

SCHOOL DISTRICT 63 (SAANICH)

EDUCATION DIRECTIONS COMMITTEE

Agenda

Committee Members: Trustee Silzer, Chair
Trustee Vandall
Trustee VanWell

Staff Support: Helena Takhar, Director of Instruction, Learning & Innovation
Mel Paas, Assistant Superintendent

Partner Representatives: Leila Sinclair-Wise, SAA – Elementary
Kelly deKlerk, SAA – Secondary
Shannon Toronitz – STA
CUPE
COPACS

**Tuesday, March 3, 2026
3:00 pm**

A. PRESENTATIONS AND QUESTIONS

Marine Program, Parkland School – Erin Stinson/Kristen Diblee

B. ITEMS FOR DISCUSSION

No Items.

C. ITEMS FOR RECOMMENDATION

1. Board Authority Authorized Courses

Staff Recommendation:

That the Board approve the following Board Authority Authorized courses:

- Care Economy Career Sampler - grade 11
- Sports Performance Volleyball - grade 10
- Sports Performance Volleyball - grade 11
- Sports Performance Volleyball - grade 12

2. 2026/27 Academy and Special Program Fees

Staff Recommendation:

That the Board approve the Academy Fees for the 2026/27 School Year.

D. ITEMS FOR INFORMATION

No Items.

E. FUTURE AGENDA ITEMS

- Data sharing around Strategic Plan goals – ongoing
- Student Voice Feedback – ongoing
- Benefits of International Students Program

To: Education Directions Committee

Prepared By: Melanie Paas
Assistant Superintendent

Subject: Board / Authority Authorized Course Update and Proposals

Date: February 24, 2026

Context

Board/Authority Authorized (BAA) Courses are locally developed courses that reflect the unique interests and needs of students and the broader Saanich community. In alignment with the Ministry of Education and Child Care's *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, BAA courses must be approved by the Board to ensure that high-quality, relevant programming continues to be available to students in Grades 10–12.

Saanich School District Administrative Procedure 219 (*Board/Authority Authorized Courses*) stipulates the following requirement:

As per AP 219 (2.2): Board/Authority Authorized (BAA) Courses not offered for three consecutive years will automatically be removed and will require a new application for approval by the Board.

As part of the annual review process, courses that have expired due to non-delivery and new courses proposed for addition are brought forward to the Education Directions Committee for consideration.

Expired BAA Courses

The following BAA courses have not been offered for three consecutive years and therefore have expired under AP 219 (2.2):

- Criminology – Grade 12
- Études de film français – Grade 12
- Going to Canada – Grade 10
- Sustainable Gardening and Landscaping – Grade 10
- Sustainable Gardening and Landscaping – Grade 11

These courses will be removed from the official BAA course registry. Should schools wish to offer them again in the future, a full new application package must be submitted for Board approval.

Proposed BAA Courses for Approval

Four new BAA courses have been developed in response to student interest, school program needs, and alignment with emerging career pathways. These courses have been prepared using the Ministry-required BAA Course Template and vetted through the district review process.

The following courses are respectfully submitted for consideration:

1. Care Economy Career Sampler – Grade 11
 - a. Designed to introduce students to the growing “care economy,” including childcare, elder care, health care, mental health and emergency response.
 - b. Provides for inquiry, exploration, applied skills, and career planning related to care-related occupations
2. Sport Performance Volleyball – Grades 10, 11 and 12
 - a. A multi-grade course focused on the technical, tactical, and physical development of volleyball athletes.
 - b. Aligns with existing athletics programming and responds to strong student interest and participation in volleyball across the district.

Subject to Board approval, these courses would become available for students beginning in the **2026–27 school year**.

Summary

In accordance with AP 219, several courses have expired after not being offered for three years and will be removed from the district’s active BAA course list. Two newly developed BAA courses—*Care Economy Career Sampler 11* and *Sport Performance Volleyball 10–12*—are presented for consideration and, if approved, will expand relevant elective pathways for students.

These course submissions are aligned with district priorities related to personalization, career exploration, and student engagement.

Respectfully submitted,



Melanie Paas
Assistant Superintendent

MP/skd



Care Economy Career Sampler 11 Board/Authority Authorized Course

School District/Independent School Authority Name: Saanich School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD63
Developed by: Holly Mair	Date Developed: January 2026
School Name: South Island Distance Education School (SIDES)	Principal's Name: Jennifer Batallas
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Care Economy Career Sampler	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

The Care Economy Career Sampler course offers curricular competencies and content which can be introduced through career specific modules. It features jumping off points for inquiry activities, educating students on how to utilize critical thinking skills and analysis to solve scenarios. Students will learn what they need to **KNOW, DO** and **UNDERSTAND** to be successful pursuing careers in the Care Economy Sector.

This course is designed for face-to-face delivery in a classroom setting and for an online learning platform. Curriculum will come alive, delivered with relevant experiential learning. Students will be able to reflect and assess their progress as they build curricular competencies and skills and learn through specific occupational modules attached to the course.

The Care Economy is the umbrella under which many other sectors reside. These economic sectors involve paid and unpaid caregiving, including childcare, elder care and long-term care, allied health, education, and emergency response occupations. They represent the fastest expanding economic sectors globally and feature “in-demand” careers.

Occupational Modules Explored in the Course:

1. Early Learning and Care/K-12 Educator
2. Life Skills Program Support/Education Assistant (both in school and community)
3. Emergency Response Careers (fire, paramedic, search, and rescue)
4. Health Care Assistant (elder care/support of vulnerable)
5. Allied Health Professions (practitioner, assistants, technicians)
6. Mental Health Support workers (counsellors, psychologists, social workers)

Goals and Rationale:

Career life development relies on the ongoing cycle of exploration, planning, reflecting, adapting, and personalizing one’s education and life options. Students will actively learn this strategy along with the importance of well-being and self-care as means of sustaining careers in the Care Economy sector.

For students who possess a desire to help and serve others, they will learn the importance of recognizing diverse world views and how that enables understanding and opens pathways to inclusivity and accessibility in communities.

The rationale behind the Career Sampler course is for students in the BC graduation program to gain a greater understanding of the breadth and depth of opportunities about “in demand” careers in the Care Economy. Career development is recognized as one of the 3 pillars of the educated citizen in British Columbia. There is room in the Care Economy sector to employ workers with a wide range of interests, skills, and expertise. Through this course, students will be able to explore, plan, apply and reflect on the attributes, skills and awareness needed for a successful career in the Care Economy.

Students learn to define who they are by what they value. One value common to all occupations in this sector is “care for the vulnerable.” Students will come to understand how their values impact choices and outcomes in all areas of their lives.

Recognizing and adopting a balanced approach to personal well-being requires ongoing self-management. This course offers students tools and resources to acquire skills and apply strategies that increase their ability to think and act independently. And it helps students build confidence and trust in their abilities to plan and achieve their career development goals.

Indigenous Worldviews and Perspectives:

- When engaging with Indigenous content, students will consult authentic Indigenous voices and ways of knowing. Wherever possible, learning will draw on Indigenous stories, local contexts, and the teachings of Knowledge Keepers and community members.
- Students will consider who they are, where they come from, and how their identities and cultural perspectives shape their understanding of care work. For some, this may involve examining their own settler or dominant cultural assumptions, while for others it may mean reflecting on how their experiences connect with or differ from Indigenous ways of knowing and caring.
- The concepts introduced in this course will align with the Local Education Agreement between SD63 and the W̱SÁNEĆ School Board, specifically Goal 4: Reconciliation - To promote reconciliation as outlined in the 94 recommendations of the Truth and Reconciliation Commission between Indigenous and non-Indigenous members of our learning community.

<p>Call to Action 12 Develop culturally appropriate early childhood education programs.</p>	<p>Course connection</p> <ul style="list-style-type: none"> • Relevant for students interested in ECE, teaching, child and youth care.
<p>Call to Action 18 Acknowledge the current state of Indigenous health as a result of colonial policies.</p>	<p>Course connection</p> <ul style="list-style-type: none"> • Essential background for anyone entering healthcare. • Include case studies showing how historical trauma impacts patient care today.
<p>Call to Action 23 Increase the number of Indigenous professionals working in healthcare.</p>	<p>Course connection</p> <ul style="list-style-type: none"> • Explicitly aligns with career encouragement. • Students explore mentorship, representation, and why workforce diversity improves care.
<p>Call to Action 24 Require cultural competency training for healthcare professionals.</p>	<p>Course connection</p> <ul style="list-style-type: none"> • Embedded as a core learning outcome: <ul style="list-style-type: none"> ○ trauma-informed care ○ anti-racist practice

Other Local Connections:

This course also aligns with the Saanich School District (#63) Strategic Plan, specifically the Global Citizenship goals of:

- Providing programs, both existing and new, to develop active, engaged and socially responsible students.
- Providing teaching and learning opportunities that build knowledge, awareness and curiosity about local and global themes.

BIG IDEAS

Career life development includes ongoing cycles of exploring, planning, reflecting, adapting, and personalizing one's education, experiences, and options.

Well-being and self-care support excellence, learning, and competence sustaining careers in the Care Economy sector.

Awareness of diverse world views enables understanding of complex communities and opens pathways to inclusivity and accessibility.

The desire to help and serve others is a value shared by all occupations in the Care Economy sector.

Focused exploration and real-life connections with campuses, worksites and career programs lead to informed post-secondary choices.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Explore</p> <ul style="list-style-type: none"> Analyze internal and external factors that inform personal career-life choices for secondary and post-secondary planning, related to the Care Economy. Recognize personal world views and perspectives, consider their influence on values, actions, and preferred futures as they relate to roles in the Care Economy. Engage in research and empathetic observation to determine care or service opportunities and barriers. Recognize the need for trauma-informed practice and support strategies when working with clients with historical, intergenerational, or current trauma. Explore strategies for actively upholding healthy boundaries, mental health, and self-care. Explore essential skills for roles in the Care Economy: thinking skills, collaboration, communication, and personal and social competencies. Identify models used in the Care Economy to measure success when designing approaches and actions. 	<p><i>Students are expected to know the following:</i></p> <p>Interpersonal Relationships</p> <ul style="list-style-type: none"> Factors involved in interpersonal relationships, including roles, functions, and challenges. Specific ACEs (Adverse Childhood Experiences) or challenges can be triggers; recognize early signs of escalating behaviour and learn to use intervention strategies. <p>Professional Communication Methods</p> <ul style="list-style-type: none"> The meaning of "professionalism." Conflict resolution strategies. Understand Codes of Ethics and Procedures, Policies & Regulations for each sector. Collaboration methods. <p>Understanding Populations</p> <ul style="list-style-type: none"> Trauma informed practice & training (TIP).

- Explore existing, new, and emerging **tools and technologies** in the Care Economy sector.

Plan

- Plan multiple **problem-solving strategies** in real-life, applied, and conceptual situations.
- Use **applied design** methods to understand problem solving and how to develop services and products for accessibility in the Care Economy.
- Create personal wellness plans to set **healthy boundaries**, understanding personal limits and respecting those of others within the context of a career.
- Develop plans for **respectful** and **effective communication**, understanding of the population you are working with.

Apply

- Apply **First Peoples'** perspective and knowledge, ways of knowing, and local knowledge to sources of information.
- Visit post-secondary institutions (virtually or in person) to investigate a range of **learning opportunities** in the Care Economy.
- Practice communication skills such as **mirroring**, asking open questions, paying attention to body positioning/assertiveness and eye contact/respect.
- Practice precautionary, **safe**, and **supportive interpersonal strategies** and **communications**, both face-to-face and digital.
- When working collaboratively, **demonstrate professional ethics, confidentiality, and practice situational delicacy**.
- Apply understanding of **implicit bias** to the topics you chose to prioritize, research, and discuss.
- Use research methods and analysis to understand, share and present information.

Reflect

- Observe who/what is missing or gets missed, then make room/**build capacity, diversity, inclusion**, and equity.
- Note signs of burnout, stressors, triggers in yourself and others to protect your **mental health**.
- Consider strategies for **managing stress**, taking note of benefits and limitations.
- Identify skills to support change and growth including ongoing communication with self.
- Critically reflect on **cultural sensitivity and etiquette** skills to develop specific plans to learn or refine them over time.

- **Cultural awareness** - marginalized communities, Indigenous communities, histories, cultures and perspectives, **cultural appropriation**.
- Community supports that help overcome limitations & barriers for students, teachers & care workers (i.e. **MECC & MCFD**)
- Understanding the impacts of **implicit bias** & privilege in the sectors.
- The benefits of experiences through **volunteering**.

Personal Awareness and Self-regulation

- How passion for helping people can be channeled into a **vocation**.
- **Personal learning styles**, interests, preferred ways of learning and knowing can lead to success in studies and work performance.
- Understanding your roles and **responsibilities** as a worker in each sector; knowing where the **boundaries** of work begin and end.
- How to comply with **WorkSafe BC** regulations in the Care Economy for violence prevention, emotional and physical safety.
- Techniques for **stress management, self-care** & self-regulation of emotions in a healthcare setting.

Pathways for Post-secondary and Continuing Education in the Care Economy

- Required and suggested secondary school courses for Career Economy pathway.
- **Pathways** and **requirements** for entry into Care Economy sectors in BC (and Canada).
- Perform an internal check to see if you feel drawn to serve and help others. Is this your **vocation/calling**?

- Notice methods of communication, specifically barriers and strategies to **enhance clear messaging**.
- Think about the emotional, psychological, intellectual, social, spiritual, and physical dimensions of health and how they are all essential in managing personal well-being.

Big Ideas – Elaborations

- Teachings will consider how **internal and external factors** inform personal **career-life choices** for secondary and post-secondary planning related to the Care Economy. These will be examined through the lenses of Explore, Plan, Apply, and Reflect.

Inquiry Question Sample:

- How do we bring our knowledge of our personal values together with what issues are important to you?
- In what ways do personal values and strengths align with career choices that address global challenges?

- Lessons will focus on the importance of wellbeing and self-care, healthy boundaries, professional communication, mental health, and support strategies which are the backbones to sustaining a career in the Care Economy.

Inquiry Question Sample:

- How can a person in the Care Economy understand themselves and unpack their own background, trauma, privileges and needs to be the one who cares?
- You are what you value. What components, strategies or inner knowing does your self-care plan feature?

- Teachings will illuminate how personal world views and perspectives, impact and influence values, actions, and preferred futures of workers in the Care Economy sector. Recognizing and appreciating different perspectives is key to both interpreting and creating communication.

Inquiry Question Sample:

- How have your personal worldviews & perspectives been nurtured through your own lived experience?
- What worldviews & perspectives are different to yours?
- In what way does understanding the lived experiences and worldviews of other people and cultures improve the ability to care?

- Teachings will help students examine their level of commitment to serve others by pursuing a career in the Care Economy. A strong commitment can be channelled into a vocation.

Inquiry Question Sample:

- What is the impact of engaging in your work at the level of a job, a career, or a calling (where one serves a cause or the greater good)?

- Activities will focus on exploration and the pursuit of real-life connections that lead to a fuller, deeper knowledge and understanding of pathways to careers in the Care Economy sector.

Inquiry Question Sample:

- In what ways does exposure to the community fill knowledge content gaps and open students to the world beyond the classroom?

Curricular Competencies – Elaborations

Explore

- **Internal factors** are those that you control, they come from within you. Internal factors are influenced by your feelings and thoughts. These can be positive or negative.
- **External factors** are those that stem from your surroundings. External factors may include expectations from your family, friends, cultural or gender stereotypes and family responsibilities.
- **Career life choices** - may include consideration of passions, preferences, strengths, education/work opportunities and well-being.
- **Perspectives** - attitudes of people according to their gender, race, sexual orientation and diverse abilities.
- **Empathic Observation** - aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples' worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders.
- **Trauma Informed Practice** - is a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma. It emphasizes physical, psychological, and emotional safety for everyone, and creates opportunities for survivors to rebuild a sense of control and empowerment.
- **Healthy Boundaries** - understanding personal limits and rules we set for ourselves within work and personal relationships.
- **Mental Health** - emotional, psychological, and social well-being.
- **Self-care** - the practice of individuals looking after their own health using the knowledge and information available to them.
- Types of **communication** - compassionate, accountable, empathic, responsible, assertive.
- **Tools and Technologies** are used in all care sectors for diagnostics, treatment, and accessibility purposes.

Plan

- **Problem solving strategies** - includes plans to assess behaviour and development.
- **Healthy boundaries** - are an essential life skill, consisting of limits and rules we set for ourselves within relationships. They help us stand by values. Healthy boundaries allow the communication of wants and needs while also respecting those of others.
- **Respectful and effective** - avoid using personal characteristics unless relevant, use inclusive language and person-first construction, use preferred terms of clients.

Apply

- **First Peoples** - refers to the Indigenous people in Canada including, Metis, Inuit, and First Nations peoples. Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments.
- **Professional ethics** include respectful, and safe interactions in diverse career-life environments.
- **Situational delicacy** - if you say that a situation or problem is of some delicacy, you mean that it is difficult to handle and needs careful and sensitive treatment.
- **Implicit bias** - is an unconscious association, belief, or attitude toward any social group. It is important to remember that implicit biases operate almost entirely on an unconscious level.

Reflect

- **Build capacity, diversity, and inclusion** - Explain how to make thoughtful choices and decisions considering the needs of self, others, and society.
 - **Felt dissonance** - is inconsistency between the beliefs one holds or between one's actions and one's beliefs. Understand how various attitudes, values, world views and behaviours impact on meaningful personal relationships.
 - **Mental health support** - is accessible in all communities in BC. Many supports are targeted at students and care workers through the BC Government.
 - **Stress** - has benefits and limitations. Stress management tools include addressing the physical, emotional, and spiritual self.
 - **Cultural sensitivity** - means that you are aware of and accepting of cultural differences. It implies that you withhold judgment of cross-cultural practices, and that you can deal effectively with these differences.
 - **Etiquette** includes use of social media and the understanding that workers in the care economy are vetted and individuals' personal actions on social media carry over to their professional reputation. Students recognize the consequences of their own actions and biases.
- Clear communication** - conflict resolution and team-building skills help to support change and growth including ongoing communication with self that leads to well-being.

Content – Elaborations

Interpersonal Relationships

- **ACEs** are **Adverse Childhood Experiences** and include **challenges** that may include economic, social, displacement, health, emotional experiences.

Professional Communication Methods

- **Professionalism in communication** includes learning to exchange information respectfully purposefully and actively.
- Recognizing and appreciating **different perspectives** is key to both interpreting and creating communication.
- Each sector has a provincial body upholding a **code of ethics and values**.
- **Collaboration** involves building and sustaining relationships, interacting and problem solving, ethically.

Understanding Populations

- **Populations** refers to a community of people grouped by, for example, geography, ethnicity, age, religion, or culture; understand how diverse Populations offer contributions to society.
- Understanding the impact of trauma is an important first step in becoming a compassionate and supportive community of care. **Trauma informed practice (TIP)** recognizes that people often have had many different types of traumas in their lives. Trauma survivors can be re-traumatized by well-meaning caregivers and community service providers.
- **Trauma Care** refers to the immediate care of physical injuries by a medical team.
- **Cultural appropriation** is defined as the use of a motif, theme, “voice”, image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn.

- **MECC** (Ministry of Education and Child Care) and **MCFD** (Ministry of Children and Family Development) support the well-being of children, youth, and families in British Columbia by providing services, such as child protection, counselling, foster care, medical, dental and learning supports that are accessible, inclusive, and culturally respectful.
- **Implicit bias** is a **bias** or **prejudice** that is present but not consciously held or recognized. The first step to becoming a culturally effective healthcare provider is to be able to recognize and mitigate your own **implicit biases**.
- **Volunteering** with a range of community events and activities, including health care facilities, develops employability skills and social relationships.

Personal Awareness and Self-Regulation

- **Vocation:** a strong feeling of suitability for a particular career or occupation; understanding the difference between a job, vocation, or career.
- **Personal learning styles can be explored through MyBlueprint.ca or other surveys.**
- **Practice self-care and stress management** through awareness, self-control, and self-reliance to achieve or maintain balance and health. Self-care is the practice of taking action to preserve or improve one's own health.

Pathways for Post-secondary and Continuing Education in Care

- **Certifications** are short, intensive programs resulting in an official document attesting to level of achievement. (examples include Emergency First Aid, Class 5 Driver's license, Radio Operator's license)
- Using MyBlueprint.ca or a similar platform, **pre-requisite courses and requirements** are outlined for each program at colleges and universities.
- **Vocation:** a strong feeling of suitability for a particular career or occupation; understanding the difference between a job, vocation, or career.

Recommended Instructional Components:

The instructional component of this course:

- Draws from and builds on prior knowledge, skills, and understandings.
- Using that knowledge base as a springboard, students will be stimulated to explore and follow their curiosity and interests.
- Is student-centred and meets the needs of diverse learners.
- Focused on developing the Curricular Competencies through the Content Outcomes
- Uses varied approaches.
- Teachers and students will demonstrate a positive attitude towards learning by stretching themselves, taking risks, making mistakes.
- Perseverance will be rewarded and continually promoted by allowing time for difficult problems and revisiting scenarios.
- Values connections with field-expertise, including learning from Care Economy sector professionals.
- Supports a variety of learning styles.
- Utilizes First Peoples Principles of Learning
- Utilizes inquiry approaches, including problem-based, project-based and/or experiential learning.
- Builds skills, knowledge and understandings that are transferable to other contexts.
- Learners will be encouraged to reflect on and be clear about their own thinking processes and the transformations in their understanding.

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

The assessment component of this course:

- Is fair, transparent, meaningful, and responsive to all learners.
- Focuses on all areas of the curriculum model, Big Ideas, Curricular Competencies and Content.
- Provides ongoing descriptive feedback to students.
- Is timely, specific, and embedded in day-to-day instruction.
- Provides varied and multiple opportunities for students to demonstrate their learning.
- Promotes development of student self-assessment and goal setting for next steps.
- Allows for a collection of student work to be gathered over time to provide a full profile of the learner and knowledge gained.
- Communicates clearly to the learner and parents where the student is, what they are working towards, and the ways that learning can be supported.

Learning Resources:

Career exploration includes the three essential pillars of self-discovery, values, and hope. (Poehnell, G., Amundson, N., (2011) Hope-Filled Engagement. Richmond, BC.: Ergon Communications.)

The following is a non-comprehensive list of resources supporting exploration and deeper learning of the curricular competencies & content in career exploration related to the Care Economy. Ongoing opportunities for self-exploration, self-assessment and goal setting may happen at any point that seems appropriate for teachers and students during the learning process. A detailed list of resources and occupational profiles will be available as part of the Care Economy Sampler Course Guide.

- WorkBC.ca - [Plan a Career | WorkBC](#)
- Self-Assessment Strategies - [Microsoft Word - Supporting Self-Assessment.docx \(gov.bc.ca\)](#)
- Education Planner BC - [EducationPlannerBC](#)
- [My Guide Inside](#) – Knowing Myself and Understanding my World (Book III) by Christa Campsall & Kathy Marshall Emerson.
- WorkSafe BC - [Worker Orientation Checklist for Health Care | WorkSafeBC](#)
- [Accessibility and Inclusion Toolkit - Province of British Columbia \(gov.bc.ca\)](#)
- [First Peoples Principals of Learning](#)
- [Incorporating the First Peoples Principals of Learning in the Classroom](#)
- [How the Government of Canada is responding to the Truth & Reconciliation Commission's Calls to Action for Health](#)
- Implicit Bias Module Series by the Kirwan Institute for the study of Race and Ethnicity (2018). [Implicit Bias Module Series | Kirwan Institute \(osu.edu\)](#)
- [Understanding How Adverse Childhood Experiences \(ACEs\) Can Affect Children | HealthLink BC](#)
- Guest Speakers - [What the research says: Guest speakers in the classroom \(bctf.ca\)](#)
- *Hope Filled Engagement: New Possibilities in Life/Career Counselling* by Gray Poehnell & Norman E. Amundson (2011)

Additional Information:

None



Sports Performance Volleyball 10 Board/Authority Authorized Course

School District/Independent School Authority Name: Saanich School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD63
Developed by: Kirsten Dibblee, Katie Fast, and Scott Freeburn	Date Developed: January 2026
School Name: Parkland Secondary School and Claremont Secondary School	Principal's Name: Jason Earnshaw and Aaron Buckham
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Sports Performance Volleyball	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Gymnasium and classroom space, scorecards, volleyball standards, pads and antennae, volleyball nets, volleyballs, fitness equipment, and facility.

PHE teacher needs experience coaching volleyball at an advanced level.

PHE teacher needs Volleyball Canada Foundations and Development Trained or higher level Certification, experience in strength and conditioning testing and program development, and referee training. Experience coaching or playing in high performance sport environments.

Course Synopsis:

This course includes the examination of core volleyball skills, offensive and defensive strategies, positional play and systems of play used at all levels of volleyball (amateur, club, collegiate, and professional). Students will study current international volleyball trends in strategy and play. The course will follow the LTAD (Long Term Athlete Development) model set out by Volleyball Canada to ensure the safety and appropriate development of young athletes. Students will apply principles and theories through various aspects of team play and individual play on the volleyball court. The course will ensure students will follow a personalized strength and conditioning plan for the duration of the course. Students will engage in pre and during course fitness and skill testing.

Students will have opportunities to compete in a variety of arenas and will have opportunities to interact with local coaches within the community. At the Grade 10 level, students will be required to volunteer 10 hours of helping coach at the elementary or middle school level and/or scorekeeping and lining games.

This class will be a 'skills and drills' focused class to help improve and enhance current volleyball players' abilities within the school. There will also be classroom instruction. Weekly sessions would include a mixture of on-court, weight room, and classroom work. Personal commitment and responsibility are of the utmost importance for this course, and will have a significant impact on the success of this course.

Grade 10 students may participate in opportunities for certification within refereeing or fundamental coaching. There may be a cost associated with completing certification.

Goals and Rationale:

This course is offered to students of a moderate to advanced skill level, so they may work to develop their volleyball skills, improve individual fitness levels, understand positions and systems, demonstrate team play, understand the theory behind the game and its coordinating skill set, and specialize and/or train at a higher level. This course was driven by the demand from students, parents, and community looking for a more focused, in-depth volleyball experience allowing them a more varied skill set to compete for post secondary opportunities, and lifetime involvement in sport.

Indigenous Worldviews and Perspectives:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning involves the exploration of one's identity.

BIG IDEAS

Daily participation in physical activities influences our physical literacy and personal health and fitness goals.	Identify and perform key factors and outcomes for the successful performance of volleyball skills.	Communication is essential to successful teamwork.	Leadership development is an ongoing life skill.	Sport offers opportunities to develop life skills and develop their whole being.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Active Living</p> <ul style="list-style-type: none"> • Introduce fitness testing, and execute specific aerobic and anaerobic fitness markers according to Volleyball Canada’s age-appropriate development matrix (Testing categories include: spike reach, block reach, pro agility, attack velocity and spin velocity) • Explain aerobic vs anaerobic systems in volleyball • Perform various tasks related to volleyball training • Demonstrate growth in performance using proper technique, control, and accuracy, with the following individual skills: setting, passing, serving, attacking, blocking, and diving • Demonstrate proper warm-up, mobility, and injury prevention routines • Demonstrate growth in performance of the player’s role in: serve reception, offensive play, direct contact, support play, defensive play • Pursue personal activity goals related to health promoting components (see fitness component above) • Introduce balanced meal and snack planning to fuel the athlete’s body during the various phases of the pre, in and post season (according to the Volleyball Canada development matrix) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • The difference between aerobic and anaerobic fitness • Training principles to enhance personal fitness • Proper warm up, prehab and stretching procedure and purpose (addressing common volleyball injuries. Such as ankle sprains, rotator cuff strains, knee injuries, etc) • The mechanics involved in the following skills: setting, passing, hitting, serving, and blocking • Obvious errors and error detection in skills • Offensive and defensive skills and strategies • Effective methods for individual preparation for competitive play • SMART Goal setting for all aspects of on and off court skills • Positions, their purpose and coordinating skills set • systems of play and their key components • Appropriate decision making abilities in team play (1v1 to 6v6): <ul style="list-style-type: none"> • Basic defensive systems (4-2, 5-1, 6-2) • Basic serve receive systems (tea-cup, “W”, 2-pass system, 3-pass system)

<ul style="list-style-type: none"> • Demonstrate correct biomechanical execution of fundamental skills (serve, pass, set, attack, block, dig, etc) • Perform positional responsibilities with basic systems <p>Critical Thinking</p> <ul style="list-style-type: none"> • Demonstrate and execute positions effectively • Demonstrate & execute the principles of these systems of play (defense/offense) • Respond appropriately most of the time in game situations • Describe and participate in effective methods of team preparation • Integrate fitness skills into practice and game • Detect obvious technical errors in self and peers • Introduce SMART fitness goals and monitor progress • Describe basic offensive and defensive systems • Make appropriate decisions in structured game situations • Demonstrate correct biomechanical execution of fundamental skills (serve, pass, set, attack, block, dig, etc) • Perform positional responsibilities with basic systems • Explain aerobic vs anaerobic systems in volleyball • Demonstrate proper warm-up, mobility and injury prevention routines <p>Communication and Social Responsibility</p> <ul style="list-style-type: none"> • Communicate in a positive and effective way • Demonstrate safety, fair play, and leadership • Identify strategies to manage competitive stress • Reflect on performance using guided self-assessment • Demonstrate positive communication and sportsmanship 	<ul style="list-style-type: none"> • Rotational locations on the court (positions 1-6) and positional ordering • Rotational rules (overlapping, setter location, etc) <ul style="list-style-type: none"> • The rules and regulations of the game • Scorekeeping and lining gameplay: using proper rules, understanding signals, and proper paperwork filled out • How to self assess and begin to self correct • How to communicate in team play and be effective team players • Understanding the mental wellness aspects of entering a competitive arena including exploration of mindfulness, feedback, dealing with stress and anxiety: <ul style="list-style-type: none"> • How athlete nutrition impacts their performance • How to participate in a single-day activity aimed at skill development for a younger age level (ie. middle school). This includes the assisting of demonstrations, running drills, coaching during gameplay, and providing feedback for younger athletes. • Understanding local junior level rules and game regulations • Refereeing, scorekeeping, and lining middle school and junior level gameplay: using proper rules, signals, and proper paperwork filled out
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<p>Big Ideas – Elaborations</p>
<p>Daily participation in physical activities influences our physical literacy and personal health and fitness goals</p> <p>Sample question to support inquiry with students:</p> <ul style="list-style-type: none"> • What role does participating in volleyball play in lifelong health and well-being and increase the likelihood that I will continue to have an active lifestyle? • How does fitness training and executing fitness goals improve athletic performance specific to volleyball? <p>Identify and perform key factors and outcomes for the successful performance of volleyball skills</p>

Sample question to support inquiry with students:

- What are the key factors for a successful set, pass, serve, hit, block etc?
- Am I successfully performing these factors in the skill?

Communication is essential to successful teamwork

Sample question to support inquiry with students:

- What type of communication occurs on and off the court, and pre, during, and post play?
- Am I successfully communicating with my teammates, and in what manner?
- What happens in the game when communication is absent?

Leadership development is an ongoing life skill

Sample question to support inquiry with students:

- How do leaders seek to provide players/teammates with maximum opportunities to achieve success?
- What does successful leadership look like within the game of volleyball?

Sport offers opportunities to develop life skills and develop their whole being

Sample questions to support inquiry-based learning:

- What social, physical, spiritual, emotional and mental skills can I develop to help maintain balance between my athletics, academics, and other life challenges?
- How can my nutrition support my wellness goals and sport performance?
- How can I develop healthy sleep habits to support my wellness goals and sport performance?

Curricular Competencies – Elaborations

Samples of questions to support inquiry:

Active Living

- Am I setting appropriate fitness goals and developing them beyond in-class sessions?

Critical Thinking

- What do I need to do to improve my skills?
- How do I perform in practice situations in a way that promotes elevated game play?

Communication and Social Responsibility

- How do I conduct myself on and off the court, to demonstrate leadership and promote positive communications?

Content – Elaborations

Possible illustrations of content elaborations:

- Students use positional knowledge and teammate strengths to compose scrimmage teams.
- Students start to acquire knowledge of referee signals, rules and regulations to referee scrimmage games.
- Students acquire the knowledge of game-specific rules to effectively officiate matches.
- Students engage in peer assessment of skills to provide skill-appropriate feedback to teammates.
- Students engage in self-assessment of skills to construct self-feedback (goals) on improvement.
- Team decision to play 6-2, 4-2 or 5-1 system based on the skill and composition of their team.
- Students use skill-based knowledge to develop appropriate drills/activities.
- Students utilise sport-specific vocabulary when discussing strategy.
- Students begin to acquire skills necessary to utilise the Volleyball BC and Volleyball Canada scoresheet.

Recommended Instructional Components:

The majority of this course will take place on the playing surface (indoor or outdoor facilities). The cycle of posting learning intentions, executing, providing feedback, key factor analysis, executing, and revisiting learning intentions will be commonplace. Instruction will occur in the following forms:

- On court presentations and drills on basic concepts and skills
- Class and group discussions of significant issues and topics, including refereeing, lining, and scorekeeping
- Readings in current volleyball media followed by class discussions of strategies
- Skill building drills that build volleyball strategy critical thinking
- Peer presentations
- Hands-on experiences analysis of video and third party research
- Demonstrations
- Modelling
- Simulations

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

Teacher is providing ongoing, descriptive feedback that is embedded in day to day instruction and provides varied and multiple opportunities for learners to demonstrate their learning. Assessment evidence will be collected using a wide variety of methods, such as:

- Observation (in person and video analysis)
- On-court skills tests
- Learning logs
- Personal fitness goals
- Student self-assessment
- Peer assessment
- Oral and written reports
- Quizzes

Student performance is based on the information collected through assessment activities. Coaches use their insight, knowledge about learning, and experience with students, along with specific criteria they establish, to make judgments about student performance in relation to learning outcomes of the course. Achievement indicators using language directly from the learning outcomes will be used to gauge the level of achievement for each player.

The breakdown of the grade will correspond to the time allotted to each learning unit. For example, 30% of the overall grade is based on performance and learning in the Team Play unit.

Unit	Topic/Title	Hours
1	Sport Specific Fitness	10% (12 hours)
2	Basic Volleyball Skills	30% (36 hours)
3	Theory	10% (12 hours)
4	Positional/Systems Play	20% (24 hours)
5	Team Play	20% (24 hours)
6	Community Involvement – knowledge development for junior students	10% (12 hours)
Total Hours		120 hours

Learning Resources:

Volleyball Canada <https://volleyballbc.org/coach/>

<https://volleyball.ca/en/development/coach/pathways>

Volleyball BC <http://www.volleyballbc.org/coaching/coaching-development/>

The Art of Coaching Volleyball <https://www.theartofcoachingvolleyball.com/>

Gold Medal Squared <https://www.goldmedalsquared.com/>

Volleyball Canada Athlete Development Matrix https://volleyball.ca/uploads/About/LTAD/VDM_Nov_5_2025_EN.pdf

Additional Information:

Thank you to Jennifer Kidd (SD8) for creating a similar BAA in Kamloops Lake in 2013 as we used her document to create ours.



Sports Performance Volleyball 11 Board/Authority Authorized Course

School District/Independent School Authority Name: Saanich School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD63
Developed by: Kirsten Dibblee, Katie Fast, and Scott Freeburn	Date Developed: January 2026
School Name: Parkland Secondary School and Claremont Secondary School	Principal's Name: Jason Earnshaw and Aaron Buckham
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Sports Performance Volleyball	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Gymnasium (indoor) and Grass/Beach Courts (outdoor), classroom space, scorecards, volleyball standards, pads and antennae, volleyball nets, volleyballs, and fitness equipment.

PHE teacher needs experience coaching volleyball at an advanced level.

PHE teacher needs Volleyball Canada Foundations and Development Trained or higher level Certification, experience in strength and conditioning testing and program development, and referee training. Experience coaching or playing in high performance sport environments.

Course Synopsis:

This course includes the examination of core volleyball skills, offensive and defensive strategies, positional play and systems of play used at all levels of volleyball (amateur, club, collegiate, and professional). Students will study current international volleyball trends in strategy and play. The course will follow the LTAD (Long Term Athlete Development) model set out by Volleyball Canada to ensure the safety and appropriate development of young athletes. Students will apply principles and theories through various aspects of team play and individual play on the volleyball court. The course will ensure students will follow a personalized strength and conditioning plan for the duration of the course. Students will engage in pre and during course fitness and skill testing.

Students will have opportunities to compete in a variety of arenas and will have opportunities to interact with local coaches within the community. Students will be required to participate in a minimum of 20 hours of community involvement by helping coach, referee, or volunteering as a scorekeeper throughout the course. Senior students will be encouraged to participate in opportunities for certification within refereeing or fundamental coaching. There may be a cost associated with completing certification.

This class will be a 'skills and drills' focused class to help improve and enhance current volleyball players' abilities within the school. There will also be classroom instruction. Personal commitment and responsibility are of the utmost importance for this course, and will have a significant impact on the success of this course.

Grade 11 students may continue to participate in opportunities for higher level certification within refereeing or fundamental coaching. There may be a cost associated with completing certification.

Goals and Rationale:

This course is offered to students of a moderate to advanced skill level, so they may work to develop their volleyball skills, improve individual fitness levels, understand positions and systems, demonstrate team play, understand the theory behind the game and its coordinating skill set and specialize and/or train at a higher level. This course was driven by the demand from students, parents and community looking for a more focused, in-depth volleyball experience allowing them a more varied skill set to compete for post secondary opportunities, and lifetime involvement in sport.

Indigenous Worldviews and Perspectives:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning involves the exploration of one's identity.

BIG IDEAS

Daily participation in physical activities influences our physical literacy and personal health and fitness goals.	Identify and perform key factors and outcomes for the successful performance of volleyball skills.	Communication is essential to successful teamwork.	Leadership development is an ongoing life skill.	Sport offers opportunities to develop life skills and develop their whole being.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Active Living</p> <ul style="list-style-type: none"> • Execute fitness testing, and execute specific aerobic and anaerobic fitness markers according to Volleyball Canada’s age-appropriate development matrix (Testing categories include: spike reach, block reach, pro agility, attack velocity and spin velocity) • Perform various tasks related to volleyball training • Demonstrate proficient performance using proper technique, control, and accuracy, with the following individual skills: setting, passing, serving, attacking, blocking, and diving • Demonstrate proficient performance of the player’s role in: serve reception, offensive play, direct contact, support play, defensive play • Pursue personal activity goals related to health promoting components (see fitness component above) <ul style="list-style-type: none"> • Execute skills with consistency under game-speed pressure • Identify positional demands and develop training plans aligned by position • Execute advanced variations of introductory skills (jump serve, spin serve, tempo attacking, tool/roll shot, etc) • Utilise balanced meal and snack planning to fuel the athlete’s body during the various phases of the ‘pre, in and post’ season (according to Volleyball Canada development matrix). 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • The difference between aerobic and anaerobic fitness • Training principles to enhance personal fitness • Proper warm up, prehab and stretching procedure and purpose • The mechanics involved in the following skills: setting, passing, hitting, serving, blocking • Subtle error detection in skills • Complex offensive and defensive skills and strategies • Effective methods for individual preparation for competitive play • SMART Goal setting for all aspects of on and off court skills • Positions, their purpose and coordinating skills set, systems of play and their key components • Appropriate decision making abilities in team play (1v1 to 6v6) • How to self assess and self correct • How to communicate in team play and be effective team leaders

Critical Thinking

- Demonstrate and execute positions effectively
- Demonstrate and execute the principles of these systems of play (defense/offense)
- Respond appropriately in game situations
- Describe and apply effective methods of team preparation
- Integrate fitness skills into practices and games:
 - Recognize and execute advanced system responsibilities in game-situations
 - Read/React to opponent offensive tendencies
 - Analyze game footage to identify opponent trends
 - Practice visualization techniques to improve performance

Communication and Social Responsibility

- Communicate in a positive and effective way
- Demonstrate safety, fair play and leadership
- Employ leadership techniques to improve chances of success in a variety of situations in team play
- Create and execute effective player positioning and team strategies:
 - Lead small group drills
 - Mentor Grade 10 students during sessions
 - Assist in officiating/scorekeeping of middle/junior level matches

- Mental wellness aspects of entering a competitive arena including exploration of mindfulness, feedback, dealing with stress and anxiety:
 - Introduction of advanced variations (jump/spin serve, tempo attacking, tool/roll shot attack, etc)
 - Introduce and analyze positional demands (and develop training plans aligned by position)
 - How athlete nutrition impacts their performance
 - How to plan and execute a single-day development clinic hosted for a junior or middle school level of play. This includes the assisting of demonstrations, running drills, coaching during gameplay, and providing feedback for younger athletes.
 - Understanding local senior level rules and game regulations
- Refereeing, scorekeeping, and lining school and club level gameplay: using proper rules, signals, and proper paperwork filled out

Big Ideas – Elaborations**Daily participation in physical activities influences our physical literacy and personal health and fitness goals**

Sample question to support inquiry with students:

- What role does participating in volleyball play in lifelong health and well-being and increase the likelihood that I will continue to have an active lifestyle?
- How does fitness training and executing fitness goals improve athletic performance specific to volleyball?

Identify and perform key factors and outcomes for the successful performance of volleyball skills

Sample question to support inquiry with students:

- What are the key factors for a successful set, pass, serve, hit, block etc?
- Am I successfully performing these factors in the skill?
- How can I train to improve my skills?

Communication is essential to successful teamwork

Sample question to support inquiry with students:

- What type of communication occurs on and off the court, and pre, during, and post play?

- Am I successfully communicating with my teammates, and in what manner?
- What happens in the game when communication is absent?

Leadership development is an ongoing life skill

Sample question to support inquiry with students:

- How do leaders seek to provide players/teammates with maximum opportunities to achieve success?
- What does successful leadership look like within the game of volleyball?
- How can I demonstrate an understanding of group dynamics and effective teamwork?
- What leadership skills and abilities, such as effectively leading change, resolving conflict, and motivating others can I effectively use in class?

Sport offers opportunities to develop life skills and develop their whole being

Sample questions to support inquiry-based learning:

- What social, physical, spiritual, emotional and mental skills can I develop to help maintain balance between my athletics, academics, and other life challenges?
- How can my nutrition support my wellness goals and sport performance?
- How can I develop healthy sleep habits to support my wellness goals and sport performance?
- What steps do I need to take to play volleyball at post-secondary school?

Curricular Competencies – Elaborations

Samples of questions to support inquiry:

Active Living

- Am I setting appropriate fitness goals and developing them beyond sessions?
- How can I use my knowledge of volleyball and fitness to develop training goals and plans?

Critical Thinking

- What do I need to do to perform the skills at the mastery level?
(Self assessment and self correction)
- How do I perform in practice situations in a way that promotes elevated game play?

Communication and Social Responsibility

- How do I conduct myself on and off the court, to demonstrate leadership and promote positive communications?
- How can I use my knowledge of the game to facilitate the sport of volleyball in the community and in the school through score-keeping, officiating, and coaching?

Content – Elaborations

Possible illustrations of content elaborations:

- Students use positional knowledge and teammate strengths to compose scrimmage teams.
- Students acquire knowledge of referee signals, rules and regulations to referee scrimmage games.
- Students acquire the knowledge of game-specific rules to effectively officiate matches.
- Senior students use skill development and game knowledge to run drills and team teach junior students.
- Students engage in peer assessment of skills to provide skill-appropriate feedback to teammates.
- Students engage in self-assessment of skills to construct self-feedback (goals) on improvement.
- Team decision to play 6-2, 4-2 or 5-1 system based on the skill and composition of their team.
- Students use skill-based knowledge to develop appropriate drills/activities.
- Students utilise sport-specific vocabulary when discussing strategy.
- Students acquire skills necessary to utilise the Volleyball BC and Volleyball Canada scoresheet to effectively score keep games.

Recommended Instructional Components:

The majority of this course will take place on the playing surface (indoor or outdoor facilities). The cycle of posting learning intentions, executing, providing feedback, key factor analysis, executing, and revisiting learning intentions will be commonplace. Instruction will occur in the following forms:

- On court presentations and drills on basic concepts and skills
- Class and group discussions of significant issues and topics, including refereeing, lining, and scorekeeping
- Readings in current volleyball media followed by class discussions of strategies
- Skill building drills that build volleyball strategy critical thinking
- Peer presentations
- Hands-on experiences analysis of video and third party research
- Demonstrations
- Modelling
- Simulations

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

The teacher is providing ongoing, descriptive feedback that is embedded in day to day instruction and provides varied and multiple opportunities for learners to demonstrate their learning. Assessment evidence will be collected using a wide variety of methods, such as:

- Observation (in person and video analysis)
- On-court skills tests
- Learning logs
- Personal fitness goals
- Student self-assessment

- Peer assessment
- Oral and written reports
- Quizzes

Student performance is based on the information collected through assessment activities. Coaches use their insight, knowledge about learning, and experience with students, along with specific criteria they establish, to make judgments about student performance in relation to learning outcomes of the course. Achievement indicators using language directly from the learning outcomes will be used to gauge the level of achievement for each player.

The breakdown of the grade will correspond to the time allotted to each learning unit. For example, 30% of the overall grade is based on performance and learning in the Team Play unit.

Unit	Topic/Title	Hours
1	Sport Specific Fitness	10% (12 hours)
2	Basic Volleyball Skills	30% (36 hours)
3	Theory	10% (12 hours)
4	Positional / Systems Play	20% (24 hours)
5	Team Play	20% (24 hours)
6	Community Involvement Training	10% (12 hours)
Total Hours		120 hours

Learning Resources:

Volleyball Canada <https://volleyballbc.org/coach/>

<https://volleyball.ca/en/development/coach/pathways>

Volleyball BC <http://www.volleyballbc.org/coaching/coaching-development/>

The Art of Coaching Volleyball <https://www.theartofcoachingvolleyball.com/>

Gold Medal Squared <https://www.goldmedalsquared.com/>

Volleyball Canada Athlete Development Matrix https://volleyball.ca/uploads/About/LTAD/VDM_Nov_5_2025_EN.pdf

Additional Information:

Thank you to Jennifer Kidd (SD8) for creating a similar BAA in Kamloops Lake in 2013 as we used her document to create ours.



Sports Performance Volleyball 12 Board/Authority Authorized Course

School District/Independent School Authority Name: Saanich School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD63
Developed by: Kirsten Dibblee, Katie Fast, and Scott Freeburn	Date Developed: January 2026
School Name: Parkland Secondary School and Claremont Secondary School	Principal's Name: Jason Earnshaw and Aaron Buckham
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Sports Performance Volleyball	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Gymnasium (indoor) and Grass/Beach Courts (outdoor), classroom space, scorecards, volleyball standards, pads and antennae, volleyball nets, volleyballs, and fitness equipment.

PHE teacher needs experience coaching volleyball at an advanced level.

PHE teacher needs Volleyball Canada Foundations and Development Trained or higher level Certification, experience in strength and conditioning testing and program development, and referee training. Experience coaching or playing in high performance sport environments.

Course Synopsis:

This course includes the examination of core volleyball skills, offensive and defensive strategies, positional play and systems of play used at all levels of volleyball (amateur, club, collegiate, and professional). Students will study current international volleyball trends in strategy and play. The course will follow the LTAD (Long Term Athlete Development) model set out by Volleyball Canada to ensure the safety and appropriate development of young athletes. Students will apply principles and theories through various aspects of team play and individual play on the volleyball court. The course will ensure students will follow a personalized strength and conditioning plan for the duration of the course. Students will engage in pre and during course fitness and skill testing.

Students will have opportunities to compete in a variety of arenas and will have opportunities to interact with local coaches within the community. Students will be required to participate in a minimum of 20 hours of community involvement by helping coach, referee, or volunteering as a scorekeeper throughout the course. Senior students will be encouraged to participate in opportunities for certification within refereeing or fundamental coaching. There may be a cost associated with completing certification.

This class will be a 'skills and drills' focused class to help improve and enhance current volleyball players' abilities within the school. There will also be classroom instruction. Personal commitment and responsibility are of the utmost importance for this course, and will have a significant impact on the success of this course. Grade 12 students will also be expected to demonstrate leadership skills within the class by assisting with drills and modelling exceptional behaviors and efforts in class.

Grade 12 students may continue to participate in opportunities for higher level certification within refereeing or fundamental coaching. There may be a cost associated with completing certification.

Goals and Rationale:

This course is offered to students of a moderate to advanced skill level, so they may work to develop their volleyball skills, improve individual fitness levels, understand positions and systems, demonstrate team play, understand the theory behind the game and its coordinating skill set, and specialize and/or train at a higher level. This course was driven by the demand from students, parents, and community looking for a more focused, in-depth volleyball experience allowing them a more varied skill set to compete for post secondary opportunities, and lifetime involvement in sport.

Indigenous Worldviews and Perspectives:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning involves the exploration of one's identity.

BIG IDEAS

Daily participation in physical activities influences our physical literacy and personal health and fitness goals.	Identify and perform key factors and outcomes for the successful performance of volleyball skills.	Communication is essential to successful teamwork.	Leadership development is an ongoing life skill.	Sport offers opportunities to develop life skills and develop their whole being.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Active Living</p> <ul style="list-style-type: none"> Execute fitness testing, and execute specific aerobic and anaerobic fitness markers according to Volleyball Canada’s age-appropriate development matrix (testing categories include: spike reach, block reach, pro agility, attack velocity and spin velocity) Perform and develop various tasks related to volleyball training Demonstrate successful performance; using proper technique, control, and accuracy, with the following individual skills: setting, passing, serving, attacking, blocking, and diving Demonstrate successful performance of the player’s role in: serve reception, offensive play, direct contact, support play, defensive play Pursue personal activity goals related to health promoting components (see fitness component above): <ul style="list-style-type: none"> Execute advanced technical combinations in game situations (tempo shifts, stacked serve receive, read-based defense, etc) Demonstrate positional mastery Design a periodized training program Plan and execute a nutrition plan for fueling the athlete’s body during the various phases of the pre, in and post season (according to the Volleyball Canada 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> The difference between aerobic and anaerobic fitness Training principles to enhance personal fitness Proper warm up, prehab and stretching procedure and purpose and how to develop a volleyball specific routine The mechanics involved in the following skills: setting, passing, hitting, serving, blocking Less obvious errors and more subtle error detection in skills Complex offensive and defensive skills and strategies Effective methods for individual preparation for competitive play SMART Goal setting for all aspects of on and off court skills Positions, their purpose and coordinating skills set Systems of play and their key components Appropriate decision making abilities in team play (1v1 to 6v6) The rules and regulations of the game Refereeing, scorekeeping and lining gameplay: using proper rules, signals, and proper paperwork filled out How to self assess and self correct

development matrix).

Critical Thinking

- Demonstrate and execute positions effectively
- Demonstrate and execute the principles of these systems of play; defensive and offensive
- Respond appropriately in game situations
- Describe and apply effective methods of team preparation
- Integrate fitness skills into practice and game:
 - Track and interpret in-match performance metrics (serve %, hitting %, digs per set, total offense, serve receive quality, etc)
 - Build personalized competition routines (pre-match, in-match, and post-match routines to improve performance)
 - Understand load management and recovery science

Communication and Social Responsibility

- Communicate in a positive and effective way
- Demonstrate safety, fair play and leadership
- Employ leadership techniques to improve chances of success in a variety of situations in team play
- Create and execute effective player positioning and team strategies:
 - Lead team culture conversations
 - Mentor Grade 10/11 athletes
 - Plan / Execute community volleyball events
 - Explore post-secondary volleyball pathways (such as USport, CCAA, coaching pathways, referring pathways, and professional sport opportunity)

- How to communicate in team play and be effective team leaders
- Understand the mental wellness aspects of entering a competitive arena including exploration of mindfulness, feedback, dealing with stress and anxiety:
 - How athlete nutrition impacts their performance
 - How to plan and execute a multi-school tournament hosted for a junior level of play. This includes scheduling a tournament draw, allocating referees, monitoring schedule, determining playoff seeding, managing coaches and referees, and assisting with communicating with registered teams.
 - Understanding senior high, post-secondary, and international rules and regulations of the game
- Refereeing, scorekeeping, and lining school and club level gameplay: using proper rules, signals, and proper paperwork filled out

Big Ideas – Elaborations

Daily participation in physical activities influences our physical literacy and personal health and fitness goals

Sample question to support inquiry with students:

- What role does participating in volleyball play in lifelong health and well-being and increase the likelihood that I will continue to have an active lifestyle?
- How can I continue this lifestyle after secondary school?
- How does fitness training and executing fitness goals improve athletic performance specific to volleyball?
- How can I develop plans to support my goals?

Identify and perform key factors and outcomes for the successful performance of volleyball skills

Sample question to support inquiry with students:

- What are the key factors for a successful set, pass, serve, hit, block etc?
- Am I successfully performing these factors in the skill?
- How can I train to improve my skills?

Communication is essential to successful teamwork

Sample question to support inquiry with students:

- What type of communication occurs on and off the court, and pre, during, and post play?
- Am I successfully communicating with my teammates, and in what manner?
- What happens in the game when communication is absent?

Leadership development is an ongoing life skill

Sample question to support inquiry with students:

- How do leaders seek to provide players/teammates with maximum opportunities to achieve success?
- What does successful leadership look like within the game of volleyball?
- How can I demonstrate an understanding of group dynamics and effective teamwork?
- What leadership skills and abilities, such as effectively leading change, resolving conflict, and motivating others can I effectively use in class?

Sport offers opportunities to develop life skills and develop their whole being

Sample questions to support inquiry-based learning:

- What social, physical, spiritual, emotional and mental skills can I develop to help maintain balance between my athletics, academics, and other life challenges?
- How can my nutrition support my wellness goals and sport performance?
- How can I develop healthy sleep habits to support my wellness goals and sport performance?
- What steps do I need to take to play volleyball at post-secondary school?

Curricular Competencies – Elaborations

Samples of questions to support inquiry:

Active Living

- Am I setting appropriate fitness goals and developing them beyond class sessions?
- How can I use my knowledge of volleyball and fitness to develop training goals and plans?

Critical Thinking

- What do I need to do to perform the skills at the mastery level?
(Self assessment and self correction)

- How do I perform in practice situations in a way that promotes elevated game play?

Communication and Social Responsibility

- How do I conduct myself on and off the court, to demonstrate leadership and promote positive communications?
- How can I use my knowledge of the game to facilitate the sport of volleyball in the community and in the school through score-keeping, officiating, and coaching?

Content – Elaborations

Possible illustrations of content elaborations:

- Students use positional knowledge and teammate strengths to compose scrimmage teams.
- Students acquire knowledge of referee signals, rules and regulations to referee scrimmage games.
- Students acquire the knowledge of game-specific rules to effectively minor officiate matches.
- Senior students use skill development and game knowledge to run drills and team teach junior students.
- Students engage in peer assessment of skills to provide skill-appropriate feedback to teammates.
- Students engage in self-assessment of skills to construct self-feedback (goals) on improvement.
- Team decision to play 6-2, 4-2 or 5-1 system based on the skill and composition of their team.
- Students use skill-based knowledge to develop appropriate drills/activities.
- Students utilise sport-specific vocabulary when discussing strategy.
- Students acquire skills necessary to utilise the Volleyball BC and Volleyball Canada scoresheet to effectively score keep games.

Recommended Instructional Components:

The majority of this course will take place on the playing surface (indoor or outdoor facilities). The cycle of posting learning intentions, executing, providing feedback, key factor analysis, executing, and revisiting learning intentions will be commonplace. Instruction will occur in the following forms:

- On court presentations and drills on basic concepts and skills
- Class and group discussions of significant issues and topics, including refereeing, lining, and scorekeeping
- Readings in current volleyball media followed by class discussions of strategies
- Skill building drills that build volleyball strategy critical thinking
- Peer presentations
- Hands-on experiences analysis of video and third party research
- Demonstrations
- Modelling
- Simulations

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

The teacher is providing ongoing, descriptive feedback that is embedded in day to day instruction and provides varied and multiple opportunities for learners to demonstrate their learning. Assessment evidence will be collected using a wide variety of methods, such as:

- Observation (in person and video analysis)
- On-court skills tests
- Learning logs
- Personal fitness goals
- Student self-assessment
- Peer assessment
- Oral and written reports
- Quizzes

Student performance is based on the information collected through assessment activities. Coaches use their insight, knowledge about learning, and experience with students, along with specific criteria they establish, to make judgments about student performance in relation to learning outcomes of the course. Achievement indicators using language directly from the learning outcomes will be used to gauge the level of achievement for each player.

The breakdown of the grade will correspond to the time allotted to each learning unit. For example, 30% of the overall grade is based on performance and learning in the Team Play unit.

Unit	Topic/Title	Hours
1	Sport Specific Fitness	10% (12 hours)
2	Basic Volleyball Skills	30% (36 hours)
3	Theory	10% (12 hours)
4	Positional / System Play	20% (24 hours)
5	Team Play	20% (24 hours)
6	Community Involvement Training	10% (12 hours)
Total Hours		120 hours

Learning Resources:

Volleyball Canada <https://volleyballbc.org/coach/>

<https://volleyball.ca/en/development/coach/pathways>

Volleyball BC <http://www.volleyballbc.org/coaching/coaching-development/>

The Art of Coaching Volleyball <https://www.theartofcoachingvolleyball.com/>

Gold Medal Squared <https://www.goldmedalsquared.com/>

Volleyball Canada Athlete Development Matrix https://volleyball.ca/uploads/About/LTAD/VDM_Nov_5_2025_EN.pdf

Additional Information:

Thank you to Jennifer Kidd (SD8) for creating a similar BAA in Kamloops Lake in 2013 as we used her document to create ours.

To: Education Directions Committee

Prepared By: Melanie Paas
Assistant Superintendent

Subject: 2026/27 Academy and Specialty Program Fees

Date: February 26, 2026

Context

Under School Act, Section 82.1, Boards may offer Specialty Academies and charge fees that offset costs beyond the standard educational program, provided the Parents' Advisory Council (PAC) at the school is consulted and approves the schedule of fees, and the Board makes the schedule of fees publicly available before July 1st of each year.

In order to meet this requirement, Saanich School District have asked schools offering a Specialty Academy to complete an annual process:

- Reviewing academy fees for the subsequent year and, if required, provide rationale for any increase;
- Meeting with the school PAC members to obtain approval for the fees for the subsequent year;
- Preparing a letter for PAC member signatures;
- Submitting a copy of the signed letter to the Assistant Superintendent who will prepare a report for the Education Directions meeting; and (subject to Board approval); and
- Schools sharing Academy Fee information on their website by no later than June 30th.

Included in the Fees:

Academy fees at each school support the following program costs:

Climbing:	Coach, equipment, busing;
Hockey:	Additional instructor, ice time and busing;
Judo	Additional instructor, guest instructors and mats;
Sailing:	Sidney/North Saanich Yacht Club – technical experience, boat rentals, equipment;
Lacrosse	Additional instructor, field rental, busing equipment, tournament registrations;
Aquatics:	Transportation and swimwear;
Golf:	Green fees, golf professional, equipment, tournament registrations, busing; and
Rowing:	Additional instructor, equipment and facilities rental, Rowing Club fees, regatta entry costs, equipment, busing

Communication

- Each academy has a tab on the school website under Programs, with a description of the course. Application packages are available, including fee structure information.
- Information is shared at the annual Open House event, and at school Info Nights.
- Details are shared in person at information sessions to Grade 8 students who are transitioning to Grade 9.
- No students are excluded due to hardship. Schools are able to reduce or waive fees for any student that is unable to pay. For some students, fees are waived each year.

2026/27 Proposed Fee Changes for Lacrosse, Aquatics, Rowing

Background

- Post-COVID Fee Freeze (3 years): From 2021/22 through 2023/24, academy fees were held flat to support families, despite escalating costs (equipment, facility rentals, transportation, and coaching wages).
- Modest 2024/25 Adjustment: A limited \$50 increase was introduced in 2024/25 in all Academies.

- Resulting Pressure: A cumulative \$50 change over five years did not keep pace with inflationary pressures, with Lacrosse and Rowing operating at a deficit for the past two years.
- Aquatics: Historically relied on prior overages, but that surplus is now exhausted. With increases in busing and staff wages, Aquatics now also requires an increase to maintain current service levels.

Analysis

- Cost Drivers:
 - People: Coaching/technical instruction, supervision, and associated wage increases.
 - Program Inputs: Facility rentals (pools/fields/boats), equipment replacement & maintenance, consumables, and transportation (fuel and rates).
- Status Quo Gap:
 - To avoid annual deficits and preserve the current programming, full cost recovery results in an increase between 12–30%, varying by academy. To balance affordability with sustainability, staff are proposing a 6% in 2026/27 for Lacrosse, Aquatics and Rowing Academies as the first step in a three-year stabilization plan.

Proposal

Reference point: Approved 2025/26 fees (Lacrosse: Girls \$750 & Boys \$1,250); Aquatics \$520; Rowing \$2,400.

Using a 6% increase for 2026/27, the indicative fees would be:

- Lacrosse – Girls: \$750 → \$795 (+\$45); Boys: \$1,250 → \$1,325 (+\$75);
- Aquatics – \$520 → \$552 (+\$32)
- Rowing – New: \$2,400 → \$2,544 (+\$144)

Financial Implications

- The proposed 6% increase in 2026/27 will reduce the operating gap created by several years of flat fees and a minimal \$50 uplift in 2024/25, while avoiding significant service reductions (e.g., fewer sessions, reduced coaching time, or fewer competition opportunities).
- Absent this adjustment, Lacrosse and Rowing will be required to look at some program service reductions;
- Staff will return in early 2027 to recommend the second-year adjustment of the three-year stabilization plan.

Recommendation

That the Board approve the Academy Fees and Programs of Choice for the 2026-27 School Year.

Respectfully submitted,



Melanie Paas
Assistant Superintendent

MP/skd

**2026-27 Summary of Fees for
Academies and Programs of Choice**

<u>Academy / Program Name</u>	<u>25/26 Annual Registration Fee</u>	<u>Proposed 26/27 Registration Fee</u>
CLAREMONT		
Lacrosse	Girls	\$750.00
	Boys	\$1,250.00
Aquatics	\$520.00	\$552.00
Golf	\$1,300.00	\$1,300.00
Rowing	\$2,400.00	\$2,544.00
STELLY'S		
Climbing Academy	<u>Year</u>	<u>Year</u>
	(new student)	\$1,425.00
	(returning student)	\$1,300.00
	<u>Semester</u>	<u>Semester</u>
(new student)	\$900.00	\$900.00
(returning student)	\$750.00	\$750.00
PARKLAND		
Hockey Academy	<u>Sem1</u> <u>Sem2</u>	<u>Sem1</u> <u>Sem2</u>
	\$1000.00 N/A	\$1000.00 N/A
Judo Academy	<u>Year</u>	<u>Year</u>
	\$750.00	\$750.00
Sailing Academy	<u>Fall</u>	<u>Fall</u>
	\$200.00	\$200.00
	<u>Spring</u>	<u>Spring</u>
	\$300.00	\$300.00
International Baccalaureate	<u>Year</u>	<u>Year</u>
	\$600.00	\$600.00
	<u>Course</u>	<u>Course</u>
	\$175.00	\$175.00



CLAREMONT
SECONDARY SCHOOL

January 20, 2026

Claremont Sports Institute

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

- a) The board has consulted with the parents' advisory council for the school where the board proposed to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees...a board must:

- a) Consult with the parents' advisory council for the school where the specialty academy is offered, and
- b) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2026-2027 fee structure for the Claremont Sports Institute as approved by our Parent Advisory Council:

The cost to students for participating in the **Claremont Sports Institute – Rowing** is \$265.00 per month for a yearly fee (10 months) of \$2650.00 Consistent with district policy, no student will be excluded due to hardship.

Proposed fees are subject to final approval by the Saanich Board of Education.

2026-2027 fee structure for the Claremont Sports Institute as approved by our Parent Advisory Council:

Signatures:

T. Landsmeer
PAC Member Name

T. Landsmeer
PAC Member Signature

20-01-2026
Date

Julia Desramaux
PAC Member Name

J. Desramaux
PAC Member Signature

20-01-2026
Date

RICHARD ANTHONY
PAC Member Name

R. Anthony
PAC Member Signature

20 JAN 2026
Date



CLAREMONT

SECONDARY SCHOOL

January 20, 2026

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Section 82.1 (6) Before establishing a schedule of fees...a board must:

- a) Consult with the parents' advisory council for the school where the specialty academy is offered, and
- b) Obtain the approval of the parents' advisory council for the schedule of fees.

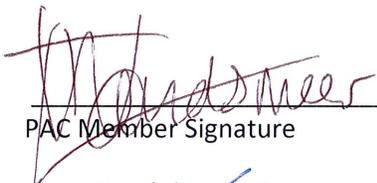
The following is the 2026-2027 fee structure for the Claremont Sports Institute as approved by our Parent Advisory Council:

The cost to students for participating in the **Claremont Sports Institute – Aquatics** is \$68.00 per month for a yearly fee (10 months) of \$680.00 Consistent with district policy, no student will be excluded due to hardship.

Proposed fees are subject to final approval by the Saanich Board of Education.

2026-2027 fee structure for the Claremont Sports Institute as approved by our Parent Advisory Council:

Signatures:

<u>T. Landsmeer</u> PAC Member Name	<u></u> PAC Member Signature	<u>20-1-2026</u> Date
<u>RICHARD ANTHONY</u> PAC Member Name	<u></u> PAC Member Signature	<u>20 JAN 2026</u> Date
<u>BERNARD TONKS</u> PAC Member Name	<u></u> PAC Member Signature	<u>20-JAN-2026</u> Date



CLAREMONT

SECONDARY SCHOOL

January 20, 2026

Claremont Sports Institute

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

- a) The board has consulted with the parents' advisory council for the school where the board proposed to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees...a board must:

- a) Consult with the parents' advisory council for the school where the specialty academy is offered, and
- b) Obtain the approval of the parents' advisory council for the schedule of fees.

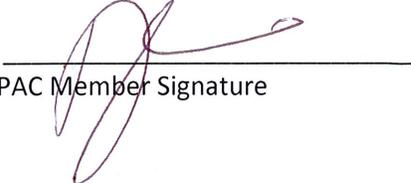
The following is the 2026-2027 fee structure for the Claremont Sports Institute as approved by our Parent Advisory Council:

The cost to students for participating in the **Claremont Sports Institute – Golf** is \$130.00 per month for a yearly fee (10 months) of \$1300.00. Consistent with district policy, no student will be excluded due to hardship. The fee has not changed from previous year.

Proposed fees are subject to final approval by the Saanich Board of Education.

2026-2027 fee structure for the Claremont Sports Institute as approved by our Parent Advisory Council:

Signatures:

<u>I. Landsmeer</u> PAC Member Name	<u></u> PAC Member Signature	<u>20-01-2026</u> Date
<u>RICHARD ANTHONY</u> PAC Member Name	<u></u> PAC Member Signature	<u>20 JAN 2026</u> Date
<u>BERNARD TONKS</u> PAC Member Name	<u></u> PAC Member Signature	<u>20-JAN-2026</u> Date



CLAREMONT

SECONDARY SCHOOL

January 20, 2026

Claremont Sports Institute

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

- a) The board has consulted with the parents' advisory council for the school where the board proposed to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees...a board must:

- a) Consult with the parents' advisory council for the school where the specialty academy is offered, and
- b) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2026-2027 fee structure for the Claremont Sports Institute as approved by our Parent Advisory Council:

The cost to students for participating in the **Claremont Sports Institute – Lacrosse Girls** is \$90.00 per month for a yearly fee (10 months) of \$900.00. Consistent with district policy, no student will be excluded due to hardship.

Proposed fees are subject to final approval by the Saanich Board of Education.

2026-2027 fee structure for the Claremont Sports Institute as approved by our Parent Advisory Council:

Signatures:

<u>T. Landsmeer</u> PAC Member Name	<u>[Signature]</u> PAC Member Signature	<u>20-01-2026</u> Date
<u>Julie Desramant</u> PAC Member Name	<u>[Signature]</u> PAC Member Signature	<u>20-01-2026</u> Date
<u>RICHARD ANTHONY</u> PAC Member Name	<u>[Signature]</u> PAC Member Signature	<u>20 JAN 2026.</u> Date



CLAREMONT
SECONDARY SCHOOL

January 20, 2026

Claremont Sports Institute

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

- a) The board has consulted with the parents' advisory council for the school where the board proposed to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees...a board must:

- a) Consult with the parents' advisory council for the school where the specialty academy is offered, and
- b) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2026-2027 fee structure for the Claremont Sports Institute as approved by our Parent Advisory Council:

The cost to students for participating in the **Claremont Sports Institute – Lacrosse Boys** is \$135.00 per month for a yearly fee (10 months) of \$1350.00. Consistent with district policy, no student will be excluded due to hardship.

Proposed fees are subject to final approval by the Saanich Board of Education.

2026-2027 fee structure for the Claremont Sports Institute as approved by our Parent Advisory Council:

Signatures:

T. Landsmeer
PAC Member Name

T. Landsmeer
PAC Member Signature

20-1-2026
Date

Julia Desramaux
PAC Member Name

J. Desramaux
PAC Member Signature

20-01-2026
Date

BRANDON TONKY
PAC Member Name

Brandon Tonky
PAC Member Signature

20-JAN-2026
Date



PARKLAND SECONDARY SCHOOL



An Innovative, Inspiring, Inclusive Learning Community

Feb 13, 2026

Dear Parkland PAC

RE: Parkland Sailing Academy (No Change in Fees)

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

a) The board has consulted with the parents' advisory council for the school where the board proposed to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees...a board must:

a) Consult with the parents' advisory council for the school where the specialty academy is offered, and

b) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2026-27 fee structure for the **SAILING ACADEMY** as approved by our Parent Advisory Council:

The cost to students for participating in the SAILING ACADEMY is \$200 for Fall Season and \$300 for Spring season. Consistent with district policy, no student will be excluded due to hardship.

Proposed fees are subject to final approval by the Saanich Board of Education.

Signatures:

<u>Ashley Sososky</u>	<u>A Sososky</u>	<u>Feb 23/26</u>
PAC Member Name	PAC Member Signature	Date
<u>Garb Wilson</u>	<u>GWilson</u>	<u>23 FEB 2026</u>
PAC Member Name	PAC Member Signature	Date
<u>Nathaniel Morbey</u>	<u>N Morbey</u>	<u>Feb 23 /2026</u>
PAC Member Name	PAC Member Signature	Date



PARKLAND SECONDARY SCHOOL



An Innovative, Inspiring, Inclusive Learning Community

Feb 13, 2026

Dear Parkland PAC

RE: Parkland Hockey Academy (No Change in Fees)

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

a) The board has consulted with the parents' advisory council for the school where the board proposed to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees...a board must:

a) Consult with the parents' advisory council for the school where the specialty academy is offered, and

b) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2026-27 fee structure for the **Hockey ACADEMY** as approved by our Parent Advisory Council:

The cost to students for participating in the Hockey ACADEMY is \$1,000 for the first semester season. Consistent with district policy, no student will be excluded due to hardship.

Proposed fees are subject to final approval by the Saanich Board of Education.

Signatures:

<u>Ashley Sosnosky</u>	<u>A Sosnosky</u>	<u>Feb 23/26</u>
PAC Member Name	PAC Member Signature	Date
<u>Garb Wilson</u>	<u>GWilson</u>	<u>23 FEB 2026</u>
PAC Member Name	PAC Member Signature	Date
<u>Nathaniel Morbey</u>	<u>NMorbey</u>	<u>Feb 23 /2026</u>
PAC Member Name	PAC Member Signature	Date



PARKLAND SECONDARY SCHOOL



An Innovative, Inspiring, Inclusive Learning Community

Feb 13, 2026

Dear Parkland PAC

RE: Parkland IB Diploma Program (No Change in Fees)

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

- 1. The board has consulted with the parents' advisory council for the school where the board proposed to offer the specialty academy,

Section 82.1 (6) Before establishing a schedule of fees...a board must:

- 1. Consult with the parents' advisory council for the school where the specialty academy is offered, and
- 2. Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2026-27 fee structure for the **IB Diploma Program** as approved by our Parent Advisory Council:

The costs to students for participating in the full IB Diploma and IB Certificate program are:

Registration Fee - All IB Students	\$250 - Returned after Completion of Program
Diploma Year 1	\$600
Diploma Year 2	\$600
Certificate Program Year 1	\$175 per Course to a Max of \$600
Certificate Program Year 2	\$175 per Course to a Max of \$600

Signatures:

Ashley Sosnosky A Sosnosky Feb 23/26

PAC Member Name PAC Member Signature Date
Carlo Wilson C Wilson 23 FEB 2026

PAC Member Name PAC Member Signature Date
Nathaniel Morbey N Morbey Feb 23 /2026

PAC Member Name PAC Member Signature Date



PARKLAND SECONDARY SCHOOL



An Innovative, Inspiring, Inclusive Learning Community

Feb 13, 2026

Dear Parkland PAC

RE: Parkland Judo Academy (No Change in Fees)

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

a) The board has consulted with the parents' advisory council for the school where the board proposed to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees...a board must:

a) Consult with the parents' advisory council for the school where the specialty academy is offered, and

b) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2026-27 fee structure for the **Judo ACADEMY** as approved by our Parent Advisory Council:

The cost for students to participate in the Judo ACADEMY (Full Year) is \$750. Consistent with district policy, no student will be excluded due to hardship.

Proposed fees are subject to final approval by the Saanich Board of Education.

Signatures:

<u>Ashtley Sonosky</u>	<u>ASonosky</u>	<u>Feb 23 / 26</u>
PAC Member Name	PAC Member Signature	Date
<u>Carb Wilson</u>	<u>CPWilson</u>	<u>23 FEB 2026</u>
PAC Member Name	PAC Member Signature	Date
<u>Nathaniel Morbey</u>	<u>NMorbey</u>	<u>Feb 23 / 2026</u>
PAC Member Name	PAC Member Signature	Date



January 9, 2026

Stelly's Climbing Academy

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

- a) The board has consulted with the parents' advisory council for the school where the board proposed to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees...a board must:

- a) Consult with the parents' advisory council for the school where the specialty academy is offered, and
- b) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2026-27 fee structure for the Climbing Academy as approved by our Parent Advisory Council:

The cost to students for participating in the Climbing Academy is the following:

- \$1425 for New Full Year students
- \$1300 for Returning Full Year students
- \$900 for Half Year students
- \$750 for Half Year students

Signatures:

Andrea Stronks
 PAC Member Name

[Signature]
 PAC Member Signature

Feb 17, 2026
 Date

Fred Hoensch
 PAC Member Name

[Signature]
 PAC Member Signature

2026-02-17
 Date

RYAN GREENFIELD
 PAC Member Name

[Signature]
 PAC Member Signature

2026-02-17
 Date

Sincerely,

[Signature]

Ryan Braun
 Vice-Principal
 Stelly's Secondary

