



Windsor Secondary School

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Mission Statement "LEARNING FOR SUCCESS"

At Windsor Secondary School we strive to treat each other with respect and dignity, appreciate diversity, actively pursue lifelong learning through different opportunities and value everyone's right to work and learn in a safe, supportive, challenging environment.

SELF EFFICACY COURSE – CHOICES PROGRAM

BIG IDEAS FOR SELF EFFICACY

Development of self-awareness is a lifelong practice	Knowledge of strengths and needs enables us to persevere	Recognizing differences allows us to consider the interdependence of people	Communication is an integral part of building and maintaining relationships	Decisions we make impact the world around us
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The Choices Program is designed to support students experiencing challenges with social/emotional or behaviour issues. Students receive assistance in recognizing and overcoming challenges that have caused barriers to their learning and have the opportunity to remain connected with, and belong to, their local school community. Tier 3 Choices Students have one scheduled block of support in their eight-block rotation. At the Gr. 10-12 level the course, Self Efficacy, provides students with 4 credits that count towards their graduation plan.

Eligibility criteria/referral procedures:

The Choices program is for students who have been identified through the School Based Resource Team process. Identified students have ongoing social/emotional/behaviour issues that are interfering with their attendance and academic progress. They may have a formal special education behaviour identification, but this is not a requirement for referral. Placement in the support block is evaluated at the end of every school year as the needs of students change at each grade level.

CURRICULAR COMPETENCIES

The Choices 8/9 and Self Efficacy 10-12 Courses explore the following curricular competencies:

Self-Awareness and Self-Management
Social Awareness and Interactions
Responsibility and Decision Making

COURSE CONTENT

Students are expected to know the following:

- *People feel and experience a variety of emotions*
- *How to identify emotions and the influence they have on daily living*
- *Self-regulation skills enhance ability to manage emotions*
- *Executive functioning skills promote daily success*
- *The brain is a complex organ linked to our behaviour and emotions*
- *Nutrition, sleep, and hygiene affect well-being*
- *There are multiple ways of communicating information, ideas, and opinions*
- *Functional, expressive and receptive communication skills*
- *Individuals are responsible for and accountable to themselves*

INSTRUCTIONAL COMPONENTS

The course content may be covered in a number of ways, including

- conversations with Choices staff (direct teaching, modeling, practicing of self advocacy, self-management, and executive function strategies)
- small group discussions
- group activities
- surveys for self-awareness
- IEP process/goal setting, tracking
- self-directed projects and activities around the core competencies

COURSE ASSESSMENT AND EVALUATION

Ongoing term assessment in Choices/Self Efficacy is measured through the following ways:

- Student engagement in program supports (pick-ups for school, in-class EA/BSW supports, regular Choices counsellor check-ins, opportunities for personal organization, goal setting and/or participation in IEP process, completion of academic work, self-advocacy and self-management skill building, etc.)
- Journaling, teacher anecdotal records/logs, completion of self-efficacy course materials/activities
- Mid and End of Term self/teacher assessments on the course content and competencies

TECHNOLOGY USE

- Classroom computers are for academic work – research, word processing, assignments, etc.
- Phones – may be used to listen to music if completing work at the same time or for short 5 minute breaks as agreed to with Choices staff, otherwise are to be out of sight/silent

ATTENDANCE

- ♦ Regular attendance in your Choices Block is required – if you are not here it is difficult to help and support you!
- ♦ If you are having difficulty attending school, the following supports may be implemented: texting or calling your cell phone in the morning, calling or emailing home, YEW pick-ups for school, attendance tracking, meetings with Choices staff (counsellor, teacher)
- ♦ Inconsistent attendance may also result in student/administrator/parent meetings or reprogramming out of a Choices support block

Student Name: _____ Student Signature: _____

Parent Signature: _____