

Enhancing Student Learning Report September 2024

In Review of Year 4 of *Directions 2025*



Celebrating National Indigenous People's Day at Terry Fox Secondary.

Approved by Board on September 24, 2024

Table of Contents

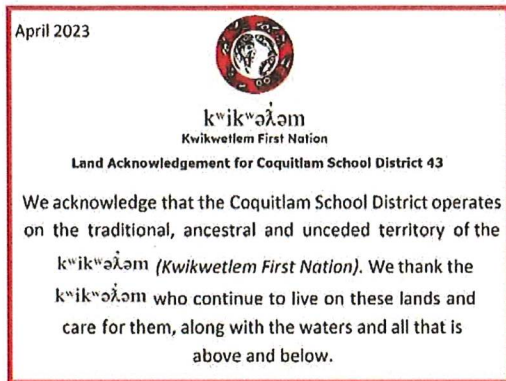
Section B: Moving Forward <i>Planning and Adjusting for Continuous Improvement</i>	3
Introduction: District Context.....	3
Current Strategic Plan Priorities.....	4
Looking Back on the Year: Effectiveness of Implemented Strategies.....	5
Existing and/or Emerging Areas for Growth.....	7
Ongoing Strategic Engagement (Qualitative Data).....	8
Adjustment and Adaptations: Next Steps	10
Alignment for Successful Implementation	11
Conclusion	12
Acknowledgements.....	13

Section B: Moving Forward

Planning and Adjusting for Continuous Improvement

Introduction: District Context and Community Demographics

Territorial Acknowledgments



School District #43 (Coquitlam) operates on the traditional, ancestral and unceded territory of the kʷikwəłəm (Kwikwetlem First Nation). Coquitlam School District serves the communities of Coquitlam, Port Coquitlam, Port Moody, Anmore, Belcarra and the kʷikwəłəm First Nation (KFN).

Background Information

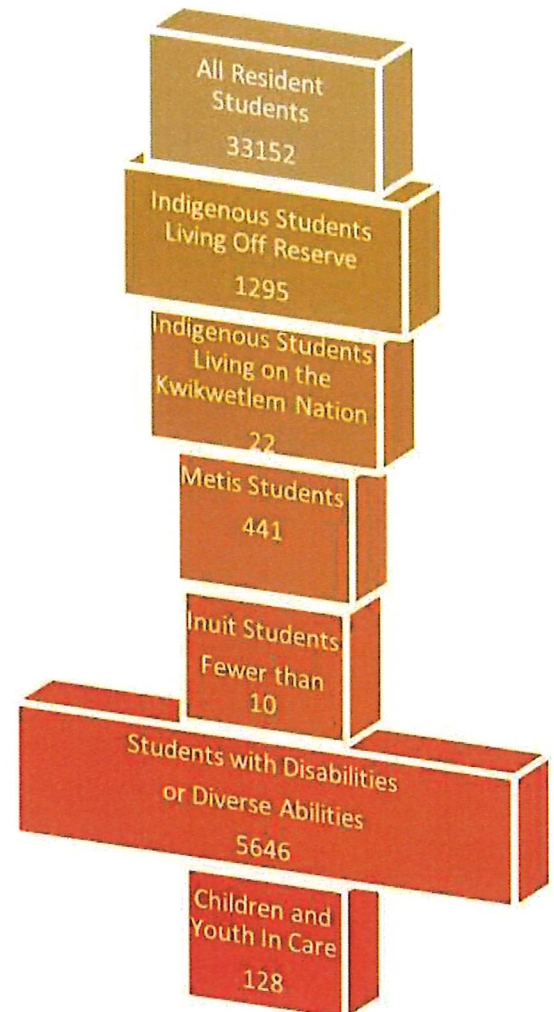
- 33152 students attend the district.
- Schools hosted 1200 International Education students.
- 6100 English Language Learners attended this school year.
- Seventy brick-and-mortar schools (**47 elementary, 14 middle and 9 secondary schools**) serve the students, along with a new Provincial On-Line Learning opportunity.
- Distributed learning programs are offered through APEX and COL 10-12.
- Alternate programs are provided by Suwa'ikh and Coquitlam Alternate Balanced Education (CABE).

Hazel Trembath Elementary School in Port Coquitlam was lost to fire on October 14, 2023. This experience demonstrated the cohesive and collaborative culture of the school district.

- This event highlights the high level of cooperation amongst partner groups (Board of Education, District Leadership Team, Coquitlam Teachers Association, CUPE 561, District Parent Advisory Council and the Coquitlam Principals and Vice-Principal's Association).
- Within a week, Winslow Centre was transformed into an elementary school. On October 23, 215 students were bussed to the new Hazel Trembath Elementary at Winslow Centre.
- **Strategic Goal #3 (Fostering a sustainable educational organization and building organizational capacity) of Directions 2025** created the foundation that allowed the district to move quickly to relocate the students and staff and ensure continuity of learning for Hazel Trembath.
- The fire at Hazel Trembath demonstrates the strong relationship and culture of the Coquitlam School District.
- At the time of this writing, the district is putting forth a business case to the province to have Hazel Trembath Elementary rebuilt.

Like other school districts, Coquitlam School District also faced **workforce challenges** with shortages of Teachers Teaching On Call and casual support staff which places much stress on our school staffs. The District Leadership Team and Human Resources Team have been actively working on processes to address the issue.

Last year's Framework for Enhancing Student Learning report can be viewed here: <https://www.sd43.bc.ca/FESL/Pages/default.aspx#/=>



Current Strategic Plan Priorities

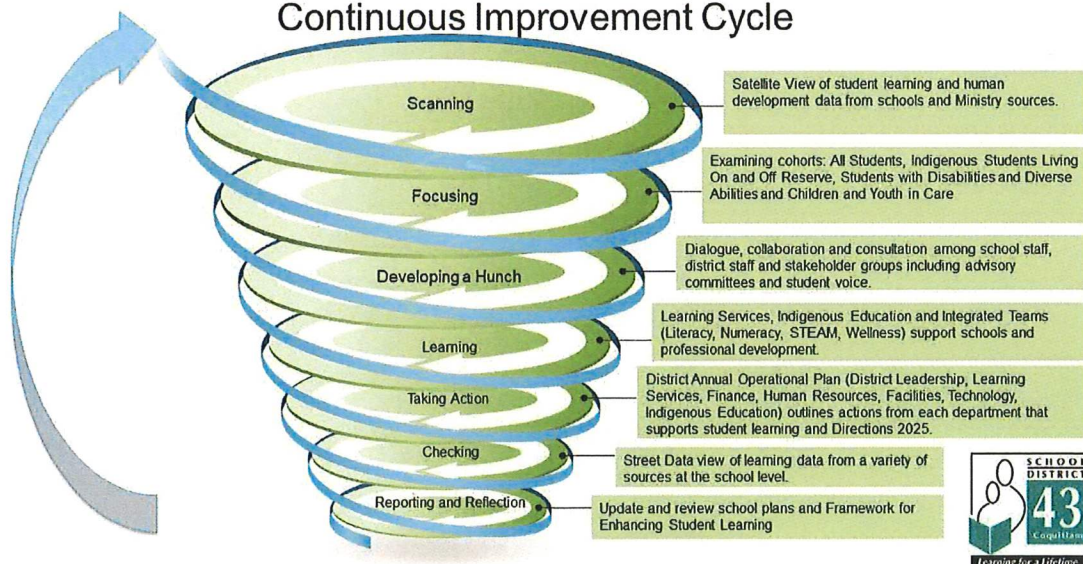
Coquitlam School District is currently in Year Four of **Directions 2025**, its five-year **strategic plan**. Directions 2025 outlines three strategic goals. These goals will be considered throughout the Framework for Enhancing Student Learning Report. Directions 2025 can be viewed at <https://www.sd43.bc.ca/Board/Vision/Documents/Directions2025.pdf>

Strategic Goal #1: Intellectual Development/Achieve Student Success.	Strategic Goal #2: Human and Social Development/Develop the Educated Citizen	Strategic Goal #3: Organizational Capacity/Foster a Sustainable Educational Organization
<ul style="list-style-type: none"> Developing students as numerate citizens. Fostering life-long learning behaviors through the promotion of literacy and the core competencies. Equipping students for a world that requires practical scientific, technical and innovation skills through STEAM and Career Education. Instill understanding of First Peoples Principles of Learning and Indigenous History. 	<ul style="list-style-type: none"> Supporting vulnerable learners through early identification and strategies to reduce barriers to success. Cultivate social emotional well-being through personal and social awareness and responsibility, empathy, and resilience. Emphasize success, well-being and equitable opportunities for Indigenous Learners. Ensure success for all learners through the development of inclusive learning environments. 	<ul style="list-style-type: none"> Modeling of a professional and leadership culture. Create innovative and sustainable facilities that support emerging learning needs. Support continuous improvement and operational efficiencies throughout the organization. Implement strategies to ensure international education programs maintain their leadership position. Ensure a financially stable organization through progressive practices and multi-year financial planning.

Our Approach to Continuous Improvement

- Directions 2025** identifies the district approach of continuous improvement through the lens of **Spirals of Inquiry** (Scanning, Focusing, Developing a Hunch, New Professional Learning, Taking Action, Checking for Impact).
- These actions involve regular and meaningful communication, reflection and feedback with **rights holders**.
- Shane Safir worked with the district to support the continuous improvement cycle with the principles of *Street Data*. The Spiral of Inquiry encourages collective professional agency within schools or across clusters.
- It also links to the seven principles of learning, emphasizing innovation, creativity, and sustainability.
- By integrating the Spiral of Inquiry into the continuous improvement cycle, educators create positive change and enhance educational outcomes for all learners. **This work supports the development of the Educated Citizen.**

Framework for Enhancing Student Learning: Continuous Improvement Cycle



Looking Back on the Year: Effectiveness of Implemented Strategies

The Equity in Action report outlines various strategies used to foster equitable opportunities for Indigenous learners. **SD43 has participated in the Equity Scan since 2019.** The plan supports the objectives of Instilling understanding of First People's Principles of Learning and Indigenous History and **supporting priority learners through early identification** and strategies that reduce barriers to success.

Overview of Implemented Equity in Action Strategies include:

1. Indigenous Youth Summit

"We want to hear about your experiences at school. It is important we hear your voice. Your stories are important to us. Your learning and culture should be shared with the world. Your feedback will be shared with administrators, so we learn from your experiences to make it better for you, and other students who follow." - Superintendent Patricia Gartland

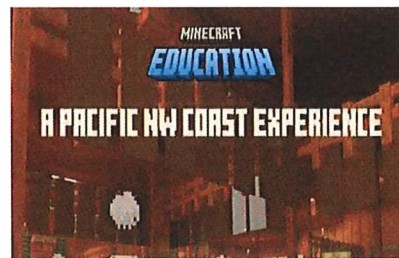
This message from Superintendent Patricia Gartland and Assistant Superintendent Robert Zambrano opened the third year of the Indigenous Youth Summit on November 15, 2023. Joe Heslip, **Equity in Action** Lead from the Ministry of Education and Child Care was in attendance. This year's session for 60 Indigenous students was hosted at Centennial Secondary School. Previous summits were hosted at the district teacher resource facility at Winslow Centre. Beginning this year, ownership of summits is transferred to secondary schools. The goal will be for school staff to co-plan the summits with Indigenous Education staff. **Qualitative data gathered from the students at the Indigenous Youth Summit**, especially their experiences with racism, was used in this report. Student responses were also shared back with school principals at the Learning Without Boundaries session on February 8, 2023. **Administrators use this data in their planning for student learning.** As keynote presenter Leona Prince stated, *"We all have a responsibility to be good ancestors."*

2. Indigenous Professional Day (April)

The Indigenous Education department hosted Niigann Sinclair for all teaching staff on April 21st 2023. The keynote topic was **"What is Indigenous Student Success?"** The second keynote was Melanie Nelson. Ms. Nelson presented on the Individual Education Plans from an Indigenous perspective. There were 23 in-person workshops hosted in the afternoon.

3. Ongoing Collaboration with the k'w'akw'əłəm Nation

The partnership between the district and the k'w'akw'əłəm First Nation extends beyond the recently signed Local Enhancement Agreement. The new **Minecraft Education Pacific Northwest Coast Experience** was launched in October 2023. The program was the result of a partnership between k'w'akw'əłəm First Nation and School District 43 (Coquitlam) Indigenous Education and SD43 STEAM department, with the generous support of Microsoft Canada. Students will now be able to explore an immersive, virtual world within Minecraft Education that simulates cultural and traditional experiences of the Indigenous Peoples of the Pacific Northwest. Part 2 of the program will be released in Fall 2024. The demonstration video can be viewed at: <https://www.sd43.bc.ca/Programs/steam/SiteAssets/Trailer%20Music%20Captions.mp4>



4. Indigenous Trade Sampler

To support the transition after graduation, the **Careers and Trades department hosted an Indigenous Trade Sampler for Indigenous Youth in partnership with Access.** This was a three-day event in which students had the opportunity to learn about different trades. An outcome of one of the Indigenous Youth Summits was a partnership with British Columbia Institute of Technology (BCIT). The Indigenous Education Department worked with the Train in Trades program to offer post-secondary institution visits for Grades 10-12 Indigenous students. 55 youth visited BCIT this year. 35 visited Simon Fraser University, 15 visited the University of British Columbia and 21 visited Kwantlen Polytechnic University. **There was a sharp increase in the number of Indigenous students transferring to post-secondary with this initiative.**

Policy and Governance

District Successes in Relation to the Strategic Plan Priorities and Objectives:

1. Action Plans for Learning

- Each **school plan** (Action Plans for Learning) has a **dedicated page to supporting Indigenous Learners** or Indigenous Ways of Learning. Introduced in 2021, each school must describe how they support Indigenous learners or worldviews at their site.

- The Assistant Superintendent of each zone and Indigenous Education department annually review each school's plan and provide feedback to the school.

2. Youth Workers

- There are 17 Youth Workers that support Indigenous students in the district. As shared in the Equity Scan, School District 43 has applied and received Special Program Exemptions to **restrict hiring of Indigenous Youth Workers** to those who self-identify as First Nations, Metis or Inuit.
- As part of the reapplication last spring, SD43 submitted a request to include **recognition of lived experience and/or work experience with Indigenous Youth** as being equal to a diploma in Youth Work.
- The new CUPE contract effective July 1, 2023, also now includes **two cultural days** to be used by staff to attend cultural events.

Learning Environment

1. Indigenous Resource Teachers

- Four Indigenous Resource Teachers support Strategic Goals #1 and #2. The teachers **work collaboratively with school staffs** to support Indigenous learners but also to support curriculum, school goals and the First People's Principles of Learning.

2. Professional Learning for Support Staff

- Clerical staff are the first point of contact when families register at school. On February 24, 2023, the **District Principal of Indigenous Education** and the Clerical Supervisors **hosted a session for 90 clerical staff** to strengthening the relationship between schools and Indigenous families and learners. Topics included **bias**, the history of residential schools and the significance of the land acknowledgment.
- On February 23, 2024, the **District Principal of Anti-Racism and Diversity** **hosted a session for 96 clerical staff**. The topics included the history of racism, actions to make families feel welcome and a **review of personal bias**. One participant shared, *"[This presentation] made people think about their privileged situation in an effective way, without avoiding the fact that some would be uncomfortable. We have to challenge comfort that becomes complacent or oblivious to the plights of others."*

Pedagogical Core

1. Indigenous Support Blocks

- Support blocks were placed at each secondary school. The two pilot schools, Terry Fox Secondary and Centennial Secondary, received two support blocks based on the Indigenous population. The Indigenous Advisory Committee advocated for these blocks during the district budget input process.

2. Children and Youth in Care Power BI Dashboard for administrators to identify and track students.

Learning Profile

Indigenous Student Learning Profile (SLP) pilot and implementation:

- The Learning Services department and Indigenous Education department collaborated on design of the Student Learning Profile (SLP). This action supports the most recent LEA.
- All principals have been introduced to the SLP at a district meeting for school administrators.
- Teachers supporting the Indigenous support block receive professional development on the SLP.
- The SLP was piloted at one middle school and implemented at all secondary schools.

Highlights of Targeted Supports

Supporting Students with Disabilities or Diverse Abilities

- Students with Disabilities or Diverse Abilities performance data have been consistently higher than the provincial counterpart rates.
- The Student Achievement Advisory Committee requested data of the 5 year completion rate **with gifted students** (84.4%) and **without** (72%) **gifted students**.
- This number is still higher than the overall provincial rate of 68% (this rate includes gifted students so it can be assumed this percentage will be lower).

- Gifted students can attend one of **two elementary District Challenge Centres** (Birchland Elementary and Mundy Road Elementary). **Gifted programs** are also **offered** at three middle schools (Citadel, Hillcrest and Kwayhquitlum Middle Schools) known as **Middle Age Cluster Class (MACC)**. **The Academy of Learning for Outstanding, Notable Students (TALONS)** is **offered for secondary students** at Gleneagle Secondary School.

How does the district support students who struggle with literacy in the early years? Schools complete a Classroom Based Assessment for every learner. Levels of tiered support are established based on the assessments.

- **Tier 1:** Classroom based assessment for all elementary and middle school students using the **District Assessment of Reading Team (DART)** or **Early Primary Reading Assessment (EPRA)**. The data informs the teacher of instructional needs of students.
- **Tier 2:** Students require some assistance. Support may be done by teachers within the classroom by adapting strategies and materials and may require additional support from another teacher. **Predictive Assessment of Reading (PAR)** or **Fountas & Pinnell** assessments are completed to gather additional data to support the learner and the teachers.
- **Tier 3:** Students requiring more intensive intervention were transported to one of three different **District Learning Centres** in 2023-2024. In the upcoming school year, the District Learning Centre teachers instead, will be assigned to different schools each term to support identified students.

The District Learning Services Department provides **ongoing support for teachers with regular workshops**. This capacity building included the redesign of the Learning Services internal Sharepoint site. This work involved the Information Technology department and Learning Services staff. The goal to modernize the existing website will make it easier and more accessible for teachers to navigate. This work was particularly helpful when teachers implemented the new reporting policy this year.

The District Leadership Team funded a Learning Services Department Head at each school in the 2023-2024 year. The Department Heads support district-wide practices and programming at their schools. This intensive work to support Students with Disabilities or Diverse Abilities is reflected in consistently higher provincial assessment results.

Supporting Children and Youth in Care

- The Children and Youth in Care population is small with much of the data used in this report masked.
- **Children and Youth in Care (97 of 128 students, 76%)** are also acknowledged in the “Indigenous” or “Students with Disabilities or Diverse Abilities” populations.
- The Indigenous Education department and Learning Services department provide **on-going support to the priority learners**. These supports may include youth workers or individual education plans.
- The Indigenous Student Learning Plan will benefit the learners who also belong to this population.
- Students in this population receive the attention of each school’s Learning Services Department Head and principal.
- At the school level, these students are included in regular school-based team meetings to monitor their well-being.

Impact of Equity Action Plan Strategies

- An increase was noted in Grade 4, 7 and 10 Indigenous students’ positive responses to “Do you like school?” in the Student Learning Survey and data from the **How Are We Doing?** report.
- Terry Fox Secondary and Centennial Secondary piloted the Indigenous Support Blocks in previous years. There was an increase in graduation rates for Indigenous students at both schools.
- The Indigenous Advisory Committee successfully advocated for the support blocks to be **placed at all secondary schools** in the 2023-2024 school year.
- Higher number of Indigenous students transferred to post-secondary institutions in the recent data.

Existing and/or Emerging Areas for Growth

School District #43 uses an **evidence-based approach** to determine areas in need of growth. Data unveiled in the continuous improvement cycle revealed two areas in need of attention: Supporting Indigenous learners and addressing the gap in certain Human and Social Development measures.

- Supporting the success of every Indigenous learner continues to be an existing area of growth. Although Indigenous student performance is usually higher than their provincial counterparts, it is still below the district’s All Resident student population. **The implementation of an Indigenous Support Block and Indigenous Advocacy Teacher** at each secondary school is closing the

gap. In past reports, we shared the relationship between attendance and completion rate. This data is no longer being provided by the Ministry of Education and Child Care.

- **SD43 values student voice.** The student data for **Two or More Adults that Care** continued to gain interest due to the lower-than-expected results. This year, schools were provided with information on how to clarify the question with students. Data from 2022-2023 continue to show lower positive responses to this question than similar questions such as belonging, feeling welcome and feeling safe. The Student Leadership Council (SLC) and the Student Achievement Advisory Committee were consulted. These middle and secondary students provided feedback on why they thought students were confused by the question. They provided three alternate questions to the Student Learning Survey. These prompts were suggested by students in language that would better be understood by their peers:
 - “Do you feel at least 2+ teachers have your best interest at heart?”
 - “Do you have two or more adults you believe you can go to for support if you have personal issues?”
 - “Do you have two or more adults in the school who you think would assist you in time of need?”

The Student Achievement Advisory Committee provided suggestions that staff photos could be posted in the school to help build the connection between all staff and students. Many schools have begun posting bulletin boards with staff photos to try and build connections with students. The results of this work will be viewable in next year’s Framework for Enhancing Student Learning report.

Ongoing Strategic Engagement (Qualitative Data)

The district regularly engages with partner groups and community members. The Board of Education was informed of the progress of this year’s report with a presentation on January 16, 2024.

1. Indigenous Families and the kʷikʷəłəm First Nation:

- The **kʷikʷəłəm First Nation** and School District recently signed a **Local Enhancement Agreement** in March 2023. The three-year agreement reflects the reciprocal and trusting relationship between the Nation and School District 43.
- Indigenous families were invited to two events **Harvest Moon Festival** (October) and the **Winter Feast** (January). Families are brought together to share stories, food and culture. The event was hosted by the Indigenous Education Department.
- The **Equity Scan** also gathered the thoughts of Indigenous families and students. The 2022-2023 Equity Scan Report shared that the district implemented a Nation approved land acknowledgement (Page 3).
- Indigenous students in Grades 6-12 were invited to participate in the 2022-2023 **Equity in Action Survey**.

2. Advisory Committees:

- The **Indigenous Advisory Committee**¹ meets a minimum of four times a year to review Indigenous student achievement and well-being data in reference to the Equity Scan and also provides feedback on new and ongoing initiatives, and consults on other matters related to education, childcare, and financial issues. This advisory committee has representatives from the kʷikʷəłəm Nation, Coquitlam Teachers Association, CUPE 561, Indigenous families, students, members of community and district staff. The committee reviewed completion rate and graduation assessment data used in this report on February 20, 2024. Questions were raised by the committee regarding the validity of the data provided for this report. Participants shared:
 - Their wonders of how seriously students take the assessment;
 - Teacher readiness to teach Indigenous students;
 - The impact of having school support available for students;
 - The methodology of processing data is more Western focused;
 - Their wonders on the specific results of Metis, Inuit and Non-Status Indigenous students in the data.
- The **Student Achievement Advisory Committee** met on October 12th, February 12th and May 19th to examine data used in this report. Members of Student Leadership Council, Coquitlam Teachers’ Association, Coquitlam Principal and Vice-Principal Association and District Parent Advisory Committee met to analyze data and provide feedback. The committee also viewed a first draft of this report at the May 19th meeting and provided feedback.
 - The committee offered ideas on how to respond to the lower-than-expected results in the “2 or More Adults that Care” question on the Student Learning Survey.

¹ The Indigenous Advisory Committee will be replaced by the Indigenous Education Council in the 2024-2025 school year.

3. Student Voice:

- The bi-annual **Indigenous Youth Summits** engage Indigenous students and brings forward student voice. As stated earlier in this report, the Youth Summits bring together Indigenous students from all secondary schools to discuss their school experiences. Qualitative data is gathered from the students and shared with principals for consideration for their school plans.
- The **Student Leadership Council (SLC)** was consulted on November 23, 2023, regarding the Framework for Enhancing Student Learning. The SLC provided ideas to help schools navigate the question on the Student Learning Survey and MDI regarding caring adults at school.

4. Community and Parent Partnerships:

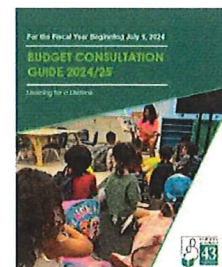
- Community partners including SHARE, Child and Youth Mental Health, Indigenous Child and Youth Mental Health, Ministry of Children and Family Development, and presented to principals at a Learning Without Boundaries presentation on November 16, 2023.
- The district regularly engages with community partners. District staff did two presentations to the **Tri-City Early and Middle Childhood Matters Committee** Annual Research Day on November 9, 2023. Partners from different community and service groups attended the meeting. **The group supports priority learners including Children and Youth in Care.** Presentations on how the Equity Scan supports Indigenous Learners and the Middle Years Development Instrument. Participants were invited to share their thoughts on “2+ adults that care”.
- **The Welcome Centre** will open at in the new annex at Centennial Secondary School. The Welcome Centre will host the English Language Learning (ELL) department, along with the Settlement Workers in Schools (SWIS) team. The centre will be able to greet families in different languages with the intention of engaging more directly with newly arrived families. The centre will also offer a range of workshops newcomer families and **provide targeted and timely support.** Workshops will include:
 - Navigating SD43 systems; and preparing for the school experience
 - Living in the Tri-Cities; and community connections
- The **District Parent Advisory Council** is regularly updated on important district matters at each meeting by Assistant Superintendent Nadine Tambellini. On January 31, 2024, the District Principal of Indigenous Education discussed the importance of supporting Indigenous learners and strategies to support his goal.

5. Principals and Vice-Principals:

- Indigenous author Jo Chrona was the keynote speaker at the August 2023 Learning Without Boundaries meeting with all school administrators in attendance. She addressed the racism that Indigenous peoples experience.
- **Learning Without Boundaries** are bi-weekly meetings with the District Leadership Team and School Principals/Vice-Principals. Topics range from professional learning to operational matters. Professional learning centres around the goals and objectives of Directions 2025. Topics included Reconciliation, Decolonization, Anti-Racism, Indigenous Ways of Knowing, Building Reciprocal Relationships, Local Education Agreements, Standard 9 and Indigenous Voice and Consultation.
- Qualitative data from the November Indigenous Youth Summit was shared with all secondary principals on January 23, 2024. These meetings support the vertical alignment of schools and the district plans. Horizontal alignment is supported through presentations from learning services, finance, facilities and human resources.

6. Strategic Engagement and the Continuous Improvement Cycle:

- Strategic engagement takes place at all levels of our Continuous Improvement Cycle, but most prominently in the “Developing a Hunch” phase. (See Continuous Improvement Cycle graph on page 4).
- The budget planning process is aligned with *Directions 2025*. SD43 is committed to a model of transparent budget planning and resource allocation that is directly aligned with the strategic plan. The budget input process is a consultative model that coordinates budget planning and resource allocation activities with inclusive partner group consultation and feedback based on the vision, goals and objectives identified in *Directions 2025*. The model includes:
 - providing timely and accurate budget information.
 - receiving budget input and feedback.
 - prioritizing budget requests for the upcoming budget year.
 - allocating available resources to best meet requests that align with the vision, goals, and objectives; and
 - communicating the outcomes effectively for transparent accountability.
- The model will ensure that budget input and resource allocations are connected to and aligned with *Directions 2025*. This model is an integral part of the SD43’s operating culture.



Adjustment and Adaptations: Next Steps for Existing and Emerging Areas of Growth

SD43 is committed to promising practices and positive impacts that narrow the gap between Indigenous and Non-Indigenous students. A review of data (Section A) reveals good progress of Indigenous students in the areas of Grade 7 FSA Literacy, 5-Year Completion Rate and the Immediate Transfer to Post-Secondary Institutions. Although performance is higher than the provincial population, the achievement gap was noted in provincial numeracy assessments.

- The **Indigenous Student Learning Profile** is part of the recent **Local Enhancement Agreement (3.1g)**. The learning profile was developed jointly between the Indigenous Education and Learning Services Department. The profiles were initially piloted for students who belong to the KFN. The profile is now being introduced to Indigenous students at all schools. The LEA states:

"A special focus and holistic comprehensive plan is developed and implemented to place an emphasis on the areas of vulnerability for KFN students with appropriate resources to address issues of literacy, numeracy and social/communication skills. Further, as a matter of practice, there will be a Student Learning Plan (SLP) created for each KFN student. Additionally, to ensure goals which are set out in the SLP are measurable, achievable and tied to necessary supports and to make certain these goals are met;

- These SLP plans will be developed jointly by the KFN and the Board*
- A student's IEP (Individual Education Plan) will be considered the students SLP if appropriate."*

- The Learning Profiles are done for Grade 9 and 10 students as part of the Indigenous Support Blocks at each secondary school.
- An **Indigenous Support Block** was provided to each secondary school in the 2023-2024 school year. The blocks are funded by the District and not considered part of Targeted Funding. **The role is to support Indigenous students in their school experience, to build relationships, sense of belonging and opportunities for success and graduation. The Indigenous support blocks was identified as a promising practice through networking with other districts.**
- School Based Indigenous Support Teachers** will be working in collaboration with the Indigenous Youth Worker to provide wrap around supports at school.
 - Their assignment includes the completion of the Indigenous Student Learning Plan. Additional responsibilities are outlined in the **Local Education Agreement**.
 - The alignment of district resources and procedure to put these blocks in place are explained in the "Alignment for Successful Implementation" section of this report.
- The **Indigenous Youth Summits** is in its third year and will be held again in 2024-2025. They include cultural activities such as hide tanning. The summits will be collaboratively planned by the Indigenous Education department and a secondary school staff. **The Youth Summits have been identified as a promising practice through networks with other districts.**
- Principals and Vice-Principals support the implementation of numerous research and data gathering activities including the **MDI, YDI, EDI, CHEQ, PAR and McCreary surveys**. The data is used to inform practice at the school and district level.
- A **Middle Years Indigenous Student Leadership** group was established this year. The Middle Years Indigenous Student Leadership group will complement the advocacy work of the current Student Leadership Council through collaboration.
- The district established a **District Principal of Anti-Racism and Diversity** at the beginning of this school year. The work of the District Principal **has permeated all operational levels of the district**.
 - Presented to administrators at district meetings.
 - Created presentations that were shared at staff meetings.
 - Provides direct support to school staff, students and parents.
 - Collaborates with other districts at the Coast Metro Anti-Racism meetings.
 - Established an **Anti-Racism Advisory Committee** with members from partner groups.
- Take a Hike at Terry Fox Program will begin in the 2024-2025 school year.** The District partnered with the Take a Hike Mental Health Foundation to host an alternate program at Terry Fox Secondary School. The program supports a cohort of 20 students from priority populations. The program best serves students who have struggled with mental health challenges, trauma or family issues and who are willing to focus on personal growth, learning and wellness. One teacher, a youth worker and clinician are assigned to the program alongside collaboration with the Take a Hike staff.

INDIGENOUS STUDENT LEARNING PROFILE
School District 43 (Coquitlam)

Student Information
Name: _____ Grade: _____
School: _____ Date: _____

Who is on my learning team?
Administrator/School RLP Lead: _____
Parent/Guardian: _____
Teacher: _____
Indigenous Education Support: _____

Learning Team reviewed RLP on:

Strengths Click or tap here to enter text.	Attendance Click or tap here to enter text.
Overall Goals/Intentions Click or tap here to enter text.	Supports/Services/Strategies Click or tap here to enter text.

Photo

Indigenous Student Learning Profile template.

Alignment for Successful Implementation

All school and operational areas are aligned to the goals and objectives of **Directions 2025**, the district Strategic Plan. The District Operational Plan aligns the practices of Human Resources, Technology, Learning Services, Finance and Facilities to foster a sustainable organization. School District 43 is continually examining its practice, data and responding to the needs of the community.

- All schools have an **Action Plan for Learning** that aligns with the strategic plan. School goals are based on data generated at the school, district or provincial level.
 - Each school must report on **Intellectual Development, Indigenous Learners and Indigenous Ways of Learning** and **Human and Social Development**. Over the course of the year, schools refine their practice in these areas based on data from a variety of quantitative and qualitative data.
 - Action Plans for Learning are supported by the Indigenous Education Department staff. Secondary schools use data from the Youth Summit to guide their work with Indigenous students.
 - Each year, an Assistant Superintendent and the District Integrated team review the Action Plans for Learning.
- **District Integrated teams** support the school goals that align with Directions 2025. Each Wellness, STEAM, Numeracy and Literacy team consists of a teacher coordinator, mentor teachers, Indigenous resource teacher, a principal and an Assistant Superintendent.
- **Leadership development** continues to be a focus of the Human Resources and District Leadership Team. The district sponsors two series: Building Leadership Capacity (BLC) for teachers and Intentionally Growing Leaders (IGL) for administrators.
 - Among the IGL sessions offered this year were Difficult Conversations, Leading a Collaborative Community and Technology (MyEducationBC and Excel). BLC took a theme of storytelling to share experiences of principals and District Leadership Team members.
 - **These series are continually reviewed in response to the changing demands and expectations placed on school administrators and teacher leaders.** Next year, IGL will add a session called “Women in Leadership” and “It’s Elementary 101”.
 - The professional growth plans for administrators are aligned with both the **Action Plan for Learning** and the **School District 43 Leadership Framework**.
 - Forbes recognized Coquitlam School District as one of the Canada’s best employers in 2023.
- Increasing economic pressures on families has pressed schools to find creative ways to support them. **Directions 2025** focuses on creating equitable opportunities for all learners. Under this guidance, the district worked to support families with rising costs.
 - One school used the **Feeding Futures and Student and Family Affordability Funds** to set up a central store within the school. Families were able to select their own food items twice a month at no cost to them. Items included fresh meat, fruits and vegetables which were in high demand in the community. As reported in the Equity in Action Plan, the Indigenous Advisory Committee and representatives of the kʷikʷəłəm Nation also met to discuss the equitable distribution of these funds among schools.
- **Technology** is a cross-cutting theme of Directions 2025. The district ensures that students and schools have **equitable access** to technology. Opportunities to procure technology at reduced prices for schools is a mandate of the Information Technology (IT) department. The IT department offers annual subsidy and trade-in process for schools to keep devices for students and staff up to date.

The Indigenous Advisory Committee, made up of members of different partner groups, strongly advocated during the budget input process the Board of Education for the necessary funding to implement this plan. The following chart is an example of the **intersection of the District Operational Plan and the Continuous Improvement Cycle**.

Indigenous Support Blocks and Advocacy Teacher: Alignment of the District Operational Plan and the Continuous Improvement Cycle

Scanning: The Indigenous Advisory Committee (IAC) looked at data that indicated Indigenous student completion rates were not as high as non-Indigenous student rates.

Focusing: A deeper dive into the data reveal that Indigenous students do not attend school at the same rate as non-Indigenous students. Positive responses to sense of belonging, feeling welcome and sense of safety on Student Learning Survey were also lower than other cohorts.

Developing a Hunch: Discussion and review of data amongst school staff, Indigenous Education department, District Leadership Team and the IAC

Learning: The Indigenous Education department responds by hosting Youth Summits to engage Indigenous students regarding barriers. Feedback from the students is shared with principals, District Leadership Team and IAC.

Taking Action: The IAC advocates during the Board of Education budget consultation process for the creation of Indigenous support blocks and Advocacy Teachers at each secondary school.

- The Human Resource department creates postings for any new positions.
- Finance allocates the necessary budget to fund the new positions.
- Facilities assists schools with the creation of any needed spaces.

Checking: Checking completion rates the following year indicate an improvement in Indigenous student graduation rates.

Conclusion

The strategic plan, **Directions 2025**, is at the heart of what we will do as educators: It is **our district map** and the **foundation** of what and how we do our work. Schools and operational departments have been challenged to align their actions that support the goals and objectives of the strategic plan. As outlined in this year's report, the district continually monitors and adjusts the practices to meet the needs of diverse and priority learners. Building upon and complementing the district frameworks and processes has been a key to success for our district. Built into our district documents are **yearly review times** and **regular professional learning opportunities** to mentor, to network and to learn collaboratively and collectively with our various learning communities.

Aligned with and complementing our **Directions 2025** are our **Operational Plans** (HR, IT and Finance), **Action Plans for Learning** (schools plans), **SD43 Admin Leadership Framework** (admin development), **Local Education Agreements**, **Equity Action Plans**, **Enhancement Agreements**.



The Board of Education and Superintendent Patricia Gartland honour Truth and Reconciliation Day, September 29, 2023.

All our actions as a district support our mission to ensure quality learning opportunities for all students of all ages.

Acknowledgements


Student Achievement Advisory Committee


Mason Mattu, Student Leadership Council
Reenaz Nawar, Student Leadership Council
Rosey Manhas, District Parent Advisory Council
Amy Jaeggle, District Parent Advisory Council
Angie Lundin, Teacher, Roy Stibbs Elementary
Tara Olchoway, Teacher, Centennial Secondary
Marina Mehai, Vice-Principal, Pinetree Secondary
Jill Reid, Principal, Minnekhada Middle
Daren Fridge, Principal, Harbour View Elementary
Manjit Rai, Principal, Centennial Secondary
Stephanie Maki, District Principal of Indigenous Education
Craig Mah, District Principal of School Services & Special Projects
Nadine Tambellini, Assistant Superintendent

Indigenous Advisory Committee

Kathleen Smart, kʷikʷəłəm First Nation
Maureen Lerat, kʷikʷəłəm First Nation
Stephen Paquette, Parent Community Member
Troy Brown, Former Student and Community Member
April Bennett, Elder and Grandparent
Cindy Erwin, Clerical, Continuing Education
Penny Turpin, Teacher, Pinetree Secondary
Nicole Hurley, Former Student and Community Member
Ruth Desjarlais, Parent
Carrie Clark, Grandparent and Community Member
Zainab Alkassab, District Parent Advisory Council
Jessica Bell, Teacher, Como Late Middle and Student Leadership Council Sponsor
Ryan Williams, Indigenous Youth Worker
Stephanie Maki, District Principal of Indigenous Education
Rob Zambrano, Assistant Superintendent

Board Approval

Signature: 
Michael Thomas, Board Chair
Date: 9/24/2024

Signature: 
Patricia Gartland, Superintendent
Date: 9/24/2024