

BOARD OF EDUCATION REGULAR PUBLIC MEETING AGENDA

School District No. 43 (Coquitlam)
Education Learning Centre

March 4, 2025
7:00 p.m.

*Our mission is to ensure quality learning
opportunities for all students of all ages*

ACKNOWLEDGEMENT OF TERRITORY

Craig Woods

Today We acknowledge we are on the ancestral unceded territory of the kʷikʷəłəm (Kwkwetlem First Nation). We thank the kʷikʷəłəm who continue to live on these lands and care for them, along with the waters, and all that is above and below. We acknowledge, with gratitude, this beautiful place where we live, work, play, and learn. All My Relations

A. ACCEPTANCE OF AGENDA

B. INTRODUCTIONS (CTA, CPVPA, CUPE 561, DPAC, SLC, DLT)

C. DELEGATIONS / PRESENTATIONS

D. EDUCATION

E. APPROVAL OF CONSENT AGENDA (7:10 pm)

- a) Approval of February 11, 2025 Regular Board Meeting Minutes
- b) Approval of February 18, 2025 Special Regular Board Meeting Minutes
- c) Trustee Calendar Planning Report for Information (Page 3)
- d) Trustee Reports for Information (Pages 4-6)

F. RESPONSE TO PREVIOUS DELEGATIONS

G. DISTRICT STAFF REPORTS (7:15pm)

a. Superintendent

- i) News & Events
(Pages 7-11)

Nadine Tambellini
(10 minutes)

- ii) Superintendent's Update
(Verbal)

Nadine Tambellini
(10 minutes)

- iii) Tech Twenty
(Page 12)

Stephen Whiffin
(Presentation: 10 minutes/
Questions: 10 minutes)

H. UNFINISHED BUSINESS

I. QUESTION PERIOD (7:55 pm) (10 minutes)
(For questions that relate to agenda items only)

- a) Trustees
- b) Gallery

J. NEW BUSINESS (8:05 pm)

- a) Board/Authority Authorized Courses
(Pages 13-37) Craig Mah
(10 minutes: Presentation/
10 minutes: Questions)
- b) 2025/2026 Student Enrolment Projections
(Pages 38-40) Anthony Ciolfitto
(10 minutes)
- c) 2026/27 Eligible School Sites Proposal
(Pages 41-44) Nita Miki
(10 minutes)

K. NOTICES OF MOTION

L. ITEMS OF TRUSTEE BUSINESS

M. QUESTION PERIOD (8:45 pm) (10 minutes)
(For questions that relate to agenda items only)

- a) Trustees
- b) Gallery

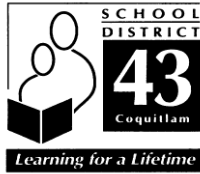
N. ADJOURNMENT (8:55 pm)

ANNOUNCEMENT

Next Public Board Meeting: April 15, 2025 – 7:00 p.m.

Location: Education Learning Centre - Board Room

Contacts regarding agenda items: Michael Thomas, Chair – 604-939-9201
Randy Manhas, Secretary-Treasurer/CFO – 604-939-9201
Nicole Schenato, Executive Assistant – 604-939-9201

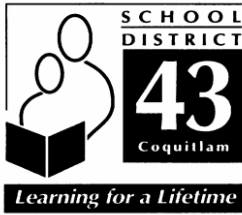


BOARD OF EDUCATION

Calendar Planning

March 4, 2025

MARCH 2025			
4	Board Meeting	ELC, Board Room	7:00pm
6	BCSTA Meeting of Board Chairs	TBD	TBD
11	Swearing In Ceremony	ELC, Board Room	5:00pm
17-28	Spring Break		
APRIL 2025			
8	Finance and Audit Committee Meeting	ELC, Board Room	4:00pm
15	Board Meeting	ELC, Board Room	7:00pm
22	Board Meeting (Special)	ELC, Board Room	6:30pm
24-26	BCSTA AGM	Westin Bayshore, Vancouver	All Day
29	Board Meeting	ELC, Board Room	7:00pm
MAY 2025			
6	Finance and Audit Committee Meeting	ELC, Board Room	4:00pm
13	Board Meeting	ELC, Board Room	7:00pm
JUNE 2025			
10	Finance and Audit Committee Meeting	ELC, Board Room	4:00pm
17	Board Meeting	ELC, Board Room	7:00pm



BOARD OF EDUCATION

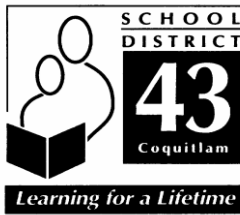
TRUSTEE REPORT

March 4, 2025

Vice Chair Craig Woods participated in the following activities, events and meetings:

- Jan 7, 2025 – Agenda Setting meeting
- Jan 7, 2025 - Special In Camera meeting
- Jan 14, 2025 – In Camera meeting
- Jan 14, 2025 – In Service meeting
- Jan 14, 2025 – Public Board meeting
- Jan 14, 2025 – Special In Camera meeting
- Jan 15, 2025 – Partner Group Budget Consultation with CUPE
- Jan 15, 2025 – Partner Group Budget Consultation with DPAC
- Jan 16, 2025 – BCSTA Board Chair Call
- Jan 20, 2025 – Partner Group Budget Consultation with CPVPA
- Jan 20, 2025 – Special In Camera meeting
- Jan 23, 2025 – BCSTA Metro Branch meeting
- Jan 28, 2025 – Partner Group Budget Consultation with CTA
- Jan 29, 2025 – DPAC General meeting
- Feb 1, 2025 – BCSTA Professional Learning Committee meeting
- Feb 4, 2025 – Agenda Setting meeting
- Feb 4, 2025 – Scott Creek classroom addition visit with Minister Ma and Minister Beare
- Feb 4, 2025 – Finance and Audit Committee meeting
- Feb 11, 2025 – In Camera meeting

- Feb 11, 2025 – In Service meeting
- Feb 11, 2025 – Public Board meeting
- Feb14, 2025 – Centennial production of Grease the Musical
- Feb 18, 2025 – In Camera meeting
- Feb 18, 2025 - Special Public Board meeting
- Feb 20, 2025 – BCSTA Metro Branch meeting
- Feb 22, 2025 – Gleneagle Jazz Gala
- Feb 25, 2025 – Agenda Setting meeting
- Feb 26, 2025 – DPAC General meeting
- Feb 27, 2025 – BCSTA Professional Learning Committee meeting



BOARD OF EDUCATION BCSTA ITEMS OF BUSINESS DPAC

Vice Chair Craig Woods presents the following report for information:

DPAC General Meeting Wednesday, Feb 26, 2025 – 7:00pm

- ✧ DPAC Vice President Jamie Manchester chaired the meeting and began by welcoming guests
- ✧ The District report was provided by Superintendent, Nadine Tambellini and included:
 - The importance of pink shirt day
 - A review of Assistant Superintendent portfolios
 - An overview of the budget process, and both the public and partner group consultations held to date
 - the introduction of newly appointed Assistant Superintendent Jeremy Clarke (in attendance)
- ✧ Open Forum discussion was held for parents to bring forth questions and share best practices, topics discussed included:
 - building relationships between a PAC and school Administrators
 - dangerous drivers in school zones
 - PAC and DPAC recruitment & retention
 - increasing parent representation at PAC meetings
 - PAC events and activities to support diversity
- ✧ New business and DPAC Executive updates included the following:
 - All DPAC positions are open, please inquire with any interest



1. On February 23, the Riverside Rapids defeated GW Graham Secondary School 57-47 during the 43rd Annual Junior Girls Basketball Provincial Invitational Tournament Championship. With a roaring crowd behind them, the Rapids tied the game at halftime (35-35) and finished with a powerful fourth-quarter push.

Coach Desha Puri shared, "I'm so proud of our girls' resilience in the finals. After falling behind, they stayed positive and never lost hope. They took it one possession at a time. All of their hard work and countless hours of training this year paid off. The gym was packed, and Riverside showed up with tons of fans and support. The building was electric!"

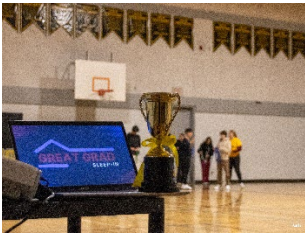
Congratulations to the tournament's Most Valuable Player, Francesca Salonga, and First Team All-Stars, Caitlin Moore and Henna Virk!



2. An integral part of the French Immersion Program is providing cultural activities that allow students the opportunity to learn French culture and interact in the French language.

This year, following the fall launch of the District's Core French elementary and middle school programs, Core French students participated in a district-wide tour by the Maple Man (La Grande Coulée). Students enjoyed traditional French Québécois music and dance and learned about making traditional maple syrup. Students were treated with authentic maple taffy and stories about the sugar shack (cabane à sucre).

The Maple Man also visited all 10 French Immersion Elementary Schools and all 15 of our Middle Schools. C'était fantastique!



3. Gleneagle Secondary School's Grad Class of 2025 hosted the Great Grad Sleep-In from January 31 to February 1, raising nearly \$4,000 to support Covenant House Vancouver.

Throughout the night, students played classic childhood games, watched movies, made balloon animals, posed in a photo booth, got their faces painted, competed in team challenges, and enjoyed delicious food. Beyond the fun, they also learned about youth homelessness and how to support teens in need.

This event was a huge success thanks to the dedication of students, volunteers, teachers, sponsors, Gleneagle's administration and custodial team, and Pauline Correa from Covenant House Vancouver. Congratulations to the Gleneagle community for demonstrating leadership, compassion, and a commitment to social change!



4. February was Black History Month, and schools across SD43 celebrated the many achievements of Black Canadians who continue to shape Canada's cultural, economic, political, and social success.

Many schools hosted assemblies and prepared Black History Month displays in libraries and foyers, offering students opportunities to learn more about Black history and culture. Students were also encouraged to engage in conversations about the impact of racism and the importance of equity, respect, and inclusion for all members of the community.

Highlights of Black History Month school events included:

- Centennial Secondary School's Black History Month Club organized an assembly celebrating Black artists and creatives, with a focus on hair, food, entertainment, and music. Students also welcomed guest speaker Mr. Morrison, a talented stunt double actor who shared his journey of overcoming challenges as a youth and achieving success through focus and hard work.
- Centennial Secondary School students organized a Jamaican Patty workshop led by Vice-Principal Ms. Nembhard and her mother, Mrs. Mavis Nembhard, where participants learned about Jamaican culture and made traditional patties.

- A hair workshop was also held, where student entrepreneurs Flourish (Port Moody Secondary) and Anelka (Terry Fox Secondary) taught their peers about the cultural significance of specific hairstyles in Black communities.
- Pinetree Secondary hosted its first Speaker Series (Feb 21-27), where students engaged with professionals from diverse backgrounds who shared their career journeys, experiences, and insights on navigating the working world. Among the invited speakers were Denise Nembhard (Port Moody Secondary Vice-Principal) and Larry Ryan (Seaview Elementary Principal), who provided valuable perspectives on leadership and education within SD43.

5. February 26 was Pink Shirt Day and the Board of Education proudly wears pink and stands together with the SD43 community in all efforts to erase bullying.

This year's theme, "Let Kindness Grow," reminds us that even the smallest acts of empathy and inclusion help nurture a sense of belonging —at school, at work, and in our communities.



Inspired by a movement that began in 2007, Pink Shirt Day has become a powerful symbol of respect, inclusion, and standing up for others. While the day itself is marked once a year, the message it carries continues throughout the school year—kindness is something we cultivate daily.

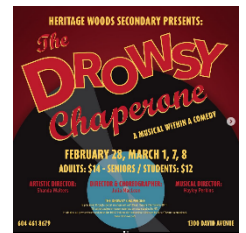
6. Gleneagle Secondary's ConX Leadership group will be hosting a second round of Talons Tutoring, a free and accessible after-school program for students in grades 4-8 across the SD43 district. In addition to offering support in core subjects such as Math, English, Science, and Social Studies, the group will offer: Music and Foreign Languages, allowing students to enhance both their academic and artistic skills.

Tutoring sessions will take place at Gleneagle Secondary School from 4:00 to 5:15 pm from March 11th to May 16th.



7. Heritage Woods Theatre presents The Drowsy Chaperone, a hilarious musical comedy that parodies the Golden Age of Broadway. This Tony Award-winning production is directed and choreographed by Julia MacLean, with artistic direction by Shanda Walters. Hayley Perkins leads the musical elements as Music Director, while Olivia Niese oversees the technical aspects as Technical Director. Show dates are February 28, March 1, 7, and 8. Purchase tickets here:

<https://www.brownpapertickets.com/event/6504941>





8. On February 19th, Kwayhquitlum Middle School held a ceremony where the Kwikwetlem First Nation (KFN) presented the school with a flag—a meaningful gift symbolizing recognition, respect, and the strengthening of relationships between the school and the Indigenous community.

The ceremony was led by Nancy Joe (KLN representative), Kristina Joe (KFN member), and Jon Peters (KFN member and councillor), who performed a traditional flag blessing ceremony. Three witnesses—Principal Ms. Sviatko and two Kwayhquitlum students—were also called forward and gifted blankets before the flag was officially blessed with cedar.

The ceremony featured inspiring speeches from Kristina Joe and Jon Peters, who spoke about the flag's deep significance. Kristina also shared a powerful song she wrote for the ceremony. The event began and ended with powerful drum performances led by Ms. Ledoux's Kway drummers, with many students joining in to keep the rhythm of the final song. Special guests, including two RCMP officers, were also in attendance.

This was a historic and significant moment for Kwayhquitlum Middle School. Receiving this flag is more than a symbolic gesture—it is a commitment to truth and reconciliation and a reminder that the school stands on the traditional lands of the Kwikwetlem First Nation. By displaying this flag, Kwayhquitlum Middle honours the original stewards of the land and fosters deeper connections with Indigenous communities.

9. Congratulations to the Nestor Elementary School community for making a difference!

After learning about adaptive sports during a school assembly, students were inspired to support the athletes who play them. Their enthusiasm turned into action, raising \$420 for the Invictus Games Foundation and \$420 for BC Blind Sports—a testament to their commitment to inclusivity and community support.



This initiative began when Ms. Loss introduced the Invictus Games—an international multi-sport event for wounded, injured, and sick service personnel and veterans—to the school community and her colleagues. Moved by the powerful stories of resilience, she reached out to BC Blind Sports, who later visited the school to introduce students to sit-down volleyball, giving them firsthand experience with adaptive sports.

To show their support, students participated in Jersey Day on February 7, proudly wearing their favourite team jerseys and bringing in donations. But the excitement didn't end there! A group of students were invited to



Superintendent's News & Events Report to the Board

Regular Board Meeting of March 4, 2025

Learning for a Lifetime

Serving the communities of Anmore, Belcarra, Coquitlam, Port Coquitlam and Port Moody

personally deliver the donation and attend the Invictus Games opening ceremony, making this an unforgettable experience.

10. Continuing Education is pleased to offer students from Kindergarten to Grade 12 the opportunity to enhance their learning, explore new subject areas and earn course credits. Learn more about the registration and eligibility process here:

<https://ow.ly/PRQQ50UCj6C>

Registration Opening Dates:

- Elementary Skill Building – March 4th at 6:00 am
- Middle Skill Building – March 7th at 6:00 am
- Secondary School – March 7th at 6:00 am

11. SD43 invites parents/caregivers of children ages three to five years old to Ready, Set, Learn, an early learning initiative sponsored by the Ministry of Education beginning this March and April. Families will have the opportunity to participate in a drumming circle, storytelling and other fun early learning activities as well as meet with early childhood experts and community agencies. Register today: <https://ow.ly/kTcF50V2gQi>

Upcoming Events

- February 28, March 1, 7, 8 – The Drowsy Chaperone Musical at Heritage Woods Secondary School
- March 8 – International Women's Day
- March 17 – 28 – Spring Break
- March 21 – International Day for Elimination of Racial Discrimination
- April 10 – Jill of All Trades Event with BCIT (open to Grades 9 – 12)
- April 15 – 17 – Indigenous Students in Trades Sampler
- April 30, May 1, 2, 7, 8, and 9 – Mean Girls at Gleneagle Secondary School

2025 Registration Dates

Elementary:
Tues, March 4th 6:00 am

Middle & Secondary Skill Building:
Fri, March 7th 6:00 am

High School Credit:
Tues, May 6th 6:00 am



WWW.SD43SUMMERLEARNING.CA
Phone 604-936-4261

READY, SET, LEARN
IN SD 43!

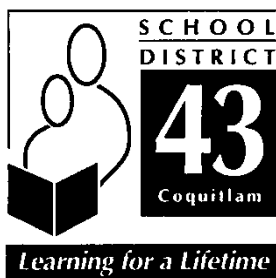
Come and connect with others in your community!
Families will have an opportunity to participate in a drumming circle, storytelling and other fun early learning activities and meet early childhood experts and local community agencies.

All sessions: 9:30am - 11:30am

March 12: Cedar Drive Elementary
April 15: Roy Stubbs Elementary
April 22: Kilmer Elementary
April 23: Aspenwood Elementary
April 29: Irvine Elementary

ALL EVENTS ARE FREE TO ATTEND.

For more information, visit www.sd43.bc.ca/ready-set-learn or call 604-936-4261.



School District No. 43 (Coquitlam)

MEMORANDUM

TO: Nadine Tambellini, Superintendent

DATE: March 4, 2025

FROM: Stephen Whiffin
Assistant Superintendent

SUBJECT: Tech Twenty Board Presentation

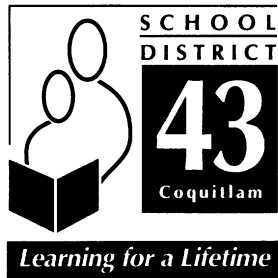
Action:

Receive information on SD43 STEAM and Technology initiatives

Background:

Through Tech Twenty presentations, District staff endeavor to provide the board with ongoing information about the application of technology and STEAM education in support of our Direction 2025 goals. This presentation is one of a series of regular updates on progress with respect to the district's technology and STEAM activities.

This presentation will provide the board with information on current STEAM Team activities and how they are contributing to STEAM related learning opportunities in schools across the district. In particular, we will share how the STEAM Support Teachers are working with staff in school to develop technical capacities and learn to engage in cross-curricular instruction through technology and STEAM. Staff from Parkland Elementary will share how their work with the STEAM Support Team has helped them support cross-curricular student learning through STEAM activities.



School District No. 43 (Coquitlam)

MEMORANDUM

TO: Nadine Tambellini, Superintendent of Schools

FROM: Paul McNaughton, Assistant Superintendent
Craig Mah, District Principal of School Services and Special Projects (Programs of Choice)

DATE: March 4, 2025

RE: **Board/Authority Authorized (BAA) Course Approvals**

A motion to approve two Board/Authority Authorized Courses is requested

Two Board/Authority Authorized Courses (BAA) will be presented for approval:

Applications of Learning 11
Digital Technology Leadership 11

Applications of Learning 11 course is designed for high school students in grades 11 and 12 with learning differences or academic challenges who benefit from structured, explicit instruction to become more independent, self-aware learners. It is taught in a Learning Centre environment that combines direct and indirect instruction with daily support for coursework. Teachers provide differentiated instruction and use technology to meet individual learning needs in a flexible, supportive setting. **This course emphasizes the development of cross-curricular skills and strategies, fostering personal growth and self-awareness. Students explore their learner profiles, build responsibility, and develop agency in their learning journey. They apply skills across their classroom environments, making their learning in the Learning Centre relevant and transferable.** *Applications of Learning 11* is not for all students receiving learning support, but for those who benefit from having their learning measured against recognized standards and outcomes. It is ideal for students with complex learning profiles, including those with learning differences or difficulties, who need additional support to develop as autonomous, self-regulated learners.

Digital Technology Leadership 11 provides an opportunity for students passionate about technology and supporting students and staff to contribute to their school and wider community. With the growth in use of technology in classrooms, it is important to have student leaders to lead by example what “good” use of technology is. This course provides an environment for students to extend their learning on digital citizenship, footprint, literacy, communication, privacy, and balance and share this knowledge with the community in creative ways. The primary goal of this course is to develop students' personal leadership skills within the context of technology. **By the end of the course, students should be able to continue building an authentic leadership philosophy influenced by core values and beliefs, broaden leadership-based decision-making skills, and focus on service to the school community.** The rationale behind this course is to prepare students for leadership roles in the rapidly evolving tech industry. This course aims to foster critical thinking, enhance problem-solving abilities, and promote a deeper understanding of leadership principles and practices.

The BAA courses will be presented by Paul McNaughton, Assistant Superintendent, Craig Mah, District Principal of School Services and Special Projects, and teachers Kristina Badley (Port Moody Secondary), Jaqui Tapia (Terry Fox Secondary), Elizabeth Kim and Luke Modder (Heritage Woods Secondary).



Board/Authority Authorized

Course: Applications of Learning 11

School District/Independent School Authority Name: Coquitlam School District	School District/Independent School Authority Number (e.g., SD43, Authority #432): SD43
Developed by: Kristina Badley Jacqui Tapia	Date Developed: February 7, 2025
School Name: Port Moody Secondary Terry Fox Secondary	Principal's Name: Jeremy Clarke/Andrew Lloyd Dave Starr
Superintendent Approval Date (for School Districts only): March 4, 2025	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: March 4, 2025	Board/Authority Chair Signature:
Course Name: Applications of Learning 11	Grade Level of Course and Course Code (To Be Added by Learning Services): 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite:

Students who are enrolled in the Learning Centre have been identified as needing additional support beyond what is provided in a regular classroom. This may be due to diverse abilities that have met Ministry of Education and Child Care criteria for Inclusive Education services. Students may not be identified in this way but would benefit from the atmosphere and supportive environment of a Learning Centre.

. Appropriate for students in grades 11-12. Flexible model, student may earn the credit until grade 12

Training, Facilities or Equipment Required:

Staff should be familiar with the Ministry of Education and Child Care, BC Ministry of Education secondary school curriculum, and trained in Inclusive Education Services and/or have several years of experience working with students experiencing barriers to their learning. Training in the use of assistive technology to support learning is also recommended.

Course Synopsis:

- **Goals and Rationale:**

Course Synopsis:

The *Applications of Learning 11* course promotes a hands-on, reflective approach to learning, encouraging students to take ownership of their educational journey and demonstrate their understanding and skills in meaningful ways. Through both direct and indirect instruction in the Learning Centre, students will explore key concepts from the curriculum, developing strategies to enhance their success in school and beyond. They will also have opportunities to apply these strategies while completing classwork, with support from Learning Support Teachers.

In addition, students will cultivate self-awareness by developing a personalized learner profile, identifying their strengths and areas for growth. This understanding will help them build a "toolbox" of learning strategies they can apply across various contexts, using critical thinking and decision-making skills to choose the most effective approaches.

Students will engage in a range of activities, including quizzes, self-reflections, self-assessments, and classroom teacher assessments, all designed to collect evidence of learning and foster continuous improvement. Ongoing reflection will allow students to track their progress, enhancing their ability to advocate for their needs and become independent learners.

Rationale:

The *Applications of Learning 11* course is designed for high school students in grades 11 and 12 with learning differences or academic challenges who benefit from structured, explicit instruction to become more independent, self-aware learners. It is taught in a Learning Centre environment that combines direct and indirect instruction with daily support for coursework. Teachers provide differentiated instruction and use technology to meet individual learning needs in a flexible, supportive setting.

This course emphasizes the development of cross-curricular skills and strategies, fostering personal growth and self-awareness. Students explore their learner profiles, build responsibility, and develop agency in their learning journey. They apply skills across their classroom environments, making their learning in the Learning Centre relevant and transferable.

Applications of Learning 11 is not for all students receiving learning support, but for those who benefit from having their learning measured against recognized standards and outcomes. It is ideal for students with complex learning profiles, including those with learning differences or difficulties, who need additional support to develop as autonomous, self-regulated learners.

This course provides structure and assessment necessary for students through a gradual release model where they practice, apply, and reflect on strategies they are implementing. The reflection/feedback cycle will have them in regular conversation with Learning Support Teachers and regular classroom teachers to assess self-implementation of strategies.

Indigenous Worldviews and Perspectives:

Guiding Questions:

- How are First Peoples Principles of Learning embedded across the course?
- How will you authentically include voice?
- How will the course start locally?

Learning ultimately supports the well-being of the self, family, community, land, spirits, and ancestors.

Learning is also holistic, reflexive, reflective, experiential, and relational.

This course promotes community-based learning by creating opportunities for students to connect meaningfully with themselves and others, while engaging in rational, real-life experiences. The First Peoples Principles of Learning are embedded in the curriculum, placing students at the center of their learning journey. Through these experiences, students will explore their identities and develop the competencies needed to actively contribute to their communities and beyond.

Self-Advocacy and Community Contribution:

This course builds students' capacity to be self-advocates and active, contributing members of their communities. It emphasizes the importance of recognizing the **consequences of one's actions**, helping students take responsibility for their behavior and understand its impact on themselves and others.

Patience and Time

Learning requires patience and time. *Applications 11* encourages students to understand that everyone learns at their own pace and that being patient with themselves is essential when grasping new concepts and ideas.

Memory and Identity Exploration

- **Learning is embedded in memory, history, and story.** *Applications 11* includes activities designed to strengthen and reinforce students' learning through opportunities to share their stories, their voices, and to listen and connect to others. The course also fosters **exploration of one's identity**, encouraging students to understand their learning styles, strengths, areas for growth, and other relevant skills. Through this process, students gain greater self-awareness and build the foundation for lifelong learning.

COURSE NAME: Applications of Learning

GRADE: 11

BIG IDEAS

Developing personal learning profiles enables learners to understand effective strategies for their learning needs

Self-awareness allows decision-making for choosing learning strategies that can be used cross-curricular for greater academic and personal success

Practical application of skills and strategies reinforce learning and an understanding of how to effectively transfer learning strategies to different contexts.

Self-improvement is possible through assessment, feedback, and reflection and can lead to improved student success in school and in life



LEARNING STANDARDS

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Self-awareness and Positive Learner Identity • describe Howard Gardner's theory of Multiple Intelligences • identify their personal multiple intelligences profile • describe how their profile impacts their learning strengths, preferences and stretches (exploration of one's identity) • evaluate their classroom settings and discuss how they can maximize their learning in knowing their MI profile • describe the learning modalities (auditory, visual, kinesthetic)	<i>Students are expected to know the following:</i> Self-Awareness and Positive Learner Identity • Learning modality assessments – e.g. Howard Gardner's theory of Multiple Intelligences • Methods for identifying personal strengths and challenges (exploration of one's identity) • Goal-setting strategies • Strategies to adjust learning environments for personal success.(learning is holistic, reflexive, reflective experiential and relational) • Different learning modalities and their characteristics.

• identify their learning modalities preferences • analyze their learning and identify evidence that supports their learning modalities preferences across their classroom settings and time (learning requires patience and time) • evaluate their classroom settings and identify how they can maximize their learning by utilizing their preferred learning modalities • describe their learning style preferences (right brain, left brain etc.) • describe elements of various personality, personal needs type indicators from the list below (others may be included) • identify possible personality/group dynamic preferences working with a selection of theories from below • analyze various classroom settings for evidence of their preferences, strengths and challenges in the context of some of their preferences • synthesize the learning and personality preferences into an overall personal learning profile in the context of a variety of classroom settings • Personal profile creation based on a combination of learning preferences (visual, auditory, kinesthetic), personality traits (e.g., introversion vs. extroversion), and needs-based indicators (e.g., Maslow's hierarchy of needs). Application of this profile to real classroom scenarios to develop individualized strategies for learning and interaction (exploration of one's identity). • Reflection exercises where students analyze different classroom activities and environments to identify how their personality traits, strengths, and challenges manifest. Comparison of preferences in solo vs. group settings, structured vs. unstructured activities (learning is holistic, reflexive, reflective experiential and relational) Learning Strategies and Skills • Identify and apply relevant strategies for goal setting (Learning ultimately supports the well-being of the self)	• Examples of how auditory, visual, and kinesthetic learning manifest in classroom settings. • Learning modality assessments to identify personal preferences (e.g., visual learner vs. auditory learner). (learning is holistic, reflexive, reflective experiential and relational) • Use of data (e.g., grades, feedback) to support learning modality preferences • Strategies for optimizing the classroom environment to cater to individual learning preferences. • Techniques for actively applying preferred learning modalities in various classroom settings. • Brain dominance theory (right brain vs. left brain) and how it relates to learning preferences. • Personality and needs-type indicators (e.g., Myers-Briggs, Enneagram, StrengthsFinder) and influences on learning, behavior, and interactions in classroom settings (recognizing the consequence of one's actions and exploration of one's identity) • Key personality and group dynamic theories (e.g., Myers-Briggs Type Indicator, DISC, Five Factor Model) and potential impacts on group work, communication, and collaboration.
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- Identify and apply relevant time management skills and strategies for studying and planning large, or long-term, projects (learning is holistic, reflexive, reflective experiential and relational)
- Describe 2-3 test preparation and test taking strategies appropriate to learning profile
- Evaluate appropriate test preparation and test taking strategies for various contexts and content (learning is embedded in memory)
- Application of stress-management techniques to manage anxiety related to learning and assessment
- Understand and apply memory aids for learning
- Apply organizational skills to prioritize learning (Learning requires patience and time)
- Describe and identify various graphic organizers and discuss their typical uses – “T” charts, Venn diagrams, flow charts etc.
- Use graphic organizers for various tasks: including but not limited to – “T” charts, Venn diagrams , flow charts, etc.
- Describe the reading fluency log tool and discuss why and when it is used
- Use a fluency log to demonstrate and reflect upon understanding when “reading to learn”
- Demonstrate the ability to use varied note taking formats effectively
- Identify main ideas and key points for the purpose of notetaking and summarizing for understanding
- Describe the writing process as one approach to organizing thinking and writing effectively
- Demonstrate various approaches to writing for the purpose of the task – summarizing, narrative, expository, demonstrating comprehension, in a virtual environment
- Describe key strategies for learning academic vocabulary (learning is embedded in memory, history, and story)

Learning Strategies and Skills

- Various goal setting strategies- S.M.A.R.T Goals, Time Boxing, etc (Learning requires patience and time)
- Time management skills and strategies (Learning requires patience and time)
- Organizational skills and prioritizing learning methods
- Graphic organizers – “T” charts, Venn diagrams, flow charts, "Get Ready, Do, Done" chart, etc.
- Study skills and test-taking strategies (Learning is embedded in memory, history, and story)
- Stress and anxiety management techniques
- Varied memory aids and uses
- Fluency log formatting and purpose
- Note-taking and summarizing formats and strategies- Cornell Notes, Two-column notes, Mind Maps, SQ3R, etc
- Writing approaches relevant to specific audiences and purposes - summarizing, narrative, expository, descriptive
- Academic language building strategies- Frayer model, context clues, flashcards, digital resources, etc.
- Assistive technology tools and their uses- laptops, tablets, calculator, spellcheck, speech-to-text/text-to-speech, Kurzweil...

- Discuss the need for learning subject specific vocabulary
- Identify and use various assistive technology tools to assist learning and which support a personal learning profile
- Demonstrate the ability to work with others to learn (Learning ultimately supports the well being of the self and community)
- Support others in learning through group and partner work (Learning ultimately supports the well being of the self and community)

Critical Thinking and Decision-making

- identify the learning intentions and success criteria for various learning activities
- demonstrate appropriate organizational skills, prioritization for learning activity (is it an essential task, or a building block task)
- describe possible challenges and barriers to their success in a learning activity given their learning profile and preference (learning requires exploration of one's identity)
- develop a plan for completing learning activities reflective of profile and preferences• discuss plan for completing target with appropriate school personnel
- Role-playing or meetings with school personnel to discuss individual plans. Use of feedback loops to ensure alignment with educator expectations and resources.
- advocate with appropriate school personnel for any necessary adaptations based upon learning profile and preferences evidence
- evaluate and reflect upon effectiveness of plan in completing learning activity throughout (learning is holistic, reflexive, reflective experiential and relational)

Critical Thinking and Decision-making

- Course curricular competencies.
- Tools for time management and task prioritization (e.g., to-do lists, task breakdown). Strategies for distinguishing between essential and foundational tasks.
- Reflective practices connected to personal learning profiles (e.g., sensory preferences, personality traits) and how these affect task completion. (Learning is holistic, reflexive, reflective experiential and relational)
- Action plan templates
- Techniques for self-advocacy, including how to request modifications or supports based on individual needs (e.g., extra time, alternative resources).
- Varied self-assessment tools (e.g., journals, check-ins) to evaluate progress. (recognizing the consequences of one's actions)
- Constructive feedback purpose and uses
- Transferable skills
- Project planning templates and strategies (e.g., Gantt charts, milestones) to break down large tasks into manageable parts and pace long-term projects for success (learning is holistic, reflexive, reflective experiential and relational)

- demonstrate the ability to accept and respond to feedback for learning from school personnel (recognizing the consequences of one's actions)
- organize necessary skills and strategies into a plan when completing large or long-term projects

Assessment and Evaluation for Growth

- describe the difference between formative and summative assessment for learning
- Understand that assessment is “for” learning, “as” learning, and “of” learning (learning is holistic, reflexive, reflective experiential and relational)
- describe the purpose of a rubric or assignment criteria
- understand and clarify criteria needed to successfully meet learning objectives
- evaluate learning against criteria, rubrics and exemplars to effectively self-assess and provide descriptive feedback to peers
- Conference with school personnel to evaluate learning
- advocate for self with classroom teachers to gain clarity on teacher expectations for assignments
- describe the purpose of using a learning journal or reflection log as a tool for demonstrating metacognition – learning about learning (learning is holistic, reflexive, reflective experiential and relational)
- describe the role and format of portfolio assessment
- evaluate work as evidence of learning toward course outcomes with exemplars in a portfolio (learning requires patience and time)

Assessment and Evaluation for Growth

- Formative and summative assessment practices
- Self-assessment strategies that support reflection and evaluation of learning against criteria, rubrics and exemplars (learning is holistic, reflexive, reflective experiential and relational)
- Purpose and format of rubrics
- Use of criteria to evaluate learning
- Self-evaluation and metacognitive skills (learning is holistic, reflexive, reflective experiential and relational & recognizing the consequences for ones actions)
- Frameworks for comparing and contrasting assignment criteria with student work samples
- Self-advocacy skills
- Conferencing skills
- Use of learning journals or reflection logs as a tool for demonstrating metacognition – learning about learning (learning is holistic, reflexive, reflective experiential and relational)
- Role and format of portfolio assessment (learning requires patience and time)

Big Ideas – Elaborations

Learning profiles- A learner profile describes the ways in which a student learns best. A detailed learner profile includes information on student interests, personality, learning preferences and styles. It also might include information on student learning strengths, stretches, needs and types of support that have been successful in the past. It helps students develop a self-awareness of themselves as a learner and for teachers an understanding of how best to support and differentiate in the classroom to better support the learning needs of students.

Self-awareness - Self-awareness refers to the ability of students to recognize and understand their own emotions, strengths, challenges, values, and motivations. Through reflection and developing awareness, students are better able to grow their capacity for personal growth, resilience, and academic success, ultimately leading to more meaningful and fulfilling experiences both in and out of the classroom.

Learning strategies - are instructional strategies that have been developed to assist learners experiencing learning difficulties. Learning strategy instruction focuses on making students more active learners by teaching them how to learn and how to effectively use what has been learned.

Cross-curricular- across disciplines and subjects

Practical application - The process of using learned knowledge and skills in various classroom settings and in real-world situations.

Self-improvement- individual growth and development through the acquisition of knowledge, skills, and behaviours beneficial as a learner

Assessment- the process of evaluating student learning, skills, and understanding through various methods, such as tests, projects, and presentations, to inform instruction and measure how well a student is achieving the curriculum expectations in a grade or course.

Feedback - the process of receiving information from teachers, peers, or self-reflection that helps students understand their strengths and stretches, identify areas for improvement, and adjust their learning strategies accordingly.

Reflection- the intentional and systematic process of examining one's own thoughts, feelings, and experiences to identify what has been learned, what worked well, and what needs improvement, in order to adjust learning strategies and deepen understanding.

Curricular Competencies – Elaborations

Assessment tools and techniques: Using assessments for self-assessment (Learning Logs, reflective journals, portfolios, etc.); students should receive explicit instruction on how the use of assessment tools and the purpose of these tools (e.g. teaching assessment genres including multiple choice, true or false, creating short answers using the text from question, long answer/essay responses; how to read and interpret assessment questions and rubrics.

Strategies used will depend on purpose and context:

- Reading – brainstorming, skimming, scanning, visualization, defining new vocabulary, activating background knowledge, making connections
- Writing – pre-writing, drafting, revising, editing, using graphic organizers, publishing
- Listening – note-taking, paraphrasing, reflecting feelings and meaning, attentive engagement, questioning and answering
- Speaking – respectfully voicing an opinion, advocating for self by formulating questions or statements of need.

Social, Emotional, and Metacognitive skills and strategies: Being an active, receptive listener, using self-advocacy, self-reflection, self-awareness, building relationships, responsible decision-making, using self-regulation skills to be successful in the classroom and gain independence as a learner.

Thinking about one's own thinking, reflecting on one's processes and determining strengths and challenges; students employ metacognitive strategies to gain increasing independence in learning.

Organization: includes time management, preparedness (including binders, lockers, travelling), schedules for deadlines,

Communicate-understand a social situation and respond appropriately

Content – Elaborations

Multiple intelligences: The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:

Linguistic intelligence (“word smart”), **Logical-mathematical intelligence** (“number/reasoning smart”), **Spatial intelligence** (“picture smart”), **Bodily-Kinesthetic intelligence** (“body smart”), **Musical intelligence** (“music smart”), **Interpersonal intelligence** (“people smart”), **Intrapersonal intelligence** (“self-smart”), and **Naturalist intelligence** (“nature smart”).

Sarah Ward's "Get Ready, Do, Done". This is a step-by-step system developed by Sarah Ward to help students with Executive Functioning challenges. A teacher will begin by asking a student to imagine the work “DONE” rather than starting with the “GET READY” phase. They prompt the student by asking “What would a finished math sheet, finished poster, or completed research project look like?” Visualizing the completed task or assignment will empower your student to formulate ideas and gather the materials to GET READY in order to DO the work and get the work DONE.

Growth Mindset -this is the understanding that abilities and intelligence can be developed. Recent advances in neuroscience have shown us that the brain is far more malleable than we ever knew. When students believe they can get smarter, they understand that effort can make them stronger.

Myers Briggs for Youth is a test to determine student interests and learning styles. A student's interests and ways of learning directly affect how he or she takes in information. Educators are then able to consider different teaching approaches, based on the needs of students.

Stress management techniques: proactively learning skills and strategies to reduce stress in various areas of learning; collect and organize information; use concentration strategies.

Goal setting:

- Define S.M.A.R.T goals
- Understand and set short, medium, and long-term goals
- Review, and revise goals each term

Content – Elaborations

Study techniques:

- Identify a variety of memory strategies
- Repetition, mind-picture, categorization, rhyme, abbreviation, acronym, graphic organizer
- Practice different strategies for different kinds of study materials
- Select learning strategies that work best for learner
- Apply memory strategies to core content study demands

Test preparation:

- Use five-day strategy for preparing to take tests
- Employ good time management skills, set time, and place for study
- Employ memory strategies, active reading/questioning strategies, and note-taking strategies

Test-taking strategies:

- Stress management techniques
- Determining information to study
- Collecting and organizing information
- Learning more complex test vocabulary
- Recognizing common types of tests
- Strategies for objective tests (matching, multiple choice, true/false)
- Strategies for essay tests
- Reviewing previous tests for improvement
- Recognizing common types of tests

Active listening:

- Review the difference between listening and hearing
- Use strategies to represent auditory information in a format that meets their learning needs
- Identify and utilize strategies to self-regulate when experiencing attention difficulties
- Demonstrate active listening

Memory aids:

- Repetition, mind-picture, categorization, rhyme, abbreviation, acronym, graphic organizer
- Practice different strategies for different kinds of study materials
- Select learning strategies that work best for them
- Apply memory strategies to core content study demands

Active reading:

- SQ3R, activate pre-reading strategies such as KWL and predicting

Content – Elaborations

- Use context clues to derive meaning
- Actively ask themselves questions to set their reading purpose: Why am I reading this? What is my end goal? What am I expected to remember?
- Actively ask themselves what the author's tone is, style, point of view. How does the author's purpose compare to my own? Is my point of view similar or different from the author's?
- Learn and determine what reading strategy to use: scanning, skimming, rapid reading, slow reading, careful reading

Recommended Instructional Components:

- Direct teacher-based instruction
- Indirect Instruction (student-directed)
- Modelling
- Experiential learning
- Guided and Gradual Release
- Multi-media instruction
- Student handouts
- Student learner profile development (facilitated and scaffolded)
- Support and/or IEP program objective and strategies
- Self Assessments
- Teacher Assessments
- Role playing and simulations
- Collaborative Group work
- Gratitude practice
- Reflective writing

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

- Journal writing
- Learning Logs
- Individual Learning Plan Reviews
- Learning portfolio submissions/exemplars
- Weekly Goal setting
- Reflection and self-assessment (encourage self-awareness and growth)
- Well-being (check ins, circle)
- Academic success-Learner updates
- Application and assessment of strategies in relevant subject areas
- Quizzes
- Group dialogue
- Teacher anecdotal records/assessment
- Rubrics
- Checklists
- Oral presentations

Learning Resources:

Algonquin College: [Home - Essential Study Skills - LibGuides at Algonquin College - Student Retention & Academic Success](#)

Almasi, J. F. (2003). Teaching strategic processes in reading. New York: Guilford Press.

BCIT Library Guide: <https://libguides.bcit.ca/studyskills>

Bulter, D.L., & Perry, N. E., & Schnellert, L. (2017). Developing self-regulating learners. Upper Saddle River, NJ: Pearson Education.

Covey, Sean. *The 7 Habits of Highly Effective Teens: The Ultimate Teenage Success Guide*. Simon & Schuster Paperbacks, 2019.

Crash Course Video Series: Study Skills <https://thecrashcourse.com/>

Dawson, Peg, and Richard Guare. *The Smart but Scattered Guide to Success: How to Use Your Brain's Executive Skills to Keep up, Stay Calm, and Get Organized at Work and at Home*. The Guilford Press, 2016.

Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.

Levine, Melvin D. *Keeping a Head in School: A Student's Book about Learning Abilities and Learning Disorders*. Educators Pub. Service, 1990.

Myers Briggs: <https://www.myersbriggs.org/my-mbti-personality-type/the-16-mbti-personality-types/>

Oakley, Barbara A., et al. *Learning How to Learn: How to Succeed in School without Spending All Your Time Studying*. TarcherPerigee, 2018.

SFU Library: <https://www.lib.sfu.ca/about/branches-depts/slc/learning>

Sheppard, Sydney. *A Growth Mindset for Teens: Practical Lessons & Activities to Build Confidence, Problem Solve, Grow Skills and Become Resilient in 31 Days*. 2023.

TedEd video series: **3 tips on how to study effectively** <https://www.youtube.com/watch?v=TjPFZaMe2yw>

Additional Information:

This course has been adapted from BAA course: “Applications of Learning 11”, Coquitlam (SD#43); 2008 and by the BAA course: “Skills for Success 10-12”, Surrey (SD#36); 2018 and by the BAA course: “Connect Learner Strategies 10/11/12” North Okanagan (SD#83). Its organizational, instructional and assessment components have been adapted and revised in consideration of the opportunities presented through the redesigned curriculum language and structure.



Board/Authority Authorized

Course: Digital Technology Leadership 11

School District/Independent School Authority Name: Coquitlam School District	School District/Independent School Authority Number (e.g., SD43, Authority #432): SD43
Developed by: Elizabeth Kim, Luke Modder	Date Developed: January 6, 2025
School Name: Heritage Woods Secondary	Principal's Name: Cheryl Woods
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Digital Technology Leadership	Grade Level of Course and Course Code (To Be Added by Learning Services): 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): COL Digital Learning 10

Special Training, Facilities or Equipment Required: No special training required, however, students should be interested in educational technology, work well in teams, and have a strong work ethic. Basic skills in Office 365 tools and WordPress blogging is strongly recommended.

Course Synopsis:

- **Goals and Rationale:**

Digital Technology Leadership provides an opportunity for students passionate about technology and supporting students and staff to contribute to their school and wider community. Tech leaders assist students and staff with any technology-related activities, with an emphasis on helping grade 9 students enrolled in the COL Digital Learning 10 course. This course requires students to build a leadership philosophy influenced by the school community and educational technology. **There are three major layers to this course that develop at grades 10, 11, and 12 levels respectively: 1) personal leadership and self-discovery, 2) service to the school community and continuous development of leadership philosophy, and 3) mentorship and greater community leadership capacity.** The course requires Tech Leadership teacher recommendation and 73% or higher in Digital Learning 10. An application and interview process is recommended as well.

With the growth in use of technology in classrooms, it is important to have student leaders to lead by example what “good” use of technology is. This course provides an environment for students to extend their learning on digital citizenship, footprint, literacy, communication, privacy, and balance and share this knowledge with the community in creative ways. The primary goal of this course is to develop students' personal leadership skills within the context of technology. **By the end of the course, students should be able to continue building an authentic leadership philosophy influenced by core values and beliefs, broaden leadership-based decision-making skills, and focus on service to the school community.** The rationale behind this course is to prepare students for leadership roles in the rapidly evolving tech industry. This course aims to foster critical thinking, enhance problem-solving abilities, and promote a deeper understanding of leadership principles and practices. Through a combination of lectures, teaching opportunities, mentorship and projects, students will gain practical experience and be equipped to tackle real-world challenges in tech leadership. Students in this course will gain a variety of skills in both areas of leadership and technology.

- **Aboriginal Worldviews and Perspectives:**

This course integrates Aboriginal worldviews and perspectives to provide a holistic understanding of leadership in technology. Emphasizing community involvement, students will engage with adults, peers, and leaders in the community, fostering a sense of connectedness and reciprocal relationships. The course highlights the importance of identity, encouraging students to explore their own identities and understand generational roles and responsibilities.

Experiential learning is a key component, with students gaining hands-on experience and reflecting on the consequences of their actions. Indigenous knowledge, embedded in memory, history, and story, will be appreciated, and students will learn that some knowledge is sacred and shared only with permission. This approach promotes cultural awareness, respect, and reconciliation, creating a more inclusive learning environment.

BIG IDEAS

Core values, beliefs and motivations develop and broaden an authentic leadership philosophy.	Personal, social, ethical, and cultural considerations impact and drive leadership decision-making in the digital age.	Foster Indigenous models of education that value ethicality, sustainability, and service to school community in the foreground.	Cultivate a mindset of continuous learning and adaptability to stay current with technology industry trends, advancements and best practices.	Within a sustainable Indigenous model, teaching develops the next generation of leaders and school community leadership capacity in digital learning.
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LEARNING STANDARDS

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Digital Citizenship: - Evaluate various long-term impact (e.g. environmental, social) of online activities and manage digital footprint responsibly. - Analyze the ethical use of technology, including respecting intellectual property and avoiding plagiarism. - Develop advanced skills to protect personal information online, recognize sophisticated phishing attempts, and understand the importance of multi-factor authentication. - Critically assess online information to discern credible sources and understand the influence of digital media on public opinion. <i>Reflect on the connection between building positive relationships with the online community, which ultimately supports the well-being of self, the family, the community, the land, the spirits, and the ancestors via explorations of Truth and Reconciliation and our local Nations (FPPL)</i>	<i>Students are expected to know the following:</i> - Advanced methods to develop personal leadership capacity - Key traits and skills of effective digital leaders - Techniques for effectively influencing and persuading others in digital settings - Strategies for supporting others in their leadership development - Techniques for effective communication across diverse cultural backgrounds in digital spaces - Techniques for improving collaboration skills - Relationships between risk-taking, responsibility, integrity, and decision-making - Concepts of tolerance and diversity within leadership - Ethics, values, and morals related to technology use - Frameworks for ethical dilemmas in technology, AI biases, and privacy issues (FOIPPA) - Practices and technologies that reduce environmental impact of IT operations and lifecycle of digital products

Advanced Leadership Philosophy:

- Identify and refine one's own leadership style through self-assessment and feedback.
- *Understand that learning is holistic, reflexive, reflective, experiential, and relational that takes patience and time (FPPL)- learning builds upon itself and follows a cycle of reflection and refinement.*
- Engage in deeper self-reflection to identify core values, beliefs, and motivations, and understand their influence on leadership style.
- *Consider reciprocal nature of learning to identify and promote strengths of individuals working together, supporting independence and self-advocacy.*
- Set and pursue ambitious personal and professional goals, create detailed actionable plans, and track progress.
- Apply advanced decision-making skills by considering complex personal, social, and cultural factors to make informed and ethical decisions.
- Adapt to challenges with greater resilience, viewing them as opportunities for significant learning and growth.

School Community Connections:

- Participate in service opportunities or projects to foster a deeper sense of responsibility and connection to the leadership team and school community
- Collaborate effectively in diverse teams within the school
- Communicate with intention, applying the *oral storytelling tradition*
- *Understand that stories and experiences can change and develop over time*
- Demonstrate advanced cultural competence by appreciating and respecting diverse perspectives, promoting inclusivity and understanding.
- Establish professional relationships that support personal and professional development

- Impact of personal, social, ethical, and cultural considerations on leadership decision-making
- Broadening understanding of personal core values, beliefs, and motivations
- *Know how creative design involves the exploration of one's identity (FPPL)*
- *Understand self-efficacy through exploration of one's identity over time and with patience*
- Methods for fostering a culture of service and making a positive impact in the school community
- *Connect oral storytelling with the First People Principle - learning is embedded in memory, history and story. Meaningfully connect with first person accounts such as Phyllis Webstad, Kwikwetlem Nation language website, Story of Kwikwetlem Nation, etc.*
- Strategies for continuous learning and adaptability in staying current with technology industry trends
- *Define the 4 Rs in context of teaching and mentorship: respect, relevance, reciprocity, and responsibility (FPPL)*
- Building and maintaining professional relationships for school community development
- *Know how to support the wellbeing of oneself through community from collaboration skills and group dynamics (FPPL)*
- *Awareness of the connection between building positive relationships and the FPPL involves recognizing the consequences of one's actions*
- *Using Interactive teaching and learning methodology and pedagogy of the digital media and mediums with FPPL: 'Learning is holistic, reflexive, reflective, experiential and relational' giving a sense of place in the world through community and allowing students connect in their sense of self*
- Advanced features of digital tools and platforms for communication, collaboration, and project management.
- Digital skills to serve school community

Applications of Leadership - Teaching:

- *Identify the “teacher” as being the knowledge holder, rather than a position or title*
- Design and implement more complex educational programs or initiatives that address community needs and promote positive change.
- Coach peers or younger students, providing advanced guidance and support.
- Communicate effectively, both in writing and verbally, to diverse learning audiences, including public speaking and presentation skills.
- Utilize advanced project management principles, including planning, execution, and evaluation, to successfully lead initiatives.
- *The community involvement along with the interaction with teachers connects with the FPPL 'Learning involves generational roles and responsibilities'*

Big Ideas – Elaborations

Broadening Leadership Philosophy – Leadership philosophies change with time and experience, therefore engaging in deep self-reflection to understand core values, beliefs, and motivations are necessary. By exploring personal experiences and aspirations, leaders can develop authentically, remaining true to themselves while inspiring and guiding others. Emphasizing authenticity helps build trust and credibility, fostering a positive and empowering leadership environment.

Ethical Leadership Decision-Making - Highlight the significance of ethical decision-making in the digital age. Leaders should prioritize transparency, data privacy, and responsible use of technology to build trust and integrity.

Service to School Community - Indigenous models of education emphasize ethical behavior, sustainability, and self-discovery, with a strong focus on school community service. These approaches teach students to respect the environment, explore their identities, and make responsible decisions that benefit their school community, fostering a deep sense of interconnectedness and responsibility.

Continuous Learning and Adaptability - Cultivate a mindset of continuous learning and adaptability. Emphasize the importance of staying current with industry trends, technological advancements, and emerging best practices. By embracing lifelong learning, leaders can remain agile and responsive to change, ensuring they and their teams are well-equipped to navigate the dynamic landscape of digital technology. This commitment to growth fosters innovation and resilience, enabling leaders to drive sustained success.

School Community Leadership Capacity (Teaching) – Encourage older students or leaders to help younger ones by sharing what they know. By teaching and guiding others, leaders can help build confidence and skills in their peers. This approach not only strengthens friendships but also creates a positive and supportive learning environment where everyone can succeed and grow together. Emphasizes experiential and holistic models of learning to enhance digital literacy.

Curricular Competencies – Elaborations

Digital Citizenship

In Digital Citizenship, students will evaluate the long-term impact of their online activities and learn to manage their digital footprint responsibly. They will analyze the ethical use of technology, including respecting intellectual property and avoiding plagiarism. Additionally, students will develop advanced skills to protect personal information online, recognize sophisticated phishing attempts, and understand the importance of multi-factor authentication. They will critically assess online information to discern credible sources and understand the influence of digital media on public opinion. *Furthermore, students will reflect on the connection between building positive relationships with the online community and supporting the well-being of self, family, community, land, spirits, and ancestors through explorations of Truth and Reconciliation and local Nations (FPPL).* This section also includes exploring educational philosophies, examining the relationship between cultural values and educational models, analyzing the contributions of various educational theorists, relating diverse theories to students' own beliefs and experiences, and comparing contemporary pedagogy to historical practices and policies.

Advanced Leadership Philosophy

In Personal Leadership, students will identify and refine their own leadership style through self-assessment and feedback. They will engage in deeper self-reflection to identify core values, beliefs, and motivations, and understanding their influence on leadership style. Students will set and pursue ambitious personal and professional goals, create detailed actionable plans, and track progress. *They will understand that learning is holistic, reflexive, reflective, experiential, and relational, requiring patience and time (FPPL).* Advanced decision-making skills will be applied by considering complex personal, social, and cultural factors to make informed and ethical decisions. Students will also adapt to challenges with greater resilience, viewing them as opportunities for significant learning and growth. This section emphasizes the importance of ethical self-reflection, confidentiality, and professionalism in teaching and learning, identifying and analyzing personality traits and skills, and applying this knowledge to a career in education.

School Community Connections

In School and Community Connections, students will participate in more complex service opportunities or projects to foster a deeper sense of responsibility and connection to the school and community. They will collaborate effectively in diverse teams, both within the school and in the broader community. *Communication with intention, applying the oral storytelling tradition, will be emphasized.* Students will demonstrate advanced cultural competence by appreciating and respecting diverse perspectives, promoting inclusivity and understanding. They will establish and maintain professional relationships that support personal and professional development, including networking with school leaders and overall school community members/ stakeholders. This section also involves examining inclusive education, understanding the difficulties and issues students face within the educational setting, relating diverse needs to specific teaching strategies, and adapting lesson plans to support students with diverse needs.

Applications of Leadership - Teaching

In Applications of Leadership: Planning and Teaching, students will design and implement more complex educational programs or initiatives that address community needs and promote positive change. They will mentor and coach peers or younger students, providing advanced guidance and support. Effective communication, both in writing and verbally, to diverse learning audiences, including public speaking and presentation skills, will be developed. Students will utilize advanced project management principles, including planning, execution, and evaluation, to successfully lead initiatives. *The community involvement along with the interaction with teachers connects with the FPPL principle that learning involves generational roles and responsibilities.* This section also covers enacting classroom practices, identifying appropriate teaching strategies and tactics, examining various theories of classroom management, reflecting on the effectiveness of lessons, and modifying strategies to meet the needs of specific students. Also, students will practice a variety of teaching and classroom management strategies, suggest and implement strategies to evaluate student performance, and accept constructive feedback on lessons.

Content – Elaborations

Leadership Refinement: Focuses on advanced methods to refine personal leadership capacity, including broadening understanding of core values, beliefs, and motivations. Students will explore self-efficacy through identity exploration over time and with patience and understand how creative design involves the exploration of one's identity. They will also learn about the relationships between risk-taking, responsibility, integrity, and decision-making, and how these elements contribute to effective leadership.

Communication and Collaboration: Enhancing communication and collaboration skills is vital for leadership success, and understanding the interplay between risk-taking, responsibility, integrity, and decision-making is key. Embracing tolerance and diversity within leadership promotes inclusivity, while ethics, values, and morals guide leaders' actions. *Cooperative learning and instructional practices, including Indigenous pedagogical practices and protocols, are essential for effective leadership.*

Community and Service: Volunteerism fosters a positive school community culture, and understanding behavioral expectations is crucial for effective volunteering. Fostering a culture of service and building professional relationships supports personal and social development, while collaboration skills enhance school community well-being. Place-based learning and formative and summative assessments are integral to community-focused education.

Digital Leadership and Citizenship: Students will delve into the key traits and skills of effective digital leaders, such as techniques for influencing and persuading others in digital settings. This includes strategies for supporting others in their leadership development and improving collaboration skills. Additionally, students will learn about the impact of personal, social, ethical, and cultural considerations on leadership decision-making, and how to foster a culture of service and make a positive impact in the school community. Also covers

Teaching: This area focuses on developing the next generation of leaders through effective teaching practices. Students will learn advanced methods to support others in their leadership development, including role modeling. They will explore the 4 Rs (respect, relevance, reciprocity, and responsibility) in the context of teaching, fostering a culture of service and making a positive impact in the school community. *Additionally, students will connect oral storytelling with the First People Principle, learning from first-person accounts and integrating these insights into their teaching practices.* By using interactive teaching and learning methodologies and pedagogy of digital media, students will create a holistic, reflexive, reflective, experiential, and relational learning environment that gives a sense of place in the world through community and allows students to connect with their sense of self.

Recommended Instructional Components:

- Direct instruction
- Indirect instruction
- Group work and brainstorming
- Student demonstrations and presentations
- Modeling
- Demonstrations
- Experiential learning

- Observations
- Field trips
- Interviews
- Creative projects
- Partnerships with local elementary/middle schools

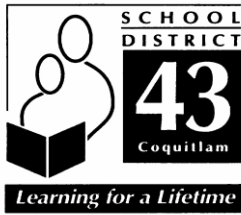
Recommended Assessment Components (Ensure alignment with the [Principles of Quality Assessment](#)):

- Inquiry Based projects
- Performance assessments
- Self-assessments
- Peer assessments
- Oral presentations
- Field performance assessments
- Interview assessments
- Quizzes and exams

Learning Resources:

- Office 365 tools
- Edublogs
- Canva for Education
- First Peoples Principles of Learning
- Current articles
- Video
- Web-based Indigenous resources
- <https://www.orangeshirtday.org/>
- <https://newsinteractives.cbc.ca/longform-single/beyond-94?cta=2>
- <https://www2.gov.bc.ca/gov/content/governments/indigenous-people/national-day-for-truth-and-reconciliation#in-bc>
- https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf
- <https://www.kwikwetlem.com/our-people.htm>
- <https://www.youtube.com/watch?v=EanZG7DGVTo>
- Citation guides
- Grade 11/12 Online Safety Digital Lesson: <https://protectchildren.ca/en/order/product/325/en/>
- [Common Sense Media](#)
- [Our Space: Being a Responsible Citizen of the Digital World](#)
- [iKeepSafe](#)

- [Media Smarts](#)
- [Netsafe: my LPG](#)
- [Cable in the Classroom](#)
- [Digital Citizenship: Using Technology Appropriately](#)
- [DIGIZEN Website](#)
- [Netsmartz](#)
- [Digital Community, Digital Citizen](#)
- Physical resources: projectors, PC laptops, and white boards



SCHOOL DISTRICT NO. 43 (COQUITLAM)

MEMORANDUM

TO: Nadine Tambellini, Superintendent of Schools
FROM: Anthony Ciolfitto, Assistant Superintendent
DATE: March 4, 2024
SUBJECT: Enrolment Projections – 2025/26
COPIED TO: District Leadership Team

Recommended Action: This is provided for information.

Background:

Each year in February, the Ministry of Education and Child Care requires school districts to submit enrolment projections for the upcoming school year. Through our work with current enrolment, graduating students and Baragar projections, our district projection for K-12 Standard School FTE and Alternate School FTE is 32,733 FTE. This is a decrease of approximately 123.5 FTE from our September 2024/25, 1701 enrolment claim.

SD43's projections can be attributed to the following:

- The grade 12 graduating class (3033 HC) compared to the number of projected 5-year-old students for 2025 (1875 projected HC). That means that we have 1158 more students graduating from our district than entering Kindergarten. Last year, this difference was about 600 students. This may be attributed to lower birth rates and fewer young families, possibly due to housing affordability. Our initial 3-day Kindergarten registration has already captured 1669 students. Our five-year average capture rate for 3-day Kindergarten registration is 91%. We are using an 89% capture rate with the 3-day Kindergarten registration because our three-year average capture rate has been trending closer to 89%. The year of the pandemic, we had a 99% capture rate, which appears to be an anomaly compared to other years. Therefore, we believe that the 3 year average capture rate is a more accurate capture rate to use for this projection.

- Migration rates have dropped compared to last year, primarily due to changes in the Federal government immigration policies for study and work permits. If we look at mid-year variance this year (how our enrolment population has changed from September to February), we are up 134 students. Last year, for the same time period, we were up 637 students, so this is a drop of about 79% in migration into our district compared to last year. To give you a sense of what this looks like for our international funding eligible students that are tracked through our international education department, since October 1, work permit students are down 35%, CUAET students (Ukrainian families who have fled to come to Canada) are down 79%, and new study permit students are down 37%. So, the trend for international funding eligible students is showing that we may expect approximately 300 new students for September compared to 635 this past year about 1200 the year prior. While Baragar suggests that our migration rate will remain similar to past years, our projection incorporated a net migration rate of 3.5%. This is lower than the previous year.

It should be noted that there is some uncertainty with this year's projection. These are some of the risks associated with the projection:

- Calculation of Kindergarten projections using 3-day data combined with our historical 3-day capture rate may lead to an overestimation of our Kindergarten numbers.
- Our 3.5% migration rate may not continue for the rest of the school year and may lead to an overestimation of our total K-12 numbers.
- Due to housing limitations, migration to the district, especially International Funding Eligible students, may already be realized in our current enrolment.
- We are unclear how the global economy will impact migration rates domestically and internationally.

Considering the various factors that we believe will affect our September 2025 enrolment, it is projected that we will have a decrease of approximately 123.5 FTE from September 2024. This is based on a projected K-12 Standard School FTE of 32,460 and Alternate School FTE of 273.

International Fee-Paying students are projected to be 1150 students, which is similar to the current year.

Projections for the supplemental funding categories indicate the following:

Inclusive Education

We anticipate an increase in our overall Inclusive Education numbers by approximately 18 students, mainly attributed to the trending increase in Level 2 students.

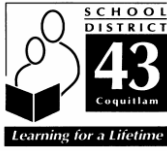
Level	Current Year	Next Year's Projection	Change
1	19	21	+2
2	1671	1700	+29
3	323	310	-13

ELL

With the decreasing projection for International Funding Eligible students and an overall slow down in immigration, we are projecting a decrease of 409 ELL students from the current year of 6734 students to 6325 students for the 2025/2026 school year.

Indigenous Students

The Indigenous Student enrollment is projected to decrease by 46 students from 1240 to 1194 students for the 2025/2026 school year. This can likely be attributed to the smaller Kindergarten registration and larger graduating class.



SCHOOL DISTRICT NO. 43 (COQUITLAM)

CORPORATE & FINANCIAL SERVICES DEPARTMENT

MEMORANDUM

TO: Randy Manhas, Secretary-Treasurer/CFO

FROM: Nita Mikl, Assistant Secretary-Treasurer
Kimberley Wakil, Manager of Financial Services

DATE: March 4, 2025

SUBJECT: **2026-27 ELIGIBLE SCHOOL SITES (ESSP) RESOLUTION**

COPIED TO: I. Cecchini, Executive Director, Facilities & Planning Services

Recommended Action: That the Board of Education approve the 2026-27 Eligible School Sites Resolution.

School Districts who identify the need for additional school sites are required to establish a School Site Acquisition Charge (SSAC). SD43 has identified the need for school sites in prior bylaws and continues to identify the need for future school sites which include the following:

1. Riverwalk - Elementary
2. Marigold – Elementary
3. Port Moody Centre – Elementary
4. Fraser Mills – Elementary
5. Coquitlam City Centre - Elementary
6. Hazel Coy - Elementary

As part of the process, each year the Ministry of Education and Child Care requires that school boards pass an annual eligible school sites resolution to update residential development projections from local government, student yield estimates and estimates of the general location, the number and cost of sites required for future schools. The required sites are to be included in the Five-Year Capital Plan submission to the Ministry. The eligible school site costs are used to establish the school site acquisition charge rates for new residential development collected from development applications by each of the five municipalities and transferred bi-annually to the School District. The table below lists the current charge by density type and the proposed rates for adoption in 2026:

Density	Current Charge	Proposed/Estimated Charge
Low Density	\$ 1,000	\$1,000
Medium Low Density	\$ 900	\$ 900
Medium Density	\$ 800	\$ 800
Medium High Density	\$ 700	\$ 700
High Density	\$ 600	\$ 600

As per the School Site Acquisition Charge (SSAC) implementation guide, there are 2 steps that the Board of Education must follow to establish the charge rates:

1. Adoption of the ESSP resolution by the Board of Education after which 60 days are given to the local governments to review and accept or reject the resolution,
2. Adoption of the SSAC Capital bylaw by the Board of Education for the proposed increase/decrease in the School Site Acquisition charge after which 60 days are given to the local governments before the bylaw will come into force.

The 2026-27 ESSP includes six proposed school sites with a total area of 11.1 hectares with an estimated cost of \$192,724,900. It should be noted that the school site acquisition charge is based on all eligible school sites.

Once the Board passes the resolution, a copy will be forwarded to each of the local governments for comment. If after sixty days, there are no comments received from local governments, the eligible school sites will be included in the Five-Year Capital Plan submission, as proposed.

**Board of Education of
School District No. 43 (Coquitlam)**

2026-27 Eligible School Sites Resolution

The Eligible School Sites Proposal is a required component of the capital plan submission, which must be passed annually by Board resolution and referred to local governments in the District for acceptance pursuant to the *Local Government Act*.

Pursuant to the Act, the school district has consulted with local governments with respect to the following information:

- 1) Projections by municipalities of the number of eligible development units to be authorized or created in School District No. 43 (Coquitlam) in the 10 year time frame, 2026 to 2035, pursuant to Section 142 of the School Act for school site acquisition planning (Schedule 'A' Table A-1 and A-2 attached);
- 2) A projection of the number of children of school age, as defined in the School Act, that will be added to the school district as the result of the eligible development units projected in paragraph (1) (Schedule 'A' Table A-3, A-4 attached);
- 3) The approximate size and number of school sites required to accommodate the number of children projected under paragraph (2) (Schedule 'B' attached); and
- 4) The approximate location and value of the school sites referred to in paragraph (3) (Schedule 'B' attached).

WHEREAS the Board of Education of School District No. 43 (Coquitlam) has consulted with representatives from the development industry and staff for the City of Coquitlam, City of Port Coquitlam, City of Port Moody, Village of Anmore and Village of Belcarra on these matters;

IT IS RESOLVED THAT:

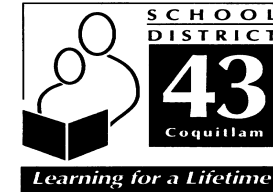
- 1) Based on information from local government, the Board of Education of School District No. 43 (Coquitlam) estimates that there will be 26,490 **new development units** constructed in the School District over the next 10 years (Schedule 'A');
- 2) These 26,490 new development units will be home to an estimated 4,595 **school age children** (Schedule 'A');
- 3) The School Board expects that **6 new school sites**, will be required as a result of the growth within the School District as represented in Schedule 'B';
- 4) According to Ministry of Education and Child Care site standards presented in Schedule 'B' the sites will require a total of **11.1 hectares** of land. These sites are expected to be purchased within 5 years and, at current serviced land cost, the land will **cost approximately \$192,724,900**;

Chair of the Board

Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of a resolution passed by the Board of Education of School District No. 43 (Coquitlam) at a regular meeting held _____.

Secretary-Treasurer



SCHEDULE 'B' Capital Projects Requiring New Sites

Table B-1: ELIGIBLE SCHOOL SITES REQUIRING APPROVAL for the 2026/27 Five Year Capital Plan

School Site #	112259	109228					TOTALS
Basis of Costs	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
Type of Project	New	New	New	New	New	New	
Grade Level	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	
Approximate Location	Riverwalk	Marigold	Port Moody Centre	Fraser Mills	Coquitlam City Centre	Hazel Coy	
Proposed Capacity	455	455	455	455	455	455	2,730
Approx. Size (ha)	2.5	2.5	1.2	1.2	1.2	2.5	11.1
Market Land Costs	\$ 28,380,300	\$ 28,380,300	\$ 35,864,000	\$ 26,000,000	\$ 45,720,000	\$ 28,380,300	192,724,900

Total Acquisition Sites to be included in the 2026/27 Five Year Capital Plan = 6 sites

Proposed school site sizes are based on an assumption that some sites may be joint school and park sites. Stand alone school sites would require greater site area and market land cost.

Note: This Schedule includes proposed sites only. Approved eligible school sites since the inception of the ESSP are not included on this list.

Note: Approx size of each site has been updated to reflect update to date requirements for a elementary and middle school requirement.