



**SD70 PACIFIC RIM BOARD OF EDUCATION
BUDGET INPUT PUBLIC AGENDA
5:00 pm – April 13, 2021
Via Zoom, Port Alberni**

Call to Order – Trustee Craig

Questions of Agenda/Approval of Agenda for April 13, 2021

Conflict of Interest Declaration

1.0 Adoption of Minutes of March 2, 2021

2.0 Announcements of the Chair

3.0 Good News from the Schools

4.0 Trustee Statements

5.0 Petitions/Delegations/Presentations

5.1 USS Outdoor Ed – *Mike Rhodes*

5.2 ADTU – *Cindy Hewitt*

5.3 Bamfield Community School – *Sally Mole*

5.4 Wickaninnish Community School

6.0 Staff Reports

6.1 Superintendent's Report

The Superintendent will provide his monthly report.

Greg Smyth

6.2 Professional Days for 2021-22

RECOMMENDATION

It is recommended that the Board consider the recommendations from the ADTU for 2021-22 Professional Days – *attached*.

RATIONALE

The ADTU Professional Development Committee meets yearly to submit proposed Pro D dates for approval by the Board.

Greg Smyth

6.3 Expenditures for February 2021

RECOMMENDATION

It is recommended that the expenditures for the month of February 2021 be approved as follows:

Description	February
Supplies and Services	\$2,704,961.87
Salaries and Benefits	\$3,862,075.65
	\$6,567,037.52

RATIONALE

Trustees have reviewed the cheque listings.

Lindsay Cheetham

6.4 BAA – Learning Strategies 11

RECOMMENDATION

It is recommended that the Board approve BAA Course Learning Strategies 11.

RATIONALE

This is an update of the existing BAA to the new template format which requires signatures.

Greg Smyth

6.5 BAA – Teacher Assistant 11

RECOMMENDATION

It is recommended that the Board approve BAA Course Teacher Assistant 11.

RATIONALE

This is an update of the existing BAA to the new template format which requires signatures.

Greg Smyth

6.6 BAA – Teacher Assistant 12

RECOMMENDATION

It is recommended that the Board approve BAA Course Teacher Assistant 12.

RATIONALE

This is an update of the existing BAA to the new template format which requires signatures.

Greg Smyth

7.0 Executive Committee Reports

7.1 April 7, 2021.

8.0 Unfinished Business/New Business - Nil

9.0 Policy Development - Nil

10.0 Correspondence – Action Required - Nil

11.0 Correspondence – For Information

11.1 copy of the Ha-Shilth-Sa News dated February 24, March 3, 10, 17 and 25, 2021.

11.2 copy of the Westerly News dated February 25, March 11, 24 and 31, 2021.

12.0 Board Committees

12.1 Indigenous Education Advisory – *Greg Smyth*

13.0 Internal District Committees

13.1 BCSTA Provincial Council/VISTA – *Trustee Craig*

14.0 External or Community Committees

14.1 Port Alberni Advisory Traffic – *Trustee Ransom*

14.2 Port Alberni Museum & Heritage Commission – *Trustee Craig*

Audience Question Period

Adjournment



Ucluelet Secondary School

March 23, 2021

Dear School District No. 70 (Pacific Rim) Trustees:

Thank you all for your ongoing support of the Outdoor Ed program at USS over the past two years. Your support has allowed us to persevere through the challenges of Covid-19, changing to a quarter system timetable and working around school construction to continue building on the idea of an outdoor education experience for our students that will provide them with the skills, certification and experience to pursue their passion for the outdoors. We once again hope that we can continue to plan for the program to be in place for the 2021-2022 school year.

Ucluelet Secondary School is asking the School District to provide funding for a **0.5fte teacher** and a budget of **\$25,000**.

In our inaugural year of 2019-20 we had a small group of students who were set to pilot the program. They were off to a great start when the pandemic hit, having participated in wilderness first aid training, kayaking, vhf radio training and hiking before in-class instruction was shut down. Through creative instruction and assessment, students were still able to complete many of their courses. In the 2020-21 school year we were again faced with the uncertainty of Covid and scheduling challenges with a quarter system but we have been able to offer a full quarter Outdoor Ed program set to begin in 4th quarter with a solid group of 10 grade 11/12 students keen to get outside and challenge themselves.

We are striving to build on the vision that was the foundation of the Outdoor Education program at USS:

- A group of diverse students all working with one teacher five days a week for half of the school year.
- Each student will work to receive 24 graduation credits throughout the semester: Outdoor Education 11, Outdoor Education 12, Kayaking 11, Kayaking 12, and two academic courses that will use a combination of experiential and distance learning. This is 8 more credits than most students receive in a half year program.
- The beginning of the course will focus on safety, team-building, leadership and basic outdoor skills that will be used throughout the entire course such as basic wilderness first aid, VHF radio use, weather and orientation, effective communication, etc.
- As the students progress through the course they will begin with day trips on land and move towards overnight trips, they will learn camping and survival skills, they will have SUPing and surfing lessons, they will have kayaking lessons, plus other opportunities our teacher can offer.
- Whenever possible knowledge about our local flora and fauna will be incorporated.



Ucluelet Secondary School

- Whenever possible Nuu-chah-nulth culture will be woven throughout the course. Example: a kayak or hiking trip to a location of significant importance to our local first nations group(s) including lessons on what makes this location important. This fits with the Aboriginal Worldviews and Perspectives in the Classroom suggestions that awareness of history is important, and that local focus is important. This document also emphasizes the importance of engagement with the Land, Nature, and the Outdoors as being an important characteristic of Aboriginal Worldviews and Perspectives.
- Students will learn about planning and funding outdoor trips, and eventually plan short trips for themselves and the class. Students have already begun fundraising efforts ahead of the 4th quarter to supplement their experiences and build a sense of team.
- Because the teacher and students do not have scheduling restrictions at the school, they have the freedom to be in and out of the school setting as appropriate for the time of year and weather in the moment. We are confident that we will be able to build a schedule that will allow for a 2 quarter / full semester program in 2022.

We continue to have support from local stakeholders.

- The world-class kayaking instructor we developed the kayaking program with is still committed to providing as much of his time and equipment as possible to the program, despite a pandemic-caused slowdown in business during 2020-21.
- Parents continue to ask for this type of program for their children.
- Our students have been asking about adding more outdoor activities to their education.
- The local eco-tourism industry has realized that this program directly benefits them. We will continue to maintain the ability for our students to develop the leadership skills and certifications to be employed in the industry.

We understand that this is a very large budget request. We are proud to be able to make this program accessible to any student who wishes to apply and will continue to do our best to find ways through donors and grants to supplement the program, purchase equipment that may be used in future years and provide students with an appreciation of the value of the program. We are also continuing to partner with our District International School Program to hopefully expand the program and offset future costs with international student fees. The program is still early in its inception, but it is gaining traction and growing. We appreciate your support in building the vision of a flourishing Outdoor Education Program at USS.

Please contact me at the school if you have any questions about the program.

Sincerely,

Mike Rhodes
Vice-Principal
Ucluelet Secondary School



ALBERNI DISTRICT TEACHERS' UNION

5.2

4558 Adelaide Street, Port Alberni, B. C., V9Y 6N3
Telephone: 250 724-5021 FAX: 250 724-0442
Email: adtu@shawenble.com

April 6, 2021

Corrected Copy

Mr. Greg Smyth
Superintendent of Schools
Board of Education of School District 70 Pacific Rim
4690 Roger Street
Port Alberni, B.C.
V9Y 3Z4

Dear Mr. Smyth:

Re: Petition to speak to the SD70 Board of School Trustees

The Alberni District Teachers' Union would like to speak to the Board of School Trustees, to encourage them to seek a mandate for mask wearing for all K – 12 students in SD70 Pacific Rim Schools.

Please add us to the agenda.

Sincerely,

ALBERNI DISTRICT TEACHERS' UNION

Cynthia Hewitt
President

CH:cp/LEU/USW2009



April 07, 2021

Dear Trustees,

I hope this letter finds you all in good health. It has been a strange and very different year with many unseen challenges for us all. The BCSA has risen to the challenge and been able to adjust it's programming accordingly in order to meet the provincial and district guidelines and protocols.

This has meant us bringing programs to the community rather than the community coming to us. We have managed to secure an indoor venue for senior and preschool programs, and will be making use of the wonderful facilities at Eileen Scott Centennial Park for many of our programs.

We have worked hard to ensure our most vulnerable residents are connected and engaged, with blanket delivery program, access to books and dvds and walking groups. Our literacy programs for youth were able to continue with Literacy Week, literacy "bombs" and Spring Break Reading Challenge.

We have hired a part time person to get our library on line so that people can browse at their leisure and request books as they care to.

Up until mid February we administered the School Lunch Program and were very grateful for the financial assistance from SD70.

At this time we respectfully request a grant of \$46,000 for the upcoming school year. This is the same amount we received in 2020. With BCSA being the only entity in Bamfield/Anacila area offering demand based programming, in the absence of a parks and recreation department, these funds will make a huge difference in our ability to address the needs of our community. Please do not hesitate to ask if you have any questions.

Yours sincerely

Sally Mole
Community School Coordinator

Dear School District 70 Board of Trustees,

During our last Wickaninnish Elementary PAC meeting, Drew Ryan, our principal, let us know that Wickaninnish Community School would be requesting the hire of a 1.0FTE (fulltime) Indigenous Support Teacher for the 2021-2022 school year.

As members and Executive of the Wickaninnish Elementary School PAC (WEPAC), we wholeheartedly support this initiative.

As parents, it has been hard not to notice the precipitous drop at various times during the year of Indigenous children in our school's classrooms, either when cases were rising (in November/December) or at the beginning of the school year when it was unclear how safe a return to schools would be. Or during our current scenario where variants are surging.

Our Tla-lo-qui-aht parents and friends have made the logical decision to reduce exposure to the novel coronavirus (including variants) to protect their cultural heritage (which often resides in their elders in the form of language knowledge, knowledge of legal systems, ecological knowledge, etc).

Preserving cultural heritage and diversity, especially that of the very first people who inhabited the land we now call Canada is of benefit to ALL Canadians. Nations, workplaces and communities that embrace and celebrate their diversity are often the most innovative and high performing. However there has been a heavy cost for that preservation of heritage that has been borne on an individual level by a many of our Tla-o-qui-aht students.

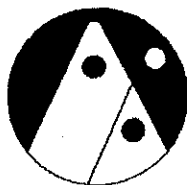
Because of that, WEPAC cannot emphasize how strongly we support this initiative. In the interests of both equity and equality, having additional help in our school designated to improve educational outcomes and trajectories of those children who have been most directly and deeply impacted by the pandemic is critical. It will also help the children who were able to stay in school during the pandemic. The more support our teachers have to address the differing skill levels and social emotional needs among students once all our learners are together again, the better our school will be for *all* of our students.

Thank you very much for your time and attention to this matter.

Sincerely,

Wickaninnish Elementary School Parent Advisory Council

6.2



ALBERNI DISTRICT TEACHERS' UNION

4558 Adelaide Street, Port Alberni, B. C., V9Y 6N3
Telephone: 250 724-5021
FAX: 250 724-0442
Email: adtu@shawcable.com

April 6, 2021

Mr. Peter Klaver
Assistant Superintendent
Board of Education of School District 70 Pacific Rim
4690 Roger Street
Port Alberni, B.C.
V9Y 3Z4

Dear Mr. Klaver:

As per the March 2021 meeting, the A.D.T.U. Professional Development Committee would like to submit the following potential Professional Development Day dates to School District 70 for the 2021 - 2022 school year:

Friday, October 22, 2021	(PSA Day)
Monday, November 15, 2021	(School Based Day)
Friday, February 18, 2022	(School Based Day)
Friday, April 22, 2022	(LSA Day)
Friday, May 13, 2022	(School Based Day)

It is very important to the ADTU District Professional Development Committee to align our school-based professional development day on February 18th with the Tri-city Tapestry Conference hosted by Victoria, Sooke and Saanich. This conference provides a wide range of high quality professional development opportunities that SD70 teachers participate in when able. As most in-demand presenters book up years in advance and we are not able to book ahead, this conference provide teachers cost effective opportunities to attend extremely valuable professional development.

Thank you for your consideration.

Sincerely,
ALBERNI DISTRICT TEACHERS' UNION,

Christine Tardif
Professional Development Chair

SCHOOL CALENDAR FORM - GENERAL

2021/2022 CALENDAR

JULY						
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SEPTEMBER						
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DECEMBER						
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Instructional

Non-Instructional

Vacation Period

Statutory Holiday



Ministry of
Education



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Pacific Rim	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD70
Developed by: Alexa Klimke	Date Developed: February, 2021
School Name: Ucluelet Secondary	Principal's Name: Carol Sedgwick
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Learning Strategies	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

none

Special Training, Facilities or Equipment Required:

none

Course Synopsis:

This course is been designed to accommodate students needing assistance to be successful on a regular academic program. The students will learn study skills and strategies to help them be successful in the classroom as well as learning and applying time management and organization skills.

Goals and Rationale:

Rationale: This course provides for personalized learning. Personalized learning acknowledges that not all students learn successfully at the same rate, in the same learning environment, and in the same ways. It involves the provision of high-quality and engaging learning opportunities that meet the diverse needs of all students. Ucluelet Secondary School provides flexible timing and pacing through a range of learning environments, with learning supports and services tailored to meet student needs.

Goals:

To develop students/citizens who:

- Are thoughtful and able to learn and to think critically, and can communicate
- Are creative, flexible, and self-motivated and have a positive self-image
- Are capable of making independent decisions
- Are skilled and able to contribute to society generally, including the world of work
- Are productive, gain satisfaction through achievement, and strive for physical well-being
- Are able to advocate for their learning needs

Aboriginal Worldviews and Perspectives:

- Recognize the need for others who can support their learning and personal growth
- Appreciate the influence of peer relationships, family and community: on personal choices and goals; on career choices and attitudes toward work
- Our career paths reflect the personal, community, and educational choices we make
- Demonstrate respect, collaboration, and inclusivity in working with others to solve problems

Course Name:

Grade:

BIG IDEAS

Achieving our learning goals requires effort and perseverance

Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our goals.

Our career paths reflect the personal, community and educational choices we make.

Learning Standards

Curricular Competencies

Students are expected to do the following: (use words like: recognize, access, apply, explore, think)

Personal Responsibility: Organization and Time Management

- Access organization tools to keep track of academic assignments and deadlines
- Set and achieve realistic learning goals
- Recognize obstacles that interfere with goal achievement

Personal Responsibility: Self-Advocacy

- Recognize personal role in learning

Personal Awareness

- Use self-assessment and reflection to determine awareness of their strengths, preferences, learning styles and skills

Academic Skills:

- Apply effective memory techniques
- Apply effective note-taking strategies
- Apply effective test-taking skills
- Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context

Content

Students are expected to know the following:

Organization and Time Management, Self-Advocacy

- Organization strategies
- Goal-setting strategies
- Strategies to overcome time robbers
- Strategies to get started

Self-Advocacy Strategies

- To communicate personal strengths, preferences, views, values and interests with confidence
- To request and plan for individual accommodation needs

Personal Awareness

- Effective strategies to support learning for individual learning styles
- Know their individual accommodations/adaptations based on assessments and reports
- Know difference between high school and post-secondary institution support services

Academic Skills

- Difference between short and long-term memory

- Memory strategies (mnemonic devices, mental imagery, organization and association, self-recitation, relate new concepts to prior knowledge)
- Note-taking strategies (SQ4R, chunking, re-reading, identify main idea, mind map, web)
- Test-taking skills (regular review and practice, know different test-types and strategies for each)

Language features, structures, and conventions

- language features
- elements of style
- exploration of voice
- usage and conventions
- literary elements and devices
- citation techniques

Big Ideas – Elaborations

Curricular Competencies – Elaborations

Access organization tools to keep track of academic assignments and deadlines

In part, organization tools will depend on subject and teacher (eg. Paper assignment tracker, homework apps, teacher's websites).

- Recognize obstacles that interfere with goal achievement: (eg. Cell phone apps, being hungry and getting something to eat, being restless and getting up for a walk, being tired and unable to focus)

Personal Awareness

- Use self-assessment and reflection to determine awareness of their strengths, preferences, learning styles and skills
- Use self-assessment tools: questionnaires and interviews to increase awareness. Teach learning styles (auditory, visual, kinesthetic) and best ways to support own learning.
- Use assessment reports to understand strengths, learning styles, skills and recommended adaptations/accommodations
- Visit post-secondary institution websites to understand what supports are available:
 - Understand the different names given to student support service departments
 - Understand accommodations offered at post-secondary
 - Understand the difference between high school and university support

Personal Responsibility: Self-Advocacy

- Recognize personal role in learning (importance of asking for help, asking for clarification)

Content—Elaborations

- Organization strategies: For student's individual organization, try, for example, multi-pocket folders, single binders, magazine boxes in classroom.
- Goal-setting strategies: think about goal setting in time increments (minutes, hours, days, weeks) and tailor to individual student needs
- Strategies for overcome time robbers: identify time robbers as obstacles to be overcome and decide how to deal with them. Make a personal plan.
- Strategies to get started: set timer for 5 minutes and work until timer goes off, choose small part of task, work with peer or ask for adult assistance to brainstorm ideas
- Strategies for post-secondary: visit different university and college websites and 'walk through' website together

Recommended Instructional Components:

- Direct instruction
- Gradual Release of Responsibility model. (From teacher directed to student independence in several stages).
- 1:1 support to provide individual support based on student needs
- Consistent structure of time and expectations of behaviour

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

- Daily goal log
- Supervising teacher's evaluation for participation and active involvement
- Demonstrations of learning
- Notebook/binder check
- Student self-assessment
- Informal interview

Learning Resources:

- Dawson, Peg and Guare, Richard (2010) *Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention*. New York, NY: The Guilford Press
- Richards, Regina (2003) *The Source for Learning and Memory Strategies*. East Moline, IL: Linguistics

Additional Information:



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Pacific Rim	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#70
Developed by: Mike Rhodes	Date Developed: June 2020
School Name: Ucluelet Secondary School	Principal's Name: Carol Sedgwick
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Teacher Assistant 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Students must have teacher permission and recommendation and, in most cases, have already successfully completed the course in which they will be assisting with a mark that is typically at least B/G. Students will usually be at least two grade levels higher than students they are assisting except in exceptional circumstances with administrative permission. Students must be mature, responsible, be respectful of others, be able to communicate and interact well with others and have an interest in working with others of varying academic strengths and weaknesses.

Special Training, Facilities or Equipment Required:

Will be dependent upon the program/setting.

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing interpersonal relationship, leadership, and teamwork skills. They will apply these skills in roles such as tutoring and mentoring. Student Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation for the importance of life-long learning and helping others.

Goals and Rationale:

This course offers students the opportunity to learn how people learn, to gain experience working with others of different academic strengths and weaknesses and to contribute to their school and community.

Leadership, communication and management strategies developed in this course are essential life and employability skills. In this course, students will:

- Develop skills for working and interacting with individuals with a variety of learning needs
- Develop effective leadership skills
- Acquire effective skills in communication
- Acquire effective skills in building and maintaining relationships
- Acquire background knowledge about learning and behavior management theories appropriate to the setting
- Apply knowledge of learning and behavior management theories appropriate to a variety of settings.

Aboriginal Worldviews and Perspectives:

This course will incorporate the aboriginal perspective of respect and mentorship for learning. It will allow students to recognize the need for others who can support their learning and personal growth.

Course Name: Teacher Assistant 11

Grade: 11

BIG IDEAS

Experiences expand our skills and career-life options while providing opportunities for self-discovery.	Personal awareness and pathway options are developed through an inquiry mindset.	Helping others to learn leads to learning of our own	Mentorship has value for both the teacher and the learner	
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Connect and Wonder Identify novel and guided approaches to utilize personal strengths, preferences, and skills</p> <p>Assess knowledge of self and identify personal areas of interest</p> <p>Explore and Investigate Identify transferrable skills specific to the Teacher Assistant placement</p> <p>Develop a plan to address skill development and refinement</p> <p>Access information and ideas on working and interacting with individuals with a variety of learning needs</p> <p>Identify, demonstrate and incorporate knowledge about learning and behavior management theories appropriate to the setting</p> <p>Experience and Develop Demonstrate knowledge of effective leadership skills</p> <p>Demonstrate progression in communication</p> <p>Demonstrate progression of effective leadership skills</p>	<p><i>Students are expected to know the following:</i></p> <p>strategies for working and interacting with individuals with a variety of learning needs</p> <p>effective leadership skills</p> <p>effective skills in communication</p> <p>effective skills in building and maintaining relationships</p> <p>background knowledge about learning and behavior management theories appropriate to the setting</p> <p>Apply knowledge of learning and behavior management theories appropriate to a variety of settings.</p>

<p>Contribute to care of self, others, and community</p> <p>Develop skills to work respectfully and constructively, both independently and with others, to achieve common goals</p> <p>Reflect and Refine</p> <p>Engage in ongoing reflection and documentation of teacher assistant placement as it relates to leadership, communication and building and maintaining relationships.</p> <p>Reflect on independent and collaborative learning and behavior management strategies implemented.</p>	
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Big Ideas – Elaborations

- Experiences expand our skills and career-life options while providing opportunities for self-discovery.
 - Assisting others allows for the exploration of empathy and giving back as a life pathway
- Personal awareness and pathway options are developed through an inquiry mindset.
 - Self reflection develops a stronger sense of self and purpose
- Helping others to learn leads to learning of our own
 - There are beneficial spin offs gained by giving of yourself
- Mentorship has value for both the teacher and the learner
 - Subject material and skills are reinforced when helping others to learn them.

Curricular Competencies – Elaborations

Communication –

- Apply effective strategies for communicating student progress with staff support
- apply effective strategies for communicating clearly to the students with staff support
- model cooperation and respect in the learning process with staff support
- utilize active listening skills with support utilize effective questioning skills with support
- demonstrate effective interpersonal and intrapersonal skills with support
- recognize, understand, and appropriately respond to verbal and non-verbal communication with support
- self-monitor understanding of instructions and ask for clarification when necessary

Leadership –

- work independently and collaboratively with the students with monitoring by the classroom teacher
- demonstrate flexibility and adaptability in supporting the learning process
- anticipate and plan appropriate actions during the class with support
- observe student progress and maintain appropriate records with support
- acquire a deeper understanding of subject material through the teacher assistant process
- describe how their own personal strengths and knowledge apply to the class setting
- model appropriate behaviour with guidance
- provide support and encouragement to help the student:
 - develop a positive self image,
 - develop a belief in his/her ability to learn
 - develop a sense of pride and accomplishment in what she/he is able to do

Organizational Skills

- assess the length of time required to complete various tasks
- prioritize tasks with guidance
- use class time effectively with guidance
- bring, gather or prepare appropriate materials for the class situation

Social Responsibility

- demonstrate the skills of an effective team member with support
- identify the need to appreciate, value and accept all individuals
- examine and challenge personal beliefs about individuals with varying needs
- exhibit ethical behaviour around issues such as confidentiality, trust and responsibility

Content – Elaborations

It is expected that student teacher-assistants should know:

- the importance of Social Learning Theory
- the theories of motivation and reinforcement in learning and behaviour
- characteristics, behaviours, and needs of students in the classroom setting

Recommended Instructional Components: The majority of this course involves Student Teacher Assistants working directly with other students under the supervision of a classroom teacher. It is an experiential course with a variety of implementation formats possible depending upon the needs of the school and the learning environment.

The student teacher assistant will be exposed to a variety of learning experiences which develop support strategies to assist others in learning and goal setting skills. The application of these support strategies will be determined by individual needs. The classroom teacher may use (but is not limited to):

- Direct instruction
- Indirect instruction
- Experiential learning
- Independent study
- Modeling
- Practical experience
- Brainstorming
- Group work
- Online learning packages such as learning style assessments, learning theory research , post-secondary/employability connections

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

Student evaluation, based on the student meeting the learning outcomes, will be done on an on-going basis including both student teacher assistant and teacher assessment of:

- Skills for working and interacting with individuals with a variety of needs
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Teachers should choose from a variety of assessment tools to fit the unique learning outcomes and performance nature of this course. Both Formative and Summative assessments should be included. For example:

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Learning Resources:

This is a beginning list of learning resources that can be added to this curriculum.

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5. Related Materials

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Additional Information:

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Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Pacific Rim	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#70
Developed by: Carol Sedgwick	Date Developed: June 2019
School Name: Ucluelet Secondary School	Principal's Name: Carol Sedgwick
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Teacher Assistant 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Students must have teacher permission and recommendation and, in most cases, have already successfully completed the course in which they will be assisting with a mark that is typically at least B/G. Students must be mature, responsible, be respectful of others, be able to communicate and interact well with others and have an interest in working with others of varying academic strengths and weaknesses.

Special Training, Facilities or Equipment Required:

Will be dependent upon the program/setting.

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing interpersonal relations, leadership and teamwork skills. They will apply these skills in roles such as tutoring and mentoring. Student Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation of the importance of life-long learning and helping others.

Goals and Rationale:

This course offers students the opportunity to learn how people learn, to gain experience working with others of different academic strengths and weaknesses and to contribute to their school and community. Leadership, communication and management strategies developed in this course are essential life and employability skills. In this course, students will:

- Develop skills for working and interacting with individuals with a variety of learning needs
- Develop effective leadership skills
- Acquire effective skills in communication
- Acquire effective skills in building and maintaining relationships
- Acquire background knowledge about learning and behavior management theories appropriate to the setting
- Apply knowledge of learning and behavior management theories appropriate to a variety of settings.

Aboriginal Worldviews and Perspectives:

This course will incorporate the aboriginal perspective of respect and mentorship for learning. It will allow students to recognize the need for others who can support their learning and personal growth.

Course Name: Teacher Assistant 12

Grade: 12

BIG IDEAS

Experiences expand our skills and career-life options while providing opportunities for self-discovery.

Personal awareness and pathway options are developed through an inquiry mindset.

Helping others to learn leads to learning of our own

Mentorship has value for both the teacher and the learner

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Connect and Wonder Identify novel and guided approaches to utilize personal strengths, preferences, and skills</p> <p>Assess knowledge of self and identify personal areas of interest</p> <p>Explore and Investigate Identify transferrable skills specific to the Teacher Assistant placement</p> <p>Develop a plan to address skill development and refinement</p> <p>Access information and ideas on working and interacting with individuals with a variety of learning needs</p> <p>Identify, demonstrate and incorporate knowledge about learning and behavior management theories appropriate to the setting</p> <p>Experience and Develop Demonstrate knowledge of effective leadership skills</p> <p>Demonstrate progression in communication</p> <p>Demonstrate progression of effective leadership skills</p>	<p><i>Students are expected to know the following:</i></p> <p>strategies for working and interacting with individuals with a variety of learning needs</p> <p>effective leadership skills</p> <p>effective skills in communication</p> <p>effective skills in building and maintaining relationships</p> <p>background knowledge about learning and behavior management theories appropriate to the setting</p> <p>Apply knowledge of learning and behavior management theories appropriate to a variety of settings.</p>

<p>Contribute to care of self, others, and community</p> <p>Develop skills to work respectfully and constructively, both independently and with others, to achieve common goals</p> <p>Reflect and Refine</p> <p>Engage in ongoing reflection and documentation of teacher assistant placement as it relates to leadership, communication and building and maintaining relationships.</p> <p>Reflect on independent and collaborative learning and behavior management strategies implemented</p>	
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Big Ideas – Elaborations

- Experiences expand our skills and career-life options while providing opportunities for self-discovery.
 - Assisting others allows for the exploration of empathy and giving back as a life pathway
- Personal awareness and pathway options are developed through an inquiry mindset.
 - Self reflection develops a stronger sense of self and purpose
- Helping others to learn leads to learning of our own
 - There are beneficial spin offs gained by giving of yourself
- Mentorship has value for both the teacher and the learner
 - Subject material and skills are reinforced when helping others to learn them.

Curricular Competencies – Elaborations

Communication –

- Apply effective strategies for communicating student progress with staff support
- apply effective strategies for communicating clearly to the students with staff support
- model cooperation and respect in the learning process with staff support
- utilize active listening skills with support utilize effective questioning skills with support
- demonstrate effective interpersonal and intrapersonal skills with support
- recognize, understand, and appropriately respond to verbal and non-verbal communication with support
- self-monitor understanding of instructions and ask for clarification when necessary

Leadership –

- work independently and collaboratively with the students with monitoring by the classroom teacher
- demonstrate flexibility and adaptability in supporting the learning process
- anticipate and plan appropriate actions during the class with support
- observe student progress and maintain appropriate records with support
- acquire a deeper understanding of subject material through the teacher assistant process
- describe how their own personal strengths and knowledge apply to the class setting
- model appropriate behaviour with guidance
- provide support and encouragement to help the students:
 - develop a positive self-image,
 - develop a belief in their ability to learn
 - develop a sense of pride and accomplishment in what they are able to do

Organizational Skills

- assess the length of time required to complete various tasks
- prioritize tasks with guidance
- use class time effectively with guidance
- bring, gather or prepare appropriate materials for the class situation

Social Responsibility

- demonstrate the skills of an effective team member with support
- identify the need to appreciate, value and accept all individuals
- examine and challenge personal beliefs about individuals with varying needs
- exhibit ethical behaviour around issues such as confidentiality, trust and responsibility

Content – Elaborations

It is expected that student teacher-assistant should know:

- the importance of Social Learning Theory
- the theories of motivation and reinforcement in learning and behaviour
- characteristics, behaviours, and needs of students in the classroom setting

Recommended Instructional Components: The majority of this course involves Student Teacher Assistants working directly with other students under the supervision of a classroom teacher. It is an experiential course with a variety of implementation formats possible dependent upon the needs of the school and the learning environment.

The student teacher assistant will be exposed to a variety of learning experiences which develop support strategies to assist others in learning and goal setting skills. The application of these support strategies will be determined by individual needs. The classroom teacher may use (but is not limited to):

- Direct instruction
- Indirect instruction
- Experiential learning
- Independent study
- Modeling
- Practical experience
- Brainstorming
- Group work
- Online learning packages such as learning style assessments, learning theory research , post-secondary/employability connections

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EXECUTIVE COMMITTEE MEETING

DATE: APRIL 17, 2021
LOCATION: BOARD ROOM
TIME START: 9:00 AM **TIME END:** 9:19 AM

ATTENDANCE LOG

Laurie Morphet	Greg Smyth	Stacey Manson
Cindy Hewitt	Andrew Schneider	Barb Witte
Trisha Wilson	Peter Klaver	Marc Fryer
Lynn Cook	Greg Roe	

DISCUSSION ITEMS

GS	Nil
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INFORMATION

GS	1.	• Welcomed Assistant S-T Lynn Cook.
CH	2.	• Teachers anxiously awaiting year end staffing process.
GR	3.	• New PHO guidelines have been distributed to admin.
LM	4.	• New Educational Psychologist Ann Saunders started on April 2. • EA Allocation process underway.
MF	5.	• Fielding many enquiries from Germany agents. • Provided an update on Homestay availability.
PK	6.	• Starting Teacher staffing process. • Waiting on any COVID-19 restriction changes before arranging the EA Rapid Post process.
SM	7.	• Will not be using Learning Partnership this year for Welcome to Kindergarten, but instead organizing in-house by designing bags using discount from Staples for supplies and help from funders.
GS	8.	• Received revised K-12 guidelines and masks for Grades 4-7. Reminded admin to educate kids on "how to wear a mask". • Focusing on September (student projections, staffing, etc.) • Hoping to virtually interview for Director of Instruction the week of April 12.

NEXT MEETING: APRIL 21, 2021

RECORDED BY: B WITTE