



EDUCATION AND STUDENT SERVICES COMMITTEE PUBLIC MEETING AGENDA

The Central Okanagan Board of Education acknowledges that this meeting is being held
on the Traditional Territory of the Okanagan People.

DATE: Wednesday, February 6, 2019
TIME: 6:00 pm
LOCATION: School Board Office, Board Room
1040 Hollywood Road S.
Kelowna, B.C.

1. AGENDA

Additions/Amendments/Deletions

2. REPORTS/MATTERS ARISING

2.1 Public Education and Student Services Committee Report – January 9, 2019
(Attachment)

3. RECOGNITION/PRESENTATIONS/DELEGATIONS

3.1 Central Okanagan Public Schools eSchoolBC Distributed Learning

Presenters: Jordan Kleckner, District Principal of Learning Technology
John Morrone, Vice-Principal of Learning Technology

4. PUBLIC QUESTION/COMMENT PERIOD

5. COMMITTEE MEMBERS QUERIES/COMMENTS

6. DISCUSSION/ACTION ITEMS

6.1 George Elliot Secondary School – Golf Academy Fee Increase
(Attachment)

Presenters: Kathy Weninger, Principal – George Elliot Secondary School
Tim Frechette, Teacher – George Elliot Secondary School

STAFF RECOMMENDATION:

THAT: The Education and Student Services Committee recommends to the Board:

THAT: The Board of Education approve the proposed fee increase for the Golf Academy (George Elliot Secondary School), as attached to the Agenda, and as presented at the February 6, 2019 Education and Student Services Committee Meeting.

6.2 Rutland Senior Secondary School – Soccer Academy Fee Increase
(Attachment)

Presenters: Hugh Alexander, Principal – Rutland Senior Secondary School
Jeff Balkenhol, Teacher – Rutland Senior Secondary School

STAFF RECOMMENDATION:

THAT: The Education and Student Services Committee recommends to the Board:

THAT: The Board of Education approve the proposed fee increase for the Soccer Academy (Rutland Senior Secondary School), as attached to the Agenda, and as presented at the February 6, 2019 Education and Student Services Committee Meeting.

6.3 Board/Authority Authorized (BAA) Course Proposals – Volleyball 10 and 11 (Attachments)

Presenter: Raquel Steen, Principal – Mount Boucherie Secondary School
John McParland, Teacher – Mount Boucherie Secondary School

STAFF RECOMMENDATION:

THAT: The Education and Student Services Committee recommends to the Board:

THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – Volleyball 10 (Mount Boucherie Secondary School), as attached to the Agenda, and as presented at the February 6, 2019 Education and Student Services Committee Meeting;

AND THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – Volleyball 11 (Mount Boucherie Secondary School), as attached to the Agenda, and as presented at the February 6, 2019 Education and Student Services Committee Meeting.

7. **DISCUSSION/INFORMATION ITEMS**
8. **COMMITTEE CORRESPONDENCE**
9. **ITEMS REQUIRING SPECIAL MENTION**
10. **RECOMMENDATIONS/REFERRALS TO THE BOARD/COORDINATING COMMITTEE/OTHER COMMITTEES**
11. **ITEMS FOR FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS**
 - *The Aboriginal Education Program Annual Report was deferred as staff is focusing on the development of the District's third Enhancement Agreement.*
 - *Report on Nutrition Programs Offered in the District*
 - *Report on the Supports for Children in Care*
 - *Students Adjusted School Schedules*

March 6, 2019	April 3, 2019	May 1, 2019	June 5, 2019
Aboriginal Education Program Review – Level 1 (Equity Scan) (New Enhancement Agreement)	Proposals for Board Authority/Authorized Courses	Draft Program Review Cycle and Meeting Schedule 2017/2018 <i>Deputy Superintendent (T. Beaudry)</i>	No scheduled items.
Blended Learning Program Review (Level 3)	Career Life Programs and Dual Credit Programs Review – Level 3	Enhancing Student Learning Framework <i>Superintendent/CEO (K. Kaardal)</i>	
REVIEW LEGEND			
LEVEL ONE REVIEW • District-wide surveys involving all stakeholders • Focus Groups • Interviews with key staff and clients			
LEVEL TWO REVIEW • Surveys to a representative sample group of stakeholders • Optional Focus Groups and personnel interviews as appropriate			
LEVEL THREE REVIEW • Limited or no surveying and/or interviews to gather informal feedback			

12. **FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS**
 - March 6, 2019, April 3, 2019, May 1, 2019, and June 5, 2019.
13. **MEDIA QUESTIONS**
14. **ADJOURNMENT**

CENTRAL OKANAGAN PUBLIC SCHOOLS – BOARD COMMITTEE REPORT

COMMITTEE: Education and Student Services DATE: January 9, 2019

CHAIRPERSON: Trustee Norah Bowman STAFF CONTACT: Terry-Lee Beaudry, Deputy Superintendent

*The Committee Chairperson acknowledged that the meeting was being held on the
Traditional Territory of the Okanagan People.*

Board Attendees:

Trustee N. Bowman - Chairperson
Trustee C. Desrosiers – Committee Member
Trustee A. Geistlinger – Committee Member
Trustee M. Baxter

Staff:

K. Kaardal, Superintendent of Schools/CEO
T. Beaudry, Deputy Superintendent of Schools
Y. Hildebrandt, Executive Assistant (Recorder)

Partner Group Representation:

COPAC	Sarah Shakespeare, President
COPVPA	Raquel Steen, Past President
COPVPA	Brady Ibbetson, Elementary Representative
COTA	Lori Dawson Bedard, First Vice-President
CUPE	No Representative
District Student Council	Matthew Richardson, Grade 12, Kelowna Secondary

Agenda – Additions/Amendments/Deletions

Add: 5.1 Board of Education Response to Missing PAC Funds

Add: 5.2 CBC News Article “Victoria School District Tracking How Often Special Needs Students are Asked to Miss Class”

Public Education and Student Services Committee Agenda – January 9, 2019 – approved as amended.

Reports/Matters Arising

Correction: Future Education and Student Services ~~2017~~ 2019 Committee Meetings

Public Education and Student Services Committee Report – December 5, 2018 – received as amended.

Recognitions/Presentations/Delegations

1. Foundry Kelowna – Establishing Priorities for 2019

Shelagh Turner, Executive Director – Canadian Mental Health Association (CMHA), Mike Gawliuk, Director of Service Delivery and Program Innovation – CMHA, and Melissa Feddersen, Centre Manager – Foundry Kelowna, provided an update on Foundry Kelowna. Foundry Kelowna operates both walk-in and scheduled services for young people 12 to 24 years of age. It is an integrated youth services site, providing support for youth, their families and caregivers in one location. Since the doors opened in 2017, over 2000 young people have been served. Staff from the Foundry and Central Okanagan Public Schools will collaborate to organize school-based community consultation meetings to gather feedback about how a Foundry mobile service can best meet the needs of youth and families in outlying communities.

2. The Purpose of the School Completion 'Evergreen' Certificate Program

Vianne Kintzinger, Assistant Superintendent of Schools, shared that the purpose of the School Completion 'Evergreen' Certificate is to celebrate student success. It is not a graduation credential. The Evergreen Certificate represents the student's completion of personal learning goals and fulfilling the requirements of their Individual Education Plan. Students with learning challenges unable to earn the British Columbia Graduation Diploma, known as the Dogwood, may enter the School Completion Certificate pathway to earn the 'Evergreen'. At graduation, students are honoured for completing the Dogwood or Evergreen requirements.

Committee Members Queries/Comments

1. School District Board of Education Response to Missing PAC Funds

Trustee Baxter shared that a statement will be coming soon from the Board of Education and the School District on this news item. The Board of Education ensured that students will not miss out on school-organized events because of missing funds. All parents are encouraged to be involved in and support their Parent Advisory Councils, and that Parent Advisory Councils establish accounting procedures to monitor PAC-generated funds.

2. Victoria School District Tracking How Often Special Needs Students are Asked to Miss Class – CBC News Article

Trustee Bowman shared the CBC news article: “Victoria School District Tracking How Often Special Needs Students Are Asked to Miss Class.” In Central Okanagan Public Schools, some students are on Adjusted School Schedule Plans. The family is consulted and the part-time schedule is temporary. Every effort is made to return the student to a regular school schedule. Kevin Kaardal, Superintendent of Schools/CEO, provided an overview of the new Admin Procedure: Student's Adjusted School Schedule Plan (SASSP). This Admin Procedure is posted on the District's website under District Info → Admin Procedures.

Discussion/Information Items

1. Our Lives Through Our Eyes – Nk'Mip Children's Art

Nataley Nagy, Executive Director – Kelowna Art Gallery and Linda Digby, Executive Director, Kelowna Museums provided information about the upcoming exhibition called “Our Lives Through Our Eyes: Nk'Mip Children's Art”. This art exhibit will be co-hosted by the Okanagan Heritage Museum and the Kelowna Art Gallery from January 19th through April 14th. It is a collection of Nk'Mip art drawings created by youth who attended the Inkameep Day School in Osoyoos during the Second World War in the 1930's and 1940's, and was compiled by the Osoyoos Indian Band and Osoyoos Museum Society. Dr. Andrea Walsh, a UVIC anthropology professor is the guest curator. Over 1100 students, in Grade 3 through Grade 8, from the Central Okanagan Public Schools are registered to visit the exhibition.

2. Aboriginal Report 2013/14 – 2017/18 – How Are We Doing?

Terry-Lee Beaudry, Deputy Superintendent of Schools, shared that the annual Provincial Aboriginal Report was released just before the winter break. Highlights from the provincial report were reviewed. Information on the District *How Are We Doing?* report will be provided once the information is released.

Items Requiring Special Mention

1. Dual Credit Information Night

This annual information night for parents and students will showcase Dual Credit Programs available to students within Central Okanagan Public Schools through school-based programs, Okanagan College, the local BCIT campus, and Vancouver Film School. This one-hour session has been scheduled for:

- Monday, January 14th at 6:00 pm at Kelowna Secondary School - Multi-Purpose Room

2. West Kelowna Mayor's Youth Forum

By invitation only, students from Grades 9 to 12 will attend the West Kelowna Mayor's Youth Forum to gather and discuss issues of importance to the West Kelowna community's youth. This forum has been scheduled for:

- Tuesday, January 15th at 7:00 am at Mount Boucherie Secondary School

3. Westside French Immersion Information Nights

Westside French Immersion information meetings are scheduled for:

- Tuesday, January 15th at 6:00 pm – 7:00 pm at Mount Boucherie Secondary School
- Tuesday, January 22nd at 6:00 pm – 7:00 pm at Glenrosa Middle School

At each one-hour information night, approximately 30 minutes will be spent providing an overview of the vision for a K-12 program on the Westside and then staff will invite parents to move to smaller groups to answer questions that they may still have. Parents will receive information about the French Immersion night through School Connect.

Items for Future Education and Student Services Committee Meetings

- *The Aboriginal Education Program Annual Report was deferred as staff is focusing on the development of the District's third Enhancement Agreement.*
- *Report on Nutrition Programs Offered in the District*
- *Report on the Supports for Children in Care*
- *Enhancing Student Learning Framework moved to May 1, 2019 from June 5, 2019*

February 6, 2019	March 6, 2019	April 3, 2019
Board Authority/Authorized Course Proposal – Mount Boucherie Secondary Volleyball 10 and 11 Proposals for Substantive Change	Aboriginal Education Program Review – Level 1 (Equity Scan) (New Enhancement Agreement) Blended Learning Program Review (Level 3)	Proposals for Board Authority/Authorized Courses Career Life Programs and Dual Credit Programs Review – Level 3
May 1, 2019	June 5, 2019	REVIEW LEGEND
Draft Program Review Cycle and Meeting Schedule 2017/2018 <i>Deputy Superintendent (T. Beaudry)</i> Enhancing Student Learning Framework <i>Superintendent/CEO (K. Kaardal)</i>	No scheduled items.	<u>LEVEL ONE REVIEW</u> • District-wide surveys involving all stakeholders • Focus Groups • Interviews with key staff and clients <u>LEVEL TWO REVIEW</u> • Surveys to a representative sample group of stakeholders • Optional Focus Groups and personnel interviews as appropriate <u>LEVEL THREE REVIEW</u> • Limited or no surveying and/or interviews to gather informal feedback

Future Education and Student Services 2019 Committee Meetings

- February 6, 2019, March 6, 2019, April 3, 2019, May 1, 2019, and June 5, 2019.

Questions – Please Contact:

Trustee Norah Bowman, Chairperson

Terry-Lee Beaudry, Deputy Superintendent of Schools

E-mail: Norah.Bowman@sd23.bc.ca

Phone: 250.470.3225 e-mail: Terry.Beaudry@sd23.bc.ca

Norah Bowman, Chairperson



Memorandum

Date: February 1, 2019
To: Education and Student Services Committee
From: Terry-Lee Beaudry, Deputy Superintendent of Schools
Prepared by: Kathy Weninger, Principal - George Elliot Secondary School
Tim Frechette, Teacher – George Elliot Secondary School
Action: George Elliot Secondary School - Golf Academy Fee Increase

1.0 ISSUE STATEMENT

A proposal to increase fees for the Golf Academy at George Elliot Secondary School has been developed for approval by the Board of Education.

2.0 RELEVANT BOARD MOTION/DIRECTION

Policy 540 – Proposals for Substantive Change states the following:

"Any proposed changes to approved distinct schools, unique programs and specialty academies (e.g. increases in fee structure and/or program delivery) must be brought to the Board's Education and Student Services Committee in December of each calendar year to review and a recommendation to the Board for approval, prior to announcing the continuation of the distinct school, unique program or specialty academy for the upcoming year."

3.0 BACKGROUND

In February 2014, the Board of Education approved the Substantive Change Proposal for George Elliot Secondary School's Golf Academy Program. At this time, the student fee for the program was established at \$500.00. In November 2017, the Board of Education approved an increase of the fees due to increases in golf membership and green fees.

5.0 POINTS FOR CONSIDERATION

Due to the Aspen Golf Course closing (adjacent to GESS), the golf academy class will need to bus to other locations for all classes after spring break 2019. This will result in additional transportation and coaching expenses which will be covered by school-based funds for the remainder of this year.

It is proposed that the 2018/19 fee of \$550 per student be increased to \$675 per student (\$125 increase) to take effect for the 2019/20 school year.

The table below outlines both the current budget structure, and the proposed budget for the 2019-2020 school year.

Prior Academy Fee Accounting and Rationale (2017-present)	Fee Structure	Proposed Fee increase and Rationale (2019-2020)	Amended Fee Structure
Golf membership fee \$299 x 28 students Increase of \$32 per student	\$8372	Golf membership fee \$299 x 24 students	\$7176
Transportation \$60(one way) x 15 days	\$900	Transportation \$60(one way) x 30 days	\$1800
Equipment Upkeep/Replacement	\$508	Equipment Upkeep/Replacement	\$424
Golf instruction 10 days @\$100 \$1000 12 days @\$175 \$2100	\$3100	Golf instruction 12 days @\$100 \$1200 28 days @\$200 \$5600	\$6800
Green fees(Aspen) 15 days@\$168 \$2520 \$6/student	\$2520		
28 students x \$550 \$ 15,400	Expenditures Total \$ 15,400	24 students x \$675 \$ 16,200	Expenditures Total \$ 16,200

The Golf Academy is an equity-based program and will provide access to students who cannot meet the costs of the program. As per Board Policy 425R, "a student will not be excluded from any education program due to financial hardship". Where there are financial challenges, parents will be asked to contact the principal directly to ensure confidentiality.

6.0 OPTIONS FOR ACTION

- Approve the increase in fees for the Golf Academy program (George Elliot Secondary School)
- Amend the increase in fees for the Golf Academy program (George Elliot Secondary School)
- Request additional information on the increase in fees for the Golf Academy program (George Elliot Secondary School)

7.0 STAFF RECOMMENDATION

THAT: The Education and Student Services Committee recommends to the Board:

THAT: The Board of Education approve the proposed fee increase for the Golf Academy (George Elliot Secondary School), as attached to the Agenda, and as presented at the February 6, 2019 Education and Student Services Committee Meeting.



Memorandum

Date: February 1, 2019
To: Education and Student Services Committee
From: Terry-Lee Beaudry, Deputy Superintendent of Schools
Prepared by: Jeff Balkenhol, Rutland Senior Secondary School
Action: Rutland Senior Secondary School - Soccer Academy Fee Increase

1.0 ISSUE STATEMENT

A proposal to increase fees for the Soccer Academy at (RSS) has been developed for approval by the Board of Education.

2.0 RELEVANT BOARD MOTION/DIRECTION

Policy 540 – Proposals for Substantive Change states the following:

"Any proposed changes to approved distinct schools, unique programs and specialty academies (e.g. increases in fee structure and/or program delivery) must be brought to the Board's Education and Student Services Committee in December of each calendar year to review and a recommendation to the Board for approval, prior to announcing the continuation of the distinct school, unique program or specialty academy for the upcoming year."

3.0 BACKGROUND

In April 2016, the Board of Education approved the Substantive Change Proposal for the Rutland Senior Soccer Academy Program. At that time, the student fee for the program was established at \$540.00.

5.0 POINTS FOR CONSIDERATION

The original fee of \$540.00 per student was based upon an Academy size of 30 students. Rutland Senior Secondary has been offering the program for two years with approximately 25 students registering per semester.

The original fee did not include the \$50.00 fee for the RSS Soccer Academy Training Kit (socks, t-shirt, shorts). A kit is given to each individual in the program at the start of the semester. The original fee structure has resulted in RSS providing additional funding to ensure program sustainability.

Financial Implications: Below is a chart showing the original costs for the Academy proposal in 2016 (30 students) along with the new 2019 costs (average of 25 students).

				2016	Proposed 2019-2020
Academy Staff	Rate per hour	# Hours per Semester	Total \$ cost per Semester	\$ Cost per student (30)	\$ Cost per student (25)
Head Coach for Academy (National A Level, National Team Asst Coach)	\$50.00	84	4,200.00	140.00	168.00
add Second Coach - (National B Level)	\$45.00	84	3,780.00	126.00	151.20
Total Coaching fees			7,980.00		
Add in Referee Course cost	n/a	n/a	n/a	10.00	n/a
field cost	\$80.00	84	6,720.00	224.00	268.80
Admin fee to KU				40.00	40.00
Cost for RSS Soccer Academy - Per Player / Semester				540.00	\$628.00
Cost for the RSS Soccer Academy Training Kit					\$50.00
Total cost for the Academy					\$678.00

As a result, a proposed fee increase of **\$138.00** will make the program financially feasible moving forward.

6.0 OPTIONS FOR ACTION

- a) Approve the increase in fees for the Soccer Academy at RSS.
- b) Amend the increase in fees for the Soccer Academy at RSS.
- c) Request additional information on the increase in fees for the Soccer Academy at RSS.

7.0 STAFF RECOMMENDATION

THAT: The Education and Student Services Committee recommends to the Board:

THAT: The Board of Education approve the proposed fee increase for the Soccer Academy (Rutland Senior Secondary School), as attached to the Agenda, and as presented at the February 6, 2019 Education and Student Services Committee Meeting.



Memorandum

Date: February 1, 2019
To: Education and Student Services Committee
From: Terry-Lee Beaudry, Deputy Superintendent of Schools
Prepared by: Vianne Kintzinger, Assistant Superintendent
Action: Approval of new Board/Authority Authorized (BAA) Course Proposals - Volleyball 10 and 11

1.0 RELEVANT BOARD MOTION/DIRECTION

New Board Authority Authorized Courses: Volleyball 10 and 11 have been developed and awaiting approval by the Board of Education.

2.0 BACKGROUND

The Ministry of Education's updated Board/Authority Authorized (BAA) course policy and procedures came into effect July 1, 2018. The new BAA requirements reflect the new graduation program.

3.0 INFORMATION STATEMENT

A significant number of students have expressed an interest in advancing their level of skill development in the sport of volleyball while at the same time improving or maintaining a level of physical fitness corresponding with the intended learning outcomes. Many students do not have the financial resources to train at higher levels in the community due to the high cost of after-school community club programs. The Volleyball 10 and 11 courses provide students the opportunity to follow a passion and love for the game of volleyball while supporting the development of a healthy lifestyle well into their future.

4.0 ADDITIONAL INFORMATION

This new opportunity was presented at the Mount Boucherie Parent Advisory Council Meeting held on January 14, 2019. The parents present at this meeting strongly endorsed the offering of these courses at Mount Boucherie Secondary.

5.0 OPTIONS FOR ACTION

- a) Approve the new Board Authority Courses as presented.
- b) Amend the proposed Volleyball 10 and 11 courses.
- c) Request additional information on the proposed Volleyball 10 and 11 courses.

6.0 NEXT STEPS

If the Board of Education approves the proposed BAA Volleyball 10 and 11, schools wishing to offer the BAA Volleyball 10 and 11 courses in the 2019/2020 school year must follow the 2018 Graduation Program Board/Authority Authorized Courses: Requirements and Procedures.

7.0 STAFF RECOMMENDATION:

THAT: The Education and Student Services Committee recommends to the Board:

THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – Volleyball 10 (Mount Boucherie Secondary School), as attached to the Agenda, and as presented at the February 6, 2019 Education and Student Services Committee Meeting;

AND THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – Volleyball 11 (Mount Boucherie Secondary School), as attached to the Agenda, and as presented at the February 6, 2019 Education and Student Services Committee Meeting.

8.0 APPENDICES

- A. Board/Authority Authorized Course Volleyball 10
- B. Board/Authority Authorized Course Volleyball 11

Board/Authority Authorized Course Volleyball 10

School District Name: Central Okanagan	School District Number: 23
Developed by: John McParland	Date Developed: September 2018
School Name: Mt. Boucherie Senior Secondary	Principal's Name: Raquel Steen
Superintendent Approval Date:	Superintendent Signature:
Board Approval Date:	Board Chair Signature:
Course Name: Volleyball	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Prerequisite(s): The student athlete must have a desire to want to train and play volleyball at a higher level than in a regular Physical Health Education setting.

Special Training, Facilities or Equipment Required: The supervising teacher should be a Physical Health Education Specialist. It is preferred that the individual also has a background in athletic training. The program will be delivered by the individual on their own or with the assistance of external coaches. The number of instructors will be determined by the size of the class. The program will take place in indoor and outdoor facilities. **Volleyball experience is recommended. Essential Equipment include: volleyball nets and balls.**

Course Synopsis:

Volleyball 10 is designed to develop volleyball skills to an intermediate level. The class will introduce the students to a variety of sport specific movement, skills, and systems and strategies related to the game of volleyball. It will review fundamentals of play including, passing, setting, serving, spiking, defensive techniques, the rules of play, block coverage, rolling/diving, outdoor play, and 6-2 and 5-1 offences. Time will also be

devoted to flexibility and sport specific strength training. The game of volleyball will be broken down using a variety of drills and mini games to help develop aspects of the larger game. Nutrition, personal planning and the relationship between athletics and academic achievement will be considered as a part of an overall healthy lifestyle. Student athletes will also take part in goal setting and reflection activities. Self-evaluations will provide students with immediate feedback. Mid-term and term end assessments will be used to help assess overall student learning and progress.

Goals and Rationale:

A significant number of students have expressed an interest in advancing their level of skill development in the area of volleyball while at the same time improving or maintaining a level of physical fitness corresponding with the intended learning outcomes. Many students do not have the financial resources to train at higher levels in the community due to the high cost of after-school community club programs. The Volleyball 10 program gives students the opportunity to follow a passion and love for the game while supporting the development of a healthy lifestyle well into their future.

Aboriginal Worldviews and Perspectives:

Throughout the school year, there will be acknowledgement that the training is taking part on the 'Traditional Land of the Okanagan People'. The program is designed to support, and develop the students as individuals and as athletes, providing them with an opportunities to be connected to their community. The class will spend time training outside for engagement with land and nature. The class will offer groupings allowing each student to feel part of something "greater" through a learner-centered approach that is experiential by nature. The role of the teacher in the academy is one of support, learning alongside the student athletes, and inspiring them toward a love for the sport of volleyball.

In addition, the class will be following the First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational.
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Trying a variety of physical activities can increase our chances of being active throughout our lives

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

Personal fitness can be maintained and improved through regular participation in physical activities.

Understanding the factors that influence our health empowers us to take action to improve it.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> <u>Skill Development</u> • Demonstrate appropriate movement and positioning of volleyball fundamentals • Develop and demonstrate the basic volleyball skills needed to participate in beginner to advanced volleyball situations • Apply training techniques to enable athletes to achieve individual goals <u>Mental Preparation</u> • Plan ways to overcome potential barriers for personal development and team play • Investigate strategies for managing mental aspects of the game • Develop and demonstrate the appropriate strategies used in the game of volleyball <u>Healthy Lifestyle</u> • Recognize appropriate reactions to direct input and constructive instruction from a coach • Create and implement a training plan that will improve personal fitness and strength of muscles needed for volleyball	<i>Students are expected to know the following:</i> • Proper physical movement patterns associated with the fundamental skills of volleyball • the basic volleyball systems/positions needed for recreational and competitive volleyball • rules and guidelines for volleyball • physical and mental benefits of not only volleyball but additional cross-curricular activities such as weight training and nutrition • injury prevention and management • Proper officiating and scorekeeping of volleyball competition • Fair play guidelines

- Analyze and explain the effects that nutrition, fitness, and physical activity have on body systems before, during, and after exercise
 - Explore and describe the important relationship between regular physical activity, mental well-being, and overall health.
- Social and Cultural Connections
- Develop skills for maintaining healthy relationships and responding to interpersonal conflict.
 - Demonstrate safety, fair play, and leadership in volleyball and other activities
 - Explain how developing competencies in volleyball can increase confidence and foster lifelong participation in all sports

- Importance of taking a leadership role during training and game situations
- **Goal setting strategies**
- **Sport specific training**
- Importance of taking a leadership role during training and game situations

Big Ideas – Elaborations

Technical skills: serving, overhand and forearm passing, setting, blocking, etc.

Tactical skills: 5-1, 6-2 offence, defensive systems

Healthy lifestyle: living a life with proper nutrition, sleep, exercise and hydration

Personal growth: strategies for individual and team leadership, effective communication and building a positive community

Curricular Competencies – Elaborations

Training techniques: plyometrics, isometrics, aerobic, anaerobic and specific strength training

Potential barriers: physical abilities, equipment, time needed to acquire results, season of play

Mental aspects: motivation, overcoming nervousness, teamwork, character development, leadership, accountability, apprehension

Training program: specific to each athlete utilizing various exercises: core strength, agility, balance, plyometrics. Effective warm ups, dynamic vs static stretching, understanding the relation between stress and performance

Content – Elaborations

Volleyball strategies and tactics: 5-1, 6-2 offensive strategies, defensive positioning, blocking schemes, etc.

Sport specific training: movements, drills and tactics related directly to volleyball such as: setting, passing, blocking, serving, etc.

Core body training: exercises related directly to developing the deep core muscles of the lower abdominal region including the pelvic floor. Examples include different variations of the plank.

Goal setting techniques: S.M.A.R.T.(specific, measurable, action oriented, realistic & relevant, time-based)

Fair play guidelines: playing by the general rules for volleyball as set out by Volleyball Canada, as well as, specific rules related to small game alternatives and drills

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Student in Role
- Peer Teaching
- Video Analysis
- Experiential Learning

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

- Journal Entries
- Monthly Self-Assessment using Volleyball Rubric
- Peer Performance Assessment
- Volleyball Class Interim Reflection and Goal Setting

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Learning Resources:

- www.volleyball.ca (Volleyball Canada)
- Bratton, R.D., and Lefroy, C.E. (1986). *Volleyball Skills and Game Concepts for Beginners*. Ontario: Volleyball Canada Publications
- Duda, J. L. (1989). *Goal perspectives, participation, and persistence in sports*. International Journal of Sports Psychology, 20(1), 42-56.
- Marko, Debora. Goal Setting Worksheet for Youth Volleyball.
- Usher, Peter. *Goal Setting For Peak Performance: Implementing Goal-Setting Strategies*. Volleyball Canada: Basic Skills Video. (1993).

Additional Information: There are no student fees associated with this course.

Board/Authority Authorized Course Volleyball 11

School District Name: Central Okanagan	School District Number: 23
Developed by: John McParland	Date Developed: September 2018
School Name: Mt. Boucherie Senior Secondary	Principal's Name: Raquel Steen
Superintendent Approval Date:	Superintendent Signature:
Board Approval Date:	Board Chair Signature:
Course Name: Volleyball 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Prerequisite(s): The student athlete must have a desire to want to train and play volleyball at a higher level than in a regular Physical Health Education setting.

Special Training, Facilities or Equipment Required: Club The supervising teacher should be a Physical Health Education Specialist. It is preferred that the individual also has a background in athletic training. The program will be delivered by the individual on their own or with the assistance of external coaches. The number of instructors will be determined by the size of the class. The program will take place in indoor and outdoor facilities. **Volleyball experience is recommended. Essential Equipment will include: volleyball nets and balls.**

Course Synopsis:

Volleyball 11 is designed to develop and extend the volleyball skills and knowledge from an intermediate level (developed in the Volleyball 10 program) to an advanced level. The class will build on a variety of sport specific movement, skills, systems and strategies related to the game of volleyball. It will review fundamentals of play including, passing, setting, serving, spiking, defensive techniques, the rules of play, block

coverage, rolling/diving, outdoor play, and 6-2 and 5-1 offences. The Volleyball 11 course will also include Volleyball Canada scorekeeping and referee standards certifications. Time will also be devoted to flexibility and sport specific strength training. The game of volleyball will be broken down using a variety of drills and mini games to help develop aspects of the larger game. Nutrition, personal planning and the relationship between athletics and academic achievement will be considered as a part of an overall healthy lifestyle. The senior course will also use video analysis to help improve their volleyball knowledge, as well as develop skills needed for successful team management. Student athletes will also take part in goal setting and reflection activities. Self-evaluations will provide students with immediate feedback. Mid-term and term end assessments will be used to help assess overall student learning and progress. The athletes will also be introduced to various coaching philosophies with the intention of implementing some of these philosophies into their own coaching.

Goals and Rationale:

A significant number of students have expressed an interest in advancing their level of skill development in the sport of volleyball, while at the same time improving or maintaining a level of physical fitness corresponding with the intended learning outcomes. Many students do not have the financial resources to train at higher levels in the community due to the high cost of after-school community club programs. The Volleyball 11 program gives students the opportunity to follow a passion and love for the game which will support the development of a healthy lifestyle well into their future.

Aboriginal Worldviews and Perspectives:

Throughout the school year, there will be acknowledgement that the training is taking part on the 'Traditional Land of the Okanagan People'. The program is designed to support, and develop the students as individuals and an athletes, and providing them with an opportunities to be connected to their community. The class will spend time training outside for engagement with land and nature. The class will offer groupings allowing each student to feel part of something "greater" through a learner-centered approach that is experiential by nature. The role of the teacher in the academy is one of support, learning alongside the student athletes and inspiring them toward a love for the sport of volleyball.

In addition, the class will be following the First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational.
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Trying a variety of physical activities can increase our chances of being active throughout our lives

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

Personal fitness can be maintained and improved through regular participation in physical activities.

Understanding the factors that influence our health empowers us to take action to improve it.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> <u>Skill Development</u> • Demonstrate appropriate movement and positioning of volleyball fundamentals • Develop and demonstrate the basic volleyball skills needed to participate in beginner to advanced volleyball situations • Apply training techniques to enable athletes to achieve individual goals <u>Mental Preparation</u> • Plan ways to overcome potential barriers for personal development and team play • Investigate strategies for managing mental aspects of the game • Develop and demonstrate the appropriate strategies used in the game of volleyball	<i>Students are expected to know the following:</i> • Proper physical movement patterns associated with the fundamental skills of volleyball • the basic volleyball systems/positions needed for recreational and competitive volleyball • rules and guidelines for volleyball • physical and mental benefits of not only volleyball but additional cross-curricular activities such as weight training and nutrition • injury prevention and management • Proper officiating and scorekeeping of volleyball competition using Volleyball Canada guidelines • Fair play guidelines

<u>Healthy Lifestyle</u> ● Recognize appropriate reactions to direct input and constructive instruction from a coach ● Create and implement a training plan that will improve personal fitness and strength of muscles needed for volleyball ● Analyze and explain the effects that nutrition, fitness, and physical activity have on body systems before, during, and after exercise ● Explore and describe the important relationship between regular physical activity, mental well-being, and overall health. <u>Social and Cultural Connections</u> ● Develop skills for maintaining healthy relationships and responding to interpersonal conflict. ● Demonstrate safety, fair play, and leadership in volleyball and other activities ● Explain how developing competencies in volleyball can increase confidence and foster lifelong participation in all sports	● Importance of taking a leadership role during training and game situations ● Goal setting strategies ● Sport specific training ● Importance of taking a leadership role during training and game situations ● Understanding and implementing personal coaching philosophies
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Big Ideas – Elaborations

Technical skills: serving, overhand and forearm passing, setting, blocking, etc.

Tactical skills: 5-1, 6-2 offence, defensive systems

Coaching Philosophies: preparing and learning objectives that one might pursue and approach to achieve team goals.

Officiating skills: Volleyball Canada scorekeeping and officiating standards

Healthy lifestyle: living a life with proper nutrition, sleep, exercise and hydration

Personal growth: strategies for individual and team leadership, effective communication and building a positive community

Curricular Competencies – Elaborations

Training techniques: plyometrics, isometrics, aerobic, anaerobic and specific strength training

Potential barriers: physical abilities, equipment, time needed to acquire results, season of play

Mental aspects: motivation, overcoming nervousness, teamwork, character development, leadership, accountability, apprehension

Training program: specific to each athlete utilizing various exercises: core strength, agility, balance, plyometrics. Effective warm ups, dynamic vs static stretching, understanding the relation between stress and performance

Content – Elaborations

Volleyball strategies and tactics: 5-1, 6-2 offensive strategies, defensive positioning, blocking schemes, etc.

Sport specific training: movements, drills and tactics related directly to volleyball such as: setting, passing, blocking, serving, etc.

Core body training: exercises related directly to developing the deep core muscles of the lower abdominal region including the pelvic floor. Examples include different variations of the plank.

Goal setting techniques: S.M.A.R.T.(specific, measureable, action oriented, realistic & relevant, time-based)

Fair play guidelines: playing by the general rules for volleyball as set out by Volleyball Canada, as well as, specific rules related to small game alternatives and drills

Video Analysis: individual movement and team systems, in and out of system attack

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Student in Role
- Peer Teaching
- Video Analysis
- Experiential Learning

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

- Journal Entries
- Monthly Self-Assessment using Volleyball Rubric
- Peer Performance Assessment
- Volleyball Class Interim Reflection and Goal Setting

Learning Resources:

- www.volleyball.ca (Volleyball Canada)
- Bratton, R.D., and Lefroy, C.E. (1986). *Volleyball Skills and Game Concepts for Beginners*. Ontario: Volleyball Canada Publications
- Duda, J. L. (1989). *Goal perspectives, participation, and persistence in sports*. International Journal of Sports Psychology, 20(1), 42-56.
- Marko, Debora. Goal Setting Worksheet for Youth Volleyball.
- Usher, Peter. *Goal Setting For Peak Performance: Implementing Goal-Setting Strategies*. Volleyball Canada: Basic Skills Video. (1993).

Additional Information: There are no student fees associated with this course.