



**BUDGET COMMITTEE OF THE WHOLE
PUBLIC INPUT MEETING
VIA VIDEOCONFERENCE**

Wednesday, April 22, 2020
Time: 6:00 p.m.

A G E N D A

A. OPENING PROCEDURES

ITEM 1

1. Call to Order
2. Electronic Committee Meeting Procedures
3. Correspondence
 - Penny Morgan and Kaitlin Thorarinson (Attachment A)
 - Marianne Ulriksen (Attachment B)
 - Charlene Moore (Attachment C)
 - Ajvinder Kular (Attachment D)
 - Lisset Peckham (Attachment E)
 - Jacqueline Montgomery (Attachment F)
 - Nicholas Renaud (Attachment G)
 - Sarah Davids (Attachment H)
 - Tina Belen (Attachment I)
 - Christine Gilmour (Attachment J)
 - Scott Hough (Attachment K)
 - Pam Piddocke (Attachment L)
 - Paul Tallarico (Attachment M)
4. Approval of Agenda

B. DELEGATIONS

ITEM 2

Registered delegations can make presentations to the Board. The time limit for individual delegations is 5 minutes to allow all registered delegations to present within the time limit for this meeting. Extension is at the discretion of the Board.

Delegations Re: Proposed Preliminary Budget 2020/21 (5 minutes each)

- Penny Morgan and Kaitlin Thorarinson
- Marianne Ulriksen
- Charlene Moore
- Ajvinder Kular
- Lisset Peckham
- Jacqueline Montgomery

C. CLOSING REMARKS

D. ADJOURNMENT



ITEM 1

To: **Budget Committee of the Whole**

From: Chairperson
Korleen Carreras

Re: **OPENING PROCEDURES**

Date: April 22, 2020
(Budget Committee of the Whole
Public Input Meeting)

Decision

1. *CALL TO ORDER*

2. *ELECTRONIC COMMITTEE MEETING PROCEDURES*

For purposes of determining a quorum, at the start of an electronic meeting or during an electronic meeting, the Chairperson shall count as present any trustees who are connected to the meeting by electronic means.

In the absence of pre-circulated material, the Board Chairperson and Officers of the Board as required, shall brief the meeting regarding the matter, or matters before it and shall read the resolution requiring Budget Committee of the Whole consideration and voting.

Voting shall occur by each Trustee identifying him/herself and indicating their vote either for or against the resolution.

3. *CORRESPONDENCE*

- Penny Morgan and Kaitlin Thorarinson (Attachment A)
- Marianne Ulriksen (Attachment B)
- Charlene Moore (Attachment C)
- Ajvinder Kular (Attachment D)
- Lisset Peckham (Attachment E)
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- Scott Hough (Attachment K)
- Pam Piddocke (Attachment L)
- Paul Tallarico (Attachment M)

RECOMMENDATION:

THAT the Board receive the correspondence, for information.

Attachments

4. *APPROVAL OF AGENDA*

RECOMMENDATION:

THAT the Agenda be approved as circulated.

MRTA Written Submission Response to The Proposed Preliminary Budget 2020/2021

As we read through and contemplate the Proposed Preliminary Budget 2020/2021, the questions we must ask are:

***How will the financial measures taken directly support students in our schools and classrooms?**

***How is the learning, emotional well being, and health and safety of the students secured?**

Using this lens, there are a number of concerns that the Maple Ridge Teachers' Association has regarding the proposed preliminary budget for 2020-21. We hope that you take these suggestions seriously as a way to make significant and positive changes to the services to students in this proposed budget.

3.0 Learning Services (pg. 43)

Learning Services Additional Administration Staffing

The total cost of the proposed Director of Learning Services position, the Principal of Learning Services position, and the Vice Principal of Learning Services position is \$390,642. Particularly worrying is that the Director of Learning Services position carries an annual salary of \$188,598. In a recent article by Lori Culbert, Kevin Griffin, & Natha Griffiths of the *Vancouver Sun*, the Maple Ridge/Pitt Meadows school district was highlighted for the top salaries it continually awards its directors. This proposed budget is a continuation of this out of touch practice of adding additional staffing to the 'top', rather than 'putting boots on the ground' in school. **Most certainly there is a need for adequate administration, but not at the sacrifice of staff at the school level where direct support for students to ensure the well-being and safety of all learners is desperately needed.** In response to the article, the District was quick to justify the reason that four of SD42's positions out of the top 25 paid public sector employees in the province was due to long service incentives that have since been eliminated through contracts. It seems that this isn't actually the case if the board

approves a newly created Director of Learning Services position. It is concerning that the district is willing to bring in this position at a time when a deficit is being forecasted. **It is the opinion of the MRTA that this proposed position be postponed until the district navigates through this unstable financial time. We recommend that the current structure of 1.0 Principal of Learning Services and 1.0 Vice Principal of Learning Services remain.**

Additional Co-teaching Staffing

Time and time again it has been brought to your attention the need for more school based teacher staffing in order to support our diverse and complex students. **We believe that the funding that has been proposed for additional Learning Services Administration be directed towards adding more co-teaching time at schools (currently proposed at 8.547 FTE, p.43). This will provide more teachers to help to plan and program for, and support students, by collaborating with classroom teachers and support staff, as well as work directly with students.** Currently there is little to no time for Classroom Teachers to meet with Support Teachers in order to consult with, program, and plan for meeting the needs of their students. This is an essential part of successfully serving students.

4.0 - International Education (pg. 44)

The full time position of Principal of International Education is not warranted (salary of \$161,554).

It is the opinion of the MRTA that the district reallocate and combine administration duties to reflect the decline in enrollment of potentially 30% that it will face this fall for its International Education program. A reduction in administration should be in line with the other proposed reductions in services for this program, which include -1 FTE Homestay Coordinator, -1 FTE General Clerk, -1.125 FTE secondary liaison blocks, and -1.943 FTE teachers. We further oppose that funding for this position comes from the Contingency Reserve. This is not a prudent use of our contingency reserve.

Revenue from International Education Tuition

In 2018-19, the district provided funding to teachers that helped support international students in classrooms. These funds were used to help teachers support international students through professional development, resources, and field trips. In the 2018-19 school year, the district had 554 international students. Approximately \$800 per international student for the entire year was allocated to teachers across the district

for a total of roughly \$450,000. Merely 4.6% of the funds received from international education went directly to classrooms to purchase resources and provide learning opportunities to these students. In the 2018-19 school year, the district received a total of \$9.6 million in revenue from international student tuition. Last year, the district announced that it would no longer be providing teachers with funds to support international students in classrooms. Although a relatively small amount from the total revenue generated through international student tuition, the funds had a direct impact in classrooms around the district and helped provide more learning opportunities to students. The absence of these funds for the 2019-20 school year is continuing to be felt across the district by teachers and their classrooms. **It is our opinion that revenue from International Education Tuition should be funneled back to classrooms to directly support students.**

6.0 - One-Time Use of Contingency Reserve Funds (pg. 45)

The district plans to use a total of \$2.23 Million in contingency funds to help offset its budgetary shortfalls for 2020/2021. Even then, this will result in a structural deficit of \$1.19 Million. Whereas we believe that there is a need to access *some* of these funds to address budget needs this year, this should be done with prudence and with a look to future needs. This is not the time to enhance programs and increase administration.

There is a forecast of shortfalls for the next three years. It would be financially prudent to ensure that there is enough contingency to address budget needs in these upcoming years. MRTA is concerned that the district's generous allocations in this proposed budget will lead to future budgetary issues and necessary cuts, as shortfalls are also forecast for the 2021/2022 and 2022/2023. **As stated in the Proposed Preliminary Budget 2020/2021 (on p45) "The Board of Education is responsible for ensuring the district is protected financially from extraordinary circumstances that would negatively impact school district operations and the education of students."** By proposing to use \$2.23 Million to assist with balancing the estimated operation shortfall for 2020/2021, the district would be left with a mere \$1.89 Million in contingency.

The MRTA recommends that the district reduce the number of administrative positions, Helping Teacher Positions, as well as costs to district initiatives to offset this shortfall rather than use up all the available Contingency Reserve. These programs and positions can once again be enhanced once the budget allows for

it, especially with a revitalization of International Education enrollment. If the district is anticipating a significant drop in enrollment from international students, the district needs to look at where it can make cuts from areas that are not directly funded from the Ministry of Education.

District Initiatives to Rethink

To 'free up' more money, the district should further reduce funding to some of its initiatives. Modest cuts to School Teams and Reporting have been proposed, but there are other places where funds could be reallocated. The following initiatives could be further explored for fund reallocation (numbers are approximate):

School teams - Funding for 2019/2020 was \$150 000

Social Emotional Learning - Funding for 2019/2020 was \$70 000

Fine Arts - Funding for 2019/2020 was \$60 000

Literacy - Funding for 2019/2020 was \$140 000

Addressing the Teacher Shortage

The MRTA made a presentation on April 6th, 2020 imploring the Board to consider addressing the continued devastating issue of the teacher shortage in our district. There is nothing in this proposed budget that will help the district recruit and retain teachers in order to help address the lack of TTOCs and shortage of new teachers to take on positions due to increased enrollment and retirements. Shortages will continue to occur and it will be on the backs of our members and students to make up for the lack of TTOCs. Our non-enrolling teachers will continue to be pulled away from their jobs of supporting students and our students will suffer. In addition, without the retired teachers who make up a majority of our TTOC list, the number of shortages would be significantly higher. **The MRTA recommends that the Board look at ways to recruit and retain TTOCs. Without the retired teachers who make up a majority of our TTOC list, the number of shortages would be significantly higher.**

School District #42 Maple Ridge – Pitt Meadows Public Input Budget Submission (M. Ulriksen) April 22, 2020

I observed the April 15 online board meeting from my home, listening to the projections of growth, the anticipation of loss, particularly with the present uncertain times internationally and the justification for spending in certain areas. My hope this evening is for you to understand the need to amend the proposed operating budget changes to include an increase in clerical time.

We have heard the term “Front Line Workers” a lot these past few weeks and it has become globally recognized as a position that is crucial to the wellbeing and safety of all.

In a school setting, clerical **are** the front line workers, however for some unknown reason our value is not recognized at budget times.

Sufficient clerical hours are lacking in every classification with the only exception being in the smallest elementary school. This presentation is specific to elementary school secretaries and clerks as this is my daily reality.

When there is an emergency, a query, a request, or a need of any kind, people go first to the office. It is there, where your front line secretary takes care of their need or knows where to direct or who to contact.

When a child is

- sick
- hurt
- in crisis
- needs a lunch
- needs a snack
- needs ice
- needs a band-aid
- has a nose bleed
- needs help to phone home
- or the myriad of other needs that present themselves

we help them.

It is clerical who

- ensure that all children are accounted for every day with our phone home program
- ensure that the government data base is accurate to secure maximum funding for our school district
- ensure that in the event of a natural disaster or any other emergency, our student emergency contact information is up to date, accurate and readily available.
- are the liaison between all players
- order supplies and ensure everyone has what they need.
- submit repair requisitions
- deposit money
- pay bills
- maintain student files
- process transfers as required

- design and edit forms
- create certificates
- maintain correspondence and the school website
- ensure that everyone entering the building signs in at the office
- ensure that every child who leaves early is signed out with an approved emergency contact

In addition, to all of this, clerical seem to be the “catch-alls” when a new job or role arises, downloading from the district and throughout the school. We are also seeing increasing needs and vulnerability in our schools. The office is often where these students land and many times we are part of helping to settle them. Significant daily student and parent interactions take a considerable amount of time to do well and this demand is not acknowledged in current staffing levels. It is expected that these needs and vulnerabilities will increase even further after this pandemic is over.

As we strive to meet deadlines amid a multitude of interruptions, and complete the tasks assigned, we are run off of our feet and our stress level is higher than ever before. We need help; we desperately need more clerical hours in our schools.

Although teaching staff and EA support staff have increased substantially with the court ruling and reinstatement of the class composition, clerical time has not been equally compensated. More staff equals more work on all fronts. To quote P.79 of the Proposed Preliminary Budget 2020/21:

“Since 2012/13 teacher staffing FTE has increased 14.36%, school based principals and vice principals have increased 11.55%, other professionals have increased 31.25%, education assistant staffing FTE has increased 46.92% and support staff has increased 1.72%”

Student enrolment predictions show a continued increase over the next few years. There is also a history of a budget surplus carried over each year. P. 32 of the Proposed Preliminary Budget 2020/21 states the amended operating budget for our current year will yield about an 840 thousand dollar operating surplus.

The Elementary Clerical Allocation Review Table below was used to determine the 2019-2020 clerical hours. The numbers in red are what I am requesting.

CURRENT ELEMENTARY CLERICAL ALLOCATION REVIEW TABLE

(from p. 45 Preliminary Budget 2019/20)

PROPOSED ELEMENTARY CLERICAL ALLOCATION TABLE

Student Enrolment	Number of Schools (2019-2020)	Base Allocation Head Elementary Secretary	Current Additional Clerical Allocation		Student Enrolment	Number of Schools (2020-2021)	Base Allocation Head Elementary Secretary	Requested Additional Clerical Allocation per week	Current Clerical Support Bank
< 200	1	30			< 200	1	*35		35
200 – 349	4	35			200 – 349	6	35		35
350-499	10	35	12		350-499	7	35	20	35
500-649	5	35	25		500-599	5	35	32	35
650 +	1	35	30		600 +	2	35	35 + 7	35

* Only a change on paper, all head secretaries of elementary schools receive 35 hours / week for student safety

Calculations based on requested increase:

- **7 schools (350 – 499) 8 hours/ week = 56 hours / week** **note this would allow for 2 clerical in the school Mon – Fri therefore reducing the need for LHS to relieve lunch break (=.5 hrs x 3 days x 7 schools = 10.5 hrs)—P. 41 Proposed Budget = 46 hours/ week*
- **5 schools (500 – 599) 7 hours/week = 35 hours / week**
- **2 schools (600 +) 12 hours/week = 24 hours / week**

TOTAL WEEKLY INCREASE = 105 hours

= increase of approx. 3 full time (10 month) clerk positions (or equivalent part time positions)

There have been a number of new positions created at the district level. P. 80 of the Proposed Preliminary Budget 2020/21, identifies Support Staff as the only classification who has not seen staff to student ratios improve. In fact while these ratios have decreased in all other classifications, the student to staff ratios for support staff have increased by 6.99 %. It is time for clerical to get some help.

Increasing the elementary clerical allocation table as requested is the equivalent to 3 clerk positions and would greatly help 14 elementary schools. With the increase in staffing and enrolment, and the continued demands on the clerical team, please provide the help we need so that we can continue to keep our children safe.

Thank you for your consideration,

Marianne Ulriksen,

Elementary Head Secretary

Serving SD42 students and families since August 1998

Charlene Moore
Youth Worker @ SRT

I want to start by saying how much I love my career as a Youth Worker with this school district. Youth work has come a long way since I started and going back to school has opened my eyes to the shift in the Child and Youth Care Counselling field. Our roles are valued in many different disciplines including social work, addictions, residential care, assessment centers, the justice system, hospitals and more. This highlights the flexibility the education and training has given us. I am hoping you were able to read the article about Child and youth care talk therapy which I thought describes our roles in a meaningful way.

We are key people in young people's lives who build meaningful relationships in order to meet them where they are at and help guide them. Our roles provide in the moment support while engaging in therapeutic activities that help students to be able to engage in their academic studies. We help navigate them through parent struggles, grief, school, conflict, mental health, sexual health, substance misuse, basic needs.... the list goes on.

Please give us the tools to do our jobs effectively and efficiently. These tools we are asking for are time and technology. One aspect of our job is following up with students struggling to attend. Communicating through a cell phone is how parents and students are connecting. Many families do not have home phones or computers so texting and talking is the most effective way of communicating. Cell phones also provide safety when travelling with students. With this pandemic going on, it has become a reality of how important technology is in order to support our students.

Computers. It seems redundant to bring this up, but it is not standard in our district that every CCW has a cell phone and computer to do their work.

And Time! Consider how long it can take to track down students and build meaningful relationships when you are only at a school for 8 hours a week. How effective can anyone be with such limited time in a school community? Mental health struggles have no boundaries,

Charlene Moore
Youth Worker @ SRT

socio-economic status is not an indicator and behaviors do not just happen on a Tuesday and half a day Friday when a CCW is scheduled. I am not sure how our time is delegated per school, but I know if we had a full-time CCW in all schools, each school community would benefit through our unique roles.

Currently Secondary CCWs are 29 hours a week and we are looking forward to being 30 hours next year but for Elementary CCWs it is varied from 8 hours at a school to 28 hours a week (29 next year). To be effective CCWs should be full-time in all elementary schools.

The ability to build strong, long-term therapeutic relationships with vulnerable students allows CCWs to bridge the gap between other service providers, advocate and support families take time. With our Integrated Community Youth Teams being added to some of our schools, CCWs will be key in referring students to the service as well as help implement the strategies that students are learning through their service provider.

Think of the CCW role as universal design of Social Emotional Learning. We have added this to our curriculum, and this is the work we have been trained to do through our 2 to 4-year post-secondary education programs. All behavior has meaning and CCWs are trained to find out how we can support our students to be the best learners they can be. Utilizing the CCW position and making sure that we are accessible in all schools matches with our school districts Vision, Mission Statement and Strategic Directions that were presented at the budget meeting.

VISION

The district vision is for every individual to feel valued and for all learners to reach their potential.

MISSION

Our mission is to support all individuals in their development as successful learners, and as respectful, caring and responsible members of society.

STRATEGIC DIRECTIONS

1. Inclusive culture of care and belonging where the well-being and success of all learners is supported and celebrated.
2. Intentional support for a growth mindset, collaboration, interdependence, and staff development.
3. Forward-thinking, research-informed, effective, efficient, sustainable, value- based and connected school district.

As Administrators, counsellors, special ed, and teachers get to know the strengths of the CCW, we become part of the multi-disciplinary team to support students who can have experienced adverse childhood experiences and may cause trauma to their peers because of how they are dealing with their own traumas. With the mentorship role that is in the works, this would be an asset to the continuity of the role CCWs play in school communities.

The last thing I would like to bring up is insurance. Some CCWs drive kids and some do not. The standard coverage with our community partner PLEA is 5 million. With this small group of employee's driving with some of our most vulnerable students, it would be great to have this piece of mind that we are covered just in case anything happens.

Thank you for considering our needs in this budget. We are aware of the financial hard times we may have to face as a district; however, I do believe what we are asking for will help CCWs be effective and efficient in our roles in our school communities.

What are we asking for?

- Full time CCW in all schools
- Computers and Cell Phones
- Reimbursement of business insurance at 5 million
- Mentorship Role for CCWs



STANETE LIDIA ALINA

Child and Youth Care Work and Talk Therapy

Varda R. Mann-Feder

Abstract: This article was inspired by recent writing that described Child and Youth Care practice in opposition to “talk therapy”. This article argues that “talk therapy” has been an integral part of our work from the beginning, through the incorporation of verbal interventions into the lifespace as inspired by the pioneering work of Redl and Wineman. The unique benefits of lifespace interviewing are outlined.

Child and Youth Care practice is unique among the helping professions with its focus on strength enhancement in the life space (or natural environment) of children, youth and families. Our literature has consistently

reflected a deep concern for developmental processes in context and for the importance of respectful relationships that provide what Carl Rogers (1983) referred to as “prizing” or a focus on strengths. Many authors have eloquently

observed that these elements, in and of themselves, constitute the major therapeutic ingredients of Child and Youth Care intervention. Rayment (2006) pointed out that Child and Youth Care Work “constitutes the cornerstone of what is considered effective therapy” (p.86), stating that Child and Youth Care workers provide the essential core conditions for change and development that are repeatedly validated in psychotherapy outcome research. This research has emphasized that positive relationships constitute the most important therapeutic elements of psychotherapy and, thus, according to Rayment, Child and Youth Care workers “have every right to think of themselves as therapists” (p.87). What he discounts, however, is the need for Child and Youth Care practitioners to resort to “talk therapy”, or the use of conversation between a helper and a client as the preferred medium for intervention.

Talk therapy has actually been an integral part of Child and Youth Care practice from the beginning. Subsumed first under the heading of Life Space Interviewing, it was conceived by Redl and Wineman (1957) in their work with delinquent boys in Detroit. Life space Interviewing has been practiced by Child and Youth Care workers all over the world, in what Krueger (1991) referred to as “counseling on the go”. Why “on the go”? Because unlike traditional psychotherapy that is practiced in an office, at a dedicated time, with only the client(s) and the therapist present, Life

The role of the CYC practitioner is to use words that render immediate experience more understandable and maximize opportunities for emotional expression.

Space Interviews are conducted in small bits of conversation, in the midst of the activities of daily living. This approach to talk therapy is unlike any other because it situates the therapeutic conversation in the here and now and in the context of a young person's real ongoing life. The role of the CYC practitioner is to use words that render immediate experience more understandable and maximize opportunities for emotional expression. Like all talk therapy, Life Space Interviewing builds on the worker's ability to intervene using words, impart meaning in a timely and developmentally appropriate way and reflect on the current relationship to the client. As a psychologist and a therapist, I have seen time and time again that this talk therapy, provided by a Child and Youth Care practitioner in the life space, can be much more impactful and appropriate than traditional therapy in an office setting. Despite this, in many quarters, office therapy is still seen as a panacea for troubled children, youth and families, even by Child and Youth Care workers themselves. What follows is an overview of conversation in the Life Space as talk therapy, its advantages over traditional approaches to psychotherapy with children and youth, and a cautionary note about its use.

Life Space Interviewing: Talk Therapy in the Here and Now

Life Space Interviewing was first described by Redl and Wineman (1957) and is linked to the earlier origins of professional Child and Youth Care in

North America. Redl, a psychoanalyst who worked in residential hospital programs, insisted that well formulated verbal interventions by frontline Child and Youth Care workers could have a powerful therapeutic effect because they coincided in time and space with a moment in a young person's life when an issue was most pressing. Life Space Interviewing was never conceived of in opposition to traditional therapy and it was initially described as an important adjunct to office therapy. However, the severe limitations of "interview by appointment" were also noted (Ibid, p.496). The main problem cited with office therapy was its lack of meaningful connection to a young person's emotional and behavioral reality. Redl and Wineman wrote: "the main shift in emphasis is found in the space-time arrangements around interviewing per se" (p. 494), suggesting instead that appropriate brief verbal responses in context can provide valuable emotional support and further self understanding. Both, in their view, contribute to emotional maturation and increased impulse control.

A precondition for successful Life Space Interviewing is that there is already rapport established between a Child and Youth Care worker and a young person. As stated by Sharpe (2009), a precondition in Redl's original theory was that Life Space Interviewing exploited "the individual relationship between young people and adults....for therapeutic purposes (p.7). However, this is an important

foundation for effective office therapy as well and often takes much longer to develop (as much as ten weeks or more) because office therapy occupies so little time in a young person's life, affording few opportunities for shared experience.

Redl (1966) described two basic types of Life Space Interviews: *the clinical exploitation of life events* and *emotional first aid*. The difference between these two types of interventions depends on the practitioner's intent, not the immediate circumstances. In the *exploitation of life events*, the Child and Youth Care worker "may suddenly find that this opportunity gives him a long-hoped-for chance to help the client (John) come to grips with an issue in his life that the staff has so far had little opportunity to bring to his awareness" (p.43). In *emotional first aid*, a verbal intervention is provided to help a young person move out of an emotional crisis. In some instances, the scenarios cited by Redl and Wineman in their earliest work involve a worker pulling a young person aside in a private space, however, they also prescribe talk therapy type interventions that take place on the floor of a residential treatment facility or in the midst of activities.

Much of the language initially used to describe Life Space Interviewing was influenced by Redl's psychoanalytic training but, as noted by Gibson (2000), Life Space Interviewing has "much in common with present day cognitive approaches in that it involves the child in thinking



and planning process aimed at increasing social, emotional and behavioural competence" (p. 70). In the generic and more contemporary language of therapy microskills (Ivey, Simeck-Morgan, Ivey & D'Andrea 2001), an approach that breaks therapy interventions into discrete techniques, Life Space Interviewing encompasses strategies of paraphrasing and reflecting feelings, and confrontation and interpretation to promote awareness and self knowledge. As explained by Stuart (2009), "The child's reaction to a stressful emotional incident is processed as a means of changing behavior, enhancing self-esteem, reducing anxiety, or expanding the child's insight" (p.303). This definition is also closely allied to Garfat's notion of meaning making (Stuart, 2009). Long, Fecser & Brentro (n.d.) considered Life Space Interviewing to be particularly helpful in diffusing crises with young people and developed it within the broader rubric of Life Space Crisis Intervention. They stressed that the most salient aspect of the process is the identification of a central issue by a Child and Youth Care practitioner, who then assists a client through talking. The talking happens in snippets, where the worker uses verbal responses in a purposeful way. A brief example from Redl and Wineman (1957, p.511) is as follows:

Exec.Dir: Danny, could we talk a little about your troubles at school?

Danny: (ingenously) Aw, you know how it is, Dave,

those guys get me all upset and I can't help myself.

Exec.Dir: How do they upset you?

Danny: Well, they make a lot of noise and I can't stand that, you know.

Exec. Dir.: Can't you go across the hall to the rest room? I know your teacher would be glad to let you do that.

Danny: I don't like to go there (lame).

Exec. Dir.: You know, Danny, what I think is wrong?

Danny: What?

Exec. Dir.: Well, here at Pioneer House we've become quite familiar with your tantrums. Many times we know that you really can't help yourself. Yet it seems as though you have begun to improve quite a bit and you don't have so many any more. Still at school you don't try to control yourself at all. You just let yourself go. I wonder why.

Danny: I don't know.

Exec. Dir.: Well, I think you really want to get sent home. I know it's more pleasant here than in school and we like you and want to give you as much fun as possible. But it seems as though you still don't get enough even

with all of those things we do together. Do you feel that way?

In the above segment, Redl and Wineman demonstrate a brief interaction that took place in the young person's environment and used conversation to help process an experience. There is no need for a private office, or a dedicated hour...in fact, the impact of this intervention derives from the brief and timely use of talk therapy techniques, in close proximity in time and space to Danny's actual experience.

How is Life Space Interviewing More Effective than Traditional Office Therapy?

The following outlines critical differences between office therapy and Life Space Interviewing.

Life Space Interviewing uses meaningful moments. It can be a response to an event or behavior, and is not dependent on a young person's capacity to verbalize or recount daily events as is office therapy. Interventions are formulated in relation to a direct experience in the moment.

Life Space Interviewing maximizes opportunities for teachable moments. Not only do Child and Youth Care workers have a more comprehensive knowledge of the young people they work with than most therapists, they have many more opportunities to intervene. Office therapy takes place in an artificial setting where the therapist is only exposed to material the youth

chooses to share or is able to articulate. Life Space Interviewing offers flexibility in terms of timing, and the practitioner does not have to hope that the young person will remember an incident at the time of therapy hour.

Life Space Interviewing is not dependent on a person's level of motivation for therapy.

Gibson (2000) pointed out that most of the youth in Child and Youth Care programs would not be willing to attend office therapy. The vast majority of young people we see are involuntary clients, who come to us because of their disturbing behaviour or their high risk life circumstances (Stock, 2001). A high percentage are attachment disordered (Gough & Perlman, 2006) and faced with the prospect of a relating one on one in office therapy would become highly anxious, regressed or more acting out (Bromfield, 2007). Life Space Interviewing can deliver verbal interventions in small doses to minimize resistance and maximize support. It can also be helpful in gradually helping a client to perceive and acknowledge their difficulties.

Life Space Interviewing minimizes splitting and manipulation. One of the difficulties inherent in the use of office therapy for youth in a Child and Youth Care program is that it divides the treatment team by sending a youth to an external professional for intervention. Often, outside therapists and Child and Youth Care workers do not have

enough direct communication and conflicts can develop (Piersma, 1985). Young people use this defensively, to avoid issues and play the adults in their lives off each other. Integrating strategies of talk therapy into a Child and Youth Care intervention plan minimizes these difficulties and insures consistency and continuity for a young person.

Life Space Interviewing can be normalizing rather than marginalizing. Young people in office therapy often report that they are seeing a "shrink" (Thompson Prout, 2007). This may be experienced as proof of craziness or dysfunction and can be both marginalizing and pathologizing. Life Space Interviewing is spontaneous and delivered in the context of an ongoing relationship with known adults. It can be experienced as supportive and as a normal aspect of close relationships between adults and young people. Good parenting, for example, regularly includes verbal feedback, mirroring, confrontation and questioning. It is both developmentally appropriate and necessary in promoting social competence in children and youth to use language to help "mediate life experiences" (Redl, 1966, p.40).

A Cautionary Note

Most of the techniques used in office therapy adapt well to use in the life space and the power of verbal feedback and interpretation in this context is that it links with

immediate experience and can be integrated to a greater degree. However, by their very nature, Life Space Interviewing interventions are brief, highly influenced by the current context, the relationship, and issues of timing. With this in mind, the choice of how to intervene is a sensitive one, and needs to be made carefully. A poorly formulated statement that is too intrusive for the current context can backfire, causing increased resistance and disruptive behavior. In general, interventions that are less directive and more superficial are most versatile, easily received, and less time sensitive, while deep personal interpretations or confrontation should be used in the context of an established relationship and when conditions are not too emotionally charged. Verbal interventions "on the go" should build over time, so that initially the focus is on paraphrasing and reflecting. Confrontation and interpretation are tools to be used once a young person has started to demonstrate greater awareness and capacity for expressing feelings. See below for examples of Interviewing techniques derived from talk therapy at varying levels of depth.

Talk therapy microskills with examples and increasing levels of depth

- Reflecting (mirroring and feedback) "You seem to be feeling..."
- Questioning (probing for elaboration) "Tell me more about..."

Life Space Interviewing can deliver verbal interventions in small doses to minimize resistance and maximize support.



- Reformulation (providing an alternative framework)
“Could it be that you are really sad, not angry....)”
- Confrontation (pointing out contradictions) “You are happy to go home, but always angry when you come back.”

Interpretation (linking meaning to a behavior or statement) “Seems like you always scream at staff but you are really angry at your mom.”

Final thoughts

In 1999, Phelan (n.p.) expressed the view that the language of counselling and therapy has functioned “like an albatross around the neck of professional child and youth care”, by blocking the field from valuing itself and communicating the sophistication of what it accomplishes using everyday events. On the contrary, the language of counselling and therapy applies to what we do. As Redl wrote in 1966, “What goes on in a life-space interview involves as subtle and important issues of strategy and technique as do the decisions the psychoanalyst has to make in the course of a therapeutic hour” (p.40). Child and Youth Care workers intervene with many of the same verbal techniques as therapist and actually do engage in some of the most effective talk therapy for children and youth. Rather than deferring to other helping professions, or defining ourselves in opposition to them, we need to stand tall and communicate clearly about what we do provide

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Varda Mann-Feder is

Associate Professor of Applied Human Sciences at Concordia University in Montreal. Her teaching and research is in the area of Child and Youth Care intervention, and she has worked for many years as a clinical consultant and trainer in child welfare.



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Board Presentation on behalf of IT Support Staff (CUPE Members)

From the Board's Proposed Budget⁽¹⁾: *"A well-supported Information Technology (IT) department positively impacts the entire school district. The IT department provides students, teachers and staff with technology resources that support the district's vision."*

IT Support Staff agree with this statement whole-heartedly. Unfortunately, we feel that there is a very large discrepancy between the expectations implied by the aforementioned declaration and the conditions of the daily reality we face in the discharge of our duties. Since 2011, when the District brought the high school tech positions in house after several years of contracting out, little has been done to support the growth of our part of the department. IT Support demands have grown significantly from the perspective of staff and student populations, bringing with them attendant technology needs and there have also been sweeping changes in the types of technologies in use. In 2011 iPads did not exist, device deployment and management methodologies were far less complex. To be sure, the day to day support processes of today bear little resemblance to those of 2011, yet the level of educational support and training along with the sheer number of positions required to comfortably maintain and support the district's users and devices is lacking. As a group, we find our current disposition to be very much at odds with the treatment of teaching and administrative staff when it comes to staffing levels, training and monetary compensation commensurate with the attainment of greater skills and responsibilities. Under the current and previous years' budgets and until the recent COVID-19 disruption, our members were continually asked to do more with less in a time when other departments were expanding by adding positions. Furthermore, while it was finally agreed upon to add a position to our ranks, that position has remained unfilled for the past six months owing in great part to uncompetitive remuneration. We need to pay enough to attract the kind of employees that can engage effectively and embrace what is to come through both imagination and preparedness.

In the 21st century, the use of technology is pervasive in all organizations, especially in education where the business side leverages tech and the education side both leverages and teaches it. The district has done a great job of establishing itself on technology's leading edge. Tech Support needs to be agile enough to maintain a stable business environment while also helping to provide a platform to prepare students for opportunities to come. When we attend conferences such as IT4K12 the district is lauded as progressive and our system analysts are often presenters; an acknowledgment of their expertise and our overall technological advancement. However, as a district we fall down significantly when it comes to support as this same technology is often under utilized and not always well understood. There is a tendency to purchase the 'latest and greatest' from a capital expenditure perspective, but not to expend time and effort in the realms of staff training and technical support. Sadly, it is difficult to do either adequately

Board Presentation on behalf of IT Support Staff (CUPE Members)

when we are under-resourced in both staffing levels and skills. All too often we are stretched thin servicing the needs of our current technology footprint to proactively train for the 'next wave'. We do not have a testing platform or network; we usually implement changes on 'production' equipment or 'on the fly'. We have oftentimes lurched from crisis to crisis with outages imperilling learning outcomes. When examining the school calendar there are so few places where lost days would be considered immaterial. A dead switch cost a full day at THSS recently and GSS was without phone service for several days in February, presenting safety risks for staff and students. We have many premier teachers in our schools, who strive to help lift our students to the highest levels of achievement, we need to support them by providing a reliable platform on which to build. When technology is under-supported, the costs are hidden, but no less substantial.

We the support techs are surely stakeholders in the delivery of District IT services as 'boots on the ground' yet we are largely ignored as to its planning and direction. In point of fact, we have even mostly been overlooked when it comes to simple acknowledgements. As the eyes and ears of the department, we feel we have a lot to offer as a value proposition for moving forward in sound, tangible ways. We ask for direct engagement and consultation; to be treated like an enlightened part of the staff, not as an afterthought. We are a dedicated cohort with oversight of the technology discipline through our life and workstyles of immersion in all things 'tech'.

Notwithstanding the issues presented by COVID-19 there have always been funding challenges of the kind expressed in this presentation that have gone wanting. We believe there is no better time than now to address them. The longer we wait, the greater they will become. We respectfully request that our concerns around staffing, training and compensatory shortfalls be addressed in the current budget cycle.

Thank you for your consideration.

⁽¹⁾Opening Quote from: Proposed Preliminary Budget 2020/21 | Maple Ridge - Pitt Meadows School District No. 42; Page 42

I'm here today representing the smallest working group in the district. The group I represent is highly overworked, but provides a significant service to international students, families and business partners. And it's a core element of the business enterprise of this School District.

The **Homestay program** arranges for international students to live with local hosts families during their studies, providing them with complete **host family** immersion.

The homestay program equation is made up of two fundamental elements: Students + Host families. The proposed budget only looks at the number of FTE spots for our international students without considering the second piece of the equation, which is the work invested in marketing, recruiting, selecting, educating and maintaining a wide pool of host families to meet the accommodation needs of our international students.

The cuts proposed to the International Education Program in this budget are based on a forecasted enrolment of 365 FTE students. We would like to address that sometimes one FTE is comprised of 2 or 3 students, depending on the length of their enrolment. This increases significantly the amount of resources needed to ensure the proper support for students who are far away from their families and safety network.

We also would like to address the number of international students versus the number of host families needed. Sometimes the match of a student and a host family is not ideal, resulting in having to move the student to a new home. In other words, sometimes students have more than one homestay during their enrolment. Also, when a student is academically enrolled for just few months, it does not mean that we can use the same homestay for a new potential student, as it's done at the school spots. We often need to work on a new homestay placement, due to different gender, interests, preferences, allergies, dietary requirements, medical conditions, and other factors.

Although international student enrollment is reduced, our homestay department needs to maintain and recruit a larger number of homestays in the area.

There has been always a shortage of homestays and we expect it will be harder to place new international students after this COVID-19 pandemic because some of host families are not comfortable enough to accept new placements for now. Thus, there's a need for a more active recruitment of host families, which takes weeks/months to process. Also, we are afraid that changing the responsible coordinator may result in losing more homestays in this difficult time since each homestay coordinator has built close relationships over several years in their assigned catchment area.

Every year we see an increase of students who require extra support, not only in their academic program but also in the homestay program due to the cultural diversity and complexity of the background that each international student brings to the table. Homestay Coordinators not only recruit host families, but they also fulfill several roles such as couriers, transportation providers, mediators, advisors for students and families, interpreters and translators, and the list goes on.

During this pandemic, homestay coordinators are providing support to our international students and families by trying to ease their concerns.

Your current proposal will exponentially elevate the already high workload that homestay coordinators experience, since the help they get from the clerical staff and school liaisons will be significantly reduced.

Also, the health and safety of the homestay coordinators will be even more precarious than it currently is. Two coordinators are working from Sunday to Thursday and two others are working from Tuesday to Saturday. With the current proposal, one homestay coordinator will look after the entire department alone two days a week, and on one of those days will be working alone in an empty building without the proper services, such as heat and custodial as well as management and clerical support.

The current schedules provide the illusion that the entire office is open for business 7 days a week. However, the homestay department is understaffed four days of the week or more because there are only two coordinators in the office. Losing one homestay coordinator it will increase the workload for some members and decrease a proper level of good customer service. Host families, agents and students get frustrated and confused at the constant shuffle of personnel and schedules.

Your proposed cuts to the International Education Program will hurt students and families. We need to work together for an educational system that puts children first, and that honors the district's vision for every individual to feel valued and for all learners to reach their potential.

We would kindly request that you look at reducing other costs and expenditures in the department instead of cutting two vital positions. We believe our department has an unused portion of 2019-20 budget as marketing trips have been cancelled from March to June due to the pandemic. We also believe there will be further savings from 2020-21 marketing trips as travel restrictions are most likely to continue in July and August or even longer.

We realize that you have a big challenge in front of you, but projecting 30% fewer international students does not mean we have 30% less workload. Hence, on behalf of our students, host families and my coworkers, I ask you to reconsider your proposal. It's not an exaggeration to say the future of this program depends on your decision.



**MAPLE RIDGE
PITT MEADOWS**
INTERNATIONAL PROGRAM

Input on Proposed 2020/21 Preliminary Budget

**Presented by
Homestay Department
International Education**

BACKGROUND

In order to reduce the impact of international student enrolment decline on school district operations it is proposed that staffing for international education be reduced to reflect the reduced enrolment levels.

It proposed that staffing for international education be reduced by

- 1 FTE Homestay Coordinator
- 1 FTE General Clerk
- 1.125 FTE secondary liaison blocks, and
- 1.943 FTE teachers

for total savings of \$233K one-time and \$196K ongoing.

HOMESTAY PROGRAM

**International
Students**



**Homestay
Families**

Help students to adopt to life in Canada by providing them with complete **host family** immersion.

2020/21 BUDGET FORECAST

Number of FTE students on Budget
365 FTE

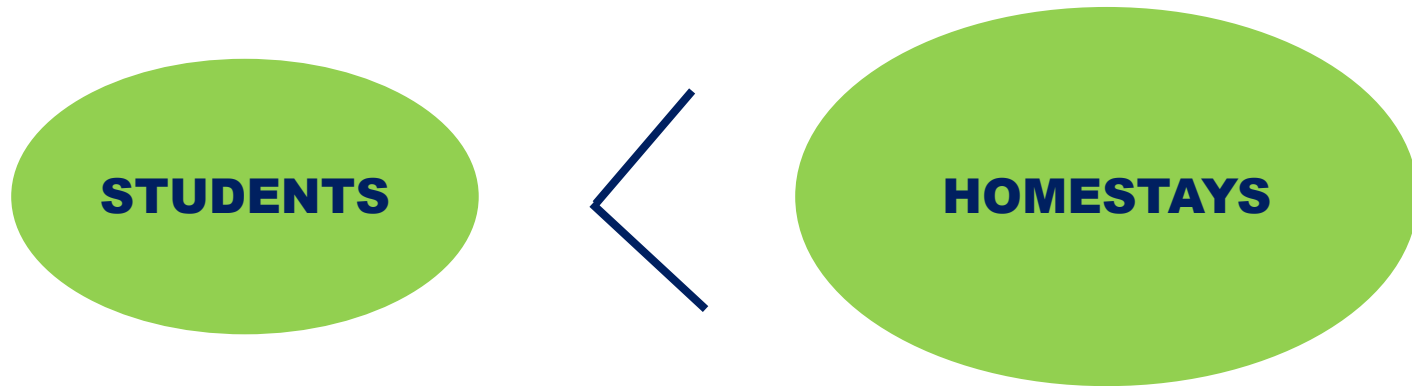
VS

Number of actual students registered as of today
382 students
+ more to come Jan/Feb
+ Spring 2021 cultural programs
+deferred Spring 2020 cultural programs

$$1\text{FTE} = 0.1 + 0.3 + 0.5$$

HOMESTAY PLACEMENT

of students VS # of homestays required



Need to consider different gender, interests, preferences, allergies, dietary requirements, medical conditions, and other factors.

HOMESTAY COORDINATOR ROLES

- Recruiting host families and matching students
- Act as transportation providers, mediators, advisors, interpreters/translators, etc.



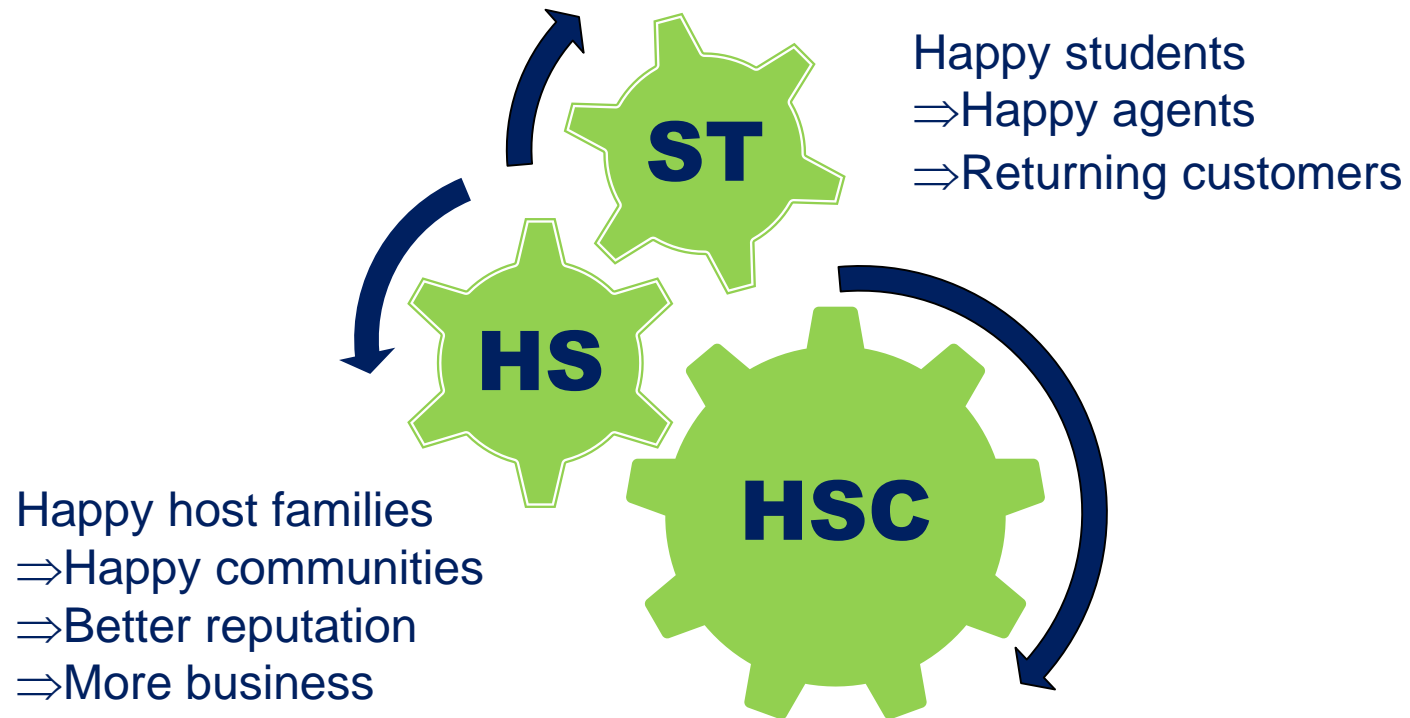
SCHEDULES

WORKING SCHEDULES

	SUN	MON	TUES	WED	THURS	FRI	SAT
HSC 1	OFF	OFF					
HSC 2	OFF	OFF					
HSC 3						OFF	OFF
HSC 4						OFF	OFF

 Working days  Off

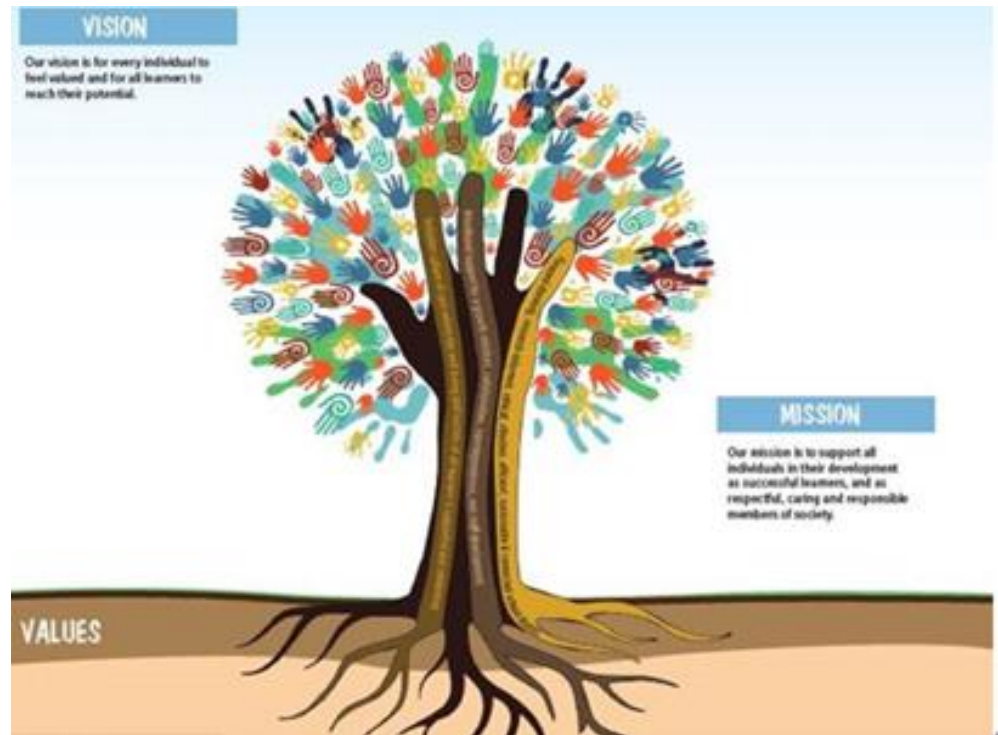
WORKING TOGETHER



WORKING TOGETHER

VISION:

For every individual to feel valued and for all learners to reach their potential.



REALLOCATION OF BUDGET

Impact of Covid 19 – International travel restrictions

- Cancelled marketing trips from March to June 2020
=> Unused travel budget from 2019/20 school year
- No international trips in July and August or even longer
=> Reallocation of travel budget to strengthen the short term financial viability of the international education program.



THANK YOU



**MAPLE RIDGE
PITT MEADOWS**
INTERNATIONAL PROGRAM

ATTACHMENT F: JACQUELINE MONTGOMERY

April 2020

Submission to School District 42 - Budget Consideration for 2020-2021

I am Jacqueline Montgomery, an administrative coordinator at Pitt Meadows Secondary School. I have been a hardworking, proud member of School District 42 and CUPE Local 703 since April 1999. I have seen many changes to the roles of clerical at the secondary level over the years. My fellow office support staff are overworked and often stressed with the workload and constant increase to roles, tasks, and responsibilities. We are an intricate part of the school district's fabric and are the first stream of communication for students, parents, staff, outside agencies, providing support in diverse ways, from technology to first aid.

In 2014 there were big cuts made to clerical for budgetary reasons. General clerks at the secondary level were cut at 5 high schools. The largest school maintained their frontline staff member and Thomas Haney has a full-time receptionist currently, however I am unsure how this position is financially supported, either district or school budget.

The implementation of the restored MRTA collective agreement has resulted in additional teachers and EA support staff. Where do these individuals come when they need assistance? The office of course!

General clerks (and clerical in general) are the lifelines as they support the school population and form a large part of the community spirit in the buildings. The school offices are often the heart of the school, the hub you could say, where everyone comes for assistance, information and support.

In particular General clerks' duties include:

- accurate attendance maintenance
- support for parents, students, staff
- assists with first aid
- supports libraries
- assist in purchasing for remedy and literacy materials
- directs students with injuries or mental health issues and guides to the appropriate areas for support, as well as general reception duties

Without these valuable team members, extra responsibilities and tasks have fallen on administrative coordinators, student records and accounting personnel. The office staff roles have expanded tremendously over the past few years with technology increasing workloads, not lessening.

As outlined in the preliminary budget on page 79, since 2012/13 staffing increases have happened in all areas in our district, with some areas like **EAs increasing by 46.92%**. Support staff as only increased by **1.72%**.

- **teacher staffing** FTE has increased **14.36%**
- **school based principals and vice principals** have increased **11.55%**
- **other professionals** have increased **31.25%**

- **education assistant staffing** FTE has increased **46.92%**, and
- **support staff has increased 1.72%**

There are further staffing increases in these areas for 2020/21 with only 1.06% additional FTEs for clerical. This simply is no longer sustainable or safe.

Clerical is the first group to have extra tasks and responsibilities added to our daily roles, without consultation, or often training, and we are the first to be cut when budgets are being questioned. Office staff are the first contact when entering the school. Relationships with students are invaluable, it fosters belonging, community and often provides essential personal contact for situations faced by students and parents.

Significant daily student and parent interactions take a considerable amount of time and this demand is not acknowledged in current staffing levels. It is expected that these needs and vulnerabilities will increase even further after this pandemic is over. If we are promoting Safe and Caring Schools, as referenced on page 40, "*our secondary schools continue to require additional staff to support our vulnerable and complex students*", it is not best practice to reinstate this 35 hours per week job?

As further outlined in the preliminary budget the staff-to-student ratio has improved modestly during the period, although not equally across employee groups. **Support staff ratio is up by 6.99%** while all other groups have improved and been reduced.

I request that the budget be increased or amended to include four 35 hour per week general clerks at the secondary level, namely PMSS, GSS, WVS, SRT. The cost for these four positions is approximately \$31,000 individually, for a total combined of about \$123,000. Wages including benefits would be less than \$140,000 per year, to support healthy, safer secondary schools. Not much for critical frontline workers.

Why is it that this group of frontline workers, are so undervalued? When there is an emergency, either students or staff, we are expected to handle this situation, and get the appropriate support immediately. Morale amongst this valuable group is at an all time low. Many feel disrespected, undervalued, and non-essential, although it has been necessary to have clerical in schools during this current health crisis.

With student numbers increasing year over year, return to three administrators, more teachers and EAs, with additional responsibilities from purchasing, health and safety, Ministry of Education, etc., now more than ever this additional staff member is needed.

Respectfully requested and submitted,

Jacqueline Montgomery

Additional Notes:

Safe and Caring Schools, as referenced on page 40, "*our secondary schools continue to require additional staff to support our vulnerable and complex students*".

Staff-to-student ratios have improved for the following positions:

- *Teachers (down 5.55%)*
- *Other Professionals (down 19.60%)*
- *Education Assistants (down 26.47%) This substantial improvement is mainly due to the increased number of education assistants employed to support students with special needs.*
- *Principals and Vice-Principals (down 9.26% in admin component and up 20.80% in teaching component)*

Staff-to-student ratios have not improved for the following positions:

- **Support Staff (up 6.99%).**

ATTACHMENT G: NICHOLAS RENAUD AND ELEMENTARY BAND CORRESPONDENCE

From: Nic Renaud

Sent: April 16, 2020 9:47 PM

To: Korleen Carreras <Korleen_Carreras@sd42.ca>; Elaine Yamamoto <Elaine_Yamamoto@sd42.ca>; Mike Murray <Mike_Murray@sd42.ca>; Pascale Shaw <pascale_shaw@sd42.ca>; Kim Dumore <kim_dumore@sd42.ca>; Colette Trudeau <colette_trudeau@sd42.ca>; Katie Sullivan <katie_sullivan@sd42.ca>

Subject: Elementary Band Funding (one additional block at PMSS)

Dear Trustees,

I realize these are difficult times and I am grateful to you all for working so hard on behalf of staff and students to navigate this crisis and help us to enter into next year as best as we can.

Below is an email exchange I have had with Shannon Derinzy. I am advocating on behalf of our parents and students in Pitt Meadows in the hopes that you are fully informed of our successes and growth in enrollment this year. Unfortunately, without funding, a large number of students will not be able to benefit from this programming in 2020/2021.

Please see below for more information (and the original budget request sent in January, attached). Thank you for your consideration.

Hi Shannon,

Thank you for your response. I read the budget last night and did not notice any mention of elementary band which is why I asked.

As you know, this year we had 80 grade 6/7 families registered in the SD42 Elementary Band Program offered through PMSS. In 2018-2019, there were 15 families registered. The program is on a growth curve. To accommodate for this growth, I opted to volunteer to teach these 80 students in two groupings (advanced and beginner), even though we only had one block of funding this school year.

I am reflecting on this offer of one block of elementary band administered out of PMSS (for 5 feeder schools). Given the growth curve of our program, **if status quo is all that we can offer, we as a district will only be able to offer a Gr. 7 Advanced Elementary Band at PMSS as we have 35 grade 6 students set to return in September.** Next year, I will be teaching more music classes at PMSS (a result of the success in the elementary band program this year). As such, I won't have the space or time to teach more than one band class for elementary students if only one block of time is funded. **Consequently, we as a district will have to turn away approximately 50-80 grade 6/7 families** (based on our growth curve) who would be set to join the Beginner Elementary Band in September. The needs of those 35 students who are continuing into grade 7 prohibits us from allowing beginners into that block - there is too great a disparity of level between complete beginners and these students with one year of

experience. Beginners would need their own band to be nurtured, especially when there are so many of them.

I am really grateful that the district is continuing to fund one block to support the elementary band program in Pitt Meadows. **I am wondering if there is perhaps another source of funding that we might be able to look into to support the growth of this program; we discovered this year that there was a real desire among elementary students and parents for this ensemble musical arts programming.** It would be very sad if the Pitt Meadows area were not able to be offered such a positive learning experience that meets many of our district's SEL objectives and the SEL needs our students.

To close, I have learned so much about our feeder schools and community and have heard from many parents about the benefits this program has had on their kids - through our overnight retreat, 4 concerts, trip to see the VSO and the in-class building of community and friendships between students from every school in our catchment. **It was incredible to see the growth of pride and poise among these young students and the excitement among them to bring this sense of community to PMSS when they get to grade 8.**

Nicholas Renaud

Teacher: *Music, French, English*

Pitt Meadows Secondary School

Nicholas_Renaud@sd42.ca

604-465-7141 (ext. 58263)

19438 -116B Avenue, Pitt Meadows, BC V3Y 1G1

Check out our website: pmssmusic.com

Proposal to SD42 Board of Education: SD42 Elementary Band Program as Administered by Pitt Meadows Secondary

January 17, 2020

Dear Mrs. Derinzy and SD42 Board Members,

Music instruction has many benefits for our students: it teaches them about teamwork, perseverance, fine motor skills, language skills and mathematic skills, as well as providing them an opportunity to express themselves. This year, we have seen tremendous growth in the program and it is in a good position to further serve the student population of Pitt Meadows. To accomplish this goal, we will need a second block of elementary band funded at PMSS. In this proposal package, we will explore the current state of the program and illustrate the benefits to our district's student population. We will examine this through the lens of Social and Emotional Learning and the positive impact on academic performance, as shown in recent research conducted and published by professors at the University of British Columbia. It is my hope that the Board will come to better understand the program and its positive impacts on students and the community and will agree to fund one additional block of elementary band at Pitt Meadows Secondary for the 2020/2021 school year.

SD42 Elementary Band at PMSS – The Numbers

School Year	Students Registered	Ensembles (bands)	# of Teaching Blocks
2019-2020 (Sept)	12	Elementary Band	1
2019-2020 (Oct)	70	Beginner Elem Band Advanced Elem Band	1
2020-2021	95+	Beginner Elem Band A Beginner Elem Band B Advanced Elem Band	2 (asking for 1 additional funded block for growth)

As you can see from the table above, the trend of the program is growth. We are asking for **one** additional teaching block to allow the program to continue to positively impact students. Bearing in mind the normal amount of students in a teaching block is ~30 in any subject, having 2 blocks to accommodate 95 students (~45 per teaching block) would allow the teacher more time to work with students and plan meaningful experiences for each student in the program. **These two funded blocks would be administered over 3 bands so that the teacher would only teach ~30 students at a time.**

SD42 students deserve to be given the best research-driven programming possible to help them to achieve and feel successful in their academic careers with us. The SD42 Elementary Band Program administered by PMSS gives students many opportunities to develop their social and emotional wellbeing, build positive connections that can help to meaningfully shape their identity as they enter high school and provide them with an experience that can benefit their performance in all areas of academia. I sincerely hope that, considering this research and its implications on our students, the Board will consider offering one additional block of elementary band (2 blocks total) to Pitt Meadows Secondary so that we can continue to offer this highly valuable programming to Pitt Meadows students for many years to come. In the pages that follow, I detail exactly how the Elementary Band Program benefits students and aligns with cutting edge educational research. Thank you for your consideration.

Respectfully,
Nicholas Renaud
Teacher - Band Director, Pitt Meadows Secondary

SD42 Elementary Band as Administered by PMSS

This District's Elementary Band Program offered through the Music Department at Pitt Meadows Secondary serves students of four (4) feeder elementary schools: Pitt Meadows Elementary (PME), Davie Jones Elementary (DJE), Highland Park Elementary (HPE) and Edith McDermott Elementary (EME). The district currently funds one block of elementary band at PMSS. When I arrived at PMSS, there were 12 students in the Elementary Band Program; one block was more than reasonable to accommodate these students. However, within a month of recruitment, the program ballooned in numbers and by October 1st 2019, our Elementary Band had over 70 students registered. It was unrealistic to teach these 70 students at once because of varying experience levels, so I opted to teach Advanced Elementary Band, a new venture for the 12 returning grade 7 students, during lunch and my prep block, and the Beginner Elementary Band of new grade 6 and 7 students during the Elementary Band block funded by SD42.

The current numbers of students in the program are as follows: 59 students in Beginner Elementary Band, 11 students in the Advanced Elementary Band.

Projections for 2020/2021

Back in September, I visited each feeder elementary school once with a set of instruments and allowed students to try them out and learn a bit about what we had planned in elementary band; this resulted in 65 new students joining the program in October. As the school year progresses, I will be visiting our feeder schools a few times: once with the high school band and choir to show students how exciting music is, once with the Advanced Elementary Band to show their achievement and why others should join the Elementary Band Program, and once on my own to let students try out different instruments they could play and sign up for band. With all of these new recruitment methods, it is safe to estimate that we can expect at least 65 students to join band for 2020/2021, if not more. We can also safely estimate that the majority of the 40 grade 6 students currently registered in Beginner Band will continue into Advanced Elementary Band in grade 7.

The minimum projected enrolment numbers for the Elementary Band Program in 2020/2021 school year are therefore: 65 students in Beginner Elementary Band and 30 students in Advanced Elementary Band – 95 students in total.

Elementary Band as it relates to the Middle Years Development Instrument (MDI)

The Middle Years Development Instrument measures students' social and emotional health and well-being. At the New Employee Orientation in September, Superintendent Russell explained our district's commitment to using cutting edge research to inform education spending. We were shown the MDI as one of the tools the district is using to shape programming and priorities. This was exciting to me as the MDI was central to many of my courses at UBC during my Bachelor Education Program – we were even taught by Dr. Schonert-Reichl, the researcher responsible for the MDI. In our studies with Schonert-Reichl, we were taught that the Middle Years (ages 6-12) are crucial to a child's development as the cognitive, social and emotional changes students experience during these years shape the identity they will carry with them through adolescence into adulthood. The MDI research brief proposes five pillars of social and emotional health that are measurable and that impact student well-being, achievement and a sense of belonging in school. The 5 pillars are: Social and Emotional Development, Physical Health and Wellbeing, Connectedness, Use of After School Time, and School Experiences.

The Elementary Band Program addresses these 5 pillars in the following ways:



Social and Emotional Development: In the Elementary Band Program, students play in a musical ensemble together. They are given many opportunities to travel across the Lower Mainland with the band, helping them to build friendships with students from across Pitt Meadows with whom they will eventually attend high school. This extra time to work with others helps students develop their social skills and a support network of students with whom they will eventually start high school and play music until grade 12.



Physical Health and Wellbeing: Central to the music curriculum is proper playing technique. Students develop finger dexterity, abdominal muscle control as it relates to breathing and breath management, control of finer facial muscles required for the embouchure of a mouthpiece as well as good posture. Students also learn about health and safety concerns associated with playing an instrument (but which are also transferable to other areas of life), such as preventing repetitive stress injuries.



Connectedness: There are two aspects to this. Students in the Elementary Band Program build connections with other kids from across Pitt Meadows. Those connections carry forward from grade 6 into high school and through to graduation, or however long they remain in music courses. The other important aspect to consider is the importance of positive relationships between students and trusted adults at their school, as discussed in the MDI. With the Elementary Band model as administered by high school music teachers, students also build a positive connection to the band teacher who will be there to support them from grade 6 to grade 12. This fosters connection to the school and community early on in the student's academic career.



Use of After School Time: Music students are constantly participating in after school workshops, concerts, rehearsals and performances. Music students are kept busy in some of the most productive and learning-filled ways possible.



School Experiences: Music is one of the few subjects where students travel as part of the course. Some experiences Elementary Band students have the opportunity to do include: a retreat at a local camp and a sleepover at PMSS (both of which feature visits from symphony musicians to teach the kids on their instrument), a tour of the feeder elementary schools, a field trip to see the VSO and many more. In high school music classes, they get opportunities to travel to local festivals in Whistler, as well as trips to music education festivals abroad in places such as Banff, Disneyland and Hawaii. These experiences allow students to build bridges with other music students from across Canada and the world and provide them with new perspectives, stronger connections through shared experiences with their peers, and lifelong positive memories from their time in SD42 schools.

WELL-BEING INDEX

The Well-Being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

MEASURES

Optimism
Happiness
Self-Esteem
Absence of Sadness
General Health



High Well-Being (Thriving)

Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



Medium Well-Being

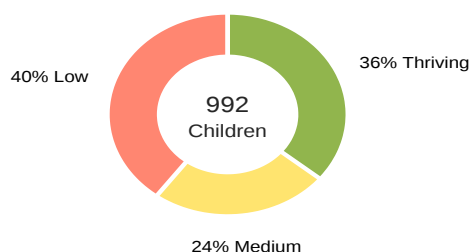
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



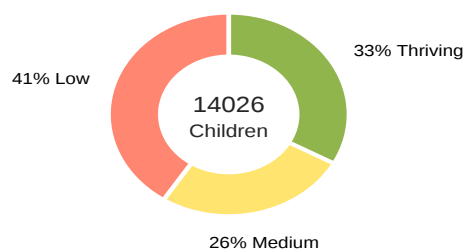
Low Well-Being

Children who score in the low range on at least 1 of the 5 measures of well-being.

MAPLE RIDGE PITT MEADOWS



ALL PARTICIPATING DISTRICTS



from page 9 of SD42's MDI Research Brief – Grade 7 student in 2019. Elementary Band at PMSS is accessible to students of all income levels to participate as we have instruments to lend out – this can help address the 40% of our students that are in the Low Well-Being category.

Impact on Academic Performance

In addition to valuing student wellbeing and sense of belonging in school, as a teacher I value student learning and achievement in all areas of academia; I am sure I share this value with all the other teachers, administrators and board members in SD42. It has long been asserted that learning music helps students excel in their academic subjects. However, up until recently, the studies to support this assertion were unable to control many variables such as gender, ethnicity, socioeconomic background and prior achievement. A new study published in 2019 – the first of its kind – does control these factors and was conducted over many years, using data exclusively from BC students. It found that participation in music had a positive impact on a student's academic courses, regardless of gender, language spoken at home, socioeconomic status, etc. If we consider the MDI research and its assertion that Social and Emotional wellbeing has an impact on student success, and how elementary band provides students with educational programming that directly meets the goals stated in the MDI, then it is no surprise that involvement in band would positively impact students' academic pursuits. As students gear up for increased academic expectations in high school, the research tells us that involvement in Elementary Band is one way that we as a district can help them to achieve their full potential as students and as people.

The study can be viewed here: <http://dx.doi.org/10.1037/edu0000376>

Supporting Documents Attached

- 1) Vancouver Sun article about Dr. Peter Gouzouasis's study on music education's impact on students' academic performance
- 2) MDI Research Brief
- 3) PMSS Elementary Band Handbook which outlines the program's structure and curricular content and goals

UBC study is music to parents' ears

A new study out of UBC showing that music definitively improves test scores in academics will be music to the ears of parents and kids whose beloved high school band programs have been lost to budget cuts

DENISE RYAN ([HTTPS://VANCOUVERSUN.COM/AUTHOR/DENISERY](https://vancouversun.com/author/denisery)) Updated: June 25, 2019



Peter Gouzouasis, an arts education researcher and a professor at UBC, said he hopes a new music study will move the needle on cuts to music programs in elementary and secondary schools. Photo: Francis Georgian/Postmedia
FRANCIS GEORGIAN / PNG

Music matters.

When kids are involved in instrumental music in school, whether piano, string or winds, there is a significant, measurable, positive impact on academic achievement according to a new study.

(<http://www.apa.org/pubs/journals/releases/edu-edu0000376.pdf>).

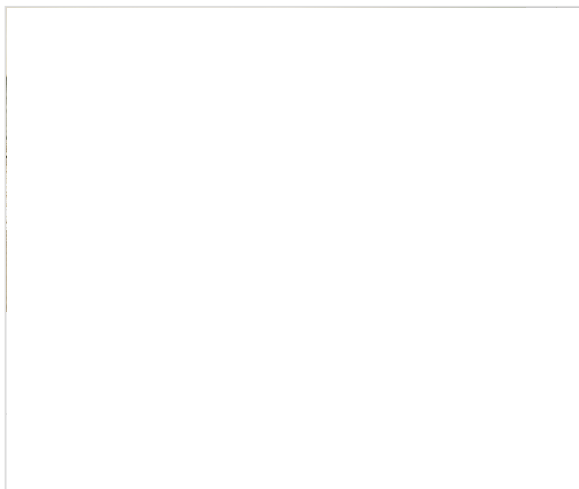
(<http://dx.doi.org/10.1037/edu0000376>) out of UBC, published in the *Journal of Educational Psychology*.

Peter Gouzouasis, an arts education researcher and a professor in the faculty of education in the department of curriculum and pedagogy at UBC, said he hopes this study will move the needle on cuts to music programs in elementary and secondary schools.

"Music makes us more human, music connects us with our thoughts and feelings," said Gouzouasis, who is calling for the restoration of music programs in public education, particularly in the Lower Mainland where music programs have been cut.

"Policy makers and administrators want to know what the bottom line. This study clearly shows that music has a significant and measurable impact on academic achievement, and that the more of it kids do, the better they do in their academics," said Gouzouasis.

STORY CONTINUES BELOW



The cognitive effects of music has been well studied, going back to the 1990s, but Gouzouasis said this is the first study to show the correlation between music and academic achievement is significant even when demographic factors such as gender, ethnicity, socioeconomic background and prior achievement are factored in.

Gouzaousis said he and co-authors Martin Guhn and Scott Emerson, examined “gargantuan data sets” culled from British Columbian provincial exams and 112,000 student records, and data from the provincial Grade 4 and 7 Foundation Skills Assessment exams in numeracy and literacy.

Approximately 13 per cent of students in the data set had participated in at least one music course in grades 10, 11 or 12.

The data studied included school records for all students in British Columbia who started the first grade between 2000 and 2003, who had completed the last three years of high school and had also completed standardized exams for math, science or English.

“The thing that distinguishes this new study from all the other studies is that we not only control for gender, we were able to control for ethnicity through language spoken at home and prior learning,” said Gouzouasis.

“It’s important because the more you can control for various factors, the more you can say ‘it’s a music effect,’ rather than something related to kids coming from a higher income household or of a particular ethnicity.”

Gouzouasis, who plays guitar, said music is as good for the brain as it is for the soul. “The executive functions of the brain that music benefits are inhibition, self-regulation, information monitoring, working memory, switching and shifting between different tasks.

“Music-making requires anticipation, planning, memory, synchronization with other people in an ensemble, shifting between mental and physical tasks, shifting your fingers while also hearing the music around you, while also hearing the music in your mind as you are looking at the notation.”

The study looked at core music courses that required students to be engaged over a period of time at moderate and high levels to asses how different levels of engagement with music influenced academic achievement.

"This study shows very clearly that the more music, particularly instrumental music, that the child engages in, the better they do in school," said Gouzaouasis.

Parents shouldn't worry about whether the time their child spends practicing will interfere with their studies. "It's the opposite," said Gouzouasis.

What parents and administrators really need to know is that music translates into better grades.

Only two school districts in the Lower Mainland have mandatory band beginning in Grades 6 and 7, Richmond and Delta, said Gouzouasis. "Maybe that will change. I hope so."

dryan@postmedia.com (dryan@postmedia.com)

TRENDING IN CANADA

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THE MIDDLE YEARS DEVELOPMENT INSTRUMENT

Measuring and promoting children's social and emotional health, well-being, and assets with the Middle Years Development Instrument.



Middle childhood, between 6 to 12 years of age, marks a significant period in human development. Children experience important cognitive, social and emotional changes that establish their identity and set the stage for development in adolescence and adulthood. While it is a time of heightened risk, it is also a time of opportunity. (Del Guidice, 2014).

The Middle Years Development Instrument (MDI) is a self-report questionnaire that asks children in middle childhood about their thoughts, feelings and experiences. The MDI is the first survey of its kind to gather information about the lives of children both in school, in the home and in the community, from their own perspective. The survey uses a strengths-based approach to assess five dimensions of child development that are strongly linked to social and emotional well-being, health, academic achievement, and overall success throughout the school years and in later life.

What is the Middle Years Development Instrument (MDI)?

- The MDI is a population-level survey that gathers comprehensive information on the lives of children in Grades 4 and 7, from the children themselves. The survey is being used extensively in British Columbia, and in pilot sites across Canada and internationally.
- The MDI was created to address a gap in available, population-level data on the social and emotional health, well-being and developmental assets of children in middle childhood inside and outside of school.
- The survey is not used for individual diagnosis or assessment of children, or comparison of individual teachers, classrooms or schools.

Learn more about these five areas of development by visiting: <http://www.discovermdi.ca/understanding-the-mdi/dimensions/>



Social & Emotional Development

Optimism, empathy, happiness, prosocial behaviour, self-esteem, self-regulation, sadness and worries, responsible decision-making*, self-awareness*, perseverance*, and assertiveness*..



Physical Health & Well-being

General health, body image, nutrition, meals with family members, and sleeping patterns.



Connectedness

Presence of supportive adults in schools, families, and neighbourhoods, sense of belonging with peers, and friendships.



Use of After-school Time

Time spent participating in organized and unorganized activities including team and individual sports, lessons (e.g. music, art, academic), watching TV (e.g. online streaming of TV, movies and videos), playing video games, socializing with friends, reading, homework, working* and volunteering*.



School Experiences

Academic self-concept, school climate, school belonging, future goals and victimization (bullying).

*Only children in Grade 7 are asked to report on these areas.



The MDI was developed by a collaborative group of researchers at the Human Early Learning Partnership (HELP), educators and community members interested in tracking trends and patterns in children's social and emotional health, well-being and developmental assets. The MDI was developed with the goal of providing policy makers, educators and community organizations with essential data to support decision-making aimed at creating the conditions in which children can flourish.

The MDI is supported by funding from The United Way of the Lower Mainland, the BC Provincial Ministries of Education, Health and Children and Family Development, as well as participating school district (boards) in BC.



➤ The MDI...

- Uses a strengths-based approach and focuses on children's positive assets;
- Helps us understand the development of the whole child;
- Offers children a voice and an opportunity to share their thoughts, needs and wishes; and
- Provides a reliable and valid way to assess children's development and well-being.

WHY THE MIDDLE YEARS MATTER

Middle childhood is a time of enormous physical, emotional, and cognitive growth, accompanied by changes in peer and adults relationships and, both home and school environments. Research shows that a child's overall health and well-being during this critical period of development affects their ability to concentrate and learn, develop and maintain friendships, and navigate thoughtful decision-making.

As the elementary school years progress it is common to observe declines in children's self-reported confidence, self-concept, optimism, empathy, satisfaction with life and social responsibility. However, these declines are not inevitable. During these transitional years there are many opportunities within school and community environments to promote resiliency and buffer children from these risks. These include positive adult relationships at home, in school and in community, as well as assets. Children in their middle years can develop social and emotional competencies and lifelong patterns of behavior that will help them thrive.

CHILDREN'S VOICES MATTER

Children's voices matter. One of the core beliefs of the MDI is that children's voices deserve to be heard. Asking children for their input is valuable because it provides us with rich data on child well-being that we couldn't otherwise access — data which we can use to create environments and interactions which help children thrive. It is also powerful because it tells children that we value their thoughts and feelings, and grants them a say in how their schools and communities make changes to support them.

WHY MEASURE AND MAP CHILDREN'S WELL-BEING?

With an emerging focus on the importance of social and emotional competencies, there is an increasing need for quality, population-level data to guide policy development and program investments.

The MDI provides a reliable method for assessing children's social and emotional development, physical health, relationships, experiences in school and community and participation in after-school activities. It offers children an opportunity to share their experiences and opinions related to these areas of their lives. They are also able to share their wishes and perceived barriers related to their participation in after school activities. Learning from children directly - in their own voices - about their experiences at home, in school and in the community provides important information to support evidence-based decisions on funding allocation, program delivery and policy development across sectors.

VALIDITY AND RELIABILITY

The MDI was developed based on five decades of research on resiliency and risk in the field of child development. There are now four studies that have been conducted to test the validity of the MDI survey, in both urban and rural communities in BC. Results from these studies show the MDI has both strong reliability and validity as a measure of children's overall wellbeing. See References for details of these four studies.

FIG 1: THE WELL-BEING INDEX

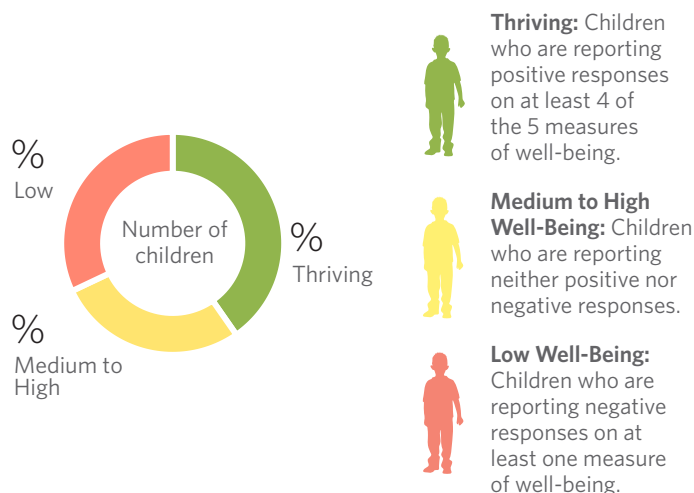
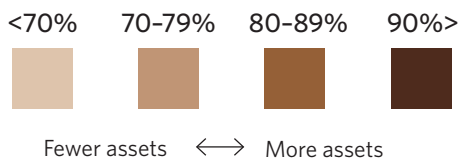
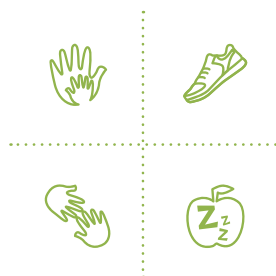
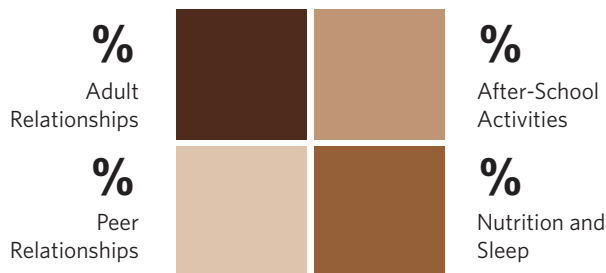


FIG 2: THE ASSETS INDEX

Percentage of children reporting the presence of assets in their lives:



All Participating Districts



MEASURING SOCIAL AND EMOTIONAL WELL-BEING & ASSETS

The MDI consists of measures relating to children's physical health and social and emotional development that are of critical importance during the middle years: Optimism, Happiness, Self-Esteem, Absence of Sadness, and General Health. Scores from these five measures are combined to create the MDI Well-Being Index, which assesses three categories of well-being: 'Thriving,' (or experiencing 'High' well-being), experiencing 'Medium to High' well-being, or 'Low' well-being. (Fig. 1)

Assets are positive, everyday influences and resources that are known to protect children against vulnerability and promote positive well-being during the middle years. The MDI Assets Index measures qualities present in children's lives that make a difference: Positive Adult Relationships, Positive Peer Relationships, After-school Activities, and Nutrition & Sleep. (Fig.2) Each asset is calculated and reported as the percentage of children reporting the presence of the asset in their lives.

Resiliency research shows that assets are qualities in children's lives that promote positive development. This aligns with one of the key findings of the MDI that indicates children's self-reported health and well-being is related to the number of assets they perceive in their lives. As the number of assets in a child's life increases, they are more likely to report higher levels of well-being.

HOW ARE MDI DATA REPORTED?

Data collected from the MDI are used to create comprehensive maps and reports that are shared with schools and communities in BC and across the country. The information collected supports governments, educators, health professionals and community organizations to make evidence-based decisions, offering valuable insight about the impact of programs, practices and policies designed to improve the well-being of children in schools and in communities. Learning how children are currently faring across neighbourhoods and school districts means that supports and services can be tailored to families and children where and when they are needed.

MDI reports and maps are powerful tools for use in planning and community mobilization. HELP reports and maps MDI data both by school district and by children's home postal code, providing an opportunity to explore results for children by neighbourhoods.

School District and Community Reports are made publicly available at www.earlylearning.ubc.ca/maps/mdi/nh

Please visit www.discovermdi.ca/understanding-the-mdi/mdi-101/ to see answers to the most Frequently Asked Questions related to the MDI.



DISCOVER MDI: A FIELD GUIDE TO WELL-BEING IN MIDDLE CHILDHOOD

Our goal is to support communities, schools, families and children to chart their own course toward improving the lives of children during these critical years of growth and transition. Discover MDI: A Field Guide to Well-Being in Middle Childhood is an online tool designed to help do just that. Discover MDI is a companion to your MDI reports and features shareable resources for key MDI concepts and research related to healthy middle childhood development, tools and tips for presenting your MDI data, and recommendations for using the MDI to initiate conversations and change in your schools and communities.

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RESEARCH BRIEF . 2018



Pitt Meadows Secondary School Music Department

Elementary Band Program

A Handbook for Parents and Students

Updated Fall 2019

Pitt Meadows Secondary School

École secondaire Pitt Meadows

19438 -116B Avenue

Pitt Meadows, BC V3Y 1G1

<https://secondary.sd42.ca/pmss/>

Dear Parents,

Congratulations! Your child is interested in joining the SD42 Elementary Band program that is offered at your school through Pitt Meadows Secondary.

The elementary band program is a very rewarding experience. Your child has the opportunity to learn a new skill, make new friends, and participate in many activities including trips to the Vancouver Symphony, field trips to music festivals, band retreats at local camps, and overnight sleepovers at PMSS.

Music is a very important part of your child's education. Like participating in a sport, learning a musical instrument is a physical skill which requires regular practice and participation. Each member of the band is essential to the success of the "team." However, unlike sports, music allows students to express themselves and respond creatively to the demands of the music.

This handbook will outline the expectations for each student and parent participating in the band program. Please read through the book and take note of the details so that you and your child can have a successful band experience.

I look forward to seeing your child grow as a musician over the next few years! Please feel free to contact me at any time if you have any questions, ideas, or concerns about the band program.

Sincerely,

Nicholas Renaud
Elementary Band Director
nicholas_renaud@sd42.ca

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PMSS ELEMENTARY BAND PROGRAM OBJECTIVES

1. To promote the appreciation and understanding of all types of music.
2. To promote the ability and desire to participate in the performance of music.
3. To encourage critical thinking skills, awareness and individual growth.
4. To promote responsibility and cooperation through musical performances.
5. To encourage students to be creative and innovative through music.
6. To teach students to become disciplined and responsible individuals.
7. To promote pride, poise and a sense of accomplishment in one's hard work.

DIRECTOR'S EXPECTATIONS

In order to reach these seven objectives, it is important that students realize that the following will be expected of them in the band program:

1. You will be expected to be a member of this program for one year.
2. You will be expected to maintain a regular practice schedule.
3. You will be expected to maintain regular participation with the group during rehearsals and performances.
4. You will be expected to work cooperatively with the conductor and the other members of the band.

PITT MEADOWS SECONDARY MUSIC DEPARTMENT

Elementary Band Expectations in the Classroom

In order for our band classes to run as smoothly as possible, please keep the following in mind while in band class:

- 1) You should be in “Concert Rest” at all times when not playing
- 2) Once rehearsals has begun, instruments should not be played unless Mr. Renaud has indicated it is okay to do so.
- 3) Raise your hand to speak, ask questions or make a request (such as the bathroom).
- 4) Do not leave your seat for **any** reason until you have raised your hand and been given permission (this is to protect other students’ instruments that may be on the floor).
- 5) If Mr. Renaud is working with a specific student, or group of students, please remain quiet to allow Mr. Renaud to work as quickly and efficiently as possible—practice your fingerings or work on your theory.
- 6) Do not play your friend’s instruments as this will spread germs and may result in an instrument getting damaged.
- 7) Please only bring a water bottle to band; no food or other drinks in the band room. Food can get stuck in your instrument and attract bugs and bacteria.

If you choose to break one of the above rules, you will be given a warning. If you break a rule again, you will be asked to pack up.

If you are late. . .

Please enter quietly and raise your hand so Mr. Renaud can mark you as present.

If you forgot your instrument. . .

You are still expected to be at class. Use a pencil and “Pretend Play.” You will be given a “Forgotten Instrument Notice” that you need to take home, get signed by your parent, and return to Mr. Renaud.

If you are absent. . .

Bring a note next class from your parent or have them email to excuse your absence.

In addition to your instrument, please **always** bring to class:

- 1) Standard of Excellence Method Book
- 2) Theory Book
- 3) Pencil
- 4) Sheet Music

INSTRUMENT SELECTION

For **Beginners** . . .

Beginner Band students have a choice of the following instruments:

Woodwinds:

Flute
Clarinet

Brass:

Trumpet
Trombone
Baritone

Ideally, I would have preferred to sit down with each student and assessed his/her individual capabilities in order to choose the instrument best suited. Things such as previous musical experiences, facial structure, teeth, braces, lip size, hand and body size, and manual dexterity can affect whether a student experiences success on their chosen instrument. Unfortunately, there is not enough time and resources to be able to individually assess each student. I work hard to monitor each student's progress in the first few weeks of classes, but it is imperative that both students and parents communicate with me if a student is experiencing problems learning their instrument.

For students interested in the **SAXOPHONE** . . .

A band will not sound like a band if everyone plays the same instrument. A band of 50 should only have 2 alto saxophones. Usually, too many students decide that they would like to play the saxophone. Since this is a very expensive and fragile instrument, these students are asked to play the clarinet. Students demonstrating excellent attendance and perfect practice records will be considered to switch to the saxophone.

For students interested in **PERCUSSION** . . .

Percussion is a very exciting and challenging place to be in the band. Students wishing to try percussion will be asked to audition later in the school year. This audition will evaluate students' rhythmic ability. Piano experience is also recommended.

For **Advanced Band Students** . . .

Some students are interested in trying a new instrument after completing their first or second year of band. This is not recommended for everyone. Switching instruments is very challenging and requires perseverance, extra practice, patience and dedication. However, the band will require some students to take on this challenge in order to make the band sound even better. Instruments that are needed in the band by the second or third year include tuba, baritone, bass clarinet, bassoon, oboe and french horn. PMSS owns a few of these instruments, so families can rent for a much lower cost than renting from a music store.

BAND FEES

Your band fees pay for sheet music, field trips and other related music expenses. The annual trip to the Vancouver Symphony Orchestra concert is covered by this fee.

The Beginner Band Sleepover, the Advanced Band Retreat and the Elementary Band BBQ costs are collected separately. Your child will also have the opportunity to participate in fundraising throughout the year.

****PLEASE SEND ALL MONEY SEALED IN AN ENVELOPE. THE ENVELOPE SHOULD STATE YOUR CHILD'S NAME AND BAND. CHEQUES MADE OUT TO "PMSS" ARE PREFERRED.**
Cash can be lost and is untraceable. Cheques are much more secure.

REQUIRED EQUIPMENT

Other than a desire to learn, there are several items which are necessary to have in order to begin participation in band.

1. An Instrument:

Each child needs to supply their own instrument, but this does not mean you need to buy one. In fact, the purchase of an instrument is usually discouraged until it is determined that your child will be successful with their chosen instrument. For some children, this may take a few trials. It is recommended that you rent an instrument from one of the major music companies. These instruments are rented at an affordable monthly rate. You can be assured that it is a fine quality starter instrument which will perform properly for your child. If you are going to purchase an instrument, please ensure you do so from a reputable Music Store, not from outlets such as Costco or London Drugs, etc. The instruments sold at non-music stores are of inferior quality and break easily. The instrument repair shops will often refuse to repair these instruments because they are made from such poor quality materials.

If you have an instrument at home which you wish your child to play, it is strongly recommended that this instrument is checked out carefully by the director before playing begins. Musical instruments, like anything else, deteriorate over time and should be checked out annually. Most musical instruments that have not been used for a few years do require some repair work to ensure that the instrument works effectively.

2. A Music Stand:

This is probably the most underrated investment one can make! A folding wire music stand costs so little (approx. \$18.00) and does more than just hold music up off the floor. It ensures correct posture by keeping the head and neck in a straight line and thereby encouraging success. As well, it ensures that practice at home is done in the same manner as it is in school. **Students receiving band instruction at their own elementary school need to bring their music stand to band class!**

3. Band Books:

Each student will be expected to purchase a band method book and a theory book. PMSS has a selection of used books that students may use for free.

- Standard of Excellence Book 1 (Beginners)
- Standard of Excellence Book 2 (Advanced)
- Alfred's Essentials of Theory Book 1 (Beginners & Advanced)

4. Care Kits:

Each instrument needs certain items for the proper playing and maintenance of that instrument. It is expected that all beginners, except flute players and percussionists, purchase a care kit from the music store at the time of rental. Most of the items for the care of the flute and drums can be found at home. Care kits items can also be purchased separately. Students should have all the items listed below for their instrument. Clarinet and saxophone students should always have extra reeds at home.

- Flutes: 1) Flute cleaning rod (comes with flute)
 2) Thin rag for cleaning the inside the flute
 3) Soft rag for polishing instrument

Clarinets/Saxophones:

- 1) Cleaning Swab
- 2) Cork grease
- 3) Soft rag for polishing instrument
- 4) Minimum of THREE reeds in the instrument case (*begin with #2 reeds)
- 5) Reed-guard
- 6) Woodwind mouthpiece brush

Trumpet/Baritones:

- 1) Valve oil
- 2) Mouthpiece brush
- 3) Tuning slide cream
- 4) Soft rag for polishing instrument

Trombone:

- 1) Slide Cream
- 2) Mouthpiece brush
- 3) Water Spray Bottle - small
- 4) Soft rag for polishing instrument

5. Band Uniform:

All elementary band students will be performing in "full uniform" several times this year:

- Black or dark shoes (not runners)
- Black or dark socks (girls may wear plain black nylons)
- Black pants (no dresses or skirts)
- Black Band T-Shirt (tucked in) - **included in your band fees**

6. Other Necessary Items:

A pencil is required for class. All Beginners will be given a cardboard music folder. A vinyl band folder is optional for Advanced Band students. All of the above items, with the exception of the music stand and uniform, should be brought to every class.

ELEMENTARY BAND EVALUATION

Students will receive a band report card three times each year. This report card usually comes home from your elementary school around the time of your regular school report. This report is meant to be informative and will include the following:

- 1) Absences
- 2) The number of classes with no instrument
- 3) Practice Record Scores
- 4) Concert Attendance
- 5) Theory and Assignment Scores
- 6) Preparation (does your child attend class with all required materials?)
- 7) Musical Evaluation broken down into the following categories:
 - a) Posture and Position
 - b) Tone Quality
 - c) Note accuracy
 - d) Rhythmic Accuracy
 - e) Articulation/Tonguing
- 8) A written comment

Please do not hesitate to contact Mr. Renaud if you have any questions or concerns regarding your child's report card.

BAND AWARDS

At the final concert in June, some students may earn an award for demonstrated excellence in band.

- ☐ **Outstanding Dedication in Band** - Presented to students who demonstrate an excellent attitude towards band, excellent attendance in class; perfect attendance at concerts, perfect practice records and have all assignments completed to the best of their ability.
- ☐ **Director's Award** - Presented to students who demonstrate all qualities listed for the Dedication Award, but who also excel on their instrument and are leaders in the classroom.

12 IMPORTANT FACTS ABOUT PRACTICING

1. Practice is necessary in order to make progress on your instrument and to develop technical skills as a musician.
2. Regular, daily practice of twenty minutes is far more valuable than practicing 2-3 hours once a week.
3. Those who don't practice hold back the rest of the group.
4. Beginning a year with a regular practice routine is far easier than trying to develop them after some time has passed. The longer one waits, the more difficult this becomes. Designate a spot in the house that is YOUR PRACTICE SPOT. Keep your instrument, books and music stand in YOUR PRACTICE SPOT. See if you can practice at the same time every day.
5. You have made a commitment to be a member of this group and to practicing regularly. It is never too early to learn what commitment means.
6. Band is a progressive experience. One cannot go on to new challenges and situations until the present ones are met.
7. Regular daily practice is important in order to develop a strong embouchure which will build range and endurance on your instrument.
8. Practice time should be time spent learning something new or learning how to do something that couldn't be done before. Playing over things already learned is performing, not practicing. Thirty minutes of effective practicing (learning) time is far more valuable than two to three hours of repetition of old material.
9. Most successful band students are very regular in all their efforts towards band, including practicing.
10. Learning how to be consistent in practice will carry over into being consistent in other areas, such as homework.
11. You have made a considerable financial investment, and you should get your money's worth.
12. Practice records should be filled in and signed regularly.

Don't forget to perform for your family and friends on a regular basis!!

HOW TO PRACTICE:

- i) Practice in a place free from distractions
- ii) Follow this timeline:
 - 15 min Practice music that you find challenging. Fix spots that gave you trouble in class. Look up any fingering / slide positions
 - 5 min. Play for fun! Play your favorites.
- iii) Have your practice record filled in and signed ASAP!

PRIVATE LESSONS?

Private lessons may be considered when a child enters the band program. There are many advantages enjoyed by students who are taking private lessons. Private lessons are not mandatory for participation in a band program.

Those students who take private lessons are not just students who need extra help. Many students who are having difficulties do end up seeing a specialist to help solve the problem. But these lessons should not be considered for this purpose only. Private teachers can help every band student to achieve greater success and more rapid advancement.

The main benefit with private lessons is that the private teacher is able to very carefully monitor the practice time in order to ensure that this time is being used as wisely as possible. Students who take extra lessons, therefore, usually don't play "catch-up" with their band material. Instead they are regularly ahead of the class and so can enjoy the music more.

Private teachers can also go into greater detail with the instrument than the band teacher could. The student will have a greater understanding of how to play and again will enjoy it more in the long term. This will lead to a much greater possibility of the student enjoying music for the rest of their life!

The cost of private lessons varies quite considerably. For beginning students, an experienced PMSS musician may be available at \$10.00 / 1/2 hour. For intermediate students, a college level musician may be correct. The general rule is this: Hire the best teacher that you can comfortably afford. In this way, you will surely get your money's worth.

If you would like to consider private lessons, Mr. Renaud would be happy to discuss the subject with you.

INSTRUMENT REPAIRS

One of the main problems with musical instruments is that it is difficult to determine when an instrument needs repair. With people who have little or no experience on band instruments, this can be impossible. It is important that those who do not play the

instrument do not attempt to identify the problems with the instrument or to try to repair it at home.

It is a better idea to ask Mr. Renaud to examine the instrument. He should be able to identify the problems for you. He can then either repair it for you, or recommend some shop time. If he cannot identify the problems, then it certainly needs to be sent to a professional repair shop.

When the instrument needs to go into a shop, it is important that it be done right away. The longer one waits, the more frustrated the player will become. This may eventually lead to the student wanting to quit, simply because the instrument didn't work properly!

It is also crucial that instruments needing repair go into a reputable repairman. A good repairman will do the job faster and make sure the instrument work properly. If you are renting from a music store, then the store will take care of repairs, and usually supply a "loaner" instrument in the meantime. If you own your instrument, Mr. Renaud can recommend a reputable repair shop to have your repairs done.

Many parents request that their child play on an instrument that is already in the household, rather than renting or purchasing another. This is okay under certain conditions. The instrument should first go to Mr. Renaud for an examination of its condition. He can make some minor repairs, suggest a repair shop for major repairs or recommend that the instrument is not worth fixing. All instruments should have an annual "tune-up" as a matter of routine to keep it playing properly.

FUNDRAISING AND TRIPS

For most of us, the most memorable experiences from school are those which were unique, fun and educational. As part of our program, we like to give our students the opportunity to travel. Whether it be a local festival, a retreat or a major tour, these excursions give students valuable opportunities to learn. Most, if not all, of these experiences cannot be duplicated in the classroom.

All excursions cost money -for school buses, tickets, entry fees, etc. Therefore, most music programs in BC like to give students and parents the opportunity to raise funds to help them reduce the cost of these activities. It is important to mention that all fundraising is entirely optional. This year, we will be exploring possible fundraisers we can do to help make these sorts of experiences happen.

Typically, when a student joins a music program, they begin an individual music account with us until they leave the program. All money that they earn goes into their personal account that is kept by our treasurer. When a student leaves the program, any money left in the account will be used to promote music at PMSS. Students may use their fundraising money for trips, fees, musicwear or anything else music-related. Students may not withdraw band money when they leave the program. They may pass it on to a sibling.

Typical music fundraisers often include Entertainment books, Purdy's Chocolates, Poinsettias, Spring Planters, and Krispy Kreme Donuts. New ideas are welcome and parents willing to help organize are even more welcome!

ELEMENTARY BAND NEWSLETTERS

All communication goes out through our mail service, MailChimp. Please check your junk mail folder to make sure these important letters aren't getting missed!

QUARTER NOTES

Over the course of the year, students will have opportunities to earn quarter notes for excellence in work; concert attendance or perfect practice sheets. These Quarter Notes are saved until the barbecue at the end of the year. A raffle takes place at the barbecue where students can win prizes. Lost Quarter Notes cannot be replaced.

A SPECIAL NOTE TO PARENTS

By enrolling in the beginning band class, your child will be learning a skill which they have never done before. Beginning to play a musical instrument is similar to learning a new language without previously knowing anything about that language. It will take a continued, dedicated effort to be fluent in the language of music. Mr. Renaud will offer as much encouragement as possible in class, but it is very important that encouragement come from home as well. This can come in many ways.

The new musician will need a good, positive “practice atmosphere”. This is a place that is quiet and undisturbed for at least 20 minutes each day, preferably at the same time each day. More than just a location, though, it is a feeling that what the new musician is trying to accomplish is appreciated and not an imposition on the rest of the family. Instead it is a special project to be admired by other people.

Rather than “send them off to the garage” to practice, it is important that others take an interest in what is being practiced. The first sounds are not always pleasant to listen to, but who ever learned a new language fluently in one day? In the beginning, the important thing to be rewarded is the effort put forth just to learn those first few sounds.

Some children in the beginning need an external reward for doing their daily practice. By saying to the new musician that “this is your thing and it is up to you practice” shows a lack of concern for what they are doing. A small reward afterwards, such as allowing an opportunity to do a favorite activity, could be very beneficial to many. Expecting a child to get sufficient personal reward from practicing, may be asking too much in the beginning. **A pat on the back goes a long way for everyone!**

Some students take band on a “trial basis” to “see if I like it.” This is okay since one will never know exactly what it is like until it is tried. But parents should emphasize that the trial period is for one year, not two or three months. By making the trial period for two months, the student never really gets committed to practicing, since “I probably won’t like it anyhow.” Success then drops and this further reinforces the notion that the student probably would not like band anyway! The band program then becomes a self-defeating cycle.

If the trial period is for one year, then the student will have had time to achieve some success before the decision is made. By now all students will have had a chance to play in some concerts, get some recognition for their effort, and begin to make music, not just sounds. These successes will make practicing consistently worth it and something that the student knows will pay off. The “real band experience” is at the final concert in June where the students are finally given the recognition from the audience for a full year's work in band.

The most successful students are the ones who are most organized and regular in their activities. Things such as irregular attendance, tardiness, late assignments, practice records not filled in, and forgotten instruments all lead to much lower success rates. Experienced band students have learned well the lesson that good organization and regular effort will pay great rewards!

APPENDIX I SAMPLE PRACTICE RECORD



ELEMENTARY BAND PRACTICE RECORD

Student Name _____ Parent Signature _____

Band: _____ Total Minutes: _____ Mark out of 50: _____

Class Time, rehearsals, and concerts do not count as practice time

ELEMENTARY BAND Students:

You are expected to practice 500 minutes each month, which works out to 20 min each day, for 25 days out of the month. Write down the minutes that you practice every day. Write an X on the days you don't practice. Turn this sheet in before the 5th of the following month. You will earn one quarter note for every 500 minutes and a second one for every extra 100 minutes. If you are ill and otherwise unable to practice, please indicate this on your record. You may also include practice minutes for other instruments to earn extra quarter notes, but your BAND minutes must not be less than 500 each month.

Parent:

Work out the best time for your student to practice each day. A set schedule is recommended for best results. Students should be practicing in a quiet location with a music stand. Please initial on every day that your student practices. Add up the minutes at the end of the month, total and sign at the top right hand corner of the page.

September 2019

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

APPENDIX II
SAMPLE REPORT CARD

PMSS Elementary Band Report

Student Name
«School»School
Band

Days Absent	Term 1 ABS1	Term 2 ABS2	Term 3 ABS3
Days Without Instrument	DW1	DW2	DW3

Practice Records - Each month out of 60 (unless otherwise indicated)

Sept /40	Oct	Nov	Dec /40	Jan	Feb	Mar	Apr	May
PrSep	PrOct	PrNov	PrDec	PrJan	PrFeb	PrMar	PrApr	PrMay

Concert Participation

Oct	Dec	Mar	June
CPOct	CPDec	CPMar	CPJune

Preparation - Out of 5
All Materials brought to class.

Term 1	Term 2	Term 3
Prep1	Prep2	Prep2

Assignments & Tests

Theory - Page 1-3	TU1 /95
Playing Test – Page 7 #30	PT1/100

Musical Achievement
E=Excellent G=Good S=Satisfactory N=Needs Attention

	Term 1	Term 2	Term 3
Posture/Position	PP1	PP2	PP3
Tone Quality	TQ1	TQ2	TQ3
Note Accuracy	NA1	NA2	NA3
Rhythmic Accuracy	RA1	RA2	RA3

Comments: Term 1	COMMENT1
Comments: Term 2	COMMENT2
Comments: Term 3	COMMENT3

From: [Sarah Davids](#)
To: [Budget](#)
Subject: Beginner Elementary Band
Date: April 20, 2020 2:16:33 PM

Hi there,

It has come to my attention that the PMSS Beginner Elementary band program is in jeopardy due to budget and lack of funding. My daughter Alexis is a grade 6 student currently enrolled in this program at PMSS and it has been a pleasure to see such a large number of students interested in exploring music prior to entering high school. She has grown exponentially in her ability to read music, follow a conductor and her general musical education has been increased as music is not typically part of her curriculum at Pitt Meadows Elementary. The program has allowed her to make friends with students at other schools and provide an opportunity for independence walking to and from the high school for class. It would be an absolute shame to see the beginner program cut as the cost of continuing this program is small considering the size of the budget and I sincerely hope that you reconsider how important this program is to the community. Mr Renaud is clearly very passionate about music and his students and to see the program grow would be amazing under his leadership.

Thank you for your time and consideration.

Sarah Davids

From: tbelen@telus.net
To: [Budget](#)
Subject: beginner band
Date: April 21, 2020 1:05:26 PM

Beginner band has been a great program. It has provided the kids a great chance to learn, meet their peers from other schools and introduces them to high school. They need funds to continue. My son has had so many great opportunities and it would be such a shame if this program could not continue.

Tina

Monday, April 20, 2020

Re: Budget for SD42 for 2020/21 for 2 blocks of Beginner Band at Pitt Meadows Secondary School

To: Board Members, Sylvia Russell , Shanon Derinzy

I am requesting that SD42 grant Pitt Meadows Secondary School 2 blocks for Beginner Band. As most of you know, I have stepped aside from band at PMSS, and Nicolas Renaud has taken over . He has done a wonderful job and the program is growing. The Elementary Band program last year had 75 students in it and for next year the enrollment is up to 100.

That is wonderful for the program however not possible when you only have one block assigned as a teacher. So, we (Nic and I) are requesting that 2 blocks are assigned from the school district to accommodate this enrollment.

The Pitt Meadows Secondary School Music Parents are excited about how this program has grown and everyone is looking forward to this happening so music can continue to grow in our community.

MRSS used to have two blocks designated for Elementary Band and now it is Pitt Meadows turn! Please support us, the parent group and the elementary students that want to take part in this wonderful opportunity that is offered in our community.

Regards

Christine Gilmour
Pitt Meadows Secondary School

From: [Hough, Scott X 044](#)
To: [Budget](#)
Subject: Budget Feedback - PMSS - Elementary Band
Date: April 20, 2020 2:41:39 PM
Attachments: [image001.png](#)

To whom it may concern,

I am writing to express my support of the Elementary Band program at PMSS. My oldest son is part of the Advanced Elementary Band this year and was in Beginner Elementary Band last year. My youngest son is beyond excited to be part of the Elementary Band program next year.

I believe the following are all benefits of the Elementary Band program at PMSS:

- Elementary Band is important to my child's Social Emotional Learning - they developed teamwork skills, confidence, greater interpersonal awareness through teamwork.
- Elementary Band makes the transition to high school easier as my child is already comfortable at PMSS and with a PMSS teacher. They also know a lot of other kids from other schools who they will go to high school with.
- The impact that this program has on the students far outweighs the budgetary impact of the program. I would certainly be willing to pay a fee to ensure that my son gets the same opportunity that his brother got last year.

Thank you for your consideration.

Scott Hough, CPA, CA | Vice President, Field Operations, Canada

Sysco Canada, Inc.

21 Four Seasons Place, Suite 400, Toronto, ON M9B 6J8, Canada

p. (604) 945-1436 c. (604) 345-1040

Scheduling meetings please contact Lisa Imbesi at imbesi.lisa@corp.sysco.ca

Scott.Hough@Sysco.com

Sysco.ca



@SyscoCanada on [Facebook](#) | [Instagram](#) | [LinkedIn](#)

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From: [Pam Piddocke](#)
To: [Budget](#)
Subject: band
Date: April 21, 2020 7:48:47 AM

HI

I want to say that I think the band program is fantastic and my son wouldn't have been able to learn an instrument if it wasn't for the program. Please keep it funded and remember that you can always reduce funding later if the numbers aren't there. We didn't sign up in time last year but Mr Renaud let my son attend and he did it on his own time. This is very important to keep teacher with passion and interest as they inspire others.

Thanks Pam Piddocke

From: [Paul Tallarico](#)
To: [Budget](#)
Subject: Elementary Band offered at PMSS
Date: April 20, 2020 2:52:20 PM

To whom it may concern,

Please accept this email as a recommendation to budget for continuing to offer band for elementary school students at PMSS. My daughter has been attending band 2x a week at Pitt Meadows Secondary for her grade 6 year and she has enjoyed it tremendously! She has had difficulty excelling in other school activities but picked up the flute and loves to play for friends and family. She has adjusted very well to the idea of high school and has expressed how comfortable she will feel now that she has made connections with other music students. It would be a real shame if this program was no longer funded. Not all students excel at sports or academics but music is a place where students can express their talents.

Sincerely,
Paul and Sarah Tallarico
Davie Jones Elementary

**ITEM 2**

To: **Budget Committee of the Whole**

From: Chairperson
Korleen Carreras

Re: **DELEGATIONS**

Date: April 22, 2020
(Budget Committee of the
Whole Public Input Meeting)

Information

NO.	NAME	TOPIC
1	Penny Morgan/Kaitlin Thorarinson	Proposed Preliminary Budget 2020/21
2	Marianne Ulriksen	Clerical hours
3	Charlene Moore	Child and Youth Care Workers
4	Ajvinder Kular	IT Support Staff
5	Lisset Peckham	Homestay Coordinators
6	Jacqueline Montgomery	Clerical hours

Attachments



22225 Brown Avenue
Maple Ridge, BC V2X 8N6
Phone: (604) 463-4200
Website: www.sd42.ca

Guidelines for delegations wishing to make presentations on the Proposed Preliminary Budget 2020/21

Thank you for participating in the 2020/21 Budget Process.

We value input from individuals and partner groups on the Proposed Preliminary Budget 2020/21. Our Budget Committee-of-the-Whole meeting is planned to make people feel as comfortable as possible.

To ensure the business of governing education takes place as smoothly as possible, virtual School Board meetings follow structured rules of order so all viewpoints are heard. The following guidelines have been prepared specifically for groups or individuals interested in preparing and delivering presentations to the Board of Education.

It's a simple process

Groups or individuals who wish to present their views on the Proposed Preliminary Budget 2020/21 at the April 22, 2020 meeting must register with Karen Yoxall, Executive Coordinator to the Board, at budget@sd42.ca no later than April 20, 2020.

Preparing your presentation

Delegations are most welcome to present their views on the Proposed Preliminary Budget 2020/21 <https://www.sd42.ca/board-of-education/budget-process/2020-budget-process/>

A written submission is essential to assist Board members' understanding of your Budget issues and recommendations. Written statements must be submitted to the Board via budget@sd42.ca no later than two working days before the meeting. To permit the Board to deal with all Budget presentations, delegations are asked to keep presentations to no more than 5 minutes. Your delegation should be prepared to answer questions from Board members.

Virtual committee meeting procedures

Only registered speakers will receive login details to join the virtual meeting as an attendee. When it is your turn to present, the host of the meeting (Secretary Treasurer and/or designate) will invite you to participate in the meeting as panelist. At the end of your Budget presentation, you can continue to listen to the meeting but as an attendee only.

The virtual committee of the whole meeting is a public meeting broadcasted live through the SD42 YouTube channel.