



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

AGENDA

Tuesday, November 21, 2023

7:00 p.m.

Langley School Board Office

Pages

1. OPENING PRESENTATIONS (6:45 pm)
2. AUDIO VISUAL RECORDING (LIVESTREAMING) OF REGULAR BOARD MEETING
3. CALL TO ORDER
4. REPORT FROM "IN CAMERA"
5. CONSENT AGENDA

Recommendation:

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

- | | | |
|-------|--|---------|
| 5.1 | <u>CONSIDERATION OF MINUTES</u> | 1 - 6 |
| 5.2 | <u>COMMITTEE REPORTS</u> | |
| 5.2.1 | <u>EDUCATION/STRATEGIC PLAN COMMITTEE</u> | 7 - 7 |
| 5.2.2 | <u>FINANCE AND FACILITIES COMMITTEE</u> | 8 - 8 |
| 5.2.3 | <u>POLICY COMMITTEE</u> | 9 - 9 |
| 5.2.4 | <u>COMMUNICATIONS COMMITTEE</u> | 10 - 10 |
| 5.3 | <u>BOARD LIAISON COMMITTEE REPORTS</u> | |
| 5.3.1 | <u>DISTRICT PARENT ADVISORY COUNCIL (Trustee Neufeld)</u> | 11 - 31 |
| 5.4 | <u>SCHOOL DISTRICT COMMITTEE REPORTS</u> | |
| 5.4.1 | <u>INCLUSIVE EDUCATION (Assistant Superintendent Lainchbury)</u> | 32 - 33 |
| 5.4.2 | <u>EMERGENCY PREPAREDNESS (Assistant Superintendent Moino)</u> | 34 - 36 |

5.5 COMMUNITY COMMITTEE REPORTS

5.5.1 CITY OF LANGLEY / SCHOOL DISTRICT NO. 35 LIAISON (Trustee Ward)

37 - 40

6. CONSIDERATION OF AGENDA

Recommendation:

That the Agenda be approved as presented.

7. SUPERINTENDENT'S REPORTS

7.1 AP 356 - RETURN TO SCHOOL

41 - 44

Recommendation:

That the Board of Education receives Administrative Procedure No. 356 (Return to School) for information, as presented.

7.2 COMMUNICATIONS PLAN 2023-2026

45 - 61

Recommendation:

That the Board of Education approves the Communications Plan for 2023-2026, as presented.

8. POLICY COMMITTEE REPORTS

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

62 - 65

Recommendation:

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.

8.2 NOTICE OF MOTION - POLICY 4: TRUSTEE CODE OF CONDUCT

66 - 69

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

8.3 ADVOCACY SECTION ON DISTRICT WEBSITE

70 - 70

Recommendation:

That the Board of Education requests staff to create a Board Advocacy section on the district website.

9. COMMUNICATIONS COMMITTEE REPORTS

9.1 PARTNER FEEDBACK ON STRATEGIC PLAN

71 - 71

Recommendation:

That the Board of Education meet annually with each partner group individually to

provide feedback on the Strategic Plan.

10. TRUSTEE COMMENTS

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, October 24, 2023
Location: Langley School Board Office

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

Trustees Absent:	Joel Neufeld	Trustee
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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
	Pol Babao	Technical Support Specialist 3
	Vincent Montefrio	Technical Support Specialist 3
	Debbie Jones	Executive Assistant

Partner Groups:	Kim Anderson	LPVPA President
	Taylor Fauteux	LTA President
	Nancy Petersen	LTA Vice-President
	Elva Morrison	CUPE 1851 Vice President
	Michelle Smith	CUPE 1260 Member at Large

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 náʔaʔmat (**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.

The items discussed at the In Camera Meeting on September 19, 2023 pertained to personnel and property.

The items discussed at the Special In Camera Meeting on September 26, 2023 pertained to personnel.

4. CONSENT AGENDA

R23/10/24-01

Moved By: Trustee Fox

Seconded By: Trustee Dickinson

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

CARRIED UNANIMOUSLY

- 4.1 CONSIDERATION OF MINUTES
- 4.2 COMMITTEE REPORTS
 - 4.2.1 EDUCATION/STRATEGIC PLAN COMMITTEE
 - 4.2.2 FINANCE AND FACILITIES COMMITTEE
 - 4.2.3 POLICY COMMITTEE
- 4.3 SCHOOL DISTRICT COMMITTEE REPORTS
 - 4.3.1 ABORIGINAL / ya:ýæstəl' (Assistant Superintendent Moino)
- 4.4 COMMUNITY COMMITTEE REPORTS
 - 4.4.1 CITY OF LANGLEY ADVISORY DESIGN PANEL (Trustee Ward)

5. CONSIDERATION OF AGENDA

R23/10/24-02

Moved By: Trustee Wilson

Seconded By: Trustee Fox

That the Agenda be approved as presented.

6. SUPERINTENDENT'S REPORTS

6.1 BOUNDARY CHANGE PROCESS

R23/10/24-03

Moved By: Trustee Dickinson

Seconded By: Trustee Ward

That the Board of Education receives the report on the Boundary Change Process for information, as received.

7. SECRETARY-TREASURER'S REPORTS

7.1 ANNUAL FIVE-YEAR CAPITAL PLAN BYLAW 2023-2024

R23/10/24-04

Moved By: Trustee Dickinson

Seconded By: Trustee Ward

That the School District No. 35 (Langley) (Capital Plan 2023/2024) Capital Bylaw No. 2023/24-CPSD35-02 be given first reading.

R23/10/24-05

Moved By: Trustee Fox

Seconded By: Trustee Rai

That the School District No. 35 (Langley) (Capital Plan 2023/2024) Capital Bylaw No. 2023/24-CPSD35-02 be given second reading.

R23/10/24-06

Moved By: Trustee Ward

Seconded By: Trustee Wilson

That the Board of Education of School District No. 35 (Langley) approves having all three readings of the (Capital Plan 2023/2024) Capital Bylaw No. 2023/24-CPSD35-02 at tonight's meeting.

R23/10/24-07

Moved By: Trustee Dickinson

Seconded By: Trustee Fox

That the School District No. 35 (Langley) (Capital Plan 2023/2024) Capital Bylaw No. 2023/24-CPSD35-02 be given third reading, passed and adopted on this 24th day of October 2023.

7.2 FUNDING AND ENROLMENT UPDATE

R23/10/24-08

Moved By: Trustee Dickinson

Seconded By: Trustee Rai

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

8. TRUSTEE COMMENTS

Trustees shared their appreciation to everyone for coming out to the meeting. They thanked staff for their hard work, especially during the last few months which have been challenging with fitting everyone in our classrooms. Appreciation and gratitude were expressed to the district for opening their arms and making room in our classrooms to refugees who are struggling.

9. QUESTION PERIOD

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6. The questioner shall provide their name so that it can be reflected in the minutes.

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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 the modular acquisition, electric busses and enrolment projections. Questions were received from Rachel regarding enrolment numbers.

10. ADJOURNMENT

R23/10/24-09

Moved By: Trustee Wilson

Seconded By: Trustee Dickinson

That the meeting be adjourned at 7:41 p.m.

TRUSTEE CANDY ASHDOWN

BOARD CHAIR

BRIAN ISELI, CPA, CMA

SECRETARY-TREASURER



Education/Strategic Plan Committee Report

November 14, 2023 Meeting

At the November 14, 2023 Education/Strategic Plan Committee Meeting, the committee received reports on the following:

- Physical Restraint and Seclusion
- Online Learning in the Langley School District (MOE Changes)



Finance and Facilities Committee Report

November 14, 2023 Meeting

At the November 14, 2023 Finance and Facilities Committee Meeting, the committee received reports on the following topics:

- Secretary-Treasurer's Report
- Feeding Futures Plan
- Boundary Change Process



Policy Committee Report

November 7, 2023 Meeting

At the November 7, 2023 Policy Committee Meeting, the committee discussed the following topics:

- Policy Committee Workplan Approval
- Late Motion Policy
- Annual Board Advocacy Plan
- Policy 4: Trustee Code of Conduct
- Policy 15: Recruitment and Selection of Personnel
- Policy 16: Indemnification By-Law



Communications Committee Report

November 7, 2023 Meeting

At the November 7, 2023 Communications Committee Meeting, the committee received reports on the following topics:

- Communications Committee Terms of Reference
- 2023-2026 Draft District Communications Plan
- Communications Opportunities for Partner Groups

In Person – SD 35 Board Office

- 1. Call to Order: 7pm**
- 2. Establish Quorum** (44 schools total 20% needed)
- 3. Welcome and Housekeeping**
 - A.** Territory Acknowledgment
 - B.** Executive Introductions
 - C.** Welcome Back - Open Forum explanation
- 4. Adoption of**
 - a. Agenda September 2023
 - b. Minutes from May 2023
- 5. Special Presentation**
 - A.** Zach Funk, Director Township of Langley Firefighters Charities (Snack Program)
 - B.** Clint Jackson, District Principal of Student Health & Equity (Feeding Futures)
- 6. Report: Trustee Report**
- 7. Superintendent Report** - Mal Gill, SD 35 Superintendent
- 8. Old Business**
 1. Update on the Noel Booth PAC Elementary Motion

****Original Motion from April 20, 2023 Langley DPAC General Meeting:****

Noel Booth Elementary PAC proposed that the Langley DPAC draft a letter to the Langley School District, seeking clarity on:

- The statistical data and report detailing how funds received from the Ministry of Education and Jordan's Principle (if applicable) are allocated. Specifically, for students with designations/diagnoses or Neurodiverse Learners within the district, and how these funds are used for Education Assistants (EAs) and Resource Teachers. This includes any funds moved to contingency.

****Amended Motion Incorporating Wording from February 16, 2023 Langley DPAC General Meeting:****

Noel Booth Elementary PAC proposes that the Langley DPAC draft a letter to the Langley School District, requesting clarity on:

1. The statistical data and report detailing the allocation and/or dispersion of funds received from the Ministry of Education and Jordan's Principle (if applicable) for students with designations/diagnoses or Neurodiverse Learners. This should cover how these funds are used for Education Assistants (EAs) and Resource Teachers, including any funds transferred to contingency.

2. The rationale or criteria determining the number of educational assistants that schools will receive, based on the number of designations within each school and the specific needs of the students.

2. DPAC Mal Positions (5)

9. New Business

A. BCCPAC Registration Explanation

10. Presidents Report

A. PAC 101 / Treasurer 101 – October 12

11. Treasurer Report

A. Explain Parent Ed Funds & Food safe funds

12. Open Forum Q&A (15min)

13. Announcements

A. Next School Board Meeting: October 24th

B. Next DPAC General Meeting: October 19th

Open Forum Discussion

Intro

As part of an ongoing effort to understand parent questions and what's important to you, DPAC is going to have a Q&A / open forum at the end of this meeting. If you wish to ask a question, or have a comment, we want to hear from you!

There are a few ways you can do this. The goal is to ensure you are comfortable communicating, you receive the information you are looking for and have a voice in your child's school community.

Often in these group settings, shared ideas and information helps so many parents. We welcome the opportunity to have a discussion with you.

How to ask a question / provide a comment – multiple ways!

1. At the end of the meeting simply put up your hand and the moderator will call on you. Please state your name and your school.
2. If you don't wish to speak in public, pens and paper have been supplied on your table. Simply write out your question and /or comment. At the start of the Q&A forum, a DPAC Executive Member will come around and collect these from the table. The DPAC moderator will read it out loud. You do not have to put your name or school; however, if you are willing, we would love to learn this information.
3. If you have a question / comment after you leave the meeting, simply email info@langleydpac.ca

Comment Rules

1. There will be a **two minute time period** on any questions / comments to allow for as many questions as possible as the meeting will adjourn at 9pm. If there are questions/comments we don't get to, please email them to info@langleydpac.ca and the executive will review and respond to you.
2. The moderator will read out loud the question / comment and the DPAC Exec will do our best to answer. If we don't know something, we will take the question away and come back to the group at the next general. If a member in the audience knows the answer and DPAC does not, please raise your hand for the moderator to call on you.
3. **Only one speaker per time.** The speaker permitted is the person the moderator has selected. This is intended to avoid having outside comments introduced without being called upon first. Simply put up your hand if you wish to add something and the moderator will call on you.
4. Everyone has a right to be heard. All parents have a right to voice their thoughts, questions and comments. We welcome diverse opinions and comments. We will all be respectful and kind to one another.

British Columbia District Parent Advisory Councils:

No Space for Hate in Our Schools

As BC DPACs, we stand with our children, parents, and caregivers to support and recognize the diverse culture in our schools and our society. We believe SOGI inclusive education reflects diversity including the acknowledgment of multiple genders and sexualities, which plays a pivotal role in educating our students about the world they inhabit.

BC DPACs strive to support the education goals of our communities and through that, support the mental health and wellbeing of our children. We firmly assert that any group endeavoring to undermine or segregate our communities has no place in the inclusive environment of BC public education. It is our commitment to continue supporting our parent and caregiver communities in their education about the significance of SOGI (Sexual Orientation and Gender Identity) education and how it profoundly benefits our children.

Regrettably, some groups have been disseminating misinformation and, in doing so, neglect the myriad of ways our children require support, including:

- Access to affordable childcare;
- A well-funded public education system that ensures schools are seismically safe, equipped with modern facilities up to the highest standards, and provide ample space for all students inside school buildings;
- Current and comprehensive learning materials;
- Access to healthy, plentiful food; and
- Up-to-date technology for both basic and enhanced learning experiences.

We would urge everyone to learn more about the current BC education curriculum and understand why it is crucial that sexual orientation and gender identity is part of public education. We also recognize that trans and gender diverse people have always been part of society, and that 2SLGBTQIA+ represents a vital facet of the beautiful mosaic that constitutes the human experience.

On a day when our children will see a lot of hate in the media and the world around them, we encourage our communities to show love and express your unwavering support for inclusivity within our schools.

Signed,

Vancouver District Parent Advisory Council (SD39)

Central Okanagan Parent Advisory Council (COPAC SD23)

New Westminster District Parent Advisory Council (SD40)

North Vancouver Parent Advisory Council (SD44)

Kamloops-Thompson District Parent Advisory Council (SD73)

Surrey District Parent Advisory Council (SD36)

Victoria Confederation of Parent Advisory Councils (SD61)

Vernon District Parent Advisory Council (SD22)

Langley District Parent Advocacy Council Executive (SD35)

Nanaimo-Ladysmith District Parents Advisory Council (SD68)

Sooke Parents' Education Advisory Council (SPEAC SD62)

Prince George and District Parent Advisory Council (SD57)

Gulf Islands District Parent Advisory Council (SD64)

Mission District Parent Advisory Council (SD75)

Coquitlam District Parent Advisory Council (SD43)

DPAC Committee Reports 2023-2024 School Year

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

Langley Children Committee () assigned to: Tisha / Jenn

Sept. 23, 2023

- New co-chair, Brenna
- Play Equity, new funding received. Looking at adding more inclusive play stations for children, like the adventure playground. They would like to enhance and upgrade what was done at Douglas Park.
- Douglas Park Reno to start January
- RBC Youth Mental Awareness navigation grant committee has met and is focusing on youth services. Identified that community transport is an issue, staff awareness, recruitment for clinicians and long wait lists. Funding to be rolled up by Feb. 2024
- Story Walk, the 3rd final story walk has been installed with a 16-stake story. For a total of three-story walks now, one at Muckle Creek, Lynn Fripps and Parkside. New stories will be changed out monthly.
- The city of Langley created a Poverty Reduction Task Group where they received funding for food security. Looking at a food café and based activities
- Child Day was huge success at Douglas Park, with over 1033 re-registered guests with 650 in attendance. Location was a factor, timing and panda rides were all the draw for increased attendance.
- The committee would like to see more focus on the tween groups 10-14 as they seemed to be missed by many. Groups are seeing increased challenges with this demographic due to covid.
- Family Literacy Program is offering a 8-week program called, "Learn with me", where the review a new book each week with the goal is that the family gets to take home, the books once done.

Next Meeting November 16, 2023

Emergency Preparedness Committee (Oct 23, Jan 22nd and April 15th 4-5:30pm) - Assigned to Resha

Communications Committee (Nov 7th, March 12th and May 14th 4pm - 5pm) - Assigned to: Tisha / Jenn (2 seats)

2SLGBTQ+ (Nov 20, Feb 12, May 27) 4 - 5:30pm Assigned to: Jodi Rae Stiglic & Kristen Faulkner

Inclusive Education (Oct 23, Jan 22, April 15th 1-2:30pm) - 1 seat Assigned to Resha with Tisha as alternate

Mental Health Substance Committee (....) - Kirsten



Feeding Futures School Food Program

Consultation

2023-2024

Agenda

- What you need to know
 - The guidelines from the Ministry
 - What? Why? Who?
- Our Plan/Goals
- Your Feedback- on questions or presentation
 - Help shape the plan!



What Is the Program?

- The funding is expected to reach the 20% of the students who are facing food insecurity across the province.
- Funding is a three -year commitment
- Langley's Share- \$2,671,352
- Ministry of Education initiative that allows for the expansion of existing school food programs in districts and schools that already have them and creating new ones in districts and schools without.



Why?

- Over 3,000 students in Langley show up to our schools without breakfast or lunch
- Funding is intended to build capacity in all schools that will allow **accessibility** to any student who needs it
- To deliver food programs stigma free



Who?



- District Principal Health and Equity- Clint Jackson
- Guiding Committee:
 - Marcello Moino Mike Pue, Iha Hayer, Michael Morgan, Joanne Neveux, Shind Chand, Katie Bhandari, Jo Abshire, Ruth Castillo, Clint Jackson, two school based admin.
 - Responsible for consulting and making final decisions
- Consultation:
 - PACs and DPACs
 - Local First Nations and other Indigenous organizations
 - School District Staff
 - Other equity-deserving groups

Ministry Guidelines- Funding

- **Langley's Share- \$2,671,352**
- Address the immediate need of feeding hungry students in a stigma and barrier-free manner.
- Funding can be used for food purchases and staffing
- Hire one FTE for school food program coordination in their school district.
- Can be used to hire additional staff, such as kitchen staff to make and prepare the additional food and meals
- Funding can be used to help districts to enter into long-term agreements and partnerships with non-profit organizations, local catering companies and food suppliers/distributors
- Purchase of equipment to allow food programs to be delivered is permissible in the first year of funding.

Guiding Principles

- Sustainability
- Choice/Culturally Informed
- Access/ stigma free
- Education/Food Literacy



Goals for 2023-2024 school year



- Address immediate needs in schools
 - Breakfast and snack programs in all schools with understanding programs will evolve (use of data collected last spring and discussions with building admin.)
 - Enhanced staffing (allocated hours) to support programs
- Build on community connections and partnerships with the understanding that volunteers and donations continue to be vital in a sustainable model
- Develop long term plans that will expand on current programs and support the district vision that every school has its own breakfast, lunch and snack programs
 - Gather Feedback through Consultation Process- Admin, Staff, Parents, Local First Nations, Dieticians etc.

Feedback



- **What would you like to see us achieve around School Food Programs?**
- **What would you like to see change in the areas of:**
 - a. *Food Literacy/Education*
 - b. *School Food Environments*
- **What other ideas do you have to help our students consistently access healthy food options?**

Treasury Report

September 21, 2023

As at June 30th, 2023



DPAC EFT Account G&F June 30, 2023

<u>Income</u>	<u>Actual</u>
Opening Bank Account Balance	\$28,441.54
Credit Interest	\$0.00
Total Income	\$28,441.54
<u>Expenses</u>	<u>Actual</u>
EMT 4783422	\$73.23
EMT 4783436	\$27.30
Chq 008	\$30.00
Chq 007	\$500.00
EMT 4867175	\$88.00
EMT 4867178	\$75.00
EMT 4867183	\$80.00
EMT 4867186	\$500.00
EMT 4899360	\$30.00
EMT 4867199	\$852.36
Bank Fees	\$0.00
Total Expenses	\$2,255.89
Account Balance	\$26,185.65
<u>EMT not yet cleared</u>	
Chq 005	\$500.00
EMT 4899346	\$30.00
EMT 4917762	\$80.00
EMT 4896862	\$88.00
EMT 4896834	\$88.00
EMT 4896750	\$138.48
TOTAL	\$924.48
Funds Remaining:	\$25,261.17

DPAC Gaming Account G&F June 30, 2023

<u>Income</u>	<u>Actual</u>
Opening Bank Account Balance	\$613.85
Gaming Deposit	
Credit Interest	\$0.00
Total Income	\$613.85
<u>Expenses</u>	<u>Actual</u>
EMT 4867196	\$156.40
Service Charge	
Total Expenses	\$156.40
Account Balance	\$457.45
<u>Cheques not yet cleared.</u>	
EMT 4896759	\$59.76
TOTAL	\$59.76
Funds Remaining:	\$397.69

As at July 31st, 2023



DPAC EFT Account G&F

July 31, 2023

Income	Actual
Opening Bank Account Balance	\$26,185.65
BCCPAC Reimbursement	\$59.00
Credit Interest	\$0.00

Total Income	\$26,244.65
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Expenses	Actual
EMT 4896862	\$88.00
EMT 4896834	\$88.00
EMT 4896750	\$138.48

Bank Fees	\$0.00
Total Expenses	\$314.48

Account Balance	\$25,930.17
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EMT not yet cleared

Chq 005	\$500.00
EMT 4899346	\$30.00
EMT 4917762	\$80.00

TOTAL	\$610.00
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Funds Remaining:	\$25,320.17
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DPAC Gaming Account G&F

July 31, 2023

Income	Actual
Opening Bank Account Balance	\$457.45
Gaming Deposit	
Credit Interest	\$0.00

Total Income	\$457.45
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Expenses	Actual
EMT 4896759	\$59.76

Service Charge	
Total Expenses	\$59.76

Account Balance	\$397.69
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Cheques not yet cleared

TOTAL	\$0.00
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Funds Remaining:	\$397.69
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As at August 31st, 2023



General Account August 31, 2023

Income	Actual
Opening Bank Account Balance	\$25,930.17
Credit Interest	\$0.00
Total Income	\$25,930.17

Expenses	Actual
Chq 005	\$500.00
Bank Fees	\$0.00
Total Expenses	\$500.00

Account Balance **\$25,430.17**

Transactions not yet cleared

EMT 4899346	\$30.00
EMT 4917762	\$80.00
TOTAL	\$110.00

Funds Remaining: **\$25,320.17**

Gaming Account August 31, 2023

Income	Actual
Opening Bank Account Balance	\$397.69
Gaming Deposit	
Credit Interest	\$0.00
Total Income	\$397.69

Expenses	Actual
	\$0.00
Service Charge	
Total Expenses	\$0.00

Account Balance **\$397.69**

Transactions not yet cleared

TOTAL	\$0.00
Funds Remaining:	\$397.69

NEW - Prepaid MasterCard



PrePaid MasterCard Account

	Description	Amount
May 30, 2023	Initial Load	\$500.00
June 2, 2023	DPAC BCCPAC	\$150.00
June 8, 2023	Mailchimp	\$19.65
June 8, 2023	Canva	\$16.99
July 8, 2023	Mailchimp	\$19.59
July 8, 2023	Canva	\$16.99
August 8, 2023	Mailchimp	\$19.61
August 8, 2023	Canva	\$16.99
September 7, 2023	Zoom License	\$224.00
September 10, 2023	Reload	\$500.00
September 10, 2023	Mailchimp	\$20.04
September 10, 2023	Canva	\$16.99
		\$0.00
	Balance	<u>\$1,000.00 \$520.85</u>
	<u>Funds Remaining:</u>	<u>\$479.15</u>

Parent Education Fund

- ▶ Foodsafe Certification: up to 2 parents per PAC per year
 - ▶ Recertify every 5 years
 - ▶ Max \$88: BC Health Authority online course
- ▶ Courses / workshops / conferences: in person or online
- ▶ Books: print or digital
 - ▶ Max \$50 per person / \$100 per family per year
- ▶ Cap: \$5,200

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

Lisa Lainchbury	Chair/Assistant Superintendent of Schools
Mike Pue	District Principal, Aboriginal Education
Dean Pacheco	District Principal, Safe Schools
Ana Marie Panczel	Langley Community Services Society
Delyth Schmunk	Ministry of Children & Family Development
Elise Rehnby	LPVPA
Janine Orlando	LTA
Jenilee Woods	Inclusion Langley
Loren Roberts	Encompass Support Services Society
Resha Sabti	DPAC
Rick Nash	CUPE 1851
Sarb Rai	Trustee
Tamira Burton	Langley Public Health

Regrets:

Mike Morgan	Director, SD35 Learning Support Services
Chief Marilyn Gabriel	Kwantlen First Nation
Dot Tompkins	CUPE 1260
Katie Pearson	Lower Fraser Valley Aboriginal Society
Sanjeev Nand	Langley Community Services Society

1. Welcome – Lisa Lainchbury**2. Acknowledgement of Traditional Territories**

- As we gather this afternoon to continue our work to inspire all of our learners to reach their full potential, we do so on the traditional, ancestral, and unceded territories of the Matsqui, Kwantlen, Katzie, and Semiahmoo First Nations.

3. Accessibility Plan – Mike Pue

- Representatives on the committee needed to have lived experiences.
- Shared representation that will be added to the Accessibility Committee.
 - Secondary Students
 - Other lived experiences
 - Suggestion received to include parents, not only those who have lived experiences
- Focus right now is the committee getting to know each other, look at the feedback, examine the District, centering the lens of people with lived experiences.
- Feedback mechanism - Form on District website, email, phone, etc.
- Question - How often are they meeting?
- Question - Is it possible to have details around the names? If not, perhaps we can include a description of who they represent? Is there a parent represented? Can we have people that do not have lived experience?
- How are we spreading this out and ensuring it will go to the community? Work with Jo.

4. Ensouling Our Schools

- a. Mike Pue - Aboriginal Enhancement Agreement.
 - i. October 6, Mal Gill, Superintendent and Mike Pue sharing the importance of the work. Understanding the why. Understanding the context, we have on the lands and the history we have of the colonization of Canada.
 - ii. Ensouling our Schools sessions after school for staff with Len Pierre. (Previously was learning from Jennifer Katz, Kevin Lamoureux, and Dr. Jodi Carrington)
 - iii. Setting up for Success - the workforce is changing, supporting new teachers.
- b. Dean Pacheco - Looking at gathering data
 - i. Gathering data on how best to do this. More info to come.
 - ii. SLO officers - working to understand the roles of SLOs to meet the needs of our families.
 - iii. Mental Health - Have data but want to ensure we have the proper resources in place. Working with the Foundry, other organizations in the community. Meeting the needs of families. Project Black Feather - looking at students who are not being engaged in schools. Rebuilding relationships with adults. (ages 13 - 18) Project resiliency is still ongoing.
 - iv. Social Emotional Learning Guide.
 - v. Anti-racism? What are we doing? Why is it taking so long? BCCPAC representative is willing to help and support.

5. Partner Share and Discussion

- a. LPVPA - Looking at Cross-Country - how can make it more accessible for all students? District also looking at Field Trips inclusivity.
- b. Bussing – Accessibility – is there a way to better prepare bus monitors and review student success plans prior to student rides bus.
- c. CUPE 1851 - Building a playground for Douglas Park – Accessible, appreciated.
- d. Fraser Health - Compassionate Systems – Social Emotional Learning, CTR – useful for schools.
- e. District Principal Safe Schools - 8 or 9 clinicians hired.
- f. DPAC - FSAs – student appropriate is appreciated.

Would like to address the following at the next meeting:

- Anti-Racism
- Accessibility Plan

Next meeting: January 22. 2024

Attendees:

Marcello Moino	SD35 Assistant Superintendent, Chair
Jo Abshire	SD35 Communications Manager
Mel Cervantes	SD35 Exempt Staff
Elva Morrison	CUPE1851
Michelle Smith	CUPE1260
Nancy Peterson	LTA
Resha Sabti	DPAC

Regrets:

Joel Neufeld	Board of Education - Trustee
Neil Powell	LPVPA
Megan Duke	SD35 Occupational Health and Safety Manager

Land Acknowledgement: Marcello Moino started the meeting with the Aboriginal acknowledgement.

Agenda: Marcello presented the agenda to the committee members

Welcome: Marcello welcomed the committee members and members introduced themselves and there were new members.

Marcello reviewed the committee's Terms of Reference.

School Start-up: Marcello provided an overview of all of the emergency preparedness related tasks as part of school start up. He went over the drills conducted by schools. A drill at the school board office had also taken place. He reminded the committee that unplanned fire alarms and evacuations which occur during the school day are considered drills.

Q: Resha Sabti asked a question about the fire at a Coquitlam school? Does the Langley School District have plans for this type of scenario?

Marcello Moino shared that he lives close to the school that burned down. Based on information he knew, he shared Coquitlam's plan which was to bus students to a different site. Marcello explains the school District has Lochiel site which is being used as storage facility. He explains it would take time for Langley to turn over an existing site (Lochiel and/or James Anderson) to make it operational for students and staff.

Marcello will ask Mel Cervantes to investigate whether Lochiel site could be a potential site for a school to operate. This would include inquiries about utilities and internet data. Mel will look into the feasibility of internet connectivity.

Incident Command Team/Skill Survey – In Megan Duke's absence, Jo Abshire explained the process of collecting voluntary data from staff outlining what special skillset or experience they have in relation to emergency preparedness (former police officer, first aid, military, etc.). This information helps the District determine roles for the District's incident command team and EOC (emergency operations centre).

Reunification Drills: Marcello confirmed all elementary schools will have these drills completed by winter break. Marcello explained the purpose and process of reunification drills. One class conducts a practice of the reunification drill on that day.

Elva asks is there a sanitation team? Marcello and Jo explained that there is one for each school. At the start of the school year, they have each school establish a team and their roles at the start of the school year. Nancy confirmed that was the case at her school. In general, training and the review of roles takes place once that team and roles are established.

New Divisions and Classroom Kits: Marcello informed the committee of the purpose of the 'grab and go bags' for schools and new divisions. Each new division gets new classroom kits (red bags). Jo just added comments related to the addition of staff emergency procedures poster and the orange emergency procedures flip chart book which are also distributed to these new divisions.

Emergency Phone Lines: Jo provided an update on emergency phone lines across the school district. All sites except for James Anderson have an operational emergency phone line. As part of school start up, the schools test their emergency phone lines. Although it is still early in the school year, some schools have already experienced internet and power outages. These schools have made use of their emergency phone lines.

As per school start-up, school Administrators test the emergency radio annually. The tests are expected to start next week. The District also shared that new purchased battery power/power station have been distributed to each site.

A member of the committee asked what is the life span of rechargeable batteries? Can they be recycled? The committee heard that the radio batteries last 12 hours. Resha Sabti shared some thoughts on the lifespan. The suggestion is to have it in use once a year or multiple times a year to ensure the battery is usable.

Jo provided an overview of the use of SchoolMessenger in emergencies. The District has already used this method of communication in the first two months of the school year.

Great ShakeOut: Jo gave an overview of the province-wide earthquake drill. Jo shared a video about the recent earthquake drill at Richard Bulpitt Elementary.

Parent Marshalling Sites: Marcello gave some background information on the establishment of parent marshalling sites. It came about because of the lockdown at Walnut Grove Secondary school. The District hopes to never use them but is prepared in case they do need to use them. They have been established at various sites. Marcello shared the list of marshalling areas by family of schools.

Resha asks if these parent marshalling areas have been shared with parents? Marcello and Jo will discuss what level of information needs to be shared and when it needs to be shared.

EOC Training and Simulation: Marcello explained the Incident Command Team for the District conducted a 2.5-hour simulation of an emergency. An external person was brought in to conduct the training. Marcello discussed the relationship with the Township and City of Langley. We learned a lot of information from the training. He explained that we learned that schools needed some basic tools (e.g. screwdriver, fuel in fleet at all times, office supplies, etc.). After the simulation, the District reviewed and enhanced procedures and implemented new tasks

such as updated Site Situation forms, established parent marshalling, and plans to create maps with important sites like community centres.

Weather Protocols: Marcello outlined that key District staff have already met to prepare for inclement weather and potential school closures. Marcello reported that info and messaging was shared with schools/families. He also talked about salting and sanding.

Nancy Peterson had comments about a weather event last year and its impact on evening classes at the LEC. LEC stayed open even though it started snowing a lot.

Jo asked if the District needs to have staff check areas of the District in the afternoon? Marcello to discuss with Mel.

Marcello shared a chart which specified all the roles and duties for Weather protocols.

Emergency Preparedness Training – The committee has saved that topic for the next meeting due to Megan Duke being away.

Next meeting: January 22, 2024



MINUTES OF THE SCHOOL DISTRICT NO. 35 / MUNICIPAL LIAISON COMMITTEE

Held in CKF Boardroom
20399 Douglas Crescent, Langley, BC
Wednesday, June 21, 2023
AT 4:00 P.M.



Present: School District No. 35 (Langley)
Trustee Candy Ashdown, Co-Chair
Trustee Tony Ward
Mal Gill, Superintendent of Schools
Brian Iseli, Deputy Superintendent of Schools

City of Langley
Councillor Rosemary Wallace, Co-Chair
Councillor Leith White
Kim Hilton, Director of Recreation, Culture and Community Services
Kyle Simpson, Manager of Engineering and Parks Operations
Carl Johannsen, Director of Development Services
Paula Kusack, Deputy Corporate Officer

Councillor Wallace began the meeting by acknowledging that the land on which we gather is the traditional unceded territory of the Katzie, Kwantlen, Matsqui and Semiahmoo First Nations. Cllr Wallace recognized National Indigenous Day.

1) **BUSINESS**

From Councillors' Wallace & White, Langley City:

- a) Future Growth (City population / School District enrollment) – in relation to the City's projected growth and space for future students. How does the City and School District work together to look at projected growth and developing enough spaces for students?
City: Carl Johannsen, Director of Development Services

The City's Director of Development Services explained how the school district and the City work together to estimate the projected enrollment based on projected growth as follows:

- City provides growth projections for different housing types including single family detached homes, townhouses and condominiums, in 10-year blocks
- Using a formula the number of students are projected based on the housing type
- There are 30-year projections within the City's Official Community Plan and more refined projections in a 10-year plan

- The School District uses software that incorporates growth factors and calculates the projected enrollment
- The City and School District plan to meet more often as the City develops

Discussion continued about historical statistics, the predicted number of students per housing type, types of units being developed, affordability, growth in the neighbouring communities, areas within the City with anticipated growth, rental vs strata, and the effect of skytrain coming to the City.

- b) Projected Attendance for City Schools & Langley Secondary School (LSS) and current numbers at LSS?

The School District's Secretary Treasurer advised that Nicomekl Elementary is at capacity and students have been diverted to Blacklock for the last two years. Simonds and Uplands have room for more students. Alice Brown is at capacity and Douglas Park is almost at capacity.

He explained how the Ministry reviews catchment schools when considering budget for more classrooms.

LSS is over capacity and portables are being utilized. Twelve new classrooms have been approved at LSS and the expansion will take place by 2025. It was noted that 60 percent of LSS students are from the City.

- c) Update on Outdoor Classrooms from the school district.

The School District Superintendent advised that the District's goal is to have outdoor classroom space at all schools. The District recently had additional funding provided for this type of space.

- d) Summer Programs being offered by the City and the School District
City: Kim Hilton, Director of Recreation, Culture and Community Services

The City's Director of Recreation, Culture and Community Services advised that the latest recreation guide lists all programs and events happening in the City this summer. Al Anderson Memorial Pool is open and the Grade 5 Swim Program has just finished. Summer daycamps are fully booked. She will forward notable brochures to school district staff for information.

The School District Superintendent will put the recreation information in the district newsletter. He advised that the school summer session will take place for 3 weeks in July. He reported that HD Stafford will have a program for at risk students and some sport coaching and tournaments may take place over the summer. Yorkson Middle School is offering a musical theatre program this summer.

e) City Park Update (amphitheatre)

City: Kyle Simpson, Manager of Engineering and Parks Operations

The Manager of Engineering and Parks Operations reported that the City Park amphitheater project is nearing completion. Fencing will be removed the week of June 26 signaling the opening. Improvements will continue throughout the summer into the fall. There is a ribbon cutting event on June 29 at 3pm for which an official invitation was sent to the School Board.

Councillor Wallace expressed her excitement to be partnering with the School District on this project.

f) Nicomekl School Addition (8 classrooms) – update from the School District regarding timing of construction and potential announcement.

The School District Secretary Treasurer advised that they are waiting for the Ministry to advise if the District can move to the business case stage on this item.

He further noted that the Ministry funded seismic upgrades and only two schools are left to complete in the district.

The District Superintendent advised that staff are looking at how to utilize all schools in the area to meet the upcoming growth demands.

There was discussion about catchments and how student placement relates to current numbers vs projected growth.

Councillor White discussed the opportunity to encourage developers to build 2- and 3-bedroom units near school sites.

School Trustee Chair Ashdown suggested Council join the School Board in advocating to the provincial MLA for more classroom funding.

The following items were requested to be added to the next Joint Liaison meeting:

- What is the City / School Board doing in partnership to meet the needs of the community (ie: Raphael Food Bank)
- Potential partnership to create a Neighbourhood House to host cultural programs and offer community support.
- How can the City and School District work together to support the Nicomekl school community regarding utilizing space in schools.
- Consideration given to immigration and the growing impact for housing needs, schools, programs etc.

- g) 2023 Meeting Dates - Host: Langley City
- Sep 13 – 4pm (TBC when SD fall calendar is confirmed)
 - Dec 13 – 4pm (TBC when SD fall calendar is confirmed)

2) **MINUTES**

Adoption of the March 29, 2022 meeting minutes.

It was MOVED and SECONDED

THAT the minutes of the March 29, 2023 meeting be adopted as circulated.

CARRIED

3) **NEW BUSINESS**

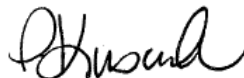
It was MOVED and SECONDED

THAT the meeting adjourn at 5:03 pm.

CARRIED



Councillor Wallace
Co-Chair



Deputy Corporate Officer

STAFF REPORT

DATE: November 21, 2023
TO: Board of Education
FROM: Mal Gill, Superintendent of Schools
RESOURCE: Lisa Lainchbury, Assistant Superintendent
Michael Morgan, Director of Learning Support Services
SUBJECT: Administrative Procedure No. 356 – Return to School

RECOMMENDED MOTION:

That the Board of Education receives Administrative Procedure No. 356 (Return to School) for information, as presented.

BACKGROUND:

In December of 2020, District staff began the process of reviewing Administrative Procedure 355 (Student Discipline) to create greater clarity and consistency of practice. During the review process, staff separated the District Code of Conduct from AP 355 and created AP 350 (Student Code of Conduct), as a separate administrative procedure. In addition, AP 356 (currently named Return to School) was written to create further clarity and consistency of practice for when students are not in attendance due to non-disciplinary reasons. AP 355 and AP 356 were presented to the Board of Education's Education/Strategic Plan Committee on June 21, 2022.

Changes made to the administrative procedure since June 2022 include clearer references to the School Act, more concise processes for return to school, clearer descriptions of why a student would not be in attendance, and attendance tracking details that will allow the District to gather data to inform future educational programming. Reset Days and Temporary but Full Withdrawal from School are defined with greater clarity and Partial Day Programming was removed from the administrative procedure.

On October 3, 2023, the revised AP 356 (Return to School), was presented at the Board of Education's Education/Strategic Plan Committee meeting. Following this meeting, District staff shared the revised administrative procedure with, and received feedback from the following groups: CUPE 1260, CUPE 1851, the Langley Teachers' Association, the Langley Principals' and Vice-Principals' Association, the District Parent Advisory Council, ya:yəstəl', and BC Ed Access.

At Tuesday's Regular Meeting of the Board of Education, Lisa Lainchbury, Assistant Superintendent, and Michael Morgan, Director of Learning Support Services, will provide further details and answer Trustee questions.



Administrative Procedure 356

RETURN TO SCHOOL

Background

The Langley School District is committed to fostering safe and caring schools that promote mutual respect, cooperation, and social responsibility, supporting optimal learning guided by the First Peoples Principles of Learning. Trauma informed practices and procedures promote the creation and maintenance of safe, inclusive, equitable, welcoming, and nurturing school environments.

District schools are inclusive environments which value all students and families regardless of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation, or gender identity/expression.

Under Section 85 (2)(c)(iii) and Sections 91 (3) and (5) of the School Act, student attendance may be altered under the following circumstances:

- In response to the physical needs of a student.
- In response to the emotional/mental health needs of a student; or
- As part of a detailed Employee Safety Plan to provide a gradual entry/return to school to ensure the safety of the student as well as the safety of others.

Student attendance for less than the minimum hours may occur in one of the following ways:

- Reset Days:
 - In School Reset Day: Student remains in school but does not attend class for a maximum of 3 school days.
 - Out of School Reset Day: Student is not in attendance mid-day and not to attend school for a maximum of 3 school days.
- Temporary, but full, withdrawal from school:
 - Any schedule where a student is not attending school for more than 3 school days.

If a student is not in attendance for health or safety reasons, the Board of Education must have established policies and procedures to allow for the provision of educational programming to the

student.

This procedure will be used when a student needs to be temporarily withdrawn from school, and outlines the process by which support is provided. It should be followed in combination with [AP 355: Student Expectations and Consequences](#) and [AP 350: Student Code of Conduct](#). The ultimate goal of Reset Days and Temporary, but Full Withdrawal is for the student to successfully return to full-time attendance. A student cannot be withdrawn from school for more than 3 days without the involvement of District level staff.

Priority Learners (Indigenous students, students identified as having special needs, Children and Youth in Care, students with complex mental health needs, and students facing systemic barriers) require special consideration, consultation, and planning and may need additional support.

Procedures

1. The Principal, in consultation with Director of Learning Support Services or Designate, shall determine if a student will be withdrawn from school for more than 3 days.
2. If withdrawal is approved, the Principal shall ensure the student's team creates educational programming that includes:
 - 2.1. A list of staff responsible for the educational programming while the student is away from school.
 - 2.2. A return-to-school plan that may include partial-day programming, clearly indicating criteria for an increase to full attendance.
 - 2.3. If the withdrawal is in response to safety concerns, the Principal or Case Manager will schedule a meeting with school and District staff.
 - 2.3.1. A Functional Behavioural Assessment (FBA) will be completed to reflect the student's current level of functioning.
 - 2.3.2. A Positive Behaviour Support Plan (PBSP) or a Student Success Plan (SSP) will be created/updated. The school-based team will meet regularly to evaluate and update the PBSP or SSP.
 - 2.3.3. An Employee Safety Plan (ESP) will be created/updated. The school-based team will meet regularly to evaluate and update the ESP.
 - 2.3.4. Together with the District Principal of Safe Schools, it will be determined if a Violent Threat Risk Assessment (VTRA) is an appropriate intervention.
 - 2.3.5. Necessary changes will be made to the school environment.
 - 2.3.6. Determination of whether community-based agencies' involvement is appropriate will be made.
 - 2.4. When responding to a student's physical needs, the Principal may require the student to stay home.

- 2.4.1. The Principal or Case Manager will make a referral to District staff to assist with altering the class and/or school environment to make the space accessible.
- 2.5. When responding to a student's mental health needs, the Principal may require the student to stay home.
 - 2.5.1. The Principal or Case Manager will schedule a Care Team Meeting. Community- based agencies will be involved in the planning and programming as appropriate.
 - 2.5.2. If the student is in grades K-7, the Principal or Case Manager will make a request to the District Based Team.
 - 2.5.3. If the student is in grades 8-12, the Principal or Case Manager will make a referral to Project Resiliency.
3. Review
 - 3.1. Timely consultation with parent(s)/guardian(s)/caregiver(s) will be done by school personnel to review school/community progress in revising school educational programming.
 - 3.2. When considering temporary, but full, withdrawal from school, the Principal consults with the Director of Learning Support Services or Designate.
 - 3.3. The Director of Learning Support Services or Designate assigns a District Inclusion Teacher to support programming and a return to school.
 - 3.4. In certain circumstances, the student may be withdrawn from school until a certificate is obtained from the Fraser South Medical Health Officer permitting the student to return to the school.
 - 3.5. Some students may return to school full-time or some may have partial-day programming.
4. Reporting
 - 4.1. The attendance code, Not In Attendance, is entered into MyEd for the days the student is not in attendance. The Director of Learning Support Services or Designate will review MyEd data quarterly.
5. The Principal shall share the return-to-school plan with parent(s) / guardian(s) / caregiver(s) and Director of Learning Support Services or Designate.
6. Appeals
 - 6.1. An appeal pursuant to Section 11 of the School Act lies in respect to any decision relating to a full day not in attendance beyond 3 days. See [Board Policy 13: Appeals Bylaw](#).

References: School Act Sections 11, 85, 91.
Adopted: November 21, 2023

STAFF REPORT

DATE: November 21, 2023
TO: Board of Education
FROM: Mal Gill, Superintendent of Schools
RESOURCE: Joanne Abshire, Communications Manager
SUBJECT: Communications Plan 2023-2026

RECOMMENDED MOTION:

That the Board of Education approves the Communications Plan for 2023-2026, as presented.

BACKGROUND:

The District's Communications Plan for 2023-2026, which is aligned with the District's newly adopted Strategic Plan for 2023-2026, provides Trustees with objectives and strategies, as well as communications achievements and goals.

Prior to Tuesday's presentation, a draft of the document was shared with stakeholders, and feedback was welcomed.

At Tuesday's Regular Meeting of the Board of Education, Communications Manager Joanne Abshire will share highlights of the plan, which acts as a roadmap for the work of the District's Communications Department for the next four years.



COMMUNICATIONS PLAN 2023-2026



AN INNOVATIVE, INSPIRING AND
UNIFIED LEARNING COMMUNITY

DISTRICT CORE VALUES

In partnership with students, staff, and families, the District is committed to the following:

INTEGRITY:

- Accepting
- Respectful
- Kind
- Trustworthy

EXCELLENCE:

- Success
- Effort
- Engagement
- Hope
- Adaptability
- Achievement

COURAGE:

- Creativity
- Inspirational
- Critical Thinking
- Problem Solving

COMMUNITY:

- Connection
- Relationship
- Caring
- Collaboration
- Inclusive
- Teamwork
- Belonging
- Partnership



THE PURPOSE

The purpose of the plan is to outline communications objectives and strategies for the 2023-2026 school years and is aligned with the District's Strategic Plan.

The plan is created in consultation with the Superintendent of Schools and the Board of Education and reflects the District's mission "To inspire all learners to reach their full potential and create a positive legacy for the future" as well as Core Values: Integrity, Excellence, Courage, and Community.

The communications plan will be reviewed annually. There are no exact timelines for the implementation of certain strategies, but the overall goal is to achieve these over the next four years. Communications planning is best viewed as a cyclical process that is woven throughout the day to day and annual operations of the District.

This involves a continuous effort to identify goals and intents, research and implement strategies, and evaluate success of the engagement efforts of the District and Board of Education.

BACKGROUND

There have been significant communications improvements in the District since the last four-year plan was developed.

HIGHLIGHTS/STRENGTHS

- General District Communication to Students/ Parents/Guardians
- Emergency and Crisis Communications to Students/ Parents/Guardians
- Positive news stories on the District website
- Positive news stories on social media
- Positive news stories in the local media
- Social media analytics (growth in followers, engagements, and other metrics)
- District and StaffNet Website traffic
- District consultation, surveys, information sessions (growth in attendees, respondents, and engagement)
- Translation services for communications of high priority
- Use of District Communications tools (e.g. SchoolMessenger, Microsoft Teams, Social Media)

AREAS FOR IMPROVEMENT

- Internal communications with staff at all levels
- External communications with all audiences
- Building staff capacity to use District communications tools
- Knowledge enhancement and usability of District website
- Knowledge enhancement and usability of StaffNet
- Equal coverage of schools in telling our story
- Promoting equity, diversity, and inclusion (education, initiatives and events)
- Promoting Indigenous Worldviews and Perspectives and Truth and Reconciliation (education, initiatives, and events)





AUDIENCE

- Students
- Parents/Guardians
- Staff
- Partner Groups (CUPE 1260, CUPE 1851, DPAC, Exempt Staff, LPVPA and LTA)
- Government and Community Groups (Township/City of Langley, RCMP, Ministry of Education and Child Care)
- Community Partners
- Local First Nations and ya:ṽəstəl' (Aboriginal Advisory Committee)
- Public

KEY MESSAGES

- An innovative, inspiring and unified learning community
- Inspire all learners to reach their full potential and create a positive legacy for the future
- Relevant, meaningful choices for students ignite a lifelong passion for learning
- Learning takes place through flexible and connected environments
- Learners are knowledgeable, skilled and innovative
- Our schools foster an inclusive and nurturing culture
- The Board of Education provides caring, safe and welcoming schools
- The Board of Education provides educational opportunities to improve student success
- The Board of Education proactively plans for maintaining healthy and sustainable schools
- The Board of Education is committed to responsible stewardship of resources
- Creating compassionate and inclusive social and academic learning communities that provide access for every learner (Ensouling our Schools)

INTENTS

- Clear, consistent, and concise messaging
- Informative, accurate, and effective messaging
- Timely and proactive distribution
- Caring, thoughtful, and trauma-informed messaging
- Foster collaborative communications and relationships
- Earn and maintain trust
- Create opportunities for engagement
- Value diverse opinions and feedback
- Strive to make all parties feel heard and included
- Foster a culture of mutual respect
- Share our goals and celebrate our successes

NEEDS/OPPORTUNITIES

- Conduct a communications audit
- Find strategies to increase opportunities for engagement
- Encourage professional development and capacity building
- Explore new technology for support

COMMUNICATIONS OBJECTIVES & STRATEGIES

I. CELEBRATE OUR STORY

Increase awareness of positive stories related to the Langley School District that exemplify our Core Values: Integrity, Excellence, Courage and Community.

Increase awareness of student work, achievements, and programs, and maintain a positive narrative in traditional media, social media, and on the District website.

STRATEGIES

- Maintain social media plan, guidelines, and calendar
- One-a-day rule for social media posts on all channels
- One-a-week rule for blogs and videos on all channels
- Create and implement campaigns to highlight noteworthy items or departments on social media (e.g. “Did you know,” “Facilities Fridays” and other campaigns)
- Create opportunities to encourage administrators, managers, and staff to submit photos, videos, or stories
- Maintain a social media tracking spreadsheet to ensure we are giving equal coverage of schools across the District
- Maintain the Framework for Enhancing Student Learning website to communicate student learning
- Maintain the Strategic Plan website to communicate the District and Board’s goals and actions
- Collaborate with the Ministry of Education and Childcare to celebrate positive announcements through events
- Use traditional and social media advertising to promote registration for programs/events/initiatives when appropriate
- Promote student work, programs, and events to local and regional media when appropriate
- Share relevant positive stories in the media about the District and schools
- Promote the District’s early learning education programs, initiatives, and events
- Promote the District’s career education programs, initiatives, and events
- Use the School Board Office glass case in lobby to feature student artwork and achievement

Increase awareness of board activities, roles, and responsibilities.

STRATEGIES

- Create opportunities for the Board of Education to:
 - Communicate messaging to audiences (e.g. Welcome Back Messages, Holiday Messages, Year End Messages)
 - Explain the roles and responsibilities of the Board of Education through various communications channels (e.g. newsletter, social media)
 - Explain noteworthy information/decisions passed by the Board (e.g. District calendar, policies, budget)

SOCIAL MEDIA AT A GLANCE



Followers:
11,000

▲ 83% from 2019

Posts:

▲ 222% from 2019

Impressions:

▲ 217% from 2019

Reach:

▲ 210% from 2019



Followers:
7,300

▲ 46% from 2019

Posts:

▲ 217% from 2019

Impressions:

▲ 105% from 2019



Followers:
11,000

▲ 65% from 2019

Posts:

▲ 223% from 2019

Impressions:

▲ 229% from 2019

Reach:

▲ 232% from 2019



Subscribers:
433

▲ 621% from 2019

Impressions:

▲ 575% from 2019

Post impressions are described as the number of times your account is displayed on a screen or device, while post reach is the number of people who see your content.

**All data provided by Hootsuite Analytics*

2. ENHANCE OUR BRAND

Enhance the image and public opinion of the Langley School District.

Increase brand awareness and visibility.

STRATEGIES

- Distribute the District's brand guidelines and communicate to internal and external audiences when necessary

- Create a District introduction video annually and house it on the main page of the District website
- Communicate to internal staff and the Board of Education the importance of brand management

Increase public trust in the District and Board of Education.

STRATEGIES

- Review the agenda in advance of Board meetings and be proactive regarding the crafting of key messaging when necessary
- Inform Board and District leadership of any potential issues and assist with key messaging when necessary
- Monitor media daily for potential educational issues which could impact the District and Board and assist with key messaging when necessary
- Livestream Board meetings and provide open, transparent communication
- Post summaries of Board meetings highlighting information and decisions that are of interest to stakeholders
- Report any critical complaints/feedback collected to District leadership and the Board (public consultation, website, email, social media, in-person)
- Respond to complaints/feedback in a timely manner with clear, concise and accurate information (public consultation, website, email, social media, in-person)



Increase positive media coverage.

STRATEGIES

- Use media monitoring system to its full potential to monitor, track, evaluate, and analyze trends (positive, neutral, negative)

Facilitate transitions and foster positive reactions to systemic change.

STRATEGIES

- Be proactive and communicate important information and District/Board news in a clear, concise and timely manner through a variety of channels to target audiences (website, social media, administration/schools, direct emails, parent information sessions if necessary – e.g. Kindergarten registration, report cards, District calendars)

- Promote positive media coverage that highlights collaboration with the Township/City of Langley

- Invite media to attend newsworthy events or promote stories about District programs/initiatives/staff/students

Improve staff and community satisfaction with District communications.

STRATEGIES

- Conduct a satisfaction survey for staff and families evaluating quality/quantity of District communications methods
- Review and implement changes to communications methods based on satisfaction survey
- Audit the District website for glitches, errors, and outdated information

3. PROMOTE HEALTH, SAFETY, AND WELLNESS IN OUR SCHOOLS

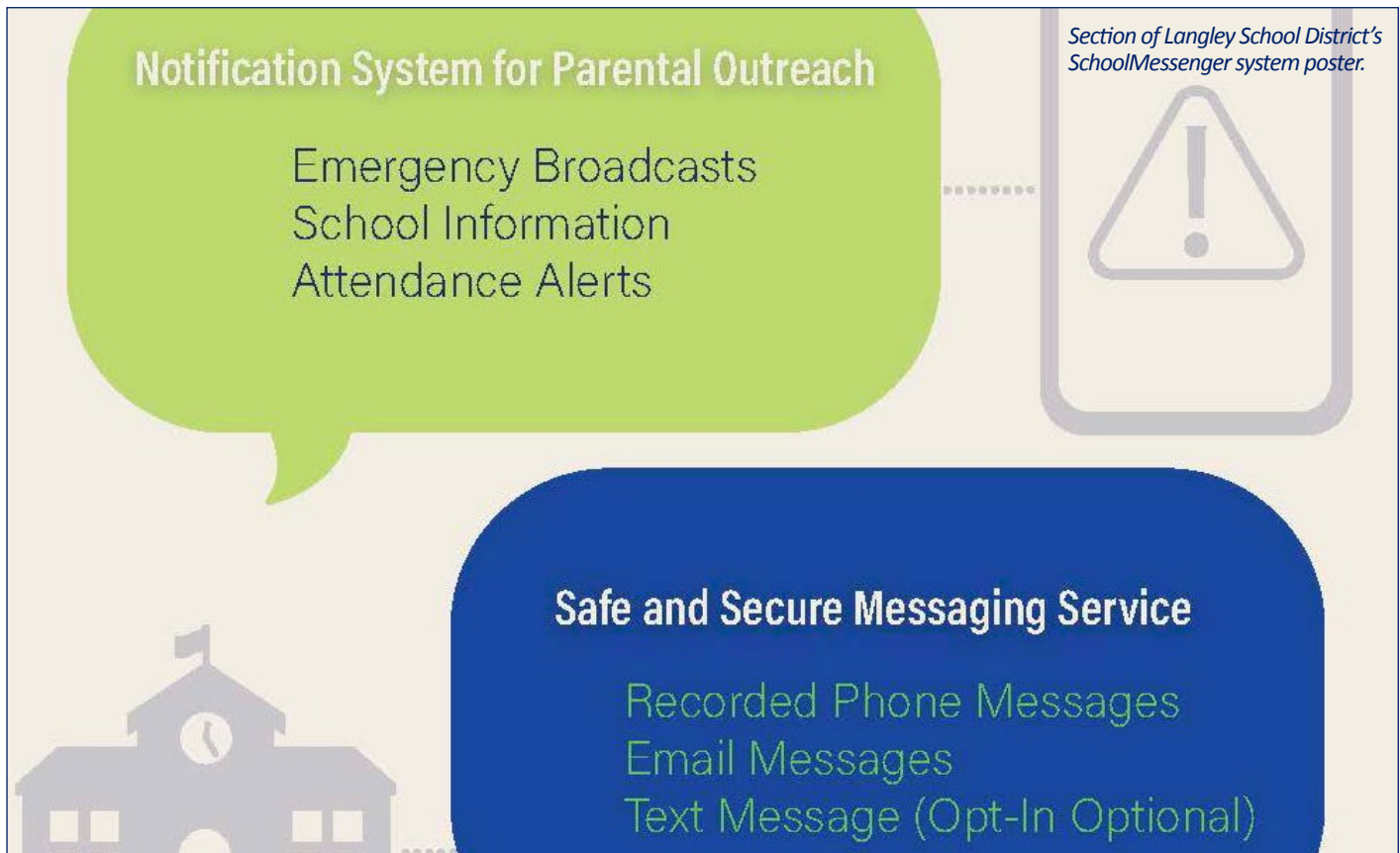
Deliver fast and effective communications to stakeholders in emergencies or health and safety crises.

Ensure District Emergency Response Manual and related communications procedures are up-to-date.

STRATEGIES

- Work with Health & Safety Manager to review and update Emergency Response Manual when needed, particularly in relation to communications procedures
- Work with District Leadership Team to review and update emergency response communications procedures when needed
- Work with the District Emergency Preparedness Committee to review and gather feedback on emergency response communications procedures when needed
- Work with the Township/City of Langley, Fire departments, Langley RCMP, and other applicable authorities, particularly in relation to emergency response communications
- Debrief, review, and assess emergency response communications procedures with applicable staff after incidents of significant impact (e.g. fuel spill, lockdown)





Increase administrator and staff awareness and understanding of communications related emergency response procedures.

STRATEGIES

- Communicate emergency response communications procedures to administrators annually prior to the start of a new school year

- Inform administrators of the role and responsibilities of communications in emergency response
- Post emergency response procedures in a clear, concise and engaging format on StaffNet or via other methods of communications with staff annually

Increase parent/guardian and student awareness of procedures, emergency drills, controlled release, muster points, parent marshalling sites, and expectations for communication during emergencies.

STRATEGIES

- Communicate emergency response information to parents/guardians at the start of the school year (e.g. definitions of Lockdown, Shelter in Place)
- Post emergency response information annually in a clear, concise, and engaging format through various channels including District website and individual school site alert banners, social media (e.g. definitions of Lockdown, Hold and Secure)

Communicate urgent messages and instructions to parents/guardians in a timely manner during emergencies.

STRATEGIES

- Use SchoolMessenger to communicate with parents/guardians during and after emergencies as needed (e.g. power outages, road closures, and lockdowns)
- Use traditional media, social media, and District and school websites to communicate with parents/guardians during emergencies as needed

4. STRENGTHEN OUR RELATIONSHIPS

Develop and strengthen collaborative relationships with stakeholders.

Internal Audiences

Increase staff awareness of Board and District plans and activities.

STRATEGIES:

- Post summaries of Board meetings, highlighting information and decisions of interest to staff in a quarterly newsletter on StaffNet

- Increase efforts to connect with and consult staff in decision-making processes undertaken by the Board and District when applicable
- Work with the Board's Communications Committee to enhance communication among Board, District and employee partner group representatives
- Communications Manager to attend the Board's Communications Committee meetings

Enhance interdepartmental connections and communications.

STRATEGIES:

- Create a quarterly newsletter for staff which includes important information, operational updates, events, and stories relevant to staff

- Work with the Human Resources department and other departments, as needed, to develop communications strategies to increase staff connectedness, belonging, and engagement



External Audiences

Increase public awareness of Board and District plans and activities.

STRATEGIES

- Engage stakeholder groups in development and/or sharing of feedback on District/Board reports, plans, budgets and financials (e.g. District Calendar, Budget)

Enhance connections and communications with families and other community members.

STRATEGIES

- Ensure awareness of ways to communicate with school and the District (teacher/administrator, District website feedback form, social media channels direct message/comments)
- Create a quarterly newsletter which includes important operational updates, events, and stories relevant to external audiences
- Communicate awareness of District partnerships and programs with post-secondary institutions, local business, and other possible opportunities (e.g. share content related to partnerships on social media)
- Communicate awareness of community related initiatives and events that are relevant to audiences (e.g. share content that is not directly related to District but appeals to audiences such as Township/City of Langley summer camp registration or stəlw̓ Pow-wow)
- Utilize livestream system for District events offsite if and when it adds value and is feasible to make it accessible to external audiences
- Consult with the community on capital projects, District configuration plans, and/or any important issues that impact the District (e.g. community consultation)
- Communications Manager to continue regular meetings with Township/City of Langley, and RCMP Communications Staff
- Utilize parent communication networks by working with and supporting DPAC and PAC initiatives (e.g. attend DPAC meetings when needed, send out parent communication when needed)
- Create opportunities to increase social media followers and engagement on channels



5. BUILDING OUR CAPACITY

Provide training and support to internal and external audiences in order to increase engagement and help all learners reach their full potential.

Internal Audiences

Enhance capacity of District Communications team.

STRATEGIES

- Offer professional development courses in Social Media and Website Analytics for Communications Specialist staff

- Offer professional development via Canadian Association of Communicators in Education memberships for Communications staff
- Offer professional development in Indigenous Worldviews and Perspectives, Truth and Reconciliation, Anti-Racism, and Diversity, Equity and Inclusion for Communications staff

Enhance knowledge of Communications staff, strategies, tactics and tools.

STRATEGIES

- Outline roles and responsibilities of Communications staff to administrators and support staff

- Continue to consult, advise and assist internal departments on communications plans, strategies, tactics, and tools to increase engagement (e.g. Human Resources, Instructional Services, programs, schools)

Enhance knowledge and capacity of schools and departments staff on Communications strategies, tactics, and tools.

STRATEGIES

- Continue to audit school sites for glitches, errors, and outdated content and track which schools require more support
- Offer training sessions in Wordpress for applicable staff

- Create a media kit on StaffNet which will include style and branding guidelines, best practices on communications, social media usage, photo, video and blog writing, as well as communications plan templates for events/initiatives
- Create blog guidelines and share communications best practices and encourage staff members to submit blogs for StaffNet or the District site
- Assist Human Resources in enhancing recruitment strategies and promoting career opportunities

External Audiences

Enhance knowledge of the District website and education related matters.

STRATEGIES

- Promote ongoing information, instructions, and parent/guardian support of K-12 student assessments and the reporting process

- Provide ongoing information, instruction, and parent/guardian support for systems such as MyEDBC, SchoolCash Online, and registration for school and transportation

6. PROMOTING TRUTH & RECONCILIATION

Increase awareness of the District's commitment to the journey of Truth and Reconciliation in our schools and helping fulfill the concept of "Every Child Matters."



STRATEGIES

- Enhance knowledge of the District's commitment to Truth and Reconciliation through education, initiatives, and events
- Enhance knowledge of Indigenous Worldviews and Perspectives through education, initiatives, and events
- Promote and celebrate the District's Aboriginal Achievement Awards and highlight the successes of Indigenous students in schools

“OUR SCHOOLS FOSTER AN
INCLUSIVE & NURTURING CULTURE.”

7. PROMOTING DIVERSITY, EQUITY & INCLUSION

Increase awareness of the District's commitment to diversity, equity, and inclusion in our schools and helping ensure all students feel a sense of belonging

STRATEGIES

- Promote Ensouling Our Schools in District communications
- Enhance knowledge of the District's commitment to Anti-Racism and Inclusion through education, initiatives, and events
- Promote the work of the District's Inclusive Education Committee
- Promote the work of the District's 2SLGBTQ+ Committee
- Promote the work of the District's Accessibility Committee
- Promote the work of the District's Anti-Racism working group
- Promote the District's Diversity Calendar and communicate important dates when applicable



CHALLENGES

PUBLIC SKEPTICISM

In order to earn the trust of the community, it is important to stay true to the goal of communicating honestly and openly. By ensuring the transparency of decision-making processes and increasing opportunities for open communication, the District may increase public and staff confidence and overcome any skepticism.

UNDERSTANDING THE PUBLIC'S ROLE IN DECISION-MAKING

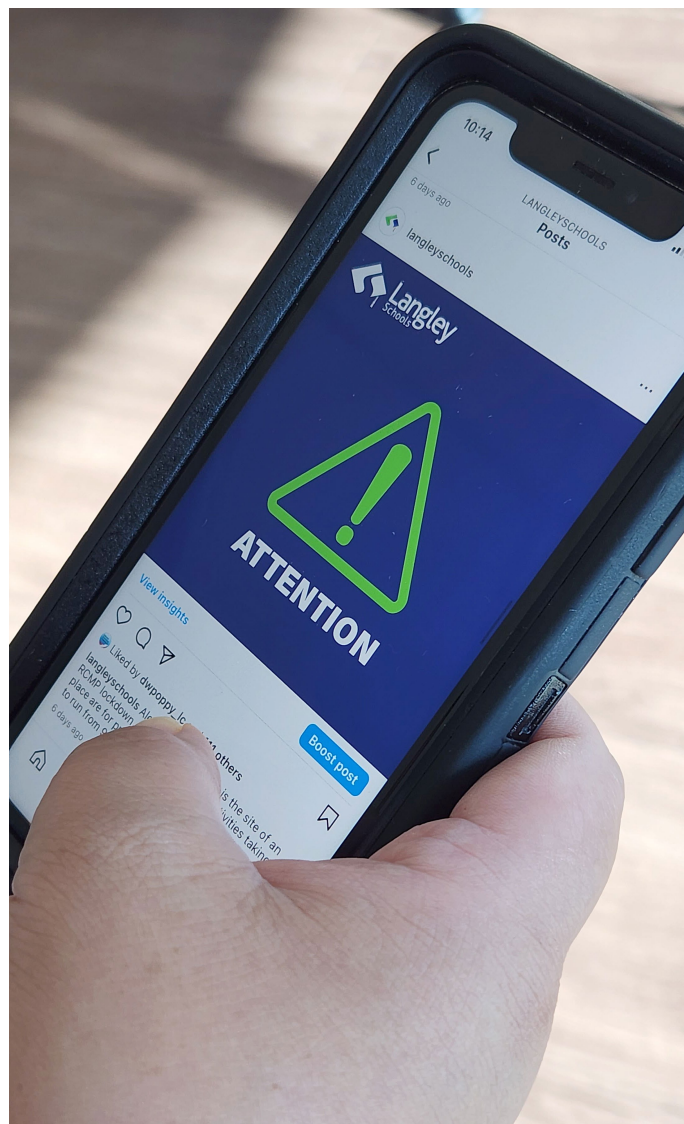
It is important that the Board of Education and District share a common understanding of the public's role in decision-making processes and the opportunities for public engagement, and that these be clearly articulated. Fostering ongoing dialogue with those affected by decisions may reveal previously unidentified challenges and concerns. Such discussions may also deepen community connections, develop positive relationships and advocates, and help generate support for future endeavors.

KEEPING UP WITH TECHNOLOGY

Advancements in technology are ongoing in relation to communication methods and tools. It is important to be aware of emerging trends but mindful that new technology is not always needed, comes at a cost, and requires capacity of staff for training. It is necessary to continue to review communications methods to ensure the needs of diverse audiences are met.

RESISTANCE TO CHANGE

Resistance to change is natural and should be expected. By working with internal and external stakeholders to communicate the rationale for changes and a connection to the District's long-term plans, concerns may be addressed which broaden acceptance of the need for change.



SCOPE OF STRATEGIES

The recommended strategies within the District Communications Plan are both broad in scope and ambition. Effective communication requires significant effort and the achievement of identified goals will rely on agreement, support and collaboration among multiple departments and schools across the District.

MEASUREMENTS & EVALUATIONS

- Feedback from communications survey for families
- Feedback from communications survey for staff
- Social media analytics
- Feedback from social media messages/comments
- Feedback from District website online form
- Feedback from partner groups and DPAC
- Feedback from community consultations or information sessions
- Attendance/participation at events
- Registrants in programs
- Media coverage
- Word-of-mouth in the community



AN INNOVATIVE, INSPIRING AND
UNIFIED LEARNING COMMUNITY

POLICY COMMITTEE REPORT

DATE: November 21, 2023
TO: Board of Education
FROM: Brian Iseli, Secretary-Treasurer
SUBJECT: Notice of Motion Return - Policy 20: Public Interest Disclosure

RECOMMENDED MOTIONS:

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.

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.

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 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

POLICY COMMITTEE REPORT

DATE: November 21, 2023
TO: Board of Education
FROM: Policy Committee
SUBJECT: Policy 4: Trustee Code Of Conduct

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

BACKGROUND:

At the November 7, 2023 Policy Committee meeting, the Secretary-Treasurer presented information on the information sent by the Ministry of Education and Childcare about the Provincial Criteria Guidelines to districts to set out best practices and provide guidelines for recommended refinement of the Board's Code of Conduct. 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.

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

POLICY COMMITTEE REPORT

DATE: November 21, 2023
TO: Board of Education
FROM: Policy Committee
SUBJECT: Board Advocacy Section on District Website

RECOMMENDED MOTION:

That the Board of Education requests staff to create a Board Advocacy section on the district website.

BACKGROUND:

At the November 7, 2023 Policy Committee meeting, the following motion was approved as part of the Board Advocacy Plan:

That the Policy Committee recommends that the Board of Education create a Board Advocacy section on the district website.

COMMUNICATIONS COMMITTEE REPORT

DATE: November 21, 2023
TO: Board of Education
FROM: Communications Committee
SUBJECT: Partner Feedback on Strategic Plan

RECOMMENDED MOTION:

That the Board of Education meet annually with each partner group individually to provide feedback on the Strategic Plan.

BACKGROUND:

At the November 7, 2023 Communications Committee meeting following motion was approved:

That the Communications Committee recommends that the Board of Education meet annually with each partner group individually to provide feedback on the Strategic Plan.