

School District No. 35 (Langley)

Framework for Enhancing Student Learning

2026-2027



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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.





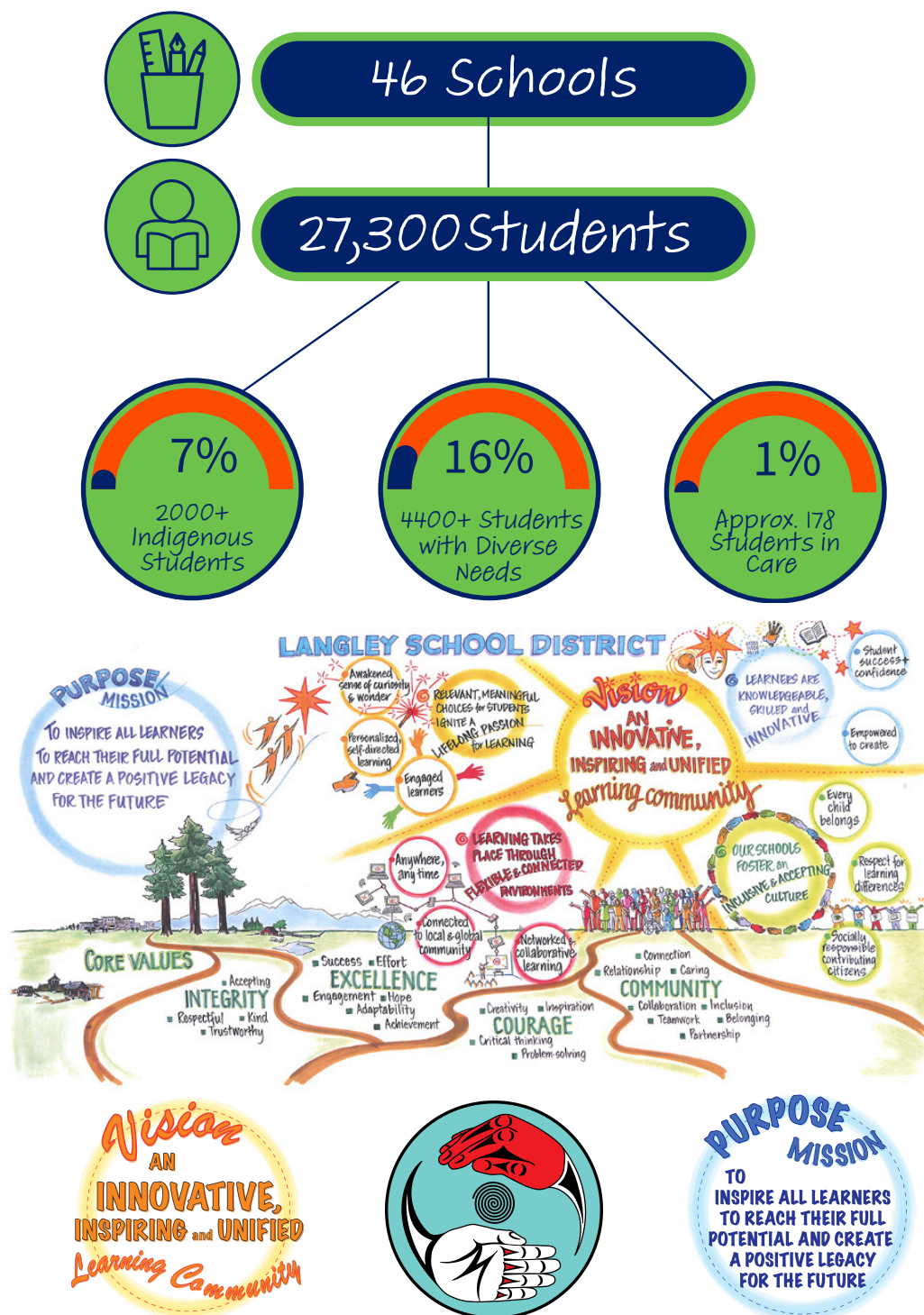
Quotes from the ongoing engagement process are captured throughout the document.

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 2025, the Langleys have a population of just under 200,000 people. Bordered on the north by the Fraser River and by the Canada/US border to the south, the District employs more than 4,800 staff and serves approximately 27,300 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 \$429.6 million.



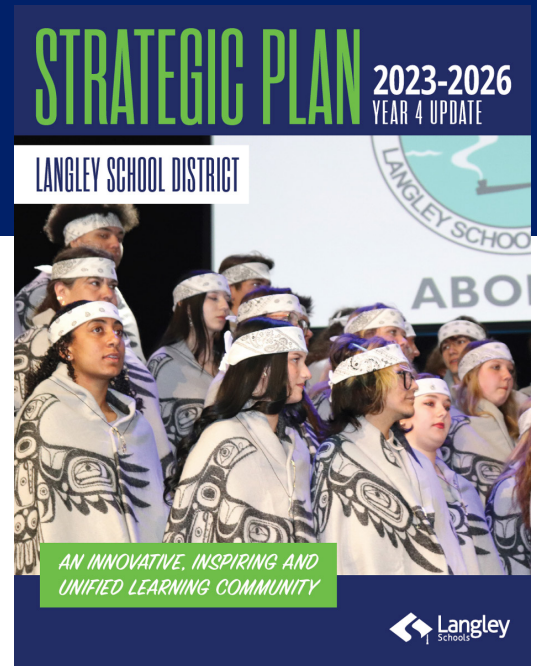
STRATEGIC PLAN & IMPLEMENTATION GOALS

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.



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

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.



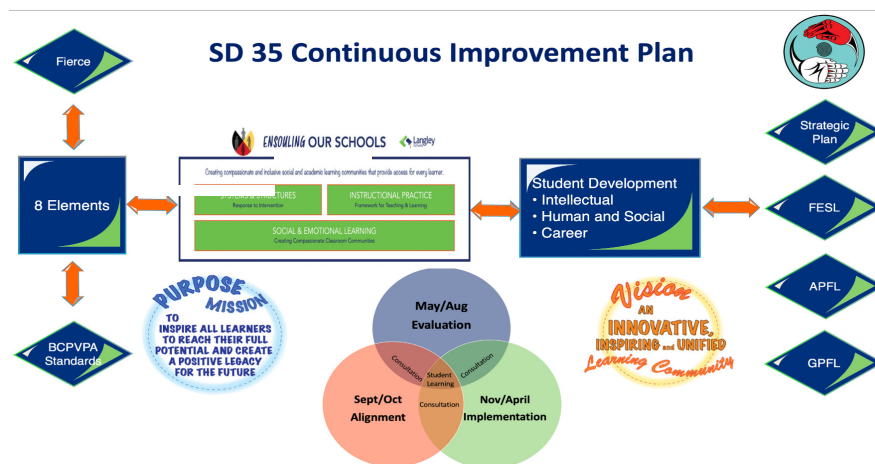
INSTRUCTIONAL PRACTICE

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 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." 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:

- **Rights holders:** 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, Transportation and Capital Projects, and Financial Services 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, Transportation and Capital Projects 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 Indigenous Education, 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 this is happening?"
~Board Trustee

"At my school, they took the time to get to know me and realized what I am capable of."
~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 Rights Holders?*

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, Facilities, Maintenance & Capital Projects, and Financial Services 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 2025-2026 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 various educational partners and rights holders, including local First Nations, the Indigenous Education Council, Indigenous parents and students, District staff, student groups, and the local community.

- Board of Education
- ya:yəstəl'
- 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 & 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 and District Vice-Principal of Indigenous Education to oversee daily support for priority learners. A Director of Instruction, District Principal of Instructional Services & Inclusive 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:

[Douglas Park Community School – Cultural Tea Party](#)
[ACSS becomes first AVID Site of Distinction in Canada](#)
[Challenging Brookwood Students with Thinking Thursday](#)
[IDEA X Challenges Students to Explore AI Solutions](#)
[Earth Day and Outdoor Learning at Parkside Centennial Elementary](#)
[Oral Storytelling at Donna Gabriel Robins Elementary](#)
[Grads Leaving a Positive Legacy in Langley Schools](#)
[Aldergrove Community Secondary – Grad Walk](#)
[DW Poppy Secondary – Grad Walk](#)

2026-2027 TARGETED ACTIONS:

Literacy:

- An increased number of students will engage in direct literacy instruction for complex learners with the support of multidisciplinary teams through the expansion of schools using Readtopia & STAR resources.
- All students will have their targeted Literacy IEP goals refined or developed to ensure accurate data collection to support growth.
- All students with IEPs will have measurable communication goals that include literacy instruction supported by Inclusion Teachers and SLPs through a common framework. Resource Teams will receive common District messaging and in-service to create targeted IEP goals and actions.
- All K-3 student-specific skill development will be collected, tracked and analyzed using an Early Literacy Screener to identify direct targeted learning supports, as per Ministry Guidelines.
- All middle school students will engage in a common literacy screener, each term, administered by teacher teams.
- Priority Learner progress will be tracked using Literacy Screener data collected and analyzed by teacher teams.
- Students with literacy gaps will be identified by multidisciplinary teams in all secondary schools using literacy screeners.
- Secondary students will participate in targeted intervention strategies provided in a variety of different ways to address literacy gaps.

Literacy and Numeracy:

- All K-12 students will be engaged in inclusive Tier 1 UDL instructional strategies supported by school teams.
- Specific interventions for students along with Tier 1 instruction will be driven by common grade-level assessments (collaboratively built by teacher teams), centered around the Prioritized Learning Standards for numeracy and literacy.

Numeracy:

- All K-12 school students will engage in inclusive instruction guided by the district-developed Prioritized Learning Numeracy Standards (PLS) for grades K-12.
- All schools will state a numeracy goal and targeted actions within their Action Plan for Learning.
- All schools will use their PLC teacher teams to develop a school-based common numeracy assessment, through the lens of the 4 Critical Questions.

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
- Assistant Superintendent

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.

Current Strategies that will be maintained:

- Understand and implement Universally Designed Instruction (UDI) and assessment strategies through Langley's Teaching and Learning Framework so all students reach their full potential as per the District's (UDI) Implementation Goal.
- Explore literacy instruction for students with complex needs at elementary, middle and secondary levels.
- Implement District-wide Prioritized Learning Standards and their proficiency breakdown for all secondary math courses.
- Develop rich literacy and numeracy goals and high yield intervention strategies for all learners with IEPs or Student Support Plans.
- Implement a common literacy screener, in alignment with Ministry Guidelines, for all Kindergarten students.
- Administer a common literacy screener, each term, for all middle school students.
- Implement common grade level assessments built around District prioritized learning standards with an expanded focus to include literacy and numeracy.
- Implement a Secondary Literacy Support and Intervention Pilot in selected schools.
- Provide ongoing professional learning to support the use of numeracy resources (including MathUp, manipulatives, teacher resources, etc.) that have been provided to all elementary and middle schools and identify needs for secondary schools.

Areas of Growth- Why this action was chosen:

- The removal of barriers for students to access instruction and demonstrate their learning is an essential aspect of Tier 1 instruction, particularly for Priority Learners K-12.
- Data indicates that students with complex needs are not reaching their literacy goals with common strategies and interventions.
- District Numeracy Assessment 9 and Provincial Numeracy Assessment 10 data indicate that students in the same cohort, over time from FSA 4 and 7 data, decline in their numeracy skills as they continue through secondary.
- Data indicates that IEP goals have yet to consistently align with student literacy and numeracy needs. Goals were not consistently accompanied by targeted actions and interventions to support student achievement.
- As the District expanded the use of literacy screeners in 2025-2026, it became evident that enhancing teachers' understanding of their consistent use is essential, as literacy screeners provide valuable information about student learning and skill development.
- Recognizing that PLC collaborative conversations drive instruction and interventions, it was identified that priority learners were still not performing at the same level as their peers.
- This targeted action was designed to further develop supports for students with literacy gaps at secondary. Multiple schools engaged in this Literacy Support and Intervention pilot in the 2025-2026 school year.
- District and Ministry assessments indicate that students are not progressing with their numeracy skills at the same rates that they are progressing with their literacy development. Numeracy skill development continues to be an area of targeted focus.

Strategy Effectiveness:

- The District is beginning to see the positive evidence of impact this is having on priority learners across the District through qualitative data from School Teams.
- Three schools, through the introduction of alternative strategies (Readtopia & STAR) have enabled students with complex needs to access curriculum and develop literacy skills that they are able to demonstrate growth in the IEP goals.
- Grade 9 PLSs had been developed for Summer Session to target specific numeracy instruction. This was expanded to grade 8, now will be to grade 10-12. For the 2026-2027 school year, middle school teams will be working on PLSs for grades 6-8 to better align with secondary.
- During the 2025-2026 school year, Inclusion Teachers and Associated Professionals worked with school teams to develop IEP goals. It is noted that system wide, common expectations, instruction, and support are needed to ensure appropriate goals and actions are developed for all students at all schools
- During the 2025-2026 school year, all Kindergarten classrooms successfully conducted an early literacy screener for every Kindergarten student across the District. The data was gathered by classrooms and schools and further analyzed by PLC teacher teams. This information guided targeted instruction for students requiring further skill development. Positive evidence was gathered for middle school students who were engaged in the DIBELS literacy screener. It was noted that consistent use of the screener (every term) would ensure more accurate data collection for effective analysis.
- PLCs in each school are using District and Ministry assessments and screeners to better understand what is happening for their learners, specifically for overarching patterns and trends in cohorts and grades.
- Schools are continuing to develop common assessments by PLC teacher teams to inform Inclusive Tier 1 instruction and Tier 2 & 3 interventions.
- Through this collaborative learning process, it was identified that the members of the multidisciplinary teams had a direct impact on the identification of student learning needs. It also showed that the teams were able to use data and accurately match interventions with student needs. The outcome resulted in common and consistent strategies being used across multiple schools.
- To support this instructional need, Numeracy resources (including MathUp, manipulatives, teacher resources, etc.) were provided to help PLC school teams meet the needs of learners.
- School teams that worked collaboratively together to use these instructional resources to identify student learning gaps saw growth in student learning data.

Targeted Actions for 2026-27:

- All K-12 students will be engaged in inclusive Tier 1 UDL instructional strategies supported by School Teams.
- An increased number of students will engage in direct literacy instruction for complex learners with the support of multidisciplinary teams through the expansion of schools using Readtopia & STAR resources.
- All students will have their targeted Literacy IEP goals refined or developed to ensure accurate data collection to support growth.
- All K-12 school students will engage in inclusive instruction guided by the District-developed Prioritized Learning Numeracy Standards (PLS) for grades K to 12.
- All students with IEPs will have measurable communication goals that include literacy instruction supported by Inclusion Teachers and SLPs through a common framework. Resource Teams will receive common district messaging and in-service to create targeted IEP goals and actions.
- All K-3 student-specific skill development will be collected, tracked and analyzed using an Early Literacy Screener to identify direct targeted learning supports, as per Ministry Guidelines.
- All middle school students will engage in a common literacy screener, each term, administered by Teacher Teams.
- Priority Learner progress will be tracked using Literacy Screener data collected and analyzed by Teacher Teams.
- Specific interventions for students along with Tier 1 instruction will be driven by common grade-level assessments (collaboratively built by teacher teams), centered around the Prioritized Learning Standards for numeracy and literacy.



View the full [Data Analysis and Responding to Results & Reflect and Adjust 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 Resiliency](#)

[Aboriginal Program](#)

[Healthy Schools](#)

[Feeding Futures](#)

2026-2027 TARGETED ACTIONS:

- All schools will have an SEL PLC led by an administrator that will focus on the Ministry definition of well-being: involves the capacity to think, feel, and act in ways that improve our ability to enjoy life and deal with its challenges.
- A selection of school-based SEL teams will pilot the implementation of a pre and post assessment for students using Open Parachute to measure growth in student well-being.
- All school-based SEL PLCs will support staff learning in self-regulation and co-regulation, as one of the key areas that define "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:

[SWIS Workers Help New Families Find Sense of Belonging](#)
[Continued Learning on National Day for Truth and Reconciliation](#)

[Linda McCullough's Story – Aboriginal Support Worker](#)
[RC Garnett Demonstration School – Pathway to Truth and Reconciliation Project](#)

[Remembrance Day Ceremony at Brookwood Secondary](#)
[Diversity and Respect Celebrated District-wide](#)
[Uplands Elementary – What Makes You Unique?](#)

[Belmont Elementary – Friendship Bracelets](#)
[Engaging Student Voice at RE Mountain Secondary](#)
[Aboriginal Achievement Awards Celebrate 'The Start of a Journey'](#)

[Fort Langley Elementary - heróminem Language Day Games](#)

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.



ENSULING 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 Instructional Services and Inclusive Education
- 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
- Assistant Superintendent

Targeted Actions that will be Maintained:

- 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 that will focus on the Ministry definition of well-being; the PLC will focus on enhancements for Indigenous, CYIC, and Diverse learners.
- All CYIC, R, H, and K designated students in the graduation program (Dogwood and Adult Dogwood) will have an Enhanced Graduation Plan.
- All CYIC in grades 10-12 will have a Belonging Plan.

Areas of Growth; Why this action was chosen:

- This strategy was chosen because not every school had a clear self-regulation and co-regulation program that could provide students with consistency of expectations, strategies, and language. These elements are an important pre-cursor in teaching students the skills of self-regulation and co-regulation.
- The strategy was chosen because the District wanted schools to focus on the specific skills of solving problems and self-regulation, as they relate to a student's sense of well-being. Evidence points to these skills as being necessary in supporting pro-social behaviours for students and promoting well-being.
- This strategy was chosen because of the effectiveness of using PLC-based collaboration in advancing intellectual goals. The PLC-based collaboration structure leads to shared ownership of actions. This is what the District believes is required to more effectively support the implementation of Human and Social targeted actions.
- This strategy was chosen because the District is focusing targeted actions on students that data show are less likely to graduate. These students will all have a specific plan and pathway to graduation that is supported by specific staff.
- This strategy was chosen because the District is focusing targeted actions on students that data show are less likely to graduate. Only done in two schools as a pilot. These students will all have a specific plan and pathway to graduation that is supported by specific staff.

Strategy Effectiveness:

- Based on the current data, the responses tell us that the majority of schools are unclear as to the difference between a program and actions/resources. School responses are showing a key misunderstanding, as they equate "regulation" with "SEL." While "regulation" fits within SEL, not everything within SEL is specifically connected to "regulation."
- The evidence shows that this goal was unevenly put into practice. Further analysis suggests that school administration need more focused training on various components of SEL, as well as on specific interventions. Schools should look at universal assessments for students.
- Evidence suggests that schools did, for the most part, have SEL PLCs that met; the regularity of the meetings is unclear, while schools struggled to develop their own definitions of well-being.
- Evidence shows that more students who are CYIC and who have R and H designations are graduating. Evidence also shows that students with "K" designations have not been as positively impacted as other students who have Enhanced Graduation Plans.
- This strategy was adapted to focus on two schools as pilot schools. Evidence is that a Belonging Plan was a successful targeted intervention.

Targeted Actions for 2026/27:

- All school-based SEL teams will use a PLC structure to support staff learning in self-regulation and co-regulation, as one of the key areas that define "well-being."
- A selection of school-based SEL teams will pilot the implementation of a pre and post assessment for students using Open Parachute to measure growth in student well-being.
- All schools will have an SEL Team that uses the PLC structure supervised by an administrator that will focus on the Ministry definition of well-being: involves the capacity to think, feel, and act in ways that improve our ability to enjoy life and deal with its challenges.
- 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.



View the full [Data Analysis Responding to Results & Reflect and Adjust 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:

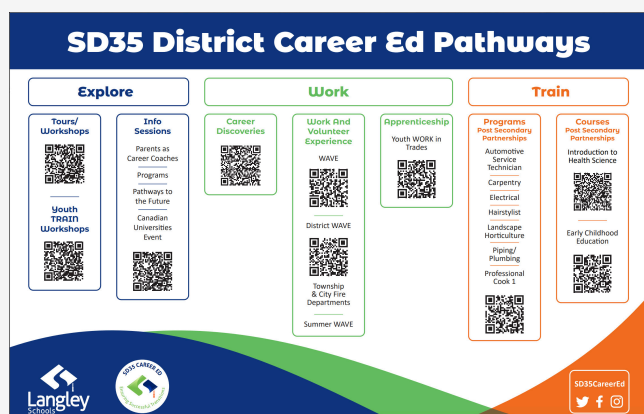
All students will successfully transition through Langley Schools with the understanding of personal strengths and skills so they can navigate meaningful future pathways and careers for themselves.

DATA:



[Link to Data](#)

RESOURCES:



[Link to Resources](#)

[Academic Dual Credit Offerings](#)

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

[Career Discoveries Program](#)

2026-2027 TARGETED ACTIONS: :

- Using student voice and positive personal identity as guiding principles, K–12 learners will engage in ongoing, meaningful career development opportunities aligned with their school's Action Plan for Learning, with progress measured through school and district-based assessments connected to District benchmarks and common language.
- Through the Family of Schools model and enhanced graduation plans, all priority learners in secondary schools will be supported by school and District staff to identify, understand, and access an expanding range of meaningful career development opportunities and pathways.

STORIES:

[Empowering All Learners Through Career Education](#)

[Welcome to BusyTown at Wix Brown Elementary](#)

[STEAM Event at the Langley School District](#)

[Career Education - Professional Cook I Program](#)

[Pathways to the Future 2026](#)

[Inspiration, Altruism on Display at IDEA Summit](#)

[Student Creativity, Tech Skills Showcased at Develop the Future Event](#)



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 Instructional Services and Inclusive Education
- 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
- Deputy Superintendent

Current Strategies 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 revise materials and processes for dual-credit programs to remove barriers and enhance access to successful admissions for priority learners.

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 Education 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

Strategy Effectiveness:

- In 2025-2026, this action expanded dual credit and workforce training opportunities, strengthened Indigenous Cultural Safety learning, introduced K-5 career-focused literacy resources and access through community partners to K-7 resources. It also contributed to record participation in Pathways to the Future sessions and increased applications and enrolment in District Career Programs.
- In 2025-2026, this action expanded access to pathway opportunities through increased WAVE seats, enhanced marketing and application processes, and targeted supports for diverse learners. Applications to Dual Credit programs increased, a Work Experience cohort was established for refugee and ELL students, and additional funding was secured to support workforce training opportunities for priority learners.

Targeted Actions for 2026-2027

- Using student voice and positive personal identity as guiding principles, K-12 learners will engage in ongoing, meaningful career development opportunities aligned with their school's Action Plan for Learning, with progress measured through school and District-based assessments connected to District benchmarks and common language.
- Through the Family of Schools model and enhanced graduation plans, all priority learners in secondary schools will be supported by school and district staff to identify, understand, and access an expanding range of meaningful career development opportunities and pathways.



OPERATIONAL ALIGNMENT

Stories of Impact:

[Collaboration to Support Student Success](#)
[Celebrating a Milestone for Capital Projects in Langley](#)
[Josette Dandurand Elementary – New School Tour](#)
[Nicomekl Elementary – Modular Expansion Tour](#)
[House Posts Awakened at Board Office Symbolize Hopeful Future](#)
[Wheelchair Lift Demonstration at Alice Brown Elementary](#)
[Supporting Student Success through Feeding Futures](#)
[Creating Accessible Spaces Together in Langley Schools](#)
[Accessible Paving, Parking, and Pathways in Langley Schools](#)
[Accessible Sensory Rooms in Langley Schools](#)

The consultation with the operations teams (Communications, Financial Services, Human Resources, Information Technology, Facilities, Transportation & Capital Projects) 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:

Communications

Collaborate with schools and District departments to develop communication and evidence that outlines the actions supporting the goals of the FESL.

- Create a communication monthly focused on highlighting a goal in a school's action plan as well as testimonials from students/staff/school community members outlining the impact of FESL actions on the life of students.
- Create a communication bi-annually focused on highlighting a District operations & instructional department's goal in the FESL.

Financial Services:

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.

- Prioritize resource allocation for schools with higher population of priority learners.
- Visit priority schools throughout the year to understand how to assist better and try to understand from their perspective how to streamline existing processes to improve supports for priority learners.
- Provide quarterly feedback, analysis and GL corrections on monthly school financial reports to schools identified as serving high numbers of priority learners, and offer one-on-one assistance and meetings with those principals throughout the year.
- Deliver responsive, respectful, and informed service to students, families, staff, and the community by staying current with District processes, guiding inquiries effectively, and creating a welcoming front-line experience that fosters trust, belonging, and equitable access.
- Ensure that the priority learners in our schools receive full support through effective and proactive staffing.
- Foster the well-being of all employees to provide consistent, sustainable, and effective support systems for students.
- Enhance student learning experience and academic success by encouraging skill development of employees through professional development.
- Support consistent, stable learning environments for students through improved communication and processes.

Human Resources

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.

- Ensure that priority learners in schools receive full support through effective and proactive staffing.
- Foster the well-being of all employees to provide consistent, sustainable, and effective support systems for students.
- Enhance student learning experience and academic success by encouraging skill development of employees through professional development.
- Support consistent, stable learning environments for students through improved communication and processes.

Information Technology:

Collaborate with District departments to identify and support priority learners using technology.

- Under the guidance of the DLT Strategic Team, expand the data available to school administrators and work with administrators to increase usage.
- In partnership with District education departments and Fair Chance Learning, implement the enhanced device distribution plan including enhanced services and Bring Your Own Device (BYOD) to support UDL in schools.
- Work with District IST staff to ensure they have an understanding of what the FESL is, why it's important, and how they can support priority learners with approved technology tools.
- Collaborate with District education departments who already collect data to create data collection strategies and standards that are streamlined, cohesive, and meaningful for measuring student success and identifying priority learners.

Facilities, Transportation & Capital Projects:

Create safe, accessible, and inclusive environments and services that support Indigenous learners, Children and Youth in Care, and Students with Diverse Abilities.

- Facility accessibility audits have been completed identifying and prioritizing accessibility improvements.
- Create quiet, low stimulation areas with controlled lighting, temperature and noise levels.
- Adapt the approach based on school feedback by incorporating flexible, multi-purpose rooms within existing building constraints and prioritizing upgrades in schools with the greatest need.
- Introduce a more intentional, District-wide approach to embedding breakout rooms, counselling spaces, and low-stimulation environments into future renovations, capital planning, and new school designs to better align with student needs and operational capacity.
- Incorporate Indigenous art, symbols, and design elements in common areas.
- Continue scheduling disruptive maintenance and construction work outside of instructional hours wherever possible.
- Improve coordination between schools, facilities, and contractors to better plan work timelines and communicate disruptions in advance.
- Identify lessons learned from past Capital Projects with appointed principals.

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

"A single conversation, a safe place after school, or simply knowing that someone truly believes in you, that is all it takes to change the entire trajectory of a youth's life. I am 23 years old and grew up throughout Langley my whole life. I have a super smart and kind two-year-old daughter, and an amazing partner who supports me and my dreams to start school this fall to become a child and youth care worker. As happy as my life is and feels right now, unfortunately that cannot be said about my whole life. I was born to a single mom who went through addictions. I was put into foster care right away, my family fought to get visitations with me while my mom fought herself to get clean and eventually got me back full time. I started having a lot of behavioural issues around age eight. Home life wasn't easy and school was even harder. I felt I was different and didn't belong. I also stopped listening to the adults in my life because they stopped listening to me. I hated being at home but I hated being at school even more. When I was 12, I thought by switching schools it would change everything, unfortunately it only got worse and that year was the first time, I expressed to a teacher that I didn't want to be here anymore. Thankfully, that teacher DID LISTEN and she got me into a program funded by the Langley School District. That's where I would meet the first people and found the first space that made me feel SAFE and truly feel wanted. I finally had access to consistent support, food if needed, free counselling, summer programs, and adults who not only listened but cared about me and where I was headed in the future. When I entered high school I had lost those supports I built. I went back into a depression, felt alone, and looked for a sense of belonging everywhere I went. Eventually I developed my own addictions, causing me to leave or get kicked out of my house and school while going from couch to couch, making unhealthy choices. I was officially a statistic of being a child from addict parents. When I was 15, I ended up getting pregnant and successfully completed a drug recovery program for youth funded by Encompass and the Foundry. Life seemed okay for awhile, I gave birth to a sweet baby girl who lit my world up, but tragically she would pass away due to SIDS at one month, five days old. The heartache, grief, and trauma were all too much. By 16 I had attempted to take my life on five different occasions. Langley Victim Services, and Fraser Health would thankfully intervene to support me through my loss, my mental health, and connect me to other Langley services like xylhemeylh Aboriginal Children and Family Services. xylhemeylh helped me get into multiple different group homes so I could always have a safe place to put my head down at night, food in my stomach, clothes on my back and later accepted me into a youth agreement where I could have my own home rented just for me. Being a youth in care wasn't and isn't easy and there are still struggles but I knew I wanted better and needed better for myself. I got back into school and was accepted into the Project Resiliency Program, also funded by the Langley School District, where I would sure give them a run for their money. I went into this program with no trust left and the brick walls built up high and wide with no entry or exit. My whole life had been a bad swing, one after the other. Though I knew I wanted and needed better for myself, I had lost the motivation to keep playing the game of life. Programs like Project Resiliency and the Foundry, and schools that see the youth like me and they fight for us, when we have no fight left for ourselves. I wanted to enrol in school. I met with one of the school counselors and she introduced me to Restorative Action. She invited me into the process. I didn't think it would work but tried anyway. The other person and I were able to repair the harm and find a way to reach an agreement that actually worked. I was given back that consistency I had lost when first entering high school. There were adults and peers that valued what I had to say or wanted to do. They helped me start a healthier lifestyle, they helped me prove that I wasn't just a statistic, I wasn't wrong, and I wasn't ALONE. When I finally graduated it was of course an exciting yet scary transition, however when life felt uneasy this time, I knew I had support on my side. Moreover, that support remains by my side today. I continue to use and appreciate the resources offered to me by the community every way possible. Through the Foundation's help and encouragement, they were able to get me a gym membership as well as funded childcare when I had my second daughter so she could learn new skills in addition to socializing with others her age while I was able to not only gain confidence back in myself, my body, and better my mental health. It also helped me gain trust in others taking care of my sweet girl. I find comfort in knowing my child will never have to endure what I went through because of the amazing programs I have mentioned throughout Langley City. Thanks to the Foundation's support, I also know if I ever need more supports in counselling they can help cover the costs which makes a huge difference in a world where counselling isn't always easy or free to access.

What I truly appreciate and admire most is the dedication and effort that the Langley School District, with the help of the Langley School District Foundation, puts into supporting students and youth like me. From mental health support to food programs, to outreach and recreation support, it all matters and it all helps to change the trajectory of a youth's life. I truly believe I might not be here today without the ongoing support of the Langley school District and the Foundation. Your time, your presence here today and your genuine care, directly helps students and youth like me through our toughest life challenges. So, I want to say thank you. Thank you to the Foundation for raising money to support youth in our District. Thank you to the people along the way who believed in me and showed me I was more than I thought. Thank you to the staff for the consistent warmth, nurture, and breaking the walls down when I couldn't do it myself."