

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

**Wednesday, July 6, 2022, 5:00 PM
ONLINE MICROSOFT TEAMS MEETING**

Policy 2.4 Role of the Chair and Vice-Chair

The Chairperson, or designate, shall be the official spokesperson to the news media for the Board.

Pages

1. CALL TO ORDER

The Chair will call the meeting to order. With great respect and humility, we acknowledge and honour the lands of the Snuneymuxw people. The Snuneymuxw people maintain their profound, unique and spiritual connection to the land through ageless traditions, teachings, stewardship and expressions of reciprocity.

2. ADDITIONS

3. DELETIONS

4. CHANGE IN ORDER

5. APPROVAL OF THE AGENDA

That the Agenda be approved.

6. UNFINISHED BUSINESS

6.1. Scott Saywell, Superintendent

3

Re: Coal Tyee Name Change

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) approve the name change of Coal Tyee Elementary School to “syuʷén'ct”.

6.2. Scott Saywell, Superintendent

5

Re: NDSS Community Field Naming

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) approve the naming of the NDSS Community Field to "q'unq'inuqwstuxw".

7. NEW BUSINESS

7.1. Mark Walsh, Secretary-Treasurer

18

Re: City of Nanaimo Request for Letter of Support

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) write a letter of support for the City of Nanaimo's bid to host the 2025 or 2026 BC 55+ games (formerly called the BC Seniors Games).

7.2. Scott Saywell, Superintendent

19

Re: Environmental Sustainability Action Plan

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) recommends that staff make the attached draft Environmental Sustainability Action Plan available to the public for consultation immediately, as per Policy 2.17 Public Participation, and to report back in September with public feedback and any proposed changes.

8. ADJOURNMENT

That the meeting be adjourned.

NANAIMO LADYSMITH PUBLIC SCHOOLS

BOARD OF EDUCATION
PUBLIC MEETING

ACTION SHEET

DATE: July 6, 2022
TO: Board of Education
FROM: Scott Saywell, Superintendent
SUBJECT: Coal Tyee Name Change

Recommendation:

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) approve the name change of Coal Tyee Elementary School to “syuwén'ct”.

Background:

On June 1, 2022, the Board of Education passed the following motion:

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) direct staff to commence a 30-day consultation period as per Policy 2.17 Public Participation to change the name of Coal Tyee Elementary School to “syuwén'ct”.

Feedback was open until June 30, 2022 with significant public input.

This action sheet outlines the feedback as well as provides for a recommended next step.

Consultation Feedback:

Information on the consultation was posted on the district's community engagement [webpage](#) during the period of June 1 to June 30, 2022.

Information on the community engagement was:

- Emailed to all district staff via district email
- Emailed to all families via School Messenger platform
- Posted on weekly district news
- Shared on social media (Facebook, Twitter and Instagram)

The community provided feedback in two ways:

1. Email sent to consultation@sd68.bc.ca
2. Online survey

Consultation results

- Eight emails
- 708 online survey respondents

Participant demographics

ANSWER CHOICES	RESPONSES
District employee	26.95% 190
District student	1.28% 9
District family member	56.03% 395
General community member	14.04% 99
Other	1.70% 12
TOTAL	705

Survey results**Do you approve of naming the school syuwén'ct?**

ANSWER CHOICES	RESPONSES
Yes	51.50% 361
No	48.50% 340
TOTAL	701

Discussion:

There was significant support for the change of name as presented. In fact, over 50% of respondents were supportive of the change.

Staff note that there were a number of concerns raised with respect to the pronunciation of the proposed name.

Generally, given the support of the community, support of Snuneymuxw First Nation and the fact that the change is in line with the Board's Syeyutsus Learning Framework, staff continue to recommend the change of name.

Staff do not anticipate significant cost associated with the replacement of school items (e.g. sports uniforms, stamps, stationary, etc.) Further, the change to the signage will be relatively affordable. Finally, changes to district templates etc. will require some effort given the "Anuks". Overall costs will be in the \$10,000 range.

Next Steps

The ad hoc Committee will work together to create a plan outlining how the change will be implemented.

In the event that the Board proceeds with the name change, signage will be updated and staff will continue to provide opportunities to understand the pronunciation of the school and are confident that with time (particularly with our students) the name will serve our community well and is a positive step towards reconciliation.

NANAIMO LADYSMITH PUBLIC SCHOOLS

BOARD OF EDUCATION
PUBLIC MEETING

ACTION SHEET

DATE: July 6, 2022
TO: Board of Education
FROM: Scott Saywell, Superintendent
SUBJECT: NDSS Community Field Naming

Recommendation:

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) approve the naming of the NDSS Community Field to “q’unq’inuqstuxw”.

Background:

On June 1, 2022, the Board of Education passed the following motion:

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) direct staff to commence a 30 day consultation period as per Policy 2.17 Public Participation to change the name of the NDSS Community Field to “q’unq’inuqstuxw”.

Feedback was open until June 30, 2022 with significant public input.

This action sheet outlines the feedback as well as provides for a recommended next step.

Consultation Feedback:

Information on the consultation was posted on the district’s community engagement [webpage](#) during the period of June 1 to 30, 2022.

Information on the community engagement was:

- Emailed to all district staff via district email
- Emailed to all families via School Messenger platform
- Posted on weekly district news
- Shared on social media (Facebook, Twitter and Instagram)

The community provided feedback in two ways:

1. Email sent to consultation@sd68.bc.ca
2. Online survey

Consultation results

- Eight emails
- 708 online survey respondents

Participant demographics

ANSWER CHOICES	RESPONSES
District employee	26.95% 190
District student	1.28% 9
District family member	56.03% 395
General community member	14.04% 99
Other	1.70% 12
TOTAL	705

Survey results**Do you approve of naming the artificial turf field behind NDSS q'unq'inuqwtuxw?**

ANSWER CHOICES	RESPONSES
Yes	45.66% 321
No	54.34% 382
TOTAL	703

Discussion:

There is significant support for the change of name as presented. However, we note that slightly less than 50% of the respondents were in favour. In reviewing the feedback, it appears that a number of respondents thought that the entire school was being contemplated for renaming, which is not the case.

Further, many of the concerns are related to the pronunciation and the complexity of learning how to say it properly. Generally, very few of the comments were completely against the name change.

While acknowledging that there are concerns, staff continue to recommend the change. Not only does the renaming have the support of Snuneymuxw First Nation and the City of Nanaimo, it does have the support of the school and a great deal of the respondents. Furthermore, the change is in line with the Board's Syeyutsus Learning Framework.

We note that the costs of the name change are relatively minor with minor signage changes required and will be less than \$10,000.

Next Steps

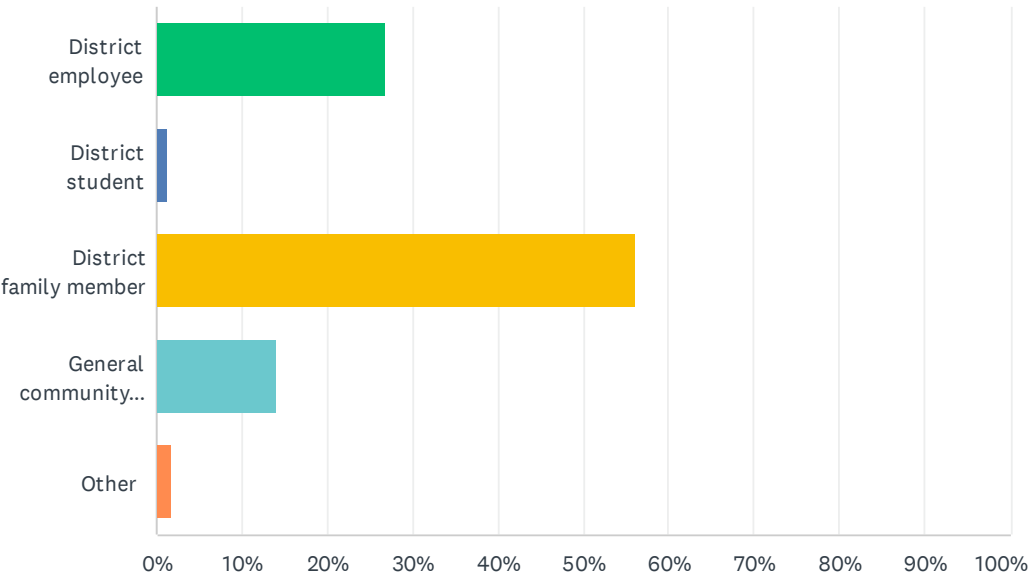
In the event that the Board proceeds with the name change, signage will be updated and staff will continue to provide opportunities to understand the pronunciation of the field and are confident that with time (particularly with our students) the name will serve our community well and is a positive step towards reconciliation.

Appendices:

Appendix A: Consultation Feedback

Q1 Are you a:

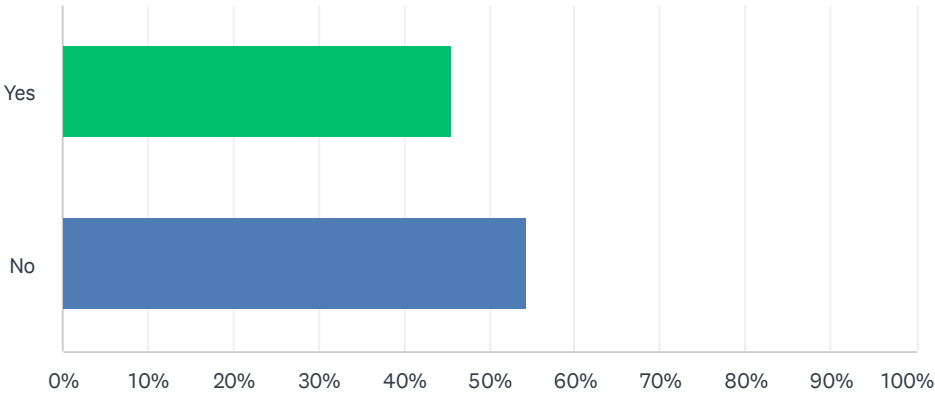
Answered: 705 Skipped: 3



ANSWER CHOICES	RESPONSES	
District employee	26.95%	190
District student	1.28%	9
District family member	56.03%	395
General community member	14.04%	99
Other	1.70%	12
TOTAL		705

Q2 The school district and City of Nanaimo is working to formally name the NDSS Community Field. Working with Snuneymuxw First Nation's Chief Michael Wyse, CAO Joan Brown, Elders Advisory Committee and Cultural Committee, the name decided on was q'unq'inuqwestuxw. Listen to the pronunciation here.Do you approve of naming the artificial turf field behind NDSS q'unq'inuqwestuxw?

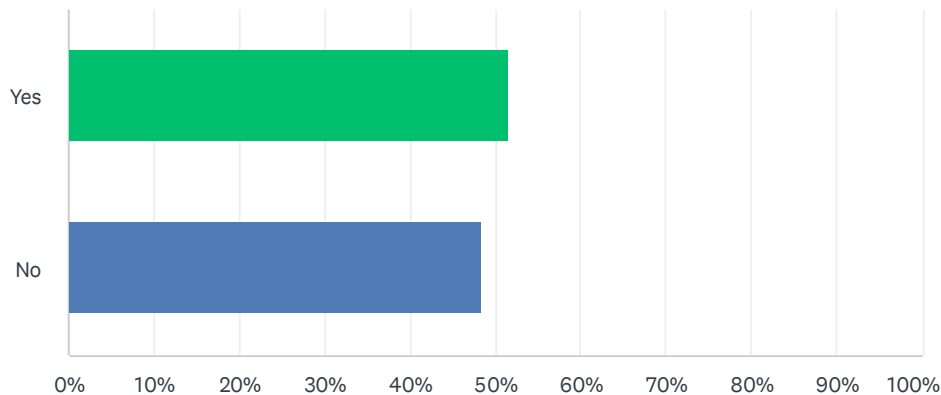
Answered: 703 Skipped: 5



ANSWER CHOICES		RESPONSES	
Yes		45.66%	321
No		54.34%	382
TOTAL			703

Q3 The school district, along with members of Snuneymuxw First Nation and Coal Tyee school representatives intends to rename the school in honour of the land, Snuneymuxw teachings and to foster healing for all. The new name syuwén'ct, is hul'q'umi'num for our tradition, our history. Listen to the pronunciation here.Do you approve of naming the school syuwén'ct?

Answered: 701 Skipped: 7



ANSWER CHOICES		RESPONSES	
Yes		51.50%	361
No		48.50%	340
TOTAL			701

From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: FW: changing names of facilities
Date: June 30, 2022 10:28:01 AM

From: Micky and Phil Barkworth <>
Sent: June 27, 2022 11:51 AM
To: Consultation <consultation@sd68.bc.ca>
Subject: changing names of facilities

CAUTION: External Message

We are not in favour of changing names of facilities from English-the language of the majority, the internet and an official language to take your pick: Indian, First Nation, Indigenous, Native Canadian names which are unpronounceable to the majority. It is disgusting you waste time on this currying of favour instead of improving education for children.

--

Micky and Phil Barkworth

This e-mail is privileged, confidential, subject to copyright, not intended for distribution, and may not be reproduced without the authority of the sender. Along with privileged information of the organization, this email may contain confidential personal information about students, their families or employees of NLPS. Receivers of this email are reminded that they must not forward confidential personal information to anyone who is not authorized to receive it. If you are not the intended message recipient, please contact the sender as soon as possible and do not disseminate, distribute or copy this email. Any unauthorized use or disclosure is prohibited.

From: Janice Amoto
Sent: Friday, June 3, 2022 10:46 AM
To: Consultation
Subject: Coal tyee

CAUTION: External Message

To whom it may concern,

I strongly feel the re naming of Coal Tyee is unacceptable. While I am all for truth and reconciliation and honoring native pride and the horrendous circumstances they have been through, we still are an English speaking country. And as such, while we don't not reside on a reserve, or speak in native tounge, we need a pronouncable name for our school. More importantly than the staff and parents being able to say it, the children above all need to be able to. There are many ways around being able to honor the name change such as a new name with the native word attached to it the way wellington has the name of the school and then native tounge for welcome below it. Why is it not a descriptive word instead ie: land of the trees, marsh meadows ect..... this land is not only theirs but everyone's as well. We are not going around giving Punjabi names or Chinese or Syrian names to our schools to suit everyone. I find this renaming of the school very frustrating and there has to be a better way to please everyone.

Thank you for your time.
Janice Amoto

Get [Outlook for Android](#)

From: Jessie Dunlop
Sent: Thursday, June 2, 2022 7:14 PM
To: Consultation
Subject: School names

Hello

I do not support the names suggested. Pick a language the majority of people are able to say and understand.

Mrs Dunlop
Parent

***** CAUTION: External Message *****

From: Sarah Dafoe
Sent: Friday, June 3, 2022 9:00 AM
To: Consultation
Subject: Renaming

CAUTION: External Message

Its lovely to honour the language of our local first nations people, however there must be signage included on how to phonetically pronounce the name in English, otherwise whatever the first nation word is it will never be spoken by English speaking people, as they have no idea how to do so, instead these locations will be referred to as the 'ND Field' still, or 'that school with the funny name'. We have all see this happen to the James Bay Library in Victoria, where they named it with their local first nations language but everyone just calls it the library. It would be nice to ensure the word becomes synonymous with the locations and is actually used, which is the only way to really be able to honour the language properly by bringing it into the spoken word in a mainstream way.

From: Celeste
Sent: Thursday, June 2, 2022 4:49 PM
To: Consultation
Subject: Consult with the Snuneymeux for an appropriate name

Celeste Haldane

**This email may contain privileged information and is for the intended recipient only. If you have received this message in error, please delete this message including any attachments immediately and notify the sender of same. If you are not the intended recipient copying, distributing this email including all attachments is strictly prohibited. Thank you kindly.

***** CAUTION: External Message *****

From: dean
Sent: Thursday, June 2, 2022 3:43 PM
To: Consultation
Subject: Re: school names

Leave the name(s) as they are. Perhaps, naming a newly constructed school would be more appropriate use of time and resources.

But for now, focus your energies on meaningful education of our young boys and girls.

--

"In many cases the Common Law will control Acts of Parliament and some times adjudge them to be utterly void; for when an Act of Parliament is against common right and reason, or repugnant, or impossible to be performed, the common law will control it and adjudge such Act to be void."

Edward Coke

* audi alteram partem (hear the other side)

Confidentiality Notice:

This private email message, including any attachment(s) is limited to the sole use of the intended recipient.

Any and All Private or Public Entities their agent(s), and or third party(ies) working in collusion by collecting or monitoring my email(s), and any other means of spying and collecting these communications Without My Exclusive Permission are Barred from Any and All Unauthorized Review, Use, Disclosure or Distribution.

With Explicit Reservation of All My Rights, Without Prejudice and Without Recourse to Me.

Any omission does not constitute a waiver of any and/or All Intellectual Property Rights or Reserved Rights.
NOTICE TO PRINCIPAL IS NOTICE TO AGENT. NOTICE TO AGENT IS NOTICE TO PRINCIPAL.

***** CAUTION: External Message *****

From: Joe Diplock
Sent: Thursday, June 2, 2022 2:56 PM
To: Consultation
Subject: Changing of names

Please stop wasting tax dollars on changing names of things to things that no one can pronounce. The students are going to benefit from this whatsoever. Update the schools And hire more EAs.

Sent from my iPhone
***** CAUTION: External Message *****

From: Chris
Sent: Thursday, June 16, 2022 8:25 PM
To: Consultation
Subject: Feedback on renaming of NDSS Community Field and Coal Tyee Elementary School

CAUTION: External Message

Hello. I am writing this email to provide feedback on the proposals to rename NDSS Community Field and Coal Tyee Elementary School.

First, I would like to be *very clear*, I am in favour of renaming public property and institutions to reflect the traditional heritage of our region. I am stating this clearly up front lest my more detailed response below is misinterpreted.

I am *against* the specific proposed new names for both the field and the school. This is because these names are not accessible to the general public from a pronunciation standpoint. Indeed, your community engagement page (<https://www.sd68.bc.ca/board/community-engagement/>) needed to include recorded pronunciations in order for people to have some concept of how these names are pronounced. Even then, the correct pronunciations are nuanced and contain sounds completely outside of English or French. This will make the correct pronunciation of either name very difficult for most members of the community.

I grew up speaking English. I look at these words and have no clue how to pronounce them. I cannot tell what parts of the recorded pronunciations are the necessary parts and which are the speaker's accent. New Canadian citizens coming from non-English speaking countries already have a hard enough time navigating the peculiarities of English pronunciation rules. I also know that many new English speakers are embarrassed by their difficulty in pronouncing words that are new to them - the proposed new names will be even more difficult.

Furthermore, the character set in which the names are written is inaccessible to most members of the public. How does one type a "w" with an accent on it? Clearly that accent is important, otherwise it would not be there, yet I challenge anyone to type that character with a standard QWERTY keyboard. Does leaving the accent off the "w" change the meaning of the word? Is the word insulting without the accent? This is not an unreasonable question/concern, as in many world languages, simply changing the inflection of a syllable completely changes the meaning of a word (consider Mandarin and Cantonese). Imagine the staff at the school having to type out permission slips, school announcements, etc. They will be reduced to copying and pasting the new names from websites because they will not be able to reproduce them with their keyboards. That, or they will simply drop the difficult characters, and the names will de facto become bastardized versions of the "correct" spellings.

In short, our public institutions need to be accessible to all. We put ramps on buildings to make them accessible to physically less able. In the same sense the *names* of our public institutions also need to be accessible to the general public. Imagine not being sure how to pronounce your child's school, or fearing that you will be mocked if you pronounce it incorrectly.

However, as I said at the top, I *am* in favour of renaming some of our buildings/parks, etc. with names that reflect our region's heritage. To this end, I recommend that we rename the field and the school, but do so using the closest approximations that are possible with English's pronunciation rules and character set. It's worth pointing out that there is no such thing as a "traditional" spelling of a Coast Salish word, since the Coast Salish peoples had no writing system (this is why a modified Latin character set is used today). I also recognize that any approximated pronunciation will be somewhat incorrect, but an approximated spelling/pronunciation that is accessible to the general public will get much

more traction than one that is indecipherable to most. Perhaps display the "correct" spelling of the name in parentheses along with the approximated name.

-Chris Parker

NANAIMO LADYSMITH PUBLIC SCHOOLS

BOARD OF EDUCATION MEETING

ACTION SHEET

DATE: July 6, 2022
TO: Board of Education
FROM: Mark Walsh, Secretary-Treasurer
SUBJECT: Proposed Bid for the 2025 or 2026 BC 55+ Games

Recommendation

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) write a letter of support for the City of Nanaimo's bid to host the 2025 or 2026 BC 55+ games (formerly called the BC Seniors Games).

Background

The City of Nanaimo is seeking the Board's support in their bid to host the 2025 or 2026 BC 55+ Games.

The 55+ Games are an annual multi-day, multi-sport competition for athletes age 55 and up. On average, 3,500 – 4,000 athletes attend the games to participate in a minimum of 20 sports, along with opening and closing ceremonies and a social dance. The City of Nanaimo is bidding for either September 9-13, 2025 or September 15-19, 2026.

Given the Board's previous support for initiatives for our government partners (City of Nanaimo, SFN etc), and our many partnerships with the City of Nanaimo staff are supportive of this initiative.

There are no associated costs by supporting this request. However, as with other significant events we would be prepared to open our facilities as required.

NANAIMO LADYSMITH PUBLIC SCHOOLS
BOARD OF EDUCATION MEETING
ACTION SHEET

DATE: July 6, 2022
TO: Board of Education
FROM: Scott Saywell, Superintendent
SUBJECT: Environmental Sustainability Action Plan

Recommendation

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) recommends that staff make the attached draft Environmental Sustainability Action Plan available to the public for consultation immediately, as per Policy 2.17 Public Participation, and to report back in September with public feedback and any proposed changes.

Background

The third goal of the Board's strategic plan is to be a leader in environmental stewardship and sustainability. Pursuant to that goal the Board approved the Environmental Stewardship and Sustainability Advisory Committee (the "Committee"). Since that time the Committee has been working on the Environmental Sustainability Action Plan ("ESAP" or the "Plan"). Attached to this Action Sheet is the draft [ESAP](#).

Discussion

Significant consultation with a variety of stakeholders led to the Plan as presented. It should be noted that student voice played a large part in its drafting.

The highlights of the draft Plan include operational, education and reconciliation focuses. The Plan outlines a number of initiatives already in progress as well as goals moving forward. The Plan will provide the public a single document to understand the District's commitment and actions with respect to sustainability as well as provide the Board and the broader community the opportunity to review progress. Finally, the Plan should serve to focus resources both within departments (e.g. AFG, local capital, Learning Services etc.) as well as to highlight to the Board where additional resources may be allocated if available.

It should be noted that the actions of the District with respect to sustainability since the inception of the Board's strategic plan have been significant. Nevertheless, the Plan provides a focused framework to move forward and continue the momentum.

If the Board passes the recommend motion the community will have the summer and into September to provide feedback with the intention of the Plan being brought back to the Board in September for adoption, adoption with changes (if minor) or to be sent back to the Committee for further consideration if required.

Appendix A: Draft Environmental Sustainability Action Plan



NANAIMO LADYSMITH
PUBLIC SCHOOLS

Environment Stewardship Action Plan (ESAP)

DRAFT

Menu

Click below to go to a specific section.

2.

Introduction

3.

How we got here

4.

**What is the
purpose of the
ESAP?**

5.

**How do I navigate
this plan?**

6.

**What are the
next steps?**

7.

**How will we know
how we are doing?**

8.

**Pathways to
Environmental
Stewardship**



1.



Message from the Board Chair

The school district understands that there are gifts and responsibilities that come from being in relationship with these sacred lands.

As stewards of public education in our region, our Board supports the academic, social, physical and mental health of our students. We are also committed to raising awareness and understanding of environmental sustainability and truth and reconciliation, knowing that these learnings are interconnected and inform the ever-changing complexities of today's world and society.

As we progress upon our learning journey with the guidance of the Syeyutsus Framework, the connection between the health of the land and the well-being of the NLPS community is illuminated.

Within this context, on behalf of the Board, I am very pleased to present the Environmental Stewardship Action Plan. This living document highlights many of the current impactful programs we offer in the District and provides a path to meeting the Board's ambitious goals with respect to the environment.

Guided by the values of relationality, responsibility, restoration, and respect, NLPS seeks to live and honour the teachings of the land and first peoples. The Board recognizes that the land touches every aspect of our life, is our first teacher, and the cornerstone of our connectivity as people.

On behalf of the Board, I thank the members of the Environmental Stewardship and Sustainability Advisory Committee for their work in creating this plan, highlighting the important role of students and their community.



Message from the Superintendent

uy'skweyul! It is a privilege to invite the community to review the District's Environmental Stewardship Action Plan. The Plan is ambitious and will influence how (1) our school-based staff supports sustainability in curriculum, (2) District-based staff in planning and operations and (3) the Board in their resourcing and policy decisions.

Responding to the climate crisis with actions informed Indigenous knowledge and western science maximizes positive outcomes over generations. Understanding sustainability and the environment through a western and a Syeyutsus lens creates the foundation needed to build resiliency and respond to the climate crisis in meaningful ways. The Plan asks our youth to take the lead and welcomes collaboration.

From food suitability and reconnecting students to the land, to sustainable procurement practices and energy reduction, the ESAP is comprehensive and will make a positive impact on all that are connected to this magnificent territory.

As a member of the Environmental Stewardship and Sustainability Advisory Committee, I have been so impressed with our staff, students and knowledge keepers, and their ability to move forward together in a good way. I am proud of the plan and the impact it will have on the current generation and generations of students who will follow.



Message from the Committee Chair

The climate science is clear that we must make significant systemic changes to have a hope of keeping global warming to 2 degrees Celsius. This is our truth. Indigenous leaders speak of a sense of urgency in accepting our responsibility to care for the land. This gives us courage. Facing the climate crisis requires immediate action but can achieve the necessary changes to ensure the viability of our planet for generations to come. We have the solutions. We must make the choice to act.

The NLPS's 2019-2023 Strategic Plan stated the intent "To be a leader in environmental stewardship and sustainability". We interpret the word "leader" as accepting and acting upon our moral obligation to care for the land and taking the necessary action to address the climate crisis. In this regard, being a "leader" means joining with others to change how we interact with and how we perceive the land, not as a commodity, but rather as our relative that provides for our well-being.

The Environmental Stewardship and Sustainability Advisory Committee wishes to honour other school districts that have taken action to address climate change and act more sustainably. We thank Richmond School District and Vancouver School District from whom we learned a great deal and followed their lead on aspects of their sustainability plans. Much gratitude to the committee members, Indigenous leaders, and students and staff whose contributions helped create this plan. May we continue to listen and learn from one another and incorporate those lessons into this plan as our climate and our perspectives change.

NLPS recognizes that we are all in this together in the facing increasingly severe effects of changing climate and making the necessary changes to ensure our children's future. We encourage any and all other organizations to borrow from this document in their path towards their environmental stewardship and sustainability.

2.

Introduction

We are at a pivotal point in the history of Nanaimo Ladysmith Public Schools (NLPS). While the Board of Education (The “Board”) continues to pursue its vision of “success for all”, the increasing severity of climate change and extreme weather events interfere with our capacity to achieve our mandate of educating the students of NLPS and undermines the well-being of our communities. Given the interconnectedness of our well-being and the functioning of our schools with the environment, our efforts to achieve our [Strategic Plan](#) goal of “becoming leaders in environmental stewardship and sustainability” underlies and supports the other Strategic Plan goals of:

Continuous improvement of instruction and assessment



Safe, caring and healthy learning and working environment that is inclusive of the diversity of our entire learning community



Truth and Reconciliation



As such, the Environmental Stewardship Action Plan (ESAP) will operationalize the Board’s Strategic goal of being a leader in environmental stewardship and sustainability and will impact all areas of the District from teaching and learning to reconciliation to infrastructure. In our path of Truth and Reconciliation, it has become clear that being stewards of and honouring our interdependence upon the land is an act of reconciliation. As we embrace this truth, our relationship with the land and our commitment to sustainability deepens.

We hope you will join us as we walk this path together.

3.

How we got here

In 2019, the Board's Strategic Plan included the goal of "becoming leaders in environmental stewardship and sustainability". In 2020, the Board adopted the Environmental Stewardship Policy that required the creation of:

“

An environmental stewardship action plan that includes measurable targets and objectives to reduce our carbon footprint, use of resources, waste, and greenhouse gas emissions in a manner consistent with current climate science.

The Environmental Stewardship and Sustainability Committee (ESSAC), with representatives from partner groups, students and Leaders for Learning, began the process of creating the ESAP in late 2021. In April 2022, ESSAC engaged in a student-focused consultation process to determine how the district can achieve its goal to be a leader in environmental stewardship and sustainability.

Who participated? And how?

ESSAC created the Values and Vision for the plan through a data collection process on ThoughtExchange and a theme analysis. This resulted in the creation of the 5 pathways to environmental stewardship of the plan.

The ESSAC Chair and Executive Director of Communications, Privacy and Community Engagement had in-person visits with students at Dover Bay, Ladysmith, Nanaimo District and Wellington secondary schools. In total, 26 students and a half dozen staff representatives participated in the school-based consultation sessions.

On April 19, 2022, the ESSAC met at the district administration centre to determine the goals of the plan.

Students and staff were also given the opportunity to share their feedback on the desired goals and actions through ThoughtExchange. A total of 85 students and staff shared 52 thoughts and completed 850 ratings. This exchange was open from April 19 to 26.

3.

Continued

How we got here

Four central values guided the creation of this plan:

Relationality	We are all interconnected and dependent upon the earth.	
Responsibility	We have a responsibility to care for the land and ensure a sustainable environment for future generations.	
Restoration	We want a system that gives back to the natural world and heals the land.	
Respect	We honour the land and waters as sources of knowledge and life.	

NLPS is committed to fostering a resilient and restorative environment that moves us towards a system that gives back to the natural world. We acknowledge our responsibility to respond to and reduce our impacts of climate change. Our decision-making will reflect our respect for the land and an understanding of the relationality between all things.

It is from this perspective and guided by the [Syeyutsus Framework](#) that operation of the ESAP will be directed and updated as required.

4.

What is the purpose of the ESAP?

This plan enacts our Environmental Stewardship Policy and sets long-term vision for how the District will fulfill its commitment to environmental stewardship and being an active part of the solution to the climate crisis. As we proceed towards our vision for 2030, the Plan will also provide a benchmark for the Board, staff and the community to meaningfully determine how the implementation of the ESAP is proceeding. The ESAP will:



influence funding decisions of the Board with respect to its annual budget, local capital and one-time surplus fund (if available)



impact school-based goals to ensure the reflection of the ESAP in those goals



ensure that professional development opportunities are made available to District staff associated with the ESAP



influence school site planning and operations



create a mechanism for the oversight and revision of the ESAP



highlight to the broader community the Board's commitment to environmental sustainability and being stewards to the land.



foster an understanding of our reliance upon and interconnection with a healthy environment





How do I navigate this plan?

The ESAP has 5 pathways of environmental stewardship, each with its own objectives:



To support the objectives, the ESAP envisions 81 specific actions.

Embedded with these action items will be links to further information which will be updated as resources are made available. It is important to note that the ESAP relies on informational links to allow the reader to delve deeper into a variety of resources and background information.

The structure is intended to allow easy access to the ESAP's actions with the ability to scrutinize the assumptions and information that support the objectives and action items.

6.

What are the next steps?

Following the ESAP's initial presentation to the Board in July of 2022, the intention is to seek feedback from the community on the plan prior to the final adoption in the Fall of 2022.

LONG RANGE FACILITIES PLAN

2021-2031



NANAIMO LADYSMITH PUBLIC SCHOOLS
295 WAKESIAH AVENUE
NANAIMO, BC V9R 5K6
WWW.SD66.BC.CA
YouTube Twitter Facebook Instagram



Assuming the ESAP is adopted, the action items will immediately begin to be aligned with other District plans including the [Long Range Facilities Plan](#) and the Superintendent's operational plan. Following this, a review of policy and resource alignment will be ongoing alongside the creation of the resources required by the ESAP.

ESSAC will continue to work through the ESAP and make recommendations to the Board when appropriate. As well, ESSAC will review the ESAP and suggest revisions every two years if necessary.

7.

How will we know how we are doing?

Given the importance of the ESAP to the District, a website will be created to host not only the plan but associated resource documents. Further, a yearly status update will be presented to the Board and incorporated into the Board's yearly work plan (Policy 2.5).



8.

Pathways to Environmental Stewardship

Climate Change Mitigation and Adaptation

GOAL To protect students and the community from the increasing effects of climate change, NLPS will minimize our impacts on the environment, reduce our GHG emissions, and adapt to a changing environment. NLPS's climate change adaptation and mitigation plan will have science-based targets and strategies informed by Indigenous knowledge to draw down our ecological impact.




Objective	Actions
Reduce GHG emissions by 50% below 2010 levels by 2030 or 4.5% per year	<ul style="list-style-type: none"> • Create a GHG emission reduction plan to achieve 2030 targets • Electrify school district fleet • Inform relevant Ministries of our efforts and barriers to meet environmental targets • Advocate to provincial and federal government for support/funding
Implement Climate Change Mitigation and Adaption Actions	<ul style="list-style-type: none"> • Develop a Climate Change Mitigation and Adaption Strategy with measurable objectives • Integrate mitigation and adaption measures into facilities planning and decision-making • Perform climate risk and readiness assessments to inform infrastructure planning and decisions • Create a response plan for climate related/extreme weather events and emergencies • Seek funding sources to support Climate Change Mitigation and Adaption Strategy and energy management projects • Advocate to provincial and federal government for support/funding • Ensure new builds meet or exceed sustainability and low carbon standards and sustainable site planning considerations • Support, prioritize, and advocate for low carbon energy systems in all new construction

Pathways to Environmental Stewardship

Increase low-carbon/active transportation	<ul style="list-style-type: none"> • Collaborate with the Long-Range Facilities Plan Committee to develop and implement a measurable low-carbon/active transportation plan that includes safe and active routes to school for every school. • Improve infrastructure for active and low-carbon transportation including secure bicycle parking and storage • Implement no-idling practice • Advocate for free bus pass for students
--	---

Sustainability


GOAL NLPS aims to bring awareness of the interconnection among all things in our ecosystem and our dependence upon the land upon into our use of the gifts this land provides.  **Respectful and sustainable use of all that is provided by our land, waters, and air is necessary to ensure a healthy environment for generations of children that will come through our schools and honours our sacred trust.**

Objective	Actions
Reduce our impact on the land and implement restorative efforts	<ul style="list-style-type: none"> • Develop an Environmental Sustainability Plan that outlines strategic direction to reduce fossil fuel usage, conserve water, reduce waste, and investigate in low-carbon renewables as an alternate source of energy • Support the BC Hydro Strategic Energy Management Plan • Develop dashboards for individual schools and district buildings to provide information about sustainability performance, energy use, and emissions • Support school-based energy reduction initiatives • Develop a water conservation strategy • Develop a paper reduction strategy • Investigate potential pilot projects that support behaviour change within NLPS
Utilize the Zero Waste Framework	<ul style="list-style-type: none"> • Implement a zero-waste strategy that incorporates the principles and practices in all our buildings • Initiate source separation of waste into organics, recycling, and garbage containers for collection with clear signage • Develop and conduct waste audit program and communicate results to better understand waste generation and diversion

Pathways to Environmental Stewardship

Implement sustainable purchasing practices	<ul style="list-style-type: none"> • Review procurement policies and AP to ensure sustainable practices and guidelines • Set sustainability goals and metrics when tendering for goods and services
---	---

Responsibility to the Land


GOAL  **NLPS's prioritizes and encourages connection to, care for, and restoration of the ecological integrity of the land and waters. Through our actions, we embrace our responsibility to give back to the land and honour our sacred trust to support a healthy environment and ecosystems. In our schools, outdoor spaces will provide hands-on learning environments that teach important skills and build climate resiliency.**

Objective	Actions
Reduce consumption of resources	<ul style="list-style-type: none"> • Develop Land Use Guidelines that consider Indigenous knowledge, prioritizes the use of native plants, the regeneration of natural green spaces, and the inclusion of trees on school grounds and play spaces <ul style="list-style-type: none"> • Explore ground greening initiatives • Identify budgetary and operational considerations of increasing naturalized environments on school grounds • Review and modify landscaping practices to ensure ecological and restorative practices • Identify mitigative actions the district could take to help restore ecological function, provide shaded outdoor spaces, and/or enhance environmental learning opportunities • Explore and engage school, parental, and community support to maintain naturalized environments
Develop a better understanding of what it means to give back to the land	<ul style="list-style-type: none"> • Explore a district-wide inquiry project that explores what it means to give back to the land.

Pathways to Environmental Stewardship

Objective	Actions
Thoughtful and intentional use of our outdoor space to support connection to the land and to foster an understanding of the land as our teacher.	<ul style="list-style-type: none"> • Inventory the District's land holdings and surrounding publicly accessible natural areas to identify environmental learning opportunities. • Update the NLPS Garden Application Process Document to include prioritizing planting native plants • Create an administrative procedure for garden and food forest programs for schools • Create an administrative procedure for use of facilities and grounds: use of school grounds for garden plots • Increase equity and accessibility to outdoor learning spaces

Learning

GOAL  NLPS will prioritize learning opportunities that foster learning from and connecting to place. Outdoor learning and play spaces and school gardens will provide opportunities for all to develop an understanding of the land as a source of knowledge, to cultivate environmental stewardship, and help to ensure food security.

Objective	Actions
Integrate environmental stewardship and sustainability throughout the curriculum	<ul style="list-style-type: none"> • Provide district-wide professional learning opportunities to foster ecological literacy, environmental stewardship, and connection to the land • Ensure professional learning resource collection represents diverse resources for supporting our Environmental Sustainability Action Plan • Supporting outdoor learning opportunities in all forms at all school sites • Support the creation of board authorized secondary courses that support sustainability principles and practices
Increase opportunities to learn about environmental stewardship and the land	<ul style="list-style-type: none"> • Create a district annual calendar of environmental opportunities and events both local and digital, and internal and external • Increase opportunity for hands-on or experiential learning • Explore potential learning opportunities among our own environmental stewardship, sustainability, and climate adaptation and mitigation efforts

Pathways to Environmental Stewardship

Support learning opportunities that educate about and strengthen food security	<ul style="list-style-type: none"> • Equitable and inclusive access to gardens or food growing opportunities • Develop a district farm that is accessible to school communities and contributes to food security and food literacy within NLPS • Inventory and evaluation of gardens and growing opportunities • Develop a shared understanding of what food security means • Create an administrative procedure or set of guidelines outlining food security within NLPS
Understand and embrace the teachings of this sacred land	<ul style="list-style-type: none"> • Teach Hul'qumi'num language • Develop culturally appropriate locally developed curricula • Identify actions to support Indigenous culture in partnership with Indigenous communities

Culture/Leadership

GOAL To create an organizational culture that places environmental stewardship at the centre of our learning and our operational decisions. Establishing and resourcing a “Green Network” of students and staff will help implement and communicate about initiatives, provide alignment throughout the district, and ensure ongoing support for implementation of AP 526 and the environmental action plan.



Objective	Actions
Create a culture of environmental stewardship	<ul style="list-style-type: none"> • Integrate environmental stewardship considerations and practices into administrative, capital planning, and programming decisions • Inventory and review programs and practices that currently exist within NLPS that support environmental stewardship and sustainability • Enable partner groups to have input and provide feedback to the Environmental Stewardship and Sustainability Committee around NLPS environmental initiatives • Increase collaboration opportunities for Facilities to work with Learning Services and schools for ESAP initiatives and related learning opportunities
Establish funding and resources to empower ESAP implementation	<ul style="list-style-type: none"> • Develop work plan for ESAP and determine necessary resources for implementation • Fund and resource ESAP • Determine if staff position is necessary for effective implementation, outreach, and funding achievement

Pathways to Environmental Stewardship

Establish an Environmental Stewardship Network throughout the district.	<ul style="list-style-type: none"> • Support and resource eco-clubs/climate action teams in each school and in each department/building • Develop and support a system that allows student groups to interact, collaborate and coordinate efforts. • Resource annual eco-club/climate action team gathering • Create a method to track and report on environmental stewardship initiatives • Ensure opportunities for student voice and leadership • Develop and conduct an annual district-wide Environmental Sustainability event with student groups
Communicate actions, initiatives, and achievements within the district and to partner groups and community.	<ul style="list-style-type: none"> • Develop a communication strategy to highlight successes and future areas of action • Maintain NLPS learns with professional learning support for environmental stewardship and outdoor learning • Recognize and celebrate student, educator, and staff sustainability leaders • Promote environmental stewardship campaigns and events (e.g., Energy Cup) to increase awareness and engagement
Connect and collaborate with community	<ul style="list-style-type: none"> • Connect with community members and organizations for collaboration to support ESAP initiatives and learning opportunities • Engage in partnerships that facilitate clean energy projects. • Seek collaboration opportunities with local and provincial governments on shared sustainability initiatives
Provide regular evaluations and updates of the Environmental Action Plan	<ul style="list-style-type: none"> • Annual presentations to the board on the progress of ESAP • At a minimum, a biennial review of the ESAP by ESSAC for updates and changes. • Determine measurable outcome indicators for each objective/action for evaluation of ESAP progress
“Walk” together in a way that acknowledges that we are all relations in the cycle of life.	<ul style="list-style-type: none"> • Build our capacity for intercultural understanding, empathy, and mutual respect • Strengthen our sense of belonging and interconnectedness • Utilize Indigenous knowledge and teaching methods in classrooms

