

Please note:

This version of the Review Data and Evidence section does not include visual representation of provincial data and is for reference only.

Reference

[School District Name]

[SD#]

Enhancing Student Learning Report September 2026

In Review of Year [#] of [Strategic Plan Title, year range]

Approved by Board on [date]

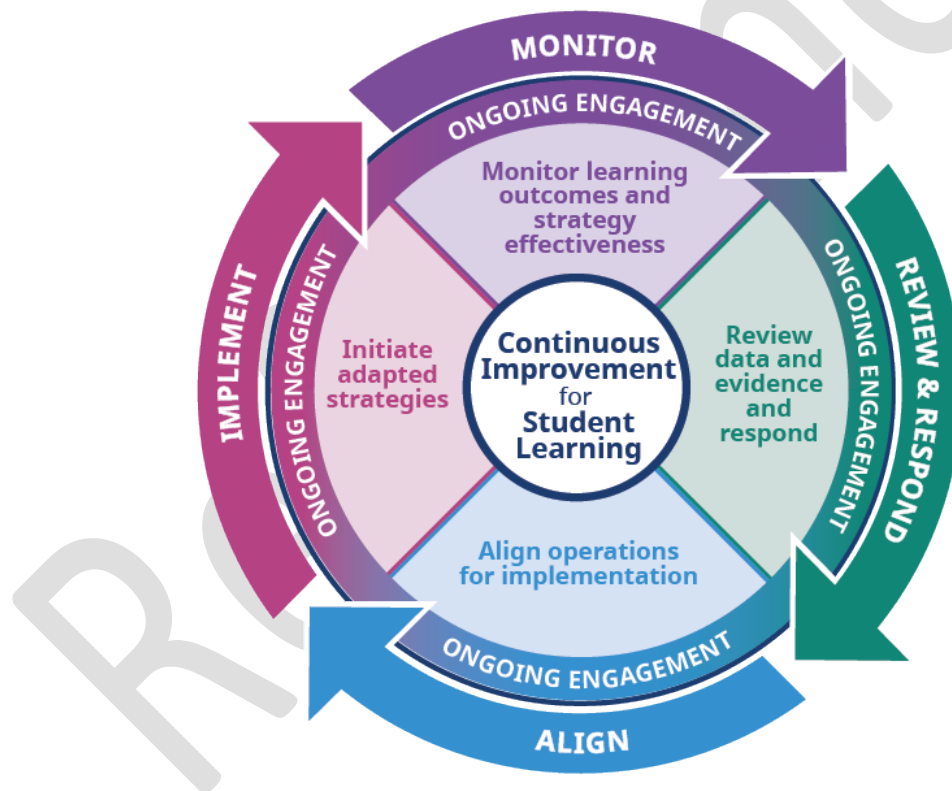
Reference

Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

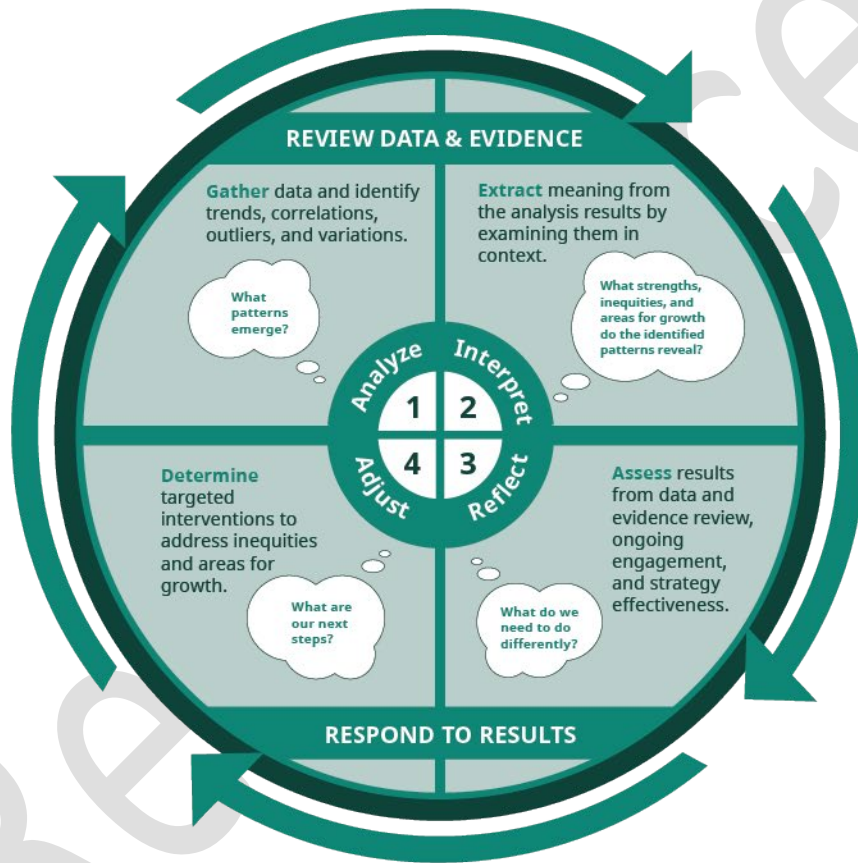
The Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga’a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

Contents

Review Data and Evidence.....	6
Intellectual Development	8
Educational Outcome 1: Literacy.....	Error! Bookmark not defined.
Educational Outcome 2: Numeracy	Error! Bookmark not defined.
Human and Social Development.....	Error! Bookmark not defined.
Educational Outcome 3: Feel Welcome, Safe, and Connected...	Error! Bookmark not defined.
Career Development	Error! Bookmark not defined.
Educational Outcome 4: Graduation.....	Error! Bookmark not defined.
Educational Outcome 5: Life and Career Core Competencies....	Error! Bookmark not defined.
Respond to Results	23
District Context	24
Reflect and Adjust	25
District Continuous Improvement Overview	29
Ongoing Strategic Engagement	30
Create Alignment to Enhancing Student Learning	31

Reference

Review Data and Evidence



Review Data and Evidence Provides:

- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
 1. **Analysis** (What patterns emerge?)
 2. **Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Data that is not displayed as per the above policy is **masked data**.

A note on children and youth in care data:

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the Children and Youth in Care: How Are We Doing? report [here](#).

Interpreting the provincial data graphs

Masked

This marker indicates that the data is masked according to the above policy to protect student privacy.

No Data

This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0).

Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Measure 1.2: Grade 10 Literacy Expectations

Reference

Analysis and Interpretation:

Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations



ANALYSIS & INTERPRETATION REQUIREMENTS

Delete Instructions
Before Publication

Please provide the following information using the four headings below.

MAXIMUM 3 - 4 BULLET POINTS PER HEADING

1 Key Context:

- **Brief overview of clarifying information** (i.e., what additional information does the reader need to know about the charts above?). This may include:
 - Masked data acknowledgements
 - Participation rates/cohort size
 - Demographic notes
 - Provincial Online Learning School (POLS) enrollment

What patterns emerge?

2 Evidence of Triangulation:

- What new information emerged when comparing the provincial data with **relevant local data**?

***For example:** Comparison of report card data with FSA results indicates inconsistencies in assessment rigor and focus, Grade 4 and 7 students are achieving significantly higher results on report cards than on the FSA. This gap is most pronounced for students with disabilities or diverse abilities, highlighting an area that warrants further investigation.*

3 Strengths:

- What **strengths** were uncovered? These should be based on **trends** and **comparisons** from the district team's analysis, including:
 - Trends over three or more years
 - Trends for priority populations
 - Comparisons with provincial averages/typical range
 - Comparisons for specific cohorts of students

What strengths, inequities, and areas for growth do the identified patterns reveal?

***For example:** Proficiency rates for Indigenous learners in grade 4 have steadily increased over the past five years.*

4 Areas for Growth:

- What **areas for growth** were uncovered? These should be based on **trends** and **comparisons** from the district team's analysis, including:
 - Trends over three or more years
 - Trends for priority populations
 - Comparisons with provincial averages/typical range
 - Comparisons for specific cohorts of students

***For example:** Proficiency rates among students with designations have remained below those for all students over the past five years, with a decline noted in the most recent year. This suggests a need for further investigation and intervention.*

Please do not include actions or strategies to address areas for growth in this section. These are included in **Respond to Results**.

Please provide 3 – 4 bullet points for each of the following:

1. Key context:

- (insert key points)
- (insert key points)
- (insert key points)

2. What new information emerged when comparing the provincial data with relevant local data?

- (insert key points)
- (insert key points)
- (insert key points)

3. What strengths were identified?

- (insert key points)
- (insert key points)
- (insert key points)

4. What areas for growth were identified:

- **For all students?**
 - (Insert key points. Delete if not applicable)
- **For Indigenous learners?**
 - (Insert key points. Delete if not applicable)
- **For children and youth in care?**
 - (Insert key points. Delete if not applicable)
- **For students with disabilities or diverse abilities?**
 - (Insert key points. Delete if not applicable)

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Measure 2.2: Grade 10 Numeracy Expectations

Measure 2.3: Grade-to-Grade Transitions

Reference

Analysis and Interpretation:

Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

ANALYSIS & INTERPRETATION REQUIREMENTS

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1

Key Context:

- **Brief overview of clarifying information** (i.e., what additional information does the reader need to know about the charts above?). This may include:
 - Masked data acknowledgements
 - Participation rates/cohort size
 - Demographic notes
 - Provincial Online Learning School (POLS) enrollment

What
patterns
emerge?

2

Evidence of Triangulation:

- What new information emerged when comparing the provincial data with **relevant local data**?

***For example:** Report card data and FSA results for grade 4 students are in alignment and indicate an increase in proficiency over the past year.*

3

Strengths:

- What **strengths** were uncovered? These should be based on **trends** and **comparisons** from the district team's analysis, including:
 - Trends over three or more years
 - Trends for priority populations
 - Comparisons with provincial averages/typical range
 - Comparisons for specific cohorts of students

What strengths,
inequities, and
areas for growth
do the identified
patterns reveal?

***For example:** FSA results for grade 4 and 7 have increased by 4% and 7%, respectively, since 2020/21.*

4

Areas for Growth:

- What **areas for growth** were uncovered? These should be based on **trends** and **comparisons** from the district team's analysis, including:
 - Trends over three or more years
 - Trends for priority populations
 - Comparisons with provincial averages/typical range
 - Comparisons for specific cohorts of students

***For example:** Graduation Assessment results indicate a 6% decline in numeracy proficiency for grade 10 students over the past four years. This decline requires further investigation.*

Please do not include actions or strategies to address areas for growth in this section. These are included in **Respond to Results**.

Please provide 3 – 4 bullet points for each of the following:

1. Key context:

- (insert key points)
- (insert key points)
- (insert key points)

2. What new information emerged when comparing the provincial data with relevant local data?

- (insert key points)
- (insert key points)
- (insert key points)

3. What strengths were identified?

- (insert key points)
- (insert key points)
- (insert key points)

4. What areas for growth were identified:

- **For all students?**
 - (Insert key points. Delete if not applicable)
- **For Indigenous learners?**
 - (Insert key points. Delete if not applicable)
- **For children and youth in care?**
 - (Insert key points. Delete if not applicable)
- **For students with disabilities or diverse abilities?**
 - (Insert key points. Delete if not applicable)

Human and Social Development

Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

Measure 3.2: Students Feel that Adults Care About Them at School

Reference

Analysis and Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

ANALYSIS & INTERPRETATION REQUIREMENTS

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1 Key Context:

- **Brief overview of clarifying information** (i.e., what additional information does the reader need to know about the charts above?). This may include:
 - Masked data acknowledgements
 - Participation rates/cohort size
 - Demographic notes
 - Provincial Online Learning School (POLS) enrollment

What patterns emerge?

2 Evidence of Triangulation:

- What new information emerged when comparing the provincial data with **relevant local data**?

***For example:** Student Learning Survey results indicate a slight decrease (from 80% to 78%) in the number of students who feel that two or more adults care for them. A more pronounced decrease (from 82% to 74%) is reflected in Middle Years Development Instrument data, indicating an area for further investigation.*

3 Strengths:

- What **strengths** were uncovered? These should be based on **trends** and **comparisons** from the district team's analysis, including:
 - Trends over three or more years
 - Trends for priority populations
 - Comparisons with provincial averages/typical range
 - Comparisons for specific cohorts of students

What strengths, inequities, and areas for growth do the identified patterns reveal?

***For example:** Over the past four years, the percentage of Indigenous learners who report feeling a sense of belonging in school has increased from 55% to 58%.*

4 Areas for Growth:

- What **areas for growth** were uncovered? These should be based on **trends** and **comparisons** from the district team's analysis, including:
 - Trends over three or more years
 - Trends for priority populations
 - Comparisons with provincial averages/typical range
 - Comparisons for specific cohorts of students

***For example:** While percentages have increased over the past four years, Indigenous learners still report feeling a lower sense of belonging than all students. This remains an area for growth.*

Please do not include actions or strategies to address areas for growth in this section. These are included in **Respond to Results**.

Please provide 3 – 4 bullet points for each of the following:

1. Key context:

- (insert key points)
- (insert key points)
- (insert key points)

2. What new information emerged when comparing the provincial data with relevant local data?

- (insert key points)
- (insert key points)
- (insert key points)

3. What strengths were identified?

- (insert key points)
- (insert key points)
- (insert key points)

4. What areas for growth were identified:

- **For all students?**
 - (Insert key points. Delete if not applicable)
- **For Indigenous learners?**
 - (Insert key points. Delete if not applicable)
- **For children and youth in care?**
 - (Insert key points. Delete if not applicable)
- **For students with disabilities or diverse abilities?**
 - (Insert key points. Delete if not applicable)

Career Development

Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

Reference

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MAXIMUM 3 - 4 BULLET POINTS PER HEADING

1 Key Context:

- **Brief overview of clarifying information** (i.e., what additional information does the reader need to know about the charts above?). This may include:
 - Masked data acknowledgements
 - Participation rates/cohort size
 - Demographic notes
 - Provincial Online Learning School (POLS) enrollment

What patterns emerge?

2 Evidence of Triangulation:

- What new information emerged when comparing the provincial data with **relevant local data**?

***For example:** Comparison of local and provincial graduation data indicates stable completion rates (89%–91%) for all students; however, gaps persist in local and provincial data for cohorts of priority learners. The largest gap in completion rate is identified for students with disabilities or diverse abilities (61%–64%).*

3 Strengths:

- What **strengths** were uncovered? These should be based on **trends** and **comparisons** from the district team's analysis, including:
 - Trends over three or more years
 - Trends for priority populations
 - Comparisons with provincial averages/typical range
 - Comparisons for specific cohorts of students

What strengths, inequities, and areas for growth do the identified patterns reveal?

***For example:** Five-year completion rates for cohorts of Indigenous learners have increased year over year between 2022/23 to 2024/25.*

4 Areas for Growth:

- What **areas for growth** were uncovered? These should be based on **trends** and **comparisons** from the district team's analysis, including:
 - Trends over three or more years
 - Trends for priority populations
 - Comparisons with provincial averages/typical range
 - Comparisons for specific cohorts of students

***For example:** Completion rates for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities remain below rates for all students. This indicates that further investigation and intervention are required to close the gap.*

Please do not include actions or strategies to address areas for growth in this section. These are included in **Respond to Results**.

Please provide 3 – 4 bullet points for each of the following:

1. Key context:

- (insert key points)
- (insert key points)
- (insert key points)

2. What new information emerged when comparing the provincial data with relevant local data?

- (insert key points)
- (insert key points)
- (insert key points)

3. What strengths were identified?

- (insert key points)
- (insert key points)
- (insert key points)

4. What areas for growth were identified:

- **For all students?**
 - (Insert key points. Delete if not applicable)
- **For Indigenous learners?**
 - (Insert key points. Delete if not applicable)
- **For children and youth in care?**
 - (Insert key points. Delete if not applicable)
- **For students with disabilities or diverse abilities?**
 - (Insert key points. Delete if not applicable)

Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Reference

ANALYSIS & INTERPRETATION REQUIREMENTS

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Please provide the following information using the four headings below.

MAXIMUM 3 - 4 BULLET POINTS PER HEADING

1 Key Context:

- **Brief overview of clarifying information** (i.e., what additional information does the reader need to know about the charts above?). This may include:
 - Masked data acknowledgements
 - Participation rates/cohort size
 - Demographic notes
 - Provincial Online Learning School (POLS) enrollment

What patterns emerge?

2 Evidence of Triangulation:

- What new information emerged when comparing the provincial data with **relevant local data**?

***For example:** While immediate transition rates to B.C. post-secondary institutions have decreased for all students over the past five years (from 65% to 59%), qualitative data gathered from students in grade 12 indicates an increase in feeling prepared for life after high school. This highlights an area for further investigation.*

3 Strengths:

- What **strengths** were uncovered? These should be based on **trends** and **comparisons** from the district team's analysis, including:
 - Trends over three or more years
 - Trends for priority populations
 - Comparisons with provincial averages/typical range
 - Comparisons for specific cohorts of students

What strengths, inequities, and areas for growth do the identified patterns reveal?

***For example:** Among students with designations, the rate of transition to post-secondary institutions within B.C. has increased over the past three years. Immediate transition rates increased from 40% to 43%, while three-year transition rates increased from 45% to 49%.*

4 Areas for Growth:

- What **areas for growth** were uncovered? These should be based on **trends** and **comparisons** from the district team's analysis, including:
 - Trends over three or more years
 - Trends for priority populations
 - Comparisons with provincial averages/typical range
 - Comparisons for specific cohorts of students

***For example:** Over the past five years, transition rates to B.C. post-secondary institutions for youth in care have decreased more rapidly than those for all students.*

Please do not include actions or strategies to address areas for growth in this section. These are included in **Respond to Results**.

Please provide 3 – 4 bullet points for each of the following:

1. Key context:

- (insert key points)
- (insert key points)
- (insert key points)

2. What new information emerged when comparing the provincial data with relevant local data?

- (insert key points)
- (insert key points)
- (insert key points)

3. What strengths were identified?

- (insert key points)
- (insert key points)
- (insert key points)

4. What areas for growth were identified:

- **For all students?**
 - (Insert key points. Delete if not applicable)
- **For Indigenous learners?**
 - (Insert key points. Delete if not applicable)
- **For children and youth in care?**
 - (Insert key points. Delete if not applicable)
- **For students with disabilities or diverse abilities?**
 - (Insert key points. Delete if not applicable)

Respond to Results



Continuous Improvement

Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence** to complete **Respond to Results**.

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.

Reference

District Context



REQUIRED CONTENT

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Please provide the following information.

MAXIMUM 1 PAGE

- 1 Territorial acknowledgement and relevant **district context**
- 2 Summary of the Board of Education's current **strategic plan priorities**
 - Include link to the current Strategic Plan

Please note: Contextual factors may or may not change each year. Where applicable, this report's District Context section may include material copied directly from previous reports.

Refer

Reflect and Adjust



The Reflect and Adjust section allows district teams to reflect on strategies and identify adjustments to these strategies to improve student learning outcomes. This section highlights key district strategies that address the areas for growth identified in the data and evidence review. It allows district teams to demonstrate how their existing strategies are working to achieve the district's Strategic Plan objectives and priorities that specifically focus on improving student learning outcomes. With this focus of enhancing student learning, this section will not include every strategy implemented within the district.

REFLECT AND ADJUST REQUIREMENTS Delete Instructions Before Publication

MAXIMUM 2-3 SENTENCES PER CELL

1 Highlight key strategies that relate specifically to **improving student learning outcomes**. Strategies may be new or pre-existing. Each strategy should:

- Directly **address one of the existing or emerging areas for growth** identified in the Data and Evidence Review
- Be summarized in **2-3 sentences**

A **maximum of 10 strategies** is recommended.

Reflect - Assess results from data and evidence review, ongoing engagement, and strategy effectiveness.

2 **For pre-existing strategies only**

Provide qualitative and quantitative **evidence of impact on student learning**. For example:

- Among primary students who participated in regular intervention instruction, the percentage assessed as "emerging" on the District Literacy Assessment dropped from 39% to 18%. This demonstrates that this targeted literacy strategy is having a measurable and positive impact on student outcomes. Based on student feedback, this strategy is not having the intended impact.
- This strategy has had a mixed impact. Based on Student Learning Survey Results, grade 4 students with designations have demonstrated an increase in feeling safe at school, while grade 7 students with designations have demonstrated a decrease. Qualitative feedback from students and staff has been positive.

Adjust - Determine targeted interventions to address inequities and areas for growth

3 **For pre-existing strategies only**

Based on the evidence of impact on student learning, indicate whether the strategy will be:

- Continued
- Discontinued
- Adapted

Please note: Included strategies are organized by strategic plan objective to demonstrate alignment; however, if the district's current Strategic Plan priorities do not focus on student learning outcomes, teams may choose to complete the chart using the pillars of the Educated Citizen: Intellectual Development, Human and Social Development, and Career Development.

Insert Strategic Plan Priority

Insert Strategic Plan Objective

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions
			<i>(Pre-Existing Strategies Only)</i>	<i>(Pre-Existing Strategies Only)</i>
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? Including, <ul style="list-style-type: none"> All learners Indigenous learners Children and youth in care Students with disabilities and diverse abilities 	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning? <i>Please include qualitative and quantitative data from:</i> <ul style="list-style-type: none"> Data and evidence review Ongoing engagement feedback 	Based on the impact, how will the district team move forward with this strategy: <ul style="list-style-type: none"> Continue? Discontinue? Adapt? <i>(For each strategy, please indicate which action applies. Additional information is not required.)</i>

Insert Strategic Plan Priority

Insert Strategic Plan Objective

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions
			<i>(Pre-Existing Strategies Only)</i>	<i>(Pre-Existing Strategies Only)</i>
What gap or problem of practice	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this	How effectively has this strategy addressed the identified gap or problem	Based on the impact, how will the district team move forward with this strategy:

identified in the Sata and Evidence review does this strategy aim to address?		strategy target? Including, <ul style="list-style-type: none"> • All learners • Indigenous learners • Children and youth in care • Students with disabilities and diverse abilities 	of practice to impact student learning? <i>Please include qualitative and quantitative data from:</i> <ul style="list-style-type: none"> • Data and evidence review • Ongoing engagement feedback 	<ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? <i>(For each strategy, please indicate which action applies. Additional information is not required.)</i>
Insert Strategic Plan Priority				
Insert Strategic Plan Objective				
Area for Growth	Strategy	Targeted Learners	Strategy Impact <i>(Pre-Existing Strategies Only)</i>	Adjustments and Adaptions) <i>(Pre-Existing Strategies Only)</i>
What gap or problem of practice identified in the Data and Evidence review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? Including, <ul style="list-style-type: none"> • All learners • Indigenous learners • Children and youth in care 	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning? <i>Please include qualitative and quantitative data from:</i> <ul style="list-style-type: none"> • Data and evidence review • Ongoing engagement feedback 	Based on the impact, how will the district team move forward with this strategy: <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? <i>(For each strategy, please indicate which action applies. Additional information is not required.)</i>

		<ul style="list-style-type: none">• Students with disabilities and diverse abilities		

Reference

District Continuous Improvement Overview



REQUIRED CONTENT

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Please provide the following information.

MAXIMUM 1 PAGE

- 1** Overview of the district's **continuous improvement cycle/approach**. How does the district:
 - **Monitor** strategies for effectiveness?
 - **Review** strategies and **respond** based on data and evidence?
 - **Align** operations to implement adapted strategies?
 - **Implement** adapted strategies?



Please note: Continuous improvement approaches may or may not change each year. Where applicable, this report's District Continuous Improvement Overview section may include material copied directly from previous reports.

Refer

Ongoing Strategic Engagement



REQUIRED CONTENT

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Please provide the following information.

MAXIMUM 1 PAGE

1

Overview of the district's process/cycle for **ongoing engagement specific to student learning**, including:

- **What** key student learning focussed engagement initiatives are in place in the district? What specific area of need does each initiative aim to address?
- **Who** does the district engage with through each of these initiatives?
- **How** does the district structure its engagement initiatives (i.e., strategies, timelines) to ensure engagement is ongoing, inclusive, and authentic?
- Specifics on the engagement processes with:
 - Indigenous Education Council(s);
 - First Nation(s) and Indigenous community members, including Elders, parents/caregivers, and students;
 - Education partners and community members representing children and youth in care, including parents/caregivers and students; and
 - Education partners and community members representing students with disabilities or diverse abilities, including parents/caregivers and students.

Please note: Cycles and processes for ongoing strategic engagement may or may not change each year. Where applicable, this report's Ongoing Strategic Engagement section may include material copied directly from previous reports.

Create Alignment to Enhancing Student Learning



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REQUIRED CONTENT

Please provide the following information.

MAXIMUM 2 PAGES

- 1** How has the district team **aligned school plans** (i.e., learning goals) to meet the district's strategic priorities for enhancing student learning and to ensure successful implementation in schools of recent operational plan adjustments?
 - Include links to current school plans
- 2** How has the district team **aligned operational plans** (i.e., IT plans, HR plans, financial plan) to successfully implement new and adapted strategies?

Please note: Alignment of school and operational plans may or may not change each year. Where applicable, this report's Create Alignment to Enhance Student Learning section may include material copied directly from previous reports.

REVIEW