



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

AGENDA

Tuesday, December 14, 2021
7:00 p.m.
Microsoft Teams Virtual Meeting

Pages

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

Recommendation:

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

- 4.1. CONSIDERATION OF MINUTES 1 - 7
- 4.2. COMMITTEE REPORTS
 - 4.2.1. AUDIT COMMITTEE 8 - 8
 - 4.2.2. EDUCATION/STRATEGIC PLAN COMMITTEE 9 - 9
 - 4.2.3. FINANCE AND FACILITIES COMMITTEE 10 - 10
 - 4.2.3.1. AP 500: FINANCIAL PLANNING AND REPORTING 11 - 12
 - 4.2.4. POLICY COMMITTEE 13 - 13
 - 4.2.5. COMMUNICATIONS COMMITTEE 14 - 14
 - 4.2.6. HANDBOOK COMMITTEE 15 - 15
- 4.3. BOARD LIAISON COMMITTEE REPORTS
 - 4.3.1. DISTRICT PARENT ADVISORY COUNCIL (Trustee Ward) 16 - 42
- 4.4. SCHOOL DISTRICT COMMITTEE REPORTS

4.4.1.	<u>LGBTQ (Assistant Superintendent Gill)</u>	43 - 45
4.4.2.	<u>INCLUSIVE EDUCATION (Assistant Superintendent Gill)</u>	46 - 48
4.5.	<u>COMMUNITY COMMITTEE REPORTS</u>	
4.5.1.	<u>CITY OF LANGLEY / SCHOOL DISTRICT NO. 35 LIAISON (Trustee Coburn)</u>	49 - 52
4.5.2.	<u>JOINT SCHOOL DISTRICT NO. 35 / TOWNSHIP OF LANGLEY MUNICIPAL LIAISON (Trustee Ross)</u>	53 - 55
4.5.3.	<u>TOWNSHIP OF LANGLEY RECREATION, CULTURE AND PARKS ADVISORY (Trustee Tod)</u>	56 - 58
5.	<u>CONSIDERATION OF AGENDA</u>	
	Recommendation: That the Agenda be approved as presented.	
6.	<u>SUPERINTENDENT'S REPORTS</u>	
6.1.	<u>SUPERINTENDENT'S UPDATE</u>	
	Recommendation: That the Board of Education receives the verbal Superintendent's Update for information, as presented.	
6.2.	<u>DISTRICT TRANSITIONS GOAL (FESL)</u>	59 - 67
	Recommendation: That the Board of Education receives the report on the District Transitions Goal for information, as presented.	
7.	<u>SECRETARY-TREASURER'S REPORTS</u>	
7.1.	<u>BUDGET PROCESS AND TIMELINES 2021-2022</u>	68 - 77
	Recommendation: That the Board of Education approve the Budget Process and Timeline (2022/2023 Preliminary Operating Budget) as presented.	
8.	<u>POLICY COMMITTEE</u>	
8.1.	<u>NOTICE OF MOTION RETURNS - POLICY 5 AND POLICY 6 (ROLE OF THE CHAIR AND ROLE OF THE VICE-CHAIR)</u>	78 - 81
	Recommendation: That the Board of Education approves Policy 5: Role of the Chair, as presented.	
	Recommendation: That the Board of Education approves Policy 6: Role of the Vice-Chair, as presented.	

Recommendation:

That the Board of Education serves Notice of Motion to the District's education community and its education partner groups that it intends to adopt the revisions to Policy No. 17: Accumulated Operating Surplus at the January 25, 2022 Regular Board Meeting.

9. NEW BUSINESS

10. TRUSTEE COMMENTS

11. QUESTION PERIOD

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

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

Questions:

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

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

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

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

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

12. ADJOURNMENT

Recommendation:

That the meeting be adjourned at __ p.m.



SCHOOL DISTRICT NO. 35 (LANGLEY)

REGULAR MEETING OF THE BOARD OF EDUCATION

MINUTES

Date: Tuesday, November 16, 2021

Location: Microsoft Teams Virtual Meeting

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

Staff Present:	Gordon Stewart	Superintendent
	Brian Iseli	Secretary-Treasurer
	Woody Bradford	Assistant Superintendent
	Mal Gill	Deputy Superintendent
	Shind Chand	Assistant Secretary-Treasurer
	Barry Bunyan	Assistant Superintendent
	Joanne Abshire	Communications Manager
	Judy Swanson	Executive Assistant
	Pol Babao	Technical Support Specialist 1
	Dale Vo	Technical Support Specialist 3

Guest:	George Kozlovic	District Principal, School Board Office
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Partner Groups:	Houman Anasory	CUPE 1851, President
	Tanya Kerr	LTA, President
	Alicia Rempel	DPAC, President
	Jeremy Lyndon	LPVPA President

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

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

2. CALL TO ORDER

The Board Chair called the meeting to order at 7:00 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'ó yoyes (**sckecka y-eyes**) (working together) and nácaʔmat (**not sa mot**) /lets'emó:t (**let sa mot**) (**uniting** ourselves with one mind, one heart) to ensure that we support and inspire all learners to reach their full potential."

Chairperson welcomed everyone and introduced attendees.

3. REPORT FROM "IN CAMERA"

The Vice-Chair David Tod reported that the items discussed in the 'In Camera' meeting pertained to legal and personnel.

Chairperson Rod Ross reported that the Special In Camera Meeting on October 26 pertained to personnel and legal. The Board of Education also passed a motion to allow the following statements to be read at the Regular Board Meeting:

1. "Although the Board's position is that this is a matter for the Provincial Health Officer, we know the issue of a mandatory vaccination requirement for employees is of great interest to our community. As this matter has labour relations implications, the Board discussions are more appropriately dealt with in-camera."

2. "That the Board of Education request staff undertake a feasibility study as soon as practicable with respect to a Langley School District staff vaccine mandate."

Chairperson Rod Ross reported that the Special In Camera Meeting on November 9 pertained to personnel and legal. The Board of Education also passed a motion to allow the following statement to be read at the Regular Board Meeting:

"That the Board of Education will not mandate COVID-19 vaccinations for Langley District staff."

4. NOMINATION AND ELECTION OF VICE-CHAIR

Pursuant to Board Policy 6:Role of the Vice-Chair, the Board of Education held a nomination and election for the position of Vice-Chair for the upcoming year.

Trustee Fox and Trustee Wilson were nominated for the position of Vice-Chair.

Trustee Marnie Wilson was was elected as Vice-Chairperson of the Board.

Trustee Shelley Coburn left the meeting after the election.

R21/11/16-01

Moved By: Charlie Fox

Seconded By: Trustee Coburn

That the ballots and text for election of the Vice-Chairperson of the Board be destroyed.

5. CONSENT AGENDA

R21/11/16-02

Moved By: Trustee Tod

Seconded By: Charlie Fox

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

CARRIED UNANIMOUSLY

5.1 CONSIDERATION OF MINUTES

5.2 BOARD AUTHORITY AUTHORIZED COURSES

5.3 BOARD LIAISON COMMITTEE REPORTS

5.3.1 DISTRICT PARENT ADVISORY COUNCIL (Trustee Ward)

5.4 SCHOOL DISTRICT COMMITTEE REPORTS

5.4.1 ABORIGINAL / ya:yəstəl' (Assistant Superintendent Bradford)

5.5 COMMUNITY COMMITTEE REPORTS

5.5.1 TOWNSHIP OF LANGLEY RECREATION, CULTURE AND PARKS ADVISORY (Trustee Tod)

5.6 CORRESPONDENCE

6. CONSIDERATION OF AGENDA

R21/11/16-03

Moved By: Trustee Perreault

Seconded By: Trustee Tod

That the Agenda be approved as presented.

CARRIED UNANIMOUSLY

7. SUPERINTENDENT'S REPORTS

7.1 DRAFT REPORTING ORDER AND COMMUNICATING STUDENT LEARNING

R21/11/16-04

Moved By: Trustee Tod

Seconded By: Trustee Perreault

That the Board of Education receives the report on the Draft Reporting Order and an update on Langley's Communicating Student Learning (CSL) Plan for information, as presented.

CARRIED UNANIMOUSLY

7.2 COMMUNICATIONS PLAN 2019-22 UPDATE

R21/11/16-05

Moved By: Charlie Fox

Seconded By: Trustee Tod

That the Board of Education receives the update on the Communications Plan 2019-2022 for information, as presented.

CARRIED UNANIMOUSLY

8. SECRETARY-TREASURER'S REPORTS

8.1 AMENDED ANNUAL FIVE-YEAR CAPITAL PLAN

R21/11/16-06

Moved By: Trustee Perreault

Seconded By: Charlie Fox

That the School District No. 35 (Langley) (Capital Plan 2021/2022) Capital Bylaw No. 2021/22-CPSD35-02 in the amount of \$2,689,627 be given first reading.

CARRIED UNANIMOUSLY

R21/11/16-07

Moved By: Trustee Tod

Seconded By: Trustee Wilson

That the School District No. 35 (Langley) (Capital Plan 2021/2022) Capital Bylaw No. 2021/22-CPSD35-02 in the amount of \$2,689,627 be given second reading.

CARRIED UNANIMOUSLY

R21/11/16-08

Moved By: Charlie Fox

Seconded By: Trustee Perreault

That the Board of Education of School District No. 35 (Langley) approves having all three readings of the (Capital Plan 2021/2022) Capital Bylaw No. 2021/22-CPSD35-02 in the amount of \$2,689,627 at tonight's meeting.

CARRIED UNANIMOUSLY

R21/11/16-09

Moved By: Trustee Tod

Seconded By: Charlie Fox

That the School District No. 35 (Langley) (Capital Plan 2021/2022) Capital No. 2021/22-CPSD35-02 in the amount of \$2,689,627 be given third reading, passed and adopted on this 16th day of November 2021.

CARRIED UNANIMOUSLY

9. NEW BUSINESS

9.1 BCPSEA AGM RESOLUTION

R21/11/16-10

Moved By: Charlie Fox

Seconded By: Trustee Tod

That the Board of Education of School District #35 (Langley) submit a request for a special resolution for the BCPSEA AGM requesting that School District #35 be moved from the Fraser Valley Region to the Metro Region.

CARRIED UNANIMOUSLY

10. TRUSTEE COMMENTS

Trustees shared their appreciation for Trustee Tod serving as Vice-Chair of the Board and congratulated Trustee Wilson as the new Vice-Chair. Thank you to both Trustee Fox and Trustee Wilson for accepting their nominations tonight.

Thank you to the Scouts in Langley, including Jordan Worrall, who cleaned headstones in cemeteries in Langley for Remembrance Day. Trustees were grateful for their involvement in Remembrance Day ceremonies. The book 'Netflix and the Culture of Reinvention' was highly recommended as world class reading. Thank you to partner groups for watching the meeting tonight.

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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.

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The Chair called for questions from the public.

12. ADJOURNMENT

R21/11/16-11

Moved By: Trustee Tod

Seconded By: Charlie Fox

That the meeting be adjourned at 9:05 p.m.

CARRIED UNANIMOUSLY

TRUSTEE ROD ROSS

BOARD CHAIR

BRIAN ISELI, CPA, CMA

SECRETARY-TREASURER



Audit Committee Report

December 7, 2021 Meeting

At the December 7, 2021 Audit Committee Meeting, the committee received reports on the following topics:

- School Audits
- 3 Year Budget Template
- Banking Agreement



Education/Strategic Plan Committee Report

November 30, 2021 Meeting

At the November 30, 2021 Education/Strategic Plan Committee Meeting, the committee received reports on the following topics:

- Student-Inclusive Conferences
- Career Education/Entrepreneurship in Langley



Finance and Facilities Report

November 30, 2021 Meeting

At the November 30, 2021 Finance and Facilities Committee Meeting, the committee received reports on the following topics:

- Energy Management Update
- Financial Update to October 30, 2021
- Deficit Position and Revenue
- Financial Planning and Reporting Administrative Procedure / Accumulated Operating Surplus Policy.
 - Updated Administrative Procedure 500: Financial Planning and Reporting



Administrative Procedure 500

FINANCIAL MANAGEMENT PLANNING AND REPORTING

Background

Fiscal management requires the maintenance of adequate and accurate records. Further, the revenues of the District are to be administered in a manner that will ensure the most efficient utilization of funds.

Budgets must project the educational policies and goals of the District for specific future periods in terms of resources and expected results, incorporating long-range programs and fiscal planning in line with the educational needs and financial capabilities of the community.

Procedures

1. The District shall maintain records of all its revenues and expenditures in accordance with PSAB ([Public Sector Accounting Board](#)), the [School Act](#), and [Ministry of Education financial reporting guidelines](#). All such records are subject to audit.
 - 1.1. District records shall ensure the availability of information for continuous planning, analysis and evaluation.
2. The maintenance of a strong financial position is fundamental to the District's overall fiscal strategy, and as such, reserve funds are to be established to support extraordinary needs, the replacement of depreciated equipment, and the replacement of fixed assets.
3. Financial and human resources expended are to support the achievement of educational and business goals.
4. The annual budget development process for the operating, special purpose funds, and capital budgets shall support the Strategic Plan of the Board.
5. School and department annual plans shall state specific strategies to support District goals.
6. Operating, Special Purpose Fund, and Capital Budget Development Process
 - 6.1. The Superintendent shall be responsible for the finalization of the operating, special purpose fund, and capital budgets, and shall ensure they are presented to the Board at a Public Meeting within the required timeline.
 - 6.2. The Board shall be provided an opportunity to influence the budget development processes prior to significant consultation occurring with stakeholders and shall be

informed of any significant program changes prior to the presentation of the finalized annual budget and amended annual budget.

6.3. All operating, special purpose funds, and capital budget decisions shall fully consider the District's vision, principles, mission, values and goals.

6.4. Annually, the Secretary-Treasurer will present to the Board at a Regular Meeting the Budget Process and Timeline Plan for their approval.

6.4.1. This plan will outline the consultation process with stakeholders and provide a feedback mechanism to help shape the annual operating budget and use of the accumulated operating surplus.

6.5. In addition to the Operating Budget, the Secretary-Treasurer will present 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.

7. The Secretary-Treasurer shall provide to the Board at a ~~regular~~ Regular Meeting, twice per year, a financial update on the District's financial position in accordance with the Ministry reporting requirements.

7.1. These reports shall outline the status of the budget and forecasts for the remainder of the year. Information will be presented by function, program, and major objects of expenditure. The Secretary-Treasurer will advise the Board of significant deviations from the approved budget.

7.2. This financial update shall include the following reports:

7.2.1. The current and prior year budgeted amounts, actual revenues and expenditures.

7.2.2. The projected year end actual results.

7.2.3. The projected actual versus budget variance amounts.

7.3. Where an overall (accumulated) operating deficit is projected, the report shall include a range of strategies and actions to partially or fully mitigate the projected deficit.

8. Annually, the Secretary-Treasurer will provide the Board with a Financial Statement Discussion and Analysis (FSDA) Report to expand upon and explain the information contained in the financial statements. The FSDA will also meet the requirements of the K-12 Public Education Financial Planning and Reporting Policy and the K-12 Public Education Accumulated Operating Surplus Policy.

~~8.9.~~ Any report brought forward to the Board, which makes recommendations or provides information for discussion on significant potential financial changes within the District, must include (or be accompanied by) a financial analysis and financial impact statement.

Reference: Sections 22, 23, 65, 85, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 115.1, 115.2, 117, 118, 137, 153 School Act
School Regulation 265/89

Adopted: December 3, 1973

Revised: May 16, 1983; June 6, 1988; December 17, 2002; February 23, 2010; March 11, 2014; December 15, 2020, XXX, 2021



Policy Committee Report

November 23, 2021 Meeting

At the November 23, 2021 Policy Committee Meeting, the committee received reports on the following topics:

- Policy Committee Workplan
- Policy 17: Accumulated Operating Surplus
- Policy 18: Transportation



Communications Committee Report

November 23, 2021 Meeting

At the November 23, 2021 Communications Committee Meeting, the committee received reports on the following topics:

- Communications Plan Update:
 - COVID-19 Update
 - Communications Survey
 - Celebrating Our Story
 - What's Next in Communications?
 - Update on SD35 App
 - School Closure Process
 - Roundtable On Committee Direction



Handbook Committee Report

November 29, 2021 Meeting

At the November 29, 2021 Handbook Committee Meeting, the committee received reports on the following topics:

- Items for the Trustee Handbook



DPAC General Meeting Minutes

October 21, 2021

Approved

[Join The Teams Meeting](#)

1. Call to Order 7:02 pm

2. Welcome and Introductions

- a. We acknowledge that the Langley School District resides on the traditional unceded territory of the Katzie, Kwantlen, Matsqui and Semiahmoo First Nations.

3. Establish Quorum (45 schools total 20% needed)

Mountain, LFES, Nicomekl, North Otter, WGSS, DW Poppy, Gordon Greenwood, LFMSS, Lynn Fripps, Yorkson Creek, James Kennedy, DGR, Peter Ewart Middle School, Blacklock Fine Arts, LMCS, Shortreed, Betty Gilbert, West Langley, Brookwood, RCG Elementary, Noel Booth, Richard Bullpitt, James Hill, HDSMS, Willoughby Elementary Coghlan Fundamental, Peterson Uconnect, Uplands, Peterson Road, Belmont (31)

4. Adoption of

- a. Agenda October 2021- amended change to move motion from “new business” to “old business” - Adopted
- b. Minutes from September General - Adopted

5. Guest Speaker: Andrea Sinclair, President BCCPAC

Presentation on how parents are represented and why it matters. There are no other groups at the table that represents parents. When they are at the table, they represent workers. Those who attend meetings are listed within the presentation. BCCPAC is invited to every meeting and actively participates in every working group.

In School Act BCCPAC will help advocate on behalf of parents. They meet regularly with staff and represent the parent perspective when advocating.

Review of groups and representations BCCPAC provides representation & input on

If you need BCCPAC check their website and you can call and/or email them

<https://bccpac.bc.ca/> there is also an online forum, social media such as Facebook (@your-bccpac) and a BCCPAC newsletter with information with ongoing resources for families. PACs who receive gaming funds are allowed to purchase their BCCPAC membership using those funds, alternately Langley DPAC will reimburse Langley PACs for their registration to BCCPAC. Annual fee is \$75.

Q: Emergency Preparedness: Does it fall on a PAC to fund this?

A: It is not PAC responsibility to fund this. There is a document that outlines the responsibility for safety and emergency. It is the school district, not PACs responsibility to fund this.

A: If we are talking adult vaccines. This is an employer / employee conversation and do not get involved with it. If we were discussing children, public school is public. Children are not barred from going to school if they have vaccine or not, or elect to wear a mask or not. BCCPAC is an education partner, and is at the table with all the partners to represent the voice of the parents and advocate for parents.

Q: Is there some sort of mandate, rules or laws within the district regarding enforcing no dogs on school grounds

A: There is not a district rule for dogs. This came up at DPAC previously via a motion for a rule, that motion was defeated.

Q: When the vaccines come available for kids age 5-to-11-year old's will the vaccines be done at the schools?

A: It is a question that is being asked. They don't wish to duplicate the infrastructure they currently have in place. Where vaccine rates are low, they did go into schools (i.e. northern) When they measured this, the demand wasn't there for

The 5-11 is not a smaller dose. It's a different vaccine with a different inventory. They have to wait for approval and timing. It will depend on volume, speed infrastructure We would expect Dr. Bonnie Henry to announce this.

6. Report: Tony Ward School Board Trustee.

- A. Tuesday Meeting Review: 917 new students compared to last year. 4.37% increase is staggering increase in schools. International students have returned and this has increased money coming into the district.
- B. Langley Secondary School Visits: Previous board had made some decision with respect to the school to transform its look. LSS has rebranded with "Thunderbirds" and a new mural has been installed on the property.
- C. Gord Stewart is leaving with Mal Gill taking over in the New Year as Superintendent.

7. Report: Gord Stewart, Superintendent

- A. Framework for Enhancing Student Learning (FESL) is on the website. Report on numeracy, literacy and transitions. Langley has reported on this for many years. Take a look at the data for review visit here: <https://fesl.sd35.bc.ca/>
- B. Enrollment: it is up, over last year. Short on resource teachers and are underway with hiring. New set of grads coming out at the end of the year.
- C. Child Care: Existing spaces within facilities for childcare providers are trying to be used. A hybrid transition for those who need before and after school care. Looking to commence in January.
- D. Emergency Chat: Yes, the School District will supply the required items. PACs sometimes want add in enhanced items. Send Mal Gil and Suzanne Perreault an email. Please include your school and details if you need to inquire. malgill@sd35.bc.ca or sperreault@sd35.bc.ca
- E. Dogs on property: Email Mall and they liaise with Township of Langley malgill@sd35.bc.ca
- F. Vaccines at school: SD is not looking to administer COVID 19 vaccines to children. SD has not been approached.
- G. 55 notification 24 site (Sept)106 notification at 34 sites (Oct) 75 – 80% are self-monitor. Kids in unvaccinated homes get and bring it into the schools. Athletics are a bit of a driver. While this is going on, the downside is this is contributing to the spread. Birthday parties are also a contributor to the spread. Alice Brown and Glennwood, Langley Fundamental and Lynn Fripps had an incredibly difficult time. Symonds had a class isolation today. If you are double vaccinated you go to self-monitor and not isolate. So they have had to adapt.
- H. Vaccine mandate for teachers: Waiting for guidelines. Most districts are starting with a feasibility study to see what each of their complexities are. In Langley, we aren't considered Fraser Valley

East. It also looks like teachers are 90% vaccinated. There is still new information coming out and seem to be focused around specific districts.

Q: Do you see kids under 11 being mandated to be vaccinated?

A: No, I don't think it will be any different than current vaccines. It doesn't appear at this time, that it would be mandated. Fraser Health / Public Health seem to be of the mindset that it truly impacted those who are much older rather than the "low impacted" children.

Q: Any other schools who don't have systems in place. Why do schools get murals and not score boards or equipment or laptops rather than making a pretty school. Looking for basic necessities. In particular to Fort Langley

A: Never been a standard set of AV equipment. It does appear as a have and have not, depending on what PACs can fund or not. Definitely in tech. We are a growing district on getting new builds. SD 35 is looking for someone to standardize schools and prioritize re-investment into school.

Q: Is there anything that PACs can help with? ie reminders things we should be paying attention to? Further communication.

A: 23,000 kids in the district so our numbers are generally low. No need for extra anxiety. We are still not out of it, but it doesn't hurt to remind parents to be cautious. Focus on outdoor space, masks and physical distancing. We could certainly circulate reminders. We are in a much better place than last year!

Q: Is that only for 5 year old's coming into school, or other ages?

A: this is a pilot program to start. They are just looking at Ks for now. They might have an option to incorporate siblings or slightly older kids. It could broaden a bit. Next year is implementation with the pilot program. Then they would assess. Lisa Launchbury District Principal in charge of Learning. Proposed as a great addition for a DPAC speaker.

8. Old Business

A. PAC 101 held October 14th - update & online

- i. We had 5-6 people on the call and reviewed the details on PACs. Great to see some schools. Last years presentation is still on line. Feel free to view and learn there.
<http://langleydpac.ca/information-101/>

B. MOTION I Caroline Proffit, DPAC Rep for Langley Fundamental Elementary School motions to have DPAC advocate for the SD35 school district to accept, hold and disperse tax receipt-able donations on behalf of PAC fundraising efforts without charging any fees or additional costs."

Rationale: Schools benefit greatly from the funds provided by PACs for discretionary expenditures (from technology to classroom expenses etc). It will be easier to raise funds if donors know that 100% of their donation is going to the intended destination (whichever school's PAC). Also, PACs will also have more money to give to their schools if the 5% "administration fee" for issuing tax receipts is eliminated. Langley School District as well as the Langley School District Foundation are separate registered charities with CRA. Langley and Burnaby are the only School Districts in the province (out of 60 School Districts) that currently charge for any issuance of tax receipts. Ours currently is fed through the Foundation, and not directly the School District. There are half a dozen other school districts that use Foundations to support their school districts, but again, none of them take a "cut" or fee off of donations presented for schools.

Votes: 24 For the Motion and 3 Against and Abstaining 4

MOTION PASSES

9. New Business

A. Treasurer 101 November 17th, 7pm.

10. Executive and Committee Reports:

1) President's Report - Alicia Rempel

- a) Update on White Hatter presentation
- b) DPAC Chair BCCPAC Session with Deputy PHO on October 5th. DPAC was able to bring forward thoughts. Recording can be found on DPAC Facebook page
- c) Oct 19th The Foundry had a big Media fundraising launch was a great opportunity to see what they will be doing in the district
- d) DPAC is here to support PACs. If you need guidance, please let us know. We are happy to help as a resource if needed.
- e) President / VP1 met with the BC Teachers Association. Shared their perspective from the teachers.

Q: Can we post public information on our FP page for COVID letters

A: There could be some confidential issues. DPAC would recommend caution. What could be the benefit of posting. Feel free to email info@langleydpac.ca to engage in further conversation.

Q: Playground equipment question

A: Email has been received and we are looking into it as an executive. We will come back to you.

2) Treasurer's Report – Jodi Stiglic

Q: When should schools expect reimbursement for the membership (BCCPAC)

A: Executive only meets once a month in person. We need a second signer for cheques and/or e-transfer. If it is a rush, please let treasurer know if there is an emergent situation.

3) Committee Reports (Attached if applicable) - Interested in sitting on a committee? Spaces are open. Connect with secretary@langleydpac.ca to join.

11. Announcements

1. Next School Board Meeting: Nov 16, 7pm – 9pm
2. Treasurer 101 November 17th, 7pm.
3. Next DPAC Meeting: November 18, 2021

12. Adjournment 8:33pm

President Report - Alicia Rempel
October 2021

- **Wrapped up our White Hatter series** - thank you to MAL Chantale for spearheading and Secretary Rebecca for getting all the social media posts out. 546 parent views for the 5 sessions
- **DPAC Chairs were invited to participate in a virtual BCCPAC hosted meeting with the Deputy PHO and Minister Whiteside on Oct 5**
 - DPACs could bring forward questions and issues relating to COVID protocols that we are hearing in our community.
 - The call was recorded and is posted to our Facebook page
- On Tuesday, I was pleased to represent Langley parents at the **Media Launch for the Foundry Langley fundraising campaign**, where I was able to hear from a Langley parent, Mike Gee who tragically lost his 16 year old son Seamus, who was a student at LSS, a few years ago.
 - Mike spoke to the importance of a one stop shop for youth mental and physical health. We will continue to share updates on this important development for our families in the coming months.
- We continue to **support a number of PACs** as they work through challenges. Reminder, we aren't here to tell anyone what to do. We are here to guide, offer advice and to be curious - asking questions to help clarify challenges so that PACs can come up with solutions.

DPAC Committee Reports

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

Langley Children Committee (Monthly Thursdays)

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

Meeting Notes: **September 16-**

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

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

CCR Family Place now at LCSS Behind Douglas Park

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

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

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

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

Move to Langley Kits available by Inclusion Langley Society.

Emergency Preparedness Committee

October 18 – Meeting canceled – Next meeting November 15



DPAC General Account

September 30, 2021

Income	Actual
Opening Bank Account Balance	\$34,334.73
SD35 Contribution	\$8,000.00
Service Charge Reversal	\$4.95
Total Income	\$8,004.95

Expenses	Actual
Chq 434	\$75.00
Monthly Plan Fee	\$4.95
Total Expenses	\$79.95

Account Balance **\$42,259.73**

Cheques not yet cleared.

Chq#	AMT	
Chq 433	\$50.00	
Chq 435	\$84.00	
Chq 436	\$104.95	
Chq 437	\$75.00	
TOTAL	\$313.95	\$41,945.78



DPAC Gaming Account
September 30, 2021

Income	Actual
Opening Bank Account Balance	\$1,001.47
Total Income	\$1,001.47

Expenses	Actual
Service Charge	\$1.95
Total Expenses	\$1.95

Account Balance **\$999.52**

Cheques not yet cleared.

TOTAL **\$0.00**

Funds Remaining: **\$999.52**



DPAC EFT Account
September 30, 2021

Income	Actual
Opening Bank Account Balance	\$905.66
Member Share	\$5.00
Transfer deposit from General	
Credit Interest (Apr & May)	\$0.04
Total Income	\$910.70

Expenses	Actual
Member Share	\$5.00
Total Expenses	\$5.00

Account Balance **\$905.70**

EMT not yet cleared.

2991907	\$75.00
2991902	\$150.00
2991910	\$75.00
2991919	\$75.00
2991944	\$75.00
2991962	\$75.00
2991991	\$75.00
TOTAL	\$600.00

Funds Remaining: **\$305.70**



BC Confederation of
Parent Advisory Councils

The Importance of the Parent Stakeholder at the K-12 Provincial Table

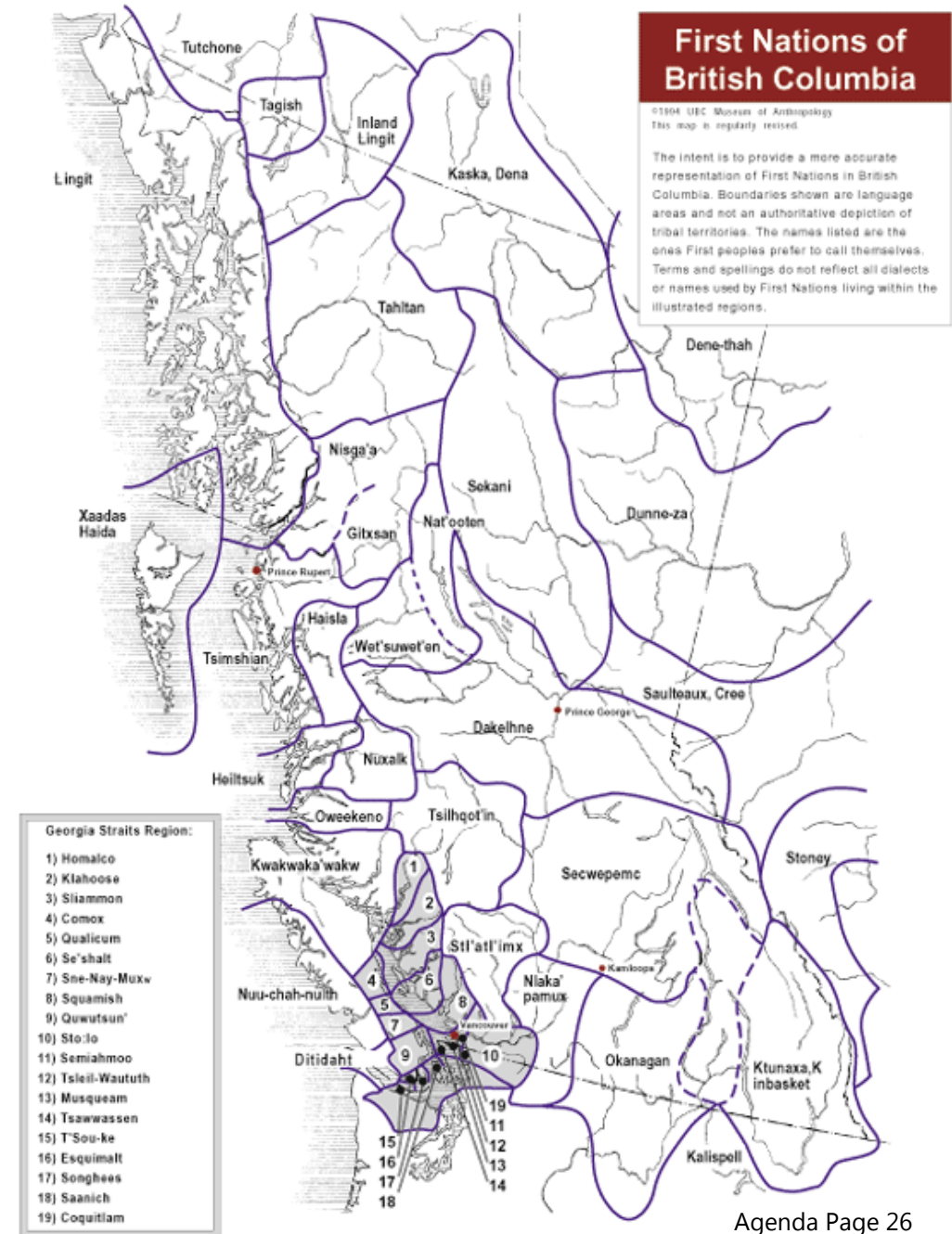
ANDREA SINCLAIR, PRESIDENT

OCTOBER 21, 2021

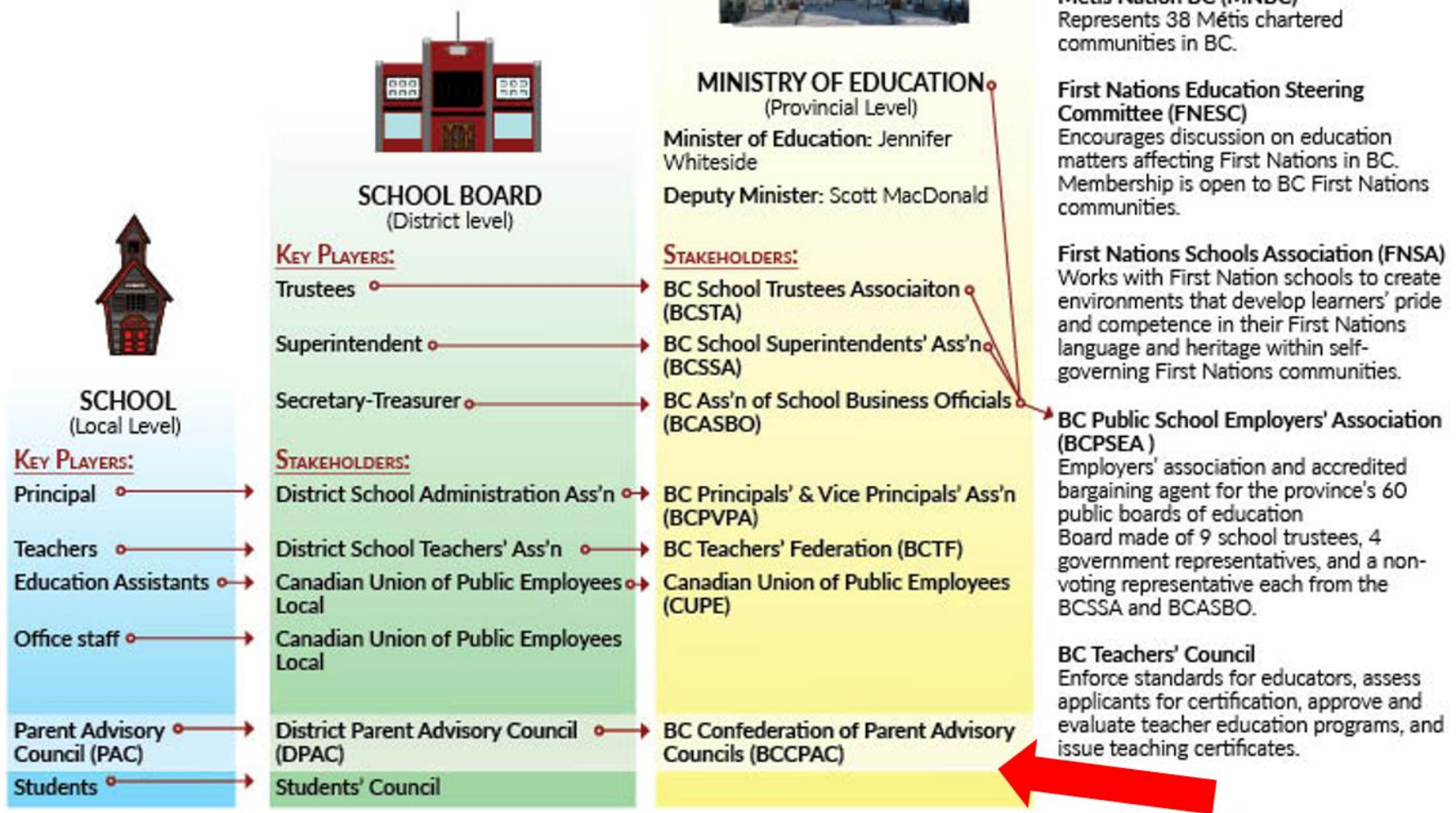
DPAC SD35

I acknowledge I am speaking to you today from the traditional territories of the Coast Salish people including the territories of the Tsleil-Waututh, Musqueam and Squamish Nations on whose land I have the privilege to live, work and play.

Territorial Acknowledgment



BC Public Education





PAC, DPAC and BCCPAC?

- PAC advises the school administration on any matter relating to public education, supports parents
- DPAC advises the school district on any matter relating to public education, support PACs
- BCCPAC is the provincial voice of parents on K-12 public education and related issues, supports DPAC and PAC members



Parent Advisory Structure

It is through the PAC structure that ALL public school parents/guardians are represented -

- at the school level by their PAC,
- at the district level by their DPAC and
- at the provincial level by BCCPAC.



Who We Are & Why it Matters

- The BC Confederation of Parent Advisory Councils (BCCPAC) is a non-partisan, registered non-profit charity with a volunteer board and has been in existence since 1922
- We represent the parents/guardians of over 565,000 children attending provincial public schools
- We are recognized by government and education stakeholders as the provincial voice of parents on issues affecting the K-12 public system

No Other Group at the Provincial Table is Representing Parents



Our Table

- BCCPAC sits at the K-12 provincial table with the education partners —
 - School Trustees Association (BCSTA)
 - Superintendents Association (BCSSA)
 - School Business Officials Association (BCASBO)
 - Principals and Vice Principals Association (BCPVPA)
 - Teachers Federation (BCTF)
 - CUPEBC
 - Metis Nation (MNBC)
 - First Nations Education Steering Committee (FNESC)
 - and the provincial government
- We are respected and uniquely positioned to ensure the parent perspective is heard loudly and clearly



We Affect Change

BCCPAC is invited to every meeting, asked to participate in every working group, sought for input which is often confidential, and we provide feedback directly whenever we believed it is needed.

We work hard to ensure our alliances are strong and respectful.

We are part of the provincial education structure having cemented our position.

BCCPAC is credible, respected and well-positioned to raise parent issues with partners and with government.



What We Do & Why It's Important

- We advocate for systemic changes and help individual parents advocate for themselves
- We meet regularly with Ministry staff and education partners to ensure parent perspective and voice is always represented and heard
- We represent parents on provincial committees dealing with a wide range of issues, including school/student safety, student assessment, Indigenous education, and curriculum

ONLY WE REPRESENT PARENTS PROVINCIALY



What We Do & Why It's Important

We educate and inform parents and we help parents advocate for themselves and their child.

We use the School Act, district policies and district bylaws to guide parents/guardians in advocating for their child's educational program.

We talk with parents about advocacy, have spent 10mos pursuing a Section 11 to bring about equity for a child, meetings with a Superintendent regarding issues relating to children not receiving the supports they should, answering questions via email or social media or presenting at a DPAC meeting.



Representation & Input

- K-12 Aboriginal Education Partners Group
- K-12 SOGI Collaborative Group
- Enhanced Student Learning Advisory Committee
- BC Teacher Education Program Approval Standards Review
- Careers Advisory Group
- Child/Youth Mental Health Plan Advisory
- Draft Inclusive Education Parent Handbook
- Early Learning Framework
- Funding Model Review & Recommendations & all 4 Implementation Working Groups
- Kindergarten Transition Resources
- Mental Health in Schools Strategy
- School Physical Literacy & Physical Activity Key Stakeholders Group
- Student Numeracy & Literacy Assessments
- Transition to Gr K -Ready Set Learn
- UBC HELP & The Impact C19 on Mental Health of Children & Families

Everything we do, all the documents we have, all the information parents need for K-12 is posted and updated on our website, regularly.

If you can't find it, call us and we will find it.

Membership fees help
support this provincial advocacy
And direct *support* to members



Value of Membership

- Some things are tangible; some don't fit into your hand
- Monthly “members only” newsletter
- Members only online Forum Community
- We are updating our Leadership Manual
- Website is updated regularly
- We have created online information resources for C19 and to educate parents on our collective roles



Resources

- Our [website](#) including the online [Leadership Manual](#) and educating people about [Parents as Stakeholders](#)
- [PPT presentation](#) and [video recording](#) of our (D)PAC “A to Z” presentation from May 2019 Parent Education Conference
- [PPT presentation](#) of our “Parent Engagement & Succession Planning” presentation from May 2021 Parent Education Conference
- **Article** on [Benefit of Parents and Schools Working Together](#) in BCPVPA magazine
- Post to our [Members Forum](#) or [Facebook page](#) to get insight and help from other members – they are a wealth of information
- Each of you for each other – Reach out to another DPAC and PAC



We Can Help

Sample **C&B** on our website

Leadership Manual covering **many topics** relevant for PACs and DPACs on our website

Post to our **Facebook page** to get insight and help from other members – they are a wealth of information

BCCPAC office/staff – **email us**

Our Facebook and Twitter channels as we share what the sector is doing

Other D(PAC) social media channels

We can virtually attend and present at your meetings

Call or email our office for assistance

Thank You!



[@BCCPAC](https://twitter.com/BCCPAC)



[@YOURBCCPAC](https://www.facebook.com/YOURBCCPAC)



bccpac.bc.ca



info@bccpac.bc.ca

Attendees:

Mal Gill	SD35 Assistant Superintendent, Chair
Jessica Bain	SD35/LPVPA
Magdy Ghobrial	SD35 District Principal Wellness & Diversity
Charlie Fox	Trustee – Board of Education
Suzanne Perreault	Trustee – Board of Education
Debbie Reimer	CUPE 1260
Geraldine McManus	DPAC
Jodi-Rae Stiglic	DPAC
Darren Storsley	LTA
Janine Orlando	LTA/Middle School Counselling
Marla Coulas	Secondary School Counselling

Regrets:

Chief Marilyn Gabriel	Kwantlen First Nation
Elizabeth Beacom	Exempt/Management Staff Rep
Houman Anasory	CUPE 1260 President
Jennifer Johnson	CUPE 1260 President
Marcela Villaca	Restorative Action Program - CJIBC

1) Welcome & Introductions**2) Debrief on SOGI Summit**

Sent out resources

Belonging – make sure all structures and systems, instructional practice and SEL is in place

- Kevin Lamoureux – Ensouling Our Schools Co-Author
- Extending the District work on Ensouling our Schools – Dinner Series
- Odyssey Keynote on February 11

Deconstructing otherness

Reconciliation will impact all students

The commission knew there were missing kids...just didn't have money or the resources. Reconciliation is grounded in the children.

A healthy community is one where kids are outside playing in their own language.

Two sides to a circle - either inside or outside. Reconciliation - making sure the circle is big enough for all. Everyone has a role.

Magdy to send out link to District LGBTQ+ committee members for the next Ensouling our Schools session with Kevin Lamoureux.

Each school represented and community members.
Make sure we include the Disability voice - injecting this language.

Need to make sure the adults understand - steps we need to take. Not being performative.

Just something that we do day to day. Pulling in.

Parents wondering how to broach these subjects - how we support the families through educational support, safe space, gather language, DPAC - outside presenters, what is going on in the District.

DPAC just had Cicely present - more of these opportunities.

Four (4) groups of kids- Children in care, LGBTQ+, Aboriginal students, Vulnerable kids

How Vanguard can share their knowledge as they're student represent the 4 groups. How do we know who is not being successful and what are we going to do about it?

Debbie - parent talks - we're not getting to the parents that need it. These parents aren't voluntarily walking through the door.

Community engagement projects? Could this help? If done right at the school level, then messaging something positive to the students.

Jo - with outside communication, filtering out celebrations to help build heart capacity and the student voice.

3) Policy and Procedures

Policy to procedure

2014 - update to include LGBTQ+ Policy 7200.

2021 - Language changed and Anti Racism added.

Look and see if any changes need to be made and if the language is ok. Anything need to be considered?

https://gmunity.ca/wp-content/uploads/2019/06/Queer-Glossary_2019_02.pdf

Glossary used by SOGI

Magdy took notes and tracked changes on document

Ableism

9.6, 9.7, 9.10

#3 on page 2.

Trend from not calling it GSA to LGBTQ+ groups, Diversity groups

#2 - dealing with or perceived with dealing with

Or issues of

These students are....

Craft something and send out. Take certain sentences out?

Substance use

School avoidance /refusal

Geraldine's story is first up at the next meeting

Survey out to GSAs to see what schools are planning for diversity week and see how we can support that.

An invite will be sent out to have a working group meeting prior to our next committee meeting on January 24th so we can go over any changes that need to be made to the SOGI guidelines and procedures document

Meeting adjourned.

Next Meeting: January 24, 2022 - 4:00pm

Inclusive Education Committee Minutes of Meeting

Monday, Nov 1, 2021 1:00pm via MS Teams

Integrity, Excellence, Courage, Community

Present:

Amita Gill	DPAC Rep
Elise Rehnby	LPVPA
Janine Orlando	LTA
Jenille Woods	Inclusion Langley Society
Jennifer Johnson	President, CUPE 1260
Katie Pearson	Lower Fraser Valley Aboriginal Society
Loren Roberts	Encompass Support Services Society
Lydia Kang	Inclusion Langley Society
Magdy Ghobrial	District Principal District Principal, Wellness and Diversity
Mal Gill	Deputy Superintendent, Committee Chair
Mike Pue	District Principal – Aboriginal Education
Sanjeev Nand	Langley Community Services Society
Suzanne Perreault	Trustee
Ruth Castillo	Executive Assistant (for Mal Gill)

Regrets:

Chief Marilyn Gabriel	Kwantlen First Nation
Christine McCracken	Encompass Support Services Society
Crystal Salter	Langley Public Health
Daniel Sheriff	Ministry of Children & Family Development
Houman Anasory	CUPE 1851
Mike Morgan	Director, SD35 Learning Support Services

-
- 1. Welcome – Mal Gill**
 - 2. Acknowledgement of Traditional Territories – Mal Gill**
 - 3. Introductions – All**
 - 4. Agenda review – Mal Gill**
 - 5. Family Navigator Presentation, Inclusion Langley Society - Lydia Kang**
Share ILS presentation/Share Toolkit with comm
Supports – from birth to seniors
All families have different needs
Work with many other agencies
Provinces don't have the same supports
Create community where everyone belongs
Website – www.inclusionlangley.com
Lydia Kang – Family Support Advisor
Cell: 604-862-6807

Suzanne Perreault – importance of collaboration, have information to families in timely manner.
When should that information be shared with families? Worried about families that are isolated, or just moved to Canada. Resources available in Langley, for Langley.

Inclusive Education Committee

Minutes of Meeting

Monday, Nov 1, 2021 1:00pm via MS Teams

6. **Ensouling Our Schools**

Working on this model – creating compassionate and inclusive social and academic learning communities that provide access for every learner.

Systems and Structures – Response to intervention

No student is left behind! Same instruction, getting additional support, direct support one-on-one basis. All our students should be in class with their peers. Working in conjunction with teacher – not missing any learning from that class.

Instructional Practice – Framework for teaching and learning. Learning all they can so they can be successful.

Social & Emotional Learning - Creating compassionate classroom communities

Competency Based IEP's

Trauma Informed Practice

Health Schools

Ensouling our Schools – Guiding Coalition RTI/PLC/UDL

Ensouling our Schools – Kevin Lamoureux Truth and Reconciliation

7. **Kevin Lamoureux - Mike Pue**

Kevin is the Co-author of Ensouling our Schools and is continuing the work that Jennifer Katz started with our district withing the last few years. Kevin will be presenting again to our district on another Pro-D session to continue to deepen our understanding of Trauma Informed Practice, Truth & Reconciliation, Anti-Racism. Kevin refers to schools as places of healing.

Highlights of Presentation

(due to copyright permissions we are unable to share Kevin Lamoureux's video clip)

Truth – The gift of 94 Calls to Action – are a gift to all of us – start to heal this country. Gift of the strength and resiliency of residential survivors.

Why is this Call to Action being asked of us? (Truth)

Would our community or province or country be better or worse off if this all to Action was fulfilled?

(Reconciliation)

History from the Indian Residential School's Settlement Agreement to the Truth and Reconciliation Commission through to the National Centre to Truth and Reconciliation

Everyone has a role to play in Reconciliation, which is all about the establishment and maintenance of mutually respectful relationships

Our responsibility is to ensure we carry the stories of the survivors forward.

Action: Make the work of belonging for every student business as usual in all schools

Goal: Creation of schools where students walk in and know that the people present are unconditionally crazy about them and care deeply for them.

Inclusive Education Committee Minutes of Meeting

Monday, Nov 1, 2021 1:00pm via MS Teams

8. Community Engagement

Community Pathways – Magdy Ghobrial

Improving connections and access for students to community resources

Ensuring a sense of belong – not only in our schools but in our community

Community Forum – Ensuring the system is informed about community supports and services.

Introducing “Navigators”

Expo of Community Partners

Included Counsellors, Youth Care Workers, Aboriginal Support Workers, Administrators

Youth Engagement – An opportunity to learn from students about their community needs

Work began with Renge Bailey/Cpl. Van Herk RCMP and includes various community partners, youth care workers, Aboriginal support workers, high school counsellors

What we learned 2019/2020

Open door policy

More accessible supports around mental health/sexual health/substance use support

Better transportation

Restart 2021/2022

Sharing what we learned

Reconnecting with community

Gathering more information

Planning

Reporting back

Plan to meet with students again in November and in the spring

Questions

When will we cover anti racism initiatives?

Kevin’s session will continue and broaden to cover. The District has been working on anti-racism for the last year and a half

Magdy – Make sure we are doing the right things; we are in the process of obtaining a consultant to guide us and provide an external lens on this issue.

Mal – Is grateful for the work we have done/shared as a committee, journey never ends.

9. School Example – Elise Rehnby (held for next meeting)

10. Next Meeting – January 31, 2022



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



**HELD ELECTRONICALLY
20399 Douglas Crescent, Langley, BC
WEDNESDAY, JUNE 2, 2021
AT 3:00 P.M.**

Present: School District No. 35 (Langley)
Trustee Rod Ross
Gord Stewart, Superintendent of Schools
Brian Iseli, Secretary Treasurer

City of Langley
Councillor Rosemary Wallace, Co-Chair
Rick Bomhof, Director of Engineering, Parks and
Environment
Kim Hilton, Director of Recreation, Culture and Community
Services
Kelly Kenney, Corporate Officer

Absent: Trustee David Tod
Councillor Teri James

As there wasn't a quorum of voting members, the meeting was held as an information session only with no motions being made.

DISCUSSION

To/From the School Board:

- a) Student Projections for 2021/2022 School Year?

Brian Iseli, Secretary Treasurer advised that the School District had been very conservative in its enrollment projections due to COVID 19. He advised that there is an increase of 118 FTE.

He listed each of the schools, advising whether actual enrollment was higher, lower, or the same as compared to the projections.

Councillor Wallace noted that, as there is a significant increase in development in the Brydon area, that the School District flag Nicomekl Elementary as a school where there will need to be higher projections. Mr. Iseli advised that they are building growth for that school into their enrollment plan and will put portables on the site, but also noted that condos and townhouses have been decreasing in sq.

footage, such that there are fewer bedrooms and thus fewer families moving into them.

Councillor Wallace suggested there may be an opportunity to incorporate an outdoor education model at Nicomekl Elementary if it is to be expanded. Discussion ensued with the following considerations noted:

- School District would look to City for funding;
 - funding from other sources could be explored once a partnership between the City and the School District was established;
 - in the last year, outdoor classroom opportunities have been provided at twenty sites;
 - at least two outdoor learning kits have been provided to each site;
- When considering whether to have outdoor classes, there is concern regarding the homeless in some areas;
- the outdoor space at HD Stafford is well utilized.

b) COVID-19 Vaccination Plans for Middle and High School Students, in school?

Gord Stewart, Superintendent of Schools advised that currently, for various reasons, vaccinations will not be taking place in schools, but families can access services at the Langley Events Centre and the KPU drive-thru.

c) Given the vaccination program – What are the plans for the return to school in September?

- Normal Routine/Scheduling?
- Grade 5 Swim Program in spring 2022?

Gord Stewart, Superintendent of Schools advised that the Ministry of Education has indicated that September 7 will be a normal opening. The following was noted:

- The School District has not been provided with the health and safety protocols yet;
- They are utilizing enhanced custodial services to ensure health and safety;
- If COVID 19 cases continue to decrease, it is anticipated that there will be regular class sizes, no cohorts, and no spacing;
- Rentals will be revisited in the fall if things return to normal;
- The School District will take direction on whether local and spring break international field trips can resume

Discussion ensued regarding the following:

- potential for City to provide Beyond the Bell program this year;
- how schools may be involved in providing daycare support and how the City can support the School District in this regard;
- COVID numbers for schools; Uplands is the only school not to have a case yet;
- if children can't or don't want to use hand sanitizer, there are faucets in classrooms and portable hand washing stations in the portables.

To/From the City:

- d) For information: Langley City is undertaking a Parks, Recreation and Culture Master Plan Update - Kim Hilton, Director of Recreation, Culture and Community Services

Kim Hilton, Director of Recreation, Culture and Community Services advised that the City is in the process of issuing an RFP to retain a consultant to update the Parks, Recreation and Culture Master Plan which will be a 10-year plan. Hopefully she will be able to introduce the consultant at the next meeting. She noted that most activities in the current plan have been completed.

Discussion ensued regarding the following:

- trail network between Grade Crescent and 49 Ave. is School District property;
 - City and TOL are receiving funding to complete a poverty reduction strategy and will include the School Board; the process is expected to commence in July and must be completed in a year. Ms. Hilton will provide more information on this.
- e) Commitment to Truth and Reconciliation Aligning with the School District following the protocol set by the Ya:ý estəl Table
- Language
 - Signage
 - Public Art etc.
- Councillor Rosemary Wallace

Councillor Wallace spoke regarding the need for individuals and organizations to become more educated in First Nations protocols when considering public art installations to ensure they are done the right way and she would like Council and staff to learn more about the Lower Fraser Valley Aboriginal Society and other nations and asked the School District how best to commence this work as the School District has done a great job in truth and reconciliation.

In response to questions, Gord Stewart, Superintendent of Schools advised that:

- Mike Pue, District Principal, has been a very good resource in this area for the School District and he can advise who the City should be in contact with;
- Only parts of the Calls to Action apply to School Boards and Mr. Pue addresses with Trustees aspects that pertain to them;
- He can pass along to Mike Pue the name of the City contact that would like to talk to him.

Discussion ensued regarding the presentation that had been made to the City and School Board on human trafficking with the following noted:

- presenter was very knowledgeable and well spoken;
- School District and City may wish to consider partnering to educate and raise awareness of this issue;
- School District could make this information part of their health and safety program.

The meeting ended at 4:45pm.

Councillor Wallace
Co-Chair

Kelly Kenney
Corporate Officer



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

Thursday, November 12, 2019
School District No. 35 (Langley)
School Board Office, Board Room
Langley, BC



MINUTES

PRESENT:

Councillor Blair Whitmarsh (Co-Chair)
Trustee Megan Dykeman (Co-Chair)

School District No. 35:

David Tod, Trustee
Gord Stewart, Superintendent
Brian Iseli, Secretary-Treasurer (School District No. 35)

Township of Langley:

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

ABSENT:

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

A. CALL TO ORDER

The meeting was called to order at 2:34 pm.

B. APPROVAL AND RECEIPT OF AGENDA ITEMS

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

Moved by: Trustee David Tod

Seconded by: Councillor Blair Whitmarsh

That the Joint School District No. 35 Municipal Liaison Committee approve the agenda and receive the agenda items of the November 12, 2019 meeting.

CARRIED

C. ADOPTION OF MINUTES

1. Joint School District No. 35 Municipal Liaison Committee July 11, 2019

Moved by: Trustee David Tod

Seconded by: Councillor Blair Whitmarsh

That the Joint School District No. 35 Municipal Liaison Committee adopt the Minutes of the July 11, 2019 meeting.

CARRIED

D. OLD BUSINESS

1. Future School Site and Enrolment Needs

Secretary-Treasurer Brian Iseli presented a powerpoint which detailed the School District's process for developing our student enrolment projections. The process of collecting and analyzing student enrolment data as well as the types of developments are analyzed through this process.

Historically, the School District does not have many of students coming out of condo developments.

It would be beneficial to streamline the process for receiving permits from the Township for building schools. Ministry approval is not always received in a timely manner which delays the process.

The District is unable to provide an update on future land purchases until after the Ministry's capital announcement is released in March 2020.

There is a public relations expectation that the TOL communicate well with the SD35 in order to better track development and have accurate projections.

Action: Secretary-Treasurer Brian Iseli will forward his powerpoint to the Township of Langley.

Moved by: Councillor Eric Woodward

Seconded by: Trustee David Tod

That the Joint School District No. 35 Municipal Liaison Committee refer this matter to staff to develop the appropriate exchange of information procedures recognizing the jurisdiction of each body.

CARRIED

2. Rainbow Crosswalk (School District)

Gord Stewart met with the Superintendent of RCMP, Murray Power, to assess whether there is a desire for creating a crosswalk between the School Board Office and the RCMP Detachment. RCMP responded that they would be interested and that they would be able to contribute to financially supporting the creation and upkeep.

Ramin Seifi confirmed that this road is owned by Township of Langley but is a private access road. Cost would be a secondary consideration to whether or not TOL council would like to move forward with creating this crosswalk.

Moved by: Trustee David Tod
Seconded by: Councillor Blair Whitmarsh

That the Joint School District No. 35 Municipal Liaison Committee recommend that the Township of Langley consider a potential crosswalk between of buildings of the School Board Office and the RCMP Detachment.

CARRIED

E. ITEMS FOR DISCUSSION

1. A Crosswalk at Intersection Across from Shortreed Elementary (TOL)

This has gone to into the budget for 2020.

It was requested that the motion related to this item be changed to include the address as opposed to “across from Shortreed”.

It was recommended that any matters that have financial implications be referred to the School District before any action is taken.

F. NEXT MEETING

Date: TBD

Location: School Board Office

Time: TBD

G. ADJOURNMENT

Moved by: Councillor Steve Ferguson

Seconded by: Trustee David Tod

That the Joint School District No. 35 Municipal Liaison Committee meeting be adjourned at 3:29 pm.

CARRIED

CERTIFIED TRUE AND CORRECT:

Co-Chair

Co-Chair



RECREATION, CULTURE, AND PARKS ADVISORY COMMITTEE

October 13, 2021 at 7:00pm
Via Zoom

MINUTES

Present:

E. Erickson (Community Co-Chair)
Councillor E. Woodward (Council Co-Chair)

M. Jackstien, K. Ludlam, and J. Wilkins

School Board Representative:

D. Tod

Staff:

R. Stare, Deputy Director, Parks and Recreation
P. Tulumello, Director, Arts, Culture, and Community Initiatives
V. Sunada, Project Manager, Engineering
K. Stepto, Recording Secretary

A. APPROVAL AND RECEIPT OF AGENDA ITEMS

1. Recreation, Culture, and Parks Advisory Committee – October 13, 2021

Moved by M. Jackstien,
Seconded by K. Ludlam,
That the Recreation, Culture, and Parks Advisory Committee approve the
agenda and receive the agenda items of the October 13, 2021 meeting.
CARRIED

B. ADOPTION OF MINUTES

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

Moved by M. Jackstien,
Seconded by K. Ludlam,
That the Recreation, Culture, and Parks Advisory Committee adopt the Minutes
of the September 8, 2021 meeting.
CARRIED

C. DELEGATIONS AND PRESENTATIONS

D. REPORTS

1. Council Co-Chairperson's Report

Councillor Woodward reported that Council had a strategic planning session with a consultant to discuss 2022 budget priorities.

E. Erickson reported that he attended a few events at the Aldergrove Arena and that operations seem to be running smoothly.

E. CORRESPONDENCE

F. WORK PROGRAM

1. Heritage Centre Update

V. Sunada, Project Manager, provided an update on the Salishan Place by the River project. He provided the following information:

The project will include:

- Community Museum;
- Indigenous Museum;
- Gallery/Temporary Exhibition Spaces;
- Archive and Research Facilities;
- Gift Shop and Café;
- Printmaking and Classroom facilities;
- Reception Hall with kitchen;
- Presentation Theatre;
- Outdoor Spaces including an amphitheatre, interpretive gardens, and rooftop patio; and
- Community Library.

Construction began in June 2021 on the foundation and footings. Depth excavation has been completed and drilling has begun for the geothermal pipe installation. Some of the trees that were removed will be used for furniture and benches on the site. Occupancy is scheduled for October 2022 with the Grand Opening to the public on July 1, 2023.

G. COUNCIL REFERRALS

H. OTHER BUSINESS AND ITEMS FOR INFORMATION

1. Museum Advisory Group Update

K. Ludlam reported that the MAG has been providing input on the development of new exhibits at the museum. They are also reviewing the Museum's Mission Statement, Values, and Mandate to ensure diversity and inclusion are included. This is a requirement to receive Provincial and Federal funds for operating

2. Committee Application Process 2022

Members of the Recreation, Culture, and Parks Advisory Committee whose terms are expiring in December 2021 are welcome to re-apply at www.tol.ca/committee. Application deadline is October 22, 2021.

3. Committee Succession Planning

Members were asked to encourage community members to apply for the committee from all areas of interest including sports groups, performing art groups etc.

I. NEXT MEETING

Date: November 10, 2021
Location: via Zoom
Time: 7:00 pm

J. TERMINATE

Moved by J. Wilkins,
Seconded by K. Ludlam,
That the meeting terminate at 8:00pm.
CARRIED

CERTIFIED CORRECT:

Community Representative Co-Chair

Council Representative Co-Chair

STAFF REPORT

DATE: December 14, 2021

TO: Board of Education

FROM: Gord Stewart, Superintendent of Schools

RESOURCE: Mal Gill, Deputy Superintendent
Woody Bradford, Assistant Superintendent
Dawne Tomlinson, Director of Instruction

SUBJECT: District Transitions Goal (FESL)

RECOMMENDED MOTION:

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

BACKGROUND:

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

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

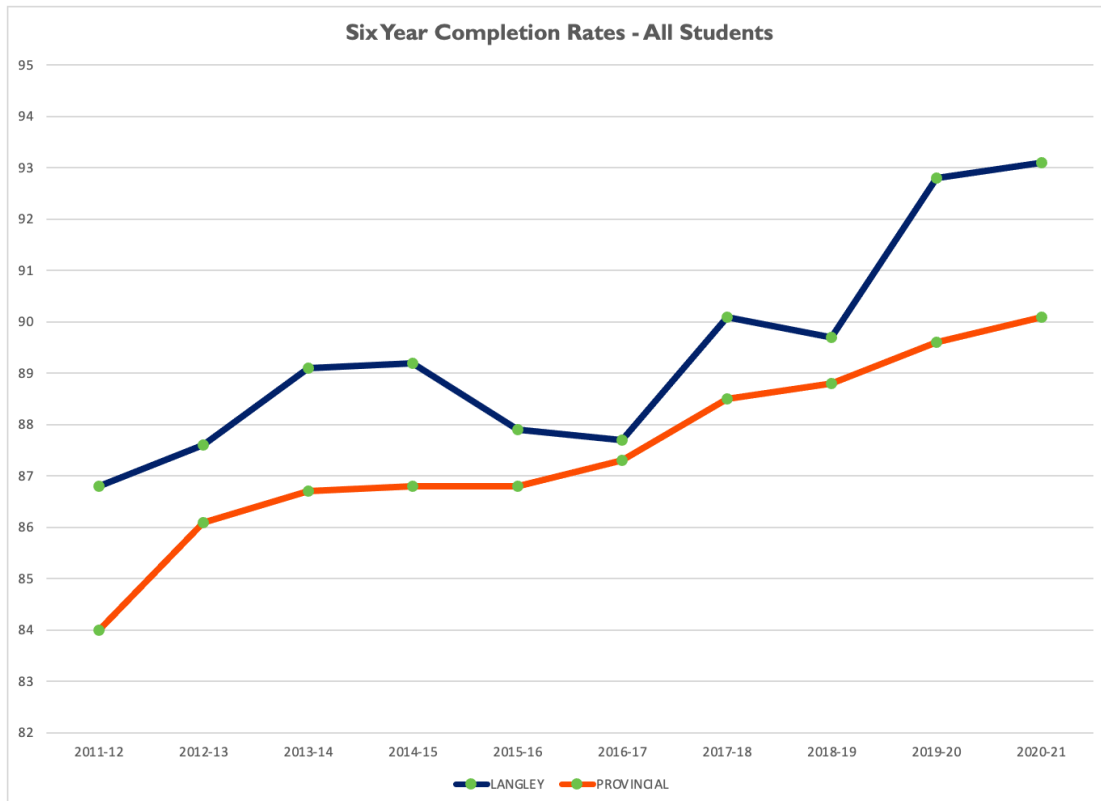
Why Transitions? It is recognized that graduation from high school marks the very minimum a student should attain in order to prepare themselves for a future in our ever-changing and complex world. In order to be successful in today's world, students need to acquire appropriate skills to maneuver through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

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

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

Transitions Rates

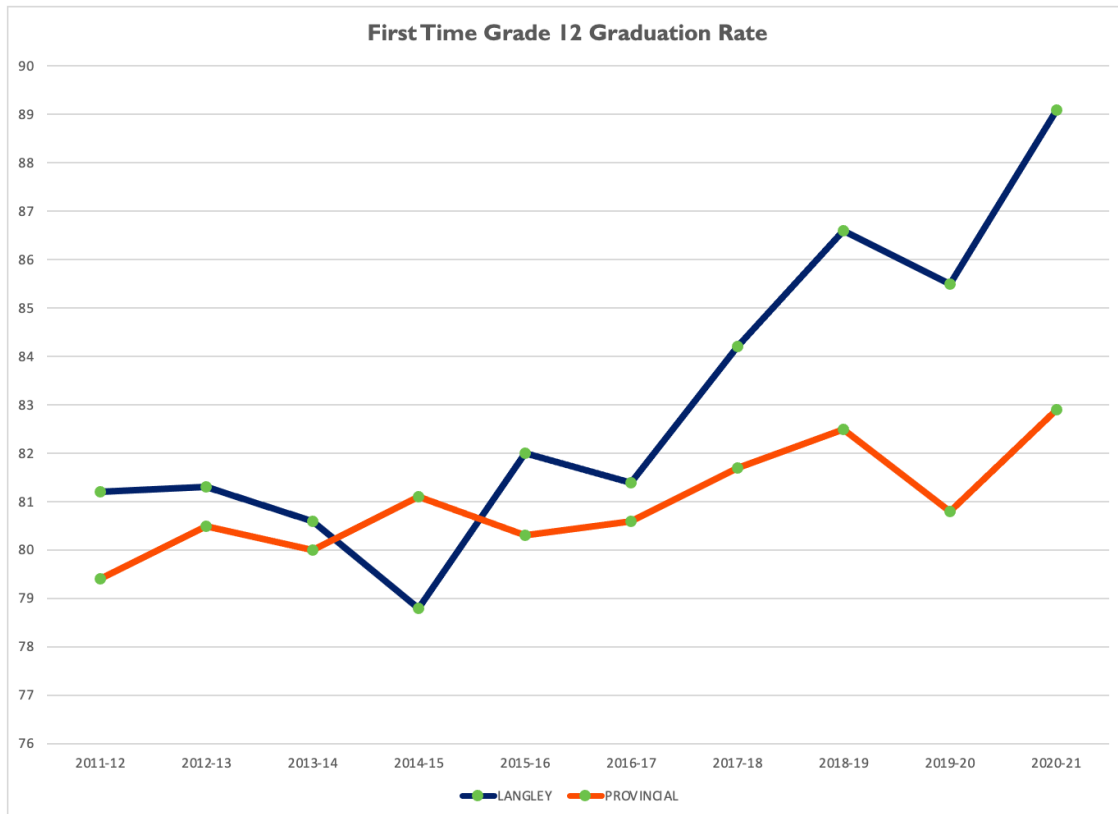
School Year	Six-Year Completion Rates LANGLEY	Six-Year Completion Rates PROVINCIAL
2011-12	86.8	84.0
2012-13	87.6	86.1
2013-14	89.1	86.7
2014-15	89.2	86.8
2015-16	87.9	86.8
2016-17	87.7	87.3
2017-18	90.1	88.5
2018-19	89.7	88.8
2019-20	92.8	89.6
2020-21	93.1	90.1



First Time Grade 12 Graduation Rates

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

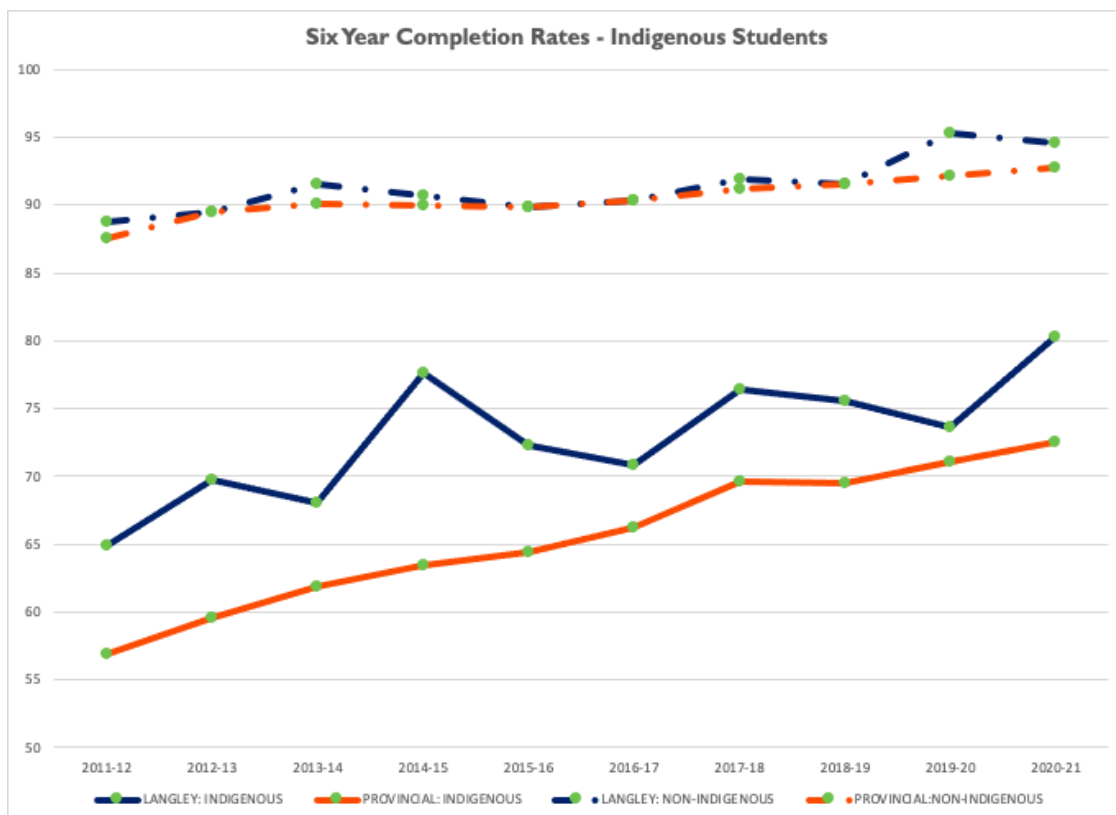
School Year	LANGLEY	PROVINCIAL
2011-12	81.2	79.4
2012-13	81.3	80.5
2013-14	80.6	80
2014-15	78.8	81.1
2015-16	82	80.3
2016-17	81.4	80.6
2017-18	84.2	81.7
2018-19	86.6	82.5
2019-20	85.5	80.8
2020-21	89.1	82.9



Indigenous Learners

The District has been focusing on improving the transition rates for all students. The data below would indicate that the gap between Indigenous students' success and all learners continues to exist. For the 2019-20 school year, the gap was 21.7% for 6-year completion rates. During the 2020-21 school year, the gap decreased to 14.3%. All School Action Plans have highlighted successes and strategies for Indigenous learners and the District provides additional supports for schools.

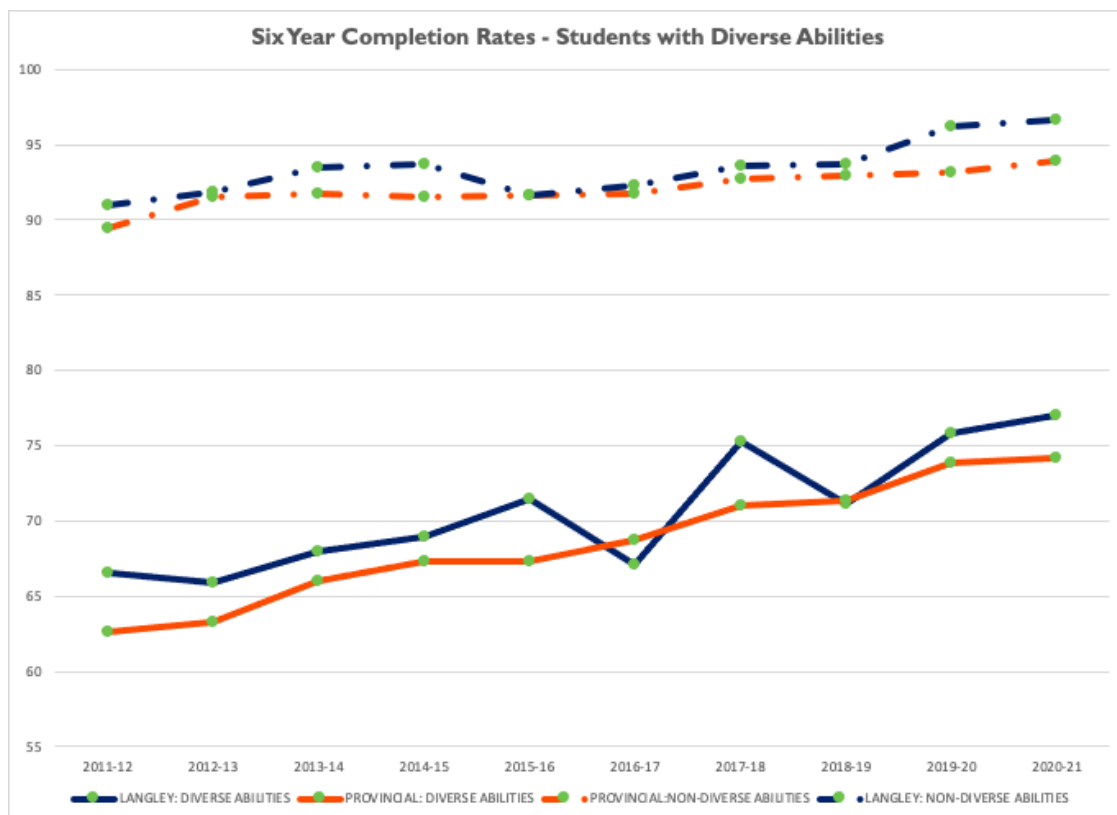
School Year	LANGLEY: INDIGENOUS	PROVINCIAL: INDIGENOUS	LANGLEY: NON-INDIGENOUS	PROVINCIAL: NON-INDIGENOUS
2011-12	64.9	56.9	88.8	87.5
2012-13	69.7	59.6	89.5	89.5
2013-14	68.1	61.9	91.5	90.1
2014-15	77.6	63.4	90.7	90
2015-16	72.3	64.4	89.9	89.9
2016-17	70.8	66.2	90.3	90.3
2017-18	76.4	69.6	91.9	91.2
2018-19	75.6	69.5	91.6	91.6
2019-20	73.6	71.1	95.3	92.2
2020-21	80.3	72.5	94.6	92.7



Diverse (Special Education) Learners

The District has been focusing their work on improving the transition rates for all of our students. The data below would indicate that the gap between diverse learner success and all learners continues to exist. For the 2019-20 school year, the gap was 20.4% for 6-year completion rates. During the 2020-21 school year, the gap decreased to 19.6%. All School Action Plans have highlighted successes and strategies for diverse learners and the District provides additional supports for schools.

School Year	LANGLEY: DIVERSE ABILITIES	PROVINCIAL: DIVERSE ABILITIES	LANGLEY: NON-DIVERSE ABILITIES	PROVINCIAL: NON-DIVERSE ABILITIES
2011-12	66.5	62.6	91	89.5
2012-13	65.9	63.3	91.8	91.5
2013-14	68	66	93.5	91.7
2014-15	69	67.3	93.7	91.5
2015-16	71.5	67.3	91.6	91.6
2016-17	67.1	68.7	92.3	91.7
2017-18	75.3	71	93.6	92.7
2018-19	71.1	71.4	93.7	92.9
2019-20	75.8	73.9	96.2	93.2
2020-21	77	74.2	96.6	93.9



Children in Care (CIC)

The District has been working to address the concerns for most vulnerable learners. The District has hired a Vice-Principal in charge of Children in Care and the work that has been done over the past four years has had an impact on the stories of our youth. There is an advocate at the District-level, who is well aware of the individual stories of students. In addition, the Vice-Principal ensures that positive relationships with the agencies aligned to support students are maintained. Through this work, the District is tracking the success of students and ensuring specific strategies, within the umbrella of Ensouling Our Schools, are present in the interventions at the ground level.

Six Year Completion Rates

Year	Completion Rates
2017-18	60%
2018-19	83%
2019-20	70%
2020-21	79%

Ensouling Our Schools

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

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

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

Block 1: Creating compassionate learning communities in which all students feel safe, valued, and have a sense of belonging.

Block 2: Inclusive instructional Practice through Universal Design for Learning and Sound Assessment Practices

Block 3: Systems and Structures including RTI and a new Resource Model (Co-Planning and Co-Teaching)

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

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

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

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

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

Universal Design for Learning

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

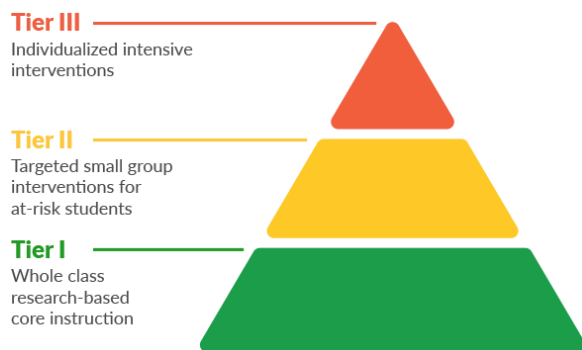
Sound Assessment Practice

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

Framework for Teaching and Learning

School and District staff have collaborated to create a Framework for Teaching and Learning that outlines evidence-based practices in the areas of assessment, pedagogy, environment, engagement, and curriculum. This Framework provides common language around high-quality teaching and learning to promote professional learning conversations amongst educators and to support teachers in their own professional growth as we strive to ensure all learners in Langley reach their full potential.

Response to Intervention (RTI)



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

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

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

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

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

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

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or

results on state- or district-wide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

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

Tier 3: Intensive Interventions and Comprehensive Evaluation

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

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

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

The present pandemic has affected our ability to implement all of the strategies we would like (due to bringing students together into groups) but have tried to find creative ways to continue to support our students.

At Tuesday's Regular Meeting of the Board of Education, Deputy Superintendent Mal Gill, Assistant Superintendent Woody Bradford and Langley Secondary Principal Marcello Moino, will provide highlights of the work underway in the District to support the District Transitions Goal:

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



STAFF REPORT

DATE: December 14, 2021
TO: Board of Education
FROM: Brian Iseli, Secretary-Treasurer
SUBJECT: Budget Process and Timeline (2022/2023 Preliminary Operating Budget)

RECOMMENDED MOTION:

That the Board of Education approve the Budget Process and Timeline (2022/2023 Preliminary Operating Budget) as presented.

INTRODUCTION:

This draft 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 14, 2021 for approval. 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 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 2022/2023 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 2022/2023 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 potential impacts to budget from COVID-19.
- 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 Aboriginal 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. Staff are in the process of building the survey and will make it available in the new year.

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

- **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 2021/2022. 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 23rd 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 2022. 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.

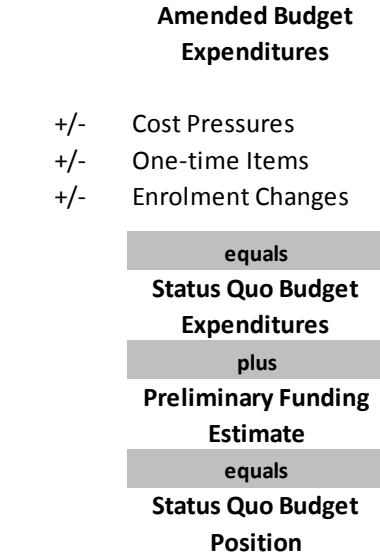
Not only will the enrolments supplied to the Ministry provide us with the District's preliminary funding estimate for the next school year, they will also inform the budget process in terms of formulating preliminary staffing levels and resource supports.

Status Quo Budget

The amended budget for the current year will serve as the base or status quo budget for 2022/2023. 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 COVID-19 on expenditures.
 - 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 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.
 - The impact of COVID-19 on revenue.
 - 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:



Regardless of whether a status quo surplus or deficit exists, budget strategies and considerations to achieve the goal of producing a balanced budget for 2022/2023 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 24, 2022 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, 2022.

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 the uncertainty due to COVID-19 and 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 budget and consequently, we will not be able to address requests for additional funding from individual stakeholder groups unless those requests involve a re-allocation of resources within a cost savings strategy. Difficult decisions will have to be made by the Board.

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 and are very similar to the schedules A1-A4 in the old annual budget process. The previous A5 schedule (budgeted FTE employees) is no longer required.
- 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 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.
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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. The impact of COVID-19
 4. How to provide support for School Plans and the Framework for Enhancing Student Learning, including consideration of the structure of the Instructional Services Department.
 5. Assess the efficiency and equitability of the District's current practice and approach to the allocation of learning resources and assets.
 6. Assess the model in Learning Support Services for supporting students with unique needs.
 7. Continue to provide support for vulnerable students in addition to the Community LINK funding received from the Ministry.
 8. Continue to provide support for Aboriginal students in addition to the supplemental funding received from the Ministry.
 9. 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.
 10. How to ensure maintaining and growing enrolment in the International Student Program so that it supports the needs of the district and of schools.
 11. How to maintain a level of District and school-level management and leadership support required for an organization of this size and complexity.
 12. How to provide a professional growth environment that supports succession planning for leadership at all levels of the organization.
 13. How to maintain adequate service levels for non-instructional areas such as building maintenance, bussing, custodial services and technology support.
 14. Examine all programs and/or services for the purpose of finding budget savings while continuing to provide adequate support for positive student learning.
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15. 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.
16. How to allocate resources in the Facilities Department to support aging infrastructure.
17. Whether to maintain the practice of using restricted surpluses to support innovative initiatives in schools and equipment and furniture replacement.
18. 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

	2021/2022 Amended Budget	2022/2023 Preliminary Budget
October-December	Meet with Central Departments for Central budgets	
November	Meet with Principals for School budgets	
November 30th	Financial Update at Finance and Facilities Committee	
December-January	District Leadership Team develops Amended Budget	
January 18th	Financial Update at Finance and Facilities Committee	
January-March		Meetings with Stakeholders
February-March		Public Budget Survey
February 15th	Financial Update at Finance and Facilities Committee	
February 22nd	Present Amended Budget	
February 28th	File Amended 20/21 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 24th		First and Second Readings of the Budget Bylaw
June 7th		Budget Open House for
June 21st		Third Reading of the Budget Bylaw

STAFF REPORT

DATE: December 14, 2021
TO: Board of Education
FROM: Policy Committee
SUBJECT: Policy 5 and Policy 6 (Role of the Chair and Role of the Vice-Chair)

RECOMMENDED MOTIONS:

That the Board of Education approves Policy 5: Role of the Chair, as presented.

That the Board of Education approves Policy 6: Role of the Vice-Chair, as presented.

BACKGROUND:

As part of the Policy Committee Workplan, it was agreed to review Policy 5 and Policy 6 at the October 5, 2021 Policy Committee Meeting. At this meeting, trustees agreed to make the changes, as presented, to Policy 5 and Policy 6.

The Board of Education passed the following motions at the Regular Board Meeting on October 19, 2021:

That the Board of Education serves Notice of Motion the District's education community and its education partner groups that it intends to adopt the revisions to Policy No. 5: Role of the Board Chair at the December 14, 2021 Regular Board Meeting.

That the Board of Education serves Notice of Motion the District's education community and its education partner groups that it intends to adopt the revisions to Policy No. 6: Role of the Vice-Chair at the December 14, 2021 Regular Board Meeting.

Notices of motions were served requesting feedback. No feedback was received.

ROLE OF THE BOARD CHAIR

The Board of Education shall at its first inaugural meeting *elect* one of its members to serve as Board Chair, to hold office at the pleasure of the Board. Voting shall be by secret ballot, unless the position is acclaimed. ~~Subsequently at the midpoint of the Board term of office the Board shall elect one of its members to serve as Board Chair, to hold office at the pleasure of the Board.~~

The Chair has no authority to either make decisions beyond policy created by the Board or to supervise or direct staff.

Specific Responsibilities:

The Board delegates and assigns to the Chair the following powers and duties:

1. Prior to each Board meeting, meet with the Vice-Chair, the Superintendent and Secretary-Treasurer to determine the items to be included in the agenda, and to become thoroughly familiar with them.
2. To chair all public and special closed (In-Camera) Board meetings and ensure that such meetings are conducted in accordance with the [School Act](#), the bylaws, policies and procedures as established by the Board and that meetings are chaired according to Robert's Rules of Order.
3. To perform the following duties during Board meetings:
 - 3.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
 - 3.2 To ensure that issues being presented for the Board's consideration are clearly articulated and explained.
 - 3.3 Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration in order that a Board decision can be reached.
 - 3.4 To direct the discussion by trustees to the topic being considered by the Board.
 - 3.5 Decide questions of order and procedure, subject to an appeal to the rest of the Board. They will speak to points of order in preference to other members.
 - 3.6 Determine disposition of each motion by a formal show of hands except where a ballot is required/used.
4. To be in regular contact with the Superintendent to maintain a working knowledge of current issues and events within the District.

5. To bring to the Board all matters requiring a corporate decision of the Board.
6. To act as chief spokesperson for the Board by stating positions consistent with Board decisions and policies (except for those instances where the Board has delegated this role to another individual or group).
7. To act as a signing officer for the District.
8. To represent the Board, or arrange alternative representation, at Board events, meetings with other levels of government or other organizations or at hearings. When representing the Board at official meetings or in an official function, the Chair is limited to speaking for positions the Board has determined through passing motions. The Chair shall bring back issues to the Board for consideration if the Board has not yet adopted motions on the matter or provided direction. The Chair shall share with the Board all information from meetings with other levels of government or external organizations at which the Chair attended as the Board's representative.
9. To ensure that the Board engages in regular assessments of its effectiveness as a Board.
10. Make Trustee appointments to:
 - 10.1 Representative to organizations; and
 - 10.2 Board committees.
11. Address inappropriate behaviour on the part of a trustee as per Policy 4 sanctions.
12. Assist with the Board orientation program for new trustees.
13. Manage the ~~GEO~~ Superintendent's contract on the Board's behalf by bringing any relevant matters to the Board's attention in a timely manner. In addition, each month the Chair shall sign off on the Superintendent's expenses as well as vacation and sick leave, days earned, taken and accumulated.

Legal Reference: Sections 65, 67, 69, 70, 85 School Act

Adopted: December 15, 2020
Revised: XXX, 2021

ROLE OF THE VICE-CHAIR

At each inaugural ~~and annual~~ meeting, the Board shall elect a trustee who shall serve as Vice-Chair ~~during the next year~~ at the pleasure of the Board. Voting shall be by secret ballot, unless the position is acclaimed.

Specific Responsibilities

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's absence and shall have all the duties and responsibilities of the Board Chair in such instances.
2. The Vice-Chair shall chair regular In-Camera meetings.
3. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.
4. Prior to each Board meeting, the Vice-Chair shall meet with the Chair, the Superintendent and the Secretary-Treasurer and will become thoroughly familiar with items included in the agenda.

Legal Reference: Sections 65, 67, 85 School Act

Adopted: December 15, 2020

Revised: October, XX, 2021

STAFF REPORT

DATE: December 14, 2021
TO: Board of Education
FROM: Brian Iseli, Secretary-Treasurer
SUBJECT: Policy 17 Accumulated Operating Surplus

RECOMMENDED MOTION:

That the Board of Education serves Notice of Motion to the District's education community and its education partner groups that it intends to adopt the revisions to Policy No. 17: Accumulated Operating Surplus at the January 25, 2022 Regular Board Meeting.

BACKGROUND:

As part of the Policy Committee Workplan, it was agreed to review Policy 17 at the November 30, 2021 Policy Committee Meeting. At this meeting, trustees agreed to make the changes, as presented, to Policy 17 and approved the following motion:

That the Policy Committee recommends that the Board of Education serves Notice of Motion to the District's education community and its education partner groups that it intends to adopt the revisions to Policy No. 17: Accumulated Operating Surplus.

ACCUMULATED OPERATING SURPLUS

Accumulated Operating Surplus represents the extent to which operating revenues from all previous years exceeds operating expenditures from all previous years. Accumulated Operating Surplus allows the District to budget for expenditures in excess of revenues in a given year and also serves to reduce financial risk that can result from unforeseen circumstances.

1. The Board of Education is responsible for ensuring the district is protected financially from extraordinary circumstances which would negatively impact the education of students. To discharge this responsibility, the Board will maintain ~~a restricted portion~~ an unrestricted surplus (equal to 1.5% - ~~2.54~~ % of annual revenue) of its Accumulated Operating Surplus which shall be used to mitigate any negative impact such circumstances might cause.

Specifically

- 4.1.1. The first priority for the use of these funds shall be:

- 4.1.1.1 The elimination of any deficit arising at the end of a fiscal year of operations.

- 4.2.1.1.2 The incurring of new cost pressures in a fiscal year that were not known at the time of budget development that are in excess of \$250,000.

- 4.3.1.1.3 The payment of severance (wages and benefits) in excess of \$100,000 upon termination of a non-union employee without cause.

- 4.4.1.1.4 The settlement of any legal action that is not covered by the [School Protection Program](#).

- 4.5.1.1.5 Initial one-time cost outlays for new educational programs where an investment in non-technology related learning resources is required (non-technology related refers to computer technology).

- 4.6.1.1.6 Coverage for disaster recovery expenditures.

- 4.7.1.1.7 Extraordinary unknown utilities cost pressures.

- 4.8.1.1.8 Replacement of equipment essential to the continuation of educational programming in schools or district facilities.

- 1.1.9 To appropriate to balance the next year's budget.

- 4.9.1.1.10 Unanticipated changes in revenue.

- 2.1.2. In recognizing that the use of the unrestricted portion of its Accumulated Operating Surplus represents a one-time use of funding, the Board will incorporate into

its future budget planning processes, strategies to re-establish the unrestricted accumulated surplus to the 1.5 % - 4 % of annual revenue. Such strategies may be implemented over a period of two years.

2. In addition, the Board will also annually internally restrict funds for projects and programs related to the strategic plan that will be spent in the next three years when approving the Audited Financial Statements and will disclose the internally restricted funds in the notes to the Financial Statements.

3. Accumulated Operating Surplus shall not be transferred to Local Capital without supporting detail for which capital projects these Local Capital funds will be expended. Until such time as the funds can be identified for a specific Local Capital funded project, the funds shall be retained in the Accumulated Operating Surplus.

Legal Reference: Sections 65, 85.2, 110, School Act

Adopted: December 15, 2020, XXX XX, 2021