



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

AGENDA

Tuesday, December 12, 2023

7:00 p.m.

Langley School Board Office

Pages

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

Recommendation:

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

- | | | |
|---------|---|---------|
| 4.1 | <u>CONSIDERATION OF MINUTES</u> | 1 - 6 |
| 4.2 | <u>COMMITTEE REPORTS</u> | |
| 4.2.1 | <u>AUDIT COMMITTEE</u> | 7 - 7 |
| 4.3 | <u>BOARD LIAISON COMMITTEE REPORTS</u> | |
| 4.3.1 | <u>BCSTA</u> | |
| 4.3.1.1 | <u>METRO BRANCH (Trustee Fox)</u> | 8 - 25 |
| 4.4 | <u>SCHOOL DISTRICT COMMITTEE REPORTS</u> | |
| 4.4.1 | <u>2SLGBTQ+ (Assistant Superintendent Lainchbury)</u> | 26 - 27 |
| 4.5 | <u>COMMUNITY COMMITTEE REPORTS</u> | |
| 4.5.1 | <u>CITY OF LANGLEY ADVISORY DESIGN PANEL (Trustee Ward)</u> | 28 - 39 |
| 4.5.2 | <u>TOWNSHIP OF LANGLEY RECREATION, CULTURE AND PARKS ADVISORY (Trustee Dickinson)</u> | 40 - 44 |

5. CONSIDERATION OF AGENDA

Recommendation:

That the Agenda be approved as presented.

6. SUPERINTENDENT'S REPORTS

6.1 LANGLEY SECONDARY FAMILY OF SCHOOLS' BOUNDARY CHANGE PROCESS

45 - 97

Recommendation:

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

6.2 EDUCATIONAL PROGRAMMING IN THE ACSS / DW POPPY REGIONS UPDATE

98 - 106

Recommendation:

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

7. SECRETARY-TREASURER'S REPORTS

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

107 - 116

Recommendation:

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

7.2 PEMS STATUTORY RIGHT OF WAY

117 - 121

Recommendation:

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

Recommendation:

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

Recommendation:

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

Recommendation:

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

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

122 - 134

Recommendation:

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

committee and its education partner groups that it intends to adopt the changes to Policy 20: Public Interest Disclosure at the January 30, 2024 Regular Board Meeting.

8. TRUSTEE COMMENTS

9. 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.

10. 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, November 21, 2023

Location: Langley School Board Office

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

Staff Present:	Mal Gill	Superintendent
	Brian Iseli	Secretary-Treasurer
	Woody Bradford	Deputy Superintendent
	Lisa Lainchbury	Assistant Superintendent
	Marcello Moino	Assistant Superintendent
	Shind Chand	Assistant Secretary-Treasurer
	Joanne Abshire	Communications Manager
	Pol Babao	Technical Support Specialist 3
	Vincent Montefrio	Technical Support Specialist 3
	Nick Greenizan	Communications Specialist
	Debbie Jones	Executive Assistant

Partner Groups:	Jessie Cowger	CUPE 1260 Vice-President
	Brian Martens	DPAC Vice President
	Kim Anderson	LPVPA President
	Nancy Petersen	LTA Vice-President

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

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

2. CALL TO ORDER

The Board Chair called the meeting to order at 7:00 pm, and began the meeting with the introduction stating: "I would like to acknowledge that the Langley School District is located on the traditional, ancestral and unceded territories of the Matsqui, Kwantlen, Katzie and Semiahmoo First Nations. We gather here tonight in an understanding of the importance of ya:yəstəl' (**y-eye yes tel**) /sq'eq'ə yoyes (**sckecka y-eyes**) (working together) and náçəʔmat (**not sa mot**) /lets'emó:t (**let sa mot**) (**uniting** ourselves with one mind, one heart) to ensure that we support and inspire all learners to reach their full potential."

Chairperson welcomed everyone and introduced attendees.

3. REPORT FROM "IN CAMERA"

The Vice-Chair reported that the items discussed in the 'In Camera' meeting pertained to
Legal, Property & Personnel

4. CONSENT AGENDA

R23/11/21-01

Moved By: Trustee Fox

Seconded By: Trustee Neufeld

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

4.2.4 COMMUNICATIONS COMMITTEE

4.3 BOARD LIAISON COMMITTEE REPORTS

4.3.1 DISTRICT PARENT ADVISORY COUNCIL (Trustee Neufeld)

4.4 SCHOOL DISTRICT COMMITTEE REPORTS

4.4.1 INCLUSIVE EDUCATION (Assistant Superintendent Lainchbury)

4.4.2 EMERGENCY PREPAREDNESS (Assistant Superintendent Moino)

4.5 COMMUNITY COMMITTEE REPORTS

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

5. CONSIDERATION OF AGENDA

R23/11/21-02

Moved By: Trustee Fox

Seconded By: Trustee Rai

That the Agenda be approved as presented.

CARRIED UNANIMOUSLY

6. SUPERINTENDENT'S REPORTS

6.1 AP 356 - RETURN TO SCHOOL

R23/11/21-03

Moved By: Trustee Neufeld

Seconded By: Trustee Rai

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

CARRIED UNANIMOUSLY

6.2 COMMUNICATIONS PLAN 2023-2026

R23/11/21-04

Moved By: Trustee Neufeld

Seconded By: Trustee Ward

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

CARRIED UNANIMOUSLY

7. POLICY COMMITTEE REPORTS

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

R23/11/21-05

Moved By: Trustee Rai

Seconded By: Trustee Fox

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.

CARRIED UNANIMOUSLY

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

R23/11/21-06

Moved By: Trustee Rai

Seconded By: Trustee Fox

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.

CARRIED UNANIMOUSLY

7.3 ADVOCACY SECTION ON DISTRICT WEBSITE

R23/11/21-07

Moved By: Trustee Rai

Seconded By: Trustee Neufeld

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

CARRIED UNANIMOUSLY

8. COMMUNICATIONS COMMITTEE REPORTS

8.1 PARTNER FEEDBACK ON STRATEGIC PLAN

R23/11/21-08

Moved By: Trustee Wilson

Seconded By: Trustee Fox

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

CARRIED UNANIMOUSLY

9. TRUSTEE COMMENTS

Trustees thanked everyone for coming and encouraged those that are unable to attend in person to tune in online.

10. QUESTION PERIOD

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

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

The Chair called for questions from the public.

Questions were received from the public regarding:

Evan asked about the board advocacy section and if there would be a history compiled.

Evan asked if exempt staff were included in the communication and how we engage with them.

11. ADJOURNMENT

R23/11/21-09

Moved By: Trustee Ward

Seconded By: Trustee Fox

That the meeting be adjourned at 7:47 p.m.

CARRIED UNANIMOUSLY

TRUSTEE CANDY ASHDOWN

BOARD CHAIR

BRIAN ISELI, CPA, CMA

SECRETARY-TREASURER



Audit Committee Report

December 5, 2023 Meeting

At the December 5, 2023 Audit Committee Meeting, the committee received reports on the following:

- Approvals in Excess of \$1,000,000
- School Audits
- Enterprise Risk Management

BCSTA Metro Branch - General Meeting Minutes
Richmond School Board Office – 7811 Granville Avenue
Thursday, September 21
10:00 am – 12:00 pm

10:00-10:30 am – Coffee, muffins, and Chat

10:30 am – Business Meeting - Land Acknowledgement and Welcome

1. Approval of Agenda
 - a. Moved: Val Windsor, Delta
 - b. Seconded: Kulvir Mann, North Vancouver
2. Approval of Regular Minutes of May 2023 Regular Branch Meeting.
 - a. Approval: Val Windsor, Delta
 - b. Seconded, Donna Sergeant, Richmond
3. Business Arising
4. Special Guest Presentation on CLASS: BCPSEA CEO Bruce Anderson
 - What is CLASS?
 - Coordination Legal and Arbitration Support System
 - Now run by BCPSEA, previously by the Risk Management branch of provincial government
 - Districts pay an annual fee, debited automatically by provincial government and remitted on district's behalf, calculated on an per population insurance model to BCPSEA.
 - Each district contributes \$10,000, and then remaining costs are divvied up according to student FTE
 - **Question: Can you give examples of what legal issues would CLASS cover?**
 - Labour for legal matters, and other legal costs
 - **Question: Does this program cover staff and also trustees?**
 - Legal issues are against policy rather than against specific personnel

- **Question: Does the FTE-cost distribution model encourage legal issues to be turned over to CLASS, rather than solved at the lowest possible level?**
 - Yes, this is something that we are looking at, but school districts will still be motivated to resolve disputes at lower levels for expediency, cost, and to mitigate the risk of arbitration in getting an adverse decision from a third party. Looking to adapt system, with the possibility of allocating experienced-based costs. An improved system that incentivizes early resolution will be up for consideration with staff.
 - We have 60 school districts, with varying compatibility across their relationships with their stakeholders. Across the board, we need to understand that the quality of our relationships with stakeholders affect the process, and that early resolution affects the experience for students.
- **Question: Do larger districts subsidize smaller districts?**
 - Not necessarily – which districts have the largest legal bill is spread across the size distribution. Two-thirds of the districts subsidize the other third. Which districts in each particular year changes as districts move through different legal concerns, some of which are more expensive than others.
 - We have one collective agreement for BCTF, but we have dozens collective agreements for other staff. Decisions around these agreements can have an effect outside of their immediate district, so we want to ensure that legal issues with larger import are fully supported.
- **Question: Trustees may not know about this, how do we improve knowledge about this topic?**
 - Education is necessary on an on-going basis, as trustees change, and as a group, we may rely on the BCPSEA rep a little too much, Need to make sure that we are all understanding the process, and know the important role BCPSEA plays outside of bargaining time.
- **Question: Has the pool ever run dry?**
 - Cannot be answered in a conflict environment (some school trustees have immediate family connection to teachers)
- **Question: Do some districts consistently use more than their contributions? Is all the money from the school districts used in the year? Do the funds roll over?**
 - There is not a prospect of running out of money based on the way the fund is designed, but we do need to make prudent choices.

- The CLASS monies are in a separate restricted fund held by BCPSEA, they do roll over. Excess monies are not turned over to BCPSEA's general funds.
- **Question: How many grievances make it to BCPSEA?**
 - About 300 a year that make it to arbitration, keeping in mind that there are hundreds more that are resolved at school district level.
 - We have a program called Insight, that allows for management of the database of ongoing cases. It is optional for districts to use that early in the process to manage their lower-level concerns. Not all districts choose to use it, so it makes the data about low-level cases less robust. We could track this better to further understand how we could resolve things at a lower level.
 - We also have grievances not tagged to a school district – BCTF has filed a provincial level grievance around the recent incentives.
 - BCPSEA has final decision on who is the lawyer for upper level cases, and we are thoughtful on who we choose for representation. The decision is prioritized by cost threshold, cost per hour, and reporting on case progress. We also have two in house counsel, which is repaying our investment in their salary at 2.5 times. We still use outside firms for cases where their experience in the field matters.

5. Reports/Updates

a) Indigenous Education Committee – Janet Fraser

- We don't have a representative at this time

b) BCSTA Board of Directors – Allison Watson

- Plan of meeting within communities has been stymied by the recent fires, as the plan had been to meet in the Sun Peaks area
- Advocacy Days in Victoria
 - Need to register through district EAs for Chairs to attend this event
 - There will be a meeting for Board Chairs to prepare
- Working groups have started, and BCSTA Board of Directors will attempt to update weekly
- Provincial Council – October 20 – 21st
- Academy November 23 – 25
- BCSTA has launched a Leadership Series

- **“Leadership for Continuous Improvement” Coming February 15 2024 at the Burnaby Board Office**
- Full day program in-person, with an interactive portion so the information can be more completely integrated
- Working with your data to make improvements in your district
- Planned with FNEESC to benefit both organizations, piece with support achievement for Indigenous students, youth in care, systemic issues that impact Indigenous students
- c) BCPSEA Board of Directors – Donna Sargent
 - **See Appendix A**
- d) PLC Metro Branch Liaison – Craig Woods
 - AGM Feedback
 - Generally positive, all sessions greater than 80% approval
 - For upcoming events, BCSTA will integrate the feedback of creating opportunities for trustees to discuss the learning, and share best practices
 - Keynote Speaker for upcoming Trustee Academy: Rose LeMay
- e) ELL Consortium – Jen Mezei – not present

6. New Business

7. District Roundtable Discussions

8. Motion to adjourn, Lynne Block, North Vancouver

Seconded: Bob Holmes, Surrey

Adjourned 12:10

Date and Time of Next Meeting:

Wednesday, October 25, 2023 –

Appendix A

BCPSEA summary of highlights

September 2023

ONCORE HR Learning:

- BCPSEA's HR training program for school districts had another successful year last school year
- Overall, 379 registrants took training.
- 14 courses were offered over a total of 22 sessions.
- The 2023-2024 school year schedule is available on the BCPSEA website:
<https://bcpsea.bc.ca/learn-connect/oncore-hr-learning-support/>

Bargaining committees:

- Committees arising/maintained from the last round of bargaining are up and running for both BCTF and K-12 support unions. The committees are:
 - BCTF:
 - LOU 4: Employment Equity – Indigenous Peoples
 - LOU 5: Joint Remote Recruitment and Retention Review Committee
 - LOU 13: Committee to Discuss Indigenous Peoples Recognition and Reconciliation
 - LOU 15: Tri-Partite sub-committee to review the split-of-issues
 - LOU 15: Review of local bargaining trial procedure
 - LOU 16: Benefits Improvements (complete)
 - LOU 17: Employment Equity – Groups that face disadvantage
 - K-12 support unions:
 - Job Evaluation Committee: CUPE Joint Job Evaluation Project
 - Support Staff Education Committee
 - Provincial Labour–Management Committee
 - Benefits Joint Committee (complete)
 - Safety Taskforce

Exempt staff annual salary increases:

- On May 29, 2023, BCPSEA issued updated salary grids to school districts along with instructions for the 2023 exempt staff salary increase process. The process is currently underway with a submission deadline of November 15, 2023, for school districts to get their increases to BCPSEA.
- Increases are effective as of July 1, 2023.
- School districts were provided funding from government for 2023 exempt staff increases.

Northern recruitment:

- SD82 Coast Mountain (specifically Hazelton), SD87 Stikine, SD91 Nechako Lakes (specifically Fort St. James), and SD92 Nisga'a are receiving recruitment support through this project.
- A new Talent Acquisition & Northern Recruitment Specialist (Jessa Chupik) was hired. Through the spring, Jessa travelled to communities in the four pilot school districts to better understand the unique challenges and opportunities in each of them.
- An agreement was reached with the BCTF for a targeted incentive program to attract candidates to SD87 and SD91. These incentives have been deployed.

French Teacher Recruitment Project:

- Make a Future (MAF)'s French Teacher Recruitment Project is funded through a combination of two joint federal and provincial government grants through to June 30, 2024.
- As part of the second grant, MAF is overseeing the distribution of two \$590,000 blocks of funding to school districts in each of the 2022-2023 and 2023-2024 school years to support local recruitment activities.
- The deadline for school districts to apply for the first block of funding was May 12, 2023, and MAF received nearly \$3M in funding requests. In allocating funding, MAF attempted to do so equitably between school districts based on individual needs, taking into account the size and scope of French programs being offered as well as regional recruitment challenges. MAF prioritized three (3) categories of measurable recruitment and retention activities, specifically:
 - candidate and new hire incentives
 - reimbursement of expenses for practicum students, and
 - outreach activities.

Safety and Wellness:

BCPSEA has a new Director of Safety and Wellness – Candice Roffe. Candice is supporting the sector in the areas of OHS and workplace wellness.

CLASS:

BCPSEA hosted online CLASS town halls on May 24, 2023, and May 30, 2023. The purpose of these sessions was to highlight and explain recent changes to the CLASS program, discuss the program's priorities and progress, and provide attendees with a fulsome opportunity to ask questions and provide feedback to the BCPSEA CLASS team. Trustees not in conflict, senior school district administrative staff and HR/LR staff were invited. Response from attendees has been very positive towards the events.

Employment Data and Analysis System (EDAS):

- BCPSEA is actively working with school districts and government to identify and action mandatory, time sensitive updates to EDAS software, systems, processes, and services.

- Recommendations have been developed and provided to government regarding medium- and long-term improvements to EDAS.

Incentives Working Group:

- An Incentives Working Group was established and led by BCPSEA with representatives from the seven regions (school districts) and sector associations (BCSTA, BCSSA, BCASBO, BCPVPA).
- The group's first work was to create and implement an incentives initiative to address immediate needs for September 2023 hiring. Based upon applications received, there were 19 school districts approved to offer a total of 44 incentives of \$10,000 (Tier 1) and 22 incentives of \$5,000 (Tier 2) for September 2023 hiring.
- The group is now working on a longer term incentives strategy.

Symposium 2023 – HR learning conference:

- November 2 & 3 at the Coast Coal Harbour Hotel.
- Roughly 200 people have already registered. Registration is still open.
- Program will be coming out soon.
- While primarily for school district staff, there will also be sessions for Trustees who attend.

BCPSEA-BCSTA joint meeting:

- The boards of both BCPSEA and BCSTA met in person on September 13, 2023.
- The boards share a positive and collaboratively relationship.

BCSTA Metro Branch - General Meeting Minutes

ZOOM

Tuesday, October 24

11:00 am – 12:30 pm

11:00 am – Land Acknowledgement and Welcome

1. Approval of Agenda

2. Approval of Regular Minutes of September 2023 Regular Branch Meeting.

3. Business Arising

4. Reports/Updates

- BCSTA Board of Directors – Allison Watson
- BCPSEA Board of Directors – Donna Sargent
- PLC Metro Branch Liaison – Craig Woods
 - Development of new format for presentations at BCSTA Trustee Academy to increase engagement, looking forward to feedback
- ELL Consortium – Jen Mezei
 - Please see attached “Immigrant Settlement Facts, Figures and Issues for Library and City Staff, Service Providers & Newcomers” presentation
- Indigenous Education Committee –

5. New Business

- Rise in Response to Challenging Issues and School District Response
 - Please see attached: “2023 Board Meeting Resource Plan” from the Cowichan School District

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

- Coquitlam
- Delta
- Burnaby
- New Westminster
- Surrey
- Vancouver
- Richmond
- North Vancouver
- Cons. Francophone

- West Vancouver
- Langley

7. Date and Time of Next Meeting:

- Fall Academy – Friday November 25, 7:30 am– 9:00 am

YOU ARE INVITED TO A COMMUNITY PRESENTATION!

Immigrant Settlement Facts, Figures and Issues for Library and City Staff, Service Providers & Newcomers

Presented by NewToBC - The Library Link for
Newcomers, an initiative of Public Library InterLINK

Why should you attend?

In 2022 Canada welcomed a record 406,000 new immigrants and plans to welcome nearly 500,000 each year for at least the next three years. Learn and discuss how these newest residents are shaping our communities.

- ▶ Where did they come from?
- ▶ What are their backgrounds?
- ▶ What contributions are they making?
- ▶ What challenges are they facing?
- ▶ How does this impact library and community services?
- ▶ How does it impact how we work together?

What will we do at these sessions?

- ▶ Explore Census 2021 data and community focused immigrant demographics
- ▶ Hear first-hand settlement experiences from newcomers themselves
- ▶ Connect and discuss immigrant settlement and integration issues
- ▶ Share and learn what is being done to meet the needs of our newest residents

When are the sessions?

Register for a session
in your community.

Use this link:
www.surveymonkey.com/r/NewToBC_Dialogues or this
QR Code:



Community Sessions

1. **Kelowna Public Library**
Tuesday, October 10th, 2pm to 4pm
Kelowna Downtown Library, 1380 Ellis Street
2. **Vancouver Public Library**
Thursday, October 12th, 3pm to 5pm
Central Branch, 350 West Georgia Street
3. **Burnaby Public Library**
Friday, October 13th, 9:30am to 11:30am
Metrotown Branch, 6100 Willingdon Avenue
4. **North Shore Public Libraries**
Wednesday, October 18th, 1pm to 3pm
North Vancouver City Library, 120 West 14th Street
5. **Vancouver Public Library**
Thursday, October 19th, 6pm to 8pm
Central Branch, 350 West Georgia Street
6. **Abbotsford Public Libraries**
Tuesday, October 24th, 1:30pm to 3:30pm
Clearbrook Library, 32320 George Ferguson Way
7. **Coquitlam/Port Coquitlam Public Libraries**
Wednesday, October 25th, 2pm to 4pm
Coquitlam City Centre Branch, 1169 Pinetree Way
8. **Langley Public Libraries**
Wednesday, November 22nd, 1:30pm to 3:30pm
Timms Centre, 20399 Douglas Crescent
9. **New Westminster Public Library**
Thursday, November 23rd, 2pm to 4pm
Main Branch, 716 6th Avenue
10. **Surrey Libraries**
Wednesday, November 29th, 1pm to 3pm
City Centre Branch, 10350 University Drive
11. **Delta Public Libraries**
Wednesday, November 29th, 10am to noon
George Mackie Library, 8440 112 Street
12. **Richmond Public Library**
Thursday, November 30th, 2pm to 4pm
Brighouse Branch, 100-7700 Minoru Gate

Funded by:

Financé par :



Immigration, Refugees
and Citizenship Canada

Immigration, Réfugiés
et Citoyenneté Canada



2023

Board Meeting Recess Plan



Introduction

The Cowichan Valley School District Board Office is where the Board of Education hosts its Open Board Meetings. Open Board Meetings are Board meetings that are held in the public, as such, members of the public do attend. Due to a number of recent incidents where members of the public have become aggressive and exhibited threatening behavior, as well as members of the public who have wandered through offices and shared staff spaces, a dedicated Board Meeting Recess Plan has been created.

This plan does not replace an 'Evacuation' order in the case of a violent incident, nor a 'Hold and Secure'

In the event of a violent incident inside or outside the Board Office, Trustees and Staff will follow the following procedure:

Evacuation

Used when a building or area becomes unsafe.

- Trustees and Staff must leave the building immediately by designated routes (rear door)
- All staff and student to assemble at a designated gathering point (Annex)
- 911 to be called when safe to do so
- Superintendent or designate to determine next steps

Hold & Secure

Used when there is an emergency situation outside the Board Office

- Ensure all Trustees and staff (including those not in Board Meeting) are inside
- Lock or secure exterior doors, no one is to leave the building
- Do not let members of the public into the Board Office

Objectives

The objectives of this plan are as follows:

- Ensure the physical safety of Board of Education Trustees
- Ensure the physical safety of all Cowichan Valley School District staff
- Ensure the physical safety of members of the public
- Ensure the security of information and items (both personal and professional) belonging to the Cowichan Valley School District staff
- Ensure the security of the Board Office Site
- Minimize damage to property
- Collect best evidence in case of a Criminal Code, Provincial Statute, or Civil offence.

Plan Overview

The plan will be broken down into the following six categories with detailed responsibilities under each heading.

1. Pre-Arrival
2. Securing the Site
3. Room setup
4. Safe Egress (and Staff Responsibilities)
5. Resuming Board Operations
6. Communications



Pre-Arrival

Trustees are encouraged to park their vehicles behind the Annex in the secured parking lot. This parking lot is locked as staff leave for the day and parking here will ensure the safety of personal vehicles. It is recommended that staff move their personal vehicles to the same area. After Board Meetings staff can accompany Trustees to the compound.

For those who arrive via another mode of travel (ie: bicycle), those should be brought into the Board Office and locked behind one of the locked doors (HR or Finance).

Prior to the arrival of Trustees, the egress route will be cleared, checked, and unlocked. The emergency egress route for Trustees will be out the outside door, through the unlocked fence, into the central compound and then into the Annex. The Director of Operations will ensure that the compound fence is unlocked, and that the open lock is left with the latch for later use.

Responsible Staff: **Director of Operations**

Securing the Site

To limit public entrance into private operational or shared staff areas, the following procedure will take place prior to the Open Board Meeting.

Staff will be advised to lock all of their office doors when they leave for the day. Each of the three doors (minus Acting Associate Superintendent Olsen's door) leading from the School Board Office entry way will be locked for the duration of the evening. Staff will be informed to ensure that each locked door remains locked as they exit the building after their work day ends. The Manager of Human Resources, Payroll and Benefits Manager, or Health and Wellness Manager will ensure that doors are locked as they leave as they are often the last non-Board Meeting attending member of the excluded staff in the building.

A lock will be installed on the lunchroom door to ensure this area stays secure as well. Staff will need assistance from their manager in leaving from that door if they do not have a key. 'Staff Only' signs will be posted on all locked doors (with the exception of office doors).

Responsible Staff: **All**



Room Setup: Physical Layout

The current setup of the Board office does not use space efficiently and does not allow for the appropriate seating for members of the public vs. educational partners and invited guests. The current system does not provide for the physical safety of Trustees, Staff, Educational Partners or Invited Guests.

The fire code room capacity for the Board Room is 61 persons. This room capacity considers either standing room or rows of chairs. This setup is unrealistic for an Open Board Meeting as Trustees, the Superintendent, and Secretary Treasurer conduct their business at the Board Table.

Develop Standard Operating Procedure (SOP) with Operations for the following:

An alternate arrangement for the Board Table, staff seating, partner seating, and public seating will be constructed. This new arrangement will have clear divides between the four areas which will help ensure safety in the event of an aggressive individual or individuals.

The Board Table will be rearranged to allow for rows of chairs to be set up across the room near the entry. Space will be reserved for safe egress from the Board Room via both the main entrance and the secondary door. These rows of chairs will be secured to one another via the legs to create stable and immovable seating.

Staff seating will remain on the whiteboard side, while reserved and named seats will be held on the window side for partner seating and invited guests.

The 'water table' is to be removed.

The desk of the Executive Assistant to the Secretary Treasurer may need to be placed at an angle to accommodate the modified Board Table.

Responsible Staff: Director of Communications, Director of Operations, Executive Assistant to Secretary Treasurer



Room Setup: Technology

An additional camera will be added to the recording equipment. This camera will be placed behind the Board Chair or near the desk of the Executive Assistant to the Secretary Treasurer. This will provide another angle to record the Board meeting, and will also be able to capture audience participation. The video captured on either camera and audio setup can be used as best evidence in the event of a Criminal Code, Provincial Statute, or Civil offence.

Responsible Staff: **District Principal of Instruction and Innovation**

Safe Egress

If the Board Chair determines, to ensure the safety of all at the meeting, it is the best interest of the Board, Staff, Partners, Invited Guests, and Public to adjourn the meeting for safety reasons, they will call for a recess and ask for the gallery to be cleared. In this instance there are several responsibilities.

Superintendent:

Lead the Trustees, Partners, Select Staff, and Invited guests, out the outside door, through the gate in the chain link fence and into the Annex.

- **Ensure you have keycard and key**

Executive Assistant to the S/T:

Close and lock computer, do NOT shut down recording. Follow the Superintendent, Board, and others out of the building, ensure they are behind the fence and heading into the Annex.

Associate Superintendent Koers:

Follow the Superintendent, Board, and others out of the building, ensure they are behind the fence and heading into the Annex. Ensure all are with you and lock the gate behind you

Acting Associate Superintendent Olsen:

Collect best evidence of the safe egress and behavior afterwards. From a safe distance where the presence will not inflame the situation, film staff efforts to safely disperse the crowd from the building. This filming may be in addition to the running recording of the Board meeting, or could be in place of depending on state of technology. Standby at exterior door to support staff re-entry, but not public re-entry.

Safe Egress cont.

Secretary Treasurer:

Assist staff in safely dispersing the crowd. If needed, the ST will be the primary contact with RCMP. If there is need to call police in this situation it will be 911.

Director of Communications:

As Trustees and others are leaving, provide direct intervention to ensure their safe egress. Once safely out of the building, work with other staff to safely disperse crowd from Board Office.

Director of Inclusive Learning (Reynolds):

Director of Inclusive Learning (Rowan):

Director of Operations:

Associate Secretary Treasurer:

Safely disperse crowd from the Board office, make best efforts to ensure no property damage, but no direct intervention will be made unless there is a real and present danger to staff or a violent incident. Once safely out of the building, ensure that disruptive attendees do not re-enter, but do not lock door in case staff need to safely return to office. If disruption or refusal to leave the office or property, call police via 911. Note all license plates associated to disruptive individuals.

Resuming Board Operations

Once the incident has subsided and the safety of everyone is assured, and if there is no outside agency of jurisdiction (OAJ) such as RCMP or WorkSafe, assess the situation, ensure a return to the Board Office will not disrupt any evidence that may be needed for Criminal, Provincial, or Civil action. If the disruption has caused any damage that is not criminal in nature ensure detailed video is taken of the Board Room and public areas.

Responsible Staff: **Secretary Treasurer, Acting Associate Superintendent, Director of Communications**



Communication

It is important for all staff to understand some of the details in this plan and the responsibilities that they all have in ensuring our staff-only areas are not accessed by the public. An initial message will go out to all staff with some of the details of this plan, with an SBO Complex email reminder every first Tuesday prior to the Open Board Meeting.

All involved Trustees and staff will have a detailed overview of this plan, including reiterating areas of responsibility.

Responsible Staff: **Director of Communications**

Conclusion

This Board Office Safety Plan has been created in case of an emerging situation that has the potential to get out of hand. Ensuring the safety of Trustees, Staff, Partners, invited guests, and the public is of utmost importance.

Attendees:

Lisa Lainchbury	SD35 Assistant Superintendent, Chair
Jessica Bain	SD35/LPVPA
Dean Pacheco	SD35 District Principal Safe Schools
Holly Dickinson	Trustee – Board of Education
Debbie Reimer	CUPE 1260
Kristen Faulkner	DPAC
Jody Stigler	DPAC
Janine Orlando	LTA
Dominique Miller	School Counselling
Elva Morrison	CUPE 1851
Angela Santamaria	Exempt Staff
Marcela Villaca	Restorative Action Program - CJIBC

Regrets:

Chief Marilyn Gabriel	Kwantlen First Nation
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1) Welcome**2) Introductions****3) Presentation Ensouling our Schools**

Focused on the work from a District level. Shared last week with Elementary/Middle admin and will be presented this week to Secondary admin.

Goes back to Jennifer Katz and the work that was done with her. Kevin Lamoureux talks about the goal for a student who can walk into a school and feel like they can exhale - a sense of belonging, safety and welcome.

Joint letter sent out in June 2023 - joint letter and other guiding documents mentioned.

Past to Present - SD35 Supporting 2SLGBTQ+ Pink Shirt Day evolved into Diversity and Respect Week. Crosswalk at SBO. Langley Pride logo, and We All Belong button. 2SLGBTQ+ Committee: Colours include the BIPOC colours and the Trans/Pride colours.

GSA - events - throughout the year, and a final event at the end of the year. \$4000.00 is provided from the District. LFAS parent is also working to raise funds. Currently these events are for Middle and Secondary students.

Questions - is there a way for the parents to be made aware of these events? Via Foundry and GSA reps and SOGI leads.

Question - how do schools get this information if they don't have a GSA or SOGI rep? It will be from the school Admin.

Most schools do have SOGI reps right now. We are not publicizing events widely to keep it with trusted people.

Diversity Binder - needs to be updated through culling.

Guidelines - living document that is almost finalized.

Questions and Discussions:

Can Restorative Action help in any way for the May meet-up? Dean to connect with Marcella. Alumni to return as a possibility.

Are we interested in a summer float for the Vancouver Pride event? Or the Langley Pride event? Yes, there is interest in this. Could connect with the Foundry as they were involved in the Langley Pride event. Jessica and Dean will do so.

Zach Meyers - Provincial SOGI. Could have him come and present to our Committee in the future?

Could we organize something for parents? Connect with leaders in the community? Lisa, Jessica and Dean to work together on this.

4) Guidelines and Name Change Form.

Not on legal documents, but in MyEdBC

SchoolCashOnline - some discrepancies, sometimes inconsistencies

Name Change Form - is it preferred pronouns? Or just pronouns? Preferred implies a change.

Is this a provincial change? Districts can make some changes to MyEdBC, other parts of the template cannot be changed.

Can the information be shared with Admin and then shared with the teachers? Yes. The goal is to empower everybody to have the conversations.

5) GSA Connection

Shared via the Ensouling Our Schools presentation. Will continue on planning.

6) Roundtable and Next Agenda Items.

Follow-up to this meeting, and potential Zach Meyers, schedule dependent.

Next Meeting: February 12, 2024



**MINUTES OF THE
ADVISORY DESIGN PANEL**

**HELD IN COUNCIL CHAMBERS,
LANGLEY CITY HALL**

**WEDNESDAY, OCTOBER 18, 2023
AT 7:01 PM**

Present: Councillor Paul Albrecht (Chair)
Councillor Mike Solyom (Co-Chair)
Mayor Nathan Pachal
Matt Hassett
Leslie Koole
Johnnie Kuo (7:05 pm)
Blair Arbuthnot
Chad Neufeld
Scott Thompson

Absent: Cst. Peter Mann
Tony Osborn
Ella van Enter

Staff: C. Johannsen, Director of Development Services
A. Metalnikov, Planner
K. Kenney, Corporate Officer

Chair Albrecht began by acknowledging that the land on which we gather is on the traditional unceded territory of the Katzie, Kwantlen, Matsqui and Semiahmoo First Nations.

1) AGENDA

Adoption of the October 18, 2023 agenda.

It was MOVED and SECONDED

THAT the agenda for the October 18, 2023 Advisory Design Panel be approved.

CARRIED

2) **MINUTES**

Adoption of minutes from the July 19, 2023 meeting.

It was MOVED and SECONDED

THAT the minutes of the July 19, 2023 Advisory Design Panel meeting be approved as circulated.

CARRIED

3) **DEVELOPMENT PERMIT APPLICATION DP 08-23** **ZONING BYLAW AMENDMENT APPLICATION RZ 07-23**

Proposed 6-storey, 136-unit apartment building at 20619 & 20629 Eastleigh Crescent.

Anton Metalnikov, Planner, spoke to the staff report dated October 6, 2023 and provided a brief overview of the Development Permit application.

Johnnie Kuo entered the meeting.

In response to questions from Panel members, staff advised that:

- The developer did not want to build a taller building due to financial factors, namely, the height limit for wood frame buildings is 6 stories, anything higher than that has to be a concrete building;
- The FAR is quite high for this development, and provides needed one bedroom units close to Kwantlen Polytechnic University;

The Applicant team entered the meeting:

Noel Lim, Project Manager, Keystone Architecture & Planning Ltd.

Andressa Linhares, Sr. Project Coordinator Design, Keystone Architecture & Planning Ltd.

Jennifer Wall, Landscape Architect/Project Manager, Keystone Architecture & Planning Ltd.

Steve Bartok, Principal, Keystone Architecture & Planning Ltd.

Mr. Lim presented the application, providing an overview of the development with details on the following:

- Project data
- Number of one, two, and three bedroom units
- Number of units that are adaptable
- Site description
- Other developments projects in the area
- Site plan

- Building amenities (indoor and outdoor)
- Unit storage
- Balcony orientation
- Garbage area
- Parking stalls
- Shadow studies

Ms. Linhares provided information on the building design and colours and Ms. Wall provided information on landscape design elements. Information was provided on the following:

- Connections to street and patios
- Size of patios
- Wall height
- Short term parking
- Offsite sodded tree lined pedestrian walkway
- Existing trees on the north with parkade set back from them
- Courtyard
- Paving patterns and materials
- Programming of the spaces
- Planters
- Amenity connection
- Covered BBQs, picnic tables, fire pit
- Sand play area
- Fenced in dog off leash area for small dogs
- Open area for play

It was noted that:

- They are bringing colour to the hardscape and landscaping to contrast the neutral building colour palette;
- They will have an arborist on site to ensure existing trees are protected during construction;
- The planters are getting 1 m soil volume and will provide buffers between units.

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

- Concerns with security of bike racks due to location and compatibility for electric bikes;
- Suggest filling in the gaps of the street trees;
- Accessibility concerns with sand surface; consider alternative surface for children's play area;
- Consider more quality fencing, more architecturally interesting;
- The three visitor parking stalls look like they will be difficult to get out of;
- Make sure ground units are well lit;

- Should look at reconfiguring the bike parking room entrance as it is currently accessed between two vehicle stalls;
- Concerns with parking configurations; some spots look difficult to get into;
- The stairs in the back are not clear on the drawings, review security;
- There are numerous outdoor amenity areas and they are all quite small; it might be better to have fewer but larger outdoor amenity areas;
- Suggest having a community garden if possible;
- The amenity space brown shades and materials are out of place with the rest of the development, suggest using colours to create more continuity;
- There are too many different materials distinguishing the different areas of the development;
- Choose to have the dog off leash area or the grassed area, not both;
- Consider more animation on the side where people go to park;
- The amount of amenity space is not enough for the number of units in the development;
- It's not clear what demographic this development is intended for; it does not appear to be designed for elderly people;
- The design of the double doors next to the elevator is confusing, it's not clear how people will exit that space to the outside amenity area and whether there is enough space; there could be safety issues;
- The colour of the building is rather bland; too many different materials being used given that they are all black;
- There isn't very much shade provided on the south side, consider more shading there;
- Recommend deconstruction not demolition of existing building on site;
- One of the seating areas could be removed to provide more space for other programming;
- For accessibility purposes doors for both indoor and outdoor amenity spaces should have automatic functionality;
- Should design the appliances in the adaptable units such that they can be made adaptable in the future;
- Implement additional noise attenuation measures for units next to the elevator and those with a bedroom wall that is shared with their neighbouring unit's living room;
- Suggest using Canada Post standard mail room equipment as they are more secure and durable;
- Consider having a bike maintenance room with automatic door to the room;
- Incorporate wood element to give warmer, friendly feeling to chain link fence;
- Break up the monotony of the wall on the lane by adding a treatment with more visual appeal;

In response to questions from Panel members, the applicant team advised that:

- The surface material for the off-leash dog area will be mulch or pea gravel;
- In order to address potential issues with maneuverability of visitor parking spots they will look at a larger turnaround;
- There will be opaque privacy screens between the walk up patios;
- All units on ground floor have gates;
- The courtyard will have lighting;
- The reason they included an off-leash dog was there is nowhere near for people with pets to go, but they can discuss with client about where they could possibly reduce some outdoor amenity uses;
- They are trying to include edibles in the plantings on site; the podium area is too shady for a communal garden;
- It is a solid, four foot high wall on the lane where the parking stalls are, but is open above; the lane is lower;
- The loading parking space is accessed from the lane; and is also accessible from accessible entrance ramp; the podium level is accessible from the loading parking space;
- The development will be market housing;
- They can discuss the possibility of installing air conditioning/ heat pumps with the owner;
- Storage lockers will be included with each unit;
- They haven't yet discussed providing electrical plugs in the bike storage area for e-bikes;
- The strata will be responsible for maintaining the sand pit;
- Use Canada post mailboxes, more secure and durable;
- The roof treatment will be reflective to reduce heat island effect;
- There isn't a sidewalk on the lane; however, there is a planter there;
- Given that the fire pit could be an ongoing liability; suggest removing that amenity to provide more space for other amenities;

The applicant team left the meeting.

In response to questions from Panel members, staff advised that:

- With respect to having boulevard ground cover that is easy to maintain and discourages use of these areas as places for dogs to do their business:
 - another development project did look at different possibilities;
 - staff will discuss the issue with Engineering staff;
 - in new areas in Vancouver, boulevards have been converted to turf; staff are not suggesting this approach;
- Staff can determine if it is feasible to have an amenity space on the roof;
- Barriers cannot put between the stalls that are on either side of the entrance to bike parking room as cars wouldn't be able to maneuver into those stalls;
- There will also be laneway access for the development under construction at Glover Rd. and Eastleigh Crescent;

- The City does permit fire pits in developments; however, the Fire Department does have some requirements.

The Panel compiled a list of recommendations for the applicant.

It was MOVED and SECONDED

THAT:

1. The ADP receive the staff report dated October 6, 2023 for information; and
2. The ADP recommends the applicant give further consideration to the following prior to the application proceeding to Council:
 - a. Ensure secure model of visitor bicycle rack is used (e.g. two lock point potential) and improve visibility of visitor bike racks from within building (e.g. bringing them onto podium level);
 - b. Review opportunity for additional street-fronting trees on site;
 - c. Use an alternative fence material to chain link around the dog run area, including considering wood elements;
 - d. Review maneuverability of parking areas, including visitor parking spaces and bicycle room access between parking spaces;
 - e. Review use of sand in children's play area for accessibility and consider an alternative surface;
 - f. Consider reconfiguring the outdoor amenity area with fewer but larger programmed areas and simplifying the material palette;
 - g. Consider providing communal garden plots and/or edible plantings;
 - h. Consider more closely aligning colour palettes between building cladding and landscape materials;
 - i. Provide more design interest to the west parkade wall;
 - j. Review location of loading zone for usability;
 - k. Consider providing a rooftop amenity area;
 - l. Review Building Code compliance of courtyard exiting and elevator lobby;
 - m. Consider opportunities for shading on south-facing units;
 - n. Provide automatic doors for amenity spaces, both indoor and outdoor, and bicycle rooms;
 - o. Review accessibility of appliances in adaptable units (e.g. washers & dryers);
 - p. Consider the use of electric building systems (e.g. heat pumps and/or air conditioning);
 - q. Consider additional sound attenuation measures for units with elevator & living room-to-bedroom wall interfaces;
 - r. Provide electrical connections in bicycle rooms for e-bikes;
 - s. Consider providing a bicycle maintenance area;
 - t. Review and ensure security of the rear courtyard exit stair;

CARRIED

**4) DEVELOPMENT PERMIT APPLICATION DP 08-22
ZONING BYLAW AMENDMENT APPLICATION RZ 05-22**

Proposed 14-unit townhome complex at 4503 & 4513 200 Street.

Anton Metalnikov, Planner, spoke to the staff report dated October 4, 2023 and provided a brief overview of the Development Permit application.

Carl Johannsen, Director of Development Services advised that staff have proof of concept that other properties surrounding this development are viable for similar development; noting there are a number of ways to have access to the sites.

In response to questions from Panel members, staff advised that:

- The strata for this development will be made aware of the fact that the temporary lane being built will be closed in the future through information provided in signage on the site, in any sale documents and in a covenant placed on title;
- Once the lane is closed (which will occur only after neighbouring properties are developed), there are a number of options to prevent people from using it, which staff can discuss with Engineering staff;
- The temporary lane is not required to be a fire access; however, the Fire Department may want to have that option;
 - the moratorium on rezoning properties south of 50th Avenue Council imposed last year has been lifted as staff fulfilled the requirements Council requested be undertaken including such things as conducting a community survey of residents in the area and developing a best practices guide for ground-oriented residential developments in this area;
- No formal development applications have been received to date for the property to the north; however, the OCP does allow for redevelopment mid-block.
- The lane at the back will be constructed for this development and when the property to the north is developed, they will do the same;
- The lane will be dedicated as part of this development;
- The property to the south will have a hammerhead turn-around
- There will be a fence along the boundary of the property to the south;
- A traffic study will be undertaken for the intersection to the north; the potential to exit onto 200 St. and turn left will be reviewed as part of the traffic study;
- This building is three stories which is the maximum height for buildings in this area under the OCP;
- Staff will ask the applicant to correct the renderings that currently show the property backing onto a park, as it will actually be backing onto the fence of a single family home;
- The lane is 8 m wide; the building is 10 to 11 m away from property line of a single family home; on 200 Street there will be separation between

the traffic lane and pedestrian corridor, though there may be some sidewalk portions near the street in order to protect existing trees.

The Applicant team entered the meeting:

Layne French, Applicant

Meredith Mitchell, Landscape Architect, M2 Landscape Architecture

Fred Adab, Architect, F. Adab Architects Inc.

Azar Ahmadi, Senior Designer, Associate, F. Adab Architects Inc.

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

- Context Plan
- Aerial Map
- Site Plan
- Energy savings and green measures
- Exterior finishes and colour
- First, second and third floor plans
- CPTED measures

Ms. Mitchell provided information on landscape design elements:

- Some retained trees on site
- Paving
- Pedestrian walkway
- Individual walkways to units
- Buffer planting between semi- public and public to private patio spaces
- Green planting at internal road
- Two units next to 200 St. stepped back to create front yard in keeping with other houses on street.

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

- When the lane is to be closed off make it more attractive by using fencing or landscaping to close it off rather than bollards;
- Adding some architectural interest to the blank wall;
- Include more wood in the development, including possibly on the front blank wall;

Councillor Solyom left the meeting at 9:15 pm. and did not return to the meeting.

- Possibility of adding solar panels, or pre-wiring for it in the future; engage with energy advisor;
- Height of the street fronting façade is quite big compared to single family, try to break up plane;
- There is not a lot of room for storm water retention; change to less impermeable surfaces;

- Shading is needed on south facades and would add interest;
- Adding rain shelter for decks on north side would make them for usable;
- Suggest using different surfaces in the lane to define vehicle and pedestrian access areas;
- As patios are so small, lane will become amenity space used by pedestrians, accordingly, support this use by having a surface treatment other than asphalt for the lane;
- Backyards are almost unusable; consider flipping building design to give extra space on drive aisle or planting areas, have front door on garage side;
- Create a physical buffer between visitor parking and buildings;
- The pavers between the sidewalk and centre laneway, there is the opportunity to run more texture down the centre or at least past the green space;
- Suggest charcoal brick instead of hardy board for the gable ends;
- There is an opportunity to mirror the buildings;
- Recommend broader flashing around windows;
- If using hardy board for the gable ends make it horizontal instead of vertical;
- Ensure the lighting in the development is down lighting so as not to impact neighbouring single detached homes;
- Need to delineate sidewalk in lane with curbing or vertical element to prevent vehicles from parking on it;
- Possibility of having garage doors with pedestrian door;
- Include unit numbers on garage doors for first responders and delivery drivers;
- Consult with owners of single family lots neighbouring the property as to what type of fencing they would be amenable to;
- Show room configuration of the smallest bedroom.

In response to questions from Panel members, the applicant team advised that:

- In the backyards there is a 1 m planting and walkway, planting bed, and 2 x 2 paver-covered area; there will be a small space that could accommodate a BBQ;
- The patio is 6 x 14 ft.; they could make the patio bigger but they wanted to have planting space to create separation from the walkway and patio;
- The hedge is inside the fence;
- There will be white magnolias, and conifer fir trees in front of the blank centre wall;
- The planting on the driveway will be viable;
- The intention is for garbage to be picked up from individual units;
- They can look at making the yards greener;
- There are privacy screens between balconies;
- They have not considered extra noise attenuation for units facing 200 Street, but could hire sound acoustical consultant

- The powder rooms are fully within the units;
- The condenser, fresh air intake, and exhaust for the heat pump are all in the garage;
- Bedroom placement below kitchen is normal, additional fire safety measures are put in place;
- The building will have sprinklers.

In response to questions from Panel members, staff advised that:

- The OCP and ground-oriented development guidelines indicate that yards need to be 4.5 m deep;
- The unit threshold to require amenity space be built in a development is 20 units;
- There is a park nearby to this development;
- City regulations require 4.5 m setbacks with the key goal of achieving 9 m separation distances between building faces; while a secondary goal is for these setbacks to create larger yards, given the significant dedications on this project, front doors were located along private walkways to maintain a typical townhome unit density which resulted in smaller back yards;
- Staff can get clarification on what kind of heat pump is being used before this application comes back to Council;
- Staff will review building guidelines to determine if wood fences are permitted. (It was subsequently noted by a Panel member that wood may not be the best material to use for the long term);

The applicant team left the meeting.

The Panel compiled a list of recommendations for the applicant.

It was MOVED and SECONDED

THAT:

3. The ADP receive the staff report dated October 6, 2023 for information; and
4. The ADP recommends the applicant give further consideration to the following prior to the application proceeding to Council:
 - a. Update renderings to illustrate accurate design and context (landscaping, balcony dividers);
 - b. Require an update to the street-fronting façade to better engage 200 Street, especially in central white space, including to bring down the apparent height (e.g. greater use of wood, brick, blue accent colours, considering window ornamentation, horizontal breaks);
 - c. Consider solar panels on roof (installed or pre-wired);
 - d. Consider more depth articulation to break up the block volumes;

- e. Review shading features on south-facing elevation and rain shelter on north (consider blue accents), including consulting with an energy advisor;
- f. Update surface materials in the central lane for place-making and to demarcate vehicle and pedestrian space;
- g. Provide protection between visitor parking spaces and buildings;
- h. Update landscape plans to remove garbage enclosure notation;
- i. Consider a broader window flashing;
- j. Ensure lighting design does not create a nuisance for neighbouring properties;
- k. Consider measures to improve the durability of the in-lane landscaping;
- l. Update the lane sidewalk to include a curb, while maintaining single slab design for Fire Rescue access;
- m. Consider garage doors with integrated person-doors and include unit addressing and wayfinding in internal lane;
- n. Replace wood fencing with a more durable material, including communication with neighbours;
- o. Provide more information on heat pump equipment configuration and location;
- p. Provide a sample room layout in the smallest bedroom;
- q. Provide enhanced sound attenuation measures on 200 Street-facing units.

CARRIED

5) NEXT MEETING

November 8, 15, or 22

6) ADJOURNMENT

It was MOVED and SECONDED

THAT the meeting adjourn at 9:48 pm.

CARRIED



ADVISORY DESIGN PANEL CHAIR



CORPORATE OFFICER



RECREATION, CULTURE, AND PARKS ADVISORY COMMITTEE

October 11, 2023 at 7:00pm
Salmon River Committee Room
4th Floor, 20338-65 Avenue, Langley, BC

MINUTES

Present:

D. Kang, (Committee Co-Chair)
Councillor T. Baillie (Council Co-Chair)

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

School Board Representative:

H. Dickinson

Guest:

J. Sleiman, Library Manager, Fraser Valley Regional Library

Staff:

W. Cook, Recreation Programmer
R. Stare, Acting Director, Recreation
K. Stepto, Recording Secretary

ACKNOWLEDGEMENT OF THE TRADITIONAL TERRITORIES OF THE COAST SALISH PEOPLES

D. Kang acknowledged the Traditional Territories of the Coast Salish Peoples.

A. APPROVAL AND RECEIPT OF AGENDA ITEMS

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

Moved by G. Abreo,
Seconded by S. Cook,
That Recreation, Culture, and Parks Advisory Committee approve the agenda
and receive the agenda items of the October 11, 2023 meeting.
CARRIED

B. ADOPTION OF MINUTES

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

Moved by G. Abreo,
Seconded by S. Cook,

B. ADOPTION OF MINUTES

That the Recreation, Culture, and Parks Advisory Committee adopt the Minutes of the May 10, 2023 meeting.

CARRIED

2. Recreation, Culture, and Parks Advisory Committee – September 13, 2023

Moved by G. Abreo,

Seconded by T. Taylor,

That the Recreation, Culture, and Parks Advisory Committee receive the Notes of the September 13, 2023 meeting.

CARRIED

C. DELEGATIONS AND PRESENTATIONS

1. Library Services

J. Sleiman, Library Manager, Fraser Valley Regional Library, provided a presentation on library services in the Township of Langley. She noted that there are six libraries throughout the Township.

Some of the services offered in the library include:

- Computers and printers
- Wifi
- Technology help
- Readers Advisory
- Library tours
- Passive activities
- Contests
- Reference

Physical Collections include:

- Books, graphic novels
- Magazines
- Newspapers
- Movies and documentaries on DVD
- Multimedia kits
- Music and books on CD
- Grab and Go bags
- Book Club sets

Digital collections include:

- eBooks, eAudio
- Digital magazines
- Streaming video
- Databases for all
- Creative Bug
- Mango Languages
- LinkedIn Learning

C. DELEGATIONS AND PRESENTATIONS

- Ancestry
- Consumer Reports

The “Playground” supports science, technology, engineering, arts and mathematics learning with such items as:

- Telescopes
- Ukuleles
- Birding backpacks
- Bat packs
- Solar panels
- Disc golf kits
- Sunshine lamps
- Puzzle cubes
- Virtual Reality Sets

Some of the Programs offered in the library include:

- Babytime/Storytime
- Book clubs
- Craft and Social Clubs
- Conversation Circles
- Game Nights
- Guest presentations
- Author Events

Ongoing Initiatives:

- 1000 stories before kindergarten
- Teen Imagine Contest
- Indie Authors
- Reading Link Challenge
- Adventure Passports

Many collaborations and outreach events take place including:

- Community Organizations Initiatives
- Community Volunteer Tax Program
- Community Displays and events
- School visits
- ESL class visits
- StrongStart and Early Learning Programs

Library Updates:

- The Fort Langley library is moving to salishan Place by the River in the near future.

2. Adult Programs and Services

W. Cook, Recreation Programmer, provided a presentation on Adult Programs and Services provided by the Township. She noted that the programming philosophy is to build individuals and communities to be active and healthy for life. This is accomplished by:

C. DELEGATIONS AND PRESENTATIONS

- Providing a variety of program offerings
- Creating a welcoming environment
- Removing barriers to encourage participation whenever possible
- Provide opportunities in our community for residents to connect, workout, learn, and create to improve their quality of life

Programs include:

- Fitness
- Aquatics
- Gymnasium Drop-in Sports
- Arenas Programs

New program offerings in 2023 include:

- Cardiac Maintenance
- TIME
- Intro to Cycle/Yoga
- Beginner Pickleball lessons
- Beginners and Women's weight training
- Adult Tap
- Wheelchair accessible equipment at WC Blair

General challenges include:

- Staff shortages
- Limited spaces
- Fluctuating seasonal trends
- Childcare
- Cultural/Social differences
- Marketing
- Adult commitments/schedules
- Cost of living
- Fear of trying something new

Opportunities and Future Plans:

- Align indoor/outdoor programs to suit trends and fluctuating seasons
- Expand learn to play options
- Expand dance programs
- Adult and tot programming
- Increase and re-introduce program offerings

D. REPORTS

1. Co-Chairperson's Report

D. Kang reported that he attended the recent basketball championships at the Langley Events Centre which was a great event.

Cllr. Baillie reported that the Township announced the building of three new ice arenas and two new dry floors at the Langley Events Centre.

E. CORRESPONDENCE

F. WORK PROGRAM

1. Museum Advisory Group

R. Stare reported that the group has not met this year but will provide an update once they have met.

G. COUNCIL REFERRALS

H. OTHER BUSINESS AND ITEMS FOR INFORMATION

1. Toque Tuesday

Councillor Baillie reported that he is organizing "Toque Tuesday" which is a ball hockey tournament to raise awareness of homelessness in the Township. The event will take place Tuesday, February 6, 2024 and will provide an opportunity for local social service agencies to have display booths to educate people on the services they provide. Any organization is encouraged to register a team to play hockey. All money raised through hot dog sales and donations will go toward youth homelessness in the Township. More information to follow.

I. NEXT MEETING

Date: November 8, 2023
Location: Salmon River Committee Room
4th Floor, 20338-65 Avenue, Langley, BC
Time: 7:00pm

J. TERMINATE

Moved by S. Cook,
Seconded by R. Jhaj,
That the meeting terminate at 8:16pm.
CARRIED

STAFF REPORT

DATE: December 12, 2023

TO: Board of Education

FROM: Mal Gill, Superintendent of Schools

RESOURCE: Lisa Lainchbury, Assistant Superintendent

SUBJECT: Langley Secondary Family of Schools' Boundary Change Process

RECOMMENDED MOTION:

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

BACKGROUND:

Over the past three years, there has been a significant increase of the enrolment in the elementary schools in the Langley Secondary (LSS) Family of Schools region. Due to the growth, it is becoming increasingly difficult to find spaces for all children as they arrive in the community, in particular in the Nicomekl Elementary catchment. This is why the District has examined the possibility of changing boundaries as plans are made for September 2024, and for following years.

The work of informing school staff and parents of this potential change, and receiving feedback has occurred as follows:

October 11, 2023	Meeting with LSS Elementary Principals
October/November, 2023	Elementary PAC meeting for each of the six elementary feeder schools <ul style="list-style-type: none">• Douglas Park – October 23• Simonds/Uconnect – October 25• Blacklock Elementary – October 26• Uplands – November 1• James Hill – November 6• Nicomekl – November 9
October 30, 2023 and ongoing	Meetings to share the process and ongoing feedback with District leadership staff
Ongoing	Feedback compilation from PAC meetings and via feedback@sd35.bc.ca
November 15 – December 1, 2023	Survey/Form to individual families to collect preferences for placement for the 2024-2025 school year.

All information regarding the proposed catchments, including a recorded version of the PowerPoint presentation (with subtitles for ease of translation) was shared with families of the LSS catchment elementary schools. Families were encouraged to review the content of the presentation and provide feedback. Emerging themes from families either via the feedback email, or verbally to District staff during and following the PAC meetings, include:

- Shared understanding of the rationale.
- Concerns about impact on school environment due to either more or fewer students.
- Concerns about impact on student education, health and wellness.
- Concerns about how space will be utilized in schools if an increase was to occur.
- Concerns about getting to school – some will have to travel further than currently and do not have personal transportation.
- Concerns about disruption to family routines.
- Wonders about additional measures for staffing, in schools where the division count increases.
- Questions about future developments and the District being able to make best decisions and projections moving forward.

At the Finance and Facilities Committee meeting on November 14, 2023, staff shared the process for potentially changing the catchment boundaries in the elementary schools for the LSS region, along with the summary of the received feedback from families.

The District recognizes that individual families have unique needs and circumstances and will be impacted by the boundary changes in different ways. Since the meeting on November 14, 2023, the District has requested and received further feedback from individual families, and reviewed such feedback as considerations were made for next steps.

The selections below were included in the feedback survey, which also identified the family and student name, and current school:

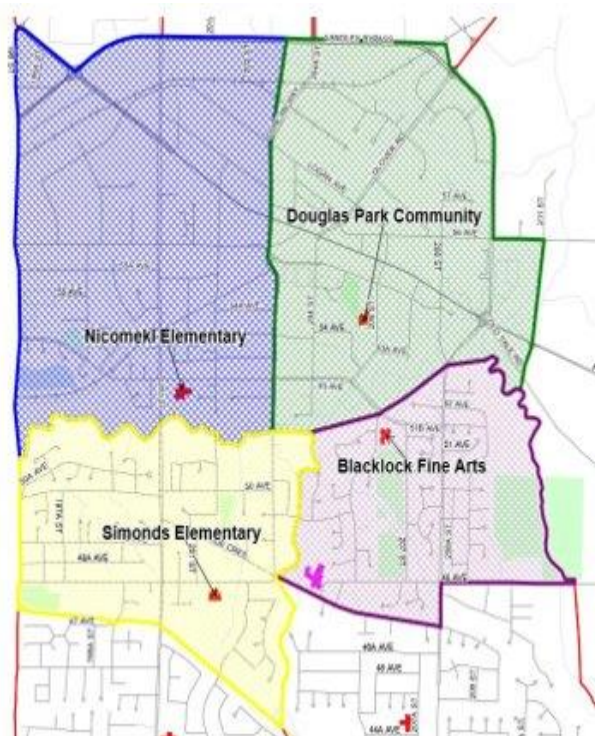
1. I prefer that my child/ren stay at their current catchment school for the 2024/2025 school year. Indicate the school name and explain why this is your preference in the box below.
2. I prefer that my child/ren move to their new proposed school catchment. Indicate the school name and explain why this is your preference in the box below.
3. I would like to request a cross boundary placement for my child/ren to attend a different school in Langley School District. Indicate the school name and explain why this is your preference in the box below.
4. My child/ren are currently at a school that is not their catchment school and I wish that my child/ren return to their catchment school next year. Indicate the school name and explain why this is your preference in the box below.

5. My child/ren are currently at a school that is not their catchment school and I wish that my child/ren stay at this school next year. Indicate the school name and explain why this is your preference in the box below.

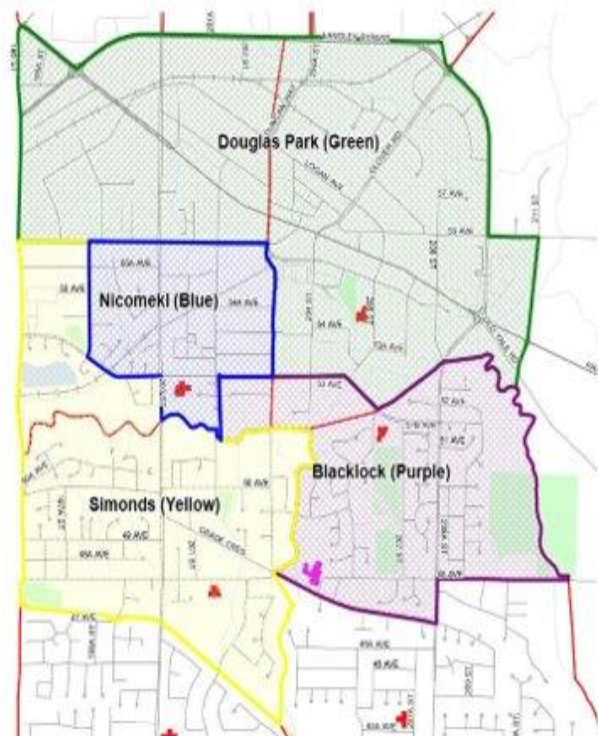
The District believes that hearing from families as individuals was an important step in creating a plan that serves families in our schools while at the same time ensuring that the Langley School District is able to welcome new families. By stating their preference, families were not guaranteed a spot in their preferred school. However, their feedback was intentionally used to inform next steps and the transition plan.

The boundaries for the proposed catchments are as follows:

Current Catchments



Proposed Catchments



Douglas Park Elementary School – Proposed Catchment September 2024



Beginning at 196 Street and 56 Avenue, go north to Fraser Hwy. Go East on Fraser Hwy, and continue East along the Langley Bypass. At 56 Avenue, continue East to 211 Stret. The boundary line will continue South of 211 Stret until it connects with Murray Creek. Follow Murray Creek North West, continue West until 208 Street. Pass through 208 Street, and go West on 51B Avenue (North Side), which will become 53 Avenue. Continue West to 203 Street. Go North on 203 Street until 56 Avenue. Follow 56 Avenue West to 196 Street.

Blacklock Fine Arts Elementary School – Proposed Catchment September 2024



Start at the juncture of Murray Creek and 48 Avenue. Go Northwest along Murray Creek, continue West until 208 Street. Pass through 208 Street, and go West on 53 Avenue. Continue West to 201A Street. Go South on 201A Street until the Nicomekl River. Follow the Nicomekl River East to Pleasantdale Creek. Follow the Pleasantdale Creek South to Grade Crescent and then follow Grade Crescent East until 208 Street. Go North on 208 Street until 48 Avenue. Go East on 48 Avenue until the Murray Creek juncture.

Nicomekl Community Elementary School – Proposed Catchment September 2024



Start at 53 Avenue and 203 Street. Go North on 203 Street until 56 Avenue. Go West on 56 Avenue until 198 Street. Follow 198 Street South until 53 Avenue. Go East on 53 Avenue until 200 Street. Follow 200 Street South until the Nicomekl River. Follow the Nicomekl River East until it aligns with 201A Street. Go North on 201A Street to 53 Avenue. Go East on 53 Avenue until 203 Street.

Simonds Elementary School – Proposed Catchment September 2024



Start where Nicomekl river aligns with 201A Street. Follow the Nicomekl River East to Pleasantdale Creek. Follow the Pleasantdale Creek South to just North of 203 Street where it intersects with the Power Line Trail. Go Northwest along Power Line Trail to 200 Street. Continue West past Penzer Park, through the greenbelt north of 47 Avenue, until 196 Street. Go North on 196 Street to 56 Avenue. Go East on 56 Avenue until 198 Street. Follow 198 Street South until 53 Avenue. Follow 53 Avenue until 200 Street. Follow 200 Street until the Nicomekl River. Follow the Nicomekl River until the juncture of the Nicomekl River and 201A Street.

Uplands Elementary School – No Catchment Change September 2024



Uplands Elementary School's catchment will not change within this proposal.

James Hill Elementary School – No Catchment Change September 2024



James Hill Elementary School's catchment will not change within this proposal.

After reviewing the feedback, staff have determined that the process of moving boundaries should continue as planned with additional provisions to determine placements of families. These placements will be dependent on criteria that is student-centric and helps ensure equity and support for families. The District will continue to work with families in a supportive way during the transition. The recommendations for attentiveness to individual family circumstances are as follows:

- New 2024-25 Kindergarten students without Grade 1-5 siblings would attend in revised catchments.
- New 2024-25 Grade 1-5 students would attend in revised catchments.
- 2024-25 in school Grade 1-5 students, with Kindergarten entry siblings, offered choice with rationale for staying needed. Request reviewed.
- 2024-25 in school Grade 1-5 students, without Kindergarten entry siblings, offered choice with rationale for staying needed. Request reviewed.
- Students currently in other schools – offered choice with rationale for returning to catchment school needed. Request reviewed.
- New catchment – cross boundaries offered to catchments in schools other than Douglas Park and Nicomekl reviewed.

At Tuesday's Board of Education meeting, Assistant Superintendent Lisa Lainchbury will provide further details on the consultation and recommended changes to the Langley Secondary family of schools' elementary catchments.



Report to the Board of Education

Langley Secondary Family of Schools' Boundary Change Process

SD35 Board of Education Meeting
December 12, 2023

SCHOOL DISTRICT NO. 35 (LANGLEY)
Report to the Board of Education
Langley Secondary Family of Schools' Boundary Change Process

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DRAWING BOUNDARIES: STAFF CONSIDERATIONS	3
SCHOOL PAC PRESENTATIONS.....	4
PARENT/GUARDIAN FEEDBACK	4
BOUNDARY RECOMMENDATIONS.....	6

APPENDICES

- I. Letter to Parents/Guardians (LSS Family of Schools) – November 2, 2023
- II. Parent Information PowerPoint Presentation (PAC Meetings) – October & November 2023
- III. Frequently Asked Questions – LSS Family of Schools Boundary Change Process - October 2023
- IV. Letter to Parents/Guardians – LSS Family of Schools – November 15, 2023
- V. Parent/Guardian Feedback Form
- VI. Parent/Guardian Feedback

Report to the Board of Education

Langley Secondary Family of Schools' Boundary Change Process

BACKGROUND

Over the past three years, there has been a significant increase of the enrolment in the elementary schools in the Langley Secondary (LSS) Family of Schools region. Due to the growth, it is becoming increasingly difficult to find spaces for all children as they arrive in the community, in particular in the Nicomekl Elementary catchment. This is why the District has examined the possibility of changing boundaries as plans are made for September 2024, and for following years.

Langley Secondary Family of Schools' Boundary Change District Team

- Lisa Lainchbury, Assistant Superintendent
- Joanne Abshire, Communications Manager
- Stephen Welsh, Planning

TIMELINE

The work of informing school staff and parents of this potential change, and receiving feedback has occurred as follows:

<u>Date</u>	<u>Action</u>
October 11, 2023	Meeting with LSS Elementary Principals
October/November, 2023	Elementary PAC meeting for each of the six elementary feeder schools <ul style="list-style-type: none">• Douglas Park – October 23• Simonds/Uconnect – October 25• Blacklock Elementary – October 26• Uplands – November 1• James Hill – November 6• Nicomekl – November 9
October 30, 2023 and ongoing	Meetings to share the process and ongoing feedback with District leadership staff
Ongoing	Feedback compilation from PAC meetings and via feedback@sd35.bc.ca
November 15 – December 1, 2023	Survey/Form to individual families to collect preferences for placement for the 2024-2025 school year.

DRAWING BOUNDARIES: STAFF CONSIDERATIONS

The following was considered in the development of the proposed catchments for elementary schools in the Langley Secondary Family of Schools:

- Current Langley students who live in the catchment that will be affected by boundary change
- Current Langley students who attend the schools within the affected catchments
- Pre-school children residing in the catchment area(s)

Report to the Board of Education

Langley Secondary Family of Schools' Boundary Change Process

- Local knowledge of where housing is being built
- Major roads and natural boundaries (i.e., creeks)
- Minor roads
- Safe walk routes
- Family of Schools
- Local opinions
- Other unique issues that may be relevant

SCHOOL PAC PRESENTATIONS

All information regarding the proposed catchments, including a recorded version of the PowerPoint presentation was shared with families of the LSS catchment elementary schools. Families were encouraged to review the content of the presentation and provide feedback. Emerging themes from families either via the feedback email, or verbally to District staff during and following the PAC meetings, include:

- Shared understanding of the rationale.
- Concerns about impact on school environment due to either more or fewer students.
- Concerns about impact on student education, health and wellness.
- Concerns about how space will be utilized in schools if an increase was to occur.
- Concerns about getting to school – some will have to travel further than currently and do not have personal transportation.
- Concerns about disruption to family routines.
- Wonders about additional measures for staffing, in schools where the division count increases.
- Questions about future developments and the District being able to make best decisions and projections moving forward.

PARENT/GUARDIAN FEEDBACK

The selections below were included in the feedback survey, which also identified the family and student name, and current school:

1. I prefer that my child/ren stay at their current catchment school for the 2024/2025 school year. Indicate the school name and explain why this is your preference in the box below.
2. I prefer that my child/ren move to their new proposed school catchment. Indicate the school name and explain why this is your preference in the box below.
3. I would like to request a cross boundary placement for my child/ren to attend a different school in Langley School District. Indicate the school name and explain why this is your preference in the box below.

Report to the Board of Education
Langley Secondary Family of Schools' Boundary Change Process

4. My child/ren are currently at a school that is not their catchment school and I wish that my child/ren return to their catchment school next year. Indicate the school name and explain why this is your preference in the box below.
5. My child/ren are currently at a school that is not their catchment school and I wish that my child/ren stay at this school next year. Indicate the school name and explain why this is your preference in the box below.

The District recognizes that individual families have unique needs and circumstances and will be impacted by the boundary changes in different ways. Since the meeting on November 14, 2023, the District has requested and received further feedback from individual families, and reviewed such feedback as considerations were made for next steps.

NEXT STEPS

After reviewing the feedback, staff have determined that the process of moving boundaries should continue as planned with additional provisions to determine placements of families. These placements will be dependent on criteria that is student-centric and helps ensure equity and support for families. The District will continue to work with families in a supportive way during the transition. The recommendations for attentiveness to individual family circumstances are as follows:

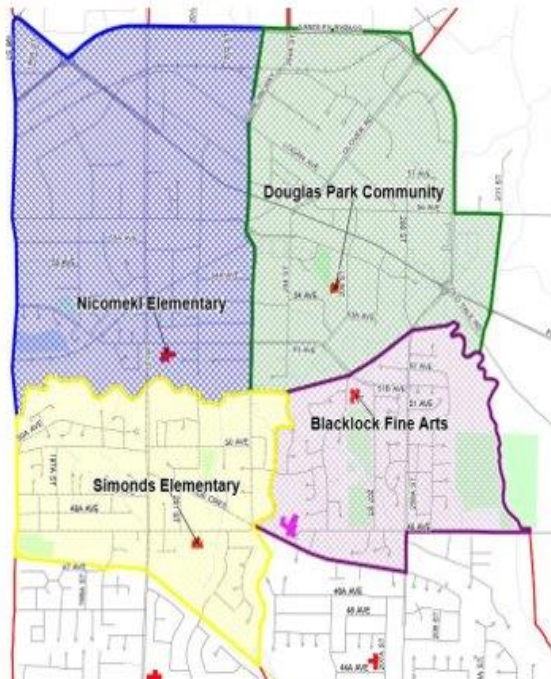
- New 2024-25 Kindergarten students without Grade 1-5 siblings would attend in revised catchments.
- New 2024-25 Grade 1-5 students would attend in revised catchments.
- 2024-25 in school Grade 1-5 students, with Kindergarten entry siblings, offered choice with rationale for staying needed. Request reviewed.
- 2024-25 in school Grade 1-5 students, without Kindergarten entry siblings, offered choice with rationale for staying needed. Request reviewed.
- Students currently in other schools – offered choice with rationale for returning to catchment school needed. Request reviewed.
- New catchment – cross boundaries offered to catchments in schools other than Douglas Park and Nicomekl reviewed.

Report to the Board of Education
Langley Secondary Family of Schools' Boundary Change Process

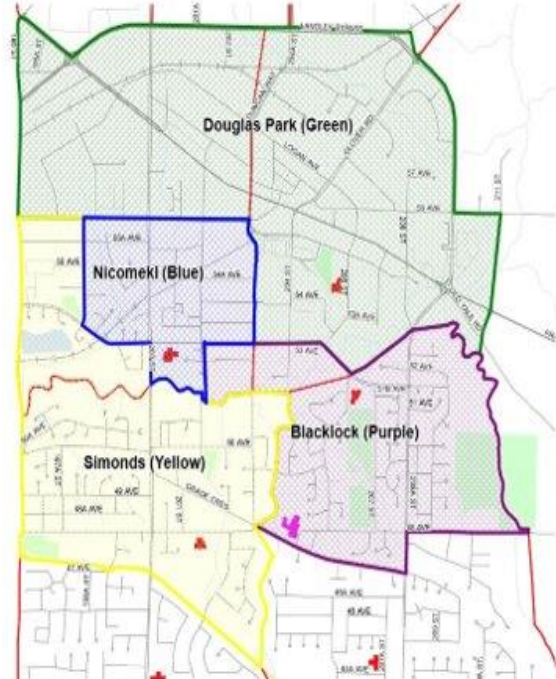
BOUNDARY RECOMMENDATIONS

The boundaries for the proposed catchments are as follows:

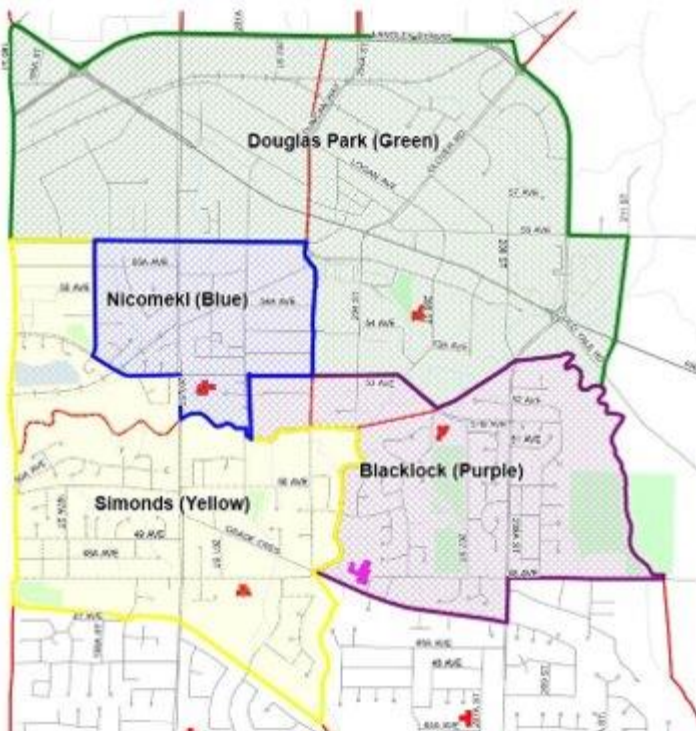
Current Catchments



Proposed Catchments



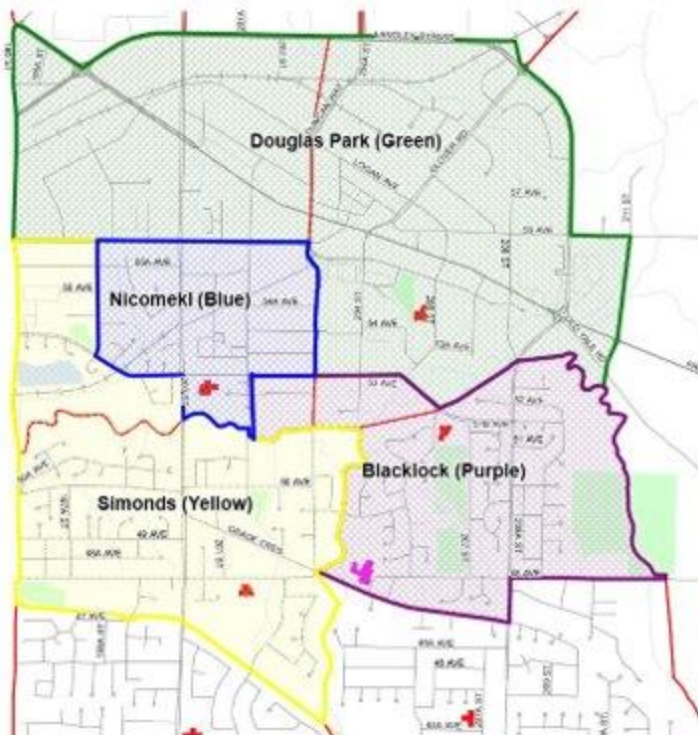
Douglas Park Elementary School – Proposed Catchment September 2024



Beginning at 196 Street and 56 Avenue, go north to Fraser Hwy. Go East on Fraser Hwy, and continue East along the Langley Bypass. At 56 Avenue, continue East to 211 Street. The boundary line will continue South of 211 Street until it connects with Murray Creek. Follow Murray Creek North West, continue West until 208 Street. Pass through 208 Street, and go West on 51B Avenue (North Side), which will become 53 Avenue. Continue West to 203 Street. Go North on 203 Street until 56 Avenue. Follow 56 Avenue West to 196 Street.

Report to the Board of Education
Langley Secondary Family of Schools' Boundary Change Process

Blacklock Fine Arts Elementary School – Proposed Catchment September 2024



Start at the juncture of Murray Creek and 48 Avenue. Go Northwest along Murray Creek, continue West until 208 Street. Pass through 208 Street, and go West on 53 Avenue. Continue West to 201A Street. Go South on 201A Street until the Nicomekl River. Follow the Nicomekl River East to Pleasantdale Creek. Follow the Pleasantdale Creek South to Grade Crescent and then follow Grade Crescent East until 208 Street. Go North on 208 Street until 48 Avenue. Go East on 48 Avenue until the Murray Creek juncture.

Nicomekl Community Elementary School – Proposed Catchment September 2024



Start at 53 Avenue and 203 Street. Go North on 203 Street until 56 Avenue. Go West on 56 Avenue until 198 Street. Follow 198 Street South until 53 Avenue. Go East on 53 Avenue until 200 Street. Follow 200 Street South until the Nicomekl River. Follow the Nicomekl River East until it aligns with 201A Street. Go North on 201A Street to 53 Avenue. Go East on 53 Avenue until 203 Street.

Report to the Board of Education Langley Secondary Family of Schools' Boundary Change Process

Simonds Elementary School – Proposed Catchment September 2024



Start where Nicomekl river aligns with 201A Street. Follow the Nicomekl River East to Pleasantdale Creek. Follow the Pleasantdale Creek South to just North of 203 Street where it intersects with the Power Line Trail. Go Northwest along Power Line Trail to 200 Street. Continue West past Penzer Park, through the greenbelt north of 47 Avenue, until 196 Street. Go North on 196 Street to 56 Avenue. Go East on 56 Avenue until 198 Street. Follow 198 Street South until 53 Avenue. Follow 53 Avenue until 200 Street. Follow 200 Street until the Nicomekl River. Follow the Nicomekl River until the juncture of the Nicomekl River and 201A Street.

Uplands and James Hill Elementary Schools – No Catchment Change September 2024

Uplands Elementary School's catchment will not change within this proposal.

James Hill Elementary School's catchment will not change within this proposal.



Report to the Board of Education
Langley Secondary Family of Schools' Boundary Change Process

APPENDIX I

LETTER TO PARENTS/GUARDIANS
(LSS FAMILY OF SCHOOLS)
NOVEMBER 2, 2023



November 2, 2023

Dear Parents/Guardians,

Re: Potential Catchment Changes - LSS Family of Schools (Elementary)

The District, together with elementary schools in the Langley Secondary School family of schools, would like to invite families to review information about potential catchment changes. This information is of particular interest to families and students who attend Nicomekl and Douglas Park elementary schools. However, the District welcomes all families in the Langley Secondary family of schools to review the information.

These catchment changes are in response to the growth in some of the schools within the region. The District encourages families to review the content below which is presented in various formats. These resources outline the potential changes that may impact your child and the school they may attend in September 2024. All of this information is also found on the District website [here](#).

[Potential Catchment Changes PowerPoint Presentation – PDF Format](#)

[Potential Catchment Changes PowerPoint Presentation - Video Recording on YouTube](#)

[Potential Catchment Changes FAQ – PDF Format](#)

For accessibility, the video contains subtitles. To view subtitles, click on the “CC” icon for closed captions in the bottom left corner of the video. For translated subtitles, click on settings, which is the “gear” icon > click on Subtitles/CC > click on auto-translate > then select preferred language and close.

The District, together with schools, is focusing on the well-being and support of students and families during this process. If you have any questions, concerns, or comments, please email feedback@sd35.bc.ca

Sincerely,

Lisa Lainchbury
Assistant Superintendent

Cette notification est importante. S'il vous plaît demandez à quelqu'un pour la traduire afin d'être bien informé(e) à propos de l'école.

هذه الرسالة مهمة، الرجاء أن تطلب من أحد الأشخاص ترجمتها لك لأنها تحتوي على معلومات مهمة من المدرسة.

这是一个很重要的通知。请找人翻译它的内容，这样你就可以及时了解学校的情况。

ਇਹ ਸੂਚਨਾ ਬਹੁਤ ਮਹੱਤਵਪੂਰਨ ਹੈ। ਕਿਰਪਾ ਕਰਕੇ ਹੁਣੀ ਸੂਚਨਾ ਦਾ ਅਸੀਂ ਨਾਲੋਂ ਅਨੁਵਾਦ ਕਰਵਾਓ ਤਾਂ ਅੰਤਰਰਾਸ਼ਟਰੀ ਸੰਬੰਧੀ ਸੂਚਨਾ ਸਾਡੀਆਂ ਨਾਲੋਂ ਹੋ ਸਕੇ।

이것은 중요한 공지사항입니다. 이것을 번역할 수 있는 분에게 부탁해서 여러분이 학교에서 공지하는 것에 대하여 정확하게 인지할 수 있기 바랍니다.

Đây là một thông báo quan trọng. Xin vui lòng nhờ người dịch để bạn có thể biết thêm những thông tin về trường học.

Este es un aviso importante. Por favor consiga que alguien se lo traduzca para que usted pueda mantenerse bien informado sobre la información de su escuela.

Ito ay isang mahalagang notisya. Mangyari po lamang ay magkaroon ng taong tagasalin ng wika upang ikaw ay maging batid tungkol sa impormasyon ng paaralan.

APPENDIX II

PARENT INFORMATION POWERPOINT PRESENTATION (PAC MEETINGS) OCTOBER & NOVEMBER 2023



POTENTIAL BOUNDARY CHANGES IN THE LANGLEY SECONDARY REGION

PARENT INFORMATION:
OCTOBER AND NOVEMBER 2023





As we work and learn
we do so on the
traditional, ancestral
and unceded
territories of the
Matsqui, Kwanten,
Katzie and
Semiahmoo First
Nations.

Compassionate and inclusive social and academic learning communities in all Langley Schools.



- Caring for the social emotional well-being of children
- Being mindful of the physical well-being of children
- Providing vibrant and sustainable learning opportunities for all children



Welcome



GROWTH IN LANGLEY SECONDARY FAMILY OF SCHOOLS 2020 – 2023

School Name	2020	2023
Nicomekl	306	456
Douglas Park	272	314
Blacklock Fine Arts	215	275
Simonds	151	142
Uplands	235	252
• Neighbourhood	80	88
• Montessori	155	164
James Hill	306	371
HD Stafford Middle	567	766
Langley Secondary	815	926

MOVEMENT TO OTHER SCHOOLS

As of September 30, 2023 Placements in Schools of Nicomekl Catchment Students

(July 2023 – September 2023 registrations)

Douglas Park	11
Blacklock Fine Arts	12
Simonds	5
Uplands	4
James Hill	3
Total	35

As of September 30, 2023 Total Number of K-5 Nicomekl Catchment Students

50
42
10
19 Montessori/8 Regular
8
Total including 35 from this year: 118



Ministry of
Education and
Child Care

BOUNDARY CHANGE PROCESS AND TIMELINE

October: Meet with LSS Family of Schools administrators and share the catchment change rationale and proposal of potential change.

October/November: Attend an Elementary PAC meeting for each Elementary feeder school and share the rationale and proposal of potential change. Collect questions and concerns for consideration.

November: Meet with District staff to discuss feedback, impact, supports and boundary change options.

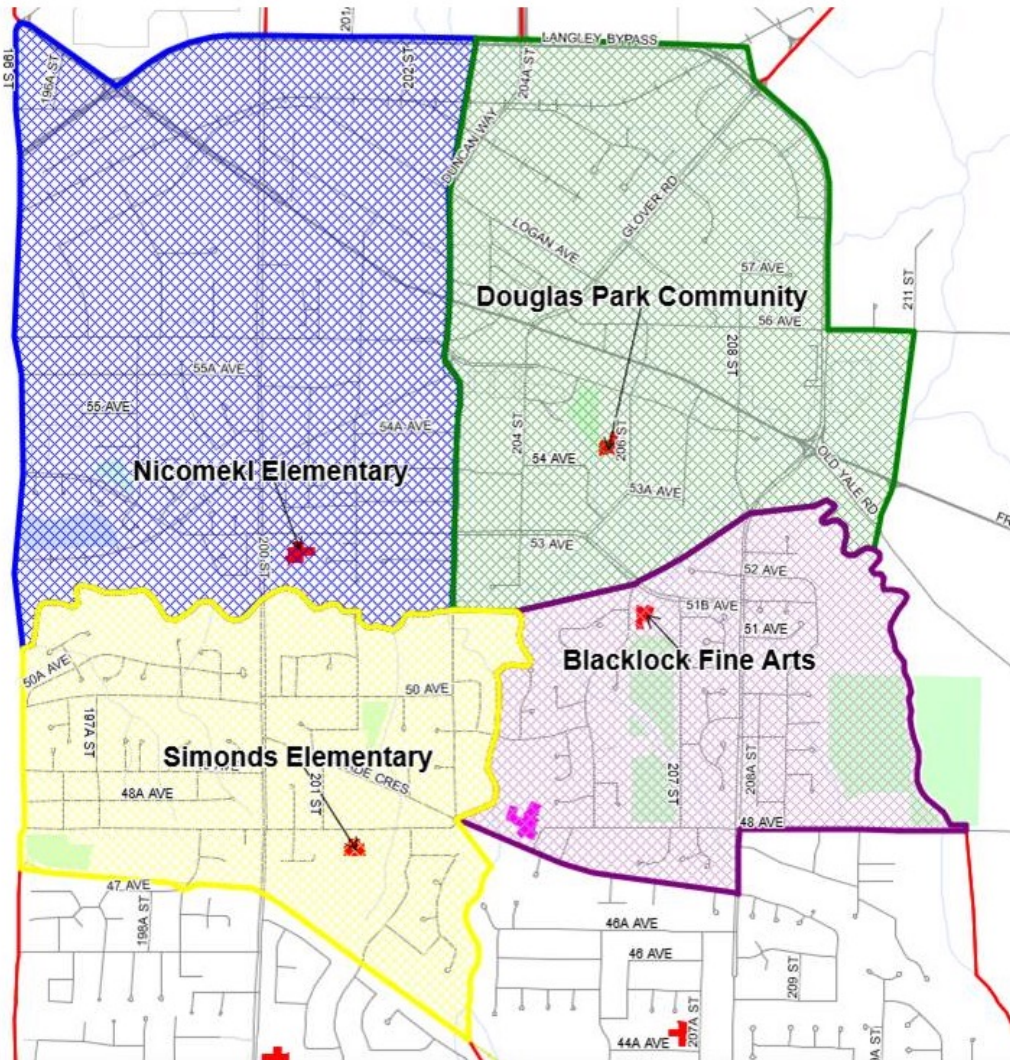
As soon as feasible: Report to the Board with a plan for next steps.
(following data collection)

At any point, e-mail feedback@sd35.bc.ca with your questions.

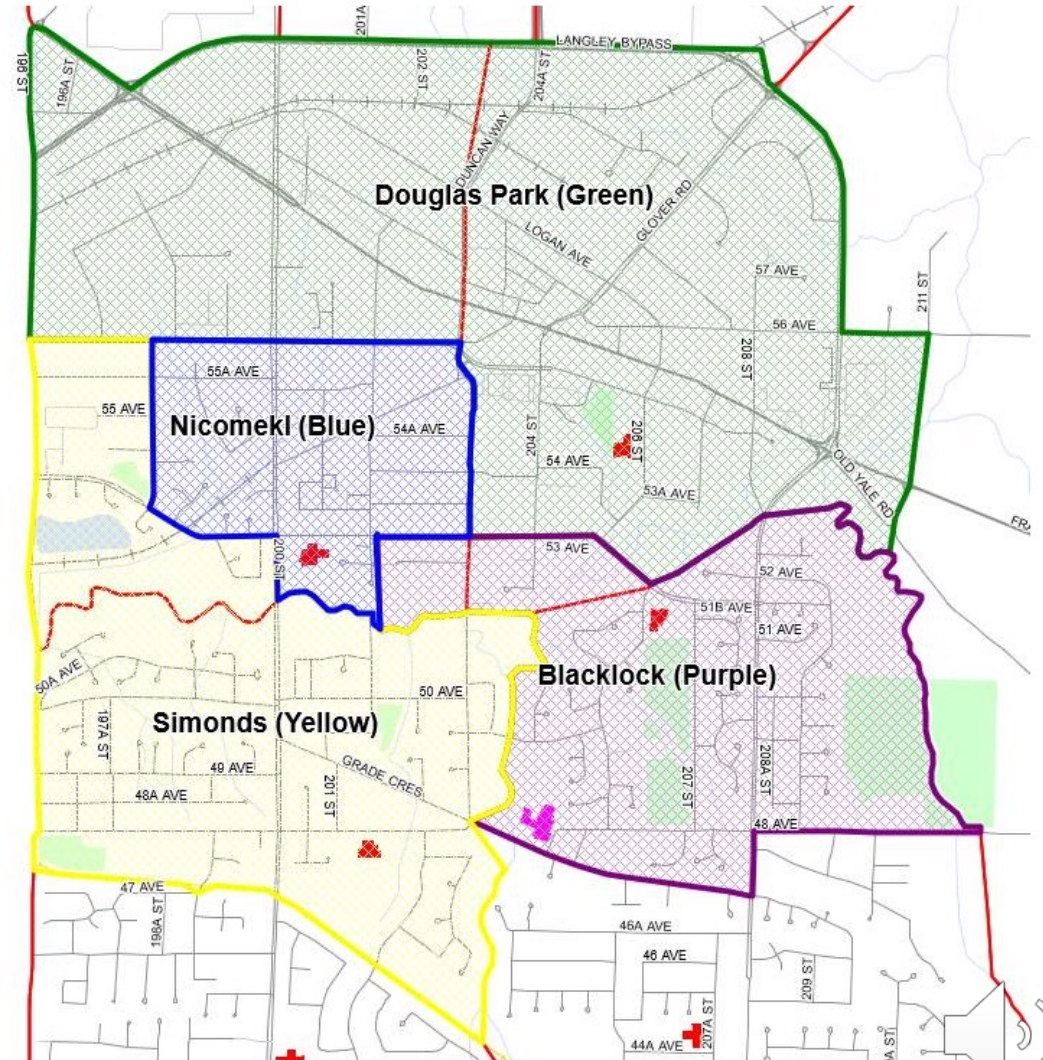
CONSIDERATIONS

- Current Langley students who live in the catchment(s) that will be affected by boundary change
- Current Langley students who attend the schools within the affected catchments
- Pre-school aged children residing in the catchment area(s)
- Local knowledge of where housing is being built
- Major roads and natural boundaries (i.e., creeks)
- Minor Roads
- Safe Walk Routes
- Transportation
- Choice Programs
- Family of Schools
- Local opinions
- Any other unique issues that may be relevant

Current Catchments:



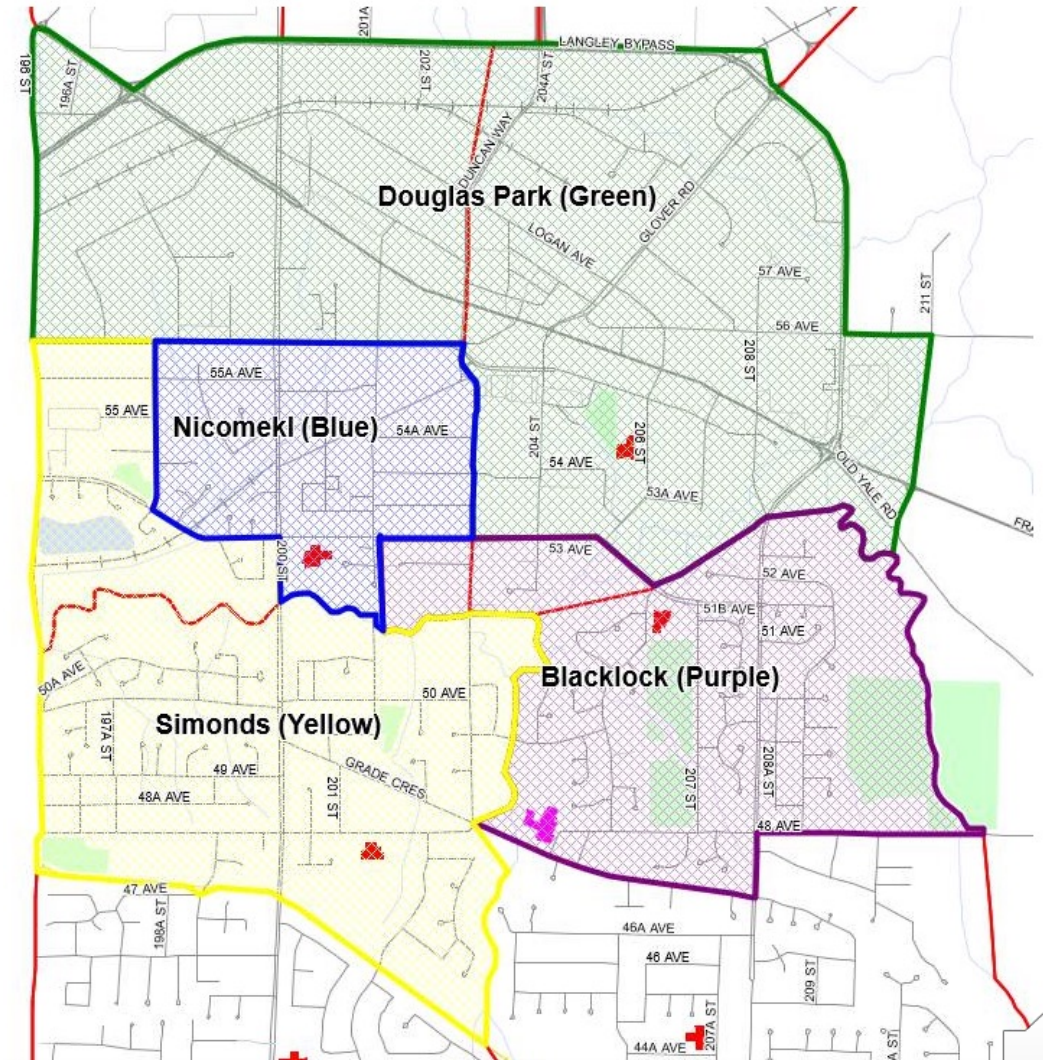
Proposed Catchments:



[illegible]

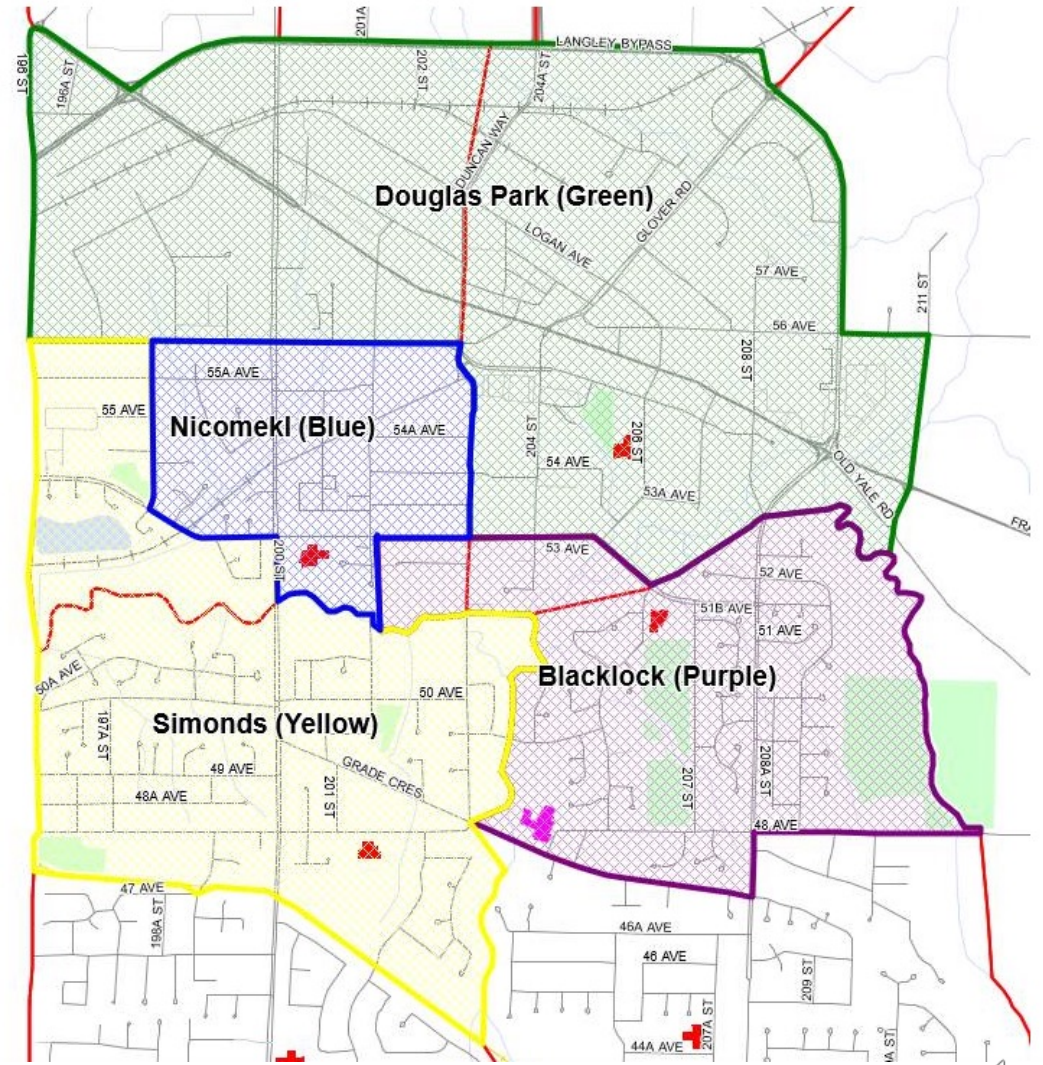
Douglas Park (Green):

Beginning at 196 and 56, go north to Fraser Hwy. Go East on Fraser Hwy, and continue East along Langley Bypass. At 56, continue East to 211. The boundary line will continue South of 211 until it connects with Murray Creek. Follow Murray Creek North West, continue West until 208. Pass through 208, and go West on 51B (North Side), which will become 53. Continue West to 203. Go North on 203 until 56. Follow 56 West to 196.



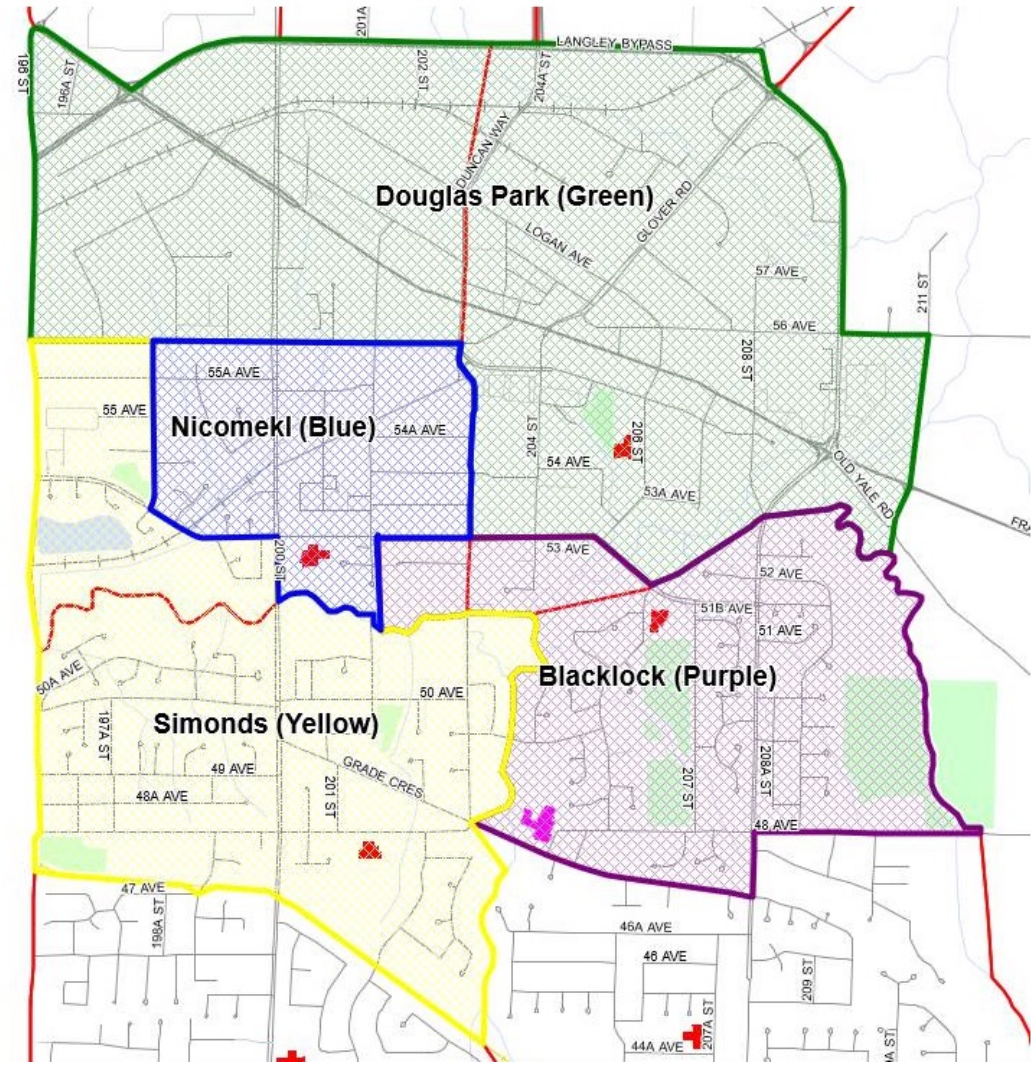
Blacklock (Purple):

Start at the juncture of Murray Creek and 48. Go Northwest along Murray Creek, continue West until 208. Pass through 208, and go West on 53. Continue West to 201A. Go South on 201A (neither side) until the Nicomekl River. Follow the Nicomekl River East to Pleasantdale Creek. Follow the Pleasantdale Creek South to Grade Crescent and then follow Grade Crescent East until 208. Go North on 208 until 48. Go East on 48 until the Murray Creek juncture.



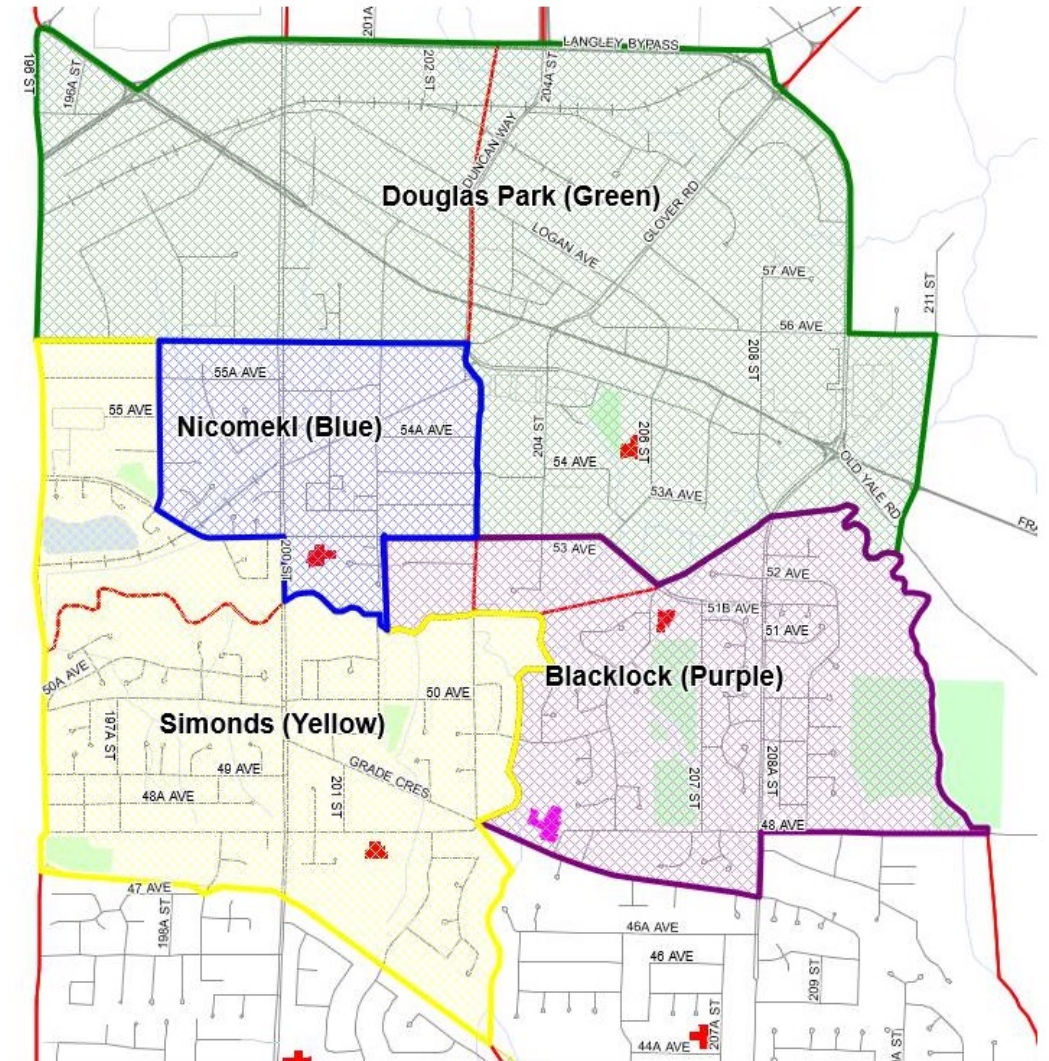
Nicomekl (Blue):

Start at 53 and 203. Go North on 203 until 56. Go West on 56 until 198. Follow 198 South until 53. Go East on 53 until 200. Follow 200 South until the Nicomekl River. Follow the Nicomekl River East until it aligns with 201A. Go North on 201A (both sides) to 53. Go East on 53 until 203.

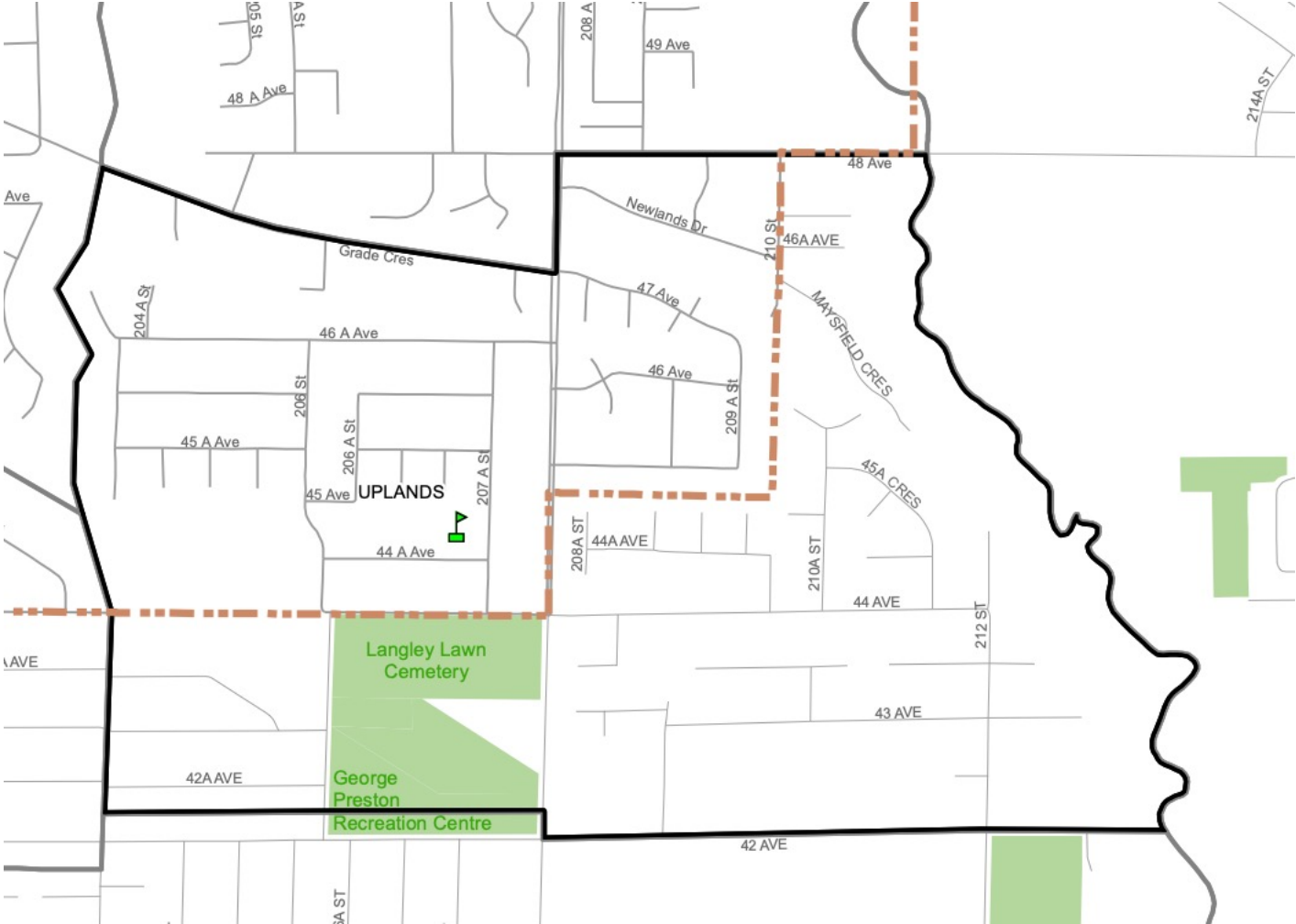


Simonds (Yellow):

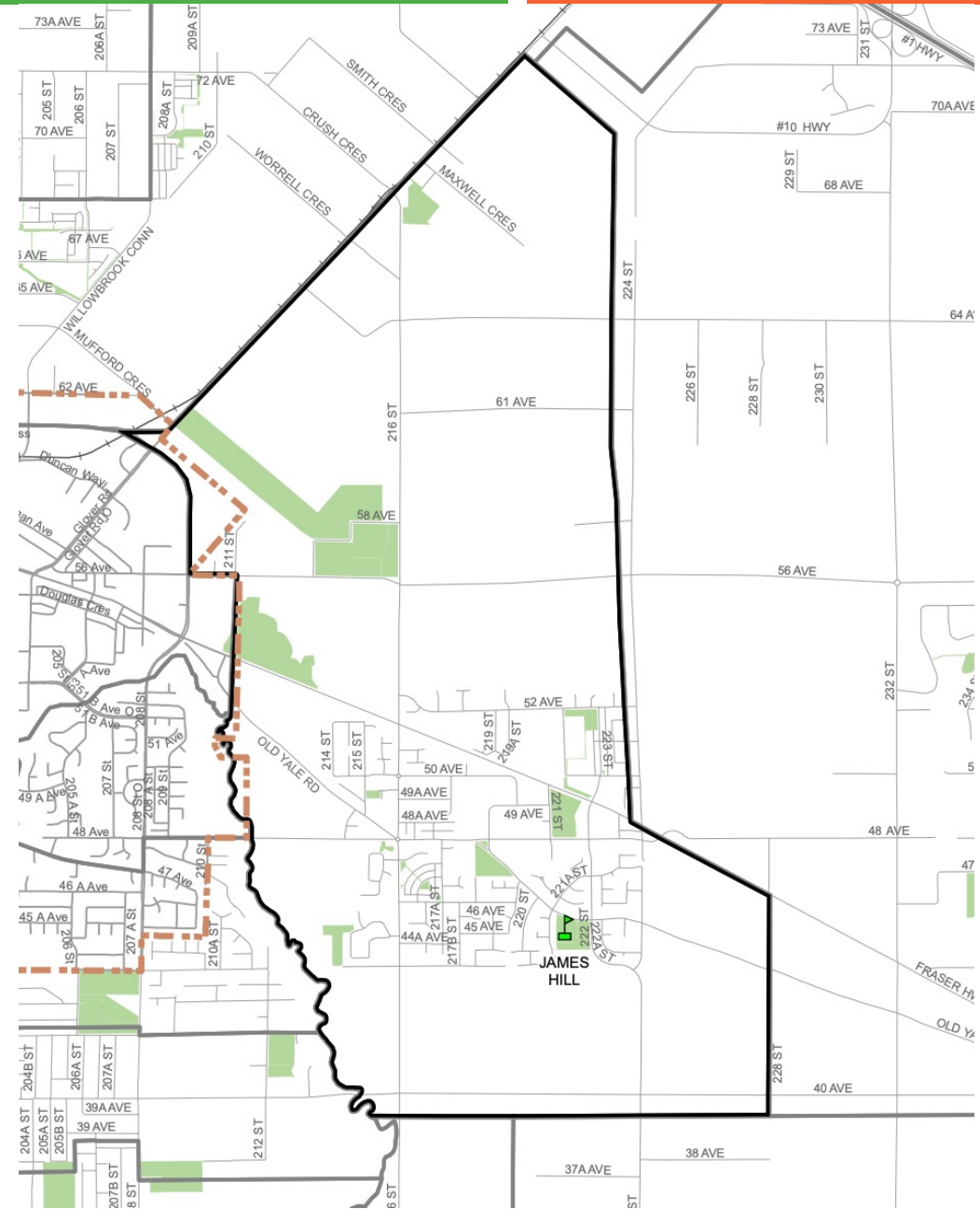
Start where Nicomekl river aligns with 201A. Follow the Nicomekl River East to Pleasantdale Creek. Follow the Pleasantdale Creek South to just North of 203 where it intersects with the Power Line Trail. Go Northwest along Power Line Trail to 200. Continue West past Penzer Park, through the greenbelt north of 47, until 196. Go North on 196 to 56 Avenue. Go East on 56 Avenue until 198. Follow 198 South until 53. Follow 53 until 200. Follow 200 until the Nicomekl River. Follow the Nicomekl River until the juncture of the Nicomekl River and 201A.



Uplands Elementary School's catchment would not change within this proposal.



James Hill Elementary
School's catchment
would not change
within this proposal.





What if my child doesn't currently attend their new catchment school?

How far will my child's new school be from my home?

How do I ask questions about the process?

If my child is moving schools? What is their new school like?

How can I help my child with the transition?



SUMMARY



- Increasing enrollment in the LSS region, mainly in the Nicomekl catchment.
- The District is proposing these changes so that we will be able to provide spaces in schools to all our families moving into the community.
- The Ministry expects to see all schools in the region full to capacity before expansions are built. Without these changes, we will not meet this criteria.
- Many considerations are made when creating boundaries.

Question, concerns, or comments, email: feedback@sd35.bc.ca

Report to the Board of Education
Langley Secondary Family of Schools' Boundary Change Process

APPENDIX III

FREQUENTLY ASKED QUESTIONS LSS FAMILY OF SCHOOLS' BOUNDARY CHANGE PROCESS OCTOBER 2023



Langley Secondary Family of Schools Boundary Change Process FREQUENTLY ASKED QUESTIONS October 2023

Will there be further changes to the catchment beyond September 2024?

Based on current information, the District does not have plans to make any further changes to the catchment after September 2024. In general, catchment changes are dependent on enrolment numbers in schools in the region and/or when a new school is opened in the region. The District will continue to closely monitor enrolment numbers and projection numbers in elementary schools within the Langley Secondary School family of schools and will communicate any potential changes to the community in advance.

Are these catchment changes temporary?

Once the new boundary lines are determined they will not be changed unless the District makes a decision to review them again in the future, if and when necessary.

Will there be grandfathering allowed or will there be exceptions for students?

Grandfathering is a process that allows only some grades to be exempt from moving to their new catchment school. Grandfathering would impact our goal of decreasing enrolment to an adequate level. There may be a desire which a student may be exempt from attending their new catchment school due to certain circumstances or criteria. The District's expectation would be for students to attend their catchment schools based on where they live. As has been the case in the past, and our commitment to work with families, this may be determined on a case-by-case basis. The District acknowledges that there may be some families who, for various reasons, may need to stay at their schools. The goal would be to ensure there is equity in schools and enrolment needs are met.

Will families be able to apply for cross boundary?

The District's expectation would be for students to attend their catchment schools based on where they live. If space allows, a cross boundary request may be granted. As has been the case in the past, and our commitment to work with families, this may be determined on a case-by-case basis.

Can a grade 5 student stay at Nicomekl Elementary next year if where they live is outside of their new catchment?

The District emphasizes catchment students will go to their catchment schools. The District recognizes some grade 5 students may want to complete their elementary education at the same school and remain with their current classmates. The District is reminding families of the region's middle school model, and that moving to their new catchment school and making new friends may help with the transition to H.D. Stafford Middle School. All elementary schools in the Langley Secondary School family of schools feed in to H.D. Stafford Middle School.

Will you be keeping siblings (families) together?

The District's expectation would be for siblings of one family to attend their catchment school based on where they live. The District believes it is best for siblings to be attending the same school.

Will there be plans to add more portables to Nicomekl Elementary?

The purpose of these potential changes is to ensure equity in school and meet enrolment needs. These changes may also help mitigate the need for additional portables. However, the District recognizes the rapid growth at Nicomekl Elementary and projected increasing enrolment. As a result, the District expects that there may still be a need for portables at this school. Based on enrolment projections, even with potential changes in catchment boundaries, Nicomekl Elementary expects to add two portables in September 2024. The District will be closely monitoring enrolment and projections in future years and assessing the need for portables in all schools in the region if needed.



Langley Secondary Family of Schools Boundary Change Process FREQUENTLY ASKED QUESTIONS October 2023

Will there be plans to build an extension at Nicomekl Elementary?

The building of an extension for Nicomekl Elementary is in the District's current long-term facilities plan. The District has communicated this plan to the Ministry of Education and Child Care.

What happens when and if more new schools in the region open up?

In general, the District creates a new catchment boundary when new schools are opened.

Will there be before and after school care spaces in my new catchment school?

The existing before and after school care spaces in schools in the region will not be changed. The District encourages families to reach out to child care providers in their new catchment school for availability. The local Child Care Resource and Referral (CCRR) office can also help in letting you know which providers in your new catchment area have space. Child care providers are unique to each school and will have varying availability. Some are privately-run and some are operated by the District.

Early years and StrongStart programming take up a lot of space, why are they allowed to use this classroom space?

The District values early learning and StrongStart programming. StrongStart programming is part of the comprehensive learning plan for all children birth to grade 12 as outlined by the Ministry of Education and Child Care. Our Early Learning programming is integral to providing opportunities for children and their families and supporting child development and learning both academically and social-emotionally. Our Early Childhood Educators are part of our Langley Educator team and their programming is part of the District's strategic plan.

As guided by the provincial government, the District is getting more involved in providing learning opportunities for age 0 to grade 12. The District's intention is to build strong connections and successful transitions for all students in the school and community, and Early Learning programs are a part of this work. The District endeavors to provide access to these programs in all regions of the school district to provide access for all families.

If you have any additional questions, please email earlylearning@sd35.bc.ca.

Will there be transportation (bussing) for my child now that they may have to move to a different school?

District Policy #18 (Student Transportation) states that any student who lives outside of the designated walk limit qualifies for transportation. In this region, all students live within the 3.2 km walk limit and therefore, do not qualify for bussing.

Report to the Board of Education
Langley Secondary Family of Schools' Boundary Change Process

APPENDIX IV

LETTER TO PARENTS/GUARDIANS
LSS FAMILY OF SCHOOLS
NOVEMBER 15, 2023



November 15, 2023

Dear Parents/Guardians,

Re: Potential Catchment Changes - LSS Family of Schools (Elementary)

Thank you to those who have provided your feedback in regard to the potential boundary changes in the Langley Secondary region and the impact the changes would have on your family. Your feedback has been compiled at the District level and been made part of our consideration for next steps.

We feel that hearing from you as individuals is an important step in creating a plan that serves families in our schools while at the same time ensuring that we are able to welcome new families to our district. With this in mind, we would like to hear from you as individual families about your preference for placement for your child/children for the 2024-2025 school year. ***Please know that by stating your preference, you are not guaranteed a spot in your preferred school.*** Should the new catchment boundaries be approved, your feedback will inform the potential transition plan.

Please complete this online form [here](#) by Wednesday, November 22nd. We understand that this is a short timeline, however, we want to provide families with information about next steps as soon as possible. We also understand that this has been a lot of information to understand and process in a short period of time and encourage you to reach out to feedback@sd35.bc.ca or your school principal for further clarification.

A paper copy of this form will also be available at your school office. You can complete either the paper copy, or the online form. If you have not completed either by November 22nd, you will be contacted and reminded of this important step.

Sincerely,

Lisa Lainchbury
Assistant Superintendent

c: LSS Family of Schools
Principals (Elementary)



Report to the Board of Education
Langley Secondary Family of Schools' Boundary Change Process

APPENDIX V
PARENT/GUARDIAN FEEDBACK FORM

Langley Secondary Region Elementary Schools Preference Form

The District is requesting families to please complete this form regarding your family's preference for student placement for the 2024-2025 school year. Your personal information is being collected so that if the new catchment boundaries are approved, your feedback will inform the potential transition plan. This data will be used by District staff for planning purposes and will be kept on file for one year. If you have any questions about the collection of this personal information, please contact Langley School District's Privacy Officer via feedback@sd35.bc.ca, or contact the Langley School Board Office at (604) 534-7891.

* Required

1. Parent/Guardian - First/Last Name *

2. School your K-5 child/children currently attend/s *

3. Child #1 - First name/last name/grade (*ie Jane Smith Grade 3*) *

4. Do you have another child attending this K-5 school? *

☐ Yes

☐ No

5. Child #2 - First name/last name/grade (ie John Smith Grade 2) *

6. Do you have another child attending this K-5 school? *

☐ Yes

☐ No

7. Child #3 - First name/last name/grade (ie Joe Smith Grade 1) *

8. Please read the following options and select (1) one: *

☐ I prefer that my child/ren stay at their current catchment school for the 2024/2025 school year. Indicate the school name and explain why this is your preference in the box below.

☐ I prefer that my child/ren move to their new proposed school catchment. Indicate the school name and explain why this is your preference in the box below.

☐ I would like to request a cross boundary placement for my child/ren to attend a different school in Langley School District. Indicate the school name and explain why this is your preference in the box below.

☐ My child/ren are currently at a school that is not their catchment school and I wish that my child/ren return to their catchment school next year. Indicate the school name and explain why this is your preference in the box below.

☐ My child/ren are currently at a school that is not their catchment school and I wish that my child/ren stay at this school next year. Indicate the school name and explain why this is your preference in the box below.

9. Indicate the school name and explain why this is your preference. *

10. Any other comments or questions:

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

 Microsoft Forms

Report to the Board of Education
Langley Secondary Family of Schools' Boundary Change Process

APPENDIX VI

PARENT/GUARDIAN FEEDBACK



Langley Secondary Family of Schools Boundary Change Process

SUMMARY OF PARENT/GUARDIAN FEEDBACK

November 2023

158 families out of 163 responded to the survey. 97% responded. The breakdown for each school is below:

- a. Blacklock – 9/9 = 100%
 - b. Douglas Park – 33/35 = 94%
 - c. James Hill – 7/7 = 100%
 - d. Nicomekl – 103/112 = 92%
 - e. Simonds - 6/6 = 100%
1. 122/158 (77%) indicated #1 as their response: I prefer that my child/ren stay at their current catchment school for the 2024-2025 school year.
 2. 5/158 (3.25%) indicated #2 as their response: I prefer that my child/ren move to their new proposed school catchment.
 3. 3/158 (2%) indicated #3 as their response: I would like to request a cross boundary placement for my child/ren to attend a different school in Langley School District.
 4. 5/158 (3.25%) indicated #4 as their response: My child/ren are currently at a school that is not their catchment school and I wish that my child/ren return to their catchment school next year.
 5. 23/158 (14.5%) indicated #5 as their response: My child/ren are currently at a school that is not their catchment school and I wish that my child/ren stay at this school next year. Indicate the school name and explain why this is your preference in the box below.

Summary of Parent Feedback by School

Question #	1	2	3	4	5
	I prefer that my child/ren stay at their current catchment school for the 2024/2025 school year.	I prefer that my child/ren move to their new proposed school catchment	I would like to request a cross boundary placement for my child/ren to attend a different school in Langley School District.	My child/ren are currently at a school that is not their catchment school and I wish that my child/ren return to their catchment school next year.	My child/ren are currently at a school that is not their catchment school and I wish that my child/ren stay at this school next year.
Blacklock	2	0	0	1	6
Douglas Park	24	3	1	1	4
James Hill	2	0	0	1	4
Nicomekl	94	2	2	0	5
Simonds	0	0	0	2	4

This is not just a school but a family for us, and for many families who have already built connections. I take that as priority over families incoming that are new but haven't built those same connections yet. We are 1 block out of the proposed catchment plan, I am begging you to allow the extension of the catchment plan to west of 198 and or allow families to stay, we are situated into the community and are a part of the Nicomekl school, uprooting would be not only disruptive but affect my child's mental health.

"I will address the areas of impact in the following sections:

Actual Geographical Impact:

- Our residence at 198 St. & 55A Avenue lies at the boundary's edge, as indicated in the proposal. Unfortunately, this means that while children on the opposite side of our block continue attending Nicomekl Elementary, those on our side would be required to switch to Simonds Elementary. Additionally, the need to pass by Nicomekl to reach Simonds makes no sense, from a logical catchment boundary perspective.

Emotional Impact:

- My son, currently navigating his kindergarten year, is in the process of acclimating to the school environment, forming friendships, and adapting to his new routine. The prospect of a sudden change in school could be emotionally distressing for a young child, disrupting the stability he is currently building. As mature adults, we get severely impacted, if we have to change jobs this frequently. I cannot even imagine how hard it will be for little kids.

Physical Impact:

- Considering the proposed distance deemed walkable is 3.2 kilometers, I'm concerned about the practicality during adverse weather conditions, like extreme heat, rain, or snow. Langley's snow clearance challenges and steep gradients toward Simonds raise safety concerns for children walking in these conditions on the sidewalks, which become a snow-dumping area. The potential hazards of walking on the active road on 200th Street, especially during severe weather, further compound these worries.

Professional Impact:

- If we were to pick up and drop our son walking every day, we would be spending nearly 2.5 hours every day on just this, which translates into 7.5 hours a week, or one full workday every week. This poses a significant challenge for working parents like us. This could potentially impact our employment, given the prevailing expectations for a rigid work schedule in the current economic climate.

Financial and Environmental Impact:

- Contrary to the establishment's beliefs, I feel that if this change happens, my son and I will not be able to walk to the school for the above-mentioned reasons (distance+time+safety). The necessity to purchase a car for transportation to Simonds Elementary would entail an additional monthly cost of at least \$1000, factoring in expenses such as gas, insurance, and depreciation. This not only burdens our finances but also contradicts environmental sustainability goals."

"Nicomekl is more than a school for my daughter. When she found out about these new changes, she hasn't been the same. If there is one thing I want in life is for me to help alleviate any stress that my daughter who is only 7 has to endure. She is devastated and asks me every day why she is being forced to potentially leave. Her mental health and that of mine and my family's has taken a toll and if my daughter can't attend the school I can't imagine how this will impact her. [REDACTED] loves her friends and her before



Langley Secondary Family of Schools

Boundary Change Process

PARENT/GUARDIAN FEEDBACK

November 2023

and after child care centre that [REDACTED] runs and is headed by [REDACTED]. They have literally become my daughter's family. She has made a big connection with all her teachers and all her friends families have become our family. If these connections are lost my daughter will be negatively impacted. My son is already registered to attend [REDACTED] child care centre at Nicomekl in September 2024 as he will be starting kindergarten. [REDACTED] said she will happily register my son as she knows how well my daughter is enjoying the centre and I have already paid the registration fees and deposits for him. Many of his current daycare friends will be attending Nicomekl and he is excited to join them and his big sister at her school. I also plan on registering him with seamless kindergarten a few days a week and seamless kindergarten is not offered at the other schools. Please consider our family. We are 2 blocks from the school and when I walk out the door I can see the school's parking lot. We have lived here for 14 years and we meet families at Brydon park right next door to our house that attend Nicomekl and she has formed friendships with children outside of her classroom, that attend Nicomekl. She has so much in common with the Nicomekl community that can't be put into words. We should not be forced out of our community. I am begging as a family that has made such big personal connection to this school and built a community here.

At the PAC meeting it was brought to everyone's attention that there are numerous families that are attending Nicomekl from different cities. Consider validating peoples' residences so that we, neighbours to the school and community, aren't being forced to leave.

Our kids are not props and shouldn't be used as collateral means to serve as an agenda to gain more schools. While I understand the need it should not be at the expense of our children. Please don't take that away from us and most importantly my daughter [REDACTED]. I encourage you to walk to my house from Nicomekl to truly understand where we are in relation to the school. Thank you for your time and consideration.

I hope that you allow the other children heading into their 5th year with Nicomekl to be grandfathered into the school if this change is made.

Due to us already having an exception due to the above, please consider continuing this as [REDACTED] has one year left before middle school and [REDACTED] only just finally found his footing and began to stabilize his mental health.

The school provides more specific education classes I wish my children to have access to. I prefer [REDACTED] to stay at her current school at Douglas Park elementary because her sister attends the daycare there and she enjoys being at the same place as her and going to see her after school. She has a great program there at the boys and girls club that she loves to attend. And all of her friends are there. It would not be in her best interest moving her. Thanks!

My parents live right across the street from Douglas Park and have been an incredible support for our family.

This school is only 850m away from our house.

We will not change schools. James Hill is our home.



Langley Secondary Family of Schools Boundary Change Process PARENT/GUARDIAN FEEDBACK November 2023

Would like kids to change school to Nicomekl for September 2024 as its right across the street from our home.

We would prefer to stay at Douglas Park.

Please do not put us through moving our child to a new school environment. We really love Douglas Park as a community and appreciate everything they've done to help [REDACTED] and ourselves navigate his education so far.

As an aside we don't feel that adding more portables and reorganizing catchments is the way to address the insane population growth in Langley. Please build more facilities and pay teachers more.

Our catchment school was Nicomekl and I believe that will not be affected by these new changes. My daughter was approved for a Cross-Boundary transfer to Blacklock. Will these upcoming changes affect her for next year? It is walking distance to school and we don't drive & more over kids are here from last 4-5 years.

None. We just need your support in any way possible.

If he must change schools I am requesting for him to be able to go to Langley Meadows school as it is closer to our home and my children's current daycare facilities are at Langley Meadows elementary school.

We love Blacklock. This is an amazing school. We don't want to change school. I live at [REDACTED], I would have to walk 31 minutes to Douglas Park with my youngest son and 24 minutes by bus, but the use of public transportation would represent an expense for my family that we cannot cover at this time, It is already very expensive to cover my eldest son who goes to Langley Secondary School, adding the payment of transportation to another school in [REDACTED] would be too difficult for us, taking into account the fact that I will walk to the middle school with my daughter because we do not have to pay public transportation at this time. Douglas Park school is not a viable option for my family.

My kids love this school. We need to stay at James Hill Elementary please. This is our only school in Langley and we want to stay at James Hill.

"For 6 years, my daughter goes to this school very happily. I am so happy with her because she loves her school so much. Also my little one is starting Grade K. And I cannot have any more kids for future. May they stay in this school? Please!"

This school is 850m away from our house. This is the nearest school.

I have questions about the lunch? Because I'm working in the morning with my husband so if the school have lunch for my kids it will be good for me.

All the parents who bought a house near the catchment area is due to the convenience and may be because they can't manage another car so my request to please consider this while deciding anything, thanks.



Langley Secondary Family of Schools Boundary Change Process PARENT/GUARDIAN FEEDBACK November 2023

I kindly request....please allow my daughters to stay and learn in Nicomekl for 24/25.

We really appreciate if our son will stay on his current school. He loves seeing his previous classmates and teachers. I really hope everything went well on this situation.

The new proposed catchment is way too far to walk to Simonds Elem. My son always walks with his grandparent and it will take them 30min or more. I am hopeful that you will consider our request to remain in Nicomekl.

I really hope they stay at Nicomekl they really enjoy and love to going to their school. Thank you.

We will highly appreciate to retain our elder son at the current school as he has grown his circle of friends attending this school (now and in future).

I would recommend applying the proposed catchment area changes to new families transitioning into Langley whose children have not yet been assigned to a school.

The new catchment is not a proper solution for families and seems to be the easiest way for the board not for the families that reside here.

Douglas Park Elementary is not just a school [REDACTED] attends. It's a community of learning, socializing, supervision and emotional support that has been a big part of her life since she has started her educational experience. I would ask that you consider not prematurely disrupting the security and comfort she has at Douglas Park.

Please send us a list of other schools which my child could possibly be going to next year.

Our daughter will feel devastated if she will be transferred to another school and will certainly impact her mental health.

I just want to keep my daughter in the same school that we have been in for 10 years. So please let this happen.

If my elementary has to move to another school, I would prefer Blacklock Elementary. As that is so close to H. D. Stafford. It would be so much easier for me as I have to work after I drop them off.

"All her friend is in Douglas and only one year she will be going to middle school. It will an emotional impact on her once she will transfer to another school."

Nicomekl is close to our house, my child is used to it. They have made friends and like their teachers. Nicomekl is the nearest school to our house.

School staff and teachers are very nice and my daughter loves the kids at the school. My school Nicomekl is very good because she has a distinguished education for the students.



Langley Secondary Family of Schools

Boundary Change Process

PARENT/GUARDIAN FEEDBACK

November 2023

I am very close to the school. I have no car.

I am close to the school. I have no car.

I would like my child to stay with the current school. I don't drive and this school is the closest to my house. My child has special needs and doesn't talk. I am happy with the current school service for my son.

Nicomekl school is very near to my home.

My daughter is very creative and I would like her to have a chance to be creative.

This school is near to my house.

There is a long attached written letter. Please see this letter when responses are reviewed.

Having student live close to the schools that they attend cuts down the time to travel there and back. This can help my child or children to not be as tired and have more time for studying.

Thank you for all your help and support really appreciate it. Next year will be his last year at the school and then he will be attending middle school. I believe the new proposed catchment will have issues for the many kids at Douglas that need support and aren't able to get it due to staffing. Adding more kids will only make it harder for the school and families.

Nicomekl is close to our home.

We have just moved to Canada from India. My son has just started school. I would prefer not to have him change schools again.

My child is used to going back to her old school and seeing old friends and teachers. It is closer to our place and my daughter really likes the school, her teachers and her classmates.

We live a one minute walk away. Kids have friends and are very comfortable in their school now.

STAFF REPORT

DATE: December 12, 2023

TO: Board of Education

FROM: Mal Gill, Superintendent of Schools

RESOURCE: Marcello Moino, Assistant Superintendent

SUBJECT: Educational Programming in the ACSS/DWP Regions Update

RECOMMENDED MOTION:

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

BACKGROUND:

District staff commenced a consultation in the Aldergrove and DW Poppy regions of the District from September 12 to November 13, 2019. At the December 10, 2019 Regular Meeting of the Board of Education, then Assistant Superintendent Woody Bradford and Communications Manager Jo Abshire provided an overview of the information gathered from the consultation.

Between April 2022 and January 2023, Assistant Superintendent Marcello Moino presented to each PAC in the DW Poppy region, including Coghlan Fundamental Elementary and at Kwantlen First Nation, regarding the motions passed by the Board of Education in regard to the ACSS and DW Poppy regions.

The PAC consultation dates took place as follows:

Wix-Brown Elementary	April 4, 2022
Fort Langley Elementary	April 12, 2022
Peterson Road Elementary	April 12, 2022
North Otter Elementary	April 14, 2022
DW Poppy Secondary	April 19, 2022
Coghlan Fundamental Elementary	April 20, 2022
Kwantlen First Nation	June 2, 2022
DW Poppy Secondary	June 28, 2022
Wix-Brown Elementary	September 12, 2022

Peterson Road Elementary	September 13, 2022
North Otter Elementary	September 27, 2022
Fort Langley Elementary	October 24, 2022
Coghlan Fundamental Elementary	January 26, 2023

One presentation was also made to the DW Poppy staff on September 12, 2022.

Fort Langley Elementary School

The Board of Education passed the following motions at the Regular Board Meeting on December 10, 2019, regarding the DW Poppy region:

"That District staff investigate the possibility of changing the Fort Langley Elementary catchment from the DW Poppy catchment to the Walnut Grove catchment or allowing flexibility in choices between DW Poppy and WGSS without catchment changes and report back to the Board for consideration of next steps at a future Regular Meeting."

"That the K-5 and K-7 Fundamental program be reviewed to align with the District's middle school model and report back to the Board for consideration."

"That District staff utilize the feedback gathered during the consultation to work with the DW Poppy Transition Committee to continue to develop options for middle school programming in the DW Poppy region."

Key points shared by Fort Langley Elementary parents at the two PAC meetings included:

- There are some parents that feel strongly that Walnut Grove is their community.
- Community bussing exists from Fort Langley to Walnut Grove, but not from Fort Langley to DW Poppy.
- While there is an existing Cross-Boundary Application Process (Administrative Procedure 305: Student Registration – Boundary Process), cross-boundary students may not apply to Walnut Grove Secondary because of the perception that WGSS is full.

At the meetings, statistics were shared with parents regarding recent cross-boundary applications received from Fort Langley Elementary families. Parents had additional questions that are addressed below.

Research and Data

Both before and after the second FLE PAC meeting consultation, Deputy Superintendent Bradford and Assistant Superintendent Moino collected data to better inform the Board as to actual movements and trends.

In terms of flexibility of choice, there have been minimal cross-boundary applications to attend WGSS, especially in the past two years. In 2021, only three (3) Fort Langley Elementary (FLE) students applied as cross-boundary to WGSS. Three (3) Fort Langley students attended WGSS in their grade 8 year. In 2022, zero (0) FLE students applied as cross-boundary to WGSS. As of September 2022, the following students at WGSS had previously attended Fort Langley at some point*:

Grade 12	5
Grade 11	4
Grade 10	8
Grade 9	7
Grade 8	4

*Besides cross-boundary students, some students will have already left Fort Langley at Grade 6 to attend the late French Immersion program at Alex Hope Elementary.

At the October 2022 visit to the Fort Langley PAC, the question came up as to how many former Fort Langley students currently attend DW Poppy Secondary. The sense of some of the PAC parents was that relatively few Fort Langley students have gone on to attend DWP. As of October 31, 2022, the following numbers of students at DW Poppy have attended Fort Langley Elementary at some point. Some of these students may have attended the Outdoor Education Program at FLE before returning to their catchment schools in the DWP region.:

Grade 12	39
Grade 11	27
Grade 10	25
Grade 9	33
Grade 8	41

Another question that arose was the number of students who are in Grade 7 at Fort Langley Elementary. Here are the sizes of each Grade 7 cohort at Fort Langley Elementary over the past six years:

2017-2018	27
2018-2019	29
2019-2020	24
2020-2021	24
2021-2022	31
2022-2023	26

While the motion deals with the number of students at Fort Langley Elementary (FLE) who may want to attend WGSS, research shows that a far greater number of students who at some point attended FLE attend Langley Fine Arts (LFAS) in the 2023-24 school year, rather than Walnut Grove. Here are the number of students in each current grade at LFAS who have at some time attended Fort Langley Elementary:

Grade 12	18
Grade 11	37
Grade 10	39
Grade 9	42
Grade 8	56

Further to this point, below is the number of students from Fort Langley who are on the 2024-24 waitlist at LFAS:

Grade 7	8
Grade 6	7
Grade 5	10
Grade 4	8
Grade 3	10
Grade 2	6
Grade 1	4
K	3

Conclusions

The data indicates that the majority of grade 7 FLE students transition to DW Poppy, while only a small number of FLE students apply cross-boundary to attend WGSS. Based on the data above, the second destination of choice for Fort Langley students is Langley Fine Arts School, not Walnut Grove Secondary.

Regardless of where Fort Langley Elementary students choose to go, the students from FLE who apply to WGSS or LFAS using the District's existing cross-boundary procedures in AP 305 are generally able to achieve their goal of attending WGSS or LFAS. While there are no guarantees as to how many students will be able to be accepted into WGSS or LFAS in a particular year, the existing cross-boundary process, which is consistent and works for all schools in the District, also seems to work for students at Fort Langley Elementary.

With the above data and conclusions in mind, it has been determined that no changes are needed to be made to the existing Administrative Procedure regarding the cross-boundary process in the District, and that no unique exceptions for FLE students are required.

Coghlan Fundamental Elementary and Fundamental Alignment

The Board of Education passed the following motion at the Regular Board Meeting on December 10, 2019, regarding the DW Poppy region:

"That the K-5 and K-7 Fundamental program be reviewed to align with the District's middle school model and report back to the Board for consideration."

Fundamental Alignment

Coghlan Fundamental Elementary (CFE or "Coghlan") is a school that is part of the Langley Fundamental family of schools; Coghlan Fundamental, Langley Fundamental Elementary (LFE), and Langley Fundamental Middle and Secondary (LFMSS) are Choice Programs that require parents apply to have their children attend them. Thus, to apply to attend Coghlan is to apply to be a member of the Fundamental family of schools.

During the September to December 2019 ACSS/DWP Middle School Consultation, attention was drawn to the fact that Langley Fundamental Elementary (LFE) is a K-5 school that aligns with the Grade 6-12 configuration of Langley Fundamental Middle and Secondary (LFMSS), while Coghlan Fundamental Elementary is a K-7 school that does not clearly align with the middle school model at LFMSS.

At LFE, students in grade 5 have the option to transition to LFMSS for Grade 6. While some students do leave the Fundamental program at the end of Grade 5, the vast majority of students transition to LFMSS.

At Coghlan, students in grade 7 have the option to transition to LFMSS for Grade 8. While some students do go to LFMSS at the end of grade 7, the vast majority of students apply as cross boundary students to DW Poppy Secondary (DWP).

As LFE and LFMSS are already aligned, this motion and any recommendations are interpreted as most impacting Coghlan.

Consultations

Between April 2022 and April 2023, Assistant Superintendent Marcello Moino presented either in person or via Zoom to each parent advisory council (PAC) in the DW Poppy region, including Coghlan Fundamental Elementary. Coghlan Fundamental was visited twice, while LFE and LFMSS were each visited once:

Coghlan	April 20, 2022
Coghlan	January 26, 2023
LFMSS	April 3, 2023
LFE	April 11, 2023
Coghlan	June 19, 2023

Research and Data

In 2018-19, the District did a comprehensive review of the Coghlan student population's catchment school(s). Of the 226 students who attend Coghlan, 143 came from the ACSS catchment. In 2021-22, another analysis of Coghlan's 226 students shows that 140 come from the ACSS catchment.

In June 2022, there were 33 grade 7 students at Coghlan: 2 attended LFMSS and 31 applied to DW Poppy Secondary as cross-boundary students. All 31 students were accepted into DW Poppy for September 2022. This trend of the majority of Coghlan students going to DW Poppy has been the trend for several years.

In June 2023, there were 23 grade 7 students at Coghlan: 1 attended LFMSS and 20 applied to attend DW Poppy as cross-boundary students. The remaining two students went to other schools in the District.

In the Coghlan PAC meetings, there were many questions and comments about possible directions. The prevalent ones were:

- Would alignment mean that Coghlan would become K-5, and students would go to LFMSS in Grade 6?
- As approximately 60% of Coghlan families come from the Aldergrove region, most did not want to drive to LFMSS, which is located in the Brookwood region of the District.
- Most Coghlan families had no connection to LFMSS, while having stronger connections to the DWP region, as Coghlan is located in the DWP catchment. This is why almost all families choose to apply to DWP using the Cross-Boundary Process.

In the LFMSS and LFE consultations, comments and conversations centered around previous attempts to include Coghlan in transition activities, but that these activities had not had a significant impact in attracting Coghlan families to LFMSS. Comments were also made wondering if there is room for a fundamental stream at DWP.

Conclusions

There are two main issues for Coghlan Fundamental Elementary families:

- Almost 100% of students at Coghlan choose not to remain in the Fundamental family; at the PAC meeting, most stated that the geographical distance to LFMSS was a major reason for this;
- Almost 100% of students who leave Coghlan at Grade 7 choose to apply as cross-boundary students DW Poppy Secondary.
- While this is not a guarantee for the future, in the past several years, all Coghlan students who have applied to attend DW Poppy Secondary as cross-boundary students have been accepted at DW Poppy.

With the above data and conclusions in mind, including that almost all students are able to attend their school of choice in grade 7, whether LFMSS or DWP, it has been determined that no changes are required to the current K-7 structure of Coghlan Fundamental Elementary.

Middle School Programming in the DWP Region

The Board of Education passed the following motions at the Regular Board Meeting on December 10, 2019, regarding the DW Poppy region:

"That the Board of Education removes Option #3 (DW Poppy becomes a stand-alone middle school and Aldergrove Secondary would become the feeder secondary school) from the table."

"That District staff utilize the feedback gathered during the consultation to work with the DW Poppy Transition Committee to continue to develop options for middle school programming in the DW Poppy region."

Middle School Programming

During the September to December 2019 ACSS/DWP Middle School Consultation, one of the key questions was how the District could expand middle school programming in the DWP Poppy (DWP) region. When the option of turning DWP into a middle school was removed, the work of District staff shifted to developing different options for middle school programming.

Consultations

Between April 2022 and April 2023, Assistant Superintendent Moino presented either in person or via Zoom to each PAC in the DW Poppy region at least twice, including Coghlan Fundamental Elementary, regarding the Board motions. The first visit was to spur conversation and collect feedback on middle school programming options. The second visit was to share a summary of the information from the first visit, to ensure that all of the communities were up to date. The conversation at each school also included different programming options in the DWP region to grow opportunities and potentially, student population.

Research and Data

As noted above, feedback was mainly about providing enhanced educational programming at DWP, with the idea of increasing the grade cohort sizes at the school, which itself can lead to more educational options and opportunities for students. To this effect, ideas that were shared can be broken into two broad categories: (1) expanding programming at DWP by leveraging existing programs in the District; and (2) expanding programming at DWP through new programs at the school.

Some of the ideas linked to expanding programming at DWP by leveraging existing programs in the District include:

- Expand the LEAP Outdoor Education Program at Fort Langley Elementary beyond Grade 4, to eventually include an outdoor program at DWP;
- Create a second International Baccalaureate school in the District at DWP;
- Expand Fine Arts opportunities at DWP, by leveraging student waitlists at Langley Fine Arts School;
- Expand K-12 online opportunities at DWP;
- Connect DWP to an existing successful Choice program.

Some of the ideas linked to expanding programming at DWP through new programs at the school include:

- Create new academies at DWP to encourage District and out-of-District students;
- Create a specialized STEM (Science, Technology, Engineering, and Mathematics) experience at DWP that focused on "hands-on" learning experiences for students.

Conversation also included middle school programming in the existing K-7 schools in the region. These ideas include:

- Creating more explorations opportunities in Grades 6 and 7, so that students have a broader experience that more closely resembles opportunities at middle schools in Langley;
- Creating more platooning opportunities for students in Grades 6 and 7, where students have the opportunity to work with different teachers for different courses, more closely resembling the middle experience in Langley;
- Based on feedback from parents and from school administrators, many elementary schools in the District have already started to move towards these two experiences for their Grade 6 and 7 students.

Conclusions

As the original motion refers to middle school programming, this should be the first consideration.

In terms of the above descriptions of more explorations and platooning opportunities, these two steps are relatively simple to achieve, with minimal financial costs to the schools or the District. In fact, many elementary schools in the DWP catchment have already implemented some of these measures.

In terms of expanding programming opportunities at DWP in a broader sense, there are several ideas shared in the consultation that have potential. Two of the ideas have already come to fruition: the expansion of the LEAP Outdoor Education Program beyond Grade 4 at FLE, and potentially to DWP in a few years starting in September 2023; and the creation of a Rugby Academy at DWP for September 2023.

Staff will continue to work with the elementary schools in the DWP region to share ideas on middle school programming, and work with the schools to assist in implementing explorations and platooning opportunities.

The District will also continue to work with the LFE and DWP communities to grow community interest in the LEAP Outdoor Education Program and the DWP Rugby Academy.

At Tuesday's Board of Education Meeting, Assistant Superintendent Marcello Moino will provide further details and answer Trustee questions regarding educational programming in the ACSS/DWP region.

STAFF REPORT

DATE: December 12, 2023

TO: Board of Education

FROM: Brian Iseli, Secretary-Treasurer

SUBJECT: Budget Process and Timeline (2024/2025 Preliminary Operating Budget)

RECOMMENDED MOTION:

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

INTRODUCTION:

This budget process and timeline is intended to be reviewed by the Board of Education at the Regular Meeting of the Board of Education on December 12, 2023 for approval as outlined in Administrative Procedure 500 – Financial Planning and Reporting section 6.4.

The District has adopted the Public Sector Accounting Board (“PSAB”) reporting standards for budgeting and financial reporting. Under these standards, the District is required to prepare a budget incorporating the PSAB format detailed in Appendix A. The approved budget document (Statement 2 – Revenue and Expense) does not differentiate the separate funds for operating, special purpose and capital which are components of Statement 2. While the District is required to budget for special purpose funds and capital activities, this planning document is focused on Schedule 2 of the PSAB format (Operating Revenue and Expense), which encompasses most of the District’s activities.

BUDGET DEVELOPMENT PROCESS:

The District needs to have a budget development process that involves all stakeholders, but at the same time, positions the District to achieve its goal of producing a balanced budget. In order to accomplish this, there needs to be an understanding of the guiding principles behind the budget process along with specific areas of focus which need to be addressed. In working with the District’s stakeholders, the challenge is to undertake consultation but maintain final decision-making in the hands of the Board. This is important in order to reach an agreement on a way to allocate financial resources to schools which

retains the flexibility of individual schools to make local decisions (the decentralized DDM model) and at the same time, identifying which elements are best managed centrally.

Guiding Principles and Budget Considerations

Appendix B contains the District's beliefs, values and guiding principles for budget development. While the budget is a financial representation of the District's Strategic Plan, these beliefs, values and principles primarily addresses and supports the educational needs of students. Appendix C contains specific budget considerations that should be addressed as a first step in the development of the 2024/2025 budget. These guiding principles and budget considerations will direct the decisions which need to take place in order to accomplish our goal of achieving a balanced budget.

Other Factors in Budget Development

The development of the budget for 2024/2025 will also be guided by several associated logistical processes and are influenced by economic and legislative realities. These include:

- The development and approval of the current year's amended budget.
- The development of enrolment projections for the following year.
- The creation of a status quo budget and the potential use of prior years' accumulated surplus strategies.
- Providing the base for a longer financial sustainability plan for the District.

Appendix D illustrates the timeline in which these elements of budget development will take place.

Consultation with Stakeholders

The District Leadership Team has identified the following stakeholders who will be involved in the budget development process (including input into the use of accumulated operating surplus): the Langley Principals' and Vice-Principals' Association, the Langley Teachers' Association, CUPE 1260, CUPE 1851, DPAC, the First nations communities and the Exempt Staff group. As indicated in the timeline document, meetings with these groups will take place throughout January to March.

In addition to the meetings that the District Leadership Team will have with the above stakeholders, the District will be doing a budget survey for the public to gather further feedback to be used during the budget process as well as providing an opportunity for the public to ask questions on the budget prior to the third reading of the budget bylaw at an open house in June.

The allocation of resources to schools and in central departments will:

- Align with the District's Strategic Plan.
- Focus on student achievement, recognizing the personalized learning needs of our students.

- Reflect responsible stewardship in implementing the objectives of the District's educational, financial and facilities-related plans.
- Respect the District's decentralized decision-making culture, encouraging creativity and innovation in meeting the learning needs of specific communities.
- Be sustainable over the longer term while providing the flexibility to address changing short-term needs.
- Focus on equity for all schools and for all students in our schools.
- Address the specific needs of our vulnerable students.
- Include consultation with the District's educational leaders.
- Be transparent and easily understood, in terms of methodology.

The District Leadership Team will also work with the central departments of: Instructional Services, Professional Services, Learning Support Services, Facilities Services, Maintenance Services, Transportation, Custodial Services, Human Resources, Administration, and Finance Departments, to develop budgets for next year and beyond. Specific focus will also be directed to revenue producing areas of the District such as rentals and leases, and the International Student Program.

Amended Budget

The Finance Department is currently working on the amended budget for 2023/2024. Information on the status of the amended budget will be discussed with the Finance and Facilities Committee in January, prior to presentation to the public at the February 27th Regular Board Meeting for final approval.

Enrolment Projections

The District is required each year to submit enrolment projections to the Ministry for the next three years. Enrolment projections are due to the Ministry by February 15th and will consist of the following:

- School-aged children who are not enrolled in either distance learning or continuing education programs as at September 30th.
- Students enrolled in distance learning programs as at September 30th, February 28th and May 31st.
- Students enrolled in continuing education programs as at September 30th, February 28th and May 31st.
- Elementary and secondary summer school students.
- Non-graduated adults as at September 30th.
- Students with special needs as at September 30th and February 28th;
- Aboriginal students who are not "status First Nations living on reserve" as at September 30th.
- Students who are being provided with ELL support as at September 30th; and
- Refugees as at September 30th.

Members of District staff will begin, in January, the process of projecting what enrolments will be in September 2024. The approach used is a conservative one – rolling forward the current headcount enrolments to the next grade, adding estimated kindergarten enrolments and adjusting certain schools (primarily those on the Willoughby Slope) for growth factors. The Kindergarten and growth factor elements of the projections are based on the information in the current Baragar Demographics module.

Due to the fact that Baragar projections are based on historical information of enrolments and migration trends only, District staff work closely with local governments to modify these historical-based projections to take into account housing development information and other local knowledge in order to come up with the growth factors used in the projections.

The enrolment projections provided to the Ministry have to be in the form of FTE and not headcount. Elementary, middle, secondary grade 8 and 9 and alternate school enrolments will have FTEs equal to their headcounts. Secondary school grade 10-12 headcounts are converted to FTE based on historical information of courses taken. Distributed Learning and Continuing Education program projected enrolments are determined after discussion with District principals.

District Finance Department staff and the District Leadership Team will also be meeting in January and February with District principals and directors to obtain information on developing projections for the supplemental funding categories of Aboriginal, ELL and Special Needs.

Not only will the enrolments supplied to the Ministry provide us with the District's preliminary funding estimate for the next school year, they will also inform the budget process in terms of formulating preliminary staffing levels and resource supports.

Status Quo Budget

The amended budget for the current year will serve as the base or status quo budget for 2024/2025. This is the budget which assumes to provide the same level of service and programming as has been provided in the current year, adjusted for one-time items. The process of developing the base or status quo budget is as follows:

- The expenditure component of the amended budget for the current year serves as the base and is adjusted for the following elements to produce a status quo expenditure budget:
 - The impact that enrolment changes will have on the following year's staffing levels.
 - The impact of inflation
 - The addition of known changes in expenditure levels, such as changes in benefit rates and necessary school and department requests.
 - The addition of other known cost pressures, such as utilities increases and wage lifts for exempt staff and principals and vice-principals.
 - The removal of one-time or non-continuing expenditure items.
 - The impact of collective agreement increases
- The revenue component of the amended budget for the current year is adjusted for the following to produce a revenue budget for the following year:
 - Expected enrolment changes in all Ministry-funded student and adult categories.
 - Projected growth, if any, in the revenue in the International Student Program.
 - Known changes in provincial core or supplementary.
 - Expected or planned changes in local revenue.

- The status quo expenditure budget and the preliminary revenue budget are then compared to determine whether a status quo budget surplus or deficit exists, as illustrated below:

Amended Budget Expenditures	
+/-	Cost Pressures
+/-	One-time Items
+/-	Enrolment Changes
equals	
Status Quo Budget Expenditures	
plus	
Preliminary Funding Estimate	
equals	
Status Quo Budget Position	

Regardless of whether a status quo surplus or deficit exists, budget strategies and considerations to achieve the goal of producing a balanced budget for 2024/2025 need to be determined. Once done, a draft balanced preliminary budget is finalized for Board consideration. The budget will receive preliminary approval at the May 28, 2024 Regular Board Meeting with the first and second readings of the Budget Bylaw. As in the past, the Board will allow for the third and final reading of the Budget Bylaw to be done at the June Regular Board Meeting to allow time for final community input. The approved budget is due to be submitted to the Ministry by June 30, 2024.

Multi year budget and surplus

In addition to the Operating Budget, the district will prepare a Three-Year Financial Plan to provide additional and supporting information to provide a long-term financial outlook for the District including the planned use of the accumulated operating surplus as outlined in Administrative Procedure 500 – Financial Planning and Reporting section 6.5. The Three-Year Financial Plan will be brought to the board at the June Regular Meeting for approval.

Conclusion

The draft budget process and timeline outlined in this document represents a transparent and accountable way in which to develop a budget for a school district. It contains beliefs, values and guiding principles which address the educational focus of the District and it includes extensive consultation with all stakeholders. However, the process will be challenging due to the uncertainty due to the existence of significant cost pressures that will come into play for next year. These include benefit cost increases; the requirement to fund wage lifts for exempt staff, principals and vice-principals; the cost of continuing to

operate small schools; increasing technology demands; rising utilities costs; and general inflation. The consultation that is proposed will be focused on the objective of creating a balanced.

The District Leadership Team believes the budget development process outlined in this document lays the foundation for looking at resource allocation from a District perspective, provides equity for all schools and creates a cost consciousness all of which will serve to enhance learning opportunities for all Langley students for years to come.

APPENDIX A

Under PSAB standards, the annual budget will have to be submitted in the following format:

- Statement 2 – Revenue and Expense
- Statement 4 – Change in Net Financial Assets (Debt)
- Schedule 2 – Operating Revenue and Expense
- Schedule 2A – Schedule of Operating Revenue by Source
- Schedule 2B – Schedule of Operating Expense by Source
- Schedule 2C – Operating Expense by Function, Program and Object
- Schedule 3 – Special Purpose Revenue and Expense
- Schedule 3A – Changes in Special Purpose Funds
- Schedule 4 – Capital Revenue and Expense

The following is a brief description of the purpose of these statements and schedules:

- Statement 2 “Annual Budget – Revenue and Expense” consolidates all revenue and expenses by function for the operating fund (Schedule 2), the special purpose fund (Schedule 3) and the capital fund (Schedule 4). The presentation of expense by function rather than by object is a change required under PSAB. The total budget bylaw is presented at the end and includes expenses and asset purchases from all funds.
- Statement 4 “Annual Budget – Change in Net Financial Assets (Debt)” is a PSAB statement that is required to produce the budget figures for presentation in the audited financial statements.
- Schedules 2 – 2C report operating revenue and expenses
- Schedules 3 and 3A reports the special purpose fund revenue and expenses.
- Schedule 4 reports revenue and expenses in the capital fund.

APPENDIX B

STATEMENT OF BELIEFS & PRINCIPLES

The Board of Education is committed to being responsible stewards of its resources and making budget decisions which are responsive to the overall District, and which support the health and equity of our schools. To emphasize this commitment, the following budget beliefs and values and budget principles will be employed by the District in the development of its annual operating budget.

Budget Beliefs & Values

1. We believe that schools exist for learners.
2. We believe every learner can be knowledgeable, skilled and innovative.
3. We believe that learning is a passion for individuals to pursue throughout their lifetime.
4. We believe that safe and healthy environments contribute to student learning.
5. We value the pursuit of excellence in teaching and learning.
6. We believe that education is a shared responsibility among school, home and community.
7. We value the dedication of our educators and support staff, and the accomplishments of our learners.

Budget Principles

1. The allocation of human and material resources should be directed to support the Strategic Plan and the Framework for Enhancing Student Learning, including the School Plans which are focused on improving student learning.
 2. The allocation of resources should respond to the diversity of student needs and the vulnerability of our learners
 3. Resources should be provided to all learners at equitable and sustainable levels.
 4. Program choices and adjustments should be made in the best interests of students and should be guided by credible research, successful professional past practice and thoughtful implementation of new and emerging practices.
 5. Student learning is best served when adequate staffing exists at all levels of the organization and the necessary infrastructure supports are in place.
-

APPENDIX C

BUDGET CONSIDERATIONS

1. Ensure all budget decisions align with the District Strategic Plan.
2. The budget shall be developed in accordance with all legal and legislative requirements, including direction received from the negotiations stemming from the Supreme Court of Canada ruling in favor of the BCTF.
3. How to provide support for School Plans and the Framework for Enhancing Student Learning, including consideration of the structure of the Instructional Services Department.
4. Assess the efficiency and equitability of the District's current practice and approach to the allocation of learning resources and assets.
5. Assess the model in Learning Support Services for supporting students with unique needs.
6. Continue to provide support for vulnerable students in addition to the Community LINK funding received from the Ministry.
7. Continue to provide support for Aboriginal students in addition to the supplemental funding received from the Ministry.
8. How to support continued growth in learning alternatives in the form of off-site alternate and distance education programs to ensure access to quality education for every student in the District.
9. How to ensure maintaining enrolment in the International Student Program so that it supports the needs of the district and of schools.
10. How to maintain a level of District and school-level management and leadership support required for an organization of this size and complexity.
11. How to provide a professional growth environment that supports succession planning for leadership at all levels of the organization.
12. How to maintain adequate service levels for non-instructional areas such as building maintenance, bussing, custodial services and technology support.
13. Examine all programs and/or services for the purpose of finding budget savings while continuing to provide adequate support for positive student learning.

14. How to provide support for initiatives for working with community agencies to address the needs of learners in the early years and to promote safe, caring, orderly and healthy schools.
15. How to allocate resources in the Facilities and IT Departments to support aging infrastructure.
16. Whether to maintain the practice of using restricted surpluses to support innovative initiatives in schools and equipment and furniture replacement.
17. Recognize that, given the funding constraints facing the District, the future of certain facilities needs to be considered as a strategy for fiscal management.

APPENDIX D

PROPOSED BUDGET TIMELINE

Budget Development Process Timeline

	2023/2024 Amended Budget	2024/2025 Preliminary Budget
October-December	Meet with Central Departments for Central budgets	
November	Meet with Principals for School budgets	
November-January	District Leadership Team develops Amended Budget	
January 23rd	Financial Update at Finance and Facilities Committee	
January-April		Meetings with Stakeholders
February-April		Public Budget Survey
February 20th	Financial Update at Finance and Facilities Committee	
February 27th	Present Amended Budget	
February 28th	File Amended 23/24 Budget	
March 15th		Ministry Funding Announcement
February-April		Meet with Central Departments for Central budgets
April		Meet with Principals for School budgets
February-May		District Leadership Team develops Budget
February-May		Board Budget updates at Finance and Facilities Committee meetings
May 28th		First and Second Readings of the Budget Bylaw
June 4th		Budget Open House for Community
June 18th		Third Reading of the Budget Bylaw and approval of the Multiyear Financial Plan

STAFF REPORT

DATE: December 12, 2023

TO: Board of Education

FROM: Brian Iseli, Secretary-Treasurer

SUBJECT: Statutory Right-Of-Way Peter Ewart Middle School

RECOMMENDED MOTIONS:

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

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

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

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

BACKGROUND:

Pursuant to Section 96(3) of the *School Act* (British Columbia), a board of education may dispose of land or improvements, or both, subject to the orders of the minister. Pursuant to Section 29 of the *Interpretation Act* (British Columbia), "dispose" means to transfer by any method and includes charging the applicable lands. For a grant of a charge known as a statutory right of way, the approval of the Minister is not required under Ministerial Order M193/08 as the disposal is not a disposal by sale and transfer in fee simple or by way of a lease of 10 years or more, but a grant of an interest in land. There is no requirement for public consultation or to enter into a competitive bidding process involving other members of the community. There is simply a requirement to pass a bylaw stating why the right-of-way is required.

BC Hydro has asked the Board to grant to statutory right of in respect of a pad mount transformer for the purpose of transmitting and distributing electricity in connection with BC Hydro's distribution system and

Telus has asked the Board to grant to statutory right in respect of a pad mount transformer for the purpose of telecommunications and data transmission in connection with Telus's telecommunication and data transmission system.

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

PETER EWART MIDDLE SCHOOL PAD MOUNT TRANSFORMER RIGHT-OF-WAY BYLAW, 2023

WHEREAS Section 65(5) of the *School Act*, R.S.B.C. 1996, c. 412, provides that a board of education may exercise a power with respect to the acquisition or disposal of property owned or administered by the board of education only by bylaw;

AND WHEREAS:

- (a) The Board of Education of School District No. 35 (Langley) (the “**Board**”) owns the Peter Ewart Middle School site (the “**Property**”);
- (b) the Property is facility number 3535065;
- (c) the address of the Property is 7755 202A Street, Langley, British Columbia V2Y 1W4, and the legal description of the Property is:

Parcel Identifier: 029-820-405

Legal Description: Lot 3 Section 23 Township 8 New Westminster District
Plan EPP50192;

- (d) British Columbia Hydro and Power Authority (“**BC Hydro**”) has asked the Board to grant to BC Hydro a statutory right of way (the “**BC Hydro Right-of-Way**”) over a portion of the Property shown outlined in heavy black on the Statutory Right of Way Plan to be deposited in the Land Title Office under number EPP121530, a copy of which is attached hereto as Schedule A, in respect of a pad mount transformer for the purpose of transmitting and distributing electricity in connection with BC Hydro’s distribution system;
- (e) Telus Communications Inc. (“**Telus**”) has asked the Board to grant to Telus a statutory right of way (the “**Telus Right-of-Way**”) over a portion of the Property shown outlined in heavy black on the Statutory Right of Way Plan to be deposited in the Land Title Office under number EPP121530, a copy of which is attached hereto as Schedule A, in respect of a pad mount transformer for the purpose of telecommunications and data transmission in connection with Telus’s telecommunication and data transmission system;
- (f) the Board is satisfied that the works contemplated in the BC Hydro Right-of-Way and the works contemplated in the Telus Right-of-Way will benefit the Board and that the granting of the BC Hydro Right-of-Way and the Telus Right-of-Way will not interfere with the Board’s use of the Property for educational purposes.

NOW THEREFORE be it resolved as a Bylaw that the Board grant the BC Hydro Right-of-Way and the Telus Right-of-Way; and

BE IT FURTHER resolved as a Bylaw that the Secretary-Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver all documents required to complete the granting of the BC Hydro Right-of-Way and the Telus Right-of-Way on such terms and conditions as the Secretary-Treasurer may consider advisable as witnessed by the signature of the Secretary-Treasurer.

This Bylaw may be cited as “School District No. 35 (Langley) Peter Ewart Middle School Pad Mount Transformer Right-of-Way Bylaw, 2023”.

Read a first time this 12th day of December, 2023

Read a second time this 12th day of December, 2023

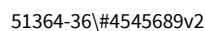
Read a third and final time, passed and adopted this 12th day of December, 2023

Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original “School District No. 35 (Langley) Peter Ewart Middle School Pad Mount Transformer Right-of-Way Bylaw, 2023” adopted by the Board this 12th day of December, 2023.

Secretary-Treasurer



STAFF REPORT

DATE: December 12, 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 serves Notice of Motion to the District's education committee and its education partner groups that it intends to adopt the changes to Policy 20: Public Interest Disclosure at the January 30, 2024 Regular Board Meeting.

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

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

"That the Board of Education serves Notice of Motion to the District's education committee and its education partner groups that it intends to adopt new Policy 20: Public Interest Disclosure at the November 21, 2023 Regular Board Meeting."

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

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

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

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

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

Staff have made the changes to Policy 20: Public Interest Disclosure for the Board to approve as well as changes to Administrative Procedure 403: Public Interest Disclosure (Whistle Blower Protection) for Trustee information.

PUBLIC INTEREST DISCLOSURE

Purpose

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

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

Scope of Policy

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

Definitions

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

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

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

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

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

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

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

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

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

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

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

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

“Wrongdoing” refers to:

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

1. Statement of Principles

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

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

2. Privacy and Confidentiality

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

3. Reporting

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

4. Responsibility

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

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

Adopted: November 21, 2023



Administrative Procedure 403

PUBLIC INTEREST DISCLOSURE (WHISTLE BLOWER PROTECTION)

Background

The District is committed to the highest standards of ethical conduct, integrity and accountability. The District has a responsibility for the stewardship of District resources. The District encourages employees, acting in good faith, to report what the employee reasonably believes to be true and reasonably believes to be a substantive improper activity. 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").

Definitions

Capitalized terms in this Administrative Procedure have the meanings set out in the Policy, and the following additional terms shall have the following meanings.

"Designated Officer" means the Superintendent and any other senior member of the School District designated by the Superintendent from time to time, which includes, in accordance with section 4 of this Procedure, the Secretary-Treasurer, Deputy Superintendent, and the Chair of the Board of Education.

"Disclosure Form" means the form attached to this Administrative Procedure as [Appendix A](#).

"Ombudsperson" means the Ombudsperson of British Columbia.

"Policy" means the School District's Policy 20: Public Interest Disclosure Policy.

"Protection Official" means:

- a) In respect of a health-related matter, the provincial health officer.
- b) In respect of an environmental matter, the agency responsible for the [Emergency Program Act](#), or

- c) In any other case, a police force in British Columbia.

“Respondent” means a person against whom allegations of Wrongdoing or a complaint of reprisal is made.

“School” means:

- a) A body of students that is organized as a unit for educational purposes under the supervision of a principal, vice principal or director of instruction.
- b) The teachers and other staff members associated with the unit, and
- c) The facilities associated with the unit.
- d) And includes a distributed learning school operated by a board.

“Supervisor” includes:

- a) An Employee's direct management supervisor.
- b) For School-based Employees, the Principal or any Vice-Principal at the School where the Employee is assigned; ~~and~~
- c) ~~For Trustees, the Board Chair or the Superintendent.~~

“Urgent Risk” arises there is a reasonable belief that a matter constitutes an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment.

1. Who May Make a Disclosure

- 1.1. Any Employee may report Wrongdoing under this Policy if the alleged Wrongdoing occurred or was discovered while the Employee was employed or engaged by the School District.

- 1.2. ~~Any Trustee may report Wrongdoing under this Policy if the alleged Wrongdoing occurred or was discovered while the Trustee was holding office.~~

- 1.3. Reports received from members of the public or from Employees or Trustees who were not employed by or held office with the School District at the time that the alleged Wrongdoing occurred or was discovered are outside the scope of the Policy and this Procedure.

2. How to Make a Disclosure

- 2.1. An Employee ~~or Trustee~~ who reasonably believes that a Wrongdoing has been committed or is about to be committed may make a Disclosure to any of the following:
- a) That person's Supervisor.
 - b) The Superintendent.
 - c) A Designated Officer other than the Superintendent; or
 - d) The Ombudsperson.
- 2.2. A Disclosure should be submitted in writing using the Disclosure Form or in other written form, and include the following information if known:
- a) A description of the Wrongdoing.
 - b) the name of the person(s) alleged to be responsible for or to have participated in the Wrongdoing.
 - c) the date or expected date of the Wrongdoing.
 - d) if the Wrongdoing relates to an obligation under a statute or enactment, the name of that statute or enactment; and
 - e) whether the Wrongdoing has already been reported, and if so, to whom and a description of the response received.
- 2.3. A Disclosure may be submitted to the School District on an anonymous basis, but must contain sufficient information to permit the School District to conduct a full and fair investigation into the alleged Wrongdoing. If a Disclosure does not contain sufficient detail to permit investigation, the School District may take no action with respect to the Disclosure. Any notices required to be given to a Discloser under this Policy or PIDA will not be provided to an anonymous Discloser, except at the discretion of the Designated Officer and where the Disclosure has provided contact information.
- 2.4. A Discloser who is considering making a Disclosure may request Advice from any of their union representative or employee association representative, a lawyer, their Supervisor, a Designated Officer, or the Ombudsperson.
- 2.5. A Discloser should not make a Disclosure to a person if the allegations relate, in whole or in part, to alleged Wrongdoing by that person, and any person who receives a Disclosure and reasonably believes that the allegations of Wrongdoing relate to their own acts or omissions must refer the allegations of Wrongdoing to another person under this Policy with responsibility for receiving a Disclosure.

3. How to Make a Disclosure About Urgent Risk

- 3.1. PIDA permits Employees ~~and Trustees~~ to make public disclosures if the Employee ~~or Trustee~~ reasonably believes that a matter poses an Urgent Risk. An Urgent Risk only arises if there is reasonable and credible evidence of an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment.
- 3.2. Before making a public disclosure of an Urgent Risk the Employee ~~or Trustee~~ must:
- Consult with the relevant Protection Official (public health officer, Emergency Management BC, or police).
 - Receive and follow the direction of that Protection Official, including if the Protection Official directs the Employee not to make the public disclosure.
 - Refrain from disclosing, publishing or otherwise sharing Personal Information except as necessary to address the Urgent Risk.
 - Refrain from disclosing any information that is privileged or subject to a restriction on disclosure under PIDA or any other enactment of British Columbia or Canada, including legal advice privilege, litigation privilege or another ground of common law privilege, and
 - Seek appropriate advice if uncertain about what Personal Information, privileged or other information may be disclosed as part of a public disclosure.
- 3.3. An Employee ~~or Trustee~~ who makes a public disclosure in relation to an Urgent Risk is expected to provide timely notification to their Supervisor or the Superintendent about the public disclosure or submit a Disclosure in accordance with section 2 above.
- 3.4. If the Employee ~~or Trustee~~ decides not to make a public disclosure or is directed by a Protection Official not to do so, the Employee ~~or Trustee~~ is nevertheless expected to report Urgent Risks without delay to the Superintendent or a Designated Officer.

4. Referral to Designated Officer

- 4.1. Each Supervisor and any other Employee ~~or Trustee~~ who receives a Disclosure under this Policy must promptly refer it, including all Disclosures Forms and other materials supplied, to the appropriate Designated Officer as follows:
- Unless the allegations concern alleged Wrongdoing by the Superintendent, the Disclosure shall first be referred to the Superintendent who may delegate their duties under the Policy and this Procedure to any other Designated Officer.
 - If the allegations concern alleged Wrongdoing by the Superintendent, then the Disclosure should be referred to a Designated Officer other than the Superintendent

to access whether the Disclosure falls within the scope of PIDA or this policy. If so,
then the Disclosure should be referred to Office of the Ombudsperson.

5. Responsibilities of the Designated Officer

5.1. The Designated Officer is responsible to:

- a) Receive and respond to any Disclosure.
- b) Receive and respond to reports made about Urgent Risks.
- c) If the Designated Officer reasonably believes that an Urgent Risk exists, the Designated Officer may make a report to the relevant Protection Official.
- d) Review allegations of Wrongdoing in a Disclosure and determine if they fall within the scope of PIDA or the Policy.
- e) Refer disclosures or allegations falling outside the scope of PIDA or this Policy to the appropriate authority or dispute resolution process, as applicable.
- f) If a Disclosure relates to Wrongdoing at another government body that is subject to PIDA, refer the Disclosure to that institution.
- g) Seek clarification of the allegations of Wrongdoing from the Discloser or referring institution as needed.
- h) If appropriate, initiate an Investigation into allegations of Wrongdoing in accordance with section 7 below.
- i) Assess the risk of any Reprisal to the Discloser, and take appropriate action, if any, to mitigate that risk.
- j) Manage communications with the Discloser and Respondent.
- k) Notify the Discloser and the Respondent of the outcome of the Investigation in accordance with section 7; and
- l) Ensure that, in accordance with section 8 of this Procedure, all Personal Information received by the School District related to the Disclosure, request for Advice or any Investigation is appropriately protected against such risks as unauthorized access, collection, use, disclosure, theft or loss in accordance with [FIPPA](#) and [PIDA](#).

6. Responsibilities of Employees ~~and Trustees~~

6.1. All Employees ~~and Trustees~~ are responsible to:

- a. Make any Disclosures in good faith and on the basis of a reasonable belief that Wrongdoing has or is expected to occur.

- b. Refrain from engaging in Reprisals and report all Reprisals in accordance with this Procedure and PIDA.
- c. Maintain the confidentiality of Personal Information received in connection with a Disclosure, request for Advice or Investigation in accordance with the Policy, this Procedure, and PIDA.
- d. Provide their reasonable cooperation with investigations by the School District or the Ombudsperson.
- e. Seek appropriate advice if uncertain about whether to make a Disclosure or a public disclosure of an Urgent Risk; and
- f. Comply with the requirements of this Procedure and PIDA concerning Urgent Risks.

7. Investigations

- 7.1. Every person involved in receiving, reviewing and investigating Disclosures must carry out those function in an expeditious, fair and proportionate manner as appropriate in the circumstances and as required under PIDA.
- 7.2. The School District shall seek to complete all Investigations within 90 calendar days of receipt of a Disclosure, but the Designated Officer may shorten or extend this time period depending on the nature and complexity of the allegations.
- 7.3. The Designated Officer may expand the scope of any Investigation beyond the allegations set out in the Disclosure to ensure that any potential Wrongdoing discovered during an Investigation is investigated.
- 7.4. All Investigations shall be conducted by an internal or external investigator with sufficient qualifications and experience to carry out the Investigation, though overall responsibility and accountability for the Investigation remains with the Designated Officer.
- 7.5. The Designated Officer may consult with the Ombudsperson regarding a Disclosure or refer allegations of Wrongdoing in whole or in part to the Ombudsperson, provided that notice of the referral is provided to the applicable Discloser.
- 7.6. The Designated Officer may refuse to investigate or postpone or stop an Investigation if the Designated Officer reasonably believes that:
 - a) The Disclosure does not provide adequate particulars of the Wrongdoing.

- b) The Disclosure is frivolous or vexatious, has not been made in good faith, has not been made by a person entitled to make a Disclosure under the Policy or PIDA, or does not deal with Wrongdoing.
- c) The Investigation would serve no useful purpose or could not reasonably be conducted due to the passage or length of time between the date of the alleged Wrongdoing and the date of the Disclosure.
- d) The investigation of the disclosure would serve no useful purpose because the subject matter of the disclosure is being, or has been, appropriately dealt with.
- e) The Disclosure relates solely to a public policy decision.
- f) the allegations are already being or have been appropriately investigated by the Ombudsperson, the School District or other appropriate authority.
- g) the Investigation may compromise another investigation; or
- h) PIDA otherwise requires or permits the School District to suspend or stop the Investigation.

7.7. Subject to the School District's obligations under FIPPA and section 2 above, the Discloser and the Respondent(s) will be provided with a summary of the School District's findings, including:

- a) Notice of any finding of Wrongdoing.
- b) A summary of the reasons supporting any finding of Wrongdoing.
- c) Any recommendations to address findings of Wrongdoing.

8. Privacy and Confidentiality

8.1. All Personal Information that the School District collects, uses or shares in connection with a Disclosure, request for Advice, or an Investigation shall be treated as confidential and shall be used and disclosed by the School District only as described in the Policy, the Procedures and PIDA unless otherwise permitted or required under FIPPA or other applicable laws.

8.2. Personal Information that is collected, used or shared by the School District in the course of receiving, responding to or investigating a Disclosure or a request for Advice Reprisal shall be limited to the Personal Information that is reasonably required for these purposes.

8.3. Any person who, ~~in their capacity as an Employee or Trustee~~ for the purpose of investigating the Disclosure, receives information about the identity of a Discloser shall

maintain the identity of the Discloser in confidence, and may only use or share that information for the purposes described in this Policy or PIDA, except with the consent of the Discloser or as authorized or required by PIDA or other applicable laws.

- 8.4. The School District shall ensure there are reasonable security measures in place to protect all Personal Information that the School District collects or uses in the course of receiving or responding to a Disclosure, a request for Advice, or conducting an Investigation, including by ensuring that such information is subject to appropriate controls to ensure that it is only shared ~~by its employees and trustees~~ internally on a need to know basis.

9. Reprisals

- 9.1. The School District will not tolerate Reprisals against Employees ~~or Trustees~~.
- 9.2. Any Employee ~~or Trustee~~ who believes that they have been the subject of a Reprisal may make a complaint to the Ombudsperson, who may investigate in accordance with the procedures set out in PIDA.
- 9.3. Any person who engages in any Reprisals shall be subject to disciplinary action up to and including, for an Employee, dismissal for cause.

Reference: [Sections 17, 18, 20, 22, 23, 65, 85 School Act](#)

Adopted: June 2, 2014

Revised: December 15, 2020, September 19, 2023