

STRATEGIC PLAN

2023-2026
YEAR 3 UPDATE

LANGLEY SCHOOL DISTRICT



*AN INNOVATIVE, INSPIRING AND
UNIFIED LEARNING COMMUNITY*

THE STRATEGIC PLAN

The Board of Education thanks rights holders, community members, partner groups and management staff who have contributed insights into the ongoing work of the Strategic Plan which is established on the fundamental principles of providing:

- Caring, safe and welcoming schools,
- Educational opportunities to improve student success,
- Proactive planning for maintaining healthy and sustainable schools, and
- Responsible stewardship of resources.

Please visit the 'District News' page at sd35.bc.ca for current examples of work being done in support of the District's Strategic Plan goals.



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.

The 2021 census indicates that Langley has a population of just under 162,000 people, which has now grown to more than 180,000. Bordered on the north by the Fraser River and by the Canada/US border to the south, the District serves 26,800 students in 46 school sites. Langley neighbours Surrey and Abbotsford, to the west and east respectively, and operates on an annual budget of \$408 million.

The Langley Board of Education consists of seven Trustees, five elected from the Township of Langley and two elected from the City of Langley. The Board is in the third year of its four-year term.



**OUR CHILDREN
ARE OUR MEDICINE**



Candy Ashdown
Chair



Marnie Wilson
Vice-Chair



Holly Dickinson
Trustee



Charlie Fox
Trustee



Joel Neufeld
Trustee



Sarb Rai
Trustee



Tony Ward
Trustee

VISION

“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 this Strategic Plan.

GUIDING PRINCIPLES WITHIN ENSOULING OUR SCHOOLS

The District believes that by meeting the social and emotional needs of its students, by building student-supportive systems and structures, and by focusing on effective, research-based instructional and assessment practices (the three-block model below), we will accomplish the goal of “Creating compassionate and inclusive social and academic learning communities that provide access for every 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

néćəʔmat & ya:ýəstəl: The District is guided by the two principles of néćəʔmat (one heart, one mind) and ya:ýəstəl (working together). The District has the single unified focus of “Creating Compassionate and Inclusive social and academic learning communities that provide access for every learner” (néćəʔmat) that can only be achieved through working together (ya:ýəstəl). The District is committed to working together with First Nations rights holders and Indigenous partners at the ya:ýəstəl table (Indigenous Education Council) to achieve lasting and meaningful reconciliation.

From the provincial level, there are a number of agreements (i.e., UNDRIP, TRC 94 Calls to Action, BCTEA, etc.) that provide structures and processes to build relationships and guide the work of the District on the journey of Truth and Reconciliation. Our work is guided and supported at the District level by the Aboriginal Education Enhancement Agreement (AEEA), which provides the goals and direction for ensuring success for all Aboriginal learners.

AEEA Goal 1: Aboriginal students will experience a strong sense of belonging and connection to their school community.

AEEA Goal 2: Aboriginal students will experience increased success as all District staff, Aboriginal families and community members work together through a wrap-around approach that is strength-based, student-centered and respects Aboriginal history and culture.

Every Child Matters: The District believes that every child deserves to feel a sense of belonging and safety in our schools, with the ability to find their own success. District staff are committed to ensuring the goal, as stated by Kevin Lamoureux, that “our schools can be places of healing where our children know to hold their head up high with pride and dignity...places where our children know they are loved unconditionally” comes to fruition.

Equity for All Learners: Equity means fair, not equal. This lens means that different learners come from different starting places, with different contexts and supports. The District recognizes these truths and works to allocate resources to meet the unique needs of every student, and ensure access to opportunities to reach their full potential.

Continuous Improvement: The District believes that to inspire every student to reach their full potential, every employee of the Langley School District must continuously learn to allow the system to be responsive to the ever-changing needs of its students.

EDUCATIONAL OPPORTUNITIES

VISION

To align with the Ministry of Education and Child Care's guidelines on the Framework for Enhancing Student Learning, highlighting the alignment of Human & Social, Intellectual, and Career Development; this section is divided into three sections – Intellectual Development, Literacy and Numeracy.

OVERARCHING ACTIONS

- Ensure School Action Plans for Learning align with the District Strategic Plan and Framework for Enhancing Student Learning.
- Further develop and support Professional Learning Communities (PLCs) through effective and consistent collaboration, in schools and across the district, that focus on learning, collaborative culture, and positive results for students.
- Implement high-yield Response to Intervention (RTI) systems and structures in all schools supported by District teams.
- Implement the practices within Langley's Teaching and Learning Framework in all classrooms.
- Further develop the implementation of Teacher Growth Plans.
- Support district-wide professional development and implementation of Universal Design for Learning (UDL) strategies to support educators in ensuring UDL practices and strategies are being used throughout the District.
- Through the lens of results orientation, support schools in using data from performance indicators to inform school action plans and classroom instruction.



HUMAN & SOCIAL DEVELOPMENT

All students will develop self-regulation, social responsibility, and well-being.

GOAL

THE DISTRICT WILL CONTINUE TO DEVELOP STRATEGIES FOR CREATING COMPASSIONATE LEARNING COMMUNITIES IN SCHOOLS THAT NURTURE THE GIFTS OF ALL STUDENTS.

ACTIONS

IN PROGRESS

- Implement Social Emotional Learning (SEL) Professional Learning communities (PLCs).
- Conduct a revisioning of Alternative Programs with the focus on providing interventions and support for students in their home school.

ONGOING

- Ensure School Action Plans contain specific goals in relation to our commitment to Truth and Reconciliation, Anti-Racism and Inclusion with a focus on the success of Aboriginal learners, Children and Youth in Care, and learners with diverse abilities.
- Build the capacity of staff to address systemic barriers that impact Aboriginal student achievement through a lens of equity.
- Training to support Trauma-Integrated Practices:
 - Universal – PEACEful classrooms, Ukeru;
 - Targeted – HEART Tool training and use at priority schools;
 - Intensive – Receiving Ukeru Pads and responding to students in crisis.
- Continue to support Restorative Action as a potential intervention to strengthen relationships.

COMPLETED

- Complete an Equity, Diversity and Inclusion scan in order to establish a vision and action plan for Anti-Racism:
 - Anti-Indigenous Racism Consultation;
 - Anti-Racism Student Voice Sessions;
 - Anti-Racism Parent Voice Sessions.
- Work with ya:ȳastəl to review and revise the Aboriginal Education Enhancement Agreement (AEEA).

GOAL

EVERY SCHOOL WILL CONTINUE TO DEVELOP STRATEGIES FOR CREATING COMPASSIONATE LEARNING COMMUNITIES IN SCHOOLS THAT NURTURE THE GIFTS OF ALL STUDENTS.

ACTIONS

ONGOING

- Promote awareness amongst staff of the positive impacts on student and staff well-being brought about by Mental Health Literacy, Social-Emotional Learning, Resilience, School Connectedness and Play.
- Identify key staff and strategies for building staff capacity in Mental Health Literacy, Social Emotional Learning, Resilience, School Connectedness and Play.
- Create and implement a three-to-five year plan to increase adult well-being by implementing recommendations from the Healthy Staff Healthy Schools working group.

PERFORMANCE INDICATORS

- Grade to Grade Transitions
- Student Learning Survey (Grades 4, 7, 10, and 12)
- Early Development Instrument (EDI) (Kindergarten)
- Middle Years Development Instrument (MDI) (Grades 5, 6 and 8)
- Youth Development Instrument (YDI)
- Tell Them From Me Survey (Grades 8,9, and 11)
- Grad Exit Survey
- Student access to District Learning Support Interventions
- Five and Six Year Completion Rates
- School Action Plan Review
- Attendance Rates
- “How Are We Doing?” Reports



INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

LITERACY GOAL

ALL STUDENTS WILL DEMONSTRATE PROFICIENCY IN LITERACY EITHER AT THEIR CURRENT GRADE LEVEL OR BASED ON THEIR INDIVIDUAL ANNUAL IMPROVEMENT PLAN (AIP) AND/OR SUPPLEMENTARY INDIVIDUAL EDUCATION PLAN (IEP) GOAL(S).

ACTIONS

IN PROGRESS

- Develop and implement Prioritized Learning Standards in literacy at each grade level in all schools.
- Develop and implement Supplementary Literacy Goals for Competency Based Individual Education Plans (CBIEPs) for all students not demonstrating proficiency at grade level;
- Use research and evidenced-based practice to build elaborations, resources, and strategies to support and enhance the Comprehensive Literacy Guide and ensure that these are linked directly to the Teaching and Learning Framework.
- Determine which specific literacy interventions will best support students with mild and moderate intellectual disabilities to reach their literacy goals.

ONGOING

- Target literacy from K to 12 and implement strategic actions resulting from regular, ongoing analysis of cohort, school, district and provincial data.
- Target interventions to schools that require intensive support through the District Based Team.
- Provide ongoing professional learning that supports literacy instruction and assessment.
- Create a District Literacy Plan (Pre-K to Grade 12) outlining the foundational literacy teaching strategies and interventions at each grade level to provide access, learning, and support for all learners.



“LEARNERS ARE KNOWLEDGEABLE,

NUMERACY GOAL

ALL STUDENTS WILL DEMONSTRATE PROFICIENCY IN NUMERACY EITHER AT THEIR CURRENT GRADE LEVEL OR BASED ON THEIR INDIVIDUAL ANNUAL IMPROVEMENT PLAN AND/OR SUPPLEMENTARY INDIVIDUAL EDUCATION PROGRAM GOAL(S).

ACTIONS

IN PROGRESS

- Develop and implement Prioritized Learning Standards in numeracy at each grade level in all schools.
- Develop and implement Supplementary Numeracy Goals for CBIEPs for all students not demonstrating proficiency at grade level;
- Use research and evidenced-based practice to build elaborations, resources, and strategies to support and enhance the Balanced Numeracy Guide and ensure that these are linked directly to the Teaching and Learning Framework.
- Evaluate and revise District assessments, aligned with the Guiding Principles of Assessment, to ensure equitable access for all learners.

ONGOING

- Target numeracy from K to 12 and implement strategic actions resulting from regular, ongoing analysis of cohort, school, district and provincial data.
- Target interventions to schools that require intensive support through the District Based Team.



- Provide ongoing professional learning that supports numeracy instruction and assessment.
- Determine which specific numeracy interventions will support students with mild and moderate intellectual disabilities to reach their numeracy goals.

COMPLETED

- To support Action Plan numeracy goals at elementary and middle, the District will provide resources to schools to support common assessments, instruction and interventions.

PERFORMANCE INDICATORS FOR LITERACY & NUMERACY

Provincial Assessments

- Foundation Skills Assessments (FSAs)
- Provincial Graduation Numeracy Assessment (Grade 10)
- Provincial Graduation Literacy Assessment (Grades 10 and 12)

District Assessments

- District Numeracy Assessments (DNA Grades 3, 6 and 9)
- District Writing Assessments (DWA Grade 5)
- SD35 Early Literacy Screener
- District Kindergarten Numeracy Assessment

School-Based Assessments

- School-based common assessments (K-12)
- Proficiency Levels (Report Cards)
- Primary Reading Levels:
 - All teachers will use Fountas and Pinnell to record instructional reading levels three times per year;
 - Instructional levels will be submitted to the District each June.

SKILLED AND INNOVATIVE

EARLY LEARNING

GOAL

SUPPORT SUCCESSFUL TRANSITIONS OF ALL CHILDREN PRE-KINDERGARTEN TO GRADE 4, GUIDED BY THE DISTRICT'S EARLY LEARNING VISION AND THROUGH A LENS OF INDIGENOUS PERSPECTIVES, EQUITY, DIVERSITY AND INCLUSION.

ACTIONS

Support Early Learning Ministry Initiatives:

ONGOING

- Support and work to expand Seamless Day Kindergarten and childcare spaces.
- Expand Early Learning School-based Preschool Just Be Four (JB4).

COMPLETED

- Participated in the Changing Possibilities for Young Children (CP4YC) inquiry for Early Learning Educators to impact teacher efficacy.
- Participated in the Seamless Early Years to Kindergarten Transitions (SEY2KT) collaborative inquiry with community partners for successful transitions.

Strengthen collaborative teams at the school and district level in response to student learning interests and needs:

ONGOING

- Develop PLCs with a focus on learning, collaborative culture and results orientation.
- Support in-service of teachers in administering the SD35 Early Literacy Screener and District K to 5 Literacy Plan.
- Utilize data to inform instruction and professional learning.
- Support collaboration and professional learning for all Early Years Teams including teachers and Early Childhood Educators.



Fully implement the Langley School District Early Learning Vision:

ONGOING

- Use the Early Learning Framework as a guiding document in program planning and early learning space creation.
- Collaborate with administrators, early childhood educators, other support staff, and teachers K-3 throughout the District.
- Embed the Early Learning Vision into all early learning spaces.

PERFORMANCE INDICATORS

- Kindergarten Screening Protocol (KSP) *(To be replaced by Early Literacy Screener)*
- District Numeracy Assessment
- CHEQ – Childhood Experience Questionnaire *(Fall 2024)*
- Early Development Instrument (EDI) Wave 8 Data Results
- Primary Reading Results

CAREER DEVELOPMENT

Ensuring successful transitions for all students through a variety of career pathways.

GOAL

ALL STUDENTS WILL SUCCESSFULLY TRANSITION THROUGH LANGLEY SCHOOLS WITH THE UNDERSTANDING OF PERSONAL STRENGTHS SO THEY CAN NAVIGATE MEANINGFUL FUTURE PATHWAYS AND CAREERS FOR THEMSELVES.

ACTIONS

Curriculum

IN PROGRESS

- Determine and align all Prioritized Learning Standards for Career Education K-12.

ONGOING

- Continue supporting a meaningful Career Life Connections (CLC) experience, focusing on full implementation of the Capstone process, Transition Plan, Learning Journey.
- Build capacity K-12 on collecting, curating and articulating a Student's Learning Journey Portfolio.
- Work in partnership with the Career Discovery Program to develop essential skills for students with diverse abilities to ensure successful Capstone completion for all students.
- Develop Assessment Rubrics for Career Education K-12.

NEW

- All schools will include a career development goal and targeted actions in school Action Plans for Learning.
- Ensure all K-8 schools offer meaningful career education (career development) learning opportunities as indicated in their Action Plans for Learning.

Programs

ONGOING

- Offer opportunities for parents/guardians to learn about the various applied skills, trades, career pathways, and dual credit programs available to support successful transitions for students.
- Research and develop career and entrepreneurship opportunities to expose intermediate and middle school students to skill building and thinking about post-secondary transition pathways.
- With a focus on priority learners, regularly evaluate accessibility to programs, pathways, and opportunities.

**Career Development continues on Page 10*

ALL LEARNERS ARE EMPOWERED TO NAVIGATE MEANINGFUL FUTURE PATHWAYS.



Building Capacity

ONGOING

- 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.
- Develop more career pathway opportunities for students transitioning directly into the workplace and for workplace microcredentials.
- Ensure ongoing professional development opportunities for Career Education staff.
- Build parent capacity on transition supports for students, (Parents as Career Coaches, Parent Trade Nights, Family Trades Information Sessions).
- Engage in the ongoing updating of Career Curriculum Databases.

NEW

- 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.

COMPLETED

- Support Professional Learning Community (PLC) Working Groups in Career Education to cross collaborate on work development with a focus on learning, collaborative teams, and results orientation, i.e., aligning Grade 8-9 Career Curriculum, piloting SpacesEDU as a portfolio tool.

PERFORMANCE INDICATORS

- Ministry Transition Reports to Post-Secondary
- School Completion Rates
- Grad Exit Survey on Successful Transitions
- Applications and enrolment in Youth TRAIN, Youth Work, and in Work and Volunteer Experience (WAVE)
- Enrolment in career pathway programs and microcredentials
- Participant Feedback
- Attendance Rates



“LEARNING TAKES PLACE THROUGH

ASSESSMENT & COMMUNICATING STUDENT LEARNING

GOAL

TO DEVELOP AN ASSESSMENT AND COMMUNICATING STUDENT LEARNING PLAN THAT IS MANAGEABLE FOR TEACHERS, IS MEANINGFUL FOR TEACHERS, STUDENTS AND FAMILIES, AND SUPPORTS HOPE AND EFFICACY FOR ALL STUDENTS.

ACTIONS

ONGOING

- Create a deeper understanding for all staff of:
 - District Guiding Principles of Assessment;
 - Ministry Proficiency Scales;
 - Standards-based Assessment;
 - Strengths-based Language for Assessment and Reporting;
 - Competency-based Individualized Education Plan (IEP) for diverse learners; and
 - Annual Instructional Plan (AIP) for English Language Learners (ELL).
- Engage parent community to ensure full understanding and participation in the assessment and reporting process.
- Support schools and/or departments in collaboratively developing common assessments that inform instruction and student interventions/support.
- Gather student feedback to determine if any changes are needed to enhance the efficacy of Competency-based IEP Progress Reports.



PERFORMANCE INDICATORS

Provincial Surveys:

- Student Learning Survey (Grades 4, 7, 10 & 12)

District Surveys:

- Tell Them from Me Survey (Grades 8, 9, & 11)

School-Based Assessments/Surveys:

- Proficiency Levels (Report Cards and Student Inclusive Conferences)
- School-based staff and parent surveys
- School Action Plan Reviews



PARENT/GUARDIAN INVOLVEMENT
CONTRIBUTES TO STUDENT SUCCESS.

FLEXIBLE & CONNECTED ENVIRONMENTS

COMMUNITY OF PARTNERSHIPS

GOAL

IMPLEMENT THE THREE PRIORITIES OF THE YOUTH ENGAGEMENT PROJECT; AWARENESS OF AND NAVIGATION TO COMMUNITY RESOURCES, TRANSPORTATION TO ACCESS COMMUNITY RESOURCES, AND REDUCTION OF STIGMA FOR YOUTH REQUESTING SUPPORT.

ACTIONS

ONGOING

- Work with community partners to implement the Mental Health in Schools Strategy:
 - Work directly with the Foundry and to create relationships at each school to leverage the full benefits of the Foundry for our students;
 - Continue partnerships with Child and Youth Mental Health, as well as SPEAC (Suicide Prevention, Education and Counselling) and START (Short Term Assessment Response Treatment);
 - Work collaboratively with the Langley Resource Centre (HUB), promoting navigators and programs;
 - Work collaboratively with Encompass Support Services and Langley Division of Family Practice (WHY Clinic) to provide nurse practitioner services in schools.
- Maintain ongoing liaison meetings with the City and Township of Langley, Partner Groups and other Government representatives:
 - Healthy Community Partnerships meetings;
 - Langley Human Dignity Coalition;
 - Langley Children's Committee, Community Action Table and Langley Action Table;
 - Poverty Reduction Committee – working collaboratively to evaluate level of poverty in the region and determine strategies to mitigate.
- Collaborate with local employee associations and unions (Langley Teachers' Association, CUPE 1260, CUPE 1851, Exempt Staff, and Langley Principals' and Vice-Principals' Association) to foster the vision that includes staff within the community of learners.

VISION

The District will work with partners to help each student reach their full potential.



- Advocate for public transportation to remove barriers for students.
- Reduce stigma around youth requesting help and support.

NEW

- Contribute to the opening and operation of the Interim Child Youth Advocacy Centre.
- Become the largest referrer to the Child Youth Advocacy Centre.

PERFORMANCE INDICATORS

- Attendance Data
- Grade to Grade Transitions
- Five and Six Year Completion Rates
- Referrals to Foundry
- Referrals to Langley Resource Centre (HUB)
- Referrals to Children Youth and Care (CYAC)
- Student Learning Survey
- Tell Them From Me
- Number of Social Emotional Learning (SEL) Professional Learning Communities

OPERATIONAL PRIORITIES

FISCAL & FACILITIES MANAGEMENT

VISION

The Board will continue to create a supportive and positive culture with employees and maximize resources to enhance student achievement.

GOAL

TO INSPIRE, SUPPORT, ENHANCE AND TRANSFORM LEARNING THROUGH THE USE OF TECHNOLOGY, EMPOWERING ALL LEARNERS TO INNOVATE AND REACH THEIR FULL POTENTIAL.

GOAL

MAINTAIN & SUPPORT FACILITIES & OPERATIONS THROUGH A LENS OF EQUITY IN SUPPORT OF STUDENTS THROUGH EFFECTIVE & EFFICIENT ALLOCATION OF RESOURCES.

ACTIONS

IN PROGRESS

- Update Systems:
 - Automate business processes;
 - Implement online forms;
 - Digitize modernize school forms;
 - Plan to implement a new Enterprise Resource Planning (ERP) system.
 - Implement public-facing facilities rental systems.

ONGOING

- Continue to work towards a balanced budget structure:
 - Work towards equity in the system, which doesn't always mean equal support, as some areas in the District require additional funding to create equity;
 - Support classroom furniture upgrades;
 - Support fleet and equipment replacement;
 - Support technology upgrades and replacements;
 - Prioritize building upgrades to support older facilities and to create equity in buildings.
 - Increasing analysis and financial control over district initiatives. The department is looking at assisting in evaluating programs, processes and budgets, trying to build efficiencies and improvements where possible. In turn, allocating resources more efficiently and effectively.
- Increase the number of childcare spaces.

ACTIONS

IN PROGRESS

- Continue projector refresh and mounting of all projectors in classrooms.
- Collaborate with the Township of Langley to utilize their fiber network to improve connectivity for staff and students.
- Improve cellular coverage in schools for safety and security.
- Build a Cyber Security Program.
- Continue a technology review and implement improvements as they are identified.

ONGOING

- Continue to build a sustainable IT infrastructure (students/staff laptops, school computer labs/carts, wireless, telephony, network and storage equipment, hardware/software maintenance) to support online teaching and learning.
- Increase awareness of FOIPPA requirements.
- Utilize Office 365 to take advantage of all its capabilities.
- Use the Tech Committee to better communicate technology initiatives to the system.
- Communicate and implement our AI Strategy.

COMPLETED

- Refresh the District Technology Plan.

NEW

- Develop an Organizational Project and Change Management process.
- Develop a Student Information data standards program.

**Operational Priorities continues on Page 14*

GOAL

CONTINUE TO WORK WITH THE MINISTRY OF INFRASTRUCTURE TO ACQUIRE FUNDING TO BUILD ADDITIONAL SCHOOLS.

ACTIONS

ONGOING

- Continue discussions with the Township of Langley to develop a plan for number of schools needed in the Brookwood/Fernridge area due to changing development.
- Continue to review the required number of schools in Willoughby compared to the original plan due to higher densification.
- Develop the Annual Five-Year Capital Plan.
- Work with the Ministry of Infrastructure on creative solutions to the need for space due to the growth of the District.

- Continue to support modular expansions.
- Continue discussions with the Township of Langley and the Ministry of Infrastructure on future schools in condominium towers.

COMPLETED

- First District modular expansion opened with two new projects to be completed for September 2025.

NEW

- Capital Projects approved for 2025-2026:
 - Nicomekl Elementary – Eight Classroom Modular Expansion;
 - Lynn Fripps Elementary – Six Classroom Modular Expansion;
 - Smith Middle and Secondary Schools;
 - SW Latimer Land Purchase for Future Elementary Site.

HUMAN RESOURCES

GOAL

BUILD A CULTURE OF CARE THAT LEADS THE WAY TO A WORKPLACE THAT VALUES, RESPECTS, AND ADAPTS TO INDIVIDUAL WELL-BEING NEEDS.

ACTIONS

ONGOING

- Build the capacity of school Healthy Staff Healthy Schools representatives and District leaders:
 - Advance and sustain Healthy Staff Healthy Schools Strategic Framework Pillar #1 - Create a Natural/ Authentic Well-Being Culture;
 - Focus on self, team and system supports.
- Expand the leadership series for exempt managers (Compassionate Systems Leadership).
- Enhance Administrative Practice in Langley (APIL) sessions for new administrators (Compassionate Systems Leadership).
- Develop and deliver a leadership program “short course” for future and current administrators and teacher leaders.

GOAL

IMPROVE THE FOCUS AND DELIVERY OF PREVENTIVE AND ACTIVE STAFF-CENTERED CARE.

ACTIONS

ONGOING

- Build the capacity of school Healthy Staff Healthy Schools representatives and District leaders:
 - Advance and sustain Healthy Staff Healthy Schools Strategic Framework Pillar #2 - Take Care of our Staff;
 - Focus on self, team and system supports.
- Enhance the Health and Wellness Support Plan throughout the District.
- Enhance awareness and use of:
 - Employee Safety Plans;
 - Behaviour Support Plans; and
 - Student Success Plans.
- Continue to provide and expand opportunities for Ukeru training required for new and existing staff.

“OUR SCHOOLS FOSTER AN INCLUSIVE

GOAL

NEW APPROACHES TO GROWING THROUGH COLLABORATION, SHARING AND IDEA GENERATION.

ACTIONS

ONGOING

- Build the capacity of school Healthy Staff Healthy Schools representatives and District leaders:
 - Advance and sustain Healthy Staff Healthy Schools Strategic Framework Pillar #3 – Enhance our Collaborative Learning;
 - Focus on self, team and system supports.
- Promote an engaged, empowered and healthy workforce:
 - Continue to support groupings for all on-call employees to increase their connection to the District;
 - Communicate regularly with casual employees;
 - Develop a sense of belonging and connection.
- Support schedules in elementary, middle and secondary schools that have collaboration time built in:
 - Support professional learning opportunities connected to Ensouling our Schools that are for self, team and system;
 - Support teacher, exempt staff, and administrator growth plans;
 - Support professional learning opportunities designed for CUPE staff to receive specific training to support the work of self, team, and system.



GOAL

A REWARDING, RESPECTFUL, CARING, AND SUPPORTIVE PLACE TO WORK.

ACTIONS

ONGOING

- Build the capacity of school Healthy Staff Healthy Schools representatives and District leaders:
 - Advance and sustain Healthy Staff Healthy Schools Strategic Framework Pillar #4 – Enhance Employer of Choice;
 - Focus on self, team and system supports.
- Continue to enhance recruitment strategies.
- Continue to expand post-secondary and vocational outreach.
- Enhance new employee experience and opportunities.

PERFORMANCE INDICATORS

- Guarding Minds (Employee Satisfaction Survey) – Somewhat Agree/Relative Strength:
 - Organizational Culture 78% to 82%
 - Clear Leadership and Expectations 75% to 78%
 - Balance 62% to 65%
 - Recognition and Reward 68% to 70%
 - Involvement and Influence 80% to 83%
 - Civility and Respect 81% to 84%
 - Psychological Protection 72% to 77%
 - Psychological and Social Support 74% to 78%
 - Psychological Competencies and Demands 74% to 78%
 - Protection of Physical Safety 76% to 80%
 - Workload Management 63% to 67%
- Utilize anecdotal Exit Interview Data
- Increase Teacher Growth Plan participation rates
- Student Behaviour Reports decrease
- WorkSafeBC Claims decrease by 5%
- Mental Health Claims decrease by 5%

& NURTURING CULTURE.



*TO INSPIRE ALL LEARNERS TO REACH THEIR FULL POTENTIAL
AND CREATE A POSITIVE LEGACY FOR THE FUTURE*