



Public Notice – Board of Education Online Public Meeting

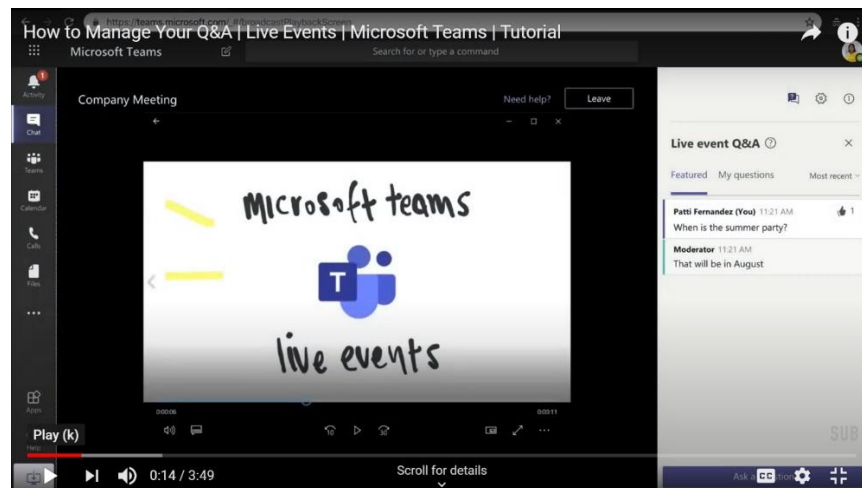
A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on Nov. 4, 2025 at 6:00 pm.**

Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

To participate in the meeting please click on this link: [Follow Link](#)

<https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84>

- Anyone who has the link can attend the online meeting without logging in to MS Teams.
- Members of the public have the opportunity to ask questions related to agenda items discussed at the meeting:
 - Select the **Q&A**  function on the right side of the screen.
 - When asking a question using the Q&A function, please identify yourself. **Anonymous questions will not be responded to.**
 - A reminder for Stakeholder groups to use the **Q&A** function.
 - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.



If you have questions regarding the meeting and how to access it that aren't answered in the link above please email info@sd62.bc.ca.

EDUCATION-POLICY COMMITTEE

School Board Office

Via MS Teams

Nov. 4, 2025 – 6:00 p.m.

A G E N D A

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

With gratitude and respect, we acknowledge that we live, learn, and work on the traditional territories of the Coast Salish: T'Sou-ke Nation, SCÍÁNEW (Beecher Bay) Nation, and the Nuu-chah-nulth: Paaʔčiidʔath (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEŁ (Malahat) Nation, and the Ləkʷəŋən peoples of Songhees and Esquimalt Nations.

2. Opening Remarks from Chair

3. COMMITTEE REPORT of Oct. 7, 2025 Education-Policy Committee meeting (attached) Pg. 4

4. BAA COURSE PROPOSALS (attached)

a. BAA Course Proposal – Care Economy Career Sampler 11 – Danielle Huculak and Brian Hotovy Pg. 7

Recommendation:

That the Board of Education for School District #62 (Sooke) approve the proposed BAA Course “Care Economy Career Sampler 11”, effective September 2026.

b. BAA Course Proposal – Health Career Sampler 12 – Danielle Huculak and Brian Hotovy Pg. 31

That the Board of Education for School District #62 (Sooke) approve the proposed BAA Course “Health Career Sampler 12”, effective September 2026.

5. NEW BUSINESS (attached)

a. International Student Program Update – Laura Schwertfeger Pg. 43

6. REVIEW OF POLICIES/REGULATIONS (attached)

a. Draft Revised Policy and Regulations C-114 “Sanctuary Schools” – D’Arcy Deacon Pg. 44

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-114 “Sanctuary Schools”.

7. FOR INFORMATION

a. Research Project Approval – Paul Block Pg. 48

“Empowering Young Canadians in the Smart Device Era: A Privacy-by-Design Research and Public Engagement Initiative” – Dr. Ajay Shrestha, VIU



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8. FOR FUTURE MEETINGS

9. ADJOURNMENT AND NEXT MEETING DATE: Dec. 2, 2025



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office**

October 7, 2025 – 6:00 p.m.

Present: Cendra Beaton, Trustee (Chair)
Trudy Spiller, Trustee (Committee member)
Allison Watson, Trustee (Committee member)
Dana Savage, CUPE
Tim Hamblin, CUPE
Amanda Culver, STA
Corrinne Kosik, SPVPA
Ash Senini, SPEAC
Paul Block, Superintendent/CEO
D'Arcy Deacon, Associate Superintendent

Guest: Denise Wehner – District Principal – Curriculum Transformation

Regrets: Vanessa White - Acting Associate Superintendent

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

With gratitude and respect, we acknowledge that we live, learn, and work on the traditional territories of the Coast Salish: T'Sou-ke Nation, SCÍÁNEW (Beecher Bay) Nation, and the Nuu-chah-nulth: Paaʔčiidʔath (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEL (Malahat) Nation, and the Ləkʷəŋən peoples of Songhees and Esquimalt Nations.

2. Opening Remarks from Chair Cendra Beaton

Chair Beaton recognized committee appointments with herself as chair and including Trustees Allison Watson and Trudy Spiller as committee representatives. Chair Beaton recognized important days in the month of October, including custodial appreciation day, national teacher day, and autism awareness month.

3. COMMITTEE REPORT of Sept. 9, 2025 Education-Policy Committee meeting

The committee report for the September 9, 2025 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. BAA COURSE PROPOSALS

There were no BAA course proposals for this meeting.

5. NEW BUSINESS (attached)

a. K – 12 Literacy Plan – Denise Wehner, District Principal – Curriculum Transformation

District Principal of Curriculum, Denise Wehner, presented the K-12 Literacy plan to the committee. She outlined that the plan is inclusive and is rooted in equity. Key elements include:

- alignment with K - 12 literacy supports and the BC K - 4 English Language Arts progressions.

- Instruction is intentionally interconnected across reading, writing, and oral language.
- Universal screening K - 8 identifies students at risk and informs timely interventions.
- There are comprehensive and responsive assessment practices including diagnostics, regular data reviews, and ongoing progress monitoring.
- Professional learning and collaborative educator planning promotes consistent literacy instruction and improved student literacy achievement on classroom assessments.

District Principal Wehner highlighted a Sooke School District Literacy Reading Reels video and shared a short clip of the video with the committee.

Discussion ensued about the supports for staff through the implementation of this Literacy plan. This included questions about and confirmation of the implementation through French Immersion. All of the screening tools have been translated and developed into K - 8 screening tools. The discussion included understandings that the Ministry of Education and Childcare has mandated Kindergarten screening, and we are supporting in every way possible. The district has had an easy transition into this work because it has been in place since 2022. The committee expressed thanks and gratitude to District Principal Wehner for her presentation and all the work she is leading.

6. REVIEW OF POLICIES/REGULATIONS

- a. Draft Revised Policy and Regulations C-314 “Substance Use Prevention and Intervention” – Paul Block
Superintendent Block gave background on the policy and noted it has been out for motion since May of 2025. An explanation was given that engagement with a local consortium that reviewed similar policies from across the nation took place since that Notice of Motion and it was determined that further input from the committee was appropriate.

Superintendent Block outlined that the revisions to the policy focus on education and interventions that go beyond a traditional discipline model helping students understand the impact of their substance use.

The committee expressed positive feedback that the revisions include a trauma informed lens which is reflective of a shift in perspective.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-314 “Substance Use Prevention and Intervention”.

- b. Draft New Policy F-499 “Unexpected Health Emergencies” – Paul Block
Superintendent Block provided background on the draft new policy. On June 30th, the Minister of Education announced that districts will need to have a new policy in place by Jan. 1, 2026. The focus is on Automated External Defibrillators (AEDs) and naloxone kits in schools to support unexpected medical emergencies. AEDs must be in all secondary schools by Jan. 1, 2026 and the remaining

schools by Sept. 2026. The district is investigating various delivery systems for the naloxone kits; however, cost is a factor as school districts are not funded for the implementation of this policy.

This policy is also supported by training and guidance for staff in using this equipment during emergencies. The policy calls for this to only be in schools; however, the district will implement this in all sites to support staff in all areas. Suggested friendly amendment to ensure this is included in the language of the policy.

Discussion about the policy revolved around securing the AEDs and naloxone kits. The committee had questions about the placement of AEDs within schools and the number of naloxone kits. Superintendent Block answered questions about partnership with local community agencies for providing training and opportunities to reduce costs.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft new Policy F-499 “Unexpected Health Emergencies”.

7. **FOR INFORMATION**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** Nov. 4, 2025

Committee Info Note
Education-Policy Committee Meeting
Nov. 4, 2025

Agenda Items 4a: BAA Course Proposal – Care Economy Career Sampler 11
and 4b: BAA Course Proposal - Health Career Sampler 12

Issue

British Columbia is experiencing significant shortages in trained professionals across health care and other caring career sectors, including elder care, child-care, and community support services. Secondary students often lack exposure to these fields and do not fully understand the breadth of career pathways available. This gap limits their ability to make informed decisions about post-secondary education and employment opportunities in these high-demand areas.

Background

SD62 Career Education is committed to expanding career pathway opportunities for students in response to evolving labour market trends. Health care and caring careers are among the fastest-growing sectors in BC, offering strong employment prospects and a wide range of roles—from entry-level positions to advanced professional careers. The proposed courses support both provincial priorities and the district’s vision to prepare students for meaningful work and lifelong learning. To further this initiative, the Ministry is actively supporting the implementation of these courses through targeted grants and resources.

Analysis

The proposed BAA courses—SD64 Gulf Islands Care Economy Career Sampler 11 and SD79 Kamloops Health Career Sampler 12—are designed to:

- Introduce students to a wide range of careers in health care and caring professions
- Provide hands-on learning experiences and exposure to industry practices
- Help students assess their interest and aptitude for these pathways before committing to post-secondary programs
- Build foundational knowledge and employability skills that support success in future training or employment

These courses will also strengthen connections between secondary schools, post-secondary institutions, and community partners, creating a pipeline for students into high-demand fields. In developing these courses, we have consulted with School District 64 (Gulf Islands) and School District 73 (Kamloops) to align with best practices and ensure relevance to regional needs and opportunities.

Next Steps

- Seek Board approval for both BAA courses.
- Develop learning resources.
- Engage local health care and community organizations to support experiential learning opportunities.
- Communicate course availability to students and families for September 2026 enrollment.

Recommendations

That the Board of Education for School District #62 (Sooke) approve the proposed BAA Course “Care Economy Career Sampler 11”, effective September 2026.

That the Board of Education for School District #62 (Sooke) approve the proposed BAA Course “Health Career Sampler 12”, effective September 2026.

Prepared by:

Mike Huck, District Principal –
Pathways and Choice

Attachments:

- 2 BAA Course Proposals

SD62

Career Education

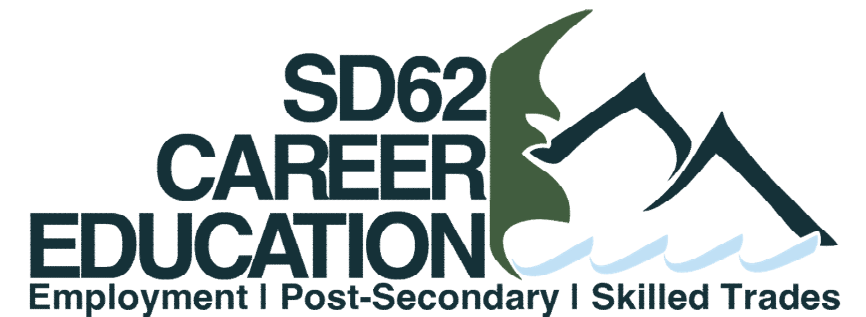
November 4, 2025



Presented by: Mike Huck, Brian Hotovy and
Danielle Huculak

Overview of Proposed BAA Courses Addressing Health and Caring Career Shortages

Presented to: SD62 Education Policy
Committee





Issue

Workforce Shortage

British Columbia faces a shortage of trained professionals in health and caring sectors.

Student Exposure Gap

Secondary students have limited exposure to health and caring career pathways.

Awareness Impact

Lack of career awareness prevents students from making informed education choices.

Community Well-being

Addressing shortages ensures workforce readiness for community health and support.



Background

Expanding Career Pathways

SD62 is expanding career pathways in response to changing labour market trends.

Growth in Health Care Careers

Health care and caring careers are rapidly growing sectors with vast opportunities.

Alignment with Priorities

Proposed courses support provincial priorities and the district's vision for lifelong learning.

Ministry Support

Targeted grants and resources from the Ministry support course implementation.

Analysis

Course Purpose

BAA courses introduce students to various health and caring profession careers with practical exposure.

Skill Development

Courses build foundational knowledge and employability skills for future education and work success.

Partnerships

Courses strengthen ties between schools, post-secondary institutions, and community partners.

Regional Relevance

Course development involved consultation with local school districts to align with regional needs.



CARE ECONOMY CAREER SAMPLER

Developed by SD 64 – Gulf Islands on January 8, 2024

4 credit grade 11 course with an estimated 120hrs of instruction

Synopsis

- Provides curricular competencies and content aimed at helping students understand the career requirements and opportunities within the Care Economy, specifically in Health Services.
- The Care Economy serves as an umbrella for a wide range of Health Services. It encompasses both paid and unpaid caregiving roles, including childcare, elder care, long-term care, allied health, education, and emergency response occupations.
- These careers represent the fastest growing economic sectors and feature many “in-demand” careers.



Big Ideas

... develop an understanding of...



Care Economy Career Sampler

HEALTH CAREER SAMPLER

Developed by SD 73 – Kamloops-Thompson on May 15, 2024

4 Credit Course Grade 12 course with an estimated 120hrs of instruction

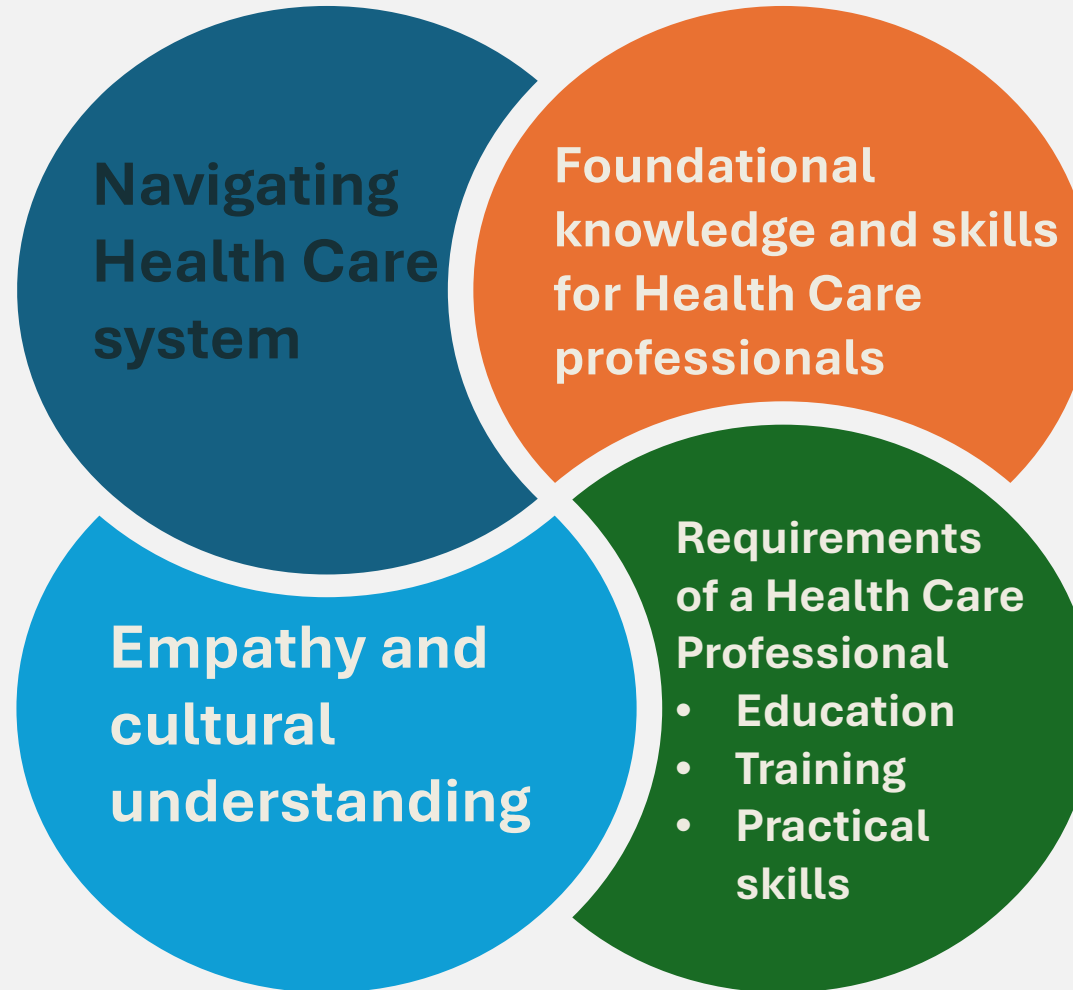
Synopsis

- Designed to help students build awareness and understanding of careers within the health care system, this course supports students in identifying their interests and skills as they explore future opportunities in health-related fields.
- Through guided activities and reflection, students will gain insight into the diverse roles available and begin to chart a path for further exploration and learning in the care economy.
- Emphasis will be placed on violence prevention, wellness, safety and Indigenous cultural safety.



Big Ideas

... develop an understanding of...



Health Career Sampler



Next Steps

Board Approval

Securing Board approval for both new BAA courses is a critical first step.

Resource Development

Develop comprehensive learning materials to support effective instruction.

Community Engagement

Partner with local health and community organizations for hands-on learning.

Communication and Enrollment

Provide clear information to students and families for successful enrollment.



Recommendations

Course Approval Request

Board approval is sought for new BAA courses starting September 2026. This enables course implementation in the district.

Addressing Workforce Shortages

Courses focus on critical workforce needs in health and care sectors. They prepare students for essential community roles.

Supporting Student Career Preparation

Programs help students gain skills for meaningful careers. They contribute to sustainable and vital community services.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority/Owner/Operator Name: School District #62 (Sooke)	School District/Independent School Authority/Owner/Operator Number (e.g. SD43, Authority #432, Owner/Operator #123): SD62
Developed by: Ryan Massey, Maggie Allison, Shari Hambrook	Date Developed: Sept 6, 2023 to January 8, 2024
School Name: SD62 Career Education Department	Principal's Name: Mike Huck
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority, Owner/Operator or Designate Approval Date:	Board/Authority Chair, Owner/Operator or Designate Signature:
Course Name: Care Economy Career Sampler	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority or Owner/Operator Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

None

Occupational Modules Explored in the Course:

- (1) Early Learning and Care/K-12 Educator
- (2) Life Skills Program Support/Education Assistant (both in school and community)
- (3) Emergency Response Careers (fire, paramedic, search, and rescue)
- (4) Health Care Assistant (elder care/support of vulnerable)
- (5) Allied Health Professions (practitioner, assistants, technicians)
- (6) Mental Health Support workers (counsellors, psychologists, social workers)

Goals and Rationale:

Career life development relies on the ongoing cycle of exploration, planning, reflecting, adapting, and personalizing one's education and life options. Students will actively learn this strategy along with the importance of well-being and self-care as means of sustaining careers in the Care Economy sector.

For students who possess a desire to help and serve others, they will learn the importance of recognizing diverse world views and how that enables understanding and opens pathways to inclusivity and accessibility in communities.

The rationale behind the Career Sampler course is for students in the BC graduation program to gain a greater understanding of the breadth and depth of opportunities about "in demand" careers in the Care Economy. Career development is recognized as one of the 3 pillars of the educated citizen in British Columbia. There is room in the Care Economy sector to employ workers with a wide range of interests, skills, and expertise. Through this course, students will be able to explore, plan, apply and reflect on the attributes, skills and awareness needed for a successful career in the Care Economy.

Students learn to define who they are by what they value. One value common to all occupations in this sector is "care for the vulnerable." Students will come to understand how their values impact choices and outcomes in all areas of their lives.

Recognizing and adopting a balanced approach to personal well-being requires ongoing self-management. This course offers students tools and resources to acquire skills and apply strategies that increase their ability to think and act independently. And it helps students build confidence and trust in their abilities to plan and achieve their career development goals.

Indigenous Worldviews and Perspectives:

- Student self-awareness, grounded in family origins, cultural background, place of origin, citizenship and other "identity markers," is encouraged. Self-expression and reflection will be recommended for students to be clear about their own thinking processes and transformations in their understanding.
- When referencing Indigenous content, learners will be given the chance to work with locally developed resources, data, and stories, including local knowledge keepers, wherever possible.
- Real-life connections, hands-on experiences and practical applications of concepts build personalized strengths-based, learner-centered education.

Local Context:

- The concepts introduced in this course will align with the SD64 Enhancement Agreement Goals, including a culture of care and respect, where all Indigenous learners feel a sense of belonging, learn about their culture, feel connected to local Indigenous communities and are well prepared for successful careers with the knowledge of post-secondary options, bursaries, scholarships, and funding. The course will have opportunities for learners to engage in and learn about local Indigenous content, culture, history and values through resources, guests, and activities that honor Aboriginal Worldviews and Perspectives.

Course Name: Care Economy	Career Sampler	BIG IDEAS		Grade: 11
Career life development includes ongoing cycles of exploring, planning, reflecting, adapting, and personalizing one's education, experiences, and options.	Well-being and self-care support excellence, learning, and competence sustaining careers in the Care Economy sector.	Awareness of diverse world views enables understanding of complex communities and opens pathways to inclusivity and accessibility.	The desire to help and serve others is a value shared by all occupations in the Care Economy sector.	Focused exploration and real-life connections with campuses, worksites and career programs lead to informed post-secondary choices.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Explore - Analyze internal and external factors that inform personal career-life choices for secondary and post-secondary planning, related to the Care Economy. - Recognize personal world views and perspectives, consider their influence on values, actions, and preferred futures as they relate to roles in the Care Economy. - Engage in research and empathetic observation to determine care or service opportunities and barriers. - Recognize the need for trauma-informed practice and support strategies when working with clients with historical, intergenerational, or current trauma. - Explore strategies for actively upholding healthy boundaries, mental health, and self-care. - Explore essential skills for roles in the Care Economy: thinking skills, collaboration, - Identify models used in the Care Economy to measure success when designing approaches and actions. - Explore existing, new, and emerging tools and technologies in the Care Economy sector. Plan - Plan multiple problem-solving strategies in real-life, applied, and conceptual situations. - Use applied design methods to understand problem solving and how to develop services and products for accessibility in the Care Economy.	<i>Students are expected to know the following:</i> Human Growth and Development - Human stages of physical growth and development as a means of understanding the people being served. - Human stages of brain development and social-emotional growth. Family Dynamics and Interpersonal Relationships Factors involved in interpersonal relationships, including roles, functions, and challenges. - Specific ACEs (Adverse Childhood Experiences) or challenges can be triggers; recognize early signs of escalating behaviour and learn to use intervention strategies. Grief and loss support for families, at the workplace, and in the community. Professional Communication Methods - The meaning of "professionalism." - Conflict resolution strategies. - Understand Codes of Ethics and Procedures, Policies & Regulations for each sector. Collaboration methods.

- Design **safety plans** for potentially unsafe situations that incorporate Trauma Informed Practice and WorkSafe Policies, including **return to work plans**.
- Create personal wellness plans to set **healthy boundaries**, understanding personal limits and respecting those of others within the context of a career.
- Develop plans for **respectful** and **effective communication**, understanding of the population you are working with.

Apply

- Apply **First Peoples'** perspective and knowledge, ways of knowing, and local knowledge to sources of information.
- Visit post-secondary institutions (virtually or in person) to investigate a range of **learning opportunities** in the Care Economy.
- Practice communication skills such as **mirroring**, asking open questions, paying attention to body positioning/assertiveness and eye contact/respect.
- Practice precautionary, **safe**, and **supportive interpersonal strategies** and **communications**, both face-to-face and digital.
- When working collaboratively, **demonstrate professional ethics, confidentiality, and practice situational delicacy**.
- Apply understanding of **implicit bias** to the topics you chose to prioritize, research, and discuss.
- Use scientific methods and analysis to understand, share and present information.

Reflect

- Observe who/what is missing or gets missed, then make room/**build capacity, diversity, inclusion**, and equity.
- Contemplate dual relationships, the potential or **felt dissonance** between your values and/or methods and those of another.
- Note signs of burnout, stressors, triggers in yourself and others to protect your **mental health**.
- Consider strategies for **managing stress**, taking note of benefits and limitations.
- Identify skills to support change and growth including ongoing communication with self.
- Critically reflect on **cultural sensitivity and etiquette** skills to develop specific plans to learn or refine them over time.
- Notice methods of communication, specifically barriers and strategies to **enhance clear messaging**.
- Think about the emotional, psychological, intellectual, social, spiritual, and physical dimensions of health and how they are all essential in managing personal wellbeing.

Understanding Populations

- **Trauma informed practice** & training (TIP).
- **Cultural awareness** - marginalized communities, Indigenous communities, histories, cultures and perspectives, **cultural appropriation**.
- Community supports that help overcome limitations & barriers for students, teachers & care workers (i.e. **MECC & MCFD**)
- Understanding the impacts of **implicit bias** & privilege in the sectors.
- The benefits of experiences through **volunteering**.

Personal Awareness and Self-regulation

- How passion for helping people can be channeled into a **vocation**.
- **Personal learning styles**, interests, preferred ways of learning and knowing can lead to success in studies and work performance.
- Understanding your roles and **responsibilities** as a worker in each sector; knowing where the **boundaries** of work begin and end.
- How to comply with **WorkSafe BC** regulations in the Care Economy for violence prevention, emotional and physical safety.
- Understand how injured workers are supported and returned to work through the healthcare system in BC.
- Specific injury prevention techniques for caregivers, including specific safety practices, use of **PPE** and body mechanics when working with patients.
- Techniques for **stress management, self-care & self-regulation** of emotions in a healthcare setting.

Pathways for Post-secondary and Continuing Education in the Care Economy

- Required and suggested secondary school courses for Career Economy pathway.
- Gain required **certifications** for a variety of Care Economy sectors.
- **Pathways and requirements** for entry into Care Economy sectors in BC (and Canada).
- Perform an internal check to see if you feel drawn to serve and help others. Is this your **vocation/calling**?
- Opportunities to make friends with Care Economy professionals in other countries.

Big Ideas – Elaborations

- Teachings will consider how **internal and external factors** inform personal **career-life choices** for secondary and post-secondary planning related to the Care Economy. These will be examined through the lenses of Explore, Plan, Apply, and Reflect.

Inquiry Question Sample:

- How do we bring our knowledge of our personal values together with what issues are important to you?
- In what ways do personal values and strengths align with career choices that address global challenges?

- Lessons will focus on the importance of **well-being** and self-care, healthy boundaries, professional communication, mental health, and support strategies which are the backbones to sustaining a career in the Care Economy.

Inquiry Question Sample:

- How can a person in the Care Economy understand themselves and unpack their own background, trauma, privileges and needs to be the one who cares?
- You are what you value. What components, strategies or inner-knowing does your self-care plan feature?

- Teachings will illuminate how personal **world views and perspectives** impact and influence values, actions, and preferred futures of workers in the Care Economy sector. Recognizing and appreciating different perspectives is key to both interpreting and creating communication.

Inquiry Question Sample:

- How have your personal worldviews & perspectives been nurtured through your own lived experience?
- What worldviews & perspectives are different to yours?
- In what way does understanding the lived experiences and worldviews of other people and cultures improve the ability to care?

- Teachings will help students examine their level of **commitment to serve others** by pursuing a career in the Care Economy. A strong commitment can be channeled into a **vocation**.

Inquiry Question Sample:

- What is the impact of engaging with your work at the level of a job, a career, or a calling (where one serves a cause or the greater good)?

- Activities will focus on exploration and the pursuit of **real-life connections** with mentors, in person visits to campuses, worksites and programs that lead to a fuller, deeper knowledge and understanding of pathways to careers in the Care Economy sector.

Inquiry Question Sample:

- In what ways does exposure to the community fill knowledge content gaps and open students to the world beyond the classroom?

Curricular Competencies – Elaborations

Explore

- **Internal factors** are those that you control, they come from within you. Internal factors are influenced by your feelings and thoughts. These can be positive or negative.
- **External factors** are those that stem from your surroundings. External factors may include expectations from your family, friends, cultural or gender stereotypes and family responsibilities.
- **Career life choices** - may include consideration of passions, preferences, strengths, education/work opportunities and well-being.
- **World view** - particular philosophies of life or conceptions of the world that underpin identity and the ways people interact with the world; for example, First Peoples, new immigrant, refugee, rural, urban, colonial, geocentric.
- **Perspectives** - attitudes of people according to their gender, race, sexual orientation and diverse abilities.
- **Research** - seeking knowledge from other people as experts, interviewing people involved, finding secondary sources and collective pools of knowledge in communities and collaborative atmospheres, learning the appropriate protocols for approaching local First Peoples communities.
- **Empathic Observation** - aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples' worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders.
- **Trauma Informed Practice** - is a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma. It emphasizes physical, psychological, and emotional safety for everyone, and creates opportunities for survivors to rebuild a sense of control and empowerment.
- **Support strategies** - recognize the signs and symptoms of trauma, integrate knowledge about trauma into procedures and practices, seek to actively resist re-traumatization by avoiding creating environments that inadvertently remind clients of their traumatic experiences and causes them to experience emotional and biological stress.
- **Healthy Boundaries** - understanding personal limits and rules we set for ourselves within work and personal relationships.
- **Mental Health** - emotional, psychological, and social well-being.
- **Self-care** - the practice of individuals looking after their own health using the knowledge and information available to them.
- **Essential Skills** for the workplace are foundational & transferable skills that are important for social interactions, literacy and numeracy.
- Types of **communication** - compassionate, accountable, empathic, responsible, assertive.
- **Models** - metrics used in the Care Economy to evaluate approaches and actions.
- **Tools and Technologies** are used in all care sectors for diagnostics, treatment, and accessibility purposes.

Plan

- **Problem solving strategies** - includes plans to assess behaviour and development.
- **Applied Design** - the phases of the design process, from inception to completion. Phases include understanding context, defining, ideating, prototyping, refining, making, and sharing.
- **Safety plans** - should focus on specific goals and objectives while minimizing key risk factors in care economy worksites.
- **Return to work plans** - through WorkSafe BC, are supported by many aspects of the care economy.
- **Healthy boundaries** - are an essential life skill, consisting of limits and rules we set for ourselves within relationships. They help us stand by values. Healthy boundaries allow the communication of wants and needs while also respecting those of others.
- **Respectful and effective** - avoid using personal characteristics unless relevant, use inclusive language and person-first construction, use preferred terms of clients.

Apply

- **First Peoples** - refers to the Indigenous people of Canada including, Metis, Inuit, and First Nations peoples. Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments.
- **Learning opportunities** - at post-secondary includes certificates, diplomas, degrees as well as opportunities to tour, shadow and/or take continuing education courses.
- **Mirroring** - is a therapeutic technique where you repeat back to a client, usually in your own words but sometimes word for word, the idea that has just been expressed. It can literally be as simple as: Client: "I felt hurt and confused." Therapist: "You felt hurt and confused." Use critical thinking as a tool to inform reasoning and decision making when communicating.
- **Professional ethics** include respectful, and safe interactions in diverse career-life environments.
- **Situational delicacy** - if you say that a situation or problem is of some delicacy, you mean that it is difficult to handle and needs careful and sensitive treatment.
- **Implicit bias** - is an unconscious association, belief, or attitude toward any social group. It is important to remember that implicit biases operate almost entirely on an unconscious level.

Reflect

- **Build capacity, diversity, and inclusion** - Explain how to make thoughtful choices and decisions considering the needs of self, others, and society.
- **Felt dissonance** - is inconsistency between the beliefs one holds or between one's actions and one's beliefs. Understand how various attitudes, values, world views and behaviours impact meaningful personal relationships.
- **Mental health support** - is accessible in all communities in BC. Many supports are targeted at students and care workers through the BC Government.
- **Stress** - has benefits and limitations. Stress management tools include addressing the physical, emotional, and spiritual self.
- **Cultural sensitivity** - means that you are aware and accepting of cultural differences. It implies that you withhold judgment of cross-cultural practices, and that you can deal effectively with these differences.
- **Etiquette** includes use of social media and the understanding that workers in the care economy are vetted and an individual's personal actions on social media carry over to their professional reputation. Students recognize the consequences of their own actions and biases.
- **Clear communication** - conflict resolution and team-building skills help to support change and growth including ongoing communication with self that leads to well-being.

Content – Elaborations

Human Growth and Development

- Each sector requires specific **knowledge of human development at different ages or stages**. i.e.: Childhood development, brain development, dementia or impacts of trauma.
- Social-emotional development includes the development of self or temperament and relationship to others or

attachment. ***Family Dynamics and Interpersonal Relationships***

- **Factors** that influence family dynamics (**roles & responsibilities**), may include distribution and use of resources within a family, as well as needs and wants of all family members.
- **ACEs** are **Adverse Childhood Experiences** and include **challenges** that may include economic, social, displacement, health, emotional experiences.
- **Grief and loss services** could include victim services, grief counselling, the local Hospice branch, or the religious community.

Professional Communication Methods

- **Professionalism in** communication includes learning to exchange information respectfully purposefully and actively.
- Recognizing and appreciating **different perspectives** is key to both interpreting and creating communication.
- Each sector has a provincial body upholding a **code of ethics and values**.
- **Collaboration** involves building and sustaining relationships, interacting and problem solving, ethically.

Understanding Populations

- **Populations** refers to a community of people grouped by, for example, geography, ethnicity, age, religion, or culture; understand how diverse Populations offer contributions to society.
- Understanding the impact of trauma is an important first step in becoming a compassionate and supportive community of care. **Trauma informed practice (TIP)** recognizes that people often have had many different types of traumas in their lives. Trauma survivors can be re-traumatized by well-meaning caregivers and community service providers.
- **Trauma Care** refers to the immediate care of physical injuries by a medical team.
- **Cultural appropriation** is defined as the use of a 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.
- **MECC** (Ministry of Education and Child Care) and **MCFD** (Ministry of Children and Family Development) support the well-being of children, youth, and families in British Columbia by providing services, such as child protection, counselling, foster care, medical, dental and learning supports that are accessible, inclusive, and culturally respectful.
- **Implicit bias** is a **bias** or **prejudice** that is present but not consciously held or recognized. The first step to becoming a culturally effective healthcare provider is to be able to recognize and mitigate your own **implicit biases**.
- **Volunteering** with a range of community events and activities, including health care facilities, develops employability skills and social relationships.

Content – Elaborations

Personal Awareness and Self-Regulation

- **Vocation:** a strong feeling of suitability for a particular career or occupation; understanding the difference between a job, vocation, or career.
- **Personal learning styles can be explored through [MyBlueprint.ca](https://myblueprint.ca) or other surveys.**
- **Responsibilities of employees** in a work environment are limited to the training and job descriptions specific to each Care Economy sector.
- Students learn to **recognize behaviours** which without intent may cause bodily harm. Understanding that not every individual who acts out can understand the potential outcomes of behaviour.
- **Caregivers:** parents, grandparents, early childhood educators, babysitters, youth workers
- **PPE** - Personal Protective Equipment differs by sector, i.e., gloves, safety glasses, face masks, hearing protection, appropriate shoes.
- **Practice self-care and stress management** through awareness, self-control, and self-reliance to achieve or maintain balance and health. Self-care is the practice of taking action to preserve or improve one's own health.

Pathways for Post-secondary and Continuing Education in the Care

- **Certifications** are short, intensive programs resulting in an official document attesting to level of achievement. (examples include Emergency First Aid, Class 5 Driver's license, Radio Operator's license)
- Using [MyBlueprint.ca](https://myblueprint.ca) of a similar platform, **pre-requisite courses and requirements** are outlined for each program at colleges and universities.
- **Vocation:** a strong feeling of suitability for a particular career or occupation; understanding the difference between a job, vocation, or career.

Recommended Instructional Components:

The instructional component of this course:

- Draws from and builds on prior knowledge, skills, and understandings.
- Using that knowledge base as a springboard, students will be stimulated to explore and follow their curiosity and interests.
- Is student-centred and meets the needs of diverse learners.
- Focused on developing the Curricular Competencies through the Content Outcomes
- Uses varied approaches, including both innovate and “tried and true.”
- Teachers and students will demonstrate a positive attitude towards learning by stretching themselves, taking risks, making mistakes.
- Perseverance will be rewarded and continually promoted by allowing time for difficult problems and revisiting scenarios.
- Values connections with field-expertise, including learning from Care Economy sector professionals.
- Supports a variety of learning styles.
- Utilizes First Peoples Principles of Learning
- Utilizes inquiry approaches, including problem-based, project-based and/or experiential learning.
- Builds skills, knowledge and understandings that are transferable to other contexts.
- Learners will be encouraged to reflect on and be clear about their own thinking processes and the transformations in their understanding.

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

The assessment component of this course:

- Is fair, transparent, meaningful, and responsive to all learners.
- Focuses on all areas of the curriculum model, Big Ideas, Curricular Competencies and Content.
- Provides ongoing descriptive feedback to students.
- Is timely, specific, and embedded in day-to-day instruction.
- Provides varied and multiple opportunities for students to demonstrate their learning.
- Promotes development of student self-assessment and goal setting for next steps.
- Allows for a collection of student work to be gathered over time to provide a full profile of the learner and knowledge gained.
- Communicates clearly to the learner and parents where the student is, what they are working towards, and the ways that learning can be supported.

Learning Resources:

Career exploration includes the three essential pillars of self-discovery, values, and hope. (Poehnell, G., Amundson, N., (2011) Hope-Filled Engagement. Richmond, BC.: Ergon Communications.)

The following is a non-comprehensive list of resources supporting exploration and deeper learning of the curricular competencies & content in career exploration related to the Care Economy. Ongoing opportunities for self-exploration, self-assessment and goal setting may happen at any point that seems appropriate for teachers and students during the learning process. A detailed list of resources and occupational profiles will be available as part of the Care Economy Sampler Course Guide.

- (Placeholder2) [WorkBC.ca - Plan a Career | WorkBC](#)
- Self-Assessment Strategies [-Microsoft Word - Supporting Self-Assessment.docx \(gov.bc.ca\)](#)
- Education Planner BC - [EducationPlannerBC](#)
- [My Guide Inside](#) – Knowing Myself and Understanding my World (Book III) by Christa Campsall & Kathy Marshall Emerson.
- WorkSafe BC - [Worker Orientation Checklist for Health Care | WorkSafeBC](#)
- [Accessibility and Inclusion Toolkit - Province of British Columbia \(gov.bc.ca\)](#)
- [First Peoples Principals of Learning](#)
- [Incorporating the First Peoples Principals of Learning in the Classroom](#)
- [How the Government of Canada is responding to the Truth & Reconciliation Commission's Calls to Action for Health](#)
- Implicit Bias Module Series by the Kirwan Institute for the study of Race and Ethnicity (2018). [Implicit Bias Module Series | Kirwan Institute \(osu.edu\)](#)
- [Understanding How Adverse Childhood Experiences \(ACEs\) Can Affect Children | HealthLink BC](#)
- Guest Speakers - [What the research says: Guest speakers in the classroom \(bctf.ca\)](#)
- *Hope Filled Engagement: New Possibilities in Life/Career Counselling* by Gray Poehnell & Norman E. Amundson (2011)

Additional Information:

This project would not have been possible without the energy, wisdom, and input from our stakeholder group of Subject Matter Experts. This group gathered in October for a day long World Café event where most of the content of this course was generated. They also vetted the draft framework document prior to submission.

Stakeholders:

Ellie Parks – Island Health (Social Worker)

Kate Martinez – private practice (Psychologist)

Kirsty Chalmers – Salt Spring Community Service (Counsellor)

Nicola Priestly - Camosun College (ELC)

Alex Purdy – Camosun College (Allied Health)

Tera Walsh – Island Health (HCA)

Cheryl Ruff – SD#64 (ECE Assistant)

Amy Dearden – SD#64 - (Early Learning Coordinator)

Rachel Moll – Vancouver Island University (Dean of Education)

Stacie Chappell – Vancouver Island University (Dean of Health and Human Services)

Deborah Roberts – Justice Institute/ BC Ambulance (EMR)

Jamie Holmes/Ella Baker – Salt Spring Fire Rescue (EMR)

Paul FitzZaland – Royal Canadian Marine Search and Rescue (EMR)



Board/Authority Authorized Course Framework Template

School District/Independent School Authority/Owner/Operator Name: School District #62 (Sooke)	School District/Independent School Authority/Owner/Operator Number (e.g. SD43, Authority #432, Owner/Operator #123): SD62
Developed by: Amrita Ollek	Date Developed: May 15, 2024
School Name: SD62 Career Education Department	Principal's Name: Mike Huck
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority, Owner/Operator or Designate Approval Date:	Board/Authority Chair, Owner/Operator or Designate Signature:
Course Name: Health Career Sampler	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority or Owner/Operator Prerequisite(s):

Science 10

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

This course is designed to provide students with an awareness and knowledge of careers in the health care system. Using various strategies, students will determine their interests and skills to construct pathways for future exploration in health-related careers. Emphasis will be placed on incorporating violence prevention, health, wellness, safety and Indigenous cultural safety and humility standards. Indigenous Ways of Learning and intercultural awareness are also key components of this course.

The course includes a mandatory Core Module with an additional eight modules, of which at least three are required to be taught. Each module is designed to be covered within 30 hours of instruction. The Core Module includes information that is important to all health-related careers.

Topics covered within the Core Module include:

- Cultural Safety and Humility Standards
- Empathetic Relationship Building
- Safety
- Ethical and Legal issues
- Health and Wellness
- Anatomy and Physiology
- Medical Terminology
- Medical Mathematics
- Pathways and Careers in Healthcare

The other modules contain content specific to a health career occupation. They include:

- Nursing
- Respiratory Therapy
- Health Care Aid
- Laboratory Services
- Diagnostic Medical Imaging
- Mental Health and Addiction
- Pharmacy Services
- Physical and Occupational Therapy

Educators are encouraged to structure the delivery of course content in a manner that best suits students' needs while ensuring students experience at least three health career occupation modules as well as the Core Module.

Goals and Rationale:

- Expand students' awareness and knowledge of in-demand careers within the public health care system.
- Present strategies for matching students' skills and interests to in-demand health careers.
- Link to and inform students about pathways for future health career study/exploration, such as work experience, dual credit, and postsecondary programming.
- Incorporate cultural safety and humility standards, violence prevention, health, wellness, and safety as core tenets.
- Ensure Indigenous ways of learning and access for Indigenous students are key considerations.

Aboriginal Worldviews and Perspectives:

- As with all BC curriculum, the First Peoples Principles of Learning will be embedded in the learning environment.
- Students will learn skills to build empathetic relationships in a health care environment.
- Understanding of the cultural safety and humility standards in health care educates students about the history of Indigenous peoples' experiences with health care. With this understanding, students will learn the importance of fostering humility, building trust and demonstrating respect for all clients of the health care system.
- Student learning can involve engagement with the land through education about traditional plant medicine and Indigenous perspectives on health and wellness. These experiential learning opportunities can be facilitated by an Elder or Knowledge Keeper of the local Indigenous community. Appropriate processes and protocols will be adhered to when inviting an Elder or Knowledge Keeper to participate in course activities.
- Emphasis on identity can be facilitated in learners engaging in personal inventories of their skills, interests, and strengths to explore health care career opportunities best suited to them.
- Storytelling is an integral part of learning and will be represented in students' experiences learning from professionals in health care and their stories. The sharing of experiences through class discussions and journaling will further facilitate the development of storytelling skills and self-reflection.

Course Name: Health Career Sampler

Grade: 12

BIG IDEAS

The health care system can be complex and challenging. Navigating the system often comes with cultural and social barriers.

Health care professionals have foundational knowledge and skills that span all health care careers.

Empathy and cultural understanding are essential skills for safe interactions in health care environments.

Careers in health care require various levels of education, training, and personal and practical skill sets.

Health care professionals are required to act in an ethical and confidential manner.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> ❖ Examine ➤ Identify risks and prevention/mitigation skills for unsafe practices or harmful situations in the health care environment for both health care workers as well as patients and their care givers ➤ Identify components for healthy lifestyles for all individuals taking into consideration the local context ➤ Identify and use appropriate anatomical and medical terminology, and metric systems for various practical applications ➤ Research the history of the cultural safety and humility standards for BC to develop an awareness as it pertains to health care in BC, and more specifically to the local region ❖ Interact ➤ Demonstrate skills for healthy and safe practice through interactions with peers as well as with community connections ➤ Apply understanding of learned knowledge and skills to simulated scenarios or case studies ➤ Practice the use of appropriate medical conventions for various practical applications ➤ Engage with the local communities to expand awareness of the cultures, in particular, local Indigenous cultures.	<i>Students are expected to know the following:</i> ❖ Personal career knowledge and skills development ➤ Strategies for building empathetic relationships ➤ Safety in health care • Violence prevention in the health care environment ➤ Health and wellness • Importance of health and wellness in health care • Components contributing to overall health and wellness for all individuals ➤ Basic human anatomy and physiology ➤ Basic medical terminology ➤ Basic medical mathematics ➤ Ethical and legal issues ❖ Connections with community ➤ Cultural safety and humility ➤ Intercultural awareness • Indigenous-specific content • Specific local cultural considerations

4* Experience > Investigate and explore a variety of practical exercises performed by various health care workers through: • Laboratory activities • Case Studies • Simulations • Virtual or in-person job shadowing > Synthesize and evaluate personal knowledge and skills and how they align with various health care professions. > Participate in a variety of learning opportunities that gives exposure to practical applications in health care > Critically analyze and evaluate health career information to identify bias 4* Share > Reflect on experiences in school and out of school, assess development of the Core Competencies, and share highlights of the learning journey > Outline flexible plans for careers in health care	4* Career-life planning > Pathways and careers in health care (choose 3 careers to explore in depth) • Nursing • Respiratory Therapy • Health Care Aid • Laboratory Services • Diagnostic Medical Imaging • Mental Health and Addiction • Pharmacy Services • Physical and Occupational Therapy
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Big Ideas – Elaborations

Curricular Competencies – Elaborations

- ❖ **Risks and prevention/mitigation skills**
 - Using case studies to understand safety and violence risks in health care
 - Prevention or mitigation of unsafe or harmful situations through professional training
- ❖ **Practical applications**
 - Measuring physical metrics and vital signs
 - Understanding of charting, creating patient assessments, moving patients, medication administration, interacting safely and empathetically with patients
 - CPR and/or First Aid courses, or other certifications
 - Skills specific to the careers that are explored more in-depth in the course
- ❖ **Community connections**
 - Provide multiple opportunities for students to engage with professionals in the community to learn practical skills, observe interactions of professionals with patients to identify professional and safe practice in a health care setting
- ❖ **Simulated scenarios or case studies**
 - Connecting with and using local post-secondary simulation labs, online videos, or creating scenarios through story and fictional medical scenarios for students to discuss research-informed practice from various health care perspectives
 - Case studies can also provide opportunities for in-depth discussion and learning
- ❖ **Awareness of culture**
 - Learn about the local cultures, specifically local Indigenous cultures, and then engage with members of the cultures to learn about their experiences in health care to better serve these communities
- ❖ **Personal knowledge and skills**
 - Personality and career surveys or personal reflection using journaling
- ❖ **Assess development of Core Competencies**
 - Communication, critical and creative thinking, and personal and social in relation to the learning in the course
 - Write reflections of job shadowing, mentorship experiences, volunteer or work placement experiences
- ❖ **Flexible plans**
 - Students will be able to map out detailed plans for careers in health care that aligns with their personal skills and well-being

Content – Elaborations

- ❖ Strategies for building **empathetic relationships** in health care: purpose, skills and outcomes
- ❖ **Safety**
 - Understanding safety of patients, personal safety, type of PPE, tools, and equipment available, ergonomics, protection against infectious diseases and response to emergency situations
 - Safety issues in health care and workplace injury prevention
 - Public health strategies for disease prevention
 - The role of health care in violence prevention
 - Recognizing signs of abuse
 - Skills to safely respond to escalating situations
- ❖ **Health and wellness**
 - Important for health care workers as role models in the health care system
 - Behaviours of health and wellness- exercise, nutrition, relationships, sleep habits, stress management, weight control
 - Perspectives- contrasting Western idea of health and wellness with the Indigenous perspective of health and wellness- use of the medicine wheel
 - Social determinants of health <https://thecanadianfacts.org/>
- ❖ **Basic anatomy and physiology**
 - Anatomical terms when referring to human anatomical positions, directions, or body planes, and body organization
 - Basic understanding of physiology of human body, diseases and disorders
- ❖ **Basic medical terminology**
 - Prefixes, suffixes, and common anatomy terms; additional terms related to patient status, disease, tools and equipment, procedures, tests, abbreviations, jargon
- ❖ **Basic medical mathematics**
 - Systems of measurement, common units of measurement, equivalent measurements used by health care workers, unit conversions as they relate to health care, and 24-hour clock. Medicine doses, temperature conversions, measurements for food. Mean, median, mode, BMI, and interpreting different types of graphs
- ❖ **Ethical and Legal issues**
 - Understanding and applying a code of ethics.
 - Steps for ethical decision-making.
 - Cultural diversity and ethical decision-making
 - Informed consent, scope of practice, malpractice, negligence, patient confidentiality, mandatory reporting, laws protecting patients, laws protecting health care workers
- ❖ **Cultural Safety and Humility**
 - Standards for BC- <https://www.fnha.ca/what-we-do/cultural-safety-and-humility>, <https://healthstandards.org/standard/cultural-safety-and-humility-standard/>, <https://nccdh.ca/resources/entry/british-columbia-cultural-safety-and-humility-standard>
 - Use of case studies to understand the need for these standards <https://www.fnha.ca/Documents/FNHA-Remembering-Keegan.pdf>

Content – Elaborations

- | |
|---|
| <ul style="list-style-type: none"> • . Intercultural awareness <ul style="list-style-type: none"> > Consult with Elders in the community to learn about plant medicine and how it affects different body systems; about rituals/ceremonies/ways of being for birth, health and wellness, and end of life > Understand local Indigenous traditional protocols or medicines that have been applied to a specific health science related issue > Understand the importance of Indigenous culture and preserving it > Understand family structure and communities in rural areas > Cultural appropriation vs cultural appreciation > Learn the words for key health care terms in the local language • . Pathways to careers in healthcare <ul style="list-style-type: none"> > Understanding recruitment and retention issues in the health care sector > Looking at health care career clusters, pathways, and ladders > Understanding education and credentials for various health care professions > Learning and practicing the practical skills for basic assessment in health care > Conducting career skills and interests' surveys > Job shadowing, mentorship programs, or volunteer work experience in health care facilities > Becoming an Indigenous Patient Navigator |
|---|

Recommended Instructional Components:

- Direct Instruction
- Demonstration and skills practice
- Guest speakers, Interviews
- Field trips, Job-shadowing, experiential learning activities
- Case Studies
- Simulations, Lab work
- Projects

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

- Students will participate in a variety of learning processes such as:
 - Journaling, self-assessment, class discussions and activities, lab activities, assignments, projects and presentations
 - Formative assessment practices that include descriptive feedback to support student learning
 - Triangulation of data that includes conversations, observations and products

Learning Resources:

- SD73 Health Career Sampler 12 Teacher Resource Guide
- Cultural Safety and Humility
 - *Cultural Safety and Humility: Video series*. (2024). BCCNM. Retrieved February 15, 2024, from https://www.bccnm.ca/Public/cultural_safety_humility/Pages/standard.aspx
 - *Cultural Safety and Humility Standard*. (2024). First Nations Health Authority. Retrieved February 16, 2024, from <https://www.fnha.ca/what-we-do/cultural-safety-and-humility>
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 - *REMEMBERING KEEGAN*. (2015, September 16). First Nations Health Authority. Retrieved February 23, 2024, from <https://www.fnha.ca/Documents/FNHA-Remembering-Keegan.pdf>
- Building Empathetic Relationships
 - Mercer, S. W., & Reynolds, W. J. (2022, October). Empathy and quality of care. *British Journal of General Practice*, 52, S9-S13. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1316134/pdf/12389763.pdf>
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- Safety in Health Care
 - *Health care & social services*. (2024, May 2). WorkSafeBC. <https://www.worksafebc.com/en/health-safety/industries/health-care-social-services>
 - *Patient safety*. (2023, September 11). World Health Organization (WHO). Retrieved February 22, 2024, from <https://www.who.int/news-room/fact-sheets/detail/patient-safety>
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 - *When Words Break Bones, Without Sticks and Stones: Lesson Plan*. (2018). Global Health Education and Learning Incubator at Harvard University. <http://repository.gheli.harvard.edu/repository/12241>
 - Winger, Dorothy, and Susan Blahnik. (2023). Chapter 2 Safety-A Priority for Health Science Workers. In *Introduction to Health Science*. 2nd ed., Tinley Park, Goodheart-Wilcox Publisher.

- **Health and Wellness**
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 - *ELDER/TRADITIONAL KNOWLEDGE KEEPERS (TKK) PROTOCOLS FOR SCHOOLS*. (n.d.). School District 73. Retrieved March 1, 2024, from <http://www.sd73.bc.ca/en/schools-programs/resources/Aboriginal-Education/Documents/Protocols-for-Elder-and-Traditional-Knowledge-Keepers.pdf>
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 - *Healthy Living*. (2024). BC Healthy Living Alliance | Working together to promote wellness and prevent chronic disease. Retrieved March 6, 2024, from <https://www.bchealthyliving.ca/>
- **Ethical and Legal Issues**
 - Future Doc. (2021, December 5). *The 4 Pillars of Medical Ethics*. YouTube. Retrieved February 27, 2024, from <https://youtu.be/1p8Z-K4LkxU?si=kAkMkfyld5Cy0SGL>
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- **Anatomy and Physiology**
 - CrashCourse. (2015, January 6). *Introduction to Anatomy & Physiology: Crash Course Anatomy & Physiology #1*. YouTube. Retrieved March 13, 2024, from <https://youtu.be/uBG12BujkPQ?si=fW1Q87oemjUmo-Lp>
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 - *Introduction to human body systems | Health and medicine*. (n.d.). Khan Academy. Retrieved March 13, 2024, from <https://www.khanacademy.org/science/health-and-medicine/human-anatomy-and-physiology>
 - Infinity Learn NEET. (2020, April 13). *Types of Diseases | Infectious Diseases | Disorders | Human Health and Disease*. YouTube. Retrieved March 13, 2024, from <https://youtu.be/8919Zm8Gi4U?si=kNr-uTq8N8o9xJ0v>
- **Medical Terminology**
 - Slyter, K. (2020, June 29). *Basic Medical Terms: 101 Terms Every Future Healthcare Pro Should Know*. Rasmussen University. Retrieved March 7, 2024, from <https://www.rasmussen.edu/degrees/health-sciences/blog/basic-medical-terms/>
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- **Medical Mathematics**
 - Simmers, L. M., Simmers-Nartker, K., & Simmers-Kobelak, S. (2018). Chapter 13 Medical Math. In *DHO Health Science Updated, Soft Cover* (8th ed.) (pp.338-360). Cengage Learning.
- **Pathways and Careers in Health Care**
 - BC Ministry of Education. (n.d.). *Career Zone: Health Care*. [Gov.bc.ca](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/career-and-skills/toolkit/careerzones/careerzone_health.pdf). Retrieved February 26, 2024, from https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/career-and-skills/toolkit/careerzones/careerzone_health.pdf
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 - WorkSafeBC. (2023, December 8). *For health care providers*. WorkSafeBC. Retrieved March 7, 2024, from <https://www.worksafebc.com/en/health-care-providers>
- **National Science Teachers Association (NSTA):**
 - Create an account and pay for membership. This provides access to case studies for numerous topics in science and particularly, ones related to health care, disease and other related topics to health care settings.
- **POGIL (Process Oriented Guided Inquiry Learning) activities** are also beneficial for developing critical thinking skills which are essential to many health care careers.

Additional Information:

- Charging a fee for the course provides funds for interactive learning software, field trips and/or CPR and First Aid training. Contact local Canadian Red Cross office for further information about training and certification. First Aid/CPR/Basic Life Support course is \$110.00. For Preventing Disease Transmission, there is an online course for \$20 through the Canadian Red Cross.



Committee Info Note
Education-Policy Committee Meeting
Nov. 4, 2025
Agenda Items 5a: International Programs & Services Update

Summary:

The International Student Program administrators will be providing an update to the Committee on current trends and demographics in the Program, structures and supports, and impact on community, and will be available to answer questions that the Committee may have.

Prepared by,

Laura Schwertfeger, District Principal –
International Programs and Services



**Committee Information Note
Education-Policy Committee Meeting**

November 4, 2025

**Agenda Item 6a – Draft Revised Policy and Regulations
C-114 “Sanctuary Schools”**

Policy and Regulations C-114 “Sanctuary Schools” were updated to align with the revised Policy C-112 “Ordinarily Resident” adopted by SD62 in 2025. These housekeeping changes clarify that all school-age children who are ordinarily resident in the district, regardless of immigration status, are entitled to admission. The updated regulations explicitly prohibit sharing personal information of students or families with federal immigration authorities unless legally required and restricts access to schools by Canada Border Services Agency (CBSA) officials unless mandated by law. These revisions ensure consistency with Policy C-112, which defines “ordinarily resident” and broadens eligibility for school admission.

These revisions reflect consideration and inclusion of relevant feedback from Education Policy committee partners, provided after initial discussion during the September 9th, 2025 Education policy committee meeting.

Overall, the update strengthens the district’s commitment to providing a safe, inclusive environment for all students, reflecting current legal standards and community values regarding access to education.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-114 “Sanctuary Schools”

Prepared by:

D’Arcy Deacon
Associate Superintendent

Attachments: Draft Revised Policy and Regulations C-114

Policy References:

Policy C-112 Ordinarily Resident
Regulation C-112 Ordinarily Resident

School District #62 (Sooke)

SANCTUARY SCHOOLS	No.: C-114
	Effective: May 28/24 Revised: Reviewed: Apr. 9/24; Apr. 30/24; May 28/24; Sept. 9/25; Nov. 4/25

SCHOOL BOARD POLICY

The Board of Education takes pride in its commitment to providing a safe and welcoming environment for all children and families who are ordinarily resident in the school district, including those with precarious immigration status or no immigration status.

All school age children who are ordinarily residents in the school district, including those with precarious immigration status or no immigration status in Canada, are entitled to admission in school. The personal information of enrolled students or their families shall not be shared with federal immigration authorities unless required by law. The Board shall not permit Canada Border Services Agency (CBSA) officials or immigration authorities to enter schools or district facilities unless required by law. All public-school employees and volunteers shall be informed of this policy, and it will be communicated to requisite stakeholders including immigrant communities.

Reference:
Policy C-112 Ordinarily Resident

School District #62 (Sooke)

SANCTUARY SCHOOLS	No.: C-114
	Effective: May 28/24 Revised: Reviewed: Apr. 9/24; Apr. 30/24; May 28/24; Nov 4/25

SCHOOL BOARD REGULATION

The Board will implement communication protocols and admission procedures in accordance with these requirements:

- ~~1. This policy and relevant provisions of the *School Act* will be communicated annually to all school administrators and school office staff. Such materials will also be prominently displayed in school offices, and on the district's website.~~
2. The Board will provide orientation and training for all staff regarding the policy to promote expertise and sensitivity **awareness** regarding the needs of students without immigration status in Canada.
- ~~3. A thorough communications plan will be developed to share this information in immigrant communities.~~
4. The appropriate instructions for staff and public information relevant materials concerning admission procedures will be revised to reflect the policy. Such revisions will also be included in all training and orientation programs for staff, and community agencies who have responsibilities in this area.
- ~~5. All student registration forms, including electronic databases, which refer to immigration status in Canada, will be deemed strictly confidential.~~
5. All student registration forms, including electronic databases, will provide clearly stated options for any family which does not wish to share proof of immigration status as a means of establishing that they are ordinarily resident in the area served by Sooke school district. **Students who are unable to share proof of immigration status as part of their registration documentation will not be denied enrolment in schools, provided they have satisfied the rest of the criteria to establish that they are ordinarily resident.**
6. Where there is a need to verify a student's name, home address, or date of arrival in Canada, and where the usual supporting documentation is not available, the Board and schools will accept a combination of other documents outlined in **Policy C-112 and related regulations.** ~~the Ministry of Education and Child Care's Eligibility of Students for Operating Grant Funding Policy.~~
7. **Student registration forms, including electronic databases, will include reference to School District #62 Policy C-114.**
- ~~8. Schools will continue to comply with current Ministry of Education requirements in the case of students for whom ELL funding claims are made but will not disseminate students' personal information.~~

8. ~~An independent or third party based complaints mechanism will be set up to hear from families who have been denied admission based on immigration status and appropriate accountability measures developed to ensure that no child who is ordinarily resident is turned away.~~

DRAFT



Permission to Conduct Non-Board-Initiated Research

Date of application	09/03/2025
Applicant's Name	Molly Campbell
Address	900 Fifth St, Nanaimo, BC, V9R 5S5
Phone Number(s)	
E-Mail Address	molly.campbell@viu.ca
Present Position	Project Personnel
SD62 Employee?	No
Affiliated institution or organization	Vancouver Island University
Name of facility supervisor (if applicable)	Ajay Shrestha
Title of study	"Empowering Young Canadians in the Smart Device Era: A Privacy-by-Design Research and Public Engagement Initiative"
Type of study	Academic Research
Requested date to start and anticipated end date	Start Date - September 3, 2025 End Date - October 31, 2025
Type of participants (i.e. student, parent, teacher, support staff)	Students
Any specific cohort focus	Students aged 16-18
Plan for recruitment to study	Online surveys for students
Specific location(s) of study	Participants recruitment online (MS Forms) We conduct the study at VIU
Data collection tools	MS Forms
Ethics approval, date and organization	July 7, 2025, Vancouver Island University Research Ethics Board (VIU REB)
Anticipated research completion date	03/31/2026
Once completed would you like to present your research to the Education-Policy Committee (15 min.)?	Yes ☒ No ☐
Would you prefer to present virtually or in-person?	Virtual ☒ In-Person ☐

E-mail to: Superintendent of Sooke School District: pblock@sd62.bc.ca or mail to Paul Block, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1

Academic Research Proposal

Study title: “Empowering Young Canadians in the Smart Device Era: A Privacy-by-Design Research and Public Engagement Initiative”

Principal Investigator: Dr. Ajay Shrestha, Vancouver Island University

Research Assistants: Molly Campbell, Yulia Bobkova, Trevor De Clark, Mohamad Sheikho Al Jasem, Vancouver Island University

This research aims to explore and better understand how young people (aged 16 to 24) perceive and manage privacy when using voice-enabled AI systems (e.g., Siri, Alexa). We hope to better understand their concerns, behaviors, and expectations regarding digital privacy. The insights gleaned from this study will inform the development of a privacy-by-design toolkit, tailored to the realities of young Canadians. This toolkit will offer practical guidelines and actionable recommendations for device manufacturers, educational institutions, policymakers, and families, fostering more transparent data practices and safeguarding personal information by default. This Project is funded by the Office of Privacy Commissioner of Canada (OPC) through its 2025-26 Contributions Program. The OPC's program supports research and public awareness initiatives that promote privacy protection in Canada.

This research is critically significant now due to the rapid integration of voice-AI into daily life and Canada's evolving privacy legislation, which heightens the need to understand youth preparedness for new digital policies. Focusing on Canada provides a crucial national perspective often overshadowed by US-centric research. The 16-24 age group is uniquely relevant as they are heavy technology adopters at a formative life stage, developing the digital literacy and privacy habits essential for their future roles as leaders and consumers, while also being old enough to provide informed consent for a study of this nature.

The primary instrument for this study is a digital survey. The intent of this survey is to quantitatively measure the attitudes, perceptions, and behaviors of Canadian youth regarding privacy in the context of voice-enabled AI systems. Participants will be recruited through Vancouver Island University channels, social media advertising, and partnerships with other Canadian educational institutions. Students will be directed to an online survey that they can complete at their convenience. The instructions and questions are presented transparently to the participants, as evidenced in the attached documents.

Confidentiality is the highest priority of this research. The survey is entirely anonymous, as no personally identifiable information such as name, student ID, or IP address is collected within the survey itself. To ensure this anonymity is maintained even with the optional incentive, the process for claiming the \$5 e-gift card is completely segregated; participants must provide an email address through a separate secondary form after they have completed the survey. All anonymous survey data downloaded from Microsoft Forms will be stored on a secure encrypted and password-protected storage system (VIU's OneDrive). All analysis of data is performed on a password protected VIU-owned computer. The results will be reported only in aggregate form (e.g., group

percentages), and any direct quotes will be attributed to a generic pseudonym. Upon completion of the study, research data will be securely destroyed in accordance with relevant guidelines and regulations. Electronic data stored on VIU's OneDrive will be permanently deleted using secure data sanitization methods. Any paper-based data will be shredded to maintain confidentiality. Consent forms, if applicable, will also be securely disposed of using the same methods. In compliance with the Office of the Privacy Commissioner (OPC) guidelines, project-related records must be retained for a minimum of six years after the project's completion, subject to audit and inspection by the OPC. Consequently, we will retain the data until March 31st, 2032, following the project's completion on March 31st, 2026.

The intended outcomes for this research include the publication of findings in peer-reviewed journals, presentations at academic conferences and the public release of a final report submitted to the Office of Privacy Commission of Canada.

Contact Information:**Molly Campbell**

Project Personnel

Email: molly.campbell@viu.ca

Phone:

Vancouver Island University

900 Fifth St, Nanaimo, BC V9R 5S5

September 3, 2025

Dr. Ajay Shrestha

Principal Researcher

Email: ajay.shrestha@viu.ca

Phone: (250)753-3245 x 2326

Vancouver Island University

900 Fifth St, Nanaimo, BC V9R 5S5

September 3, 2025