplus (Deficit), for the year	-	-

School District No. 59 (Peace River South)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2020

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$		\$	\$	\$	\$
Deferred Revenue, beginning of year			620,000				50,000		
Add: Restricted Grants									
Provincial Grants - Ministry of Education	285,735	152,650		193,678	41,293	107,793	366,623	328,961	2,287,099
Other			665,000						
	285,735	152,650	665,000	193,678	41,293	107,793	366,623	328,961	2,287,099
Less: Allocated to Revenue	285,735	152,650	650,000	193,678	41,293	107,793	416,623	328,961	2,287,099
Deferred Revenue, end of year	-	-	635,000	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	285,735	152,650		193,678	41,293	107,793	416,623	328,961	2,287,099
Other Revenue			650,000						
	285,735	152,650	650,000	193,678	41,293	107,793	416,623	328,961	2,287,099
Expenses									
Salaries									
Teachers							18,801	113,872	1,840,301
Principals and Vice Principals							12,767	9,804	
Educational Assistants		115,656				28,440	194,363		
Support Staff				130,246			28,073	16,952	
Other Professionals				10,763	9,785			38,205	
Substitutes					11,700	10,000		77,225	
	-	115,656	-	141,009	21,485	38,440	254,004	256,058	1,840,301
Employee Benefits		36,994		45,171	4,788	10,650	73,273	57,046	446,798
Services and Supplies	285,735		650,000	7,498	15,020	58,703	89,346	15,857	
	285,735	152,650	650,000	193,678	41,293	107,793	416,623	328,961	2,287,099
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 59 (Peace River South)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2020

Schedule 3A

	Early Learning Funds	Career Ed Grants	TOTAL
	\$	\$	\$
Deferred Revenue, beginning of year	47,500	8,500	726,000
Add: Restricted Grants			
Provincial Grants - Ministry of Education			3,763,832
Other	20,000	15,000	700,000
	20,000	15,000	4,463,832
Less: Allocated to Revenue	15,000	17,500	4,496,332
Deferred Revenue, end of year	52,500	6,000	693,500
Revenues			
Provincial Grants - Ministry of Education			3,813,832
Other Revenue	15,000	17,500	682,500
	15,000	17,500	4,496,332
Expenses			
Salaries			
Teachers			1,972,974
Principals and Vice Principals			22,571
Educational Assistants			338,459
Support Staff			175,271
Other Professionals			58,753
Substitutes			98,925
	-	-	2,666,953
Employee Benefits			674,720
Services and Supplies	15,000	17,500	1,154,659
	15,000	17,500	4,496,332
Net Revenue (Expense)	-	-	-

School District No. 59 (Peace River South)**Schedule 4**

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				
Provincial Grants				
Ministry of Education	1,118,833		1,118,833	1,118,833
Investment Income		2,549	2,549	2,549
Amortization of Deferred Capital Revenue	1,531,097		1,531,097	1,515,831
Total Revenue	2,649,930	2,549	2,652,479	2,637,213
Expenses				
Operations and Maintenance	1,118,833		1,118,833	1,118,833
Amortization of Tangible Capital Assets				
Operations and Maintenance	1,586,333		1,586,333	1,535,061
Transportation and Housing	376,057		376,057	414,930
Total Expense	3,081,223	-	3,081,223	3,068,824
Net Revenue (Expense)	(431,293)	2,549	(428,744)	(431,611)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	1,194,139		1,194,139	440,221
Total Net Transfers	1,194,139	-	1,194,139	440,221
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	762,846	2,549	765,395	8,610



School District No.59 (Peace River South)

June 16, 2019

School District #59 Trustees

RE: Capital Expenditures Included in Preliminary 2019/20 Budget

Included in the 2019/20 Preliminary Budget is an amount of \$1,194,139 for Capital Expenditures. Following are the details of what these funds are budgeted for:

Equipment-Schools	\$ 11,139
School Major Equipment Fund	50,000

Sub-total	61,139
Custodial – Compact Auto Scrubber	8,000
Bobcat Renewal Contract	14,000
Fuel Tank	32,000
C-Can 40'	10,000
Cargo Trailer	15,000
District SUV	35,000
CSS Renovation – Phase 1	669,000
2 Portables Pouce Coupe Elementary	350,000

Total Capital Budget	\$1,194,139
	=====

Equipment-Schools - This is the total amount identified by schools and generally covers copiers and other small equipment.

The School Major Equipment Fund - This fund is administered by the Director of Operations who solicits input from the schools on anticipated requirements. The Director of Operations ensures that only good quality equipment is installed, and would ensure that older, potentially unsafe equipment was given a priority for replacement. The fund is used to purchase items valued at higher than \$2,500 and would include shop equipment (lathes, hoists, etc.), and auditorium equipment (sound systems, curtains, etc.). For a smaller school, these types of items are a high fixed cost that our “per-student” funding model cannot capture.



School District No.59 (Peace River South)

Custodial-Compact Auto Scrubber – This would replace one existing floor machines with new units. The existing units are over 15 years old and are experiencing frequent breakdowns. When the machines have a failure, the areas covered by them have to be done by hand. The new machines use ionizing technology (no soap) reducing our cleaning supply costs.

Bobcat Renewal Contract – This contract allows us, with annual payments of \$14,000, to replace our two new Bobcats every year. The advantage is we save the cost of yearly maintenance about \$ 4,000 each, (tires and wear bars on the bucket) and have new equipment.

Fuel Tank – The fuel pumps located at School District #59 Board Office are currently non-compliant with current fuel storage regulations.

40' C-Can – This additional storage that will be located at the Board Office will replace storage space currently held at O'Brien Education Centre.

Cargo Trailer – This new trailer will be used to store and transport folding chairs that are currently stored at O'Brien Education Centre. The folding chairs are used by schools within the district for Christmas Concerts and other special events.

District SUV - This will replace one of our existing district SUV that are used by staff to travel within the district, the vehicle was purchased in 2011 and has 230,000 km. The purchase of a district vehicle saves money as we are not having to pay mileage to staff using their own vehicle. We would retain the older District SUV for use by Facilities Management staff.

CSS Project – This is for phase one of the CSS renovation which involves the corridor upgrade – floor/ceiling walls, this would involve completing 60% of the hallways. The original corridor upgrade was budgeted at \$649,044 (\$500,806 plus engineering at 8% and contingency of 20%).

Pouce Coupe Portables – Each portable that is purchased for Pouce Coupe Elementary School is estimated at \$175,000. We are currently recommending the purchase of two portables.

Melissa Panoulis
Secretary Treasurer



Ministry of Education - Capital Management Branch
Annual Facility Grant (AFG) - 2019/20 Expenditure Plan

Submission Date (YYYY/MM/DD): 2019-06-30

District: 59 Peace River South

Name	Email	Phone
Wade Simlik		

FACILITY INFORMATION		PROJECT INFORMATION		ADDITIONAL INFORMATION	
Facility Name	Description of Work	Estimated Cost	AFG Category	VFA Requirement (Yes/No)	Comments
Unchagah Hall	Seating, handicap access	\$ 250,000	Functional Improvement	Yes	End of life, wheel chair access
EFR	Electrical Service Upgrade	\$ 125,000	Electrical System Upgrade	Yes	Obsolete, Undersized
Canalta Elem	Phase 2 HVAC	\$ 225,000	Mechanical System Upgrade	Yes	Efficiency, air quality, end of life existing units.
Tumbler Elem	Playground Upgrade	\$ 50,000	Site Upgrade	No	replace noncompliant structure, cost share with District of TR
Parkland / Devereaux	Replace Ceiling Tile	\$ 25,246	Functional Improvement	Yes	End of life
South Peace Sec	Science Lab Upgrade RM 18	\$ 25,000	Facility Upgrade	Yes	Update workstation, flooring, lighting and non compliant fixtures
Canalta Elem	Exterior windows and doors	\$ 60,000	Facility Upgrade	Yes	Replace various exterior windows and doors
CSS / Windrem	Fire Alarm replacement	\$ 50,000	Loss Prevention	Yes	End of life, obsolescence
TBD	Painting	\$ 125,000	Functional Improvement	Yes	General Maintenance
Pouce Coupe Elem	Playground Upgrade	\$ 15,000	Site Upgrade	Yes	PAC to purchase equipment, district to install
Various sites	Sidewalk and landscaping	\$ 50,000	Site Upgrade	Yes	repair/replace broken, damaged sidewalks. Various sites.
Various sites	Asbestos abatements	\$ 25,000	Asbestos Abatement	N/A	As required due to damage or renos
Little Prairie Elem	Flooring replacements	\$ 30,000	Facility Upgrade	Yes	replace carpet
Various sites	Plumbing fixtures	\$ 40,000	Mechanical System Upgrade	Yes	auto flush valves, fixtures, end of life
South Peace Sec	lighting	\$ 100,000	Electrical System Upgrade	Yes	energy management, end of life
SP Campus field	Geo Field reclamation	\$ 70,000	Site Upgrade	No	geo field reclamation
Various sites	Fencing repair / replacement	\$ 25,000	Site Upgrade	No	Fencing repair/replacement
Various sites	Network upgrade	\$ 15,000	Technology Infrastructure Upgrade	No	UPS replacement
Crescent Park Elem	Exterior Cladding & insulation	\$ 50,000	Facility Upgrade	No	Energy efficient
Various sites	Roofing	\$ 25,000	Roof Replacement	No	General Maintenance
		\$ -			
		\$ -			
		\$ -			
		\$ -			

NOTE: Scroll to bottom to see Total Estimated Cost, Total AFG Allocation, and Variance

[illegible]

SD59 CALENDAR FOR 2019/2020-FINAL

July-19						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Canada Day STAT	2	3	4	5	6
7	8	9	10	11	12	13
	Break	Break	Break	Break	Break	
14	15	16	17	18	19	20
	Break	Break	Break	Break	Break	
21	22	23	24	25	26	27
	Break	Break	Break	Break	Break	
28	29	30	31			
	Break	Break	Break			

August-19						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
				Break	Break	
4	5 BC DAY Stat	6	7	8	9	10
	Break	Break	Break	Break	Break	
11	12	13	14	15	16	17
	Break	Break	Break	Break	Break	
18	19	20	21	22	23	24
	Break	Break	Break	Break	Break	
25	26	27	28	29	30	31
	Break	Break	Break	Break	Break	

September-19						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Labour Day Stat	3 Curriculum Implement. NID-District	4 First Day for Students Start 2h late End 1h early	5 First Full Day	6	7
8	9	10	11 Round Table	12	13	14
15	16	17	18	19	20	21
22	23	24	25 Board Meeting	26	27	28
29	30					

October-19						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4 BCSTA NIB - PG	5
6	7	8	9 Round Table-TR	10	11	12
13	14 Thanksgiving Stat	15	16	17 BCSTA Board Chair	18 BCSTA/MOE Joint Mtg	19
20	21	22	23 Board Meeting-CH	24	25 BCSTA Prov. Council NID Pro-D District/Prov	26
27	28	29	30	31		

November-19						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 BCPSEA Symposium	5 Round Table	6	7	8	9
10	11 Remembrance Day STAT	12	13 BCASBO Fall Conference	14	15	16
17	18	19	20 BCSSA - Exec Early Dismissal school ends - 1hr early	21 BCSSA - Fall Conference Early Dismissal	22	23
24	25	26	27 Board Meeting	28 BCSTA Academy	29 NID Pro-D-school End of Term 1	30

December-19						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 BCSTA	2	3	4 Round Table	5	6	7
8	9	10	11	12	13	14
15	16	17	18 Board Meeting	19	20	21
22	23	24	25 Christmas Stat	26 Boxing Day Stat	27 Break	
29	30	31				

LEGEND	
12 Stat	Statutory or General Holidays
62 Break	Break Days (Winter, Spring or Summer)
7 NID	Non-Instructional Days (Prof Dev or Admin)

0 NIS	Not-In-Session Day (No School Activities)
182	Instructional Days
Notes:	October 18 NID is a Provincial professional development day for teachers. Final approval of the 2019/2020 school calendar will occur at the March Board Meeting.

SD59 CALENDAR FOR 2019/2020-FINAL

January-20						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 New Year's Day Stat	2 Break	3 Break	4
5	6 First Day of Classes	7	8 Round Table	9	10	11
12	13	14	15	16	17 NID Pro-D School	18
19	20	21	22 Board Meeting	23	24	25
26	27	28	29	30 Semester 1 Ends BCPSEA AGM	31	

February-20						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Semester 2 Begins	4	5 Round Table	6	7	8
9	10	11	12 Early Dismissal school ends - 1hr early	13 Early Dismissal	14	15
16	17 Family Day Stat	18	19 Board Meeting	20	21	22
23	24	25	26	27	28	29

March-20						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11 Board Meeting	12	13 Term 2 Ends	14
15	16 Spring Vacation Break	17 Break	18 Break	19 Break	20 BCSTA Prov. Council	21
22	23 Break	24 Break	25 Spring Vacation Break	26 Break	27 Break	28
29	30	31				

April-20						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8 Round Table-CH	9	10 Good Friday STAT	11
12	13 Easter Monday STAT	14	15	16 BCSTA AGM	17	18
19	20	21	22 Board Meeting	23	24	25
26	27	28	29	30		

May-20						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 NID Pro-D District	2
3	4	5	6 Round Table	7	8	9
10	11	12	13	14	15	16
17	18 Victoria Day STAT	19	20 BCASBO Conference	21	22	23
24	25	26	27 Board Meeting-TR	28	29	30
31						

June-20						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 NID Pro-D School	2	3	4	5	6
7	8	9	10 Round Table Retirement Dinner	11	12	13
14	15	16	17	18	19	20
21	22	23	24 Board Meeting	25 Last Day of Classes End of Sem. End of Term	26 NID Admin	27
28	29 Break	30 Break				

LEGEND

12 Stat	Statutory or General Holidays
62 Break	Break Days (Winter, Spring or Summer)
7 NID	Non-Instructional Days (Prof Dev or Admin)

0 NIS	Not-In-Session Day (No School Activities)
182	Instructional Days
Notes:	October 18 NID is a Provincial professional development day for teachers. Final approval of the 2019/2020 school calendar will occur at the March Board Meeting.



School District No.59 (Peace River)

2019-20 BOARD MEETING SCHEDULE:

Notice of intent to discuss start time for board meetings – Trustee Lalonde

Wednesday, September 25, 2019
Wednesday, October 23, 2019 - Chetwynd
Wednesday, November 27, 2019
Wednesday, December 18, 2019
Wednesday, January 22, 2020
Wednesday, February 19, 2020
Wednesday, March 11, 2020
Wednesday, April 22, 2020
Wednesday, May 27, 2020 – Tumbler Ridge
Wednesday, June 24, 2020

Reminder all Agenda Items must be submitted to Richell Schwartz nine (9) days prior to Board Meeting Date.

2019-20 ROUND TABLE MEETING SCHEDULE:

Wednesday, September 11, 2019
Wednesday, October 9, 2019 – Tumbler Ridge
Wednesday, November 6, 2019
Thursday, December 4, 2019
Wednesday, January 8, 2020
Wednesday, February 5, 2020
MARCH - NO MEETING
Wednesday, April 8, 2020 - Chetwynd
Wednesday, May 6, 2020
Wednesday, June 10, 2020 - RETIREMENT/LONG SERVICE DINNER



School District No.59 (Peace River South)

DATE: June 19, 2019

PLACE: Board Office – Dawson Creek

CHAIR: Chad Anderson

Policies/Regulations for Discussion:

Policies/Regulations for Circulation:

- Policy 4530: Animals in District Facilities

Policies/Regulations for Approval:

- Regulation 4170: Student Fees for School Supplies

Policies/Regulations for Repeal:

4530 Animals in District Facilities

Policy 4530

STATUS: **FOR REVIEW**

ANIMALS IN DISTRICT FACILITIES

Adopted: April 14, 2004;

Last Revised: June 19, 2013; June 19, 2019

Description:

Whenever there are animals in school district facilities, the safety and well-being of individuals on site and the care and health of the animals will be primary considerations.

The Board of Education supports:

Small animals in the classroom that stimulate learning and teach students about responsibility and care.

Assistance dogs who are specially trained to assist children and adults who have a physical or developmental disability. The use of assistance dogs is a recognized aid to children and adults with significant needs. These trained dogs will be allowed in the school, on school district property and on school district buses when it has been determined that the assistance dog helps the student to have equal access to the services, programs or activities offered by the school district.

Therapy dogs who are in schools to support learners with emotional support. In recognition of their use, balanced with the running of a school, one trained therapy animal may be housed in a school. These animals must be trained and under the supervision of an adult at all times. The introduction of the therapy dog to the school community must not create barriers to another students' learning.

Considerations for other animals in schools shall be addressed in the regulation.

ANIMALS IN DISTRICT FACILITIES

Adopted: April 14, 2004

Last Revised: June 19, 2013; June 2019

Definitions:

Classroom pet: defined as an animal chosen by a teacher to be kept in their individual classroom for some type of educational value, such as a means to stimulate learning, and teach students about responsibility and compassion through their care and upkeep. The pet will be small and kept in a cage or tank. The teacher is ultimately responsible for the care and maintenance of the classroom pet within the classroom and to ensure the health and safety of the school community.

Assistance Dog: means a dog specifically trained to mitigate an individual's disabilities. "Assistance Dogs" have the qualifications prescribed by Assistance Dogs International. Assistance Dogs include, but are not limited to:

- "Guide Dogs" are dogs trained to assist persons who are visually impaired
- "Autism Support Dogs" are dogs trained as assistants for persons with autism and which have the qualifications prescribed by Assistance Dogs International.
- "Hearing Dogs" are dogs that alert individuals who are deaf or hard of hearing to specific sounds.
- "Seizure Response Dogs" are dogs trained to provide emergency response for individuals with epilepsy
- "Service Dogs" are dogs trained to assist individuals who utilize a wheelchair.

Therapy Dog: means a dog trained and certified by an accredited organization and is trained to provide affection and comfort to individuals in many different settings.

Description:

Animals are welcome in the school building and/or school property as long as they provide an educational, social/emotional or service aspect for the students in the school. Animals in school are primarily for teaching the students' responsibility, empathy and caring about the health and well-being of others. Human and animal health and safety outweigh educational considerations.

1.0 Classroom Pets

Classroom pets housed in the school facility, will be subject to the Principal's approval, and there will be relevance to the educational program of the students.

1.1 Small animal pets (e.g. fish, rabbits etc.)

- 1.1.1 The classroom teacher shall be responsible for maintaining a clean environment for the animal, and for the care and responsibility of any animal left in the classroom.
- 1.1.2 Provision for the care of a live animal on weekends and holidays is the responsibility of the classroom teacher.
- 1.1.3 All animals in the classroom shall be kept in enclosed, self contained, environments that will not permit unsupervised handling of the animal by students.
- 1.1.4 The animal's environment shall be large enough to provide for the care and health of the animal.

2.0 Other Pets

2.1 Larger Animals (e.g. dogs etc.)

- 2.1.1 Any larger animal remaining at school for the day must be in training, trained and/or certified as therapy animals and/or therapy animals.
- 2.1.2 The animals are not permitted to stay in the building overnight.
- 2.1.3 The owner is responsible for cleaning up the animal's waste so that it does not contaminate the building or the grounds.

2.2 Pet Exhibition

- 2.2.1 Teachers should have Principal approval and ensure that the health and safety of their students is considered prior to approving one-time animal visits, such as show and tell, selecting a classroom pet or petting farm activities.

3.0 Introduction to the Classroom/School:

Prior to introducing any animals into the classroom, teachers shall be certain that students and school personnel do not have any health (physical, emotional) concerns to the animal's presence and that:

- a) the animals are certified by a veterinarian to be free from any diseases or parasites and do not present the risk of introducing disease over time (ie: salmonella in the shell of a turtle);
- b) the animal(s) will present no physical danger to students;
- c) the animal(s) will not be unduly stressed by being introduced to the classroom environment;
- d) students will be instructed in the proper care and handling of the animal.
- e) When an animal constitutes a health or safety risk, or represents a risk to the security and well being of a student or staff member, the animal shall be removed.

4.0 Procedures for Assistance/Therapy Dogs

The following procedures will be put into place prior to the "Assistance/Therapy Dog" being allowed into the school.

4.1 Parent/Guardian Responsibilities

- 4.1.1 Parents/Guardians will make application to the district with:

- a) A letter outlining the specific benefits an Assistance/Therapy Dog will have on their child's education;
- b) A letter of recommendation from a professional (Medical Doctor, Psychologist, Certified Behaviour Therapist etc.), recommending the use of an Assistance/Therapy Dog for the child and outlining how the Assistance/Therapy Dog will help improve the student's access to learning;
- c) A Certificate of Training for the Assistance/Therapy Dog from an accredited organization;
- d) Certification of up to date vaccinations provided by a Doctor of Veterinary Medicine and a letter confirming that the Assistance Dog/Therapy is in good health;
- e) An annual copy of a municipal dog license, if applicable; and,
- f) Evidence that the student can maintain appropriate care and control of the Assistance/Therapy Dog while it is on school property.
- g) Parents/Guardians will take responsibility for providing necessary training for any school staff in the use and care of the Assistance/Therapy Dog.

4.1.2 Parents/Guardians will provide:

- Food
- Water bowl
- At least one bio-break procedure per day
- Suitable container for waste, the removal and disposal of the waste

4.2 School District/School Responsibilities

- 4.2.1 The school district shall not be responsible for the training, feeding, grooming or any care of any assistance/therapy dog permitted to attend school or ride on school buses under this policy. The school district must approve any person who is authorized to assist in the care and supervision of the assistance/therapy dog while on school property.
- 4.2.2 The Case Manager and Principal/Vice Principal will arrange a case conference with the parents/guardians, the student (when appropriate), appropriate school and district staff and other necessary consultants to develop a plan to define:
 - a) The purpose and function of the Assistance/Therapy Dog;
 - b) Who will accompany and handle the Assistance/Therapy Dog outside during recess and lunch breaks;
 - c) The safest and most environmentally sound place for the Assistance/Therapy Dog to relieve itself;
 - d) Considerations for transitioning the Assistance/Therapy Dog into the school;
 - e) Considerations for weather, school safety procedures, rules of conduct around the assistance dog and classroom considerations.
- 4.2.3 To send information letters regarding the Assistance/Therapy Dog to all staff, students and parents/guardians involved with the school.

These letters, which shall be retained in the student's confidential file, would include:

4.2.3.1 To the school community:

This letter will inform all staff including teachers, educational assistant, custodians, support staff, lunch hour supervisors, regular volunteers, and health and safety representatives of the presence of the Assistance/Therapy dog.

4.2.3.2 To the parents/guardians of students in the school:

This letter will elicit information concerning allergies, extreme phobias, and other concerns from the students and parents/guardians.

4.2.3.3 To the parents/guardians of students who will be sharing bus transportation with the student who owns the Assistance/Therapy Dog:

This letter will elicit information concerning allergies, extreme phobias, and other concerns from the students and parents/guardians.

- 4.2.4 To screen and approve any trainers or other personnel required to assist with the care and supervision of the dog while on school property. A criminal record check may be required for non-school district personnel.
- 4.2.5 Revise emergency procedures as required to include the Assistance/Therapy Dog, such as evacuations and notify the Fire Department regarding the existence of the Assistance/Therapy Dog.
- 4.2.6 Arrange for demonstrations from a certified trainer for the student body, staff and the community as required to provide education and awareness of Assistance/Therapy Dogs in schools.

5.0 Limiting, Removing or Excluding Assistance Dogs from School

- 5.1 The Principal may limit, remove or exclude from school facilities or property any Assistance /Therapy Dog if the Assistance/Therapy Dog:
 - 5.1.1 Is unable to reliably perform the service for which it has been approved;
 - 5.1.2 Is not under the full control of the student with the disability;
 - 5.1.3 Does not urinate or defecate in appropriate locations;
 - 5.1.4 Vocalizes unnecessarily;
 - 5.1.5 Shows aggression toward people or other animals;
 - 5.1.6 Is a public health risk;
 - 5.1.7 Is unclean and unsanitary;
 - 5.1.8 Or the dog's presence significantly impairs the learning of students.
- 5.2 The Principal may limit, remove or exclude from school facilities or property any Assistance/Therapy Dog if the student or the student's parents:

- 5.2.1 fail to provide or maintain current documentation required by these regulations;
- 5.2.2 fail to abide by any additional conditions of the terms of an Individual Education Plan regarding their assistance/therapy dog.

6.0 Restrictions for Assistance/Therapy Dogs

The School District imposes some restrictions on Therapy Dogs for safety reasons. Areas or programs which may be considered off-limits for Therapy Dogs include, but are not limited to:

- Laboratories, mechanical rooms, custodial closets, food preparation areas, areas where protective clothing is necessary, areas which have exposed, sharp metal cutting or other sharp objects which may pose a threat to the Assistance/Therapy Dog's safety, areas with high levels of dust, and areas where there is moving machinery.

The determination to deny or limit the access of an Assistance/Therapy dog to specific programs or areas of that school facility will be on a case-by case basis.

7.0 Conflict Resolution:

Employees, students/parents of a student with medical issues that are impacted by dogs (such as respiratory diseases) should contact the school Principal if they have a concern about exposure to an Assistance/Therapy Dog. The employee, student/parents of a student will be asked to provide medical documentation that identifies the disability and the need for an accommodation. The school Principal will facilitate a process to resolve the conflict that considers the conflicting needs/accommodations of all persons involved.

8.0 Notice of Appeal

Any student/parent of a student with an Assistance/Therapy Dog who is aggrieved by the school Principal's decision to remove, limit or exclude an Assistance/Therapy Dog may appeal the decision using the usual appeal process developed by the School District.

9.0 Elevated Risk Animals

The District discourages the presence of the following animals in school environments for reasons of elevated risk:

- Cats
- Reptiles
- Animals that have histories of being aggressive or unpredictable

4170 Student Fees for School Supplies

Policy 4170

STATUS: ADOPTED

STUDENT FEES FOR PROGRAMS AND SCHOOL SUPPLIES

Board Approved: February 24, 1986

Last Revised: June 19, 2013

Description:

The Board of Education believes that all students should be able to complete standard educational program(s) without supplementary charges. In addition, no student shall be denied a standard educational program(s) based on an inability to pay fees.

The Board recognizes that fees may be charged to provide optional student learning opportunities such as:

- Dual Credit Programs;
- Academies;
- Extra curricular athletics programs;
- Clubs and special field trips;
- Projects that are expanded at student's request.

Regulations are to be in place to ensure the notification to parents and students of fees and to ensure that students are not denied standard educational program(s) due to financial hardship.

Definitions:

Standard Educational Program – is the basic program of study ordinarily provided within a class to meet the learning outcomes of the course(s).

Extended Educational Program – is an extended, enriched or expanded program of study that goes beyond the standard program of study. Should the extended program of study be a requirement of the school, there will be no charge to the student. Should the students request to extend their program of study, and additional materials or costs to the school are incurred, charges may be applied.

STUDENT FEES FOR SCHOOL SUPPLIES

Issued: February 24, 1986

Last Revised: June 19, 2013; June 2019

Description:

1. Schools will provide free of charge to students enrolled in a standard educational program:
 - 1.1. Instruction sufficient to meet the requirements for graduation.
 - 1.2. Instruction in an educational program after the student has met the general requirements for graduation.
 - 1.3. Education resource materials necessary to meet the educational outcomes of their standard program.
2. *Recognition of Financial Need:*

No student is to be denied access to a standard educational program as a result of financial need. School staff are to be particularly vigilant in identifying students who may require waiving of school fees in order to participate in learning opportunities. Staff shall protect students privacy and take all steps necessary to avoid student embarrassment as a result of waiving school fees.
3. School Supplies:
 - 3.1. Elementary School Fees:
 - 3.1.1. **Primary:** In recognition of the need to establish consistency in the type of personal school supplies used by primary students, a level of fees for primary supplies will be set each spring by the secretary-treasurer (or designate) for the following school year. The level of fees established will reflect the cost of providing school supplies to primary students. The fees are to be communicated to parents.
 - 3.1.2. **Intermediate:** Providing school supplies for intermediate students is optional. If a school chooses to provide intermediate schools supplies, a level of fees will be set each spring by the secretary-treasurer (or designate) for the following school year.
 - 3.1.3. Any additional fees at the elementary level must be approved by the secretary-treasurer (or designate).
 - 3.2. Secondary School Fees:
 - 3.2.1. Equipment Fees:

- 3.2.2. Where consistency is required for personal safety equipment, learning supplies, equipment rental, locks, and similar items, secondary schools, in consultation with the secretary-treasurer (or designate) shall establish a structure of fees. The fees established shall reflect the actual cost of providing the supplies to students. School supplies fees shall be published in the course selection booklet and communicated to parents.

4.0 Secondary Learning Resources Deposit:

- 4.1 A learning resources deposit may be collected from new students to be held against lost or damaged learning resources. The amount of the learning resource deposit is to be published to parents each year.
- 4.2 Should a learning resource deposit be collected, each year the deposit shall be reconciled against lost or damaged learning resources. When part or all of the deposit has been used to replace assigned learning resources, the school will collect an additional amount consistent with the deposit structure. When no loss or damage has occurred, the deposit shall be carried forward to the next school year. When the student graduates or leaves the school the deposit shall be reconciled against losses and any funds remaining shall be returned to the student upon request. Should the deposit not be sufficient to cover the loss or damage to learning resources the additional actual costs for replacement shall be charged to the parent/student. The learning resources deposit schedule shall be published in the course selection booklet and communicated to parents.

5.0 Secondary School Course Fees:

- 5.1 **Regular Course Fees:** The learning activities in regular courses shall be offered in such a way as not to require fees beyond standard school supplies. Where enhanced or expanded learning opportunities are provided through optional materials or learning activities, fees may be charged to cover the cost, or the student (in the case of optional materials) may supply the materials. When these opportunities are planned it shall be communicated to parents.
- 5.2 **Specialty Course Fees:** From time to time specialty courses or specialty units within regular courses may be offered. In these courses students may be receiving specialized training and/or certification through an outside agency which charges a special fee. These fees may be passed on to students. For such courses the fees shall be published to the student and communicated to parents prior to enrolment in the specialty learning.
- 5.3 **Student Activities Fees:** Voluntary student activity fees may be charged to cover membership in the student associations, athletics, annual development, graduation ceremonies, etc. Such fees will be set after consultation and collaboration with students and parents.