

## BOARD OF EDUCATION REGULAR PUBLIC MEETING AGENDA

School District No. 43 (Coquitlam)  
District Office, Board Room  
550 Poirier Street, Coquitlam, BC

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

**June 5, 2018**

**7:00 p.m.**

### **ACKNOWLEDGEMENT OF TERRITORY**

#### **A. ACCEPTANCE OF AGENDA**

#### **B. INTRODUCTIONS**

- a) Partner Groups: SLC, DPAC, CUPE, CTA, CPVPA
- b) District Leadership Team

#### **C. DELEGATIONS / PRESENTATIONS**

- a) Youth Work in Trades  
Presenters: Carey Chute, Assistant Superintendent  
Doug MacLean, Trades and Transitions Coordinator  
Brett McLean, Secondary School Apprenticeship Teacher  
*(Pages 4 - 5)* *(15 minutes)*
  
- b) Children of the Street Society  
Presenter: Tiana Jacquet, Program Director  
*(Page 6)* *(10 minutes)*

#### **D. EDUCATION**

#### **E. APPROVAL OF CONSENT AGENDA (7:30 pm)**

- a) Approval of May 15, 2018 Regular Board Meeting Minutes
- b) Trustee Calendar Planning Report for Information *(Pages 7 - 9)*
- c) Trustee Reports for Information *(Pages 10 - 11)*

#### **F. RESPONSE TO PREVIOUS DELEGATIONS**

**G. DISTRICT STAFF REPORTS (7:35 pm)**

- |  |   |
|--|---|
| a) Superintendent  | Patricia Gartland<br><i>(15 minutes)</i>              |
| i) News & Events   |   |
| ii) International Education Report to Community<br><i>(Pages 12 - 14)</i>              | Patricia Gartland<br><i>(15 minutes)</i>              |
| iii) International Education Report: Highlights of the School Year<br><i>(Page 15)</i> | Jean Wong<br><i>(15 minutes)</i>                      |
| iv) Mental Health Update<br><i>(Page 16)</i>   | Rob Zambrano/<br>Rachel French<br><i>(15 minutes)</i> |
| b) Secretary-Treasurer (8:35 pm)   |   |
| i) News & Events   | Chris Nicolls<br><i>(5 minutes)</i>                   |
| ii) Enterprise Risk Management Update<br><i>(Pages 17 - 21)</i>                        | Chris Nicolls<br><i>(10 minutes)</i>                  |
| iii) 2019-20 Annual Five Year Capital Plan<br><i>(Pages 22 - 29)</i>                   | Ivano Cecchini<br><i>(15 minutes)</i>                 |
| iv) Eligible School Sites Resolution<br><i>(Pages 30 - 35)</i>                         | Jasson Chadha<br><i>(10 minutes)</i>                  |
| v) Middle/Secondary School – Burke Mtn. Joint Site<br><i>(Pages 36 - 54)</i>           | Ivano Cecchini<br><i>(15 minutes)</i>                 |
| vi) Education Learning Centre<br><i>(Pages 55 - 56)</i>                                | Ivano Cecchini<br><i>(15 minutes)</i>                 |

**H. UNFINISHED BUSINESS**

- I. QUESTION PERIOD (9:45 pm)** *(10 minutes)*  
*(for questions that relate to agenda items only)*
- a) Trustees
  - b) Gallery

**J. NEW BUSINESS**

- |  |                                    |
|--|------------------------------------|
| a) Board/Authority Authorized Courses (9:55 pm)<br><i>(Pages 57 - 115)</i> | Reno Cioffi<br><i>(15 minutes)</i> |
|--|------------------------------------|

- K. NOTICES OF MOTION (10:10 pm)**
- a) Notice of Motion for Amendments to Policy 13 Appeals Regarding Student Matters (*Pages 116 - 122*) Chris Nicolls  
(10 minutes)
- L. BCSTA ITEMS OF BUSINESS (10:20 pm)**
- a) Metropolitan Branch Report (*Page 123*) Trustees Cahoon & Denison
- b) BCPSEA Report Trustee Thomas
- c) Provincial Council Report Trustee Hobson
- d) DPAC Report Trustees Sowden, Denison & Cahoon
- e) SLC Report Trustee Denison
- f) ELL Consortium Report Trustee Cahoon
- g) Coquitlam Foundation Report Trustee Cahoon
- M. QUESTION PERIOD (10:30 pm)** (10 minutes)  
(for questions that relate to agenda items only)
- a) Trustees
- b) Gallery
- N. ADJOURNMENT (10:40 pm)**

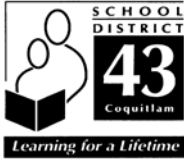
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**ANNOUNCEMENT**

**Next Public Board Meeting: September 18, 2018 – 7:00 p.m.**

Location: District Office (Board Room), 550 Poirier Street, Coquitlam, BC

Contacts regarding agenda items: Kerri Palmer Isaak, Chair – 604-939-9201  
Chris Nicolls, Secretary-Treasurer/CFO – 604-939-9201  
Jennifer Toderas, Executive Assistant – 604-939-9201



**SCHOOL DISTRICT NO. 43 (COQUITLAM)**

**MEMORANDUM**

**TO:** Mrs. Patricia Gartland

**FROM:** Carey Chute

**DATE:** May 22, 2018

**SUBJECT:** Youth Work in Trades Scholarships 2018 (Formerly - Secondary School Apprenticeship Scholarships)

**COPIED TO:** DLT

Please find attached a list of the 30 former students who are the Secondary School Youth Work in Trades Scholarship 2018 award winners. The 30 former students have been invited to the June 5, 2018 Board meeting.

The YWT scholarship is awarded to students who:

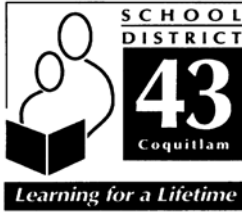
1. Complete all four YWT courses through Coquitlam Open Learning
2. Maintain a C+ average in their Grade 12 courses,
3. Have completed 900 workplace hours in an apprenticeship

The scholarship winners (recent grads from June 2017) are listed below, including the trade and school which they graduated.

In attendance to help with the presentation of the scholarships from SD 43 are: Doug MacLean (Trades and Transitions Coordinator) and Brett McLean (SSA Teacher).

Surname	Given	Trade	School
ASANO	SHOMA	Pro Cook 1	Gleneagle
BAVARO	BRANDON	Plumber	Dr. Charles Best
BAYLY	IAN	Pro Cook 1	Gleneagle
BUCKSHAW	MATTHEW	Metal Fabricator	Terry Fox
COLLINS	GRACE	Hairdresser	Port Moody

CRAIG	LUCUS	Pro Cook 1	Terry Fox
GAGNON	JACOB	Auto Service Tech 1	Heritage Woods
GEE	JASON	Pro Cook 1	Gleneagle
GRIMBEEK	TIAAN	Pro Cook 1	Riverside
HARVEY	AIDAN	Plumber	Heritage Woods
HOLDEN	EDGAR	Auto Service Tech 1	CABE
LYNN	JAYMEE	Cabinetmaker (Joiner)	Riverside
LAHM	BRANDON	Gasfitter	Riverside
MCRAE	TYLER	Electrician	Charles Best
MOERSCH	ALEXANDER	Floor Covering Installer	Port Moody
MORGAN	KYLE	Electrician	Riverside
NORMAN	MARTIN	Pro Cook 1	Gleneagle
OVERBURY	ALEXANDER	Carpenter	Terry Fox
PASQUALINI	NICOLE	Sheet Metal Worker	Terry Fox
PICKARD	KYLE	Carpenter	Terry Fox
PILGRIM	SEAN	Pro Cook 1	Riverside
POOLE	MATTHEW	Electrician	Terry Fox
POSON	NICOLE	Baker	Riverside
Quitza	Tyler	Electrician	Riverside
ROYER	AARON	Carpenter	Riverside
SCHAEFFERS	NICK	Auto Service Tech 1	Centennial
SHISH	KYLE	Auto Service Tech 1	Terry Fox
STORY	ISAAC	Auto Service Tech 1	COL
TAN	JAMES	Pro Cook 1	Gleneagle
VARJU-MANCINI	TOREN	Electrician	Terry Fox



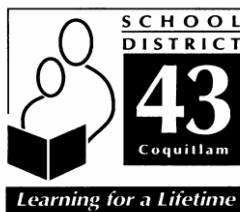
## SCHOOL DISTRICT NO. 43 (COQUITLAM)

### MEMORANDUM

**TO:** Board of Education  
**FROM:** Patricia Gartland, Superintendent  
**DATE:** June 5, 2018  
**SUBJECT:** Children of the Street Society  
**COPIED TO:**

Children of the Street Society will send two of their Workshop Facilitators to discuss their Youth Art Engagement Project. This program is being carried out in 3 alternative schools in the district (CABE, CLC, Suwa'lkh) and is a multi session project which carries for a course of 9 weeks. Every week, the Facilitators engage the youth in 1 hour of curriculum on different topics pertaining to sexual exploitation, this includes gangs, gender socialization, drug and alcohol party culture and more. This is the last week of their curriculums and then they have the Youth Art Gallery which is a public and free community event hosted to honor the art work and empower the voices of the youth participants.

It would be wonderful if we could have the opportunity to share what we are teaching in these schools and the impact that the program has on the community, as well as some information about the event coming up on June 13<sup>th</sup>.



## BOARD OF EDUCATION

### Calendar Planning

June 5, 2018

Regular Public Board Meetings commence at 7:00 pm  
 Special Public Board Meetings commence at 6:30 pm unless otherwise stated

DATE	MEETING	LOCATION
<b>JUNE 2018</b>		
9	Dr. Charles Best Commencement Ceremony (Trustee Representative: Diane Sowden)	Queen Elizabeth Theatre
13	Inquiry Hub Commencement Ceremony (Trustee Representative: Barb Hobson)	Inlet Theatre
14	Smiling Creek – Trustee Orientation 9:00 am to 10:30 am	Smiling Creek Elementary
14	Minnehada/Lacrosse Box Celebration 11am – 12 noon	Minnehada Middle
14	Encompass Commencement Ceremony (Trustee Representative: Judy Shirra)	Vanier Centre Gymnasium
14	District Retirement Event	Westwood Plateau <i>(note location change)</i>
15	Aboriginal Education Honouring Ceremony (Trustee Representative: Carol Cahoon)	Centennial Secondary Theatre
16	Gleneagle Commencement Ceremony (Trustee Representative: Chuck Denison)	Queen Elizabeth Theatre
18	Moody Middle Opening Event (6-9pm)	Moody Middle
20	Centennial Commencement Ceremony (Trustee Representative: Keith Watkins/Carol Cahoon)	Orpheum Theatre
21	Banting Reunion/Open House (4-7pm)	Banting Middle
21	Pinetree Commencement Ceremony (Trustee Representative: Barb Hobson)	Queen Elizabeth Theatre
21	CE, CLC & COL Commencement Ceremony (Trustee Representative: Carol Cahoon)	Inlet Theatre
22	Glen Addition Celebration (10am – 12 noon)	Glen Elementary
23	Heritage Woods Commencement Ceremony (Trustee Representative: Lisa Park)	Simon Fraser University
23	Port Moody Commencement Ceremony (Trustee Representative: Kerri Palmer Isaak)	Orpheum Theatre
24	Riverside Commencement Ceremony (Trustee Representative: Michael Thomas)	Simon Fraser University
26	CABE Commencement Ceremony (Trustee Representative: Carol Cahoon)	Massey Theatre
28	Terry Fox Commencement Ceremony (Trustee Representative: Judy Shirra)	Orpheum Theatre

DATE	MEETING	LOCATION
<b>July 2018</b>		
3	Learning Without Boundaries – Year End	Milestone’s
<b>September 2018</b>		
11	Finance & Audit Committee Meeting	District Office, Board Room
18	Board Meeting	District Office, Board Room
<b>October 2018</b>		
2	Smiling Creek Opening Event (6-9pm)	Smiling Creek Elementary
9	Board Meeting	District Office, Board Room
18	25-year Long-Term Service	Westwood Plateau
20	<i>General Election</i>	
<b>November 2018</b>		
6	Inaugural Board Meeting	Winslow Centre
13	Finance & Audit Committee Meeting	District Office, Board Room
20	Board Meeting	District Office, Board Room
29 – 30	BCSTA Trustee Academy	Hyatt Regency, Vancouver
<b>December 2018</b>		
1	BCSTA Trustee Academy	Hyatt Regency, Vancouver
11	Board Meeting	District Office, Board Room
<b>January 2019</b>		
11	Governance Session w/ Eli Mina	District Office, Board Room
15	Board Meeting	District Office, Board Room
25-26	BCSTA New Trustee Academy	Sheraton Vancouver Airport Hotel, Richmond
29	Finance and Audit Committee Meeting	District Office, Board Room
<b>February 2019</b>		
5	Board Meeting	District Office, Board Room
26	Board Meeting	District Office, Board Room
<b>April 2019</b>		
2	Finance & Audit Committee Meeting	District Office, Board Room
9	Board Meeting (Budget Tabled)	Winslow Centre
16	Special Board Meeting – Budget Delegations	Winslow Centre
23	Board Meeting	Winslow Centre
25-27	BCSTA – AGM	Sheraton Vancouver Airport Hotel, Richmond



<b>May 2019</b>		
7	Finance and Audit Committee Meeting	District Office, Board Room
14	Board Meeting	District Office, Board Room
<b>June 2019</b>		
4	Finance and Audit Committee Meeting	District Office, Board Room
11	Board Meeting	District Office, Board Room

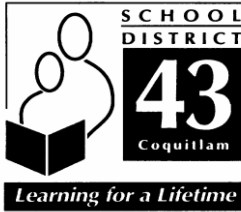
**Board of Education**  
**School District No. 43 (Coquitlam)**

**TRUSTEE REPORTS**

***June 5, 2018***

Trustee *Carol Cahoon* participated in the following activities, events and meetings:

- May 10 – “Sparks Awards” - acknowledgement of students successes at CABE (Coquitlam Alternative Basic Education), Coquitlam
- May 10 – “Beginning Band Day” for Middle Schools, Ecole Moody Middle School, Port Moody
- May 10 – Coquitlam Foundation Board Meeting, Coquitlam City Hall boardroom, Coquitlam
- May 15 – “Redefining Manhood” presentation by Children of the Street to various Grade 12 classes, Dr. Charles Best Secondary library, Coquitlam
- May 15 - Trustee Liaison School Visit, Ecole Moody Middle School, Port Moody
- May 15 – Tri Cities Early Childhood Development Committee & SD43 Board of Education roundtable discussions around daycares, Winslow Gallery, Coquitlam
- May 15 – Special In-Camera, In-Camera & Regular Public Board Meeting, School Board Office, Coquitlam
- May 16 – Trustee Liaison School Visit, Continuing Education Department, Montgomery Centre, Coquitlam
- May 17 – ACE (Adult Centered Education) 2018 Conference, Executive Plaza Hotel, Coquitlam
- May 17 – “Ignite43” Perspectives in Teaching and Learning in 2018, Samz Neighbourhood Pub, Port Coquitlam
- May 18 - ACE (Adult Centered Education) 2018 Conference, Executive Plaza Hotel, Coquitlam
- May 22 – District Elementary Track & Field event, Town Centre Stadium, Coquitlam
- May 23 – District Elementary Track & Field event, Town Centre Stadium, Coquitlam
- May 23 – “Indian Horse” viewing. Organized on behalf of the Aboriginal Education Department of SD43, SilverCity Theatres, Coquitlam
- May 24 – District Elementary Track & Field event, Town Centre Stadium, Coquitlam
- May 25 – District Elementary Track & Field event, Town Centre Stadium, Coquitlam
- May 29 – School Liaison School Visit & “Youth Art Engagement Project” session with TCO2 of Children of the Street, Suwa’lkh, Coquitlam
- May 29 – Finance & Audit Committee Meeting, School Board Office, Coquitlam
- May 30 – Secondary Spoken Word Festival, Terry Fox Theatre, Port Coquitlam
- May 30 – Education Learning Centre (ELC) Community Open House, Winslow Gymnasium, Coquitlam
- May 30 – “Annual Excellence in Education Banquet” celebrating the outstanding accomplishments of Centennial Students in their graduating year, Centennial Secondary Great Hall, Coquitlam
- May 30 – District Parent Advisory Council Annual General Meeting, Winslow Gallery Room, Coquitlam
- May 31 – “Parent Appreciation Tea” Parkland Elementary, Coquitlam
- May 31 – School Liaison School Visit & “Youth Art Engagement Project” session with TCO2 of Children of the Street, Customized Learning Centre (CLC), Coquitlam
- May 31 – Centennial Secondary Opening Event, Centennial Secondary, Coquitlam



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

**TRUSTEE REPORTS**

***June 5, 2018***

Trustee *Barb Hobson* participated in the following activities, events and meetings:

- May 14 – Visited one of my liaison schools – Mountainview Elementary, Coquitlam
- May 15 – Meeting with Tri-Cities Early Childhood Development Committee, Winslow Centre, Coquitlam
- May 15 – Special Board In-Camera meeting, In-Camera meeting, In Service meeting
- May 15 – Board of Education Meeting, Board Office, Coquitlam
- May 17 – Ignite43 – Perspectives in Teaching and Learning in 2018 – arranged by the Coquitlam Teacher’s Association, Samz Neighbourhood Pub, Port Coquitlam
- May 18 – ACE (Adult Continuing Education) Conference with Keynote Margaret Trudeau, Executive Plaza, Coquitlam
- May 23 – Screening of the movie Indian Horse arranged by the Aboriginal Education Dept., Silver City, Coquitlam
- May 25 – Visited one of my liaison schools – Coquitlam River Elementary, Port Coquitlam
- May 28 – TALONS In-Depth Night, Gleneagle Secondary, Coquitlam
- May 29 – Finance & Audit Committee meeting, Board Office, Coquitlam
- May 29 – Welcome to Kindergarten, Nestor Elementary, Coquitlam
- May 30 – Education Learning Centre Open House, Winslow, Coquitlam
- May 30 – DPAC AGM, Winslow, Coquitlam
- May 31 – Centennial Secondary Opening Event, Centennial Secondary, Coquitlam



# SD43 International Education

*Creating opportunities for everyone to learn and benefit.*

**Report to the Community – June 2018**

## Going Global Offers Local Benefits

SD43's International Education Programs are intended to achieve the goal of internationalization for the benefit of all students and employees, equipping them with the knowledge, skills, and experiences to be leaders in the globalized world of today and the future. By providing an exceptional international education program we create opportunities for all students to explore and share cultural experiences, broaden their global understanding, make new friends, and become better prepared for our globally connected world. We also create classroom spaces, jobs, and contribute \$60 million annually to Tri Cities businesses and families. By going global, SD43's International Education Program is creating numerous opportunities for everyone to learn and benefit.

### International Education in B.C. and its Benefits for All

- 130,053 international students study in BC from 80 countries.
- 13% or 16,958 international students are hosted in the K-12 sector.
- In BC during 2015, international students spent \$3.5 billion.
- \$2.699 billion in the lower mainland/southwest region alone.
- \$387.8 million was spent at all BC public K-12 schools.
- \$2 billion and 29,300 jobs contributed to the provincial GDP.
- \$200 million contributed to the BC Government in tax revenue.
- 4<sup>th</sup> largest 'export' in BC after mineral fuels, wood and pulp.
- International students create jobs, economic growth, prosperity for all.

Data courtesy of: *An Assessment of the Economic Impact of International Education in British Columbia in 2010 and 2015 – Final Report.* Roslyn Kunin & Associates, Inc., January 2017.

### His Excellency the Right Honourable David Johnston, Canada's former Governor General, on international experience

*"100% of our students should get an international experience, because we need to be global citizens. I want you to be ambassadors for this Canadian experiment: for reconciliation, for tolerance, for inclusiveness, for openness, for collaboration, for the possibility of Canada."* The Governor General's shared a call to action with the 100 youth delegates. Converge 2017: Bright Minds. Bright Future.



### Key Benefits of SD43's International Program

Adds personal, social, cultural and economic value to our students and communities.

Students learn about other cultures, make new friends, and become better prepared for our globally connected world and economies.

Teaching and support staff jobs are created that benefit all 32,000 students and 70 schools.

Families learn about new cultures and earn extra income hosting homestay students.

\$60 million is annually spent by international students in the Tri-Cities region on food, housing, entertainment, and many other discretionary purchases.

*"International education has a vital role to play in creating jobs, economic growth and long-term prosperity in Canada."*

From the Report of the Advisory Panel on Canada's International Education Strategy

## Benefits for SD43 Students, Teachers and Classrooms

- \$37 million contributed annually to our operating budget so we can offer more supports for all students.
- Approximately 132 teaching jobs were created in 2017/2018.
- Approximately \$700,000 was contributed to directly support schools in 2017/2018.
- Students learn about other cultures and make new friends for life.
- Further enhances school environments by exploring cultural diversity and broadening global understanding.
- Students are better prepared for a globally connected world and economy.
- Students and families enjoy rich cultural experiences as students come from China, Brazil, Mexico, Germany and many other countries.
- Welcoming international students cultivates greater opportunities for cultural and educational exchanges for students and teachers.
- Students, teachers and administrators travel abroad on cultural exchanges to sister schools and numerous countries on several continents.



Source: Government of Manitoba, International Education Branch



*“Through my years at Charles Best Secondary, I have been a friend with various international students. My relationships have established a curiosity of their culture and ways. I traveled to Japan and Korea to see first-hand the culture and customs. Many of the international students also strive to achieve their best at school, which has served as a great inspirational motive for me to accomplish my goals. I am grateful to have met students from around the world, as they have helped open my mind to new experiences and ideas.”*  
**DB, Canadian student at Dr. Charles Best Secondary**

## Benefits for Tri-Cities Residents, Families and Businesses

- Families earn income hosting homestay while learning about other cultures.
- Businesses succeed - over \$30,000 per SD43 international student, or \$60 million in total, is spent annually in the Tri-Cities region on housing, food, entertainment, and more that benefit business, families and individuals.
- Municipal governments gain tax revenues to spend in their communities.
- Summer Programs generate over \$2 million translating into:
  - 100 summer teacher jobs;
  - 5000 volunteer hours for students;
  - homestay revenues for families \$10,000 - \$12,000 annually
  - spending in communities; and
  - a heightened international profile for our region which attracts investment and creates jobs.



**Eadie Rawson, grade 10 international student from Australia**

*“My decision to be part of the SD43’s international program has been the most transformative and life changing decision that I’ve ever made. Not only was I given the opportunity to attend a Canadian Secondary school but as an elite athlete, I was also accepted into an elite performers program offered at Riverside Secondary. This has allowed me to get the most out of both school and gymnastics while making new friends.*



*My host family are by far the loveliest people I’ve ever met. They are very supportive and have accepted me into their family straight away. My host sister is incredible and is so helpful and has become a lifelong friend of mine. I feel I am part of the family, rather than just a visitor.”*

**George Wang**

*“My name is George Wang, and I am an international student from Dalian, China. Coquitlam School District has given me so many unforgettable memories.*



*I am a straight A student, enjoy volunteering as a tutor in Coquitlam Centre Library, play tennis at People’s Court, and love to socialize with my friends from all over the world.*

*I recently placed first in the Canadian Senior and Intermediate Mathematics Contest in Coquitlam – Intermediate Division. I am getting used to the school system and life in this wonderful city, with great relationships with responsible teachers and friends!”*



*As Canada’s and B.C.’s economies become increasingly globalized, the benefits of international education to our economy are substantial and cannot be neglected.”*

Roslyn Kunin, award-winning labour economist and forecaster

***SD43’s International Education Programs create opportunities for everyone to learn and benefit.***

## MEMORANDUM

Date: May 16, 2018

To: Patricia Gartland

From: Jean Wong

Re: **International Education Report: Coquitlam's International Education Program: Helping Students Experience the Highest Levels of Academic and Personal Achievement**

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At the June 5<sup>th</sup> Board Meeting, I am pleased to have the opportunity to present the highlights of this school year's international education program.

Some highlights of the year include:

1. International Student Enrolment
2. Student Achievement
3. Student Support
4. Homestay Experience
5. Summer School Update



## School District No. 43 (Coquitlam)

### MEMORANDUM

**TO:** Patricia Gartland, Superintendent

**FROM:** Robert Zambrano, Assistant Superintendent

**DATE:** June 5, 2018

**SUBJECT:** **Mental Health Update**

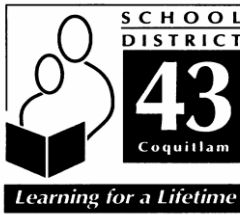
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Positive Mental Health and Physical Health Education Coordinator Rachel French and I are pleased to provide you with an update on our recent work with respect to Mental Health.

We will share our goal areas for the next three years, and other significant plans from teacher education and student wellness, to external partnerships.





## SCHOOL DISTRICT NO. 43 (COQUITLAM)

### Office of the Secretary-Treasurer

## MEMORANDUM

**TO:** Board of Education

**FROM:** Chris Nicolls, Secretary Treasurer/CFO

**DATE:** June 5, 2018

**SUBJECT:** **Enterprise Risk Management Update**

**COPIED TO:** P. Gartland, Superintendent

**Recommended Action:** This is provided to the Board for information.

**Background:** In April 2017, the Ministry of Education issued several items of expectations that school districts were required to implement. One of these was the recommendation that school districts conduct an enterprise risk management (ERM) assessment. This recommendation was in keeping with best practices.

The School District engaged KPMG to undertake to lead this strategic initiative which supports *Directions 2020* goal #3 *Foster a Sustainable Organization*. KPMG engaged with the Board of Education, District Leadership Team (DLT) and stakeholder groups to independently gather their input of identifying key risks. The DLT reviewed the information, assessed and independently prioritized the risk of each identified risk type, drivers and mitigation or compensating controls.

The result of the ERM assessment was the identification and classification of twenty-nine risks. There were eight risks that clearly ranked above the others; four of these relate to human resources requirements, two relate to support for students and one each to business systems and facility maintenance. A presentation to the Board was made on November 17, 2017 providing a summary of the risk assessment and high level outcomes. The leadership team is committed to providing periodic reporting to the Board on activities to address or mitigate the risks. While there may be increased focus on the identified more significant risks, all identified risk areas will continue to have some level of attention. Many of the risk areas are interconnected and addressing one area leads to risk moderation in other areas.

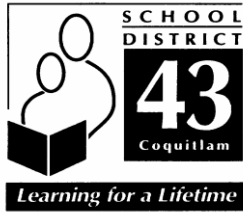
Noted below is a summary of activities and comments on the identified top 15 risks addressed over the past year.

Risk Rank	Risk Category	Risk Item	Summary Activity and Comments
1	Human Resources	Role Implementation	This risk relates to SD43's limited autonomy to implement required new roles or responsibility changes due to BCPSEA and PSEC imposed limitations. While this remains largely outside SD43's autonomy, we have had success with BCPSEA in creating a number of new managerial positions, evaluating and upscaling several positions, and overall salary structure improvements. However this risk remains as a significant hurdle. Our ability to attract and retain talented individuals at the managerial level also includes bargaining unit compensation limitations for IT, Payroll, and Trades which are far below industry standards.
2	Strategic	Organizational Capacity	In September 2017, SD43 developed a business case and subsequently initiated a strategy to address the professional and managerial structure of SD43. This approach, which involved extensive discussion with BCPSEA has positively contributed to risk mitigation in a number of areas including Risk Area #1, 3, 4, 5, 8, 15. These are further discussed below. We continue to work through this initiative. Resources have been added to all organizational areas - most importantly in Facilities and Human Resources, but also in IT, Finance, and school administration.  One of the limitations to our organizational capacity strategy is the need for physical space for staffing. To further this initiative, we may need to look to a short term lease or other bridging alternatives until the ELC space is available.
3	Human Resources	Key Employee Retention	This risk remains elevated especially in the managerial areas of Human Resources, Finance, Facilities and IT. While our organization initiative has certainly had a positive and moderating impact, skilled staff in bargaining unit positions (IT, Finance, Trades) also remains under pressure.
4	Human Resources	Succession Planning	Addressing managerial needs has provided some risk mitigation in this area. The recent HR transition is one such example; another is adding a Facilities Project Manager in advance of a likely retirement. However, compensation levels and managerial turnover hamper and limits future opportunities. Building capacity in certain bargaining unit positions as a source of future succession individuals is actively being utilized where possible.

5	Reputation	Supporting Students with Special Needs	<p>Students with Special Needs enrolment continues to increase. We have kept pace with the demands – maintaining the EA hours to student time ratio. This includes adding 85.5 EA’s over the past two years and including 24 additional EA’s in the 2018/19 budget. An excluded position to oversee and support EA’s was added this year. Also included in the current year budget are provisions to support additional EA training resources and provide professional development. The Board was briefed on Applied Behaviour Analysis (ABA) and how SD43 utilizes the protocols and strategies while maintaining a flexible approach. We continue to execute on the Education Assistant 2016 study.</p> <p>In addition we have a hiring preference for teachers who have courses, documented session training and experience in teaching English Language Learner (ELL) and students with special needs. We are planning an ELL professional learning series and providing each teacher who completes the series with a certificate to document their professional learning</p>
6	Strategic	Supporting Students & Families with mental health issues	<p>During the 2017/18 school year, staffing for a mental health coordinator was added and through the CEF, additional counselling positions were created. The Inclusion Support Team was augmented with 2 Youth Workers and a Teacher. Learning services has introduced an alternative delivery model which should increase the number of informal observations and provide the ability to target intervention as appropriate. This continues as a key risk area.</p>
7	IT & Business Systems	Outdate Business Systems	<p>We have had two meetings with PowerSchool, the current provider of software on which Finance, Payroll, and Human Resources data resides. These meetings were to begin the conversation pertaining to a system refresh, data base clean-up. Key to our ability to move forward is staffing capacity with an appropriate understanding of HR and Payroll systems and dedicated resources from PowerSchool. This would be a 24 month project once initiated.</p>
8	Facilities	Facility Maintenance	<p>There are a number of positive developments in this area contributing to risk mitigation.</p> <ul style="list-style-type: none"> <li>a) The Facilities Department has recently introduced a new work order system and combined with a newly created dispatch/maintenance coordinator will assist in prioritizing SD43 work, directing staff, and creating efficiencies,</li> <li>b) The Maintenance Department recently completed a third-party assessment to assist in work flow processes and departmental structure,</li> <li>c) Trade (bargaining unit) staffing has been increased in all areas,</li> </ul>

			<p>d) The designation of surplus funds toward deferred maintenance and the resulting business case development, provides incremental staffing and resources to address needed repairs and proactive maintenance,</p> <p>e) Incremental additions to facility management and creating new lead hand positions will strengthen department leadership.</p>
9	Operations	Student and Faculty Safety	<p>This incorporates a number of components – but a focus on two.</p> <p>a) We have enhanced our occupational health and safety department this year, to remain engaged with staff, ensure appropriate health and safety protocols are in place and being followed, and ensuring effective communication.</p> <p>b) Threat to student safety is ongoing. Continued training through lock down drills, safety training, and awareness are all aspects that are utilized throughout the year.</p>
10	Human Resources	Labour Disruption	<p>Despite the strongest relationship with our union in many years, Bargaining 2019 remains a significant concern – and largely out of local control. The harm of labour disruption to the educational system and the effort and resources to correct damage relationships while important, is distracting.</p>
11	IT & Business Systems	Ageing IT Infrastructure	<p>An IT review was completed in 2017 and provided the business case to develop a multi year ongoing approach to IT infrastructure improvements. Budgets were established to achieve this particular objective. The second element of this business case is a systemic refresh of computer devices to support teachers and students. The multi-year strategy is limited by the availability of surplus funds. Sufficient funds exist for the next two years, but a more permanent and certain solution is required.</p>
12	Reputation	Privacy and cyber security	<p>Implementing update IT infrastructure and address aged business systems (Risk #7 &amp; 11) will help to mitigate this risk, continued user awareness is critical. Privacy concerns are elevated and additional resources and incremental improvements are required.</p>
13	Strategic	Use of land/buildings	<p>The Board held a capital planning working session in October 2017 for the purposes of reviewing capital planning guiding principles, strategies and decision making criteria. The subsequent establishment by the Board of a strategic capital planning document has provided the framework on which staff can make decisions and recommendations to the Board, to further the utilization of land and building disposal and how proceeds, if any, can be utilized toward furthering educational facility infrastructure.</p>

14	Financial	Financial Continuity & Stability	<p>Several factors over the past year that has created greater financial stability to SD43 are;</p> <ul style="list-style-type: none"> <li>a) The closing of the PRGB plan created ongoing cash flow that was previously directed toward the EFB unfunded liability. This unfunded liability has been fully addressed.</li> <li>b) The closing of the NTPP and transition to the MPP will result in a significant reduction of solvency payment requirements. This creates ongoing positive cash flow for operational needs.</li> <li>c) Solvency payments that have been made into the NTPP is proposed to be set aside on SD43 Financial statements to provide the necessary stabilization reserves to weather and mitigate future pension plan funding concerns.</li> <li>d) Continued outstanding International Education financial performance provides a steady flow of unencumbered funds that provides future surplus and cash flow, while retaining sufficient funds to smooth any emergent or potentially disruptive issues.</li> <li>e) The revisions to the Board adopted Accumulated Surplus Policy, provides a further refinement of future uses of surplus such that it provides additional buffers and scalability.</li> </ul> <p>Our concern remains about the current funding model review and potential negative impacts on SD43.</p>
15	Strategic	Governance	<p>The relationship between the Board and senior staff, understanding their respective roles and scope are critical to organizational success. The established vision and related goals of Directions 2020 provides the necessary organization direction. The Board adopted financial governance principles furthers role clarity. Board and Senior leadership continuity helps to stabilize and creates common understanding.</p>



## SCHOOL DISTRICT NO. 43 (COQUITLAM)

### Facilities Department

### MEMORANDUM

**TO:** Chris Nicolls, Secretary-Treasurer/CFO

**FROM:** Ivano Cecchini, Executive Director – Facilities and Planning Services

**DATE:** June 5, 2018

**SUBJECT:** 2019-2020 Annual Five Year Capital Plan

**COPIED TO:** District Leadership Team

**Recommended Action:** That the Board of Education approve the 2019/2020 Annual Five Year Capital Plan for submission to the Ministry of Education.

**Background:** The Five Year Capital Plan is the mechanism for identifying and reporting the District's facility project needs and priorities to the Ministry of Education.

#### Overview

Since the last Capital Plan submission in June 2017, there have been a number of successful capital project updates including,

- the demolition and start of Phase 2 at Centennial,
- nearing completion of École Moody Middle School of the Arts (seismic replacement),
- the tender award and beginning of construction for the seismic replacement of Minnehada Middle,
- the Capital Project Funding Agreement and beginning of design for the seismic replacement of École Irvine Elementary,
- the completion of École Glen Elementary (addition for increased enrolment)
- the submission of Project Definition Report for Sheffield Elementary

In addition, capital funding through School Enhancement Projects totaling over \$1.8 million was received to complete upgrades at;

- Charles Best Secondary (HVAC mechanical upgrade – Phase 1)
- Summit Middle (HVAC mechanical upgrade – Phase 1)
- Coquitlam River Elementary (boiler replacement)
- Hazel Trembath Elementary (boiler replacement)

This work complements the Annual Facility Grant project work which will be reported on in the fall, 2018.

Several other Ministry supported capital projects are currently in progress which include:

- École Banting Middle (seismic replacement; construction well advanced)
- Smiling Creek Elementary (new school; occupancy planned for September 2018)
- Leigh Elementary (building envelope; construction to begin this summer)

#### Plan Details

The Capital Plan submission is a similar format to the June 2017 submission. The format of the submission is categorized by type such as Seismic Mitigation, Expansion, Replacement, Building Envelope, School Enhancement, and Carbon Neutral Capital Program. A bylaw is no longer required for submission to the Ministry. A bylaw will be passed when the Capital Plan response is received from the Ministry in the spring of the following year.

Highlights of our highest priority projects by category include:

#### Seismic Mitigation Program Projects (SMP):

- Moody Elementary
- Montgomery Middle

#### Expansion Projects (EXP):

- Dr. Charles Best Secondary Addition
- Westwood Elementary Addition
- Panorama Heights Addition
- Sheffield (Partington Creek) Elementary
- Joint Middle/Secondary School – Burke Mountain

#### Replacement Projects (REP):

- Education Learning Centre

#### Building Envelope Program Projects (BEP):

- Riverside Secondary
- Gleneagle Secondary

#### School Enhancement and Carbon Neutral Capital Program (SEP/CNCP):

- Dr. Charles Best Secondary (phase 3) heating and DDC
- Pleasantside Elementary phase 1 exterior cladding/rainscreen
- Hazel Trembath Elementary (phase 2) mechanical

#### Playground equipment (PEP):

- Eagle Mountain Middle

2019/20 5-Year Capital Plan Summary

5/31/2018

School District = 43

SEISMIC MITIGATION PROGRAM (SMP) PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
1	Moody Elementary	SMP	Full seismic replacement 60K/325 + NLC; PDR Submitted	\$ 22,028,335
2	Montgomery Middle	SMP	Seismic replacement/upgrade TBD	\$ 29,345,459
3	Maple Creek Middle	SMP	Seismic replacement/upgrade TBD	\$ 9,838,752
4	Dr. Charles Best Secondary	SMP	Seismic Upgrade	\$ 30,600,238
5	Mary Hill Elementary	SMP	Seismic upgrade	\$ 3,747,104
6	Port Moody Secondary	SMP	Seismic upgrade	\$ 2,547,634
7	Hillcrest Middle	SMP	Seismic upgrade	\$ 3,245,765
8	Cedar Drive Elementary	SMP	Seismic upgrade	\$ 2,630,327
9	Glenayre Elementary	SMP	Seismic upgrade	\$ 2,921,648
10	Cape Horn Elementary	SMP	seismic upgrade	\$ 8,849,914
<b>GRAND TOTAL</b>				<b>\$ 115,755,176</b>

School District = 43

EXPANSION PROGRAM (EXP) PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
1	Sheffield Elementary	NEW	New 80K/350 Elementary & NLC	\$ 43,856,445
2	Dr. Charles Best Secondary	ADD	2 Storey 6 Classroom Addition; Project Report submitted	\$ 4,045,000



2019/20 5-Year Capital Plan Summary

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3	Westwood Elementary	ADD	single storey 6 Classroom Addition; Project Report submitted	\$	3,455,000
4	Panorama Heights Elementary	ADD	2 Storey 4 Classroom Addition; PDR submitted; Project Report submitted	\$	3,923,000
5	Burke Mtn Middle/Secondary School	NEW	New 1000 Capacity Secondary School + NLC	\$	73,523,800
6	Riverside Secondary	ADD	8 Classroom Addition	\$	6,000,000
7	Maple Creek Middle	0	2 Portables	\$	500,000
8	Kwayhquitlum Middle	0	2 Portables	\$	500,000
9	Banting Middle	ADD	2 Storey 4 Classroom	\$	2,981,421
10	Port Moody Secondary	ADD	TBD	\$	6,000,000
11	Northeast Coquitlam Middle	NEW	New 600 Capacity Middle + NLC	\$	41,807,700
12	Fraser Mills Elementary	SITEACQ	New 80K/350 Elementary & NLC (Land Acquisiton Only)	\$	12,000,000
13	Smiling Creek Elementary	ADD	2 Storey 4 Classroom	\$	2,574,347
14	Scott Creek Middle	ADD	TBD	\$	6,000,000
15	Terry Fox Secondary	ADD	TBD	\$	6,000,000
16	Gleneagle Secondary	ADD	TBD	\$	6,000,000
17	Roy Stibbs Elementary	ADD	TBD	\$	6,000,000
18	Marigold (Partington Creek) Elementary	NEW	New 80K/350 Elementary & NLC	\$	17,972,450
19	Riverwalk (Hazel/Coy) Elementary	SITEACQ	New 80K/350 Elementary & NLC (Land Acquisiton Only)	\$	13,800,000

2019/20 5-Year Capital Plan Summary

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20	Anmore/Port Moody Elementary	SITEACQ	New 80K/350 Elementary & NLC (Land Acquisiton Only)	\$	8,700,000
21	Port Moody Water Front Elementary	SITEACQ	New 80K/350 Elementary & NLC (Land Acquisiton Only)	\$	40,264,000
<b>GRAND TOTAL</b>				<b>\$</b>	<b>305,903,163</b>

School District = 43

REPLACEMENT PROGRAM (REP) PROJECTS					
Project Priority	Facility Name	Project Code	Project Description		Total
1	Education Learning Centre Phase 1	REP	Replacement Building	\$	33,000,000
2	Como Lake Middle School	REP	Replace existing school with 6-8 Capacity Middle School	\$	19,273,522
3	Nestor Elementary	REP	Replace existing school with K-5 Capacity Elementary School	\$	15,734,559
4	District Maintenance Shop	REP	Maintenance Facility	\$	14,177,995
5	Continuing Education SD43	REP	District Ed Centre (Vanier, Monty Elem, Millside, CLOC)	\$	34,700,000
6	Education Learning Centre Phase II	REP	Phase II Replacement Building	\$	20,000,000

School District = 43

BUILDING ENVELOPE PROGRAM (BEP) PROJECTS					
Project Priority	Facility Name	Project Code	Project Description		Total

2019/20 5-Year Capital Plan Summary

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1	Riverside Secondary	BEP	Replace failed stucco Massonry and windows, replace all gutters and facia. Approved for Design	\$	4,052,867
2	Gleneagle Secondary	BEP	Replace existing stucco cladding with rain screen assembly	\$	7,452,000
3	Roy Stibbs Elementary	BEP	Replace west wall with rain screen assembly	\$	539,000
4	Mountain Meadows Elementary	BEP	Remediation of East Entrance stucco cladding, windows, doors and tie ins to ADJA	\$	258,000
5	Bramblewood Elementary	BEP	Replace gymnasium stucco cladding with rain screen assembly	\$	426,000
6	Pinetree Way Elementary	BEP	Replace skylights, SBS roof assemblies, perimeter flashing and rotunda/pitched	\$	449,000
<b>GRAND TOTAL</b>				<b>\$</b>	<b>13,176,867</b>

School District = 43

SCHOOL ENHANCEMENT PROGRAM (SEP) PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
1	Dr. Charles Best Secondary	SEP	Energy Savings and improved heating	\$ 1,420,000
2	Pleasantide Elementary	SEP	(Phase 1) Rainscreen Cladding Replacement: reduction of moisture and water ingress	\$ 1,230,000

2019/20 5-Year Capital Plan Summary

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3	Summit Middle School	SEP	(Phase 2 of 3) Energy Savings and improved heating	\$	665,000
4	Pinetree Secondary	SEP	Energy Savings and improved lighting	\$	632,000
5	Pleasantide Elementary	SEP	Roof Replacement; energy Savings and improved insulation	\$	510,000
<b>GRAND TOTAL</b>				<b>\$</b>	<b>4,457,000</b>

School District = 43

CARBON NEUTRAL CAPITAL PROGRAM (CNCP) PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
1	Hazel Trembath Elementary	CNCP	AHU Upgrade (phase 2)	\$ 380,000
2	Mountain View Elementary	CNCP	Boiler Upgrade	\$ 320,000
3	Seaview Elementary	CNCP	Boiler Upgrade	\$ 410,000
<b>GRAND TOTAL</b>				<b>\$ 1,110,000</b>

School District = 43

BUS ACQUISITION PROGRAM (BUS) PROJECTS				
Model Year	Current Bus Type	Request for New/Replacement Funding	Issue Description/Rationale	New/Repl. Bus Type

School District = 43

PLAYGROUND EQUIPMENT PROGRAM (PEP) PROJECTS				
Project Priority	Facility Name	Number of Existing Playgrounds	Rational for Replacing Equipment	Type of Equipment Request
1	Eagle Mountain Middle School	0	N/A	Universally Accessible Playground Equipment

## 2019/20 5-Year Capital Plan Summary

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2	Pleasantide Elementary	1	Malfunctioning components, some parts may not be able to be repaired again; not accessible	Universally Accessible Playground Equipment
3	Central Elementary	2	Playground is undersized and has fulfilled its lifespan	Universally Accessible Playground Equipment



# SCHOOL DISTRICT NO. 43 (COQUITLAM)

## FINANCIAL SERVICES DEPARTMENT

### MEMORANDUM

**TO:** Chris Nicolls, Secretary-Treasurer/CFO

**FROM:** Jasson Chadha, Manager of Financial Services-Capital

**DATE:** June 5, 2018

**SUBJECT:** **2018 ELIGIBLE SCHOOL SITES (ESSP) RESOLUTION**

**COPIED TO:** N. Mikl, Assistant Secretary-Treasurer; I. Cecchini, Executive Director Facilities

**Recommended Action:** That the Board of Education approve the 2018 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. Anmore/Port Moody – Elementary
4. Port Moody Water Front – Elementary
5. Fraser Mills – Elementary (new)

As part of the process, each year the Ministry of Education 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 included in the Capital Plan. The eligible school site costs are also 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 following rates listed below for the various housing types were adopted in 2017 and the rates will increase for the 2018 year:

	Estimated Charge:
Low Density:	\$654
Medium Low:	\$588
Medium:	\$523
Medium High:	\$457
High:	\$392

The attached resolution is the fourteenth annual eligible school site resolution to be incorporated into the capital plan, the first being the September 9, 2003 ESSP resolution which established the original list of eligible school sites.

As per the School Site Acquisition Charge(SSAC) implementation guide, there are 2 steps that the Board of Education must follow to allow the local governments to review and adopt the ESSP resolution and the Capital Bylaw for a rate increase/decrease which fall in line with the Board of Education Capital Plan submission timeline:

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 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 for their review before the bylaw will come into force.

The 2018 ESSP submission includes five proposed school sites with a total area of 10.1 hectares. It should be noted that the school site acquisition charge is to be collected pursuant to the Local Government Act on the basis of 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 School Site Acquisition (SSAC) Charge bylaw will be brought forward for Board approval. This is anticipated for September 18, 2018. Once the SSAC bylaw is approved it will come into effect 60 days later.

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

**2018 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, 2018-2028, 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 **24,978, new development units** constructed in the School District over the next 10 years (Schedule 'A');
- 2) These **24,978** new development units will be home to an estimated **6,280 school age children** (Schedule 'A');
- 3) The School Board expects that **5 new school sites**, over the 10 year period, will be required as a result of the growth within the School District as represented in Schedule 'B';
- 4) According to Ministry of Education site standards presented in Schedule 'B' the sites will require a total of **10.1 hectares** of land. These sites are expected to be purchased within 5 years and, at current serviced land cost, the land will **cost approximately \$88,564,000**;
- 5) The Eligible School Site Proposal be incorporated in the 5 Year Facility Capital Budget **2018-2023**, and submitted to the Ministry of Education.

\_\_\_\_\_  
**Chair of the Board**

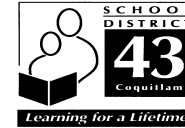
\_\_\_\_\_  
**Secretary-Treasurer**

**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**



2018-2028  
SCHEDULE 'A'



**Table A-1: Growth Forecasts -Housing Units By Type - 10 year forecast by school year: 2018-2028**

Estimates by school year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	10 yr. Total	Total Units
<b>VILLAGE OF ANMORE</b>												210
Single Detached	21	21	21	21	21	21	21	21	21	21	210	
Mobile Home	0	0	0	0	0	0	0	0	0	0	-	
Row House	0	0	0	0	0	0	0	0	0	0	-	
Low Rise Apart./suites	0	0	0	0	0	0	0	0	0	0	-	
High Rise Apart.	0	0	0	0	0	0	0	0	0	0	-	
<b>VILLAGE OF BELCARRA</b>												23
Single Detached	4	3	2	2	2	2	2	2	2	2	23	
Mobile Home	0	0	0	0	0	0	0	0	0	0	-	
Row House	0	0	0	0	0	0	0	0	0	0	-	
Low Rise Apart.	0	0	0	0	0	0	0	0	0	0	-	
High Rise Apart.	0	0	0	0	0	0	0	0	0	0	-	
<b>CITY OF COQUITLAM</b>												18,200
Single Detached	200	200	200	200	200	200	200	200	200	200	2,000	
Mobile Home	0	0	0	0	0	0	0	0	0	0	-	
Row House	400	400	400	300	300	300	300	300	300	300	3,300	
Low Rise Apart./suites	400	400	600	300	300	300	300	300	300	300	3,500	
High Rise Apart.	900	1300	1300	1000	900	800	800	800	800	800	9,400	
<b>City OF PORT COQUITLAM</b>												2,600
Single Detached	30	30	30	30	30	30	30	30	30	30	300	
Mobile Home	0	0	0	0	0	0	0	0	0	0	-	
Row House	50	50	50	50	50	50	50	50	50	50	500	
Low Rise Apart./suites	180	180	180	180	180	180	180	180	180	180	1,800	
High Rise Apart.	0	0	0	0	0	0	0	0	0	0	-	
<b>CITY OF PORT MOODY</b>												3,945
Single Detached	20	20	20	20	20	20	20	20	20	20	200	
Mobile Home	0	0	0	0	0	0	0	0	0	0	-	
Row House	38	83	58	25	25	25	25	25	25	25	354	
Low Rise Apart./suites	84	486	635	50	50	50	50	50	50	50	1,555	
High Rise Apart.	0	218	218	200	200	200	200	200	200	200	1,836	

**Table A-2: SCHOOL DISTRICT #43 - ELIGIBLE DEVELOPMENT UNIT ANNUAL TOTALS BY TYPE 2018-2028**

Estimates by school year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	10 yr. Total	24,978
Single Detached	275	274	273	273	273	273	273	273	273	273	2,733	
Mobile Home	-	-	-	-	-	-	-	-	-	-	-	
Row House	488	533	508	375	375	375	375	375	375	375	4,154	
Low Rise Apart./suites	664	1,066	1,415	530	530	530	530	530	530	530	6,855	
High Rise Apart.	900	1,518	1,518	1,200	1,100	1,000	1,000	1,000	1,000	1,000	11,236	
<b>Total Units</b>	<b>2,327</b>	<b>3,391</b>	<b>3,714</b>	<b>2,378</b>	<b>2,278</b>	<b>2,178</b>	<b>2,178</b>	<b>2,178</b>	<b>2,178</b>	<b>2,178</b>	<b>24,978</b>	

**Table A-3: YIELD CALCULATIONS BY MUNICIPALITY - SD#43**

ESTIMATED NUMBER OF NEW SCHOOL AGED POPULATION BASED ON AVERAGE YIELD RATIO ESTIMATES FOR NEW HOUSING IN MUNICIPALITY

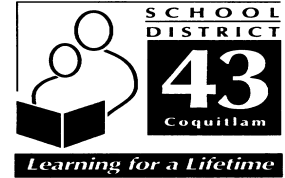
Estimates by school year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	10 Yr. Yield	Yield Ratio
<b>VILLAGE OF ANMORE</b>												
Single Detached	11	11	11	11	11	11	11	11	11	11	105	0.5
Mobile Home	-	-	-	-	-	-	-	-	-	-	-	n/a
Row House	-	-	-	-	-	-	-	-	-	-	-	n/a
Low Rise Apart./suites	-	-	-	-	-	-	-	-	-	-	-	n/a
High Rise Apart.	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Total Yield School Age 5-19</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>105</b>	
Estimates by school year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	10 Yr. Yield	Yield Ratio
<b>VILLAGE OF BELCARRA</b>												
Single Detached	2	2	1	1	1	1	1	1	1	1	12	0.5
Mobile Home	-	-	-	-	-	-	-	-	-	-	-	n/a
Row House	-	-	-	-	-	-	-	-	-	-	-	n/a
Low Rise Apart./suites	-	-	-	-	-	-	-	-	-	-	-	n/a
High Rise Apart.	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Total Yield School Age 5-19</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>12</b>	
Estimates by school year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	10 Yr. Yield	Yield Ratio
<b>CITY OF COQUITLAM</b>												
Single Detached	100	100	100	100	100	100	100	100	100	100	1,000	0.5
Mobile Home	-	-	-	-	-	-	-	-	-	-	-	n/a
Row House	200	200	200	150	150	150	150	150	150	150	1,650	0.5
Low Rise Apart./suites	48	48	72	36	36	36	36	36	36	36	420	0.12
High Rise Apart.	162	234	234	180	162	144	144	144	144	144	1,692	0.18
<b>Total Yield School Age 5-19</b>	<b>510</b>	<b>582</b>	<b>606</b>	<b>466</b>	<b>448</b>	<b>430</b>	<b>430</b>	<b>430</b>	<b>430</b>	<b>430</b>	<b>4,762</b>	
Estimates by school year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	10 Yr. Yield	Yield Ratio
<b>CITY OF PORT COQUITLAM</b>												
Single Detached	15	15	15	15	15	15	15	15	15	15	150	0.5
Mobile Home	-	-	-	-	-	-	-	-	-	-	-	n/a
Row House	14	14	14	14	14	14	14	14	14	14	135	0.27
Low Rise Apart./suites	29	29	29	29	29	29	29	29	29	29	288	0.16
High Rise Apart.	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Total Yield School Age 5-19</b>	<b>57</b>	<b>57</b>	<b>57</b>	<b>57</b>	<b>57</b>	<b>57</b>	<b>57</b>	<b>57</b>	<b>57</b>	<b>57</b>	<b>573</b>	
Estimates by school year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	10 Yr. Yield	Yield Ratio
<b>CITY OF PORT MOODY</b>												
Single Detached	10	10	10	10	10	10	10	10	10	10	100	0.5
Mobile Home	-	-	-	-	-	-	-	-	-	-	-	n/a
Row House	19	42	29	13	13	13	13	13	13	13	177	0.50
Low Rise Apart./suites	16	92	121	10	10	10	10	10	10	10	295	0.19
High Rise Apart.	-	31	31	28	28	28	28	28	28	28	257	0.14
<b>Total Yield School Age 5-19</b>	<b>45</b>	<b>174</b>	<b>190</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>829</b>	

**Table A-4: Total School District #43( Coquitlam) School Age Yield (New Development)**

Estimates by school year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	10 Yr. Yield	Yield Ratio
Single Detached	138	137	137	137	137	137	137	137	137	137	1,367	0.50
Mobile Home	-	-	-	-	-	-	-	-	-	-	-	-
Row House	233	255	243	176	176	176	176	176	176	176	1,962	0.47
Low Rise Apart./suites	93	169	221	74	74	74	74	74	74	74	1,003	0.15
High Rise Apart.	162	265	265	208	190	172	172	172	172	172	1,949	0.17
<b>Total Yield School Age 5-19</b>	<b>625</b>	<b>826</b>	<b>865</b>	<b>595</b>	<b>577</b>	<b>559</b>	<b>559</b>	<b>559</b>	<b>559</b>	<b>559</b>	<b>6,280</b>	<b>0.25</b>
<b>Estimated new SD#43 students</b>	<b>525</b>	<b>694</b>	<b>727</b>	<b>500</b>	<b>485</b>	<b>469</b>	<b>469</b>	<b>469</b>	<b>469</b>	<b>469</b>	<b>5,276</b>	<b>0.21</b>

Does not include projections for potential development which are in the ALR and require BC Land Commission approval.  
Does not include projections for potential development which may require major changes to an Official Community Plan.

The annual estimate of new development units for each category is based on a ten year average distribution of the ten year total expectation for new housing, provided by each municipality



## SCHEDULE 'B' Capital Projects Requiring New Sites

Table B-1: ELIGIBLE SCHOOL SITES REQUIRING APPROVAL - 2018-2023 Five Year Capital Plan

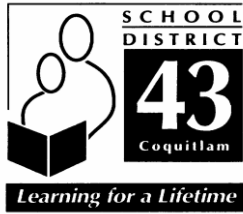
School Site #	112259	109228	101469			TOTALS
Basis of Costs	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
Type of Project	New	New	New	New	New	
Grade Level	<b>Elementary</b>	<b>Elementary</b>	<b>Elementary</b>	<b>Elementary</b>	<b>Elementary</b>	
Approximate Location	Riverwalk	Marigold	Anmore/Port Moody	Port Moody Water front	Fraser Mills	
Proposed Capacity	430	430	430	430	430	<b>2,150</b>
Approx. Size (ha)	2.5	2.5	2.5	1.6	1.0	<b>10.1</b>
Market Land Costs	\$ 13,800,000	\$ 13,800,000	\$ 8,700,000	\$ 40,264,000	\$ 12,000,000	<b>88,564,000</b>

**Total Acquisition Sites to be included in the 2018-2023 Five Year Capital Plan =5**

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.



## SCHOOL DISTRICT NO. 43 (COQUITLAM)

### Facilities Department

### MEMORANDUM

**TO:** Chris Nicolls, Secretary-Treasurer/CFO

**FROM:** Ivano Cecchini, Executive Director – Facilities and Planning Services

**DATE:** June 5, 2018

**SUBJECT:** Burke Mountain Middle/Secondary School Easement

**COPIED TO:** District Leadership Team

#### **Recommended Action:**

That the Board of Education pass a motion to hold all three readings and have the three readings, final passage and adoption of the Burke Mountain Middle/Secondary School Easement Bylaw.

#### **Background:**

As part of the planning strategy for Burke Mountain schools, School District 43 and the City of Coquitlam have engaged in joint school and park initiatives to serve the citizens of our district. Smiling Creek Elementary is the first joint school and park initiative on Burke Mountain, which is nearing completion, with Opening set for September of 2018. In this project the School District has purchased land and taken on the responsibility to construct the school, nearby play areas, and parking. The City has purchased land for a playfield which will be used for school purposes on school days, and by the community during non-school times. In addition, portions of the school will be used by the City as a community centre during non-school times.

The middle/secondary school site follows a similar pattern to Smiling Creek but at a much larger scale. The School District and City will consolidate land owned by each party and build facilities that will include two schools, an artificial turf field, a high-level grass field, parking and additional recreational amenities that will be used for both school and community purposes.

Considerable efforts have taken place between School District staff and City staff to accommodate the joint planning and execution of this initiative. One of the key aspects involved in this work is agreement between the City and School District to have reciprocal access on each other's site during construction so that both parties can work to support construction. In the end, the goal is to have two properties that function together for both school and community benefit.

Attachment

**TERMS OF INSTRUMENT - PART 2**  
**EASEMENT AGREEMENT**  
**SECTION 219 COVENANT**  
**(Site 2 - Joint Development)**

**THIS AGREEMENT**, dated for reference \_\_\_\_\_, 2018,

**BETWEEN:**

**CITY OF COQUITLAM,**

a Municipal Corporation pursuant to the British Columbia *Local Government Act* and having an address at 3000 Guildford Way, Coquitlam, B.C., V3B 7N2

(the "**City**")

**AND:**

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 43 (COQUITLAM),**

a Board of Education established by the British Columbia *School Act* and having an address at 550 Poirier Street, Coquitlam, B.C., V3J 6A7

(the "**School District**")

**WHEREAS:**

- A. The City is the registered owner of the parcel of land situate in the City of Coquitlam, in the Province of British Columbia, approximately as shown on the sketch plan attached hereto as Schedule "A", and legally described as:

PID: 027-665-283

Lot 3 Section 7 Township 40 New Westminster District Plan BCP36982

("City Lands");

- B. The School District is the registered owner of the parcel of land situate in the City of Coquitlam, in the Province of British Columbia, approximately as shown on the sketch plan attached hereto as Schedule "A", and legally described as:

PID: 027-665-275

Lot 2 Section 7 and 18 Township 40 New Westminster District Plan BCP36982

("SD43 Lands");

- C. The City and the School District (together, the "**Parties**", each a "**Party**") entered into a Memorandum of Understanding dated for reference June 12, 2015 and fully executed by the Parties on June 15, 2015 (the "**MOU Date**") which memorandum provided, among other things, that:

- a. the Parties will make available the City Lands and SD43 Lands, respectively, (together, "**Site 2**"), in order to reconfigure Site 2 through future subdivision, as shown on the post-reconfiguration site layout attached hereto as Schedule "B", to accommodate a secondary school, a middle school and an enhanced municipal park facility in a prominent location on Site 2 and that such reconfiguration will result in an exchange of equal land areas between the Parties;

- b. the Parties will jointly develop a final site development plan for Site 2;
  - c. the Parties will jointly develop the SD43 Lands in conjunction with construction of one or both of the proposed schools on Site 2; and
  - d. if the Parties are unable to jointly reach agreement on a final site development plan for Site 2, then either Party may construct improvements on Site 2 provided that such construction is in accordance with the preliminary conceptual site development plan attached hereto as Schedule "C" ("**Conceptual Development Plan**") and that the non-constructing Party shall promptly thereafter execute all necessary subdivision and transfer documents necessary to effect the proposed reconfiguration of Site 2;
- D. The City requires an easement over the SD43 Lands for access purposes and the School District requires an easement over the City Lands for access purposes, so that either or both Parties may perform their respective obligations with respect to the development of Site 2;
  - E. The City and the School District have agreed to grant the reciprocal easements referred to herein in accordance with the provisions herein contained;
  - F. The City desires that the School District grant to the City a Section 219 Covenant necessary for the operation and maintenance of the City's undertaking in respect of the SD43 Lands;
  - G. The School District desires that the City grant to the School District a Section 219 Covenant necessary for the operation and maintenance of the School District's undertaking in respect of the City Lands;
  - H. The City and the School District have each agreed to grant the other the Section 219 Covenant herein contained; and
  - I. The Parties have agreed to enter into this Agreement to provide for their respective rights and obligations pursuant to the terms of this Agreement.

NOW THEREFORE in consideration of the premises and the mutual covenants and agreements herein contained, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged by each of the Parties, the Parties hereby agree as follows:

## **ARTICLE 1 DEFINITIONS**

- 1.1 In this Agreement, the following terms have the following meanings:
- (a) "**Agreement**" or "**this Agreement**" means this agreement (Form C – General Instrument- Part 1 and these Terms of Instrument – Part 2), the recitals to this agreement and all schedules attached to this agreement;
  - (b) "**Business Day**" means a day which is not a Saturday, Sunday or statutory holiday (as defined in the *Employment Standards Act* (British Columbia)) in British Columbia;
  - (c) "**City**" means the City of Coquitlam;
  - (d) "**City Improvements**" means, collectively, the synthetic turf field and track, and other park amenities, all to be developed by the City (at no cost to the School District) on those portions of Site 2 that are generally shown as the "City Lands" on the Conceptual Development Plan, with shared use by the School District pursuant to the Joint Use Agreement;
  - (e) "**City Lands**" has the meaning given in Recital A;

- (f) "**City Lands Easement Area**" means those portions of the City Lands which are from time to time required or used by the School District for access, movement, equipment, temporary storage, placement, installation, and construction in respect of the SD43 Improvements and, if required, for the operation of the SD43 Improvements;
- (g) "**City Personnel**" means the City's officials, officers, employees, agents, contractors, licensees, permittees, nominees and delegates;
- (h) "**City Transfer Lot**" means the subdivided portion of the City Lands to be transferred to the School District, to achieve the post-reconfiguration site layout approximately as shown on the sketch plan attached hereto as Schedule "B";
- (i) "**Conceptual Development Plan**" has the meaning given in Recital C;
- (j) "**Dominant Owner**" has the meaning given in section 2.3;
- (k) "**Easements**" means the easements herein granted pursuant to Article 3 and "Easement" means any one of them as the context requires;
- (l) "**Final Development Plan**" means a final form of development plan in respect of Site 2, which plan is collaboratively developed by and agreed upon by the Parties in respect of the Site 2 Facilities and which plan is substantially based upon the Conceptual Development Plan;
- (m) "**Final Development Plan Initiation Date**" has the meaning given in section 2.1;
- (n) "**Joint Planning Deadline**" means June 15, 2018, representing the date that is three (3) years from the MOU Date, or such other date as the Parties may agree in writing;
- (o) "**Joint Use Agreement**" has the meaning given in section 2.5;
- (p) "**Land Title Act**" means the Land Title Act, R.S.B.C. 1996, c. 250, and all amendments thereto and re-enactments thereof;
- (q) "**MOU Date**" has the meaning given in Recital C;
- (r) "**Parties**" and "**Party**" has the meaning given in Recital C;
- (s) "**Reconfiguration Deadline**" has the meaning given in section 2.1(d);
- (t) "**School District**" means The Board of Education of School District No. 43 (Coquitlam);
- (u) "**School District Personnel**" means the School District's officials, officers, employees, agents, contractors, licensees, permittees, nominees and delegates;
- (v) "**School Transfer Lot**" means the subdivided portion of the SD43 Lands to be transferred to the City, to achieve the post-reconfiguration site layout approximately as shown on the sketch plan attached hereto as Schedule "B";
- (w) "**SD43 Improvements**" means, collectively, the following:
  - (i) a suitable designed paved parking lot(s) which meets applicable requirements for schools under the City of Coquitlam Zoning Bylaw 3000, 1996, including all amendments thereto;
  - (ii) a full size high quality grass field;
  - (iii) a multi-purpose space in the middle school;

(iv) externally accessible washrooms within one of the schools in convenient proximity to the City field and track facilities; and

(v) a gym within the proposed middle school,

all to be developed by the School District on Site 2, generally as shown on the Conceptual Development Plan, with shared use by the City pursuant to the Joint Use Agreement;

(x) "**SD43 Lands**" has the meaning given in Recital B;

(y) "**SD43 Lands Easement Area**" means those portions of the SD43 Lands which are from time to time required or used by the City for access, movement, equipment, temporary storage, placement, installation, and construction in respect of the City Improvements and, if required, for the operation of the City Improvements;

(z) "**Servient Owner**" has the meaning given in section 2.3;

(aa) "**Site 2**" has the meaning given in Recital C; and

(bb) "**Site 2 Facilities**" means, collectively, the secondary and middle schools, and associated facilities and amenities, the City Improvements, and the SD43 Improvements.

## **ARTICLE 2 SITE DEVELOPMENT**

### **2.1 Initiation of Planning Process**

The Parties hereby acknowledge and agree that:

(a) up to and including the Joint Planning Deadline, the Parties may jointly initiate the development of the Final Development Plan; or

(b) any time after the Joint Planning Deadline, either Party may, by providing written notice to the other Party, unilaterally initiate the development of the Final Development Plan,

(the date upon which development of the Final Development Plan is initiated either under (a) or (b), above, is referred to herein as, the "**Final Development Plan Initiation Date**");

(c) after the Final Development Plan Initiation Date, the Parties shall proceed in good faith to complete the Final Development Plan to the Parties' mutual satisfaction;

(d) no later than twelve (12) months after the Final Development Plan Initiation Date (the "**Reconfiguration Deadline**"), the Parties shall complete the reconfiguration of Site 2 as contemplated in section 2.2; and

(e) each Party shall be responsible for its own costs associated with the completion of the foregoing.

### **2.2 Reconfiguration of Site 2**

In order to effect the reconfiguration of Site 2 through the subdivision of both the City Lands and the SD43 Lands to accommodate the City Improvements and the SD43 Improvements, in accordance with the Conceptual Development Plan or the Final Development Plan, as the case



may be, the Parties hereby acknowledge and agree that each Party shall comply with the provisions of section 4.1 or 4.2, as applicable, at its own respective costs.

### **2.3 Post-Reconfiguration Replacement Easement**

The Parties hereby acknowledge and agree that, upon reconfiguration of Site 2 as contemplated herein, each Party (the "**Servient Owner**") will:

- (a) provide to the other Party (the "**Dominant Owner**") all required approvals and documents required by the Dominant Owner to effect an amendment to or replacement of the Dominant Owner's easement herein granted to:
  - (i) modify or reconfigure the area of the easement granted in Article 3 to an area containing the Dominant Owner's improvements, which modified or replacement area will be precisely determined by a survey plan; and/or,
  - (ii) modify the nature and extent of the Dominant Owner's improvements; or,
- (b) if the Dominant Owner does not require the easement, or any amended or replacement easement, granted herein over the servient tenement, then the Parties will undertake to have such easement discharged as provided in section 3.4.

### **2.4 Sponsorship and Naming**

The Parties hereby acknowledge and agree that each Party shall have the sole discretion to recognize sponsorship and donations in naming, signage and promotion only in respect of that portion of Site 2 owned by each Party after the reconfiguration of Site 2 as contemplated by section 2.2.

### **2.5 Joint Use Agreement**

The Parties hereby acknowledge and agree that the Parties will formalize a legal agreement ("**Joint Use Agreement**") providing for specific operating protocols, rights and obligations in respect of the Parties' ongoing joint use of the City Improvements and the SD43 Improvements in accordance with the joint use framework set out in the table attached hereto as Schedule "D".

### **2.6 Ownership of Improvements**

The improvements constructed by the Dominant Owner in, upon or under the servient tenement shall remain chattels and the property of the Dominant Owner, notwithstanding that the same may be annexed or affixed to the freehold, and such improvements may at any time be removed in whole or in part by the Dominant Owner in its discretion.

## **ARTICLE 3 GRANT OF EASEMENTS**

### **3.1 Easement over School District Lands – Appurtenant to City Lands**

The School District hereby grants, conveys and confirms unto the City, in perpetuity, the non-exclusive, full, free and uninterrupted right, license, liberty, privilege, permission and easement over the SD43 Lands Easement Area for the benefit of and appurtenant to the City Lands:

- (a) for the use and enjoyment of the City and the City Personnel, from time to time, and their respective heirs, executors, successors and assigns, in common with the School District and the School District Personnel, from time to time, and their respective heirs, executors, successors and assigns, at all times and from time to time, by day and night, on foot, vehicles, trucks, equipment (including without

limitation, cranes, graders, excavators and other heavy duty equipment) to enter upon, go, return, pass and re-pass on and over the SD43 Lands Easement Area for the purposes of gaining unrestricted access to and over the SD43 Lands for:

- (i) parking, loading and unloading and related activities on the SD43 Lands Easement Area;
  - (ii) installing and constructing the City Improvements in the SD43 Lands Easement Area; and
  - (iii) doing generally all acts necessary or incidental to any of the foregoing purposes;
- (b) for the City, at all times to permit all members of the public at their will and pleasure to enter, labour, go, be, return, pass and repass over, along and across the School District Lands Easement Area on foot or by handcart, wheelchair, bicycle, rollerskates, in-line rollerblades, skateboards, motorized or electric wheelchairs, mobility scooters and other similar modes of conveyance for the purposes of gaining access to and over the SD43 Lands for use of the Site 2 Facilities;

to have and to hold such easement appurtenant to the City Lands in perpetuity subject only to the terms and conditions herein contained.

### **3.2 Easement over City Lands Easement Area – Appurtenant to SD43 Lands**

The City hereby grants, conveys and confirms unto the School District, in perpetuity, the non-exclusive, full, free and uninterrupted right, license, liberty, privilege, permission and easement over the City Lands Easement Area for the benefit of and appurtenant to the SD43 Lands:

- (a) for the use and enjoyment of the School District and the School District Personnel, from time to time, and their respective heirs, executors, successors and assigns, in common with the City and the City Personnel, from time to time, and their respective heirs, executors, successors and assigns, at all times and from time to time, by day and night, on foot, vehicles, trucks, equipment (including without limitation, cranes, graders, excavators and other heavy duty equipment) to enter upon, go, return, pass and re-pass on and over the City Lands Easement Area for the purposes of gaining unrestricted access to and over the City Lands for:
- (i) parking, loading and unloading and related activities on the City Lands Easement Area;
  - (ii) installing and constructing the SD43 Improvements on the City Lands Easement Area; and
  - (iii) doing generally all acts necessary or incidental to any of the foregoing purposes;
- (b) for the School District, at all times to permit all members of the public at their will and pleasure to enter, labour, go, be, return, pass and repass over, along and across the City Lands Easement Area on foot or by handcart, wheelchair, bicycle, rollerskates, in-line rollerblades, skateboards, motorized or electric wheelchairs, mobility scooters and other similar modes of conveyance for the purposes of gaining access to and over the City Lands for use of the Site 2 Facilities,

to have and to hold such easement appurtenant to the SD43 Lands in perpetuity subject only to the terms and conditions herein contained.

### **3.3 Commencement of Easement**

The Easements contained herein will not burden any portion of a servient tenement and will not benefit any dominant tenement until the Final Development Plan Initiation Date, or such other date as the Parties may agree in writing.

### **3.4 Discharge of Easements**

All the rights, privileges, easements and covenants hereby granted will exist and continue until the reconfiguration of Site 2 as contemplated by section 2.2 is complete and the School Transfer Lot has been transferred to the City and the City Transfer Lot has been transferred to the School District, whereupon the rights herein will be released by each of the City and the School District, as applicable, in respect of the SD43 Lands Easement Area and the City Lands Easement Area, as applicable, and each of the City and the School District, as the Dominant Owner, shall provide to the other Party, as the Servient Owner, a registrable release thereof, provided however that:

- (a) the Dominant Owner will have no obligation to execute such discharge until a written request therefore from the Servient Owner has been received by the Dominant Owner, which request will include the form of discharge in registrable form;
- (b) the cost of preparation of such discharge and the cost of registration of same in the Land Title Office will be paid by the Servient Owner; and
- (c) the Dominant Owner will have a reasonable time in which to execute such discharge and return the same to the Servient Owner for registration.

## **ARTICLE 4 SECTION 219 COVENANTS**

### **4.1 Section 219 Covenant in favour of City**

The School District hereby covenants and agrees with the City, as a covenant in favour of the City pursuant to section 219 of the *Land Title Act*, it being the intention and agreement of the School District that the provisions hereof be annexed to, and run with and be a charge on title to the SD43 Lands that:

- (a) the SD43 Lands will be used in accordance with the terms of this Agreement;
- (b) the site development plan for the SD43 Lands shall be developed in accordance with section 2.1 and the School District shall consult with the City with respect to the inclusion of additional shared-use facilities (other than the SD43 Improvements), prior to finalizing the Final Development Plan in respect of the SD43 Lands;
- (c) the School District shall, at its sole cost, on or before the Reconfiguration Deadline:
  - (i) cause a British Columbia Land Surveyor to prepare a subdivision plan that subdivides the SD43 Lands in accordance with the Conceptual Development Plan or the Final Development Plan, as the case may be, to create the School Transfer Lot;
  - (ii) submit such subdivision plan to the Approving Officer for approval;
  - (iii) deposit in the Land Title Office an application for registration of the approved subdivision plan for the SD43 Lands as contemplated herein; and
  - (iv) transfer the School Transfer Lot to the City;

- (d) the School District shall complete the SD43 Improvements only in accordance with the Final Development Plan provided, however, that if the Final Development Plan is not completed by the Reconfiguration Deadline, the School District shall complete the SD43 Improvements in accordance with the Conceptual Development Plan;
- (e) the School District agrees to release and indemnify and save harmless the City and the City Personnel from all loss, damage, costs (including, without limitation, legal costs), expenses, actions, suits, debts, accounts, claims and demands, including, without limitation, any and all claims of third parties, which the City or City Personnel may suffer, incur or be put to arising out of or in connection with, directly or indirectly, or that would not or could not have occurred "but for":
  - (i) any breach by the School District of any covenant or agreement contained in this Agreement; or
  - (ii) any personal injury, death or damage occurring in or on the SD43 Lands including the SD43 Lands Easement Area;except to the extent caused or contributed to by the negligence or malfeasance of public office of the City or any City Personnel;
- (f) after execution hereof, do or cause to be done, at the School District's own cost and expense, all things and acts necessary to ensure that the section 219 covenant contained in this section 4.1 is registered against title to the SD43 Lands as a first registered charge against the SD43 Lands, save only for any reservations, liens, charges or encumbrances:
  - (i) contained in any grant from Her Majesty the Queen in Right of the Province of British Columbia respecting the Lands;
  - (ii) registered in favour of the City; or
  - (iii) which the City has determined may rank in priority to the registrable interests in land granted pursuant to this Agreement, with priority over all financial encumbrances and any other encumbrances identified by the City; and
- (g) the School District agrees that the indemnity and release granted in section 4.1(e) above will survive the termination, release or discharge of this Agreement and will be an integral part of the section 219 covenant granted herein.

#### **4.2 Section 219 Covenant in favour of the School District**

The City hereby covenants and agrees with the School District, as a covenant in favour of the School District pursuant to section 219 of the *Land Title Act*, it being the intention and agreement of the City that the provisions hereof be annexed to, and run with and be a charge on title to the City Lands that:

- (a) the City Lands will be used in accordance with the terms of this Agreement;
- (b) the site development plan for the City Lands shall be developed in accordance with section 2.1 and the City shall consult with the School District with respect to the inclusion of additional shared-use facilities (other than the City Improvements), prior to finalizing the Final Development Plan in respect of the City Lands;
- (c) the City shall, at its sole cost, on or before the Reconfiguration Deadline:

- (i) cause a British Columbia Land Surveyor to prepare a subdivision plan that subdivides the City Lands in accordance with the Conceptual Development Plan or the Final Development Plan, as the case may be to create the City Transfer Lot;
  - (ii) submit such subdivision plan to the Approving Officer for approval;
  - (iii) deposit in the Land Title Office an application for registration of the approved subdivision plan for the City Lands as contemplated herein; and
  - (iv) transfer the City Transfer Lot to the School District;
- (d) the City shall complete the City Improvements only in accordance with the Final Development Plan provided, however, that if the Final Development Plan is not completed by the Reconfiguration Deadline, the City shall complete the City Improvements in accordance with the Conceptual Development Plan;
- (e) the City agrees to release and indemnify and save harmless the School District and the School District Personnel from all loss, damage, costs (including, without limitation, legal costs), expenses, actions, suits, debts, accounts, claims and demands, including, without limitation, any and all claims of third parties, which the School District or School District Personnel may suffer, incur or be put to arising out of or in connection with, directly or indirectly, or that would not or could not have occurred "but for":
  - (i) any breach by the City of any covenant or agreement contained in this Agreement; or
  - (ii) any personal injury, death or damage occurring in or on the City Lands including the City Lands Easement Area;except to the extent caused or contributed to by the negligence or malfeasance of public office of the School District or any School District Personnel;
- (f) after execution hereof, do or cause to be done, at the City's own cost and expense, all things and acts necessary to ensure that the section 219 covenant contained in this section 4.2 is registered against title to the City Lands as a first registered charge against the City Lands, save only for any reservations, liens, charges or encumbrances:
  - (i) contained in any grant from Her Majesty the Queen in Right of the Province of British Columbia respecting the Lands;
  - (ii) registered in favour of the School District; or
  - (iii) which the School District has determined may rank in priority to the registrable interests in land granted pursuant to this Agreement, with priority over all financial encumbrances and any other encumbrances identified by the School District; and
- (g) the City agrees that the indemnity and release granted in section 4.2(e) above will survive the termination, release or discharge of this Agreement and will be an integral part of the section 219 covenant granted herein.

## **ARTICLE 5 NOTICES**

**5.1** Whenever it is required or desired that the City or School District will deliver or serve a notice, delivery or service will be deemed to be satisfactory if and deemed to have occurred when:

- (a) the Clerk of the City or its successor in title, or the Secretary Treasurer of the School District or its successor in title, if applicable, has been served personally, on the date of service; or
- (b) mailed by prepaid registered mail, on the date received or on the sixth day after receipt of mailing by any Canada Post office, whichever is the earlier, so long as the notice is mailed to the appropriate Party at the address provided in this Agreement, or to such other address as that Party may from time to time designate by written notice to the other Party in accordance with this article.

## **ARTICLE 6 GENERAL**

**6.1** Wherever the singular or masculine is used in this Agreement the same is deemed to include the plural or the feminine or body politic or corporate as the context so requires or the Parties so require and every reference to each Party to this Agreement is deemed to include the heirs, executors, administrators, successors, assigns, employees, agents, officers and invitees of such Party wherever the context so requires or the Parties so require.

**6.2** This Agreement will enure to the benefit of and be binding upon the Parties and their heirs, executors, administrators, successors and assigns, as applicable.

**6.3** If any section, subsection, clause or phrase in this Agreement is for any reason held to be invalid by the decision of a court of competent jurisdiction, the invalid portion will be severed and the decision that it is invalid will not affect the validity of the remainder of this Agreement.

**6.4** Waiver of any default by a Party will not be deemed to be a waiver of any subsequent default by that Party.

**6.5** Time shall be of the essence of this Agreement, and if any Party expressly or impliedly waives that requirement, a Party may re-instate it by delivering notice to the other.

**6.6** If the Developer consists of more than one person, firm, or corporation, the Developer's obligations under this Agreement shall be joint and several.

**6.7** This Agreement shall be the entire agreement between the Parties regarding the matters set out in this Agreement and shall supersede all prior agreements or understandings about such matters.

**6.8** This Agreement will be governed by and construed according to the laws of the Province of British Columbia and the laws of Canada applicable in British Columbia.

**6.9** This Agreement may be executed in counterparts and delivered either physically or by facsimile or e-mail transmission or other electronic means, each counterpart so delivered shall be deemed to be an originally executed counterpart, and all the counterparts shall together constitute a single original instrument.

**Signed in Coquitlam, British Columbia, as of the date first written above.**

The Board of Education of School  
District No. 43 (Coquitlam),  
by its authorized signatories:

City of Coquitlam,  
by its authorized signatories:

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Mayor

\_\_\_\_\_  
Secretary-Treasurer

\_\_\_\_\_  
Clerk

DRAFT

**SCHEDULE "A"  
SITE LAYOUT PLAN**

*[see attached]*

DRAFT



**SCHEDULE "B"**  
**POST-RECONFIGURATION SITE LAYOUT PLAN**

*[see attached]*

DRAFT

**SCHEDULE "C"**  
**CONCEPTUAL DEVELOPMENT PLAN**

*[see attached]*

DRAFT

**SCHEDULE "D"**  
**JOINT USE FRAMEWORK**

*[see attached]*

DRAFT

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 43 (COQUITLAM)**  
**BURKE MOUNTAIN MIDDLE/SECONDARY RECIPROCAL EASEMENT AND COVENANT**  
**BYLAW 2018**

WHEREAS a board of education may dispose of land or improvements owned or administered by the board under the authority of Section 96(3) of the School Act, subject to the Orders of the Minister of Education (the “**Minister**”);

AND WHEREAS the Minister issued Order M193/08 effective September 3, 2008 requiring fee simple sales and leases of land or improvements for a term of ten years or more to be specifically approved by the Minister, unless the transferee is an independent school or another school board;

WHEREAS Section 65(5) of the *School Act* requires a board of education to exercise a power with respect to the acquisition or disposal of property only by bylaw;

AND WHEREAS:

- (i) The Board of Education of School District No. 43 (Coquitlam) (the “**Board**”) owns the lands and improvements legally described as:

Parcel Identifier: 027-665-275  
Lot 2 Section 7 Township 40 New Westminster District Plan BCP36982

(the “**Board Property**”);

- (ii) City of Coquitlam (the “**City**”) owns the lands and improvements legally described as:

Parcel Identifier: 027-665-283  
Lot 3 Section 7 Township 40 New Westminster District Plan BCP36982

(the “**City Property**”);

- (iii) the Board and the City propose to subdivide and reconfigure the Board Property and the City Property to create a new parcel owned by the Board (the “**New Board Property**”) that is the same size as the Board Property, on which the Board will develop and construct a secondary school and a middle school, and a new parcel owned by the City (the “**New City Property**”) that is the same size as the City Property, on which the City will develop a park facility;

- (iv) the Board proposes to grant an access easement (the “**Easement**”) and a covenant under section 219 of the British Columbia *Land Title Act* (the “**Covenant**”) over the Board Property in favour of the City Property, to facilitate the operation and maintenance of the City’s development, in exchange for a reciprocal access easement and covenant granted by the City over the City Property in favour of the Board Property, to facilitate the operation and maintenance of the Board’s development;

- (v) the Board and the City have agreed that the Easement and the Covenant granted by the Board, and the reciprocal easement and covenant granted by the City, would be revised appropriately upon reconfiguration of the joint site to create the New Board Property and the New City Property; and
- (vi) the Board is satisfied that the proposed granting of the Easement and the Covenant will be in the best interests of the Board.

NOW THEREFORE be it resolved as a Bylaw of the Board that the Easement and the Covenant be granted by the Board on such terms as may be approved by the Secretary-Treasurer, as evidenced by the signature of the Secretary-Treasurer;

AND BE IT FURTHER resolved as a Bylaw of the Board that the Secretary-Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver all documents required to complete the granting and registration of the Easement and the Covenant.

This Bylaw may be cited as "School District No. 43 (Coquitlam) Burke Mountain Middle/Secondary Reciprocal Easement and Covenant Bylaw 2018".

Read a first time this \_\_ day of \_\_\_\_\_, 2018.

Read a second time this \_\_ day of \_\_\_\_\_, 2018.

Upon unanimous agreement of the Trustees of the Board in attendance, this Bylaw was read a third time and finally passed and adopted this \_\_ day of \_\_\_\_\_, 2018.

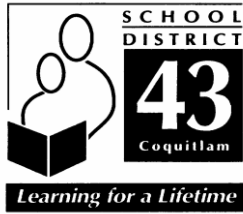
\_\_\_\_\_  
Chairperson of the Board

Corporate Seal

\_\_\_\_\_  
Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 43 (Coquitlam) Burke Mountain Middle/Secondary Reciprocal Easement and Covenant Bylaw 2018, adopted by the Board the \_\_ day of \_\_\_\_\_, 2018.

\_\_\_\_\_  
Secretary-Treasurer



## SCHOOL DISTRICT NO. 43 (COQUITLAM)

### Facilities Department

### MEMORANDUM

**TO:** Chris Nicolls, Secretary-Treasurer/CFO

**FROM:** Ivano Cecchini, Executive Director – Facilities and Planning Services

**DATE:** June 5, 2018

**SUBJECT:** Burke Mountain Middle/Secondary School Design and Secondary School Vision

**COPIED TO:** District Leadership Team

#### **Recommended Action:**

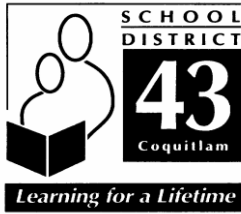
That the Board of Education approves advancing funds to engage an architect to complete the Project Definition Report (PDR) and begin design for the Secondary School (to begin as a middle/secondary) on Burke Mountain prior to receiving funding approval for a new school.

That the Board of Education endorse a “Visioning Process” for the Secondary School on Burke Mountain to begin in the fall of 2018.

#### **Background:**

With continued development of Burke Mountain, the need for increased capacity to serve Burke Mountain residents is a key priority for our District. With the Board of Education approving a middle/secondary model as an interim measure to help with enrolment, initiating the Project Definition Report and initial stages of design prior to receiving approval from the Ministry of Education will help ensure that we minimize potential over crowding of our schools. This process has been supported by the Board with previous projects, and in doing so it has sped up the process for school construction.

It is a rare honour to be able to open a new secondary school. With that honour comes the ability to create a vision that will exemplify excellence in education. Prior to the design process beginning, staff recommend an inclusive facilitated visioning process take place. Information from the visioning process can then be used by the design committee to help create a school that is not only functionally appropriate but helps facilitate learning excellence.



## SCHOOL DISTRICT NO. 43 (COQUITLAM)

### Facilities Department

### MEMORANDUM

**TO:** The Board of Education

**FROM:** Chris Nicolls, Secretary-Treasurer/CFO  
Ivano Cecchini, Executive Director, Facilities and Planning Services

**DATE:** June 5, 2018

**SUBJECT:** Educational Learning Centre (ELC)

**COPIED TO:** District Leadership Team

**Recommended Action:**

That the Board of Education approves a budget of \$33 000 000 with an additional \$3 000 000 contingency towards an Educational Learning Centre at the Winslow site.

**Background:**

At the January 30, 2018 Board Meeting the Board moved to approve the expenditure of up to \$2 million for architect and related consultants for final site selection, undertaking a consultation process and beginning design for a new Educational Learning Centre (ELC) against a total estimated budget of \$33 million.

**Analysis:**

CHPA was retained as a lead consultant, and with the support of subconsultants further analysed both the Winslow and Vanier sites with the intention of confirming or refuting that Winslow remains as the preferred site. The results of the analysis were provided to the Steering Committee and the overwhelming consensus was that Winslow remain the preferred site.

**Consultation:**

CHPA was given the task of preparing for a public consultation which occurred on May 30<sup>th</sup> from 6:00 pm – 8:00 pm on a drop-in basis. A comprehensive communication plan was executed including:

- Tri City News ad – Friday May 18
- Invitation to Trustees and DLT
- Invitation notice to residents – printed flyer mailed to homes surrounding Winslow Centre – Friday, May 18
- Internal Invitation notice sent to Board office, Winslow and Vanier employees.
- Invitation notice to Como Lake School employees and parents – Friday, May 18

- Invitation notice posted on the ELC page of the Capital Projects Page.
- Event post on the District Calendar on the SD43 website.
- Social media post to Twitter – retweet by TC News (to 10,500 followers), and others.
- Mentioned in two Tri City News articles including Reminder article published in the Tri City News by Diane Strandberg prior to the event.

Approximately 15 participants were greeted by staff, watched a video which outlines key aspects of the Educational Learning Centre and provided siting options under consideration. Following the video, participants had an opportunity to examine poster boards, ask questions, and provide feedback on the proposed options.

### **Feedback**

Comments received were overall quite positive and included general comments such as:

Looks like this will be a benefit to the community

I agree with the purpose of the new building

There is a very strong need for a new Facility

There were site specific requests summarized as:

Consider the impact of a building to the residents on Winslow that face the new building

Plant trees around the parking lots to frame them and provide interest to nearby residents

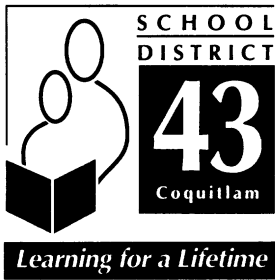
Don't block out the view of Mt. Baker from the Porter street area

Preference for a lower building

Consider a simple walkway to connect to existing buildings

There was a mix on which option was preferable with no clear consensus; however, option 2 received the most positive responses. The main reason provided was that it encourages a connection/relationship between the two buildings. A couple of people liked either option one or two, and option 3 was listed as both the favorite and least favorite depending on the respondent.





## School District No. 43 (Coquitlam)

### MEMORANDUM

TO: Patricia Gartland  
Superintendent of Schools

FROM: Reno Ciolfi  
Assistant Superintendent

DATE: June 5, 2018

RE: **Board/Authority Authorized Course Approvals**

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**A motion to approve five (5) Board/Authority Authorized Courses is requested.**

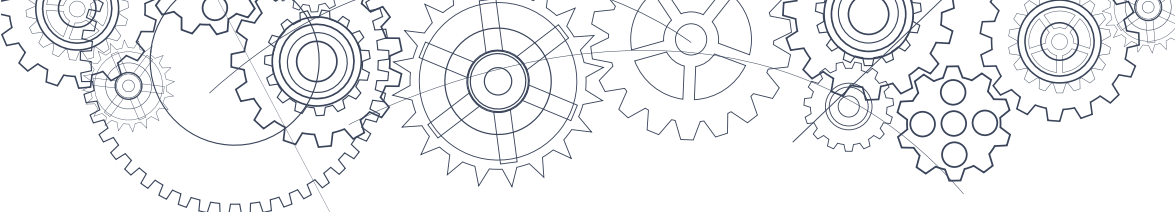
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The timeline for the re-designed Graduation Program (grades 10 to 12), as determined by the Ministry of Education, includes grade 10 implementation beginning in the 2018-2019 school year and grades 11 and 12 beginning in the 2019-2020 school year. These changes have implications for Board/Authority Authorized (BAA) courses because BAA courses must be re-written to conform to the dimensions of the re-designed curriculum, including big ideas, curricular competencies and content.

Information regarding the BAA course requirements and the five BAA courses for Board Approval is included with this memorandum. The Student Achievement Advisory Committee (SAAC) reviewed the five BAA courses listed below, on May 30, 2018, and recommends each of them for approval by the Board of Education.

- Fly Fishing 11 (Centennial Secondary School)
- Applications of Digital Learning 10 (Coquitlam Open Learning)
- Foundations of Inquiry 10 (Coquitlam Open Learning)
- Foundations of Inquiry 11 (Coquitlam Open Learning)
- Textiles, Arts and Crafts 10 (Centennial and Terry Fox)

A motion to approve the five listed Board Authority/Authorized Courses is requested.



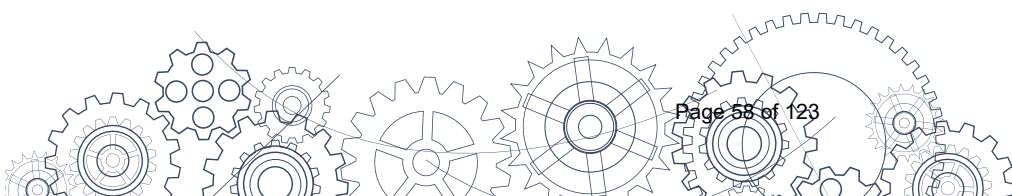
# Board/Authority Authorized (BAA) Courses Requirements and Procedures Guidebook

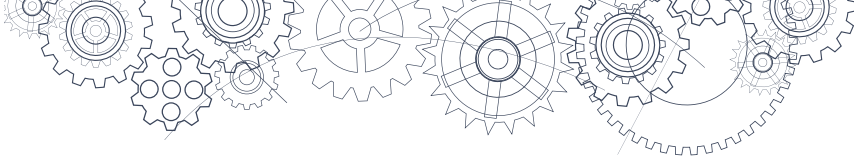
UPDATED **2017**



BRITISH  
COLUMBIA

Ministry of  
Education



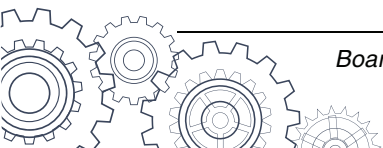


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### Thank You

Special thanks to the teachers and representatives of the Boards of Education and Independent School Authorities that helped inform and contributed content to this guidebook.



## Important Notes and Changes for 2017/18 and 2018/19

- In 2017/18 and 2018/19, Boards of Education and Independent School Authorities (Boards/Authorities) are to review their Board/Authority Authorized (BAA) courses to determine which will be delivered as new Ministry courses.
- Some new provincial curriculum has been created based on existing BAA courses.
- The new Grade 10–12 provincial curriculum gives teachers significant flexibility to customize course content, often precluding the need for a separate BAA course. Before developing a new BAA course, explore whether or not the content could be incorporated into a new Ministry-developed course.
- All Grade 10 BAA courses that Boards/Authorities wish to offer in 2018/2019 will need to be revised to align with new Ministry curriculum to reflect the Ministry’s Know-Do-Understand curriculum design by July 1, 2018. Remaining Grade 11 and 12 BAA courses that Boards/Authorities wish to offer in 2019/2020 will need to be revised by July 1, 2019. See the new curriculum at [www.curriculum.gov.bc.ca](http://www.curriculum.gov.bc.ca).
- Boards/Authorities should retire any BAA course not meeting requirements.
- New and revised BAA courses may overlap Big Ideas and Curricular Competencies of provincial curricula, but cannot significantly overlap Content.
- Periodic review of BAA courses will be required, moving forward. The review cycle should be determined by the Board/Authority.





## Purpose of this Guidebook

This document sets out the provincial requirements for Board/Authority Authorized (BAA) courses as of July 1, 2018. It outlines BAA course criteria, the development and approval processes, and provides resources to help educators develop BAAs for the 2018 Graduation Program.

For complete policy information, please see:

- *Board/Authority Authorized Courses policy*  
<http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/board-authority-authorized-courses>
- *The School Act* [www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf](http://www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf)
- *Independent School Act*  
[www.bced.gov.bc.ca/legislation/schoollaw/independent\\_school\\_act\\_contents.pdf](http://www.bced.gov.bc.ca/legislation/schoollaw/independent_school_act_contents.pdf)
- *Board Authorized Course Ministerial Order*  
[www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m285\\_04.pdf](http://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m285_04.pdf)
- *Handbook of Procedures for the Graduation Program*  
[www.bced.gov.bc.ca/exams/handbook/handbook\\_of\\_procedures.pdf](http://www.bced.gov.bc.ca/exams/handbook/handbook_of_procedures.pdf)

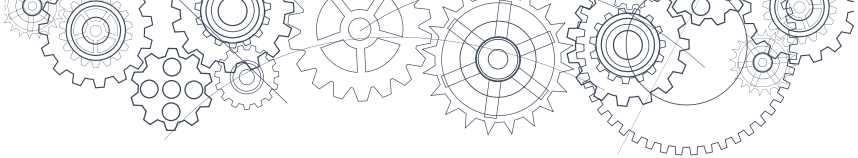
## BAA Requirements

BAA courses provide an opportunity for educators to explore content beyond the boundaries of Ministry curriculum. BAA courses help educators respond to the local needs of schools and their communities, and to provide choice and flexibility for students. BAA courses may overlap with Big Ideas and Curricular Competencies of Ministry courses. BAA courses are not:

- ✗ **Courses with significant overlap with provincial curriculum** **Content:** This includes adapted courses, partial versions of Ministry courses, and hybrids of two or more Ministry courses.
- ✗ **Remedial courses or those preparatory in nature:** For example, a math course designed to help students who have completed Foundations of Mathematics and Pre-calculus 10 that provides review and remediation for them before they enrol in Foundations of Mathematics 11; or a writing course designed to help students develop the skills needed to meet the learning standards of Creative Writing 10.
- ✗ **A modified course:** For example, a social studies course designed for Grade 10 students with intellectual disabilities with significantly different learning standards from Ministry Social Studies 10.
- ✗ **An adapted course:** Adaptations are teaching and assessment strategies especially designed to accommodate a student's needs so they can demonstrate that they are meeting the learning standards of the curriculum. A student working to meet learning standards of any Grade or course level may be supported through use of adaptations.

## BAAs and Graduation Requirements

BAA courses may be used as all or part of the 28 elective credits students need to fulfill graduation requirements.



Grade 11 BAA courses developed to align with the new BAA Arts Education 11, and/or the Applied Design, Skills, and Technologies 11 curriculum will meet the Arts Education/ADST 10, 11, or 12 graduation requirement of the 2018 Graduation Program in the 2019/2020 school year and beyond.

Grade 12 BAA courses may count towards the minimum of sixteen Grade 12 level credits required for graduation.

**Q. Can we develop a Grade 9 BAA course?**

No, BAA (for credit) courses are Grades 10 – 12 only.

**Q. Do BAA courses meet Adult Graduation Program graduation requirements?**

Although students may complete BAA courses as part of their educational program, BAA courses do not meet Adult Graduation Program graduation credit requirements. Only four-credit Grade 12-level Ministry-Authorized courses and External Credential courses meet credit requirements. For more information about the Adult Graduation Program, please see Chapter 3 of the [Handbook of Procedures for the Graduation Program](#).

## BAA Subject Areas

In response to local needs and student interests, Boards of Education and Independent School Authorities may authorize a broad variety of BAA courses focused on content not offered in Ministry-developed courses. Examples of BAA courses include Hockey Skills, Peer Tutoring, and Learning Strategies.



**Please note: When developing BAAs for...**

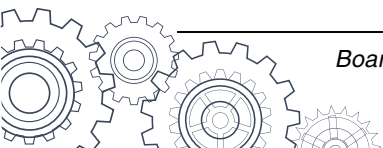
**English Language Learning:**

Boards/Authorities may design ELL courses for students whose primary language is not Standard English and who may therefore require English language support so they may successfully access the BC curriculum. These courses cannot be remedial or modified versions of Ministry-authorized courses, and are to adhere to the guidelines set out in the [Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels](#)\*

**\*Please note:** This resource is currently under review. Approved BAA ELL courses developed with the ELL Template will not need to be revised in the 2017/18 school year.



**Students with Diverse Learning Needs:** BAA courses may be developed to meet diverse needs of students as long as they are not adapted or modified versions of a Ministry course. Common courses include those subjects addressing social-emotional learning, developing independence, or employability skills. For example, *Principles of Social Interaction 10–12* addresses communication and social and abstract thinking skills in addition to developing strategies for resolving conflict and managing stress in social contexts.





## Required Components for BAA Courses\*

### 1. A Course Title

The course title should be customized to reflect the content of the course and include Grade 10, 11 or 12 in the course name. BAA courses cannot share the names of Ministry-developed courses (e.g. Creative Writing 10).

### 2. Grade Level

The Grade level reflects the appropriate level of instruction. In some cases, it may be appropriate to create several courses at the same Grade level in order to treat different aspects of the subject. This strategy may also be used in the case of a large amount of content divided into several courses. Such courses could be reported, for example, as Art History 11A, 11B, and 11C.

To determine the appropriate Grade level for BAA courses, developers are to examine Ministry curriculum in the appropriate subject strand or area. The developer's teaching and subject expertise will play an important role in developing the course at the appropriate Grade level.

### 3. Number of Credits

Most BAAs can be for 1, 2, 3, or 4-credit courses. BAA Arts Education 11/Applied Design, Skills, and Technologies 11 courses developed to meet the Arts Education/Applied Design, Skills, and Technologies 10, 11, or 12 graduation requirement can be 2 or 4-credit courses. The credit value reflects the length and scope of a course.

### 4. Course Synopsis

The course synopsis is a statement of product. It outlines what a student has gained when the course is completed. The course synopsis is more easily developed after completing the course framework.

### 5. Goals and Rationale

The goals are general statements of intention that give structure to the curriculum. To some extent, they are the “organizers” of the curriculum. Everything mentioned in the goals should appear somewhere in the curriculum, and everything in the curriculum should in some way be stated or implied in the goals. Please identify 4 to 8 goals.

The rationale is a brief statement that explains the area of learning in terms of the discipline(s) to which it belongs and the importance of the learning to students and to society (see the [Educated Citizen](#)). The curriculum rationale may also include how this area relates to other curricular areas of learning and connects to the cross-curricular competencies. Although the rationale may be modified during course development, taking time at the beginning to develop a solid draft will help to focus your work.

\*Required components for Grade 10 BAAs beginning in the 2018/19 school year and for Grade 11 and 12 BAAs after July 1, 2019.

## 6. Aboriginal Worldviews and Perspectives

Consider ways to embed First Peoples Principles of Learning and integrate Aboriginal content into your BAA course. Please refer to [Aboriginal Worldviews and Perspectives in the Classroom](#), [Visions du monde et perspectives autochtones dans la salle de classe](#), or the print version available at [Crown Publications](#).

## 7. Organizational Structure

Like the new provincial curriculum, BAAs are organized with a “Know-Do-Understand” model to support a concept-based, competency-driven approach to learning. Three elements, the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) all work together to support deeper learning. The Content, Competencies and Big Ideas must be assessable, observable and understood by students and parents.

### Content (Know)

The Content learning standards detail the essential topics and knowledge at each Grade level.

BAA content cannot significantly overlap with new Ministry curriculum content.

### Curricular Competencies (Do)

The Curricular Competencies are the skills, strategies, and processes that students develop over time. While Curricular Competencies are more subject-specific, they are connected to the core competencies.

BAAs may share some or all of the Curricular Competencies of a Ministry-developed course(s).

### Big Ideas (Understand)

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. The Big Ideas represent what students will understand at the completion of the curriculum for their Grade. They are intended to endure beyond a single Grade and contribute to future understanding.

BAAs may share some or all of the Big Ideas of a Ministry-developed course(s).



## 8. Recommended Instructional Component

The instructional component of a course expands on, and makes clear the intent of the learning standards. It involves the use of activities, techniques, and methods that can be employed to meet diverse student needs and to deliver the curriculum. The nature and features of the course will influence instructional strategies and activities.

When developing the instructional component, consider:

- an appropriate balance of the various learning standards
- a variety of approaches, including both innovative and “tried and true”
- activities that draw from and build on prior learning
- various learning styles
- activities that are transferable to other contexts





## ✓ 9. Recommended Assessment Component

Assessment involves the wide variety of methods or tools that educators use to identify student learning needs, measure competency acquisition, and evaluate students' progress toward meeting learning standards. Assessment of all forms should support a flexible, personalized approach to learning and measure deeper, complex thinking.

### Principles of Quality Assessment

The following principles provide a foundation for the development of classroom assessment, evaluation and communication of student learning. These principles are intended to provide teachers with guidance for classroom assessment that aligns with the Know-Do-Understand curricula model.

#### Quality Assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

## ✓ 10. Learning Resources

The learning resources selected for the course should be age appropriate and help students to acquire essential knowledge, develop curricular competencies, and understand the Big Ideas of the BAA course. The selection and development of learning resources should take into account the needs of learners. Major learning resources, including teacher resources, are to be listed.

Learning resources must be evaluated through the local board-approved process. For more information, visit [Learning Resources: Provincial Approval Process](#) policy.



## Development Process for BAA Courses

The new Grade 10–12 provincial curricula gives teachers a significant amount of flexibility to customize course content, precluding the need for a separate BAA course. Before developing a new BAA, explore whether or not the content you wish to cover could be incorporated into an existing Ministry-developed course.

The following seven steps outline the procedure for developing a BAA course.

- Step 1:** Read through the [BAA Procedures and Requirements Guidebook](#) and appendices, and [Aboriginal Worldviews and Perspectives](#).
- Step 2:** Develop goals and a rationale for the course.
- Step 3:** Develop the Big Ideas, Curricular Competencies, and Content of the course. Remember, BAAs may share Big Ideas and Curricular Competencies with Ministry courses, but must not significantly overlap with new Ministry curriculum content.
- Step 4:** Develop the instructional component, assessment component, and list of learning resources.
- Step 5:** Complete the appropriate Ministry [BAA Course Framework Template](#) (see next page).
- Step 6:** Write the course synopsis.
- Step 7:** Submit your completed [BAA Course Framework](#) and the [BAA Course Form](#) to the Boards of Education or Independent School Authorities for review and approval.



**Please note:** The Ministry may ask a Board/Authority to submit a copy of a full BAA course framework for review. If the Ministry determines that a course does not meet the requirements and procedures set out in this guidebook, the course cannot be offered. However, Boards/Authorities have the option to revise a course to meet the requirements.

**Q. Another district/school has approved a BAA course that we would like to offer. As it has already been approved by a Board/Authority, can we offer it too?**

No, BAAs must be approved by the Board/Authority in which the course is offered, regardless of whether the course has already been approved in another jurisdiction, to ensure it is appropriate for local needs. Boards/Authorities wishing to review a course already approved by another district/school should have the permission of the original approving District/School.



## BAA Course Framework Templates

Ministry-developed BAA Course Framework Templates are available for course developers; use of these is optional. However, if a local format or template is used, it must contain all the required components included in the Ministry templates (see “Required Components for Board/Authority Authorized Courses” on page 4).

- The BAA Course Framework Template is available at [www.bced.gov.bc.ca/graduation/board\\_authority\\_courses.htm](http://www.bced.gov.bc.ca/graduation/board_authority_courses.htm).
- BAA ELL Language Acquisition/Culture Course Framework Template: BAAs developed for English Language Learners are to adhere to the “Guidelines for Creating Language Acquisition/Culture Courses” outlined in the [Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels](#).

For reference, sample course synopses and a sample BAA course framework are included at the end of this guidebook.

**Q. We want to develop an Introduction to English 10 course for our ELL students. Which template do we use?**

“Introduction to [Ministry Course Title]” courses do not meet BAA requirements, as BAAs cannot be preparatory, remedial or modified versions of Ministry courses. Schools wishing to offer preparatory or remedial courses may offer Locally-Developed (non-credit) courses. Please see Chapter 4 of the [Handbook of Procedures for the Graduation Program](#) for more information about Locally Developed Courses.

Districts/Schools wishing to offer BAA ELL courses are to follow the guidelines outlined in the [Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels](#).

## BAA Course Form

The [Board/Authority Authorized Course Form](#) is required for all newly-developed and revised courses, and must be submitted to the Boards of Education or Independent School Authorities along with the full course framework. Once the BAA Course Form is signed by the appropriate authority indicating the course is compliant with provincial requirements, the course may be offered to students.

Once a BAA has been approved, Boards/Authorities must submit the signed BAA Course Form to Student Certification ([student.certification@gov.bc.ca](mailto:student.certification@gov.bc.ca)). The completed form serves to notify the Ministry of newly developed/revised courses and confirms they satisfy BAA course requirements.

The BAA Course Form can be accessed at:

[www.bced.gov.bc.ca/graduation/board\\_authority\\_courses.htm](http://www.bced.gov.bc.ca/graduation/board_authority_courses.htm)



## Board/Authority BAA Approval Process

Schools must have the approval of their Boards of Education or Independent School Authorities prior to offering a BAA course, regardless of whether the course has already been approved in another jurisdiction.

Approved authorities are:

- For BC public and Yukon schools – Superintendent and Board
- For independent schools – School Authority Chairs or designate
- For offshore schools – Executive Director of International Education, Ministry of Education

### BC Public School Districts and Yukon Schools

**Step 1:** Submit the completed *BAA Course Framework* along with the *BAA Course Form* to the Superintendent for approval/signature. Select the most appropriate course code from the *BAA Core Categories* posted at [www.bced.gov.bc.ca/graduation/board\\_authority\\_courses.htm](http://www.bced.gov.bc.ca/graduation/board_authority_courses.htm).

**Step 2:** Superintendent submits the approved *BAA Course Framework* along with the *BAA Course Form* to the Board for approval/signature.

**Step 3:** Board retains a copy of the framework for the Ministry upon request.

**Step 4:** Boards send an electronic copy of the *BAA Course Form* to the Ministry at [student.certification@gov.bc.ca](mailto:student.certification@gov.bc.ca).

**Step 5:** Boards ensure that schools are reporting the course with the same course title (as approved by the board) and with the same four or five letter course code (i.e. YVPA), as indicated on the *BAA Course Form*.

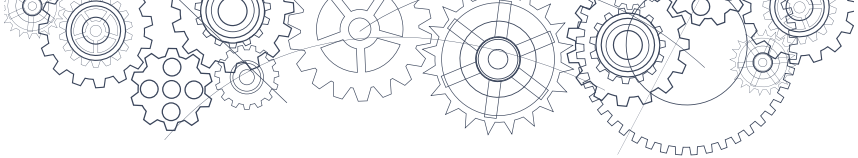
**Step 6:** Boards are to review BAAs on a set cycle and/or as needed due to changes in provincial curriculum. If not revised, those BAAs that do not meet requirements are to be delisted by the Board.

### Independent Schools

**Step 1:** Submit the completed *BAA Course Framework* along with the *BAA Course Form* to the Independent School Authority Chair for approval/signature. Select the most appropriate course code from the *BAA Core Categories* posted at [www.bced.gov.bc.ca/graduation/board\\_authority\\_courses.htm](http://www.bced.gov.bc.ca/graduation/board_authority_courses.htm).

**Step 2:** Retain the approved *BAA Course Framework and Course Form* for the Inspector of Independent Schools and for the Ministry upon request.

**Step 3:** Submit the *BAA Course Form* to [student.certification@gov.bc.ca](mailto:student.certification@gov.bc.ca). The *BAA Course Form* is to be submitted prior to the next scheduled inspection and therefore, without the signature of the inspector or designate.



**Step 4:** Ensure that schools are reporting the course with the same course title (as approved by the Inspector of Independent Schools) and with the same four or five letter course code (i.e. YVPA), as indicated on the *BAA Course Form*.

**Step 5:** Authorities are to review BAAs on a set cycle and/or as needed due to changes in provincial curriculum. If not revised, those BAAs that do not meet requirements are to be delisted by the Authority.


## Offshore Schools

**Step 1:** Submit the completed *BAA Course Framework* along with the *BAA Course Form* to [international@education.gov.bc.ca](mailto:international@education.gov.bc.ca) for approval. The Executive Director of International Education, Ministry of Education, is the Offshore Authority designate. Select the most appropriate course code from the *BAA Core Categories* posted at [www.bced.gov.bc.ca/graduation/board\\_authority\\_courses.htm](http://www.bced.gov.bc.ca/graduation/board_authority_courses.htm).

**Step 2:** Retain the approved *BAA Course Framework* along with the *BAA Course Form* for the Ministry upon request.

**Step 3:** Ensure that the BAA course is reported with the same course title and with the same four or five letter course code (i.e. YVPA), as indicated on the *BAA Course Form*.

**Step 4:** Offshore Schools are to review BAAs on a set cycle and/or as needed due to changes in provincial curriculum.



**Q. The BAA course code I am looking for is closed on the Course Registry. Where can I find the BAA course codes?**

Boards/Authorities are to select the most appropriate code from 39-generic BAA core course categories found on the BAA website:  
[www.bced.gov.bc.ca/graduation/board\\_authority\\_courses.htm](http://www.bced.gov.bc.ca/graduation/board_authority_courses.htm)



## Appendix A: Sample BAA Course Synopses

### Learning Strategies 10

This course will provide students the opportunity to develop self-awareness of their own learner profile, and to be proactive in their learning process. It will also support student success in core academic areas and assist in the areas of organization, time management, and social emotional well-being. The focus on independence, advocacy skills, and personal goal setting combined with addressing study skills and organizational techniques related to literacy and numeracy will provide a foundation for successful school completion and lifelong learning.

### Bicycle Maintenance and Repair 11

This course is designed to introduce students to the fundamental techniques used in the repair and maintenance of bicycles that will be donated to the needy within the community. Students will learn the proper use of the various bicycle tools required as they repair and maintain the bikes. Students will also learn the rules of cycling on the road, bike handling and traffic skills. Once all aspects of bike safety, repair and maintenance have been thoroughly covered, students will participate in supervised bicycle rides within the community. If time permits, there may also be opportunity to build custom frames and to service bicycles and to sell them within the community to address the entrepreneurial possibilities of the course.

### Pastry Arts and Baking 12

Pastry Arts and Baking is a course that focuses on advanced skills and techniques in baking. This course will be valuable for any student considering a career as a pastry chef, employment in a bakery, restaurant, catering service, or opening up a business of their own. The skills learned in this course are transferable from the classroom to the competitive service industry.

# Appendix B: Sample BAA Template



<b>School District/Independent School Authority Name:</b>	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b>
<b>Developed by:</b> Mr. Smith	<b>Date Developed:</b> June 1, 2016
<b>School Name:</b> ABC Secondary School	<b>Principal's Name:</b> Ms. Doe
<b>Superintendent Approval Date (for School Districts only):</b> July 15, 2016	<b>Superintendent Signature (for School Districts only):</b> <i>Signature</i>
<b>Board/Authority Approval Date:</b> July 15, 2016	<b>Board/Authority Chair Signature:</b> <i>Signature</i>
<b>Course Name:</b> Athletic Coaching 12	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):**

Physical & Health Education 10 & recommendation of a PHE teacher.

**Special Training, Facilities or Equipment Required:**

Teacher must be certified in BC Sports Med and National Coaching Certification Program

**Course Synopsis:**

This course has been designed to help students learn the basic skills in order to become a successful coach. In addition, students will receive recognized community certifications that will assist them in obtaining volunteer or paid coaching/leadership positions in the community.

## **Goals and Rationale:**

### Rationale:

Athletic Coaching 12 (AC12) is designed to develop educated coaches who have the knowledge, skills and understandings to be effective, adaptable and self-aware leaders in the community. The AC course focusses on competencies that will support both the learner in their volunteer/paid coaching roles and the youth participating in community sport groups. Certifications acquired in this course can contribute directly to employment in recreation centres or sport organizations.

AC12 combines aspects of coaching and leadership theory with modern community-based, recognized certifications. AC12 is strongly linked to the core competencies of communication and personal awareness and responsibility. The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. This competency is taken a step further as learners will gain the knowledge and skill necessary to communicate and motivate large groups of athletes while modifying their communication based on the age/development of their audience. The personal awareness and social responsibility competency is also heavily represented in AC12. Competency in this area will be built through self-awareness planning and experiential leadership.

The athletic coaching course has cross-curricular elements. Since a coach or community leader is often the first responder in situations requiring first aid or athletic therapy, students will gain knowledge and skill in athletic first aid and cardio-pulmonary resuscitation (CPR). Success in these areas requires a basic knowledge of human musculoskeletal anatomy. The core competency of thinking becomes a key element of injury assessment and management as it requires recalling past knowledge and applying it to real life sport injury situations.

A focus on lifelong safety, physical activity and health is valuable for both the individual student and for society as a whole. The knowledge, skills and competencies developed in AC12 will help support these concepts in self and others while maintaining a special focus on what is developmentally appropriate. Knowing how to support diversity among athletes and how to mitigate bullying situations between children or between head/assistant coaches promotes inclusion, safety and fairness. Some topics in AC12 should be approached with sensitivity and care because of their personal nature and connections to family, religious and cultural values.

Leadership is learning. Being able to demonstrate that learning through community recognized certifications is a key approach in AC 12. Community organizations such as the National Coaching Certification Program, Sport Medicine British Columbia, the British Columbia Parks and Recreation Association and the Canadian Red Cross are valuable community partners who provide programs and certifications via AC 12.

Because leadership and coaching require a great deal of self-reflection and planning, there will be ample opportunities for multi-dimensional inquiry throughout the course.

### Goals:

- Develop an understanding of the many aspects of coaching and leadership as they relate to self, others and groups/teams.
- Develop the knowledge and skills to manage diversity in sport.
- Develop an understanding of the developmental stages of children and how that relates to the development of fundamental movement skills.
- Develop the knowledge and skills required to lead/coach children.
- Gain community recognized certifications in leadership, athletic first aid and CPR.



## **Aboriginal Worldviews and Perspectives:**

### Declaration of First People's Principles of Learning:

- Athletic Coaching supports the development of self in support of connecting with others.
- Learning is embedded in memory, history and story.
- Leading and coaching involves learning from mentors as well as those we are meant to lead.
- Leadership and learning is holistic, reflexive, reflective, experiential and relational.
- Athletic Coaching requires exploration of one's identity, philosophy and ethics.
- Becoming a leader/coach involves recognizing that some learning is sensitive and should only be shared with permission and in certain situations.

### Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the aspects included in AC 12. Athletic Coaching is inseparable from connectedness and relationships; specifically:

- Community involvement (process and protocols)
- The power of story
- Experiential learning
- Flexibility
- Leadership
- A positive learner-centered approach
- Community engagement
- The role of the teacher (leader or coach)
- Local focus

**BIG IDEAS**

**Leadership** development is an ongoing process.

Certifications in leadership allow us to contribute to the community.

Sport safety practices and first aid can serve the greater sport community.

A **coaching philosophy** can help us be better leaders/coaches.

Coaching and leadership practices are influenced by the community, society, and the media

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Principles of Coaching:</b></p> <ul style="list-style-type: none"> <li>• Develop coaching philosophy, ethics, objectives and style</li> <li>• Analyze coaching and leadership as represented in the community, society and media to understand their impacts on sports and players</li> <li>• Understand elements of diversity in sport</li> <li>• Complete community based certifications in coaching/leadership</li> <li>• Demonstrate proper use of an automatic external defibrillator (AED)</li> <li>• Recognize First Peoples perspectives and knowledge to gain understanding of leadership in sport</li> <li>• Recognize and manage sport injuries and situations requiring CPR</li> <li>• Recognize developmental stages in fundamental movement skills among children</li> <li>• Teach technical skills and tactical skills with the games approach.</li> </ul> <p><b>Healthy &amp; Active Living:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to apply health knowledge and healthy living skills in making reasoned decisions related to their role as coaches/leaders</li> <li>• Communicate and demonstrate safe and appropriate participation in physical activities</li> </ul> <p><b>Community Building &amp; Collaboration:</b></p> <ul style="list-style-type: none"> <li>• Employ leadership techniques to improve chances of success in a variety of physical activities among participants</li> <li>• Plan ways to overcome potential barriers to participation in physical activities</li> <li>• Develop <b>communication</b> strategies for working with teams, athletes, youth</li> <li>• Complete a coaching <b>practicum</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Principles of program design, including: personal sport <b>philosophy</b>, importance of moral judgments in sport and team objectives</li> <li>• Different types of <b>diversity</b> in athletes, children and sport</li> <li>• The <b>signs</b> and <b>symptoms</b> of cardiopulmonary distress and choking in infants, children and adults</li> <li>• Basic musculoskeletal anatomy and physiology as it relates to sport</li> <li>• The <b>signs</b> and <b>symptoms</b> of common sports injuries.</li> <li>• Athletic taping techniques</li> <li>• Sport safety guidelines</li> <li>• First Peoples perspectives connecting sport and culture</li> <li>• The developmental stages of children in fundamental movement skills</li> <li>• The <b>challenge zone</b> for athletes/children</li> <li>• Physical, cognitive and social traits of children</li> <li>• <b>Concepts of coaching</b></li> <li>• <b>Physical training basics</b></li> <li>• Different leadership techniques to encourage inclusion and participation</li> <li>• Communication methods and when to use different forms</li> </ul>

## Big Ideas – Elaborations

- **Leadership** qualities can be learned and are skill-based; leaders seek to provide players with maximum opportunities to achieve success.
- **coaching philosophy:** Identifying the purpose of your coaching, your coaching values and choosing your leadership style.

## Curricular Competencies – Elaborations

- **philosophy:** how we view our coaching experiences and how this will define our future planning.
- **ethics:** moral judgements in coaching.
- **objectives:** setting goals and balancing winning, fun and development.
- **diversity:** managing differences among youth/athletes including maturation, culture, gender, sexuality, physical and mental abilities.
- **certifications:** Sample certifications include Fundamental Movement Skills, First Aid, and CPR
- **AED:** An Automatic External Defibrillator (AED) is a small, portable easy to operate lifesaving medical device designed to deliver an electrical shock to a person who is having a Sudden Cardiac Arrest (SCA).
- **Recognize:** the appearances and common situations that lead to injury.
- **manage:** prevention, first aid, referral, taping and recovery of sport injuries.
- **developmental stages:** maturational stages and skill acquisition stages.
- **fundamental movement skills:** running, jumping, throwing, catching, striking.
- **technical skills:** the motor programs necessary to complete a physical movement.
- **tactical skills:** combining technical skill with reading the situation and decision making.
- **communication:** dimensions of communication and the six step model of communication in sport. Why is communication sometimes ineffective? Coaching style and communication.
- **practicum:** students will work under a head coach or recreational leader to complete a minimum of 20 volunteer hours as a sport coach.

## Content – Elaborations

- **Signs:** the visual aspects to a sport injury.
- **Symptoms:** the sensations reported by the injured athlete.
- **musculoskeletal anatomy and physiology:** major bones, muscles, connective tissue and joints; also the basic functions of these features.
- **challenge zone:** knowing how to adapt an activity to balance challenge with ability in order to maximize student success and potential.
- **Concepts of coaching:** coaching styles, coaching for character, communication, games approach, skills and tactical skills.
- **Physical training basics:** energy fitness, muscular fitness and the basics of periodization.

**Recommended Instructional Components:**

- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Student-in-Role
- Peer teaching
- Experiential Learning
- Reflective Writing

**Recommended Assessment Components:**

- Journaling
- Peer Assessment
- Self-Assessment
- Performance Assessment
- Oral Presentations
- Quizzes and Exams

**Learning Resources:**

- National Coaching Certification Program (NCCP): [\*Fundamental Movement Skills\*](#)
- **High Five Recreational Leadership:** [\*Principles of Healthy Childhood Development & High Five Sport\*](#)
- [\*\*SportMed BC:\*\* \*Sport First Aid Level 1 & Athletic Taping Level 1\*](#)
- Canadian Red Cross: [\*CPR guidelines and Automated External Defibrillator \(AED\) course\*](#)

**Additional Information:**

None



Learning for a Lifetime

## FLY FISHING 11

<b>School District/Independent School Authority Name:</b> School District 43, Coquitlam	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD43
<b>Developed by:</b> Lorenzo Cirillo, Michelle Ciolfitto	<b>Date Developed:</b> January 2018
<b>School Name:</b> Centennial Secondary	<b>Principal's Name:</b> Anthony Ciolfitto
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Fly Fishing	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s): None**

### Special Training, Facilities or Equipment Required:

While no special or previous training is required, it is helpful for each student to own or borrow at least one fly rod and some basic tackle including the following: fishing chest waders, fly box, fly rod, personal floatation device.

The majority of learning will occur in outdoor spaces, including those by rivers and lakes. Although course work and instruction will enhance student capacity to select appropriate gear, to travel through and participate in activities in wilderness settings, students should possess and know how to use gear that will allow them to dress appropriately for the weather and landscape.

**Course Synopsis:**

Fly Fishing 11 is designed to promote the lifelong pursuit of personal wellness and appreciation of nature through exposure to a variety of outdoor activities and conservation efforts. Students will develop the skills and knowledge to fish, care for their equipment, preserve the environment, engage in local cultures and appreciate the aesthetic value of various outdoor settings.

**Rationale:**

The main purpose of offering a Fly Fishing course to secondary students is to educate them about the inherent worth of the natural world. Nature is an amazing spectacle that offers even more value to us when seen through a specific lens. Legendary British Columbia fly fisherman and world-renowned author and conservationist Roderick Haig Brown was a prime example of an outdoorsman who modeled an appreciation for the environment when he was pursuing fish. As he states in his book, *Fisherman's Fall*, "If fishing was simply a matter of catching fish, I would have given it up long ago." In developing a curriculum around fly fishing, it is essential that new fly fishers are exposed to the many aspects of such a sport including ecology, entomology, natural aesthetics, physical fitness and more.

The application of inquiry methods and place-based experiential learning is at the core of our new curriculum. Further, the ability to seek personally and socially relevant knowledge and experiences is an integral part of being a life-long learner. This Fly Fishing course is a hands on, place-based and empowering way to educate students to become amateur naturalists and stewards of the land. Globally, we are at a critical point for effectively managing our natural resources. Being able to rationalize and conceptualize the issues of fair pursuit of our quarry, equitable use of waterways, and mutual consideration for all user groups will go a long way to creating mindful citizens. Through a variety of outdoor experiences and related personal inquiries, young fly fishers will begin to internalize the importance of ethical decision-making practices and the need for advocacy to protect our natural resources and ensure a sustainable future.

Fly fishing takes place on the rivers, lakes and oceans in our province. In order to enjoy pursuits in these environments, safety must be explicitly taught and practiced. This course will help students to recognize the various hazards that the natural world presents and will teach them to both prepare for and react to them in safe, environmentally responsible ways.

The fish we may seek out for pleasure as Fly Fishers has been a source of nourishment and spiritual connection to the land for millennia for British Columbia's Indigenous Peoples. This rich history and knowledge that First Nations have about the Earth will be used as a guide to help us appreciate and care for the land and water systems we explore.

Finally, Fly Fishing 11 will provide skills and experiences that may support a life-long health-promoting pass-time. As the pace of our daily lives seems to increase exponentially, we become vulnerable to a variety of conditions that affect our health. Fly fishing is a model diversion from stress-inducing routines as it offers us the opportunity to reset our internal cycles to that of the natural world. The common sounds, various sights and passing of seasons in the fly fishers' world create a safe haven to replenish our mental and physical well-being.

## Goals

- develop an understanding and appreciation of the natural world through participation in outdoor activities
- develop place-based knowledge of the natural world and experience the local area in order to promote a desire to preserve ecosystems
- promote the habits of mind associated with stewardship — a consideration of social, ethical, and environmental implications of personal and collective choices.
- understand the relationship between physical activity and the many aspects of well-being, including physical, mental, and social
- develop the movement knowledge, skills, and understandings needed for lifelong participation in a range of physical activities
- demonstrate the knowledge, skills, and strategies needed to make informed decisions that support local cultures and personal and community health and safety.
- investigate aesthetic and artistic elements of nature including through fly tying, nature photography or other nature-based art forms.

## Aboriginal Worldviews and Perspectives:

Fly fishing offers students opportunities to reflect within and about nature, in order to deepen their understanding of self, community, cultures (theirs and others'), and the natural world. Through exposure to conservation efforts associated with wilderness activities, students build a greater understanding in all areas of learning and are encouraged to apply their knowledge and worldviews in a multitude of environments.

## Assessment:

The assessment for the course is inclusive of formative and summative practices, and incorporates many pragmatic drills to increase fishing success and safety in the outdoors. Students will be prepared for their field trips with plenty of descriptive feedback on casting techniques and through performance tasks on knot tying, fly tying, and general fishing knowledge. Indicators of this success will be both demonstrated and co-created with students, and will incorporate the current Conservation and Outdoor Recreation Education (CORE) information and the Freshwater Fishing Regulations provided each year. Above all else, this program features the local waterways. Teaching students how to prepare for outings, follow safety guidelines, and become life-long stewards of fishing is achieved through scaffolding material, practical drills, and field trip experiences. Furthermore, this course will feature the *triangulation of evidence by assessment mode* (Cooper, 2016), whereby the teacher will assess and triangulate performance tasks, oral conversations, and assignments to determine student success based upon criteria. This provides a valid and reliable picture of student achievement when it comes to their learning and competency (skill) development over time. A focus on the growth of relevant skills will be at the core of assessment.

## BIG IDEAS

Lifelong participation in outdoor activities promotes health and wellbeing.

Understanding of our place in the natural world contributes to healthy environments.

Advocating for the environment ensures a healthy world for future generations.

Stewardship principles promote ethical decision-making.

Understanding First Peoples perspectives of knowledge, other ways of knowing and local knowledge as sources of information.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to <b>do</b> the following:</i></p> <p><b>Outdoor activity skills and healthy living</b></p> <ul style="list-style-type: none"> <li>➤ Develop and demonstrate a variety of skills for outdoor activities.</li> <li>➤ Apply skills that engage the body and mind.</li> <li>➤ Demonstrate safe use, care, and maintenance of tools, equipment, materials and work space.</li> <li>➤ Apply informed strategies to respectfully support others as they learn to fish in a variety of environments.</li> <li>➤ Anticipate and manage risks during outdoor activities.</li> <li>➤ Explain how developing competence in traditional outdoor pursuits can increase confidence and encourage lifelong participation.</li> <li>➤ Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences</li> </ul> <p><b>Social Responsibility</b></p> <ul style="list-style-type: none"> <li>➤ Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and secondary sources</li> <li>➤ Contribute to care for self, others, community, and world through individual or collaborative approaches</li> <li>➤ Practice and promote respectful ways of moving through wilderness</li> </ul>	<p><i>Students are expected to <b>know</b> the following:</i></p> <p>Legal and Safety Standards</p> <ul style="list-style-type: none"> <li>• Collaboration with local conservation officers</li> <li>• Safety in the water</li> <li>• Survival safety</li> <li>• Fishing regulations</li> <li>• Contact the local First Nations' Fisheries Department to understand the local history and fishing techniques.</li> <li>• Regulation literacy</li> <li>• Fishing licensing</li> <li>• Boating licensing</li> <li>• Navigation licensing</li> <li>• Collaboration with local hatcheries</li> <li>• First-Aid Certification</li> </ul> <p>Wilderness Travel</p> <ul style="list-style-type: none"> <li>• Wading skills</li> <li>• Water craft such as canoes, pontoon boats, motorized craft.</li> </ul>



## Ethics

- Consider the changes in knowledge over time as tools and technologies have developed and the associated ethics of using that technology (fish finders, put and take fisheries, catch and release, etc.)
- Identify First People's perspectives and knowledge as sources of information
- Apply local protocols determined by the local first nation
- Make reasoned ethical judgements about actions in the past and present and determine appropriate ways to respond.
- Understand the value of wildlife as a social asset

## Aesthetic Values

- Appreciate the aesthetics of nature to strengthen our commitment to protect the natural world
- Develop personally relevant formats to document or represent the aesthetic aspects of nature (fly-tying, photography, painting)

## Ecology

- Develop skills related to careers in wildlife management and outdoor recreation
- Consider the role of naturalists and stewards in conservation
- Communicate stewardship ideals effectively to various audiences
- Analyze cause and effect relationships
- Analyze the benefits and challenges of wildlife management issues (*culling of seal populations*, fish farming, etc.)
- Explore Aboriginal and local cultural perspectives and knowledge to gain deeper understanding of our natural world.
- Identify how story in First Peoples cultures connects people to land

## Entomology

- Understanding and identification of various aquatic invertebrates and terrestrial insects.

## Life cycles of fish

- Anadromous fish
- Dependent species

## Wildlife identification

- Significant freshwater and salt water fish of British Columbia.
- Various types of land based fauna in British Columbia
- Various flora found in British Columbia

## Wildlife harvesting skills

- Casting
- Fly tying
- Ethical and sustainable care of catch
- Care of tackle and fishing tools

## User group priorities

- Conservation
- Aboriginal
- Sport
- Commercial

## Big Ideas – Elaborations

Stewardship: The responsible use and protection of the natural environment through conservation and sustainable practices.

## Curricular Competencies – Elaborations

**Fish Finders:** An instrument used to locate fish under water by detecting reflected pulses of sound energy as in sonar.

**Put and Take Fisheries:** Fish are stocked into a body of water with the intention of being caught.

**Catch and Release:** A method of fishing in which some or all of the catch are released after capture as a conservation measure.

## Content – Elaborations

**Dependent Species:** Aquatic invertebrates, forage fish, terrestrials that sustain various fish species

**Pontoon Boats:** Inflatable personal water craft that is manipulated using legs or oars.

**Anadromous Fish:** fish born in fresh water, migrate out to the ocean to mature into adults and swim back to fresh water to spawn.

**Recommended Instructional Components:**

- Direct Instruction
- Demonstrations
- Modelling
- Guest speakers
- Experiential Learning
- Reflective Writing

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

- Journals
- Quizzes/Tests
- Self-Assessment
- Peer assessments
- Field Performance Assessment
- Performance Assessments
- Oral Presentations

**Learning Resources:**

- Current B.C. Freshwater Fishing Synopsis
- British Columbia Conservation and Outdoor Recreation Education manual
- Freshwater Fisheries Society of B.C. website

- Book, 'The Gilley' Edited by Alf Davy. Entire chapter devoted to ethics and conservation
- Book, 'A Primer to Fly Fishing' by Roderick Haig Brown.
- Resource material for fish identification produced by Department of Fisheries and Oceans Canada
- Current periodicals
- Days of Rivers Past – Robert Hooton
- River of Salmon People -Theytus Books
- Lower Fraser Fisheries Alliance

**Additional Information:**

- A great deal of information can be obtained from the Freshwaters Fisheries Society of British Columbia's website [www.gofishbc.com](http://www.gofishbc.com)
  - FFSBC is a non-profit organization whose mandate is to enhance and conserve British Columbia's freshwater fisheries for public benefit.
  - FFSBC works in partnership with government, industry and anglers. Stocking information can be obtained, events and programs are offered as well as the ability to buy a freshwater fishing e-license.
- Level one first aid would be a beneficial asset for students participating in outdoor pursuits of any kind.
- Observe, Record and Report number to report fish and wildlife violations for Fisheries and Oceans Canada 1 800 465 4336
- Report all Poachers and Polluters (RAPP) reporting offences that involve wildlife or environmental offences in non-marine areas 1 877 952 RAPP
- 'Wilderness Watch' The B.C. Wildlife Federation offers up to \$2000 for information leading to charges being laid against a person harming fish and wildlife and their habitat. 1 888 881 2293



## APPLICATIONS OF DIGITAL LEARNING 10

<b>School District/Independent School Authority Name:</b> Coquitlam	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD43
<b>Developed by:</b> Paul Aitken, Brian Barazzuol, Wooje Choi, Matthew Last, Cherie Nagra, Murray Peters, Brent Raabe, Roberto Ramogida, Sean Robinson, John Sarte, Al Soiseth, David Truss, Ian Wong	<b>Date Developed:</b> January 26, 2018
<b>School Name:</b> Coquitlam Open Learning	<b>Principal's Name:</b> David Truss
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Applications of Digital Learning	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100

**Board/Authority Prerequisite(s):**

**Special Training, Facilities or Equipment Required:**

Students will require access to computers, applications that allow for generating content (e.g., word processing, photo editing, video editing software), and access to the Internet.

**Course Synopsis:**

Applications of Digital Learning facilitates students to effectively and ethically consume and create a wide variety of digital content, including websites, documents, images, social media posts, video, and podcasts. Communication will be a central theme of the course and students will demonstrate a willingness and ability to appropriately express and exchange information, experiences, and ideas using various digital tools.

**Goals and Rationale:**

The aim of the course is to improve students' understanding, attitude, and behaviour with respect to being a global digital citizen. The course is necessary because of the high level of access to the Internet and the expectation to effectively and ethically use digital tools to learn and communicate ideas. A course that directly focuses on how students engage with digital media for the purpose of supporting their own learning is essential in the 21st century.

The course is taught through an inquiry stance requiring critical thinking, ethical decision making and reflective learning – What am I wanting to inquire into? Is it ethical/am I behaving ethically? Is it effective? Does it matter? To me? To others? Why? How do I know? Does it positively contribute to the community? What difference will my work make, or do I hope to make?

The expectation is that the units of this course will not be taught in a linear fashion, but outcomes will be integrated throughout learning activities in this course or integrated within other courses and once mastered, are expected to be applied across learning environments/contexts and curricular areas – integration and relevant application are paramount. It is of particular importance that the ethical uses of information – copyright, privacy, plagiarism and digital citizenship are at the forefront throughout the teaching of this course.

**Aboriginal Worldviews and Perspectives:**

Links to First Peoples' Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place)
- Learning involves recognizing the consequences of one's actions
- Learning involves generational roles and responsibilities
- Learning recognizes the role of indigenous knowledge
- Learning is embedded in memory, history, and story
- Learning involves patience and time
- Learning requires exploration of one's identity
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

**BIG IDEAS**

Personal design choices require self-exploration and refinement of skills.

Social, ethical, and sustainability considerations impact design choices.

Tools and technology have an impact on people's lives.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Applied Design</b>  <i>Understanding context</i></p> <ul style="list-style-type: none"> <li>Practice <b>critical consumption</b> while learning to understand context, define the problem and its impact on communities, and generate ideas</li> <li>Engage in a period of research and empathetic observation</li> <li>Engage in reciprocal relationships throughout the design process</li> </ul> <p><i>Defining</i></p> <ul style="list-style-type: none"> <li>Identify potential users and relevant contextual factors for a chosen design opportunity</li> <li>Identify criteria for success, intended impact, and any constraints</li> <li>Identify potential user, intended impact, and possible unintended negative consequences</li> </ul> <p><i>Ideating</i></p> <ul style="list-style-type: none"> <li>Take creative risks in generating ideas and add to others' ideas in ways that enhance them</li> <li>Screen ideas against criteria and constraints</li> <li>Critically analyze and prioritize competing factors to meet community needs for preferred futures</li> <li>Recognize community needs for balanced futures</li> <li>Maintain an open mind about potentially viable ideas</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>Solution fluency</b></li> <li><b>Information fluency</b></li> <li><b>Media fluency</b></li> <li><b>Collaboration fluency</b></li> <li><b>Creativity fluency</b></li> <li><b>Global digital citizenship</b></li> <li>Use of online databases for research</li> <li>Digital search tools and techniques</li> <li>Effective and ethical use of social media</li> <li>Citation managers</li> <li>How to embed content</li> <li>Navigate digital platforms</li> <li>Use learning management systems (LMS)</li> <li>Use of calendars and productivity software to manage projects</li> <li>Edit image, audio, and video</li> <li>Decipher copyright</li> <li>Digital Responsibility</li> </ul>

### *Prototyping*

- Understand the process of creation with respect to digital media
- Identify and use a variety of sources of inspiration and information
- Choose an appropriate form, scale, and level of detail for prototyping, and plan procedures for prototyping multiple ideas
- Analyze the design for life cycle
- Construct prototypes, making changes to tools, materials, and procedures as needed
- Record iterations of prototyping

### *Testing*

- Identify and communicate with sources of feedback
- Edit based on feedback from critiques
- Iterate the prototype or abandon the design idea

### *Making*

- Identify and use appropriate tools, technologies, materials, and processes for production
- Make a step-by-step plan for production and carry it out, making changes as needed
- Use materials in ways that minimize waste

### *Sharing*

- Develop **communication** skills using a variety of digital tools as they relate to online learning, sharing, and collaboration
- Share progress while creating design to enable ongoing feedback
- Decide on how and with whom to share or promote design
- Critically evaluate the success of the design, and explain how ideas contribute to the individual, family, community, and/or environment
- Critically reflect on their design thinking and processes, and identify new design goals
- Assess ability to work effectively both as individuals and collaboratively in a group, including ability to share and maintain an efficient collaborative work space



### Applied Skills

- Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments
- Identify the skills needed in relation to specific projects, and develop and refine them

### Applied Technologies

- Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for tasks
- Evaluate impacts, including unintended negative consequences, of choices made about technology use
- Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies

## Curricular Competencies – Elaborations

- **Critical Consumption** (Analyze, evaluate, and synthesize digital content)
  - Recognize and evaluate the authenticity and reliability of information
  - Synthesize information from a variety of sources for both academic and personal enjoyment
  - Analyze and evaluate digital footprints
  - Select the appropriate learning tool or media source to maximize effectiveness and efficiency
  - Demonstrate skills essential for safety, security and self-regulation in the digital world; protection of passwords, personal privacy, privacy of others, etc.
- **Creation** (Create and express ideas through digital content)
  - Create products that demonstrate types of online collaboration for a specific audience (school, teachers, peers, global community, etc.)
  - Curate a digital portfolio and express personal views and perspectives of themselves as author and contributor
  - Effectively utilize a research process when conducting an inquiry
  - Understand and implement principles of design to improve visual presentation
  - Demonstrate respect for intellectual property by understanding copyright, plagiarism and citation.
- **Communication** (appropriate expression and exchange of information, experiences and ideas through various digital tools)
  - Use a variety of social networking tools and learning management systems for their intended purposes
  - Use context or tool appropriate language – i.e. abbreviations for texting, one paragraph format for email etc.
  - Constructive participation in online discussions – reinforcing not repeating, thoughtful criticism and feedback, offering new information and alternate perspectives
  - Develop strategies for effective group-work – creating guidelines and policies to efficiently complete group goals and products
  - Seek out and engage with mentors and experts

## Content – Elaborations

These are regarded as the essential fluencies of a global digital citizen:

1. **Solution fluency**-The ability to think creatively to solve problems; defining the problem; designing an appropriate solution; delivering the solution; and evaluating the process.
2. **Information fluency**-The ability to unconsciously and intuitively interpret information in all forms and formats in order to extract the essential knowledge, authenticate it, and perceive its meaning and significance.
3. **Creativity fluency**-The process of adding meaning through design, art and storytelling.
4. **Media fluency**-The ability to look analytically at any communication to interpret/evaluate the message and medium and communicate with an audience using the most appropriate and effective medium.
5. **Collaboration fluency**-The ability to work cooperatively with virtual and real partners in an online environment to solve problems and create original products.
6. **Global digital citizen**-Using the guiding principles of leadership, ethics, altruistic service, environmental stewardship, global citizenship, digital citizenship, and personal responsibility.

### Recommended Instructional Components:

All instruction will be conducted in the context of inquiry investigation, analysis, application and reflection.

- Inquiry stance as primary process for instructional engagement with a variety of content – student selected, teacher identified and/or mandated by curriculum
- On-going nature of the inquiry cycle as initial questions lead to greater questions which lead to the need for on-going reflection and revision - synthesizing, analyzing, evaluating etc.
- A variety of individual, partner, small and whole community learning experiences – both face to face and digitally as appropriate to task – principles of effective group work always being utilized
- Structured dialogue and discourse- synchronously and asynchronously, face to face and digitally
- Interdisciplinary study
- Student self-directed, educator supported and facilitated learning plans
- Use of experts from around the world via virtual connectedness

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

A suggested form of assessment is the use of a portfolio-a collection of digital artifacts created throughout the year that demonstrate core competencies, curricular competencies, and content knowledge. Essential to the assessment process would be a series of reflections and presentations that serve to communicate new understandings developed by the student.

Effective formative assessment via:

- Clearly articulated and understood learning standards and success criteria
- Questions posed by students, peers and teachers to move learning forward
- Discussions and dialogue
- Feedback that is timely, clear and involves a plan
- Students are resources for themselves and others – peer and self-assessment
- Student ownership

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning standards. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Letter grades will reflect learning towards the learning standards articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Professional judgement and evidence will be used to determine final letter grade in consultation with the student

**Learning Resources:**

- Personal learning device
- Stable wireless network
- Broadcasting devices – such as LCD projector
- Learning Management System (LMS)
- Digital Portfolio tool
- Online digital tools – a variety
- Furniture to support a flexible learning environment conducive to the inquiry philosophy
  - Couches
  - Tables/chairs
  - Work stations

**Additional Information:** Attached.



MEMO

**DATE** Monday, May 28, 2018

**TO** Mr. Dave Truss, Millside Centre Principal

**FROM** Ms. Terri Galligos, District Aboriginal Resource Teacher

**SUBJECT** Weaving Digital Learning with Indigeneity

Thank you, Dave for inviting me to view the Foundations of Inquiry and Applications to Digital Learning courses from both Inquiry Hub Secondary and Coquitlam Open Learning. I have viewed these courses and compared how these courses weave into *The First Peoples Principles of Learning* - <https://firstpeoplesprinciplesoflearning.wordpress.com> and a *Call to Action from the Truth and Reconciliation Commission* - <http://www.trc.ca>.

Weaving Indigenous and non-Indigenous concepts reflects upon: starting a relationship based upon reconciliation beginning with a conversation; researching and becoming informed of what the 1<sup>st</sup> Peoples Principles and TRC reflect; and acknowledging whose traditional territory the Coquitlam Board of Education resides on. Collectively, the Aboriginal Education Department and community of Coquitlam have demonstrated good weaving practices in multi-faceted ways from engaging in the new revised curriculum collaboratively; to hosting public events, such as the most recent viewing of the Indigenous film *Indian Horse*, a novel by Indigenous author Richard Wagamese, at the local cinema.

These woven concepts may be further enhanced by using digital literacy as a research tool; for example: comparing and contrasting past and present issues and trends regarding both Canadian and First Nations history; citing archived and current sources; and being an accurate and positive agent of change when unpacking the *BIG IDEAS* reflected upon these courses. Respect, diversity, and place are a few concepts belonging to the weave.

Thank you for your inquiry, please do not hesitate to contact the Aboriginal Education Department should you require further clarifications.

Respectfully Submitted,  
TERRI GALLIGOS  
DISTRICT ABORIGINAL RESOURCE TEACHER



## FOUNDATIONS OF INQUIRY 10

<b>School District/Independent School Authority Name:</b> Coquitlam	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD43
<b>Developed by:</b> John Sarte, Alan Soiseth, David Truss	<b>Date Developed:</b> March 14, 2018
<b>School Name:</b> Inquiry Hub Secondary	<b>Principal's Name:</b> David Truss
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Foundations of Inquiry	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100

**Board/Authority Prerequisite(s):**

**Special Training, Facilities or Equipment Required:**

Students will require access to computers, applications that allow for generating content (e.g., word processing, photo editing, video editing software), and access to the Internet.

**Course Synopsis:**

Foundations of Inquiry 10 is a process-based course reflecting the necessary skills for effective participation in contemporary society. Learners will participate in inquiries that are designed to be a complex combination of structured learning with intentional opportunities for students to create, design, imagine along with developing new possibilities.

**Goals and Rationale:**

Inquiry is necessary for successful participation in our democratic society. The current and emerging skills required of our contemporary knowledge society require that what learners are able to do is more important than what they know. The natural learning process is invoked through curiosity, which leads to questioning, exploration and the pursuit of these questions in order to satisfy this curiosity. The intent of this course is to identify the knowledge, skills and attitudes reflective of an effective inquiry stance toward learning in order to support students in investigating required or self-selected content.

Inquiry emphasizes the process of learning in order to develop deep understanding in addition to the intended acquisition of content, knowledge and skills. Inquiry draws upon a constructive learning theory where understanding is built through the active development of conceptual mental frameworks by the learner. Students come to the classroom with preconceptions about the world. Teaching practices must draw out and work with students' pre-existing understandings and make student 'thinking' visible and central to the learning. At its heart inquiry is a process of metacognition. The purpose of this course is to bring this metacognition to the forefront AS the learning and have students demonstrate their ability to identify the various forms of inquiry – across domains and disciplines and the stages of inquiry as they move through them, experience failure and stuckness at each level.

Foundations of Inquiry 10 recognizes that competence in an area of study requires factual knowledge organized around conceptual frameworks to facilitate knowledge retrieval and application. Classroom activities are designed to develop understanding through in-depth study both within and outside the required curriculum.

**Aboriginal Worldviews and Perspectives:**

Links to First Peoples' Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place)
- Learning involves recognizing the consequences of one's actions
- Learning involves generational roles and responsibilities
- Learning recognizes the role of indigenous knowledge
- Learning is embedded in memory, history, and story
- Learning involves patience and time
- Learning requires exploration of one's identity
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

**BIG IDEAS**

Personal design choices require self-exploration and refinement of skills.

Social, ethical, and sustainability considerations impact design choices.

Tools and technology have an impact on people's lives.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Applied Design</b></p> <ul style="list-style-type: none"> <li>Find a question, problem or need.</li> <li>Design a feasible, structured investigation.</li> </ul> <p><i>Understanding context</i></p> <ul style="list-style-type: none"> <li>Engage in a period of research and empathetic observation</li> <li>Engage in reciprocal relationships throughout the design process</li> </ul> <p><i>Defining</i></p> <ul style="list-style-type: none"> <li>Identify potential users and relevant contextual factors for a chosen design opportunity</li> <li>Identify criteria for success, intended impact, and any constraints</li> <li>Identify potential user, intended impact, and possible unintended negative consequences</li> </ul> <p><i>Ideating</i></p> <ul style="list-style-type: none"> <li>Take creative risks in generating ideas and add to others' ideas in ways that enhance them</li> <li>Screen ideas against criteria and constraints</li> <li>Critically analyze and prioritize competing factors to meet community needs for preferred futures</li> <li>Recognize community needs for balanced futures</li> <li>Maintain an open mind about potentially viable ideas</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p>Understand and use terminology related to inquiry in a variety of disciplines:</p> <ul style="list-style-type: none"> <li>art-based</li> <li>scientific method</li> <li>design thinking</li> <li>qualitative research</li> <li>philosophical inquiry</li> <li>indigenous perspective</li> </ul> <p>Learn with purpose</p> <ul style="list-style-type: none"> <li>Pursue personal interest or need</li> <li>Pursue a curricular outcome in another subject area (Science, Math, English, etc.)</li> <li>To help others (human-centered)</li> </ul> <p>Develop questions</p> <ul style="list-style-type: none"> <li>Find or identify a problem that needs to be solved</li> <li>Identify relevant background knowledge or skills</li> <li>Identify necessary skills needed to complete the inquiry</li> <li>Identify interests and passions</li> </ul>

### *Prototyping*

- Construct or make a representation, service or product related to your learning.
- Identify and use a variety of sources of inspiration and information
- Choose an appropriate form, scale, and level of detail for prototyping, and plan procedures for prototyping multiple ideas
- Analyze the design for life cycle
- Construct prototypes, making changes to tools, materials, and procedures as needed
- Record iterations of prototyping

### *Testing*

- Identify and communicate with sources of feedback
- Edit based on feedback from critiques
- Iterate the prototype or abandon the design idea

### *Making*

- Identify and use appropriate tools, technologies, materials, and processes for production
- Make a step-by-step plan for production and carry it out, making changes as needed
- Use materials in ways that minimize waste

### *Sharing*

- Share your findings, understandings, creations.
- Share progress while creating design to enable ongoing feedback
- Decide on how and with whom to share or promote design
- Evaluate and reflect on processes as well as results.
- Critically evaluate the success of the design, and explain how ideas contribute to the individual, family, community, and/or environment
- Critically reflect on their design thinking and processes, and identify new design goals
- Assess ability to work effectively both as individuals and collaboratively in a group, including ability to share and maintain an efficient collaborative work space

Conduct research: find, synthesize, and evaluate information from a variety of sources (digital, print, etc.)

- Contact and consult with expertise
- Identify and join a community of learning
- Conduct interviews
- Evaluate quality of expertise and research

**Curate and document** information, data, time allocation, etc.

Manage their own projects, coordinate resources, collaborate with others, etc.

Resolve or conclude their project by creating a product, artifact, performance, design, etc.

Share with an Audience

- Process (through blogs, presentations, conversations, etc.)
- Progress - challenges faced and measures taken to overcome
- Product (through presentation, performance, etc.)
- Collaborate with others

Reflect on their Learning

- Next steps
- Improvements
- Reiterate



#### Applied Skills

- Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments
- Identify the skills needed in relation to specific projects, and develop and refine them

#### Applied Technologies

- Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for tasks
- Evaluate impacts, including unintended negative consequences, of choices made about technology use
- Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies

### Curricular Competencies – Elaborations

*Students are expected to do the following:*

- Find a question, problem or need.
- Design a feasible, structured investigation.
- Construct or make a representation, service or product related to your learning.
- Share your findings, understandings, creations.
- Evaluate and reflect on process as well as results.

### Content – Elaborations

**Curate and document** - Students will have to create and maintain a learning log that documents number of hours spent on inquiry projects, reflection on process, evolving questions, and next steps. In addition, students will have to curate all of their information to share their inquiry story with various audiences.

### **Recommended Instructional Components:**

All instruction will be conducted in the context of inquiry investigation, analysis, application and reflection.

- Inquiry stance as primary process for instructional engagement with a variety of content – student selected, teacher identified and/or mandated by curriculum
- On-going nature of the inquiry cycle as initial questions lead to greater questions which lead to the need for on-going reflection and revision - synthesizing, analyzing, evaluating etc.
- A variety of individual, partner, small and whole community learning experiences – both face to face and digitally as appropriate to task – principles of effective group work always being utilized
- Structured dialogue and discourse- synchronously and asynchronously, face to face and digitally
- Interdisciplinary study
- Student self-directed, educator supported and facilitated learning plans
- Use of experts from around the world via virtual connectedness

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

Effective formative assessment via:

- Clearly articulated and understood learning intentions and success criteria
- Questions posed by students, peers and teachers to move learning forward
- Discussions and dialogue
- Feedback that is timely, clear and involves a plan
- Students as resources for themselves and others – peer and self-assessment
- Student ownership
- Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.
- Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Only individual learning demonstrated –no group marks – will be used to determine grades

- Letter grades will reflect learning towards the learning standards articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning standards
- Letter grades will be determined in relation to the learning standards – not in comparison to the achievement of other students
- Professional judgement and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

**Learning Resources:**

- Personal learning device
- Stable wireless network
- Broadcasting devices – such as LCD projector
- Learning Management System (LMS)
- Digital Portfolio tool
- Online digital tools – a variety
- Furniture to support a flexible learning environment conducive to the inquiry philosophy
  - Couches
  - Tables/chairs
  - Work stations

**Additional Information:** Attached.



**MEMO**

**DATE** Monday, May 28, 2018

**TO** Mr. Dave Truss, Millside Centre Principal

**FROM** Ms. Terri Galligos, District Aboriginal Resource Teacher

**SUBJECT** Weaving Digital Learning with Indigeneity

Thank you, Dave for inviting me to view the Foundations of Inquiry and Applications to Digital Learning courses from both Inquiry Hub Secondary and Coquitlam Open Learning. I have viewed these courses and compared how these courses weave into *The First Peoples Principles of Learning* - <https://firstpeoplesprinciplesoflearning.wordpress.com> and a *Call to Action from the Truth and Reconciliation Commission* - <http://www.trc.ca>.

Weaving Indigenous and non-Indigenous concepts reflects upon: starting a relationship based upon reconciliation beginning with a conversation; researching and becoming informed of what the 1<sup>st</sup> Peoples Principles and TRC reflect; and acknowledging whose traditional territory the Coquitlam Board of Education resides on. Collectively, the Aboriginal Education Department and community of Coquitlam have demonstrated good weaving practices in multi-faceted ways from engaging in the new revised curriculum collaboratively; to hosting public events, such as the most recent viewing of the Indigenous film *Indian Horse*, a novel by Indigenous author Richard Wagamese, at the local cinema.

These woven concepts may be further enhanced by using digital literacy as a research tool; for example: comparing and contrasting past and present issues and trends regarding both Canadian and First Nations history; citing archived and current sources; and being an accurate and positive agent of change when unpacking the *BIG IDEAS* reflected upon these courses. Respect, diversity, and place are a few concepts belonging to the weave.

Thank you for your inquiry, please do not hesitate to contact the Aboriginal Education Department should you require further clarifications.

Respectfully Submitted,  
TERRI GALLIGOS  
DISTRICT ABORIGINAL RESOURCE TEACHER



## FOUNDATIONS OF INQUIRY 11

<b>School District/Independent School Authority Name:</b> Coquitlam	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD43
<b>Developed by:</b> John Sarte, Alan Soiseth, David Truss	<b>Date Developed:</b> March 14, 2018
<b>School Name:</b> Inquiry Hub Secondary	<b>Principal's Name:</b> David Truss
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Foundations of Inquiry	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100

**Board/Authority Prerequisite(s):**

**Special Training, Facilities or Equipment Required:**

Students will require access to computers, applications that allow for generating content (e.g., word processing, photo editing, video editing software), and access to the Internet.

**Course Synopsis:**

Foundations of Inquiry 11 is a process-based course reflecting the necessary skills for effective participation in contemporary society. Learners will participate in inquiries that are designed to be a complex combination of structured learning with intentional opportunities for students to create, design, imagine along with developing new possibilities. As a continuation of Foundations of Inquiry 10, this course goes beyond a generalized understanding of inquiry-based learning and prompts students to explore how inquiry is conducted in various disciplines and interdisciplinary research. For instance, how might inquiry in the social sciences differ from research in the physical sciences?

**Goals and Rationale:**

Inquiry is necessary for successful participation in our democratic society. The current and emerging skills required of our contemporary knowledge society require that what learners are able to do is more important than what they know. The natural learning process is invoked through curiosity, which leads to questioning, exploration and the pursuit of these questions in order to satisfy this curiosity. The intent of this course is to identify the knowledge, skills and attitudes reflective of an effective inquiry stance toward learning in order to support students in investigating required or self-selected content.

Inquiry emphasizes the process of learning in order to develop deep understanding in addition to the intended acquisition of content, knowledge and skills. Inquiry draws upon a constructive learning theory where understanding is built through the active development of conceptual mental frameworks by the learner. Students come to the classroom with preconceptions about the world. Teaching practices must draw out and work with students' pre-existing understandings and make student 'thinking' visible and central to the learning. At its heart inquiry is a process of metacognition. The purpose of this course is to bring this metacognition to the forefront AS the learning and have students demonstrate their ability to identify the various forms of inquiry – across domains and disciplines and the stages of inquiry as they move through them, experience failure and stuckness at each level.

Foundations of Inquiry 11 recognizes that competence in an area of study requires factual knowledge organized around conceptual frameworks to facilitate knowledge retrieval and application. Classroom activities are designed to develop understanding through in-depth study both within and outside the required curriculum.

**Aboriginal Worldviews and Perspectives:**

Links to First Peoples' Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place)
- Learning involves recognizing the consequences of one's actions
- Learning involves generational roles and responsibilities
- Learning recognizes the role of indigenous knowledge
- Learning is embedded in memory, history, and story
- Learning involves patience and time
- Learning requires exploration of one's identity
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

**BIG IDEAS**

Personal design interests require the evaluation and refinement of skills.

Products can be **designed for life cycle.**

Tools and technologies can be adapted for specific purposes.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Applied Design</p> <ul style="list-style-type: none"> <li>• <b>Find a question, problem or need.</b></li> <li>• <b>Design a feasible, structured investigation.</b></li> </ul> <p><i>Understanding context</i></p> <ul style="list-style-type: none"> <li>• Engage in a period of research and observation</li> <li>• Conduct user-centred research to understand design opportunities and barriers</li> </ul> <p><i>Defining</i></p> <ul style="list-style-type: none"> <li>• Choose a design opportunity and point of view</li> <li>• Identify potential users, intended impact, and possible unintended negative consequences</li> <li>• Make inferences about premises and boundaries that define the design space</li> </ul> <p><i>Ideating</i></p> <ul style="list-style-type: none"> <li>• Take creative risks to identify gaps to explore as design space</li> <li>• Generate ideas to create a range of possibilities and add to others' ideas in ways that create additional possibilities</li> <li>• Critically analyze how competing social, ethical, and sustainability considerations impact designed solutions to meet global needs for preferred futures</li> <li>• Prioritize ideas for prototyping and designing with users</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p>Understand and use terminology related to inquiry in a variety of disciplines:</p> <ul style="list-style-type: none"> <li>• art-based</li> <li>• scientific method</li> <li>• design thinking</li> <li>• qualitative research</li> <li>• philosophical inquiry</li> <li>• indigenous perspective</li> </ul> <p>Learn with purpose</p> <ul style="list-style-type: none"> <li>• Pursue personal interest or need</li> <li>• Pursue a curricular outcome in another subject area (Science, Math, English, etc.)</li> <li>• To help others (human-centered design)</li> </ul> <p>Develop questions</p> <ul style="list-style-type: none"> <li>• Find or identify a problem that needs to be solved</li> <li>• Identify relevant background knowledge or skills</li> <li>• Identify necessary skills needed to complete the inquiry</li> <li>• Identify interests and passions</li> </ul>

### *Prototyping*

- **Construct or make a representation, service or product related to your learning.**
- Identify and use a variety of sources of inspiration and information
- Choose an appropriate form, scale, and level of detail for prototyping, and plan procedures for prototyping multiple ideas
- Analyze the design for life cycle
- Construct prototypes, making changes to tools, materials, and procedures as needed
- Record iterations of prototyping

### *Testing*

- Identify feedback most needed and possible sources of that feedback
- Develop an appropriate test of the prototype
- Gather feedback from users over time to critically evaluate their design and make changes to product design or processes
- Iterate the prototype or abandon the design idea

### *Making*

- Identify appropriate tools, technologies, materials, processes, potential funding sources, and time needed for production, and where/how these could be available
- Use project management processes when working individually or collaboratively to coordinate production

### *Sharing*

- **Share your findings, understandings, creations.**
- Share their progress while making to increase feedback, collaboration, and, if applicable, marketing
- Decide on how and with whom to share or promote their product, creativity, and, if applicable, intellectual property
- **Evaluate and reflect on processes as well as results.**
- Critically evaluate their design thinking and processes, and their ability to work effectively both as individuals and collaboratively in a group, including the ability to implement project management processes
- Identify new design issues, including how they or others might build on their concept

Conduct research: find, synthesize, and evaluate information from a variety of sources (digital, print, etc.)

- Contact and consult with expertise
- Identify and join a community of learning
- Conduct interviews
- Evaluate quality of expertise and research

**Curate and document** information, data, time allocation, etc.

Manage their own projects, coordinate resources, collaborate with others, etc.

Resolve or conclude their project by creating a product, artifact, performance, design, etc.

Share with an Audience

- Process (through blogs, presentations, conversations, etc.)
- Progress - challenges faced and measures taken to overcome
- Product (through presentation, performance, etc.)
- Collaborate with others

Reflect on their Learning

- Next steps
- Improvements
- Reiterate



#### Applied Skills

- Demonstrate an awareness of safety issues for themselves, co-workers, and users in both physical and digital environments
- Identify and evaluate their skills and skill levels, in relation to their project or design interests, and develop specific plans to learn or refine their skills over time

#### Applied Technologies

- Explore existing, new, and emerging tools, technologies, and systems and evaluate their suitability for their design interests
- Analyze the role and impact of technologies in societal change, and the personal, social, and environmental impacts, including unintended negative consequences, of their choices of technology use
- Analyze how cultural beliefs, values, and ethical positions affect the development and use of technologies

## Big Ideas – Elaborations

- **designed for life cycle:** taking into account in the design process, economic costs, and social and environmental impacts of the product, from the extraction of raw materials to eventual reuse or recycling of component materials

## Curricular Competencies – Elaborations

*Students are expected to do the following:*

- **Find a question, problem or need** of your own and/or for a well-defined community.
- **Design a feasible, structured investigation** within a discipline or a cross-disciplinary domain.
- **Construct or make a representation, service or product related to your learning** and applicable to the area of study.
- **Share your findings, understandings, creations** with various audiences beyond your school community.
- **Evaluate and reflect on process as well as results.**

## Content – Elaborations

**Curate and document** - Students will have to create and maintain a learning log that documents number of hours spent on inquiry projects, reflection on process, evolving questions, and next steps. In addition, students will have to curate all of their information to share their inquiry story with various audiences.

### **Recommended Instructional Components:**

All instruction will be conducted in the context of inquiry investigation, analysis, application and reflection.

- Inquiry stance as primary process for instructional engagement with a variety of content – student selected, teacher identified and/or mandated by curriculum

- On-going nature of the inquiry cycle as initial questions lead to greater questions which lead to the need for on-going reflection and revision - synthesizing, analyzing, evaluating etc.
- A variety of individual, partner, small and whole community learning experiences – both face to face and digitally as appropriate to task – principles of effective group work always being utilized
- Structured dialogue and discourse- synchronously and asynchronously, face to face and digitally
- Interdisciplinary study
- Student self-directed, educator supported and facilitated learning plans
- Use of experts from around the world via virtual connectedness

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

Effective formative assessment via:

- Clearly articulated and understood learning intentions and success criteria
- Questions posed by students, peers and teachers to move learning forward
- Discussions and dialogue
- Feedback that is timely, clear and involves a plan
- Students as resources for themselves and others – peer and self-assessment
- Student ownership
- Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.
- Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning standards articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning standards
- Letter grades will be determined in relation to the learning standards – not in comparison to the achievement of other students
- Professional judgement and evidence will be used to determine final letter grade in consultation with the student

- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

**Learning Resources:**

- Personal learning device
- Stable wireless network
- Broadcasting devices – such as LCD projector
- Learning Management System (LMS)
- Digital Portfolio tool
- Online digital tools – a variety
- Furniture to support a flexible learning environment conducive to the inquiry philosophy
  - Couches
  - Tables/chairs
  - Work stations

**Additional Information:** Attached.



**MEMO**

**DATE** Monday, May 28, 2018

**TO** Mr. Dave Truss, Millside Centre Principal

**FROM** Ms. Terri Galligos, District Aboriginal Resource Teacher

**SUBJECT** Weaving Digital Learning with Indigeneity

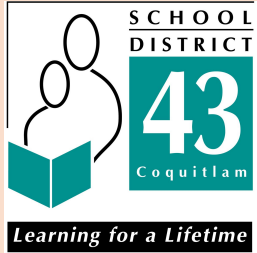
Thank you, Dave for inviting me to view the Foundations of Inquiry and Applications to Digital Learning courses from both Inquiry Hub Secondary and Coquitlam Open Learning. I have viewed these courses and compared how these courses weave into *The First Peoples Principles of Learning* - <https://firstpeoplesprinciplesoflearning.wordpress.com> and a *Call to Action from the Truth and Reconciliation Commission* - <http://www.trc.ca>.

Weaving Indigenous and non-Indigenous concepts reflects upon: starting a relationship based upon reconciliation beginning with a conversation; researching and becoming informed of what the 1<sup>st</sup> Peoples Principles and TRC reflect; and acknowledging whose traditional territory the Coquitlam Board of Education resides on. Collectively, the Aboriginal Education Department and community of Coquitlam have demonstrated good weaving practices in multi-faceted ways from engaging in the new revised curriculum collaboratively; to hosting public events, such as the most recent viewing of the Indigenous film *Indian Horse*, a novel by Indigenous author Richard Wagamese, at the local cinema.

These woven concepts may be further enhanced by using digital literacy as a research tool; for example: comparing and contrasting past and present issues and trends regarding both Canadian and First Nations history; citing archived and current sources; and being an accurate and positive agent of change when unpacking the *BIG IDEAS* reflected upon these courses. Respect, diversity, and place are a few concepts belonging to the weave.

Thank you for your inquiry, please do not hesitate to contact the Aboriginal Education Department should you require further clarifications.

Respectfully Submitted,  
TERRI GALLIGOS  
DISTRICT ABORIGINAL RESOURCE TEACHER



## Textiles Arts and Crafts 10

<b>School District/Independent School Authority Name:</b> Coquitlam School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> 43
<b>Developed by:</b> Brenda Pasichnyk & Rachel Labossiere	<b>Date Developed:</b> May 24, 2018
<b>School Name:</b> Terry Fox Secondary & Centennial Secondary	<b>Principal's Name:</b> H. Murphy & A. Ciolfitto
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Textiles Arts and Crafts	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:** Sewing room, sink, large tables (open spaces), glue guns, scissors, cutting mats, hand sewing equipment, sewing machines, ironing boards, irons, access to ovens, paint brushes, paint. Equipment needed varies depending on the specific craft made.

**Course Synopsis:**

Textiles Arts and Crafts 10 is an entry level course designed to provide an overview of both theory and practical experience in the production of textiles arts and crafts items. Students will engage with the design cycle to plan and execute the steps necessary for a wide range of textile arts and crafts that involve a variety of painting skills, creative lettering, hand sewing, decorating and embellishment techniques. Through project based learning, students will learn how textiles arts and crafts are used for story telling, passing on of culture, traditions and skills across and through generations. Students will be given the tools to learn how to plan, design, construct, share and reflect on crafts that allow for their personal identity, individuality and creativity to be expressed.

**Goals and Rationale:**

Textiles Arts and Crafts 10 is a hands-on, project-based course that gives the students opportunities to express their skill and creativity through completion of a number of new and traditional crafts. Interactive activities between the students themselves, and the sharing of their work will allow for the communication, expression and exploration of one's unique culture, history and identity. Students will participate in activities including designing, planning, and ultimately executing the steps necessary to create various textiles arts and crafts. Students will learn and practice the processes around reusing, repurposing and recycling understanding how this contributes to environmental and economic sustainability.

Ultimately, skills learned in this course can support students in the development of hobbies for personal enjoyment and wellness. Students will leave the course with the potential for self employability in today's maker market.

**Aboriginal Worldviews and Perspectives:**

The First Peoples Principles of Learning are inherent to the success of Textiles Arts and Crafts. This course provides consistent opportunities for:

- connections between students, students and their community, and to the land
- exploration of identity
- engaging of empathy
- experiential learning
- reflective practice
- flexibility
- the power of story
- a positive learner centered approach
- a local focus

**BIG IDEAS**

User needs and interests drive the design process.

Social, ethical, and sustainability considerations impact design.

Complex tasks require different technologies and tools at different stages

Active participation in textiles, arts and crafts contributes to culture and personal identity, and reveals insights into the human experience.

Artistic expression requires authenticity, perseverance and risk taking.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Applied Design</b></p> <p><b>Understanding context</b></p> <ul style="list-style-type: none"> <li>Engage in <b>user-centred research</b> to determine design opportunities and barriers</li> </ul> <p><b>Defining</b></p> <ul style="list-style-type: none"> <li>Identify potential users or consumers, and impacts of design choices</li> <li>Identify criteria for success and any <b>constraints</b> for a chosen design opportunity</li> </ul> <p><b>Ideating</b></p> <ul style="list-style-type: none"> <li>Take creative risks in generating ideas and add to others’ ideas in ways that enhance them</li> <li>Critically analyze the impacts of competing social, ethical, economic, and sustainability considerations on the availability of textiles arts and crafts materials and products</li> <li>Maintain an open mind about potentially viable ideas</li> </ul> <p><b>Prototyping</b></p> <ul style="list-style-type: none"> <li>Identify and use <b>sources of inspiration</b> and <b>information</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>preparation of surfaces and materials that will be used to create textiles arts and crafts</li> <li>how to follow a template or pattern</li> <li>how to use textiles arts and crafts to tell <b>stories</b></li> <li>basic hand sewing stitches and/or embroidery stitches, including running stitch, backstitch and blanket stitch</li> <li>basic painting techniques relevant to particular mediums, including paper and wood</li> <li>creative lettering techniques, including how to write the alphabet in more than one font</li> <li>types of threads/fabrics and how to manipulate them for desired effect</li> </ul>



- Choose an appropriate form, scale, and level of detail for prototyping
- Evaluate a variety of materials for effective use and potential for reuse, repurpose, and recycling.
- Experiment with a variety of tools, materials, and processes to create and refine textiles arts and crafts items

### Testing

- Identify feedback most needed and possible **sources of that feedback**
- Develop **appropriate tests** of the prototype
- Gather feedback from users to evaluate the design and make changes to product or processes

### Making

- Identify and use appropriate tools, **technologies**, materials, processes, cost implications, and time needed for production
- Create textile arts and crafts, incorporating feedback from self and others, and testing prototypes
- Evaluate skills and knowledge needed

### Sharing

- Decide on how and with whom to **share** textile arts and crafts items
- Share progress while making to gather and apply feedback
- Critically reflect on their design thinking and processes, and identify new design goals
- Assess their ability to work effectively both individually and collaboratively, including their ability to share and maintain an efficient, cooperative workspace

### Applied Skills

- Demonstrate an awareness of precautionary and emergency safety procedures for self and others in physical environments
- Identify skills needed in relation to project or design interests, and develop and refine them

### Applied Technologies

- Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for tasks

- **the principles of design** used to create original products

- how environmental factors and ethical factors influence textiles arts and crafts choices

- Evaluate **impacts**, including unintended negative consequences of choices made about technology use
- Evaluate the influences of land, natural resources and culture on the development and use of tools and technologies

## Big Ideas – Elaborations

## Curricular Competencies – Elaborations

- **user-centred research:** research done directly with potential users to understand how they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them
- **constraints:** such as available technology, expense, resources, time, environmental impact
- **Prototyping:** initial trials, including half-scale, samples, mock-ups, technical drawings, patterns
- **sources of inspiration:** may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, users and experts
- **information:** may include First Nations or Métis community experts; sewists, tailors, weavers; secondary sources; collective pools of knowledge in communities and collaborative atmospheres
- **sources of that feedback:** may include First Nations or Métis community experts; keepers of other traditional cultural knowledge and approaches; peers, users, and other craft specialists as they relate to the individual projects that are worked on
- **appropriate tests:** for example, durability, usability
- **technologies:** tools that extend human capabilities
- **share:** may include the use of sharing or talking circles to show others and appreciate other's work
- **impacts:** personal, social, and environment

## Content – Elaborations

- **Principles of design:** importance of layout; effective use of space, use of colour, lines, shapes.
- **Stories:** including the sharing of traditional knowledge

**Recommended Instructional Components:**

- Teacher demonstrations
- Samples of completed projects
- Scaffolding
- Samples that illustrate each step of a project
- Photographs/photocopies of student projects produced in previous semesters – included are projects completed at various levels of excellence. Some samples demonstrate what not to do.
- Instruction booklets for projects
- Patterns necessary for some projects
- Bulletin board/poster presentations
- Group work
- Discussion
- Projects
- Sharing and talking circles

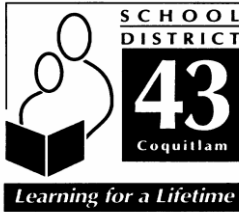
**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

- Journaling
- Peer Assessment
- Self-Assessment
- Product and process assessment
- Portfolio (paper or digital based)
- Teacher created rubrics
- Teacher-student created rubrics, with co-created indicators of success
- Ungraded formative assessment (ie. periodic check ins to evaluate progress/skills at various stages of the project)

**Learning Resources:**

- Books on various textiles and crafting skills such as: *“Stray Sock Sewing”* by Daniel , Apple House Publishing Taiwan, 2006; *“Thrift Shopping-Discovering Bargains and Hidden Treasures.”* by Sandy Donovan, Learner Publishing Group Inc., 2015.
- YouTube (for inspiration and videos to teach the skills)
- Instructional booklets
- Websites (i.e. Pinterest)
- Samples purchased from craft fairs
- Materials shared and created by other Home Economics teachers ([www.thesa.ca](http://www.thesa.ca))

**Additional Information:**



## SCHOOL DISTRICT NO. 43 (COQUITLAM)

### Office of the Secretary-Treasurer

#### MEMORANDUM

**TO:** Board of Education

**FROM:** Chris Nicolls, Secretary-Treasurer/CFO

**DATE:** June 5, 2018

**SUBJECT:** Policy 13 Appeals Regarding Student Matters

**COPIED TO:** P. Gartland, Superintendent

**Recommended Action:** Motion to amend Policy 13 Appeals Regarding Student Matters.

**Background:** A notice of motion was made at the May 15, 2018 Board Meeting to amend Policy 13 which provides a process for individuals to appeal a decision of a District employee to the Board of Education when disputes cannot be resolved to mutual satisfaction.

The proposed amendments to the policy are intended to reflect best practices in the K-12 educational sector and to also better reflect current practices which have been developed based on recommendations of legal counsel.

Consultation with partner groups has taken place and feedback as appropriate incorporated into the recommended amendments.

## APPEALS REGARDING STUDENT MATTERS

Employee decisions relating to individual students should be carried out in accordance with principles of fairness. The appeal process should encourage all parties in disputes to understand the concerns of the other parties and make good faith efforts to resolve disputes to mutual satisfaction. Unresolved disputes may be appealed to the Board of Education.

The Board will hear appeals on administrative decisions (or failure to make a decision) of an employee, submitted in accordance with section 11 of the School Act, that significantly affect the education, health or safety of a student.

The following decisions will normally be considered to be matters that significantly affect the education, health or safety of a student:

- disciplinary suspension from school for a period in excess of five consecutive days;
- suspension from school for a health condition;
- placement in an educational program;
- grade promotion and graduation;
- a student is not provided with an individual education plan;
- transfer of a student from one school to another for disciplinary reasons;
- refusal to offer an educational program to a student 16 years of age or older;

and any other decision that, in the opinion of the Board, significantly affects the education, health or safety of a student.

The Board may refuse to hear an appeal where:

- the appeal has not been commenced within a reasonable time from the date the Assistant Superintendent's decision (this is typically considered to be within thirty (30) days from the date that the individual was informed of the decision), significantly affecting the student's education, health or safety was made; or
- the student and/or parent or guardian has not adhered to procedures in Administrative Procedure 380 "Resolution of Student or Parent School Concerns"; or
- the student and/or parent or guardian has refused or neglected to discuss the decision under appeal as directed by the district; or
- the decision does not significantly affect the education, health or safety of the student.

## Appeal Procedure

1. Prior to a decision (or lack of decision) being appealed to the Board, it must be appealed to the Assistant Superintendent in writing and Administrative Procedure 380 Resolution of Student or Parent School Concerns must be followed.
2. If no resolution is achieved, ~~t~~The appeal to the Board must be made within a reasonable time from the date that the individual was informed of the Assistant Superintendent's decision, this is typically considered to be within thirty (30) days from the date that the individual was informed of the decision. The appeal must be filed in writing to the Secretary-Treasurer using the attached form, and must contain the name of the party filing the appeal, the date, the decision being appealed, ~~and~~ the reason for the appeal, including how the decision significantly affects the education, health or safety of the student, and the action requested or relief sought. Individuals requiring assistance in completing the form ~~preparing such a statement~~ may contact the Secretary-Treasurer for advice and the format of information sought.
3. Parents, or students as above, when appealing a decision to the Board, have the right to be represented or assisted by a person of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.
4. Parents with difficulty communicating in English may request to have interpreters, and where possible the Board will accommodate such requests.
5. The Secretary-Treasurer is responsible on behalf of the Board for receiving appeals. If the Secretary-Treasurer is of the opinion that an appeal is not an appeal of a decision that would normally be considered to be a matter that significantly affects the education, health or safety of a student as outlined above, the Secretary-Treasurer will engage an alternate Assistant Superintendent who has not been involved in the decision to review the appeal to determine if the appeal constitutes a matter which the Board should consider as significantly affecting the education, health or safety of a student.
6. The alternate Assistant Superintendent will submit a written report regarding the review of the matter to the Secretary-Treasurer. Should this review determine that the appeal is not an appeal of a decision that constitutes a matter which the Board should consider as significantly affecting the education, health or safety of a student, the Secretary-Treasurer may present the appeal to the Board for the purposes of a decision on the matter without following the requirements under the Written Submissions or Oral Hearings sections below.

## Submissions

7. Should the appeal be with regard to a decision that would normally be considered to be a matter that significantly affects the education, health or safety of a student, the Secretary-Treasurer will present the appeal to the Board for decision on whether ~~t~~The Board will ~~may~~

review and decide the appeal on the basis of written submissions or whether it will may hold an in camera oral hearing.

8. Where the Board decides to hear review an appeal on the basis of written submissions, the Board will establish a time frame for the submissions. Where the Board decides to hold an oral hearing, the appellant will be advised of the time, date and location for the hearing.

### **Written Submissions**

9. The Assistant Superintendent who made the original decision will submit a written report regarding the matter which is the subject of the appeal. Copies of the Assistant Superintendent's report and attached documentation shall be made available to the appellant, except for information which the Assistant Superintendent has reason to believe presents a significant risk of harm to third parties. Personal information about other students and their families will be protected in accordance with the Freedom of Information and Protection of Privacy Act.

10. The appellant will have an opportunity to respond in writing to the Assistant Superintendent's written report. Copies of the appellant's response and attached documentation shall be made available to the Assistant Superintendent.

11. The Board will receive all written submissions for consideration during an in camera meeting during which minutes are taken for the purposes of the Board's records.

~~The Board may decide the appeal on the basis of written submissions or it may hold an in camera oral hearing.~~

~~4.1. Where the Board decides to hear an appeal on the basis of written submissions, the Board will establish a time frame for the submissions. Where the Board decides to hold an oral hearing, the appellant will be advised of the time, date and location for the hearing.~~

### **Oral Hearings**

~~5.12.~~ The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Assistant Superintendent, or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation. Copies of reports and documentation of a non-confidential nature shall be made available to the appellant.

13. ~~The If an oral hearing is requested, this~~ process will be conducted in accordance with the following guidelines:

139.1 The Chair will outline the purpose of the hearing, which is to provide:

139.1.1 An opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses. The information presented may include both written and verbal communications;

139.1.2 The Board with the means to receive information and to review the facts of the dispute;

139.1.3 A process through which the Board can reach a fair and impartial decision.

139.2 Notes-Minutes of the proceedings will be recorded for the purpose of the Board's records (excluding Board deliberations).

139.3 The Assistant Superintendent and/or designate(s) will have an opportunity to explain the decision, the reasons for the decision, and to respond to information presented by the appellant.

139.4 The appellant will have an opportunity to respond to the information presented by the Assistant Superintendent or designate(s).

139.5 Board members will have the opportunity to ask questions or clarification from both parties.

~~9.6 The Board Chair shall consider any requests for adjournments in relation to the hearing of appeals, including the reason for the request and whether the person making the request has sufficient notice and time to prepare for the appeal submission. The Board Chair will notify the parties in writing of his/her decision regarding the adjournment.~~

13.69.7 No cross-examination of the parties shall be allowed, unless the Chair deems it advisable under the circumstances.

13.79.8 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal.

6-14. If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.

### Board Considerations

15. In considering appeals of employee decisions, for both written submissions or oral hearings, the Board shall consider:



150.1 Whether the decision significantly affects the education, health or safety of a student.

150.2 Whether the decision appealed is in accordance with legislation, board policies and procedures;

150.3 Whether the decision appealed was reached through a process that was fair to the student and after consideration of relevant information;

150.4 Whether the evidence presented to the Board supports the decision or calls it into question;

150.5 Whether the decision is reasonable in the circumstances; and

150.6 Whether there are special circumstances that would warrant making an exception to a board policy.

### **Board Decision**

~~7.16.~~ The Board decision and the reasons for that decision will be promptly communicated by the Secretary-Treasurer to the appellant and Assistant Superintendent who made the decision, ~~by telephone and confirmed in writing with a copy to the Assistant Superintendent.~~ The decision and shall be rendered ~~by the Board~~ within forty-five (45) days of the date a notice of appeal is filed with the Board in accordance with the ~~appeal bylaw~~ School Act.

~~8.17.~~ Appellants shall be informed of the right to appeal the Board's decision to a Superintendent of Achievement Appeals in accordance with the provisions of the School Act.

Legal Reference: Sections 6, 11, 26, 85, 91, School Act  
Collective Agreement

Board Minutes:

September 1990 Volume 32 Page 234 Policy I-D-12 Resolution of Student or Parent School Concerns

September 1990 Volume 32 Page 239 Policy II-B-85 Suspension of Students

June 2005 Volume 47 Page 78 Policy 13 Appeals Regarding Student Matters

March 2006 Volume 48 Page 35

June 24, 2008 Volume 50 Page 75 Appeals Regarding Student Matters

March 31, 2015 Volume 57 Page 34 Appeals Regarding Student Matters



**School District No. 43 (Coquitlam)**  
**Policy 13 Appeals Regarding Student Matters**

**APPEAL FORM**

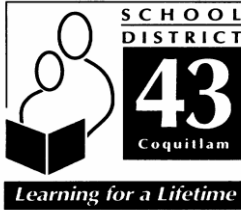
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SD43 provides a process for individuals to appeal a decision of a District employee to the Board of Education when such a decision significantly affects the education, health or safety of a student.

If you wish to appeal a decision of an employee to the Board, please **complete and return this form to the Office of the Secretary-Treasurer**. If you have any questions on how to complete this form or on the process, please contact the Office of the Secretary-Treasurer for assistance.

1. Please confirm the following:
    - Administrative Procedure 380 Resolution of Student or Parent Concerns has been followed
    - Policy 13 Appeals Regarding Student Matters has been reviewed
  
  2. Student's Name: \_\_\_\_\_  
Appellant's Name: \_\_\_\_\_  
Appellant's Email: \_\_\_\_\_  
Appellant's Phone Number: \_\_\_\_\_
  
  3. Decision that is being appealed: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
  4. Date of decision: \_\_\_\_\_
  
  5. Name of Assistant Superintendent who made decision: \_\_\_\_\_
  
  6. How decision significantly affects the education, health or safety of the student: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
  7. Action requested or relief/resolution sought: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Appellant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please attach any additional documentation or pages required to complete your appeal.*



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

**BCSTA ITEMS/BUSINESS**

**Metro Branch STA Report**

Trustee **Denison** participated in the above meeting and presents the following report for information:

**Metro Branch STA - Meeting May 17, 2018**

**Provincial Funding Formula:**

- Review committee is chaired by Chris Trumpy (B.C. Gov't Policy, Legislation and Issues Resolution Branch)
- Diverse views, other than “no loss of funding”
- Inequitable funding sources, e.g. International Education
- May want to expand the scope for Indigenous Ed. Funding
- A better funding model may not be possible until after Bargaining 2019

**Election Engagement Committee:**

- Some key Trustee attributes are
  - See the **big picture**
  - Be a **Team Player**
  - Engage with **financial management**
- Trustee Guide on BCSTA website lists Trustee Roles and Responsibilities

**Indigenous Learning:**

- See “Next Mtgs June 20”

**Next Meetings:**

- Wednesday, June 20 – W. Vancouver, to include presentation on Indigenous Learning initiatives in Sea-to-Sky SD. Invitation is extended to two senior staff of each Metro SD, e.g. Superintendent and another DLT member.
- Wednesday **Sept. 19** or Thursday **Sept. 20** in Delta