



COMMUNICATIONS **PLAN** YEAR 3 **2023-2026**

**AN INNOVATIVE, INSPIRING AND
UNIFIED LEARNING COMMUNITY**

DISTRICT CORE VALUES

In partnership with students, staff, and families, the District is committed to the following:

INTEGRITY:

- Accepting
- Respectful
- Kind
- Trustworthy

EXCELLENCE:

- Success
- Effort
- Engagement
- Hope
- Adaptability
- Achievement

COURAGE:

- Creativity
- Inspirational
- Critical Thinking
- Problem Solving

COMMUNITY:

- Connection
- Relationship
- Caring
- Collaboration
- Inclusive
- Teamwork
- Belonging
- Partnership

THE PURPOSE



The purpose of this report is to provide an update on the Communications Plan 2023-2026, which is aligned with the District's Strategic Plan and the Framework for Enhancing Student Learning (FESL). This report covers all objectives, a summary of key strategies, accomplishments achieved, and actions in progress for Year 2, which was a timeline pertaining to the 2024-2025 school year. Overall, the objectives and strategies in Year 2 remain the same and will carry on through until the end of 2026.

Highlights in Year 2 can be summarized by growth, a focus on promoting diversity, equity, and inclusion (DEI) and Truth and Reconciliation, as well as highlighting the impacts of the FESL. The continued growth in student enrolment across the District resulted in changes in student spaces. In Year 2, the District communicated and celebrated work behind the scenes related to new capital projects, including modular expansions at Nicomekl Elementary and Lynn Fripps Elementary, and the building of Josette Dandurand Elementary. As part of the process

to open a new school, the District conducted a catchment consultation with impacted communities which was well received.

When it comes to promoting diversity, equity, and inclusion, in Year 2 the District ran a social media campaign to highlight National AccessAbility Week, featuring the voices of inclusion advocates; students, staff, and a community volunteer. The content garnered much positive attention from audiences. In Year 3, the District will continue to share the impacts of the FESL on students, with an emphasis on the collaborative efforts of both educational and operational departments.

At the end of the 2024-2025 school year, the District launched new websites for the District and schools. The websites have new features including an improved layout, language translation function, and an accessibility tool. These changes are aimed at making it easier for students, staff, and families to navigate information shared by schools and the District.

HIGHLIGHTS/STRENGTHS

- General District Communications to Students/ Parents/Guardians
- Emergency and Crisis Communications to Students/ Parents/Guardians
- Positive news stories on the District website
- Positive news stories on social media
- Positive news stories in the local media
- Social media analytics (growth in followers, engagements, and other metrics)
- District and StaffNet Website traffic
- District consultation, surveys, information sessions (growth in attendees, respondents, and engagement)
- Translation services for communications of high priority
- Use of District communications tools (e.g. SchoolMessenger, Microsoft Teams, Social Media)

AREAS FOR IMPROVEMENT

- Internal communications with staff at all levels
- External communications with all audiences
- Building staff capacity to use District communications tools
- Knowledge enhancement and usability of new websites
- Knowledge enhancement and usability of StaffNet
- Equal coverage of schools in telling our story
- Promoting equity, diversity, and inclusion (education, initiatives and events)
- Promoting Indigenous Worldviews and Perspectives and Truth and Reconciliation (education, initiatives, and events)
- Promoting stories that demonstrate the actions of the Strategic Plan which includes work in Educational Opportunities, Community of Partnerships, and Operational Priorities pillars
- Promoting stories that demonstrate the actions of the Framework for Enhancing Student Learning which includes work in intellectual development, human and social development, and career development pillars





AUDIENCE

- Students
- Parents/Guardians
- Staff
- Partner Groups (CUPE 1260, CUPE 1851, DPAC, Exempt Staff, LPVPA and LTA)
- Community Partners
- Government and Community Groups (Township/ City of Langley, RCMP, Ministry of Education and Child Care, and Ministry of Infrastructure)
- Local First Nations and ya:ḡəstəl' (Indigenous Education Committee)
- Public

KEY MESSAGES

- An innovative, inspiring and unified learning community
- Inspire all learners to reach their full potential and create a positive legacy for the future
- Relevant, meaningful choices for students ignite a lifelong passion for learning
- Learning takes place through flexible and connected environments
- Learners are knowledgeable, skilled and innovative
- Our schools foster an inclusive and nurturing culture
- The Board of Education provides caring, safe and welcoming schools
- The Board of Education proactively plans for maintaining healthy and sustainable schools
- The Board of Education is committed to responsible stewardship of resources
- The Board of Education provides educational opportunities to improve student success
- Creating compassionate and inclusive social and academic learning communities that provide access for every learner (Ensoulng our Schools)
- The District and Board are committed to the principals of working together (ya:ḡəstəl') to support all learners and continue the journey of Truth and Reconciliation

INTENTS

- Clear, consistent, and concise messaging
- Informative, accurate, and effective messaging
- Timely and proactive distribution
- Caring, thoughtful, and trauma-informed messaging
- Foster collaborative communications and relationships
- Earn and maintain trust
- Create opportunities for engagement
- Value diverse opinions and feedback
- Strive to make all parties feel heard and included
- Foster a culture of mutual respect
- Share our goals and celebrate our successes

NEEDS/OPPORTUNITIES

- Conduct a communications audit
- Find strategies to increase opportunities for engagement
- Encourage professional development and capacity building
- Explore new technology for support

COMMUNICATIONS OBJECTIVES & STRATEGIES

I. CELEBRATE OUR STORY

Increase awareness of positive stories related to the Langley School District that exemplify our Core Values: Integrity, Excellence, Courage and Community.

Increase awareness of student work, achievements, and programs, and maintain a positive narrative in traditional media, social media, and on the District website.

Increase awareness of board activities, roles, and responsibilities.

ACHIEVEMENTS

The District continues to produce a significant amount of digital content, including photos, news posts, and videos. These stories aim to celebrate all the positive stories related to the District and the Board. Stories highlight student and staff achievements, new programs and initiatives, among other good news. In relation to news posts on the external website, the District published 36 stories in the 2024-2025 school year, which is very similar to last year (37 stories in 2023-2024). This number does not include messages from the Superintendent or Board Chair, invitations to public information sessions and events, or community resources.

A review of social media analytics point to an increase in followers and overall engagement in 2024-2025 compared to the previous school year. In the last year, Facebook jumped to 14,500 followers (11% increase), Instagram rose to approximately 9,000 followers (26% increase), LinkedIn followers increased to 3,300 (10% increase) and YouTube subscribers went up to 650 (18% increase). X/Twitter was the only platform that moved down slightly to approximately 7,550 (0.5% decrease), which was expected due to the downward trend in platform usage globally.

In Year 2, the most popular posts celebrated student achievements, accessibility and inclusion, and District and school events. Highlights included the construction of capital projects in the District (Josette Dandurand Elementary and modulars at Nicomekl Elementary and Lynn Fripps Elementary), grad walks, a video series during National AccessAbility Week featuring testimonials from students, staff, and a volunteer talking about their contributions in helping make the District a more inclusive and welcoming place to learn.

In Year 2, the District hosted two Ministry of Infrastructure announcements which is fewer than previous years. In general, Ministry events result in media releases, garner media coverage, and additional promotion via District communications channels.

The events included the celebration of the completion of the Richard Bulpitt Elementary modular expansion, combined with the announcement of the funding to construct a new middle school and secondary school in the Smith neighbourhood, as well as the start of construction of a new addition at Langley Secondary.



IN PROGRESS

The District will continue sharing stories that document and capture the goals and actions of the Strategic Plan and the Framework for Enhancing Student Learning (FESL).

These stories will feature more student and staff voices and important themes such as diversity, equity, and inclusion, and Truth and Reconciliation.

In Year 3, the Communications Department will focus on highlighting stories related to school-based Action Plans for Learning and the priorities of the Framework for Enhancing Student Learning from both educational and operational departments. The District will continue to ensure equity in storytelling by highlighting schools and programs to promote equitable opportunity and access.

SOCIAL MEDIA AT A GLANCE



Followers:
14,500

▲ 11%



Followers:
7,550

▼ 0.5%



Followers:
9,000

▲ 26%



Followers:
3,300

▲ 10%



Followers:
650

▲ 18%

**Data provided by Hootsuite Analytics and YouTube Analytics*

2. ENHANCE OUR BRAND

Enhance the image and public opinion of the Langley School District.

Increase brand awareness and visibility.

Increase public trust in the District and Board of Education.

Increase positive media coverage.

Facilitate transitions and foster positive reactions to systemic change.

Improve staff and community satisfaction with District communications.

ACHIEVEMENTS

In Year 2, the District embarked on the development of a new District website and school website. The former websites were outdated both aesthetically and with regard to functionality, and there was a need to refresh the sites to meet accessibility requirements. After consulting with the District's IT department and a team of administrators, the websites were designed, developed, and launched at the end of the 2024-2025 school year. The District communicated the new websites and key features including an improved layout, language translation function, and an accessibility tool, to all audiences. Website training for staff was completed shortly after the launch.

In Year 2, the District had 86 news stories (down slightly from last year's 95 stories) and media mentions in traditional media, which includes TV, radio, print, digital media outlets. Out of the media stories covered, approximately 70% were positive or neutral, which is the majority of the stories. Among them, 25% of those stories were pitched to the media, 40% were requested by the media, and 35% were media mentions. Positive media engagements included capital project announcements such as the construction of the Smith middle and Smith secondary schools and the Board naming of the new elementary school as Josette Dandurand Elementary.

IN PROGRESS

The District is continuing to review its branding guidelines and distribute to staff. In addition to branding guidelines, the District will be communicating to internal staff and the Board of Education the importance of brand management and identity. The need for consistent branding remains

a priority as the District's audience continues to grow. The District is continuing to work on improving staff and community satisfaction with District communications, which could include gathering staff or community feedback on communications methods and content shared.

3. PROMOTE HEALTH, SAFETY, AND WELLNESS IN OUR SCHOOLS

Deliver fast and effective communications to stakeholders in emergencies or health and safety crises.

Ensure District Emergency Response Manual and related communications procedures are up-to-date.

Increase administrator and staff awareness and understanding of communications related emergency response procedures.

Increase parent/guardian and student awareness of procedures, emergency drills, controlled release, muster points, parent marshalling sites, and expectations for communication during emergencies.

Communicate urgent messages and instructions to parents/guardians in a timely manner during emergencies.

ACHIEVEMENTS

In Year 2, the District expanded the student reunification process in emergencies at the middle school level, beginning with Peter Ewart Middle school as the pilot site. As part of this emergency procedure, communication to staff and families was distributed outlining instructions. The school completed its trial and shared lessons learned with other middle school administrators.

In Year 2, to improve operations and communications in emergencies, relevant staff debriefed each hold and secure and lockdown response. The purpose was to review practices and make recommendations for future responses.

In Year 2, the District streamlined communications procedures for administrators in the event of a student



in distress; a situation when a student may be in distress due to dysregulation or a medical emergency. Families across the District were also made aware of these procedures and what communications can be expected when a student is in distress.

Lastly, District staff established a relationship with the new Emergency Program Manager at the Township of Langley.

IN PROGRESS

As part of school start-up, the District will continue to add additional emergency procedures and emergency preparedness information for administrators, staff, students, and families as needed. Recognizing that new students join our schools at various times in the school year, the District will find opportunities to continue to educate families throughout the year. In Year 3, the District will continue to inform staff and families of procedures and communications expected when a student is in distress.

The District will continue to use SchoolMessenger to communicate with parents/guardians during and after emergencies when applicable.

The District will continue to implement recommendations made by the District Emergency Preparedness Committee. The District will continue to strengthen relationships with emergency preparedness counterparts at the Township of Langley, City of Langley, and RCMP.



4. STRENGTHEN OUR RELATIONSHIPS

Develop and strengthen collaborative relationships with stakeholders.

Internal Audiences:

Increase staff awareness of Board and District plans and activities.

Enhance interdepartmental connections and communications.

External Audiences:

Increase public awareness of Board and District plans and activities.

Enhance connections and communications with families and other community members.

ACHIEVEMENTS

The District is continuing to engage with the community through consultations, parent info sessions, and other events. In Year 2, the District embarked on a catchment consultation process with school communities in the Willoughby Slope. Changing catchment boundaries was necessary for the expected opening of the new Josette Dandurand Elementary in September 2025. Consultation meetings were held at impacted schools and communication materials were distributed to families. Change can be challenging but with thoughtful operational and communications planning, the feedback from staff and families about the process was positive.

IN PROGRESS

The District will focus on developing communications strategies to increase staff connectedness, belonging, and engagement. In alignment with the goals of the Strategic Plan and the Framework for Enhancing Student Learning, the District will be developing communications strategies such as operational staff stories to help celebrate the work of staff, highlight

The District values and appreciates its relationships with community partners and recognizes their contribution in helping support students and meeting organizational goals. In Year 2, the District connected with local sports organizations to build on relationships and streamline operational and communications procedures. The District also revised its media consent forms to include third-party organizations, to communicate to families expectations around photos and videos taken of students when engaged in school-sanctioned events.

their impact on the actions of the FESL and supporting students, as well a way to promote recruitment and retention.

The District will continue meetings with communications counterparts at the Township of Langley, City of Langley, and Langley RCMP.

5. BUILDING OUR CAPACITY

Provide training and support to internal and external audiences in order to increase engagement and help all learners reach their full potential.

Internal Audiences:

Enhance capacity of District Communications team.

Enhance knowledge and capacity of schools and departments staff on Communications strategies, tactics, and tools.

External Audiences:

Enhance knowledge of the District website and education related matters.

ACHIEVEMENTS

As part of the launch of the new websites at the end of the 2024-2025 school year, training sessions were held for communications staff, school administrators, administrative assistants, and applicable District staff. Additional instructional information has been shared with staff taking on website administration roles.

The Communications Department continues to coach and share best practices with administrators and departments on key messaging for internal and external audiences. Examples include emergency and crisis communications responses for hold and secures and lockdowns.

The Communications Department continues to support educational departments, when possible, to help staff build capacity when it comes to instructional practice. For example, in Year 2, an instructional video geared towards new teachers



was developed in collaboration with Instructional Services staff to help support teachers conducting student inclusive conferences, an interactive method of communicating student learning with families.

IN PROGRESS

In Year 3, the Communications Department will continue to train staff in website administration. Communications staff will work on structures such as a website training section on StaffNet with 'how to' information available for staff. To help support students, staff, families, and community members, an informative video of the new District website will be created and shared highlighting key features including a translation function, accessibility adjustments, and insights on how content is organized to help users

with navigation. Moving forward, the Communications Department may include a media kit section in StaffNet for administrators and departmental staff to refer to. The media kit may include branding guidelines, best practices on communications, social media usage, photo, video, news post writing, and communications plans templates for events/initiatives. Communications staff will continue to encourage and support the submission of content that meets guidelines from staff for StaffNet and the District website.



6. PROMOTING TRUTH & RECONCILIATION

Increase awareness of the District's commitment to the journey of Truth and Reconciliation in our schools and helping fulfill the concept of "Every Child Matters."

Increase awareness of actions that demonstrate the District's commitment to Truth and Reconciliation among internal and external audiences and maintain a positive narrative in traditional media, social media, and on the District website.

ACHIEVEMENTS

In Year 2, the District has been focused on finding and promoting learning opportunities around Truth and Reconciliation and Indigenous Worldviews and Perspectives in schools.

Some of the top social media posts from the 2024-2025 school year included the annual Aboriginal Achievement Awards, the celebration of the awakening of the House Pole at Donna Gabriel Robins Elementary that was carved by a local Kwantlen First Nations artist, and the Odyssey Conference, a professional development opportunity available to all staff focused on Indigenous

cultural teachings, storytelling, and voices. This is an indication that the sharing of these stories with internal and external audiences has been well received by the community.

The Board naming of the new elementary school, Josette Dandurand Elementary after the late Josette Dandurand who was a well-respected, Kwantlen First Nation elder, and cultural presenter in the Langley School District, was an important milestone for the District. The news of the naming of the new school was celebrated across the District and community.

IN PROGRESS

The District will continue to work in collaboration with the Aboriginal Education Department to promote and celebrate the stories, events, and initiatives that reaffirm the District's commitment to the journey of Truth and Reconciliation in our schools.

The Communications Department will be intentional in highlighting stories, events, and initiatives that are in alignment with the District's Strategic Plan, Framework for Enhancing Student Learning, and school-based Action Plans for Learning.



7. PROMOTING DIVERSITY, EQUITY & INCLUSION

Increase awareness of the District's commitment to diversity, equity, and inclusion in our schools and helping ensure all students feel a sense of belonging.

Increase awareness of actions that demonstrate the District's commitment to diversity, equity, and inclusion among internal and external audiences and maintain a positive narrative in traditional media, social media, and on the District website.

ACHIEVEMENTS

In Year 2, the District showcased students and staff that contributed to diversity, equity, and inclusion and related learning opportunities. Some of the top social media posts from the 2024-2025 school year included a social media campaign during National AccessAbility Week in May.

To recognize and raise awareness of this week, videos were created featuring students with diverse abilities explaining their experiences in schools, the support

they received from staff, and what made them proud to be themselves. Other stories throughout the school year included features of Settlement Workers in Schools staff and their role in helping newcomers feel welcome, and a "Stuffies Like Me" initiative with Deaf and Hard of Hearing teachers and students fostering a celebration of identity. School activities promoting multi-culturalism, kindness, and belonging during the District's annual Diversity and Respect Week in February were also highlighted.

IN PROGRESS

The Communications Department will continue efforts in highlighting stories, events, and initiatives that celebrate and promote diversity, equity, and inclusion and are in alignment with the District's Strategic Plan and Framework for Enhancing Student Learning. To be impactful, the communications department will look to capture more student voice and staff testimonials.

classrooms, experiences from students in schools and how they are supported by staff, professional development opportunities for staff, and the actions that staff in different departments undertake to create compassionate learning communities.

The Communications Department will continue connecting with District educational and operational departments to highlight the work they do to support students and help them achieve success.

Themes may include stories that promote DEI in



CHALLENGES

PUBLIC SKEPTICISM

In order to earn the trust of the community, it is important to stay true to the goal of communicating honestly and openly. By ensuring the transparency

of decision-making processes and increasing opportunities for open communication, the District may increase public and staff confidence and overcome any skepticism.

UNDERSTANDING THE PUBLIC'S ROLE IN DECISION-MAKING

It is important that the Board of Education and District share a common understanding of the public's role in decision-making processes and the opportunities for public engagement, and that

these be clearly articulated. Fostering ongoing dialogue with those affected by decisions may reveal previously unidentified challenges and concerns. Such discussions may also deepen community connections, develop positive relationships and advocates, and help generate support for future endeavors.

KEEPING UP WITH TECHNOLOGY

Advancements in technology are ongoing in relation to communication methods and tools. It is important to be aware of emerging trends but mindful that new

technology is not always needed, comes at a cost, and requires capacity of staff for training.

It is necessary to continue to review communications methods to ensure the needs of diverse audiences are met.

RESISTANCE TO CHANGE

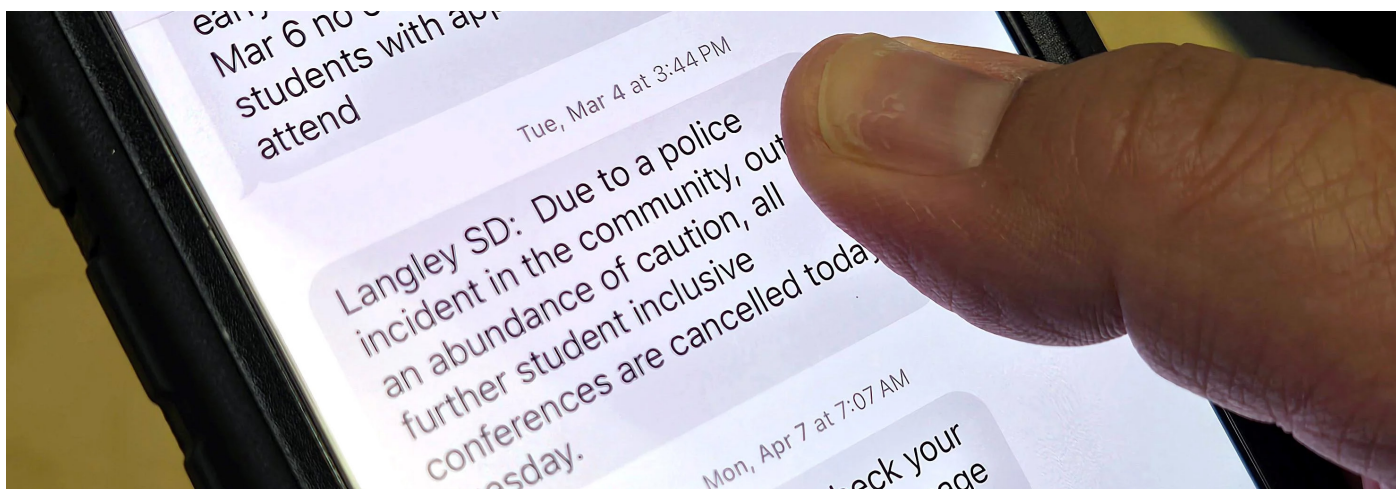
Resistance to change is natural and should be expected. By working with internal and external

stakeholders to communicate the rationale for changes and a connection to the District's long-term plans, concerns may be addressed which broaden acceptance of the need for change.

SCOPE OF STRATEGIES

The recommended strategies within the District Communications Plan are both broad in scope and ambition.

Effective communication requires significant effort and the achievement of identified goals will rely on agreement, support and collaboration among multiple departments and schools across the District.



MEASUREMENTS & EVALUATIONS

- Feedback from students, staff, and parents/guardians
- Social media analytics
- Feedback from social media messages/comments
- Feedback from District website online form & email
- Feedback from partner groups and DPAC
- Feedback from community consultations or information sessions
- Attendance/participation at events
- Registrants in programs
- Media coverage
- Word-of-mouth in the community



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