

BOARD OF EDUCATION  
SD NO. 40 (NEW WESTMINSTER)  
EDUCATION POLICY AND PLANNING COMMITTEE  
AGENDA

Tuesday, November 14, 2023

3:30 pm

LORD KELVIN ELEMENTARY SCHOOL  
1010 HAMILTON STREET, NEW WESTMINSTER

The New Westminster School District recognizes and acknowledges the Qayqayt First Nation, as well as all Coast Salish peoples on whose traditional and unceded territories we live, we learn, we play and we do our work.

			<b>Pages</b>
1.	<b><u>Approval of Agenda</u></b>	3:30 PM	
<b>Recommendation:</b> <b>THAT the agenda for the November 14, 2023 Education Policy and Planning Committee meeting be adopted as distributed.</b>			
2.	<b><u>Presentations (K.Millard)</u></b>	3:35 PM	
3.	<b><u>Comment and Question Period</u></b>	3:45 PM	
4.	<b><u>Reports from Senior Management</u></b>		
a.	District Literacy Update (C.Eirikson)	3:55 PM	2
b.	Early Learning Programs and Gradual Entry Updates (I.Neilson)	4:05 PM	10
c.	Competency based IEP (T.Dewar & S.Lynes)	4:25 PM	29
d.	NWSS Timetable Update (P.Craven & M.McLeod)	4:35 PM	36
e.	Board Authority Authorized Courses (P.Craven)	4:45 PM	45
5.	<b><u>General Announcements</u></b>	4:55 PM	
6.	<b><u>Adjournment</u></b>	5:00 PM	

# Early Intervention Literacy Support

Carly Eirikson - Qayqayt - Vice Principal

# What do we know about literacy development?



Post- school success is closely tied to reading proficiency



Learning to read is one of the most fundamental skills in early education

Because of this...

- Strong knowledge base in the structure of language
- Understand how reading skills develop
- Explicitly teach skills
- Use evidence-based instructional methods

# What do we know about literacy development?

High-quality, evidence-based classroom practices and teaching have the greatest impact on student literacy development.

- Vocabulary
- Phonics and Phonological Awareness
- Word Study
- Accuracy, Fluency, Comprehension

# Focus for this year

## What does literacy instruction currently look like in our early primary classrooms?

- Classroom programs and instruction
- Beginning of the year assessments
- Progress monitoring



# Focus for this year

## What does literacy instruction currently look like in our early primary classrooms?

- Grade 1 at Qayqayt:
  - September Assessments
    - Assessing letter names, letter sounds, sight words, spelling patterns
    - Not assessing segmenting or blending
  - Classroom literacy programs
    - A wide variety
  - Teachers are excited about UFLI (University of Florida Literacy Institute)
  - An inventory of high- quality literacy materials could be beneficial



# Focus for this year

## What do support models look like for targeted students?

- Difficulties in some areas
- Large gaps or difficulty accessing grade-level material



# Focus for this year

## What do support models look like for targeted students?

- At Qayqayt:
  - Compared Kindergarten ELLT data to Grade 1 September results
  - Class Reviews
  - Collaborative teaching
  - Small- group, explicit instruction (UFLI)
  - Individualized, targeted, explicit instruction for specific students





# Focus for this Year: Next Steps

## District

- Early Literacy Survey to all elementary schools
- District-level supports
- District or school-wide literacy documentation
- How can we incorporate more evidence-based assessments, programs, instructional methods, etc.?
- How can we support our teachers and staff?
- Is UFLI making a difference? Compare ELLT data from last year to this year

# Early Learning Programs and Gradual Entry to Kindergarten in New West Schools

Update prepared for the Board of Education

Ileana Neilson - Manager, Early Learning and Child Care

Maureen McRae-Stanger - Director of Instruction - Learning & Innovation

November 14, 2023





# Early Years Programs

<b>Seamless Day</b>	24 children	4 ECEs
<b>Just B4 preschool</b>	18 children (MWF and TT class)	1 ECE
<b>StrongStart BC</b>		
55 children @ Connaught	48 children @ QMS	49 children @ Skwo:wech
<b>Changing Possibilities for Young Children</b>	6 joined professional learning sessions bringing together: 3 k-1 teachers 4 ECEs and 2 educators WCAS	





Exploring flowers and dried plants has taken us onto a journey that extended several weeks.

As educators, we observed children engaging with the flower shop in multiple ways: they constructed rules on how the flower shop would operate, they create signs, and they negotiated roles.

Here, children held a meeting to discuss the particularities of the shop.

They agreed that:

- someone would help with the cashier and
- flowers would sell based on their size
- leaves would be free, but that customers would need to answer a questionnaire.

Leaves for free questionnaire:

Q1: Where do you want to put your flowers?

Q2: Why do you need them?

Q3: Which room will the flowers be put in?

Q4: How will you smell your flowers?

Q5: Do you like the scent of the flowers?

Once customers would answer these questions, the questionnaire requires them to sign and date it.

# How is your heart feeling today?

- I drew my mom me and a friend And hearts My heart feels good My mom makes my heart feel good And my dad.

Cassie

My heart is feeling happy when I have ice cream I feel happy.

Sophia

- There is me, Mommy, baby brother, and daddy. All in my heart with a rose when we are all together I feel happy.

Haya

- My heart feels good My friends make my heart feel good.

Mahab

## What makes your heart feel good / happy?

We read the book "With Our Orange Hearts" by Phyllis Webstad. This is an age-appropriate story for our children to give them a glimpse into what "orange shirt day" is and why everyone is wearing orange shirts on September 30th. We talked about our hearts, and what/how our hearts were feeling. Mostly everyone said their hearts were feeling "good" or "happy" so I then asked, what makes your heart feel this way? I encouraged everyone to draw their hearts... and here are our results! -Tut on Facebook at QAS (2016)

My mom makes hearts with her hands it means she loves me My mom always says "I love you" to me.

Akana

I observed Imran sitting and drawing with his friends he had a smile on his face which leads me to think he was feeling happy.

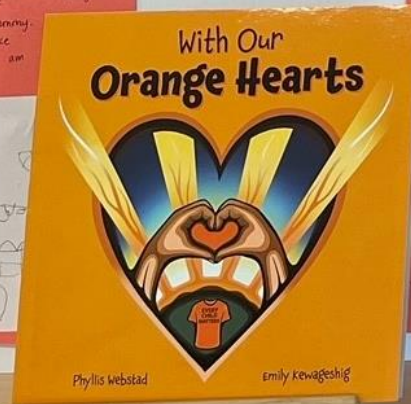
Imran

- This is my heart in my heart is my classroom My teacher and my friends are in my heart because when I am here my heart feels good.

Jayda

- There are dinosaurs And more dinosaurs There is grass And Mommy. My heart feels good because I like dinosaurs and my Mommy and I am here to just a bit small.

Roedj



"Drawing and telling stories means imagining, analysing, and exploring spaces, forms, colours, and exploring emotions, rhythms, words, metaphors, into a narrative dimension that is both internal and external to the self, playing on reality, fiction and interpretation. Though languages and words are autonomous stories, silent or spoken, words and hand or intertwine with the drawing, creating an intelligent and often poetic mosaic."

Source of Words, Words, Materials, Reggio Children (2015) p. 12

"My heart feels happy when I have ice-cream" Sophia, age 4

" My mom makes hearts with her hands. It means she loves me" Akana, age 4

" My heart feels good because I like dinosaurs and my mommy, and I am here too, just a bit small." Roedj age 4

@ Just B4

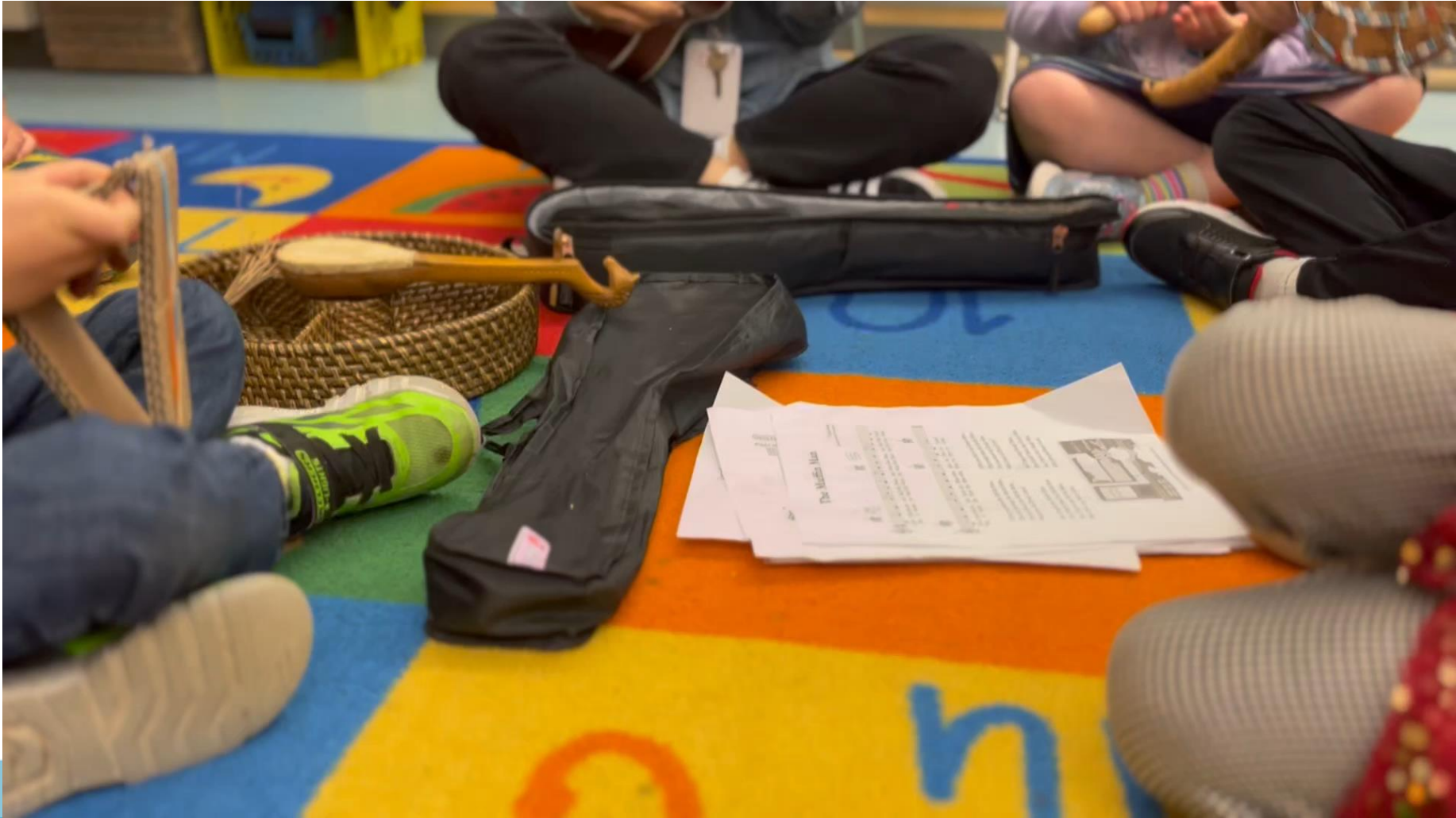


@StrongStart



New  
Westminster  
Schools

# Welcoming Kindergarteners at Seamless Day





# Who Are Our Kindergarten Students?

## Our Students...

- Come from different experiences: home, pre-school, daycare with a wide range of expectations
- May be new to our country as immigrants or refugees
- May be English Language Learners (ELL)
- Come from different backgrounds & cultural approaches to parenting
- Have diverse social, emotional, physical, and learning needs
- Are in different places developmentally
- Some may have complex learning/physical/social needs (with or without an assessment/diagnosis)



# Why Gradual Entry?

- Kindergarten Gradual Entry is a developmental model of **transition** planning that emphasizes the interconnected relationships among the child, teachers, family, peers and community.
- More individual time with their teacher, exposure to small groups, and shortened time expectations supports a strong foundation in social and emotional learning and allows for comfort, connection and success.
- The goal is to scaffold skills and expectations for a successful start for all students in the class community.
- Many students need gradual entry to help them increase their stamina to attend and appropriately engage for a full day



# Child Care/Pre-School Vs Kindergarten: There's a Difference!

- Caregiver to Child Ratio: 1:8
- Smaller self-contained environment
- Washrooms in self-contained environment
- Supported eating, dressing and self-care
- Opportunities for napping as needed
- Play based
- Gradual entry



- Teacher to student ratio: 1:20
- Larger environment—multiple learning spaces (library, gym, classroom, music room, outdoor play area with other K-5 students at recess and lunch)
- New routines: e.g. washrooms may not be in classroom
- Greater independence in eating, dressing, and self-care
- Play based, but includes new learning expectations in alignment with the BC Kindergarten curriculum
- Gradual entry

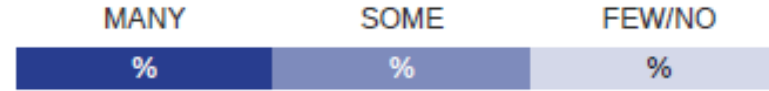
Kindergarten



216/610

students in this district has a completed CHEQ

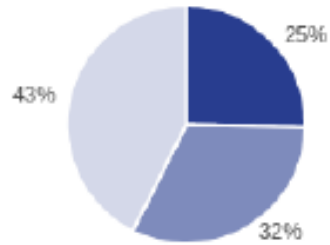
The children in this school district had...



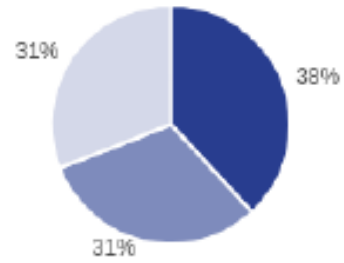
experiences in the following areas prior to kindergarten

PHYSICAL HEALTH & WELL-BEING

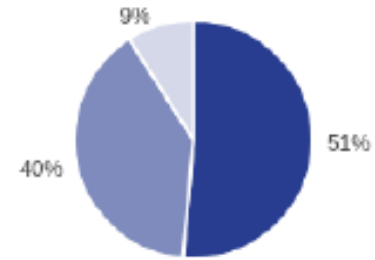
Nutrition & Sleep



Physical Activity

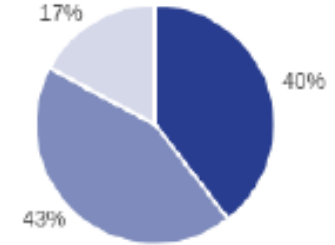


LANGUAGE & COGNITION



SOCIAL & EMOTIONAL EXPERIENCES

Peer Experiences



# CHEQ DATA

# What Happens During Gradual Entry?

- **Opportunities for Parents/Caregivers to connect:** Orientation/Meet and Greet
- **Welcoming Conversations/interviews:** Individual and personalized relationship building for each child
- **Small group:**
  - Activities, observation and assessment of social and emotional learning skills
  - Develop teacher and peer connections
  - Introduction and guided practice of classroom routines and procedures
- **Collaboration:** Teachers meet with EAs, ECEs, community partners, parents/caregivers, and School Based Team to determine staffing needs, student support needs, and to balance classes for optimal learning
- **Flexibility school to school to support community needs**



# Sample Gradual Entry Schedule

September 4, 2023	September 5, 2023	September 6, 2023	September 7, 2023	September 8, 2023
Labour Day – students do not attend	<b>First day of school</b> Kindergarten students do not attend school on this day.	<b>Welcome Conversations</b> Students attend with parent/caregiver at their scheduled time	<b>Welcome Conversations</b> Students attend with parent/caregiver at their scheduled time	<b>Welcome Conversations</b> Students attend with parent/caregiver at their scheduled time
September 11, 2023	September 12, 2023	September 13, 2023	September 14, 2023	September 15, 2023
8:50-10:50am Group A (bring a snack)	8:50-10:50 am Group B (bring a snack)	8:50-11:30am All students attend (bring a snack)	8:50-2:00 All students attend	8:50-3:00 All students attend full day
1:00-3:00pm Group B (bring a snack)	1:00-3:00pm Group A (bring a snack)		<b>Please send snack, lunch, and towel/blanket</b>	<b>Please send snack, lunch, and towel/blanket</b>



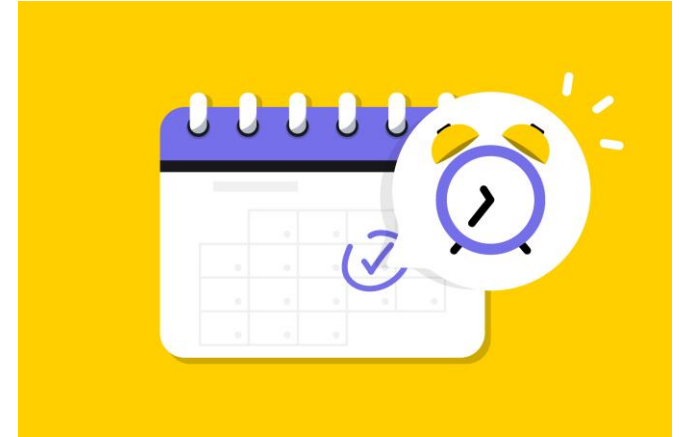
## Communicating Gradual Entry

**Goal: provide early, specific and clear communication to all families about gradual entry dates/times and expectations to give them time to determine a care plan for their child**

- Welcome to School Events in May provide gradual entry information
- Emails, School Messenger, Kindergarten handbooks/documents sent to families May- June
- Information on school websites
- Early July-- specific Gradual Entry schedule shared with all families
- End of August Welcoming Conversations/Interview times shared
- Gradual Entry communication mirrors our process for collaboration days, early dismissal days for conferences, and professional days
- Families who register in the summer---admin will reach out to families at the end of August

# Support for Gradual Entry

- [School Calendar Regulation](#), minimum number of annual instructional hours for students:
  - 853 hours for students in Kindergarten
  - 878 hours for students in Grades 1 to 7
  - 952 hours for students in Grades 8 to 12
- The minimum hours are **25 less** for Kindergarten than for other primary students
- This provision in the regulation allows districts to implement a gradual entry process in which school days are normally shortened for the first week or two of the school year
- There is no province-wide policy regarding gradual entry for Kindergarten students





# Support for Gradual Entry

## Ministry of Education and Child Care: BC Early Learning Framework

- Envisions learning and being as a holistic process that happens as children and adults come together in relationship with each other, ideas, materials, places, and histories

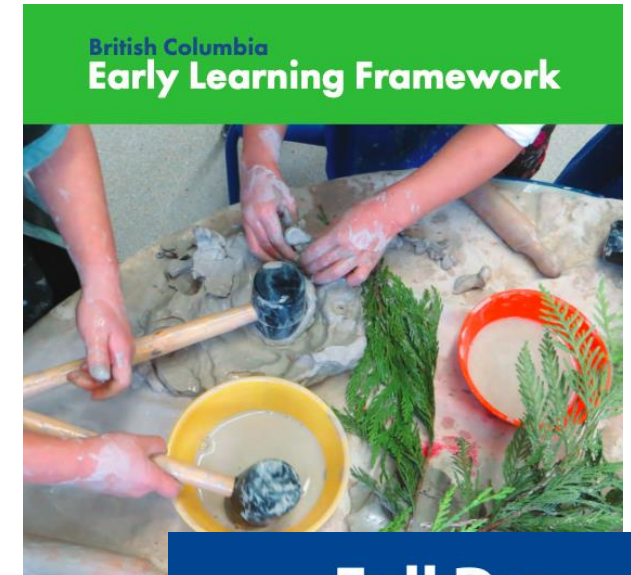
## **New-- Ministry of Education and ChildCare: Learning in the Primary Years**

- highlights the need for strong SEL connections as the foundation of a strong inclusive Kindergarten program

**Other Early Years Programs** also use some form of gradual entry (pre-school, Child Care)

**BC Primary Teachers support Gradual Entry**

**Most Districts in the Province use a Gradual Entry to transition students to K**



# What Have We Heard?

- Parent scheduling concerns: full time working families, single parent families
- Equity issues: families who can least afford additional care and/or time off
- My child is “ready”... why do they have to do gradual entry?
- What if some students need even more time?
- Partial day schedules mean too many pick ups and drop offs (for multi child families)
- Do students have to come if the parents can't do partial day care?
- Make it one week



# Gradual Entry Considerations for 2024-2025



- Gradual entry feedback survey for new Kindergarten parents in early February
- Gather a representative group of K-5 Admin, District Staff and Kindergarten teachers to discuss parent feedback and brainstorm ways to support parent needs within the gradual entry structure
- Each school sets their gradual entry schedule by March 31
- Earlier communication of gradual entry process and schedule to support parents to make childcare arrangements (April)
- Update to the Board of Education at the April or May Education Meeting

Thank You!

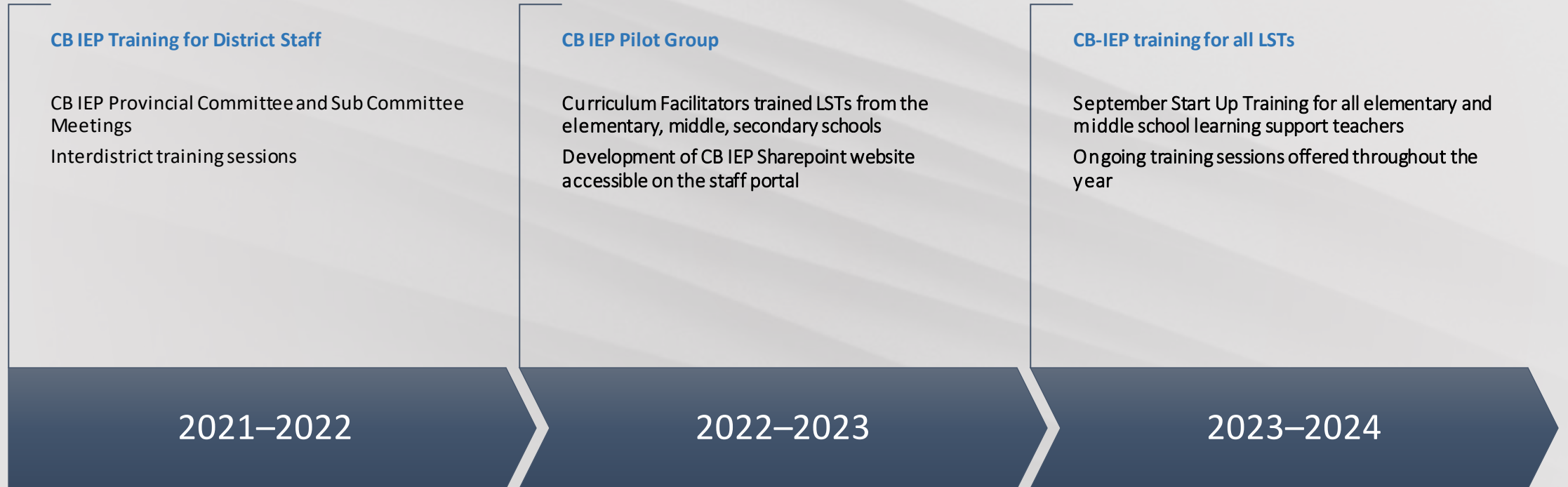


CB-IEP  
Education  
Committee  
Nov. 14 / 23

Tammy Dewar and Sarah Lynes  
Curriculum Facilitator's - Lord Tweedsmuir



# CB-IEP Journey



# Why the shift to Competency Based IEPs?

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Aligns with the same curriculum as peers

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Meaningful consultation with students and families

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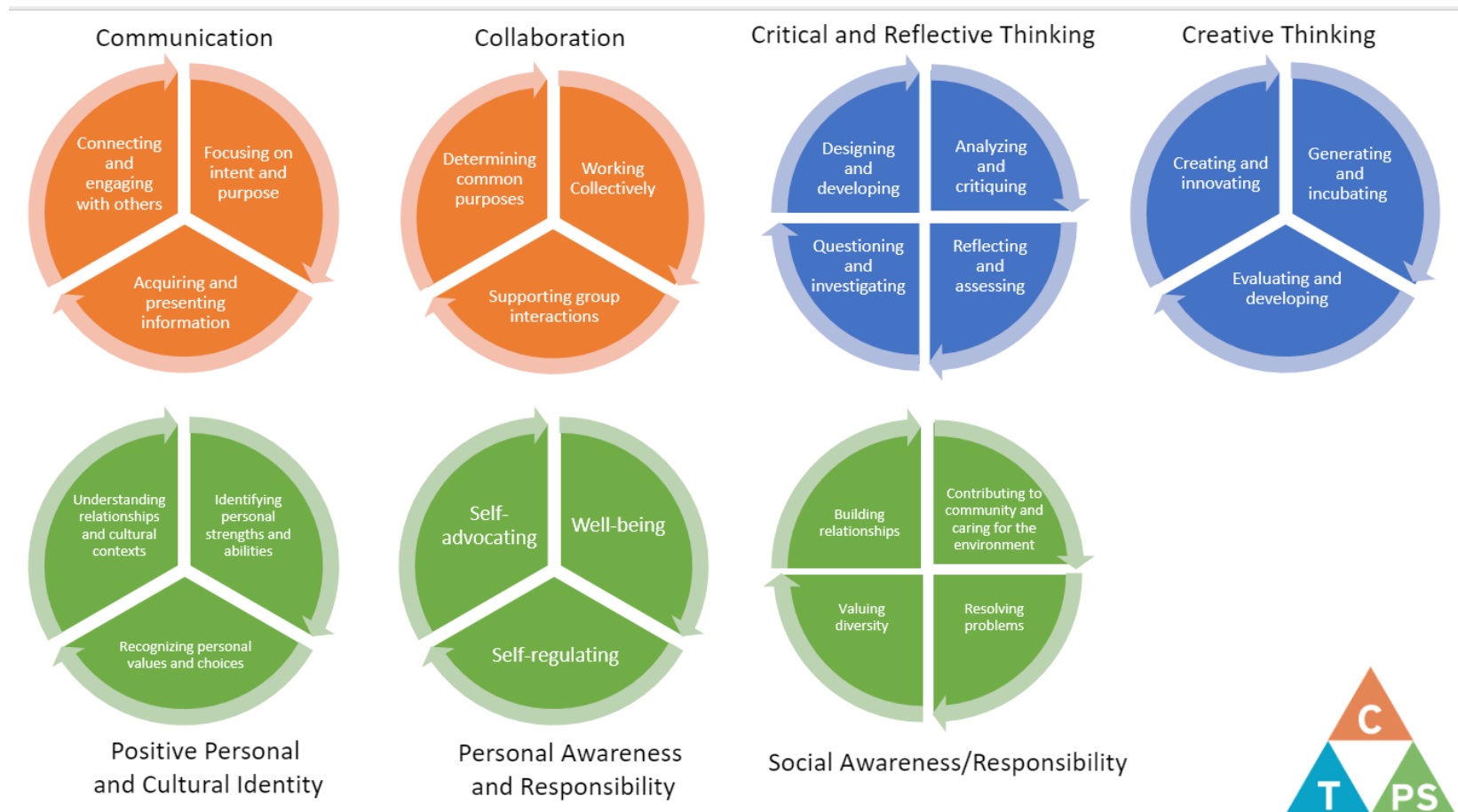
Measures authentic progress

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Strengths-based focus

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# CB – IEP plans are based on the B.C. Curriculum: Core Competency Areas Addressed





# S.M.A.R.T Goals

## Traditional

S - Specific

M - Measurable

A - Attainable

R - Realistic

T - Timely

## Competency Based

S – Strengths Based

M - Meaningful

A - Authentic

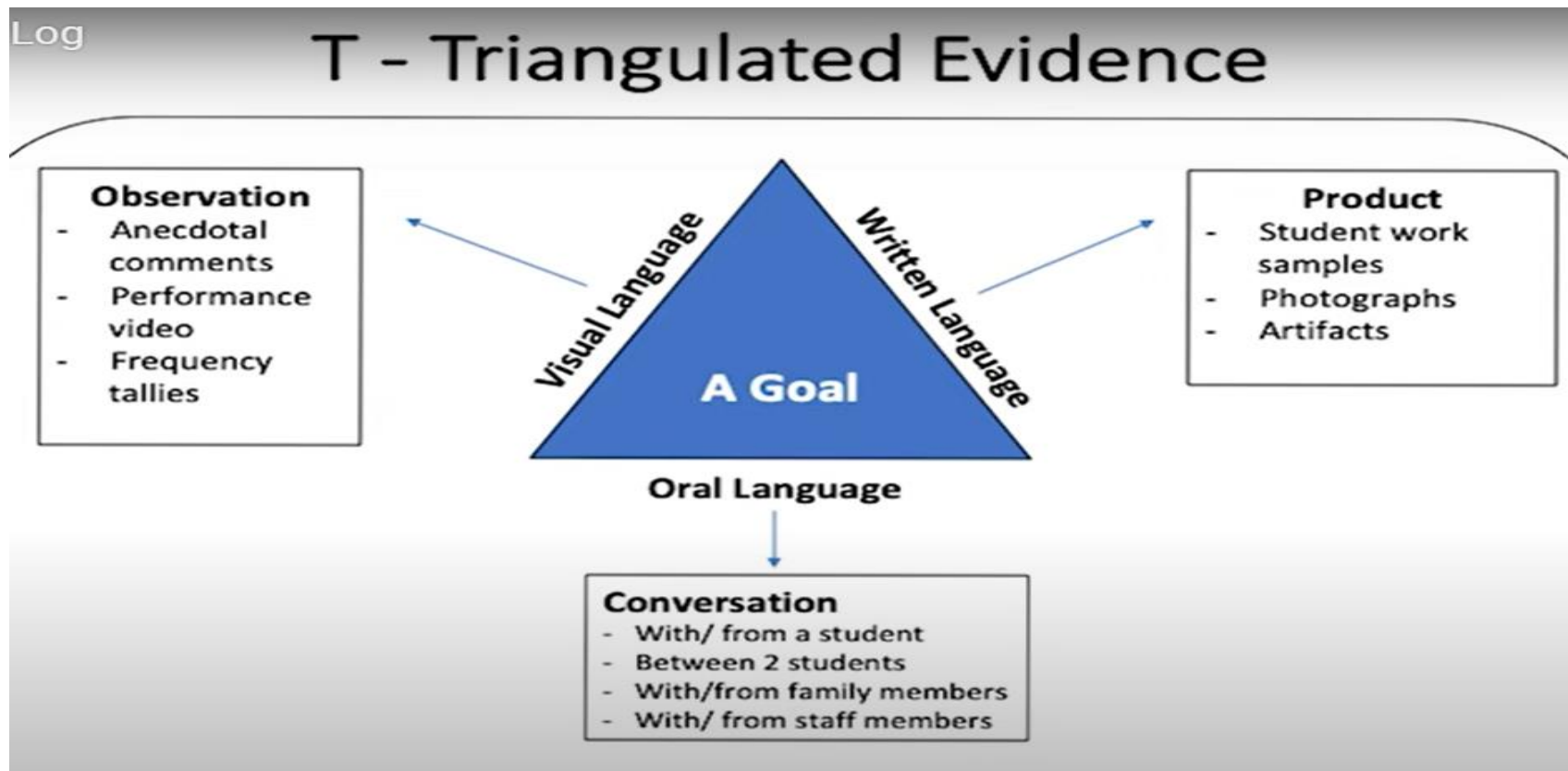
R – Responsive

T – Triangulated

# Collecting Authentic Evidence of Growth in Different Formats and in Different Places

Core Competency Goals

Curricular competencies Goals



# Summary - Principles of CB IEPs



allow for student agency

strength-based goals

responsive planning

authentic assessment

place conscious

universal supports offered

# NWSS Timetable Exploration Update

November 14, 2023

Pam Craven - Director of Instruction - Secondary Programs

Murray McLeod - New Westminster Secondary School - Principal



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# Overview

**Survey update**

**Guiding Principles**

**Space Utilization**

**Next Steps**



# Student Voice Survey

What do you like regarding the current timetable?

What do you dislike regarding the current timetable?

In your opinion, what should the school prioritize when making decisions about changing the timetable?

Options provided included: school start time, school end time, extracurricular opportunities, length of time for lunch, break time between blocks, length of blocks.



# Parent/Guardian Survey

- What do you like regarding our current timetable?
- What do you dislike regarding the current timetable?
- In your opinion, what should the school prioritize when making decisions about the timetable, such as academic performance, extracurricular opportunities, or family time?
- How would you prefer the school to communicate information about the new timetable and any updates or changes related to it?
- Other means of communication – please indicate below:
- Do you have any other comments or insights that you think would be valuable for the school to consider when making this change?

# Teacher Survey

**In your opinion, what should the school prioritize when making decisions about the timetable, such as academic performance, extracurricular opportunities, or family time?**

17 respondents (52%) answered **students** for this question.





# Building a Timetable – Guiding Principles

## Priorities

- **Class allocation – balanced class composition**
- **One class, one teacher or split classes**
- **Blocking and Setting**
- **Part-time staff**
- **Rooms**
- **Lesson flow**

# Space Utilization

- **Total # Rooms 93**                      **Total Seats 2,456 (Sigma/Online – 2,576)**
- **Level 1 Rooms 24**                      **Level 1 – 622**
- **Level 2 Rooms 34**                      **Level 2 – 962**
- **Level 3 Rooms 35**                      **Level 3 – 992**

\*Based on max capacity of classrooms 30, specialty rooms 24

# Projected Numbers

Year	2023	2024	2025	2026	2027	2028	2029
Projected	2,131	2,200	2,210	2,244	2,270	2,343	2,488
* with 216 added	<b>2,347</b>	2,416	2,426	2,460	2,486	2,559	2,704

**Total Seats 2,456**

# Next Steps

- **Continue research/exploring options**
- **Communication with parents/students**
- **Continue working with teachers**
- **Update at the December 12 Board meeting**

**Supplement to:** EDUCATION POLICY & PLANNING MEETING

**Date:** November 14, 2024

**Submitted by:** Pam Craven: Director of Instruction

**Item:**                    **Requiring Action**    **Yes**        **No**                        **For Information**   

**Subject:** Board Authority Authorized Courses

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**Board Authority Authorized Courses:**

- are courses developed by a teacher or teachers in a specific school district that meets the needs, interests, and passions of students
- are a way to provide flexibility and choice for students and acknowledge specific learning needs
- are a way to promote engagement in learning to support student success
- follow the [Board Authority Authorized \(BAA\) Courses Requirements and Procedures Guidebook](#) (updated 2023)
- are Grade 10-12 elective courses that provide credits toward graduation requirements in the Graduation Program
- cannot be used toward the Adult Graduation Program
- cannot significantly overlap any current Ministry of Education course at the Grades 10, 11 and 12 level

**Timelines and Process:**

Secondary teachers are provided with the BAA guidelines and procedures every September according to [Administrative Procedure 219](#). Teachers may submit a BAA course for review to the Director of Instruction in October. Courses that meet BAA requirements and support student needs will be submitted to the Board for approval in November. The creation of BAA courses is optional, and the number of BAA course submissions varies from year to year. Enrolment in our 35 currently active BAA courses also varies yearly based on student needs. We are currently enrolling 86 sections of BAA courses this year.

**BAA Course Submissions 2023-2024:**

There is one BAA course submission for the 2023-2024 school year – Traditional Trades and Tool Making submitted by Karin Krueger. Looking to receive Board Approval November 28, 2023.



## Board / Authority Authorized Course: Traditional Trades and Tool making.

<b>School District/Independent School Authority Name:</b> New Westminster School District	<b>School District/Independent School Authority Number:</b> SD#40
<b>Developed by:</b> Karin Krueger	<b>Date Developed:</b> September 2023
<b>School Name:</b> New West Secondary	<b>Principal's Name:</b> Pam Craven/ Murray McLeod
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School District only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Traditional Trades and Tool making	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> Semester length

**Board/Authority prerequisite(s):**

Tech 9 (preferred)

**Special Training, Facilities or Equipment Required:**

Leathercrafting tools, Leather, Paper making tools, Bookbinding tools, and other various tools found in the Tech ED/ Metal Shop

**Course Synopsis:**

This course will look at traditional trades and tool making. It will explore various historical and cultural traditions globally, specifically exploring technology, techniques, and materials used; as well as connecting learning to Indigenous cultures through traditional crafts and skills. Exploring different connections and historical references, students will use the Applied Design, Skills, and Technologies design thinking process to produce tools for the purposes of papermaking, bookbinding, leathercraft, and other traditional crafts.

**Goals and Rationale:**

To explore traditional trades, tool making, and crafts with an intersectional lens that explores and incorporates historical, cultural, and Indigenous peoples.

**Aboriginal Worldviews and Perspectives:**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 involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- 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.

Resource link: <https://www.fnesc.ca/first-peoples-principles-of-learning/>

Declaration of Aboriginal Worldviews and Perspectives:

- Respect – indigenous cultural integrity:
  - Recognizing and valuing the importance of cultural knowledge.
- Relationships – to land and place, lived experience and community.
- Relevant – provide education that is relevant to indigenous perspectives and experience.
- Reciprocal – learning is a reciprocal process. Learning is not passive. (Fostering reciprocal relationships)
- Responsibility – Demonstrate responsibility through participation.
- Resiliency – recognizing the resiliency of the indigenous peoples. (They are not historical beings, but they are still present)

Resource: Indigenous Worldviews, 6Rs, from Kirkness & Barnhardt, 2012

(6Rs taken from a document that was collaboratively constructed by members of SD42 AbEd Department: A. Laidlaw, J. Knott, A. Baxmann, L. Charleson, B. Seneviratne, K. Urdahl-Serr and was reviewed by Elders of Katzie First Nation, Kwantlen First Nation, and Metis Nation BC in November 2021.)

**BIG IDEAS**

**Technologies help us accomplish many specific tasks in our lives.**

**Social, ethical, and sustainability considerations impact design.**

**Complex tasks require different technologies and tools at different stages.**

**User needs and interests drive the design process.**

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• Applied Design</li> <li>• Applied Skills</li> <li>• Applied Technologies</li> <li>• Understanding Context</li> <li>• Defining</li> <li>• Ideating</li> <li>• Prototyping</li> <li>• Testing</li> <li>• Making</li> <li>• Sharing</li> </ul> <p><a href="https://curriculum.gov.bc.ca/curriculum/adst">https://curriculum.gov.bc.ca/curriculum/adst</a></p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Ethics of cultural appropriation in design process.</li> <li>• Understanding material use and being environmentally aware and conscientious for how materials are used.</li> <li>• Function and use of various tools and technologies.</li> <li>• Engage in a period of research and empathetic observation.</li> <li>• Identify criteria for success, intended impact, and any constraints for a chosen design opportunity.</li> <li>• Work on several activities both collaboratively and self-directed.</li> <li>• Take creative risks in generating ideas and add to others' ideas in ways that enhance them.</li> <li>• Identify and use appropriate tools, technologies, materials, and processes.</li> <li>• Make a step-by-step plan, carry it out, making changes as needed.</li> <li>• Use materials in ways that minimize waste.</li> </ul>



### Big Ideas - Elaborations

- Explore how the value and beliefs of culture, including local First Peoples cultures, affect the development of products, services, and processes.
- The Applied Design, Skills, and Technologies curriculum builds students' natural curiosity, inventiveness, and desire to create and work in practical ways.
- The course will harness the power of learning by doing and provide the challenging fun that inspires students to dig deeper, work with big ideas, and adapt to a changing world.
- Applied Design, Skills and Technologies provides firm foundations for lifelong learning. It fosters the development of future problem solvers, innovators, service providers, and skilled citizens who can address and contribute to our changing world.
- Understand the environmental implications of the products and services they are designing and applying.
- Establish a lifelong interest in designing, creating/making, and evaluating products, services, and processes, while contributing through informed citizenship, volunteer work, and career opportunities, as well as finding and addressing practical challenges.

### Curricular Competencies - Elaborations

- Understanding context may include experiences; traditional cultural knowledge and approaches of First Peoples and those of other cultures; places, including the land and its natural resources and analogous settings; people, including users, experts, and thought leaders.
- Ideating may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, users, and experts.
- Including an understanding of concepts and big ideas around social, ethical, and sustainable impacts.
- Testing/ Identifying sources may include First Nations, Métis, or Inuit community experts; keepers of other traditional cultural knowledge and approaches; peers, users, land stewards, and other experts.
- Understanding that tools extend human capabilities when implementing design.
- Sharing may include showing to others or use by others, giving away/ gifting, or marketing and selling, etc.

## Content – Elaborations

- Ethics - use of a cultural motif, theme, “voice”, image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn.

### Recommended Instructional Components:

- Tool making
- Papermaking
- Bookbinding
- Leathercraft
- Other Traditional Crafts and Skills Etc.

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

- Summative and Formative assessment
- Validity, through alignment with what is taught, learned, and assessed.
- Accessibility, so that each student is given opportunities to demonstrate what they know and can do.
- Reliability, so that assessment results are consistent, dependable, or repeatable.
- Self-assessment

Resource link: <https://tinyurl.com/2p8uxdpu>

### Learning Resources:

- <https://www.penn.museum/sites/expedition/metallurgy-of-the-tingit-dene-and-eskimo/>
- <https://stryicarvingtools.com/blogs/news/carving-tradition-indigenous-wood-carving-tools>
- [https://chaz.org/CWS/Coppers/The\\_Copper\\_Age\\_on\\_the\\_Northwest\\_Coast.pdf](https://chaz.org/CWS/Coppers/The_Copper_Age_on_the_Northwest_Coast.pdf)
- <https://www.nomomente.org/post/traditional-leather-tanning-processes-brain-tanning-vegetable-tanning>
- <https://www.nwtarts.com/each-tanned-hide-tells-story>

Resources and Collaboration provided by: SD40 NWSS Ab ED

### Additional Information:

- This course will explore various topics and the intersectionality through different cultures, and the local First Peoples.

*Thank you to Erin McCabe and other staff in the NWSS community who took the time to proofread and provide insight for this BAA.*

BAA Course Name: Traditional Trades and Tool making.

# Board /Authority Authorized Courses (BAA)

Board Presentation November 14, 2023

Pam Craven - Director of Instruction - Secondary Programs

# What is a Board/Authority Authorized Course?

- a course developed by teachers in a specific school district
- meets the needs, interests and passions of students
- provides flexibility and choice
- promotes engagement and student success



Board Authority Authorized Course Order:  
School Act, sections 168 (2) (b) and (t)

# BAA Course Requirements

Board/Authority Authorized (BAA) and First Nation Authorized (FNA) Course Requirements and Procedures Guidebook

UPDATED 2023



BRITISH  
COLUMBIA

Ministry of  
Education

- courses *are*:
  - guided by specific Ministry of Education procedures
  - elective credits (**grades 10-12**) that count towards graduation in 2018 Graduation Program (28 credits of 80 are must be electives)
  - ELL, Indigenous requirements
- courses *cannot* be used toward the Adult Graduation Program

# BAA Course Creation and Approval

- Submissions in October
- Board presentation/approval: November/December
- Ministry documents submitted: December
- New BAA courses included in course selection process in January for a September start



ADMIN PROCEDURES MANUAL  
Administrative Procedure 219

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## BOARD AUTHORITY / AUTHORIZED COURSES

### Background

The District is committed to serving the diverse educational needs of students and recognizes the importance of the opportunities afforded by Board Authority / Authorized (BAA) Courses to provide unique programs, which are appropriate to the needs of students. Board Authority / Authorized Courses are locally developed Grade 10, 11, and 12 courses that meet the graduation requirements set by the Ministry of Education. To ensure that the quality of educational programs is maintained, all Board Authority / Authorized courses must be approved by Boards of Education.



# Are All BAA Courses Offered Every Year?

Currently we have **36** active BAA courses  
**88** course sections in total

BAA course offerings are determined by:

- teacher interest, qualifications & passion
- student need/passion/request/enrolment
- available resources: space, materials, access to specialty equipment & outside supports
- timetable coordination



# Current BAA Offerings

Applications for Learning	Student Leadership	Cultural Identities
Desktop Publishing	Laboratory Technology	Peer Tutoring
Yearbook	English Language Learning	Hockey Academy
Volleyball Skills	Self-Efficacy	Psychology
Basketball	Football	Lacrosse

Most of these courses were developed as separate Grade 10, 11 and 12 courses



# New BAA Course for Approval for 2024–2025

*Pam Craven - Director of Instruction - Secondary Programs*

# Traditional Trades and Tool Making -11

*Course Created by Karin Krueger, NWSS Teacher*

This course will look at traditional trades and tool making. It will explore various historical and cultural traditions globally; as well as connections to Indigenous cultures through traditional crafts and skills.

Exploring different connections and historical references, students will use the design thinking process and produce tools for the purposes of papermaking, bookbinding, leathercraft, and more.



<https://www.sliceproducts.com/en-ca/pages/leather-cutting-tools>

# Why This Course?

- Global and historical context
- Teacher expertise, passion, and interest
- Connections to Indigenous cultures
- An extension of topics addressed in the Applied Design, Skills, and Technologies curriculum

## Considerations:

- Cost for delivery (special tools, leather, blender)
- Fee for consumable items
- Grade 11 level



<https://sites.udel.edu/materialmatters/2017/08/09/the-art-of-the-book-bookbinding-at-colonial-williamsburg/>

# Traditional Trades and Tool Making: Big Ideas

Technologies help us accomplish many specific tasks in our lives.

Social, ethical, and sustainability considerations impact design.

Complex tasks require different technologies and tools at different stages.

User needs and interests drive the design process.

# Questions

