

Framework for Enhancing Student Learning



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

School District No. 5 (Southeast Kootenay)
Human Resources



September 2026

Human Resources

The Human Resources Department supports the Strategic Plan by advancing two connected priorities: Diversity, Equity and Inclusion, and Success for Each Learner. The strategies below focus on equitable recruitment, inclusive professional learning, expanded access to Compassionate Systems Leadership in-service opportunities, Truth and Reconciliation-informed onboarding supported by 4 Seasons of Indigenous Learning, employee wellness, workforce development, and staffing practices that strengthen student learning across the District.

Purpose	Build an inclusive, qualified, and well-supported workforce so every learner has consistent access to high-quality instruction and student support.
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Priority One: Diversity, Equity and Inclusion

Strategy 1: Strengthen equitable recruitment and workforce representation	
Actions:	 Recruit locally, provincially, nationally, and internationally to broaden applicant pools for District positions.  Build and maintain partnerships with agencies that support marginalized job seekers and candidates who face barriers to employment.  Use clear, inclusive recruitment practices to expand access to employment opportunities.
Outcome:	District staff increasingly reflect the diversity of students and communities, contributing to a workforce in which employees feel valued, respected, and included.
Measures and evidence:	Report annually on the diversity of applicant pools and new hires using employee self-disclosure data. Track gender equity and wage disparity year over year, identify trends, and respond to identified gaps.

Strategy 2: Build employment pathways through community and post-secondary partnerships	
Actions:	 AXIS Family Resources: Connect people with developmental disabilities, Autism Spectrum Disorder, and Fetal Alcohol Spectrum Disorder to employment skill-building and job opportunities.  WorkBC: Use accessibility resources and training supports to prepare people with disabilities for District roles, and continue developing a transition-to-employment pathway for grade twelve students with disabilities.  Make A Future: Use the one-on-one recruitment concierge service to connect French Immersion teachers with District vacancies.  Post-secondary institutions: Host practicums and provide resume and interview support to students in the final year of their studies, with an emphasis on new and young workers. Partners include College of the Rockies, University of Victoria (EKTEP), University of British Columbia (WEKTEP and UBC Okanagan), University of Calgary, University of Alberta, and University of Lethbridge.
Outcome:	A broader and more diverse pipeline of qualified candidates, stronger transition pathways into District employment, and increased representation of staff from diverse backgrounds.
Measures and evidence:	Monitor partnership activity, practicum participation, referrals, and resulting applications or hires. Use annual applicant and new-hire diversity data to identify gaps and improve recruitment practices.

Strategy 3: Build employee leadership capacity for equitable, inclusive, and compassionate practice.	
Actions:	 Partner with an external consultant to provide Equity, Diversity and Inclusion (EDI) training for hiring managers, principals, and vice-principals.  Focus training on inclusive hiring and interviewing practices, and on leading and supporting a diverse workforce.  Offer Compassionate Systems Leadership (CSL) workshop opportunities to staff in October and May, with priority given to school employees who have not yet participated in a CSL in-service.
Outcome:	Employees and leaders strengthen their capacity to apply equitable, inclusive, and compassionate practices in hiring, collaboration, and support. Employees experience a workplace in which diversity is welcomed, fair practices are embedded, and people feel valued and respected. Students increasingly see themselves represented in the District workforce, strengthening belonging.

Measures and evidence:	100% of hiring managers, principals, and vice-principals will complete EDI training within two years. Track participation in CSL learning by session and employee group, including first-time participants and completion of the professional development opportunity.
Progress Update	Thirty-three employees attended the May CSL session. The District also supported seven employees to attend the October session in Nelson.

Priority Two: Success for Each Learner

Qualified, well-prepared employees and appropriate staffing levels are essential to consistent learning support across all District communities.

Strategy 1: Strengthen employee qualifications, professional growth, and retention	
Actions:	 Post vacancies with clear requirements for degrees, formal training, credentials, and/or relevant experience.  Provide targeted upskilling for current employees who need qualifications for hard-to-fill roles.  Implement mentorship opportunities that support knowledge sharing, professional networks, growth, and connection.
Outcome:	Students receive consistent, high-quality instruction and support from qualified, well-prepared employees. A culture of professional learning and mentorship also strengthens employee retention.
Measures and evidence:	Gather annual principal feedback on the performance and effectiveness of teaching and support staff. Complete annual support staff evaluations to confirm that performance standards are met or exceeded. Track year-over-year change in the number of unqualified employees in instructional and support roles. Monitor participation and completion in mentorship and upskilling programs, including transitions into fully qualified positions.

Strategy 2: Maintain qualified specialist, instructional, and student-support roles that strengthen student learning in every community	
Actions:	 Develop and post clear job descriptions to attract qualified applicants across counselling, educational assistant, teaching, speech-language, psychology, and learning-services positions.  Use targeted recruitment, training, and upskilling to prepare existing employees and candidates for hard-to-fill roles.
Outcome:	Students and classroom teachers are supported by qualified counsellors, educational assistants, teachers, speech-language staff, psychologists, and other specialists in areas of greatest need. Stable staffing strengthens instruction, supports consistent implementation of Individual Education Plans (IEPs), and provides continuity in student learning and well-being supports.
Measures and evidence:	Use annual principal and teacher satisfaction surveys to assess the adequacy and effectiveness of district teaching staff support. Track vacancy-fill rates with qualified candidates, year-over-year FTE by position category, and changes in the use of unqualified staff.

Current District Staffing Supports — 2026 FTE Summary

The 2026 staffing table below identifies the following position categories and FTE allocations. The total across all listed categories is 89.16 FTE.

Position	2026 FTE
Counsellor	14.39 FTE
Education Assistant Deaf and Hard of Hearing	3.0 FTE
Education Assistant French Specialized	2.53 FTE
Education Assistant Brailist Blind Support	2.04 FTE
Speech Language Assistant	10.00 FTE
Speech Language Pathologist	8.24 FTE
Teacher - English Language Learners	2.00 FTE
Teacher – Transformative Learning	2.00 FTE
Teacher – Instruction French and Numeracy	2.00 FTE
Teacher - Learning Services	34.96 FTE
Teacher - Psychologist	2.00 FTE

Position	2026 FTE
Teacher – Special Education Coordinator, Social Emotional Learning, Deaf Hard of Hearing, Vision Impaired	6.0 FTE
Grand Total	89.16 FTE

Strategy 3: Align staffing allocations for each learner	
Actions:	 As part of the spring staffing process, the Human Resources Department will meet with every school to review needs and confirm that non-enrolling staffing allocations are sufficient to support student learning.
Outcome:	Learning needs beyond the required baseline are identified and addressed through the staffing process so students receive the supports necessary to succeed.
Measures and evidence:	Use ongoing principal feedback to the District Principal of Learning Services, Directors of Learning, and Superintendent to monitor the adequacy and effectiveness of staffing allocations.

Summary

Together, these Human Resources initiatives connect workforce planning directly to student learning and well-being.

FESL Goal Area	Human Resources Contribution
Human and Social Development Goals 1 and 2	Equitable recruitment, community partnerships, EDI and CSL professional learning, 4 Seasons of Indigenous Learning-supported Truth and Reconciliation onboarding, and responsive staff wellness supports strengthen inclusion, belonging, and fair employment practices.
Intellectual Development Goals 1 and 2	Qualified teachers, educational assistants, counsellors, speech-language staff, psychologists, other specialists, mentorship, upskilling, and needs-based staffing provide consistent, high-quality learning support and strengthen implementation of Individual Education Plans.
Career Development Goal	Practicums, resume and interview support, and employment pathways help students, new workers, and diverse candidates prepare for future transitions and employment in the District.

Annual review of the measures in this plan will help the District identify progress, respond to workforce gaps, and refine recruitment, onboarding, employee wellness, professional learning, and staffing practices in support of each learner. Review will include participation by first-time CSL learners and completion of 4 Seasons of Indigenous Learning as part of Truth and Reconciliation onboarding.