

BOARD OF EDUCATION REGULAR PUBLIC MEETING AGENDA

School District No. 43 (Coquitlam)
Education Learning Centre

May 23, 2023
7:00 p.m.

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

ACKNOWLEDGEMENT OF TERRITORY

Trustee Woods

Today we acknowledge the Traditional Territory and honour the Ancestors and all relations who walked this land long before we were gathered here today. We would like to acknowledge, with gratitude, this beautiful place where we live, work, play and learn – the Coast Salish Nations. All My Relations.

A. ACCEPTANCE OF AGENDA

B. INTRODUCTIONS

C. DELEGATIONS / PRESENTATIONS

- a) Student Spaceflight Experiment Program Results Marina Mehai/Students

D. EDUCATION

E. APPROVAL OF CONSENT AGENDA (7:15 pm)

- a) Approval of April 25, 2023 Regular Board Meeting Minutes
b) Trustee Calendar Planning Report for Information (Page 3)
c) Trustee Reports for Information (Pages 4-5)
d) Annual Facilities Grant Update (Page 6)
e) Schedule of Board Meetings for 2023-2024 (Page 7)
f) Update on the Administrative Procedures Review (Page 8)

F. RESPONSE TO PREVIOUS DELEGATIONS

G. DISTRICT STAFF REPORTS (7:20 pm)

- a) Superintendent
i) News & Events Patricia Gartland
(Pages 9-14) (10 minutes)
ii) Superintendent's Update Patricia Gartland
(Page 15) (10 minutes)

G. DISTRICT STAFF REPORTS CONT'D (7:40 pm)

b) Secretary-Treasurer

i) 3rd Quarter Financial Report
(Pages 16-18)

Nita Mikl
(10 minutes)

H. UNFINISHED BUSINESS

I. QUESTION PERIOD (7:50 pm)

(10 minutes)

a) Trustees

b) Gallery

J. NEW BUSINESS (8:00 pm)

a) Framework on Enhancing Student Learning
(Pages 19-34)

Nadine Tambellini/Craig Mah
(15 minutes)

b) Board/Authority Authorized Courses
(Pages 35-46)

Nadine Tambellini/Craig Mah
(15 minutes)

c) Board Policy Review Ad Hoc Committee
(Pages 47-48)

Michael Thomas
(10 minutes)

K. NOTICES OF MOTION

L. ITEMS OF TRUSTEE BUSINESS (8:40 pm)

a) Mental Health Task Force Update
(Pages 49-55)

Kerri Palmer Isaak
(10 minutes)

M. QUESTION PERIOD (8:50 pm)

(10 minutes)

a) Trustees

b) Gallery

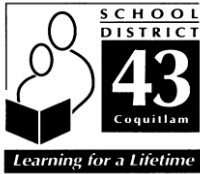
N. ADJOURNMENT (9:00 pm)

ANNOUNCEMENT

Next Public Board Meeting: June 20, 2023 – 7:00 p.m.

Location: Education Learning Centre

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

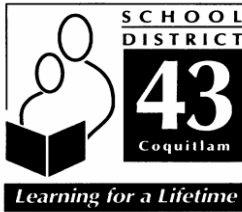


BOARD OF EDUCATION

Calendar Planning

May 23, 2023

MAY 2023			
23	Board Meeting	ELC, Board Room	7:00pm
JUNE 2023			
12	District Retirement Event	Westwood Plateau Golf & Country	5:30pm
13	Finance and Audit Committee Meeting	ELC, Board Room	4:00pm
20	Board Meeting	ELC, Board Room	7:00pm
JULY 2023			
3-5	CSBA Conference	Banff, AB	

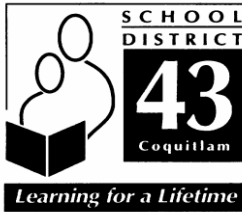


BOARD OF EDUCATION
TRUSTEE REPORT
May 23, 2023

Vice Chair Craig Woods presents the following report for information:

DPAC General Meeting
Wednesday, April 26, 2023 – 7:00pm
Gallery Room – Winslow Centre, 1100 Winslow Avenue, Coquitlam

- ✧ President Rosey Manhas chaired the meeting.
- ✧ Assistant Superintendent Nadine Tambellini addressed the following as part of the Superintendent's Report:
 - Provided highlights of the recently passed budget, including the addition of a full time EA at each middle school, the removal of teacher layoff and recall, and the addition of a District Principal responsible for anti-racism in the district.
 - Provided an overview of the Burke Mountain open House that had just completed earlier that evening, where design plans were presented to the public for review and feedback.
 - Physical health education (PHE), which included elementary, middles, and secondary school levels of appropriate learning of the physical body, sexual health, child abuse prevention, substance abuse prevention, and relationships and consent.
 - Presented a PowerPoint presentation on the reporting changes occurring, the pilots happening in our district, and how to support parents through the changes.
 - Provided an overview of playgrounds and outdoor classrooms in the district, and the role principals, PACs, and the Provincial Playground Equipment Program can play in their development. An overview of the district process involving working with maintenance and district procurement was also provided.
- ✧ DPAC Executive updates included announcing that:
 - A parent ed session will be occurring on May 3, 2023: Tiana Sharifi will discuss how to keep our children safe while exposed to the internet. This will be held in person at the Winslow Centre.
 - DPAC executive positions are available, nominations are welcomed.
 - DPAC AGM and elections night will be on Wednesday, May 24th. The meeting will be in person in the Gallery Room.

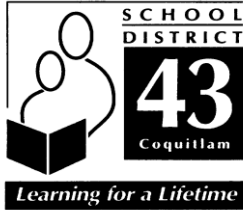


BOARD OF EDUCATION TRUSTEE REPORT

May 23, 2023

Trustee Lisa Park participated in the following activities, events and meetings:

- April 25, 2023 - In Camera Meeting and In Service Board Meeting, ELC, Coquitlam
- April 25, 2023 - Public Board Meeting, ELC, Coquitlam
- April 27 - 29, 2023 – BCSTA AGM, Vancouver
- April 28, 2023 – BCSTA Metro Meeting, Vancouver
- May 9, 2023 – Finance and Audit Committee Meeting, ELC, Coquitlam
- May 9, 2023 – Special In Camera Board Meeting, ELC, Coquitlam



SCHOOL DISTRICT NO. 43 (COQUITLAM)

FACILITIES DEPARTMENT

MEMORANDUM

TO: Randy Manhas, Secretary-Treasurer/CFO

FROM: Ivano Cecchini, Executive Director, Facilities and Planning Services
Megan Macdonald, Assistant Director, Maintenance Operations

DATE: May 23, 2023

SUBJECT: Annual Facility Grant

COPIED TO: District Leadership Team

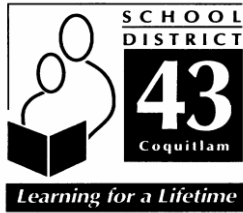
Recommended action: For Information Purposes

Background:

The following summary is provided to the Board for work expected to occur using the Annual Facilities Grant allocation totalling \$7,037,888.

<u>Projects Summary</u>	<u>Estimated Cost</u>
Roof Replacements	1,779,326
Lighting Upgrades	310,000
Safety Upgrades	361,000
Mechanical / HVAC Upgrades	3,435,202
Flooring Upgrades	149,359
Gymnasium Hardwood Floor Refinishing	86,200
Exterior Finishing - Paint	540,000
Site Upgrades – Grounds – Landscape / Paving	265,000
Room Conversions -Enrolment Forecast	30,000
Site Upgrades – Grounds - landscape / paving	265,000
Reserved Funds	126,160
Ministry AFG fund - \$7,037,888.	TOTAL* \$7,037,888.

*Funding totals subject to changing conditions and pricing



BOARD OF EDUCATION Schedule of Board Meetings 2023-24

Regular Public Board Meetings commence at 7:00 pm
Special Public Board Meetings commence at 6:30 pm unless otherwise stated
Additional meetings shall be at the call of the Board Chair

MONTH	BOARD MEETING
2023	
September	Tuesday, September 19
October	Tuesday, October 17
November	Tuesday, November 21
2024	
January	Tuesday, January 16
February	Tuesday, February 6
	Tuesday, February 13 (Special Public Meeting)
March	Tuesday, March 5
April	Tuesday, April 9
	Tuesday, April 16 (Special Public Meeting)
	Tuesday, April 23
May	Tuesday, May 14
June	Tuesday, June 18

Please refer to the District website for further information: <http://www.sd43.bc.ca/Board>



School District No. 43 (Coquitlam)

MEMORANDUM

TO: Patricia Gartland, Superintendent

FROM: Ken Hoff, Asst. Director, Communications and Community Relations

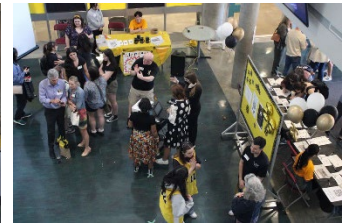
DATE: May 23, 2023

RE: **Update on the Administrative Procedures Review**

For the Board’s Information

Below is an update of the ongoing Administrative Procedures (AP) review. The APs below, and supporting forms if applicable, have been reviewed and subject to their review status, they remain unchanged, deleted, revised, rewritten or are new.

AP 526	Capital Assets	Revisions and updates	revised
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1. On April 28, Gleneagle Secondary School celebrated its 25-year anniversary. The celebration welcomed current and former students and staff, and featured students modelling fashion trends throughout the years. Additionally, attendees anticipated the unboxing of a time capsule that had been sealed since the school's opening in September 1997.

The school's first principal, Bob Nicholas was also present during the event and other members of the first graduating class found their own handprints imprinted on a wall inside the school.

2. May is *Better Speech and Hearing Month*. In our district, over 1200 students with communication needs have been supported by Speech-Language Pathologists this school year. Read more tips on how to support students with their hearing and speech on our website [here](#).



3. On May 5th, Port Moody Secondary and Heritage Woods Secondary basketball teams finished as the top two teams during the Special Olympics British Columbia 3 on 3 Unified Basketball Provincials, held at Mark R. Isfeld Secondary School in Courtenay, British Columbia.

The two Port Moody Teams travelled together, developing friendships and memories on what was a special day for our students!

Mr. Glen Conley, Port Moody Secondary School Principal, shares, "We left as two teams from Port Moody and came back as one Port Moody Team!"

Congratulations students!



4. Congratulations to Eva Huang, a grade six student in Ms. Ascoli's Art Explorations class at Summit Middle School, for winning the Grade 6 Infectious Disease & Climate Change poster contest with Canadian Public Health Association.

With her teacher's encouragement, Eva learned more about climate-sensitive infectious diseases like Lyme disease and West Nile virus and entered the national art contest.

Eva's poster described a very complex issue, the causes and prevention of the West Nile Virus, and was chosen as the winner out of over 900 entries throughout Canada!

Eva will take home the top prize of a Chromebook, as well as a \$300 Chapters gift card.





5. On May 1st, the Coquitlam Music Teacher's Association successfully hosted the SD43 Music Festival in the Park at Town Centre Park in Coquitlam. The festival featured more than 1,500 talented performers from SD43 Elementary, Middle, and Secondary Schools. Attendees were treated to a wide range of musical genres, creating a vibrant and harmonious atmosphere.

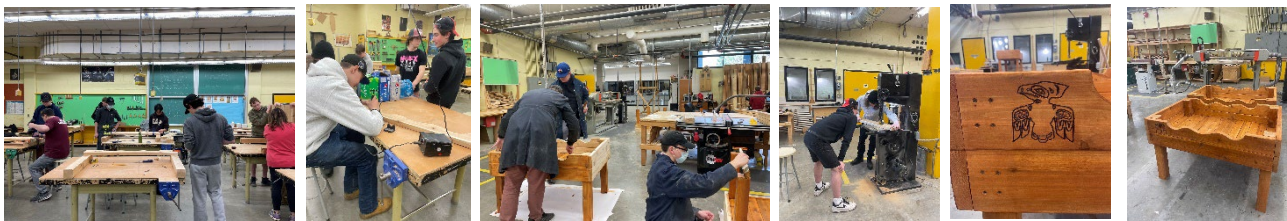
The special occasion coincided with the nationwide celebration of Music Monday, an event that highlights the significance of music education and its positive impact on children and youth across Canada.

6. On May 5th, SD43 students commemorated Red Dress Day, a National Day of Awareness for Missing and Murdered Indigenous Women, Girls and Two-Spirit People.



Along Como Lake Avenue, red dresses were hung by École Dr. Charles Best Secondary School students to honour those who are lost and to bring awareness to those who have experienced disproportionate violence. In front of the school's office, students also shared more stories and awareness of those that have been affected. The entrance to Riverside Secondary also featured red dresses.

7. On April 27, Assistant Director of Communications and Community Relations, Ken Hoff together with Associate Director of Communications of Surrey School District Ritinder Matthew, presented invaluable insights on digital engagement, media relations, and issues management for school district trustees during the British Columbia School Trustee Association Conference (BCSTA) and Annual General Meeting held at the Westin Bayshore. SD43 Trustees gathered with other trustees from across the province to share insights and knowledge.



8. On April 12th to 14th, thirteen Indigenous SD43 students learned construction and carpentry skills while also gaining knowledge from our Indigenous Education Department staff about traditional uses of cedar and their connection to the land. Students created cedar garden boxes that will be used for Riverview Park Elementary School's sustainable gardening program.

The *SD43 Indigenous Sampler* was organized by the SD43 Career & Trades Programs. Thank you to the Aboriginal Community Career Employment Services Society for funding this successful event and well-done students!



9. On May 11th, 60 STEAM student ambassadors from grades 4 to 12 accompanied by 13 educators showcased their outstanding inquiry based Geoheritage projects at Simon Fraser University (SFU) in Burnaby. The students shared their observations and findings about their connection to the land with staff and students on campus.

Students first identified specific areas on their school grounds, reflected on the natural processes that formed and changed their land, and generated their unique perspectives and conclusions about their inquiry.

Thank you to Superintendent of Schools Patricia Gartland, Board Chair Michael Thomas, Trustee Carol Cahoon, Director of Instruction Stephen Whiffin and District Principal of Technology Implementation Dave Sands for their support and to Simon Fraser University Faculty of Earth Sciences Teaching Professor Eileen van der Flier-Keller for collaborating with SD43 on this successful event.

Congratulations to all our STEAM student ambassadors and thank you for your commitment to this Geoheritage initiative in partnership with SFU Earth Sciences!



10. On May 4th, Ranch Park Elementary School welcomed almost 240 current and former staff, students, and parents to celebrate the school's 60th year anniversary. Ranch Park welcomed its first Grade 1 class in 1962 and eight former students from that class came to join the Anniversary Celebration 60 years later. Their former teacher, Miss Bandringa (now Mrs. Postman) sent her best wishes to that class and to those who came. The school also welcomed Casey Jones, the first winner of the Ranch Park Elementary Trevor Wazney Award, given to a graduating student who best exemplifies the spirit of Ranch Park.

The school also made t-shirts for the event, designed by a current Grade 5 student. Photo albums and framed student and staff photos were also displayed in the library, where guests enjoyed reflecting on their personal history together with old friends. Photo slideshows of all the class photos were displayed in the library and in the gym. Principal Rob Killawee also shared some welcoming remarks and reflected on the history of Ranch Park.

11. On April 24th, SD43 and New Taipei Public Schools signed a memorandum of understanding at the Education Learning Centre. Ten Coquitlam schools (Elementary, Middle & Secondary) were matched with 10 schools in New Taipei City.



During the group visit, SD43 staff shared a variety of topics on BC's education system, STEAM education, digital education, IB programs, and bilingual programs in Mandarin and English.

12. Congratulations to students Matthew J. from École Montgomery Middle School and Santiago T. from École Pitt River Middle School, who won silver and bronze awards representing SD43 at the 2023 Concours d'art oratoire.

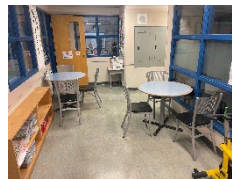
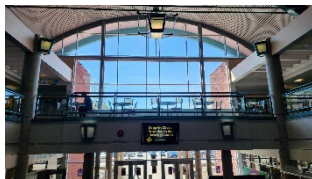
The French public speaking contest was held on May 7th at Simon Fraser University's Surrey campus and organized by the Canadian Parents for French BC and Yukon (CPF).



Over 85,000 students participate annually in this public speaking contest, showcasing their language skills in a 4-minute speech for grade 6 and 5-minute speech for grades 7-12.

13. On May 10th, SD43 hosted a *Parent Education Learning Series* featuring Andrew Baxter from the Mental Health Literacy Organization. Mr. Baxter shared tips on how to support a child's mental health and address a child's needs better. The event was well received and was attended by 92 community members.

14. Congratulations to Port Moody Secondary School's Blue Thunder Drumline for placing third at the Canadian Drumline Association's British Columbia Provincial Championships held on May 5th. This is the first year as a drumline they have participated in this contest. Watch their performance on the Port Moody Secondary School's Instagram account [here](#).



15. Thank you to Morguard Investments, operators of Coquitlam Centre, for their generous donation of tables and chairs, which are now being used as eating and gathering spaces at several schools in our district!

It's a win-win – the district was able to utilize the seating and together we're preventing items from ending up in the landfill!

Some quotes from SD43 principals include:

The donated tables and chairs from Coquitlam Centre are being used for student small group collaborative inquiry work as well as for quick one-on-one support directly outside classroom with teachers and support staff. Tables and chairs are creating a warm and welcoming environment for this kind of work in the hallways.

Superintendent's News & Events Report to the Board

Regular Board Meeting of May 23, 2023

Learning for a Lifetime

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

We are excited to announce the opening of the Crest Café in our Courtyard. Thanks to Coquitlam Centre for their generous donations of tables and chairs. Students are excited to enjoy an opportunity to eat outside in comfort.



16. Congratulations to all student recipients of the Ministry of Education's Youth Work in Trades Awards! The students were awarded a \$1000 cheque each towards their education.

17. Congratulations to the Centennial Hockey team for winning the B.C. High School Hockey Provincial Championships!



18. In the recent Coquitlam Teachers' Association election, Ken Christensen was re-elected as president, Diether Malakoff was elected as first vice president, and Meggan Crawford as second vice president.

In the recent CUPE Local 561 election, Randy Kootte was elected as the new president, Lisa Gregory was elected as vice president, Darin Nielsen as Treasurer, Jill Allen as recording secretary, and Mike Myers as Senior Shop Steward.

19. On April 21st, Centennial Secondary School hosted the 2023 Centaur Breakfast to help fundraise for the school's football program. The event was held in the school's foyer and featured former BC Lion Casey Chin as their guest speaker. Thank you to all our community members who have supported this great cause!

20. Two Riverside graduates, all alumni of the PoCo Minor Lacrosse Saints, recently won the Pacific North College Lacrosse League Championship with their teammates from Simon Fraser University. Congratulations to Cam Way and Alan Gane on their victory!



21. In other lacrosse news, SD43 graduate and Indigenous student Challen Rogers (Kwakiutl First Nation) has been named to the Canada National Field Lacrosse Team for the Summer World Championships 2023 being held in San Diego, California. Challen has also represented Canada in 2018 Field World Championships (Silver), 2019 Box Lacrosse World Championships (gold), and in the 2022 World Sixes (gold). Challen played minor lacrosse in Coquitlam and later went to 5 Minto Cup Championships with the Jr A Adanacs. He is currently the captain of the NLL Toronto Rock and also plays for the PLL Archers.



Photo: Toronto Rock

Also on the Team Canada roster are former SD43 students Coquitlam's Wesley Berg (NLL San Diego Seals, PLL Redwoods), and PoCo's Curtis Dickson (NLL San Diego Seals, PLL Chaos) and Ryland Rees (NLL Rochester Knighthawks, PLL Waterdogs).

Upcoming Events

May 24th to May 30th – Coquitlam Mall District Art Exhibition

May 25 – Substance Use Community Panel Discussion



Superintendent's News & Events Report to the Board

Regular Board Meeting of May 23, 2023

Learning for a Lifetime

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

May – 24, 25, 26, 31 & June 1 and 2nd – Port Moody Secondary School Theatre students present Legally Blonde The Musical

There are only 100 tickets per performance and tickets are \$10 each. Buy your tickets via school cash online or via this link: Theatre - Port Moody Secondary School

June 2 – Centennial Show & Shine Show

June 7 – SD43 Trades Hiring Fair with SD43Trades and Career Program

June 7 – SD43 in partnership with SHARE's Youth Substance Use Services team invites parents and caregivers to their virtual "How to Talk to Your Youth About Substance Use" from 6:30 pm – 8:30 pm



SCHOOL DISTRICT NO. 43 (COQUITLAM)

SUPERINTENDENT'S OFFICE

MEMORANDUM

TO: Trustees

FROM: Patricia Gartland
Superintendent

DATE: May 23, 2023

RE: Trustee Update

On April 24, 2023, BC Minister of Education and Child Care Rachna Singh issued a statement to mark Education Week 2023. Education Week provides an important opportunity to recognize and celebrate the vital contributions of teachers, principals and vice-principals, superintendents, education leaders, school district staff, trustees, as well as students and families, to support educational excellence and student achievement. Education Week in BC this year is proclaimed from April 23 – 27, 2023.

<https://news.gov.bc.ca/releases/2023ECC0025-000576>

On May 4, 2023, BC Attorney General Niki Sharma issued a letter to technology companies advising them of the newly enacted Intimate Images Protection Act and their responsibilities under the law. Under this legislation, a judge or tribunal decision-maker can order a social media company, online platform or any website to stop distribution and remove an intimate image from its platform. These applications can be made without notice and without naming a respondent.

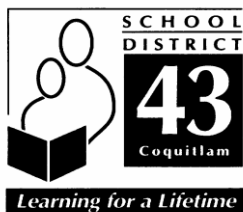
<https://news.gov.bc.ca/releases/2023AG0036-000657>

On May 5, 2023, the BC Ministry of Health released a statement on the World Health Organization declaration of the end of COVID-19 as a global health emergency. Due to the high level of population immunity, primarily from vaccination and combinations of boosters and infection, the virus is no longer causing severe disease in most people.

<https://news.gov.bc.ca/releases/2023HLTH0055-000677>

On May 12, 2023, the BC Ministry of Education and Child Care announced many more early childhood educators (ECE) will attend post-secondary institutions throughout BC, benefiting families, communities and the growing child care sector. The Province is accelerating the expansion of early childhood education programs so more than 1, 300 people will have the opportunity to access this education over the next three years, with public post-secondary spaces in BC expected to increase by approximately 50%.

<https://news.gov.bc.ca/releases/2023ECC0027-000718>



SCHOOL DISTRICT NO. 43 (COQUITLAM)

CORPORATE and FINANCIAL SERVICES DEPARTMENT

MEMORANDUM

TO: Randy Manhas, Secretary-Treasurer/CFO
FROM: Nita Mikl, Assistant Secretary-Treasurer
DATE: May 23, 2023
SUBJECT: 3rd Quarter Financial Report 2023/2024
COPIED TO: DLT

Recommended Action: The following report is provided for information.

Summary:

The 3rd Quarter Financial Update and Outlook reports on the financial impact of activities for the nine-month period ending March 31, 2023. From a financial reporting perspective, the 3rd quarter report is focused more on the analysis of revenue and expense trends to date, which forms the basis of the year-end outlook.

Our financial outlook for the 2022/23 school year has improved from our previous quarter and we are projecting an excess of revenues to expenditures. The influences that give rise to our outlook include:

- February enrollment count funding is higher than budgeted
- IE enrollment is trending at an equivalent of 1,200 FTE students compared to the amended budget of 925 FTE
- Investment income is trending higher than budgeted primarily due to higher interest rates
- CUPE, Teachers and Management wage settlements were \$2.2 million higher than anticipated
- Actual salaries and benefits are trending below budget for Support and EA staff
- Underspending in services and supplies budgets
- Planned utilization of prior year reserves

Operating Fund:

Grant revenues confirmed in December 2022 are flowing as expected, and the February count was confirmed at \$956,072 higher than budget. International Education revenues based upon confirmed 2nd semester enrolment are expected to outperform the amended budget by \$4.9 million. Rental revenue is trending \$300k above amended budget and investment income is expected to be \$1.5 million above amended budget. Both rental and interest revenues have recovered and are trending above pre-COVID levels.

In late January, the Ministry announced grant funding for wage settlements for teachers, support staff and also provided one time funding for increases for Excluded Staff. The total grant funding came in \$2.5 million above the amount estimated in the amended budget.

Staffing variations occur throughout the year, and when annualized, will naturally produce variances. Based on year-to-date trends and the impact of changes in staffing, salary and benefits budgets are generally trending below the amended budget. This is a cumulative result of higher unpaid leaves taken, lag times between posting a position and filling the position and ongoing vacancies in specialized positions. However, expenses related to substitutes are projected to be over budget as more employees are choosing to stay at home when sick, increase in substitute costs related to unpaid leaves, and additional costs incurred as a result of changes in the Employment Standard Act with respect to payment of up to five sick days to TTOC's and Casual staff.

Service and supply expenses are, in aggregate, trending below budgeted levels on a year-to-date basis and are projected to be underspent for the year. Most of the underspending is in the allocations provided to schools and professional development budgets. Dues and Fees are over budget primarily due to the increase in commissions paid to agencies for new international students and insurance costs are also above budget due to increases in property insurance premiums and an increase in international student insurance. These increases are offset by and correlate to the increased International Education tuition revenue. Final financial results for the year will be captured and reflected in the school district's audited financial statements for the year ending June 30, 2023.

Special Purpose Funds:

In September of 2022, the Ministry of Education and Child Care provided \$3,001,720 in one-time grant funding to increase food security and address affordability concerns for students and their families. Of this, \$2,501,720 was distributed to the schools and \$500,000 was held at the district level to address overall community needs, such as an allocation of \$20,000 per month to Share Society to help families by augmenting food hampers. Given the large sum of funds received, and short notice to operationalize, this fund is currently trending to be underspent. All efforts are being made to utilize these funds for its intended purpose prior to the end of the fiscal year.

The CEF budget of \$44 million provides for 322.9 FTE teaching staff, related TTOC costs, remedy costs associated with class size or class composition violations, 33 FTE educational assistants, 1 FTE administrator, administration teaching relief time and other overhead costs. Based on the nine months to date it would be expected that we will fully expend this budget. Remedies are trending higher than budgeted due to increase in enrollment of international funding eligible students arriving after the September 1701 count.

Aside from the Student Family and Affordability grant and increase in remedies related to Classroom Enhancement Funding, the remaining special purpose funds are as expected and trending within the funding provided.

Capital Fund:

Capital accounts and related facility activity are trending to expectations. To meet the district's obligation to the Ministry to fund \$25 million for Burke Mountain, \$3.75 million was transferred from the operating budget into local capital during the current fiscal year. \$2.0 million was budgeted and \$1.75 million was from prior year restricted surplus usage. In October, the district identified the need for additional classrooms due to the unexpected enrollment growth. As a result, \$2.25 million was transferred from the operating budget to local capital to purchase 3 portables and support finishing of 5 classrooms in the NLC space at Centennial. Estimates for transfers to the Capital Fund for assets purchased remains unchanged at \$2.5 million.

If revenue and expense projections continue to trend as forecasted, any surplus generated will be allocated and utilized in accordance with the Accumulated Operating Reserves policy and our multi-year financial sustainability approach utilizing *Directions 2025* goals and objectives.

Risks to Outlook:

There are several risks to our outlook beyond the potential unknown emergent issues, the six most significant are noted below.

- While vaccination rates have reduced exposure levels to COVID-19 and variants, staff absences and vacancies are continuing to drive increased expenditures for TTOC's and casual staff replacement costs
- Staffing recruitment challenges resulting from the cost of living in the lower mainland and unprecedented increases in student enrollment in Metro Vancouver school districts is making hiring staff, especially for specialized positions even more competitive in an already tight market
- Inflation, supply chain issues, and long lead times are impacting the ability to utilize operating funds in a timely manner and causing delays in completing planned projects
- Risk of potential claw back from the Ministry of any unspent special purpose funds or targeted funds if not spent by the end of the fiscal year
- Remedies are not finalized until year end, and if the actual costs are higher than amount estimated in October, there is a potential for the Ministry to not provide additional funding for actual expense incurred by the district
- The ongoing need to use operating and local capital funds to meet best effort requirements for additional classroom space, portables and contribute funding toward future classroom additions, portables



School District No. 43 (Coquitlam)

MEMORANDUM

TO: Patricia Gartland
Superintendent of Schools

FROM: Craig Mah
District Principal of School Services and Special Projects (Programs of Choice)

DATE: May 23, 2023

RE: **Framework for Enhancing Student Learning Update**

A presentation of the Framework for Enhancing Student Learning

This presentation will provide an update on the progress of the Framework for Enhancing Student Learning (FESL) report. District staff have been finalizing this year's report that will include a detailed results review and the District Annual Operational Plan. A high level summary of the results used in this year's FESL report will be provided.

In addition, this presentation will provide a summary of the positive feedback received through the Ministry of Education and Child Care's peer review sessions.

The presentation will be done by Assistant Superintendent Nadine Tambellini and District Principal Craig Mah.

Please find attached:

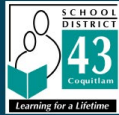
Framework for Enhancing Student Learning Update, May 23, 2023 (Public Board Meeting)



Framework for Enhancing Student Learning Update

Board of Education Presentation,
Spring 2023

SEPTEMBER 2023



FRAMEWORK FOR ENHANCING STUDENT LEARNING

SCHOOL DISTRICT NO. 43 (COQUITLAM)

SEPTEMBER 2023



FRAMEWORK FOR ENHANCING
STUDENT LEARNING
SCHOOL DISTRICT NO. 43 (COQUITLAM)

Results Review

SEPTEMBER 2023



FRAMEWORK FOR ENHANCING
STUDENT LEARNING
SCHOOL DISTRICT NO. 43 (COQUITLAM)

District Annual Operational Plan

The Report

Areas of Strength: Feedback from Ministry Peer Review Meetings

Strong foundation of baseline data and connection to Action Plan for Learning.

Clear alignment of school plans, professional learning and financial planning cycle.

Equity and Inclusivity

Advisory Committee structures

Action Plan for Learning in response to strategic plan and student success data.

Intentionally Growing Leadership Mentorship structure.

Information Technology: Comprehensive plan and allocation of resources.

Meaningful engagement with broad range of stakeholders, such as Student Achievement Advisory Committee and Indigenous Advisory Committee.

Indigenous student voice in Youth Summit.

District aware of difference in performance indicators for different subpopulations.

Strategies are being driven by data.

District provides comprehensive data with differentiation.
Demonstrates a broad connection between data and recognizing need to focus on various student populations.

Considerations: Questions from Ministry Peer Review Meetings

What is the level of involvement of Indigenous families in various committees and advisory structures?

How is the Local Enhancement Agreement connected to planning cycle and implementation of plan?

How can the district learn from local First Nations to create a safe environment for Indigenous students?

Our Response to POD Inquiry

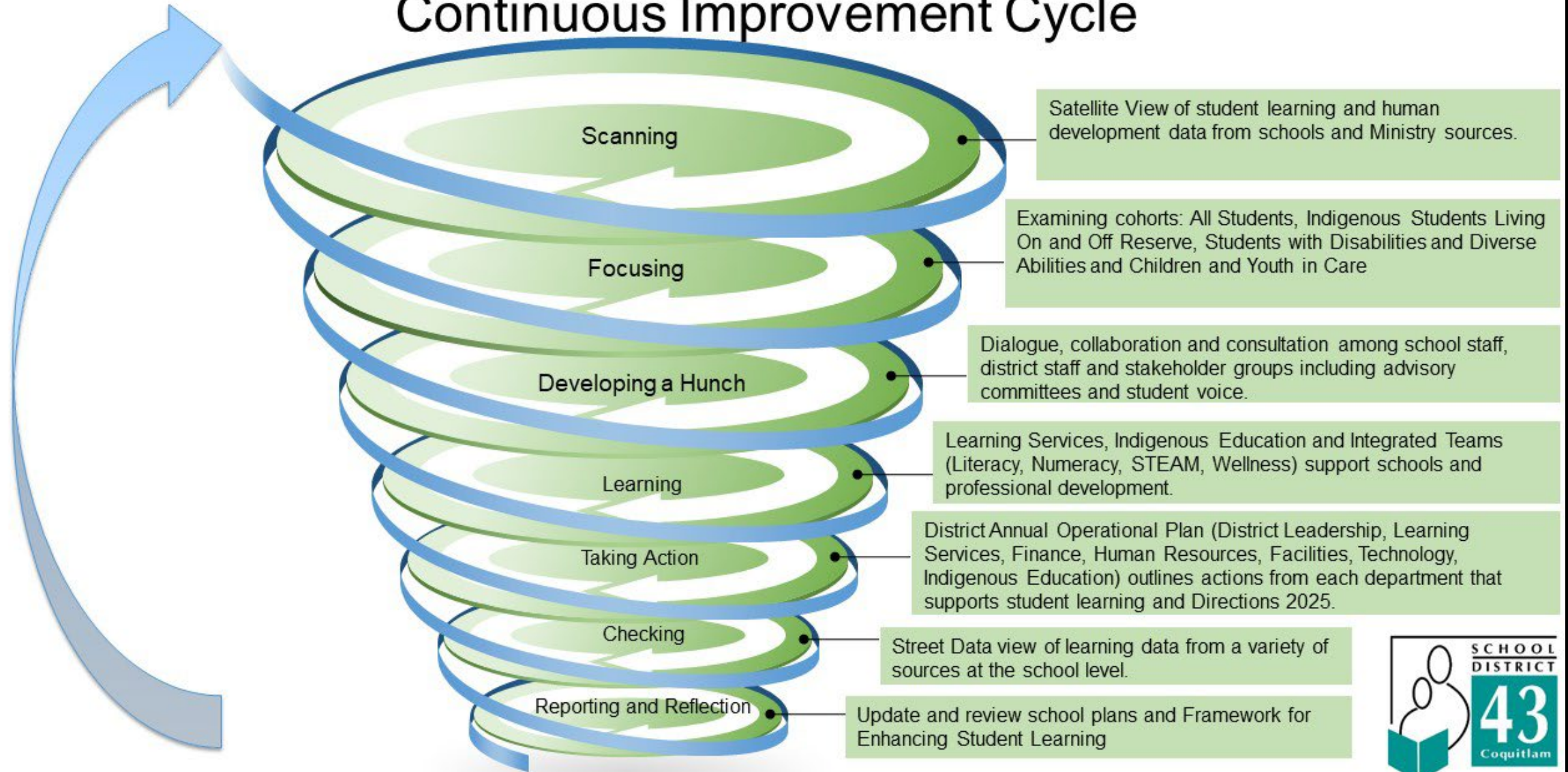
Indigenous Advisory Committee meets four times a year.
Equity Scan includes parent/guardian voice.

LEA renewed this year.
Regular planned meetings to provide feedback on student success. Nation very involved in creating Student Learning Plan for all Indigenous students

Youth Summits.
Indigenous Advisory Committee.
Regular LEA meetings as agreed upon.

Key Successes Become Part of
Our Process

Framework for Enhancing Student Learning: Continuous Improvement Cycle



District Annual Operational Plan



School District No. 43 (Coquitlam) is proud to be named as one of ***Forbes 2023 Canada's Best Employers***

Forbes 2023
CANADA'S
BEST
EMPLOYERS

POWERED BY STATISTA

- Human Resources
- Leadership and Initiatives
- Facilities
- Finance-Budget Consultation Process
- International Education
- Learning Services
- Community Engagement
- Anti-Racism
- Provincial On-Line Learning School
- Early Learning Initiatives

Data Sources



Children and Youth in Care
data not available at this
time.

Intellectual Development Results Summary

All Students

- Performance is higher than provincial rate in all measures.

Indigenous On Reserve

- Data is masked but there is some improvement for performance.

Indigenous Off Reserve

- Performance is higher than provincial rate in all measures
- Growth in FSA Grade 7 Numeracy results
- Participation rate for FSA has improved but is lower than province.

Students with Disabilities or Diverse Abilities

- Performance is higher than provincial rate in all measures
- The rate is higher than the “All Students” in FSA Grade 4 and 7 Numeracy.

CYIC

- Much of data is masked or not available at this time.

Human and Social Development Results Summary

All Students

- Sense of belonging, feeling welcome and safe is higher than provincial rate
- Lower positive response rate for “2+ adults that care” compared to province

Indigenous On Reserve

- Data is masked but there is some improvement for positive responses.
- Higher positive response rate to “2+ adults that care” compared to other populations

Indigenous Off Reserve

- Sense of belonging, feeling welcome and safe is higher than provincial rate
- Lower positive response rate for “2+ adults that care” compared to province

Students with Disabilities or Diverse Abilities

- Sense of belonging, feeling welcome and safe is higher than provincial rate
- Lower positive response rate for “2+ adults that care” compared to province

CYIC

- Data not available at this time.

Career Development Results Summary

All Students

- Graduation rates and post secondary institution transfer rates are higher than provincial counterparts.

Indigenous On Reserve

- Data is masked but there is some improvement for performance.

Indigenous Off Reserve

- Graduation rates and post secondary institution transfer rates are higher than provincial counterparts.

Students with Disabilities or Diverse Abilities

- Graduation rates and post secondary institution transfer rates are higher than provincial counterparts.

CYIC

- 5-Year completion rate continue to be a focus.
- 6-Year graduation rate is stronger.

What Explains Our Success?

High level of alignment at the district and school level with *Directions 2025*

Meaningful engagement with stakeholders

Integrated Team Support: Literacy, Numeracy, Wellness, STEAM,

Indigenous Youth Summits

Continuous Improvement Cycle

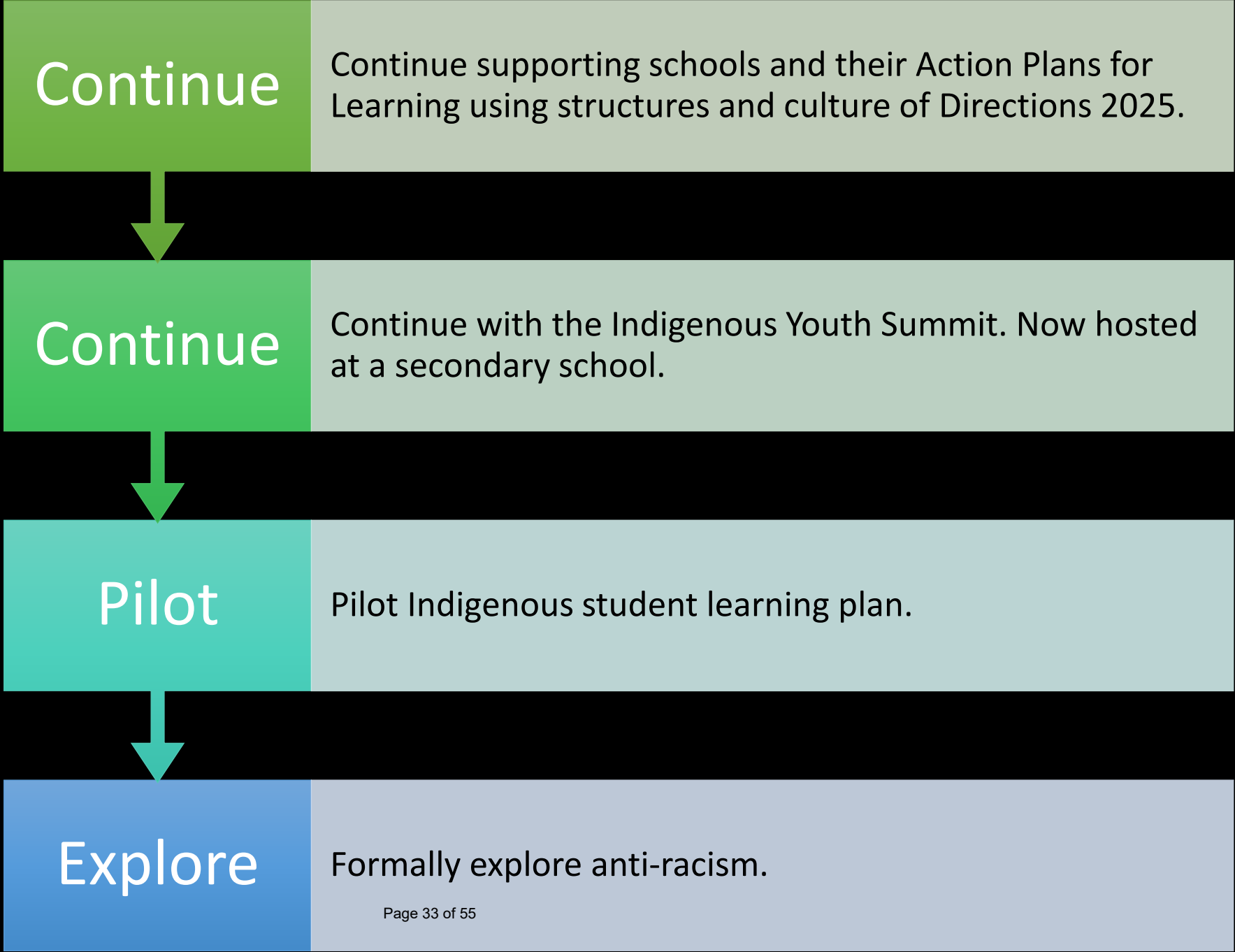
Emerging Areas of Focus

Well-being of Indigenous Students and Children and Youth in Care and to continue to close the achievement gap.

Explore how we ask the question regarding “Two or more adults that care” on Student Learning Survey and MDI

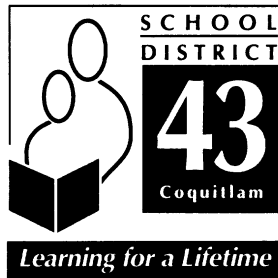
Formal focus on Anti-Racism.

Continuous Monitoring





Questions?



School District No. 43 (Coquitlam)

MEMORANDUM

TO: Patricia Gartland
Superintendent of Schools

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

DATE: May 23, 2023

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

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

Indoor Marching Drumline 11 was written by teacher Corey Smith at Port Moody Secondary School.

This course is an option for students who want to develop a sense of community, self-worth and feelings of achievement and satisfaction playing instruments within their ability. The course combines different disciplines including marching percussion, concert percussion, dance, art theatre, choir and cheerleading. Among the benefits of the course are the opportunities to participate and perform at school and within the community. This engagement helps make drumline a tool for students to learn the importance of community building. Students will also be empowered to join similar opportunities at post secondary institutions.

The BAA courses will be presented by Nadine Tambellini, Assistant Superintendent, Craig Mah, District Principal of School Services and Special Projects, and Corey Smith, teacher.



Board/Authority Authorized

Course: Indoor Marching Drumline

School District/Independent School Authority Name: Coquitlam	School District/Independent School Authority Number (e.g., SD43, Authority #432): SD43
Developed by: Corey Smith and Brent Taylor	Date Developed: January 5, 2023
School Name: Port Moody Secondary School	Principal's Name: Mr. Glen Conley
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Indoor Marching Drumline	Grade Level of Course and Course Code (To Be Added by Learning Services): 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Marching percussion equipment and accessories including drums, stands and harnesses. Teacher experience is essential given the specific technique and movement considerations for this activity.

Course Synopsis:

Indoor Marching Drumline 11 is a course designed to promote percussive arts through marching percussion instrumentation combined with movement and choreography. It is a collaborative team-based activity requiring self-motivation, commitment, effective work habits, and initiative and exercises both the

Personal Awareness and Communication core competencies. Engagement in the Indoor Marching Drumline provides students a sense of community, self-worth, and feelings of achievement and satisfaction playing instruments within their ability.

Indoor Marching Drumline provides students the opportunity to enrich their music vocabulary and performance experiences. It allows students avenues for artistic self-expression as well as expression through teamwork, sharing, and collaboration. Student leadership can be implemented and recognized as multiple sections within the ensemble necessitate leadership roles. Teamwork is realized as students work together to successfully achieve quality ensemble performances.

The activity combines a multitude of disciplines including marching percussion, concert percussion, dance, art, theatre, choir, and cheerleading. Indoor Marching Drumline productions are cross-curricular in that they incorporate dance and movement, theatrical performance, and artistic set design to create a narrative or explore a theme. Such productions are a reflection of the opportunities to celebrate and exchange ideas and interests unique to a community culture, demonstrating positive personal and cultural awareness. Indoor Marching Drumline instrumentation can combine with other band configurations to create a repertoire for school community building such as pep-rallies and athletic event cheers, promoting social responsibility.

Participation in Indoor Marching Drumline opens the door for performance after graduation. Opportunities include, but are not limited to, participation in Winter Guard International, Drum Corps International, Canadian Drumline Association, and the Stampede Showband. Future scholastic pursuits are available in a myriad of post-secondary institutions in which fine arts and music programs provide classes in marching percussion, as well as University/College level marching bands. Such programs qualify individuals to instruct the thousands of percussion and marching percussion ensembles across North America.

Finally, Indoor Marching Drumline has a powerful ability to integrate and build into the community. First, by having a membership with the Canadian Drumline Association, students are connected with the percussive arts community across BC and Canada with the opportunity to share their work with groups across the country at regional, provincial and national events, helping to build the percussive arts community in Canada. Secondly, drumming groups can be involved in their greater school community by helping support school events such as Terry Fox Run, sports games/tournaments, special school events, assemblies, etc. Finally, drumming groups can get involved in their greater community by supporting local events (like parades), being featured during sports events, and special ceremonies or events (for example, Sardis Secondary (Chilliwack) drumline was featured in the 2010 Winter Olympics). These community building aspects of a drumline course *ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors*, as is a First Peoples Principle of Learning.

- **Goals and Rationale:**

- **Goals**

- Routinely execute full ensemble warm-ups
- Develop a bank of cadences and cheers for pep rallies
- Participate in Canadian Drumline Association Provincial competitions, or other local festivals
- Demonstrate teamwork through practice and commitment
- Develop proficiency reading percussion charts
- Demonstrate inquiry processes

- Engage in peer/mentor relationships
- Engage in leadership
- Engage in community building events and ceremonies

Rationale:

During elementary and middle school education, students are taught that music and movement are two sides of the same coin; by the time they get to high school, though, music (choir, orchestra, band) and movement (dance, physical education) are separated into two distinct components (with the exception of musical theatre). Drumline provides the opportunity to reunite these two major components of culture, leading to a holistic music education teaching students to understand how music and motion are connected. On top of the fine motor skills that drumming technique requires (through the mastering of warm-ups, cadences, grooves, shows), the students also are engaged in full body movement through setting the music to drill and physical training. The students must develop their own show (music and choreography) while simultaneously building their skill sets as musicians and dancers. Students need to develop creative thinking and communication skills in order to successfully write and choreograph their shows are demanding and the need to engage in peer mentorship and leadership continues to develop their socio-emotional competencies in a creative, safe environment. The opportunities for cross curricular collaboration are wide: from working with the athletics department to support games, train with teams and travel for in community learning opportunities, to working with shop classes to construct and understand the mechanics of percussion instruments, to collaborations with dance and music groups for all encompassing performances, drumline can cross many pedagogical divides. Furthermore, the opportunity for community engagement helps make the drumline a great tool for students to learn about the importance of community building through either community event and ceremony participation to collaboration with local First Nations in the sharing of culture and tradition.

- **Aboriginal Worldviews and Perspectives:**

The combination of percussive arts, movement, and theatre allow for the celebration of Aboriginal worldviews and perspectives as well as positive and productive blending of genres and styles. Indigenous traditional drumming as well as dancing can be incorporated into Indoor Marching Drumline thematic or narrative productions with the input and approval of local Indigenous musicians which leads to important learning opportunities around cultural appropriation and influence of local cultures.

How are First Peoples Principles of Learning embedded across the course?

The following *First Peoples Principles of learning* are inherent in the Indoor Marching Drumline curriculum:

- 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
- Learning involves recognizing the consequences of one's actions
- Learning involves patience and time

How will you authentically include voice?

One of the trademark elements of an indoor marching drumline is the ability for student voice to shine through in their performance. The show is designed conceptually, choreographed and enacted by the students with the director present only for guidance and encouragement. When this course is executed properly, student voice is clearly evident in the performances and rehearsals throughout the year of instruction. Indigenous specific voice is explored through bringing Indigenous artists in to work with the group, or, when that is not possible, through online connections with either active voices, or pre-recorded resources as listed below.

How will the course start locally?

It is necessary to involve local Indigenous musicians and artists in the creative process in order to authentically include any Indigenous content. Given the rich Indigenous history and community in the Tri-Cities, connecting our program with local Indigenous artists specifically from the kʷikʷəłəm (Kwkwetlem First Nation) along with collaboration with our school's Indigenous education advisor will be the first steps in integrating Indigenous content within the course.

Given that the kʷikʷəłəm First Nation has a small but growing population, there is a great opportunity to start building ties with the community early in the growth of the program to help weave local artists into the fabric of the course. By reaching out to this Nation early in the course, the hope is that local artists from the kʷikʷəłəm First Nation will help inform our practice and help the teacher and students begin to decolonize the marching arts. Given a good relationship built between local artists and the program, opportunities for collaboration will allow for a sharing of culture with opportunities for students to participate in local drumming workshops (as offered yearly by the kʷikʷəłəm First Nation), and to share in each other's musical events and celebration. With care, the relationship can develop to a level such as is seen in West Vancouver between the Squamish First Nation and the West Vancouver Youth Band, where Squamish musicians are commissioned to write music for the WVYB, and there are several events where cultural sharing occurs (workshops, performances, etc.). A drumline course can serve as a model for how other ensembles might better incorporate relationships with local First Nations into their own programs.

COURSE NAME: Indoor Marching Drumline

GRADE: 11

BIG IDEAS

Marching arts should reflect aspects of time, place, and community.

Drummers develop creative skill and proficiency through perseverance, resilience, and risk taking.

A musician's interpretation of existing work is an opportunity to represent identity and culture.

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

Music with movement offers **aesthetic experiences** that can transform our perspective.

LEARNING STANDARDS

Curricular Competencies	Content
<i>Students are expected to do the following, with specific First Peoples Principles of Learning components listed below relevant competencies to be embedded into learning outcomes:</i> Exploring and creating - Perform collaboratively in large ensemble, small ensemble, and solo contexts - Study a wide variety of musical styles and genres including North American drum corps styles and percussion music from North American Indigenous Peoples <i>Learning is embedded in memory, history, and story</i> - Demonstrate an understanding and appreciation of personal, social, cultural, environmental, and historical contexts through the study of meaningful music - Develop and refine relevant technical skills and expressive qualities <i>Learning involves patience and time</i> - Engage in appropriate risk taking to express meaning, intent, emotion, and thought - Explore a composer's musical and expressive intentions - Explore a variety of contexts and their influences on musical works, - including place and time - Adapt performance techniques, processes, and skills for use in innovative ways - Explore emerging and evolving trends in music making - Demonstrate a blend of marching percussion, concert, jazz, and Indigenous music styles Reasoning and reflecting - Analyze the style of music to inform musical decisions - Employ musical language to describe and analyze musicians' use of technique, technology, and environment in music composition and performance - Reflect on rehearsal and performance experiences, making connections to future learning <i>Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</i> - Consider the function of one's voice within the ensemble or collaborative effort	<i>Students are expected to know the following with specific First Peoples Principles of Learning components listed below relevant content:</i> musical elements, principles, vocabulary, symbols, and theory - techniques specific to marching percussion instruments including: – Battery Percussion (Snare, Tenor, Bass, Cymbal) – Front Ensemble (Pit) Percussion (Mallet, Timpani, Cymbal, Aux Perc) – Rhythm Section (Guitar/Bass, Kit, Keyboard, Strings) Note: Students are only expected to know techniques related to their instrument(s) of choice. - technical skills, strategies, and technologies - Intermediate marching techniques - Intermediate staging strategies and effects - Standard marching arts repertoire creative processes - movement, sound, image, and form - influences of time and place on the emergence of musical forms - roles of performer, audience, and venue - traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music - contributions of innovative artists from a variety of genres, contexts, periods, and cultures including those of Canadian Indigenous practices <i>Learning involves generational roles and responsibilities</i> history of a variety of musical genres including those of Canadian Indigenous practices - ethics of cultural appropriation and plagiarism <i>Learning involves recognizing that some knowledge is sacred and only shared with permission and/or certain situations</i> - health and safety issues and procedures

- Engage knowledge and skills from other areas of study in discussing relationships between context and interpretation - Respond musically to structural elements of the repertoire Communicating and documenting Document, share, and appreciate musical works and experiences in a variety of ways and contexts - Receive and apply constructive feedback to developing practice - Collaborate to express personal voice, cultural identity, and perspective through music - Express emotions and ideas through music - Use appropriate musical vocabulary in response to musical experiences and by observing context - Express personal voice, cultural identity, perspectives, and values, through the instruments of discipline in an educational setting and community <i>Learning requires exploration of one's identity.</i> Connecting and expanding - Evaluate and demonstrate personal and social responsibility associated with creating, performing, and responding to instrumental music <i>Learning involves recognizing the consequences of one's actions</i> - Demonstrate appropriate care, use, and maintenance of Instruments and equipment - Practise appropriate self-care to prevent performance-related injury - Make connections with others on a local, regional, and global scale through music <i>Learning recognizes the role of Indigenous knowledge</i> - Use technical knowledge and contextual observation to make musical decisions	
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Big Ideas – Elaborations

- **aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

Curricular Competencies – Elaborations

- **large ensemble:** ensemble in which many musicians perform the same part (e.g., concert band, jazz band, string or symphony orchestra, guitar ensemble)
- **small ensemble:** ensemble in which musicians play alone or with only a few others, performing a particular part (e.g., rock band or similar contemporary genre, jazz combo, brass quintet, string quartet)
- **take creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **variety of contexts:** for example, personal, social, cultural, environmental, and historical contexts
- **place:** Any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **musical language:** vocabulary, terminology, and non-verbal methods of communication that convey meaning in music
- **Document:** through activities that help students reflect on their learning (e.g., drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)
- **musical vocabulary:** descriptive and instructive terms with specific application in music; can be in English or other languages commonly used by composers (e.g., Italian); includes musical literacy which is the ability to read, write, notate, or otherwise communicate using musical language, vocabulary, and/or symbols
- **personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview
- **maintenance:** the appropriate inspection, diagnosis, and basic repair of instruments and equipment
- **performance-related injury:** for example, repetitive stress injuries, vocal strain, other harm to oral and aural health

Content – Elaborations

• **musical elements, principles, vocabulary, symbols, and theory:** meter, duration, rhythm, dynamics, harmony, timbre, tonality, instrumentation, notation, pitch, texture, register, terms in Italian and other languages, expressive markings, abbreviations; methods, processes, and concepts used in creating and performing music

• **Battery Percussion:**

- Intermediate rudimental technique as a function of rudiments (elaboration: double stroke, triple stroke, flams)
- Tenor drum splits and crossovers
- Intermediate tenor drum techniques including sweeps, scrapes and crossover patterns
- Percussive arts society standard rudiments
- Percussive arts society hybrid rudiments
- Advanced 5 Bass Drum charts
- Bass drum 8th note runs
- Snare drum matched technique
- Snare drum traditional technique
- Proper marching cymbal sounds and techniques

• **Pit Percussion:**

- Scales
- Proper latin percussion techniques including claves, bongos, congas
- Proper African percussion techniques including djembe
- Proper auxiliary percussion techniques including slide whistle, ratchet, etc.
- 3 - mallet techniques
- Proper timpani mallet techniques

• **Rhythm Section:**

- guitar:
 - chord playing (open and arpeggiated chords)
 - single note playing
 - picking, fingering, strumming; hand positions
 - articulation: techniques affecting transitions between notes (e.g., legato, staccato, slurs, damping, bends, hammer-ons)
 - intonation
 - tone quality: techniques that affect timbre or the overall sound of the instrument
 - voicings: the distribution or vertical arrangement of notes in a chord (e.g., rootless, R37, R73)
 - acoustic versus electric guitar technique
 - rhythm guitar patterns and accompaniment techniques
 - single-line melody reading, tablature, modes
- keyboard:
 - articulation: techniques that use touch or pedals to alter the transitions between notes (e.g., staccato, legato, phrasing, use of pedals)
 - fingering and chording technique
 - chord voicing
 - comping technique: chords, rhythms, and patterns played to accompany an improvised solo or melody (e.g., ii-V-I)
 - keyboard instrumentation: keyboard alone or with bass and/or guitar
 - blend and balance: the use of relative volume and tonal techniques to highlight certain instruments or create a homogeneous timbre (e.g., accompaniment versus solo technique)
- Drums:

Content – Elaborations

- stick, mallet, beater, and brush technique
 - hand-drumming technique
 - pitched percussion technique
 - articulation
 - fills, shots, tone quality, intonation
- orchestral strings:
 - left-hand technique (e.g., vibrato, double-stopping, triple-stopping, shifting)
 - finger pattern profiles
 - bowing technique (e.g., détaché, martelé, spiccato)
 - pizzicato
 - intonation
 - tone quality
 - harmonics
- **repertoire:**
 - Intermediate warm up and technique builders
 - Intermediate Ensemble warm-ups
 - Advanced performance warmups and technique builders
 - Chop builders
 - Cadences
 - Pep Rally charts
 - Individual solos
- **marching technique:**
 - Appropriate carrying techniques
 - Intermediate techniques including crab stepping
 - Advanced movement including Plie, Chasse, tondo, etc.
 - Stick movement for visual impact
- **creative processes:** the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes multiple processes, such as exploration, selection, combination, refinement, reflection, and connection
- **history:** the influences across time of social, cultural, historical, political, and personal contexts on musical works; includes the influences of historical and contemporary societies on musical works
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Recommended Instructional Components:

- Direct Instruction

- Online inquiry and learning
- Assessment as learning
- Demonstrations and modelling
- Peer-peer mentorship and instruction
- Experiential Learning
- Ensemble Instruction
- Sectional Instruction
- 1-1 Instruction
- Reflective Writing
- Indigenous Drum with accompanying contextual and historical information
- Historical Survey of Percussive Arts from a variety of cultures including specifically African, Asian and Canadian Indigenous cultures.
- Inquiry Project into the decolonization of music from colonial military traditions
- Collaborative projects with members of kʷikʷəłəm First Nation to build community relationships and provide opportunities for sharing of cultural knowledge.

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

Assessment of Learning

- Theory quizzes and worksheets
- Performance testing
- Attitude and Attendance
- Triangulation of Observation (rehearsal), Product (performances and Conversation (student conferencing)

Assessment for learning

- practice sheets
- rhythmic theory worksheets
- individualized reading and inquiry
- routine warm up and chop building exercises

Assessment as Learning

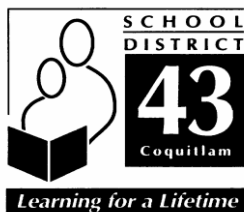
- Using recorded rehearsal footage or mirrors
- Peer and self-assessment

Learning Resources:

- Microsoft Teams
- Canadian Drumline Association
- The Blue Book by David Ratliff, James Campbell, Rob Parks (for solo work)
- tapSPACE.com
- YouTube

- Vic Firth Marching “Learn the Music”
 - EMC Productions
 - CDA
 - Indigenous Drumming information from Peel Art Gallery and Archives (Ontario) <https://www.youtube.com/watch?v=BAcm98kxHpl>
- Technique Manuals by Bill Bachman
- Cassidy Byers Drumline repertoire
- “Marching Percussion 101” and other marching percussion manuals
- “Here Comes the Band” – Historical survey of marching arts in the Haida Gwaii and BC Northern Coast region:
<https://ojs.library.ubc.ca/index.php/bcstudies/article/view/669/714>

Additional Information:



SCHOOL DISTRICT NO. 43 (COQUITLAM)

MEMORANDUM

TO: Board of Education

FROM: Randy Manhas, Secretary-Treasurer

DATE: May 23, 2023

SUBJECT: **SD43 Board Policy Review Ad Hoc Committee**

COPIED TO: District Leadership Team

Recommended Action: That the Board of Education move to adopt the proposed terms of reference for the SD43 Board Policy Review Ad Hoc Committee and appoint a trustee as member of the committee.

Background: On March 7, 2023, the Board of Education passed a motion to establish a Board Policy Review Ad Hoc Committee that would review existing board policies to determine if recommendations for revision are warranted. Revisions will be considered with an eye to providing clarity in terms of rationales, keeping policies current and relevant, and addressing issues that have arisen.

Following the Board's adoption of the terms of reference, to establish the Ad Hoc Committee, an invitation will be circulated for the first meeting which is set for May 30, 2023



School District No. 43 (Coquitlam) BOARD POLICY REVIEW AD HOC COMMITTEE

TERMS OF REFERENCE

Mandate:

The role of the Board Policy Review Ad Hoc Committee is to review existing board policies to determine if recommendations for revision are warranted.

The Board Policy Review Ad Hoc Committee shall fulfill this role by:

1. Creating a priority list for the order of policy review.
2. Determining the process and timeline for consideration.
3. Reviewing each policy in order of the established priority list.
4. Soliciting consultation/input from interested groups as deemed appropriate.
5. Advising and informing the Board of Education on the status of the work being undertaken by the Committee.
6. Presenting policy revision recommendations, if any, to the Board of Education upon the completion of reviews.

Committee Membership:

The Task Force shall consist of the following members:

- Board Chair
- Board Vice Chair
- One Board Trustee
- Superintendent
- Secretary Treasurer

Term:

The term for all members appointed by the Board of Education will be for the period of April 11, 2023 until June 30, 2024, after which the term may be extended.

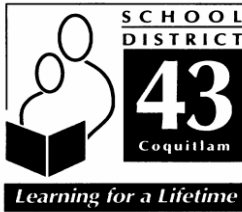
Chair:

One member of the Committee shall be designated Chair with another member as Alternate in the absence of the Chair.

Attendance:

Members shall advise the Recording Secretary of their intent to attend or be absent from a meeting.

Adopted:



BOARD OF EDUCATION TRUSTEE REPORT

Trustee Palmer Isaak - Summary of Tri Cities SD43 Mental Health Task Force Activities to Date

The Tri Cities Mental Health Task Force initially convened and discussed the tasks and goals outlined in our Terms of Reference. These terms were then added to our Goals Document to allow the MHTF to track and remained focussed on the agreed upon goals.

Below is our list of Strategic Goals from our Goals Document.

The Mental Health Task Force is charged with the following responsibilities:

1. Alignment and Enhancement of SD43 Mental Health Strategies and Objectives – To ensure that the Mental Health Task Force outcomes are aligned with the Ministry of Education Mental Health in Schools Strategy and SD43's Wellbeing Framework.
2. Partnership – To enhance collaboration between SD43 and community mental health practitioners and partners within the Tri-Cities
3. Mental Health Promotion - To inform and educate community partners about SD43 mental health strategies and, through data-based decision-making, build support for a system-wide approach that promotes positive mental health and raises awareness through advocacy with the Provincial Government.
4. Explore various types of community partnerships to support Mental Health Prevention and Intervention.
5. Sustainability – To ensure that any recommended strategies will be sustainable with a joint emphasis on Advocacy for Foundry through Task Force

We then developed a series of Operational Goals including:

Streamlined access, Partnerships to secure additional resources, secure a one stop – drop in – easy access resource that included families.

In July of 2022 A Foundry Program was announced to provide mental services for the Tri Cities.

“Our integrated services make it possible for young people to access five core services in one convenient location: mental health care, substance use services, physical and sexual health care, youth and family peer supports, and social services. “

This announcement allowed us to concentrate further on our goal of generating awareness as many of the earlier goals would be addressed when Foundry opens to serve youth.

The MHTF then proceeded to request a joint invitation to present at the UBCM with the City of Coquitlam. Please see letter attached. This request was not supported by the city, at that time, but we were informed that they would be willing to arrange future meetings.

From September to November, we awaited election results and new appointments. We did reconvene in 2023 with a presentation and update from James Musgrave (Share) regarding Foundry progress. Currently Foundry does not have a location, but work is progressing with community consultation and location search.

We have concluded that we no longer have a specific task.

1. We have shared and created awareness about services and supports the member organizations provide.
2. Looked for advocacy opportunities.
3. Supported the Share in advocacy for Foundry.

At this time, we have thanked the members in attendance and held a Thank You lunch. The Feedback that we received was:

- Members appreciated being part of a large organization. That being associated with a larger group MHTF helped their own organization in many ways.
- Unlike health care, one of mental health's greatest challenges is the complete lack of resource coordination. All providers act independently, many provide similar overlapping services and often we still are not completely informed about service / resource availability.
- One of our members noted that if a list of services and resources was made it would be out of date the moment it was printed.
- A "Hub "or walk in clinic, like health care, would allow community members to access services, coordinate resources, triage and refer. Hubs could provide services for all ages.

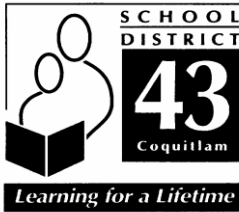
The MHTF also requested biannual meetings, if possible, to update, inform, share challenges and look at new areas requiring advocacy.

Next Steps:

If the SD43 Board Education approves we could proceed with in person biannual meetings. We would request agenda items in advance and encourage sharing information/ challenges members are facing.

Attached: Goals Doc. Letter to City of Coquitlam, July report to board,

With thanks to Trustee Woods and Trustee Pollock.



BOARD OF EDUCATION TRUSTEE REPORT

Trustee Kerri Palmer Isaak chaired the Mental Health Task Force Meeting Thursday July 14, virtually in Teams. At the meeting we discussed and reviewed:

- We had some attendance changes for the minutes.
- Presentation from MCFD Child and Youth Mental Health
- Sent email link for Take a Hike presentation to task force, we were experiencing some difficulties sharing.
- Reviewed our goals document and received feedback from task force members.

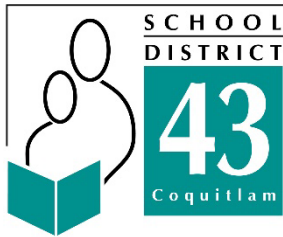
Feedback and Goal Review MHTF

1. The goal document, as a rough draft, was shared with our MLA's. Many task force members have been promoting the establishment of a Foundry in the Tricities allowing youth to have great access to mental health resources.
2. We recognize the number of resources available, and we recognize that these resources to some extents are operating together to meet needs. We identify the lack of awareness by the public and partner organizations about what services are offered, when these services are available and to who, as a barrier to access.
3. Alongside the establishment of a Foundry in the Tricities the goal that the task force discussed access - informing the public where / what resources are available to them quickly and easily with the possibility of the access tool providing a triage aspect.
4. The discussion of a hotline and or a QR code 9, these items exist but are not well known. This tool would help provide information about available resources quickly, privately, and efficiently and may have the ability to triage by directing users to resources.
5. A tool for access would need to have strong, well-staffed and supported organizations behind it for referral, staffing and resources would need to be increased, (not waitlisted)
6. Promotion through wide and diverse channels of advertising would be required to gain traction. These tools have been used previously but they are failing to break through media clutter and remain highly visible and front of mind.
7. Prevention through mental wellness – either in school or through our partner organizations for low to moderate mental health needs.
8. Response to crisis, alternative to police action – this item keeps coming forward as we discuss “mental health police response” it has been brought to our attention by our partner groups that the current model for mental health response cars does not apply to youth situations. We recognize the need for crisis supports and how these supports may need police assistance, but we need an alternative mental health crisis support team.
9. The task force also recognizes the opportunity to share the work of the task force with other municipalities. The creation of the task force has allowed us to share information about resources, access, gaps in service, barriers, prevention, interventions and what we all see as lack of available resources to meet needs.

Minutes from previous meeting approved and attached.
Previous goals sheet attached.

PRIORITY OF GOALS	PROBLEM STATEMENT	OPERATIONAL GOAL	PREVENTION	INTERVENTION	ADVOCACY	TERMS OF REFERENCE	STRATEGIC GOALS
1	The appropriate scope and scale of mental health support services available in community does not meet the need of scope and scale of mental acute health challenges being identified in schools	Strengthen, simplify, and streamline access to appropriate supports available in community. Support securing multiple alternatives for resourcing, including staffing, assets, supplies, and services. (Likely through partnership)	Easily Available information to local content. E.g., Foundry, Help lines, advertising	- Increased communication between service providers to reduce being limited by mandates. - Triage system to ensure appropriate services are accessed efficiently - Foundry - Child and Youth Hub/Team - Mental Health Crisis response car with police and Fraser Health Support		1, 2, 3, 4 & 5	The Mental Health Task Force is charged with the following responsibilities: - Alignment and Enhancement of SD43 Mental Health Strategies and Objectives – To ensure that the Mental Health Task Force outcomes are aligned with the Ministry of Education Mental Health in Schools Strategy and SD43’s Wellbeing Framework. - Partnership – To enhance collaboration between SD43 and community mental health practitioners and partners within the Tri-Cities - Mental Health Promotion - To inform and educate community partners about SD43 mental health strategies and, through data-based decision-making, build support for a system-wide approach that promotes positive mental health and raises awareness through advocacy with the Provincial Government. - Explore various types of community partnerships to support Mental Health Prevention and Intervention. - Sustainability – To ensure that any recommended strategies will be sustainable with a joint emphasis on sharing of resources.
2	There is low visibility or presence of easily accessible mental health services in the community	Secure a one stop high-profile drop-in resource/service (ideally 24 hr.) Secure a mobile high-profile resource/service	- Foundry - Easily Available information to local content. E.g., Foundry, Help lines, advertising	- Foundry - Mental Health Crisis response car with police and Fraser Health Support - Existing police services	- Advocacy for Foundry through Task Force - UBCM Advocacy - Advocacy for response car with police and Fraser Health	1-& 4	
3	Youth need earlier interventions, general wellness and mental health education and awareness, and other preventative measures to help mitigate and resolve mental health challenges	Work towards resiliency, social-emotional learning to support those with adverse childhood experiences Work in mental health promotion towards self-awareness or awareness of others, encouraging acceptance	- School Curriculum - Partnerships - Guest speakers/ external services brought into classrooms	- Wellness education and activities in schools - Dedicated school staff and services (counsellors, SLPs, EAs, IST Team, etc) - Targeted small group program/intervention	- Advocacy through School Board for more funding and services for supports in schools - Community advocacy	1, 3 & 4	

4	Marginalized youth face additional barriers to addressing mental health issues, especially when intersectionality plays a role	Support resources and services being available for Diverse Communities	• Foundry	• Foundry/ Integrated child/youth Teams • Increased communication between service providers to reduce being limited by mandates. • There is not a one size fits all solution; identities/values should be brought into this work. • Triage system to ensure appropriate services are accessed efficiently. • Mental Health Crisis response car with police and Fraser Health Support.	• Advocacy for Foundry • There is not a one size fits all solution; identities/values should be brought into this work. • Triage system to ensure appropriate services are accessed efficiently.	1, 2 & 4	
5	Parents/guardians may not have the openness to, or knowledge and awareness of, mental health challenges their child(ren) may be facing, nor the supports and services available	Importance of including families in the awareness of support services available		• Increased communication between service providers to reduce being limited by mandates. • There is not a one size fits all solution, and that identities/values should be brought into this work. • What is offered (SHARE, Mental Health Support Line, other existing services SD43 utilizes and is aware of) • What can be offered that is not already being offered (process)		3	
6	Once the mandates of the original Mental Health Task Force are in progress or complete what could be the role of this committee i.e., does it become a committee review panel					5	



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Learning for a Lifetime

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August 4, 2022

Mayor and Council
City of Coquitlam
via email: mayor_council@coquitlam.ca

Dear Mayor Stewart,

As you may be aware through prior correspondence that the City of Coquitlam is an active member and participant of the tri-cities/SD43 Mental Health Taskforce. The Mental Health Taskforce consisted of numerous tri-cities stakeholders, including the school district, tri-cities five municipalities, Fraser Health, and other stakeholders (e.g., SHARE Family Services & MCFD).

One of the deliverables of the taskforce was to understand each other's perspectives, strategies, challenges, and additional services that can be offered within the tri-cities in the context of mental health. Overall, we made significant progress in the above areas and as a result, the taskforce members have agreed to six primary goals that can be accomplished, including:

- the need to strengthen access to appropriate supports in the community
- secure a one-stop drop-in service,
- promote mental health
- provide support resources for diverse communities,
- Increase awareness of the supports available,
- inclusion of families in the awareness of supports available, and
- the future role of the task force.

The Mental Health taskforce also played a role through advocacy for a local Foundry to be set up within our community.

On July 19, 2022, Minister of Mental Health and Addictions Sheila Malcolmson announced a local Foundry to be set up within the tri-cities, before a crowd of municipal politicians, social service agency representatives, and school trustees. Foundry Tri-Cities will offer people between the ages of 12 and 24 multiple services, including drop-in counseling, physical and sexual health care, as well as youth and family peer support. The Foundry will also assist us in meeting many of our solutions toward the six goals established by the taskforce.

During the taskforce meetings, it became clear that numerous stakeholders within geographical areas are coming together to explore holistic strategies, joint advocacy, and solutions to identify and agree upon problems, which is uncommon within the country and in our province.

At the July 19, 2022, Special Public Board Meeting, after an update on the status of the Mental Health Taskforce followed by trustee discussions, the following motion was passed:

“The Board of Education presented a motion to authorize the Chair and members of the Mental Health Task Force to request a presentation to the Minister of Mental Health and Addictions at the Union of BC Municipalities (UBCM) in coordination with a municipal partner.”

Because of the City of Coquitlam’s role within the Mental Health Taskforce and many of our strategic partnerships and collaborations, we are requesting that Mayor and Council seek an opportunity to co-present to the Minister of Mental Health and Addictions at the September 2022 UBCM conference.

The presentation will be for information only and revolve around the background of the Mental Health Taskforce and will focus on the following:

1. Awareness of the Mental Health Taskforce, which can result in community-based solutions like a text hotline, Q R code etc. Resource that will be “front of mind” a type 911 tool to access and triage mental health services. We want this tool to be promoted and have awareness to the same degree that 911 is for physical emergencies.
2. Creating sustainability and barrier free access by increasing funding and support to the providers and organizations that will be supporting the tools mentioned above.
3. Advocacy for others to implement similar models of a Mental Health Taskforce.

We look forward to hearing from you at your earliest opportunity.

Yours truly,

SCHOOL DISTRICT NO. 43 (COQUITLAM) BOARD OF EDUCATION



Kerri Palmer Isaak
SD43 Trustee & Chair, Mental Health Taskforce

cc: Michael Thomas, Chair SD43 Board of Education
Mohammed Azim, Secretary-Treasurer/CFO