

Board of Education

Regular Public Meeting

January 28, 2020



SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

School District No. 57 (Prince George)

BOARD OF EDUCATION

CHARTER

Our mission, as a Board of Education, is to create a culture of trust and integrity by adhering to the highest standards of ethical behaviour and fiduciary responsibility.

We, the Board of Education, individually and collectively, in the conduct of our duties, will be:

- Transparent
- Open-minded
- Consultative
- Committed
- Respectful of Diversity

BOARD OF EDUCATION AND SENIOR ADMINISTRATION

GUIDING PRINCIPLES

The Board of Education and senior administration believe we are accountable to the families and communities we serve. We respect their diversity and support their involvement.

We further believe that all children can learn, achieve and succeed, and that by working together with our employees, students, parents, and our communities, we will enable our students to reach their greatest academic potential.

We believe our students have the right:

- To a safe and respectful learning environment.
- To be valued.
- To have the opportunity to explore and develop their potential.
- To have their intellectual, emotional, physical and social needs met

We also believe that with these rights come responsibilities with respect to their school, classroom and work habits.

We believe our employees have the following rights and responsibilities:

- To be treated fairly and work in a safe environment.
- To be respected, trusted, included and valued.
- To explore, collaborate and develop to their potential.
- To treat others fairly, work cooperatively, and create a safe working and learning environment.

Together, we affirm that these guiding principles provide the foundation for the decisions we make in School District No. 57.

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)
REGULAR PUBLIC MEETING
6:00 p.m., Tuesday, January 28, 2020
Boardroom – 2100 Ferry Avenue

A G E N D A

1. **CALL TO ORDER**

2. **APPROVAL OF AGENDA**

3. **PUBLIC INPUT**

Thirty minutes maximum; limit of five minutes per speaker

4. **SCHOOL DISTRICT NEWS**

5. **MINUTES OF PREVIOUS MEETINGS**

5.1 Regular Public Meeting of December 3, 2019 Page 1

5.2 Record of Minutes of Regular In Camera Meeting of
December 3, 2019 and Special In Camera Meetings of
November 27, January 7 and 21, 2020 Page 10

6. **BUSINESS ARISING FROM THE MINUTES**

6.1 Catchment, Capacity and Programs – September 2019-
2020 and Subsequent Years - Grandfathering of
Siblings (S. Warrington)

6.1.1 Spruceland Elementary School Page 12

6.1.2 Edgewood Elementary School Page 13

7. MANAGEMENT AND FINANCE COMMITTEE

- 7.1 Committee Report (S. Warrington) Page 14

8. EDUCATION PROGRAMS AND PLANNING COMMITTEE

- 8.1 Committee Report (T. Derrick) Page 15

8.2 Board Authorized Courses

- 8.2.1 Fly Fishing 12 Page 16

- 8.2.2 H.O.P.E. for Boys Leadership Page 26

- 8.2.3 Cultural Connections 12 Page 41

9. DISTRICT ADMINISTRATION REPORTS

- 9.1 Superintendent of Schools

10. TRUSTEE REPORTS

- 10.1 Aboriginal Education Committee (T. Derrick)

- 10.2 BC School Trustees' Association (R. Polillo) Page 52

- 10.3 District Parent Advisory Council (T. Bennett)

- 10.4 District Student Advisory Council (R. Polillo) Page 53

- 10.5 Liaison Updates (Various Trustees)

- 10.5.1 Trustee Bekkering Page 54

- 10.5.2 Trustee Bennett Page 56

- 10.5.3 Trustee Polillo Page 58

- 10.5.4 Trustee Warrington Page 59

11. NEW BUSINESS

11.1 Signing Authority – Banking (S. Warrington)

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11.2 Notice of Motion (T. Derrick)

12. ADJOURNMENT

UPCOMING MEETINGS:

Education Services Committee – February 3, 2020

Management and Finance Committee – February 10, 2020

Education Programs and Planning Committee – February 18, 2020

Public Board Meeting – February 25, 2020

DRAFT
Minutes
Regular Public
Meeting

Board of Education
School District No. 57 (Prince George)
2100 Ferry Avenue, Prince George, B.C.

2019.12.03
6:00 p.m.

Present:

Tim Bennett, Chair
Sharel Warrington, Vice-Chair
Betty Bekkering, Trustee
Trent Derrick, Trustee
Ron Polillo, Trustee
Bob Thompson, Trustee
Shuirose Valimohamed, Trustee

Rod Allen, Superintendent of Schools
Darleen Patterson, Secretary Treasurer
Diane Nygaard, Executive Assistant (Recorder)

1. **CALL TO ORDER**

The meeting was called to order at 6:03 p.m.

2. **APPROVAL OF AGENDA**

The following additions were made to the agenda:

New Business

Northern Opportunities and Shoulder Tappers Program (S. Warrington)

Trustee Reports

BCPSEA Update (B. Bekkering)

Aboriginal Education Committee Report (T. Derrick)

The agenda was approved as amended.

3. **PUBLIC INPUT**

Cassandra Malfair, parent of a Edgewood Elementary student and a Duchess Park Secondary student, spoke in support of the recommendation that appears on this evening's agenda regarding the Edgewood Elementary School catchment area, September 2019 and subsequent years, grandfathering of sibling transition process from grade 7 to 8.

Ron Davis representing the Yellowhead Rotary presented an award to the school district "Healthier You 2019".

Naelia Mansour and Owen MacDonald representing the District Students Advisory Council provided an overview of the group's goals for the 2020/21 school year.

Joanne Hapke representing the Prince George District Teachers' Association, presented a Christmas wish list on behalf of its members. Items included budget for student resources and support for teacher wellness and a new collective agreement.

Karen Wong representing CUPE 3742 acknowledged the newly negotiated collective agreement. Ms. Wong advised a request for the 2022 collective agreement will include an Early Care and Learning Plan.

Andrea Beckett, President, District Parent Advisory Council provided a written submission. The Board Chair reviewed the submission which included an appreciation of the collaborative relationship with the school district and a heartfelt thank you for Mr. Allen's time as Superintendent of Schools. The submission also included an overview of the recent BC Confederation of Parent Advisory Councils.

4. **SCHOOL DISTRICT NEWS**

Trustee Valimohamed acknowledged a recent donation provided from the Rotary to Morfee Elementary School.

Trustee Bekkering reported that she attended the opening of two of six new homes being built on the Lheidli T'enneh Reserve. She commented on the Trustee/Family of Schools meeting held at Beaverly Elementary School on November 13th.

Trustee Derrick provided an overview of the recent Balhats Celebration and recognized the strong relationship with the school district.

Trustee Bennett drew attention to the newly installed Lheidli T'enneh flag in the Boardroom.

Trustee Polillo and Trustee Bennett congratulated student athletes representing the school district in city and provincial competitions.

5. **MINUTES OF PREVIOUS MEETINGS**

5.1 Regular Public Meeting of October 29, 2019

The minutes of the regular public meeting of October 29, 2019 were adopted as published.

5.2 Inaugural Meeting of November 6, 2019

Housekeeping items were noted.

The minutes of the Inaugural meeting of November 6, 2019 were adopted as amended.

5.3 Record of In Camera Meeting Minutes

The report on the items discussed and decisions made at the regular in camera meeting of October 29, 2019 and the special in camera meetings of October 29, November 6 and 14, 2019 were approved.

6. **PRESENTATION**

6.1 PG Retired Teachers' Education Heritage Committee

Tiiu Noukas and Kris Nellis of the Prince George Retired Teachers' Education Heritage Committee presented the Board of Education with a three-volume collection of news articles detailing local public school education from 1910 to 1946.

Board Chair Bennett expressed gratitude to Mr. Rod Allen for his service to the school district as Acting Superintendent.

7. **OLD BUSINESS**

None.

8. **BUSINESS ARISING FROM THE MINUTES**

8.1 Trustee Committee and Liaison Appointments

The Board Chair reviewed the recommendation and rationale that was included in the agenda package.

MOVED and SECONDED

That Bylaw 1, 2.9 be waived and the December 2018 Trustee Committee and Liaison Appointments remain in effect until the completion of the school district's policy review and adoption of a revised policy manual.

CARRIED

8.2 Catchment, Capacity and Programs – September 2019-2020 and Subsequent Years – Grandfathering of Siblings

8.2.1 Spruceland Elementary School

Trustee Warrington reviewed the recommendation and rationale that was included in the agenda package. Ms. Warrington drew attention to Policy 5119 School Catchment Areas, Registration and Student Transfers that was also included in the agenda package.

MOVED and SECONDED

That the transition process, beginning September 2020 for grade 7 students currently attending Spruceland Traditional Elementary School, entitles students, who at the time of transition have siblings enrolled in grades 8 – 12 in the regular program at Duchess Park Secondary School, to transition to the regular program offered at Duchess Park Secondary School.

The Secretary Treasurer responded to questions from the Trustees.

The motion generated significant discussion and debate.

The original motion was amended as follows:

MOVED and SECONDED

That the transition process, for the 2020/21 school year for grade 7 students currently attending Spruceland Traditional Elementary School, entitles students, who at the time of transition have siblings enrolled in grades 8 – 12 in the regular program at Duchess Park Secondary School, to transition to the regular program offered at Duchess Park Secondary School.

DEFEATED

The discussion returned to the original motion and it was carried.

8.2.2 Edgewood Elementary School

Trustee Warrington reviewed the recommendation and rationale that was included in the agenda package.

The Secretary Treasurer responded to questions from the Trustees. Ms. Patterson noted that the transportation for students grandfathered to Duchess Park Secondary School will require review in the future.

The motion generated significant discussion and debate.

MOVED and SECONDED

That the transition process, beginning September 2020 for grade 7 students currently attending Edgewood Elementary School, entitles students, who at the time of transition have siblings enrolled in grades 8 – 12 in the regular program at Duchess Park Secondary School to transition to the regular program offered at Duchess Park Secondary School.

CARRIED

9. MANAGEMENT AND FINANCE COMMITTEE

9.1 Committee Report

Trustee Warrington reviewed the November 2019 Management and Finance Committee that was included in the agenda package.

MOVED and SECONDED

That the report of the Management and Finance Committee meeting held on November 18, 2019 be received.

CARRIED

Trustee Derrick requested that the Board send a letter regarding Bill 41.

A point of order was raised by a Trustee stating that the letter is not related to the motion on the floor. Chair Bennett postponed the discussion of the point of order to follow the Management and Finance agenda items.

9.2 2019 – 2020 Budget Consultation – Expanded Committee of the Whole

Trustee Warrington reviewed the recommendation and rationale that was included in the agenda package and responded to questions from the Trustees.

Ms. Warrington reviewed the draft Terms of Reference and the suggested timeline and proposed agendas that were also included in the agenda package.

Trustees requested that the suggested meeting of April 2, 2020 be extended to 6:00 p.m.

MOVED and SECONDED

That the Terms of Reference of the Budget Consultation Expanded Committee of the Whole, and suggested meeting timelines and proposed agendas, be confirmed for the 2020-2021 Annual Budget process as amended.

CARRIED

The Board Chair returned to the point of order, Mr. Bennett ruled that due to the expressed time constraints that the motion regarding Bill 41 be added under New Business as item 14.3.

A recess was called at 8:17 p.m. and the meeting reconvened at 8:27 p.m.

10. EDUCATION SERVICES COMMITTEE

10.1 Committee Report

Trustee Polillo reviewed the November 2019 Education Services Committee Report that was included in the agenda package.

MOVED and SECONDED

That the report of the Education Services Committee meeting held on November 4, 2019 be received.

CARRIED

10.2 2019-2020 Student Enrolment Numbers

Trustee Polillo reviewed the recommendation and rationale that was included in the agenda package.

MOVED and SECONDED

That the Board of Education approves the publication of the 2019-2020 student enrolment numbers by school on the school district's website.

CARRIED

10.3 Catchment and Capacity Review Stakeholder Advisory Committee

10.3.1 Terms of Reference

Trustee Polillo reviewed the recommendation and rationale that was included in the agenda package. Mr. Polillo drew attention to the Terms of Reference that was also included in the agenda package and reviewed the scope of the advisory committee.

MOVED and SECONDED

That the revised Terms of Reference for the Expanded Committee of the Whole Catchment and Capacity Review Stakeholder Advisory Committee be approved as presented.

CARRIED

11. EDUCATION PROGRAMS AND PLANNING COMMITTEE**11.1 Committee Report**

Trustee Derrick reviewed the November 2019 Education Programs and Planning Committee Report that was included in the agenda package.

Trustee Derrick advised the committee also received a PowerPoint presentation on the 2018-2019 Framework for Enhancing Student Learning. The committee was advised that the Framework is in transition and that further updates will be provided to the committee in January 2020.

MOVED and SECONDED

That the report of the Education Program and Planning Committee meeting held on November 19, 2019 be received.

CARRIED

12. DISTRICT ADMINISTRATION REPORTS**12.1 Superintendent of Schools**

The Superintendent provided a PowerPoint presentation on the 2018/19 6-Year Completion Rates.

Mr. Allen reported that school district has launched the new [MyEdBC Family Portal](#). An overview of the portal was provided.

Mr. Allen advised that Anita Richardson, newly appointed Superintendent will be commencing her work in the school district on December 18th and will officially assume the role of Superintendent effective January 1, 2020. Mr. Allen spoke in appreciation of his time working in the school district as the Acting Superintendent of Schools.

13. TRUSTEE REPORTS**13.1 BC School Trustees' Association**

Trustee Polillo drew attention to the report included in the agenda package.

The Board Chair provided an overview of the BCSTA Board of Directors meeting held in Vancouver on November 28th in Vancouver. Mr. Bennett also provided an overview of the Trustee Academy held in Vancouver on November 28 to 30, 2020.

13.2 District Parent Advisory Council

Trustee Valimohamed reviewed the report on the District Parent Advisory Council meeting held on November 4, 2019 that was included in the agenda package.

13.3 District Student Advisory Council

Trustee Polillo reviewed the District Student Advisory Council report that was included in the agenda package.

13.4 BCPSEA Update

Trustee Bekkering review a recent British Columbia Public School Employers' Association report.

13.5 Liaison Updates

Trustee Derrick provided an overview of the Aboriginal Education Committee meeting held on December 2, 2019.

13.5.1 Trustee Bennett

Trustee Bennett drew attention to the Trustee Liaison update that was included in the agenda package.

13.5.2 Trustee Polillo

Trustee Polillo reviewed the Trustee Liaison update that was included in the agenda package.

13.5.3 Trustee Valimohamed

Trustee Valimohamed reviewed the Trustee Liaison update that was included in the agenda package.

14. **NEW BUSINESS**

14.1 Northern Opportunities and Shoulder Tappers Program

Trustee Warrington brought forward the following motions in response to a letter dated November 4, 2019 from the Northern Development Initiative Trust addressed to the Minister of Education and copied to the Board of Education. The letter is a request for the Ministry of Education to commit to funding the Shoulder Tappers Program on a continual basis beginning with the 2020/21 school year.

Ms. Warrington noted that this program provided a unique solution to supporting career development for Northern BC youth and addresses the significant gap in skilled trades needed in the northern region.

MOVED and SECONDED

That the following motion be submitted to the BCPSEA Annual General Meeting: *Be it resolved that the BCPSEA Representative Assembly strongly urge the BCPSEA Board of Directors to request the Ministry of Education and Ministry of Finance to commit to funding the Northern Opportunities and Shoulder Tappers Program in BC school districts on a continual basis beginning with the 2020/21 school year.*

CARRIED

MOVED and SECONDED

That the Board of Education write a letter to the Minister of Education and Minister of Finance in support of the Northern Development Initiative Trust's request to urge the Minister of Education to commit to funding the Shoulder Tappers Program/Northern Opportunities on a continual basis beginning with the 2020/21 school year.

CARRIED

14.2 Bill 41, 2019: Declaration on the Rights of Indigenous Peoples Act

Trustee Derrick brought forward the following motion:

MOVED and SECONDED

That the Board of Education write letters to Minister of Finance and the Minister of Education to establish funding outside of the regular Ministry of Education funding to meet the financial commitments arising from Bill 41, 2019: Declaration on the Rights of Indigenous Peoples Act.

CARRIED

15. **CORRESPONDENCE**

Trustee Bennett drew the Board's attention to the following letter that was included in the agenda package:

- Letter of Support dated November 14, 2019 to Carrier Sekani Family Services regarding the First Nations Child and Youth Advocacy Centre

16. **ADJOURNMENT**

The meeting adjourned at 9:34 p.m.

Chairperson

Secretary Treasurer

BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

RECORD PURSUANT TO SECTION 72 OF THE SCHOOL ACT

MATTERS DISCUSSED AND DECISIONS REACHED AT THE SPECIAL AND
REGULAR IN CAMERA MEETINGS HELD SINCE THE LAST SUCH REPORT

November 27, 2019 Special In Camera Meeting

1. Discussion and decision regarding a personnel matter.
2. Receipt of an update from the Superintendent regarding a personnel matter.

The meeting was called to order at 4:04 p.m. and adjourned at 4:35 p.m.

December 3, 2019 Regular In Camera Meeting

1. Adoption of the minutes of the special in camera meeting of November 14, 2019.
2. Adoption of the minutes of the regular in camera meeting of October 29, 2019.
3. Adoption of the minutes of the special in camera meeting of November 6, 2019.
4. Receipt of a personnel update.
5. Receipt of correspondence from the Northern Development Initiative Trust requesting funding of the Shoulder Tappers Program from the Minister of Education.
6. Receipt of an update regarding the six-year completion rates.
7. Receipt of a British Columbia Public School Employers Association update.
8. Receipt of information related to catchment and capacity.
9. Receipt of an update on property matters.
10. Receipt of an update from the Superintendent regarding a personnel matter.

The meeting was called to order at 4:00 p.m. and adjourned at 4:56 p.m.

January 7, 2020 Special In Camera Meeting

1. Receipt of updates regarding personnel matters.
2. Receipt of an update regarding the policy review process.
3. Discussion regarding a personnel matter.

The meeting was called to order at 4:02 p.m. and adjourned at 5:20 p.m.

January 21, 2020 Special In Camera Meeting

1. Motion to waive written notice.
2. Discussion and decisions regarding organizational structure and personnel matters.

The meeting was called to order at 6:08 p.m. and adjourned at 7:58 p.m.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

January 28, 2020

MEMORANDUM

TO: Board of Education

FROM: Trustee Warrington

SUBJECT: **SPRUCELAND TRADITIONAL ELEMENTARY SCHOOL –
SEPTEMBER 2019 AND SUBSEQUENT YEARS –
GRANDFATHERING OF SIBLING TRANSITION PROCESS FROM
GRADE 7 TO 8**

RECOMMENDATION

That the motion, "*That the transition process, beginning September 2020 for grade 7 students currently attending Spruceland Traditional Elementary School, entitles students, who at the time of transition have siblings enrolled in grades 8 – 12 in the regular program at Duchess Park Secondary School, to transition to the regular program offered at Duchess Park Secondary School*", adopted at the December 3, 2019 meeting to be amended to replace "beginning" with "for" and replace "currently" with "who at January 28, 2020 are" and to add "for the 2020/21 school year" after Duchess Park Secondary School.

RATIONALE:

The amendment to the motion provides a clear statement regarding the time frame for the motion and recommends the time frame be limited to the 20/21 school year.

SW/dln

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

January 28, 2020

MEMORANDUM

TO: Board of Education

FROM: Trustee Warrington

SUBJECT: **EDGEWOOD ELEMENTARY SCHOOL CATCHMENT AREA –
SEPTEMBER 2019 AND SUBSEQUENT YEARS –
GRANDFATHERING OF SIBLING TRANSITION PROCESS FROM
GRADE 7 TO 8**

RECOMMENDATION

That the motion, "*That the transition process, beginning September 2020 for grade 7 students currently attending Edgewood Elementary School, entitles students, who at the time of transition have siblings enrolled in grades 8 – 12 in the regular program at Duchess Park Secondary School, to transition to the regular program offered at Duchess Park Secondary School*", adopted at the December 3, 2019 meeting to be amended to replace "beginning" with "for" and replace "currently" with "who at January 28, 2020 are" and to add "for the 2020/21 school year" after Duchess Park Secondary School.

RATIONALE:

The amendment to the motion provides a clear statement regarding the time frame for the motion and recommends the time frame be limited to the 20/21 school year.

SW/dln

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

January 20, 2020

MEMORANDUM

TO: Board of Education

FROM: Sharel Warrington, Trustee, and Chair
Management and Finance Committee

SUBJECT: **COMMITTEE REPORT – JANUARY 2020**

RECOMMENDATION

That the report of the Management and Finance Committee
Meeting held on January 20, 2020 be received.

* * * * *

REPORT:

- 1) The Management and Finance Committee met on January 20, 2020.
- 2) The Management and Finance Committee meeting's agenda items were:
 - a) **Minutes of the Previous Meeting** – The minutes of the previous meeting were approved as presented.
 - b) **Staffing Update** – A year to date update was provided by the Director of Human Resources.
 - c) **December 19, 2019 Ministry of Education Funding** - The Secretary Treasurer reviewed the funding for all students enrolled in School District No. 57 at December 19, 2019.
 - d) **Financial Update to December 31, 2019** - The Committee received a financial update for the first six months of the school and fiscal year to December 31, 2019. The update indicates that all schools and departments are currently operating within their approved budget. The Committee will receive an update at each meeting through to June 2020 and it will continue to monitor the results of operations for the year.
 - e) **Funding Model Working Group Reports** – The committee deferred the review of the recommendations of the Adult and Continuing Education Working Group and the Online Learning Working group to a future committee meeting.
 - f) **Analysis of Trustee Travel Expenses** - A report was presented to the Committee on expenditures and/or reimbursements to date.
- 3) The next Management and Finance Committee meeting will be held on February 10, 2020.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

January 21, 2020

MEMORANDUM

TO: Board of Education

FROM: Trustee Derrick, Chair
Education Programs and Planning Committee

SUBJECT: **COMMITTEE REPORT – JANUARY 2020**

RECOMMENDATION

That the report of the Education Programs and Planning Committee meeting held on January 21, 2020 be received.

* * * * *

REPORT:

1. The Education Program and Planning Committee met on January 21, 2020.
2. The meeting's agenda items were:
 - a. **Minutes of the Previous Meeting** - The minutes of the previous meeting were approved as presented.
 - b. **Proposed Board Authorized Course, Fly Fishing 12** - This item appears on this evening's agenda for consideration of the Board's approval.
 - c. **Proposed Board Authorized Course, H.O.P.E. for Boys Leadership 11** - This item appears on this evening's agenda for consideration of the Board's approval.
 - d. **Proposed Board Authorized Course, Cultural Connections 12** - This item appears on this evening's agenda for consideration of the Board's approval.
 - e. **Aboriginal Education**
Pam Spooner, Director of Aboriginal Education provided a PowerPoint presentation that included an overview of department staff, programs, projects and department events planned for 2019-2020. Ms. Spooner reported on the various events planned for the January 27, 2020 Aboriginal Day of Learning.
 - f. **Yearly Plan** – The Committee reviewed and updated the yearly plan.

The next Education Programs and Planning Committee meeting will be held on February 18, 2020.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

January 28, 2020

MEMORANDUM

TO: Board of Education
FROM: Education Programs and Planning Committee
SUBJECT: **BOARD AUTHORIZED COURSE: FLY FISHING 12**

RECOMMENDATION

That Fly Fishing 12 be approved as a Board
authorized course.

* * * * *

RATIONALE:

1. This is a new course in the district.
2. The new graduation program requires Grade 10-12 courses to be either Ministry authorized or Board authorized in order to count toward graduation.

/jc



SD No. 57 Prince George, Board Authorized Course

School District/Independent School Authority Name: School District No. 57 (Prince George)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD57
Developed by: Ryan McIndoe	Date Developed: December 2019
School Name: PGSS	Principal's Name: Kap Manhas
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Fly Fishing 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:

Special Training: None required, background in fishing and fly fishing would be helpful and familiarization with wellbeing based education would be an asset (familiarity with resources such as learning to breath, mind-up, or other DBT of CBT based wellness programs).

Facilities: Space available outdoors to practice fly casting (large open area such as a field). Classroom for fly tying and lessons.

Equipment: Class sets of fly fishing rods and fly tying vices (including tools).

Course Synopsis:

Fly Fishing 12 is designed to be immersive, experiential and hands on. The intention of this course is to balance the delivery of academic content with wellness based therapeutic experience. A major emphasis of this course is to maximize time spent outdoors. Students will travel to local streams, rivers and lakes throughout the semester and will participate in a variety of outdoor activities. Students will have the opportunity to learn about aquatic ecology, fishing techniques, fly tying and habitat preservation while also exploring wellness based themes such as emotional awareness, self-regulation, grounding techniques, stress management and brain based psychoeducation.

Goals and Rationale:

Rationale:

The rationale for this course is to provide a safe and engaging space where a wide range of students can explore curricular content and core competencies. To do this, curricular content related aquatic ecology and fly fishing is examined through Nature Therapy inspired pedagogy that emphasizes time spent in nature and the expansion of personal awareness.

Goals:

- Foster connection to PGSS community
- Foster a sense of comfort within nature.
- Develop self-regulation skills (affect identification, emotional expression & modulation).
- Develop stress management skills (awareness, grounding, relaxation & problem solving).
- Develop fly fishing based holistic knowledge (invertebrate ecology, casting technique, fishing equipment).
- Integration of local indigenous knowledge related to harvesting and preserving fish.

Aboriginal Worldviews and Perspectives:

This course will embed the following [Declaration of Indigenous Principles of Learning](#)

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning recognizes the role of indigenous knowledge.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.
- Learning supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors: connecting with plants and the Earth is healing and rejuvenating, gardening adds to a sense of pride and self-sustainability, promotes land stewardship and conservation of outdoor spaces

Declaration of Aboriginal Worldviews and Perspectives:

Connectedness and Relationships:

Relate learning to students' selves, to their families and communities.

Emphasis on Identity:

Embrace learner-centered teaching practice.

Acknowledge and celebrate the cultural identities of all students.

Local Focus:

Give learners opportunity to work with local resources

Experiential Learning:

Incorporate hands-on learning experiences.

Emphasize possible practical application.

Positive, Learner-Centered Approach:

Teacher as a facilitator of student learning.

An emphasis on promoting student self-regulation.

Extensive and frequent use of self-assessment activities.

The ability to nurture reflective learning.

Engagement with the Land, Nature, the Outdoors:

Get students interested and engaged with the natural-world immediately available.

Take instruction and learning outdoor

BIG IDEAS

Recreational pursuits such as fly fishing provide a context through which to explore nature and self.

Holistic understanding of aquatic ecology enhances angling strategy.

Emotional processing skills and personal awareness are fundamental parts of well-being.

Natural spaces have restorative qualities that help build resiliency and wellness

Fly casting and fly-tying are dynamic activities that provide endless opportunity for learning.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Well-being • Demonstrate a curiosity about factors that contribute to personal wellness. • Participate in activities designed to promote emotional de-escalation and relaxation. • Identify and analyze aspects of daily life that are stressful or draining. • Identify, apply and reflect on strategies used to manage feelings and emotions. • Explore and describe personal strategies that promote perseverance and resilience. • Create, implement and reflect on personal goals related to wellness. • Develop understanding of the interconnections among aspects of internal experiences (sensation, feeling, thought, behaviour) (ARC manual p. 111). Skills and Knowledge • Experience and interpret the local environment (Env Sci 12) • Use knowledge of aquatic ecology to inform angling strategy. • Apply First Peoples perspectives and knowledge, other ways of knowing and local knowledge as sources of information (Env Sci 12) • Interpret graphic information from a variety of sources to inform decision making. Processes and Participation • Develop and demonstrate appropriate techniques for a variety of fishing activities. • Communicate and collaborate effectively with others during outdoor and classroom sessions. • Record and present personal reflections related to classroom experiences.	<i>Students are expected to know the following:</i> Well-being • Grounding techniques • Affect identification • Awareness of internal states • Common coping mechanisms both positive and negative. • Stress identification & Reduction • Bodily and neurological responses to stress and perceived stress. • Anxiety based education • Benefits of time spent in nature Skills and Knowledge • Freshwater fish identification • Invertebrate identification • Knowledge of local hatch cycles • Maintenance, use and care of equipment • Construction of a variety of fly patterns • Environmental stewardship • Fish handling and care • First Peoples traditional practices and ecological knowledge. • Analysis of bathymetric maps. Processes and Participation • Planning and preparation for time spent outdoors. • Methods of food storage and preparation. • Safety and etiquette related to fishing.

Big Ideas – Elaborations Fly Fishing 12

Recreational pursuits such as fly fishing provide a context through which to explore nature and self.

Sample questions to support inquiry with students:

- o How does getting outside impact your personal thought patterns and emotions?
- o What transpersonal themes connect a person fly fishing to the ecosystem in which they are immersed?

Holistic understanding of aquatic ecology enhances angling strategy.

Sample questions to support inquiry with students:

- o How does time of year, species of fish and type of water body impact your decisions as an angler?
- o Upon arriving at a lake or river what data can you collect that will help you determine fishing strategy?
- o Discuss the features of a dry versus wet fly and explain how they are used differently in order to catch fish.

Emotional processing skills and personal awareness are fundamental parts of personal well-being.

Sample questions to support inquiry with students:

- o What are your natural coping mechanisms for dealing with stress?
- o What strategies can you implement that might enhance your emotional resiliency?
- o What is the relationship between emotions, thoughts and behaviours?

Natural spaces have restorative qualities that help build resiliency and wellness.

Sample questions to support inquiry with students:

- o What kinds of cognitive and emotional shifts can be attributed to time spent in nature?
- o What natural places do you have a strong affinity for? How do these places make you feel?

Fly casting and fly-tying are dynamic activities that provide endless opportunity for learning.

Sample questions to support inquiry with students:

- o What does it mean to be a lifelong learner?
- o What aspects of fly fishing make it engaging and meaningful for people of all ages and skill levels?

Curricular Competencies – Elaborations

Well-being

Emotions:

Sample opportunities to support student inquiry:

- o Activities designed to develop awareness of emotional states by increasing vocabulary, recognizing how emotions feel and what thoughts are associated with them.
- o Improving insight into personal emotional patterns through recording and reflecting on emotional responses.
- o Developing personalized goals to help with emotional regulation.

Anxiety:

Sample opportunities to support student inquiry:

- o Developing awareness of personal experiences with anxiety.
- o Develop personalized insight into how anxiety and influences other areas of your life.
- o Reflect on coping strategies meant to assist with anxiety.

Strategies:

Sample opportunities to support student inquiry:

- o Experience a variety of mindfulness practices in order to find ones that are personally effective.
- o Development of attainable wellness based goals.

Skills and Knowledge

Sample opportunities to support student inquiry:

- o Build collection of fly lures for local use
- o Develop an invertebrate notebook citing location and date where different invertebrates were seen
- o Use a hatch cycle guide to predict what invertebrates should be present in a specific location and a specific time.
- o Use a bathometric map to determine where good fishing spots might be.

Processes and Participation

Sample opportunities to support student inquiry:

- o Learn and practice the fundamental movements needed for overhead casting and roll casting.
- o Create a field notes and visuals that will help to remember knots for attaching lines and lures.
- o Keep a fishing log to track observations.
- o Keep a journal to track experiences and log progress towards goals.
- o Travel to various natural ecosystems around Prince George (different rivers, lakes, streams).
- o Work with local elders and community members to gain insight into harvesting techniques and practices.

Content Elaborations	
	Well-being Emotion: - o Biosocial theory of emotional experience and control. - o Understanding of high emotional sensitivity and reactivity. - o Understanding of emotional reactivity graphs and reset times. - o Forms of emotional validation. - o Emotions as full system responses vs feelings. - o Purpose and role of emotions (motivation, information, and communication) - o Emotions and their links to automatic thoughts, urges and behaviours - o 6 general emotions as a base for expanding emotional vocabulary (Anger, Happiness, Sadness, Fear, Love, Shame or Guilt). Anxiety: - o Anxiety as a natural alarm system for your body - o Measuring and classifying worry using scales - o Unhelpful tendencies that perpetuate worry and anxiety (thinking traps, over-generalizing, should statements, fortune telling...) - o Sensing anxiety in your body (heart rate, nausea and upset stomach, dizzy, tight chest, numbness and tingling.....) - o Relationship between uncertainty and anxiety. Strategies: - o Overwhelming emotion vs distress tolerance - o Dialectical problem solving. - o Mindfulness (Definition & purpose). - o Internal and external mindfulness. - o Wise mindedness (vs emotional mind and reasonable mind). Skills and Knowledge - o Identify common freshwater fish in BC (rainbow trout, bull trout, kokanee, steelhead...) - o Identify various aquatic insects and invertebrates (stonefly, caddisfly, mayfly, leeches, chironomids, damselflies, dragonflies, waterboatman....) - o Matching lines, rode's lures and fish. (weight of rod, characteristics of line, type of lure and species of fish). - o Use fly tying tools to construct basic flies (bobbin, bobbin threader, vice, scissors, whip finisher, hackle plier) - o Use fly tying materials to construct basic flies (threads, dubbing, chenilles, beads, wire, glues and various types of feathers). Processes and Participation - o Packing essential items for time spent outside. (10 essentials, rain gear and sun protection) - o Smoking and canning fish - o Local practice pertaining to resource extraction and food preservation

Recommended Instructional Components:

- Routine that involves pre-planned outings on a weekly basis.
- Extended periods of time where students can work to build lures.
- Extended periods of time where students can practice casting.
- Structured routines for time spent in nature (example mini lesson, individual time, group reflection and share)

Recommended Assessment Components:

- Individually developed portfolios demonstrating growth towards wellness goals.
- Journals and logs
- Rubrics to assess fly construction and casting.

Learning Resources:

- Class set of fly tying vices and tools
- Materials for fly construction
- Class set of fly rods
- Outer wear and clothing to supplement what students can provide (collection of rain jackets, fleeces, rain pants, boots, mittens, gloves).
- Additional winter fishing gear if doing winter trips (tents, ice fishing rods, heaters, warm jackets).

Text based resources for Teachers:

- DBT Skills Manual for Adolescents (Rathus and Miller)
- The Dialectical Behaviour Therapy Skills Workbook: Practical DBT exercises for Learning Mindfulness, Interpersonal Effectiveness, Emotional Regulation and Distress Tolerance (McKay, Wood, Brantley)
- DBT made Simple (Van Dijk)
- The Anxiety workbook for Teens (Schab)
- Treating Traumatic Stress in Children and Adolescents (Blaustein & Kinniburgh)

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

January 28, 2020

MEMORANDUM

TO: Board of Education
FROM: Education Programs and Planning Committee
SUBJECT: **BOARD AUTHORIZED COURSE:**
H.O.P.E. FOR BOYS LEADERSHIP 11

RECOMMENDATION

That H.O.P.E for Boys Leadership 11 be
approved as a Board authorized course.

* * * * *

RATIONALE:

1. This is a new course in the district.
2. The new graduation program requires Grade 10-12 courses to be either Ministry authorized or Board authorized in order to count toward graduation.

/jc



SD No. 57 Prince George, Board Authorized Course

School District/Independent School Authority Name: School District No.57 (Prince George)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD57
Developed by: Course Concept/Concept Developers: - Westcoast Boys Club Network Foundation (BCN) Walter Mustapich Abbotsford District Curriculum Developers and Contributors: - Gino Bondi- Assistant Superintendent, Abbotsford School District*¹ - Michelle Middleton, Curriculum Helping Teacher, Abbotsford School District - Brad Hutchinson, District Principal of Abbotsford Virtual School, Abbotsford School District Co-Contributors: - Walter Mustapich-Vice Principal North Vancouver School District, Co-Founder West Coast Boys Club Network* - Laura Neubert- West Coast Boys Club Network Director of Communications and Development* - Shelley Wilcox- Director of Technology, Abbotsford School District - Perry Smith-District Principal of Aboriginal Education, Abbotsford School District* - Zhi Su, District Vice-Principal of Digital Literacy and Inquiry, Abbotsford School District - Michael Enns, Teacher, WJ Mouat Secondary, Abbotsford, B.C.* - Cameron Smith, Teacher WJ Mouat Secondary, Abbotsford, B.C.* - Dr. Steve Mathias - Psychiatrist, Youth Mental Health and Addictions Regional Program* - Michael Finch- Principal, Sentinel Secondary School, West Vancouver, B.C.* - Brad Baker- District Principal, North Vancouver School District, Aboriginal Education & Safe Schools* - Wayne Kuhnert-Vice Principal, Lake Trail Middle School, Courtenay, B.C.* School Name: PGSS	Date Developed: SD57 Course created December 2019 Adapted from SD41 Feb 2019, SD34 course created May 2016, revised December 2017
Superintendent Approval Date (for School Districts only):	Principal's Name: Kap Manhas
Board/Authority Approval Date:	Superintendent Signature (for School Districts only):
Course Name: H.O.P.E for Boys Leadership 11 YPA-11A	Board/Authority Chair Signature:
	Grade Level of Course: 11

Number of Course Credits: 4 credits	Number of Hours of Instruction: 120
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Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Recommendation is for a male teacher who:

- is empathetic and responsive to the unique challenges and opportunities inherent in being a young male currently enrolled in a BC Secondary School;
- possesses the resiliency required to adapt to accelerating change;
- is experienced in youth work or counselling (preferred);
- versed in the unique culture of the school and surrounding community;
- is willing to reach out to the greater community to build an inner community of mentors;
- is open to receiving and/or sharing resources with *H.O.P.E. For Boys Leadership 11* authors when local human, academic or financial inputs are pressured
- is willing to organize and/or participate in community outreach and field studies – sometimes as guests of regional or provincially organized *H.O.P.E. For Boys Leadership 11* initiatives;
- is digitally literate or conversational in the digital life of students and contemporary life.

The classroom setting should be a safe and welcoming space that is non-intimidating, non-judgmental, and have the potential for privacy.

Course Synopsis:

The *H.O.P.E. For Boys Leadership 11* course considers all aspects, opportunities and challenges of contemporary life and 21st century learning for young Canadian male students today. It also explores the male universe historically, and in the future, as it relates to individuals, relationships, careers, communities, aboriginal and western societies, environment, the global village, and most particularly Canada.

In this course, there is a strong emphasis on the development of the individual (in essence, laying the foundation of H.O.P.E.) through the receiving of intense support in the areas of Hope, Opportunity, Positive mentorship, and Education. Hope is developed through the strong connections these young men will make to positive male influences in their lives. Opportunity is what is provided through the Boys Club Network mentors and the system of networks the organization provides. Positive mentorship comes through interactions with mentors and positive role models who will help guide students in a proactive and productive way. Educational opportunities are increased by helping to keep these young men in school and learning that knowledge is power.

This course promotes a healthy balance of personal well-being and academic success among boys and includes focused consideration, awareness, reflection, and improvement of one's self and others. Learners will start with focusing on "*Who am I and how did I arrive here?*" (consideration of family, ethnicity, social, physical and mental health and well-being, circumstance) leading to "*What do I want to achieve/ want to become?*" (consideration of individual and group values, beliefs, traditions, aspirations, academics) and finally, "*How might I get there?*" (consideration of ambition, education, mentorship, conflict management, financial literacy, physical and mental health and well-being, field studies)".

Communication, creative and critical thinking, empathy, outreach, and responsibility figure prominently in a cumulative capstone project that focuses on personal development, well-being and empowerment, and celebrates the unique gifts, goodness, contributions and micro or macro leadership potential of all young men, regardless of race, religion, economy, or identity.

Although this course has been developed in partnership with the Boys Club Network (BCN), this partnership is not required for the implementation of the curriculum of this course. However, the BCN is an accessible organization interested in building connections with youth in or community. The BCN may be a key resource for instructors to help deliver the course content and outcomes.

Goals and Rationale:

1. Develop an understanding of and skills around the tenets of H.O.P.E. (Hope, Opportunity, Positive mentorship, and Education).
2. Develop an understanding of one's identity and ability to contribute both as a citizen and leader in a positive way.
3. Develop an understanding of the role of citizenship in one's community.
4. Develop an understanding of how positive mental health and well-being contributes to positive relationships.

Our high schools see many young men who are struggling with personal mental health and well-being issues. They are disconnected from both their schools, their families/friends and their communities. This results in future choices, by many of our young men, that prove to be personally harmful and detrimental to our surrounding community.

The HOPE For Boys 11 curriculum was first implemented in the Abbotsford school district. According to the Abbotsford Police Department, the average age of those to be recruited into gangs in Abbotsford is 15-25. In schools, it is hard to escape being exposed to criminal activity to some extent, and vulnerable students can fall prey to recruiters as a way to connect or make easy money. Similar to the situation in Abbotsford, the goal in SD57 is to implement curriculum that will reach boys during this vulnerable period.

Studies show that engagement declines, in boys more so than girls, as the grade level increases. Many boys do not see the value in their current education and they do not tend to make the same amount of positive relationships as girls while at school.³ Many of these male students do not find connection with a significant male role model who can serve as a mentor. Exacerbating this issue is the fact that we do not have a dedicated course that specifically helps these boys understand who they are, what it means to be a man of distinction, and how they can connect with others.

The *H.O.P.E. For Boys Leadership 11* course takes into consideration the demographics and needs of the boys in SD57 high schools and identified groups of at-risk male students. Counselors, case managers, administration and School Based Teams will make recommendations for students to enroll in this course. In addition, boys may self-select and apply directly to the course instructors.

Students taking this course will come from two groups: 1) a discrete group identified based on behaviours or level of risk (all H designated boys will be a part of this group); and 2) boys who are not at risk but wish to connect with others and, in doing so, will explore who they are and begin to understand and appreciate their behaviour as adolescent males.

Declaration of Aboriginal Worldviews and Perspectives:

- Connectedness and Relationship
- Awareness of History
- Connectedness and Relationship.
- Awareness of History
- Local Focus
- Engagement with the Land, Nature, the Outdoors
- Emphasis on Identity
- Community Involvement: Process and Protocols
- The Power of Story
- Traditional Teaching
- Language and Culture
- Experiential Learning

Declaration of 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.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story. In addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), story provides a record of literal truth (e.g., regarding events and/or situations). This tradition (both content and process) helps to create the learners' concept of the world. The emphasis on history and story help learners to organize new concepts that develop from their learning.
- Learning involves patience and time.
- Learning requires exploration of one's identity. Identity is what connects people to each other, to communities, and to the land. The exploration of one's identity includes developing an understanding of one's place in the world in addition to being able to identify all the factors that contribute to how people see themselves. These factors include people's strengths and their challenges, their innate abilities (gifts) and capacity to learn. In addition to using this understanding to help one grow in life, knowing one's own strengths and challenges is a part of the responsibility a person has to his or her family and community, as a people are considered to have a duty to use them to contribute to others (family, community and land).

BIG IDEAS

H.O.P.E. can have a positive impact on all aspects of one's life

Strength and growth virtues are important to maintaining healthy relationships

Maintaining positive mental health and well-being is important

Money management and entrepreneurial skills can lead to financial stability

Citizenship and leadership skills can lead people to become agents of change, globally and locally

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> <i>H.O.P.E., Personal Awareness and Wellness:</i> - Identify, describe, and reflect on the historic and contemporary ideals of what defines a physically and emotionally healthy, self-actualized young man - Assess and reflect on how the tenets of H.O.P.E. can help to resolve the issues currently affecting young men impacting young men today Reflect on the key factors that contribute to one's personal identity, virtues, and relationships Critically analyze and explain how mental illness affects male youth - Analyze how the development in the male brain impacts decision-making processes using adolescent-based neuroscience Create and implement a personal awareness and wellness plan through the application of the tenets of HOPE to one's personal narrative <i>Communication and Conflict Resolution:</i> - Demonstrate the effective use of communication strategies when interacting with others - Reflect on the conflicts in one relationships and identify the root causes of conflict - Develop a restorative action plan to resolve conflicts applying appropriate conflict resolution strategies <i>Financial Planning and Entrepreneurship:</i> Develop a sound personal financial plan Develop an effective entrepreneurship plan including relative costs, profits and networks - Demonstrate the skills needed to access the networks of mentors, community members, and organizations in relation to business and entrepreneurship <i>Citizenship, Leadership and Service Learning:</i> - Describe the interdependence of people with each other, the natural environment, community, family and society - Reflect on the significance and connection of Aboriginal worldviews and perspectives in relation to stewardship and citizenship - Interpret what citizenship means on a personal level - Assess the impact of citizenship on individuals, environments, and communities - Model (to comfort level) leadership when sharing ideas, and being a change-agent for global improvement and citizenship - Implement initiative planning steps to develop a service initiative in one's community	<i>Students are expected to know the following:</i> self-actualization - physical and emotional health characteristics tenets of H.O.P.E. strength and growth virtues - positive and negative relationships growth mindset and personal growth strategies - types of youth mental illness/disorders avenues of support for mental illness- including the empowerment of asking for help adolescent-based neuroscience and decision-making processes - attachment and empathy in the development of healthy relationships coping strategies, including: - nutrition and weight management strategies - conflict resolution and management strategies - communication strategies - stress management strategies financial literacy terminology personal financial planning strategies key components of a business plan and entrepreneurship citizenship, stewardship, leadership initiative planning

Big Ideas – Elaborations

H.O.P.E. refers to the tenets of Hope, Opportunity, Positive mentorship, and Education

Curricular Competencies – Elaborations

- **Create a personal awareness and wellness plan** including awareness of one's personal identity, growth virtues, relationship mapping, aspects of positive mental health, networks of support, nutrition planning, and stress management planning
- **Reflect on the key factors that contribute to one personal identity, virtues, and relationships** including: one's strength and growth virtues, how one's virtues impacts one's decisions, the difference between positive and negative relationships and the impacts on one's moral compass, which personal growth strategies are most relevant to one's personal life
- **Critically analyze and explain how mental illness affects male youth** including how hard-wiring and socialized gender differences may impact a youth's desire to seek appropriate help
- **Develop a personal financial plan**, using sound financial reasoning which effectively costs out a transition plan for life beyond high school including: effectively completing a loan application for a major purchase and determining the personal, familial, and economic costs associated with various careers
- Develop an entrepreneurship plan including relative costs, profits and networks, and research methods with respect to the financial, social, and environmental assets and policies of companies, mutual fund firms, and banks before engaging with or investing in them

Content – Elaborations

Self-actualization- when a person is able to take full advantage of his or her talents while still being mindful of his or her limitations

Tenets of H.O.P.E- hope, opportunity, positive mentorship, education

Strength and growth virtues- A strength virtue you can rely on to keep you strong and purposeful. A growth virtue challenges ones character.

Growth mindset and personal growth strategies- Based on Carol Dweck's work on growth mindset

Avenues of support for mental illness issues- including the empowerment of asking for help

Adolescent-based neuroscience and decision-making processes, including: hard-wiring and socialized, gender differences

Coping strategies, including:

- nutrition and weight management strategies
- conflict resolution and management strategies
- communication strategies
- stress management strategies

Financial literacy terminology including: good vs. bad debt, core components of lending, interest, and repayment

Personal financial planning strategies including: post-secondary financing, mutual funds as a component of investment and savings plans

Key components of a business plan and entrepreneurship including: networking, micro-economics and macro-economics, Initial Public Offerings (IPOs)

Citizenship, stewardship, leadership including: "Think global, act local"

Recommended Instructional Components:

Some suggested instructional strategies are:

- Individual exploration and research- topics of historic and contemporary ideals, strength and growth virtues, relationships, mental illnesses, neuroscientific research on the brain, mutual funds, budgeting
- Group collaboration- community service initiatives
- Lectures and guest speakers- Elders, mentors from the H.O.P.E. (BCN) network,
- Videos - potential videos: Creed (2015), Into the Wind (2010) Documentary, Unbroken (2014), The Blind Side (2009)
- Field trips - lessons in the locker room with the Canucks, Walk for Syrians, Christmas dinner with the whole boys network (including other districts), downtown east side lunch/dinner service, park and creek clean up, Boys Club Summer Camps
- Large and small group discussions- mental well-being, conflict management and resolution strategies, sharing personal narratives and connections to H.O.P.E.
- Self-reflection activities- connections to the tenets of H.O.P.E., relationships, conflicts, strength and growth virtues,
- Self-directed project- development of a business plan

Recommended Assessment Components:

This course will embed the following [Principles of Quality Assessment](#):

- o fair, transparent, meaningful and responsive to all learners
- o focuses on all three components of the curriculum model – knowing, doing, understanding
- o provides ongoing descriptive feedback to students
- o is ongoing, timely, specific, and embedded in day to day instruction
- o provides varied and multiple opportunities for learners to demonstrate their learning
- o involves student in their learning
- o promotes development of student self-assessment and goal setting for next steps in learning
- o allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- o communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Assessment will be based on students demonstrating what they know through the curricular competencies. Formative assessments will be provided throughout the course to help students hone their skills. Formative feedback will be an essential aspect of this course.

Summative Product/Curricular Competency	Supporting Curricular Competencies	Content	Success Criteria (what fully meeting looks like):
● Reflect on the key factors that contribute to one's personal identity, virtues, and relationships ● Create and implement a personal awareness and wellness plan through the application of the tenets of HOPE to one's personal narrative.	● Reflect on the key factors that contribute to one's personal identity, virtues, and relationships ● Analyze how developments in the male brain impact decision-making processes using adolescent-based neuroscience ● Demonstrate the effective use of communication strategies when interacting with others ● Reflect on the conflicts in one relationships and identify the root causes of conflict ● Develop a restorative action plan to resolve conflicts applying appropriate conflict resolution strategies ● Interpret what citizenship means on a personal level	● self-actualization ● physical and emotional health characteristics ● tenets of H.O.P.E. ● strength and growth virtues ● positive and negative relationships ● growth mindset and personal growth strategies ● types of youth mental illness/disorders ● adolescent-based neuroscience and decision-making processes ● attachment and empathy in the development of healthy relationships ● coping strategies, including: ○ nutrition and weight management strategies ○ conflict resolution and management strategies ○ communication strategies ○ stress management strategies	● students will give reasonable explanations with supporting examples of the connections between their personal attributes and actions and the tenets of HOPE ● Students can realistically identify and apply coping strategies for various situations that occur ● Students can accurately identify positive and negative relationships in their lives and give strategies for effectively interacting with others ● Students can develop a reasonable restorative action plan that clearly outlines appropriate conflict resolution strategies ● students can accurately describe what citizenship means and can make relevant connections to one's choices and action
● Assess and reflect on how the tenets of H.O.P.E. can help to resolve the issues currently affecting young	● Identify, describe, and reflect on the historic and contemporary ideals of what defines a physically and emotionally healthy, self-actualized young man	● Self-actualization ● Physical and emotional health characteristics ● Tenets of H.O.P.E.	● Students can identify key issues affecting young men giving relevant and current examples ● Students can intelligibly

men impacting young men today ● Critically analyze and explain how mental illness affects male youth		● Types of youth mental illness/disorders ● Avenues of support for mental illness issues-including the empowerment of asking for help	reflect on how the HOPE tenets can help resolve key issues affecting young men and give relevant supporting details and examples ● Students can accurately explain how mental illness affect young men ● Students can make specific connections between the effects of mental illness on young men and the decisions they make ● Students can identify multiple avenues of support for youth with mental illnesses
● Develop a sound personal financial plan		● Financial literacy terminology ● Personal financial planning strategies	● Students can create a sound personal financial plan that includes a reasonable understanding of the loan process, post-secondary financing, interest and payback formulas.
● Develop an effective entrepreneurship plan including relative costs, profits and networks	● Demonstrate the skills needed to access the networks of mentors, community members, and organizations in relation to business and entrepreneurship	● Key components of a business plan and entrepreneurship	● Students will develop an effective entrepreneurship plan that accurately accounts for all aspects of consideration when starting a business. ● Students can identify key people or businesses that could provide beneficial support in the plan and development of an entrepreneurship venture.

● Model (to comfort level) leadership when sharing ideas, and being a change-agent for global improvement and citizenship ● Implement initiative planning steps to develop a service initiative in one's community	● Describe the interdependence of people with each other, the natural environment, community, family and society ● Reflect on the significance and connection of Aboriginal worldviews and perspectives in relation to stewardship and citizenship ● Interpret what citizenship means on a personal level ● Assess the impact of citizenship on individuals, environments, and communities	● citizenship, stewardship, leadership ● Initiative planning	● Students can effectively plan a service learning initiative taking into account all aspects of the planning and implementation process. ● Students can effectively model leadership in a variety of settings. ● Students can authentically reflect on their initiative and the impacts it had on the community providing relevant supporting details and examples from the experience to support their reflection.
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Summative demonstrations of learning may include:

- Creation of a personal wellness plan including aspects of positive mental health, highlighting networks of support, and good nutrition, including:
 - Reflection and assessment of one's current personal narrative in light of the H.O.P.E. tenets
 - Development of a plan to incorporate the tenets of H.O.P.E. into one's personal life
 - Composition of a relationship map showing the connections between current relationships and one's moral compass
 - Development of a plan to implement and use personal growth strategies in relation to one's relationships and virtues
 - Reflections on the conflicts in one's relationships and identification of the root causes of conflict in these relationships
 - Development of a restorative action plan to resolve conflicts in relationships
- Creation of a financial plan including:
 - Creation of a personal financial plan, using sound financial reasoning
 - Creation of a personal transition plan to life beyond high school
- Development of an entrepreneurship plan including a plan for accessing business networks
- Development and implementation of a positive community service initiative
- Final Demonstration of Learning- presentation of student's growth and learning journey in the course

Learning Resources:

Recommended reading and Viewing – related to curriculum topics:

- **Boys Adrift** (2009) Leonard Sax
- **The Four Agreements** (1997) Don Miguel Ruiz
- **Way of The Peaceful Warrior** (2000) Dan Millman
- **What I Know For Sure** (2014) Oprah Winfrey
- **The Alchemist** (1988) Paulo Coelho
- **The Absolutely True Diary of a Part-Time Indian** (2007) Sherman Alexie
- **Reclaiming Youth at Risk: Our Hope for the Future** (2009) Martin Brokenleg
- **Beyond Body Beyond Mind** (2012) Dr. Sukhi Muker
- **Creed** (2015) Feature Film
- **Into the Wind** (2010) Documentary Film
- **Unbroken** (2014) Feature Film
- **Sext Up Kids** (2013) Documentary
- **Reel Injun** (1999) Documentary Film
- **Peaceful Warrior** (2006) Feature Film
- **The Blind Side** (2009) Feature Film
- **Breaking the Boys' Code of Masculinity** (Bill Pozzobon, TEDxIsfield)
- **Unmasking Masculinity – Helping Boys Become Connected Men** (Dr. Ryan McKelley, TEDxUWLLaCrosse)
- **The Boy Crisis: A Sobering Look at the State of Our Boys** (Warren Farrell, Ph.D., TEDxMarin)
- **The Mask You Live In** (2015) Documentary Film

Assorted other inspirational films related to adolescent boys and positive outcomes

Project Based:

Climate Leadership Plan – A website dedicated to public consultation for the development of a Climate Leadership Plan
<https://engage.gov.bc.ca/climateleadership/>

Water Sustainability Act – Updating our current water laws in B.C. <https://engage.gov.bc.ca/watersustainabilityact/>

Climate Action Legislation – B.C. legislation aimed at reducing greenhouse gas emissions and preparing for the emerging low-carbon economy
<http://www2.gov.bc.ca/gov/content/environment/climate-change/policy-legislation-programs/legislation-regulations>

Additional Information:

H.O.P.E. For Boys Leadership 1.1 takes into consideration the demographics and needs of students. It is intended for boys in grades 10 to 12. Students are identified based on behaviours or level of risk; in addition, the course will be open to boys who are not at risk but who wish to connect with others and in doing so explore who they are and begin to understand and appreciate their behaviour as adolescent males. Once students are enrolled in the course, all students are treated as one group regardless of whether they were invited to the course or self-selected. Counsellors, case managers, administration and School Based Teams will make recommendations for students to enroll in this course. In addition, boys may self-select and apply directly to the course instructors.

Westcoast Boys Club Network Foundation

At this particular time and place, there is a unique opportunity to provide specific course-correction for boys adrift, and focused core competency education and direction to all participating teenage boys enrolled in BC Secondary Schools. The Westcoast Boys Club Network Foundation is a private registered Canadian Charity, funded by Canadian business leaders, artists, educators and private individuals who share a common commitment to supporting a sustainable and scalable BAA course for boys, to help them reach their full human potential and become happy, healthy and productive members of Canadian society.

The Network was founded by an administrator at Templeton Secondary School in East Vancouver, and has since grown to 15 Lower Mainland, Vancouver Island and northern BC secondary and middle schools in nine school districts, all taught by school administrators and/or teachers, and/or counsellors.

The Foundation has committed 12 years, tens of thousands of hours, and over a million dollars to creating a secondary school-based, after-school program - known formally as H.O.P.E. for Boys Leadership, and informally as the Boys Club Network. The program is recognized by participating schools, students and their families as being remarkably effective.

The Foundation is long-term funded, willing and able to act as a no-cost, no-obligation resource to BC Secondary Schools, both public and private, and the BC Ministry of Education, in helping to create a flagship BAA curriculum called H.O.P.E. for Boys Leadership, which very closely mirrors the Ministry's new curriculum featuring Core Competencies of communication; creative and critical thinking; and positive personal and cultural identity, personal awareness and responsibility, and social responsibility.

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Note to reader: the following excerpt relates to schools in Ontario, but does, as a symptom of contemporary trends and attitudes, apply in various measure to many North American school districts. Without prejudice, for consideration.

What Can We Do About Boys, January, 2011 ISN 1201-215: Mark Holmes, professor emeritus at the Ontario Institute for Studies in Education, University of Toronto, former teacher, elementary and secondary principal, director of programs, director of education, researcher, academic, and policy analyst; 'Overall, current educational fashions appeal most to compliant middle or upper class girls who enjoy the learning processes and are happy to ask for help from their teachers and parents, and least to those boys who tend to be task-oriented, unwilling to go beyond the expected minimum, and resistant to supervision' ... 'Pleasant girls are inevitably [naturally] better regarded by male and female teachers than awkward and [seemingly] belligerent boys – even if the boys are actually learning more. In short, the pendulum in schools swung too far to the attitudinal – emphasizing co-operation over competition, docility and obedience over independence and skepticism, effort over achievement, and conciliation over order. Doubtless the emphases were too far in the other direction in 1950, but now is the time for some adjustment'.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

January 28, 2020

MEMORANDUM

TO: Board of Education

FROM: Education Programs and Planning Committee

SUBJECT: **BOARD AUTHORIZED COURSE: CULTURAL CONNECTIONS 12**

RECOMMENDATION

That Cultural Connections 12 be approved as a
Board authorized course.

* * * * *

RATIONALE:

1. This is a new course in the district.
2. The new graduation program requires Grade 10-12 courses to be either Ministry authorized or Board authorized in order to count toward graduation.

/jc



SD No. 57 Prince George, Board Authorized Course

School District/Independent School Authority Name: School District No. 57 (Prince George)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD57
Developed by: Pam Spooner	Date Developed: SD57 Course created December 2019 Adapted from SD67 Sept 2018
School Name: Aboriginal Education Department	Principal's Name:
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Cultural Connections 12	Grade Level of Course: 12. Students are able to start tracking their cultural learnings in grade 11 and complete in grade 12. Or they can complete in Grade 11 and get the credit for the Cultural Connections 12 when they complete the course.
Number of Course Credits: 4	Number of Hours of Instruction: Approx.120 hours

Board/Authority Prerequisite(s):

No pre-requisite necessary

Special Training, Facilities or Equipment Required:

Educators to work in concert with Elders and Knowledge Keepers throughout the extended territory.

Course Synopsis:

This course is designed to acknowledge that Indigenous Learning is a highly social process that nurtures relationships within the family, community and traditional culture. It is a process of lifelong learning and encourages Indigenous youth to connect with their cultural heritage and supports the richness and diversity of Indigenous cultures. Students will explore and reflect on their Indigenous culture through their personal lens and through their experiences in activities outside of the regular classroom setting. Cultural Connections 12 aims to acknowledge personal experiential and cooperative learning for students who are actively engaged as lifelong learners in their cultural community. This course will also guide students in modelling leadership skills through community projects and personal development.

Goals and Rationale:

Cultural Connections 12 is designed to allow students to explore and deepen their understanding of local and personal Indigenous traditions, and to positively engage with the school, local community and extended territories. Students will participate in the development, design, and implementation of intergenerational, community-based projects that allow each student to showcase their own personal strengths and abilities.

Students will have the opportunity to learn from a variety of sources including, but not limited to, teachers, community leaders, Elders, Knowledge Keepers, and each other. Cultural Connections 12 provides many opportunities for cross-curricular studies through the exploration of local medicinal botany, cultural traditions and knowledge, Indigenous authors, Indigenous art, understanding reconciliation, and participation in traditional events and celebrations. Students may also receive academic and/or personal support to enhance their learning in other courses.

Goals:

- Explore and nurture an evolving understanding of Indigenous cultures, traditions, ways of knowing, and protocols
- Maintain, enhance and model skills for self-reflection and goal setting
- Maintain, enhance, and model skills for collaboration and project completion
- Maintain, enhance and model skills for positive communication and small / large scale leadership
- Gain and create positive school and community experiences
- Gain traditional knowledge from Elders and Knowledge Keepers
- Gain knowledge through oral traditions / storytelling and experiential learning
- Gain and maintain enriching personal development and a strong, healthy personal image

Aboriginal Worldviews and Perspectives:

Declaration of First People's Principles of Learning

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.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story. In addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), story provides a record of literal truth (e.g., regarding events and/or situations). This tradition (both content and process) helps to create the learners' concept of the world. The emphasis on history and story help learners to organize new concepts that develop from their learning.
- Learning involves patience and time.
- Learning requires exploration of one's identity. Identity is what connects people to each other, to communities, and to the land. The exploration of one's identity includes developing an understanding of one's place in the world in addition to being able to identify all the factors that contribute to how people see themselves. These factors include people's strengths and their challenges, their innate abilities (gifts) and capacity to learn. In addition to using this understanding to help one grow in life, knowing one's own strengths and challenges is a part of the responsibility a person has to his or her family and community, as a people are considered to have a duty to use them to contribute to others (family, community and land).

Declaration of Aboriginal Worldviews and Perspectives

- Connectedness and Relationship
- Awareness of History
- Connectedness and Relationship.
- Awareness of History
- Local Focus
- Engagement with the Land, Nature, the Outdoors
- Emphasis on Identity
- Community Involvement: Process and Protocols
- The Power of Story
- Traditional Teaching
- Language and Culture
- Experiential Learning

BIG IDEAS

Physical participation in cultural communities fosters and strengthens identity and understanding of ourselves and others.

Self-reflection and self-discovery are integral to developing meaningful relationships and personal problem-solving skills.

Traditional knowledge is valuable and a key component to healthy futures.

We gain knowledge and pathways to personal growth when we learn from, and work with, a variety of generations.

Social responsibility leads to strong, prosperous, and resilient communities.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Project Development & Implementation Participate: • Model regular self-reflection within supportive peer talking circles, community involvement & volunteerism • Attend Indigenous cultural events • Respect and model Indigenous protocol • Actively and positively participate in Elder/Knowledge Keeper-led events and learning opportunities • Actively and positively participate in volunteer opportunities • Participate positively with a variety of communities • Model responsibility for land stewardship Collaborate: • Collaboratively create and coordinate a project outline/timeline • Exhibit responsibility for personal and academic commitments • Cooperate positively and model a harmonious work environment Demonstrate: • Recognize and communicate the value of traditional /oral knowledge • Exhibit leadership skills and look to Elders, Knowledge Keepers and Educators for guidance • Create culturally significant projects following the appropriate protocols Lead: • Conceptualize, design, develop, and implement a community-based project • Create and achieve a set of goals for personal and academic development • Create and maintain an achievement plan • Recognize personal strengths and valuable contributions of team members Personal Goal Setting & Reflection	<i>Students are expected to know the following:</i> • Implementation positive working-group dynamics • Implementation of problem-solving strategies • Implementation organizational skills • Implementation of time-management strategies • Implementation of task completion strategies • Goal setting and achievement strategies • Implementation of self-reflection • Ability to self-identifying personal areas requiring support • Implementation of self-advocacy • Techniques for positive peer support • Principles of Social Justice • Implementation of short-term and long-term planning • Understand the roles of learner, leader, teacher, guide • Local Indigenous protocol • Personal integration of the Medicine Wheel

Big Ideas – Elaborations

Self-reflection – The ability to exercise introspection and use inward thought to enhance outward growth.
 Self-discovery – The process of determining and having confidence in one's personal emotions, preferences, ancestry, beliefs.
 Traditional knowledge – Skills and practices of a region that have been developed from centuries of experience. Most commonly passed orally from one generation to the next.

Curricular Competencies – Elaborations

Collaborate – Working together on an activity to create or produce a finished product.
 Conceptualize – To form a concept or idea.
 Develop – to grow a concept into a realized product.
 Implement – To put a plan into effect.
 Achievement Plan – an outline of the steps to be taken to assure goal completion.
 Talking Circles – A safe space to listen, respect, and discuss the views of others.
 Land Stewardship – recognizing one's responsibility to retain the quality and abundance of our land, air, and water.

Content – Elaborations

Self-advocacy – representing and speaking on behalf of oneself, views, and interests.
 Social Justice – fair and just relations between the individual and society.
 Medicine Wheel – represents the alignment and continuous interaction of the physical, emotional, mental, and spiritual realities

Recommended Instructional Components:

This course will embed the following [Principles of Quality Assessment](#):

- o fair, transparent, meaningful and responsive to all learners
- o focuses on all three components of the curriculum model – knowing, doing, understanding
- o provides ongoing descriptive feedback to students
- o is ongoing, timely, specific, and embedded in day to day instruction
- o provides varied and multiple opportunities for learners to demonstrate their learning
- o involves student in their learning
- o promotes development of student self-assessment and goal setting for next steps in learning
- o allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- o communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Recommended Instructional Components:

- o Direct Instruction
- o Demonstrations
- o Modelling
- o Experiential Learning
- o Reflective Writing

Students will complete a Student Activity Tracking Form for each activity for which hours are logged. These must be signed by a member of the community who will verify the student's participation, number of hours, and provide feedback if necessary. Students must also complete a personal reflection, which can be written, or completed in a photographic essay, oral presentation, or video log. The Student Activity Tracking Form is submitted to a designated school contact (teacher or administrator) who will complete the bottom portion of the form and assess the student's personal reflection. The student and school contact must keep track of the total accumulated hours. Once hours reach 120, a final course grade is entered. Four grade 12 credits are earned for the completion of Cultural Connections 12.

Learning Resources:

Regional Ancestral and Language Stories

- Oral Histories - Violet Bozoki
 - How I became a Dugout Canoe – Nicholas Prince
 - 'Astas and the Talukw – Robert Frederick <https://www.fp-artsmap.ca/art/en-cha-ghuna-he-too-lives>
 - Dakelh Stories – Celia John https://www.strongnations.com/store/item_list.php?it=&cat=4191
 - Granny Seymour's Herbal Hints
 - More Stories of the Moricetown Carrier indians of Northwestern B.C. - Patsy Alfred, Ruby Mitchell, Biran Mitchell
 - Yinka Dene Language Institute - <http://www.ydli.org/ydindex.htm>
 - Nak'azdli - <https://nakazdli.wordpress.com/dakelh-culture/>
- First Voices <https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/Nak%E2%80%99azdli%20Dakelh>
 Print and Online Stories <https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/Nak%E2%80%99azdli%20Dakelh/learn/stories>
- Southern Carrier - First Voices <https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh%20%20Southern%20Carrier>
- Print and Online Stories <https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh%20%20Southern%20Carrier/learn/stories>
- Yekooche - <https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Yekooche/Yekooche>
 - Tache-Stuart Lake - First Voices <https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/TI'az'ten>
- Stories in Dakelh <https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/TI'az'ten/learn/stories>

- **Tl'azt'en - First Voices**
<https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/Tl'azt'en>
Stories <https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/Tl'azt'en/learn/stories>
- **Nadleh-Stella Whut'enne - First Voices**
<https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/Nadleh%20Whut'en>
Stories <https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/Nadleh%20Whut'en/learn/stories>
- **Wet'suwet'en - First Voices**
<https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Wet%E2%80%99suwet%E2%80%99en/Wet%E2%80%99suwet%E2%80%99en/learn/stories>

Regional Resources

- Hanuyeh Ghun Utni-i (Plants of Carrier Country) - Carrier Linguistic Committee
- Lheidli T'enneh Cemetery, Prince George: A documented History – J. Kent Sedgwick
- The Carrier of Long Ago – SD57
- Prince George Remembered... - Bridget Moran
- Plants and Medicines of Sophie Thomas – Jane Young and Alex Hawley
- Plants of Southern Interior British Columbia – Roberta Parish, Ray Coupe, Dennis Lloyd
- Common Wildflowers of the Columbia Mountains – Sherry Chandler & Mary Searchfield, ed. Carolyn Aspeslet
- The Warmth of Love: The Four Seasons of Sophie Thomas – Terry Jacks (Video)
- Lheidli T'enneh Historical Timeline http://www.pgdfa.ca/uploads/2/4/1/7/24178565/lheidli_tenneh_historical_timeline_2014v.pdf
- Dakeh Keyoh: Place names <https://www.billposer.org/DakehPlaceNames/DakehYunBilingual.html>
- Lheidli T'enneh Website <http://www.lheidli.ca/>
- Lheidli T'enneh Dictionary <https://www.billposer.org/LheidliCarrierDictionary/>
- Lheidli Language on Youtube <https://www.youtube.com/channel/UCiQggETDCoF55EvbM4HpepQ?fbclid=IwAR13A1Ztq3f5rbo7oOuL90i7U7wM-wNnIGv6LKMEboTjliRo9y1EuP5zA&app=desktop>
- Lheidli T'enneh Alphabet by Local Elder Edith Frederick http://www.pgdfa.ca/uploads/2/4/1/7/24178565/lheidli_alphabet_chart.docx
- Carrier Sekani <http://www.carriersekani.ca/culture-heritage/>
- Stoney Creek Woman – Bridget Moran
- Judgement at Stoney Creek – Bridget Moran
- The Carrier, My People – Lizette Hall
- Niwhts'ide'nì Hibi'it'èn (The Ways of Our Ancestors) - Morin
- Eagle Down is our Law – Antonia Mills
- Hang onto these Words – Antonia Mills
- The Gathering Place: A History of the Gitksan-Wet'suwet'en Village of Tse-kya – Maureen Cassidy
- Proud Past: A History of the Wet'suwet'en of Moricetown, BC – Maureen Cassidy and Frank Cassidy

- Kwadacha Tsek'ene - First Voices <https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Kwadacha%20Tsek'ene/Kwadacha%20Tsek'ene>
- Tse'khene (McLeod Lake) - First Voices [https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Tse'Khene%20\(McLeod%20Lake\)/Tse'Khene%20\(McLeod%20Lake\)](https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Tse'Khene%20(McLeod%20Lake)/Tse'Khene%20(McLeod%20Lake))

Other Resources

- 21 Things you May Not Know About the Indian Act – Bob Joseph
- 100 Years of Loss: The Residential School System in Canada <http://100yearsofloss.ca/en/>
- 500 Years of Indigenous Resistance – Gord Hill
- Beyond 94: Truth and Reconciliation in Canada <https://curio.ca/en/collection/beyond-94-truth-and-reconciliation-in-canada-2586/>
- Speaking Our Truth: A Journey of Reconciliation – Monique Gray Smith <http://orcabook.com/speakingourtruth/>
- Indigenous Cinema: National Film Board (access NFB Campus and teachers guides with SD 57 email) https://www.nfb.ca/indigenous-cinema/?&film_lang=en&sort=year:desc,title&year=1917..2019
- BC First Nations Studies <https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/aboriginal-education/bc-first-nations-studies/teachers-guide>
- National Centre for Truth and Reconciliation- University of Manitoba <https://nctr.ca/map.php>
- Canadian Encyclopedia: Indigenous Peoples <https://thecanadianencyclopedia.ca/en/collection/aboriginal-peoples>
- First Nations Education Steering Committee: Learning First Peoples Classroom Resources: <http://www.fnesc.ca/learningfirstpeoples/>
- Indigenous Perspectives Education Guide- Historica Canada: <http://fb.historicacanada.ca/education/english/indigenous-perspectives/>
- BCTF Indigenous History in Canada: <http://www.bctf.ca/uploadedFiles/POH/timelineENG.pdf>
- Coyote Science: <https://www.aptn.ca/covotescience/episode-guide/>
- First Voices Languages - <https://www.firstvoices.com/explore/FV/sections/Data/IndigenousPeoplesAtlasofCanada.ca/>
- Indigenous Peoples Atlas of Canada: Canadian Geographic <https://indigenouspeoplesatlasofcanada.ca/>
- CBC ReVision Quest: <https://www.cbc.ca/revisionquest/about/>
- CBC Legends Project: https://www.cbc.ca/aboriginal/legends_project.html
- CBC News: Indigenous <https://www.cbc.ca/news/indigenous>
- BC Association of Aboriginal Friendship Centres <https://bcaafc.com/>
- The Giving Tree: A Retelling of a Traditional Metis Story – Leah Dorion http://www.leahdorion.ca/gallery/relatives_with_roots.html
- Write it on Your Heart – Harry Robinson, ed. Wendy Wickwire
- Plants of Southern Interior British Columbia – Roberta Parish, Ray Coupe, Dennis Lloyd
- Common Wildflowers of the Columbia Mountains – Sherry Chandler & Mary Searchfield, ed. Carolyn Aspeslet
- All Living Things: A Ktunaxa Ethnobotany Handbook – Michael Keefer & Peter McCoy
- Native American Gardening: Stories, Projects and Recipes for Families – Michael J. Caduto & Joseph Bruchac
- Ancient Pathways, Ancestral Knowledge: Ethnobotany and Ecological Wisdom of Indigenous Peoples of Northwestern North America – Nancy J. Turner
- Knowing Home: Braiding Indigenous Science with Western Science – Gloria Snively & Wanosts'a7 Lorna Williams <https://pressbooks.bccampus.ca/knowninghome/>
- The Earth's Blanket: Traditional Teachings for Sustainable Living – Nancy J. Turner
- BCTF Social Justice Resources <https://bctf.ca/SocialJustice.aspx>

- Think before you Appropriate – IPinCH <https://www.sfu.ca/ipinch/resources/teaching-resources/think-before-you-appropriate/>
- Relatives With Roots – Leah Dorion http://www.leahdorion.ca/gallery_relatives_with_roots.html

Additional Information:

This course has opened up communication and connection with our local Lheidli T'enneh and the McLeod Lake Indian Band. It creates relationships within our community for our students. It increases pride and confidence in who they are as Indigenous people. A stronger sense of identity for our students, will lead to their success. This course acknowledges the importance of the traditional learning that happens outside of the classroom, which is equally important to their holistic learning journey.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

January 28, 2020

MEMORANDUM

TO: Board of Education

FROM: Trustee Polillo

SUBJECT: **BRITISH COLUMBIA SCHOOL TRUSTEES' ASSOCIATION**

Trustee Bennett and I are looking forward to BCSTA Provincial Council meetings on February 21st and February 22nd in Vancouver.

I will have an update at our February 25th Board meeting.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

January 28, 2019

MEMORANDUM

TO: Board of Education

FROM: Trustee Polillo

SUBJECT: **DISTRICT STUDENT ADVISORY COUNCIL**

The District Student Advisory Committee gave an update to the board during our December 3rd meeting and they are busily working on 3 big projects!

Owen MacDonald has completed his Vaping presentation and is ready to present to elementary schools in the district. Owen will present it with a few other Grade 7 committee members and I believe it will have a profound effect on the students who see it!

As well, the students have planned events at their schools to mark "Mental Health day" on Wednesday February 12th and "Pink Shirt" day on Wednesday February 26th.

These young students are doing great work and I'm looking forward to the next DSAC meeting on Monday, February 3rd at 10:30am at the Board office.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

TO: Board of Education

FROM: Trustee Bekkering

SUBJECT: **TRUSTEE REPORT**

November 29th

Four Trustees attended the BCSTA Academy in Vancouver and three of us had the privilege of attending the first Balhats (Potlach) to be held by the Lheidli T'enneh in 72 years!. It was held in collaboration with SD 57's Aboriginal Education Department to acknowledge how far we have come in educating our Indigenous youth and a renewed commitment to keep working together to our common goal! It was a wonderful celebration!

December 9th

Attended a policy review meeting to finalize our draft to submit to our consultant, Leroy Sloan.

December 11th

Attended the "Winter Feast" at PGSS. It was a delicious turkey dinner shared with students and families. A true Christmas Feast!

December 17th

Attended the Capstone Grad event at PGSS. The Grade 12's had worked on table presentations which represented their passions and strengths. The students were prepared to talk about their presentations and to talk about their secondary school experience. What a diversity of passions!

December 18th

Attended Giscome Elementary "White Elephant Gift Day". This is a special day organized by the PAC parents where they collect white elephant items from the community and on this one day, each of the children can choose gifts for each member of their family and the PAC members help then wrap the gifts to take home. It was a heartwarming experience and I was so glad to be a part of it!

December 18th

Attended Van Bien Elementary Christmas concert. It was a wonderful concert and many thanks to Principal Cole and her hardworking staff for inviting me!

December 19th

Attended the annual Central Office Walkabout Luncheon. So many potluck offerings, it was impossible to taste it all! What a wonderful tradition. The musical interlude offered by instrument playing staff was interrupted by the resuming of intense policy discussions on Administrative Procedures.

December 19th

Attended the Spruceland Traditional Elementary School Christmas concert. It was a wonderful concert with great accompaniment by Mr. Goodson.

December 20th

The best saved for last! Attended the Annual Spirit Game at the CN Centre. The Centre was filled with students who were on overload with the energy and fervor of it being the last day of school and cheering for their favourite team! Decibels of noise were off the charts! My empathies to the bus drivers who took them back to their home schools! Very nice that the new Superintendent Richardson could present the winning trophy to CHSS.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

TO: Board of Education

FROM: Trustee Bennett

SUBJECT: **TRUSTEE REPORT – DECEMBER 2019 AND JANUARY 2020**

Happy New Year. I hope that everyone had a great holiday break and came back relaxed and rejuvenated.

We are excited to start January by welcoming Anita Richardson back home to SD57. Looking forward to working with Anita as our new Superintendent.

Has been a couple of months. Here are the few highlights.

December 2nd

School Visit at Heritage Elementary. Snowy day but great energy in the building and learning in the classrooms.

December 3rd

I had a quick visit at Ecole Duchess Park and had the opportunity to have a cup of coffee from the Park Café. Such a great learning opportunity for students!

December 4th

Attended the first SD57 Catchment and Capacity Ad-Hoc Committee meeting.

December 5th

Joined Secretary-Treasurer Patterson to meet with the organizing team from Kelly Road Craft Fair to try and resolve programs that arose through the media about the cancellation of the event.

December 9th

Had a school visit at Foothills Elementary. So much excitement leading up to their concert.

December 10th

Attended Christmas Wish Breakfast in support of our communities' most vulnerable families.

December 11th

Attended the Polaris Winter Concert. May have also been there wearing my dad hat.

December 19th

Attended the Central Administration Office Potluck lunch. Great to visit with our department staff.

December 20th

Flipped pancakes for students and staff at DP Todd. (Ok... I really ran the syrup station. Most popular station of the day!)

December 20th

Had the tough job of judging the Student Support Services Ugly Sweater Contest. It was great to see this hard working department taking a few minutes to celebrate and team build.

January 8th

Joined the Board and senior team at the PGSS Family of Schools Meeting. Such great work happening in that family and throughout the district.

January 14th

Second Catchment and Capacity Meeting

January 16th

In Vancouver for BCSTA Board Meeting

January 20th

Attended PG Literacy Advisory Committee Meeting.

January 23rd

Attended the Ecole Duchess Park Capstone Presentations. The Capstone Presentations are such a highlight! Great to see the learning showcased in real ways.

January 24th – January 25th

Joined the Board at the BCSTA Northern Interior Branch Meeting here in Prince George.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

TO: Board of Education

FROM: Trustee Polillo

SUBJECT: **TRUSTEE REPORT**

I attended the PGSS Capstone celebration on December 17th. I talked to several students and was very impressed with their presentations.

I watched a lot of exciting basketball action at the Condor Classic on December 19th and December 20th. A special shout out to the Duchess Park Senior boys who won their own tournament and currently are the #1 ranked Triple A team in the province!

On the last day before the Christmas break, (Friday December 20th), I enjoyed a tasty breakfast at the Spruceland Traditional Elementary Santa breakfast. As well, I dropped by the D. P. Todd breakfast and visited with many students and staff!

I enjoyed the PGSS production of "Grease" on Friday January 9th at Vanier hall! The student lead production under the direction of PGSS Theatre teacher Steve Baker had the crowd entertained the entire night!

A full house enjoyed the D.P. Todd Winter Celebration of the Arts on Sunday January 19th! Students from grade 8 thru 12 performed exceptionally well and there were several displays of art around the foyer and in the gym. Many of the students are looking forward to representing their school and SD57 at Nationals in Calgary in May!

I attended the Management and Finance committee meeting on Monday January 20th and the Education, Planning and Programs meeting on Tuesday January 21st.

On Wednesday January 22nd, I took part in the new teacher/associated professional celebration. I talked to many new teachers who were excited to start their careers in our district!

Along with my fellow trustees, I enjoyed a good weekend of learning and fellowship at the Northern Interior Branch meetings in Prince George on January 24th and January 25th. One of the highlights was a good presentation on the "Shoulder Tappers Program" delivered by Joel from the Northern Development Trust.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

TO: Board of Education

FROM: Trustee Warrington

SUBJECT: **TRUSTEE REPORT – DECEMBER 2019 AND JANUARY 2020**

Welcome to a new year and the beginning of a new decade.

The past months have been busy. We gave a fond farewell with much appreciation for his leadership to our Acting Superintendent Rod Allen and welcomed with pleasure our new Superintendent Anita Richardson.

During December, Christmas activities and concerts were the highlights.

December 11th I attended Ron Brent's Christmas Dinner, and along with Trustee Bekkering and Trustee Polillo attended PGSS Indigenous Education Holiday Feast.

December 17th I had the pleasure of speaking with the PGSS graduates as they presented their Capstone presentations.

December the 18th
in the morning, I attended Ecole Lac des Bois Christmas Concert. The gym was filled with proud parents family and friends. The student presentations were exceptional.

In the afternoon, I attended Spruceland Traditional Christmas Concert. The gymnasium was full to standing room only. The students proudly performed their Christmas presentations and parents proudly and warmly responded.

Once again, a special note of appreciation to all staff, parents and volunteers who go that extra mile to ensure these special events are so successful and enjoyed by all.

December 20th was a busy day beginning in the morning where I attended the Condor Classic at Ecole Duchess Park. The enthusiasm and school spirit was overwhelming and so enjoyable as the students cheered on their teams. In the afternoon, I attended the Spirit Hockey Game between PGSS and College Heights. The coliseum simply rocked with the cheering of the students enjoying the game. A great way to begin the Christmas Holidays.

January 8th

Along with trustees, I attended the PGSS Family of Schools meeting at PGSS. Once again, I can't say enough for the way each school prepares and provides an opportunity for the board to gain a deeper insight to their work.

On Saturday January 11th, I had the privilege of being a judge at the Central Interior Regional Debating Tournament held at College Heights Secondary. Each team came so well prepared for both the impromptu and prepared rounds. Participants attended from as far away as Prince Rupert.

I have had the privilege of judging the regional debates for a number of years and always come away with such appreciation for the teachers and organizers who put so much energy into ensuring these excellent young debaters have the opportunity to hone their debating skills and prepare to compete to debate at the provincial level.

On January 23rd I had the pleasure of attending the Ecole Duchess Park Graduates Gallery Walk. The students presented their Capstone projects with confidence and thoughtful reflection. Congratulations to all. A special congratulations and thanks to the teachers and staff for their role in coaching each of the students in the preparation of this important graduation activity.

On January 24th and 25th along with Trustees Bennett, Derrick, Polillo, Bekkering, Thompson, Valimohamed and I attended the Northern Interior Branch AGM.

A very busy two months.

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SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

January 28, 2020

Memorandum

TO: Board of Education
FROM: Darleen Patterson, Secretary Treasurer
SUBJECT: **SIGNING AUTHORITY – BANKING**

RECOMMENDATION

That, effective January 28, 2020, the signing authority for
cheques be any two of the following:

Anita Richardson, Superintendent of Schools
Darleen Patterson, Secretary Treasurer
Hannah Brown, Director of Finance
Marie St. Laurent, Director of Human Resources
Diane Nygaard, Executive Assistant

* * * * *

RATIONALE:

The bank signing authority requires updating to reflect changes in the school district's
administration staff.

DP/dln