



**The Board of Education of  
School District No.5 (Southeast Kootenay)  
AGENDA - REGULAR PUBLIC MEETING**

March 12, 2019, 3:00 p.m.  
Fernie Learning Center

**Pages**

**1. COMMENCEMENT OF MEETING**

**1.1 Call to Order**

I want to acknowledge that we have gathered here in the Homelands of the Ktunaxa people.

**1.2 Consideration and Approval of Agenda**

M/S that the agenda for the regular public meeting of the Board of Education of March 12, 2019 be approved as [circulated / amended].

**1.3 Approval of the Minutes**

5

M/S that the minutes of the regular public meeting of the Board of Education of February 12, 2019 be approved as [circulated/amended].

**1.4 Receipt of Records of Closed Meetings**

11

M/S to accept the closed records of the in-camera meeting of the Board of Education of February 12, 2019.

**1.5 Business Arising from Previous Minutes**

**1.6 Receiving of Delegations/Presentations**

**1.6.1 19-20 Budget Input - Jaffray School PAC**

Linnaea Sandberg

## 2. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS

### 2.1 Advocacy/Education Committee

12

#### Recommendation A

*M/S that the Board approve BAA Courses Leadership 10, 11 and 12, Outdoor Leadership 10, Psychology 11 and 12, Tutoring 11 and 12 and Yearbook 10, 11 and 12.*

#### Recommendation B

*M/S that the Board approve the 2020/2021 calendar to be sent out for community consultation.*

M/S that the Board accept the report of the Advocacy/Education Committee.

### 2.2 Policy Committee

77

#### Recommendation A

*M/S that the Board of Education approve Revised 3.40 Learning Resources.*

#### Recommendation B

*M/S that the Board of Education approve Revised Policy 3.3 Medical Alert.*

#### Recommendation C

*M/S that the Board of Education approve Revised Policy 3.4 Administration of Prescription Medication.*

#### Recommendation D

*M/S that the Board of Education approve Revised Policy 7.1 Acceptable Use of Information and Communication Technology (ICT) and Technology Services.*

M/S that the Board accept the report of the Policy Committee.

### 2.3 Student Services Committee

99

M/S that the Board accept the report of the Student Services Committee.

**2.4 Finance/Operations/Personnel Committee**

102

**Recommendation A:**

*M/S that the Board authorize the Secretary Treasurer write a letter to the Transportation of Highways requesting that the 70 km speed limit on Hwy 3 east of Jaffray continue for an additional 2.5 km, and increase to 100 km after the Sand Creek Bridge.*

**Recommendation B:**

*M/S that the Board write a letter of support to the Ministry of Education asking them to amend the Area Standards to include a space at Mount Baker Secondary School designated for an Aboriginal Meeting place. Letter to be sent in a package with the past letters of correspondence.*

**Recommendation C:**

*M/S that the Board refer both letters from Robin Roszell, PAC Chair, regarding the custodial time and busing concerns at Frank J. Mitchell Elementary School to the Secretary Treasurer to investigate.*

M/S that the Board accept the report of the Finance/Operations/Personnel Committee.

**2.5 BCSTA /Provincial Council**

**2.6 Communications/Media Committee**

M/S to accept the report of the Communications/Media Committee.

**2.7 Mount Baker Secondary School Replacement Committee**

M/S to accept the report of the Mount Baker Secondary School Replacement Committee.

**2.8 Key City Theatre**

M/S to accept the report of the Key City Theatre.

**2.9 Legacy of Learning**

M/S to accept the Legacy of Learning report.

**2.10 Trustee Reports**

106

**3. SECRETARY TREASURER'S REPORT TO THE BOARD**

108

Reporting on (finances/budget, capital projects, facilities, operations/maintenance/transportation)

M/S that the Secretary Treasurer's report be accepted as presented.

**4. SUPERINTENDENT'S REPORT TO THE BOARD**

115

M/S that the Superintendent's Report to the Board of Education be accepted as presented.

**5. CHAIRPERSON'S REPORT**

**6. NEW BUSINESS**

**6.1 Business Arising from Delegations**

**6.2 MBSS School Field Trip to Japan**

126

M/S that the Board give final approval for the MBSS School Field Trip to Japan in March 2019.

**7. TRUSTEE BOUQUETS**

**8. ITEMS FOR INFORMATION/CORRESPONDENCE**

April 15/16, 2019 BCSTA Regional Leadership - Cranbrook Board Office.

April 25-28, 2019 BCSTA AGM - Vancouver

September 27-29, 2019 Kootenay Boundary Branch AGM - Location TBD

**9. QUESTION PERIOD**

**10. LATE ITEMS**

**11. ADJOURNMENT**

"What have we done at this meeting to help our students become more interested in school and to support them in their personal learning journey?"

M/S that the March 12, 2019 regular public meeting of the Board of Education adjourn at [time].





**The Board of Education of  
School District No.5 (Southeast Kootenay)**

**MINUTES - REGULAR PUBLIC MEETING**

**February 12, 2019, 3:00 p.m.  
Cranbrook Board Office**

**Present:**

Chairperson Lento  
Trustee Ayling  
Trustee Bellina – by zoom  
Trustee Damstrom  
Trustee Johns  
Trustee Kitt – by zoom  
Trustee McPhee  
Trustee Turner  
Trustee Whalen (left the meeting at 3:30 p.m.)

**Staff Present**

Superintendent of Schools, L. Hauptman  
Secretary Treasurer, R. Norum  
Director of Instruction/Human Resources, B. Reimer  
Director of Instruction/Student Learning, D. Casault – by zoom  
Director of Student Learning/Aboriginal Education, J. Tichauer  
District Principal/Student Services, D. Verbeugt  
District Principal/Transformative Learning and Technology, J. Roberts  
Recorder, Sandy Gronlund

**1. COMMENCEMENT OF MEETING**

**1.1 Call to Order**

Chairperson Lento acknowledged that we have gathered here in the Homelands of the Ktunaxa people and called the February 12, 2019 regular public meeting of the Board of Education to order at 3:00 p.m.

**1.2 Consideration and Approval of Agenda**

**MOTION-R-19-15**

M/S that the agenda for the regular public meeting of the Board of Education of February 12, 2019 be approved as circulated.

**CARRIED**

**1.3 Approval of the Minutes**

Minutes of the Public meeting of the Board of Education of January 15, 2019.

Friendly Amendment: Change the location of the January 15, 2019 public meeting to Jaffray School.

**MOTION-R-19-16**

M/S that the minutes of the regular public meeting of the Board of Education of January 15, 2019 be approved as circulated.

**CARRIED**

**1.4 Receipt of Records of Closed Meetings**

**MOTION-R-19-17**

M/S to accept the closed records of the in-camera meeting of the Board of Education of January 15, 2019.

**CARRIED**

**1.5 Business Arising from Previous Minutes**

Nil

**1.6 Receiving of Delegations/Presentations**

Nil

**2. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS**

**2.1 Advocacy/Education Committee**

Co-chair Trustee Whalen reviewed the minutes of the January 28, 2019 meeting of the Advocacy/Education Committee.

**MOTION-R-19-18**

M/S that the Board send a letter to the City of Cranbrook to start the process to advocate for flashing lights on 11th Avenue by Amy Woodland Elementary School.

**CARRIED**

**MOTION-R-19-19**

That the Board tentatively approve the Jaffray Elementary Jr. Secondary School Field Trip to Ecuador in April, 2020.

**MOTION-R-19-20**

That the Board write a letter to both the Minister of Education and the Premier of BC in support of the BCTF's letter on the BC Graduation Program. Copies will be provided to all partner groups who were part of the Advisory Groups on Provincial Assessment (AGPA) as well as all Boards of Education in the Province.

**CARRIED**

**MOTION-R-19-21**

M/S that the Board accept the report of the Advocacy/Education Committee.

**CARRIED**

**2.2 Policy Committee**

Co-chair Trustee Turner reviewed the minutes of the January 28, 2019 meeting of the Policy Committee.

**MOTION-R-19-22**

M/S that the Board of Education approve Draft Policy 3.44 Challenge of a Learning Resource.

**CARRIED**

**MOTION-R-19-23**

M/S that Board of Education approve Revised Policy 3.32 Allergies and Life Threatening Allergies in Schools.

**CARRIED**

**MOTION-R-19-24**

M/S that the Board accept the report of the Policy Committee.

**CARRIED**

The Board asked for Recommendation A: “that the Board of Education approve Revised Policy 3.40 Learning Resources”, be referred back to the Advocacy/Education and Policy Committee meetings for further discussion.

**MOTION-R-19-25**

M/S that the Board accept the report of the Policy Committee.

**CARRIED**

**2.3 Student Services Committee**

**MOTION-R-19-26**

M/S that the Board of Education approve, in principle, the support of a Social Emotional Learning Centre for grades one to three in the 2019/2020 budget.

**CARRIED**

**MOTION-R-19-27**

M/S that the Board of Education investigate the proposed reinstatement of the Alternate Program at Laurie Middle School.

**CARRIED**

**MOTION-R-19-28**

M/S that the Board accept the report of the Student Services Committee.

**CARRIED**

**2.4 Finance/Operations/Personnel Committee**

Co-chair Trustee Johns reviewed the minutes of the January 28, 2019 meeting of the Finance/Operations/Personnel Committee.

**MOTION-R-19-29**

M/S that the Board accept the report of the Finance/Operations/Personnel Committee.

**CARRIED**

**2.5 BCSTA /Provincial Council**

Trustee Bellina sent her report to the Board.

**MOTION-R-19-30**

M/S to accept the report of the BCSTA/Provincial Council.

**CARRIED**

**2.6 Communications/Media Committee**

Trustee Ayling reported the following letters were sent to Media:

- January 25, 2019 - SD5 Features in the Select Standing Committee's New Budget 2019
- February 4, 2019 – Long-Serving Secretary Treasurer for School District 5 Prepares to Retire
- February 6, 2019 - School District 5 Welcomes New Secretary Treasurer

**MOTION-R-19-31**

M/S to accept the report of the Communications/Media Committee.

**CARRIED**

**2.7 Mt. Baker / Key City Theatre Replacement Committee**

Trustee McPhee reported that the committee is working on a proposal for more funding for some repairs and replacement of cosmetics in the Key City Theatre. This proposal will be going forward to the Columbia Basin Trust. There will be more discussion on this at a meeting next week.

Chair Lento asked to have separate items on the Agenda for Mt. Baker Replacement and Key City Theatre.

**MOTION-R-19-32**

M/S to accept the report of the Mt. Baker / Key City Theatre Replacement Committee.

**CARRIED**

**2.8 Legacy of Learning**

Trustee Johns has not received yearbooks from the 50s, 60s, 70s and 80s from the Fernie and Sparwood Secondary Schools as yet. Mr. Tichauer shared that there were no yearbooks moved from the old Sparwood School into the new school.

Trustee Bellina will ask through social media for a copy of the yearbooks required. Chair Lento suggested the Schools put a notice in their newsletter asking for specific years.

**MOTION-R-19-33**

M/S to accept the Legacy of Learning report.

**CARRIED**

**2.9 Trustee Reports**

Trustees reported on their activities for the month.

**3. SECRETARY TREASURER'S REPORT TO THE BOARD**

**3.1 2018-19 Amended Annual Budget**

Mr. Norum discussed revisions made to the 2018-19 Amended Annual Budget.

**MOTION-R-19-34**

M/S that the board read a third and final time the 2018/19 Amended Annual Budget on the 12th of February, 2019 in the amount of \$74,877,054.

**CARRIED**

**MOTION-R-19-35**

M/S that the Secretary Treasurer's report be accepted as presented.

**CARRIED**

**4. SUPERINTENDENT'S REPORT TO THE BOARD**

Superintendent Hauptman's report can be found on the School District's website at [www.sd5.bc.ca](http://www.sd5.bc.ca). Each District Admin shared an update on their departments.

**MOTION-R-19-36**

M/S that the Superintendent's Report to the Board of Education be accepted as presented.

**CARRIED**

Discussion included:

- The Trustees would like a tour of the new design lab. We will plan a tour at the same time as the tour of Kootenay Orchards School.
- Dr. Linda O'Neill is willing to do some presentations for the Community this fall. Diane Casault will set up some dates. Dr. O'Neill does not charge a fee to the District and only asks that the District covers her flight and mileage to the airport.

**5. CHAIRPERSON'S REPORT**

The response from Mr. Jensen to our letter of January 25, 2019 will be discussed at the next Finance/Operations Committee meeting.

Rather than have students as trustees, there is an opportunity for Secondary Schools to have (DSAC) District Student Advisory Council student reps that can have some input on the issues we have. One example is VAPING.

**6. NEW BUSINESS**

**6.1 Business Arising from Delegations**

Nil

**7. TRUSTEE BOUQUETS**

- Trustee McPhee enjoyed the opportunity to be included in the Growth Plan presentations by each school.
- Trustee Damstrom also enjoyed attending all of the Growth Plan presentations.

- Trustee Bellina gave thanks to the District Staff for all of their work and to Sandy for the support she gives to the Trustees. Also, to Olive for sending out the School District 5 news clippings.  
Trustee Kitt thanked the principals and vice principals for the great growth plan presentations. Also, the work happening in the schools is very impressive.
- Trustee Turner was impressed with the transition program that Ms. Deibert at Parkland School and Ms. Potter at Kootenay Orchards School are running. They have students making sushi pottery platters and serve up sushi to showcase their platters.
- Trustee Ayling gave a big thank you to Rob Norum for his years of service – he will be greatly missed, and to Chair Lento for the many hours of extra work. Thanks to Sandy for organizing lunches.
- Trustee Johns thanked Rob Norum and Chair Lento for the extra work they have put in and to Leroy Sloan for his services, which have been extremely helpful.
- Chair Lento thanked the Trustees for all of their work.

**8. ITEMS FOR INFORMATION/CORRESPONDENCE**

Nil.

**9. QUESTION PERIOD**

Nil.

**10. LATE ITEMS**

Nil.

**11. ADJOURNMENT**

**MOTION-R-19-37**

M/S that the February 12, 2019 regular public meeting of the Board of Education adjourn at 3:55 p.m.

**CARRIED**

---

Frank Lento, Chairperson

---

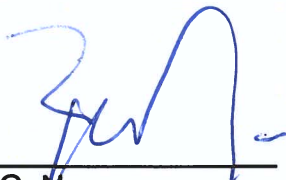
Rob Norum, Secretary Treasurer



#### 1.4. RECEIPT OF RECORDS OF CLOSED MEETINGS

##### **In-camera Meeting February 12, 2019**

- Finance/Operations/Personnel Committee report
  - Exempt Compensation
  - Bargaining Update
  - Conflict of Interest
  - Transportation Agreement
- BCPSEA Representative Report
- Superintendent's Report
  - Staffing Update



---

Robert G. Norum  
Secretary Treasurer



**The Board of Education of  
School District No.5 (Southeast Kootenay)  
MINUTES - ADVOCACY/EDUCATION  
COMMITTEE MEETING**

**February 25, 2019 9:30 a.m.**

**Board Office**

Committee Members In Attendance:	Trustee Turner Trustee Ayling Trustee Bellina (by zoom)
Regrets:	Trustee Whalen
Board/District Staff in Attendance:	Trustee McPhee Trustee Johns Trustee Damstrom Trustee Kitt Lynn Hauptman, Superintendent Jason Tichauer, Director, Student Learning Diane Casault, Director, Student Learning Darcy Verbeurgt, District Principal Jennifer Roberts, District Principal Gail Rousseau, Executive Assistant (Recorder)

**1. COMMENCEMENT OF MEETING**

I want to acknowledge that we have gathered here in the Homelands of the Ktunaxa people.

**1.1 Call to Order**

The Advocacy/Education Committee Meeting of February 25, 2019 was called to order at 9:30 a.m. by Co-Chair Turner.

**1.2 Approval of Agenda**

Additions: nil

M/S that the agenda of the Advocacy/Education Committee meeting of February 25, 2019 is approved as circulated.

**1.3 Approval of Minutes**

M/S that the minutes of the Advocacy/Education Committee meeting of January 28, 2019 be approved as circulated.



## 2. PRESENTATIONS

### 2.1 BAA Courses

- 2.1.1 Leadership 10
- 2.1.2 Leadership 11
- 2.1.3 Leadership 12
- 2.1.4 Outdoor Leadership 10
- 2.1.5 Psychology 11
- 2.1.6 Psychology 12
- 2.1.7 Tutoring 11
- 2.1.8 Tutoring 12
- 2.1.9 Yearbook 10
- 2.1.10 Yearbook 11
- 2.1.11 Yearbook 12

Jason Tichauer presented the Advocacy/Education Committee with 11 BAA Courses. Due to new provincial regulations BAA Courses now need to be on a new standardized template. The only change to a few of the Courses is that templates have been created for additional grades and some of the content has been expanded. Jason explained that a BAA course is a course created at the district level that will still give graduation credits.

Questions/Comments:

- Aboriginal Worldviews and Perspectives - it is an expectation across all courses whether it is BAA or not that we are on our journey to reconciliation as a School District and that our classrooms are vehicles for this journey
- Metis perspective will definitely be a resource and we will be making that connection
- Schools have the equipment to run the Courses along with a repair budget
- there has been no issue to date with the association regarding Tutoring 11 and 12; Jason Tichauer will confirm this

***Recommendation A – M/S that the Board approve BAA Courses Leadership 10, 11 and 12, Outdoor Leadership 10, Psychology 11 and 12, Tutoring 11 and 12 and Yearbook 10, 11 and 12.***

## 3. ITEMS FORWARDED FROM PREVIOUS MEETING - nil

## 4. CORRESPONDENCE AND/OR NEW ITEMS

### 4.1 DSAC Report

A summary was presented to the Committee of DSAC since inception. The next meeting is on March 7 at the Cranbrook Board Office. Mike Suto, Leadership Consultant will present 7 Habits of Highly Effective People to the students.

An administration fee is provided to DSAC from various grants as well as a budget line which is reviewed at budget time each year.

## 4.2 DPAC Report

Trustee Turner reported:

- discussed presenters for upcoming Fernie conference; suggestions to invite the White Hatter or Linda O'Neil as presenters
- screening of "screenagers" they are approaching the Principal of MBSS to arrange a venue and time for this screening
- DPAC President outlined several school PAC initiatives

## 4.3 Everest Running Challenge

To celebrate Michael Meinig's birthday he has decided to hike the equivalent of Mt. Everest to raise funds for SD5 and SD6 meal programs which will take approximately 18 hours. Any help Trustees could provide in getting the word out would be much appreciated. Donations can be made through the website [www.everestkootenay.com](http://www.everestkootenay.com). Funds raised can be used by the Districts as they see fit. Good Luck Michael and thanks for your efforts for our schools!

## 4.4 Letter from Jaffray Elementary Junior Secondary PAC

Jaffray Elementary Junior Secondary School PAC is looking for a letter of support from the School District recognizing there is an issue and are in support of changes. This letter will be referred to Finance/Operations Committee meeting today for further discussion.

## 4.5 2020/2021 Calendar

The 2020/2021 school calendar was presented for the Board to approve a 30 day public consultation period.

***Recommendation B – M/S that the Board approve the 2020/2021 calendar to be sent out for community consultation.***

## 5. BCSTA LETTERS

### 5.1 Funding Model Review

#### 5.1.1 BCTF to MOE

This item needs to be addressed further. Trustee Johns will provide additional information for the Committee to review. This item will be deferred to the public Finance/Operations meeting in April.

### 5.2 Grad Program

#### 5.2.1 Receive and file.

## 6. ADJOURNMENT

The Advocacy/Education Committee meeting was adjourned at 10:25 a.m.



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Southeast Kootenay	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD5
<b>Developed by:</b> Mike Kelly	<b>Date Developed:</b> December 13, 2018
<b>School Name:</b> Elkford Secondary School	<b>Principal's Name:</b> Mike Kelly
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Leadership	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:** None

**Course Synopsis:** This course is designed to provide students the opportunity to master the traits, skills, and responsibilities cultivated in leadership and to use those skills to serve their school, extended community, and lead others in the spirit of service.

**Goals and Rationale:** The modern workforce and post-secondary institutions are increasingly demanding leadership skill development and broad personal experiences, the result is to have structured leadership courses beyond clubs and extra-curricular. This course will allow students to explore, develop, and apply leadership skills within the school, community, and world.

**Aboriginal Worldviews and Perspectives:** Acknowledgement that First Peoples Principles of Learning will be considered when studying leadership. First Peoples Principles of Learning will be applied to the pursuit of leadership:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, experiential, and relational
- Learning involves the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

**BIG IDEAS**

Leadership is rooted in a philosophy of **service**

Effective **communication** is a foundation of leadership development

Leadership is about understanding **diversity** and respecting others.

Leadership development is rooted in **self-reflection**.

Leadership is grounded in **place-based learning**

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>Analyze and interpret the importance of leadership</li> <li>Research examples of renowned leaders and identify their leadership traits</li> <li>Design goals for developing as a leader</li> <li>Design and implement a plan for contributing to their school and/or community</li> <li>Develop skills in <b>communication, interpersonal relations, teamwork, and conflict management</b>.</li> <li>Practice an appreciation for <b>diversity</b>.</li> <li>Practice personal <b>reflection</b> through discussion and journaling.</li> <li>Research and identify the <b>leadership qualities</b> and styles of a diverse range of people, including Aboriginal individuals, in leadership and support roles (e.g., in sports, politics, community, and/or school)</li> <li>Apply theories related to <b>group dynamics</b> and leadership in various situations</li> <li>Demonstrate elements of effective communication</li> <li>Demonstrate the ability to provide <b>feedback</b> to help others identify their strengths and areas needing improvement.</li> <li>Design and implement constructive problem solving strategies</li> <li>Analyze the importance of ethics and etiquette and make connections to leadership</li> <li>Demonstrate the ability to design and implement service learning that addresses needs identified in the school or the community.</li> <li>Design and implement team building strategies</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>- what leaderships qualities they possess and what qualities need further development</li> <li>- leadership traits                             <ul style="list-style-type: none"> <li>– identify and differentiate between their personal characteristics and skills they have developed over time</li> </ul> </li> <li>- summarize their leadership qualities and experiences, and describe how they may affect interactions with others in leadership roles</li> <li>- identify the strengths and weaknesses of a group</li> <li>- develop an understanding of different leadership styles and when it may be more appropriate to use one over the other.</li> <li>- describe various <b>learning styles</b> (e.g., auditory, visual, kinesthetic) and identify strategies used to support people with these learning styles                             <ul style="list-style-type: none"> <li>– how acquiring experience in leadership and peer support roles at school and in the community can help achieve their present and future goals (e.g., meeting diploma requirements for community involvement, developing skills for specific jobs, attaining scholarships and awards)</li> <li>– the elements of effective interpersonal relations (e.g., respect for differences, commitment to equity and fairness, flexibility, honesty, integrity, co-operation, compromise, and delegation)</li> </ul> </li> </ul>

- |   |
|---|
| <ul style="list-style-type: none"><li>- the elements of effective communication (e.g., active listening, nonjudgemental statements, paraphrasing)</li><li>- understand the importance of nonverbal communication</li><li>- how <b>service</b> to others is beneficial to oneself and the community</li><li>- the importance of determining priorities for time management</li></ul> |
|---|

## Big Ideas – Elaborations

- **Leadership:** qualities can be learned and are skill-based
- **Service Learning:** allows students to connect what they are learning with action, while at the same time improving the lives of those around them
- **Place-based learning:** immerses students in local heritage, cultures, landscapes, experts, problems, and opportunities and experiences

## Curricular Competencies – Elaborations

- **Communication:** it is helpful to have a curious attitude when communicating with others, active listening and questions are key.
- **Interpersonal Relations:** individuals in interpersonal relationships must share common goals and objectives.
- **Teamwork:** creativity, innovation, and different viewpoints are expected.
- **Diversity:** should be embraced and allows for increased learning and improved creativity.
- **Reflection:** is a process of examining and interpreting to gain new understanding.
- **Leadership qualities:** are varied and are best learnt through practice.
- **Group dynamics:** affect problem solving, teamwork, productivity, and accomplishments
- **Feedback:** is part of a process and should be turned into feedforward.

## Content – Elaborations

- **Learning styles:** vary and reaching out to each style ensures that all members of a group can fully contribute.
- **Service learning:** a form of experiential education where learning occurs through a cycle of action and reflection as students seek to achieve real objectives for the community and deeper understanding and skill for themselves.

**Recommended Instructional Components:**

- Direct instruction
- Demonstrations
- Modelling
- Simulations
- Student-in-role
- Peer teaching
- Experiential learning
- Reflective writing and discussion
- Service learning
- Guest speakers

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

- Journaling
- Peer-Assessment
- Self-Assessment
- Performance Assessment
- Observation: anecdotal and/or checklist
- Oral Presentations
- Portfolios

**Learning Resources:**

- Community stakeholders
- Community experts
- As selected by teacher

**Additional Information:**





## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Southeast Kootenay	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD5
<b>Developed by:</b> Mike Kelly	<b>Date Developed:</b> December 13, 2018
<b>School Name:</b> Elkford Secondary School	<b>Principal's Name:</b> Mike Kelly
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Leadership	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:** None

**Course Synopsis:** This course is designed to provide students the opportunity to master the traits, skills, and responsibilities cultivated in leadership and to use those skills to serve their school, extended community, and lead others in the spirit of service.

**Goals and Rationale:** The modern workforce and post-secondary institutions are increasingly demanding leadership skill development and broad personal experiences, the result is to have structured leadership courses beyond clubs and extra-curricular. This course will allow students to explore, develop, and apply leadership skills within the school, community, and world.

**Aboriginal Worldviews and Perspectives:** Acknowledgement that First Peoples Principles of Learning will be considered when studying leadership. First Peoples Principles of Learning will be applied to the pursuit of leadership:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, experiential, and relational
- Learning involves the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

### BIG IDEAS

Leadership is rooted in a philosophy of **service**

Effective **communication** is a foundation of leadership development

Leadership is about understanding **diversity** and respecting others.

Leadership development is rooted in **self-reflection**.

Leadership is grounded in **place-based learning**

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>Analyze and interpret the importance of leadership</li> <li>Design goals for developing as a leader</li> <li>Design and implement a plan for contributing to their school and/or community</li> <li>Develop skills in <b>communication, interpersonal relations, teamwork, and conflict management</b>.</li> <li>Practice an appreciation for <b>diversity</b>.</li> <li>Practice personal <b>reflection</b> through discussion and journaling.</li> <li>Research and identify the <b>leadership qualities</b> and styles of a diverse range of people, including Aboriginal individuals, in leadership and support roles (e.g., in sports, politics, community, and/or school)</li> <li>Apply theories related to <b>group dynamics</b> and leadership in various situations</li> <li>Demonstrate elements of effective communication</li> <li>Demonstrate the ability to provide <b>feedback</b> to help others identify their strengths and areas needing improvement.</li> <li>Design and implement constructive problem solving strategies</li> <li>Analyze the importance of ethics and etiquette and make connections to leadership</li> <li>Demonstrate the ability to design and implement service learning that addresses needs identified in the school or the community.</li> <li>Design and implement team building strategies</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>- what leaderships qualities they possess and what qualities need further development                             <ul style="list-style-type: none"> <li>– identify and differentiate between their personal characteristics and skills they have developed over time</li> </ul> </li> <li>- summarize their leadership qualities and experiences, and describe how they may affect interactions with others in leadership roles</li> <li>- identify the strengths and weaknesses of a group</li> <li>- develop an understanding of different leadership styles and when it may be more appropriate to use one over the other.</li> <li>- describe various <b>learning styles</b> (e.g., auditory, visual, kinesthetic) and identify strategies used to support people with these learning styles                             <ul style="list-style-type: none"> <li>– how acquiring experience in leadership and peer support roles at school and in the community can help achieve their present and future goals (e.g., meeting diploma requirements for community involvement, developing skills for specific jobs, attaining scholarships and awards)</li> <li>– the elements of effective interpersonal relations (e.g., respect for differences, commitment to equity and fairness, flexibility, honesty, integrity, co-operation, compromise, and delegation)</li> <li>– the elements of effective communication (e.g., active listening, nonjudgemental statements, paraphrasing)</li> </ul> </li> <li>- understand the importance of nonverbal communication</li> <li>- how <b>service</b> to others is beneficial to oneself and the community</li> <li>- steps for effective problem solving</li> </ul>

	- the importance of determining priorities for time management
--	--

## Big Ideas – Elaborations

- **Leadership:** qualities can be learned and are skill-based
- **Service Learning:** allows students to connect what they are learning with action, while at the same time improving the lives of those around them
- **Place-based learning:** immerses students in local heritage, cultures, landscapes, experts, problems, and opportunities and experiences

## Curricular Competencies – Elaborations

- **Communication:** it is helpful to have a curious attitude when communicating with others, active listening and questions are key.
- **Interpersonal Relations:** individuals in interpersonal relationships must share common goals and objectives.
- **Teamwork:** creativity, innovation, and different viewpoints are expected.
- **Diversity:** should be embraced and allows for increased learning and improved creativity.
- **Reflection:** is a process of examining and interpreting to gain new understanding.
- **Leadership qualities:** are varied and are best learnt through practice.
- **Group dynamics:** affect problem solving, teamwork, productivity, and accomplishments
- **Feedback:** is part of a process and should be turned into feedforward.

## Content – Elaborations

- **Learning styles:** vary and reaching out to each style ensures that all members of a group can fully contribute.
- **Service learning:** a form of experiential education where learning occurs through a cycle of action and reflection as students seek to achieve real objectives for the community and deeper understanding and skill for themselves.

**Recommended Instructional Components:**

- Direct instruction
- Demonstrations
- Modelling
- Simulations
- Student-in-role
- Peer teaching
- Experiential learning
- Reflective writing and discussion
- Service learning
- Guest speakers

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

- Journaling
- Peer-Assessment
- Self-Assessment
- Performance Assessment
- Observation: anecdotal and/or checklist
- Oral Presentations
- Portfolios

**Learning Resources:**

- Community stakeholders
- Community experts
- As selected by teacher

**Additional Information:**



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Southeast Kootenay	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD5
<b>Developed by:</b> Mike Kelly	<b>Date Developed:</b> December 13, 2018
<b>School Name:</b> Elkford Secondary School	<b>Principal's Name:</b> Mike Kelly
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Leadership	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:** None

**Course Synopsis:** This course is designed to provide students the opportunity to master the traits, skills, and responsibilities cultivated in leadership and to use those skills to serve their school, extended community, and lead others in the spirit of service.

**Goals and Rationale:** The modern workforce and post-secondary institutions are increasingly demanding leadership skill development and broad personal experiences, the result is to have structured leadership courses beyond clubs and extra-curricular. This course will allow students to explore, develop, and apply leadership skills within the school, community, and world.

**Aboriginal Worldviews and Perspectives:** Acknowledgement that First Peoples Principles of Learning will be considered when studying leadership. First Peoples Principles of Learning will be applied to the pursuit of leadership:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, experiential, and relational
- Learning involves the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.



### BIG IDEAS

Leadership is rooted in a philosophy of **service**

Effective **communication** is a foundation of leadership development

Leadership is about understanding **diversity** and respecting others.

Leadership development is rooted in **self-reflection**.

Leadership is grounded in **place-based learning**

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>Analyze and interpret the importance of leadership</li> <li>Design goals for developing as a leader</li> <li>Design and implement a plan for contributing to their school and/or community</li> <li>Develop skills in <b>communication, interpersonal relations, teamwork, and conflict management</b>.</li> <li>Practice an appreciation for <b>diversity</b>.</li> <li>Practice personal <b>reflection</b> through discussion and journaling.</li> <li>Research and identify the <b>leadership qualities</b> and styles of a diverse range of people, including Aboriginal individuals, in leadership and support roles (e.g., in sports, politics, community, and/or school)</li> <li>Apply theories related to <b>group dynamics</b> and leadership in various situations</li> <li>Demonstrate elements of effective communication</li> <li>Demonstrate an understanding of how to respond appropriately to interpersonal conflict.</li> <li>Demonstrate the ability to provide <b>feedback</b> to help others identify their strengths and areas needing improvement.</li> <li>Design and implement constructive problem solving strategies</li> <li>Analyze the importance of ethics and etiquette and make connections to leadership</li> <li>Demonstrate the ability to design and implement service learning that addresses needs identified in the school or the community.</li> <li>Design and implement team building strategies</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>- what leaderships qualities they possess and what qualities need further development                             <ul style="list-style-type: none"> <li>– identify and differentiate between their personal characteristics and skills they have developed over time</li> </ul> </li> <li>- summarize their leadership qualities and experiences, and describe how they may affect interactions with others in leadership roles</li> <li>- identify the strengths and weaknesses of a group</li> <li>- develop an understanding of different leadership styles and when it may be more appropriate to use one over the other.</li> <li>- describe various <b>learning styles</b> (e.g., auditory, visual, kinesthetic) and identify strategies used to support people with these learning styles                             <ul style="list-style-type: none"> <li>– how acquiring experience in leadership and peer support roles at school and in the community can help achieve their present and future goals (e.g., meeting diploma requirements for community involvement, developing skills for specific jobs, attaining scholarships and awards)</li> <li>– the elements of effective interpersonal relations (e.g., respect for differences, commitment to equity and fairness, flexibility, honesty, integrity, co-operation, compromise, and delegation)</li> <li>– the elements of effective communication (e.g., active listening, nonjudgemental statements, paraphrasing)</li> </ul> </li> <li>- understand the importance of nonverbal communication</li> <li>- conflict management strategies</li> <li>- how <b>service</b> to others is beneficial to oneself and the community</li> </ul>

- steps for effective problem solving
- the importance of determining priorities for time management

## Big Ideas – Elaborations

- **Leadership:** qualities can be learned and are skill-based
- **Service Learning:** allows students to connect what they are learning with action, while at the same time improving the lives of those around them
- **Place-based learning:** immerses students in local heritage, cultures, landscapes, experts, problems, and opportunities and experiences

## Curricular Competencies – Elaborations

- **Communication:** it is helpful to have a curious attitude when communicating with others, active listening and questions are key.
- **Interpersonal Relations:** individuals in interpersonal relationships must share common goals and objectives.
- **Teamwork:** creativity, innovation, and different viewpoints are expected.
- **Conflict Management:** can be a healthy way to open up lines of communication, initiate problem solving, and discuss change.
- **Diversity:** should be embraced and allows for increased learning and improved creativity.
- **Reflection:** is a process of examining and interpreting to gain new understanding.
- **Leadership qualities:** are varied and are best learnt through practice.
- **Group dynamics:** affect problem solving, teamwork, productivity, and accomplishments
- **Feedback:** is part of a process and should be turned into feedforward.

## Content – Elaborations

- **Learning styles:** vary and reaching out to each style ensures that all members of a group can fully contribute.
- **Service learning:** a form of experiential education where learning occurs through a cycle of action and reflection as students seek to achieve real objectives for the community and deeper understanding and skill for themselves.

**Recommended Instructional Components:**

- Direct instruction
- Demonstrations
- Modelling
- Simulations
- Student-in-role
- Peer teaching
- Experiential learning
- Reflective writing and discussion
- Service learning
- Guest speakers

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

- Journaling
- Peer-Assessment
- Self-Assessment
- Performance Assessment
- Observation: anecdotal and/or checklist
- Oral Presentations
- Portfolios

**Learning Resources:**

- Community stakeholders
- Community experts
- As selected by teacher

**Additional Information:**



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Southeast Kootenay	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD5
<b>Developed by:</b> Erin Boehm	<b>Date Developed:</b> February 11 <sup>th</sup> , 2019
<b>School Name:</b> Jaffray Elementary Junior Secondary School	<b>Principal's Name:</b> Erin Boehm
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Outdoor Leadership 10	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b>

**Board/Authority Prerequisite(s):** None

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

Combination of student and school owned equipment required.

**Course Synopsis:**

Outdoor Leadership 10 is intended to enthrall students with a love of the outdoors. The goal is to provide students with practical skills and knowledge of climbing, hiking, biking, outdoor survival and food preparation, safety, first aid, and provide opportunities to try new activities. This course will challenge students to be proactive by seeking their own opportunities for outdoor pursuits, as well as providing numerous opportunities for group activities. Outdoor Leadership will also provide students an opportunity to lead numerous activities for younger students and inspire those students to continue to lead healthy active lives.

**Goals and Rationale:**

Outdoor Leadership emphasizes and develops skills in a variety of enjoyable outdoor activities that promote lifelong healthy active living. Through participation in a wide range of outdoor activities and exposure to numerous outdoor surroundings, students will enhance their movements, competence, resilience, personal fitness, confidence and leadership skills. Students will continue to build their sense of self, interact positively with others, and develop their ability to think critically and creatively.

**Aboriginal Worldviews and Perspectives:**

Acknowledgement that First Peoples Principles of Learning will be considered when studying leadership. First Peoples Principles of Learning will be applied to the pursuit of leadership:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, experiential, and relational
- Learning involves the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

### BIG IDEAS

<p>Participation in <b>outdoor activities</b> allows for the development of skills in a complex and dynamic environment.</p>	<p>Participating safely in <b>group outdoor activities</b> requires communication, teamwork, and collaboration.</p>	<p>Experiencing a variety of activities helps one to choose those activities that one will participate in for a lifetime.</p>	<p>Spending time outdoors allows us to develop an understanding of the <b>natural environment</b> and ourselves.</p>
--	---	---	--

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Outdoor activity skills and healthy living</b></p> <ul style="list-style-type: none"> <li>• Participate in a variety of <b>outdoor activities</b></li> <li>• Develop and demonstrate a variety of <b>skills for outdoor activities</b></li> <li>• Monitor environmental conditions during outdoor activities</li> <li>• Explore <b>nutritional considerations</b> and other requirements for preparation for and participation in outdoor activities</li> <li>• Explore and explain how developing competence in outdoor activities can increase confidence and encourage lifelong participation</li> </ul> <p><b>Social Responsibility</b></p> <ul style="list-style-type: none"> <li>• Plan ways to reduce potential impacts on the local environment</li> <li>• Demonstrate awareness <b>of cultural and place-based sensitivities</b> regarding the use of outdoor locations</li> </ul> <p><b>Collaboration, Team Work, and Safety</b></p> <ul style="list-style-type: none"> <li>• Leadership requires collaboration with others in a variety of outdoor activities</li> <li>• Use applicable communication skills when interacting with others</li> <li>• Demonstrate responses to emergency situations during outdoor activities</li> <li>• Demonstrate responsibility for personal safety and the safety of others</li> <li>• Assess and manage risks during different types of outdoor activities</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Health benefits of outdoor activities</li> <li>• Knowledge and skills associated with outdoor activity</li> <li>• Preparation for outdoor activities</li> <li>• Environmental conditions</li> <li>• First Peoples traditional practices and ecological knowledge related to activities in the local environment</li> <li>• The role of environmental awareness and stewardship in outdoor recreation and conservation</li> <li>• Strategies for adapting and responding to changing conditions and emergencies</li> <li>• Management of group dynamics and conflict in an outdoor environment</li> </ul>

## Big Ideas – Elaborations

- Outdoor activities – walking, hiking, canoeing, outdoor games and activities.
- Group outdoor activities – partner and small group peer teaching, small group leadership of elementary students, group games, group tasks.
- Natural environment – native species (flora and fauna), local land (mountains, parks, hills, etc.)

## Curricular Competencies – Elaborations

- Outdoor activities: water-based, snow-based, land-based; varied in terrain and changing weather, temperature and conditions
- Skills for outdoor activities: could include: weight transfer on water (canoe, kayak). Balance while rock climbing, bouldering. Body position while hiking, biking, walking.
- Nutritional considerations: including food (food preparation, storage, transportation; nutrition, cooking methods, leave-no-trace principles, hygiene) and water (treatment, sources, management)
- Social responsibility: leave-no-trace principles, plan-ahead and prepare, dispose of waste properly, leave what you find, minimize campfire impact, travel and camp on durable surfaces, respect wildlife, be considerate of others.
- Cultural and place based sensitivities: recognition of First Peoples territories; use of public land, private land, parks; land stewardship
- Teamwork: creativity, innovation, and different viewpoints are expected.
- Leadership: qualities are varied and are best learned through practice.

## Content – Elaborations



**Recommended Instructional Components:**

- Direct instruction
- Small group instruction
- Demonstrations
- Modelling
- Peer teaching
- Experiential learning
- Reflective writing and discussion
- Service learning
- Guest instructors
- Collaboration

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

- Peer-assessment
- Self-assessment
- Ongoing 1-1 feedback
- Assessment rubrics
- Performance assessment
- Observation: anecdotal and/or checklist
- Oral presentations

**Learning Resources:**

- Community experts
- As selected by teacher

**Additional Information:**

None



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Southeast Kootenay	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD5
<b>Developed by:</b> Jo-Anna Le Grandeur	<b>Date Developed:</b> December 2018
<b>School Name:</b> Mount Baker Secondary School	<b>Principal's Name:</b> Ms. Viveka Johnson
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Psychology	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Board/Authority Prerequisite(s):

### Special Training, Facilities or Equipment Required:

- Class set(s) of current edition textbooks
- Class set(s) of theme-based printed resources
- Access to a computer lab
- Computer and document camera
- Instructor should have a background in psychology

**Course Synopsis:**

Psychology 11 is designed to provide students with an understanding of human behaviour and basic concepts in modern society. Psychology 11 provides a foundation for students wanting to satisfy a growing curiosity about themselves, their families, their friends and the world around them. By exploring the biopsychological domain, the cognitive domain, and the sociocultural domain, students will be required to think critically and analytically about behaviour and understand commonly held myths. They will bring the basic and applied concepts of psychology to life by applying scientific principles to real world problems.

**Goals and Rationale:**

Psychology 11 is intended to help adolescent learners to understand themselves and others. Students face many challenges. Psychology 11 will present a framework from which students can begin to describe, predict, understand and influence human behaviour and the mind. This course supports students in facing the challenges of interacting with groups, analyzing behaviour and gaining awareness of society. It is important that young people accept these challenges with a thorough base of knowledge rather than making opinions based on media and personal intuition. Through a series of units, students are exposed to the world of psychology and how it applies to the world in which they live. Furthermore, students enrolled in this course learn more systematic strategies for reading, studying, remembering information and test taking. As a result, enrollment in this course may enhance students' performance in their current or future academic studies.

**Aboriginal Worldviews and Perspectives:**

Declaration of First People's Principles of Learning:

The First People's Principles of Learning are inherent in the aspects included in Psychology 11. The study of psychology is inseparable from connectedness, relationships, identity and culture. Specifically:

- Community involvement (mentoring young students; Elder involvement)
- The power of story – embedded in history and memory
- Exploring identity; nature (epigenetics) and nurture (residential schools)
- The role of the teacher and the reciprocal relationships within the class to create a safe space
- Examining the health of the body and the mind through culture and alternative methods of healing

**BIG IDEAS**

Psychology incorporates critical thinking skills to describe, predict, understand and influence human behaviour – keeping in mind the ethical standards that regulate scientific research.

Students learn systematic strategies for reading, studying, remembering information and test-taking which is transferable to other courses.

Psychology provides a foundation for students wanting to satisfy a growing curiosity about themselves, their friends and the world around them thereby relating psychological knowledge to everyday life.

An appreciation that psychological science and knowledge is inquiry based and can be useful in addressing a wide array of issues, from individual to global levels.

Psychology underscores the significance, importance and relevance of mental health, mental literacy and mental wellness by promoting identity, diversity and individuality in a world of change.

**Learning Standards**

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <p><b>The Principles of Psychology</b></p> <ul style="list-style-type: none"> <li>• Define the term psychology and describe its scientific nature.</li> <li>• Describe psychology’s roots in philosophy and science and its relationship with physics, chemistry, biology, anthropology and sociology</li> <li>• State the most suitable scientific method or technique to use in studying specific behaviours or problems</li> <li>• Describe the ethical procedure to follow when an experimenter uses human subjects</li> <li>• Define “parapsychology” and identify two major areas parapsychologists study</li> <li>• Describe and compare quantitative and qualitative research strategies</li> <li>• Describe the concept of correlation and explain how it is used in psychology</li> <li>• Describe the emergence of experimental psychology</li> <li>• Analyze the role of ethics in research</li> <li>• Evaluate the effectiveness of the experimental technique</li> <li>• Assess and explain the use of inferential and descriptive statistics in research</li> </ul>	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> <li>• Development of psychology as an empirical science</li> <li>• Ethical issues in research</li> <li>• Research strategies used by psychologists to explore behaviour and mental processes</li> <li>• Major subfields and career opportunities that comprise psychology</li> <li>• Contemporary perspectives used by psychologists to understand behaviour and mental processes in context.</li> <li>• Differences between basic and applied research</li> <li>• Terms and definitions related to scientific research, data collection, the scientific method, experiment protocol.</li> <li>• Career options for those pursuing a degree in psychology</li> <li>• Terms, definitions, charts in textbooks/resources relevant to this unit</li> </ul>

## Neuroscience

- Draw a neuron, label its parts and describe the function of each part
- Define neurotransmitter and explain how neurotransmitters act to incite or inhibit action potential
- Describe the effects of the major neurotransmitters
- Identify the location of the cerebellum and the three parts of the brain stem; describe the functions of each of these brain structures
- Identify the location and functions of each part of the sub-cortical brain; identify the parts of the limbic system involved with memory, aggression and fear
- Describe the cerebral cortex; identify the location and describe the function of the four cortical lobes and identify the location and function of important areas in each lobe
- Define lateralization and describe the specialized and interdependent functions of the brain's left and right hemisphere's
- Define neuroscience
- Define the major divisions of the nervous system, list the subdivisions of the central nervous system and describe the functions of the spinal cord
- Describe the functions of the major subdivisions of the peripheral nervous system and describe the functions of the parasympathetic and sympathetic nervous systems
- Describe the function of the endocrine system and list its major glands

Students are expected to know the following:

- The relationship between biology and psychology
- Major tools for studying the brain
- The parts of the brain and its importance for the nervous systems
- The structures of the human neurological systems
- The effects of the major neurotransmitters and how they are related to some diseases, poisons and mind altering drugs
- The brain: identify the location and functions of each part of the identifying parts of the brain and their function(s)
- Recent research regarding gender differences related to the brain and behaviour
- Recent research regarding neuroplasticity and neurogenesis
- Terms, definitions, charts in textbooks/resources relevant to this unit

## Visualizing the Lifespan: Human Development

- Define developmental psychology
- List the basic principles of development and give an example of each
- Identify the difference between sensitive and critical periods
- Discuss the importance of pre-natal development
- Discuss aspects of physical development and show how such development affects personality
- Define motor development and language development
- Identify five or more emotions shown by infants and the approximate ages at which these emotions are likely to appear
- Contrast the sensory-motor, preoperational, concrete-operational and formal-operational periods of intellectual development
- Describe specific influences on social development
- Describe the six stages of moral development according to Kohlberg

Students are expected to know the following:

- The life span perspective of human development that includes genetics, physical development, language development, socio-emotional development, cognitive development, moral development, personality development.
- Human beings have a journey through life that developmental psychologists study
- The “When” and “How” we change patterns of development
- The natural physical and mental development of a person’s physiology, emotion, perception, cognition, morals, intelligence and memory that are associated within particular periods of a person’s life (infancy, childhood, adolescence, adulthood, elderly).
- Developmental psychology’s role in the on-going debates of nature versus nurture, continuity versus stages and stability versus change.
- Culture’s impact on the study of human development
- Apply lifespan principles to personal experiences
- Terms, definition, charts found in textbooks/resources relevant to this unit

## **Nature, Nurture and Human Diversity**

- Define terms relevant to nature, nurture and human diversity
- Describe one study that illustrates how heredity influences behaviour and one study that shows how environment influences behaviour
- Define maturation and how it differs from learning
- Cite several instances how malnutrition affects development
- Analyze several case histories and informational films that present the causes of sociopathic/psychopathic behaviour
- Analyze how biological and environmental factors influence personality and intelligence
- Describe how cultural variations in the concept of nurture impacts how an individual engages in the world
- Discuss the effects of maternal nutrition and exposure to teratogens on prenatal development, and describe paternal contributions to prenatal development
- Define epigenetics and its relationship to trauma and Indigenous populations
- Define puberty and adolescence and list the major physical changes that occur during this developmental period and explain how these changes may affect psychological adjustment
- Discuss the three myths of development: adolescent storm and stress, mid-life crisis and empty nest syndrome
- Describe four parenting styles and the impact of parental rejection on child development
- Discuss the causes and treatment for family violence, the consequences of and future prevention of teen pregnancy, and the impact of divorce on social and emotional development
- Discuss research regarding factors that can increase resilience in children who are developing in “high-risk” environments

Students are expected to know the following:

- The human family shares a common biological heritage as well as common behavioural tendencies
- Inherited characteristics, maturation, environmental influences as well as the interaction of heredity and environment, answers the question: “What makes you, you?”
- Malnutrition affects development
- Maturation differs from learning
- The effect of heredity and environment on the process of neurotransmission
- Evolved tendencies interact with the present environment and culture to determine behaviour
- Issues surrounding nature versus nurture
- Apply nature nurture principles to personal experiences
- Cultural bias and how it applies to personal constructs
- Gender stereotypes and gender roles
- Nature, nurture and human diversity terms found in textbook/resources

## Altering States of Consciousness

- Define consciousness and alternate states of consciousness and describe the various levels of awareness, including the difference between controlled and automatic processing
- Identify common myths about sleep
- Define the human circadian rhythms; discuss the effects of disruptions in circadian rhythms
- Describe problems associated with sleep.
- Describe how technology is used to study sleep
- Identify the stages of sleep
- Discuss possible biological causes of sleep and describe the various theories concerning the purpose of sleep
- Understand the different theories of the function of dreaming
- Describe the purpose of daydreams and fantasies
- Define hypnosis and discuss myths and controversies regarding its use
- State how hypnosis is used today in medical and psychotherapy settings
- Define meditation and discuss its potential benefits
- Identify sleep disorders and their treatments
- Define psychoactive drugs, drug abuse, addiction, psychological and physical dependence and tolerance
- Define stimulants
- Define opiates and describe their effects on the nervous system and behaviour
- Define hallucinogens and describe the effects of LSD and marijuana on the nervous system and behaviour
- Briefly explain how drugs act as agonists and antagonists in the brain and describe how psychoactive drugs can affect each of the four steps in neurotransmission
- Explain the major reasons people use and abuse drugs and describe recent research regarding the importance of dopamine and glutamine on drug addiction

Students are expected to know the following:

- Consciousness and alternate states of consciousness
- The various levels of awareness
- Common myths about sleep
- Human circadian rhythm and the effects of disruption in circadian rhythms
- Sleep deprivation problems
- The various physical changes associated with each stage of sleep, including REM stage and non-Rem Stages, 1,2,3, and 4
- Differences between the repair/restoration theory of sleep and the evolutionary/circadian theory of sleep
- Gender and cultural differences and similarities in dreaming
- Psychoanalytic, biological and cognitive view of dreaming
- Hypnosis and the controversies regarding its use
- Meditation and its potential benefits
- Five major sleep disorders: insomnia, sleep apnea, narcolepsy, nightmares and night terrors (parasomnias)
- Psychoactive drugs, depressants, stimulants, opiates, hallucinogens, marijuana
- Physical, physiological, emotional, social, economic, political implications when drugs are used legally or illegally
- Terms, definition, charts found in textbook/resources relevant to this unit



## Motivation, Emotion and Stress

- Define motivation
- State that motivation is directly related to individual needs and that needs can be classified into categories
- Apply motivational concepts to the behaviour of humans and other animals
- Assess how learning, memory, problem solving and decision making are influenced by motivation and emotion
- Explain Maslow's Hierarchy of Needs
- Describe the Instinct Theory of Motivation, the Incentive Theory of Motivation, the Arousal Theory of Motivation, the Drive-Reduction Theory of Motivation
- Describe the physiology and psychology of hunger
- Describe how internal factors, external factors and the interaction between these factors trigger hunger or eating behaviours
- State the consequences of obesity and describe the safest, most reliable method of weight loss
- Describe the different eating disorders and state the causes and risk factors for the development of these eating disorders.
- Explain the need to belong
- Identify and explain achievement motivation (intrinsic and extrinsic)
- List at least three ways a person reacts to a frustrating situation
- Explain the three major theories of motivation
- Describe the physiology of emotion (arousal, physiological states, specific emotions)
- Recognize non-verbal communication, cultural and emotional expression and the effects of facial expression
- Describe the relationship between stress and life changes; explain how appraisal is related to stress
- Describe research findings related to chronic stressors, daily hassles, frustration and conflict
- Describe the physiological effects of stress, including the general adaptation syndrome, the suppression of the immune system and the development of physical disorders

Students are expected to know the following:

- Motivational concepts
- The close connection between motivation and emotion in relation to hunger, arousal and achievement
- The cognitive, physiological and behavioural components of emotion
- Biological and environmental cues instigating basic drives or motives
- Interaction of biological and cultural factors in the development of motives
- Effects of motivation and emotion on perception, cognition and behaviour
- Emotional intelligence
- The role of the limbic system in primitive emotions and the role of the frontal lobes in monitoring and controlling emotions
- The role of the autonomic nervous system and the neurotransmitters, epinephrine and norepinephrine, in emotional arousal
- The purpose of facial expressions and body movement to communicate emotions
- James-Lange, Cannon-Bard, facial feedback and Schachter's Two factor theories of emotion
- Maslow's Hierarchy of Needs
- The Instinct Theory of Motivation, The Incentive Theory of Motivation, the Arousal Theory of Motivation
- Growth and Fixed Mindset
- Eating disorders: anorexia nervosa, bulimia, EDNOS
- Techniques used for reducing stress
- The language of mental wellness: differentiating between "good" stress and "negative" stress and how stress is part of life.
- Terms, definitions and charts in textbooks related to motivation, emotion and stress

--	--

**Recommended Instructional Components:**

Indirect instruction; direct instruction; interactive instruction; modeling; practical creativity; brain storming; group work; analysis of film, video, social media; analysis of own and classmates' work; guest speakers; community workers; counseling services; debating; demonstrations; simulations/experiments; commonplace books; reflective writing; peer teaching; self-assessment.

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

Journaling, self-assessment (curricular and core competencies), oral presentations, quizzes, exams, criteria-referenced rubrics, individual projects, collaborative projects, inquiry-based research.

**Learning Resources:**

Textbooks:

- *Psych Smart* (published by McGraw Hill 2011)
- *The Psychology Book: Big Ideas Simply Explained* (First American Edition, 2012)
- *Psychology* (Eighth Edition) by David G. Myers.

Teachers Resources:

- *Activities Handbook for the Teaching of Psychology*: Edited by Judy T. Benjamin
- *AP Psychology: 5 Steps to a 5*: Laura Lincoln Maitland, M.A., M.S. Ed.
- *National Standards for High School Psychology Curricula*: American Psychological Association
- *Brainworld* – magazine
- Multimedia resources video resources, collected articles, magazines and various websites
- College of the Rockies – library and professors

**Additional Information:**

This course has been offered since 2002



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Southeast Kootenay	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD5
<b>Developed by:</b> Jo-Anna Le Grandeur	<b>Date Developed:</b> December 2018
<b>School Name:</b> Mount Baker Secondary school	<b>Principal's Name:</b> Ms. Viveka Johnson
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Psychology 12	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Board/Authority Prerequisite(s):

### Special Training, Facilities or Equipment Required:

- Class set(s) of current edition textbooks
- Class set(s) of theme based printed resources
- Access to computer lab
- Computer and document camera
- Instructor should have a background in psychology

### Course Synopsis:

Psychology 12 is designed for those students who have completed psychology 11 and wish to continue exploring human behaviour. Psychology 12 has been developed to support students in facing the challenges of understanding themselves, interacting with groups, knowing where they come from, and gaining awareness of their society. Psychology 12 will continue to explore the biopsychological domain, the cognitive domain, and the sociocultural domain in the topics explored. Critically thinking and research skills will be demonstrated and assessed through inquiry-based practices, reflective writing and research essays.

### **Goals and Rationale:**

Psychology 12 is developed to introduce students to the systematic and scientific study of the behaviour and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major fields of psychology and the sub-fields of psychology. Through a series of units, students are exposed to the world of psychology and how it applies to the world in which they live. Students enrolled in this course become familiar with the American Psychological Association citation protocols, the Cornell notetaking and study skills process and other strategies for reading, studying, remembering information and test taking.

### **Aboriginal Worldviews and Perspectives:**

#### Declaration of First People's Principles of Learning:

The First People's Principles of Learning are inherent in the aspects included in Psychology 12. The study of psychology is inseparable from connectedness, relationships, identity and culture. Specifically:

- Community involvement (Elders)
- The power of story – embedded in history and memory
- Exploring identity: nature (epigenetics) and nurture (residential schools)
- The role of the teacher and the reciprocal relationships within the class to create a safe space
- Examining the health of the body and the mind through culture and alternative methods of healing

### BIG IDEAS

Psychology incorporates critical thinking skills to describe, predict, understand and influence human behaviour – keeping in mind the ethical standards that regulate scientific research

Students learn systematic strategies for reading, studying, remembering information and test taking which is transferable to other courses.

Psychology provides a foundation for students wanting to satisfy a growing curiosity about themselves, their friends and the world around them thereby relating psychological knowledge to everyday life.

An appreciation that psychological science and knowledge is inquiry based and can be used in addressing a wide array of issues, from individual to global levels.

Psychology underscores the significance, importance and relevance of mental health, mental literacy and mental wellness by promoting identity, diversity and individuality in a world of change.

### Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <p><b>Biology of the Human Brain</b></p> <ul style="list-style-type: none"> <li>• Describe the major tools for studying the brain</li> <li>• Identify the location of the cerebellum and the three parts of the brain stem; describe the functions of each of these brain structures</li> <li>• Identify the location and functions of each part of the sub-cortical brain; identify the parts of the limbic system involved with memory, aggression and fear</li> <li>• Describe the cerebral cortex; identify the location and describe the function of the four cortical lobes and identify the location and function of important areas in each lobe</li> <li>• Define lateralization and describe the specialized and interdependent functions of the brain’s left and right hemispheres; describe what has been learned from split-brain research</li> <li>• Describe recent research regarding neuroplasticity and neurogenesis, and the role of stem cells in the treatment of various brain dysfunctions</li> <li>• Describe recent research regarding gender differences related to the brain and behaviour</li> <li>• Identify the organization and function of the central and peripheral nervous system</li> </ul>	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> <li>• Brain research</li> <li>• Structure and functions of different parts of the brain</li> <li>• The significance of Neuroplasticity</li> <li>• The traumatic brain</li> <li>• The connection between brain and behaviour and trauma</li> <li>• The emotional brain</li> <li>• The adolescent brain: current research findings</li> <li>• Terms and definitions and diagrams relevant to the brain and brain research</li> <li>• The organization and function of the central and peripheral nervous system</li> <li>• Communication within the nervous system</li> <li>• Terms and definitions and diagrams in textbooks/resources that are relevant to the biology of the human brain</li> </ul>

- Identify and explain communication within the nervous system
- Identify the structure and functions of different parts of the brain

### **Sensation and Perception**

- Describe the functioning of our sensory systems; explore structures of the visual, auditory, gustatory, olfactory, vestibular and kinaesthetic systems
- Identify the physical changes that occur in various sensory systems
- Discuss and define the principles of thresholds, adaptation and constancy
- Discuss Gestalt principles such as figure-ground, similarity, proximity, and closure
- Present and discuss a number of illusions, for example the Muller-Lyer, the Ames room, and the Ponzo
- Explain how sensory information is organized and interpreted
- Analyze how perceptual set affects our everyday interpretations of sensory experiences
- Identify how needs, beliefs and expectations influence perception- how context influences our perceptions
- Discuss the process of selective attention and illustrate how this is at work in our everyday lives

### **Learning, Cognition and Memory**

- Define learning: explain how learned and innate behaviours are different; define the three major theories of learning: conditioning, cognitive and observational
- Explain the process of classical conditioning describing the differences between a neutral, a conditioned, and an unconditioned stimulus, and between a conditioned and an unconditioned response
- Describe how classical conditioning can explain emotional responses and higher order conditioning
- Describe the three factors that distinguish operant from classical conditioning
- Define reinforcement and punishment
- Describe the differences between negative reinforcement and punishment and state the negative consequences of using punishment
- Describe extinction and spontaneous recovery (operant conditioning)
- Explain how unintentional reinforcement can lead to superstitious behaviour
- Explain the importance of feedback, timing, consistency and order of presentation on the effective use of both reinforcement and punishment
- Define social cognitive theory and describe the four processes involved in learning through observation
- Define cognition and thinking
- Define concepts and describe three methods for concept formation
- List and describe the three stages of problem solving
- List and describe the three major barriers to problem solving
- Define creativity

Students are expected to know the following:

- The interplay between characteristics of the perceiver and those of the environment in the constructive processes of attending to and organizing experiential data.
- Develop an understanding of the relationship between sensation and perception
- How sensation involves the functioning of various sensory receptors
- How perception involves the organization and interpretation of sensations
- Terms and definitions and diagrams in textbooks/resources relevant to sensation and perception

Students are expected to know the following:

- The differences between learned and unlearned behaviour
- The basic learning processes of classical and operant conditioning
- The similarities and differences between classical and operant conditioning
- The different types of knowledge and types of processing
- The processes of thought transformation, reduction, elaboration, storage, recovery, problem-solving and sensory input
- Theories of memory
- Carol Dweck's research on growth and fixed mindsets
- Cognition and thinking and the use of mental imaging
- Concept formation
- The creative process; theories of creativity
- The difficulties associated with defining intelligence
- Theories of intelligence
- Short term memory
- Long term memory
- Theories of forgetting

- Discuss how convergent and divergent thinking and the investment of creativity are related to the creative process.
- Define intelligence
- Explain why intelligence is difficult to define and differentiate between Cattell's fluid and crystallized intelligence
- Describe Gardner's theory of multiple intelligence and Sternberg's triarchic theory of successful intelligence
- Define standardization, reliability and validity
- Explain how an intelligence quotient (IQ) is determined and differentiate between the Stanford-Binet Intelligence Test and the Weschler intelligence tests
- Describe the extremes of mental retardation and mental giftedness
- Explain how biology, genetics and the environment impact intelligence
- Describe the purpose, duration and capacity of sensory memory, short term memory.
- Discuss the effects of chunking and maintenance rehearsal
- Describe the three parts of working memory
- Describe the purpose, duration and capacity of long term memory
- Describe the memory processing approach to memory
- Explain the following terms as each relates to short term and long term memory: encoding, storage, retrieval, parallel distribution, principles of organization, rehearsal, hierarchical systems and subsystems, retrieval cues, recognition, recall
- Describe theories of forgetting
- Define amnesia and Alzheimer's disease

- Specific methods of improving memory and mnemonic devices
- Terms, definitions, charts in textbook/resources relevant to this unit

## **Personality**

- Define personality
- Know the difference between projective tests and objective tests
- List two multi-trait objective tests; briefly describe the characteristics of the MMPI/MMPI-2; differentiate between vocational interest, aptitude and achievement tests
- Describe the characteristics of the Rorschach inkblot test and the Thematic Apperception Test
- Explain three logical fallacies that explain the widespread acceptance of “pseudo” personality tests
- Describe the evolution of the trait theories of personality from Allport to Cattell to Eysenck, ending with the 5 factor model
- Differentiate among Freud’s three levels of consciousness
- Define Freud’s concept of the id, ego, superego
- Define and explain the role of defense mechanisms
- Explain Freud’s five stages of psychosexual development
- Discuss major criticisms of psychoanalytic theories
- Discuss humanistic theories of personality
- State three criticisms of humanistic theories
- Discuss social- cognitive theories of personality
- State two strengths and two weaknesses of this theory
- Describe the role of brain structures, neurochemistry and genetics in biological theories of personality
- Describe how cultural variations in the concept of “self” affect the study of personality

## **Abnormal Behaviour and Treatment**

- Explain the origins and characteristics of psychological disorders
- Investigate the characteristics of abnormal behaviour
- Examine how definitions of abnormality change across cultures and over time
- Discuss how judgements of abnormality are affected by context
- Identify criteria psychologists use to diagnose psychological disorders
- List and discuss the major categories of psychological disorders
- Discuss the major symptoms of and possible causes of anxiety, mood disorders, personality disorders, schizophrenia
- Evaluate the drawbacks and advantages of labeling psychological disorders
- Discuss the variables that influence vulnerability to mental illness
- Investigate the stigma associated with mental illness
- Discuss efforts to promote greater understanding of psychological disorders
- List and describe treatment methods for psychological disorders

Students are expected to know the following:

- The major theories and approaches to personality
- The background and history of the major contributors to the domain of personality (Freud et al.)
- Each approach to personality has implications for their understanding of both normal and abnormal personality
- The psychoanalytic, humanistic, cognitive, trait and behaviouristic methodologies of personality
- Tools and strategies used to assess personality
- The implications of personality tests on an individual’s relationship with family, friends, employment (the environment)
- The significance of critical thinking when assessing personality

Students are expected to know the following:

- Different perspectives of abnormal behaviour such as statistical deviation, violation of cultural standards and the legal definition
- Causes, theories, treatment, incidences of the major disorders
- The history, background and current use of the DSM (Diagnosis Statistical Manual)
- Preventive and intervention techniques offered at the community level
- Cultural variations in abnormal and accepted behaviours



- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Differentiate among the different perspectives psychologists take to understand psychological disorders</li><li>• Describe the various treatment techniques for those with psychological disorders</li></ul> |  |
|--|--|

**Recommended Instructional Components:**

Indirect instruction; direct instruction; interactive instruction; modeling; practical creativity; brain storming; group work; analysis of film, video, social media; analysis of own and classmates' work; guest speakers; community workers; counseling services; debating; demonstrations; simulations; commonplace books; reflective writing; peer teaching; self-assessment.

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

Journaling, self-assessment (curricular and core competencies), oral presentations, quizzes, exams, criteria-referenced rubrics, individual projects, collaborative projects, inquiry-based research.

**Learning Resources:**

Textbooks:

- *Psych Smart* (published by McGraw Hill (2011))
- *The Psychology Book: Big Ideas Simply Explained* (First American Edition, 2012)
- *Psychology* (Eighth Edition) by David Myers

Teacher resources:

- *Psychology* (Eighth Edition) Teacher Guide
- *National Standards for High School Psychology Curricular*, American Psychological Association
- *AP Psychology: 5 Steps to a 5*: Laura Lincoln Maitland, M.A., M.S.Ed.
- *Activities Handbook for the Teaching of Psychology*: Edited by Judy T. Benjamin
- Multimedia resources, video resources, collected articles, magazines and various websites

**Additional Information:**

This course has been offered since 2002



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Southeast Kootenay	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD5
<b>Developed by:</b> Teachers, Counsellors, Administration	<b>Date Developed:</b> December 2018
<b>School Name:</b> Fernie, Sparwood and Elkford Secondary	<b>Principal's Name:</b> Christenson, Sopko, Kelly
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Tutoring 11 (YED—1A)	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Board/Authority Prerequisite(s):

Students will be required to obtain teacher acceptance and attend an interview with a counsellor prior to entering the course.

### Special Training, Facilities or Equipment Required:

Depending on school program

### Course Synopsis:

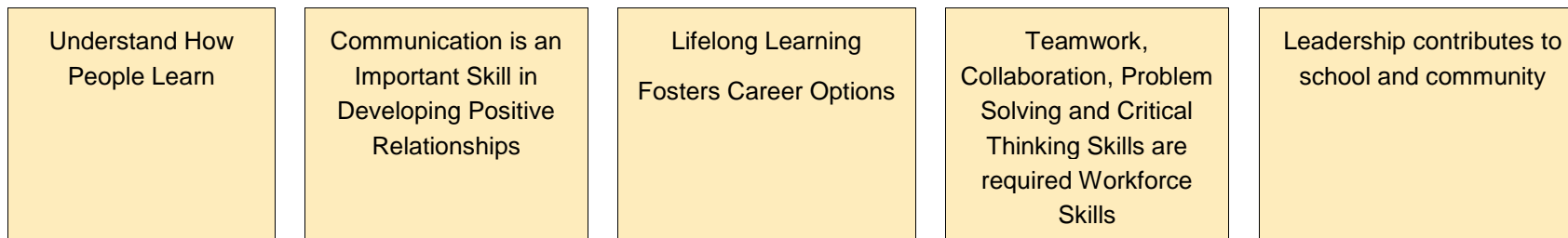
Tutoring is a participation-based course that prepares and motivates students to provide assistance to others in their schools and communities. Students will work under the supervision of a teacher or mentor to provide assistance to students as individuals and/or small groups where they will personally engage and build connections. The Tutoring course offers the opportunity for students to explore and recognize how people learn, including themselves. Tutoring meets all core competency requirements in the BC Curriculum. Students will be provided opportunities to develop skills in learning styles, interpersonal relations, communication, teamwork, leadership. Students will learn the value and complexity of diversity while acquiring an appreciation of the importance of lifelong learning.

**Goals and Rationale:** To offer students an opportunity to learn how people learn, to gain experience working with people, to contribute to their school and community and to explore connections to the world of work.

## Aboriginal Worldviews and Perspectives:

Embedded in learning.

### BIG IDEAS



### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Understand How People Learn</b></p> <ul style="list-style-type: none"> <li>- Examine various learning styles and patterns</li> <li>- Examine their own learning styles and patterns</li> <li>- Examine their own learning strengths and learning challenges</li> <li>- Explore current learning theory in their tutoring context</li> </ul> <p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>- Understand how people communicate verbally and non-verbally</li> <li>- Practice active listening</li> <li>- Learn appropriate verbal and non-verbal feedback strategies</li> <li>- Develop an awareness and respect of individual – cultural and gender differences in terms of proximity, language and eye contact</li> <li>- Identify conflict resolution skills</li> <li>- Explore effective strategies for mediation</li> <li>- Understand the term empathy and its application in the tutoring process</li> </ul> <p><b>Independence and Employability Skills</b></p> <ul style="list-style-type: none"> <li>- Identify employability skills necessary for the workplace such as attendance, organization, dress, communication etc.</li> <li>- Explore problem solving, critical thinking skills and conflict resolution skills</li> <li>- Identify the importance of ethics and confidentiality</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p>Work in collaboration with a teacher            Demonstrate a variety of tutoring techniques such as modelling, active listening, direct instruction, questioning, demonstrating etc.            Develop and present learning activities</p> <p>Demonstrate effective listening skills            Demonstrate appropriate ways to provide feedback to learners            Demonstrate enthusiasm, commitment and encouragement for learning            Use effective conflict resolution skills            Practice effective strategies for mediation            Demonstrate empathy for other learners            Use appropriate language</p> <p>Demonstrate punctuality, regular attendance and appropriate protocols for absences in keeping with employability skills necessary for success in the work place            Demonstrate problem solving and critical thinking skills in relation to tutor responsibilities            Act in an ethical manner and respect confidentiality            Meet the expectations of the specific learning environment</p>

<ul style="list-style-type: none"> <li>- Identify their personal strengths in relation to the tutoring context</li> <li>- Explore career opportunities related to their tutoring strengths</li> </ul> <p><b>Teamwork and Collaboration</b></p> <ul style="list-style-type: none"> <li>- Examine and understand the roles and responsibilities of each team member in tutoring situations</li> <li>- Explore protocols for referring behaviour and child protection concerns to teacher and other professionals</li> <li>- Examine effective teamwork and collaboration skills</li> <li>- Identify safety and behavioural issues that might occur in school situations</li> </ul> <p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>- Examine models of positive leadership and effective leadership strategies</li> <li>- Examine mentoring skills and strategies</li> <li>- Examine how social responsibility, community involvement and leadership enhance scholarship opportunities, post secondary admission and employability</li> </ul>	<p>Demonstrate self-direction and initiative Follow direction and assist the teacher in classroom routines</p> <p>Demonstrate skills to be an effective member of a team Establish positive working relationships with other students and the mentor teacher Appropriately refer behavior, safety and child protection issues</p> <p>Contribute to the successful learning environment of the school Contribute to their school and community using their time and skills to create a positive and caring culture Lead by example and model positive behaviours and work habits Mentor other students</p>
---	---

## Big Ideas – Elaborations

Leadership qualities can be learned and are skill based; student leaders seek to provide other students with maximum opportunities to achieve success

Mentorship role: identifying the purpose of your tutoring, your tutoring values and choosing your leadership style

## Curricular Competencies – Elaborations

Reflect on their knowledge and experience of how they and others learn

Analyze the effectiveness of tutoring techniques for specific groups or individuals

Describe their experiences, set goals and reflect on their individual growth as a tutor

Set goals for growth in communication skills

Analyze the effects of good communication on the learning situation

Self-evaluate critical thinking and problem solving skills

Reflect on successes and challenges in working as a team member

Set goals to improve teamwork and relationship skills

Reflect on their contributions to the school and community

Describe and evaluate effective leadership and tutoring strategies

## Content – Elaborations

Show evidence of the application of current learning practices

Consider connections of personal learning style to career choices

Identify real life communication problems and consider strategies to correct those

Describe and reflect on organizational strategies used in their tutoring activities

Analyze teamwork and collaboration skills

Illustrate connections between teamwork skills and career choices

Reflect on how improved leadership and social responsibility will enhance post-secondary choices

**Recommended Instructional Components:**

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

Daily Log Book by student

Reflective Journal by student

Self-Assessment

Observation – anecdotal, checklists

Performance Assessment

Checklists - teacher made

Peer Assessment – tutee of tutor

Learning Styles Inventory

Research Projects

Written Assignments

Additional forms of Assessment as determined by the tutoring context

**Learning Resources:** selected by the teacher determined by tutoring context

**Additional Information:**

None



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Southeast Kootenay	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD5
<b>Developed by:</b>	<b>Date Developed:</b>
<b>School Name:</b> Sparwood, Fernie and Elkford Secondary	<b>Principal's Name:</b> Sopko, Christenson, Kelly
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Tutoring 12 (YED—2A)	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Board/Authority Prerequisite(s):

- -Completion of Tutor 11
- -Intake interview with Counsellor
- -Acceptance of Advising Teacher

### Special Training, Facilities or Equipment Required:

- Depending on school program

**Course Synopsis:**

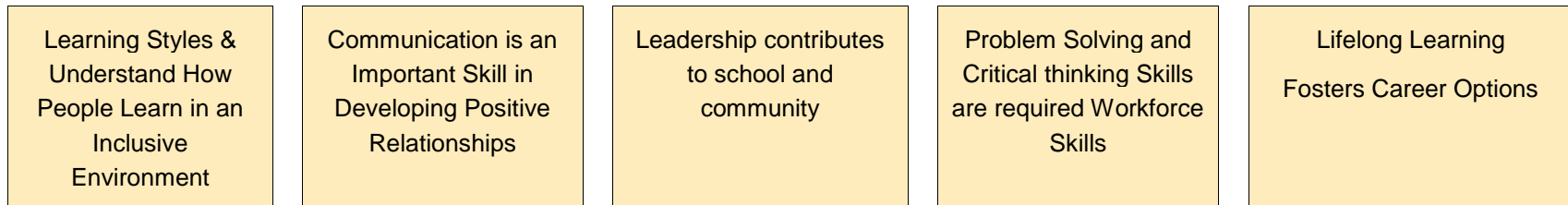
Tutoring 12 is a continuum of Tutoring 11 and is a participation-based course that enables students to continue their interest in helping Jr. students and prepares students to provide assistance to others in their schools and communities. Students will work under the supervision of a teacher in order to provide assistance to younger students, either as individuals or in small groups, where they will personally engage and build connections. The Tutoring course offers the opportunity for students to explore and recognize how people learn, including themselves. Tutoring meets all core competency requirements in the BC Curriculum. Students will have opportunities to develop skills in learning styles, interpersonal relations, communication, teamwork, leadership and conflict management. Students will learn the value and complexity of diversity while acquiring an appreciation of the importance of lifelong learning.

**Goals and Rationale:** To offer students an opportunity to learn how people learn, to gain experience working with people, to contribute to their school and community and to explore connections to the world of work

**Aboriginal Worldviews and Perspectives:**

Embedded in learning

**BIG IDEAS**



**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>Recognize different learning styles and the importance of these</li> <li>Understand and demonstrate aspects of effective communication</li> <li>Develop an appreciation for problem solving and critical thinking skills</li> <li>Develop an understanding of diversity</li> <li>Develop positive working relationships with students and adults</li> <li>Exam models of positive leadership and effective leadership strategies</li> </ul> <p>Self Esteem</p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Appreciate different learning styles</li> <li>Recognize the importance of effective communication and active listening skills</li> <li>Exam and understand the roles and responsibilities of a tutor</li> <li>How to contribute to a successful learning environment in the school.</li> <li>Develop positive self-esteem in other students through modelling and motivation</li> </ul>



## Big Ideas – Elaborations

### Learning styles

- Discussion of 3 main learning style (auditory, visual, kinesthetic)
- Analyze and assess their own learning style
- Recognizing the learning styles of others
- Develop a variety of teaching techniques for different learning styles

### Communication

- Verbal
  - identify and use effective and appropriate language based communication skills when working with students
  - interpret and paraphrase written text into everyday language for other students
  - express themselves clearly when speaking
  - impact of body language on verbal communications
- Non-Verbal
  - understanding and benefits of visuals and graphics
  - creation of visuals
  - use of appropriate body language, vocal and facial expressions
  - impact of body language and non-verbal communication when trying to communicate with a person closer to the peers age

### Leadership

- Discussion of Leadership Styles
- Leadership Qualities for the Tutor
  - Be Yourself
  - Be Confident
  - Be Prepared
  - Be Flexible
  - Be Responsible
  - Be Honest
  - Be Friendly

### Critical thinking

- Identify the Problem. The first step in critical thinking is to identify the problem. ...
- Gather Information. ...
- Evaluate the Evidence. ...
- Consider Solutions. ...
- Choose and Implement.

## Curricular Competencies – Elaborations

Depending on subject area of tutor, this will have to mesh with the Big Idea Elaborations

## Content – Elaborations

- As per area of instruction and subject area

### Recommended Instructional Components:

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

Effective Formative Assessment:

Clearly articulated learning intentions and success criteria

Questions posed by students, peers and teachers to help facilitate learning

Discussions and dialogue

Feedback that is timely and clear

Students are resources for themselves and others eg, peer and self-assessments

**Learning Resources:** selected by the teacher

**Additional Information:**



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Southeast Kootenay	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD5
<b>Developed by:</b> Bonnie Hayes	<b>Date Developed:</b> December 13, 2018
<b>School Name:</b> Mount Baker Secondary School	<b>Principal's Name:</b> Viveka Johnson
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Yearbook	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120 hours

**Board/Authority Prerequisite(s):** none

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

Cameras' with high ISO capabilities, portrait and zoom lens', computers with internet access and Publishing Company's software.

**Course Synopsis:**

This 4 credit course is available to students in grades 10. Students are responsible for the layout and production of the school yearbook. Students may be assigned to work in the areas of digital photography, writing and editing, page layout, advertising and/or distribution. The yearbook is produced using online production software provided by the publication company.

**Goals and Rationale:**

Publication of the yearbook.

The Yearbook 10 course will:

- a. enable students to explore the use of digital photography, graphic design and as a medium to self-expression and collaborative efforts.
- b. enable students to demonstrate how effective photography and graphic design effectively communicates to people and/or evoke emotion.
- c. expose students to and give responsibility to students to meet real world deadlines for completing work for publication and presentations.

**Aboriginal Worldviews and Perspectives:**

Inclusion of Ktunaxa language where appropriate e.g. school name on the title page and where there is Indigenous content Inclusion of Indigenous groups e.g. Ab Ed Council, Warriors and Elders pages

Storytelling is embedded in the publication.

Class meetings demonstrate Ktunaxa protocols where appropriate.

**BIG IDEAS**

Yearbook provides an opportunity to tell the story of the school year through a variety of perspectives.

Growth as an artist, writer and photographer depend on critique, reflection and revision.

Yearbook reflects the interconnectedness of the individual, community, history and society.

Yearbook publication requires teamwork.

Yearbook publication uses photography and publication software to visually express and record the school experience.

**Learning Standards**

**Curricular Competencies** **Content**

*Students are expected to do the following:*

- display their concept of theme for the current year's yearbook
- develop skills with technology
- demonstrate familiarity with publishing software
- create a dummy double page spread demonstrating the principles of layout and design
- demonstrate use of artistic elements in their layouts
- demonstrate artistic photography techniques
- demonstrate skill in a variety of photo subject environments
- demonstrate skill in digital editing
- show awareness of a journalistic writing style
- demonstrate effective interviewing skills
- demonstrate proper copy writing technique
- display editing skills
- demonstrate understanding the principles of customer relations sales, and marketing skills
- display proper etiquette, ethics, and perseverance in pursuing advertising dollars in the business community (if appropriate/ necessary)
- demonstrate advertisement design and layout (if appropriate/ necessary)
- ensure that technical requirements have been met for plant-processing
- assign and accept responsibility for different components of the publishing process

*Students are expected to know the following:*

- understand the purpose of creating a school yearbook
- understand the key elements of what a yearbook theme is
- understand yearbook terminology
- understand the basic principles of layout and design
- understand basic operation of a **DSLR** camera
- understand low light photography and the settings required
- understand copyright, libel, and defamation
- understand the importance of team work and meeting deadlines
- understand criticism is not personal

**Recommended Instructional Components:**

Introduction — Yearbook Theory  
Layout Principles and Utilization of Publishing Software  
Photography  
Journalism  
Advertising (for revenue if appropriate/ necessary) and Marketing  
Book Construction — Working with a Publisher

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

Assessment will be based on rubrics for each project to ensure students are meeting the learning standards prescribed for the course. Students will also complete checklists for peer and self-assessments/ editing with room for comments.

**Learning Resources:**

Yearbook Publisher and Representative  
Technical Support  
Industry reference material  
Manuals for equipment and software  
Yearbooks created by other schools  
Yearly evaluation of yearbooks  
Yearbook workshops  
Teacher created resources  
Websites



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Southeast Kootenay	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD5
<b>Developed by:</b> Bonnie Hayes	<b>Date Developed:</b> December 13, 2018
<b>School Name:</b> Mount Baker Secondary School	<b>Principal's Name:</b> Viveka Johnson
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Yearbook	<b>Grade Level of Course:</b>  11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120 hours

**Board/Authority Prerequisite(s): none**

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

Cameras' with high ISO capabilities, portrait and zoom lens', computers with internet access and Publishing Company's software. **Course Synopsis:**

This 4 credit course is available to students in grades 11 to 12. Students are responsible for the layout and production of the school yearbook Students may be assigned to work in the areas of digital photography, writing and editing, page layout, advertising and/or distribution. The yearbook is produced using online production software provided by the publication company.

**Goals and Rationale:**

Publication of the yearbook.

The Yearbook **11** course will:

- a. enable students to explore the use of digital photography, graphic design and as a medium to self-expression and collaborative efforts.
- b. enable students to demonstrate how effective photography and graphic design effectively communicates to people and/or evoke emotion.
- c. expose students to and give responsibility to students to meet real world deadlines for completing work for publication and presentations.

**Aboriginal Worldviews and Perspectives:**

Inclusion of Ktunaxa language where appropriate e.g. school name on the title page and where there is Indigenous content.

Inclusion of Indigenous groups e.g. Ab Ed Council, Warriors, and Elders pages

Storytelling is embedded in the publication.

Class meetings demonstrate Ktunaxa protocols where appropriate.



**BIG IDEAS**

Yearbook provides an opportunity to tell the story of the school year through a variety of perspectives.

Growth as an artist, writer and photographer depend on critique, reflection and revision.

Yearbook reflects the interconnectedness of the individual, community, history and society.

Yearbook publication requires teamwork.

Yearbook publication uses photography and publication software to visually express and record the school experience.

**Learning Standards**

**Curricular Competencies**

**Content**

*Students are expected to do the following*

- display their concept of theme for the current year’s yearbook
- develop skills with technology
- demonstrate competency with publishing software
- create a dummy double page spread demonstrating the principles of layout and design
- demonstrate use of artistic elements in their layouts
- demonstrate artistic photography techniques
- demonstrate skill in a variety of photo subject environments
- demonstrate skill in digital editing
- show awareness of a journalistic writing style
- demonstrate effective interviewing skills
- demonstrate proper copy writing technique
- demonstrate editing skills
- demonstrate understanding the principles of customer relations, sales, and marketing skills
- display proper etiquette, ethics, and perseverance in pursuing advertising dollars in the business community (if appropriate/ necessary)
- demonstrate advertisement design and layout (if appropriate/ necessary)
- ensure that technical requirements have been met for plant-processing
- assign and accept responsibility for different components of the publishing process

*Students are expected to know the following:*

- understand the purpose of creating a school yearbook
- understand the key elements of what a yearbook theme is
- understand yearbook terminology
- understand the basic principles of layout and design
- understand basic operation of a DSLR camera
- understand low light photography and the settings required
- understand copyright, libel, and defamation
- understand the importance of team work and meeting deadlines
- understand criticism is not personal

Recommended Instructional Components:

Introduction — Yearbook Theory

Layout Principles and Utilization of Publishing Software

Photography

Journalism

Advertising (for revenue if appropriate/ necessary) and Marketing

Book Construction — Working with a Publisher

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

Assessment will be based on rubrics for each project to ensure students are meeting the learning standards prescribed for the course. Students will also complete checklists for peer and self-assessments/ editing with room for comments.

Learning Resources:

Yearbook Publisher and Representative

Technical Support

Industry reference material

Manuals for equipment and software

Yearbooks created by other schools

Yearly evaluation of yearbooks

Yearbook workshops

Teacher created resources

Websites



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Southeast Kootenay	<b>School District/Independent School Authority Number (e.g.SD43, Authority #432):</b> SD5
<b>Developed by:</b> Bonnie Hayes	<b>Date Developed:</b> December 13, 2018
<b>School Name:</b> Mount Baker Secondary School	<b>Principal's Name:</b> Viveka Johnson
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Yearbook	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120 hours

**Board/Authority Prerequisite(s):** Yearbook 10 and/ or 11

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

Cameras' with high ISO capabilities, portrait and zoom lens', computers with internet access and Publishing Company's software.

**Course Synopsis:**

This 4 credit course is available to students in grades 12. Students are responsible for the mentoring of Yearbook 10 and 11 students with regards to layout and production of the school yearbook. Students will take on a leadership role and editorial responsibilities. Students may be assigned to assist in the management of the following: digital photography, writing and editing, page layout, advertising and/or sales. The yearbook is produced using online production software provided by the publication company.

**Goals and Rationale:**

Publication of the yearbook.

The Yearbook 12 course will:

- a. enable students to explore the advanced use of digital photography, graphic design and as a medium to self-expression and collaborative efforts.
- b. enable students to develop leadership skills through senior editor and photographer roles on the yearbook staff
- c. enable students to assume the role of various editorial positions (copy, photography, marketing, layout) within a yearbook staff
- d. enable students to take initiative and responsibility for meeting real world deadlines to completing work for publication and presentations.

**Aboriginal Worldviews and Perspectives:**

Inclusion of Ktunaxa language where appropriate eg: school name on the title page and where there is Indigenous content.

Inclusion of Indigenous groups eg. Ab Ed Council, Warriors, and Elders pages

Storytelling is embedded in the publication.

Class meetings demonstrate Ktunaxa protocols where appropriate.

**BIG IDEAS**

Yearbook provides an opportunity to tell the story of the school year through a variety of perspectives.

Growth as an artist, writer and photographer depend on critique, reflection and revision.

Yearbook reflects the interconnectedness of the individual, community, history and society.

Yearbook publication requires teamwork.

Yearbook publication uses photography and publication software to visually express and record the school experience.

**Learning Standards**

**Curricular Competencies**

**Content**

*Students are expected to do the following:*

- display their concept of theme for the current year's yearbook
- develop skills with technology
- demonstrate competency with publishing software
- create a dummy double page spread demonstrating the principles of layout and design
- demonstrate use of artistic elements in their layouts
- demonstrate artistic photography techniques
- demonstrate skill in a variety of photo subject environments
- demonstrate skill in digital editing
- show awareness of a journalistic writing style
- demonstrate effective interviewing skills
- demonstrate proper copy writing technique
- demonstrate editing skills
- demonstrate understanding the principles of customer relations, sales, and marketing skills
- display proper etiquette, ethics, and perseverance in pursuing advertising dollars in the business community (if appropriate/ necessary)
- demonstrate advertisement design and layout (if appropriate/ necessary)
- ensure that technical requirements have been met for plant-processing
- assign and accept responsibility for different components of the publishing process

*Students are expected to know the following:*

- understand working relationship dynamics

**Recommended Instructional Components:**

Introduction — Yearbook Theory  
Layout Principles and Utilization of Publishing Software  
Photography  
Journalism  
Advertising (for revenue if appropriate/ necessary) and Marketing  
Book Construction — Working with a Publisher

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

Assessment will be based on rubrics for each project to ensure students are meeting the learning standards prescribed for the course. Students will also complete checklists for peer and self-assessments/ editing with room for comments.

**Learning Resources:**

Yearbook Publisher and Representative  
Technical Support  
Industry reference material  
Manuals for equipment and software  
Yearbooks created by other schools  
Yearly evaluation of yearbooks  
Yearbook workshops  
Teacher created resources  
Websites

## 2020-2021 Annual School Calendar

July 2020						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
Su	M	Tu	W	Th	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

School Breaks

Professional Development Days

Stat Holidays

Administrative Day

Second Semester

## Local School Calendar (School District No.5, Southeast Kootenay)

From the School Act, sections 87.01 and 87.02 and the new  
School Calendar Regulation

Days in Session	180
Days of Instruction	173
Non-Instructional Professional Development Days	6
Administrative Day	1
First Day of School	Tuesday, September 8, 2020
Thanksgiving Day	Monday, October 12, 2020
Remembrance Day	Wednesday, November 11, 2020
Christmas vacation period	Monday, December 21, 2020 - Friday, January 1, 2021
Schools reopen after Christmas vacation	Monday, January 4, 2021
First day of second semester	Monday, February 1, 2021
Family Day	Monday, February 15, 2021
Spring vacation period	Monday, March 22, 2021 to Thursday, April 1, 2021
Schools reopen after Spring vacation	Tuesday, April 6, 2021
Good Friday	Friday, April 2, 2021
Easter Monday	Monday, April 5, 2021
Victoria Day	Monday, May 24, 2021
Last day of school for students	Thursday, June 24, 2021
Administrative Day	Friday, June 25, 2021
Minimum Hours of instruction (Kindergarten)	853 hrs
Minimum Hours of instruction (Elementary)	878 hrs
Minimum Hours of instruction (Secondary)	952 hrs
Minimum Hours of instruction per day (Elementary)	5 hrs 5 min
Minimum Hours of instruction per day (Secondary)	5 hrs 31 min

Professional Development Days	School Breaks	
	Semester 1	Semester 2
September 18	October 9	March 22-April 1
October 30	November 27	May 21
December 11	December 21-January 1	
February 26	January 22	
April 26		
June 4		





**The Board of Education of  
School District No.5 (Southeast Kootenay)  
Minutes – Policy Committee**

**February 25, 2019, 11:30 a.m.  
Board Office**

**Committee Members  
In Attendance:**

**Co-Chair Trustee Ayling (Chair)  
Co-Chair Trustee Turner  
Trustee McPhee**

**Regrets:**

**Trustee Whalen**

**Board/District Staff in  
Attendance:**

**Chairperson Lento  
Trustee Bellina (by Zoom)  
Trustee Damstrom  
Trustee Johns  
Trustee Kitt  
Lynn Hauptman, Superintendent  
Brent Reimer, Director of Instruction/Human Resources (11:49)  
Diane Casault, Director of Student Learning/Innovation  
Jason Tichauer, Director of Student Learning/Aboriginal Education  
Darcy Verbeurgt, District Principal/Student Services  
Jennifer Roberts, District Principal/Transformative Learning  
Janice Paetz, Executive Assistant (Recorder)**

**1. COMMENCEMENT OF MEETING**

**1.1. Call to Order**

The Policy Committee meeting of February 25, 2019 was called to order at 11:03 a.m. by Co-Chair Trustee Ayling.

**1.2. Approval of the Agenda**

**POL-2019-03**

M/S that the agenda for the Policy Committee meeting of February 25, 2019 be approved.

**1.3. Approval of the Minutes**

**POL-2019-04**

M/S that the minutes of the Policy Committee meeting of January 28, 2019 be approved as circulated.

## 2. POLICIES APPROVED BY THE BOARD SINCE LAST MEETING

- 3.32 Allergies and Life Threatening Allergies in Schools
- 3.44 Challenge of a Learning Resource

## 3. BUSINESS ARISING FROM PREVIOUS MEETING

### 3.1 Revised Policy/Regulations 3.40 Learning Resources

The policy did not pass at the last Board meeting.

Discussion included:

- Trustee Turner expressed concerns about the Board now being responsible for evaluating and recommending learning resources
  - there doesn't seem to be a local process in place
  - very onerous process for teachers to have to search for resources, especially for new teachers
  - if a new curriculum is rolled out by the Ministry and expectations are that teachers will teach in a meaningful way, the employer is then responsible to provide a list of recommended resources that teachers can utilize
- need guidelines while still allowing flexibility for teachers
- there are still groups of teachers who are responsible for reviewing resources for ERAC
- big companies like Pearson and Nelson have specifically created resources around the BC redesigned curriculum (many schools are in the process of reviewing these)
- schools have the option of using their school growth plan funding and department head time to allow teachers time to review resources
- we have left many of the curricular days for school level discussions and a lot took this time to review resources either by school, grade level, and/or departments
- our district still supports the DRC which is very rare in districts today
- we are sending three staff to ERAC this summer in July, which will provide another opportunity to review resources
- the policy was written by a provincial working group
- the concerns with the implementation will be added to the next Advocacy Committee agenda for further discussion.

### **Recommendation A**

*"M/S that the Board of Education approve Revised 3.40 Learning Resources."*

### 3.2 Revised Policy/Regulations 3.3 Medical Alert

Mrs. Casault explained the restructuring of the policy and regulations.

Discussion included:

- HR confirmed there are no contradictions between this policy and the two collective agreements (this will be shared with the PVP group). It was then clarified that Article D24 was in regards to Policy 3.4 Administration of Prescription Medication.
- medications are usually kept in the office and given by the PVP and/or clerical staff

- information is not posted in public locations in the school unless a parent specifically requests that it is
- Medical Planning Form – we will add a section under training where additional information can be shared, should a parent make such a request.

**Recommendation B**

*“M/S that the Board of Education approve Revised Policy 3.3 Medical Alert.”*

3.3 Revised Policy/Regulations 3.4 Administration of Prescription Medication

Mrs. Casault explained the restructuring of the policy and regulations.

Discussion included:

- teacher responsibilities with regards to handing out medications
- procedures need to be followed i.e. forms filled out, conversations with parents/staff, medication stored at the office, etc.
- procedures will be reviewed with PVP’s at the April meeting
- training can take anywhere from one day up to a month, depending on availability of the trainer
- add ‘training’ to the last sentence, last paragraph, in the regulations
- add ‘for non-life threatening conditions’ to the end of the first sentence in the policy
- doesn’t need to go to partner groups for feedback as structural changes only
- change Medical Alert Planning form to match Policy 3.3 Medical Alert.

**Recommendation C**

*“M/S that the Board of Education approve Revised Policy 3.4 Administration of Prescription Medication.”*

3.4 Revised Policy/Regulations 5.5 Curricular Field Studies/Extra Curricular Field Trips

The new and old policies were provided so Trustees could see the changes.

Discussion included:

- Youth Safe Outdoor committee has mostly been focused on planning, checklists, etc. for teachers - designed to help teachers feel comfortable and confident when planning their outings
- authorizations levels were not changed except for authorization at the school level – we added ‘or those considered to be higher care outings’ – information on these outings must now be sent to the Superintendent’s office
- there is still a lot of work to be done on the Regulations as well as our volunteer policy
- accommodation for parents – there needs to be consideration for students who have inclusions and/or special needs on outings
- parents ‘accompanying’ on a trip vs being an actual chaperone
- need a couple of checks going in to the states to address medical marijuana for students and chaperones
- Criminal record checks for volunteers is crucial
- CRC can be done for free for our volunteers (if you are not being paid)

- need a formal process to approve some of the larger trips (the Board should be approving these)
- we need to really look at the applications/regulations to ensure all relevant information is included when schools apply
- applications should come through the Advocacy Committee.

The policy/regulations will now be sent to partner groups for feedback (along with information explaining how/why we are splitting the policy and regulations)

#### **4. CORRESPONDENCE AND/OR NEW ITEMS**

##### **4.1 Revised Policy/Regulations 7.1 Acceptable Use of Information and Communication Technology (ICT) and Technology Services**

Discussion included:

- no changes were made to the Policy or 7.1a Employee Use
- Changes made to 7.2b Student Use – added #4 and extra sentence in last paragraph
- change wording on Page 39 to “I will not access sites”

##### **Recommendation D**

*M/S that the Board of Education approve Revised Policy 7.1 Acceptable Use of Information and Communication Technology (ICT) and Technology Services.”*

#### **5. INFORMATION ITEMS**

Nil

#### **6. ADJOURNMENT**

The meeting adjourned at 12:16 p.m.

"What have we done at this meeting to help our students become more interested in school and to support them in their personal learning journey?"

# **THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 5 SOUTHEAST KOOTENAY**

## **POLICY**

## **LEARNING RESOURCES**

### **SECTION 3.40**

The Board of Education is committed to providing a wide range of learning resources in support of curriculum implementation and student learning, taking into consideration the varied interests, abilities and maturity levels of students. Additionally, the Board of Education promotes the development of a resource rich learning environment in each of its schools. Teachers are encouraged to access supplementary instructional resources, which are relevant, and enhance, broaden or enrich provincially prescribed or locally approved curricula.

#### **Related Bylaws, Policies, Contracts and Regulations:**

Regulations 3.40R Learning Resources

Policy 3.44 Challenge of a Resource

Regulations 3.44R Challenge of a Resource

Regulations 3.44F Challenge of a Resource Form

# THE BOARD OF EDUCATION OF SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY)

## REGULATIONS

## LEARNING RESOURCES

### SECTION 3.40R

Boards of Education have the responsibility for determining how learning resources are chosen for use in schools. The Ministry of Education no longer conducts evaluation processes to recommend learning resources. This responsibility now rests with Boards. Boards of Education may continue to use learning resources specified in educational program guides published before 2016, as appropriate. Any concerns or challenges to the use of a learning resource should refer to the Policy 3.44 Challenge of a Learning Resource.

The Superintendent and/or designate will ensure that Principals and District staff are aware of the relevant sections of the School Act, Regulations and Ministers' Orders, Board Policy, Procedures and Regulations. Principals shall review the learning resources Policy, Procedures and Regulations with education staff annually.

Learning resources are texts, videos, software, and other materials that teachers use to assist students to meet the expectations for learning defined by provincial or local curricula.

#### 1.0 Approved Learning Resources

##### 1.1 Definition

Approved learning resources are locally approved and Ministry prescribed, authorized or recommended, or "[ERAC Evaluated](#)" resources.

For the identification and selection of learning resources, educators are encouraged to refer to collections of resources, which have been evaluated and/or licensed at the District and provincial levels for use in the B.C educational setting. These may include:

- The [K-12 Resource Collection](#), which is a continuously updated collection of peer-evaluated learning resource reviews which are linked to the BC curriculum. The collection is hosted by the [Educational Resource Acquisition Consortium](#) (ERAC) and is searchable in the BC ERAC app or online.
- School District 5 (Southeast Kootenay) is located on the Homelands of the Ktunaxa people and as stated in the Moving Forward: Worldviews in the Classroom document, when referencing Aboriginal content, learners should be given the chance to work with locally developed resources (including local knowledge keepers) whenever possible. In the Southeast Kootenay, those trusted local contacts are the Elders in Residence, representatives from both the Ktunaxa Nation Council and the two local

bands, Aq?am and Tobacco Plains (Akink?um?asnuq?i?it), as well as the school district's Aboriginal Education Support Workers.

- [Authentic First Peoples Resources](#) (K-9) from [First Nations Education Steering Committee](#) (FNESC)
- District approved resources: [District Resource Centre](#), District digital licensed resources found on the portal and/or approved digital apps.

## 2.0 Supplementary Learning Resources

### 2.1 Definition

Supplementary learning resources include materials, persons and places (field trips) used to enhance, broaden or enrich provincial or local curricula.

### 2.2 Selection Criteria

Evaluating resources from the perspective of social considerations can be one of the most challenging aspects of the evaluation process. It must take into account many considerations within a context of community, societal values and standards, to determine the suitability of the resource for instructional use in BC schools. Factors to consider may include First Nations learning, approaches to multiculturalism, gender and gender identity, among others.

Evaluation procedures for selecting learning resources should involve practicing teachers. In selecting supplementary resource materials, teachers and principals shall be subject to the following criteria:

- supports the learning standards and are the best suited for advancing curricula
- assists students in making connections between what they learn in school and real life applications
- should be appropriate in content and presentation not only to the subject area but also to the emotional development, ability level, learning style, social development and chronological age of the student
- has effective instructional and technical design
- meets the requirements set by [copyright](#) and privacy legislation
- are suitable based on social considerations
- Other factors equal, priorities should be given to learning resources developed and produced in Canada.

## 2.3 Procedures for Use

Where a resource is not readily classified according to the above criteria, or judged potentially controversial by the teacher, the following process must be ensured.

The Principal must:

- approve each potentially controversial resource and provide recommendations
- if necessary, including the requirement of notification to parents of the intended use of a resource, or
- forward it for a further review to ERAC, or
- reject it.

Where a Principal has not approved a resource, the decision shall be deemed final.

### **Related Bylaws, Policies, Contracts and Regulations:**

Policy 3.40 Learning Resources

Policy 3.44 Challenge of a Learning Resource

Regulations 3.44R Challenge of a Resource

Regulations 3.44F Challenge of a Resource Form



# THE BOARD OF EDUCATION OF SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY)

## POLICY

## MEDICAL ALERT

### SECTION 3.3

There are students in school who may require emergency care interventions by school staff. These students are commonly referred to as students with a Medical Alert condition. These conditions are those that are physician diagnosed, potentially life threatening and include:

- diabetes
- epilepsy
- anaphylaxis (history of a severe allergic response which requires planned care and support inside as well as outside the school environment, e.g. field trips)
- severe asthma (history of episodes requiring immediate medical treatment or a history of requiring immediate medication administration to avert an emergency)
- blood clotting disorders such as haemophilia that require immediate medical care in the event of injury
- serious heart conditions
- other conditions which may require emergency care as determined in consultation with parent/student/family physician, school and Medical Health Officer or designate.

#### **Related Bylaws, Policies, Contracts and Regulations:**

Policy 3.3R Medical Alert

Policy 3.3F Medical Alert Planning Form

Policy 3.4 Administration of Prescription Medication

Policy 3.4R Administration of Prescription Medication

Policy 3.4F Request for Administration of Medication at School



**School District 5 (Southeast Kootenay)**  
**MEDICAL ALERT PLANNING FORM**  
 (Information and Plan while in the Care of the School)

Student Photo

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
 (YY/MM/DD)

Parent/Guardian: \_\_\_\_\_ Phone: (Home) \_\_\_\_\_  
 (Work) \_\_\_\_\_

Emergency Contact

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Physician: \_\_\_\_\_ Phone: \_\_\_\_\_

**Potential life threatening Medical condition diagnosed as:** \_\_\_\_\_

1. New Condition: Yes No  
 Date condition identified: \_\_\_\_\_

2. Describe the potential problem:  
 \_\_\_\_\_  
 \_\_\_\_\_

**PLAN WHILE IN THE CARE OF THE SCHOOL**

The information for the school plan must be updated annually and when the child's condition changes. The plan is updated by the student/parent, in consultation with the family physician and reviewed with appropriate school staff in consultation with the Public Health Nurse as needed.

Symptoms to watch for are:  
 \_\_\_\_\_  
 \_\_\_\_\_

Precautions in the classroom are:  
 \_\_\_\_\_  
 \_\_\_\_\_

Emergency plan school staff needs to follow (step by step):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Medication needed: Yes No Name of medication: \_\_\_\_\_

Location: \_\_\_\_\_ Expiry date: \_\_\_\_\_

If Yes above, a Request for Administration of Medication at School form (attached) must be completed and provided to the school (Parts A, B & C must all be completed).

**INFORMATION REVIEW BY PARENT/GUARDIAN (minimum annually)**

- |                         |                         |
|-------------------------|-------------------------|
| 1. _____<br>Date & Sign | 2. _____<br>Date & Sign |
| 3. _____<br>Date & Sign | 4. _____<br>Date & Sign |
| 5. _____<br>Date & Sign |                         |

**TRAINING**

Principal to document staff attendance and training.

# **THE BOARD OF EDUCATION OF SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY)**

## **REGULATIONS**

## **MEDICAL ALERT**

### **SECTION 3.3R**

These Regulations outline the responsibility, roles and process whereby any medical emergencies that occur during school hours may be handled in an optimal manner.

#### **TARGET POPULATION**

Students in Grades K - 12 with a Medical Alert Condition

#### **PRINCIPLES**

Using the comprehensive school health model, the responsibility for the safety, health and well being of students is a joint responsibility of the school staff, Public Health Nurses and the parents. However, each team member has different roles.

The principal has paramount responsibility for ensuring the safety, health and well being of students during school hours. Students with life threatening medical conditions will be reasonably accommodated in accordance with Board Policy.

The Public Health Nurse will provide consultation during school hours to school staff and/or parent/guardian, on any of the Medical Alert Conditions and their management, including the development of care plans and training of school personnel.

The parent/guardian provides the school with timely information re: the student's condition, care and any medication required. The parent/guardian works with the school staff to develop an appropriate care plan and train designated school personnel.

#### **OBLIGATIONS OF EACH TEAM MEMBER**

##### **The School Administrative Officer will:**

1. Collect demographic and health information about students with Medical Alert Conditions at time of registration
2. Give parents a "Medical Alert Planning" form, and "Request for Administration of Medication at School" form if necessary, with instructions for completion and return of form(s) to school. The parent/guardian will also be provided with a copy of these guidelines to assist them in understanding their own, and other, school staff responsibilities.

3. Consult with the Public Health Nurse, if necessary, for clarification of which conditions may need Medical Alert procedures.
4. Consult with the public health nurse on the training of appropriate school personnel once the Medical Alert plan has been returned by the parent/guardian. This training may be conducted by:
  - a) Parent
  - b) Parent/student with assistance of Public Health Nurse
  - c) Public Health Nurse where parent/student unable to train, or where training for a number of students is needed (i.e. use of Epipens).
5. Ensure all staff members are aware of Medical Alert students twice a year and where the plan/medication forms for these students are stored.
6. Ensure that a safe and appropriate storage area for medication is provided. It is recognized that the medication may at times have to be immediately available (i.e. on field trips).
7. Ensure plans are reviewed particularly when they have been implemented and updated annually or on parent/guardian notification of changes in the child's condition.

**The Public Health Nurse will:**

1. Meet with the principal prior to, or at the beginning of, the school year to discuss/review the Medical Alert procedures in the school, and the role of the Public Health Nurse.
2. Refer new families/students with Medical Alert Conditions to the school before the beginning of the school year when child is previously known to public health.
3. On request, advise the principal/designated alternate school staff, on which students actually have Medical Alert Conditions based on parent/guardian information given at the time of registration. This may involve additional clarification with the parent/guardian or student's physician.
4. Work jointly with school staff and parent/guardian to finalize the care plan if necessary and develop a training plan for appropriate school staff (see 4. above).
5. Provide general information on Medical Alert Conditions to school staff, parents/guardians and students as required, including safety options (i.e. Medical Alert bracelets).

**The Parent/Guardian will:**

1. Provide the school with accurate and timely information about their child's Medical Alert Conditions, both at the time of registration and at any time there is a change in the student's condition or care.
2. Complete the "Medical Alert Planning" form and the "Request for Administration of Medication at School" form, if the latter is required. Consultation with the child's physician may be needed for the Planning form and is required for the Medication form. Return completed forms to the school as soon as possible.
3. Work with school staff and Public Health Nurse to ensure designated school staff are trained to assist the student should an emergency occur. Options include:
  - a) Parent
  - b) Parent/student may provide the training with the assistance of the Public Health Nurse
  - c) Public Health Nurse may train.
4. Check the care plan annually at the beginning of the school year.
5. Complete a new Request for Administration of Medication form (Policy 3.4F) annually, prior to school opening in September if medication is or may be needed by the student during school hours. Remember this requires a physician's signature so advance planning can save extra appointments.
6. Ensure medication is available at the school in the original labelled container and is not outdated/expired.

**Related Bylaws, Policies, Contracts and Regulations:**

Policy 3.3 Medical Alert

Policy 3.3F Medical Alert Planning Form

Policy 3.4 Administration of Prescription Medication

Policy 3.4R Administration of Prescription Medication

Policy 3.4F Request for Administration of Medication at School

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY)**

**POLICY**

**ADMINISTRATION OF  
PRESCRIPTION MEDICATION**

**SECTION 3.4**

The Board is aware that some students are under the medical supervision of a physician and may require prescription medication for non-life threatening conditions.

It is the Board's expectation that the administration of prescription medication in its school is the responsibility of the parent/guardian. However, when the responsibility cannot be met, the Board expects the parent/guardian to make alternate and mutually acceptable arrangements with the school.

**Related Bylaws, Policies, Contracts and Regulations:**

Policy 3.3 Medical Alert

Policy 3.3R Medical Alert

Policy 3.3F Medical Alert Planning Form

Policy 3.4R Administration of Prescription Medication

Policy 3.4F Request for Administration of Medication at School



**School District 5 (Southeast Kootenay)**  
**REQUEST FOR ADMINISTRATION**  
**OF MEDICATION AT SCHOOL**

**PART A TO BE COMPLETED BY PARENT OR GUARDIAN**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
(YY/MM/DD)

Parent/Guardian: \_\_\_\_\_ Phone: (Home) \_\_\_\_\_  
(Work) \_\_\_\_\_

**PART B TO BE COMPLETED BY PRESCRIBING PHYSICIAN**

Condition(s) which make medication necessary: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Name of Medication	Dosage	Directions for Use
1.		
2.		
3.		
4.		

Additional comments (possible reactions, consequences of missing medication, etc.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Physician Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**PART C TO BE COMPLETED BY PARENT OR GUARDIAN**

I request the school to give medication as prescribed in Part B of this form to my child whose name is recorded below:

Name of Child: \_\_\_\_\_ Date: \_\_\_\_\_

I will notify the school promptly of any changes in medication ordered:

Signature of Parent/Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

**PART D. EACH SCHOOL STAFF MEMBER WHO IS RESPONSIBLE FOR THE ADMINISTRATION OR SUPERVISION OF THE MEDICATION MUST REVIEW THE INFORMATION ON THIS FORM, THEN DATE AND SIGN BELOW**

Signature	Date	Comment (if any)

\*If prescribing epinephrine emergency medication, it must be a single dose auto injector for the school setting with a second injector, which can be given 10 to 15 minutes later if symptoms do not improve (or never if not required). An oral antihistamine will not be administered by school personnel.

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY)**

**REGULATIONS**

**ADMINISTRATION OF  
PRESCRIPTION MEDICATION**

**SECTION 3.4R**

The following conditions are necessary in order for an employee of the school district to administer or supervise the self-administration of prescription medication to a student:

- a) The prescription medication is required while the child is attending school.
- b) The parent/guardian has requested, in writing, the school's assistance and has signed the Request for Administration of Medication at School form.
- c) School staff will seek medical assistance if any doubt arises about the safety of the child. Such assistance may involve the child being sent to the hospital by ambulance.
- d) The school may complete the Medical Alert Planning Form.
- e) The parent/guardian provides phone numbers where he/she or an alternate guardian can be contacted in case of emergency.

School staff will not administer any medication that is not prescribed by a physician or provide any medical services other than first aid.

It is recognized that school staff have "duty of care" under common law. If, therefore, a teacher is aware that a medication must be administered while a child is in school, he/she should take immediate steps to implement the above procedures. Until these can be arranged, medications should not be administered by school staff for a few days. The parents should be informed, if necessary, that the school cannot accept this responsibility, in the interests of the health and safety of the child, until proper arrangements are made for whatever medical authorization, instructions, training, and supervision are required.

**Related Bylaws, Policies, Contracts and Regulations:**

Policy 3.3 Medical Alert

Policy 3.3R Medical Alert

Policy 3.3F Medical Alert Planning Form

Policy 3.4 Administration of Prescription Medication

Policy 3.4F Request for Administration of Medication at School

## **THE BOARD OF EDUCATION SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY)**

### **POLICY**

### **ACCEPTABLE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) AND TECHNOLOGY SERVICES**

#### **SECTION 7.1**

The Board of Education believes in the benefits that ICT can bring to support teaching, learning and daily operating activities. District ICT and technology services supplied by the Board of Education will be used in an appropriate manner. This includes, but is not limited to computers, laptops, tablets, personal digital assistants and other personal technologies, use of the internet, intranet and electronic based services, in essence, any device whether it be District-supplied or personal that connects to the District's network. All School Board staff, students, trustees, parents, school councils and other select individuals who are given access to the District ICT and technology services are required to know and abide by this Policy in order to ensure that District ICT is being used in a safe and responsible manner. The use of personal devices on non-District networks, when used in the school learning environment, is also subject to this Policy and Regulations.

All users are responsible for ensuring that they use the District ICT resources in an appropriate manner in accordance with School Board Policies and procedures. School District ICT and technology services must be utilized in a legal, ethical, responsible and professional manner consistent with the educational, informational and recreational purposes for which they are provided. Access to District ICT resources is a privilege, not a right, and may be withdrawn if individuals do not comply with the School Board's Policy and Regulations governing the acceptable use of District ICT.

#### **Related By-laws, Policies, Contracts and Regulations:**

Policy 7.1Ra Employee Acceptable Use of ICT and Technology Services

Policy 7.1Rb Student Acceptable Use of ICT and Technology Services

Policy 3.7 Code of Conduct

Policy 3.7R Code of Conduct

Policy 3.8 Social Media Use

Policy 3.8R Social Media Use

Freedom of Information and Protection of Privacy Act

Ministry of Education, Teacher Regulation Branch

Copyright Laws in Canada

## **THE BOARD OF EDUCATION OF SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY)**

### **REGULATIONS**

### **EMPLOYEE ACCEPTABLE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) AND TECHNOLOGY SERVICES**

#### **SECTION 7.1Ra**

1. It is the responsibility of all SD5 employees, including trustees, using the District's ICT and technology services to keep their passwords confidential to protect themselves, their data and School District data. Accounts or personal information must never be shared or distributed to others.
2. All employees, including trustees, must never use another person's account.
3. District ICT and technology services must be used in a legal, ethical, responsible and professional manner. (For example, distributing obscene, abusive, racist, threatening, unsolicited e-mail messages, or sexual, harassing and/or bullying messages or material is unacceptable).
4. District ICT and technology services are the property of the School District and are subject to provisions under the Freedom of Information and Protection of Privacy Act.
5. Non-work related use of District ICT and technology services must not interfere with the performance of an employee's employment responsibilities.
6. The use of District ICT and technology services during non-scheduled hours of work for personal reasons must be in accordance with these Regulations and must not incur additional cost to the School District, whether through the consumption of computer cycles, labour costs, printers, paper, storage media or other resources.
7. District ICT and technology services use may be monitored without warning and inappropriate usage may be cause for cancellation of privileges and/or disciplinary action up to and including dismissal.
8. All employees, including trustees, are responsible to ensure they have reviewed these Regulations prior to making use of School District ICT and technology services.

#### **Related By-laws, Policies, Contracts and Regulations:**

Policy 7.1 Acceptable Use of ICT and Technology Services

Policy 7.1Rb Student Acceptable Use of ICT and Technology Services

Policy 3.7 Code of Conduct

Policy 3.7R Code of Conduct

Policy 3.8 Social Media Use

Policy 3.8R Social Media Use

Freedom of Information and Protection of Privacy Act

Ministry of Education, Teacher Regulation Branch

Copyright Laws in Canada

## **THE BOARD OF EDUCATION OF SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY)**

### **REGULATIONS**

### **STUDENT ACCEPTABLE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) AND TECHNOLOGY SERVICES**

#### **SECTION 7.1Rb**

1. It is the responsibility of all students using the District's ICT and technology services to keep their passwords confidential to protect themselves, their data and School District data. Accounts or personal information must never be shared or distributed to others.
2. Students must never use another person's accounts.
3. District ICT and technology services must be used in a legal, ethical, responsible and educational manner. (For example, distributing obscene, abusive, racist, threatening, unsolicited e-mail messages, or sexual, harassing and/or bullying messages or material is unacceptable).
4. District ICT and technology services are the property of the School District and are subject to provisions under the Freedom of Information and Protection of Privacy Act.
5. Parental written consent is required for students to access District ICT and technology services.
6. Students will be given access to District ICT and technology services once they have signed an ICT Student Use Agreement and are aware of the Student Code of Conduct.
7. Failure to comply with these Regulations may result in disciplinary action up to and including suspension.

Illegal acts committed on or through district electronic communications systems may be reported to legal authorities. Illegal acts may include but not be restricted to hacking into systems or deleting files to which the student does not have access privileges, introducing viruses or downloading or copying copyrighted material. Using other means to access sites that have been made inaccessible by the School District are also considered unacceptable.

#### **Related By-laws, Policies, Contracts and Regulations:**

Policy 7.1 Acceptable Use of ICT and Technology Services

Policy 7.1Ra Employee Acceptable Use of ICT and Technology Services

Policy 3.7 Code of Conduct

Policy 3.7R Code of Conduct

Policy 3.8 Social Media Use

Policy 3.8R Social Media Use

Freedom of Information and Protection of Privacy Act

Ministry of Education, Teacher Regulation Branch

Copyright Laws in Canada

## **Expectations for Students Using Information and Communication Technology**

The following are expectations for students accessing District ICT:

**Inappropriate material:** I will inform school staff if I come across any site, material information or situations that make me feel uneasy or uncomfortable, or that I believe may contain inappropriate material. I will not respond to a message sent to me that makes me feel uneasy or uncomfortable. I will not post, send or download inappropriate material.

**Respect for other people's personal information:** I will not post personal information about other people. Personal information may include, but not limited to, full names, school locations, interests, extracurricular activities, occupations, home or business addresses or phone numbers.

**Posting student's own information:** I will not post my personal information anywhere, including my homepage, if I have one, through District ICT. I may however post school projects and work as approved by my teacher.

**School and District Code of Conduct apply:** As a student, I understand that all of the rules of expected conduct, appropriate language, fair and respectful comments and responsible behaviour of a School District 5 student and the consequences for breaking those rules apply to my use of District ICT. I agree that:

- I will not do anything illegal;
- I will not breach my responsibilities as a student under the Student Acceptable Use of District ICT;
- I will not break any regulations regarding student conduct established by the District or my school;
- I will use appropriate language and any statements of opinion that I make will be respectful, fair and not malicious;
- I will not engage in any financial transactions;
- I will not cause any damage or losses to any person or equipment in using District ICT.
- I will not access sites that have been made inaccessible by the School District.

**Responsible Use of the Resources:** I agree to use my time effectively, in posting and using services such as browsing and downloading files. I agree to keep my password secret.

**Plagiarism:** I agree that I will not copy information and claim it as my own.

**Copyright:** In the event that I wish to copy any copyrighted work, if I do not already have legal permission to copy that work, I will ask the original author for written permission to use the graphics or any copyrighted works, including, but not limited to, works of art, compositions, text, symbols, sayings, cartoons, excerpts, and quotations. I agree that I will give written credit for sources of information for my work. [Copyright Laws in Canada](#)



**The Board of Education of  
School District No.5 (Southeast Kootenay)  
MINUTES - STUDENT SERVICES MEETING**

**February 25, 2019, 10:30 a.m.  
Cranbrook Board Office**

Committee Members in Attendance: Co-Chair Trustee McPhee  
Co-Chair Damstrom  
Trustee Johns  
Trustee Kitt

Board/District Staff in Attendance: Chairperson Lento (in at 10:44)  
Trustee Turner  
Trustee Bellina (by Zoom Conference)  
Lynn Hauptman, Superintendent of Schools (in at 10:42)  
Diane Casault, Director of Student Learning and Innovation  
Jason Tichauer, Director of Student Learning and Aboriginal Education  
Darcy Verbeurgt, District Principal Student Services  
Jennifer Roberts, District Principal Transformative Learning  
Jane Nixon, Executive Assistant (Recorder)

**1. COMMENCEMENT OF MEETING**

**1.1 Call to Order**

The Special Education Student Services meeting of February 25, 2019 was called to order at 10:32 a.m. by Co-Chair Trustee McPhee.

**1.2 Approval of the Agenda**

M/S that the agenda for the Special Education Student Services Meeting of February 25, 2019 be approved as circulated.

**1.3 Approval of the Minutes**

M/S that the minutes of the Special Education Student Services meeting of January 28, 2019 be approved as circulated.

**2. BUSINESS ARISING FROM PREVIOUS MINUTES**

**2.1 Behaviour Support Position**

This agenda item will be deferred to April 29, 2019 Student Services Committee Meeting. This position was approved in principle at the February 12 Board Meeting.

## **2.2 Special Education Designation Tracking Summary**

A follow up email was sent by Diane Casault to all Trustees on January 29, 2019. Attached to this email were the following documents:

- Special Ed Policy and Procedures Manual
- BC Ministry Check lists.

This email also included a link to the Government of British Columbia website: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/k-12-funding-special-needs>

\*This link may be found in the January 28, 2019 Minutes of the Student Services Committee.

Mrs. Casault also explained that once the final numbers from the February snapshot are available, the data will be updated.

Mrs. Casault suggested that she and Trustee Johns meet to discuss the information that should be presented at the April 29 Student Services Committee Meeting.

Trustee Johns agreed to meet with Mrs. Casault to go through data and analyze fluctuations and trends.

Trustee Turner expressed concern regarding equality in support and funding for Special Education students.

This agenda item will be deferred to April 29 Student Services Committee Meeting pending the receipt of final Special Education numbers from February snapshot.

## **2.3 Reinstatement of the Alternate Program at Laurie Middle School**

Currently considering the model for reinstatement of the Alternate Program at Laurie Middle School. Mrs. Casault reported that discussions with Principal Sartorel and Vice Principal Lindsay-Tadey include:

- Budget
- Needs and supports of the program model
- Distributed Learning at Kootenay Educational Services
- Best practice – what do we need to do to support our students in School District 5 (Southeast Kootenay).

This agenda item will be deferred to April 29 Student Services Committee Meeting.



**3. CORRESPONDENCE AND/OR NEW ITEMS**

**4. INFORMATION ITEMS**

**5. ADJOURNMENT**

The meeting was adjourned at 10:49 a.m.

DRAFT



**The Board of Education of  
School District No.5 (Southeast Kootenay)  
MINUTES - FINANCE/OPERATIONS/PERSONNEL COMMITTEE (PUBLIC)**

**February 25, 2019, 12:30 p.m.  
Cranbrook Board Office**

Committee Members in  
Attendance:

Trustee Johns (Co-chair)  
Trustee Kitt (Co-chair)  
Trustee Bellina – by Zoom  
Trustee Damstrom

Board/District Staff in  
Attendance:

Trustee Ayling  
Chairperson Lento  
Trustee McPhee  
Trustee Turner  
Superintendent, L. Hauptman  
Secretary Treasurer, R. Norum  
Director of Instruction/Human Resources, B. Reimer  
Director of Student Learning/Aboriginal Education, J. Tichauer  
Director of Student Learning and Innovation, D. Casault  
Sandy Gronlund, Executive Assistant (Recorder)

Regrets:

Trustee Whalen

**1. COMMENCEMENT OF MEETING**

**1.1 Call to Order**

M/S that the public Finance/Operations/Personnel Committee meeting of February 25, 2019 was called to order at 12:50 p.m. by Co-chair Trustee Kitt.

**1.2 Approval of the Agenda**

- Additions:**
- 4.1 Threat/Violence Reporting**
  - 4.2 Jaffray Letter - Jan 14, 2019**
  - 4.3 Mount Baker Secondary School (MBSS) – BC Ministry of Education Area Standards**
  - 4.4 Frank J. Mitchell Elementary School (FJMES) – PAC (Custodians)**
  - 4.5 Frank J. Mitchell Elementary School – PAC (Busing)**
  - 4.6 Budget Announcement**

M/S that the agenda of the public Finance/Operations/Personnel Committee meeting of February 25, 2019 be approved as amended.

**1.3 Approval of the Minutes**

M/S that the minutes of the public Finance/Operations/Personnel Committee meeting of January 28, 2019 be approved as circulated.

**2. BUSINESS ARISING FROM PREVIOUS MINUTES**

Nil

**3. DELEGATIONS/PRESENTATIONS**

**3.1 CFTA Input to the 2019-20 Budget**

Shelley Balfour and Chris Kielpinski, Co Chairs of the Cranbrook and Fernie Teachers' Association (CFTA), presented 16 recommendations to the Board for consideration.

The trustees had a chance to discuss the recommendations with Shelley and Chris.

**4. NEW BUSINESS**

**4.1 Threat Violence Reporting**

What is happening with the reporting across the District as it pertains to employees?

Mr. Tichauer explained that there are two different forms in regards to violence.

- Policy 3.2 - Violence Threat Report Form which indicates on the form who to submit the completed form to.
- Policy 2.2 - Work Place Bullying and Harassment Report Form

Trustee Johns and Mr. Tichauer will meet to discuss these Policies further.

**4.2 Jaffray Letter – January 14, 2019**

A committee is asking the Board for a letter of support in regards to lowering the speed limit from 100 km to 70 km for a stretch of Hwy 3 east of Jaffray starting at the 100 km zone sign and ending at the Sand Creek Bridge. The committee feels the safety of students is in jeopardy and listed many benefits of lowering the speed limit along this stretch of Hwy.

**Recommendation A:**

M/S that the Board authorize the Secretary Treasurer write a letter to the Transportation of Highways requesting that the 70 km speed limit on Hwy 3 east of Jaffray continue for an additional 2.5 km, and increase to 100 km after the Sand Creek Bridge.

**4.3 Mount Baker Secondary School (MBSS) – BC Ministry of Education Area Standards**

Mr. Norum distributed a package of letters of correspondence between MBSS Aboriginal Education and the Ministry of Education in regards to amending the Area Standards to accommodate physical space for a Gathering Place in the School. Mr. Norum said this would give us flexibility to position the space in the School that would work best.

**Recommendation B:**

M/S that the Board write a letter of support to the Ministry of Education asking them to amend the Area Standards to include a space at Mount Baker Secondary School designated for an Aboriginal Meeting place. Letter to be sent in a package with the past letters of correspondence.

**4.4 Frank J. Mitchell Elementary School (FJMES) – PAC (Custodians)**

Trustee Bellina shared a letter from January 9, 2019 from Robin Roszell, FJMES PAC Chair, which Mr. Norum distributed to the Board. Mr. Norum has spoke to the Operations Manager regarding concerns of custodian time in the school and will make some changes in custodial time that will work.

**Recommendation C:**

M/S that the Board refer both letters from Robin Roszell, PAC Chair, regarding the custodial time and busing concerns at Frank J. Mitchell Elementary School to the Secretary Treasurer to investigate.

**4.5 Frank J. Mitchell Elementary School – PAC (Busing)**

Mr. Norum distributed a letter dated February 8, 2019 from Robin Roszell, FJMES PAC Chair, in regards to the safety of bus students and the need for another bus added to the routes. This item has been has been referred to the Secretary Treasurer to investigate.

**4.6 Budget Announcement**

Mr. Norum distributed and reviewed the Ministry of Education 2019 Provincial Budget Overview with the Board.

We are waiting for the funding announcement expected before March 15, 2019 to determine the amount the Ministry will provide to school districts in relation to the Employer Health Tax. Mr. Norum has included this extra cost in his budget.

Mr. Norum spoke with the Manager of Capital programs last week at a meeting in Vancouver and he seemed very positive about funding for Isabella Dicken Elementary School (IDES) in Fernie.

The Capital project announcements should be coming soon.

**5. ITEMS FOR INFORMATION**

**5.1 Finance Report**

Mr. Norum reviewed the report with the Board.

**5.2 Staff Travel Summary Report**

Mr. Norum reviewed the Travel Summary report with the Board.

**6. QUESTION PERIOD**

Nil.

**7. LATE ITEMS**

Nil.

**8. ADJOURNMENT**

The public Finance/Operations/Personnel Committee meeting of February 25, 2019 adjourned at 2:10.

DRAFT

## Report for Trustee Bellina

- February 11<sup>th</sup> - FJMES PAC Meeting
- Library Board meeting
- February 12<sup>th</sup> - Board meeting by Zoom
- February 14<sup>th</sup> - Sparwood Early Years
- February 25<sup>th</sup> - Board Committee Meetings by Zoom
- March 4<sup>th</sup> - Sparwood Library Board meeting
- March 7<sup>th</sup> - DSAC face-to-face meeting in Cranbrook

## Report for Trustee Turner

### January 2019

- Jan. 9: CDTA Executive Meeting
- Jan. 10: Exempt Compensation Meeting
- Jan. 14: Kootenay Orchard PAC Meeting
- Jan. 15: School Board Meeting and Tour of Jaffray School
- Jan. 16: DPAC Meeting
- Jan. 19: Regional Trustee Conference Call/ Policy Workshop
- Jan. 23: Secretary/Treasurer Posting Short Listing
- Jan. 28: School Board Committee Meetings
- Jan. 31: Exempt Compensation Meeting

### February 2019

- Feb. 6: CDTA Exec. Meeting
- Feb. 7: Kootenay Orchards Transition Art Project at Parkland Middle School
- Feb. 11: Kootenay Orchards PAC Meeting
- Feb. 12: SD5 Board Meeting
- Feb. 13: Gordon Terrace PAC Meeting, DPAC Meeting
- Feb. 25: SD5 Board Committee Meetings

## SECRETARY TREASURER'S REPORT TO THE BOARD

### Public Meeting

finances budget, capital projects, facilities, operations/maintenance, transportation

---

MARCH 12, 2019 BOARD MEETING

## CAPITAL PROJECTS

---

### KOOTENAY LEARNING CAMPUS

---

March 6, 2019 Update from Catherine Chernoff,  
Architect:

We are having a very busy week in preparing for pouring of the concrete floor except in the areas where there is the plywood subfloor & basement under (ie except the classroom 115, bathrooms 117 & 117A, Hallway 116, 116A, 116B, 116C, & Learning Support 118). Dan from Falcon was also here today to review rough-ins for some electrical and mechanical (which the mechanical was done 2 -3 weeks ago)

#### WHAT IS HAPPENING THIS WEEK FOR PREPARATION OF THE CONCRETE POUR

- Electrical rough-ins in areas that would be in the concrete floor, ie floor plugs & data. They have also started some rough-ins in the floor in the areas with the basement under.
- The mason is preparing any openings required for doorways, cut outs for mechanical or electrical in the concrete block walls. Some areas of concrete block will need concrete fill in bearing walls beside openings. This work is also in conjunction with the steel fabricator with the install of steel 'c' channels which frame openings & door openings as required by the structural engineer.
- Finally.....the asbestos in the concrete block wall between Gallery 113 and the Classroom has been abated (this was held up waiting for Protek) allowing the mason & steel fabricator to remove block, install steel 'c' channels, pour concrete beside the openings, all as per the structural engineer.
- After this week, the mason will still need to close in a door at the east side beside the hydro meter, but this will be done with the install of the finish exterior door to this electrical room and can be done when the brick at the exterior will be installed.
- The mason also has some patching left and plans to complete this this week.
- The carpenters have mostly completed framing the exterior walls for the entire building
- The carpenters/labourer's have removed the concrete block/brick/windows in the area of the new 'large' front curtain wall window.
- The carpenters will be setting all of the heights for the pour edges, perimeter and correct levels for the concrete pour.
- The concrete finisher will be applying a bonding agent on the existing concrete floors so the new concrete can be bonded
- The carpenters will be installing re-bar in the area of the deeper (~4") concrete pour.
- The steel fabricator will be installing steel 'c' channels on either side of the 'large' curtain wall window
- Our goal is to pour the concrete floor on Friday so that everyone is off it for the weekend - this will be a big day for everyone!
- Trades will have to stay off it for a bit before the carpenters/labourers can cover the floor with Ram board (a type of cardboard) and OSB
- Most and if not all of the structural work has been completed. (there might be some misc. structural work as per the structural engineer's inspection and any large penetrations in the basement ceiling required for electrical and/or mechanical shafts). Please note that this would be for any interior work - the exterior canopy still needs to be fabricated but better to wait obviously for spring.



## MOVING FORWARD

- After the concrete pour, trade traffic on the concrete floor will have to be limited as it cures before protection. (up to 3 to 5 days)
- During this post pour time, the carpenter's will score crack control joints.
- The concrete floor will then be protected with Ram board and osb board where it will need to sit for 21 to 27 days before it can be polished. Best not to install any interior walls in this area until the concrete floors are polished (this is because it is much easier and faster for the polisher to do his work)
- In the meantime.....the carpenters will be in the area of the plywood subfloor/basement under area to install the windows, and frame interior walls in this area.
- The carpenters/labourers will also be cleaning up the ceiling in prep for the painters
- The painters will be on site to start to prepare the ceiling for priming first in the area with the basement under than the remainder
- Once the ceilings are primed the mechanical work in ceiling can be started along with the electrical.....
- As soon as interior walls are being installed, we will be ordering interior doors & frames and any glass windows
- We will also start co-ordinating any millwork and built-ins for fabrication

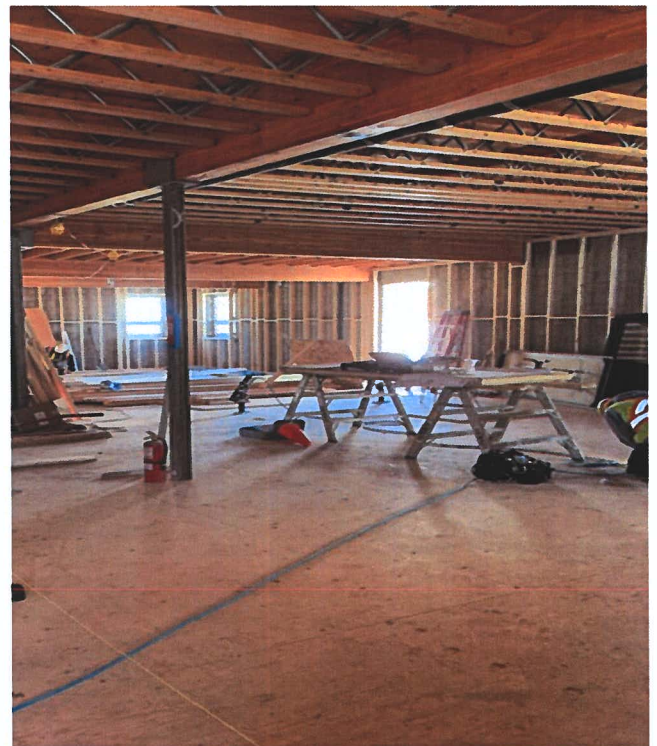
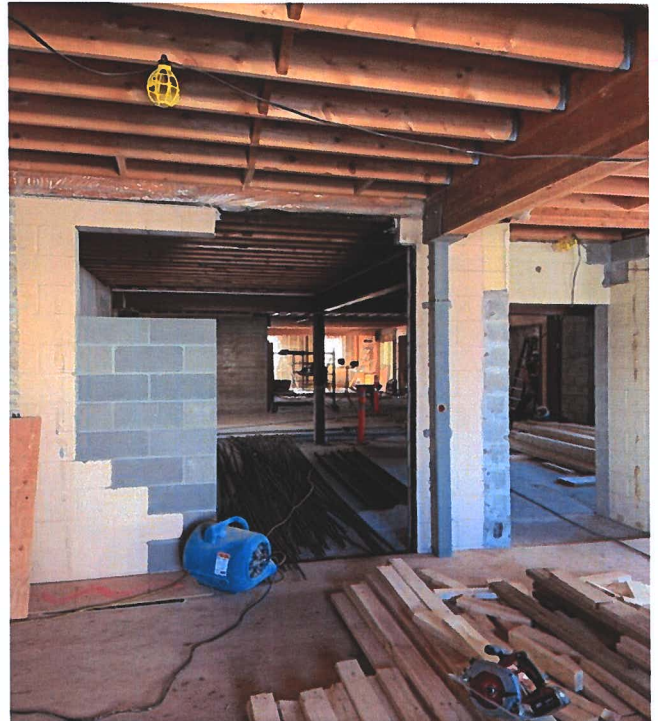
## GLULAM TO BE REMOVED FROM ISABELLE DICKEN

- We would like to reuse a small portion of the glulam that you are replacing at Isabelle Dicken. We would like to use it on top of the north concrete block wall at the Janitor's Room and Mechanical Room 106. It will finish and 'cap' the penetrations for mechanical and electrical nicely.

## ITEMS TO NOTE

- The carpet in the classroom and Learning Support 118 has a 10 to 12 week order time so this will need to be ordered very soon.
- **\*FURNITURE** - items like the sofa, tables, chairs, desks, some equipment will have up to a **16 week order - so we really need to start to trigger this order.**

- We have revised the carpet selection (Joe has some images in an email - I think a great neutral choice) and don't worry we can find a replacement for the 'grass' laminate - no problem





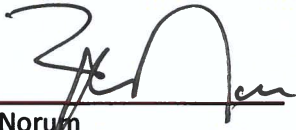
**KEY CITY THEATRE**  
Interim - Summary of Structural Repairs 2018

	<b>Revenue as of Feb 18, 2019</b>	<b>Pending Amount</b>	<b>Total Contribution</b>
Revenue Key City Theatre (CBT Grant)	\$ 487,015.00		\$ 487,015.00
City of Cranbrook	\$ 150,000.00		\$ 150,000.00
School District No. 5	\$ 150,000.00		\$ 150,000.00
<b>Total Revenue</b>	<b><u>\$ 787,015.00</u></b>	<b><u>\$ -</u></b>	<b><u>\$ 787,015.00</u></b>

<b>Expenses</b>	
MQN Architects	\$ 34,828.42
WSP Canada Inc.	\$ 80,244.03
DST Consulting Engineers	\$ 1,575.00
New Dawn Contracting	\$ 817,049.88
Marsh Canada Ltd.	\$ 987.00
Pro Audio	\$ 11,641.41
GST Rebate	\$ (30,404.04)

**Total Expenses** **\$ 915,921.70**

**Balance** **\$ (128,906.70)**

  
\_\_\_\_\_  
Robert G. Norum  
Secretary Treasurer,  
School District No. 5 (Southeast Kootenay)

\_\_\_\_\_  
Date *March 5/19*



March 1, 2019

Ref: 208254

To: Secretary-Treasurer and Superintendent  
School District No. 5 (Southeast Kootenay)

**Capital Plan Bylaw No. 2019/20-CPSD05-01**

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2019/20

This letter is in response to your School District's 2019/20 Annual Five-Year Capital Plan submission, submitted to the Ministry prior to June 30, 2018, and provides direction for advancing supported and approved capital projects.

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

Please note that all school districts are required to keep project approval information confidential until after the Province has issued News Releases to the public on March 6th. Additionally, school districts receiving approval and funding specifically from the Playground Equipment Program (PEP) are required to keep that project information confidential until further written notice from the Ministry of Education.

Below you will see the major capital projects supported to proceed with Project Definition Reports (PDRs) as well as minor capital projects from the Ministry's 2019/20 annual capital programs that are approved for funding and are able to proceed to procurement.

---

**Ministry of  
Education**

Capital Management Branch  
Resource Management  
Division

Mailing Address:  
PO Box 9151 Stn Prov Govt  
Victoria BC V8W 9H1

Location:  
5<sup>th</sup> Floor, 620 Superior St  
Victoria BC V8V 1V2



## **MAJOR CAPITAL PROJECTS (SMP, EXP)**

### **New Projects**

Project #	Project Name	Project Type	Next Steps
127790	Isabella Dicken Elementary	Addition	Submit draft PDR to Planning Officer by Oct. 1, 2019.

Note: A PDR should normally be expected to be finalized within two months following the draft PDR deadlines noted above. After a draft PDR is submitted to the Ministry, follow-up meetings will be scheduled by your respective Regional Director or Planning Officer to confirm scope, schedule, and budget details and the terms of project approval for the projects listed above. Also note that Capital Project Funding Agreements (CPFA) are not issued until after PDRs and all other required supporting documentation is received, reviewed and approved for funding by the Ministry.

All projects that the Ministry expects to be under PDR development, and have not already been received, are listed above – if a project is not listed, then the Ministry is not supporting the project and is not expecting a PDR.

## **MINOR CAPITAL PROJECTS (SEP, CNCP, BEP, PEP, BUS)**

### **New projects for SEP, CNCP, BEP, PEP**

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Fernie Secondary	SEP - Building Enclosure Upgrades - Roof Upgrade/Replacement	\$650,000	Proceed to design, tender & construction. To be completed by March 31, 2020.
Fernie Secondary	SEP - Mechanical Upgrades - Upgrade Mechanical System	\$746,000	Proceed to design, tender & construction. To be completed by March 31, 2020.
Isabella Dicken Elementary, T.M. Roberts Elementary, Gordon Terrace Elementary	CNCP - Lighting - LED Lighting Upgrade	\$187,976	Proceed to design, tender & construction. To be completed by March 31, 2020.
Isabella Dicken Elementary	PEP - New - Universally Accessible Playground Equipment	\$105,000	Proceed to design, tender & construction. To be

			completed by March 31, 2020.
--	--	--	------------------------------

**New projects for BUS**

Existing Bus Fleet #	New Bus Type	Amount Funded by Ministry	Next Steps & Timing
5056	D (80+RE) with 0 wheelchair spaces	\$175,311	Proceed to ordering the school bus(es) between March 15, 2019 and April 30, 2019 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbcc.org">http://www.astsbcc.org</a>

Note: An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Routine Capital projects for the 2019/20 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Plan Bylaw No. provided at the beginning of this document) for its approved 2019/20 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated and emailed to Ministry Planning Officer Damien Crowell at [Damien.Crowell@gov.bc.ca](mailto:Damien.Crowell@gov.bc.ca) as soon as possible. At this time the Ministry will issue Certificates of Approvals as defined in the APFA.

With the 2019/20 Capital Plan process now complete, the Capital Plan Instructions for the upcoming 2020/21 Annual Five-Year Capital Plan submission process (with supplementary intake spreadsheets) will be provided within the next few weeks. These plans are to be submitted to the Ministry no later than June 30, 2019.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,



**Joel Palmer, Executive Director  
Capital Management Branch**

**pc: Ryan Spillett, Director, Capital Projects Unit, Capital Management Branch  
Michael Nyikes, Director, Capital Programs Unit, Capital Management Branch  
Damien Crowell, Planning Officer, Capital Management Branch  
Rachelle Ray, Regional Director, Capital Management Branch  
Rosa Cutler, Planning Officer, Capital Management Branch**



# SOUTHEAST KOOTENAY

## Superintendent's Report to the Board

*March, 2019*





# Lynn Hauptman - Superintendent



For a short month, we manage to make February a very busy month in our school district. It is the new semester for all of our high school students and the Grade 12 students are ensuring they are ready for Commencement in just a few months. Scholarship information was also shared with our schools and the information can be found on our website [here](#)

February is also the month to celebrate Random Acts of Kindness throughout many of our schools and the very important Pink Shirt Day. We received many pictures showcasing this event where schools emphasize the importance of being kind to everyone. Check out some of the pictures we have included.



The Regional Science Fair preparations are also in full swing as it takes place at the College of the Rockies on March 8 and 9th. Many of our schools held their own Science Fairs as the build-up to this event.

I also attended the Deputy Minister's meeting with all Superintendents on February 21st where we focused on Government Activities and Priorities, Capacity Building in Key Priority Areas (Truth and Reconciliation, Mental Health, Early Learning and Child Care, and Children and Youth in Care), District Frameworks for Enhancing Student Learning, and the Funding Review. The following day Superintendents, Secretary-Treasurers and Board Chairs met with Ministry people again in the 3rd Annual Partnership Meeting. After hearing from the Minister of Education Rob Fleming, further information was shared and discussed about the Aboriginal Tripartite Agreement, Bargaining Update and the Funding Review.



Finally, our District Team has been preparing for bargaining with our own CUPE Local 4165 and our Cranbrook Fernie Teacher's Association (CFTA) and our first few meetings are already underway. We also met with all of our schools in order to build the budget for the upcoming school year. This will be Secretary-Treasurer Rob Norum's final budget for our School District after 34 years of dedicated service to our school district. Rob will be officially finished at the end of this month but will be consulting with the district as part of the transition with our new Secretary-Treasurer Alan Rice. I know you all join me in thanking Rob for his passion and dedication to education for Southeast Kootenay School District. You will be missed!



# Education Update

Ministry of Education



**NEW MENTAL HEALTH PROGRAMS** – [Students supported by new school mental health resources](#)

Here is the latest news from government on measles vaccinations – still voluntary.

<https://vancouversun.com/news/politics/b-c-government-to-boost-immunization-strategy-for-measles>

**BCSTA**  
British Columbia  
School Trustees  
Association

## BCSTA's 115th Annual General Meeting information

**BCSTA Regional Leadership Series, Cranbrook, B.C. April 15 & 16, 2019**

**Kootenay Boundary Branch  
AGM - September 27-29,  
2019 location TBD**

# News from Schools



Take me Outside Day at JEJSS



Library Club at Amy Woodland



Ice Fishing success! Students in Carissa Hart's class at T.M. Roberts Elementary enjoyed an outdoor adventure and even caught a fish!!!



Regional Skills Competition March 1, 2019



Pink Shirt Day Assembly at GTES



# Director of Student Learning and Innovation - Diane Casault



**School District 5 is inviting all three-to -five year olds to school!** *Ready, Set, Learn (RSL)* is an early learning initiative sponsored by the Ministry of Education. Schools that participate in *Ready, Set, Learn* will receive funding to help plan school-based community events. *Ready, Set, Learn* is intended to facilitate partnerships between schools, local community agencies and early childhood service providers. Funds may augment activities already underway within your school district and community, or support new activities.

*Ready, Set, Learn* is intended for families of three- to five-year-olds to develop positive connections with the school system and with participating community agencies.

Events may include activities such as:

- a tour of the school, visits to classrooms and/or visits to the school library;
- interactive play activities for children and their parents;
- information sessions for parents and caregivers;
- engagement of the school's older students to act as tour guides and ambassadors;
- applications for local public library cards;
- presentations or displays by the school, school district, or by participating community partners (Health Authorities, Early Years Centres, etc.); and/or
- other activities appropriate to influence school readiness.



APRIL 26 & 27, 2019  
St. Eugene Resort  
7777 Mission Road  
Cranbrook, BC Canada

## WELCOME TO "IMAGINE-NURTURE-GROW" 2019 EAST KOOTENAY EARLY YEARS CONFERENCE

It is with great pleasure that the planning committee welcomes you to the 2019 East Kootenay Early Years Conference. We are very excited about this year's inspiring and educational program. The conference is hosted by East Kootenay Children First/Success By 6. The planning committee is made up of regional service providers that work directly with children and families. Committee members have worked to ensure this is an educational and fun conference. We are very grateful to have the conference in such a beautiful area, and would like to honour and give thanks that we are on the traditional territory of the Ktunaxa People, specifically ʔaq'am First Nation. We also would like to acknowledge and thank Chelsea Nicholas, Ktunaxa Nation member and presenter, who will be doing the Friday evening welcoming prayer, and Joe Pierre, ʔaq'am First Nation's Nasukin (Chief) and presenter, who will be doing Saturday morning welcoming prayer. Our goal for the conference is to empower, educate and connect participants. We have collectively put together a program that will provide opportunities for professional development for those who work with young children and families in child care settings, family resource programs, primary school educators, community development and other community programs. The conference will also be of interest to parents, grandparents, caregivers and those looking to make a positive impact in children's lives.

We are excited to invite you to come and discover how to "Imagine, Nurture and Grow" with us this April.

# Director of Student Learning and Aboriginal Education- Jason Tichauer

## Aboriginal Education

Recently we have reopened our Local Education Agreement discussions with a team from ?aq'am. While we have a signed LEA, it has become quite dated, and there is a want from both our District and the Band to have a more modern document that is not only reflective of the excellent relationship between the parties, but is also aligned with our Enhancement Agreement.

In addition, there is impetus from the Ministry to have updated Local Education Agreements as part of the newly signed BC Tripartite Agreement. We look forward to the great discussions and initiatives that these meetings have generated!

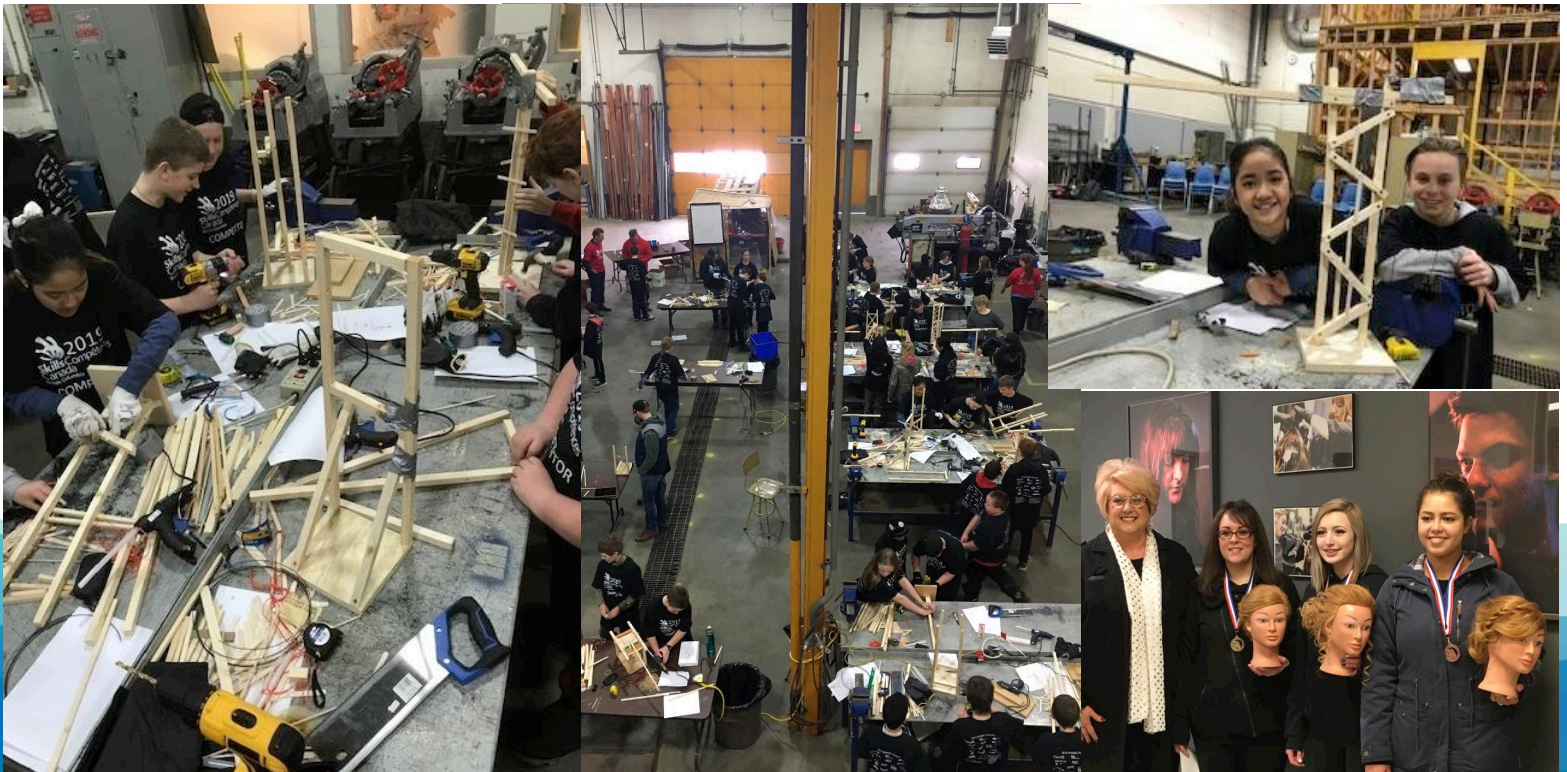
## Skills Canada Regional Competition

On Friday, March 1st, the annual Skills Canada Regional Competition was held at the College of the Rockies campus, Mount Baker Secondary and Fabrite in Cranbrook. This competition provides local students from across our communities with opportunities to discover, explore and showcase in-demand careers from a variety of sectors. Over 100 students will be competing!

Secondary Students will be competing in events such as Welding, Photography, Hairdressing, Carpentry, Cabinet Making, Public Speaking, Video Production and Architectural design. Junior (Grades 6 and 7) students will be competing in a 'Mega Maker Day' competition.

Special thanks to our folks who have worked tirelessly to make this happen. In particular, Karen Kettenacker from MBSS is the Regional Coordinator for Skills BC, and along with Paul Duczek is hosting on behalf of MBSS. Brian Conrad, our transitions coordinator is very involved as well. Thanks again!

We will keep you updated on any Southeast Kootenay winners who may be going on to the Provincial Skills BC Championships!



# Director of Instruction, Human Resources - Brent Reimer

Human resources has posted 182 teaching and 149 CUPE positions to date for the 2018-19 school year. Planning for next year has begun. School Principals/Vice Principals met with District staff planning for staffing for the coming school year. We had productive conversations in the last week of February in that regard.

We are advertising for qualified TTOCs, EAs and Secretaries for our casual list for next school year. This is done with the anticipation of upcoming retirements and movement of staff within the district.

The new joint Occupational Health and Safety Teams from each school met on Feb 13, 2019 to receive a day of training to help them meet their mandated requirements. We thank Dave Cavezza from School District 23 and Larry Dureski from School District 5 for their providing in-service for this day.

Local bargaining is under way with CUPE local 4165 and the CFTA. We look forward to productive discussions with both unions.



## **Youth Care Worker Position**

Congratulations to our new YCW Amanda Culver. Amanda will be working between Rocky Mountain Elementary and Elkford Secondary.



# District Principal Student Services - Darcy Verbeurgt

March 8 and 9 at the College of the Rockies!



The East Kootenay Regional Science Fair is pleased to report that 33 students have registered for the Non-Competitive Fair and 78 have registered for the Competitive Science Fair. Results of the 2019 Science Fair will be available in the next Superintendent's Report and in the Learning Leaders News.



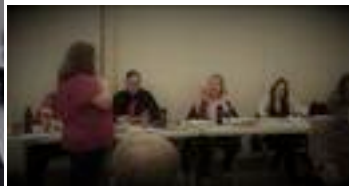
## English Language Learners

The Cranbrook Board Office hosted the workshop "Strategies to use with ELL Students" on Thursday, February 28. This workshop was facilitated by SD5 ELL Teacher, Patricia Michael. A similar workshop will be coming to the Elk Valley after Spring Break and Paddy is presenting at the Regional Specialists Association Professional Day in April.



## The Mandt System

February was a busy month for Mandt Recertifications. Over 60 staff including Aboriginal Education Support Workers, Youth Care Workers, Educational Assistants, Student Services Teachers, Counsellors and Administrators were recertified. Thank you to our Mandt Instructors – Darcy Verbeurgt, Julie Russchen, Megan Stasuik, Kim McKeown and Michelle Iacobucci.



# District Principal Transformative Learning - Jennifer Roberts

## Technology

TM Roberts and Parkland Middle roll outs were completed in the fall of 2018. The Technology Department is now starting on Mount Baker Senior Secondary. During the 2018-2019 roll outs, Windows 10 was installed on all computers.

### Windows 10



All computers that are running Windows 7 will be reimaged to Windows 10 by the end of the summer. Windows 7 is almost at the "end of life" and will no longer be supported by Microsoft.

## Transformative Learning

[The WonderLab Project](#) – a modern learning service designed in collaboration with educators, students, community partners and other educational stakeholders to better support educators in preparing students for future success.

Growing Innovation was "conceived as a partnership between the Ministry of Education and the University of BC through the office of the Eleanor Rix Professorship of Rural Teacher Education".

Congratulations to our Teachers of Transformative Learning, Kim Froehler, Ryan McKenzie and Analesa Crooks-Eadie for being awarded \$1,000 from the Growing Innovation Fund for the project "Sparking Student Engagement with Immersive Virtual Reality Experiences".

In the Recording Studio at Mount Baker...

Mount Baker Music Department is composing a film score for educational purposes for **BBC Blue Planet**. Listen here to a few examples.

### More from Mount Baker Music



The Mount Baker Concert Choir was invited to perform on stage with Foreigner at Western Financial Place on February 26th. The choir was recognized by the band's "Grammy In The Schools" Program, designed to promote and support music programs in schools all across the US and Canada.

## Creative Classrooms

### Rocky Mountain's Most Magnificent Thing School Project!

Students at Rocky Mountain Elementary design magnificent things out of empty boxes, practicing the stages of critical thinking along the way.



Here at Rocky Mountain Elementary School our focus for our project was on **Critical Thinking**, one of the core competencies of the redesigned curriculum. Critical thinking, or the need to think deeper and differently about a subject, are important qualities to instill in children to help them navigate through their learning and their lives. Critical thinking skills will help students learn to interpret and understand information, rather than simply memorizing it. Students will be designing "magnificent things" out of empty boxes, practicing the stages of critical thinking along the way.

# District Principal Transformative Learning - Jennifer Roberts

## ZomBee Watch

Fernie Secondary School has been selected to test the new Citizen Science kits for Nat Geo Education. Harmony Lloyd's Science classes will be using ZomBee Watch, a citizen science project sponsored by San Francisco State University and partnered with Planet Bee Foundation. ZomBee Watch was initiated as a follow up to the discovery that the Zombie Fly (*Apocephalus borealis*) is parasitizing honey bees in California and possibly other areas of North America. The parasitized honey bees become "ZomBees" showing the "Zombie Like behaviour" of leaving their hives at night on a flight of the living dead. Stay tuned for more information!



## Harvest Bin Project

Fernie Secondary School has been selected to participate in the Harvest Bin Project with BC Agriculture in the Classroom. Through the Harvest Bin Project, Fernie Secondary will be provided with raised beds and seed money for establishing their own growing garden. Thank you to Harmony Lloyd for seeking out this wonderful experience for our students.



## Place Based Learning

Congratulations to William Percy of Elkford Secondary School for being awarded \$1,000 from the Growing Innovation Fund for the project, "Take a Tree, Plant a Tree".

Congratulations to Justin Hart and Stephen Larsen for being awarded \$1,000 also from the Growing Innovation Fund for their project, "Elk Valley Schools and the Trans Canada Trail".



*Steeple Elementary sledding on Wilderness  
Wednesday*

*Exploring TM Roberts  
Elementary garden*





District Enrolment - Active Primary Including Fee Paying - March 2019

School Name	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Jaffray Elem-Jr Secondary	19	25	17	21	30	19	19	21	19	17	11	0	0	219
Isabella Dicken Elementary	66	73	55	74	57	63	71	0	0	0	0	0	0	459
Frank J Mitchell Elementary	58	50	62	49	50	61	43	0	0	0	0	0	0	373
Rocky Mountain Elementary	39	34	43	45	28	40	30	0	0	0	0	0	0	259
Mount Baker Secondary	0	0	0	0	0	0	0	0	0	0	266	283	255	804
Laurie Middle School	0	0	0	0	0	0	0	112	130	98	0	0	0	340
Amy Woodland Elementary	34	28	41	36	40	46	44	0	0	0	0	0	0	269
T M Roberts Elementary	50	45	50	54	54	55	61	0	0	0	0	0	0	369
Gordon Terrace Elementary	34	38	37	44	46	26	29	0	0	0	0	0	0	254
Highlands Elementary	25	31	36	41	40	39	57	0	0	0	0	0	0	269
Pinewood Elem - Cranbrook	11	16	13	27	22	16	16	0	0	0	0	0	0	121
Steeples Elementary	29	24	24	30	35	28	26	0	0	0	0	0	0	196
Kootenay Orchards	29	35	28	31	41	34	22	0	0	0	0	0	0	220
Kootenay Learning Campus	0	0	0	0	0	0	0	0	0	0	0	4	36	40
Parkland Middle School	0	0	0	0	0	0	0	154	156	131	0	0	0	441
Elkford Secondary	0	0	0	0	0	0	0	36	33	31	29	35	41	205
Fernie Secondary	0	0	0	0	0	0	0	63	58	58	67	52	58	356
Sparwood Secondary	0	0	0	0	0	0	0	58	43	42	35	44	42	264
Kootenay Educational	0	0	0	0	0	0	0	0	0	0	25	15	68	108
Kootenay Discovery School	0	0	0	1	0	1	0	2	4	9	7	7	100	131
<b>TOTAL</b>	<b>394</b>	<b>399</b>	<b>406</b>	<b>453</b>	<b>443</b>	<b>428</b>	<b>418</b>	<b>446</b>	<b>443</b>	<b>386</b>	<b>440</b>	<b>440</b>	<b>600</b>	<b>5697</b>



# Field Trip Application Checklist

Required for school trips *beyond the geographic boundaries of Canada or the Mainland of the United States*

**BOARD APPROVAL** (must be presented to the Education/Policy Committee, prior to parent/student contact, for Board approval at least 3 months in advance of trip) Please complete and email to [gail.rousseau@sd5.bc.ca](mailto:gail.rousseau@sd5.bc.ca).

Date: OCT 15 2018

School(s): MBSS

Grade(s): 8  
10-12

Sponsor Teacher(s): MARK PARON

Educational Objectives and Rational:  
(attach separate sheet)

Departure Date: MARCH 16 2019

Return Date: MARCH 23 2019

Destination: JAPAN

Method of Transportation: PLANE / BUS

Cost Per Student: ~ \$ 4000

Fundraising Opportunities for Students: (attach separate sheet)  
(all students must be given an opportunity to participate)

**FINAL** <sup>7</sup> **BOARD APPROVAL:** 

Date: February 25 / 2019

**Trip Details:** Please attach supporting documents at least 30 days prior to departure for the following:

	For School Use Only: (check when completed)	For District Use Only: (check when completed)
Names of Students, Grade, Emergency Contact Numbers:		✓
Transportation & Accommodation Details: (include name of travel company)		✓
List of Chaperones: (minimum ratio 15:1) (attach Criminal Record Checks)		✓
# of Staff: _____		
# of Non-Staff: _____		
Schedule/Itinerary:		✓
Insurance: (Health & Liability):		✓
Safety/Worst Case Scenario Plan: (see example attached)		✓

Teacher(s) Signature: 

Date: OCT 15 2018

Principal's Approval: V. Johnson

Date: OCT 15 2018

<sup>Tentative</sup>  
Approval: 

Date: Nov 13 / 2018