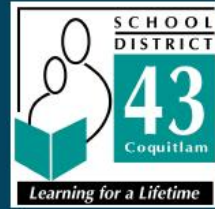
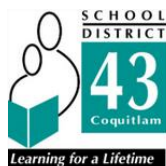


SEPTEMBER 2023



FRAMEWORK FOR ENHANCING
STUDENT LEARNING
SCHOOL DISTRICT NO. 43 (COQUITLAM)

District Annual Operational Plan



School District No. 43 (Coquitlam) is proud to be named as one of ***Forbes 2023 Canada's Best Employers***



Forbes magazine is published eight times per year and features articles on business, finance, investing, and marketing in addition to related topics like technology, science, and politics. The publication is well-known in particular for its lists and rankings, like the Forbes list of the World's Most Powerful People, and the World's Billionaires list. This is an important recognition for the district and came about via anonymous surveys with actual employees gathered by Forbes. An honour such as this highlights our positive employee culture and speaks to the talents and support leaders in our district exemplify. In Directions 2025 strategic vision, an objective is to be an employer of choice in order to build capacity and to attract and retain talented staff. The fact that SD43 is the only public school district in BC, and one of only 5 across the country that made the Forbes Best Employer list should make everyone feel proud of their role in this organization.

School District 43 (Coquitlam) is committed to continuous improvement in student learning. The District Annual Operational Plan is presented as part of this year's The Framework for Enhancing Student Learning report. This plan outlines the actions taken by each department to support Directions 2025, our strategic plan. The goal is to increase success for all students in all measures, as outlined in the Framework for Enhancing Student Learning, with particular attention to the Indigenous learners and Children and Youth in Care. This plan was developed to be included in the Framework for Enhancing Student Learning report. Each area of our Operational Plan is guided by the principles of equity and inclusivity.

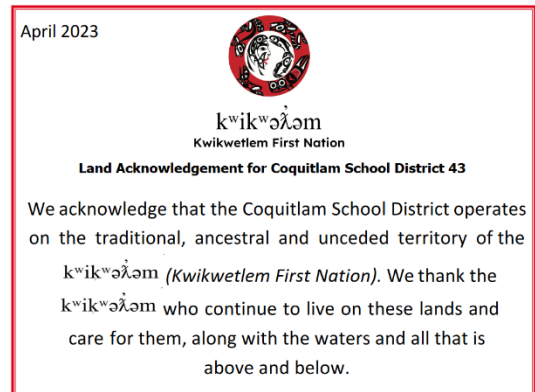
Indigenous Education and the Kwikwetlem First Nation

A Local Education Agreement (LEA) was renewed in the 2022-2023 school year.

“The Kwikwetlem First Nation (KFN) and the Board intent to work together to provide education programs and additional educational services for KFN students who reside within the boundaries of School District No. 43 (Coquitlam). These services will be appropriate to Coast Salish culture and linguistic heritage with emphasis on satisfaction and pride for KFN and the School District.”

One of the guiding principles emphasizes the trusting relationship between KFN and Board by working together, building understanding, being innovative, cooperative and advocating together for the best interest of the students.

The two parties work together on a regular basis to provide education programs and additional education services for KFN students who reside within the boundaries of SD43. The LEA was developed collaboratively between the KFN and SD43 staff during regular meetings to discuss student progress. Among the objectives is the success, well-being and educational needs of KFN students and families, along with enhancing a strong identity and pride in KFN and other Indigenous and non-Indigenous students. New provisions of the LEA include transportation that promotes extra-curricular participation and the implementation of the individual student learning plan. These actions support the strategic goals and objectives of Directions 2025. A new traditional land acknowledgement was introduced this year to acknowledge the Kwikwetlem people.



Indigenous Students and Indigenous Education

The district will continue implementing the recommendations from the Equity Scan. As stated in Directions 2025, the district will emphasize success, well-being and equitable opportunities for Indigenous Learners. The data for this report reveals that progress is being made to make Indigenous students feel more safe, welcome and develop a stronger sense of belonging at their schools.

- a. The Indigenous Education department will produce a monthly newsletter called “Indigenous Department News for Administrators”. The bi-weekly newsletter features local stories highlighting Indigenous voices in our district. In addition, there is a regular section on supporting schools and their Action Plans for Learning focus areas. The newsletter features articles on Indigenous department staff including their heritage and stories.
- b. Schools will develop student learning plans for individual Indigenous learners as required.
- c. Each school will continue to focus on the success of Indigenous Learners and Children and Youth in Care
- d. The school district will ensure timely and relevant data access for educators.
- e. Schools and the district will strengthen connection that Indigenous learners have with their school community. This could include extracurricular activities and other learning opportunities. We will examine the barriers that need to be removed to provide more opportunities.

- f. Schools and the district will increase the Indigenous students’ sense of belonging, feeling welcome and feeling safe.
- g. Schools and the district will share the story of the Coast Salish peoples and Kwikwetlem First Nation to build a sense of pride for Indigenous students.
- h. Support cultural events that invites students, families and staff to participate such as the Winter Solstice celebration hosted at Riverside Secondary on January 19, 2023

Anti-Racism

Coquitlam School District has a diverse student and staff population. SD43 district staff participated in the metro anti-racism meeting. The participants collaborated and shared ideas on their district’s approaches to anti-racism. Anti-Racism efforts this year have included 2600 students in Grades 6-12 participating in Black Excellence Day on January 15, 2023. The Other People presented at Pinetree Secondary on January 23, 2023. The group is composed of leaders of different racialized communities speaking about the effects of racism. Nine Coquitlam secondary students, sponsored by Port Moody Secondary Vice-Principal Denise Nembhard, participated in the University of British Columbia’s Black Futures program.

The need to address racism has also been recognized by the District Parent Advisory Committee (DPAC43). The DPAC43 Equity, Diversity and Inclusion Committee sponsored the 21-Day Racial Equity Habit Building Challenge in March 2021. DPAC43 stated:

“Commonplace verbal and behavioral indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative attitudes toward stigmatized or culturally marginalized groups is the discomfort that racialized people face daily and sadly in the school community as well.”

350 parents joined the Challenge Facebook group and encouraged to take action to address racism in the community and schools. Suggested activities included readings, podcasts, videos and observations. Some of the articles in the challenge included the impact racism in schools has on students and how bias in school staff can affect how they interact with students and their parents.

In order to fully address anti-racism and support the Ministry of Education and Child Care’s K-12 Anti-Racism Action Plan, the district will create a District Principal position for the 2023-2024 school year. The role will support the implementation of actions outlined in the plan: Community Voice, Removing Barriers, Raising Awareness, Collaborative Change, Capacity Building and School Support.

Anti-racism work will support the objectives in the three strategic goals of Directions 2025.

Provincial On-Line Learning School (POLS)

Coquitlam will become a Provincial On-Line Learning School (POLS) in the 2023-2024 school year. This will enable Kindergarten to Grade 12 students from across the province to enroll in a SD43 Provincial On-Line Learning School. Outcomes from the POLS will be considered in future Framework for Enhancing Student Learning reports.

Learning in the Early Years

Strong Start programs are offered at thirteen Coquitlam District school sites. These parent participation, drop-in sessions, offers school experiences for pre-school aged children. Each site is run by a qualified Early Childhood Educator.

An Early Learning Child Care (ELCC) Team was established with three experienced administrators in the 2022-2023 school year. The beginning steps of the group is to complete an Environmental Scan of the Early Learning Programs and Initiatives located on school sites. This work is intended to support school districts in learning more and deepening their understanding about ELCC in their district through connection and dialogue with partner groups, an inventory of spaces, and a policy review. The Environmental Scan is intended to support school districts through:

- **Inventory:** Develop an inventory of existing early learning and childcare programs and resources on school grounds, operated by both the school district and in partnership with third party providers.
- **Policy:** Review and analyze district policies, procedures, and programs that relate to early learning and childcare.
- **Context:** Learn more about the local context of early learning and childcare to inform an integrated approach to planning for early learning and childcare on school grounds
- **Integration:** Reflect on the level of integration of early learning and childcare on school grounds across the district.

Action Plans for Learning

Schools have aligned their Action Plan for Learning to support the goals and objectives of our strategic plan, Directions 2025. In doing so, each school considered the areas of Intellectual Development, Human and Social Development and Indigenous Learners and Indigenous Ways of Learning. A new Action Plan for Learning template was introduced to schools in May 2021. The integrated teams supported schools with their goals and focus areas. This year, schools implemented their Action Plans for Learning. The work was supported throughout the year through professional learning and Learning Without Boundaries meetings. Schools submitted their Action Plans for Learning for review by their respective Assistant Superintendents at the end of June 2023.

The Board of Education will approve the Action Plans for Learning in September 2023.

Action Plan for Learning Goal Areas (Number of Schools)						
School Level	Intellectual Development <i>Directions 2025, Strategic Goal #1</i>				Human and Social Development <i>Directions 2025, Strategic Goal #2</i>	Indigenous Learners and Ways of Learning <i>Directions 2025, Strategic Goal #3</i>
	Literacy	Numeracy	STEAM	Career Education		
Elementary	31	15	1	-	47	47
Middle	4	9	1	-	14	14
Secondary	2	1	4	1	8	8
Alternate	-	-	3	1	4	4

Professional Development: Capacity Building

Schools and the district will engage in professional development opportunities that align with Directions 2025. Schools declared their goals and rationales (Intellectual Development, Human and Social Development and Indigenous Learners and Indigenous Ways of Learning) by January 2022. This will allow learning services to design professional development opportunities that support schools. Principals were continually engaged with a survey gauging their ‘hunches’ regarding the learning needs of their school. This information helped shape the professional day offerings for schools.

Sessions such as those listed below were planned for the 2022-2023 school year.

- September 24, 2021: Balanced Literacy with Faye Brownlie, Assessment Culture with Katie White, Numeracy at Middle, Numeracy at Elementary
- January 30, 2023: “Gearing Up for STEAM” Focus Day
- April 22, 2022: Indigenous Education Professional Day

Learning Without Boundaries Bi-Weekly Meetings

Learning Without Boundaries is a bi-weekly capacity building structure for administrators. This year’s curriculum of meetings has been designed to support the goals and objectives of Directions 2025 and support the continuous improvement cycle including the Framework for Enhancing Student Learning and Action Plans for Learning. The agendas continue to consider equity and inclusivity. The following are the topics of Learning Without Boundaries sessions that demonstrates the commitment the district has to implementing Directions 2025.

- August 24, 2022: STEAM for All, Patrice Key-Rhone, Keynote Speaker
- August 25, 2022: STEAM Education – Social Justice and Sustainability with Dr. Cynthia Nicol
- October 6, 2022: Framework for Enhancing Student Learning and STEAM Lenses
- November 17, 2022: Supporting Student Well-being
- December 8, 2022: Indigenous Voice
- January 12, 2023: Shift to Revised Reporting Order with Myron Dueck
- February 9, 2023: Numeracy
- March 2, 2023: Filling in the Basket: How Are We Doing? Indigenous Student Data and Standard 9
- April 6, 2023: Action Plans for Learning
- April 27, 2023: Sustainability and Wellness
- May 11, 2023: Indigenous Education: Building Reciprocal Relationships
- May 25, 2023: English Language Learners
- June 8, 2023: Celebration and Acknowledgments

Learning Services

Integrated Learning Services Teams

Alignment of Learning Services department to support Directions 2025. Creation of integrated teams to support Directions 2025 but also the each school’s aligned Action Plan for Learning. Each team consists of a district level principal, curriculum coordinator, mentor support teacher, technology support teacher and an Indigenous Education teacher. Each team has adopted innovative and creative solutions to reach educators and students during the Covid-19 pandemic. For example, the Numeracy and STEAM team hosts regular live events in which a lesson is broadcast to classrooms using Microsoft Teams. These activities promote and model quality teaching and leadership and will continue.

Numeracy, Wellness and Equity, STEAM and Literacy and Competencies Teams were introduced in 2020-2021 to support schools. This model of support will continue in the 2023-2024 school year.

Literacy (Directions 2025, Strategic Goal #1)

The Literacy Team supports all schools in addition to the thirty-eight schools that identified literacy as an intellectual goal. One example of this support is the professional development series on researched-based teaching and assessing phonological awareness. Early Literacy Teacher Lilah Martin presented at the September Focus Day that was attended by a principal, learning support teacher and classroom teacher from every elementary school. Four Literacy Network sessions and four Deep Dive Sessions were also offered to teachers as a follow up to the focus day. Approximately 100 teachers attended each session. Feedback from teachers indicates greater capacity in targeted teaching strategies but also greater confidence in providing more authentic report card comments. At the last network session, an experienced teacher commented, “These workshops have changed my life! It’s changed how I teach and assess. I didn’t learn these strategies in teacher training.” Student learning data will be tracked in the coming years.

Shining a Light on Phonological Awareness

Sept. 23 Focus Day Session with Lilah Martin
 1:00-3:00 Winslow Gym
 We are welcoming Lilah Martin (an early literacy expert) to help us discover ways to teach phonological awareness and the "Magic of Letters" in ways that are joyful and purposeful. Attendees will learn some practical instructional activities and routines, how to use assessment to guide instruction and become familiar with how scope and sequences can be used to ensure we are intentional and systematic in our instruction.
 Audience: K-2. Priority will be given to K and K/1 teachers.
[Register for Sept. 23 here](#)

LITERACY NETWORK SESSIONS
 Join members of the Literacy Team and guests as they share Phonological Awareness ideas and resources from SD 43 classrooms

Literacy Network Session #1 Nov. 2 2:15-4:15 TEAMS	Literacy Network Session #2 Jan. 12 2:15-4:15 TEAMS
Literacy Network Session #3 Feb. 16 3:15-4:15 TEAMS	Literacy Network Session #4 April 13 2:15-4:15 TEAMS

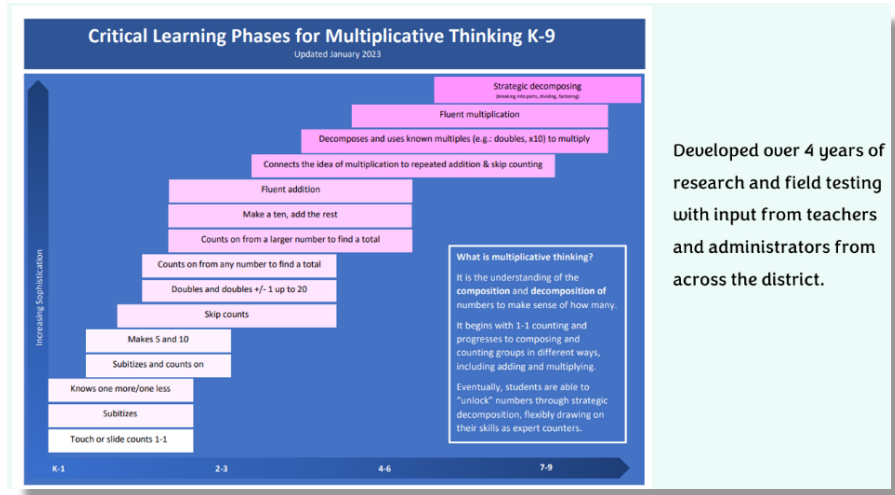
Registration info for Network Sessions to come

DEEP DIVE SESSIONS
 Lilah will take us on a "deeper dive" into the different components of phonological awareness. Each session will include practical ideas as well as a make and take component where participants will make materials to support instruction of that component in their classrooms.
 Audience: K-2
 All sessions are from 3:45 - 5:15 in the Winslow Gym
 Oct. 12-A deeper dive into the alphabetic principle
 Nov. 15-A deeper dive into rhyme
 Jan. 19-A deeper dive into blending and segmenting
 Feb. 2-A deeper dive into syllabication
[Register here for Deep Dive sessions](#)

Numeracy (Directions 2025, Strategic Goal #1)

The Numeracy Team supported twenty-four schools that had identified numeracy as their intellectual goal. In addition to direct school support, the team supported numeracy instruction and assessment in all schools. The team offers co-planning and teaching with individual teachers, teams or the whole staff. Equity and awareness of the achievement gap between Indigenous and Non-Indigenous learners guide the team in their approach to supporting schools. The team is guided by these two questions: *For whom is math a barrier? Are there equity issues at play?*

The team has continued to provide Numeracy Lab Live virtual sessions where classes can tune in to watch a lesson. The team has also supported the introduction of new math resources such as Math Up and Matific. A book club on Building Thinking Classrooms by Peter Liljedahl was also sponsored by the team.



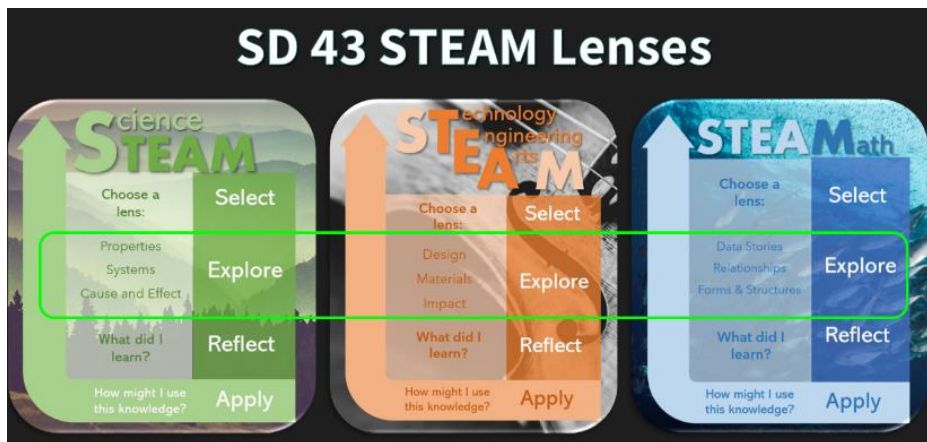
Developed over 4 years of research and field testing with input from teachers and administrators from across the district.

The team created an assessment tool called the Collection Task. This tool complements the way students are assessed in multiplicative thinking. The team has can be invited into classrooms to help with the 60 minute Collection Task Assessment and debrief with the teachers afterwards.

Science, Technology, Engineering, Arts and Mathematics (STEAM) (Directions 2025, Strategic Goal #1)

The team supported all schools including the five schools with a STEAM intellectual goal. Technology is a cross-cutting theme for Directions 2025. "STEAM for All" was a district focus this year. The team actively promoted professional development and provided opportunities and resources for teachers to integrate STEAM into their instruction. The STEAM team started off the year with keynotes from Patrice Key-Rhone and Dr. Cynthia Nicol at the August Learning Without Boundaries session. The January 30th District Focus Day featured a STEAM theme.

The team also created a STEAM Lab at Winslow campus. At the school level, each site



identified a STEAM Ambassador to help promote STEAM initiatives and challenges. Support was also provided by developing each school’s Learning Commons. Teacher capacity was gauged with a survey that assessed familiarity and comfort with STEAM-based teaching.

The team developed three STEAM Lenses to guide teacher instruction. One example is the TEA Lens (Technology, Engineering and Arts). At Terry Fox Secondary, students designed and built cardboard boats. They applied their understanding in a real-world challenge by racing their boats in a public swimming pool. The challenge was for a student to travel in the boat from one end of a swimming pool to another. This example was shared at the Board of Education meeting on January 17, 2023.

Wellness (Directions 2025, Strategic Goal #2)

The Wellness team supports all schools, Kindergarten to Grade 12 and Grade 12+ transition. The team conducted a review and summary of all school’s Human and Social Development goals in their Action Plans for Learning.

The team has a multi-faceted approach to supporting schools through a trauma-informed lens. The team has focused on developing a scope and sequence of resources and practices to support student mental health, healthy relationships, social-emotional learning, Indigenous ways of knowing and digital responsibility. The team works directly alongside outside agencies and partners and supports community schools with after-school programming and food security structures for students and families. Student safety is supported through regular Active Youth Partnership meetings, training and monthly in-servicing of counsellors, school and district staff that is designed to support all tiers of need.

The Wellness team provides a monthly Topical Support Series for school administrators to share ideas and practices alongside up-to-date research findings. Topics include community-based resources and partnerships, alternatives to suspension, collecting ‘street’ data, restorative practices, transitions and Indigenous student voice. Regular collaborative meetings are held with alternate school leadership and the broader alternate staff is engaged in curricular sharing sessions.

Roles and Collaboration: Our Collective

Collective (adj): Done by people acting as a group.
Collective (noun): A cooperative enterprise.

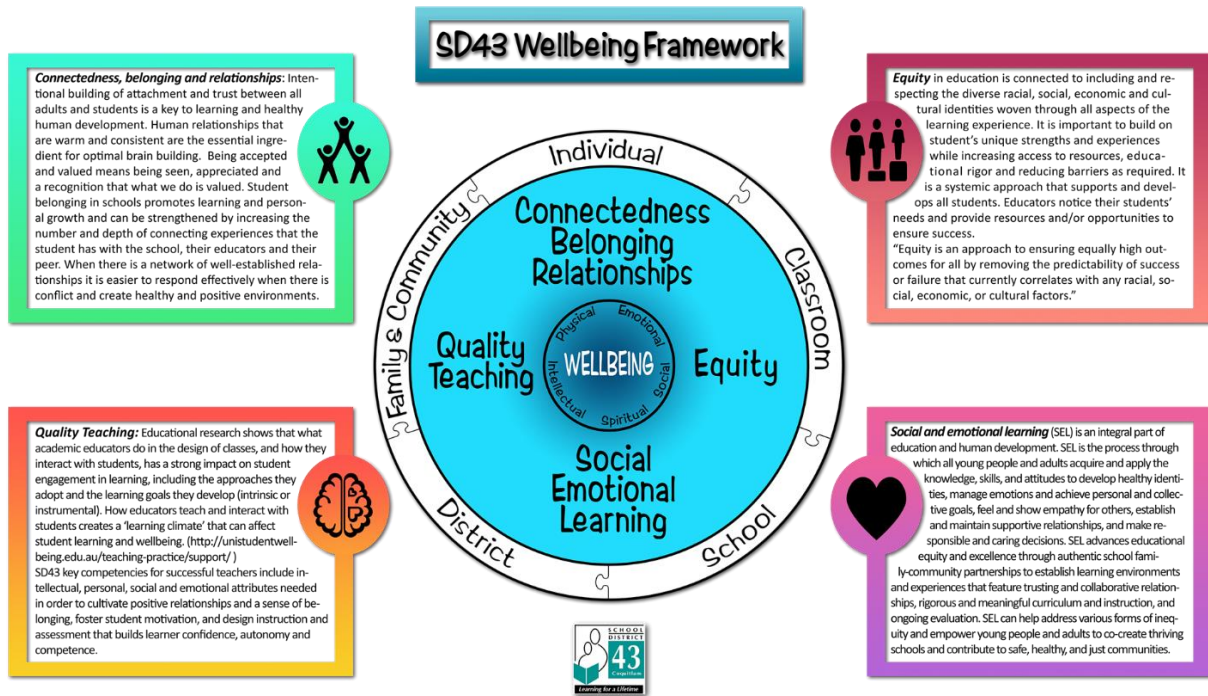
Developing a shared understanding and implementation of positive mental health actions and curricular delivery in our schools is a **cooperative enterprise** performed by a **collective**.

What are the possibilities for collaboration you see within this collective? Is it complete?

Where are the current structures within your school where members of this collective collaborate?

How does this work show up in those structures? Where, when and how?

What are your intentions within these collaborative structures?



District work around wellness can also be summarized with the above graph. Work has continued this year with training elementary school counsellors on implementing child abuse prevention and consent education strategies.

Finance

The Finance Department presented the Budget Consultation Guide at the Board of Education Meeting on January 23, 2023. The guide outlines the budget process that aligns with the goals and objectives of Directions 2025. The budget process considers fair access for all students as a priority.

The School District is committed to a model of transparent budget planning and resource allocation that is directly aligned with our strategic vision and goals, Directions 2025. It is a consultative model that coordinates budget planning and resource allocation activities with inclusive stakeholder consultation and feedback based on the vision, goals and objectives. The model includes:

- Articulating Directions 2025;
- Providing timely and accurate budget information;
- Receiving budget input and feedback;
- Prioritizing budget requests for the upcoming budget year;
- Allocation available resources to best meet requests that align with the vision, goals and objectives;
- Communicating the outcomes effectively for transparent accountability.

The budget consultation process demonstrates the commitment of the district to receive input from stakeholder groups, but also align the resources to support Directions 2025 and student learning.

The Indigenous Advisory Committee was consulted on the budget on February 3rd, prior to the start of the planning process. Members of the committee, including Indigenous parents, elders and members of the Kwikwetlem Nation had input on items that was presented during the budget consultation process.

For the Fiscal Year Beginning July 1, 2023

BUDGET CONSULTATION GUIDE 2023/24

Learning for a Lifetime



MESSAGE FROM THE BOARD OF EDUCATION

Welcome to the stakeholder consultation and engagement process for the 2023/2024 budget for School District No. 43 (Coquitlam). As the third largest school district in the Province of British Columbia, we have a diverse and growing population which includes young families, new Canadians, professionals, and others who are choosing to relocate here for the quality of life and a thriving and successful public education system. Our student achievement levels are consistently above the provincial average and near the top in all student outcome categories out of all 60 school districts in BC.

The Board of Education has prepared a consultative budget process for the 2023/2024 school year. Beginning in 2021/22, the process was modified to provide stakeholder input in February, in advance of Ministry funding announcements, and before district staff finalize the preliminary budget submission to the Board. We appreciate all comments and input while we work closely with our partner groups within the confines of our contracts and available resources. To seek broad and thorough input, the Board will also engage in a series of meetings with all partner groups and make several presentations throughout the year to inform stakeholders about the budget.

The Board is committed to transparency through adherence to the *Taxpayer Accountability Principles* (page. 8) in the preparation of the preliminary annual budget.

Over the past few years, the pandemic has had an impact on all of us and in the delivery of educational services. Each year, we strive to deliver a budget that provides certainty, long-term stability, and sustainability. This ensures we can overcome any unforeseen challenges and circumstances throughout the fiscal year. Guided by the goals and objectives within the renewed *Directions 2025*, we are fully committed to achieving student success, developing the educated citizen, and continuing to foster sustainable educational organization - all within a changing landscape of provincial funding.

We invite you to learn about the budget process, engage in the consultation and contribute feedback. This is to help deepen our collective understanding and identify challenges and opportunities. It allows you to share your ideas for how we can make the best use of the restricted funds available for our children, families, employees, and communities, while advancing the school district and sustaining our mission. Your input will help guide the Board’s decisions and actions.

Sincerely,

Board of Education
School District No. 43 (Coquitlam)



(Front Row, L-R) Christine Pollock, Michael Thomas-Board Chair, Patricia Gartland-Superintendent, Zoe Royer, Craig Woods-Vice-Chair.
(Back Row, L-R) Chuck Denison, Lisa Park, Randy Manhas-Secretary Treasurer, Jennifer Blatherwick, Kerri Palmer-Isaak, Carol Cahoon.

BUDGET PROCESS 2023/2024

The Board of Education will continue to utilize a comprehensive strategy in creating the 2023-2024 budget.

Our Goal

The Board of Education will embark on the budget process through a transparent, inclusive, and accountable process that engages the community for input.

- The first step is to identify potential cost pressures and areas of possible budget and related expenditure misalignment.
- Consult with stakeholders on how the Board can use or realign available resources to continue to foster a high achieving school district and sustainable organization for many years to come.
- Engage with Stakeholders during the initial stages of budget development to encourage comments and suggestions so the Board can consider these prior to the finalization of the draft budget.
- Provide the Public an opportunity to reflect and offer feedback on the proposed draft budget during the April budget deliberations.

This budget strategy will consider the following:

Students First

Aligning decisions with a thriving public education system for students is a community value. As stewards of public education, the School District must demonstrate a financial commitment to improve the learning environment for students.

Fair Access for all Students

Committing to deliver fair, effective and positive learning environments for 32,000 students today and an additional 3,000 new students over the next decade. Present-day financial decisions must consider the current and future needs of students and employees.

Lifelong Learning in our Communities

Delivering lifelong learning in our communities which is part of the School District's vision. We envision high quality, diverse, personalized and enriched education opportunities for all students of all ages. Ongoing financial review and community engagement will support this.

Changing Landscape of Provincial Funding

Funding from the provincial government has not kept up with rising costs even with increased per pupil funding. Currently, inflation is at a 40 year high with no indication of the province providing additional funding to offset increased costs in all areas of the School District. Hydroelectricity, gas and health benefits have all increased, with school boards funding most of these inflationary and new program costs. In addition to the changing landscape of additional cost pressures and provincial funding not keeping up with inflation, there are increasing expectations from the Ministry of Education and Child Care that school boards contribute operational funding towards significant capital projects, previously funded by the province.

Long Term Strategic Vision

Aligning the budget process and connecting the allocation of resources with our strategic vision and goals as originally established by the Board in fall of 2016 as *Directions 2020* which has now been refreshed as *Directions 2025*.

DIRECTIONS 2025 STRATEGIC PLAN



VISION

Increasing Success in Life for All

MISSION

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

PURPOSE

The Board of Education accepts its responsibility to provide a quality and equitable public education for the success of all learners, within the limits and resources available.

CORE BELIEFS AND PRINCIPLES

The Board of Education believes in:

- Public Education and the need to advocate on its behalf;
- Instilling a passion for learning;
- Learners as the most important focus;
- High quality and equitable learning opportunities;
- Innovation, creativity, problem solving, critical thinking and sustainability;
- The essential value of District/Community/Global Partnerships;
- Safe, inclusive and socially responsible learning communities.

The Board of Education is committed to:

- Creating a culture of care and shared responsibility where every learner matters;
- Engaging and empowering lifelong learners;
- Providing flexible, integrated, diverse, and active learning environments;
- Developing shared leadership through innovative, sustainable professional learning.

DIRECTIONS 2025

Strategic Goals and Objectives



For more information regarding the *Directions 2025* Strategic Plan, click

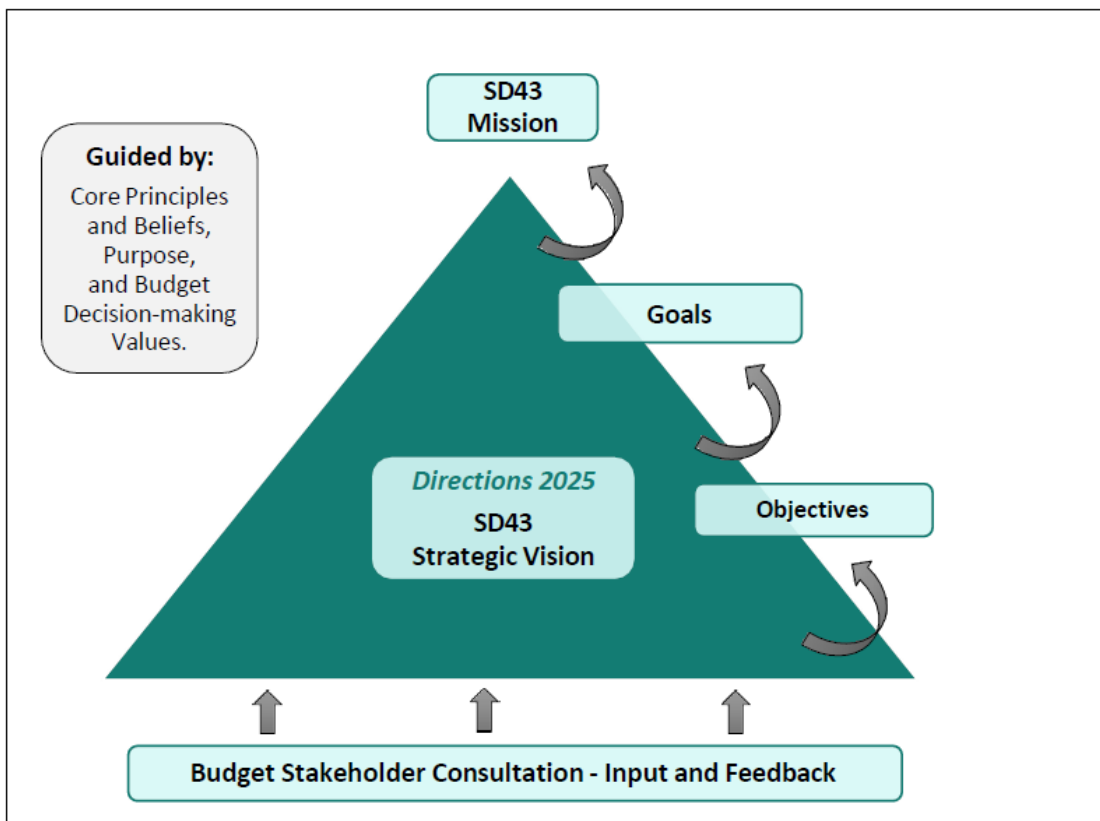
ALIGNING BUDGET PLANNING WITH *DIRECTIONS 2025*

The School District is committed to a model of transparent budget planning and resource allocation that is directly aligned with our strategic vision and goals, *Directions 2025*.

It is a consultative model that coordinates budget planning and resource allocation activities with inclusive stakeholder consultation and feedback based on the vision, goals and objectives. The model includes:

- articulating *Directions 2025*;
- 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;
- communicating the outcomes effectively for transparent accountability.

The model will ensure that budget input and resource allocations are connected to and aligned with the *Directions 2025* vision, goals and objectives. This model is an integral part of the School District’s operating culture.



FINANCIAL GOVERNANCE AND ACCOUNTABILITY

The Board has fully adopted the Ministry of Education and Child Care’s recommended requirements pertaining to financial governance and accountability. This includes the following measures that the Office of the Auditor General of BC would define as best practices:

- A strategic plan and vision (*Directions 2025*) with clear goals and expectations;
- A robust governance framework including standards of conduct and conflict of interest reporting requirements;
- Accountability practices including regular financial reporting;
- An established Finance and Audit Committee;
- Direct engagement with external auditors; and
- A balanced budget with policy provisions (accumulated reserves) to address unforeseen and emergent issues



ACCUMULATED OPERATING RESERVES POLICY

The School Board has established an Accumulated Operating Surplus policy ([Policy 23](#)) as part of its multi-year financial approach for stable and sustainable organization health;

- 3.7 Specifically, to the extent that there is an excess of revenues to expenditures (operating surplus) in any fiscal year the Board will allocate these funds as follows:*
- 3.8 An Education Sustainability Reserve Account is to be established over a five-year period beginning in 2021, at an amount that represents 15% of the average of the preceding three years total International Education revenues and funded through surplus in excess of 2% of total operating revenues until this objective is achieved.*
 - a) Use of funds from this reserve is subject to Board approval as evidenced through the approval of the Preliminary or Amended Budget process or by specific Board motion.*
- 3.9 25% of the balance of the operating surplus funds be directed and restricted for one-time opportunities primarily associated with technology, educational initiatives, and deferred maintenance of facilities. This amount will not exceed \$1.25 million annually.*
- 3.10 The balance of operating surplus funds will be restricted and allocated equally over the subsequent three fiscal years, not including the immediately following year; the purpose of which is to support student success in alignment with the strategic plan.*
- 3.11 The funding allocation shall not be more than the current year aggregate surplus budgeted in the year unless approved by the Board.*
- 3.12 Any remaining unallocated surplus funds will be restricted and placed into a fiscal year following the three-year period noted above.*

The Board reviews this policy annually and provides further details in the audited financial statements as to how restricted surplus funds are planned to be utilized in subsequent years. Read the complete policy [here](#).

TAXPAYER ACCOUNTABILITY PRINCIPLES

The Board has adopted and incorporated the six Taxpayer Accountability Principles which are embedded within *Directions 2025* strategic goals. Applicable to all Provincial public sector organizations in B.C., these principals are designed to strengthen accountability, promote cost control and ensure that the public sector operates in the best interest of taxpayers.



1. **Cost Consciousness (Efficiency)** – Strengthen cost management capabilities by providing educational services as efficiently and effectively as possible.
2. **Accountability** – Transparently manage responsibilities and enhance organizational efficiency and effectiveness in planning, reporting, and decision making.
3. **Appropriate Compensation** – Comply with a standardized approach to performance management and employee compensation
4. **Service** – Maintain clear focus on positive outcomes for student success.
5. **Respect** – Engage in equitable, compassionate, respectful, and effective communications.
6. **Integrity** – Make decisions and take actions that are transparent, ethical and free from conflict of interest.

BUDGET GOALS

The District’s objective is to provide long-term stability and sustainability through multi-year financial planning.

Carefully planned and responsible multi-year changes in measured amounts allow for long-term budget stability and sustainability.

- Allows for long-term sustainable planned budget additions
- Smooths large fluctuations in budget changes
- Helps manage unforeseen funding risks

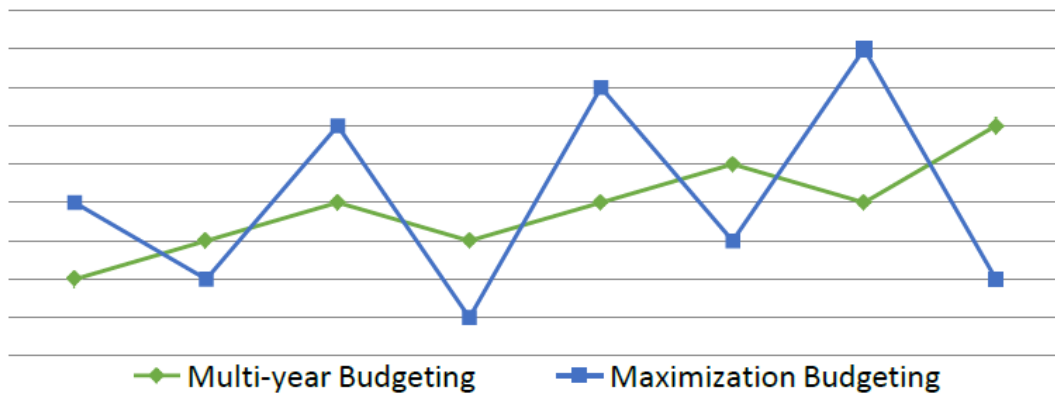
More consistent funding for schools to support and enhance teaching and learning.



School District budgeting is extremely complex due to the lack of multi-year funding certainty, inadequate Ministry funding for inflation, changing expectations from the province on the further utilization of school district operational funding towards significant capital projects and new provincial initiatives (e.g. Childcare), and the frequent adoption of new and unfunded initiatives.

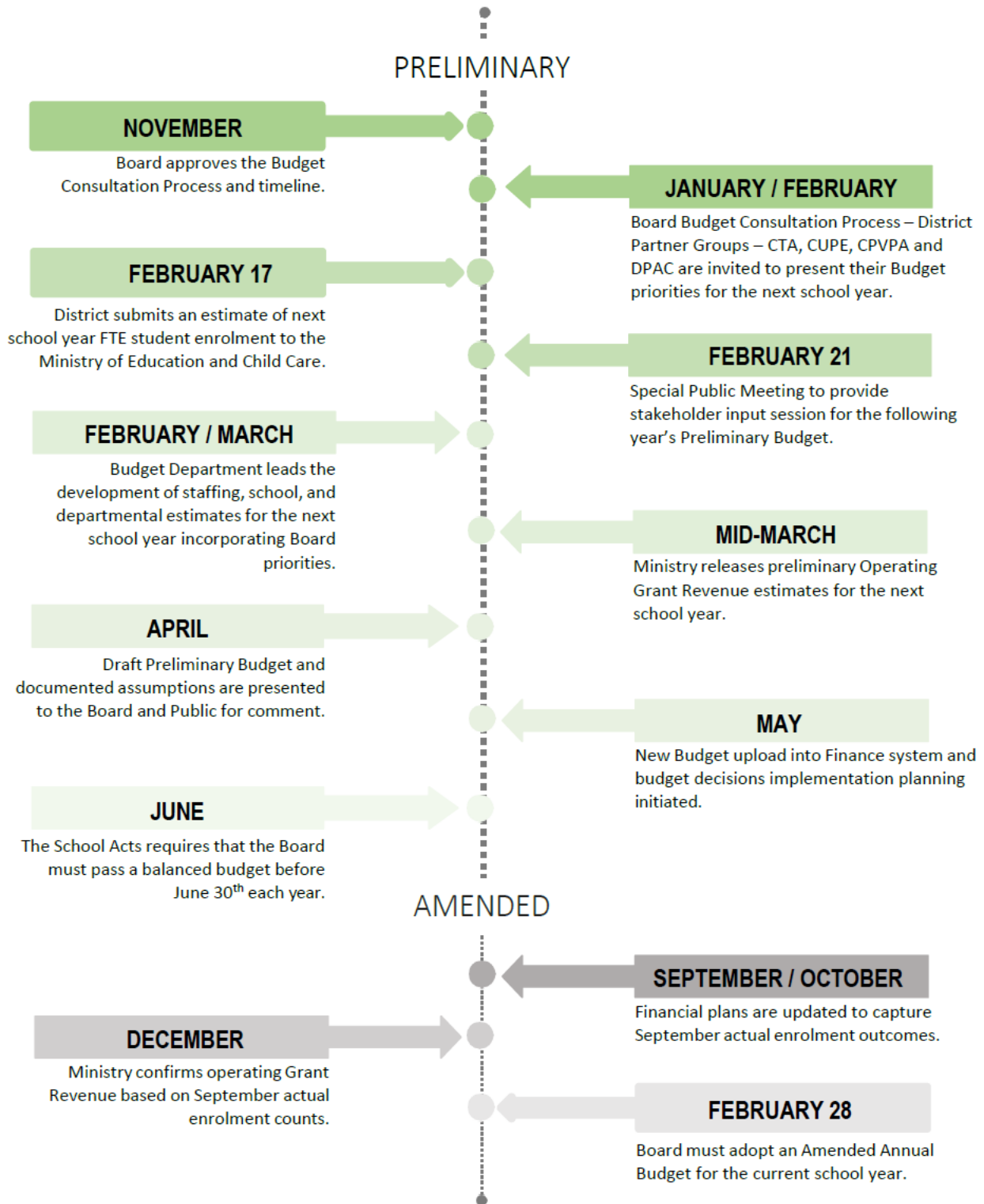
Multi-year financial planning is a strategic budget management method of making carefully planned and responsible changes in measured amounts over several years to smooth out large fluctuations in year-to-year resource and staff additions or reductions due to unforeseen costs and other circumstances.

Multi-year financial planning as a budgeting framework will build the School District’ long-term stable financial position, help manage future risks from unforeseen situations, and most importantly allow for the planning of ongoing responsible and sustainable positive changes to the education system.



As shown in blue in the above graph, maximizing an annual budget surplus each year can lead to a pattern of adding and reducing resources which creates an unstable and uncertain education system for students, parents and employees. As shown in green, a multi-year distribution of annual budget surplus over the medium term helps to smooth funding changes and avoid sudden and frequent program changes.

BUDGET AND FINANCIAL PLANNING CYCLE



THE DIFFERENCE BETWEEN BUDGETS AND FUNDS

As one of the major employers in the Lower Mainland, the Board has a large and complex budget. There are three separate sections of the budget:

OPERATING FUND: The operating fund includes Ministry grants and other revenues used to fund instructional programs, school and district administration, facilities operations, maintenance, and transportation.

SPECIAL PURPOSE FUND: The special purpose fund includes separate, identifiable funds designed for a specific use or program. These funds are received from the Ministry of Education and Child Care and other sources with restrictions on how these funds may be spent.

CAPITAL FUND: The capital fund includes a combination of Ministry capital grants, locally generated funds (e.g., proceeds from disposition of unused SD43 sites and transfer from the Operating Fund to the Capital Fund for local capital needs such as portables), and school site acquisition charges collected from developers through local municipalities. These funds are used for facility operations including construction, enhancement, and maintenance of buildings, fields, infrastructure, and land purchases for future school development.

The budget process primarily focuses on areas where the Board is able to make changes – within the operational budget.

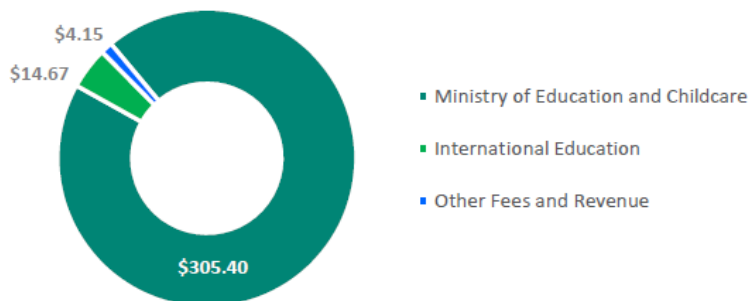
Any funds within the capital budget may not be used for operational budget items.

Special purpose funds are for designated purposes which can supplement operational activities. Like capital funds, they may not be used for operational budget items.

SCHOOL DISTRICT OPERATING BUDGET

The operating budget for 2022/23 is \$324.23 million. As the chart illustrates below, the majority of this funding (94.8%) comes from the Ministry of Education and Child Care.

SD43 Sources of Revenue 2022/23 (millions)



SCHOOL DISTRICT FUNDING

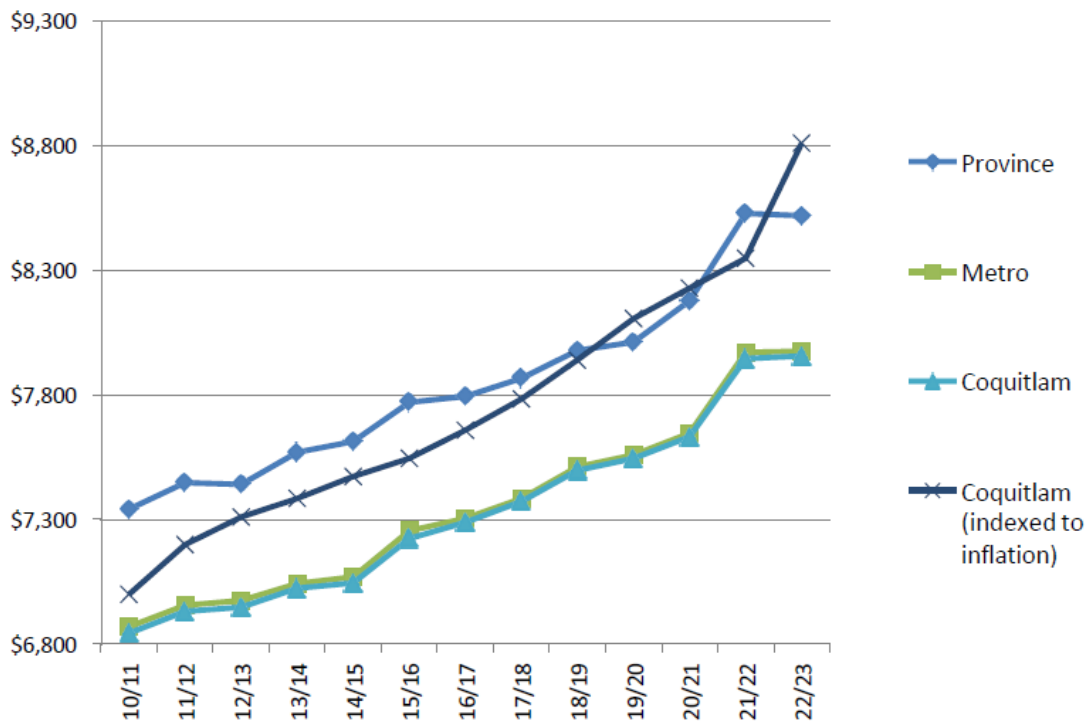
The basic student operating grant allocation for 2022/23 is \$7,885 per FTE student. Like other school districts, SD43 receives additional funding for unique student and school district factors.

Provincial funding has not kept up with inflation. Based on estimated Operating Grants for 2022/23, 14 of the 60 school districts are reporting a decline in enrolment and/or qualify for funding protection. These school districts received an additional \$10.74 million in support. SD43 is funded approximately \$593,269 less due to funding protection provided to these school districts. In the current school year, grant funding was \$5.3 million less than that required to fully fund contractual and legislative increases to salaries, benefits, and services and supplies.

SD43 continues to rank 55th in funding levels out of 60 school districts for 2022/23 – the 5th lowest district in the province.

In terms of funding for 2022/23, SD43 currently receives an overall average of \$7,957 per student (excluding special student needs and salary differential factors) while the provincial average is \$8,520 per student. This difference of \$563 per student is significant considering that there are over 32,000 students in the district.

This trend is not new, and the chart below displays how per-student funding has not kept up with costs in recent years. If total grants had kept up with inflation since 2010-2011, SD43 would have received \$8,811 per student for 2022/23. The difference of \$854 per student (compared to the actual funding of \$7,957) equates to approximately a \$26.4 million funding shortfall for the 2022/23 fiscal year.



A HISTORY OF STUDENT SUCCESS

Throughout the budget process, the Board will seek to build on our past successes in order to maintain a high achieving and sustainable organization. We will pursue new and innovative ways to deliver our services to maximize the use of our budgets and ensure quality learning for all students.

SD43 has a history of student success. The 2021/22 Achievement Levels released by the Ministry (see below) illustrate how our student achievement results exceed provincial averages on every measure.

The Board’s goals are, and will continue to be, focused on helping students acquire a series of attributes to help them become learners, thinkers, innovators, collaborators, and contributors. Our budget process will provide the answers needed for the difficult challenge of meeting our financial pressures while ensuring the continued success of our students.

The graph below reflects our student % performance and ranking in all provincially measured areas against school districts with more than 500 graduating students.

SD43 2021/22 Achievement Levels



* Based on Six-Year Completion and Grade 12 Graduation rates from the Ministry’s Report on Student Achievement

CLASS SIZE REPORTING

The chart below reflects the district's class size averages over the past four years. SD43 class sizes are larger than the Provincial average, due primarily to physical facility limitations.

The district continued to recover from the impact of COVID-19, evidenced by an increase of 665 classes (28.4% increase) in 2021/22 from 2020/21, which is driven by student enrolment. While overall student to teacher ratio increased from 2020/21, the district maintained all Ministry-required ratios. This is noteworthy given the significant uncertainty in enrolment estimates due to the pandemic. Of note is the Provincial average student to teacher ratio also increased in 2021/22.

	2018/19		2019/20		2020/21		2021/22		4 Yr. Improvement	
	SD43	Prov.	SD43	Prov.	SD43	Prov.	SD43	Prov.	SD43	Prov.
# Classes	3,251		3,175		2,339		3,004		-7.6%	
K	18.4	18	18.5	18	18.0	17.4	18.5	18.1	0.5%	-0.6%
1-3	20.3	19.9	20.5	19.5	19.9	19.2	20.2	20	-0.5%	-0.5%
4-7	24.7	23.9	25.1	23.3	24.7	23.2	23.7	24.1	-4.0%	-0.8%
8-12	24.2	22.1	25.1	22.4	24.2	21.4	24.8	22.7	2.5%	-2.6%
w/ EA's	850		932		862		993		16.8%	
w/ EA's	26.1%		29.4%		36.9%		33.1%			

Of further note is the increase in classes with an education assistant (EA) in attendance. The number of classes with an EA has steadily increased since 2018/19 in alignment with the increase in classes. The decrease in 2020/21 is directly related to the decrease in classes due to the pandemic.

BOARD OF EDUCATION VALUES

The following values will guide the Board of Education in budget decision making:

1. **Inclusiveness:** We invite all stakeholders to participate in discussion and provide feedback.
2. **Integrity:** We respond to stakeholder input in an honest and forthright way, balancing the multiple needs of the various stakeholder groups while meeting the legal requirement of maintaining a balanced budget under the *School Act*.
3. **Commitment:** We commit to first defining issues, followed by reviewing engagement with stakeholders, then summarizing information and research, and finally reporting on decisions.
4. **Accountability:** We demonstrate that the results and outcomes of the process are consistent with the commitment made to stakeholders at the beginning of the process.
5. **Transparency:** As decision makers, we ensure stakeholders have opportunities to understand the scope, constraints and process for a pending decision.

STAKEHOLDER ENGAGEMENT COMMITMENT

What is Stakeholder Engagement?

Stakeholder engagement is a two-way dialogue to allow the Board and our many stakeholders to define opportunities and challenges and work together on solutions. It allows for valuable input to the School District's direction and decision making.

Your Role as Stakeholders

To make stakeholder engagement a success, your role is to learn, engage and contribute. Start by visiting the SD43 Budget website at www.sd43.bc.ca/budget to:

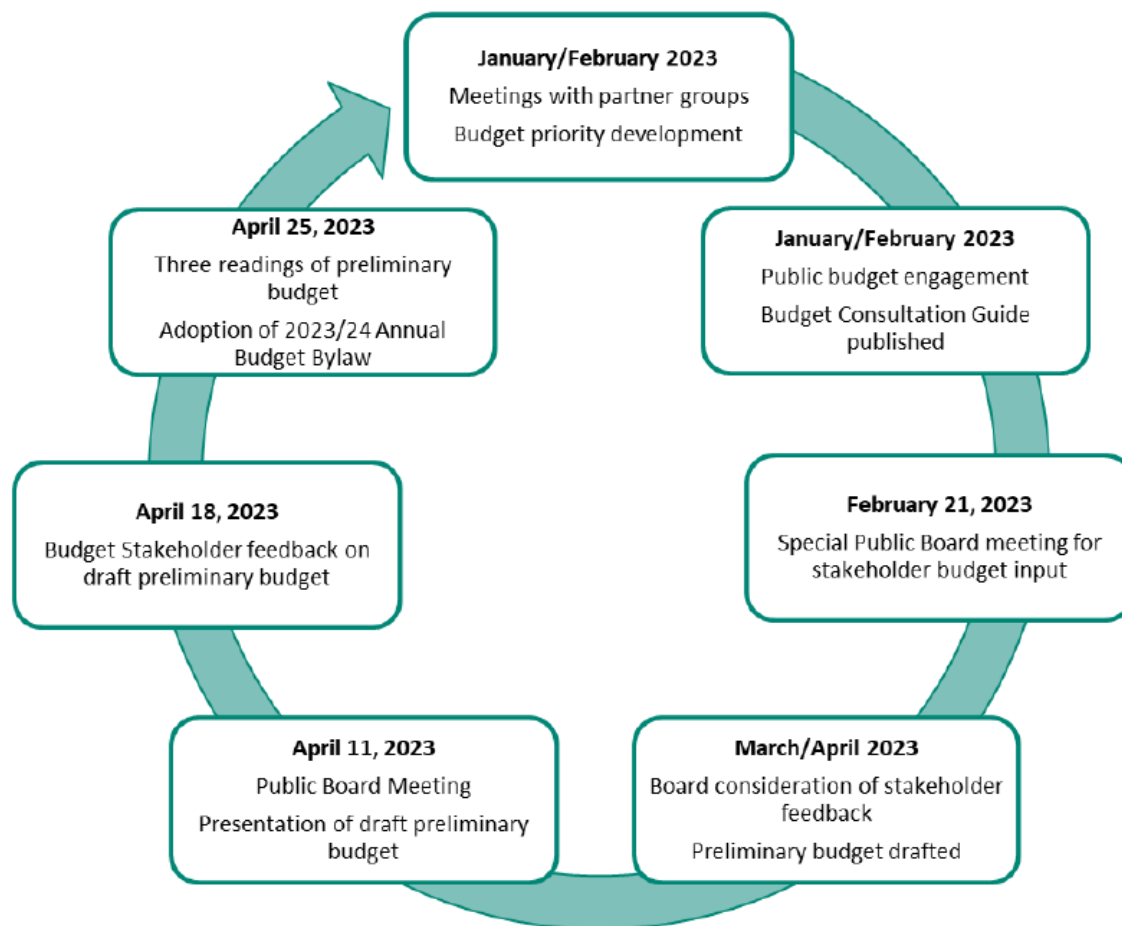
- Learn about government funding and allocation;
- Learn about the SD43 budget process;
- Learn about *Directions 2025*, the School District's vision;
- Engage in the consultation by asking questions about the budget;
- Expect responses to your concerns and input; and
- Contribute ideas that align with the goals and objectives from *Directions 2021* on how to address the opportunities and challenges.

The Role of Trustees

As the elected decision-making body, Trustees are accountable to the interests of public education and our role is to:

- Listen to you;
- Respond to your questions and concerns;
- Consider your ideas and input; and
- Propose action and report back to you.

STAKEHOLDER ENGAGEMENT PROCESS



Board Decision

There will be three public events leading up to the Board communicating its decisions on next steps for the budget. All stakeholders are invited to attend.

Who we Consult

Everyone is invited to comment on the School District's activities and initiatives. Here is a sample of stakeholders we hope to hear from:

- Parents and students
- Community partners
- Business groups
- Local and provincial governments
- First Nations
- Diversity groups
- Educators and administrators
- Community members and neighbours
- Local health authority
- Non-profit groups
- Recreation commissions and sports groups

LEARN. ENGAGE. CONTRIBUTE.

We are using a variety of methods to help you learn, keep you informed so you can engage in this process, and provide several opportunities for you to contribute.

Your Local Newspaper

In print or online, look for public notices about public events, times and location in the Tri-City News. We will also keep local reporters informed and request that they share stories and provide their independent insights and perspectives.

School District Website

All information on this process is available at www.sd43.bc.ca/budget. Check out the “FAQs” section, which will be continually updated with your questions and answers.

Board Meetings

We have a series of Board meetings where budget information will be shared and discussed by the Board of Education.

Twitter, Instagram and Facebook

Budget information and event reminders will also be communicated through the School District’s Twitter, Instagram and Facebook channels:

www.twitter.com/sd43bc

www.instagram.com/schooldistrict43/

www.facebook.com/sd43bc

DECISION MAKING PROCESS

The Board values all feedback and considers it carefully in making budget decisions. The input will shape the options considered during the 2023/2024 budget process. As the elected body representing the school community, the Board will make the final decision.

3-Phase Budget Planning Process

1. **Research** (ongoing through April 11, 2023): This phase includes background research, meetings with departments and partner groups, stakeholder feedback, questions and answers and public board meetings.
2. **Reporting** (April 11-18, 2023): This phase includes the presentation of the preliminary budget, stakeholder feedback, report on findings and results, as well as early recommendations on the vision, planning ideas and overall direction.
3. **Next Steps** (April 25, 2022): This phase presents the final budget to the Board for approval.

Evaluation

The Board will make decisions based on its strategic goals and objectives outlined in *Directions 2025*.

PROVIDING YOUR FEEDBACK

Wish to Provide Feedback to the Board?
The Board welcomes stakeholder feedback.

Email: budgetfeedback@sd43.bc.ca

Mail: Attn: Board of Education
School District No. 43 (Coquitlam)
1080 Winslow Avenue, Coquitlam, BC V3J 0M6

In Person: by attending one of the meetings detailed below.

STAKEHOLDER EVENTS SCHEDULE

Stakeholder information and consultation events take place in April as outlined below.

- Special Public Board Meeting - Stakeholder Budget Input
Tuesday, February 21, 2023, 6:30 pm

This will be an opportunity for stakeholders to present input into the formulation of the 2023/2024 budget to the Board. If you or your group would like to present feedback, please review the *Guidelines for Stakeholder Input* and submit the required information by 9:00 am on Wednesday, February 8, 2023 to budgetfeedback@sd43.bc.ca. If you have any questions or concerns, please contact the Office of the Secretary-Treasurer/Chief Financial Officer at 604-939-9201.

- Public Board Meeting - Presentation of 2022/2023 Preliminary Budget
Tuesday, April 11, 2023, 7:00 pm

The Preliminary Budget will be presented at this Regular Public Board Meeting. This is also an opportunity for Trustees to ask questions of the Finance Department staff, regarding the budget.

- Special Public Board Meeting - Stakeholder Feedback
Tuesday, April 18, 2023, 6:30 pm

This will be an opportunity for stakeholders to present feedback to the Board on specific aspects of the budget. If you or your group would like to present feedback, indicate, by emailing budgetfeedback@sd43.bc.ca by 9:00am on Tuesday, April 25, 2022. There is no need to provide a written submission to the Board of Education.

- Public Board Meeting - Final Budget Presentation and Board Approval
Tuesday, April 25, 2023, 7:00 pm

The annual budget will be presented to the Board for approval at this Regular Public Board Meeting. This final budget would incorporate changes requested by the Board based on stakeholder feedback.

There will be an opportunity for questions at each of the meetings outlined.



CONTACTING MANAGEMENT

This consultation guide is designed to provide the School District's stakeholders with a general background of the framework in which the budget process leading to a Preliminary Budget occurs, to demonstrate increased transparent accountability to the public and the criteria under which the budget is developed.

If you have questions about this guide, please contact the Office of the Secretary–Treasurer/Chief Financial Officer at 604-939-9201.

You are encouraged to also review the Board's strategic vision and plan [Directions 2025](#).

If you have questions about this financial report, please contact the Office of the Secretary–Treasurer/Chief Financial Officer at 604-939-9201.

International Education

The international Education department, a leader in the province, is seeing an upward trend in registrations. There is a gradual return to pre-pandemic enrolment numbers.

As reported in The Tri-City News (February 8, 2023),

“[Superintendent] Gartland told trustees that international education is opening up again with the easing of pandemic restrictions and more international flights. ‘That’s all really opened up this year,’ she said, noting 1,200 international students are currently studying in K-12 schools, generating more than \$17 million in revenue.”

Communication and Strategic Engagement

Communication and engagement take place at both the school and district level. Each school will report on how they have engaged the community in their Action Plan for Learning for the Intellectual Development, Human and Social Development and Indigenous Students and Indigenous Ways of Learning.

Regular Board of Education meetings whereby presentations are made to the trustees and the public. These presentations include information about supports for Indigenous students.

At the district level, several advisory committees directly intersect with Directions 2025. Administrative Procedure 112 outlines the function of each advisory committee. Members of each partner group are invited to participate in these committees.

Student Achievement Advisory Committee:

- Foster cooperative and collaborative planning in the district;
- Utilize current educational research and expertise as a foundation in the planning, implementation and provision of ongoing support;
- Recommend short and long term priorities which reflect school, district and provincial needs and initiatives related to student achievement;
- Review curriculum resource materials as needed.
- Review and provide feedback for Board Authority Authorized Courses.
- Examine student achievement data from a wide variety of sources.

Indigenous Advisory Committee:

- The intent of this committee is to represent the diversity of Indigenous peoples residing in the district as well as school district partners. Provide advice on district-wide matters related to Indigenous education programs in the district. Reports to the Superintendent in advisory capacity. Meets a minimum of four times per year.
- The Enhancement Agreement has a unique focus and identity, while being respectful and mindful of other district directions and priorities. The Committee meets throughout the school year to review the Enhancement Agreement.
- Advises Superintendent on matters pertaining to Indigenous education programs in District.
- Makes recommendations to the Superintendent as appropriate.
- Provides forum for the exchange of information and views among parents, teachers, members of the Indigenous community and administrators in district.

Wellness Advisory Committee:

- Foster cooperative and collaborative planning in the district;
- Utilize current education research and expertise as a foundation in the planning, implementation and provision of ongoing support;
- Recommend short- and long-term priorities which reflect school, District and provincial needs and initiatives related to studentsafety.

Learning Services Advisory Committee:

- To provide a forum for parent groups to share information with the district.
- To provide a forum for parent and employee groups to share information with each other.
- To provide a forum for the district to communicate with parent groups on District program and policy development.

Education Technology Advisory Committee:

- Foster cooperative and collaborative planning with regard to the development of technology in the district.
- Utilize best practice and current educational research as a foundation for planning, implementation, and provision of technology in the district.
- Recommend short- and long-term priorities which reflect school and district needs and initiatives related to technology use in the district.

Student Leadership Council

- To provide and support student voice in district decisions.
- To support the systematic development of student leadership.

Long Term Planning

Facilities

The Facilities Department fully aligns with Directions 2025 around its goals and objectives and communicates in a wide variety of methods both online, in person, and in print through the District webpage. All the work that the Facilities Department completes has educational programming in mind. The intention is to focus on the best quality learning environment that we are able to create.

Each year, in the fall, Facilities reviews the effectiveness of the most recent planning exercise. Doing this work involved all District based departments to have a complete picture.

Through the Capital Planning Meeting process that we have developed, all District Departments are included and help to provide input into the Capital Plan submission. As enrolment needs change we adapt to the situation and adjust as necessary. The effectiveness in our planning is based on the ability to adapt to the changing enrolment needs of the district. Being able to project enrolment effectively, move

programs of choice when needed and create new spaces in a timely way determines the effectiveness of district planning.

With Facilities there is a strong linkage between the atmosphere and climate within an educational context and the business side of the district which weighs out the financial implications of our decisions. The Facilities Department uses multiple sources to complete its planning. All major departments are represented with expertise and data to help with the planning process. In addition, municipalities and external consultants provide input as well.

In addition to on-going professional development for the Facilities staff, as part of our Directions 2025 strategic plan the District Energy Manager is heavily involved in the cross cutting theme of social engagement around behavioral initiatives relating to staff and students on the environment. The Facilities Department measures progress both quantitatively and qualitatively depending on what needs to be measured. For example, Facilities closely measure energy use, GHG emissions from the quantitative perspective and user comfort in learning spaces from the qualitative perspective.

The department has recently completed a Long Range Facilities Plan which is reviewed on a regular basis. The Capital Planning Process Committee, which is made up of all Board Office Departments that look at our short, medium, and long term plans several times per year. The Facilities Department engages in multi-year planning around its minor and major capital projects.

Communication occurs through various means including through the website, at Board Meetings, via school newsletters or other forms of school-based communication, at staff meetings and when appropriate through local media channels.

During the summer just prior to the 2022-2023 school year, the new Education Learning Centre opened. The building features two Indigenous welcome poles in the grand foyer that are meant as an extension to the welcoming nature of our District.

Information Technology

Technology continues to have a critical role in supporting the goals and objectives of Directions 2025 and is identified as a cross-cutting theme. Information Technology (IT) broadly supports instruction through STEAM and other curricular and core competencies in addition to maintaining and sustaining a robust, future oriented infrastructure. The district's implementation of STEAM is centered on equity and inclusivity.

Through "Tech Twenty" presentations, district staff provide the Board of Education with ongoing information about STEAM ways of learning in support of Directions 2025. The focus this year has been "STEAM for All". These presentations improve the understanding of STEAM opportunities and limitations, provide an assessment of current performance, identifies capacity and clarifies the level of investment required. These presentations are also made to school administrators at regularly scheduled Learning Without Boundaries meetings.

The Covid-19 pandemic accelerated the adoption of technology by both staff and students. This included building the capacity of students, staff and parents to utilize technology in multiple ways to deliver professional development, learning opportunities and conduct meetings.

The guiding strategy for the STEAM pedagogy infrastructure, in both technology and human capacity can be summarized in seven points. The forward orientation aims to support current practice and anticipate future needs.

Leadership: IT has a clear, strong vision for leadership development in the area of STEAM technology. The district recognizes the need to develop the human capacity to lead change in practice. A variety of professional learning opportunities are provided to increase accessibility for all educators to engage in STEAM.

Infrastructure: Infrastructure is continually renewed, and new technology applied. IT supports schools with continual upgrades to devices through a buy-back program that allows schools to trade in older devices for new devices at a subsidized rate. This allows schools with limited resources to invest in new equipment. There have also been renewed structural changes in leadership along with developing school's Learning Common spaces.

Access: Increasing equitable access to technology for all stakeholders, including students, staff and parents, is an ongoing process for IT. This also includes developing the wireless infrastructure capacity of schools to implement a Bring Your Own Device practice for students. In addition, IT supports the school to develop a culture of learning that seamlessly blends technology and daily instruction. For parents, the district is shifting to the parent portal for more immediate access to information such as their child's report card. STEAM teachers have been based in schools to directly support educators on delivering authentic professional learning in a variety of ways.

Cloud: The district has implemented Microsoft OneDrive cloud storage and cloud computing at all sites. This allows staff and students to save and access their work in a secure method. OneDrive is available to all students and staff. The transition to Microsoft OneDrive has allowed for a seamless transition to comply with the new privacy and security protocols set by the Ministry of Education and Child Care.

Learning: Through professional development and training, IT works to build the capacity of all staff. This ranges from technology impacting on the daily work of support staff to supporting teachers in their classroom instruction. Staff learning is supported by the STEAM Support Teachers who provide in-person or virtual support.

Community: IT maintains a pro-active relationship with universities and the Tri-Cities community and beyond. IT interacts with local businesses to promote STEAM opportunities for students. In reciprocity, businesses also work with the district to provide job and career opportunities for SD43 students. SD43 has a partnership with Simon Fraser University in support of the District's GeoHeritage project.

Data: Gathering, securing and storing data is important to monitoring the goals and objectives of Directions 2025. Having data that is accessible to school administrators empower schools to make good decisions regarding the operation of their school. This data, presented as PowerBI dashboards, allows quick and accurate access to data regarding student learning information, report card marks and technology infrastructure.

Evidence-Based Decision Making

PowerBI Dashboards that feature report card data using proficiency scales will be used for the continuous improvement of student learning. The dashboards can show disaggregated data such as different populations at the school level.

Provincial Assessments are archived for the easy access of administrators to inform interventions for ongoing improvement of student learning.

The district will continue to have all Grade 11 students participate in the Youth Development Instrument survey to gather information regarding the well-being of our secondary students during the 2022-2023 school year. The YDI complements the data received from the EDI and MDI.

The district recently engaged Shane Safir, author of "Street Data" and "The Listening Leader" to present to school administrators on meaningful data collection. The concept of collecting and analyzing street data guides schools (Action Plans for Learning) and the district (Framework for Enhancing Student Learning and Equity Scan).

Human Capital Plan

As written at the beginning of this section, Forbes listed School District #43 (Coquitlam) as a top employer in Canada in 2023. The district was only one of five public school districts listed nation-wide, and the only district in British Columbia.

Strategic Goal #3 in Directions 2025 outlines the need to ensure that human, financial and physical resources are sustainable. The Human Resources department has been modernizing its approaches to hiring and retaining staff. The HR department has done a full review of its practices and re-designed the methodology for advertising and posting jobs for all classifications. The Human Resources department has developed a proprietary online portal to advertise and accept applications. Social media campaigns and virtual job fairs with a focus on what makes Coquitlam School District an employer of choice.

Internally, the Human Resources department has revised its approach to hiring and retaining staff. A revised timeline for recruitment assists in keeping this work a priority. After the point of hire, a series of actions to welcome and assist new staff to the district. This includes orientation and onboarding of new employees. Mentor support teachers and technology support teachers also provide support to all teachers.

The district also supports and fosters leadership development and capacity building. Coquitlam School District #43 developed a Leadership Framework that reflects the uniqueness of our district and Directions 2025. Two series of voluntary mindful leadership programs were developed to foster and inspire leadership. Building Leadership Capacity is open to teachers. Intentionally Growing Leaders is open to administrators.

BLC 1: Leading Inquiry: Building Leadership Capacity I is designed for anyone wanting to develop their leadership capabilities and mindsets. The facilitation will focus around: personal/professional growth, leadership styles, norms for collaboration, inquiry, and equity.

BLC 2: Developing Your Leadership Profile and Portfolio: Building Leadership Capacity II is designed for anyone who may want to explore an administrative position or a lead district position where you would be managing people. The facilitation will focus around: professional growth plan, leadership standards (relational, organizational, ethical, and instructional), with the opportunity for leadership coaching.

BLC 3: Leadership for Equity: Leadership for Equity has been designed as a space to explore the equity within our system. Conversations about equity can feel overwhelming and packed with emotions. We want to support you in crafting the containers for conversations so we can identify inequities and take steps toward building an inclusive culture. The grounding text for this program is: Coaching for Equity.

IGL 1: Transitions for New Administrators: Intentionally Growing Leaders 1.0 is designed for school leaders who are new to administration roles, new to SD43, and/or new to their assigned level. In this network you will experience the learning and the support to confidently tackle your new position, grounded in the SD43 Leadership Framework.

IGL 2: Leading with the Framework in Mind and Professional Growth Plan: This third IGL network is open to all Principals and Vice Principals who are interested in how to learn and change as a leader. There are many mindsets that a leader needs to call into play to support growth at their school. This network will build circles of leadership to enhance learning for all, while integrating and connecting to the new SD43 Leadership Framework. Learning was done through storytelling.

Future Administrative Leadership Development Series

In order to continue fostering a sustainable leadership culture, in anticipation of retirements, the district is planning a formal series of in-services for new administrators to the district, or administrators new to their level. Topics will range from operational matters, such as school accounting, to instructional leadership, such as creating a collaborative culture. The in-service will align with the Administrator Leadership Framework, which was developed to support Directions 2025.