

School District No. 35 (Langley)

Framework for Enhancing Student Learning

2024-25



TABLE OF CONTENTS & INTERACTIVE TOOLS

TABLE OF CONTENTS

District Context	Page 2
Current Priorities of the Langley School District Strategic Plan	Page 3
Continuous Improvement Plan	Page 4
Ongoing Strategic Engagement	Page 5
Reflections from Ongoing Engagement	Page 6
Intellectual Development Executive Summary	Page 7
Intellectual Development In-Depth	Page 8
Human & Social Development Executive Summary	Page 9
Human & Social Development In-Depth	Page 10
Career Development Executive Summary	Page 11
Career Development In-Depth	Page 12
Operational Alignment	Page 13
In their own words... One Student's Story	Page 14

NAVIGATION TOOLS:

Interactive Tools within this Document



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

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



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

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



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

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



DISTRICT CONTEXT:

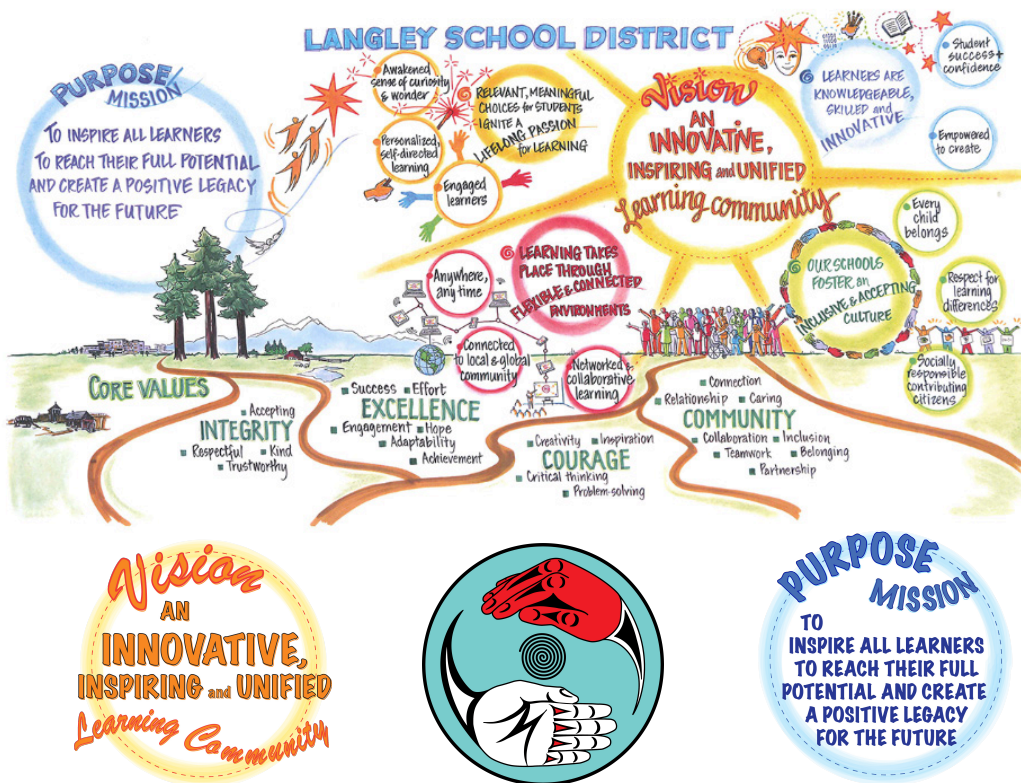
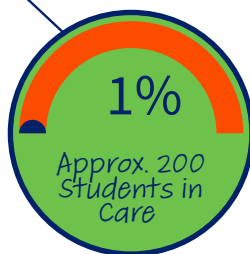
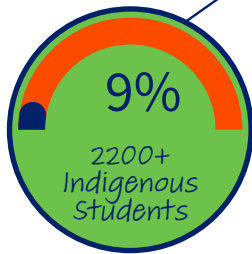
The Langley School District is situated on the traditional unceded territories of the Matsqui, Kwantlen, Katzie, and Semiahmoo First Nations. It is comprised of the City of Langley and the Township of Langley and is located in the central Fraser Valley, 40 kilometres east of Vancouver. As of 2024, Langley has a population of just under 172,000 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 employs more than 3,800 staff and serves approximately 26,000 students in 45 school sites, providing French Immersion, Fundamental, and Alternate programs. Langley neighbours Surrey to the west and Abbotsford to the east and operates on an annual budget of \$390 million.



45 Schools



26,000+ Students



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

CURRENT PRIORITIES of the STRATEGIC PLAN:

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



STRATEGIC PLAN 2023-2026

LANGLEY SCHOOL DISTRICT



AN INNOVATIVE, INSPIRING AND UNIFIED LEARNING COMMUNITY



UNIFIED ACTIONS:

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

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



ENSOULING OUR SCHOOLS



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

SYSTEMS & STRUCTURES

Response to Intervention

INSTRUCTIONAL PRACTICE

Framework for Teaching & Learning

SOCIAL & EMOTIONAL LEARNING

Creating Compassionate Classroom Communities

IMPLEMENTATION GOALS:



SYSTEMS & STRUCTURES:

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



SOCIAL & EMOTIONAL LEARNING:

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



INSTRUCTIONAL PRACTICE:

UNDERSTAND AND IMPLEMENT LANGLEY'S TEACHING AND LEARNING FRAMEWORK THROUGH UNIVERSALLY DESIGNING INSTRUCTIONAL AND ASSESSMENT STRATEGIES SO ALL STUDENTS REACH THEIR FULL POTENTIAL.

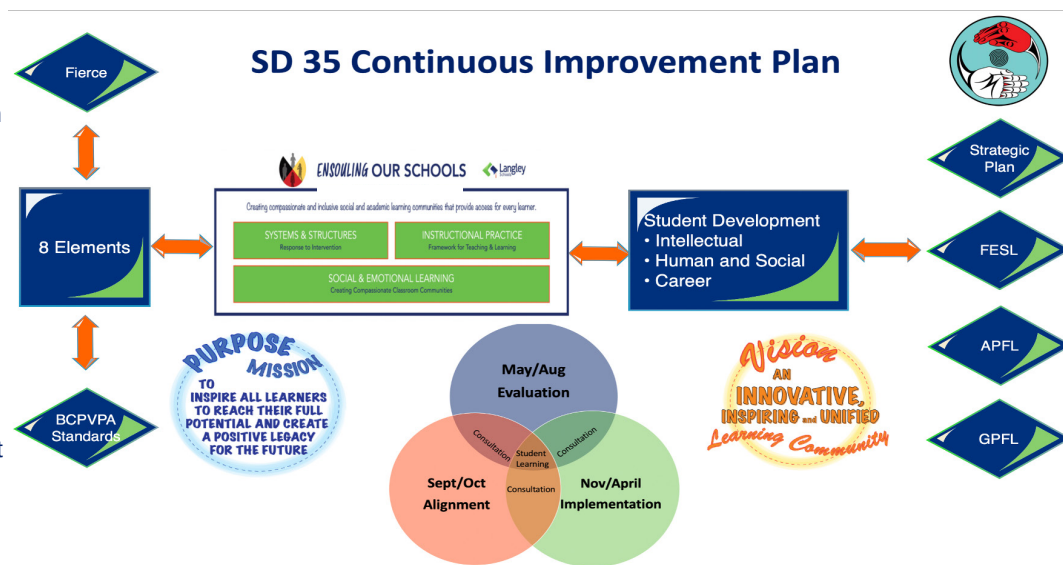
IMPLEMENT DISTRICT-WIDE PROFESSIONAL DEVELOPMENT ON UNIVERSAL DESIGN FOR LEARNING (UDL) STRATEGIES TO SUPPORT ALL EDUCATORS IN ENSURING UDL PRACTICES AND STRATEGIES ARE BEING USED THROUGHOUT THE DISTRICT.



Our Children are
our Medicine.

CONTINUOUS IMPROVEMENT PLAN:

The Langley School District has aligned its continuous improvement plan to include the the District Strategic Plan, Framework for Enhancing Student Learning (FESL), Action Plans for Learning (school-based), Growth Plans for Learning (administrators), and the 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 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.



? *How has the District improved the ongoing strategic collaboration with local First Nations on whose territory the district operates schools? What strategies are improving engagement with Indigenous communities & organizations?*

- Arranging regular monthly meetings between education coordinators from each of the local land-based First Nations and Aboriginal Program Leadership. Arranging regular meetings between leadership from each of the local land-based First Nations and District Leadership/Board of Education members.
- Partnership with local Indigenous organizations beyond the ya:yəstəl table and the Aboriginal Program; authentic connections with other departments such as Early Learning and Student Support Services (especially in the realm of Children and Youth In Care (CYIC) and families experiencing poverty, addiction and lack of housing).
- Inclusion of local land-based teachings of nəcəʔmat (one heart, one mind) & ya:yəstəl' (working together), in the Strategic Plan. These teachings connect directly to the two goals within the Aboriginal Education Enhancement Agreement
- Healthy Staff Healthy Schools project has representation from the Aboriginal Program and is focussed on explicit understandings and teachings from local Indigenous communities.
- Working with local land-based First Nations to decolonize the Aboriginal Achievement Awards to be less like a graduation ceremony and more connected to the protocols of this area to create a more authentic feel of ceremony and culture.

? *What were the greatest areas of success? How did these strategies address equity gaps for Indigenous learners?*

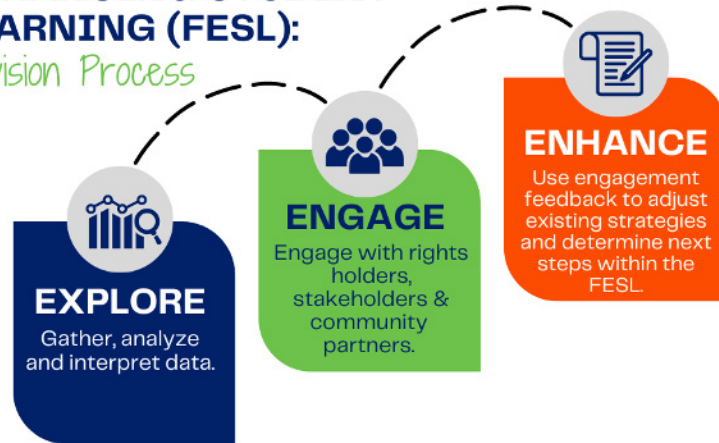
- All new or updated policies and administrative procedures that could affect Indigenous students are brought to ya:yəstəl' (Indigenous Education Council) for consultation and feedback (Policy & Governance).
- The work of the District-based Team to ensure equitable access to resources and supports for ALL students (Learning Profile)
- Ongoing professional development opportunities for ALL staff learning around Indigenous Worldviews and Perspectives beyond the mandated single day (Pedagogical Core).
- Goal #2 of the Aboriginal Education Enhancement Agreement (AEEA) is "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". The sense of belonging is woven into the focus of Ensouling our Schools which is the District's framework to develop equity in the system (Learning Environment).
- The AEEA asks that schools and the District turn their lens inward and look at how we can better serve the student rather than expecting the student to adjust to the system. To do this requires an understanding of the whole child and their story. Schools continue to follow a circle of caring approach to support most students, including family in conversation and working together with school, District, community and family to meet the needs of each child (all four pillars).
- Continuing increase in completion rates of Indigenous students.
- Decisions made by Operations staff that indicate an increase in understanding of Indigenous Worldviews and Perspectives (example – asking for proper protocol to move a house post prior to fixing skylights above it).
- Increasing numbers of Indigenous students accessing programs that traditionally saw many barriers (i.e., Youth Train In Trades).
- Increasing understanding of District and school staff around the need for including Indigenous Worldviews and Perspectives and supports needed for Indigenous students. It is no longer just the Aboriginal Program that advocates for this.
- Increasing Indigenousization of schools, including significant spaces for Aboriginal Program staff and students.
- The AEEA & Strategic Plan are the guiding documents that, along with the FESL, provide a framework and focus for school Action Plans.

ONGOING STRATEGIC ENGAGEMENT:

The *specific methods* used in the engagement process included facilitated conversations, data presentations, and feedback collection. Participants were asked to reflect on the data and provide ideas for strategies to support priority learners. The feedback was collected and aligned with consistent themes, and specific quotes were added to the FESL to emphasize the importance of the collective voice in creating, facilitating and implementing the FESL.

FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL):

Revision Process



- Intellectual Development
- Human & Social Development
- Career Development

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

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

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

? *Format of Engagement Process: How did the District engage stakeholders?*

The District has a comprehensive process for inclusive, ongoing, and meaningful engagement aimed at the continuous improvement of student learning outcomes. This process involves various stakeholders and rightsholders, including local First Nations, the Indigenous Education Council, Indigenous parents and students, district staff, student groups, and the local community.

The consultation process began at the end of the 2023/24 school year. The District's Strategic Planning Team, including the District Principal of Indigenous Education, reviewed and discussed the 2023-24 data. Meetings with local nations were also arranged to discuss necessary changes for the 2024-25 school year.

In July, the Strategic Planning Team set up meetings to review and analyze the collected data. They also established a consultation cycle to involve all partner groups and rightsholders in the process. These meetings took place in August and September and will continue throughout the year, as the Framework for Enhancing Student Learning (FESL) is considered a working document.

The learning intentions for the beginning of the year consultations with partner groups and rightsholders were to ensure that all voices had an opportunity to reflect on the data and provide ideas for strategies to support priority learners. The engagement process in August and September consisted of two-hour facilitated conversations. Each meeting had two parts:

- Presenting the data and asking participants what they noticed and wondered about how the District was doing.
- Reviewing strategies and supports for priority learners, collecting feedback, and aligning it with consistent themes that emerged in all meetings. These were added to the Framework for Enhancing Student Learning (FESL) as supports for priority learners in Human and Social, Career Development, and Intellectual Development.

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

The engagement process began at the end of the 2023-24 school year and continued throughout the summer. Meetings were held in August and September, and the consultation cycle will continue throughout the year. The FESL has been set as a standing conversation at Local Indigenous Education Meetings, Partner Group Meetings, and Superintendent Meetings.

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

- Board of Education
- ya:yəstəl
- Administrators
- Operations Staff
- DPAC
- Partner Groups
- Students

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

REFLECTIONS & FEEDBACK FROM ENGAGEMENT:

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

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

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

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

The District has shown a commitment to ensuring representation for each priority learner at both school and District levels, creating specific leadership positions such as District Vice-Principal of Children and Youth In Care to oversee daily support for priority learners. The District Principal of Instructional Services and Career Education, and the District Principal of Indigenous Education, lead the efforts in career development and transitions.

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

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

[Intellectual Development](#)

[Human & Social Development](#)

[Career Development](#)

[Partner Group Feedback](#)

[Student Experience & Feedback](#)

[Rights Holder Feedback](#)

[DPAC Feedback](#)

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

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

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

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





Executive Summary

INTELLECTUAL DEVELOPMENT

Instructional Practice

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

CONNECTION TO ENSOULING OUR SCHOOLS MODEL:

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

GOAL:

All students will meet or exceed literacy and numeracy expectations for each grade level or individual IEP or AIP goals.

DATA:



[Link to Data](#)

RESOURCES/EVIDENCE:



[Additional Resources, Anchor Documents & Alignment to School Plans](#)

STORIES OF IMPACT:

[Elementary, Secondary Students Team Up On 'Peace Book'](#)

[Students Shine at District 'Speak Out'](#)

[Student Inclusive Conferences in All Elementary Schools](#)

[Family Fun at RC Garnett Math Festival](#)

[Staff 'Open Hearts' at Odyssey Pro-D](#)

[Elementary Schools Celebrate Literacy Instruction](#)

2024-25 TARGETED ACTIONS:

LITERACY:

- The multi-disciplinary Literacy Teams K-12 will continue to:
 - administer and analyze common literacy screeners to identify student specific instructional needs
 - support the implementation of the K-5 Literacy Scope and Sequence with resources, professional learning, and collaborative practice.
 - expand the Lexia literacy pilot at Secondary to provide support and intervention for diverse learners
 - utilize PCI curriculum with complex resource students.

NUMERACY:

- Through the PLC model in schools, individual schools develop common grade-level assessments built around Prioritized Learning Standards to identify student learning gaps in numeracy.
- Students with an IEP or Student Support plan, who are not currently on track in numeracy, will have a supplementary numeracy goal informed by common assessments as part of their individualized plan.
- Support explicit and rich numeracy instruction through connecting all schools to the Coast Metro Scope and Sequence and access to Numeracy Resources.

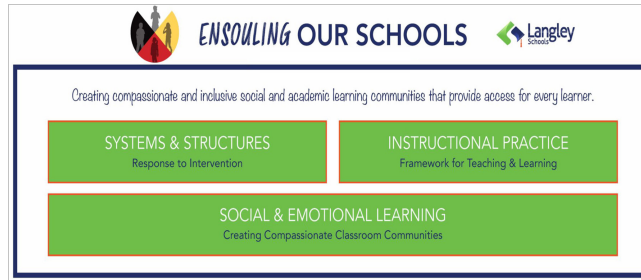
The strategic planning for literacy and numeracy involves a structured approach to monitor and evaluate the effectiveness of our strategies. This approach ensures that our numeracy initiatives are intentional, effective, and aligned with District priorities. The goal is to empower every student with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

INTELLECTUAL DEVELOPMENT



Targeted Actions: In-Depth

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



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



Leadership & Support

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

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

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

Targeted Actions that will be maintained:

The multi-disciplinary Literacy Teams (K-5, 6-8, 9-12, developed in 2023-24) will continue to:

- support the implementation of the K-5 Literacy Scope and Sequence with resources, professional learning, and collaborative practice.
- administer and analyze common middle school literacy screeners to identify student specific instructional needs
- utilize Lexia as a literacy pilot at Secondary to provide support and intervention for diverse learners
- utilize PCI curriculum with complex resource students.

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

- The **data** indicates that there is a continual decline in reading achievement for elementary-aged students.
- There is a significant drop in achievement between elementary and middle years in literacy.
- **Data** shows that students with diverse abilities and disabilities are performing much lower than their peers.

Adjustments/Adaptations to Actions for 2024-25:

- Gather data on the effectiveness of K-5 Literacy Scope & Sequence implementation through a feedback loop with school admin teams, teachers, and the District Literacy Team. For middle schools, the plan is for the remaining middle schools to implement literacy screeners to provide consistent practice across the District. Additionally, a Fall Middle Years Literacy conference is scheduled for October 2024.
- Based on feedback and data, if Lexia was successful, expand Lexia to another secondary school.
- Expand PCI to all middle school complex resource students.

Targeted Learner Impact:

Indigenous learners, diverse learners and Children & Youth in Care

- Through the PLC model in schools, individual schools develop common grade level assessments built around Prioritized Learning Standards to identify student learning gaps.

- Based on the **numeracy data**, there are many students not on track or proficient achievement in numeracy. This includes all learners; however, Indigenous learners, diverse learners and Children & Youth in Care are achieving significantly lower than other students. This strategy will provide clarity for students.

- Prioritized Learning Standards and common grade level assessments will be developed by school teams with an expanded focus to include literacy **and** numeracy.

This strategy will target all learners with gaps in numeracy development.

- Students with an IEP or Student Support plan, who are not currently on track, will have a supplementary goal informed by common assessments as part of their individualized plan.

- **Data** shows the achievement gap between diverse learners and their peers.
- Ensuring ALL students who are not on track in numeracy have a specific goal in this area will ensure equity of instruction and intervention for all students.

- Inclusion teachers and associated professionals will collaborate with site-based learning support teachers to develop rich literacy **and** numeracy goals and high yield intervention strategies for all diverse learners.

All diverse learners who are currently not on track in numeracy including Indigenous learners and Children & Youth in Care.

- Support explicit and rich numeracy instruction through connecting all schools to the **Coast Metro** Scope & Sequence and access to resources.

- **Current data** shows that a significant number of all students are not on track in numeracy, with Indigenous learners, diverse learners & Children & Youth in Care not achieving at the same level as their peers.

- Create a team of instructional and learning support District staff who will compile effective and accessible numeracy resources and create a presentation to share at each school.

All Learners, Indigenous Learners, Diverse Learners, Children & Youth in Care





Executive Summary

HUMAN & SOCIAL DEVELOPMENT

Compassionate & Inclusive Classroom Communities

CONNECTION TO ENSOULING OUR SCHOOLS MODEL:

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

GOAL:

Every school will continue to develop strategies for developing compassionate learning communities that nurture the gifts of all students.

DATA:



[Link to Data](#)

RESOURCES:

ENSOULING OUR SCHOOLS

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

SYSTEMS & STRUCTURES Response to Intervention	INSTRUCTIONAL PRACTICE Framework for Teaching & Learning
SOCIAL & EMOTIONAL LEARNING Creating Compassionate Classroom Communities	

- [Ensouling our Schools](#)
- [PEACEful Schools Checklist](#)
- [Project Black Feather](#)
- [Project Resiliency](#)
- [Aboriginal Program](#)
- [Healthy Schools](#)

2024-25 TARGETED ACTIONS:

- Ensure that all Children In Care will be in classes that have implemented, with fidelity, Complex Trauma Resources & PEACEful Schools strategies.
- Create Social Emotional Professional Learning Communities made up of Youth Care Workers (YCW), Clinicians and Counsellors to support students in having a positive personal and cultural identity and positive mental health.
- Initiate direct connection between District and school staff with local land-based First Nation education staff.
- Develop a Priority Learner Dashboard that allows schools and the District to identify highest priority learners and track interventions.

STORIES OF IMPACT:

- [Aboriginal Achievement Awards Ceremony](#)
- [Child Day: Community Partnerships](#)
- [Celebrating Diversity & Respect Week](#)
- [Deaf and Hard of Hearing Students feel a sense of belonging.](#)
- [Celebrating Influential Women in Langley](#)
- [Len Pierre Ensouling our Schools Series](#)
- [A Conversation with the Nations](#)
- [Staff Open Hearts at Odyssey](#)

HUMAN & SOCIAL DEVELOPMENT



Targeted Actions: In-Depth

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

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



Leadership
&
Support

The leadership and support for these initiatives are provided by a dedicated team:

- Director of Student Support Services
- District Vice-Principal of Children and Youth in Care
- District Principal of Indigenous Education
- District Principal of Safe Schools
- District Principal of Human Resources

Targeted Actions that will be Maintained:

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

Adjustments/Adaptations to Actions for 2024-25:

Targeted Learner Impact:

- The District partnered with Complex Trauma Resources to train staff in [PEACEful Schools](#), [Heart Tool](#) and Calm Classrooms.

- The **data** indicates that children and youth experiencing the Care System do not transition, feel a sense of belonging or safety at the same level as their peers.

- In September 2024, ensure that all Children in Care will be in classes that have implemented, with fidelity, Complex Trauma Resources & PEACEful Schools strategies.

K-12 children & youth experiencing the Care System.

- Addition of Mental Health Clinicians to case manage students with R and H designations for enhanced mental health interventions.

- **Data** indicates that students with R and H designations have lower 5 year and 6 year completion rates, and are more likely to attend alternate schools or leave the school system, than their peers.

- In September 2024, the District Principal of Safe Schools will create Social Emotional Professional Learning Communities made up of Youth Care Workers, Clinicians and Counsellors.

Diverse Learners with R & H designations.

- A Local Education Agreement which ensures regularly scheduled meetings between District and school staff and Kwantlen First Nation education staff.

- Indigenous students from local land-based First Nations make up less than 1 percent of the Indigenous student population.
- Based on masked data, on reserve students have historically not experienced the same levels of school success as their non-Indigenous peers.
- **Data** shows that Indigenous learners feel less welcome at their schools in comparison to their non-Indigenous peers.
- **Data** shows that Indigenous learners who live off reserve have lower 5 year and 6 year completion rates and, more likely to attend alternate schools and receive an adult dogwood than their non-Indigenous peers.

- In September of 2024, the District Principal of Indigenous Education & school principals will begin direct connection & regular meetings between District and school staff and local land-based First Nations education staff.

Indigenous Students from local land-based First Nations.

- As part of the Youth Engagement Project, the District has partnered with HelpSeekers to create a proof of concept for a student success dashboard to target specific goals by identifying emerging themes from targeted student voice.

- Our current system can't see, in real time, which students are not hitting markers that lead to successful transitions. There is a need to focus on and track interventions and progress towards specific student success.

- By December 2025, create a Priority Learner Dashboard that allows schools and the District to identify highest priority learners and track interventions. This will include student voice data.

Highest Priority Learners.





Executive Summary

CAREER DEVELOPMENT

Ensuring Successful Transitions

CONNECTION TO ENSOULING OUR SCHOOLS MODEL:

Langley's Career Development initiatives align with all blocks within the Ensouling our Schools Model, to ensure all students can reach their full potential.

GOAL:

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

DATA:



[Link to Data](#)

RESOURCES:

SD35 District Career Ed Pathways

Explore	Work	Train
Tours/Workshops QR Code Youth TRAIN Workshops QR Code	Career Discoveries QR Code Work Read Volunteer Experience WAVE QR Code District WAVE QR Code Township & City Fire Departments QR Code Summer WAVE	Apprenticeship Youth WORK in Trades QR Code Programs Post Secondary Partnerships Automotive Service Technician Carpentry Electrical Hairstylist Landscape Horticulture Piping/Plumbing Professional Cook 1 QR Code

Logos: Langley Schools, SD35 Career Ed, SD35CareerEd

[Link to Resources](#)

[Academic Dual Credit Offerings](#)

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

[Career Discoveries Program](#)

2024-25 TARGETED ACTIONS: :

- Build capacity K-12 on collecting, curating & articulating a student's Learning Journey Portfolio through a meaningful Capstone experience.
- Coordinate Transition Planning between grade-to-grade, elementary to middle and middle to secondary as a K-12 system-wide process.
- Continue to research and develop opportunities and programs that support student transitions beyond the trades.

STORIES:

[Student Entrepreneurs "Wow" at IDEA Summit](#)

[Career Discoveries Offers Pathways for Students with Diverse Abilities](#)

[District Supports Take our Kids to Work Day](#)

[Families learn about Pathways to the Future](#)

[District Celebrates Transition Data](#)

[Langley Students Give Back through Capstone Projects](#)

[Walnut Grove Secondary supports Transitions](#)

[JB4 Preschool to ensure successful Transitions](#)

CAREER DEVELOPMENT



Targeted Actions: In-Depth



Successful transitions are pivotal in ensuring that students navigate through their educational journey with confidence and support. They are designed to provide a seamless progression from one stage of education to the next, addressing the unique needs of each student.



Leadership
&
Support

The Career Development Leadership Team is dedicated to successful transitions within our schools. The team includes:

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

Targeted Actions that will be Maintained:

- Build capacity K-12 on collecting, curating & articulating a student's Learning Journey Portfolio through a meaningful Capstone experience.

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

- District staff engaging in student Capstones indicate that we continue to have variance in how students across secondary schools engage in sharing their learning journey and Capstone, in addition to how these students are assessed. This creates barriers for some students.

Adjustments/Adaptations to Actions for 2024-25:

- Increase voice and choice for all learners for how students can showcase their Capstone.
- Increase the number of students using a mentor in their Capstone experience.
- Present Diverse Learner Capstone booklet to Learning Support and Career Education Department Heads.

Targeted Learner Impact:

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

- Coordinate effective Transition Planning between grade-to-grade, elementary to middle and middle to secondary as a K-12 system-wide process.

- Student stories captured by schools showcases the effectiveness for student transitions through a wrap-around approach, ensuring multiple trusted adults & positive peer relationships. However, we are not yet aligned for how the transition process should look (meeting protocols, who attends, frequency, etc) when students transition out of a classroom, grade, course or school.
- District-based Team (DBT) will track the transition data for vulnerable students between schools, and for Adult Grad, to better understand what is happening in schools.

- Create a framework for schools to use to support effective and positive student transitions, ensuring student voice and family perspectives are included in the transition planning model.
- Connect with local land-based First Nations and ya:ya'sta'l to seek feedback and guidance about the transition process for Indigenous students (Indigenizing transition process & meetings etc.)
- Utilize the school PLC teams to catch students earlier and provide support for successful semester and grade-to-grade transitions.

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

- Continue to research and develop opportunities and programs that support student transitions beyond the trades.

- In Spring 2024, our applications for Youth Train in Trades and Dual Credit programs were the highest we have historically seen in the District. More students are seeking District programs as an early pathway to future success.

- Addition of Health Science Dual Credit Program for 2025-26, in partnership with KPU and Richmond & Delta School Districts, as part of a Ministry Grant.
- Review district program application processes and paperwork to reduce barriers to students who are interested in our dual-credit offerings.

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



View the full [Monitoring Effective Strategies Chart and Targeted Actions for Priority Learners](#).

OPERATIONAL ALIGNMENT:

The consultation with the operations teams (Information Technology, Finance, Human Resources, & Facilities) also ensured that their department goals were designed to support priority learners based on the data analysis and targeted goals within the Framework for Enhancing Student Learning.

The feedback gathered from the engagement processes helped shape the District's next steps by informing the strategies and supports for priority learners. These were added to the FESL and will be revisited throughout the year to share evidence of success in each goal and any changes that need to be made to their plans.

Department:	Goals:	Aligned Actions to Support Priority Learners:	Collaboration:
Finance	<ul style="list-style-type: none"> • Be efficient with Finance processes to allow educators to focus their energy on working with priority students. • Look at how we allocate funds to schools. • Find ways to remove finance activities from schools to allow them to focus on priority learners (not be seen as a barrier but as a value add) (centralization). 	<ul style="list-style-type: none"> • Support priority schools by working through the financial processes. • Provide additional 1:1 budget support for priority schools. • Expedite the identification of priority learners in the system quicker to aid Learning Support Services. • Fix the process on staffing changes with coding of staffing and expenses. • Train staff on how they can support priority schools. • Review how funds are allocated (i.e., rentals) to provide funds to priority schools. 	<ul style="list-style-type: none"> • Visit schools to better understand how Finance can support. • Work with other central departments to streamline/improve/create processes.
Human Resources	<ul style="list-style-type: none"> • Prioritize TTOC & EOC resources for priority learners based on need, as needs change. • Help create an authentic culture of care for all staff (reduce absenteeism and turnover ultimately affecting support available for priority learners). • Proactive recruitment that reduces unfilled vacancies. 	<ul style="list-style-type: none"> • Know where the priority learners are and continually monitor where does the most need currently exist. • Provide tools and resources, training, and support to: attendance support plan, decreasing WorkSafeBC claims, decreasing violent incidents, communication, transparency, decreasing absenteeism. • Appropriately allocate recruitment roles & responsibilities within the department to ensure recruitment needs are being managed effectively (preventing gaps affecting priority learners). • Continue to offer POPARD training to casual SEAs; increasing capacity of SEAs supporting priority learners. 	<ul style="list-style-type: none"> • Working with School Based Administrators to assess vacancies, prioritizing schools with greatest needs. • Working with Healthy Staff and Healthy Schools staff to develop and support an authentic culture of care. • Working with partner groups to gather feedback and support actions for recruitment and retention. • Working with local universities to increase number of practicum students.
Technology:	<ul style="list-style-type: none"> • Project management practices are adapted to ensure that the impact to priority learners is maximized. • Prioritizing support and response to maximize impact to priority schools and departments. 	<ul style="list-style-type: none"> • During project scoping, determine the impact to priority learners and adjust implementation plans as needed. • Increase response for IT tickets based on school and department. • Identify where training is needed to improve impact to priority learners. • All IT staff understand what priority learners, schools, and departments are and why the department will improve services to them. 	<ul style="list-style-type: none"> • Help staff build their own connections to improving experiences for priority learners. • Ask for input into actions that can be done to address goals. • Set-up a process to work on FESL goals as a department in June for 2025-26. • Through the Technology Steering Committee ensure the Tech Plan addresses the needs of priority schools.
Facilities:	<ul style="list-style-type: none"> • Create an Annual Priority Learners Project List. • Increase the District WAVE Program (working with district facilities staff) to target Priority Learners during the school year as well as in the summer. • Increase collaboration with floor staff to co-create FESL goals. 	<ul style="list-style-type: none"> • By collaborating with stakeholders, determine project costs, create project requests & Prioritized Project List • Consult with LSS to determine the needs of Priority Learners; establish training with support services, for tradesmen to work with priority learning students. • Establish orientation for new staff to deepen understanding of priority learners. 	<ul style="list-style-type: none"> • Work with IS, LSS, SSS Departments – to identify needs of students and to identify the project needs. • Administrators of schools – to identify the project needs. • Assistant Director of Operations/ Manager of Facilities to oversee Project List and co-ordinate with the different stakeholders. • Collaborate with floor staff to produce and set some goals for the FESL.



View the full [Targeted Actions for Operational Alignment](#)

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

Shared in a speech to all Administrators, September 2024

I am here today to share a little bit about my story and some challenges I have faced, also how Langley supports have helped me through my hardships.

Being a teenage girl comes with its own challenges such as high school drama, boys, going through puberty and trying to figure out who you are. These things can be difficult to navigate as a teenager.

I am currently 16 years old and not living at home due to my mother struggling with addiction. With that the past school year was difficult leaving home and trying to get through high school while dealing with neglect at home and having a parent that couldn't be there for me emotionally or physically.

I am going to share a bit of back story leading up to where I am at now. I was raised by a single mother who had me at 17. We were in poverty, my mom hopping from job to job trying to make ends meet, and with each career change came a new school, new neighbourhood and a new home. When I was little I saw it as an adventure, I was always an outgoing kid so when we would move it just meant I got to make new friends. By first grade I had been to three schools but at least I had my twin sister so each move I always had a guaranteed friend.

First grade I lost my dad to an overdose being just seven years old. Being so young I couldn't even comprehend what death is let alone trying to grieve and continue attending school without letting it affect me too much. The following years I moved 6 times and gone to three more schools. In that period of time my mom couldn't keep a job or home and always had a new boyfriend. It wasn't until middle school that I started struggling and piecing everything together. Sixth grade is when I started to notice my mom's addiction. I picked up on her always locking herself in her room, random cars pulling in my driveway, and finding bags and bottles of what contained drugs inside. It was hard to admit to myself that my mom was an addict so I denied it and kept it a secret what I knew and anything I found. For a year I didn't say anything to anyone but my mom's behaviours were just getting worse. In seventh grade my mom went to rehab and I had to stay with family for a few months. I thought that when she would come home everything was going to get better. She proved me wrong. From eighth grade to tenth grade she got really bad. We moved to Surrey so I would have to bus an hour to school, make my little brother's lunch, make sure he was up, dressed, teeth brushed and off to school since my mom was always sleeping. When we would all get home from school, I would help my brother with any reading or homework he had and then start making dinner. This was my schedule for 2 years. I had to be the parent of the house because my mom was either sleeping, locked in her room, or out somewhere. I had to bus to my softball games and put my brother to bed. Even when me and my siblings were sick she wouldn't spend any money to get medication for us, and when we were really sick and begged my mom to take us to the hospital she would refuse.

I couldn't live like that anymore. I couldn't parent my siblings and my mom. I wanted to be a kid, I wanted to attend school without being emotionally and physically drained. I was an A average student and I didn't want my tribulations to effect my grades or love for school and learning. Being just a kid it was tough and confusing to process, my family was broken and I didn't know what to do or who to go to. I felt alone and thought I had to deal with my suffering by myself. With no father figure and my mom struggling with addiction I felt that I had to step up and be strong and set an example for my siblings but that wasn't my role to take on. I was left feeling helpless. What could I do to help myself and my family?

Without a parent to guide me and help me set up a successful future or be there for me through my adolescent and teenage years how was I supposed to set up my life all alone? So, I reached out to my school staff. At school I felt loved and cared for so I knew it was a safe space to open up. At first it was scary and embarrassing to be vulnerable on what was going on and how I was struggling but it was the best thing I could have done. The teachers and youth care workers validated me and let me know everything was going to be okay. They helped me stay focused on school and encouraged me to reach out and supplied me with resources to get me and my family the help we need. With reaching out to a variety of resources it helped my family to get counselling, food, clothes and safe space to be honest about our poverty without feeling less than. I didn't have to feel like it was my responsibility to take care of my family anymore or like I was destined for failure because of my situation or struggles.

The staff at my middle and high schools went above and beyond to help me succeed. They gave me one on one time to assure my assignments were finished and supplied me with emotional support and encouragement that I could attain success with the right efforts. I have learned that my homelife or struggles I face do not define who I am and that no matter where you start off in life, with a positive perspective and hard work and determination you can be destined for greatness!! I've taken my struggles as lessons and chose to learn and grow from them. I am now able to share my story to hopefully show people no matter how young or old, rich or poor, that you have a purpose in life and you can succeed. I want to note that I am beyond grateful that I am part of a community that promotes kindness and supports youth no matter where they come from or what struggles they're facing. There are staff and people in our community that truly care and want to help you succeed.

In their own words... listen [here](#).