

Coquitlam School District

SD#43

Enhancing Student Learning Report September 2025 Part 2a: Respond to Results

In Review of Year 5 of *Directions 2025*



SD43 Indigenous Grade 12 canoe journey in Delta. May 2025

Enhancing Student Learning Report Respond to Results



Part 2a

Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence (Part 1)** to complete **Respond to Results (Part 2a)**.

Respond to Results Provides:

- **Continuous improvement information.** As per the Framework Policy and the Enhancing Student Learning Reporting Order, the Report must include information on the board's approach to continuous improvement of student achievement and equity of outcomes for all learners.

Contents

District Context for Continuous Improvement.....	4
Reflect and Adjust.....	7
Reflect and Adjust Chart (Optional)	11
Create Alignment to Enhancing Student Learning	12

District Context for Continuous Improvement



1 Territorial Acknowledgement and relevant district context

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

Background Information

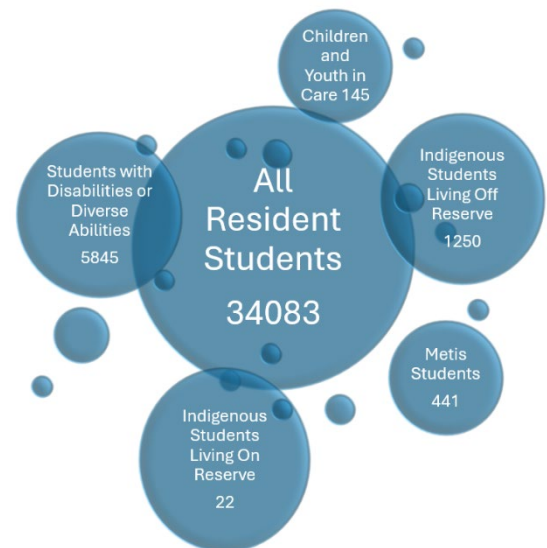
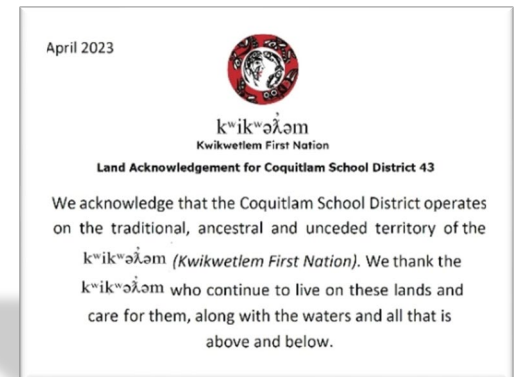
- 34083 students attend the district.
- Schools hosted 1200 International Education students.
- 6761 English Language Learners attended this school year.
- Coquitlam serves a diverse student population: 50% of families identified English as the language spoken at home. Other languages include Mandarin (9%); Farsi (7%); Korean (6%); Spanish (4%); and Russian (2%).
- Seventy brick-and-mortar schools (**47 elementary, 14 middle and 9 secondary schools**) serve the students, along with a Provincial On-Line Learning opportunity.
- Distributed learning programs are offered through APEX and COL 10-12.
- Alternate programs are provided by Suwa'lkh and Coquitlam Alternate Balanced Education (CABE).
- A new secondary school, **Burke Mountain Secondary**, is currently under construction.

Like other school districts, Coquitlam School District continues to face **workforce challenges** with shortages of Teachers Teaching On Call and casual support staff. The District Leadership Team and Human Resources Team continue to work on hiring and retention processes to address the issue. Last year's Framework for Enhancing Student Learning report can be viewed here:

[https://www.sd43.bc.ca/FESL/Pages/default.aspx#/=](https://www.sd43.bc.ca/FESL/Pages/default.aspx#/)

2 Summary of the Board of Education; current strategic plan priorities

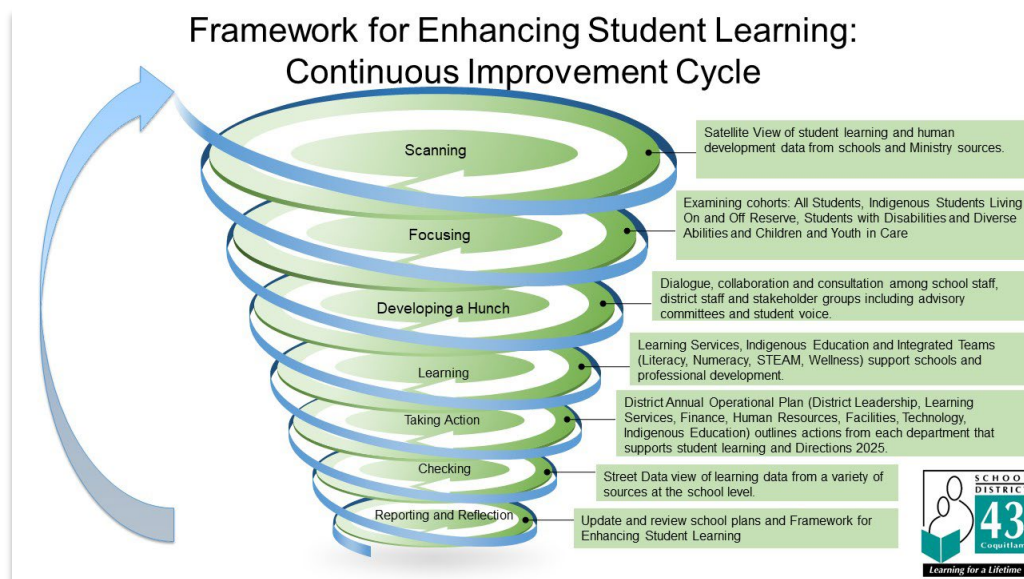
Coquitlam School District is currently in **Year Five** of **Directions 2025**. A new strategic plan, **Directions 2030**, is being developed. Our current plan outlines three strategic goals. These goals will be considered throughout the Framework for Enhancing Student Learning Report. The strategic plan is currently being updated. Directions 2025 can be viewed at <https://www.sd43.bc.ca/Board/Vision/Documents/Directions2025.pdf>



Strategic Goal #1: Intellectual Development/Achieve Student Success	Strategic Goal #2: Human and Social Development/Develop the Educated Citizen	Strategic Goal #3: Organizational Capacity/Foster a Sustainable Educational Organization
• 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.	• 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.	• 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.

3 Review of the district's continuous improvement cycle approach

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



4 Overview of the district's process/cycle for ongoing engagement specific to student learning

The district derives its strength and integrity from mutually supportive student, parent, staff, and community relationships that ensure quality learning opportunities for students of all ages. In previous reports, the **Student Achievement Advisory** and **Indigenous Advisory Committees** have been highlighted for their contributions to enhancing student learning. There are six other advisory committees that also contributed to the review and promotion of programs that support the goals and objectives of Directions 2025. As outlined in **Administrative Procedure 112**, the district maintains a robust set of advisory committees that provides advice to the Superintendent. It is expected that significant weight is placed on the advice. These committees meet regularly throughout the year.

Advisory Committees

- The **Student Achievement Advisory Committee** met on October 10th, February 10th, and May 12th to examine data used in this report. Members of Student Leadership Council, Coquitlam Teachers' Association, Coquitlam Principal and Vice-Principal Association and District Parent Advisory Committee met to analyze data and provide feedback. The committee also viewed the first draft of this report and shared feedback. One of the committee's accomplishments was recommending strategies that improved the connection between students and adults at school.
- The **Indigenous Education Council will replace the Indigenous Advisory Committee** due to recent legislation. The past advisory committee structure provided feedback on new and ongoing initiatives with representatives from the k'ik'wəλəm Nation, Coquitlam Teachers Association, CUPE 561, Indigenous families, students, members of community and district staff. In the past, the Indigenous Advisory Committee **strongly advocated** for the implementation of the **Indigenous support blocks** at secondary schools.
- **Anti-Racism Advisory Committee**, composed of partner group members including teachers, parents and students, met to develop a survey that will be used to gather the experiences of members of the school district. The survey will be implemented in the 2025-2026 school year.
- **Student Wellness and Safety Advisory Committee** reviewed and made recommendations regarding the **equitable distribution of Feeding Futures and Student and Family Affordability Funds**.
- **Education Technology Advisory Committee** most recent action item was recommending the implementation of a new district and school websites. The new platform will make information more accessible for parents and students. The other topic of implementation included the revised internal SharePoint site to improve collaboration among staff. Other topics of discussion include managing artificial intelligence and cell phone policies.
- **Learning Services Advisory Committee** includes community partners such as Dyslexia BC, Kinsight Autism Tri-Cities and Gifted Children's Association of BC. The committee was presented with professional development updates that support all learners. The most recent meeting shared the plans for the focus day theme of connection through learning, teaching, and sharing. Committee members also provided feedback on the initiative to have the literacy centres rotate through designated schools.
- **Accessibility Advisory Committee** is formed with half of the members having a disability or who represents a disability serving organization. This year, the committee was developing a field trip recipe to aid teachers in planning trips that ensure accessibility for all students and staff.
- Two advisory committees support programs of choice, **French** and **Montessori**. Both committees are made up of teachers and parents and discuss matters related to programming. This year, both committees reaffirmed the entrance application process that promotes equity by using the random lottery draw.

kʷikʷəłəm Nation (KFN)

- The district is working with the kʷikʷəłəm Nation on the establishment of the **Indigenous Education Council**. The terms of reference are in draft form. Invitation to Metis Nation BC and Urban First Nations have been sent out.
- Members of the Kwikwetlem Nation reached out to SD43 staff in the fall of 2024 with hopes of **co-creating an outdoor environmental Board Authority Authorized course**. The District Principal of Indigenous Education, along with the Indigenous Education teachers began the collaboration process this year. The goal is to have this ready for 2026 school year. **This collaboration inspired our school district to communicate with other districts that have created a similar course.**
- The KFN and Indigenous Education and Careers and Trades staff are **collaborating to create a WEX credit for the Junior Guardian Program** run by the Nation at Spring Break. The goal is to have this in place in the 2026-2027 school year.
- The kʷikʷəłəm Nation hosted two sessions on the February 28, 2025, Professional Day for teachers to learn about the Nation history and lands. The sessions were hosted on the Nation, and **sixty teachers attended the session with the Chief and Council and Cultural Facilitators.**
- The **Pacific Northwest Coast Minecraft** game, designed in collaboration between the SD43 STEAM Team, Indigenous Education Department and the kʷikʷəłəm Nation, launched part two this year. The first version of the program was launched in 2023. An updated version will be released in 2025-2026 school year.

Indigenous Families and the kʷikʷəłəm First Nation

- The **kʷikʷəłəm First Nation** and School District recently signed a **Local Enhancement Agreement** in March 2023. The three-year agreement reflects the reciprocal and trusting relationship between the Nation and School District 43.
- Indigenous families were invited to two events **Harvest Moon Festival** (November) and the **Winter Feast** (January). The Harvest Moon Festival was co-planned with Spirit of the Children. Families are brought together to share stories, food, and culture. The event was hosted by the Indigenous Education Department.
- **Qualitative data gathered from the students at the Indigenous Youth Summit**, especially their experiences with racism, was used in this report. Student responses were also shared back with school principals at the Learning Without Boundaries session on January 9, 2025.

Teaching Staff and Indigenous Learning

- **Teachers:** Keynote Leona Prince welcomed all SD43 teachers on the Indigenous Focused Professional Day on April 25, 2025, at Terry Fox Secondary School. All secondary school staff attended the morning session. Elementary and Middle school staff attended in the afternoon. The theme, “**Indigenous Brilliance and Student Voice**” was intended to inspire educators to appreciate the students they work with. The Indigenous Education staff prepared a discussion guide that facilitate ongoing conversation and collaboration.
- **School Psychologists:** District Principal of Indigenous Education facilitated two training session (November and December) with Dr. Melanie Nelson and all school psychologists on the process of providing services in a culturally relevant way to Indigenous families.
- **School Principals:** Principals were offered an opportunity to virtually connect with Associate Superintendent of Indigenous Education Brad Baker and Assistant Superintendent Leona Prince (April 2025) to discuss supporting Indigenous learners. The first two **Coffee and Conversation sessions** will lead into the theme of Indigenous Brilliance and Indigenous Student Voice, which is the theme of the April Indigenous Professional Day. Sessions will continue in 2025-2026.
 - Associate Superintendent of Indigenous Education Brad Baker provided the keynote for district staff on the February 3rd Professional Focus Day. **The theme was Building Connections Through Teaching, Learning and Sharing.**
 - **Learning Without Boundaries** are bi-weekly meetings with the District Leadership Team and School Principals/Vice-Principals. Topics include the goals and objectives of Directions 2025; school planning and Reconciliation, Decolonization, Anti-Racism, Indigenous Ways of Knowing, and Building Reciprocal Relationships.
 - **Qualitative data from the November Indigenous Youth Summit** was shared with all secondary principals on January 9, 2025. These meetings support the vertical alignment of schools and the district plans. Horizontal alignment is supported through presentations from learning services, finance, facilities, and human resources.

Student Voice

- The **Student Leadership Council (SLC)** has been actively supporting middle and secondary learners through monthly meetings focused on building leadership skills. The main priorities for the middle school members planned community-based projects where they determine a way to uplift their local communities. The secondary general members are planning elementary leadership events at a couple of different elementary schools to foster a **legacy of leadership in our younger learners**. SLC has also organized a fundraiser for a local charity and **hosted a student summit** featuring a panel and breakout sessions where discussions of anti-racism, sustainability, and district leadership took place. Additionally, executive members have been enhancing their own leadership toolboxes by completing the Personify Leadership program, facilitated by a trained facilitator. Members of the SLC also participate on the Accessibility, Student Achievement, Student Wellness and Safety and Anti-Racism Advisory Committees.
- A **Middle Years Indigenous Student Leadership** group was established last year. The Middle Years Indigenous Student Leadership group will complement the advocacy work of the current Student Leadership Council through collaboration. A Secondary Indigenous Student Leadership Council was established this year.

- **Indigenous Youth Summit** was identified as a promising practice by the Ministry of Education and Childcare; the district continues to host the bi-annual Indigenous Youth Summit. Indigenous students from the secondary schools attended the first summit of the school year on November 14, 2024. kʷikʷəłəm Councillor John Peters welcomed the students. Dr. Dustin Louie followed with a keynote about Indigenous identity and witnessing. The focus of the day was Indigenous identity as contemporary urban Indigenous youth. Dr. Louie connected student experience with equity and racism to be an urban Indigenous student. The students made medicine bags as part of the cultural activities. **Staff from the Delta and Burnaby school districts attended to see how our district runs an Indigenous Youth Summit.** In place of a second summit, the students attended the **Soaring Indigenous Youth Empowerment Gathering** on April 8th and 9th, 2025.

Community and Parent Partnerships

- The **District Parent Advisory Council** is regularly updated on important district matters at each meeting by Superintendent Nadine Tambellini.
- Community partners including SHARE, Child and Youth Mental Health, Indigenous Child and Youth Mental Health, Fraser Health, Ministry of Children and Family Development, and presented their services to principals at a Learning Without Boundaries session on November 7, 2024.
- The district participates in regular **Child and Family at Risk Support Table (CFAST)** meetings to discuss vulnerable youth. Participating agencies include the Ministry of Child and Family Development and RCMP.
- **The Welcome Centre** opened at the new annex at Centennial Secondary School. The Welcome Centre will host the English Language Learning (ELL) department, along with the Settlement Workers in Schools (SWIS) team. The centre will be able to greet families in different languages with the intention of engaging more directly with newly arrived families. The centre will also offer a range of workshops for newcomer families and **provide targeted and timely support.** Workshops will include:
 - Navigating SD43 systems; and preparing for the school experience
 - Living in the Tri-Cities; and community connections

Reflect and Adjust



1 What existing areas for growth for specific cohorts of learners has the district prioritized?

- **All Resident Students:** Performance in intellectual and career development measures and positive responses to human and social development measures remain **consistently higher** than the provincial counterparts.
- **Indigenous Students Living on Reserve:** The number of students attending schools is small and, in most cases, we have not been able to report on their progress. However, these students are a priority for the district. **Data that is viewable shows promising growth in all measures.**
- **Indigenous Students Living Off Reserve:** As reported in the *How Are We Doing Report*, **Indigenous students have reported feeling safer and more connected at schools over the past five years.** Indigenous students continue to **graduate at higher rates** than previous years and transfer to post-secondary institutions.
- **Students with Disabilities or Diverse Abilities:** The achievement of students in this population is notable. This population has **consistently maintained higher performance rates** than their provincial counterparts over the past five years. In some measures, the rates are higher than the All-Resident population.
- **Children and Youth in Care:** Much of the data for this population has been masked. These students remain a **priority** for our district.

2 What targeted strategies are currently in place to address each of the prioritized areas for growth?

Indigenous Students Living On Reserve

Indigenous Student Learning Profile (SLP) pilot and implementation:

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

Indigenous Trade Sampler

- To support the transition after graduation, the **Careers and Trades department hosted an Indigenous Trade Sampler for Indigenous Youth in partnership with Access.** This was a three-day event in which students had the opportunity to learn about different trades. Sixty-four registered for British Columbia Institute of Technology (BCIT) Indigenous Youth Day on March 6, 2025. The students explored the different

post-secondary opportunities that BCIT offers. **There continues to be a sharp increase in the number of Indigenous students transferring to post-secondary with this initiative.**

CHILDREN AND YOUTH IN CARE

The Children and Youth in Care (CYIC) population is small with much of the data used in this report is masked. **Children and Youth in Care (112 of 145 students, 77%)** are also represented in the “Indigenous” or “Students with Disabilities or Diverse Abilities” populations. 55 (37%) of those students are represented in all three categories. At the district level, the Indigenous Education department and Learning Services department provide **on-going support to the priority learners**. These supports may include youth workers or individual education plans. At the school level, students are included in regular school-based team meetings to monitor their well-being.

Schools with concentrated populations of Children and Youth in Care (CYIC) students shared a variety of comprehensive and compassionate initiatives:

1. **Trauma-Informed Education:** Several schools are actively engaging with the Neurosequential Model of Education by Dr. Bruce Perry, which focuses on supporting children who have experienced trauma.
2. **Regulation Spaces:** Schools provide several specialized spaces for students to regulate their emotions and behaviors. One elementary school uses spaces to support CYIC:
 - Raven Room: A space to connect, take time for oneself, or work away from others.
 - The Nest: Equipped with bean bag chairs, this space is for students to go to when they are feeling angry.
 - The Beehive: Filled with toys, this space allows students to engage in play.
 - Self-Reg Room: This room follows district self-regulation protocols to help students manage their emotions.
3. **Social-Emotional Learning (SEL):** Students develop emotional intelligence and resilience such as the Kimochi program for SEL instruction.
4. **Communication and Collaboration:** Schools maintain group emails with foster parents, teachers, and social workers to ensure everyone is aware of any issues that arise for the students. This helps create a supportive network around each child.
5. **Basic Needs and Support:**
 - **Food Programs:** Schools offer a breakfast club and include these students in daily lunch coupons.
 - **School Supplies and Personal Care:** Student receives a backpack with school supplies and personal care items.
 - **Financial Support:** Schools provide gift cards when necessary and waive fees for graduation events, student activities, and athletics. For secondary schools also support graduation wear (suits and dresses) when needed.
6. **Liaison and Advocacy:** Schools work closely with the Ministry of Children and Family Development (MCFD), group home staff, youth workers, and other relevant parties to ensure comprehensive support. This includes transportation, food, and regular check-ins on their living conditions.
7. **Special Programs and Connections:**
 - **Connections Program:** This program has been a huge benefit to students, helping them find supportive connections, achieve success, and complete classes.
 - **Musical Theatre Program:** One student has a strong connection to this program, which helps keep him engaged in school and positively connected to his teacher.
 - **Counsellor Check-Ins:** Regular check-ins with counsellors help maintain positive connections and provide ongoing support.
 - **Wrap Around Support:** Multiple supports, including Speech-Language Pathologists (SLP) and student-level resources, have also been beneficial.

Through these efforts, the district strives to create a nurturing and supportive environment for Children and Youth in Care (CYIC), addressing their academic, emotional, and practical needs. The 2023/2024 Student Learning Survey shows CYIC positive responses (87%) to 2 or more caring adults surpassing all other populations.

Students with Disabilities or Diverse Abilities

- Students with Disabilities or Diverse Abilities performance data have been consistently higher than the provincial counterpart rates.
- Gifted students can attend one of **two elementary District Challenge Centres** (Birchland Elementary and Mundy Road Elementary). **Gifted programs** are also **offered** at three middle schools (Citadel, Hillcrest and Kwayhquitlum Middle Schools) known as **Middle Age Cluster Class (MACC)**. **The Academy of Learning for Outstanding, Notable Students (TALONS)** is **offered for secondary students** at Gleneagle Secondary School.

How does the district support students who struggle with literacy in the early years?

Schools complete a Classroom Based Assessment for every learner. Levels of tiered support are established based on the assessments.

- **Tier 1:** Classroom based assessment for all elementary and middle school students using the **District Assessment of Reading Team (DART)** or **Early Primary Reading Assessment (EPRA)**. The data informs the teacher of instructional needs of students.

- **Tier 2:** Students require some assistance. Support may be given by teachers within the classroom by adapting strategies and materials and may require additional support from another teacher. **Predictive Assessment of Reading (PAR)** or **Fountas & Pinnell** assessments are completed to gather additional data to support the learner and the teachers.
- **Tier 3: The** District Learning Centres now rotate among priority schools. In the past, students traveled to one of two District Learning Centres. This year, the district made the learning centres mobile. This provides intensive, immediate service to students requiring direct service. This also reduces travel time for families.

The District Learning Services Department provides **ongoing support for teachers with regular workshops**. This capacity building included the redesign of the Learning Services internal SharePoint site. This work involved the Information Technology department and Learning Services staff.

The District Leadership Team continues to fund a Learning Services Department Head at each school. The Department Heads support district-wide practices and programming at their schools. This intensive work to support Students with Disabilities or Diverse Abilities is reflected in consistently higher provincial assessment results. The Department Head also communicates district-supported practices and systemic language at their school site.

3 Based on results from the data and evidence review and feedback from ongoing engagement, how effectively are the current strategies addressing the areas for growth?

- An increase was noted in Grade 4, 7 and 10 Indigenous students' positive responses to "Do you like school?" in the Student Learning Survey and data from the **How Are We Doing?** report.
- Grade 4, 7 and 12 Indigenous student responses to "2 or More Adults" on the Student Learning Survey were stronger than non-Indigenous student responses.
- Terry Fox Secondary and Centennial Secondary piloted the Indigenous Support Blocks in previous years. There was an increase in graduation rates for Indigenous students at both schools. In 2023-2024, 88 of 132 (73%) of Indigenous students graduated compared to 71% in the previous year.
- Higher numbers of Indigenous students transferred to post-secondary institutions in the recent data.
- **School Based Indigenous Support Teachers** will be working in collaboration with the Indigenous Youth Worker to provide wrap around supports at school.
 - Their assignment includes the completion of the Indigenous Student Learning Plan. Additional responsibilities are outlined in the **Local Education Agreement**.
 - The alignment of district resources and procedure to put these blocks in place are explained in the "Alignment for Successful Implementation" section of this report.
- In summary, **school planning and action have resulted in measurable growth over the last five years**. The district performance in intellectual and human and social development measures remain higher than the provincial averages with one exception, Grade 4 Indigenous Students Living Off Reserve in numeracy. Data from 2021 showed students not responding as positively as we hoped to questions about two or more caring adults. As we leave the final year of Directions 2025, we see the responses from the five population groups are no longer below the provincial rates.

4 What new areas for growth for specific cohorts of learners emerged through the analysis and interpretation process?

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

- Indigenous student performance in Numeracy, specifically Grade 4, is an emerging area in need of growth.
- Indigenous Completion Rates continues to be monitored.

5 Based on the effectiveness of as determined above, which current strategies will the district team:

Continue

The **Indigenous Youth Summits** is in its third year and will be held again in 2025-2026. They include cultural activities such as hide tanning. The summits will be collaboratively planned by the Indigenous Education department and a secondary school staff. **The Youth Summits have been identified as a promising practice through networks with other districts.**

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

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

Indigenous Student Learning Profile

- a. *These SLP plans will be developed jointly by the KFN and the Board*
 - b. *A student's IEP (Individual Education Plan) will be considered the students SLP if appropriate."*
- The Indigenous Student Learning Profiles have been done for Grade 9 and 10 students as part of the Indigenous Support Blocks at each secondary school.
- One elementary school will pilot the Learning Profiles for all Indigenous students in 2025-2026.
- An **Indigenous Support Block** was provided to each secondary school beginning in the 2023-2024 school year. The blocks are funded by the district and are not considered part of Targeted Funding. **The role is to support Indigenous students in their school experience, to build relationships, sense of belonging and opportunities for success and graduation. The Indigenous support blocks was identified as a promising practice through networking with other districts.**

Discontinue

- The district will maintain its current actions despite **improvements in the Human and Social Development measure of caring adults**. Middle school data shows 49% of students still report having no important adults. Superintendent Nadine Tambellini visited four middle schools and spoke to 200 Grade 8 students about their perception of caring adults. Students reported having at least one adult they could count on but were confused by the definition of "care" or "important." There are ongoing questions about MDI results related to Grade 8 students feeling they have two or more important adults. Students indicated they have trusted adults at school but view "caring" or "important" adults more as friends rather than trusted staff relationships. The district will continue to focus on Measure 3.2 (2 or More Adults that Care).

Adapt

- **Board Authority Authorized (BAA) Course Review**
 - On January 22, 2025, the teachers who wrote a BAA course were brought together, along with Indigenous Resource Teachers, to revise their BAAs by authentically embedding the First People's Principles of Learning throughout their course. Forty-eight courses were revised by the teachers.
 - **Indigenous Resource Teachers**
This year, four Indigenous Resource Teachers support Strategic Goals #1 and #2. The teachers **work collaboratively with school staffs** to support Indigenous learners but also to support curriculum, school goals, and the First People's Principles of Learning (FPPL). On January 22, 2025, Indigenous teachers and course authors collaborated to revise and authentically embed the FPPL into Board Authority Authorized courses.

6 Based on results from the data and evidence review and feedback from ongoing engagement, what new targeted strategies does the district team plan to implement to address existing and/or emerging areas for growth or specific cohorts of learners?

- SD43 is committed to promising practices and positive impacts that narrow the gap between Indigenous and Non-Indigenous students. A review of data (Section A) reveals good progress of Indigenous students in the areas of Grade 7 FSA Literacy, 5-Year Completion Rate and the Immediate Transfer to Post-Secondary Institutions. Although performance is higher than the provincial population, the achievement gap was noted in provincial numeracy assessments.
 - The Indigenous Youth Workers shared their ideas regarding numeracy instruction. They facilitated the student numeracy surveys (described on page 12) and were then **inspired to share their personal experiences with numeracy** instruction and ways to improve instruction for Indigenous students.

Reflect and Adjust Chart (Optional)



Directions 2025 Priority: Strategic Goal #2: Human and Social Development/Develop the Educated Citizen.

Emphasize success, well-being, and equitable opportunities for Indigenous Learners.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: • Continue? • Discontinue? • Adapt? • Introduce and implement?
Establishment of support blocks at all secondary schools to support Indigenous students. This program was piloted in two schools in 2019 and now included at all secondary schools. Completion rates were examined in 2018 and found that Indigenous student completion rate (58%) was lower than the provincial rate (60%). It was also significantly lower than the district's Non-Indigenous completion rate (91%).	Completion rates were examined in 2018 and found that the Indigenous student completion rate (58%) was lower than the provincial rate (60%). It was also significantly lower than the district's Non-Indigenous completion rate (91%). Establishment of support blocks at all secondary schools to support Indigenous students. This program was piloted in two schools in 2019 and is now part of all secondary schools as of 2023. The intent of the support blocks is to support Indigenous students in their school experience, to build relationships, sense of belonging and opportunities for success and graduation. The Indigenous support blocks was identified as a promising practice through networking with other districts. Data from 2018 in Human and Social Development showed Indigenous students feeling less connected to their schools. The addition of a support block would provide another positive adult connection for Indigenous students.	Completion rates have steadily grown. The recent three-year trend for Indigenous student completion rate has an average of 71%. This is now higher than the provincial three-year trend (64%). Indigenous students in Grade 12 are responding more positively to the Student Learning Survey question of Two or More Adults that Care (81% compared to Non-Indigenous student responses (70%). In 2018, Indigenous student responses (64%) were lower than the provincial counterparts (66%)	With support from the Board of Education, the Indigenous support blocks will continue to be funded at all secondary schools. Despite the positive growth, the completion rate gap between Indigenous and Non-Indigenous students remains.

Create Alignment to Enhancing Student Learning



1 How has the district team aligned school plans to meet the district's strategic priorities for enhancing student learning and to ensure successful implementation in schools of recent operational plan adjustments?

1. Action Plans for Learning

- Each **school plan** (Action Plans for Learning) has a **dedicated page to supporting Indigenous Learners** or Indigenous Ways of Learning. Introduced in 2021, each school must describe how they support Indigenous learners or worldviews at their site.
- The Assistant Superintendent of each zone and Indigenous Education department annually review each school's plan and provide feedback to the school.
- Principals and Vice-Principals support the implementation of numerous research and data gathering activities including the **MDI, EDI, CHEQ, PAR and McCreary surveys**. The YDI was not offered this year. The data is used to inform practice at the school and district level.
- The district established a **District Principal of Anti-Racism and Diversity** in 2023-2024 school year. The work of the District Principal **has permeated all operational levels of the district including presentations to students and staff**. The District Principal collaborates with other districts at the Coast Metro Anti-Racism meetings.

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

- All schools have an **Action Plan for Learning** that aligns with the strategic plan. School goals are based on data generated at the school, district, or provincial level.
 - Each school must report on **Intellectual Development (Literacy, Numeracy, STEAM or Career Education)**, **Indigenous Learners and Indigenous Ways of Learning** and **Human and Social Development**. Over the course of the year, schools refine their practice in these areas based on data from a variety of quantitative and qualitative data.
 - Action Plans for Learning are supported by the Indigenous Education Department staff. Secondary schools use data from the Youth Summit to guide their work with Indigenous students.
 - Each year, an Assistant Superintendent and the District Integrated team review the Action Plans for Learning.



Figure 1 Action Plan for Learning for Ecole Montgomery Middle School. Each school posts their Action Plans for Learning on their websites.

School plans can be found on each individual school website: [https://www.sd43.bc.ca/Schools/SchoolSites/Pages/default.aspx#/=](https://www.sd43.bc.ca/Schools/SchoolSites/Pages/default.aspx#/)

2 How has the district team aligned operational plans (i.e., IT plans, HR plans, financial plans) to successfully implement new and adapted strategies?

1. Strategic Engagement and the Continuous Improvement Cycle:

- Strategic engagement takes place at all levels of our Continuous Improvement Cycle, but most prominently in the “Developing a Hunch” phase. (See Continuous Improvement Cycle graph on page 2).
- The budget planning process is aligned with *Directions 2025*. SD43 is committed to a model of transparent budget planning and **resource allocation that is directly aligned with the strategic plan**. The budget input process is a consultative model that coordinates budget planning and resource allocation activities with inclusive partner group consultation and feedback based on the vision, goals and objectives identified in *Directions 2025*. The model includes:
 - providing timely and accurate budget information.
 - receiving budget input and feedback.
 - prioritizing budget requests for the upcoming budget year.
 - allocating available resources to best meet requests that align with the vision, goals, and objectives; and
 - communicating the outcomes effectively for transparent accountability.
 - The model will ensure that budget input and resource allocations are connected to and aligned with *Directions 2025*. This model is an integral part of the SD43’s operating culture.

Alignment of the District Operational Plan and the Continuous Improvement Cycle

Grade 4 Numeracy Investigation: Alignment of the District Operational Plan and the Continuous Improvement Cycle

Scanning: The Student Achievement Advisory Committee examined the 2024-2025 Grade 4 Indigenous FSA Numeracy data. Data showed the performance was lower than their provincial counterparts and the district non-Indigenous student rate.

Focusing: A deeper dive into the data reveal that Indigenous students’ numeracy learning update marks were also not as high as non-Indigenous student rate. The committee identified that there were higher rates of Indigenous students not writing the FSA.

Developing a Hunch: Data was presented to principals at a Learning Without Boundaries and to the Numeracy Integrated Team. The Numeracy Integrated Team developed questions to ask the students about their experience with numeracy. The Indigenous Youth Workers suggested that the gap may be due to a lack of foundational math skills.

Learning: With parent permission, the Indigenous Youth Workers interviewed Indigenous student who wrote the FSAs in 2024.

Taking Action: One of the recommended actions from the Student Achievement Advisory Committee was establishing a summer math camp to support Indigenous students with foundational math skills and improved experiences with math. At the time of this writing, this is at the conceptual phase. The implications of establishing a summer math camp will affect other departments in the organization such as Finance, Facilities, Maintenance and Human Resources departments. The Numeracy Integrated Team would also be involved in the development of a camp. The Indigenous Education Council would also be involved.

Checking: FSA and Learning Update results for 2025-2026 will be checked.

District Integrated teams support the school goals that align with *Directions 2025*. The Wellness, STEAM, Numeracy and Literacy teams consist of a teacher coordinator, mentor teachers, Indigenous resource teacher, a principal, and an Assistant Superintendent.

Leadership development continues to be a focus of the District Leadership Team. The district sponsors two series: Building Leadership Capacity (BLC) for teachers and Intentionally Growing Leaders (IGL) for administrators.

- BLC took a theme of storytelling to share experiences of principals and District Leadership Team members.
- The IGL series offered six different series for principals:
 - Transition to Administration
 - Developing and Sustaining a Collaborative Community
 - Women in Leadership
 - “It’s Elementary 101”
 - Principals Mentoring Vice-Principals
 - Data Literacy: Using MyEducation and Excel to gather and analyze student learning data.
- These series are continually reviewed in response to the changing demands and expectations placed on school administrators and teacher leaders.

- The professional growth plans for administrators are aligned with the Action Plan for Learning and the School District 43 Leadership Framework.
- Increasing economic pressures on families has pressed schools to find creative ways to support them. **Directions 2025** focuses on creating equitable opportunities for all learners. Under this guidance, the district worked to support families with rising costs.
 - As shared in a previous report, one school used the **Feeding Futures and Student and Family Affordability Funds** to set up a central store within the school. Families were able to select their own food items twice a month at no cost to them. The items included fresh meat, fruits and vegetables which were in high demand in the community.

Technology is a cross-cutting theme of Directions 2025. The district ensures that students and schools have **equitable access** to technology. Opportunities to procure technology at reduced prices for schools is a mandate of the Information Technology (IT) department. The IT department offers annual subsidy and trade-in process for schools to keep devices for students and staff up to date.

- In addition to supporting all schools, the **STEAM Integrated Team regularly collaborates with the Indigenous Education department**. The STEAM team has supported the Indigenous Youth Summit by providing activities for the students.
 - At the March 4, 2025, Board of Education Meeting, the STEAM Integrated Team presented the impact of their support at an elementary school regarding robotics and the impact of increased engagement of students.

Human Resources

- **District Principal of Indigenous Education hosted a session for the Human Resources department (25 staff including directors, managers, and clerical staff)** to describe the relationship between schools and Indigenous families and learners. Topics included **bias**, the history of residential schools and the significance of the land acknowledgment.
- In July 2025, the District Principal of Indigenous Education will do a similar presentation for the **Maintenance department staff**.

Youth Workers

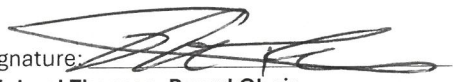
- There are 17 permanent and 2 temporary Youth Workers that support Indigenous students in the district in the 2024-2025 school year. As shared in the Equity Scan, School District 43 has applied and received Special Program Exemptions to **restrict hiring of Indigenous Youth Workers** to those who self-identify as First Nations, Metis, or Inuit.
- The second part of the exemption states that: Experiences and employment history that relates to the role should an applicant not have a post-secondary education or diploma due to the barriers created by colonization. The following will be accepted as equivalent to a two-year diploma in child/youth care for applicants applying to Indigenous Youth Worker positions.
 - Self-identification of Indigenous ancestry (First Nations, Metis, or Inuit).
 - 2+ years experience working with children and youth (preferably Indigenous children and youth).
 - Experience working with Indigenous communities on a reserve and/or within an urban setting, with a focus on working with children and youth (preferably Indigenous children and youth).
 - Experience recognizing and providing culturally sensitive services in an educational setting to children and youth.
- As part of the reapplication last spring, SD43 submitted a request to include **recognition of lived experience and/or work experience with Indigenous Youth** as being equal to a diploma in Youth Work.
- The new CUPE contract effective July 1, 2023, also now includes **two cultural days** to be used by staff to attend cultural events. There are 2 permanent Indigenous Cultural Facilitators and a temporary posting for the 2024-2025 school year.

Acknowledgements

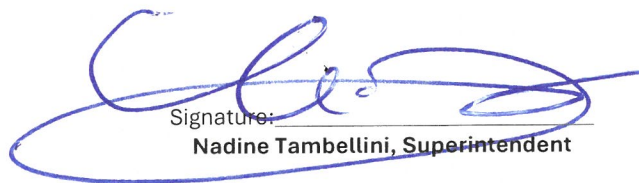
Student Achievement Advisory Committee

Tyson Mattu, Student Leadership Council
Kashvi Kothiyal, Student Leadership Council
Ariya Ghag, Student Leadership Council
Rosey Manhas, District Parent Advisory Council
Amy Jaeggle, District Parent Advisory Council
Angie Lundin, Teacher, Roy Stibbs Elementary
Tara Olchoway, Teacher, Centennial Secondary
Lori Sherle, Teacher, Hazel Trembath
Taryn Lalani, Teacher, Scott Creek Middle
Marina Mehai, Vice-Principal, Pinetree Secondary
Jill Reid, Principal, Minnekhada Middle
Daren Fridge, Principal, Harbour View Elementary
Manjit Rai, Principal, Centennial Secondary
Stephanie Maki, District Principal of Indigenous Education
Craig Mah, District Principal of School Services & Special Projects
Jeremy Clarke, Assistant Superintendent

Board Approval

Signature: 
Michael Thomas, Board Chair

Date: September 23, 2025

Signature: 
Nadine Tambellini, Superintendent

Date: September 23, 2025