



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

AGENDA

Tuesday, January 24, 2023
7:00 p.m.
Langley School Board Office

Pages

1. AUDIO VISUAL RECORDING (LIVESTREAMING) 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 - 9 |
| 4.2 | <u>COMMITTEE REPORTS</u> | |
| 4.2.1 | <u>EDUCATION/STRATEGIC PLAN COMMITTEE</u> | 10 - 10 |
| 4.2.2 | <u>FINANCE AND FACILITIES COMMITTEE</u> | 11 - 11 |
| 4.2.3 | <u>POLICY COMMITTEE</u> | 12 - 12 |
| 4.3 | <u>SCHOOL DISTRICT COMMITTEE REPORTS</u> | |
| 4.3.1 | <u>2SLGBTQ+ (Assistant Superintendent Lainchbury)</u> | 13 - 14 |
| 4.3.2 | <u>EMERGENCY PREPAREDNESS (Assistant Superintendent Moino)</u> | 15 - 18 |
| 4.4 | <u>COMMUNITY COMMITTEE REPORTS</u> | |
| 4.4.1 | <u>CITY OF LANGLEY ADVISORY DESIGN PANEL (Trustee Ward)</u> | 19 - 24 |
| 4.5 | <u>BOARD / AUTHORITY AUTHORIZED (BAA) COURSES</u> | 25 - 35 |
| 5. | <u>CONSIDERATION OF AGENDA</u> | |

Recommendation:
That the Agenda be approved as presented.

6. DELEGATIONS

- 6.1 LANGLY ENVIRONMENTAL PARTNERS SOCIETY (Amanda Smith, Agriculture Program Coordinator)

7. SUPERINTENDENT'S REPORTS

- 7.1 DISTRICT TRANSITIONS GOAL 36 - 45

Recommendation:
That the Board of Education receives the report on the District Transitions Goal for information, as presented.

- 7.2 LOCAL EDUCATION AGREEMENT 46 - 50

Recommendation:
That the Board of Education receives the report on the Local Education Agreement for information, as presented.

8. SECRETARY-TREASURER'S REPORTS

- 8.1 CAPITAL PROJECTS UPDATE 2022-2023 51 - 58

Recommendation:
That the Board of Education receives the report on Capital Projects 2022/2023 for information, as presented.

- 8.2 ANNUAL REVIEW OF TRUSTEE REMUNERATION 59 - 60

Recommendation:
That the Board of Education approves the increase of 6.3% effective January 1, 2023 based on the 12 month change in Canada Consumer Price Index (CPI) in accordance with Board Policy 7: Board Operation, section 11 and to update the salaries in Policy 7: Board Operation, section 11.1 with the new salaries.

9. POLICY COMMITTEE

- 9.1 POLICY 8: BOARD COMMITTEES 61 - 70

Recommendation:
That the Board of Education serves Notice of Motion to the District's education community and its education partner groups that it intends to adopt the revisions to Policy No. 8: Board Committees at the April 2, 2023 Regular Board Meeting.

- 9.2 POLICY 18: STUDENT TRANSPORTATION 71 - 73

Recommendation:
That the Board of Education serves Notice of Motion to the District's education

community and its education partner groups that it intends to adopt the revisions to Policy No. 18: Student Transportation at the April 2, 2023 Regular Board Meeting.

10. NEW BUSINESS

11. TRUSTEE COMMENTS

12. QUESTION PERIOD

Question Period is provided at Board Meetings. 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.

13. 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, December 13, 2022
Location: Langley School Board Office

Trustees Present:	Candy Ashdown	Chairperson
	Holly Dickinson	Trustee
	Charlie Fox	Trustee
	Joel Neufeld	Trustee
	Sarb Rai	Trustee
	Tony Ward	Trustee
	Marnie Wilson	Trustee
 Staff Present:	 Mal Gill	 Superintendent
	Brian Iseli	Secretary-Treasurer
	Woody Bradford	Deputy Superintendent
	Lisa Lainchbury	Assistant Superintendent
	Marcello Moino	Assistant Superintendent
	Shind Chand	Assistant Secretary-Treasurer
	Joanne Abshire	Communications Manager
	Judy Swanson	Executive Assistant
	Dale Vo	IT Manager, Infrastructure and Security
	Pol Babao	Technical Support Specialist 3
	Vincent Montefrio	Technical Support Specialist 2
 Partner Groups:	 Taylor Holoboff	 Vice President, CUPE 1851
	Tanya Kerr	LTA, President
	Ellen Bornowsky	LTA, Vice-President
	Darren Storsley	Vice President, LTA
	Kim Anderson	LPVPA President
	Alicia Rempel	President, DPAC

1. AUDIO VISUAL RECORDING (LIVESTREAMING) 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. We gather here tonight in an understanding of the importance of ya:yəstəl' (**y-eye yes tel**) /sq'eq'ó yoyes (**sckecka y-eyes**) (working together) and náčəʔmat (**not sa mot**) /lets'emó:t (**let sa mot**) (**uniting** ourselves with one mind, one heart) to ensure that we support and inspire all learners to reach their full potential."

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 legal and personnel.

4. CONSENT AGENDA

R22/12/13-01

Moved By: Trustee Fox

Seconded By: Trustee Neufeld

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

MOTION AMENDED

R22/12/13-02

Moved By: Trustee Wilson

Seconded By: Trustee Ward

That the Board of Education adopts the consent agenda items amended with the removal of Item 4.1: Consideration of Minutes (move to item 6) and Item 4.2.4: Policy Committee (moved to item 10.3) from the Consent Agenda.

CARRIED UNANIMOUSLY

4.1 COMMITTEE REPORTS

4.1.1 AUDIT COMMITTEE

4.1.2 EDUCATION/STRATEGIC PLAN COMMITTEE

4.1.3 FINANCE AND FACILITIES COMMITTEE

4.1.4 COMMUNICATIONS COMMITTEE

4.2 BOARD LIAISON COMMITTEE REPORTS

4.2.1 DISTRICT PARENT ADVISORY COUNCIL (Trustee Neufeld)

4.3 SCHOOL DISTRICT COMMITTEE REPORTS

4.3.1 ABORIGINAL / ya:ýəstəl' (Assistant Superintendent Moino)

4.4 COMMUNITY COMMITTEE REPORTS

4.4.1 CITY OF LANGLEY ADVISORY DESIGN PANEL (Trustee Ward)

4.4.2 TOWNSHIP OF LANGLEY RECREATION, CULTURE AND PARKS ADVISORY (Trustee Dickinson)

4.5 CORRESPONDENCE

5. CONSIDERATION OF AGENDA

R22/12/13-03

Moved By: Trustee Fox

Seconded By: Trustee Rai

That the agenda be approved as presented.

MOTION AMENDED

R22/12/13-04

Moved By: Trustee Fox

Seconded By: Trustee Wilson

That the agenda be approved as amended with the move of Item 4.1: Consideration of Minutes to Item 6 and Item 4.2.4: Policy Committee to Item 10.3.

CARRIED UNANIMOUSLY

6. CONSIDERATION OF MINUTES

R22/12/13-05

Moved By: Trustee Fox

Seconded By: Trustee Ward

That the minutes be approved as amended with the move of Mike Pue listed under trustees in the Sept 20, 2022 Regular Meeting minutes and Joel Neufeld's name in motions to be read as Trustee Neufeld in the Inaugural Meeting minutes.

CARRIED UNANIMOUSLY

7. PRESENTATIONS

7.1 TRUSTEE RECOGNITIONS

Former Trustees Rod Ross and Suzanne Perreault were both recognized for their time serving as a trustee of the Board of Education.

8. SUPERINTENDENT'S REPORTS

8.1 STRATEGIC PLAN 2023-2026 DEVELOPMENT

R22/12/13-06

Moved By: Trustee Fox

Seconded By: Trustee Dickinson

That the Board of Education receives the report on the development of the 2023-2026 Strategic Plan for information, as presented.

CARRIED UNANIMOUSLY

8.2 STUDENT AND FAMILY AFFORDABILITY FUND

R22/12/13-07

Moved By: Trustee Neufeld

Seconded By: Trustee Dickinson

That the Board of Education receives the report on the Student and Family Affordability Fund for information, as presented.

CARRIED UNANIMOUSLY

8.3 AMENDED DISTRICT CALENDAR 2022-2023

R22/12/13-08

Moved By: Trustee Neufeld

Seconded By: Trustee Rai

That the Board of Education approves the amended District Calendar for 2022-2023 as presented.

CARRIED UNANIMOUSLY

9. SECRETARY-TREASURER'S REPORTS

9.1 BUDGET PROCESS AND TIMELINES 2023-2024

R22/12/13-08

Moved By: Trustee Rai

Seconded By: Trustee Dickinson

That the Board of Education approve the Budget Process and Timeline (2023/2024 Preliminary Operating Budget) as presented.

CARRIED UNANIMOUSLY

9.2 FUNDING AND ENROLMENT UPDATE

R22/12/13-09

Moved By: Trustee Ward

Seconded By: Trustee Fox

That the Board of Education receives the Funding and Enrolment Update for information, as presented.

CARRIED UNANIMOUSLY

10. POLICY COMMITTEE

10.1 POLICY 13: APPEALS BYLAW

R22/12/13-10

Moved By: Trustee Fox

Seconded By: Trustee Wilson

That the Board of Education serves Notice of Motion to the District's education community and its education partner groups that it intends to adopt the revisions to Policy No. 13: Appeals Bylaw at the February 21, 2023 Regular Board Meeting.

CARRIED UNANIMOUSLY

10.2 POLICY 18: STUDENT TRANSPORTATION

R22/12/13-11

Moved By: Trustee Fox

Seconded By: Trustee Neufeld

That the Board of Education serves Notice of Motion to the District's education community and its education partner groups that it intends to adopt the revisions to Policy No. 18: Student Transportation at the February 21, 2023 Regular Board Meeting.

MOTION AMENDED

R22/12/13-12

Moved By: Trustee Wilson

Seconded By: Trustee Fox

That the Board of Education refer Policy 18: Student Transportation back to Policy Committee to investigate making changes to the language in 1.1.3.

CARRIED UNANIMOUSLY

10.3 POLICY COMMITTEE REPORTS

11. NEW BUSINESS

11.1 MOTION FROM TRUSTEE WILSON

R22/12/13-13

Moved By: Trustee Wilson

Seconded By: Trustee Ward

That the Langley Board of Education post the agendas for the Langley Board of Education's standing committees on the SD35 school district website a minimum of 24 hours prior to any standing committee meeting.

MOTION AMENDED

R22/12/13-14

Moved By: Trustee Neufeld

Seconded By: Trustee Dickinson

That the Board of Education refer the motion "That the Langley Board of Education post the agendas for the Langley Board of Education's standing committees on the SD35 school district website a minimum of 24 hours prior to any standing committee meeting." to the Policy Committee Meeting.

CARRIED UNANIMOUSLY

12. TRUSTEE COMMENTS

Trustees shared their wishes for everyone to have a Merry Christmas and Happy New Year. They recognized outgoing partner group presidents Houman Anasory, CUPE 1851 and Jennifer Johnson, CUPE 1260.

13. 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.

Questions were received from Evan regarding: Transportation Policy, enrolment update and school fees.

14. ADJOURNMENT

R22/12/14-14

Moved By: Trustee Fox

Seconded By: Trustee Wilson

That the meeting be adjourned at 9:08 p.m.

CARRIED UNANIMOUSLY

TRUSTEE CANDY ASHDOWN

BOARD CHAIR

BRIAN ISELI, CPA, CMA

SECRETARY-TREASURER



Education/Strategic Plan Committee Report

January 10, 2023 Meeting

At the January 10, 2023 Education/Strategic Plan Committee Meeting, the committee received reports on the following:

- School Liaison Officer Evaluation Process
- Langley Environmental Awareness Program
- Process for Development of New Strategic Plan



Finance and Facilities Committee Report

January 17, 2023 Meeting

At the January 17, 2023 Finance and Facilities Committee Meeting, the Committee received reports on the following topics:

- Secretary-Treasurer's Report – Financial Update
- Budget Update



Policy Committee Report

January 10, 2023 Meeting

At the January 10, 2023 Policy Committee Meeting, the committee discussed the following topics:

- Policy Committee Workplan
- Policy 8: Board Committees
- Policy 18: Student Transportation
- Annual Advocacy/Influence Plan
- Draft Policy for Submissions to BCSTA Annual General Meeting
- Board Self-Evaluation

Attendees:

Lisa Lainchbury	SD35 Assistant Superintendent, Chair
Jessica Bain	SD35/LPVPA
Magdy Ghobrial	SD35 District Principal Wellness & Diversity
Holly Dickinson	Trustee – Board of Education
Kristen Faulkner	DPAC
Jodi-Rae Stiglic	DPAC
Marla Coulas	Secondary School Counselling
Marcela Villaca	Restorative Action Program - CJIBC

Regrets:

Chief Marilyn Gabriel	Kwantlen First Nation
Janine Orlando	LTA/Middle School Counselling
Darren Storesley	LTA
Amanda Dornan	CUPE 1260
Carey Schafer	CUPE 1851 President

1) Welcome & Introductions**2) Guidelines Draft -**

Sent out to all attendees. Minor changes to be made to made, including reference to AP, and name of committee to 2SLGBTQ+. Please send any additional changes to Jessica Bain by December 15, 2022
jbain@sd35.bc.ca

3) Committee Name Update

Request committee name change from LGBTQ+ to 2SLGBTQ+ - this gone through Kwantlen First Nation, but now will be presented to the Board on January 10 at Education Strategic Board Meeting.

4) Washrooms

Initial survey went to all schools for the purpose of determining current and possible gender-neutral washrooms in K-12 schools. Additional information is being gathered through a follow up survey about work needing to be done in order to have a gender-neutral washroom in schools. Some schools are without a gender-neutral washroom right now, and those are our priority. Long term solutions will need funding support, and some sites are not suitable for conversion, needing a larger long-term plan for conversion.

Other notes:

General question for school: How often do we get push back? Are parents in a good place as far as the work we are doing in schools? Are there pockets of hate?

Makes a big difference to have it in the curriculum. This is what we do as a district, this is us, this is our system. This is how we operate. Conflict occurs over intersection, specific issues, but not in general.

5) MyEd question

Gender and gender identity designation. Drop down only allows for M or M. Is there an option so people can see the pronoun change is this happening? Is there an icon for gender affirming?

Magdy received an email saying we could use “x” in MyEd from Ministry. Marla, Jessica, Magdy and a computer operator will meet to discuss what is the best way to fix this.

6) GSA's

Brookwood wants to connect with other GSA's. Some are not wanting it at all. Some students don't want the attention or to out themselves. We could check in and see what is wanted with the individual GSA's. For example, LEC has no GSA so being able to connect with other youth is not possible and they would need to connect other ways.

7) Diversity and Respect Binder

To go into Teams for 2SLGBTQ+ committee to access.

Name change form - school cash online not on there so if this can be added on the rough draft.

2SLGBTQ+ Committee - all good with being part of directory to be made by Jessica. As well, all ok to be on Teams.

Meeting adjourned.

Next Meeting: January 23, 2023 - 4:00pm

Attendees:

Marcello Moino	SD35 Assistant Superintendent, Chair
Jo Abshire	SD35 Communications Manager
Tristan Schaufler	SD35 Director of Facilities, Transportation, and Capital Projects
Joel Neufeld	Board of Education - Trustee
Neil Powell	LPVPA
Tanya Kerr	LTA
Resha Sabti	DPAC

Regrets:

Karen Wagner	SD35 Manager, Energy, Environment & Special Projects
Megan Duke	SD35 Occupational Health and Safety Manager
Shawna Lorrie	DPAC

Welcome/Opening:

Land Acknowledgement – Marcello Moino started the meeting with the acknowledgment of the territories on which the Langley School District resides.

Agenda – Marcello provided an overview of the agenda and gave committee members an opportunity to add anything further to discuss.

Introductions – All committee members briefly introduced themselves. There are some new members on the committee for this term.

Terms of Reference – Marcello reviewed the Terms of Reference for the committee. Marcello stated this was meant to be reviewed on an annual basis. The review sparked some discussion and questions. The questions included the following:

- Why do the Terms of Reference not include a trustee? (Joel Neufeld)
- Why are CUPE (1260/1851) members not represented? (Tanya Kerr)
- Why is there only one DPAC member at the meeting and not two? (Resha Sabti)
- Why do the Terms of Reference not include a timeline? (Tanya Kerr)
- Is this an advisory committee for (DLT) District Leadership Team? (Joel Neufeld)

Marcello said he would be following up on these questions.

Other comments made:

Tristan Schaufler explained Karen Wagner's role is to sit on the committee as she is part of capital projects. Neil Powell explained the purpose of the committee based on how it has functioned in the past and how questions from the committee go to DLT for consideration.

Jo Abshire concurred with Neil and added that in relation to a timeline, the only standard is that there should be 4 meetings in a school year. Due to changes with the Board, there was no September meeting.

COVID-19 Update – Marcello provided the latest update from the BCCDC which pointed out no set period of isolation in the event an individual is sick with COVID. He said the language points to a "person stays at home

until fever resolved” and encouraging immunization. As has been the case for the last few years, the District is continuing to report significant number of absences to Fraser Health but there is no further action. The District is continuing to rely on the guidance of Fraser Health. Administrators are continuing to send absent rates that are above 10 per cent to the District. Marcello asked the committee, if moving forward, the committee needs to include COVID-19 and/or communicable disease updates as part of the agenda. He noted, communicable diseases have not been a part of emergency preparedness prior to COVID-19. This prompted a discussion about Emergency Preparedness meetings versus Health and Safety meetings. Tanya confirmed that communicable disease updates are discussed in staff health and safety meetings. Resha noted DPAC does not attend staff health and safety meetings. Joel had a question about functional closures and if there was a threshold number. Marcello responded that there is not a number, and it is dependent on various factors including number of staff absent and the inability to operate a school due to staff capacity.

After the discussion, the committee agreed the topic of COVID-19 and communicable diseases did not need to be an agenda item in the future.

Lockdown – Marcello summarized the lockdown which took place on November 4th, 2022, at Walnut Grove Secondary (WGSS). He explained, at 9:23am staff at WGSS called 911 when they observed someone at the school with a gun and within minutes RCMP arrived and met with the administrator outside. The school was immediately put into a lockdown. Information came to the office that it could be a staff member that had a decommissioned artefact from WW1 and that could be the person on the scene. Police followed their procedures in a lockdown, room by room sweep, found the individual and confirmed with the staff who called 911. The incident was resolved, and the lockdown was cancelled about 50 minutes after lockdown began. Marcello acknowledged the impact on students, staff, and the community, and noted the school and District are taking the situation very seriously. He described the actions taken after the incident in relation to supporting students impacted. District staff met with RCMP to discuss the incident and how to make improvements in the future. The RCMP acknowledged they were very impressed with the WGSS administration, staff, and students in their cooperation during the lockdown. Marcello explained the process of how the Emergency Operations Centre gets activated and operates in times of crisis and emergencies. He also highlighted that the District is hiring a third party who specializes in emergency response to review the incident to help guide Admin procedures and make any recommendations, if needed.

Tanya asked why administrators were not aware of the lockdown. Marcello explained how the school was already in lockdown which is why staff were not answering the phone calls from police. To help in this situation in future, Marcello said it was recommended that RCMP have administrator cell phone numbers to contact them directly in the future.

Lockdown Communications – Jo Abshire outlined the communications during and after the lockdown. She noted there was no communications shared with the community as it was happening, as there was limited information available. All that was confirmed was that there was a lockdown at Walnut Grove Secondary, and that RCMP were on scene. Once the incident was resolved, communications was sent to families and all District communications channels at 10:25am. Additional communications was shared after school to those directly impacted with language explaining what happened and expressing regret. Communications was also provided to local and regional media. Jo explained what was learned and what actions would be taken moving forward in relation to communications. Communications will be shared right away in a lockdown incident, at the very least, share the facts confirming there is a lockdown, at a school, with police on scene. Other actions to improve communications include communicating what the different emergency procedures are in advance (education around hold & secure vs. lockdown) as well as standardizing communications processes in consultation with the District Leadership Team (e.g., determining when to use SchoolMessenger).

DPAC Rep Resha had a few questions related to the lockdown:

Why did hold & secure letters get sent at the end of the day and not in the morning?

Why didn't the staff member tell the administrator about the project?

Why wasn't there an internal staff communications system?

Jo responded by explaining what tends to happen in a Hold & Secure and how they are not as serious if the issue occurs outside of the school with students and staff are safe inside. Jo said it is usual practice for letters regarding Hold & Secure incidents to be sent at the end of the day. She noted that this practice would be reviewed. There was discussion around the use of the District website and social media community pages. Jo outlined it is best practice to relay information on District accounts as it is a trusted source and that community pages would not be considered.

Further discussion about the lockdown included other recommendations such as the need for staging areas. Marcello told the committee that the investigation by the third party is ongoing but there is no timeline for the report to be completed.

Emergency Drills – Marcello explained the minimum number of drills, the type of drills, and the process of ensuring they are completed. For accountability purposes, administrators report to the District when drills are completed.

Controlled Release of Students – Marcello explained the Controlled Release drill and how it was conducted by a few of our Walnut Grove Family of schools. The controlled release of students is a process whereby students are reunited with their families in an emergency (e.g., earthquake). Parents pick up their child, school staff verify who is authorized to pick them up, and they get signed out/released. The goal is for all the WGSS Family of Schools (elementary level) to complete the drill by the end of January 2023. The goal is to have all schools complete it by the end of the school year. The committee was shown a video that provided viewers a sense of what a control release drill looks like. It was mentioned that Lynn Fripps has completed the exercise a few years ago with the whole school which ended up being very time consuming. Committee members also discussed the importance of the Reunification Form and for families to fill them out in a timely manner.

Joel had a question about students who are able to walk to and from school on their own, would they be doing this in an emergency. Jo confirmed that in an emergency, elementary students would not be able to walk home on their own. She explained how in a past incident at RCG, students (even intermediate level) were only allowed to walk home if staff called the family to confirm consent to do so.

Further discussion continued around the timing and frequency of the controlled release drill. It was noted that the plan was for all schools to complete once per year and staff will be consulted as to when it should take place. It is currently not mandated to do this type of drill, but it is an additional measure to ensure health and safety in an emergency. It was also agreed that more videos outlining and explaining these drills should be considered to help educate families.

Emergency Radios – Marcello provided the background around the purchase of the radios and the infrastructure upgrades over time (e.g., antennae). The radios have been in place in schools for two years. They have not been operating consistently due to various challenges. Through testing, it has been determined that there are still at least a dozen schools that are experiencing challenges with the radios (tech and human error). The District will continue to work with the service provider to trouble shoot and find solutions. To help educate staff on the use

of radios, it was suggested to create an instructional video. Jo explained there was an instructional handout provided and a video could be considered.

Tristan provided comments around hiring or bringing in an established emergency preparedness program that includes staff orientation and would require funding. Marcello and Jo alluded that this suggestion may be similar to the EOC training which is expected in January.

EOC training – Marcello gave a brief overview of the EOC (Emergency Operations Centre) and how it functions. He explained how each staff person in the EOC has designated roles and duties. The District has hired a contract person who has worked with the Vancouver School Board on developing their emergency preparedness plan to conduct training which is expected in January. The training is aimed at educating staff about their roles, how the EOC functions, using simulations.

Tristan commented on how the operations system should include extensions, as in the work of the School Board Office in connection to school sites, dealing with parents and the community. Marcello and Jo alluded that this training should cover managing emergencies that involved sites and not just the School Board Office. Jo noted that this training will also be an opportunity to determine if additional training is needed and specific to individual EOC roles.

Emergency Phone Lines – Jo explained that IT and maintenance work took place in the summer to ensure that each school had a functioning emergency phone line. As part of school start up procedures, schools were asked to test the emergency phone lines in Fall 2022. Instructions and procedures were developed and shared with administrators. To date, approximately half of schools have completed tests. These tests will be completed once annually at the least. She explained that in addition to procedures, communications processes and messaging was relayed to schools.

Tristan provided background information about the phone infrastructure. He said schools have old copper phone lines and all that was needed is for them to be activated to have them function. Schools now use Microsoft TEAMS as their phone system. There are six schools which will be demarked of these old phones.

Next Meeting: January 23, 2023



**MINUTES OF THE
ADVISORY DESIGN PANEL**

**HELD IN TIMMS COMMUNITY CENTRE
MULTI-PURPOSE ROOM #2**

**WEDNESDAY, July 13, 2022
AT 7:00 PM**

Present:	Councillor Rudy Storteboom (Chair) Councillor Nathan Pachal (Co-Chair) Wendy Crowe Matt Hassett Leslie Koole Johnnie Kuo Chad Neufeld Scott Thompson Cst. Peter Mann
Absent:	School Trustee Shelley Coburn Clark Kavolinas Ella van Enter
Guests:	Councillor Albrecht
Staff:	C. Johannsen, Director of Development Services R. Beddow, Deputy Director of Development Services A. Metalnikov, Planner P. Kusack, Deputy Corporate Officer

The Chair began by acknowledging that the land on which we gather is the traditional lands of the Coast Salish People including the Katzie, Kwantlen, Matsqui and Semiahmoo First Nations.

1) AGENDA

Adoption of the July 13, 2022 agenda.

It was MOVED and SECONDED

THAT the agenda for the July 13, 2022 Advisory Design Panel be approved.

CARRIED

2) **MINUTES**

Adoption of minutes from the June 22, 2022 meeting.

It was MOVED and SECONDED

THAT the minutes of the June 22, 2022 Advisory Design Panel be approved as circulated.

CARRIED

3) **DEVELOPMENT PERMIT APPLICATION DP 07-22** **ZONING BYLAW AMENDMENT APPLICATION RZ 04-22**

Proposed 6-storey, 84-unit apartment development located at 5302 – 200 Street; 20011, 20021, 20031 – 53 Avenue; 20030 – 53A Avenue.

Mr. Anton Metalnikov, Planner, spoke to the staff report and provided a brief overview of the Development Permit application.

There was a brief discussion about three single family homes located north of the subject properties and there was an inquiry if they would be orphaned if this development proceeds as proposed. Staff noted that if the three properties are assembled, the development would be large enough to proceed on its own.

The applicant team entered the meeting:

- Fred Adab, Architect, F. Adab Architects Inc.
- Gurvinder Dhillon, Developer, Red Cardinal Homes 2021 Inc.
- Karamveer Dhillon, Developer, Red Cardinal Homes 2021 Inc.
- Rod Maruyama, Landscape Architect, Maruyama & Associates
- Aman Grewal, Civil Consultant , Centras Engineering Ltd.

Mr. Adab presented the application, providing an overview of the development with details about the following:

- Project context
- Floor plans
- Site Access
- Pedestrian Access from 53 Ave
- Landscaping
- Amenities
- Underground parkade/ Recycling/Garbage/ Bike Storage
- Unit mixes: Studio, 1 bedroom, 2 bedrooms, 2 bedrooms & den, 3 bedrooms. Recessed 6th floor
- Roof plan
- Project statistics, rezoning requirement, no variances

- Renderings
- Façade
- Elevations
- Building materials, colours, exterior finishes
- Shadow analysis
- Sustainability and green measures
- CPTED report and incorporation of recommendations therein

Mr. Maruyama provided information on the landscape plan identifying the following:

- Planting buffers
- Access
- Fencing
- Bike parking
- Paving stones
- Individual privacy planting/ambiance
- Dense, tiered plantings
- Coniferous and deciduous plantings
- Walkways & courtyard
- Landscape lighting throughout the site
- Green roof

Mr. Grewal provided information about the proposed offsite works including a multiuse path, sidewalks, and stormwater management.

Panel members provided feedback on the form and character of the development and discussion took place about the following:

- The north face was lacking the same character as the other three sides of the building. It needs more attention.
- The use of brick was favoured, suggested that the colour could be darker.
- Large decks were very nice, although could use more cover.
- A suggestion was made to wrap the black colour around the back.
- Balcony privacy is important. With just a glass partition between the units it isn't very private. A suggestion was made to make the transition between spaces more opaque or use an aluminum product to improve privacy.
 - The applicant noted in terms of the roof and decks they can extend the overhang to cover a portion of the roof decks.
- West elevation from 200th Street has a lot of massing in a light colour, suggested picking up a darker colour at the base to enhance the view from 200th Street. Bracket the light colour in dark colours.
- Consider moving the accessibility parking closer to the elevator in the south drive isle.
- North side has too much grey and white

- The narrowest part of the building facing 200th Street is very monolithic and it will be viewed the most due to high volume traffic from that side. Any surface treatment to break up the column would be beneficial.
 - The applicant noted that more windows could be incorporated to break it up
- If building air conditioning and heat pumps will not be incorporated at the development stage it was strongly encouraged that vents be incorporated to allow the installation of portable air conditioning units in the individual residential units.
- Consider going above the building code for sound proofing for units where living rooms are back-to-back with a bedroom of the neighbouring unit to minimize the sound transfer.
- Consider roof treatments that minimize noise transfer from rooftop decks to lower residential floors.
 - The applicant noted that a heavy insulation will be used but agreed to add one layer of drywall to assist with reducing noise transfer.

The following additional comments were made:

- The building will be strata market housing
- EV charging stations have been incorporated
- Parking ratios are consistent with shoulder rates being brought forward in the new zoning bylaw
- All units / corridors are accessible by ramps to/from the lobby and the elevator
- The green roof will have automated irrigation with a moisture sensor to allow for adequate irrigation. Materials are low profile and tolerate green roof conditions well.
- The whole site is fenced with gates, and windows are secure.
- Visitor parking spaces are in the parkade, which is secured with gates
- There is no street parking in front, delivery trucks must enter the property from the rear to access the loading bay
 - Staff noted that there may be an opportunity for on street parking on the eastern side of the property.
- Every parking spot has conduit to allow for future EV wiring.

The applicant team left the meeting.

Panel members further discussed the following:

- Shadow studies are intended to determine shadows on parks and outdoor public amenities not on private property.
- Staff will check with Engineering if the proposal goes to a public hearing to determine if other properties are building the multi-use path on 200th Street now or later.

The Panel compiled a list of recommendations for the applicant.

It was MOVED and SECONDED

THAT

1. The ADP receive the staff report dated June 28, 2022 for information; and
2. The ADP recommends the applicant give further consideration to the following prior to the application proceeding to Council:
 - a. Review opportunities to revise the north and west elevations to create a more cohesive façade with additional visual interest on the northwest façade
 - b. Enhance balcony weather protection
 - c. Provide more opaque balcony separation screens for additional privacy
 - d. Improve the accessibility of the outdoor area to the north
 - e. Move accessible parking spaces closer to elevator lobby
 - f. Consider the comparative benefit of the green roof in relation to solar panels (including pre-wiring) and other heat gain mitigation, and review it for financial, operational, and maintenance feasibility
 - g. Consider providing venting/ducting to facilitate portable air conditioner installation by residents
 - h. Review sound attenuation enhancement opportunities, with regard to street noise as well as between units with living room/bedroom interfaces and overhead decks and consistent with applicable OCP DP Guidelines

BEFORE THE QUESTION WAS CALLED staff noted that they will discuss the maintenance issues and associated costs that could arise with the proposed green roof.

THE QUESTION WAS CALLED and same was

CARRIED

4) NEXT MEETING

To be determined.

5) **ADJOURNMENT**

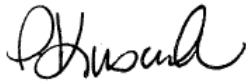
It was MOVED and SECONDED

THAT the meeting adjourn at 8:35 pm.

CARRIED



ADVISORY DESIGN PANEL CHAIR



DEPUTY CORPORATE OFFICER

STAFF REPORT

DATE: January 24, 2023

TO: Board of Education

FROM: Mal Gill, Superintendent of Schools

RESOURCE: Marcello Moino, Assistant Superintendent
George Kozlovic, Director of Instruction

SUBJECT: Board/Authority-Authorized Courses

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:

- Rugby Academy 10
- Rugby Foundations 10, 11, 12



Board/Authority Authorized Course: Rugby Foundations 10/11/12

School District/Independent School Authority Name: Langley School District #35	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD35, Authority #
Developed by: Stuart Crowley	Date Developed: September 2022
School Name: DW Poppy Secondary	Principal's Name: Diane Smillie
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Rugby Foundations 10/11/12 (RF 10/11/12)	Grade Level of Course: 10/11/12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Participation on school/club rugby team, and recommendation of teacher.

Special Training, Facilities or Equipment Required: Teacher must have education and experience in kinesiology/human kinetics and be certified at World Rugby Level 2 and NCCP Competition-Introduction certified.

Facilities: Playing field(s) of either a natural grass or World Rugby-approved artificial turf surface (ideally both); gymnasium space; classroom space.

Equipment: Rugby balls, cones/pylons, pinnies, scrum machine, tackle shields & pads, tackle suits; iPad (or similar) and projector with speakers for video feedback; electronic timing gates.

Course Synopsis: Rugby Foundations 10/11/12 (RF 10/11/12) will develop athletic ability and physical literacy while providing a gateway to social or professional involvement in lifelong physical activity and its attendant benefits. The physical literacy focus will be on the fundamental skills of the sport of rugby union (run, carry, evade, pass, catch, kick, tackle), along with a focus on the four National Key Themes identified by

Rugby Canada: run, pass, catch; ball out of contact; tracking & tackling; and breakdown & clear out. As well as these technical components, students will improve their understanding of team strategies and tactics. Additionally, students will gain recognized certifications as both entry level referees and community coaches, while learning the laws, history, cultural significance, and potential employment opportunities of rugby. Students will also learn about how to appropriately prepare for competition in sport, including a program of strength and conditioning, nutrition, psychological skills, general athletic skills, and sport-specific skills, in addition to team training. Ultimately, students will apply these skills to a series of match scenarios, which will be accompanied by debrief, reflection, and goal setting to scaffold ever-improving achievement.

Rationale and Goals:

Rationale

RF 10/11/12 is designed to develop citizens who are well versed in and demonstrate the values that are inherent to sport; moreover, learners will develop values that are unique among sports to rugby (from the World Rugby website):

- Integrity – Integrity is central to the fabric of the game and is generated through honesty and fair play.
- Passion – Rugby people have a passionate enthusiasm for the game. Rugby generates excitement, emotional attachment, and a sense of belonging to the global rugby family.
- Solidarity – Rugby provides a unifying spirit that leads to life-long friendships, camaraderie, teamwork, and loyalty which transcends cultural, geographic, political, and religious differences.
- Discipline – Discipline is an integral part of the game both on and off the field and is reflected through adherence to the laws, the regulations and rugby's core values.
- Respect – Respect for team-mates, opponents, match officials, and those involved in the game is paramount.

This course supports the Core Competences in several ways. Learners will improve their Communication skills as they connect and engage with their coach and teammates. The novelty and intricacy of the techniques and tactics presented in the course will require students to interpret the information as they acquire it. Learners' success in implementing the skills they have acquired will be highly dependent on their collaboration to plan and carry out these skills, while reviewing, recounting, and reflecting on their performance will allow for steady improvement.

Personal and Cultural Identity, Personal Awareness and Responsibility, and Social Responsibility will all be addressed in the course as well. Adherence to and respect for the laws of rugby demands that participants solve problems peacefully, even in the face of physicality. One of the main drivers of rugby is its inclusivity; the diversity that results from this inclusivity will expose learners to a wide array of people and identities and will allow them to build meaningful relationships with these people. As fledgling coaches, students in this course will learn about their personal values and choices along with their strengths and abilities, and how these allow them to relate to others and contribute to their community. As well, RF 10/11/12 aims to have learners be advocates for their own success, by helping them to set goals and persevere to achieve them, and by helping them to use the knowledge in the course to manage their personal well-being.

Both Creative and Critical Thinking are supported in RF 10/11/12 as well. While there is a framework of knowledge to work within, creativity in developing skills and making decisions on the field is highly valued, and the generation and development of ideas with novelty and value is strongly encouraged. As learners progress, so will their critical thinking skills. They will be asked to analyze and critique their performances, to

question and investigate solutions to problems and methods for improvement, and develop and design tactics, practice plans, performance plans, etc.

RF 10/11/12 makes cross-curricular connections by including elements of leadership training and experience; exploring the history of rugby and its spread through colonialism, along with its impact on indigenous cultures and the role rugby plays within them; understanding the role and value of rugby (and sports in a broader sense) in our society; exploring the similarities and differences of the impact of rugby on various societies world-wide; learning the post-secondary educational opportunities and employment opportunities that are connected to rugby and sport in general; introducing learners to elements of psychology and mental skills training in pre-performance, performance, and post-performance; and enhancing various aspects of physical literacy and performance.

By the end of the course, learners will have an improved understanding of the skills and habits necessary for improved athletic preparation and performance. Successful participants in this course will demonstrate the values inherent to rugby and will be better citizens for it. Connections will be made in the community to local rugby clubs, universities, and provincial/national sporting organizations. This knowledge will allow students to be effective participants and leaders in their sporting community. RF 10/11/12 focuses on knowledge and competencies that will support the learner in their participation, enjoyment, and progress in their sport, as well as in obtaining refereeing and coaching certifications that will contribute to their knowledge of and potential employment in this sport as well.

Goals

Students will:

- Develop the knowledge and skills necessary for student-athletes to be effective participants and leaders in their sport and recreation.
- Develop the maturity and responsibility necessary to contribute to and positively influence their athletic development.
- Understand aspects of training and preparation (including strength & conditioning, mental skills, and nutrition) and how these aspects impact athletic performance.
- Understand the culture, history, and laws of rugby.
- Obtain certifications in community coaching, entry-level refereeing, and concussion recognition and management.

Grade Level Progression

Course Name	Rugby Foundations 10 – 120 hours	Rugby Foundations 11 – 120 hours (scaffolding upon RF 10)	Rugby Foundations 12 – 120 hours (scaffolding upon RF 11)
Key Foci of Course	1. Skill Development: Grip, carry, evade, pass, catch, tackle 2. Tactical Development: Individual and small group tactics (i.e., 1v1, 2v1, 3v2, 3v3 decision making)	1. Skill Development: Clearout, kick, scrummage 2. Tactical Development: Unit and sub-unit tactics (forwards & backs; tight five, back row, halfbacks, centers, back three)	1. Skill Development: Position specific skills (place kicking, lineout throwing, etc.) 2. Tactical Development: Team tactics (attack, defense, set piece, restarts, penalties)

	3. Social Impact: Local clubs and competitions; regional competitions; inter-provincial competitions 4. Coaching & Leadership: Rugby Ready certification; Concussion Awareness Certification; Laws of the Game test; working with feeder elementary schools in PHE classes 5. Health & Safety: Proper form and technique for contact (tackling, rucking, scrummaging); understanding laws regarding contact situations	3. Social Impact: international competitions; history of rugby, relationship between colonialism and rugby 4. Coaching & Leadership: Rookie Rugby coaching certification; coaching elementary flag/touch rugby leagues 5. Health & Safety: Proper form and technique for contact (tackling, rucking, scrummaging); understanding laws regarding contact situations	3. Social Impact: professional competitions worldwide; post-secondary and professional opportunities in rugby 4. Coaching & Leadership: World Rugby Level 1 Match Official certification: refereeing elementary and middle school 7's and 15's matches 5. Health & Safety: Proper form and technique for contact (tackling, rucking, scrummaging); understanding laws regarding contact situations
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Declaration of First Peoples' Principles of Learning:

- RF 10/11/12 supports the development and well-being of self (both physically and socially) and of the community.
- This course takes the view that engagement and learning in sport is holistic, reflexive, reflective, experiential, and relational.
- RF 10/11/12 encourages learners to take a great deal of responsibility for and control of their development and learning, and asks that learners recognize the outcomes or consequences (either positive or negative) of their actions, or lack of actions.
- Learning in RF 10/11/12 is embedded in memory, history, and story.
- We recognize that in RF 10/11/12, the development of rugby skills, and the mental processes that accompany them, will involve patience and time.

Declaration of Aboriginal Worldviews and Perspectives:

Inherent in the values of rugby are both inclusiveness and equality. Amongst the 15 athletes on the field for any given team, there is a place for everyone, regardless of physical stature or any other markers of individuality. The learners are necessarily at the center of the instruction taking place; indeed, it is only the learners themselves who can impact their success in their matches. And there is no place for racism or any other type of bigotry within the team. The success a team experiences will correlate strongly to the bond forged between the athletes and the sense of family they foster amongst themselves.

This ties in directly to the characteristic of Connectedness and Relationship. With 15 players on the pitch, and up to 30 or more on the roster, rugby is a game heavily dependent on the interactions and relationships amongst teammates. As the teams' success will be largely predicated on the degree to which they are familiar with one another's tendencies on the pitch, it is to the teams' benefit that there are strong relationships in place.

Another characteristic that this course will strongly promote is Engagement with the Land, Nature, and the Outdoors. As a game played outdoors year-round, in all types of conditions, learners will have the benefit of being outside much of the time, enjoying and connecting with the natural world around them.

Emphasis on Identity is a characteristic that will be addressed. The history of rugby and its place in society will be addressed; learners will understand the origins of the sport and how it has impacted various indigenous communities around the globe. As a result, learners will come to understand that markers of identity can extend into matters of sport as well.

From a coaching perspective, the Power of Story will be a key characteristic that will be integrated into this course. Not only will the teacher and any guest coaches rely heavily on oral storytelling to illustrate key points, but the learners will also become familiar with the Power of Story as they begin their own coaching practice and as they communicate ideas to their teammates and athletes.

As much as any of these characteristics, RF 10/11/12 will rely on Experiential Learning. Indeed, the acquisition of physical skills is heavily dependent on hands-on, repetitive practice. Learners will then have the opportunity for practical applications of learning during match scenarios.

In addition, RF 10/11/12 aims to address the Attributes of Responsive Schooling by:

- Acknowledging the importance of the role of the teacher (and coach).
- Focusing on a positive, learner-centered approach.
- Allowing for flexibility in the way this class is offered and configured.
- Having a learning environment and resources that learners can take ownership of.

BIG IDEAS

Participation in rugby is a valuable, rewarding, healthy, life-long endeavor.

Rugby can provide opportunities for personal enrichment, including **social development** and employment opportunities.

Proficiency in rugby, including skill acquisition and physical development, takes place over the long term.

Sports, including rugby, have **values** inherent in them that improve us as citizens.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Skill Development</p> <ul style="list-style-type: none"> • Set skill development goals and pursue them in accordance with an Individual Performance Improvement Plan (IPIP). • Practice, seek feedback on, and refine rugby-specific skills. • Monitor progress toward goals and adjust performance and outcome as necessary. • Understand and take part in the pathway to elite level rugby, including regional, provincial, and national identification and development opportunities. <p>Tactical Development</p> <ul style="list-style-type: none"> • Be aware of the responsibilities of the various positions in both 7's and 15's codes. • Understand set piece play, including scrums, lineouts, penalties, and starts/restarts. • Understand various attack patterns, including running and kicking patterns. • Understand various defensive patterns and strategies. <p>Social Impact</p> <ul style="list-style-type: none"> • Understand the social and economic effects of the spread of rugby globally, including major competitions. • Understand the history of the game, including the impact of colonialism and the associated spread of sport. • Demonstrate awareness of social and competition opportunities in the community, nationally, and internationally. • Research employment opportunities globally within the rugby community. <p>Coaching & Leadership</p> <ul style="list-style-type: none"> • Prepare and conduct age-appropriate training sessions for youth. • Take a leadership role within their own team/cohort. • Prepare for and certify in entry level coaching. • Prepare for and certify in entry level refereeing. 	<p><i>Students are expected to know the following:</i></p> <p>Skill Development</p> <ul style="list-style-type: none"> • Fundamental skills of rugby • National Key Themes • Principles of rugby • Long Term Athlete Development (LTAD) model for rugby athletes <p>Tactical Development</p> <ul style="list-style-type: none"> • Laws of Rugby <p>Social Impact</p> <ul style="list-style-type: none"> • The major rugby playing nations in both 7's and 15's • Major competitions globally <p>Coaching & Leadership</p> <ul style="list-style-type: none"> • Rookie Rugby guidelines <p>Health and Safety</p> <ul style="list-style-type: none"> • Recognize and Remove concussion protocol • Return to Play concussion protocol

Health and Safety

- Demonstrate knowledge of the benefit of strength and fitness training.
- Understand the basics of nutrition, including planning and adhering to a balanced diet suitable for athletic performance.
- Understand the basics of responding to sport-related medical emergencies, including concussion.

Big Ideas – Elaborations

Social development – The ability to connect with others and participate in events requiring commitment which bestows a sense of value and belonging.

Values – Inherent to many sports, particularly rugby, are values to which participants adhere to maximize their enjoyment of the sport and uphold what it stands for. In rugby, the inherent values are integrity, passion, solidarity, discipline, and respect.

Curricular Competencies – Elaborations

Major competitions – including the World Cup, the Rugby Championship, the Six Nations, international tests, the World Junior Rugby Championship, the World Junior Rugby Trophy, the Americas Rugby Championship, as well as familiarity with various professional leagues throughout the world.

Curricular Content – Elaborations

Fundamental skills of rugby – Run, carry, evade, pass, catch, kick, tackle.

National key themes – Run, pass, catch; ball out of contact; tracking and tackling; and breakdown and clear-out.

Principles of rugby – Contest possession; go forward; provide support; create continuity; apply pressure; score points.

Laws of rugby – the codified set of rules that govern how the game is played; includes variations for 15's, 7's, and age-grade (from mini through U19).

Rookie Rugby – Rugby Canada's introductory flag rugby program for youth.

Long Term Athlete Development (LTAD) – The Canadian Sport for Life organization's multi-stage training, competition and recovery pathway which guides an individual's experience in sport and physical activity.

Recommended Instructional Components:

- Direct instruction
- Indirect instruction
- Questioning
- Video feedback and analysis
- Modelling
- Guided inquiry
- Group work
- Analysis of and reflection on Individual Performance Improvement Plan (IPIP) and journal entries
- Analysis of professional/international rugby matches

Recommended Assessment Components:

- One-on-one conferences checking progress and completion of goals within IPIP's
- Skills assessments
- Fitness testing
- Research assignments
- Journaling

Learning Resources:

- National Coaching Certification Program: Community Initiation (Contact)
- Rugby Canada: Rookie Rugby
- Rugby Canada: National Key Themes
- World Rugby: Rugby Ready
- World Rugby: Concussion Awareness for General Public
- World Rugby: Level One Officiating 15's
- World Rugby: First Aid for Rugby
- Canada Sport for Life: Long Term Athlete Development Model
- Trinity Western University: Andrew Evans, Director of Rugby (andrew.evans@twu.ca)
- University of British Columbia: Curry Hitchborn, Men's Head Coach (curry.hitchborn@ubc.ca) and Dean Murten, Women's Head Coach (dean.murten@ubc.ca)
- University of Victoria: Scott Manning, Men's Head Coach (vikesmrug@uvic.ca) and Brittany Waters, Women's Head Coach (vikeswrug@uvic.ca)
- Bill Chamberlain, Rugby Canada U18 Boys Head Coach (bchamberlain@stgeorges.bc.ca)
- Darcy Patterson, Rugby Canada Women's 7's Team Manager and BC Rugby Elite 7's Girl's Head Coach (dpatterson@bcrugby.com)
- Adam Roberts, Rugby Canada U20 Men's Head Coach and BC Rugby Elite 7's Boy's Head Coach (a_roberts@surreyschools.ca)

Additional Information:

Sample Individual Performance Improvement Plan attached.

Rugby Individual Performance Improvement Plan (Prop)

NAME: _____

DATE: _____

WHAT IS MY VISION? _____

WHAT MOTIVATES ME? _____

Fill out the following table using the colour code system for each of the areas under each pillar (technical, tactical, physical etc.). Then write a few notes for the areas you will concentrate on under "FOCUS AREAS." If you are not sure, or if you need some help, talk with key people (coaches, parents, friends, girlfriend/boyfriend, teachers, etc.).

COLOUR CODE KEY: Weakness Adequacy Strength

TECHNICAL	TACTICAL	PHYSICAL		NUTRITION	PSYCHOLOGICAL	HOLISTIC/ LEADERSHIP
Scrum	I understand my position’s responsibilities in a variety of situations.	Strength-lower	Strength-upper	Body weight	Performance readiness – I consistently prepare mentally and am ready to play and train at a high level.	Self-awareness – I’m aware of personal strengths and deficits and work to improve.
Lineout lifting/ kickoffs	I understand the team game plan and my role within it.	Aerobic		Composition	Performance focus – I stay focused on the game to perform at a consistently high level.	Awareness of others – I’m aware of others and I understand my impact on them; I work to build effective relationships.
Cleanout	I react well to the picture I see on the field.	Anaerobic		Hydration	Performance review – I learn from my match experiences and carry over those lessons into training and future games.	Self-reliance – I am organized, well prepared, and can solve problems; I do not need to be constantly told what to do.
Tackling	Tactical awareness	Power		Dietary habits	Resilience – I can bounce back quickly from negative or difficult experiences.	Team person – I contribute well to team cohesion and respect and adhere to team values, culture, and protocols. I am well respected by my mates.
Ball carrying	Tactical leadership	Speed		Performance nutrition	Work ethic – I am passionate and motivated from within; I have the dedication and perseverance needed to achieve my potential through hard work, particularly in training.	Life balance – I spend an appropriate amount of quality time on a variety of activities (other sports, education, leisure, etc.), and with a variety of people (family, friends, etc.).
Mauling						
Catch/pass						

FOCUS AREAS: _____

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STAFF REPORT

DATE: January 24, 2023

TO: Board of Education

FROM: Mal Gill, Superintendent of Schools

RESOURCE: Woody Bradford, Deputy Superintendent
Mike Pue, District Principal of Aboriginal Education

SUBJECT: District Transitions Goal

RECOMMENDED MOTION:

That the Board of Education receives the report on the District Transitions Goal for information, as presented.

BACKGROUND:

"Students will transition school with dignity, purpose, and a plan for the future (with a focus on improving results for Aboriginal Students, Students with Diverse Needs, and Children in Care)."

Target - Increase Langley's Six-Year Dogwood (including Evergreen) Completion Rate to 93%.

Why Transitions? It is recognized that graduation from high school marks the very minimum a student should attain in order to prepare themselves for a future in our ever-changing and complex world. In order to be successful in today's world, students need to acquire appropriate skills to maneuver through possible career paths that schools cannot imagine. High school graduation provides our students with the best first step towards success and a plan provides students with the forethought required to manage their future training or educational journey.

The District's approach has been to scaffold the implementation of different strategies to support schools based on their high school graduation and grade to grade transitions. Support for each of the District's secondary schools is provided by the Inclusive Education Team (Instructional Services, Learning Support Services, Aboriginal Education) and the Assistant Superintendents. The Transitions goal is tied to the District's Mission and Vision.

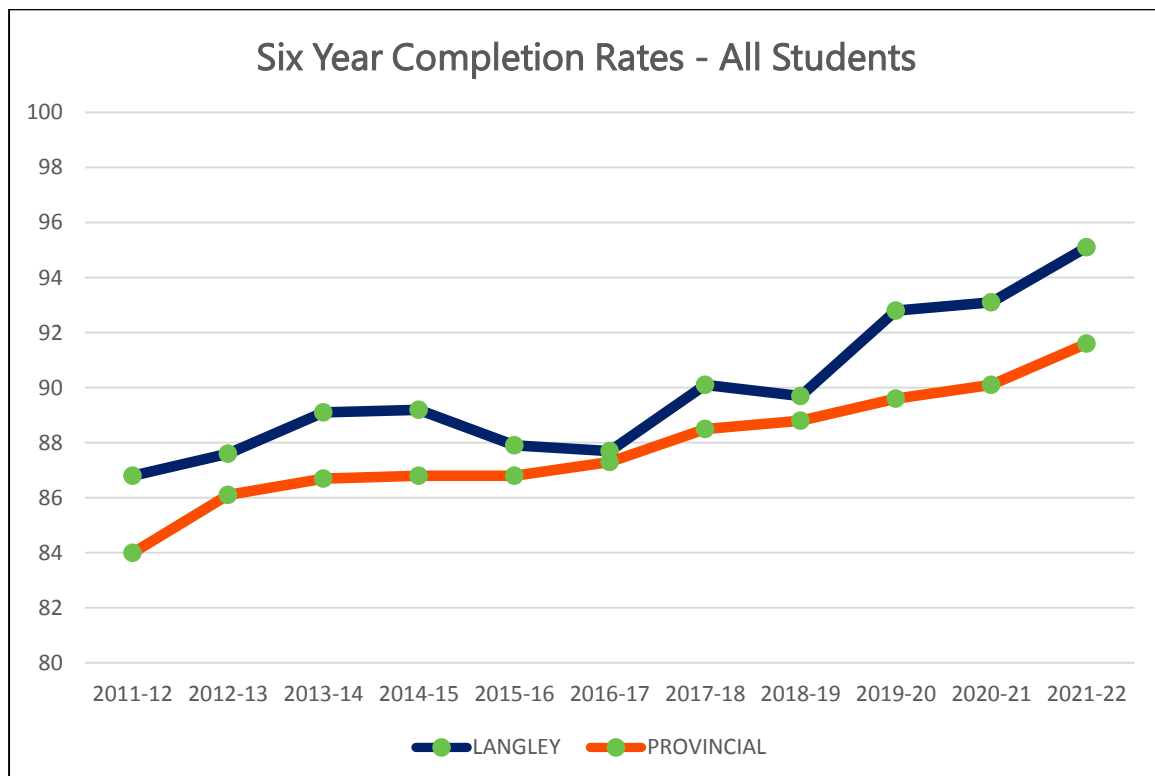
In each school year, a school plan is developed for every school in the district. These plans are made available to the parents of students attending the school. Each school has designed their Action Plan for Learning with one or two overarching goals. The Eight Elements of Success Framework ensures comprehensive plans that are set up for success. Actions and strategies to achieve goals need to be measurable. Assistant Superintendents Lisa Lainchbury and Marcello Moino work with school administrators to ensure their Action Plans for Learning are aligned with the District goals and have measurable actions.

Celebration of Growth

Each group of students represented in the 2021/22 Successful Transition Rates have improved from the previous year. Langley has now surpassed the target of 93% Completion Rates. When compared to the provincial data each group of students who represent Langley outperform the provincial average. The Continuous Improvement Plan (Ensouling our Schools) is providing the alignment of the learning roadmap for professional growth that is improving the success of students.

Transitions Rates

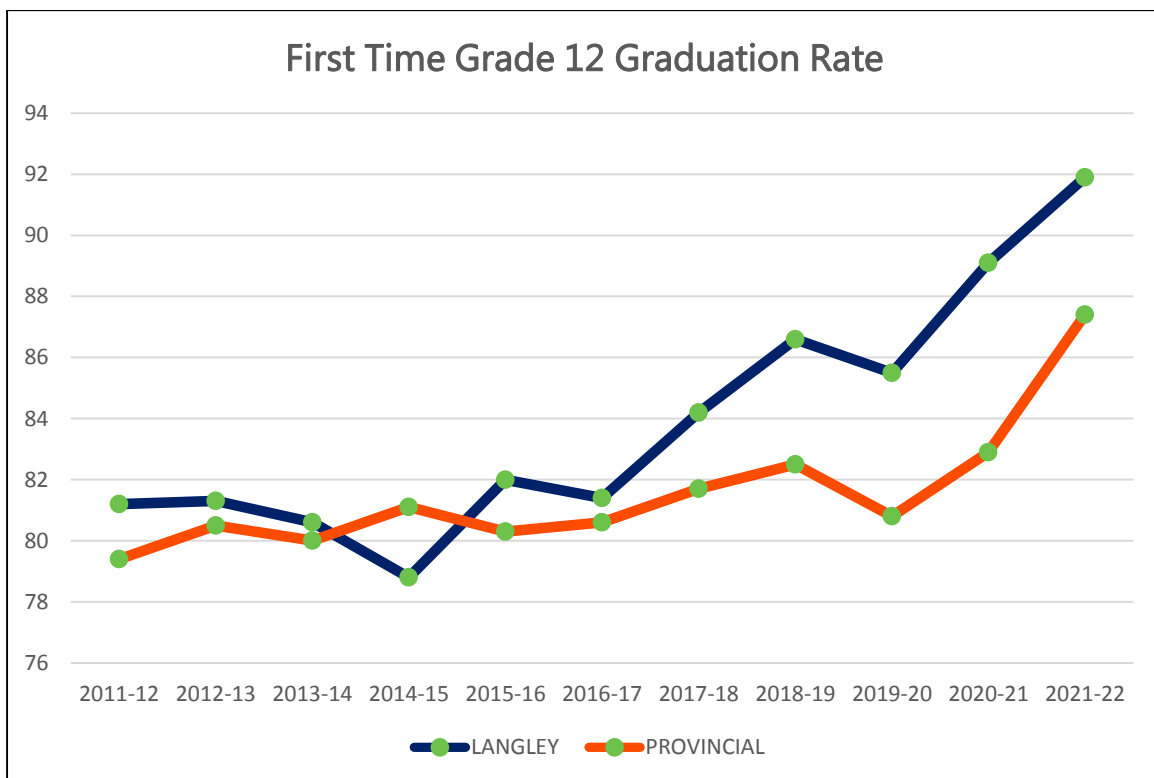
School Year	Six-Year Completion Rates LANGLEY	Six-Year Completion Rates PROVINCIAL
2011-12	86.8	84.0
2012-13	87.6	86.1
2013-14	89.1	86.7
2014-15	89.2	86.8
2015-16	87.9	86.8
2016-17	87.7	87.3
2017-18	90.1	88.5
2018-19	89.7	88.8
2019-20	92.8	89.6
2020-21	93.1	90.1
2021-22	95.1	91.6



First Time Grade 12 Graduation Rates

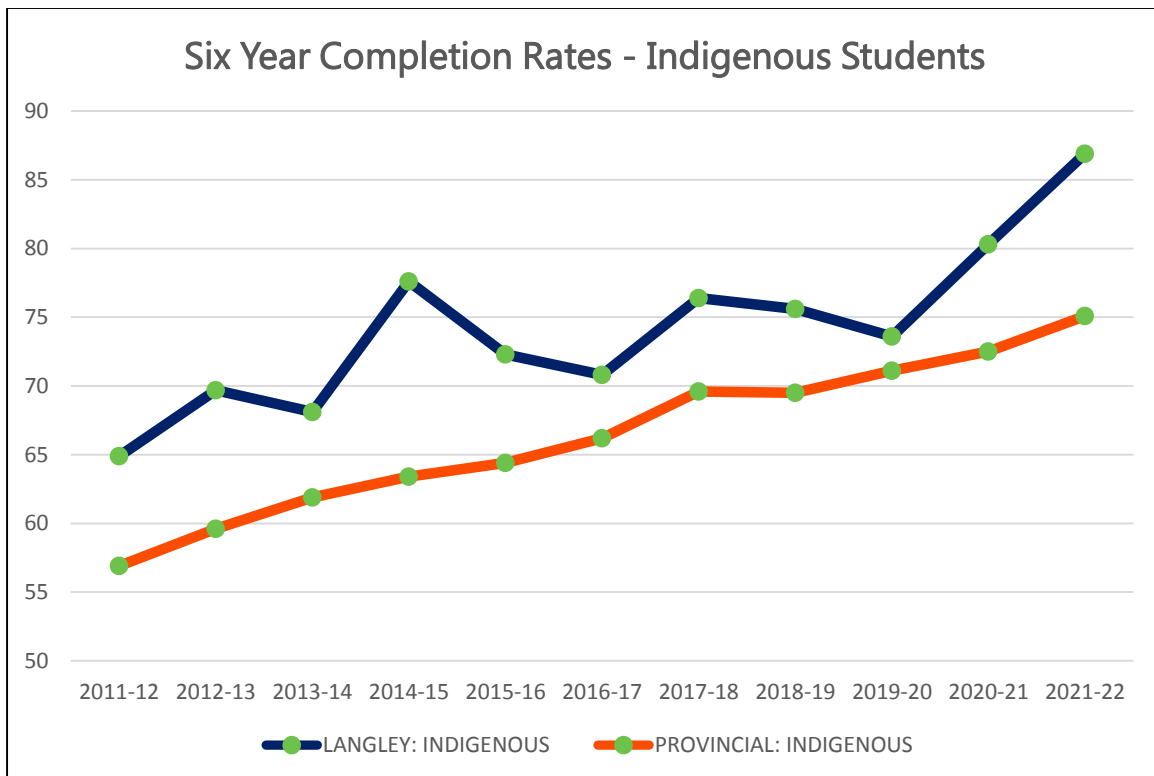
The graph below describes the five-year graduation rates of students in Langley compared to the rest of the province.

School Year	LANGLEY	PROVINCIAL
2011-12	81.2	79.4
2012-13	81.3	80.5
2013-14	80.6	80.0
2014-15	78.8	81.1
2015-16	82.0	80.3
2016-17	81.4	80.6
2017-18	84.2	81.7
2018-19	86.6	82.5
2019-20	85.5	80.8
2020-21	89.1	82.9
2021-22	91.9	87.4



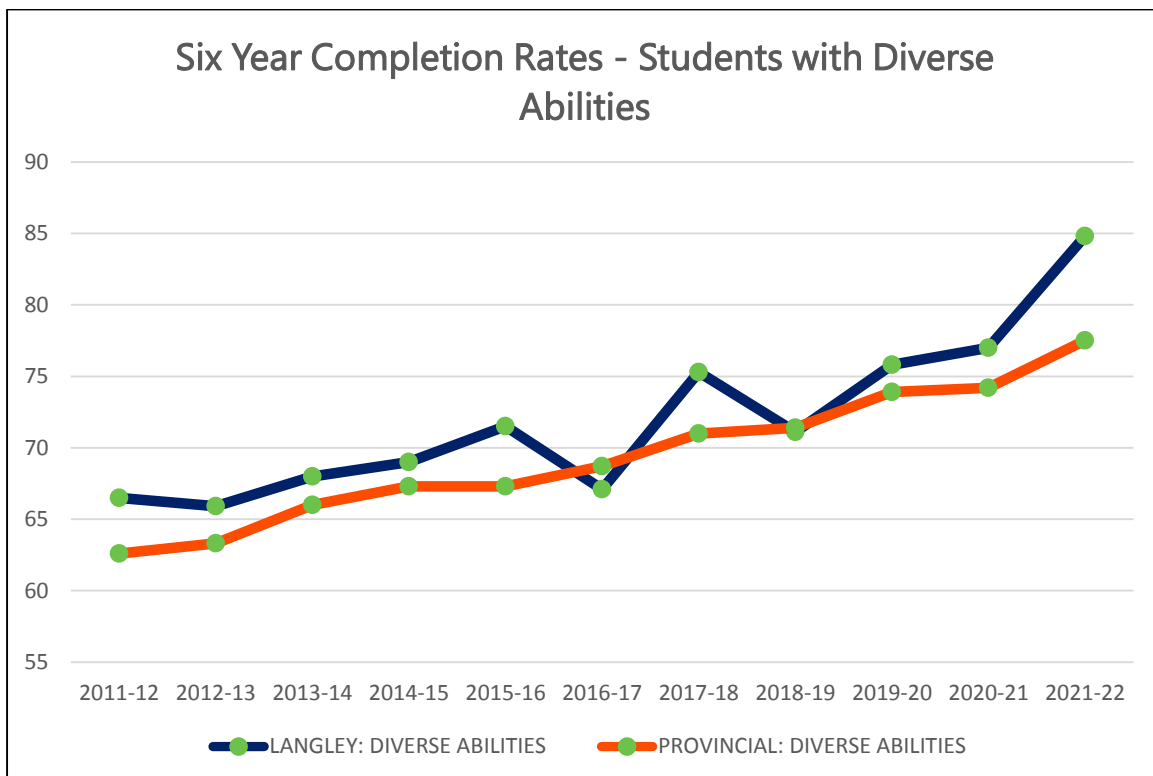
Indigenous Learners

School Year	LANGLEY: INDIGENOUS	PROVINCIAL: INDIGENOUS
2011-12	64.9	56.9
2012-13	69.7	59.6
2013-14	68.1	61.9
2014-15	77.6	63.4
2015-16	72.3	64.4
2016-17	70.8	66.2
2017-18	76.4	69.6
2018-19	75.6	69.5
2019-20	73.6	71.1
2020-21	80.3	72.5
2021-22	86.9	75.1



Diverse Learners

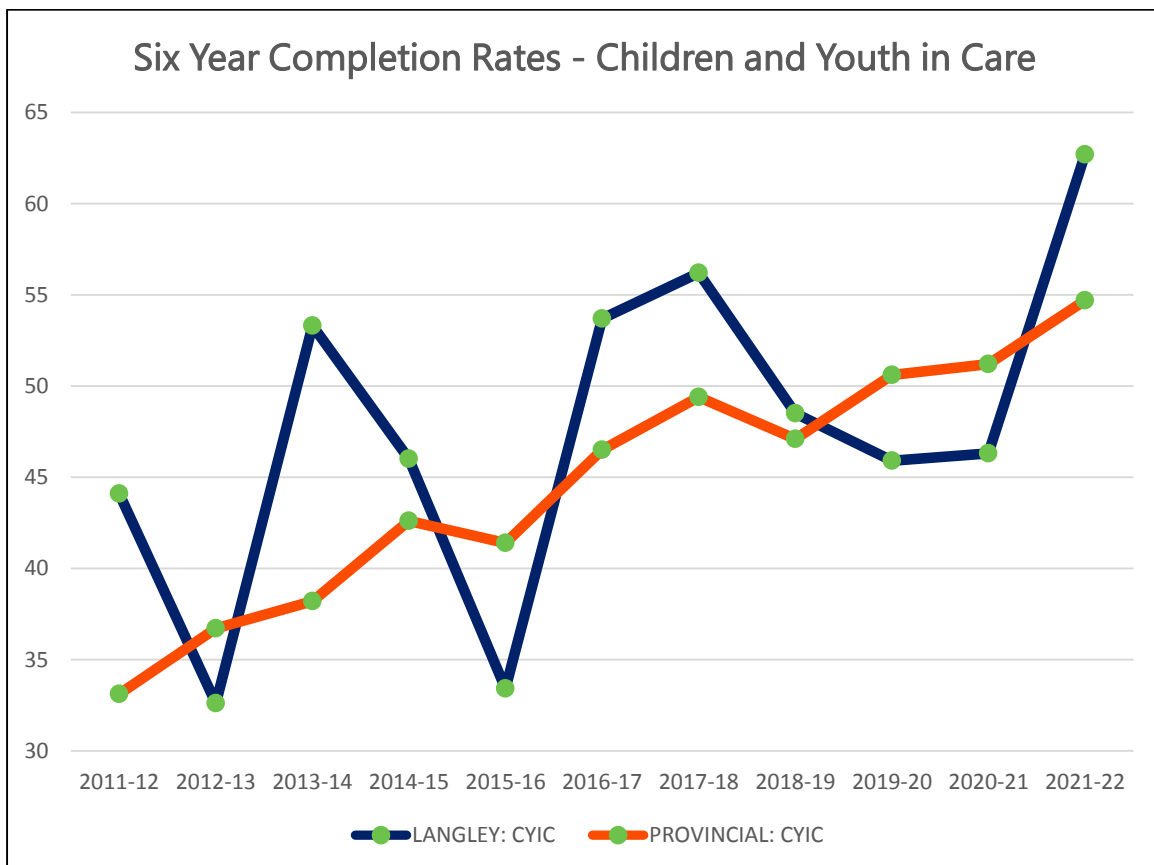
School Year	LANGLEY: DIVERSE ABILITIES	PROVINCIAL: DIVERSE ABILITIES
2011-12	66.5	62.6
2012-13	65.9	63.3
2013-14	68.0	66.0
2014-15	69.0	67.3
2015-16	71.5	67.3
2016-17	67.1	68.7
2017-18	75.3	71.0
2018-19	71.1	71.4
2019-20	75.8	73.9
2020-21	77.0	74.2
2021-22	84.8	77.5



Children/Youth in Care (CYC)

Six Year Completion Rates

School Year	LANGLEY: CYC	PROVINCIAL: CYC
2011-12	44.1	33.1
2012-13	32.6	36.7
2013-14	53.3	38.2
2014-15	46.0	42.6
2015-16	33.4	41.4
2016-17	53.7	46.5
2017-18	56.2	49.4
2018-19	48.5	47.1
2019-20	45.9	50.6
2020-21	46.3	51.2
2021-22	62.7	54.7



Ensouling Our Schools

Ensouling Our Schools is a multi-layered, systemic approach to ensure our schools are set up to support success for all students resulting in an improvement to transition rates, ultimately increasing the life chances for every student. The vision of Ensouling Our Schools is to create compassionate learning communities in all schools utilizing inclusive instructional practice and nurturing the gifts of all learners. The Aboriginal Enhancement Agreement speaks to the need for every student to feel a sense of belonging in their school. Jennifer Katz cites research that indicates that students who have a strong sense of belonging graduate 14% more than those who do not. Staff needs to focus on fostering a sense of belonging both socially and academically for every student.

All schools in Langley have Ensouling Our Schools teams who have been working to examine the research, shift mindsets and to learn strategies which support positive learning conditions that promote a strong sense of belonging for all students. Too often, students lose hope and belief in themselves when they cannot access the curriculum. There is a need to implement both the conditions for learning and inclusive instructional practice in order to ensure every learner feels they belong academically and socially in their school and in their classroom.

There are several components that comprise the Ensouling Our Schools Initiative. These are evidence-based practices and structures that will improve the learning experiences for all students. Each of the components fit into one of the blocks of Jennifer Katz's Three-Block Model:

Block 1:

Creating compassionate learning communities in which all students feel safe, valued, and have a sense of belonging.

Block 2:

Inclusive instructional Practice through Universal Design for Learning and Sound Assessment Practices

Block 3:

Systems and Structures including RTI and a new Resource Model (Co-Planning and Co-Teaching)

The Three-Block Model promotes four pillars: Self-worth, Belonging, Cognitive Challenge, and Social Learning. Research is clear that self-worth and belonging are critical factors in mental health, student engagement, achievement, and attendance. Cognitive challenge means that all students are met where they are and provided with an appropriate learning environment and instructional design for them. The challenge of social learning – the opportunity to learn and interact with peers – is to design instruction that allows students of different backgrounds and skills to learn together.

BLOCK 1: Social Emotional Learning (SEL) and a Coordinated Health Plan

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five groups of inter-related core social and emotional competencies that SEL programs should address (Collaborative for Academic, Social, and Emotional Learning; 2005; Devaney, O'Brien, Keister, Resnik, & Weissberg, 2006):

- **Self-awareness:** accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence;

- **Self-management:** regulating one's emotions to handle stress, controlling impulses, and persevering in addressing challenges; expressing emotions appropriately; and setting and monitoring progress toward personal and academic goals;
- **Social awareness:** being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; and recognizing and making best use of family, school, and community resources;
- **Relationship skills:** establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; and seeking help when needed; and
- **Responsible decision-making:** making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; and contributing **to the well-being of one's school and community.**

BLOCK 2: Inclusive Instructional Practice (UDL and Sound Assessment) guided by the SD35 Framework for Teaching and Learning

Universal Design for Learning

Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give ALL students an equal opportunity to succeed. This approach offers flexibility in the ways which students access material, engage with it and show what they know.

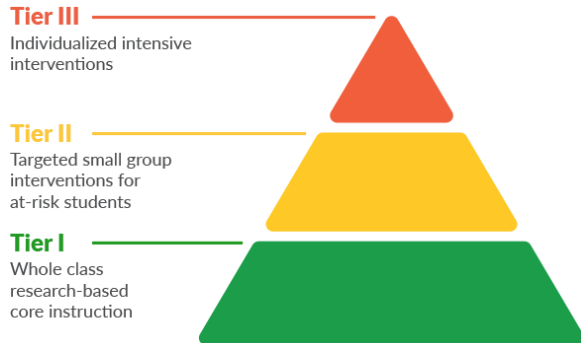
Sound Assessment Practice

Last year, a working group comprised of classroom teachers, district teachers and administrators examined the research on assessment and collaborated to create Langley's Guiding Principles of Assessment. These are the principles we expect teachers to use to guide their assessment practices; practices that will foster hope, efficacy, and achievement for all learners.

Framework for Teaching and Learning

School and District staff have collaborated to create a Framework for Teaching and Learning that outlines evidence-based practices in the areas of assessment, pedagogy, environment, engagement, and curriculum. This Framework provides common language around high-quality teaching and learning to promote professional learning conversations amongst educators and to support teachers in their own professional growth as we strive to ensure all learners in Langley reach their full potential. The Framework for Teaching and Learning is connected to the pilot process for Teacher Growth Plans. This pilot will support the implementation of the Framework and provide another way for teachers to receive feedback on their classroom instruction.

Response to Intervention (RTI)



As a District, we are on a multi-year journey to implement Response to Intervention (RTI) into every school in Langley. RTI is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Priority learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers,

special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For RTI implementation to work well, the following essential questions must be implemented with fidelity and in a rigorous manner:

- **What essential learning standards should every student acquire?**
- **How will we know when each student has acquired the essential learning standards? (assessment)**
- **How will we respond when some students do not learn?**
- **How will we extend the learning for students who are already proficient?**

Although there is no single, thoroughly researched and widely practiced “model” of the RTI process, it is generally defined as a three-tier (or three-step) model of school supports that uses research-based academic and/or behavioral interventions. The Three-Tier Model is described below.

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state- or district-wide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services. Although there are many formats for how a school might implement RTI to best serve the needs of its students, in every case RTI can be a school-wide framework for efficiently allocating resources to improve student outcomes.

Langley Secondary School and Simonds U-Connect – An Example of Practice

Staff from Langley Secondary will share narratives of strategies, structures and stories of successes at the school level.

At Tuesday's Regular Meeting of the Board of Education, Deputy Superintendent Woody Bradford, District Principal of Aboriginal Education Mike Pue, and Langley Secondary Vice-Principals Brittany Reid and Jordan Howlett, will provide highlights of the work underway in the District to support the District Transitions Goal:

"Students will transition school with dignity, purpose, and a plan for the future (with a focus on improving results for Aboriginal Students, Students with Diverse Needs, and Children in Care)."

STAFF REPORT

DATE: January 24, 2023

TO: Board of Education

FROM: Mal Gill, Superintendent of Schools

RESOURCE: Marcello Moino, Assistant Superintendent
Mike Pue, District Principal, Aboriginal Education

SUBJECT: Local Education Agreement

RECOMMENDED MOTION:

That the Board of Education receives the report on the Local Education Agreement for information, as presented.

BACKGROUND:

Guiding Documents for Local Education Agreements (LEAs) and Aboriginal Education Enhancement Agreements (AEEAs)

United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) is a comprehensive statement addressing the human rights of Indigenous Peoples. It was drafted and formally debated for over 20 years prior to being adopted by the United Nations General Assembly on September 13, 2007. The document emphasizes the rights of Indigenous Peoples to live in dignity, to maintain and strengthen their own institutions, cultures and traditions and to pursue their self-determined development, in keeping with their own needs and aspirations. The Declaration addresses both individual and collective rights, cultural rights and identity, rights to education, health, employment, language, and others. This document also provides a basic framework around the need for governments and others to consult and cooperate in good faith with Indigenous Peoples.

Declaration on the Rights of Indigenous Peoples Act (DRIPA)

In November 2019, The Declaration on the Rights of Indigenous Peoples Act (DRIPA) establishes UNDRIP as the Province of British Columbia's framework for reconciliation. It aims to create a path forward that respects the human rights of Indigenous Peoples while introducing better transparency and predictability in the work we do together. As part of the Declaration, the Province has developed and begun to implement an action plan, in consultation and cooperation with Indigenous Peoples, to meet the objectives of the UN Declaration. Within this plan are a number of actions to be led and implemented by the Ministry of Education and Childcare and therefore by extension, school districts and schools.

The BC Tripartite Education Agreement (BCTEA)

Supporting First Nation Student Success, the BC Tripartite Education Agreement (BCTEA) is a legal educational partnership agreement signed by the Government of Canada, the Government of British Columbia and the First Nations Education Steering Committee on January 23, 2019. This five-year agreement is the result of an extensive engagement process between First Nations Education Steering Committee (FNESC), Canada and British Columbia.

The signing of BCTEA reflects the commitment of the parties to work together to close the education outcome gaps between First Nations students and non-First Nation students. It recognizes that First Nations people have the right to make educational decisions that affect their students and to control their own education institutions, consistent with their unique needs, experiences, beliefs and values. It will benefit First Nations students, schools and communities across the province and sets the foundation for further growth and changes to support the evolution of the BC First Nations education system.

BCTEA will result in a number of meaningful systemic changes in BC education, many specifically focussed on First Nations schools and their students. The following are educational services detailed in BCTEA that will have an effect on the BC public education system and possibly the Langley School District:

- collaborate to identify necessary improvements to support First Nation students with diverse abilities in BC schools;
- collaborate with each of the local First Nations to ensure First Nation students have transportation services to BC public schools;
- promote beneficial First Nations local education agreements between First Nations and School Boards;
- support the creation of a First Nations language policy leading to full-course offerings of First Nations languages in public schools;
- beginning in the 2019-2020 school year, ensure not less than one non-instructional day per school year is focused on enhancing First Nation student learning outcomes;
- ensure that First Nation students will receive at least the same level of services and programs that are generally available to all other students, recognizing the need for culturally relevant services and programs, and additional supports, designed to support improved educational outcomes; and,
- monitor student achievement data in order to inform policy and practice.

Connections to the ACSS/DW Poppy District Consultation

From September 2019 to December 2019, the Langley School District engaged in a public consultation with the Aldergrove Secondary and the DW Poppy Secondary communities to explore middle-school programming in these two communities. Out of this consultation came five motions to be explored and worked through by District staff. The first motion relates directly to the work of the Local Education Agreement with Kwantlen First Nation. Specifically, the motion states, *"That the Board of Education refers to ya:yəstəl' (using the BC Tripartite Education Agreement and Local Education Agreements as frameworks) to address their desire for student flexibility and priority in the schools they choose to attend, including both neighbourhood and choice and programs."* This motion prioritizes the District's work in meeting with the land-based Nations in Langley, through the guidance of ya:yəstəl', and addressing issues of access to school programming and choice through co-creating Local Education Agreements with the Nations.

Local Education Agreements (LEAs)

Local Education Agreements (LEAs) are an important mechanism to increase accountability and to promote and achieve effective working relationships between First Nations and local Boards of Education, enabling them to work collaboratively to support First Nation Students. BC, Canada and the First Nations Education Steering Committee are undertaking the steps set out in Schedule H of BCTEA to fulfill their commitment under section 4.12 of the Agreement to develop and implement a strategy, and related policies, to support the negotiation and implementation of LEAs between First Nations and Boards of Education. In September 2020, a Provincial LEA template was released to provide a basic framework of support for First Nations and Boards of Education in the creation of LEAs. This template was utilized by Kwantlen First Nation and the Langley School District to collaboratively develop the LEA that was signed on June 24, 2022. At this time, the District, through the Aboriginal Education Program, is in initial consultations with Katzie and Matsqui First Nations with respect to the development of an LEA with the individual Nations. Semiahmoo First Nation has indicated that an LEA is not needed at this time as no students from the Nation currently attend schools in the Langley School District.

Local Education Agreement With Kwantlen First Nation

As mentioned above, an LEA was signed at a community ceremony on June 24, 2022 at the Kwantlen Cultural Centre. This agreement was signed by Chief Marilyn Gabriel and Councillors Tumia Knott and Les Antone of Kwantlen First Nation and by Superintendent Mal Gill, Board Chair Rod Ross and District Principal Mike Pue, on behalf of the District. While this agreement outlines specific protocols, processes, structures and strategies that are to be developed and followed mainly at a district and school level, there are some important components that guide the relationship between the Board of Education and Kwantlen First Nation.

Purpose of the LEA with Kwantlen First Nation

The LEA identifies the following as the purposes of the agreement:

- a. confirm the commitment of the Board and Ɂʷa:n̓l̓ən̓ to build a positive, effective, and collaborative relationship to improve Ɂʷa:n̓l̓ən̓ student educational outcomes and to assist Ɂʷa:n̓l̓ən̓ students to achieve their full potential with all necessary supports identified and implemented to achieve high levels of Ɂʷa:n̓l̓ən̓ Student Success, graduation and transition to post-secondary education and training, employment and healthy life choices;
- b. set out the roles and responsibilities of the Parties to meet the purposes, values and objectives of this Agreement;
- c. ensure a clear and meaningful role for Ɂʷa:n̓l̓ən̓, parents, caregivers and legal guardians in the education provided to Ɂʷa:n̓l̓ən̓ students by the Board; and,
- d. serve as a core shared accountability mechanism for both Ɂʷa:n̓l̓ən̓ and the Board regarding the education of Ɂʷa:n̓l̓ən̓ students.

Shared Values and Commitments Between Kwantlen First Nation and the Board of Education

The Shared Values and Commitments are:

- a. the journey of educating Ɂʷa:n̓l̓ən̓ students, within a trusting, respectful relationship between Ɂʷa:n̓l̓ən̓ and the Board by working together (ya:yəstəl̓) sharing responsibilities, building understanding, cooperation, advocacy, accountability, and honouring the many gifts of Ɂʷa:n̓l̓ən̓ students;

- b. the promotion of positive personal and cultural identity of Ɂʷa:n̓łə́n students, defined in the B.C.'s Kindergarten to Grade 12 Curriculum as follows:

A positive personal and cultural identity is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students who have a positive personal and cultural identity value their personal and cultural narratives and understand how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well-being and to the well-being of their family, community, and society.

- c. the development and delivery of education programs and services that promote awareness of Ɂʷa:n̓łə́n language, history, culture, traditions, teachings and heritage consistent with provincial law and other regulations through the B.C. Kindergarten to Grade 12 Curriculum; and,
- d. open and effective communication between Ɂʷa:n̓łə́n and the Board that benefits Ɂʷa:n̓łə́n student support, service, and success. Specifically, it is recognized that the let's'émo:t Education Committee, established through this Agreement and defined in Appendix B ensures and enhances communication for the success of Ɂʷa:n̓łə́n students.

Guiding Principles of the LEA with Kwantlen First Nation

The following are the main guiding principles that will support and direct the Board of Education and Kwantlen First Nation as we move forward together to support Kwantlen students on their educational journey.

- Ɂʷa:n̓łə́n Central role in Ɂʷa:n̓łə́n Students' Education
- Ɂʷa:n̓łə́n Student's Access to Quality Education
- Reconciliation and Collaboration in Education
- Ɂʷa:n̓łə́n Student and Parental/Caregiver/Legal Guardian Choice
- Ɂʷa:n̓łə́n Student Safety
- let's'émo:t / n̓c̓aʔmat (One heart, one mind) and ya:yəstəl' (Working Together)

The purposes, shared visions and commitments and the guiding principles of the LEA are deeply connected to the values, beliefs and principles of the Guiding Documents of UNDRIP, DRIPA and the BCTEA highlighted earlier as well as the Aboriginal Education Enhancement Agreement. It is also through the guiding principles that motion #1 from the ACSS/DW Poppy Consultation is addressed.

Update on the Aboriginal Education Enhancement Agreement (AEEA)

The Aboriginal Education Enhancement Agreement (commonly called the EA) is a working agreement between a school district, all local Aboriginal communities, and the Ministry of Education designed to enhance the educational achievement of Aboriginal students. In the Langley School District, the local Aboriginal communities are represented by ya:yəstəl' (Aboriginal Advisory Committee). The intentions of the EA are to:

- establish a collaborative partnership between Aboriginal communities and school districts that involves shared decision-making and specific goal setting to meet the educational needs of Aboriginal students;

- continually improve the quality of education achieved by all Aboriginal students;
 - support strong cooperative, collaborative relationships between Aboriginal communities and school districts that require a high level of respect and trust to function; and
 - provide Aboriginal communities and districts greater autonomy to find solutions that work for Aboriginal students, the schools and the communities.
- * *As of the fall of 2016, the Ministry is no longer involved in the development of EAs, as they believe that school districts and Aboriginal communities understand the value of an EA and no longer need Ministry support.*

Due to the COVID-19 Pandemic, the District was not able to bring together the community for meaningful consultation around the review and renewal of the current EA (which expired in June 2020) until the Fall of the 2022-23 school year. All parties involved agreed that the current EA would remain in place until the new one could be established. The District's current EA contains two goals:

1. To establish trusting, respectful partnerships between schools, the school district, and aboriginal community, acknowledging shared responsibility to implement the Aboriginal Education Enhancement Agreement.
2. To work together as a team to create strength-based, personalized, student-centered learning that respects aboriginal history, cultural values and nurtures a sense of belonging for the success of all aboriginal students.

Renewal and Review Process – Next Steps

An EA Writing Committee will be established with the members being comprised of representatives from ya:ǵəstəl' at the next meeting. Shortly afterwards, the Writing Committee will take all the feedback gathered, including that gathered from online surveys, to create goals for the next Enhancement Agreement. Once this process is complete, there will be a signing ceremony to recognize the completion of the process and the commitment to work together to meet the goals outlined in the AEEA. The intention is for the new Agreement to be ready before the end of the 2022-23 school year.

At Tuesday's Regular Meeting of the Board of Education, Assistant Superintendent, Marcello Moino, and District Principal of Aboriginal Education, Mike Pue, will provide further details on the progress of Motion #1 from the DW. Poppy/ACSS Consultation and the connection to the Local Education Agreement with Kwantlen First Nation signed on June 24, 2022. Their presentation will also include a further update on the process around the revision and renewal of the Aboriginal Education Enhancement Agreement.

STAFF REPORT

DATE: January 24, 2023

TO: Board of Education

FROM: Brian Iseli, Secretary-Treasurer

RESOURCE: Tristan Schaufler, Director of Facilities
Karen Wagner, Project Manager

SUBJECT: Capital Projects Update 2022-2023

RECOMMENDED MOTION:

That the Board of Education receives the report on Capital Projects 2022/2023 for information, as presented.

BACKGROUND:

The District was successful in receiving approval for four capital construction projects:

- Donna Gabriel Robins Elementary (Southwest Yorkson Elementary).
- The seismic upgrading of Shortreed Elementary.
- The seismic upgrading of Vanguard Secondary.
- The seismic upgrading and expansion of Peter Ewart Middle

The purpose of this report is to provide the public with an update on the progress being made on each of these projects, starting with an overall schedule of the budgets for each project and the source of funding followed by key information on the projects. Below is the funding that was approved by the Ministry when the projects were announced:

	South West Yorkson	Shortreed Seismic	Vanguard Seismic	Peter Ewart Seismic
Ministry Funding	15,325,440	5,287,450	1,999,647	19,870,304
District Contribution	3,500,000			1,000,000
Total Approved Funding	18,825,440	5,287,450	1,999,647	20,870,304
Total Project Budget	18,825,440	5,287,450	1,999,647	20,870,304
Reserves	13,335,556	3,628,721	1,772,735	17,891,878
Maximum Potential Budget	32,160,996	8,916,171	3,772,382	38,762,182

Donna Gabriel Robins Elementary (SW Yorkson Future Elementary)

Donna Gabriel Robins Elementary opened in September 2021. Due to COVID-19, there were delays in getting all areas completed due to material delivery issues prior to the school opening. As of the end of June, all materials have now been delivered and installed.

Based on the winning bid for the construction of the school, the District submitted a request to move \$8,808,554 to the project budget from the reserve based on the costing done at tender which resulted in the following update current funding status for the project:

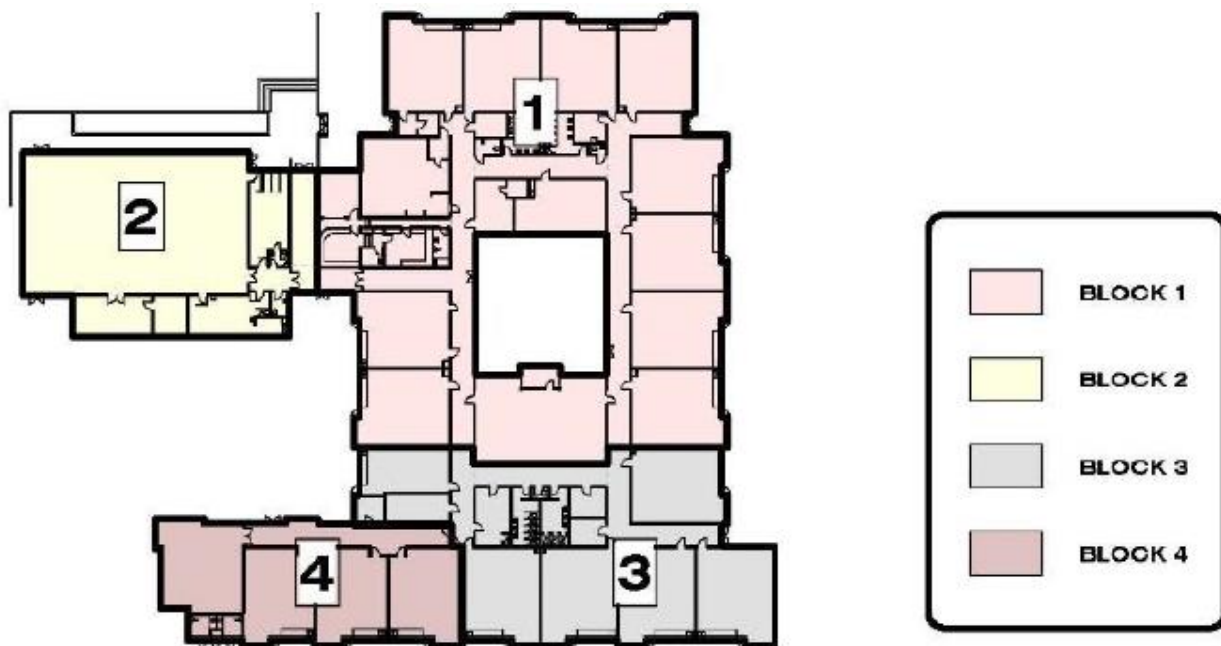
	South West Yorkson
Total Project Budget	27,633,994
Ministry Funding	24,133,994
District Contribution	3,500,000
Total Funding	27,633,994
Total Project Budget	27,633,994
Reserves	4,527,002
Maximum Potential Budget	32,160,996

At the time of writing this report, the school is progressing at a reasonable pace. The status of the project is as follows:

- Substantial completion was granted December 2, 2021.
- The one-year warranty walk through was completed in December 2022. There are five deficiencies the District is waiting for Yellowridge to correct.
- We are having an issue with the roof leaking in one area during heavy snowfall and then warm weather. This is currently under investigation with the architect and Yellowridge.
- Currently, the contractor is working after school hours on deficiencies. They are approximately 80% complete.

Shortreed Elementary Seismic

On December 10, 2020, the Ministry announced the approval of the seismic project for Shortreed Elementary which consists of upgrading Blocks 1, 2 and 3 (diagram below). The project will retain the existing area and will also include accessibility and life safety upgrades to ensure the school is safe and functional.



Major upgrade items include the refastening of the existing steel decking, deck to wall connections throughout the whole school, drag struts to the top of the deck in Block 3, and replacement of roofing. The construction started in September of 2021, with completion in Mid-February 2023. Two weeks were recently lost to the schedule due the inability to roof during extreme low temperatures and the snow build up in December 2022.

Fiscal year:	2020/21	2021/2022	2022/2023
	Apr 20 – Mar 21	Apr 21 – Mar 22	Apr 22 – Mar 23
CFPA Date	Dec 20		
Design Development	Mar 21		
Construction Documents		Aug 21	
Permits/City Approvals		Aug 21	
Contract Award		Sep 21	
Construction			Dec 22
Occupancy			Jan 23
Final Completion			Dec 24

As per the new capital process during the tender process, we are allowed to ask for reserve funds based on the estimated cost of construction at the time of the tender process as estimated by the Quantity Surveyor. The District has received the approval from the Ministry to move \$2,579,606 from the reserve to the approved budget.

Below is the current funding status for the project:

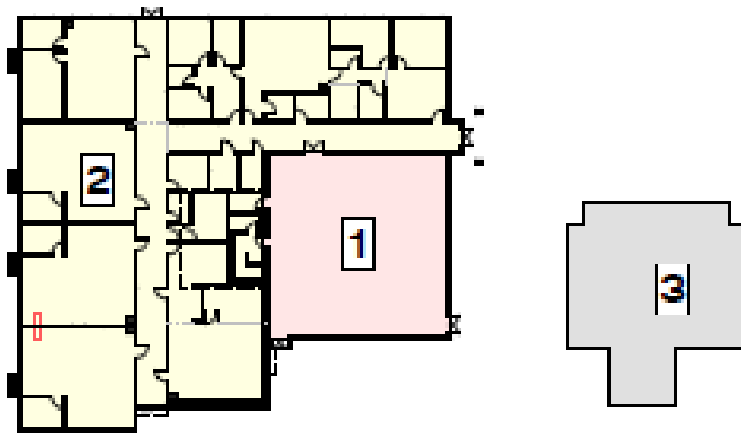
	Shortreed Seismic
Ministry Funding	7,867,055
District Contribution	
Total Funding	<u>7,867,055</u>
 Total Project Budget	 7,867,055
Reserves	<u>1,049,115</u>
Maximum Potential Budget	<u>8,916,170</u>

At the time of writing of this report, the status of the project is as follows:

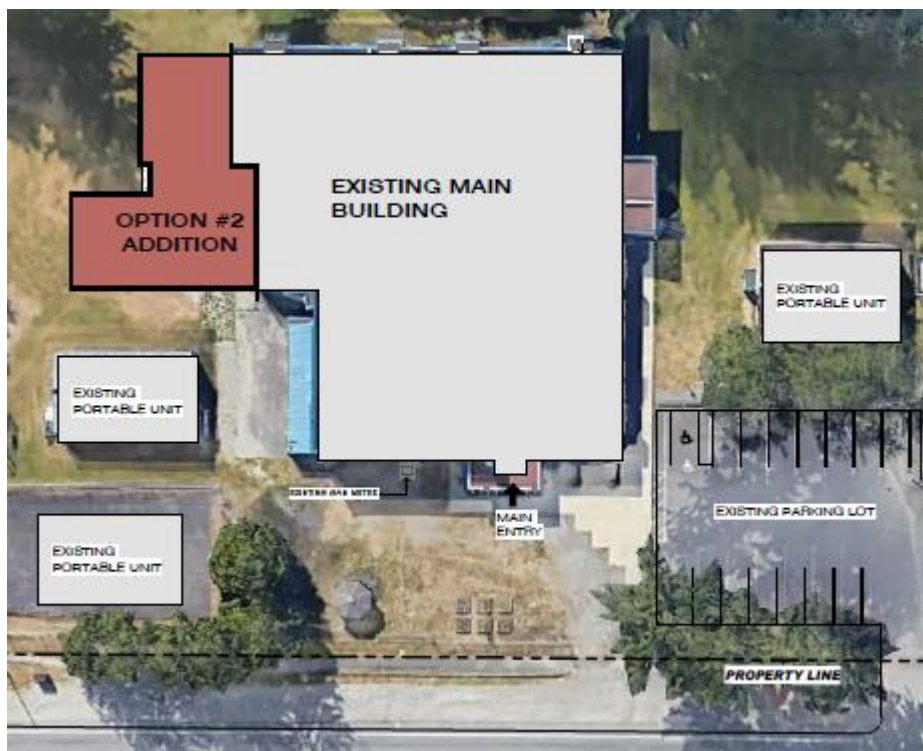
- Phase I to V are complete.
- Phase VI – structural steel on the roof is being installed. Roofing of this final area to begin next week.
- Building scaffolding removal to begin the week of January 23rd.
- Demobilization and final clean scheduled for February 1, 2023.
- This project is two weeks behind schedule and under budget at the writing of this report.

Vanguard Seismic

On April 28, 2021, the Ministry announced the approval of the seismic project for Vanguard Secondary. The school consists of three blocks, two of which were built in 1976 (Blocks 1 and 2) and one which was built in 1913 (Block 3). In 2018, Vanguard was seismically assessed where Block 3 was given the rating of High Risk.



Under the province's Seismic Mitigation Program, Block 3 will be replaced as an addition to the main school. The addition will be 250 m² and will consist of 2 classrooms and a weight room.



Construction started March 2022 and is scheduled for final completion in the summer of 2023. The project is on schedule and the students and staff will be moving into the addition over spring break. Once the students move into the addition, the old schoolhouse is to be demolished. This demolition is expected to take five weeks, due to the extent of the high-risk asbestos in the stucco of the building it has been decided to board the schoolhouse up and wait until staff and students are on summer break. For the asbestos removal, the schoolhouse will have to be tented and the contractors will wear white jump suits with respirators. For the well being of all staff and students it is thought this be done during summer closure.

Design Development	Jun 2021
Construction Documents	Sept 2021
Contract Award	Mar 2022
Construction	Mar 2022
Occupancy	Mar 2023
Final Completion	May 2023

As per the new capital process during the tender process, we are allowed to ask for reserve funds based on the estimated cost of construction at the time of the tender process as estimated by the Quantity Surveyor. This review determined that we required \$1,329,033 of the reserve due to increased costs of construction. On May 20, 2022, the District sent a letter requesting these funds be added to the approved budget. On June 3, 2022, we received the approval from the Ministry to move \$1,329,033 from the reserve to the approved budget.

Below is the current funding status for the project:

	Vanguard Seismic
Ministry Funding	3,328,680
District Contribution	
Total Funding	3,328,680
 Total Project Budget	 3,328,680
Reserves	443,702
Maximum Potential Budget	3,772,382

At the time of writing this report, the status of the project is as follows:

- The project is one month behind schedule.
- Drywall is complete and the first coat of paint has been applied.
- Exterior cladding is being installed.

Peter Ewart Middle School Seismic

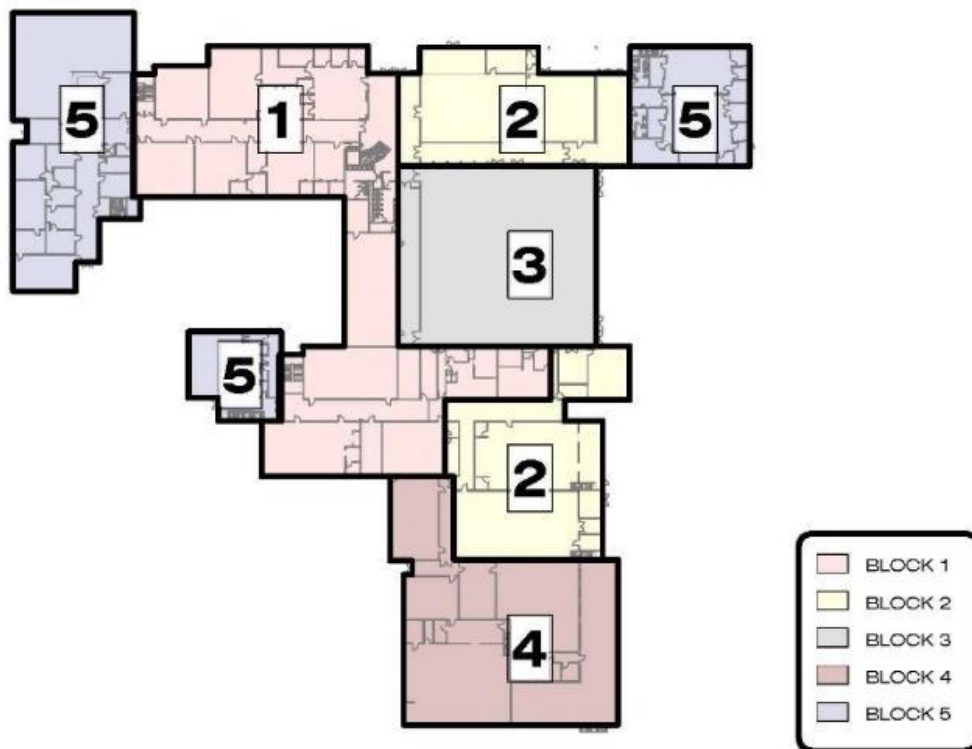
On May 20, 2022, the Ministry announced the approval of the seismic project for Peter Ewart Middle School. In addition to the seismic work, the capacity will be increased from 625 to 900 (Grades 6-8) and the District will be contributing \$1,000,000 towards this project.

The Seismic Project Identification Report (SPIR) that was completed has identified all five (5) blocks as being high risk. Blocks 1, 2 and 3 are classified as High (H2) seismic risk, block 4 is classified as High (H3) seismic risk and block 5 is classified as High (H1) seismic risk. As such, Peter Ewart Middle school has an overall Seismic Risk Category of H1.

H1 (High 1) Most vulnerable structure; at highest risk of widespread damage or structural failure; not repairable after event. Structural and non-structural seismic upgrades required.

H2 (High 2) Vulnerable structure; at high risk of widespread damage or structural failure; likely not repairable after event. Structural and non-structural seismic upgrades required.

H3 (High 3) Isolated failure to building elements such as walls are expected; building likely not repairable after event. Structural and non-structural seismic upgrades required.



Block 1 – Major seismic upgraded is needed in all small block concrete areas. These areas mainly consist of the two sets of washrooms and the gym change rooms. All walls will be removed and changed to steel studs. During this major renovation, the main washrooms will be changed to gender neutral. The change rooms will have their large shower/dressing areas reconfigured and the change rooms will be smaller. At this time, the District plans to build a new gender-neutral washroom in this space. The large art room will become a smaller art room and a classroom. A sprinkler system will be installed.

Block 2 – Only one small wall needs seismic upgrading. There are no other renovations scheduled for this area at this time. A sprinkler system will be installed.

Block 3 – One wall of the gym needs to be upgraded. If budget allows, the gym will receive acoustical upgrades to the walls. A sprinkler system will be installed.

Block 4 – Major seismic upgrade required. No renovations are scheduled for this area. A sprinkler system will be installed.

Block 5 – Major seismic upgrading is required in this block. In addition, the empty library will be converted into classrooms as well as all the offices on the north side of the school. A sprinkler system will be installed.

Construction is scheduled to start May 2023 with completion for October 2024 as per the schedule below:

Design Development	May 2022
Contract Award	March 2023
Construction	April 2023
Occupancy	October 2024
Final Completion	September 2025

At the time of writing this report, the status of the project is as follows:

- Four portables have been placed at the school. Two more will be arriving over spring break with the final two arriving over the summer. The school will have eight portables located on the north parking lot for the seismic project.
- The drawings are 75% complete.
- 95% drawing completion is scheduled for January 31st. At this time, the construction manager, Unitech, will begin costing of the project. This exercise will take several weeks.
- In April 2023, Unitech will begin to mobilize on site with a slow start beginning May 2023.

STAFF REPORT

DATE: January 25, 2022
TO: Board of Education
FROM: Brian Iseli, Secretary-Treasurer
SUBJECT: Trustee Remuneration

RECOMMENDED MOTION:

That the Board of Education approves the increase of 6.3% effective January 1, 2023 based on the 12 month change in Canada Consumer Price Index (CPI) in accordance with Board Policy 7: Board Operation, section 11 and to update the salaries in Policy 7: Board Operation, section 11.1 with the new salaries.

BACKGROUND:

Policy #7, section 11 outlines how the annual trustee remuneration is determined and is outlined below:

11. Trustee Remuneration

11.1. Effective January 1, 2022, annual trustee remuneration shall be as follows:

11.1.1. Trustee \$30,066

11.1.2. Vice – Chair \$31,121

11.1.3. Chair \$32,177

11.2. Annually hereafter on January 1, trustees' salary shall be adjusted based on Statistic Canada Consumer Price Index (CPI) subject to Board approval.

The last update for the 12 month change in Canada Consumer Price Index (CPI) was December 2022 and is an increase of 6.3%. The link to the Statistics Canada site is found below:

<https://www150.statcan.gc.ca/n1/daily-quotidien/230117/cg-a001-eng.htm>

Based on the 6.3% increase in the Canadian Consumer Price Index (CPI), the proposed salaries would be as below:

	Current	Proposed	Increase
Trustee	30,066	31,960	6.30%
Vice Chair	31,121	33,082	6.30%
Chair	32,177	34,204	6.30%

STAFF REPORT

DATE: January 24, 2023
TO: Board of Education
FROM: Brian Iseli, Secretary-Treasurer
SUBJECT: Policy 8: Board Committees

RECOMMENDED MOTION:

That the Board of Education serves Notice of Motion to the District's education community and its education partner groups that it intends to adopt the revisions to Policy No. 8: Board Committees at the April 2, 2023 Regular Board Meeting.

BACKGROUND:

At the December 13, 2022 Regular Board Meeting, the following motion was brought forward by a trustee and approved by the Board:

That the Board of Education refer the motion "That the Langley Board of Education post the agendas for the Langley Board of Education's standing committees on the SD35 school district website a minimum of 24 hours prior to any standing committee meeting." to the Policy Committee Meeting.

Changes were made to Policy 8 then at the January 10, 2023 Policy Committee Meeting, the following motion was approved:

That the Policy Committee recommends that the Board of Education serves Notice of Motion to the District's education community and its education partner groups that it intends to adopt the revisions to Policy No. 8: Board Committees.

BOARD COMMITTEES

The Board may establish standing and ad hoc committees of the Board when necessary to assist it with governance functions. When a committee is established the Board shall define the committee's purpose, powers and duties, membership (up to three Board members) and meetings. Committees of the Board shall never interfere with the delegation of authority from Board to Superintendent. The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the [School Act](#).

The primary purpose of all committees of the Board shall be to act in an advisory capacity to the Board. Unless specific powers have been delegated by the Board the power of all committees shall be limited to making recommendations to the Board and shall not include that of acting on behalf of the Board unless specifically authorized by Board motion for individual issues.

Standing committees

The Board has established the following standing committees to conduct its business:

- Audit
- Education & Strategic Planning
- Policy
- Finance and Facilities
- Communications

All committees shall report to the Board at the Board meeting following each committee meeting and all standing committees' agendas will be posted on the District website 24 hrs prior to Standing Committee meetings.

The Chair of a standing committee shall place all committee recommendations before the Board at a regular business meeting of the Board in the form of a proposed motion. Action of any standing committee shall not be binding until formally approved by the Board unless the Board by a majority vote gives the standing committee power to act.

Any member of the Board may attend standing committee meetings as a guest but only appointed members of the standing committee may participate.

Matters that the Board has directed to a Committee for action must take precedence over any other Committee business.

The Superintendent shall appoint resource personnel to work with committees and the Superintendent shall determine the roles, responsibilities, and reporting requirements of the resource personnel. Minutes or notes shall be recorded at all committee meetings by the designated staff resource person.

The Chair of a standing committee may make motions and speak to any question during committee meetings without leaving the Chair. Otherwise, the rules applying to Regular or Special Meetings of the Board shall be observed.

1. Policy Committee

1.1 Purpose/Function:

- 1.1.1 To ensure the Board Policy Handbook is kept current.
- 1.1.2 To facilitate Board capacity building, continuous improvement, and accountability.
- 1.1.3 To facilitate the Board's effective advocacy.
- 1.1.4 To review and provide recommendations to the Board in regard to governance matters referred to the committee.

1.2 Powers and Duties:

- 1.2.1 Develop and recommend draft policy positions for submission to the BCSTA Annual General Meeting.
- 1.2.2 Ensure the annual facilitated Board Self Evaluation is carried out in a timely manner and in accordance with Policy. Subsequent to the annual evaluation, monitor implementation of the agreed upon actions.
- 1.2.3 Annually develop an Advocacy/Influence Plan, recommend the plan to the Board and monitor the implementation of the agreed upon plan.
- 1.2.4 Annually make recommendations for building governance capacity of the Board (Annual Board Development Plan) and ensure approved actions are implemented.
- 1.2.5 On an ongoing basis identify motions which are intended to have continuing effect and ensure they are integrated into existing or new policy statements.
- 1.2.6 Ensure Board Policies are reviewed on a schedule such that all Policies in the Board Policy Handbook are reviewed at least once in a four-year term. Make recommendations to the Board regarding policy revisions.
- 1.2.7 Policy or Governance Matters Referred to the Committee by the Board:
 - 1.2.7.1 Review matters referred and make recommendations as requested.

1.3 Membership: (3 trustees)

1.3.1 The Chair of the committee and committee members shall be appointed by the Board of Education Chair after the Board of Education Chair has consulted with the other trustees.

1.3.2 A quorum shall be a majority of the members.

1.3.3 The Chair of the Committee shall preside and may vote on all questions submitted.

1.4 Meetings:

1.4.1 The Committee shall meet at least three times per year unless items referred to the Committee by the Board necessitate additional meetings.

2. Finance and Facilities Committee

2.1 Purpose/Function:

2.1.1 To review and provide recommendations to the Board in regard to assigned financial and facilities planning matters.

2.2 Powers and Duties:

2.2.1 Student Enrolment:

2.2.1.1 Annually review enrolment and enrolment trends and the potential impact on capital planning, student accommodation and catchment changes.

2.2.2 Capital Planning:

2.2.2.1 Annually review and make recommendations regarding the draft Five-Year Capital Plan for submission to the BC Ministry of Education.

2.2.3 Long Range Facilities Plan:

2.2.3.1 Review and make recommendations regarding the draft Long-Range Facilities Plan for submission to the BC Ministry of Education.

2.2.4 Facilities Planning Matters Referred to the Committee by the Board:

2.2.4.1 Review matters referred and make recommendations as requested.

2.2.5 Fiscal Accountability Reporting

2.2.5.1 Review and assess Fiscal Accountability Reports in light of Policy 12 Appendix B Quality Indicators and make recommendations to the Board.

2.2.6 Preliminary and Amended Budgets Items

2.2.6.1 Review the Preliminary and Amended Operating Budgets and make recommendations as deemed appropriate to the Board.

2.3 Membership:

2.3.1 The Finance and Facilities Committee functions as a Committee of the Whole, therefore, its membership includes all trustees.

2.3.2 The Chair and members shall be appointed by the Board of Education Chair after the Board of Education Chair has consulted with the other trustees.

2.3.3 A quorum shall be a majority of the members.

2.3.4 The Chair of the Committee may vote on all questions submitted.

2.4 Meetings:

2.4.1 The Committee shall meet six times per year unless items referred to the Committee by the Board necessitate additional meetings.

3. Education and Strategic Planning Committee

3.1 Purpose/Function:

3.1.1 To review and assess the performance of the Superintendent in relation to the quality indicators identified in Policy 12 Appendix B regarding: student learning, student well-being and strategic planning and reporting.

3.1.2 To review education or strategic planning and reporting related matters referred to the committee by the Board.

3.2 Powers and Duties:

3.2.1 Strategic Planning and Reporting: Annually review the Strategic Planning Accountability Report acknowledging accomplishments and if deemed appropriate recommend revisions to the plan.

3.2.2 Annually review the Student Learning Accountability Report, identify and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.

3.2.3 Annually review the Student Well-being Accountability Report, identify and acknowledge accomplishments, identify opportunities for improving student well-being and report observations to the Board.

3.2.4 Annually review the Aboriginal Education Enhancement Agreement, identify and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.

3.2.5 Review and make recommendations to the Board regarding proposed Board Authority Authorized Courses.

3.3 Membership:

3.3.1 The Education/ Strategic Planning Committee functions as a Committee of the whole so its membership includes all trustees.

3.3.2 The Chair of the committee and committee members shall be appointed by the Board of Education Chair after the Board of Education Chair has consulted with the other trustees.

3.3.3 A quorum shall be a majority of the members.

3.3.4 The Chair of the Committee may vote on all questions submitted.

3.4 Meetings:

- 3.4.1 The Committee shall meet six times per year unless items referred to the Committee by the Board necessitate additional meetings.

4. Audit Committee

4.1 Purpose/Function

4.1.1 The purpose of the Committee is to assist the Board of Education in fulfilling its responsibilities in relation to:

- 4.1.1.1 Overseeing the School District's financial reporting process and its internal control structure and report its findings to the Board of Education. This task is facilitated by asking questions about the quality of work done by management, participating in the audit planning and reporting processes, understanding and reviewing the aspects of the operation that put the School District at risk, and the District's preparedness to face that risk. It summarizes its findings and recommendations so that the Board can make informed decisions.
- 4.1.1.2 Maintaining direct lines of communications with the Superintendent and with the external auditors.
- 4.1.1.3 Monitoring the scope and costs of the activity of the external auditors and assessing their performance.
- 4.1.1.4 Recommending to the Board the terms of engagement for the external auditor.

4.2 Powers and Duties

- 4.2.1 Review the audited financial statements and recommend approval of the audited statements by the Board.
- 4.2.2 Review the Auditor's assessment of management's risk mitigation strategies and the appropriateness of internal controls with a focus on safeguarding District assets.
- 4.2.3 Review the "Auditor's Management Letter" with the auditor and assess Management's action plan to address concerns and follow up on the implementation of the auditor's letter of recommendations including ensuring the Board directs by motion the recommendations to be implemented, and ensuring any deficiencies identified in the audit report and management letter are addressed in a timely manner to the satisfaction of the external auditor.
- 4.2.4 Review the nature and extent of other services provided by the auditor in relation to auditor independence and ensure the auditor presents information relative to those Fiscal Quality Indicators contained in Policy 12 which the Audit Committee determines can be best assessed by the external auditor.
- 4.2.5 Monitor the development of and changes to accounting principles and practices and financial reporting standards, and their impact on the School District's financial reporting.
- 4.2.6 Review proposed terms of engagement for the external auditor and make recommendations to the Board regarding such terms of engagement. Oversee the engagement of external auditors including the terms of the audit engagement and appropriateness of proposed fees.

- 4.2.7 At least once a year, meet with the external auditors at a private meeting, without staff members present.
- 4.2.8 Make enquires of the Auditor which members of the Committee believe are necessary to discharge its fiduciary responsibilities.
- 4.2.9 Make recommendations to the Board regarding appointment of external auditor and review external audit services at least every three years.
- 4.2.10 Make recommendations regarding the appointment of the District banker and review banking services at least every three years.
- 4.2.11 Review fiscal accountability reports and related information.
- 4.2.12 As appropriate make policy recommendations to the Board related to the role of the Audit Committee.
- 4.2.13 Reviews, in connection with the review of the audited financial statements, an annual report on the use of legal services and on substantial outstanding legal actions against the School District in order to monitor possible risk exposures and contingent liabilities;
- 4.3 Membership: (3 trustees):
 - 4.3.1 The Chair and members shall be appointed by the Board of Education Chair after the Board of Education Chair has consulted with the other trustees.
 - 4.3.2 A quorum shall be a majority of the members (2 trustees).
- 4.4 Meetings:
 - 4.4.1 The Committee shall meet at least three times a year. At least once per year the Committee shall meet with the Auditor without the presence of administrative staff.
 - 4.4.2 In establishing the agenda for meetings of the Committee, the Chair will be advised by the Secretary-Treasurer of items for the agenda. The proposed agenda for the meeting, together with background documentation, is forwarded to all trustees is published to trustees in eScribe the Friday before the meeting is to take place.

5. Communications Committee

The Communications Committee is a committee of the Board of Education. It serves to review and recommend ways in which communication processes with partner groups can be improved in the Langley School District.

5.1. Purpose/Function:

- 5.1.1. To review background information, consult with partner groups, and explore opportunities in a means to improve communication.
- 5.1.2. To make recommendations to the Board of Education regarding communication processes with District partner groups including CUPE 1260, CUPE 1851, DPAC, the Langley Principals' and Vice-Principals' Association, the Langley Teachers' Association, and exempt/management staff.

5.2. Powers and Duties:

- 5.2.1. To review the effectiveness of communication processes with District partner groups.
- 5.2.2. To provide an opportunity for consultation and feedback from District partner groups regarding communication processes.
- 5.2.3. To identify needs and propose solutions related to communications processes with District partner groups.
- 5.2.4. The Communications Committee reports to the Board of Education and the Committee Chairperson shall provide a report at Regular Meetings of the Board.
- 5.2.5. The agenda will be set by the Committee Chair in consultation with the Superintendent and Secretary-Treasurer.
- 5.2.6. Minutes of all meetings shall be recorded and filed electronically.
- 5.2.7. Minutes shall be approved by the Voting Member Trustees at the next Communications Committee meeting.
- 5.2.8. The Communications Committee reports to the Board of Education and the Committee Chairperson shall provide a report at Regular Meetings of the Board.

5.3. Membership:

- 5.3.1. Three Trustees (that are voting members)
- 5.3.2. The Board Chair will appoint an alternate trustee who will attend in place of an absent voting member trustee; it shall be the responsibility of the absent voting member trustee to advise the Committee Chair and alternate prior to the Committee Meeting.
- 5.3.3. The Chair and members shall be appointed by the Board of Education Chair after the Board of Education Chair has consulted with the other trustees.
- 5.3.4. Other trustees may attend, but have no voting privileges.
- 5.3.5. Up to two representatives from each of the partner groups. Partner Groups may designate an alternate in the event a representative is unable to attend a meeting. Designated alternates may attend all meetings as an observer.

5.4. Meetings:

- 5.4.1. The Committee will meet three times per year.
- 5.4.2. Quorum shall be a majority of voting member trustees on the Committee.

Ad Hoc Committees

Ad hoc committees may be established to assist the Board on a specific project for a specific period of time. The terms of reference for each ad hoc committee will be established by Board motion at the time of the formation. Such ad hoc committees shall cease to exist when the purpose has been achieved. The Chair of the Board shall appoint membership and the Chair of the ad hoc committee.

Resource Personnel

The Superintendent shall appoint resource personnel to work with committees and the Superintendent shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

Legal Reference: Section 65, 85 School Act

Adopted: December 15, 2020

STAFF REPORT

DATE: January 24, 2023
TO: Board of Education
FROM: Brian Iseli, Secretary-Treasurer
SUBJECT: Policy 18: Student Transportation

RECOMMENDED MOTION:

That the Board of Education serves Notice of Motion to the District's education community and its education partner groups that it intends to adopt the revisions to Policy No. 18: Student Transportation at the April 2, 2023 Regular Board Meeting.

BACKGROUND:

At the December 13, 2022 Regular Board Meeting, the following motion was approved by the Board:

That the Board of Education refer Policy 18: Student Transportation back to Policy Committee to investigate making changes to the language in 1.1.3.

The Director of Learning Support Services explained the impact of changing the wording in section 1.1.3. to the Policy Committee. At the January 10, 2023 Policy Committee Meeting, the following motion was approved:

That the Policy Committee recommends that the Board of Education serves Notice of Motion to the District's education committee and its education partner groups that it intends to adopt the revisions to Policy 18: Student Transportation.

STUDENT TRANSPORTATION

The Board of Education will provide Student Transportation to and from their catchment school on a cost-efficient, district-operated transportation system.

The District transportation system may also be used for the Student Transportation to and from school sponsored curricular and co-curricular activities within or outside the boundaries of the School District.

1. Ridership Privileges for Registered Students

Transportation will be available for Kindergarten to Grade 12 Langley resident students to and from school, enrolled in an educational program with the Langley School District, based on the following considerations:

1.1. First priority will be granted to the following students:

1.1.1. Grade K-7 students and middle school students (grades 6 – 8) who live 3.2 km or more away, by travelled road or walkway, from the nearest school in the student's catchment area.

1.1.2. Grade 8-12 students who live 4.8 km or more away, by traveled road or walkway, from the nearest school in the student's catchment area.

~~1.1.3. Physically disabled students who, due to distance and/or severity of their disability, are unable to walk or take public transit.~~

~~1.1.4. Students with special needs who are placed in a District program other than the student's home school.~~

1.1.3. Students who have been approved for Complex Resource Support or with physical disabilities who are unable to navigate conventional public or school transportation.

1.2. Second priority will be granted to siblings of students as set out in 1.1.3 ~~and 1.1.4~~, provided that the pick-up and final destination are the same.

1.3. Third priority will be to other riders. Pick-up for other riders will be along bus routes already established to pick-up first priority riders and only where there is capacity available on the bus. Priority of other riders will be as follows:

1.3.1. First priority will be for those students who live the furthest away from their catchment school.

1.3.2. Second priority will be to those whose siblings have been granted ridership privileges, provided that the pick-up and final destination are the same.

1.3.3. Third priority will be granted to the youngest student if all other factors are equal.

1.4. If the School District provided transportation to a student in one school year, transportation is not guaranteed to that student in the following school year. At the start of each school year, new students who are considered first priority may take precedence over those in second and third priorities if the bus is at capacity.

1.5. Mid-year applications will only be accepted if the bus has the capacity to provide the service.

1.6. School District transportation services will not be provided for students attending Choice programs or cross-boundary schools.

2. Routes

2.1. Where there will be fewer than seven (7) priority one students on a given route, school bus transportation may not be provided. Those students may be accommodated through a transportation allowance.

3. Transportation Allowance

3.1. A transportation allowance will only be considered for first priority students who have registered to use school bus services and who cannot avail of those services due to the lack of a School District bus route in their area.

3.2. The transportation allowance will be determined by the Superintendent.

Legal Reference: Sections 85 School Act.

Adopted: December 15, 2020, xxx, xx, 2022