

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

## BOARD OF EDUCATION REGULAR PUBLIC MEETING AGENDA

School District No. 43 (Coquitlam)  
Virtual Meeting via ZOOM

<https://sd43-bc-ca.zoom.us/j/65281157796>

June 21, 2022

7:00 p.m.

### **ACKNOWLEDGEMENT OF TERRITORY**

Trustee Blatherwick

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

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

### **B. INTRODUCTIONS**

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

- a) Student Leadership Council: Year in Review  
Presenters: Sarah Feng & Arun Ghag, SLC CO-Chairs
- b) The Right to Read & Dyslexia  
Presenters: Paul McNaughton/Jody Moss/Cathy McMillen (20 minutes)

### **D. EDUCATION**

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

- a) Approval of May 10, 2022, Regular Public Board Meeting Minutes
- b) Trustee Calendar Planning Report for Information (Pages 40-41)
- c) Trustee Reports for Information (Pages 42-53)

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

### **G. DISTRICT STAFF REPORTS (7:45 pm)**

- a) Superintendent
  - i) News & Events Patricia Gartland (10 minutes)  
(Pages 54-71)
  - i) Superintendent's Update Patricia Gartland (10 minutes)  
(Page 72)

**G. DISTRICT STAFF REPORTS CONT'D (8:05 pm)**

- |      |  |                                 |
|------|--|---------------------------------|
| iii) | Anti-Racism Data Act Response<br>(Pages 73-74)           | Stephen Whiffin<br>(10 minutes) |
| iv)  | Tech Twenty<br>(Page 75)                                 | Stephen Whiffin<br>(10 minutes) |
| b)   | Secretary-Treasurer                                      |                                 |
| i)   | Restriction of Operating Surplus<br>(Pages 76-78)        | Mohammed Azim<br>(10 minutes)   |
| ii)  | Enterprise Risk Management<br>(Pages 79-85)              | Mohammed Azim<br>(10 minutes)   |
| iii) | 2023-2024 Annual Five Year Capital Plan<br>(Pages 86-90) | Ivano Cecchini<br>(10 minutes)  |
| iv)  | Eligible School Site Proposal (ESSP)<br>(Pages 91-94)    | Nita Mikl<br>(10 minutes)       |
| v)   | Special Education Staffing Report<br>(Pages 95-98)       | Nita Mikl<br>(10 minutes)       |

**H. UNFINISHED BUSINESS**

- I. QUESTION PERIOD (9:15 pm)** (10 minutes)  
(If you have a question, please submit your inquiry to [information@sd43.bc.ca](mailto:information@sd43.bc.ca) prior to the applicable question period commencing. \*NOTE: questions must be regarding an item on the meeting agenda, and you should list your name, affiliation to any partner group organization and your city of residence in your email.)
- a) Trustees
  - b) Gallery

**J. NEW BUSINESS (9:25 pm)**

- |    |  |                                |
|----|--|--------------------------------|
| a) | Trustee School Liaison Assignments<br>(Verbal) | Michael Thomas<br>(10 minutes) |
|----|--|--------------------------------|

**K. NOTICES OF MOTION**

**L. ITEMS OF TRUSTEE BUSINESS**

**M. QUESTION PERIOD (9:35 pm) (10 minutes)**

*(If you have a question, please submit your inquiry to [information@sd43.bc.ca](mailto:information@sd43.bc.ca) prior to the applicable question period commencing. \*NOTE: questions must be regarding an item on the meeting agenda, and you should list your name, affiliation to any partner group organization and your city of residence in your email.)*

- a) Trustees
- b) Gallery

**G. ADJOURNMENT (9:45 pm)**

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**ANNOUNCEMENT**

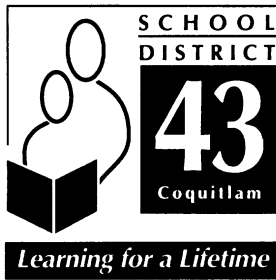
**Next Public Board Meeting: September 20, 2022 – 7:00 p.m.**

Location: Virtual Meeting via Zoom

Contacts regarding agenda items: Michael Thomas, Chair – 604-939-9201

Mohammed Azim, Secretary-Treasurer/CFO – 604-939-9201

Nicole Schenato, Executive Assistant – 604-939-920



## School District No. 43 (Coquitlam)

# MEMORANDUM

TO: Patricia Gartland  
Superintendent of Schools

FROM: Reno Ciolfi  
Assistant Superintendent

DATE: June 21, 2022

RE: **Student Leadership Council – Year in Review**

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### Information for the Board of Education

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Student Leadership Council (SLC) Co-Chairs, Sarah Feng and Arun Ghag, will present a summary of SLC activities and accomplishments for the 2021 – 2022 school year.

Sarah and Arun have served on the SLC Executive for many years and both are graduating this year from Port Moody Secondary School. Their leadership has made a significant difference in the success of SLC in School District 43.

Jessica Bell is the sponsor teacher for the Student Leadership Council. In addition, she teaches at Como Lake Middle School. Ms. Bell has provided exemplary direction, support, and leadership to SLC members during the COVID 19 pandemic and during the transition back to in-person SLC meetings.



## SLC CO-Chairs

**Arun Ghag** is a grade 12 student from Port Moody Secondary School and is one of the SLC co-chairs. He has been involved in SLC for over 5 years and is in his third year as co-chair. SLC has been a life-changing experience for him and has transformed his abilities as a leader. He has experienced tremendous growth by working alongside numerous adults and students across the district. Through SLC, Arun has built valuable connections and had many mentorship opportunities. SLC has given him a platform to advocate for what he is passionate about and empower youth in SD43 to lead. Next year, Arun will be attending McGill University, where he plans on studying Honours Political Sciences and Business. Arun is extremely grateful for everything SLC and SD43 have offered him and the leadership experience he has gained. He is excited to learn and grow as he transitions to post-secondary and continue to spark impactful change. Also, just in case, the pronunciation for my name (Arun Ghag) is R-in Gag. I know it can be hard to pronounce for some.

**Sarah Feng** is a grade 12 student from Port Moody Secondary School and has been involved in SLC for four years. Throughout her time in SLC, she has grown to be both a more confident person and leader. She has had experience as a general member, executive member, and now as a co-chair. SLC has helped her improve her public speaking skills and ability to work in a team. Furthermore, SLC gave Sarah a platform during her high school years to make change within the school district and has greatly supported her leadership journey. She will be attending McGill University in the fall and is so excited to see what's in store for her in the future. Sarah will be forever grateful for everything SLC has taught her, all the experiences she has gained, and most of all, the extraordinary people she has been able to meet along the way.



# **Student Leadership Council**

School District 43 Coquitlam

# — Co-Chairs —



**Arun Ghag & Sarah Feng**  
Port Moody Secondary

# — Executive Team —



**Arun Ghag**

Alina Wang

Mir (Reenaz) Nawar

Mason Mattu

Sophie Plaseska

Wesley Carson

Jenny Lee

**Sarah Feng**

Ariya Ghag

Stephanie Lee

Charleen Chiu

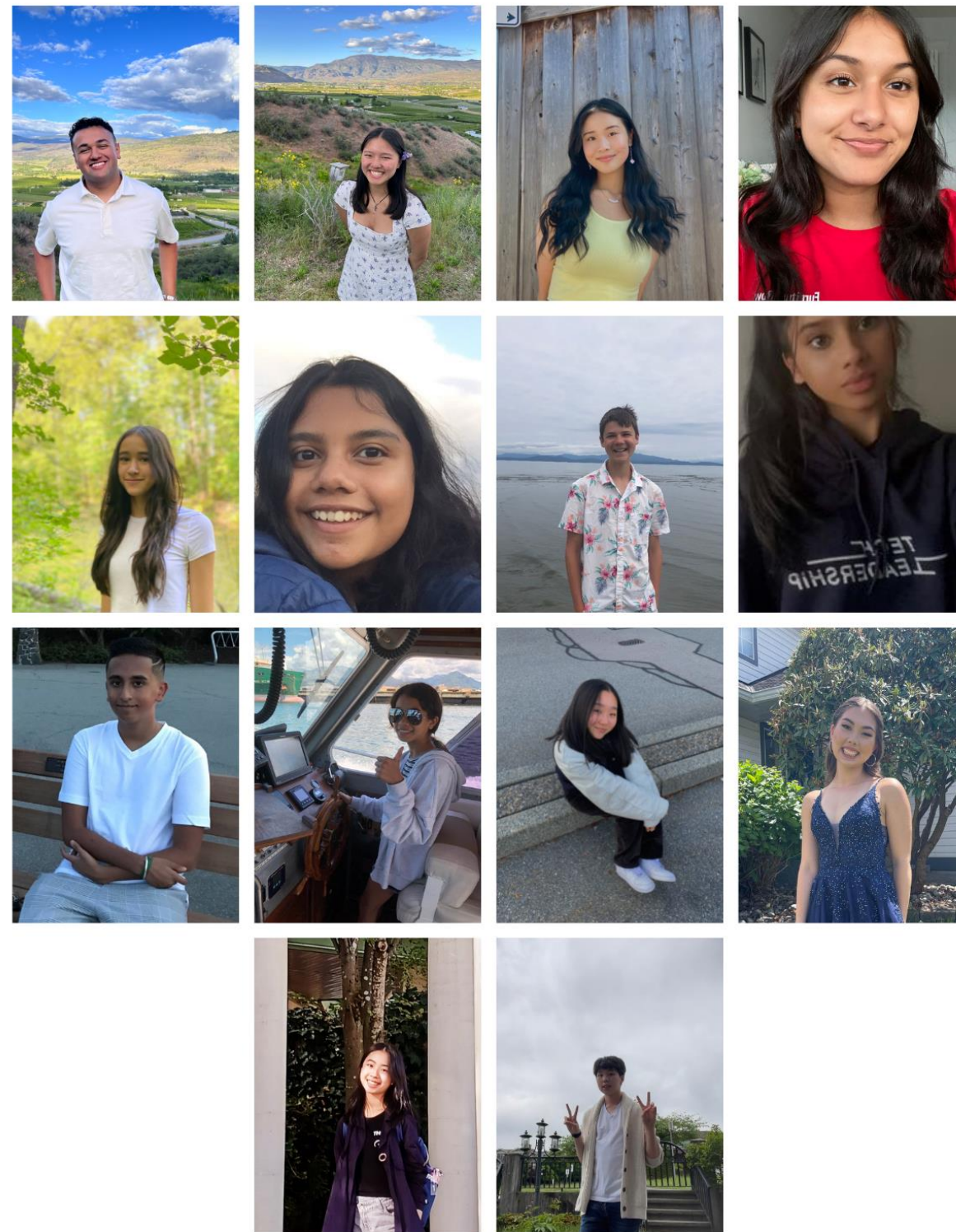
Jalene Niguma

Hiruki Wickrama Arachchige

Dayton Liu



# Executive Team



# —SLC Sponsors —



**Jessica Bell – SLC Coordinator**



**Manjit Rai, Joel Nelson & Veronika Farnell – VP Sponsors**



**Reno Ciolfi – Assistant Superintendent**

# — Theme —



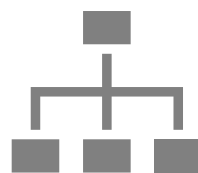
- This year's theme: **Connection**
- An umbrella topic encompassing our priorities such as connecting with:
  - Ourselves
  - Others
  - Our environment



# — Accomplishments —



SD43 SLC  
Conference



Executive  
team-building



Membership  
expanded



Transitioning to  
in-person



Student  
Initiatives Fund



# Student Initiatives Fund: Hillcrest Middle Leadership Project





**SLC**

**2021-22 Year in Review**

# Stay tuned for SLC 2022-23!



New co-chairs: **Ariya Ghag and Alina Wang**

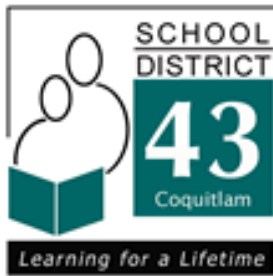
**Stay connected:**

slc@sd43.bc.ca

slcsd43.org

@slcsd43





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

**Office of the Superintendent**

### **MEMORANDUM**

**TO:** Patricia Gartland  
**FROM:** Paul McNaughton  
**DATE:** June 21, 2022  
**RE:** Summary of Reading Disabilities Finding and Early Literacy Support Plan

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

- 1) Dyslexic BC
- 2) Key findings from a recent report from Ontario regarding literacy instruction and intervention
- 3) Summary of the District's early literacy and intervention plan



## **1) 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.

## **2) 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.

### **3) 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.

# Dyslexia

The logo for the British Columbia Dyslexia Association, featuring the letters 'BC' in white on a blue rectangular background.

BC

**Coquitlam School Board, OHRC Right to Read Inquiry  
Presentation - June 21, 2022**



## Who are we?

Dyslexia BC is a **parent-led grassroots** movement within British Columbia concerned with the **limited access** to educational interventions for dyslexia within the public and private education systems. Dyslexia BC became an organized movement in the spring of 2014. Our mission is to **raise dyslexia awareness, empower families** to support their children and **inform policy-makers** on best practices to identify, remediate and support students with dyslexia.

## What do we advocate for?

- A **universal definition** and understanding of “**dyslexia**” in the education code.
- **Mandatory teacher training** on **dyslexia**, its warning signs and appropriate intervention strategies.
- **Mandatory early screening tests for dyslexia.**
- **Mandatory dyslexia remediation programs**, which can be accessed by both general and special education populations.
- **Access to appropriate “assistive technologies”** in the public school setting for students with dyslexia

## What is our mission?

Dyslexia BC inspires local movement by networking with families and professionals to gain support for the Dyslexia BC’s mission. We recognize the power of the collective parent voice and work diligently to encourage individuals and organizations to partner and collaborate in the best interest of supporting families and advancing services for dyslexics.



## 1 out of every 5 people in BC have a learning disability

- The Learning Disabilities Association of Canada say that 10 percent of our population have a learning Disability, the Yale Center for Dyslexia (Dr. Sally Shaywitz) and the International Dyslexia Association say that the numbers are as high as 20 percent.
- **80 % ALL of Learning Disabilities are Dyslexia** or related to Dyslexia.
- The numbers of students submitted to the BC Ministry by the School Districts in BC are only around 1 to 3 % each year.

**How many people are there in the Province of BC  
with Dyslexia?**

# Advocacy and Information/Resources

## Advocacy and Information/Resources at all levels of Education.

- Ministry
- District
- School
- MLA's, with teachers, professional development, parent evenings



# Budget Requests from Dyslexia BC to the Ministry for 2022 and 2023

1. Bring back a funded category for severe learning disabilities
2. Include some psychology services as part of health care (MSP)
3. Remove learning disability diagnosis from the education system.
4. Implement universal dyslexia screening in kindergarten and access to structured literacy with legislation in all classrooms.
5. Screening Centers for adults



## Right to Read – Public Inquiry by the Ontario Human Rights Commission (OHRC)

- The most significant human rights case in Canada pertaining to dyslexia was the Moore Case. (Moore v British Columbia)
- On November 9, 2012, the Supreme Court of Canada released a unanimous decision recognizing that learning to read is not a privilege, but a basic and essential human right.
- The entire case hinged on the closure of an intense Remedial Center that provided Structured Literacy.

# Findings of the Right to Read Inquiry

## Key Recommendations – Use of Evidence- Based Reading (the science of reading))

- **Use**, track and recognize the term “**dyslexia**”.
- **Early screening of ALL students** with standardized evidence-based screening assessments (at least twice a year preferably 3x)
- **Interventions** (early, evidence-based available to all on an on-going basis)
- **Accommodations/modifications** not to be used as a substitute to reading interventions
- Professional assessments – particularly Psycho Educational Assessments should be timely and provide reference to intervention, clear and transparent.

# Recommendations for the Ministry of Ontario, Instruction and Teacher Training

- The OHRC recommended a **change in instruction to reflect the science of reading**. Discontinue use of curriculum based in the cueing systems for word solving and balanced literacy. Classroom instruction only using an evidence-based, scientifically researched core curriculum. **This would meet the needs of 80 to 90% of students.**
- **Funding** to implement the **Change properly at ALL LEVELS.**
- **Teachers be given adequate professional development** to implement the science of reading (including on screening), and on the use of accommodation, modification and use of assistive technology.
- **Ministry of Education provide more direction** for the province on professional development (consistency throughout the province).
- **More interventions in French** as well as the use of evidence-based methods of instruction.
- **Do not stream line** students based on disability and **remove inappropriate eligibility criteria** for interventions
- **Improvements in monitoring individual student progress** and overall effectiveness of intervention approaches.(Quantitative measures)
- **Ministry to set better standards to ensure consistency** across province to access accommodations.



# SD43's Response to the Reading Inquiry and our collaboration with Dyslexia BC's mission.



- Reflect on our current practices and shift based on key recommendations
- Target early grades with a universal screener which targets foundational reading skills (snapshot x 2)
- Work with a Reading Intervention Consultant to guide our practice (Lilah Martins)
- Use existing structures within SD43 to ensure best practice plays out (SBT, Class Reviews, Class Based Assessments)
- Engage Speech and Language Therapists. They are highly trained and have expertise with phonological awareness and instruction
- Model and support evidence-based reading instruction and routines for primary teachers (includes FRIMM)
- Use a Response to Intervention Model to ensure students are identified early, and targeted skill area is targeted by grade 3

# K and K/1 Focus Next Year

## Phonological Awareness Instruction

Instruction and how to implement in K & 1 Classrooms: PA, Assessment, Letter/Sound, Rhyme, Blending, Segmenting, Syllabication or deletion, phoneme substitution

Sept. 8th (Connecting to K), Sept. 23rd (Focus Day), October 13th, Nov 15th, Jan 19th, Feb 2nd

## Assessment to guide instruction and Snapshot for Intervention

Class Based Assessment, Class Review and Snapshot (Jan, April and SBT Team in May)

Combined school teams- Administrator, Learning Support Teacher and K Teacher

Sept. 20, 21, 27, 28.

Teams Demo Literacy Network and Literacy Newsletter- Capacity Building

K-3 Modeling how this looks in the classroom

Nov. 2, Jan. 12, Feb. 16, April 13



Engagement

## Talking Tables- SD43

# Response to Intervention

Evidence-based  
reading instruction

Snapshots in January  
and May

Record of Intervention  
by grade 1 for students  
struggling with key skill  
areas



# Record of Intervention (ROI)

Student: \_\_\_\_\_

Grade \_\_\_\_\_

Assessment Tool + Date	Targeted Skill or Need	Intervention/Instruction + Staff responsible <ul style="list-style-type: none"><li>• Frequency (i.e. 2x per week)</li><li>• Duration/Length of time (i.e. 15 minutes)</li><li>• Intensity (i.e. small group, 1-1, or in-class support)</li><li>• What is being done to target the skill?</li></ul>	Progress Update

# PAR (Predictive Assessment of Reading) & How it Fits in with our Model

## 1. Assessment Teacher analyzes school data across the district

- 13 sites identified in 2020-2021 as vulnerable
- Of those 13, 4 were identified as vulnerable in 2021-2022
- We used this data to have our Teaching and Learning Center Teachers push in support (pockets of need & modeling)
- We use the data to reach out to schools and our Assessment Teacher offers training and direct support to build capacity
- We monitor to ensure every school has someone trained to administer the PAR

## 2. Our K snapshots will help us identify students of concern in the following areas:

- Rhyming
- Segmenting
- Blending
- Phonemic Awareness

**We will then begin a Record of Intervention for those students, and we will begin to target interventions such as:**

- Using the PAR to pinpoint the exact skill that is lacking
- Offer explicit strategies through programming:
  - PAR Teach
  - Road to the Code
  - Heggerty
  - McCracken
  - Sensory modality approach

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

**REGULAR PUBLIC BOARD MEETING**  
**Virtual Meeting via ZOOM**

**TUESDAY, MAY 10, 2022**

**Chair:**

**Vice-Chair**

**Trustees:**

Michael Thomas  
Carol Cahoon  
Jennifer Blatherwick  
Barb Hobson  
Kerri Palmer Isaak  
Lisa Park  
Christine Pollock  
Keith Watkins  
Craig Woods

**Administration:**

Superintendent of Schools/CEO  
Secretary-Treasurer/CFO  
Assistant Superintendents

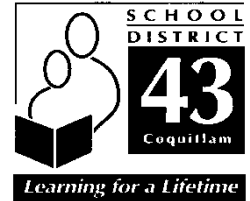
Patricia Gartland  
Mohammed Azim  
Carey Chute  
Reno Ciolfi  
Gerald Shong  
Robert Zambrano  
Ivano Cecchini  
Randy Manhas  
Nita Mikl

Executive Director, Facilities & Planning Services  
Executive Director, Human Resources  
Assistant Secretary-Treasurer,  
Corporate and Financial Services  
Director of Instruction  
Director of Instruction  
Assistant Director of Communications and  
Community Relations  
Executive Assistant  
Recording Secretary

Paul McNaughton  
Stephen Whiffin  
Ken Hoff  
Jennifer Toderas  
Colleen Stavert  
Nicole Schenato

Michael Thomas, Chair called the meeting to order at 7:12 p.m.

The Acknowledgement of Territory was expressed by Trustee Woods.



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

**PRESENT**

**CALL TO ORDER**

**ACKNOWLEDGEMENT  
OF TERRITORY**

The Chair asked if there were any additions or deletions to the agenda.

**CAHOON/BLATHERWICK moved acceptance of the agenda.**

**Question was called.**

**MOTION CARRIED UNANIMOUSLY**

As the meeting was virtual introductions were not made.

There were no delegations or presentations.

There were no education matters to report.

The Chair asked if there were any amendments to the consent agenda, which included the following items:

- a) Approval of April 19, 2022, Special Public Board Meeting Minutes
- b) Approval of April 26, 2022, Regular Board Meeting Minutes
- c) Trustee Calendar Planning Report for Information
- d) Trustee Reports for Information
- e) Schedule of Board Meetings for 2022-2023

**PALMER ISAAK/WATKINS moved approval of the consent agenda.**

**Question was called.**

**MOTION CARRIED UNANIMOUSLY**

***A copy of the Trustee Reports is attached to the official minutes.***

There were no responses to previous delegations.

Patricia Gartland, Superintendent provided a report on news and events.

***A copy of the Superintendent's News & Events report is attached to the official minutes.***

## ACCEPTANCE OF AGENDA

## INTRODUCTIONS

## DELEGATIONS/ PRESENTATIONS

## EDUCATION

## APPROVAL OF CONSENT AGENDA

## RESPONSE TO PREVIOUS DELEGATIONS

## DISTRICT STAFF REPORTS

- a) Superintendent Report
- i) News & Events

Patricia Gartland, Superintendent provided a superintendent's update regarding:

- BC Ministry of Education & Child Care announcement on April 29, 2022, announcing children and families will benefit from more funding for accessible school playgrounds.
- Budgetary promise was unveiled to fund 30 new playgrounds in 24 school districts across BC during a playground opening ceremony at R.C. Macdonald Elementary.
- May 2, 2022, the BC Office of the Premier announced a new anti-racism data act to help fight systemic racism.

A trustee question regarding collecting data in relation to the new anti-racism data act was responded to.

The Board directed staff to draft a letter regarding data collection and the implications around the anti-racism data act, for discussion at the June meeting.

Nita Mikl, Assistant Secretary-Treasurer provided an overview of the 2021/22 3<sup>rd</sup> Quarter Financial Report, and reviewed the summary, Operating Fund, Special Purpose Fund, and Capital Fund.

Mohammed Azim, Secretary-Treasurer provided comments regarding the Burke Mountain project and the timing of approval from the Ministry of Education.

Trustee questions and comments regarding the recent change to the Employment Standards Act (ESA) which allows for five paid sick days for all casual staff, including TTOC's and CUPE casual staff, the revenues generated from facilities rentals, and the expected completion of the Burke Mountain project, were responded to.

***A copy of the 3<sup>rd</sup> Quarter Financial Report memo is attached to the official minutes.***

There was no unfinished business discussed.

## **ii) Superintendent's Update**

## **b) Secretary-Treasurer ii) 3<sup>rd</sup> Quarter Financial Report**

## **UNFINISHED BUSINESS**



At 7:51 p.m. the Chair opened the floor to questions.

There were no trustee questions.

There were no questions from the gallery.

Ivano Cecchini, Executive Director, Facilities and Planning Services and Megan MacDonald, Acting Assistant Director, Maintenance Operations provided background information identifying the areas for use of the Annual Facilities Grant funds for the 2022/2023 school year.

Trustee questions and comments regarding contracting out of AFG projects, the process to determine which projects are undertaken and the labour shortage, were responded to.

**CAHOON/BLATHERWICK moved to approve the Annual Facility Grant (AFG) Funding Capital expenditures in the amount of \$5,747,689.**

Question was called.

**MOTION CARRIED UNANIMOUSLY**

***A copy of the Annual Facilities Grant memo is attached to the official minutes.***

Reno Cioffi, Assistant Superintendent and Craig Mah, District Principal of School Services and Special Projects (Programs of Choice) provided background information on three BAA courses:

- Chess 10
- Chess 11
- Critical Thinking 12

A trustee question regarding whether or not BAA courses contribute to student's graduation requirements was responded to.

**PALMER ISAAK/BLATHERWICK moved to approve the Board/Authority Authorized Courses, Chess 10, Chess 11, and Critical Thinking 12, as presented.**

Question was called.

**MOTION CARRIED UNANIMOUSLY**

## **QUESTION PERIOD**

**a) Trustees**

**b) Gallery**

**New Business**

**a) Annual Facilities Grant Update**

**b) Board/Authority Authorized Courses**

***A copy of the Board/Authority Authorized Courses memo is attached to the official minutes.***

Reno Ciolfi, Assistant Superintendent, presented findings and supporting documentation regarding the development of the Farsi language curriculum Integrated Resource Package (IRP), for use in BC schools. The goal of this process was to enable secondary students to access provincial challenge examinations and earn graduation credits for Farsi language.

Trustee questions and comments regarding provincial use of the curriculum, if a course would be offered, and how students are evaluated for this course, were responded to.

**BLATHERWICK/HOBSON moved to approve the Farsi Language Curriculum IRP (for grades 5 to 12).**

**Question was called.**

**MOTION CARRIED UNANIMOUSLY**

***A copy of the Farsi Language Curriculum memo is attached to the official minutes.***

Mohammed Azim, Secretary-Treasurer provided background information regarding the Trustee Election Bylaw No. 2022.

Trustee questions and comments regarding the threshold for adding an additional trustee in a growing community, and the redaction of sensitive information from nomination documents prior to posting to the web, were responded to.

**POLLOCK/PALMER ISAAK moved to hold three readings, passage, and adoption of Trustee Election Bylaw No. 2022 at this meeting.**

**Question was called.**

**MOTION CARRIED UNANIMOUSLY**

**HOBSON/POLLOCK moved first reading of Trustee Election Bylaw No. 2022.**

**Question was called.**

**MOTION CARRIED UNANIMOUSLY**

**c) Farsi Language Curriculum**

**d) Trustee Election Update**

CAHOON/BLATHERWICK moved second reading of Trustee Election Bylaw No. 2022.

Question was called. MOTION CARRIED UNANIMOUSLY

PARK/PALMER ISAAK moved third reading, passage, and adoption of Trustee Election Bylaw No. 2022.

Question was called. MOTION CARRIED UNANIMOUSLY

*A copy of the Trustee Election Bylaw No. 2022 is attached to the official minutes.*

There were no notices of motion.

There were no items of Trustee Business.

At 8:25 p.m. the Chair opened the floor to questions.

Trustee Craig Woods inquired about hiring apprentices into trades positions that are unable to be filled.

Marissa Tiel, Tri-Cities dispatch reporter, asked about Farsi being taught as a course within the district in the future, as opposed to just being a challenge course.

The Chair adjourned the meeting at 8:33 p.m.

NOTICES OF MOTION

ITEMS OF TRUSTEE BUSINESS

QUESTION PERIOD

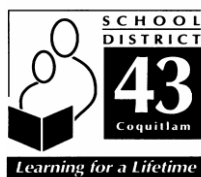
a) Trustees

b) Gallery

ADJOURNMENT

Chair

Secretary-Treasurer

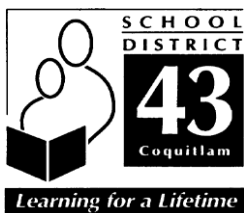


# BOARD OF EDUCATION

## Calendar Planning

June 21, 2022

DATE	MEETING	LOCATION	TIME
<b>JUNE 2022</b>			
21	Board Meeting	District Office, Board Room	7:00pm
21	CLC Commencement Ceremony (Trustee Representative: Jennifer Blatherwick)	Montgomery Centre	6:30pm
22	Encompass/APEX Commencement Ceremony (Trustee Representative: Keith Watkins)	Vanier Centre Gym	4:00pm
22	Dr. Charles Best Commencement Ceremony (Trustee Representative: Carol Cahoon)	Simon Fraser University	6:00pm
22	CE & CLOC Commencement Ceremony (Trustee Representative: Jennifer Blatherwick)	Montgomery Centre	6:30pm
22	Pinetree Commencement Ceremony (Trustee Representative: Christine Pollock)	Orpheum Theatre	7:00pm
24	CABE Commencement Ceremony (Trustee Representative: Jennifer Blatherwick)	CABE	10:30am
25	Port Moody Commencement Ceremony (Trustee Representative: Keith Watkins)	Orpheum Theatre	11:00am
25	Terry Fox Commencement Ceremony (Trustee Representative: Michael Thomas)	Simon Fraser University	1:00pm
26	Riverside Commencement Ceremony (Trustee Representative: Kerri Palmer Isaak)	Simon Fraser University	11:00am
28	Suwa'ikh Commencement Ceremony (Trustee Representative: Jennifer Blatherwick)	Millside Centre	1:00pm



## SCHOOL DISTRICT NO. 43 (COQUITLAM)

### Office of the Secretary-Treasurer

### MEMORANDUM

**TO:** Board of Education

**FROM:** Mohammed Azim, Secretary-Treasurer/CFO

**DATE:** May 10, 2022

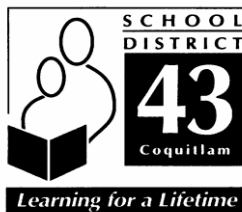
**SUBJECT:** Record of In Camera Meetings

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

In Camera meeting held on May 10, 2022:

1. Financial Matter
2. Other Matter



## **BOARD OF EDUCATION**

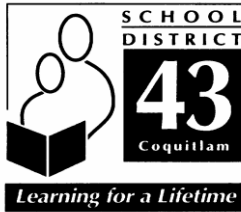
### **TRUSTEE REPORT**

**June 21, 2022**

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

- April 6 – Heritage Woods Capstone Presentations
- April 11 – ELC Tour
- April 11 – Women in Leadership Townhall – Evergreen Cultural Centre
- April 12 – In Camera Meeting
- April 12 – In Service Meeting
- April 12 – Public Board Meeting (Zoom)
- April 14 – Coquitlam Foundation Board Meeting (Coquitlam Public Library)
- April 19 – Voting System Training, BC School Trustees Association
- April 19 – In Camera/In Service Meeting (Zoom)
- April 19 – Special Public Board Meeting
- April 21 – 23 – BC School Trustees Association AGM
- April 23 – Maple Hope Foundation Ukraine Fundraiser (Port Moody Inlet Theatre)
- April 22 – Metro Branch Meeting, In person
- April 26 – In Camera/In Service Meetings
- April 26 – Public Board Meeting (Zoom)
- April 29 – RC MacDonald Playground Announcement
- April 30 – Tri-Cities Chamber of Commerce Business Gala
- May 3 – Finance and Audit Committee Meeting
- May 4 – Continuing Education: 50<sup>th</sup> Year in Adult Education Celebration (Montgomery Middle)
- May 5 – Mental Health in Schools Conference (Online)
- May 5 – STEAM Day at Ecole Moody Middle School
- May 7 – Anti-Discrimination Data Act Information Session (Port Moody)
- May 10 – Liaison Visit to Montgomery Centre
- May 10 – In Camera/In Service Board Meetings
- May 10 – Public Board Meeting
- May 12 – Coquitlam Foundation Meeting (Coquitlam Public Library)
- May 15 – Youth Leadership Society of BC, Youth Connection Dinner

- May 18 – Metro Branch Meeting (Surrey School District Board Offices)
- May 19 – May 20 – Adult Centered Education Conference
- May 30 – Coquitlam City Council Meeting – Fraser Mills Proposal
- June 2 – Tri-City Chamber of Commerce Lunch with Leaders – Chief Ed ‘Sxep Xeylem’ Hall
- June 3 – TEDx Gleneagle Secondary – Planting Your Future
- June 6 – Board of Education and MLA Liaison Meeting
- June 7 – Visit to Coquitlam Alternate Balance Education (at Winslow)
- June 7 – Indigenous Education Commencement Ceremony 2022
- June 8 - Education Learning Centre Tour
- June 9 – Youth Leadership Society Graduation
- June 8 – Centennial Secondary Field Opening
- June 8 – Coquitlam Foundation Awards Night
- June 9 – Annual Board Retirement Event
- June 10 – 808 Cadet Squadron Review
- June 11 – Coquitlam Crunch Challenge: Embracing Diversity
- June 15 – BCSTA Metro Branch Luncheon
- June 15 – Inquiry Hub Graduation
- June 16 – Language Instruction for Newcomers to Canada (LINC) Picnic
- June 16 – Hear Her Politics – Douglas College Theatre
- June 20 – End of Year Celebration
- June 20 – Coquitlam Learning Centre Graduation
- June 21 – Public Board Meeting
- June 22 – Continuing Education and CLOC Commencement
- June 23 – Tour of Irvine Elementary School
- June 24 – CABC Commencement



**BOARD OF EDUCATION  
TRUSTEE REPORT  
June 21, 2022**

Trustee Blatherwick Report for the Coquitlam Foundation:

May 12, 2022 - Coquitlam Foundation Board Meeting

The Neighbourhood Small Grants Applications are now closed

The Coquitlam Foundation is promoting the following events:

- Coquitlam Foundation Online Auction and 50/50 Raffle – May 11 – 24
  - [Link to online site](#)
- Coquitlam Crunch Challenge – June 11, 2022
  - [Link to online registration](#)
- Coquitlam Foundation Awards Night - June 8, 2022 5:00 PM - 9:00 PM



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

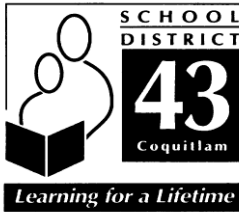
***June 21, 2022***

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

- April 11/22 – SD43 Education Learning Centre Tour, Winslow Avenue, Coquitlam
- April 12/22 – SD43 In-camera / In-Service Board Meeting, MS Teams
- April 12/22 – SD43 Public Board Meeting, Zoom
- April 19/22 – SD43 In-Camera / In-Service Board Meeting, MS Teams
- April 19/22 – SD43 Special Public Board Meeting, Zoom
- April 21/22 – BC School Trustees Association (BCSTA) AGM Pre-Conference, Westin Bayshore, Vancouver
- April 21/22 – BCSTA Board Chairs & Vice-Chairs meeting with BCSTA Directors, Westin Bayshore, Vancouver
- April 22/22 – BCSTA AGM, Westin Bayshore, Vancouver
- April 23/22 – BCSTA AGM, Westin Bayshore, Vancouver
- April 26/22 – SD43 In-Camera / In-Service Board Meeting, MS Teams
- April 26/22 – SD43 Public Board Meeting, Zoom
- April 29/22 – SD43 Playground Announcement with Ministry of Education, RC MacDonald Elementary, Coquitlam
- May 1/22 – SD43 Annual Golf Tournament supporting KidSport Tri-Cities, Westwood Golf & Country Club, Coquitlam
- May 3/22 – SD43 Agenda Setting, Board Office & MS Teams
- May 3/22 – SD43 Finance & Audit Committee, Board Office & MS Teams
- May 4/22 – SD43 Continuing Education 50<sup>th</sup> Year in Adult Education Celebration, Montgomery Gym, Coquitlam
- May 10/22 - SD43 In-camera / In-Service Board Meeting, Board Office & MS Teams
- May 10/22 – SD43 Regular Public Board Meeting, Board Office & Zoom
- May 11/22 - SD43 Tri-Cities Chamber of Commerce – Economic Summit 2022, Executive Plaza Hotel & Conference Centre, Coquitlam
- May 13/22 – SD43 “Chicago”, Heritage Woods Secondary School, Port Moody
- May 14/22 – SD43 “Frankenstein 1930”, Dr. Charles Best Secondary School, Coquitlam
- May 18/22 – BCSTA “Metro” Branch Meeting, Surrey School District, Education Administration Building, Surrey
- May 19/22 – MCM Middle Childhood Matters, Gallery Room Winslow Centre. Coquitlam

- May 25/22 – SD43 Student Leadership Council (SLC) Middle School Meeting, Como Lake Middle School, Coquitlam
- May 26/22 – SD43 SLC Secondary School Meeting, Dr. Charles Best Secondary School, Coquitlam
- May 30/22 – BCSTA Finance & Audit Committee Orientation, Zoom
- May 30/22 – City of Coquitlam Regular Council Meeting, Citywide Official Community Plan Amendment Bylaw No. 4918, 2022 And City of Coquitlam Zoning Amendment Bylaw No. 4920, 2022 – Fraser Mills. Minutes:” That the future school site has been identified on the lands and will be held for the School District to be sold at a reasonable price”, Coquitlam City Hall, Coquitlam
- May 31/22 – SD43 Panorama Heights Elementary School Addition Opening Celebration, Panorama Heights Elementary School, Coquitlam
- May 31/22 – SD43 Dr. Charles Best Secondary School Addition Tour, Dr. Charles Best Secondary School, Coquitlam
- June 2/22 – SD43 Tri-Cities Chamber of Commerce Lunch with Leaders series, guest speaker Ed Hall, Chief of Kwikwetlem First Nation, Vancouver Golf Club, Coquitlam
- June 2/22 – SD43 Fraser North Farmers Market Society invitation to attend the 14<sup>th</sup> year of the Port Coquitlam Farmers Market Opening Ceremonies, Kelly Avenue behind the Port Coquitlam Community Centre, Port Coquitlam
- June 3/22 – SD43 Coquitlam Principals and Vice Principals Association Retirement Dinner, Westwood Plateau Golf & Country Club, Coquitlam
- June 6/22 – SD43 Board of Education / MLA Liaison Meeting, MS Teams
- June 7/22 – SD43 Indigenous Education Commencement Ceremony 2022, Centennial Secondary School, Coquitlam
- June 8/22 – SD43 Education Learning Centre Tour with City of Coquitlam City Council members, ELC Building, Winslow Avenue, Coquitlam
- June 8/22 – SD43 Centennial Field Opening Ceremony, Centennial Secondary School Turf Field, Coquitlam
- June 9/22 – SD43 SLC End of Year Celebration, Dr. Charles Best Secondary School, Coquitlam
- June 9/22 – SD43 2022 Annual Board Retirement Celebration, Executive Plaza Hotel, Coquitlam
- June 10/22 – SD43 808 Coquitlam Royal Canadian Air Cadet Squadron’s Annual Ceremonial Review, Montgomery Middle School Gym, Coquitlam
- June 14/22 – SD43 Agenda Setting for June 21<sup>st</sup> meetings, Board Office & MS Teams
- June 14/22 – SD43 Finance & Audit committee meeting, Board Office & MS Teams
- June 15/22 – BCSTA Finance & Audit committee meeting, Zoom
- June 16/22 – Community Support and Recovery Plan Conference, Westwood Plateau Golf & Country Club, Coquitlam



## BOARD OF EDUCATION TRUSTEE REPORT

June 21, 2022

Trustee Kerri Palmer Isaak:

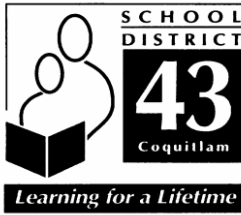
Chaired Mental Health Task Force Meeting on Thursday June 9<sup>th</sup> from the SD43 Board office and virtually in Teams. At the meeting we discussed and reviewed:

- We continued with our presentations with stakeholders. We had a presentation from the Port Moody Police Cst. Samantha Cleave and RCMP Corp. Scott Klein. Both shared information about how they respond to mental health calls, the service they provide and agencies / partner organizations they work with. Our task force had several questions for the presenters, and many mentioned how much they appreciated the information we were receiving about challenges both police teams were facing.
- The second portion of our meeting was dedicated to reviewing our goals document, please see attached. The MHTF goals document is a compilation of the discussion and feedback we have received from the task force so far.
- We have attempted to categorize and prioritize the information as follows: 1) Problem Statement 2) Operational Goals 3) Preventions 4) Interventions 5) Advocacy. We have linked these items to our MHTF terms of reference.
- We will now proceed to fine tune our goals document based on the feedback we have received at our June meeting. Our goal is to move forward with purpose focussing on tangible goals that the task force can advocate for and support. We are noticing a number of recurring issues / themes / challenges, and these will be incorporated into our goals. Our target date for this discussion will be our July meeting
- We would like to have a final goal document to provide to the Board of Education after our July meeting. We may be asking the board for feedback via email so that we are able to proceed.
- Attendance is noted in the minutes.

Goals Document Attached

PRIORITY OF GOALS	PROBLEM STATEMENT	OPERATIONAL GOAL	PREVENTION	INTERVENTION	ADVOCACY	TERMS OF REFERENCE	STRATEGIC GOALS
1	The appropriate scope and scale of mental health support services available in community does not meet the need of scope and scale of mental acute health challenges being identified in schools	Strengthen, simplify, and streamline access to appropriate supports available in community.  Support securing multiple alternatives for resourcing, including staffing, assets, supplies, and services. (Likely through partnership)	<ul style="list-style-type: none"> <li>Easily Available information to local content. E.g., Foundry, Help lines, advertising</li> </ul>	<ul style="list-style-type: none"> <li>Increased communication between service providers to reduce being limited by mandates.</li> <li>Triage system to ensure appropriate services are accessed efficiently</li> <li>Foundry</li> <li>Child and Youth Hub/Team</li> <li>Mental Health Crisis response car with police and Fraser Health Support</li> <li>Delivery of drop in resource for anybody, (ideally 24-)</li> </ul>		1, 2, 3, 4 & 5	<p>The Mental Health Task Force is charged with the following responsibilities:</p> <ol style="list-style-type: none"> <li>Alignment and Enhancement of SD43 Mental Health Strategies and Objectives – To ensure that the Mental Health Task Force outcomes are aligned with the Ministry of Education Mental Health in Schools Strategy and SD43’s Wellbeing Framework.</li> <li>Partnership – To enhance collaboration between SD43 and community mental health practitioners and partners within the Tri-Cities</li> <li>Mental Health Promotion - To inform and educate community partners about SD43 mental health strategies and, through data-based decision-making, build support for a system-wide approach that promotes positive mental health and raises awareness through advocacy with the Provincial Government.</li> <li>Explore various types of community partnerships to support Mental Health Prevention and Intervention.</li> <li>Sustainability – To ensure that any recommended strategies will be sustainable with a joint emphasis on sharing of resources.</li> </ol>
2	There is low visibility or presence of easily accessible mental health services in the community	Secure a one stop high-profile drop-in resource/service (ideally 24 hr.)  Secure a mobile high-profile resource/service	<ul style="list-style-type: none"> <li>Foundry</li> <li>Easily Available information to local content. E.g., Foundry, Help lines, advertising</li> </ul>	<ul style="list-style-type: none"> <li>Foundry</li> <li>Mental Health Crisis response car with police and Fraser Health Support</li> <li>Existing police services</li> </ul>	<ul style="list-style-type: none"> <li>Advocacy for Foundry through Task Force</li> <li>UBCM Advocacy</li> <li>Advocacy for response car with police and Fraser Health</li> </ul>	1, 2 & 4	
3	Youth need earlier interventions, general wellness and mental health education and awareness, and other preventative measures to help mitigate and resolve mental health challenges	Work towards resiliency, social-emotional learning to support those with adverse childhood experiences  Work in mental health promotion towards self-awareness or awareness of others, encouraging acceptance	<ul style="list-style-type: none"> <li>School Curriculum</li> <li>Partnerships</li> <li>Guest speakers/ external services brought into classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Wellness education and activities in schools</li> <li>Dedicated school staff and services (counsellors, SLPs, EAs, IST Team, etc)</li> <li>Targeted small group program/intervention</li> </ul>	<ul style="list-style-type: none"> <li>Advocacy through School Board for more funding and services for supports in schools</li> <li>Community advocacy</li> </ul>	1, 3 & 4	

4	Marginalized youth face additional barriers to addressing mental health issues, especially when intersectionality plays a role	Support resources and services being available for Diverse Communities	<ul style="list-style-type: none"> <li>• Foundry</li> </ul>	<ul style="list-style-type: none"> <li>• Foundry/ Integrated child/youth Teams</li> <li>• Increased communication between service providers to reduce being limited by mandates.</li> <li>• There is not a one size fits all solution; identities/values should be brought into this work.</li> <li>• Triage system to ensure appropriate services are accessed efficiently.</li> <li>• Mental Health Crisis response car with police and Fraser Health Support.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocacy for Foundry</li> <li>• There is not a one size fits all solution; identities/values should be brought into this work.</li> <li>• Triage system to ensure appropriate services are accessed efficiently.</li> </ul>	1, 2 & 4	
5	Parents/guardians may not have the openness to, or knowledge and awareness of, mental health challenges their child(ren) may be facing, nor the supports and services available	Importance of including families in the awareness of support services available		<ul style="list-style-type: none"> <li>• Increased communication between service providers to reduce being limited by mandates.</li> <li>• There is not a one size fits all solution, and that identities/values should be brought into this work.</li> <li>• What is offered (SHARE, Mental Health Support Line, other existing services SD43 utilizes and is aware of)</li> <li>• What can be offered that is not already being offered (process)</li> </ul>		-4, 3	
6	Once the mandates of the original Mental Health Task Force are in progress or complete what could be the role of this committee i.e., does it become a committee review panel					5	



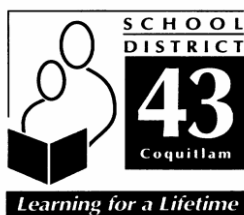
## **BOARD OF EDUCATION**

### **TRUSTEE REPORT**

**June 21, 2022**

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

- May 4, 2022 - Continuing Education: 50th Year in Adult Education Celebration, Montgomery Gym, Coquitlam
- May 10, 2022 - In Camera Meeting and In Service Board Meeting, Microsoft Teams Meeting
- May 10, 2022 - Public Board Meeting, Zoom Meeting
- June 7, 2022 - Indigenous Education Commencement Ceremony 2022, Centennial Secondary School, Coquitlam
- June 9, 2022 - 2022 Annual Board Retirement Event, Executive Plaza Hotel, Coquitlam
- June 14, 2022 – Finance and Audit Committee Meeting, Microsoft Teams Meeting



# BOARD OF EDUCATION

## TRUSTEE REPORT

June 21, 2022

Trustee Christine Pollock *participated* in ELL Consortium meeting on May 25, 2022

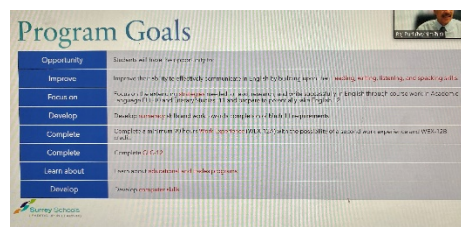
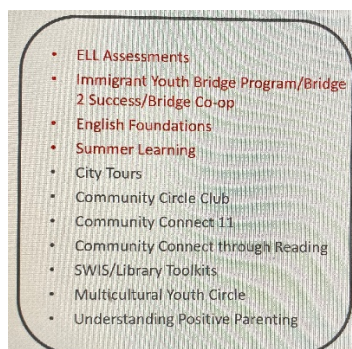
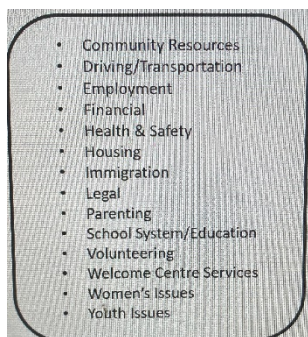
We were fortunate to have a presentation from SD36 (Surrey) about their Bridge ~ Co-op program. This is a full year program concentrated on numeracy/literacy support for older students. This includes a “Hub” where holistic assessment and support can be provided for families and students new to the district, as well as a work experience component.

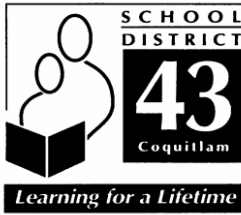
28 SWIS workers and 10 MCW partner with SFU, UBC, RCMP, ISS of BC and Adult Education organize workshops for school staff, students and families.

The Bridge Program is aimed at ELL students about to enter high school but may not be quite ready. Bridge to Success is aimed at young adult learners working toward adult graduation.

In SD43, Caz Davidson reported on initiatives to support families arriving from Ukraine including finding places to live, employment and school supports. SD43 has two Russian/Ukrainian speaking SWIS workers. Some families have been presented with gift cards from very generous PAC groups.

The next ELL Consortium meeting will be at the call of the chair.





## **BOARD OF EDUCATION**

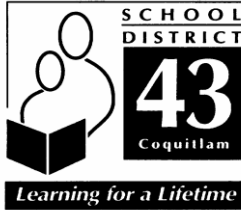
### **TRUSTEE REPORT**

**June 21, 2022**

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

- May 10, 2022 - In Service Board meeting
- May 10, 2022 – In Camera Board meeting
- May 10, 2022 – Public Board meeting
- May 12, 2022 - Mental Health Task Force meeting
- May 12, 2022 – Gleneagle Musical
- May 25, 2022 – DPAC Annual General Meeting
- May 31, 2022 – Panorama Heights – opening celebration
- June 1, 2022 – Gleneagle Commencement
- June 2, 2022 – Mental Health Task Force agenda setting
- June 3, 2022 – CPVPA Retirement event
- June 6, 2022 – SD43 Board of Education/MLA Liaison Meeting
- June 7, 2022 – SD43 Indigenous Education Commencement Ceremony
- June 8, 2022 – Centennial Field Opening
- June 8, 2022 – Coquitlam Foundation Awards Evening
- June 9, 2022 – Annual Board Retirement Event
- June 10, 2022 – Air Cadets Parade
- June 11, 2022 – Coquitlam Crunch Challenge
- June 14, 2022 – Finance and Audit Committee meeting
- June 20, 2022 – District year End Celebration





**BOARD OF EDUCATION**  
**BCSTA ITEMS OF BUSINESS**  
**DPAC**

Trustee Craig Woods presents the following report for information:

**DPAC Annual General Meeting**  
**Wednesday, May 25th, 2022 – 7:00pm**  
Gallery Room, Winslow Centre

- ✧ Outgoing DPAC President, Marvin Klassen, highlighted the successes over the past year including the continued strong representation of PACs and parents at meetings and the quality of events coordinated by the Parent Ed Coordinator, Zainab Alkassab
- ✧ Former DPAC Vice President, Edward Ram, oversaw the annual election process and provided an acknowledgement of DPAC President, Marvin Klassen's service and contributions in the District over his four years of service.
- ✧ Incoming DPAC Executive includes President elect Rosey Manhas, Vice President elect Zainab Alkassab; a full DPAC Executive was elected including four new members this year.
- ✧ More information on the new executive can be found on the DPAC website:  
[www.dpac43.ca](http://www.dpac43.ca)



*Photo credits: Joep Olthuis, City of Coquitlam*

1. On June 8 the City of Coquitlam hosted the official opening of the sports field at Centennial Secondary with SD43 Board of Education. The project, which broke ground about a year ago, was conceived as a joint project between the City of Coquitlam and School District 43 to benefit Centennial students and the broader community with a fantastic new sports amenity. The state-of-the-art facility is world-class and includes lighting and design for multiple sports, day or night, throughout the year. Physical education classes and sports teams at Centennial will benefit greatly as well as local sports associations. “This project represents yet another successful venture undertaken in partnership with the City of Coquitlam”, said Board Chair Michael Thomas, “and, once again, I am thankful for the outstanding relationship shared between our organizations”. Chair Thomas also commented on how the best interests of the whole community are at the center of a new space for athletics and how kids and adults will be able to enjoy the new turf field for many years into the future.
  
2. Unfortunately, in the early morning hours of Saturday, June 4, there was a fire at CABC Secondary. By 7:30am the District Leadership Team had been notified and precautionary planning for accommodation of displaced students and staff began immediately. It was decided by 7:38am that spaces at Winslow Centre could be re-purposed to classrooms to allow CABC students to continue their studies as soon as possible, if the damage to CABC did not allow for the school to open. Sadly, as it was revealed that the situation at CABC was dire, it was obvious that the Winslow plan was necessary. By 10:00am that same Saturday morning Director of Instruction Paul McNaughton, Principal Geoffrey Johnston and Vice Principal Jean Wong were mapping out classroom spaces and overseeing the mobilization of staff to move furniture and material to and from the designated areas. At the same time, CABC students and staff were being notified to report to Winslow for Tuesday classes as preparations would continue into Monday. Teachers would have to start lessons from scratch with no access to material from CABC. Though the damage at CABC has not been fully assessed, it is certain that a graduation program cannot be held there, so arrangements were also made to hold festivities at Winslow for those graduating. While the story is a sad one when it comes to the CABC structure itself, it is a remarkable example of the resilience of the CABC school community that they were back to their studies on Tuesday! It is also a wonderful testament to the wider SD43 community, and the staff at Winslow in particular, that have rallied around the CABC community and welcomed them in.



3. The Connecting Youth to Food Systems Program, an SD43 program that teaches students about the healing properties of plants, will be receiving a \$28,500 grant from the BC Government's Civil Forfeiture Crime Prevention and Remediation Program. The money will be used to help empower Indigenous youth and educate them on how to grow medicinal plants at Suwalk'h school.



[Photo by: Tri-City News](#)

4. On June 9<sup>th</sup>, the SD43 Board of Education and District Leadership Team hosted the annual SD43 retirement dinner at the Executive Plaza Hotel in Coquitlam honouring retiring employees.



Thank you to the Gleneagle Secondary School Vocal Jazz Group, led by musical director, Ed Trovato and to Stolen Moments for the wonderful musical performance during the evening.

Thank you to the teachers, staff, and administrators for your passion, dedication, and many years of service to the school district and we wish you all the best in your retirement.

5. Division 5 students at Seaview Elementary School are helping the Coquitlam Animal Shelter and showing that 'Div 5 Cares' with their latest writing project.

Each student chose an animal from the shelter and wrote a persuasive letter to potential adopters from the point of view of the potential adopted pet.



Animal services manager Aaron Hilgerdenaar said the letters have been a hit with visitors to the shelter and have received positive responses from the community. Well done students! Read more in the Tri-City News [here](#).

6. On May 25<sup>th</sup>, Gleneagle Secondary School Con-X Leadership students Christina and Kathryn organized a blood drive to support Canadian Blood Services. Thank you to the 16 brave students for donating blood and helping save lives.

**Canadian Blood Services**  
BLOOD  
PLASMA  
STEM CELLS  
ORGANS  
& TISSUES

**Gleneagle Secondary School  
Class of 2022**

Leave your mark! In honour of the class of 2022  
recruit 20 of your classmates to donate  
blood and help save lives.

**Cornerstone SDA Church**  
1415 Noons Creek Dr, Coquitlam, BC  
Wednesday, May 25th  
1:00 p.m. - 7:45 p.m.





7. Congratulations to students from CAFE, Inquiry Hub, Port Moody Secondary, Gleneagle Secondary, Heritage Woods, and Centennial Secondary Schools who displayed their artwork at the Coquitlam Centre Mall last month.

Artwork included drawings and paintings, digital graphic art, and photography from each of the schools.

Grade 12 students who are going on to art-related post-secondary education competed for scholarships in an art display, which was judged by retired SD43 art teacher Marg Atnikov, Artist Don Portelance, and Place Des Arts Fine and Performing Arts Coordinator Kim Correia

Congratulations to the following students who were awarded scholarships:

- Bailey H., Inquiry Hub School, Coquitlam Center Emerging Artist \$650
- Nora Z., Port Moody Secondary School, Coquitlam Center Emerging Artist \$650
- Sarina, Gleneagle Secondary School, Coquitlam Center Emerging Artist \$650
- Sooyoung C., Heritage Woods Secondary School, Coquitlam Center Emerging Artist \$650
- Jihwan J., Centennial Secondary School, Coquitlam Center Emerging Artist \$650
- Abigail L., Gleneagle Secondary School, Hedy Pothron \$200

Thank you to Morguard for your generous donation of all the Coquitlam Center Emerging Artist awards!

### ***Sports News***

8. On June 9-11, SD43 students participated during the BC High School Track and Field Championships at Mcloed Athletic Park in Langley.
9. Congratulations to Terry Fox Secondary student Nolan S. on winning a silver medal in both Greco-Roman and Freestyle at the U19 Level at Nationals with his club team Coast Wrestling.



10. The following SD43 school teams won the following banners:

- BC High School Provincial Championships Ice Hockey, Heritage Woods Secondary School
- Senior Boys AAA Golf team Fraser North Champions, Port Moody Secondary School
- Senior Boys AAA Rugby Fraser North Champions, Terry Fox Secondary School
- Senior Girls Rugby, Heritage Woods Secondary School
- Junior Girls Soccer, Heritage Woods Secondary School



11. On June 9<sup>th</sup>, Centennial Secondary School hosted a Centaur Breakfast to honour student athletes and to fundraise for the school's new scoreboard. During this event, former Centaur Athlete and professional Canadian football defense lineman, Nick Hebel, shared a few words making it a memorable experience for everyone in attendance.

Principal Anthony Ciolfitto was also proud to announce the school's new initiative called the Centennial Community Network Hub, where high school graduates can reconnect and help one another in the community.

He writes, "At Centennial, it's important for us to create a network of community members who can help us connect our courses to work related fields. We want our students to gain a greater connection between what they are learning and fields or careers that they may pursue after leaving secondary school or post secondary school. If anyone is interested in becoming a part of this or sharing it with others, please do so!".

12. Congratulations to the newest inductees into the Poco Sport Hall of Fame Coach Don Van Os, Athlete Chris Szarka and Terry Fox Senior Boys Basketball Team 1992 and 1993.



13. Congratulations to SD43 graduate, Shannon Winzer, who is now the head coach for Volleyball Canada.

In April 2019, Shannon was took on a role as assistant coach with Volleyball Canada's Senior Women's National Team and the head coach of the Next Gen Team after serving as head coach of the Australian Women's National Team for three years from 2016-2019.



[Photo credits: volleyball.ca](https://volleyball.ca)

14. Thirty-four SD43 students have made the rosters of Team BC Minor Box Lacrosse teams that will represent the province at either the Lacrosse Canada 2022 National Minor Box Lacrosse Championships or the 2022 Canada Summer Games. The 12U, 14U male and female teams will play in Langley at the National Championships August 15-20 while the 17U male and female teams will be at the Summer Games in Ontario's Niagara region August 6-21. Selection camps were held around the province, culminating in the final provincial camp and final roster selection. Congratulations to the following SD43 students on being selected to 2022 Team BC Minor Box Lacrosse rosters!

**12U Male Box**

Peter Gombar -Port Coquitlam  
Conner Hoff – Port Coquitlam  
Jacob Oosterhof – Port Coquitlam  
Kale McMurray – Port Moody  
Marcus Phillips – Coquitlam  
Sebastian Papa – Coquitlam

**14U Male Box**

Luke Banks – Coquitlam  
Kyan Berar – Port Coquitlam  
Matty Dane – Coquitlam  
Parker Doyle – Port Moody  
Xander Freeman – Coquitlam  
Malcolm Richardson – Coquitlam  
Charlie Robinson – Coquitlam  
Kaleb Hamaoka – Coquitlam

**14U Female Box**

Jane Beaton – Port Coquitlam  
Rhys Bowden – Coquitlam  
Saia Hansra – Coquitlam  
Madison Miletich – Port Coquitlam  
Taryn Peresin – Port Coquitlam  
Mattea Schenato – Coquitlam

**17U Male Box**

Nathan Chalmers – Coquitlam  
Cole Kennet – Coquitlam  
Kalen Murray – Coquitlam  
Jordan Reed – Coquitlam  
Nolan Ross – Port Coquitlam  
Alex Tan – Coquitlam

**17U Female Box**

Alyssa Clark – Port Coquitlam  
Gillian Lapierre – Port Coquitlam  
Michela Paterson – Coquitlam  
Kiera Scott – Coquitlam  
Maria Whitfield – Port Coquitlam



15. SD43 graduate A.J Ewart will be teeing up at the RBC Canadian Open at St. George's Golf and Country Club in Toronto after winning the Jack Nicklaus award for top college player in NCAA Division II golf. Ewart was presented the award by Nicklaus himself at the Memorial Tourney earlier this month.

### Graduation Ceremonies & News

16. On June 1<sup>st</sup>, Gleneagle Secondary School celebrated their commencement ceremony at the Orpheum Theatre. Thank you to the Gleneagle staff and families for organizing a wonderful event for our students.

On June 7th, the Indigenous Education Department celebrated the achievements of students with Indigenous ancestry at Centennial Secondary School. Congratulations students!

17. SD43 collected the largest amount of donations in BC during the BC Liquor Store Dry Grad Campaign. This campaign supports dry grad events allowing students to celebrate graduation in a fun, alcohol-free environment.

**BC LIQUORSTORE**

18. Congratulations to SD43's first 6 graduates of the Mandarin Bilingual Program. This district Program of Choice started twelve years ago, and participating students received language instruction 50% in English and 50% in Mandarin over the course of their K-12 studies.

19. On Wednesday, May 17th, Grade 6/7 students from École Kwayhquitlum Middle School invited representatives from TD Commercial Banking to join their drumming circle to thank them for their generous support.

TD Bank provided a \$5000 cheque to support the Indigenous drumming program at Kway called the *Two Sisters Drumming Legacy Program*, led by Madame Ledoux.

Thank you to our guests from TD Commercial Banking:

- Doris Bear - Vice President at TD Bank Group, Head of Indigenous Financing Canada
- Kevin Hamaoka, Senior Vice President, Business Banking
- Zachary Lord, BBA, CFSA Area Manager, Business Banking at TD
- Stephen Reid, CFA- Business Development | Relationship Management | Corporate Finance | Credit & Market Analysis
- Eugene Lam, CFA- District Vice President - TD Commercial Banking





Thank you also to the following SD43 dignitaries that attended and participated: Trustee, Christine Pollock, Assistant Superintendent Gerald Shong, Principal of Indigenous Education, Stephanie Maki and Indigenous Support Worker, Ryan Williams.

The *Two Sisters Drumming Legacy Program* allows students to participate in drumming, which not only uplifts the students, but also helps them understand Indigenous culture more deeply.

20. On June 2<sup>nd</sup>, Heritage Woods Secondary School students, together with the Port Moody Police, Port Moody Fire Rescue, and ICBC staged a mock crash to remind students about the dangers of drinking and speeding while operating a motor vehicle.

The mock crash scene involved a driver with an N licence, carrying too many passengers, and driving while intoxicated. The car was crushed and rested on a tree with three “injured” teens trapped inside.

Thank you to the Port Moody Community for reinforcing the importance of driving safely. We hope this exercise reminds students to make good decisions, especially as grad activities are underway this month!



21. On May 19<sup>th</sup>, 114 International Baccalaureate (IB) Programme Grade 12 students from Port Moody Secondary School showcased their capstone projects and shared what they learned in the last two years of IB, specifically on their CAS (Creativity, Activity, and Service), TOK (Theory of Knowledge), and EE (Extended Essay).

Each IB student completed a program called CAS, designed to encourage participation in the areas of creativity, activity and service alongside their academics.

They also completed an Extended Essay (4,000 word research project) alongside a Theory of Knowledge Exhibition paper on topics of their choosing. Congratulations to all the IB students at PMSS.



22. Bramblewood Elementary School invites the community to its 25<sup>th</sup> Anniversary Open House on September 29<sup>th</sup>, 2022 from 3:30 pm to 5:30 pm. Coffee, tea and cake will be served along with shared memories. Please RSVP to [bwalton@sd43.bc.ca](mailto:bwalton@sd43.bc.ca) by August 30<sup>th</sup>.



23. Congratulations to SD43 students and families for raising a total amount of \$165,008.22 for the Terry Fox Foundation and helping make a difference in the lives of cancer patients!

This year, the message of the Terry Fox Foundation was to “Try Like Terry” and SD43 did just that! Thank you for every stride, for your outstanding determination, and your fighting school spirit in helping Terry move closer to achieving his dream of a world free of cancer!



24. On May 31<sup>st</sup>, SD43's École Panorama Heights Elementary School held a special event to announce the official opening of their four-classroom addition project.

Construction of the new addition began in summer of 2020 and was completed in the fall of 2021 for students to start learning in their new, modern, and sustainable classrooms.



Several design and construction elements have also been considered and were added to the school including:

- Paying special attention to acoustics in classroom and hallway spaces.
- Adding a universal washroom, considering our staff and students with diverse abilities.
- Choosing a unique marmoleum flooring, made with sustainable materials.
- Efficient and easy to maintain heating and ventilation systems that are also quiet for learning.
- Dimmable LED lights.
- Incorporating lots of windows for more natural light.

Thank you to the Ministry of Education and Child Care for providing over \$6 million for the construction of this building addition.

Thank you to the City of Coquitlam for collaborating with us in funding this project and for ensuring safety, building permits and bylaw protocols were in place during the construction.

The construction process may have been challenging but it is the collaboration between all teams that has helped to ensure students are able to continue to thrive in a positive learning environment.

Congratulations École Panorama Heights School Community and we hope you enjoy your new, modern classroom facility!

25. On May 28th, the Learning Services Department hosted the Ready, Set, Learn Story Walk at Town Centre TD Community Plaza from 10 am to 11 am for families with children ages three- to five-years old.

Thank you to SD43 facilitators Deb, Julia, Linda, and Jill as they shared nature-based stories and numeracy and literacy activities using materials easily found outdoors.



26. On May 7th, the Coquitlam Public Library, in partnership with SD43 and Douglas College, hosted a Science Expo where SD43 students in Grades 4 to 12 exhibited their science projects at the library for a chance to win prizes.

A total of 19 projects were submitted based on grade levels: 10 in Elementary, 6 in Middle, 1 in Junior and 2 in Senior. All winners received trophies and prize cheques, with the amount ranging up to \$400 for first place in the Senior category.

Congratulations to all the winners and participants at this year's science expo!



27. Fifteen SD43 students participated in a four-day program where they experienced a variety of trades including: carpentry, CNC machining, landscaping, sheet metal, joinery, and mechanics.

Over the course of the program, the students built eight raised cedar garden boxes. Students also planted a variety of vegetables and herbs with Paraspace Landscaping, a local landscaping company.

The planters will be housed at École Dr. Charles Best Secondary, Port Moody Secondary School, Inquiry Hub, and Suwa'lkh and will provide their school communities with vegetables and herbs for years to come.

View more trades news in the June Trades Program newsletter [here](#)





An aerial photograph of a newly constructed artificial turf soccer field. The field is green with white and yellow markings, including a center circle and rectangular playing areas. It is enclosed by a black chain-link fence. To the left of the field is a parking lot with several cars. Behind the field is a large, modern building with a grey roof and large windows. The surrounding area is filled with trees and residential houses. In the foreground, there are some construction materials and equipment, suggesting the field is recently completed.

# Centennial Turf Grand Opening Event

Wednesday, June 8, 2022





SD43 Trustees and DLT with Centennial Principal Anthony Ciolfito  
and Coquitlam Mayor Richard Stewart





SD43 Board Chair Michael Thomas





Representatives from Coquitlam City Council and School District 43 Board of Education cutting the ribbon





Ribbon cut, ready to go!





Trying soccer on the new turf





Future football stars



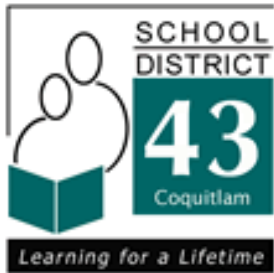


Centennial players: practice is over, but we still want to play!









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

## **SUPERINTENDENT'S OFFICE**

### **MEMORANDUM**

**TO:** Trustees

**FROM:** Patricia Gartland  
Superintendent

**DATE:** June 21, 2022

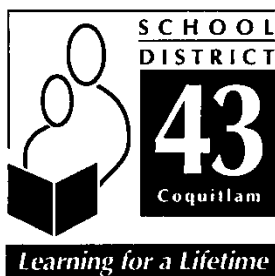
**RE:** Trustee Update

This update reflects a chronology of events related to the education sector since June 10, 2022.

On June 13, 2022, Jennifer Whiteside, Minister of Education and Child Care, released a statement in celebration of graduation week. Congratulations were extended to the entire Class of 2022 on behalf of the Government of BC.  
<https://news.gov.bc.ca/releases/2022ECC0043-000935>

Dr. Randall Martin, Executive Director – BCCIE, invited Superintendent Patricia Gartland to pre-record a video for presentation at the virtual Regional Policy Dialogue on Schools Connectivity and Digital Transformation, hosted by the Southeast Asian Ministers of Education Organization Secretariat (SEAMEO). The 12-minute video will be shown during the Regional Policy Dialogue on June 14, 2022, in Bangkok, Thailand. The Regional Policy Dialogue aims to explore policy options to accelerate school connectivity in the context of pandemic response and recovery based on results and findings from the ITU/FCDO school connectivity project in Indonesia.  
<https://etraining.seamolec.org/course-info?id=7380ad8a673226ae47fce7bff88e9c33>

BC International Education Week (BCIEW) is scheduled occur June 26 – 29, 2022, at the Fairmont Chateau Whistler. Superintendent Patricia Gartland accepted an invitation to moderate the first panel session during the Mexico – Canada Partnership Forum on June 28, 2022. The panel will include two Ministers of Education (Juan Carlos Flores Miramontes, Jalisco, and Jorge Hernandez, Guanajuato) that will be part of a larger Mexico Delegation attending the International Education Week.



## School District No. 43 (Coquitlam)

### MEMORANDUM

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TO: Patricia Gartland, Superintendent

CC: DLT

DATE: June 6, 2022

FROM: Stephen Whiffin  
Director of Instruction and Chief Information Officer

SUBJECT: Anti-Racism Data Act Response Letter

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#### **Action:**

Staff recommend that the Board of Education postpone the submission of feedback on the implementation of the Anti-Racism Data Act until such time as initial operationalization details are understood.

#### **Background:**

In the May 10th, 2022 Public Board Meeting, the Board requested that staff consider preparation of a letter for the purpose of providing the provincial government with feedback on the implementation of the Anti-Racism Data Act. In particular, concerns were raised regarding the importance of protecting the privacy of indigenous and racialized students. Based on this request, staff has conducted research on the act, the processes leading to its creation, the processes supporting implementation planning and the framework being utilized to ensure the act achieves its intended outcomes while protecting the information of individuals. Through this research, three major points emerged which support the conclusion that we postpone formal feedback pending release of an implementation plan by government.

1. The act has been created in direct response to indigenous and racialized communities. Specifically, indigenous peoples and racialized communities have been asking government to improve the collection and use of along with transparent access to race-based data. These communities have specifically identified this data as necessary to tackle issues of systemic racism throughout government. It is important for all levels of government to approach this request with an open mind and willingness to overcome the barriers that may have prevented government from collecting race-based data in the past. However, it is critically important that this collection process occur in a culturally safe way and does not cause harm to the communities it is trying to help. This dictates it is important to look to Indigenous and racialized communities first for feedback on the process to ensure these sensitivities are prioritized in the implementation. As the district does not have working knowledge of the specific

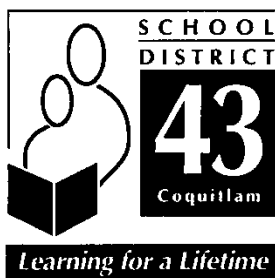
requests and feedback from these communities, providing government with advice on implementation risks failing to adequately consider these culturally sensitive needs, which can only be understood through direct dialogue with those communities.

2. The intention of the act is to facilitate the combining of race-relevant data from all areas of government. The district is well positioned to comment on the potential pitfalls of race-based data collection specific to our environment. However, it is difficult for the district to do so productively without a very detailed understanding of how that data might interact, complement, or create risks when combined with data from all other areas of government. Currently, district staff lack working knowledge of the non-educational government systems involved and how they may be combined with educational data to help support greater understanding of systemic racism throughout government services. It is likely the government implementation plan, when released, will shed light on these interactions and help the district to better understand potential points of feedback that should be considered. Furthermore, since the primary source of educational data, MyEducationBC, is a Ministry operated system, staff are very confident that Ministry personnel have adequate knowledge of risk factors associated with use this data to inform the initial implementation design on behalf of the sector.
3. The government has adopted an internationally recognized framework for implementation of the act – the Five Safes model. The model reduces the risk of data being accessed or used inappropriately by:
  - a. Removing personally identifiable information from data.
  - b. Using secure technology to integrate data safely.
  - c. Only authorizing projects that have a clear public benefit and pose no harm to individuals or communities.
  - d. Only providing access to authorized individuals.
  - e. Ensuring additional protection of privacy in research outputs.

This framework is utilized in many other jurisdictions, including the EU, UK and Australia, specifically for the purpose of managing sensitive data of this nature. If properly implemented, the model would address most potential District concerns, including those involving the protection of privacy.

In consideration of these factors, it is staff's recommendation that we postpone formal Board feedback on the Anti-Racism Data Act until such time as an initial implementation plan is better understood.





## School District No. 43 (Coquitlam)

### MEMORANDUM

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TO: Patricia Gartland, Superintendent

CC: DLT

DATE: Jun 14, 2022

FROM: Stephen Whiffin  
Director of Instruction and Chief Information Officer

SUBJECT: Tech Twenty Board Presentation

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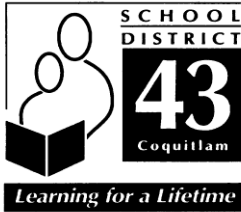
**Action:**

Receive information on SD43 technology initiatives

**Background:**

With the introduction of the Directions 2025 document resulting in a refocusing of the role of technology as a cross-cutting theme, technology has an important role supporting goals across the organization. As a result, there are a significant number of technology initiatives to report. Through Tech Twenty presentations, District staff endeavor to provide the board with ongoing information about the application of technology in support of our goals. This presentation is one of a series of regular updates on progress with respect to the district's technology activities.

This presentation will provide the board with an update on district STEAM initiatives, including highlight activities of the past year and initiatives planned for next school year.



**SCHOOL DISTRICT NO. 43 (COQUITLAM)**  
**OFFICE OF THE SECRETARY-TREASURER**

**MEMORANDUM**

**TO:** Board of Education

**FROM:** Mohammed Azim, Secretary-Treasurer/CFO

**DATE:** June 21, 2022

**SUBJECT:** **Accumulated Operating Surplus (Financial Operating Reserves)**

**COPIED TO:** District Leadership Team

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**Recommended Action:** That the Board motion to restrict any 2021/22 generated operating surplus that exceeds the funding allocation thresholds articulated in Policy 23 – Accumulated Operating Surplus (financial reserves) as follows:

- a. First, to the 2023/24 Staffing Stabilization Provision up to the amount of \$1,250,000 such that the aggregate provision does not total more than \$3.75 million,
- b. Second, to the 2024/25 Staffing Stabilization Provision up to the amount of \$1,250,000 such that the aggregate provision does not total more than \$2.50 million,
- c. Third, to the 2025/26 Staffing Stabilization Provision up to the amount of \$1,250,000,
- d. Fourth, an equal amount of \$625,000 for both IT and Facilities Initiatives and,
- e. Finally, allocate all remaining unallocated funds to the following reserve accounts in accordance with Article 3.2, 3.8 & 3.10:
  - a. \$3.25M to restore the depleted Education Stabilization Reserve as past amounts were fully utilized for various initiatives, including supporting the required School Board funding contribution for Burke Mountain Secondary School capital project. Re-establishing this reserve amount is required if the recovery timeline for international education enrolment is negatively impacted from economic, political, or other activities outside the control of the school district,
  - b. \$1.0M towards the unfunded Employment Standard Act (ESA) implementation of granting 5 paid sick days to casual and TTOC employees, it would be prudent to set aside a reserve to cover these costs,
  - c. \$1.75M towards Burke Mountain Secondary School capital project, which will reduce the impact of future operating dollars being allocated to Burke Mountain, and
  - d. allocate the remaining funds for subsequent determination of use by the Board, over the subsequent three fiscal years, starting in 2023/24, which would support student success in alignment with the strategic plan.

## Background

As reported in our 3<sup>rd</sup> Quarter report, the financial outlook for the 2021/22 school year remains consistent with past reporting, in that, there will be an excess of revenues to expenditures. We are in a better position to project this excess based upon the following financial influences.

- Grant funding revenues are forecasted to be \$48,535 above budget.
- International Education revenues are projected to be approximately \$5 million above our amended budget.
- Other revenues, particularly rental and investment income, are coming in \$350,000 and \$100,000 over budget respectively.
- All staffing groups, other than the teachers, are trending to be underspent against budget. Much of this was captured in the 3<sup>rd</sup> Quarter report.
- Substitute costs are estimated to finish the year \$500k over budget.
- Benefit costs continue to trend below budget due to premium holiday taken on Extended Health and Dental benefits resulting from underutilization of these benefits over the past two years.
- Service and supply budgets are tracking under budget

Most of these influences are one-time in nature and this gives rise to decreased expenditures beyond which would occur in a normal year.

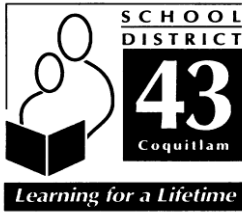
Final financial results for the year will be determined once all expenditure commitments and revenue opportunities are fully captured, reconciliations completed, and the financial accounts have been externally audited.

The table below represents the intended use of any available operating reserves that flow from the 2021/22 fiscal school year.

- Column A represents the reserves set aside as at June 30, 2021 for the specified categories. This is not intended to capture all reserve categories – only those impacted by Policy 23.
- Column B represents the allocation of the first \$5 million of the current year operating surplus
- Column C represents the proposal under consideration that would allocate funds in excess of Policy 23 provisions. (Note that the 2021/22 provision was allocated as an element of the preliminary budget and approval process).
- Column D represents the intended ending balance for the presented categories. As facility and technology initiatives reserve spending can fluctuate from year to year it is not possible to predict the ending balance in those categories at this time.

	A	B	C	D
Description/ Surplus Year	June 30, 2021 Reserves (Extract)	Policy 23 Allocation	Excess Allocation Proposal	Intended Ending Balance
<b>2022/23 - Staffing Stabilization Provision</b>	3,750,000			3,750,000
<b>2023/24 - Staffing Stabilization Provision</b>	2,500,000	1,250,000		3,750,000
<b>2024/25 - Staffing Stabilization Provision</b>	1,250,000	1,250,000		2,500,000
<b>2025/26 - Staffing Stabilization Provision</b>		1,250,000		1,250,000
<b>Education Stabilization Reserve*</b>			3,250,000	3,250,000
<b>Contingency - ESA</b>			1,000,000	1,000,000
<b>Additional Contribution for Burke Mountain</b>			1,750,000	1,750,000
<b>Facility &amp; Maintenance Initiatives</b>	1,096,993	625,000		> =625,000
<b>Technology Initiatives</b>	1,002,215	625,000		> =625,000

\*The Education Stabilization reserve maybe used to address in-year cost pressures and will be reflected in the amended budget.



## SCHOOL DISTRICT NO. 43 (COQUITLAM)

### Office of the Secretary-Treasurer

#### MEMORANDUM

**TO:** Board of Education

**FROM:** Mohammed Azim, Secretary Treasurer/CFO

**DATE:** June 21, 2022

**SUBJECT:** Enterprise Risk Management Update

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

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

**Background:** The School District previously engaged KPMG in 2017 to undertake to lead an enterprise risk management review as a strategic initiative in support of SD43's strategic plan and specifically in support of goal #3 *Foster a Sustainable Educational Organization*. KPMG engaged with the Board of Education, District Leadership Team (DLT) and stakeholder groups to independently gather their input of identifying key risks. The DLT reviewed the information, assessed, and independently prioritized the risk of each identified risk type, drivers and mitigation or compensating controls.

The result of the ERM assessment was the identification and classification of thirty-one risks into a Risk Register. Annually in June, Staff provides the Board with a review and updated of the Risk Register. This year's review includes the addition of risk #31 – which highlights new requirements and significant underfunding from the Ministry for post pandemic operations (e.g. enhanced cleaning standards, ventilation standards, and employment benefits)



We have elevated risk #1 as it relates to the impact to the inability to adequately maintain all its schools and facilities. We also separated risk #5 to 5(a) and 5(b) as it relates to the likelihood of collective agreement disruption and role clarity between the Board and Management. Risk #5(a) has been elevated to high as the potential disruption will impact our organization and will be felt on multiple levels as detailed in the document. We de elevated risk #29 as the District implemented a business system refresh project which has now been completed.


For 2022-2023 two risk categories risks #1 and #2 have been elevated and now have a high likelihood of occurrence and impact. Risks that SD43 will be unable to adequately maintain all facilities due to increased financial pressures will detrimentally impact the state of facilities and learning environments over the long term. Secondly, the district is at high financial risk as changes in the political climate and/or budgeting may negatively impact SD43 and the efforts of the board of education to balance budgets.

**Coquitlam School District  
Risk Register**

**Jun-22**

Risk Ref	Risk Category	Risk Description	Impact	Likelihood	Action to Prevent/Manage Risk	Comments
1	Facilities	The risk that SD43 is unable to adequately maintain all of its schools and facilities, resulting in further facility degradation, a sub-optimal teaching environment, and higher capital costs over the long-term for major repairs. Unfunded inflationary pressures has impacted the school district's ability to follow our deferred maintenance plan, meaning we are doing less projects with the same amount of funding on a yearly basis.	High	High	<ul style="list-style-type: none"> <li>Allocating a portion of financial reserves to facility maintenance improvements is a critical element to offset degradation.</li> <li>Planned / recent facility upgrades</li> <li>An integrated and ongoing capital planning approach to identifying issues, needs and solutions in the allocation of scarce capital funds.</li> </ul>	We have seen a significant increase in building materials that we frequently use in our schools. Everything has increased from paint, lumber, glues, aluminum and steel, as well as many other products. An example: there has been a 57% price increase in plexiglass from 2019 to 2022 and a 26% increase during the same period over paint
2	Financial	The risk that shifts in the political landscape may lead to changes in budgeting / funding, requiring cuts in staffing, programming. The province is placing greater requirements on school districts to allocate ear-marked financial reserves for major capital projects (e.g., Burke Mountain \$25M funding contribution) and subsidized unfunded provincial initiatives (e.g., Employment Standards Act changes to 5 paid sick days for all employees), resulting in SD43 not being able to multi-year financial plan for sustainable decision making.	High	High	<ul style="list-style-type: none"> <li>The need to produce a balance budget has resulted in the need to implement a financial reserves policy to avoid and stabilize changes in staffing and programming.</li> </ul>	COVID19 has had a substantial impact on our international education program which would take a few years to recover. This impact has materialized in reduced staffing compared to pre-COVID times. There is increased concern that changes flowing from the Funding Model implementation and the updated Ministry mandate (child care & food security) may impact funding levels and/or 'mandate creep' may be required without incremental funding.
16	Reputation	The risk that, due to limited Ministry funding, SD43 lacks sufficient resources or available positions to adequately support and provide a positive experience for its students with special academic or behavioral needs.	High	High	<ul style="list-style-type: none"> <li>Hiring more EAs and other professionals to accommodate students with special needs</li> <li>Allocation of resources based on needs</li> </ul>	The third year of inadequate grant funding to cover imposed costs (EHT, compensation increases etc.) and in particular the reduction of vulnerable student funding potentially limits overall support capacity
18	Strategic	The risk that, due to limited Ministry funding, SD43 may not have sufficient or appropriate tools and resources to address the needs of students and families with mental health issues.	High	High	<ul style="list-style-type: none"> <li>Establishment of a Mental Health Taskforce to support school district mental health strategies.</li> <li>Hiring more EAs and other professionals to accommodate students with mental health issues</li> <li>Continued advocacy for improved supports in our community from the Board and Management.</li> </ul>	COVID-19 has impacted on the ability to fully engaged with students and the imposed restrictions has had consequences.

Risk Ref	Risk Category	Risk Description	Impact	Likelihood		Action to Prevent/Manage Risk	Comments
29	Support Areas (including IT & Admin)	The risk that SD43's legacy systems are unable to offer sufficient functionality, availability, and data integrity resulting in ineffective and inefficient support for operations, internal control, and decision making.	High	Medium		<ul style="list-style-type: none"> <li>• Management support of increased spend/resources in this area</li> <li>• Implementation of findings from the district's review of IT</li> <li>• System refresh has been completed. Currently outstanding issues are being resolved &amp; fine-tuned with the ERP provider.</li> <li>• On-going evaluation of ERP system to ensure it is meeting the needs of the organization.</li> </ul>	SD43 has embarked on its business systems refresh project. At the same time providing information through Power BI will provide enhanced data and decision-making capacity. Organizations reliance on ERP systems will require some level of maintenance and upgrades on a regular basis. Financial reporting represents information that flows from each of our ERP system sub-modules, and we are striving to ensure seamless alignment between these modules.
5 (a)	Human Resources	The risk that an provincial agreement cannot be reached with the BCTF leading to a strike or other forms of labor disruption.	High	Medium			
6	Human Resources	The risk that SD43 is unable to recruit and retain enough highly skilled faculty and staff in key positions to meet its needs.	High	Medium		<ul style="list-style-type: none"> <li>• The District continues to grow its strong brand</li> <li>• The District offers one of the best benefits package in the province</li> <li>• The District has strong / engaging leadership team.</li> </ul>	The labor market is very competitive for all positions, and it is taking longer to fill positions (e.g., SD43 is facing significant challenges in recruiting specialized skilled workers, especially in the areas of IT and maintenance because of the salary model imposed by PSEC.
8	Human Resources	Lack of adequate autonomy to implement required new roles or change responsibilities within existing roles due to limitations imposed by PSEC.	High	Medium		<ul style="list-style-type: none"> <li>• The District has very little control or influence over provincial decision and mandated from PSEC. However, SD43 is advocating for transparency and autonomy towards decision making.</li> </ul>	The labor market is very competitive for all positions, and it is taking longer to fill positions (e.g., SD43 is facing significant challenges in recruiting specialized skilled workers, especially in the areas of IT and maintenance because of the salary model imposed by PSEC.
9	Human Resources	The risk that SD43 is unable to adequately plan for and replace potential vacancies within key management, teaching and administrative positions, leading to potential loss of organizational knowledge and skills	High	Medium		<ul style="list-style-type: none"> <li>• Coquitlam is considered a desirable place to live, therefore attracting resources may not be as challenging.</li> <li>• A continued focus on our mentorship and the new leadership program are positive recruitment and retention features.</li> </ul>	
15	Reputation	The risk that SD43 may be the subject of a cyber security breach or internal leak, resulting in the loss of confidential or personal information which leads to reputational damage, loss of credibility, and possible legal or regulatory action.	High	Medium		<ul style="list-style-type: none"> <li>• Substantial improvements have been made to network security infrastructure. Focus has shifted to utilizing new technical capabilities through user behavioral change to improve security practices</li> </ul>	Security initiatives are ongoing but new specific risks in the form of user behavior (data handling and access security) as well as lack of current technical expertise have emerged as priority issues. The rapidly increasing knowledge-gap between existing IT roles and newly required IT security-driven specialization is emerging as a significant challenge

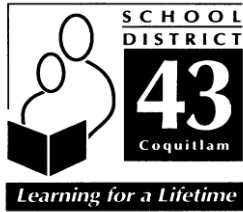
Risk Ref	Risk Category	Risk Description	Impact	Likelihood		Action to Prevent/Manage Risk	Comments
27	Strategic	The risk that SD43's overall approach and process around the disposal of assets (e.g. land) may pose limitations on offering additional programming and educational space.	High	Medium		<ul style="list-style-type: none"> <li>Board / Staff alignment on the long term capital plan a) specific to land sale proceeds targeted for specific land acquisitions or facility improvements and b) new school priorities.</li> </ul>	The two step process introduced in 2019 by the Ministry complicated and resulted in delays of several major projects. The continued expectation of SD contributed capital funding redirects classroom education funding.
13	Operations	The risk that incidents related to the safety of students and faculty within SD43's care, including violence and threats, require significant resources to prevent and manage.	Medium	High		<ul style="list-style-type: none"> <li>Increased focus on health and safety through a number of District-wide initiatives</li> <li>Mentoring support and training to assist teachers in dealing with difficult situations</li> <li>Establishing new partnerships and review current partnerships to adjust service and intervention</li> </ul>	We have seen an increase in violent situations among early adolescents, mostly off site and off hours, which may add to feelings of unsafe school environment. Working with RCMP and some external agencies to intervene early with these students. Potential for Reputational risk. i.e. video footage being shared on social media
31	Operations	New requirements and significant underfunding from the Ministry for post pandemic operations (e.g. enhanced cleaning standards, ventilation standards, and employment benefits)	Medium	High	New	<ul style="list-style-type: none"> <li>Maintaining financial reserves</li> <li>Redirecting financial and staffing resources from regular operations to support new requirements</li> </ul>	Recent changes to the FOI Act (e.g. enhanced measures for assessments and verification of applications) and Employment Standards Act for a minimum of 5 paid sick days for the calendar year all employees, including casual employees, exemplifies the post-COVID realities that are being mandated on school districts.
5 (b)	Human Resources	The risk that an agreement cannot be reached with the CUPE 561 leading to a strike or other forms of labor disruption.	Medium	Medium		<ul style="list-style-type: none"> <li>Relations with CUPE 561 remain strong.</li> </ul>	The district has very little control or influence over provincial framework agreement discussions.
21	Strategic	Lack of organizational capacity (people and expertise) to manage all current and planned initiatives and projects, while maintaining effective regular operations.	Medium	Medium		<ul style="list-style-type: none"> <li>SD43 has been successful in past and current recruitment initiatives - much of which is an aspect of SD43's positive culture. ☐</li> </ul>	Grant Funding shortfalls, if they continue, could hamper initiatives and projects. There is a growing skill set shortage in some specialty areas. Mandate creep without adequate funding resources is a concern
24	Strategic	The risk that SD43 is unable to diversify its base of international students, while political changes within or relationships with key countries reduce enrollment levels within the program.	Medium	Medium		<ul style="list-style-type: none"> <li>The District continues to grow its strong brand</li> <li>Placement of international students in under-enrolled schools</li> </ul>	SD43 robust international education program has been challenged by governmental actions in response to COVID-19. The brand remains strong but the duration of recovery is expected to take time. Student diversification will continue as the borders open.



Risk Ref	Risk Category	Risk Description	Impact	Likelihood	Action to Prevent/Manage Risk	Comments
28	Support Areas (including IT & Admin)	The risk that the age of SD43's IT infrastructure may result in service limitations, speed reductions, security / control limitations, or unreasonably high maintenance costs	Medium	Medium	<ul style="list-style-type: none"> <li>• Have implemented a sustainable infrastructure funding model to ensure equipment and system updates</li> <li>• Have begun a comprehensive digital records management and process automation initiative to improve data access and security</li> <li>• New, modern security protocols have been implemented, including multi-factor authentication for key staff</li> </ul>	my43 business Intranet is outdated currently being reviewed for updates. A pilot initiative has been completed involving the updating of the Learning Services department site to a new model that will form the basis for a broader org update. New records management policy is being developed to align with these initiatives. Concerns remain regarding the status of the ERP business system server. The system is dependent on legacy hardware which cannot easily be replaced, and the district is pursuing strategies for transitioning the service to the vendor's cloud offering. The transition introduces new security complexities and risks needing to be addressed to ensure protection of this sensitive system. In the meantime, the district must manage some risk pertaining to the ongoing maintenance of aging, proprietary hardware.
30	Strategic	The risk that SD43 is not sufficiently aligned in its operations and educational programming in discussing and addressing climate change.	Medium	Medium	<ul style="list-style-type: none"> <li>• This is becoming more fully integrated into classroom curriculum</li> <li>• Continued investment in energy efficient machinery works to reduce emissions.</li> <li>• New, replacement, or facility upgrades are built with LEED's considerations and standards.</li> </ul>	
10	Operations	The risk that SD43 does not adequately comply with regulatory requirements (e.g., OH&S rules, changing building codes, union requirements for staff).	Medium	Low	<ul style="list-style-type: none"> <li>• Various programs in place throughout the School District that monitor compliance in areas such as OH&amp;S. The District is prioritizing and addressed in a balanced manner.</li> </ul>	COVID19 brought about increased third party scrutiny in this area.
11	Operations	The risk that SD43 may not be able to provide sufficient appropriate educational continuity or emergency response to manage plausible events (e.g., hazards, catastrophes, pandemics) while managing the cost of continuity planning.	Medium	Low	<ul style="list-style-type: none"> <li>• High-level continuity plans have been developed in certain areas (e.g., IT).</li> <li>• Senior staff is currently engaging an consultant to assist the District with a continuity plan over the 2022-23 Fiscal Year.</li> </ul>	While no formal continuity plan existed, SD43 has performed very well in its pivot to online delivery of instruction in response to COVID-19.

Risk Ref	Risk Category	Risk Description	Impact	Likelihood	Action to Prevent/Manage Risk	Comments
20	Strategic	The risk that SD43 is resistant to cease activities that are no longer effective, or bold / nimble enough to attempt new initiatives or activities to achieve desired outcomes (e.g., emotional ties to traditional approaches or activities).	Medium	Low	<ul style="list-style-type: none"> <li>Recent addition of key leaders in management roles to drive change and add needed skillsets</li> </ul>	A pivot to an on-line delivery of learning and other delivery systems was amply demonstrated by Staff due to initiatives to support their training and previous support of alternative tools in the instruction of students.
25	Strategic	The risk that a lack of clarity around roles and responsibilities between SD43's management and board leads to conflicts, lack of objective challenge of management, or poor working relationships.	Medium	Low	<ul style="list-style-type: none"> <li>SD43 provides training to the Trustees in certain areas as part of the onboarding process and further in-service presentations throughout the trustees 4-year term.</li> </ul>	
26	Strategic	The risk that SD43 does not consult or collaborate with appropriate groups within the organization to make key decisions.	Medium	Low	<ul style="list-style-type: none"> <li>The SD has implemented numerous consultation process as part of its decision making path (e.g. budget consultation/ policy impact/ partner group meetings)</li> </ul>	
3	Financial	The risk that SD43's administrative staff / principals / vice-principals lack sufficient training and skills to make informed budgeting decisions to allocate available funding optimally to achieve the best educational outcomes and manage various possible budgets	Low	Low	<ul style="list-style-type: none"> <li>Institution of more rigor and visibility around financial reporting/budgeting processes</li> <li>Balanced budgets</li> <li>Centralized Staffing Budget Methodology</li> </ul>	There are plans to provide incremental training opportunities to administrative staff.
4	Financial	The risk of successful fraudulent activities perpetrated by employees, stakeholders, or students against SD43 (e.g., misappropriation of financial, physical, or information assets).	Low	Low	<ul style="list-style-type: none"> <li>Implementation of online payment system to reduce cash handling at schools</li> <li>Increased focus on internal controls as well as segregation of duties as part of our training and internal review procedures.</li> </ul>	Additional training is being planned for administrators
7	Human Resources	The risk that SD43 does not have an adequate performance management process in place to identify and address underperformance and reward high performers.	Low	Low	<ul style="list-style-type: none"> <li>Performance expectations are high and are embedded within the District's culture rather than being formally instituted</li> <li>The District has developed a performance management program</li> </ul>	
12	Operations	The risk that SD43's organizational alignment including lines of authority and accountability, decision making structure and holding people accountable for their decision.	Low	Low	<ul style="list-style-type: none"> <li>Performance expectations are high and embedded through the District's culture and are enforced through SD43 policies and administrative procedures.</li> <li>The District has developed a performance management program</li> </ul>	
14	Operations	The risk that ethical breaches or misconduct by SD43 teachers (or others) result in legal or financial penalties or reputational damage (or possibly a decrease in enrollment levels).	Low	Low	<ul style="list-style-type: none"> <li>Heightened scrutiny around teacher/student conduct development and institution of policies (e.g. District Code of Conduct sent to all employees annually) and training programs.</li> </ul>	

Risk Ref	Risk Category	Risk Description	Impact	Likelihood		Action to Prevent/Manage Risk	Comments
17	Strategic	The risk that, due to limited Ministry funding, SD43 may not have sufficient tools and resources to support First Nations students to achieve desired educational outcomes.	Low	Low			SD43 is committed in its support of Indigenous students and in ensuring desired educational outcomes are achieved despite funding levels.
19	Strategic	The risk that SD43's teachers and faculty are unable to efficiently and correctly deliver the new curriculum.	Low	Low		<ul style="list-style-type: none"> <li>• The District has a high-quality and younger teaching force</li> <li>• The District has embraced technology including incorporating student technology refresh in our Accumulated Operating Surplus policy.</li> </ul>	The success realized in our nimble pivot to online instruction through our teaching staff embracement demonstrates how well technology as a tool has been adopted. This tool will serve staff and students well as we prepare for the future.
22	Strategic	The risk that competition with other education providers (e.g., private schools and other school districts) could result in a loss of students and funding for SD43.	Low	Low		<ul style="list-style-type: none"> <li>• Implemented a renewed marketing plan to attract international students from numerous countries.</li> <li>• The District continues to grow its strong brand</li> <li>• The District continues to expand its program offering</li> </ul>	While impacted by COVID-19, the incremental support to ALL students and the strength of our on-line instruction capacity has likely enhanced SD43's reputation.
23	Strategic	The risk that SD43 is under-enrolled and unable to attract the student base required to grow enrollment to a desired level.	Low	Low		<ul style="list-style-type: none"> <li>• Stable investment in marketing to attract international students</li> <li>• The District continues to grow its strong brand</li> <li>• Placement of international students in under enrolled schools</li> </ul>	



## SCHOOL DISTRICT NO. 43 (COQUITLAM)

### Facilities Department

### MEMORANDUM

**TO:** Mo Azim-Treasurer/CFO

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

**DATE:** June 21, 2022

**SUBJECT:** 2023/2024 Five Year Capital Plan

**COPIED TO:** District Leadership Team

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#### **Recommended Action:**

That the Board of Education of School District No. 43 (Coquitlam) approve the proposed annual 2023/2024 Five Year Major Capital Plan for submission to the Ministry of Education.

That the Board of Education of School District No. 43 (Coquitlam) approve the proposed annual 2023/2024 Five Year Minor Capital Plan for submission to the Ministry of Education.

That the Board of Education of School District No. 43 (Coquitlam) approve the proposed annual 2023/2024 Five Year Building Envelope Project Capital Plan for submission to the Ministry of Education.

**Background:** The Five-Year Capital Plan is the mechanism for identifying and reporting the District's facility project needs and priorities to the Ministry of Education. The Ministry has requested that three separate motions be passed under the categories of major, minor and building envelope projects.

#### **Overview**

##### **Major Capital Projects**

Since the last Capital Plan submission, there has been a significant amount of major capital project activity. Some of this work includes:

- Completion of construction of Minnekhada Middle
- Construction on a Centennial Secondary School NLC Building and completion of a new artificial turf field
- Completion of a new addition for Panorama Heights Elementary
- Completion of two new playgrounds for RC MacDonald Elementary and Minnekhada Middle School
- Construction on a new Irvine Elementary with occupancy expected this week
- Construction of our new Education Learning Centre with occupancy over the summer
- Construction on Coast Salish Elementary school on Sheffield Ave. on Burke Mountain
- Design of our new Moody Elementary school

We are awaiting further instructions for “Burke Mountain Secondary” to first open as a middle/secondary, and we are also waiting on instructions for Montgomery Middle school seismic project.

Moreover, although we have not received full approval for a seismic upgrade for Dr. Charles Best, we have completed a “Concept Plan” for this project.

### **Minor Capital Projects**

In May of 2021, the School District also received funding through School Enhancement Projects (SEP) and Carbon Neutral Capital Projects (CNCP) totaling \$1 600 000 for an Exterior Wall System upgrade at Pleasantside Elementary and Electrical upgrades at Port Moody Secondary. All these projects are now complete. This work complements the Annual Facilities Grant project work which will be reported on in the fall.

### **Building Envelope Projects**

We have received support to advance four schools (Mountain Meadows, Bramblewood, Pinetree Way, and Roy Stibbs Elementary schools) for project development under the Building Envelope Repairs Category. These projects are currently in design and expected to move to construction this next year.

### **2023/2024 Plan Details**

The format of the submission is categorized by type such as Seismic Mitigation, Expansion (new school, addition, site acquisition), Replacement, Building Envelope, School Enhancement, and Carbon Neutral Capital Program. A motion is passed for submission to the Capital Plan Submission as described above in the Recommendation, and a bylaw is passed when the Capital Plan response is received from the Ministry of Education in the spring of the following year.

Highlights of our highest priority projects by category include:

#### **Seismic Mitigation Program Projects:**

Montgomery Middle  
Maple Creek Middle  
Dr. Charles Best Secondary

#### **Expansion Projects:**

New School  
Burke Mountain Secondary (middle/secondary)  
Marigold Elementary  
NE Coquitlam Middle

#### **Addition**

Scott Creek Middle  
Maple Creek Middle (in support of added capacity for the seismic project)  
Dr. Charles Best (in support of added capacity for the seismic project)

#### **Site Acquisition**

Fraser Mills Elementary

#### **Replacement Projects:**

Nestor Elementary  
Como Lake Middle

# Submission Summary

Submission Summary:	Major 2023/2024   2022-06-30
Submission Type:	Capital Plan
School District:	Coquitlam (SD43)
Open Date:	2022-04-01
Close Date:	2022-06-30
Submission Status:	Draft

Submission Category	Sum Total Project Cost
Addition	\$175,485,431
New School	\$126,518,819
Replacement/Renovation	\$369,081,470
Seismic	\$267,646,600
Site Acquisition	\$138,636,585
Total	\$1,077,368,905

ADDITION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150114	Scott Creek Middle School	Addition	10 Classroom Addition	\$16,185,800
2	150080	Maple Creek Middle School	Addition	10 classroom addition to accompany seismic replacement (with or without NLC) or	\$22,554,133
3	150039	Dr. Charles Best Secondary	Addition	12 Classroom Addition (300 capacity) - to be done in conjunction with the seismic	\$26,233,295
4	150041	Ecole Banting Middle	Addition	4 Classroom Addition	\$7,617,925
5	150108	Riverside Secondary	Addition	8 Classroom Addition	\$14,308,700
6	150100	Port Moody Secondary	Addition	12 Classroom Addition	\$27,073,776
7	150056	Gleneagle Secondary	Addition	8 Classroom Addition to be coordinated in tandem with the BEP.	\$12,532,477
8	150119	Smiling Creek Elementary	Addition	4 Classroom Addition	\$7,509,597
9	150109	Roy Stibbs Elementary	Addition	8 Classroom Addition	\$12,109,233
10	150018	Blakeburn Elementary	Addition	4 Classroom Addition (incl. 2 K classrooms)	\$7,544,538
11	150130	Terry Fox Secondary	Addition	8 Classroom Addition	\$14,053,816
12	150040	Eagle Mountain Middle School	Addition	4 Classroom Addition	\$7,762,141
				Submission Category Total:	\$175,485,431
NEW SCHOOL					

# Submission Summary

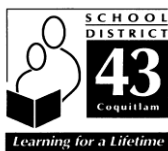
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150185	Marigold (Partington Creek) Elementary	New (School)	New 100K/450 Elementary + NLC	\$54,964,728
2	150186	NE Coquitlam Middle	New (School)	New 600 Capacity Middle + NLC (with 700 core)	\$71,554,091
				Submission Category Total:	<b>\$126,518,819</b>
REPLACEMENT/RENOVATION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150275	Montgomery Middle School	Full Replacement	600 capacity middle school (seismic replacement with NLC/upgrade TBD)	\$76,608,130
2	150269	Maple Creek Middle School	Full Replacement	600 Capacity Middle School (Full Seismic Replacement with or without NLC)or	\$73,265,979
3	150248	Como Lake Middle School	Full Replacement	Current Middle School (Replacement)	\$61,264,017
4	150280	Nestor Elementary	Full Replacement	100K/475 Capacity Elementary School (Replacement with Enhanced Capacity	\$47,320,000
5	150245	Cedar Drive Elementary	Full Replacement	40K/275 Capacity Elementary School (seismic replacement with enhanced	\$36,350,000
6	154901	Winslow Junior Secondary (old)	Full Replacement	Phase 2 Replacement Building for Winslow Centre.	\$34,346,052
7	153988	Montgomery Elementary	Full Replacement	District Ed Centre (to replace Vanier Centre, Montgomery Centre, Millside Centre,	\$39,927,292
				Submission Category Total:	<b>\$369,081,470</b>
SEISMIC					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	127808	Montgomery Middle School	Full Replacement	600 capacity (seismic replacement with NLC/upgrade TBD)	\$76,608,130
2	150400	Maple Creek Middle School	Full Replacement	600 Capacity Middle School (Full Seismic Replacement with or without NLC)or	\$73,265,979
3	127807	Dr. Charles Best Secondary	Upgrade	Seismic upgrade (to be done in conjunction with the 12 classroom -300 student	\$60,110,427
4	150328	Cedar Drive Elementary	Full Replacement	40K/275 Capacity Elementary School (seismic replacement with enhanced	\$36,350,000
5	150366	Glenayre Elementary	Upgrade	Seismic Upgrade	\$2,921,647
6	150404	Mary Hill Elementary	Upgrade	Seismic Upgrade	\$3,747,104
7	150430	Port Moody Secondary	Upgrade	Seismic Upgrade	\$2,547,634
8	150375	Hillcrest Middle School	Upgrade	Seismic Upgrade	\$3,245,764
9	150325	Cape Horn Elementary	Upgrade	Seismic Upgrade	\$8,849,915
				Submission Category Total:	<b>\$267,646,600</b>
SITE ACQUISITION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150506	Fraser Mills Elementary	Site Acquisition	New 80K/375 Elementary & NLC (Land Acquisition Only)	\$26,000,000

Submission Summary

2	150510	Hazel Coy Elementary	Site Acquisition	New 80K/375 Elementary & NLC (Land Acquisition Only)	\$22,658,502
3	150546	Riverwalk Elementary	Site Acquisition	New 80K/375 Elementary & NLC (Land Acquisition Only)	\$22,658,502
4	150545	Port Moody Centre Elementary	Site Acquisition	New 80K/375 Elementary & NLC (Land Acquisition Only)	\$32,693,514
5	150492	Coquitlam City Centre	Site Acquisition	New 80K/375 Elementary & NLC (Land Acquisition Only)	\$34,526,067
6	150514	Marigold (Partington Creek) Elementary	Site Acquisition	New 100K/450 Elementary & NLC (Land Acquisition Only)	\$100,000
				Submission Category Total:	\$138,636,585

	BEP				
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150582	Gleneagle Secondary	Renovation (BEP)	Replace existing sutcco cladding and other scope to be defined	\$8,467,200
2	150605	Riverside Secondary	Renovation (BEP)	Replace failed stucco Masonry and windows, replace all gutters and fascia. Approved for Design	\$4,052,867
				Submission Category Total:	\$12,520,067





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

**CORPORATE & FINANCIAL SERVICES  
DEPARTMENT**

**MEMORANDUM**

**TO:** Mohammed Azim, Secretary-Treasurer/CFO

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

**DATE:** June 21, 2022

**SUBJECT:** **2022 ELIGIBLE SCHOOL SITES (ESSP) RESOLUTION**

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

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**Recommended Action: That the Board of Education approve the 2022 Eligible School Sites Resolution.**

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

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

As part of the process, each year the Ministry of Education and Child Care requires that school boards pass an annual eligible school sites resolution to update residential development projections from local government, student yield estimates and estimates of the general location, the number and cost of sites required for future schools. The required sites are included in the Capital Plan. The eligible school site costs are also used to establish the school site acquisition charge rates for new residential development collected from development applications by each of the five municipalities and transferred bi-annually to the School District. The table below lists the current charge by density type and the proposed rates for adoption in 2022:

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

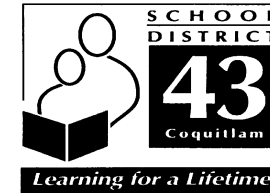
The attached resolution is the seventeenth annual eligible school site resolution to be incorporated into the capital plan, the first being the September 9, 2003 ESSP resolution which established the original list of eligible school sites.

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

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

The 2022 ESSP submission includes six proposed school sites with a total area of 11.1 hectares. It should be noted that the school site acquisition charge is to be collected pursuant to the Local Government Act on the basis of all eligible school sites. The proposed charge rates are the same as the current charge rates by density type.

Once the Board passes the resolution, a copy will be forwarded to each of the local governments for comment. If after sixty days, there are no comments received from local governments, the School Site Acquisition (SSAC) Charge bylaw will be brought forward for Board approval. This is anticipated for September 20, 2022. Once the SSAC bylaw is approved it will come into effect 60 days later.



## SCHEDULE 'B' Capital Projects Requiring New Sites

Table B-1: ELIGIBLE SCHOOL SITES REQUIRING APPROVAL - 2023-2027 Five Year Capital Plan

School Site #	112259	109228					TOTALS
Basis of Costs	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
Type of Project	New	New	New	New	New	New	
Grade Level	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	
Approximate Location	Riverwalk	Marigold	Port Moody Centre	Fraser Mills	Coquitlam City Centre	Hazel Coy	
Proposed Capacity	455	455	455	455	455	455	2,730
Approx. Size (ha)	2.5	2.5	1.2	1.2	1.2	2.5	11.1
Market Land Costs	\$ 22,658,502	\$ 22,658,502	\$ 32,693,514	\$ 26,000,000	\$ 34,526,067	\$ 22,658,502	161,195,087

Total Acquisition Sites to be included in the 2023-2027 Five Year Capital Plan = 6

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

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

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

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

**2022 Eligible School Sites Resolution**

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

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

- 1) Projections by municipalities of the number of eligible development units to be authorized or created in School District No. 43 (Coquitlam) in the 10 year time frame, 2022-2032, pursuant to Section 142 of the School Act for school site acquisition planning (Schedule 'A' Table A-1 and A-2 attached);
- 2) A projection of the number of children of school age, as defined in the School Act, that will be added to the school district as the result of the eligible development units projected in paragraph (1) (Schedule 'A' Table A-3, A-4 attached);
- 3) The approximate size and number of school sites required to accommodate the number of children projected under paragraph (2) (Schedule 'B' attached); and
- 4) The approximate location and value of the school sites referred to in paragraph (3) (Schedule 'B' attached).

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

**IT IS RESOLVED THAT:**

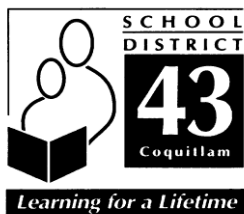
- 1) Based on information from local government, the Board of Education of School District No. 43 (Coquitlam) estimates that there will be 28,509 **new development units** constructed in the School District over the next 10 years (Schedule 'A');
- 2) These 28,509 new development units will be home to an estimated 5,774 **school age children** (Schedule 'A');
- 3) The School Board expects that **6 new school sites**, over the 10 year period, will be required as a result of the growth within the School District as represented in Schedule 'B';
- 4) According to Ministry of Education site standards presented in Schedule 'B' the sites will require a total of **11.1 hectares** of land. These sites are expected to be purchased within 5 years and, at current serviced land cost, the land will **cost approximately \$161,195,087**;
- 5) The Eligible School Site Proposal be incorporated in the 5 Year Facility Capital Budget **2023-2027** and submitted to the Ministry of Education and Child Care.

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

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

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

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



**SCHOOL DISTRICT NO. 43 (COQUITLAM)**  
**OFFICE OF THE SECRETARY-TREASURER**

**MEMORANDUM**

**TO:** Board of Education

**FROM:** Mohammed Azim, Secretary-Treasurer/CFO  
Nita Mikl, Assistant Secretary-Treasurer

**DATE:** June 21, 2022,

**SUBJECT:** **Special Education and Non-Enrolling Staffing and Funding**

**COPIED TO:** District Leadership Team

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**Recommended Action:** The following report is provided for information purposes.

**Background Information:**

**Special Education Funding:** The District receives funding for all students through the Operating Grant as part of the basic per student grant funding. The ministry also allocates supplementary funding for Unique Learners. This includes Students with Special Needs categorized into Level 1, 2 and 3 as well as English Language Learners. The supplementary funding is not targeted but is generally put towards providing services for these unique learners through non-enrolling teacher staffing, Educational Assistants and Learning Inclusion Support Workers. The Ministry also provides some supplementary funding through Special Purpose Grants such as the Classroom Enhancement Fund and Learning Improvement Fund to assist with staffing needs.

**Non-Enrolling Teacher Staffing:** Regular District Teacher staffing is based enrollment levels and more recently, includes the restoration of the collective agreement language with respect to class size, composition. Non-enrolling teacher staffing is based on meeting district ratios for the following categories (Counselling, Library, English Language Learners (ELL), Special Education Resource Teachers (SERT) and Learning Assistance (LA). In addition, based on available funding, the district also provides support services through staffing of other non-enrolling teachers including psychologists, speech language pathologists, hearing, vision, audiologists, itinerant support, teacher evaluation center, transition, program coordinators and mentoring teachers.

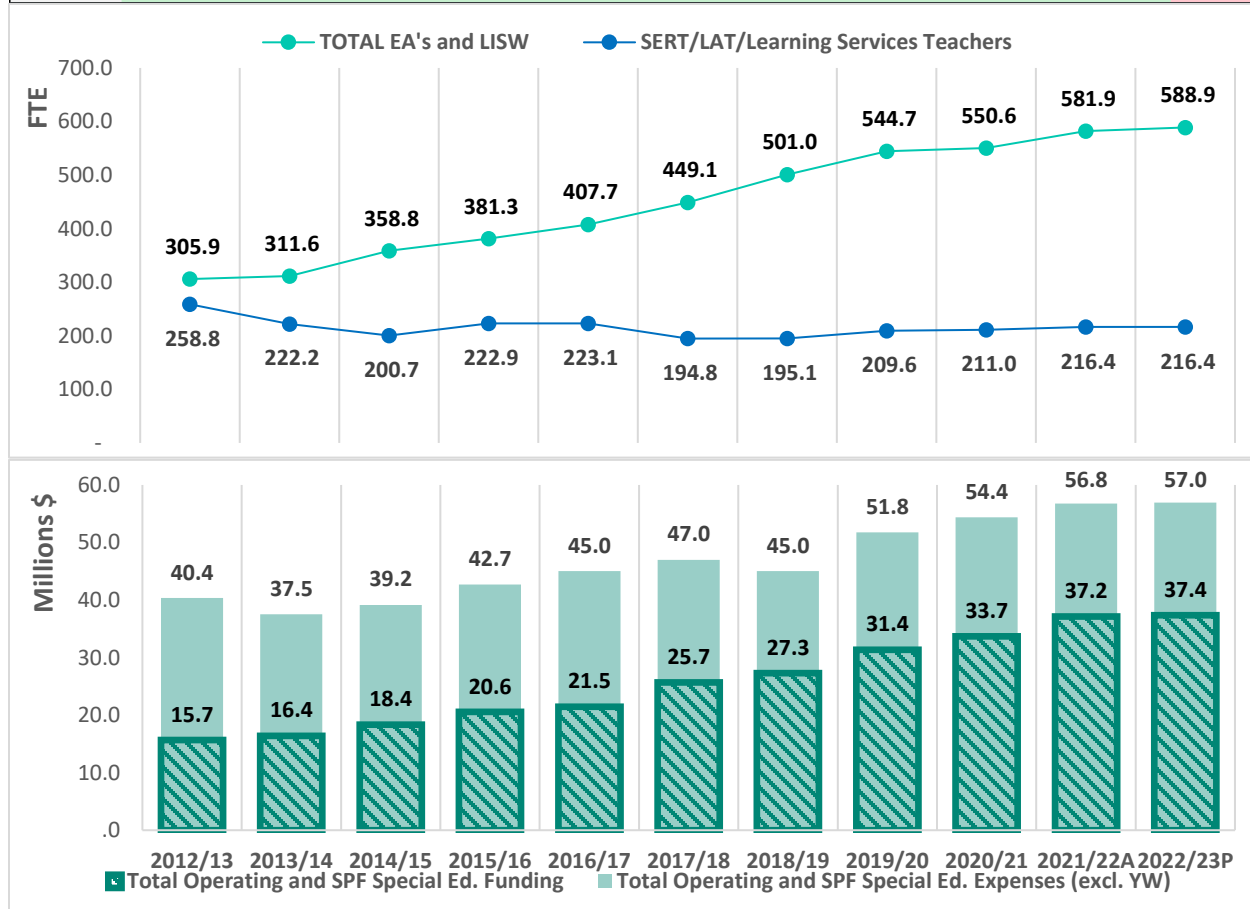
**Educational Assistant and Learning Inclusion Support Worker Staffing:** Staffing for Educational Assistants and Learning Inclusion Support Workers is data driven and based on information collected through the Needs Assessment Form for each student and complexity of their needs, total overall needs of the school, number of the students in low incidence categories, and district wide caseloads.

The following analysis is separated into three groupings:

- Special Education
- English Language Learners
- Counselling

**Special Education:** The following table and graphs summarize the historical enrollment levels, staffing, funding and expenditures with respect to Special Education. The enrollment information is based on the September 30 count and is provided based on the category of funding allocated by the ministry. The top half of the graph show the staffing levels for SERT, LA and other non-enrolling Learning Services Teachers as well as staffing levels of our EA's and LISW's. The bottom half of the graph shows the total funding compared to our actual expenses.

FTE	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Level 1	23	24	29	32	31	29	24	23	24	27	25
Level 2	665	688	737	790	851	936	1,046	1,171	1,258	1,352	1,382
Level 3	291	320	301	356	336	335	322	341	348	343	310
<b>TOTAL Total</b>	<b>979</b>	<b>1,032</b>	<b>1,067</b>	<b>1,178</b>	<b>1,218</b>	<b>1,300</b>	<b>1,392</b>	<b>1,535</b>	<b>1,630</b>	<b>1,722</b>	<b>1,717</b>
<b>% increase</b>	<b>2.5%</b>	<b>5.4%</b>	<b>3.4%</b>	<b>10.4%</b>	<b>3.4%</b>	<b>6.7%</b>	<b>7.1%</b>	<b>10.3%</b>	<b>6.2%</b>	<b>5.6%</b>	<b>-0.3%</b>



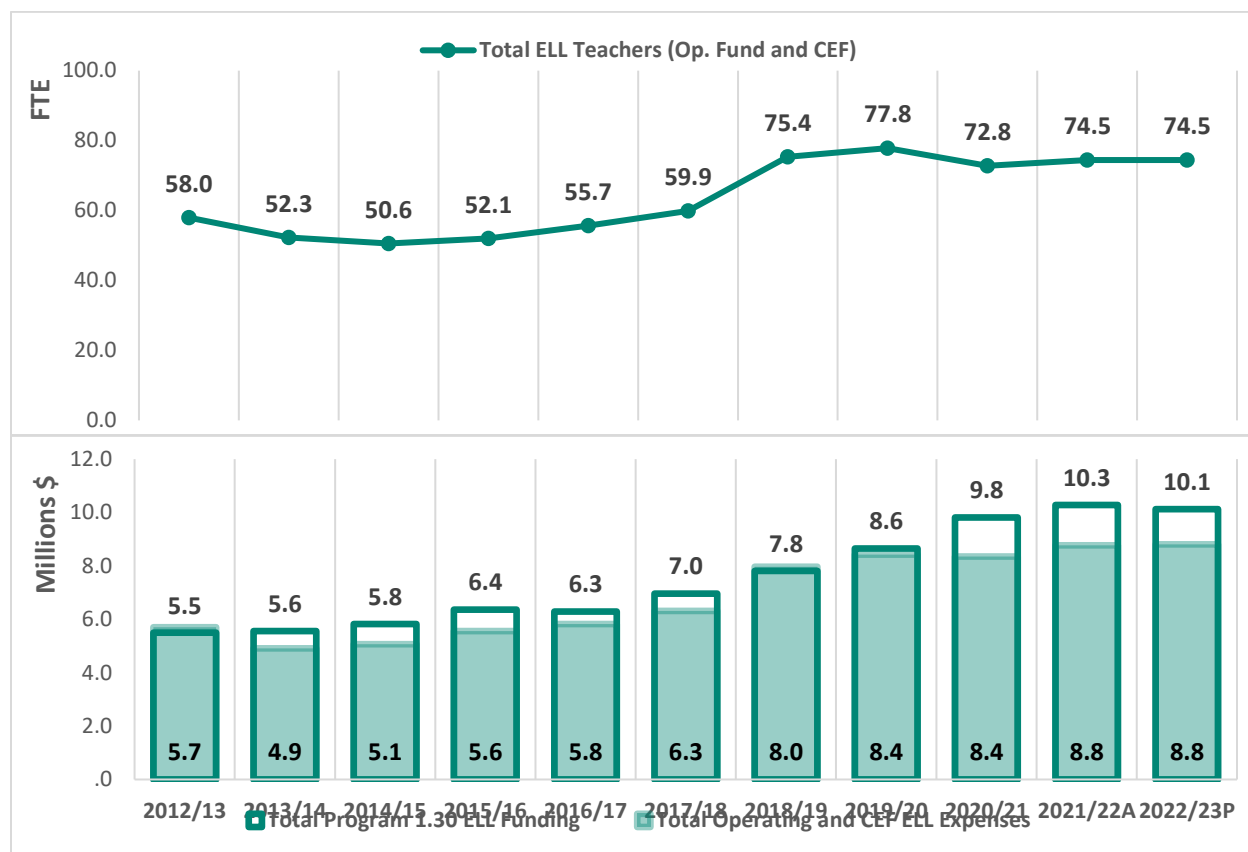
#### Observations:

Our enrollment of Special Needs students has increased by an average of 5.5% each year with most of the growth occurring in Level 2 students. While our SERT and LA teachers have remained relatively stable, our staffing of EA's and LISW has increased an average of 6.7%. This shows that the district incrementally put more resources and direct supports to address the needs of special learners over the last 10 years.

While the total funding has increased over the years, mostly due to an increase in the number identified students, the total expenditures for Special Education needs has far exceeded the funding. The district has spent an average of \$20.5M per year more than the supplemental and special purpose funding received. This equates to approximately \$675 in regular per pupil funding has been allocated to fill the gap in funding. The difference between funding and expenditures has decreased slightly over the last 5 years with the addition of the Classroom Enhancement fund in 2017/18.

**English Language Learners:** The following table and graph summarizes the historical enrollment levels, staffing, funding and expenditures with respect to English Language Learners (ELL). The enrollment information is based on the September 30 count. The top half of the graph shows our staffing levels for ELL and the bottom half of the graph shows the total funding compared to our actual expenses.

FTE	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
ELL	4,103	4,149	4,348	4,613	4,559	4,571	4,738	4,867	5,060	5,078	4,980
% increase	10.21%	1.12%	4.80%	6.09%	-1.17%	0.26%	3.65%	2.72%	3.97%	0.36%	-1.93%



#### Observations:

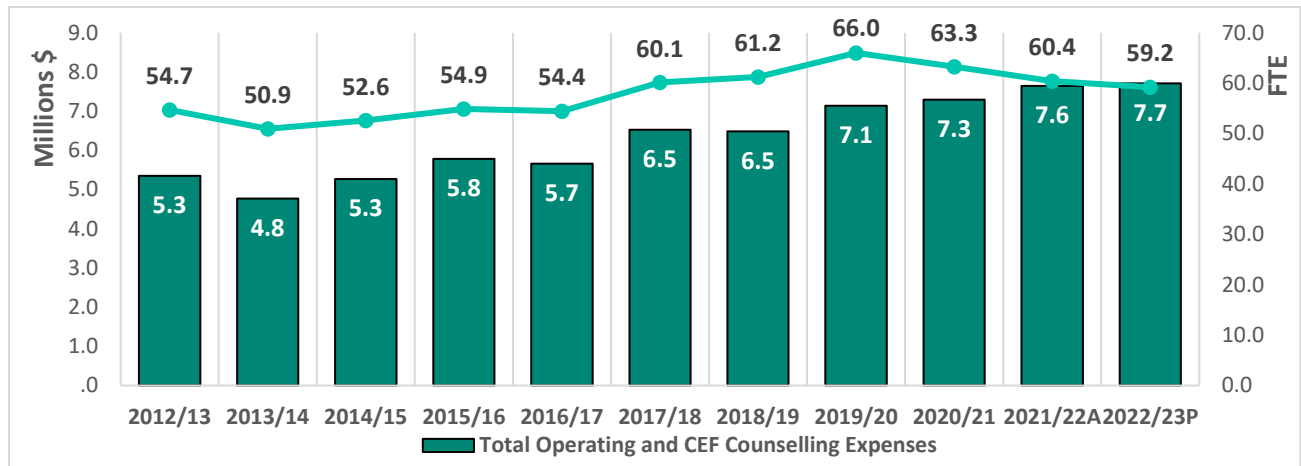
Enrollment of English Language Learners has increased by an average of 2.7% each year with the larger increases occurring in 2015/16 and then again in 2018/19. The first increase was due to an influx of Syrian refugees and the second increase was a general increase in immigration. Students are generally provided ELL service to a maximum of 5 years.

Staffing levels increased in 2018/19 as a result of changes in ratios and enriched staffing provided through Classroom Enhancement Funding. Staffing levels decreased slightly in 2020/21 as the ratio was adjusted to offset the decrease in international students and ELL staffing required resulting from the Pandemic.

The funding for ELL remained relatively static until 2015/16. Since then, the ministry has steadily increased the per student funding from \$1,380 per student to \$1,585 with the largest increase occurring in 2019/20. The funding from that year onwards has exceeded the total expenses allowing the district to allocate these funds towards staffing needs in other areas that underfunded and have growing needs such as Special Education.

**Counselling:** The following table and graph summarizes the historical district enrollment levels, staffing, and expenditures with respect to Counselling. The enrollment information is based on the September 30 count.

FTE	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
District Enrollment	30,344.94	30,331.25	30,249.94	30,620.44	30,591.44	30,609.19	30,655.25	30,888.81	31,172.75	31,147.38	30,820.00
% increase	-0.32%	-0.05%	-0.27%	1.22%	-0.09%	0.06%	0.15%	0.76%	0.92%	-0.08%	-1.05%



Total district enrollment levels have steadily increased over the last 10 years and has been projected to decrease slightly in 2022/23.

Staffing of Teacher Counselling positions are based on overall district enrollment levels and district ratio requirements. Teacher counselling positions are also supplemented through staffing received from the Classroom Enhancement Fund. As reflected in the graph and because staffing is based upon district ratios, there has been a slight reduction in staffing from 2020/21 onwards based on lower enrollment levels in International Education resulting from the Pandemic.

The ministry does not provide supplementary funding for counselling in the Operating Grant. Most of the funding for teacher counsellor positions is sourced through the base per student grant. The ministry does allow for some supplementary funding to be claimed under the Classroom Enhancement Fund. The total expenditures captured in the graph above represents the historical cost associated with the teacher counsellor positions funded through the operating grant and Classroom Enhancement Fund.