

## Stacey Toporowski, DPAC rep, notes from the Oct DPAC general meeting.

The notes, below, are tailored for the Smiling Creek parent community and include links for more information. Please note that the official minutes are to be distributed by the SD43 DPAC ~mid Nov.

### Summary:

- Each school has an Action Plan for Learning (APL), that aligns with the District's Directions 2025 plan. *Furthermore, I point out Smiling Creek elementary's APL below.*
- Assistant Superintendent Reno Ciolfi reported on the FSA results. The full report is linked below.
- Audience asked about other subgroups, i.e. black learners, voiced some concerns about racism and inquired into how racism is addressed in schools.
- Student and family affordability fund is a one time grant and schools are actively trying to determine how to use it. In addition to helping those experiencing hardship, the funds can also be used for field trips etc.
- The Indigenous education resource teacher, Danielle Kraichy, discussed ways to make meaningful land acknowledgements

### 1. Assistant Superintendent's report- Reno Ciolfi

#### Resolution of student or parent school concerns

Reno commented that open communication is important to address school concerns. This process is detailed in the administrative procedure (AP 380), found at <https://www.sd43.bc.ca/Board/Policies/Administrative%20Procedures/AP%20380.pdf>

#### Directions 2025 and school action plans

- Directions 2025- strategic goals and objectives sets district direction to align with provincial and local mandates  
( <http://www.sd43.bc.ca/Board/Vision/Documents/Directions2025.pdf> )
- Each school sets up an APL (action plan for learning) that aligns with Directions 2025. Focus is decided by each school and dependent on individual school wants/needs.
- *Smiling Creek APL can be found on the Smiling Creek website (homepage -> About -> APL) [https://www.sd43.bc.ca/School/smilingcreek/About/Pages/APL.aspx#/="](https://www.sd43.bc.ca/School/smilingcreek/About/Pages/APL.aspx#/=)*

#### Foundational Skills Assessment (FSA)

Reno discussed some key findings of the FSA report (summary presented). The full report is available on the SD43 website -> Board of Education -> Framework for Enhancing Student Learning ( [http://www.sd43.bc.ca/FESL/Pages/default.aspx#/="](http://www.sd43.bc.ca/FESL/Pages/default.aspx#/=) )

- Data analysed 5 different groups: all, Indigenous on reserve, Indigenous off reserve disabilities or diverse abilities, children and youth in care
- Stated that the FSA is collected to gauge performance of the district which is then compared province wide as well as internationally

- Stated SD43 performed overall better vs provincially (generally)
- Caveats:
  - a) gifted learner program, present in Coquitlam, not present in all districts, which could influence performance metrics
  - b) some subgroups were too small (Indigenous on reserve, children and youth in care) to yield good comparisons but suggested that those subgroups did not do as well vs other subgroups
  - c) student participation is not 100% for various reasons (e.g. pandemic etc.)
- Questions arose about performance of the black learners subpopulation. The black learners subgroup was not analysed and so no information was available about performance. However, this is being looked at provincially and provincial support is coming.
- Audience also raised issues concerning anti-black racism (and anti-Asian racism) present in schools and inquired about processes to address this.

### Student and Family Affordability Fund

- One time special purchase grant, to address inflation; to improve access to food security; to assist families and reduce financial hardships related to schooling
- Schools are currently trying to plan how to use the grant.
- Funds can be used to:
  - a) Freeze food costs
  - b) Work with SHARE
  - c) Reduce/eliminate field trip costs for ALL students
  - d) Distribute gift cards for food and clothing for families with financial hardships
- \* note that these are just some ideas and are not exhaustive.

### 2. Indigenous Education & Territorial Acknowledgement - Danielle Kraichy

- Indigenous resource teacher in SD43. Metis
- Presented on the importance of land acknowledgements, creating a safe environment for Indigenous peoples etc.
- Stressed importance of listening to learn truth and having humility. Acknowledged that there can be discomfort but to meet it with bravery.
- Made the following recommendations for meaningful land acknowledgements
  - a) Tie land acknowledgement to reason for gathering
  - b) Learn the histories and contemporary realities of Indigenous peoples and place
  - c) Reflect and Learn about our responsibilities to the land (include Indigenous world views)
  - d) Put words into action: reconciliACTION (if not tied to action, it may be disingenuous)
  - e) Build reciprocal relationships with Indigenous peoples