

School District No. 35 (Langley)

# Framework for Enhancing Student Learning

2025-2026



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## NAVIGATION TOOLS: Interactive Tools within this Document



Look for this icon or click on underlined text to access links to additional documents, data sets, stories and resources.

Executive Summaries, with interactive links, have been created for Intellectual, Human & Social and Career Development to offer a one-page snapshot of the data, actions and district progress.





Comprehensive, detailed data sets can be found within each Executive Summary.

Each Executive Summary is followed by an in-depth page which focuses on detailed data analysis, patterns & trends, as well as targeted actions and adjustments.





Quotes from the ongoing engagement process are captured throughout the document.

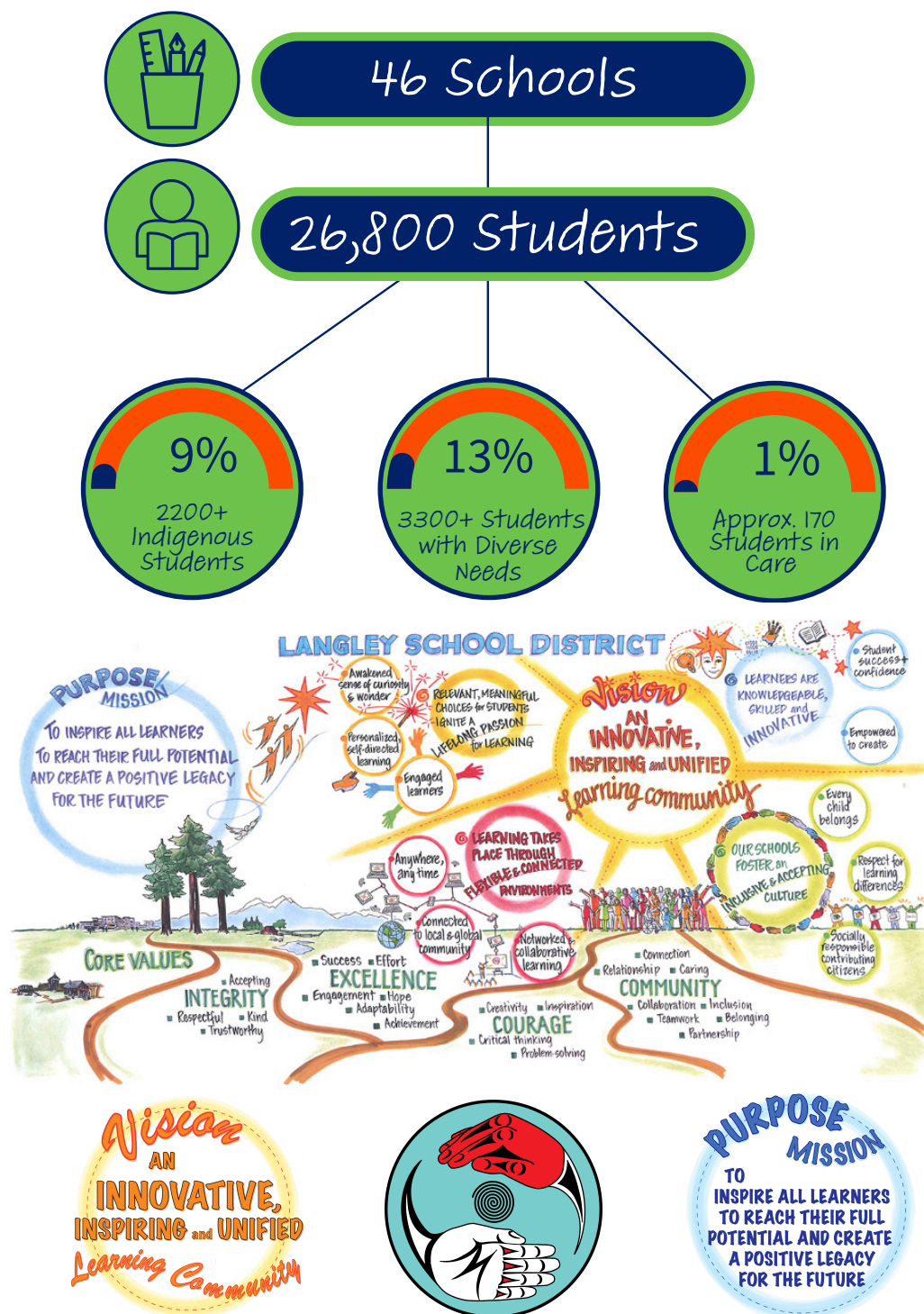
Answers to reflective questions from the Enhancing Student Learning Report Template can be found next to these icons.






# DISTRICT CONTEXT

The Langley School District is situated on the traditional unceded territories of the Matsqui, Kwantlen, Katzie, and Semiahmoo First Nations. It is comprised of the City of Langley and the Township of Langley and is located in the central Fraser Valley, 40 kilometres east of Vancouver. As of 2024, the Langleys have a population of just under 180,000 people. Bordered on the north by the Fraser River and by the Canada/US border to the south, the District employs more than 3,800 staff and serves approximately 27,000 students in 46 school sites, providing French Immersion, Fundamental, and Alternate programs. Langley neighbours Surrey to the west and Abbotsford to the east and operates on an annual budget of \$408 million.



Click [here](#) to learn more about the Langley School District!

# STRATEGIC PLAN & IMPLEMENTATION GOALS

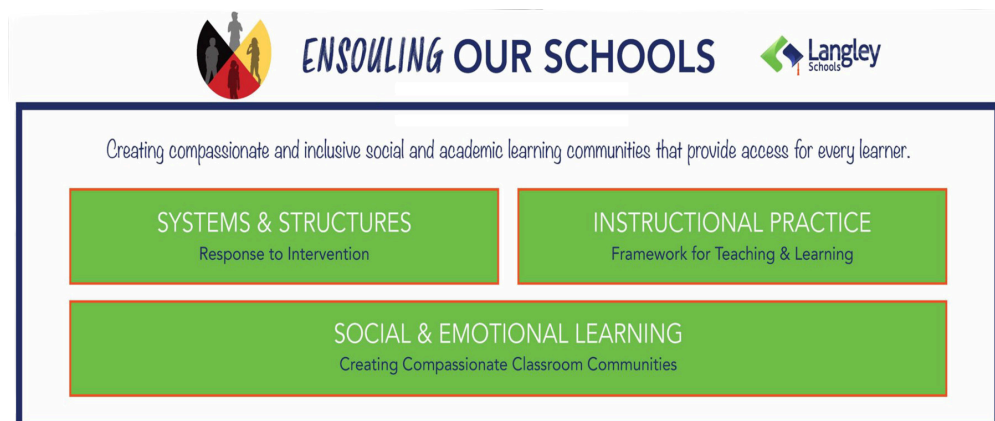
The Langley School District's Vision is "An Innovative, Inspiring and Unified Learning Community" where we work to create compassionate and inclusive social and academic learning opportunities that provide access for every learner. The Langley School District is committed to ensuring all learners have equitable access for transition through the collective work outlined in the [Strategic Plan](#). 

## UNIFIED ACTIONS:

TO CREATE COMPASSIONATE LEARNING COMMUNITIES WITH INCLUSIVE INSTRUCTIONAL PRACTICE ALLOWING ACCESS TO GRADE LEVEL CURRICULUM FOR ALL STUDENTS THROUGH OUR ENSOULING OUR SCHOOLS INITIATIVE.



Langley School District's initiatives in Intellectual Development, Human & Social Development and Career Development align with Langley's Ensouling our Schools model. This model is committed to inclusivity, fostering a sense of belonging, and ensuring that every learner has access to education. It incorporates Social Emotional Learning, Response to Intervention, First Peoples Principles of Learning, Trauma Informed Practice, evidence-based instruction, and sound assessment practices, all of which contribute to creating compassionate and inclusive learning communities.



## IMPLEMENTATION GOALS



### SYSTEMS & STRUCTURES:

UNDERSTAND THE IMPACT OF EFFECTIVE PROFESSIONAL LEARNING COMMUNITIES AND IMPLEMENT ACTIONS THAT FOCUS ON THE FOUR CRITICAL QUESTIONS, WITH STUDENTS AT CENTER OF DECISION MAKING.



### SOCIAL & EMOTIONAL LEARNING:

UNDERSTAND HOW TRAUMA IMPACTS THE BRAIN AND BEHAVIOUR AND IMPLEMENT THIS KNOWLEDGE TO DESIGN CLASSROOMS/SCHOOLS THAT ARE COMPASSIONATE AND INCLUSIVE LEARNING COMMUNITIES.



### INSTRUCTIONAL PRACTICE:

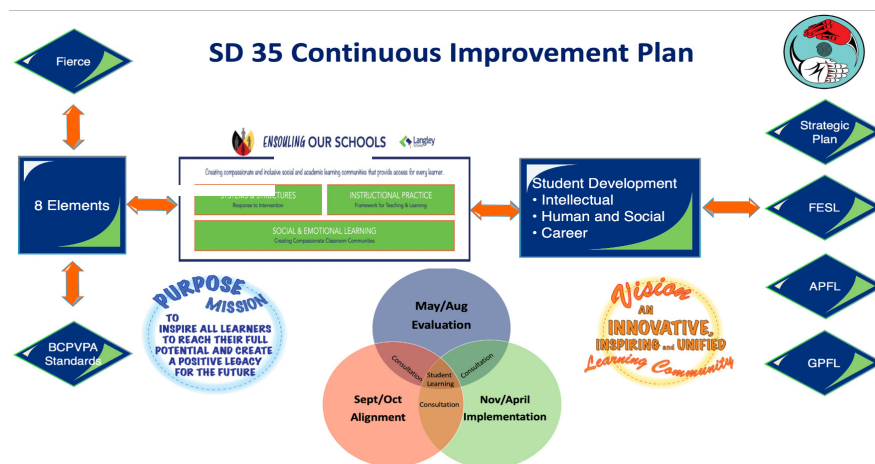
UNDERSTAND AND IMPLEMENT UNIVERSALLY DESIGNED INSTRUCTION (UDL) AND ASSESSMENT STRATEGIES THROUGH LANGLEY'S TEACHING AND LEARNING FRAMEWORK SO ALL STUDENTS REACH THEIR FULL POTENTIAL.





# CONTINUOUS IMPROVEMENT PLAN

The Langley School District has aligned its continuous improvement plan to include the the District Strategic Plan, Framework for Enhancing Student Learning (FESL), Action Plans for Learning (school-based), Growth Plans for Learning (administrators, teachers and exempt staff), and the District's Vision and Mission. Continuous improvement cycles through **alignment** (review of strategies and response to data), **implementation** (targeted actions and interventions) and **evaluation** (monitoring effectiveness) and consultation. This ongoing cycle is repeated annually. The District's unified actions are built into Langley's three block model entitled "Ensouling our Schools." Click [here](#) for more details on these unified actions. Throughout each year, rights-holders will examine the data to evaluate the impact of implemented strategies to improve student success and ensure strategies are addressing emerging areas of need.



The Continuous Improvement Plan was shaped through a robust consultation process involving:

- **Rightsholders:** The Indigenous Education Council (IEC) was engaged to ensure culturally responsive strategies and equity-focused interventions (Matsqui, Kwantlen, Katzie, and Semiahmoo First Nations, Waceya Métis Society and the Lower Fraser Valley Aboriginal Society).
- **Partner Groups:** DPAC, Students, LPVPA, LTA, CUPE 1260, CUPE 1851, and Exempt staff participated in structured feedback sessions. Their insights informed targeted actions for priority learners and operational alignment.
- **Board and Ministry:** Presentations and feedback loops with trustees and ministry officials ensured transparency and alignment with provincial expectations, through an in-depth review of Ministry feedback on the Framework for Enhancing Student Learning.

## KEY ACTIONS TO SUPPORT ALIGNMENT & CONTINUOUS IMPROVEMENT

### Strategic Planning Alignment between District and Schools:

The District provides templates for school Action Plans for Learning that mimic the FESL and the Executive Summary pages within. These are embedded in documents through Admin Memos and SD35 TEAMS offering administrators a clear structure for aligning school-level goals with district-wide objectives.

All school Action Plans for Learning include a goal and targeted actions pertaining to each domain of the FESL: Intellectual Development, Human and Social Development and Career Development, with actions focused on Students with Diverse Abilities & Disabilities, Indigenous Students and Children and Youth in Care.

### Operational Integration and Strategic Alignment of Resource Allocations:

The District team has taken a proactive and strategic approach to resource reallocation in support of FESL-aligned initiatives. Operational plans across HR, IT, Facilities & Maintenance, and Finance have been re-aligned to support school-level implementation. For example, technology upgrades and financial reallocations are structured to enable inclusive learning environments and strategic adaptations at the school level while Facilities and Maintenance have a focus on enhancing accessibility for all students.

### Professional Learning and Capacity Building:

The District supports professional learning plans to build collective efficacy among staff and leaders. This includes:

- District-wide professional development sessions
- Ongoing collaboration between Instructional Services, Learning Support Services, and Student Support Services to align efforts and support unified implementation across departments
- Capacity building for new teachers through strategies including Universal Design for Learning, Professional Learning Communities and Response to Intervention

# ONGOING STRATEGIC ENGAGEMENT

The *specific methods* used in the engagement process included facilitated conversations, data presentations, and feedback collection. Participants were asked to reflect on the data and provide ideas for strategies to support priority learners.

The feedback was collected and aligned with consistent themes, and specific quotes were added to the FESL to emphasize the importance of the collective voice in creating, facilitating and implementing the FESL.

## FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL):

*Revision Process*



"I am curious about what is happening for grade 7 students when they write the FSA. The data shows a decline in performance. Why do we think is happening?"  
~Board Trustee

"Student voice is very important. Student opinions and ideas are welcome, which helps with belonging. Students are part of things happening and decisions being made in the school community."  
~Student

"Caring, trusted relationships are key when it comes to student success."  
~School Administrator

## ? *Format of Engagement Process: How did the District engage First Nations rightsholders?*

The District's engagement process is deliberately inclusive and ongoing, involving a broad range of educational partners such as the Board of Education, unions, students, Indigenous groups, staff, and the community. Engagement occurs throughout the year in key forums and meetings, where facilitated discussions and presentations of student learning data invite reflection and feedback through creative expression, group sharing, and written or spoken contributions. Each session honours Indigenous territory with an acknowledgement and centres voices from all groups, especially students, who are given dedicated opportunities to express their experiences and perspectives. Topics of engagement include Indigenous Education, Reconciliation, Anti-Racism, Career Support, Well-being, and Inclusivity. Feedback is gathered from structured questions and open discussions, analyzed for common themes, and shared with educational and operational departments such as Instructional Services, Learning Support Services, Indigenous Education, Human Resources, IT, Maintenance & Facilities, and Finance to ensure resources are aligned to support priority learners. Ultimately, this collective input directly informs ongoing revisions to district planning and the Framework for Enhancing Student Learning.

## ? *Timing & Frequency: With whom does the District engage and when?*

The engagement process began in the Spring of the 2024-2025 school year and continued throughout the summer. Meetings were held in August and September, and the consultation cycle will continue throughout the year. The FESL has been set as a standing conversation at Local Indigenous Education Meetings, Partner Group Meetings, and monthly Superintendent's Meetings.

The level of engagement was inclusive and meaningful, involving educational partners and rightsholders, including local First Nations, the Indigenous Education Council, Indigenous parents and students, District staff, student groups, and the local community.

- Board of Education
- ya:ȳəstəl'
- Indigenous Education Council (IEC)
- Administrators
- Operations Staff
- DPAC
- Partner Groups
- Students

"The collaborative nature fostered in our District leaves room and growth for all lifelong learners."  
~LTA Member



# REFLECTIONS & FEEDBACK FROM ENGAGEMENT

The feedback received through the engagement process was included in the Framework for Enhancing Student Learning through links to supporting priority learners. The feedback gathered from the engagement process helped shape the District's next steps by informing the strategies and supports for priority learners. These were added to the FESL and will be revisited throughout the year to share evidence of success in each goal and any changes that need to be made to their plans. The consultation with the operations teams also ensured that their goals were built to support priority learners based on the data analysis in the FESL.

We have received a diverse range of feedback highlighting key areas of concern and potential growth. This feedback will be meticulously considered and integrated into our planning and execution processes. Through this collaborative effort, we are committed to enhancing the educational experience and outcomes for all students, ensuring that every voice is heard and every student has the support they need to succeed.

The review of disaggregated student performance data for each priority population has been conducted with a detailed and structured approach. During the consultation process, lead teams comprising of District leaders, who are experts in their respective fields, were established to analyze the data. These teams engaged in a collaborative process to bridge data analysis with actionable reflections, following a "Here's What, So What, Now What" framework.

In the areas of Literacy and Numeracy, the Directors of Instruction, the Directors of Learning Support Services, and an Assistant Superintendent reviewed provincial, district, and classroom data to identify strengths and areas for growth. For Human and Social Development, the Director of Indigenous Education alongside the Director of Student Support Services and Assistant Superintendent, provided leadership and feedback, with team representation for Children and Youth In Care, Students with Diverse Abilities, and Indigenous Students.

The District has shown a commitment to ensuring representation for each priority learner at both school and District levels, creating specific leadership positions such as District Vice-Principal of Children and Youth In Care to oversee daily support for priority learners. A Director of Instruction, Director of Indigenous Education, District Principal of Student Health & Equity (including Career Education), and Deputy Superintendent lead the efforts in Career Development and transitions.

The District has observed that priority learners continue to underperform compared to all students. The District recognizes the importance of creating pathways that are connected to students' gifts and ensuring that all necessary supports are in place for successful year-to-year transitions as critical steps for continuous improvement. This commitment to reflection and action is essential for addressing the needs of each student and fostering an environment where every learner can thrive.

Further detailed insights on the data analysis and actionable reflections can be found using the appendices below:

[Partner Group & Rightsholders Feedback](#)

[Student Experience & Feedback](#)

[DPAC Feedback](#)

[Trustees Feedback](#)



"It has been so helpful to have consistent and clear goals from the District Leadership Team. It has really helped us do the work with our staff."  
~School Administrator

"My hope for our diverse learners would be to further their learning in the ways that they can process successfully."  
~CUPE 1260

"It can be hard to have enough staff, but it isn't always about the quantity of staff. It's more about the quality of the time that is spent with students."  
~CUPE 1851

"Teachers who make it so you're not necessarily friends, but they make conversation with you, they genuinely connect with you, they seem excited about the subject ... those ones make it easier for me to learn."  
~Student



# INTELLECTUAL DEVELOPMENT

## Instructional Practice

<https://instructionalservices.sd35.bc.ca/>

### CONNECTION TO ENSOULING OUR SCHOOLS MODEL:

Langley's literacy and numeracy initiatives align with the instructional practice block within the Ensouling our Schools model to ensure all students can reach their full potential.

### GOAL:

*All students will demonstrate proficiency in literacy and numeracy expectations for each grade level or individual IEP or AIP goals.*

### DATA:



[Link to Data](#)

### RESOURCES:



[Additional Resources](#)

### STORIES OF IMPACT:

[District Choice Programs Ignite a Lifelong Passion for Learning](#)

[Langley Equestrian Academy Goes on a Fieldtrip](#)

[Student Voice at the Centre of Student Inclusive Conferences](#)

[Love of Literacy Alive at Langley Meadows](#)

[Dorothy Peacock: Fostering joy of reading](#)

[Stream of Dreams at Peterson Road Elementary](#)

[Langley Fine Arts Students: Silver in National Ethics Competition](#)

[Accessibility and Inclusion in Action in Langley Schools](#)

### 2025-2026 TARGETED ACTIONS:

#### LITERACY:

- The multi-disciplinary Literacy Teams K-12 will support:
  - *the continued implementation of K-5 Literacy learning progressions.*
  - *the implementation of 6-8 Middle School Literacy learning progressions.*
  - the Secondary Literacy Support and Intervention Pilot
  - the development of resources for Literacy instruction for students with complex needs.
- Schools will use a common Literacy screener (in alignment with Ministry Guidelines for all Kindergarten students).
- Middle Schools (6-8) will continue to administer a common Literacy Screener (*In alignment with Ministry guidelines*) to identify student instructional needs.

#### LITERACY AND NUMERACY:

- Through the PLC model, individual schools will implement common grade-level assessments built around Prioritized Learning Standards to identify student learning gaps in Literacy and Numeracy.
- All students with an IEP or Student Support Plan, who are not currently on track in Literacy or Numeracy, will have a supplementary Literacy and/or Numeracy goal informed by common assessments as part of their individualized plan.

#### NUMERACY:

- The District will provide ongoing Professional Learning to support the use of Numeracy Resources that have been provided to all elementary and middle schools, and identify needs for secondary schools.
- The District will fully implement District-wide Prioritized Learning Standards and their proficiency breakdown for all Secondary math courses.

The strategic planning for literacy and numeracy involves a structured approach to monitor and evaluate the effectiveness of our strategies. This approach ensures that our numeracy initiatives are intentional, effective, and aligned with District priorities. The goal is to empower every student with the numeracy skills necessary for success and to provide public assurance of our commitment to continuous improvement.

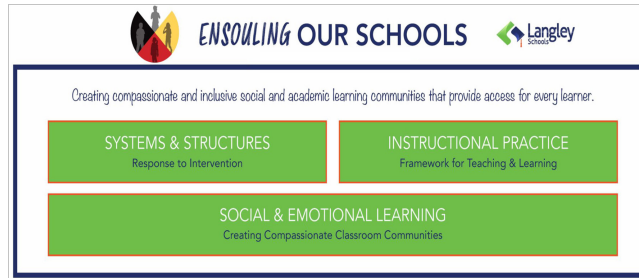


# INTELLECTUAL DEVELOPMENT



## Targeted Actions: In-Depth

Literacy is a foundational element of education, pivotal for student success across all areas of learning. It is essential for students to develop strong literacy skills to navigate the complexities of the modern world and to engage fully in their communities and future careers.



Numeracy is an essential skill that enables students to engage with and make sense of the world through numbers. It is a critical component of a well-rounded education, allowing learners to analyze, reason, and communicate ideas effectively.



### Leadership & Support

The Intellectual Development Leadership Team is dedicated to advancing literacy and numeracy within our schools. The team includes:

- Director of Indigenous Education
- Directors of Instructional Services
- Directors of Learning Support Services
- District Principal of Early Learning
- District Principal of ELL, SWIS, and Modern Languages

This team leads the efforts in enhancing literacy & numeracy, working collaboratively in a Professional Learning Community at the District level to ensure that our strategies are effective and aligned with the District's core values.

#### Targeted Actions that will be maintained:

- The continued implementation of K-5 Literacy learning progressions
- The implementation of 6-8 Middle School Literacy learning progressions to identify student instructional needs
- Schools will pilot the use of a common literacy screener K-3 to identify student specific instructional needs (In alignment with Ministry guidelines)
- Middle Schools (6-8) will administer a common literacy Screener (In alignment with Ministry guidelines) to identify student instructional needs
- Exploring literacy instruction for students with complex needs at elementary, middle and secondary levels
- The PLC model will be maintained for individual schools to develop common grade level assessments built around Prioritized Learning Standards to identify student learning gaps in literacy and numeracy
- Students with an IEP or Student Support plan, who are not currently on track, will have a supplementary goal informed by common assessments as part of their individualized plan.
- Support explicit and rich numeracy instruction through connecting all schools to district supported resources.
- Support rich numeracy instruction and assessment, with a focus on identifying and utilizing Prioritized Learning Standards.

#### Existing or Emerging Areas of Growth; Why this action was chosen:

- The data indicates that there is a continual decline in reading achievement for elementary-aged students.
- There is a significant drop in achievement between elementary and middle years in literacy.
- Additionally we are seeing an increase in secondary students with significant literacy gaps.
- There is a need to have common data from K-8 to target interventions and ongoing support and so we will implement use of a common screener across the grades.
- Data shows that students with diverse abilities and disabilities are performing much lower than their peers.
- Based on the literacy data and the numeracy data, there are many students not on track or achieving proficiency in literacy and numeracy. This includes all learners; however, Indigenous Learners, diverse learners and Children & Youth in Care are achieving significantly lower than other students.
- Data shows the achievement gap between diverse learners and their peers.
- Ensuring ALL students who are not on track in numeracy have a specific goal in this area will ensure equity of instruction and intervention for all students.
- Current data shows that a significant number of all students are not on track in numeracy, with Indigenous Learners, diverse learners & Children & Youth in Care not achieving at the same level as their peers.
- A need was identified for students to focus on specific learning standards, in order to be successful in the course.

#### Adjustments/Adaptations to Actions for 2025-2026:

- The multi-disciplinary Literacy Teams K-12 will support:
- The introduction of a Secondary Literacy Support and Intervention Pilot in selected schools.
- Schools will use a common literacy screener (in alignment with Ministry Guidelines for all Kindergarten students
- Middle schools will administer a common literacy screener each term for all students
- The development of resources for literacy instruction for students with complex needs.
- Common grade level assessments built around the prioritized learning standards will be implemented by school teams with an expanded focus to include literacy and numeracy.
- Inclusion teachers and associated professionals will collaborate with site-based learning support teachers to develop rich literacy and numeracy goals and high yield intervention strategies for all learners with IEPs or Student Support plans.
- The District will provide ongoing Professional Learning to support the use of Numeracy Resources that have been provided to all elementary and middle schools, and identify needs for secondary schools.
- The District will fully implement District-wide Prioritized Learning Standards and their proficiency breakdown for all Secondary math courses.

#### Targeted Learner Impact:

- All learners with gaps in literacy development with an intentional focus on Indigenous Learners, diverse learners and Children & Youth in Care.
- All learners with gaps in literacy development, with an intentional focus on Indigenous Learners, diverse learners and Children & Youth in Care.
- All learners with complex needs with an intentional focus on Indigenous learners, diverse learners and Children & Youth in Care.
- All learners with gaps in literacy and numeracy development, with an intentional focus on Indigenous Learners, diverse learners and Children & Youth in Care.
- All diverse learners who are currently not on track in numeracy including Indigenous Learners and Children & Youth in Care.
- All Learners, Indigenous Learners, Diverse Learners, Children & Youth in Care.
- All Learners, Indigenous Learners, Diverse Learners, Children & Youth in Care.



View the full [Data Analysis & Monitoring Effective Strategies Chart](#)



Executive  
Summary

# HUMAN & SOCIAL DEVELOPMENT

*Compassionate & Inclusive Classroom Communities*

## CONNECTION TO ENSOULING OUR SCHOOLS MODEL:

Langley's Human & Social Development initiatives align with the Social Emotional Learning block within the Ensouling our Schools model to ensure all students can reach their full potential.

### GOAL:

*All students will experience growth in the skills of self-regulation, well-being, and solving problems.*

### DATA:



[Link to Data](#)

### RESOURCES:



ENSOULING OUR SCHOOLS



Creating compassionate and inclusive social and academic learning communities that provide access for every learner.

SYSTEMS & STRUCTURES  
Response to Intervention

INSTRUCTIONAL PRACTICE  
Framework for Teaching & Learning

SOCIAL & EMOTIONAL LEARNING  
Creating Compassionate Classroom Communities

[Project Black Feather](#)

[Project Resiliency](#)

[Aboriginal Program](#)

[Healthy Schools](#)

### 2025-2026 TARGETED ACTIONS:

- All schools will have school wide self-regulation and co-regulation systems and programs.
- All students will have access to Tier 1 lessons on solving problems; they may utilize Tier 1 Open Parachute lessons on solving problems, self-regulation and well-being.
- All schools will have an SEL PLC supervised by an administrator; each SEL PLC will have common criteria for determining a student's sense of well-being.
- All CYIC, R, H and K designated students in the Graduation Program (Dogwood & Adult Dogwood) will have an Enhanced Graduation Plan.
- All CYIC in grade 10-12 will have a Belonging Plan.

### STORIES OF IMPACT:

[A Warm Welcome at SBO – Highlighting the Welcome Centre and SWIS Staff](#)

[Continuing our Understanding of Truth and Reconciliation](#)

[Langley Schools Remembers](#)

[Uplands Elementary Charity Drive](#)

[Playground Sign Helps Give Students a Voice at RC Garnett](#)

[Students Create “Stuffedies Like Me” to Celebrate Identity](#)

[Celebrating Diversity & Respect Throughout the District](#)

[House poles Unveiled at Donna Gabriel Robins Elementary](#)

[Community Celebrates Indigenous Student Awardees and Graduates](#)



# HUMAN & SOCIAL DEVELOPMENT



## Targeted Actions: In-Depth

Human and Social Development (HSD) aligns with the Social & Emotional Learning block within the 3 Block Model of Ensouling our Schools. It is a critical area of focus that aims to foster well-being and equitable outcomes for all students.

It encompasses strategies that are intentional, effective, and aligned with District priorities to support the holistic growth of each learner.



ENSOULING OUR SCHOOLS



Creating compassionate and inclusive social and academic learning communities that provide access for every learner.

SYSTEMS & STRUCTURES

Response to Intervention

INSTRUCTIONAL PRACTICE

Framework for Teaching & Learning

SOCIAL & EMOTIONAL LEARNING

Creating Compassionate Classroom Communities



Leadership  
&  
Support

The Human and Social Development Leadership Team are entrusted with the responsibility of providing opportunities for all learners to enhance their personal and social awareness and responsibility. The leadership and support for these initiatives are provided by a dedicated team:

- Director of Student Support Services
- Director of Indigenous Education
- Directors of Learning Support Services
- Directors of Instructional Services
- District Principal of Student Health and Equity
- District Vice-Principal of Children and Youth in Care
- District Principal of Safe Schools
- District Principal and District Vice-Principal of English Language Learners, SWIS & Modern Languages
- District Principal of Early Learning
- District Principal of Learning Support Services

### Targeted Actions that will be Maintained:

- Continued partnership with *Complex Trauma Resources* to increase implementation of Calm Classrooms and PEACEful schools to foster environments where students feel valued, express needs, and make purposeful decisions.

### Existing or Emerging Areas of Growth; Why this action was chosen:

- Unresolved trauma can impact students' self-worth, confidence, and self-advocacy. Creating safe, predictable environments that promote self-regulation through co-regulation empowers students to express needs and make purposeful decisions.

### Adjustments/Adaptations to Actions for 2025-2026:

- All schools will have school wide self-regulation and co-regulation systems and programs.

### Targeted Learner Impact:

All Learners, Children and Youth in Care (CYIC), Indigenous Learners, Students with H and R designations.

- Continued use of Open Parachute to build classroom teacher capacity to support student problem-solving, well-being, and self-regulation.

- The action addresses gaps in problem-solving and SEL skills for all students. The action builds teacher capacity and ensures targeted interventions that promote key features of social awareness and responsibility - keys to improving outcomes for priority learners.

- All students will have access to Tier 1 lessons on solving problems. They may utilize Tier 1 Open Parachute lessons on solving problems, self-regulation and well-being.

All Learners.

- Continue the implementation of Social Emotional Professional Learning Communities (SEL PLCs) comprised of Counsellors, Mental Health Clinicians and Youth Care Workers.

- Research suggests that Professional Learning Communities increase efficacy of educators and results for learners. These professionals work with our priority learners and directly impact their achievement.

- All schools will have an SEL PLC supervised by an Administrator; each SEL PLC will develop common criteria for determining a student's sense of well-being.

Children and Youth in Care (CYIC), Indigenous Learners, Students with Diverse abilities and disabilities.

- As part of the Youth Engagement Project, the District has created a Priority Learners Dashboard to identify highest priority learners and track interventions.

- Data indicates that students with a R or H designation alongside CYIC have lower 5 and 6 year completion rates and are more likely to attend alternate schools or leave the school system than their peers. While Indigenous students make up 10 percent of our student population, they make up 75 percent of our CYIC student population.

- All CYIC in grades 10-12 will have belonging plans.
- All CYIC, R, H, and K designated students, and Indigenous students (Grades 10, 11 & 12), not on track in the Graduation Program will have an Enhanced Graduation Plan.

Indigenous Students, Children and Youth in Care (CYIC), Students with H,R,K designations.



View the full [Data Analysis & Monitoring Effective Strategies Chart](#)



Executive  
Summary

# CAREER DEVELOPMENT

*Empowering all learners.*

## CONNECTION TO ENSOULING OUR SCHOOLS MODEL:

Langley's Career Development initiatives align with all blocks within the Ensoulng our Schools Model, empowering all students so they can reach their full potential.

## GOAL:

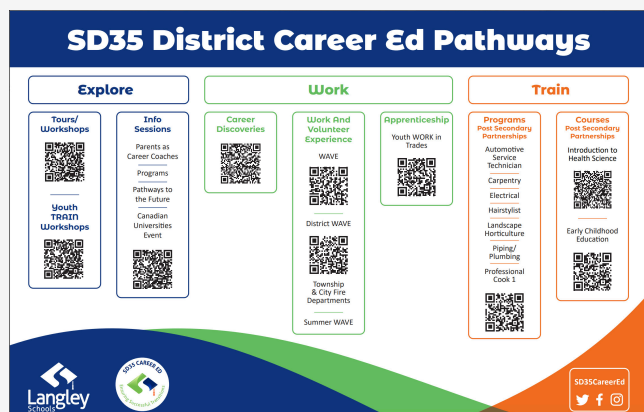
*All students will successfully transition through Langley Schools with the understanding of personal strengths and skills so they can navigate meaningful future pathways and careers for themselves.*

## DATA:



[Link to Data](#)

## RESOURCES:



[Link to Resources](#)

[Academic Dual Credit Offerings](#)

[Youth Train in Trades Dual Credit Offerings](#)

[Career Discoveries Program](#)

## 2025-2026 TARGETED ACTIONS: :

- All schools will include a targeted Career Development goal and actions within their school Action Plan for Learning.
- To empower student voice and positive personal identity, K-12 learners will engage in ongoing, meaningful career development learning opportunities as reflected in their school's Action Plan for Learning.
- To ensure equitable access for all learners, priority students in all secondary schools will be supported by teams of school and district staff to identify, understand and engage in the growing number of district career development opportunities and meaningful pathways.

## STORIES:

[Highlighting the WAVE Program in the District](#)

[H.D. Stafford – Highlighting the work of web leaders/mentors](#)

[Brookswood Secondary's Cats Crew – Successful Transitions](#)

[Innovation and Creativity on display at I.D.E.A. Summit](#)

[Langley Students Help Solve Wildfires Problem at I.D.E.A. X](#)

[Early Learners Hop Into Easter Fun – Supporting early learning transitions](#)





# CAREER DEVELOPMENT

## Targeted Actions: In-Depth



Career Development is pivotal in ensuring that students navigate through their educational journey with a positive sense of identity and a knowledge of their unique skills and strengths. In addition to accessing meaningful future pathways, this helps to ensure a seamless progression from one stage of education to the next, addressing the unique needs of each student.



Leadership  
&  
Support

The Career Development Leadership Team is dedicated to empowering all learners by offering meaningful future pathways within all our classrooms. The team includes:

- Directors of Instructional Services
- Director of Student Support Services
- Directors of Learning Support Services
- Director of Indigenous Education
- District Principal of Student Health & Equity
- District Principal of Early Learning
- District Principal of ELL, SWIS and Modern Languages
- District Principal of Learning Support Services
- District Vice-Principal of Children and Youth in Care
- District Principal of Safe Schools
- District Principals of Human Resources

### Targeted Actions that will be Maintained:

Continue building capacity and understanding of the K-12 goals of Career Education around career awareness, exploration, and experiential learning as part of skill development toward supporting successful transitions.

The Career Education Department will continue to regularly evaluate and revamp materials and processes for dual-credit programs to remove barriers and enhance access to successful admissions for priority learners.

### Existing or Emerging Areas of Growth; Why this action was chosen:

- To plan strategic supports for priority learners and support school staff in connecting directly to the Framework for Enhancing Student Learning (FESL) Career Development goals and targeted actions, the Career Education Department and FESL lead team worked to recreate a goal and targeted actions allowing enhanced access for school staffs.
- To enhance direct connections and supports to priority learners, the Career Ed Department presented to Counsellors, Resource Department Heads, Career Department Heads, Aboriginal Support Workers and Career Advisors to share updates and information, and gain insights from them as partners. We received very positive feedback from various staff on this strategy to enhance and expand school teams' knowledge around the growing number of District opportunities.

### Adjustments/Adaptations to Actions for 2025-2026:

- All schools will include a targeted Career Development goal and actions within their school Action Plan for Learning.
- To empower student voice and positive personal identity, K-12 learners will engage in ongoing, meaningful career development learning opportunities as reflected in their school's Action Plan for Learning.
- To ensure equitable access for all learners, priority students in all secondary schools will be supported by teams of school and district staff to identify, understand and engage in the growing number of district career development opportunities and meaningful pathways.

### Targeted Learner Impact:

All Learners, Children & Youth in Care, Indigenous Learners, and Students with Diverse abilities and disabilities.



View the full [Data Analysis & Monitoring Effective Strategies Chart](#)

# OPERATIONAL ALIGNMENT

## Stories of Impact:

*New Accessible Playground Coming to Noel Booth*

*Richard Bulpitt Modular Building Completion*

The consultation with the operations teams (Information Technology, Finance, Human Resources, Facilities & Communications) also ensures that their department goals are designed to support priority learners based on the data analysis and targeted goals within the Framework for Enhancing Student Learning. The feedback gathered from the engagement processes help shape the District's next steps by informing the strategies and supports for priority learners. These are added to the FESL and will be revisited throughout the year to share evidence of success in each goal and any changes that need to be made to their respective plans.

Department:	Goal:	Aligned Actions to Support Priority Learners:	Collaboration:
<b>Communications</b>	Collaborate with schools and District departments to develop communication and evidence that outlines the actions supporting the goals of the FESL.	<ul style="list-style-type: none"> <li>• Create a communication monthly focused on highlighting a goal in a school's action plan as well as testimonials from students/staff outlining impact of FESL actions on life of students.</li> <li>• Create a communication quarterly focused on highlighting a district operations &amp; instructional department's goal in the FESL.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing collaboration with IS, LSS, SSS, as well as operational departments.</li> <li>• Regular connection with schools all schools.</li> </ul>
<b>Finance: <u>Goals &amp; Actions</u></b>	Empower student success by streamlining financial systems, prioritizing support for priority schools, and allocating resources with equity-driven goals that elevate priority learners across the District.	<ul style="list-style-type: none"> <li>• Prioritize resource allocation for schools with higher population of priority learners.</li> <li>• Visit priority schools throughout year to better understand how to streamline existing processes and reduce barriers to supplies.</li> <li>• Provide one-on-one budget planning assistance to schools identified as serving high numbers of priority learners.</li> <li>• Provide proactive feedback and analysis on monthly school financial reports.</li> <li>• Deliver responsive, respectful and informed service to students, families, staff, and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration with school administrators.</li> <li>• Ongoing connection with priority schools.</li> </ul>
<b>Human Resources <u>Goals &amp; Actions</u></b>	Enhance recruitment, retention, and staff wellness & safety to build inclusive, culturally responsive, and trauma-informed learning environments that support the success of priority learners across the District.	<ul style="list-style-type: none"> <li>• Ensure that the priority learners in our schools receive full support through effective and proactive staffing.</li> <li>• Foster the well-being of all employees to provide consistent, sustainable, and effective support systems for students.</li> <li>• Enhance student learning experience and academic success by encouraging skill development of employees through professional development.</li> <li>• Support consistent, stable learning environments for students through improved communication and processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with Learning Support Services to support placements for practicum students and shortened hiring times upon program completion.</li> <li>• Build relationships and partnerships with post-secondary schools.</li> <li>• Build capacity in schools for sustainable health initiatives through Healthy Staff Healthy Schools.</li> <li>• Partner HR staff with priority schools for regular outreach and school visits.</li> <li>• Include Facilities &amp; Maintenance in labour management meetings.</li> <li>• Continue to work with partner groups around wellness.</li> </ul>
<b>Technology: <u>Goals &amp; Actions</u></b>	Project management practices are adapted to ensure that the impact to priority learners is maximized.  Prioritizing support and response to maximize impact to priority schools and departments.	<ul style="list-style-type: none"> <li>• During project scoping, determine the impact to priority learners and adjust implementation as needed.</li> <li>• Increase response for tickets based on school and department.</li> <li>• Identify where training is needed to improve impact to priority learners.</li> <li>• All IT staff understand what priority learners, schools and departments are and why the department will improve services to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit sharing with all teams about Strategic Plan and FESL goals.</li> <li>• Collaboratively work on FESL goals as department through 2025-26.</li> <li>• Support staff in building their connections.</li> <li>• Seek input into actions to address goals.</li> </ul>
<b>Maintenance &amp; Facilities: <u>Goals &amp; Actions</u></b>	Create safe, accessible, and inclusive environments and services that support Indigenous learners, Children and Youth in Care, and Students with Diverse Abilities and Disabilities.	<ul style="list-style-type: none"> <li>• Conduct facility audits to improve accessibility across all facilities.</li> <li>• Incorporate Indigenous art, symbols, and design elements in common areas.</li> <li>• Create quiet, low-stimulation areas with controlled lighting, temperature and noise levels.</li> <li>• Train staff on trauma-informed approaches; schedule disruptive work outside of learning hours.</li> <li>• Incorporate an Indigenous Perspective on work orders and projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with District Leadership Team for priority projects.</li> <li>• Consult with Learning Support Services to create project priority list.</li> <li>• Work with educational departments to determine speaker on Trauma-Informed approaches.</li> </ul>

# In her own words: One student's story...

"I moved a lot as a kid. Every year I'd be at a different school. I was really shy...I did not talk to anyone. I had a really hard time making friends because I moved around so much...you're supposed to be part of a community and building friendships in school, but that didn't happen for me. I also had a really hard time learning stuff. I remember coming home from school and being really frustrated, and I would try and learn math, even if my parents tried to help me, I didn't understand. I just felt really dumb in school, feeling like something was wrong with me. And so, a lot of my schoolwork I did was rushed and not done well. I just didn't care that much, to be honest. When I entered Betty Gilbert Middle School in Langley, I started to become a little bit more social. But I still had this whole narrative in my head that I am incapable of being a smart person or someone who's intelligent in other ways. In middle school, I had the same teacher for sixth, seventh and eighth grade. She's a wonderful teacher. She is humble. She has the best sense of humor. She was willing to be a really authentic person, but also, she was good at teaching. She would ask me a lot, "How are you doing?", not just to ask, but she asked me so she would know how I am. I developed a strong passion for reading in Middle School and I still love reading now. In grade 9, I started at Aldergrove Community Secondary School, and I was just so nervous about the transition because I was so scared of the highschool kids. They just seemed a lot bigger and older than me. That same year, my mom passed away and so grade nine was really challenging for me. I was also having a hard time with my situation at home; it was very chaotic. It definitely brought up all the things that I had been struggling with at school, like handing things in on time and doing assignments well. I had a hard time properly connecting with the staff, I think, because I was the kind of kid that didn't really care about my studies, mostly because I had put up a wall in my head. Thankfully, I did have teachers that were super friendly and wonderful. One particular teacher pushed me a lot because she knew I could do well. That's what I liked about her; she was very thoughtful and cared a lot about me. In grade 12, I kind of let down that wall and realized I'm only making it harder on myself by not getting help from the resource teachers or asking questions that I need to know to learn and be better. So, I started going down to the Resource Room more and the teachers were really helpful. In my grade 12 year, some of the staff in our School Office really pushed the idea for me to apply to the Langley School District's Youth Train in Trades Hairstylist Program. They told me I have great people skills and encouraged me to send in an application. So, I signed up and I got accepted into the program! I love it. The teacher of the program really embodies a nurturing way about her and is such a caring person. She is just so kind. And I just really fell in love with the community of the class and actually learning the skills of hairstyling. When I think back to my time in Langley Schools, I think the staff have a lot of goodness in them. They want to be here, they show up and they just want to help the students. Actions speak louder than words, and I think that their actions are really demonstrating that.

For kids in school who are having a hard time, there is a community in school for you. You are seen. There is support available for you. As for me in my future, I want to be joyful, I want to be loving, and I want to show love to people."

Listen [here](#) to her story.