



## ÉCOLE SECONDAIRE ARGYLE SECONDARY SCHOOL

1131 Frederick Road, North Vancouver, B.C. V7K 1J3 Tel: (604) 903-3300 FAX: (604) 903-3301

Dear Parent/Guardian,

Thank you for your support with your child's application to the Peak Performance Program. This Program allows students to have a flexible timetable to accommodate elite student athletes and performers to balance education with demanding competition and training schedules. Be aware that there are no credits associated with the Peak Program, and therefore extra attention should be paid to credits earned towards your child's Graduation Program in Grades 10-12. Students are required to re-apply each year to ensure that the level of competition and training meets the requirements for this Program.

Eligibility, information, and applications can be found at:

<http://www.sd44.ca/ProgramsServices/PeakPerformance/Pages/default.aspx>

(The link is also on the Argyle Course Programming Page.)

**Please provide the following information on this letter and staple to the District Peak form and submit to Ms. Hall.**

1. Please check what timetable flexibility your student is requesting:

- ☐ one study block anytime within in the timetable
- ☐ one study block in the afternoon
- ☐ two study blocks anytime in the timetable
- ☐ two study blocks in the afternoon (no Periods 4 & 8)
- ☐ Other: \_\_\_\_\_

2. If you are requesting to omit PHE 8 or 9, please see (and sign) the back of this form regarding the alternate delivery of the Health Curriculum and sign the bottom of the form. **Please note that PHE 10 is a required course mandated for Graduation, and must either be taken here at Argyle or online through North Vancouver Distributed Learning.**

3. Please be aware that Peak Performance blocks are not monitored by school staff. When your child is granted an unstructured period within the regular school day, Argyle School does not track the whereabouts of your child. **Therefore, the responsibility of supervision is on the parent and or guardian during this time and to ensure their safety and well-being.** If they choose to be at Argyle during this unstructured period, they will be expected to be working in either the cafeteria or library at Argyle.

If you have any further questions about this request or the Peak Performance program, please do not hesitate to contact your school administrator.

Acknowledgement of Peak Performance policies:

_____	_____	_____
(Student name)	(Student signature)	(date)
_____	_____	_____
(Parent name)	(Parent signature)	(date)

Physical and Health Education (PHE) 8 & 9 is designed to develop educated citizens who have the knowledge, skills, and understandings they need to be safe, active, and healthy citizens throughout their lives. PHE curriculum focuses on competencies that support life-long learning—competencies that can contribute to personal lives and career aspirations.

PHE emerges from two areas of learning, physical education and health education, that are brought together in order to promote and develop all aspects of well-being. The health related learning standards that are set out for students in the PHE curriculum are listed below.

<b><i>Social and Community Health</i></b>
<ul style="list-style-type: none"> <li>➤ Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations</li> <li>➤ Propose strategies for responding to discrimination, stereotyping, and bullying</li> <li>➤ Propose strategies for developing and maintaining healthy relationships</li> <li>➤ Create strategies for promoting the health and well-being of the school and community</li> </ul>
<b><i>Healthy and Active Living</i></b>
<ul style="list-style-type: none"> <li>➤ Participate daily in physical activity designed to enhance and maintain health components of fitness</li> <li>➤ Describe how students' participation in physical activities at school, at home, and the community can influence their health and fitness</li> <li>➤ Develop strategies for promoting healthy eating choices in different settings</li> <li>➤ Assess factors that influence healthy choices and their potential health effects</li> <li>➤ Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour</li> <li>➤ Identify and apply strategies to pursue personal healthy-living goals</li> <li>➤ Reflect on outcomes of personal healthy-living goals and assess strategies used</li> </ul>
<b><i>Mental Well-Being</i></b>
<ul style="list-style-type: none"> <li>➤ Describe and assess strategies for promoting mental well-being, for self and others</li> <li>➤ Describe and assess strategies for managing problems related to mental well-being and substance use, for others</li> <li>➤ Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence</li> <li>➤ Explore and describe the impact of transition and change on identities</li> </ul>

Students and their parents/guardians may arrange for alternative delivery for Physical and Health-related learning standards. It is expected that students who arrange for alternate delivery will address the Physical and Health-related learning standards and will be able to demonstrate their understanding of these standards.

If your son/daughter is not enrolling in a PHE 8 or PHE 9 Course, please ensure to make the necessary arrangements to ensure your child meets the Health learning standards as the Ministry of Education mandates in this curriculum. Students not enrolled in PHE 8 or 9 MUST complete a Daily Physical Activity reporting form each reporting period. Forms are available in the office.

\_\_\_\_\_  
(Parent name)

\_\_\_\_\_  
(Parent signature)

\_\_\_\_\_  
(date)