



THE BOARD OF EDUCATION
School District # 33 (Chilliwack)
Regular Public Board Meeting
AGENDA

March 12, 2013
7:00 p.m.

	Pages
1. CALL TO ORDER - School District Office	
1.1 Call To Order	
1.1.1 Appointment of Acting Secretary-Treasurer	
1.2 Adoption of the Agenda (THAT the agenda be adopted as circulated.)	
1.3 Approval of Minutes (THAT the minutes of the February 26, 2013, meeting be approved as circulated.)	3 - 7
2. PUBLIC PRESENTATIONS/PARTICIPATION	
2.1 Public Participation (Items from the floor are limited to 5 minutes per speaker to a maximum of 30 minutes.)	
2.2 Technology Update 2013	8 - 8
3. ACTION ITEMS	
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3.2 Interim Implementation - Special Education Review Report	11 - 12
3.3 Policy 518 - Distribution of Information or Materials	13 - 17
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4. INFORMATION ITEMS

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- 4.2 Budget Consultation Process Update 58 - 59
- 4.3 BCSTA Report 60 - 60
- 4.4 Superintendent's Report 61 - 61
- 4.5 Trustee Reports
- 4.6 Meeting Summary 62 - 62
- 4.7 Future Board of Education Meeting Date

April 9, 2013, 7:00 pm - School District Office

5. SUPPLEMENTARY PUBLIC PARTICIPATION

(Limited to 5 minutes per speaker on questions or comments pertaining to the evening's agenda.)

6. ADJOURNMENT

MINUTES OF THE REGULAR MEETING

**The Board of Education
School District #33 (Chilliwack)**

Date of Meeting: Tuesday, February 26, 2013

Location: School District Office

Members Present:

Chair (Acting)	Mr. W. Krahn
Vice-Chair (Acting)	Mrs. S. Dyck
Trustee	Mrs. H. Maahs
Trustee	Mr. D. McKay
Trustee	Mr. B. Neufeld
Trustee	Mrs. M. Wiens

Staff Present:

Superintendent	Ms. E. Novak
Assistant Superintendent	Mr. R. Arul-Pragasam
Executive Assistant	Mrs. K. Graham
Executive Assistant	Mrs. D. Dove

Members Absent:

Chair	Mrs. L. Piper
Secretary-Treasurer	Ms. M. Carradice

1. CALL TO ORDER - School District Office

1.1. Call To Order

The Board Chair (Acting) called the meeting to order at 7:00 p.m.

Appointment of Acting Secretary-Treasurer

049.13 Moved By: Trustee McKay
Seconded By: Trustee Neufeld

THAT the Board of Education for School District No. 33 (Chilliwack) appoint Mr. Rohan Arul-Pragasam as acting Secretary-Treasurer for the meeting of February 26, 2013, in the absence of the regular Secretary-Treasurer, Maureen Carradice.

CARRIED

1.2. Adoption of the Agenda

050.13 Moved By: Trustee Neufeld
Seconded By: Trustee Dyck

THAT the agenda be adopted as circulated.

Amendment to Agenda

Moved By: Trustee Maahs
Seconded By: Trustee Dyck

051.13 THAT Policy 222 – Board Committees be added to the agenda as action item 3.2.

CARRIED

In Favour: Dyck/Krahn/Maahs/Wiens

Opposed: McKay

050.13 Moved By: Trustee Neufeld
Seconded By: Trustee Dyck

THAT the agenda be adopted as amended.

CARRIED

1.3. Approval of Minutes

052.13 Moved By: Trustee McKay
Seconded By: Trustee Neufeld

THAT the minutes of the February 12, 2013, meeting be approved as circulated.

CARRIED

2. PUBLIC PRESENTATIONS/PARTICIPATION

2.1. Public Participation

Don Davis, Parent, on the following:

- Recommendations in the Special Education Review Report

3. ACTION ITEMS

3.1. Special Education Review Report

Dr. David Carter, consultant in special education, hired to lead the external review process regarding Special Education in the Chilliwack School District, presented a report on the Special Education Review.

053.13 Moved By: Trustee Neufeld
Seconded By: Trustee McKay

THAT the Board of Education receive the Special Education Review Report.

CARRIED

054.13 Moved By: Trustee Maahs
Seconded By: Trustee Wiens

THAT the Board of Education direct staff to bring back an implementation plan regarding the Special Education Review Report no later than May 28, 2013.

CARRIED

3.2. Policy 222 – Board Committees

055.13 Moved By: Trustee Dyck
Seconded By: Trustee Maahs

THAT the Board of Education approve the draft revised Policy 222 – Board Committees as presented.

CARRIED

In Favour: Dyck/Krahn/Maahs/Wiens

Opposed: McKay

Abstained: Neufeld

3.3. Amended 2013-2014 Operating Budget Development Consultation Process

Superintendent Novak presented a Decision Report regarding the amended 2013-2014 Operating Budget Development consultation process. It was agreed that the Public meeting be in conjunction with the DPAC meeting scheduled March 27, 2013, to serve both the needs of the parents and public. It was also agreed that the online public survey be available effective March 1, 2013.

056.13

Moved By: Trustee Dyck

Seconded By: Trustee McKay

THAT the Board of Education approve the amended Budget Timeline as presented.

CARRIED

3.4. 2013-2014 School Calendar Option

Superintendent Novak presented a Decision Report regarding the Calendar Option 2013-2014. While there was significant dialogue regarding an additional option which would include a two week Spring break, a satisfactory agreement could not be reached at this time to present a second option for the 2013-2014 school year.

A survey for public input regarding future calendar development will be online February 27, 2013.

057.13

Moved By: Trustee McKay

Seconded By: Trustee Neufeld

THAT the Board of Education approve the Local 2013-2014 School Calendar option to provide opportunity for employee, parent and public feedback.

CARRIED

3.5 Policy Development

058.13

Moved By: Trustee Maahs

Seconded By: Trustee Wiens

THAT the Board of Education (comply in our legislated responsibility) develop a policy pursuant to BCPSEA policy 95.6 Roles and Responsibilities and the Public Sector Employer's Act for exempt staff and non-unionized educators in regard to compensation, benefits and retirement.

CARRIED

In Favour: Dyck/Krahn/Maahs/Wiens

Opposed: Neufeld, McKay

4. INFORMATION ITEMS**4.1. Enrolment Projections**

Rohan Arul-Pragasam, Acting Secretary-Treasurer, provided information on the projected enrolments for the 2013-2014, 2014-2015, 2015-2016 school years. This information has been sent to the Ministry of Education as part of the budget planning process.

4.2. BCSTA Report

Trustee Neufeld provided information from the BCSTA Provincial Council.

4.3. Superintendent's Report

Superintendent Novak reported on the following:

- February 27 – Pink Shirt Day – encouraging anti-bullying awareness
- Engaging all Learners –
 - Middle School Site Visit – Teachers using technology to engage students in their learning

4.4. Trustee Reports

Trustee Wiens reported on the following:

- attended a Parent Meeting at MSMS
- attended the Pro-D event at RTCS
- tour of CSS construction site
- Yarrow Community School grand opening March 8, 2013
- FORD – Drive one for schools

Trustee Maahs reported on the following:

- attended Board Authority Authorized Courses Committee meeting
- chaired EPAC meeting
- tour of CSS construction site
- attended hot dog lunch at Cheam Elementary
- attended the Pro-D event at RTCS

Trustee Krahn reported on the following:

- attended Parent Meeting at MSMS
- attended the Boardroom 101 course in Vancouver
- tour of CSS construction site
- attended Chair/Vice Chair planning meetings
- attended SSS basketball games – SSS in the playoffs
- Yarrow Community School grand opening March 8, 2013

Trustee Dyck reported on the following:

- attended BCSTA Education Committee meeting
- CSS Hello/Goodbye event on March 2, 2013
- Yarrow Community School grand opening March 8, 2013
- attended Chair/Vice Chair planning meetings
- attended EPAC meeting

Trustee Neufeld reported on the following:

- attended PAC meeting at East Chilliwack Elementary
- East Chilliwack Elementary and F G Leary will have a fundraising program: FORD Motors – Drive one for your school
- tour of CSS construction site
- attended Healthier Community Plan implementation meeting

4.5. Meeting Summary**In-Camera Meeting – February 12, 2013**

Trustee: Silvia Dyck, Walter Krahn, Heather Maahs, Doug McKay, Barry Neufeld, Martha Wiens
 Regrets: Louise Piper

Staff: Evelyn Novak, Maureen Carradice, Rohan Arul-Pragasam, Janet Carroll, Kelli Graham, Donna Dove

1. Vice-Chair Coverage
2. BCPSEA Pre Representative Council Survey
3. 2013-2014 Local School Calendar Options

4.6. Future Board of Education Meeting Date

March 12, 2013, 7:00 pm - School District Office

5. SUPPLEMENTARY PUBLIC PARTICIPATION

Karen Jarvis, parent comment on the following:

- She observed a parent working hard to support her children with special needs along with support from Education Assistants
- Special Education Review Report – would like to see parents on the working committee as per Recommendation 2
- Requested the Board advocate for parents

Tracey Barnet, community member and parent, commented on the following:

- Special Education Review Report – Thank you for Dr. Carter's report, encouraged timely follow through and working together to meet the needs in Special Education as reported

Don Davis, parent, commented on the following:

- Special Education Review Report – Recommendation 2 – encouraged timely forming of working committee – concerned about length of time process has taken

6. ADJOURNMENT

059.13 Moved By: Trustee Dyck
 Seconded By: Trustee McKay

THAT the meeting be adjourned at 9:05 p.m.

CARRIED

 Board Chair

 Secretary-Treasurer

PRESENTATION

DATE: March 12, 2013
TO: Board of Education
FROM: Kirk Savage, Director of Instruction
RE: **TECHNOLOGY UPDATE 2013**

TECHNOLOGY UPDATE

Kirk Savage (Director of Instruction) will present an update to the Board of Education on the progress and impact of our Technology Integration Plan. An integral piece of our Strategic Plan; Technology Integration has been an important goal in our School District over the past number of years as we have worked towards the goal of **“Working and learning through the integration of appropriate technology”**.

Chilliwack School District partnered with IBM in 2009/2010 to review current practices in technology and provide recommendations. In the spring of 2011 implementation of the plan began. The presentation will provide the Board background to the plan, an update of progress to date, the impact of technology integration in schools, and next steps.

**BOARD OF EDUCATION
DECISION REPORT
March 12, 2013**

Item: 2013-2014 Local School Calendar

Prepared by: Evelyn Novak, Superintendent of Schools

BACKGROUND:

Following the Board of Education approval of the 2013-2014 Local School Calendar Option, at the February 26, 2013, Board Meeting, an online survey was conducted providing opportunity for employee and public feedback.






Attached is a summary of the results.

RECOMMENDATION:





THAT the Board of Education approve the 2013-2014 Local School Calendar as presented for the 2013-2014 school year.

2013-2014 Local School Calendar Survey Report



Please select the category that best describes your involvement in the Chilliwack School District.

Response	Chart	Percentage	Count
Parent		63%	377
Student		16%	94
Community Member		13%	79
Teacher		14%	86
Support Staff		12%	72
Principal or Vice-Principal		1%	5
Other Employee Group		0%	1
Total Responses			595

I have a child/children in (select all that apply).

Response	Chart	Percentage	Count
Elementary School		68%	404
Middle School		41%	242
Secondary School		13%	75
Not Applicable		17%	99
Total Responses			593

In planning for future calendars, would you be in favour of an additional 10 to 15 minutes added to each school day in order to provide for a two-week Spring break?

Response	Chart	Percentage	Count
Yes		79%	515
No		21%	134
Total Responses			649

**BOARD OF EDUCATION
DECISION REPORT
March 12, 2013**

Item: Special Education Review Report Interim Implementation Plan

Prepared by: Evelyn Novak, Superintendent of Schools

BACKGROUND INFORMATION:

The Board of Education received the Special Education Review Report at its February 26, 2013 Board Meeting. The Board directed staff to bring forward an implementation plan to the Board no later than May 28, 2013.

INTERIM IMPLEMENTATION PLAN:

The following are items being recommended by the Superintendent for the Board's consideration and approval for immediate action regarding the recommendations contained within the Special Education Review Report. A more comprehensive implementation plan will be presented to the Board no later than May 28, 2013.

1. **Recommendation 3** - Form the Special Education Review Working Committee and begin its work by mid- April, 2013. Membership may include:
 - i. The Superintendent of Schools (*ex officio*),
 - ii. The Director responsible for Student Services,
 - iii. The District Principal of Student Services (chair),
 - iv. Three school administration representatives (elementary, middle and secondary),
 - v. One representative for itinerant special education services,
 - vi. One representative for Education Assistant services,
 - vii. One representative for Resource Teacher/LAT services.

2. **Recommendation 7** - Following the formation of the Working Committee, a Student Services Advisory Committee will be formed prior to June 28, 2013. The Student Services Advisory Committee may include but is not be limited to:
 - i. District Principal/Director of Student Services (chair),
 - ii. a school Trustee
 - iii. several parent representatives (may include representatives for each of low incidence, autism, sensory impairment, learning disabilities, gifted, etc.)
 - iv. a representative from special education itinerant services (SLP, School Psychology, etc.)
 - v. a representative from the local principal/vice principal group
 - vi. a representative for the local pre-school/child development programs
 - vii. a representative from the Ministry primarily responsible for adult special education programs
 - viii. a representative from Community Living B.C.

3. **Recommendation 9** - Include in the Budget 2013/2014 considerations, the addition of an additional Educational Psychologist.

RECOMMENDATION:

THAT the Board approve the Special Education Review Report Interim Implementation Plan.

**BOARD OF EDUCATION
DECISION REPORT
March 12, 2013**

Item: Policy 518 – Distribution of Information or Materials

Prepared by: Evelyn Novak, Superintendent of School

Legal Reference: Section 2, Canadian Charter of Rights and Freedoms
Section 76, The BC School Act

BACKGROUND:

- Tuesday, October 30, 2012 The Board received summary information from the Superintendent regarding the distribution of consent forms and Gideon Bibles in Chilliwack School District Schools. The Board considered legal advice received from Harris & Company regarding Administrative Regulation 518 – Gideon Youth Testaments.
- November 13, 2012 Testaments. The Board deleted Administrative Regulation 518 – Gideon Youth Testaments. The Board directed administration by March 2013, to bring forward a policy recommendation regarding the Distribution of Information or Materials.
- January – March, 2013 The Superintendent consulted with the Education Policy Advisory Committee (students, DPAC, CTA, CUPE, management, CPVPA) with notification to member partners to provide feedback to the Superintendent by mid-February with any considerations for the development of the new policy. The Superintendent spoke with the Superintendent’s Council regarding considerations partner groups/members may have regarding the development of the new policy. The Superintendent consulted with the Aboriginal Education Advisory Committee and requested input and considerations members may have regarding the development of the new policy. The Superintendent received feedback from DPAC representatives regarding considerations for the new policy. The Superintendent met with Gideon representatives to hear considerations regarding the development of the new policy. The Gideon representatives were supportive of the considerations presented regarding the draft policy. The Superintendent received a petition from the First Avenue Church, with 455 responses supporting giving students the option of receiving a bible from the Gideons.

The Superintendent received a petition from the Chilliwack Alliance Church, with 380 responses, supporting giving students the option of receiving a Bible from the Gideons.

The Superintendent received a petition from the BC Humanist Association, with 403 total signatures (69 from Chilliwack), opposed to permitting the continued distribution of Gideon Bibles and other religious materials in Chilliwack Schools.

The draft Administrative Regulations are included for the Board's information.

RECOMMENDATION:

THAT the Board of Education approves Policy 518 – Distribution of Information or Materials.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**518
POLICY
DISTRIBUTION OF INFORMATION OR MATERIALS**

The Board of Education believes that all material and information distributed within or through Chilliwack School District schools shall be in the best interests of students. It is not incumbent upon schools to distribute material and information on behalf of for-profit individuals, groups or agencies. Recognized charitable organizations and other organizations having educational or community service attributes may be authorized by the Superintendent of Schools or the Superintendent's delegate to have information or materials distributed.

Cross Refs:

Adopted:
Reviewed:
Revised:

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

518.1

ADMINISTRATIVE REGULATION

Distribution of Information or Materials

1. All material and information distributed within or through schools shall be accurate and promote the goals of the district and school.
2. Recognized charitable organizations and other organizations having educational or community service attributes may apply, and be authorized by the Superintendent of Schools or the Superintendent's delegate to have information or materials distributed.
3. Any information presented to students in the schools by outside individuals, groups or agencies shall be reviewed and approved by the Superintendent of Schools or the Superintendent's delegate, prior to its distribution to students.
4. School staff shall ensure that all material and information is appropriate and approved by the Superintendent or the Superintendent's delegate prior to distribution. Any material and/or information that the Principal deems to be inappropriate for distribution shall not be distributed.
5. School principals may approve the posting in the schools of information which promotes or advertises the activities of groups which operate within that school community only where the activity is deemed to be in the best interest of students and/or the school community. Any such advertising material and/or activity shall not be of a political or partisan nature.
6. The Superintendent, at his/her discretion, may direct the principal to obtain signed parent/guardian consent forms prior to access to students and/or the distribution of information or materials. The following guidelines will apply:
 - i. The approved organization or person is responsible for providing to the principal sufficient quantities of consent forms, information or materials, but shall not distribute the consent forms, information or materials directly to students.
 - ii. Students will be provided a consent form to take home for parent/guardian written consent. The principal shall be responsible

for the distribution of consent forms, information or materials to the students.

- iii. All signed consent forms for access and/or distribution of information or materials will be retained at the school office for a full year.
- iv. Upon written consent by a parent or legal guardian, a student will receive the information or materials.

BOARD REPORT

DATE: March 12, 2013
TO: Board of Education
FROM: Heather Maahs, Trustee Representative (BAA Committee)
RE: **BOARD AUTHORITY AUTHORIZED (BAA) COURSES**

Rohan Arul-pragasam, Assistant Superintendent will present information on BAA courses: Health Services 12 and Trade Talk 12 as attached.

RECOMMENDATION:

THAT the Board of Education approve the Board Authority Authorized Courses (BAA) Health Services 12.

THAT the Board of Education approve the Board Authority Authorized Courses (BAA) Trade Talk 12.

Health Services 12

District Name: Chilliwack

District Number: #33

Developed by: Lynette Schramm and Ken Larsen

Date Developed: December 18th, 2012

School Name: G.W. Graham Middle-Secondary School

Principal's Name: Todd McLean

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: Health Services 12

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisites: Health Sciences 11 recommended

Special Training, Facilities, or Equipment Required: Teacher(s) should have some training in an area of Health Services, be familiar with the Health Services 11 curriculum, and be current on health protocols for first aid and resuscitation. Having the ability to certify students at some level is an asset. First aid training equipment such as manikins, AED trainers, oxygen, and other first aid supplies will be required. A classroom setting is appropriate.

Course Synopsis: This course is designed to educate students on the variety of possible careers in health services field. Students will learn first aid and injury treatment skills, athletic programming, nutrition, sports psychology, human anatomy and human physiology.

Rationale: This course is designed to build on the concepts learned in Health Services 11 and should have a broad range of appeal for students. For example:

- Academically inclined students who are interested in being doctors, nurses or other health professional, and want to learn some practical skills
- Athletic students who are interested in sport injuries and are looking for new ways to be involved with sports
- All students interested in learning about the possible careers paths in the fields of health services and athletics

Either way, students will learn skills that will help them immediately on their resume and in the workplace. Ultimately, it could enable students to lend a helping hand to someone in real life or even save someone's life.

Organizational Structure:

Unit	Title	Time
Unit 1	First Aid and CPR (CPR A certification)	20
Unit 2	Athletic Taping	20
Unit 3	Human Anatomy and Physiology	20
Unit 4	Sports Psychology	10
Unit 5	Sports Program Development	20
Unit 6	Nutrition	15
Unit 7	Professions and Practicum (new opportunities)	15
	Total Hours	120 hours

Curriculum Organizers:

Learning Outcomes are divided into four categories:

Skills

This course is focused on learning skills such as CPR, First Aid, Taping, etc. There will be a clearly defined set of skills that can be learned, practiced, and evaluated.

Knowledge

Where possible, knowledge will be demonstrated by doing skills. However, there are significant knowledge components to this course including new vocabulary and theory.

Judgment

Judgment is difficult to teach and assess, but very important in Health Services. Students will practice applying skills in different situations, and looking at difficult case studies.

Application

Throughout the course, there will be an emphasis on real-life applications, and how what they are learning would be used in a variety of workplaces and other situations.

Unit Descriptions:

Unit 1: First Aid and CPR **Time:** 20 hours

Students will demonstrate the ability to save someone's life and treat sports specific injuries through simulations. They will discuss the legal issues surrounding practicing first aid and CPR. Students will demonstrate basic resuscitation skills on a variety of different patients and circumstances. Students will become familiar with medical equipment such as automated external defibrillators, splints, slings, pocket masks, and a variety of first aid supplies. Although additional material will be taught, students will

receive CPR 'A' certification if they successfully demonstrate the required skills. This unit will focus on the review of skills learned in Health Services 11 and provide opportunities to learn more advanced first aid and lifesaving skills.

Learning Outcomes:

It is expected that students will:

Skills

Demonstrate:

- Activation of EMS
- Primary and Secondary Assessment
- Recognition and care for respiratory emergencies (asthma, hyperventilation, anaphylaxis, aspiration)
- Recognition and care of circulatory emergencies (shock, major bleeding, heart attack or angina, stroke or transient ischemic attack)
- Recognition and care of soft tissue injuries, including facial injuries and burns
- Recognition and care of abdominal and chest injuries
- Recognition and care of bone and joint injuries
- Recognition and care of head and spinal injuries
- Recognition and care of environmental emergencies (heat cramps, heat syncope, heat exhaustion, heat stroke, hypothermia, frost bite)
- Recognition and care of a seizure
- Recognition and care of a suspected poisoning
- Care of an unconscious patient
- Basic AED use
- One Rescuer CPR: adult
- Conscious Obstructed Airway: adult
- Unconscious Obstructed Airway: adult

Knowledge

- List the risk factors associated with cardio-vascular disease
- List safety precautions including personal protection and proper handling of equipment.
- List key signs and symptoms for above conditions
- Identify human anatomy and physiology as it applies to resuscitation and first aid
- Understand the purpose and function of an AED, supplemental oxygen, pocket mask, slings and splints.

Judgment

- Explain the legal issues surrounding providing first aid
- Understand the importance of self-protection
- Demonstrate appropriate decision-making in scenarios
- Demonstrate management over a situation, including direction of bystanders
- Demonstrate an understanding of the effects of a critical incident on patients, rescuers, and bystanders, as well as the potential consequences of an unsuccessful rescue.

Applications

- List jobs that require frequent resuscitation and first aid training
- List further training opportunities in resuscitation and first aid
- Describe what it might be like to perform these skills in real-life

Unit 2: Athletic Taping

Time: 20 hours

Students will demonstrate the ability to use proper athletic taping techniques in order to provide support to specific body parts and joints. These techniques will be used for both preventative and rehabilitative purposes (as taught in the SportMed BC taping course). This unit builds on the theory taught in the Sports Injury unit from Health Services 11 and provides students with further knowledge and the skills needed to treat such injuries

Learning Outcomes:

It is expected that students will:

Skills

Demonstrate:

- Proper assessment of a body part or joint
- Recognition of the need the tape job must address for the athlete
- Proper technique for taping various ankle injuries
- Proper techniques for taping various wrist injuries
- Proper techniques for taping various finger injuries
- Proper technique for taping shin splints
- Proper techniques for taping elbow injuries
- Proper techniques for taping various knee injuries
- Proper technique for taping the Achilles tendon
- Proper technique for taping for Plantar Fasciitis

Knowledge

- Explain the reasons for using the techniques listed above
- List possible problems associated with poor tape jobs
- Explain the differences between elastic and zinc oxide tape
- Identify human anatomy and physiology as it applies to taping

Judgment

- Understand the importance of self-protection while taping
- Demonstrate appropriate decision-making in scenarios
- Demonstrate management over a situation, including direction of bystanders

Applications

- List jobs that require training in athletic taping
- List further training opportunities in athletic taping
- Describe what it might be like to perform these skills in real-life

Unit 3: Human Anatomy and Physiology **Time:** 20 hours

Students will learn about the anatomy of the human body, focusing on the muscular and skeletal systems. Students will learn about the physiology of muscle contractions,

muscle growth and repair, bone growth and repair, metabolic pathways and energy delivery systems, and cellular processes.

Learning Outcomes:

It is expected that students will:

Skills

Demonstrate

- Proper identification of the major muscles of the human body
- Proper identification of the major bones of the human body

Knowledge

- Explain the physiology of a muscle contraction
- Explain the process of muscle growth
- List the factors that affect muscle growth
- Explain the different energy delivery systems used by the body
- Explain the process of bone growth and repair
- Explain the cellular process involved with energy production

Judgment

- Understand the importance of the proper identification of body parts
- Understand the importance of immobilizing a broken bone

Applications

- List jobs that require extensive knowledge of human anatomy
- List jobs that require extensive knowledge of human physiology
- List further training opportunities in these areas

Unit 4: Sports Psychology Time: 10 hours

Students will be introduced to the concept of sports psychology and how it affects athletic performance. This unit will cover topics such as psychological skills training, barriers to mental performance, techniques to improve performance, the use of imagery, and the importance of self-confidence.

Learning Outcomes:

It is expected that students will:

Skills

Demonstrate

- Different techniques used to reduce anxiety
- Using imagery to improve performance
- The application of strategies used to build self-confidence

Knowledge

- Three phases of a Psychological Skills Training program
- Importance of Psychological Skills Training
- Four stages of the stress process

- Mental barriers to physical performance
- Rationale for using imagery and visualization techniques
- Factors affecting the effectiveness of imagery
- Benefits of self-confidence and its influence on performance

Judgment

- Understand the importance of psychology in sports
- Identify factors affecting personal athletic performance
- Develop a personal plan for improving your focus and performance

Applications

- List jobs that require knowledge in sports psychology
- List further training opportunities dealing with sports psychology
- Describe what it might be like to use these skills in competition

Unit 5: Sports Program Development Time: 20 hours

This unit will build on the Fitness Theory unit from the Health Sciences 11 curriculum. Students will demonstrate an understanding of basic fitness principles, nutrition, exercise, etc. Students will learn how to properly structure general exercise programs as well as programs specific to various sports.

Learning Outcomes:

It is expected that students will:

Skills

Demonstrate

- The ability to apply fitness theory to specific program design
- The ability to identify safe protocol for fitness training
- The ability to properly structure both general and specific fitness programs

Knowledge

- Fitness Principles
- Components of Physical Fitness-muscular strength, muscular endurance, cardiorespiratory endurance, flexibility & body composition
- The role of exercise in specific populations (children, adolescents, seniors, athletes)
- Exercise Program design
- Periodization training for specific sports
- Identify human anatomy and physiology as it applies to fitness

Judgment

- Analyze a current issue in fitness theory
- Describe the concepts of aerobic capacity and anaerobic capacity & when you would train for each
- Provide examples of appropriate activities for specific sports

Applications

- List jobs that require fitness theory

- List further training opportunities in fitness theory
- Describe when this knowledge might be applied in real-life

Unit 6: Nutrition

Time: 15 hours

Students will learn the science of nutrition, focusing on the main nutrients and their roles in our bodies. Students will learn the benefits of proper nutrition as it relates to athletic performance and will be able to build appropriate meal plans. Students will learn about safe supplements, performance enhancing drugs, doping regulations, and other current issues in athletics.

Learning Outcomes:

It is expected that students will:

Skills

Demonstrate

- The ability to create and follow a proper meal plan
- The ability to evaluate the pros and cons of different diets in the media

Knowledge

- The basic nutrients and their roles within the body
- Components of a proper diet, including percentages of each nutrient
- The role of nutrition in creating health problems (diabetes, heart disease, etc.)
- Nutrition plan design
- Nutrition principles as they pertain to athletic performance
- List specific supplements and their proposed benefits and drawbacks

Judgment

- Analyze a current issue in nutrition
- Describe the concept of supplementation and when you would consider it
- Provide examples of appropriate supplements for specific sports

Applications

- List jobs that require knowledge of nutrition
- List further training opportunities in nutrition
- Describe when this knowledge might be applied in real-life

Unit 7: Intro to Professions

Time: 15 hours

Students will learn about different professions in Health Services. They will complete a mandatory practicum component where they will either job shadow, volunteer in a local health service, or be the trainer for a school team. Students will complete a project on a profession of their choice, where they will find out what it is like and what it takes to get there. Students will share their experiences with the class. Students will also learn from a few selected guest speakers throughout the course. Students will also take part in field trips to the Kinesiology Department at the University of the Fraser Valley to further learn about potential career paths in this field.

Learning Outcomes:

It is expected that students will:

Skills

- ❑ Share highlights of practicum experience with the rest of the class

Knowledge

- ❑ For at least one selected career, explain the training necessary to get there.
- ❑ Identify the key points from selected guest speakers

Judgment

- ❑ Demonstrate appropriate decision-making during practicum and application of skills where possible

Applications

- ❑ Complete a minimum of 15 hours in one or more real-life job situations or with a school team.

Guest Speaker/Practicum Options:

- | | | |
|----------------------|-------------------|---------------|
| ➤ Physiotherapist | ➤ Nurse | ➤ Recreation |
| ➤ Personal Trainer | ➤ Sports | ➤ Manager |
| ➤ Paramedic | ➤ Psychologist | ➤ Park Ranger |
| ➤ Firefighter | ➤ Lifeguard | ➤ WorkSafe BC |
| ➤ Army Medic | ➤ First Aid | ➤ Care Home |
| ➤ Doctor | ➤ Attendant | ➤ Educational |
| ➤ Dentist | ➤ Massage | ➤ Assistant |
| ➤ Chiropractor | ➤ Therapist | |
| ➤ Fitness Instructor | ➤ Yoga Instructor | |

Instructional Components:

The course will involve:

- Direct Instruction
- Multi-media Presentations
- Guided Practice
- Group Work
- Peer Teaching
- Independent Work
- Oral Presentations
- Peer Evaluation
- Field Trips
- Guest Speakers
- Volunteer Experience

Assessment:

1. Forty-five percent (45%) of the grade will be based on formative experiences. This included quality participation in practical sessions, completion of learning assignments and quizzes, attendance for guest speakers and field trips, and completion of volunteer hours.

2. Fifty-five percent (55%) of the grade will be based on summative evaluation. This includes both skill testing and written testing at the end of each unit. At the end of the course there will a final exam. The exam will have a written component and a practical component to give the students an opportunity to demonstrate the knowledge and skills they have acquired throughout the semester.

Type of Assessment	Category	Details	Weighting
Formative (45%)	Knowledge	Assignments/Quizzes	25
	Applications	Volunteer Hours	20
Summative (55%)	Skills/Judgment Knowledge	Unit Skill Testing	15
		Unit Written Tests	15
		Final Exam	25
		Total	100

Volunteer Hours/Project

Twenty percent (20%) of the grade will be based on the practicum experience chosen by the student.

Final Exam

Twenty-five percent (25%) of the grade will be based on a final exam.

Learning Resources:

The following standard-setting agencies will be relied upon for up-to-date and accurate information and resources:

Canadian Heart and Stroke Foundation

http://www.heartandstroke.com/site/c.ikiQLcMWJtE/b.3479403/k.BF78/Health_Information.htm

The Canadian Heart and Stroke Foundation maintains the most up to date information on both heart disease and stroke online. They are the standard setting agency for CPR and First Aid guidelines in Canada, but no longer publish their own manuals – leaving that to individual agencies such as the Red Cross and Lifesaving Society.

Canadian Red Cross

<http://www.redcross.ca/article.asp?id=000620&tid=021>

The Red Cross maintains most of their resources online because it is much easier to update that print resources. However, they publish a first aid manual creatively called the First Aid and CPR Manual that we would use as a resource. They also publish the best wilderness first aid resources, entitled Wilderness and Remote First Aid Manual.

BC Lifesaving Society

<http://www.lifesaving.bc.ca/node/355>

This is the agency that we will use for SFA and CPR certification cards. They publish the Canadian First Aid Manual and the Canadian CPR-HCP Manual.

They also have a comprehensive AED training program and we would use some of the instructor materials. Of course, the lifesaving society is the experts on water rescue, and we would use information from the Canadian Lifesaving Manual.

WorkSafe BC

<http://www2.worksafebc.com/Topics/FirstAid/Home.asp>

First aid regulations can be very specific in a workplace setting. All of the policies for WorkSafe BC are updated online, including information on WHMIS and MSD sheets. We will use the print resources from OFA training as a resource, entitled Occupational First Aid Manual.

Anaphylaxis Canada

<http://www.anaphylaxis.ca/>

Anaphylaxis Canada provides the most in-depth information on allergic reactions and the use of auto-injectors. They provide free auto-injector trainers to First Aid Instructors.

Canadian Diabetes Association

<http://www.anaphylaxis.ca/>

Canadian Diabetes Association provides the most in-depth information on diabetes and the use of glucometers.

SportMed BC

<http://www.sportmedbc.com/safetyOverview.php>

SportMed BC offers a program on sports first aid and one specifically on taping. The print resources that we would refer to are the Sports First Aid Manual and the Sports Taping Manual.

BCRPA

http://www.bcrpa.bc.ca/fitness_program/overview.htm

The BCRPA is the standard-setting agency for Fitness Theory. They have three approved manuals for the course, all of which are good resources. We would most likely use this one:

Isachsen, S. & Dr. Bill Luke Canadian Online Fitness Education Inc., Fitness Theory Manual

Other Reference Material

Here is a list of books that are all recommended by Sport Med BC. We may use some information from these sources.

<http://www.sportmedbc.com/booksAll.php>

The BC government maintains an excellent online searchable database of health information. This is where students can find information for assignments, etc.

<http://www.healthlinkbc.ca/>

Trade Talk 12

School District/Independent School Authority Name	Chilliwack School District
School District/Independent School Authority Number	# 33
Developed by	Heather M. Elliott
Date Developed	December 3, 2012
School Name	G.W. Graham Middle Secondary School
Principal's Name	Todd McLean
Superintendent Approval Date (for School Districts only)	
Superintendent Signature (for School Districts only)	
Board/Authority Approval Date	
Board/Authority Chair Signature	
Course Name	Trade Talk
Grade Level of Course	12
Number of Course Credits	4
Number of Hours of Instruction	120 hours
Prerequisite(s)	Gr. 11 Applied Skills Course Recommended

Special Training, Facilities or Equipment Required:

A classroom or seminar space would be necessary, as well as contained closed off outdoor area for Forklift driver training. An industrial education shop environment would also be an asset. Within the seminar space a computer and projector with screen are mandatory.

The instructor must be certified in each of the Unit topics and carry certifications for each. (Some certifications require outside/ guest instruction to be provided to deliver the topic information safely)

Specific equipment required: Forklift, H2S Breathing apparatus, Pesticide handling equipment (gloves, breathing apparatus)

Course Synopsis:

Practical, hands on course that focuses on certificate training for job readiness post graduation.

Rationale:

This course is specifically designed to provide students with a variety of certificates to benefit them in their future careers. The course specifically focuses on trade related certificates that make students job ready upon graduation. This course will build upon skills that have been acquired through senior level applied skills courses. There is a unit connected to Graduation Transitions and further develops concepts such as interview skills, resume and cover letter writing as it relates to the Skilled Trades Industry. It differs in that students will receive certificate accreditation for each of the units that they complete that can be utilized for job readiness.

Note:

1. There are costs to students should they wish to complete the industry recognized certifications. However, students may still register and complete the course for 4 credits without incurred cost. Students may also select the certifications that they wish to pursue.
2. The expiration on Certificates varies. All certificates are valid for a minimum of two years from the date of certificate issue.
3. Age requirement – There is no age requirement for taking the course or for certification purposes. Work Safe BC does not have an age restriction to complete any of the certificates. However, we are recommending that students are at least 16 years of age.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	General Shop Safety (WHMIS/ Log out –Tag out)	10
Unit 2	Job Preparation & Grad Transitions	10
Unit 3	Propane Handling	8
Unit 4	Pesticide Handling	8
Unit 5	Dangerous Goods Transportation & Defensive Driving	8
Unit 6	Forklift Certificate Training	18
Unit 7	H2S Alive (Hydrogen Sulphide Training)	16
Unit 8	Confined Space Training	8
Unit 9	Non- Violent Crisis Intervention	16
Unit 10	First Aid and CPR Level C	18
	Total Hours	120 hours

Unit/Topic/Module Descriptions

Unit 1: General Shop Safety, WHMIS & Lock out- Tag out

SHOP SAFETY

- ❖ Safety Sense
- ❖ Ways of thinking
- ❖ Protecting yourself
- ❖ Protecting Others
- ❖ Tools and Materials
- ❖ House Keeping
- ❖ How to report accidents& injuries

Upon successful completion of this Unit students will be able to understand and respond appropriately to unsafe situations. They will be able to protect themselves and others and be responsible for cleaning and maintenance of shop environments.

- **Safety in the Workplace Certificate**
(School Based Certificate – No Fee)

WHMIS – Work Place Hazardous Materials Information System

- ❖ What is WHMIS?
- ❖ WHMIS labels / symbol Identification
- ❖ Material Safety Data Sheets
- ❖ Implementing WHMIS

Upon completion students will understand WHMIS and its benefits. Students will be able to identify labels and properly fill out MSDS sheets as well as properly implement a WHMIS program.

- **WHMIS Certificate**
- (Health Canada Certification - \$35.00)

Lock out-Tag out

- ❖ What is lock out- tag out
- ❖ Correct documentation and Certification
- ❖ Lock out checklists

Once students have completed this section of Unit #1 they will understand lock out-tag out, correctly be able to document and log broken equipment and complete checklist documentation for repair.

- **Lock out – Tag out Certificate**
- (School Base Certificate – No Fee)

SAFTEY CONSIDERATIONS:

This is a paper based unit. Curriculum will be delivered in the Seminar room. As stated above, this unit will ensure that students are “Shop Safety Ready” in order to proceed into the next units. **STUDENTS MUST SUCESSFULLY COMPLETE THIS UNIT.**

Unit 2: Job Preparation and Grad Transitions

Job Preparation

- ❖ Basic Skills – Aptitudes & Interests
- ❖ Planning- Resumes and Cover letters
- ❖ Interview Skills
- ❖ Ethics and Teamwork
- ❖ Personal Safety
- ❖ Grad Transitions Booklet (as designed by the Chilliwack school district)

Upon completion of this module students will have an up to date effective Resume and Cover letter. They will be prepared to enter the workforce with interview skills and job ready teamwork and ethics.

- (School Base Certificate – No Fee)

SAFETY CONSIDERATIONS:

This is a paper based unit. Curriculum will be delivered in the Seminar room.

Unit 3: Propane Handling

Propane Handling

- ❖ Legislative Requirements
- ❖ Characteristics of Propane
- ❖ How propane cylinders work
- ❖ Personal Protective equipment specific to propane
- ❖ Handling and Storage
- ❖ Emergency Response

Once students have completed this Unit, they will understand and be able to safely operate and refill propane tanks. Demonstrate safe storage and appropriate handling equipment.

- **Propane Handling Certificate**
- (Canadian Propane Association Certification - \$80.00)

SAFETY CONSIDERATIONS:

A portion of this unit will be delivered through paper and online resources/materials. As well, students will participate in hands-on activities relating to storage and handling of 30gallon (BBQ size) propane tanks in a controlled environment. Curriculum will be delivered in both the Seminar and Shop Classrooms.

Unit 4: Dangerous Goods & Defensive Driving

Dangerous Goods Transportation

- ❖ Handling Dangerous Goods

- ❖ Offering for transportation of dangerous goods
- ❖ Transporting Dangerous Goods

Students will successfully be able to demonstrate appropriate and safe handling techniques, storage and delivery of Dangerous goods. They will have a good understanding of the liability issues of dangerous good and the correct procedures for properly meeting government regulations for the transport of dangerous goods upon completion of this unit.

- **Dangerous Goods Transportation Certificate**
- (Global Hazmat Inc. Certification - \$40.00)

SAFTEY CONSIDERATIONS:

- A portion of this unit will be delivered through paper and online resources/materials. As well, students will participate in hands-on activities relating to safe handling of items such as Oxygen Acetylene and Argon tanks used for welding in the school Metal Fabrication Shop. The “Dangerous Goods” are pre-existing in the school shop environment.

Defensive Driving

- ❖ Principles and Foundations
- ❖ The Driver
- ❖ Intersections
- ❖ Passing
- ❖ The Vehicle
- ❖ Winter driving

After the completion of this unit all students will have a clear understanding of safe defensive driving strategies above and beyond the driving permit. They will be able to avoid and prevent accidents when driving on and off the job.

- **Defensive Driving Certificate**
- (School Based Certificate – No Fee)

SAFTEY CONSIDERATIONS:

This portion of the unit is video demonstration and scenario based learning. Curriculum will be delivered in the Seminar room.

Unit 5: Pesticide Handling

Pesticide Handling

- ❖ Pesticide Labelling
- ❖ Safe Handling Practices
- ❖ Equipment Calibration
- ❖ Integrated pest management

Students who complete this unit will fully comprehend and safely be able to handle pesticides. Thoroughly understand labels and equipment used in pesticide management.

- **Pesticide Handling Certificate**

- (BC Ministry of Environment – Integrated Pest Management Certificate - \$90.00)

SAFTEY CONSIDERATIONS:

This is a paper based unit. Curriculum will be delivered in the Seminar room. There is a combination of video and online resources/materials. There will be some pesticide free equipment handling demonstrations.

Unit 6: Forklift Certification

Forklift Certificate

- ❖ Regulations
- ❖ Company Policies
- ❖ Types of lift Trucks
- ❖ Main parts of lift trucks
- ❖ Safety
- ❖ Operation
- ❖ Fuel Types and Batteries
- ❖ Practical Driving

Students will identify the different types of forklifts and be able to label major parts of lift trucks. They will understand and be able to maintain equipment. Students will safely operate a lift truck in a variety of different operations and obstacles. Practical hours on forklift will be completed as well to allow for certification.

- **Forklift Driving Certificate**
(DGS Canada Certification - \$260.00)

SAFTEY CONSIDERATIONS:

This is a combination of paper based curriculum as well as practical applications. Students will have the opportunity to drive a forklift under guided supervision of a licenced instructor. The forklift being used will be provided by the School District Maintenance Department. This is a joint venture as district staff will be recertifying while students are certifying for the first time.

Unit 7: H2S Alive – Hydrogen Sulphide Training

H2S Alive

- ❖ Properties
- ❖ Locations
- ❖ Health Hazards
- ❖ Initial Response Strategy
- ❖ Breathing Apparatus
- ❖ Dedication Tube Devices
- ❖ Electronic Monitors
- ❖ Rescue Techniques
- ❖ CPR

Once students have completed this module they will successfully be able to identify the risks associated with hydrogen sulphide and how to handle them. Students will correctly use safety equipment including breathing apparatus. Students will be able to administer rescue techniques and CPR techniques.

- **H2S Certificate**
- (Enform Canada Certification - \$150.00)

SAFETY CONSIDERATIONS:

This is a paper based unit. Curriculum will be delivered in the Seminar room. Demonstrations and use of Breathing Apparatus and Safety Equipment will be performed.

Unit 8: Confined Spaces Training

Confined Spaces

- ❖ What is a confined space?
- ❖ How to safely enter
- ❖ Worker/Employer responsibilities
- ❖ Hazard Recognition & Prevention
- ❖ Safe work and Rescue Procedures

Students who have completed this module will be prepared to deal with and safely enter confined spaces. They will understand and recognize hazards and be able to prevent them. Safe working procedures and rescue techniques will be a main topic and focus area.

- **Confined Spaces Certificate**
(Worksafe BC / ACT First Safety - \$40.00)

SAFETY CONSIDERATIONS:

This is a paper based unit. Curriculum will be delivered in the Seminar room. Students will take part-in scenario based simulation training.

Unit 9: Non-Violent Crisis Intervention

Non-Violent Crisis Intervention

- ❖ Preventative Techniques (Personal Safety Techniques)
- ❖ Assessing Behaviour
- ❖ Physical Crisis Intervention (non-violent)
- ❖ Situational Role Playing & Post-intervention
- ❖ Care/Welfare/Safety and Security

This unit is all about the use of preventative techniques when handling crisis situations. Students upon successful completion will be able to assess behaviours and physical situations and handle in a non-violent safe way.

- **Non-Violent Crisis Intervention Certificate**
(CPI – Crisis Prevention Institute Inc. - \$35.00)

SAFTEY CONSIDERATIONS:

This is a paper based as well as hands-on unit. Curriculum will be delivered in the Seminar room.

Unit 10: First Aid and CPR Level C

First Aid

- ❖ Roles & Responsibilities
- ❖ Priority Action Approach
- ❖ Scene Assessment
- ❖ ABC Reassessment
- ❖ Minor soft tissue injuries
- ❖ Wound Assessment
- ❖ Completion of first Aid record
- ❖ Providing follow up care
- ❖ Referrals for Medical Aid
- ❖ Back Strains
- ❖ Burns
- ❖ Eye Injuries
- ❖ Respiratory & Circulatory Critical intervention
- ❖ Causes of airway obstruction
- ❖ AED's and CPR
- ❖ Respiratory and Circulatory arrest management
- ❖ Managing Critical interventions
- ❖ Shock
- ❖ Positioning a patient
- ❖ Bleeding emergency management
- ❖ Identification and management of Medical conditions
 - ✓ Asthma
 - ✓ Anaphylactic Shock
 - ✓ Chest Pain
 - ✓ Stroke
 - ✓ Diabetes
 - ✓ Seizures
 - ✓ Fainting

Level C – CPR

- ❖ Introduction to four R's of CPR
- ❖ Risk Factors
- ❖ Recognizing a Heart Attack
- ❖ Recognizing a Stroke
- ❖ React
- ❖ Resuscitate CPR – CAB-D
- ❖ Resuscitate Choking

Upon successfully completing this module, students will be certified in both Level 1 First Aid and CPR Level C. They will have the ability to assess injuries and medical emergencies and respond accordingly.

- **First Aid Level 1 Certificate and CPR Level C Certificate**
(St John's Ambulance Certification - \$90.00)

SAFTEY CONSIDERATIONS:

This is a paper and practical based unit. Curriculum will be delivered in the Seminar room. School First Aid Mannequins will be used for practical applications.

Assessment Component:

Formative Assessment: Approximately 70%

This portion of the evaluation component will focus on the overall evaluations of student progress within each unit throughout the duration of the whole course. Assessment of basic skills within each unit. This will be an ongoing process.

Summative Assessment: Approximately 30%

This portion of the assessment will focus on testing the students' knowledge specific to each module and at a level of quality that would result in the Certification for each Unit being given.

Resources:

The following standard-setting agencies will be relied upon for up to date and accurate information and resources.

1.) Work Safe BC

www.worksafebc.com

Occupational health and safety regulations can be very specific in workplace settings. Work safe BC provides up to date information on a variety of topics we will be covering including WHMIS, First Aid, Confined spaces and Forklift training. We will be using print materials for the WHMIS training entitled *WHMIS the Basics* and print resources from the Occupational First Aid training, entitled *Occupational First Aid Manual*.

2.) Health Canada

www.hc-sc.gc.ca/ewh-semt/occup-travail/whmis

Health Canada is the official national site for up to date information, training and reference materials regarding WHMIS (Workplace Hazardous Materials Information System)

3.) The Canadian Propane Association

www.propane.ca

The Canadian Propane Association provides the most up to date standards and meets current CAN/CSA –B149.2 Propane Handling and Storage Code. We will be using them as a reference for all materials relating the Propane Handling certification.

4.) Global Hazmat Inc.

www.globalhazmat.com

Global Hazmat provides Industry standard information and training for all Occupational health and Safety issues including the transport of Dangerous Goods Certification and regulations.

5.) BC Ministry of Environment

www.env.gov.bc.ca/epd/ipmp/index

The BC Ministry of Environment administers the BC integrated Pest Management Act and regulations, and provides the current standard for certification in B.C.

6.) Canada Safety Council

www.canadasafetycouncil.org/training/defensive-driving

This agency provides driver training curriculum with a 3 part collision prevention formula in a classroom setting. Emphasis is on Safety and prevention.

7.) DGS Canada

www.dgscanada.com

This is the agency we will use for our forklift certification and training. They provide detailed resources and training information.

8.) Enform- The Safety Association for Canada's Upstream Oil & Gas Industry

www.enform.ca

This association is the current standard for H2S Alive certification. The materials from this course are specifically designed with the Oil and Gas industry safety specifications in mind.

9.) Canadian Red Cross

www.redcross.ca

The Red Cross maintains most of their resources online because it is much easier to update than the print resources. They do publish a first aid manual called the *First Aid and CPR Manual* that we will use as a resource.

10.) Act First Safety

www.act.firstsafety.ca/training

This site provides in depth, detailed information and resource links for Confined spaces training.

11.) CPI – Crisis Prevention Institute

www.crisisprevention.com

CPI is the industry leader in providing information and training/facilitation for Non-violent Crisis intervention. We will be using their published work book entitled *Non – Violent Crisis Intervention (participant workbook)*

BOARD REPORT

DATE: March 12, 2013
TO: Board of Education
FROM: Heather Maahs, Chair, Education Policy Advisory Committee
RE: **EDUCATION POLICY ADVISORY COMMITTEE MEETING REPORT**

RECOMMENDATION:

THAT the Board of Education accept the Education Policy Advisory Committee Report of February 19, 2013.

Minutes



REPORT OF THE EDUCATION POLICY ADVISORY COMMITTEE

Meeting Held Tuesday February 19, 2013 - 7:00 p.m.
School District Office

Attendance:	Heather Maahs Silvia Dyck Clint Johnston Iain Gardiner Greg Nelmes Rohtash Mann Devinder Mann Lynda-Lee Saunier Rod Isaac Laura Dean	Trustee – Chair Trustee – Vice Chair CTA Rep CPVPA Rep CPVPA Rep Student – CSS DPAC Rep - CSS Management Group Rep CUPE Rep CUPE Rep
Regrets:	Dan Petek Maxine Prevost Brittany Clough Davin Hyde Kelsey Ablitt Gord Byers	CTA Rep Aboriginal Education Rep Student - GWG Student GWG Student – CSS DPAC
Staff:	Evelyn Novak Joanne Britton Susan Edgcombe	Superintendent Recorder (acting) Student Services

1. **CALL TO ORDER**

Chair Maahs called the meeting to order at 7:02 pm.

2. **APPROVAL OF AGENDA**

Mover: Laura Dean
Second: Rod Isaac

THAT is approved as circulated.

CARRIED

3. **APPROVAL OF MINUTES**

Mover: Greg Nelmes
Second: Davinder Mann

THAT the minutes of the January 15, 2013 meeting be approved as circulated.

CARRIED

4. **Policy 513 – Student Safety Equipment**

Superintendent Evelyn Novak updated the committee regarding consultation with the Chilliwack School District's Provincial Physical Education Liaison representative and the Ministry to ensure the policy considered other external regulations.

Moved: Rod Isaac

Seconded: Sylvia Dyck

THAT Policy 513 – be forwarded to the Board with the request that the Board approve the revised Policy 513 to replace 505 Mandatory Bicycle Helmet Use and 509 Skateboard and other Small Wheeled Vehicles.

CARRIED

5. **Policy 526 – Allergic Shock**

Susan Edgcombe, District Principle of Student Services, provided the committee with information regarding the policy's alignment with the Ministry of Education's 2007 Anaphylactic and Child Safety Framework.

Moved: Sylvia Dyck

Seconded: Davinder Mann

THAT Policy 526 – be submitted to the board for approval with the following revisions:

- Change the word "children" to "students" in the policy
- Change cross reference at bottom of page to reference the "BC Anaphylactic and Child Safety Framework"
- Include the link to the Ministry of Education website to view the BC Anaphylactic and Child Safety Framework

CARRIED

6. **Policy 506- Administering Medicines at School**

After discussion it was decided that the following actions would be requested:

- Take out non-prescription reference and put it in another location with another heading.
- Susan Edgcombe will contact the Public Health Nurse to clarify the districts relationship and responsibilities with that office.
- This Policy is to be added to the Agenda for the next meeting on April 16, 2013.

7. Policy 507 – Student Records

Susan Edgcombe, District Principal of Student Services, gave an overview of Special Education files in relation to Policy 507- Student Records.

Red Files: these files are confidential and held at the School District Office. Each student G4 file at the school has a card that states if there is a Red File at SDO. Parents can make an appointment to come and view the information in the Red File.

The Learning Assistance Teacher (LAT) at the school also has a confidential file for their students located in the LAT office with information that pertains to their work i.e. category, medical information.

After discussion it was determined that Policy 507 requires additional work. This policy will be revisited at the next meeting.

8. Adjournment

Moved: Greg Nelmes
Seconded: Lynda Lee Saunier

THAT the meeting be adjourned at 8:43 p.m.

CARRIED

NEXT MEETING

April 16, 2013
7:00pm
School District Office

BOARD REPORT

DATE: March 12, 2013
TO: Board of Education
FROM: Heather Maahs, Chair, Education Policy Advisory Committee
RE: **POLICY 513 – STUDENT SAFETY EQUIPMENT**

RECOMMENDATION:

THAT the Board of Education approve the revised Policy 513 – Student Safety Equipment.

THAT Policy 505 – Mandatory Bicycle Helmet Use and Policy 509 – Skateboard and other Small Wheeled Vehicles be deleted.

RATIONALE:

In reviewing Policy 513 – Student Safety Equipment, Policy 505 – Mandatory Bicycle Helmet Use and Policy 509 – Skateboard and Other Small Wheeled Vehicles the committee determined Policy 513 – Student Safety Equipment reflected the safety requirements; therefore, Policy 505 – Mandatory Bicycle Helmet Use and Policy 509 – Student Safety Equipment could be deleted.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**513
POLICY
Student Safety Equipment**

~~The Board considers the safety and security of the students and staff to be its paramount concern. In order to ensure the safety of students and staff while participating in Board sponsored activities or excursions, the Board expects that approved safety equipment be worn appropriate for the activity.~~

The Board is committed to ensuring the safety and security of students. In order to ensure the safety of students while participating in Board sponsored activities or excursions, the Board expects that approved safety equipment be worn appropriate for the activity, and that safe practices on the part of school personnel and students are followed.

Cross Refs: Board Policies 509 (P), 505 (P), 505.1 (AR)

Adopted: April 11, 1995
Reviewed:
Revised: February 22, 2005

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**505
POLICY
Mandatory Bicycle Helmet Use**

The Board considers the safety and security of the students and staff to be its paramount concern. In order to ensure the safety of students and staff while on Board sponsored bicycle trips (or at bicycle events), the Board requires all students and staff to provide and to wear an approved bicycle helmet while riding a bicycle.

Cross Refs: Board Policies 513 (P), 505.1 (AR)

Adopted: April 11, 1995
Reviewed: February 17, 2004
Revised:

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**509
POLICY
Skateboard and Other Small Wheeled Vehicles**

The Board considers the safety and security of students to be its paramount concern. The school principal must authorize the use of skateboards and other small wheeled vehicles (ie scooters, roller blades, land skis) during regular school hours. If the principal of a school authorizes the use of skateboards, and other small wheeled vehicles, such use must be confined to an area designated for that purpose. The use of helmets is required for the use of skateboards and other small wheel vehicles on school property.

Cross Refs: Board Policies 513 (P) Safety Equipment, 509 (P) Mandatory Bicycle Helmets Use

Adopted: April 11, 1995
Reviewed:
Revised: February 22, 2005

BOARD REPORT

DATE: March 12, 2013
TO: Board of Education
FROM: Heather Maahs, Chair, Education Policy Advisory Committee
RE: **POLICY 526 – ALLERGIC SHOCK (ANAPHYLAXIS)**

RECOMMENDATION:

THAT the Board of Education approve the revised Policy 526 – Allergic Shock (Anaphylaxis) as presented.

RATIONALE:

This housekeeping recommendation is to ensure our policy is updated and the School District is using current Ministry of Education practices.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**526
POLICY
Allergic Shock (Anaphylaxis)**

The Chilliwack School Board is responsible for providing a safe environment for the children-students in our schools. Whereas some children-students suffer from life-threatening allergic reactions, the Board expects that school administrators, teachers and support staff be informed and aware of the threat of allergic shock. They should know measures to reasonably avoid the allergens for affected children-students and be able to respond to an allergic reaction emergency.

Cross Refs: [Anaphylaxis Handbook](#) [BC Anaphylactic and Child Safety Framework](#)

Adopted: September 28, 1999
Reviewed:
Revised: April 26, 2005

STAFF REPORT

DATE: March 26, 2013
TO: Board of Education
FROM: Evelyn Novak, Superintendent
RE: 5 YEAR CAPITAL PLAN – ECHO REPORT

This time is provided for an update on the 5 Year Capital Plan – Echo Report from Superintendent Novak.



VIA EMAIL
Ref: 165905

February 28, 2013

Maureen Carradice
Secretary-Treasurer
School District No. 33 (Chilliwack)
8430 Cessna Dr
Chilliwack BC V2P 7K4
Email: maureen_carradice@sd33.bc.ca

Dear Maureen Carradice:

Re: 2012/13 Five-Year Capital Plan Echo Report

This letter is to acknowledge your Board of Education's submission of a Five-Year Capital Plan to the Ministry of Education and to advise that the Capital Management Branch has now completed its review of all capital project funding requests for 2012/13 – 2016/17.

Attached for your consideration is a copy of the 2012/13 Capital Plan Project Requests echo report, which provides the priority assigned by the Ministry to each requested project. These priorities are based on the criteria outlined for capital project submissions in the 2012/13 Five-Year Capital Plan Instructions.

Funding requests made for new space, renovation, or replacement projects, and supported by a Project Identification Report (PIR), are assigned either a High, Medium or Low priority by the Ministry. Otherwise, projects for which no PIR was provided will not receive a priority and instead will be marked as "NPIR". Requests for buses, building envelope remediation or mechanical upgrades will similarly be assigned one of the three priorities. Finally, other project requests that are eligible Annual Facility Grant expenditures will be identified as "A" in the echo report.

Please review these reports and notify your Planning Officer by March 15, 2013 of any incorrect or additional information related to specific projects or their ranking.

The 2012/13 Capital Plan submitted by the Board of Education will be considered by the Ministry as the approved capital plan required for the purposes of the *Local Government Act* and associated School Site Acquisition Charge Regulation, with regard to the setting of school site acquisition charges for eligible school districts.

.../2

**Ministry of
Education**

Resource Management
Division

Mailing Address:
PO BOX 9151 STN PROV GOVT
Victoria BC V8W 9H1
Telephone: (250) 356-7814
Facsimile: (250) 953-4985

Location:
5th Floor
620 Superior St
Victoria BC

Once again, thank you for the time and effort required to develop your 2012/13 Five-Year Capital Plan. We look forward to our continued work with District staff to address the capital needs of the School District.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "Doug Stewart". The signature is fluid and cursive, with a large initial "D" and "S".

Doug Stewart, Director
Capital Management Branch

Attachments

pc: Evelyn Novak, Superintendent of Schools
John Woycheshin, Regional Manager
Craig Harris, Planning Officer

FUNDING DEPARTMENT

Release 6.0.10
PRD01.WORLD & CHA

2012/2013 CAPITAL PLAN PROJECT REQUESTS

REQUEST YEARS: 2012/2013, 2013/2014, 2014/2015, 2015/2016, 2016/2017

DISTRICT: 33 Chilliwack

DIST RANK	PROJ NO	DIST REF NO	PROJECT TITLE	PRIORITY DIST	MIN	CAPITAL PLAN REQUEST	ESTIMATED TOTAL PROJECT COST
=====							
PROJECT TYPE: MINOR							
4	116097	33MEUP02	VEDDER MIDDLE SCHOOL MECHUP - MECHANICAL/ENERGY UPGRADE	H	H	1147608 C	1147608
5	116098	33MEUP01	TYSON ELEMENTARY MECHUP - MECHANICAL/ENERGY UPGRADE - TYSON ELEMENTARY SCHOOL	H	H	894709 C	894709
6	126548	33BUSREP 9331	N/A BUSREP - REPLACE US #9331 WITH 1-42 PASSENGER BUS	H	H	101794 C	101794
7	115952	33BUSREP 3330	N/A BUSREP - REPLACE US #3330 WITH 1-42 PASSENGER BUS	H	H	101794 C	101794
TOTAL MINOR REQUEST				4		===== 2245905	===== 2245905
TOTAL MINOR SUPPORTED				0		===== 0	===== 0

Note: Ministry priority "A" designates a project request that should be funded from AFG (Annual Facility Grant) and will not be considered for capital funding.
*** Denotes Ministry supported capital projects.

FUNDING DEPARTMENT

Release 6.0.10
PRD01.WORLD & CHA

2012/2013 CAPITAL PLAN PROJECT REQUESTS

REQUEST YEARS: 2012/2013, 2013/2014, 2014/2015, 2015/2016, 2016/2017

DISTRICT: 33 Chilliwack

DIST RANK	PROJ NO	DIST REF NO	PROJECT TITLE	PRIORITY DIST	MIN	CAPITAL PLAN REQUEST		ESTIMATED TOTAL PROJECT COST	
=====									
PROJECT TYPE: MAJOR									
1	114816	33ADD02	PROMONTORY HEIGHTS COMMUNITY ELEMENT ADD - PROMONTORY HEIGHTS ELEMENTARY ADDITION	H	H	3347378	B	3347378	
2	116473	33ADD03	SARDIS ELEMENTARY ADD - SARDIS ELEMENTARY ADDITION	H	H	3975999	B	3975999	
3	116472	33ADD05	GW GRAHAM MIDDLE SECONDARY ADD - G.W. GRAHAM MIDDLE / SECONDARY ADDITION	H	H	7215500	B	7215500	
8	116471	33ADD04	WATSON ELEMENTARY ADD - WATSON ELEMENTARY ADDITION	H	H	2783430	B	2783430	
9	116467	33ADD01	EVANS ELEMENTARY ADD - EVANS ELEMENTARY SCHOOL ADDITION	H	H	3073766	B	3073766	
10	116470	33SITEACQ 01	EASTERN HILLSIDES DEVELOPMENT AREA K TO NEW - EASTERN HILLSIDES DEVELOPMENT AREA NEW K TO 6 SCHOOL - SITE ACQUISITION	H	H	6015000	S	6015000	
11	116469	33SITEACQ 02	EASTERN HILLSIDES DEVELOPMENT AREA NEW NEW - EASTERN HILLSIDES DEVELOPMENT AREA NEW K TO 9 SCHOOL - SITE ACQUISITION	H	H	29253134	B	29253134	
TOTAL MAJOR REQUEST						7	=====	55664207	=====
TOTAL MAJOR SUPPORTED						0	=====	0	=====

Note: Ministry priority "A" designates a project request that should be funded from AFG (Annual Facility Grant) and will not be considered for capital funding.
*** Denotes Ministry supported capital projects.

FUNDING DEPARTMENT

Release 6.0.10
PRD01.WORLD & CHA

2012/2013 CAPITAL PLAN PROJECT REQUESTS

REQUEST YEARS: 2012/2013, 2013/2014, 2014/2015, 2015/2016, 2016/2017

DISTRICT: 33 Chilliwack

DIST RANK	PROJ NO	DIST REF NO	PROJECT TITLE	PRIORITY DIST	MIN	CAPITAL PLAN REQUEST	ESTIMATED TOTAL PROJECT COST
=====							
DISTRICT SUMMARY							
			TOTAL MINOR REQUESTS	4		2,245,905	2,245,905
			TOTAL MINOR SUPPORTED	0		0	0
			TOTAL MAJOR REQUESTS	7		55,664,207	55,664,207
			TOTAL MAJOR SUPPORTED	0		0	0
			TOTAL REQUESTED	11		57,910,112	57,910,112
			TOTAL SUPPORTED	0		0	0

Note: Ministry priority "A" designates a project request that should be funded from AFG (Annual Facility Grant) and will not be considered for capital funding.
*** Denotes Ministry supported capital projects.



CP2 - Five Year Capital Plan Summary

School District: 33 Chilliwack

Capital Plan Year: 2012/2013

Capital Plan Submission Date: 25- OCT- 2012

Existing Project Priority	School District No.	School District Reference No.	Project Title	Year One	Year Two	Year Three	Year Four	Year Five	Total Funding
1	114816	33ADD02	ADD - PROMONTORY HEIGHTS COMMUNITY ELEMENTARY PROMONTORY HEIGHTS ELEMENTARY ADDITION	\$3,347,378	\$0	\$0	\$0	\$0	\$3,347,378
2	116473	33ADD03	ADD - SARDIS ELEMENTARY SARDIS ELEMENTARY ADDITION	\$3,975,999	\$0	\$0	\$0	\$0	\$3,975,999
3	116472	33ADD05	ADD - GW GRAHAM MIDDLE SECONDARY G.W. GRAHAM MIDDLE / SECONDARY ADDITION	\$7,215,500	\$0	\$0	\$0	\$0	\$7,215,500
4	116097	33MEUP02	MECHUP - VEDDER MIDDLE SCHOOL MECHANICAL/ENERGY UPGRADE	\$1,147,608	\$0	\$0	\$0	\$0	\$1,147,608
5	116098	33MEUP01	MECHUP - TYSON ELEMENTARY MECHANICAL/ENERGY UPGRADE - TYSON ELEMENTARY SCHOOL	\$894,709	\$0	\$0	\$0	\$0	\$894,709
6	126548	33BUSREP9331	BUSREP - REPLACEMENT SCHOOL BUS REPLACE US #9331 WITH 1-42 PASSENGER BUS	\$101,794	\$0	\$0	\$0	\$0	\$101,794
7	115952	33BUSREP3330	BUSREP - REPLACEMENT SCHOOL BUS REPLACE US #3330 WITH 1-42 PASSENGER BUS	\$101,794	\$0	\$0	\$0	\$0	\$101,794
8	116471	33ADD04	ADD - WATSON ELEMENTARY WATSON ELEMENTARY ADDITION	\$0	\$2,783,430	\$0	\$0	\$0	\$2,783,430



CP2 - Five Year Capital Plan Summary

School District: 33 Chilliwack

Capital Plan Year: 2012/2013

Capital Plan Submission Date: 25- OCT- 2012

Existing Project Priority	Project No.	School District Reference No.	Project Title	Year One	Year Two	Year Three	Year Four	Year Five	Total Funding
9	116467	33ADD01	ADD - EVANS ELEMENTARY EVANS ELEMENTARY SCHOOL ADDITION	\$0	\$3,073,766	\$0	\$0	\$0	\$3,073,766
10	116470	33SITEACQ01	NEW - EASTERN HILLSIDES DEVELOPMENT AREA K TO 6 SCHOOL EASTERN HILLSIDES DEVELOPMENT AREA NEW K TO 6 SCHOOL - SITE ACQUISITION	\$0	\$6,015,000	\$0	\$0	\$0	\$6,015,000
11	116469	33SITEACQ02	NEW - EASTERN HILLSIDES DEVELOPMENT AREA NEW K TO 9 SCHOOL EASTERN HILLSIDES DEVELOPMENT AREA NEW K TO 9 SCHOOL - SITE ACQUISITION	\$0	\$12,015,000	\$517,048	\$16,721,086	\$0	\$29,253,134
Total:				\$16,784,782	\$23,887,196	\$517,048	\$16,721,086	\$0	\$57,910,112

STAFF REPORT

DATE: March 26, 2013
TO: Board of Education
FROM: Evelyn Novak, Superintendent
RE: BUDGET CONSULTATION PROCESS UPDATE

This time is provided for an update on the Budget Consultation Process from Superintendent Novak.



BUDGET CONSULTATION SURVEY 2013

The Board of Education is in the process of engaging all stakeholders in budget consultation to gather input into the development of the 2013-14 Annual Budget.

Members of the community are invited to attend the District Parent Advisory Council (DPAC) Meeting on Wednesday, March 27, 2013 at 7:00 pm at the School District Office to be a part of the budget consultation process.

In addition, please complete an online survey available on the school district website.

Thank you for your input!



BOARD REPORT

DATE: March 12, 2013
TO: Board of Education
FROM: Barry Neufeld, BCSTA Representative
RE: BC SCHOOL TRUSTEES' ASSOCIATION REPORT

This time is provided to discuss matters related to the British Columbia Trustees' Association (BCSTA).

STAFF REPORT

DATE: March 26, 2013
TO: Board of Education
FROM: Evelyn Novak, Superintendent
RE: SUPERINTENDENT'S REPORT

This time is provided for an informational update from Superintendent Novak.

MEETING SUMMARY

In-Camera Meeting – February 26, 2013

Trustees: Silvia Dyck, Walter Krahn, Heather Maahs, Doug McKay, Barry Neufeld, Martha Wiens

Regrets: Louise Piper, Maureen Carradice

Staff: Evelyn Novak, Rohan Arul-Pragasam, Janet Carroll, Donna Dove

1. Appointment of Acting Secretary-Treasurer
2. Exempt Staff Compensation Plan Report
3. Personnel
4. Human Resources Report
5. BCPSEA/Collective Bargaining