



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

AGENDA

Tuesday, January 30, 2024
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 - 7 |
| 4.2 | <u>COMMITTEE REPORTS</u> | |
| 4.2.1 | <u>EDUCATION/STRATEGIC PLAN COMMITTEE</u> | 8 - 8 |
| 4.2.2 | <u>FINANCE AND FACILITIES COMMITTEE</u> | 9 - 9 |
| 4.2.3 | <u>POLICY COMMITTEE</u> | 10 - 10 |
| 4.3 | <u>BOARD LIAISON COMMITTEE REPORTS</u> | |
| 4.3.1 | <u>BCSTA</u> | |
| 4.3.1.1 | <u>METRO BRANCH (Trustee Fox)</u> | 11 - 14 |
| 4.4 | <u>SCHOOL DISTRICT COMMITTEE REPORTS</u> | |
| 4.4.1 | <u>ABORIGINAL / ya:ýəstəl' (Assistant Superintendent Moino)</u> | 15 - 18 |
| 4.5 | <u>COMMUNITY COMMITTEE REPORTS</u> | |
| 4.5.1 | <u>TOWNSHIP OF LANGLEY RECREATION, CULTURE AND PARKS ADVISORY</u> | 19 - 29 |

4.5.2	<u>LOCAL IMMIGRATION PARTNERSHIP (Trustee Dickinson)</u>	30 - 32
5.	<u>CONSIDERATION OF AGENDA</u>	
	Recommendation: That the Agenda be approved as presented.	
6.	<u>SUPERINTENDENT'S REPORTS</u>	
6.1	<u>DISTRICT TRANSITIONS DATA</u>	33 - 42
	Recommendation: That the Board of Education receives the report on District Transitions Data for information, as presented.	
7.	<u>SECRETARY-TREASURER'S REPORTS</u>	
7.1	<u>CAPITAL PROJECTS UPDATE 2023-2024</u>	43 - 48
	Recommendation: That the Board of Education receives the Second Quarter Report on Capital Projects 2023/2024 for information, as presented.	
7.2	<u>ANNUAL REVIEW OF TRUSTEE REMUNERATION</u>	49 - 50
	Recommendation: That the Board of Education approves the increase of 3.4% effective January 1, 2024 based on the 12 month change in Canada Consumer Price Index (CPI) in accordance with <u>Board Policy 7: Board Operations</u> , section 11 and to update the salaries in Policy 7: Board Operation, section 11.1 with the new salaries.	
8.	<u>POLICY COMMITTEE</u>	
8.1	<u>NOTICE OF MOTION RETURN - POLICY 4: TRUSTEE CODE OF CONDUCT</u>	51 - 54
	Recommendation: That the Board of Education approves Policy No. 4: Trustee Code of Conduct as presented.	
8.2	<u>NOTICE OF MOTION RETURN - POLICY 20: PUBLIC INTEREST DISCLOSURE</u>	55 - 59
	Recommendation: That the Board of Education approves Policy 20: Public Interest Disclosure as presented.	
9.	<u>NEW BUSINESS</u>	
9.1	<u>BCSTA MOTIONS</u>	
10.	<u>TRUSTEE COMMENTS</u>	

11. 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.

12. ADJOURNMENT

Recommendation:

That the meeting be adjourned at __ p.m.



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

MINUTES

Date: Tuesday, December 12, 2023

Location: Langley School Board Office

Trustees Present: Candy Ashdown
Holly Dickinson
Charlie Fox
Sarb Rai
Tony Ward
Marnie Wilson

Chairperson
Trustee
Trustee
Trustee
Trustee
Trustee

Trustees Absent: Joel Neufeld

Trustee

Staff Present: Mal Gill
Brian Iseli
Woody Bradford
Lisa Lainchbury
Marcello Moino
Shind Chand
Joanne Abshire
Pol Babao
Vincent Montefrio
Debbie Jones
Barbara Brine

Superintendent
Secretary-Treasurer
Deputy Superintendent
Assistant Superintendent
Assistant Superintendent
Assistant Secretary-Treasurer
Communications Manager
Technical Support Specialist 3
Technical Support Specialist 3
Executive Assistant
Executive Assistant

Partner Groups Taylor Holoboff
Jessie Cowger
Paul Trattle
Nancy Petersen

CUPE 1260 President
CUPE 1260 Vice-President
LPVPA Vice-President
LTA Vice-President

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 7:00 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'o yoyes (**sckecka y-eyes**) (working together) and nácaʔmat (**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 personnel and property.

The items discussed at the Special In Camera Meeting on November 28, 2023 pertained to personnel.

4. CONSENT AGENDA

R23/12/12-01

Moved By: Trustee Fox

Seconded By: Trustee Rai

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

CARRIED UNANIMOUSLY

4.1 CONSIDERATION OF MINUTES

4.2 COMMITTEE REPORTS

4.2.1 AUDIT COMMITTEE

4.3 BOARD LIAISON COMMITTEE REPORTS

4.3.1 BCSTA

4.3.1.1 METRO BRANCH (Trustee Fox)

4.4 SCHOOL DISTRICT COMMITTEE REPORTS

4.4.1 2SLGBTQ+ (Assistant Superintendent Lainchbury)

4.5 COMMUNITY COMMITTEE REPORTS

4.5.1 CITY OF LANGLEY ADVISORY DESIGN PANEL (Trustee Ward)

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

5. CONSIDERATION OF AGENDA

R23/12/12-02

Moved By: Trustee Dickinson

Seconded By: Trustee Ward

That the Agenda be approved as amended.

CARRIED UNANIMOUSLY

6. SUPERINTENDENT'S REPORTS

6.1 LANGLEY SECONDARY FAMILY OF SCHOOLS' BOUNDARY CHANGE PROCESS

R23/12/12-03

Moved By: Trustee Ward

Seconded By: Trustee Fox

That the Board of Education approves the catchment boundaries for the Langley Secondary family of schools' elementary schools be adjusted effective September 2024, as presented.

CARRIED UNANIMOUSLY

6.2 EDUCATIONAL PROGRAMMING IN THE ACSS / DW POPPY REGIONS UPDATE

R23/12/12-04

Moved By: Trustee Dickinson

Seconded By: Trustee Rai

That the Board of Education receives the update on Educational Programming in the ACSS/DWP Regions, for information, as presented.

CARRIED UNANIMOUSLY

7. SECRETARY-TREASURER'S REPORTS

7.1 BUDGET PROCESS AND TIMELINE (2024-2025 PRELIMINARY OPERATING BUDGET)

R23/12/12-05

Moved By: Trustee Ward

Seconded By: Trustee Fox

That the Board of Education approve the Budget Process and Timeline (2024/2025 Preliminary Operating Budget) as presented.

CARRIED UNANIMOUSLY

7.2 PEMS STATUTORY RIGHT OF WAY

R23/12/12-06

Moved By: Trustee Dickinson

Seconded By: Trustee Wilson

That The Board of Education of School District No. 35 (Langley) – Peter Ewart Middle School Pad Mount Transformer Right-Of-Way Bylaw 2023 be given first reading.

CARRIED UNANIMOUSLY

R23/12/12-07

Moved By: Trustee Fox

Seconded By: Trustee Ward

That The Board of Education of School District No. 35 (Langley) - Peter Ewart Middle School Pad Mount Transformer Right-Of-Way Bylaw 2023 be given second reading.

CARRIED UNANIMOUSLY

R23/12/12-08

Moved By: Trustee Wilson

Seconded By: Trustee Dickinson

That The Board of Education of School District No. 35 (Langley) approves having all three readings of Peter Ewart Middle School Pad Mount Transformer Right-Of-Way Bylaw 2023 at tonight's meeting.

CARRIED UNANIMOUSLY

R23/12/12-09

Moved By: Trustee Dickinson

Seconded By: Trustee Fox

That The Board of Education of School District No. 35 (Langley) - Peter Ewart Middle School Pad Mount Transformer Right-Of-Way Bylaw 2023 be given third reading, passed and adopted on the 12th day of December, 2023.

CARRIED UNANIMOUSLY

7.3 NOTICE OF MOTION RETURN - POLICY 20: PUBLIC INTEREST DISCLOSURE

R23/12/12-10

Moved By: Trustee Ward

Seconded By: Trustee Rai

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 changes to Policy 20: Public Interest Disclosure at the January 30, 2024 Regular Board Meeting.

CARRIED UNANIMOUSLY

8. NEW BUSINESS

R23/12/12-11

Moved By: Trustee Fox

Seconded By: Trustee Dickinson

Whereas on Oct 25, 2023, the Langley School District received a letter from the Township of Langley clerk, Wendy Bauer, informing the School District that; "The Township of Langley Council has determined they wish to withdraw the Township of Langley membership on the Joint School District No. 35 Municipal Liaison Committee."

And whereas, this committee, which was formed in 2011/2012 in response to a need for discussions of mutual interest and concern, and has worked through 11 years of positive discussions and outcomes to the benefit of the community as a whole.

And whereas, with the recent legislation brought in by the Provincial Government will require and even greater due diligence on the part of both political entities to liaise, plan and advocate for school sites and building to reflect the increased densities that may be evident with the new housing plans.

Be it resolved that; a letter be written by the Board Chair, to the Township of Langley Council, expressing the Board's disappointment in their recent decision to withdraw from the committee

and request reconsideration of the decision with the outcome to reinstate the TOL/SD35 Liaison Committee and resume the original schedule of quarterly meetings.

CARRIED UNANIMOUSLY

9. TRUSTEE COMMENTS

Trustees thanked everyone and wished everyone a happy holiday and well deserved break.

10. QUESTION PERIOD

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The Chair called for questions from the public.

Questions were received from the public regarding:

- Neil Turner - Inquired about Willoughby area allotment for schools, concerns that a 5 acre lot had been decreased to a 4 acre lot.

11. ADJOURNMENT

R23/12/12-12

Moved By: Trustee Fox

Seconded By: Trustee Dickinson

That the meeting be adjourned at 8:32 p.m.

CARRIED UNANIMOUSLY

TRUSTEE CANDY ASHDOWN

BOARD CHAIR

BRIAN ISELI, CPA, CMA

SECRETARY-TREASURER



Education/Strategic Plan Committee Report

January 16, 2024 Meeting

At the January 16, 2024 Education/Strategic Plan Committee Meeting, the committee received reports on the following:

- Anti-Racism in the Langley School District
- Project Black Feather



Finance and Facilities Committee Report

January 23, 2024 Meeting

At the January 23, 2024 Finance and Facilities Committee Meeting, the committee received reports on the following topics:

- Long-Range Facilities Plan
- Secretary-Treasurer's Report
- Budget Update



Policy Committee Report

January 16, 2024 Meeting

At the January 16, 2024 Policy Committee Meeting, the committee discussed the following topics:

- Policy Committee Workplan Approval
- Annual Board Development Plan
- Policy 7: Board Operations
- BCSTA AGM Submissions

BCSTA Metro Branch - General Meeting Agenda
Friday, November 24 @ Westin Bayshore Hotel
7:30 am – 9:00 am

7:30 am – Land Acknowledgement and Welcome

1. Approval of Agenda
 - a. Moved: Val Windsor, Delta Seconded: Kulvir Mann, North Vancouver
2. Approval of Regular Minutes of October Branch Meeting.
 - a. Moved: Val Windsor, Delta Seconded: Maya Russel, New Westminister
3. Business Arising
 - a) Reports/Updates
 - b) Indigenous Education Committee – Randy Cairns
 - i. Thoughts to consider from the last meeting:
 - Identifying School Districts through numbering is colonial, but there are also inherited names from colonial times need consideration
 - If the BCSTA stand with the Metis, there may be some complicated land considerations
 - Have we heard the First Nations/Indigenous perspective on SOGI?
 - Trustees learning language of the land they are on, and how to support this
 - Consideration of co-governance models, already happening in other districts, such as Pacific Rim
 - Student voice can also be parents speaking with children and passing that information on to councils and then the Board
 - More elders at schools, in the schools – we cannot learn if there is no exposure
 - Consideration of whether the term Indigenous is an imposed term
 - c) BCSTA Board of Directors – Allison Watson
 - i. If Boards need support, please reach out and connect
 - ii. Virtual Orientations:
 - **January 11, 5 - 7 pm** - Financial & Resource Management

- Speakers: BCASBO President Ray Velestuk and BCASBO Executive Director David Green.
- iii. **LOCATION Leadership Series: February 15** – Leadership for Continuous Improvement, link to schedule: <https://qrco.de/beYnyu>
- iv. **BCSTA UPCOMING DEADLINES:**
 - **Feb 8:** AGM Extraordinary Motion Deadline
 - **Feb 16:** AGM Substantive Motion Deadline
 - **Mar 19:** AGM Motion Distribution
- v. The Hub and the Portal –
 - Change is happening and in process to make the website more intuitive
- vi. Advocacy Day –
 - Follow up on November 16, and a kit was sent back to them, please ask chairs for more information
- vii. Upcoming Events
 - Feb 23 BCSTA Board of Directors Meeting
 - Feb 24 Provincial Council Meeting
- viii. Final Learning Guide Chapters are coming
- d) BCPSEA Board of Directors – Donna Sargent
 - i. Symposium for BCPSEA reps – very well attended, with one of the highest attendances ever, with lots of opportunities for trustee learning.
 - ii. Reminder we are going into bargaining starting in January
 - iii. Questions: Why did BCPSEA decide to have the AGM virtually?
 - Budget was a consideration. This year they focused on providing the learning opportunity in person with the Symposium, and so made the AGM virtual.
- e) PLC Metro Branch Liaison – Craig Woods
 - i. This Academy is about Guiding a Healing Journey
 - How can we as trustees learn to lead?
 - How can we respond to your professional development needs?
 - ii. Remember to complete the survey on Academy, to give us feedback on your experience to guide improvement
- f) ELL Consortium – Jen Mezei

- i. Will be sending around

5. New Business

a) 2024 Metro Branch AGM –

- i. Copies of the Constitution and Bylaws on each table
- ii. By Section 5 A We are required to hold the AGM on first
 - Difficult to make the AGM happen this year with the Leadership Series
 - Recommendation that we hold the in person AGM in May instead
- iii. Kulvir Mann: Motion: Seconded Michale Thomas
- iv. To suspend Section 5 A, and hold the AGM meeting in May of 2024.

b) Office of the Human Rights Commissioner Request to Present

- i. Presentations to BCSTA or to individual Boards of Education may be a better fit for a presentation from the OHRC
- ii. Comments:
 - Presentations are within the scope of the OCHR, and a lack of understanding on this can be a vulnerability as the OHRC has authority to make rulings against boards
 - What is the actual request – presentation, dialogue, feedback?
 - Local autonomy is important, and discussions are happening within each district context, this might be better in local district environments, especially due to the sensitivity of the issues.

6. District Roundtable Discussions (a few minutes per district, as time permits)

- a. Surrey
- b. Langley
- c. Delta
- d. Burnaby
- e. CSF
- f. Vancouver
- g. Richmond
- h. West Vancouver
- i. Coquitlam
- j. North Vancouver
- k. New Westminster

7. Motion to Adjourn: Moved, Marc Andres, New Westminster

Date and Time of Next Meeting:

- a. January 18, 2024 – ZOOM @ 10:30 am – 12:00 pm

Board Report

October 27, 2023

Attendees:

- Marcello Moino
- Mike Pue
- Katie Pearson
- Brian Coleman
- Donna Robins
- Julie Allen
- Carrie Michell
- Shannon Adams (virtual)

Guests:

- Michael Morgan
- Clint Jackson
- Michael Kelly Gabriel
- Trustee Marnie Wilson
- Allie Keitlah

TOPIC DISCUSSED:**Admin Procedure 356 “Return to School” – Mike Morgan**

Over the past few years, the District has been reviewing and updating Admin Procedures that help guide school administrators in their work. The ‘ask’ of the table is to review, discuss and provide feedback about AP 356. Mike shared the history of AP 356, the process that has occurred over the past two years and how it is connected with AP 355 - Student Expectations and Consequences and AP 350 - 350 student code of conduct, which were previously shared with ya:ǵəstəl. Mike also shared how it is not used for a disciplinary purpose, but to ensure that schools support students to return to school in a timely manner who may have been told to stay home due to factors not related to student behaviour. ya:ǵəstəl shared their thoughts and feedback, including making it clear that it is expected that if the student involved is Indigenous, the Aboriginal Program Leadership and Aboriginal Support Worker’s (ASW’s) should be included in conversations and be made aware of the situation.

Accessibility Plan – Michael Morgan

The BC Government has passed the Accessibility Act that requires a variety of organizations, including school districts to have an accessibility plan, an accessibility committee and a feedback mechanism. Michael shared how the planning committee was developed and that they based their terms of reference off of the ones for ya:ǵəstəl. Currently there are 6 people on the committee, many with lived experience. While they do have Indigenous representation on the committee, the ‘ask’ for ya:ǵəstəl is how would they like to have Indigenous representation on the committee. ya:ǵəstəl shared some ideas for the Accessibility committee to investigate with the support of the Aboriginal Program Leadership Team.

Feeding Futures Program – Clint Jackson

Clint spoke about the Feeding Futures School Food Program and the changes from the Accessibility Fund. Clint shared info through a PowerPoint on what the program is, the guiding principles behind it, how we can address immediate needs in schools, build on community connections and partnerships, and develop long term plans to support students who have food insecurities, stigma free.

Clint then shared the following questions for discussion:

- What would you like to see us achieve around School Food Programs?
- What would you like to see change in the areas of food literacy/education and school food environments?
- What other ideas do you have to help our students consistently access healthy food options?

Discussion focused mainly on the food literacy/education and how are Indigenous Worldviews and Perspectives being included in this area.

Board Report

December 8, 2023

Attendees:

- Marcello Moino
- Mike Pue
- Candy Ashdown
- Katie Pearson
- Janet Stromquist
- Julie Allen
- Brian Coleman
- Donna Robins
- Shannon Adams

TOPIC DISCUSSED:**Review Terms of Reference**

As per our terms of reference, we reviewed the document at the table. Any changes to the current terms of reference will be done in September 2025.

Winter Solstice Family Gathering

The highlights of November 24th Winter Solstice Family Gathering were shared with the table.

Some of them included:

- The work of Aboriginal Program staff to get everything setup for the evening
- The drumming and signing from staff and students
- The Elf Store and crafts area hosted by the Lower Fraser Valley Aboriginal Society
- The table of free books and other items for families
- The strategies to reduce our environmental footprint
- The many students who volunteered to help setup and take down
- The Vanguard students and ASW who made 120 Grinch Trees for decoration

Indigenized Canadian Flag Request

Douglas Park Elementary is seeking guidance around the use of an Indigenous designed Canadian Flag to be painted on the gym wall in place of the standard Canadian flag. The flag was designed by Curtis Wilson, a Kwakwaka'wakw artist, who passed away in October of 2019. Licensing for the design is done through a non-Indigenous business, called the Flag Shop.

Discussion followed regarding all the points, with the final consensus from the table being that that this should not be done for the following reasons:

- First and foremost, that due to the passing of the artist, they were not receiving any funds, nor can we seek permission of them to use it in this way
- We need to be careful not to take something colonial and try to Indigenize it
- If you want to connect to and represent the land here, it should be something like a house post or Salish weaving with a connection to artists from here if possible

The table also said that this information could be shared with other schools who may be looking to do similar things, without it needing to come back to the table each time.



RECREATION, CULTURE, AND PARKS ADVISORY COMMITTEE

May 10, 2023 at 7:00pm
Salmon River Committee Room
4th Floor, 20338-65 Avenue, Langley, BC

MINUTES

Present:

R. Jhaj, (Alternate Committee Co-Chair)
Councillor T. Baillie (Council Co-Chair)

G. Abreo, S Cook, C. Grey, J. Loewan, T. Taylor, and R. Thandi

Staff:

A. Laverdure, Recreation Centre Supervisor/Acting Manager
R. Stare, Acting Director, Recreation
C. Quin, Recording Secretary

As Committee Co-Chair, D. Kang, was unable to attend, R. Jhaj volunteered to fill the role.

ACKNOWLEDGEMENT OF THE TRADITIONAL TERRITORIES OF THE COAST SALISH PEOPLES

R. Jhaj acknowledged the Traditional Territories of the Coast Salish Peoples.

A. APPROVAL AND RECEIPT OF AGENDA ITEMS

1. Recreation, Culture, and Parks Advisory Committee – May 10, 2023

Moved by C. Grey,
Seconded by G. Abreo,
That the Recreation, Culture, and Parks Advisory Committee approve the
agenda and receive the agenda items of the May 10, 2023 meeting.
CARRIED

B. ADOPTION OF MINUTES

1. Recreation, Culture, and Parks Advisory Committee – April 12, 2023

Moved by G. Abreo,
Seconded by J. Loewen,
That the Recreation, Culture, and Parks Advisory Committee adopt the
minutes of the April 12, 2023 meeting.
CARRIED

C. DELEGATIONS AND PRESENTATIONS

1. Seniors Programs and Services

Amanda Laverdure provided an update on Recreation Programming for Seniors. The following topics were reviewed, as summarized below:

Philosophies and Approach

Addressing Removal of Barriers

Age-Friendly Community and Strategy

Current Recreation Program and Event Offerings

Seniors Week 2023 – June 5-11

Discussion ensued and the following comments/questions were provided:

- Consider barriers, such as transportation, finance, isolation;
- Consider the growth of demographics;
- Suggested to present at Senior Advisory Committee.

D. REPORTS

1. Co-Chairperson's Report

No Report

E. CORRESPONDENCE

F. WORK PROGRAM

1. Canada Day Events

Staff provided a memo with a brief update on the preparations for the Township's 2023 Canada Day Celebration. Staff are participating in the planning of two events for 2023. A larger celebration is being planned for Aldergrove Athletic Park and a small event will concurrently take place in Fort Langley. The Township of Langley's website will contain all celebration details.

(Provided on table)

2. Public Art

Staff provided a memo with an update on the three new public art pieces, expecting to be installed in June and July of 2023. Two artists were awarded commissions to create sculptures for two locations. *Night Blooms* by artist Ron

F. WORK PROGRAM

Simmer will be installed at Routley Neighbourhood Park. *Heart in the Right Place* by artist Kyle Thornley will be installed at Yorkson Community Park. The third public art project that is underway is the Murrayville Mural by Pulp Studios Inc., an artist team comprise of Randi Hamel, Taj Jamal, Cory Lansdell and Kelly Mellings, and will be located at the Langley Airport.

Discussion ensued and the following comments/questions were provided:

- Consider traffic/driver distraction for safety;
- Consider heritage pieces to be place displayed.

3. Firefighters vs RCMP Water Battle

T. Taylor provided a report on behalf of the Working Group and presented as Attachment A.

Discussion ensued and the following comments/questions were provided:

- Consider security and safety during the event;
- Councillor T. Baillie will meet with the Working Group to assist in planning;
- R. Stare requested the schedule of events.

(Provided on table)

4. Canadian Premier League

R. Stare reported that the Vancouver Football Club hosted its inaugural home game on May 7, 2023, at the new stadium at LEC and is the new home for the football club.

5. BCRPA Conference May 3-5, 2023.

S. Cook provided a brief report from the conference and presented as Attachment B.

G. COUNCIL REFERRALS

H. OTHER BUSINESS AND ITEMS FOR INFORMATION

I. NEXT MEETING

Date: June 14, 2023
Location: Parks Tour - TBD
Time: 5:30 pm

J. TERMINATE

Moved by G. Abreo,
Seconded by J. Loewan,
That the meeting terminate at 8: 25pm.
CARRIED

CERTIFIED CORRECT:

Community Representative Co-Chair

Council Representative Co-Chair

RCPAC Report: ACUCC Firefighters vs. Police Water Battle (Significant Issues Report)
Tristan Taylor
May 8th, 2023

Introduction:

In light of this event's magnitude and collaborative requirements, we have experienced ongoing issues concerning the basic foundation of the ACUCC Firefighters vs. Police Water Battle. Detailed below is a comprehensive list of the concerning issues and our ongoing efforts to improve the timeline and success of the event.

Issues List:

1. RCMP Participation:

The RCMP have various procedures, safety precautions and gear that make it difficult for them to participate on multiple fronts. The working group and I are currently drafting solutions to the issues the department has outlined; additionally, I connected with Councillor Martens last week regarding this issue, and she noted she could be of assistance.

Solution: Joint communication with the working group, Councillor Martens and the RCMP to assess the department's concerns and garner support. Councillor Martens's experience at VPD will greatly assist in this communicative process and provide a new understanding of the RCMPs safety regulations.

2. Fire Participation:

Currently, the IFF has fully backed the event with no concerns aside from interdepartmental issues. From my communications with the department, the previous fire chief refused to involve the department in any community-related activities as of late. This unfortunate position has stalled the confirmation of a fire truck, hoses, and gear for the volunteer firefighters.

Solution: Joint communication with the working group, Councillor Baillie and the new fire chief to confirm the department's support. Councillor Baillie's previous experience as a fire chief will greatly assist in this communicative process and shine a light on how the department can be of assistance.

3. Set Dates:

Since last month's meeting, I have been in contact with events planner Kevin Muirhead regarding the events possible inclusion during the TOL 150 celebrations. They just came up with these dates last week (the week of May 1st) and will now decide what events should be included.

Solution: Continued communication with the working group Kevin and open communication with the TOL 150 planning group. Additionally, issues with Police and Fire must be settled in a timely fashion so as to appeal to the TOL 150m Planning group.

4. The non-compete clause with Triple O's

This issue is currently being addressed as of this week. As we have been informed, this problem should not be one of the major concerns once discussions begin.

Solution: Continued communication with Rob Stare, Triple O's and the working group to create an agreement to include other food and beverage services at the event.

5. Sponsorship and attendee's

Until these issues are resolved, there is no way to book any vendors, acquire sponsors or garner attendees.

Solution: A multi-level collaboration to ensure the event comes to fruition in a successful and impactful way!

BCRPA CONFERENCE May 3-5, 2023

Putting Empathy to Work presented by Rob Volpe

90% of consumers want brand (company) to show empathy through their behaviour

What is empathy? To walk in someone else's shoes (as them)

Sympathy- the ability to feel FOR a person

Empathy- the ability to feel WITH a person (emotional- feeling the emotions as someone else is feeling them, cognitive- seeing the point of view as someone else)

Role playing is key for children to develop empathy- stepping into the shoes of someone else

4 actions to be empathetic:

- | | |
|-------------------|-------------------------|
| 1. Self awareness | 3. practice the 5 steps |
| 2. Courage | 4. Grace |

5 steps to build Empathy:

- | | |
|------------------------|---------------------------------|
| 1. Dismantle Judgement | 4. Integrate into understanding |
| 2. Ask good questions | 5. Use solution imagination |
| 3. Actively listen | |

Indigenous Relations Presented by Trish McPail

- Are you allowing a safe space for people to be who they are?
- Reconciliation is the journey of being untaught (ex- you are not born a racist, it is taught)
- It's not yours to carry the guilt, do better in the future
- Be curious about your coworkers & staff, take the time to connect
- Part of empathy is accepting people where they are at
- Sometimes you have to stand in the discomfort to be able to move from it
- Invite them in- build authentic relationship
- Set people up for success

Outward Bound Canada Training Academy Presented by Fiona Hough

Website: trainingacademy.outwardbound.ca

- Intensive courses available in BC and Ontario that are becoming higher and higher demand
- Intentional about the representation of a variety of cultures and backgrounds in their company and trying to improve accessibility

Leading Change in a Post-Pandemic World presented by Jennifer Campbell & Roger Weetman

7 dynamics of change:

- | | |
|---------------------------------|----------------------------------|
| 1. Awkward & uncomfortable | 5. Different levels of readiness |
| 2. Focus on losses | 6. Not enough resources |
| 3. Feel all alone | 7. Revert back to the old way |
| 4. Can only take so much change | |

Reasons for resistance:

- Not aware
- Not able
- Not willing

Book reference: Talking Change – Must -have Conversations for Successful Leaders written by Jennifer Campbell

An Overview of Climate Crisis Presented by: Dr. Maya Gislason & Angel Kennedy

- Science is telling us that adaptation planning is occurring across sectors but still has gaps
- As global warming continued many adaptation options that would be effective now would become less effective
- Climate action= reducing emissions (mitigation) and preparing for impacts (adaptation)
- Strategies for success
 - o Align with Council priorities
 - o Focus on co-benefits & multi solving
 - o Tell stories of projects & share good news
 - o Include equity considerations

Digitizing Patron Feedback: A starter's guide to Modern Data-Driven Decision Making presented by: Kent Waugh, Kim Funk & Jay Deo

- Ensure the ability to give feedback is in multiple languages
- Data can be used to help make confident decisions, set manageable goals and protect against biases

Step 1: Identify Resources

- Scan existing systems, seek support and overcome barriers, Funding opportunities

Step 2: Define you Vision

- Project vision

Step 3: Find your data source

- Explore source options

Step 4: Organize your data

- Visual, consistent, simple, automate

Step 5: Perform Date Analysis

-Train staff, embed into processes, collaborate

Step 6: Draw Conclusions

- Identify, integrate, report

Key Takeaways:

- Involve team, manage change, Make visual, Create “data” culture, It’s a process, Use it

Equity, Diversity & Inclusion

Barriers: resources, connections, times, commitment, authenticity, transparency

Start in your work- is your workplace a safe space for all staff?

Ensure you take the time to hear & connect

People exist in your community – you just need to create a safe space for them to show up



RECREATION, CULTURE, AND PARKS ADVISORY COMMITTEE

December 13, 2023 at 7:00pm
Salmon River Committee Room
4th Floor, 20338-65 Avenue, Langley, BC

MINUTES

Present:

Councillor M. vanPopta (Council Co-Chair)

G. Abreo, S Cook, R. Jhaj, T. Taylor, and R. Thandi

Staff:

R. Stare, Director, Recreation

K. Stepto, Recording Secretary

ACKNOWLEDGEMENT OF THE TRADITIONAL TERRITORIES OF THE COAST SALISH PEOPLES

Councillor vanPopta acknowledged the Traditional Territories of the Coast Salish Peoples.

A. APPROVAL AND RECEIPT OF AGENDA ITEMS

1. Recreation, Culture, and Parks Advisory Committee – December 13, 2023

Moved by T. Taylor,
Seconded by R. Jhaj,
That Recreation, Culture, and Parks Advisory Committee approve the agenda
and receive the agenda items of the December 13, 2023 meeting.
CARRIED

B. ADOPTION OF MINUTES

1. Recreation, Culture, and Parks Advisory Committee – October 11, 2023

Moved by T. Taylor,
Seconded by R. Jhaj,
That Recreation, Culture, and Parks Advisory Committee adopt the Minutes of
the October 11, 2023 meeting.
CARRIED

C. DELEGATIONS AND PRESENTATIONS

1. Cultural Programs Update

Item deferred.

D. REPORTS

1. Co-Chairperson's Report

Councillor vanPopta commented on the many new initiatives and projects that are under way in the recreation area one year into the Council term.

E. CORRESPONDENCE

F. WORK PROGRAM

1. 2023 RCPAC Year End Report

Councillor vanPopta reviewed the Year End Report with the committee and highlighted the key accomplishments.

MOTION

Moved by G. Abreo,

Seconded by R. Jhaj,

That the Recreation, Culture, and Parks Advisory Committee receive and endorse the Recreation, Culture, and Parks Committee 2023 Annual Report, as amended, and ask staff to forward it to Council for information.

CARRIED

G. COUNCIL REFERRALS

H. OTHER BUSINESS AND ITEMS FOR INFORMATION

I. NEXT MEETING

Date: January 10, 2024

Location: Salmon River Committee Room
4th Floor, 20338-65 Avenue, Langley, BC

Time: 7:00pm

J. TERMINATE

Moved by T. Taylor,
Seconded by S. Cook,
That the meeting terminate at 7:30pm.
CARRIED

CERTIFIED CORRECT:

Community Representative Co-Chair

Council Representative Co-Chair

Langley Local Immigration Partnership (LLIP) Membership Meeting # 1 (Year 4)

Date: Friday, Sept. 15, 2023 **Time:** 10 to 11:30 am
Location: LCSS Welcome Centre - 6470 201 St. Langley
Facilitator: Jon Kirby, Co-Chair
Mary Tanielian, Co-Chair
Minutes: Ana Marie Panczel, LLIP Coordinator

Minutes of the Meeting

Attendees:

Bahana Safi (Settlement Worker, ISSofBC), **Cory Redekop** (CEO, Greater Langley Chamber of Commerce), **Daniel Collins** (Executive Director, Inclusion Langley Society) **Donna Gibson** (Langley Literacy Outreach Coordinator, Langley Literacy Network), **Eva Staley** (Constituency Assistant to MP Tako Van Popta), **Gillian McLeod** (Social Justice and Outreach Program Facilitator, United Churches of Langley), **Herv Bezjac** (Coordinator, Langley Boys and Girls Club), **Ines Montoya** (Manager, Employer Relations, Trinity Western University), **Janet Burden** (Executive Director, Stepping Stone Community Services Society), **Jody Johnson** (PEERs Employment and Education Resources), **John Aldag** (MP, Cloverdale-Langley), **Jonathan Kirby** (Community Health Specialist, Healthy Living/Healthier Communities, Fraser Health Authority), **Justin Napier** (Executive Director, Salvation Army – Gateway of Hope), **Katie Pearson** (Executive Director, Lower Fraser Valley Aboriginal Society), **Kyle Latchford** (Office Manager, MP John Aldag's office), **Lisa Weaver** (SWIS Manager, SD35), **Mandy Martens** (Director, Raphael Family Neighbourhood Centre), **Mary Tanielian** (Director, Settlement & Employment Services, LCSS), **Nabeel Obid** (Immigrant Advisory Committee), **Rosemary Wallace** (Councillor, City of Langley), **Sanjeev Nand** (Executive Director, LCSS), **Yasmin Martinez** (Settlement and Integration Agent, College Educacentre)

1. Welcome & Indigenous Land Acknowledgement, Acceptance of the Minutes & Agenda

Jon Kirby opened the meeting with an Indigenous Land Acknowledgement statement.
The agenda and previous meeting minutes were approved.

2. Introduction of New Members or Representatives

3. LLIP Research and Resources – Driving traffic to the LLIP website

- Traffic on the LLIP socials is gradually increasing. Key objective of the LIP is to raise awareness broadly. **Request for members to follow LLIP socials and help drive traffic to the site and utilize the resources and researches that LLIP has put together.**
- Suggestions on how to drive traffic to the website were: (1) press release of accomplishments, (2) videos, music – make website more dynamic and not static, (3) reels, (4) rack cards at

libraries and community centres, (5) use of QR code on all publications/socials, (6) open Linked-In account, (7) use of toolkit or assets to share the right format of posts to members so sharing would be easy, (8) Township and City post profile of LLIP on their socials to link newcomers to services, (9) post in other languages, (10) use of tag.

4. LLIP Events this fiscal year

a. Employer Engagement Events & Research

- Previous events made it apparent that employers have a limited understanding of challenges that foreign-trained professionals (FTPs) face.
- Jody spoke about a project that they worked on for youth wherein participants received employment training then connected them with professionals to expedite meaningful contributors to society. She proposed mimicking this model for the upcoming LLIP employer engagement events and attached a research component to it. This was approved by the members.

b. Community Service Provider Event – The Settlement Working Group will tackle this.

- c. Issue-Focused Event – raise general awareness of current issues in the community
 - i. Housing & Healthcare

5. CFP 2024

- a. The LLIP has funding until 2025, the Call for Proposals will drop in late fall 2023 for funding for 2025 – 2030. Members suggested the following to be considered when writing the proposal:
 - i. Having a communications person in charge of coordinating creation of videos, navigating information, creating a newsletter, create campaigns i.e. stories about successes of newcomers, how they're being supported, etc.
 - ii. Ask for a Community Liaison who will connect with, advocate and be an ambassador for LLIP
 - iii. Research such a longitudinal studies, campaign, resource development, fact sheets, collection of relevant, reliable data
 - iv. Staff to focus on Anti-Racism, Truth and Reconciliation and immigrant employment
 - v. An App to show how welcoming spaces are
- b. Provincial CFP has come out, request that a letter be put together by the LLIP in support of the member organizations who are applying for this funding

6. Updates on LLIP Initiatives

- a. Langley Global Fest – Consider a committee who will do the work to organize this event annually, still can be coordinated under the LLIP
- b. Health Fair – Sept. 22 at Timms Community Centre, members please come out and support
- c. Delegation to the Township and City of Langley – who wants to come and present to the council about the work of the LLIP
- d. National Day for Truth and Reconciliation – Mayor's office asking for a formal letter requesting mayoral acknowledgement of the day – members approved, Ana Marie and Jon to write the formal letter of request
 - i. Events for National Day for Truth and Reconciliation:

1. Derek Doubleday Arboretum by United Churches of Langley, Sept. 30 from 5-10 pm
2. [Embracing Truth: Honouring the National Day for Reconciliation \(hosted by GLCC in partnership with BCCOC\)](#) Wednesday, Sept. 27 at 8 pm via Zoom

Meeting adjourned at 11:43 pm.

Next meeting on **Nov. 17, Friday at 10 – 11:30 am online.**

STAFF REPORT

DATE: January 30, 2024

TO: Board of Education

FROM: Mal Gill, Superintendent of Schools

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

SUBJECT: District Transitions Data

RECOMMENDED MOTION:

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

BACKGROUND:

Career Development (Transitions) – Goal

All students (dogwood and evergreen) will leave Langley schools with a meaningful transition plan based on an understanding of personal strengths and skills so they can successfully navigate future transitions. (Strategic Plan, 2023-2026)

Unified Actions - District Goal

To create compassionate learning communities with inclusive instructional practice allowing access to grade level curriculum for all students through our Ensouling our Schools Initiative. (FESL, September 2023)

Literacy - Goal

All students will meet or exceed literacy expectations for each grade level or individual IEP or AIP goals. (FESL, September 2023)

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.

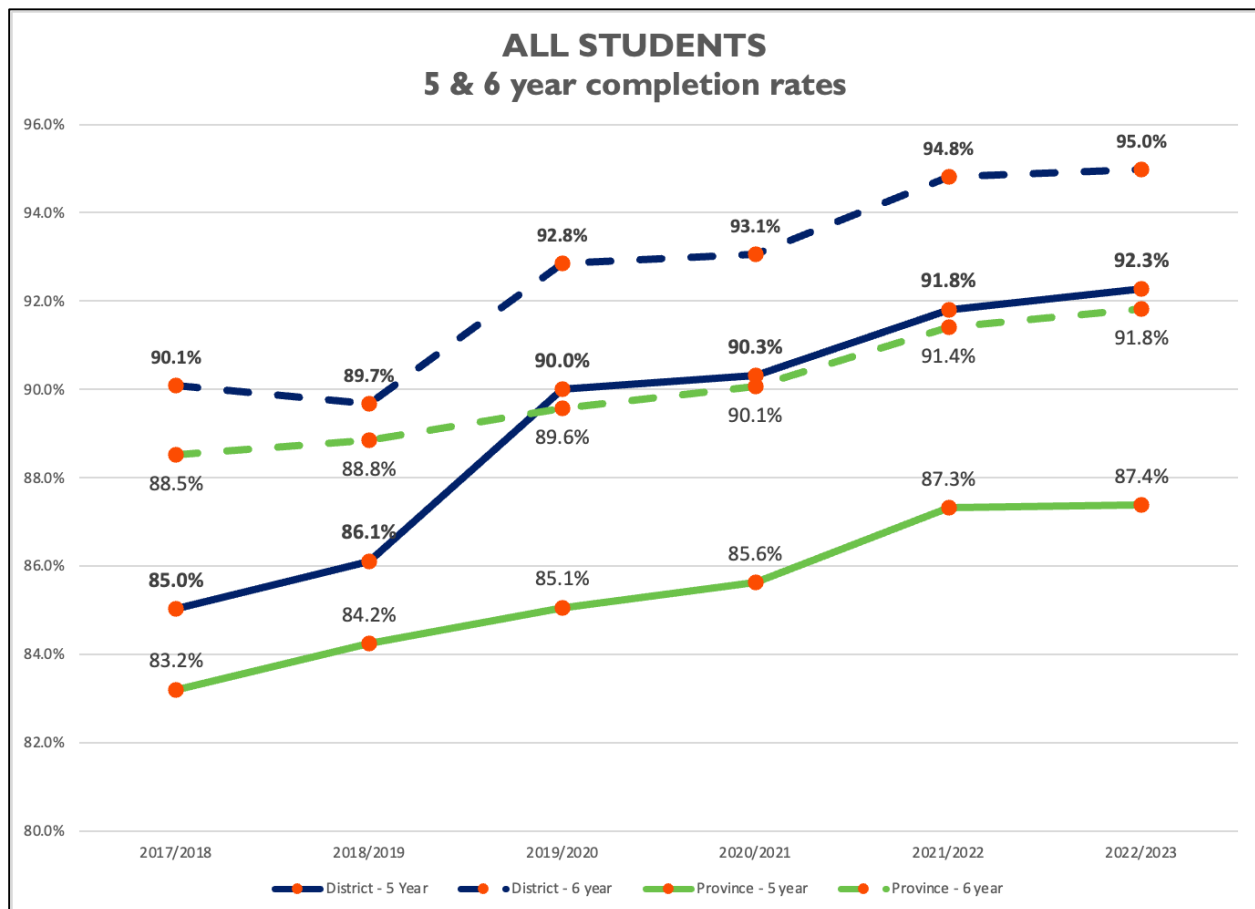
Celebration of Growth

Each group of students represented in the 2022/23 Successful Transition Rates have improved from the previous year. Langley has now surpassed 95% Completion Rates over 6 years. 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

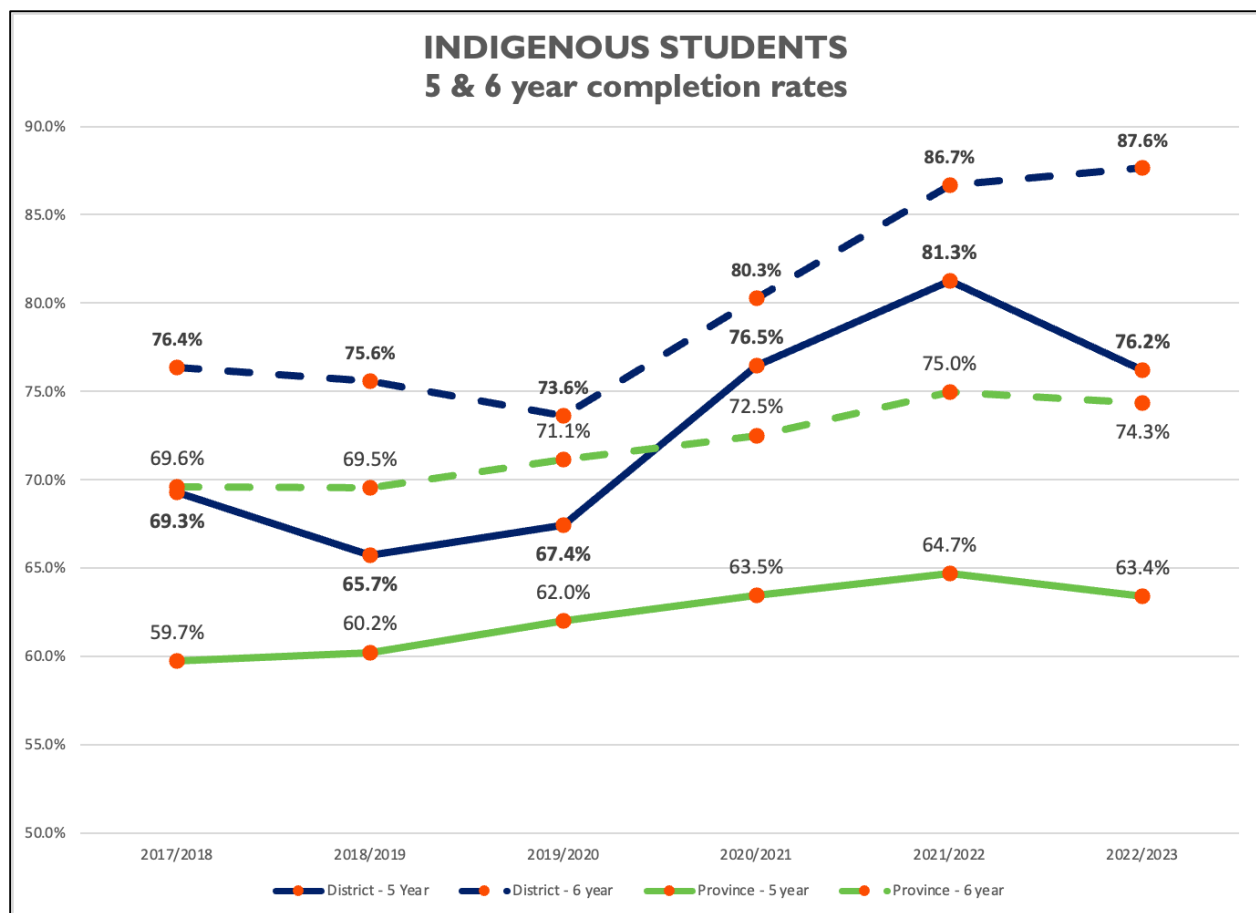
All Learners

All Learners	District		Province	
	5 Year	6 year	5 Year	6 year
2017/2018	85.0%	90.1%	83.2%	88.5%
2018/2019	86.1%	89.7%	84.2%	88.8%
2019/2020	90.0%	92.8%	85.1%	89.6%
2020/2021	90.3%	93.1%	85.6%	90.1%
2021/2022	91.8%	94.8%	87.3%	91.4%
2022/2023	92.3%	95.0%	87.4%	91.8%



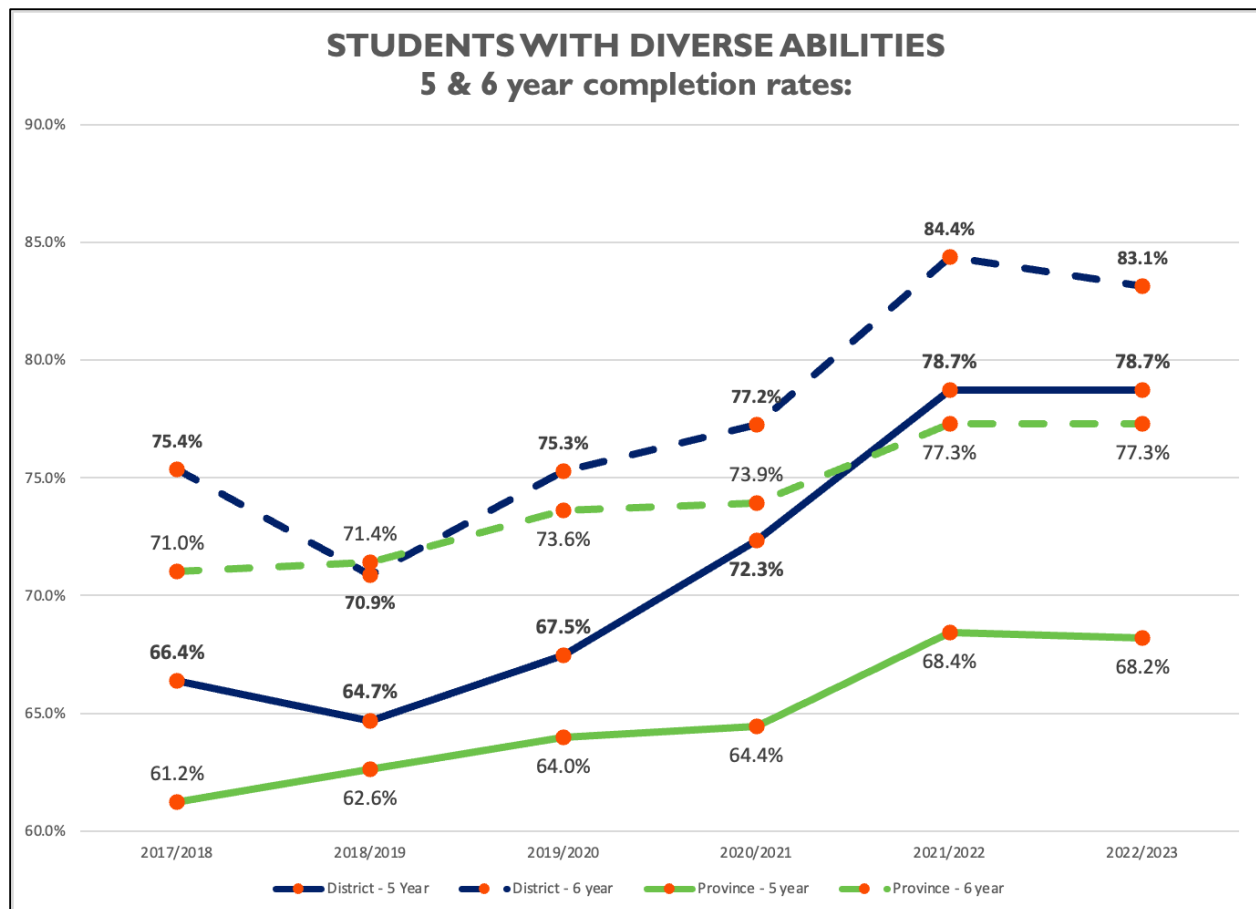
Indigenous Learners

Indigenous Students	District		Province	
	5 Year	6 year	5 Year	6 year
2017/2018	69.3%	76.4%	59.7%	69.6%
2018/2019	65.7%	75.6%	60.2%	69.5%
2019/2020	67.4%	73.6%	62.0%	71.1%
2020/2021	76.5%	80.3%	63.5%	72.5%
2021/2022	81.3%	86.7%	64.7%	75.0%
2022/2023	76.2%	87.6%	63.4%	74.3%



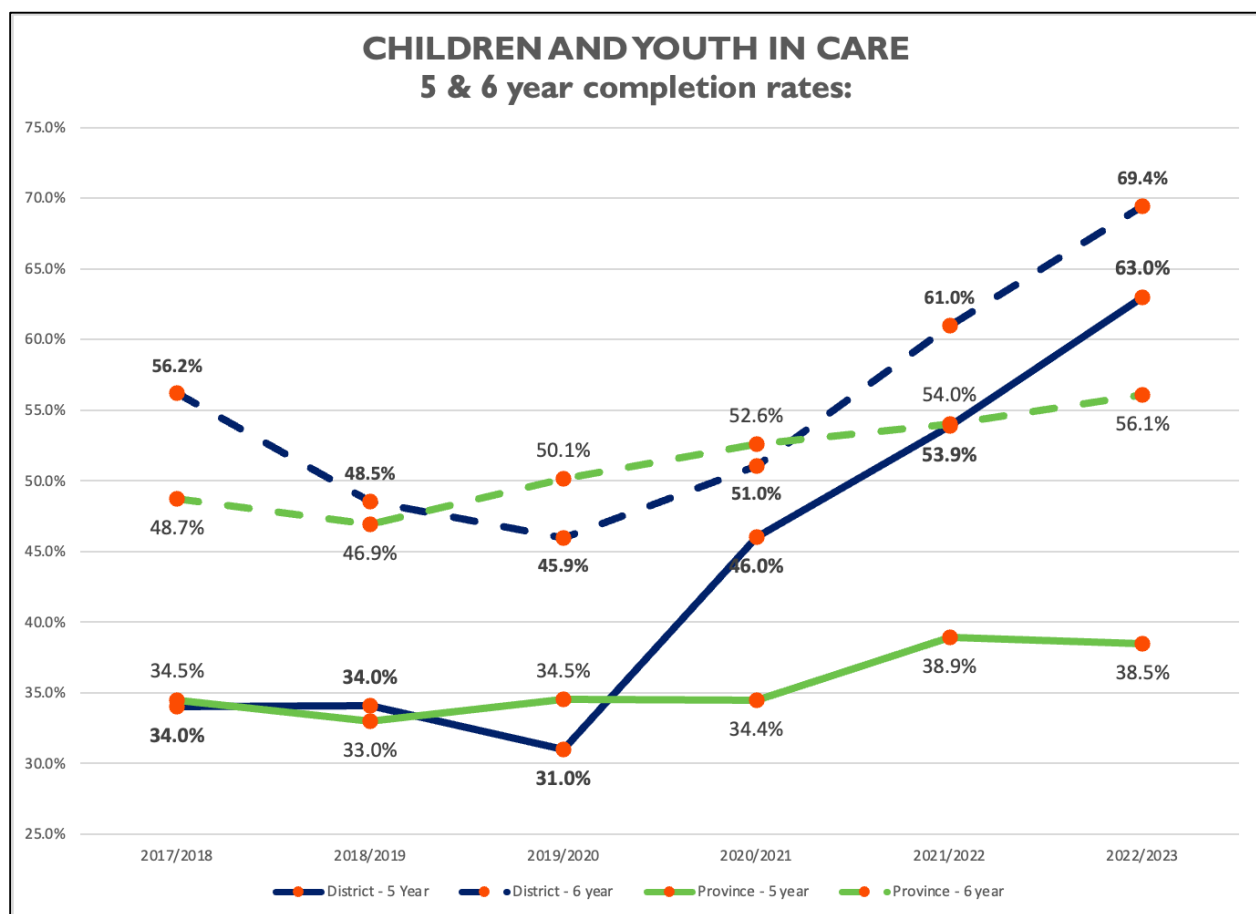
Diverse Learners

Students with Diverse Abilities	District		Province	
	5 Year	6 year	5 Year	6 year
2017/2018	66.4%	75.4%	61.2%	71.0%
2018/2019	64.7%	70.9%	62.6%	71.4%
2019/2020	67.5%	75.3%	64.0%	73.6%
2020/2021	72.3%	77.2%	64.4%	73.9%
2021/2022	78.7%	84.4%	68.4%	77.3%
2022/2023	78.7%	83.1%	68.2%	77.3%



Children/Youth in Care (CYIC)

CYIC	District		Province	
	5 Year	6 year	5 Year	6 year
2017/2018	34.0%	56.2%	34.5%	48.7%
2018/2019	34.0%	48.5%	33.0%	46.9%
2019/2020	31.0%	45.9%	34.5%	50.1%
2020/2021	46.0%	51.0%	34.4%	52.6%
2021/2022	53.9%	61.0%	38.9%	54.0%
2022/2023	63.0%	69.4%	38.5%	56.1%



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 at a rate of 14% greater 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

Recently, 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

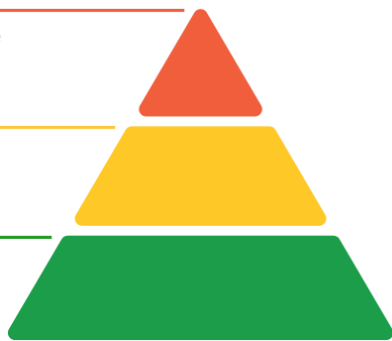
curriculum. This Framework provides common language around high-quality teaching and learning to promote professional learning conversations amongst educators and to support teachers in their own professional growth as we strive to ensure all learners in Langley reach their full potential. The Framework 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)

Tier III
Individualized intensive
interventions

Tier II
Targeted small group
interventions for
at-risk students

Tier I
Whole class
research-based
core instruction



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" 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 eight weeks. 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. 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 to the School-based Team. 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.

North Otter and Wix-Brown Elementary Schools – Examples of Practice

At Tuesday's Regular Meeting of the Board of Education, Assistant Superintendent Marcello Moino, District Principal of Aboriginal Education Mike Pue, and North Otter and Wix-Brown Principals Dan Woelders and Kyle Featherstone will provide highlights of the work underway in the District to support District Transitions and student success.

STAFF REPORT

DATE: January 30, 2024

TO: Board of Education

FROM: Brian Iseli, Secretary-Treasurer

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

SUBJECT: Capital Projects Update 2023-2024

RECOMMENDED MOTION:

That the Board of Education receives the report on Capital Projects 2023/2024 for information, as presented.

BACKGROUND:

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

- The seismic upgrading and expansion of Peter Ewart Middle
- Langley Secondary Expansion
- NE Latimer Elementary
- Richard Bulpitt Elementary Modular Addition

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 overview 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:

	Peter Ewart		Richard Bulpitt	
	Seismic	LSS Expansion	NE Latimer	Modular
Ministry Funding	19,870,304	17,146,951	26,336,786	6,000,000
District Contribution	1,000,000	1,000,000	-	
Total Approved Funding	20,870,304	18,146,951	26,336,786	6,000,000
Total Project Budget	20,870,304	18,146,951	26,336,786	6,000,000
Reserves	17,891,878	10,716,946	25,517,313	3,000,000
Maximum Potential Budget	38,762,182	28,863,897	51,854,099	9,000,000

Peter Ewart Middle School Seismic

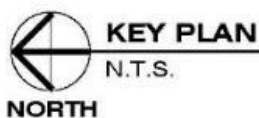
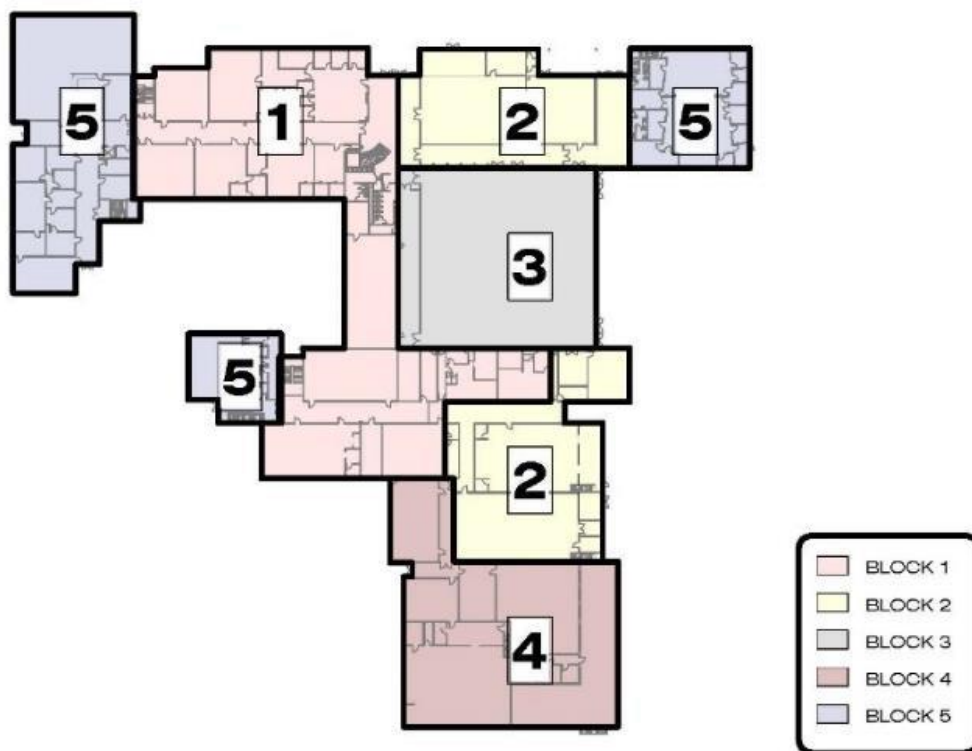
On May 20, 2022, the Ministry announced the approval of the seismic project for Peter Ewart Middle School. In addition to the seismic work, the capacity will be increased from 625 to 900 (Grades 6-8) and the District will be contributing \$1,000,000 towards this project.

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. The area from the showers will be a new gender-neutral washroom. 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 commenced July 2023 with completion for January 2025. The delay in the project start is mainly due to the Ministry's long tendering approval process:

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

Based on the winning bid for the construction of the school, the District submitted a request to move \$11,651,699 to the project budget from the reserve based on the costing done at tender which has resulted in a change in the approved budget as outlined below:

**Peter Ewart
Seismic**

Ministry Funding	31,522,003
District Contribution	1,000,000
Total Funding	32,522,003
 Total Project Budget	 32,522,003
Reserves	6,240,179
Maximum Potential Budget	38,762,182

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

- Phase I is scheduled to be complete by the end of January. The next group of students will be moving early February 2024.
- Phase II has commenced with flooring removal and heating pipe relocation.
- Phase IV crawl space has the new sprinkler system installed. Piling will begin in crawl space this week.

LSS Expansion

On May 20, 2023, the Ministry announced the approval of an expansion to LSS adding 300 seats to the existing school to make the future capacity of the school 1,100 students. The District will be contributing \$1,000,000 towards this project.

Construction is scheduled to start July 2024 with completion for October 2025.

Design Development	December 2023
Contract Award	June 2024
Construction	July 2024
Occupancy	October 2025
Final Completion	October 2026

Below is the current funding status for the project:

Ministry Funding	17,146,951
District Contribution	1,000,000
Total Funding	18,146,951
Total Project Budget	18,146,951
Reserves	10,716,946
Maximum Potential Budget	28,863,897

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

- The drawings have been submitted to the TOL for a building permit.
- The construction manager, Kinetic, is currently estimating the cost of the project as well as formulating the construction schedule. This will be completed for February 5, 2024.

NE Latimer Elementary

On May 23, 2023, the Ministry announced the approval to build the new NE Latimer Elementary School. The capacity will be 555 students. The project will also include Neighborhood Learning Center (NLC) space that could add up to 80 new child care spaces depending on the programs provided.

Construction is scheduled to start July 2024 with completion for September 2025.

Design Development	July 2023
Contract Award	February 2024
Construction	March 2024
Occupancy	September 2025
Final Completion	September 2026

Below is the current funding status for the project:

Ministry Funding	26,336,786
District Contribution	-
Total Funding	26,336,786
Total Project Budget	26,336,786
Reserves	25,517,313
Maximum Potential Budget	51,854,099

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

- The drawings were submitted to the TOL for the building permit at the end of October. We are awaiting the final permit.
- The tender package is complete and out for estimating so that we can send to the Ministry for approval to tender.
- All the prequalified general contractors have the documents for "pre-tender" review. Once we get the approval from ECC we will tender the school package.
- The school buildings construction is scheduled to start in March 2024.

Richard Bulpitt Modular

On September 27, 2023, the Ministry announced the approval to build a modular expansion to Richard Bulpitt Elementary School. The modular will be for 6 classrooms and will add capacity for 150 students. Staff are working to have the space open for September 2024.

Below is the current funding status for the project:

Ministry Funding	6,000,000
District Contribution	
Total Funding	<u>6,000,000</u>
Total Project Budget	6,000,000
Reserves	<u>3,000,000</u>
Maximum Potential Budget	<u>9,000,000</u>

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

- Building Permit drawing package will be submitted on-schedule on January 26, 2024.
- Prime Contractor intends to mobilize and setup site week of March 4, 2024.
- Accelerating project schedule by re-locating existing portables over spring break.
- Bulk earthworks and substructure work to take place during spring break.

STAFF REPORT

DATE: January 30, 2024
TO: Board of Education
FROM: Brian Iseli, Secretary-Treasurer
SUBJECT: Trustee Remuneration

RECOMMENDED MOTION:

That the Board of Education approves the increase of 3.4% effective January 1, 2024 based on the 12 month change in Canada Consumer Price Index (CPI) in accordance with [Board Policy 7: Board Operations](#), 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 trustee remuneration and how it is determined, below is what is currently in policy #7:

11. Trustee Remuneration

11.1. Effective January 1, 2023, annual trustee remuneration shall be as follows:

11.1.1. Trustee \$31,960

11.1.2. Vice – Chair \$33,085

11.1.3. Chair \$34,204

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 2023 and is an increase of 3.4%. The link to the Statistics Canada site is found below:

[12-month change in the Consumer Price Index \(CPI\) and CPI excluding gasoline \(statcan.gc.ca\)](https://www150.statcan.gc.ca/n1/pub/25-29-x/2023001/article/00001-eng.htm)

Based on the 3.4% increase in the Canadian Consumer Price Index (CPI), the proposed salaries would be as below:

	Current	Proposed	Increase
Trustee	31,960	33,047	3.40%
Vice Chair	33,085	34,210	3.40%
Chair	34,204	35,367	3.40%

POLICY COMMITTEE REPORT

DATE: January 30, 2024
TO: Board of Education
FROM: Policy Committee
SUBJECT: Policy 4: Trustee Code Of Conduct

RECOMMENDED MOTION:

That the Board of Education approves Policy No. 4: Trustee Code of Conduct as presented.

BACKGROUND:

At the November 7, 2023 Policy Committee Meeting, the Secretary-Treasurer presented information received by the Ministry of Education and Child Care regarding the Provincial Criteria Guidelines for districts. These guidelines laid out best practices and provided guidelines for recommended refinement of boards' Code of Conducts. They have asked districts to submit their updated Codes of Conduct to the Ministry by April 30, 2024. Staff have reviewed the guidelines and have made recommendations in the attached updated Policy 4: Trustee Code of Conduct. At the 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 4: Trustee Code of Conduct.

At the November 21, 2023 Regular Board Meeting the following motion was approved:

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. 4: Trustee Code of Conduct at the January 30, 2024 Regular Board Meeting.

The notice of motion was served requesting feedback. No feedback was received.

TRUSTEE CODE OF CONDUCT

The [School Act](#) states that the rights, powers, duties, and liabilities of the Board rest only with the legally constituted Board as a whole, not with committees of the Board or with individual trustees. Members of the Board exercise their powers and responsibilities as a matter of public trust, and only when the Board is officially in session.

However, it is recognized that Board members hold considerable influence as a result of being elected to public office as a trustee. It is also understood that the Board's ability to influence public policy in matters of education is related to the community perception of the Board as an effective corporate entity through its conduct of the public business.

Therefore, it is important that the Board and its individual members operate in an ethical and business-like manner. This commitment includes proper use of authority, appropriate decorum in individual and group behaviour and fair and respectful treatment of students, parents, staff, members of the community and other Board members.

Therefore, the Board has established the following Standards of Conduct to help provide the conditions necessary for effective Board operations.

1. Board members will seek to establish a district culture which will foster student achievement and which will provide an atmosphere where ~~each~~ students can reach ~~his/her~~ their full potential.
2. Board members will devote time, thought and study to their duties and responsibilities so that they may render effective and creditable service.
3. Board members recognize that the expenditure of Board funds is a public trust and, therefore, they will ensure that all such funds shall be expended efficiently, economically, and for the best interest of students.
4. Board members will not attempt to exercise individual authority over or to act on behalf of the District except as explicitly set forth in [Board policies](#) and resolutions.
5. Board members will make decisions in terms of the educational welfare of children and will strive for public schools which will meet the needs of all children.
6. Once a motion is passed, trustees shall support the decision of the Board.
7. Board members shall work with fellow trustees in a spirit of harmony and cooperation in spite of differences of opinion that may arise during debate. Trustees will observe proper decorum and behaviour as defined by Roberts Rules of Order; encourage full and open

discussion in all matters with their fellow trustees; treat them with respect and consideration; and will not withhold or conceal from them any information or matter with which they should be concerned.

8. Board members will not use the schools, school or District equipment or any part of the school program for personal advantage or for the advantage of friends. Trustees will not use their position as a trustee to benefit themselves or any other individual or agency.
9. Trustees will not disclose the confidential business of the Board.
10. Board members will establish policies by which the District and schools are administered. Board members recognize that the education program and the conduct of school business will be left to the Superintendent/Chief Executive Officer and Secretary-Treasurer as designated by the [School Act](#), [Regulations](#), [Ministerial Orders](#) and [Board Policy](#).
11. Board members will support policies and procedures that ensure the employment of those persons best qualified to serve as School District staff.
12. Board members will be mindful of laws governing Conflict of Interest and will avoid placing themselves in positions of Conflict of Interest.
13. Board members will endeavor to remain informed concerning provincial and national developments in education.
14. Board members will do everything possible to maintain the integrity, confidence and dignity of the office of School Trustee.
15. Board members will abide by the policies of the Board, all applicable legislation and regulations, in particular the School Act and the Oath of Office.
16. Board members will recognize their duty to represent and advocate for the best interests of learners in the community, including Indigenous communities and First Nations on whose traditional territories our schools operate.
17. Board members remains committed to responsible digital citizenship and to minimizing the risks associated with the use of electronic communications systems and access to social media
18. Board member shall review this policy within six months of the Inaugural Board Meeting as part of the onboarding in [Policy 3: Role of the Trustee](#)
- 14.19. Board members will endeavour to take advantage of educational conferences, workshops, and training sessions made available by local or provincial affiliations. Through participating in professional development opportunities, Trustees can enhance their knowledge of Trustee roles and responsibilities and become acquainted with current educational topics and trends.”

| Legal Reference: Sections 49, 50, 55, 56, 57, 58, 59, 62, 65, 85, 94, 95 School Act

Adopted: December 15, 2020

STAFF REPORT

DATE: January 30, 2024
TO: Board of Education
FROM: Brian Iseli, Secretary-Treasurer
SUBJECT: Policy 20: Public Interest Disclosure

RECOMMENDED MOTIONS:

That the Board of Education approves Policy 20: Public Interest Disclosure as presented.

BACKGROUND:

The Public Interest Disclosure Act (PIDA) came into effect on December 1, 2019. The purpose of PIDA is to establish whistleblower protection for public sector employees. In September 2020, BCPSEA was asked to canvass school districts to determine if the K-12 public education sector could implement PIDA by December 31, 2021. School districts advised BCPSEA that, with assistance, they would be able to implement PIDA by December 31, 2021. The date for implementation was then changed to December 1, 2023.

Over the summer, we received guidance from BC Public School Employers' Association (BCPSEA). As a result, the new Policy 20: Public Interest Disclosure was created to meet the PIDA requirements received from BCPSEA and is attached.

At the September 19, 2023 Regular Board Meeting, the following motion was approved:

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 new Policy 20: Public Interest Disclosure at the November 21, 2023 Regular Board Meeting.

The notice of motion was served requesting feedback. No feedback was received and at the November 21, 2023 Regular Board Meeting, the following motion was approved:

That the Board of Education approves Policy 20: Public Interest Disclosure, as presented and add the annual report to Policy 2 Appendix A – Board Annual Work Plan for the month of September.

On November 29, 2023, we received updated guidance from BCPSEA that stated that on November 27, 2023, the government passed amendments to the Government Body Designation (Public Interest Disclosure) Regulation. These amendments confirm that the Public Interest Disclosure Act will come into force for school districts on December 1, 2023 and also contain a significant change that will affect the application of the Act for school districts. Specifically, the following section will be added:

For certainty, director within the meaning of the Public Interest Disclosure Act does not include a trustee of a board of education established under Part 4 of the School Act.

Based on this amendment, BCPSEA has updated the Public Interest Disclosure Policy advice to remove its application to school trustees (as well as other, smaller improvements) and have asked districts to update their policy and administrative procedures as soon as possible.

Staff brought the changes to Policy 20: Public Interest Disclosure to the December 12, 2023 Regular Board Meeting where the following motion was approved:

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 changes to Policy 20: Public Interest Disclosure at the January 30, 2024 Regular Board Meeting.

The notice of motion was served requesting feedback. No feedback was received.

PUBLIC INTEREST DISCLOSURE

Purpose

The Board of Education of School District No. 35 Langley ("School District") is committed to honesty, integrity and accountability in its operations, programs and services, and to promoting a culture of openness and transparency. The School District encourages and supports all ~~personnel~~ employees in bringing forward reports of unlawful acts and acts of wrongdoing in a manner consistent with the provisions of the [British Columbia Public Interest Disclosure Act](#) ("PIDA").

The purpose of this Policy and related Procedures is to establish a process, in compliance with PIDA, for employees ~~and trustees~~ to report, in good faith, wrongful or unlawful conduct without fear of retaliation or reprisal.

Scope of Policy

This Policy applies to alleged wrongdoing related to the School District's operations or personnel. This Policy does not displace other mechanisms set out in School District Policy and Administrative Procedures for addressing and enforcing standards of conduct, disputes, complaints, or grievances, including issues of discrimination, bullying and harassment, occupational health and safety, or disputes over employment matters or under collective agreements.

Definitions

In this Policy and the Procedures, the following capitalized terms are defined as indicated:

"Advice" means advice that may be requested in respect of making a Disclosure or a complaint about a Reprisal under this Policy or PIDA.

"Discloser" means an Employee ~~or Trustee~~ who makes a Disclosure or seeks Advice or makes a complaint about a Reprisal.

"Disclosure" means a report of Wrongdoing made under this Policy and includes allegations of Wrongdoing received by the School District from the Ombudsperson or another government institution for investigation in accordance with PIDA.

"Employee" refers to a past and present employee of the School District.

“FIPPA” means the [Freedom of Information and Protection of Privacy Act](#), and all regulations thereto.

“Investigation” means an investigation undertaken by the School District under this Policy or by the Ombudsperson under PIDA.

“Personal Information” has the same meaning set out in FIPPA, namely “recorded information about an identifiable individual”, and includes any information from which the identity of the Discloser or any person who is accused of Wrongdoing or participates in an Investigation can be deduced or inferred.

“PIDA” means the *Public Interest Disclosure Act* of British Columbia, and all regulations thereto.

“Procedure” means the School District’s Administrative Procedure associated with this Policy, as amended.

“Reprisal” means the imposition of, and any threat to impose, discipline, demotion, termination or any other act that adversely affects employment or working condition of an Employee or Trustee because they made a Disclosure, sought Advice, made a complaint about a Reprisal or participated in an Investigation.

~~**“Trustee”** means a past or present member of the School District’s Board of Education; and~~

“Wrongdoing” refers to:

- a) A serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada.
- b) An act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee’s duties or functions.
- c) A serious misuse of public funds or public assets.
- d) Gross or systematic mismanagement.
- e) Knowingly directing or counselling a person to commit any act or omission described in paragraphs (a) to (d) above.

1. Statement of Principles

- 1.1. The School District is committed to supporting ethical conduct in its operations and seeks to foster a culture in which Employees ~~and Trustees~~ are encouraged to disclose Wrongdoing, including by receiving, investigating and responding to Disclosures and by providing information and training about PIDA, this Policy and the Procedures.

- 1.2. The School District will investigate Disclosures that it receives under this Policy. Investigations under this Policy will be carried out in accordance with the principles of procedural fairness and natural justice.
- 1.3. The School District will not commit or tolerate Reprisals against any Employee ~~or~~ ~~Trustee~~ who, in good faith, makes a request for Advice, makes a Disclosure, participates in an Investigation or makes a complaint under this Policy.
- 1.4. The School District is committed to protecting the privacy of Disclosers, persons accused of Wrongdoing and those who participate in Investigations in a manner that is consistent with its obligations under PIDA and FIPPA.

2. Privacy and Confidentiality

- 2.1. All Personal Information that the School District collects, uses or shares in the course of receiving or responding to a Disclosure, a request for Advice, a complaint of a Reprisal, or conducting an Investigation will be treated as confidential and will be used and disclosed as described in this Policy, the Procedures, PIDA or as otherwise permitted or required under FIPPA and other applicable laws.

3. Reporting

- 3.1. Each year, the Superintendent shall prepare, in accordance with the requirements of PIDA, and make available, a report concerning any Disclosures received, Investigations undertaken and findings of Wrongdoing. All reporting under this Policy will be in compliance with the requirements of FIPPA.

4. Responsibility

- 4.1. The Superintendent is responsible for the administration of this Policy and shall ensure that training and instruction is available to all Employees ~~and Trustees~~ concerning this Policy, the Procedures and PIDA.
- 4.2. In the event that the Superintendent is unable or unavailable to perform their duties under this Policy, the Superintendent may delegate their authority in writing to the Secretary-Treasurer or other senior members of the School District.

References: [British Columbia Public Interest Disclosure Act](#) (PIDA)
[Freedom of Information and Protection of Privacy Act](#) (FIPPA)

Adopted: November 21, 2023