



**Board/Authority Authorized Course
School District #22**

Protective Services-Introduction to Firefighting, Paramedic, and RCMP

School District/Independent School Authority Name: Vernon School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#22
Developed by: Kathy Wickum, Rod Peters	Date Developed: December 1, 2019
Superintendent Approval Date (for School Districts only): December 18, 2019	Superintendent Signature (for School Districts only): On course form
Board/Authority Approval Date: December 18, 2019	Board/Authority Chair Signature: On course form
Course Name: Protective Services-Introduction to Firefighting, Paramedic, and RCMP	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Classroom or facility with storage for student's personal protective equipment, and adequate gym and/or field, and kitchen space for physical and health training is needed. Personal protective equipment used by students will include decommissioned bunker pants, jackets, gloves, balaclavas, and accompanying equipment. Apparatus (trucks), tools and fire hall training facilities are also integral to this program. Offsite access to the North Okanagan Fire Training Centre and Coldstream and Lavington Fire Stations will be required. All are provided by the Coldstream and Lavington Fire Halls, supported by the District of Coldstream. Student textbooks and teacher guides will be purchased and maintained through program fees.

Course Synopsis: YPSS-2A is a 120-hour course spanning the first quarter of a semester for an average of 2.5-3 hours per day. This course contains an introduction to three First Responder careers. These careers include Firefighter, Paramedic and RCMP. Various professional

certifications will be obtained by students as a part of their curricular experience. YPSS-2A contains and expands upon a combination of elements of similar programs that exist in other districts like Kelowna, Abbotsford, Williams Lake and Vancouver.

This course will be divided into three main career specific areas:

Unit 1 - Firefighter: Introductory content to job tasks of a career firefighter will be broken into theoretical and practical skills. The theory will provide a conceptual understanding so students can safely engage in practical training in various areas including firefighter health and safety, firefighter communication, firefighter personal protective equipment and SCBA (self-contained breathing apparatus), fire behavior, fire hose, fire streams, fire control, portable fire extinguishers, scene lighting and tools used in the fire service, ropes, webbing and knots, building construction, ground ladders, tactical ventilation, forcible entry and structural search, firefighter rescue and victim removal. Two days of training with B.C. Wildfire Service that includes theory, physical fitness, apparatus and tool familiarity, and practical forest firefighting strategies and skills.

Part two will be a presentation of practical skills directly related to most of the topics introduced in the theoretical portion.

Unit 2 - Paramedic: A combination of textbook and practical first-aid skill development which will function as an introduction to the knowledge and skills firefighters require for First Responder certification and everyday firefighter job performance. Students will undergo training in and receive their Standard First Aid (with AED and CPR) certification.

Unit 3 - Police Officer: A combination of textbook and practical First Aid skill development which will function as an introduction to the knowledge and skills firefighters require for First Responder certification and everyday firefighter job performance.

Goals and Rationale:

With the increasing disappearance of the "baby boomers" in the workforce, there are many retirements from fire departments, paramedic services, and the RCMP nationwide. The opportunities for students to enter these "dream" careers have never been so numerous. Likewise, fire departments that depend on paid-on-call firefighters as a significant portion of their workforce need a steady supply of acceptable candidates from which to draw future members. The YPSS-2A course and First Responder Academy is our attempt to help our students discover and qualify for exciting, rewarding careers of vital service to their community. At the same time, we are assisting our local fire departments, paramedic services, and RCMP to address a recruitment situation promptly. This is a trend is likely to continue in years to come with population growth in this city as well as the rest of the Okanagan and beyond.

Indigenous Worldviews and Perspectives:

First Nations communities in Canada are increasingly concerned about the use of and degradation of their land, water and natural resources. It is important to acknowledge the negative impact that fire can have within First Nations communities as well as how fire has also been celebrated in as it is associated with warmth, energy and re-creation. Fire requires understanding and care as it can bring life and take it away. In First Nations culture fire is an element that can be a natural cleansing of mother earth and is necessary to provide regrowth of important ceremonial vegetation.

Many First Nations communities across Canada have their own or work in partnership with emergency response services that exist in their surrounding area. It is important that local the fire departments, paramedic services, and RCMP draw from First Nations communities' potential recruits that will help reflect the cultural diversity of the communities they serve. Throughout the program, there will be a chance for place-based learning through community interaction and outdoor learning. This is valuable in emphasizing a connection to others around the community and how our actions impact the land.

BIG IDEAS

Public Safety is an ongoing priority for First Responders	Personal growth fosters teamwork, and a sense of community	Protective Services occupations require physical conditioning and mental preparation	Basic technical and tactical skills demand practice and repetition	Setting learning and skill goals requires effort and proactive planning
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Learning Standards

Curricular Competencies	Content
Students are expected to do the following: Skill Development: Demonstrate personal safety in line with First Responder protocol Safely and properly use basic protective services tools and equipment Don, doff, inspect, maintain and use personal protective clothing (PPB) Communicate with other protective service personnel effectively Recognize different stages of fire development Recognize Building Construction and related fire behavior Select, use, care for, inspect and maintain portable fire extinguishers Ropes and Knots -Tie different types of knots and hitches Perform a structural search Rescue victims and remove them Perform forcible entry on doors, windows and breach walls and floors Select, carry, handle, place, raise, move and secure ground ladders Portable Fire Extinguishers Water supply; Fire hose, Appliances and Nozzles Deploy master stream devices Provide Emergency Medical Care for Fire Ground Operations Ambulance familiarization Train in Standard First Aid (CPR and AED included) Recognize the importance Suicide Alert signs Prepare emergency Heli Landing zone Obtain Food safe certification study the basics of Common LAW (RCMP) become familiar with Charter of Rights and Freedoms Rights upon arrest or detention Social and cultural Connections Demonstrate personal respect in school and community Healthy lifestyle Demonstrate Healthy self-care physical and emotionally by planning, setting and reflecting on personal goals Physical Conditioning and Mental Preparation: Demonstrate skills of resilience and perseverance Develop and participate in a physical fitness regimen Develop and exhibit healthy eating Develop and exhibit proper sleeping habits Develop, understand and participate in stress reducing activities	Students are expected to know the following: The basic information necessary to meet the job requirements of a Firefighter, Paramedic, or RCMP Standard First Aid requirements - skills for First Responders The importance and value of serving one's community How various First Responder agencies interact Important safety standards, regulations and initiatives for health and wellness on the job Risk Management for First Responders External and Internal communications Operate different nozzles and establish different fire stream patterns with various nozzle types The science of fire behavior, stages of fire development and related firefighting operations Structural search, victim removal, and firefighter survival Basic principles of forcible entry, forcible entry tools and breaching through doors, walls, windows, floors, fences and gates handling, carrying, placement, raising, moving, securing ground ladders as well as knowing how to climb, work from and help victims down a ladder tactical ventilation as well as the effect building systems have on ventilation Water supply system components, fire hydrants, alternative water supplies, and rural water supply operations Characteristics, inspection, care, and maintenance of fire hose Pre connected hose loads for attack lines, supply hose lays, Handling, advancing, operating and maintaining handline nozzles and hose lines Fire Control techniques Handle and prepare food safely- recognize unsafe practice patient needs with Standard First Aid Understand suicidal tendencies and signs Ambulance capabilities, supply, storage equipment The requirements for emergency helicopter landing Common Laws and Rights

Big Ideas – Elaborations

First, Responder safety is a priority in all protective services careers.

Personal respect and confidence is a key building block to foster a respectful society

First Responders encounter many challenges and physical and mental health must be sound to provide the best protection for society

Firefighting, paramedic, and police work is very physically demanding and involves numerous aerobic and anaerobic challenges. A few examples include working in extreme heat and smoke, working in confined spaces with limited vision or running after fleeing criminals

Setting Goals for understanding theory and technique in all protective service careers is essential to achieving the demands of the job

Curricular Competencies – Elaborations

Don and doff - The process of putting on and taking off personal protective equipment and/ or self-contained breathing apparatus

Stages of Fire Development - Incipient, growth, fully developed and decay stage of a fire

Building Construction - Varying Construction techniques will determine expected fire behavior and best course of action to suppress fire.

Ropes and Knots -Overhand safety knots, bowline, half hitch, clove hitch, handcuff (rescue), figure-eight, figure-eight bend, figure-eight on a bight, figure-eight follow through, becket bend, and water knot

Structural Search- Primary and secondary search methods as well as general, oriented, wide-area and thermal-imager search methods

Firefighter survival - Techniques for selecting a safe haven, remaining in place or escaping an immediately dangerous situation

Forcible Entry Tools - (Cutting) Axes, metal cutting devices, handsaws, power saws, (Prying) manual and hydraulic

Ground Ladders - Ladders demand strategic techniques to ensure safety when carrying, placing for use and utilizing to fight fire or rescue victims

Water Supply - understanding the use of Hydrants, pumps, alternative water supplies and sprinkler systems will explore at an introductory level

Emergency Medical Care - Infection control, patient assessment, CPR, bleeding control, shock management, spinal assessment

Ambulance Familiarity- Understanding the basic layout and function of the interior of an ambulance will provide a foundation for safety and use

Standard First Aid Certification - Students will be certified in basic first aid and if time and resources permit First Responder Certification

Suicide Alert- A basic introduction to recognize signs that indicate a need for crisis intervention

Helicopter Landing Zones- These landing zones are used for emergency patient transport quite frequently and students will develop skills to quickly assess potential landing zones as well as become familiar with required dimensions structural demands.

RCMP - Basic foundations include an introduction to Common Law, the Charter of Rights and Freedoms rights upon arrest and detention

Content – Elaborations

Job Requirements- studying the needed requirements will better inform students of potential careers and required preparations

Risk management - mitigating risk for First Responders is a huge priority that first and foremost is the responsibility of that First Responder

External and internal communications - Communication protocol is a foundation that must be consistent for effective communication

Fire Streams - Straight, solid, broken and fog streams

Ground Ladders - Single/straight, roof, folding, extension, combination and apparatus mounted

Fire Control Theory - Suppressing structure fires, supporting fire protection systems, and deploying master stream devices

Tactical Ventilation - ventilation is a critical tool for fighting structural fires and it must be done properly to be effective. If done incorrectly victim and firefighter safety is jeopardized.

Water supply - understanding water systems to maximize pressure and supply is a foundation for fighting fire effectively.

Recommended Instructional Components:

Direct instruction	Student led collaboration	Situation specific challenges and simulations
Group work	Guest speakers	Videos
Indirect instruction	Peer instruction	Step-by-step procedures
Teacher/ instructor modelling	Group/Individual presentations	Demonstration of skills
Project	Self-reflection	

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

Students will be required to complete certification tests in both theory and practice by professional certification granting bodies. Students will be assessed in regard to their knowledge in class through assignments and quizzes (knowing), their ability to perform tasks (doing), and applying the material they are learning through scenarios that will mimic the situations that firefighters, paramedics and RCMP will face on the job (understanding).

Throughout the program there will be ample verbal and written feedback given to students in the tasks they perform and the skills they are expected to learn. This will take place in the classroom and during practical aspects of the program where student's skills will be verified as they are attained in the ongoing fire practices they attend alongside paid-on-call fire instructors. There will be many opportunities for students to demonstrate their learning in the First Responder careers in many ways. Students will be given the opportunity to set goals and to be involved in shaping their own learning demonstrated through the challenges they are given and overcome using the skills they have acquired

Learning Resources:

Fundamentals of Fire Fighter Skills: Second Edition: Text

Fundamentals of Fire Fighter Skills: Second Edition: Instructor's Too/Kit CD-ROM

Fundamentals of Fire Fighter Skills: Second Edition: Instructor's Resource Manual CD-ROM

Fundamentals of Fire Fighter Skills: Second Edition: Skills and Drills DVD Series

IFSTA Essentials of Fire Fighting, 7th Edition

IFSTA Essentials of Fire Fighting, 7th Edition Exam Prep

IF STA Essentials of Firefighting, 7th Edition - Instructor's Resource Kit

SD22 Story of Our Ways

First Peoples Principles -<https://www.setbc.org/2018/07/classroom-technologies-and-first-peoples-principles-of-learning/>

Resources provided by certification bodies for Standard First Aid and RCMP

Moving to the following resource for future years:

IFSTA - Essentials of Fire Fighting - updates version, as published

All the above Firefighting materials endorsed by the International Association of Fire Chiefs--IAFC and The National Fire Protection Association-NFPA.

North Okanagan Fire Rescue Apparatus and Equipment

BC Forest Service S-100 Manual

Additional Information: This course is the first of a two-part First Responder Academy course progression offered in the Vernon School District.

YPSS 2A mirrors many aspects of the training that students would be expected to complete before being hired in a First Responder career with a Fire Department, Paramedic Service, or the RCMP.

In the full semester First Responder Academy, outside the curriculum of YPSS-2A, students would be enrolled in the other following 4 credit courses; YPSS-2B, Work Experience 12A, Physical and Health Education 12, and Career Life Connections 12. Students have the option of applying to the Jean Minguy Memorial RCMP Academy to receive an additional 4 credits for Work Experience 12B. The First Responder Academy has been scheduled to allow for participation in this weeklong Academy offered the first week in May. Students are encouraged to earn volunteer hours by working at Coldstream and Lavington Fire Halls, public education functions such as smoke alarm campaigns, charity fundraisers, Fire Safety Week activities, Kids' Day at the Fire Hall, Christmas Food drives, and other First Responder-related community events throughout the school year.

Students from our program will have unique connections to the First Responders at the Coldstream and Lavington Fire Rescue, the BC Wildfire Service, Paramedic Services, and the RCMP. Students will be engaging with the First Responder personnel and demonstrating their work ethic, problem solving skills, critical thinking skills, theoretical knowledge and practical skills developed throughout their participation in the Academy. These connections will enhance their job and career opportunities within these organizations and make them suitable candidates for acceptance by similar organizations and beyond.



BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Joe Rogers, Superintendent of Schools verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ☐ 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.

Course Name: Protective Services: Introduction to Firefighting, Paramedic, and RCMP

Grade: 12 TRAX Code: YPSS-2A
(e.g. YVPA) School

District Name and Number: School District No. 22 (Vernon)

Name of District Superintendent/Independent: Joe Rogers

Signature:

Date: December 18, 2019

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education, Ministry of Education

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

→ I declare that this BAA Course is approved by the Board/Authority or Executive Director.

Name of Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education:

Signature:

Date: Dec 18/2019

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the BC Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date: