



VANCOUVER ISLAND WEST SCHOOL DISTRICT 84

REGULAR BOARD MEETING

MONDAY, SEPTEMBER 14, 2020 – 4:00 PM

By Zoom

A G E N D A

**Board of Education
Vancouver Island West School District 84**

1. **CALL TO ORDER**
2. **APPROVAL OF AGENDA**
3. **ADOPTION OF MINUTES**
 - a. Regular Meeting of June 8, 2020
4. **BUSINESS ARISING FROM THE MINUTES**
5. **PUBLIC INQUIRIES AND PRESENTATIONS**
 - a. Honouring Retirees
 - John Levering, Teacher, 17 years of service
 - Alison Cross, Special Needs Education Assistant 1, 18 years of service
 - Romeo Gaiga, District Carpenter, 29+ years of service
6. **CORRESPONDENCE**
7. **REPORT OF THE CLOSED MEETING**
8. **TRUSTEE REPORTS**
 - a. School Reports
 - b. VISTA Fall Conference
9. **UNFINISHED BUSINESS**
 - a. COVID-19
 - b. Strategic Plan
 - c. Concept Drawings for Ray Watkins and Captain Meares Schools
 - d. Policy and Administrative Procedure Update
 - e. District Scholarship Recipients for 2019-2020
10. **NEW BUSINESS**
 - a. Audited Financial Statements for 2019-2020
 - b. Special Advisor Appointment
 - c. Community Consultation Meeting(s) – Round One
 - d. Board/Authority Authorized (BAA) Courses
 - e. Disposition of Property By-law No. 0920-1
 - f. Thank You to Summer Custodial and Maintenance Staff
11. **SUPERINTENDENT/SECRETARY-TREASURER'S REPORT**
 - a. District Update
 - b. Enrollment Report
12. **TRUSTEE INQUIRIES**
13. **PRESS AND PUBLIC INQUIRIES**
14. **NOTICE OF MEETINGS**
 - a. October 13, 2020 – 4 pm
15. **ADJOURNMENT**



**REGULAR MEETING OF THE BOARD OF EDUCATION
FOR VANCOUVER ISLAND WEST SCHOOL DISTRICT 84,
HELD ON MONDAY, JUNE 8, 2020
BY ZOOM**

TRUSTEES PRESENT: Arlaine Fehr, Chairperson (Gold River)
Jenniffer Hanson, Vice-Chairperson (Kyuquot)
Debbie Mann (Gold River)
Allison Stiglitz (Tahsis)
Andrew Smith (Zeballos)

ALSO PRESENT: Lawrence Tarasoff, Superintendent/Secretary-Treasurer
Annie McDowell, Associate Director of Human Resources
Four Staff Attendees

CALL TO ORDER:

Chairperson Fehr called the meeting to order at 4:01 pm.

APPROVAL OF AGENDA:

2020:R-030 MOVED: Trustee Stiglitz, SECONDED: Trustee Mann
AND RESOLVED:
"TO approve the agenda."

ADOPTION OF MINUTES:

2020:R-031 MOVED: Trustee Stiglitz, SECONDED: Trustee Smith
AND RESOLVED:
"TO adopt the minutes of the Regular Board meeting of May 11, 2020."

BUSINESS ARISING FROM THE MINUTES:

Nil.

PUBLIC INQUIRIES AND PRESENTATIONS:

Nil.

CORRESPONDENCE:

- Minister of Education
- BC School Trustees Association
- BCSTA
- BCSTA
- SD84 Superintendent
- BCSTA
- MLA, Peace River North
- SD84 Superintendent
- BCSTA
- Copy of Letter to BCSTA President, re BCSTA Board of Directors Election and Welcome to Rick Price as New Director
- BCSTA Headlines: Daily News for School Trustees
- BCSTA Weekly: K-12 Workplace Well-Being Webinars; Vaping Policy Paper; Mental Health Resources for Teachers; COVID-19 Budget Preparations; 2020 Skills Canada National Competition; Financial Help for High School Graduates; Diligent Discount
- BCSTA Headline: Daily News for School Trustees
- Notification to SD84 Trustees re COVID 19 Move to Stage Three Plan
- BCSTA Headlines: Daily News for School Trustees
- Copy of Letter to Minister of Education re Re-opening Schools and Concerns re Insufficient Protective Measures
- Notification to SD84 Trustees re Health and Safety Procedures for Entering District Buildings
- BCSTA Weekly: BCSTA 2020-2021 Datebook Orders; Order on Gatherings; BC CDC COVID-19 Pandemic Survey; Statistics Canada COVID-19 Survey; CSBA President's Bulletin; Budget Consultation

- Chair, SD53 (Okanagan Similkameen)
- BCSTA
- Copy of Letter to Minister of Education re Post-Secondary Transition Program Funding Eligibility
- BCSTA Headlines: Daily News for School Trustees

2020:R-032 MOVED: Trustee Smith, SECONDED: Trustee Stiglitz
AND RESOLVED:
 "TO receive and file the correspondence."

REPORT OF THE CLOSED MEETING:

Chairperson Fehr reported on the discussion of three labour issues and one legal issue.

TRUSTEE REPORTS:

a. **School Reports**

Chairperson Fehr reported that 30% of the students in the District are now physically attending school.

b. **Working Relations Committee Meeting**

The agenda topics for the June 1st meeting included remedy, doctor's notes, teacher workload, preparation for Fall 2020, staffing update, and budget update.

UNFINISHED BUSINESS:

a. **COVID-19**

The Superintendent/Secretary-Treasurer reported that the education sector is now at Stage Three with Grade 6-12 students physically attending 20% of the time while continuing with on-line learning, and K-Grade 5 students physically attending up to two days per week plus online support. Attendance has been up and down, with 20-30% of the students in the schools. Going forward, the Ministry of Education is hopeful to be in Stage One in September, but that will be subject to the directives of the Ministry of Health and Public Health Officer. In the meantime, the District will continue to work on the health and safety protocols and instructional program for each stage and it was good news to hear that there are currently no active COVID cases on Vancouver Island.

b. **Strategic Plan**

The District's Strategic Plan has gone to the Ministry for review, and is focussed on mission, vision, values, education goals (including increasing completion rates, supporting students' well-being, supporting First Nations students), and budget priorities. The Ministry has asked if the District would be interested in becoming an early implementer of policies around framework for students' success, which is being discussed.

c. **Graduation Ceremonies**

Gold River Secondary School had an informal graduation last week and the official ceremony has been postponed until they can have a full graduation ceremony. Kyuquot School is holding a socially-distanced ceremony on June 23rd with guest speakers by video.

NEW BUSINESS:

a. **School Fees 2020-2021**

In accordance with District Policy B.2, *School Fees, Charges and Deposits*, the proposed school fees for 2020-2021 were presented for Board approval.

2020:R-033 MOVED: Trustee Smith, SECONDED: Trustee Stiglitz
AND RESOLVED:
 "TO accept the Schools Fees 2020-2021 as presented."

b. **School Codes of Conduct for 2020-2021**

In accordance with District Policy E.33, Student Conduct, the Codes of Conduct for 2020-2021 were presented for Board approval.

2020:R-034 MOVED: Trustee Mann, SECONDED: Trustee Stiglitz
AND RESOLVED:
"TO accept the Codes of Conduct for 2020-2021, as presented."

c. **District Education Plan – School Plans**

The Board reviewed the School Plans and requested that a condensed template be created for Principals, for review early in the 2020-2021 school year.

2020:R-035 MOVED: Trustee Mann, SECONDED: Trustee Stiglitz
AND RESOLVED:
"TO direct the Superintendent/Secretary-Treasurer to create a two-page template for the Principals' use when converting their draft School Plans for the Board's review."

d. **Capital Planning – 2021-2022**

The 'Draft Projects List' was presented to the Board for review, and includes two seismic mitigation projects (Ray Watkins and Captain Meares), two school enhancement projects (Kyuquot and Captain Meares), a demolition project for the future (part of Captain Meares), three carbon neutral projects (Captain Meares, Kyuquot and Zeballos), and playground equipment projects (Ray Watkins and Captain Meares).

2020:R-036 MOVED: Trustee Stiglitz, SECONDED: Trustee Hanson
AND RESOLVED:
"TO accept the Capital Plan for 2021-2022, as presented."

SUPERINTENDENT/SECRETARY-TREASURER'S REPORT:

a. **District Update**

Moving from COVID-19 Stage Four to Stage Three resulted in some of the students returning to school and feeling confident that it was safe to do so. Many students have been missing 'going to school' and staff members have been remarking how happy they are to be back with the students and how difficult it has been to not have direct contact for so long. Although there are some teachers who are being accommodated to work from home, approximately 80% of the teachers are working with students in the schools.

Round Three of job postings is currently underway, with many postings being filled by internal candidates. The District received its enrollment audit results and the Ministry is holding back \$173,000 largely for students who, in the Ministry's opinion, were not in attendance enough to qualify for funding. In terms of the budget, the District is heading towards a balanced budget and will know in August what the surplus will be, and will then be able to make concrete plans for the 2020-2021 school year.

b. **Enrollment Report**

The enrollment continues to hold steady at 460 FTE.

c. **Finance Warrants**

As at May 2020, eleven months or 90% of the 2019/20 fiscal year and nine months of the school calendar year has elapsed. The budget amounts shown in this report are the 2019/20 preliminary budget amounts based upon the Fall 2019 enrollment for 2019/20.

At this time, the year-to-date revenue and expenses are trending as predicted in comparison to the budget for the School District.

At the end of June 2019 the District had an operating surplus of \$1,003,741 (last year \$1,036,442) of which approximately \$920,000 is currently being used to balance the budget which includes the \$173,000 which will be lost due to the unfavourable audit result.

Operating expenses last year were 86.1% of budget. Currently, 82.3% of budget has been spent so the District is tracking a little better in spending partially due to the schools being closed.

TRUSTEE INQUIRIES:

Trustee Mann asked when students will be notified about scholarship results, and each school will be providing some type of virtual presentation.

Trustee Smith noted that, at the recent Local Education Agreement/Enhancement Agreement meeting, it was agreed to use the old agreement until a new one can be created later in the year, with some updates to better serve the communities.

PRESS AND PUBLIC INQUIRIES:

Mrs. Kornylo reported that there have been two virtual Science Fairs this year and that Heather Kornylo from GRSS received a regional ribbon. Heather is excited to be interviewing with the Science Fair Foundation for their regional science fair. Heather wants to do a different project next year. On June 5th, a grad parade was held in Gold River with the graduates socially-distanced. It was an informal ceremony to celebrate the day and the hope is that a formal graduation ceremony can take place in December so that grads will be able to walk down the aisle and cross the stage.

Mrs. Kornylo asked if there would be Board funding to support virtual programs for next year, if there is student interest; for example, the Markham School of Dance Program from Ontario which is two hours per week for 10 weeks (hip hop and modern), at a cost of \$1600. Chairperson Fehr stated that, once all information is compiled, the funding proposals can be presented to the Board for consideration.

There was an inquiry about the Education Assistant salaries listed in the finance warrants, and the Superintendent/Secretary-Treasurer noted that some of the salaries were included in support staff instead of Education Assistants and this will be corrected.

Mrs. O'Reilly advised the Board that GRSS is working on a proposal to purchase and set up a projector and perhaps speakers for the GRSS gym. PAC has already offered some funding support, and once all of the details are known, she may be approaching the Board in the Fall to request funding assistance, if necessary.

There was an inquiry about additional staffing for GRSS in the Fall, and the Superintendent/Secretary-Treasurer explained that the new school year will start off with very conservative levels of staffing and any increases will be subject to enrollment, class composition and budget.

NOTICE OF MEETINGS:

The next public meeting of the Board of Education will be held on Monday, September 14, 2020, at 4:00 pm – either by Zoom or at the School Board Office (to be announced). The public is invited to attend. Any requests for additions to the agenda should be forwarded to amcdowell@viw.sd84.bc.ca two weeks prior to the meeting. Board meeting minutes are posted on the District's website at <http://www.sd84.bc.ca/board-meetings-school-district-84>.

ADJOURNMENT:

At 4:34 pm:

2020:R-037 MOVED: Trustee Stiglitz, SECONDED: Trustee Hanson
AND RESOLVED:
"TO adjourn."

Have a great summer!



Vancouver Island School Trustees' Association (VISTA)

c/o School District 79 (Cowichan Valley); 2557 Beverly Street, Duncan, BC V9L 2X3

MEMORANDUM

To: VISTA Boards of Education
From: VISTA Executive
Date: August 24, 2020
Re: VISTA Virtual Fall Conference, October 3, 2020

VISTA Board Chairs have identified that anti-racism is a main topic of interest for Trustees, especially as it relates to the Governance role. The VISTA executive has worked with the BCSTA Professional Development Division and identified a dynamic, knowledgeable speaker: Anthony McLean. Many Trustees heard Anthony speak at the BCSTA 2019 Fall Conference on Diversity and Inclusion. He was very well received for his knowledge, humour and advice to Boards. His Bio is attached at the end of this memorandum.

Anthony is available to speak and answer questions on October 3, 2020 and has been tentatively booked. Unfortunately, virtual speaker costs are still high and his cost is \$5,000 plus taxes. We were able to negotiate payment in Canadian dollars rather than US dollars which saved us \$1,700 but it is still a high cost.

Gordon Lee, BCSTA Director of Education Services, has provided us information about a special fund BCSTA has created that we may be able to access for funding. Each Board has a fund of \$1,700 per year to access if there is a need by the Board for a consultant/advisor to be accessed by the Board. Apparently less than 50 % of the Boards in the province access this funding and some Boards never access this funding. Accordingly, if 4 Boards in VISTA agreed to access this funding together to pay for Anthony's costs, we could have him speak at our Fall Conference for all Trustees on the Island who wish to attend the virtual meeting. A Board can only access this funding once per year so it is important for your Board to consider if there will be a need for you to access this funding for a consultant/advisor during this school year for another purpose or if your Board feels it can contribute the funding for this collective purpose.

We respectfully ask that your Board consider being one of the 4 Boards needed to provide this opportunity for all VISTA Boards. It would be appreciated if you could let me know your decision as soon as possible.

Candace Spilsbury
President
VISTA

SD61 (Greater Victoria)
SD62 (Sooke)
SD63 (Saanich)
SD64 (Gulf Islands)
SD68 (Nanaimo-Ladysmith)
SD69 (Qualicum)

SD70 (Alberni)
SD71 (Comox Valley)
SD72 (Campbell River)
SD79 (Cowichan Valley)
SD84 (Vancouver Island West)
SD85 (Vancouver Island North)



Anthony McLean

Leadership | Mental Health | Inclusivity

With a background in theatre, Anthony McLean delivers lively presentations on mental health, diversity, and inclusion. He has delivered hundreds of inspiring talks across Canada, the US, and Australia, and, as a respected voice in his field, appeared on CBC News, Global Toronto's *Morning Show*, and *Breakfast Television*. Delivering research-backed tools and actionable strategies, McLean always leaves his audiences inspired to bring their best every day.

McLean is also an actor who has starred in television commercials for Ford, Milk, Tim Horton's, Sprite, Verizon Wireless, and Bell. He also hosted the CBC Television show *The X* and was featured in the documentary films *Colour Me*, *SOAR*, and *Rising Above*. In his theatre career, McLean participated in the renowned Stratford Festival, where he developed his passion for Shakespeare. He also loves to freestyle rap — give him any topic in the world and he'll make up a rap on the spot about it.

McLean is currently writing his first book, *Mental Health for High Performers*.

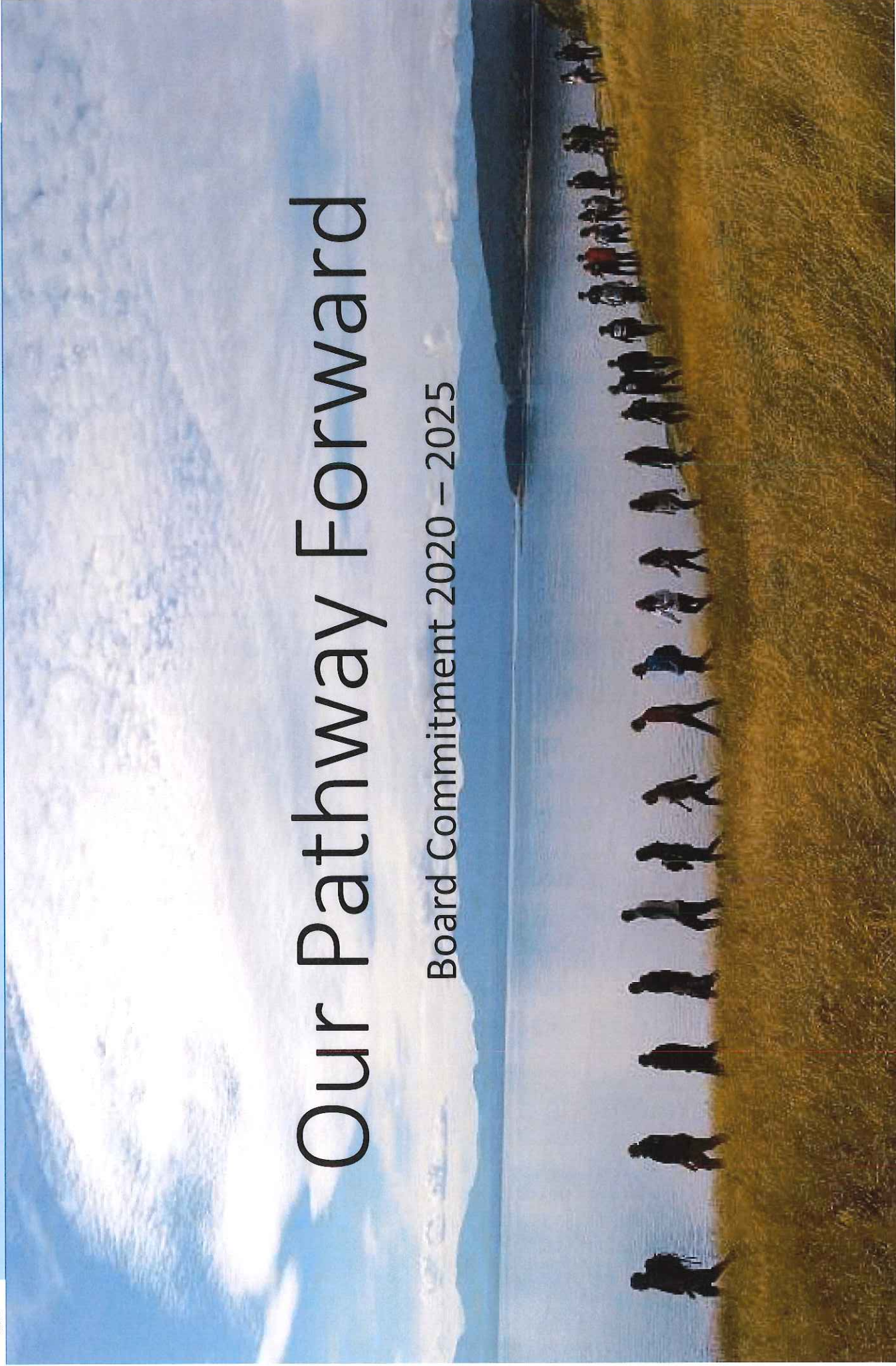


School District 84 (Vancouver Island West)



Our Pathway Forward

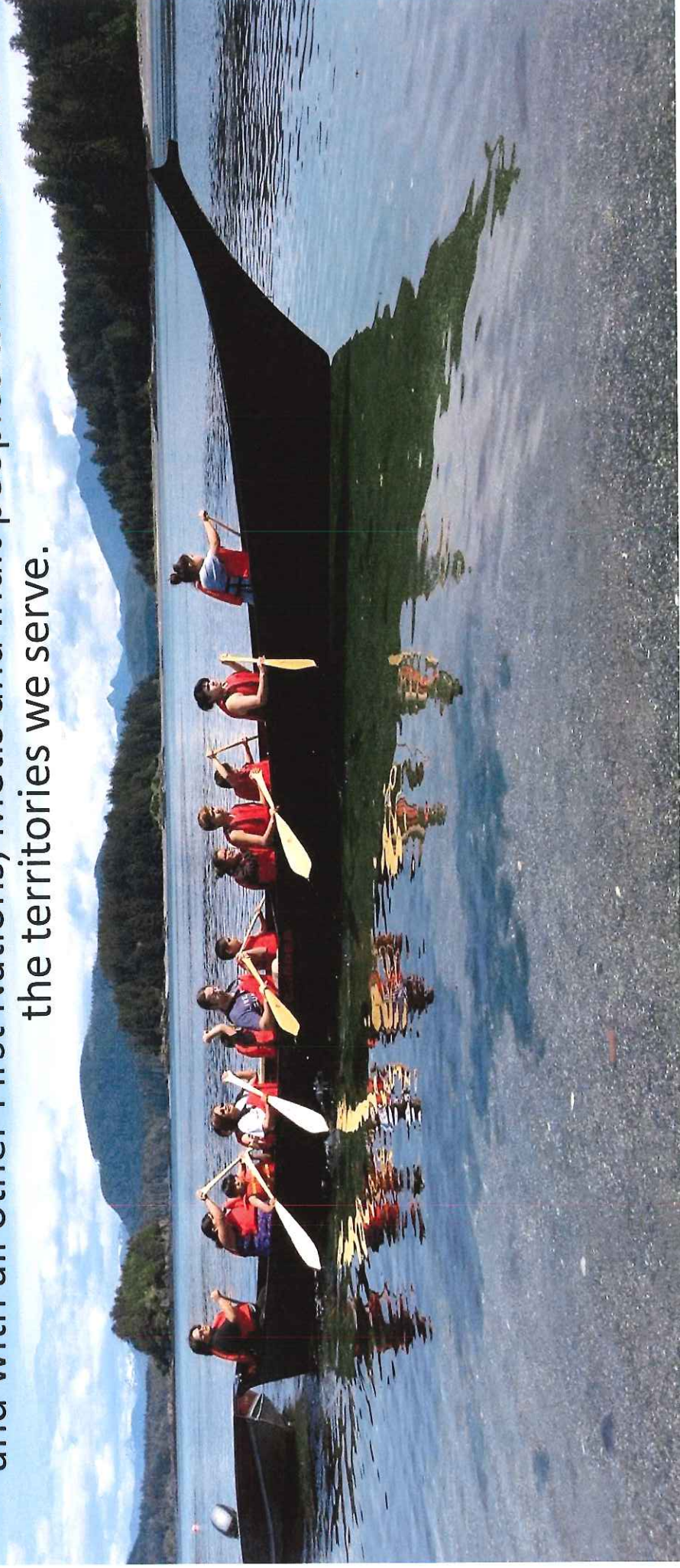
Board Commitment 2020 – 2025



Acknowledgement of Nuu-chah-nulth Territory

The Vancouver Island West School District acknowledges and gives thanks that we work, play and live on the traditional territory of the Nuu-chah-nulth peoples, specifically the Ehattesaht,

Ka:yu:k't'h/Che:k'tles7et'h', Mowachaht/Muchalaht, and Nuchatlaht Nations. We honour our relationship with these Nations and with all other First Nations, Metis and Inuit peoples who reside in the territories we serve.



Message from the Board of Education

The Board of Education is proud of our public education system in Vancouver Island West and we are committed to making it even better. We get our inspiration from our students and their innate curiosity, creativity and desire to learn.

The development of this five-year Board commitment has been an ongoing process undertaken in partnership with our communities, students and families through a series of community consultations. As a Board we thank all those who participated in this process to create a plan that will benefit all our children.

The focus of Our Pathway Forward is directly linked to our District's Aboriginal Education Enhancement Agreement and the work done in partnership with the Nuu-chah-nulth Tribal Council and our local communities to create pathways forward for all our learners. This plan is about creating a school district where equity is the norm and where we embrace the wisdom of our communities and the professional judgement of our staff to focus our efforts towards creating a learning community which supports all students' wellbeing and success for all learners.

Thank you for all your support.

Sincerely,

Arlaine Fehr, Chair

Jennifer Hanson, Vice-Chair

Allison Stiglitz, Trustee

Andrew Smith, Trustee

Debbie Mann, Trustee

Our Pathway Forward

Mission:

In partnership with our diverse communities, School District 84 will provide all students with a quality education relevant to the demands of a modern society.

Vision:

All students graduate having developed their unique potential as caring adaptable citizens and future leaders both locally and globally in an evolving world.

Values:

Safety

Well-being

Trust

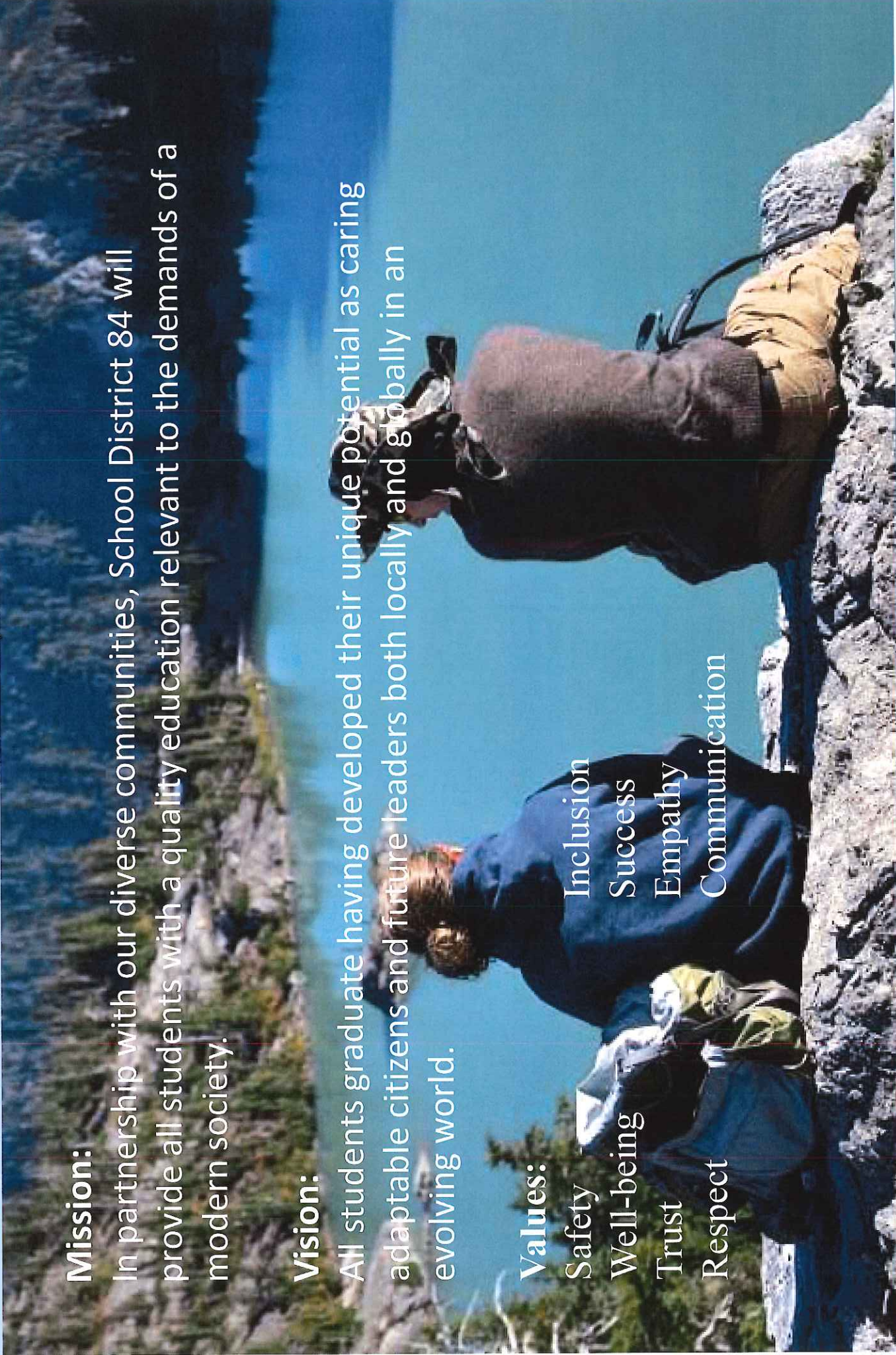
Respect

Inclusion

Success

Empathy

Communication

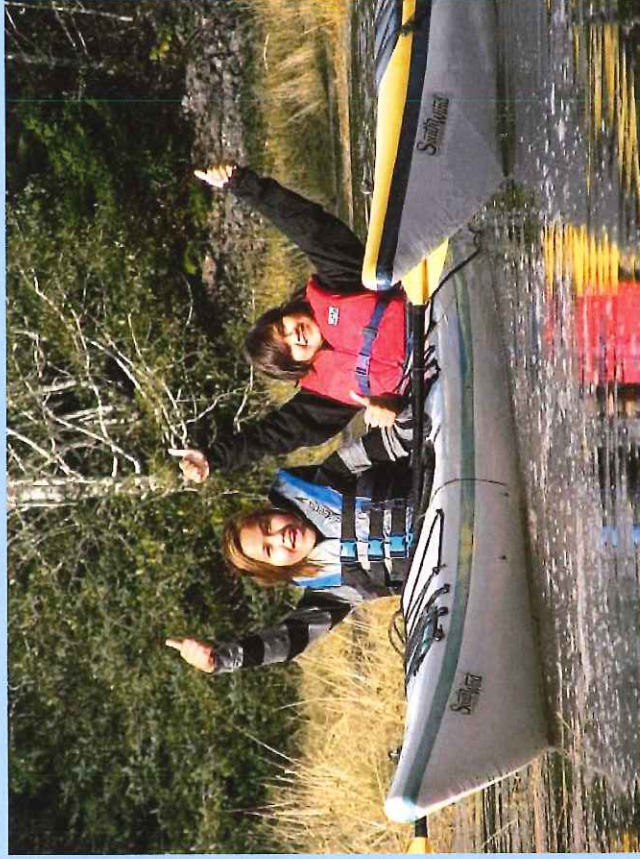


Our Pathway Forward

The Board of Education is committed to implementing the Pathways approach outlined in our Aboriginal Education Enhancement Agreement for all our students and to measuring and reporting results to monitor successes and adjust for areas of need. We expect that over the course of Our Pathway Forward we will see:

- An increase in students who stay in school and graduate.
- An increase in students who pursue positive roles and activities following the completion of their secondary education.
- An increase in students' levels of academic success.
- An increase in students who feel welcome, safe and connected to their school.
- An increase in students meeting or exceeding expectations for provincial reading, writing and numeracy outcomes.
- A decrease in the gap between Indigenous and Non-Indigenous student measures of success.
- A decrease in the gap between Children in Care and other students' measures of success.
- A decrease in the gap between students with special needs and other students' measures of success.





School District 84 (Vancouver Island West)
Box 100, #2 Highway 28
Gold River, BC
V0P 1G0

www.sd84.c.ca



School District 84

Vancouver Island West

Box 100, #2 Highway 28, Gold River, BC V0P 1G0

Office: 250-283-2241 Fax: 250-283-7352

www.sd84.bc.ca

District Scholarship Recipients for 2019-2020

- **Citizenship and Service (\$1000):**
Shania Thompson, Tsawalk Learning Centre
- **Future Education Workers (\$1000):**
Connor Creelman, Gold River Secondary
- **Raj Jaswal (\$1000):**
Soojin Lee, Gold River Secondary
- **Vocational and Technical (\$1000):**
Samuel Lawrence, Gold River Secondary
- **Judith Anderson Memorial Scholarship (\$200):**
Hyojung Sung, Gold River Secondary School
- **District/Authority Scholarship (Ministry) (\$1250):**
Alicia Karmazynski, Gold River Secondary School
Connor Creelman, Gold River Secondary School
Eva Sommerfeld, Gold River Secondary School
Farakina Chidley, Kyuquot Elementary Secondary School
Hana Kim, Gold River Secondary School
Hyojung Sung, Gold River Secondary School
Jacob Howie, Gold River Secondary School
Samuel Lawrence, Gold River Secondary School
Shania Thompson, Tsawalk Learning Centre
Soojin Lee, Gold River Secondary School

*In partnership with our diverse communities, School District 84
will provide all students with a quality education
relevant to the demands of a modern society.*



July 14, 2020

Ref: 230764

Arlene Fehr, Chair
Board of Education
School District No. 84 (Vancouver Island West)
Email: afehr@viw.sd84.bc.ca

Dear Ms. Fehr:

I am writing further to our conversation on July 14, 2020, and our earlier correspondence.

To further your District's interest in significantly improving student achievement I have decided to appoint a special advisor to the District.

Mr. Mike McKay will serve as special advisor to the District for a term beginning immediately and ending December 31, 2020. I have asked that Mr. McKay review the progress of the board in respect of the improvement of student performance and to inspect and evaluate other matters as directed. Mr. McKay will report back to me with a formal report by November 30, 2020. Further details of the special advisor's appointment are set out in the attached Order.

Under section 171.2 of the *School Act*, a special advisor may:

- a) Attend any board meeting;
- b) Enter a school building or any other building used in conjunction with the school or offices of the board, or any part of them, for the purposes of performing his or her duties; and,
- c) Inspect any record of the board.

Section 171.3 of the *School Act* requires boards and their employees to assist a special advisor in carrying out his or her duties. I will look to you and your team to work collaboratively with Mr. McKay over the coming months.

.../2

Student success is a top priority for our Ministry and all BC's 60 school districts, and I trust this appointment will provide support to the District in realizing improved outcomes for students.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob Fleming". The signature is fluid and cursive, with the first name "Rob" being more prominent than the last name "Fleming".

Rob Fleming
Minister

pc: Lawrence Tarasoff, Superintendent and Secretary-Treasurer
Mike McKay

Attachment: Ministerial Order



Board/Authority Authorized Course



School District/Independent School Authority Name: Vancouver Island West	School District/Independent School Authority Number: SD84
Developed by: Philip Parkes	Date Developed: April 15, 2010
School Name: Captain Meares Elementary Secondary, Gold River Secondary School, Zeballos School, Kyuquot School	Date Updated: April 2020
Superintendent Approval Date (for School Districts only): June 2010	Principal's Name: Philip Parkes
Board/Authority Approval Date: June 2010	Superintendent Signature (for School Districts only):
Course Name: Nootka Sound Outdoor Program	Board/Authority Chair Signature:
Number of Course Credits: 4	Grade Level of Course: 10A
	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s): Good physical health

Special Training, Facilities or Equipment Required:

- Equipment will be rented, borrowed or purchased depending on need and school budget
- Outdoor facilities (varying by activity)
- Instructors required to be certified in Wilderness First Aid (80-hour course).
- To reduce contractor costs, SD 84 instructors will to hold the maximum number of certifications and personal experience related to activities integrated into the course
- Access to a 24-passenger bus
- Class 4 driver's license
- Extensive experience in wilderness settings and pursuits
- Course content, in part, will depend on the strengths of the teacher and the composition of the class itself

Course Synopsis:

The Nootka Sound Outdoor Program introduces students to outdoor activities during all four seasons. In addition to the outdoor pursuits section, this course will begin to develop the idea of what it means to be a contributing citizen in our society and how to respect the environment in which we recreate and live. This will be accomplished by weaving volunteer work into the wilderness activities and by organizing stand-alone service projects. This course has been developed to allow students with an interest in the outdoors an opportunity to explore many activities while learning about wilderness first aid, risk management, trip preparation and environmental conditions. A main goal of this course is to teach students safe and responsible practices in wilderness settings. Through study and practice, students will develop outdoor skills through a variety of activities including surfing, horseback riding, cross-country skiing, avalanche safety and downhill skiing/snowboarding. The program will provide students the opportunity to develop physical, mental, and social skills. Students will gain an increased awareness for their environment and develop a sense of stewardship for the wilderness while engaging in challenging and new pursuits. A main theme throughout the program is rational decision making to keep participants safe in the outdoors. Decisions are drawn from analyzing risk and objective hazards, as well as analyzing group dynamics. Students will be evaluated using a variety of approaches including skill demonstration, photographs, videos, self-evaluation and anecdotal records, to name a few.

Goals and Rationale:

- To enrich our students' education through wilderness adventure
- To provide our students the opportunity to explore a world of inquiry beyond the confines of the traditional classroom
- To provide hands-on learning experiential learning
- To utilize our unique environment – ideal for an outdoor education program
- To integrate curriculum with outdoor/experiential learning.
- To build student character:
 - Students take responsibility for who they are and who they want to be
 - Students learn the process to make informed and responsible decisions
 - Students create opportunities and make good life choices
 - Students learn in a supportive physical and social environment, and therefore, develop positive character traits
 - Students challenge themselves for inner growth
- To gain experience in various wilderness pursuits
- To learn by active, reflective and informative means
- To acquire marketable skills for employment
- To gain leadership skills
- To volunteer in the community
- To appreciate and foster an underlying philosophy of environmental stewardship and sustainability

Aboriginal Worldviews and Perspectives:

- Establish a place consciousness connection during lessons
- Share information through stories, when possible
- Utilize outdoor spaces as a place of learning
- Involve community members throughout the planning and facilitation of the program
- Teach through the use of experiential learning methods

- Integrate topics that are based on a local focus

BIG IDEAS

Participation in outdoor pursuits allows for the development of skills

Spending time outdoors allows us to develop an understanding of the natural environment

Participation in outdoor activities, while practicing safety, requires teamwork and communication

Learning Standards

Curricular Competencies

Students are expected to do the following:

Outdoor activity skills

- Participate in a variety of outdoor activities
- Develop and demonstrate a variety of skills for outdoor activities
- Observe and Identify environmental conditions during outdoor activities
- Prepare for successful the participation in outdoor activities
- Develop skills for life-long participation
- Identify strengths and areas for growth

Understanding of the Natural Environment

- Participate in a variety of natural environments
- Identify their impact on the natural environment
- Identify best practices to reduce our foot print in natural environment
- Learn and respect indigenous protocols in natural environments
- Investigate if stewardship contributes to sustainability
- foster responsible stewardship by developing an appreciation and respect for local environment
- Indigenous students will identify Nuuchahnulth pathways philosophy in learning

Safety, teamwork, and Communication

- Communicate the risks associated with specific outdoor activities
- Demonstrate appropriate teamwork responses to emergency situations during outdoor activities
- Demonstrate responsibility for personal safety and the safety of others

Content

Students are expected to know the following:

- Introductory (Wilderness) first-aid skills
- Personally prepare for outdoor activities
- Local environmental conditions
- Properly use and maintain outdoor equipment
- Evaluate personal strengths and weaknesses
- Low impact travel through natural environments
- Critical evaluation of impact on natural environment
- Different cultures have varying traditions and perspectives
- Life long physical benefits of outdoor activities
- Outdoor activity knowledge and skills
- Practices for personal safety
- Effective teamwork and communication Emergency response

Big Ideas – Elaborations

Participation in outdoor pursuits allows for the development of skills – life-long outdoor activity skills for healthy living
Spending time outdoors allows us to develop an understanding of the natural environment – Critically evaluate our impact on environments
Participation in outdoor activities, while practicing safety, requires teamwork and communication – participating safely in the outdoors
requires effective communication and teamwork.

Curricular Competencies – Elaborations

- **Outdoor activity knowledge and skills:** surfing, horseback riding, cross-country skiing, avalanche safety and downhill skiing/snowboarding
 - Surfing: putting on equipment, identify hazards in area, beginner surfing skills
 - Horseback riding: identify styles of horseback riding, basic horse care, basic riding skills
 - Cross-country skiing: putting on equipment, basic classic skiing technique
 - Avalanche safety: identify equipment, beacon search, name avalanche causes
 - Downhill skiing/snowboarding: ski hill safety practices, stopping, putting on equipment
- **Identify best practices to reduce our foot print in natural environment:** Identify what can be impacted in natural environments by human use and how to lower impact
- **Demonstrate responsibility for personal safety and the safety of others –** Our safety, in part, relies on working together as a team and communicating effectively and respectfully.

Content – Elaborations

- **Different cultures have varying traditions and perspectives –** Inviting community members to lead outdoor activities and share their knowledge
- **Life long physical benefits of outdoor activities -** Health practices for life long participation in Outdoor pursuits
- **Introductory (Wilderness) first-aid skills –** 1st aid skills in a wilderness context

Recommended Instructional Components:

- Interactive instruction
- Modeling
- Direct instruction
- Group work
- Brainstorming
- Peer review
- Independent instruction
- Self-discovery/reflection
- Case studies
- Debate
- Discussion
- Field trip
- Games
- Large group discussions
- Lectures
- Peer tutoring
- Reading
- Reflection
- Role play
- Workshops
- Demonstration

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

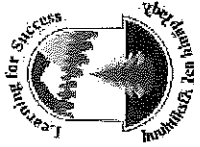
- Performance Methods
- Skill demonstration
 - Stewardship project outcomes
 - Trip log
 - Trip planning
- Personal Communication
- Role Play
 - Cooperation
 - Self-evaluation
 - Peer evaluation
 - Trip log reflection
 - Trip debriefing
- Other
- Checklists
 - Anecdotal records
 - Exit tickets
 - Photographs

Learning Resources:

- Youth Safe Outdoors guidelines
- Canadian Red Cross: standard and CPR manual
- Wild Safe BC brochures: cougar, black bear, “bare” camping, deer
- Lifesaving Society: “Alert: Lifeguarding in Action”
- Canadian Power and Sail Squadron: maritime radio course
- Canadian Avalanche Association avalanche skills training (AST) level 1
- International Surfing Association level 1 surf instructing course
- High Five Recreational Leadership: Principles of Healthy Childhood Development & High Five Sport
- Canadian Ski Instructor Alliance level 1 ski instructor certification
- Wilderness and Rescue Medicine (6th Edition) by Jeffrey Isaac and David Johnson
- “The SAS Survival Handbook” by John Wiseman
- “7 Habits of Highly Effective Teens” by Sean Covey
- “Camping and Wilderness Survival: The Ultimate Outdoors Book” by Paul Tawrell

Additional Information:

This course is dependent on environmental conditions; therefore, the outline above is malleable. Field trips will also be dependent on timing and class ability. If the teacher is not suitably qualified to teach segments of the course, experts in the field will be hired to mitigate risk and hazards of activity.



Board/Authority Authorized Course



School District/Independent School Authority Name: Vancouver Island West	School District/Independent School Authority Number: SD84
Developed by: Philip Parkes	Date Developed: April 15, 2010
School Name: Captain Meares Elementary Secondary, Gold River Secondary School, Zeballos School, Kyuquot School	Principal's Name: Philip Parkes
Superintendent Approval Date (for School Districts only): June 2010	Superintendent Signature (for School Districts only): _____
Board/Authority Approval Date: June 2010	Board/Authority Chair Signature: _____
Course Name: Nootka Sound Outdoor Program	Grade Level of Course: 10B
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s): Good physical health

Special Training, Facilities or Equipment Required:

- Equipment will be rented, borrowed or purchased depending on need and school budget
- Outdoor facilities (varying by activity)
- Instructors required to be certified in Wilderness First Aid (80-hour course).
- To reduce contractor costs, SD 84 instructors will to hold the maximum number of certifications and personal experience related to activities integrated into the course
- Access to a 24-passenger bus
- Class 4 driver's license
- Extensive experience in wilderness settings and pursuits
- Course content, in part, will depend on the strengths of the teacher and the composition of the class itself

Course Synopsis:

The Nootka Sound Outdoor Program introduces students to self-propelled wilderness pursuits during all four seasons. In addition to the outdoor pursuits section, this course will begin to develop the idea of what it means to be a contributing citizen in our society and how to respect the environment in which we recreate. This will be accomplished by weaving volunteer work into the wilderness activities and by organizing stand-alone service projects. Students will take on a leadership role and will be responsible for co-planning, co-organizing and co-leading an activity. This course has been developed to allow students with an interest in wilderness pursuits an opportunity to explore the many activities in the outdoors while at the same time learning about wilderness first aid, risk management, route finding, and navigation. A main goal of course is to teach students safe and responsible practices in wilderness settings. Through study and practice students will develop outdoor skills through a variety of activities including canoe tripping, coastal hiking, outdoor rock climbing and sea kayaking. The program will provide students the opportunity to develop physical, mental, and social skills. Students will gain an increased awareness for their environment and develop a sense of stewardship for the wilderness while engaging in challenging and new pursuits. A main theme throughout the program is rational decision making to keep participants safe in the outdoors. Decisions are drawn from analyzing risk and objective hazards, as well as analyzing group dynamics. Students will be evaluated using a variety of approaches, including personal journals, peer evaluation, skill presentations, reports, class projects and practical wilderness situations.

Goals and Rationale:

- To enrich our students' education through wilderness adventure.
- To provide our students the opportunity to explore a world of inquiry beyond the confines of the traditional classroom
- To provide hands-on learning experiential learning
- To utilize our unique environment – ideal for an outdoor education program
- To integrate curriculum with Outdoor/Experiential Learning.
- To build student character:
 - Students take responsibility for who they are and who they want to be
 - Students learn the process to make informed and responsible decisions
 - Students create opportunities and make good life choices
 - Students learn in a supportive physical and social environment, and therefore, develop positive character traits
 - Students challenge themselves for inner growth
- To learn by active, reflective and informative means
- To begin to acquire marketable skills for employment
- Participate in service projects that improve the wilderness and facilities
- To gain leadership skills
- To volunteer in the community
- To appreciate and foster an underlying philosophy of environmental stewardship and sustainability

Aboriginal Worldviews and Perspectives:

- Establish a place consciousness connection during lessons
- Share information through stories, when possible
- Utilize outdoor spaces as a place of learning
- Involve community members throughout the planning and facilitation of the program

- Teach through the use of experiential learning methods
- Integrate topics that are based on a local focus

BIG IDEAS

Participation in outdoor activities allows for the development of skills

Spending time outdoors allows us to develop an understanding the natural environment.

Participation in outdoor activities, while practicing safety, requires teamwork and communication.

Learning Standards

Curricular Competencies

Students are expected to do the following:

Outdoor activity skills

- Participate in a variety of outdoor activities different from those in NSOP10A
- Develop and demonstrate a variety of skills for outdoor activities
- Identify and evaluate environmental conditions during outdoor activities
- Prepare for successful participation in outdoor activities
- Develop skills for life-long participation
- Identify strengths and areas for growth

Understanding the Natural Environment

- Participate in a variety of natural environments
- Identify their impact on the natural environment
- Identify best practices to reduce our foot print in natural environment
- Learn and respect indigenous protocols in natural environments
- Investigate if stewardship contributes to sustainability
- Foster responsible stewardship by developing an appreciation and respect for local environments
- Identify the Nuuchahnulth pathways philosophy in learning

Safety, teamwork, and Communication

- Communicate and analyse risks associated with specific outdoor activities
- Demonstrate appropriate teamwork responses to emergency situations during outdoor activities
- Demonstrate responsibility for personal safety and the safety of others

Content

Students are expected to know the following:

- Introductory (Wilderness) first-aid skills
- Personally prepare for outdoor activities
- Local environmental conditions
- Properly use and maintain outdoor equipment
- Evaluate personal strengths and weaknesses
- Low impact travel through natural environments
- Critical evaluation of impact on natural environment
- Different cultures have varying traditions and perspectives
- Life long physical benefits of outdoor activities
- Outdoor activity knowledge and skills
- Practices for personal safety
- Effective teamwork and communication during Emergency situations

Big Ideas – Elaborations

- **Participation in Outdoor Activities develops Skills** – outdoor and social skills for life long participation and success
- **Understanding the Natural Environment:** Local protocols, changing weather, wildlife, terrain
- **Safety, teamwork, and Communication:** environmental risks (i.e. wildlife, weather, allergies), group dynamics (i.e. decision making, conflict), activities (i.e. perceived and actual risk, equipment management)

Curricular Competencies – Elaborations

- **Outdoor activities Knowledge and skills:** canoe tripping, coastal hiking, outdoor rock climbing, sea kayaking
 - Canoe tripping: basic tandem paddle strokes, safety equipment
 - Coastal hiking: backpack packing, campsite selection
 - Outdoor rock climbing: belay station set-up, belaying
 - Sea kayaking: beginner paddle strokes, wet exits, packing sea kayaks
- **Learn and respect indigenous protocols in natural:** recognition and use of First Peoples territories; use of public land, private land, parks; land stewardship
- **Communicate and analyse risks associated with specific outdoor activities:** sun safety, poisonous plants, animals, equipment, comfort level, weather conditions, hygiene, terrain considerations

Content – Elaborations

- **Local Environmental conditions:** awareness of changing weather, temperature, terrain, and other conditions
- **Effective teamwork and communication during Emergency situations :** different modes of communication, establishing individual roles, who is the leader, communication devices
- **Preparing for outdoor activities:** packing for the day, clothing selection, day plan, meal preparation

Recommended Instructional Components:

- Interactive instruction
- Modeling
- Direct instruction
- Group work
- Brainstorming
- Peer review
- Independent instruction
- Self-discovery/reflection
- Case studies
- Debate
- Discussion
- Field trip
- Games
- Large group discussions
- Lectures
- Peer tutoring
- Reading
- Reflection
- Role play
- Workshops
- Demonstration

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

Performance Methods

- Skill demonstration
- Stewardship project outcomes
- Trip log
- Trip planning

Personal Communication

- Role Play
- Cooperation
- Self-evaluation
- Peer evaluation
- Trip log reflection
- Trip debriefing

Other

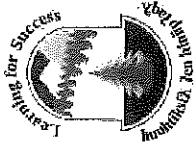
- Checklists
- Anecdotal records
- Exit tickets
- Photographs

Learning Resources:

- Youth Safe Outdoors guidelines
- Canadian Red Cross: standard and CPR manual
- Wild Safe BC brochures: cougar, black bear, “bare” camping, deer
- Lifesaving Society: “Alert: Lifeguarding in Action”
- Canadian Power and Sail Squadron: maritime radio course
- Association of Canadian Mountain Guides: top rope instructor level 1 course
- Paddle Canada: lake tandem or solo canoe instructor course
- Sea Kayak Guide Alliance of British Columbia (SKGABC): level 1 guide course
- High Five Recreational Leadership: Principles of Healthy Childhood Development & High Five Sport certification
- Wilderness and Rescue Medicine (6th Edition) by Jeffrey Isaac and David Johnson
- “The SAS Survival Handbook” by John Wiseman
- “7 Habits of Highly Effective Teens” by Sean Covey
- “Camping and Wilderness Survival: The Ultimate Outdoors Book” by Paul Tawrell

Additional Information:

This course is dependent on environmental conditions; therefore, the outline above is malleable. Field trips will also be dependent on timing and class ability. If the teacher is not suitably qualified to teach segments of the course, experts in the field will be hired to mitigate risk and hazards of activity.



Board/Authority Authorized Course



School District/Independent School Authority Name: Vancouver Island West	School District/Independent School Authority Number: SD84
Developed by: Philip Parkes	Date Developed: April 15, 2010 Date Updated: April 2020
School Name: Captain Meares Elementary Secondary, Gold River Secondary School, Zeballos School, Kyuquot School	Principal's Name: Philip Parkes
Superintendent Approval Date (for School Districts only): June 2010	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: June 2010	Board/Authority Chair Signature:
Course Name: Nootka Sound Outdoor Program	Grade Level of Course: 11B
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s): Good physical health

Special Training, Facilities or Equipment Required:

- Equipment will be rented, borrowed or purchased depending on need and school budget
- Outdoor facilities (varying by activity)
- Instructors required to be certified in Wilderness First Aid (80-hour course).
- To reduce contractor costs, SD 84 instructors will to hold the maximum number of certifications and personal experience related to activities integrated into the course
- Access to a 24-passenger bus
- Class 4 driver's license
- Extensive experience in wilderness settings and pursuits
- Course content, in part, will depend on the strengths of the teacher and the composition of the class itself

Course Synopsis:

The Nootka Sound Outdoor Program introduces students to outdoor activities during all four seasons. In addition to the outdoor pursuits section of this course, this course will begin to develop the idea of what it means to be a contributing citizen in our society and how to respect the environment in which we recreate. This will be accomplished by weaving volunteer work into the wilderness activities and by organizing stand-alone service projects. Students will take on senior leadership role and will be responsible for co-planning, organizing and co-leading an activity. Building on their leadership skills acquired in grade 10, students will actively take on a mentorship role. This course has been developed to allow students with an interest in wilderness pursuits an opportunity to explore the many activities in the outdoors while at the same time learning about wilderness first aid, risk management, route finding, and navigation. A main goal of course is to teach students safe and responsible practices in wilderness settings. Through study and practice students will develop outdoor skills through a variety of activities including canoe tripping, coastal hiking, outdoor rock climbing and sea kayaking. The program will provide students the opportunity to develop physical, mental, and social skills. Students will gain an increased awareness for their environment and develop a sense of stewardship for the wilderness while engaging in challenging and new pursuits. A main theme throughout the program is rational decision making to keep participants safe in the outdoors. Decisions are drawn from analyzing risk and objective hazards, as well as analyzing group dynamics. Students will be evaluated using a variety of approaches, including personal journals, peer evaluation, skill presentations, reports, class projects and practical wilderness situations.

Goals and Rationale:

- To enrich our students' education through wilderness adventure.
- To provide our students the opportunity to explore a world of inquiry beyond the confines of the traditional classroom
- To provide hands-on learning experiential learning
- To utilize our unique environment – ideal for an outdoor education program
- To integrate curriculum with Outdoor/Experiential Learning.
- To build student character:
 - o Students take responsibility for who they are and who they want to be
 - o Students learn the process to make informed and responsible decisions
 - o Students create opportunities and make good life choices
 - o Students learn in a supportive physical and social environment, and therefore, development of positive character traits
 - o Students challenge themselves for inner growth
- To learn by active, reflective and informative means
- To begin to acquire marketable skills for employment
- Participate in service projects that improve the wilderness and environment
- To participate in projects that help improve wilderness facilities
 - To gain leadership skills
 - To volunteer in the community
 - To appreciate and foster an underlying philosophy of environmental stewardship and sustainability

Aboriginal Worldviews and Perspectives:

- Establish a place consciousness connection during lessons
- Share information through stories, when possible
- Utilize outdoor spaces as a place of learning
- Involve community members throughout the planning and facilitation of the program
- Teach through the use of experiential learning methods
- Integrate topics that are based on a local focus

BIG IDEAS

Best Practices for participating safely in outdoor pursuits

Participating in outdoor activities allows us to develop skills for life and for healthy living

Participating in outdoor pursuits allows us to develop a knowledge and respect of local Indigenous cultures, ways of knowing, and their environments

Learning Standards

Curricular Competencies

Students are expected to do the following:

Outdoor activity skills for Life and Healthy Living

- Participate in a variety of outdoor activities
- Develop and demonstrate a variety of skills for outdoor activities
- Work toward industry level certifications
- Learn to recognize your energy levels
- Monitor weather and surroundings during outdoor activities
- Prepare healthy meal plans for outdoor activities
- Explain how developing a passion for outdoor activities can benefit your immediate and long term health
- Attempt to understand your strengths and areas for growth
- Identify various leadership styles and their associated traits.

Knowledge of Indigenous Cultures and Environments

- Identify how outdoor pursuits impact local environments
- Foster a knowledge and awareness of local cultural and their environments
- Respect local/cultural practices when on indigenous lands
- Be open to local indigenous perspectives and teachings in outdoor activities
- Indigenous will Embrace Nuuchahnulth pathways philosophy of learning

Best Practices for Participating Safely in Outdoor Pursuits

- Recognize how the human element can impact decision making
- Use a variety of communication methods when interacting with others
- Demonstrate appropriate responses to emergency situations during outdoor activities
- Demonstrate responsibility for personal safety and the safety of others
- Recognize objective hazards and risks for the outdoor pursuit

Content

Students are expected to know the following:

- Health benefits of outdoor activities
- Outdoor activity knowledge and skills
- Local Job opportunities w/ certifications
- Preparation for outdoor activities
- Mitigate risk during outdoor pursuits
- Evaluate their strengths and weaknesses
- Various Leadership styles
- Environmental conditions
- Human element in decision making
- First people's traditional practices and ecological knowledge related to activities in the local environment
- Local indigenous protocols
- To respect local cultural perspectives
- The role of environmental awareness and stewardship in outdoor recreation and conservation
- First aid skills for responding to emergencies
- Variety of effective communication methods in emergency situations
- Elements of an evacuation plan
- Stewardship projects that are environmentally and culturally beneficial

Big Ideas – Elaborations

- **Knowledge of Indigenous Cultures and Environments** – awareness of local indigenous culture in every environment we pursue outdoor activities
- **Participation in outdoor pursuits allows for the development of life long skills and healthy living** – developing skills and healthy practices that are transferable to all aspects of life.
- **Best Practices for Participating Safely in Outdoor Pursuits** – differentiating between real and perceived risks and assessing hazards.

Curricular Competencies – Elaborations

Outdoor activities: canoe tripping, coastal hiking, outdoor rock climbing, sea kayaking

Skills:

- Canoe tripping: canoe rescues, intermediate tandem paddle strokes
- Coastal hiking: planning based on tidal charts, lightweight meal planning and preparation
- Outdoor rock climbing: figure-8 knot, put on own harness correctly
- Sea kayaking: intermediate paddle strokes, basic navigation skills, bracing techniques

Respect local/cultural practices when on indigenous lands

- Include Indigenous leaders to join activities on their ancestral land to share their cultural knowledge

Demonstrate responsibility for personal safety and the safety of others

- Teach student to be well prepared and anticipate potential hazards and how to mitigate the risks.
- Pre-trip planning and assessing personal and group ability

Content – Elaborations

- Local indigenous protocols** – learning from indigenous community members before embarking on a trip

Content – Elaborations

- Mitigate risk during outdoor pursuits – Identify real risks associated with activity and put in place mitigation plan
- Health benefits of outdoor activities – Identify health benefits or outdoor activities as a whole and individually.

Recommended Instructional Components:

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• Interactive instruction• Modeling• Direct instruction• Group work• Brainstorming• Peer review• Independent instruction | <ul style="list-style-type: none">• Self-discovery/reflection• Case studies• Debate• Discussion• Field trip• Games• Large group discussions | <ul style="list-style-type: none">• Lectures• Peer tutoring• Reading• Reflection• Role play• Workshops• Demonstration |
|--|---|---|

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

- | | | |
|--|---|--|
| <p>Performance Methods</p> <ul style="list-style-type: none">• Skill demonstration• Stewardship project outcomes• Trip log• Trip planning | <p>Personal Communication</p> <ul style="list-style-type: none">• Role Play• Cooperation• Self-evaluation• Peer evaluation• Trip log reflection• Trip debriefing | <p>Other</p> <ul style="list-style-type: none">• Checklists• Anecdotal records• Exit tickets• Photographs |
|--|---|--|

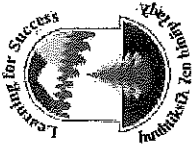
Learning Resources:

- Youth Safe Outdoors guidelines
- Canadian Red Cross: standard and CPR manual
- Wild Safe BC brochures: cougar, black bear, "bare" camping, deer
- Lifesaving Society: "Alert: Lifeguarding in Action"
- Canadian Power and Sail Squadron: maritime radio course
- Association of Canadian Mountain Guides: top rope instructor level 1 course
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Additional Information:

This course is dependent on environmental conditions, therefore the outline above is malleable. Field trips will also be dependent on timing and class ability. If the teacher is not suitably qualified to teach segments of the course, experts in the field will be hired to ensure complete safety from foreseeable hazards.



Board/Authority Authorized Course



School District/Independent School Authority Name: Vancouver Island West	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD84		
Developed by: Philip Parkes	Date Developed: April 15, 2010	Date Updated: April 2020	
School Name: Captain Meares Elementary Secondary, Gold River Secondary School, Zeballos School, Kyuquot School	Principal's Name: Philip Parkes		
Superintendent Approval Date (for School Districts only): June 2010	Superintendent Signature (for School Districts only):		
Board/Authority Approval Date: June 2010	Board/Authority Chair Signature:		
Course Name: Nootka Sound Outdoor Program	Grade Level of Course: 12B		
Number of Course Credits: 4	Number of Hours of Instruction: 100		

Board/Authority Prerequisite(s): Good physical health

Special Training, Facilities or Equipment Required:

- Equipment will be rented, borrowed or purchased depending on need and school budget
- Outdoor facilities (varying by activity)
- Instructors required to be certified in Wilderness First Aid (80-hour course).
- To reduce contractor costs, SD 84 instructors will to hold the maximum number of certifications and personal experience related to activities integrated into the course
- Access to a 24-passenger bus
- Class 4 driver's license
- Extensive experience in wilderness settings and pursuits
- Course content, in part, will depend on the strengths of the teacher and the composition of the class itself

Course Synopsis:

The Nootka Sound Outdoor Program introduces students to self-propelled wilderness pursuits during all four seasons. In addition to the outdoor pursuits section of this course, this course will begin to develop the idea of what it means to be a contributing citizen in our society and how to respect the environment in which we recreate. This will be accomplished by weaving volunteer work into the wilderness activities and by organizing stand-alone service projects. Students will take on senior leadership role and will be responsible for co-planning, organizing and co-leading an activity. Building on their leadership skills acquired in grade 10 and 11, students will actively take on a mentorship role. This course has been developed to allow students with an interest in wilderness pursuits an opportunity to explore the many activities in the outdoors while at the same time learning about wilderness first aid, risk management, route finding, and navigation. A main goal of course is to teach students safe and responsible practices in wilderness settings. Through study and practice students will develop outdoor skills through a variety of activities including canoe tripping, coastal hiking, outdoor rock climbing and sea kayaking. The program will provide students the opportunity to develop physical, mental, and social skills. Students will gain an increased awareness for their environment and develop a sense of stewardship for the wilderness while engaging in challenging and new pursuits. A main theme throughout the program is rational decision making to keep participants safe in the outdoors. Decisions are drawn from analyzing risk and objective hazards, as well as analyzing group dynamics. Students will be evaluated using a variety of approaches, including personal journals, peer evaluation, skill presentations, reports, class projects and practical wilderness situations.

Goals and Rationale:

- To enrich our students' education through wilderness adventure.
- To provide our students the opportunity to explore a world of inquiry beyond the confines of the traditional classroom
- To provide hands-on learning experiential learning
- To utilize our unique environment – ideal for an outdoor education program
- To integrate curriculum with outdoor/experiential learning.
- To build student character:
 - Students take responsibility for who they are and who they want to be
 - Students learn the process to make informed and responsible decisions
 - Students create opportunities and make good life choices
 - Students learn in a supportive physical and social environment, and therefore, development of positive character traits
 - Students challenge themselves for inner growth
- To learn by active, reflective and informative means
- To begin to acquire marketable skills for employment
- Participate in service projects that improve the wilderness and facilities
- To gain leadership skills
- To volunteer in the community
- To appreciate and foster an underlying philosophy of environmental stewardship and sustainability

Aboriginal Worldviews and Perspectives:

- Establish a place consciousness connection during lessons
- Share information through stories, when possible
- Utilize outdoor spaces as a place of learning
- Involve community members throughout the planning and facilitation of the program
- Teach through the use of experiential learning methods
- Integrate topics that are based on a local focus

BIG IDEAS

Participation in outdoor pursuits allow us to develop our leadership potential and skillset

Participating in outdoor pursuits allows us to develop a knowledge and respect of local Indigenous cultures, ways of knowing, and their environments

Participating in outdoor activities allows us to develop skills for life and for healthy living.

Best Practices for participating safely in outdoor pursuits.

Learning Standards

Curricular Competencies

Students are expected to do the following:

Outdoor activity skills for Life and Healthy Living

- Participate in a variety of outdoor activities
- Demonstrate a variety of advanced skills for outdoor activities
- Earn industry level certifications
- Learn to manage your energy levels and recognize others
- Monitor weather and surroundings during outdoor activities and pre-trip.
- Plan and prepare healthy meal plans for outdoor activities
- Maintain good health to participate safely in outdoor pursuits
- Identify your strengths and areas for growth
- Analyse various leadership styles and their associated traits in outdoor activity setting

Knowledge of Indigenous Cultures and Environments

- Implement plan reduce impact local environments
- Enrich outdoor activities with local cultural knowledge
- Respect local/cultural practices when on indigenous lands
- Include local indigenous perspectives and teachings in outdoor activities
- Acknowledge and value local cultural diversity
- Indigenous students Utilize Nuuchahnulth pathways philosophy in learning

Best Practices for Participating Safely in Outdoor Pursuits

- Understand the human element and how it can impact decision making
- Communicate effectively when interacting with others
- Demonstrate appropriate responses to emergency situations during outdoor activities - proactively prepare for evacuation prior to outdoor activity

Content

Students are expected to know the following:

- Fitness preparation for strenuous outdoor activities
- Outdoor activity expertise
- Local Job opportunities w/ earned certifications
- Preparation for overnight outdoor trips
- Mitigate risk during outdoor pursuits
- Evacuation Plan
- Work on their strengths and weaknesses
- Effective Leadership styles during outdoor activities
- Anticipate change in Environmental conditions
- Human element in decision making
- First people's traditional practices and ecological knowledge related to activities in the local environment
- Local indigenous protocols
- To respect local cultural perspectives and diversity
- The role of environmental awareness and stewardship in outdoor recreation and conservation
- First aid skills for responding to emergencies
- Variety of effective communication methods in emergency situations
- Stewardship projects that are environmentally and culturally beneficial

- Demonstrate responsibility for personal safety and the safety of others
- Mitigate risks during outdoor pursuit

Outdoor leadership Potential

- Communicate effectively as a group leader
- Manage group expectations and tasks respectfully
- Critical analyse – leadership styles

Big Ideas – Elaborations

- **Knowledge of Indigenous Cultures and Environments** – awareness of local indigenous culture in every environment we pursue outdoor activities
- **Participation in outdoor pursuits allows for the development of life long skills and healthy living** – developing skills and healthy practices that are transferable to all aspects of life.
- **Best Practices for Participating Safely in Outdoor Pursuits** – differentiating between real and perceived risks and assessing hazards, developing
- **Understanding of Leadership Potential** – Identify traits and characteristics of both effective and non-effective leadership styles during wilderness pursuits

Curricular Competencies – Elaborations

- **Outdoor activities:** canoe tripping, coastal hiking, outdoor rock climbing, sea kayaking
- **Skills:**
 - Canoe tripping: canoe rescues, advanced tandem paddle strokes, basic solo paddle strokes
 - Coastal hiking: off-trail navigation,
 - Outdoor rock climbing: anchor system set-up, check belayer and climber set-up for correctness
 - Sea kayaking: kayak rescues, advanced kayak strokes, intermediate navigation skills
- **Enrich outdoor activities with local cultural knowledge**
 - Meet with indigenous community members to gain local cultural knowledge or proposed activity site
- **Mitigate risks during outdoor pursuit**
 - Identify risks for activity and make plan for mitigation
- **Manage group expectations and tasks respectfully**
 - Leader facilitated group discussion on activity expectations

Content – Elaborations

- **Anticipate change in Environmental conditions** - How can monitoring and anticipating a change in environmental conditions impact the success of a outdoor trip
- **To respect local cultural perspectives** – What does it mean and look like to respect local perspectives – Look at this through both lenses – yours and the culture in question
- **Effective Leadership Styles during outdoor activities** – What leadership styles work for you as a participant. What traits do you look for in a competent group leader.

Recommended Instructional Components:

- Interactive instruction
- Modeling
- Direct instruction
- Group work
- Brainstorming
- Peer review
- Independent instruction
- Self-discovery/reflection
- Case studies
- Debate
- Discussion
- Field trip
- Games
- Large group discussions
- Lectures
- Peer tutoring
- Reading
- Reflection
- Role play
- Workshops
- Demonstration

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

Performance Methods	Other
<ul style="list-style-type: none"> • Skill demonstration • Stewardship project outcomes • Trip log • Trip planning 	<ul style="list-style-type: none"> • Checklists • Anecdotal records • Exit tickets • Photographs
Personal Communication	
<ul style="list-style-type: none"> • Role Play • Cooperation • Self-evaluation • Peer evaluation • Trip log reflection • Trip debriefing 	

Learning Resources:

- Youth Safe Outdoors guidelines
- Canadian Red Cross: standard and CPR manual
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- "Camping and Wilderness Survival: The Ultimate Outdoors Book" by Paul Tawrell

Additional Information:

This course is dependent on environmental conditions; therefore the outline above is malleable. Field trips will also be dependent on timing and class ability. If the teacher is not suitably qualified to teach segments of the course, experts in the field will be hired to ensure complete safety from foreseeable hazards.

DISPOSITION OF PROPERTY BY-LAW NO. 0920-1

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)

***A by-law of the Board of Education of School District 84
(Vancouver Island West) (hereinafter called the "Board")
to sell property in Zeballos and Tahsis.***

WHEREAS the Board intends to sell three properties located in Zeballos and one property located in Tahsis, a by-law is required as a part of the documentation to be forwarded to the Ministry of Education.

THEREFORE, pursuant to the *School Act*, the Board adopts the following:

1. The Board of Education of School District 84 (Vancouver Island West) sells:
 - A teacherage located at 200 Alpine View, Tahsis, BC;
 - A vacant lot located at 214 Pandora Crescent, Zeballos, BC;
 - An unused storage trailer and lot located at 118 Maquinna Avenue, Zeballos, BC;
 - An undeveloped lot located at 626 Keno Crescent, Zeballos, BC.
2. The Board confirms that these properties are not required for educational purposes.
3. The proceeds from this sale shall be deposited into the Local Capital Reserve Account, to be used to reduce outstanding loans of teacherages.

This by-law is cited as School District 84 (Vancouver Island West) Disposition of Property By-law No. 0920-1, as read a first, second and third time this 14th day of September, 2020, and adopted as provided for in the *School Act*.

Chairperson of the Board

Secretary-Treasurer