

School District #75 (Mission)
Public Meeting of the Board of Education
Agenda

June 16, 2020, 1:00 pm

Zoom Meeting

Visit www.mpsd.ca > Board of Education > Meeting Information to connect virtually.

Pages

1. **CALL TO ORDER**
The Board Chair will acknowledge that this meeting is being held on Traditional Territory.
2. **ADOPTION OF AGENDA**
3. **DELEGATIONS/PRESENTATIONS**
4. **UNFINISHED BUSINESS**
5. **STAFF REPORTS**
 - 5.1 Reporting out from Closed Meeting
 - 5.2 Report on School District function during CoVid Pandemic Information 1
 - 5.3 Yearend Superintendent Report Information 2
 - 5.4 2020-21 Board Meeting Schedule Action 3 - 5
 - 5.5 BAA Courses Action 6 - 76
6. **NEW BUSINESS**
 - 6.1 Different Together Pledge Action 77 - 78
7. **MINUTES OF PREVIOUS MEETINGS**
 - 7.1 Board of Education Public Meeting Minutes, May 19, 2020 Action 79 - 82
8. **INFORMATION ITEMS**
 - 8.1 Special Committee of the Whole Meeting - June 23, 2020 at 3:30 pm
 - 8.2 Special Public Board Meeting - June 30, 2020 at 3:30 pm
9. **CORRESPONDENCE**
10. **COMMITTEE MINUTES/LIAISON REPORTS**

11. ANNOUNCEMENTS

11.1 BCPSEA Trustee Liaison

12. QUESTION PERIOD

Questions asked must be related to items discussed on the Agenda. Labour, Land, and Legal issues will not be discussed.

13. ADJOURNMENT

ITEM 5.2 Information

TO: Board of Education
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Report on School District function during CoVid Pandemic

1. Summary:

The Superintendent will provide a review of operations during the last month. Areas of discussion include:

- Stage 3 – Return to School
- Childcare
- Continuity of Learning
- Graduation
- Redeployment
- Facilities
- Supplies
- Liaison with District of Mission, other partners
- Overall morale
- Effectiveness of telework, remote instruction, etc.
- Ministry of Education

2. Background:

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 5.3 Information

TO: Board of Education
FROM: A. Wilson, Superintendent of Schools
K. Alvarez, Assistant Superintendent of Schools
SUBJECT: Yearend Superintendent Report

1. Summary:

The Superintendent will provide a yearend report on closing observations for the 2019-2020 school year.
The Assistant Superintendent will highlight yearend curriculum support initiatives.

2. Background:

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
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- g. Benefits
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5. Public Participation:

6. Implementation:

7. Attachments:

Public Meeting of the Board of Education

Tuesday, June 16, 2020



ITEM 5.5 Action

TO: Board of Education
 FROM: A. Wilson, Superintendent of Schools
 C. Becker, Secretary Treasurer
 SUBJECT: 2020-21 Board Meeting Schedule

Recommendation

THAT the 2020-2021 Board of Education and Committee of the Whole meeting schedules be approved.

1. Summary:

In accordance with the policy for [Board Meeting Procedures](#), the proposed meeting schedule will allow the Board of Education to complete the work outlined in the attached annual Board Work Plan. Closed and Public Board meetings are held on the third Tuesday of each month.

September 22, 2020 - Fraserview LC	February 16, 2021 - Windebank
October 20, 2020 - Hatzic Elementary	March 9, 2021 - École Mission Central
November 17, 2020 - Heritage Park Middle School	April 20, 2021 - Silverdale Elementary
December 15, 2020 - École Mission Senior Secondary	May 18, 2021 - Riverside College
January 19, 2021 - École Christine Morrison	June 15, 2021 - Cherry Hill

Regular and Special Committee of the Whole meetings are held the first Tuesday of each month at the District Office. The meetings are to seek clarification on issues, obtain input from the public, or provide information to the public.

September 15, 2020	February 2, 2021
September 29, 2020 – Boundary Review	February 23, 2021 – 2021/2022 Budget Priorities
October 6, 2020	March 2, 2021
October 27, 2020 – Boundary Review	March 30, 2021 – 2021/2022 Budget
November 3, 2020	April 6, 2021
December 1, 2020	April 27, 2021 – 2021/2022 Budget
January 12, 2021	May 4, 2021
January 26, 2021 – Amended Budget	May 11, 2021 – 2021/2022 Budget
	June 1, 2021

The Trades & Training Advisory Committee will meet a minimum of 3 (three) times per year. The meetings are scheduled to commence at 4 pm at the District Education Office and are open to the public. The Committee may change the start time and meeting location as needed.

October 27, 2020	April 13, 2021
February 9, 2021	

- 2. Background:**
- 3. Options:**
- 4. Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Enhancement Agreement
 - c. Funding Guidelines, Costing, & Budget Impact
 - d. Policy, Legislation, Regulation
 - e. Organizational Capacity
 - f. Risks
 - i. Organizational
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- 5. Public Participation:**
- 6. Implementation:**
- 7. Attachments:**
 - a. Annual Board Work Plan

ANNUAL BOARD WORK PLAN

SEPTEMBER

- ☑ Review the Audit findings
- ☑ Approve Audited Financial Statements - September 30
- ☑ Borrowing Resolution
- ☑ Election of Board Chairperson and Vice Chairperson
- ☑ Trustee Appointments to Committees and Community Liaison Groups
- ☑ Strategic Plan Review
- ☑ Submit Executive Compensation Disclosure to Public Sector Employers' Council - September 30
- ☑ Consider Motions to BCSTA Provincial Council

OCTOBER

- ☑ Represent Board at BCPSEA Symposium
- ☑ Represent Board at BCSTA Provincial Council Meeting
- ☑ Represent Board at Ministry of Education Annual Liaison Meeting

NOVEMBER

- ☑ Receive Enrolment Update Report
- ☑ Review First Quarter Financial Information
- ☑ Receive Employee FTE Summary Report
- ☑ Attend the BCSTA Trustee Academy

DECEMBER

- ☑ Consider Motions for BCSTA Annual General Meeting and Provincial Council
- ☑ Board Chair's Annual Report (included in annual report)
- ☑ Annual Report
- ☑ Statement of Financial Information (SOFI) December 31

JANUARY

- ☑ Receive the Ministry of Education Funding Update
- ☑ Review Terms of Engagement and Appoint or Reappoint Financial Statements Auditor
- ☑ Complete Superintendent Growth Plan Review
- ☑ Represent Board at BCPSEA Annual General Meeting

FEBRUARY

- ☑ Adopt the Amended Annual Budget Bylaw - February 28
- ☑ Review Second Quarter Financial Information
- ☑ Receive Enrolment Projection Report
- ☑ Represent Board at BCSTA Provincial Council Meeting

MARCH

- ☑ Receive Ministry of Education Estimated Funding for upcoming year
- ☑ Meetings with Partner Groups and Students on Budget
- ☑ Approval of School District Calendar

APRIL

- ☑ Receive Proposed Preliminary Budget
- ☑ Engage in the Budget Consultation Process
- ☑ Approve Annual Facilities Grant Submission
- ☑ Attend the BCSTA Annual General Meeting

MAY

- ☑ Receive the Third Quarter Financial Information
- ☑ Adopt the Annual Budget Bylaw - June 30
- ☑ School Growth Plans
- ☑ Trustee Remuneration (discussion)

JUNE

- ☑ Adopt the Board Calendar for the Upcoming Year
- ☑ Approve Five-Year Capital Plan - June 30
- ☑ Complete Superintendent Growth Plan Review

OTHER ITEMS SCHEDULED AS NEEDED

Review and Approve Board Policies and Bylaws Review and Hear Appeals as needed Ratify Principal and Vice-Principal Appointments Ratify Collective Agreements Approve Exempt Compensation Approve Disposition of Real Property (land and buildings) Declare Recognize School and Community Highlights Receive IT Plan Updates Represent Board at BCSTA Branch Meetings Attend School Functions Attend Employee Recognition Events

ITEM 6.4 Action

TO: Board of Education
FROM: W. Peary, School Principal
SUBJECT: BAA Courses 2020-21

Recommendation

THAT the following Board Authority Authorized courses be reviewed and considered for approval by the Board of Education:

**Esthetics – Introduction to Esthetics
Esthetics – General Sciences
Esthetics – Specific Sciences
Esthetics – Advanced Treatment - Nails and Feet
Esthetics – Advanced Treatment - Skin
Esthetics – Client Services
Esthetics – World of Makeup
Esthetics – Business Skills**

1. Summary:

This past school year, Riverside College partnered with VCC to re-open the Esthetics program. The partnership saw VCC offering their Esthetics program with one of their instructors on the Riverside College campus. The Mission School District will need to change the way this program is offered with the announcement of the changes happening with School Aged Graduates taking Dual Credit Courses (see Deputy Minister's Bulletin from April 6th). The abridged version of the policy is that school districts will no longer be able to claim student funding for School Aged Graduates to be used for paying tuition for post-secondary programs. This is an issue for this specific program.

2. Background:

Riverside College is a unique school. The school is governed by the Board of Trustees for School District #75 and Riverside College employs its own instructors. This allows Riverside College to offer its programs to School Aged Graduates. Here is an excerpt taken from the Deputy Minister's Bulletin:

- The School Act states that school age students are eligible for a free (i.e. funded) educational program provided that the student is enrolled in an educational program in a school operated by the board. A student is "school age" until the end of the school year (June 30) in which they turn 19.*
- When a school age student has already met graduation requirements, they continue to be eligible for instruction in an educational program after the student has met the general requirements only if the educational program is in a school operated by the board (i.e., a course delivered by a Board of Education's school).*

Mr. Peary is currently attempting to renegotiate a MOU with VCC to be able to rent their curriculum as well as have our students registered as VCC students. This would allow our students to learn the VCC Curriculum and obtain a VCC Certification while being taught at Riverside College by a Riverside

College Instructor. Failing this, I would still like to offer the Esthetics Program in the 2020-21 school year as there has been a fair bit of interest. The BAA Esthetic Courses are for a Plan B if I am unable to renegotiate a new MOU with VCC.

During the Committee of the Whole meeting on June 2, 2020, the Committee presented some questions that were later shared with the school principal. Below is a list of questions and responses to the related questions:

1. *Will the students be required to take the courses in any specific order? If yes, can the courses be listed in the specific order?*

The intent is that the courses would build off of each other. Each of the course codes have been listed in a specific order so that they would be sequential. The Course order would be:

1. Introduction to Esthetics
2. General Sciences
3. Specific Sciences
4. Advanced Treatment – Nails and Feet
5. Advanced Treatment – Skin
6. Client Services
7. World of Makeup
8. Business Skills

2. *How many students per course? Are courses open to MPSD students only?*

Due to the size of the salon, we would be looking at a maximum of 12 students in the program. As with any of our programs, we do not limit who is accepted. We accept students from across the Fraser Valley into all of our programs. If and when the mindset of parents and students change to value skilled trades as an option to University, we may revisit how we accept students into programs.

3. *What is the cost of each kit? Will there be financial support for students who can't afford them.*

The cost of the program will be approximately \$2200. This fee covers all of the student's consumables, certifications, kit, books, uniform, supplies and graduation. While we can look at each case individually regarding student fees, I am held responsible for the Riverside College budget. If the student decided to take this program at VCC, the cost of the program alone is over \$13,000.

4. *Can we request that Indigenous Mentor Teacher review the courses to ensure that aboriginal world views are incorporated in the courses wherever possible.*

The courses were reviewed by the Indigenous Mentor Teacher, Peggy Janicki. Peggy advised that this set of courses was particularly difficult to include Aboriginal World Views due to the course format and content.. The recommendations have been shared with the school principal and are attached to the report.

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity

- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

- a. Esthetics – Introduction to Esthetics
- b. Esthetics – General Sciences
- c. Esthetics – Specific Sciences
- d. Esthetics – Advanced Treatment - Nails and Feet
- e. Esthetics – Advanced Treatment - Skin
- f. Esthetics – Client Services
- g. Esthetics – World of Makeup
- h. Esthetics – Business Skills
- i. Aboriginal World Views – Recommendations

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Mission Public Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): #75
Developed by: L. Benedict / W. Peary	Date Developed: Revised 2020
School Name: Riverside College	Principal's Name: Wade Peary
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Esthetics – Introduction to Esthetics – YCPM-1C	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Acceptance into Riverside College

Special Training, Facilities or Equipment Required:

Students will be required to purchase a “student kit” from the school. The kit will have all the equipment required to complete the Esthetics Program at Riverside College. The students will also pay a materials fee to cover the cost of consumables used in the program. Riverside College will provide the students with any major equipment to be used in order to achieve the outcomes for the certification.

Course Synopsis:

This 5-week course introduces the learner to esthetics and spa therapy fundamentals and prepares learners for the skills required for future courses. Students will learn how to use and maintain tools and maintain a safe and hygienic environment with an awareness of health & safety standards and regulations.

Goals and Rationale:

This course is an overview of the Esthetics Industry. The focus will be on the common core elements of the industry including safe practices when moving onto the work site.

Aboriginal Worldviews and Perspectives:

Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information

BIG IDEAS

Safety

History

Overview of the Program

Potential Career Paths

Learning Standards

Curricular Competencies	Content
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the history of esthetics and key industry trends over time 2. Identify business and career opportunities for estheticians and spa therapists 3. Apply ethical and professional standards required for working in a spa environment 4. Perform safe and hygienic practices in the spa environment, including personal health, hygiene, professional appearance, correct sanitation, and disinfection techniques 	<p>Students are expected to know the following:</p> <ol style="list-style-type: none"> 1. Introduction to Esthetics and Spa Therapy 2. Bacteriology and safe practices 3. Anatomy and physiology: cells & tissues, skin, osteology & myology

Big Ideas – Elaborations

This course is part of a suite of courses designed to provide students to opportunity to move into a career in Esthetics. Estheticians are most commonly employed in the fast growing and developing service industry at salons, spas, cosmetic and medical cosmetic clinics. Graduates will find employment as estheticians, nail technicians, waxing technicians, make-up artists, cosmetic company representatives, cosmetic demonstrators with positions in the immediate industry, wholesale service and supplies, cosmetics departments of retail establishments such as pharmacies and department stores, as well as movie and theatre industry. Many are self-employed, either owning their own business or leasing a spot within an existing salon, spa or clinic. Some duties are but not limited to; performing facials and body treatments using specialized products and techniques, advising customers on the use of make-up and other beauty products and apply make-up to customers; may specialize in applying make-up to models or other individuals for special occasions, removing unwanted hair from client's face or body, applying nail enhancements, cleaning, shaping and applying lacquer and nail art to fingernail and toenails and provide related treatments.

Curricular Competencies – Elaborations

1. Personal Mission statement
2. Class Mission Statement
3. Industry terminology
4. Careers in Esthetics
5. Health and Safety on the Job Site

Content – Elaborations

Recommended Instructional Components:

Demonstrations, video presentations, assignments, practical applications, group work, lecture, instructor-led lab, clinical, simulation, tutorial and rehearsal.

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

Type	Percentage	Assessment Activity
Assignments	10	Industry Evaluation
Exam	35	Practical Exams
Quizzes and Tests	20	Topic Test
Assignments	15	Workbooks
Assignments	20	Practical Assignment Sign Off Sheet

Learning Resources:

Milady Standard Esthetics Fundamentals Textbook
 Milady Standard Esthetics Fundamentals Workbook
 Milady Standard Fundamentals Training for Estheticians
 Milady Advanced Training for Estheticians
 Milady Nail Technology Course
 Milady Esthetics Student Study Support DVD
 Milady Nail Technology Student Study Support DVD
 Milady Standard Fundamental and Advanced Esthetics DVD Series
 Eva's Basic and Advanced Waxing DVD series
 Pivot Point Fundamental Esthetics
 Thomson / Delmar Learning; Spa & Salon Alchemy - Step by Step Procedures
 Thomson / Delmar Learning; Spa Business Strategies
 Thomson / Delmar Learning; Skin Care Beyond the Basics
 Suppliers Educational Product Support Classes
 "Skin" and "Nails" Magazines accessing their online techniques and demonstrations

Additional Information:

Board/Authority Authorized Course Framework Template

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Developed by: L. Benedict / W. Peary	Date Developed: Revised 2020
School Name: Riverside College	Principal's Name: Wade Peary
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Esthetics – General Sciences – YCPM-1D	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Acceptance into Riverside College

Special Training, Facilities or Equipment Required:

Students will be required to purchase a “student kit” from the school. The kit will have all the equipment required to complete the Esthetics Program at Riverside College. The students will also pay a materials fee to cover the cost of consumables used in the program. Riverside College will provide the students with any major equipment to be used in order to achieve the outcomes for the certification.

Course Synopsis:

Students will learn how to use and maintain tools and maintain a safe and hygienic environment with an awareness of health & safety standards and regulations. In addition, students will learn anatomy and physiology and how each system relates to the treatment of the skin and body. Learners will be introduced to the foundation of hand and nails treatment techniques, fundamental principles of hair removal techniques, and become proficient in facial skin treatments, skin analysis, treatment objectives, and facial massage modalities.

Goals and Rationale:

The focus for this course will be to build on the common core elements of the industry including safe practices while working on clients in the industry.

Aboriginal Worldviews and Perspectives:

Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information

BIG IDEAS

Safety

Skin Care

Nail Care

Hair Removal

Anatomy and Physiology

Learning Standards

Curricular Competencies	Content
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and assess for diseases and disorders of the skin 2. Perform in-depth skin analysis and facial skin care treatments for a variety of skin types and conditions 3. Describe the function of anatomy and physiology systems related to skin and body therapy processes, including cells and tissues, integumentary system, skeletal system, muscular system, and hair, and nails 	<p>Students are expected to know the following:</p> <ol style="list-style-type: none"> 1. Bacteriology and safe practices 2. Anatomy and physiology: cells & tissues, skin, osteology & myology

Big Ideas – Elaborations

This course is part of a suite of courses designed to provide students to opportunity to move into a career in Esthetics. Estheticians are most commonly employed in the fast growing and developing service industry at salons, spas, cosmetic and medical cosmetic clinics. Graduates will find employment as estheticians, nail technicians, waxing technicians, make-up artists, cosmetic company representatives, cosmetic demonstrators with positions in the immediate industry, wholesale service and supplies, cosmetics departments of retail establishments such as pharmacies and department stores, as well as movie and theatre industry. Many are self-employed, either owning their own business or leasing a spot within an existing salon, spa or clinic. Some duties are but not limited to; performing facials and body treatments using specialized products and techniques, advising customers on the use of make-up and other beauty products and apply make-up to customers; may specialize in applying make-up to models or other individuals for special occasions, removing unwanted hair from client's face or body, applying nail enhancements, cleaning, shaping and applying lacquer and nail art to fingernail and toenails and provide related treatments.

Curricular Competencies – Elaborations

1. Industry terminology
2. Health and Safety on the Job Site
3. Anatomy and Physiology
4. Skin Care
5. Nail Care
6. Hair Removal

Content – Elaborations

Recommended Instructional Components:

Demonstrations, video presentations, assignments, practical applications, group work, lecture, instructor-led lab, clinical, simulation, tutorial and rehearsal.

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

Type	Percentage	Assessment Activity
Assignments	10	Industry Evaluation
Exam	35	Practical Exams
Quizzes and Tests	20	Topic Test
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Learning Resources:

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School Name: Riverside College	Principal's Name: Wade Peary
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Esthetics – Specific Sciences – YCPM-1E	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Acceptance into Riverside College

Special Training, Facilities or Equipment Required:

Students will be required to purchase a “student kit” from the school. The kit will have all the equipment required to complete the Esthetics Program at Riverside College. The students will also pay a materials fee to cover the cost of consumables used in the program. Riverside College will provide the students with any major equipment to be used in order to achieve the outcomes for the certification.

Course Synopsis:

Learners will gain an understanding of how to identify and treat contraindications, recommend services, service timelines and pricing, and how to recognize possible diseases and disorders. Learners will also be introduced to industry expectations around professionalism: how to demonstrate professional behavior and communication skills with clients and coworkers.

Goals and Rationale:

The focus for this course will be to build on the general sciences and be able to identify and recommend treatments to clients while working in a controlled environment. The students will take the knowledge and skills that they have obtained in the first two courses and be able to apply them in the school salon.

Aboriginal Worldviews and Perspectives:

Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information

BIG IDEAS



Learning Standards

Curricular Competencies	Content
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Prepare and perform basic natural hand, foot, and nail treatments 2. Prepare and perform hair removal treatments on all areas of the body using different wax types and techniques 3. Consult with clients to identify and recommend specific treatments and homeware products 4. Demonstrate safe handling of all tools and equipment used to perform treatments 	<p>Students are expected to know the following:</p> <ol style="list-style-type: none"> 1. Manicure & nail anatomy 2. Pedicure & nail anatomy 3. Hair removal & trichology 4. Facial, skin analysis & consultation

Big Ideas – Elaborations

This course is part of a suite of courses designed to provide students to opportunity to move into a career in Esthetics. Estheticians are most commonly employed in the fast growing and developing service industry at salons, spas, cosmetic and medical cosmetic clinics. Graduates will find employment as estheticians, nail technicians, waxing technicians, make-up artists, cosmetic company representatives, cosmetic demonstrators with positions in the immediate industry, wholesale service and supplies, cosmetics departments of retail establishments such as pharmacies and department stores, as well as movie and theatre industry. Many are self-employed, either owning their own business or leasing a spot within an existing salon, spa or clinic. Some duties are but not limited to; performing facials and body treatments using specialized products and techniques, advising customers on the use of make-up and other beauty products and apply make-up to customers; may specialize in applying make-up to models or other individuals for special occasions, removing unwanted hair from client's face or body, applying nail enhancements, cleaning, shaping and applying lacquer and nail art to fingernail and toenails and provide related treatments.

Curricular Competencies – Elaborations

1. Skin Care
2. Nail Care
3. Hair Removal
4. Client Services
5. Identification of Client Needs

Content – Elaborations

Recommended Instructional Components:

Demonstrations, video presentations, assignments, practical applications, group work, lecture, instructor-led lab, clinical, simulation, tutorial and rehearsal.

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

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 Milady Nail Technology Student Study Support DVD
 Milady Standard Fundamental and Advanced Esthetics DVD Series
 Eva's Basic and Advanced Waxing DVD series
 Pivot Point Fundamental Esthetics
 Thomson / Delmar Learning; Spa & Salon Alchemy - Step by Step Procedures
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Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Esthetics – Advanced Treatment – Nails and Feet – YCPM-2C	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

YCPM-1C, YCPM-1D, YCPM-1E

Special Training, Facilities or Equipment Required:

Students will be required to purchase a “student kit” from the school. The kit will have all the equipment required to complete the Esthetics Program at Riverside College. The students will also pay a materials fee to cover the cost of consumables used in the program. Riverside College will provide the students with any major equipment to be used in order to achieve the outcomes for the certification.

Course Synopsis:

This course builds on topics introduced in General and Specific Sciences - Esthetics. Students are introduced to new techniques using gel nail polish and light-curing technology. Students will learn to use specific tools and techniques to perform spa and gel manicures and pedicures. Students are introduced to specialized foot services.

Goals and Rationale:

The focus for this course will be to build on the general and specific sciences courses. Students will be introduced to more advanced techniques and equipment. The students will take the knowledge and skills that they have obtained in this course and be able to apply them in the school salon.

Aboriginal Worldviews and Perspectives:

Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information

Course Name:

Grade:

BIG IDEAS

Gel Nail Care

**Equipment
Use and Care**

Client Services

Learning Standards

Curricular Competencies	Content
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Prepare and perform advanced hand, foot, nail, and hair removal treatments2. Consult with clients to identify and recommend advanced treatments and homeware products3. Demonstrate safe handling of all tools and equipment used to perform advanced treatments	<p>Students are expected to know the following:</p> <ol style="list-style-type: none">1. Hand and Nail Treatment - Gel polish and spa modalities2. Foot and Nail Treatment - Gel polish and spa modalities3. Advanced Hair Removal

Big Ideas – Elaborations

This course is part of a suite of courses designed to provide students to opportunity to move into a career in Esthetics. Estheticians are most commonly employed in the fast growing and developing service industry at salons, spas, cosmetic and medical cosmetic clinics. Graduates will find employment as estheticians, nail technicians, waxing technicians, make-up artists, cosmetic company representatives, cosmetic demonstrators with positions in the immediate industry, wholesale service and supplies, cosmetics departments of retail establishments such as pharmacies and department stores, as well as movie and theatre industry. Many are self-employed, either owning their own business or leasing a spot within an existing salon, spa or clinic. Some duties are but not limited to; performing facials and body treatments using specialized products and techniques, advising customers on the use of make-up and other beauty products and apply make-up to customers; may specialize in applying make-up to models or other individuals for special occasions, removing unwanted hair from client's face or body, applying nail enhancements, cleaning, shaping and applying lacquer and nail art to fingernail and toenails and provide related treatments.

Curricular Competencies – Elaborations

1. Advanced Nail Care
2. Advanced Hair Removal
3. Client Services

Content – Elaborations

Recommended Instructional Components:

Demonstrations, video presentations, assignments, practical applications, group work, lecture, instructor-led lab, clinical, simulation, tutorial and rehearsal.

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

Type	Percentage	Assessment Activity
Assignments	25	Spa Work Experience
Quizzes/Tests	20	Practical Exams
Assignments	15	Front Desk Assessment
Assignments	15	Workbooks
Assignments	25	Practical Assignment Sign Off Sheet

Learning Resources:

- Milady Standard Esthetics Fundamentals Textbook
- Milady Standard Esthetics Fundamentals Workbook
- Milady Standard Fundamentals Training for Estheticians
- Milady Advanced Training for Estheticians
- Milady Nail Technology Course
- Milady Esthetics Student Study Support DVD
- Milady Nail Technology Student Study Support DVD
- Milady Standard Fundamental and Advanced Esthetics DVD Series
- Eva's Basic and Advanced Waxing DVD series
- Pivot Point Fundamental Esthetics
- Thomson / Delmar Learning; Spa & Salon Alchemy - Step by Step Procedures
- Thomson / Delmar Learning; Spa Business Strategies
- Thomson / Delmar Learning; Skin Care Beyond the Basics
- Suppliers Educational Product Support Classes
- "Skin" and "Nails" Magazines accessing their online techniques and demonstrations

Additional Information:



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Mission Public Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): #75
Developed by: L. Benedict / W. Peary	Date Developed: Revised 2020
School Name: Riverside College	Principal's Name: Wade Peary
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Esthetics – Advanced Treatment - Skin – YCPM-2D	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Acceptance into Riverside College

Special Training, Facilities or Equipment Required:

Students will be required to purchase a “student kit” from the school. The kit will have all the equipment required to complete the Esthetics Program at Riverside College. The students will also pay a materials fee to cover the cost of consumables used in the program. Riverside College will provide the students with any major equipment to be used in order to achieve the outcomes for the certification.

Course Synopsis:

Students will continue to build on and master facial treatments, in addition to developing confidence in using electrical equipment (laser theory, microdermabrasion, microcurrent, galvanic, LED, ultrasonic), professional-grade products, and advanced techniques. In addition to product knowledge, students will be introduced to body massage services (hot stone massage, aromatherapy), client comfort, and draping.

Goals and Rationale:

The focus for this course will be to build on the general and specific sciences courses with a focus on skin therapy. Students will be introduced to more advanced techniques and equipment. The students will take the knowledge and skills that they have obtained in this course and be able to apply them in the school salon.

Aboriginal Worldviews and Perspectives:

Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information

BIG IDEAS

Advanced Skin Care

Equipment Use and Care

Client Services

Massage Therapy



Learning Standards

Curricular Competencies	Content
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Prepare and perform body massage treatments using the correct application of massage product, massage procedure, and technique 2. Describe the functions of anatomy and physiology systems related to skin and body therapy processes, including circulatory, nervous, endocrine, and digestive systems. 3. Prepare and perform advanced facial skincare treatments using a variety of electric modalities 4. Use professional-grade exfoliants, peels, and extraction tools in a safe manner 5. Consult with clients to identify and recommend advanced treatments and homeware products 6. Demonstrate safe handling of all tools and equipment used to perform advanced treatments 	<p>Students are expected to know the following:</p> <ol style="list-style-type: none"> 1. Body Treatments - Massage modalities 2. Anatomy and Physiology - Circulatory, nervous, endocrine, digestive systems 3. Advanced Hair Removal 4. Medical esthetics skin treatments with machines

Big Ideas – Elaborations

This course is part of a suite of courses designed to provide students to opportunity to move into a career in Esthetics. Estheticians are most commonly employed in the fast growing and developing service industry at salons, spas, cosmetic and medical cosmetic clinics. Graduates will find employment as estheticians, nail technicians, waxing technicians, make-up artists, cosmetic company representatives, cosmetic demonstrators with positions in the immediate industry, wholesale service and supplies, cosmetics departments of retail establishments such as pharmacies and department stores, as well as movie and theatre industry. Many are self-employed, either owning their own business or leasing a spot within an existing salon, spa or clinic. Some duties are but not limited to; performing facials and body treatments using specialized products and techniques, advising customers on the use of make-up and other beauty products and apply make-up to customers; may specialize in applying make-up to models or other individuals for special occasions, removing unwanted hair from client's face or body, applying nail enhancements, cleaning, shaping and applying lacquer and nail art to fingernail and toenails and provide related treatments.

Curricular Competencies – Elaborations

1. Advanced Skin Care
2. Advanced Hair Removal
3. Body Treatments
4. Use of Advanced Equipment
5. Client Services

Content – Elaborations

Empty content area for elaborations.

Recommended Instructional Components:

Demonstrations, video presentations, assignments, practical applications, group work, lecture, instructor-led lab, clinical, simulation, tutorial and rehearsal.

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

Type	Percentage	Assessment Activity
Assignments	10	Industry Evaluation
Exam	35	Practical Exams
Quizzes and Tests	20	Topic Test
Assignments	15	Workbooks
Assignments	20	Practical Assignment Sign Off Sheet

Learning Resources:

Milady Standard Esthetics Fundamentals Textbook
 Milady Standard Esthetics Fundamentals Workbook
 Milady Standard Fundamentals Training for Estheticians
 Milady Advanced Training for Estheticians
 Milady Nail Technology Course
 Milady Esthetics Student Study Support DVD
 Milady Nail Technology Student Study Support DVD
 Milady Standard Fundamental and Advanced Esthetics DVD Series
 Eva's Basic and Advanced Waxing DVD series
 Pivot Point Fundamental Esthetics
 Thomson / Delmar Learning; Spa & Salon Alchemy - Step by Step Procedures
 Thomson / Delmar Learning; Spa Business Strategies
 Thomson / Delmar Learning; Skin Care Beyond the Basics
 Suppliers Educational Product Support Classes
 "Skin" and "Nails" Magazines accessing their online techniques and demonstrations

Additional Information:

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Mission Public Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): #75
Developed by: L. Benedict / W. Peary	Date Developed: Revised 2020
School Name: Riverside College	Principal's Name: Wade Peary
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Esthetics – Client Services – YCPM-2E	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

YCPM-1C, YCPM-1D, YCPM-1E

Special Training, Facilities or Equipment Required:

Students will be required to purchase a “student kit” from the school. The kit will have all the equipment required to complete the Esthetics Program at Riverside College. The students will also pay a materials fee to cover the cost of consumables used in the program. Riverside College will provide the students with any major equipment to be used in order to achieve the outcomes for the certification.

Course Synopsis:

Students will demonstrate their learned skills in a professional spa environment that provides real-life, hands-on experience while working with clients in the school salon.

Goals and Rationale:

The course will focus on client services, scheduling and management of the salon. The management includes client bookings, cleaning schedule, client consultation, ordering of supplies as well as other management functions.

Aboriginal Worldviews and Perspectives:

Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information

BIG IDEAS

**Client
Consultation**

**Front Desk
Duties**

**Salon
Maintenance**

**Supply
Management**

Learning Standards

Curricular Competencies	Content
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Consult with clients to identify and recommend advanced treatments and homeware products 2. Schedule and manage all appointments 3. Understand supply management 4. Be able to identify different suppliers 	<p>Students are expected to know the following:</p> <ol style="list-style-type: none"> 1. Introduction of front desk reception duties 2. Work with clients to ensure they are receiving the appropriate service 3. Knowledge of product lines available and suppliers

Big Ideas – Elaborations

This course is part of a suite of courses designed to provide students to opportunity to move into a career in Esthetics. Estheticians are most commonly employed in the fast growing and developing service industry at salons, spas, cosmetic and medical cosmetic clinics. Graduates will find employment as estheticians, nail technicians, waxing technicians, make-up artists, cosmetic company representatives, cosmetic demonstrators with positions in the immediate industry, wholesale service and supplies, cosmetics departments of retail establishments such as pharmacies and department stores, as well as movie and theatre industry. Many are self-employed, either owning their own business or leasing a spot within an existing salon, spa or clinic. Some duties are but not limited to; performing facials and body treatments using specialized products and techniques, advising customers on the use of make-up and other beauty products and apply make-up to customers; may specialize in applying make-up to models or other individuals for special occasions, removing unwanted hair from client's face or body, applying nail enhancements, cleaning, shaping and applying lacquer and nail art to fingernail and toenails and provide related treatments.

Curricular Competencies – Elaborations

1. Reception Duties
2. Booking Appointments
3. Answering Phones/Taking Messages
4. Client Consultation
5. Product Knowledge

Content – Elaborations

Recommended Instructional Components:

Demonstrations, video presentations, assignments, practical applications, group work, lecture, instructor-led lab, clinical, simulation, tutorial and rehearsal.

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

Type	Percentage	Assessment Activity
Assignments	25	Spa Work Experience
Quizzes/Tests	20	Practical Exams
Assignments	15	Front Desk Assessment
Assignments	15	Workbooks
Assignments	25	Practical Assignment Sign Off Sheet

Learning Resources:

Milady Standard Esthetics Fundamentals Textbook
 Milady Standard Esthetics Fundamentals Workbook
 Milady Standard Fundamentals Training for Estheticians
 Milady Advanced Training for Estheticians
 Milady Nail Technology Course
 Milady Esthetics Student Study Support DVD
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 Pivot Point Fundamental Esthetics
 Thomson / Delmar Learning; Spa & Salon Alchemy - Step by Step Procedures
 Thomson / Delmar Learning; Spa Business Strategies
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Additional Information:

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Mission Public Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): #75
Developed by: L. Benedict / W. Peary	Date Developed: Revised 2020
School Name: Riverside College	Principal's Name: Wade Peary
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Esthetics – World of Makeup – YCPM-2F	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

YCPM-1C, YCPM-1D, YCPM-1E

Special Training, Facilities or Equipment Required:

Students will be required to purchase a “student kit” from the school. The kit will have all the equipment required to complete the Esthetics Program at Riverside College. The students will also pay a materials fee to cover the cost of consumables used in the program. Riverside College will provide the students with any major equipment to be used in order to achieve the outcomes for the certification.

Course Synopsis:

This course explores improving and maintaining body skin conditions with a focus on analyzing, full-body exfoliation, steam & heat, full-body wraps, and the use of body products. The learner is introduced to day, evening and special occasion makeup and will include information on face shapes, colour theory, and semi & permanent lash extensions.

Goals and Rationale:

The focus for this course will be to build on skin therapy and apply the theory to the whole body. Students will be introduced to more advanced techniques and equipment. The students will also be introduced to makeup and facial theory.

Aboriginal Worldviews and Perspectives:

Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information

BIG IDEAS

Client Consultation

Full Body Treatments

Facial Features

Types of Makeup



Learning Standards

Curricular Competencies	Content
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Prepare and perform a variety of makeup and body treatments for all occasions, including spa wraps, full-body exfoliation, and tanning treatments 2. Consult with clients and provide clear recommendations for Body and Make up treatments and products to the client 3. Demonstrate correct product use, tools, and equipment to suit client treatment needs, skin types and conditions for body treatments and make-up application 	<p>Students are expected to know the following:</p> <ol style="list-style-type: none"> 1. Advanced Body Treatment 2. Makeup

Big Ideas – Elaborations

This course is part of a suite of courses designed to provide students to opportunity to move into a career in Esthetics. Estheticians are most commonly employed in the fast growing and developing service industry at salons, spas, cosmetic and medical cosmetic clinics. Graduates will find employment as estheticians, nail technicians, waxing technicians, make-up artists, cosmetic company representatives, cosmetic demonstrators with positions in the immediate industry, wholesale service and supplies, cosmetics departments of retail establishments such as pharmacies and department stores, as well as movie and theatre industry. Many are self-employed, either owning their own business or leasing a spot within an existing salon, spa or clinic. Some duties are but not limited to; performing facials and body treatments using specialized products and techniques, advising customers on the use of make-up and other beauty products and apply make-up to customers; may specialize in applying make-up to models or other individuals for special occasions, removing unwanted hair from client's face or body, applying nail enhancements, cleaning, shaping and applying lacquer and nail art to fingernail and toenails and provide related treatments.

Curricular Competencies – Elaborations

1. Applying Makeup
2. Full Body Treatments
3. Product Knowledge
4. Client Consultation

Content – Elaborations

Recommended Instructional Components:

Demonstrations, video presentations, assignments, practical applications, group work, lecture, instructor-led lab, clinical, simulation, tutorial and rehearsal.

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

Type	Percentage	Assessment Activity
Assignments	25	Spa Work Experience
Quizzes/Tests	20	Practical Exams
Assignments	15	Front Desk Assessment
Assignments	15	Workbooks
Assignments	25	Practical Assignment Sign Off Sheet

Learning Resources:

Milady Standard Esthetics Fundamentals Textbook
 Milady Standard Esthetics Fundamentals Workbook
 Milady Standard Fundamentals Training for Estheticians
 Milady Advanced Training for Estheticians
 Milady Nail Technology Course
 Milady Esthetics Student Study Support DVD
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 "Skin" and "Nails" Magazines accessing their online techniques and demonstrations

Additional Information:

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Mission Public Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): #75
Developed by: L. Benedict / W. Peary	Date Developed: Revised 2020
School Name: Riverside College	Principal's Name: Wade Peary
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Esthetics – Business Skills – YCPM-2G	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

YCPM-1C, YCPM-1D, YCPM-1E

Special Training, Facilities or Equipment Required:

Students will be required to purchase a “student kit” from the school. The kit will have all the equipment required to complete the Esthetics Program at Riverside College. The students will also pay a materials fee to cover the cost of consumables used in the program. Riverside College will provide the students with any major equipment to be used in order to achieve the outcomes for the certification.

Course Synopsis:

This course builds on the Client Services course and delves deeper into retailing, marketing and spa management. Focus is placed on front desk operations, sales, daily operations, maintaining client records, dispensary duties, and stock control. This course also provides the student with client communications, resume building, career search, professional portfolio building, and business management.

Goals and Rationale:

The focus for this course will be to have the students build their c.v. and portfolio in order to move into the world of Esthetics.

Aboriginal Worldviews and Perspectives:

Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information

BIG IDEAS

**Client
Consultation**

**Front Desk
Services**

**Salon
Management**

**Staff
Management**

Portfolio

Learning Standards

Curricular Competencies	Content
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Perform all aspects of operating a spa, including reception duties, dispensary duties, and specific treatment and product targets, and apply accurate records for stock count and ordering 2. Prepare a professional portfolio and Resume 3. Create a Business Case for a new Salon 	<p>Students are expected to know the following:</p> <ol style="list-style-type: none"> 1. Spa Management and work experience

Big Ideas – Elaborations

This course is part of a suite of courses designed to provide students to opportunity to move into a career in Esthetics. Estheticians are most commonly employed in the fast growing and developing service industry at salons, spas, cosmetic and medical cosmetic clinics. Graduates will find employment as estheticians, nail technicians, waxing technicians, make-up artists, cosmetic company representatives, cosmetic demonstrators with positions in the immediate industry, wholesale service and supplies, cosmetics departments of retail establishments such as pharmacies and department stores, as well as movie and theatre industry. Many are self-employed, either owning their own business or leasing a spot within an existing salon, spa or clinic. Some duties are but not limited to; performing facials and body treatments using specialized products and techniques, advising customers on the use of make-up and other beauty products and apply make-up to customers; may specialize in applying make-up to models or other individuals for special occasions, removing unwanted hair from client's face or body, applying nail enhancements, cleaning, shaping and applying lacquer and nail art to fingernail and toenails and provide related treatments.

Curricular Competencies – Elaborations

1. Build a Client Base
2. Communication Skills
3. Management Skills
4. Product Knowledge
5. Client/Staff Management
6. Present Your Virtual Salon

Content – Elaborations

Empty content area for elaborations.

Recommended Instructional Components:

Demonstrations, video presentations, assignments, practical applications, group work, lecture, instructor-led lab, clinical, simulation, tutorial and rehearsal.

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

Type	Percentage	Assessment Activity
Assignments	15	Spa Work Experience and Spa Management
Project	15	Business Portfolio
Exam	20	Theory Exam
Assignments	10	Workbooks
Quizzes/Tests	10	Topic Tests
Exam	30	Practical Exams

Learning Resources:

Milady Standard Esthetics Fundamentals Textbook
 Milady Standard Esthetics Fundamentals Workbook
 Milady Standard Fundamentals Training for Estheticians
 Milady Advanced Training for Estheticians
 Milady Nail Technology Course
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Additional Information:

Mission Public Schools: BAA Courses for 2020/2021
 Indigenous Mentor Teacher notes
 Peggy Janicki, June 8, 2020

Developed by: L. Benedict/W. Perry	Riverside College	Esthetics - Introduction to Esthetics - YCPM-1C	
	ARTICLE /WEBSITE recommendation(s):		For your reference:
		Please consider ideas of Wholistic Wellness; specifically, “Aspects of Wellness” as an overarching idea of wellness of self and customers:	<p>1) First Nations Health Authority Traditional Wellness Strategic Framework: See Appendix C: pp. 48-53 ONLY.</p> <p>https://www.fnha.ca/WellnessSite/WellnessDocuments/FNHA_TraditionalWellnessStrategicFramework.pdf</p>
		Please consider adding a Stó:lō Worldview: specifically “Good Heart, Good Mind”.	<p>1). Poster “Good Heart, Good Mind” in French and English (see attachment)</p>
		Please consider further ideas of Indigenous Knowledges (IK):	<p>1). Website definition: https://www.ictinc.ca/blog/what-does-indigenous-knowledge-mean</p> <p>2). BCTF Indigenous Knowledges poster: https://bctf.ca/uploadedFiles/Public/AboriginalEducation/AboriginalWaysofKnowing.pdf</p>

		<p>This is an intro to sharing circles that comes from a larger document by Restorative Circles</p> <p>It is a wonderful tool for assessment and building the Stó:lō theme of “One Heart, One Mind” for the classroom.</p>	<p>1). Community, Circles, and Collaboration: The First 10 Days -</p> <p>https://www.iirp.edu/images/pdf/RsmGIW_Restorative_Approaches-First_10_Days_1.pdf</p>
		<p>Please consider adding an idea from Indigenous Research, specifically Self-location, to Personal Mission Statement</p>	<p>1). Pamphlet that shows all 5: 5R’s of Indigenous Research worksheet (see attachment).</p> <p>2). Background/article example of a group using “Self location”</p> <p>https://www.mfnerc.org/wp-content/uploads/2014/10/Walking-in-Circles.pdf</p>

Mission Public Schools: BAA Courses for 2020/2021
 Indigenous Mentor Teacher notes
 Peggy Janicki, June 8, 2020

Developed by: L. Benedict/W. Perry	Riverside College	Esthetics - General Sciences - YCPM-1D	
	ARTICLE /WEBSITE recommendation(s):		For your reference:
		Please consider ideas of Wholistic Wellness; specifically, “Aspects of Wellness” as an overarching idea of wellness of self and customers:	<p>1) First Nations Health Authority Traditional Wellness Strategic Framework: See Appendix C: pp. 48-53 ONLY.</p> <p>https://www.fnha.ca/WellnessSite/WellnessDocuments/FNHA_TraditionalWellnessStrategicFramework.pdf</p>
		Please consider adding a Stó:lō Worldview: specifically “Good Heart, Good Mind”.	<p>1). Poster “Good Heart, Good Mind” in French and English (see attachment)</p>
		Please consider further ideas of Indigenous Knowledges (IK):	<p>1). Website definition: https://www.ictinc.ca/blog/what-does-indigenous-knowledge-mean</p> <p>2). BCTF Indigenous Knowledges poster: https://bctf.ca/uploadedFiles/Public/AboriginalEducation/AboriginalWaysofKnowing.pdf</p>

		<p>This is an intro to sharing circles that comes from a larger document by Restorative Circles</p> <p>It is a wonderful tool for assessment and building the Stó:lō theme of “One Heart, One Mind” for the classroom.</p>	<p>1). Community, Circles, and Collaboration: The First 10 Days -</p> <p>https://www.iirp.edu/images/pdf/RsmGIW_Restorative_Approaches-First_10_Days_1.pdf</p>
		<p>Please consider 1 of 5 of the 5 R’s of Indigenous Research</p>	<p>1). Pamphlet that shows all 5: 5R’s of Indigenous Research worksheet (see attachment).</p>
		<p>Please consider contextualizing mainstream Science with ideas of “Two-Eyed Seeing”. There are many articles and dissertations, the main takeaway is that there are efforts to include many ways of seeing.</p>	<p>For your reference:</p> <p>1) One of many articles on the idea:</p> <p>http://www.integrativescience.ca/uploads/articles/2012-Bartlett-Marshall-Integrative-Science-Two-Eyed-Seeing-JESS.pdf</p>

Mission Public Schools: BAA Courses for 2020/2021
 Indigenous Mentor Teacher notes
 Peggy Janicki, June 8, 2020

Developed by: L. Benedict/W. Perry	Riverside College	Esthetics - Specific Sciences - YCPM-1E	
	ARTICLE /WEBSITE recommendation(s):		For your reference:
		Please consider ideas of Wholistic Wellness; specifically, “Aspects of Wellness” as an overarching idea of wellness of self and customers:	1) First Nations Health Authority Traditional Wellness Strategic Framework: See Appendix C: pp. 48-53 ONLY. https://www.fnha.ca/WellnessSite/WellnessDocuments/FNHA_TraditionalWellnessStrategicFramework.pdf
		Please consider adding a Stó:lō Worldview: specifically “Good Heart, Good Mind”.	1). Poster “Good Heart, Good Mind” in French and English (see attachment)
		Please consider further ideas of Indigenous Knowledges (IK):	1). Website definition: https://www.ictinc.ca/blog/what-does-indigenous-knowledge-mean 2). BCTF Indigenous Knowledges poster: https://bctf.ca/uploadedFiles/Public/AboriginalEducation/AboriginalWaysofKnowing.pdf

		<p>This is an intro to sharing circles that comes from a larger document by Restorative Circles</p> <p>It is a wonderful tool for assessment and building the Stó:lō theme of “One Heart, One Mind” for the classroom.</p>	<p>1). Community, Circles, and Collaboration: The First 10 Days -</p> <p>https://www.iirp.edu/images/pdf/RsmGIW_Restorative_Approaches-First_10_Days_1.pdf</p>
		<p>Please consider 1 of 5 of the 5 R’s of Indigenous Research</p>	<p>1). Pamphlet that shows all 5: 5R’s of Indigenous Research worksheet (see attachment).</p> <p>2). Background/article example of a group using “Self location”</p> <p>https://www.mfnerc.org/wp-content/uploads/2014/10/Walking-in-Circles.pdf</p>
		<p>Please consider contextualizing mainstream science with ideas of “Two-Eyed Seeing”. There are many articles and dissertations, the main takeaway is that there are efforts to include many ways of seeing.</p>	<p>For your reference:</p> <p>1) One of many articles on the idea:</p> <p>http://www.integrativescience.ca/uploads/articles/2012-Bartlett-Marshall-Integrative-Science-Two-Eyed-Seeing-JESS.pdf</p>

Mission Public Schools: BAA Courses for 2020/2021
 Indigenous Mentor Teacher notes
 Peggy Janicki, June 8, 2020

Developed by: L. Benedict/W. Perry	Riverside College	Esthetics - Advanced Treatment - Nails and Feet - YCPM-2C	
	ARTICLE /WEBSITE recommendation(s):		For your reference:
		Please consider ideas of Wholistic Wellness; specifically, “Aspects of Wellness” as an overarching idea of wellness of self and customers:	1) First Nations Health Authority Traditional Wellness Strategic Framework: See Appendix C: pp. 48-53 ONLY. https://www.fnha.ca/WellnessSite/WellnessDocuments/FNHA_TraditionalWellnessStrategicFramework.pdf
		Please consider adding a Stó:lō Worldview: specifically “Good Heart, Good Mind”.	1). Poster “Good Heart, Good Mind” in French and English (see attachment)

		<p>Please consider further ideas of Indigenous Knowledges (IK):</p>	<p>1). Website definition: https://www.ictinc.ca/blog/what-does-indigenous-knowledge-mean</p> <p>2). BCTF Indigenous Knowledges poster: https://bctf.ca/uploadedFiles/Public/AboriginalEducation/AboriginalWaysofKnowing.pdf</p>
		<p>This is an intro to sharing circles that comes from a larger document by Restorative Circles</p> <p>It is a wonderful tool for assessment and building the Stó:lō theme of “One Heart, One Mind” for the classroom.</p>	<p>1). Community, Circles, and Collaboration: The First 10 Days - https://www.iirp.edu/images/pdf/RsmGIW_Restorative_Approaches-First_10_Days_1.pdf</p>
		<p>Please consider 1 of 5 of the 5 R’s of Indigenous Research</p>	<p>1). Pamphlet that shows all 5: 5R’s of Indigenous Research worksheet (see attachment).</p>

Mission Public Schools: BAA Courses for 2020/2021
 Indigenous Mentor Teacher notes
 Peggy Janicki, June 8, 2020

Developed by: L. Benedict/W. Perry	Riverside College	Esthetics - Advanced Treatment - Skin - YCPM-2D	
	ARTICLE /WEBSITE recommendation(s):		For your reference:
		Please consider ideas of Wholistic Wellness; specifically, “Aspects of Wellness” as an overarching idea of wellness of self and customers:	1) First Nations Health Authority Traditional Wellness Strategic Framework: See Appendix C: pp. 48-53 ONLY. https://www.fnha.ca/WellnessSite/WellnessDocuments/FNHA_TraditionalWellnessStrategicFramework.pdf
		Please consider adding a Stó:lō Worldview: specifically “Good Heart, Good Mind”.	1). Poster “Good Heart, Good Mind” in French and English (see attachment)

		<p>Please consider further ideas of Indigenous Knowledges (IK):</p>	<p>1). Website definition: https://www.ictinc.ca/blog/what-does-indigenous-knowledge-mean</p> <p>2). BCTF Indigenous Knowledges poster: https://bctf.ca/uploadedFiles/Public/AboriginalEducation/AboriginalWaysofKnowing.pdf</p>
		<p>This is an intro to sharing circles that comes from a larger document by Restorative Circles</p> <p>It is a wonderful tool for assessment and building the Stó:lō theme of “One Heart, One Mind” for the classroom.</p>	<p>1). Community, Circles, and Collaboration: The First 10 Days - https://www.iirp.edu/images/pdf/RsmGIW_Restorative_Approaches-First_10_Days_1.pdf</p>
		<p>Please consider 1 of 5 of the 5 R’s of Indigenous Research</p>	<p>1). Pamphlet that shows all 5: 5R’s of Indigenous Research worksheet (see attachment).</p>

Mission Public Schools: BAA Courses for 2020/2021
 Indigenous Mentor Teacher notes
 Peggy Janicki, June 8, 2020

Developed by: L. Benedict/W. Perry	Riverside College	Esthetics - Client Services - YCPM-2E	
	ARTICLE /WEBSITE recommendation(s):		For your reference:
		Please consider ideas of Wholistic Wellness; specifically, “Aspects of Wellness” as an overarching idea of wellness of self and customers:	1) First Nations Health Authority Traditional Wellness Strategic Framework: See Appendix C: pp. 48-53 ONLY. https://www.fnha.ca/WellnessSite/WellnessDocuments/FNHA_TraditionalWellnessStrategicFramework.pdf
		Please consider adding a Stó:lō Worldview: specifically “Good Heart, Good Mind”. This can be a nice fit on how to work with client services. Scheduling/managing appointments and consulting with clients requires a good heart and good mind.	1). Poster “Good Heart, Good Mind” in French and English (see attachment)

		<p>Please consider further ideas of Indigenous Knowledges (IK):</p>	<p>1). Website definition: https://www.ictinc.ca/blog/what-does-indigenous-knowledge-mean</p> <p>2). BCTF Indigenous Knowledges poster: https://bctf.ca/uploadedFiles/Public/AboriginalEducation/AboriginalWaysofKnowing.pdf</p>
		<p>This is an intro to sharing circles that comes from a larger document by Restorative Circles</p> <p>It is a wonderful tool for assessment and building the Stó:lō theme of “One Heart, One Mind” for the classroom.</p>	<p>1). Community, Circles, and Collaboration: The First 10 Days - https://www.iirp.edu/images/pdf/RsmGIW_Restorative_Approaches-First_10_Days_1.pdf</p>
		<p>Please consider 1 of 5 of the 5 R’s of Indigenous Research</p>	<p>1). Pamphlet that shows all 5: 5R’s of Indigenous Research worksheet (see attachment).</p>

Mission Public Schools: BAA Courses for 2020/2021
 Indigenous Mentor Teacher notes
 Peggy Janicki, June 8, 2020

Developed by: L. Benedict/W. Perry	Riverside College	Esthetics - World of Makeup - YCPM-2F	
	ARTICLE /WEBSITE recommendation(s):		For your reference:
		Please consider ideas of Wholistic Wellness; specifically, “Aspects of Wellness” as an overarching idea of wellness of self and customers:	1) First Nations Health Authority Traditional Wellness Strategic Framework: See Appendix C: pp. 48-53 ONLY. https://www.fnha.ca/WellnessSite/WellnessDocuments/FNHA_TraditionalWellnessStrategicFramework.pdf
		Please consider adding a Stó:lō Worldview: specifically “Good Heart, Good Mind”.	1). Poster “Good Heart, Good Mind” in French and English (see attachment)
		Please consider further ideas of Indigenous Knowledges (IK):	1). Website definition: https://www.ictinc.ca/blog/what-does-indigenous-knowledge-mean 2). BCTF Indigenous Knowledges poster: https://bctf.ca/uploadedFiles/Public/AboriginalEducation/AboriginalWaysofKnowing.pdf

		<p>This is an intro to sharing circles that comes from a larger document by Restorative Circles</p> <p>It is a wonderful tool for assessment and building the Stó:lō theme of “One Heart, One Mind” for the classroom.</p>	<p>1). Community, Circles, and Collaboration: The First 10 Days -</p> <p>https://www.iirp.edu/images/pdf/RsmGIW_Restorative_Approaches-First_10_Days_1.pdf</p>
		<p>Please consider 1 of 5 of the 5 R’s of Indigenous Research</p>	<p>1). Pamphlet that shows all 5: 5R’s of Indigenous Research worksheet (see attachment).</p>
		<p>Please consider artistic expressions within the context of cultural appropriation. Art, specifically make-up artistry, still runs the risk of stepping into controversy.</p>	<p>1) a very compelling article: https://www.makeupmuseum.org/home/2013/08/cultural-appropriation-in-cosmetics.html</p> <p>2) SFU’s ‘Think before you appropriate’ https://www.sfu.ca/ipinchn/resources/teaching-resources/think-before-you-appropriate/</p>

Mission Public Schools: BAA Courses for 2020/2021
 Indigenous Mentor Teacher notes
 Peggy Janicki, June 8, 2020

Developed by: L. Benedict/W. Perry	Riverside College	Esthetics - Business Skills - YCPM-2G	
	ARTICLE /WEBSITE recommendation(s):		For your reference:
		Please consider ideas of Wholistic Wellness; specifically, “Aspects of Wellness” as an overarching idea of wellness of self and customers:	<p>1) First Nations Health Authority Traditional Wellness Strategic Framework: See Appendix C: pp. 48-53 ONLY.</p> <p>https://www.fnha.ca/WellnessSite/WellnessDocuments/FNHA_TraditionalWellnessStrategicFramework.pdf</p>
		Please consider adding a Stó:lō Worldview: specifically “Good Heart, Good Mind”.	<p>1). Poster “Good Heart, Good Mind” in French and English (see attachment)</p>
		Please consider further ideas of Indigenous Knowledges (IK):	<p>1). Website definition: https://www.ictinc.ca/blog/what-does-indigenous-knowledge-mean</p> <p>2). BCTF Indigenous Knowledges poster: https://bctf.ca/uploadedFiles/Public/AboriginalEducation/AboriginalWaysofKnowing.pdf</p>

		<p>This is an intro to sharing circles that comes from a larger document by Restorative Circles</p> <p>It is a wonderful tool for assessment and building the Stó:lō theme of “One Heart, One Mind” for the classroom.</p>	<p>1). Community, Circles, and Collaboration: The First 10 Days -</p> <p>https://www.iirp.edu/images/pdf/RsmGIW_Restorative_Approaches-First_10_Days_1.pdf</p>
		<p>Please consider 1 of 5 of the 5 R’s of Indigenous Research</p>	<p>1). Pamphlet that shows all 5: 5R’s of Indigenous Research worksheet (see attachment).</p>
		<p>Please consider business challenges and artistic challenges around cultural appropriation.</p> <p>Because creating a business case and possibly owning their own business, folks will need to consider such things.</p>	<p>1) a very compelling article: https://www.makeupmuseum.org/home/2013/08/cultural-appropriation-in-cosmetics.html</p> <p>2) SFU’s ‘Think before you appropriate’ https://www.sfu.ca/ipinchn/resources/teaching-resources/think-before-you-appropriate/</p>

5. Reciprocity

Reciprocity

5.

Reciprocity considers the following:

- Does your project, idea, approach have a two-way process for learning and research exchange with Indigenous people?
- Are you co-creating with Indigenous peoples?
- Are Indigenous people also benefiting?
- How do you give back to Indigenous peoples or communities once your project is complete?

Related articles and websites:

1. Sqéw'lets First Nation has attached Knowledge Labels to their Knowledge, for example, "the *verified* label acknowledges that this knowledge was produced through " 'correct work' in our language,...". (http://digitalsqewlets.ca/traditional-knowledge_connaissances_traditionnelles-eng.php)
2. Simon Fraser University (SFU) has created a document "THINK BEFORE YOU APPROPRIATE: A Guide for creators and designers" (https://www.sfu.ca/ipinch/sites/default/files/resources/teaching_resources/think_before_you_appropriate_jan_2016.pdf)
3. Stó:lō Nation has a Heritage Policy, found at: (<http://www.srrmcentre.com/files/File/Stolo%20Heritage%20Policy%20Manual%20-%20May%202003%20-%20v1.2.pdf>)

5-R's of Indigenous Research

**Are you creating a project for your class?
Are you wishing to engage with Indigenous Knowledge and project-based learning?**

1. Go through the 5 levels of questioning and see if your project/idea meets the rules of Indigenous Research (also known as research ethics)

1. Relational

2. Relevance

3. Respect

4. Responsibility

Relational

1.

“People want to know who you are, what you are doing and why” (Riddell, Salamanca, Pepler, Cardinal, & McIvor, 2017).

A RELATIONAL approach considers:

- The context in which this work is being developed
- Self location tells who you are in relation to Indigenous peoples and this project
- Acknowledges territory or local Indigenous peoples

Respect

3.

To be respectful your approach and project should:

- Draw from Indigenous knowledges in accurate and meaningful ways.
- Portray Indigenous peoples, their knowledges, traditions, values, and practices in a respectful way.
- Acknowledge Indigenous peoples and communities that have contributed to your work.

Relevance

2.

To ensure relevance ask yourself:

- Is this project relevant to Indigenous peoples?
- What motivations do you have for this project?

Responsibility

4.

Your approach and projects takes up responsibility by:

- Ensuring attention to protocols
- Evaluating your process using reflection tools, similar to this one.
- Consulting with Indigenous peoples
- Contributing to productive outcomes (e.g. policy, pedagogy, curriculum, learning)

References:

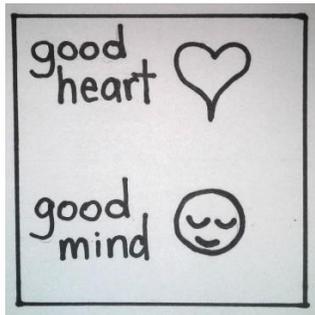
1. Kirkness, V.J. & Barnhardt, R. (1991). First Nations and Higher Education: The Four R's--Respect, Relevance, Reciprocity, Responsibility. *Journal of American Indian Education*, 30(3): 1-15.
2. Riddell, J., Salamanca, A., Pepler, D., Cardinal, S., McIvor, O. (2017). Laying the Groundwork: A practical Guide for Ethical Research with Indigenous Communities. *The International Indigenous Policy Journal*, 8(2). Retrieved from <https://ir.lib.uwo.ca/iipj/vol8/iss2/6> DOI:10.18584/iipj.2017.8.2.6
3. Photo credits: Peggy Janicki



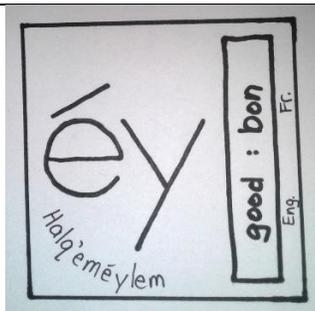
Artwork: Qwa Honn/ Johnny Williams SD75 Cultural Liaison Worker
Curriculum: Kilaksten/ Peggy Janicki SD75 Indigenous Mentor Teacher
Oct 4, 2019 version



from Peggy's notebook



In Stó:lō territory there is a saying that "we must learn to live together in a *GOOD WAY*" ; so, one must approach each issue + person with a *GOOD HEART*, *GOOD MIND* (Boissette, 2008, p. 24).



Halq'eméylem shared:

Pronounced //ay// as in

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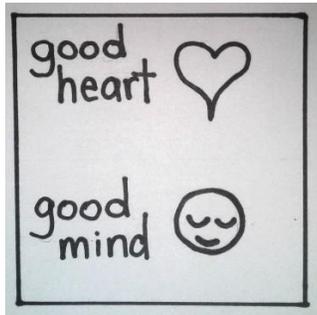
Boissett, A. (2008). Emerging from Colonial Quicksands: Cultural Hybridity and the Sto:lo transition to Self-Rule.



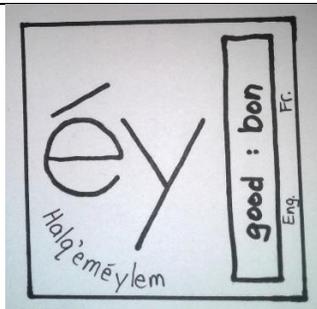
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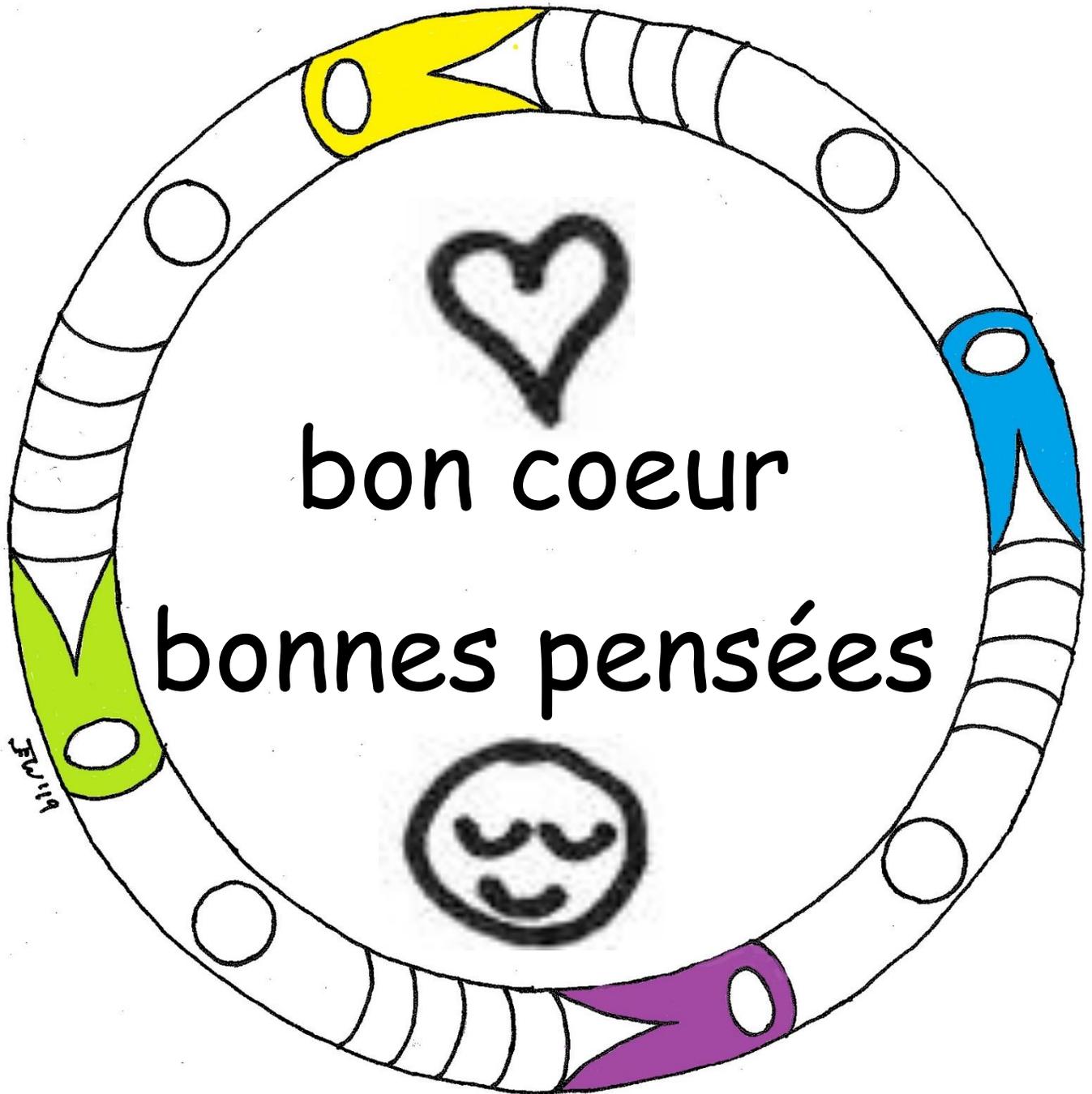


Halq'eméylem shared:

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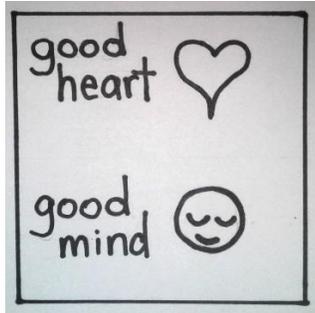
Boissett, A. (2008). Emerging from Colonial Quicksands: Cultural Hybridity and the Sto:lo transition to Self-Rule.



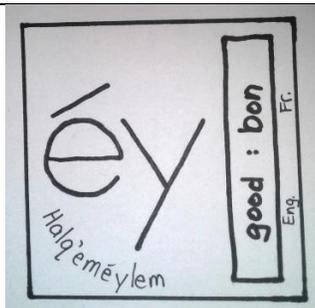
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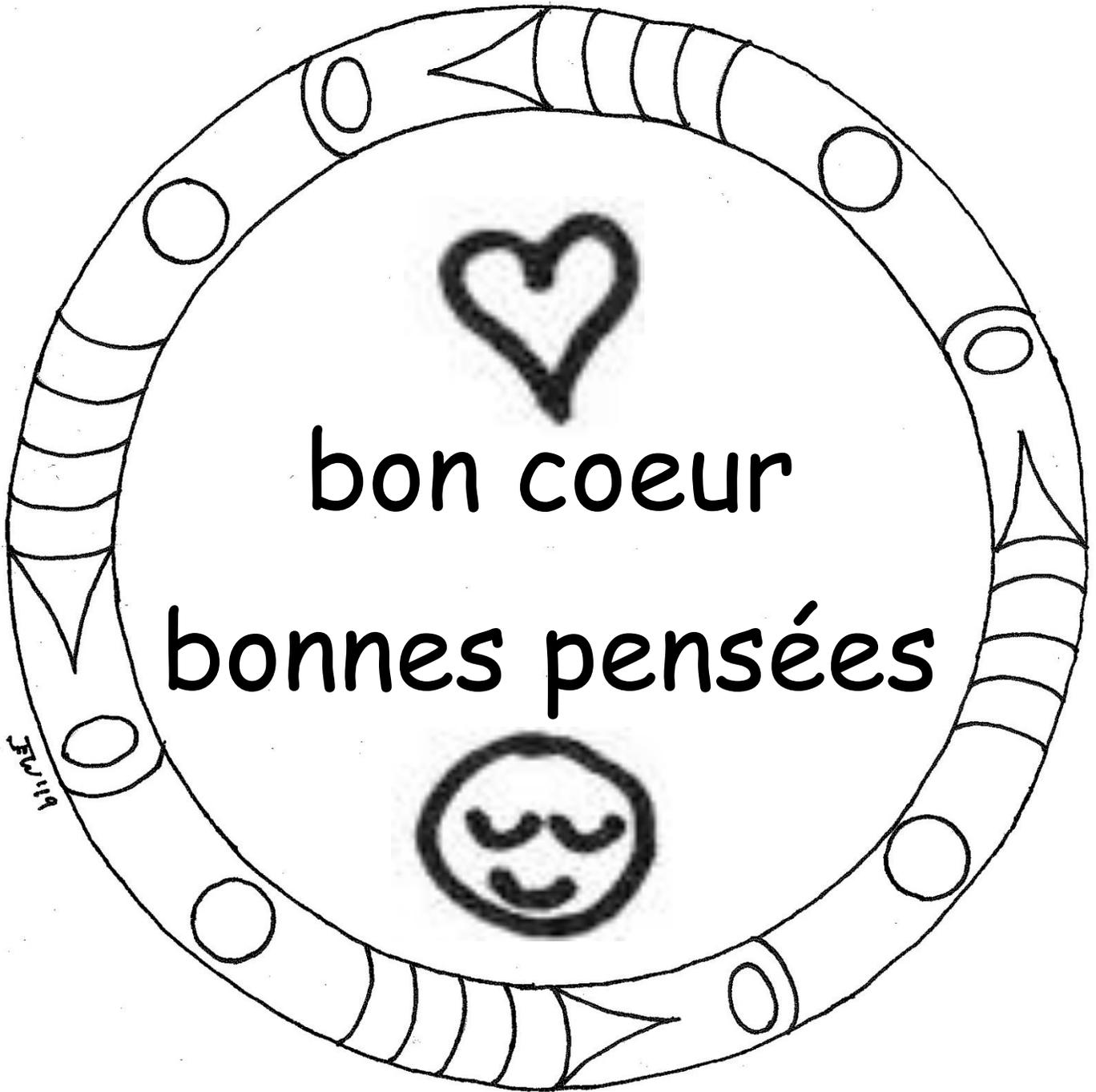


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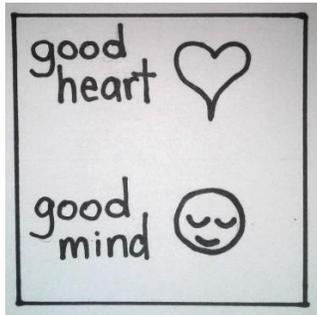
Boissett, A. (2008). Emerging from Colonial Quicksands: Cultural Hybridity and the Sto:lo transition to Self-Rule.



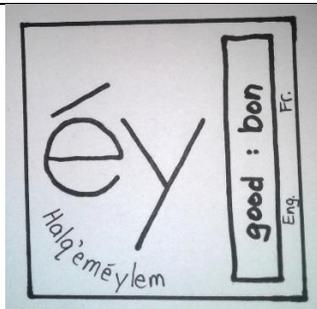
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ITEM 6.1 Action

TO: Board of Education
FROM: T. Loffler, Board Chair
SUBJECT: #Different Together Pledge

Recommendation

THAT the Board of Education take the #Different Together Pledge:

Mission Public Schools is inclusive and respects people of all ethnicities, cultures and faiths and their contributions to our collective well-being.

Mission Public Schools holds diversity as a fundamental value at the heart of success, strength and resilience of our communities, workplaces, schools, public and private institutions.

We Pledge to uphold and promote these values and to commit to speaking up to oppose racism and hate in all its forms.

1. Rationale

British Columbia's Lieutenant Governor, Janet Austin is encouraging leaders in BC to pledge and uphold the Canadian values of diversity and inclusion and to oppose racism and hate in all its forms.

We are stronger when we are #differenttogether.

In the Board of Education's Strategic Plan, it states that our Mission as follows:
Mission Public School District is committed to a **safe, equitable, and inclusive educational system** for ALL students.

The Board of Education values Working Together, Lifelong Learning, Thinking Beyond Today and Doing the Right Thing. The #differenttogether pledge is representative of these values. Taking the pledge as a Board, demonstrates our commitment to being leaders in embracing diversity and acting against racism.

In addition the pledge is in line with, the School District's *Respectful Schools and Workplaces – Anti-Bullying, Harassment and Discrimination Policy* and the corresponding procedure that expressly prohibits Bullying, Harassment and Discrimination based on Discriminatory Grounds.

Discriminatory Grounds are, in accordance with the BC Human Rights Code, grounds on which prescribed discriminatory actions cannot be based upon and includes: Race, Colour, Ancestry, Place of Origin, Political Belief, Religion, Marital Status, Family Status, Physical or Mental Disability, Sex, Sexual Orientation, Age, Gender Identity or Expression, or a Criminal or summary conviction offence unrelated to employment or intended employment.

2. Background:

3. Options:

- 4. Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Enhancement Agreement
 - c. Funding Guidelines, Costing, & Budget Impact
 - d. Policy, Legislation, Regulation
 - e. Organizational Capacity
 - f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
 - g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- 5. Public Participation:**
- 6. Implementation:**
- 7. Attachments:**

**School District #75 (Mission)
Public Meeting of the Board of Education Minutes**

**May 19, 2020, 6:30 pm
Zoom Meeting**

Members Present: Board Chair, Tracy Loffler
Vice Chair, Randy Cairns
Trustee, Shelley Carter
Trustee, Rick McKamey
Trustee, Julia Renkema

Staff Present: Superintendent of Schools, Angus Wilson
Secretary-Treasurer, Corien Becker
Assistant Superintendent, Karen Alvarez
Executive Assistant, Aleksandra Crescenzo (Recorder)

1. CALL TO ORDER

The meeting was called to order at 6:30 pm by the Chairperson. The Chair acknowledged Mission Public Schools is located on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'ewlets, Kwantlen, and Matsqui First Nations.

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as presented.

CARRIED

5. STAFF REPORTS

5.1 Reporting out from Closed Meeting

The Superintendent reported that property, personnel and student matters were discussed at the Closed meeting on April 21, 2020;

and that at the Special Closed meeting on May 5, 2020, the Board discussed student and personnel matters;

and that at the Closed Board meeting on May 19, 2020, the Board discussed personnel and student matters.

5.2 Month End Financial Summary - Year End Projections

The summary for financial information is presented for April 2020 Year to Date.

The 2019-2020 projected surplus of \$549,000 is expected to be reduced by \$100,000 to \$200,000 due to the increased need for substitutes (approximately \$3,000 per day), and increase costs for environment, administrative and personal protective equipment to mitigate the risks to employees related to Covid19.

5.3 Teacher Local Matters Agreement Ratification

On May 7, 2020, the School District received notification that the local matters agreement between SD 75 and MTU was ratified.

5.4 Report on School District function during Pandemic

The Superintendent reported that one cohort of childcare at Windebank will be moving to Heritage Park and additional spots will become available. All grad related events like prom have been cancelled, but grad ceremonies will be held in alternate formats. Continuity of learning is moving forward, and the Ministry has provided direction to move to stage three of reopening schools. A draft plan is included on page 14 of the agenda package. The final plan will be submitted to the Ministry for review and approval.

6. **NEW BUSINESS**

6.1 Motion re: Steelhead Boundary Catchment

MOVED and Seconded that Mission Public Schools amend the catchment boundary for Stave Falls Elementary for September 2020 to include the Steelhead area of the Albert McMahon Elementary catchment.

FAILED

The Board did not approve an amendment to a motion that would allow changes to the Steelhead boundary for September 2020. Trustees discussed consulting the families directly affected by the change and administering one cohesive boundary review of all school catchments.

6.2 Ministry of Education - Stage 3 Planning & Implementation

The Superintendent noted that the Ministry of Education has directed all School Districts to move to 'Stage 3' by June 1st and provided an

overview for the draft plan to reopen SD 75. The detailed plan needs to be submitted to the Ministry by the end of the week.

7. MINUTES OF PREVIOUS MEETINGS

7.1 Board of Education Public Meeting Minutes, April 21, 2020

MOVED and Seconded that the Board of Education Public meeting minutes dated April 21, 2020 be approved.

CARRIED

10. COMMITTEE MINUTES/LIAISON REPORTS

Trustees report on:

Participating in zoom meetings, phone conversations with school district stakeholders, parents and staff, the inauguration meeting for BCSTA directors, Mission Community Foundations meeting, planning for awarding Cooke Awards, Equity Scan meeting, BCSTA Fraser Valley Branch meeting, Si'Wal Si'Wes meeting, BCSTA IEC, Cherry Hill drive-in movie event, BCSTA Board Chair meetings, and two meetings with the Minister of Education.

12. QUESTION PERIOD

Clarification was requested on the reopening date. The last notification that was received was to reopen by June 1st.

A question was asked about the age range of the children in childcare. The children are between the 5 to 12 years old. The SD is not able to accommodate children younger than 5 years old as our staff are not trained to provide care to younger children.

A question was asked regarding all the divisions at Albert McMahon (AM) that are in remedy. Clarification was provided that changing the boundary for Steelhead would not alleviate those pressures. AM requires a full boundary review.

A question was asked about moving BSWs from Middle and Secondary schools to Elementary. The SD will have to see what the load will be per classroom. Lots of considerations need to be made.

A question was asked about secondary school instructors. The same teacher will provide online learning and in-class support one day per week to their students.

What is in place if a child is sent to school with symptoms of being ill. There are protocols in place where a child can be assessed for symptoms. Parents will be contacted if a child needs to be sent home.

13. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 7:49 pm.

Chairperson

Secretary Treasurer