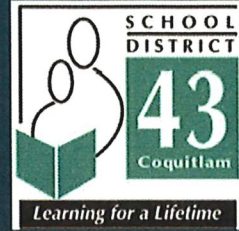


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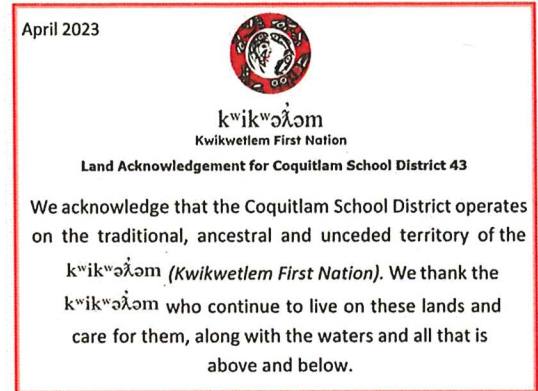
FRAMEWORK FOR ENHANCING STUDENT LEARNING

SCHOOL DISTRICT NO. 43 (COQUITLAM)

Introduction: Local Context

School District No. 43 (Coquitlam) operated on the traditional, ancestral and unceded territory of the kʷikʷəłəm (Kwkwetlem First Nation).

A new Local Education Agreement (LEA) between the Kwkwetlem First Nation (KFN) and the school district was signed this year. 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 School District 43 (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 Kwkwetlem people. (See graphic.)



The Board of Education, District Leadership Team and members of the Indigenous community hosted a Welcome ceremony to open the new Education Learning Centre (ELC) on August 30, 2022. The new building replaces the former school board office and is a modern space for collaboration and meetings. Two Welcome Poles greet visitors when they enter the ELC and stand as the “ultimate spiritual protectors of this space.” Carver Brandon Gabriel, of the Kwkwetlem First Nation, painted the poles using the colours of the Progressive Pride flag. Gabriel shared:



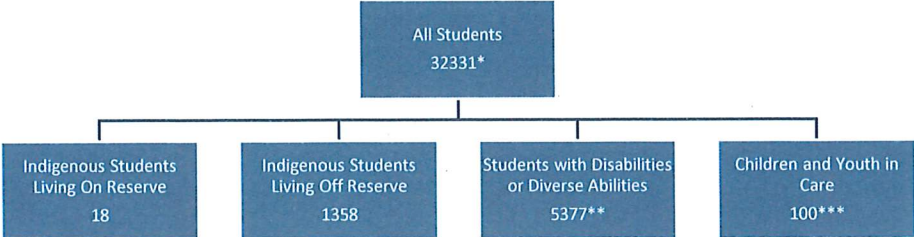
“The anchor of this art piece is the story it tells. It features two different types of figures. One is the human, who is not a male or female representation, but a mixture of spirits, who wears sacred paint as they walk in between worlds: The past and present, the present and the future, young and old, male and female, neither, both. They are holding their hands up giving a sign of thanks and gratitude, and bearing no ill regard, coming in peace. Here to teach, and hear to learn, all at once.”

There are now forty-seven elementary schools, fourteen middle schools and eight secondary schools that service over 32000 students that live in Coquitlam, Port Coquitlam, Port Moody, Anmore and Belcarra. The newest school, Coast Salish Elementary opened in September 2022. A newly rebuilt Irvine Elementary, which was originally completed in 1969, also opened this September. In addition, students are also served by distributed learning programs called Apex and COL 10-12. Alternate education is provided by Coquitlam Alternate Basic Education (CABE). Due to a fire at CABE in Spring 2022, the students and staff relocated to Winslow Centre, the District Learning campus. The district will also offer a Provincial On-Line Learning School program in the 2023-2024 school year. A new secondary school on Burke Mountain is scheduled to open in 2026.

The Framework for Enhancing Student Learning (FESL) has a focus on five populations of students: All Students, Indigenous Students Living on Reserve, Indigenous Students Living Off Reserve, Students with Disabilities or Diverse Abilities, and Children

SCHOOL DISTRICT #43 (COQUITLAM): FRAMEWORK FOR ENHANCING STUDENT LEARNING

and Youth in Care. Each of these populations will be considered during this report.¹



Our Strategic Plan: Directions 2025

Coquitlam School District is currently in Year Three of Directions 2025, our five-year strategic plan. Directions 2025 was designed with community feedback through consultation with partner groups, public board meetings, district surveys and independent program reviews supported by educational research. The mission is to ensure quality learning opportunities for students of all ages. The district’s firm belief is that the operation of the district is more effective with a clear vision and purpose that is aligned and integrated through all areas of the organization. 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 and global partnerships;
- Safe, inclusive and socially responsible learning communities;

Directions 2025 outlines three strategic goals. These goals will be considered throughout the Framework for Enhancing Student Learning Report.

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.

¹ * 5847 students (18%) are English Language Learners.
 ***441 students (8%) in the Students with Disabilities or Diverse Abilities have Indigenous ancestry. Data for this population also includes Category P (Gifted).
 ***70 students (70%) in the Children and Youth in Care population have Indigenous ancestry.

Involvement: Our Framework for Enhancing Student Learning Journey

School District 43 participated in the monthly Ministry of Education peer review sessions. Participation expanded to include the Superintendent, Assistant Superintendents and a District Principal. These monthly peer review meetings facilitated discussion and feedback with other districts regarding their Framework for Enhancing Student Learning (FESL) reports. Feedback from those sessions have been incorporated into this report.

The FESL report was presented to all principals and district learning services coordinators on October 6, 2022, at a Learning Without Boundaries session.

The Student Achievement Advisory Committee met on October 4, 2022, to review the recently submitted FESL document. The district worked closely with the Ministry of Education and Child Care's Data and Analytics team to provide data for this report. A FESL workbook was compiled and shared with the committee in December 2022 for reflection and discussion. The committee reviewed data with a focus on Indigenous student performance and well-being. The committee met again on February 15, 2023 to review data and provide feedback for this report. The committee met on May 15, 2023 to review a first draft of this report.

A presentation of the FESL report was done for the District Parent Advisory Committee (DPAC) on October 25th, 2022. The Indigenous Education department also did a presentation on the significance of the traditional land acknowledgement.

The Board of Education received an update on how the FESL aligns with the District Annual Operational Plan on January 17, 2023. The spirals graphic showing the continuous improvement cycle was first presented to the public at this meeting (Page 5).

Indigenous student numeracy data generated for this year's report was presented to all school administrators on February 9, 2023. The focus for this Learning Without Boundaries was on equitable numeracy instruction.

The Indigenous Advisory Committee met five times this year to discuss matters related to Indigenous students. The committee is made up of Indigenous students, Indigenous parents, elders, representatives from the Kwikwetlem Nation, DPAC, teachers, support staff, principals and district staff. A presentation on data related to Indigenous and non-Indigenous students to be used in this year's FESL report was made on March 8, 2023. Other topics discussed at previous meetings included the Student Affordability Fund, Indigenous focused graduation requirements, secondary school support blocks, Indigenous Education budget and funding formulas.

Human and social development data used in this report was presented at a Learning Without Boundaries meeting on April 6, 2023.

The District Leadership Team provided feedback on April 19, 2023 and an update was provided to the Board of Education on May 23, 2023.

A final presentation was made to the Board of Education on September 19, 2023 for board approval.

Results Review Summary

Data from a variety of sources were considered for this report. Data provided by the Ministry of Education Data and Analytics Team such as How Are We Doing Report, Foundation Skills Assessment (FSA), Student Learning Survey (SLS) was reviewed by the Student Achievement Advisory Committee. The district also considered the Youth Development Instrument (YDI) and the Middle Years Development Instrument (MDI). "Street Data" such as report card marks and quantitative data from the Equity Scan and Indigenous Youth Summit were also considered. Qualitative data and observations from various advisory committees were also valuable data sources.

Feedback was provided by the Student Achievement Advisory Committee. The number of students in the Indigenous Students Living on Reserve and Children and Youth in Care populations is small so data for certain measures is not available due to the Ministry of Education and Child Care data masking policy. Overall, the student learning results show strong performance for the All Students populations when compared to the provincial average rate. Participation rates for SD43 students were consistently higher than their provincial counterparts with a few exceptions. Participation of Grade 7 students in the Foundation Skills Assessments dropped slightly from previous years.

In summary, based on 2021-2022 data:

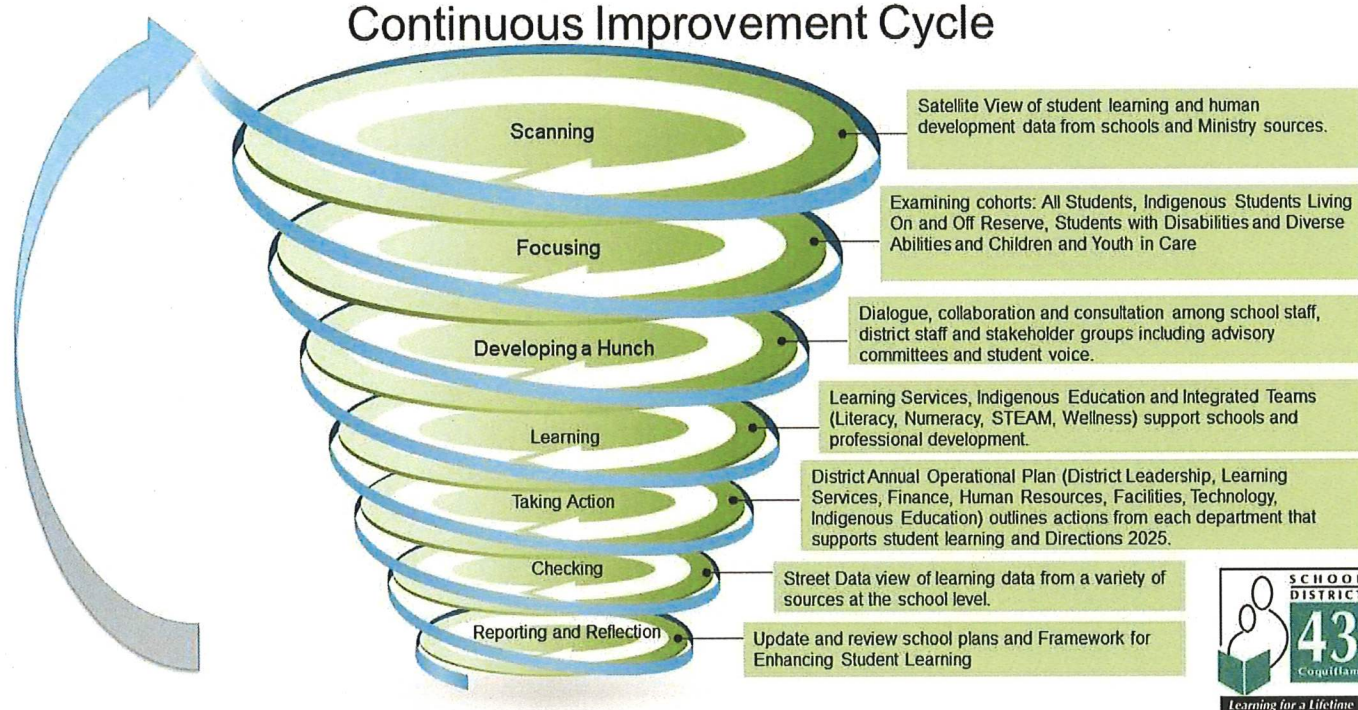
- In the area of Intellectual Development:
 - The performance rates of the All Students population were higher than the provincial rates in all measures.
 - The Indigenous Students Living On Reserve population, although much of the data was masked, does show some improvement in participation and performance on the Foundation Skills Assessment (FSA) and Grade 10 Literacy assessments. This cohort will continue to be an area of focus for the district.
 - The Indigenous Students Living Off Reserve population rates were higher than their provincial counterparts in most measures but not as high as the SD43 All Students population rates. There is notable growth in Grade 7 Numeracy performance on the FSA.
 - The Students with Disabilities or Diverse Abilities population performance continues to be higher than the provincial averages in most measures. The performance rate in Literacy was higher than the SD43 All Students population. The rates in Grade 4 and Grade 7 FSA numeracy were higher than the All Students population rates.
 - Children and Youth in Care, although much of the data was masked, did see improvement in FSA results, Grade 10 Graduation Assessments and Grade to Grade transitions.
- In the area of Human and Social Development:
 - The positive response rates of the All Students population were higher than the provincial averages in Measure 3.1 but not as high in response to Measure 3.2, “Two or more adults that care.”
 - The Indigenous Students Living on Reserve population data was masked, but the students that did respond to the Student Learning Survey are feeling better about their school experiences than previous years. This cohort responded more positively to Measure 3.2, “Two or more adults that care” than the other populations.
 - The Indigenous Students Living off Reserve population positive response rates were higher than their provincial counterparts in Measure 3.1, but slightly lower in Measure 3.2, “Two or more adults that care”, although this remains higher than the SD43 All Students population positive responses.
 - The Students with Disabilities or Diverse Abilities population positive response rate continues to be consistently higher than the provincial averages but slightly lower in Measure 3.2, “Two or more adults that care”, although this remains higher than the SD43 All Students population positive responses.
 - The Children and Youth in Care population had a more positive response (83%) to “Two or more adults that care” compared to the province. (63%). This rate is also higher than the other SD43 populations.
- In the area of Career Education
 - All Students 5-year graduation rates (91%) is higher than the provincial average (87%). The 6-year graduation rate for resident students climbs to 95.4%, which is higher than the provincial 6-year rate of 91.2%.
 - The Indigenous Students Living On Reserve population data was masked but the rate was higher than the provincial average.
 - The Indigenous Students Living Off Reserve population graduation rate (72%) was higher than the provincial rate (65%). When compared to the SD43 All Students population (91%), the Indigenous student rate (72%) is not as high. However, the five year trend shows that the gap is closing.
 - Students with Disabilities or Diverse Abilities graduation rates (82%) were consistently higher than the provincial averages (68%), but lower compared to the SD43 All Students population rate (91%).
 - Children and Youth in Care data shows that the 5-year graduation rate (29%) was lower than the provincial average (39%). This continues a downward trend since 2018-2019. The Children and Youth in Care population had 27 students in Grade 12. The 6-year graduation rate shows an improvement for this cohort. Data from 2021-2022 show the graduation rate increased to 49%. It can be assumed that some students in the cohort benefitted from the additional year.
 - In the area of Post-Secondary Transfers, within 1 or 3 years of graduating, SD43 rates were higher than the provincial average. The Indigenous Students Living Off Reserve (41%) and Students with Disabilities and Diverse Abilities (49%) rates, although higher than their provincial counterparts, was lower than the SD43 All Students population (54%).

Refer to the appendix section of this report for a more detailed analysis of each measure.

Continuous Improvement Cycle: What Explains Our Success?

Directions 2025 was launched in 2020 and brought alignment within the organization of the school district. The newly aligned Action Plan for Learning (APL) was fully implemented this school year. The APL was designed to support the goals and objectives of Directions 2025 at the classroom level and respond to the data from the Framework for Enhancing Student Learning. Each school's APL must have an intellectual development goal along with a focus on human and social development and Indigenous Learners and Ways of Learning. The intentional focus on these areas, along with the easing of pandemic protocols, may have contributed to the improvement in Human and Social Development measures. The most notable improvement are students feeling welcome and a sense of belonging at school. The graphic represents the continuous improvement cycle within the Framework for Enhancing Student Learning report.

Framework for Enhancing Student Learning: Continuous Improvement Cycle



As part of the continuous improvement cycle, integrated teams, established in the 2021-2022 school year, have actively supported schools. Each integrated team is made up of an district level principal, coordinator, mentor teachers, early learning teacher, STEAM teacher and an Indigenous educator. The following is an example of their work with schools this year. Their work is featured in the “Learning” phase of the above graphic.

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. Teacher capacity was gauged with a survey that assessed familiarity and comfort with STEAM-based teaching. The team actively promoted professional development and provided opportunities and resources for teachers to integrate STEAM into their instruction. The team also created a centralized STEAM Lab at Winslow campus. At the school level, each site identified a STEAM Ambassador to help promote STEAM initiatives and challenges.

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 their team's boat from one end of a swimming pool to another. This example was shared at the Board of Education meeting on January 17, 2023.

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.

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.

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 sixty minute Collection Task Assessment and debrief with the teachers afterwards. This work sets up an ongoing relationship between the team and school to further support classes and individual students.

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.

District Annual Operational Plan (Directions 2025, Strategic Goal #3)

The district has aligned its operations to support Directions 2025. A detailed overview of the District Annual Operational Plan can be found in the appendix of this report. The operational plan is part of the “Taking Action” phase of the spiral graphic.

Adaptation of Our Strategies for Emerging Areas of Focus

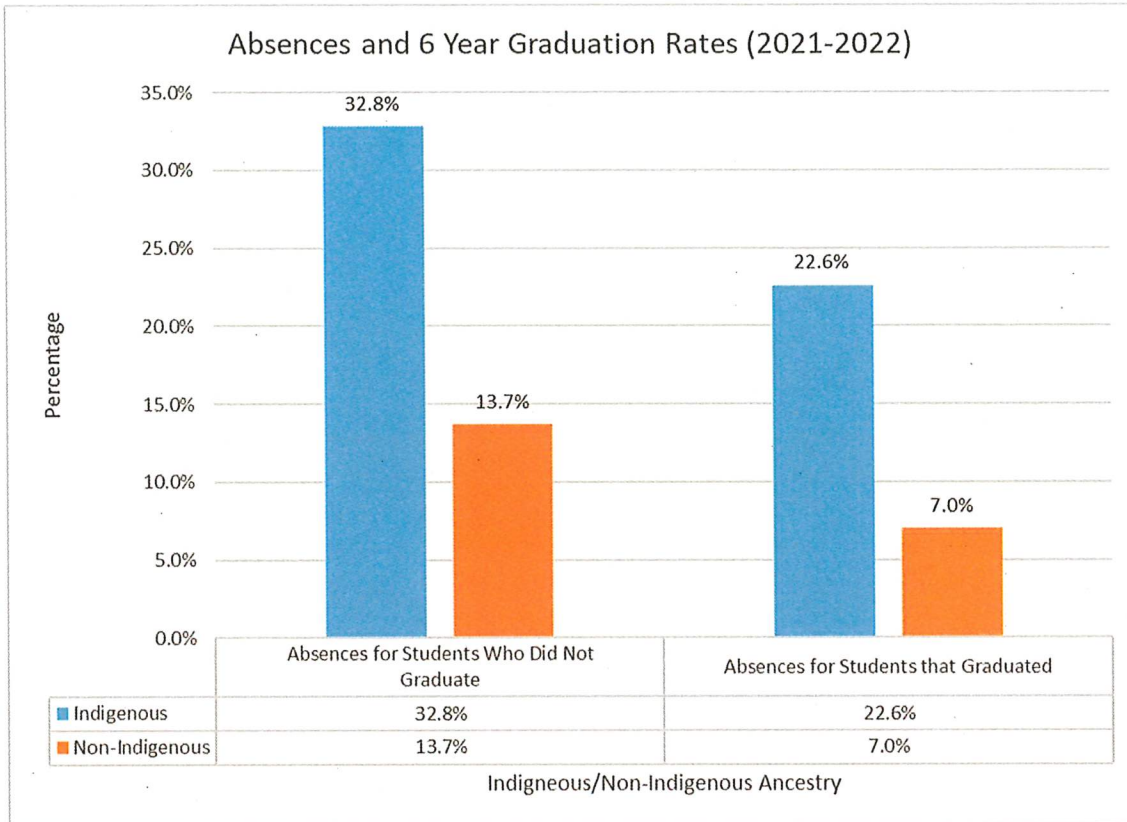
District staff hosted the first Indigenous Youth Summit in May 2022 with the intention of gathering information from students directly regarding their experiences at school. The events are organized by the Indigenous Education department. Students who participated in the first summit reported that they have experienced racism at school. Data from various reports including



previous Framework for Enhancing Student Learning reports, Equity Scan and the How Are We Doing Reports indicated the need for staff to learn directly from the students. Information gathered from the students was shared back with secondary principals. A second Youth Summit was hosted on November 15, 2022, and facilitated by Kory Wilson and Tami Pearce from the British Columbia Institute of Technology. The discussion centred on what supports the students felt would help them be successful. Students engaged in cultural activities in the afternoon that included drum making. A student participant, when asked about their experience at the Youth Summit said, “This is the first time I’ve never had to explain myself.” Chief Ed Hall of the Kwikwetlem Nation attended both sessions. Going forward, the Indigenous Youth Summits will be hosted at a secondary school.

On February 24th, ninety-two clerical staff from across the district received a one-hour session on working successfully with Indigenous students and families. Hosted by Indigenous Education District Principal and district Clerical Supervisors, the session was designed to help clerical understand the positive impact they can have on Indigenous families. Clerical are often the first staff members that families encounter when they arrive at school. A historical background on the Indian Act and residential schools was provided so participants understood the intergenerational trauma experienced by Indigenous families. After the presentation, one clerical participant wrote, “I am always thankful for these teachings. Your work helps me to understand my own ancestry and what our people went through.” This action supports the Ministry of Education and Child Care’s Anti-Racism Action Plan of Capacity Building and Raising Awareness in addition to the Calls to Action of the Truth and Reconciliation.

The connection between Indigenous and non-Indigenous student attendance and graduation rates continues to be examined. The following graph shows Grade 12 attendance and six-year graduation rate data from 2021-2022 school year. There is improvement from the previous year. Twenty-seven Indigenous students, who did not graduate, were absent an average of 32.8% in 2021-2022. In 2020-2021, forty-one Indigenous students, who did not graduate, were absent an average of 42.5%. Indigenous students who did graduate (87 students) were absent 22.6% of the year. This is an improvement from the previous year when graduating Indigenous students were absent an average of 25.9% of the year.



2021-2022	Absences for Students Who Did Not Graduate	Student Count	Absences for Students that Graduated	Student Count
Indigenous	32.8%	27	22.6%	87
Non-Indigenous	13.7%	450 ²	7.0%	2509

There is improvement in both school attendance, but also the number of Indigenous students graduating. Data from Measure 3.1 on feeling welcome and a sense of belonging at school are positive for Indigenous students. As stated in the 2020-2021 FESL report, “By increasing the Indigenous students’ sense of belonging, feeling welcome and feeling safe, we can anticipate improved data.”

Last year’s FESL report examined Indigenous student enrollment in Math 10 courses. In 2021-2022, there is an increase in Indigenous students enrolling in Foundations of Math 10 (59%) compared to Workplace Math 10 (46%). This is different from the previous year where there was an almost even distribution of Indigenous students between the two courses.

One block will be provided to each secondary school in the 2023-2024 to support Indigenous students and Children and Youth in Care. Two support blocks were placed at Terry Fox Secondary and Centennial Secondary in 2019. The intent was to support Indigenous students to graduate from high school. Data from the previous three years showed a significant increase in graduation rates compared to other schools. The Indigenous Advisory Committee advocated for this support to be made at each secondary school.

The Indigenous Student Learning Plans are still being developed in collaboration with the Kwikwetlem Nation and highlighted in the recent LEA. The plans are being piloted by a middle and elementary school that service the students living on the nation.

² Includes migration of 158 resident and non-resident students who started off the year, but moved away and did not graduate in SD43.

Data from Measure 3.2, *“The number of students in Grades 4, 7 and 10 who feel there are two or more adults at school that care about them”* continues to fall below the provincial average in three subpopulations. This trend is also seen on a similar question on the Middle Years Development Instrument (MDI). Initial theories as to why this data was lower included the Covid-19 safety protocols that limited student and staff interactions. However, this trend continues despite most pandemic protocols being lifted. The Student Achievement Advisory Committee suggested ideas on why student responses were lower than expected. These included: How are the questions asked?; Do students understand the meaning of “caring”?; Does the timing of the Student Learning Survey in January allow secondary students a chance to connect with their new semester teachers?; Do middle school students count on their peers rather than adults for support? This is an area that the district will explore. A member of the Indigenous Advisory Committee, a 2016 graduate, observed, “The longer ‘out of touch’ staff remain, the larger the disparity between students and staff.” Interestingly, the results from the other Human and Social Development measures, specifically “School Belonging” and “Feeling Welcome”, show very positive responses.

Parents and guardians of middle and secondary level Indigenous students also appeared hopeful. 124 of 159 (78%) agreed or strongly agreed that their child’s Indigenous heritage was respected at school. 115 of 159 (72%) either agreed or strongly agreed with the statement, “School is preparing my child for the next academic year.” When asked if school was preparing their child for a future after Grade 12, 57% of the parents responded positively.

Questions regarding racism arose during a District Parent Advisory Committee meeting on October 25, 2022. Data related to Indigenous students and their school experiences was being presented to the parents. Parents from other racialized groups began sharing their experiences and their children’s experiences at school. A commitment was made from the District Leadership Team to take their concerns for future considerations.

Monitoring and Communicating Progress

The data and subsequent conversations generated by the analysis from the Framework for Enhancing Learning has guided us towards these actions:

1. Continue to support the aligned Action Plan for Learning for each school that features an Intellectual Development goal, a Human and Social Development focus and an Indigenous Learners and Indigenous Ways of Learning focus.
2. Continue responding to data from the Equity Scan and the objectives of the Local Enhancement Agreement. As stated in Directions 2025, the district needs to emphasize success, well-being and equitable opportunities for Indigenous Learners. The intention is to close the achievement gap between Indigenous Students, Children and Youth in Care and the All Students population. One action is to continue developing the Student Learning Plan for Indigenous students at the pilot schools. The intention is to implement the plans for Indigenous students in the future.
3. One block will be provided to each secondary school in the 2023-2024 to support Indigenous and Children and Youth in Care students.
4. Continue gathering qualitative data from Indigenous students regarding their school experiences on a regular basis by hosting two Indigenous Youth Summits each year. Each session will now be hosted at a secondary with support from the Indigenous Education Department.
5. Inquire why students do not respond as positively to Measure 3.2, “2 or more adults who care” compared to their provincial cohorts on the Student Learning Survey and MDI. Focus groups of students at schools will be engaged to learn more about why students’ responses on the Student Learning Survey and Middle Years Development Instrument are not high as expected.
6. Explore anti-racism work in the district. Issues of racism was raised at a DPAC meeting this year. Students from the Indigenous Youth Summit shared their experiences of racism at school. The Ministry of Education and Child Care also released the Anti-Racism Framework Action Plan this year. The district will examine its current practices and identify new directions to support anti-racism work.

Timeline: Directions 2025

- 2020-2021 Year 1: Implement new strategic plan. Introduce Framework for Enhancing Student Learning. Alignment of resources to support Direction 2025.
- 2021-2022 Year 2: Continued implementation. School communities will choose a goal that is aligned with Directions 2025 based on evidence. Schools will share their aligned Action Plan for Learning by June 2022 with their community.
- 2022-2023 Year 3: Continued implementation
- 2023-2024 Year 4: Continued implementation.
- 2024-2025 Year 5: Final year of implementation. Strategic stakeholder engagement and new plan development with Board of Education.

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
Lauren Rotzien, Teacher, Maillard Middle School
Marina Mehai, Teacher, Port Moody Secondary
Jill Reid, Principal, Minnekhada Middle
Daren Fridge, Principal, Harbour View Elementary
Manjit Rai, Vice-Principal, Centennial Secondary
Reno Ciolfi, Assistant Superintendent
Nadine Tambellini, Assistant Superintendent
Stephanie Maki, District Principal of Indigenous Education
Craig Mah, District Principal of School Services and Special Projects

Board Approval

Signature: 

Michael Thomas, Board Chair

Signature: 

Patricia Gartland, Superintendent

Date: 2023-09-19

Date: 2023-09-19

Appendix

[Directions 2025 Strategic Plan](#)

[Framework for Enhancing Student Learning \(2021-2022\)](#)