

Music Equity Ad Hoc

Meeting Minutes October 29, 2024

Attendees: Emily Mahbobi, Karin Kwan, Deb Whitten, David Hovis, Jana Relf, Jennifer Cox, Karian Brigidear, Alex Greig, Cindy Romphf, Lena Palermo, Markus Lyth, Braden Hutchins

A.3 – Trustee Emily Mahbobi is Chair

A.4 – Agenda approved

C.1 – TOR Reviewed.

- Add Word: ...**accessible** and equitable opportunities

C.2 – Review of Deliverables (Actions for the Committee):

- **Determine the definition of Equity (definition can be used from the Equity Ad Hoc Committee).**
 - No definition has been determined by the Equity Committee yet. A possible set of district belief statements could include:
 - Every student has the right to an inclusive and equitable education that meets their individual needs and aspirations.
 - Diversity is a strength, and schools must embrace and celebrate the unique identities, experiences, and perspectives of all students.
 - Systemic barriers to education must be identified, challenged, and eliminated to ensure that every student has an equal opportunity to succeed.
 - Equity requires intentional allocation of resources, supports, and opportunities to address the unique circumstances of each student.
 - Fostering equity involves continuous reflection, learning, and adaptation within district policies, practices, and curriculum.
 - Educators, staff, families, and community members share a collective responsibility to advance equity and ensure success for all students.
 - Equitable access to all academic programs, extracurricular activities, and specialized opportunities is essential to preparing students for a meaningful and successful future.
 - Students, families, and communities must have a voice in shaping equitable practices within schools.
 - Every student deserves to feel safe, respected, and valued within schools, regardless of their background, identity, or circumstances.
 - Achieving equity requires a commitment to dismantling racism, bias, and discrimination within the educational system.

- **What takes place in and out of the timetable?**

Elementary:	<ul style="list-style-type: none"> • Strings (both in & out) – most often it is out of the timetable • Choir – most often out of the timetable as it is run as a club (extracurricular)
Middle:	<ul style="list-style-type: none"> • Concert Band, Strings – both in and out of the timetable • Choir, Jazz Band, Orchestra etc. – out of the timetable
Secondary	<ul style="list-style-type: none"> • Concert Band, Strings – both in and out of the timetable • Stings, Jazz Band, Orchestra etc. – out of the timetable

- **Overview of the Elementary Strings Program:**

- This optional program introduces Grade 5 students to string instruments, including the viola, violin, and cello. Students have the opportunity to rent instruments through the school district or local music stores. To ensure accessibility for all families, students who face financial barriers can borrow instruments through the District CSMLC. Additionally, the program incorporates Indigenous instruments for Métis students, generously provided by IED, fostering inclusivity and cultural representation.
- Qualifications to teach Strings (Intermediate & Middle):
 - Bachelor of Arts with a Post Degree Program in Education (Elementary) Degree or Bachelor of Education Degree (Elementary) Degree
 - Strings courses at the 300 level or higher equal to 3 full year courses or 6 half year university courses relevant to prescribed curriculum
 - Music or band teaching methodology course or academic equivalent

- **Determine number of students renting instruments**

- Middle – 53 (CSMLC Rentals)

- **Elementary – TBD***

*To confirm from CSMLC**

- **Determine number of middle students participating in Strings Program at Each School**

- Rockheights – 36
- Shoreline – 88
- Cedar Hill – 65
- Colquitz – 50
- Lansdowne – 75
- Monterey – 36
- Arbutus – 92
- Central – 80
- Gordon Head – 48
- Glanford – 31

- **Determine number of elementary students participating in Strings Program at Each School**
 - Schools not participating in the Strings Program:
 - Craigflower
 - Eagle View
 - George Jay
 - Strawberry Vale
 - Tillicum
 - Sundance-Bank (no grade 5 students)
 - Number of Elementary Students in Strings Program at Each Participating School
 - Braefoot - 12
 - Campus View - 25
 - Cloverdale - 15
 - Doncaster -45
 - Frank Hobbs - 8
 - Hillcrest - 32
 - James Bay - 11
 - Lake Hill - 20
 - Macaulay - 33
 - Margaret Jenkins - 47
 - Marigold - 20
 - McKenzie - 13
 - Northridge - 26
 - Oaklands - 24
 - Quadra - 25
 - Rogers - 35
 - SJD - 37
 - South Park - 17
 - Torquay - 30
 - Vic West - 16
 - View Royal - 31
 - Willows - 66
 - Determine number of participating in elementary strings in both the English and FI Programs:
 - Campus View – TBD
 - Doncaster – 30 FI, 15 English
 - Margaret Jenkins – 25 FI, 22 English
 - Quadra – 12 FI, 13 English
 - SJD – 23 FI, 14 English
 - Willows - TBD

- **Determine number of elementary schools with a music prep:**
 - All except three – Craigflower, James Bay, and Victoria West
- Feedback Regarding Strings Program:
 - Some programs starting late due to staffing issues
 - Challenges with FTE allocated to a strings position (to facilitate instruction, tuning, organization of students and set-up)

Membership (Reviewed):

- Currently 1 VCPAC member in attendance
- No representation from CUPE 382 (invitation sent)
- Communication will continue with the IEAC and to the Four Houses (through the Direction of Indigenous Education).
- Invitation will be communicated to student reps to participate and/or feedback will be shared with the committee. An invitation will also be considered to other students who are interested and participating in music programs within the district.

Timeline (Reviewed):

- TOR each September and recommendations to the Board in June.

Procedural Note (Reviewed):

- Follow procedural note from the Equity Committee – members of the public may attend committee meetings but will not be part of decision making.

C.3 – Next Meeting Date:

- 4th Wednesday of each month at 3:45pm. Next meeting date: Wednesday, November 27th