



Langley School District Framework for Enhancing Student Learning

September 2022



*“To inspire all learners to reach their full potential
and create a positive legacy for the future.”*

Framework for Enhancing Student Learning (FESL)

SD35 MISSION/PURPOSE

“To inspire all learners to reach their full potential and create a positive legacy for the future.”



Located approximately 45 kilometres southeast of Vancouver, BC, Langley School District provides services to the Matsqui, Kwantlen, and Katzie First Nations, the City of Langley and the Township of Langley. The District is honoured to operate on the unceded traditional territories of the Matsqui, Kwantlen, Katzie, and Semiahmoo First Nations. The District extends from the US border, north to the Fraser River and is neighbour to the communities of Surrey to the west and Abbotsford to the east. Total area of the District is 313 square kilometres. The District serves approximately 23,000 students; employs more than 3,800 staff; and has an operating budget of over \$221 million. The District has 45 schools providing

International Baccalaureate, French Immersion, Fundamental, and Alternative programs.

ENGAGING PARTNER GROUPS

As a District we continue to consult with all community members, in order to provide the best services and supports for the students in Langley. The consultation of the FESL took part over a three-month period (April – June 2022). During this time, the voices of elders and community members from the local land-based Nations as well as community partners at ya:yəstəl' (Aboriginal Advisory Committee) were given the opportunity to share their thoughts and feedback on the FESL for the 2022-23 school year. This occurred at ya:yəstəl' meetings on April 22, 2022 and May 25, 2022.

On May 30, 2022, District partner groups (Langley Teachers' Association, CUPE 1260, CUPE 1851) met to share their feedback on the draft FESL document. Each group had time to provide feedback that was recorded and used to create the final document for this school year. Finally, student voice was also included in the consultation. The Youth Engagement Forum brought together students from all middle and secondary schools in the District to discuss and give feedback on the FESL. A follow-up meeting with an advisory group was provided for students to attend on June 15, 2022. Through these meetings the District clarified specific next steps and actions in the FESL that will best serve all those who are represented in the Langley School District.

ALIGNED OPERATIONAL GOALS

See the aligned operational goals of the Finance, Human Resources, and Information Technology departments in the attached appendices.

UNIFIED ACTIONS

District Goal: To create compassionate learning communities with inclusive instructional practice allowing access to grade level curriculum for all students through our Ensouling our Schools Initiative.

The Langley School District's overarching actions are intended to improve access to learning for every student, with particular emphasis on our students of Aboriginal descent, students with diverse abilities and our Children and Youth in Care. Langley's Ensouling our Schools initiative focuses on inclusivity, sense of belonging, Social Emotional Learning, Response to Intervention, First Peoples Principles of Learning, Trauma Informed Practice, evidence-based instruction and sound assessment practices.

A. Support Professional Learning Communities (PLCs) to implement Response to Intervention (RTI) systems and structures in all schools.

- Provide professional development to school administrators (for 2022-23 - Karen Power, Bob Carter, and Greg Kushnir).
- Provide professional development to secondary school teams (for 2022-23 - Karen Power).
- Support and maintain Guiding Coalitions in each school and at the District level.
- Create master schedules in schools that provide opportunities for targeted instruction and enhanced learning experiences to support learners.
- Ensure School Action Plans for Learning are in alignment with the Framework for Enhancing Student Learning.

B. Implement Langley's Teaching and Learning Framework in all classrooms and school.

This guiding document is based on evidence-based instructional practice and has been created through the lens of our District Vision and Mission and our Aboriginal Education Enhancement Agreement.

- Introduce the Teaching and Learning Framework to all teachers in the district as the guiding document for exemplary teaching and learning practice in the district.
- Provide supports/activities/strategies for school Administrators to facilitate the full implementation of the Teaching and Learning Framework with their staff's.
- Commence with gradual implementation of a teacher growth plan pilot aligned to the Framework.

C. Implement Standards-Based Assessment in all schools and align this practice to our Communicating Student Learning (CSL) model.

- Provide ongoing guidance, support, and professional learning to School Implementation Teams in secondary schools (District Teachers, Katie White, Tom Schimmer).
- Provide ongoing professional learning to CSL Leads in elementary and middle schools.
- Update and finalize district reporting practices to ensure alignment with new Ministry Reporting Order for official implementation in September 2023.

D. Initiate a staff development process to support Universal Design for Learning.

- Create common understanding of Universal Design for Learning within Instructional Services, Learning Support Services, and the Aboriginal Program.
- Develop a plan for 2023-2024 to increase the capacity of all staff to design universally.

The FESL Report is framed in the following manner:

HERE'S WHAT	*Links to the data
SO WHAT	*Observations and wonders based on the data
NOW WHAT	*Strategic actions to improve results next 1-5 years

**Children and Youth in Care (CYIC) data is masked, as per provincial FOIPPA legislation. District staff have this data to develop support structures and to plan strategic actions. CYIC students typically face multiple barriers including poverty; 52% are Aboriginal, 64% are students with diverse abilities and 37% are both Aboriginal and students with diverse abilities.*

Literacy

FESL Goal: All students will meet or exceed literacy expectations for each grade level or individual IEP or AIP goals.

HERE'S WHAT

Click on link to [relevant literacy data \(FSA Data, District Primary Reading Data, Provincial Literacy Assessment Data\)](#).

Other District and Provincial Performance Indicators

- District Writing Assessments
- Proficiency Levels (report cards)
- Grade to Grade Transitions
- Aboriginal "How are We Doing?" Report
- School Action Plan Reviews
- Early Development Instrument – EDI (K)
- Reading Assessments K-8: KSP, F&P, DART
- French Immersion Assessments: GB+ and ERCL

SO WHAT

Notices

- When we triangulate the data, we have seen an overall improvement in almost all of our literacy results.
- We have seen growth in our overall FSA Literacy results at both the grade 4 and grade 7 level.
- While we are seeing improved results for Aboriginal students, students with diverse abilities, and Children in Youth and Care (CYIC), we continue to see slightly lower results for these groups when compared with students not in these categories.
- Grades 1-3 reading results increased significantly in the 2021-2022 school year.
- While our writing results decreased slightly from the 2020-2021 school year, the majority of our students are within the Developing or Proficient level.
- Students entering Kindergarten are continuing to show vulnerability on the EDI in the area of oral language.

Wonders

- With the recent changes to our process for collecting District reading data, has this changed our baseline data for our district results? Are the improved reading results solely a product of this change or reflective of the improving literacy practice in our schools?
- How are teachers using the data from the reading assessments? Are they using the data to inform Tier One instruction?
- As many post-secondary training programs do not mandate literacy instruction for their teacher candidates in elementary and middle school cohorts, how can the District provide intensive in-service to new teachers focused on reading instruction?
- Has our District focus on improving reading results had a correlating negative impact on student literacy with respect to writing?
- Given the change in how FSA Literacy data is reported, does the District need to review the process for the collection of writing data?

NOW WHAT

K-12 Actions

- A. Finalize and share newly combined and updated Balanced Literacy Guide (K to 8) with all teachers across the District.
 - Continue to create online elaborations to support teachers with the Balanced Literacy Guide especially in identified growth areas such as phonological and phonemic awareness as well as reading comprehension and writing skill development
- B. Establish K-12 District Literacy Team comprised of members of Instructional Services, Learning Support Services and the Aboriginal Program.
 - District Literacy Team will work to define what literacy instruction and appropriate literacy interventions and intervention strategies are required at each grade level K-12
 - Once completed, the District Literacy Team will revise the Balance Literacy Guide to K-12
- C. Ensure all teachers are focusing on essential Literacy curriculum and competencies to enhance student achievement for all students.
 - Finalize essential learning standards at each grade level in literacy (District and School level)
 - Provide activities for school staff to examine and highlight the literacy competencies across discipline areas
- D. Support school-based Administrators in using district and provincial data effectively with their staff to determine next steps in literacy instruction and required interventions to support vulnerable students.
 - Continue to collect reading data at the end of each grade level (grades 1 to 3) to develop targeted school-wide interventions
 - Continue to collect writing data from the District Writing Assessment (DWA 5) to assist with developing targeted school-wide interventions
- E. Ensure all School Action Plans have targeted and specific actions to address literacy learning.

See additional K to 12 Literacy actions in the attached appendices.

Numeracy

FESL Goal: All students will meet or exceed numeracy expectations for each grade level or to the student's IEP or AIP goals.

HERE'S WHAT

Click on link to [relevant numeracy data \(FSA Data, District Numeracy Assessment Data, Grade 10 Numeracy Assessment Data\)](#).

Other District and Provincial Performance Indicators

- Proficiency Levels (report cards)
- Aboriginal "How are We Doing?" Report
- Grade to Grade Transitions
- School Action Plan Reviews

SO WHAT

Notices

- We continue to see increased student success on District Numeracy assessments.
- While we are seeing improved results for Aboriginal students, students with diverse abilities, and Children in Youth and Care (CYIC), we continue to see slightly lower results for these groups when compared with students not in these categories.
- Our District results for cohorts of students correlate with classroom assessment data, however, these results do not triangulate with provincial Numeracy data.
- We continue to notice through assessment data and observations from District teachers that these key areas need to be targeted in numeracy instruction:
 - problem solving
 - number sense
 - conceptual understanding

Wonders

- What value is being placed in our schools on Provincial Numeracy Assessments?
- Will the creation and release of our Balanced Numeracy Guide assist in increasing classroom teachers' confidence in their numeracy instruction? Will this then correlate to increased student success on district and provincial assessments?
- Will the changes in the collection and distribution of data from our District Numeracy Assessments result in increased success for our students?

NOW WHAT

K-12 Actions

- A. Ensure all teachers are focused on essential Numeracy curriculum and competencies to enhance student achievement for all students.
 - Finalize essential learning standards at each grade level in numeracy (District and school level)
 - Provide activities for school staff to examine and highlight the numeracy competencies across discipline areas
- B. Provide teachers with district-wide supports and professional development in Numeracy Instruction.
 - Ensure all existing and new teachers are provided with the recently completed Balanced Numeracy Guide
 - Create short instructional videos to be shown at staff meetings to introduce the Balanced Numeracy Program.
 - Continue to develop and share online elaborations to enhance the Balanced Numeracy Guide providing specific lesson ideas, videos and resources for classroom teachers.
 - Target supports in the areas of problem solving and number sense K-8 through online elaborations to the Balanced Numeracy Guide and working with Numeracy Leads in schools. These are areas of growth for our students based on District and Provincial assessments.

- C. Support school-based administrators in using district and provincial data effectively with their staff to determine next steps in numeracy instruction and required interventions to support vulnerable students.
- Continue to provide opportunities for school-based to engage with data from District and Provincial assessments and to provide them with strategies to use this data with their staff to help inform instructional needs and interventions.
- D. Ensure all School Action Plans contain targeted and specific actions to address number sense and problem solving.

See additional K to 12 Numeracy actions in the attached appendices.

HUMAN AND SOCIAL DEVELOPMENT

FESL Goal: Students and staff will feel welcome, safe, and connected to their school.

FESL Goal: Promote the Mental Health in Schools Strategy, through embedding positive mental health in all aspects of the education system, including culture, leadership, curriculum and learning environments.

Click [HERE](#) for relevant data (*Student Learning Survey - Grades 4,7,10,12; Middle Years Development Instrument (MDI) - Grades 5,6 and 8; Grade to Grade Transitions – Grades 9-10, 10-11, 11-12.*)

Other District and Provincial Performance Indicators

- Tell Them from Me Survey (Grades 8 @ secondary, 9 and 11)
- Attendance Rates

HERE'S WHAT

The District has been using three surveys with various grades over the past few years (Tell Them from Me, the Student Learning Survey, and the Middle Years Instrument). Last year the decision was made to use the various surveys consistently at the same grade level moving forward to allow for a comparison of results year to year.

SO WHAT

Notices

- We continue to see consistent results from year to year on the Student Learning survey questions around feeling welcome, safe and a sense of belonging
- These results are consistently at or slightly above provincial averages.
- Results for Aboriginal, CYIC and students with diverse abilities are in line with the provincial average, however, they continue to be lower than other groups of students within our District. We have work to do specifically with these multi-barriered students.
- In terms of transitions from grade 10 to 11 and grade 11 to 12, results are consistent from year to year and closely resemble the provincial averages. This trend is seen for all the different groups of students monitored.

Wonders

- Will our District's continued focus on Ensouling our Schools and building compassionate classroom communities eventually lead to an increase in student belonging results?
- Will the District wide implementation of Ukeru Training around trauma informed practice also help contribute to an increase in student's feelings of belonging and safety?
- How can we continue to improve student and staff engagement with these survey methods to ensure that our results are an accurate reflection of our District?

NOW WHAT

- A. Social Emotional Learning
 - Continue to provide professional learning for educational staff around Social Emotional Learning through a four-part dinner series with Dr. Jody Carrington
- B. Trauma Informed Practice
 - Year one of a two-year plan to have all educational staff certified in Ukeru Trauma Informed Practice by the end of the 2023-2024 school year.
 - Priority schools to receive enhanced support from Complex Trauma Resources.
- C. Aboriginal
 - District to engage in process to revise and update the Aboriginal Enhancement Agreement in 2022-2023
- D. Anti-Racism
 - Bakau Consultants to work with District staff to engage in a process with all rights holders and partner groups to establish a Vision and Action Plan focusing on anti-racism
 - Continue to provide staff development and resources supporting our focus on anti-racism and anti-racism curriculum. (see appendix for more details)
- E. Youth Engagement Project (YEP)
 - Following the guidance of student's involved in the YEP, the District is actively engaging community partners to provide open doors for youth seeking support.
 - District Vice Principal Children in Care working out of Foundry three days a week.
- F. Children in Care
 - District Vice Principal Children Youth In Care (CYIC) responsible for the following:
 - Supporting transitions throughout the educational system and into adulthood.
 - Reviewing data from District created CYIC dashboard to further inform District interventions and strategies for CYIC success
- G. Review/Evaluate Mental Health in Schools strategy in Langley
 - District Healthy Schools, Healthy Staff Advisory Committee to undertake a comprehensive review of the MHIS Strategy to determine which areas our district is already meeting the strategy and which areas our district requires to implement further supports.
 - Train the District Leadership Team in Compassionate Systems Leadership over the next 3-5 years.

- H. Review School Action Plans to ensure alignment of specific goals and actions in relation to our continued focus on Ensouling our Schools and supporting our commitment to Social Emotional Learning, Truth and Reconciliation, the Aboriginal Enhancement Agreement, anti-racism and inclusion with a focus on the success of Aboriginal learners, Children and Youth in Care and students with diverse abilities.

See additional Human and Social Development actions in the attached appendices.

See Human Resources actions related to the Mental Health in School strategy in the attached appendices.

CAREER DEVELOPMENT

FESL Goal: All students will transition successfully from secondary school with the core competencies to achieve their life and career goals.

Click [HERE](#) for relevant data (Grade to Grade Transitions – Grades 9-10, 10-11, 11-12; Completion Data; Enrolment in Train in Trades Programs; Enrolment in Work and Volunteer Experience for Credit [WAVE]; PSI Transition Data).

Other District and Provincial Performance Indicators

- Grad Exit Survey

SO WHAT

Notices

- We continue to see increases in the 6-year completion rates in all student categories with significant growth for Aboriginal students.
- While our post-secondary transition rates have been consistent over the past 5 years, they do not consider students who are transitioning into non-traditional pathways such as apprenticeships, private post-secondary programs and post-secondary institutions outside of B.C. (Langley School District has a high number of students who attend post-secondary institutions outside of B.C.).
- With roughly 50% of our students NOT transitioning to post-secondary institutions, this highlights a strong need for other pathways and opportunities for students in high school that do not lead to the traditional post-secondary path (university, college, BCIT). Thus, the need for a continued emphasis in our District on Work Experience, Youth Work in Trades, and other new career programs.

Wonders

- Are these increases in 6-year completion rates a result of COVID-related decisions around completion or will this trend continue as a reflection of the increased emphasis and focus on ensuring all students are successfully completing?
- Are the District's transition rates actually reflective of the number of our students who are successfully transitioning into some form of post-secondary education, and can we find a better or different way to accurately track all of our student transitions beyond grade 12?
- Will our continued focus on Career Education and expanding program and dual credit opportunities for students positively impact the District post-secondary transition rates?

NOW WHAT

Transitions

- Continue hosting a parent forum for parents/guardians of students with diverse abilities who will need to access adult services and supports.
- Continue hosting a work fair for students with diverse abilities and their parents/guardians to learn about options after high school.

Career Curriculum

- Continue to work on development of our Career Curriculum Plan to ensure that career curriculum models in all schools are equitable between schools, meaningful for students and robust in their delivery.
 - Gather student feedback on Capstone process in schools.
 - Develop clear, consistent Career Ed Curriculum plan from K to 7/8 with consistent transitions for all students into secondary (8/9) career programs
- Implement Digital Portfolios using MyBlueprint:
 - All students will curate a digital portfolio of artifacts, chosen from learning experiences both inside and outside of school, that will document their learning and growth over time.
 - Students will build their digital portfolios over time (K through 12) in preparation for their culminating Capstone project in Grade 12.

Career Programs

- Continue development of a clear marketing, promotional and social media strategy with effective marketing materials aimed at students and parents to promote awareness of district opportunities and programs that support student transitions to the trades.
 - Continue to expand and increase the number of career-related opportunities/events/tours for students at the elementary and middle school level.
- Continue education and professional development of school and district staff to promote awareness of district opportunities and programs that support student transitions to the trades:
 - Continue to work towards department goals around increased enrollment and participation in Work and Volunteer Experience (WAVE).
 - Continue to work towards goals around increased applications and enrollment in Youth Train in Trades Programs.
 - Continue to work towards goal of increased enrolment in Youth Work in Trades.
- Research and develop district opportunities and programs that support student transitions outside the trades:
 - WAVE; Dual Credit options; Transition Pathways.
 - Possible Indigenous EA Training program with SFU and Surrey College.
 - Possible Health Sciences Dual Credit Program with KPU.
- Research and create career-related opportunities for intermediate and middle school students to expose them earlier to post-secondary transition pathways.
- Continue to offer career-related supported work experience opportunities for students with diverse abilities.

SD35 CONTINUOUS IMPROVEMENT PLAN

The Langley School District has aligned its continuous improvement plan to include the Framework for Enhancing Student Learning (FESL), the [District Strategic Plan](#), Action Plans for Learning (school-based), Growth Plans for Learning (administrators), and our District's Vision and Mission. Continuous improvement cycles through alignment, implementation and evaluation which is repeated annually. The District's unified actions are built into Langley's three block model of Universal Design for Learning entitled "Ensouling our Schools." Click [HERE](#) for more details on these unified actions. Throughout the year, stakeholders will examine the data to evaluate the impact of implemented strategies to improve student success and ensure strategies are addressing emerging areas of need. Stakeholders will include Indigenous rightsholders, Indigenous peoples and education stakeholders.



*As a District we are committed to upholding our District Mission,
"to inspire all learners to reach their full potential and create a positive legacy for the future."*

Framework for Enhancing Student Learning (FESL)

APPENDIX I

ADDITIONAL K-12 ACTIONS IN LITERACY, NUMERACY AND HUMAN SOCIAL DEVELOPMENT

Literacy

A. Equipping teachers with essential Literacy resources

- Create bookable K-8 library kits for new teachers to ensure all classrooms have rich and diverse classroom libraries.
- Implement a diverse online library of eBooks and audio books for K-12 as well as professional resources for teachers and administrators (SORA Application).
- Create more Indigenous Literature Kits for sign out through the District Learning Commons and through the SORA application

B. Professional Learning for teachers

- Provide professional learning opportunities on the [B.C. Early Learning Framework](#).
- Implement Word Works Daily programming in every K classroom to improve phonological awareness and reading readiness.
- Provide in-service for teachers on using Fountas and Pinnell to effectively and formatively assess reading levels ensuring clarity, validity, and reliability.
- Target reading instruction professional development for grade 3 teachers.
- Target reading instruction professional learning in-service for grade 4 and 5 teachers.
- Ensure new teachers have a deep understanding of evidence-based reading instruction through opportunities: Summer Bootcamp, Mentorship and Professional Learning sessions and in-service.
- Ensure Indigenous resources are used effectively in literacy activities.
- Provide professional learning opportunities for teachers in Grade 10/12 Literacy Assessment coding to show how literacy spans discipline areas.
- Support secondary school communities in increasing adolescent reading for pleasure (directly linked to increased literacy and overall student achievement).
 - Remove barriers to successful and cross-disciplinary in-class Sustained Silent Reading.
 - Strategically utilize teacher librarians and circulation data.
 - Promote programs of reading by whole school community.
 - Address negative narratives with respect to males and reading.
 - Create a parent learning series focused on how to support their early readers at home.

APPENDIX I (CONT'D)

ADDITIONAL K-12 ACTIONS IN LITERACY, NUMERACY AND HUMAN SOCIAL DEVELOPMENT

Numeracy

- A. Equipping teachers with essential Numeracy resources and instructional skills
 - Purchase vetted resources to support implementation (Mathletics, Math Place, Math Up, Math Blitz kits for each school) and provide professional learning to ensure these resources are used effectively.
 - Create math manipulative/game kits for sign out through the District Learning Commons and promote through hands-on sessions in the Learning Hub.
- B. Professional Learning for teachers
 - Provide professional learning opportunities for math and non-math teachers in Grade 10 Numeracy Assessment coding to show how numeracy spans discipline areas.
 - Support teachers in using Visible Thinking Processes in Math instruction to engage students and to promote and ensure conceptual learning and understanding.
- C. Other Possible District Supports
 - Implement curriculum leads in every elementary school and identify Team Leaders in middle schools to build capacity and begin implementation of the District's Balanced Numeracy Program through the support of Instructional Services District Teacher.
 - Prioritize schools requiring intensive support with appropriate District resources (Instructional coaches, District Teachers and District Support Staff).

APPENDIX I (CONT'D)

ADDITIONAL K-12 ACTIONS IN LITERACY, NUMERACY AND HUMAN SOCIAL DEVELOPMENT

Human and Social Development

- A. Equipping teachers with essential resources to support work around anti-racism
 - Recognize and celebrate racial diversity in schools (with a particular focus on English First Peoples 10–12 courses) through the implementation the SORA application for all staff and students (e books/audiobooks).
 - Diversify Learning Commons in schools by providing a “matching” diversity grant initiative.
- B. Other strategies
 - Implement Social Emotional Learning school-wide using the District vetted resources in Langley’s SEL Guide.
 - Create structures in schools to ensure every student has a minimum of 2 caring adults in their school.
 - Implement effective transition activities for elementary to middle and middle to secondary to connect incoming students to next school.

APPENDIX II

OPERATIONS ACTIONS

Goal 1:

District budget aligns with Strategic Plan and is maximized to the benefit of all learners.

Actions:

- Develop a balanced budget structure and have it approved
- Develop budget to equitably utilize accumulated operational surplus
 - Classroom furniture
 - Mounted projectors in every classroom.
 - Funding for supports for our FESL
- Improve efficiencies in business processes
 - Audit, digitize and automate business processes to improve efficiencies.
 - Online forms for students, parents, and staff
 - Convert the remaining schools aging legacy phone systems to the Microsoft Voice Over IP Teams platform.
 - Work with programs and cost centers to maximize resources and find efficiencies.

Success Measurement:

- A balanced budget structure is in place
- Surplus funds are allocated and align with the Strategic Plan
- Improved processes
- Use of paper within the district is reduced by 15%
- Teams phone systems are in every district facility by end of school year
- Reallocation resources from efficiencies gained to balance the budget

Goal 2:

Continuous and sustainably funded technology upgrades/deployment are completed throughout the district

Actions:

- Upgrade phase II for wireless and networks for all schools
- Roll out the Wave II refresh of student devices based on student FTE numbers in each school
- Replace end-of-life devices bought by PACs and schools with Wave I devices. The devices upgrade will be based on the number of students in each school. This formula will promote equitable access to technology across all schools.
- Provide used iPads and laptops for students with financial and/where deemed appropriate, students with diverse needs for use at home

Success Measurement:

- Complete phase II of wireless and networks upgrades in schools
- The Wave II refresh is complete
- The number of iPads and laptops for students with financial and/where deemed appropriate, students with diverse needs for use at home

APPENDIX II (CONT'D)

OPERATIONS ACTIONS

Goal 3:

District facilities are in place to accommodate student population growth.

Actions:

- Annual review of school population and student distribution
- Develop plans to address student population growth
- Work with Ministry to approve and build new facilities
- Develop plan to accommodate student growth until new facilities are in place

Success Measurement:

- Student population and student distribution estimates used for capital plan process
- Building plans are developed and approved
- Facilities are in place to accommodate current / emerging student population

Goal 4:

District learning environments are equitably maintained and equally accessible.

Actions:

- Perform facility assessments to build a plan for an equity-based maintenance model
- Perform an inventory of the condition of all schools in the district
- Facilities management and Learning Support Services management work collaboratively to develop a plan to:
 - ensure schools are equitably maintained
 - improve accessibility across all school district facilities

Success Measurement:

- Actionable plan is in place for equity-based maintenance
- Accessibility for both students and staff has improved
- All projects embed a focus/action to ensure ongoing improvements to accessibility

Goal 5:

A new Community Link funding allocation model is adopted.

Actions:

- Finance management and Learning Support Services management work collaboratively to review how Community Link funds are currently spent and develop a new method of spending the funds focused on equity

Success Measurement:

- Budget for 2023/2024 will have Community Link funds budgeted with an equity focus
- Funds are allocated to our most vulnerable families and students

APPENDIX III

HUMAN RESOURCES ACTIONS

Goal 1

Healthy Staff, Healthy Schools

Promoting the Mental Health in Schools Strategy, through embedding positive mental health in all aspects of the education system, including culture, leadership, curriculum and learning environments.

Actions

- Healthy Staff, Healthy School Committee
- Each Site will have a Healthy Staff, Healthy School Rep
- Dinner Series for Reps to analyze Guarding Minds data
- Set goals and develop strategies based on analysis of Guarding Minds data

Success Measurement

- Increased employee engagement and satisfaction– Guarding Minds survey data
- Reduced mental health claims – Service Provider Aggregate Data
- Improved attendance and staff satisfaction leading to improved learning conditions for students – Attendance Data

Goal 2 TTOC Dispatch Coverage

Ensure equity in staffing levels to ensure high quality instruction in all schools

Actions

- Prioritize TTOCs and EOCs for our most vulnerable schools
- Provide dispatch consistency for improved service to students

Success Measurement

- Dispatch records from monthly and yearly comparisons using PowerSchool data

Goal 3 Attendance Support Program

Implement the Attendance Support Program to help employees maintain regular attendance at work to ensure students are receiving high quality instruction.

Actions

- Monitor employee attendance at each site
- Supportive conversations at each site with employees to help sustain regular attendance

Success Measurement

- Attendance reports in PowerSchool

Goal 4 Centralization

Continued centralization of specialized positions to better address staffing levels across the District for student success.

Actions

- Continue to explore the process of centralizing resource teachers and special education assistants.
- Continue exploring alternative staffing models for counsellors and teacher librarians.

Success Measurement

- Staffing level equity across the District
- District's ability to meet contractual staffing ratios