

STRATEGIC PLAN

2023-2026

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 strategicplan.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 and above average individual and family incomes. Bordered on the north by the Fraser River and by the Canada/US border to the south, the District serves 24,600 FTE students in 45 school sites. Langley neighbours Surrey and Abbotsford, to the west and east respectively, and operates on an annual budget of \$331 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 first year of its four-year term.



**OUR CHILDREN
ARE OUR MEDICINE**



Candy Ashdown
Chair



Holly Dickinson
Vice-Chair



Charlie Fox
Trustee



Joel Neufeld
Trustee



Sarb Rai
Trustee



Tony Ward
Trustee



Marnie Wilson
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



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

néćə?mat & ya:ȳəstəl: The District is committed to working together with First Nations rightsholders and Indigenous partners at the ya:ȳəstəl table to achieve lasting and meaningful reconciliation. From a 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.

Goal 1: To establish trusting, respectful partnerships between schools, the school district, and Aboriginal community, acknowledging shared responsibility to implement the Aboriginal Education Enhancement Agreement.

Goal 2: To work together as a team to create strength-based, personalized, student-centered, learning that respects Aboriginal history, cultural values and nurtures a sense of belonging for the success of all Aboriginal students.

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 empower all learners to reach their full potential and create a positive legacy for the future.

To align with the Ministry of Education and Child Care's guidelines on the Framework for Enhancing Student Learning. This section is divided into three sections – Intellectual Development, Literacy and Numeracy.

For more detailed information on how we are using these performance indicators, see the Framework for Enhancing Student Learning at <https://fesl.sd35.bc.ca>

HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, and respect for the ideas and beliefs of others.

GOAL

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

- Truth and Reconciliation
- Anti-Racism
- Inclusion
- Healthy Staff Healthy Schools
- Early Years
- Youth Engagement Project
- Community Partnerships
- Community School Model

ACTIONS

- 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.
- Create Langley's Social-Emotional Learning (SEL) Guide.
- Provide training to support Trauma-Integrated Practices:
 - Universal – PEACEful classrooms, Ukeru;
 - Targeted – HEART Tool training and use at targeted schools;
 - Intensive – Receiving Ukeru Pads and responding to students in crisis.
- Implement rationale and strategies from Ensouling our Schools learning sessions (providing a lens through Aboriginal Worldviews and Perspectives) in all schools.
- Continue to support Restorative Action as a potential intervention to strengthen relationships.
- Conduct a Revisioning of Alternative Programs with the focus on providing interventions and support for students in their home school.
- Complete an equity, diversity and inclusion scan in order to establish a vision and action plan for anti-racism.
- Work with ya:yəstəl' to review and revise the Aboriginal Education Enhancement Agreement (AEEA).





GOAL

THE DISTRICT WILL CONTINUE TO DEVELOP STRATEGIES FOR COMPASSIONATE LEARNING COMMUNITIES, NURTURING THE GIFTS OF ALL STUDENTS.

ACTIONS

- 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 staff building 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)
- Middle Years Development Instrument (MDI) (Grades 5, 6 and 8)
- Tell Them From Me Survey (Grades 8, 9, and 11)
- Grad Exit Survey
- Student access to District Learning Support Interventions
- Completion Rates
- School Action Plan Review
- Attendance Rates
- “How Are We Doing?” Reports

RELEVANT, MEANINGFUL CHOICES FOR STUDENTS
IGNITE A LIFELONG PASSION FOR LEARNING

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.

OVERARCHING ACTIONS

- Develop Professional Learning Communities (PLCs) through effective collaboration, in schools and across the district, that focus on learning, collaborative culture, and results for students.
- Implement Response to Intervention (RTI) systems and structures in all schools.
- Ensure School Action Plans for Learning align with District goals related to Intellectual Development.
- 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 on 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.



“LEARNERS ARE KNOWLEDGEABLE,

LITERACY GOAL

- Target literacy from K to 12 and implement strategic actions resulting from regular, ongoing analysis of cohort, school, district and provincial data.
- Develop and implement Prioritized Learning Standards in literacy at each grade level in all schools.
- Target interventions to schools that require intensive support through the District-Based Team.
- Use research and evidenced-based practice to build elaborations, resources, and strategies to support and enhance the Balanced Literacy Guide and ensure that these are linked directly to the Teaching and Learning Framework.
- 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.
- Determine which specific literacy interventions will best support students with mild and moderate intellectual disabilities to reach their literacy goals.
- Evaluate and revise District assessments, aligned with the Guiding Principles of Assessment, to ensure equitable access for all learners.
- Provide ongoing professional learning that supports literacy instruction and assessment.

NUMERACY GOAL

- Target numeracy from K to 12 and implement strategic actions resulting from regular, ongoing analysis of cohort, school, district and provincial data.
- Develop and implement Prioritized Learning Standards in numeracy at each grade level in all schools.
- Target interventions to schools that require intensive support through the District-based Team.
- 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.
- 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.



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:

- Support and work to expand Seamless Day Kindergarten and childcare spaces.
- Continue to participate in the Changing Possibilities for Young Children (CP4YC) inquiry for Early Learning Educators to impact teacher efficacy.
- Participate in the Seamless Early Years to Kindergarten Transitions (SEY2KT) collaborative inquiry with community partners for successful transitions.
- Support the implementation of Early Learning School-based Preschool (JB4).

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

- Develop PLCs with a focus on learning, collaborative culture and results orientation.
- Support in-service of teachers in administering the Kindergarten Screening Protocol (KSP).
- Utilize data to inform instruction and professional learning.
- Support collaboration and professional learning for all Early Years Teams including teachers and early childhood educators.

Strengthen Partnerships with Early Learning Community Partners:

- Further work with community partners to establish additional childcare, before and after school care, and preschool programs in Langley.

Fully implement the Langley School District Early Learning Vision:

- 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
- District Numeracy Assessment
- CHEQ – Childhood Experience Questionnaire
- 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 (DOGWOOD AND EVERGREEN) WILL LEAVE LANGLEY SCHOOLS WITH A MEANINGFUL TRANSITION PLAN BASED ON AN UNDERSTANDING OF PERSONAL STRENGTHS AND SKILLS SO THEY CAN SUCCESSFULLY NAVIGATE FUTURE TRANSITIONS.

ACTIONS

Curriculum

- Continue supporting a meaningful Capstone experience, focusing on full implementation of the Capstone process: Capstone work, Transition Plan, Learning Journey, and Mentorship.
- Build capacity K-12 on collecting, curating and articulating a Student's Learning Journey Portfolio.
- Determine Prioritized Learning Standards for Elementary Career Education for Grades K-7. Align and scaffold all Prioritized Learning Standards for Career Education K-12.
- Develop Assessment Rubrics for Career Education K-12.
- Provide exploratory and experiential Career Education learning opportunities for grade 9 students as part of their out-of-timetable course.
- 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.

Programs

- Research and develop opportunities and programs that support student transitions beyond the trades:
 - Adding Health Sciences Advanced Placement Course with KPU: Summer Cohort 2023, Teen Grief Certificate Training Program 2023.
- Research and develop career and entrepreneurship opportunities to expose intermediate and middle school students to skill building and thinking about post-secondary transition pathways.
- 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.

Building Capacity

- 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.

- Engage in the ongoing updating of Career Curriculum Databases.
- Build capacity K-12 with E-Portfolio tools (MyBluePrint and Spaces) to support collecting and curating evidence of learning and for documenting student reflection and growth.
- Develop Career Education K-7 and Middle School Career Education 6-8.
- Support a cross-curricular approach to Career Education through K-12 (K-1, 3-5, 6-8, 8-12) Career Education Literature and Game Kits.
- 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, research supporting First Nations transition, piloting Spaces as a portfolio tool).
- Develop more career pathway opportunities for students transitioning directly into the workplace and for workplace micro credentials.
- Align career transitions and curriculum between middle schools and secondary schools.
- Ensure ongoing professional development opportunities for Career Education staff, with a focus on mentorship.
- Coordinate Career Transition Planning between elementary to middle to secondary as a K-12 system-wide curriculum.
- Build parent capacity on transition supports for students, (i.e., Parents as Career Coaches, Parent Trade Nights, Family Trades Information Sessions).

PERFORMANCE INDICATORS

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

ASSESSMENT & COMMUNICATING STUDENT LEARNING

ASSESSMENT GOAL

- 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,
 - Annual Instructional Plan (AIP) for English Language Learners (ELL).
- Provide ongoing support of full transition to new Ministry reporting order in time for full implementation in September 2023.
- Support the full implementation of Student Inclusive Conferences in all elementary schools.
- 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

- Foundation Skills Assessments (FSAs)
- District Numeracy Assessments (DNA Grades 3, 6 & 9)
- District Writing Assessments (DWA Grade 5)
- Provincial Graduation Numeracy Assessment (Grade 10)
- Proficiency Levels (Report Cards)
- Early Development Instrument (EDI)
- Reading Levels Primary
- Kindergarten Screening Protocol (KSP)
- Aboriginal “How Are We Doing?” Report
- School Action Plan Reviews
- Student Learning Surveys (Grades 4, 7, 10 & 12)
- Tell Them from Me Survey (Grades 8, 9, & 11)
- Middle Development Instrument (MDI) (Grades 5, 6 & 8)
- Provincial Graduation Literacy Assessment (Grades 10 & 12)
- Provincial Graduation Literacy Assessment (Grades 10 & 12)
 - 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
- District Kindergarten Numeracy Assessment
- Early Years Development Index (EDI) Wave 8 Data Results

“LEARNING TAKES PLACE THROUGH

COMMUNITY OF PARTNERSHIPS

ACTIONS

- Work with community partners to implement the Mental Health in Schools Strategy:
 - Work directly with the Foundry and creating relationships at each school to leverage the full benefits of the Foundry for our students,
 - Build 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 HUB Coalition, promoting navigators and programs,
 - Work collaboratively with the WHY Clinic to provide nurse practitioner services in schools.
- Continue the Youth Engagement Project, ensuring community connections:
 - Create awareness and support navigation of community resources,
 - Advocate for public transportation to remove barriers for students,
 - Reduce stigma around youth requesting help and support.

VISION

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

- 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, Community Resource Guide Advisory, 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, and Langley Principals' and Vice-Principals' Association) to foster the vision that includes staff within the community of learners.
- Create a vision for the Community School Model in Langley.



FLEXIBLE & CONNECTED ENVIRONMENTS



OPERATIONAL PRIORITIES

FISCAL & FACILITIES MANAGEMENT

GOAL

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

ACTIONS

- Continue to work towards a balanced budget structure:
 - Continue to work for equity in the system, which doesn't always mean equal support, as some areas in the District require additional funding to create equity,
 - Classroom furniture upgrades,

VISION

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

- Fleet and equipment replacement,
- Technology upgrades and replacements,
- Building upgrades to support older facilities and to create equity in buildings.
- Increase the number of childcare spaces.
- Create an Accessibility Committee.
- Update Systems:
 - Automate business processes,
 - Implement online forms,
 - Digitize and modernize school forms.

GOAL

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

ACTIONS

- 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.
- Refresh the WiFi system in elementary schools.
- Continue projector refresh and mounting of all projectors in classrooms.
- Replace the remaining legacy phone systems in schools with Teams Telephony System.
- Increase awareness of FOIPPA requirements and roll-out a new Privacy Management Program.
- Utilize Office 365 to take advantage of all its capabilities.
- Use the Tech Committee to better communicate technology initiatives to the system.
- Leverage the Township of Langley fiber network to increase school internet speed.
- Improve cellular coverage in schools for security and safety.



GOAL

CONTINUE TO WORK WITH THE MINISTRY OF EDUCATION AND CHILD CARE TO ACQUIRE FUNDING TO BUILD ADDITIONAL SCHOOLS.

ACTIONS

- Develop a plan for number of schools needed in the Brookwood/Fernridge area due to planned development.
- Review the required number of schools in Willoughby compared to the original plan due to higher densification.
- Develop the Annual Five-Year Capital Plan.
- Refresh the Long Term Facilities Plan (LTFP).
- Work with the Ministry of Education and Child Care on creative solutions to the need for space due to the growth of the District.

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

- Build the capacity of school Healthy Staff Healthy Schools representatives and District leaders:
 - Implement and sustain Healthy Staff, Healthy Schools Strategic Framework Pillar #1 - Create a Natural/Authentic Well-Being Culture,
 - Focus on self, team and system supports.
- Implement leadership series for exempt managers - Compassionate Systems Leadership.
- Provide communication training to exempt managers and administrators.
- Enhance and update Administrative Practice in Langley (APiL) sessions for new administrators - Compassionate Systems Leadership.

GOAL

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

- Build the capacity of school Healthy Staff Healthy Schools representatives and District leaders:
 - Implement and sustain Healthy Staff, Healthy School 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.
- Implement and provide necessary levels of Ukeru training required for new and existing staff.

- Continue awareness and use of:

- Employee Safety Plans,
- Student Success Plans.

GOAL

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

ACTIONS

- Build the capacity of school Healthy Staff Healthy Schools representatives and District leaders:
 - Implement 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:
 - Create groupings for all on-call employees to increase their connection to the District,
 - Regular communication with casual employees,
 - Develop sense of belonging and connection.
- Expand the number of 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 exempt, teacher, and administrator growth plans,
 - Work to establish a growth plan model for CUPE employees,
 - Support professional learning opportunities designed for CUPE staff to receive specific training to support the work of self, team and system.



“OUR SCHOOLS FOSTER AN INCLUSIVE

GOAL

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

ACTIONS

- Build the capacity of school Healthy Staff Healthy Schools representatives and District leaders:
 - Implement and sustain Healthy Staff Healthy Schools Strategic Framework Pillar #4 – Enhance Employer of Choice,
 - Focus on self, team and system supports.
- Enhance recruitment strategies.
- Expand post-secondary and vocational outreach.
- Utilize enhanced competency-based interviews for CUPE and Exempt positions.
- Review Unqualified Employees Teaching on Call pilot:
 - Enhance employee induction opportunities (LTA and CUPE) – Welcome to Langley Summer Program established for August 2023.
 - Create an HR Dashboard for administrators and managers.



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%
- Anecdotal Exit Interview Data
- Increase Teacher Growth Plan participation rates
- Violent Incident Reports decrease by 5%
- 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*