

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68  
EDUCATION COMMITTEE MEETING  
AGENDA**

**Wednesday, May 1, 2019, 6:00 PM**

**BOARD ROOM**

**395 Wakesiah Avenue**

**Nanaimo, BC V9R 3K6**

Please note that the proceedings of this meeting are being recorded to assist in the preparation of the minutes of the meeting. The recording of this meeting are records of the School District, as defined in the Freedom of Information and Protection of Privacy Act, and as such may be the subject of access requests under the Act.

---

	<b>Pages</b>
<b>1. CALL TO ORDER</b>	
The Chair will call the meeting to order and recognizes that tonight's meeting is being held on the traditional territory of the Snuneymuxw people.	
<b>2. ADDITIONS TO THE AGENDA</b>	
<b>3. DELETIONS TO THE AGENDA</b>	
<b>4. CHANGE IN ORDER</b>	
<b>5. APPROVAL OF THE AGENDA</b>	
<b>6. APPROVAL OF THE MINUTES</b>	<b>3</b>
<b>7. PRESENTATIONS</b>	
7.1 Ocean EXP: Canadian Centre for Ocean Exploration (Bill Nadeau)	<b>6</b>
<b>8. RECONCILIATION</b>	
<b>9. SENIOR STAFF REPORTS</b>	

9.1 Assistant Superintendent Laura Tait  
Re: Prime Minister Award Recipient Update

9.2 Department of Learning Services 14  
Re: What is Inclusion?

9.3 Assistant Superintendent Bob Esliger 28  
Re: AP 325 - Formal Complaints and Appeal

9.4 Secretary-Treasurer McVeigh and Director of Finance Sutton  
2019/2020 Preliminary Budget Discussion

**10. CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING**

**11. UNFINISHED BUSINESS**

**12. NEW BUSINESS**

**13. QUESTION PERIOD**

Question Period is intended to enable the public to obtain clarifying information regarding a current agenda item.

Individuals wishing to ask questions of the Board upon completion of Committee and Board sessions shall do so in writing on the form provided which includes their name, street address and email address. The individual will be asked to verify his/her self and be afforded the opportunity to read out their own question. Each individual shall be limited to one follow-up question upon receiving a response. Questions and responses will be included in the video of the meeting and the meeting minutes and will be part of the public record.

*Forms are available in the information rack near the entrance of the Board Room*

**14. ADJOURNMENT**

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68  
MINUTES OF EDUCATION COMMITTEE MEETING  
HELD APRIL 3, 2019**

**PRESENT:**

**Trustees**

J. Stanley, Chair  
E. Wilkinson, Vice-Chair  
L. Barron  
T. Brzovic  
S. Higginson  
G. Keller  
C. McKay  
C. O'Neill  
B. Robinson

**Staff**

S. Saywell, Superintendent/CEO  
C. McVeigh, Secretary-Treasurer  
T. Davie, Deputy Superintendent  
B. Esliger, Assistant Superintendent  
L. Tait, Assistant Superintendent  
D. Burgos, Executive Director of Communications  
K. Matthews, Senior Executive Assistant

**ABSENT:**

N/A

**IN ATTENDANCE**

J. Cornthwaite, NDTA Rep  
J. Smith, CUPE Rep  
L. Frey, NSAA Rep  
J. Irving, DPAC Rep

Meeting No. E08

**CALL TO ORDER**

The Chair called the meeting to order at 6:03 pm and recognized that tonight's meeting is being held on the traditional territory of the Snuneymuxw people.

**ADDITIONS TO THE AGENDA**

There were none.

**DELETIONS TO THE AGENDA**

There were none.

**CHANGE IN ORDER**

There was no change.

**APPROVAL OF THE AGENDA**

IT WAS MOVED BY Trustee O'Neill  
IT WAS SECONDED BY Trustee McKay

Folio  
E19/04/03-01

That the Agenda be approved.  
CARRIED UNANIMOUSLY

### **APPROVAL OF THE MINUTES**

#### **Minutes - March 6, 2019**

Folio  
E19/04/03-02

IT WAS MOVED BY Trustee Robinson  
IT WAS SECONDED BY Trustee Wilkinson  
That the minutes from the Education Committee meeting held March 6, 2019, be approved.  
CARRIED UNANIMOUSLY

### **PRESENTATIONS**

**Nanaimo Science and Sustainability Society (NS3),  
Nneka Otogbolu**

Nneka Otogbolu from the Nanaimo Science and Sustainability Society provided an overview of the organization's work in the district.

**NDTA  
Re: 2019/2020 NDTA Budget Presentation**

The Nanaimo District Teachers' Association provided their budget considerations for the 2019-2020 budget development process.

### **RECONCILIATION**

**Trustee Higginson  
Re: Reconciliation Committee Update**

There was no update.

### **SENIOR STAFF REPORTS**

**Department of Learning Services, Assistant Superintendent Bob Esliger and Manager of Mental Health & Addictions, Lynn Brown  
Re: Tier 3 Interventions**

Assistant Superintendent Bob Esliger and Manager of Mental Health and Addictions Lynn Brown presented Tier 3 behaviour interventions. The presentation is attached to the Agenda.

**Ted Cadwallader  
Re: BC Tripartite Education Agreement (BCTEA)**

Director of Instruction, Indigenous Learning, Ted Cadwallader, provided information on the BC Tripartite Education Agreement. The presentation is attached to the Agenda.

**Secretary-Treasurer Carrie McVeigh  
Re: 2019-2020 Annual Budget**

Secretary-Treasurer, Carrie McVeigh provided the 2019-2020 Budget Guiding Principles and Budget Engagement Process.

**Director of Planning and  
Operations Sabo  
Re: 2019/2020 Planning and  
Operations Department Budget  
Presentation**

Director of Planning and Operations, Pete Sabo and department staff, presented their 2019-2020 Budget. The presentation is attached to the Agenda.

Folio  
E19/04/03-03

IT WAS MOVED BY Trustee O'Neill  
IT WAS SECONDED BY Trustee Brzovic  
That the meeting be extended.  
CARRIED UNANIMOUSLY

**CORRESPONDENCE  
REFERRED FROM THE  
REGULAR BOARD MEETING**

There was none.

**UNFINISHED BUSINESS**

There was none.

**NEW BUSINESS**

There was none.

**QUESTION PERIOD**

There were no questions.

**ADJOURNMENT**

Folio  
E19/04/03-04

IT WAS MOVED BY Trustee Brzovic  
IT WAS SECONDED BY Trustee Wilkinson  
That the meeting be adjourned.  
CARRIED UNANIMOUSLY

The meeting adjourned at 9:27 pm.

# A new way of exploring the Oceans!



# History

- The idea of an Ocean Discovery Centre began more than three decades ago with the FIN Project
- In 2014, BC born pioneers in ocean exploration, Dr. Phil Nuytten and Terry Knight proposed the Deep Ocean Discovery Centre Museum
- NDDA – local philanthropists realized the opportunity to develop the project beyond a museum style venue



# Purpose

## **EXPand your knowledge**

- Learn about the ocean and ocean exploring technology

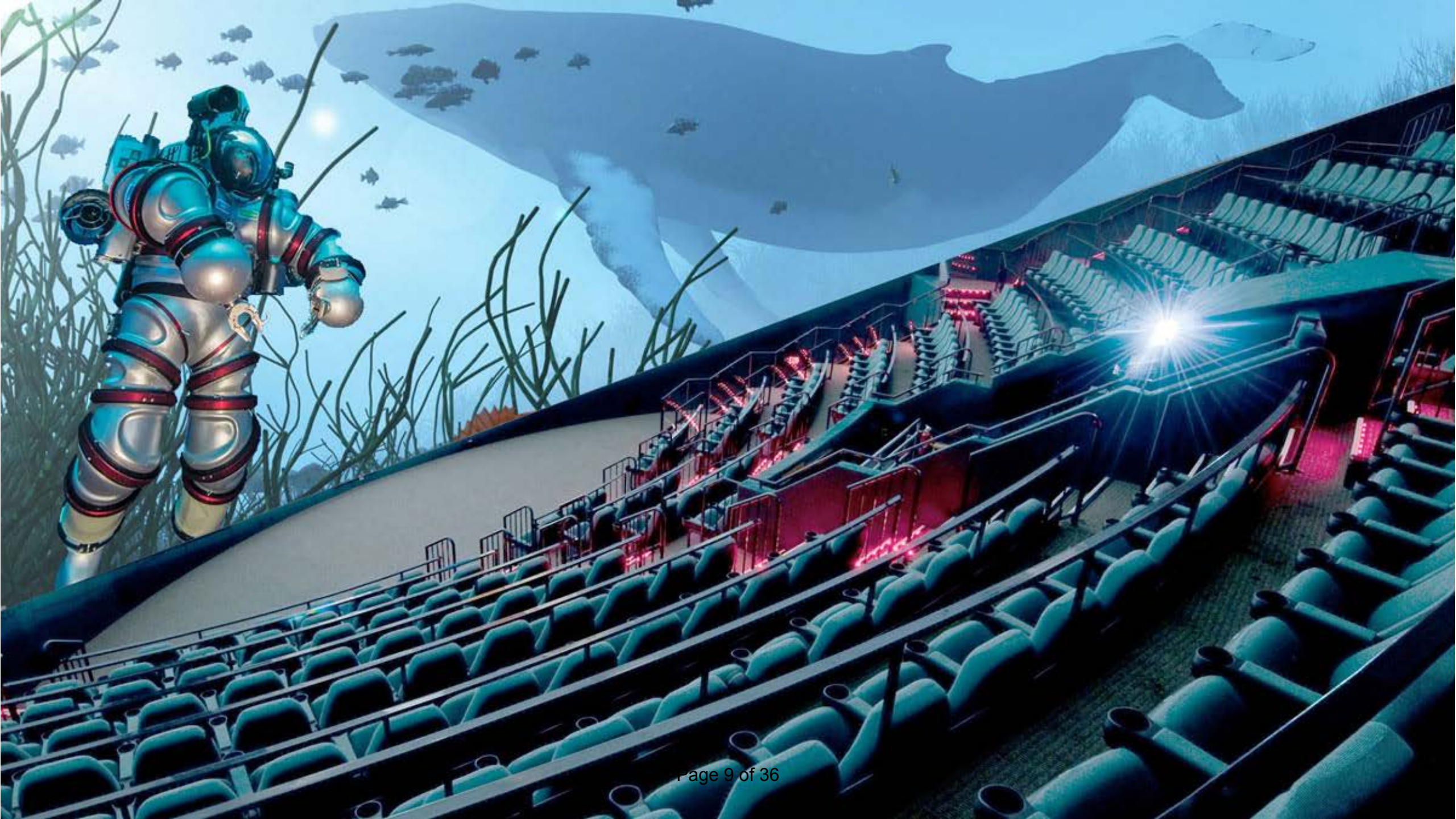
## **EXPlore our worlds oceans**

- Dive into the world's five oceans and interact with marine life

## **EXPerience the wonder of the discovery**

- Thru an immersive interactive adrenaline injected journey







# **Immersive Dynamic Virtual Theatre**

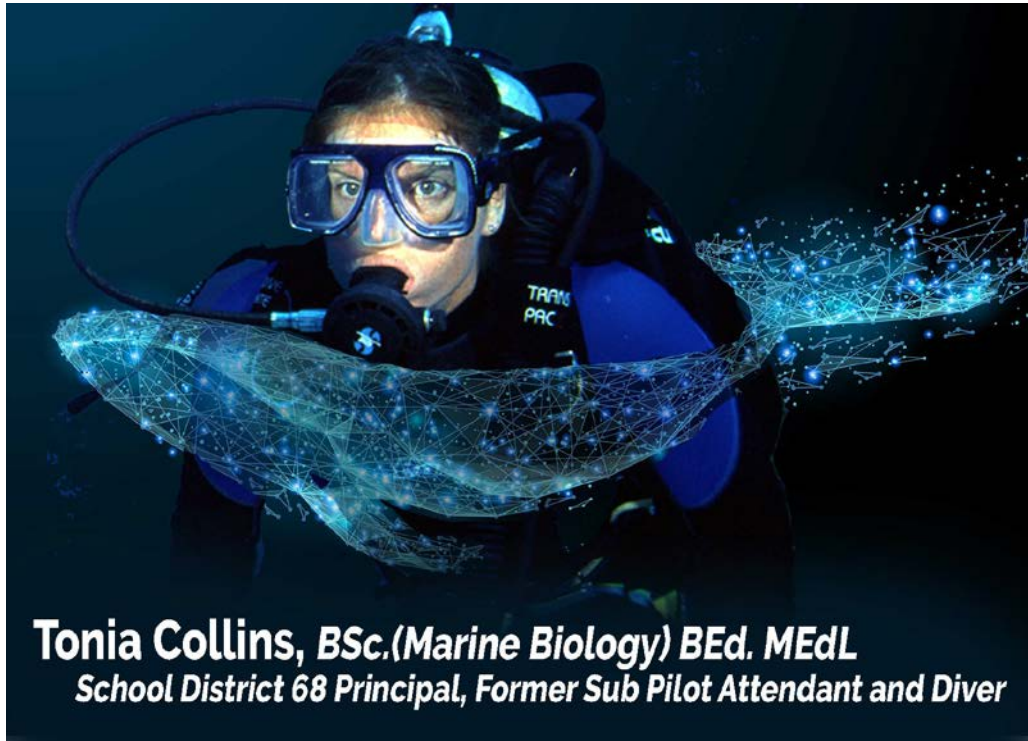
- **Multipurpose Format**
- **Realtime interactive Presentations**
- **High Definition, virtual and 3D technology**



The background of the slide is a photograph of a group of people, including children and adults, sitting on a boat. They are looking down at a large, realistic model of a shark that is part of an exhibit. The scene is set in a large, open hall with a high ceiling, and the lighting is bright, creating a sense of excitement and discovery.

**Taking ocean education programs and  
infusing them with adrenaline style  
exhibits!**





***“A facility like the OceanEXP will be an incredible learning experience for our students. What a great place to expand young minds, motivate youth to explore new worlds and experience an environment they may never normally get to see. This centre would be an invaluable resource for teachers and parents alike and certainly an entertaining facility for people of all ages”***



# OceanEXP

Canada's Centre for  
Ocean Exploration





NANAIMO LADYSMITH  
PUBLIC SCHOOLS

2018/2019

# *What is inclusion in NLPS*

Success for All





# NANAIMO LADYSMITH PUBLIC SCHOOLS

## Vision

*Success for All*

## NLPS VALUES

*Accountability  
Collaboration  
Community  
Courage  
Diversity*

*Equity  
Ethical standards  
Inclusion  
Respect  
Transparency*

## Mission

*Nanaimo Ladysmith Public Schools, together with families and communities, empowers all students to become healthy, confident life-long learners and socially conscious citizens.*

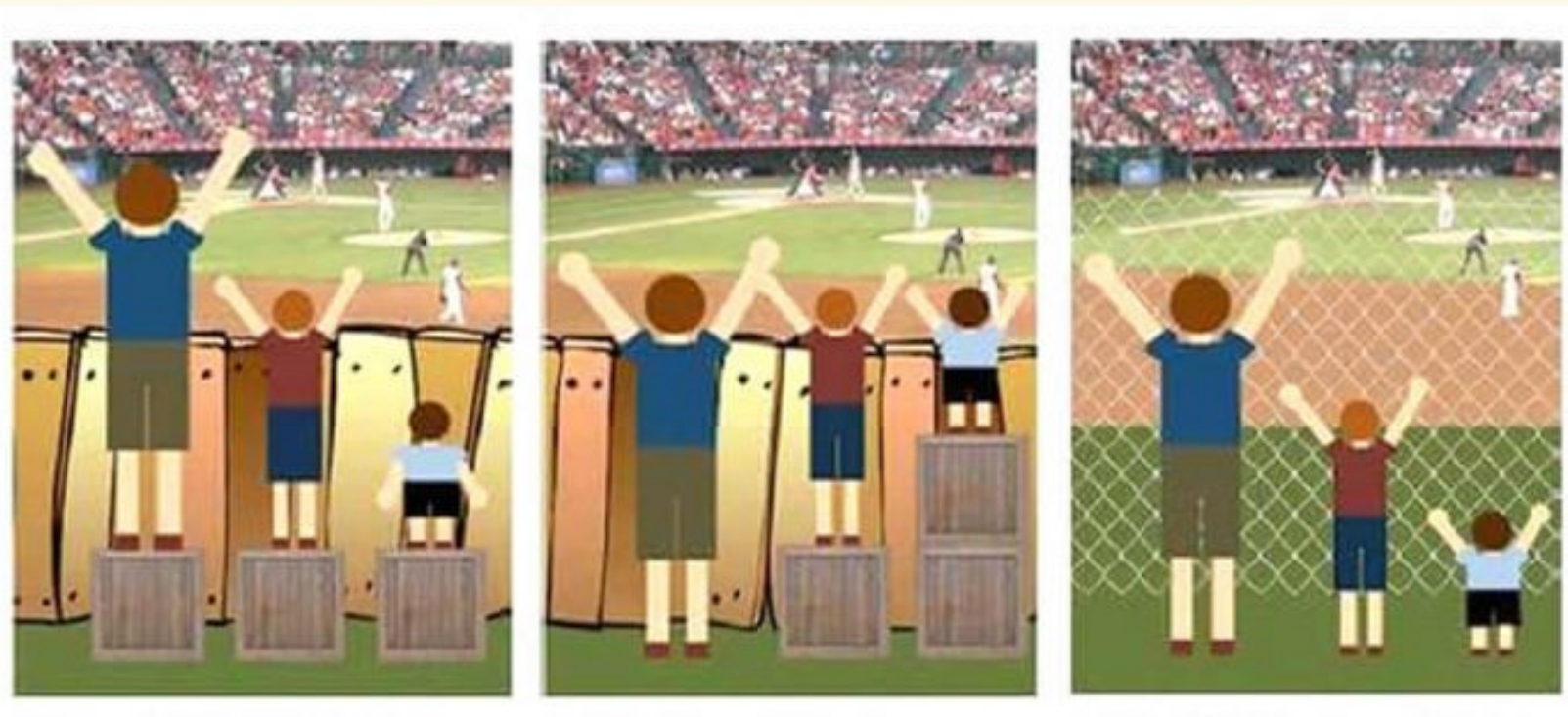
# Inclusion in NLPS is based on the principles of

- **Respect**
- **Acceptance**
- **Safety and**
- **Equity**



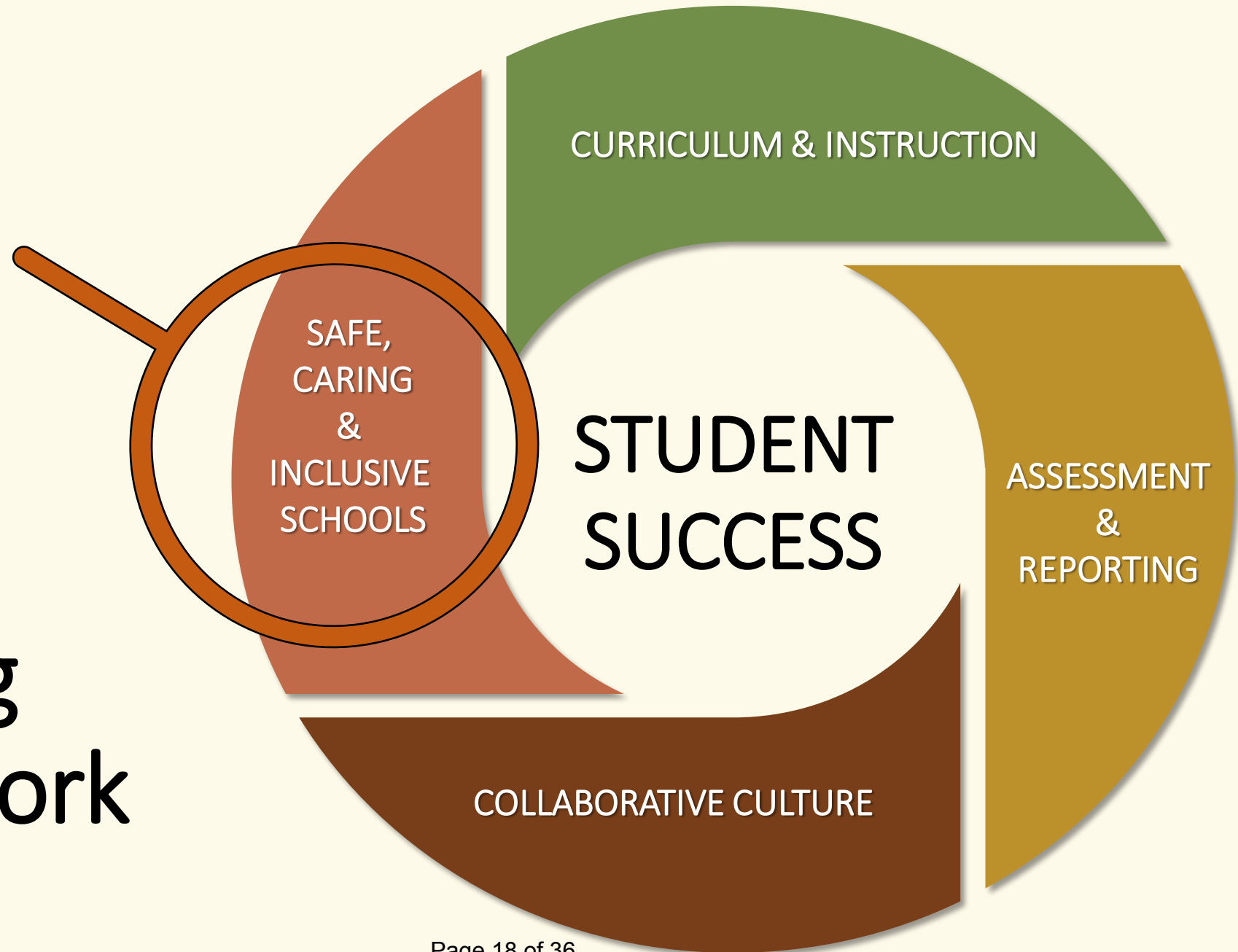
**It is the recognition and honouring of diversity, and valuing the contributions of all members of our school communities.**

**In NLPS, our continued work is to ensure that all learning environments recognize and honour diversity and value the contributions of all.**

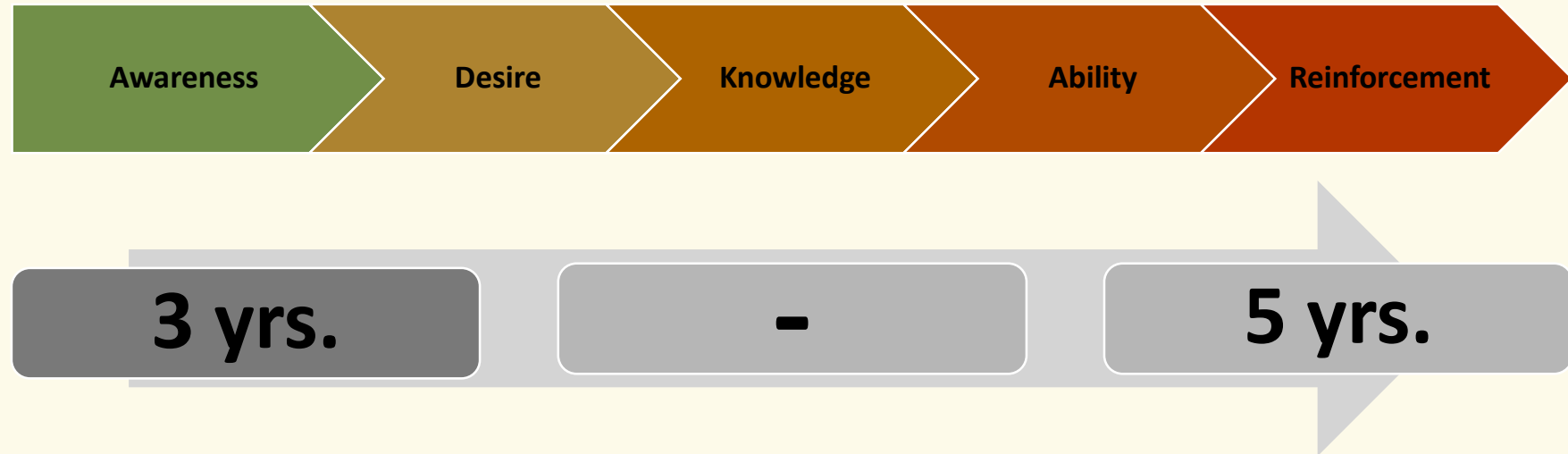




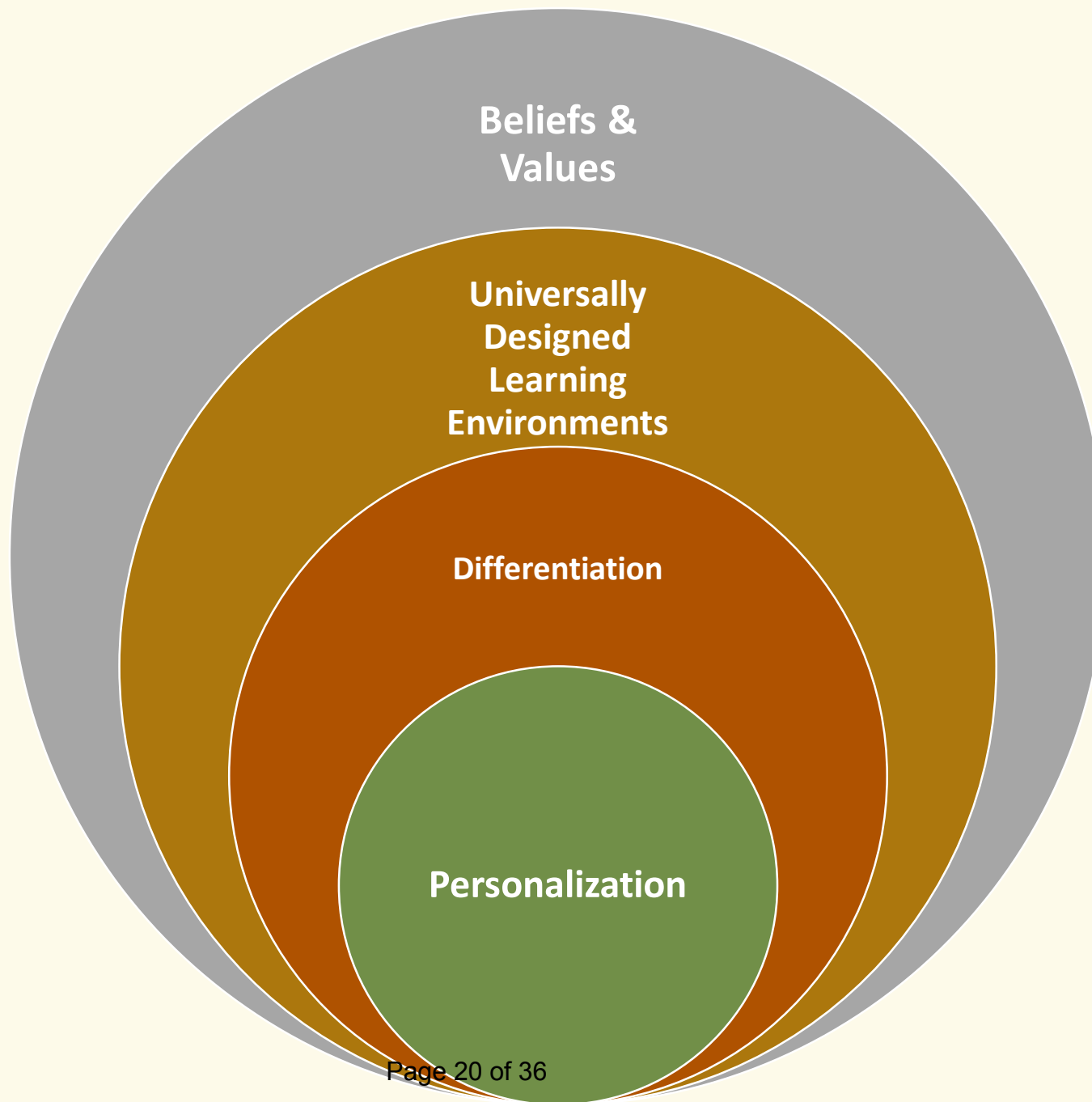
# NLPS Learning Framework



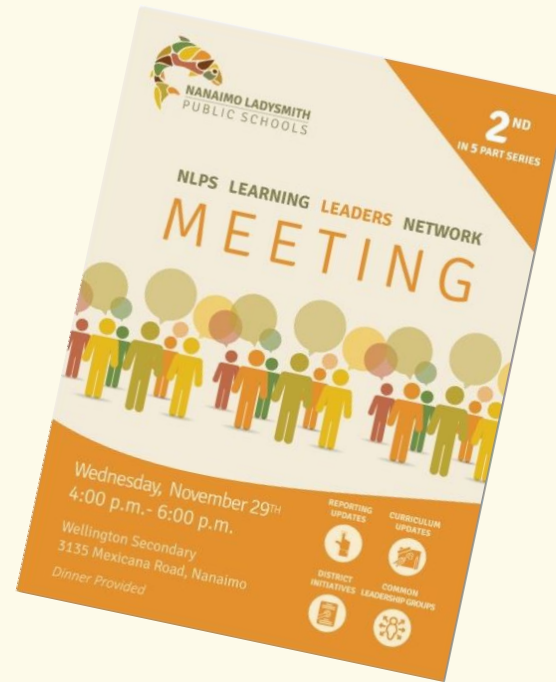
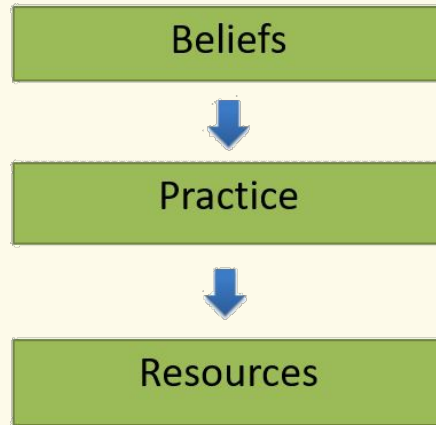
# From a Change Management perspective...



Start  
with  
the  
Why





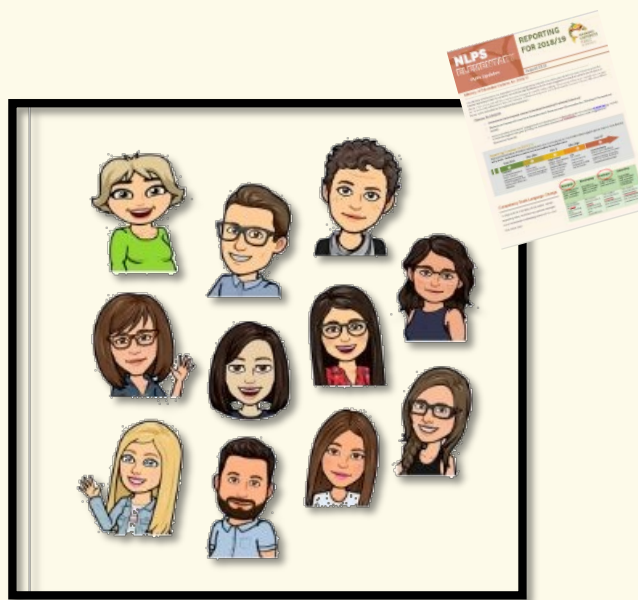


## Curriculum & Instruction

- BC Curriculum
- Reconciliation
- K-9 Reading
- Numeracy





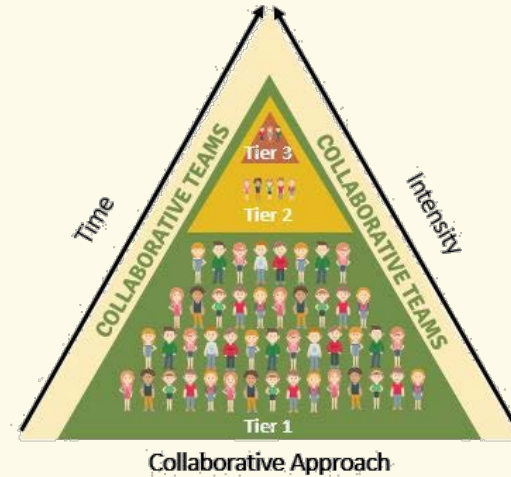


## Collaborative Culture

- District-wide PLC
- Collaborative Inquiry
- Focus Schools 2.0
- Braincamp
- Meet & Eat
- PVP Learning Series



# Safe, Caring & Inclusive Schools



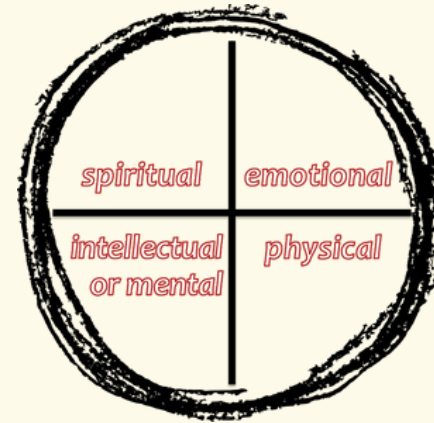
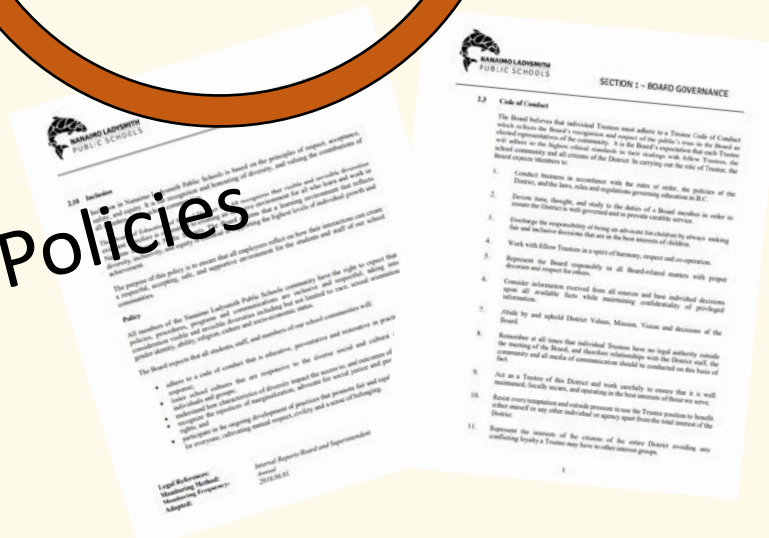
- RTI
- Tiers 1, 2 & 3
- Student Support Scan
- Social Justice
- Educative, Preventative & Restorative

	<b>Building Awareness</b> implies a sense of "need to know"	<b>Friendly Intent</b> implies a desire and willingness to address SOGI-inclusion and growing understanding	<b>Welcoming All</b> implies deeper understanding of SOGI-inclusive environments /teaching and an ability to implement SOGI inclusion	<b>Allyship + Advocacy</b> implies leadership and advocacy for SOGI-inclusive environments and teaching beyond immediate sphere of influence
<b>SOGI-inclusive Environments</b> When successfully integrated, inclusive operations, language, and practices create positive and welcoming environments for all students.	<ul style="list-style-type: none"> <li>Recognition that inclusive operations, language, and practices may need to be enhanced</li> <li>Aware that inequities exist for LGBTQ+ people/students</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a desire and willingness to enhance inclusive operations, language, and practices</li> <li>Possesses an intention to bring an informed perspective on current issues and inequities facing LGBTQ+ people</li> </ul>	<ul style="list-style-type: none"> <li>Ensures all operations and procedures are SOGI-inclusive</li> <li>Uses gender-inclusive language like "friends", "folks", and "students" and avoids binary terms like "boys and girls" or "ladies and gentlemen"</li> <li>Creates an inclusive environment with LGBTQ+ representation visible on posters in books, etc.</li> <li>Possesses an informed and critical perspective on current issues facing LGBTQ+ people</li> </ul>	<ul style="list-style-type: none"> <li>Provides leadership to encourage others to enhance SOGI-inclusive operations, language, and practices.</li> <li>Seeks out opportunities to act on injustices faced by the LGBTQ+ community</li> </ul>
<b>SOGI-inclusive Teaching</b> SOGI-inclusive education is fundamentally about learning to treat each other with dignity and respect regardless of our differences. All students need to see themselves and their families reflected in lessons, language and practices.	Aware of the need to incorporate teaching around: <ul style="list-style-type: none"> <li>accepting and celebrating diverse families, identities, and bodies.</li> <li>LGBTQ+ history of contributions and injustices in Canada and the world</li> </ul>	Shows willingness and desire to attempt to incorporate teaching in some subjects around: <ul style="list-style-type: none"> <li>accepting and celebrating diverse families, identities, and bodies.</li> <li>LGBTQ+ history of contributions and injustices in Canada and the world</li> </ul>	Fully integrates across the curriculum teaching content and understanding including: <ul style="list-style-type: none"> <li>accepting and celebrating diverse families, identities, and bodies.</li> <li>LGBTQ+ history of contributions and injustices in Canada and the world</li> <li>examples of and representation of LGBTQ+ people in lessons and materials</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a commitment to Social Justice Education and the provision of Human Rights for all.</li> <li>Shows leadership and takes action to teach greater SOGI-inclusion and visibility/representation in the broader community.</li> <li>Empowers students to share their learning and combat injustice.</li> </ul>



# District

## Policies



NLPS Inclusion Policy states that all members of our school community “have the right to expect that policies, procedures, programs and communications are inclusive and respectful”

Administrative Procedure that support the school Code of Conduct include:

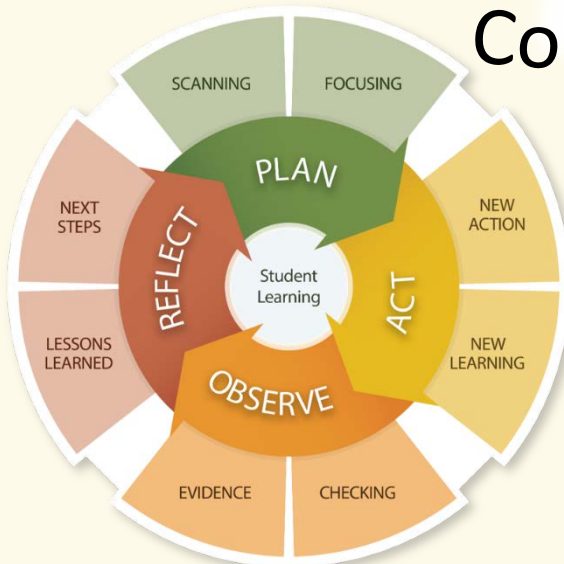
- AP 312 - Harassment, Intimidation, Bullying and Discrimination
- AP 344 - Code of Conduct
- AP 345 – Student Suspension
- AP 347 - Sexual Orientation and Gender Identity
- AP 250 - Honouring Diversity and Challenging Racism



# School & Classroom

Universal tier one practices that align with district and school vision, policies and goals

## Codes of Conduct



Universal Practices and Expectations for Tier 1				
All approaches to teaching and learning are universally designed and differentiated to address the whole child.				
Environment		Academic		Behaviour
Social-Emotional		Literacy Practices	Numeracy Practices	
<ul style="list-style-type: none"> <li>All approaches to teaching and learning are holistic in nature, inclusive of social and emotional well-being.</li> <li>Relationship is paramount:                             <ul style="list-style-type: none"> <li>Peer to peer</li> <li>Adult to student</li> <li>Adult to adult</li> </ul> </li> <li>Whole class system/common language is in place to support learning.</li> <li>Calming activities are incorporated into daily schedule or as an alternative to support students with self-regulation.</li> <li>Routines and systems are in place to help students with transitions.</li> <li>Classroom culture nurtures compassion for each others' emotional needs.</li> <li>Classroom values and beliefs explicitly promote the Core Competencies:                             <ul style="list-style-type: none"> <li>Communication,</li> <li>Thinking</li> <li>Personal &amp; Social</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Literacy approaches promote the value/purpose of reading.</li> <li>A balanced approach gives attention to both decoding and comprehension.</li> <li>A balanced literacy program is in place that includes the following:                             <ul style="list-style-type: none"> <li>Independent reading</li> <li>Reading aloud</li> <li>Writing / Representing</li> <li>Speaking and listening</li> <li>Phonological awareness</li> <li>Phonics / Word work</li> </ul> </li> <li>Students read everyday.</li> <li>A range of books are available to students, based on interest, topic studied, genre and level.</li> <li>Literacy instruction is universally designed and then differentiated.</li> <li>District-wide assessments are used to inform instruction, such as NLPS and/or ALPIN.</li> <li>Use Assessment for Learning strategies that support student learning:                             <ul style="list-style-type: none"> <li>Shared learning intentions</li> <li>Clear success criteria</li> <li>Descriptive feedback</li> <li>Effective Questioning</li> <li>Student self Assessment</li> <li>Student goals setting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Numeracy approaches reflect everyday math in the real world.</li> <li>A balanced numeracy program that promotes mathematical values and habits that help students connect, create, communicate, visualize, reason and solve everyday problems.</li> <li>Sequential approach to teaching and learning numeracy concepts:                             <ul style="list-style-type: none"> <li>Concrete to,</li> <li>Pictorial to,</li> <li>Abstract</li> </ul> </li> <li>Numeracy instruction is universally designed and then differentiated and accessible for all students.</li> <li>A range of tools and manipulatives are available.</li> <li>District wide assessments are used to inform instruction.</li> <li>Use Assessment for Learning strategies that support student learning:                             <ul style="list-style-type: none"> <li>Shared learning intentions</li> <li>Clear success criteria</li> <li>Descriptive feedback</li> <li>Effective Questioning</li> <li>Student self Assessment</li> <li>Student goals setting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>All approaches to behaviour instill dignity and respect.</li> <li>Approaches to behaviour are preventative, educative and restorative.</li> <li>Classroom behaviour expectations have been co-created, are consistent and understood by all students.</li> <li>Positive behaviours are modelled, acknowledged and encouraged.</li> <li>Classroom behaviour expectations are aligned with the school's code of conduct.</li> <li>Assessment regarding behaviour expectations are routinely involved in and understand the approaches to behaviour in their child's class.</li> <li>When considering a student's behaviour, a holistic approach is taken to meet the needs:                             <ul style="list-style-type: none"> <li>physical</li> <li>social / emotional</li> <li>academic/learning</li> </ul> </li> </ul>





THANK YOU

**BOARD OF EDUCATION**  
**Nanaimo Ladysmith Public Schools**

**EDUCATION COMMITTEE MEETING**  
**INFORMATION SHEET**

**DATE:** May 1, 2019  
**TO:** Education Committee  
**FROM:** Bob Eslinger, Assistant Superintendent  
**SUBJECT:** Administrative Procedure 325 – Formal Complaints and Appeals

---

**Background:**

In 1991 the District first created and subsequently updated its Parent/Student Appeals Policy and Procedure (3560P) in 2007. Both the creation and update of this policy and procedure were in accordance with Section 11 of the School Act providing a student or a parent/guardian the opportunity and process through which to appeal a decision of an employee of the School Board which significantly affected the education, health or safety of the student.

In 2016, the aforementioned policy and procedure for Parent/Student Appeals were reformatted and updated to reflect the District's new format for Administrative Procedures.

**Information:**

The 2016 update to administrative procedure AP325 outlined only the process of appeal whereas this latest update adds in the process for filing a formal complaint. The process of resolving formal complaints and/or appeals regarding instruction, discipline, safety and health follows the following hierarchical sequence with the intent that all efforts will seek resolution as early as possible in the series of steps:

- First, directly to the employee (teacher or staff) – informal process
- Then to the school principal – informal or follow the formal process outlined in the AP
- Then the assistant superintendent – follow the formal process outlined in the AP
- Superintendent/CEO – follow the formal process outlined in the AP
- Board of School Trustees - follow the formal process outlined in the AP

A key feature in this update pertains specifically to two conversations that will occur at each step of the procedure:

- a conversation regarding confidentiality of information with the individual filing the complaint or appeal which will cover such topics as information collection, storage, duplication, access to the information, persons to be involved, and retention of documents/information; and
- a conversation regarding the process for meetings and individuals who will be present at the meetings.

**References:**

Administrative Procedure 325 – Formal Complaints and Appeals

## Administrative Procedure 325 – Formal Complaints and Appeals

---

### AP 325 – Formal Complaints and Appeals

#### Addressing Complaints and Appeals

The Board of Education (“Board”) recognizes and respects the fact that students and/or parents or guardians may sometimes disagree with actions and/or decisions of its employees. The School Act of British Columbia gives parents/guardians<sup>1</sup> and students the right appeal employee decisions that significantly affect the health, education or safety of a student. Employee decisions also include the failure of the employee to make a decision. The Board believes that parents/guardians should also have a process for filing formal complaints.

The following decisions shall be deemed to significantly affect the education, health or safety of a student:

- disciplinary suspension from school for a period in excess of ten (10) consecutive days;
- suspension from school for a health condition;
- significant decisions regarding placement in an educational program (this does not include classroom or teacher preference issues, except in exceptional circumstances)
- grade promotion and graduation;
- refusal to offer an educational program to a student from 16 to 19 years of age;
- any other decision that, in the opinion of the Board of Education or the designate, significantly affects the education, health or safety of a student.

The information in this administrative procedure provides the Board’s procedure for handling formal complaints or appeals. However, before initiating a formal complaint or appeal, parents/guardians and students are strongly encouraged to try to resolve their concerns with those involved at the school level.

The Board strives for excellence in educational programming and service delivery for students and makes every effort to treat all complaints and appeals promptly and courteously in order to address the issue. The process used to address complaints and appeals follows a standard meeting, reporting, and follow-up process. Parents/guardians and students are further advised and assured that there will be no reprisals and where there is evidence of retribution against persons who have exercised their right to complain or appeal, the school principal and/or the Board will take steps immediately to remedy the situation.

A conversation regarding confidentiality of information will be held with the individual filing the complaint or appeal at the time of receipt of the “Formal Notice of Complaint or Appeal” reporting form. The conversation will cover such topics as information collection, storage, duplication, persons to be involved, access to the information, and retention of documents/information.

---

<sup>1</sup> For the purposes of this Policy, a “parent” has the same definition as in the *School Act*

Any individual filing a formal complaint or appeal has the right to be accompanied at any stage of the process with a support person of their choosing. The Board reserves the right to deny a support person attendance in a meeting where:

- the support person is being, or is reasonably expected to be unduly disruptive; or
- the Board determines that the support person is in a conflict of interest.

### Procedure

To initiate a formal complaint or appeal, the individual must complete the Formal Notice of Complaint or Appeal reporting form which is available at the school office, district office or at the end of this administrative procedure. An appeal should be initiated within 30 days of the parent/guardian or student being notified of the decision which is the subject of the appeal. A formal complaint should be initiated within 30 days after the issue that gives rise to the complaint, occurs.

The Board is committed to providing open and equal access to the complaint and appeal process and will make, whenever possible, interpreters available to individuals who have difficulty communicating in English. Should assistance be required at any stage of the complaint or appeal process, the student or parent/guardian may contact their school principal or an assistant superintendent at the district administration office. If either or both of these people have already been involved in the decision-making process, or are a party to the complaint or appeal, then a designate will be appointed. Once the Formal Notice of Complaint or Appeal form has been completed, it must be mailed, emailed or delivered to the person specified at that particular step of the formal process.

The Board advises that the proper channelling of complaints or appeals involving instruction, discipline, safety and health is as follows:

- Employee (teacher or staff) – informal process
- School Principal – informal process or formal process outlined below
- Assistant Superintendent – formal process outlined below
- Superintendent/CEO – formal process outlined below
- Board of School Trustees - formal process outlined below

Informal Process: It is strongly encouraged that any complaint or appeal first be brought informally to the source. If the parent/guardian or student is unable to do so, then a complaint about an appeal involving school personnel must first be brought to the attention of the school administrator. A complaint about a school administrator should be brought to that administrator's attention before pursuing a formal process.

In the event that the informal process does not provide a satisfactory outcome, the steps outlined below will constitute the Board's formal process for the resolution of a complaint or an appeal.



**The Formal Complaint or Appeal Process – Four Steps**

The purpose of each individual step is to try and resolve the complaint or appeal in an open and constructive manner that is solution-focused.

**Step 1**

After receiving the Formal Notice of Complaint or Appeal, the principal will arrange a meeting. The meeting will include the principal, parent/guardian/student and possibly other employees who have been involved in the complaint or decision being appealed.

The principal will initiate two conversations at the outset of the meeting: 1) a conversation regarding confidentiality of information with the individual filing the appeal, which will cover information collection, storage, duplication, access to the information, persons to be involved, and retention of documents/information; and 2) a conversation regarding the process for the meeting and individuals who will be present at the meeting.

As soon as possible before the meeting, the individual filing the formal complaint or appeal should inform the principal if a support person(s) will be accompanying them at the meeting.

Within a reasonable period of time after the meeting has taken place, the individual who filed the formal complaint or appeal will receive a letter summarizing the outcome of the meeting, any follow-up actions to be taken, and rationale for the decision (the “Decision”).

The individual filing the formal complaint or appeal may respond to the Decision in writing if they believe the Decision is unfair or unacceptable by emailing, mailing or delivering the Decision to the decision maker with their written response attached.

**Step 2**

If the Step 1 meeting was not successful, parents/guardians/students can refer the formal complaint or appeal to the assistant superintendent. To initiate this process, contact the office of the assistant superintendent by contacting the School Board Office at 250-754-5521.

The assistant superintendent will then request that the individual filing the formal complaint or appeal forward all documentation from step 1 directly to them.

After receiving the appeal and all documentation from step 1, the assistant superintendent will arrange a meeting. The meeting will include the assistant superintendent, parent/guardian/student and possibly other employees who have been involved in the complaint or Decision being appealed. As soon as possible before the meeting, the individual filing the formal complaint appeal should inform the assistant superintendent if a support person(s) will be accompanying them at the meeting.

The assistant superintendent will initiate two conversations which will be put in writing: 1) a conversation regarding confidentiality of information, which will cover information collection, storage, duplication, access to the information, persons to be involved, and retention of documents/information; and 2) a conversation regarding the process for the meeting and individuals who will be present at the meeting.

Within a reasonable period of time after the meeting has taken place, the individual who filed the formal complaint or appeal will receive a letter summarizing the outcome of the meeting, any follow-up actions to be taken, and rationale for the decision (the “Decision”).

The individual filing the complaint or appeal may respond to the Decision in writing if they believe the Decision is unfair or unacceptable by emailing, mailing or delivering the Decision to the decision maker with their written response attached.

**Step 3**

If the Step 2 meeting was not successful, parents/guardians/students can refer the formal complaint or appeal to the Superintendent’s Office. To refer a matter to Step 3, contact is made with the Office of the Superintendent to advise them of the wish to pursue a formal complaint or an appeal to Step 3. This can be done through regular mail, email or a phone call to the Superintendent’s Office. To initiate this process, contact the Office of the Superintendent by contacting the School Board Office at 250-754-5521.

The Superintendent’s office will then request that the individual filing the formal complaint or appeal forward all documentation from steps 1 and 2 directly to the Superintendent’s Office. After the Superintendent has received this documentation, the Superintendent’s Office will work with the individual filing the appeal to arrange a meeting with the Superintendent or designate. As soon as possible before the meeting, the individual filing the formal complaint or appeal should inform the Superintendent if support person(s) will be accompanying them at the meeting.

Prior to the meeting with the Superintendent or designate, the Superintendent’s Office will initiate two conversations: 1) a conversation regarding confidentiality of information, which will cover information collection, storage, duplication, access to the information, persons to be involved, and retention of documents/information; and 2) a conversation regarding the process for the meeting and individuals who will be present at the meeting.

At the meeting, the individual filing the appeal and the individuals present will have an opportunity to explain their perspectives. Within a reasonable period of time after the meeting has taken place, the Superintendent will make their decision in private, and the individual filing the formal complaint or appeal will be notified of the decision in writing, any follow-up actions to be taken, and rationale for the decision.

The individual filing the appeal may respond to the Decision in writing if they believe the Decision is unfair or unacceptable by emailing, mailing or delivering the Decision to the decision maker with their written response attached.

**Step 4**

If the Step 3 meeting was not successful, parents/guardians/students may refer the formal complaint or appeal to the Board. At Step 4 the Board may choose to proceed with a hearing or deem the Superintendent’s decision final.

The Board must decide the appeal within 45 days of the date the Board receives the formal complaint or appeal.

The Board may refuse to hear an appeal where:

- the formal complaint or appeal has not been commenced within a reasonable time from the date the decision significantly affecting the student's education, health or safety was made; or,
- the student and/or parent or guardian has refused or neglected to discuss the complaint or decision under appeal with the person(s) directed by the Board or its designate; or,
- the complaint or decision being appealed is deemed to not significantly affect the education, health or safety of a student.

To initiate this process, contact the Office of the Secretary-Treasurer by contacting the School Board Office at 250-754-5521.

Confidential Information Disclaimer:

The Board is committed to ensuring the protection and security of all personal information that it collects, uses, maintains and discloses in the course of carrying out its responsibilities.

The Board may disclose personal information collected during an appeal with its employees, but only to the extent necessary for the Board to perform its duties under this policy. Any decisions reached as a result of an appeal will be disclosed to the extent necessary to implement an appeal decision.

### **At the School Level**

Principals must include information regarding *AP 325 – Complaints and Appeals* in all letters of suspension.

Principals must include the information regarding *AP 325 – Complaints and Appeals* in parent and teacher handbooks.

Adopted: May 22, 1991

Amended: November 10, 1991; January 26, 1994; December 19, 2007; April 19, 2016

References: *The School Act*

The Board of Education of School District 68 (Nanaimo-Ladysmith) Parent/Student Appeals Bylaw No. 2  
Administrative Procedures Manual – *Notice of Appeal*  
*Appeals Regulation BC Reg 24/08*





### ***Formal Notice of Complaint or Appeal***

Student Name:		Preferred Name:
Parent/Guardian:		
Address:		Grade:
City/Town:		Postal Code:
Principal:		Employees Involved:
Phone No.: (Home)		Phone No.: (Work)
School:		
Preferred Contact for this Complaint or Appeal:		

Provide a brief statement outlining the complaint or decision that was made or not made which significantly affects the education, health or safety of the student.

Date of the complaint or the date that you were informed of the decision being appealed:

Name of school district employee who is involved in the complaint or made the decision being appealed:

Grounds for the appeal:

Requested action or relief:

Other relevant information you wish to provide:

*Date of Step 1 Meeting:*

*Signature of Principal:*

Decision / Outcome:

*Date of Step 2 Meeting:*

*Signature of Assistant Superintendent::*

Decision / Outcome:

--

*Date of Step 3 Meeting:*

*Signature of Superintendent or Designate:*

Decision / Outcome:

--

*Date of Step 4 Meeting:*

*Signature of Secretary Treasurer or Designate:*

Decision / Outcome:

--