



CHOICES PROGRAM

Choices 8/9 and Self Efficacy 10-12

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 elements in their life. 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 as needing support to be successful in their home school environment. Identified students have ongoing social/emotional/behavioural challenges that are impacting their attendance and academic progress. Some students already have a ministry 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
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*



- *My choices can 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 – games, outings, or other activities
- Self-evaluations/assessments at the beginning and end of semester
- Goal setting, may include participation in the IEP process
- Self Efficacy activities

Tutorial Time

Students should attend tutorial time in Choices if they are needing support to stay up to date in their school work, to check in with a staff member, or to have quiet start to their day.

COURSE ASSESSMENT AND EVALUATION

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

- Student engagement in program supports (in-class EA/BSW supports, regular Choices teacher/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.)
- Mid and End of Semester self/teacher assessments on the course content and competencies
- Engagement in outside services if applicable
- **Attendance is a key component of being successful in the Self Efficacy course as there are no assignments that can be completed at home**

TECHNOLOGY USE

- Classroom computers are for academic work – research, word processing, assignments, etc.
- Phones – may be used at lunch time, at all other times should be on silent and in a bag (including tutorial time)

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)



École Secondaire
Windsor
Secondary School

931 Broadview Drive
North Vancouver,
BC, V7H 2E9
604-903-3700

- Inconsistent attendance may also result in student/administrator/parent meetings or reprogramming out of a Choices support block

Student Name: _____ Student Signature: _____

Parent Signature: _____