Mission Public Schools

School District #75 (Mission)

Public Meeting of the Committee of the Whole

Agenda

May 3, 2022, 3:30 pm

Zoom Meeting

Visit www.mpsd.ca > **Governance** > Meeting Information to connect remotely.

				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.	**CURRICULUM**			
	4.1.	Monthly Curriculum Update - plans for next year		1
5.	**UNFINISHED BUSINESS**			
6.	**STAFF REPORTS**			
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7.	**NEW BUSINESS**			
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8.	**MINUTES OF PREVIOUS MEETINGS**			
	8.1.	Committee of the Whole Meeting Minutes, April 5, 2022	Action	82 - 87
9.	**INFORMATION ITEMS**			
10.	**ADJOURNMENT**			

Committee of the Whole Meeting
Tuesday, May 3, 2022

ITEM 4.1 **Information** **File No.**

TO: Committee of the Whole
FROM: K. Alvarez, Assistant Superintendent
SUBJECT: Curriculum update and plans for 2022-2023

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1. **Summary:**

   The Assistant Superintendent will present a summary of preliminary curriculum plans for next year.

2. **Background:**

3. **Options:**

4. **Analysis and Impact:**

   a. Strategic Plan Alignment

      Honouring Culture and Territory – Achieve equitable education outcomes for all Indigenous students in Mission Public Schools

      Future Orientation – Strengthen support and services for learners to address shifting learning requirements

      Student Centred Learning – Create positive learning experiences that support literate and numerate students, AND Foster collaborative learning environments

      Effective Learning Environments – Maintain … healthy, safe, and inclusive working and learning environments, AND Recognize that diversity in the school community benefits all and ensure students are meaningfully included in the learning environment

      Quality Teaching and Leadership – Support all staff to adapt to the rapidly changing educational environment and students' needs

   b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity

   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 6.1 **Discussion** **File No. 1025.20**

TO: Committee of the Whole
FROM: C. Becker, Secretary-Treasurer Karen Alvarez, Assistant Superintendent
SUBJECT: Safe, Caring, and Respectful Schools Policy

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1. **Summary:** The Secretary-Treasurer and Assistant Superintendent will share an update on the work on the new policy.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
    a. Strategic Plan Alignment
    b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
    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. 3.0 Safe Caring and Respectful Schools Policy draft 4 (KA, April 2022)
    b. 3.0 Safe Caring and Respectful School Policy draft (October 2021)

Section:	District Administration	
Title:	Safe, Caring, and Respectful Schools Policy	3.0

Purpose

To outline the vision and expectations for safe, caring, and respectful school environments for students, staff, families, and others interacting with schools.

Policy

Mission Public Schools will work to provide safe, equitable, caring, inclusive, and respectful learning environments where students experience a sense of belonging. The Board, management, employees, students, and parents have a shared responsibility in maintaining safe, personally secure, and respectful schools that are free from discrimination, bullying, harassment, violence, or vandalism.

The District recognizes and values the diversity of people within our school communities and values the contributions each person makes to the overall culture of our district. We expect all individuals to demonstrate respect for others' rights, beliefs, ideas, and property.

Mission Public Schools:

- Recognizes that each member of the school and community has a shared responsibility for modeling appropriate behaviour and supporting all students in addressing and facing challenges and/or barriers;
- Recognizes students benefit when schools and families collaborate to support student learning and well-being;
- Understands a positive school climate and culture are essential to safe, caring, and respectful schools;
- Understands preventative, responsive, and repairing measures are necessary in maintaining safe, caring, and respectful learning environments.

1. Conduct Expectations:

Every member of the district is responsible for demonstrating respectful behaviour consistent with human rights and anti-discrimination legislation and policy. In particular, we do not condone or accept bullying or harassing conduct, intimidation, threatening or violent behaviours, nor acts of discrimination due to a persons' race, colour, ancestry, place of origin, religion, political affiliation, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age, in accordance with the B.C. *Human Rights Code.*

Mission Public Schools expects all individuals:

1.1. to show respect for self, others, and property;

1.2. to demonstrate respectful and responsible behaviour that leads to a culture of safety, equity, diversity, inclusion, and respect, in schools, online, and at all school-authorized events and activities, or other events that will have an impact on the school environment;

1.3. to show care and concern for others, school property, and the property of others, and take appropriate measures to help those in need.

2. Prevention, Response, and Repair:

Behaviour is a form of communication and often represents unmet needs or undeveloped skills.

2.1. All schools will engage in proactive, preventative measures to reduce the likelihood of behaviour that can harm individuals or the learning environment.

2.2. Responsive measures will be taken when behaviour disrupts the learning environment or is harmful to individuals. Where responsive measures are required, a variety of factors will be considered, including the age of student(s) involved, the severity and frequency of the incident(s), the intent, the impact, any possible disability issues, and context. Responsive measures are progressive in nature and must be age appropriate and reflect the intellectual and emotional development of the student.

2.3. We lose the opportunity to teach skills and help students practice safe, caring, and respectful behaviour when they are excluded from school. Wherever possible, we seek to keep students in school. Responses to misbehaviour begin with restorative practices and only result in suspension in extreme circumstances (including repeated offences). Behaviours that affect the safety of self or others may result in immediate suspension.

2.4. Repairing relationships after harm has occurred is an important step in restoring safety, belonging, and care in school communities. Restorative practices are an important element repairing harm.

3. General Guidelines

3.1. Processes to address student behaviour that does not meet conduct expectations, and processes for investigating behaviour that is contrary to this policy, the *School Act*, and the *BC Human Rights Code*, are explained in administrative procedures and individual school conduct expectations (codes of conduct).

3.2. Administrative procedures, guidelines, and processes will be developed to:

3.2.1. Support equity, diversity, and inclusion when developing safe, caring and respectful schools.

3.2.2. Include guidelines for addressing student behaviour that does not meet conduct expectations. Guidelines will refer to preventative, responsive, and repairing measures.

3.2.3. Address instances where members of the public interacting with schools feel bullied, harassed, or discriminated against due to actions of students or employees representing Mission Public Schools in an official capacity.

3.2.4. Address an identified poisoned school environment.

3.3. The process for investigating and addressing complaints will be done in a timely and confidential manner.

3.4. Students and school employees will review school Codes of Conduct and this policy annually, in an age appropriate manner.

4. Definitions

DRAFT

4.1. Bullying, Harassment, Cyberbullying, Intimidation, and Discrimination includes any inappropriate conduct, comment, or threat, by a person towards a student, worker, or others, that the person knew or reasonably ought to have known that would cause the student, worker, or others, to be humiliated or intimidated, or is unwelcome and would deny the student, worker, or others individual dignity and/or respect. This includes any comment, conduct, or behaviours which serves no legitimate school related purpose and has the effect of creating an intimidating, humiliating, hostile, violent, or offensive school environment. It also includes any comment or action that denies the other person individual dignity and/or respect that detrimentally affects students, workers, or others within the Mission Public Schools operating environment, or has adverse school related consequences, such as school advancement.

4.2. A *Poisoned School Environment* is where there is a focused pattern of bullying, harassment, cyberbullying, intimidation, or discriminating behaviour, including a broad systemic problem that is tolerated, participated in, or condoned, and where no action is taken to end the bullying, harassing, or discriminatory behavior.

4.3. 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.

Date of Original Board Approval: Code of Conduct - February 2009 (Policy 19)
Respectful Schools – February 2016 (Policy 25)

Date Amended:

Legal Reference: *Workers Compensation Act – Section 115, OHS Regulation*
Human Rights Code (RSBC 1996), Chapter 210

Cross Reference: *Sexual Minority Policy*
Procedure: Respectful Workplace: Anti: Bullying, Harassment, & Discrimination
Procedure: Respectful Schools: Student Codes of Conduct

DRAFT

Corporate Policy

Section:	**District Administration**	
Title:	**Safe, Caring, and Respectful Schools ~~and Workplaces District Code of Conduct~~**	**3.0~~2.2~~**

Purpose

To outline ~~mandate~~ the expectations ~~for a~~ for a safe, caring, and respectful school environment for students and other people interacting with schools~~respect.ful operating environment.~~

Policy

Mission Public Schools will structure its schools ~~and workplaces~~ to provide an orderly, safe, personally secure, caring, ~~and~~ and respectful environment that values and respects individual differences and does not undermine the dignity, self-esteem, or the respect of any person interacting with ~~Mission~~ schools, ~~Public Schools~~ including elected officials, members of the public, parents, employees, and students.

Mission Public Schools expects all individuals to show respect for others including respect for others' rights, beliefs, ideas, and property.

Mission Public Schools will not condone or~~,~~ accept~~, or tolerate~~ within its schools ~~and workplaces,~~ any bullying or harassing conduct, cyberbullying, intimidation, threatening or violent behaviours, nor any acts of discrimination ~~–~~due to a persons' race, colour, ancestry, place of origin, religion, political affiliation, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age, of that person or that group or class of persons, in accordance with the (BC) *Human Rights Code* ~~and the *Workers Compensation Act*~~.

C~~Mission Public Schools expects all individuals to show respect for others including respect for others' rights, beliefs, ideas, and property.~~onduct expectations apply to all schools including areas like cafeterias, sports fields, gyms, and all school related activities, and activities that occur away from the school by way of social or electronic media.

~~1.~~

1. Conduct Expectations

1.1. Mission Public Schools are to be orderly, safe, personally secure, and respectful of all, enabling academic excellence, personal growth, and responsible citizenship.

1.2. Mission Public Schools expects respectful and responsible behaviour that leads a culture of non-violence, equity, diversity, inclusion, and respect, in schools, on-line, and at all school authorized events and activities, or other events that will have an impact on the school environment.

1.3. All students, employees, and others interacting with schools, are expected to:

a) Value and encourage learning environments that are inclusive and respectful of diverse individual, collective, social, and cultural needs of the school.

b) Treat one another with dignity and respect.

c) Refrain from engaging in or encouraging acts of violence of any form.
d) Show care and concern for others, school property, and the property of others.
e) Take appropriate measures to help those in need.

~~1.1.~~1.4. All students, employees, and others interacting with ~~the~~ schools, ~~district~~ will not engage in behaviour that constitutes bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours, or discrimination as set out in the *BC Human Rights Code*, including race, colour, ancestry, place of origin, religion, political affiliation, marital status, family status, physical or mental disability, gender, sexual orientation, gender identity or expression, or age.

2. General Guidelines

2.1. The Board, management, ~~and~~ employees, students, and parents share the responsibility of maintaining safe, personally secure, and respectful schools ~~and workplaces~~ that are equitable, diverse, and inclusive, and free from racism, bullying, harassment, or discrimination.

2.2. Processes to address student behaviour that does not meet conduct expectations, and processes for investigating behaviour that is contrary to this policy, the *School Act*, and the *BC Human Rights Code,* are to be set out in administrative procedures and individual school conduct expectations (codes of conduct).

2.3. Administrative procedures, guidelines, and processes must be developed to:

a) support equity, diversity, and inclusion, and safe, caring, and respectful schools.
b) address student behaviour does not meet conduct expectations including instances of bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours, or discrimination.
c) include guidelines for addressing student behaviour issues that:
    i. focus on restorative actions to support educating the student,
    ii. consider the unique needs of the student, and
    iii. consider punitive actions only when restorative processes are ineffective.
d) address instances where members of the public interacting with schools feel bullied, harassed, or discriminated against due to actions of students or employees representing Mission Public Schools in an official capacity.
e) address an identified poisoned school environment.

2.4. The process for investigating and addressing complaints must be done in a timely and confidential manner.

2.5. All students and school employees are required to review this policy annually.

~~**3.**~~

3.1. Bullying, Harassment, Cyberbullying, Intimidation, and Discrimination includes any inappropriate conduct, comment, or threat, by a person towards a student, worker, or others, that the person knew or reasonably ought to have known that would cause the student, worker, or others, to be humiliated or intimidated, or is unwelcome and would deny the student, worker, or others individual dignity and/or respect. This includes any comment, conduct, or behaviours which serves no legitimate school related purpose and has the effect of creating an intimidating, humiliating, hostile, violent, or offensive school environment. It also includes any comment or action that denies the other person individual dignity and/or respect that

detrimentally affects students, workers, or others within the Mission Public Schools operating environment, or has adverse school related consequences, such as school advancement.

3.2. A *Poisoned School Environment* is where there is a focused pattern of bullying, harassment, cyberbullying, intimidation, or discriminating behaviour, including a broad systemic problem that is tolerated, participated in, or condoned, and where no action is taken to end the bullying, harassing, or discriminatory behavior.

3.3. 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.

4. Examples

4.1. Safe, caring, and respectful school environments are free of acts of:

a. bullying, cyberbullying, harassment, threats, intimidation, verbal or written abuse, racism, homophobia and other forms of discrimination of any kind, including but not limited to those listed in above or any other distinguishing characteristic, or if based on an association with an individual or group with any of aforementioned characteristics,
b. any form of violence,
c. theft, or
d. vandalism.

4.2. Safe, caring, and respectful school environments do not tolerate the presence of:

a. intoxicating or banned substances,
b. weapons (or replica weapons) and explosives, and
c. intruders or trespassers.

4.3. General examples of conduct or comments that might constitute bullying, harassment or discrimination include verbal aggression or insult, calling someone derogatory names, harmful hazing, initiation practices, isolating students, vandalizing personal belongings, inappropriate use of authority, and spreading malicious rumours.

4.4. Specific examples that constitute bullying, harassment, or discrimination

a. Verbal abuse or threats, bullying, coercion, taunting.
b. Unwanted physical contact such as touching, patting, pinching, punching, massaging.
c. Sexual advances and or requests for sexual favours.
d. Suggestive or offensive comments or gestures emphasizing sexuality, sexual identity or sexual orientation (including lesbian, gay, bisexual, transgender, questioning).
e. Unwelcome, derogatory, or demeaning comments, innuendoes, jokes, name-calling or slurs.
f. Derogatory or demeaning posters, pictures, cartoons, graffiti or drawings.
g. Practical jokes which cause awkwardness or embarrassment.
h. Malicious gestures or actions such as leering, staring, tripping.
i. Any inappropriate comment or action based upon discriminatory grounds.

4.5. Behaviours that may not constitute bullying, harassment, or discrimination:

a. Consensual Banter or Relationships – Two or more people bantering back and forth is not harassment if **everyone** involved agrees. *However, if anyone feels uncomfortable with the*

behaviour and the behaviour continues even after that person has expressed their discomfort, or if the others involved should have known the person was uncomfortable, then it is harassment.

b. Flirting with each other, or becoming involved in a romantic or sexual relationship, are not harassing each other if the relationship is consensual. *However, if one person changes their mind, and the other person persists in trying to continue the relationship, it is harassment.*

c. Legitimate interventions – appropriate reviews, counseling, coaching and discipline are not considered bullying, harassment, or discrimination.

Date of Original Board Approval: Code of Conduct - February 2009 (Policy 19)
Respectful Schools – February 2016 (Policy 25)
Respectful Schools and Workplaces (Sept 2019)

Date Amended: **September 17, 2019**
_____, 2021

Legal Reference: ~~*Workers Compensation Act – Section 115, OHS Regulation*~~

Cross Reference: *Equity, Diversity, and Inclusion Policy*
Sexual Minority Policy
~~*Workplace Bullying, Harassment or Discrimination Complaint Procedure*~~*Student Conduct Expectations Procedure*
School Bullying, Harassment or Discrimination Complaint Procedure
School Clothing Policy

ITEM 7.1 **Information** **File No.**

TO: Committee of the Whole
FROM: V. Searwar, District Principal of Indigenous Education , C. Becker, Secretary-Treasurer
SUBJECT: Metis Nation of BC – Childcare Partnership

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1. **Summary:**
   Metis Nation of BC (MNBC) will have access to additional funding to mitigate the increasing costs and availability of childcare. SD75 was approached by the MNBC and has been having conversations about placing portables on to SD75 school properties to be able to provide childcare.

2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
   a. Strategic Plan Alignment
   b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
   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 7.2 **Discussion** **File No.**

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools C. Becker, Secretary-Treasurer
SUBJECT: BAA Courses

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1. **Summary:**

   The Superintendent will initiate a discussion on BAA courses on offer in Mission.

2. **Background:** Several courses have been approved as amended on May 21, 2019, requesting incorporating the recommendations from the Indigenous Mentor Teacher. A new format has been requested by the Ministry of Education in later in August 2019. The BAA courses attached have been reformatted with the new template, and have the suggestions from the Indigenous Mentor Teacher incorporated.

3. **Options:**

4. **Analysis and Impact:**

   a. Strategic Plan Alignment
   b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
   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. FLC: Self Efficacy 11 2019
   b. FLC: Self Efficacy 12 2019
   c. MSS: Basketball 11 – Training, Competing and Officiating
   d. MSS: Basketball 11 – Training, Competing and Officiating
   e. MSS: Business Law 12
   f. MSS: Criminology 12
   g. MSS: ELL Level 2 Course
   h. RC: CSW 12A
   i. RC: CSW 12B
   j. RC: CSW12C

Mission Public Schools

Board/Authority Authorized Course

School District/Independent School Authority Name: Mission Public School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** School District No. 75 (Mission)
Developed by: Kevin Watrin	**Date Developed:** March 2018
School Name: Fraserview Learning Centre	**Principal's Name:** Kevin Watrin
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date: May 21, 2019	**Board/Authority Chair Signature:**
Course Name: Self-Efficacy	**Grade Level of Course:** 11
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s):

Students would be recommended by the District Referral Committee

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course is designed to help students recognize ways in which they can develop and enhance their self-efficacy. This course builds on the foundation of Self Efficacy 10. Students will learn to recognize the power they have to affect situations will influence both the ability a student has to face challenges competently and the choices a student is most likely to make. Learning outcomes for the course are grouped under social-emotional learning themes, focusing on the development of self- and social awareness and self- and relationship management skills. By exposing students to diverse situations and interaction, students will develop a deeper understanding of their personal values. Students will learn additional strategies and skills to aid them in communication, interpersonal relations, and conflict management while taking responsibility for their decision-making and problem solving. As a culmination, students reflect on their progress and personal goals, and consider how they can create new possibilities for themselves.

Goals and Rationale:

This course is for students with social, emotional, and/or behavioural barriers to their learning and who have been recommended through the School Based Resource team and/or Counsellor. These students need additional supports to reach their full potential. This course has been designed to help meet the learning needs and the emotional needs of students who need a structured framework of providing social-emotional support, providing advocacy on behalf of the student, and fostering the development of self-efficacy and independence. It will allow students to develop strategies for resolving conflict and managing stress in social contexts by teaching self and social awareness, and self and relationship management. This course supports and encourages students to explore who they are as valued individuals and to explore ways to make positive changes in their lives by exploring what they value and who they want to become.

Aboriginal Worldviews and Perspectives:

“Connectedness and Relationships”

“Encourage student self- awareness grounded in knowledge of family origins, cultural background, place of origin, allegiance and affiliation, citizenship, and other identity ‘markers’. Student self-expression via writing, speaking, and representation is an opportunity to address and revisit this theme at various stages during their K-12 schooling”

(taken from FNESC website)

BIG IDEAS

Self-Awareness & Recognition	Self-Management & Organization	Social Awareness & Communication	Building Positive Relationships	Decision Making & Responsibility

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: It is expected that students will: -Recognize different emotions and how emotions can influence daily living - Explore different learning styles, life skills, and personal attributes to gain an understanding of personal strengths, needs, and values - Recognize personal interests and dis-interests to work towards being able to describe themselves - Recognize different strategies to manage impulse control - Recognize a variety of strategies to manage stress and anxiety - Recognize strategies to aid organizational and time management - Recognize strategies to aid in planning and goal setting - Recognize the importance of owning their behaviours - Recognize the importance of treating others with respect - Explore a variety of social norms - Challenge themselves by exploring perspectives that are different from their own - Recognize different appropriate communication skills (verbal and non-verbal) - Recognize making positive contributions to the establishment of group goals - Recognize the ability to positively contribute to reaching group goals - Demonstrate ways to appropriately seek and provide help	*Students are expected to know the following:* **Personal Development** ➢ goal setting strategies ➢ personal strengths and needs ➢ strategies to manage stress, anxiety and impulse control ➢ where to seek help for emotional needs ➢ time management **Connections to Community** ➢ importance of respect toward others ➢ variety of societal norms (cultural/religious/lifestyle) ➢ how to work toward a group goal

Big Ideas – Elaborations

Self-Awareness & Recognition
- Students will continue to develop a reflective mindset through guided activities. In doing so, students will work to develop a greater understanding of themselves as an individual.

Self-Management & Organization
- Students will continue to develop personal self-management and personal and academic organization. In do so, students will work to identify personal strength and needs, and will be exposed to strategies that will help them emphasize strengths and work to strengthen needs.

Social Awareness & Communication
- Both individually and in groups, students will develop their social awareness and communication skills through guided activities that require them to be reflective when working with and considering others. In doing so, students will be exposed to different ways of thinking and acting, and work to develop a greater understanding of the people around them.

Building Positive Relationships
- Both individually and in groups, students will continue to develop through guided activities that challenge them to react to both formal and informal social settings. In doing so, students will be exposed to positive relationship development skills and strategies, and work to develop a greater understanding of appropriate relationship interactions.

Decision Making & Responsibility
- Both individually and in groups, students will develop through guided activities that require them to reflect on the decisions they make. In doing so, students will be exposed to different decision-making strategies, and work to understand how decisions impact outcomes.

Curricular Competencies – Elaborations

Content – Elaborations

Recommended Instructional/Assessment Components - Ensure alignment with the Principles of Quality Assessment:

The instructional component of the course may include the following: lectures, large and small group discussions, guest speakers, videos, online research, individual and group activities, student presentations, self-directed projects, as well as goal setting, tracking, and self-assessment activities.

Eighty percent (80%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the students' most consistent level of achievement throughout the course, although special consideration will be given to the more recent evidence of achievement.

Twenty percent (20%) of the grade will be based on a final evaluation of each student's visual journal, goal setting portfolio, presentation and/or another method of evaluation suitable to the course content and administered toward the end of the course.

Learning Resources:

- Workshops provided through various community partners (Fraser House, Fraser Health Authority, MCFD, Community Youth Outreach Workers, Safe Online Outreach Society etc.) e.g. Understanding Anxiety and Depression, Let's Talk Shop, Drug and Alcohol Prevention presentations, Career counselling, Collaborative Problem-Solving methods, Art Therapy, etc.
- Lagging skills checklists, unsolved problem goal sheets (Ross Green)
- IEP Goal Setting templates
- Visual Journals
- Mazza, James J. et al. *DBT Skills In Schools. 2016*
- *The Explosive Child* (2006), Lost at School, Ross Greene, 2008
- Self-Regulation Research Materials: Stuart Shanker
- Teaching Self-Efficacy through Personal projects: http://www.ascd.org/publications/educational_leadership/may12/vol69/num08/Teaching_Self-Efficacy_with_Personal_Projects.aspx
- Beyond Monet: The Artful Science of Instructional Integration, Barrie Bennett, (2002)
- Articles, information and videos on the internet related to self-efficacy
- Project-Based Learning Resources such as: http://www.bie.org/tools/online_resources/pbl-online
- Mindfulness Resources such as MindUp, Mindshift, Headspace
- Lifetime Learning Centre Society
- Fraser Valley Women's Resource Society
- Brendtro, Larry K., Martin Brokenleg, and Steve Van Bockern. (2002) *Reclaiming Youth At Risk: Our Hope for the Future*. Solution-Tree Press.
- Newfeld, Gordon and Gabor Mate. *Hold on to Your Kids: Why Parents Need to Matter More Than Peers*. (2004). Random House.
- Worksheet Recommendation: Complete 1st of the R's of "The 5 R's of Indigenous Research", which is to Self-Locate
- Website Recommendation: Please consider First Nations Health Authority Traditional Wellness Strategic Framework: See Appendix C: pp. 48-53 http://www.fnha.ca/wellnessContent/Wellness/FNHA_TraditionalWellnessStrategicFramework.pdf
- ARTICLE Recommendation: IAHA Mentoring Program workbook http://iaha.com.au/getinvolved/mentoring/about/ Although not Canadian, it is a wonderful resource.

  Pg. 16 "Culturally safe & Responsive Environment"
  Pg. 17 "Using Strength-Based Approaches"
  Pg. 42 "Conflict Management"
  Pg. 48 "Senge's Ladder of Inference"

Additional Information

Board/Authority Authorized Course

School District/Independent School Authority Name: Mission Public School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** School District No. 75 (Mission)
Developed by: Kevin Watrin	**Date Developed:** March 2019
School Name: Fraserview Learning Centre	**Principal's Name:** Kevin Watrin
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date: May 21, 2019	**Board/Authority Chair Signature:**
Course Name: Self-Efficacy	**Grade Level of Course:** 12
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s):

Students would be recommended by the District Referral Committee

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course is designed to expose students to ways in which they can develop and enhance their self-efficacy. This course builds on the foundation of Self Efficacy 10 and 11. Students are required to demonstrate a deeper understanding of the concepts and principles introduced in earlier levels of this course. Students will demonstrate the power they have to affect situations will influence both the ability a student has to face challenges competently and the choices a student is most likely to make. Learning outcomes for the course are grouped under social-emotional learning themes, focusing on the development of self- and social awareness and self- and relationship management skills. Students experiences with diverse situations and interaction, will develop personal values. Students will practice strategies and skills to aid them in communication, interpersonal relations, and conflict management while taking responsibility for their decision-making and problem solving. As a culmination, students reflect on their progress and personal goals, and begin to consider how they can create new possibilities for themselves.

Goals and Rationale:

This course is for students with social, emotional, and/or behavioural barriers to their learning and who have been recommended through the School Based Resource team and/or Counsellor. These students need additional supports to reach their full potential. This course has been designed to help meet the learning needs and the emotional needs of students who need a structured framework of providing social-emotional support, providing advocacy on behalf of the student, and fostering the development of self-efficacy and independence. It will allow students to develop strategies for resolving conflict and managing stress in social contexts by teaching self and social awareness, and self and relationship management. This course

supports and encourages students to explore who they are as valued individuals and to explore ways to make positive changes in their lives by exploring what they value and who they want to become.

Aboriginal Worldviews and Perspectives:

“Connectedness and Relationships”

“Encourage student self- awareness grounded in knowledge of family origins, cultural background, place of origin, allegiance and affiliation, citizenship, and other identity ‘markers’. Student self-expression via writing, speaking, and representation is an opportunity to address and revisit this theme at various stages during their K-12 schooling”

(taken from FNESC website)

Course Name: Self Efficacy

Grade: 12

BIG IDEAS

Self-Awareness & Recognition	Self-Management & Organization	Social Awareness & Communication	Building Positive Relationships	Decision Making & Responsibility

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: It is expected that students will: - Demonstrate different emotions and how emotions can influence daily living - Demonstrate different learning styles, life skills, and personal attributes to gain an understanding of personal strengths, needs, and values - Explore personal interests and dis-interests to work towards being able to describe themselves - Demonstrate different strategies to manage impulse control - Demonstrate a variety of strategies to manage stress and anxiety - Demonstrate strategies to aid organizational and time management - Demonstrate strategies to aid in planning and goal setting - Demonstrate ownership of their behaviour - Demonstrate the importance of treating others with respect - Demonstrate a variety of social norms - Challenge themselves by exploring perspectives that are different from their own - Demonstrate different appropriate communication skills (verbal and non-verbal) - Demonstrate making positive contributions to the establishment of group goals - Demonstrate the ability to positively contribute to reaching group goals - Demonstrate ways to appropriately seek and provide help	*Students are expected to know the following:* **Personal Development** ➢ goal setting strategies ➢ personal strengths and needs ➢ strategies to manage stress, anxiety and impulse control ➢ where to seek help for emotional needs ➢ time management **Connections to Community** ➢ importance of respect toward others ➢ variety of societal norms (cultural/religious/lifestyle) ➢ how to work toward a group goal

Big Ideas – Elaborations

Self-Awareness & Recognition
- Students will be further develop through guided activities that require them to be reflective. In doing so, students will work to demonstrate a greater understanding of themselves as an individual.

Self-Management & Organization
- Students will be introduced to and guided through activities that require them to be reflective. In do so, students will work to identify personal strength and needs, and will be exposed to strategies that will help them emphasize strengths and work to strengthen needs.

Social Awareness & Communication
- Both individually and in groups, students will be introduced to and guided through activities that require them to be reflective when working with and considering others. In doing so, students will be demonstrate different ways of thinking and acting, and work to develop a greater understanding of the people around them.

Building Positive Relationships
- Both individually and in groups, students will demonstrate through guided activities that challenge them to react to both formal and informal social settings. In doing so, students will be demonstrate positive relationship development skills and strategies, and work to demonstrate a greater understanding of appropriate relationship interactions.

Decision Making & Responsibility
- Both individually and in groups, students will demonstrate through guided activities that require them to reflect on the decisions they make. In doing so, students will be demonstrate different decision-making strategies, and work to understand how decisions impact outcomes.

Curricular Competencies – Elaborations

Content – Elaborations

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

The instructional component of the course may include the following: lectures, large and small group discussions, guest speakers, videos, online research, individual and group activities, student presentations, self-directed projects, as well as goal setting, tracking, and self-assessment activities.

Eighty percent (80%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the students' most consistent level of achievement throughout the course, although special consideration will be given to the more recent evidence of achievement.

Twenty percent (20%) of the grade will be based on a final evaluation of each student's visual journal, goal setting portfolio, presentation and/or another method of evaluation suitable to the course content and administered toward the end of the course.

Learning Resources:

- Workshops provided through various community partners (Fraser House, Fraser Health Authority, MCFD, Community Youth Outreach Workers, Safe Online Outreach Society etc.) e.g. Understanding Anxiety and Depression, Let's Talk Shop, Drug and Alcohol Prevention presentations, Career counselling, Collaborative Problem-Solving methods, Art Therapy, etc.
- Lagging skills checklists, unsolved problem goal sheets (Ross Green)
- IEP Goal Setting templates
- Mazza, James J. et al. *DBT Skills In Schools. 2016*
- Visual Journals
- The Explosive Child (2006), Lost at School, Ross Greene, 2008
- Self-Regulation Research Materials: Stuart Shanker
- Teaching Self-Efficacy through Personal projects: http://www.ascd.org/publications/educational_leadership/may12/vol69/num08/Teaching_Self-Efficacy_with_Personal_Projects.aspx
- Beyond Monet: The Artful Science of Instructional Integration, Barrie Bennett, (2002)
- Articles, information and videos on the internet related to self-efficacy
- Project-Based Learning Resources such as: http://www.bie.org/tools/online_resources/pbl-online
- Mindfulness Resources such as MindUp, Mindshift, Headspace
- Lifetime Learning Centre Society
- Fraser Valley Women's Resource Society
- Brendtro, Larry K., Martin Brokenleg, and Steve Van Bockern. (2002) Reclaiming Youth At Risk: Our Hope for the Future. Solution-Tree Press.
- Newfeld, Gordon and Gabor Mate. Hold on to Your Kids: Why Parents Need to Matter More Than Peers. (2004). Random House.
- Worksheet Recommendation: Complete 1st of the R's of "The 5 R's of Indigenous Research", which is to Self-Locate

- Website Recommendation: Please consider First Nations Health Authority Traditional Wellness Strategic Framework: See Appendix C: pp. 48-53
  http://www.fnha.ca/wellnessContent/Wellness/FNHA_TraditionalWellnessStrategicFramework.pdf
- ARTICLE Recommendation: IAHA Mentoring Program workbook
  http://iaha.com.au/getinvolved/mentoring/about/ Although not Canadian, it is a wonderful resource.

  Pg. 16 “Culturally safe & Responsive Environment”
  Pg. 17 “Using Strength-Based Approaches”
  Pg. 42 “Conflict Management”
  Pg. 48 “Senge’s Ladder of Inference”

Additional Information

Mission Public Schools

Board/Authority Authorized Course

School District/Independent School Authority Name: Mission Public School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District No. 75 (Mission)
Developed by: Brodie Pearce	**Date Developed:** April 2018
School Name: Mission Secondary School	**Principal's Name:** Jim Pearce
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date: May 21, 2019	**Board/Authority Chair Signature:**
Course Name: Basketball 11: Training, Competing, and Officiating	**Grade Level of Course:** 11
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s):

Achieving an 'A' in the course Basketball 10: Training, Competing, and Officiating. Students who play basketball on one of the school basketball teams should be taking this course.

Special Training, Facilities or Equipment Required:

The teacher should be specialized in Physical and Health Education and have a background in basketball with coaching experience. At least Learn to Train (Level 1) NCCP Basketball BC Certification and continuing to improve their pedagogy by attending professional development opportunities. Facility required: gym. Equipment required: cones, basketballs, pinnies, and whistles.

Course Synopsis:

This course will foster the development of basketball specific skills and allow students to practice/compete with others in basketball related activities/games. This course will provide students with the necessary knowledge needed to officiate elementary school basketball games. In addition, this course includes units that are specific to basketball on skill development, offensive strategies, defensive strategies, teamwork, communication, and fitness. Students will learn how to train to improve their basketball skills, fitness, and performance; compete against their peers and develop their skills and tactics; and learn the rules/fouls in order to officiate lower level basketball games.

Goals and Rationale:

The goal of this course is to enhance students' competency in basketball both as a player and as an official. This course will allow students to develop their skills and knowledge for the game of basketball. This course will cater to the Core Competencies of the New BC Curriculum: Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, and Social Responsibility. Students will be able to improve their communication skills by interacting and working with their peers to obtain goals. Creative and critical thinking will be needed in this course for creating their own

practice plans as well as having to make critical choices during basketball games/activities. The students' personal identity will be positively impacted by this course through the encouragement and support from their teacher and peers. Students' personal awareness and responsibility will develop in this course by learning the skills, strategies, and dispositions that help them to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations through the sport of basketball. The social responsibility of the students will be strengthened through their interactions with their peers in class, creating and maintaining healthy relationships, and working/volunteering in the community.

Goals for the Three Domains of Learning:

Psychomotor domain

- Students will learn the proper technique for basketball specific skills such as passing, dribbling, shooting, rebounding/blocking out, and footwork on offense and defense
- Offensive/Defensive concepts and strategies
- Develop the movement knowledge, skills, and understandings that will allow for lifelong participation in a variety of basketball games/activities

Cognitive domain

- Learn how to participate in different types of physical activities and games, including the rules and tactical strategies
- Transferring skills and concepts from one game to another
- To make correct decisions when placed in various situations

Affective domain

- Learn how to communicate effectively with their peers and people in the community
- Learn how to interact with others to create a positive environment for learning and enjoyment
- Develop an understanding of the many aspects of well-being including physical, emotional, mental, and social

Aboriginal Worldviews and Perspectives:

This course connects to the First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
    - The learning in this course will support the students' self-image and impact the community in a positive way.
- Learning involves recognizing the consequences of one's actions.
    - Students will learn that their actions ultimately have consequences, good or bad, and have to adjust their behaviour accordingly.
- Learning involves patience and time.
    - Students will need to have patience while developing their basketball skills; as well, know that it takes plenty of time and practice.

Mission Public Schools

Board/Authority Authorized Course

Course Name: Basketball 11: Training, Competing, and Officiating

Grade: 11

BIG IDEAS

Understanding our strengths, weaknesses, and personal preferences related to basketball helps us plan and achieve our goals.	Trying a variety of basketball games/activities can increase our chances of playing basketball and being active throughout our lives.	Social, emotional, and mental well-being can be improved through being involved in a team environment and learning the importance of communication.	Personal fitness can be maintained and improved through regular participation in basketball games/activities.	Understanding the factors that allow us to be better basketball players and taking action to improve.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: ➢ Develop skills in a variety of basketball related activities ➢ Develop a variety of concepts and strategies in different basketball games/activities ➢ Demonstrate safety, fair play, sportsmanship and leadership in basketball games/activities ➢ Participate in basketball games/activities designed to enhance and maintain health components of fitness ➢ Identify, apply, and reflect on strategies used to pursue basketball related goals ➢ Plan ways to overcome potential barriers that affect participation in basketball related activities ➢ Identify and describe the influences of different training styles on fitness and basketball performance ➢ Develop and demonstrate appropriate exercise techniques for a variety of fitness activities and basketball specific exercises ➢ Develop and demonstrate a variety of leadership skills in different types of basketball related activities ➢ Demonstrate appropriate behaviours in different types of basketball activities and environments ➢ Apply safety practices in different types of basketball activities, for self and others ➢ Develop ability to coach/teach a basketball practice/class ➢ Develop officiating skills for lower-level basketball games	*Students are expected to know the following:* ➢ Rules and fouls for the game of basketball ➢ Boundaries and terminology of the basketball court ➢ How the scoring in basketball works ➢ Proper technique for basketball skills ➢ Offensive/Defensive concepts and strategies ➢ How to participate in different types of basketball games/activities ➢ Strategies for goal-setting and self-motivation ➢ How to communicate with peers effectively ➢ How to plan a basketball practice ➢ How to officiate a basketball game

Big Ideas – Elaborations

Curricular Competencies – Elaborations

Content – Elaborations

Recommended Instructional Components

- Direct/Indirect instruction
- Interactive instruction
- Student-led instruction
- Video instruction
- Demonstrations
- Guest speakers

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

- Participation/Effort
  - Self-assessment
- Basketball skills
  - Formative assessment
  - Peer assessment
  - Summative assessment
- Creation of practice plans
  - Summative assessment
- Student-led classes/practices
  - Summative assessment

- Officiating elementary school basketball games
  - Self-assessment
  - Summative assessment
- Teamwork/Cooperation/Collaboration
  - Formative assessment
  - Summative assessment

Learning Resources:

- Internet – websites, videos, articles, etc.
- Books
- Guest speakers
- Book: Forsyth, J., & Giles, A. R. (Eds.). (2012). Aboriginal peoples and sport in Canada: Historical foundations and contemporary issues. UBC Press.
- Book: "Two-Eyed Seeing: Physical Activity, Sport, and Recreation Promotion in Indigenous Communities" by Lynn Lavalee and Lucie Levesque, P. 206-228
- Article: "It's more than just performing well in your sport. It's also about being healthy physically, mentally, emotionally, and spiritually': Indigenous women athletes' meanings and experiences of flourishing in sport" by Leah Ferguson
- Please consider First Nations Health Authority Traditional Wellness Strategic Framework: See Appendix C: pp. 48-53

  http://www.fnha.ca/ wellnessContent/ Wellness/ FNHA_TraditionalWellne ssStrategicFramework.pdf
- Worksheet: Complete 1st of the R's of "The 5 R's of Indigenous Research", which is to Self-Locate

Additional Information:

Mission Public Schools

Board/Authority Authorized Course

School District/Independent School Authority Name: Mission Public School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District No. 75 (Mission)
Developed by: Brodie Pearce	Date Developed: April 2018
School Name: Mission Secondary School	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: May 21, 2019	Board/Authority Chair Signature:
Course Name: Basketball 12: Training, Competing, and Officiating	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Achieving an 'A' in the course Basketball 11: Training, Competing, and Officiating. Students who play basketball on one of the school basketball teams should be taking this course.

Special Training, Facilities or Equipment Required:

The teacher should be specialized in Physical and Health Education and have a background in basketball with coaching experience. At least Learn to Train (Level 1) NCCP Basketball BC Certification and continuing to improve their pedagogy by attending professional development opportunities. Facility required: gym. Equipment required: cones, basketballs, pinnies, and whistles.

Course Synopsis:

This course will foster the development of basketball specific skills and allow students to practice/compete with others in basketball related activities/games. This course will provide students with the necessary knowledge needed to officiate elementary school basketball games. In addition, this course includes units that are specific to basketball on skill development, offensive strategies, defensive strategies, teamwork, communication, and fitness. Students will learn how to train to improve their basketball skills, fitness, and performance; compete against their peers and develop their skills and tactics; and learn the rules/fouls in order to officiate lower-level basketball games.

Goals and Rationale:

The goal of this course is to enhance students' competency in basketball both as a player and as an official. This course will allow students to develop their skills and knowledge for the game of basketball. This course will cater to the Core Competencies of the New BC Curriculum: Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, and Social Responsibility. Students will be able to improve their communication skills by interacting and working with their peers to obtain goals. Creative and critical thinking will be needed in this course for creating their own practice plans as well as having to make critical choices during basketball games/activities. The students' personal identity will be positively impacted by this course through the encouragement and support from their teacher and peers. Students' personal awareness and responsibility will develop in this course by learning the skills, strategies, and dispositions that help them to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and

persevere in difficult situations through the sport of basketball. The social responsibility of the students will be strengthened through their interactions with their peers in class, creating and maintaining healthy relationships, and working/volunteering in the community.

Goals for the Three Domains of Learning:

Psychomotor domain

- Students will learn the proper technique for basketball specific skills such as passing, dribbling, shooting, rebounding/blocking out, and footwork on offense and defense
- Offensive/Defensive concepts and strategies
- Develop the movement knowledge, skills, and understandings that will allow for lifelong participation in a variety of basketball games/activities

Cognitive domain

- Learn how to participate in different types of physical activities and games, including the rules and tactical strategies
- Transferring skills and concepts from one game to another
- To make correct decisions when placed in various situations

Affective domain

- Learn how to communicate effectively with their peers and people in the community
- Learn how to interact with others to create a positive environment for learning and enjoyment
- Develop an understanding of the many aspects of well-being including physical, emotional, mental, and social

Aboriginal Worldviews and Perspectives:

This course connects to the First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
    - The learning in this course will support the students' self-image and impact the community in a positive way.
- Learning involves recognizing the consequences of one's actions.
    - Students will learn that their actions ultimately have consequences, good or bad, and have to adjust their behaviour accordingly.
- Learning involves patience and time.
    - Students will need to have patience while developing their basketball skills; as well, know that it takes plenty of time and practice.

Mission Public Schools

Board/Authority Authorized Course

Course Name: Basketball 12: Training, Competing, and Officiating

Grade: 12

BIG IDEAS

Understanding our strengths, weaknesses, and personal preferences related to basketball helps us plan and achieve our goals.	Trying a variety of basketball games/activities can increase our chances of playing basketball and being active throughout our lives.	Social, emotional, and mental well-being can be improved through being involved in a team environment and learning the importance of communication.	Personal fitness can be maintained and improved through regular participation in basketball games/activities.	Understanding the factors that allow us to be better basketball players and taking action to improve.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: ➢ Refine and demonstrate skills in a variety of basketball related activities ➢ Refine and demonstrate a variety of concepts and strategies in different basketball games/activities ➢ Demonstrate safety, fair play, sportsmanship and leadership in basketball games/activities ➢ Participate in basketball games/activities designed to enhance and maintain health components of fitness ➢ Identify, apply, and reflect on strategies used to pursue basketball related goals ➢ Plan ways to overcome potential barriers that affect participation in basketball related activities ➢ Identify and describe the influences of different training styles on fitness and basketball performance ➢ Refine and demonstrate appropriate exercise techniques for a variety of fitness activities and basketball specific exercises ➢ Refine and demonstrate a variety of leadership skills in different types of basketball related activities ➢ Demonstrate appropriate behaviours in different types of basketball activities and environments ➢ Apply safety practices in different types of basketball activities, for self and others ➢ Refine and demonstrate ability to coach/teach a basketball practice/class ➢ Refine and demonstrate officiating skills for lower-level basketball games	*Students are expected to know the following:* ➢ Rules and fouls for the game of basketball ➢ Boundaries and terminology of the basketball court ➢ How the scoring in basketball works ➢ Proper technique for basketball skills ➢ Offensive/Defensive concepts and strategies ➢ How to participate in different types of basketball games/activities ➢ Strategies for goal-setting and self-motivation ➢ How to communicate with peers effectively ➢ How to plan a basketball practice ➢ How to officiate a basketball game

Big Ideas – Elaborations

Curricular Competencies – Elaborations

Content – Elaborations

Recommended Instructional Components:

- Direct/Indirect instruction
- Interactive instruction
- Student-led instruction
- Video instruction
- Demonstrations
- Guest speakers

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

- Participation/Effort
  - Self-assessment
- Basketball skills
  - Formative assessment
  - Peer assessment
  - Summative assessment
- Creation of practice plans
  - Summative assessment
- Student-led classes/practices
  - Summative assessment

- Officiating elementary school basketball games
  - Self-assessment
  - Summative assessment
- Teamwork/Cooperation/Collaboration
  - Formative assessment
  - Summative assessment

Learning Resources:

- Internet – websites, videos, articles, etc.
- Books
- Guest speakers
- Book: Forsyth, J., & Giles, A. R. (Eds.). (2012). Aboriginal peoples and sport in Canada: Historical foundations and contemporary issues. UBC Press.
- Book: "Two-Eyed Seeing: Physical Activity, Sport, and Recreation Promotion in Indigenous Communities" by Lynn Lavalee and Lucie Levesque, P. 206-228
- Article: "It's more than just performing well in your sport. It's also about being healthy physically, mentally, emotionally, and spiritually': Indigenous women athletes' meanings and experiences of flourishing in sport" by Leah Ferguson
- Please consider First Nations Health Authority Traditional Wellness Strategic Framework: See Appendix C: pp. 48-53

  http://www.fnha.ca/ wellnessContent/ Wellness/ FNHA_TraditionalWellne ssStrategicFramework.pdf
- Worksheet: Complete 1st of the R's of "The 5 R's of Indigenous Research", which is to Self-Locate

Additional Information:

Mission Public Schools

Board/Authority Authorized Course

School District/Independent School Authority Name: Mission Public School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District No. 75 (Mission)
Developed by: Diana Purser	**Date Developed:** March 8, 2019
School Name: Ecole Mission Secondary School	**Principal's Name:** Jim Pearce
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date: May 21, 2019	**Board/Authority Chair Signature:**
Course Name: Business Law 12	**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:

None

Course Synopsis:

Business Law 12 covers 4 main areas of legal study: Legal Fundamentals; Business Organizations and Employment; Business Relationships; and Property Law. Students begin by developing an understanding of the nature of laws, how they developed, the general need for rules to govern behaviour of individuals, and the establishment of fundamental rights and duties of persons in Canadian society. Students will examine the legal system; how it is used to resolve disputes and the role of the courts as the chief interpreter of the constitution. From this foundation, students will then explore Civil Law; understanding "duty of care", how to protect one's interests from civil claim, and how to seek remedy through the courts should a civil wrong (tort) be committed either due to carelessness or intention. Students will thoroughly understand the basic concepts related to contract law as it is one of the most important areas of common law from a business perspective. Topics include understanding who may legally enter into contract, what makes a contract valid/binding, and the consequences of breach of contract. As entrepreneurship and self-employment are increasingly undertaken, an understanding of the legal implications of ownership forms as well as employment law become increasingly important. Students will explore various forms of business organization; sole proprietorship, agency relationship, and partnership. Students will understand the rights and duties of both employer and employee with emphasis on employment standards, termination, the roles/procedures of unions and collective bargaining law. Students will explore the nature of the contract of sale, rules for the transfer of title, and the principle of "caveat emptor" through the study of consumer protection laws. Finally, given the local environment in BC, an emphasis will be placed on an understanding of Real Estate Law; the various estates and interests in land, registering property interests, leases, and mortgages. An understanding of Canadian/BC laws as they pertain to business activity will uniquely prepare students for the opportunities and challenges following high-school.

Goals and Rationale:

SECTION 1: LEGAL FUNDAMENTALS

1. To understand the Canadian Legal System: what is law, its sources and enforcement, alternative methods of resolving disputes (ADR).
2. To explore Canadian Civil Law: identify common intentional and unintentional torts in both business and personal contexts; understand the concept of "duty of care" and how courts apportion liability and determine compensation; examine the role of contracts in business, elements of a valid contract and how they are formed, contract enforceability, performance and the consequences of breach of contract.

SECTION 2: BUSINESS ORGANIZATIONS AND EMPLOYMENT LAW

3. To consider the legal environment of business organizations and areas of law applicable to sole proprietorship, agency and partnership.
4. To examine the employment relationship: duties and responsibilities of employers and employees, termination and wrongful dismissal.
5. To outline the role of unions in the employment relationship and the process of collective bargaining.

SECTION 3: BUSINESS RELATIONSHIP LAW

6. To examine Canadian Consumer Law: the contract of sale, when title (and risk) pass to the buyer, rights and duties of the buyer and seller including remedies, legislations designed to provide consumer protection including the role of credit reporting and collection agencies.

SECTION 4: PROPERTY LAW

7. To understand Canadian Real Estate Law: the various estates and interests in land, title and registration of property interests, leases and their uses, land as security for debt, and mortgages as an interest in land.

Laws impact every aspect of an individual's life. It is important to understand the law and how it is used. As an educated citizen, students must understand and demonstrate their duty of care toward others, have a clear understanding of when and how to legally enter into binding contracts for the purchase of real property, such as a home, and for the purpose of employment. Students must also understand how to protect their interests and know when and how to pursue remedy through the courts. An understanding of the law, particularly as it applies to the context of business will help to ensure that as students become fully participating members of society, that they both understand how to pursue their livelihoods within the bounds of the law, but also understand their fundamental rights as Canadians, and how to protect themselves.

Aboriginal Worldviews and Perspectives:

1. **LEGAL FUNDAMENTALS: Law and the Legal System**

   To develop an understanding of Aboriginal worldviews and perspectives on law and justice
   1. To understand aboriginal culture and the role of elders
   2. To define and explore the worldviews of aboriginal and non-aboriginal peoples
   3. To provide an understanding of aboriginal concepts of law and the meaning of justice
   4. To explore applications of Restorative Justice in the aboriginal and non-aboriginal community

2. **PROPERTY LAW: Real Estate Law**

   To develop an understanding of Aboriginal views on real property
   1. To understand the First Nation relationship to the land
   2. To explore the Aboriginal view of property ownership and stewardship
   3. To provide an understanding of Aboriginal perspectives of land treaties and Aboriginal rights

Mission Public Schools

Board/Authority Authorized Course

Course Name: Business Law **Grade: 12**

BIG IDEAS

Understanding one's legal rights, freedoms and duties prepares citizens to exercise the responsibilities of an individual within the family, the community, Canada, and the world.	Laws are established in response to the needs of society and are refined over time as society changes.	A society's laws and legal system affect not only the individual lives of its citizens but also the commercial and economic activity of that society.	The law of contract and the duty of care owed to others and their property are foundational to common law from the standpoint of business.	An understanding of the intersection of business and the law enhances the sound and ethical decision-making abilities of its citizens engaged in commerce.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: • **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze legal concepts, issues, and procedures; and communicate findings and decisions** • **Assess and compare the significance and impact of legal systems or codes (significance)** • Assess the justification for differing legal perspectives after investigating points of contention, reliability of sources, and adequacy of evidence (evidence) • **Analyze continuities and changes in legal systems or codes across jurisdictions (continuity and change)** • Assess the development and impact of legal systems or codes (cause and consequence) • **Explain and infer multiple perspectives on legal systems or codes (perspective)** • **Make reasoned ethical judgments about legal systems or codes (ethical judgment)** • **Make reasoned ethical judgments about controversial decisions, legislation, or policy (ethical judgment)**	*Students are expected to know the following:* • Constitution of Canada and the Canadian Charter of Rights and Freedoms • what law is, source and enforcement in the legal system • alternative methods of resolving disputes (ADR) between persons or businesses • common intentional and unintentional torts and business situations where torts are most likely to occur • principles of law, and the standard of care imposed by the courts to determine tort liability and how it is apportioned • how damages or compensation is determined by a court • role of contracts in business; elements and formation of a valid contract; those requiring special form or writing to be enforceable • effects of misrepresentation, mistake, undue influence and duress on the enforceability of a contract • how contracts may be assigned • requirements for performance of a contract and events that may prevent performance of a contract • what constitutes breach of contract and its consequences

	• the legal environment of business organizations; forms of business organizations (sole proprietorships, agency and partnership and the application of law) • the employment relationship; duties and responsibilities of employers and employees, employer liability to third parties • the termination process and wrongful dismissal • the role of unions in the employment relationship, the union-member relationship, and the process of collective bargaining • the contract of sale and the Sale of Goods Act • when title (and risk) passes to the buyer • implied conditions and warranties in a contract of sale • the rights and duties of the buyer and seller and remedies available to each • legislation designed to provide consumer protection • the role of credit reporting agencies and collection agencies. • the various estates and interests in land • the title to land and the registration of property interests • leases and their uses, land as security for debt and mortgages as an interest in land

Big Ideas – Elaborations

1. Charter of Rights and Freedoms and it's application to non-citizens and their participation in Canadian society
2. Current societal trends and possible changes to the Charter of Rights and Freedoms to better reflect today's society
3. Globalization, outsourcing of commercial activity and the development of law
4. Duty of care as affected by social media's impact on society.
5. The ethics of doing business internationally (in the absence of laws akin to those in Canada)

Curricular Competencies – Elaborations

- **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze legal concepts, issues, and procedures; and communicate findings and decisions:**

  Sample activities:

  - Investigate legal resources available in the community to help people deal with legal issues and how to represent themselves in court or in front of a tribunal.
  - Research alternative methods and strategies to resolve conflicts before they become legal problems
  - Conduct a mock trial or debate to judge case law

- **Assess and compare the significance and impact of legal systems or codes (significance):**

  Sample activities:

  - Analyze the role of global dispute resolution institutions and agencies in economic development issues.
  - Assess the impact that a law, court decision, or legal principle has on the commercial undertakings of society.
  - Assess the impact of technology (internet-based transactions and currency) on the development of law.

- **Analyze continuities and changes in legal systems or codes across jurisdictions (continuity and change):**

  Sample activities:

  - Analyze how laws, justice system structures and practices, legal precedents, and legislative agendas adapt to changes in society.
  - Analyze forces of globalization on commercial activity, contract law and the impact on the rights or workers internationally.

- **Explain and infer multiple perspectives on legal systems or codes (perspective):**

  Sample activities:

  - Analyze the changes to Canadian real property laws in light of affordability crises and foreign ownership
  - Analyze government adherence to legal principles, such as the rule of law, by examining a variety of legal issues, controversies, and cases.

- **Make reasoned ethical judgments about legal systems or codes (ethical judgment):**

  Sample activity:

  - Investigate the use of the legal system vis a vis the corporations and the rights and freedoms of individual citizens.

Content – Elaborations

- **LEGAL FUNDAMENTALS**

  Sample topics:

  - doctrine of precedence, changes to common law rule and Supreme Court of Canada judges
  - past and potential future uses of the "notwithstanding" clause (s. 33)
  - pros and cons of a civil code system (Quebec) vs. the Common Law/equity system
  - incidents giving rise to both civil and criminal proceedings (such as a "criminal negligence" incident) and examination of the two separate legal paths that must be pursued (criminal and civil)
  - ADR case analyses
  - professional regulations/licencing for a selected profession/industry
  - loss of the registration or license to carry on the business or practice a profession in selected profession/industry
  - impact of social media on the important 'assets' of a business/product reputation
  - product liability as a growing area of tort law with the increased complexity of products (technology)
  - drafting a legally binding tenancy agreement
  - capacity and legality in contract law and online purchasing
  - offer and acceptance when using apps (Let Go, Craigslist)
  - social media's effect on undue influence and duress in contract law

- **BUSINESS ORGANIZATIONS AND EMPLOYMENT**

  Sample topics:

  - protecting personal assets as a sole proprietor
  - drafting a sound partnership agreement; dealing with conflict in a partnership
  - agency and the corporate form of ownership (personal corporations)
  - comparing employment standards across Canada
  - employment equity in Canada (selected industries)
  - Human Rights Tribunal
  - rights and responsibilities of the independent contractor within selected industries
  - comparing "reasonable notice" for termination across industries and occupations
  - employment law as an area of specialty practice
  - explore the collective bargaining process in action (CUPE, BCTF etc.)

- **BUSINESS RELATIONSHIPS**

  Sample topics:

  - consumer protection legislation comparison (Canada/Provincial, US, Europe)
  - whistle blowers; case analyses and legal protections
  - class action lawsuits

- **PROPERTY RIGHTS**

  Sample topics:

  - local Land Title Office; information on land title documents
  - regulations for acquiring a mortgage in BC (stress test) etc.
  - vacancy/speculation tax in BC
  - ownership in a strata property
  - buying a home on First Nation land (99-year lease)

Recommended Instructional Components:

Micro-lessons, the use of film, analysis of news articles, and the study of case law will feature heavily as instructional strategies. Students will use legal databases (Canlii) to access case law. Lessons will be supplemented by readings from the recommended text. Drill and review questions (oral and written) will help develop appropriate legal terminology and deepen student content knowledge. In class discussion based on fact patterns will be used to foster critical thinking, problem solving, and respectful debate. Students will write case briefs and the conducting of Mock trials will allow students to demonstrate analysis, collaboration and communication skills. Observing law in action by visiting a local courthouse, and the BC Law courts will enhance student experience.

Recommended Assessment Components:

Formative assessment:

- review questions based on course readings (written and oral/observation), assessed on a 3 level scale for understanding
- on-line applications (Kahoot), and vertical learning techniques
- collaborative (buddy) quizzes as means of daily review
- presentation of case facts individually and in groups; self evaluation according to rubric
- class discussions/debate
- use portfolio feature of Learn75/Scholantis to collect work samples that will demonstrate growth
- reflections on law courts visit

Summative assessment:

- unit tests; opportunities to improve understanding based on test corrections and re-writing
- mock trials (participate in a variety of legal roles)
- news story analysis: determine facts at law, interpret legal findings; report out in both written and oral formats
- self evaluation (according to rubric) of mock trial performance; set goals for future trials

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

Learning Resources:

- FUNDAMENTALS OF CANADIAN BUSINESS LAW, Second Edition; *John H. Willes and John A. Willes*
- Law Now; Relating law to life in Canada
- CANLII; Canadian Legal Information Institute database
- Government of Canada Website: Canadian Charter of Rights and Freedoms
- Province of BC Website: Employment Standards
- Globe and Mail; PowerPoint, Kahoot,
- "Canadian Aboriginal Law in 2018: Essays & Case Summaries" www.firstpeopleslaw.com One of the articles, "The Age of Recognition: the Significance of the Tshilhqot'in Decision"
- http://fncaringsociety.com/welcome Investigate "Jordan's Principle Case" (under "Human Rights Tribunal" p. 17)

Additional Information:

Associations with local legal professionals for enhancement and career expertise will be developed.

Mission Public Schools

Board/Authority Authorized Course

School District/Independent School Authority Name: Mission Public School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District No. 75 (Mission)
Developed by: Jivan Dhaliwal	Date Developed: February 2019
School Name: Ecole Mission Secondary School	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: May 21, 2019	Board/Authority Chair Signature:
Course Name: Criminology	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:

None

Course Synopsis:

Criminology 12 is the scientific study of criminal behavior. Students who take traditional Law 12 are exposed to a broad sampler of the various legal studies. However, this course will only focus on just criminal law. The presentation of content will take students on a journey from analyzing why certain actions have been deemed criminal, to how our court system handles offenders and attempts to reintegrate them back into society. Students will be challenged to reflect on their own beliefs and engage in discussions that will enhance their understanding of our Canadian criminal justice system from an objective perspective.

Goals and Rationale:

1. Explore the Canadian Criminal Justice system at a deeper, grassroots level
2. Analyze the role personal and social morality play in the creation of our criminal laws
3. Discuss the importance the presumption of innocence has during legal proceedings
4. Analyze how the Charter of Rights and Freedoms impacts the application of the criminal laws, from both a substantive and procedural perspective

Aboriginal Worldviews and Perspectives:

Sentencing Provisions under the Criminal Code

Aboriginal Police Force

Mission Public Schools

Board/Authority Authorized Course

Course Name:
Criminology

Grade: 12

BIG IDEAS

The accused is protected by the *Presumption of Innocence*, until proven otherwise by the Crown.	Personal and Social Morality play a pivotal role in deciding what our society determines what is right, or wrong action.	The Legal Rights section of the Canadian Charter of Rights establishes parameters for law enforcement agencies to carry out their duties.	Case Law provides meaningful direction for judges throughout criminal proceedings.	Justice Reform is needed to ensure that both the criminal laws and proceedings are evolving, as Canadian society is changing.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: 1. Investigate and apply case law to current legal cases 2. Create legal theories for a given criminal case, from both the Crown's and Defence's perspective 3. Evaluate how their personal moral compass impacts their assessment of whether an action is deemed criminal or not 4. Engage their fellow peers in a student-led panel discussion on a criminal law current event topic/issue 5. Analyze the evolution of the Criminal Code of Canada 6. Distinguish between summary, indictable and hybrid offences within the Criminal Code of Canada 7. Explain how the term "reasonable limitations" applies to cases, where there is a presumed Charter of Rights and Freedoms violation 8. Provide examples of where the current criminal laws may not accurately reflect the moral compass of Canadians 9. Investigate the various historical Criminology perspectives 10. Participate in mock criminal proceedings	*Students are expected to know the following:* 1. The Fundamental Freedoms section within the Canadian Charter of Rights and Freedoms 2. The Legal Rights guaranteed by the Canadian Charter of Rights 3. *The Glaude Report* legal provisions for Aboriginal offenders 4. The causes of crime of Canada 5. The classification of offences within the Criminal Code of Canada 6. The *2-Part Test* a prosecutor uses when deciding to proceed on a criminal charge recommended by the police 7. Guidelines for sentencing a convicted offender 8. The various Criminology perspectives

Big Ideas – Elaborations

Curricular Competencies – Elaborations

- Investigate and apply case law to current legal cases
  Sample Student Activities:
  1. Assess how courts apply case law
  2. Evaluate the evolution of case law over time, based upon society's changing moral structure
- Create legal theories for a given criminal case, from both the Crown's and Defence's perspective
  Sample Student Activities:
  1. Investigate legal theories that can help establish a motive
  2. Investigate legal theories that can help create reasonable doubt in the Crown's case
- Evaluate how their personal moral compass impacts their assessment of whether an action is deemed criminal or not
  Sample Student Activities:
  1. Analyze moral dilemmas and ethical decision making from given scenarios
  2. Identify the correlation between personal moral compass to a deviant vs criminal act
- Engage their fellow peers in a student-led panel discussion on a criminal law current event topic/issue
  Sample Student Activities:
  1. Select a current event hot topic that students would be able to both learn and discuss the opposing viewpoints that topic has
  2. Create a survey to identify the class' opinions before selecting a current event topic
  3. Analyze the importance of opposing viewpoints when trying to create a class discussion
- Analyze the evolution of the Criminal Code of Canada
  Sample Student Activities:
  1. Identify criminal offences that have been recently added, due to society's changing moral structure
  2. Evaluate why certain criminal offences will always be considered wrong even if society's moral structure shifts
- Distinguish between summary, indictable and hybrid offences within the Criminal Code of Canada
  Sample Student Activities:
  1. Investigate within the Criminal Code how criminal offences get classified by the level of harm
- Explain how the term "reasonable limitations" applies to cases, where there is a presumed Charter of Rights and Freedoms violation
  Sample Student Activities:
  1. Analyze cases where the court permitted a restriction on Charter rights
  2. Evaluate how the reasonable limits clause impacts the Fundamental Freedoms section within the Canadian Charter of Rights and Freedoms
  3. Examine the phrase "Charter Rights are not absolute and can be restricted, if justifiable within a free, democratic society."
- Provide examples of where the current criminal laws may not accurately reflect the moral compass of Canadians
  Sample Student Activities:
  1. Examination of the current drug laws, sentencing guidelines, impaired driving laws
- Investigate the various historical Criminology perspectives
  Sample Student Activities:
  1. Investigation of the Classical, Marxist and Positivist views on crime
  2. Analysis of how the teachings of Karl Marx influence the views of poverty and crime
  3. Examine how criminal events in Canadian history have shifted how Canadians view crime
- Participate in mock criminal proceedings
  Sample Student Activities:
  1. Participate in a criminal mock trial and prepare arguments for their respective positions.

Content – Elaborations

- The Fundamental Freedoms section within the Canadian Charter of Rights and Freedoms
  Sample Topics:
  1. Freedom of Conscious and Religion (s1)
  2. Freedom of Thought, Belief, Opinion and Expression (s2)
  3. Freedom of Peaceful Assembly (s3)
  4. Freedom of Association (s4)
- The Legal Rights guaranteed by the Canadian Charter of Rights
  Sample Topics:
  1. Life, Liberty and Security of the person (s7)
  2. Protection from Unreasonable Search and Seizure (s8),
  3. Arbitrary Detention/ Imprisonment (s9),
  4. Rights upon arrest (s10-11),
  5. Protection from Cruel and Unreasonable Punishment (s12)
  6. Right to Immunity from Self-Incrimination (s13)
  7. Right to have an interpreter when the trial is conducted in a language accused does not understand (s14)
- *The Glaude Report* legal provisions for Aboriginal offenders
  Sample Topics:
  1. Restorative Justice
  2. Glaude considerations for bail
  3. Glaude considerations for sentencing
- The Causes of Crime in Canada
  Sample Topics;
  1. Poverty and Crime
  2. Class conflict causing crime
  3. Addiction and substance abuse causing crime
  4. Mental illness causing crime
- The classification of offences within the Criminal Code of Canada
  Sample Topics:
  1. Summary offences
  2. Indictable offences
  3. Hybrid Offences
- The *2-Part Test* a prosecutor uses when deciding to proceed on a criminal charge recommended by the police
  Sample Topics:
  1. Prosecutor's Discretion
  2. Charge bargaining
  3. What constitutes "Society's Best Interest"?
  4. What constitutes "likelihood of a conviction"?
- Guidelines for sentencing a convicted offender
  Sample Topics:
  1. Retribution
  2. Deterrence
  3. Rehabilitation
  4. Restitution
  5. Denunciation
  6. Protection of the public
  7. The Glaude Report
  8. Sentencing Considerations
  9. Mitigation and Aggravating Factors
- The various Criminology perspectives (ie. Classical, Marxist, Positivist)
  Sample Topics:
  1. Classical Criminology
  2. 19th-Century Positivism
  3. Positivist Criminology

Content – Elaborations
4. Cesare Lombroso and the Criminal Man 5. Conflict Criminology

Recommended Instructional Components:

1. Direct Instruction
2. Indirect Instruction
3. Interactive Instruction
4. Independent Instruction
5. Group work
7. Role Playing Scenarios
8. Projects

Recommended Assessment Components:

- The Principles of Quality Assessment outlined within The Ministry of Education's guidelines will be followed - https://curriculum.gov.bc.ca/assessment-info
- 85% of the grade will be based on formative evaluations conducted during the course. This formative evaluation will provide an indication of the student's mastery of the major instructional components covered during the course.
- 15% of the grade will be based on the practical final project

Type of Assessment – Formative

Evaluation Components – Theory
Assessment Tools – Written Work, Case Studies, Theory Tests, Journals, Projects, Presentations
Value – 85% of Final mark

Type of Assessment – Summative
Evaluation Components – Inquiry Based Evaluation of the Canadian Criminal Justice System
Assessment Tools – Teacher, and Self-Evaluation
Value – 15% of Final mark

Learning Resources:

1. Internet
2. All About Law (6th Edition)
3. The Criminal Code of Canada
4. The Charter of Rights and Freedoms
5. Book "Canadian Aboriginal Law in 2018: Essays & Case Summaries" www.firstpeopleslaw.com; One of the articles, "The Age of Recognition: the Significance of the Tshilhqot'in Decision"
6. Book "Law's Indigenous Ethics" by John Burrows
7. Website: http://fncaringsociety.com/welcome
8. First Peoples Law WEBSITE "First Peoples Law is dedicated to defending and advancing Indigenous peoples' Aboriginal title, rights and Treaty rights" http://www.firstpeopleslaw.com has multiple blogs on many Indigenous law topics across Canada

Additional Information:

Mission Public Schools

Board/Authority Authorized Course

School District/Independent School Authority Name: Mission Public School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District No. 75 (Mission)
Developed by: Sherry Li	Date Developed: February 27, 2019
School Name: École Mission Secondary School	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: May 21, 2019	Board/Authority Chair Signature:
Course Name: English for Language Learners Level 2	Grade Level of Course: 10-12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

English language acquisition test

Special Training, Facilities or Equipment Required:

Course instructor must be trained and/or experienced in delivering differentiated instruction to English language learners.

Course Synopsis:

English for Language Learners Level 2 is a preparatory course for English 10 or 11. ELL learners will be given opportunities to acquire the English skills needed to make academic progress. Through group/independent reading, class discussions, group/individual work, and oral presentations, students will further develop their speaking, listening, reading comprehension, and writing skills. This course is intended to graduate the student through English for Language Learners Level 3, with the ultimate goal of graduating from a B.C. School.

Goals and Rationale:

This course is designed to graduate the ELL learners through a rigorous, academic English skills-based program, which will support the Academic English program offered at the school. ELL learners will learn the four main English language skills of reading, writing, listening and speaking. This course is developed for the international and landed immigrant student whose goal is graduation from a B.C. School and whose English language skills are low. The goal of the course is to enable the ELL learner in such a way that they achieve a level of fluency in English to communicate ideas, ask and answer questions, provide simple explanations and descriptions, give simple opinions with reasons, and make statements both orally and in writing.

Aboriginal Worldviews and Perspectives:

Class content shall include stories expressing First Peoples' perspectives, values, beliefs, and points of view. Students will learn to recognize and appreciate the diversity within and across First Peoples' societies as represented in texts.

Mission Public Schools

Board/Authority Authorized Course

Course Name: English for Language Learners Level 2 Grade: 10-12

BIG IDEAS

Listening and viewing with intent supports our understanding and acquisition of a new language.	Language strategies help us acquire a new language and understand a variety of messages.	Expressing ourselves in a new language requires courage, risk taking and perseverance.	Engagement with writing processes can support creativity and enhance clarity of expression.	Texts are socially, culturally, geographically, and historically constructed.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Comprehend and connect (reading, listening, viewing)** • Use predicting, inferencing, contextual clues, & word analysis to read unfamiliar text • Decode root words, prefixes, suffixes, & vowel digraphs • Read with more expression, attend to common punctuation, & make meaningful substitutions • Understand more vocabulary including familiar words with multiple meanings, & academic & subject-specific words • Understand ideas in related paragraphs connected by cohesive devices & transition words • Understand text with some complex sentences featuring a variety of different types of clauses • Describe main events or ideas & explain the relationship between them • Make simple, organized notes on a new topic using a familiar format • Make simple inferences based on explicit information • Understand the difference between fact & opinion, cause & effect, & comparison & contrast with support • Understand explicit social & cultural references, & some simple literary techniques such as figurative language in a variety of text • Understand & identify the purpose & discriminating features associated with an increasing range of basic genres such as recounts, narratives, procedures, descriptions, sequential explanations, arguments, summaries • Express opinions with some rationale	*Students are expected to know the following:* *number of units per semester depends on student interest and need **Suggested Texts:** 1. What a World 2 (listening and reading) 2. What a Life 2 3. Short fictional stories (with content suitable for cross-cultural understanding; any cultural specific references should be scaffolded. E.g. hockey terms, slangs, creatively spelt words) 4. Newsela.com (has leveled non-fictional readings) 5. Fundamentals of English Grammar 4th edition 6. Ready to Write 2 and 3 7. Oxford English, An International Approach 8. Most Used Words lists first 1000 and 2000 **Strategies and processes:** • reading strategies - reading out-loud for fluency (sound-out unfamiliar words, pay attention to punctuation) - practice predicting, synthesizing, summarizing, drawing conclusion, contextual clues - making inferences, connections - identifying main ideas • writing processes - adding details - strategies for pre-writing, writing, revising, and editing - multi-paragraph composition

- Make logical connections to self or other texts supported by reasons
- Support key ideas with background knowledge
- Understand an expanding range of spoken text in terms of purpose, structure, & organization
- Understand hypothetical questions
- Understand some common social expressions, slang, humour, & common idioms, & recognize differences in register & intonation in various contexts

Create and communicate (writing, speaking, representing)

- Express a focused idea with some elaboration; meaning is generally comprehensible
- Provide some general & relevant details to support meaning
- Use strategies such as pre-writing plans, multiple sources, frameworks, models, knowledge of sentence patterns, & dictionaries to produce & revise text
- Use vocabulary more purposefully, including high-frequency, descriptive, subject-specific, & academic words, & some cognates
- Use a variety of compound & complex sentences
- Use some descriptive, expressive, & technical language to develop text; some evidence of personal & authentic voice
- Provide an effective introduction & predictable conclusion in a basic multi-paragraph composition
- Connect ideas using transition words & subordinate conjunctions supported by graphic organizers & models as necessary
- Produce brief examples of personal, informational & imaginative genres (recounts, narratives, descriptions, procedures, simple explanations, arguments, opinions) to suit purpose
- Use capitalization & commas, & some apostrophes, quotation marks, & hyphens
- Spell a range of words using word lists, personal dictionaries, & knowledge of common patterns
- Use some negatives, irregular plurals, object pronouns, prepositions, regular verbs in past & future continuous tenses, & irregular verbs in past & future continuous tenses, with occasional errors
- Edit & revise expository & narrative text for word choice, punctuation, spelling, basic grammatical structures, & some fragments & run-ons
- Express & connect ideas & some supporting details using conjunctions, prepositional phrases, & time & sequence markers
- Understand speech on familiar topics
- Speak with negatives, noun phrases, adjective phrases, irregular plurals, possessives,

Language features, structures, and conventions

• language features
  - Punctuation (comma, quotation marks)
  - Transition words
  - Phrasal verbs

• usage and conventions
  - tenses (focus on perfect and future tenses)
  - run-on, fragments
  - language registers

• sentence structures (focus on compound and compound-complex)

Vocabulary

• high-frequency
• descriptive
• academic words
• words with multiple meaning

prepositions, & future continuous & irregular past tense verbs, with some usage errors • Add detail to affirmative & negative statements, questions, offers, & commands • Attempt to use variation in intonation, tone, pacing, volume, & emphasis to affect meaning, with occasional errors • Use language for an expanding range of purposes, including to comment, give opinions, clarify, express agreement/ disagreement, describe, recount, sequence, & explain • Use some expressions, idioms, gestures, common social references, & appropriate register to suit the context • Use some strategies including circumlocution, active listening, & clarifying questions to initiate & sustain a range of communicative tasks Seek clarification by asking questions	

Big Ideas – Elaborations

Curricular Competencies – Elaborations

Content – Elaborations

Recommended Instructional Components:

- Short daily grammar and speaking practices
- A vocabulary program that focus on continued acquisition of most-used English words
- Reading and listening programs that incorporates both fiction and non-fiction genres with questions that builds students' vocabulary, comprehension, critical thinking, and inferential skills.
- A writing program teaching students to write various types of complete sentences and paragraphs.
- Inquiry based projects incorporating group work, presentations, and technology.

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

Per term, sixty percent (60%) of the grade will be based on formative assessments. This portion of the grade will reflect the student's most consistent level of achievement throughout the course. Formative Assessment* components will include, but not be limited to the following:

- Self/peer evaluation of written and oral work
- Grammar worksheets
- Presentations
- Classroom discussions
- Writing assignments
- Comprehension worksheets
- Vocabulary assignments
- Pair/group work
- Student conferencing

**Assessment will be done on an ongoing basis, and data collected will be used to inform the student on their level of achievement.*

Per term, forty percent (40%) of the grade will be based on summative assessments*. Components will include, but not limited to the following:

- Vocabulary quizzes and tests
- Unit tests
- Formal writing assessments
- Presentations and projects
- Portfolio assessment

**Assessments will be standards-based, age/grade-level appropriate, tied to instructional outcomes, purposeful, varied and clear.*

Learning Resources:

Azar, B. S. (2011). *Fundamentals of English grammar fourth edition.* New York: Pearson Education.

Blanchard, K. & Root, C. (2010). *Ready to write: A first composition text.* New York: Pearson Education.

British Columbia. (2017). *ELL Standards.* Retrieved from http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-secondary.pdf

Broukal, M. (2001). *What a life! Stories of amazing people.* New York: Longman.

Broukal, M. (2011). *What a world 1: Amazing stories from around the world (2nd Ed.)*. New York: Pearson Education.

Broukal, M. (2011). *What a world 1: Listening.* New York: Pearson Education.

Ganong, E., & Ingram, D. (2002). The grab bag of socializing activities: A collection of socializing-related activities for ESL classrooms. Toronto: Canadian Resources for ESL.

Ingram, D. (2007). *Beginner lesson pack book two.* Toronto: Canadian Resources for ESL.

Nation, P. (n.d.) *The BNC/COCA headword lists*. Retrieved from http://www.victoria.ac.nz/lals/about/staff/paul-nation#vocab-lists

Website recommendation: http://greatspirithand.com/4-6/worldviews-4-6/elders-corner/

Book recommendation: "I am Sto:lo" by Keith Thor Carlson, Albert (Sonny) McHalsie

ARTICLE recommendation: "Teaching Immigration for Reconciliation: A Pedagogical Commitment with a Difference" by Soma Chatterjee: York University

http://journals.library.mun.ca/ojs/index.php/IJ/article/download/ 1867/1566

"Indigenization in the ESL classroom" by Amy Abe, NorQuest College Found on Teachers of English as a Second Language Association of Ontario
http:// contact.teslontario.org/wp-content/uploads/2017/08/Abe- Indigenization.pdf

"First Peoples: A Guide for Newcomers" http://vancouver.ca/files/cov/first-peoples-a-guide-for-newcomers.pdf

Project Coordination: Social Policy Authors: Kory Wilson and Jane Henderson Advisory: Welcoming Communities & Dialogues Working Groups

https://www.vancouverimmigrationpartnership.ca/media/1070/growing-roots- newcomers-guide-vancouver.pdf Pp. 9-13 have YouTube links and info regarding First Peoples

Additional Information:

Instructional Support – Elaborations

Differentiation:
Attend to the curricular outcomes and alter the resources, learner tasks, teaching strategies, student products and assessment based on the proficiency of English language learner.

- Provide process support: e.g., guided practice, strategic grouping, supportive templates, labelled graphic organizers with instructional support, cloze, group generated projects
- Provide scaffolded opportunities for students to demonstrate their learning with end products, such as scripted and practiced presentations, categorizing and labelling

Culturally Responsive Practices:
Acknowledge the home language and prior knowledge of English language learners, support the use of the students' home languages to understand the English language and academic concepts, and encourage opportunities for students to share their cultures.

- Use first language buddies
- Ensure materials represent multicultural perspectives; e.g., food, shelters and structures, landforms
- Organize activities that reflect various cultures

Resources:
Engage students through multimodal resources representing multiple perspectives.

- Regalia and visuals to build background knowledge
- Manipulatives
- Simple leveled texts, high interest/low vocabulary texts, modified texts, visually supported texts
- Video with an adjusted rate of speech, subtitles, essential concepts only
- Pre-selected websites and apps at an appropriate level
- Digital tools; e.g., translator dictionary, text-to-speech and speech-to-text software
- Interactive multimedia at appropriate level

Mission Public Schools

Board/Authority Authorized Course

School District/Independent School Authority Name: Mission Public School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District No. 75 (Mission)
Developed by: Paul Horn	**Date Developed:** Oct 2018 (Revised version)
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: May 21, 2019	**Board/Authority Chair Signature:**
Course Name: Community Support Worker 12A (YCPA-1A) Foundational Skills	**Grade Level of Course:** 12
Number of Course Credits:	**Number of Hours of Instruction:** 100

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course prepares the student for work in educational and instructional social service environments. It considers typical duties and job descriptions; populations served; common challenges and constraints; organizational structure; professionalism; effective assessment, communication techniques and training approaches.

Goals and Rationale:

Rationale: CSWs and EAs work in highly collaborative environments but there are important hierarchies, policies, legislation and distinctions in work roles in each setting.

Goals: Learners will develop a foundational understanding of their future workplaces and develop root competencies such as writing skills and First Aid.

Aboriginal Worldviews and Perspectives:

The concepts of institutionalization, paternalism, autonomy and authority are deeply explored. Consideration of Canada's history of institutionalization includes discussion of Trutch and the reserve system; the Indian Act; residential schools and the 60's Scoop.

Mission Public Schools

Board/Authority Authorized Course

Course Name: Community Support Worker 12A (YCPA-1A) Foundational Skills

Grade:12

BIG IDEAS

Assess and Address	Inclusion vs Integration and Segregation	What does institutionalization mean?	Examining interdependence. What are life skills? Why are they valuable? How are they taught.	Physical safety and dignity (emotional safety)

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: The student will: • Successfully complete Red Cross EFA-HCP training and receive a certificate • Accurately describe the typical duties, expectations, work environments and challenges of instructional workers and teaching assistants • Complete an assessment plan • Complete a task analysis and be able to describe a range of life skills teaching and adaptive communication methods • Deliver a teaching presentation and complete a constructive and concrete self-evaluation plan afterward	*Students are expected to know the following:* See attached modules

Big Ideas – Elaborations

See attached modules

Curricular Competencies – Elaborations

CSW/EA Modules:
Module 103 – Emergency First Aid for Healthcare Providers (P/F) (RED CROSS COURSE)
Module 104 – Working in the Classroom Environment (25%)
Module 113 – Assessment and Recording Methods (25%)
Module 115 – Professional Communication Skills (25%)
Module 117 – Life Skills Training Techniques (25%)

Content – Elaborations

See attached modules

Recommended Instructional Components:

1. Gardner & Chapman - Developing Staff Competencies for Supporting People with Developmental Disabilities
2. Module Handout for each module
3. Red Cross - First Aid Text
4. Student's Dictionary of Psychology
5. Understanding the Purpose of Challenging Behaviour

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

1. In-class participation
2. Module tests (103, 104, 115, 117)
3. Presentations (104, 115)
4. Practical exercises (113, 117)

Learning Resources:

General – access to computer; projector; DVD player
First Aid – Mannikins and AED trainers; DVD player and projector; Red Cross instructor

Article Recommendations: "Identity Lost and Found: Lessons From the Sixties Scoop" by Dr Raven Sinclair
www.journals.sfu.ca/fpcfr/index/php/FPCFR/article/view/25
First Nations Health Authority uses "Cultural Humility" for figuring out how to interface with Indigenous families/ communities http://www.fnha.ca/wellness/cultural-humility
Website Recommendation: "The First Peoples Child & Family Review"
www.journals.sfu.ca/fpcfr/index.php/FPCFR/index
(although not Canadian, the resource is quite applicable to the Canadian experience)
Schools Resource Kit | Healing Foundation: **https://healingfoundation.org.au/schools/**
Worksheet: Compete 1st of the R's of "The 5 R's of Indigenous Research", which is to Self-Locate
(see attached document titled "5 R's of Indigenous Research"

Additional Information:

COMMUNITY SUPPORT WORKER MODULE OUTLINE		
What number is this module?	**104**	
What is this module called?	**The Classroom Environment**	
When does this module occur?		
What are the graded assignments in this module?	**In-class participation**	**30%**
	Internet Presentation	**30%**
	Quiz	**40%**
When are they due?		
What are the objectives of this module?	You will be able to describe the duties and roles of an EA in a school setting. You will be able to describe the specific venues in which an EA works. You will communicate more effectively in a school environment. You will be able to describe the designations and social issues encountered in a school.	
What are the key elements of this module?	Vocabulary – understand all designations and related terms Job roles – What does an EA do? What are the roles of others? Professional conduct – How does an effective EA function in a school setting?	
What will I need for this module?	- Module and associated readings - Internet access - You may use the overhead or video projector if you want.	

COMMUNITY SUPPORT WORKER MODULE OUTLINE		
What number is this module?	**113**	
What is this module called?	**Assessing & Recording**	
When does this module occur?		
What are the graded assignments in this module?	**In-class participation**	**20%**
	ABCR exercise	**15%**
	Anecdotal exercise	**15%**
	Assessment Plan	**25%**
	Summary / Analysis	**25%**
When are they due?		
What are the objectives of this module?	Students will be able to accurately record data in a variety of formats. Students will be able describe and summarize data using written descriptions and graphics. Students will be able to analyze data and describe functions behind behaviours. Students will be able to describe which methods are best for collecting various types of data and they will apply best practices when collecting data.	
What are the key elements of this module?	Recording formats; behavioural description (objective versus subjective); discrete episodes; use of ABCR forms; time-durated recording; recognizing patterns in data; overlaying goals of behaviour and other lenses to analysis.	
What will I need for this module?	- Module and forms; Dark blue text: Assessing Behaviour; wrist watch with second hand; access to a restaurant for one evening; access to a calculator and computer	

COMMUNITY SUPPORT WORKER MODULE OUTLINE		
What number is this module?	**115**	
What is this module called?	**Communication Skills**	
When does this module occur?		
What are the graded assignments in this module?	**In-class participation**	**30%**
	Presentation	**30%**
	Exam	**40%**
When are they due?		
What are the objectives of this module?	1) Students will demonstrate improve skills in the areas of: a) Presentation skills; b) Active Listening; c) Conflict resolution and prevention; d) Communicating abstract concepts; and e) Giving feedback. 2) Students will demonstrate communication approaches that enhance collaboration, teamwork and the development of relationships.	
What are the key elements of this module?	Concreteness and immediacy, FELOR, components of communication, listening to one's inner narrative, meta-communication, HEAR-Care and Return, ownership, one minute management	
What will I need for this module?	The module. Attendance and a willingness to participate will be critical in this module.	

COMMUNITY SUPPORT WORKER MODULE OUTLINE		
What number is this module?	**117**	
What is this module called?	**Life Skills Training Techniques**	
When does this module occur?		
What are the graded assignments in this module?	**In-class Participation**	**10%**
	Task Analysis	**30%**
	Augmentative Communication Report	**30%**
	Exam	**30%**
When are they due?		
What are the objectives of this module?	The student will be able to: • Describe common life skills taught within the community living and school environments • Describe and demonstrate common life skills training methods including *modeling, cueing, chaining, task analysis, and successive approximation* • Describe a variety of augmentative and adaptive approaches • Describe specialized techniques for teaching money management, bus training, personal hygiene, cooking • Describe approaches for augmenting communication	
What are the key elements of this module?	Least intrusive approach, client-proofing, cueing versus prompting, chaining, task analysis, adaptations, augmentative communication methods, prerequisite skills	
What will I need for this module?	Module, Augmentative Communication handout and internet access.	

Mission Public Schools

Board/Authority Authorized Course

School District/Independent School Authority Name: Mission Public School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District No. 75 (Mission)
Developed by: Paul Horn	Date Developed: October 2018 (Revised version)
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: May 21, 2019	Board/Authority Chair Signature:
Course Name: Community Support Worker 12B (YCPA-2B) Social & Cognitive Development	Grade Level of Course: 12
Number of Course Credits:	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

vision

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course provides the student with a foundation in cognitive and behavioural psychology, preparing the student to develop intervention strategies.

Goals and Rationale:

Rationale: While teachers are generally seen as experts in curricular design, delivery and assessment, EAs and CSWs are expected be experts at the individual level of service, and need to be prepared with knowledge that underpins effective behavioural management practice.

Goals: Learners will know the "why" behind the methods they will develop and they will be able to explain the practice choices they make. They will adapt and combine tools based on the assessed needs of supported persons.

Aboriginal Worldviews and Perspectives:

The course will offer multiple world views of mental illness and mental health, including that of North American First Nations. Consideration of traditional practices, such as "coming of age" rituals; vision-quests, sweat lodges and so forth will be considered as part of the discussion of Ericson's and Bronfenbrenner's theories.

Mission Public Schools

Board/Authority Authorized Course

Course Name: Community Support Worker 12B (YCPA-2B) Social & Cognitive Development

Grade: 12

BIG IDEAS

Psychobiology	Structuralism	Cognitive Behaviourism	Relationship-Building tools	Systems theory

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: The student will: • Describe concrete approaches for developing a therapeutic relationship • Describe multiple psychological paradigms and their tenets • Apply their knowledge of psychology to self-analytical activities • Apply their knowledge to case studies	*Students are expected to know the following:* See attached modules

Big Ideas – Elaborations

See attached modules

Curricular Competencies – Elaborations

CSW/EA Modules:
Module 102 – The Life Skills Worker (25%)
Module 107A – Developmental Psychology (Conception to Age 6) (25%)
Module 107B – Developmental Psychology (Childhood to Death)(25%)
Module 111 – Behaviour & Cognition (25%)

Content – Elaborations

See attached modules

Recommended Instructional Components:

1. Gardner & Chapman - Developing Staff Competencies for Supporting People with Developmental Disabilities
2. Module Handout for each modules
3. Student's Dictionary of Psychology
4. Understanding the Purpose of Challenging Behaviour
5. Movie: The Mighty (watched in class)*

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

1. In-class participation
2. Module tests (102, 107A, 107B, 111)
3. Presentations (107B)
4. Practical exercises (107A, 111)
5. Essays (102, 107B)
6. Poster (107A)

Learning Resources:

General – access to computer; projector; DVD player, speakers
Field trip requires access to a school bus (one day only)

ARTICLE recommendation: "Rethinking Indigenous Suicide" by Jeffrey Ansloos
http://jps.library.utoronto.ca/index.php/ijih/article/view/32061

Continue with:

First Nations Health Authority uses “Cultural Humility” for figuring out how to interface with Indigenous families/ communities http://www.fnha.ca/wellness/cultural-humility

Additional Information:

COMMUNITY SUPPORT WORKER MODULE OUTLINE		
What number is this module?	**102**	
What is this module called?	**The Life Skills Worker**	
When does this module occur?		
What are the graded assignments in this module?	**In-class participation**	**25%**
	Quiz	**40&**
	Essay: The Mighty	**35%**
When are they due?		
What are the objectives of this module?	You will be able to describe the job description of an LSW and the many variations on that theme. You will be able to describe the expectations of an LSW and the skills for dealing with families, clients and crises. You will think about and begin to develop skills for building new professional relationships.	
What are the key elements of this module?	Understanding documentation and other processes for LSWs. Knowing how to deal with challenges. Focusing on what it takes to start a relationship with a person who may be socially shy or reticent.	
What will I need for this module?	- The module handout - Watch The Mighty	

COMMUNITY SUPPORT WORKER MODULE OUTLINE		
What number is this module?	**107A**	
What is this module called?	**Developmental Psychology – Conception to Age 6**	
When does this module occur?		
What are the graded assignments in this module?	**In-class participation**	**20%**
	Poster Assignment	**30%**
	Lifeline / System	**20%**
	Exam	**30%**
When are they due?		

What are the objectives of this module?	1) Students will understand the basic history and terminology of modern developmental psychology and be able to teach back the various psychological theories describing development. 2) Students will be able to describe the factors and variables that can affect early development. 3) Students will be able to describe how 'nature' and 'nurture' both play a role in development.
What are the key elements of this module?	1) 7 components of Life Span Development Theory 2) Tenets and vocabulary associated with Behaviourism, Psychobiology, Social Learning Theory, Psychoanalysis, Cognitive Structuralism and Ecology. 3) Continuous versus discontinuous development 4) Variables effecting development in the prenatal, infancy and early childhood stages.
What will I need for this module?	Module and readings, Psychological Dictionary, access to the internet and to library, in-class library

COMMUNITY SUPPORT WORKER MODULE OUTLINE		
What number is this module?	**107B**	
What is this module called?	**Developmental Psychology – Age 6 to Death**	
When does this module occur?		
What are the graded assignments in this module?	**In-class participation**	**20%**
	Presentation	**30%**
	Parenting Questions	**20%**
	Exam	**30%**
When are they due?		
What are the objectives of this module?	Students will be able to: - Describe various psychological theories describing development as they relate to adolescent, early and late adulthood. - Describe a variety of factors and variables which can affect development through these years of development, including schooling, parenting, peers, and substance abuse - Describe how aging affects cognitive, behavioral and physical functioning	
What are the key elements of this module?	Concepts related to play, peer and parental influence, marriage, retirement, aging, education, sexuality, puberty, death and grieving.	
What will I need for this module?	Module and associated readings. This module requires careful reading of the distributed materials. Internet access. A partner.	

COMMUNITY SUPPORT WORKER MODULE OUTLINE		
What number is this module?	**111**	
What is this module called?	**Behaviour & Cognition**	
When does this module occur?		
What are the graded assignments in this module?	**In-class participation**	**30%**
	Case Studies	**40%**
	Exam	**30%**
When are they due?		
What are the objectives of this module?	1. The student will be able to apply a variety of analytical models to behavioural cases in order to assess the motivations behind the behaviours. 2. The student will be able to describe and apply the "functional continuum" and the variables of functionality. 3. The student will be able to assess a behaviour's functionality from a client's perspective. 4. The student will be able to describe the difference between a behaviour and possible motive. 5. The student will apply Ockham's Razor in assessing cases. 6. The student will be able to categorize behaviour according to an adaptivity scale.	
What are the key elements of this module?	1. Vocabulary and concepts associated with Maslow, Adler, Dreikurs, Vaillant and Anna Freud. 2. Application of a behavioural analytical model. 3. The functional continuum	
What will I need for this module?	- Module and readings; a partner; internet access; Blue Text: Competencies Section 2; Psychology Dictionary	

Mission Public Schools

Board/Authority Authorized Course

School District/Independent School Authority Name: Mission Public School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District No. 75 (Mission)
Developed by: Paul Horn	Date Developed: October 2018 (Revised Version)
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: May 21, 2019	Board/Authority Chair Signature:
Course Name: Community Support Worker 12C (YCPA-2C) Behavioural Methods & Reporting	Grade Level of Course: 12
Number of Course Credits:	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course provides the student with tools for managing challenging behaviour and for accurately reporting client progress.

Goals and Rationale:

Rationale: Having developed the underlying knowledge and tenets behind cognitive behaviourism, this course allows the student to apply those skills in critical situations, including behavioural crises.

Goal: Learners will develop skills for safely and ethically navigating behavioural and social challenges in the workplace.

Aboriginal Worldviews and Perspectives:

Students will overlay the model of the Medicine Wheel to their own behaviour and learn to apply it in practice with supported individuals.

Mission Public Schools

Board/Authority Authorized Course

Course Name: Community Support Worker 12C (YCPA-2C) Behavioural Methods & Reporting

Grade: 12

BIG IDEAS

Rational Detachment & Integrated Experience	Physical Intervention as Last Resort	The Functional Continuum	Dignity in practice and communication	Use of concreteness in written and verbal communication

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: The student will: • Successfully complete the CPI training program and earn a certificate • Apply ethics and principles analytically and accurately to a number of cases • Develop a Code of Conduct in conjunction with other students • Demonstrate professional competence and ethics in written reports and behavioural analyses	*Students are expected to know the following:* See attached modules

Big Ideas – Elaborations

See attached modules.

Curricular Competencies – Elaborations

See attached modules.

Content – Elaborations

CSW/EA Modules:
Module 119 – Professional Writing Skills (50%)
Module 121 – Behaviour Management (50%)
Module 123 – Non-Violent Crisis Intervention (CPI course) (P/F)

Recommended Instructional Components:

1. Gardner & Chapman - Developing Staff Competencies for Supporting People with Developmental Disabilities
2. Module Handout for each modules
3. Student's Dictionary of Psychology
4. CPI workbook*

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

1. In-class participation
2. Module tests (119, 121, 123)
3. Presentations (121)
4. Practical exercises (119)
5. Fact Sheet (121)

Learning Resources:

access to computer; projector; DVD player

ARTICLE recommendation: "Rethinking Indigenous Suicide" by Jeffrey Ansloos
http://jps.library.utoronto.ca/index.php/ijih/article/view/32061

Continue with:

First Nations Health Authority uses "Cultural Humility" for figuring out how to interface with Indigenous families/ communities http://www.fnha.ca/wellness/cultural-humility

Additional Information:

COMMUNITY SUPPORT WORKER MODULE OUTLINE		
What number is this module?	**119**	
What is this module called?	**Professional Writing Skills**	
When does this module occur?		
What are the graded assignments in this module?	**In-class participation**	**10%**
	Progress Report	**30%**
	Outline	**30%**
	Exam	**30%**
When are they due?		
What are the objectives of this module?	Students will be able to: • Use correct grammar, spelling and punctuation in their writing. They will consistently use a dictionary and proofread their work. • Correctly cite all written work using the APA style. • Utilize correct essay structure in all essays. • Apply best practices when writing all professional documentation	
What are the key elements of this module?	Parts of speech, correct sentence structure; avoiding run-on sentences, sentence fragments and dependent clauses; applying punctuation (especially commas) correctly; essay structure and outlining; APA citation; progressive language; privacy rules; objective vs subjective reporting; reporting types	
What will I need for this module?	- Module, dictionary, style guide, on-line access, grammar readings	

COMMUNITY SUPPORT WORKER MODULE OUTLINE		
What number is this module?	**121**	
What is this module called?	**Behaviour Management**	
When does this module occur?		
What are the graded assignments in this module?	**In-class participation**	**10%**
	Presentation	**30%**
	Fact Sheets	**30%**
	Exam	**30%**
When are they due?		
What are the objectives of this module?	The students will be able to describe: • The concepts of behavioural functionalism and reinforcement. • The basic principles of various psychological schools. • Dreikurs' assessments of the four sources of misbehavior • Models of Cognitive Behavioural Therapy • The behaviour commonly associated with a variety of common mental illnesses and syndromes • The ethics and practical considerations required before one can implement behavioural approaches	
What are the key elements of this module?	Operant conditioning concepts; punishment and consequences; mental health symptoms; proactive versus reactive strategies; approaches for addressing behavioural problems; reinforcement schedules	
What will I need for this module?	The module; access to internet and other resource libraries; a partner; access to in-class library and all regular text books, section 2 of Competencies	

123 - *Nonviolent Crisis Intervention*® Training (Crisis Prevention Institute)

With a focus on prevention, our core training program equips staff with proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage. It's been setting the standard for crisis prevention and intervention training for over 35 years, and can help your organization:

- Reduce the risk of injury.
- Comply with legislative mandates.
- Meet regulatory/accreditation standards.
- Improve staff retention.
- Minimize exposure to liability.
- Promote *Care, Welfare, Safety, and Security*SM.

ITEM 7.3 **Discussion** **File No.**

TO: Committee of the Whole
FROM: S. Carter, School Trustee , T. Loffler, Board Chair
SUBJECT: Non-voting Elder in residence

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1. **Summary:**

   Following suggestions from the recent BCSTA AGM, the Board will start a discussion about inviting a non-voting Elder to the meetings; an Elder in Residence.

   An Elder in Residence is an Indigenous person who adopts the role of surrogate grandmother or grandfather. They would be our knowledge keeper and support Trustees and all staff for mental, spiritual, emotional and physical health needs from a holistic Indigenous perspective.

2. **Background:** SD85 Vancouver Island North Reference
3. **Options:**
4. **Analysis and Impact:**
   a. Strategic Plan Alignment
   b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
   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 7.4 Discussion File No.

TO: Board of Education
FROM: S. Carter, School Trustee , T. Loffler, Board Chair
SUBJECT: Student Trustee

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1. **Summary:**

   The Board will start a discussion to consider incorporating student voice into Board discussions, by appointing a non-voting Student Trustee position to the Board of Education.

2. **Background:**

3. **Options:**

4. **Analysis and Impact:**

   a. Strategic Plan Alignment
   b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
   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. SD8 – Kootenay Lake – Student Trustee
   b. VSB – Policy 18 Student Trustee
   c. VSB – Policy 18A Student Trustee Conflict of Interest

School District 8
Kootenay Lake

Office of the Superintendent

Student Trustee Guidelines

Preamble

The Board of Education values the importance of student leadership and the contribution our students make to the learning process. Therefore, the Board is committed to the annual selection of Student Trustees. Student Trustees may serve up to a two-year term beginning in their grade 11 year. Two Student Trustees will represent each high school in our district.

The position of 4/10

Role Description and Expectations

A Student Trustee:

a) Is a non-voting member of the Board. Therefore, they are not entitled to vote on any matter before the Board and do not have statutory powers or duties of a school trustee under the School Act.

b) Will attend 4/10 regular public meetings of the Board but is not entitled to be present at any meetings that are private and / or closed to the public (special / in-camera).

c) Will participate with other Trustees in discussion and will provide a student perspective on matters before the Board.

d) Will comply with the Student Trustee Conflict of Interest Guidelines.

e) Is not entitled to move a motion, but may suggest a motion on any matter at a meeting of the Board.

f) Shall have access to all information and resources provided to Board Members with the exception of information related to matters which are being considered at a special / in-camera meeting.

g) Will present a Student Trustee report at regular Board meetings.

h) Will represent the District at the following types of School/ District/Regional /Provincial events: scheduled Board of Education meetings in students' town of residence, Student Leadership membership / activities, DPAC meetings, School / District and Regional Leadership and Planning sessions as they arise, We Day and as many Youth Conference events possible.

i) Is encouraged to communicate regularly with students about the activities of the Board and to gather student input about upcoming issues facing the Board.

Eligibility and Qualifications

To be selected to the position of Student Trustee, the student must meet the following qualifications:

a) Be a student in School District No. 8 (Kootenay Lake).

570 Johnstone Rd, Nelson BC V1L 6J2
Tel 250.505.7937 Fax 250.352.6686 sd8.bc.ca

School District 8
Kootenay Lake

b) Be in grade 11 or 12 of the school year in which he/she holds the position.

c) Have parental consent (if under 19 years of age).

Selection of Student Trustees

Two students from each high school in the district will be selected. In order to select a Student Trustee, the process outlined below must be followed.

a) The opportunity to compete for the position of Student Trustee will be advertised and made available to all grade 10 and grade 11 students in the district.

b) Candidates interested in the position of Student Trustee will provide the school administration with notification as per school guidelines.

c) Candidates will be interviewed by a selection panel. Members of the panel may include, but will not be limited to school administration, teachers, a Trustee, and students. Selection will be based upon criteria established at the school level.

d) The school administration sitting on each of the panels will notify the Superintendent of the selected Student Trustee(s).

e) In the event that the Student Trustee leaves the position before the completion of his or her term the vacancy will be filled through the process described above.

Term of Position

The Student Trustee will be selected by June 1st. The term of the position will be for a maximum of two years beginning in September 1st of their grade 11 year in which they are selected to June 30th of the following academic year. A Student Trustee Orientation will take place prior to June 30th during the student's Grade 10 year.

Disqualification of Student Trustees

A Student Trustee will be disqualified from service if he or she:

a) Ceases to be a student in School District No. 8 (Kootenay Lake).

b) Is suspended from school for a serious violation of the Code of Conduct or other Board Policies or school rules.

Honorarium and Support For The Student Trustee

a) The Student Trustee may receive an acknowledgement as determined by the Board.

b) The Student Trustee will be reimbursed for any appropriate receipted expenses incurred as a function of the role.

Responsibilities of The Board

School District 8
Kootenay Lake

a) To appoint one elected Trustee to act as a mentor for each of the Student Trustees.

b) To orientate selected students to their role and expectations of the Student Trustee.

c) To acknowledge the service of the Student Trustee to the Board.

Conflict of Interest Guidelines

a) A Student Trustee must not participate in any Board discussion where the Student Trustee may have a conflict of interest or an apparent conflict of interest.

b) A Student Trustee has a conflict of interest when a Student Trustee or their parent(s), spouse, sibling or child has a direct or indirect financial interest in the matter being discussed at the Board or Committee meeting.

Policy 18

STUDENT TRUSTEE

The position of Student Trustee has been established by the Vancouver Board of Education (VBE) for the purpose of encouraging open communication between the student body and the Board, increasing student engagement in School District governance matters, and increasing student participation in District planning and policy and program development.

1. Role Description And Expectations

   The Student Trustee:

   1.1. Is not a member of the Board, is not entitled to vote on any matter before the Board or any of its committees, and does not have the statutory powers or duties of a School Trustee under the School Act.

   1.2. Will attend all regular public meetings of the Board but is not entitled to be present at any meetings that are private.

   1.3. May attend all meetings of the Board, including standing committee meetings, except private meetings or at which persons other than trustees are excluded.

   1.4. Will participate with other trustees in discussions, and provide a student perspective on matters before the Board.

   1.5. Will comply with the *Student Trustee Conflict of Interest Guidelines* in Appendix 1.

   1.6. Is not entitled to move a motion, but may suggest a motion on any matter at a meeting of the Board or a committee on which the student trustee sits.

   1.7. Shall have access to all information and resources provided to Board members (e.g.: reports, training sessions, etc.) with the exception of information related to matters which are being considered at a private meeting or from which persons other than trustees are excluded.

   1.8. Will present a Student Trustee report at the first regular Board meeting of each month.

   1.9. Will report regularly to the students of the VBE, through the Vancouver District Student Council (VDSC), the activities of the Board pertaining to public meetings of the Board and its committees.

   1.10. Is encouraged to visit and meet with secondary school students in schools within the Vancouver School District.

2. Eligibility And Qualifications

    2.1. To qualify to be nominated and hold the position of Student Trustee, the person must meet the following qualifications:

    2.2. Be a student in regular attendance at a VBE secondary school.

    2.3. Be 16 years of age or older by December 31 of the school year in which the student trustee holds office.

    2.4. Have parental consent (if under 19 years of age).

    2.5. Be a member of the Vancouver District Student Council (VDSC).

3. Election Of A Student Trustee

    3.1. In order to elect a Student Trustee, the VDSC must follow the process outlined below.

    3.2. Each member of the VDSC is eligible to be nominated as a candidate for the position of Student Trustee, subject to section 2 of this Regulation.

    3.3. Candidates interested in election as a Student Trustee will provide members of the VDSC with a personal resume and/or a letter of intent at least forty-eight hours prior to the meeting of the VDSC to select the Student Trustee.

    3.4. Student Trustee candidates will be provided the opportunity to make a five minute presentation to the meeting of the appropriate VDSC meeting.

    3.5. Where there is more than one candidate, the VDSC will select, by secret ballot, the Student Trustee representative from among the candidates. Balloting will continue, dropping off the candidate with the fewest votes, until one candidate achieves a simple majority.

    3.6. VDSC will notify the Secretary-Treasurer of the person elected as Student Trustee.

    3.7. In the event that the Student Trustee leaves office before the completion of their term, the vacancy will be filled by a by-election.

4. Term Of Office

    4.1. The Student Trustee will be elected in May/June for the following school year. The term of office of the Student Trustee shall be from September 1st of the year in which the student trustee is elected and ends June 30 of the following school year.

    4.2. The term of office for the Student Trustee will be one school year. A Student Trustee may be re-elected by the VDSC and may serve a maximum of two years. The Student Trustee will be expected to serve during the school year only.

5. Disqualification Of Student Trustees

5.1. A Student Trustee will be disqualified from service if he or she:

5.1.1. Ceases to be a student in School District 39 (Vancouver).

5.1.2. Is absent from three consecutive regular meetings of the Board without permission of the Board.

5.1.3. Is convicted of an offence under the Criminal Code of Canada or under the Youth Criminal Justice Act.

5.2. A student trustee may be disqualified from service if he or she:

5.2.1. Breaches the confidentiality of the Board.

5.2.2. Is suspended from school for a serious violation of the Code of Conduct or other Board policies or school rules.

6. Honorarium And Support For The Student Trustee

6.1. The Student Trustee will receive an honorarium as determined by the Board from year to year. This honorarium will be pro-rated if a Student Trustee does not serve for the full term.

6.2. The Student Trustee will be reimbursed for any appropriate receipted expenses incurred as a function of the role, including transportation costs in accordance with Board policies. Further, the Student Trustee will be supported in attending conference opportunities that relate to the role, with a budget for conference expenses to be approved by the Board.

6.3. The Student Trustee will be supported in attending one out of District conference opportunity per school year that relates to the role, if they so choose to attend, with a reasonable budget that aligns with Board conference expense guidelines.

7. Responsibilities Of The Board Chair And Superintendent Of Schools

7.1. To appoint one elected trustee to act as a mentor for the Student Trustee.

7.2. To meet with the Student Trustee at the beginning of the school year to discuss their responsibilities and participation.

7.3. To meet with the VDSC at the beginning of the school year to orient them to the role and expectations of Student Trustee to the Board and to encourage VDSC student representatives to attend VBE Standing and Advisory Committee meetings, and to support the Student Trustee at Board meetings throughout the school year.

7.4. To acknowledge the service of the Student Trustee to the Board during the second Board meeting in April of each school year.

7.5. To organize an annual liaison meeting between the Board and VDSC.

8. Other

8.1. The Student Trustee will not participate in BCSTA events in any formal manner. The Student Trustee may accompany elected trustees to appropriate BCSTA events or orientation and training purposes provided BCSTA does not object.

Legal Reference:	Section 85, School Act
Adopted:	Sept 24, 2018

Policy 18: Appendix A

STUDENT TRUSTEE CONFLICT OF INTEREST GUIDELINES

1. A Student Trustee must not participate in any Board discussion where the Student. Trustee may have a conflict of interest or an apparent conflict of interest.

2. For the purposes of this policy and regulation, the Student Trustee has a conflict of interest when a Student Trustee or their parent(s), spouse, sibling or child has a direct or indirect financial interest in the matter being discussed at the Board or Committee meeting.

3. For the purposes of this policy and regulation, the Student Trustee has an apparent conflict of interest where a reasonable member of the public may believe that the Student Trustee's participation in a discussion at a Board or Committee meeting may have been affected by their private interest.

4. A Student Trustee who believes that he or she has a conflict of interest must declare the conflict to the Board or the Committee and withdraw from any further participation in the discussion of the matter that gave rise to the conflict.

ITEM 7.5 **Information** **File No.**

TO: Committee of the Whole
FROM: S. Carter, School Trustee , T.Loffler, Board Chair
SUBJECT: Fall School Trustee Elections

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1. **Summary:**

   With the upcoming fall election, the Trustees have been tasked by BCSTA to reach out to the community to find good candidates to run.

   Boards of education co-govern school districts with the provincial government. B.C.'s Ministry of Education sets the curriculum, funding and legal framework for K-12 education. Trustees on a board of education work together to govern the school district and set direction on behalf of the community.

   The School Act outlines the role of trustees and boards of education, including:
   - Attending board meetings
   - Setting school district policy
   - Employing school district staff
   - Managing school district budgets
   - Hearing appeals where a staff decision affects the education, health or safety of a student

   Trustees are community leaders. Trustees work with their board and community partners to ensure that all the students within the board's jurisdiction have equal opportunities to reach their maximum potential. While members of the board act as representatives of their constituency, their primary job is to participate in policy making and strategic planning in the interests of the district's students. Trustees are grounded in promoting student achievement and well-being. Successful trustees manage to balance their governance role with the representative role, participating in decision-making that benefits the whole board while representing the interests of their constituents.

2. **Background:**

3. **Options:**

4. **Analysis and Impact:**
   a. Strategic Plan Alignment
   b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
   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 resource page was added to mpsd.ca: **http://www.mpsd.ca/Board/2022elections**

School District #75 (Mission)

Public Meeting of the Committee of the Whole Minutes

April 5, 2022, 3:30 pm
Zoom Meeting

Members Present:	**Board Chair, Tracy Loffler** **Vice-Chair, Randy Cairns** **Trustee, Shelley Carter** **Trustee, Julia Renkema** **Trustee, Rick McKamey**
Staff Present:	**Superintendent of Schools, Angus Wilson** **Secretary-Treasurer, Corien Becker** **Director of Student Services Carolynn Schmor** **Assistant Superintendent, Karen Alvarez** **Director or Operations, Dana MacLean** **District Principal of Indigenous Education, Vivian Searwar** **Executive Assistant, Ilona Schmidt (Recorder)**
Others Present:	**MTU President, Ryan McCarty, Speech Pathologist, Gina McCarty, CUPE President, Nansy Gibson, Jacquelyn Wickham**

1. CALL TO ORDER

The meeting was called to order at 3:30 pm by the Chairperson. The Chair acknowledged that Mission Public Schools is held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'èwlets, Kwantlen, and Matsqui First Nations.

2. ADOPTION OF AGENDA

MOVED and Seconded THAT the Agenda be adopted as presented.
CARRIED.

3. DELEGATIONS/PRESENTATIONS

3.1 MTU - Social Media

MTU President has presented their concerns & recommendations, and would like to bring attention to the Social Media policy review sooner than planned. The Superintendent and Trustees all agree with all the concerns, as social media has affected everyone in some way.

A question was asked about the survey Q7 - did the teachers have to seek out support for mental health? Q8 - Why would the union be less aware than the administrators? People had to take medical leaves, seek out professional support. Damage is measurable and real. Union vs Management: not every member has an absolute trust in the MTU. Members go to administrators in crisis quicker than to the union.

DRAFT

A comment was made that there should be some moderator legislation. We have the Respectful Schools policy. Parents and social media are outlined there as well. DPAC is a channel for parents. Media should investigate before airing something. Many unacceptable behaviours have been seen online. We all need to work together to inform people.

A comment was made that we can make threats (legal action), but if we cannot follow through, the threats may be more counter-productive. There is a small number of negative people who now have a platform to voice their view. Not everyone believes what they read on Facebook; however, it does have a far reach. Trustees and Staff need to get together and set something up, so that we all have a sense of comfort. It is extremely frustrating. The Board and senior staff are behind district staff.

A question was asked if the MTU is aware on any other district having policies about online conduct. No. We do have our list of policies 2.8, 2.9 to be worked on. In the MTU survey, there were 130 responses from approximately 480 teachers.

A comment was made that if a social media conduct policy was put in place, it would be extremely hard to police. Many of the people online are not even parents or part of the schools. People may get angry about being "policed."

4. CURRICULUM

4.1 Speech-Language Department Service

The Director of Student Services introduced Gina McCarty, the district's Speech Pathologist. Speech-Language Department has currently 4.5FTE, 4 part time, 2 full time employees. 1 part time position is dedicated to students with Complex needs.

Appreciation for the value of the SLP service to children in the district has been expressed by the Board and Partners. SLP is integral and works in partnership with school staff.

SLP brings a vast quantity of technical knowledge. Language acquisition is a complex process, which helps promote student success.

A question was asked about the greatest challenges recruiting to SD75. We are 100% staffed at this moment. There is a provincial shortage of SLP. Currently have backlog due to COVID.

A comment was made that outside of SD75, services were not operating at all through covid. Child Development Centre did not provide service at all. Last year, there were only 25 graduates from UBC. There are not enough available.

5. UNFINISHED BUSINESS

6. STAFF REPORTS

6.1 Indigenous Education Department Update

The District Principal of Indigenous Education presented her department update. A question was asked if integrating existing language keepers and our existing

teaching staff would be an option for Halq'emeylem teaching? Elders have language knowledge, but often not a teaching degree.

7. NEW BUSINESS

7.1 FESL Peer Review

The Board Chair shared the process and themes observed across the province. SD75 is participating in self-peer review and will be reporting out to the Board in May. If every district was able to answer the questions, we would be able to move forward.

A question was asked about the number of districts having enhancement agreements and LEAs. A lots of other districts have done equity scans. A video from SD75 was shared as an example of good work.

A question was asked about the Cycles of review - do we have enough people working with youth in care?

7.2 Climate Change Policy

The Secretary-Treasurer started the conversation by presenting existing procedures and asked what the Board would like to see in the Climate Change Policy. BCSTA has a climate change working group meeting until June. SD75 has completed their Survey. Purchasing policy will be reviewed next year.

A suggestion was made to integrate the electric vehicle procurement/purchase policy, as it speaks to greenhouse gas emissions reduction.

Trustees would like to see the metrics of how we are doing since 2011?

Energy greenhouse waste reduction is a good starting point. We can get some data for the last 5-7yrs. Staff would like some concerns from Trustees and/or community regarding climate change. Procedures are all staff procedures. Some of the elements of purchasing are overlapping and can be streamlined during the review.

MTU suggested to integrate low carbon footprint into the new high school. Recognizing climate change – SD75 needs to be able to keep teachers safe and working in cold/hot conditions. The climate change is here, it is happening, and effects will likely be seen more often.

A comment was made that costs are increasing, and likely affecting our budget. Should more metrics be added to the existing list?

A comment was made that we should compare greenhouse gases from a diesel bus vs the EV.

A suggestion was made for a discussion with the City Council - can SD75 contribute to the cooling stations?

A suggestion was made about considering walkability and safety to catchment schools: considering how many kids can walk/bike... get to school without using a car.

Emergency preparedness. The Board should publicly acknowledge and recognize that climate change is real (as there are still people who deny it).

DRAFT

Staff will look at energy consumption data to get a trend line. Will look at what was done with HVAC (upgrading). Not all of our schools have air conditioning. Upgrading will come at significant costs.

7.3 Indigenous-Focused Graduation Requirement Engagement

The Board Chair has withdrawn the motion, as the engagement is meant for individuals, it is short, and does not allow for the Board to elaborate. The Board should encourage and share the information to the community.

7.4 Board Meeting Agenda Setting Procedure

A suggestion was made to add what happens when a request has been denied, or when it moves to another agenda setting meeting.

7.5 Delegations Procedure

The Board appreciates the procedure and form being in place, as it simplifies evaluating/planning delegations.

7.6 Trustee Code of Ethical Conduct Policy

MOVED and Seconded THAT the updated Draft Trustee Code of Ethical Conduct policy be reviewed and revised as necessary, circulated to the public through the engagement site engage.mpsd.ca for further feedback, and returned with comments to the May Committee of the Whole meeting. CARRIED

The Secretary-Treasurer advised that some of the additions have come from other school districts.

A comment was made that misconduct vs human rights - issues in other contexts should be addressed.

A comment was made that Respectful schools policy covers Trustees as well.

As Trustees are not employees, the policy states what is expected (reference to respectful schools/workplaces) but trustees cannot be disciplined the same way as employees. Procedure outlines steps and process. This procedure aligns nicely with Respectful schools Policy.

A comment was made about agenda p.57: trustees may not use schools for benefit of friends or family - examples: trustee having a business, asking a interest free loan, family business doing plumbing for the school district...., free advertising for a business (may be difficult to follow in some circumstances, in a small community).

MTU commented that - should a trustee run off-course, something like what happened in Victoria should not happen.

As a Board, we have a responsibility in acting in a manner that instills confidence and trust in public education for all.

Sanctions - staff should not be controlling or recommending sanctions. For misconduct, these can be imposed by the trustees.

7.7 Trustee Conduct Complaint Procedure

MOVED and Seconded THAT the Trustee Conduct Complaint Procedure, be reviewed and revised as necessary, circulated to the public through the engagement site engage.mpsd.ca for further feedback, and returned with comments to the May Committee of the Whole meeting.
CARRIED

Procedure outlines steps and process. This procedure aligns nicely with Respectful schools Policy. **Trustees agreed that the whole procedure should be brought into the Policy.**

Censure/suspension of trustees has happened recently - is something like this something we should add to the policy/procedure?

Respectful Schools have references to Human rights. No need to duplicate. Safe and caring schools is still in place. Respectful schools to be reviewed later this year.

There is a different approach to students vs approaching the adults (workplace).

p. 60 of the agenda: What is natural justice (adequate notice, fair hearing, and no bias). How to recognize if decision is unbiased? This section needs to be reviewed.

7.8 Schools of Choice & Busing

MOVED and Seconded THAT the Transportation Services Policy be amended to clarify that:

1. **Students choosing to attend a school of choice (Hillside Elementary or Edwin S Richards Elementary) will not receive regular busing services. Busing to these schools would only be available if a student is placed at a school of choice.**
2. **The middle school catchment for Hillside Elementary is Heritage Park Middle School. However, busing for students that attended Hillside Elementary whose regular catchment for middle school would be Hatzic Middle School.**
3. **Busing for middle school students will generally only be provided to Hatzic Middle School. Therefore, the former school of choice students that require busing to attend a middle school would be bused to attend Hatzic Middle School.**

and THAT the motion be forwarded to the April 19th Board Meeting for consideration.

DEFEATED

A number of students have been attending Hillside, and are expected to be bussed to HPMS. We do not have enough buses to provide a bus to HPMS. We would have to do a realignment of boundaries.

Trustees suggested that given the fact that we do not have any Schools of Choice for Middle schools, busing should be based only on the residential address. P. 65 of agenda – revising: Middle school - students would have to go

back to their residential address catchment school. The Secretary-Treasurer will do an analysis, so that the split of students between HMS and HPMS is done equitably. It was noted that cross-boundary students also do not get a bus.

A question was asked if kids having a safe, walking route or wanting to have a walking buddy is being considered.

A comment was made regarding p. 65 - catchment area students are #3 on the priority list (to be reviewed) - student assigned by the board should be switched with #3.

A comment was made regarding p. 70 - transportation - safe walkable route - we may need more buses, so the kids can get to school safely and not walk along busy highways. Sometimes, the bus is just necessary.

The Board MOVED & Seconded for Staff to bring data alignment by residential address for middle school catchment area back for consideration.
CARRIED.

8. MINUTES OF PREVIOUS MEETINGS

8.1 Special Committee of the Whole RE: 2022-23 Budget, February 22, 2022

MOVED and Seconded that the Special Committee of the Whole minutes dated February 22, 2022 be approved.
CARRIED

8.2 Committee of the Whole Minutes, March 1, 2022

MOVED and Seconded that the Committee of the Whole minutes dated March 1, 2022, be approved.
CARRIED

9. INFORMATION ITEMS

10. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

The meeting adjourned at 6:02 pm.

Chair, Board of Education

Secretary-Treasurer

The minutes were approved on [DATE]
at the [NAME] meeting.

DRAFT