



**Chilliwack
School District**

**THE BOARD OF EDUCATION
School District #33 (Chilliwack)
Regular Public Board Meeting
(Live Streamed and Recorded)**

AGENDA

March 10, 2020

7:00 pm

1. CALL TO ORDER – School District Office

- 1.1. Call to Order - **Welcome and Acknowledgment of Stó:lō Territory**
- 1.2. Adoption of the Agenda
(THAT the agenda be adopted as circulated.)
- 1.3. Approval of the Minutes
(THAT the minutes of the February 11 Regular Board Meeting be approved as circulated.)

2. PRESENTATION

- 2.1. Strategic Plan Update: Achievement/Student Success

3. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

4. ACTION ITEMS

- 4.1. 2020 2021 Local School Calendar
- 4.2. Board/Authority Authorized (BAA) Courses

5. INFORMATION ITEMS

- 5.1. Vedder Elementary Addition
- 5.2. BCSTA Report
- 5.3. Trustee Reports
- 5.4. Meeting Summaries: Committee of the Whole & In-Camera
- 5.5. **Next Board of Education Meeting: April 7, 2020 at 7:00 p.m.**

6. PUBLIC PARTICIPATION – QUESTIONS CONCERNING THE AGENDA

7. ADJOURNMENT



**MINUTES OF THE REGULAR MEETING
The Board of Education
School District #33 (Chilliwack)**

Date of Meeting: Tuesday, February 11, 2020

Location: School District Office

Members Present:

| | |
|------------|-----------------|
| Chair | Mr. D. Coulter |
| Vice-Chair | Mr. D. Swankey |
| Trustee | Dr. D. Furgason |
| Trustee | Mrs. H. Maahs |
| Trustee | Mr. J. Mumford |
| Trustee | Mr. B. Neufeld |
| Trustee | Ms. W. Reichelt |

Staff Present:

| | |
|---------------------------------|----------------------|
| Acting Superintendent | Mr. R. Arul-pragasam |
| Secretary Treasurer | Mr. G. Slykhuis |
| Acting Assistant Superintendent | Ms. J. Hall |
| Acting Assistant Superintendent | Mr. K. Savage |
| Executive Assistant | Ms. D. Vogel |

1. CALL TO ORDER - School District Office

1.1. Call to Order

The Board Chair called the meeting to order at 7:01 p.m. - **Welcome and Acknowledgment of Traditional Stó:lō Territory.**

1.2. Adoption of the Agenda

36.20 Moved by: Trustee Neufeld
Seconded by: Trustee Reichelt

THAT the agenda be adopted as circulated.

37.20 Moved by: Trustee Swankey
Seconded by: Trustee Reichelt

THAT the agenda be amended to add BCSTA Resolutions as Action Item 4.2.

CARRIED

38.20 Moved by: Trustee Neufeld
Seconded by: Trustee Reichelt

THAT the agenda be adopted as amended.

CARRIED**1.3. Approval of the Minutes****39.20**

Moved by: Trustee Swankey
 Seconded by: Trustee Mumford

THAT the minutes of the January 28, 2020 Regular Public Board Meeting be approved as circulated.

CARRIED**2. PRESENTATION: STRATEGIC PLAN UPDATE – A. D. RUNDLE MIDDLE SCHOOL INTEGRATED ARTS & TECHNOLOGY COHORT**

| | |
|-----------------|--|
| Priority | Improving student achievement and well-being through high quality instruction. (Instruction) |
| Goal | To increase students' abilities to apply critical, creative and reflective thinking. |
| Strategy | Create a district vision for Arts and Technology schools K -12 Create opportunities for Chilliwack students from K – 12 in the area of integrated arts and technology. |

- AD Rundle Principal Scott Wallace, Vice Principal Salvina Sharp, Program Director Janet Carroll and Acting Assistant Superintendent Kirk Savage presented on the AD Rundle Middle School Integrated Arts and Technology Cohort beginning September 2020.
- In advance of the Integrated Arts and Technology Secondary school (grades 9 – 12) opening in September 2021, this AD Rundle cohort will provide Integrated Arts and Technology programming for students in grades 6 – 8. This program of choice will provide interested students with a smooth transition into the new Integrated Arts and Technology Secondary school beginning September 2021.

3. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING AGENDA ITEMS

The Chair called for comments and/or questions from the public regarding agenda items.

Questions were received regarding the A.D. Rundle Middle School Integrated Arts & Technology Cohort.

4. ACTION ITEMS**4.1. 2019 – 2020 Amended Annual Budget – 2nd and 3rd Readings****40.20**

Moved by: Trustee Swankey
 Seconded by: Trustee Mumford

THAT the Board of Education unanimously adopt 2nd and 3rd (final) reading of the 2019 – 2020 Amended Annual Budget in a single reading.

CARRIED**41.20**

Moved by: Trustee Swankey

Seconded by: Trustee Mumford

THAT the Board of Education approve second and third (final) readings of 2019-2020 Amended Annual Budget Bylaw in the amount of \$162,534,953.

CARRIED

4.2. BCSTA Resolutions

42.20 Moved by: Trustee Swankey
Seconded by: Trustee Reichelt

THAT the Board approve the submission of the following motion to the BC School Trustees Association for consideration:

“THAT The BCSTA form a working group to review and make recommendation on the current funding of continuing education for inmates in provincial correctional centres.”

43.20 Moved by: Trustee Neufeld
Seconded by: Trustee Maahs

THAT the motion be amended to remove the word “provincial.”

DEFEATED

For: Maahs, Neufeld

Opposed: Coulter, Furgason, Mumford, Reichelt, Swankey

44.20 Moved by: Trustee Swankey
Seconded by: Trustee Reichelt

THAT the Board approve the submission of the following motion to the BC School Trustees Association for consideration:

“THAT The BCSTA form a working group to review and make recommendation on the current funding of continuing education for inmates in provincial correctional centres.”

CARRIED

45.20 Moved by: Trustee Swankey
Seconded by: Trustee Mumford

THAT the Board approve the submission of the following motion to the BC School Trustees Association for consideration:

“THAT The BCSTA requests the Minister of Public Safety and the Attorney General, in consultation with the Ministry of Education, review and increase the current fines and penalties for School Bus Red Light Runners. Additionally, the BCSTA requests any resulting change be supported by a province-wide education and awareness campaign consistent with the shared Vision Zero target.”

CARRIED

For: Coulter, Mumford, Reichelt, Swankey

Opposed: Furgason, Maahs, Neufeld

5. INFORMATION ITEMS

5.1. BCSTA Report

Matters related to the British Columbia School Trustees' Association (BCSTA) were discussed.

5.2. Trustee Reports**Trustee Reichelt reported on the following:**

- Visited the continuing education program at the Ford Mountain Correctional Centre.

Trustee Swankey reported on the following:

- Attended the DPAC meeting on January 30.
- Reviewed the City of Chilliwack Transportation Advisory Committee Meeting.

Trustee Neufeld reported on the following:

- His book was published.

Trustee Mumford reported on the following:

- Attended the first Carnaval Festival at CMS and CSS.

Trustee Furgason reported on the following:

- Notice of Motion: That the Board of Education write a letter to the City of Chilliwack, including the RCMP, asking to address the issue of red light runners and school buses in SD33.
- Visited the continuing education program at the Ford Mountain Correctional Centre.

Trustee Coulter reported on the following:

- Attended meeting of the Aboriginal Education Advisory Committee on February 11.
- February 7 Ministry of Education announcement regarding the funding model.

5.3. Meeting Summaries**January 28, 2020 Committee of the Whole Meeting Summary**

Trustees: Dan Coulter, David Swankey, Darrell Furgason, Heather Maahs, Jared Mumford, Barry Neufeld, Willow Reichelt

Staff: Rohan Arul-pragasam, Gerry Slykhuis, Donna Vogel

1. Presentation: Strategic Plan
2. School Naming & Re-Naming Committees: Process
3. Chilliwack Youth Advisory Committee: Trustee Representative
4. Audit Committee: Trustee Representative
5. Policy Manual Review: Next Steps
6. Board Retreat Date

January 28, 2020 In-Camera Meeting Summary

Trustees: Dan Coulter, David Swankey, Darrell Furgason, Heather Maahs, Jared Mumford, Barry Neufeld, Willow Reichelt

Staff: Rohan Arul-pragasam, Gerry Slykhuis, Tamara Ilersich, Donna Vogel

1. HR Report
2. BCPSEA Report

- 3. Statement of Financial Information
- 4. BCPSEA AGM Resolutions

5.4. Next Board of Education Meeting Date

**Tuesday, February 25, 2020
7:00 p.m.
School District Office**

6. PUBLIC PARTICIPATION – QUESTIONS CONCERNING AGENDA ITEMS

The Chair called for questions from the public regarding agenda items.

No questions were received.

7. ADJOURNMENT

The meeting was adjourned at 8:58 p.m.

Board Chair

Secretary-Treasurer

Appendix A: Trustee Activities

Trustee Maahs:

- Visited GW Graham school library.
- Budget Committee.
- Code of Conduct Report Presentation.
- School Naming Committee meeting preparation.
- BAA Courses meeting.
- Visited Evergreen Museum Archives to do research on Robertson Annex School, the present site of the Education Centre.

Trustee Mumford:

- January 30: BCPSEA Conference.
- January 31: BCPSEA Conference.
- January 3: CYC Conversations with Children Planning Committee.
- February 5: Ford Mountain Education Center Visit.
- February 7: Carnaval Festival @ CMS / CSS.
- February 10: CHC Meeting, Measuring & Monitoring Group.

Trustee Reichelt:

- February 3: Special Ed. Advisory Committee.
- February 4: Chilliwack Child and Youth Committee.
- February 5: Ford Mountain visit.
- February 5: BCSTA Fraser Valley Branch motion discussion.
- February 7: French Immersion Carnaval at CMS.
- February 10: Chilliwack Youth Advisory Committee.

Trustee Swankey:

- January 30: Attended DPAC as Board Liaison.
- February 3: Attended Chair/Vice Chair meeting.
- February 5: Attended BCSTA Branch Executive for their Legislative/Planning Mtg.
- February 10: Attended Chair/Vice Chair meeting.
- February 10: Attended the BCSTA Fraser Valley Branch meeting in Maple Ridge.

BOARD OF EDUCATION

PRESENTATION REPORT

DATE: March 10, 2019

TO: Board of Education

FROM: Rohan Arul-pragasam, Acting Superintendent, Janet Hall, Acting Assistant Superintendent and Kirk Savage, Acting Assistant Superintendent

RE: **STRATEGIC PLAN UPDATE: ACHIEVEMENT/STUDENT SUCCESS**

Acting Superintendent and Acting Assistant Superintendents Janet Hall and Kirk Savage will provide an update on achievement and student success as it they relate to the Strategic Plan.

| | |
|----------|--|
| Priority | Improving student achievement and well-being through high quality instruction. |
| Goal | All students meet or exceed grade level expectations in literacy and numeracy. |

BOARD OF EDUCATION

DECISION REPORT

DATE: March 10, 2020

TO: Board of Education

FROM: Rohan Arul-pragasam, Acting Superintendent

RE: **2020 – 2021 LOCAL SCHOOL CALENDAR**

RECOMMENDATION:

THAT the Board of Education approve the 2020-2021 Local School Calendar as presented.

BACKGROUND:

On February 20, 2020, Arbitrator Elaine Doyle reviewed submissions from Board of Education and the Chilliwack Teachers' Association (CTA) and rendered the following decision regarding the 2020-2021 school calendar.

| | Two Week SB plus one R & A day (D.22.2.c) | | |
|--|--|---------------|------------------|
| | Elementary | Middle | Secondary |
| Ministry Required Hours of Instruction | 878 | 952 | 952 |
| Ministry Required Minutes of Instruction | 52680 | 57120 | 57120 |
| Days of Instruction | 176 | 176 | 176 |
| Req Minutes per day of Instruction | 299.32 | 324.55 | 324.55 |
| Rounded Up To Meet Hours | 300 | 325 | 325 |
| Daily Recess (15 Elementary and Middle) | 15 | 15 | |
| Secondary Breaks, Change Periods | | | 12 |
| Proposed 2020-2021 Teaching Minutes Per Day | 315 | 340 | 337 |
| Contractual Limits Per Teaching Minutes Per Day | 300 | 330 | 330 |
| Minutes per day over contract | 15 | 10 | 7 |
| 2019-2020 Teaching Minutes Per Day | 308 | 336 | 336 |
| 2020 -2021 Teaching Minutes Per Day | 315 | 340 | 337 |

The local school calendar for 2020-2021 will include a two-week spring break (March 15-26, 2021) and one (1) full day for student assessment/evaluation and parent/teacher consultation for the school year.

In order to meet Ministry requirements for student instructional time as per the Calendar Regulation, this agreement would increase the maximum weekly teacher instructional time as follows: elementary teacher time will increase by 75 minutes, middle school teacher time will increase by 50 minutes and secondary teacher time will increase by 35 minutes.

As a result of the modification to the Collective Agreement which includes Articles D.22.5, D 23.1 and D 23.2., a Letter of Understanding (LOU) will have to be signed between the Board of Education and the Chilliwack Teachers' Association (CTA).

2020 – 2021 Calendar Survey Results Summary:

- A total of 3,320 responses were received.
- 65% of respondents (2,172) **did not** support the draft calendar with a 1-week spring break, a reduction of elementary recess time to 10 minutes from 15 minutes, etc.
- 35% of respondents (1,148) supported the draft calendar.
- 2,601 identified as parents (many of whom may be teachers).
- 398 identified as teachers.
- 247 identified as CUPE.
- 296 identified as "other," including students, grandparents, etc.
- Respondents were only able to complete the survey once from the same browser or email address.
- The **school district has more than 14,000 students** so, presumably, the majority of parents **did not complete the survey**. The Board will have to consider different options for collecting feedback for the 2021-2022 school calendar given the low participation rates.
- The majority of reasons cited **against** were along the lines of the 2-week spring break allowing students and staff more to rest and re-energize, and providing for important family time including vacations.
- Many were also concerned about the proposal to reduce recess time along with having a 1-week break.
- Those in **favour** of the calendar cited hardships in having students out for 2 weeks and the need for students to have more time in school.

Vulnerable Student and Family Data:

Although a decision has been rendered by Arbitrator Elaine Doyle, it is worthy to note that a school calendar that includes a two-week spring break has a profound impact on vulnerable families that

require consistency and supports in their lives. This includes single parent families and low income parents having the ability to work during the 2nd week of spring break, and the opportunity for vulnerable students to obtain much needed supports from their local school communities during the 2nd week of spring break (e.g., access to food programs, academic and social/emotion supports and interventions, external agency supports working with schools, etc.).

The Chilliwack School District continues to use two data sets to ascertain the vulnerability index in their neighbourhood communities and schools. Listed below are the factors considered in calculating the vulnerability index in school communities. Note that individual vulnerability school indexes will not be disclosed but it is key to note that the Chilliwack School District **has many local communities with a high vulnerability index.**

Index #1 – Social Service Index:

This index is calculated by the Ministry of Education and the Ministry of Children & Family Development.

Social Service Index = $[a+2*b+c]/d$; where

a= Family on Income Assistance Only

b= Family on Income Assistance and Child in Care

c = Child in Care Only

d= Total enrollment

Index #2 – Socio Economic Indicator:

This index is calculated by the district based on Baragar enrollment analysis data, which includes data from the Provincial Birth Registry current and historic files, and Canada Revenue Agency's current and historic Child Tax Benefit and Child Care Credit data bases.

Factors for consideration:

1. % Population Without a High School Diploma
2. % Single Parent Families In The School Community
3. % Households with Income less than \$30,000
4. % Transiency
5. % Parents Unemployed

BOARD OF EDUCATION

DECISION REPORT

DATE: March 10, 2020

TO: Board of Education

FROM: Heather Maahs, Trustee Representative (BAA Committee)

RE: **BOARD/AUTHORITY AUTHORIZED (BAA) COURSES**

RECOMMENDATION:

1. THAT the Board of Education approve the Board/Authority Authorized Course: Home Renovation & Repair 11.
2. THAT the Board of Education approve the Board/Authority Authorized Courses: HSCeP Sessions in Applied Psychology 10, 11 and 12.
3. THAT the Board of Education approve the Board/Authority Authorized Course: Instrumental Survey 12.
4. THAT the Board of Education approve the Board/Authority Authorized Courses: Sustainable Vegetable Production 10, 11 and 12.

These courses meet the following Ministry of Education criteria:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles



Board/Authority Authorized Course Framework Template

| | |
|---|---|
| School District/Independent School Authority Name: Chilliwack | School District/Independent School Authority Number (e.g. SD43, Authority #432): SD33 |
| Developed by: Quentin Mattie | Date Developed: January 2020 |
| School Name: Sardis Secondary | Principal's Name: Dan Heisler |
| Superintendent Approval Date (for School Districts only): | Superintendent Signature (for School Districts only): |
| Board/Authority Approval Date: | Board/Authority Chair Signature: |
| Course Name: Home Renovation & Repair | Grade Level of Course: 11 |
| Number of Course Credits: 4 | Number of Hours of Instruction: |

Board/Authority Prerequisite(s):

0

Special Training, Facilities or Equipment Required:

Personal & professional experience of the teacher.

Existing woodshop facilities will be used.

Some plumbing, electrical, drywall, painting and tiling hand tools will need to be acquired.

Course Synopsis:

In this course students will gain basic knowledge and skills to gain the confidence that will enable them to “do it” themselves when they are homeowners. Students will also have a greater understanding of the construction trades involved, so they are able to make informed decisions regarding their post-secondary education.

Goals and Rationale:

In this course students will learn:

- the basics of home construction, renovation, and repair, possibly including carpentry, plumbing, electrical, drywall, painting, tiling and flooring.
- How to access and understand the BC Building Code and how it applies to home renovation.
- How to perform common home repairs
- The environmental and social impacts of modern housing

For most people, their home is the biggest investment they will ever make. Even in newer homes, maintenance and repairs are required to keep that investment safe. It is often necessary to do minor or even major renovations to maintain the home or create a more functional or pleasant setting that suits the lifestyle (and budget) of the homeowner. And yet, many homeowners lack the skills or know-how to do even the most basic renovations or repairs, or even how to go about getting others to do them.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves patience and time.
- Learning requires exploration of one’s identity.

BIG IDEAS

Design for the life cycle includes consideration of social and **environmental impacts**.

Tools and technologies can be adapted for specific purposes.

Personal design interests require the gain, use, evaluation and refinement of skills.

Skills and knowledge can be combined to both save money and make money

The home construction/renovation/repair industries can be rewarding on many levels.

Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Students are expected to be able to do the following:</i></p> <p>Understanding context</p> <ul style="list-style-type: none"> Discuss the social, economic and environmental impacts of home design Discuss the social, economic and environmental impacts of new construction versus renovation Understand and apply relevant building codes Develop a plan that includes key stages, resources and materials required Work collaboratively with others to complete a project <p>Testing</p> <ul style="list-style-type: none"> Understand appropriate tests of their work, conduct the tests, and collect and compile data Apply information from critiques (inspections), testing results, and success criteria to make changes <p>Making</p> <ul style="list-style-type: none"> Identify appropriate tools, technologies, materials, processes, cost implications, and time needed for production Create design, incorporating feedback from self and others Use materials in ways that minimize waste <p>Sharing</p> <ul style="list-style-type: none"> Share the product to evaluate its success | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> How to read house plans simple home construction, renovation and repair including the basics of: <ul style="list-style-type: none"> floor & wall framing plumbing rough-in and venting electrical rough-in drywall boarding, taping, and sanding drywall repair painting plumbing & electrical finishing tiling finish carpentry hand-tool processes in the creation of a product measuring instruments layout selection and identification of tools and materials appropriate for a given purpose inspection & testing material conservation and sustainability design for the life cycle Education, job and career opportunities |

| | |
|---|--|
| <ul style="list-style-type: none"> • Critically reflect on their design thinking and processes, and identify new design goals • Identify and analyze new design possibilities, including how they or others might build on their design or how design could be improved <p>Applied Skills</p> <ul style="list-style-type: none"> • Apply safety procedures for themselves, co-workers, and users in the physical environment • Identify and assess the skills needed for design interests, individually or collaboratively, and develop specific plans to learn or refine them over time • Develop competency and proficiency in skills at various levels involving manual dexterity and construction techniques <p>Applied Technologies</p> <ul style="list-style-type: none"> • Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for design interests • Evaluate impacts, including unintended negative consequences, of choices made about technology use | |
| | |

Big Ideas – Elaborations

environmental impacts: including manufacturing, packaging, disposal, and recycling considerations

Curricular Competencies – Elaborations

- **constraints:** limiting factors, such as task or user requirements, materials, expense, environmental impact
- **plan:** for example, pictorial drawings, sketches, flow charts
- **impacts:** including the social and environmental impacts of extraction and transportation of raw materials; manufacturing, packaging, transportation to markets; servicing or providing replacement parts; expected usable lifetime; and reuse or recycling of component materials
- **iterations:** repetitions of a process with the aim of approaching a desired result
- **technologies:** tools that extend human capabilities
- **share:** may include showing to others, use by others, testing by others, or inspection by others

Content – Elaborations

- **measuring instruments:** for example, measuring tape, steel rule, level, laser level
- **stationary power equipment:** for example, jointer, planer, band saw, table saw, table router, shaper, radial arm saw, mitre saw, drill press, mortise machine
- **design for the life cycle:** taking into account economic costs, and social and environmental impacts of the product, from the extraction of raw materials to eventual reuse or recycling of component materials

Recommended Instructional Components:

Instruction should be provided in a manner that connects with different types of learners: visual, auditory, and written. For example, a lesson may be taught that utilizes lecture, includes visual aids and group discussion, and handouts or notes that the students can take away for later processing of the information. Then a physical demonstration can be made before students utilize the new skill by making a project of their own.

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

- Ongoing oral feedback is provided throughout the course
- Rubrics are used with clearly defined expectations. Students will perform self-assessment on their personal work and their group work. Written feedback will be provided on the completion of different components of projects.
- Students will demonstrate understanding of important facts through written work and quizzes.
- Marks and comments will be made public (via MyEd or other) to students and parents on an on-going basis.
- Communication with parents of struggling students will be made as necessary to keep them informed and involved in their student's success. This may be done by face-to-face meetings, phone, email or other digital communications.

Learning Resources:

- BC Building Code
- Video
- Teacher-made digital presentations and handouts

Additional Information:



Board/Authority Authorized Course Framework Template

| | |
|---|--|
| School District/Independent School Authority Name: Chilliwack – SD 33 | School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 33 |
| Developed by: Steve Anderson | Date Developed: June 14, 2019 |
| School Name: Chilliwack Secondary School | Principal's Name: Brian Fehlauer |
| Superintendent Approval Date (for School Districts only): | Superintendent Signature (for School Districts only): |
| Board/Authority Approval Date: | Board/Authority Chair Signature: |
| Course Name: Introductory "HSCeP Sessions" in Applied Psychology | Grade Level of Course: 10 |
| Number of Course Credits: 4 | Number of Hours of Instruction: |

Board/Authority Prerequisite(s):

None. This course is directly related to the Human Service Career Enriched Program (HSCeP) and the HSCeP Applied Psychology course. The enrichment exercises and materials are delivered on a series of Saturdays (8) during the school year and during mentoring sessions delivered at our elementary schools over the course of the school year.

Special Training, Facilities or Equipment Required:

The teacher should hold a University degree with some direct course work in Psychology, a degree in Psychology would be preferred. The majority of the special sessions will take place on site and will require access to the CSS Alumni Hall (or other space of equal size) complete with computer/projector and access to internet. One session each year will be scheduled to take place at UFV. The grade 10 students will be introduced to the Peer Counseling material, their university Mentors, and also the grade 12 Cohort.

Course Synopsis:

The introductory sessions in the HSCeP Applied Psych course are laid out as an introduction to the three year enriched cohort based Applied Psych program at CSS. The course offers a wide variety of Psych related topics and training that the students will need as they move towards the child mentoring opportunities that are available in years 2 and 3. Students in the "year one cohort" will spend the special Saturday Sessions

learning recognized psychosocial material, an introduction to peer counseling, and working with their UFV mentors on building trust, relationships, and developing their skills in preparation to be elementary school mentors.

Goals and Rationale:

Students will be able to: use the special skills that they have practiced during the sessions under the tutelage of teachers, university professors, specialists from a wide array of disciplines including; Supreme Court Justice, MCFD, BBBS, UFV, First Nations, in their side by side volunteer work in the elementary schools (at this time). These skills are intended to be life changing for both the senior students and their elementary “buddies”.

Aboriginal Worldviews and Perspectives:

The course has a Progressive First Nations awareness and perspective content woven into its very fabric over the program’s three years. An introduction to Adverse Childhood Experiences (ACEs), Attachment Theory, Contact Comfort, Generational Trauma, Aboriginal Culture and History; is incorporated into all three years of the program with the material being delivered by Sto:lo Health Manager and leaders from the community. Prejudice, stereotypes, and discrimination are studied in a general sense, and students will be encouraged to consider personal, family, and community attitudes and influences, including the influence of residential schooling on Aboriginal peoples in Canada. Positive psychology and authentic happiness will be considered and the role these approaches play in the development of confidence, self-esteem and the well-being of self, family, and community. The depth of exposure and study of this material is increased over the 3 years with the grade 10 level being more of an introduction and overview of the topics.

BIG IDEAS

The science of psychology informs our understanding of behaviour and mental processes.

Physiological structures, functions, and processes influence our perceptions and behaviour.

Environmental, social, cultural, and biological factors interact to influence behaviour and mental processes.

Learning Standards

| Curricular Competencies | Content |
|---|---|
| <p><i>Students are expected to be able to do the following:</i></p> <ol style="list-style-type: none"> 1) Become aware of how to use inquiry processes & skills to ask questions; gather and interpret information and ideas; and communicate findings and decisions 2) To become aware of the significance of people, theories and developments in psychology 3) Become aware of diverse points of view 4) Assess the significance of nature and nurture on development 5) Become aware of the interrelationship of physiology, cognitive processes, and behaviour 6) Become aware of how ideas and theories of psychology can be used to improve aspects of their lives | <p><i>Students are expected to know the following:</i></p> <ol style="list-style-type: none"> 1) Rudimentary basic understanding of Psychology 2) Effects of variation and damage in the physical structure and cognition, behaviour, and consciousness. 3) Psychology has Sociological aspects 4) Psychology has Cognitive aspects 5) Psychology has Biological Aspects 6) Psychological health can be affected positively by coping strategies 7) Psychological theory has applications to society |

Big Ideas – Elaborations

- 1) **Developing understanding of Mental processes:** thinking and/or perceptions
- 2) **Developing understanding of Physiological structures, functions, and processes:** e.g., neurons; neurotransmitters, the nervous and endocrine systems; brain structures; visual, auditory, taste, touch, smell, and kinesthetic senses
- 3) **Developing understanding of Environmental, social, cultural, and biological factors:** nature (genetics and biology) and nurture (influences and learning from the environment (e.g., home, family, friends, community, media, culture) throughout the lifespan)

Curricular Competencies – Elaborations

Students will become aware of the importance, and contributions of:

- 1) **people:** e.g., Piaget, Kohlberg, Erikson, Bandura, Freud, Maslow, Watson, Seligman, Ebbinghaus
- 2) **theories:** e.g., psychological theories related to lifespan development (e.g., Piaget's theory of cognitive development, Kohlberg's theory of moral development), personality (e.g., Freud, Horney, Adler, Rogers, Bandura), motivation (e.g., Yerkes-Dodson Law, homeostasis, intrinsic, extrinsic, achievement motivation), emotion (e.g., James-Lange, Cannon-Bard, Schachter), learning (e.g., classical conditioning, operant conditioning, observational learning)
- 3) **developments:** pop psychology, authentic happiness, positive psychology, pseudo psychology, use of technology and influences on the brain, etc.
- 4) **criteria:** e.g. Who did the research? Who paid for the research? How large was the sample size? How were the terms defined? Was the research able to be replicated?
- 5) **nature:** genetic influences
- 6) **nurture:** environmental influences (family, friends, peers, community, culture, media, etc.)
- 7) **aspects of their lives:** e.g., brain function, memory, thinking, relationships, use of technology, performance (sports, arts, academic, other)
- 8) **Interactions;** with specialists from a wide variety of mental health and social justice backgrounds

Content – Elaborations

Students will learn an introductory level understanding of;

- 1) **perspectives:** biological, cognitive, behavioural, humanistic, psychodynamic, social-cultural, behaviour genetics, evolutionary
- 2) **research strategies:** observation, case studies, correlation, surveys, cross-sectional and longitudinal studies, experiments
- 3) **physical structures:** e.g., the various parts of the brain; vision, hearing and other sensory systems
- 4) **sociocultural aspects:** e.g., social psychology concepts such as: communication, attribution theory, the influence of attitudes on behaviour and of behaviour on attitudes, social thinking, social relations, stereotypes, prejudice and discrimination, psychology and culture, including Aboriginal culture, the impact of nature and nurture (attachment theory, parenting styles, classical and operant conditioning, observational learning), culture and gender
- 5) **cognitive:** e.g., memory, thinking, intelligence
- 6) **applications:** e.g., ways humanistic perspectives have influenced education over time; the use of classical conditioning in social media and/or advertising; ways self-image and perceptions are influenced by media messages and images; operant conditioning techniques in the justice system and their effectiveness; the development of pessimistic explanatory styles and strategies to counteract this; developing a growth mindset; parenting styles and possible effects, opportunities to put into practice with educators, parents, and children; concepts and theories learned in sessions.

Recommended Instructional Components:

- 1) Direct and indirect instruction
- 2) Demonstrations (e.g., a 3- or 4-year old child demonstrating aspects of pre-operational thought as defined by Piaget)
- 3) Interactive instruction
- 4) Independent instruction
- 5) Modelling/Mentoring
- 6) Creative applications of course concepts (brochures, posters, videos, songs, comic strips, stories, role-play, community sessions, etc.)
- 7) Brainstorming
- 8) Critical reflection on articles, theories, applications, and current research related to psychology (e.g., the effect of technology use on memory; do video games make people violent?)
- 9) Reading, writing, journaling, reflecting
- 10) Cooperative group work
- 11) PowerPoint presentations
- 12) Analysis of commercial film and video works

- 13) Self-reflection, quizzes, and checklists (e.g., What is Your Explanatory Style? How Optimistic are You? The Big Five Personality Assessment, etc.)
- 14) Analyzing case studies
- 15) In-class and field experiments (classical conditioning; caffeine, sugar and memory; surveys, etc.)
- 16) Guest speakers (Creative Centre Society, psychologist, school counsellor, youth care worker, UFV psychology professor, etc.)

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

- 1) student projects and learning opportunities:
 - a. researching and presenting reports on psychological disorders
 - b. Exploration and critical analysis of current issues related to psychology (e.g., is there a relationship between depression and use of social media in teens?)
 - c. evaluation of environmental effects on child development (e.g., secure and insecure attachment; impact of parenting styles)
 - d. analyzing personal applications of concepts (e.g., which theory of motivation best explains your approach to education, to a hobby or sport, etc.; which theory of personality do you think best explains you?; explain environmental influences on your personal development)
 - e. creating a question or hypothesis and developing an experiment or research study to find an answer
- 2) teacher-developed rubrics and assessments
- 3) case studies
- 4) peer assessment
- 5) self-evaluation, including student-created rubrics
- 6) communication of learning and progress with parents (interim, term, and semester)

Learning Resources:

Resources will vary from school to school, but may include:

Thinking About Psychology: The Science of Mind and Behavior- second, third, or fourth edition (Blair-Broeker/Ernst)

Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)

Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)

Teaching of Psychology (the journal of American Psychology teachers from high school through college level)

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Character Strengths and Virtues, Christopher Peterson and Martin Seligman

Authentic Happiness, Martin Seligman

Additional Information:

Blair-Broeker/ Ernst - PowerPoint Notes

Digital Media Archive: For Psychology

Thinking About Psychology: The Science of Mind and Behaviour, test bank

Video (DVD) Resources:

- *The Mind* Series 2nd Edition
- *Psychology: The Human Experience*
- *Discovering Psychology* Series, updated edition
- *The Brain* Series, Teaching Module 2nd Ed.
- *Scientific American Frontiers* Series, 2nd Edition
- *Psychology Video Tool Kit*
- *The Neurosequential Model of Therapeutics* (Child Trauma Academy)



Board/Authority Authorized Course Framework Template

| | |
|---|--|
| School District/Independent School Authority Name: Chilliwack – SD 33 | School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 33 |
| Developed by: Steve Anderson | Date Developed: June 14, 2019 |
| School Name: Chilliwack Secondary School | Principal's Name: Brian Fehlauer |
| Superintendent Approval Date (for School Districts only): | Superintendent Signature (for School Districts only): |
| Board/Authority Approval Date: | Board/Authority Chair Signature: |
| Course Name: “HSCeP Sessions” in Applied Psychology | Grade Level of Course: 11 |
| Number of Course Credits: 4 | Number of Hours of Instruction: |

Board/Authority Prerequisite(s): HSCeP 10 is prerequisite to this course.

This course is directly related to the HSCeP course and course materials are delivered on a series of Saturdays (8), and during mentoring sessions delivered at our elementary schools over the course of the school year.

Special Training, Facilities or Equipment Required:

The teacher should hold a University degree with some direct course work in Psychology, a degree in Psychology would be preferred. The majority of the special sessions will take place on site and will require access to the CSS Alumni Hall (or other space of equal size) complete with computer/projector and access to internet. One session each year will be scheduled to take place at UFV.

Course Synopsis:

Building on HSCeP 10 and including effects on personal, family and community attitudes and influences on Aboriginal communities and communities at large. The Sessions 11 course will continue to offer advanced exposure to a wide variety of Applied Psychology related topics and training that students will need as they move into their mentoring opportunities. High school students will attend specially crafted sessions that will reinforce previously learned material while continuing to expose them to cutting edge psychosocial material. They will also spend time working with their university mentors on developing their skills as elementary school mentors. These skills are intended to be life changing to both the senior students and their elementary “buddies”.

Goals and Rationale:

Students will be able to: Use the special skills that they have practiced during the sessions under the tutelage of teachers, university professors, specialists from a wide array of disciplines including; Supreme Court Justice, MCFD, BBBS, UFV, First Nations, in their side by side volunteer work in the elementary schools on the North side (at this time). These skills are intended to be life changing to both the senior students and their elementary “buddies”.

Aboriginal Worldviews and Perspectives:

The course has First Nations awareness and perspective woven into its very fabric. Adverse Childhood Experiences, Attachment Theory, Contact Comfort, Generational Trauma, Aboriginal Culture and History; is incorporated into all three years of the program with the material being delivered by Sto:lo Health Manager and leaders from the community. Prejudice, stereotypes, and discrimination which were studied in a general sense in the grade 10 course are expanded upon in the 11 year. Students will again be encouraged to consider personal, family, and community attitudes and influences, including the influence of residential schooling on Aboriginal peoples in Canada. Positive psychology and Authentic Happiness will be considered and the role these approaches play in the development of confidence, self-esteem and the well-being of self, family, and community. The depth of exposure and study of this material is increased over the 3 years with the grade 10 level being more of an introduction and overview of the topics.

BIG IDEAS

The science of psychology informs our understanding of behaviour and mental processes.

Physiological structures, functions, and processes influence our perceptions and behaviour.

Environmental, social, cultural, and biological factors interact to influence behaviour and mental processes.

Thinking and intelligence affect many aspects of everyday life.

Learning Standards

| Curricular Competencies | Content |
|--|---|
| <p><i>Students are expected to be able to do the following:</i></p> <ol style="list-style-type: none">1) Develop the use inquiry processes & skills to ask questions; gather and interpret information and ideas; and communicate findings and decisions2) Increase awareness of the significance of people, theories and developments in psychology3) Demonstrate that issues in psychology have diverse points of view4) Explain the significance of nature and nurture on development5) Explain the interrelationship of physiology, cognitive processes, and behaviour6) Apply ideas and theories of psychology to improve aspects of their lives | <p><i>Students are expected to know the following:</i></p> <ol style="list-style-type: none">1) The application of perspectives that influence areas of psychology2) Psychology has Cognitive aspects3) Psychology has Biological Aspects4) Psychological health can be affected positively by coping strategies5) How variations and damage to physical structures affect cognition, behaviour, and consciousness6) Sociocultural aspects of psychology7) Cognitive aspects of psychology8) Issues and coping strategies related to psychological disorders, stress, and health |

Big Ideas – Elaborations

- 1) **Mental processes:** thinking and/or perceptions
- 2) **Physiological structures, functions, and processes:** e.g., neurons; neurotransmitters, the nervous and endocrine systems; brain structures; visual, auditory, taste, touch, smell, and kinesthetic senses
- 3) **Environmental, social, cultural, and biological factors:** nature (genetics and biology) and nurture (influences and learning from the environment (e.g., home, family, friends, community, media, culture) throughout the lifespan)

Curricular Competencies – Elaborations

- 1) **People:** e.g., Piaget, Kohlberg, Erikson, Bandura, Freud, Maslow, Watson, Seligman, Ebbinghaus
- 2) **Theories:** e.g., psychological theories related to lifespan development (e.g., Piaget's theory of cognitive development, Kohlberg's theory of moral development), personality (e.g., Freud, Horney, Adler, Rogers, Bandura), motivation (e.g., Yerkes-Dodson Law, homeostasis, intrinsic, extrinsic, achievement motivation), emotion (e.g., James-Lange, Cannon-Bard, Schachter), learning (e.g., classical conditioning, operant conditioning, observational learning)
- 3) **Developments:** pop psychology, authentic happiness, positive psychology, pseudo psychology, use of technology and influences on the brain, etc.
- 4) **Criteria:** e.g. Who did the research? Who paid for the research? How large was the sample size? How were the terms defined? Was the research able to be replicated?
- 5) **Nature:** genetic influences
- 6) **Nurture:** environmental influences (family, friends, peers, community, culture, media, etc.)
- 7) **Aspects of their lives:** e.g., brain function, memory, thinking, relationships, use of technology, performance (sports, arts, academic, other)
- 8) **Interactions;** with specialists from a wide variety of mental health and social justice backgrounds

Content – Elaborations

- 1) **Perspectives:** biological, cognitive, behavioural, humanistic, psychodynamic, social-cultural, behaviour genetics, evolutionary
- 2) **Research strategies:** observation, case studies, correlation, surveys, cross-sectional and longitudinal studies, experiments
- 3) **Physical structures:** e.g., the various parts of the brain; vision, hearing and other sensory systems
- 4) **Sociocultural aspects:** e.g., social psychology concepts such as: communication, attribution theory, the influence of attitudes on behaviour and of behaviour on attitudes, social thinking, social relations, stereotypes, prejudice and discrimination, psychology and culture, including Aboriginal culture, the impact of nature and nurture (attachment theory, parenting styles, classical and operant conditioning, observational learning), culture and gender
- 5) **Cognitive:** e.g., memory, thinking, intelligence
- 6) **Applications:** e.g., ways humanistic perspectives have influenced education over time; the use of classical conditioning in social media and/or advertising; ways self-image and perceptions are influenced by media messages and images; operant conditioning techniques in the justice system and their effectiveness; the development of pessimistic explanatory styles and strategies to counteract this; developing a growth mindset; parenting styles and possible effects, opportunities to put into practice with educators, parents, and children; concepts and theories learned in sessions.

Recommended Instructional Components:

- 1) Direct and indirect instruction
- 2) Demonstrations (e.g., a 3- or 4-year old child demonstrating aspects of pre-operational thought as defined by Piaget)
- 3) Interactive instruction
- 4) Independent instruction
- 5) Modelling/Mentoring
- 6) Creative applications of course concepts (brochures, posters, videos, songs, comic strips, stories, role-play, community sessions, etc.)
- 7) Brainstorming
- 8) Critical reflection on articles, theories, applications, and current research related to psychology (e.g., the effect of technology use on memory; do video games make people violent?)
- 9) Reading, writing, journaling, reflecting
- 10) Cooperative group work
- 11) PowerPoint presentations
- 12) Analysis of commercial film and video works
- 13) Self-reflection, quizzes, and checklists (e.g., What is Your Explanatory Style? How Optimistic are You? The Big Five Personality Assessment, etc.)
- 14) Analyzing case studies
- 15) In-class and field experiments (classical conditioning; caffeine, sugar and memory; surveys, etc.)

16) Guest speakers (Creative Centre Society, psychologist, school counselor, youth care worker, UFV psychology professor, etc.)

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

- 1) student projects and learning opportunities:
 - a. researching and presenting reports on psychological disorders
 - b. Exploration and critical analysis of current issues related to psychology (e.g., is there a relationship between depression and use of social media in teens?)
 - c. evaluation of environmental effects on child development (e.g., secure and insecure attachment; impact of parenting styles)
 - d. analyzing personal applications of concepts (e.g., which theory of motivation best explains your approach to education, to a hobby or sport, etc.; which theory of personality do you think best explains you?; explain environmental influences on your personal development)
 - e. creating a question or hypothesis and developing an experiment or research study to find an answer
- 2) teacher-developed rubrics and assessments
- 3) case studies
- 4) peer assessment
- 5) self-evaluation, including student-created rubrics
- 6) communication of learning and progress with parents (interim, term, and semester)

Learning Resources:

Resources will vary from school to school, but may include:

Thinking About Psychology: The Science of Mind and Behavior- second, third, or fourth edition (Blair-Broeker/Ernst)

Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)

Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)

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Additional Information:

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- *The Brain* Series, Teaching Module 2nd Ed.
- *Scientific American Frontiers* Series, 2nd Edition
- *Psychology Video Tool Kit*
- *The Neurosequential Model of Therapeutics* (Child Trauma Academy)



Board/Authority Authorized Course Framework Template

| | |
|---|--|
| School District/Independent School Authority Name: Chilliwack – SD 33 | School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 33 |
| Developed by: Steve Anderson | Date Developed: June 14, 2019 |
| School Name: Chilliwack Secondary School | Principal's Name: Brian Fehlauer |
| Superintendent Approval Date (for School Districts only): | Superintendent Signature (for School Districts only): |
| Board/Authority Approval Date: | Board/Authority Chair Signature: |
| Course Name: “HSCeP Sessions” in Applied Psychology | Grade Level of Course: 12 |
| Number of Course Credits: 4 | Number of Hours of Instruction: |

Board/Authority Prerequisite(s): HSCeP 11 is prerequisite to this course.

This course is directly related to the HSCeP course and course materials are delivered on a series of Saturdays (8), and during mentoring sessions delivered at our elementary schools over the course of the school year.

Special Training, Facilities or Equipment Required:

The teacher should hold a University degree with some direct course work in Psychology, a degree in Psychology would be preferred. The majority of the special sessions will take place on site and will require access to the CSS Alumni Hall (or other space of equal size) complete with computer/projector and access to internet. One session each year will be scheduled to take place at UFV.

Course Synopsis:

The HSCeP Sessions course is an offering of advanced exposure to a wide variety of Applied Psychology related topics and training that students will need as they move into their mentoring opportunities. High school students will spend these special Saturdays learning cutting edge psychosocial material and working with their university mentors on developing their skills as elementary school mentors. These skills are intended to be life changing to both the senior students and their elementary “buddies”.

Goals and Rationale:

Students will be able to: use the special skills that they have practiced during the sessions under the tutelage of teachers, university professors, specialists from a wide array of disciplines including; Supreme Court Justice, MCFD, BBBS, UFV, First Nations, in their side by side volunteer work in the elementary schools on the North side (at this time). These skills are intended to be life changing to both the senior students and their elementary “buddies”.

Aboriginal Worldviews and Perspectives:

The course has First Nations awareness and perspective woven into its very fabric. Adverse Childhood Experiences, Attachment Theory, Contact Comfort, Generational Trauma, Aboriginal Culture and History; is incorporated into all three years of the program with the material being delivered by Stolo Health Manager and leaders from the community. Prejudice, stereotypes, and discrimination are studied in a general sense, and students will be encouraged to consider personal, family, and community attitudes and influences, including the influence of residential schooling on Aboriginal peoples in Canada. Positive psychology and authentic happiness will be considered and the role these approaches play in the development of confidence, self-esteem and the well-being of self, family, and community. The depth of exposure and study of this material is increased over the 3 years with the grade 10 level being more of an introduction and overview of the topics.

BIG IDEAS

The science of psychology informs our understanding of behaviour and mental processes.

Physiological structures, functions, and processes influence our perceptions and behaviour.

Environmental, social, cultural, and biological factors interact to influence behaviour and mental processes.

Thinking and intelligence affect many aspects of everyday life.

A variety of strategies can help individuals and families prevent and/or cope with psychological disorders and life challenges.

Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Use inquiry processes & skills to ask questions; gather and interpret information and ideas; and communicate findings and decisions • Recognize the significance of people, theories and developments in psychology • Develop criteria and assess the credibility of sources of information • Recognize that issues in psychology have diverse points of view • Assess the significance of nature and nurture on development • Explain the interrelationship of physiology, cognitive processes, and behaviour • Apply ideas and theories of psychology to improve aspects of their lives | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Perspectives that influence areas of psychology • Research strategies that may be used by psychologists • How variations and damage to physical structures affect cognition, behaviour, and consciousness • Sociocultural aspects of psychology • Cognitive aspects of psychology • Issues and coping strategies related to psychological disorders, stress, and health • Applications of psychological theory to society |

Big Ideas – Elaborations

- **mental processes:** thinking and/or perceptions
- **physiological structures, functions, and processes:** e.g., neurons; neurotransmitters, the nervous and endocrine systems; brain structures; visual, auditory, taste, touch, smell, and kinesthetic senses
- **environmental, social, cultural, and biological factors:** nature (genetics and biology) and nurture (influences and learning from the environment (e.g., home, family, friends, community, media, culture) throughout the lifespan)

Curricular Competencies – Elaborations

- **people:** e.g., Piaget, Kohlberg, Erikson, Bandura, Freud, Maslow, Watson, Seligman, Ebbinghaus
- **theories:** e.g., psychological theories related to lifespan development (e.g., Piaget's theory of cognitive development, Kohlberg's theory of moral development), personality (e.g., Freud, Horney, Adler, Rogers, Bandura), motivation (e.g., Yerkes-Dodson Law, homeostasis, intrinsic, extrinsic, achievement motivation), emotion (e.g., James-Lange, Cannon-Bard, Schachter), learning (e.g., classical conditioning, operant conditioning, observational learning)
- **developments:** pop psychology, authentic happiness, positive psychology, pseudo psychology, use of technology and influences on the brain, etc.
- **criteria:** e.g. Who did the research? Who paid for the research? How large was the sample size? How were the terms defined? Was the research able to be replicated?
- **nature:** genetic influences
- **nurture:** environmental influences (family, friends, peers, community, culture, media, etc.)
- **aspects of their lives:** e.g., brain function, memory, thinking, relationships, use of technology, performance (sports, arts, academic, other)
- **Interactions;** with specialists from a wide variety of mental health and social justice backgrounds

Content – Elaborations

- **perspectives:** biological, cognitive, behavioural, humanistic, psychodynamic, social-cultural, behaviour genetics, evolutionary
- **research strategies:** observation, case studies, correlation, surveys, cross-sectional and longitudinal studies, experiments
- **physical structures:** e.g., the various parts of the brain; vision, hearing and other sensory systems
- **sociocultural aspects:** e.g., social psychology concepts such as: communication, attribution theory, the influence of attitudes on behaviour and of behaviour on attitudes, social thinking, social relations, stereotypes, prejudice and discrimination, psychology and culture, including Aboriginal culture, the impact of nature and nurture (attachment theory, parenting styles, classical and operant conditioning, observational learning), culture and gender
- **cognitive:** e.g., memory, thinking, intelligence

applications: e.g., ways humanistic perspectives have influenced education over time; the use of classical conditioning in social media and/or advertising; ways self-image and perceptions are influenced by media messages and images; operant conditioning techniques in the justice system and their effectiveness; the development of pessimistic explanatory styles and strategies to counteract this; developing a growth mindset; parenting styles and possible effects, opportunities to put into practice with educators, parents, and children; concepts and theories learned in sessions.

Recommended Instructional Components:

- Direct and indirect instruction
- Demonstrations (e.g., a 3- or 4-year old child demonstrating aspects of pre-operational thought as defined by Piaget)
- Interactive instruction
- Independent instruction
- Modelling/Mentoring
- Creative applications of course concepts (brochures, posters, videos, songs, comic strips, stories, role-play, community sessions, etc.)
- Brainstorming
- Critical reflection on articles, theories, applications, and current research related to psychology (e.g., the effect of technology use on memory; do video games make people violent?)
- Reading, writing, journaling, reflecting
- Cooperative group work
- PowerPoint presentations
- Analysis of commercial film and video works
- Self-reflection, quizzes, and checklists (e.g., What is Your Explanatory Style? How Optimistic are You? The Big Five Personality Assessment, etc.)

- Analyzing case studies
- In-class and field experiments (classical conditioning; caffeine, sugar and memory; surveys, etc.)
- Guest speakers (Creative Centre Society, psychologist, school counsellor, youth care worker, UFV psychology professor, etc.)

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

- student projects and learning opportunities:
 - researching and presenting reports on psychological disorders
 - Exploration and critical analysis of current issues related to psychology (e.g., is there a relationship between depression and use of social media in teens?)
 - evaluation of environmental effects on child development (e.g., secure and insecure attachment; impact of parenting styles)
 - analyzing personal applications of concepts (e.g., which theory of motivation best explains your approach to education, to a hobby or sport, etc.; which theory of personality do you think best explains you?; explain environmental influences on your personal development)
 - creating a question or hypothesis and developing an experiment or research study to find an answer
- teacher-developed rubrics and assessments
- case studies
- peer assessment
- self-evaluation, including student-created rubrics
- communication of learning and progress with parents (interim, term, and semester)

Learning Resources:

Resources will vary from school to school, but may include:

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Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)

Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)

Teaching of Psychology (the journal of American Psychology teachers from high school through college level)

The Critical Thinking Companion: For Introductory Psychology, 2nd Edition

Thinking About Psychology: The Science of Mind and Behaviour, Teachers' edition (Blair-Broeker/Ernst)

Thinking About Psychology: The Science of Mind and Behaviour, Teacher resource materials

Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5)

Character Strengths and Virtues, Christopher Peterson and Martin Seligman

Authentic Happiness, Martin Seligman

Additional Information:

Blair-Broeker/ Ernst - PowerPoint Notes

Digital Media Archive: For Psychology

Thinking About Psychology: The Science of Mind and Behaviour, test bank

Video (DVD) Resources:

- *The Mind* Series 2nd Edition
- *Psychology: The Human Experience*
- *Discovering Psychology* Series, updated edition
- *The Brain* Series, Teaching Module 2nd Ed.
- *Scientific American Frontiers* Series, 2nd Edition
- *Psychology Video Tool Kit*
- *The Neurosequential Model of Therapeutics (Child Trauma Academy)*



Board/Authority Authorized Course Framework Template

| | |
|---|---|
| School District/Independent School Authority Name: Chilliwack School District | School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #33 |
| Developed by: Shane Monkman | Date Developed: Feb. 4 th , 2020 |
| School Name: G.W. Graham Secondary | Principal's Name: Chuck Lawson |
| Superintendent Approval Date (for School Districts only): | Superintendent Signature (for School Districts only): |
| Board/Authority Approval Date: | Board/Authority Chair Signature: |
| Course Name: Instrumental Survey | Grade Level of Course: 12 |
| Number of Course Credits: 4 | Number of Hours of Instruction: |

Board/Authority Prerequisite(s):

Must be currently taking Instrumental Music 12 (Concert Band 12)

Special Training, Facilities or Equipment Required:

Teacher must be a trained music educator. Facility should be a room designed for instrumental music including storage, practice rooms and cleaning equipment. A variety of musical instruments are required in order for students to be able to learn them.

Course Synopsis:

This course is designed for students who are interested in pursuing music at a post-secondary level with a focus on students who are interest in a career in music education and/or conducting. Students will have the opportunity to learn a variety of instruments, work with younger students and have the opportunity to conduct and lead an ensemble.

Goals and Rationale:

Through this course the student will be able to experience music by learning and performing on several different musical instruments. The opportunity to learn a variety of different musical instruments is not easily facilitated in other music courses. The goal of this course is also to assist and prepare students for a career in music education.

Aboriginal Worldviews and Perspectives:

Learning involves patience and time. Students will be reminded that learning a new instrument is a process and the skills they have on their main instrument have been developed over many years of study. Although there are many similarities, each instrument presents its own unique challenges.

Learning is holistic, reflexive, reflective, experiential and relational. When conducting an ensemble one must lead but also listen and react. No two performances/rehearsal are the same and the role of the conductor is to interpret what he or she is hearing, make a decision and then communicate that in real-time and within the confines of the conducting gestures. The conductor must be connected with what he or she is hearing and react accordingly.

BIG IDEAS

Growth as a musician requires perseverance, resilience and reflection.

The nuances of musical expression are understood through deeper study and performance.

Creative and technical proficiency in music is transferable across different aspects of our lives.

Purposeful choices enhance the quality, artistry and authenticity of musical processes.

Instrumental music offers aesthetic experiences that can transform our perspective.

Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> - In an ensemble setting, choose and perform on an instrument from the brass, woodwind and percussion families that is not directly related to their main instrument of study. - Develop appropriate musical vocabulary, skills and techniques on their chosen instrument. - Understand the role of their chosen instrument in the concert band, - Contribute to the creative processes through collaborative and independent musical study. - Receive, offer and apply constructive feedback. - Understand the role of the conductor as both the leader of the ensemble and interpreter of the musical score. - Develop a tool box of basic conducting gestures and use them effectively to portray the intentions of the music to the ensemble. - Lead ensemble through basic warm ups and rehearse the ensemble through a piece chosen by the student. - Rehearse and teach the piece of music to the ensemble. - Conduct chosen piece of music in a concert setting. | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> - Playing techniques specific to the instrument(s) the student has chosen to study (minimum 1 woodwind, 1 brass and 1 percussion). - The inherent difficulties of their chosen instruments. - How to perform all musical elements on their chosen instruments (including but not limited to: tone, intonation, rhythm, articulation, dynamics, phrasing, balance and blend). - Proper care and maintenance of their chosen instrument. - Proper baton technique (how/where to hold, 4/4, $\frac{3}{4}$ and $\frac{2}{4}$ conducting patterns, preparatory breathe and releases). - Left hand gestures as they pertain to the intentions of the music. - How to read and interpret a musical score. Finding the melody, harmony and backgrounds, analyzing challenging areas for the ensemble and developing rehearsal techniques to address these challenges. |

Big Ideas – Elaborations

Curricular Competencies – Elaborations

Music vocabulary may consist of: tone, timbre, intonation (individual and ensemble tuning), articulation/style, balance, blend, rhythm, tempo and musical terms as they pertain to the pieces we are studying.

Content – Elaborations

Conducting patterns may consist of a basic 4/4, $\frac{3}{4}$ and 2/4 pattern.

A **preparatory breathe** is the breathe a conductor will give to start a piece of music or bring in a group of instruments. This breathe along with the gesture of the baton sets the tempo, style and mood of the music.

Left handed gestures refers to using the left hand to indicate volume, cue entrances, release notes and/or indicate tempo.

Recommended Instructional Components:

This course will be taught concurrently with Band 9/10. Students in Instrumental Survey will be working with the Band 9/10 students and learning their chosen instruments with the band students. Students will be offered their choice of instruments supplied with method book and a private lesson to prepare them for the classroom.

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

Students will be assessed on the following:

- Performance tests on their chosen instrument and conducting.
- Leadership qualities displayed while on the podium
- Theory work/tests
- Performances
- Daily musicianship

Learning Resources:

Learning resources consists of items already at the school or purchased for Band 9/10 class.



Board/Authority Authorized Course Framework Template

| | |
|---|---|
| School District/Independent School Authority Name: School District 33 | School District/Independent School Authority Number (e.g. SD43, Authority #432): SD33 |
| Developed by: Joe Massie and Tania Toth | Date Developed: November 27, 2019 |
| School Name: Sardis Secondary School | Principal's Name: Dan Heisler |
| Superintendent Approval Date (for School Districts only): | Superintendent Signature (for School Districts only): |
| Board/Authority Approval Date: | Board/Authority Chair Signature: |
| Course Name: Sustainable Vegetable Production 10 | Grade Level of Course: 10 |
| Number of Course Credits: 4 | Number of Hours of Instruction: 80 |

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Sardis Secondary Greenhouse and Sardis Secondary Farm

Course Synopsis:

This is an introductory course to Sustainable Vegetable Production. Students will be expected to become familiar with the concepts of sustainable practices in agriculture. This unique outdoor course will take place at both the Sardis Secondary School Greenhouse and the Sardis Secondary School Farm (on Richardson Avenue). Students will be taught and introduced to food production through practical hands-on experiences. Students will learn skills in land preparation, planting, weed control, pest management, fertilizing, pruning, harvesting, marketing and sales. They will also work alongside community partners who are specialists in the various commodities grown. As a side benefit, students will be consumers of the various foods grown and will be encouraged to prepare the food and eat it with their families. Students will have the opportunity to learn culinary skills.

Goals and Rationale:

- ◆ develop an understanding and appreciation of the nature of science as an evidence-based way of knowing the natural world that yields descriptions and explanations, which are in turn continually being improved within the context of our cultural values and ethics
- ◆ develop place-based knowledge of the natural world and experience the local area in which they live by accessing and building on existing understandings, including those of First Peoples
- ◆ develop a solid foundation of conceptual and procedural knowledge in science that they can use to interpret the natural world and apply to new problems, issues, and events; to further learning; and to their lives
- ◆ develop the habits of mind associated with science – a sustained curiosity; a valuing of questions; an openness to new ideas and consideration of alternatives; an appreciation of evidence; an awareness of assumptions and a questioning of given information; a healthy, informed skepticism; a seeking of patterns, connections, and understanding; and a consideration of social, ethical, and environmental implications
- ◆ develop a lifelong interest in science and the attitudes that will make them scientifically literate citizens who bring a scientific perspective, as appropriate, to social, moral, and ethical decisions and actions in their own lives, culture, and the environment

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

Complex roles and relationships contribute to diversity of ecosystems.

Ecosystems change over time, through humans or nature.

Human practices affect the sustainability of ecosystems.

Sustainable land use is possible in agriculture.

Learning Standards

| Curricular Competencies | Content |
|---|---|
| <p><i>Students are expected to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest • Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world • Formulate multiple hypotheses and predict multiple outcomes • Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative) • Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods • Use appropriate SI units and appropriate equipment, including digital technologies, to systematically and accurately collect and record data <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Experience and interpret the local environment • Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information • Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ♦ Ecosystem complexity: <ul style="list-style-type: none"> • roles • relationships • biotic diversity • ecosystem services – ex. pollination • abiotic characteristics ♦ Energy and matter flow through ecosystems ♦ Human actions and their impact on ecosystem integrity <ul style="list-style-type: none"> • sustainable food production using IPM • land management • personal choices and sustainable living • food literacy ♦ First Peoples knowledge <ul style="list-style-type: none"> • classification • traditional ecological knowledge in sustaining biodiversity • interrelationships between organisms |

- Use knowledge of scientific concepts to draw conclusions that are consistent with evidence
- Analyze cause-and-effect relationships

Evaluating

- Evaluate their methods and experimental conditions, including identifying sources of error or uncertainty, confounding variables, and possible alternative explanations and conclusions
- Describe specific ways to improve their investigation methods and the quality of their data
- Evaluate the validity and limitations of a model or analogy in relation to the phenomenon modelled
- Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources
- Consider the changes in knowledge over time as tools and technologies have developed
- Connect scientific explorations to careers in science
- Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources
- Consider social, ethical, and environmental implications of the findings from their own and others' investigations
- Critically analyze the validity of information in primary and secondary sources and evaluate the approaches used to solve problems
- Assess risks in the context of personal safety and social responsibility

Applying and innovating

- Contribute to care for self, others, community, and world through individual or collaborative approaches
- Co-operatively design projects with local and/or global connections and applications
- Contribute to finding solutions to problems at a local and/or global level through inquiry
- Implement multiple strategies to solve problems in real-life, applied, and conceptual situations

- Consider the role of scientists in innovation

Communicating

- Formulate physical or mental theoretical models to describe a phenomenon
- Communicate scientific ideas and information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations
- Express and reflect on a variety of experiences, perspectives, and worldviews through [place](#)

Big Ideas – Elaborations

•diversity of ecosystems:

Sample questions to support inquiry with students:

- What are the roles and relationships in the local ecosystem of a sustainable garden?
- How do some of the roles and relationships in ecosystems contribute to biodiversity?
- Why is diversity an important feature of sustainable ecosystems?

•Changing ecosystems:

Sample questions to support inquiry with students:

- How does farming change ecological processes?
- How has the ecosystem at the school farm changed over time?
- How do energy and matter move through the ecosystem of a sustainable garden?

•sustainability of ecosystems:

Sample questions to support inquiry with students:

- How do human actions affect the sustainability of an ecosystem? How do your actions affect the sustainability of your local ecosystem?
- How do First Peoples traditional practices contribute to dynamic equilibrium in an ecosystem?
- How do healthy ecosystems influence the well-being of humans?

•Sustainable land use:

Sample questions to support inquiry with students:

- How are your decisions around personal food consumption linked to global food security?
- How does crop rotation affect nitrogen levels in soil?

Curricular Competencies – Elaborations

• Questioning and predicting:

Sample opportunities to support student inquiry:

- What is the level of biodiversity at the school farm?

- What type of human activities has an ecosystem of the school farm sustained over the years?
- Which of your actions and decisions do you think influence your ecological footprint?
- **Planning and conducting:**
Sample opportunities to support student inquiry:
 - How can we measure the level of biodiversity at the school farm?
 - How would you gather data about the human activities that have shaped your local environment, especially as it pertains to farming?
 - What tools and technologies can you use to create a sustainable farm plan?
- **Processing and analyzing data and information:**
Sample opportunities to support student inquiry:
 - What is the relationship between soil quality and biodiversity at a sustainable garden?
 - How does traditional tilling compare with no-till in terms of soil biodiversity?
- **Evaluating:**
Sample opportunities to support student inquiry:
 - What other factors, besides biodiversity, can be considered to determine the overall health of the school farm?
 - How does the use of sustainable methods contribute to the health of the farm ecosystem? Does traditional ecological knowledge (TEK) align with them?
- **Applying and innovating:**
Sample opportunities to support student inquiry:
 - What kind of changes can be made to improve the biodiversity of a sustainable garden?
 - How can traditional ecological knowledge (TEK) inform future sustainable practices at the school farm?
 - How can you both directly and indirectly reduce your family's ecological footprint (eat local?)?
 - How can you engage in a local ecosystem restoration project?
- **Communicating:**
Sample opportunities to support student inquiry:
 - How can your findings be used to advocate for the importance of eating locally?
 - How can you share your findings about your ecological footprint with local community groups?
 - How might you motivate others to reduce their ecological footprint?
 - How can you share with others what you have learned from your experience growing local, sustainable food?

Content – Elaborations

- ◆ Ecosystem complexity: Students will be introduced to the following points about a polyculture farm ecosystem
 - biotic diversity is essential in sustainable food management and disease control
 - ecosystem services – ex. Pollination, energy levels, habitat, symbiotic relationships
 - abiotic characteristics, such as, nutrients, light, water, and atmosphere requirements for growing food

Content – Elaborations

- ◆ Energy and matter flow through ecosystems: Students will be introduced to energy flow and matter flow through growing and eating produce from the Sardis Secondary School Farm.
- ◆ Human actions and their impact on ecosystem integrity: Students will be introduced to sustainable practices in food production in the following areas.
 - sustainable food production using IPM – learn to use ecological and environmentally friendly methods for food production and pest management.
 - land management – learn to use the land in an efficient way by practicing crop rotation and soil amendment practices
 - personal choices and sustainable living – students will use the food that is grown to prepare meals with their families, living within a 20-mile diet and increasing their vegetable consumption.
 - food literacy- students will learn about food production and food preparation skills both at the farm and at home
- ◆ Levels of biotic diversity – Students will be introduced to reproductive methods of plants and animals (birds in barn) using the
- ◆ First Peoples knowledge – Students will be introduced to how First Nations People know plants in the following ways.
 - Classification – Students will learn how to classify plants as food or medicine.
 - traditional ecological knowledge in sustaining biodiversity - students will learn about agriculture, selective harvesting and harvesting cycles
 - interrelationships between organisms – students will learn that organisms are all connected and that we are connected to organism. They will learn that all organism are connected to the land, water, and air.

Recommended Instructional Components:

- Access to a Greenhouse
- Access to a Farm - Polyculture
- Access to Bees

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

Assessment as learning:

- feedback and opportunities to display understanding and make improvements to understanding

- Practical skills assessments

Assessment for learning:

- dialogic approach to learning
- Hands on approach

Assessment of learning:

- Hands on practices
- Final project reflecting learning in competencies and content

Learning Resources:

- Growing Guides
- Integrated Pest Management Guides

Additional Information:

We are looking for keen students with an interest in the outdoors, growing food and working with their hands. Students will work under the instruction of Agriculture Teachers (Mr. Massie and Ms. Toth) at two locations. At the SSS Greenhouse you will be growing tomatoes, cucumbers and peppers using hydroponic growing systems. We will also spend time at the new SSS Farm on Richardson Avenue growing a variety of field crops such as corn, pumpkins, potatoes, and many more. You will learn to use a variety of equipment and perform a wide array of jobs involved in producing food. We will be selling the food as a fund-raiser for the SSS Agriculture program. ***You can also expect the chance to EAT a lot of delicious food and take food home to your families as well!***



Board/Authority Authorized Course Framework Template

| | |
|---|---|
| School District/Independent School Authority Name: School District 33 | School District/Independent School Authority Number (e.g. SD43, Authority #432): SD33 |
| Developed by: Joe Massie and Tania Toth | Date Developed: November 27, 2019 |
| School Name: Sardis Secondary School | Principal's Name: Dan Heisler |
| Superintendent Approval Date (for School Districts only): | Superintendent Signature (for School Districts only): |
| Board/Authority Approval Date: | Board/Authority Chair Signature: |
| Course Name: Sustainable Vegetable Production 11 | Grade Level of Course: 11 |
| Number of Course Credits: 4 | Number of Hours of Instruction: 80 |

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Sardis Secondary Greenhouse and Sardis Secondary Farm

Course Synopsis:

This course is a continuation to Sustainable Vegetable Production 10. Students will be expected to become efficient in the concepts of sustainable practices in agriculture. This unique outdoor course will take place at both the Sardis Secondary School Greenhouse and the Sardis Secondary School Farm (on Richardson Avenue). Students will learn about food production through practical hands-on experiences. Students will learn skills in land preparation, planting, weed control, pest management, fertilizing, pruning, harvesting, marketing and sales. They will also work alongside community partners who are specialists in the various commodities grown. As a side benefit, students will be consumers of the various foods grown and will be encouraged to prepare the food and eat it with their families. Students will have the opportunity to learn culinary skills.

Goals and Rationale:

- ◆ develop an understanding and appreciation of the nature of science as an evidence-based way of knowing the natural world that yields descriptions and explanations, which are in turn continually being improved within the context of our cultural values and ethics
- ◆ develop place-based knowledge of the natural world and experience the local area in which they live by accessing and building on existing understandings, including those of First Peoples
- ◆ develop a solid foundation of conceptual and procedural knowledge in science that they can use to interpret the natural world and apply to new problems, issues, and events; to further learning; and to their lives
- ◆ develop the habits of mind associated with science – a sustained curiosity; a valuing of questions; an openness to new ideas and consideration of alternatives; an appreciation of evidence; an awareness of assumptions and a questioning of given information; a healthy, informed skepticism; a seeking of patterns, connections, and understanding; and a consideration of social, ethical, and environmental implications
- ◆ develop a lifelong interest in science and the attitudes that will make them scientifically literate citizens who bring a scientific perspective, as appropriate, to social, moral, and ethical decisions and actions in their own lives, culture, and the environment

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

Complex roles and relationships contribute to diversity of ecosystems.

Changing ecosystems are maintained by natural processes.

Human practices affect the sustainability of ecosystems.

Sustainable land use is essential to meet the needs of a growing population.

Life is a result of interactions at the molecular and cellular levels.

Learning Standards

| Curricular Competencies | Content |
|---|---|
| <p><i>Students are expected to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest • Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world • Formulate multiple hypotheses and predict multiple outcomes • Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative) • Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods • Use appropriate SI units and appropriate equipment, including digital technologies, to systematically and accurately collect and record data <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Experience and interpret the local environment • Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ♦ Ecosystem complexity: <ul style="list-style-type: none"> • roles • relationships • population dynamics • succession • biotic diversity • ecosystem services – ex. pollination • abiotic characteristics ♦ Energy and matter flow through ecosystems ♦ Human actions and their impact on ecosystem integrity <ul style="list-style-type: none"> • resource stewardship • restoration practices • sustainable food production using IPM • land management • personal choices and sustainable living • food literacy ♦ levels of biotic diversity <ul style="list-style-type: none"> • sexual and asexual reproduction • multi-celled organisms ♦ First Peoples knowledge |

- Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies
- Use knowledge of scientific concepts to draw conclusions that are consistent with evidence
- Analyze cause-and-effect relationships

Evaluating

- Evaluate their methods and experimental conditions, including identifying sources of error or uncertainty, confounding variables, and possible alternative explanations and conclusions
- Describe specific ways to improve their investigation methods and the quality of their data
- Evaluate the validity and limitations of a model or analogy in relation to the phenomenon modelled
- Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources
- Consider the changes in knowledge over time as tools and technologies have developed
- Connect scientific explorations to careers in science
- Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources
- Consider social, ethical, and environmental implications of the findings from their own and others' investigations
- Critically analyze the validity of information in primary and secondary sources and evaluate the approaches used to solve problems
- Assess risks in the context of personal safety and social responsibility

Applying and innovating

- Contribute to care for self, others, community, and world through individual or collaborative approaches
- Co-operatively design projects with local and/or global connections and applications

- classification
- traditional ecological knowledge in sustaining biodiversity
- interrelationships between organisms

- Contribute to finding solutions to problems at a local and/or global level through inquiry
- Implement multiple strategies to solve problems in real-life, applied, and conceptual situations
- Consider the role of scientists in innovation

Communicating

- Formulate physical or mental theoretical models to describe a phenomenon
- Communicate scientific ideas and information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations
- Express and reflect on a variety of experiences, perspectives, and worldviews through place

Big Ideas – Elaborations

•diversity of ecosystems:

Sample questions to support inquiry with students:

- What are the roles and relationships in the local ecosystem of a sustainable garden?
- How do some of the roles and relationships in ecosystems contribute to biodiversity?
- Why is diversity an important feature of sustainable ecosystems?

•Changing ecosystems:

Sample questions to support inquiry with students:

- How does farming change ecological processes?
- How has the ecosystem at the school farm changed over time?
- How do energy and matter move through the ecosystem of a sustainable garden?

•sustainability of ecosystems:

Sample questions to support inquiry with students:

- How do human actions affect the sustainability of an ecosystem? How do your actions affect the sustainability of your local ecosystem?
- How do First Peoples traditional practices contribute to dynamic equilibrium in an ecosystem?
- How do healthy ecosystems influence the well-being of humans?

•Sustainable land use:

Sample questions to support inquiry with students:

- How are your decisions around personal food consumption linked to global food security?
- How does crop rotation affect nitrogen levels in soil?

•Cellular interactions:

Sample questions to support inquiry with students:

- How do cells multiply?
- What are the advantages and disadvantages of sexual and asexual reproduction?

Curricular Competencies – Elaborations

• Questioning and predicting:

Sample opportunities to support student inquiry:

- What is the level of biodiversity at the school farm?
- What type of human activities has an ecosystem of the school farm sustained over the years?
- Which of your actions and decisions do you think influence your ecological footprint?

• Planning and conducting:

Sample opportunities to support student inquiry:

- How can we measure the level of biodiversity at the school farm?
- How would you gather data about the human activities that have shaped your local environment, especially as it pertains to farming?
- What tools and technologies can you use to create a sustainable farm plan?
- How would you gather data on the population size and distribution of an invasive species and native species?

• Processing and analyzing data and information:

Sample opportunities to support student inquiry:

- What is the relationship between soil quality and biodiversity at a sustainable garden?

• Evaluating:

Sample opportunities to support student inquiry:

- What other factors, besides biodiversity, can be considered to determine the overall health of the school farm?
- How does the use of sustainable methods contribute to the health of the farm ecosystem? Does traditional ecological knowledge (TEK) align with them?

• Applying and innovating:

Sample opportunities to support student inquiry:

- What kind of changes can be made to improve the biodiversity of a sustainable garden?
- How can traditional ecological knowledge (TEK) inform future sustainable practices at the school farm?
- How can you both directly and indirectly reduce your family's ecological footprint (eat local?)?
- How can you engage in a local ecosystem restoration project?

• Communicating:

Sample opportunities to support student inquiry:

- How can your findings be used to advocate for the importance of eating locally?
- How can you share your findings about your ecological footprint with local community groups?
- How might you motivate others to reduce their ecological footprint?
- How can you share with others what you have learned from your experience growing local, sustainable food?

Content – Elaborations

Content – Elaborations

- ◆ Ecosystem complexity: Students will become efficient in the following points about a polyculture farm ecosystem
 - Roles of pollinators and flowering plants, plants and animals
 - Relationships that humans have with pollinators and food
 - population dynamics of pests and beneficial organisms in food crops
 - successive changes the ecosystem over the growing season
 - biotic diversity is essential in sustainable food management and disease control
 - ecosystem services – ex. Pollination, energy levels, habitat, symbiotic relationships, nitrogen-fixing plants
 - abiotic characteristics, such as, nutrients, light, water, and atmosphere requirements for growing food
- ◆ Energy and matter flow through ecosystems: Students will become efficient in energy flow and matter flow through growing and eating produce from the Sardis Secondary School Farm.
- ◆ Human actions and their impact on ecosystem integrity: Students will become efficient in sustainable practices in food production in the following areas.
 - resource stewardship – learning how to care for plants and animals (birds in the barn)
 - restoration practices - learning how to amend soil and lower our impact in excess fertilizer use
 - sustainable food production using IPM – learn to use ecological and environmentally friendly methods for food production and pest management.
 - land management – learn to use the land in an efficient way by practicing crop rotation and soil amendment practices
 - personal choices and sustainable living – students will use the food that is grown to prepare meals with their families, living within a 20-mile diet and increasing their vegetable consumption.
 - food literacy- students will learn about food production and food preparation skills both at the farm and at home
- ◆ Levels of biotic diversity – Students will become efficient in reproductive methods of plants and animals (birds in barn) using the Sardis Secondary School Farm and Greenhouse, as well as, the chickens in the barn.
 - sexual and asexual reproduction – students will sow seeds for crops at the farm, they will perform division of bulb plants such as garlic and tulips. They will learn about alternative forms of plant roots, such as tubers, bulbs, rhizomes. They will learn about sexual reproduction through our mating chickens.
 - multi-celled organisms – students will learn about Kingdom Plantae and Kingdom Animalia through the Sardis Secondary School Farm and GH and Barn
- ◆ First Peoples knowledge – Students will become efficient in how First Nations People know plants in the following ways.
 - Classification – Students will learn how to classify plants as food or medicine.
 - traditional ecological knowledge in sustaining biodiversity - students will learn about agriculture, ethnobotany, selective harvesting and harvesting cycles
 - interrelationships between organisms – students will learn that organisms are all connected and that we are connected to organism. They will learn that all organism are connected to the land, water, and air.

Content – Elaborations

Recommended Instructional Components:

- Access to a Greenhouse
- Access to a Farm - Polyculture
- Access to Bees

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

Assessment as learning:

- feedback and opportunities to display understanding and make improvements to understanding
- Practical skills assessments

Assessment for learning:

- dialogic approach to learning
- Hands on approach

Assessment of learning:

- Hands on practices
- Final project reflecting learning in competencies and content

Learning Resources:

- Growing Guides
- Integrated Pest Management Guides

Additional Information:

We are looking for keen students with an interest in the outdoors, growing food and working with their hands. Students will work under the instruction of Agriculture Teachers (Mr. Massie and Ms. Toth) at two locations. At the SSS Greenhouse you will be growing tomatoes, cucumbers and peppers using hydroponic growing systems. We will also spend time at the new SSS Farm on Richardson Avenue growing a variety of field crops such as corn, pumpkins, potatoes, and many more. You will learn to use a variety of equipment and perform a wide array of jobs involved in producing food. We will be selling the food as a fund-raiser for the SSS Agriculture program. ***You can also expect the chance to EAT a lot of delicious food and take food home to your families as well!***



Board/Authority Authorized Course Framework Template

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| School District/Independent School Authority Name: School District 33 | School District/Independent School Authority Number (e.g. SD43, Authority #432): SD33 |
| Developed by: Joe Massie and Tania Toth | Date Developed: November 27, 2019 |
| School Name: Sardis Secondary School | Principal's Name: Dan Heisler |
| Superintendent Approval Date (for School Districts only): | Superintendent Signature (for School Districts only): |
| Board/Authority Approval Date: | Board/Authority Chair Signature: |
| Course Name: Sustainable Vegetable Production 12 | Grade Level of Course: 12 |
| Number of Course Credits: 4 | Number of Hours of Instruction: 80 |

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Sardis Secondary Greenhouse and Sardis Secondary Farm

Course Synopsis:

This course is a continuation to Sustainable Vegetable Production 10 and 11. Students will be expected to become proficient in the concepts of sustainable practices in agriculture. This unique outdoor course will take place at both the Sardis Secondary School Greenhouse and the Sardis Secondary School Farm (on Richardson Avenue). Students will be taught about food production through practical hands-on experiences. Students will learn skills in land preparation, planting, weed control, pest management, fertilizing, pruning, harvesting, marketing and sales. They will also work alongside community partners who are specialists in the various commodities grown. As a side

benefit, students will be consumers of the various foods grown and will be encouraged to prepare the food and eat it with their families. Students will be able to learn culinary skills.

Goals and Rationale:

- ◆ develop an understanding and appreciation of the nature of science as an evidence-based way of knowing the natural world that yields descriptions and explanations, which are in turn continually being improved within the context of our cultural values and ethics
- ◆ develop place-based knowledge of the natural world and experience the local area in which they live by accessing and building on existing understandings, including those of First Peoples
- ◆ develop a solid foundation of conceptual and procedural knowledge in science that they can use to interpret the natural world and apply to new problems, issues, and events; to further learning; and to their lives
- ◆ develop the habits of mind associated with science – a sustained curiosity; a valuing of questions; an openness to new ideas and consideration of alternatives; an appreciation of evidence; an awareness of assumptions and a questioning of given information; a healthy, informed skepticism; a seeking of patterns, connections, and understanding; and a consideration of social, ethical, and environmental implications
- ◆ develop a lifelong interest in science and the attitudes that will make them scientifically literate citizens who bring a scientific perspective, as appropriate, to social, moral, and ethical decisions and actions in their own lives, culture, and the environment

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

Complex roles and relationships contribute to diversity of ecosystems; changes to this can be caused by humans or nature.

Human practices affect the sustainability of ecosystems; thus, sustainability is essential to human survival.

Water is essential to life; therefore, its conservation is required.

Soil health is essential for healthy ecosystems and food development; therefore, humans need to protect it.

Life is a result of interactions at the molecular and cellular levels.

Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Students are expected to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest • Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world • Formulate multiple hypotheses and predict multiple outcomes • Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative) • Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods • Use appropriate SI units and appropriate equipment, including digital technologies, to systematically and accurately collect and record data <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Experience and interpret the local environment • Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ♦ Ecosystem complexity: <ul style="list-style-type: none"> • roles • relationships • population dynamics • succession • biotic diversity • ecosystem services – ex. pollination • water quality parameters and bioindicators • soil characteristics • essential nutrients • abiotic characteristics ♦ Energy and matter flow through ecosystems ♦ Human actions and their impact on ecosystem integrity <ul style="list-style-type: none"> • resource stewardship • restoration practices • sustainable food production using IPM • land management |

- Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies
- Use knowledge of scientific concepts to draw conclusions that are consistent with evidence
- Analyze cause-and-effect relationships

Evaluating

- Evaluate their methods and experimental conditions, including identifying sources of error or uncertainty, confounding variables, and possible alternative explanations and conclusions
- Describe specific ways to improve their investigation methods and the quality of their data
- Evaluate the validity and limitations of a model or analogy in relation to the phenomenon modelled
- Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources
- Consider the changes in knowledge over time as tools and technologies have developed
- Connect scientific explorations to careers in science
- Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources
- Consider social, ethical, and environmental implications of the findings from their own and others' investigations
- Critically analyze the validity of information in primary and secondary sources and evaluate the approaches used to solve problems
- Assess risks in the context of personal safety and social responsibility

Applying and innovating

- Contribute to care for self, others, community, and world through individual or collaborative approaches
- Co-operatively design projects with local and/or global connections and applications

- personal choices and sustainable living
- food literacy
- availability and water use impacts
- conservation of water
- ♦ levels of biotic diversity
 - sexual and asexual reproduction
 - unicellular and multi-celled organisms
 - interactions between organisms
- ♦ First Peoples knowledge
 - classification
 - traditional ecological knowledge in sustaining biodiversity
 - interrelationships between organisms

- Contribute to finding solutions to problems at a local and/or global level through inquiry
- Implement multiple strategies to solve problems in real-life, applied, and conceptual situations
- Consider the role of scientists in innovation

Communicating

- Formulate physical or mental theoretical models to describe a phenomenon
- Communicate scientific ideas and information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations
- Express and reflect on a variety of experiences, perspectives, and worldviews through [place](#)

Big Ideas – Elaborations

• Diversity and changes of ecosystems:

Sample questions to support inquiry with students:

- What are the roles and relationships in the local ecosystem of a sustainable garden?
- How do some of the roles and relationships in ecosystems contribute to biodiversity?
- Why is diversity an important feature of sustainable ecosystems?
- How does farming change ecological processes?
- How has the ecosystem at the school farm changed over time?
- How do energy and matter move through the ecosystem of a sustainable garden?

• Sustainability of ecosystems and land use:

Sample questions to support inquiry with students:

- How do human actions affect the sustainability of an ecosystem? How do your actions affect the sustainability of your local ecosystem?
- How do First Peoples traditional practices contribute to dynamic equilibrium in an ecosystem?
- How do healthy ecosystems influence the well-being of humans?
- How are your decisions around personal food consumption linked to global food security?
- How does crop rotation affect nitrogen levels in soil?

• Importance of water to life and farming:

Sample questions to support inquiry with students:

- How do human actions affect the sustainability of our water availability and quality?
- How do humans lower the impact of water use in farming?
- How can farming practices affect the water quality and lead to ecological issues?

• Importance of soil to life and farming:

Sample questions to support inquiry with students:

- How do human actions affect the health of the soil?
- How can soil be amended?
- What type of soil is located at the farm? There are areas that have never been amended, what is the original soil at the farm?
- How does healthy soil influence the wellbeing of plants? And how does this translate in to the wellbeing of animals?
- What do we add to the soil in order to replace components that plants have used?

• Cellular interactions:

Sample questions to support inquiry with students:

- How do cells multiply?
- How do unicellular and multicellular organisms interact for the betterment or detriment of an ecosystem?

— What are the advantages and disadvantages of sexual and asexual reproduction?

Curricular Competencies – Elaborations

• Questioning and predicting:

Sample opportunities to support student inquiry:

- What is the level of biodiversity at the school farm?
- What type of human activities has an ecosystem of the school farm sustained over the years?
- Which of your actions and decisions do you think influence your ecological footprint?
- How detrimental are invasive plants at the school farm?

• Planning and conducting:

Sample opportunities to support student inquiry:

- How can we measure the level of biodiversity at the school farm?
- How would you gather data about the human activities that have shaped your local environment, especially as it pertains to farming?
- What tools and technologies can you use to create a sustainable farm plan?
- How would you gather data on the population size and distribution of an invasive species and native species?

• Processing and analyzing data and information:

Sample opportunities to support student inquiry:

- What is the relationship between soil quality and biodiversity at a sustainable garden?
- How does traditional tilling compare with no-till in terms of soil biodiversity?

• Evaluating:

Sample opportunities to support student inquiry:

- What other factors, besides biodiversity, can be considered to determine the overall health of the school farm?
- How does the use of sustainable methods contribute to the health of the farm ecosystem? Does traditional ecological knowledge (TEK) align with them?

• Applying and innovating:

Sample opportunities to support student inquiry:

- What kind of changes can be made to improve the biodiversity of a sustainable garden?
- How can traditional ecological knowledge (TEK) inform future sustainable practices at the school farm?
- How can you both directly and indirectly reduce your family's ecological footprint (eat local?)?
- How can you engage in a local ecosystem restoration project?

• Communicating:

Sample opportunities to support student inquiry:

- How can your findings be used to advocate for the importance of eating locally?
- How can you share your findings about your ecological footprint with local community groups?
- How might you motivate others to reduce their ecological footprint?
- How can you share with others what you have learned from your experience growing local, sustainable food?

Content – Elaborations

- ◆ Ecosystem complexity: Students will become proficient in the following points about a polyculture farm ecosystem
 - Roles of pollinators and flowering plants, plants and animals
 - Relationships that humans have with pollinators and food
 - population dynamics of pests and beneficial organisms in food crops
 - successive changes the ecosystem over the growing season
 - biotic diversity is essential in sustainable food management and disease control
 - ecosystem services – ex. Pollination, energy levels, habitat, symbiotic relationships, nitrogen-fixing plants
 - water quality parameters
 - bioindicators in the sense of irrigation requirements
 - water management and plants that indicate poor soil quality or moisture levels, aka weeds
 - soil characteristics, such as, sand, silt, clay, organic material, soil amendment
 - essential nutrients for plant growth
 - soil preparation for plants
 - abiotic characteristics, such as, nutrients, light, water, and atmosphere requirements for growing food
- ◆ Energy and matter flow through ecosystems: Students will become proficient in energy flow and matter flow through growing and eating produce from the Sardis Secondary School Farm.
- ◆ Human actions and their impact on ecosystem integrity: Students will become proficient in sustainable practices in food production in the following areas.
 - resource stewardship – learning how to care for plants and animals (birds in the barn)
 - restoration practices - learning how to amend soil and lower our impact in excess fertilizer use
 - sustainable food production using IPM – learn to use ecological and environmentally friendly methods for food production and pest management.
 - land management – learn to use the land in an efficient way by practicing crop rotation and soil amendment practices
 - personal choices and sustainable living
 - students will use the food that is grown to prepare meals with their families, living within a 20-mile diet and increasing their vegetable consumption.

Content – Elaborations

- Students will understand food literacy
- students will learn about food production
- food preparation skills both at the farm and at home
- availability and water use impacts – students will learn about low flow irrigation and water waste reduction in agriculture
- conservation of water – students will learn about current irrigation technology that prevents water wasting and runoff
- ♦ Levels of biotic diversity – Students will become proficient in reproductive methods of plants and animals (birds in barn) using the Sardis Secondary School Farm and Greenhouse, as well as, the chickens in the barn.
 - sexual and asexual reproduction – students will sow seeds for crops at the farm, they will perform division of bulb plants such as garlic and tulips.
 - Students will learn about alternative forms of plant roots, such as tubers, bulbs, rhizomes. They will learn about sexual reproduction through our mating chickens.
 - Students will work with unicellular and multi-celled organisms
 - Students will demonstrate understanding that life is connected to life and to the Earth
 - Students will learn about Kingdom Plantae and Kingdom Animalia through the Sardis Secondary School Farm and GH and Barn
- ♦ First Peoples knowledge – Students will become proficient in how First Nations People know plants in the following ways.
 - Classification – Students will learn how to classify plants as food or medicine.
 - traditional ecological knowledge in sustaining biodiversity - students will learn about agriculture, ethnobotany, selective harvesting and harvesting cycles
 - Interrelationships between organisms – students will learn that organisms are all connected and that we are connected to organism.
 - Students will learn that all organism are connected to the land, water, and air.

Recommended Instructional Components:

- Access to a Greenhouse
- Access to a Farm - Polyculture
- Access to Bees

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

Assessment as learning:

- feedback and opportunities to display understanding and make improvements to understanding
- Practical skills assessments

Assessment for learning:

- dialogic approach to learning
- Hands on approach

Assessment of learning:

- Hands on practices
- Final project reflecting learning in competencies and content

Learning Resources:

- Growing Guides
- Integrated Pest Management Guides

Additional Information:

We are looking for keen students with an interest in the outdoors, growing food and working with their hands. Students will work under the instruction of Agriculture Teachers (Mr. Massie and Ms. Toth) at two locations. At the SSS Greenhouse you will be growing tomatoes, cucumbers and peppers using hydroponic growing systems. We will also spend time at the new SSS Farm on Richardson Avenue growing a variety of field crops such as corn, pumpkins, potatoes, and many more. You will learn to use a variety of equipment and perform a wide array of jobs involved in producing food. We will be selling the food as a fund-raiser for the SSS Agriculture program. ***You can also expect the chance to EAT a lot of delicious food and take food home to your families as well!***

BOARD OF EDUCATION

INFORMATION REPORT

DATE: March 10, 2020

TO: Board of Education

FROM: Gerry Slykhuis, Secretary Treasurer

RE: **VEDDER ELEMENTARY PROJECT APPROVAL
(PROJECT NO. 127510)**

The Secretary Treasurer will present information on the recent approval of a 10-classroom addition to Vedder Elementary School.

MEETING SUMMARIES

Committee of the Whole Meeting – February 11, 2020

Trustees: Dan Coulter, David Swankey, Darrell Furgason, Heather Maahs, Jared Mumford, Barry Neufeld, Willow Reichelt

Staff: Rohan Arul-pragasam, Gerry Slykhuis, Donna Vogel

1. Presentation: My Ed Portal
2. Data Dashboard
3. Long Term Service Recognition
4. Administrative Regulation 300.1: Leadership Appointments and Assignments
5. Maintenance Staff Appreciation
6. CUPE Meeting

Committee of the Whole Meeting – February 25, 2020

Trustees: Dan Coulter, David Swankey, Darrell Furgason, Heather Maahs, Barry Neufeld, Willow Reichelt

Staff: Rohan Arul-pragasam, Gerry Slykhuis, Kirk Savage, Donna Vogel

1. Presentation: Strategic Plan
2. Trustee Slide Show: BCSTA AGM
3. Bowls of Hope Annual Dinner/Auction – May 1, 2020
4. Athletics Gala

In-Camera Meeting – February 11, 2020

Trustees: Dan Coulter, David Swankey, Darrell Furgason, Heather Maahs, Jared Mumford, Barry Neufeld, Willow Reichelt

Staff: Rohan Arul-pragasam, Gerry Slykhuis, Tamara Ilersich, Donna Vogel

1. HR Report
2. BCPSEA Report
3. Policy 205: Code of Ethics for Trustees
4. Acting Superintendent Feedback on Board Evaluation

Special In-Camera Meeting #1 – February 18, 2020

Trustees: Dan Coulter, David Swankey, Darrell Furgason, Heather Maahs, Jared Mumford, Barry Neufeld, Willow Reichelt

Staff: Rohan Arul-pragasam, Gerry Slykhuis, Tamara Ilersich, Donna Vogel

1. Vedder Elementary Funding Agreement

Special In-Camera Meeting #2 – February 18, 2020

Trustees: Dan Coulter, David Swankey, Darrell Furgason, Heather Maahs, Jared Mumford, Barry Neufeld, Willow Reichelt

Staff: Rohan Arul-pragasam, Gerry Slykhuis, Tamara Ilersich, Donna Vogel

1. 2020 – 2021 Local School Calendar

In-Camera Meeting – February 25, 2020

Trustees: Dan Coulter, David Swankey, Darrell Furgason, Heather Maahs, Barry Neufeld, Willow Reichelt

Staff: Rohan Arul-pragasam, Gerry Slykhuis, Tamara Ilersich, Kirk Savage, Donna Vogel

1. HR Report
2. BCPSEA Report
3. Health and Safety Update
4. Fraser Valley Distance Education School Update
5. 2020 – 2021 Local School Calendar
6. Acting Superintendent Feedback on Board Evaluation