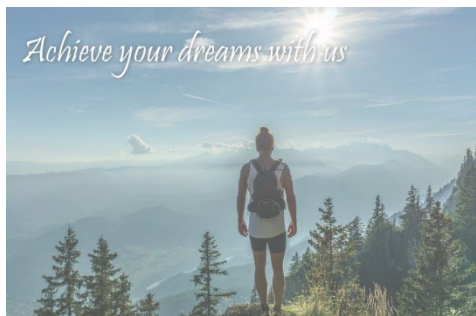


# Framework for Enhancing Student Learning



SCHOOL DISTRICT 5  
SOUTHEAST KOOTENAY

School District No. 5 (Southeast Kootenay)  
Human Resources








September 2025

## Human Resources

The Human Resources Department supports the Strategic Plan in the following ways:

### Priority One: Equity and Inclusion








<b>Strategy 1:</b>	Enhance workforce diversity so that district staff more closely reflect the diversity of the student population.
<b>Action:</b>	Continue to build partnerships with external agencies that support marginalized job seekers, and actively recruit locally, provincially, nationally, and internationally to broaden and diversify applicant pools.
<b>Outcome:</b>	An increase in the representation of diverse staff members across schools, fostering an inclusive and equitable workforce that mirrors the communities and students we serve.
<b>Measure:</b>	Track and report on gender equity and wage disparity using employee self-disclosure data, with year-over-year analysis to identify trends and address identified gaps.





<b>Strategy 2:</b>	Strengthen partnerships with external agencies to support the recruitment and employment of individuals from diverse backgrounds.
<b>Action:</b>	<ul style="list-style-type: none"> <li> Expand recruitment efforts locally, provincially, nationally, and internationally to attract a broader and more diverse applicant pool.</li>   <li> AXIS Family Resources – AXIS employment services help people with barriers to employment build skills and find jobs.             <ul style="list-style-type: none"> <li>▪ People with developmental disabilities</li> <li>▪ People with Autism Spectrum Disorder</li> <li>▪ People with Fetal Alcohol Spectrum Disorder</li> </ul> </li>   <li> WorkBC – The Accessibility portion of WorkBC provides a broad spectrum of resources for people with disabilities. We partner with WorkBC and people with disabilities to get education/training for roles within the organization. We also will be developing a program for Grade 12 students with disabilities to partner with WorkBC when in school to find gainful employment.</li>   <li> Make A Future – one-on-one recruitment concierge service to link French Immersion Teachers with available positions in the district.</li>   <li> Working with post-secondary institutions to host practicums for any students wanting experience in the school district. The Human</li> </ul>









	<p>Resources team will be helping students in their last year of studies with resume building, interview skills, etc. Target audiences are new and young workers.</p> <ul style="list-style-type: none"> <li>▪ College of the Rockies</li> <li>▪ University of Victoria (EKTEP)</li> <li>▪ University of BC (WEKTEP, University of BC Okanagan)</li> <li>▪ University of Calgary</li> <li>▪ University of Alberta</li> </ul>
<b>Outcome:</b>	Increased representation of staff from diverse backgrounds across schools, contributing to a more inclusive and equitable workforce that reflects the student population and wider community.
<b>Measure:</b>	Monitor and report annually on the diversity of applicant pools and new hires, using employee self-disclosure data to assess progress and identify areas for improvement in recruitment practices.

<b>Strategy 3:</b>	Implement Equity, Diversity and Inclusion (EDI) training for all hiring managers, principals, and vice principals.
<b>Action:</b>	Partner with external consultant to provide training for all hiring managers on inclusive hiring and interviewing practices, as well as leading and supporting a diverse workforce.
<b>Outcome:</b>	A more inclusive and equitable workplace where employees embrace diversity in all its forms, fairness is promoted, and everyone feels valued and respected. Students will increasingly see themselves reflected in the workforce, strengthening belonging and representation across the district.
<b>Measure:</b>	100% of hiring managers, principals, and vice-principals will complete EDI training within 2 years.

## Priority Two: Success for Each Learner

<b>Strategy 1:</b>	Ensure every learner is supported by qualified and well-prepared staff in all areas of instruction and student support.
<b>Action:</b>	<ul style="list-style-type: none"> <li> Post all vacancies with clear requirements for degrees, formal training, and/or relevant experience to attract candidates with the highest credentials.</li> <li> Provide upskilling opportunities for current unqualified staff to obtain necessary credentials, particularly for hard-to-fill roles.</li> <li> Implement mentorship programs to facilitate knowledge sharing, expand professional networks, and strengthen a culture of growth and connection where all employees feel supported.</li> </ul>
<b>Outcome:</b>	Students benefit from teachers and support staff who are qualified and well-prepared, ensuring consistent, high-quality learning support across the district. A strong culture of professional growth fosters both staff retention and learner success.
<b>Measure:</b>	<ul style="list-style-type: none"> <li> Annual principal feedback on the performance and effectiveness of teaching and support staff.</li> <li> Yearly evaluations of support staff to ensure performance standards are met or exceeded.</li> <li> Reduction in the number of unqualified workers in instructional and support roles.</li> <li> Increased participation in mentorship and upskilling programs, with measurable transitions of unqualified staff into fully qualified positions.</li> </ul>

<b>Strategy 2:</b>	<p>Employ qualified teachers and support staff in district roles to strengthen student learning in all communities.</p> <ul style="list-style-type: none"> <li> 1.0 FTE District Numeracy Teacher to support student learning K-12</li> <li> 1.0 FTE District Social Emotional Learning Teacher to support student learning K-12</li> <li> 0.6 FTE District Hearing Resource Teacher to support students that are hearing impaired.</li> <li> 0.4 FTE Vision Resource Teacher (A learning services teacher is temporarily assuming the responsibilities of the District Teacher for the Visually Impaired. To strengthen this role, the District has established a partnership with the Provincial Resource Centre for the Visually Impaired. Through this partnership, we have been assigned a master teacher of students with visual impairments, who is also an orientation and mobility specialist.)</li> </ul>
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	<ul style="list-style-type: none"> <li> 2.0 FTE District English Language Learner Teachers to support students whose first language is not English.</li> <li> 1.0 FTE District Teacher of French Curriculum</li> <li> 5.7 FTE Speech Language Pathologists (working with 8 Speech Language Assistants)</li> <li> 2.0 FTE District School Psychologists</li> <li> 2.0 FTE Learning Services Coordinators to support student learning K-12</li> <li> 1.0 FTE District Vice Principal of Human Resources and Health and Safety</li> <li> 1.0 FTE District Principal of Early Learning and Child Care/Literacy Support</li> <li> 1.0 FTE District Principal of Learning Services to support the learning needs of students K-12</li> </ul>
<b>Action:</b>	Develop and post clear job descriptions to attract qualified applicants for all available vacancies. Provide targeted upskilling and training opportunities to prepare existing staff for hard-to-fill roles.
<b>Outcome:</b>	Classroom teachers will be supported by qualified staff in areas of greatest need, ensuring effective delivery of instruction. Adequate staffing will enable the consistent retention and implementation of Individual Education Plans (IEPs), while filling vacancies with qualified candidates will provide stability in student learning supports across the district.
<b>Measure:</b>	Progress will be measured through annual satisfaction surveys of principals and teachers on the adequacy and effectiveness of district teaching staff support. Additional indicators will include the percentage of IEPs fully implemented as written, vacancy-fill rates with qualified candidates, and a demonstrated reduction in the use of unqualified staff in instructional and support roles.

<b>Strategy 3:</b>	Staff to appropriate levels to meet identified student learning needs.
<b>Action:</b>	As part of the spring staffing process, the Human Resources Department will meet with all schools to review needs and ensure that non-enrolling staffing allocations are sufficient to support student learning.
<b>Outcome:</b>	All identified learning needs beyond the required baseline are addressed through the staffing process, ensuring students receive the supports necessary to succeed.
<b>Measure:</b>	Ongoing feedback from principals, provided to the District Principal of Student Services, Directors of Learning, and the Superintendent, will be used to monitor the adequacy and effectiveness of staffing allocations.

## Summary

The District's Human Resources initiatives align with the Framework for Enhancing Student Learning outcomes by advancing equity, inclusion, and student success.

Priorities include diversifying the workforce through partnerships with agencies and post-secondary institutions, expanding Diversity Equity and Inclusion training for hiring leaders, and monitoring diversity data to ensure fair and inclusive practices, supporting Human and Social Development Goals 1 and 2.

At the same time, a strong focus on staffing schools with qualified teachers and specialists, along with mentorship and upskilling opportunities, ensures consistent, high-quality support for students, directly addressing Intellectual Development Goals 1 and 2. By creating an inclusive workforce that reflects the student population and ensuring students are supported by well-prepared staff across all areas, these actions also strengthen belonging, representation, and readiness for future transitions, advancing the Career Development Goal.