

BOARD OF EDUCATION REGULAR PUBLIC MEETING AGENDA

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

January 21, 2020
7:00 p.m.

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

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) CTA – Presentation on Policy 7 – Notice of Motion – Proposed Changes
Presenter: Ken Christensen, President, CTA

- b) Recognition of Former Board Chair and Vice Chair
Presenter: Kerri Palmer Isaak, Chair

D. EDUCATION

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

- a) Approval of November 26, 2019 Regular Board Meeting Minutes
- b) Trustee Calendar Planning Report for Information (*Pages 4-6*)
- c) Trustee Reports for Information (*Pages 7-11*)

F. RESPONSE TO PREVIOUS DELEGATIONS

G. DISTRICT STAFF REPORTS (7:20 pm)

- a) Superintendent Patricia Gartland
 - i) News & Events *(15 minutes)*

 - ii) Student Wellness, Mental Health and Counselling Support Robert Zambrano / Paul McNaughton
Rachel French / Anna Lemmo
*(15 minutes: Presentation/
10 minutes: Trustee Questions)*

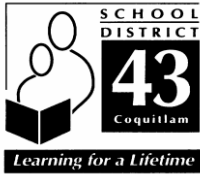
- G. DISTRICT STAFF REPORTS CONTINUED (8:00 pm)**
- iii) Career Education and Transitions
(Pages 17-23) Carey Chute
*(10 minutes: Presentation/
5 minutes: Trustee Questions)*
 - iv) Student Behavior Support and Safety Plans
(Pages 24-30) Paul McNaughton
*(10 minutes: Presentation/
5 minutes: Trustee Questions)*
 - v) Indigenous Education
(Pages 31-36) Robert Zambrano / Gayle Bedard
*(10 minutes: Presentation/
5 minutes: Trustee Questions)*
 - vi) Framework for Enhancing Student Learning
– Six-Year Completion Rates
(Pages 37-50) Reno Ciolfi
*(10 minutes: Presentation/
5 minutes: Trustee Questions)*
 - b) Secretary-Treasurer
 - i) December 2019 Grant Funding Confirmation
(Page 51) Nita Mikl
(10 minutes)
- H. UNFINISHED BUSINESS (9:10 pm)**
- a) Policy 7: Board Operations
(Pages 52-65) Reno Ciolfi
(5 minutes)
- I. QUESTION PERIOD (9:15 pm)** *(10 minutes)*
(for questions that relate to agenda items only)
- a) Trustees
 - b) Gallery
- J. NEW BUSINESS (9:25 pm)**
- a) Response to Step-by-Step Development Society
(Pages 66-68) Chris Nicolls
(10 minutes)
 - b) Trustee Attendance at CSBA Annual Congress
(Verbal) Chair Palmer Isaak
(10 minutes)
- K. NOTICES OF MOTION (9:45 pm)**
- a) Notice of Motion: Policy 19 – Student Attendance Areas
(Pages 69-73) Gerald Shong
(5 minutes)

- L. ITEMS OF TRUSTEE BUSINESS (9:50 pm)**
- | | |
|---|----------------------|
| a) Metropolitan Branch Report | Trustee Palmer Isaak |
| b) BCPSEA Report | Trustee Thomas |
| c) Provincial Council Report | Trustee Cahoon |
| d) DPAC Report (<i>Page 74</i>) | Trustee Woods |
| e) SLC Report | Trustee Blatherwick |
| f) ELL Consortium Report (<i>Page 75-76</i>) | Trustee Pollock |
| g) Coquitlam Foundation Report (<i>Page 77</i>) | Trustee Cahoon |
| h) Child Care Task Force Report | Trustee Blatherwick |
| i) C.E.R.A Report | Trustee Pollock |
| j) Green School Committee Report | Trustee Palmer Isaak |
- M. QUESTION PERIOD (10:00 pm)** *(10 minutes)*
(for questions that relate to agenda items only)
- a) Trustees
b) Gallery
- N. ADJOURNMENT (10:10 pm)**
-

ANNOUNCEMENT

Next Public Board Meeting: February 4, 2020 – 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



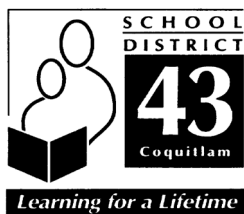
BOARD OF EDUCATION

Calendar Planning

November 26, 2019

DATE	MEETING	LOCATION	TIME
JANUARY 2020			
21	Budget Consultation Meeting – CTA	District Office, Board Room	3:45 pm
21	Board Meeting	District Office, Board Room	7:00 pm
22	Special Meeting – TriCities Child Care Task Force	Centennial Secondary School	3:30 pm
27	Budget Consultation Meeting – CUPE	District Office, Board Room	4:00 pm
28	Finance & Audit Committee Meeting	District Office, Board Room	4:00 pm
28	Budget Consultation Meeting – CPVPA	District Office, Board Room	5:30 pm
28	Budget Consultation Meeting – DPAC	District Office, Board Room	7:00 pm
30-31	BCPSEA AGM	Coast Coal Harbour Hotel	All day
FEBRUARY 2020			
4	Board Meeting	District Office, Board Room	7:00 pm
11	Board Meeting (Special)	Winslow Centre, Gym	6:30 pm
18	SD43 Education Foundation Meeting	District Office, Board Room	4:00 pm
18	Green School Committee Presentation to Port Moody City Council	Port Moody City Hall	7:00 pm
21 - 22	BCSTA - Provincial Council	Morris J Wosk Centre	All day
25	Board Meeting	District Office, Board Room	7:00 pm
MARCH 2020			
16-27	<i>Spring Break</i>		
31	Finance & Audit Committee Meeting	District Office, Board Room	4:00 pm
APRIL 2019			
7	Board Meeting	Winslow Centre, Gym	7:00 pm
14	Board Meeting (Special)	Winslow Centre, Gym	6:30 pm
16-19	BCSTA – Annual General Meeting	Westin Bayshore	All day
18	BCSTA - Provincial Council	Westin Bayshore	All day
21	Board Meeting	Winslow Centre, Gym	7:00 pm
MAY 2020			
5	Finance & Audit Committee Meeting	District Office, Board Room	4:00 pm
12	Board Meeting	District Office, Board Room	7:00 pm

DATE	MEETING	LOCATION	TIME
JUNE 2020			
9	Finance & Audit Committee Meeting	District Office, Board Room	4:00 pm
16	Board Meeting	District Office, Board Room	7:00 pm
TBC	District Retirement Event	TBC	5:30 pm



SCHOOL DISTRICT NO. 43 (COQUITLAM)

Office of the Secretary-Treasurer

MEMORANDUM

TO: Board of Education

FROM: Chris Nicolls, Secretary-Treasurer/CFO

DATE: January 21, 2020

SUBJECT: Record of In Camera Meetings

As per Section 72(3) of the *School Act*, the Board of Education reports that the following items were addressed at in camera meetings:

Special In Camera meeting held on November 26, 2019:

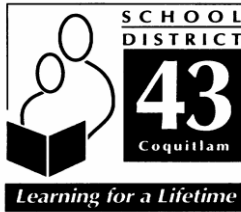
1. Personnel matters

In Camera meeting held on November 26, 2019:

1. Approval of previous minutes
2. Financial matter
3. Legal matter
4. Other matter

Special In Camera meeting held on December 3, 2019:

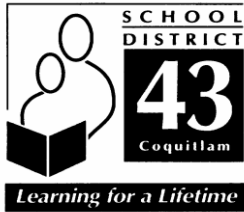
1. Personnel matter
2. Other matters



BOARD OF EDUCATION
TRUSTEE REPORT
January 21, 2020

Trustee Blatherwick participated in the following activities, events and meetings:

- November 5 – Special In Camera Board Meeting, District Board Office
- November 7 – Secondary School Student Leadership, Gleneagle Secondary School
- November 8 – Early Learning Summit, Ministry of Child and Family Services, Sheraton Wall Center, Vancouver
- November 11 – Remembrance Day Ceremonies, Coquitlam
- November 14 – Employee Long Service Awards
- November 15 – CERA Symposium on Restorative Justice
- November 15 – Green School Initiative Meeting with Ministry of Energy and Mines
- November 20 – Trustee Liaison Visit to Smiling Creek Elementary
- November 21 – Tri-Cities Community Action Team Meeting – Coquitlam City Hall
- November 21 – Coquitlam Teachers Association Reception
- November 26 – School Board Meeting, District Board Office
- November 28 – 30 – BCSTC Trustee Academy
- December 2 – Green School Committee Presentation, City of Port Coquitlam City Council
- December 2 – Special In Camera Board Meeting, District Board Office
- December 2 – SD43 Education Foundation Meeting
- December 5 – 6 – EdTech Summit, Centennial Secondary School
- December 10 – Holiday Social
- January 14 – Board Working Session, District Board Office
- January 20 – BCSTA Leadership Series



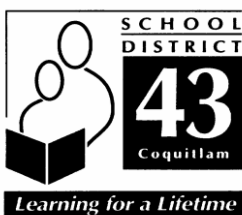
BOARD OF EDUCATION

TRUSTEE REPORT

January 21, 2020

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

- Nov 21 – Grade 5 Volleyball Jamboree hosted by Citadel Middle School, Port Coquitlam
- Nov 25 – PAC Meeting, Citadel Middle School, Port Coquitlam
- Nov 26 – Special In-Camera, In-Service, In-Camera & Public Board Meeting, Coquitlam School Board Office
- Nov 27 – DPAC meeting, Winslow Centre Gallery Room, Coquitlam
- Nov 28 – BC School Trustees Association (BCSTA) Trustee Academy, Hyatt Regency Hotel, Vancouver
- Nov 29 - BC School Trustees Association (BCSTA) Trustee Academy, Hyatt Regency Hotel, Vancouver
- Nov 30 - BC School Trustees Association (BCSTA) Metro Branch Meeting, Hyatt Regency Hotel, Vancouver
- Nov 30 - BC School Trustees Association (BCSTA) Trustee Academy, Hyatt Regency Hotel, Vancouver
- Dec 2 – PAC meeting, Ecole Rochester Elementary, Coquitlam
- Dec 3 – Special In-Camera meeting, School Board Office, Coquitlam
- Dec 3 – SD43 Education Foundation Board Meeting, School Board Office, Coquitlam
- Dec 3 – Indigenous Education Winter Festival, Ecole Westwood Elementary School, Port Coquitlam
- Dec 4 – Inquiry Hub Open House, 1432 Brunette Ave, Coquitlam
- Dec 5 – Breakfast Buddies Program, Ecole Rochester Elementary, Coquitlam
- Dec 5 – EdTech Summit, Centennial Secondary School, Coquitlam
- Dec 5 – Coquitlam-Burke Mountain MLA, Joan Isaacs Open House, 2950 Glen Drive, Coquitlam
- Dec 5 – PAC Christmas Tree Lighting, Miller Park Elementary, Coquitlam
- Dec 6 – Annual Pancake Breakfast, Eagle Ridge Elementary, Coquitlam
- Dec 6 – Annual Pancake Breakfast, Pinetree Way Elementary, Coquitlam
- Dec 6 – EdTech Summit, Centennial Secondary School, Coquitlam
- Dec 10 – School Board Holiday Social, Pasta Polo, Coquitlam
- Dec 11 – Winter Concert, Meadowbrook Elementary School, Coquitlam
- Dec 11 – Winter Concert, Anmore Elementary, Anmore
- Dec 11 – Winter Band & Choir Concert, Ecole Riverside Secondary, Port Coquitlam
- Dec 12 – Winter Band & Choir Concert, Citadel Middle School, Port Coquitlam
- Dec 12 – Student Leadership Council (SLC) Secondary group, Gleneagle Secondary School, Coquitlam
- Dec 17 – Winter Concert, Pinetree Way Elementary, Coquitlam
- Dec 18 – Winter Concert, Ecole Rochester Elementary, Coquitlam
- Dec 18 – School Visit, Eagle Mountain Middle School, Anmore
- Dec 18 – Winter Concert, Miller Park Elementary, Coquitlam
- Dec 19 – Annual Community Christmas Luncheon, CAFE Secondary School, Coquitlam
- Jan 8 – BCSTA Professional Learning Committee Zoom Meeting, Online
- Jan 9 – Coquitlam Foundation Meeting, City Hall, Coquitlam
- Jan 13 – Cheque presentation from Wesbild for Burke Mountain Middle/Secondary School Artificial Turf Field, City Hall Council Chambers, Coquitlam
- Jan 14 – SD43 Board Working Session, School Board Office, Coquitlam



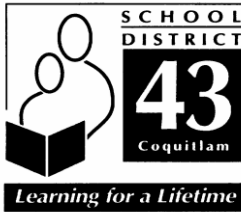
BOARD OF EDUCATION

TRUSTEE REPORT

January 21, 2020

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

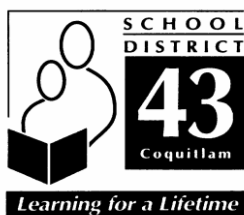
- November 21- CTA Induction, Milestones, Coquitlam
- November 26 - In Camera, In Service and Regular Public Board Meeting, School Board office, Coquitlam
- November 27 – Meeting with Coquitlam Councillor Zarrillo, Poirier Sport & Leisure Complex, Coquitlam
- November 27 - DPAC meeting, Winslow Centre, Coquitlam
- November 28, 29 and 30 – BCSTA Trustee Academy 2019, Hyatt Regency Hotel, Vancouver
- November 30 – BCSTA Branch Breakfast Meeting, Hyatt Regency Hotel, Vancouver
- December 3 – Special In Camera Meeting, School Board office, Coquitlam
- December 3 – SD43 Education Foundation Board Meeting, School Board office, Coquitlam
- December 5 – SD43 EdTech Summit, Centennial Secondary School, Coquitlam
- December 10 – SD43 Holiday Social, Pasta Polo, Coquitlam
- December 11 – Meeting with Consul General of Korea, Vancouver
- December 12 – Secondary SLC Meeting, Gleneagle Secondary School, Coquitlam
- December 12 – MLA Selina Robinson X-Mas Open House, Royal Canadian Legion, Coquitlam
- December 12 – Pleasantside Winter Concert, Pleasantside Elementary School, Port Moody
- December 12 – Ecole Moody Middle Winter Concert, Ecole Moody Middle School, Port Moody
- December 14 – The Port Moody Youth Symphony Orchestra Christmas Concert, St. Clare of Assisi Catholic Parish Church, Coquitlam
- December 18 – Flourish Family & Friends Christmas Mingle, Old Mill Boathouse Banquet Hall, Port Moody
- December 21 - The Port Moody Youth Symphony Orchestra Christmas Concert, Burnaby
- January 2, 2020 – Meeting with Coquitlam Councillor Kim, Port Moody
- January 3, 2020 – Vancouver Korean Society of BC 2020 New Year meeting, Vancouver



**BOARD OF EDUCATION
TRUSTEE REPORT
January 21, 2020**

Trustee Christine Pollock participated in the following activities, events and meetings:

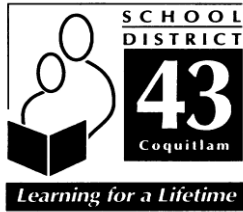
- BCSTA Trustee Academy (3 days)
- Green School Committee Presentation to Port Coquitlam City Council
- SD43 Education Foundation Board meeting
- IHub Open House
- Mundy Road Holiday Concert
- Blakeburn Winter Concert
- Ecole Moody Middle Winter Concert
- Opening of Port Coquitlam Community Centre Fitness Centre
- CP Holiday Train
- Cedar Drive Holiday Concert
- Parkland Holiday Concert
- CABA Holiday Luncheon



BOARD OF EDUCATION
TRUSTEE REPORT
January 21, 2020

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

- November 26, 2019 – Board Meetings – public and in-camera
- November 27, 2019 – DPAC meeting
- November 28-30, 2019 – BCSTA Trustee Academy
- December 3, 2019 – Special In-Camera meeting
- December 3, 2019 – SD43 Education Foundation Board Meeting
- December 5, 2019 – Education Technology Summit
- December 5, 2019 – Port Moody Senior Secondary Winter Concert
- January 13, 2020 – Ceremonial Cheque presentation from Wesbild
- January 14, 2020 – Board Agenda Setting
- January 14, 2020 – Board Working Session
- January 20, 2020 – BCSTA Leadership Conference



SCHOOL DISTRICT NO. 43 (COQUITLAM)

Office of the Superintendent

MEMORANDUM

TO: Patricia Gartland, Superintendent

FROM: Robert Zambrano, Assistant Superintendent

DATE: January 21, 2020

SUBJECT: **Student Wellness, Mental Health and Counselling Supports**

COPIED TO: Board of Education
District Leadership Team

Recommended Action: The following is provided for information.

Background:

Rachel French, Coordinator, Learning Services, Anna Lemmo, Coordinator, Learning Services, Paul McNaughton, Director of Instruction, Learning Services and I are pleased to present to you an overview of how student well-being is a priority in SD43. The presentation will highlight the significance of a tiered approach and interventions at the school level, the important role of the school counsellor, and the importance of the revised curriculum to support to mental health and student wellness.

BRITISH COLUMBIA
Ministry of Education

A Pathway to Hope:
Better access to mental health and addictions care

OECD

SCHOOL DISTRICT 43
Coquitlam
Learning for a Lifetime

Well-Being in SD #43

Rob Zambrano
Paul McNaughton
Rachel French
Anna Lemmo

1

INTERVENTION 2-5% of Students
Support for Few Students
Specialized Interventions and Pathways to Community Care Tier 3

PREVENTION 15-20% of Students
Support for Some Students
Prevention & Intervention Programs and Strategies for Students at Risk Tier 2

MENTAL HEALTH PROMOTION Whole School All Students
Support for All Students
School/Class-Wide Social-Emotional Learning Mental Health Promotion Programs Tier 1

FOUNDATION (F)

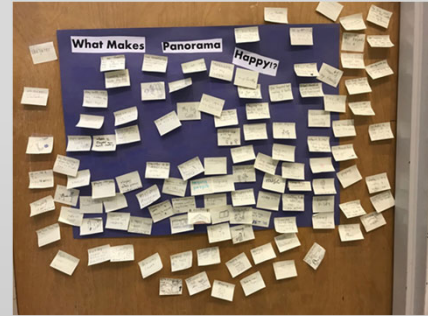
- Educator Mental Health Literacy
- Safe & Caring School Environment
- Effective Instructional Strategies
- Healthy Schools
- Positive Culture/Climate
- Learning for All
- Equity
- Engagement
- Caring Adults

2

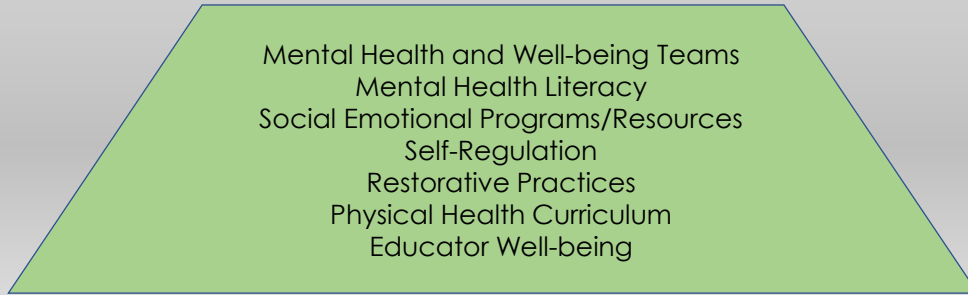


Teacher Counsellors

Work collaboratively with other educators to support implementation of social emotional programs/resources and support Mental Health and Well-being initiatives.

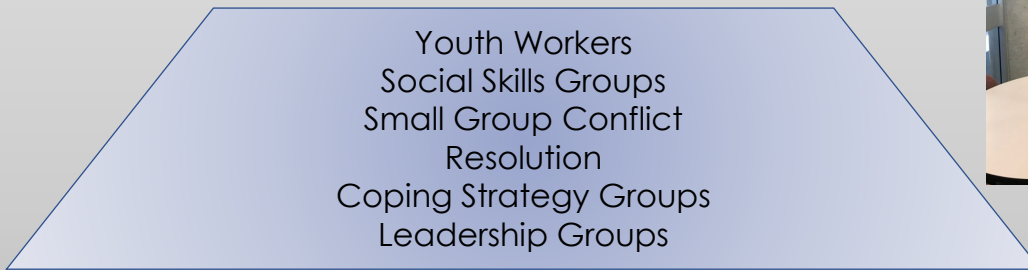


Tier 1



3


Tier 2



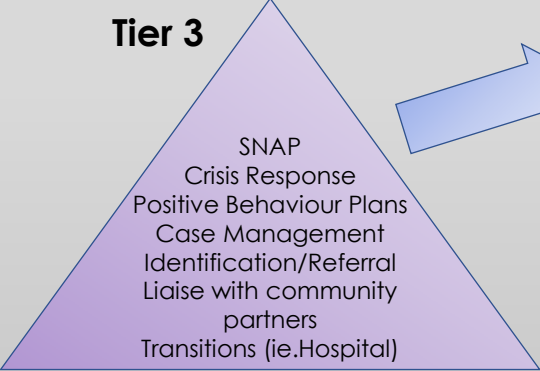
Teacher Counsellors Role

Facilitate small groups in response to school and student needs


4




Tier 3



Pathway to Community Care

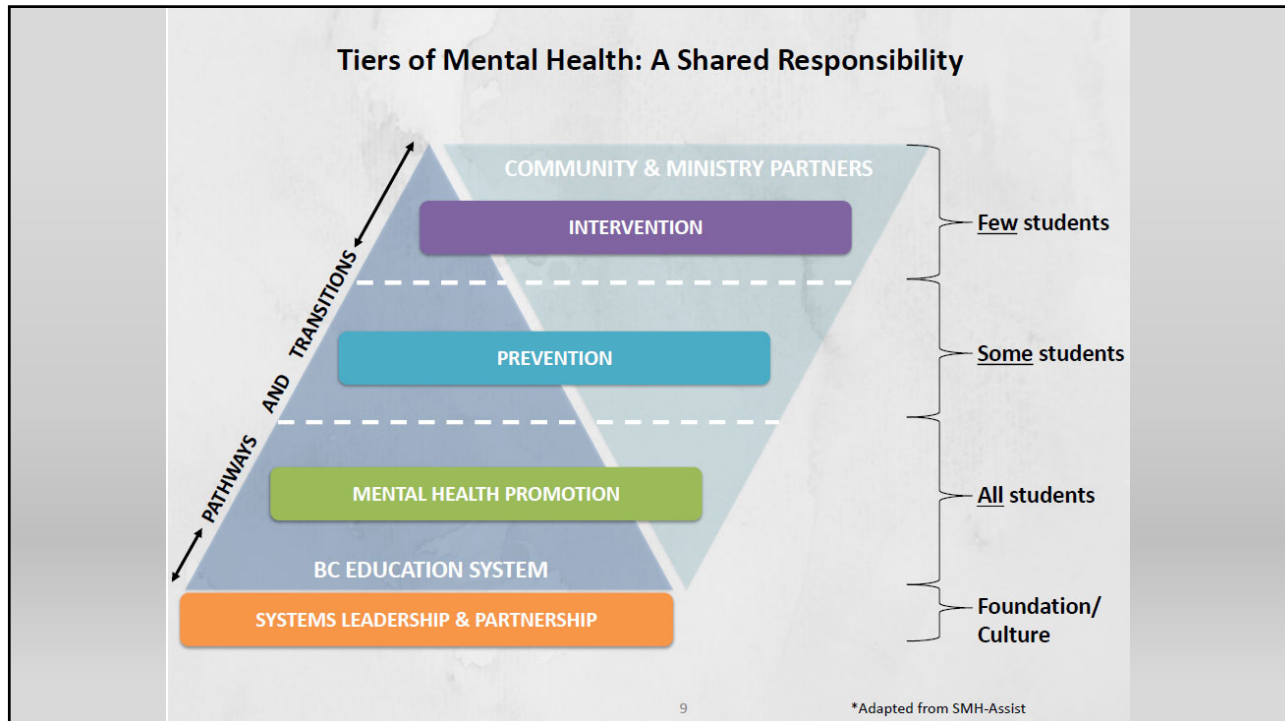




Teacher Counsellors Role

Liaise with Community Partners to support students and their families.

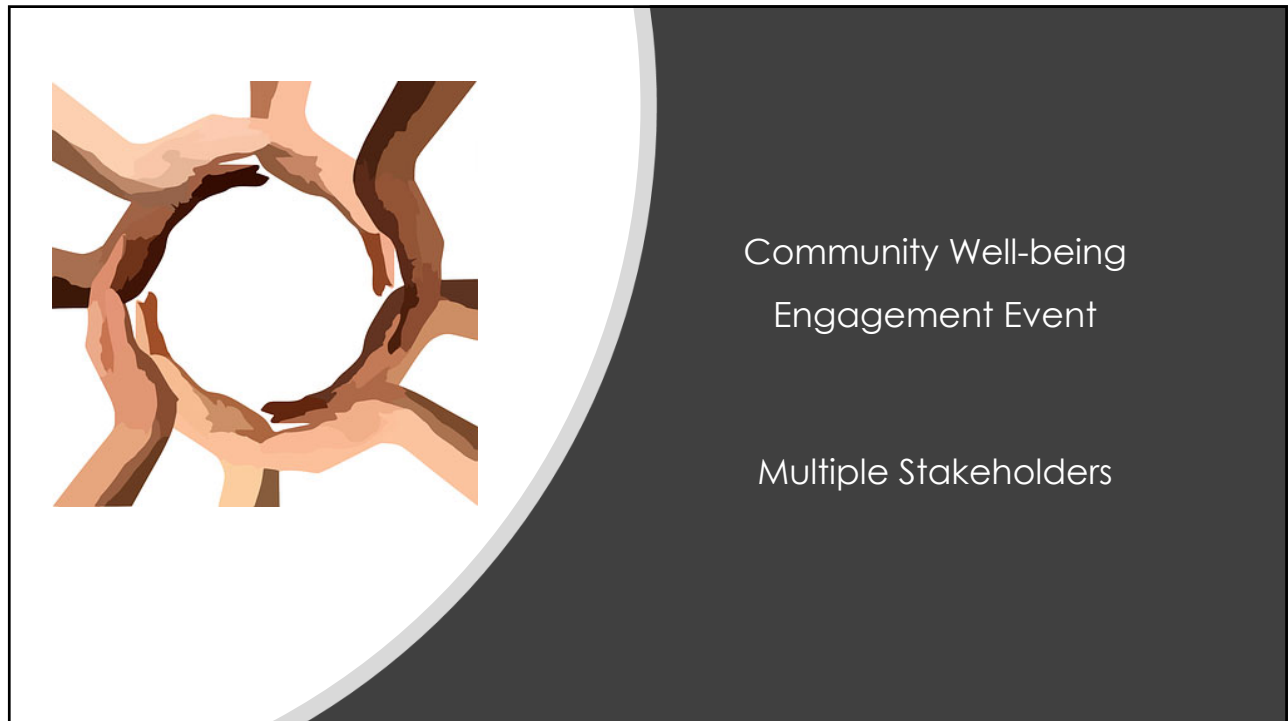
5



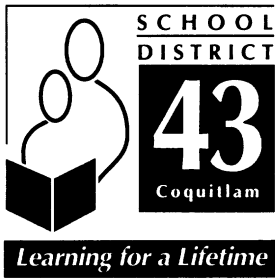
6



7



8



School District No. 43 (Coquitlam)

MEMORANDUM

TO: Patricia Gartland
Superintendent of Schools

FROM: Carey Chute
Assistant Superintendent

DATE: January 13, 2020

RE: **Trades, Careers, and Transition Education**

Presentation: Trades, Careers and Transition Education

Doug MacLean (Coordinator), Joanna Horvath (Teacher) and Darilynn Butler (Post-Secondary and Career Advisor) will provide an overview of the programs and supports provided in regard to Trades, Careers, and Transition Education.

Attachment: PowerPoint Presentation

Career Programs



1

TRAIN in Trades

- **High School**
 - Office hours to promote TRAIN in Trades to students, parents + staff
 - Interview, Select, Timetable + 'Look After' students
 - work with Work Exp 12, Skills Ex 10-12, CLE 10 and CLC 12 teachers
- **Post-secondary**
 - Create/update various agreements
 - Negotiate + Fill seats with appropriate students
 - Create new learning opportunities for students
- **Industry Training Authority + Ministry of Education**
 - Follow guidelines/rules for audit/funding purposes
- **Community/Industry**
 - Liaise with a variety of outside partners to create learning opportunities for students, gather resources, encourage involvement



2

WORK in Trades

- **Students + Parents**
 - Identifying and connecting with students with a paid trades job
- **Employers**
 - Discuss student employee and register with ITA for certification hours
- **High Schools**
 - Office hours to promote to all students + staff
 - CLE 10 presentations, Tech Ed visits, etc
- **Ministry of Education + Industry Training Authority (ITA)**
 - Ensure guidelines/rules are followed



3

EXPLORE + DISCOVER the Trades

- 'Skills Exploration 11' at high school (gr 10-11)
- 'Skills Sampler' at BCIT (gr 11-12)
- 'Find Your Fit' (gr 7-8)
- 'Hands-on Learning Workshop' (gr 4-5)



4

Career Programs Support Teacher

- Student Workshops
 - 8 hrs of 'employability skills' for AST, Carpentry + Electrical programs
 - Culminates in Employer Engagement Networking Event
- Special Events
 - student tour to BCIT for 42 grade 11 & 12 students
 - May Days Parade booth
 - Fire Tower Restoration Project with Carpentry Program
 - Women in Trades Training (WITT) – conferences, try-a-trade, etc
 - Supporting Aboriginal / First Nations at Suwa'Ikh
- Videos and Promotional Materials
 - Design + Create videos for WORK + TRAIN programs
 - Will add 3 more this year: WORK, WITT and a Parent/Community



5

Other Career Opportunities

- 'RCMP Youth Academy'
- 'Coquitlam Firefighter Academy'
- Emily Carr's 'Headstart in Art'
- 'Occupational First Aid', 'Forklift' and 'Bobcat' Certifications
- District 'Network Advisory' event (with employers)
- Douglas College 'articulation agreements'
- 'Spend a Day' (at Post-secondary)
- 'Parent + Student Information Evenings' at Post-secondary



6

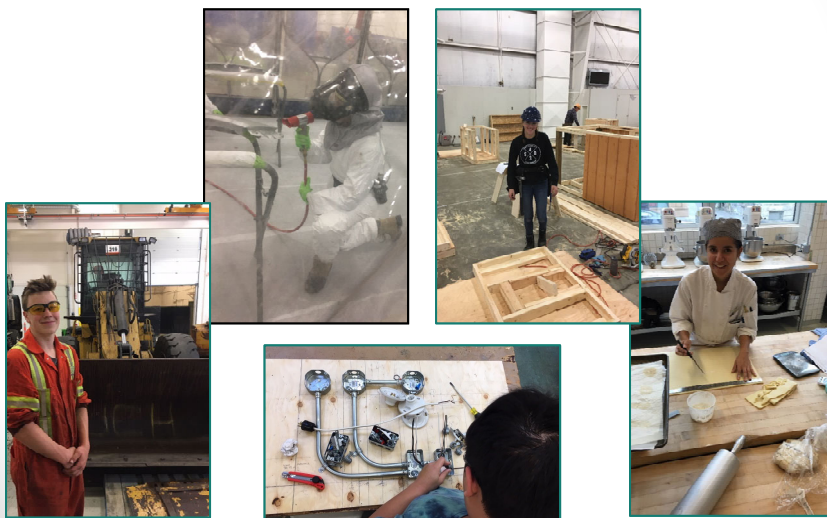
Post-secondary & Career Advisors

- Advising students & parents
- Post-secondary information – all things related to post-secondary
- Scholarships
- Promoting & hosting events: post-secondary, SD43, volunteer opportunities, jobs



7

TRAIN in Trades



8

WORK in Trades



The 'WORK in Trades' section features four photographs of students in various trade professions. Top left: A student in a black baker's uniform stands behind a bakery counter, holding a certificate. Top right: A student in an orange polo shirt and a white hard hat stands outdoors at a construction site, holding a certificate. Bottom left: A student in a yellow cardigan stands in a florist shop, holding a certificate. Bottom right: A student in a dark shirt and safety glasses stands in a garage next to a car, holding a certificate. The School District 43 logo is in the bottom right corner.

9

Post-secondary & Career Advisors



The 'Post-secondary & Career Advisors' section displays several logos arranged around a central graphic of overlapping circles. From top left to bottom right, the logos are: SFU (Simon Fraser University), Uvic (University of Victoria), Terry Fox Humanitarian Award, Schulich Leader Scholarships, and Boursiers Loran Scholars. The School District 43 logo is in the bottom right corner.

10

Questions?



11



SCHOOL DISTRICT NO. 43 (COQUITLAM)

Office of the Superintendent

MEMORANDUM

TO: Patricia Gartland
FROM: Paul McNaughton
DATE: January 21, 2020
RE: Behaviour Supports and Safety Plans
CC:

The purpose of this memo is to provide clarification to the Board of Education on the following topics:

- 1) Behaviour supports and Initiatives
- 2) Safety and Positive Behaviour Intervention Support Plans

3) ABA Support in School District 43

We understand that parents of students with disabilities want their children to receive as much support as possible. School District 43 supports Applied Behaviour Analysis (ABA) principles as an appropriate program for students and we are committed to working with home teams to incorporate ABA strategies into school programs so that students can achieve success. The individualized support for each student is determined by the teachers, Principal, and Vice-Principal in consultation with parents, the student, the various members of the School District Resource Team and specialized school district employees. Any time we adapt programs in an inclusive environment we need to be cognizant of the central role of the classroom teacher. We also acknowledge that success is not contingent on any one element, but on the collaborative efforts of all members of the team (classroom teacher, resource teacher, educational assistant and administrator). The implementation of any program requires us to look at all potential people who can fill appropriate roles and execute potential interventions always maintaining the district focus on fostering independence.

Over the last two years the school district has contracted a qualified Board Certified Behaviour Analyst (BCBA) to assist the school district to improve the consultation process with home teams, improve documentation, protocols and strategies with ABA programming. Learning Services has focused on intensive training of our district based staff to improve our ability to assist with support of ABA programming and to improve home team and school collaboration. Many of EA's are well versed in ABA principles thru their pursuit of personal training opportunities, district supported training, provincially supported training or thru their work in home based teams. We will be expanding the ABA training opportunities in the district next year thru the support of our contracted BCBA.

We have worked hard to fully implement the recommendations that came out of the Education Assistant (EA) study that was commissioned in 2015, which was completed by an independent third-party consultant. One of the recommendations supported the deployment of EA's using a school global allocation that allowed schools the flexibility to target EA and teacher resources based on the needs of the students. Schools have the flexibility to make "best fit" decisions by matching the strengths/special training of your staff with the specific needs of students. Schools also have the flexibility to adjust support personnel to address changes in programming, evolving needs of the students or to address challenges in making progress with a student's program.

4) School Psychology Summer Clinic

We currently do not have the same demand at our high schools for student's needing psychological assessments. The government has changed the requirement for students to have updated assessments in order to qualify for accommodations on provincial assessments (formerly called adjudication). The government has adopted a universal support model where any student that regularly uses accommodations in their learning is eligible to use those on provincial assessments (ie. Voice to text, spell check, calculator etc.)

A total of 18 students were tested when we conducted a summer clinic 3 year ago. All of these students were graduating students that required an updated assessment in order to qualify for assistive living funding thru Community Living British Columbia (CLBC). The testing that is required for these updates is fairly limited and they do not require a complete assessment, which allowed us to complete a large number in a short period of time.

The reduced demand for time in secondary schools has allowed school psychologist to complete the CLBC assessment during the school year.

5) Change in Delivery Model for School Psychologists

The additional staffing resources that were added last year allowed us to reduce the number of schools on the case loads of Speech and Language Pathologists and School Psychologists. This reduced case load allowed us to introduce an alternate delivery model which aligned with Learning Services movement toward a Tier Intervention approach in schools (Universal -Tier 1, Targeted-Tier 2, Intensive- Tier 3). There is still a demand for intensive, tier 3 psychological assessments, however we felt that the long term solution to reducing wait list these assessments at schools is to systematically involve school psychologists and SLP's in targeted interventions at the classroom and in pull out learning assistance levels.

As a result of this change, school psychologist and SLP's have increased the number of informal observations, introduced screeners and quick diagnostic tools to provide input into specific interventions to be used in the classroom and in smaller learning assistance settings. Their involvement in School Based Team is helping to shift the focus in schools on using assessment data to implement and monitor specific interventions, ensure that interventions are appropriate and support decision making on when a full assessment is appropriate.

It is our goal to collect data and anecdotal information at the end of this year to assess if this change in delivery is having an impact on: improving learning at the school, increasing the presence and impact of school psychological services, creating consistency in the decision making process on progressing to providing full psychological assessments and reducing the waitlist for required assessments at school sites.

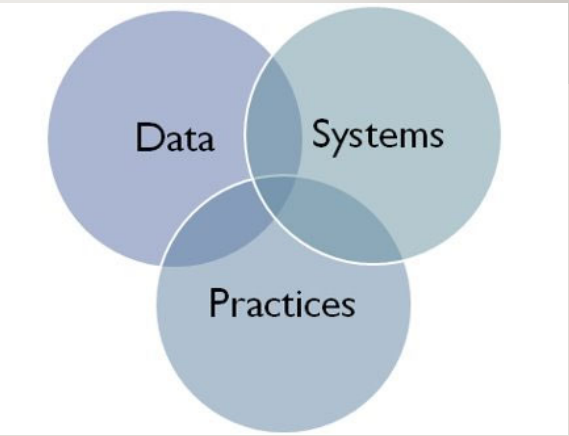
Student Interventions, Supports, and Safety Plans

Learning Services
Paul McNaughton, Tara Sutherland,
April Quinto and Steph Murphy
••••

1

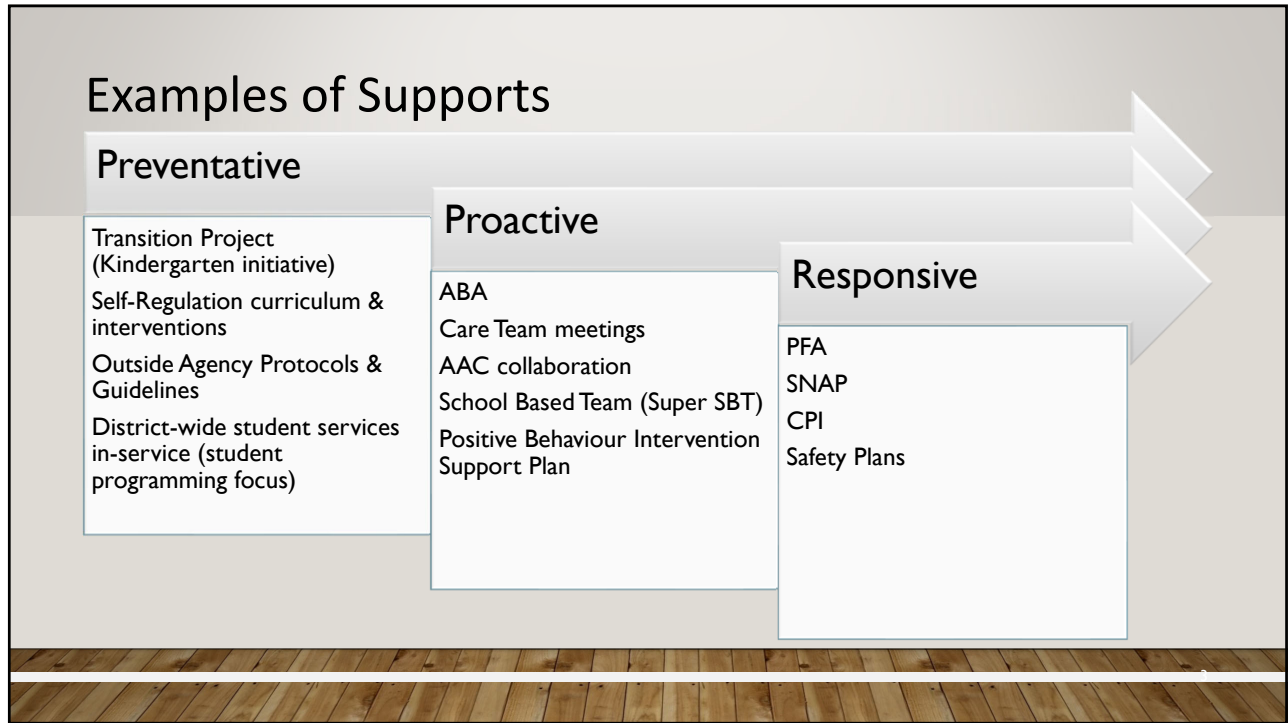
Inclusion Support Team

- 2019-2020 is the first year as a truly merged team
- Foci:
 - targeted support for students, schools and families
 - school and district-wide in-service
 - facilitate community connections
 - models best practices and decision making around prioritizing resources

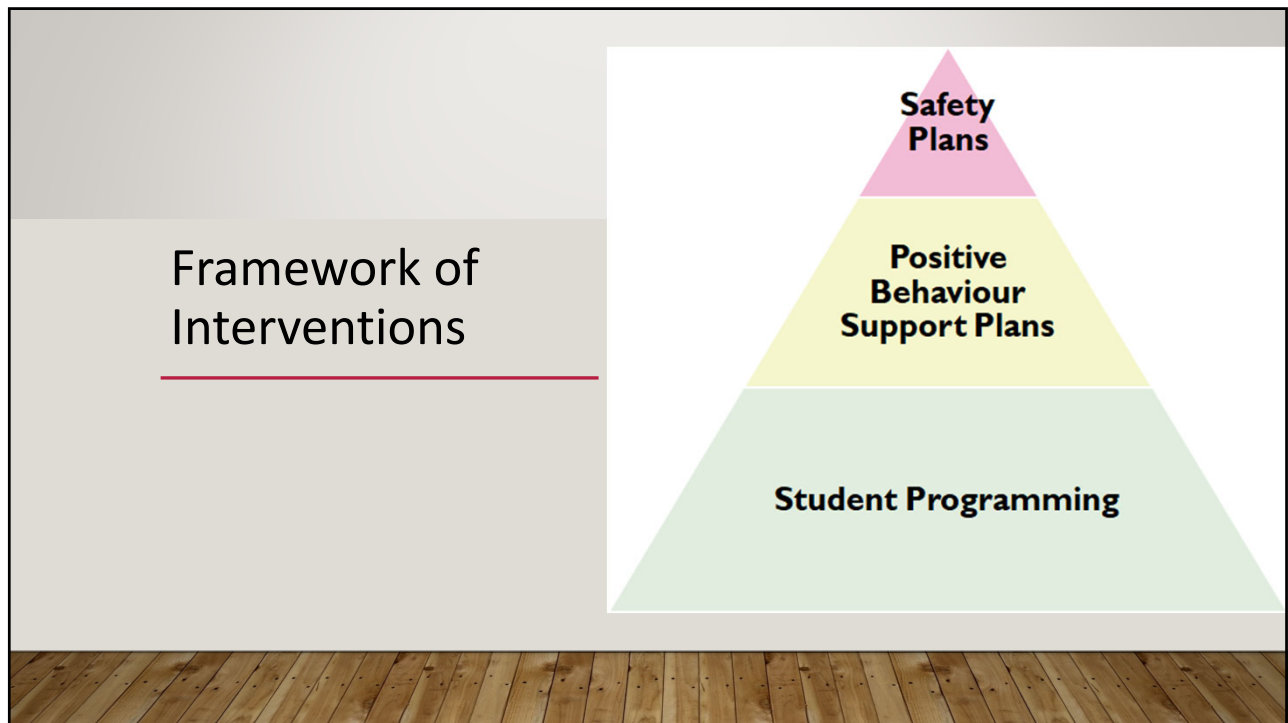


The diagram consists of three overlapping circles. The top-left circle is labeled 'Data', the top-right circle is labeled 'Systems', and the bottom circle is labeled 'Practices'. All three circles overlap in a central region.

2



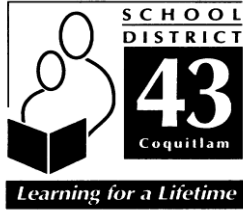
3



4

Thank You & Questions

5



SCHOOL DISTRICT NO. 43 (COQUITLAM)

Office of the Superintendent

MEMORANDUM

TO: Patricia Gartland, Superintendent

FROM: Robert Zambrano, Assistant Superintendent

DATE: January 21, 2020

SUBJECT: **Indigenous Education Update - For Public Board Meeting**

COPIED TO: Board of Education
District Leadership Team

Recommended Action: The following is provided for information.

Background:

District Principal of Indigenous Education, Gayle Bedard, and I are please to provide you with an update of initiatives within our Indigenous Education Department. Our focus will be on successful cultural events, student achievement, professional development and the Equity Scan.

Thank you so much for this opportunity.



alamy stock photo

CEB102
www.alamy.com

Indigenous Education

Department Updates

1



Orange shirt Day

"Reconciliation is realized when two people come together and understand that what they share unites them and that what is different about them needs to be respected."

With Kinow, The Reason You Walk, A History

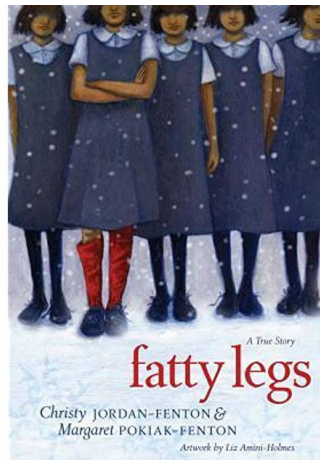
2

Harvest Moon Dinner



3

Fatty Legs



4



5

Indigenous Focus Day-Jan 27th


Indigenous Education SD #43

**Weaving
Your
Worldviews
into
Indigenous
Education:**

Empowering K-12 Educators

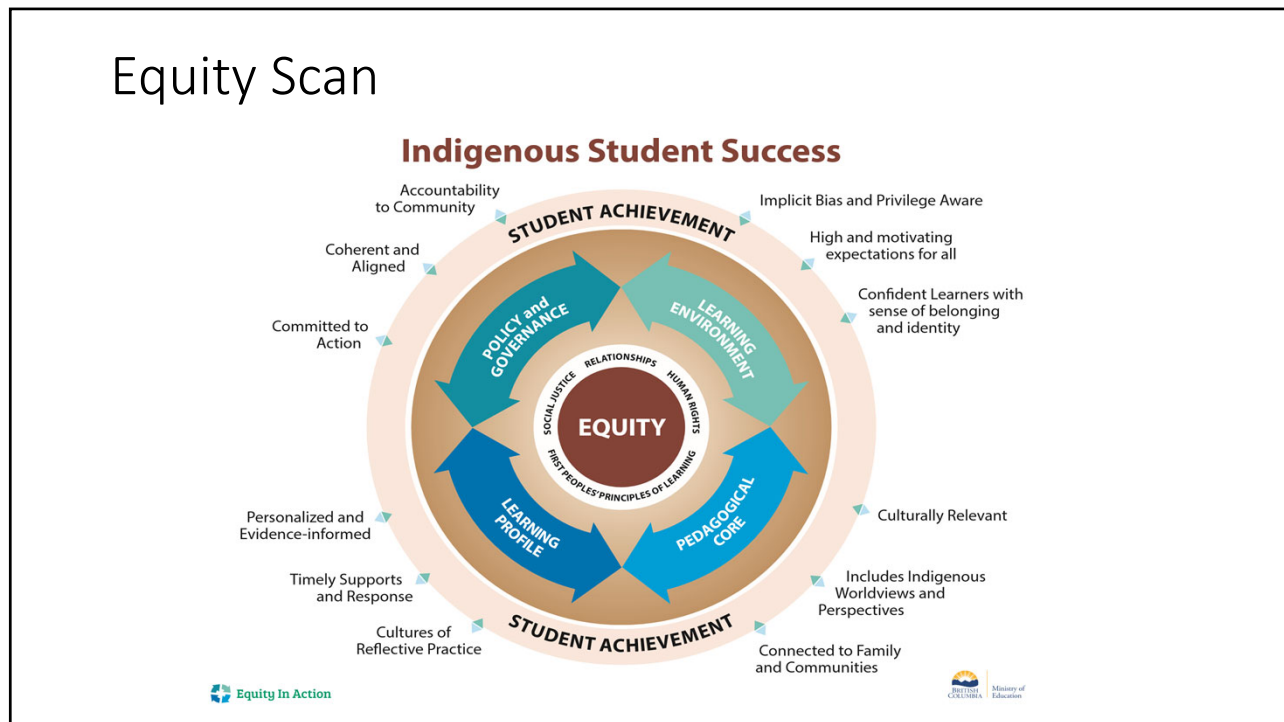
Keynote: Simon Baker: Host of APTN's Native Planet

Date: Monday, January 27th, 2020
Time: 8:30 am - 2:30pm
Location: Citadel Middle School
Lunch Provided



6

Equity Scan



7

Equity is about WHO we are as educators
and what we commit to changing.

“What are we leading?”

- Racism of low expectations;
- Implicit bias and privilege;
- Deficit thinking and theorizing;
- One size fits all planning and organizing for learning;
- and,
- Silence in the face of all of the above.

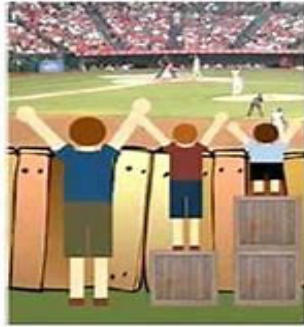
8

What is Equity?

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



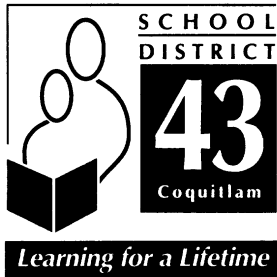
In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

9

Huy ch q'u



10



School District No. 43 (Coquitlam)

MEMORANDUM

TO: Patricia Gartland
Superintendent of Schools

FROM: Reno Ciolfi
Assistant Superintendent

DATE: January 21, 2020

RE: **Framework for Enhancing Student Learning**

Information for the Board of Education

The BC Ministry of Education's Framework for Enhancing Student Learning is undergoing a transition. Similar to the initial implementation of the framework, the proposed changes are aligned with what School District 43 (Coquitlam) currently has under way. The indicated revisions include

- The addition of Student Agency to the existing four framework pillars
- Alignment of the framework with
 - The Goals of Education and the Educated Citizen
 - The BC Tri-partite Education Agreement
 - The Organization for Economic Cooperation and Development (OECD) Learning Framework 2030
 - The Local Education Agreement with the Kwikwetlem First Nation
 - Other provincial initiatives related to the education and well-being of children and youth

This evening's presentation will reference the BC Framework for Enhancing Student Learning and will provide updated information about six-year completion rates for the 2018-2019 school year. More information about student learning in School District 43 (Coquitlam) and other school districts in BC is available at the following BC Ministry of Education website:

<https://studentsuccess.gov.bc.ca/#about-this-website>

The presentation will reference the guiding principles of the Framework for Enhancing Student Learning, including

- All education partners are responsible for student learning, each with unique responsibilities.
- A focus on student learning to ensure that each student achieves their potential.
- District efforts to improve student learning are meaningful, impactful, realistic and sustainable
- Differences in performance among groups of students are recognized and addressed
- A healthy focus on system strengths, evidence, supports and results
- Commitment to continuous improvement and life-long learning
- The governance role of the Board of Education and the work of school district staff in building confidence in public education.

Results about Canadian (BC) education from the Programme for International Student Assessment (PISA) 2018 will be presented. School District 43 (Coquitlam)'s commitment to continuous improvement and life-long learning is enhanced by learning from other countries and educational jurisdictions. More information about PISA is available at the following websites:

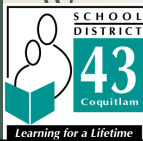
https://www.oecd.org/pisa/PISA-results_ENGLISH.png

<https://www.oecd.org/pisa/PISA%202018%20Insights%20and%20Interpretations%20FINAL%20PDF.pdf>

Framework for Enhancing Student Learning

Reno Ciolfi
Assistant Superintendent

Board of Education Meeting
January 21, 2020



1

BC's Framework for Enhancing Student Learning

System-wide Focus
on intellectual, human and social, and career development

Multi-year district and school plans,
updated annually

Meaningful and Effective Evidence
Reported at least annually by districts and the province

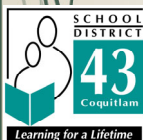
System-wide Capacity Building
Team-based supports focused on continuous improvement

- Consistent with the provincial *Mandate for the School System*
- Broadens focus of previous framework
- Brings coherence across all levels of the education system (student, school, district, and province)

- Plans will reflect local efforts to support each student and specific groups
- Aboriginal students
 - children in care
 - students with special needs
- Plans developed with local partners and in consideration of available evidence.

- The province and districts to report at least annually on overall results, as well as Aboriginal students, children in care, and students with special needs
- Local flexibility, balanced with provincial consistency

- Better utilize existing structures (e.g., partner chapters, non-instructional days) and build new team-based supports to act on provincial and local priorities and needs (e.g., provincial team to support Aboriginal learners)



2

The infographic features a horizontal row of five circular icons with corresponding text. From left to right: 1. A green circle with a target icon, titled "System-wide Focus" with the subtext "On common values". 2. A green circle with a gear and people icon, titled "Multi-year district and school plans" with the subtext "Updated & reported out annually". 3. A green circle with a person and bar chart icon, titled "Meaningful & Effective Evidence" with the subtext "Quantitative and qualitative". 4. A blue circle with a speech bubble and people icon, titled "System-wide Capacity Building" with the subtext "Growth mindset; collaborative". 5. A blue circle with a megaphone icon, titled "Student Agency" with the subtext "Responsible to passions & needs of every learner".

BC's New Framework for Enhancing Student Learning

3


The slide features a dark green vertical bar on the left with a white arrow pointing right, containing the text "Alignment of the BC Framework with . . .". To the right, four horizontal bars of varying shades of green and blue contain icons and text. From top to bottom: 1. A light green bar with a graduation cap icon and the text "Goals of Education and the Educated Citizen". 2. A medium green bar with a stack of books icon and the text "BC Tri-partite Education Agreement". 3. A dark green bar with a group of people icon and the text "Organization for Economic Cooperation and Development (OECD) Learning Framework 2030". 4. A teal bar with a handshake icon and the text "Local Education Agreement with the Kwikwetlem First Nation".

Alignment of the BC Framework with . . .

- Goals of Education and the Educated Citizen
- BC Tri-partite Education Agreement
- Organization for Economic Cooperation and Development (OECD) Learning Framework 2030
- Local Education Agreement with the Kwikwetlem First Nation

4

The Educated Citizen




- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who have a positive self image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well-being;
- cooperative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.





5

Why PISA Information Helps


-  Transformational change requires a world-wide perspective
-  Global Perspective (79 jurisdictions, 90% of the world's economy)
-  Adaptive assessment (20 years and 7 sessions)
-  Meaningful dialogue; diverse participants committed to quality, equity and student well-being.

6

 PISA Results

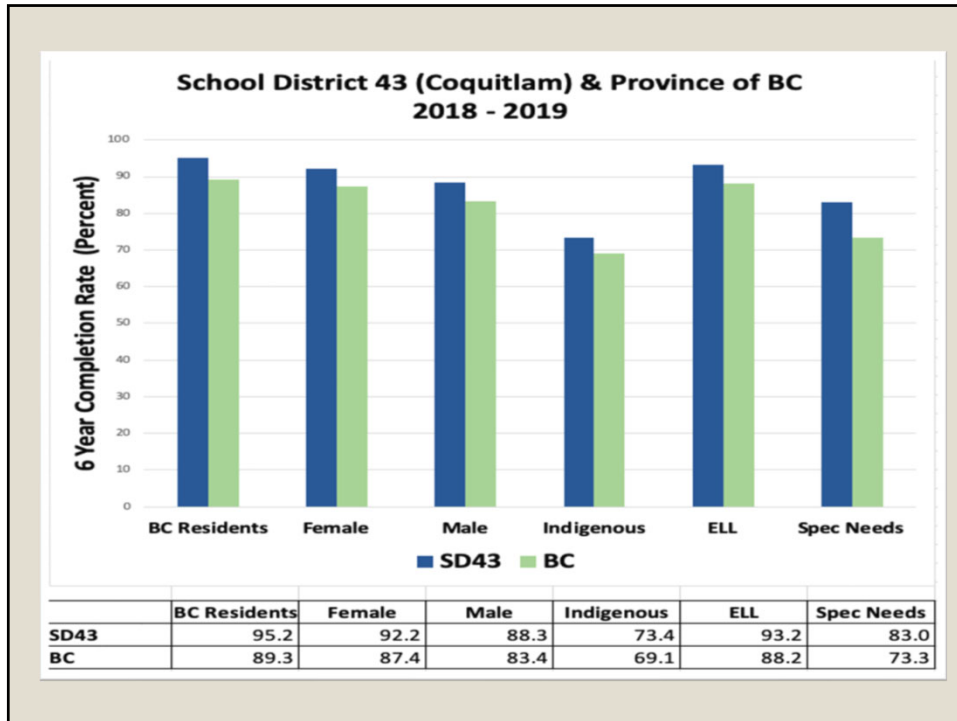
-  Canada is in the top 10 in all three categories
-  Only Estonia and Korea did better
-  One third of Canadian students are immigrants or children of immigrants
-  We are a world leader in the combined dimensions of equity and excellence

7

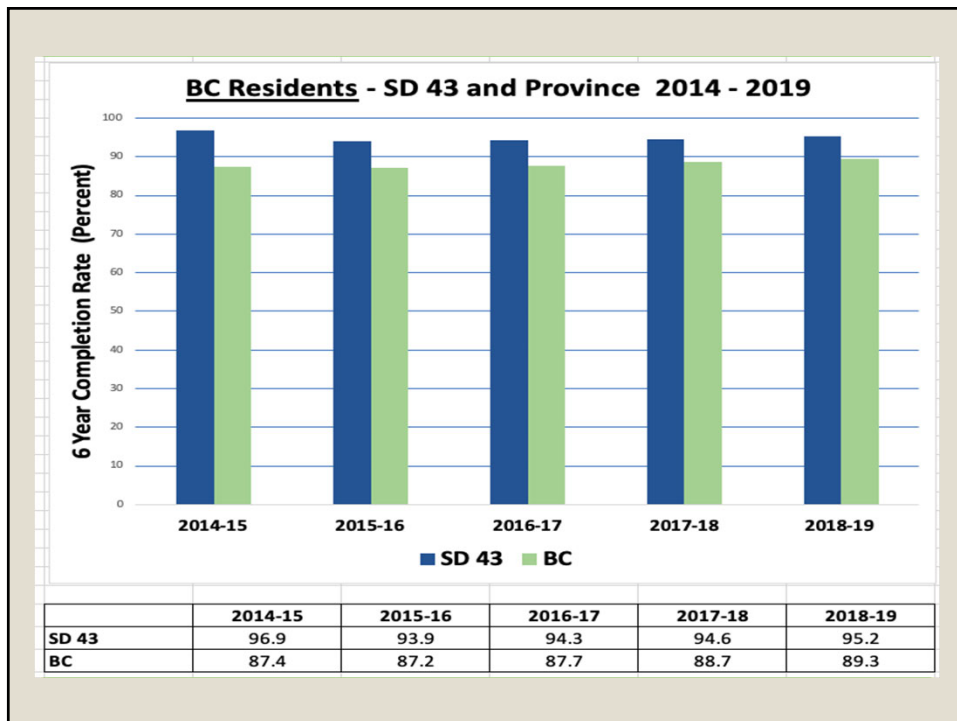
 Six Year Completion Rate Highlights

- 95.6% completion rate
- 6.3% above the provincial average
- 2.4% above the private and independent school average
- Third in BC
- First among large metro school districts
- Above the provincial average in all categories

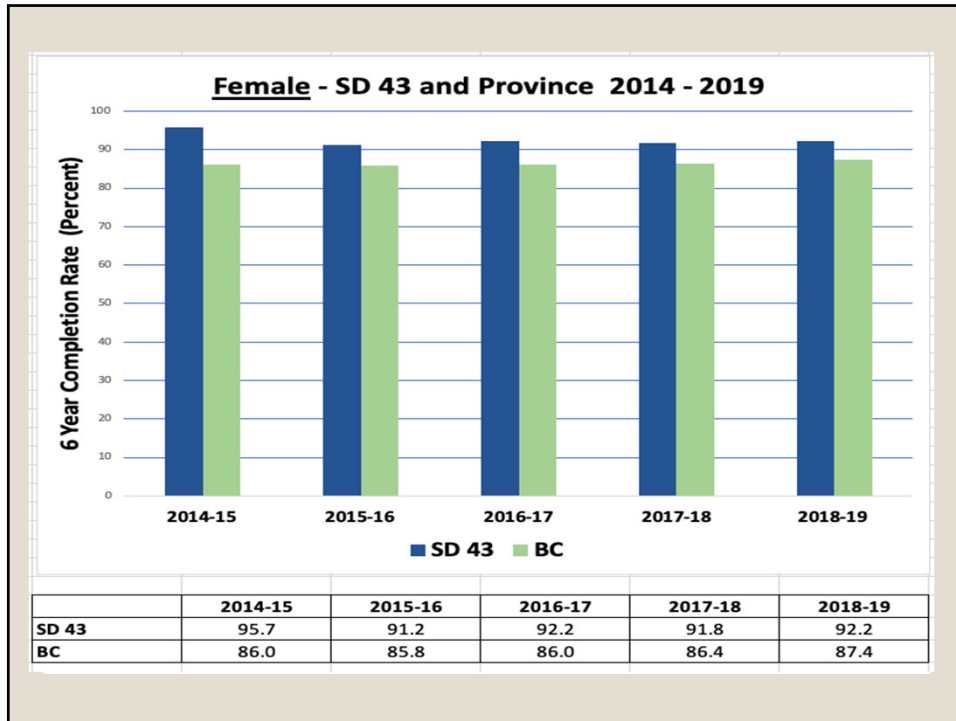
8



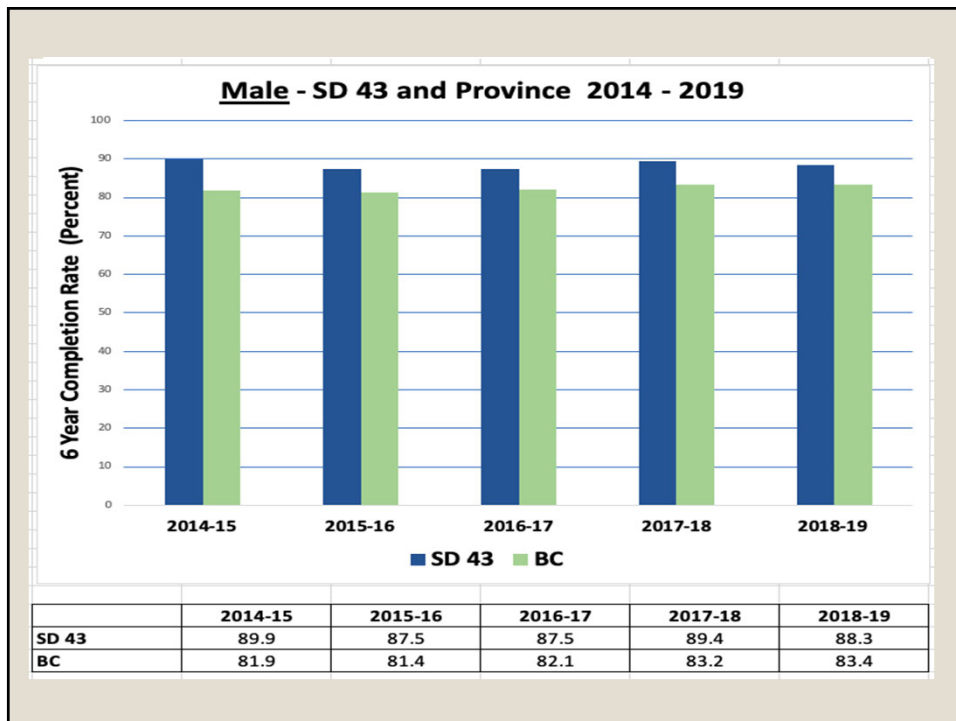
9



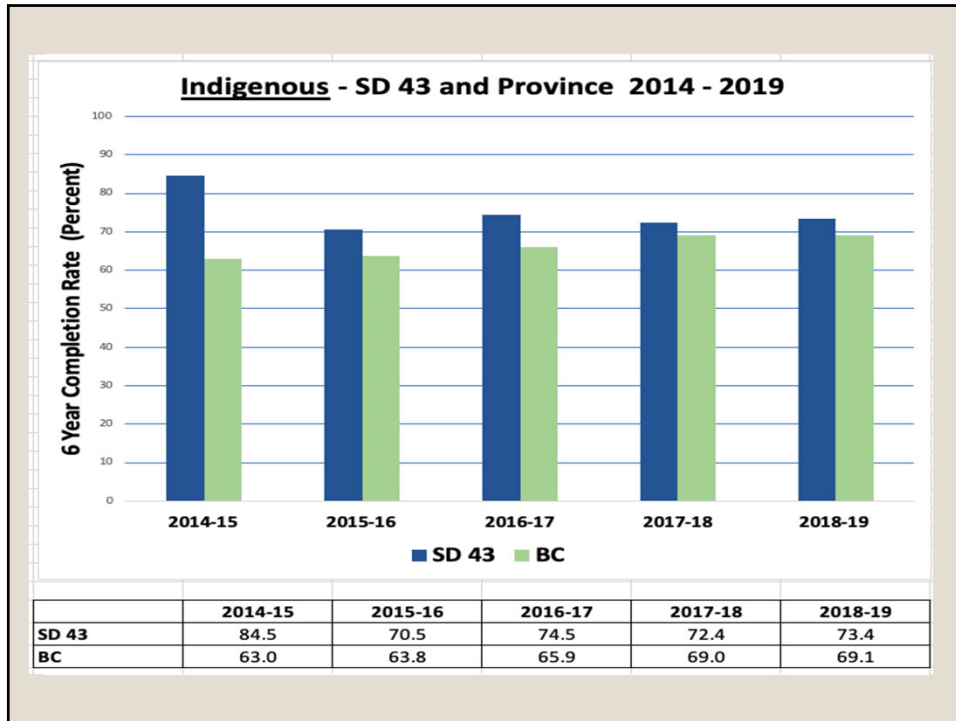
10



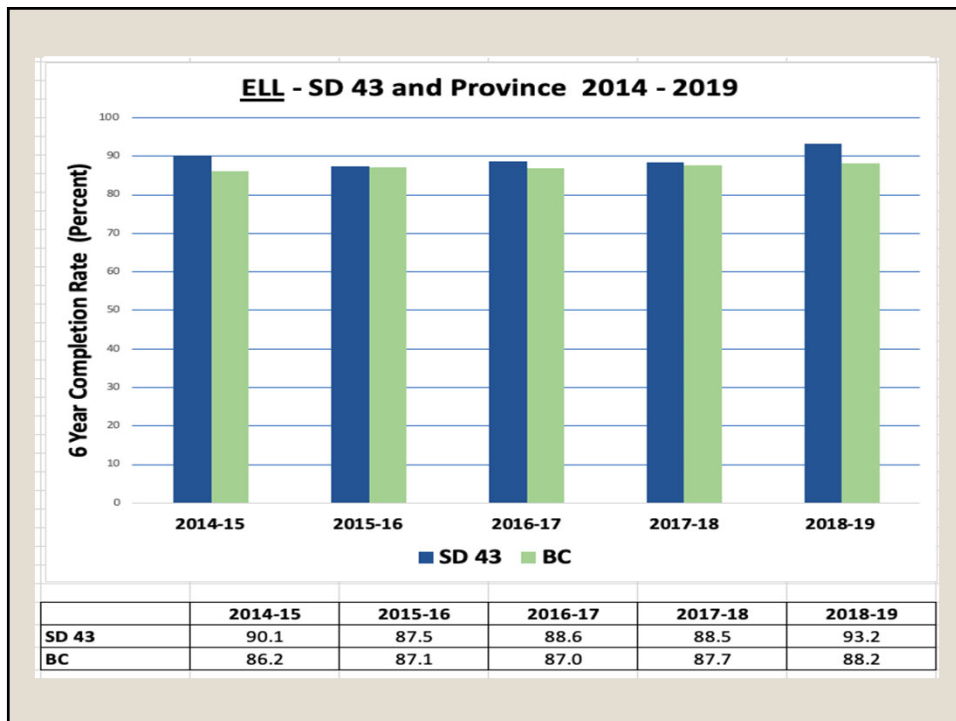
11



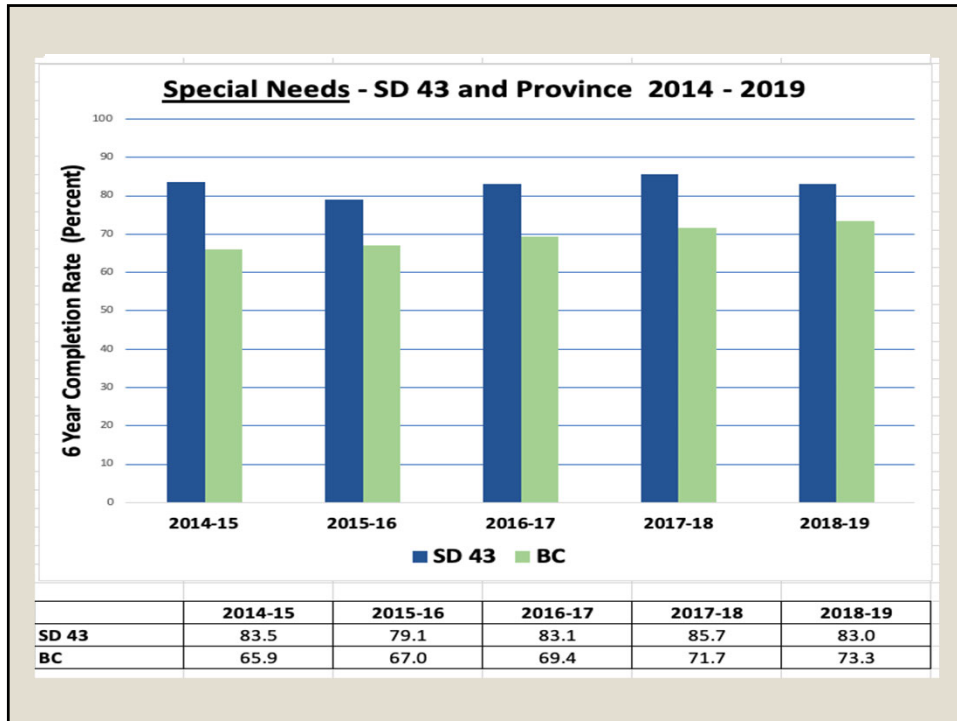
12



13



14



15



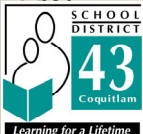
16

Information, Interventions, Results

- Improving access to student learning information
- Developing Student Learning Profiles
- Culturally relevant instruction
- Primary years assessment of foundational skills
- Early intervention to support individual students
- Capacity building at the school level

17

Increasing Success in Life for All



18

FRAMEWORK FOR ENHANCING STUDENT LEARNING

Background

The Framework for Enhancing Student Learning (the Framework) formalizes the planning and reporting requirements within School District 43 (Coquitlam) to enhance student learning and success. The Framework reflects a public commitment by education partners to work together to continuously improve student learning in relation to intellectual, human and social, and career development.

Guiding Principles

The Framework for Enhancing Student Learning:

1. is grounded in the belief that all educational partners are responsible for student learning, with each having unique responsibilities;
2. creates a system-wide focus on student learning to ensure each student achieves his or her potential;
3. is meaningful, impactful, flexible, realistic, and sustainable;
4. addresses differences in performance among particular groups of students, such as Aboriginal students, children and youth in care, and students with special needs;
5. is strength-based, support-based, evidence-based and results oriented;
6. reflects a system-wide commitment to continuous improvement and life-long learning; and
7. continues to build confidence in the School District and public education.

Procedures

1. The Board of Education will publish and update, as it deems appropriate, a Directions document to influence School District and school-based planning, implementation and continuous improvement.
2. Schools will develop multi-year plans called Action Plans for Learning. Action Plans for Learning will be guided by the District Directions document and the Framework for Enhancing Student Learning. School principals will lead a process through which Action Plans for Learning are developed in consultation with the school community through a collaborative inquiry process.
3. Actions Plans for Learning are multi-year documents that are updated annually.
4. The school principal will submit the school's Action Plans for Learning to the appropriate Assistant Superintendent by June 30 of each school year for review. Action Plans for Learning for all schools in the district will be submitted to the Board of Education for approval by October 31 of each school year.
5. Actions Plans for Learning for all schools in the School District will be published on school websites
6. Aligned with the Board of Education's Directions document and the Framework for Enhancing Student Learning, the Board of Education will publish information about student learning on the District website.
7. System-wide professional learning, professional development and capacity building activities are planned and carried out as indicated by the Board of Education's Directions document and the Framework for Enhancing Student Learning.
8. The Student Achievement Advisory Committee will advise the Superintendent of Schools on matters related to the Framework for Enhancing Student Learning.
9. Information about planning, activities and outcomes related to student learning and development are regularly reported and discussed through the following structures
 - a. Public Board of Education meetings
 - b. Reports to the Board of Education
 - c. Parent Advisory Committee Meetings in all schools
 - d. District Parent Advisory Committee Meetings
 - e. Publications on school the School District websites
 - f. Social media publications from schools and from the School District

Reference: Section 7, 8, 79.2, 81 School Act
Statement of Education Policy Order (Mandate for the School System) OIC 1280/89

Last revised: June 2017

Six-Year Completion and Grade 12 Graduation Rates - 2018/2019

043-Coquitlam

		Six-Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate					
		Cohort Size		Total Gr 12	Graduates		Honours Graduates*		Total Gr 12	Graduates		Honours Graduates*	
		#	%	#	#	%	%	#	%	%	%		
All Students	2014/15	3197	92.7	2597	2487	96	64	2809	2380	85	58		
	2015/16	3123	89.3	2591	2455	95	63	2926	2377	81	56		
	2016/17	3134	89.7	2716	2582	95	64	2960	2442	83	57		
	2017/18	3126	90.5	2838	2712	96	65	3048	2599	85	60		
	2018/19	3313	90.3	-	-	-	-	2984	2537	85	62		
Residents	2014/15	2818	96.9					2514	2213	88	60		
	2015/16	2707	93.9					2553	2162	85	57		
	2016/17	2639	94.3					2529	2172	86	59		
	2017/18	2607	94.6					2475	2223	90	63		
	2018/19	2632	95.2					2465	2218	90	66		
Female	2014/15	1550	95.7	1303	1255	96	73	1399	1209	86	67		
	2015/16	1541	91.2	1284	1225	95	69	1418	1195	84	62		
	2016/17	1513	92.2	1279	1223	96	72	1379	1162	84	65		
	2017/18	1461	91.8	1435	1378	96	74	1533	1333	87	68		
	2018/19	1663	92.2	-	-	-	-	1441	1256	87	71		
Male	2014/15	1647	89.9	1294	1232	95	55	1410	1171	83	50		
	2015/16	1582	87.5	1307	1230	94	57	1508	1182	78	49		
	2016/17	1621	87.5	1437	1359	95	57	1581	1280	81	50		
	2017/18	1665	89.4	1403	1334	95	56	1515	1266	84	51		
	2018/19	1650	88.3	-	-	-	-	1543	1281	83	54		
Indigenous	2014/15	119	84.5	93	87	94	38	115	82	71	32		
	2015/16	153	70.5	88	82	93	38	144	86	60	24		
	2016/17	134	74.5	85	81	95	32	130	77	59	21		
	2017/18	141	72.4	82	77	94	41	93	67	72	34		
	2018/19	114	73.4	-	-	-	-	107	82	77	38		
ELL	2014/15	1342	90.1	72	67	93	58	101	58	57	38		
	2015/16	1180	87.5	231	198	86	54	344	177	51	35		
	2016/17	1206	88.6	65	52	80	46	101	47	47	27		
	2017/18	1170	88.5	70	63	90	49	90	52	58	36		
	2018/19	1263	93.2	-	-	-	-	83	49	59	39		
Special Needs	2014/15	403	83.5	217	206	95	26	266	199	75	23		
	2015/16	431	79.1	206	191	93	25	288	196	68	18		
	2016/17	397	83.1	225	218	97	30	312	214	69	21		
	2017/18	429	85.7	226	217	96	31	259	207	80	27		
	2018/19	387	83.0	-	-	-	-	244	189	77	33		

Six-Year Completion Rate - The proportion of students who graduate, with a B.C. Certificate of Graduation or B.C. Adult Graduation Diploma, within six years from the first time they enrol in Grade 8, adjusted for migration in and out of B.C. The data are only available at district and province level.

Eligible Grade 12 Graduation Rate - The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Students are *eligible to graduate* if they have enrolled in sufficient courses to meet the requirements to graduate during that school year.

First-Time Grade 12 Graduation Rate - Number of students recorded as being in Grade 12 for the first time in September who then graduate in that same school year.

Six-Year Completion and Grade 12 Graduation Rates - 2018/2019

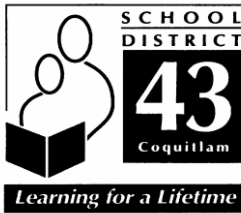
Public and Independent Schools

		Six-Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate					
		Cohort Size	Rate	Total Gr 12	Graduates		Honours Graduates*		Total Gr 12	Graduates		Honours Graduates*	
		#	%	#	#	%	%	#	#	%	%		
All Students	2014/15	59471	83.9	45873	43916	96	60	51644	41773	81	52		
	2015/16	58324	83.6	45651	43490	95	61	51508	41286	80	53		
	2016/17	57458	84.0	45828	43645	95	62	51406	41314	80	54		
	2017/18	56978	84.8	46535	44254	95	64	51789	42135	81	56		
	2018/19	57479	85.4	-	-	-	-	51397	42045	82	58		
Residents	2014/15	54037	87.4					48611	39744	82	53		
	2015/16	52449	87.2					48049	38915	81	53		
	2016/17	51000	87.7					47442	38584	81	54		
	2017/18	50067	88.7					47294	38875	82	56		
	2018/19	49903	89.3					46802	38639	83	58		
Female	2014/15	29096	86.0	22891	22043	96	68	25298	20982	83	60		
	2015/16	28355	85.8	22960	21987	96	69	25485	20938	82	61		
	2016/17	28342	86.0	22929	21929	96	70	25293	20757	82	62		
	2017/18	27966	86.4	23211	22171	96	72	25454	21154	83	64		
	2018/19	28118	87.4	-	-	-	-	25197	21091	84	66		
Male	2014/15	30375	81.9	22982	21873	95	51	26346	20791	79	44		
	2015/16	29969	81.4	22691	21503	95	53	26023	20348	78	45		
	2016/17	29116	82.1	22899	21716	95	54	26113	20557	79	46		
	2017/18	29012	83.2	23324	22083	95	56	26335	20981	80	48		
	2018/19	29361	83.4	-	-	-	-	26200	20954	80	50		
Indigenous	2014/15	6136	63.0	3416	3152	92	32	5001	3055	61	23		
	2015/16	6036	63.8	3533	3238	92	34	5164	3130	61	23		
	2016/17	5969	65.9	3601	3355	93	36	5151	3258	63	26		
	2017/18	5867	69.0	3637	3337	92	39	5190	3267	63	27		
	2018/19	5896	69.1	-	-	-	-	5089	3252	64	28		
ELL	2014/15	15789	86.2	760	710	93	49	1282	680	53	28		
	2015/16	15370	87.1	1000	899	90	47	1514	828	55	30		
	2016/17	15241	87.0	787	699	89	49	1274	679	53	29		
	2017/18	14896	87.7	891	792	89	48	1390	759	55	30		
	2018/19	15827	88.2	-	-	-	-	1429	792	55	30		
Special Needs	2014/15	7117	65.9	2822	2650	94	29	3915	2608	67	21		
	2015/16	7040	67.0	2919	2742	94	32	4022	2713	67	24		
	2016/17	6943	69.4	3027	2849	94	33	4068	2786	68	25		
	2017/18	6844	71.7	2956	2774	94	35	4021	2790	69	26		
	2018/19	6596	73.3	-	-	-	-	4023	2842	71	29		

Six-Year Completion Rate - The proportion of students who graduate, with a B.C. Certificate of Graduation or B.C. Adult Graduation Diploma, within six years from the first time they enrol in Grade 8, adjusted for migration in and out of B.C. The data are only available at district and province level.

Eligible Grade 12 Graduation Rate - The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Students are *eligible to graduate* if they have enrolled in sufficient courses to meet the requirements to graduate during that school year.

First-Time Grade 12 Graduation Rate - Number of students recorded as being in Grade 12 for the first time in September who then graduate in that same school year.



SCHOOL DISTRICT NO. 43 (COQUITLAM)

CORPORATE & FINANCIAL SERVICES DEPARTMENT

MEMORANDUM

TO: Chris Nicolls, CFO/Secretary-Treasurer
FROM: Nita Mikl, Assistant Secretary-Treasurer
DATE: January 21, 2020
SUBJECT: December 2019 Grant Funding Confirmation
COPIED TO: DLT

Recommended Action: The following is provided for information.

Background: On December 18, 2019, the Ministry of Education announced confirmation of the 2019/20 grant funding.

The December Grant announcement confirmed our Final 1701 September counts with minor deviations. The difference between our September count and December confirmation was a decrease in funding of \$19k mostly related to course challenges. The other difference was our supplement for Salary differential, which is calculated by comparing the school district’s average teacher salary to the provincial average, which came in \$91k lower while our Summer Learning grant came in \$43k higher than the preliminary budgeted estimates.

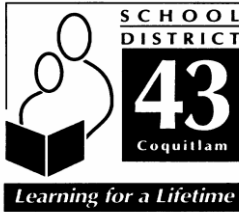
Summary of funding impact specific to Coquitlam is noted below:

	Amount
Differential between September enrolment count and December grant confirmation (decrease)	(18,873)
Summer Learning (increase)	43,110
Salary Differential (decrease)	(91,346)
Total	67,109

Classroom Enhancement Fund

In October, the school district submitted a request for additional CEF funding for 21.5 FTE teachers. The additions were a result of adding 12 classrooms under the best efforts requirement, increase in non-enrolling teachers that are ratio driven and to address complexities with class size and composition at the middle school level. The ministry reviewed the request and after asking for additional explanations, they approved the request. The ministry confirmed our Classroom Enhancement funding in December along with the other grants. Our total CEF funding has been approved for \$30.6M as follows:

	FTE	Amount
Teacher Staffing	234.0	\$26,320,715
Overhead (Mentoring, release time, EA’s, Admin time)	34.0	\$2,461,693
Estimated Remedies		\$1,796,544
TOTAL		\$30,578,952



SCHOOL DISTRICT NO. 43 (COQUITLAM)

Office of the Superintendent

NOTICE OF MOTION

TO: Board of Education

FROM: Chris Nicolls, Secretary-Treasurer/CFO

DATE: January 21, 2020

SUBJECT: **Policy 7 – Board Operations**

COPIED TO: P. Gartland, Superintendent

Recommended Action: That the Board of Education motion to amend Policy 7: Board Operations as detailed in the attached tracked change Policy 7 document.

Background: As included in the Board's *Policy Making – Policy 10* subsection 11, the Board shall review each policy annually. As part of this annual review the Board may engage with the BC School's Trustee Association (BCSTA) staff and legal representatives to revise Board Policies to maintain best practices thresholds and continuously work toward ensuring Board business and its subsequent communication is effective and efficient.

The proposed changes to subsection 10 of *Policy 7 – Board Operations* is being made in two areas.

- In the first instance the proposal is related to requests for delegations to be made two weeks prior to a Board Meeting. As agenda setting occurs one week prior to a Board meeting, this change allows for the delegation request to be received, required clarification sought, and the delegation materials presented timely to the agenda setting decision makers.
- With the second change that BCSTA commented on, delegations often approach the Board to make a presentation when they may be better served by meeting - prior to a Board delegation - with staff. This policy clarification provides for an alternative pathway, promoting information sharing, improved understanding of concerns and issues, and can provide for more timely resolution of the raised matter. This change provides the Board with options that allow for the provision of relevant information to delegations or to seek information from delegations to ensure that public Board meetings are efficiently conducted and in support of student learning and development within the mandate of the Board of Trustees.

BOARD OPERATIONS

The Board operates and governs itself in a manner that models respect for individuals and strengthens relationships within the education community. Within this framework decisions will be made that serve to ensure quality learning opportunities and maximize learning outcomes for all students of all ages.

The Board believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the District, the Board shall hold meetings as often as is necessary. A quorum, which is a simple majority of the number of trustees holding office, must be present for every duly constituted meeting. The Board has adopted policies so that the business of the Board can be conducted in an orderly and efficient manner.

The Board believes that its fundamental obligation is to preserve, if not enhance, the public trust in public education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs should be conducted in public to the greatest extent possible.

The Board believes there are times when public interest is best served by private discussion of specific issues in "in-camera" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go in-camera for issues dealing with individual students, individual employees, land, labour, litigation or negotiation.

The Board further believes public interest can be enhanced by having members of the public make presentations at Board meetings.

The Board also believes that public information meetings dealing with specific educational topics and held on a regular basis in various communities within the District can enhance communications and the effectiveness of the Board.

1. Inaugural Meeting

1.1 Pursuant to Section 49(b) of the School Act, the inaugural meeting of the Board shall be held on the first Tuesday in November, except when November 1st falls on a Monday, whereby the inaugural meeting will be held on the second Tuesday of November of an election year (every four years) with the sole purpose being:

1.1.1 To make a prescribed oath of office, by oath or solemn affirmation, and

1.1.2 To elect the Chair and Vice-Chair of the Board.

1.2 The Superintendent or his/her designate will give notice of the inaugural meeting.

1.3 Each trustee will take the oath of office immediately following the call to order of the inaugural meeting after a general election. Special provisions will be made for a trustee taking office following a by-election.

- 1.4 The Superintendent or his/her designate shall act as Chair of the meeting.
2. Regular Meetings
 - 2.1 All regular meetings of the Board are open to the public. They are held at 7:00 p.m. on Tuesday's of each month according to a schedule approved by Trustees every May. Meetings in July, August and December will be at the call of the Board Chair.
 - 2.2 Schedules for Board meetings are available at the Board office and on the School District website (www.sd43.bc.ca).
3. Special Meetings
 - 3.1 Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.
 - 3.1.1 Unless deemed to be 'closed', all special meetings are open to the public.
 - 3.1.2 A special meeting of the Board may be called by the Chair or, on written request by a majority of the trustees, it may be called by the Superintendent. No business other than that for which the meeting was called shall be conducted at the meeting.
 - 3.1.3 Special public Board meetings will be held at 6:30 p.m. unless otherwise determined.
4. Closed Meetings (In-Camera)
 - 4.1 As per Section 69 of the School Act, if, in the opinion of the Board, the public interest so requires, persons other than trustees may be excluded from a meeting. Notwithstanding this, the Superintendent or designate must be present at the time that a decision of the Board is rendered and must record any decision.
 - 4.2 Unless otherwise determined by the Board, legal, student, personnel and property issues, which require confidentiality, will be closed sessions;
 - 4.3 A record of closed (In-camera) Board meetings identifying the matters discussed will be brought forward to the agenda of the regular Board meeting.
 - 4.4 The Board Chair, Vice-Chair and Superintendent shall determine items on the agenda for each closed meeting, subject to Board approval.
 - 4.5 The Board shall only discuss the matter which gave rise to the closed meeting. Board members and other persons attending the session are honor bound not to disclose the substance of deliberations at such sessions.
 - 4.6 A record of in-camera Board meetings shall be provided to the public.
5. Public Information Meetings
 - 5.1 The Board will hold public information meetings on programs and services on a regular, scheduled basis.
 - 5.2 The Board may hold public information meetings on major issues to provide or obtain information on proposed changes in operational practices which will substantially affect instructional delivery; facility location; school closure; program relocation; and operating and capital budgets. The Board Chair and/or designate shall chair the

meetings accompanied by appropriate resource staff, as assigned by the Superintendent, to assist with proceedings.

- 5.3 Schedules for Public Information meetings are available at the Board office and on the School District website (sd43.bc.ca).

6. Working Sessions

- 6.1 The Board feels it is desirable to meet periodically in a working session environment. In this setting, trustees discuss District goals and objectives, evaluate the Superintendent, receive in-services on budget and District programs and review other matters pertaining to the operation of the District.
- 6.2 A meeting of the Board, in the form of a work session, may be held at least three times during the school year. At these working sessions, the Board shall take no actions that replace debate or actions at a public meeting.
 - 6.2.1 The time, date, duration and place of the working session will be determined by the Board at a public meeting.
 - 6.2.2 The agenda will be prepared by the Superintendent, under the direction of the Chair, and be submitted for consideration of the Board prior to the working session being held.
 - 6.2.3 The Superintendent is expected to attend the working session.
 - 6.2.4 The Superintendent will determine if other senior staff are to attend, and the duration of their attendance.

7. Agenda for Regular Meetings

- 7.1 Items may be placed on the agenda in one of the following ways:
 - 7.1.1 By notifying the Board Chair at least six days prior to the Board meeting.
 - 7.1.2 By notice of motion at the previous meeting of the Board.
 - 7.1.3 As a request from a committee of the Board.
- 7.2 The Board Chair, Vice-Chair and Superintendent shall establish items on the agenda for each regular meeting. The agenda shall generally follow the order outlined below:
 - 7.2.1 If an in-camera meeting is required, it will be scheduled at a time determined by the Chair, prior to and/or after the regular meeting.
 - 7.2.2 Acceptance of Agenda
 - 7.2.3 Introduction of Partner Groups
 - 7.2.4 Delegations/Presentations
 - 7.2.5 Education
 - 7.2.6 Approval of Consent Agenda
 - 7.2.6.1 Approval of Minutes
 - 7.2.6.2 Trustee Calendar Planning
 - 7.2.6.3 Trustee Reports
 - 7.2.7 Response to Previous Delegations

- 7.2.8 District Staff Reports
- 7.2.9 Unfinished Business
- 7.2.10 Question Period
- 7.2.11 New Business
- 7.2.12 Notices of Motion
- 7.2.13 Items of Trustee Business
- 7.2.14 Question Period
- 7.2.15 Adjournment
- 7.2.16 Announcements (Calendar Review)
- 7.3 Two public question periods will be held; the first, mid-way through the meeting (approximately 9:00 p.m.) and the second, at the conclusion of the meeting. Questions that relate to agenda items at the meeting may be asked.
- 7.4 Issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.
- 7.5 The Board will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.
- 7.6 During the course of the Board meeting, the majority of trustees present may request that the Board Chair place items before the Board for discussion. The Board may take action on such items.
- 7.7 The agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business which will come before the Board and will be of value to the Board in the performance of its duties.
- 7.8 The agenda information package, containing the agenda and supporting information, will be distributed to each trustee at least four days in advance of regular Board meetings.
- 7.9 The list of agenda items shall be posted in the Board office, in a place readily accessible to the general public one day prior to the regular meeting. Any elector may inspect the agenda and request a copy.

8. Minutes

- 8.1 The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions. The minutes shall record:
 - 8.1.1 Date, time and place of meeting;
 - 8.1.2 Type of meeting (regular, special or committee);
 - 8.1.3 Name of presiding officer;
 - 8.1.4 Names of those trustees and administration in attendance;
 - 8.1.5 Approval of preceding minutes;

- 8.1.6 A brief summary of the circumstances which gave rise to the matter being debated by the Board;
 - 8.1.7 All resolutions, including the Board's disposition of the same, placed before the Board, should be entered in full;
 - 8.1.8 Names of persons making the motion;
 - 8.1.9 Points of order and appeals;
 - 8.1.10 Appointments;
 - 8.1.11 Summarized reports of committees;
 - 8.1.12 Trustee declaration pursuant to section 56, 57, or 58 of the School Act.
- 8.2 The minutes shall:
- 8.2.1 Be prepared as directed by the Superintendent;
 - 8.2.2 Be reviewed by the Superintendent prior to submission to the Board;
 - 8.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
 - 8.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
- 8.3 The Superintendent shall ensure, upon acceptance by the Board, that appropriate signatures are affixed to the concluding page of the minutes.
- 8.4 The Superintendent shall establish a codification system for resolutions determined by the Board which will:
- 8.4.1 Provide for ready identification as to the meeting at which it was considered;
 - 8.4.2 Provide for cross-referencing with resolutions of similar nature adopted by the Board at previous meetings; and
 - 8.4.3 Establish and maintain a file of all Board minutes.
- 8.5 All committees of the Board, unless otherwise directed, shall prepare and submit minutes or a report to the Board.
- 8.6 Upon adoption by the Board, the minutes shall be open to public scrutiny at the Board office at all reasonable times.
- 8.7 Copies of the minutes adopted by the Board shall be added to the School District Website (sd43.bc.ca), distributed to all trustees and other destinations as directed by the Board as soon as is practicable.
- 8.8 Individuals may make copies and extracts on payment of a fee set by the Board.
9. Motions (Resolutions)
- 9.1 General
- 9.1.1 All matters addressed relating to the formal agenda for the Board meeting shall be by a motion which has been moved and seconded before formal debate. Before a formal motion is placed before the Board by a trustee, an opportunity will be provided for questions and clarification. The Chair has the authority to limit the amount of time allowed for questions and/or clarification by trustees.

- 9.1.2 Motions shall be phrased in a clear and concise manner so as to express an opinion or to achieve a result. A preamble does not form part of a resolution when passed. The Chair or recording secretary may request that the mover put a motion in writing to ensure accurate recording of the motion in the minutes.
- 9.1.3 The presiding officer may divide a motion containing more than one subject if the Chair believes this would produce a fairer or clearer result and the same shall be voted on in the form in which it is divided.
- 9.1.4 No motion other than to postpone consideration of a question, or a procedural motion, shall be repeated during the calendar year except by the reconsideration or rescinding process.
- 9.1.5 A motion to reconsider cannot be applied to action that cannot be reversed; for example, entering into a contract.
- 9.1.6 A motion to reconsider can only be made at the same meeting where the original motion was voted upon and by a member who voted on the prevailing side. No question can be reconsidered twice.
- 9.1.7 A motion to rescind will be considered only if notice has been given at the previous meeting or in the call for the present meeting. A motion to rescind may be moved by any trustee, regardless of his/her original vote.
- 9.1.8 A motion to table is not debatable other than as to propriety. (There is no set time limit.) A motion to postpone is debatable. (It can be postponed indefinitely or to a certain time.)
- 9.1.9 A motion can be withdrawn or modified by the mover without the consent of anyone before the motion is stated by the Chair. Once the motion has been stated by the Chair, it belongs to the assembly and the mover must request its permission to withdraw or modify it. If there is an objection, the Chair shall ask the meeting if the request should be granted and a majority vote is needed for withdrawal.
- 9.1.10 An amendment to a motion or resolution does not require notice. Only one amendment to an amendment shall be allowed and the same shall be dealt with before the original amendment is decided. An amendment may not change the intent of the original motion.
- 9.1.11 All motions to refer resolutions to the Canadian School Boards Association (CSBA), BC School Trustees Association (BCSTA), or branches thereof for endorsement or adoption, shall receive prior discussion in order to clarify intent and wording of the main resolution.
- 9.1.12 All motions to amend Board policy shall be submitted in writing to the Secretary-Treasurer and presented to the Board at the regular meeting immediately preceding the meeting at which they are to be discussed. (Notice of Motion). The written Notice of Motion to amend Board policy shall contain the proposed action and rationale.

9.2 Debate

- 9.2.1 Debate shall be strictly relevant to the question and the presiding officer shall warn speakers who violate this rule.
- 9.2.2 No person shall speak until recognized by the Chair.

- 9.2.3 No person shall speak more than three times to a question unless a motion to extend debate is made, seconded, and carried except the mover of the motion who will have the right to make a reply when all trustees who wish to speak have spoken. No trustee shall speak for a period in excess of three minutes at one time. The Chair may caution a trustee who persists in tedious and repetitious debate and may direct him/her to discontinue if he/she persists.
 - 9.2.4 A matter of privilege (a matter dealing with the rights or interests of the Board as a whole or of a trustee personally) may be raised at any time and shall be dealt with forthwith before resumption of business.
 - 9.2.5 No trustee shall interrupt another trustee who has the floor except to raise a point of order or a point of privilege.
 - 9.2.6 A motion must be made by a member who has obtained the floor, while no question is pending. The maker of the motion, if he/she desires, may speak first.
 - 9.2.7 A trustee may require the motion under discussion to be read at any time during debate, except when a trustee is speaking.
 - 9.2.8 When a trustee believes debate should be closed and a vote taken, the Chair will respond by announcing that the "question" has been called and ask if there is further discussion. If there is, it must be allowed.
 - 9.2.9 Debate can also be closed by a motion to end debate. This is not debatable, must have a seconder, and must be passed by a two-thirds majority.
 - 9.2.10 This policy shall govern points of order and procedures not provided for or specified by the School Act. Where there is an inconsistency, the School Act shall apply. Where situations arise which are not covered by the School Act or policy, reference to Robert's Rules shall be in order.
 - 9.2.11 An appeal may only be requested immediately after a ruling and before resumption of business. The appeal shall be decided without debate by a majority vote of trustees present. A successful appeal does not necessarily set a precedent.
- 9.3 Voting
- 9.3.1 A quorum of the Board shall be five trustees.
 - 9.3.2 All trustees present at a meeting are expected to vote; although, a trustee must abstain from voting in the event that he/she has a conflict of interest by reason of having a direct pecuniary interest in a vote (Section 58, School Act). A trustee may also abstain from voting if he/she states at the meeting her/his reasons thereon prior to a vote being taken.
 - 9.3.3 Voting shall be by a show of hands and under normal circumstances all negative votes and abstentions shall be recorded by name in every case. Upon request, where a conflict exists, the reason(s) for an abstention shall be recorded.
 - 9.3.4 The Chair has the same right to vote and shall vote at the same time as the other members of the Board and, in the case of an equality of votes for and against a motion, (a tie), the question is resolved in the negative, and the Chair shall so declare.

9.3.5 All questions shall be decided by a majority of the votes of the trustees present (quorum) and voting save as otherwise provided by these rules or the School Act.

9.3.6 Where an interpretation is required, the question at hand shall be deferred until the following meeting or, if emergent, to the end of the meeting to allow staff to research the appropriate interpretation based on Robert's Rules. The resulting interpretation may require a change to this policy and, if so, will be done by notice of motion. A notice of motion to update this policy will be made subsequent to the question at hand being dealt with.

10. Delegations to Board Meetings

10.1 The Board believes that it has the responsibility to encourage members of the public to bring concerns relating to educational matters to regular meetings of the Board. The Board also believes it has a responsibility to conduct regular public meetings of the Board in an orderly and efficient fashion. The Board will receive representations and delegations on any subject pertinent to Board business provided the item has been placed on the agenda.

10.1.1 Requests to present shall be made in writing to the Superintendent or designate on or before 12:00 noon on the Tuesday ~~preceding two weeks prior to~~ the regular Board meeting. In order to assist delegations with their presentations, "Guidelines for Delegations", will be made available at the time the request to present is made. The Board Chair may, if necessary, refer delegation requests to 'closed session'. The Board Chair reserves the right to limit the number of delegations appearing at a particular Board meeting and may request they appear at an alternate date.

10.1.2 The Chair, or in the absence of the Chair, the Vice Chair, after consultation with the Superintendent and/or the Secretary-Treasurer, shall decide whether the request will be granted. In the case of a refusal, the applicant may appeal to the Board in writing.

10.1.3 Delegations may be asked to meet with the appropriate School District official(s) prior to a meeting with the Board.

~~40.1.2~~ 10.1.4 The delegation shall identify a spokesperson for all group appointments.

~~40.1.3~~ 10.1.5 Notwithstanding the above, an individual or group may appear before the Board at a regular meeting and request placement on the agenda without prior notice. The Board will determine whether or not the delegation will be added to the agenda.

~~40.1.4~~ 10.1.6 Delegations shall be acknowledged with a form letter thanking them for their presentation. If the trustee wishes to request that the topic be referred to a later Board Meeting, the trustee should follow the process outlined in section 7.1 such that the request is brought forward to the next Agenda Setting Meeting.

~~40.1.5~~ 10.1.7 The Board also appreciates the time and effort students and staff members take to present to the Board. In recognition, school delegations are acknowledged by sending a letter of thanks to the delegation, including a token of thanks, such as the District pin.

11. Election of Chair and Vice Chair

At its inaugural meeting following a general local election, and for the following three years, at the regular November meeting, the Board shall elect one of its members to serve as Board Chair and one of its members to serve as Vice-Chair.

11.1 Process for Election of Chair and Vice-Chair:

- The secretary-treasurer will call three times for nomination for the position of Board Chair (seconding is not necessary).
- After all nominations have been received the secretary-treasurer will ask for a motion for nominations to cease.
- Nominees will be asked in alphabetical order if they accept their nomination.
- If there is more than one nomination, all nominees will be provided an opportunity to speak to their nomination for the position.
- The secretary-treasurer will conduct a vote by ballot (unless a nominee is acclaimed to the position of Chair).
- That person receiving a clear majority shall be elected board chairperson for the ensuing year.
- If no person receives a clear majority, further ballots shall be taken until the same is achieved or if after a second ballot, a tie shall occur, the election shall be decided by the drawing of lots.
- Upon completion of the voting for the Chair, the secretary-treasurer will continue with the same process for the election of Vice-Chair.
- A motion to destroy the ballots following each vote will be requested.

12. Trustee Indemnity, Expenses and Recognition

12.1 Under Section 71 of the School Act, a Board may authorize the payment of remuneration (indemnity) to be paid to trustees.

12.1.1 The trustee indemnity will be adjusted annually on January 1st and will be based on the average of Coquitlam, Port Moody and Port Coquitlam councillors' indemnities in effect at that time.

12.1.2 The Chair shall be paid an additional indemnity of 10% and the Vice-Chair shall be paid an additional indemnity of 5%, calculated on the base indemnity determined in 12.1.1.

12.1.3 A trustee indemnity as described in the School Act regulations will be paid to trustees on a bi-weekly basis, as taxable income.

12.1.4 The Superintendent or designate will arrange for direct bank deposit of cheques by having trustees complete the necessary banking authorization form

12.2 The Board will set the rate to be paid for trustees who are required to use their own vehicles for Board business outside of the District and the method of payment of this allowance.

12.2.1 Remuneration for mileage accrued while on Board business for every Board member shall be paid monthly or at the end of the calendar year.

12.2.2 No trustee shall receive mileage from home to Board Office to attend meetings.

- 12.3 Many conventions, conferences and seminars are held which are of interest and value to trustees during their term of office. Travel, board, lodging, miscellaneous living expenses and registration fees will be paid by the Board when a trustee attends a conference, seminar or convention. A trustee shall not exceed his/her allowance without approval of the Board. Annually, the Board shall establish an amount within the budget to cover expenses incurred by trustees related to their attendance at meetings, seminars and conventions.
- 12.3.1 Prior to leaving to attend a conference, convention or seminar, an expense allowance to cover estimated expenses may be advanced.
- 12.3.2 The per diem expense for meals and incidental costs is limited to a maximum of \$50.00 per day. When traveling in the U.S., expenses will be paid in U.S. dollars
- 12.3.3 Auto travel shall be paid, to a trustee providing such transportation, at the BCSTA approved kilometer rate travelled to attend conferences, seminars or conventions.
- 12.3.4 In the event that other modes of travel than motor vehicles are used, the actual fare paid will be covered by the Board.
- 12.3.5 Hotel or other lodging expenses, including parking, will be paid by the Board.
- 12.3.6 Trustees will be expected to file an "Expense Report and Claim Form" on return showing totals for:
- 12.3.6.1 accommodation
 - 12.3.6.2 meals and incidental expenses
 - 12.3.6.3 registration if not paid direct by the Board
 - 12.3.6.4 transportation and parking
- Trustees will provide receipts for lodging and travel expenses other than by motor vehicle.
- 12.3.7 The budget designated by the Board for Trustee expenses shall be divided into two categories as follows:
- 12.3.7.1 Trustee Personal Development

Sufficient funds will be set annually to allow an individual trustee at his/her discretion to participate in conferences or meetings which provide personal development in the area of education. The budget would be set as an equal amount for each trustee.
 - 12.3.7.2 Board Related Expense Activity

Sufficient funds will be set annually to cover expenses where normally all trustees participate, such as BCSTA Annual Meetings, BCSTA Metro Branch Meetings, Board Retreats, meetings with Ministry of Education, etc.

The budget would be set as a global amount from which funds would be withdrawn and accounted for individual trustees based upon participation in an event.

- 12.3.8 Trustees may expend funds as allocated to them for attendance at meetings, seminars, and conventions within the allowance set by policy at their discretion to the maximum of their budget amount.
- 12.3.9 No trustee shall exceed his or her budgetary allotment without express approval of the Board, nor shall the Superintendent or designate make advancements or borrow from other trustee's accounts without express approval of the Board.
- 12.4 The Board feels that service as a trustee to the District should be recognized at the time the trustee retires from the Board. The recognition should be in the form of a memento for all trustees, as well as a gift for long service trustees.
 - 12.4.1 At the time a trustee retires from the Board, the Board will present the trustee with a "43" lapel pin or charm as a memento in appreciation for service.
 - 12.4.2 Long service trustees (six or more years), as well as receiving the memento, will be recognized in a manner similar to that of a teaching employee.
 - 12.4.3 Calculation shall be made on the basis of a teacher with Category 4 and ten years' experience.
 - 12.4.4 The Board will be requested to determine the appropriate ceremony to be held to honour retiring trustees.
- 13. Trustee Conflict of Interest
 - 13.1 The trustee is directly responsible to the electorate of the District and to the Board.
 - 13.2 Upon election to office, the trustee must accept a position of public trust and is expected to act in a manner which will enhance the trust accorded the trustee, and through the trustee, the trust accorded to the Board.
 - 13.3 Elected officials must not have financial interests, liabilities or appointments which place them in a position of conflict of interest or opportunity for personal gain while representing the District.
 - 13.4 The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the confidence the residents of the District place in the Board and in its trustee members.
 - 13.4.1 The trustee is expected to be conversant with Sections 55 to 60 of the School Act.
 - 13.4.2 The trustee is solely responsible for declaring himself/herself to be in possible conflict of interest.
 - 13.4.2.1 The trustee shall make such declaration in open meeting prior to Board or committee discussion of the subject matter which may place the trustee in conflict of interest
 - 13.4.3 It shall be the responsibility of the trustee in conflict to absent him/herself from the meeting in accordance with the requirements of the School Act and ensure that his/her declaration and absence is properly recorded within the minutes.
 - 13.5 The Financial Disclosure Act requires all trustees and permits the Board of Education to designate employees to disclose personal financial information as required under the Act. All trustees shall file disclosure forms under the Financial Disclosure Act.

- 13.5.1 The forms shall be submitted to the Superintendent or designate by January 15th of each year and retained by the Secretary-Treasurer for safe keeping.
- 13.5.2 The Superintendent or designate shall request persons viewing the forms filed to give their names and addresses at the same time they view the forms.

14. Board Self-Evaluation

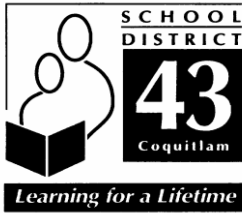
- 14.1 The annual Board self-evaluation process will complement the Superintendent evaluation process.
- 14.2 The purpose of the Board self-evaluation is to answer the following questions:
 - 14.2.1 How well have we fulfilled each of our defined roles in relation to our mission, goals and objectives as a Board this past year?
 - 14.2.2 How do we perceive our interpersonal working relationships?
 - 14.2.3 How well do we receive input and how well do we communicate?
 - 14.2.4 How well have we adhered to our annual work plan?
 - 14.2.5 How would we rate our Board-Superintendent relations?
 - 14.2.6 How well have we adhered to our governance policies?
 - 14.2.7 What have we accomplished this past year? How do we know?
- 14.3 The principles upon which the Board self-evaluation is based are as follows:
 - 14.3.1 A learning organization or a professional learning community is focused on the improvement of practice.
 - 14.3.2 A pre-determined process for evaluation strengthens the governance functions and builds credibility for the Board.
 - 14.3.3 An evidence-based approach provides objectivity.
- 14.4 The components of the Board self-evaluation are:
 - 14.4.1 Review of Board Role Performance
 - 14.4.2 Monitoring Interpersonal Working Relationships
 - 14.4.3 Monitoring Board Representation/Communication
 - 14.4.4 Review of Annual Work Plan Completion
 - 14.4.5 Monitoring Board-Superintendent Relations
 - 14.4.6 Review of Board Motions
 - 14.4.7 Review of Board Governance Policies
 - 14.4.8 Creating a Positive Path Forward

Reference: Section 50, 56, 57, 58, 59, 66, 67, 68, 69, 70, 71, 72, School Act
Financial Disclosure Act

Board Minutes

February 1987 Volume 29 Page 25 Policy I-A-17 Recognition of Trustee Service
August 1990 Volume 32 Page 214 Policy I-A-15 Trustee Indemnity
October 1990 Volume 32 Page 300 Policy I-A-30 Trustee Mileage Rates

November 1990 Volume 32 Page 314 Policy I-A-20 Conventions, Conferences and Seminars (Trustees)
November 1990 Volume 32 Page 320 Policy I-B-6 Trustees' Annual Retreat
November 1990 Volume 32 Page 321 Policy I-D-57 Trustees' & Employees' Disclosures
Volume 35 Page 90 Policy I-A-1Modus Operandi – Board of School Trustees
Volume 35 Page 142 Policy I-A-1Modus Operandi – Board of School Trustees
Volume 36 Page 27 Policy I-A-1Modus Operandi – Board of School Trustees
Volume 38 Page 94 Policy I-A-1Modus Operandi – Board of School Trustees
Volume 40 Page 89 Policy I-A-1Modus Operandi – Board of School Trustees
May 1999 Volume 41 Page 64 Policy I-A-1Modus Operandi – Board of School Trustees
September 2004 Volume 46 Page 93 Policy I-A-15 Trustee Indemnity
June 2005 Volume 47 Page 78 Policy 7 Board Operations
October 2006 Volume 48 Page 105
March 2008 Volume 50 Page 29
February 2009 Volume 51 Page 15
June 2012 Volume 54 Page 66
November 15, 2016 Meeting
February 7, 2017 Meeting
May 16, 2017 Meeting
January 15, 2019 Meeting



SCHOOL DISTRICT NO. 43 (COQUITLAM)

Office of the Secretary-Treasurer

MEMORANDUM

TO: Board of Education

FROM: Chris Nicolls, Secretary-Treasurer/CFO

DATE: January 21, 2020

SUBJECT: **Childcare at Porter Elementary – Response to Step-by-Step Child Development Society**

COPIED TO: P. Gartland, Superintendent/CEO

Recommended Action: The following is provided for information.

Background: At the February 26, 2019 Public Board Meeting, Trustees heard a presentation from Step-by-Step Child Development Society. Currently, Step-by-Step operates a childcare program out of the Scouts Hall in Blue Mountain Park, and the facility is deteriorating rapidly. In the presentation, Step-by-Step articulated a desire to partner with SD43 and the City of Coquitlam to find space for their program in the same area of the city.

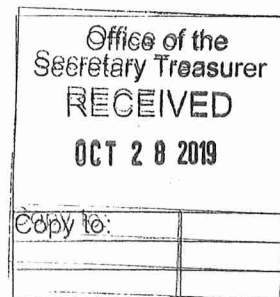
In response to their presentation, the Board Chair wrote in response, indicating that SD43 staff have worked with Step-by-Step to explore school-based options for the relocation of the Blue Mountain operation. This included a review of the potential to place portable(s) on the Porter Elementary site. Unfortunately, this option is not feasible due to the projected student growth in this area.

In the letter received by Trustees from Step-by-Step on October 21, 2019 (attached), they are advocating for space to set up on-site childcare at Porter Elementary and asking to work collaboratively to take advantage of the childcare funding available from the province.

SD43 staff project that the enrolment levels at Porter Elementary will hold steady at their current level for at least the next four to five years. There is the potential in the medium to long term for increased densification in this catchment area. This could increase pressure on the existing classroom spaces available at Porter and neighboring elementary schools.

Additionally, the funding that is provided by the Ministry of Children and Families for new or relocated childcare spaces, requires a defined time commitment of 15 years. Due to the potential for increased enrolment on the west side of the school district, SD43 would not be in a position to commit classroom or portable space to Step-by-Step or any other childcare provider for the required amount of time. This site is one of the few on the west side of the school district with land space to enable classroom facility expansion.

Attached, is a draft letter responding to Step-by-Step Child Development Society's most recent letter to SD43.



October 21, 2019

Board of Education Trustees
School District #43
550 Poirier Street
Coquitlam, BC, V3J 6A7

Dear Board of Education Trustees,

Step-by-Step Child Development Society would like to thank the Board for the opportunity to present earlier this year. We appreciate the Board's concerns regarding Ecole Porter Elementary School's capacity for play space, in connection to the identified potential for residential growth along North Road, as outlined in the Board's response letter dated February 28, 2019.

Step-By-Step understands that the number of students at Ecole Porter Street Elementary is expected to increase as a result of this growth and, as such, that there will be an increased demand for play spaces. We also believe this growth will naturally lead to a substantial increase in the need for families to have reliable, safe, and affordable child care.

We know that the current number of child care spaces available for students of Ecole Porter Street Elementary is insufficient. As the anticipated growth in student population will increase the need for child care spaces in the area, we would like the opportunity to work with the school board to find a way to set up on-site child care at Ecole Porter Street Elementary.

An important consideration for setting up on-site childcare at Ecole Porter Street Elementary is cost. We would love to work together to take advantage of the funding opportunities available through the provincial government. The provincial government recently increased the available funding for child care spaces to \$1.5 million from \$1 million. It would be very beneficial for all parties if we could find a way to work together to take advantage of this tremendous opportunity.

Some advantages for on-site child care at Porter include:

- **Peace of mind for families** knowing that their children are well taken care of at the school site.
- **Increased safety for children** as Step-By-Step staff can provide prompt drop-off and pick-up
- **Increased enrollment in after school programs and summer learning courses:**
 - Many families are unable to enroll their students in these wonderful programs because they still need to be at work at the time that after school programs normally finish, nor can they drop off and pick up their children for the summer school hours.

- Our staff would be able to bring the children to and from after school programs as well as summer school programs in addition to caring for the children until their families can pick them up after work.
- Families would be able to drop off and pick up their children at times that better fit their working schedules so they would be able to enroll their children in more programs.
- **Peace of mind for the school staff** as fewer students will be left on the school property without supervision before school starts and at the end of the school day.
- **More support for the children** as our well-trained staff can help them learn and grow while supporting their learning development from school.
- **Comfort level for students entering Kindergarten:** Our experience at Harbour View Elementary has shown that the children who have attended our on-site daycare program are already very familiar with the school when they begin Kindergarten. This makes the transition to Kindergarten much easier for the children as well as the teachers.
- **Inclusive child care on-site:**
 - We are one of the few child care centres who accept children with special needs, whom often have complex Inclusive Education Plans
 - We would be able to provide child care for children with additional support needs while they are on the school property.
 - This would offer peace of mind to their families who very often struggle to find child care for their children. Some of these families often travel out of district in order to find a school and/or child care centre who can accommodate their child's need.
 - This will help families in the SD 43 district to stay within our district.
- **Use of sports fields in the evenings:** Given our current opening hours, we would be closed by 5:30 pm so the fields would be available to sports groups in the evening and on weekends.

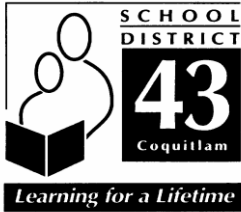
There is no doubt that the need for child care will simply increase over time, so it is important that a proactive approach be taken in order to better support families, children, and the school staff in being able to ensure appropriate care is available for students at Ecole Porter Street Elementary. We wish to collaborate with the district and find solutions to the various challenges that face our families' child care needs.

We would like to meet with the Board again in order to discuss how we might be able to work together to find solutions, and outline possibilities that will work well for all parties. We look forward to receiving a response from the Board with views on what Step-by Step has presented above.

Best regards,



Andrea Bertness
 President, Board of Directors
www.step-by-step.ca



SCHOOL DISTRICT NO. 43 (COQUITLAM)

Office of the Superintendent

NOTICE OF MOTION

TO: Board of Education

FROM: Gerald Shong, Assistant Superintendent

DATE: January 21, 2020

SUBJECT: **Policy 19 – Student Attendance Areas**

COPIED TO: Patricia Gartland, Superintendent; Chris Nicolls, Secretary-Treasurer

Recommended Action: That the Board of Education motion to amend Policy 19: Student Attendance Areas as per the attached tracked change document.

Background: The school district has changed its school catchment area procedures to bring greater equity to cross catchment requests. This change moved away from a first come basis. The proposed change to Policy 19 allows for flexibility and alignment with the updated cross catchment practice.

STUDENT ATTENDANCE AREAS

To ensure that all students resident within the District are accommodated in a school, the District is divided into designated school catchment areas. The Superintendent or designate establishes boundaries for school catchments however, the Board believes that, where practicable, students should be able to attend a school out of their catchment area.

Within the limits imposed by the availability of space and qualified personnel, students may, with approval of the Superintendent, be permitted to attend the school of their choice.

Student placement in School District #43 is to be guided by the following principles:

- The placement process should maximize the student's and parent's ability to choose the school and educational program which best meets the student's educational needs
- The catchment process should seek to maximize the number of students attending neighbourhood schools
- The placement process should support stability and continuity for students and families
- The placement process should enable school and District staff to plan the allocation of space and instructional resources in ways that will best accommodate demand and minimize adjustments required at the beginning of the school year
- The District will take into account demographic trends over time in order to ensure accurate enrolment projections

Specifically,

1. "Catchment area" means, in relation to a school, the geographical area established as the catchment area for the school; "school District child" means a catchment area child or a non-catchment area child.

From time to time the "catchment area" of schools may be redefined. Where school catchments have been redefined, continuing students may be grandfathered into their existing school. If the catchment area is changed, in keeping with this policy, students and parents affected by the change would be informed prior to spring registration.

2. Definitions

- 2.1 "Catchment area child" means a person

- 2.1.1 of school age, and

- 2.1.2 resident in the catchment
- 2.2 “Non-catchment area child” means a person
 - 2.2.1 of school age
 - 2.2.2 resident in the District, and
 - 2.2.3 not a resident in the catchment area of the school
- 2.3 “Non-school District child” means a person
 - 2.3.1 of school age
 - 2.3.2 resident in British Columbia, and
 - 2.3.3 not a resident in the District
- 2.4 “Continuing student” means a person
 - 2.4.1 in attendance at the school
 - 2.4.2 in attendance at a designated feeder school
 - 2.4.3 who is a sibling of a continuing student presently at that school
- 3. Space and facilities are available in a school for purposes of section 74.1(6) and (7) of the School Act if there is excess capacity, taking into account both physical and instructional resources, after reasonable enrolment projections have been made to allow for accommodation of continuing students, students enrolling in District programs, students enrolling in kindergarten, and students incoming from designated feeder schools.

Space and facilities will be determining factors when considering the enrolment for:

- 3.1 a non-catchment area child
- 3.2 a non-District area child

The Board delegates to the Superintendent the decisions whether space and facilities are available in individual schools in the District for purposes of section 74.1(6) and (7) of the School Act.

- 4. Parents of a non-catchment area child or non-school District child must make written application, by using a cross catchment transfer form, to have their child/children attend a school out of catchment.

The date for cross catchment transfer requests will be advertised annually throughout the District.

- 5. In early spring, placement of continuing students will be confirmed and space availability will be evaluated. If enrolment projections show space available, applications that have been made within the established time will be accepted in accordance with the priorities set out below.

If the enrolment projections show that space is available, placement will be accepted in accordance with the following priorities:

- 5.1 catchment area

- 5.2 continuing non-catchment area and continuing non-District child
 - 5.3 non-catchment area child
 - 5.4 non-District child
6. Applications received after the date established will be dealt with on a space availability basis and in accordance with the following priorities:
 - 6.1 catchment area
 - 6.2 continuing non-catchment area and continuing non-District child
 - 6.3 non-catchment area child
 - 6.4 non-District child
 7. Once enrolled, a catchment area child, a non-catchment area child, and a non-District child are entitled to an educational program at that school site.
 8. Application deadlines for optional District programs (e.g. Immersion, Montessori) will be established annually and may or may not occur at the same time as cross catchment requests.
 9. It should be noted that siblings of continuing students have the same priority as “continuing students”.
 10. If two or more students have the same priority, ~~priority will be given according to the date and time of their respective applications.~~ **in the application process, the annual district cross catchment process will determine the order of student placement.**
 11. If students make application to more than one school within the District, and placements are offered, they are required to make a decision by the date set annually by the District. When a student accepts a placement at a school, he/she cannot maintain enrolment or wait list status at another school.
 12. This policy does not apply to international fee paying students. International fee paying students are placed in schools through consultation with the Superintendent or designate and Principals. Placement is based on space and availability.
 13. From time to time, school boundaries are in need of change as a result of the changing student population, the opening of new schools, the implementation of grade reorganization or relocating optional education programs.

The Superintendent, or designate shall establish school catchment areas, and review on an annual basis, to help ensure that each school has the capacity to accommodate the anticipated enrolment of students in its catchment area. Whenever designated school catchment areas or the location of optional programs are to be altered changes will be communicated prior to spring registration.

Descriptions of catchment areas will be circulated to all schools and will be available to the public.

When schools are overcrowded, under-populated, or when a new school is opening, options will be reviewed by a committee established by the Superintendent or designate.

13.1 Boundary Review Process:

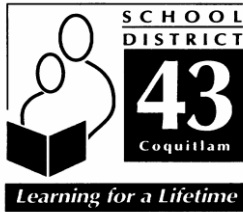
- 13.1.1 Superintendent identifies the reason for a boundary review and outlines appropriate process
- 13.1.2 description of the process to be presented to the Board
- 13.1.3 where there are staffing implications, the Partner Presidents will be informed
- 13.1.4 the Superintendent or designate will meet with administration in the effected school sites
- 13.1.5 information will be provided to school staffs, PAC's, student governments (as required)

The Superintendent or designate will provide a report to the Board. The final decision on school catchment areas will be made, whenever practicable, by late January, prior to Kindergarten pre-registration and secondary school course planning visits to feeder schools.

Legal Reference: Section 74.1, School Act

Board Minutes

January 2003 Volume 45 Page 4 Policy II-B-35 School Boundaries
January 2003 Volume 45 Page 4 Policy II-C-11 Student Placement
September 2003 Volume 45 Page 98 Policy II-C-11 Student Placement
June 2005 Volume 47 Page 78 Policy 19 Student Attendance Areas
October 2015 Volume 57 Page 114 Policy 19 Student Attendance Areas
October 24, 2017 Board Meeting
May 14, 2019 Board Meeting

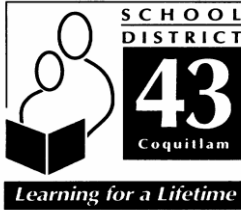


BOARD OF EDUCATION
ITEMS OF TRUSTEE BUSINESS
DPAC Report

Vice Chair Craig Woods attended and participated in the above meeting and presents the following report for information:

DPAC General Meeting
Wednesday, November 27, 2019 – 7:00pm
Gallery Room, Winslow Centre

- ✧ Director of Learning Services, Paul McNaughton, provided the Superintendent's report which focused on recent changes to the budget consultation process
- ✧ Learning Services staff presented on Gifted programs in the district and then explained transition programs and supports available for students with diverse abilities. The highlighted strength of the district transition program is the network of employers in the Tri-Cities that provide work experience and employment opportunities. Moving forward, an increase of 1FTE is allowing for a shift to providing transition support earlier and developing a framework of support from K – 12.
- ✧ Kinsight (formerly Simon Fraser Society) presented on their services to support families and youth with diverse abilities and the partnership they have with the district to support our students with diverse abilities and to promote inclusion.
- ✧ DPAC continues with having PAC members present on activities at schools: Lord Baden Powell PAC member presented on their battery and marker recycling program that complements the District recycling program.



BOARD OF EDUCATION ITEMS OF TRUSTEE BUSINESS ELL Consortium Report

Trustee Christine Pollock presents the following report for information:

Report from the Chair

BCSTA presentations- well received at the annual BCSTA conference. Attendees appreciated the data, the personal stories, educational needs, and that the consortium advocating provincially and federally for the needs of our students.

Met with the Secretary of Multiculturalism and shared our consortium advocacy goals for this year

Funding Model Review

Under the current model, school districts across the province receive funding based on the number of students that are enrolled.

The province says the per-pupil funding model is necessary to reflect the modern needs of B.C. school districts, many of which often struggle to balance their budgets.

This model is currently under review, with the idea of a new model being rolled out in 2020

Notes:

Have had some conferences with Minister Fleming regarding this model.

Delta representative has been attending these Funding Review Model meetings and advocating for ELL. (K-12 Public School Funding Model)

Inclusive Education: creation of a single Inclusive Ed supplement to incorporate:

Supplemental Special needs	\$538 Million
High Incidence funding needs	\$142.6 M
Supplemental for Vulnerable students	\$91.5 M
Supplemental for Student Location Factor	\$23.6 M
French/ELL students	\$91.5 M
Community/link	\$52.8 M
Ready/Set/Learn	\$2.8 M
Recommended total:	\$862.5 million

Prevalence versus Population data:

Are our ELL learners being considered? The model recognizes students with more health issues that impact learning, rather than skills

Our students new to Canada do not have medical/health data documented (there are often no health records available); hence, the concern is that they may not be recognized in this model.

Mental health data is considered, but these services for all students is often limited or not available.

*Could we advocate for collecting health data for refugee students/newcomers? Is this a privacy issue?

*funding for refugee students is already a concern, does advocating help/hinder the funding process...will money just be taken from another need?

*could we show the gap compared to what funding is provided now?

*If we advocated, would the allotted money still be the same, and then districts decide how to allocate the funds, could be a mess...

Federal Advocacy/Budget 2020

Met with Peter Julian- NDP House Leader based in New Westminster, they discussed how can the ELL consortium best advocate for ELL.

Peter recommended:

Advocacy at the Federal level is best when you share a NEED AND ATTACH A DOLLAR AMOUNT TO IT.

Share data that supports the need/request. What information do you have that tells the story? Quantitative and Qualitative.

Will compose a set of questions for our districts to respond to, this will hopefully supply the data, financial and specific needs for the consortium to advocate for.

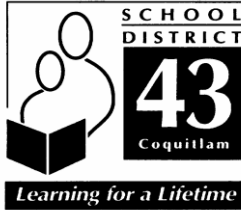
District Updates

1. West Van, Burnaby, Coquitlam, Langley, Maple Ridge, Richmond and Vancouver are all participating in 4 days of SIOP training. The instructors are from our Metro ELL team (they trained with CAL in Washington D.C.).
2. Coquitlam is hosting Internationally-renown ELL presenter, Tan Huynh on January 23 and January 24. Superintendent will welcome Tan and guests to district on January 24 when Tan presents on Co-teaching.
February 28 Pro D- ELL is presenting all day for colleagues (considering the Competencies and the ELL learner).
Mock audits and school reviews for audit compliance will begin in March.
3. Surrey is currently writing their proposal for refugee funding.
4. Richmond is officially using the ELL standards as of February. They will be using the Ministry 5-point proficiency scale for assessment: Beginner, Developing, Expanding, Consolidating, and bridging.
5. Maple Ridge is also working towards creating an AIP for MYED. 21 (Out of 60) districts have expressed interest in this. Increase of ELL students noted
6. UBC Teacher candidates are expected to take the course Teaching English language learners at the Elementary level. They incorporate SIOP practice in this course.
7. Burnaby: Mock audits, book club on Carol Salva's latest book, and they are currently updating the Resource Centre.

Next Meetings

March 11, 2020

May 13, 2020



BOARD OF EDUCATION
BCSTA ITEMS OF BUSINESS
Coquitlam Foundation Report
January 21, 2020

Trustee Carol Cahoon attended and participated in the above meeting and presents the following report for information:

- Meeting held Thursday January 9th starting at 6:00pm in the Coquitlam City Hall
- Welcomed Lisa Landry to the first CF board meeting as the new Executive Director
- Scholarships and Bursaries are now open to apply for online at <https://coquitlamfoundation.com/bursaries/> Deadline Friday February 14th at 4pm
- Discussions around topics such as the foundations various funds and development, investment policies, finance and budget, roles of staff, social media and website content and input, upcoming events, marketing, advertising and committee reports
- Next event “Rockin’ It”, replacing “Kickin It” theme, being held Friday April 24th, at the All Saints Parish 821 Fairfax Street, Coquitlam. Entertainment is “The Crayons” and tickets are \$75