



**SCHOOL DISTRICT NO. 35 (LANGLEY)**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**

**AGENDA**

Tuesday, February 22, 2022

7:00 p.m.

Microsoft Teams Virtual Meeting

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**Pages**

1. AUDIO VISUAL RECORDING (WEBCASTING) OF REGULAR BOARD MEETING
2. CALL TO ORDER
3. REPORT FROM "IN CAMERA"
4. CONSENT AGENDA

Recommendation:

That the Board of Education adopts the consent agenda items as provided.

- |        |   |           |
|--------|---|-----------|
| 4.1.   | <u>CONSIDERATION OF MINUTES</u>                                 | 1 - 7     |
| 4.2.   | <u>BOARD AUTHORITY AUTHORIZED COURSES</u>                       | 8 - 20    |
| 4.3.   | <u>COMMITTEE REPORTS</u>  |           |
| 4.3.1. | <u>AUDIT COMMITTEE</u>  | 21 - 21   |
| 4.3.2. | <u>EDUCATION/STRATEGIC PLAN COMMITTEE</u>                       | 22 - 22   |
| 4.3.3. | <u>FINANCE AND FACILITIES COMMITTEE</u>                         | 23 - 23   |
| 4.3.4. | <u>HANDBOOK COMMITTEE</u>                                       | 24 - 24   |
| 4.4.   | <u>BOARD LIAISON COMMITTEE REPORTS</u>                          |           |
| 4.4.1. | <u>DISTRICT PARENT ADVISORY COUNCIL (Trustee Ward)</u>          | 25 - 99   |
| 4.5.   | <u>SCHOOL DISTRICT COMMITTEE REPORTS</u>                        |           |
| 4.5.1. | <u>ABORIGINAL / ya:yəstəl' (Assistant Superintendent Moino)</u> | 100 - 100 |
| 4.5.2. | <u>LGBTQ (Deputy Superintendent Bradford)</u>                   | 101 - 102 |

4.5.3.	<u>INCLUSIVE EDUCATION (Deputy Superintendent Bradford)</u>	103 - 105
4.6.	<u>COMMUNITY COMMITTEE REPORTS</u>	
4.6.1.	<u>JOINT SCHOOL DISTRICT NO. 35 / TOWNSHIP OF LANGLEY MUNICIPAL LIAISON (Trustee Ross)</u>	106 - 109
4.6.2.	<u>TOWNSHIP OF LANGLEY RECREATION, CULTURE AND PARKS ADVISORY (Trustee Tod)</u>	110 - 113
5.	<u>CONSIDERATION OF AGENDA</u>	
	Recommendation: That the Agenda be approved as presented.	
6.	<u>SUPERINTENDENT'S REPORTS</u>	
6.1.	<u>COVID-19 UPDATE</u>	114 - 115
	Recommendation: That the Board of Education receives the Superintendent's COVID-19 Update report for information, as presented.	
6.2.	<u>AMENDED DISTRICT CALENDAR 2022-2023</u>	116 - 117
	Recommendation: That the Board of Education requests staff begin the consultation process for the Amended District Calendar for 2022-2023.	
6.3.	<u>DISTRICT CALENDAR 2024-2025</u>	118 - 120
	Recommendation: That the Board of Education requests staff begin the consultation process for the District Calendar for 2025-2025.	
6.4.	<u>DISTRICT EARLY LITERACY RESULTS</u>	121 - 124
	Recommendation: That the Board of Education receives the update on the District Early Literacy Results for information, as presented.	
7.	<u>SECRETARY-TREASURER'S REPORTS</u>	
7.1.	<u>AMENDED BUDGET BYLAW 2022/2023</u>	125 - 144
	Recommendation: That the Board of Education approves staff to appropriate (unrestrict) the following restricted surplus amounts to balance the 2021/2022 Amended Budget:	
	<ul style="list-style-type: none"> <li>\$582,200 Internally restricted for Aldergrove region improvements</li> <li>\$200,000 Internally restricted for electric buses</li> </ul>	

- \$412,882 school surpluses
- \$135,026 Internally restricted for Indigenous Education
- \$641,977 Internally restricted for Holdback Funding (Learning Loss)
- \$1,305,421 Internally restricted for commitments 2020/2021
- \$500,000 Internally restricted for classroom furniture
- \$395,286 Internally restricted for COVID-19 contingency

Recommendation:

That the Board of Education unrestrict \$320,919 from the Internally Restricted to balance 2021/2022 budget and then internally restrict \$320,919 for future District capital contributions.

Recommendation:

That the Board of Education unrestrict the \$4,000,000 Internally restricted (appropriated) by the Board as per Policy 17.

Recommendation:

That the School District No. 35 (Langley) Amended Annual Budget Bylaw 2021/2022 in the amount of \$297,684,936 be given first reading.

Recommendation:

That the School District No. 35 (Langley) Amended Annual Budget Bylaw 2021/2022 in the amount of \$297,684,936 be given second reading.

Recommendation:

That the Board of Education of School District No. 35 (Langley) approves having all three readings of the Amended Annual Budget Bylaw 2021/2022 in the amount of \$297,684,936 at tonight's meeting.

Recommendation:

That the School District No. 35 (Langley) Amended Annual Budget Bylaw 2021/2022 in the amount of \$297,684,936 be given third reading, passed and adopted on this 22<sup>nd</sup> day of February 2022.

## 7.2. SMITH, WILLOUGHBY AREA LAND PURCHASE BYLAW 2022

145 - 150

Recommendation:

That The Board of Education of School District No. 35 (Langley) (the "Board") approves the Smith, Willoughby Area Land Purchase Bylaw 2022 to approve the purchase of the lands as described below, for a Middle/Secondary site in the Smith neighbourhood of the Willoughby Area from the Corporation of the Township of Langley (the "Township"), and for the Secretary-Treasurer to execute the documents required to complete the transaction.

Recommendation:

That the School District No. 35 (Langley) Smith, Willoughby Area Land Purchase Bylaw 2022 be given first reading.

Recommendation:

That the School District No. 35 (Langley) Smith, Willoughby Area Land Purchase Bylaw

2022 be given second reading.

Recommendation:

That the Board unanimously approves having all three readings of the School District No. 35 (Langley) Smith, Willoughby Area Land Purchase Bylaw 2022 at tonight's meeting.

Recommendation:

That the School District No. 35 (Langley Smith, Willoughby Area Land Purchase Bylaw 2022 be given third reading, passed and adopted on this 22<sup>nd</sup> day of February 2022.

8. EDUCATION/STRATEGIC PLAN COMMITTEE (Tony)

8.1. ANNUAL REVIEW OF SPECIALTY ACADEMY FEES

151 - 160

Recommendation:

That the Board of Education approves the fees for Specialty Academies for the 2022-23 school year, as presented.

8.2. ANNUAL REVIEW OF INTERNATIONAL BACCALAUREATE FEES

161 - 161

Recommendation:

That the Board of Education approves the fee structure for the International Baccalaureate Program at RE Mountain Secondary for the 2022-23 school year, as presented.

9. NEW BUSINESS

10. TRUSTEE COMMENTS

11. QUESTION PERIOD

Due to the fact that public will be using an online platform for this Regular Board Meeting, the process for question period is as follows. The Board will not be taking questions from members of the public in real time. We encourage members of the public to please submit their questions by emailing [feedback@sd35.bc.ca](mailto:feedback@sd35.bc.ca). Questions will be accepted up until one hour after the adjournment of the meeting. Board members or the appropriate staff will respond to the individual directly to acknowledge they've received the email within 24 hours. Thereafter, a response will be provided to the individual. The purpose is to ensure that those present in the audience have an opportunity to obtain clarification concerning business conducted during that meeting. Priority will be given to responding to one question per person before considering further questions from any individual.

The following will help the public develop questions for Question Period at a Board Meeting that is keeping with the goal of a respectful and focused meeting.

Questions:

1. Need to be directed to the Chair and not to staff;
2. Need to be related directly to the topic on the agenda;
3. Need to be succinct, focused and not be a statement;
4. May not be asked that are related to personnel or directed at an individual trustee;
5. May not be asked that are related to contract negotiations; and
6. The questioner shall provide their name so that it can be reflected in the minutes.



All of the above are directions provided for in Board Policy No. 7 - Board Operations. The Chair may answer, may defer to staff or indicate a question may not be in keeping with the above guidelines.

The Board appreciates the public's interest and wants to ensure a professional meeting is conducted, with Question Period focused on providing guests with the clarification they seek.

Trustees also welcome questions from members of the public apart from Question Period. Their contact information is available on the School District website.

I now call for questions from the public to be submitted by email.

12. ADJOURNMENT

Recommendation:

That the meeting be adjourned at \_\_ p.m.



**SCHOOL DISTRICT NO. 35 (LANGLEY)**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**MINUTES**

**Date:** Tuesday, January 25, 2022  
**Location:** Microsoft Teams Virtual Meeting

<b>Trustees Present:</b>	<b>Rod Ross</b>	<b>Chairperson</b>
	<b>David Tod</b>	<b>Trustee</b>
	<b>Shelley Coburn</b>	<b>Trustee</b>
	<b>Suzanne Perreault</b>	<b>Trustee</b>
	<b>Tony Ward</b>	<b>Trustee</b>
	<b>Marnie Wilson</b>	<b>Trustee</b>
	<b>Charlie Fox</b>	<b>Trustee</b>

<b>Staff Present:</b>	<b>Mal Gill</b>	<b>Superintendent</b>
	<b>Brian Iseli</b>	<b>Secretary-Treasurer</b>
	<b>Woody Bradford</b>	<b>Deputy Superintendent</b>
	<b>Barry Bunyan</b>	<b>Assistant Superintendent</b>
	<b>Lisa Lainchbury</b>	<b>Assistant Superintendent</b>
	<b>Marcello Moino</b>	<b>Assistant Superintendent</b>
	<b>Shind Chand</b>	<b>Assistant Secretary-Treasurer</b>
	<b>Joanne Abshire</b>	<b>Communications Manager</b>
	<b>Judy Swanson</b>	<b>Executive Assistant</b>
	<b>Pol Babao</b>	<b>Technical Support Specialist 1</b>
	<b>Dale Vo</b>	<b>Technical Support Specialist 3</b>
	<b>Magdy Ghobrial</b>	<b>District Principal, Wellness &amp; Diversity</b>
	<b>Mike Pue</b>	<b>District Principal, Aboriginal Education</b>
	<b>Brittany Reid</b>	<b>Vice-Principal, Langley Secondary School</b>
	<b>Gurpreet Mahil</b>	<b>Teacher, LSS</b>

<b>Partner Groups:</b>	<b>Tanya Kerr</b>	<b>LTA, President</b>
	<b>Graham Esplen</b>	<b>LTA, Vice-President</b>
	<b>Alicia Rempel</b>	<b>DPAC, President</b>
	<b>Jeremy Lyndon</b>	<b>LPVPA President</b>
	<b>Jennifer Johnson</b>	<b>CUPE 1260 President</b>

1. AUDIO VISUAL RECORDING (WEBCASTING) OF REGULAR BOARD MEETING

Those in attendance were informed that as per Policy No. 7 - Regular and Special Meetings of the Board may be streamed live, archived and accessed online. The Board reserves, at its sole discretion, via motion at any meeting, the right to not stream live or archive a meeting or a portion of a meeting. Further, the Board reserves the right to edit any recorded portion of a meeting.

2. CALL TO ORDER

The Board Chair called the meeting to order at 7:01 pm and began the meeting with the introduction stating: "I would like to acknowledge that the Langley School District is located on the traditional, ancestral and unceded territories of the Matsqui, Kwantlen, Katzie and Semiahmoo First Nations."

**Chairperson welcomed everyone and introduced attendees.**

3. REPORT FROM "IN CAMERA"

The Vice-Chair reported that the items discussed in the 'In Camera' Meeting pertained to personnel, legal, property.

The Vice-Chair reported that the items discussed in the Special In Camera Meeting of January 11, 2022 pertained to personnel.

4. CONSENT AGENDA

R22/01/25-01

**Moved By:** Trustee Coburn

**Seconded By:** Trustee Tod

That the Board of Education adopts the consent agenda items as provided.

**CARRIED UNANIMOUSLY**

4.1 CONSIDERATION OF MINUTES

4.2 COMMITTEE REPORTS

4.2.1 EDUCATION/STRATEGIC PLAN COMMITTEE

- 4.2.2 FINANCE AND FACILITIES COMMITTEE
- 4.2.3 POLICY COMMITTEE
- 4.3 SCHOOL DISTRICT COMMITTEE REPORTS
  - 4.3.1 ABORIGINAL / ya:ýæstəl' (Assistant Superintendent Moino)
  - 4.3.2 EMERGENCY PREPAREDNESS (Assistant Superintendent Bunyan)
- 4.4 COMMUNITY COMMITTEE REPORTS
  - 4.4.1 CITY OF LANGLEY ADVISORY PLANNING COMMISSION (Trustee Coburn)
  - 4.4.2 TOWNSHIP OF LANGLEY RECREATION, CULTURE AND PARKS ADVISORY (Trustee Tod)

5. CONSIDERATION OF AGENDA

R22/01/25-02

**Moved By:** Trustee Coburn

**Seconded By:** Trustee Tod

That the Agenda be approved as amended with the addition of Item 9.1: Provincial Exams.

**CARRIED UNANIMOUSLY**

6. SUPERINTENDENT'S REPORTS

6.1 COVID-19 UPDATE

R22/01/25-03

**Moved By:** Charlie Fox

**Seconded By:** Trustee Perreault

That the Board of Education receives the update on COVID-19 for information, as presented.

**CARRIED UNANIMOUSLY**

6.2 ANTI-RACISM IN THE LANGLEY SCHOOL DISTRICT

R22/01/25-04

**Moved By:** Trustee Ward

**Seconded By:** Trustee Perreault

That the Board of Education receives the update on Anti-Racism for information, as presented.

**CARRIED UNANIMOUSLY**

6.3 AMENDED DISTRICT CALENDARS 2022-2023 AND 2023-2024

R22/01/25-05

**Moved By:** Charlie Fox

**Seconded By:** Trustee Tod

That the Board of Education approves the amended District Calendars for 2022-2023 and 2023-2024, as presented.

**CARRIED UNANIMOUSLY**

7. SECRETARY-TREASURER'S REPORTS

7.1 CAPITAL PROJECTS UPDATE

R22/01/25-06

**Moved By:** Trustee Perreault

**Seconded By:** Trustee Tod

That the Board of Education receives the report on Capital Projects 2021/2022 for information, as presented.

**CARRIED UNANIMOUSLY**

7.2 ANNUAL REVIEW OF TRUSTEE REMUNERATION

R22/01/25-07

**Moved By:** Trustee Coburn

**Seconded By:** Trustee Ward

That the Board of Education approves the increase of 4.8% effective January 1, 2022 based on the 12 month change in Canada Consumer Price Index (CPI) in accordance with board Policy #7, section 11 and to update the salaries in Policy #7, section 11.1 with the new salaries.

**OPPOSED:** Trustee Marnie Wilson, Trustee Suzanne Perreault, Trustee Shelley Coburn

**CARRIED**

7.3 FINANCIAL UPDATE

R22/01/25-08

**Moved By:** Trustee Perreault

**Seconded By:** Trustee Coburn

That the Board of Education receives the report on the Financial Update for information, as presented.

**CARRIED UNANIMOUSLY**

8. POLICY COMMITTEE

8.1 NOTICE OF MOTION RETURN - POLICY 17: ACCUMULATED OPERATING SURPLUS

R22/01/25-09

**Moved By:** Trustee Perreault

**Seconded By:** Trustee Tod

That the Board of Education approves Policy 17: Accumulated Operating Surplus, as presented.

**CARRIED UNANIMOUSLY**

9. NEW BUSINESS

9.1 PROVINCIAL EXAMS

10. TRUSTEE COMMENTS

Trustees thanked all of the presenters tonight, all partner groups for their support and welcomed the new Superintendent Mal Gill. Trustees shared their appreciation for District staff as well as Secretary-Treasurer Brian Iseli and his staff for their work on the budget and helping trustees to understand it. The new District Leadership Team was welcomed and thanked for their leadership during COVID-19 times. Thank you to all staff, students and parents for moving through the pandemic. Trustee involvement in LSS Capstone presentations was appreciated. Trustees acknowledged the release of the preliminary findings from Williams Lake First Nation regarding the investigation at the St. Joseph's Mission Residential School.

11. QUESTION PERIOD

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The Board appreciates the public's interest and wants to ensure a professional meeting is conducted, with Question Period focused on providing guests with the clarification they seek.

Trustees also welcome questions from members of the public apart from Question Period. Their contact information is available on the School District website.

The Chair called for questions from the public.

One question was received from Andrea Lyon regarding the French Immersion Assessment.

12. ADJOURNMENT

R22/01/25-09

**Moved By:** Trustee Coburn

**Seconded By:** Trustee Ward

That the meeting be adjourned at 9:17 p.m.

**CARRIED UNANIMOUSLY**

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TRUSTEE ROD ROSS

BOARD CHAIR

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BRIAN ISELI, CPA, CMA

SECRETARY-TREASURER



**STAFF REPORT**

**DATE:** February 22, 2022

**TO:** Board of Education

**FROM:** Mal Gill, Superintendent of Schools

**RESOURCE:** Lisa Lainchbury, Assistant Superintendent  
Dawne Tomlinson, Director of Instruction

**SUBJECT:** Board/Authority-Authorized Courses

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**BACKGROUND:**

All Board/Authority-Authorized (BAA) Courses were required to be revised to align with the Ministry of Education's re-designed curriculum reflecting the Ministry's Know-Do-Understand curriculum design by July 1, 2019. Boards/Authorities have retired any BAA course not meeting requirements.

New and revised BAA courses may overlap Big Ideas and Curricular Competencies of provincial curricula but cannot significantly overlap Content. Periodic review of BAA courses will be required, moving forward.

The following course outline is attached for the Board's approval:

- Black Studies 12



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Langley School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD35
<b>Developed by:</b> Surrey School District: Melanie Scheuer, Manvir Mander, Michael Musherure  Langley School District: Jennifer Koehler	<b>Date Developed:</b> February 2022
<b>School Name:</b> R.E. Mountain Secondary	<b>Principal's Name:</b> Jinder Sarowa
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Black Studies	<b>Grade Level of Course:</b> Grade 12
<b>Number of Course Credits:</b> Four	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** Proficient completion of Social Studies 10

**Special Training, Facilities or Equipment Required:** Anti-Racism training **strongly recommended**, completion of course specific pre-reading/pre-viewing list (please refer to recommendations listed at the bottom of this document).

## Course Synopsis:

Students of Black Studies will understand Black history as an important and legitimate branch of historical and contemporary inquiry. The course immerses learners in an interdisciplinary approach that includes, but is not limited to, Social Studies, English Language Arts, Science, Visual Arts, Media Arts and Music. Black Studies is foundationally **intersectional**, **anti-racist**, place-based, and student-centered. The course provides all learners with the opportunity to understand oppressive systems, examine how a diversity of Black peoples affected change in **colonial British Columbia** and Canada, explore complex contemporary Black identities, and reimagine their place and the futures on these lands. Students will gain a more complete and inclusive understanding of a diversity of Black homelands and the colonial roots of **what today is known as Canada** through examining social, cultural, political, legal, economic, and environmental systems that have altered Black ways of knowing and lived experiences. The implementation of a diversity of curricular competencies provides students with opportunities for vital class discussions, inquiry projects, readings, films, guest presentations, and educational excursions. Black Studies provides learners with the skills and knowledge to critically question and investigate past and present Black contributions, representation, and acts of resistance on the northern lands of **Turtle Island**, known today as Canada.

## Goals and Rationale:

The main purpose of the Social Studies and English Language Arts curriculum is to develop learners who have the critical knowledge, skills, and competencies to be informed, engaged, active societal members. Understanding a more complete historical narrative of the peoples who have resided on these lands is imperative to comprehending the present and creating a future that benefits all. It is vital for students to learn the true stories of Black peoples in **colonial Canada** not only to promote understanding, but to also deconstruct stereotypes and work towards **decolonization**. Stories and histories from the African continent and the **diaspora** are intertwined with the Indigenous and **Settler** histories of these lands. It is critical that Black students see themselves and their backgrounds represented, respected, and celebrated in their classrooms and school communities, and non-Black students are educated about Black experiences to ensure understanding and become accomplices in combating **anti-Black racism**.

The following are the main goals of Black Studies 12:

1. Employ critical thinking skills to understand the contested nature of history through the erasure of a diversity of voices
2. Centre and privilege Black ways of knowing via oral histories, stories, arts, sciences, and languages
3. Analyze how categories of racialization, ethnicity, nationality, gender, sexual orientation, ability, socio-economic status, and other identity markers have been constructed through **settler-colonialism**
4. Foster a deeper understanding of individual identity in the context of a **settler-colonial state**
5. Learn how past and present **Indigenous African** societies' function
6. Examine the process of colonialism, its disruption of African civilizations through enslavement, and its multifaceted long-term impacts

7. Understand the significant events, ideas, and actors of past and present society to develop a more inclusive and truthful representation of Black lives in the diaspora
8. Recognize the impacts of settler-colonialism, **anti-Indigenous racism**, and anti-Black racism in **colonial Canada**
9. Comprehend the necessary acts of resistance in provoking individual, societal, and systemic change
10. Enhance the process of decolonization and conciliation throughout the northern regions of Turtle Island known today as Canada

### **Indigenous Worldviews and Perspectives:**

First Peoples Ways of Knowing are the foundations of Black Studies. All students who have settled on these lands benefit from learning the worldviews and perspectives of the Original Peoples. Indigenous knowledges provide ways of making sense of the world and are embedded in community protocols and relationships. Indigenous Worldviews and Perspectives are complimented by and like African ways of knowing. Black Studies posits that these holistic and decolonial ways of knowing enrich the curriculum and student's learning experiences as they deepen the understanding of self-identity, the relationship to the lands they are on, other's lived realities, the settler-colonial nation-state, and global interconnections. First Peoples Ways of Knowing aid students in witnessing the colonial connections between Black people's histories and present realities on Turtle Island and the ongoing genocidal acts against both Indigenous Peoples and Black communities.

Indigenous ways of exploring/First Peoples Principles of Learning are woven into the course in the following ways:

1. Exploration of one's own situated and intersectional identity and its relation to Indigenous and Black ways of being and knowing
2. Understanding how one's identity is connected to the physical and human-made environment specifically in past Indigenous and present-day colonial context
3. Recognizing the intended and unintended impacts of one's discriminatory or anti-racist actions personally, locally, regionally, nationally, and globally
4. Valuing generational roles and responsibilities in fostering family and community connections, language and culture revitalization, and the learning of Indigenous and Black histories/stories in colonial Canada
5. Engaging in a student-centered educational approach with the teacher as facilitator of formative student observations and summative inquiry projects
6. Incorporating holistic, reflective, experiential, and relational approaches that privilege and centre the role and importance of Indigenous and Black knowledges and contributions to these lands
7. Comprehending that learning involves patience and time; that is, a growth mindset where mistakes are educational opportunities

## BIG IDEAS

Historical and contemporary injustices challenge the narrative and identity of **colonial Canada** as an inclusive, equitable, and just society

Colonialism continues to affect the contemporary social, cultural, political, legal, educational, medical, environmental, and economic lives of Black peoples and communities

Explorations of Black histories and literature deepen our understanding of identity and work to transform individuals and systems

Black resistance and the challenges against ongoing colonialism in colonial Canada is imperative to reclaim histories, stories, cultures, subjectivity, and agency

Decolonization and **conciliation** require all people and institutions within a colonial society to work together and address injustices, foster healing, and build relationships

## Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital <b>texts</b>, students are expected individually and collaboratively to be able to:</i></p> <ul style="list-style-type: none"> <li>• Use Social Studies <b>inquiry processes and skills</b> to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</li> <li>• Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance during various times and places, and from group to group (<b>significance</b>)</li> <li>• Compare and contrast continuities and changes for different groups at times and places (<b>continuity and change</b>)</li> <li>• Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (<b>cause and consequence</b>)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Indigenous African Civilizations</li> <li>• European Colonization in Africa and colonial Canada</li> <li>• Trans-Atlantic Slave Trade</li> <li>• Creation of “Race”</li> <li>• Enslavement on Turtle Island</li> <li>• Anti-Black Racism/Social Injustices Rooted in a Settler-Colonial State</li> <li>• Past and Present Black Communities and Leaders in colonial BC/Canada</li> <li>• Historical and Current Black Identities and Ways of Knowing</li> <li>• Individual and Group Resistance Movements</li> <li>• Theoretical Perspectives and <b>Black Futurisms/Afrofuturism</b></li> <li>• Society-wide Decolonization and <b>Conciliation</b> in colonial Canada</li> </ul>

- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (**perspective**)
- Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (**ethical judgment**)
- Access information and ideas for **diverse purposes** and from a variety of sources and evaluate their **relevance, accuracy, and reliability**
- Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
- Recognize and appreciate how **different features, forms, and genres of texts** reflect different purposes, audiences, and messages
- **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
- Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts**
- Recognize **how language constructs personal, social, and cultural identity**
- Respond to **text** in **personal, creative, and critical ways**
- Recognize and appreciate the role of **story**, narrative, and oral tradition in expressing Black perspectives, values, beliefs, and points of view
- **Exchange ideas and viewpoints** to build shared understanding and extend thinking

Content focus will be taken from above and taught in these specific areas:

Story/text:

- forms, functions, and genres of text
- text features
- literary elements
- literary devices
- relevance, accuracy, reliability

Strategies and processes:

- reading strategies
- oral language strategies
- metacognitive strategies
- writing processes

Language features, structures, and conventions:

- features of oral language
- language usage and context
- conventions
- presentation techniques

## Big Ideas – Elaborations

**Anti-Black Racism:** All forms of racism (individual, societal, systemic, etc.) that are targeted towards Black peoples and communities.

**Anti-Indigenous Racism:** All forms of racism (individual, societal, systemic, etc.) that are targeted towards Indigenous Peoples and communities.

**Anti-Racism/Anti-Racist:** The work of actively opposing, dismantling and eliminating racism in all its forms by changing systems, institutional structures, policies, laws, practices and attitudes to ensure that power is equitably redistributed and shared; the work of understanding and owning the racist ideas and systems in which we have been socialized and the racist bias this has created within each of us.

**Black Futurisms/Afrofuturism:** Evaluates the past and future representations of Black people's realities to critically reexamine the constructed narratives to build new visions and truths of the future that realize multiple possibilities for Black lives.

**Colonial Canada:** Canada is a colonial state; we are living on unceded Indigenous lands and territories.

**Conciliation:** Establishing mutually respectful and beneficial relationships between Indigenous and non-indigenous people.

**Decolonization:** Undoing/eradicating settler-colonialism/colonialism in all its forms.

**Diaspora:** A population (i.e., racial, ethnic, religious) that is removed from or leaves their traditional homelands, especially involuntarily; a group's migration or flight from a nation or region.

**Indigenous African:** Black peoples and communities who originate from the African continent.

**Intersectional/Intersectionality:** Is a critical framework created by Kimberle Crenshaw to describe how racialization, gender, sexual orientation, socio-economic status, ability, faith, and other parts of a person's identity "intersect" with one another and overlap. Intersectionality examines the ways in which a person's identity combines all at once to create different experiences of oppression and privilege.

**Prison Industrial Complex:** The rapid expansion of prison inmates due to overlapping interest of government and industry that use surveillance, policing, and incarceration as solutions to economic, political, and social problems; these interests help generate profits, maintain the authority of people who get their power through racial, economic and other privileges, and disproportionately target and impact oppressed and marginalized communities.

**"Race":** A socially constructed concept that posits "race" is a "biological fact" (via identifying arbitrary physical differences between humans) vs a human-invited classification system based on white supremacy and used as a tool for oppression and violence.

**School to Prison Pipeline:** The process of racially criminalizing youth through racist disciplinary procedures that put them into contact with law enforcement through which students are pushed out of schools and into juvenile and criminal justice systems.

**Settler/Settler-Canadian:** Those who occupy lands in colonial Canada that are not their traditional, ancestral homelands; un-invited guests who occupy Indigenous territories and as such engage knowingly or unknowingly in the forcible displacement, genocide, and assimilation of First Peoples; those who are often of white European ancestry although People of Colour have also been identified as Settlers.

**Settler-Colonialism:** The process of invading, stealing, and living on the lands and territories that are already occupied by – and belong to - Indigenous Peoples and communities.

**Settler-Colonial State:** A country/government that exists through genocide/colonialism; an illegal occupation.

**Colonial British Columbia:** British Columbia is the colonizers/colonial term/name for the lands that we live on.

**Colonial Canada:** Canada is the colonizers/colonial term/name for the lands that we live on.

**Turtle Island:** The term used by many Indigenous Peoples and communities to refer to the lands commonly known as North America.

**What today is known as Canada:** The concept of Canada is colonial.

## Curricular Competencies – Elaborations

**Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions**

*Key skills:*

- Draw conclusions about a problem, an issue, or a topic
- Assess and defend a variety of positions on a problem, an issue, or a topic
- Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue
- Identify and clarify a problem or issue
- Evaluate and organize collected data (e.g., in outlines, summaries, reports, essays, notes, timelines, charts, graphic organizers, infographics)
- Interpret information and data from a variety of maps, infographics, and academic journal articles
- Analyze, interpret, and present knowledge in a variety of creative forms (e.g., oral, written, and graphic)



- Accurately cite sources using academic citations and documentation

### ***Historical Thinking Concepts***

**Assess the significance of the events and developments in Indigenous Africa and compare varying perspectives on their importance in affecting change (significance)**

*Key Questions:*

- What is Indigenous Africa?
- What were and are the major events and developments in Indigenous Africa?
- How did/do Indigenous African cultures and innovations affect change on the continent and beyond?
- Why are these events and developments ignored and appropriated?
- What are the impacts of European colonialism on Indigenous Africans?
- Why did Europeans create the concept of “**race**”?

**Examine the origin, purpose, and impacts of Black peoples’ contributions and innovations to Settler-Canadian society through an examination of contemporary influences, values, beliefs, and systems (evidence)**

*Key Questions:*

- How did racism and white supremacy become the foundations of colonial Canada?
- What experiences have Black peoples been subjected to in colonial Canada?
- What connections are there between Indigenous and Black peoples’ experiences in a colonial settler state?
- In what ways have and are Black people resisting anti-Black racism?
- How has society transformed because of Black peoples’ contributions and innovations?

**Compare and contrast continuities and changes for Black communities in colonial Canada (continuity and change)**

*Key Question:*

- How have the experiences of Black communities changed and remained the same in colonial Canada?

**Assess how prevailing socio-political conditions and the actions of individuals and/or groups affect events, decisions, and developments (cause and consequence)**

*Key Questions:*

- What human rights organizations and movements have been created because of adverse socio-political conditions?
- Which individuals and groups have contributed to systemic changes in colonial Canada?
- How has racialization, gender, and sexual orientation intersected to create specific experiences for Black peoples of all genders and orientations?
- Why does contemporary mainstream society remain ignorant of the inherent racism in colonial Canada?
- How are current anti-racism movements contributing to an equitable and just society?

**Explain how socio-political perspectives and the actions of Black peoples affect events and decisions to distinguish between contemporary and historical worldviews (perspective)**

*Key Questions:*

- What systemic challenges remain to be addressed?
- Why is there continued resistance?
- What futures are being imagined?

**Make reasoned ethical judgement about explicit and implicit anti-Black racism in a variety of societal, governmental, and legal/justice institutions (ethical judgement)**

*Key Questions:*

- What are the stereotypes and prejudice held by settlers?
- What are the impacts of an anti-racist education?
- What settler-colonial/government policies and laws continue to negatively affect Black peoples and communities (i.e., the **prison industrial complex**, police brutality, the school-to-prison pipeline, gentrification, etc.)

**Content – Elaborations**

**Timeline/Approaches via Continuity and Change & Cause and Consequence:**

## Content – Elaborations

- Historical focus on the African Continent (i.e., the Societies of West Africa, East Africa, and Central Africa – Sudan) to understand its richness and diversity of Indigenous African Identities with attention to leaders, governments, civilizations, innovations, arts, cultures, sciences, math, architecture, technologies, legal systems, and languages.
- European invasion, occupation and forced assimilation (colonialism) was informed by racism, white supremacy, homophobia, transphobia, biphobia, heteronormativity, capitalism (meritocracy), faithism (enforcing Christianity), sexism, misogyny, patriarchy, and ableism; global resistance to colonization.
- The creation and implementation of “race” was used to “justify” enslavement during the Triangular/Trans-Atlantic Slave Trade which disrupted and destroyed various societies/civilizations; resistance to enslavement and annihilation in Africa, the Caribbean, and Turtle Island.
  - Settler-Colonialism in Africa, the Caribbean, and Turtle Island/North America (focus on colonial Canada)
    - First Comers (i.e., Mathieu de Coste, Olivier le Jeune, Marie Joseph Angelique)
    - Enslavement in colonial Canada
      - Indigenous Peoples, Genocide, and Land Theft
      - Settler-Colonial Government Laws and Policies
      - Abolitionist Movements
    - Communities & Leaders (BC, Alberta, Saskatchewan, Ontario, Quebec, Nova Scotia, etc.)
      - Black Pioneers
      - Innovations and Contributions
      - Anti-racist Movements
    - Displacement of Communities (BC and Canada-wide)
      - Hogan’s Alley, Salt Spring Island Settlement, Victoria, etc.
      - Africville, Birchtown, Buxton, Amber Valley, Shiloh, etc.
- Historical and Current Day Immigration/Xenophobia and global anti-Blackness
- Anti-Black Racism within Different Systems/Institutions (focus on marginalization, displacement, and erasure)
  - Education
  - Legal/Justice/Policing/Foster Care
  - Medical
  - Economic

## Content – Elaborations

- Resistance (woven throughout the above)
  - Non-governmental Organizations
  - Grassroots Social Justice Movements
- Global Decolonization/Resistance and Conciliation: Identities/the Future via Theoretical Perspectives/Frameworks
  - Anti-Racist Theory/Critical Race Theory
  - Historical and Present-day Black Identities/Intersections and Situated Knowledges
  - Black Communities and Youth Movements (i.e., BLM, Land Back, Me Too)
  - Black Futures/Black Futurisms/Afrofuturism

### Recommended Instructional Components:

Instructional components will include but are not limited to:

- Learning Reflection Journals
- Essential Questions & Historical Thinking Critical Analysis Responses
- Academic Summaries
- Formative Inquiry Projects
- Discussions/Sharing Circles/Literature Circles
- Guest Speakers/Knowledge Keepers/Elders
- Pairs and Small Group Collaboration Assignments
- Educational Excursions/Experiential Learning
- Summative Inquiry Project

### Recommended Assessment Components: Ensure alignment with the [Guiding Principles of Assessment in Langley Schools](#).

The recommended assessment components include:

- Formative Inquiry Projects (Small Group Collaboration)
- Formative Assignments and Discussions (Individual, Pairs, and Groups)
- Summative Inquiry Project Focused on Decolonization/The Decolonization Journey (Individual)

### Learning Resources:

The list below includes names of authors, writers, academics, activists, advocates that will help in educator and student learning. What we would share with students

### **Some Authors, Writers, Academics, Activists & Advocates:**

- Desmond Cole
- Robyn Maynard
- Afua Cooper
- David Chariandy
- El Jones

### **Documentaries:**

- *The Skin We're In*
- *There's Something in the Water*

### **Podcasts:**

- Code Black
- Seat at the Table
- Black Tea
- Don't Call Me Resilient: A Provocative Podcast About Race

### **Texts & Digital Texts:**

- *The Skin We're In: A Year of Black Resistance and Power*
- *Brother*
- *Policing Black Lives: State Violence in Canada from Slavery to the Present*



## **Audit Committee Report**

### **February 8, 2022 Meeting**

At the February 8, 2022 Audit Committee Meeting, the committee received reports on the following topics:

- Approvals in Excess of \$1,000,000
- School Audits
- Internal Controls Update



## **Education/Strategic Plan Committee Report**

### **February 8, 2022 Meeting**

At the February 8, 2022 Education/Strategic Plan Committee Meeting, the committee received reports on the following topics:

- Outdoor Learning in Langley
- Annual Review of Specialty Academy Fees
- Annual Review of International Baccalaureate Fees



## **Finance and Facilities Report**

### **February 15, 2022 Meeting**

At the February 15, 2022 Finance and Facilities Committee Meeting, the committee received reports on the following topics:

- Financial Update to January 31, 2022
- Deficit Position and Revenue
- 2021.2022 Amended Budget Update
- Educational Programming in the DW Poppy Region





## **Handbook Committee Report**

### **February 15, 2022 Meeting**

At the February 15, 2022 Handbook Committee Meeting, the committee received reports on the following topics:

- Items for the Trustee Handbook



## DPAC General Meeting Minutes

November 18, 2021

Approved

[Join The Teams Meeting](#)

1. **Call to Order: 7:02pm**
2. **Welcome and Introductions**
  - a. We acknowledge that the Langley School District resides on the traditional unceded territory of the Katzie, Kwantlen, Matsqui and Semiahmoo First Nations.
3. **Establish Quorum (45 schools total 20% needed)** DW Poppy, Gordon Greenwood, HD Stafford, Shortreed, Betty Gilbert, ACSS, Peterson Road, LMCS, Noel Booth, Nicomekl, REMSS, North Otter, Simonds, Dorothy Peacock, RC Garnett, DGR, Topham, Brookwood, JKE, LFMSS, Lynn Fripps, WGSS, Yorkson Creek, Parkside, Willoughby Elementary, Uplands Elementary, Blacklock, West Langley Elementary
4. **Adoption of**
  - a. Agenda November 2021 - Approved
  - b. Minutes from October General - Approved
5. **Announcement** - November National Diabetes Awareness Month, Hayley presented a review of signs. Thirst, rapid weight loss, bedwetting and awareness around signs and to share details.
6. **Guest Speaker** - Lisa Lainchbury, District Principal, Early Learning
  - Presentation on District Early Learning Actions and Goals
  - Last year, early in the year an “early years vision” was created. This is to help guide important decisions.
  - District Goal: Develop and implement early learning plan to assist into kindergarten and seamlessly through to Grade 4.
  - Focusing on early learning framework and the BC curriculum.
  - Neighbourhood Learning Centres (NLC) expand the use of school facilities and maximize accessibility for all children
  - 3 rooms created at DGR for before and after school care. Room 1 also houses the welcome centre room in the am via Strong Start.
  - Hub & Spokes model created and Ready Set Learn model to be delivered through out district.
  - Updates on Welcome Centre are available via Langley SD 35 website  
<https://www.sd35.bc.ca/programs-initiatives/early-learning-birth-5-yrs/welcome-centre-at-dgre/>
  - Seamless Day Kindergarten: offering to siblings if needed and expanding into grade 1 and 2 if its needed and they have the space (7:15am – 5:45pm)
  - This is a pilot project

- Being offered at Nicomekl
- Hiring ECE as operator; licensed childcare. Goal is to reduce daily transitions for children
- There is a current operator at the school. They are working in tandem with the onsite childcare centre and looking to supplement the business already there.
- Diverse needs students are included and supported as per needs
- 4 province pilots fully open. This year 20 more seamless day locations will be open in BC.
- Jan / Feb is the goal for Nicomekl to be open.
- Dual Credit Program being offered: For Grade 12 students 2022/2023 school year can take 4 courses during their grade 12 year. After 6 credits they are hireable in ECE rooms. Locations UFV, Abby School and Langley SBO – in early stages and final details are being worked out.

**Q:** How did the idea for Seamless Day start?

**A:** Maureen Dockendorf at the MOE started the movement. Other provinces have similar programs. Playing 2 roles by helping families and supporting information.

**Q:** What are the ages of seamless day?

**A:** Age 4-5. If there is space available then siblings might be able to join.

**7. Report:** Tony Ward, School Board Trustee

- Board made a decision on mandates for staff and COVID vaccine. A lot of thought went into this. Guidance from health.
- New Vice Chair. Election at the last board meeting; Marnie Wilson was elected to vice chair role.
- Deputy Superintendent is a new position, Woody Bradford will take this on in the new year. As we transition from Gord, Mal Gill will step in, in January.

**8. Report:** Gord Stewart, Superintendent

- Changes coming in early learning are revolutionary. Mandate of current provincial government to lower child care costs.
- DGR “official” school opening not yet done (school is open to students). Finishing touches being put on the property. Estimated for January and there will be an opportunity for tours and such.
- Woody Bradford will now be Deputy Superintendent, when Mal Gill takes on Superintendent once Gord transitions out.
- 43 employees were not able to get back to Langley due to this week's events. Langley has been very fortunate
- Covid: 62 notifications at 29 sites. Seems to hit in a wave (i.e. After birthdays and hockey tournaments, then makes its way into the school)
- Presentation at Board meeting: Communicating student learning / assessments. 2 recordings one for secondary, one for elementary/middle. Starts in September of next year. Seeing a move from letter grades and are moving into proficiency scales. 10,11 and 12 will have grades throughout the year. Seeking student and parent feedback so they can clearly understand. Any questions please email [president@langleydpac.ca](mailto:president@langleydpac.ca)
- 6-year transitions rates for kids graduating are at an all-time high at 93%.
- Post-secondary schools don't look at grade 10 marks. Very few schools look at grade 11 marks. Post-secondary generally relies on grade 12 grades for submissions

**Q:** Emergency Bins; How do parents get the information they need to find what goes in the bins and who is responsible for coordination. Can we have a clear source of information.

**A:** There is a list from the province. Goal would be to get students get home in about 24 hours in case of an event. Schools have money to decide.

Contact is Mal Gill [malgill@sd35.bc.ca](mailto:malgill@sd35.bc.ca)

Comment: consider the forms that get filled in in case of emergency pick up. Do consider neighbours and have discussions around these types of situations. Presentation on Emergency prep presentation to be coordinated for a future DPAC meeting

**A:** (from President in Chat) [Yesterday 7:49 p.m.] Alicia - President

Hello everyone, my apologies. I forgot to mention at the top of the meeting that we are mindful of the horrific events happening in the valley right now. I know many of us have family and friends that are affected. When these things happen, we always consider "What if it was us? Are we prepared? and so emergency preparedness is top of mind. Please watch for our next DPAC e-newsletter where we will attach the emergency guidelines from the ministry and ALSO the basic requirements that each school should have. We encourage you to speak with your Principal about what your school has in place and bring back any concerns to DPAC so we can bring forward to the district Emerg. Preparedness Committee that DPAC participates on.

## 9. Old Business

Implementation of Motion to advocate district tax receipts – update / overview (Brian)

- This item will stay on the agenda going forward to give updates as it moves forward
- Brian had a meeting to discuss a high-level review. They will bring back some additional information to DPAC, by hopefully January 2022.
- Large donations have never been off the table for receipts or fees.
- We need to receive the definition of "large donation"

## 10. New Business

A. Confirmation format of DPAC meetings Jan –May

- We are going to keep DPAC Generals online. We do miss meeting in person, but we will be keeping this format going forward.
- Comment: Seems a bit better to chat in person. It's nice to have one or two meetings in person. Response: Very true. We will look at offering a mix in the future.

## 11. Executive and Committee Reports:

- 1) President's Report - Alicia Rempel
  - It has been a whirlwind of activity since we met last. DPAC was invited to participate in the interview process for the new Assistant Superintendent, bringing the parent lens and perspective to the process. Myself, along with the other partner group Presidents and the District Leadership Team, participated in 2 half day sessions with candidates. This was an incredible and thorough process and it was exciting to see the commitment that each candidate brought forward – clearly we were in good hands, no matter the outcome.
  - Shortly after, I met with the Assistant Superintendent of HR. DPAC had the opportunity to provide feedback and weigh in on the Vaccine Mandate for staff, and the potential impact on students and families.
  - These last few years in this role have been atypical to say the least, but one thing is for sure – parents are represented at the table and participate in major decision making at the district level. Prior to joining DPAC this is not something I would have known and I

am proud to be part of a team that both represents parents and plays a leadership role in the decision-making process.

- We also prepare to say goodbye, farewell, happy retirement to Mr. Gord Stewart. After over 30 years spent in education here in Langley, there is no question that he has made a significant impact. Being a strong and solid beacon during Covid is perhaps one of the most recent contributions. But more so, Mr. Stewart has led this district in a compassionate, “kids first” way. And for that, DPAC would like to thank him. Best wishes Gord!

2) Treasurer’s Report – Jodi Stiglic

- Review of October budget – did receive \$8,000 District Contribution in September
- Food safe and BCCPAC reimbursement cheques have been distributed
- Gaming grant of \$2500 has been received
- DPAC Treasurer 101 was hosted, but low attendance. Do parents want treasure 101 on a different date? [treasurer@langleydpac.ca](mailto:treasurer@langleydpac.ca)

3) Committee Reports (Attached if applicable)

**12. Announcements**

1. Next School Board Meeting: Dec 14<sup>th</sup> 7pm – 9pm
2. Next DPAC Meeting: January 20<sup>th</sup> 2021

**13. Adjournment 8:23pm**

## **President Report – November 2021**

It has been a whirlwind of activity since we met last. DPAC was invited to participate in the interview process for the new Assistant Superintendent, bringing the parent lens and perspective to the process. Myself, along with the other partner group Presidents and the District Leadership Team, participated in 2 half day sessions with candidates. This was an incredible and thorough process and it was exciting to see the commitment that each candidate brought forward – clearly we were in good hands, no matter the outcome.

Shortly after, I met with the Assistant Superintendent of HR. We had the opportunity to provide feedback and weigh in on the Vaccine Mandate for staff, and the potential impact on students and families.

These last few years in this role have been atypical to say the least, but one thing is for sure – parents are represented at the table and participate in major decision making at the district level. Prior to joining DPAC this is not something I would have known and I am proud to be part of a team that both represents parents and plays a leadership role in the decision-making process.

As near year end, we also say goodbye, farewell, happy retirement to Mr. Gord Stewart. After over 30 years spent in education here in Langley, there is no question that he has made a significant impact. Being a strong and solid beacon during Covid is perhaps one of the most recent contributions. But more so, Mr. Stewart has led this district in a compassionate, “kids first” way. And for that, DPAC would like to thank him.

Best wishes Gord!

Alicia

## DPAC Committee Reports

DPAC sits on various committees. Below is a summary of any meetings attended in the previous month.

### Langley Children Committee (Monthly Thursdays) - Tisha and Jenn

The committee is focused on supporting parents and families through virtual workshops at this time.

**September 16** \$9500 donation received can only be used for parent ed for school aged children

**Oct 28** – Ted Talk, The Degree of Difference: Building Change Resilience in Uncertain Times.

CCR Family Place now at LCSS Behind Douglas Park

CCR – Application for non-profit grant now closed for \$10/day daycare. They had 1000 open applications for 50 spots.

**October 21** -YWCA Single Mom's programs now opening up again in person, Nov. 20.

Funding is available for story walks, est. Cost 10K each. Looking to have three permanent ones within Langley. Williams Park did one up – looking to see if we can partnerships can be made to reduce the cost.

Raphael House Mother's Tea was on October 19, it is a hub for food source for the community. Apts are needed to get the foods. Tea was packed with Mom's and representatives from different organizations.

### Emergency Preparedness Committee (Oct 18, Nov 15, Jan 31, Apr 25 and May 30) - Pamala and Tisha

**October 18** – Meeting canceled.

**Nov 16<sup>th</sup>** - meeting was cancelled due to the excessive rain/flooding. Possibly being rescheduled in Dec

### Communications Committee (Nov 23, Mar 8, May 10) - Alicia and Geraldine

#### Communications meeting - November 23 2021 Alicia

- Jo Abshire presented a district communication update “last 3 years at a glance”
  - Lots of COVID-19 communication including changes with mask wearing, notification updates, vaccines (mandates and eligibility)
  - Social Media following is increasing - trying to celebrate our story and share popular programs, important info for families etc.
  - Online advertising is also effective for promoting HR/hiring and various programs
  - Priorities include: Framework for Enhancing Student Learning website completed; District Statement on Anti- Racism; District Statements on Truth & Reconciliation
  - Communications with parents included a survey, results shared
- SD35 App
  - Didn't roll out as planned due to COVID; rather school messenger came out as a communication tool. IT and Jo met last week to see where this is at and how we want to move forward. Multi phased rollout; starting with staff and admin then parents/families.
  - Used for communicating emergency info in a quick way, in addition to normal methods of communicating.
- Refresher on school closure process (Mal Gill)
  - Communicating as early as possible any school closures

# Emergency Equipment and Resources

## Main Office:

- ☐ School Emergency Management Plan
- ☐ Student data (name, phone number, address, emergency contact person, pertinent medical information, sign in/out sheet if applicable)
- ☐ Student release forms
- ☐ Staff data (name, phone number, address, emergency contact person, pertinent medical information, sign in/out sheet if applicable)
- ☐ List of staff with any emergency training/skills/ICS responsibilities
- ☐ School profile and building information
- ☐ Map of school area
- ☐ Map of relocation route (if not included in the school area map)
- ☐ Traffic safety vests
- ☐ Keys
- ☐ First-aid kit
- ☐ Charged cell phone
- ☐ Megaphone
- ☐ Portable radio(s) and batteries
- ☐ List of that day's class trips
- ☐ List of that day's substitute teachers
- ☐ Visitor sign-in sheet
- ☐ Staff sign-in/sign-out sheet, if pertinent
- ☐ Student medications (including epi-pens)

## First Aid Supplies

- ☐ Adhesive bandages
- ☐ Elastic bandages – different sizes
- ☐ Sterile gauze pads, rolls
- ☐ Adhesive tape
- ☐ Triangular bandages
- ☐ Thermometers
- ☐ Heavy-duty scissors
- ☐ Forceps
- ☐ Pocket knife
- ☐ Non-aspirin pain tablets
- ☐ Anti-histamines
- ☐ Anti-nausea tablets
- ☐ Hydrogen peroxide
- ☐ Antibiotic skin ointment
- ☐ Splints
- ☐ Blankets
- ☐ Towels
- ☐ Eye protectors







# EMERGENCY MANAGEMENT PLANNING GUIDE

*for*  
SCHOOLS, DISTRICTS  
+  
AUTHORITIES



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The Ministry of Education is responsible for producing, revising and updating this Guide. As a matter of process, the **Emergency Management Planning Guide for Schools, Districts and Authorities** will be reviewed biennially or as needed, and amendments will be made at that time. Any amendments will be noted within the updated guide using a Revisions Table. The primary point of contact for any questions and comments, as well as any requests for further resources not included in this Guide, is [EDUC.SafeSchool.Division@gov.bc.ca](mailto:EDUC.SafeSchool.Division@gov.bc.ca)

This Guide and related templates will be available for download on the Ministry of Education web site. The online version of this publication is the official version.

First edition published in 2015.



Ministry of  
Education

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# ACKNOWLEDGMENTS

Many individuals and organizations contributed to the development of this first edition of the **Emergency Management Planning Guide for School, Districts and Authorities**. This guide will be an invaluable resource to all British Columbia schools.

The Ministry of Education would like to thank the following organizations and individuals for their invaluable advice and feedback. If we have missed someone, we sincerely apologize and ask that you contact [EDUC.SafeSchool.Division@gov.bc.ca](mailto:EDUC.SafeSchool.Division@gov.bc.ca) to have your organization or name added to the next edition.

- BC Association of School Business Officials
  - BC Confederation of Parent Advisory Councils
  - BC Principals' and Vice-Principals' Association
  - BC School Superintendents Association
  - BC School Trustees Association
  - BC Teachers' Federation
  - Canadian Union of Public Employees BC
  - Emergency Management BC, Ministry of Justice
  - Federation of Independent School Associations
  - First Nations Education Steering Committee
  - First Nations' Emergency Services Society of British Columbia
  - Safer Schools Together
  - School District 10 (Arrow Lakes)
  - School District 23 (Central Okanagan)
  - School District 36 (Surrey)
  - School District 44 (North Vancouver)
  - School District 45 (West Vancouver)
  - School District 71 (Comox Valley)
  - School District 73 (Kamloops/Thompson)
  - Schools Protection Program, Ministry of Finance
  - WorkSafeBC
- 
- Annette Glover, Former School Trustee, SD 73 (Kamloops/Thompson)
  - Bernadette Wolt, Consultant, School Emergency Planning and Preparedness
  - Jeff Kaye, Director of Public Safety, Emergency Manager, and Consultant
  - Juleen McElgunn, Executive Director, BC School Superintendents Association
  - Paul Berry, District Principal of Health and Safety, SD 71 (Comox Valley)
  - Sherry Elwood, Superintendent, SD 71 (Comox Valley)
  - Theresa Campbell, President, Safer Schools Together

# INTRODUCTION **AND** OVERVIEW

Emergencies are unpredictable. We usually have little warning that an event or series of events may cause a massive disruption in our lives and our communities. As one of the major areas in which people gather, schools are places where emergency preparedness is critically important to the well-being of students and employees and to the confidence that parents feel in entrusting their children to the care of educators in BC schools.

This Emergency Management Planning Guide is intended to provide support to public, independent and First Nations schools in upholding their responsibilities during an emergency. While some of the terms are used in the public system, such as board of education or school district, the intent of the guide is that public, independent and First Nations schools can make use of the information as it fits their structures and frameworks. The guide outlines a standardized provincial process for planning for, responding to and recovering from all types of emergencies.

**Emergency:** An event or circumstance that is caused by accident, fire, explosion, technical failure, human action or force of nature, that requires prompt coordination of action or special regulation of persons or property to protect the health, safety or welfare and/of a person or to limit damage to property.

*Adapted from the BC Emergency Program Act.*

**Disaster:** An event, generally considered to have an even greater impact than an emergency, caused by an accident, fire, explosion or technical failure, or by the forces of nature, and has resulted in serious harm to the health, safety and/or welfare of people, or in widespread damage to property.

*Adapted from section 1 of the Introduction to Emergency Management in British Columbia, 2007/BC Emergency Program Act.*

**Critical Incident:** Any incident, whether natural or human-caused, that has a negative emotional impact on those affected resulting in a state of stress or discomfort and feelings of loss of control.

*Adapted from the Justice Institute of BC Critical Incident Stress Management Program, CSMI 100.*

Note: The above terms are often used interchangeably.

EMERGENCY  
PLANS ARE  
LIVING  
DOCUMENTS





## ALL HAZARDS APPROACH

Rather than focus on and try to provide detail relating to a large number of different events, this guide takes an **all-hazards approach**.

**All-Hazard:** Any incident or event, natural or human caused, that requires an organized response by a public, private, and/or governmental entity in order to protect life, public health and safety, and to minimize any disruption of governmental, social, and economic services.

An all-hazards approach focuses on planning that involves a small number of responses that can be used in different types of emergencies. This guide will discuss five basic all-hazard approaches – drop/cover/hold on, evacuate, lockdown, lockout and shelter in place. Further information is provided later in the guide.

School emergencies can be on a small scale, confined to one site, or on a larger scale, potentially impacting an entire school district or even many districts. A small, localized fire within a school, for example, will require a different response than a chemical leak from a train derailment, such as occurred at Lac Mégantic that affected a whole community. This guide will provide all-hazards protocols for both schools and districts as they plan for emergencies.

Being ready to address different scenarios, in collaboration with first responders and relevant community agencies, takes considerable preparation on the part of district staff. While district personnel are not necessarily trained as emergency services workers, they may be called upon to fulfil roles related to first aid, damage assessment, locating students and staff, and care and comfort for students over an extended period of time.



# LEGAL FRAMEWORK

## MINISTRY OF EDUCATION

The Ministry of Education (Ministry) provides leadership and funding to the K-12 education system through governance, legislation, policy and standards. The Ministry's role in helping to meet the purpose of the school system involves co-governing the K-12 education system as partners with boards of education. Specific roles and responsibilities are set out under the *School Act*, the *Independent School Act*, the *Teachers Act*, and accompanying regulations and agreements such as the *Tripartite Education Framework Agreement (TEFA)*.

## MINISTRY OF HEALTH

The Ministry of Health supports school districts through section 89 of the *School Act* that requires regional health boards under the *Health Authorities Act* to designate a school medical health officer for each school district. The medical health officer, under section 90 of the *School Act*, has the authority to inspect schools, report to boards of education regarding the results of an inspection and make recommendations. When the school medical health officer considers that student safety or health is at risk, he or she has the authority to require a Board to close the school.

## BOARDS OF EDUCATION

In British Columbia, the provincial government and 60 school districts, each with a locally elected board of education, share responsibility for the public education system. The Ministry of Education develops high-level education legislation and policy, while boards are responsible for the overall operation and management of schools and have substantial autonomy to determine local policy. Under the *School Act*, boards of education may:

- **establish local policy for the effective and efficient operation of schools**
- **temporarily close schools if the health and safety of students is endangered**
- **install and operate video surveillance, and**
- **direct individuals to leave and remain off school property if they cause a disturbance and/or impact the climate and culture of the school.**

Board of education employees, including superintendents, secretary treasurers, school principals, vice-principals, directors of instruction and teachers, have specific responsibilities under the School Regulation for managing schools and caring for students.

## INDEPENDENT SCHOOLS

Independent schools are each governed by an authority which acts as a board and is responsible for overseeing the operations of the school including funding, staffing, policies and major decisions of philosophy and vision. In this regard, an authority is akin to a public board of education but may have responsibility for only one school.

Independent schools are created pursuant to the Independent School Act, which sets out the governance and funding of BC independent schools. The Office of the Inspector of Independent Schools, which is a part of the Ministry, requires that independent schools comply with the enactments of British Columbia and the municipality or regional district where the schools are located. These include fire and building codes. The office of the Inspector also requires independent schools to have the following policies in place:

- **emergency drill and response,**
- **student safety, and**
- **student supervision.**

## FIRST NATIONS SCHOOLS

First Nations schools are administered by their respective First Nation bands, funded by the federal government, and located on reserve lands. They operate under the *Indian Act* and the majority are not subject to any provincial oversight. A subset of First Nations schools has applied to the Ministry and become BC-certified independent schools, making them subject to the *Independent School Act*. A third but very small group has contracted with local school districts to run their schools so the *School Act* applies.

Regardless of these differences, First Nations schools in BC are important partners in the emergency management and response process. The Ministry and First Nations schools, along with the federal government, have formalized a collaborative working relationship as a result of partnerships with the First Nations Education Steering Committee (FNESC) and the First Nations Schools Association (FNSA). The TEFA commits government to “sharing expertise, learning resources, and bulk purchasing opportunities.”

Further information regarding emergency protocols on-reserve can be accessed through the First Nations Education Steering Committee or the First Nations Schools Association.

**Best Practice:** In districts with independent or First Nations schools that have little or no external support, and with regard to the provisions and goals of TEFA, districts could reach out to the principals of these schools with the goal of including them in discussions related to school and/or district planning.



## DUTY OF CARE

**Duty of Care:** A well-established legal principle that educators are expected to use the same standard of care towards their students – both within the school and on school-sponsored field trips – as a prudent or careful parent would in the same circumstances.

*Uzelac, J. and Krzus, S. Field Trips and the Duty of Care, TC Magazine, Fall 2007*

In the event of an emergency, boards of education and educators – teachers, principals, and superintendents - must ensure that students are cared for until such time as they can be safely reunited with their parents. As employers, boards of education are also responsible, pursuant to the *Workers Compensation Act* and Occupational Health and Safety Regulation, for the safety of employees.

The *Workers Compensation Act*, s. 115 (1) articulates that every employer must:

- (a) **ensure the health and safety of**
  - (i) **all workers working for that employer, and**
  - (ii) **any other workers present at a workplace at which that employer’s work is being carried out, and**
- (b) **comply with this part, the regulations and any applicable orders.**



Specific duties of teachers are articulated in s. 4 of the School Regulation. These include:

- **providing such assistance as the board or principal considers necessary for the supervision of students on school premises and at school functions, whenever and wherever held, and**
- **ensuring that students understand and comply with the code of conduct governing their behaviour and with the rules [and] policies governing the operation of the school.**

The principal is responsible, pursuant to s. 5.7 of the School Regulation, for

- **the general conduct of students, both on school premises and during activities that are off school premises and that are organized or sponsored by the school and shall, in accordance with the policies of the board, exercise paramount authority within the school in matters concerning the discipline of students.**

Specific duties of superintendents, pursuant to s. 22 of the *School Act*, include:

- **the general supervision and direction over the educational staff employed by the board of that school district, and**
- **the responsibility for the general organization, administration, supervision and evaluation of the operation of schools in the school district.**

Canadian courts have also established a body of common law that speaks to responsibilities of school personnel. The Supreme Court of Canada, in *Myers v Pell County Board of Education*, (1981), articulated that **“The standard of care to be exercised by school authorities in providing for the supervision and protection of students for whom they are responsible [is] that of a careful or prudent parent.”** Many court decisions over the intervening years across Canada have upheld this principle.

Under the auspices of the British Columbia Teachers' Council, the *Standards for the Education, Competence and Professional Conduct of Educators in British Columbia (Standards)* describe the important role that educators play in caring for their students. The first Standard articulates that **“educators value and care for all students and act in their best interests,”** and it further explains that this care must include the emotional and physical safety of students.

The statutory requirements, common law and Standards provide strong direction for educators with respect to the level of supervision and support required for the various types and severities of emergencies that are considered in this guide.



## SAFETY TRUMPS PRIVACY

In a joint news release in May 2008, the Privacy Commissioner of British Columbia and the Information and Privacy Commissioner of Ontario clarified an important principle for school staff. They wrote:

**If there are compelling circumstances affecting health or safety, or if an individual is ill, BC's privacy laws allow disclosure to next of kin and others, including school officials and health care providers. Individual cases can be fuzzy, but if someone uses common sense and in good faith discloses information, my office is not going to come down on them. Privacy is important, but preserving life is more important.**

Both Commissioners reiterated that such disclosure should not be considered routine but rather a necessary step to protect students in extraordinary circumstances.

The case that triggered the Ontario and BC Privacy Commissioners to issue their news release involved a Carlton University student, Nadia Kajouji, who committed suicide. University officials knew of her situation, but did not report it to her parents or others, citing privacy concerns.

The Supreme Court of Canada also ruled on the issue of the constitutionality of search and seizure in schools. In *R v. M (M.R.)* 1998, the court found that principals and school authorities, providing they were not acting as agents of the police, in other words, at the direction of the police, would be held to a different standard than exists in the criminal system. The court wrote:

**Teachers and principals are placed in a position of trust that carries the onerous responsibilities of teaching and of caring for the children's safety and well-being. In order to teach, school officials must provide an atmosphere that encourages learning. The possession of illegal drugs and dangerous weapons at school challenges the ability of school officials to fulfil their responsibility. Current conditions require that teachers and school administrators be provided with the flexibility needed to deal with discipline problems in schools and to be able to act quickly and effectively. One of the ways in which school authorities may be required to react reasonably is by conducting searches of students and seizing prohibited items. Where the criminal law is involved, evidence found by a teacher or principal should not be excluded because the search would have been unreasonable if conducted by police.**

**The permissible extent of the search will vary with the gravity of the infraction that is suspected. The reasonableness of a search by teachers or principals in response to information received must be reviewed and considered in the context of the circumstances presented including their responsibility to students' safety.**

**Best Practice:** As with all legal matters, school districts should seek legal advice regarding interpretations of law and court decisions.



# GOALS AND GUIDING PRINCIPLES

The British Columbia Emergency Response Management System (BCERMS) has developed operational goals for emergency response that:

- **provides for the safety and health of all responders,**
- **saves lives,**
- **reduces suffering,**
- **protects public health,**
- **protects government infrastructure,**
- **protects property,**
- **protects the environment, and**
- **reduces economic and social losses.**

These goals of emergency management can be reframed to reflect how schools, districts, and authorities are to respond. For the purpose of schools and the students and staff who work in them, these goals are to:

- **keep students and staff safe in the event of an emergency,**
- **make sure personnel have clear and consistent standards and procedures to follow in the event of an emergency,**
- **clearly describe the roles and responsibilities of personnel in our school system during an emergency,**
- **ensure that there are communications and protocols aligned to your community, and**
- **minimize disruption and ensure the continuity of education for all children.**

The following guiding principles are adapted from *An Emergency Management Framework for Canada, 2nd edition, 2011*, which establishes a common approach for the various federal, provincial and territorial emergency management initiatives.

Emergency management must be:

- 1 responsible,
- 2 comprehensive,
- 3 collaborative,
- 4 coherent,
- 5 risk-based,
- 6 resilient and flexible,
- 7 transparent,
- 8 continuously improving, and
- 9 ethical.



# ROLES AND RESPONSIBILITIES

In preparing for, responding to and recovering from an emergency, it is critical that the parties involved are aware of their particular areas of authority and responsibility, whether in a legal, professional or employment context. The following parties all play a part in ensuring the safety of children in our schools.

## SUPERINTENDENTS

In the public school system superintendents act on behalf of boards of education to ensure that emergency management planning and implementation take place at the district and school levels. This includes the implementation of policy and standards; overseeing the development, maintenance and review of district and school plans; and reporting annually to the board of education on the status of district emergency preparedness. During a significant emergency event, the superintendent or designate will take control at the district level.

In the independent school system, a head of school, superintendent or school principal may carry out the superintendent's duties as well as the duties associated with an individual school. A head of school, for example, may actually be responsible for two or more schools operating within a single mandate – an elementary school at one location and a secondary school at another. A superintendent in the Catholic school system may be responsible for the operations of a large number of schools within one diocese.

**Best Practice:** Superintendents are expected to report emergencies, disasters and critical incidents to the Ministry as quickly as possible.



## PRINCIPALS

The principal is responsible for the operation and management of the school including knowing what to do in an emergency to protect their students and staff. First Responders such as fire fighters and police will respond as available but it is incumbent on the principal to know how to communicate with and work with staff until such time as first responders arrive and the management of the event becomes a shared task.

Principals are responsible for the safety of their students in the event of an emergency or disaster. They must ensure a school-based plan is in place. Principals are expected to maintain order during an emergency and to ensure that students are able to return safely to parents or approved guardians. The principal, or designate, is the person-in-charge during an emergency at their school. The principal is also responsible for conducting drills on an annual basis. The Ministry endorses the following best practices.

- ✓ Six fire drills (BC Fire Code requirement)
- ✓ Three earthquake drills (BC Earthquake Alliance recommendation)
- ✓ Two lockdown drills (RCMP recommendation)

**Best Practice:** Practice drills with local First Responders and include them in debriefing sessions.



**Best Practice:** Incorporate and integrate emergency drills into learning experiences in ways that increase student understanding and capacity across the curriculum.



## TEACHERS, SUPPORT STAFF AND STUDENTS

All school personnel, including principals, teachers, education assistants, clerical, maintenance staff and others, as well as students, are expected to be familiar with the emergency management plan and to understand their particular role(s) in carrying it out. Like the teaching staff, support staff will play a major role in an emergency response. Based on the skills that they bring to the endeavour, support staff are often best placed to take on the important roles outlined in the school emergency management plan (SEMP). Students also have a responsibility to understand the emergency routines to the best of their abilities and to follow instructions given by their teachers.

## PARENTS AND GUARDIANS

Parents are key partners in their children's learning and are often very involved in school activities. Parents play an important part in the support of the school's emergency plan by:

- **participating in the development of the emergency management plan,**
- **ensuring that they are aware of how such plans will unfold,**
- **providing vital and up-to-date information regarding contact, medical and student release information,**
- **participating in drills or exercises related to emergency preparedness, including student release drills, when invited to do so by the principal,**
- **encouraging their children to take drills seriously, and**
- **helping to acquire and organize emergency supplies on an ongoing basis.**

**Best Practice:** Conduct emergency drills to reflect realistic situations. For example, a fire drill may involve a situation where, rather than re-entering the school, the assumption would be that the school is uninhabitable and parents will need to pick up students, perhaps at an alternate location. The drill, which would be held at the end of the day, could then be extended to involve participation by parents so that the student release plan is practised along with the evacuation.



## VOLUNTEERS

In any school in BC, you are likely to find volunteers working with students and staff in a variety of contexts. In some cases, these volunteers may be working with students in the school but they may also be off-site with students. It is incumbent on the school principal to ensure that volunteers are knowledgeable about emergency procedures and their responsibilities in the event that they are the primary person to provide care to their charges. It may be wise to have volunteers formally acknowledge this responsibility and encourage them to attend appropriate drills.

**Best Practice:** All adults in formal or volunteer roles in the school have a responsibility to:

- **report any incidents that may threaten the safety and security of students, staff or the school, and**
- **call 911 and ensure the appropriate authorities are informed.**



## EMERGENCY MANAGEMENT BC

The main provincial agency in British Columbia with responsibility during emergencies that broadly impact communities is Emergency Management British Columbia (EMBC). This guide has been written to align with EMBC protocols.

EMBC was formed to be the lead coordinating agency in the provincial government for all emergency management activities. EMBC provides executive coordination, strategic planning, and multi-agency facilitation and strives to develop effective working relationships in an increasingly complex emergency management environment.

EMBC works with local governments, First Nations, federal departments, industry, non-government organizations and volunteers to support the emergency management phases of mitigation/ prevention, planning/preparedness, response and recovery. Additionally, EMBC engages provincial, national and international partners to enhance collective emergency preparedness.

EMBC activates a Provincial Regional Emergency Operation Centre (PREOC) and the Provincial Emergency Coordination Centre (PECC) when an emergency or disaster challenges the capacity of local authorities or when extensive cross-ministry collaboration is required to address the impacts of an emergency.

For more information about EMBC visit [www.embc.gov.bc.ca](http://www.embc.gov.bc.ca)

## LOCAL AUTHORITIES

The Local Authority Emergency Management Regulation requires that every local authority in British Columbia - municipal council, board of regional districts or park superintendent in the case of national parks - in British Columbia establish an emergency management organization and develop and maintain a current local emergency plan.

In the case of emergencies that require coordinated support to the site level, local authorities will activate emergency operations centres to manage the consequences of the event. In these events, local authorities will activate emergency plans and directly control the resources under their jurisdiction for the purpose of emergency response and recovery. Local authorities have capabilities, plans and procedures to provide for the safety of their citizens during emergencies. They will execute initial response activities using jurisdictional resources and if required ask for assistance from outside agencies such as Emergency Management BC.

**Best Practice:** School districts are encouraged to involve local authorities and first responders in their emergency management planning. School districts, if not invited to do so, should request to be included in emergency planning at the local authority level.



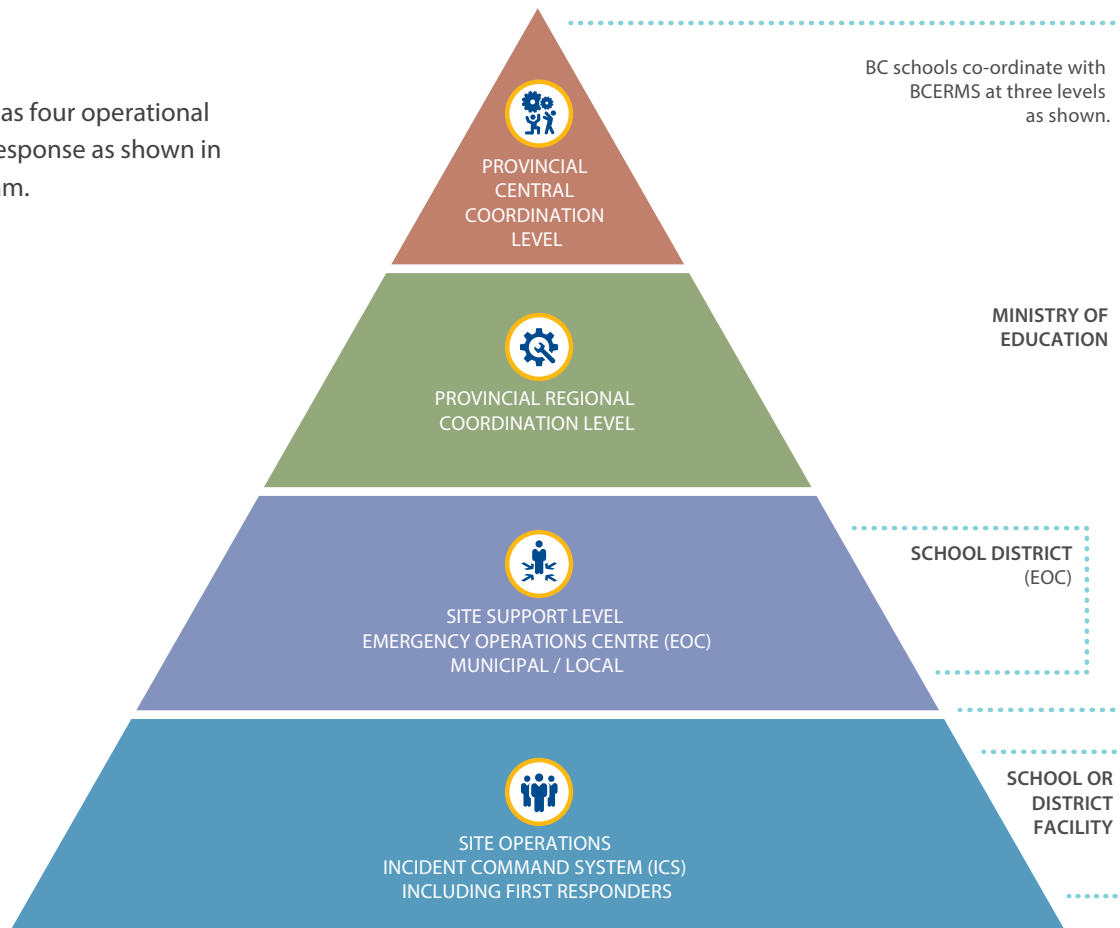
## FIRST RESPONDERS

First responders work at the site level of an event and include police, fire, ambulance, and other municipal and regional agencies as required. Activities of first responders include securing the perimeter, medical response, firefighting and managing crowds or evacuation zones. First responders are also the group that schools will likely be working with most closely during emergencies and for that reason it is important to work with them as much as possible during planning and preparedness activities. Other public safety lifeline volunteers such as search and rescue organizations work with schools and school districts.

# BRITISH COLUMBIA EMERGENCY RESPONSE MANAGEMENT SYSTEM

British Columbia Emergency Response Management System (BCERMS) is a comprehensive management system based upon the internationally recognized Incident Command System (ICS) that ensures a coordinated and organized response and recovery to all emergency incidents and disasters. It provides the framework for a standardized emergency response in British Columbia.

BCERMS has four operational levels of response as shown in the diagram.



Adapted from EMBC's Emergency Management BCERMS Orientation [http://www.embc.gov.bc.ca/em/bcerms/BCERMS\\_Orientation.pdf](http://www.embc.gov.bc.ca/em/bcerms/BCERMS_Orientation.pdf)

This guide focuses on the Site Operations and Site Support levels as most emergencies will involve only these two levels.

## [ MINI CASES ]

A small fire occurs in a classroom and is attended to by the local fire department. Students are safely evacuated and return to the building within a short timeframe. This emergency does not involve support levels beyond the site level, though the school may be required to report the incident to the school district head office.

An earthquake shakes the Lower Mainland during a weekday morning in November, causing differing levels of damage to buildings and knocking out many transportation and communications systems. Schools across the area are impacted. Support level EOCs, including school districts, municipal/local authorities, and higher levels of support are put into operation to provide support to the impacted sites.

# THE INCIDENT COMMAND SYSTEM

The **Incident Command System** (ICS) is a standardized on-site management system designed to enable effective, efficient incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure. The ICS is used to manage an incident. . .and can be used equally well for both small and large situations.

ICS Canada, <http://www.icscanada.ca/>

The ICS uses a team approach to manage critical incidents and provides a framework that outlines what should be done and who should be doing it. School and district responses are managed following unified command structures which acknowledge the importance of collaborative control and decision-making. It provides a common language so that school district personnel and emergency responders are able to communicate and be understood during a critical incident. The ICS is designed to reduce the problems of miscommunication and to increase coordination during an emergency.

**Unified Command** is a team process, allowing agencies with primary responsibility for an incident to establish a common set of incident objectives or priorities at the site. The kind of incident and the location of the incident dictate the composition of the unified command. It is important to note that only the key agencies with primary jurisdiction should occupy unified command positions.

The ICS structure shown on the following page provides the hierarchy of command within a school or single district site such as a resource center, board office or maintenance building. The extent to which district level involvement is required will depend on the scope of the particular disaster or emergency, for example if multiple school sites are impacted.

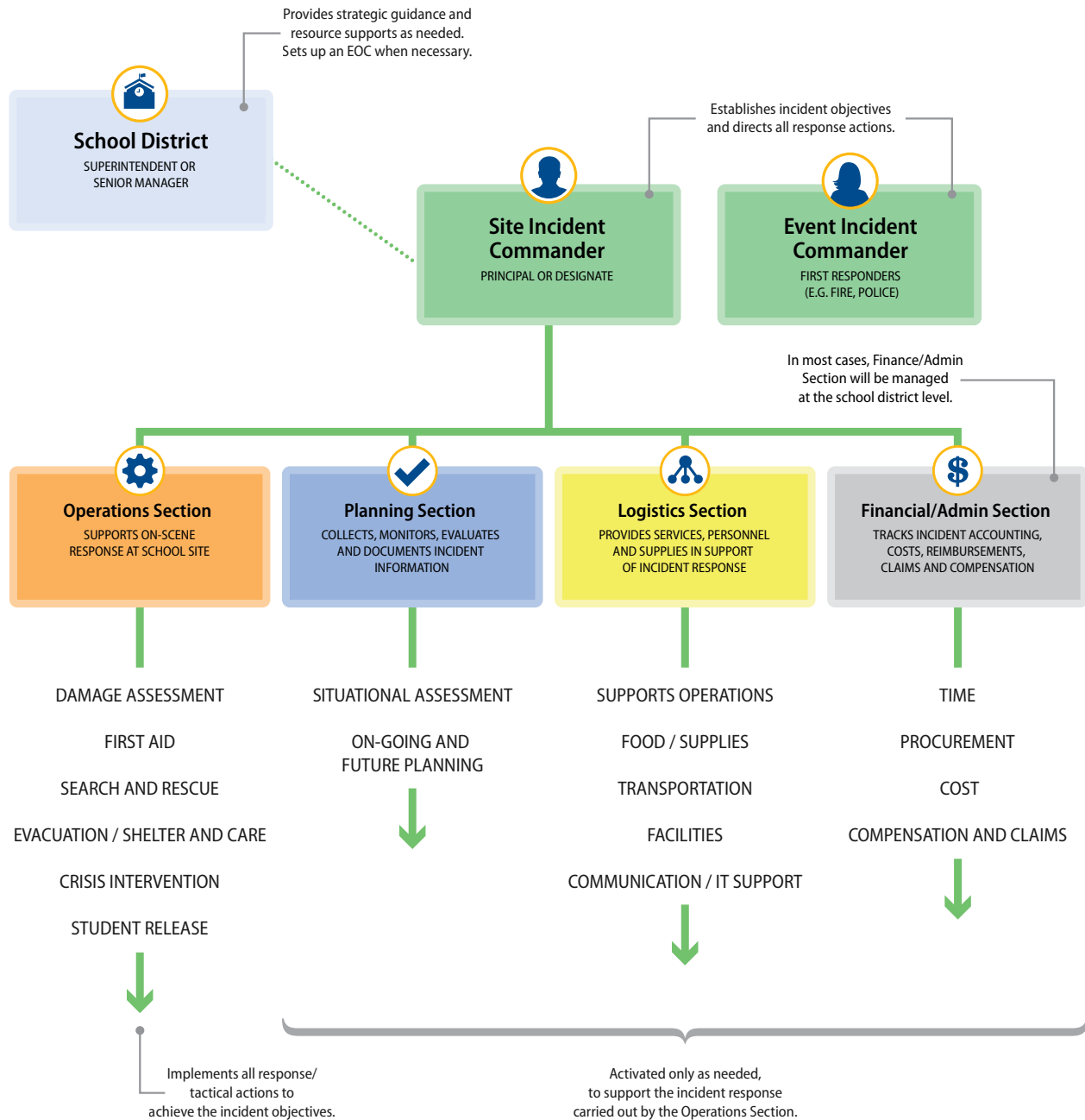
The ICS structure is scalable and can be adapted to the situation. A small scale emergency may only require a site incident commander and operations section. These functional roles may be carried out by a single individual or several people. A large scale emergency may require all the functional roles depicted in the figure on the following page.

**Best Practice:** When unified command is established at a site, it should operate from only one command post and with only one set of objectives in which each agency plays its particular role.





## THE INCIDENT COMMAND STRUCTURE



Graphic adapted from *School Emergency Management: A Practical Approach to Implementation* by Jeff Kaye with Roy Hill and Blake Goetz, Polimedia Publishing, 2013 and *Sample School Emergency Operations Plan*, FEMA, 2011 <https://www.preparingtexas.org/Resources/documents/TDEM%20Training/G-364%20Toolkit/SamplePlan.pdf>



## Site Incident Commander

Typically the principal or his/her designate, this individual is in charge of all school responses during an emergency, working in concert with district/school staff and first responders to achieve the common goal of keeping students, staff and visitors safe.



## Event Incident Commander

The Event Incident Commander is the lead first responder to an emergency event such as a fire or earthquake. This individual is responsible for assessing and responding to the situation from an expert's perspective and working closely with the Site Incident Commander to provide fast and efficient response. The Event Incident Commander advises the Site incident Commander on issues related to student and staff safety.



## Operations Section

The Operations function lies at the heart of any response related to an event, supporting the on-scene response. This includes damage assessment, first aid, evacuation/shelter and care, crisis intervention, and student release.

The Operations Section oversees the safety and security of the building, such as shutting off gas, electricity and water to the school as required, establishes first aid stations and ensures that staff and supplies are deployed to aid in the safety and comfort of students.



## Planning Section

The Planning Section collects, monitors, evaluates and documents incident information. This section is also responsible for on-going and future planning.



## Logistics Section

The Logistics Section supports all response activities by supplying services, personnel, and supplies.. This includes food/supplies, transportation, facilities, deployment of staff teams and communication/IT support.



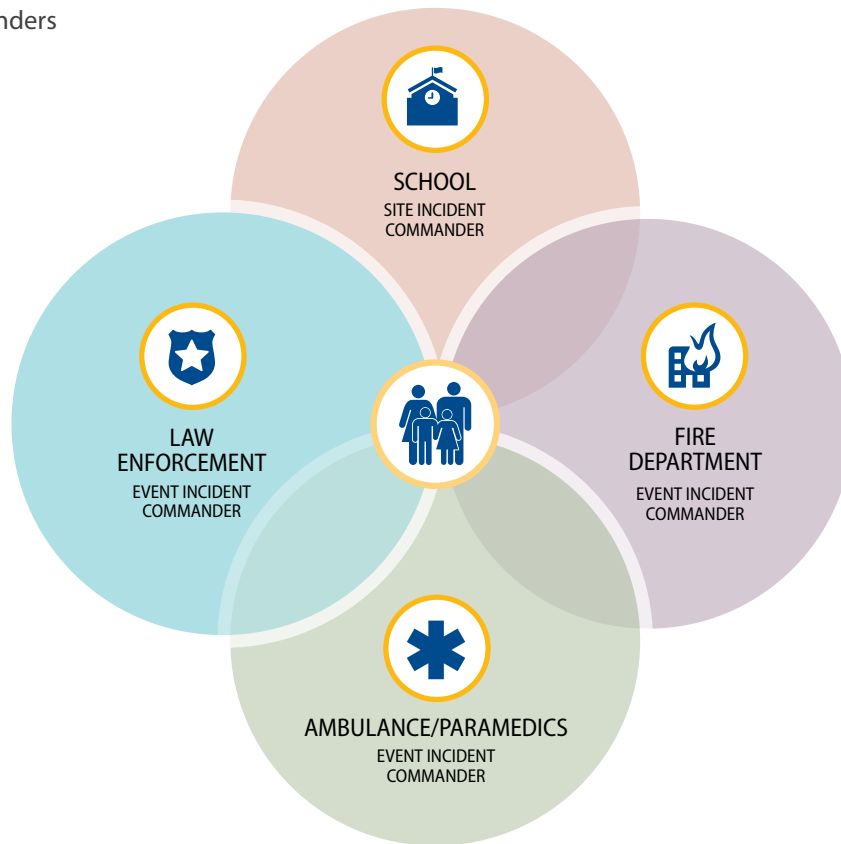
## Finance Section

The Finance Section tracks incident accounting, costs, reimbursements, claims and compensations. In most cases, this function will be at the district level and will not need to be undertaken at the school level.

### [ MINI-CASE ]

A fire breaks out in an automotive shop in a secondary school. In response to a 911 call, fire, ambulance and police arrive at the school. A single individual from each service will be designated as a commander in charge of their areas of expertise and responsibility. They will share command with the site incident commander (principal or designate).

## The Four Commanders



The four commanders in this example will work together within their different legal and functional responsibilities to coordinate, plan and interact effectively to meet the goals of saving lives and minimizing damage. Decisions are made in a consultative fashion, ensuring that each decision is made with the best and most information available at the time. Respect for each area of expertise is maintained so that the final decision pertaining to an area of expertise belongs to the commander in charge of that area.

### [ MINI-CASE ]

Following a minor fire in a school, the Site Incident Commander (principal or designate) would consult with the Event Incident Commanders to decide whether the school is safe to re-occupy. The decision to allow students and staff back into a school is the principal's decision but it is made in consultation with first responders.

It is important to consider that during an emergency, first responders may not be able to reach the school and so schools need to be prepared to manage on their own for an indefinite amount of time. In this instance, there is no unified command and the principal, calling on any nearby aid, may be required to act as a single commander for the school.

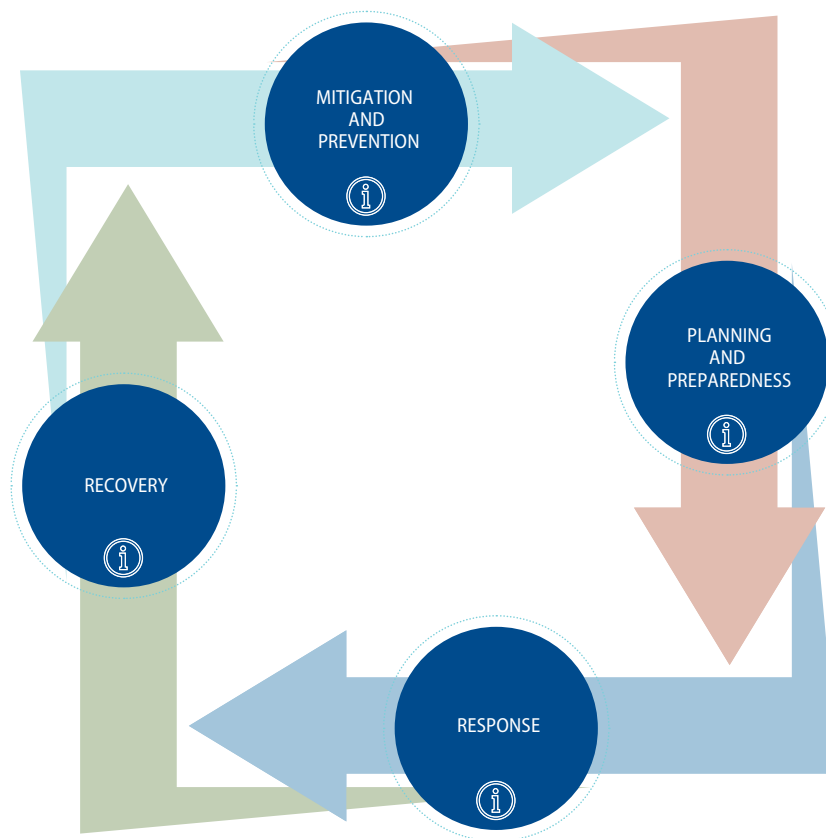
# EMERGENCY MANAGEMENT CYCLE

Emergency management involves not only the actual response to an emergency, but also a continuous process of preparation, testing/practice and revision. The process can be imagined as an ongoing cycle involving four major aspects, each of which informs the others. In real terms, there may be response activities coinciding with recovery or mitigation activities taking place at the same time as planning. There is, therefore, no clear delineation between each phase, rather they are interconnected and fluid.

The following section of the guide provides an overview of the emergency management cycle and how each of the four phases (Mitigation and Prevention, Planning and Preparedness, Response, Recovery) applies to school emergency management.

**Emergency Management** — an ongoing process to prevent, mitigate, prepare for, respond to, and recover from an incident.

*Canadian Standards Association (CSA). Emergency and continuity management program (2014).*



# MITIGATION AND PREVENTION

Mitigation and prevention include actions to eliminate or reduce hazards and their impacts should an emergency occur. This is an ongoing process, needing constant monitoring and updating. Any school emergency management plan (SEMP) should include actions that need to be taken on an ongoing basis to ensure that schools and other district sites such as resource centres are as safe as possible and that supplies are kept current and in sufficient numbers. Schools should develop a hazard mitigation plan, which involves identifying hazards, and assessing and reducing risks. The *Templates* section of this guide provides some resources for this work. Schools should identify possible threats and hazards, assess the risk and vulnerabilities posed by those threats and hazards and then compare and prioritize them.

The US Federal Emergency Management Agency (FEMA), in its publication, *Guide for Developing High-Quality School Emergency Operations Plans*, page 36, has identified four categories of hazards including biological, natural, technological and human-caused events. The descriptions below are adapted from this publication.

## Human-caused

Arising from a deliberate, intentional act to threaten or harm others including terrorist acts, armed violence or bomb threats

EXAMPLES:



**Bomb Threat**



**Fire**



**Active Shooter**



**Dangerous Intruder**

## Natural

Arising from events such as severe weather, earthquakes or naturally-occurring floods

EXAMPLES:



**Weather Events**



**Flood**



**Earthquake**



**Avalanche**

## Technological

Arising from the result of technological or industrial accidents, infrastructure failure or certain human activities which do not result from an intention to harm, including such events as mill explosions, train derailments, water contamination from pesticides or fertilizers.

EXAMPLES:



**Power Failure**



**Explosion**



**Chemical Leak**



**Gas Leak**

## Biological

Arising from contaminated food or infectious diseases, including Salmonella, Botulism, Meningitis, Hepatitis A or Ebola.

EXAMPLES:



**Communicable Disease**



**Infectious Animal**



**Contaminated Foods**



**Contaminated Water**

Mitigation involves assessment of factors that might come into play with respect to these hazards and then working to lessen or remove the threat. There are four types of threat/hazard assessments that are relevant to the school setting in helping to identify areas that can be mitigated. They have been adapted from a US Department of Education publication, *Guide for Developing High-Quality School Emergency Operations Plans*, June 2013.



**Site assessment** is largely related to anticipating natural disasters and ensuring that the site is as safe as possible in the event of an emergency. Examples of actions that can be taken include securing large pieces of furniture to the walls, securing hazardous chemicals in locked cabinets, seismic upgrades, flood-proofing protocols, installing CCV cameras, ensuring clear building access and egress for all, inspecting building integrity, ensuring emergency vehicle access, identifying natural or technological hazards, numbering entrances with large numbers or letters as identification for first responders.



**Culture and climate assessment** involves taking steps to reduce the probability of violent incidents that are instigated from within the school community. By determining the overall tone of the school through a student and staff survey you can, if improvement is needed, work to create an environment in which students are more likely to succeed, feel safe and report threats. By making the effort to ensure that every student has at least one adult in the school who knows them well and with whom they feel a connection, a school can build a strong, resilient and connected community which can go a long way to preventing the threat of, or actual acts, of violence. The Expect Respect And a Safe Education (ERASE) training provides more information on this subject.



**Violence threat risk assessment (VTRA)** is a multi-disciplinary process used by school and district staff to investigate specific behaviours, for example threats to harm self or others. Direct threats of harm or even information that someone may be exhibiting worrisome behaviours or could be a danger can lead to a VTRA being initiated. The school and district can activate a VTRA to determine the level of concern/threat and then respond accordingly. The use of VTRA in these situations is discussed more fully in the ERASE training sessions provided by the Ministry to districts, independent schools and First Nations schools.



**Capacity assessment** involves ensuring that staff roles and responsibilities have been appropriately assigned; that relevant documents are compiled and stored in both hard and soft copy; that sufficient and appropriate resources including food, medicines, water, blankets, etc. have been purchased, inventoried, and stored; that equipment is supplied and inventoried; and that first aid stations are sufficient for the size of the school.

**Mitigation actions** involve the structural and non-structural approaches taken to eliminate or limit a hazard's presence; people's exposure; or interactions with people, property, and the environment. The emphasis on sustained actions to reduce long-term risk differentiates mitigation from those tasks that are required to survive an emergency safely.

*Developing and Maintaining Emergency Operations Plans, FEMA, 2010*



## Violence Threat Risk Assessment (VTRA)

A threat maker may not actually pose a risk to a target or targets; instead the threat may be a cry for help. The question for school staff is how do we determine the intent of the threat maker?

No two cases are the same. Each incident must be treated as unique.

The strength of this model lies in the use of multi-disciplinary teams that investigate and evaluate all factors and contexts of the student's life and the specific incident of concern.





### Stage 1: Data Collection and Immediate Risk-Reducing Intervention

Each school should establish a school-based VTRA team also known as a Stage 1 VTRA team, which includes, at a minimum, the principal, a school counselor and a member of the local police force. The principal will take the lead and is ultimately responsible for the safety of students. The team will work collaboratively to make the best decisions possible with the information gathered. When a principal activates a school-based VTRA team, she must inform the school district Safe School Coordinator and the superintendent. The district may not become directly involved at this stage but will be available for consultation and support should the situation warrant it.

### Stage 2: Comprehensive Risk Assessment

After the initial level of risk is assessed and immediate risk-reducing interventions have occurred, a further risk assessment may be required. A district or Stage 2 VTRA team includes wider community representation. It is focused on collecting further data beyond the initial data collected by the school-based VTRA team. A district VTRA team includes members of the school-based VTRA team plus mental health professionals, child protection workers, probation workers and others as needed.

VTRA, whether Stage 1 or 2, has four basic steps.

-  1. Identify worrisome or threatening behaviour. The person making the observation initiates the VTRA process.
-  2. Immediately, the VTRA team conducts a violence threat risk assessment by collecting relevant data. The VTRA process does not use a profile or a checklist of behaviours to identify an individual who may be on the pathway to violence, but makes use of information gathered from social media, friends, parents, teachers, and others. Data to determine initial level of risk can often be collected in two hours or less, especially with the use of technology.
-  3. Using the data, determine if a threat maker actually poses a risk. This involves determining how credible the threat is and whether or not the threat maker has the resources and motivation to carry out the threat.
-  4. Intervene appropriately by implementing risk-reducing interventions. The interventions are designed to protect the threat maker as well as any potential targets.

**Best Practice:** School districts and authorities should work with their community partners to develop Community Threat Assessment Protocols. These protocols are essential to the successful implementation of VTRA. The protocols set out VTRA activation procedures, roles and responsibilities and communication protocols, including information sharing.



**Fortunately, the majority of threat makers do not pose a risk to others. However, all threats must be taken seriously and assessed in a timely manner.**

## PLANNING AND PREPAREDNESS

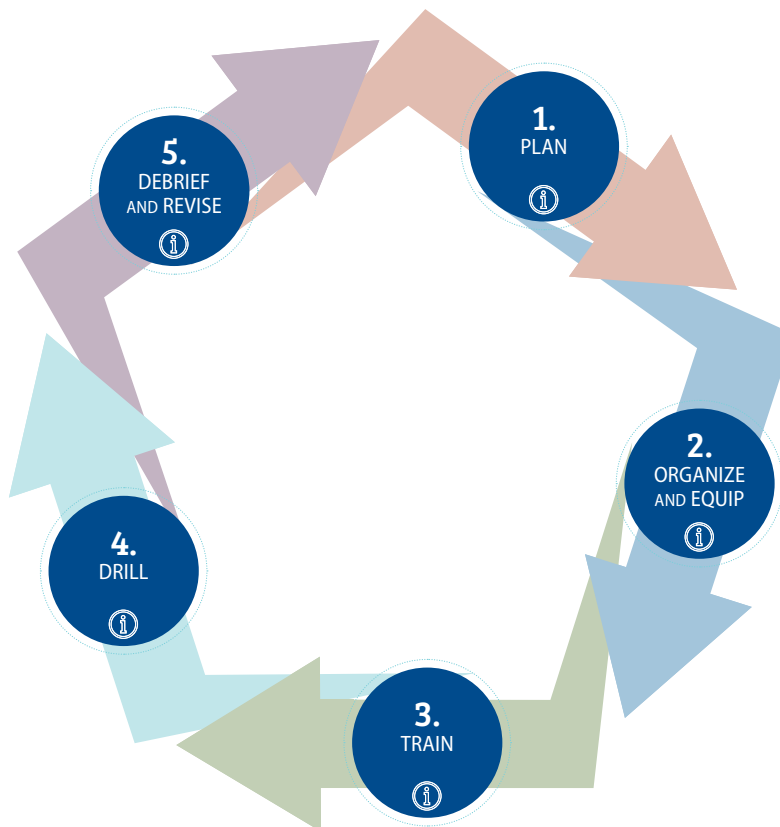
Preparedness and planning involve advanced measures to ensure that processes, agencies and individuals are ready to respond to an emergency. It is critical to analyse the risks and hazards that can impact a school and develop detailed plans to respond that involve working with representatives of all parties who will be impacted, including community first responders. Training and organizing staff and volunteers are critical.

**While school and district site plans should align with the processes in this guide, they must also take into account the specific contexts of each school or site.**

Schools in urban and rural settings, for example, will have quite different contexts within which they develop their plans. The distances that separate rural schools from student homes, other schools, and the district office or even from first responders may mean that consideration must be given to planning for a longer time during which the school alone will be responsible for students. Taking such considerations into account during the planning phase is vital.

**Preparedness** involves establishing authorities and responsibilities for emergency actions and garnering the resources to support them: a jurisdiction must assign or recruit staff for emergency management duties and designate or procure facilities, equipment, and other resources for carrying out assigned duties. This investment in emergency management requires upkeep: the staff must receive training and the facilities and equipment must be maintained in working order. To ensure that the jurisdiction's investment in emergency management personnel and resources can be relied upon when needed, there must be a program of tests, drills, and exercises.











The figure below has been adapted from *Developing and Maintaining Emergency Operations Plans*, CPG 101, FEMA, 2010. It illustrates how planning for emergency response is cyclical and evolving over time and in response to new information. The importance of each aspect of the cycle cannot be overstated.





# Developing a School Emergency Management Plan (SEMP)

The school planning process should include the following ten steps.

-  **1. Establish a School Planning Committee**
-  **2. Develop a school profile**
-  **3. Pre-assign roles according to the ICS structure**
-  **4. Develop response protocols**
-  **5. Develop a student release plan**
-  **6. Develop a communications plan**
-  **7. Develop a continuity of operations plan (COOP)**
-  **8. Identify and resource necessary equipment and supplies**
-  **9. Conduct training and drills**
-  **10. Debrief and revise**

## **1. Establish a School Planning Committee.**

Preparing a School Emergency Management Plan is a big task and bringing representatives from all areas of school life and from the community to the planning process is beneficial. While all the members of the committee will add expertise and value to the planning process, the responsibility for the safety of students and staff in the school lies with the principal and ultimate responsibility belongs to the board of education and superintendent.

Membership on the planning committee should include:

- **principal/vice-principal,**
- **support staff representative from each relevant area – EAs, custodians, bus drivers, paraprofessionals, clerical staff,**
- **teaching staff representative,**
- **parent representatives,**
- **first responders (fire, police, ambulance),**
- **student representatives, as appropriate, and**
- **tenants as appropriate.**

The names and current contact information for each member should be included in the SEMP and should be kept up-to-date.



## 2. Develop a school profile.

- **School demographics (e.g. number of students, students with special needs, staff).**
- **Building tenants such as daycares and after school care, StrongStart BC Centres, after school activities including Scouts, fitness classes etc. Consider including these groups in your emergency planning committee. Include in your profile:**
  - ✓ names and contact information of tenants,
  - ✓ days and times of use,
  - ✓ identification of mobility-challenged tenants, and
  - ✓ additional appropriate information.
- **Contact information for key individuals with responsibilities under the incident command system, as well as other emergency personnel.**
- **Hazard analysis and risk assessment/mitigation.**
- **Floor plan of the school showing any potential hazards, evacuation routes, assembly areas, gas and water shut-off, eyewash stations, supply station, first aid stations, location and number/letter of entrances, etc.**
- **Map of the surrounding area (Google maps or other are useful tools) showing any potential risks, hazards, evacuation routes and assembly areas. This part of the plan pays attention to the particular surroundings of a school including student/parent reunification sites or designated community assembly areas.**

**Best Practice:** The school profile should be shared with first responders, however the information on the school floor plan and identification of hazards is proprietary and should not be a part of the publicly available emergency plan. Such information should be carefully guarded and password protected and shared on a need to know basis – staff and local first responders.

**Best Practice:** Work with your local first responders when planning for emergencies and provide them with information regarding: staging areas, pertinent building features, school contacts, floor plans, aerial photos, maps and lockdown procedures. For more information, visit <http://www.rcmp-grc.gc.ca/cp-pc/safe-secur/index-eng.htm>

### [ MINI-CASE ]

Schools near major ports and transportation corridors such as rail lines must take particular care to plan for industrial accidents. Schools located on a flood plain should pay attention to dangers associated with flooding or even tsunamis. All hazards should be anticipated but those that are most likely will be a particular focus.





### 3. Assign staff to roles according to the ICS command structure and establish a school-based VTRA team.

As part of a team approach, the Site Incident Commander should review the emergency response roles under the headings of Operations, Logistics, and Planning and identify staff members who are most suited to each role. A valuable exercise at the beginning of the year is to survey all staff regarding special skills that might be useful in an emergency.

- Staff are pre-assigned to emergency response roles as early as possible in the emergency planning process.
- Assignments are made based on the best use of staff talents and qualifications. A sample staff survey is included in the **Templates** section of this guide.
- Assignments are reviewed annually at the start of the school year to address changes in staffing and other adjustments.
- Staff members are cross-trained, so that each person is familiar with more than one role. This allows for individuals to fill multiple roles and to fill in for employees who may not be at the school during an emergency.
- Staff members should plan for the possibility that they may not be able to return to their home for some time following an emergency. If a situation arises in which a staff member is unable to make arrangements for dependents who may be left alone and vulnerable after a disaster, consideration must be given to how best to address the competing needs of the staff member and the school community.
- A school-based VTRA team is established to assess threats at the school level. The team should include the principal or designate, clinician (e.g. psychologist, counsellor) and police. Others may be assigned as deemed necessary.



### 4. Develop response protocols.

The most commonly used response protocols are drop/cover/hold on, evacuate, lockdown, lockout (hold and secure), and shelter in place. These will be described much more fully in the section on Response. It is important that the protocols be utilized in context. For example, in the event of an earthquake, it is generally expected that the response will first be “drop/cover/hold on” followed by evacuation. However, it may be that the situation is such that returning to or remaining in the building or one part of the building is safer than being outside. An evacuation following a mild earthquake that occurred during a blizzard may not be an appropriate action. Each plan should account for the best interests of the students and staff in the particular circumstance. Each plan should consider the unique hazards associated with that school, which may require specific responses.

**Best Practice:** Schools and school districts should post key elements of emergency plans on their websites and make school personnel, parents/guardians and students aware of the plans.



### 5. Develop a student release plan.

School plans must include a student release plan outlining how, when and to whom students will be released from the school during or after an emergency. This process includes sending information letters and student release forms home to parents at the beginning of the school year or when new students register in the school. This information should be kept in several locations, both in hard copy and electronically. For example, the student release form can be duplicated and a copy placed in student lanyards to help with triage and student release. See the *Templates* section of the guide for templates that can be used for student release purposes.

The student release plan should also consider how students will be reunited with their parents or guardians. Plans should include pre-assigned sites for reunification and parents should know the location of the primary and secondary sites. It is important for schools to be prepared for both small-scale and large-scale reunification. A “double-gated system” for reuni-

fication is effective. See the *Templates* section of the guide for a sample student release map/gated system. In this system, parents arrive at the check-in “gate” but do not enter. They then move to the release “gate” to pick up their child/ren.”

Staff with roles in the release of students should practice these procedures at least once each school year. This should include procedures to account for students and staff, to communicate with parents and to dismiss students to participating parents or alternate guardians. These drills could be tied into existing community emergency drills, such as the Great BC ShakeOut earthquake drill held each October.

**Best Practices:** Principals, school staff and parents should talk together about the need to have an orderly and regulated release process that protects students. This should occur prior to a drill. Understanding why certain processes are in place will, to the extent possible, allay fears.

Critically important is the need to keep current legal documentation regarding cases where the legal guardian or parent is assigned by the court.



## 6. Develop a communications plan.

Communication is a critical part of emergency response and coordination. A SEMP must describe how the school will communicate internally and externally during and after an emergency.

**Internal communications** refers to communication within the school site and school district and includes students, staff, tenants, board of education members, and school district senior management. The internal communications strategy should clearly outline what information will be communicated, when, how and by whom.

**External communications** refers to communication with any individuals or groups outside the school site/school district and includes parents, first responders, local authorities, business and community organizations, provincial agencies, and media. The external communications strategy should outline when and how information will be communicated.



**First Responders.** The Site Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction.



**Parents/guardians.** The plan should specifically outline when and how the school/school district will communicate with parents/guardians in the event of a critical incident.



**Media.** The communication plan should specifically outline how media requests will be handled and who will act as spokesperson for the school site. In smaller districts, the principal and/or the superintendent may be the spokesperson for a school incident. In larger districts, there may be a designated spokesperson or media relations manager who speaks on behalf of the school and district. It is important to understand your district’s protocols and practices with respect to media relations and to include this in your communications plan. It is equally important that, if a media relations specialist is not available, media training for the spokesperson be provided. The communications plan should also outline how social media will be used as a vehicle for communicating externally and who will assume this responsibility.

**Communication tools** should include text messaging, emails, phone trees, intranet, social media and other appropriate technologies. It should also consider how schools will communicate in the event of a power failure, loss of cell connectivity or wifi and/or a landline telephone failure. Finally, there should be someone on staff who is able to act as technology support.

**Best Practice:** Consider how MyEducationBC can be used to support emergency management, in particular student release protocols and internal/external communication in the event of an emergency. The new system offers a parent portal and student accounts and is accessible from mobile devices and tablets. It also supports customization and can be used in the following ways to support emergency management:

- **electronic record of student information,**
- **electronic communication with parents and students via e-mail and portal features.**

**Best Practice:** Your communications plan should clearly establish who will communicate with the media and who should not, as well as establish who will prepare and approve any external communications.



## 7. Develop a continuity of operations plan (COOP).

The objectives of a continuity of operations plan are to restore critical systems and the learning environment as soon as possible. Planning for the continuity of a school system in the aftermath of a disaster is a complex task. Information that is needed to continue the work of the staff and student learning, even if school resumes at an alternate site, should be available digitally, backed up, and stored on a remote server..



## 8. Identify and resource necessary equipment and supplies.

Part of the planning process includes identifying documentation, equipment and resources to provide first aid, shelter, comfort, basic rescue and care for students and staff for a period that could range from a few hours to a few days. Work with your parent committee and community partners in gathering and safely storing equipment and resources, which could include items listed in the *Templates* section.

All documentation should include current student, staff and volunteer lists with pertinent information – contact information, medical information, special considerations etc. This should also be included on an information card that is placed in a lanyard for each person in the school to wear in the event that it is necessary. All documents relating to the SEMP should be available in a number of modalities and at a number of sites. Hard copies should be filed in the school office, with the district and at one or two other sites that make sense for the context of each school. Electronic copies should be available on hard drives and online for access by handheld devices.

**Best Practice:** Produce an information card for each person who is regularly in the school, including staff. On this card, include vital information such as medical and special needs as well as student release data. Confidential information can be kept private by having it inside a folded card, which is placed inside a lanyard. Ensure that these lanyards are kept with the teacher who has closest contact with the student.



## 9. Conduct training and drills.

It is important that everyone directly affected, including staff, students and parents, knows about the plan and how they are to act during an emergency. Training for both students and staff before you carry out drills will ensure that responses during an actual emergency are implemented calmly and efficiently.

Prior to carrying out specific drills, all students and staff should be educated about the nature of emergencies and the need for implementing procedures to respond to them effectively. Classroom discussion should include knowledge of the roles and responsibilities of all parties as well as understanding the overarching goals of the process. Staff members should know the SEMP thoroughly enough to be able to make decisions, if necessary, to deviate from a typical response. Drills comprise the practical implementation of training – an opportunity to put theory into practice in a safe environment – with the result that understanding and capacity are improved and anxiety is reduced.

Training and drills are critical to successful emergency response. The time taken to educate all members of the school community and to practice responses will lessen anxiety for all participants. However, it is important to consider the timing and context of drills so that students and staff are best able to learn from the experiences.

For example, there is a critical period following a disaster in which emotions will be heightened and even a drill may cause distress to students and staff which can diminish learning. Your instinct may be to move immediately to a lockdown drill following media reports of a school shooting, yet this may create intense problems for students and staff. Delaying the drills to allow time to pass and emotions to heal may be the wiser decision.

Another consideration relates to the circumstances within the school itself. If the school plans to practice evacuation responses, the principal should ensure that any necessary equipment such as wheelchair lifts, are in good working order and that the staff, who have responsibility for its operation are prepared to use it. It is not sufficient that students in wheelchairs be wheeled to the top of the stairwell and left there when all others have successfully exited the building.

Finally, consult with local law enforcement when conducting lockdown drills and include them in ways that are sensitive to the ages of the students. Police arriving in full response gear may cause trauma to young children while it may impress upon older students the seriousness of the drill and the situations the response is intended to address.

Each situation must be considered in context.

#### Best Practice:

- **BC Fire Code regulations require that fire evacuations be exercised at schools at least six times each school year: three times in the fall and three times in the spring.**
- **The BC Earthquake Alliance recommends that, in addition to the fire drills, there should be three earthquake drills per school year.**
- **The RCMP recommends two lockdown drills per year.**
- **Drills should include variations such as taking alternate routes in the event that a usual route cannot be used. Other variations could include situations where students are not in the classroom, i.e., during lunch or class changes.**
- **Finally, schools and districts are encouraged to involve parents, volunteers and first responders in these practices, especially if they are to involve student release and a review of the exercise.**



**The first and best line of defense in any emergency is a well-trained, highly alert school staff and student body.**



## 10. Debrief and revise.

To close the emergency planning cycle, debriefing the event is important to inform the planners about how to improve mitigation, preparedness and response. Debriefing should become a routine part of emergency response drills as well as being an important aspect of recovery from an actual emergency. For schools and school districts, gathering information about what did and did not work well during a drill or response to an emergency ensures common understandings of how to improve.

- ✓ Debriefing after a drill should take place as quickly as possible to ensure that the experience is fresh in people's minds.
- ✓ Include all parties in a debrief session so that all perspectives are considered.
- ✓ Consult with first responders or local authorities, if necessary, to gather information related to best practice.
- ✓ Revise the plan or mitigate as necessary to improve the response for the next drill.

**Best Practice:** At the start of the school year:

- have the emergency planning committee review and update the emergency plan and site assessments,
- ensure that supplies and equipment are replenished as needed,
- ensure that staff assignments are updated to reflect changes,
- arrange for staff training,
- prepare parent information regarding emergency planning and student release, and
- ensure that new students or staff who may have special needs are accommodated.



## Persons with Special Needs

Students and staff with special needs may require extra support in the event of an emergency. Schools should have plans in place to support these individuals, including their evacuation. In planning for emergency responses, schools must identify any students or staff who may have need for:

- specialized feeding devices,
- personalized management of toileting and any specialized care required (colostomy etc.),
- administration of medications (e.g. insulin),
- stocking medical supplies such as syringes or colostomy bags,
- caring for service animals,
- providing power for electrical devices such as respirators and wheelchairs, and
- other considerations specific to individual needs related to behavioural concerns.



Care must be taken to ensure that persons with special needs will be able to access the same level of care as others. It is important to adapt plans for each identified individual and to keep those plans current. If a staff member or student with special needs arrives at the school after the emergency planning has been completed and they require special consideration in the plan, then this must be done as soon as possible. These individualized plans may involve assigning one adult to each individual to act with and for them during the emergency response.

## Off-Site Activities

Students and staff may not always be on school property when an emergency occurs. There may be times when school is in session but students and staff may be out of the building – recess, lunch breaks, PE classes, field trips or attending tournaments or other events. School plans should provide for guidance in the event of the need for response during school sponsored events that take place off school property.

### CONSIDERATIONS:

- ✓ first aid kits in school buses or in cars if staff are driving students,
- ✓ first aid training for staff who are driving students or taking students on field trips, and
- ✓ providing for cell phones and portable chargers for staff who supervise students off-site.

## Non-District Groups

Emergencies happen at all times of the night and day, on school days and weekends. Often, schools rent space to outside groups (e.g. community programs, child care). It is imperative that your school plan considers these outside groups and how they will respond to school incidents after hours.

**Best Practice:** Consider inviting members of these groups to join your planning committee or to develop their own plans that correspond with the school's plans. Include the groups in training and debriefing sessions and keep them informed of any matters relevant to their presence on school property.





## RESPONSE

When an emergency occurs, it is too late to turn to this guide. Everyone should know their role and set the plan into motion. Response involves implementation of a SEMP, and includes the following actions:

**It is important to note that some of these actions may occur simultaneously and may take place in a different order. These actions serve as a guide for initiating an emergency response.**



### **Assess the situation**

Scale, severity, resources needed etc.



### **Establish command**

Site Incident Commander takes control.



### **Determine and activate appropriate emergency response**

Consider the 5 key responses and the nature of the situation.



### **Activate school team**

Pre-assigned ICS functions.



### **Execute the plan**

Put plan into action. Liaise with the first responders.



### **Contact school district or authority**

Alert school district staff as quickly as possible.



### **Manage the incident**

Focus on student and staff safety/comfort, deploy human and other resources, manage student release etc.



### **Review**

Review critical incident response and consider what worked and what could be improved.



The onset of an emergency creates a need for time-sensitive actions to save lives and property, as well as for action to begin stabilizing the situation so that the jurisdiction can regroup. Such response actions include notifying emergency management personnel of the crisis, warning and evacuating or sheltering the population if possible, keeping the population informed, rescuing individuals and providing medical treatment, maintaining the rule of law, assessing damage, addressing mitigation issues that arise from response activities, and even requesting help from outside the jurisdiction.

*(Guide for All-Hazard Emergency Operations Planning, FEMA, 9/96)*

Emergencies happen along a continuum from mild to severe. A response to a minor emergency, such as a power outage, a storm or a localized flood due to a burst pipe, will require a low-level response which may very well be confined to one school or site, though reporting to the district and Ministry are still required. A major event such as a major earthquake or a chemical spill following a train derailment will require a massive response with support from the district level and may last days. How the district becomes involved will be considered in the next section of this guide.



# Five All-Hazard Emergency Responses

In an all-hazards approach, there are five key responses that can be appropriately implemented in the event of most emergencies. It is important to know that the responses are context specific and flexible. A decision to evacuate a school following an earthquake is not automatic. The decision must be made in light of the circumstances – damage to the building, the weather and other considerations.

These five responses are:

## 1 Drop-Cover-Hold On

Most people are familiar with the drop-cover-hold on response as it is the recommended immediate response for earthquakes. Drop-Cover-Hold On may be followed by a second response such as evacuation or shelter-in-place. However, it is also appropriate in the event of an explosion that causes buildings to shake or materials to fall from structures. The result is that structures become unstable and materials can fall, explode or disintegrate.

EXAMPLES:



Earthquake



Explosion

## 2 Evacuate

When a building or area becomes unsafe, evacuation may be called for. The most common event requiring evacuation is fire, but other circumstances may also require evacuation. These include floods or a bomb threat within the school.

EXAMPLES:



Fire



Bomb threat



Chemical accident



Post-earthquake



Explosion or threat of explosion



Tsunami

## 3 Lockdown

Lockdown is used to prevent intruders from entering occupied areas of a building or when it is necessary to isolate students and staff from a danger outside or within the building. Situations include active shooters or dangerous intruders. Staff and students are restricted in their movements to a specific area which is then protected through locking of exterior and classroom doors and covering windows. There may be other areas of the school that are capable of being locked down and these may also be designated as lockdown locations.

EXAMPLES:



Dangerous intruder



Active shooter



Barricaded suspect

**Do not use code words when ordering one of these responses. Use the correct terms – drop/cover/hold on, evacuate, lockdown, lockout or shelter in place.**

## 4 Lockout (also known as Hold and Secure)

A lockout is used when it is necessary to secure a school because there is an emergency situation occurring outside the school. The exterior doors are locked and monitored to allow students and staff to enter but otherwise remain locked. Once inside, no one leaves the building. An active police incident in a neighbourhood would trigger a lockout. Confirm with local police when it is safe to lift the lockout.

EXAMPLE:



**Police incident in area e.g. robbery or any serious criminal offence in close proximity to a school or where a suspect has been pursued by police and/or on foot near a school**

## 5 Shelter in Place

A shelter in place order is used when personal safety is considered to be in danger if anyone leaves the school. It is usually associated with an environmental hazard where hazardous materials are released into the atmosphere. For example, a chemical spill or gas leak in the immediate vicinity of the school. Shelter in place might also be used in the case of a wild animal in the vicinity of the school (e.g. cougar or bear).

In the case of environmental hazards, steps may need to be taken to ensure the school is airtight – turning off furnaces, air conditioning, closing fume hoods and exhaust systems, covering and taping windows – and that the air is safe to breath.

EXAMPLES:



**Environmental events  
e.g. chemical or hazardous  
materials spill external  
to the school**



**Weather events  
e.g. sudden blizzard**



**Any situation where  
evacuation may pose  
a greater risk than  
shelter in place**



**Dangerous wild animal  
e.g. cougar, bear**



**Dirty bombs**



**Missing child**



**Gas leaks**

Not all emergencies require one of the five responses listed here. In fact, epidemics or outbreaks of highly communicable diseases will need a very different type of response, which may include closing schools if the situation is serious enough. Typically, less drastic measures are sufficient.

### [ MINI-CASE ]

A small outbreak of Hepatitis A in a Lower Mainland elementary school precipitated a rapid response to prevent further spread of the highly contagious disease. The school district and local health authority worked together to address the issue by facilitating a voluntary vaccination clinic at the school for students and staff who may have been exposed. This collaborative effort involved appropriate information sharing as authorized by the *Public Health Act* to ensure staff, students and their families could be contacted by the local health authority.

# RECOVERY

A return to normalcy is not only important for the school community, but also for the broader community as it encourages the re-establishment of routine (e.g. families taking children to school, going to work etc.). It cannot be overstated that schools and districts must have recovery plans in place prior to a catastrophic event taking place. These plans need to consider how the school and/or district will bring the system back to normalcy and address the following five areas of recovery.

**Recovery**, including debriefing, is the effort to restore infrastructure and the social and economic life of a community to normal, but it should incorporate mitigation as a goal. For the short term, recovery may mean bringing necessary lifeline systems (e.g., power, communication, water and sewage, and transportation) up to an acceptable standard while providing for basic human needs (e.g., food, clothing, and shelter) and ensuring that the societal needs of individuals and the community are met (e.g., maintain the rule of law, provide crisis counseling, demonstrate that people do care and that help is becoming available). Once some stability is achieved, the jurisdiction can begin recovery efforts for the long term, restoring economic activity and rebuilding community facilities and family housing with attention to long-term mitigation needs.

Guide for All-Hazard Emergency Operations Planning, FEMA, 1996



## Five Aspects Of Recovery

The first four aspects of recovery are adapted from *School Emergency Management: A Practical Approach to Implementation* by Jeff Kaye with Roy Hill and Blake Goetz.

### 1. Emotional and Psychological Recovery: Responding to Trauma

Emotional and psychological recovery involves caring for the mental health of those individuals in the system who experienced or witnessed trauma, whether as a result of an emergency, disaster or critical incident. A crisis response may be contained within the system where it occurs and there may be adequate resources within the system to respond to it, as there is a high level of predictability concerning who will most likely be impacted. On the other hand, a traumatic event is often not contained within the system where it occurs and affects multiple systems. There may be inadequate resources within the system to respond and it must rely upon outside resources to respond to the magnitude of the event.

Regardless of the type of emergency, the people involved will inevitably experience distress. In the field of crisis response, multiple terms are used, often interchangeably, to describe events that are traumatic. Terms such as crisis, tragic event, critical incident, traumatic event and trauma are just a few of the common expressions. These expressions indicate that something has happened that would cause a state of mental, emotional and physical stress to individuals exposed to the situation.

Districts will normally have critical incident teams that support schools, students and staff when a traumatic event occurs. For most events, the internal district supports will be adequate. Districts may also request assistance from neighbouring districts or schools to provide personnel so that local staff can attend more closely to the needs of the students and staff. However, there are times when the event is so wide-spread or so devastating that external support will be required.

The effects of trauma may not be immediately discernable in individuals yet can result in serious illness such as Post-Traumatic Stress Syndrome. District staff may not be qualified to address such conditions, or if there are qualified staff available within the district, there may not be sufficient numbers to meet the needs. The remedy is that districts and schools recognize the need for external professional intervention and school districts should develop trauma response plans that consider the broader and longer term impact of the emergency or disaster.

Another concern for schools and districts when planning for emergencies is consideration of the larger role that a school can play in a community. In many cases, the school is the center of the community and is seen by the community as a place of refuge and support. In devastating situations, a community can become paralyzed by the extent of trauma. At these times, the schools and district need to embrace the community and work alongside organizations and individuals to help move the situation in a positive direction.

Finally, recognition must be given to the fact that some school or district staff may themselves be suffering severe trauma. Caring for those inside the system is also a responsibility that must be addressed.

**Best Practice:** In response to serious trauma, recovery may be beyond the capacity of a school and a district to respond adequately. Plan for such an eventuality by seeking assistance from other community resources where you may find expertise in trauma recovery. Organizations that deal with trauma or loss on a regular basis can provide support. Advance arrangements will prevent confusion if and when such support is required.



### [ MINI-CASE ]

On a Saturday night in May 2014, a canoe carrying four young people from School District #10 (Arrow Lakes) overturned. One student was pulled from the water and pronounced dead at the hospital. The remaining three bodies were not immediately located and a recovery mission was instigated. Immediately after the incident, district staff were informed and a command centre was set up in the school where the students attended. Four community meetings were held with the RCMP, the first of which was held on Sunday afternoon to provide factual information to school staff and community members. School staff also used the time on Sunday to plan for Monday morning.

The trauma that was experienced within the school and the community was severe. Support services at the district were insufficient to meet the needs of the students and the adults in the community. Connections were made with Child and Youth Mental Health BC, neighbouring school districts, the regional college, and private practice clinicians, all of whom pitched in to help with the recovery. Because the adult community was as traumatized as the student population, support was provided to feed students, and to invite community members into the school processes. The Ministry of Health, through EMBC, Sherri Mohoruk (Ministry) and Theresa Campbell and Kevin Cameron (Safer Schools Together) all provided services and advice to support the community.

Debriefing sessions with EMBC and the Ministry were held in July and August.

## 2. Physical and Structural Recovery

Following a disaster, it may be necessary to repair or rebuild various structures in the district. For many this can extend the trauma as the return to normalcy is delayed. While the technical details of repair or rebuilding are generally the responsibility of staff at the district level, staff at the school level need to ensure, to the fullest extent possible, that student and school life is as normal as can be and that students are supported through the construction transition.

## 3. Continuity of Operations

A Continuity of Operations Plan (COOP) is implemented when schools are closed temporarily or inaccessible. The intent of the plan is to ensure the continuation of critical school district services for an extended duration of time following the initial emergency or threat. This duration of time may range from a few hours to many days or even months. The COOP outlines steps and actions necessary to resume essential academic, business and physical services after an incident as quickly as possible.

**Communities that have suffered serious trauma have discovered that reopening schools is a critical part of community healing. Once schools are operating normally, the rest of the community can begin to return to normal as well.**

## 4. Restoration of Academic Learning

The primary purpose of schools is the education of our students. The restoration of academic learning may involve temporary arrangements and special accommodations depending on the nature of the emergency. If schools cannot be opened in a timely manner, arrangements should be made to have students attend school at alternative sites or to meet with teachers once or twice a week to pick up and drop off homework. The intent is that learning will be disrupted for the least amount of time. This must be tempered, however, with a need to care for and attend to the emotional well-being of students and staff and this may delay a full return to routine.

**[ MINI-CASE ]** During a period of wild fires near Oliver, a school was damaged and unsafe. While it was being repaired, the younger students would meet their teachers in a nearby church to pick up learning packages. Later in the week, the students would return to hand in their work and pick up a new package.

## 5. Debrief

Debriefing after an actual emergency is on a very different scale than debriefing after a drill. Not only will the debrief provide vital information to the planners, it will also be an opportunity for those involved to talk about their experience. This means that emotions will be very close to the surface and care must be taken in how the debriefing sessions are characterized and facilitated. Employ the services of professionals if necessary.

Also recognize that a serious emergency such as is contemplated in this guide does not affect just the school. Trauma can be felt far beyond the school, creating ripples throughout an entire community. Debriefing with all those persons who were impacted by, or instrumental in carrying out the response, is critical and, while the school or district is not solely responsible, they can play an important role in helping to heal the community. When planning for debriefing, consider:

- **balancing the amount of time between the event and the debrief by caring for the emotional needs of the participants. While there is a need to ensure good, accurate recall, debriefing, especially when an event has been particularly traumatic, should not displace the need to ensure that the individuals who have been affected as victims or responders, have had sufficient time to begin to heal. In these cases, do not rush to debrief.**
- **including all those who were involved in or impacted by the situation – students, staff, first responders, volunteers, community members – in the debriefing/feedback process.**
- **using the feedback to improve mitigation, planning, response and recovery efforts and to communicate with community.**

**Best Practice:** The school or district may wish to hold a number of debriefing sessions with a variety of participants and objectives.













# DISTRICT EMERGENCY MANAGEMENT

Districts have two responsibilities related to emergency planning. Each board office or site other than a school must have an emergency management plan, similar to a school plan, which is structured on ICS protocols. As well, districts should establish an emergency operations centre to coordinate and manage large-scale emergencies. Both processes are described below. Independent schools will not necessarily need to establish an emergency operations centre as the school, which is often a stand-alone entity, will be responsible for all aspects of emergency management. However, in independent systems such as the Catholic system, which has a well-defined structure beyond the school level, an emergency operations centre may be necessary to coordinate response and resources.

## DISTRICT PLANNING PROCESS

Emergencies such as fires or bomb threats at a board office or maintenance building may not involve students but still require a response that is structured according to the information provided earlier in this guide. Establish a planning committee, which includes both district personnel and local authorities to:

-  **1. develop a site profile for the district office or other district sites, including maintenance buildings or resource centres,**
-  **2. pre-assign roles at each site according to the ICS structure and establish a district VTRA team,**
-  **3. develop response protocols,**
-  **4. develop a communications plan,**
-  **5. develop a continuity of operations plan (COOP),**
-  **6. identify and resource necessary equipment and supplies,**
-  **7. conduct training and drills, and**
-  **8. debrief and revise as needed.**

**Best Practice:** Boards of education should ensure they have appropriate emergency management policies in place to support the development of school and district level plans.

School district administrators should connect with the local emergency program coordinators in their municipalities to leverage planning expertise and resources.



# DISTRICT EMERGENCY OPERATIONS CENTRE

**Emergency Operations Centre (EOC)** – the physical location at which the coordination of information and resources to support incident management activities normally takes place. An EOC may be a temporary facility or may be located in a more central permanently established facility, perhaps at the district office or district education centre but likely not in a school.

(Adapted from the *All-Hazards Plan*, EMBC, 2012)

According to Jeff Kaye in his book, *School Emergency Management: A Practical Approach to Implementation*, (2013), school districts should activate an Emergency Operations Centre when:

- **there is a district-wide emergency involving multiple school sites,**
- **there is an emergency of such magnitude that resources are required beyond individual school site capacity,**
- **the emergency is of long duration (for example, lasting more than three days),**
- **major policy decisions will or may be needed,**
- **a state of local emergency is declared,**
- **terrorist threats are made to the community or region, or**
- **a decision is made that activation of an emergency plan is advantageous to the successful management of an emergency or school crisis.**

**Best Practice:** People who are assigned to the site roles should not also have responsibilities with the EOC functions. EOC staff should be free to concentrate on those activities while site-based personnel can focus on the site response.



## [ MINI-CASE ]

A report is made to a principal of a cougar sighting and she initiates a shelter in place protocol. A further report within twenty minutes provides information that the cat has been captured. In this case, a district EOC is not activated.

An earthquake shakes most of the Lower Mainland with many schools and district buildings suffering minor to moderate damage. In this case, a district EOC should be activated.

A district EOC command structure is similar to that of the ICS structure that is used at individual school sites. It is important that the school district develops an EOC plan, which includes the basic elements of the school planning process and pre-assignment of EOC roles.



## District Emergency Operations Centre

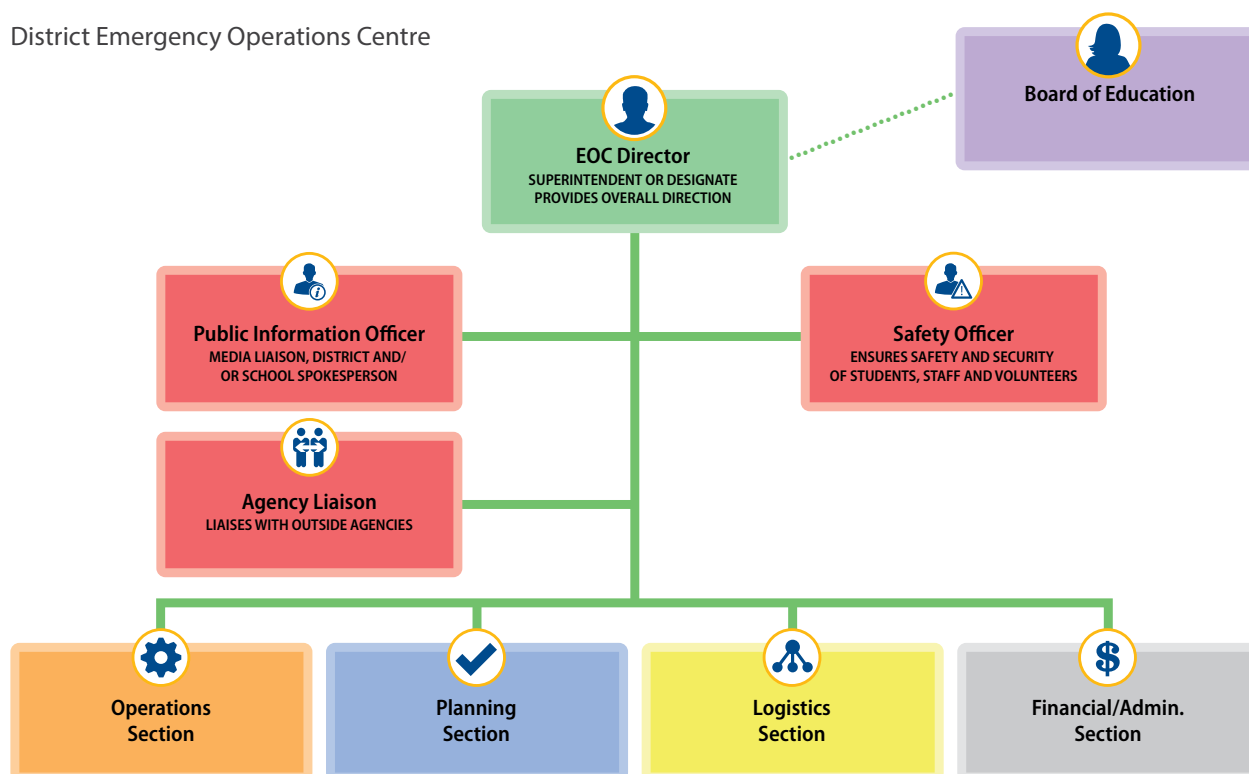


Figure adapted with permission, *School Emergency Management: A Practical Approach to Implementation*, Jeff Kaye with Roy Hill and Blake Goetz, Polimedia Publishing, 2013.

The district EOC should be staffed by district personnel, preferably with expertise in specific areas related to the management of the emergency, communications, media relations, and information technology.

The EOC Director is usually the Superintendent or a designate such as an Assistant Superintendent or Secretary-Treasurer. The EOC Director is responsible for overall emergency policy and coordination through the joint efforts of the Ministry, government agencies such as local authority emergency operation centres, and EMBC regional offices.

In the event of an emergency, all schools/sites that are affected will immediately activate their SEMP procedures and the district will activate EOC procedures to the level needed to support the affected sites.

Normally, if an EOC is activated, the media relations function will be transferred from individual schools to the district media relations staff. Similarly, communicating with other agencies and stakeholders, as well as providing resources that schools might need, will be coordinated through the district EOC. As a result, individual schools are more able to focus on the immediate needs of their students and staff. However, it is essential that the level of involvement of a school in these circumstances is clearly understood so that districts and schools are not duplicating or omitting important functions.

**Best Practice:** The EOC, as a physical space, houses all the necessary IT equipment and information, both electronic and hard copy, needed to respond to an emergency at the district level. SEMP from individual schools and sites within the district, as well as corresponding materials that are developed at the district level, should be available at the EOC.

A district should identify and fully resource one location in the board office and at least one alternate location to serve as the EOC. It is here that large scale responses relating to serious or cross-district emergencies will be monitored and directed.



# CONCLUSION

Parents entrust their children into the care of schools and educators every weekday for forty weeks a year for thirteen years. Educators place a strong emphasis on ensuring safe and caring school environments. However, we are all aware, through the power of instantaneous media, of the possible devastation that can fall upon our schools and communities. Our lexicon is now permeated with terms such as [Lac Mégantic](#), [911](#), [Fukushima](#) or [Sandy Hook School](#), which conjure up images of widespread devastation and heartbreak. Terms such as “active shooter” were not part of our vocabulary just a few years ago, now we all know what this means.

Most emergencies that happen are not as overwhelming as these events but in BC we have had our share of disasters and traumatic events. The 2015 Port Metro Vancouver container fire and events such as floods and wild fires that affect many BC communities bring home the immediacy of the threat. Scientists tell us that the BC coast should be prepared for a major earthquake and the aftermath of that event. Are we prepared?

It is easy to look around us and see the beauty of our province and think that we will never be in a situation that can kill or injure without warning. It is also human nature to argue that we are too busy or too cash-strapped to make the effort to plan effectively. The reality is that failure to plan, to train personnel, to involve parents and students in realistic drills can result in consequences that could destroy individuals and communities. Schools, school districts, boards of education, authorities and all those who work in them must be prepared for the sake of the children in their care and for themselves and the families they would like to go home to. The more we can prepare and mitigate in advance, the more likely we will all be to save lives, minimize damage and return home safely to our loved-ones.



# RESOURCES

- **British Columbia Disaster Psychosocial (DPS) Services**  
<http://www.phsa.ca/our-services/programs-services/health-emergency-management-bc/disaster-psychosocial-program>
- **Emergency Management BC (EMBC) - Province of British Columbia**  
<http://www.embc.gov.bc.ca/index.htm>
- **Emergency Management - Government of Canada**  
<http://www.publicsafety.gc.ca/cnt/mrgnc-mngmnt/index-eng.aspx>
- **Federal Emergency Management Agency (FEMA) – United States**  
<http://www.fema.gov/>
- **Get Prepared – Government of Canada**  
<https://www.getprepared.gc.ca/index-en.aspx>
- **Guide for Developing High-Quality School Emergency Operations Plans**  
[http://www.dhs.gov/sites/default/files/publications/REMS%20K-12%20Guide%20508\\_0.pdf](http://www.dhs.gov/sites/default/files/publications/REMS%20K-12%20Guide%20508_0.pdf)
- **Incident Command System Canada website**  
<http://www.icscanada.ca/>
- **Ontario and B.C. Privacy Commissioners issue joint message: personal health information can be disclosed in emergencies and other urgent circumstances**  
[www.cpo.on.ca/WorkArea/DownloadAsset.aspx?id=790](http://www.cpo.on.ca/WorkArea/DownloadAsset.aspx?id=790)
- **SAFE Plan (School Action for Emergencies), Royal Canadian Mounted Police (RCMP)**  
<http://www.rcmp-grc.gc.ca/cp-pc/safe-secur/index-eng.htm>
- **Schools Protection Program (SPP)**  
<http://www.bcspp.org/>
- **Standards for the Education, Competence and Professional Conduct of Educators in British Columbia**  
<https://www.bcteacherregulation.ca/Standards/StandardsOverview.aspx>
- **Standard Response Protocol (SRP)**  
<http://iluvuguys.org/srp.html>



# TEMPLATES

In this section you will find a number of forms and letters that you can adapt as needed. Downloadable versions of these forms will be available on the Ministry's web site.

## Forms

### FORMS FOR SUPPORTING MITIGATION AND PLANNING

- [CLASSROOM SAFETY AUDIT FORM](#)
- [SCHOOL HAZARDS ASSESSMENT](#)
- [EMPLOYEE EMERGENCY PREPAREDNESS SKILLS SURVEY](#)
- [STUDENT EMERGENCY RELEASE \(ELEMENTARY AND MIDDLE SCHOOL\)](#)
- [STUDENT EMERGENCY RELEASE \(SPECIAL EDUCATION-GRADES 8-12\)](#)
- [STUDENT EMERGENCY IDENTIFICATION](#)
- [PARTNERING WITH LAW ENFORCEMENT](#)
- [EMERGENCY EQUIPMENT AND RESOURCES](#)

### FORMS FOR USE DURING AN EMERGENCY RESPONSE

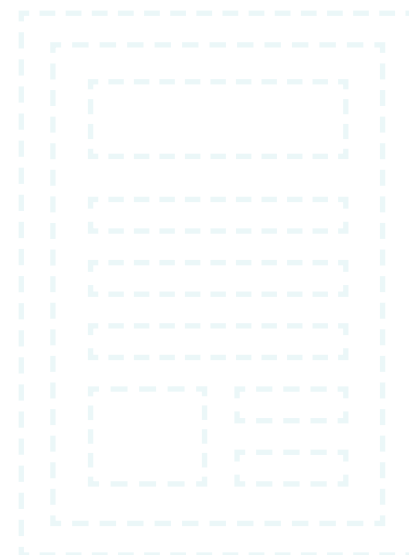
- [BOMB THREAT TELEPHONE CHECKLIST](#)
- [CLASS STATUS REPORT](#)
- [SCHOOL STUDENT RELEASE](#)

## Letters and Memos

- [LETTER TO PARENTS OF ELEMENTARY AND MIDDLE SCHOOL STUDENTS](#)
- [LETTER TO PARENTS OF SECONDARY STUDENTS](#)
- [LETTER TO PARENTS OF RETURNING STUDENTS](#)
- [LETTER TO PARENTS OF NEW STUDENTS](#)
- [REMINDER TO STAFF](#)

## Maps

- [STUDENT REUNIFICATION DOUBLE GATE SYSTEM](#)



# Classroom Safety Audit Form

Room # \_\_\_\_\_ Date: \_\_\_\_\_ Assessed by: \_\_\_\_\_

**NOTE:** all desks should face away from the windows if possible

Hazard Code	How Many	Hazard	Priority*	Anchor <sup>1</sup>	Refit <sup>2</sup>	Relocate <sup>3</sup>	Remove	Be Aware
1		Unsecured bookcases						
2		Unsecured wall shelves						
3		Free-standing cabinets						
4		Hanging plants						
5		Unsecured light fixtures						
6		Unsecured ceiling fixtures						
7		Teacher's desk in front of or under hazard						
8		Students' desks under/near unstable fixtures/hazards						
9		Unsecured trolleys or equipment on wheels						
10		Heavy objects on high shelves						
11		Exits partially blocked						
12		Windows/glass						
13		Chemicals, paints, cleaning supplies etc stored insecurely						
14								
15								
16								

## Comments

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## \* Priorities

- A. **Immediate:** Altered ASAP
- B. **Short Term:** Altered during term
- C. **Long Term:** over a number of years
- D. **No Action:** Be advised of hazard

<sup>1</sup> **Anchor:** Secure, fasten

<sup>2</sup> **Refit:** Add or change for safety

<sup>3</sup> **Relocate:** Move to safer spot



# School Hazards Assessment

School or Site: \_\_\_\_\_

Hazard	Severity 0-4	Probability 0-4	Ranking Top 5
Earthquake			
Tsunamis			
Tornados			
Hurricanes			
Flood			
Landslide/ Mudslide			
Winter Weather (Ice/Snow)			
Wild Fires			
Insect Infestation			
Hazmat Incidents			
Electrical Blackouts			
Nuclear Accident			
Infectious Disease			
Weapons on Campus			
School Shooting			
Gang Violence			
Hostile School Climate			
Terrorism			
Bomb Threat			
Contaminated Food/Water			
Other			

Rating Scales				
Severity of Impact to School			Probability of Occurrences	
None	0		Never	0
Some	1		Some	1
Minor	2		Moderate	2
Moderate	3		Very High	3
Severe	4		Extremely Likely	4

This form is adapted from *School Emergency Management: A Practical Approach to Implementation* by Jeff Kaye with Roy Hill and Blake Goetz, Polimedia Publishing, 2013.





# Employee Emergency Preparedness Skill Survey

School: \_\_\_\_\_

School Year: \_\_\_\_\_

Staff Name: \_\_\_\_\_ School Assignment: \_\_\_\_\_

Phone #: \_\_\_\_\_

Email: \_\_\_\_\_

## I HAVE HAD THE FOLLOWING TRAINING:

- ☐ Red Cross First Aid/ CPR/ AED
- ☐ Advanced First Aid
- ☐ Search and Rescue
- ☐ Military: \_\_\_\_\_
- ☐ Amateur Radio (HAM)
- ☐ Other: \_\_\_\_\_

- ☐ Law Enforcement
- ☐ Fire Fighter/ Paramedic
- ☐ Crisis Counseling
- ☐ ICS/BCERMS

## I HAVE HAD THE FOLLOWING SKILLS EXPERIENCE:

- ☐ Search and Rescue
- ☐ Hazardous Materials Recognition
- ☐ Bilingual: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

- ☐ Persons with Special Needs
- ☐ First Aid/Medical

## I FEEL THAT MY SKILLS WOULD BE BEST USED IN THE FOLLOWING AREA(S):

- ☐ First Aid Team
- ☐ Security Team
- ☐ Student Assembly Area
- ☐ Communications (explain): \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

- ☐ Search and Rescue Team
- ☐ Psychological First Aid Team
- ☐ Student/Parent Reunification

Form adapted with permission of author from *School Emergency Management: A Practical Approach to Implementation* by Jeff Kaye with Roy Hill and Blake Goetz, Polimedia Publishing, 2013



## STUDENT EMERGENCY RELEASE (Elementary and Middle School)

**School:** \_\_\_\_\_

In the event of an earthquake or other serious incident resulting in school closure, where I am unable to collect my child(ren) from school, I \_\_\_\_\_, Parent/Legal Guardian of:

Name(s) of Child(ren): \_\_\_\_\_ Grade \_\_\_\_\_

\_\_\_\_\_ Grade \_\_\_\_\_

\_\_\_\_\_ Grade \_\_\_\_\_

\_\_\_\_\_ Grade \_\_\_\_\_

authorize the release of my above child(ren) into the custody of the following people:  
(please provide at least two names)

	NAME	ADDRESS	TELEPHONE
1			
2			
3			

I fully realize that during a natural disaster such as an earthquake, my child(ren) will not be released from school to another adult unless authorized by myself (as above); and that on the release of my child(ren) a record shall be kept at the school of the name of their guardian, time of release and expected destination.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

### MEDIC ALERT

If your child requires medication or has a medical condition that requires special attention, please provide details below. It will be necessary for the school to have a 48-hour supply of any essential medication or supplies. Please note that a more detailed "Medical Alert" form should also be completed and on file at the school.

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# STUDENT EMERGENCY RELEASE

## (Special Education, Grades 8-12)

**School:** \_\_\_\_\_

In the event of an earthquake or other serious incident resulting in school closure, where I am unable to collect my child(ren) from school, I \_\_\_\_\_, Parent/Legal Guardian of:

Name(s) of Child(ren): \_\_\_\_\_ Grade \_\_\_\_\_

\_\_\_\_\_ Grade \_\_\_\_\_

\_\_\_\_\_ Grade \_\_\_\_\_

\_\_\_\_\_ Grade \_\_\_\_\_

authorize the release of my above child(ren) into the custody of the following people:  
(please provide at least two names)

	NAME	ADDRESS	TELEPHONE
1			
2			
3			

I fully realize that during a natural disaster such as an earthquake, my child(ren) will not be released from school to another adult unless authorized by myself (as above); and that on the release of my child(ren) a record shall be kept at the school of the name of their guardian, time of release and expected destination.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

## MEDIC ALERT

If your child requires medication or has a medical condition that requires special attention, please provide details below. It will be necessary for the school to have a 48-hour supply of any essential medication or supplies. Please note that a more detailed "Medical Alert" form should also be completed and on file at the school.



Photo  
of Student

# Student Emergency Identification

TEACHER: \_\_\_\_\_

STUDENT BIRTH DATE: \_\_\_\_\_ GRADE: \_\_\_\_\_ DIVISION: \_\_\_\_\_

FIRST NAME: \_\_\_\_\_ FAMILY NAME: \_\_\_\_\_

SIBLINGS IN SCHOOL: \_\_\_\_\_

MEDICAL ALERT: \_\_\_\_\_ (use red dot)

Health Card # \_\_\_\_\_ Doctor: \_\_\_\_\_ PH#: \_\_\_\_\_

List any medical conditions, severe allergies, medication information or any instructions (continue on back if necessary)

OUT OF PROVINCE CONTACT: \_\_\_\_\_

STUDENT ADDRESS: \_\_\_\_\_ PHONE #: \_\_\_\_\_

PARENTS (or guardians):

PARENT/GUARDIAN: \_\_\_\_\_ PARENT/GUARDIAN: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ ADDRESS: \_\_\_\_\_

HOME PHONE #: \_\_\_\_\_ HOME PHONE #: \_\_\_\_\_

WORK PHONE #: \_\_\_\_\_ WORK PHONE #: \_\_\_\_\_

CELL PHONE #: \_\_\_\_\_ CELL PHONE #: \_\_\_\_\_

WORK ADDRESS: \_\_\_\_\_ WORK ADDRESS: \_\_\_\_\_

DAYS/HOURS AT WORK: \_\_\_\_\_ DAYS/HOURS AT WORK: \_\_\_\_\_

OUT OF PROVINCE CONTACT

NAME	CITY & PROV/STATE	AREA CODE & PHONE #

**\*ALTERNATE GUARDIAN** (Persons 19+ years old and preferably within walking distance of the school)

\*Suggestion: If possible, list 2 or more adults, who have your permission to pick up your child/ren in the event that you are not able to do so. Cell phone numbers are preferred.

NAME	SIGNATURE	PHONE #

I hereby authorize any of the above listed alternate guardians to pick up my child from school in the event of a controlled student release. I also authorize the school or persons caring for my child to use any of the above information, as necessary, in the event of an emergency.

SIGNATURE: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_  
(Parent/Guardian) (Parent/Guardian) (m/d/yr)



# Partnering with Law Enforcement

Use the following checklist to assess the school's current level of involvement with law enforcement. If an element is in place, check YES. If changes need to be made, provide details in the Actions column listing what needs to be done and who should be responsible for ensuring the work is done. In some cases, an element may be not applicable (N/A) to your school.

CHECKLIST ELEMENT	YES	NO	N/A	Actions to implement or improve
1. The school reports incidents of crime and violence to law enforcement officials				
2. Law enforcement personnel are an integral part of the school's emergency management planning process				
3. The school has developed and maintained an effective relationship with law enforcement				
4. The school district and local law enforcement have developed a memorandum of agreement, (MOA) defining the roles and responsibilities of each party.				
5. Law enforcement personnel provide a visible and regular presence on campus during school events.				
6. Law enforcement provides after hours patrols of the schools site				

This checklist was modified from School Safety Assessment Protocol, Virginia Department of Education ([www.sedl.org/secac/pdfs/safetyassessment.pdf](http://www.sedl.org/secac/pdfs/safetyassessment.pdf)). This checklist was re-adapted by the Province of British Columbia with permission of the author from *School Emergency Management: A Practical Approach to Implementation* by Jeff Kaye with Roy Hill and Blake Goetz, Polimedia Publishing, 2013.



# Emergency Equipment and Resources

## Main Office:

- ☐ School Emergency Management Plan
- ☐ Student data (name, phone number, address, emergency contact person, pertinent medical information, sign in/out sheet if applicable)
- ☐ Student release forms
- ☐ Staff data (name, phone number, address, emergency contact person, pertinent medical information, sign in/out sheet if applicable)
- ☐ List of staff with any emergency training/skills/ICS responsibilities
- ☐ School profile and building information
- ☐ Map of school area
- ☐ Map of relocation route (if not included in the school area map)
- ☐ Traffic safety vests
- ☐ Keys
- ☐ First-aid kit
- ☐ Charged cell phone
- ☐ Megaphone
- ☐ Portable radio(s) and batteries
- ☐ List of that day's class trips
- ☐ List of that day's substitute teachers
- ☐ Visitor sign-in sheet
- ☐ Staff sign-in/sign-out sheet, if pertinent
- ☐ Student medications (including epi-pens)

## First Aid Supplies

- ☐ Adhesive bandages
- ☐ Elastic bandages – different sizes
- ☐ Sterile gauze pads, rolls
- ☐ Adhesive tape
- ☐ Triangular bandages
- ☐ Thermometers
- ☐ Heavy-duty scissors
- ☐ Forceps
- ☐ Pocket knife
- ☐ Non-aspirin pain tablets
- ☐ Anti-histamines
- ☐ Anti-nausea tablets
- ☐ Hydrogen peroxide
- ☐ Antibiotic skin ointment
- ☐ Splints
- ☐ Blankets
- ☐ Towels
- ☐ Eye protectors



## School Emergency Supplies

- ☐ Adjustable crescent wrench
- ☐ Hacksaw
- ☐ Axe
- ☐ Sledge hammer
- ☐ Nylon rope – 3/8 inch, 50 ft.
- ☐ Pliers
- ☐ Shovel
- ☐ Pipe wrench
- ☐ Tie wire
- ☐ Tool box
- ☐ Vice grips
- ☐ Large garbage bags and small barrels or canisters to act as latrines
- ☐ Personal hygiene items
- ☐ Toilet paper
- ☐ Matches/candles
- ☐ Flares
- ☐ Safety pins

## Food and Water Supplies – must be regularly replenished for freshness

- ☐ As much water as can be stored , in both individual bottles and carboys
- ☐ Juices
- ☐ Non-perishable, compact foods that require no refrigeration
- ☐ Water treatment chemicals
- ☐ Manual can opener, bottle opener
- ☐ Evaporated or canned milk
- ☐ Soup base
- ☐ Cereals
- ☐ Paper cups, plates
- ☐ Utensils
- ☐ Aluminum foil/plastic wrap
- ☐ Sealed container for storage
- ☐ Plastic bags of various sizes and colours

## Staff Comfort Kits

In case of a long-term emergency, each staff member needs to have personal supplies on hand. Remember that roads may be impassable for some time, so staying at the school may be the best alternative. In addition to a comfort kit, staff should have the following supplies on hand for personal use:

- ☐ Extra peanut-free food and water
- ☐ Sleeping bag
- ☐ Rubber boots and other comfortable footwear
- ☐ Extra clothes, for warmth and dryness
- ☐ Hygiene products, including toothbrush, contact lens supplies, medication and so on
- ☐ Scissors
- ☐ Plastic sheeting
- ☐ Whistle
- ☐ Garbage bags and twist ties
- ☐ Toilet paper
- ☐ Multi-tool
- ☐ Duct tape
- ☐ Work or rubber gloves
- ☐ Flashlight, first aid kit, coins and map of area
- ☐ Lanyard with personal information related to identity, health and emergency contact



# Bomb Threat Telephone Checklist

<b>Date:</b>		<b>Time call received:</b>		<b>YOUR name:</b>	
<b>Phone number where call received:</b>		<b>Time caller hung up:</b>		<b>Phone number of caller, if known</b>	<input type="checkbox"/> <b>Local?</b> <input type="checkbox"/> <b>Long distance?</b>
<b>Ask the caller the following questions.</b> You may not get direct answers but by keeping the person talking you may be able to gather valuable information. Listen carefully as the person speaks and try to make notes (below) on the speaker's voice and the background sounds.					
<b>What will make the device explode?</b>					
<b>Did you place the bomb?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		<b>Why?</b>		<b>Where?</b>	
<b>What is your (caller's) name?</b>		<b>Are you alone? Who else is with you?</b>		<b>How old are you? Or estimated</b>	<b>Gender:</b>
<b>Is voice familiar</b>		<input type="checkbox"/> Yes <input type="checkbox"/> No		<b>If so, who does it sound like?</b>	
<b>Where are you right now?</b>					
<b>Describe caller's voice and language</b>	<input type="checkbox"/> Accent	<input type="checkbox"/> Angry	<input type="checkbox"/> Calm	<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Coughing
	<input type="checkbox"/> Cracking voice	<input type="checkbox"/> Crying	<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Disguised/muffled	<input type="checkbox"/> Distinct/clear
	<input type="checkbox"/> Excited	<input type="checkbox"/> Intoxicated/incoherent	<input type="checkbox"/> Laughter	<input type="checkbox"/> Lisp	<input type="checkbox"/> Loud/shouting
	<input type="checkbox"/> whiny	<input type="checkbox"/> Nasal	<input type="checkbox"/> Normal	<input type="checkbox"/> Ragged	<input type="checkbox"/> Rapid
	<input type="checkbox"/> Raspy	<input type="checkbox"/> Slow	<input type="checkbox"/> Slurred	<input type="checkbox"/> Soft	<input type="checkbox"/> Stutter
	<input type="checkbox"/> Read from a script	<input type="checkbox"/> Taped message	<input type="checkbox"/> Educated, well-spoken	<input type="checkbox"/> Electronically distorted	<input type="checkbox"/> Other (describe)
<b>Describe back-ground sounds</b>	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Household noises	<input type="checkbox"/> Industrial noises	<input type="checkbox"/> Street noises	<input type="checkbox"/> Vehicle noise
	<input type="checkbox"/> Music	<input type="checkbox"/> Quiet	<input type="checkbox"/> Office machinery	<input type="checkbox"/> Factory machinery	<input type="checkbox"/> Partying

Adapted from  
 Safer Schools Together  
[www.saferschoolstogether.com](http://www.saferschoolstogether.com)





# Class Status Report

Please provide information to the command centre regarding the number of students who may be injured or unaccounted for.

TEACHER/STAFF MEMBER REPORTING: \_\_\_\_\_ DIV: \_\_\_\_\_ GRADE: \_\_\_\_\_

ROOM #: \_\_\_\_\_ DATE AND TIME COMPLETED: \_\_\_\_\_

All students are present or accounted for: ☐ Yes ☐ No

Number of students missing or unaccounted for \_\_\_\_\_

Please list students who are absent from school today.	
1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

Are any students in your class injured? If yes, please indicate what measures have been taken – what has been done, where they are.	No _____	Yes _____
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		
6. _____		

Are any students missing? Please indicate where you think they might be, if known.	No _____	Yes _____
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		
6. _____		

Message for incident commander (if any): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# School Student Release

PLEASE PRINT

**Student's Name:** \_\_\_\_\_

**Date & Time Of Authorization:** \_\_\_\_\_

**Student Released To:** \_\_\_\_\_

If the student is being released to an alternate guardian, record the relevant ID and, if possible, attach a copy of the authorization signed by the parent or legal guardian.

**Destination:** \_\_\_\_\_

**Authorized By (Staff):** \_\_\_\_\_

X \_\_\_\_\_

(Signature of Parent/Guardian or authorized alternate)

**Notes:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Letter to Parents of Elementary and Middle School Students

Dear Parents/Guardians:

Re: Student Release after an Emergency.

To enhance our students' safety and well-being, we are expanding our school's efforts to prepare for an emergency. It is important that you become familiar with the school's emergency procedures and what you should do in the event of an emergency at the school. We encourage you to discuss how you expect your child to behave and respond during an emergency or disaster situation.

The school is prepared to care for your child in the event of an emergency until you or an authorized alternate are able to pick him or her up. In order to make your child as comfortable and safe as possible until you arrive, we ask for your help in the following areas.

- Complete and return the attached forms:
  - Student Emergency Identification Form, and
  - Student Release Form. (NOTE: Authorized persons as listed on your form, must be 19+ years old.).
- Please **do not phone the school following a disaster**. We must keep the lines open for outgoing emergency calls.
- Please, **in the event of a lockdown, do not phone your child's cell phone**. A ringing phone can call attention to students.
- Please **do not drive to the school**. Streets and access to the school must remain clear for emergency vehicles. Park as close as you safely can and walk to the school.
- Listen and watch for updates - both the school and District will use a variety of communication tools including phone trees, e-mail, traditional and social media to alert parents of the current situation and next steps.
- As soon as school officials indicate it is safe to pick up your child, we request you or your alternate guardian travel to the school or identified student-parent reunification site to reunite with your child.
- No student will be released from the school unless a previously authorized parent/guardian or alternate comes for the student.
- All parents/alternates who come to pick up children must sign the students out at a designated student release area.
- Please familiarize yourself with the school's emergency preparedness plans and procedures available on the school's website.
- Prepare and/or update your child's comfort kit which will be kept in the classroom.

One of the most important areas of school emergency planning is gathering accurate information so the school can contact you or someone authorized to act on your behalf. The information on the two attached forms will be used only in case of emergency or disaster. This information is kept strictly confidential at the school unless it is necessary to share the information in the event your child's health and/or safety is at risk. Please return all forms by: \_\_\_\_\_ (Date).

Thank you for your cooperation and assistance. This process helps to ensure a speedy reunion for you and your child and contributes to the safety and well-being of your child in an emergency.

Thank you,

Emergency Management Planning Committee



# Letter to Parents of Secondary Students

Dear Parents/Guardians:

Re: Student Release after an Emergency.

To enhance our students' safety and well-being, we are expanding our school's efforts to prepare for an emergency. We encourage you to become familiar with the school's emergency procedures and what you and your child should do in the event of an emergency at the school. It is also important for you to discuss how you expect your child to behave and respond during an emergency or disaster situation.

The school is prepared to care for your child in the event of an emergency until such time as it is safe for students to be dismissed. We ask for your help in the following areas.

- Complete and return the attached forms:
  - Student Emergency Identification Form, and
  - Student Release Form (for those students who have special needs). (NOTE: Authorized persons as listed on your form must be 19+ years old.).
- Please **do not phone the school following a disaster**. We must keep the lines open for outgoing emergency calls.
- Please **in the event of a lockdown, do not call your child on their cell phone**. A ringing phone can call unwanted attention to students.
- Please **do not drive to the school**. Streets and access to the school must remain clear for emergency vehicles.
- Listen and watch for updates - both the school and district will use a variety of communication tools including phone trees, e-mail, traditional and social media to alert parents of the current situation and next steps.
- Talk with your child about what is expected of them and how to respond appropriately and effectively to an emergency or disaster situation at the school, including the importance of remaining at the school unless released by school officials. The school principal will determine when it is safe to either return to classes or dismiss students. In some cases, it will not be possible to dismiss students as the area surrounding the school may be unsafe. Talk about the potential risks students could face, such as gas leaks, downed 'live' power lines, debris, etc.
- Discuss with your child what they should do in the event that they are released and you are not available – go home, go to a friend or a neighbor's home, or contact a relative.
- All parents/alternates who come to pick up special needs students, must sign the students out at a designated student release area. Only those alternates who have been authorized by the parents or guardians will be able to pick up a student.
- Familiarize yourself with the school's emergency preparedness plans and procedures [insert web link].

One of the most important areas of school emergency planning is gathering accurate information so the school can contact you or someone authorized to act on your behalf. The information on the two attached forms will be used only in case of emergency or disaster. This information is kept strictly confidential at the school unless it is necessary to share the information in the event your child's health and/or safety is at risk. Please return all forms by: \_\_\_\_\_ (Date)

Thank you for your cooperation and assistance. This process helps to ensure a speedy reunion for you and your children and contributes to the safety and well-being of your children in an emergency.

Emergency Management Planning Committee



# Letter to Parents of Returning Students

(September Date)

Re: Comfort Kits

Welcome back students and families!

Last year, we asked you to assemble a comfort kit for you child/ren to have with them in the event of an emergency happening while they are in school. Your child's teacher has returned his or her **individual comfort kit** so that you may update any information, add a new photo, and put in fresh gum and peanut-free granola or fruit bars. Also, if the plastic bag has been damaged in any way, please replace it with a new large-sized zip-lock freezer bag. Write your child's name on the plastic bag.

Remember, everything must fit back into this bag!

Please return the completed kit to your child's classroom by (date).

Thank you,

Emergency Management Planning Committee



# Letter to Parents of New Students

(Date)

Dear Parents/Guardians,

## Re: Comfort Kits

As part of this school's emergency management plan, each class has a Grab & Go kit (in a carry bag). These kits are kept in the classroom and are taken by teachers in case the school is evacuated in an emergency or disaster.

In addition to the Grab & Go kits, each class has first aid supplies, flashlights, a radio, class lists, and so on, as well as a separate bag containing individual comfort kits for each child and staff member. We need your help to complete these kits.

Comfort Kits:

1. Label the attached zip-lock bag with your child's name.
2. Add a family photo. On the back of the photo, please print child's name, parent's contact phone numbers, care card number and out of area contact person and phone number. List any allergies, if applicable. (NOTE: if your child requires an Epi-pen™ or special medications, it is parent's responsibility to supply the school office with required Rx for your child (including renewals).
3. In addition to the photo, include the following in this bag:
  - chewing gum (optional) sugarless
  - two peanut-free granola or fruit bars, or other non-perishable, high-energy snack
  - two Band-Aids (suggest with cartoon characters)
  - tissues
  - small personal item (optional)—for example, cards, toy
  - \$ \_\_\_\_\_ cash to pay for a solar/ foil blanket and poncho (which the emergency preparedness committee will purchase on your behalf) and insert into your child's kit

Everything must fit into *this* zip-lock bag, including the solar/foil blanket and poncho, so please ensure that you have left room for them.

Please return your child's comfort kit to the classroom teacher no later than (date), so that we may include it in the class carry bags. Remember, this small personal kit can make a difference to the well-being of your child in an emergency. If you have any questions or comments, or wish to join this committee, please call the school office or Parents Advisory Committee.

Thank you,

Emergency Management Planning Committee



# Memo to School Staff

(September Date)

Re: Comfort Kits

Welcome back staff!

Today please remember to return to each child his or her individual comfort kit from your emergency kit class bags. With the kit each child will receive a letter to remind parents to update their child's kit. New students should receive a different letter and an empty kit zip lock bag.

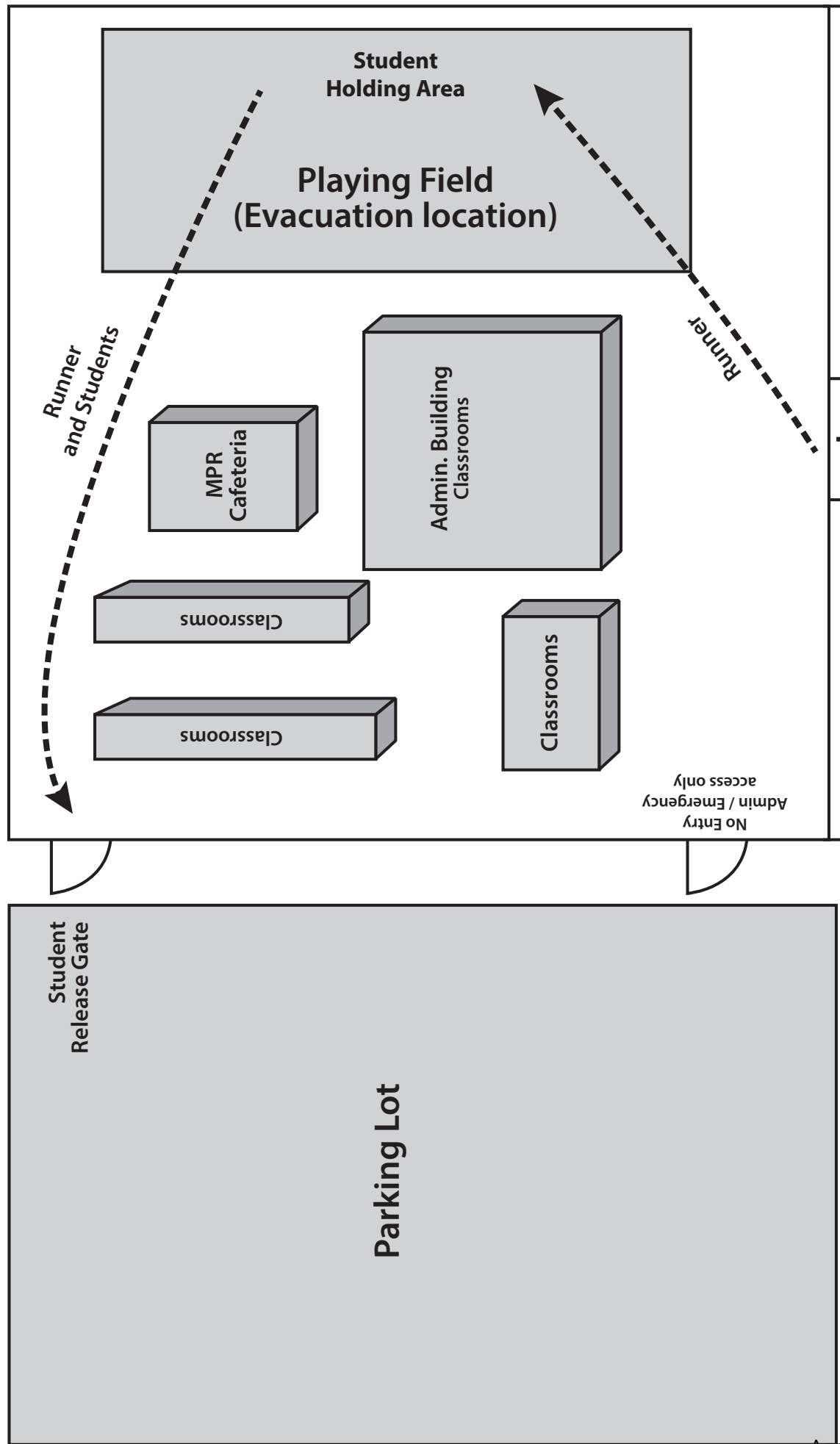
Also remember to provision or refresh your own Staff Comfort Kit which is to be kept in your classroom or office.

Thank you,

Emergency Management Planning Committee



# Student Reunification Double Gate System



This diagram was adapted with permission of the author from *School Emergency Management: A Practical Approach to Implementation* by Jeff Kaye with Roy Hill and Blake Goetz, Polimedia Publishing, 2013.





## Emergency Grab and Go Kits

Each classroom, including rooms such as the gym, library and music rooms, should have a kit.

Use a tote bag, rolling suitcase or a backpack to store the following items:

- ☐ Small first aid kit (for minor injuries)
- ☐ Flashlight and batteries (or windup flashlight)
- ☐ Laminated class list and clipboard
- ☐ Pencils and notepad
- ☐ Indelible felt pen
- ☐ Identity vest or neon hat for teacher
- ☐ Card listing teacher's roles and responsibilities
- ☐ Crowbar
- ☐ Leather work gloves (several pairs)
- ☐ Dust masks (x 35)
- ☐ Goggles

In a separate container would be:

- ☐ Individual student comfort kits
- ☐ Reusable lanyards with student information and copy of student release forms

## Student Comfort Kits

In most schools, the parents of each student are responsible for providing the contents of a comfort kit for their child. The kits are labeled and placed in the classroom kit containers.

The following items should be stored in a large-sized zip-lock bag:

- ☐ Foil emergency blanket
- ☐ Peanut-free granola or fruit bars (3 or 4)
- ☐ Family photo
- ☐ Personal comfort item (for example, small toy)
- ☐ Plastic poncho (for rain protection)
- ☐ Gum (sugarless)
- ☐ Band-Aids (2 or 3)
- ☐ Tissues



## School Emergency Supplies

- ☐ Adjustable crescent wrench
- ☐ Hacksaw
- ☐ Axe
- ☐ Sledge hammer
- ☐ Nylon rope – 3/8 inch, 50 ft.
- ☐ Pliers
- ☐ Shovel
- ☐ Pipe wrench
- ☐ Tie wire
- ☐ Tool box
- ☐ Vice grips
- ☐ Large garbage bags and small barrels or canisters to act as latrines
- ☐ Personal hygiene items
- ☐ Toilet paper
- ☐ Matches/candles
- ☐ Flares
- ☐ Safety pins

## Food and Water Supplies – must be regularly replenished for freshness

- ☐ As much water as can be stored , in both individual bottles and carboys
- ☐ Juices
- ☐ Non-perishable, compact foods that require no refrigeration
- ☐ Water treatment chemicals
- ☐ Manual can opener, bottle opener
- ☐ Evaporated or canned milk
- ☐ Soup base
- ☐ Cereals
- ☐ Paper cups, plates
- ☐ Utensils
- ☐ Aluminum foil/plastic wrap
- ☐ Sealed container for storage
- ☐ Plastic bags of various sizes and colours

## Staff Comfort Kits

In case of a long-term emergency, each staff member needs to have personal supplies on hand. Remember that roads may be impassable for some time, so staying at the school may be the best alternative. In addition to a comfort kit, staff should have the following supplies on hand for personal use:

- ☐ Extra peanut-free food and water
- ☐ Sleeping bag
- ☐ Rubber boots and other comfortable footwear
- ☐ Extra clothes, for warmth and dryness
- ☐ Hygiene products, including toothbrush, contact lens supplies, medication and so on
- ☐ Scissors
- ☐ Plastic sheeting
- ☐ Whistle
- ☐ Garbage bags and twist ties
- ☐ Toilet paper
- ☐ Multi-tool
- ☐ Duct tape
- ☐ Work or rubber gloves
- ☐ Flashlight, first aid kit, coins and map of area
- ☐ Lanyard with personal information related to identity, health and emergency contact



## Emergency Grab and Go Kits

Each classroom, including rooms such as the gym, library and music rooms, should have a kit.

Use a tote bag, rolling suitcase or a backpack to store the following items:

- ☐ Small first aid kit (for minor injuries)
- ☐ Flashlight and batteries (or windup flashlight)
- ☐ Laminated class list and clipboard
- ☐ Pencils and notepad
- ☐ Indelible felt pen
- ☐ Identity vest or neon hat for teacher
- ☐ Card listing teacher's roles and responsibilities
- ☐ Crowbar
- ☐ Leather work gloves (several pairs)
- ☐ Dust masks (x 35)
- ☐ Goggles

In a separate container would be:

- ☐ Individual student comfort kits
- ☐ Reusable lanyards with student information and copy of student release forms

## Student Comfort Kits

In most schools, the parents of each student are responsible for providing the contents of a comfort kit for their child. The kits are labeled and placed in the classroom kit containers.

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- ☐ Foil emergency blanket
- ☐ Peanut-free granola or fruit bars (3 or 4)
- ☐ Family photo
- ☐ Personal comfort item (for example, small toy)
- ☐ Plastic poncho (for rain protection)
- ☐ Gum (sugarless)
- ☐ Band-Aids (2 or 3)
- ☐ Tissues



## Minutes Of Meeting

### Attendees:

- Cheryl Gabriel
- Donna Robins
- Janet Stromquist
- Julie Allen
- Katie Pearson
- Lekeyten
- Mike Pue
- Natasha Cook
- Suzanne Perreault
- Woody Bradford

### Guests:

- Barry Bunyan
- Brian Iseli
- Carrie Mitchell
- Lisa Lainchbury
- Mal Gill
- Marcello Moino

### TOPICS DISCUSSED:

#### REQUEST FOR GUIDANCE ON THE HALF MASTING OF FLAGS:

Representation from ya:yəstəl' will be meeting with the leadership of each of the four local land based Nations and once this happens they will report back to the board.

#### ODYSSEY PROFESSIONAL DEVELOPMENT DAY – FEBRUARY 11:

As part of the BC Tripartite Education agreement, one non-instructional day per year must focus on bringing Indigenous World Views & Perspectives into the classroom and improving results for Indigenous students. The District has chosen this day to be the February 11<sup>th</sup> professional development day, known as Odyssey. The day will include three incredible keynote speakers, Myrna McCallum, Kevin Lamoureux, and Dr. Jo-ann Archibald. The day will provide discussion time after each keynote amongst staffs to debrief. It is intended for all staff in the district to participate, not just school staff.

**Attendees:**

Woody Bradford	SD35 Deputy Superintendent, Chair
Jessica Bain	SD35/LPVPA
Magdy Ghobrial	SD35 District Principal Wellness & Diversity
Charlie Fox	Trustee – Board of Education
Debbie Reimer	CUPE 1260
Jodi-Rae Stiglic	DPAC
Darren Storsley	LTA
Janine Orlando	LTA/Middle School Counselling
Marla Coulas	Secondary School Counselling
Elizabeth Beacom	Exempt/Management Staff Rep

**Regrets:**

Chief Marilyn Gabriel	Kwantlen First Nation
Geraldine McManus	DPAC
Houman Anasory	CUPE 1260 President
Jennifer Johnson	CUPE 1260 President
Marcela Villaca	Restorative Action Program - CJIBC
Suzanne Perreault	Trustee – Board of Education

**1. Welcome & Introductions**
**2. SOGI Guidelines**

- Updated Data, Quotes, Policy, Content
- Washroom practice still needs to be addressed
- Working Group Sub-committee will be established to examine washroom use

**3. Name Change Form**

- Providing consistent system for ensuring that names based on student request are accurate
- Question around notification to parents
- Question around the organic process for the conversation between counsellor and student
- Where does the information go?
  - Different process than Abbotsford
  - Would remain at the school
  - But there are processes around TEAMS and things that things that may need to be controlled by the district
  - Perhaps though the Abbotsford process is centralized to ensure the consistency?
  - Add information around the delay prior to the change showing
  - IT has to know if the change shouldn't be in the other user information so that the information doesn't get pulled automatically
- When the preferred name is changed does the name show up in the parent portal?
  - Apparently, it shows as the legal name in the portal and on the IEP.
- Need to also determine what happens in the school after the form is completed and the system is updated – establish system for ensuring the information has follow-through
- Gathering Feedback - Action
  - Counsellor round table feedback – Magdy or Marla
  - ASW - Mike

## LGBTQ+ Committee Meeting MINUTES

Monday, January 31, 2022 • 4:00pm via MS TEAMS

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- Students – via SOGI leads through Jessica
- ESSCs - Magdy
- IT to ensure we can actually do it
- SOGI Leads with their GSAs

#### 4. Diversity and Respect Week

- Buttons, stickers to all staff and students, vinyl clings to all staff – great for mobile staff
- All sites will have placards that have the flags etc. that can go on sandwich boards
  - Large sites get two and small get one
- Kindergarten classes receive two class set of Crayola colours of the world
- Updating the masks – last years were nice but not functional
  - Better fit – all admin, counsellors and committee reps
- I Am An Ally t-shirt from last year

Remembering that these are all conversation starters provided for the focus related to D&R week, ensuring that learning continues throughout the year.

Diversity Binder was quickly shown – [www.tinyurl.com/sd35diversityresources](http://www.tinyurl.com/sd35diversityresources)

Meeting adjourned.

5. **Next Meetings:**      April 11, 2022 @ 4pm  
                                 May 16, 2022 @ 4pm

***Integrity, Excellence, Courage, Community*****Present:**

Amita Gill	DPAC Rep
Elise Rehnby	LPVPA
Janine Orlando	LTA
Jenille Woods	Inclusion Langley Society
Loren Roberts	Encompass Support Services Society
Magdy Ghobrial	District Principal District Principal, Wellness and Diversity
Michael Carlyle	Principal, Alice Brown Elementary
Mike Pue	District Principal – Aboriginal Education
Sanjeev Nand	Langley Community Services Society
Suzanne Perreault	Trustee
Tara Henry	CUPE 1260
Woody Bradford	Deputy Superintendent, Committee Chair

**Guests:**

Brittany Reid	Vice-Principal, Langley Secondary
Jennifer Colado	Teacher, James Kennedy Elementary
Jessica Bain	Vice-Principal, Langley Fine Arts School

**Regrets:**

Chief Marilyn Gabriel	Kwantlen First Nation
Christine McCracken	Encompass Support Services Society
Crystal Salter	Langley Public Health
Daniel Sheriff	Ministry of Children & Family Development
Houman Anasory	CUPE 1851
Jennifer Johnson	President, CUPE 1260
Katie Pearson	Lower Fraser Valley Aboriginal Society
Lydia Kang	Inclusion Langley Society
Mike Morgan	Director, SD35 Learning Support Services

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**1. Welcome – Woody Bradford****2. Acknowledgement of Traditional Territories****3. Opening and Introductions – Woody Bradford**

Grounding in Truth and Reconciliation and reflecting on the announcement from Williams Lake last week.

Description of the Continuous Improvement Plan and link to UDL and Inclusion

- A document that helps us to reflect on the work we do and ensuring that it is inclusive

Kevin Lamoureux

- Hate to Love – Deconstructing Otherness
- Must be based in Meaningful relationships
- Curriculum – ensuring that all students can see themselves in the curriculum

Wanting students to “Lean in”

**4. Foundry – Loren Roberts**

Community is growing - Different resources are needed - Trying to adapt. Very proud of the connection to the community.



**MINUTES**Monday, January 31, 2022 • 1:00pm via MS TEAMS

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**Foundry Langley and Mental Wellness**

- 2016 – we did not receive the Foundry – but that gave us the opportunity to learn
- Wanting to create an all-inclusive space for kids and their families to access services
- Want it to be as collaborative as possible and designing a space that reflects that
- What is Foundry?
  - Provincial initiative
  - Network around province
  - Increasing supports for 12-24 years old and their families
  - Reducing wait lists issues
  - “Ask once and get help fast”
- Planned opening Spring 2022
- Family Definition: Caregivers – whoever a youth identifies as their family
- Pillars - Physical Health, Mental Health, Substance Abuse, Social Services, Peer Support
- Wanting to address the long waits for counselling
- Location - 20618 Eastleigh Crescent
  - Building is being renovated to make it more youth-friendly
  - 60% completed
  - Brief slide tour of the proposed facility
  - Open concept
  - Youth-friendly counsellors
  - Reducing the “medical look”
  - Demonstration kitchen and multipurpose room
  - Circle room
- Virtual Services are already available
- Looking to include services for parents who are also often in crisis along with their kids
- Major fundraising campaign is in play through the Langley Hospital Foundation
- Sixteen (16) core partners contributing – but expecting that to increase

**5. Black History Month****Jennifer Colado - Grade 3 Teacher at James Kennedy**

- Black History Month work came from a parent question – what is your plan for BHM?
  - Other staff were interested in moving their learning forward
  - Looking at Black Canadians from History and Currently
  - Met with the parent and asked what was important to the parent
- One of the resources – Museum of Anthropology – connecting Africa to Canada
- Doing a timeline project with her class
  - Key moments in Africa pre-colonization
  - Moving to BC – Hogan’s Alley
  - Sparking connections
- “If we wait until high school, it’s too late” need to start earlier
- French resource around Black Canadians – “Big Dreamers” – also available in English
- Each division making a bulletin board around a black Canadian we should know
  - All teachers are involved
  - Students will walk around the school learning about each of the individuals and going back to class to reflect
- Staff Book Studies: “The Skin We’re In” by Desmond Cole (last year); “Indigenous Rights” (this year)
- Goal for D&R week is to focus on anti-racism

## **Inclusive Education Committee Meeting**

### **MINUTES**

Monday, January 31, 2022 • 1:00pm via MS TEAMS

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#### **Brittany Reid – VP at Langley Secondary**

- Co-chairing Anti-racism committee
- Beginning January – goal trying to increase understanding and communicating the why
- Started by deconstructing power structures and bias
- Creating brain spaces - Place where people could learn and grow by listening and disagreeing and challenging each other - A comfortable place to get into deep discussion even though we were not all like-minded
- “You cannot dismantle what you can not see. You cannot challenge what you don’t understand” Layla F. Saad
- Hosted a book study/lit circle - Different books that hit different levels of discomfort and learning
- November – were able to generate mission statement – evidencing the growth from the learning
- Continued learning in staff meetings tackling various topics starting with Implicit Bias
- Learning to pause when decisions are being made to see if there are assumptions based on implicit bias and harming learners
- “Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone” - George Dei

#### **6. Diversity and Respect Week – Jessica Bain**

- Buttons, stickers to all staff and students, vinyl clings to all staff – great for mobile staff
- All sites will have placards that have the flags etc. that can go on sandwich boards
  - Large sites get two and small get one
- Kindergarten classes receive two class set of Crayola colours of the world
- Updating the masks – last years were nice but not functional
  - Better fit – all admin, counsellors and committee reps
- I Am An Ally T-shirt from last year

#### **7. Next Meeting – May 30, 2022**



**JOINT SCHOOL DISTRICT  
NO. 35 / MUNICIPAL  
LIAISON COMMITTEE**

Wednesday, September 29, 2021  
School District No. 35 (Langley)  
Via Microsoft Teams  
8:30am

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**MINUTES**

**PRESENT:**

Councillor Blair Whitmarsh (Co-Chair)  
Trustee Rod Ross (Chair)

**School District No. 35:**

David Tod, Trustee  
Charlie Fox, Trustee  
Gord Stewart, Superintendent  
Brian Iseli, Secretary-Treasurer  
Mal Gill, Deputy Superintendent

**Township of Langley:**

Councillor Eric Woodward  
Councillor Steve Ferguson  
Mark Bakken, Municipal Administrator  
Ramin Seifi, General Manager, Engineering and Community Development  
Jason Winslade, General Manager, Administration and Community

**ABSENT:**

Peter Tulumello, Director, Arts, Culture, and Community (Township of Langley)

**A. CALL TO ORDER**

The meeting was called to order at 8:30 am.

**B. APPROVAL AND RECEIPT OF AGENDA ITEMS**

1. **Joint School District No. 35 Municipal Liaison Committee September 29, 2021**

**Moved by:** Councillor Blair Whitmarsh

**Seconded by:** Trustee Rod Ross

That the Joint School District No. 35 Municipal Liaison Committee approve the agenda for this meeting.

**CARRIED**

**ADOPTION OF MINUTES**

1. **Joint School District No. 35 Municipal Liaison Committee November 12, 2019**

**Moved by:** Councillor Blair Whitmarsh

**Seconded by:** Trustee David Tod

That the Joint School District No. 35 Municipal Liaison Committee adopt the Minutes of the November 12, 2019 meeting.

**CARRIED**

**D. OLD BUSINESS**

1. **No business**

**E. ITEMS FOR DISCUSSION**

1. **56<sup>th</sup> Avenue Safety Concerns (Snakehill and other areas in District) (SD)**

Safety concerns expressed by parent who resides in North Otter area regarding Snakehill area. School District is currently bussing these students for the year but this will not be something can be maintained.

We do not want to make this an issue between Township and School District. Options will be discussed further in the TOL/Staff Liaison Meeting. It was requested that Ramin share the map and timeline info in the upcoming TOL/Staff Liaison Meeting.

2. **Willoughby Elementary (TOL)**

Councillor Woodward requested that this item be put on the agenda to discuss the long-term plans for Willoughby Elementary.

Mr. Iseli explained that the initial plan from many years ago for the School

District to potentially relocate this school is no longer foreseeable.  
The 20 year forecast shows that this school will still be needed.

**3. Overall summary of enrolment in Langley schools, pressure points, and significant challenges (TOL)**

Councillor Whitmarsh wanted an idea of what enrolment in the District is like.

Mr. Iseli shared preliminary numbers at the recent Regular Board Meeting. Most areas in our District saw growth this year.

Mountain Secondary is almost at capacity. We need to finalize land for the middle/secondary school site. Another high school in this area will be needed soon.

**4. The use of school facilities for after school programs, events, and/or community use particularly in light of COVID-19. (TOL)**

Councillor Whitmarsh wanted to hear more about access to schools during after school hours. How are these facilities being used? The community has been asking questions.

Afterschool programs and daycares have always been allowed even during covid-19. The election was the first trial run for a community usage. We are now slowly opening up for child based (such as boy scouts) and community rentals but not for one-time rentals such as birthday party rentals. Movie filming has very strict protocols so are being allowed. Not sure yet when one-time rentals will be allowed again.

**5. Update on new Performing Arts Center (SD)**

Trustee Ross requested more information on a new performing arts center in the area of the Langley Events Center. This has also been called a concert hall and performance hall and would be a 1600 seat center. This fall, there will be more information going out to partner groups. Likely in the next month or so, more information will be coming out to trustees.

**6. Update of Langley Events Center (SD)**

Trustee Ross requests more information on the relationship between TOL and School District in relation to running the Langley Events Center. Who pays for the cleaning. \$15-\$20k/ yearly cost for maintenance paid by the School District. The use by the School District has worked well and staff have been able to resolve any issues that have come up.

**7. SD35 / TOL flags at half mast (TOL)**

Councillor Eric Woodward offered congratulations on the statement that went out yesterday by the School District. He suggested the Township coordinate the same timeline with regards to flags and perhaps mirror what the District is doing.

There is no clear date yet as to when the School District will raise the flags. It is requested that the Township share the resolution with the School District that they have a regarding raising the flags.

**8. Meeting dates for 2022**

It is recommended that we meet every 3 months. Staff will be in contact in order to arrange the next meeting date.

**F. NEXT MEETING**

**Date:** TBD

**Location:** Township of Langley

**Time:** TBD

**G. ADJOURNMENT**

**Moved by:** Trustee Rod Ross

**Seconded by:**

That the Joint School District No. 35 Municipal Liaison Committee meeting be adjourned at 9:48 am.

**CERTIFIED TRUE AND CORRECT:**

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Co-Chair

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Co-Chair



## RECREATION, CULTURE, AND PARKS ADVISORY COMMITTEE

January 12, 2022 at 7:00pm  
Via Zoom

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### MINUTES

#### **Present:**

Councillor E. Woodward (Council Co-Chair)  
Councillor K. Richter (Council Co-Chair)

A. Boyana, S. Cameron, R. Cashato, M. Chang, S. Cook, R. Jhaj, D. Kang, N. Killeen, and  
R. Thandi

#### **School Board Representative:**

D. Tod

#### **Staff:**

R. Stare, Acting Director, Recreation  
K. Stepto, Recording Secretary  
P. Tulumello, Director, Arts, Culture, and Community Initiatives  
K. Young, Acting Deputy Director, Recreation

#### **Welcome**

Councillor Woodward welcomed everyone.

#### **Code of Ethics Signing**

Members signed the "*Code of Ethics, Confidentiality, and Conflict of Interest for Council Members and Appointees*" and submitted them electronically.

### **A. APPROVAL AND RECEIPT OF AGENDA ITEMS**

#### **1. Recreation, Culture, and Parks Advisory Committee - January 12, 2022**

Moved by R. Cashato,  
Seconded by R. Jhaj,  
That Recreation, Culture, and Parks Advisory Committee approve the agenda  
and receive the agenda items of the January 12, 2022 meeting, as amended.  
**CARRIED**

**B. RECEIPT OF MINUTES**

**1. Recreation, Culture, and Parks Advisory Committee – December 8, 2021**

Moved by D. Kang,  
Seconded by R. Thandi,  
That Recreation, Culture, and Parks Advisory Committee receive the Minutes of  
the December 8, 2021 meeting.  
**CARRIED**

Round table introductions took place.

Discussion ensued regarding the role of the Community Co-Chair. It was suggested to conduct the election at the February meeting and any member who is interested in taking on the role was asked to provide a paragraph with some further background information explaining their interest before the next meeting.

**C. DELEGATIONS AND PRESENTATIONS**

**D. REPORTS**

**1. Council Co-Chairperson's Report**

Councillor Woodward reported that Council is currently in budget discussions.

Councillor Richter commended the recreation staff on their diligence during this COVID period.

R. Stare commented that recreation is continually having to change with the Public Health Orders and that it has been challenging to have enough staff due to high turn over and sickness etc.

P. Tulumello commented that the Museum is also having to adapt each time the Public Health Orders change and that programs keep changing. Staffing is also a challenge.

**E. CORRESPONDENCE**

**1. Email from D. Kask regarding Gateway Project**

The committee received the correspondence from D. Kask regarding the Aldergrove Gateway Project. C. Woodward noted that Council considered the proposal to have an outdoor plaza and decided to not proceed with this project. It was noted that some residents are looking for more indoor spaces for youth.

Councillor Richter suggested that perhaps there could be a Task Force to review what the Township is currently offering for youth.



**F. WORK PROGRAM**

**1. 2021 Final Report**

The Advisory Committee reviewed the 2021 Final Report.

**MOTION**

Moved by R. Cashato,

Seconded by S. Cameron,

That the Recreation, Culture, and Parks Advisory Committee receive the 2021 Year End Report and ask staff to forward to Council.

**CARRIED**

**2. Draft 2022 Work Program**

Taking into consideration the current pandemic, the continual change in Public Health Officer orders, and guidelines from other regulatory bodies, the Advisory Committee discussed the draft 2022 Work Program. The committee was asked to review and bring any other suggestions for the Work Plan to the February meeting for endorsement of the work plan.

**3. Community Liaisons**

Committee members considered serving as a Community Liaison on the Langley Outdoor Sports Advisory Group or the Langley Community Awards Selection Committee. Appointments will be made at the February meeting.

**4. Museum Advisory Group**

Advisory Committee members were asked to appoint a member to be the liaison on the Museum Advisory Group. Nolan Killeen and Ana Bayona both expressed interest in being the liaisons.

**MOTION**

Moved by R. Cashato,

Seconded by S. Cameron,

That the Recreation, Culture, and Parks Advisory Committee endorse the appointment of co-representatives, Ana Bayona and Nolan Killeen, as the committee liaisons to the Museum Advisory Group for the year 2022.

**CARRIED**

**G. COUNCIL REFERRALS**

**H. OTHER BUSINESS AND ITEMS FOR INFORMATION**

**1. 2022 Meeting Schedule**

Provided in package for information.

Discussion ensued regarding whether the October meeting will be held in light of the Municipal Election also in October. The Council Co-Chairs will bring this up at the Council table.

**2. 2022 Membership List**

Distributed via email after approval from the committee.

**N. NEXT MEETING**

**Date:** February 9, 2022  
**Location:** TBD  
**Time:** 7:00 pm

**O. TERMINATE**

The meeting terminated at 8:30pm.

**CERTIFIED CORRECT:**

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Community Representative Co-Chair

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Council Representative Co-Chair

**STAFF REPORT**

**DATE:** February 22, 2022  
**TO:** Board of Education  
**FROM:** Mal Gill, Superintendent of Schools  
**SUBJECT:** COVID-19 Update

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**RECOMMENDED MOTION:**

That the Board of Education receives the COVID-19 Update for information, as presented.

**BACKGROUND:**

At the Board of Education Regular Meeting on January 25<sup>th</sup>, the Superintendent will provide an update on the impact of COVID-19 on the District along with information on the latest updates with the K-12 Health and Safety Guidelines. The Provincial Health Officer, Dr. Bonnie Henry, announced planned changes to public health orders on February 15, 2022. In alignment with this announcement, BCCDC expects to rescind the December 2021 Addendum that outlined additional prevention measures for K-12 schools on Friday, February 18, 2022. After which, K-12 schools can return to the prevention measures as set in the Provincial COVID-19 Communicable Disease Guidelines for K-12 Setting, specifically the following:

School Gatherings and Events:

- For school gatherings and events that bring together multiple classes or other groupings of students (e.g., school assemblies, multiple classes doing a single activity) from the same school (but members of the school community beyond staff, students and necessary volunteers are not attending), there is not a specific capacity limit.
- For school extracurricular and social gatherings and events that bring together members of the school community beyond staff, students and necessary volunteers (e.g., an arts club performance, community fair), or that occur between schools (e.g., a music festival, a sports game or tournament), indoor capacity should not exceed 50 people or 50% of operating capacity (whichever is greater).
- For indoor spaces without a defined operating capacity, schools should determine a capacity limit that is at most half the number of individuals that would be within the space for that activity or event if prevention measures were not in place.
- Spectators (e.g., parents, caregivers, peers), may be present for gatherings and events (e.g., attend performance club theatre productions, inter-school sports games and tournaments, etc.) within capacity limits.
- Schools should not implement proof of vaccination requirements for school-led gatherings and events.

Visitors:

- Visitors are no longer limited to those supporting activities of direct benefit to student learning and well-being.

Rapid Antigen Tests:

- Staff sorted the Rapid Antigen Tests sent by the Ministry and tests were shipped to schools the week of February 7-11, 2022. All District Staff received two rapid tests to take home for their personal use. Clear instructions were provided with each pair of tests.

For students, given an increased allocation of Rapid Antigen Tests from the Province, the Ministry will now be able to supply one box of five tests per student, not just to elementary school families, as was previously planned. As with the previous shipments, these additional rapid antigen tests will be provided to schools in phases. Shipments will begin next week, starting with schools in districts that are designated rural and remote. Shipments will be made directly to schools rather than to a central location as no repackaging will be required. When the Ministry has access to more tests, plans are to resource all secondary schools so that students could, should it be necessary, ask for tests to take home.

**STAFF REPORT**

**DATE:** February 22, 2022

**TO:** Board of Education

**FROM:** Mal Gill, Superintendent of Schools

**RESOURCE:** Barry Bunyan, Assistant Superintendent – Human Resources

**SUBJECT:** Amended District Calendar 2022-2023

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**RECOMMENDED MOTION:**

That the Board of Education requests staff begin the consultation process for the Amended District Calendar for 2022-2023.

**BACKGROUND:**

In accordance with the School Calendar Regulation, districts are required to create District Calendars and submit them to the Ministry of Education.

The Regulation outlines the information required in any yearly calendar and it also specifies under Section 3 the required minimal hours of instruction for students in Grades K-12. Proposed District Calendars account for days of instruction, non-instructional days, vacation and statutory holidays. They do not provide the level of detail that will be contained in the individual School Calendars such as report card dates as this can vary year by year. The proposed District Calendar, as presented, complies with legislation as outlined in Bill 36 and the School Calendar Regulation.

Section 5 of the Regulation outlines a consultation process that requires a minimum of a one month period where the proposed District Calendars are made available to the public and school employees for input. District staff will now be bringing forward an Amended District Calendar for the 2022-2023 school year.

Past consultations with the community have indicated a strong desire to align vacation times with other districts. Subsequently, the proposed calendars will align with those school districts that may have already published calendars for the upcoming years. Metro and Fraser Valley school districts acknowledge the need for alignment and communicate regularly to this end.

When the District Calendar for 2022-2023 was approved by the Board of Education last April, however, most lower mainland districts had not published their calendar for the 2022-2023 school year. Upon review of the calendars following the winter break, it has been noted that all neighbouring Metro Districts will start their spring break in March a week earlier than had been previously approved in Langley (March 13). In order to try to align Langley's calendars as best as possible with neighbouring districts, an amended calendar is being brought forward for approval. The only change on this calendar is during the break in March, it is now proposed to start on March 13<sup>th</sup> which is in line with other districts.

A copy of the proposed amended District Calendar for 2022-2023 is attached for Trustees' information.

**Please Note:** Winter break, spring break and the first and last day of school dates are final. Non-instructional Days are tentative and may be adjusted based on individual school calendars which will be distributed in May 2022.

## District Calendar 2022-23

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Instructional
  Non-Instructional
  Vacation Period
  Statutory Holiday
  National Day for Truth & Reconciliation

\*Subject to yearly approval



Ministry of Education

**STAFF REPORT**

**DATE:** February 22, 2022

**TO:** Board of Education

**FROM:** Mal Gill, Superintendent of Schools

**RESOURCE:** Barry Bunyan, Assistant Superintendent – Human Resources

**SUBJECT:** District Calendar 2024-2025

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**RECOMMENDED MOTION:**

That the Board of Education requests staff begin the consultation process for the District Calendar for 2024-2025.

**BACKGROUND:**

In accordance with the School Calendar Regulation, districts are required to create District Calendars and submit them to the Ministry of Education.

The Regulation outlines the information required in any yearly calendar and it also specifies under Section 3 the required minimal hours of instruction for students in Grades K-12. Proposed District Calendars account for days of instruction, non-instructional days, vacation and statutory holidays. They do not provide the level of detail that will be contained in the individual School Calendars such as report card dates as this can vary school by school and year by year. The proposed District Calendar, as presented, complies with legislation as outlined in Bill 36 and the School Calendar Regulation.

Section 5 of the Regulation outlines a consultation process that requires a minimum of a one-month period where the proposed District Calendars are made available to the public and school employees for input. District staff will now be bringing forward the calendar for the 2024-2025 school year. The intent of approving one District Calendar three years in advance is to keep three years of future calendars on our website to inform parents and the community regarding our planned days in session and vacation breaks.

Past consultations with the community have indicated a strong desire to align vacation times with other districts. Subsequently, the proposed calendars will align with those school districts that may have already published calendars for the upcoming years. Metro and Fraser Valley school districts acknowledge the need for alignment and communicate regularly to this end.

Individual local school calendars for the 2022-2023 school year will be brought forward at the April Regular Meeting of the Board of Education. These calendars will have specific details regarding collaboration times, term/semester dates and report card dates.

Approved individual school calendars for the following school year, will be made public in the month of May, as per Bill 36 section 87.01(9) and 87.01(10):

87.01(9) Subject to subsection (10), a board must, at least one month before the expiration of the current school calendar, make available to the public the school calendar or school calendars, as applicable, submitted to the minister under subsection (5) or (6).

87.01(10) If the minister amends a school calendar under subsection (8), a board must, at least one month before the expiration of the current school calendar, make available to the public the school calendar amended under that subsection.

A copy of the proposed District Calendar for 2024-2025 is attached for Trustees' information.



**Please Note:** Winter break, spring break and the first and last day of school dates are final. Non-instructional Days are tentative and may be adjusted based on individual school calendars which will be distributed in May 2024.

## District Calendar 2024-25

JULY						
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NOVEMBER						
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DECEMBER						
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JANUARY						
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FEBRUARY						
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Instructional
Non-Instructional
Vacation Period
Statutory Holiday
National Day for Truth & Reconciliation

\*Subject to yearly approval



Ministry of  
Education

**STAFF REPORT**

**DATE:** February 22, 2022

**TO:** Board of Education

**FROM:** Mal Gill, Superintendent of Schools

**RESOURCE:** Woody Bradford, Deputy Superintendent  
Lisa Lainchbury, Assistant Superintendent  
Dawne Tomlinson, Director of Instruction

**SUBJECT:** District Early Literacy Results

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**RECOMMENDED MOTION:**

That the Board of Education receives the update on the District Early Literacy Results for information, as presented.

**BACKGROUND:**

Framework for Enhancing Student Learning Goal:

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

It is recognized that the primary years are foundational for students to acquire the necessary skills in literacy to allow for successful transitions throughout their educational journey. The Langley School District's approach has been to scaffold the implementation of different strategies to support schools based on their past five years of reading results.

The Literacy goal is tied to the District's Mission and Vision. The development and implementation of the District Literacy Plan was to ensure that all learners reach their full potential in literacy. At the heart of the Plan is the common language being developed as a District around literacy as well as developing consistent structures and evidence-based practice in literacy instruction.

Langley's Framework for Enhancing Student Learning addresses the Literacy goal using the framework: Here's What (data), So What (wonders, notices, conclusions) and Now What (actions). The Framework for Enhancing Student Learning acts as the District's Action Plan for Learning guiding the School Action Plans for Learning. In this presentation, an update on the Literacy Section of the Framework for Enhancing Student Learning will be provided. The focus of the presentation will be on the District and School Actions under the "Now What" section outlined in the Framework for Enhancing Student Learning.

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**Framework for Enhancing Student Learning****SO WHAT****Notices:**

When we triangulate the data, we have a reading issue. We are not seeing growth in reading areas at any level with any assessment:

- Grades 1-3 appear to all be slightly decreasing over time in district reading assessments (2017 63% to 2021 62%), but grade 4 FSAs appear to have plateaued
- Students with diverse abilities are consistently low in each grade level on every assessment (2017 30% to 2021 48%)
- Aboriginal students are slightly lower than "all students" (2017 57% to 2021 48%)
- CYIC students are consistently lower in each grade level on every assessment
- The gap between Aboriginal and "all students" increases from grade 4 up
- Reading results for FSA 4, 7, and Grade 10 Literacy Assessment are plateauing or slightly decreasing
- Students entering Kindergarten are showing vulnerability on the EDI in the area of oral language

**Wonders:**

- How valid is the data from the reading assessments? The District needs to focus on ensuring teachers are using reading assessments effectively and submitting results in a consistent manner?
- 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?

**NOW WHAT****K-8 Actions**

In this presentation, an update on the Actions under the "Now What" section of Literacy will be shared.

- A. Determine essential learning standards at each grade level in literacy to prepare for Response to Intervention model and to target instruction.
  - a. District level
  - b. School level
- B. Create master schedules in schools that provide opportunities for targeted instruction and enhanced learning experiences to support learners.

- C. Create professional learning communities in every school.
- D. Create ongoing elaborations online to enhance our District's Balanced Literacy Guides K-8, supporting teachers in identified growth areas such as phonological and phonemic awareness as well as reading comprehension.
- E. Create bookable K-8 library kits for new teachers to ensure all classrooms have rich and diverse classroom libraries.
- F. Focus on building students' oral language as a reading readiness skill.
- G. Implement Word Works Daily programming in every K classroom to improve phonological awareness and reading readiness.
- H. Ensure new teachers have a deep understanding of evidence-based reading instruction through opportunities: Summer Bootcamp, Mentorship and Professional Learning sessions and in-service.
- I. Continue professional learning to effectively and formatively assess reading levels ensuring clarity, validity, and reliability.
- J. Collect reading data at end of each grade level at elementary and middle to develop targeted school-wide interventions.
- K. Implement an Intensive Support Plan for priority schools (District teachers, Instructional coaches, admin support, built-in collaboration time) with the overall goal to bring student achievement levels up to an equitable level. This plan is being funded through the Ministry's Learning loss funding.
- L. Provide professional learning opportunities on the [B.C. Early Learning Framework](#).
- M. Create a parent learning series focussed on how to support their early readers at home.
- N. Ensure Indigenous resources are used effectively in literacy activities.
- O. Target reading instruction professional development for grade 3 teachers in the 2021-22 school year.
- P. Target reading instruction professional learning in-service for grade 4 and 5 teachers 2022-2024.
- Q. Ensure School Action Plans have targeted and specific actions to address literacy learning.

#### **Students with Diverse Abilities**

- Word Works daily is supporting all students
- Purchased Fountas and Pinnell (F&P) kits for all complex resource teachers to ensure literacy instruction is happening for all students
- All complex resource students have their literacy skills assessed and next steps for instruction based on these results
- Integration support teachers providing direct support to elementary teachers in literacy instruction
- Prioritizing schools and students with targeted system supports (i.e., Douglas Park and Nicomekl)
- Remedial instruction by resource teachers

- Scaffolded access to grade level English Language Arts curriculum with supplemental curricular goals for all students with diverse abilities
- Associated professional assessment and intervention
  - SLP oral language skill development and therapeutic supports

### **Aboriginal Students**

- Early Intervention Teacher for K-3 supporting Parkside, Shortreed, Nicomekl and Douglas Park elementary schools
- Purchase of Strong Readers Levelled Literacy Resources for schools
- Increase of Indigenous literature in classrooms and school libraries so students can see themselves in what they are reading
- Aboriginal Support Workers reading to, and with, primary students

*For the past three years, we have placed a significant emphasis on reading instruction. The District created a **Kindergarten Balanced Literacy Guide**, a **Primary Balanced Literacy Guide** and an **Intermediate/Middle Balanced Literacy Guide**. As well, the District in-serviced primary teachers in reading instruction and facilitated many professional learning opportunities for teachers of grades 4-8 in literacy instruction and formative assessment. We continue to create "elaborations" online to support teachers in effective literacy instruction.*

### **Presenters**

At the Regular Meeting of the Board Meeting on February 22, 2022, Deputy Superintendent Woody Bradford, Assistant Superintendent Lisa Lainchbury and Director of Instruction Dawne Tomlinson, will showcase the work being done to address the Literacy Goal within the Framework for Enhancing Student Learning. Principal Cathy Gracie will share the story of strategic actions to promote literacy growth at Parkside Centennial Elementary School.

**STAFF REPORT**

**DATE:** February 22, 2022  
**TO:** Board of Education  
**FROM:** Brian Iseli, Secretary-Treasurer  
**SUBJECT:** Amended Budget Bylaw 2021/2022

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**RECOMMENDED MOTIONS:**

That the Board of Education approves staff to appropriate (unrestrict) the following restricted surplus amounts to balance the 2021/2022 Amended Budget:

- \$582,200 Internally restricted for Aldergrove region improvements
- \$200,000 Internally restricted for electric buses
- \$412,882 school surpluses
- \$135,026 Internally restricted for Indigenous Education
- \$641,977 Internally restricted for Holdback Funding (Learning Loss)
- \$1,305,421 Internally restricted for commitments 2020/2021
- \$500,000 Internally restricted for classroom furniture
- \$395,286 Internally restricted for COVID-19 contingency

That the Board of Education unrestrict \$320,919 from the Internally Restricted to balance 2021/2022 budget and then internally restrict \$320,919 for future District capital contributions.

That the Board of Education unrestrict the \$4,000,000 Internally restricted (appropriated) by the Board as per Policy 17.

That the School District No. 35 (Langley) Amended Annual Budget Bylaw 2021/2022 in the amount of \$297,684,936 be given first reading.

That the School District No. 35 (Langley) Amended Annual Budget Bylaw 2021/2022 in the amount of \$297,684,936 be given second reading.

That the Board of Education of School District No. 35 (Langley) approves having all three readings of the Amended Annual Budget Bylaw 2021/2022 in the amount of \$297,684,936 at tonight's meeting.

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That the School District No. 35 (Langley) Amended Annual Budget Bylaw 2021/2022 in the amount of \$297,684,936 be given third reading, passed and adopted on this 22<sup>nd</sup> day of February 2022.

**BACKGROUND:**

A draft of the Amended Annual Budget Bylaw 2021/2022 is attached.

Boards of Education are required to submit an Amended Annual Budget Bylaw in accordance with sub-section 113 (2) of the *School Act* if the Minister amends the operating grant to a district as per sub-section 106.3 (6) of the *School Act*. The annual re-calculation of a district's operating grant in December constitutes an amendment by the Minister and districts are given 60 days per the *School Act* to file a certified amended bylaw. In the Amended Annual Budget Instructions provided by the Ministry, the filing deadline is specified to be February 28 of the following calendar year, even though this date is normally beyond the 60-day period described in the *School Act*.

In order for the Board to give the Amended Annual Budget Bylaw 2021/2022 the third and final reading at the same meeting as the first two readings, unanimous approval of the Board is required as per sub-section 68 (4) of the *School Act*, referring to the passage of bylaws.

When the 2021/2022 Annual Budget was approved, a motion was made to appropriate \$3,321,891 of the District's unrestricted surplus to balance the budget.

In the development of the budget the following internally restricted amounts were added to the Amended Budget and will need to be appropriated to balance the budget:

Internally restricted for Aldergrove region improvements	\$ 582,200
Internally restricted for Electric buses	\$ 200,000
School surpluses	\$ 412,882
Internally restricted for Indigenous Education 2019/2020	\$ 135,026
Internally restricted for Holdback funding (Learning Loss)	\$ 641,977
Internally restricted for commitments 2020/2021	\$ 1,305,421
Internally restricted for classroom furniture	\$ 500,000
Internally restricted for COVID-19 contingency	\$ 395,286
	<u>\$ 4,172,792</u>

The Amended Budget deficit of \$7,173,764 would only require \$3,000,972 of the previously appropriated amount of \$3,321,891 from the Annual Budget to balance when adding the \$4,172,792 listed above. This leaves a balance of \$320,919 that is being recommended to restrict for Future District capital contributions.



**The Board of Education of School District No. 35 (Langley)**

In addition to the restriction changes above due to the change in Board Policy 17 that was approved at the January 25, 2022 Board Meeting, the Internally restricted (appropriated) by the Board for \$4,000,000 will now be needed to be made unrestricted.

A breakdown of these changes to the Accumulated Operating Surplus is as follows:

	June 30, 2021	To Balance Amended Budget	District Capital Contribution	Unrestrict	Projected June 30, 2022
Internally restricted (appropriated) by the Board	4,000,000			(4,000,000)	-
Internally restricted to balance 2021/2022 budget	3,321,891	(3,000,972)	(320,919)		-
Internally restricted to balance future budgets	2,500,702				2,500,702
Internally restricted for infrastructure replacement	107,804				107,804
Internally restricted for Aldergrove region improvements	582,200	(582,200)			-
Internally restricted for Electric buses	200,000	(200,000)			-
Internally restricted for student capacity needs	500,000				500,000
School Generated Funds	2,611,009				2,611,009
School surpluses	412,882	(412,882)			-
Internally restricted for Indigenous Education 2019/2020	135,026	(135,026)			-
Internally restricted for Holdback funding (Learning Loss)	641,977	(641,977)			-
Internally restricted for commitments 2020/2021	1,305,421	(1,305,421)			-
Internally restricted for classroom furniture	500,000	(500,000)			-
Internally restricted for projector replacements	500,000				500,000
Internally restricted for COVID-19 contingency	678,679	(395,286)			283,393
Internally restricted for future District capital contributions			320,919		320,919
<b>Total Restricted</b>	<b>17,997,591</b>	<b>(7,173,764)</b>	-	<b>(4,000,000)</b>	<b>6,823,827</b>
Unrestricted				4,000,000	4,000,000
<b>Total Accumulated Operating Surplus</b>	<b>17,997,591</b>	<b>(7,173,764)</b>	-	-	<b>10,823,827</b>



## AMENDED ANNUAL BUDGET BYLAW 2021/2022

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO.35 (Langley) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2021/2022 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "*Act*").

1. The Board has complied with the provisions of the *Act* respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No.35 (Langley) Amended Annual Budget Bylaw for fiscal year 2021/2022.
3. The attached "Statement 2" showing the estimated revenue and expense for the 2021/2022 fiscal year and the total budget bylaw amount of \$297,684,936 for the 2021/2022 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2021/2022.

READ A FIRST TIME THE 22ND DAY OF FEBRUARY, 2022;

READ A SECOND TIME THE 22ND DAY OF FEBRUARY, 2022;

READ A THIRD TIME, PASSED AND ADOPTED THE 22ND DAY OF FEBRUARY, 2022.

---

Trustee Rod Ross  
Board Chair

---

Brian Iseli, CPA, CA  
Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 35 (Langley) Amended Annual Budget Bylaw 2021/2022, adopted by the Board the 22nd day of February, 2022.

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Brian Iseli, CPA, CA  
Secretary-Treasurer

Amended Annual Budget

## **School District No. 35 (Langley)**

June 30, 2022

# School District No. 35 (Langley)

June 30, 2022

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\*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

## AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 35 (LANGLEY) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2021/2022 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 35 (Langley) Amended Annual Budget Bylaw for fiscal year 2021/2022.
3. The attached Statement 2 showing the estimated revenue and expense for the 2021/2022 fiscal year and the total budget bylaw amount of \$297,684,936 for the 2021/2022 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2021/2022.

READ A FIRST TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2022;

READ A SECOND TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2022;

READ A THIRD TIME, PASSED AND ADOPTED THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2022;

\_\_\_\_\_  
Chairperson of the Board

( Corporate Seal )

\_\_\_\_\_  
Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 35 (Langley) Amended Annual Budget Bylaw 2021/2022, adopted by the Board the \_\_\_\_\_ DAY OF \_\_\_\_\_, 2022.

\_\_\_\_\_  
Secretary Treasurer

# School District No. 35 (Langley)

Statement 2

Amended Annual Budget - Revenue and Expense  
Year Ended June 30, 2022

	2022 Amended Annual Budget	2022 Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	22,488,500	21,710,250
Adult	60,625	62,000
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>22,549,125</b>	<b>21,772,250</b>
<b>Revenues</b>	\$	\$
Provincial Grants		
Ministry of Education	299,778,640	281,629,322
Other	854,126	799,289
Tuition	14,370,043	10,043,325
Other Revenue	4,381,555	8,870,196
Rentals and Leases	797,681	797,681
Investment Income	475,428	450,260
Amortization of Deferred Capital Revenue	10,740,292	10,805,651
<b>Total Revenue</b>	<b>331,397,765</b>	<b>313,395,724</b>
<b>Expenses</b>		
Instruction	235,702,696	220,085,188
District Administration	9,270,427	8,940,412
Operations and Maintenance	40,248,666	39,477,058
Transportation and Housing	2,758,367	2,634,112
<b>Total Expense</b>	<b>287,980,156</b>	<b>271,136,770</b>
<b>Net Revenue (Expense)</b>	<b>43,417,609</b>	<b>42,258,954</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	<b>7,173,764</b>	<b>3,321,891</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>50,591,373</b>	<b>45,580,845</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	50,591,373	45,580,845
<b>Budgeted Surplus (Deficit), for the year</b>	<b>50,591,373</b>	<b>45,580,845</b>

# School District No. 35 (Langley)

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2022

Statement 2

	2022 Amended Annual Budget	2022 Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	231,640,490	221,495,741
Special Purpose Funds - Total Expense	41,724,579	34,469,194
Special Purpose Funds - Tangible Capital Assets Purchased	191,579	
Capital Fund - Total Expense	14,615,087	15,171,835
Capital Fund - Tangible Capital Assets Purchased from Local Capital	9,513,201	3,673,608
<b>Total Budget Bylaw Amount</b>	<b>297,684,936</b>	<b>274,810,378</b>

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary/Treasurer

Date Signed

**DRAFT**

# School District No. 35 (Langley)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)  
Year Ended June 30, 2022

	2022 Amended Annual Budget	2022 Annual Budget
	\$	\$
<b>Surplus (Deficit) for the year</b>	<b>43,417,609</b>	42,258,954
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(191,579)	
From Local Capital	(9,513,201)	(3,673,608)
From Deferred Capital Revenue	(56,868,843)	(70,722,611)
Ministry of Education Restricted Capital	(1,000,000)	(1,000,000)
<b>Total Acquisition of Tangible Capital Assets</b>	<b>(67,573,623)</b>	(75,396,219)
Amortization of Tangible Capital Assets	14,015,087	14,416,674
<b>Total Effect of change in Tangible Capital Assets</b>	<b>(53,558,536)</b>	(60,979,545)
	-	-
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<b>(10,140,927)</b>	(18,720,591)

# School District No. 35 (Langley)

Schedule 1

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
Year Ended June 30, 2022

	Operating Fund	Special Purpose Fund	Capital Fund	2022 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	17,997,591	-	102,904,982	120,902,573
Changes for the year				
Net Revenue (Expense) for the year	(160,563)	191,579	43,386,593	43,417,609
Interfund Transfers				
Tangible Capital Assets Purchased		(191,579)	191,579	-
Local Capital	(7,013,201)		7,013,201	-
Net Changes for the year	(7,173,764)	-	50,591,373	43,417,609
Budgeted Accumulated Surplus (Deficit), end of year	10,823,827	-	153,496,355	164,320,182



# School District No. 35 (Langley)

Schedule 2

Amended Annual Budget - Operating Revenue and Expense  
Year Ended June 30, 2022

	2022 Amended Annual Budget	2022 Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	214,765,289	206,995,697
Other	233,359	208,559
Tuition	14,370,043	10,043,325
Other Revenue	881,555	870,196
Rentals and Leases	797,681	797,681
Investment Income	432,000	432,000
<b>Total Revenue</b>	<b>231,479,927</b>	<b>219,347,458</b>
<b>Expenses</b>		
Instruction	195,897,133	186,790,945
District Administration	8,847,533	8,608,809
Operations and Maintenance	24,687,503	24,058,442
Transportation and Housing	2,208,321	2,037,545
<b>Total Expense</b>	<b>231,640,490</b>	<b>221,495,741</b>
<b>Net Revenue (Expense)</b>	<b>(160,563)</b>	<b>(2,148,283)</b>
<b>Budgeted Prior Year Surplus Appropriation</b>	<b>7,173,764</b>	<b>3,321,891</b>
<b>Net Transfers (to) from other funds</b>		
Local Capital	(7,013,201)	(1,173,608)
<b>Total Net Transfers</b>	<b>(7,013,201)</b>	<b>(1,173,608)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 35 (Langley)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source  
Year Ended June 30, 2022

	2022 Amended Annual Budget	2022 Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education</b>		
Operating Grant, Ministry of Education	213,081,410	205,277,769
ISC/LEA Recovery	(156,337)	(115,978)
Other Ministry of Education Grants		
Pay Equity	551,875	551,875
Funding for Graduated Adults	500,000	500,000
Student Transportation Fund	260,000	260,000
Support Staff Benefits Grant	325,200	325,200
FSA Scorer Grant	17,740	18,840
Support Staff Funding for EHB	166,534	177,991
ELF Implementation Grant	3,210	
District Capacity Building	4,200	
Additional Support Staff Funding	11,457	
<b>Total Provincial Grants - Ministry of Education</b>	<b>214,765,289</b>	<b>206,995,697</b>
<b>Provincial Grants - Other</b>	<b>233,359</b>	<b>208,559</b>
<b>Tuition</b>		
Summer School Fees	150,120	90,000
Continuing Education	54,000	104,500
International and Out of Province Students	14,165,923	9,848,825
<b>Total Tuition</b>	<b>14,370,043</b>	<b>10,043,325</b>
<b>Other Revenues</b>		
Funding from First Nations	156,337	115,978
Miscellaneous		
Other Revenue	238,218	267,218
Transportation	20,000	20,000
BC Hydro Grant	47,000	47,000
Salary Recoveries	420,000	420,000
<b>Total Other Revenue</b>	<b>881,555</b>	<b>870,196</b>
<b>Rentals and Leases</b>	<b>797,681</b>	<b>797,681</b>
<b>Investment Income</b>	<b>432,000</b>	<b>432,000</b>
<b>Total Operating Revenue</b>	<b>231,479,927</b>	<b>219,347,458</b>

# School District No. 35 (Langley)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object  
Year Ended June 30, 2022

	2022 Amended Annual Budget	2022 Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	104,556,829	101,601,761
Principals and Vice Principals	12,700,401	12,140,901
Educational Assistants	20,493,190	19,621,713
Support Staff	17,664,448	17,400,386
Other Professionals	5,271,227	5,276,591
Substitutes	8,014,812	7,006,202
<b>Total Salaries</b>	<b>168,700,907</b>	<b>163,047,554</b>
<b>Employee Benefits</b>	<b>40,790,384</b>	<b>39,596,044</b>
<b>Total Salaries and Benefits</b>	<b>209,491,291</b>	<b>202,643,598</b>
<b>Services and Supplies</b>		
Services	6,679,064	6,111,721
Student Transportation	112,985	98,652
Professional Development and Travel	1,352,675	1,325,636
Rentals and Leases	42,100	42,100
Dues and Fees	1,188,397	768,560
Insurance	465,004	460,143
Supplies	9,016,974	6,865,331
Utilities	3,290,000	3,178,000
Bad debts	2,000	2,000
<b>Total Services and Supplies</b>	<b>22,149,199</b>	<b>18,852,143</b>
<b>Total Operating Expense</b>	<b>231,640,490</b>	<b>221,495,741</b>

# School District No. 35 (Langley)

Schedule 2C

Amended Annual Budget - Operating Expense by Function, Program and Object  
Year Ended June 30, 2022

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	82,960,644	1,438,250	304,891	1,076,613		6,161,973	91,942,371
1.03 Career Programs	435,047		328,589	58,311			821,947
1.07 Library Services	1,042,689		584,154	14,662		10,450	1,651,955
1.08 Counselling	3,106,038	141,890	3,986	46,669		10,440	3,309,023
1.10 Special Education	12,404,521	783,863	17,017,684	46,064	216,239	647,855	31,116,226
1.30 English Language Learning	1,899,252	100,527	80,420			23,136	2,103,335
1.31 Indigenous Education	407,393	145,692	1,317,183	61,479		21,000	1,952,747
1.41 School Administration		9,322,786		2,909,177	85,016	120,346	12,437,325
1.60 Summer School	585,778	110,958	146,413	1,235		2,760	847,144
1.62 International and Out of Province Students	1,715,467	273,958	554,903	194,204	302,147	89,812	3,130,491
1.64 Other							-
<b>Total Function 1</b>	<b>104,556,829</b>	<b>12,317,924</b>	<b>20,338,223</b>	<b>4,408,414</b>	<b>603,402</b>	<b>7,087,772</b>	<b>149,312,564</b>
<b>4 District Administration</b>							
4.11 Educational Administration		382,477		51,101	922,078	2,540	1,358,196
4.40 School District Governance					208,725		208,725
4.41 Business Administration				1,249,540	2,107,057	17,500	3,374,097
<b>Total Function 4</b>	<b>-</b>	<b>382,477</b>	<b>-</b>	<b>1,300,641</b>	<b>3,237,860</b>	<b>20,040</b>	<b>4,941,018</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				109,840	1,045,978	8,000	1,163,818
5.50 Maintenance Operations				10,350,628	336,081	690,000	11,376,709
5.52 Maintenance of Grounds				443,486		139,000	582,486
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>10,903,954</b>	<b>1,382,059</b>	<b>837,000</b>	<b>13,123,013</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				107,004	47,906	10,000	164,910
7.70 Student Transportation			154,967	944,435		60,000	1,159,402
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>154,967</b>	<b>1,051,439</b>	<b>47,906</b>	<b>70,000</b>	<b>1,324,312</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>104,556,829</b>	<b>12,700,401</b>	<b>20,493,190</b>	<b>17,664,448</b>	<b>5,271,227</b>	<b>8,014,812</b>	<b>168,700,907</b>

# School District No. 35 (Langley)

Schedule 2C

Amended Annual Budget - Operating Expense by Function, Program and Object  
Year Ended June 30, 2022

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2022 Amended Annual Budget	2022 Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	91,942,371	22,709,141	114,651,512	5,612,975	120,264,487	114,908,679
1.03 Career Programs	821,947	210,668	1,032,615	158,448	1,191,063	1,186,020
1.07 Library Services	1,651,955	402,322	2,054,277	177,785	2,232,062	2,183,700
1.08 Counselling	3,309,023	767,251	4,076,274	90,550	4,166,824	4,109,124
1.10 Special Education	31,116,226	7,665,849	38,782,075	656,737	39,438,812	37,945,303
1.30 English Language Learning	2,103,335	487,006	2,590,341	70,150	2,660,491	2,221,195
1.31 Indigenous Education	1,952,747	515,360	2,468,107	611,567	3,079,674	2,940,083
1.41 School Administration	12,437,325	2,675,204	15,112,529	532,582	15,645,111	15,385,465
1.60 Summer School	847,144	170,015	1,017,159	22,316	1,039,475	863,313
1.62 International and Out of Province Students	3,130,491	713,854	3,844,345	2,334,789	6,179,134	5,043,563
1.64 Other	-	-	-	-	-	4,500
<b>Total Function 1</b>	<b>149,312,564</b>	<b>36,316,670</b>	<b>185,629,234</b>	<b>10,267,899</b>	<b>195,897,133</b>	<b>186,790,945</b>
<b>4 District Administration</b>						
4.11 Educational Administration	1,358,196	295,173	1,653,369	300,822	1,954,191	1,852,947
4.40 School District Governance	208,725	12,600	221,325	130,700	352,025	352,025
4.41 Business Administration	3,374,097	758,837	4,132,934	2,408,383	6,541,317	6,403,837
<b>Total Function 4</b>	<b>4,941,018</b>	<b>1,066,610</b>	<b>6,007,628</b>	<b>2,839,905</b>	<b>8,847,533</b>	<b>8,608,809</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	1,163,818	245,597	1,409,415	901,443	2,310,858	2,209,306
5.50 Maintenance Operations	11,376,709	2,734,766	14,111,475	3,987,979	18,099,454	17,683,945
5.52 Maintenance of Grounds	582,486	107,705	690,191	305,000	995,191	995,191
5.56 Utilities	-	-	-	3,282,000	3,282,000	3,170,000
<b>Total Function 5</b>	<b>13,123,013</b>	<b>3,088,068</b>	<b>16,211,081</b>	<b>8,476,422</b>	<b>24,687,503</b>	<b>24,058,442</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	164,910	37,164	202,074	5,400	207,474	206,335
7.70 Student Transportation	1,159,402	281,872	1,441,274	559,573	2,000,847	1,831,210
<b>Total Function 7</b>	<b>1,324,312</b>	<b>319,036</b>	<b>1,643,348</b>	<b>564,973</b>	<b>2,208,321</b>	<b>2,037,545</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>168,700,907</b>	<b>40,790,384</b>	<b>209,491,291</b>	<b>22,149,199</b>	<b>231,640,490</b>	<b>221,495,741</b>

# School District No. 35 (Langley)

Schedule 3

Amended Annual Budget - Special Purpose Revenue and Expense  
Year Ended June 30, 2022

	2022 Amended Annual Budget	2022 Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	37,795,391	25,878,464
Other	620,767	590,730
Other Revenue	3,500,000	8,000,000
<b>Total Revenue</b>	<b>41,916,158</b>	<b>34,469,194</b>
<b>Expenses</b>		
Instruction	39,805,563	33,294,243
District Administration	422,894	331,603
Operations and Maintenance	1,496,122	843,348
<b>Total Expense</b>	<b>41,724,579</b>	<b>34,469,194</b>
<b>Net Revenue (Expense)</b>	<b>191,579</b>	<b>-</b>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(191,579)	-
<b>Total Net Transfers</b>	<b>(191,579)</b>	<b>-</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 35 (Langley)

Schedule 3A

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2022

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$		\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>		36,617	1,034,435		1,317	29,133			
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education	665,831	714,717		288,000	75,950	211,772	2,110,919	906,082	30,284,824
Provincial Grants - Other									
Other			3,500,000						
	665,831	714,717	3,500,000	288,000	75,950	211,772	2,110,919	906,082	30,284,824
<b>Less:</b> Allocated to Revenue	665,831	751,334	3,500,000	288,000	77,267	240,905	2,110,919	906,082	30,284,824
<b>Deferred Revenue, end of year</b>	-	-	<b>1,034,435</b>	-	-	-	-	-	-
<b>Revenues</b>									
Provincial Grants - Ministry of Education	665,831	751,334		288,000	77,267	240,905	2,110,919	906,082	30,284,824
Provincial Grants - Other									
Other Revenue			3,500,000						
	665,831	751,334	3,500,000	288,000	77,267	240,905	2,110,919	906,082	30,284,824
<b>Expenses</b>									
Salaries									
Teachers					20,913		272,748		23,934,296
Principals and Vice Principals						45,165			
Educational Assistants		714,717		209,547			1,380,562		
Support Staff	228,018							286,400	
Other Professionals								71,899	
Substitutes					27,440	9,000	10,454	456,730	758,548
	228,018	714,717	-	209,547	48,353	54,165	1,663,764	815,029	24,692,844
Employee Benefits	51,878	36,617		58,548	4,902	9,459	447,155	91,053	5,591,980
Services and Supplies	385,935		3,500,000	19,905	24,012	177,281			
	665,831	751,334	3,500,000	288,000	77,267	240,905	2,110,919	906,082	30,284,824
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	-	-	-	-	-	-	-
<b>Interfund Transfers</b>									
Tangible Capital Assets Purchased									
	-	-	-	-	-	-	-	-	-
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

# School District No. 35 (Langley)

Schedule 3A

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2022

	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Safe Return to School / Restart: Health & Safety Grant	Federal Safe Return to Class Fund	Seamless Day Kindergarten	SWIS	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>		8,478	7,607	2,219		361,972		73,582	<b>1,555,360</b>
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education	1,392,956	32,674	113,395	4,200	496,728		50,000		<b>37,348,048</b>
Provincial Grants - Other								620,767	<b>620,767</b>
Other									<b>3,500,000</b>
	1,392,956	32,674	113,395	4,200	496,728	-	50,000	620,767	<b>41,468,815</b>
<b>Less:</b> Allocated to Revenue	1,392,956	41,152	121,002	6,419	496,728	361,972	50,000	620,767	<b>41,916,158</b>
<b>Deferred Revenue, end of year</b>	-	-	-	-	-	-	-	<b>73,582</b>	<b>1,108,017</b>
<b>Revenues</b>									
Provincial Grants - Ministry of Education	1,392,956	41,152	121,002	6,419	496,728	361,972	50,000		<b>37,795,391</b>
Provincial Grants - Other								620,767	<b>620,767</b>
Other Revenue									<b>3,500,000</b>
	1,392,956	41,152	121,002	6,419	496,728	361,972	50,000	620,767	<b>41,916,158</b>
<b>Expenses</b>									
Salaries									
Teachers								66,596	<b>24,294,553</b>
Principals and Vice Principals									<b>45,165</b>
Educational Assistants								237,149	<b>2,541,975</b>
Support Staff					118,961			11,184	<b>644,563</b>
Other Professionals								82,088	<b>153,987</b>
Substitutes	97,507								<b>1,359,679</b>
	97,507	-	-	-	118,961	-	-	397,017	<b>29,039,922</b>
Employee Benefits					39,654			104,269	<b>6,435,515</b>
Services and Supplies	1,295,449	41,152	121,002	6,419	338,113	170,393	50,000	119,481	<b>6,249,142</b>
	1,392,956	41,152	121,002	6,419	496,728	170,393	50,000	620,767	<b>41,724,579</b>
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	-	-	-	191,579	-	-	<b>191,579</b>
<b>Interfund Transfers</b>									
Tangible Capital Assets Purchased						(191,579)			<b>(191,579)</b>
	-	-	-	-	-	(191,579)	-	-	<b>(191,579)</b>
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	<b>-</b>



**School District No. 35 (Langley)**

Schedule 4

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2022

	2022 Amended Annual Budget			2022 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Provincial Grants				
Ministry of Education	47,217,960		<b>47,217,960</b>	48,755,161
Investment Income		43,428	<b>43,428</b>	18,260
Amortization of Deferred Capital Revenue	10,740,292		<b>10,740,292</b>	10,805,651
<b>Total Revenue</b>	<b>57,958,252</b>	<b>43,428</b>	<b>58,001,680</b>	59,579,072
<b>Expenses</b>				
Operations and Maintenance	600,000		<b>600,000</b>	755,161
Amortization of Tangible Capital Assets				
Operations and Maintenance	13,465,041		<b>13,465,041</b>	13,820,107
Transportation and Housing	550,046		<b>550,046</b>	596,567
<b>Total Expense</b>	<b>14,615,087</b>	-	<b>14,615,087</b>	15,171,835
<b>Net Revenue (Expense)</b>	<b>43,343,165</b>	<b>43,428</b>	<b>43,386,593</b>	44,407,237
<b>Net Transfers (to) from other funds</b>				
Tangible Capital Assets Purchased	191,579		<b>191,579</b>	
Local Capital		7,013,201	<b>7,013,201</b>	1,173,608
<b>Total Net Transfers</b>	<b>191,579</b>	<b>7,013,201</b>	<b>7,204,780</b>	1,173,608
<b>Other Adjustments to Fund Balances</b>				
Tangible Capital Assets Purchased from Local Capital	9,513,201	(9,513,201)	-	
<b>Total Other Adjustments to Fund Balances</b>	<b>9,513,201</b>	<b>(9,513,201)</b>	-	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>53,047,945</b>	<b>(2,456,572)</b>	<b>50,591,373</b>	45,580,845

**STAFF REPORT**

**DATE:** February 22, 2022

**TO:** Board of Education

**FROM:** Brian Iseli, Secretary-Treasurer

**SUBJECT:** Smith, Willoughby Area Land Purchase Bylaw 2022

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**RECOMMENDED MOTION:**

That The Board of Education of School District No. 35 (Langley) (the "Board") approves the Smith, Willoughby Area Land Purchase Bylaw 2022 to approve the purchase of the lands as described below, for a Middle/Secondary site in the Smith neighbourhood of the Willoughby Area from the Corporation of the Township of Langley (the "Township"), and for the Secretary-Treasurer to execute the documents required to complete the transaction.

That the School District No. 35 (Langley) Smith, Willoughby Area Land Purchase Bylaw 2022 be given first reading.

That the School District No. 35 (Langley) Smith, Willoughby Area Land Purchase Bylaw 2022 be given second reading.

That the Board unanimously approves having all three readings of the School District No. 35 (Langley) Smith, Willoughby Area Land Purchase Bylaw 2022 at tonight's meeting.

That the School District No. 35 (Langley) Smith, Willoughby Area Land Purchase Bylaw 2022 be given third reading, passed and adopted on this 22<sup>nd</sup> day of February 2022.

**BACKGROUND:**

The Board requested and was approved by the Ministry to purchase a site for the future Middle and Secondary sites in the Smith neighbourhood of Willoughby as part of the Ministry capital plan response letter that the Board received dated October 22, 2021. As a result, Board staff have negotiated the terms of an agreement of purchase and sale with the Township (the "Purchase Agreement") under which the Board would purchase Lot 1 as described below, subject to fulfilment of conditions including the Board's approval of the proposed transaction by adoption of a bylaw.

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Lot 1 is not listed on the open market. The Purchase Agreement provides for the subdivision of an existing parcel ("Parent Parcel") to create Lot 1 for sale to the Board.

The Purchase Agreement contains conditions for the benefit of both parties. The conditions for the benefit of the Board include removal of Lot 1 from the Agricultural Land Reserve. The Township advises that the Agricultural Land Commission has approved the removal, and the Legal Notation currently registered against the Parent Parcel will be removed from title to Lot 1 before closing.

The conditions of the Purchase Agreement for the benefit of the Board also include completion of title and property condition investigations to the Board's satisfaction and approval of the purchase by a Board bylaw, and written funding approval from the Ministry of Education, each in their respective sole, absolute and completed unfettered discretion.

The Board has completed its investigations of Lot 1 to its satisfaction and the bylaw (Attachment 1) is presented for tonight's meeting. If the bylaw is adopted, then the Secretary Treasurer will be able to remove these two conditions by their removal date of February 23, 2022. The Purchase Agreement provides for final completion of the purchase transaction on March 16, 2022 after removal of all conditions.

**Site Size:**

Lot 1 has a total area of **6.18 hectares (= 15.27 acres)** as surveyed.

Lot 1 will be created by registration of the Subdivision Plan. The Township purchased the Parent Parcel on April 15, 2020 and has agreed to subdivide the Parent Parcel to create Lot 1 for sale to the Board.

**Purchase Price, Valuation and Appraisals**

The Purchase Agreement provides for a purchase price for Lot 1 of \$45,810,000. (the "Purchase Price")

The Township obtained an Appraisal Report dated June 22, 2021, which expresses the opinion that the "as is" market value of Lot 1 as of June 11, 2021 was \$45,810,000. This equates to a value of \$3,000,000 per acre.

The Appraisal Report states that the valuation is based on the assumption that the Parent Property will be subdivided to create Lot 1, and that Lot 1 will not be subject to the Agricultural Land Reserve. The Purchase Agreement provides that the Board's obligation to purchase Lot 1 is subject to the fulfilment of those two assumptions.

The Appraisal Report was commissioned by the Township, so the Board engaged an independent appraiser to review the Appraisal Report and provide their own opinion as to whether the analyses, opinions and conclusions stated in the Appraisal Report are appropriate and reasonable for the purpose

of the appraisal at the date in question. The Appraisal Review Report confirms the valuation opinion expressed in the Appraisal Report, subject to the stated assumptions.

Based on the Appraisal Report and the Appraisal Review Report referred to above, Board staff believe the Purchase Price represents the current fair market value of Lot 1.

### **Funding**

Below are the details of the cost for the acquisition of the land that was sent to the Ministry for approval.

Estimated Closing Purchase Price	\$ 45,810,000
Net GST	\$ 732,960
legal, agent fees	\$ 75,000
Potential purchase envelope	\$ 46,617,960
School District Land Capital (SSAC) 100%	\$ 4,500,000
Ministry of Education Bylaw Capital Required	\$ 42,117,960

## THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 35 (LANGLEY)

### SMITH, WILLOUGHBY AREA LAND PURCHASE BYLAW 2022

WHEREAS Section 96(2) of the *School Act* provides that a board of education may for educational purposes acquire and hold land or improvements within its school district;

AND WHEREAS Section 65(5) of the *School Act* requires a board of education to exercise a power with respect to the acquisition or disposal of property only by bylaw;

AND WHEREAS:

- (i) The Board of Education of School District No. 35 (Langley) (the “**Board**”) requires land in the Willoughby Area of Langley for construction of a middle school and a secondary school;
- (ii) The Board has entered into a conditional purchase and sale agreement (the “**Purchase Contract**”) with The Corporation of the Township of Langley to purchase a parcel of land in the Smith neighbourhood of the Willoughby Area of Langley for a proposed school site (the “**Proposed School Site**”) for a purchase price of \$45,810,000.00 (the “**Purchase Price**”);
- (iii) The Proposed School Site is that 6.18 hectare (15.27 acre) portion of:

PID: 007-546-131  
South West Quarter Section 24 Township 8  
Except: Part Subdivided by Plan 1612  
New Westminster District

shown as Lot 1 on Subdivision Plan EPP103256, a copy of which is attached hereto;

- (iv) The Board is satisfied that the Proposed School Site will be suitable for its purposes and that the Purchase Price does not exceed the fair market value of the Proposed School Site; and
- (v) To complete the purchase of the Proposed School Site, the Board will need capital funding of \$42,117,960 from the British Columbia Ministry of Education (the “**Ministry Funding**”);

NOW THEREFORE be it enacted as a Bylaw of the Board that, the Board complete the purchase of the Proposed School Site as contemplated in the Purchase Contract on the terms and subject to the conditions set out therein, which include the condition that Ministry Funding is available.

BE IT FURTHER enacted as a Bylaw of the Board that the Secretary-Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver a written notice removing the bylaw approval condition in the Purchase Contract and, upon satisfaction of the remaining conditions set out in the Purchase Contract, the Secretary-Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver all funds and documents required to complete the purchase transaction contemplated by the Purchase Contract on the terms and subject to the conditions set out in the Purchase Contract.

This Bylaw may be cited as "School District No. 35 (Langley) Smith, Willoughby Area Land Purchase Bylaw 2022".

Read a first time this 22nd day of February, 2022.

Read a second time this 22nd day of February, 2022.

Upon unanimous agreement of the Trustees of the Board in attendance, this Bylaw was read a third time on February 22, 2022, and finally passed and adopted this 22nd day of February, 2022.

\_\_\_\_\_  
Chairperson of the Board

Corporate Seal

\_\_\_\_\_  
Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 35 (Langley) Smith, Willoughby Area Land Purchase Bylaw 2022, adopted by the Board the 22nd day of February, 2022.


\_\_\_\_\_  
Secretary-Treasurer

PLAN EPP103256

**LEGEND**

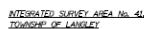
⊙	GENOTES CONTROL MONUMENT FOUND
●	GENOTES STANDARD IRON POST FOUND
○	GENOTES STANDARD IRON POST SET
⊗	GENOTES STANDARD CAPPED POST SET
⊠	GENOTES NON-STANDARD ROUND IRON POST
W	GENOTES WITNESS
h	GENOTES HEATHENS
REF.	GENOTES REFERENCE
EX.	GENOTES EXPLANATORY

SCALE 1 : 1500



ALL DISTANCES ARE IN METRES

The intended plot size of this plan is 560mm in width and 864mm in height (A size) when plotted at a scale of 1:1500.



This plan lies within the Agricultural Land Reserve,  
Township of Langley Project no. 08-24-0057  
This plan lies within the jurisdiction of  
the Approving Officer for the Township of Langley.

THIS PLAN LIES WITHIN THE METRO VANCOUVER REGIONAL DISTRICT

**TARDE**  
LAND SURVEYING  
SURREY B.C.  
604-583-8181

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**Hockey Canada Skills Academy at Aldergrove Community Secondary**

The Hockey Canada Skills Academy (HCSA) at Aldergrove Community Secondary has been at ACSS since 2001 and follows the HSCA (Hockey Canada Skills Academy) guidelines for students. The curriculum allows students to pursue excellence in hockey as well as develop skills for lifelong learning. The outcomes for Physical and Health Education are met in this course and the provincial mandate to encourage healthy lifestyles is pursued. Fitness, Nutrition, Leadership and Hockey Skill Development are some of the components of this course.

In 2016 the ACSS Hockey Academy expanded to include students from Betty Gilbert Middle School as part of the Exploration program. It is offered to all students in grades 8 to 12, regardless of gender or ability.

**Age of Students Involved:** 13 to 18

**Current Year Enrolment:** 18

☒ Multi-Year Program

**Courses Offered/Credit Received:** Physical Education at Grade Level – Full 4 Credits

**Fees charged:**

A fee of \$600 will be charged to each student (can be paid in installments over the school year). Funds cover specialized instruction and instructional equipment, ice time (approximately 40 sessions), equipment, transportation and special events.

The hardship policy applies to all students enrolled.



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**Langley School District Equestrian Academy**

The Langley School District Equestrian Academy is a very uniquely structured academy designed to fit the needs of various ability levels, disciplines and demographics of riders. The Academy seeks to develop a common community and cohort group for students who have often removed themselves from our traditional school system due to a very high need for a flexible learning environment to support their equine related pursuits. This Academy seeks to provide a flexible, personalized approach to education while supporting passions and skills in horse related sports or horse related career opportunities.

**Age of Students:** 12+/grade 8+

**Current Year Enrolment:** 45

☒ Multi-Year Program

**Courses Offered/Credit Received:**

- 8 credits – Equestrian Leadership / Equestrian Academy
- Blended online course structure with two teachers and resource support
- Equestrian mentoring provided
- Fees: \$3000 per student

**Fees charged:**

A fee of \$3,000 will be charged to each student. A deposit of \$500 is required upon registration/reservation with the remaining fees payable prior to the start of classes.

The hardship policy applies to all students enrolled.

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**Musical Theatre Academy at DW Poppy Secondary School**

The DW Poppy Secondary Musical Theatre Academy offers an opportunity for students to develop their skills in music, acting, dance and technical theatre through experiential learning. The program aspires to teach and motivate students to create and inspire through artistic expression. Under the guidance of teachers and professionals working in the fine arts, students learn about all aspects of theatrical production as they prepare for and present musical theatre performances to the Langley community.

**Age of Students:** 13-18 yrs

**Current Year Enrolment:**

The Musical Theatre Academy did not operate in 2021-22.

☒ One-Year Program    AND    ☒ Multi-Year Program

**Courses Offered/Credit Received:**

Students receive up to 8 credits through the Musical Theatre Academy – two or four credits for grade equivalent Band or Choir, four credits for the grade equivalent in Musical Theatre.

**Fees charged:**

A fee of \$200 is charged to each student. Funds cover cost of professional workshops and presentations, field trips, materials (i.e., music, scripts, sound/lighting and stagecraft materials, etc.).

The hardship policy applies to all students enrolled.

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**Secondary Fine Arts Academies of Dance, Music, Photography, Writing), Theatre and Visual Arts at Langley Fine Arts School**

Academy of Dance – includes modern ballet, jazz, choreography, anatomy, hip-hop, dance explorations and dance company.

Academy of Music – includes instrumental and vocal components: chamber music, orchestral, jazz, choral, large ensemble, composition, theory, critical analysis and music history.

Academy of Writing – includes creative and journalistic writing, critical analysis, spoken word, presentation, editing, and use of online, audio communicative technology.

Academy of Photography – includes digital and print photography, use of darkroom and developing techniques, layout, graphics, digital editing and multimedia technology.

Academy of Theatre – includes acting, scriptwriting, directing, stagecraft, video, film, critical analysis and theatre history.

Academy of Visual Arts – includes drawing, painting, sculpture, multi-media, ceramics, fabric, printmaking, anatomy, art history, critical analysis and portfolio presentation.

**Courses Offered/Credit Received:**

Grade 8 students choose 2 of Dance, Drama, Music and Visual Arts as their Fine Arts Majors. Each Major is 6 hours per week, for a total of 12 hours of Fine Arts courses per week. Students may take up to 6 hours of out-of-timetable electives as well. These students receive a minimum of 16 Fine Arts Credits and can take up to 28 Fine Arts Credits per year.

Grade 9 and 10 students choose 1 of Dance, Drama, Music, Photography, Writing and Visual Arts as their Fine Arts Major for concentration. Students in Grade 9 and 10 are in their Major for 6 hours per week. They take an additional 6 hours of in-timetable electives and may select additional courses outside of the timetable. These students receive a minimum of 16 Fine Arts Credits and can take up to 28 Fine Arts Credits per year.

Grade 11 and 12 students choose 1 of Dance, Drama, Music, Photography, Writing and Visual Arts as their Fine Arts Graduation Major, with 9 hours per week in this Major and 3 to 6 hours per week in additional Fine Arts elective courses. Students may take up to 6 hours of out-of-timetable electives as well. These students receive 8 Fine Arts Credits, 4 for Graduation Transitions/Arts Portfolio and as many as 12-14 other senior elective course credits per year.

**Age of Students Involved:** 13 to 18

**Current Year Enrolment:** 500

☒ Multi-Year Program

### **Academy Fees – Major**

Dance 8	\$60	Music 8	\$60
Drama 8	\$60	Visual Arts 8	\$60
Dance 9/10	\$75	Music 9/10	\$75
Drama 9/10	\$75	Photography 9/10	\$95
Dance 11/12	\$75	Photography 11/12	\$125
Theatre 11/12	\$100	Visual Arts 11/12	\$125
Music 11/12	\$75	Writing 11/12	\$100

### **Elective Course Fees**

#### Performance Courses (Junior - Semestered)

Choreography 9/10	\$30	Intro to Jazz (Dance) 9/10	\$30
Dance Compositions 9/10	\$30	Musical Theatre 9/10	\$30
Dance Foundations 9/10	\$30	Physical Actor 9/10	\$30
Dance Fusion 9/10	\$30	Theatre Company 9/10	\$30
Dance Performance 9/10	\$30	Vocal Studies 9/10	\$30
Improvisation 9/10	\$30		

#### Materials-based Courses (Junior – Semestered)

Book Binding 9/10	\$40	Multimedia 9/10	\$40
Ceramics 9/10	\$55	Print Making 9/10	\$40
Drawing & Painting 9/10	\$40	Stagecraft 9/10	\$40
Jewelry Making 9/10	\$50	Stained Glass 9-10	\$70
Mask/Mold-Making 9/10	\$40	Woodwork/Carving 9/10	\$50
		Costume Design 9/10	\$50

#### Technology-based Courses (Junior – Semestered)

Animation 9/10	\$50	Theatre Production 9/10	\$40
Graphic Design/Coding 9/10	\$40	Video Production Level 1	\$50
Photography 9/10	\$65	Video Production Level 2	\$50
Sound/Film/Journalism 9/10	\$50		

#### Senior Elective Courses (Year-long)

Advanced Film 12	\$60	Media Performance 11/12	\$50
Advanced Visual Arts 11/12	\$100	Musical Theatre 11/12	\$45
Advanced Writing 12	\$50	Photography 11/12	\$90
Choreography 11/12	\$50	Sculpture/Fabric 11/12	\$70
Dance Company 11/12	\$40	Sound/Film/Journalism 11/12	\$70
		Stained Glass 11-12	\$70

#### **Music Ensembles**

All Ensembles	\$30
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#### **All Secondary Academy Students**

Cultural Fee	\$20
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**Baseball Academy at Langley Secondary School**

The Langley Secondary Baseball Academy is a unique program in which diverse students train together with the common purpose of improving their individual and team skills in baseball. The program is open to all students at all skill levels and the focus is on individual skill and team tactical development. The students will have two Baseball Academy blocks every day in the second semester. The on-field staff will consist of a Head Instructor and at least one Assistant Instructor every session in addition to a Langley Secondary teacher assigned to the Baseball Academy.

**Age of Students:** 14-18 yrs

**Current Year Enrolment:** 27 grade 9-12 students  
(run jointly with Softball Academy)

☒ One-Year Program    AND    ☒ Multi-Year Program

**Courses Offered/Credit Received:**

8 credits in Total:

- 4 credits for grade equivalent Physical Education,
- 4 credits for grade equivalent locally developed Baseball Academy Course.

**Fees charged:**

A fee of \$1,750 will be charged to each student (can be paid in installments). Funds cover cost of professional instruction, transportation, insurance, facilities, clothing and equipment.

The hardship policy applies to all students enrolled.

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**Hockey Skills Academy at Langley Secondary School**

Offered within the timetable, the Hockey Skills Academy is an athlete-centered program aimed at developing the whole athlete. The goal is to enhance a player's confidence and self-esteem while giving them opportunities in both academics and athletics beyond the primary and secondary school system.

The role of the Academy is to provide additional training for minor-aged players, male or female, beginner or advanced, competitive or recreational, who are registered with their local hockey association.

This program is modelled after the Hockey Canada Skills Academies and follows all guidelines and rules set out by Hockey Canada, BCAHA and PCAHA. All instructors are NCCP trained with multiple years of experience.

**Age of Students Involved:** 13 to 18

☒ Multi-Year Program

**Current Year Enrolment:**

24 Players (23 males and 2 females)

**Courses Offered/Credit Received:** Hockey (YHKAC 9-12) – Full 4 Credits

**Fees Charged:** \$1,000 for the semester (can be paid monthly) covers specialized instruction and instructional equipment, ice time, equipment, transportation and special events.

The hardship policy applies to all students enrolled.

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**Soccer Academy at Langley Secondary School**

Offered within the timetable, the Soccer Academy is an athlete-centered program aimed at developing the whole athlete. The goal is to enhance a player's confidence and self-esteem while giving them opportunities in both academics and athletics.

The role of the Academy is to provide general soccer skills, as well as specific positional understandings and skills. Students will be able to better understand the game, as demonstrated through being able to referee games, create appropriate and safe exercise programs, and create age and skill-appropriate practices. Students will also connect with a variety of different soccer organizations in the Lower Mainland.

**Age of Students Involved:** 14 to 18      ☒ Multi-Year Program offered during Semester 2

**Current Enrolment:** 27

**Courses Offered/Credit Received:**

Grade 9: Physical and Health Education 9 x 2 (MPHE-9H and MPHE-9T)

Grade 10: Soccer Academy 10 (4 Credits) and PHE 10 (4 Credits)

Grade 11: Fitness and Conditioning 11 (4 Credits) and Active Living 11 (4 Credits)

Grade 12: Fitness and Conditioning 11 (4 Credits) and Active Living 11 (4 Credits)

**Fees Charged:** \$500 for the semester (can be paid monthly) covers specialized instruction, referee certification costs, instructional equipment, team gear and special events.

The hardship policy applies to all students enrolled.

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**Softball Academy at Langley Secondary School**

The Langley Secondary Softball Academy is a unique program in which diverse students train together with the common purpose of improving their individual and team skills in softball. The program is open to all students at all skill levels and the focus is on individual skill and team tactical development. The students will have two Softball Academy blocks every day in the first semester. The on-field staff will consist of a Head Instructor and at least one Assistant Instructor every session in addition to a Langley Secondary teacher assigned to the Softball Academy.

**Age of Students:** 14-18 yrs

**Current Year Enrolment:** 14 grade 9-12 students  
(run jointly with Baseball Academy)

☒ One-Year Program    AND    ☒ Multi-Year Program

**Courses Offered/Credit Received:**

Students will be receiving 8 credits through the Softball Academy:

- 4 credits for grade equivalent Physical Education,
- 4 credits for grade equivalent Strength & Conditioning and/or 4 credits for grade equivalent locally developed Softball Academy Course.

**Fees charged:**

A fee of \$1,500 will be charged to each student (can be paid in installments). Funds cover cost of professional instruction, transportation, insurance, facilities, clothing and equipment.

The hardship policy applies to all students enrolled.



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**EDGE Academy at Walnut Grove Secondary School**

The Walnut Grove EDGE Academy is an integrated studies approach that combines a multitude of environmental and out of the classroom experiences that enhances the teaching of existing programs.

The program is founded on a blending of classroom-based activities and out of class outings. In many cases, the out-trips will be used to gather information and data that will be later used in the classroom. In other cases, the out-trip activities will in fact become the classroom with readings, lectures, research, journal writing and classroom instruction happening at the wilderness site.

Along with a number of day outings, the EDGE Academy will involve three extended field trips in September (3 days), January (3 days) and May (4 days). Students are timetabled into classes in such a way as to minimize loss of class time in non-EDGE subjects.

**Age of Students:** 16

☒ One-Year Program

**Current Year Enrolment:** 70

**Courses Offered/Credit Received:**

Students in the EDGE Academy will be enrolled in Literacy Studies 11 EDGE, Human Geography 11 EDGE, Outdoor Education 11 EDGE and one of Math Foundations 11, Pre-Calculus 11 or Pre-Calculus 12. These 4 courses will be scheduled into one full day of the timetable block cycle. Students select 4 additional courses for the other day. EDGE classes are taught by 4 EDGE teachers who are responsible for integration of the curricula. At the end of the year students will have met all ministry requirements for English 11, Social Studies 11, PE 11 and \*Mathematics 11 and will receive 4 credits for each.

\*EDGE students can take one of three Mathematics courses within the program: Foundations of Math 11, Pre-Calculus 11 or Pre-Calculus 12.

**Fees charged:**

A fee of \$775 will be charged to each student. Funds cover cost of transportation, camp registrations and accommodations on all trips.

The hardship policy applies to all enrolled students.

**RE Mountain Secondary International Baccalaureate Programme****Grades:** 11 & 12**Current Enrolment:** 151 Diploma; 62 Certificate**Program:** Two Year

The RE Mountain Secondary International Baccalaureate Program is a two-year program of rigorous academic study that prepares students for university, often providing students with entry into second year directly from high school. Students in grades 11 and 12 participate in a globalized education that helps them develop intellectually, emotionally, physically and socially.

The program was initially founded in 1968 to help private international schools establish a recognized standard for articulation into university. Since then, the program has grown to include over 3500 schools in over 140 countries with over 1,000,000 students enrolled from ages 3-19 and is highly regarded by many universities including UBC.

Students are immersed in courses divided into six groups: Studies in Language and Literature; Individuals and Society; Mathematics; the Arts; Sciences; and Language Acquisition. These are woven together through a philosophical foundations course called Theory of Knowledge, an Extended Essay and opportunities to involve one's self in activities that promote creativity, physical activity and service. A student, who wishes, may take only one or more of the courses offered if there is space once diploma enrolment is complete.

To complete a course or the program, students must be enrolled for grades 11 and 12 as each course lasts for two years. Examinations are required in May of the grade 12 year and are marked externally to ensure world-wide validity and reliability in the grades produced. The program must be supported by a coordinator and requires that teachers receive training every five years in their discipline or when the curriculum changes. Often training is only offered in the southern United States.

**Fees Charged:**

The International Baccalaureate Organization charges member schools fees for registration of the program and for student exams.

RE Mountain Secondary charges \$600 per year in each of the grade 11 and 12 years of the Diploma program totalling \$1,200. Certificate students taking individual courses are charged \$200 for each course to the maximum of \$1,200 split over the two years towards the cost of exams.

These charges mitigate the cost of the International Baccalaureate program but are not full cost recovery.