



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

**Protective Services-Advanced Firefighting, Paramedic, and RCMP**

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

**Board/Authority Prerequisite(s):** Protective Services: Introduction to Firefighting, Paramedic, and RCMP

**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-2B is a semester course that builds upon the Big Ideas, Learning Standards, and Curricular Competencies of YPSS-2A. This course contains elements similar to programs that exist in other school districts such as; Kelowna, Abbotsford, Williams Lake and Vancouver. Students will receive certification for; S-100 Basic Fire Suppression through B.C. Wildfire Service, Air Brakes Theory and Pre-Trip Inspection through Okanagan College. Students will receive additional training for; Search Management, Avalanche Rescue Orientation

This course will be divided into four distinct units:

**Unit 1-** Structural Firefighting: The YPSS-2B course consists of theory and practical skills.

Part one will be a text-oriented classroom presentation which will include a review of firefighter personal protective equipment and SCBA, fire behavior and firefighting operations and new material such as on-scene communications, hazards related to building construction, use of and maintenance of generators and emergency on scene lighting equipment, rescue tools, vehicle extrication, technical rescue incidents, advanced tactical ventilation, hooking into fire hydrants, service testing fire hose, use of firefighting foam, coordinating fire ground operations, loss control including salvage and overhaul, fire origin and cause determination, fire alarm systems, and identification and mitigation of hazardous materials. Fire and Life Safety Initiatives/Education - Including Fire and Life Safety Presentations: Students would visit local schools or participate in presentations in the community and take a more active role in program development, delivery and presentation. Students would also work alongside Coldstream and Lavington Fire Rescue in learning about private dwelling fire safety and pre-incident planning surveys.

**Unit 2 -** Forestry Firefighting: Students will complete offsite BC Wildfire Service training where they will receive additional Wildland Firefighting Certification taught by BC Wildfire Service personnel.

**Unit 3 -** Paramedic Services- Students will continue into advanced skills and understanding into a variety of Paramedic services related areas including 'Resilient Minds' training, Emergency Management, Avalanche Rescue and Spotter Training.

**Unit 4 -** RCMP Services- As an extension from YPSS-2A, advanced training will expand into areas including scenario-based training, crisis intervention and de-escalation, police dog services demonstrations and strategies, and related career explorations.

**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-2B 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:**

The SD22 Story of Our Ways resource draws connections to traditional and modern day concepts that relate to fire prevention and respect, medical care and public safety. 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 fire departments and other emergency services 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 | Teamwork fosters personal growth, leadership and a sense of community | Demanding occupations require physical conditioning and mental preparation | Complex technical and tactical skills demand practice and repetition | Achieving our learning goals requires effort and perseverance |
|-----------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------|

## Learning Standards

| Curricular Competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><i>Students are expected to do the following:</i></b></p> <p>Demonstrate public safety protocol in 911 scenarios<br/> Safely and properly use advanced firefighter tools and equipment<br/> Self-contained breathing apparatus -Don, doff, inspect, maintain and use<br/> Communication skills to deal with Dispatch for fire, ambulance and RCMP service personnel effectively on the scene during an emergency response<br/> Start and operate a generator<br/> Ventilation- forced air and hydraulic<br/> Fire Suppression<br/> Fire attack lines and foam<br/> Observe and reflect upon the safe and proper use a variety of cutting tools in vehicle extrication scenarios<br/> Observe and reflect upon the safe and proper use stabilizing devices in vehicle extrication scenarios<br/> Observe and reflect upon the safe and proper use of a variety of lifting and pulling tools in vehicle extrication scenarios<br/> Confined Space Awareness<br/> Technical rescues<br/> Understand the importance of Gas Safety, Electrical safety, H2S Safety and protocol</p> | <p><b><i>Students are expected to know the following:</i></b></p> <p>On-Scene Communication protocol upon arriving, progress reports, requesting additional resources, emergency radio traffic and completing a personnel accountability report (PAR)</p> <p>The types of electric generators, lighting equipment and auxiliary electrical equipment used on the fire scene</p> <p>Use of generators and lighting equipment</p> <p>The different types of rescue tools used in the fire service</p> <p>How vehicle extrication is performed by firefighters</p> <p>Initial actions, and incident specific tasks in technical rescue</p> <p>Types of tactical ventilation</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Incident Management System/ BC Emergency Management System</p> <p>Connect to and operate a fire hydrant</p> <p>Understand fire ground operations</p> <p>Complete private dwelling fire safety surveys</p> <p>Prepare for and present fire and life safety presentations</p> <p>Hazmat/WHMIS - Obtain information about hazardous materials using an emergency response guidebook</p> <p>s-100 curriculum (LACES)- Lookout, Anchor Point, Communication, Escape, Safe Zones</p> <p>Wildfire types of fuel and fire ranking system</p> <p>Fire behavior in a variety of natural and manmade conditions</p> <p>Working on the fire line - chain of command, cutting fire guard</p> <p>Forestry pumps and water systems</p> <p>Assisting special rescues - Low Slope, confined space</p> <p>Firefighter Survivor</p> <p>Search Management</p> <p>Resilient Minds (Medical)</p> <p>Emergency Management BC (Medical)</p> <p>Avalanche Rescue Orientation (Medical)</p> <p>Spotter Training (Driver Obstacle avoidance) (Medical)</p> <p>Protection from Arbitrary Detention (RCMP)</p> <p>Scenario based training (RCMP)</p> <p>Crisis Intervention and De-escalation (RCMP)</p> | <p>How firefighting foam is generated and how to properly proportion and use foam concentrates</p> <p>Steps to mitigate gas and electrical hazards</p> <p>How to use Hydrant wrenches and operate a hydrant</p> <p>(understand water hammer concerns)</p> <p>The process of coordinating fire ground operations</p> <p>Types of evidence, recognizing important fire cause evidence, roles and responsibilities of responders and investigators in advanced origin, cause and arson</p> <p>About fire protection systems</p> <p>Types, routes of entry and properties of hazardous materials</p> <p>How to identify hazardous materials</p> <p>Steps in mitigating hazardous materials incidents</p> <p>How to use forestry fire suppression tools, hoses connectors, pumps</p> <p>How to assist and utilize varying techniques for technical rescue</p> <p>How to articulate the key aspects of firefighter survival in a variety of scenarios</p> <p>The key aspects of search management</p> <p>The four areas relevant to First Responder work trauma, psychological distress, trauma-informed responses and building resiliency, about Hazards, risks, vulnerability assessments and how to create Emergency Management Plans</p> <p>An overview of Avalanche Rescue and protocol</p> <p>Spotter training Protocol</p> <p>Article 9 on the International Covenant on Civil and Political Rights</p> <p>How to safely engage in a variety of scenario-based training situations</p> <p>How to set limits, stay calm, handle difficult situations and questions using Crisis Intervention and De-escalation techniques</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Big Ideas – Elaborations

Firefighters encounter many challenges in fighting fires such as identifying the source of fire, using appropriate suppression techniques and search and rescue of victims

Firefighting is very physically demanding work and involved hauling heavy equipment, ascending and descending on ground extension ladders and fire escapes, working in extreme heat and smoke and working in confined spaces with limited vision

### Curricular Competencies – Elaborations

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

**Cutting tools for vehicle extrication** - Include reciprocating, rotary, circular and whizzer saws as well as an air chisel

**Stabilizing tools for vehicle extrication** - Include hydraulic and non-hydraulic jacks, buttress tension systems, wheel chocks, and cribbing materials

**Lifting tools for vehicle extrication** - Include tripods and pneumatic lifting bags

**Pulling tools for vehicle extrication** - Include winches, come-alongs and chains

**Tools used in other activities** -Include pneumatic Nailers and impact tools

**Technical Rescue** - Rope rescue, structural collapse, confined space, vehicle rescue, water rescue, wilderness rescue, trench rescue, machinery rescue, elevator and escalator rescue, cave/mine/ tunnel rescue, and electrical rescue operations

**Technical Rescue Incidents (Initial Actions)**- Size up, communication of information, stabilize the situation, stabilize the victim and establish scene security

**Tactical Ventilation** - Vertical, horizontal and other types of ventilation situations in basement fires, windowless buildings and high-rise structures

**RIC/ RIT** -Rapid intervention Crew/ Rapid Intervention Team

### Content – Elaborations

**Class B Fire** - Flammable and combustible liquids

**Tactical Ventilation** - Vertical, horizontal and other types of ventilation situations in basement fires, windowless buildings and high rise structures

**Fire Protection Systems** - Fire alarm system components, types of alarm signaling systems, alarm-initiating devices, automatic sprinkler systems, standpipe and hose systems, and smoke management systems

**Vehicle Extrication** - Scene size-up, assessing needs, stabilizing vehicles, securing electrical systems, passenger safety systems, gaining access to victims, cutting posts, and displacing the dashboard in

**Fire Ground Operations** - Roles and responsibilities of arriving companies, RIT/RIC, and establishing command

**Foam Application Techniques**-Roll-On Method, Bank-Down Method, and Rain-Down Method

**Pre-incident Planning Surveys** -Recording information, maps, drawings and photographs

**Mitigating Hazardous Materials Incidents** - First Responder roles, priorities, management structure, emergency response, personal **protective** equipment, isolation, scene control, notification, protection, decontamination, spill control and confinement, recovery and termination

**Hazardous Materials Operations Protocol** - emergency decontamination, absorption, diking, damming, diversion, retention, dilution, and vapor dispersion

**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 assessed regarding 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 First Responders 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 second of a two-part First Responder Academy course progression offered in the Vernon School District.**

This program mirrors the training students would be expected to complete before being accepted into a First Responder career. For example, the Firefighter training and certification provides a head start for Firefighting programs at the College of the Rockies as well as many other Canadian training fire training institutions such as the Justice Institute of B.C., and Lakeland College in Vermillion, Alberta or various options in the United States as well. The Advanced Firefighting course as part of the First Responder Academy will have students learning advanced Firefighter Level II Skills as outlined in the NFP A 1001 and NFP A 4 72 Hazardous Awareness and Operations training.

In this full semester First Responder Academy and outside the curriculum of YPSS-2B, students would be enrolled in the following 4 credit courses; YPSS-2A, 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 12 B. 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 events throughout the school year. Following completion of the Academy, successful students who meet the age requirements may apply to be full recruits with local Fire Halls. Successful completion of YPSS-2B will enhance their subsequent training and significantly shorten the regular recruitment process. Younger, successful YPSS-2B students will be encouraged to continue regular, weekly practices at their neighborhood Fire Halls until they meet the local Fire Hall age requirements.

Students from our program will have unique personal 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 these 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: Advanced Firefighting, Paramedic, and RCMP

Grade: 12 TRAX Code: YPSS-2B  
(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: