



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

AGENDA

Tuesday, January 28, 2025
7:00 p.m.
Langley School Board Office

Pages

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

Recommendation:

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

- 4.1 CONSIDERATION OF MINUTES 1 - 15
- 4.2 COMMITTEE REPORTS
 - 4.2.1 EDUCATION/STRATEGIC PLAN COMMITTEE 16 - 16
 - 4.2.2 FINANCE AND FACILITIES COMMITTEE 17 - 17
 - 4.2.3 POLICY COMMITTEE 18 - 18
- 4.3 BOARD LIAISON COMMITTEE REPORTS
 - 4.3.1 BCSTA
 - 4.3.1.1 METRO BRANCH (Trustee Fox) 19 - 20
- 4.4 COMMUNITY COMMITTEE REPORTS
 - 4.4.1 CITY OF LANGLEY ADVISORY DESIGN PANEL (Trustee Ward) 21 - 31
 - 4.4.2 TOWNSHIP OF LANGLEY / SCHOOL DISTRICT NO. 35 LIAISON (Trustee Rai) 32 - 35
 - 4.4.3 TOWNSHIP OF LANGLEY RECREATION, CULTURE AND PARKS ADVISORY 36 - 39

4.5 BOARD / AUTHORITY AUTHORIZED (BAA) COURSES

40 - 87

5. CONSIDERATION OF AGENDA

Recommendation:

That the Agenda be approved as presented.

6. SUPERINTENDENT'S REPORTS

6.1 EARLY YEARS PROGRAMS AND CHILD CARE

88 - 91

Recommendation:

That the Board of Education receives the report on Early Years Programs and Child Care for information, as presented.

6.2 CAREERS AND TRANSITION - ACTIONS AND DATA

92 - 101

Recommendation:

That the Board of Education receives the report on Careers and Transitions – Actions and Data for information, as presented.

7. SECRETARY-TREASURER'S REPORTS

7.1 ANNUAL REVIEW OF TRUSTEE REMUNERATION

102 - 103

Recommendation:

That the Board of Education approves the increase of 1.8% effective January 1, 2025 based on the 12 month change in Canada Consumer Price Index (CPI) in accordance with Board Policy 7: Board Operations, section 11 and to update the salaries in Policy 7: Board Operation, section 11.1 with the new salaries.

7.2 SOUTHWEST LATIMER AREA LAND PURCHASE BYLAW 2025

104 - 108

Recommendation:

That The Board of Education of School District No. 35 (Langley) – Southwest Latimer Area Land Purchase Bylaw 2025 be given first reading.

Recommendation:

That The Board of Education of School District No. 35 (Langley) - Southwest Latimer Area Land Purchase Bylaw 2025 be given second reading.

Recommendation:

That The Board of Education of School District No. 35 (Langley) unanimously approves having all three readings of Southwest Latimer Area Land Purchase Bylaw 2025 at tonight's meeting.

Recommendation:

That The Board of Education of School District No. 35 (Langley) Southwest Latimer Area Land Purchase Bylaw 2025 be given third reading, passed and adopted on the 28th day of January, 2025.

8. POLICY COMMITTEE

- 8.1 NOTICE OF MOTION RETURN: POLICY 3 APPENDIX A: SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO TRUSTEES 109 - 110

Recommendation:

That the Board of Education approves Policy 3 Appendix A: Services, Materials and Equipment Provided to Trustees as presented.

- 8.2 NOTICE OF MOTION: POLICY 7: BOARD OPERATIONS 111 - 125

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 7: Board Operations at the April 29, 2025 Regular Board Meeting.

- 8.3 NOTICE OF MOTION: POLICY 19: NAMING OF SCHOOLS 126 - 128

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 19: Naming of Schools at the April 29, 2025 Regular Board Meeting.

9. NEW BUSINESS

- 9.1 BCSTA MOTIONS

10. TRUSTEE COMMENTS

11. QUESTION PERIOD

Question Period is provided at Board Meetings. The purpose is to ensure that those present in the audience have an opportunity to obtain clarification concerning business conducted during that meeting. Priority will be given to responding to one question per person before considering further questions from any individual.

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

Questions:

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

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

The Board appreciates the public's interest and wants to ensure a professional meeting is

conducted, with Question Period focused on providing guests with the clarification they seek.

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

12. ADJOURNMENT

Recommendation:

That the meeting be adjourned at __ p.m.



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

MINUTES

Date: Tuesday, December 10, 2024

Location: Langley School Board Office

Trustees Present:

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

Staff Present:

Mal Gill	Superintendent
Brian Iseli	Secretary-Treasurer
Woody Bradford	Deputy Superintendent
Lisa Lainchbury	Assistant Superintendent
Marcello Moino	Assistant Superintendent
Joanne Abshire	Director of Communications
Judy Swanson	Executive Assistant
Pol Babao	Technical Support Specialist 3
Vincent Montefrio	Technical Support Specialist 3
Mike Pue	District Principal, Aboriginal Education

Partner Groups:

Dot Tompkins	CUPE 1260 Acting President
Cathy Gracie	LPVPA Vice-President
Nancy Petersen	LTA Vice-President
Kim Miller	LTA Vice-President
Alicia Rempel	DPAC Member at large

Kwantlen First Nation Luke Dandurand Son of Josette Dandurand, SD35 Aboriginal
Guests: Support Worker

Tara Dawson
Michael Kelly Gabriel
Linda Mitchell
Carrie Antone

Donna Gabriel Robins
Brad Robins

1. OPENING PRESENTATION (6:45 pm)

1.1 LANGLEY FINE ARTS SCHOOL CHAMBER CHOIR

The Langley Fine Arts School Chamber Choir performed a variety of Christmas songs led by Jonny Michel.

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

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

3. CALL TO ORDER

The Board Chair called the meeting to order at 7:14 pm, and began the meeting with the introduction stating: "I would like to acknowledge that the Langley School District is located on the traditional, ancestral and unceded territories of the Matsqui, Kwantlen, Katzie and Semiahmoo First Nations. We gather here tonight in an understanding of the importance of ya:yəstəl' (**y-eye yes tel**) /sq'eq'ə yoyes (**sckecka y-eyes**) (working together) and nə́cəʔmat (**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.

4. REPORT FROM "IN CAMERA"

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

The item from the Special In Camera Meeting on December 3, 2024 was property.

5. CONSENT AGENDA

R24/12/10-01

Moved By: Trustee Neufeld

Seconded By: Trustee Fox

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

CARRIED UNANIMOUSLY

5.1 CONSIDERATION OF MINUTES

5.2 COMMITTEE REPORTS

5.2.1 AUDIT COMMITTEE

5.3 BOARD LIAISON COMMITTEE REPORTS

5.3.1 BCSTA

5.3.1.1 METRO BRANCH (Trustee Fox)

5.3.2 DISTRICT PARENT ADVISORY COUNCIL (Trustee Neufeld)

5.4 SCHOOL DISTRICT COMMITTEE REPORTS

5.4.1 2SLGBTQ+ (Assistant Superintendent Lainchbury)

5.5 COMMUNITY COMMITTEE REPORTS

5.5.1 CITY OF LANGLEY ADVISORY DESIGN PANEL (Trustee Ward)

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

5.5.3 LOCAL IMMIGRATION PARTNERSHIP (Trustee Dickinson)

6. CONSIDERATION OF AGENDA

R24/12/10-02

Moved By: Trustee Dickinson

Seconded By: Trustee Rai

That the Agenda be approved as presented.

CARRIED UNANIMOUSLY

7. ANNOUNCEMENT

The Board of Education announced Josette Dandurand Elementary as the name of the new elementary school in the NE Latimer area.

8. SUPERINTENDENT'S REPORTS

8.1 ODYSSEY PROFESSIONAL DEVELOPMENT DAY

R24/12/10-03

Moved By: Trustee Dickinson

Seconded By: Trustee Ward

That the Board of Education receives the report on Odyssey Professional Development Day 2025 for information, as presented.

CARRIED UNANIMOUSLY

8.2 NE LATIMER CATCHMENT BOUNDARIES

R24/12/10-04

Moved By: Trustee Dickinson

Seconded By: Trustee Fox

That the Board of Education approves the catchment area **for Josette Dandurand Elementary School** be created effective September 2025 as identified below:

NORTH:

From the intersection of the Trans-Canada Highway #1 and 196th Street (Langley/Surrey border) travel east along the Highway #1 (south side only) to the intersection of the line with 202B Street.

EAST:

Travel south down the line of 202B Street (west side only) to 84th Avenue. Travel east along 84th Avenue (south side only) to 204th Street. Then travel south along the line of 204th Street (west side only) to 80th Avenue.

SOUTH:

Travel west along 80th Avenue (north side only) to 200th Street. Travel south along 200th Street (west side only) to 75A Avenue. Go west along 75A Avenue (north side only) to 198B Street. Travel south down 198B Street (west side only) to 74th Avenue. Travel west along 74th Avenue to 196th Street.

WEST:

Travel north along 196th Street line (east side only) to the Trans-Canada Highway #1.

CARRIED UNANIMOUSLY

R24/12/10-05

Moved By: Trustee Wilson

Seconded By: Trustee Dickinson

That the Board of Education approves the catchment area for **Willoughby Elementary School** be adjusted effective September 2025 as identified below:

NORTH:

From the intersection of the Trans-Canada Highway #1 and the line of 202B Street, travel east on Highway #1 (south side only) to 208th Street.

EAST:

Travel south down the line of 208th Street (west side only) to 78th Avenue. Travel east along 84th Avenue (south side only) to 204th Street. Then travel south along the line of 204th Street (west side only) to 80th Avenue.

SOUTH:

Travel west along the line of 78th Avenue (north side only) to 206th Street. Go north along the line of 206th Street (east side only) to 80th Avenue. Go west along 80th Avenue (north side only) to 204th Street.

WEST:

Travel north along 204th Street (east side only) to 84th Avenue. Travel west along 84th Avenue (north side only) to 202B Street. Go north along the line of 202B Street (east side only) to the intersection of the Trans-Canada Highway #1.

CARRIED UNANIMOUSLY

R24/12/10-06

Moved By: Trustee Fox

Seconded By: Trustee Dickinson

That the Board of Education approves the catchment area for **Donna Gabriel Robins Elementary School** be adjusted effective September 2025 as identified below:

NORTH:

From the intersection of 74th Avenue and 196th Street, travel east along 74th Avenue (south side only) to 198B Street. Travel north along 198B Street (east side only) to 75A Avenue. Travel east along 75A Avenue (south side only) to 200th Street. Go north on 200th Street (east side only) to 80th Avenue. Travel east along 80th Avenue (south side only) to 206th Street. Go south along the line of 206th Street (west side only) to 78th Avenue. Go east along 78th Avenue (south side only) to 208th Street. Go south along 208th Street (west side only) to 74B Avenue. Go east along the line of 74B Avenue (south side only) to 216th Street.

EAST:

Travel south, then southeast along 216th Street (west side only) to Glover Road. Travel southwest along Glover Road (north side only) to the Langley By-Pass.

SOUTH:

Go west along the Langley By-Pass (north side only) to 204th Street. Go north along 204th Street (east side only) and continue north and northeast along the Willowbrook Connector (east side only). Continue northeast then north along 208th Street (east side only) to 68th Avenue. Go west along 68th Avenue (north side only) to 202B Street. Go north along 202B Street (east side only); continue north along 202A Street to 74th Avenue (east side only). Travel west along 74th Avenue (north side only) to 200th Street. Go south along 200th Street (west side only) to 72nd Avenue. Go west along 72nd Avenue (north side only) to 196th Street.

WEST:

Go north along 196th Street (east side only) to 74th Avenue.

CARRIED UNANIMOUSLY

R24/12/10-07

Moved By: Trustee Wilson

Seconded By: Trustee Fox

That the Board of Education approves the catchment area **for Langley Meadows Elementary School** be adjusted effective September 2025 as identified below:

NORTH:

From the intersection of 72nd Avenue and 196th Street, travel east along 72nd Avenue to 200th Street (south side only).

EAST:

Travel south along 200th Street to the Langley By-Pass (west side only).

SOUTH:

Travel west, then southwest along the Langley By-Pass, to the intersection with Fraser Highway (north side only). Go northwest along Fraser Highway until 196th Street (north side only).

WEST:

Travel north along 196th Street to 72nd Avenue (east side only).

CARRIED UNANIMOUSLY

9. SECRETARY-TREASURER'S REPORTS

9.1 BUDGET PROCESS AND TIMELINES 2025-2026

R24/12/10-08

Moved By: Trustee Dickinson

Seconded By: Trustee Rai

That the Board of Education approve the Budget Process and Timeline (2025/2026 Preliminary Operating Budget) as presented.

CARRIED UNANIMOUSLY

10. TRUSTEE COMMENTS

Trustees explained that the Board of Education is informed on issues in other meetings, therefore they did not have any questions at this meeting. It was a privilege for Trustees to name this new school. The Ministry of Education and Child Care and Minister of Infrastructure have both reached out to introduce themselves to the Chairperson. Trustees wished everyone a Merry Christmas and Happy Holidays. Thank you to everyone for coming tonight and have a wonderful new year.

11. QUESTION PERIOD

Question Period is provided at Board Meetings. The purpose is to ensure that those present in the audience have an opportunity to obtain clarification concerning business conducted during that meeting. Priority will be given to responding to one question per person before considering further questions from any individual.

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

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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.

The Chair called for questions from the public.

No questions were received.

12. ADJOURNMENT

R24/12/10-09

Moved By: Trustee Wilson

Seconded By: Trustee Ward

That the meeting be adjourned at 8:40 p.m.

CARRIED UNANIMOUSLY

TRUSTEE CANDY ASHDOWN

BOARD CHAIR

BRIAN ISELI, CPA, CMA

SECRETARY-TREASURER

Please note that a Special Regular Board Meeting was called on Tuesday, December 17, 2024. At this meeting two of the motions from Item 8.2 relating to Willoughby Elementary and Donna Gabriel Robins Elementary Catchment Boundaries were rescinded. Revised motions were approved. Please refer to the minutes from December 17, 2024.

TRUSTEE CANDY ASHDOWN

BOARD CHAIR

BRIAN ISELI, CPA, CMA

SECRETARY-TREASURER



SCHOOL DISTRICT NO. 35 (LANGLEY)

SPECIAL REGULAR MEETING OF THE BOARD OF EDUCATION

MINUTES

Date: Tuesday, December 17, 2024
Location: Microsoft Teams Virtual Meeting

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

Trustees Absent:	Sarb Rai	Trustee
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Staff Present:	Mal Gill	Superintendent
	Brian Iseli	Secretary-Treasurer
	Woody Bradford	Deputy Superintendent
	Lisa Lainchbury	Assistant Superintendent
	Marcello Moino	Assistant Superintendent
	Joanne Abshire	Director of Communications
	Judy Swanson	Executive Assistant
	Pol Babao	Technical Support Specialist 3
	Vincent Montefrio	Technical Support Specialist 3
Jeff Fresco	Technical Support Specialist 2	

Partner Groups	Jennifer Pyper	DPAC Vice President
	Cathy Gracie	LPVPA Vice-President
	Taylor Fauteux	LTA President
	Nancy Petersen	LTA Vice-President

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

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

2. CALL TO ORDER

The Board Chair called the meeting to order at 4:30 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. CONSIDERATION OF AGENDA

SR24/12/17-01

Moved By: Trustee Fox

Seconded By: Trustee Dickinson

That the Agenda be approved as presented.

CARRIED UNANIMOUSLY

4. SUPERINTENDENT'S REPORTS

4.1 MOTION WORDING CORRECTIONS - WILLOUGHBY ELEMENTARY AND DONNA GABRIEL ROBINS ELEMENTARY CATCHMENT BOUNDARIES

SR24/12/17-02

Moved By: Trustee Ward

Seconded By: Trustee Wilson

That the Board of Education rescind the previously adopted motion in Item 8.2: NE Latimer Catchment Boundaries which was approved at the Regular Board Meeting on December 10, 2024 regarding the Willoughby Elementary School catchment area.

CARRIED UNANIMOUSLY

SR24/12/17-03

Moved By: Trustee Fox

Seconded By: Trustee Neufeld

That the Board of Education approves the catchment area for **Willoughby Elementary School** be adjusted effective September 2025 as identified below:

NORTH:

From the intersection of the Trans-Canada Highway #1 and the line of 202B Street, travel east on Highway #1 (south side only) to 208th Street.

EAST:

Travel south down the line of 208th Street (west side only) to 78th Avenue.

SOUTH:

Travel west along the line of 78th Avenue (north side only) to 206th Street. Go north along the line of 206th Street (east side only) to 80th Avenue. Go west along 80th Avenue (north side only) to 204th Street.

WEST:

Travel north along 204th Street (east side only) to 84th Avenue. Travel west along 84th Avenue (north side only) to 202B Street. Go north along the line of 202B Street (east side only) to the intersection of the Trans-Canada Highway #1.

CARRIED UNANIMOUSLY

SR24/12/17-04

Moved By: Trustee Dickinson

Seconded By: Trustee Ward

That the Board of Education rescind the previously adopted motion in Item 8.2: NE Latimer Catchment Boundaries which was approved at the Regular Board Meeting on December 10, 2024 regarding the Donna Gabriel Robins Elementary School catchment area.

CARRIED UNANIMOUSLY

SR24/12/17-05

Moved By: Trustee Ward

Seconded By: Trustee Fox

That the Board of Education approves the catchment area for **Donna Gabriel Robins Elementary School** be adjusted effective September 2025 as identified below:

NORTH:

From the intersection of 74th Avenue and 196th Street, travel east along 74th Avenue (south side only) to 198B Street. Travel north along 198B Street (east side only) to 75A Avenue. Travel east along 75A Avenue (south side only) to 200th Street. Go north on 200th Street (east side only) to 80th Avenue. Travel east along 80th Avenue (south side only) to 206th Street. Go south along the line of 206th Street (west side only) to 78th Avenue. Go east along 78th Avenue (south side only) to 208th Street. Go south along 208th Street (west side only) to 74B Avenue. Go east along the line of 74B Avenue (south side only) to 216th Street.

EAST:

Travel south, then southeast along 216th Street (west side only) to Glover Road. Travel southwest along Glover Road (north side only) to the Langley By-Pass.

SOUTH:

Go west along the Langley By-Pass (north side only) to 204th Street. Go north along 204th Street (east side only) and continue north and northeast along the Willowbrook Connector (east side only). Continue northeast then north along 208th Street (east side only) to 68th Avenue. Go west along 68th Avenue (north side only) to 202B Street. Go north along 202B Street (east side only); continue north along 202A Street to 74th Avenue (east side only). Travel west along 74th Avenue (neither side) to 200th Street. Go south along 200th Street (west side only) to 72nd Avenue. Go west along 72nd Avenue (north side only) to 196th Street.

WEST:

Go north along 196th Street (east side only) to 74th Avenue.

CARRIED UNANIMOUSLY

5. QUESTION PERIOD

Due to the use of an online platform for this Special 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 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 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.

The Chair called for questions from the public.

No questions were received from the public.

6. ADJOURNMENT

SR24/12/17-06

Moved By: Trustee Dickinson

Seconded By: Trustee Wilson

That the meeting be adjourned at 4:41 p.m.

CARRIED UNANIMOUSLY

TRUSTEE CANDY ASHDOWN

BOARD CHAIR

BRIAN ISELI, CPA, CMA

SECRETARY-TREASURER



Education/Strategic Plan Committee Report

January 14, 2025 Meeting

At the January 14, 2025 Education/Strategic Plan Committee Meeting, the committee received reports on the following:

- Before and After School Care
- Safe Schools: Tier III District Supports



Finance & Facilities Committee Report

January 21, 2025 Meeting

At the January 21, 2025 Finance and Facilities Committee Meeting, the committee received reports on the following:

- Secretary-Treasurer's Report
- 2024/2025 Amended Budget Update



Policy Committee Report

January 14, 2025 Meeting

At the January 14, 2025 Policy Committee Meeting, the committee discussed the following topics:

- Policy Committee Workplan
- Board Advocacy/Influence Plan
- Policy 7: Board Operations
- Policy 19: Naming of Schools
- BCSTA AGM Submissions

BCSTA Metro Branch - General Meeting Minutes

Saturday, November 23

Westin Hotel @ 7:30-8:45 am

7:30 am –Land Acknowledgement/Welcome by Victoria Jung (Vancouver)

In attendance: Debbie Tablotney (Richmond); Carol Brodie (Coquitlam); Christine Pollock (Coquitlam); Cheryl Sluis (New Westminster); Mark Davidson (New Westminster); Victoria Jung (Vancouver); Lois Chan-Pedley (Vancouver); Janet Fraser (Vancouver); Kulvir Mann (North Vancouver); Linda Munro (North Vancouver); Chuck Denison (Coquitlam); Michael Thomas (Coquitlam); Craig Woods (Coquitlam); Kerri Palmer Isaac (Coquitlam); Nimmi Daula (Delta); Nick Kanakos (Delta); Joe Muego (Delta); Val Windsor (Delta); Ammen Dhillon (Delta); Charlie Fox (Langley); Heather Larson (Richmond); Alice Wong (Richmond); Michele Radomski (Surrey); Gary Tymoschuk (Surrey); Lauren McNally (Surrey); Terry Allen (Surrey); Jen Menzei (Burnaby); Marc Andres (New Westminister); Dan Anderson (North Vancouver); Danielle Connelly (New Westminister); Marie-Pierre Lavoie (CSF); Nicole Brown (West Vancouver)

Also in attendance: Carmen Battista (BCSTA); Tracy Loffler (BCSTA); Randy Cairns (IEC); Eve Flynn (BCPSEA board)

1. Approval of Agenda

Moved Kulvir Mann (North Vancouver)

Second Val Windsor (Delta)

Carried

2. Approval of Regular Minutes of October 2024 Branch Meeting

Moved Craig Woods (Coquitlam)

Second Val Windsor (Delta)

Carried

3. Business Arising

4. Reports/Updates

- ELL Consortium – Jen Mezei (not in attendance)
 - Any board can send someone to ELL meetings
 - Motion at AGM: we met with ministry and BCSTA; we know the issues and we know where we are at
 - Can we change our audit (1701) reporting date? What are the challenges with the September deadline? How can we modernise the report?
 - We'll present street data at the next meeting that speak about the challenges
- Indigenous Education Committee – Randy Cairns
 - Implementation of Bill 40
 - CSBA will be working with BCSTA on indigenous matters, re Whistler
 - We re-elected Diane George and George Nelson
- BCPSEA Board of Directors – Eve Flynn
 - Exciting year coming up
 - Local and Provincial tables are opening up

- BCPSEA did a great job with the conflict of interest issue (Terry Allen)
- The CLASS (Coordinated Legal Arbitration System) model is shifting and some serious conversations are coming; this negotiation umbrella was established as a more uniform bargaining effort to bring all those issues together; districts pay for it
- BCPSEA website has a page for formula

- PLC Metro Branch Liaison – Craig Woods
 - We are at Trustee Academy and we hope everyone will get value from it as we come together to learn, support growth and development; yesterday, the opportunity was to stay with your board and not have to choose a workshop
 - This time, we are focused on AI, truth, reconciliation and students voice
 - We'll have a meeting tomorrow to debrief
 - Send any feedback to Craig who is available anytime to chat

- BCSTA Board of Directors – Tracy Loffler
 - We circulated advocacy letter templates
 - As a post-election advocacy opportunity, the new Minister of Education and Child Care will meet by video with each board chair for 10 minutes
 - We have a new minister who knows the files
 - Please notify BCSTA if there are changes with the roles of chair and vice-chair at your board
 - PC coming up on Feb 22
 - Deadline for AGM extraordinary motions is Feb 12; deadline for AGM substantive motions is Feb 21; deadline for extraordinary motions from BoD and PC is March 25

5. New Business

- Meeting Schedule for Metro Branch is as follows:
- January 23 – virtual
- February 20 (Metro AGM) – in person in Coquitlam
- April 26 (BCSTA AGM) – in person
- May – virtual

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

- Coquitlam (Michal Thomas)
- CSF (Marie-Pierre Lavoie)
- **New Westminster (Danielle Connelly)**
- Surrey (Gary Tymoschuk)
- Vancouver (Victoria Jung)
- Langley (Charlie Fox)
- Richmond (Heather Larson)
- Burnaby (not in presence)
- Delta (Joe Muego)
- West Vancouver (Nicole Brown)
- North Vancouver (Linda Munro)

8. Adjourn Meeting.

Moved Linda Munro (North Vancouver)

Second Val Windsor (Delta)

Carried



**MINUTES OF THE
ADVISORY DESIGN PANEL**

**HELD IN CKF ROOM,
LANGLEY CITY HALL**

**WEDNESDAY, NOVEMBER 6, 2024
AT 7:00 PM**

- Present:** Councillor Paul Albrecht (Chair)
Councillor Mike Solyom (Co-Chair)
Mayor Nathan Pachal
Blair Arbuthnot
Jaswinder Gabri
Matt Hassett
Leslie Koole
Dammy Ogunseitan
Ritti Suvilai
- Absent:** Tony Osborn
Ella van Enter
- Staff:** C. Johannsen, Director of Development Services
K. Kenney, Corporate Officer
A. Metalnikov, Planner

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

1) AGENDA

Adoption of the November 6, 2024 agenda.

It was **MOVED** and **SECONDED**

THAT the agenda for the November 6, 2024 Advisory Design Panel be approved.

CARRIED

2) **MINUTES**

Adoption of minutes from the October 16, 2024 meeting.

It was MOVED and SECONDED

THAT the minutes of the October 16, 2024 Advisory Design Panel meeting be approved as circulated.

CARRIED

3) **DEVELOPMENT PER DP 06-23 BALCONY UPDATE**

Balcony update for a previously approved 6-storey apartment building at 19948 55A Avenue.

Carl Johannsen, Director of Development Services provided information on the development permit application:

- The development application had received rezoning and development permit approval and is at the building permit stage;
- The applicant has requested a variance to add lumon-style glazing treatment to the patios;
- This is considered a minor variance, which could be approved by the Director of Development Services; however, staff wish to ensure the Advisory Design Panel is informed of what is being proposed and is given the opportunity to provide input.

The applicant team entered the meeting:

- Francis Yau, Senior Architect, Andrew Cheung Architects Inc.
- David Liu, Technical Drafter, Andrew Cheung Architects Inc.
- Tim Chen, Owner
- Jason Yang, Senior Manager - Contract & Construction, Golden Glory Development Ltd

The applicant team advised that the change will enclose the balcony, permitting year round use of the space. Their PowerPoint presentation included the following:

- Photos of other buildings with lumon enclosed balcony;
- Enlarged balcony plan;
- Renderings of current patio design and proposed enclosed balcony;
- Ability to fully open panels;
- North elevation comparison of building with closed and open balcony;
- East elevation comparison;
- West elevation comparison;
- Render views - open balcony;
- Render views – proposed balcony.

The team further advised that:

- Other benefits of this change to the patio design include energy savings, extra noise buffering and greater privacy;
- This style of enclosed patio has been used for many years in Europe;
- The main purpose of this change is to differentiate their building from others in the same price range in order to be more competitive and attract younger buyers.

In response to a question from a Panel member, staff advised that the enclosed patio is not considered additional floorspace.

The applicant team responded to questions from Panel members regarding the following:

- Motivation for the change in patio design;
- Ability to clean the windows;
- Who is responsible for maintaining and cleaning the windows;
- Whether a heater could be installed in the space to allow for use as separate living space.

Panel members provided feedback on the following:

- Potential for owners to turn these spaces into living areas;
- Strata may have issue maintaining uniform look of the building if owners use enclosed patios as living spaces.

The applicant team left the meeting.

In response to a question from a Panel member, staff advised this requested change to the application does not need to come to Council for approval.

Further discussion ensued regarding:

- Having an outlet on the patio would likely be a fire code violation;
- Owners may find a way to heat these spaces even though a power outlet is not being installed on the patios.

**4) DEVELOPMENT PERMIT APPLICATION DP 07-24
ZONING BYLAW AMENDMENT APPLICATION RZ 06-24**

26-unit townhome development at 20815 45A Avenue & 4560-4580 208 Street.

Mr. Metalnikov spoke to the staff report dated October 25, 2024 providing information on the proposed development.

Staff responded to questions from Panel members regarding:

- The rationale for boundaries of the multi-unit residential use designation in the OCP for this area;
- Installation of traffic signal in the area;

- Anticipated undergrounding of power lines in the area and City requirement that developer put in conduit;
- Purpose of area located at the western most corner of the development;
- Feasibility of retaining tree if accessible parking space is relocated to another area;
- Parking requirements for the development;
- Parking analysis done to determine number of viable on-street parking spaces in the area near this development;
- Intention to install curb in front of development on 208 St;
- Configuration of tandem units.

The Applicant team entered the meeting:

Dennis Chan, Developer (Leone Homes)

Fred Adab, Architect (F. Adab Architects)

Azar Ahmadi, Architect (F. Adab Architects)

Yiwen Ruan, Landscape Architect (PMG Landscape Architects)

Mr. Adab provided a PowerPoint presentation on the proposed development, providing information on the following:

- Context map;
- Site Plan;
- Unit Mix;
- North to south rendering on 208 St.;
- Elevations;
- Exterior finishes and colour;
- Floor plans for each building;
- Building sections;
- Energy saving green measures;
- CPTED features.

Mr. Ruan highlighted information on the landscape plan, including trees and pavers.

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

- Have a clearer tree map, showing trees to be retained and trees to be removed;
- Ensuring the types of trees planted don't have large roots that will break up the sidewalk as they grow;
- Adding visual interest to north and south elevations of Building 3;
- Potential to have a door for guest entry adjacent to garages in Building 4;
- Providing more visual interest above garage doors;
- Making yard space design for units in building 4 less formal;
- Expanding accent paving in interior drive aisle and providing traffic calming features to protect children playing in that area, potentially through extended walkway crosswalks from Building 4;
- Trade-offs between larger backyards and pedestrian walkways for Building 4;
- Having doorbells on garage side of units in addition to front door side;

- Reviewing location of smoke alarm in kitchen to prevent false alarms;
- Having front yard fencing right up to sidewalk to dissuade dog owners from having their dogs do their business in front of units;
- Adding permeable pavers where possible.

The applicant team responded to questions from Panel members regarding the following:

- Types of trees to be planted;
- View from front doors facing east;
- Maximum tree height of trees on the property;
- Rationale for jog in sidewalk;
- Keypad entry to garages;
- Different building designs in the area;
- Placement of unit numbers on garage side of units;
- Hiring of an acoustic consultant;
- Type of fencing to be provided on the east side of the development;
- Size of bed that can be accommodated in the smallest room of each unit;
- Placement of balconies on the internal side in Building 2;
- Developer amenity contribution for park.

The applicant team left the meeting.

There was further discussion on the types of trees being retained and the importance of ensuring there is enough room between these trees and trees on private property to maintain verticality of the trees.

It was MOVED and SECONDED

THAT:

1. The ADP receive the staff report dated October 25, 2024 for information; and
2. The ADP recommends the applicant give further consideration to the following prior to the application proceeding to Council:
 - a. Provide a clearer tree plan (trees retained, removed, and added)
 - b. Review the tree species used in front yards to ensure they will not impact townhome foundations
 - c. Provide more design interest to end elevations and garage-level façades
 - d. Consider a more creative and less formal approach to the Building 4 yards
 - e. Expand accent paving within the internal lanes and review traffic calming measures (e.g. pathway crosswalks, elevated crosswalks/table)
 - f. Provide unit numbers and doorbells on garage side of blocks
 - g. Review kitchen and smoke alarm locations to prevent false alarms
 - h. Provide front yard fencing as close to the property line as possible
 - i. Incorporate additional permeable surfaces into the site as possible

CARRIED

Staff notes:

- Consider sidewalk design along 208 Street in terms of tree preservation and active transportation design
- Seek opportunities to plant more coniferous trees, and spec columnar trees for boulevard (noting overhead wires)

The Chair advised Panel members that a group photo would be taken of the Panel at the next meeting for display at the next volunteer appreciation banquet.

5) **NEXT MEETING**

December 4, 2024 (TBC).

6) **ADJOURNMENT**

It was MOVED and SECONDED

THAT the meeting adjourn at 8:24 pm.

CARRIED



ADVISORY DESIGN PANEL CHAIR



CORPORATE OFFICER



**MINUTES OF THE
ADVISORY DESIGN PANEL**

**HELD IN CKF ROOM,
LANGLEY CITY HALL**

**WEDNESDAY, DECEMBER 11, 2024
AT 7:03 PM**

- Present:** Councillor Paul Albrecht (Chair)
Councillor Mike Solyom (Co-Chair) (7:35 pm)
Mayor Nathan Pachal
Jaswinder Gabri
Matt Hassett
Leslie Koole
Tony Osborn
Ritti Suvilai
- Absent:** Blair Arbuthnot
Dammy Ogunseitan
Ella van Enter
- Staff:** C. Johannsen, Director of Development Services
K. Kenney, Corporate Officer
A. Metalnikov, Planner

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

1) AGENDA

Adoption of the December 11, 2024 agenda.

It was **MOVED** and **SECONDED**

THAT the agenda for the December 11, 2024 Advisory Design Panel be approved as amended to reorder the agenda to move Item 3 to the last item on the agenda.

CARRIED

2) **MINUTES**

Adoption of minutes from the November 6, 2024 meeting.

It was MOVED and SECONDED

THAT the minutes of the November 6, 2024 Advisory Design Panel meeting be approved as circulated.

CARRIED

3) **DEVELOPMENT PERMIT APPLICATION DP 15-23**
ZONING BYLAW AMENDMENT APPLICATION RZ 14-23

6-storey, 70-unit apartment development at 20239-20249 54A Avenue.

Mr. Metalnikov spoke to the staff report dated December 2, 2024 providing information on the proposed development.

Staff responded to questions from Panel members regarding:

- Whether there was a required minimum size for balconies;
- Whether the lane dedication completes the lane to allow access in all directions.

The Applicant team entered the meeting:

- Joe Varing, owner
- David Stoyko, landscape architect, David Stoyko Landscape Architect
- Manika Grover, architect, ParaMorph Architecture Inc.
- Aman Sandhu, architectural graduate, ParaMorph Architecture Inc.

Ms. Grover provided a PowerPoint presentation on the proposed development, providing information on the following:

- Project summary;
- Streetscapes;
- Site Plan;
- Shadow Study and circulation;
- Parkade LVL 1;
- Floor plan;
- Perspectives.

Mr. Stoyko highlighted information on the landscape plan, providing information on the following:

- Concept plan - ground level;
- Concept plan – roof level;
- Plant Palette.

The applicant team responded to questions from Panel members regarding the following:

- Grade difference between lane access and surface visitor parking;
- Use of privacy fencing to separate resident parking from visitor parking;
- Height of parkade to accommodate loading bay and garbage room;
- Provision of garbage staging area;
- Location of visitor parking spaces;
- Difference in size of two balconies;
- How sunlight reaches rooftop community garden plots;
- Height of trees on rooftop perimeter;
- Colour of landscaping in front;
- Provision of electrical outlets for e-bikes;
- Type of HVAC for units;
- Internal access to garbage room;
- EV plugs and pre-ducting for electric vehicles;
- Reflective roof treatment.

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

- Reconfiguring living spaces to face street;
- Enlarging balconies where possible;
- Reconfiguring bedrooms in corner unit in order to have two unit entries facing sidewalk;
- Reconfiguring roof adjacent to 2nd floor balcony;
- Doubling or tripling entry stair; lowering height of intermediate landing;
- Providing more direct access from accessible parking spaces to parkade elevator;
- Providing more creative delineation of various spaces on rooftop;
- Remove ensuite door in units that have two doors accessing bathroom;
- Reconfiguring bike storage and unit storage areas for better bike maneuverability;
- Having extra sound panel in units adjacent to amenity rooms;
- Creating more visual interest in back entrance with design of columns;

Councillor Solyom entered the meeting.

- Breaking up big pillar look of façade located on one side of building;
- Moving bike racks from street onto podium level; ensuring style of bike rack is practical and lockable;
- Providing some cover along walkway to Garbage Room;
- Equipping adaptable units with appliances that are reachable from a wheelchair and providing larger door widths in bathroom for wheelchair access;
- Putting heavy duty door on garbage room;
- Including a pergola on rooftop amenity space;

- Ensuring stairways and entrances are well lit;
- Using Canada Post recommended hardware for postal service;
- Breaking up brightness on the posts at rear entrance with partial brick.

The applicant team left the meeting.

It was MOVED and SECONDED
THAT:

The ADP receive the staff report dated December 2, 2024 for information; and
The ADP recommends the applicant give further consideration to the following
prior to the application proceeding to Council:

- a. Explore configuring all surface parking spaces to be accessed from the internal aisle;
- b. Enlarge balconies where possible;
- c. Consider reconfiguring unit floor plans to face common areas (i.e. living rooms) to the front lot line vs. the side lot line (e.g. southwest corner units);
- d. Provide more design interest to the garbage building, especially to its roof (e.g. relationship to adjacent 2nd floor balcony);
- e. Consider the feasibility of widening the exterior stairway to the main entrance;
- f. Review the configuration of the parkade elevator vestibule to improve access from accessible parking spaces;
- g. Provide more delineation between different activity areas on the rooftop patio, including adding an overhead shade structure and considering a barbecue area;
- h. Review usability of two-doored washrooms in 2-bedroom units;
- i. Look for opportunities to make the bicycle and storage rooms more efficient, to create more storage rooms and/or improve bicycle maneuverability;
- j. Consider additional sound attenuation between amenity rooms and adjacent units;
- k. Review the rear entrance area for design interest and contrast (e.g. brick column treatment);
- l. Break up and add more variety to the façade of the west-facing wall near the northwest corner;
- m. Raise the front visitor bike rack onto the podium level and ensure the rack model is convenient and secure;
- n. Explore weather protection over the rear path to the lane;
- o. Use a heavy-duty door into the garbage building;

- p. Reconfigure the garbage room to provide access from within the aisle;
- q. Ensure adequate lighting at entrances and stairways;
- r. Incorporate Canada Post-recommended hardware;
- s. Confirm that the adaptable units have adequate door widths and include side-by-side washers/dryers where possible.

CARRIED

4) **NEXT MEETING**

Depending on availability of members, staff proposed having two meetings in January on the 15th and 29th.

5) **PANEL MEMBERSHIP PHOTO**

Photo was taken.

6) **ADJOURNMENT**

It was MOVED and SECONDED

THAT the meeting adjourn at 7:56 pm.

CARRIED



ADVISORY DESIGN PANEL CHAIR



CORPORATE OFFICER



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

Wednesday, October 30, 2024 at 1:30pm
Township of Langley Civic Facility
Salmon River Room



MINUTES

Present:

School District No. 35:

Trustee Candy Ashdown
Trustee Sarb Rai
Trustee Joel Neufeld
Brian Iseli, Secretary Treasurer
Mal Gill, Superintendent

Township of Langley:

Councillor Tim Baillie (Chair)
Councillor Steve Ferguson
Mayor Eric Woodard
Chan Kooner, Acting Chief Administrative Officer
Jason Winslade, General Manager, Administration, Facility and Corporate Projects
Corene Quin, Recording Secretary

A. APPROVAL AND RECEIPT OF AGENDA ITEMS

**1. Joint School District No. 35 Municipal Liaison Committee
October 30, 2024**

Moved by Trustee Neufeld,
Seconded by Trustee Rai,
That the Joint School District No. 35 Municipal Liaison Committee adopt the
agenda, as amended, and receive the agenda items of the October 30, 2024
meeting.

CARRIED

B. ADOPTION OF MINUTES

**1. Joint School District No. 35 Municipal Liaison Committee
June 19, 2024**

Moved by Trustee Rai,
Seconded by Trustee Neufeld,
That the Joint School District No. 35 Municipal Liaison Committee adopt the
minutes of the June 19, 2024 meeting.

CARRIED

C. PRESENTATIONS

D. ITEMS FOR DISCUSSION

1. Smith Secondary and Middle School

Trustee Neufeld reported on the purchase agreement of land for a future road on 76 Avenue, from 210 - 212 Street. Discussions ensued regarding the large costs associated with design and construction of the road. Suggestions were for School District staff and Township staff acquire more information. A significant more work needs to be done for the School District to meet their target.

Brian Iseli and Chan Kooner explained that the purchase agreement between SD35 and the Township of Langley of the multi-school property included agreement to build the road in front of the school to Township standards by January 2027. Chan Kooner further explained that Staff have a current resolution and direction from Council to build 76 Avenue up to 210 Street, but they do not have a resolution/direction or drawings in relation to 210 - 212 street or the road in front of the school.

2. Parking

Trustee Neufeld reported parking concerns at Alex Hope Elementary, RC Garnett Demonstration Elementary and James Kennedy Elementary. DPAC and parents have concerns of parking bylaw infractions due to dropping off and picking up students. Discussions ensued and suggestions to work towards more proactive solutions.

3. Naming of Schools

Brian Iseli reported that the School District was accepting submissions from the public for the name of the future elementary school in the NE Latimer area. October 28, 2024 was submissions close date. The School District Board In-camera meeting will review submissions in November and announce at December's board meeting.

Chan Kooner requested an update of the School District's process of naming schools. He further requested that the School Board also forward a letter to Mayor and Council when accepting submissions for naming of schools.

D. ITEMS FOR DISCUSSION

4. Brookwood School Acquisitions

Discussions ensued regarding property acquisitions for future schools in Brookwood. Suggestions were for School District staff and Township staff acquire more information and discuss further at next meeting.

- Brookwood will be developed differently from Willoughby
- Brookwood will have its challenges with utilities/roadworks, etc.
- How to secure land for schools
- Developers should not be held back with an 'unknown'
- Consider a response template letter to Developers
- SD and TOL combined letter, addressing a priority of concern to the new Minister of Education and Child Care

5. Willoughby School Acquisitions

School District reported that it had requested from the Ministry in their Five Year Capital Plan submission, a \$15 million for a modular for additional space for Willoughby Elementary.

6. School Gardens

Councillor Baillie suggested the idea of school garden programs, using a small garden space outside, and even container gardening. The School District reported that they work with LEPS, who spearhead many initiatives, such as demonstration garden, community gardens and the PACS.

7. Skateboard Park

Councillor Baillie requested the property status of the skateboard park, on 203 Street, between 62 – 64 Avenue. He further suggested, and asked, if this property could be used for a proposed project for the unhoused, as the skate park is never used by skateboarders.

8. Betty Gilbert Expansion

Discussions ensued regarding Aldergrove Athletic Park / Betty Gilbert Middle School with limited options for expansion and the use of the northeast gravel lot.

E. OTHER BUSINESS

1. Next Meeting Date

It was recommended that the next meeting date be scheduled for January 22, 2025.

F. NEXT MEETING

Date: January 22, 2025
Location: School Board Office
Time: 1:30pm to 3:30pm

G. TERMINATE

Moved by Councillor Ferguson,
Seconded by Trustee Neufeld,
The Joint School District No. 35 Municipal Liaison Committee meeting
terminate at 2:45pm.

CARRIED

CERTIFIED TRUE AND CORRECT:

Co-Chair

Co-Chair



RECREATION, CULTURE, AND PARKS ADVISORY COMMITTEE

November 13, 2024 at 7:00pm
Salmon River Committee Room
4th Floor, 20338-65 Avenue, Langley, BC

MINUTES

Present:

E. Barbour, S. Cook D. Kang, G. Sarhan, and T. Taylor

Staff:

A. Arboleda, Education Programs Curator, Recreation, Arts, and Culture
K. Young, Deputy Director, Recreation, Arts, and Culture
K. Stepto, Recording Secretary

Election of the Co-Chair

As there were no Co-Chairs who could to attend the meeting, T. Taylor volunteered to step in as Community Co-Chair.

MOTION

Moved by S. Cook,

Seconded by D. Kang,

That T. Taylor be appointed as the Community Co-Chair for the November 13, 2024 Recreation, Culture, and Parks Advisory Committee meeting.

CARRIED

ACKNOWLEDGEMENT OF THE TRADITIONAL TERRITORIES OF THE COAST SALISH PEOPLES

T. Taylor acknowledged the Traditional Territories of the Coast Salish Peoples.

A. APPROVAL AND RECEIPT OF AGENDA ITEMS

1. Recreation, Culture, and Parks Advisory Committee – November 13, 2024

Moved by D. Kang,

Seconded by E. Barbour,

That the Recreation, Culture, and Parks Advisory Committee approve the agenda and receive the agenda items of the November 13, 2024 meeting.

CARRIED

B. ADOPTION OF MINUTES

1. Recreation, Culture, and Parks Advisory Committee – September 11, 2024

Moved by G. Sarhan,
Seconded by S. Cook,
That the Recreation, Culture, and Parks Advisory Committee adopt the Minutes of the September 11, 2024 meeting.
CARRIED

2. Recreation, Culture, and Parks Advisory Committee – October 9, 2024

Moved by S. Cook,
Seconded by E. Barbour,
That the Recreation, Culture, and Parks Advisory Committee receive the Notes of the October 9, 2024 meeting.
CARRIED

C. DELEGATIONS AND PRESENTATIONS

1. Cultural Programs Update

A. Arboleda, Education Programs Curator, provided a presentation regarding a year in review and future goals at the Museum. The following information was provided:

Collection Prep:

- Staff, docents and volunteers have been working in preparation for moving the Township's collection from the Langley Centennial Museum to salishan Place by the River.
- 450+ items have been added to the collections database.
- 800+ boxes have been packed.
- 16,299+ items condition reported and prepared for the move.

2023/24 Arts and Culture highlights:

- Pop'd Arts – pop-up art exhibition at the Riverside room showcasing local artists.
- Indigenous public art with Kwantlen's Spring Salmon Studio at the Willoughby Community Plaza at LEC.
- Music on the Plaza – busker-style performing art activations at the pedestrian plaza on Glover Road in Fort Langley. Overwhelming support from the public for this program in Fort Langley and other public plaza spaces in the Township.
- In 2024, staff worked with artists from the four First Nations in Langley for design elements to be featured at salishan Place by the River.

Future Programs at salishan Place by the River:

- An exciting programming plan has been developed to captivate and inspire a diverse audience while serving the community. The content is meant to be both informative and interactive.
- All Age/Family Programs

C. DELEGATIONS AND PRESENTATIONS

- K-12 School Programs
- Instructor-led Programs
- Summer Children's Camps
- Rentable Kits
- Artists in Residence Programs

D. REPORTS

1. Co-Chairperson's Report

T. Taylor reported that he attended the LEC 2040 Open House and suggested that staff could provide a presentation to the committee in the new year to present the plans to the new committee.

E. CORRESPONDENCE

F. WORK PROGRAM

G. COUNCIL REFERRALS

H. OTHER BUSINESS AND ITEMS FOR INFORMATION

I. NEXT MEETING

Date: December 11, 2024
Location: Salmon River Committee Room
4th Floor, 20338-65 Avenue, Langley, BC
Time: 7:00pm

J. TERMINATE

Moved by D. Kang,
Seconded by S. Cook,
That the meeting terminate at 7:40pm.
CARRIED

CERTIFIED CORRECT:

Community Representative Co-Chair

Council Representative Co-Chair

STAFF REPORT

DATE: January 28, 2025

TO: Board of Education

FROM: Mal Gill, Superintendent of Schools

RESOURCE: Woody Bradford, Deputy Superintendent
George Kozlovic, Director of Instruction

SUBJECT: Board/Authority-Authorized Courses

BACKGROUND:

All Board/Authority-Authorized (BAA) Courses were required to be revised to align with the Ministry of Education's re-designed curriculum reflecting the Ministry's Know-Do-Understand curriculum design by July 1, 2019. Boards/Authorities have retired any BAA course not meeting requirements.

New and revised BAA courses may overlap Big Ideas and Curricular Competencies of provincial curricula but cannot significantly overlap Content. Periodic review of BAA courses will be required, moving forward.

The following course outlines are attached for the Board's approval:

- BAA Mobile App Development 12
- BAA Employment Law 12
- BAA Creative Writing Explorations 10
- BAA Photography Major B: Thematic Visual Inquiry 10
- BAA Music Major B 10
- BAA Drama Major B 10
- BAA Filmmaking Level 2 (Intermediate) 10



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #35 (Langley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): #352
Developed by: Michael Goldsack, Victoria Lindgren-Streicher, Jim Cartlidge	Date Developed: December 2024
School Name: Brookwood Secondary School	Principal's Name: Lisa Ellis
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Mobile App Development	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required:

Hardware:

Processor

- iMac desktop or MacBook laptop with Apple silicon (M1 or later)
- Intel-based Mac with a 4th generation Intel Core processor or later (minimum recommendation: i5 or better)

Memory (RAM)

- Minimum: 8GB
- Recommended: 16GB or more (especially for multitasking or working with complex projects)

Storage

- Minimum: 50GB of free disk space

Software:

- MacOS Ventura 13.0 or later
- XCode 14.2 or newer
- Keynote for MacOS
- Pages for MacOS

Course Synopsis:

Mobile App Development 12 is an immersive and industry-aligned exploration of the mobile app development process, combining technical skills, creativity, and entrepreneurial thinking. Based on the {developthefuture} program from the Career Education Council, this course emphasizes advanced computer science principles, user-centred design, and real-world applications. Students use professional tools like XCode and programming languages such as Swift to develop functional, visually appealing, and purpose-driven mobile apps. Through workshops, collaborative projects, and hands-on practice, they will master UI/UX design, branding, business marketing, and app functionality, all while being supported by mentors from the local technology industry. The course culminates in students delivering a 3-minute business pitch, presenting their app ideas to peers and industry experts while gaining valuable feedback and real-world insights. With connections to careers, industry trends, and post-secondary pathways in technology, this course equips students with the skills and confidence to become innovators in the digital age.

Goals and Rationale:

Students will gain a hands-on mobile app development experience from start to finish, including instructional focus on computer science, design, branding and marketing, and business components, all while being supported by industry mentors. They will:

- Develop foundational skills to become proficient with the Xcode platform and SwiftUI
- Move through the design thinking process to conceive and create a working Xcode prototype for an original mobile app idea
- Work collaboratively with a technical mentor from the technology industry
- Develop relevant career and entrepreneurial skills such as business branding, marketing, planning, and developing a pitch for their app
- Move through reiterative feedback processes to improve the UI/UX of their app and business pitch

Aboriginal Worldviews and Perspectives:

The following are based on course links to the First Peoples' Principles of Knowing:

- 1. Connectedness and relationship:** Students explore the interconnectedness between app design, its purpose, and the experiences of the communities that their idea would serve.

- 2. Consequences of one's actions:** Students consider ethical implications in technological and UI/UX development, such as data privacy, inclusivity, accessibility, and environmental impact.
- 3. Emphasis on identity:** Students reflect on their own values, cultural backgrounds, and personal experiences to inform the purpose and design of their apps, all while creating an authentic identifying brand for their idea.
- 4. Story:** Students incorporate storytelling as a foundational component in their app concepts and business pitches to connect with their target audience for their app in a meaningful way.
- 5. Generational roles & responsibilities:** Students engage in creation of technologies that support future generations and strengthen their communities.
- 6. Development of self-determination and sense of agency:** Throughout the course, students develop the skills and confidence to create mobile apps that address real-world challenges and align with their vision for the future.
- 7. Learning as a journey that involves patience and time:** The iterative process of app development moves through cycles of creation, testing, and refinement over time.
- 8. Learning supports self and others:** Students are tasked with designing mobile app solutions that contribute positively to the well-being of their communities.

Community Partnerships:

This course is supported by the Career Education Council (CEC), a Canadian non-profit organization, which supported the {developthefuture} program through the Programming 11/12 course in at Brookwood Secondary School in the 2023-2024 and 2024-2025 school years. The CEC will continue to be involved with the program, supporting the teacher with resourcing and instructional support, coordinating supplemental workshops and/or guest speakers, and aligning technical mentors from the industry to support students through the app development process.

BIG IDEAS

Empathy-driven design as the foundation of mobile app development can positively impact communities

Computational thinking enhances problem-solving skills that enable bringing creative ideas to life through code

User interface (UI) design shapes the user experience (UX)

App development and entrepreneurship are deeply integrated

Building an app is an iterative process of prototyping, testing, and refining to achieve a polished product

Real-world and industry connections empower future career decision-making

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

Applied Design

Understanding Context

- Conduct **user-centred research** to understand opportunities and barriers for mobile app development

Define

- Identify potential users, intended impact, and possible unintended negative consequences for a mobile app design opportunity
- Make decisions about premises and **constraints** in regards to functionality

Ideate

- Identify and analyze gaps to explore possibilities for innovation
- Take creative risks

Content

Students are expected to know the following:

Mobile App Design

- Designing mobile apps for specific purposes to a **targeted audience**
- User **accessibility** and **inclusivity**
- **Ethical and sustainable mobile app design practices**
- Designing **effective user interface (UI) layouts** and features to maximize a **positive user experience (UX)**

Mobile App Programming

- **Foundational programming concepts**
- **Prototyping and iterative development**
- **Debugging and problem-solving**

Ideate, continued

- Generate ideas and enhance others' ideas to create a range of possibilities, and prioritize the possibilities for prototyping
- Critically analyze how competing social, ethical, and sustainability factors impact designed solutions to meet global needs for preferred futures

Prototype

- Identify, critique, and use a variety of **sources of inspiration** and **information**
- Choose appropriate device features, software features, and level of detail specific to chosen mobile app solution
- Integrate accessibility and usability features that are inclusive of the target audience
- Analyze the design for the life cycle of the mobile app and evaluate its impact on users socially, ethically, and environmentally
- Construct prototypes, making changes to tools, procedures, and functionality as needed, based on feedback from instructors and industry mentors
- Record and reflect on **iterations** of prototyping

Test

- Obtain, evaluate, and apply **critical feedback from multiple sources** on a reiterative basis, both initially and over time
- Develop an appropriate test of the prototype
- Based on feedback received and evaluated, make changes to mobile app wireframe as needed

Making

- Identify tools and technologies, processes, cost implications, and time needed for development and implementation
- Use **project management processes** when working individually or collaboratively to coordinate mobile app development

Share

- **Share** progress to increase opportunities for feedback, collaboration, and, if applicable, mobile app business marketing

Career & Industry Professionalism

- **Long-term project management**
- **Mobile app branding, business marketing and visual identity**
- **Presentation skills**
- **Mentoring relationship with an industry professional**
- **Industry and career pathway awareness**

Share, continued

- Decide on how and with whom to share or promote their mobile app product or service, their creativity, and their **intellectual property**
- Critically reflect on their design thinking and processes, and identify new design goals, including how they or others might build on their concept
- Critically evaluate their ability to work effectively, both individually and/or collaboratively

Applied Skills

- Evaluate safety issues for themselves and users in both physical and digital environments
- Identify and critically assess skills needed related to the project(s) or design interests, and develop specific plans to learn or refine skills over time
- Build problem-solving skills by evaluating and identifying new solutions for app design issues that arise
- Give and receive specific constructive feedback and refine app designs as needed
- Develop industry-level networking and outreach skills, such as with industry mentors, experts, organizations, community members, or mobile app users
- Present an articulate mobile app business pitch with appropriate presentation tools and strategies

Applied Technologies

- Explore existing, new, and emerging tools, **technologies**, and systems and evaluate their suitability for app design and development interests
- Analyze the role and personal, interpersonal, social, and environmental impacts of mobile app technologies in societal change
- Examine how cultural beliefs, values, and ethical positions affect the development and use of mobile app technologies on a national and global level

Career-Life Connections

- Analyze internal and external factors to inform personal **career-life choices** for post-graduation planning
- Assess personal transferable skills, and identify strengths and those skills that require further refinement

Interact

- Collaborate with a **mentor** to inform career-life development and exploration
- Create and critique personal and public profiles for self-advocacy and marketing purposes
- Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple **career-life contexts**

Experience

- Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking
- Identify and apply preferred approaches to learning for ongoing career-life development and self-advocacy
- Engage in, reflect on, and evaluate **career-life exploration**

Share

- Reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey
- Design, assemble, and present a capstone project, their mobile app concept and business pitch

Big Ideas – Elaborations

1. Big Idea: Empathy-driven design as the foundation of mobile app development can positively impact communities

2. Why It Matters: Empathy-driven design encourages students to engage in critical and compassionate thinking in order to understand the importance of user-centric technological solutions.

2. Big Idea: Computational thinking enhances problem-solving skills that enable bringing creative ideas to life through code

Why It Matters: Understanding computational thinking strategies helps students to build foundational technology development skills while fostering innovation.

3. Big Idea: User interface (UI) design shapes the user experience (UX)

Why It Matters: Through prototyping, testing, and refining, students can understand the impact that UI design decisions have on the end-user experience.

4. Big Idea: App development and entrepreneurship are deeply integrated

Why It Matters: Original mobile app ideas are a natural fit with the development of entrepreneurial skills - they're products that require vision, marketing, and a business mindset in order to succeed.

5. Big Idea: Building an app is an iterative process of prototyping, testing, and refining to achieve a polished product

Why It Matters: Students build resilience, adaptability, and the importance of giving and receiving constructive feedback.

6. Big Idea: Real-world and industry connections empower future career decision-making

Why It Matters: Opportunities to connect to real industry experts and workers allow students to explore career pathways they may not have otherwise considered.

Curricular Competencies – Elaborations

Applied Design

- **user-centred research:** research done directly with potential users to understand needs and requirements
- **constraints:** limiting factors such as available technology, expense, environmental impact, copyright, etc.
- **sources of inspiration:** may include aesthetic experiences; exploration of First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users, experts, and thought leaders
- **iterations:** repetitions of a process with the aim of approaching a desired result
- **critical feedback from multiple sources:** may include peers, instructors, mentors, community members, or Indigenous community experts
- **project management processes:** setting goals, planning, organizing, constructing, monitoring, and leading during execution
- **share:** may include showing to others in formal and informal settings, or marketing their idea
- **intellectual property:** creations of the intellect such as works of art, invention, discoveries, design ideas to which one has the legal rights of ownership

Applied Technology

- **technologies:** tools that extend human capabilities

Curricular Competencies – Elaborations

Career Life Connections

- **career-life choices:** may include consideration of passions, preferences, strengths, education/work opportunities, well-being
- **mentor:** The role of a mentor is often performed by the Career-Life Connections educator. Mentors play an important role in helping students with career-life development, including planning, decision making, providing exposure to possibilities, and finding emerging opportunities.
- **career-life contexts:** social groups, school community, local community, post-secondary communities, cultural communities, workplace, digital spaces
- **career-life exploration:** social groups, school community, local community, post-secondary communities, cultural communities, workplace, digital spaces

Content – Elaborations

Mobile App Design

- **Targeted audience:** a group of people that have similar identifying characteristics for whom a mobile app is designed for specifically
- **Accessibility:** Designing for inclusivity, such as considering color contrast ratios, screen reader compatibility, and touch targets
- **Inclusivity:** Considering and designing mobile app elements in an attempt to include possible users across a range of identities
- **Ethical and sustainable mobile app design practices:**
 - Sustainable: Considering the environmental impact of app features (e.g., data usage, battery drain)
 - Ethical: Respecting user privacy, inclusivity, and transparency in app design and data handling
 - Content sourcing: Using appropriately licensed content (e.g., Creative Commons, public domain, or original assets) to avoid copyright infringement
- **Designing effective user interface (UI) layouts and features to maximize a positive user experience (UX):**
 - Design frameworks: Understanding the difference between low-fidelity wireframes and high-fidelity prototypes and their uses in the design process
 - Color theory in digital design: Exploring RGB and hex colour models for creating accessible, visually appealing UI elements
 - Typography: Selecting fonts and typefaces that enhance readability and brand identity
 - UI patterns: Standard navigation elements like tab bars, buttons, and scrollable lists, and how to customize them

Mobile App Programming

- **Foundational programming concepts:**
 - Swift language features: Using Swift syntax such as variables, loops, conditionals, functions to effectively program mobile apps and their features
 - Data management: Basics of UserDefaults for managing app data

Mobile App Programming, continued

• **Prototyping and iterative development**

- Testing frameworks: Employing unit testing and interface testing to ensure app functionality
- Deployment: Understanding the process of exporting, signing, and submitting an app to the App Store or other platforms

- **Debugging and problem-solving:** Identifying and resolving runtime errors, logic flaws, and UI inconsistencies using Xcode tools

Career & Industry Professionalism

- **Long-term project management:** taking an idea, creating a plan (including timeline and resources), putting the plan into action, and reflecting on the process
- **Mobile app branding, business marketing and visual identity:** Creating app icons, splash screens, and logos that align with app identity and branding goals
- **Presentation skills:** Professional presentation crafting, audience awareness, poise, delivery, and create visually engaging and relevant slidedecks
- **Mentoring relationship with an industry expert:** building a mentorship relationship with someone immersed in the technology industry provides opportunities for more meaningful feedback that is grounded in the latest approaches and philosophies in the field
- **Industry and career pathway awareness:** understanding that there is more than one career pathway in the technology field (I.e. engineering, design, marketing, customer experience, etc)

Recommended Instructional Components:

- Direct teacher instruction and learning activity facilitation
- Virtual instruction via guest speakers
- Multi-media instruction
- Industry mentorship through app development process
- Application and assessment of strategies and skills in related subject areas
- Student handouts (digital)
- Programming playgrounds
- Student learner profile development (facilitated and scaffolded through meaningful and iterative feedback loops)
- Self-assessments
- Self-directed assignments and project management with clear milestones

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Students will have clear performance targets that outline what students should be able to do and know throughout different phases of the course. They will be supported through the use of balanced, differentiated assessment that allows for personalized adjustments throughout the process. Assessment will happen on a continuous basis throughout the mobile app development process and involve the student, the mentor and the teacher. Assessment will be based on the following Principles of Quality Assessment:

- *peer, teacher, and community member feedback*
 - App idea proposal - the initial pitch of the app idea; allows instructor and/or peers to ask questions and probe to push the idea further and make considerations toward deeper purpose, a target audience, and features that would bring their idea to life
 - Mid-semester check-in - a midterm checkpoint that has students sharing a “first draft” version of their app pitch; allows peers and instructors to provide clear and actionable feedback on how to improve their app design and their presentation
 - Final celebration event - a culminating event where students will have an opportunity to formally share their 3-minute app idea and business pitch; students receive feedback from a panel of judges from the technology industry who look to elevate the student experience, noting significant contributions and providing pathways for improvement
- *self-reflection*
 - Following the major milestones above, students will have opportunities to review the feedback provided and make a plan for improving their final product
 - Students will be taught effective strategies to reflect on their app design choices and presentation skills
 - Programming elements often contain immediate self-reflection and problem solving skill-building opportunities - if something is not coded right, it won't work!
- *mentor feedback*
 - Students will be paired with an industry mentor throughout the course who can give 1:1 support and trainings from a technical standpoint, as students work to build a working Xcode prototype of their app idea

Learning Resources:

- Apple Developer swiftUI tutorials: <https://developer.apple.com/tutorials/develop-in-swift>
- Swift Pathways: <https://developer.apple.com/swift/pathway/>
- Xcode Information: <https://developer.apple.com/xcode/?cid=ht-xcode>
- Link to Career Education Council {developthefuture} project scope and sequence: [AppDev 2024-2025_DevelopTheFuture.numbers-BC Mac \(Xcode\) SD 35 Overview.pdf](#)
- CEC website <https://www.careereducationcouncil.ca/developthefuture>
- CEC and Industry mentors: <https://www.careereducationcouncil.ca/developthefuture-mentors>

Additional Information:

- This course was developed by Victoria Lindgren-Streicher (SD35 Instructional Services), Noah Carpenter (Career Education Council), Michael Goldsack (Brookwood Secondary Programming 11/12 teacher who piloted the {developthefuture} project), and Jim Cartlidge (Brookwood Secondary Teacher Librarian), in consultation with Kathryn D'Angelo (retired Associate Superintendent, SD38).
- This course blends a number of components from ADST, Career, and Programming courses into a unique, project-based and immersive learning experience that provides a number of opportunities for students to connect with technology industry professionals.
- This course will be taught in a computer lab with access to a minimum of 1 Mac desktop or laptop computer per student.
- Industry mentors are currently accessed via the Career Education Council.
- There will be one field trip associated with this course which is the final app showcase at the end of the semester, which brings together students from BC schools who've participated in the {developthefuture} project.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Langley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD35
Developed by: Peter Curson	Date Developed: 01 October 2024
School Name: Walnut Grove Secondary	Principal's Name: Mr. Jeremy Lyndon
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Employment Law 12 (TRAX: YBMO 12)	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

- Grade 11 or 12

Special Training, Facilities or Equipment Required:

Teacher should have a firm understanding of Canadian law, including Federal and British Columbian employment law.

Course Synopsis:

Employment Law 12 is a practical course with a focus on actionable skills, legal reasoning, critical thinking, and decision-making. The course is designed to teach future entrepreneurs, managers, and employees their rights and responsibilities in their current/future employment, prepare students for possible legal employment issues, and develop their skills for legal dispute resolution.

Goals and Rationale:

Employment Law 12 (EL12) is designed to provide students with tangible and actionable knowledge and skills that will be of use as soon as they become entrepreneurs or join the workforce, whether in the private or public sector, union or non-union settings. Not only will they develop an appreciation for legal knowledge and understanding but will also learn the importance of knowing their legal rights and responsibilities so that they can protect and enforce their legal interests in the future.

EL12 is a course that students of all interests will find useful, whether they seek to start a business and hire their own employees, study law in the future, or simply for any student who will at one time be employed.

Many students are often employed while enrolled in secondary school. This course will provide relevant and actionable knowledge that can both guide and protect them during their employment relationships. This course will also be of great benefit to students who seek full-time employment after graduation instead of post-secondary education.

EL12 offers the opportunity to dive deeper into topics that may arise in earlier Career Education courses, thereby enhancing knowledge and understanding around employment and the laws that govern it.

Goals:

- Establish an understanding of Canadian legal systems and procedures
- Develop awareness and insight on common legal employment issues
- Develop the knowledge and critical thinking skills to value and protect one's legal rights in an employment setting
- Develop the knowledge and skills to pursue dispute resolution and legal action relating to employment law issues
- Stimulate an interest in entrepreneurship and/or law, and foster the importance of knowing one's legal rights

Aboriginal Worldviews and Perspectives:

Connectedness and Relationship: students will relate their learning to their current or future employment relationships; students may relate their learning to their families or communities regarding prior or common employment relationship situations.

Awareness of History: students will become aware of the history of Canadian law and legal processes, as well as the advancements made over time up to current date.

Local Focus: students will be introduced to past and modern employment law cases from their local community and surrounding area, as well as British Columbia and Canada as a whole.

Emphasis on Identity: students will be able to shape their learning in relation to their own experiences and goals in employment; students will understand how their cultural backgrounds, places of origin, ancestry, and other identity markers may affect their employment and how to protect their identity from discrimination

The Power of Story: students will have the opportunity to share their own stories relating to employment relationships and issues; students will be able to memorize, internalize, and present legal stories and cases for their own learning and the learning of others.

Experiential Learning: students will practice self-advocacy in an employment setting, practice protecting their rights in a legal dispute such as a court or tribunal, and practice communication and negotiation skills in an alternative dispute resolution setting.

BIG IDEAS

Understanding legal rights and responsibilities allows citizens to participate more fully in society.

Laws can maintain the status quo and can also be a force for change.

A society's laws and legal framework affect many aspects of people's daily lives.

Laws are interpreted, and these interpretations may evolve over time as a society's values and worldviews change.

Understanding personal characteristics is key to understanding personal legal issues

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> ◆ Conduct stakeholder-centered research to understand opportunities and barriers ◆ Establish a point of view for a chosen opportunity ◆ Identify potential stakeholders, intended impact, and possible unintended negative consequences ◆ Make decisions about premises and constraints that define business and legal situations ◆ Use inquiry processes and skills to ask questions; gather, interpret, and analyze legal concepts, issues, and procedures; and communicate findings and decisions ◆ Assess and compare the significance and impact of legal systems or codes ◆ Analyze continuities and changes in legal systems or codes across jurisdictions ◆ Assess the development and impact of legal systems or codes ◆ Make reasoned ethical judgments about legal systems or codes ◆ Make reasoned ethical judgments about controversial decisions, legislation, or policy 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ◆ the Constitution of Canada and the Canadian Charter of Rights and Freedoms ◆ structures and powers of the federal and provincial governments ◆ structures and powers of the federal and provincial courts and administrative tribunals ◆ business structures ◆ key areas of employment law ◆ key areas of labour law ◆ occupational health and safety regulations and procedures ◆ employment law concerning Indigenous peoples ◆ avenues for legal dispute resolution ◆ litigation procedure

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Curricular Competencies – Elaborations

legal concepts, issues, and procedures: resolving legal issues in varying employment law situations (discrimination, employment standards, contract, etc.); investigate and research legal resources; research alternative methods and strategies to resolve conflicts before they become legal issues; assess different types of evidence and how to determine bias, reliability, and relevance in a source of evidence; conduct a mock trial or debate to judge a legal case or issue

legal systems or codes: Assess the significance of the Constitution Act, 1982, and the Canadian Charter of Rights and Freedoms to human rights in Canadian employment; assess the impact that a law, court decision, or legal principle has on legal structures and/or the lives of citizens, assess the impact of social and/or political forces on the development of law.

jurisdictions: federal vs provincial, public vs private; BC Employment Standards Act vs Canada Labour Code, BC Human Rights Code vs Canadian Human Rights Act, etc.

ethical judgments about controversial decisions, legislation, or policy: Consider the interactions between various sides in trials and other legal disputes; Assess cases in which the legal system has made rulings on human rights, and evaluate the extent to which these decisions advanced or infringed on the rights of those affected

Content – Elaborations

structures and powers of the federal and provincial governments:

- branches of government
- division of powers between federal and provincial governments

structures and powers of the federal and provincial courts and administrative tribunals:

- provincial and federal courts and tribunal
- the Supreme Court of Canada
- trial and appeal courts
- case and common law

business structures:

- sole proprietorships
- partnerships (general, limited, limited liability)
- corporations

employment law:

- discrimination
- employment standards
- privacy
- hiring
- termination
- contracts
- intellectual property

labour law:

- unions
- collective agreements
- strikes and lockouts

occupational health and safety:

- OHS Regulation
- Workers Compensation Act
- WorkSafe BC
- OHS rights and responsibilities
- bullying & harassment

employment law concerning Indigenous peoples:

- Indigenous employees may be subject or entitled to different employment laws, including band administration and on-reserve work
- Indigenous employees may have different experiences in the workplace, including hiring, termination, etc.

avenues:

- provincial courts (BC Provincial Court, BC Supreme Court, BC Court of Appeal)
- provincial tribunals (BC Civil Resolution Tribunal, BC Human Rights Tribunal, BC Labour Relations Board)
- federal courts (Federal Court, Federal Court of Appeal)
- The Supreme Court of Canada
- alternative dispute resolution (mediation, arbitration, etc.)

litigation procedure:

- pleadings, discovery, trial preparation, trial, post-trial
- trials vs settlements

Recommended Instructional Components:

- Direct teacher instruction
- Integration of project-based learning and inquiry-based learning
- Practice forms, applications, and contracts
- Mock pleadings, discovery, trials
- Mock mediation and arbitration
- Peer teaching
- Peer and self-assessments
- Reflective writing to connect learning to the self and personal experiences
- Support and/or IEP program objectives and strategies
- Include guest speakers for expertise, know-how, testimony, and story (lawyers, lawmakers, employers, community and Indigenous representatives)

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Formative Assessments:

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

The students will answer the following questions in an ongoing basis:

- What am I learning?
- Why is it important?
- How am I doing?
- How do I know?
- What do I do when I have learned it?
- What are my next steps?

The teacher will:

- clarify learning intentions
- generate and provide clear success criteria in student-friendly language
- frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- provide ongoing feedback
- provide opportunities for ongoing self and peer assessment

Summative Assessment:

Students will complete performance-based tasks connected to curricular competencies and content. The evidence gathered will be used to communicate student learning and provide evaluative feedback.

Examples include:

- Individual and group work
- Written case briefs, research reports, and reflections
- Oral presentations
- Case studies and scenarios
- Mock pleadings, discovery, trials
- Mock mediation and arbitration
- Quizzes and exams

Learning Resources:

Any legislation that may be taught (The Constitution Acts 1967 to 1982, BC Employment Standards Act and Regulations, Canada Labour Code, Occupational Health and Safety Regulation, etc.)

Guide to the Canadian Charter of Rights and Freedoms (<https://www.canada.ca/en/canadian-heritage/services/how-rights-protected/guide-canadian-charter-rights-freedoms.html>)

WorkSafeBC (<https://www.worksafebc.com/en>)

BC Employment Standards Branch (<https://www2.gov.bc.ca/gov/content/employment-business/employment-standards-advice/employment-standards>)

BC Civil Resolution Tribunal (<https://civilresolutionbc.ca/>)

BC Courts (<https://www.bccourts.ca/>)

The Canadian Legal Information Institute (<https://canlii.org>)

British Columbia Civil Trial Handbook, latest edition (Continuing Legal Education Society of British Columbia)

Private Law. Paul Atkinson. Latest Edition. LexisNexis.

Employment Law for Business and Human Resources Professionals: Alberta and British Columbia. McKay, Gail, B. Gaetz, K. Filsinger, T. Harris, and K. Williams-Whitt. Latest Edition, (Toronto: Edmond Montgomery Publications)

Suffield, Larry, G. Ganon, *Labour Relations*. Latest edition, (Toronto: Pearson Education Canada)

McInnes, Kerr, and VanDuzer, *Managing the Law: The Legal Aspects of Doing Business* Latest Edition, (Toronto: Pearson Education Canada)

The Reflective Prof (Wayland Chou, Sheridan College) (<https://www.youtube.com/@TheReflectiveProf>)

Additional Information:

A great deal of onus and discipline is on the teacher of this course to focus on educating their students without stepping beyond the scope of their knowledge and understanding. It is important to remember that secondary school teachers will have varying backgrounds, education, and qualifications, therefore, the teacher should not stand in place of legal professionals and never offer legal advice. It may help to view this course as a means of teaching students *about* the law, legal procedures, and litigation, not teaching them *how to practice* law, legal procedure, and litigation. There is a high onus on teachers to also keep on top of developments in relevant law, and to regularly pursue professional development in areas of legal expertise.



Board/Authority Authorized Course Application

School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD35
Developed by: Kylie Mantei	Date Developed: May 2024
School Name: Langley Fine Arts School	Principal's Name: Adam Moore
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Creative Writing Explorations 10	Grade Level of Course: Grade 10 (Grade 9s may take the course as well)
Number of Course Credits: 2 credits	Number of Hours of Instruction: 3 hours per week/one semester

Board/Authority Prerequisite(s):

Course Synopsis:

Creative Writing 10 is an introductory course designed to foster a love for writing and to develop foundational skills in various forms of creative writing. Students will explore narrative, poetry, drama, and creative non-fiction, honing their ability to express ideas creatively and effectively. Through a process-oriented approach, students will engage in prewriting, drafting, revising, and publishing, with an emphasis on developing their unique voice and style.

Goals and Rationale:

The primary goal of Creative Writing 10 is to provide students with the tools and confidence to express themselves through writing. The course encourages students to experiment with different genres and forms, fostering creativity and critical thinking. By engaging in the writing process, students will learn the importance of revision and the value of constructive feedback. The course aims to build a strong foundation for students who wish to pursue higher-level writing courses and develop lifelong writing habits.

Aboriginal Worldviews and Perspectives:

Aboriginal Worldviews and Perspectives: Words have the power to create memory, reflect on history, connect with culture, and establish identity. The words we use must be purposeful, thoughtful, and clear. The writing classroom is a connected community of learners, where all people and endeavors are supported. Participating in the process of writing involves learning about one's strengths, persevering through uncertainty, and celebrating your own artistic voice.

Course Name: Creative Writing Explorations 10

BIG IDEAS

Storytelling is a powerful means of exploring and expressing identity and culture.

Writing is a process that requires time, patience, and practice.

Developing a unique voice and style is essential to engaging readers

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i> Curricular Competencies</p> <p>Comprehend and Connect (Reading, Listening, Viewing)</p> <ul style="list-style-type: none"> • Understand Texts: Demonstrate understanding of a variety of texts (literary, visual, and digital) by identifying and analyzing ideas, viewpoints, and perspectives. • Contextual Awareness: Recognize and explain how context, including purpose, audience, and cultural background, influences the creation and interpretation of texts. • Critical Thinking: Use critical thinking skills to analyze and interpret texts, considering multiple viewpoints and drawing informed conclusions. • Literary Elements: Identify and analyze literary elements such as theme, character, plot, setting, and style in a variety of texts. Compare and contrast plot styles from various works including First Peoples texts and stories. • Connections: Make connections between texts, personal experiences, and the world around them. Build connections between personal stories and First Peoples stories. 	<p><i>Students are expected to know the following:</i></p> <p>Genres and Forms: Narrative Writing, Poetry, Drama, Creative Non-Fiction</p> <p>Reading Strategies: Analyzing texts, making connections, critical thinking</p> <p>Writing Techniques and Processes: prewriting, drafting, revising, editing, publishing</p> <p>Feedback and Reflection: peer review, self-reflection, teacher feedback</p> <p>Presentation Skills: oral presentation, visual representation</p>

Create and Communicate (Writing, Speaking, Representing)

- **Writing Processes:** Use the writing process (prewriting, drafting, revising, editing, publishing) to develop, organize, and refine creative works.
- **Writing Forms and Genres:** Experiment with various forms and genres (narrative, poetry, drama, non-fiction) to express ideas and emotions.
- **Voice and Style:** Develop a personal writing voice and style, using appropriate tone, word choice, and sentence structure.
- **Peer Feedback:** Provide and incorporate constructive feedback to improve writing.
- **Presentation Skills:** Present creative works effectively, considering purpose, audience, and context.
- **Language Conventions:** Use correct spelling, punctuation, and grammar to enhance clarity and readability.
- **Creative Techniques:** Apply techniques such as imagery, figurative language, dialogue, and characterization to enhance creative writing.
- **Reflective Writing:** Reflect on their own writing process and growth as a writer.

Content – Elaborations

Genres and Forms

- **Narrative Writing:**
 - Explore elements of narrative such as character, setting, plot, conflict, and theme.
 - Experiment with different narrative perspectives (first-person, second-person, third-person).
 - Develop believable characters through characterization techniques.
- **Poetry:**
 - Study various poetic forms (e.g., haiku, free verse, sonnet).
 - Use imagery and figurative language to create vivid and expressive poetry.
 - Explore sound and rhythm in poetry through rhyme, meter, and repetition.
- **Drama:**
 - Understand the elements of drama, including dialogue, monologue, stage directions, and plot structure.
 - Write scripts and plays focusing on creating engaging dialogue and subtext.
 - Experiment with writing for performance, considering audience and context.
- **Creative Non-Fiction:**
 - Write personal narratives, memoirs, and personal essays.
 - Use descriptive writing techniques to create immersive experiences.
 - Incorporate factual information and personal reflection in creative non-fiction pieces.

Reading Strategies

- **Analyzing Texts:**
 - Identify and analyze key ideas, themes, and viewpoints in a variety of texts.
 - Understand how context, including cultural background and audience, influences the creation and interpretation of texts.
- **Making Connections:**
 - Draw connections between texts, personal experiences, and the broader world.
 - Compare and contrast different texts and perspectives.
- **Critical Thinking:**
 - Evaluate texts using critical thinking skills to identify biases, assumptions, and underlying messages.
 - Reflect on how different texts influence personal views and understanding.

Writing Techniques and Processes

- **Prewriting:**
 - Generate ideas through brainstorming, free writing, and other prewriting techniques.
 - Plan and outline creative works before drafting.
- **Drafting:**
 - Develop initial drafts of creative works, focusing on getting ideas down on paper.
 - Experiment with different structures and styles in writing.

- **Revising:**
 - Use feedback from peers and instructors to revise and improve drafts.
 - Focus on enhancing clarity, coherence, and impact in writing.
- **Editing:**
 - Correct spelling, grammar, and punctuation errors.
 - Refine word choice and sentence structure for greater readability.
- **Publishing:**
 - Explore different platforms and formats for sharing creative work.
 - Present final versions of creative works to peers and broader audiences.

Feedback and Reflection

- **Peer Review:**
 - Participate in peer review sessions to give and receive constructive feedback.
 - Use feedback to make meaningful revisions to creative works.
- **Self-Reflection:**
 - Reflect on personal growth as a writer through journaling and self-assessment.
 - Set goals for future writing projects and skill development.
- **Teacher Feedback:**
 - Incorporate teacher feedback to improve writing and understand areas for growth.
 - Engage in one-on-one conferences with the teacher to discuss progress and challenges.

Presentation Skills

- **Oral Presentation:**
 - Develop skills for presenting creative works orally.
 - Practice public speaking techniques to engage and captivate an audience.
- **Visual Representation:**
 - Use visual elements such as slides, posters, and digital media to enhance presentations.
 - Create visually appealing representations of creative work

Recommended Assessment Components: Ensure Alignment with the Principles of Quality Assessment

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

Formative Assessments: Journals, writing prompts, peer reviews, and draft submissions.

Proficiency Scales: Rubrics aligned with growth mindset principles to evaluate student progress in key competencies.

The teacher will:

- Clarify learning intentions
- Generate and provide clear success criteria in student-friendly language
- Frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- Provide ongoing feedback
- Provide opportunities for ongoing self and peer assessment

SUMMATIVE ASSESSMENT

Summative Assessments: Final versions of creative works, presentations, and a reflective portfolio.

Proficiency Scales: Rubrics aligned with growth mindset principles to evaluate student progress in key competencies.

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessments.

Suggested Resources and Tools:

- **Texts:** A selection of short stories, poems, plays, and creative non-fiction pieces.
- **Tools:** Writing journals, online writing platforms, and multimedia resources.
- **Community:** Opportunities for collaboration with peers, writers, and local writing communities.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #35 (Langley)	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Amie Touzeau	Date Developed: May 24th, 2024
School Name: Langley Fine Arts School	Principal's Name: Adam Moore
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Photography B: Thematic Visual Inquiry	Grade Level of Course: Grade 10
Number of Course Credits: Four credits	Number of Hours of Instruction: 3 hours per week; full year

Board/Authority Prerequisite(s):

Photography 9 or by permission / acceptance of the teacher

Special Training, Facilities or Equipment Required:

The teacher must be certified in Visual Arts (BFA) with a focus in Photography: practical photography experience, studio lighting, conceptual photography, portraiture, darkroom experience, intermediate/advanced Adobe Photoshop and Lightroom skills, apt at digital file management, web page development, image analysis, and idea generation skills.

Students must have access to computers, printer, scanner, internet, research materials, resources, camera equipment, Adobe Photoshop, Lightroom, art and craft supplies.

Classroom needs: projector, teacher computer, apple tv (ideally) or HDMI to connect to projector, darkroom facilities, and studio facilities (including lighting gear).

Course Synopsis:

This course challenges students to follow their own visual aptitudes and apply their personal interests and experiences to their art. Students initially work within a guided framework to learn how to brainstorm ideas, find inspiration, narrow their scope to choose a thesis topic, set goals, and develop a plan. As the course progresses, students begin to work more independently, furthering their research, applying their research to their topic(s), continuing to explore multiple mediums, while becoming more proficient in the application(s) of photographic inquiry. For the final results, students will organize their data to bring their photographic series to fruition in a final exhibition, digital portfolio or website or a book.

Goals and Rationale:

Rationale:

This course is designed to introduce students to techniques and practices that enable them to develop self-regulation, organization, inquiry skills, research skills, self-challenge, problem solving skills, and perseverance, all while exploring and expanding their photography skills that are relevant to their art major. **In grade 11 photography B, students will further these skills with assignments and self-guided projects that continue to expand their thinking and ability to work more independently, with the goal of being fully proficient in their inquiry skills and execution.**

Photography 10 students explore theme development by doing a series of projects that explore what photography is (or can be). These also include the principles of composition and design, the exploration of varied techniques and mediums, as well as visual communication literacy, all while developing a unique and unified style and application.

Goals:

- Fully develop and explore a theme- take a topic to another level.
- Find their authentic voice as an artist
- Begin to develop their own personal style.
- Be creative with a topic.
- Develop self-regulation, organization, inquiry skills, self-challenge, problem solving skills, perseverance,
- Explore and expand composition and technical photography skills that are relevant to their work.

Aboriginal Worldviews and Perspectives:

Sense of place (who we are in relation to where we live and where we are from), personal geography (places of memory), personal anthropology. (who I am in the bigger community), community exploration. Art and activism, art for change, art for reconciliation. Significance of photography in a community to share the story to inspire change and acknowledgement.

BIG IDEAS

Art making involves purposeful decision making about how to use the elements and principles in a meaningful way.

The communicative residual potential of photographic images.

Importance of a sustained inquiry to encourage proficiency skill and creativity in a medium.

Photography inspires dialogue between the Photographer and viewer.

Importance of developing an artistic photographic practice that demonstrates a personal voice

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Explore and Create:</p> <ul style="list-style-type: none"> ● Develop creative and systematic investigations of formal and conceptual issues ● Explore thematic ideas through sensory images (texture, colour, tone, composition) ● Investigate a personal and/or social issue or problem and how one might visually express these ideas ● Explore a variety of photographic techniques to communicate ideas. ● Explore a variety of ways to manipulate a subject ● Develop the ability to create multiple images to express a particular theme <p>Reason and Reflect:</p> <ul style="list-style-type: none"> ● Recognize the role of viewer perspective and aesthetic preference in reading art ● Take creative risks (and what does that look like for each artist?) ● Develop a range of thematic approaches ● Develop a visual language suitable for the subject explored ● Develop the ability to select the best images to support their project goal ● Select work that demonstrates the visual evidence of personal thinking. ● Develop the ability to express opinions and attitudes through analysis of image-based work. 	<p><i>Students are expected to know the following:</i></p> <p>Elements of Design. Principles of Design. Photographic composition. Colour theory. Basic and intermediate camera operation. Basic and intermediate digital editing. An understanding of darkroom procedures. An understanding of studio photography and lighting . Identify and develop themes in art works. Communicate their ideas visually.</p>

Communicate and Document:

- Demonstrate sustained in-depth study of a particular visual problem.
- Explore a concept through multiples of ways.
- Research focused themes to inform imagery.
- Develop a body of work that can express personal interests.
- Develop a portfolio which demonstrates visual organization and intentional communicative devices.
- Demonstrate growth and/or discovery through a number of conceptually related works

Connect and Expand:

- Assess the historical relevance of significant work
- Explore historic and contemporary photographic influences.
- Explore social constructs, medias, and geographic location
- Explore First Peoples perspectives, including sense of place (who we are in relation to where we live and where we are from), personal geography (places of memory), personal anthropology (who I am in the bigger community), and community exploration (significance of photography in a community to share stories in order to inspire change and acknowledgement).
- Explore art activism, art for change, and art for reconciliation.

Recommended Instructional Components:

- Verbal and visual instruction via slideshows, printed examples, and other resources.
- Hands on workshops and in class activities.
- Multi-media explorations to incite creativity
- Tutorials in both analogue and digital forms (projector)
- Class discussion
- Journal writing

Recommended Assessment Components:

- Formative and summative assessment including class discussion, photo sharing/critiques, results of in class activities, self assessments, and a final assessment of the body of work.

Additional Information:

This course will run alongside Photo 10A, which focuses on the technical skills needed to accomplish the goals of this course (Photo 10B). Students require the skills, techniques, and an understanding of the technologies needed in order to execute their artistic visions in the form of visual inquiry, that is why these two courses complement each other nicely. The course will possibly include a field trip per semester.

Costs to consider:

- Photo paper
- Developing and printing darkroom chemicals
- Repair and upkeep of studio and camera equipment
- Alternate process solutions like cyanotype
- Arts and crafts supplies: glue, paper, scissors, rulers, tape, etc.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: SD#35	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Mark Lainchbury, Adam Moore	Date Developed: May 30, 2024
School Name: Langley Fine Arts School	Principal's Name: Adam Moore
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Music Major B	Grade Level of Course: 10
Number of Course Credits: 4 Credits	Number of Hours of Instruction: 3 hours a week for full year

Board/Authority Prerequisite(s):

Music 10A or by permission of the instructor

Special Training, Facilities or Equipment Required:

Teacher must be a certified Music specialist with a BMUS.

Students must have access to at least one instrument.

Course Synopsis:

Students are exposed to small and large group ensembles; working together to explore, interpret, and perform musical compositions. Students develop their musicianship through performing, composing, and listening to music. Compositional elements to be studied and employed will include triads, meter, rhythm, cadences, and score writing. Students will perform a range of musical styles in a variety of ensembles. Technical proficiency, musicality, and rehearsal technique will be emphasized.

Goals and Rationale:

- The process of learning music has a significant impact on the development of the cognitive, affective, motor, and core competencies.
- A high level of musicianship is developed through rigorous individual home practice, solos, and participating in chamber ensembles.
- Rehearsals are the opportunity to bring the skills we have acquired at home into an ensemble setting.
- Music, as with any performing art, is a communicative art form requiring both a performer and an audience. Regular performances are part of the fabric essential to developing a high level of musicianship, musicality, and professionalism. Learning from performance is part of the process of artistic development.
- Musicality is developed through consistently watching, listening, studying, improvising, discussing, and self-reflection.
- Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

As a department, our goal is to help students become skillful, expressive practitioners and lifelong participants of music.

Aboriginal Worldviews and Perspectives:

Connectedness and Relationship: Developing as an ensemble involves knowing when to lead and when to follow.

The Power of Story: Music has the ability to tell a story and to evoke meaning and emotion. The musician has the responsibility to authentically portray the story of the composer.

Awareness of History: Playing within a specific genre requires understanding its context and unique musical elements.

Emphasis on Identity: Growth as an artist involves recognizing strengths and persevering through difficult moments.

Community Involvement - Process and Protocols: Establishing a community of learners involves recognizing the characteristics of collaboration, compromise, and leadership. This process echoes the expectations required of active citizenship within many Indigenous cultures.

Experiential Learning: From the learning of skill and technique to the presentation of polished pieces, the entire course requires active involvement and participation.

Community Partnerships:

- Professional musicians and educators as guest artists and conductors.
- Collaboration and performances with local professional musicians and educators.
- Work with local composers to learn and perform original music.
- Performances at community events (fundraisers, jazz festivals, seasonal festivals, etc.)

BIG IDEAS

Technique is essential for the development of an artistic voice

Theoretical knowledge allows for deeper understanding and expression of repertoire

Collaborative rehearsal time enables students to put technique and theoretical knowledge into practice

A developing musician must be exposed to a variety of musical settings

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Explore and Create</p> <ul style="list-style-type: none"> • Identify musical elements in repertoire in terms of rhythm and harmony. • Identify basic musical vocabulary. • Develop range on brass instruments (i.e.. up to high C for the trumpet). • Develop range on woodwind and string instruments (across two octaves). • Explore higher and lower registers as a vocalist. • Demonstrate contrasts in dynamics and articulations. • Develop technique specific to genre. • Adapt technical and expressive skills to enhance musical context. • Complete book 3 of 6 from Master Theory Program. <p>Reason and Reflect</p> <ul style="list-style-type: none"> • Analyze musical styles to inform musical decisions. • Identify instrumentation in a variety of settings. • Consider and assess multiple versions of the same piece. • Consider and discuss harmonic structures within a given piece of music. 	<p><i>Students are expected to know the following:</i></p> <p>Theory</p> <ul style="list-style-type: none"> • Identification of basic musical elements • Understand and identify triads and major/minor scales. • Students understand the transposition of their own instrument. • Identify rehearsal techniques (metronome use, slowing technical sections down, working in comfortable ranges) • Identify rehearsal procedures (tuning, listening, respectful collaboration, repetition). • Identify issues with pitch, rhythm, phrasing and tempo. <p>Chamber Music</p> <ul style="list-style-type: none"> • Identify basic rehearsal techniques in a chamber ensemble setting. • Understand leadership roles in a collaborative setting. • Awareness of pitch and tone in chamber ensemble setting. • An understanding of breathing and fingering techniques on one’s own instrument.

<p>Communication and Document</p> <ul style="list-style-type: none"> • Collaborate to create musical performances that demonstrate learned musical elements (pitch, rhythm, tempo, intonation, dynamics, articulation, style, and phrasing). • Provide feedback for peers discussing musical elements of a given performance. • Reflect on personal and ensemble rehearsal practice. • Self-assess own performances to guide personal practice and rehearsal structure. <p>Connect and Expand</p> <ul style="list-style-type: none"> • Demonstrate personal and social responsibility associated with the preparation and performance of music. • Appreciate music from the perspective of a performer and audience member. 	<p>Music History</p> <ul style="list-style-type: none"> • Understand the role of performers and audience in a variety of traditions. • Identification of stylistic characteristics from the Classical Era • Understanding of the history of African-American Music • Understanding and appreciation of Indigenous and Folk Music <p>Composition Skills</p> <ul style="list-style-type: none"> • Understanding of basic compositional techniques (i.e.. melodic patterns, rhythmic patterns, cadences)
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Recommended Instructional Components:

- Direct Instruction
- Analysis of professional music (live and recorded)
- Large and small ensemble explorations
- Opportunities to demonstrate solo and ensemble work
- Participation in discussions and questioning to establish an artistic voice
- Peer reviews of in class performances

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Self-assessment of processes and final product
- Rubric based assessment of individual musicianship and leadership
- Ongoing descriptive feedback for chamber ensembles (bi-monthly performances)
- Opportunities for students to develop rubric criteria

Learning Resources:

- “I Recommend” (music technique book)
- Master Theory Program (books 1-6)
- Website: imslp.org
- Sight reading material
- Chamber ensemble compositions



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Langley School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD35
Developed by: Sarah Fowles, Lindsay Mitchell	Date Developed: May 21, 2024
School Name: Langley Fine Arts School	Principal's Name: Adam Moore
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Drama Major B	Grade Level of Course: Grade 10
Number of Course Credits: 4-credits	Number of Hours of Instruction: 120 hours

Board/Authority Prerequisite(s):

Drama 9A and Drama 9B, or by audition and permission of the teacher

Special Training, Facilities or Equipment Required:

Teacher must be certified with a BA in Theatre, a BFA in Acting or Directing or a BEd in theatre

Students must have access to a large, open theatre rehearsal space, an operating performance space (proscenium or black box) with quality sound, light, and projection equipment.

Course Synopsis:

Drama 10B is designed for students interested in a more intensive and advanced study. Students will work in a supportive and challenging environment, exploring movement, speech, improvisation, acting, directing, technical theatre, design and theatre studies. Our goal is to develop an appreciation of drama and theatre as a process and as an art form. Units of study will include acting techniques ranging from Laban, Michael Chekov and Shurtleff, improvisation to build character, modern theater history and play analysis. As students gain more skills and experience, written assignments will increase in intensity and frequency. Students will participate in the production of a Class production. Other performance opportunities will be available in their senior years, such as a dinner theatre Cabaret, an Original Sketch Festival or a children's theatre production. Attending and reflecting on professional theatre will continue to be an integral part of this course.

Goals and Rationale:

Drama is about conflict and how you overcome, or are crushed by, that conflict. Everything on stage has a purpose, you act for those intense moments. Playwrights don't write the mundane, but the catalytic moments of change. When either you (the character) discover something or something happens that changes your perspective or situation. Actors present the day MacBeth was prophesied to be king, and the play is him enacting that prophesy to its inevitable conclusion. Shakespeare's *The Tempest* is about the day the ship wrecks upon the island and Prospero must come to terms with his enemies – vengeance or forgiveness. Drama is about the big moments; about what makes us human, and about what we decide and change.

Drama is how the actor can, in a small empty space, bring forth the immensity of a storm, the darkness of MacBeth, or the absurdity of the mundane. Drama gives birth to the illusion of what is seen and what cannot be seen.

Goals:

- Discover the everyday moments that lead up to the big moment when lives are changed
- Understand the human condition; how we act and react in situations
- Drama can entertain, but it can evoke a response that precipitates change and growth through understanding and empathy
- Participating in drama allows us to experience the pain and suffering of another, to build understanding and sympathize with their condition
- Effective actors do not stay on the surface of life, they go deeper to reveal what is not immediately visible (to themselves or the audience)
- Role drama techniques are used as a strategy to investigate the themes and structures of plays the students will be attending

Aboriginal Worldviews and Perspectives:

Within the Drama studio, students interact to learn, create, and reflect. This experiential process helps to build identity, through the recognition of strengths, the sharing of perspectives, and the offering of ideas that require risk-taking and vulnerability. The end result is a learning community. Students utilize the elements of plot to tell a story; learning how to manipulate the guideposts, while honouring the original intent of the playwright. This involves the recognition of history as well as the use of language to create meaning.

BIG IDEAS

Acting is about the action, reaction and discoveries of characters

Drama is a vehicle to comment on society and culture

Drama explores the relation between life and art

Participation in role drama allows for a visceral and emotional response

Drama teaches communication: the art of persuasion and confidence

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Explore and Create:</p> <ul style="list-style-type: none"> • Communicate meaning through realistic and non-realistic performance styles and dramatic forms by manipulating the elements of drama • Work beyond stereotype in portraying role and character • Explore the implied and underlying aspects of character and dramatic action including but not limited to status, stereotypes etc. • Explore realistic, non-realistic, innovative and hybrid dramatic forms and performance styles • Explore dramatic action through rehearsal and honing expressive performance skills for effective audience engagement • Explore and apply the basic concepts for interpreting texts and contexts, directing dramatic action and using available theatre technologies <p>Reason and Reflect:</p> <ul style="list-style-type: none"> • Reflect on the meanings created in the drama production or role drama during and after the experience • Reflect on viewpoints – For example – How successful were the actors and director in conveying the playwright’s stated intent? How successfully have the design elements been incorporated in the drama? • Work collaboratively with peers to evaluate and critique dramatic work 	<p><i>Students are expected to know the following:</i></p> <p>Dramatic Guideposts: objective, relationships, moment before, opposites, discoveries, humour,</p> <p>History of Theatre: Dionysian/tribal rituals, Greek, Medieval, Elizabethan, Restoration, 17th century French/Spanish, Romantic, Realism,</p> <p>Elements of Drama: tension, a sense of time, focus, surprise, contrast, sound/silence, movement/stillness, symbolization in a linear and non-linear framework</p> <p>Methods of Emphasis: body position, stage areas, plane, level, contrast, space, repetition</p> <p>Production Elements: set, costume, light, sound, props</p> <p>Publicity Elements: poster, program, headshots, social media</p>

Communicate and Document:

- Prepare a simple sound cue sheet
- Prepare a light cue sheet
- Identify and describe the actor-audience relationship in different dramatic contexts, forms and styles.
- Demonstrate appropriate theatrical vocabulary in written and oral work
- Articulate shifts or changes in understanding and/or document on dramatic work through another medium (writing, art, dance, discussion)
- Use a range of approaches to critically respond to live theatrical performance

Connect and Expand:

- Reflect on the significance of drama in personal life and contemporary society
- Convey the physical and psychological aspects of roles and characters by highlighting subtext, dramatic tension atmosphere and mood
- Evaluate how ideas and emotions shape the expressive qualities and staging of forms and styles in their own and others' drama
- Integrate skills learned from other subject areas and previous drama work into new work
- Analyze script to identify the following factors: theme/spine/main objectives of the play
- Contrast different purposes of drama in society such as to challenge, to question, to entertain, to inform, to educate, to sell

Recommended Instructional Components:

- Directorial
- Pair and share
- Role Play and improvisation
- Lecture
- Guided discussions
- Small and large group ensembles
- Writing in role
- Hot seat
- Documentation of learning: (video, audio, journal)

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

The process of assessment mirrors the integral aspects of the creative process itself. Students explore and create to a high-level of expectation (criteria); reflect and revise (feedback); and perform with confidence a final product.

In Drama we look at assessment through three questions:

1. Where am I going?

Students take part in determining the criteria for an assignment. By being part of the process, students will identify what is expected of them and will be able to use the criteria to make informed choices. A criteria helps students visualize a successful end goal. The teacher may provide an exemplar to further demonstrate a level of proficiency.

2. Where am I now?

Feedback is provided throughout the creative process, by both the teacher and by peers. Feedback should be specific to the criteria, recognize the strengths of individuals, and offer suggestions for future growth. Feedback should not include value comments.

3. How do I get there from here?

Students decide how they will respond to feedback. The choice will be theirs as to how they revise, refine, and rework. This promotes ownership and a recognition of the process of learning.

By following these questions, the teacher moves from being the solitary director to the leader of a learning community. Students take responsibility for their learning; and are part of the decision making that allows their learning to evolve. They are encouraged to learn to work and think like artists.

Opportunities for students to present are offered in both informal and formal settings. This is an opportunity for students to share their achievements with those outside of the classroom, and to celebrate their successes. Teachers will evaluate these performances according to a set criteria or rubric.

Learning Resources:

Drama Structures by C. O'Neill

Role Drama by C. Tarlington

Teaching Drama by Morgan & Saxton

Improvisation by Booth & Lundy

Audition by Michael Shurtleff



Board/Authority Authorized Course Application

School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD35
Developed by: Amie Touzeau	Date Developed: June 7, 2024
School Name: Langley Fine Arts School	Principal's Name: Adam Moore
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Filmmaking Level 2 (Intermediate)	Grade Level of Course: Grade 10
Number of Course Credits: 2-credit	Number of Hours of Instruction: 120 hours

Board/Authority Prerequisite(s):
Film Level 1 or permission of instructor

Special Training, Facilities or Equipment Required:

The teacher must have a background in both practical and theoretical film processes. Expertise in film production aspects, such as storyboarding, screenwriting, shot list compilation, casting, and professional editing software, as well as advanced knowledge of cinematographic principles and elements. Theoretical knowledge of film advancements, history and aesthetics are beneficial, as well as any directing and/or tv and film acting experience.

Students must have access to computers with screenwriting software, editing software as well as film equipment such as cameras, microphones, tripods, batteries, lights etc. Ideally a studio space that allows for dynamic lighting setups and space to stage scenes.

Course Synopsis:

This course reviews the three phases of filmmaking: pre-production, production and postproduction. Students will work in large and small groups to further develop their filmmaking skills. In Film level 2, students will learn about lighting design for aesthetic and emotive purposes, what various lenses and focal lengths do and why filmmakers might make these aesthetic/style choices, the importance of a well-designed soundscape, as well as colour theory and how this plays a huge role in the viewer experience. Students will also study various genres of film and experiment with new techniques to better integrate their new skills into their films. In this course, students will make numerous shorts that highlight each new skill or technique, then finish by fully producing a long form final film. The students will be encouraged to share their work and submit a clear self-evaluation indicating strengths, as well as areas that they wish to delve deeper into in their future work.

Goals and Rationale:

Rationale:

- Students will hone and continue building off previously learned skills from Film Level 1, including all three phases of film production (pre-production, production and postproduction), to create films that connect to the audience in emotive, aesthetic, and inspiring ways.
- Film is an art form that allows for self-expression, the sharing of ideas, and story.
- Students will be required to work effectively in group situations, following through with their designated roles, and are encouraged to find their own solutions to the issues that arise as they create their own films. Students would build resilience, problem solving skills, social skills, and communication skills to name a few.
- Students will further establish their knowledge in analyzing films, better understand the technical elements that go into a film, and recognize the details in the style, soundscape, lighting, and editing that come together to entice the audience.

Goals:

- Film is not merely for entertainment, but also an art form. Students will be encouraged to explore their own ideas and create work that allows for self-expression.
- Students will become active observers in recognizing the elements within a film that will enable the films they make to be successful.
- Build positive group interactions that encourage students to work together, share tasks, commit personally to the project, give and take direction, while also problem solving through any situation that may arise.
- Encourage students to find their own passion and voice within the medium of filmmaking.
- Film making contains many steps. Students will learn to make a plan, organize, follow through, and assemble.
- Students will further develop the ability to reflect upon past work, seeing both the successes and the areas of growth.

Aboriginal Worldviews and Perspectives:

Connectedness and Relationship: being an active participant within a group with a similar goal. Recognizing when to listen and when to contribute; acknowledging whose vision is being told and what role all participants have in the making of the film. (Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.)(Learning involves patience and time.)

Awareness of History: developing the knowledge of past filmmakers and being able to mimic as well as adapt their own style from the study of those before them. To take advice and wisdom from those in their lives, as well as leaders in the film industry.

Awareness of History: an understanding of the developments throughout moving picture history to the present. (Learning is embedded in memory, history, and story).

Emphasis on Identity: sharing and exploring personal ideas and stories into an expressive film that speaks to others and helps interpret one's own voice. (Learning requires exploration of one 's identity).

The Power of Story: the ability to see and develop the components of a story and further develop the art of storytelling through film; and to integrate one's own life experiences. (Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.) (Learning is embedded in memory, history, and story).

Experiential Learning: from the exploration of ideas, filming methods, and filmmaking techniques through to the implementation of those ideas, the course includes hands-on learning that requires active involvement and participation. (Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Recommended Instructional Components:

Instruction will take the form of:

- Practical demonstrations of skills; hands-on activities that guide students through each new concept/skill
- Guided preparation towards group production; samples, demonstration, multimodal materials
- Guided group discussion
- Solo exploration and creation
- Self and peer assessment
- Analysis of past filmmakers; create meaning, glean techniques, and gain inspiration.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Self, peer and teacher evaluation throughout all three processes with established criteria.
- Individual oral and written assessments on skills and processes.
- Written self-assessments, that include an in-depth reflection on the process that led up to the final film, and goals for future cinematic endeavors.

Learning Resources:

- Hands on demonstrations and handling of the equipment
- Slideshows
- Films
- Guest speakers and workshops
- Readings
- Games

Course Name: Introduction to Filmmaking Grade: 9/10 BIG IDEAS

Filmmaking offers dynamic ways of exploring identity and culture.	Filmmaking is an art form that allows artists to use technology in innovative and reflective ways.	Filmmaking provides an aesthetic experience which can evoke emotion, inspire audiences, and effect change.	Filmmaking shares stories, creates memories, reflects on history, connects with culture and establishes a sense of belonging and identity.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> - Create films both collaboratively and individually - Explore techniques in lighting to enhance the ambiance and visual aesthetic. - Explore artistic concepts such as colour theory. - Engage in appropriate risk taking to express ideas, meaning and mood. - Develop individual and group schedules, manage and organize necessary equipment, and develop production skills. - Expand technical skills - Find creative solutions to problems when they arise. - Create and complete short films, based on the learning goals. - Create a final long format film that synthesizes the learning. <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> - Intentionally select equipment, techniques, and editing style. - Describe, analyze, and interpret aesthetic choices that impact your own film and its effectiveness on the audience. - Recognize, adapt and interpret works of modern directors into personal choices as a filmmaker. - Examine the influences of social, cultural, historical, environmental, and personal contexts in film and television. 	<p><i>Students are expected to know the following:</i></p> <p>Content</p> <ul style="list-style-type: none"> - Filmmaking elements: principles, vocabulary and industry terms. - Roles and responsibilities of pre-production, production and postproduction with development of basic skills in all three areas. - History and theory of screenwriting structure, form, narrative and genre. - Awareness of how films convey meaning through relationships between movement, sound, image, structure and form. - That their aesthetic choices impact the viewer experience. - Intermediate level skills in editing software, techniques, terminology and possibilities. - Understanding the role of filmmaker and role of audience in a variety of contexts. - Recognition of different styles of films and the variety of techniques, format and structures in each. - Have an understanding of traditional and contemporary First Peoples worldviews, history, and stories communicated through film.

<ul style="list-style-type: none"> - Examine how moving images relate to a specific place, time, and context. - Adapt learned skills and processes for use in future projects. - Apply knowledge and skills for other disciplines to help in the refining, planning, creating and production of creative work. - Engage in critical, creative, and informed reflection while discussing your own work and that of your peers. <p>Communicating and documenting</p> <ul style="list-style-type: none"> - Write and create full industry formatted scripts - Use film to express personal voice, identity, perspective, value and sense of place. - Adhere to safety protocols and procedures for self and equipment in all aspects of the filmmaking process. - Experience creative risk taking - Show creative work to others and be able to self-evaluate one's own successes as well as the successes of others. - Implement received feedback to further refine one's work. <p>Connecting and expanding</p> <ul style="list-style-type: none"> - Reflect on personal voice, story, and values as a filmmaker. - Explore and recognize areas where skills are of interest or focus. - Adapt learned skills (into the final product) for use in new contexts - Safely care for and maintain tools and workspace - Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through film and television. - Explore educational, personal and professional opportunities in the film and television industry, and in emerging media. 	<ul style="list-style-type: none"> - Have an understanding of the ethics and legal implications of film distribution, sharing, and copyright. - Have an understanding of the ethics of cultural appropriation and plagiarism.
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Recommended Assessment Components:

- Formative and summative assessment including class discussion, film viewings/sharing/critiques, results of in class activities, self-assessments, and a final assessment of the body of work.

Additional Information:

This course comes after Film Level 1, and focuses on the technical skills needed to accomplish the goals of this course. Students require the skills, techniques, and an understanding of the technologies needed in order to execute their artistic visions in the form of moving pictures. The course will possibly include a field trip per semester.

Costs to consider:

- Filmmaking equipment
- Computer and Adobe app updates
- Various subscriptions: Epidemic Sound
- Repair and upkeep of equipment
- Props, costume, and makeup
- Arts and crafts supplies: glue, paper, scissors, rulers, tape, etc.

STAFF REPORT

DATE: January 28, 2025

TO: Board of Education

FROM: Mal Gill, Superintendent of Schools

RESOURCE: Woody Bradford, Deputy Superintendent
George Kozlovic, Director of Instruction
Charlene Redekop, District Principal, Early Learning and Inclusion

SUBJECT: Early Years Programs and Child Care

RECOMMENDED MOTION:

That the Board of Education receives the report on Early Years Programs and Child Care for information, as presented.

BACKGROUND:

Following the merging of the Ministry of Child Care and the Ministry of Education in 2022, the Langley School District has taken on a growing role in providing child care for Langley families. Langley's growing community has significant demands for child care.

The Township of Langley Child Care Action Plan was developed in response to surveys of the community and outlines in detail the child care needs in the municipality of Langley. The Township of Langley Child Care Action Plan identifies Aldergrove, Brookwood-Fernridge, Walnut Grove and Rural as having lower child care coverage than the Township average. Due to the relatively large population of children, Willoughby may have the highest number of children unserved with over 7,000 children aged 12 and under and less than 2,000 licensed child care spaces.

The link to the full report can be found here:

<https://www.tol.ca/en/the-township/resources/plans-reports-strategies/Action-Plans/2021-Child-Care-Action-Plan.pdf>

The District's community consultation on the Willoughby Slope also identified child care as a priority for families impacted by catchment changes associated with the opening of Josette Dandurand Elementary. Planning has begun to provide School Age on School Grounds Child Care run by the District at Josette Dandurand and to open supplementary child care spaces at Langley Meadows Elementary to meet the needs of the growing community.

Langley operates School Age on School Grounds licensed child care in two models – Seamless Day Kindergarten and Before and After School Care.

Why a Focus on Child Care?

The Langley School District is committed to nurturing the gifts of all learners. Believing that every child matters, the District is working to create systems and structures, to design learning, and to support social and emotional learning with all children in mind. The District acknowledges that all learners and their families have different experiences, backgrounds, and vulnerabilities, and strives to learn about their gifts and their needs to provide a seamless transition into Kindergarten. By doing so, it is believed that compassionate and inclusive social and academic learning communities are created that provide access for every learner.

The District's vision to provide learning opportunities that take place through flexible environments extends into the time before and after school. District staff are able to provide quality child care with learning embedded into the child care programming. Staff support social emotional development and age appropriate playful learning opportunities during the before and after school child care time. As Langley schools seek to foster an inclusive and nurturing culture, the District is able to provide inclusive child care for all children. Early Childhood Education (ECE) and Special Education Assistant (SEA) staff are well equipped to meet the needs of all Langley children requiring child care.

Seamless Day Kindergarten Program Pilot

In 2022, the Seamless Day Before & After School Care Program at Nicomekl Elementary School opened. Seamless Day is a Ministry initiative that provides universal access to before and after school care on school grounds so children have consistent relationships with the same people and places. It uses existing Kindergarten classrooms for expanding before and after school care, is licensed through Fraser Health and operated directly by the school district. The Seamless Kindergarten program is staffed by qualified ECE staff and is supported by SEA staff where students with diverse abilities are part of the program.

The Seamless Day Before and After School Care Program has expanded to Parkside Elementary while continuing to operate at Nicomekl Elementary School. The District is looking forward to watching this program continue to flourish and see this as a positive step in helping meet the needs of families in the Langley community.

Before and After School Care

With the expanded Ministry mandate to provide School Age on School Grounds care, District-operated Before and After School Care programs have been opened at Shortreed and Parkside elementary schools, with the most recent program opening at Douglas Park Elementary in

September 2024. Before and After School Care programs provide quality licensed child care from 7:30am until the start of school and until 4:00pm after school. These programs are staffed by SEA staff currently working at the same school.

The District provides affordable child care options through both Seamless Kindergarten and Before and After School Care Programs.

Additional Early Years Programs – Strong Start and JB4

Strong Start

The District runs nine (9) Strong Start programs at six (6) locations spread throughout the neighbourhoods in Langley. The Strong Start parent participation programs provide valuable opportunities for children aged 0 – 5 and their caregivers to experience rich learning opportunities both inside the Strong Start classroom and in outdoor settings.

JB4 – Just Be 4 Preschool Programs

The District runs two licensed four (4) year old preschool programs – one at Douglas Park and one at Donna Gabriel Robins. The JB4 programs are inclusive preschools run by licensed ECE staff.

The District is preparing for the opening of a third JB4 program at Parkside Centennial Elementary in early February 2025.

Benefits

There are a number of benefits to District-run child care options.

Most programs use school spaces that have other uses during the day. Rooms such as Resource Rooms, Libraries, and Kindergarten classrooms house child care programs before and after school. This allows for flexible use of school space. Third party child care operators who lease space for child cares require dedicated spaces.

The children benefit from having seamless care provided by familiar adults in familiar spaces, with the number of transitions reduced for children.

School staff, with training and a good understanding of the needs of children with diverse abilities, are able to provide inclusive care.

Challenges

While flexible use of space is a benefit to the school and the District, shared spaces can also provide challenges. Flexibility, creativity and good communication has allowed these challenges to be overcome as they arise.

Conclusion

The operation of District-run child care and preschool programs allows the Langley School District to more fully serve the needs of the community and provide quality child care and early years education for all children.

At Tuesday's Education/Strategic Plan Committee meeting Charlene Redekop, District Principal of Early Learning and Inclusion, will provide Trustees with further information on Early Years Programs and Child Care.

STAFF REPORT

DATE: January 28, 2025

TO: Board of Education

FROM: Mal Gill, Superintendent of Schools

RESOURCE: Woody Bradford, Deputy Superintendent
Mike Pue, District Principal, Aboriginal Education
Kendra Simonetto, District Principal, Instructional Services

SUBJECT: Careers and Transitions – Actions and Data

RECOMMENDED MOTION:

That the Board of Education receives the report on Careers and Transitions – Actions and Data for information, as presented.

BACKGROUND:

Career Development (Transitions) – Goal

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

(Strategic Plan, 2023-2026)

Unified Actions - District Goal

All students will transition successfully from secondary school with the core competencies to achieve their life and career goals.

(FESL, 2024-25)

Ensouling Our Schools

Ensouling Our Schools is a comprehensive, systemic approach designed to ensure success for all students by fostering a strong sense of belonging, improving transition rates, and increasing life opportunities for every learner. During the Board Presentation on January 30th, 2024, the focus on successful transitions highlighted the interconnectedness of Human and Social Development and Intellectual Development. At the heart of these efforts lies the recognition that academic, social, and career readiness are deeply intertwined. By embedding Careers and Transitions into this framework, the District is empowering students to navigate meaningful future pathways while bridging their educational experiences with opportunities for intellectual, social, and emotional growth.

The vision of Ensouling Our Schools is to create compassionate learning communities where inclusive instructional practices and a focus on students' unique gifts support their academic, social, and career success. This vision is reinforced by the Aboriginal Education Enhancement Agreement, which emphasizes the importance of fostering a strong sense of belonging. Research from Jennifer Katz highlights that students with a sense of belonging graduate at a rate 14% higher than those without, reinforcing the need to nurture belonging socially, academically, and in preparation for life beyond school.

Careers and Transitions Within the Three-Block Model

The Three-Block Model promotes Self-worth, Belonging, Cognitive Challenge, and Social Learning as critical pillars for student success. Careers and Transitions naturally align with and enhance these blocks:

Block 1: Creating Compassionate Learning Communities

Careers and Transitions plays a vital role in cultivating compassionate learning communities by ensuring students feel safe, valued, and prepared for their futures. Through initiatives such as the Health Career Experiential Learning Grant and STRIVE Program, students experience a strong sense purpose as they explore career pathways that connect their academic learning to real-world applications. These opportunities highlight the diversity of students' interests and provide equitable access to career development.

Block 2: Inclusive Instructional Practices

Universal Design for Learning (UDL) and sound assessment practices are foundational to helping students access curriculum and achieve academic success. The Careers and Transitions framework ensures that learning environments also prepare students for transitions across grades, semesters, schools, and into their future careers. Programs such as the Biomedical Dual Credit Program and the Welding Youth Train in Trades Program exemplify how inclusive instructional design can open pathways for students of varying abilities and aspirations.

The Career Education Department has further collaborated with Learning Support Services to revise application processes for dual-credit programs, ensuring accessibility for all families, especially priority learners. By embedding career readiness into instructional practices, the District creates an environment where all students can engage meaningfully with their learning and future goals.

Block 3: Systems and Structures for Student Success

The Response to Intervention (RTI) framework directly supports Careers and Transitions by identifying and addressing barriers to academic and career success. For example, targeted interventions in RTI Tier 2 and Tier 3 align with the District's goal of successful transitions by providing the necessary supports for students to stay on track toward graduation and career readiness.

The Capstone Project, an essential part of graduation requirements, has been enhanced through collaborations with school-based staff to better support priority learners. This ensures that every student, regardless of background, is empowered to reflect on their learning, set goals, and plan for their future with confidence.

Framework for Enhancing Student Learning

The Langley School District undertook a comprehensive and reflective process to create the Framework for Enhancing Student Learning (FESL), rooted in the 2022/23 data. This framework aligns with the District's commitment to supporting all students through three interconnected pillars: Intellectual Development, Human and Social Development, and Careers and Transitions. Recognizing the essential role of transitions in shaping student success, the District prioritized expanding and deepening its work in Careers and Transitions from PreK through Grade 12. Specific targeted actions were integrated into the Careers and Transitions pillar, ensuring it weaves seamlessly with the other two areas to create a holistic, supportive experience for every student. By focusing on initiatives such as Capstone enhancements, expanding pathways and opportunities, and developing robust transition frameworks, the District continues to foster success for all learners, particularly its priority students, as they navigate their educational journeys.

Evidence of Success

Langley's Successful Transition Rates improved across all student groups in 2023-24, achieving over 95.8% Completion Rates within six years. When compared to provincial data, Langley students consistently outperform the average. These results reflect the strength of the District's Continuous Improvement Plan (Ensouling Our Schools), which aligns professional growth with strategies that drive student success.

Taking a Close Look at SD35 Career Education Vision

Grounded in equity, inclusion, and diversity, the Career Education Department has undergone a comprehensive reflection and revisioning process. The department's redefined vision honors its historical contributions while evolving to expand access and opportunities for all students, especially priority learners. This evolution ensures that every student is empowered to navigate a meaningful future, with enhanced supports and expanded pathways that reflect the changing needs of society and industry.

Bringing the Vision to Life: Targeted Actions and Progress

1. Capstone

- The Career Education Department is collaborating with Department Heads and school staff to enhance Capstone projects, particularly for priority learners. A review of the Diverse Learner Capstone booklet will occur in February.

2. Successful Transitions

- Administrators are engaging in ongoing conversations through Superintendent's and Networking Meetings to identify supports and interventions that enhance transitions across grades, semesters, schools, and into post-secondary education or careers.

3. Expanding Pathways and Opportunities

- Launch of the Biomedical Dual Credit Program in partnership with KPU and neighboring districts, commencing in February 2026.

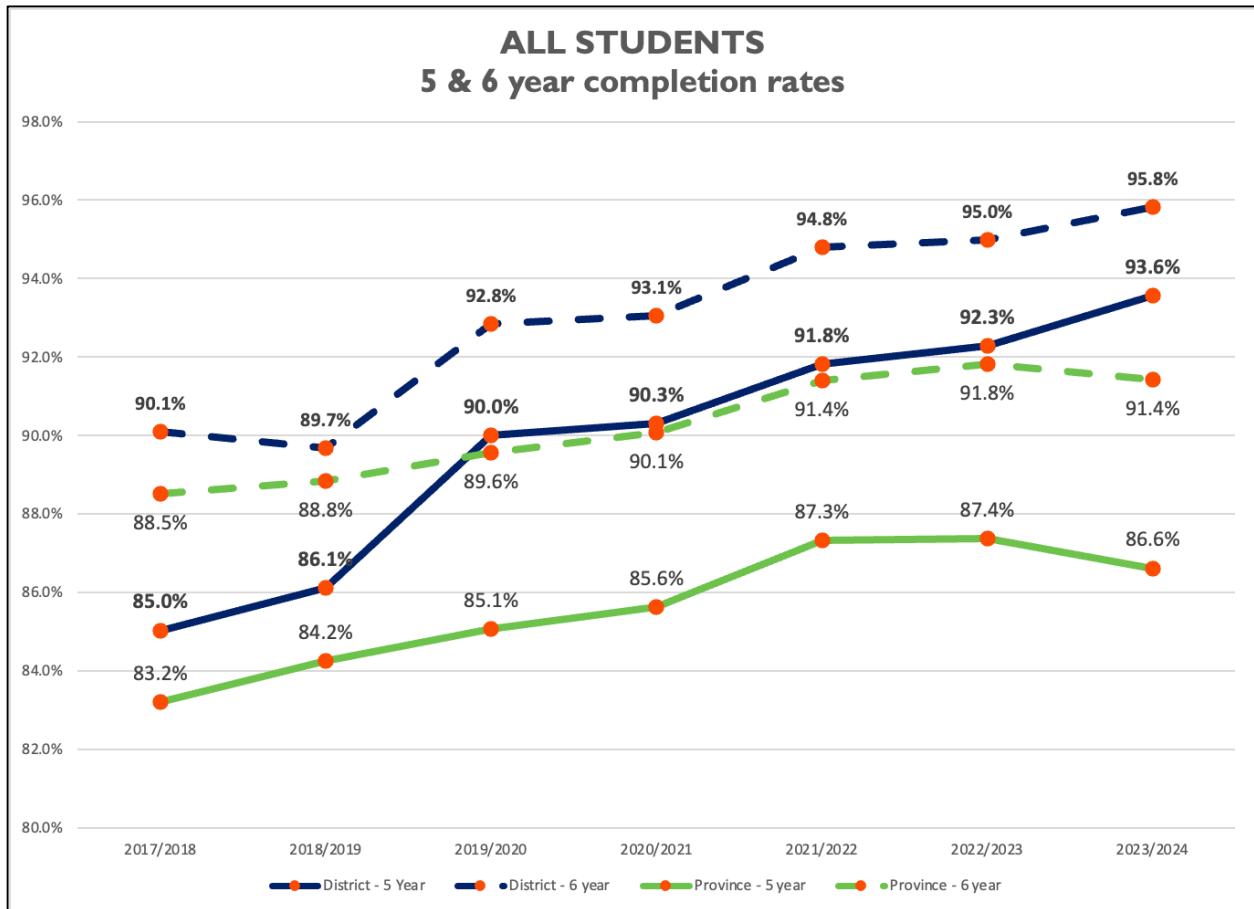
- Introduction of the STRIVE Program with KPU, providing post-secondary opportunities for students not traditionally on a post-secondary track.
- Launch of the Welding Youth Train in Trades Program in partnership with KPU and Surrey School District.
- Launch of the Health Career Experiential Learning Grant, offering hands-on learning, First Aid training, expert panels, and Cultural Safety Training for students exploring careers in health care.

4. Accessibility Enhancements:

- Collaboration with Learning Support Services to review and revise Career Ed brochures and application processes, ensuring greater accessibility for all families.

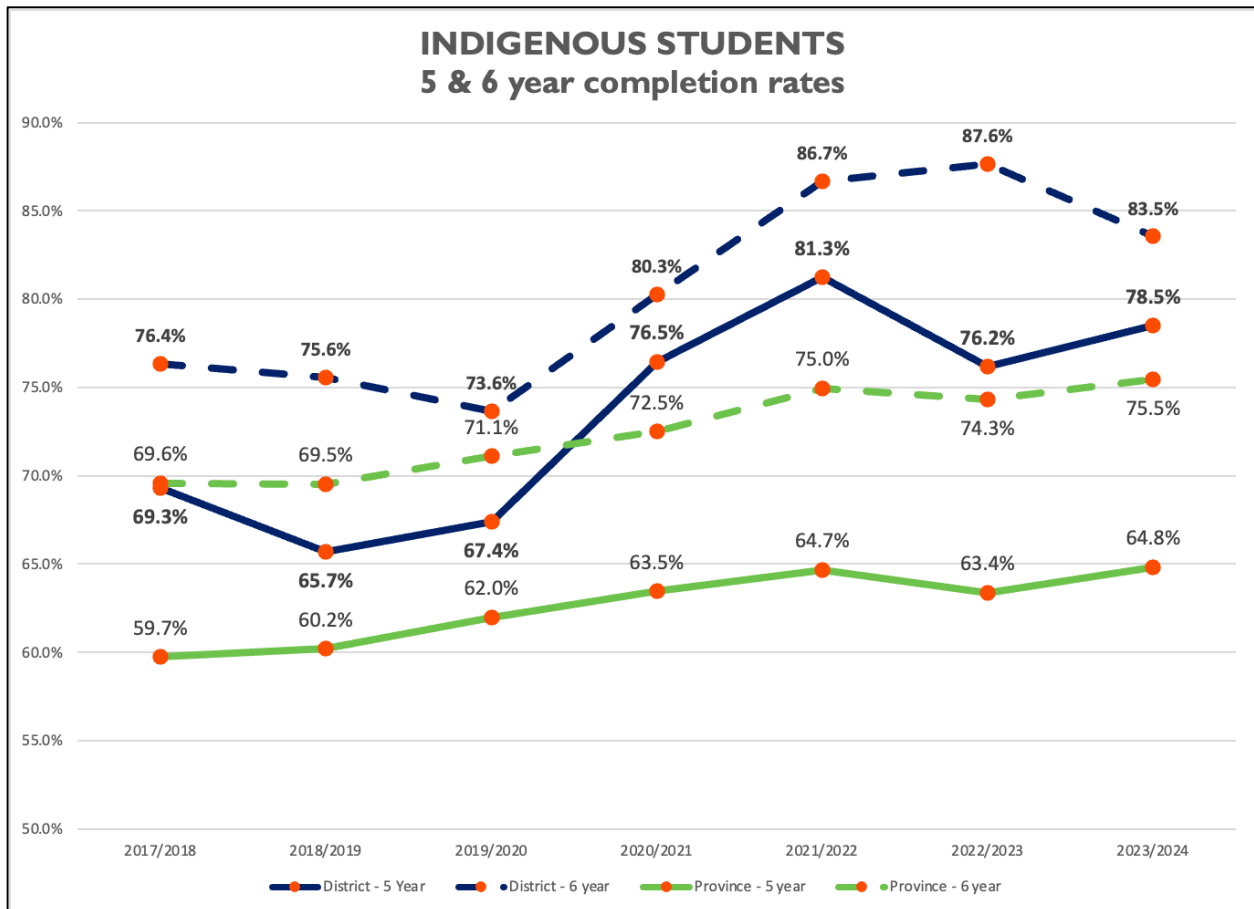
TRANSITIONS RATES
All Learners

All Learners	District		Province	
	5-Year	6-Year	5-Year	6-Year
2017/2018	85.0%	90.1%	83.2%	88.5%
2018/2019	86.1%	89.7%	84.2%	88.8%
2019/2020	90.0%	92.8%	85.1%	89.6%
2020/2021	90.3%	93.1%	85.6%	90.1%
2021/2022	91.8%	94.8%	87.3%	91.4%
2022/2023	92.3%	95.0%	87.4%	91.8%
2023/2024	93.6%	95.8%	86.6%	91.4%



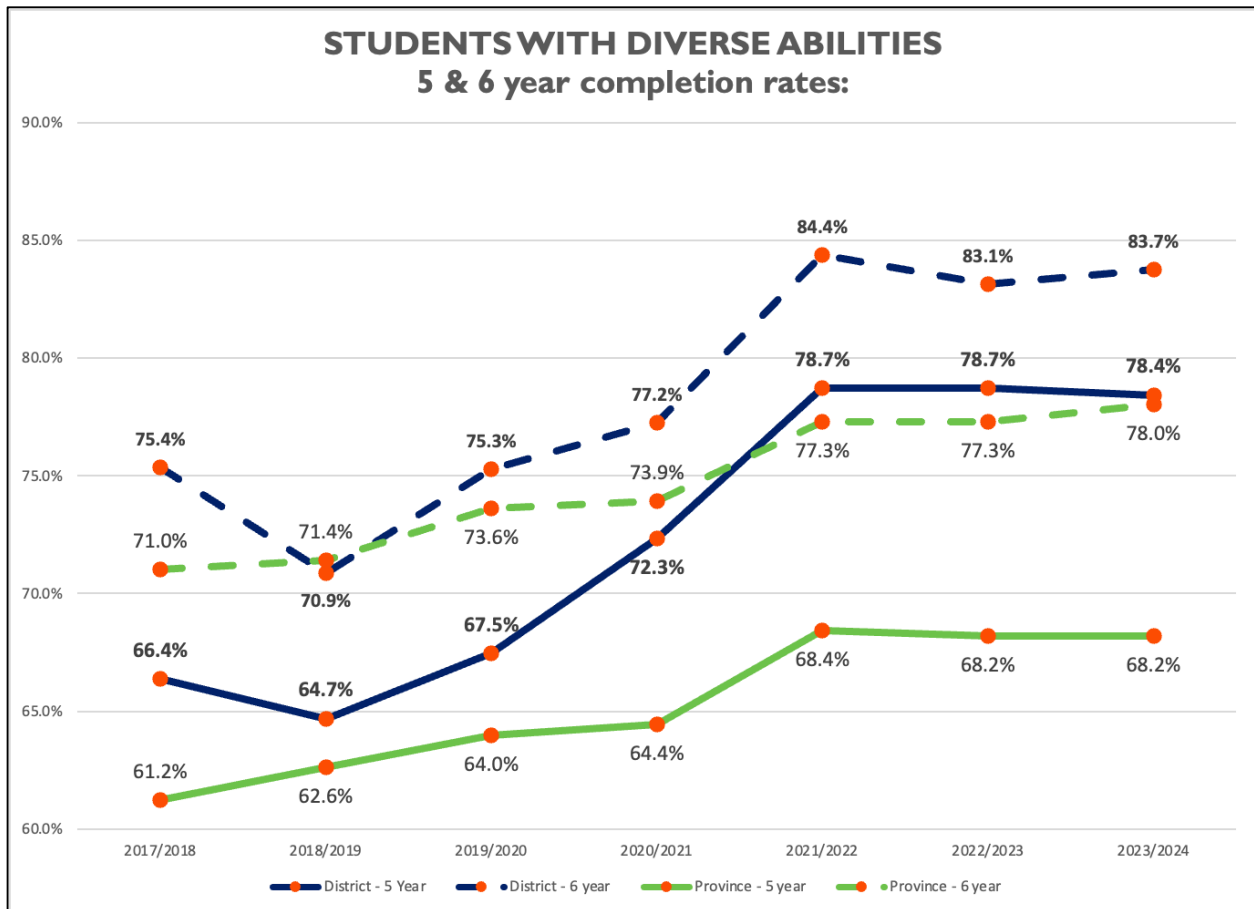
Indigenous Learners

Indigenous Students	District		Province	
	5-Year	6-Year	5-Year	6-Year
2017/2018	69.3%	76.4%	59.7%	69.6%
2018/2019	65.7%	75.6%	60.2%	69.5%
2019/2020	67.4%	73.6%	62.0%	71.1%
2020/2021	76.5%	80.3%	63.5%	72.5%
2021/2022	81.3%	86.7%	64.7%	75.0%
2022/2023	76.2%	87.6%	63.4%	74.3%
2023/2024	78.5%	83.5%	64.8%	75.5%



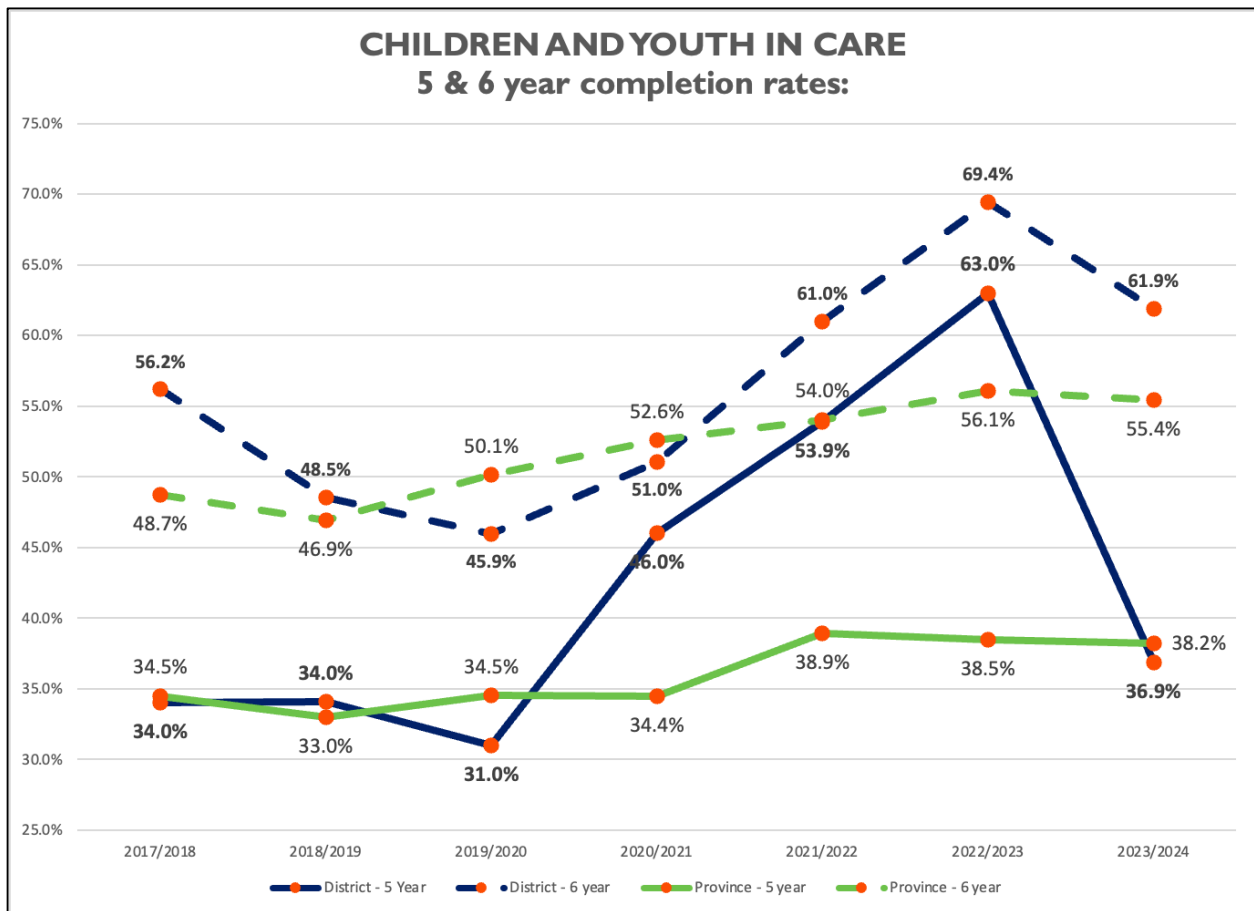
Diverse Learners

Students with Diverse Abilities	District		Province	
	5-Year	6-Year	5-Year	6-Year
2017/2018	66.4%	75.4%	61.2%	71.0%
2018/2019	64.7%	70.9%	62.6%	71.4%
2019/2020	67.5%	75.3%	64.0%	73.6%
2020/2021	72.3%	77.2%	64.4%	73.9%
2021/2022	78.7%	84.4%	68.4%	77.3%
2022/2023	78.7%	83.1%	68.2%	77.3%
2023/2024	78.4%	83.7%	68.2%	78.0%



Children/Youth in Care (CYIC)

CYIC	District		Province	
	5-Year	6-Year	5-Year	6-Year
2017/2018	34.0%	56.2%	34.5%	48.7%
2018/2019	34.0%	48.5%	33.0%	46.9%
2019/2020	31.0%	45.9%	34.5%	50.1%
2020/2021	46.0%	51.0%	34.4%	52.6%
2021/2022	53.9%	61.0%	38.9%	54.0%
2022/2023	63.0%	69.4%	38.5%	56.1%
2023/2024	36.9%	61.9%	38.2%	55.4%



By embedding Careers and Transitions into every aspect of the student journey, the District is preparing students not only to graduate but also to thrive in an ever-changing world, with the skills, knowledge, and confidence to navigate their futures.

A Model for Successful Student Development

The Langley School District integrates Careers and Transitions into its systemic approach to student success, as demonstrated through initiatives like Ensouling Our Schools. Careers and Transitions bridges Intellectual Development and Human and Social Development by ensuring students are prepared for transitions at all levels of their educational journey and beyond.

At the Regular Meeting of the Board of Education on January 28, 2025, Walnut Grove Secondary School will showcase how a structured and proactive approach to transitions fosters student success:

1. Elementary to Secondary Transitions

- Programs like Gator Quality Ambassador and Gator Shades ensure that students begin their secondary journey with confidence. These initiatives provide continuity, starting in Grade 7 and extending into Grade 8.
- Grade 7 Open Houses, Semester Transition Days, and Course Planning Visits familiarize students with their new environment, helping them build relationships and understand expectations before stepping into secondary school.

2. Course-to-Course and Semester-to-Semester Transitions

- Regular Monitoring and Support: Each term, at-risk students are identified, and counselors or vice-principals ensure that a dedicated staff member (e.g., ASW, YCW, Resource Case Manager) oversees their progress.
- Transition and Promotional Meetings: At semester and year-end, these meetings ensure that course adjustments support graduation requirements.

3. Graduation to Post-Secondary Transitions

- Grad Chats: Starting in Grade 11, students engage in course planning discussions to map out pathways to graduation and beyond.
- Proactive Credit Management: A recommendation of 88 credits ensures students have a buffer for unforeseen challenges.
- Tailored Interventions: Students at risk of not graduating are categorized and provided with targeted support to ensure they meet the requirements to cross the stage.

4. Holistic Transition Support

- The integration of social-emotional learning, inclusive instructional practices, and targeted interventions ensures that all transitions - academic, social, and career-focused - are supported through thoughtful planning and responsive systems.

Walnut Grove's approach to fostering successful transitions throughout the student journey prepares learners for lifelong success. By prioritizing individualized support and clear pathways, the District not only enhances transition rates but also cultivates a sense of belonging and purpose for every student.

At Tuesday's Regular Meeting of the Board of Education, Deputy Superintendent Woody Bradford, District Principal of Aboriginal Education Mike Pue, District Principal of Instructional Services Kendra Simonetto, and Walnut Grove Secondary Principal Jeremy Lyndon will share highlights of the District's initiatives supporting Careers and Transitions, demonstrating how these efforts contribute to student success.

STAFF REPORT

DATE: January 28, 2025
TO: Board of Education
FROM: Brian Iseli, Secretary-Treasurer
SUBJECT: Trustee Remuneration

RECOMMENDED MOTION:

That the Board of Education approves the increase of 1.8% effective January 1, 2025 based on the 12 month change in Canada Consumer Price Index (CPI) in accordance with [Board Policy 7: Board Operations](#), section 11 and to update the salaries in Policy 7: Board Operation, section 11.1 with the new salaries.

BACKGROUND:

Policy 7, section 11 outlines trustee remuneration and how it is determined, below is what is currently in policy 7:

11. Trustee Remuneration

11.1. Effective January 1, 2024, annual trustee remuneration shall be as follows:

11.1.1. Trustee \$33,047

11.1.2. Vice – Chair \$34,210

11.1.3. Chair \$35,367

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

The last update for the 12 month change in Canada Consumer Price Index (CPI) was December 2024 and is an increase of 1.8% The link to the Statistics Canada site is found below:

[The Daily — Consumer Price Index, December 2024](#)

Based on the 1.8% increase in the Canadian Consumer Price Index (CPI), the proposed salaries would be as below:

	Current	Proposed	Increase
Trustee	33,047	33,642	1.80%
Vice Chair	34,210	34,826	1.80%
Chair	35,367	36,004	1.80%

STAFF REPORT

DATE: January 28, 2025
TO: Board of Education
FROM: Brian Iseli, Secretary-Treasurer
SUBJECT: Southwest Latimer Area Land Purchase Bylaw 2025

RECOMMENDED MOTION:

That The Board of Education of School District No. 35 (Langley) – Southwest Latimer Area Land Purchase Bylaw 2025 be given first reading.

That The Board of Education of School District No. 35 (Langley) - Southwest Latimer Area Land Purchase Bylaw 2025 be given second reading.

That The Board of Education of School District No. 35 (Langley) unanimously approves having all three readings of Southwest Latimer Area Land Purchase Bylaw 2025 at tonight's meeting.

That The Board of Education of School District No. 35 (Langley) Southwest Latimer Area Land Purchase Bylaw 2025 be given third reading, passed and adopted on the 28th day of January, 2025.

BACKGROUND:

Due to the rapid growth in the Willoughby area, The Board of Education of School District No. 35 (Langley) (the "**Board**") requested in the 2024/2025 Five Year Capital plan submission for a site to be purchased in the Southwest Latimer neighbourhood that would be used for a future elementary school to be built in that neighbourhood. The Board received the response letter to their Five-Year Capital Plan submission on March 15, 2024 from the British Columbia Ministry of Education and Child Care (the "**Ministry**") which stated that the project has been supported and staff was asked by the Ministry to proceed to determine a purchase price for Ministry approval.

Option to purchase

On September 11, 2020, an option to purchase was registered in favour of the Board against the lands legally described as Parcel Identifier: 031-185-843, Lot 124 Section 22 Township 8 New Westminster District Plan EPP68696 ("**Lot 124**") under registration number CA8422764 (the "**Option to Purchase**"). As Lot 124 is subject to the Option to Purchase, it was not listed for sale on the open market.

Pursuant to the Option to Purchase among the Board, as purchaser, and Mitchell Latimer 73 Limited Partnership and Mitchell Latimer 73 Inc. (collectively, the “**Vendor**”), as vendor, the Board was granted the sole and exclusive first right and option to purchase Lot 124 for the option period commencing on September 11, 2020 and ending on September 11, 2028.

Purchase Price, Valuation and Appraisals

The purchase price for Lot 124 would be the fair market value of Lot 124 determined as of a valuation date designated by the Board (the “**Purchase Price**”). Pursuant to the Valuation Date Designation Notice dated August 28, 2024, the Board designated the valuation date as August 28, 2024.

The Board and the Vendor were unable to agree on the Purchase Price by September 11, 2024 and so both the Board and the Vendor appointed independent appraisers to determine the fair market value of Lot 124. The Board’s appraiser, Garnett Wilson Realty Advisors Ltd., estimated the current fair market value of Lot 124 as of August 28, 2024 to be \$27,200,000.00. The Vendor’s appraiser, CWPC Property Consultants Ltd., estimated the current fair market value of Lot 124 as of August 28, 2024 to be \$33,592,000.00. As the two appraisals were not within 5% of each other, Colliers International Realty Advisors Inc. was appointed as a third appraiser by CWPC Property Consultants Ltd. and Garnett Wilson Realty Advisors Ltd. pursuant to the Option to Purchase. Colliers International Realty Advisors Inc. estimated the current fair market value of Lot 124 as of August 28, 2024 to be \$31,400,000.00. As such, pursuant to the Option to Purchase, the Purchase Price was determined to be **\$32,496,000.00**, which was the average of the two closest appraisals which were the appraisals by Colliers International Realty Advisors Inc. and CWPC Property Consultants Ltd.

Based on the appraisals from each of Garnett Wilson Realty Advisors Ltd., CWPC Property Consultants Ltd. and Colliers International Realty Advisors Inc., Board staff believe the Purchase Price represents the current fair market value of Lot 124.

Closing Date

Once the Purchase Price has been determined, the Board has a period of ninety (90) days to exercise the option to purchase Lot 124. As the Purchase Price was determined on November 28, 2024, the Board has until February 26, 2025 to exercise the option to purchase Lot 124. If the Board exercises the option to purchase Lot 124, then the completion of the purchase and sale of Lot 124 will occur on the date that is 30 days after the date of exercise of the option to purchase by the Board.

Site Size:

Lot 124 has a total area of **4.942 acres** as surveyed and is located on 198B Street between 73 Avenue and 74 Avenue.

Funding

Below are the details of the cost for the acquisition of the land that was sent to the Ministry for approval.

Component	Cost
Offer Based on Appraised Value	\$ 32,496,000.00
GST (32% portion of 5% GST)	\$ 519,936.00
Appraisal, Legal and Consultant fees	\$ 99,081.25
Total Cost	\$ 33,115,017.25
District Contribution from SSAC	(\$3,032,923.00)
Total Provincial Funding	\$30,082,094.25

The Board has requested funding approval for the acquisition of Lot 124 from the Ministry. As of the date of this report, the Board has not received a response from the Ministry. Prior to exercising the option to purchase Lot 124 in accordance with the Option to Purchase, the Board will require written funding approval for the acquisition from the Ministry and a Board bylaw approving the exercise of the option to purchase Lot 124.

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 35 (LANGLEY)
SOUTHWEST LATIMER AREA LAND PURCHASE BYLAW, 2025**

WHEREAS The Board of Education of School District No. 35 (Langley) (the “**Board**”) is a board of education constituted under the *School Act* (British Columbia);

WHEREAS Section 96(2)(a) of the *School Act* (British Columbia) provides that a board of education may for educational purposes acquire and hold land or improvements, or both, within its school district;

AND WHEREAS Section 65(5) of the *School Act* (British Columbia) requires a board of education to exercise a power with respect to the acquisition or disposal of property only by bylaw;

AND WHEREAS:

- (i) the Board requires land in the Southwest Latimer Area of Langley for construction of an elementary school;
- (ii) the Board has obtained a first option to purchase (the “**Option**”) a parcel of land in the Southwest Latimer Area for a proposed school site (the “**Proposed School Site**”);
- (iii) the Proposed School Site is a 4.942 acre parcel formed by the consolidation of parcels formerly known as 7331, 7337, 7371 and 7393 – 198B Street, Langley, British Columbia, and the legal description of the Proposed School Site is as follows:

Parcel Identifier: 031-185-843,
Legal Description: Lot 124 Section 22 Township 8 New Westminster District Plan EPP68696; and

- (iv) the Board is satisfied that the Proposed School Site will be suitable for its purposes and that the purchase price of \$32,496,000.00 payable under the Option does not exceed the fair market value of the Proposed School Site;

NOW THEREFORE be it resolved as a Bylaw of the Board that, subject to funding approval from the British Columbia Minister of Education and Child Care (the “**Minister**”), the Board exercise the Option and complete the purchase of the Proposed School Site as contemplated therein on the terms and subject to the conditions set out in the Option.

BE IT FURTHER resolved as a Bylaw of the Board that the Secretary-Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver a written notice exercising the Option and the Secretary-Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver all funds and documents required to complete the purchase transaction contemplated by the Option on the terms and subject to the conditions set out in the Option.

This Bylaw may be cited as “School District No. 35 (Langley) Southwest Latimer Area Land Purchase Bylaw, 2025”.

Read a first time this 28th day of January, 2025.

Read a second time this 28th day of January, 2025.

Upon unanimous agreement of the Trustees of the Board in attendance, this Bylaw was read a third time on the 28th day of January, 2025, and finally passed and adopted this 28th day of January, 2025.

Corporate Seal

Chairperson of the Board

Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 35 (Langley) Southwest Latimer Area Land Purchase Bylaw, 2025, adopted by the Board the 28th day of January, 2025.

Secretary-Treasurer

POLICY COMMITTEE REPORT

DATE: January 28, 2025
TO: Board of Education
FROM: Policy Committee
SUBJECT: Policy 3 Appendix A: Services, Materials and Equipment Provided to Trustees

RECOMMENDED MOTION:

That the Board of Education approves Policy 3 Appendix A: Services, Materials and Equipment Provided to Trustees as presented.

BACKGROUND:

At the October 8, 2024 Policy Committee Meeting, [Policy 3: Role of the Trustee](#) and [Policy 3 Appendix: Services, Materials and Equipment Provided to Trustees](#) were both reviewed and revisions to Appendix A was requested by the Policy Committee. Those edits were made and the following motion was passed:

That the Policy Committee direct staff to make the requested changes to Policy 3 Appendix: Services, Materials and Equipment Provided to Trustees then bring changes back to the next Policy Committee Meeting.

Staff updated Policy 3 Appendix A and it was then brought back to the November 5, 2024 Policy Committee Meeting.

At the November 5, 2024 Policy Committee Meeting, the following motion was passed:

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 3 Appendix A: Services, Materials and Equipment Provided to Trustees.

At the November 19, 2024 Regular Board Meeting, the following motion was passed:

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 3 Appendix A: Services, Materials and Equipment Provided to Trustees.

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

**SERVICES, MATERIALS AND EQUIPMENT
PROVIDED TO TRUSTEES**

1. Pcard.

~~2. An iPad~~ A laptop.

~~2.3.~~ Both items are to be returned at completion of term or if the trustee resigns before the end of the term.

Adopted: December 15, 2020

POLICY COMMITTEE REPORT

DATE: January 28, 2025
TO: Board of Education
FROM: Policy Committee
SUBJECT: Notice of Motion - Policy 7: Board Operations

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 7: Board Operations at the April 29, 2025 Regular Board Meeting.

BACKGROUND:

At the April 9, 2024 Policy Committee Meeting, [Policy 7: Board Operations](#) was reviewed and revisions were requested by the Policy Committee and those edits were made. In addition, the following motion was passed:

That the Policy Committee direct staff to strike trustee comments from Policy 7: Board Operations and bring back Policy 7: Board Operations to a future Policy Committee Meeting to discuss virtual attendance at meetings.

Staff updated Policy 7 by removing trustee comments. Policy 7 was then brought back to the October 8, 2024 Policy Committee Meeting for discussion on virtual attendance at meetings. Staff reviewed other districts' policies and made suggested revisions for the Policy Committee to consider, as shown in the attached Policy 7.

At the October 8, 2024 Policy Committee Meeting, the following motion was passed:

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 7: Board Operations.



At the October 22, 2024 Regular Board Meeting, the following motion was passed:

That the Board of Education make a motion to refer this back to the Policy Committee for consideration of all comments made in the meeting of October 22.

At the November 5, 2024 Policy Committee Meeting, the following motion was passed:

That the Policy Committee direct staff to make requested changes to Policy 7: Board Operations then bring changes back to the next Policy Committee Meeting.

Staff updated Policy 7: Board Operations and it was then brought back to the January 14, 2025 Policy Committee Meeting.

At the January 14, 2025 Policy Committee Meeting, the following motion was passed:

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 7: Board Operations.

BOARD OPERATIONS

The Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the District, the Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting.

The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner. All points of procedure not provided for in this [Policy Handbook](#) shall be decided in accordance with Robert's Rules of Order.

The Board's fundamental obligation is to preserve, if not enhance, the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

There are times when BC [FOIPPA](#) legislation requires or when the Board determines that public interest is best served by private discussion of specific issues in "In-Camera" sessions.

In order to carry out its responsibilities effectively, the Board will hold periodic meetings of several types. Formal meetings, at which all formal and legal business of the Board as a corporate body shall be done, may be designated as Inaugural, Regular, Special Meetings, or In-Camera.

The Board has adopted specific policy governing Board operation and the conduct of its formal meetings.

1. Board Composition and Elections
 - 1.1. Seven trustees are elected for a four-year term from two Trustee Electoral Areas as follows: five from Langley (Township) and two from Langley (City).
 - 1.2. Elections are held the third Saturday in October in election years.
2. Inaugural and subsequent annual meetings of the Board
 - 2.1. An Inaugural meeting of the Board shall be held in November of the year of the election of trustees. Such meeting shall be held at the time, place and date as determined by the outgoing Board; and in the event that the Board shall not so determine, then such meeting shall be held at the hour of 19:00 in the District office located at 4875-222 Street, Langley B.C. V3A 3Z7 on the first Monday in November.

- 2.2. In accordance with the [School Act](#) Section 50, a person elected or appointed as a Trustee must make a prescribed oath of office by oath or solemn affirmation before taking their seat on the Board.
 - 2.3. The Secretary-Treasurer, or, in their absence, the Acting Secretary-Treasurer, shall call the meeting to order and shall preside at such meeting until a Chair is elected. The presiding official shall proceed to read to the Board the returns of the election, if any, as certified by the Returning Officer and shall then report whether or not the trustees-elect, if any, have completed the declarations required by the School Act.
 - 2.4. The presiding officials shall then call for nominations by ballot for the office of Chair. Any Trustee may be nominated for Chair. The presiding officials will then announce the names of trustees nominated by ballot and at that time any nominee may withdraw. If more than one nomination remains for the office of Chair, a vote by ballot shall be taken forthwith. All trustees present at the meeting shall vote. A clear majority of those present shall be required for election. If there is no clear majority on the first ballot, balloting shall continue until a clear majority is achieved.
 - 2.5. If for the election of Chair, more than two nominations are received, and if at the first ballot no trustee receives a clear majority, balloting shall continue until one trustee shall have received a clear majority. At each successive ballot the name of the trustee receiving the fewest votes at the previous ballot shall be dropped. If by reason of an equality of votes it is not possible to determine which name shall be dropped, then a special ballot shall be taken for that purpose.
 - 2.6. Once the election of Chair has been completed the individual will replace the Secretary-Treasurer as Chair for the remainder of the meeting.
 - 2.7. The selection of Vice-Chair shall be conducted in the same manner as the selection of the Chair.
 - 2.8. An annual meeting of the Board shall be held in December of the year in which there is no election of trustees. Regular meeting dates for the following year shall be established at the April Regular Board Meeting.
3. Notification of Board Meetings
 - 3.1. School Board Meetings are public meetings unless designated as "In Camera". To encourage the public to attend Board meetings, all Regular meetings will be posted on the District website and such other means as may appear appropriate. The agenda will specify the date, time and place of all Regular and Special meetings and the major topics to be discussed.
 - 3.1.1. Notice of each Regular meeting of the Board with agenda will be published via eSCRIBE for each trustee to access at least three days prior to each meeting.
 - 3.1.2. Notice of all Special meetings shall be given to the members of the Board at least 24 hours prior to the time stated for the meeting to convene. Said notice shall indicate the purpose of the Special meeting.

4. Regular Meetings

4.1. The meeting schedule for Board meetings shall be set by Board motion at the end of a school year for the next school year. Additional meetings may be set as required. Meetings will be held at the Langley School Board Office, unless publicly advertised at another location. The usual hours of these meetings shall be as follows:

- 5:30 to 7:00 p.m. - "In Camera" (closed to public) - meeting of the Board and Senior Administrative Officials only to discuss pertinent items on that meeting's agenda.
- 7:00 p.m. - Regular - meeting of the Board open to staff, press, and public at large followed by Question Period.

4.2. A quorum shall be a majority of trustees holding office at the time of the meeting.

4.2.1. The Superintendent of Schools and the Secretary-Treasurer (or their designates) shall be present at all meetings of the Board. The Board may excuse either or both of these officials during discussion of any matter, but no Board action shall be taken unless both officials are present except:

4.2.1.1. If a portion of the meeting concerns the work performance or employment of the Superintendent of Schools, the Board may excuse the Superintendent of Schools from attending that portion of the meeting;

4.2.1.2. If a portion of the meeting concerns the work performance or employment of the Secretary-Treasurer, the Board may excuse the Secretary-Treasurer from attending that portion of the meeting; and, if so, shall designate the Superintendent of Schools, or another employee of the Board, to attend the meeting in place of the Secretary-Treasurer to perform the duties of the Secretary-Treasurer at the meeting.

4.3. The Chair shall chair all Regular and Special Meetings while Regular In-Camera Meetings shall be chaired by the Vice-Chair. In the absence of the Chair, the Vice-Chair, or, in the absence of both the Chair and the Vice-Chair, some member of the Board to be appointed by the Board shall preside.

4.4. Should the Chair, during any meeting of the Board, desire to leave the Chair for the purpose of taking part in debate or for any other reason acceptable to a majority of the trustees present, the Chair shall call on the Vice-Chair to fill their place until the Chair resumes the Chair, or in the absence of the Vice-Chair, some other member of the Board. Any member occupying the Chair temporarily shall discharge all the duties and enjoy the rights of the Chair.

4.5. The Superintendent and Secretary-Treasurer shall be at all meetings of the Board.

4.6. The Board recognizes there may be circumstances where it is practical or necessary to hold a meeting through electronic means. Accordingly, at the call of the Chair, or, upon written request of a majority of the trustees, a meeting may be held solely by electronic means utilizing a Board authorized electronic meeting platform.

4.7. Trustees are expected to participate in regularly scheduled Board meetings via the scheduled meeting format. If a Trustee cannot attend a meeting via the scheduled meeting format, the Trustee will provide notice, via email, text message or phone call to the Chair and Superintendent. Trustees may participate in or attend a meeting of the Board by electronic means, utilizing a Board authorized electronic meeting platform, if all Trustees and other persons participating in or attending the meeting are able to communicate with each other. Such attendance shall only be permitted where Trustee participation is prevented by extraordinary circumstances and can be accommodated by staff.

4.7.1. The Chair of the Board may refuse to allow a trustee to participate in a meeting by electronic means where the required electronic equipment is not available or where special meetings are held in camera and or for the purpose of hearing appeals or conducting hearings related to employee matters, or any Board matters which attract the principles of natural justice.

4.7.2. A trustee cannot attend more than one (1) day of scheduled Board meetings per year via electronical means, when they are not able to attend via the scheduled meeting format, without being authorized by resolution of the Board to do so.

4.7.3. Trustees who connect to a meeting of the Board by electronic means will be considered in attendance at the meeting and form part of the quorum.

4.4.1.4.7.4. If the trustee who is scheduled to chair the meeting is not able to attend the meeting via the established meeting format, they must pass the chair role to another trustee for that meeting.

5. Rules of Order

5.1. Development of Agenda

5.1.1. Items for Board agendas may originate from:

5.1.1.1. Business from previous meeting

5.1.1.2. Individual trustees

5.1.1.3. Superintendent of Schools

5.1.1.4. Delegations

5.1.1.5. Correspondence

5.1.1.6. Committee Meetings

5.1.2. The Agenda Review Committee shall be responsible for setting the agenda.

5.1.3. The agenda will normally be reviewed by the Agenda Review Committee, which consists of the Board Chair, Vice-Chair, Superintendent of Schools and Secretary-Treasurer, prior to the Regular meeting.

5.1.4. The order of the agenda shall be substantially as follows:

5.1.4.1. Opening Presentations

- 5.1.4.2. Audio Visual Recording (Webcasting) of Regular Board Meeting
- 5.1.4.3. Call to Order
- 5.1.4.4. Report From "In Camera"
- 5.1.4.5. Consent Agenda
- 5.1.4.6. Consideration of Agenda
- 5.1.4.7. Superintendent's Reports
- 5.1.4.8. Secretary-Treasurer's Reports
- 5.1.4.9. New Business
- 5.1.4.10. ~~Trustee Comments~~ Work Reports
- 5.1.4.11. Question Period
- 5.1.4.12. Adjournment

- 5.1.5. The Secretary-Treasurer shall be responsible for preparation of the agenda. Items for the agenda are to be submitted to the Secretary-Treasurer's office by noon on the Tuesday immediately preceding the Board Meeting.
- 5.1.6. The agenda and supporting documentation shall be published on eSCRIBE on Friday afternoon for trustees. The partner groups and newspaper contacts will be advised by email on Monday morning that the agenda and supporting documentation is available for viewing on the District website.
- 5.1.7. Items may be added to the agenda at the Board meeting if each individual item is approved by a majority vote of the Board. If the additional item is in the form of a motion, the motion must be read in its entirety.

6. In-Camera Board Meetings

- 6.1. The Board may convene a meeting without the public at which matters of a confidential nature shall be discussed. The Secretary-Treasurer or designate and the Superintendent, shall attend all Board meetings, except where excluded pursuant to the School Act. No trustee or staff shall disclose to the public the proceedings of an In-Camera meeting unless a resolution has been passed at the In-Camera meeting allowing disclosure of a particular motion or action.
- 6.2. Minutes of an In-Camera meeting shall be kept in the same manner as a Regular meeting but shall be approved by the Board only in an In-Camera meeting and shall not be filed with the minutes of Regular meetings.
- 6.3. The Chair shall chair all Regular and Special Meetings while regular In-Camera Meetings shall be chaired by the Vice-Chair.
- 6.4. Unless otherwise determined by the Board, the following matters shall be considered in "In-Camera" meetings:

~~6.5-~~6.4.1. All matters of a Human Resources nature including:

~~6.5.1.~~6.4.1.1. Salary claims and adjustments and the consideration of requests of employees and board officers with respect to collective bargaining procedures.

~~6.5.2.~~6.4.1.2. The conduct, efficiency, discipline, suspension, termination or retirement of employees.

~~6.5.3.~~6.4.1.3. Medical reports.

~~6.5.4.~~6.4.1.4. Staff changes including appointments, transfers, resignations, promotions and demotions.

~~6.5.5.~~6.4.1.5. Arbitration updates.

~~6.6.~~6.5. Other Matters:

~~6.6.1.~~6.5.1. Normally, routine operational matters such as [FOIPPA](#) redactions, contractual interpretations, personnel matters which do not involve litigation will not be brought to the Board as information. The Board will be informed of any legal action taken against the District or if the District is taking action against another party.

~~6.6.2.~~6.5.2. Matters pertaining to individual students including the conduct, discipline, suspension or expulsion of students, truancy and indigent students or matters of a confidential nature.

~~6.6.3.~~6.5.3. Purchase of real property including the designation of new sites, consideration of appraisal reports, consideration of accounts claimed by owners, determination of Board offers and expropriation procedures.

~~6.6.4.~~6.5.4. Lease, sale or exchange of real property prior to finalization thereof.

~~6.6.5.~~6.5.5. Matters pertaining to the safety, security or protection of Board property.

~~6.6.6.~~6.5.6. Such other matters where the Board decides that the public interest so requires, including matters of a confidential, sensitive or preliminary nature.

~~6.7.~~6.6. Release of In-Camera Items

~~6.7.1.~~6.6.1. All motions to publicly release items dealt with at an In-Camera meeting shall be made and dealt with in the In-Camera meeting.

7. Special Meetings

7.1. A special meeting is any meeting of the Board that was not scheduled during the inaugural or subsequent annual meeting.

7.2. Special meetings of the Board may be called by the Chair or, upon written request of a majority of the trustees.

7.3. No business other than that for which the meeting was called shall be conducted at the meeting.

7.4. It shall be the Board's decision to decide who shall or shall not be permitted to attend the meeting depending on the matter or matters under discussion.

8. Minutes

- 8.1. The Secretary-Treasurer shall be responsible for minutes of all Board and Board Working Committee meetings.
- 8.2. Minutes of all Board and Board Standing Committee meetings shall be distributed to the Board and its Standing Committees in the agenda package of the next meeting.
- 8.3. The Secretary-Treasurer shall make arrangements to have minutes of all Regular School Board meetings and Committee meetings posted on the District website after the minutes are approved.
- 8.4. The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.
- 8.5. The minutes shall record:
 - 8.5.1. Date, time and place of meeting;
 - 8.5.2. Type of meeting (inaugural, regular, in-camera, or special);
 - 8.5.3. Name of the Chair;
 - 8.5.4. Names of those trustees and administration in attendance;
 - 8.5.5. Approval of preceding minutes;
 - 8.5.6. Only motions will be recorded in the minutes. Preamble, rationale, or discussions will not be recorded in the minutes, unless directed by the Board through resolution;
 - 8.5.7. Points of order;
 - 8.5.8. Appointments;
 - 8.5.9. Notices of motion;
 - 8.5.10. Recommended motions proposed by Committees; and
 - 8.5.11. Trustee conflict of interest declaration pursuant to Section 58 of the School Act.
- 8.6. The minutes shall:
 - 8.6.1. Be prepared as directed by the Superintendent;
 - 8.6.2. Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
 - 8.6.3. Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
- 8.7. The Superintendent shall ensure that, upon acceptance by the Board, appropriate initials are appended to each page of the minutes, and that appropriate signatures are affixed to the concluding page of the minutes.
- 8.8. The Superintendent shall establish and maintain a file of all Board minutes and create a tracking system for resolutions which will:

- 8.8.1. Provide for ready identification as to the meeting at which it was considered;
- 8.8.2. Provide for cross-referencing with resolutions of similar nature adopted by the Board at previous meetings.
- 8.9. All Standing Committees, unless otherwise directed, shall prepare and submit minutes or a report including any recommendations to the Board.
- 8.10. As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board directs the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
- 8.11. The approved minutes of a Regular or Special Public meeting shall be posted to the website as soon as possible following approval. The Superintendent is responsible to distribute and post the approved minutes.
- 8.12. Upon adoption by the Board, the minutes of meetings other than private meetings shall be open to public scrutiny.

9. Public Participation

9.1. Delegations

- 9.1.1. The number of delegations will not exceed three (3) for Board and three (3) for Committee meetings except by majority vote of the Board or the Committee.
- 9.1.2. Persons or groups wishing to make delegation to the Board or a committee are reminded that they must be respectful in their presentation and shall not refer to personnel matters or matters under collective agreement grievance.
- 9.1.3. Citizens and parents have the right of access to the Board and its Working Committees, and to present proposals or seek resolutions to concerns which relate to the action of the Board and/or its agents. Delegations provide citizens and parents with the opportunity to present information to the Board or Committee for their consideration. The time is not an opportunity to debate with the Board or Committee.
- 9.1.4. All requests from delegations shall be submitted to the Secretary-Treasurer who shall forward all such requests to the Board and the Agenda Setting Committee.
- 9.1.5. The Agenda Setting Committee shall determine whether delegations will appear before the Board or a Committee, or have a written submission presented at a Regular Board or Committee meeting. The purpose of the delegation shall be communicated in writing prior to a delegation's request being considered. Should the delegation wish to present to a Board or Committee meeting the request must be received at least two weeks in advance of said meeting.

- 9.1.6. Delegations may be asked to meet with the appropriate School District officials prior to the Agenda Setting Committee considering a delegation's request to address the Board or a Committee of the Board.
- 9.1.7. The following are requirements for the delegation and response by the Board:
 - 9.1.7.1. Delegations shall be limited to speaking for ten minutes.
 - 9.1.7.2. Written materials from the delegation shall be received by the Secretary-Treasurer by the Tuesday prior to the meeting. Copies of all written materials shall be provided to all trustees and senior management, through the Secretary-Treasurer's office.
 - 9.1.7.3. Presentations involving technology (PowerPoint, etc.) must be received by 10:00 am on the Tuesday one week prior to the meeting date to be utilized by the delegation at the meeting.
 - 9.1.7.4. Trustees may seek clarification from the delegation on specific issues outside of the ten-minute time limit noted above.
 - 9.1.7.5. Normally the Board or Committee will not make a decision at the same meeting at which the delegation's submission is received.
 - 9.1.7.6. Appeals of an employee's decision which significantly affects the education, health or safety of a student shall be appealed following the procedures of [Policy 13](#).

9.2. Question Period

- 9.2.1. A question period will be provided at the end of the Regular Board meeting. 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.
- 9.2.2. 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.
- 9.2.3. Questions.
 - 9.2.3.1. Need to be directed to the Chair and not to staff.
 - 9.2.3.2. Need to be related directly to the topic on the agenda.
 - 9.2.3.3. Need to be succinct, focused and not be a statement.
 - 9.2.3.4. May not be asked that are related to personnel or directed at an individual trustee.
 - 9.2.3.5. May not be asked that are related to contract negotiations; and
 - 9.2.3.6. The questioner shall provide their name so that it can be reflected in the minutes.

- 9.2.4. 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.
- 9.2.5. Trustees also welcome questions from members of the public apart from Question Period. Their contact information is available on the School District website.

10. Audio Visual Recording (Webcasting) Of Regular and Special Meetings

- 10.1. 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.

11. Trustee Remuneration

- 11.1. Effective January 1, 2024, annual trustee remuneration shall be as follows:

11.1.1. Trustee	\$33,047
11.1.2. Vice – Chair	\$34,210
11.1.3. Chair	\$35,367

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

12. Trustee Expense Reimbursement

- 12.1. Trustees are encouraged to participate in conferences, conventions, workshops and seminars relating to leadership, education and schooling.

- 12.2. Accordingly, trustees attending conferences, conventions, workshops and seminars shall have all related expenses paid by the School District.

- 12.3. Trustee expenses shall be reimbursed for claims covering:

- 12.3.1. Mileage allowance when on School Board business travelling outside the School District. Mileage allowance for the Chair and Vice-Chair may also be claimed for in-district travel on School Board business for additional Chair and Vice-Chair activities but not for travel to and from Board meetings.

- 12.3.2. Sundry legitimate expenses (meals, accommodation, long distance telephone calls, travel, etc.). Day care and employment coverage are not reimbursable.

- 12.4. Trustees shall submit “Claim for Reimbursement of Expenses Form” on a quarterly basis.

- 12.5. For purposes of this policy, the following guidelines are provided:

- 12.5.1. Individual trustee professional development budgets will be established through the budget process.

- 12.5.2. Publications and other materials related to a trustee's duties may be charged to individual trustee accounts to a maximum amount as established during the annual budget process. Items purchased such as books, videos, etc., shall remain the property of the School District.
- 12.5.3. All expenditures in excess of the established individual professional development budget or approved limits must be pre-approved by the Board.
- 12.5.4. Trustees shall report out on conferences attended at a public meeting.
- 12.6. The Board will reimburse trustees and excluded staff for reasonable and authorized travel expenses while engaged in School District business, based upon a schedule of rates approved by the Board.
- 12.7. In all cases, trustees are expected to travel and lodge at the most economical options, giving fair consideration to travel times and proximity to scheduled events.
- 12.8. Expense receipts are required in all cases except for mileage and meal per diems and the allowance when staying in private accommodations. Credit card detailed receipts must be provided for all purchases with the reason for the expense written on the receipt.
- 12.9. All travel expenses must be claimed using the prescribed Expense form and all claims must be approved by the Secretary-Treasurer. Any appeal of the Secretary-Treasurer's decision shall be directed to the Board Chair and if subsequently required to the Board for final determination.
- 12.10. Travel Costs
 - 12.10.1. Actual costs for public transportation will be paid, or mileage will be paid at the Revenue Canada per kilometer rate. Ground transportation and parking costs will also be covered. Car rentals must be pre-approved by the Superintendent or Secretary-Treasurer.
- 12.11. Accommodation
 - 12.11.1. Only hotel, hotel tax, hotel parking and business telephone/internet charges should be claimed under accommodation. Trustees are expected to book accommodation at government rates. The Board will provide a \$30 per night allowance if a trustee stays with friends or family.
- 12.12. Meals/Overnight Allowance
 - 12.12.1. A traveler may claim any amounts as required up to the following maximums:

Breakfast	\$13.00
Lunch	\$17.00
Dinner	\$30.00
Overnight Allowance	\$10.00
Full Day Per Diem	\$70.00
Private Accommodation	\$30.00
 - 12.12.2. Partial day per diems should be determined based upon meal times away from the District. Per diems must be reduced by complimentary meals

covered in a conference registration. The overnight allowance is expected to cover incidentals and personal telephone calls home. Per diems for U.S. travel will be paid in Canadian dollars but increased by the current exchange rate to reflect U.S. dollar equivalency.

12.13. Other Expenses

- 12.13.1. Course/Conference Registration - Use a cheque requisition form or District credit card with prior approval, to initiate any required pre-payment for a course or conference.

13. Trustee Conflict of Interest

- 13.1. All trustees present at a meeting are expected to vote, although a trustee must abstain from voting in the event the trustee has a conflict of interest.

13.2. Conflict of Interest

- 13.2.1. The Board of Education (the "Board") directs its members not only to adhere to all laws regarding conflicts of interest but also to be alert to situations that have the appearance of a conflict of interest and to avoid actions that might be detrimental to themselves or to the Board.
- 13.2.2. If a trustee has any pecuniary interest in any matter and is present at a meeting of the Board at which the matter is considered, the trustee:
 - 13.2.2.1. Shall at the meeting disclose his or her pecuniary interest and the general nature of the pecuniary interest.
 - 13.2.2.2. Shall not take part in the discussion of or vote on any question in respect of the matter; and
 - 13.2.2.3. Shall not attempt in any way, whether before, during or after the meeting, to influence the voting on any question in respect of the matter.
- 13.2.3. If the meeting is not open to the public, in addition to complying with these requirements the Trustee shall immediately leave the meeting or the part of the meeting during which the matter is under consideration.
- 13.2.4. If a meeting is open to the public, every disclosure of pecuniary interest and the general nature of it shall be recorded in the minutes of the meeting. If the meeting is not open to the public, the fact that a disclosure of pecuniary interest was made, but not the general nature of that interest, shall be reported to, and recorded in the minutes of, the next meeting that is open to the public.

Legal References: 50, 56, 57, 58, 59, 66-71, 71(1), 72 School Act
Financial Disclosure Act
Income Tax Act

Adopted: December 15, 2021

Revised: January 26, 2021, January 26, 2022, January 23, 2023, January 16, 2024, January 30, 2024

POLICY COMMITTEE REPORT

DATE: January 28, 2025
TO: Board of Education
FROM: Policy Committee
SUBJECT: Notice of Motion - Policy 19: Naming of Schools

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 19: Naming of Schools at the April 29, 2025 Regular Board Meeting.

BACKGROUND:

As staff were going through the naming process, they became aware that the [Policy 19: Naming of Schools](#) stated the requirement for permission to use the name of a deceased person but did not specify the requirement for permission to use the name of a living person.

Staff made suggested changes to Policy 19: Naming of Schools to specify these requirements and it was brought to the Policy Committee Meeting on January 14, 2025.

At the January 14, 2025 Policy Committee Meeting, the following motion was passed:

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 19: Naming of Schools.

NAMING OF SCHOOLS

The Board believes that schools can be the focus of the community for activities and identity. In the naming of schools, consideration should be given to geographical names which relate to the location of the school or to names of individuals, including deceased persons, who have made outstanding contributions to the country, the community or to public service on behalf of children, and have significant meaning to students and members of that community.

The Board believes that the naming of schools should be undertaken following consultation with constituents concerned. To this end, the Board will seek suggestions of names from all interested parties.

The Board believes that when naming a new school slated to be immediately adjacent to a new park, consideration of having the same name should be given.

Specifically

1. The process of naming a new school will begin as soon as possible after the school site has been purchased, and where construction is scheduled in the Board's current [capital plan](#).
2. The Superintendent shall organize and solicit community input for the school name. Notification of the intent to name the school and the process to be used will be made in the local press and to groups with a known interest, (e.g. students and parents in the area of attendance, historical societies, retired teachers' association, and Board partner groups).
3. All submissions shall be made in writing to the Secretary-Treasurer, stating:
 - The suggested name
 - The rationale for the proposed name
 - The name, address and telephone of the supporting individual or group

All submissions by members of the public will be held in confidence.

4. If the school is to be named in honour of a deceased person, agreement from close surviving relatives ~~must be sought~~ is required therefore the name and phone number of the closest living relative will be required.
5. If the school is to be named after a living person, agreement from that person as well as their phone number is required.
6. For all new schools, a suitable plaque outlining the origin of the school name shall be placed in a prominent location at the school. If the school is named after an individual, a picture and brief biography of the person shall be displayed.

7. If a school is established as a dual track school or becomes a dual track school, the original name of the school will be retained. If the school community also wishes to state the name of the school in an alternate manner, then this will be permitted as long as the original name did not change.

Example: Langley Elementary School
 Ecole Elementaire Langley

8. A school name that is already in use in another school district, especially a neighboring one, is to be avoided.

Legal Reference: Sections 65 School Act.

Adopted: December 15, 2020