

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68  
EDUCATION COMMITTEEMEETING  
AGENDA**

**Wednesday, February 1, 2023, 6:00 PM  
ONLINE MICROSOFT TEAMS MEETING**

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.

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**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 TO THE AGENDA**

**3. DELETIONS TO THE AGENDA**

**4. CHANGE IN ORDER**

**5. APPROVAL OF THE AGENDA**

*That the Agenda be approved.*

**6. APPROVAL OF THE MINUTES**

**4**

*That the minutes from the Education Committee meeting held on January 4, 2023, be approved.*

**7. PRESENTATIONS**

**8. SENIOR STAFF REPORTS**

Presentation on the Board Goal: Continuous improvement of Instruction and Assessment

- Objective: Continuous Improvement in support for students with diverse abilities and disabilities, Indigenous and overall student population on student achievement
- Strategy: Deepen understanding of and personalization of the pathways to graduation

Presentation on the Board Goal: Safe, Caring and Healthy Learning and Working Environment that is inclusive of diversity of our entire learning community

- Objectives: Increase the number of students who feel welcomed, safe, connected and have a sense of belonging in their schools; Increase the number of students who feel there are two or more adults at their school who care about them
- Strategy: Enhance and communicate a district-wide multi-tiered model of support

School Presentation by Quarterway Elementary School and Island Connect Ed.

## 8.2 Laura Tait, Deputy Superintendent

21

Re: Administrative Procedure 348 - Research in Schools (Updates)

## 8.3 Laura Tait, Deputy Superintendent

25

Re: Local School Calendar

*The Education Committee recommends that the Board of Education of School District No. 68 (Nanaimo-Ladysmith) approve the attached three-year Local School Calendars for 2023/24, 2024/25 and 2025/26.*

## 9. CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING

## 10. UNFINISHED BUSINESS

## 11. NEW BUSINESS

## 12. 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. Forms are available in the information rack near the entrance of the Board Room.

If the meeting is being held online, individuals wishing to ask questions of the Board shall type their question in the Q&A compose box on the right side of the screen and then select send. Your question will be read by the Board or Committee Chair.

Questions and responses will be included in the video of the meeting and the meeting minutes and will be part of the public record.

## 13. ADJOURNMENT

*That the meeting be adjourned.*

THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68  
MINUTES OF THE EDUCATION COMMITTEE MEETING

January 4, 2023

Trustees	C. Morvay, Chair G. Keller N. Bailey L. Pellegrin L. Lee ( <i>left meeting at 7:00 pm</i> ) T. Rokeby T. Brzovic M. Robinson
Absent	C. McKay
Staff	S. Saywell, Superintendent/CEO M. Walsh, Secretary-Treasurer K. Matthews, Manager Admin. Services L. Tait, Deputy Superintendent
Representatives	DPAC Representative: Jessica Krog-Irving NDTA Representative: Chris Perrier-Evely NSAA Representative: Laura Roberts

1. **CALL TO ORDER**

The Chair called the meeting to order at 6:01 pm.

2. **ADDITIONS TO THE AGENDA**

There were no additions.

3. **DELETIONS TO THE AGENDA**

There were no deletions.

4. **CHANGE IN ORDER**

There was no change in order.

**5. APPROVAL OF THE AGENDA**

E23/01/04-01

IT WAS MOVED BY Trustee Rokeby

IT WAS SECONDED BY Trustee Keller

That the Agenda be approved.

**CARRIED UNANIMOUSLY**

**6. APPROVAL OF THE MINUTES**

E23/01/04-02

IT WAS MOVED BY Trustee Lee

IT WAS SECONDED BY Trustee Rokeby

That the minutes from the Education Committee meeting held on December 7, 2022, be approved.

**CARRIED UNANIMOUSLY**

**7. PRESENTATIONS**

**8. SENIOR STAFF REPORTS**

**8.1 Department of Learning Services**

RE: Promote Safety for Opportunities within Outdoor Education and Programming

Presentation on the Board Goal: To be a Leader in Environmental Stewardship and Sustainability

- Objective: Increase opportunities for outdoor education and programming in the district.
- Strategy: Promote safety for opportunities within outdoor education and programming within the district

School Presentations by Wellington Secondary School and Frank J Ney Elementary School

Don Balcombe and Jacquie Poulin, Assistant Superintendents presented on the Board's Goal to be a Leader in Environmental Stewardship and Sustainability. School Administrators and staff from Wellington Secondary School and Frank J. Ney Elementary School shared how the Board's goal is being implemented at the school level. An Information Sheet is attached to the Agenda.

8.2 Laura Tait, Deputy Superintendent and Shawn Johnston, Executive Director of HR

Re: Presentation on the Board Goal: Continuous Improvement of Instruction and Assessment

- Objective: Increase leadership capacity and excellence.
- Strategies: Build leadership capacity for educational leaders.

Laura Tait and Shawn Johnston reported on how the work of Justice, Equity, Diversity and Inclusion (JEDI) will frame the Manager's Learning Series for the 2022/23 school year. An Information Sheet is attached to the Agenda.

8.3 Don Balcombe, Assistant Superintendent

Re: Core French and French Immersion Federal Grant Funding

Don Balcombe provided information on the District's French programs including the District's French Advisory Committee and the funding grants available. An Information Sheet is attached to the Agenda.

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

There was none.

10. **UNFINISHED BUSINESS**

There was none.

11. **NEW BUSINESS**

There was none.

12. **QUESTION PERIOD**

There were no questions this evening.

13. **ADJOURNMENT**

The meeting adjourned at 8:14 pm.

E23/01/04-03

IT WAS MOVED BY Trustee Bailey

IT WAS SECONDED BY Trustee Robinson

That the meeting be adjourned.

**CARRIED UNANIMOUSLY**



**NANAIMO LADYSMITH PUBLIC SCHOOLS  
EDUCATION COMMITTEE  
PUBLIC MEETING  
INFORMATION SHEET**

DATE: February 1, 2023  
TO: Education Committee  
FROM: Don Balcombe, Assistant Superintendent  
SUBJECT: Pathways to Graduation

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**Board Goal**

Continuous improvement in students with complex and unique abilities, Indigenous and overall student population on student achievement

**Board Objective**

Increase the number of students who feel welcomed, safe, connected, and have a sense of belonging in their schools; increase the number of students who feel there are two or more adults at their school who care about them.

**Strategy**

Deepen understanding of and personalization of the pathways to graduation

**Background**

The BC Ministry of Education and Child Care policy governs requirements for students in British Columbia regarding school completion and graduation. This information sheet provides an overview of relevant policy and the many pathways to graduation available to students in Nanaimo-Ladysmith Public Schools.

**Overview**

Programming for students in Kindergarten through grade 7 is fairly uniform across the district. While student interest in subject matter, topics, and learning opportunities vary greatly, areas of study are prescribed:

- English Language Arts
- Social Studies
- Mathematics
- Science
- Physical Education
- Fine Arts/Arts Education: Dance, Drama, Music, or Visual Arts
- Health and Career Education

For grades 5, 6, 7, and 8, all schools must offer instruction in a second language.

For grades 8 and 9, the prescribed areas of study are:

- English Language Arts
- Social Studies
- Mathematics
- Science
- Physical Education
- One of the following Fine Arts: Dance, Drama, Music, or Visual Arts
- One of the following Applied Skills: Technology Education, Information Education, Home Economics, or Business Education
- Health and Career Education 8 and 9

### Graduation Program

Students in grades 10-12 participate in the Graduation Program. Each full course completed in grades 10, 11, and 12 is granted 4 credits toward graduation, for a minimum of 80 credits to meet graduation requirements (some courses are shorter, earning 2 credits). 52 of the 80 credits are required courses, while 28 credits are earned through elective courses.

Required courses include:

- A Language Arts 10 (4 credits)
- A Language Arts 11 (4 credits)
- A Language Arts 12 (4 credits)
- A Social Studies 11 or 12 (4 credits)
- A Mathematics 10 (4 credits)
- A Mathematics 10 (4 credits)
- A Science 10 (4 credits)
- A Science 11 (4 credits)
- Physical and Health Education 10 (4 credits)
- An Arts Education and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits)
- Career Life Education (4 credits)
- Career Life Education (4 credits)

Total required course credits = 52

Elective credits = 28 (Elective credits from Ministry-Authorized courses or Board Authority/Authorized courses)

At least 16 credits must be at the Grade 12 level, including the required Language Arts 12 course and the Career Life Connections course.

In addition to the minimum 80 credits of the Graduation Program, students must also complete the following provincial assessments:

- Grade 10 Literacy Assessment
- Grade 10 Numeracy Assessment
- Grade 12 Literacy Assessment

Students meeting the above criteria receive the **B.C Certificate of Graduation – Dogwood Diploma**



Students in French Immersion meet the above requirements while completing some of their courses in French Language instructions, including:

- Français Langue Seconde - Immersion 10 (4 credits)
- Français Langue Seconde - Immersion 11 (4 credits)
- Français Langue Seconde - Immersion 12 (4 credits)
- Earn at least 12 credits in Grade 10, 11, or 12 courses that are in French with at least 4 of those credits earned in courses at grade 11 or 12 level.

Students who do not meet the minimum requirements to complete the Dogwood Certificate may opt for the B.C Adult Graduation Diploma.

### **The B.C Adult Graduation Diploma – Adult Dogwood**

Students who are 18 years of age or older have the choice to complete the Adult Dogwood graduation diploma. To graduate with an Adult Dogwood, students must complete:

- A required Language Arts 12 course (4 credits)
- A Mathematics 11 or 12 courses (4 credits)
- At least three additional Grade 12 elective courses (4 credits) **OR** a Grade 11 Social Studies course (4 credits) and two additional Grade 12 elective courses (4 credit)

### **B.C School Completion Certificate – Evergreen Certificate**

The Evergreen Certificate is intended to celebrate the success and accomplishments of students with diverse abilities or disabilities (special needs).

Students working toward an Evergreen Certificate must have an Inclusive Education designation and an IEP. The Evergreen Certificate does not represent graduation and is not equivalent to the Dogwood Diploma. The Evergreen Certificate recognizes and celebrates the completion of an educational program that meets the learning goals in a student's IEP.

### **Personalizing Pathways to Graduation and School Completion**

Educators are always working to help students maximize educational opportunities. From Kindergarten through Grade 9, individual students are provided a comprehensive education with ever-increasing opportunities for students to explore personal learning interests. As students enter the Graduation Program Grades 10-12, students have greater choice in determining their pathway to graduation. The following programs offer specific learning experiences as students work toward graduation.

#### **Career and Technical Programs**

Each year, we have 75-100 students enrolled in Career and Technical programs. There is a range of CTC programs for students to select as part of their pathway to graduation, including:

- Work Experience – 4 credit course that aligns paid work experience with student career interests
- Youth Trades Sampler – up to 12 credits and 300 hours of work experience in partnership with the Industry Training Authority (ITA), delivered by Post-Secondary Institutions (such as Vancouver Island University)

- Youth Work in Trades – up to 16 credits and 480 paid working hours toward future apprenticeship, provided through the ITA.
- Youth Train in Trades (dual credit)– up to 12 credits toward graduation (plus post-secondary credit). Students are registered as youth apprentices.
- Post-Secondary Courses for Credit (Academic Dual Credit) – courses available to secondary students at post-secondary (for example, courses offered at VIU in Trades, Technology, Health and Human Services, Business, Sport and Exercise, and Arts and Science)

**Board Authority/Authorized (BAA)** courses may also be used to earn credits toward graduation.

Additional opportunities for students to build credits toward graduation include:

- **Equivalency** – courses taken outside of BC (for example – student moving from another province) or from previously acquired knowledge and skills (for example – community language learning course)
- **Challenge** – students are able to challenge ministry-approved courses. Students will be assessed in all curricular competencies, content, and course learning standards.
- **External Credentials** – credit offered for documented learning through Ministry-Accredited external organizations (for example, Royal Conservatory of Music, Drivers Education, External Sports Programs, BC First Nations).
- **Independent Directed Studies (IDS)** – elective credits where the student initiates their own area of learning (for example, an extension of a ministry-approved course)

### Deepening understanding of and personalization of Pathways to Graduation

As we work to ensure that every student walks the stage with dignity, purpose, and options, educators need to deepen their understanding of the many pathways to graduation so that they can better support students who are not currently finding a successful pathway to graduation.

There are multiple pathways to graduation within each of our neighborhood secondary schools, our Career and Technical Center, and through Island Connect Ed. Personalized pathways of full-time programming at one site, pathways of full-time learning at more than one school site, and part-time or hybrid models of in-person and remote learning programs.

Our Learning Alternatives Program provides tier-three support in the following programs with unique pathways to graduation:

- ABOUT (Alternative Based Opportunities United by Teamwork) – located at Woodlands
- FLOW (Family Learning Outreach and Wellness) Program – located at Woodlands
- ITT (Intro to Trades) Program – located at Woodlands
- RAVENS (Reclaiming a Village of Empathy and Nurturing Spirit) Lelum – located at John Barsby
- SLA (Senior Learning Alternatives) – located at John Barsby
- Snuneymuxw Learning Academy – located in the Snuneymuxw community
- Take a Hike Program – located at Woodlands

During the Education Committee meeting trustees will be provided with some of the unique pathways that are currently supported in our secondary programs, as well as learn about some of the innovative ideas to carve out additional pathways for our students.

## **NANAIMO LADYSMITH PUBLIC SCHOOLS**

### **EDUCATION COMMITTEE PUBLIC MEETING**

#### **INFORMATION SHEET**

DATE: February 1, 2023  
TO: Education Committee  
FROM: Laura Tait, Deputy Superintendent  
SUBJECT: Multi-Tiered Systems of Support

#### **Background**

Last spring, some changes to AP 331 – Physical Restraint and Seclusion were shared with the Board. These revisions were developed in consultation with both unions, DPAC, a team of Inclusion Support Teachers and Counsellors, principals and vice principals, parents, and a Director from the Inclusive Education division at the Ministry of Education.

These changes are aligned with the principles of Non-Violent Crisis Intervention (NCI). NCI is framed around the Crisis Development Model, taking into consideration both the progression of risk behaviours (from anxiety to defensiveness, to crisis, and finally, to tension reduction). Plans developed using this model also take into consideration the frequency, intensity, and severity of an individual's risk behaviours, as well as potential setting events and antecedents for these escalations.

Understanding this continuum allows staff to create highly individualized supportive plans which utilize a variety of educative, preventative, and restorative interventions to respond to a range of complex student behaviours. This Administrative Procedure (the AP) is an extension of that framework, and has been developed to ensure that employees clearly understand the continuum of supports that are available to support students, to preclude the need to use physical restraint.

#### **Discussion**

Staff in our schools are encouraged to support learners through a safe, caring, and inclusive lens. The changes to AP 331 are part of a larger body of work that has been undertaken to support school teams with safely providing intervention and support for our learners with complex risk behaviours.

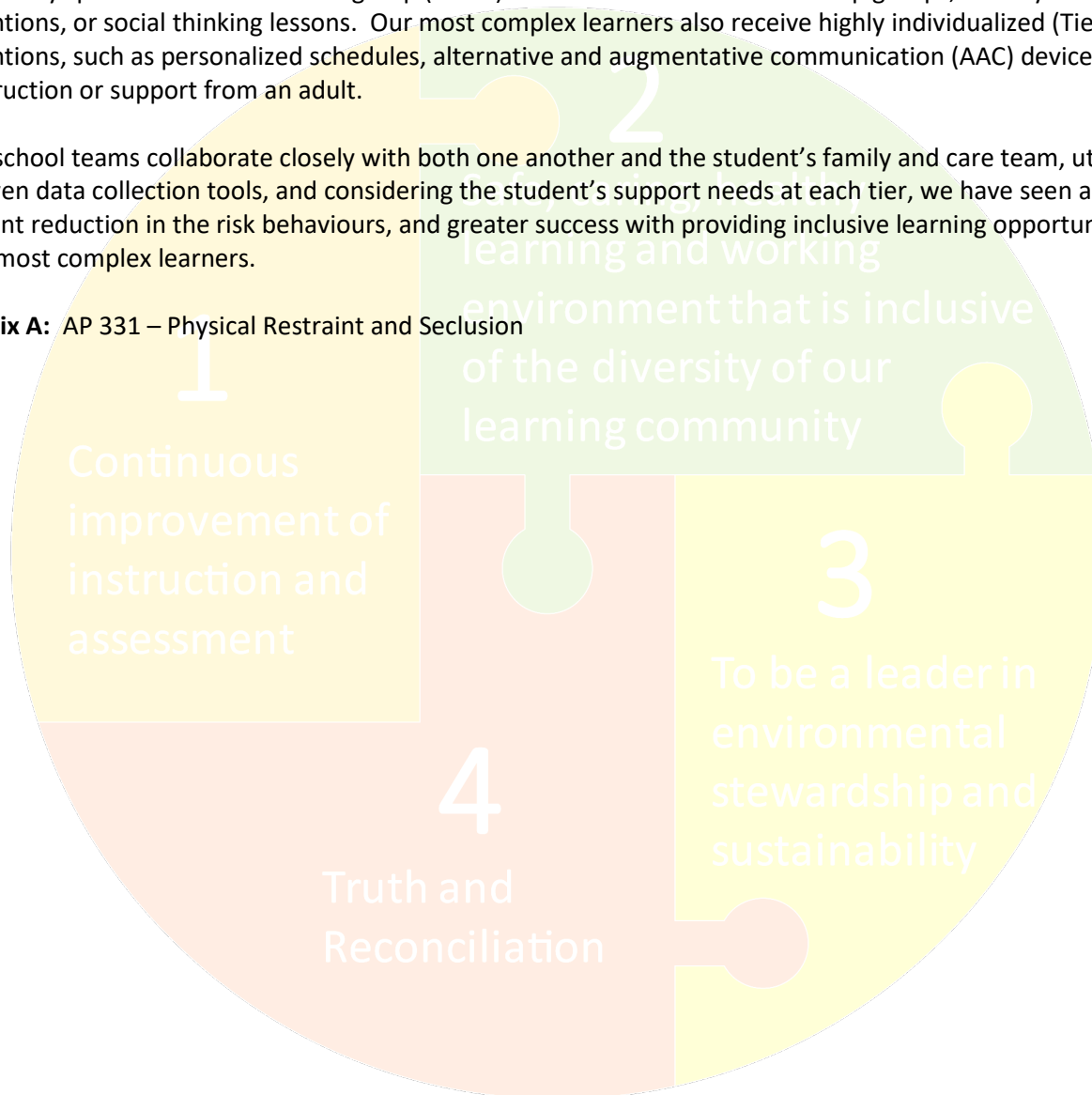
Over the past year, our Managers, Principals and Vice-Principals participated in a "Managers' Learning Series," where elements of Compassionate Systems Leadership were explored. School teams were provided resources and capacity building toward developing trauma-informed approaches to their work with students and families, and this learning was supported through district-wide professional learning opportunities. To bring structure and coherence to this learning, our workflow and supportive planning templates (e.g., Employee Safety Plans, Regulation Support Plans, Integration Plans) have been re-designed around the Crisis Development Model that is foundational to the NCI Framework.

School teams have been deepening their understanding of Level 1-3 Risk Behaviours, developing effective strategies and interventions for learners who experience Risk Behaviours in the school environment, and utilizing some common tools for data collection and monitoring of these plans. This is allowing us to provide more detailed information for families regarding their children's experiences in school, and to deepen and adjust our interventions in the most supportive way possible.

At all times, our plans are framed around multi-tiered systems of support. At the classroom (Tier 1) level, classroom teachers utilizing universal strategies such as flexible seating, structured breaks, technology tools, and open-ended learning activities, to ensure students have meaningful access to learning opportunities. This is supported by specialist staff with small group (Tier 2) interventions such as friendship groups, literacy interventions, or social thinking lessons. Our most complex learners also receive highly individualized (Tier 3) interventions, such as personalized schedules, alternative and augmentative communication (AAC) devices, or 1:1 instruction or support from an adult.

Where school teams collaborate closely with both one another and the student's family and care team, utilizing NCI-driven data collection tools, and considering the student's support needs at each tier, we have seen a significant reduction in the risk behaviours, and greater success with providing inclusive learning opportunities, for our most complex learners.

**Appendix A: AP 331 – Physical Restraint and Seclusion**



## Administrative Procedure 331 – Physical Restraint & Seclusion



### AP 331 – Physical Restraint and Seclusion of Students

#### Purpose

This Administrative Procedure for the physical restraint and seclusion of students is aligned with the BC Ministry of Education *Provincial Guidelines for Physical Restraint and Seclusion in School Settings*, June 2015. The Board of Education does not support the use of seclusion.

#### Procedure

The Board of Education is committed to providing a safe, caring and inclusive learning environment for students and employees. It is essential to maintain an environment which respects each student's right to an educational program and ensures that each and every intervention is carried out in a manner that maintains the student's dignity and the safety of all involved.

All students and employees are expected to contribute to and maintain this environment. Safety is compromised when a student's behaviour puts themselves or others in harm's way.

The definitions used in this AP align with the B.C. Ministry of Education Provincial Guidelines for Physical Restraint and Seclusion of Students in School Settings (June, 2015).

According to the Ministry of Education (June 2015) "physical restraint is a method of restricting another person's freedom of movement or ability in order to secure and maintain the safety of the person or the safety of others."

Educative and preventative methods of maintaining a safe, caring and inclusive learning environment are to be provided to students routinely. All interventions are designed to preserve the safety and dignity of students and staff.

Board employees routinely use a variety of educative, preventative and restorative interventions to respond to a range of complex student behaviours and every effort will be made by employees to use such actions that preclude the need to use physical restraint.

In exceptional circumstances when student behaviour presents an imminent danger to self or others, including school employees, and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm, it may be necessary for employees to use reasonable physical restraint. Restraint is never to be used as punishment, discipline, or to force compliance with respect to educational learning outcomes.

The decision to use reasonable physical restraint is guided by the professional judgement of Board employees. Employees will have the full support of the Board in their efforts to maintain a safe learning environment to the extent that their actions comply with relevant legislation and district policy and procedures governing the physical restraint of students.

### A. Definitions

**Physical Guidance** – involves guiding or physically leading a student to support the teaching of a skill, redirecting attention and/or appropriately providing comfort. It does not constitute physical restraint.

**Physical Escort/Assistance** – involves temporary, physical contact that may include holding a student's hand, wrist, arm, shoulder, or back, for the purpose of accompanying a student to a safe location.

**Physical Restraint** – is a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others.

**Seclusion** - is the involuntary confinement of a student alone in a room, enclosure, or space which the student is physically prevented from leaving, even where an adult is present. Behavioural strategies such as removal from a location as outlined in an individualized student plan is not considered seclusion. Further, the term seclusion does not apply where a student has personally requested to be in a different/secluded location or space.

**Imminent Danger** – situations with a high likelihood of immediate and substantial physical or bodily injury to self or others. Immediate harm to the environment (e.g. furniture or belongings), or the student's elopement from an environment (e.g. running around the school), are not situations of imminent danger.

**RSP** – A Regulation Support Plan is collaboratively developed to teach the student the desired behaviour(s) and to adapt the environment to promote the learning of the new behaviour(s).

**ESP** – An Employee Safety Plan is collaboratively developed to instruct staff on procedures and strategies to keep themselves safe when interacting with a specific student who presents with challenging behaviours.

**Response Plan** – a Response plan is collaboratively developed to instruct staff on procedures and strategies to keep students safe, when peers are potentially at risk when interacting with a specific student who presents with challenging behaviours.

### B. Guidelines for Physical Escort/Assistance

1. Physical Guidance may be used to support the teaching of a skill, redirecting attention and/or appropriately providing comfort. It does not constitute physical restraint.
2. Physical escort/assistance may be used to support a student who is of elementary age (4-13 years old) and is not able to safely navigate the school environment without support. In these instances, the use of physical escort/assistance shall be planned in advance, in consultation with the student's parent/guardian, and explicitly documented in the student's plan. Additionally, written, informed consent has been obtained from the parent
3. Use of a supportive tool, such as a transfer belt, may only be utilized under the supervision of an occupational or physical therapist from the district's School-Aged Therapy Program, and with prior approval of the Department of Learning Services.
  - Use of these tools must be reviewed at least 3 times each school year, to ensure they are still a necessary support for the student.
  - The parameters and purpose of the use of this tool must be documented in the student's IEP or other supportive plan. The plan must identify:
    - Specific criteria for the use of the tool
    - Data collection methods for evaluating the continued need for its use
    - A specific goal, with related strategies and objectives, to assist the student with developing the skills and capacities needed to discontinue its use

### C. Guidelines For Restraint

1. In cases where an individual student could potentially cause harm to self or others the appropriate plans should be collaboratively developed with the principal, teachers, support staff, parents/guardians and, when appropriate, the student.
2. These plans should be based on the data from a Risk Assessment, based on the principles of Non-violent Crisis Intervention (NCI). Plans must include:
  - An understanding of the student's baseline behaviours
  - Relevant historical information regarding the student's school and medical history
  - Specific, observable behavioural indications related to the antecedents, setting events and triggers for the student's behaviours
  - An understanding of situational considerations which may contribute to the student's escalated behaviours
  - Specific de-escalation strategies and interventions to support the student
  - Specific response protocols for staff working with the student
3. Circumstances where the team identifies the potential for increased likelihood or severity of a student's response to a specific trigger or setting event should be identified as part of the student's plan. Additionally, the plan should include strategies for supporting the student in developing the skills and capacities



- necessary for safe participation at school, to prevent the need for restraint as much as possible.
4. It is the principal's responsibility to ensure that staff such as teachers, education assistants, bus drivers, clerical, custodians and any on-call staff read the relevant individualized student plan and understand the importance of adhering to these plans for their own safety and the safety of others.
  5. Physical restraint will be used only as a last resort. Last resort is defined as a circumstance where there is a high likelihood of **immediate and substantial** physical or bodily injury to self or others. Restraint should not be used as a regular strategy or intervention as part of a student's program. As such, these measures should not be listed as strategies or responses as part of plans.
  6. Situations where restraint may be required include:
    - if a student is in the process of actively pursuing others, or preventing the evacuation of others from an environment, in a manner that creates a high likelihood of immediate and substantial physical or bodily injury to self or others, and a safe perimeter cannot be established between the student and the others who are at risk
    - if a student is engaging in self-injurious behaviour that constitutes an imminent risk of immediate and substantial harm to self
  7. Physical Restraint will only be utilized until the imminent danger of serious harm to self or others has dissipated.
  8. Any time physical restraint is necessary the Physical Restraint / Seclusion Report
  9. Form must immediately be filed with the Principal, the Occupational Safety and Wellness Manager, and the Assistant Superintendent. Parents/Guardians must also be immediately informed about the incident and receive a copy of the form.
  10. Physical Restraint is always conducted in a safe manner by a person who is trained in the proper methods of physical restraint as taught through Non-violent Crisis Intervention. This training will ensure that:
    - Trained staff are aware of less restrictive means of restraint, and are fully aware of the risk associated with each intervention
    - Staff have familiarized themselves with any known vulnerabilities for students with Response Plans
    - Staff monitor the individual's safety and well-being at all times, are able to identify signs of distress, and know how to respond to medical emergencies resulting from restraint techniques
    - The students' breathing is not restricted, in order to prevent positional asphyxia
    - The student is not in a prone position (facing down on their stomach)



- In an emergency where an individual is held on the floor, a supine (face up) position should be used
- School administrators will review these expectations with staff annually, and will ensure that all staff who are not trained in restraint techniques understand they should not be engaging in these interventions.

### ***D. Guidelines for Seclusion***

1. The space used for seclusion must not jeopardize the students' health and safety – emotionally or physically. Seclusion should only be employed in exceptional circumstances where a student is in imminent danger of causing serious harm to self or others.
  - Seclusion will only be employed until the imminent danger of serious harm to self or others has dissipated.
  - Any time seclusion is necessary a Physical Restraint / Seclusion Report Form must be filed with the Principal, the Occupational Safety and Wellness Manager, and the Assistant Superintendent. Parents/Guardians must also be immediately informed about the incident and receive a copy of the form.
  - Any room that is to be used for seclusion must have an observation window and the secluded student must be under continuous visual observation. The student's behaviour is recorded at regular intervals by the observing adult throughout the period of seclusion.
  - A student must never be locked into any room in the school and/or the door must never be held shut.
  -

### **E. Methods**

Training, consultation and materials are to be obtained from specialized NLPS support staff to ensure that physical intervention is only conducted by supervising adult(s) who:

- Are knowledgeable in the area of interventions designed to diffuse potentially violent situations in a way that reduces or eliminates the need for physical restraint;
- Are competent in the use of safe, non-harmful restraint techniques which ensure the care, welfare, safety and security of restrainer and restrainee;
- Are sensitive to the dignity of the student and aware of the possible impact of restraint on student, staff and witnesses; and
- Work as a cooperative team in carrying out all aspects of the physical restraint.

### **Debriefing and Restorative Practice:**

Debriefing will occur:

- with the student to support and assist the student and adults in developing a plan to manage behaviour in such a way that future physical restraint will not be required; and
- among supervising adults in order to ensure that best practices are being followed.

Debriefing with students with diverse abilities and disabilities will be conducted by persons who are the most skilled in communicating with the student.

Debriefing provides an opportunity to work toward change and growth for individuals who have acted out, as well as for staff members. A debriefing process that offers restorative practices after a crisis has a much higher likelihood of reducing a recurrence of the behaviour.

Restorative practices return control to the student who has acted-out, giving back the responsibility regarding their own behaviour along with adult support and encouragement. This gives the student a sense that someone is on their side, they are not alone, that their dignity is protected, re-establishes communication, and helps to build coping strategies.

### **Documentation**

A supervising adult will complete the Physical Restraint / Seclusion Report Form. The principal will review the information on the form. Copies of the form and debriefing summary will be sent to the Assistant Superintendent, parent/guardian, and filed in the school office as well as the student's designation folder or confidential file.

A WorkSafe BC report form must also be completed if appropriate.

## PHYSICAL RESTRAINT / SECLUSION REPORT FORM

Name of Student:		Date of Restraint:	
Date of Birth:	Age	Gender <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> _____	Grade:
Does the student currently receive special education services?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Site of restraint:			
This report prepared by:		Position:	
Staff member administering restraint:		Position:	
		NVCI:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Staff member administering restraint:		Position:	
		NVCI:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Observer(s):		Position:	
Observer(s):		Position:	
Administrator who was verbally informed following the restraint:		Position:	

**PRECIPITATING ACTIVITY:**

Thorough description of activity in which the restrained and/or other students were engaged immediately preceding use of physical restraint:

Behaviour that prompted and justified the restraint:

Thorough description of efforts made to deescalate and alternatives to restraint that were attempted:

**DESCRIPTION OF PHYSICAL RESTRAINT:**

Justification for initiating physical restraint (check all that apply):

- ☐ To protect the student from imminent, serious, physical harm.
- ☐ To protect other student(s)/staff from imminent, serious, physical harm.

Student's behaviour and reaction during restraint:

Time restraint began: \_\_\_\_\_ Time restraint ended: \_\_\_\_\_

**RESTRAINT END:**

How restraint ended (check all that apply):

- ☐ Student was calm and no longer a risk to self or others.
- ☐ Intervention by other(s) to facilitate de-escalation.
- ☐ Other:

## AP 331 – Physical Restraint & Seclusion

Description of any injury to student and/or staff and any medical or first aid care provided:

Incident report was filed with WorkSafe BC:		
FURTHER ACTION TO BE TAKEN: (Attach separate page if necessary.)		
The school will take the following action and/or disciplinary sanctions (check as many as apply):		
<div style="margin-bottom: 10px;"><input type="checkbox"/> Review incident with student to address behaviour that precipitated the restraint.</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Review incident with staff to discuss whether proper restraint procedures were followed.</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Consider a local investigation of any complaint regarding this restraint.</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Disciplinary actions/sanctions taken.</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Contact with parents, staff, district administration, Ministries, or community agencies. <input type="checkbox"/></div> <div>Other:</div>		
Parent who was informed of the restraint:	Phone:	Date:
The date that this report was provided to the parent:	Date:	
Name of person who informed the parent:	Position:	
Was debriefing with the student possible?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Name of person who debriefed with the student:		
<p>Explain when this occurred and the outcome:</p> <ul style="list-style-type: none"> <li>Encourage the student to state what happened.</li> <li>Encourage the student to state an understanding of the school rule.</li> <li>Assist the student to develop a more appropriate behavioural plan. <input type="checkbox"/> Debriefing and Restorative Practice</li> </ul>		
Comments:		

p.c. Assistant Superintendent, Principal; Designation/Cumulative File; Parent/Guardian

Adopted: February 23, 2000

Amended: July 2, 2008; October 10<sup>th</sup>, 2017; January 26, 2022; May 11, 2022

**NANAIMO LADYSMITH PUBLIC SCHOOLS  
EDUCATION COMMITTEE  
PUBLIC MEETING  
INFORMATION SHEET**

DATE: February 1, 2023  
TO: Education Committee  
FROM: Laura Tait, Deputy Superintendent  
SUBJECT: Administrative Procedure 348 – Research in Schools

---

**Background**

As part of our ongoing review of our Administrative Procedures to ensure currency, we have reviewed Administrative Procedure 348 – Research in Schools (the AP).

**Discussion**

This AP has been updated to reflect current practices.

The current Administrative Procedures 348 addresses research in schools. NLPS receives many requests each year, from researchers in BC and Canada to conduct research in our schools. Each application must be reviewed and a decision made as to whether this research can be conducted.

In reviewing this procedure, the Deputy Superintendent and the Department of Learning Services have determined that there was a need to update this document to provide clarity on the procedures. We have also developed an Internal Procedure to help with workflow, and consequently needed to ensure these two documents aligned.

**Under ADJUDICATION OF APPLICATIONS: Screening**

Changed:

c) Personal Information: the wording has been changed to read; “Infringement of personal or family privacy; **naming of individuals, schools, staff, students, and/or parents in the report.**

Added:

**j) Honorarium: assurance that no reward or honorarium is offered to research participants.**

**Appendix A:** AP 348 – Research in Schools (Updated)

## Administrative Procedure 348 – Research in Schools



### AP 348 – Research in Schools

#### Purpose

The Board supports participation in research activities that further the knowledge base upon which improvements to education can be made or research activities that support other values of importance to society. However, such participation must not be detrimental to the normal educational activities in the school district.

Research activities include the use of tests or other forms of assessment, checklists, surveys or questionnaires, interviews, audiotapes or videotapes, and observation when these are not part of classroom instruction and evaluation.

The Board authorizes the Superintendent/designate to screen and approve applications for research projects, subject to the guidelines outlined in this administrative procedure.

#### Purpose

##### APPLICATION TO CONDUCT RESEARCH

Before research and other projects are considered for approval, they must be sponsored and supervised by a recognized post-secondary educational institution or a recognized research institute, or must be a component of approved research by district personnel. Research projects must have the support of the human ethics committees or of committees with similar responsibilities at the respective institutions.

Those who wish to conduct research and/or surveys in Nanaimo Ladysmith Public Schools must make written application to the Superintendent/designate, and provide copies of any materials to be used.

##### ADJUDICATION OF APPLICATIONS

##### Screening

On receipt of an application, the proposed research study will be screened by the Superintendent/designate, for the following:

- a) ***Sensitivity:*** nature of the topic or questions as they relate to value-laden or sensitive issues.
- b) ***Intrusiveness:*** extent of disruption to students and/or teachers and classes or support

staff; request for special arrangements within the school or district offices; need for involvement of district or school staff.

- c) **Personal Information:** infringement of personal or family privacy; naming of individuals, schools, staff, students, and/or parents in the report.
- d) **Methodology:** requirements of the research design for identification and selection of participants; quality of the research design, procedures and data analysis
- e) **Timelines:** time of year and duration of the study.
- f) **Scope:** proposed contact group, number of participants and schools or district offices involved.
- g) **Relevance:** meaningfulness and contribution to the improvement of education and/or knowledge of student learning.
- h) **Confidentiality:** procedures for guaranteeing anonymity and confidentiality, including storage and eventual disposal of data.
- i) **Timeliness:** number of studies in progress at a given time.
- j) **Honorarium:** assurance that no reward or honorarium is offered to research participants.

### Acceptance in Principle

- a) Research requests are "accepted in principle" or "rejected" following screening. "Acceptance in principle" carries no implication for commitment from schools, staff, students or parents/guardians.
- b) Applications that have been "accepted in principle" are forwarded to the relevant school principals and district staff by the Superintendent/designate. The final decision for participation rests with those directly involved.
- c) Parents or families making individual decisions to participate in research activities without district or school sanction will do so outside of school hours and outside of school district premises.

### CRIMINAL RECORD SEARCH

Prior to entering a school to conduct a research study, a person who is not a district employee must undergo a criminal record search and submit the report to the Human Resources Department. Final acceptance for the study is contingent on the results of the criminal record search.

### INFORMED CONSENT

Parents/guardians of students taking part in research studies in schools must be advised of the nature and purpose of the research.

When research procedures involve contact with students on an individual basis, written parental/guardian consent based on complete information about the purpose and procedures of the research must be received prior to commencement.

Participating students must be informed that their involvement is voluntary and that they may withdraw from participation at any time.

### **RESULTS**

On completion of a research project undertaken in Nanaimo Ladysmith Public Schools, a full report of the research results must be submitted to the Superintendent/designate. Copies of the full reports are to be made available to all participants and other interested persons on request.

Researchers should be prepared to discuss or present their findings to school or district staff and parents/guardians in a manner that contributes to the knowledge and/or practice of staff, students or parents.

Adopted: September 29, 2004  
Amended: December 14, 2022



NANAIMO LADYSMITH PUBLIC SCHOOLS  
EDUCATION COMMITTEE  
PUBLIC MEETING  
ACTION SHEET

**DATE:** February 1, 2023  
**TO:** Education Committee  
**FROM:** Laura Tait, Deputy Superintendent  
**SUBJECT:** Local School Calendars 2023-2024, 2024-2025 and 2025-2026

---

**Recommendation**

***The Education Committee recommends that the Board of Education of School District No. 68 (Nanaimo-Ladysmith) approve the attached three-year Local School Calendars for 2023/24, 2024/25 and 2025/26.***

**Background**

On December 7, 2022, the Education Committee passed the following motion:

“The Education Committee recommends that the Board of Education of School District No. 68 (Nanaimo-Ladysmith) make the attached three-year draft Local School Calendar for 2023/24, 2024/25 and 2025/26 available to the public for 30 days utilizing the consultation process as per Board Governance, Section 1, 2.17 and to report back at the February Education Committee meeting with recommendations.”

The consultation process consisted of sharing background information and draft calendars with staff and families through a variety of communication platforms, including district news and website and social media outlets. The district received approximately 39 emails from the community. Feedback primarily focused on the following topics:

- Truth and Reconciliation
- The timing of Professional Development days with statutory holidays
- December and Spring Break timing
- Length of Spring Break
- Agreed with proposed calendars

Rationale for the placement of spring/winter breaks and non-instructional days was provided in the December 7, 2022, Action Sheet, which is attached as Appendix C.

**Spring Break**

At the time the draft three-year calendars were made available to the public for consultation the District was in the process of negotiating with the NDTA a Letter of Understanding with respect to a two-week spring break. We can advise that those negotiations have ended without an agreement and therefore the calendars being recommended for approval have only a one-week spring break.

**Appendix A:** Local School Calendars 2022-2023, 2023-2024 and 2024-2025

**Appendix B:** Community Feedback

**Appendix C:** December 7, 2022 Action Sheet



## SEPTEMBER

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STATUTORY HOLIDAY

VACATION PERIOD

NON-INSTRUCTIONAL DAY

ADMINISTRATIVE DAY

Truth & Reconciliation Day

(At this time the Provincial Government has not yet established if the National Day for Truth & Reconciliation will be a Provincial Statutory Holiday)

**Total days in session: 193**

**Minimum number of hours of instruction that must be offered as per**

**School Act and Calendar Regulation:**

853 hours of instruction for students in Kindergarten

878 hours of instruction for students in Grades 1 to 7

952 hours of instruction for students in Grades 8 to 12

**ONLINE LEARNING (K-12):** Island Connect Ed has year-round schooling with the school closed during district-wide winter and spring vacations and August 7, 2023 – August 25, 2023 for summer vacation.



# 2023 – 2024 School Calendar

Schools open for students	Tuesday, September 5, 2023
Thanksgiving Day	Monday, October 9, 2023
Professional Development Day	Friday, October 20, 2023
Professional Development Day	Friday, November 3, 2023
Remembrance Day (Observed)	Monday, November 13, 2023
Last day of classes before winter break	Friday, December 22, 2023
Winter break – Schools not in session	December 23 – January 7, 2024
Schools reopen after winter break	Monday, January 8, 2024
Professional Development Day	Monday, February 5, 2024
Professional Development Day	Tuesday, February 6, 2024
Family Day	Monday, February 19, 2024
Last day of classes before spring break	Friday, March 8, 2024
Spring break – Schools not in session	March 9 – March 17, 2024
Schools reopen after spring break	Monday, March 18, 2024
Good Friday	Friday, March 29, 2024
Easter Monday	Monday, April 1, 2024
Professional Development Day	Monday, April 29, 2024
Victoria Day	Monday, May 20, 2024
Curriculum Implementation Day	Thursday, June 27, 2024
Year-end Administrative Day	Friday, June 28, 2024

## SEPTEMBER

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STATUTORY HOLIDAY

NON-INSTRUCTIONAL DAY

Truth & Reconciliation Day

VACATION PERIOD

ADMINISTRATIVE DAY

(At this time the Provincial Government has not yet established if the National Day for Truth & Reconciliation will be a Provincial Statutory Holiday)

**Total days in session: 192**

**Minimum number of hours of instruction that must be offered as per School Act and Calendar Regulation:**

853 hours of instruction for students in Kindergarten

878 hours of instruction for students in Grades 1 to 7

952 hours of instruction for students in Grades 8 to 12

**ONLINE LEARNING (K-12):** Island Connect Ed has year-round schooling with the school closed during district-wide winter and spring vacations and August 5, 2024 – August 23, 2024 for summer vacation.

Schools open for students	Tuesday, September 3, 2024
Thanksgiving Day	Monday, October 14, 2024
Professional Development Day	Friday, October 25, 2024
Professional Development Day	Friday, November 8, 2024
Remembrance Day	Monday, November 11, 2024
Last day of classes before winter break	Friday, December 20, 2024
Winter break – Schools not in session	December 21 – January 5, 2025
Schools reopen after winter break	Monday, January 6, 2025
Professional Development Day	Monday, February 3, 2025
Professional Development Day	Tuesday, February 4, 2025
Family Day	Monday, February 17, 2025
Last day of classes before spring break	Friday, March 14, 2025
Spring break – Schools not in session	March 15 – March 23, 2025
Schools reopen after spring break	Monday, March 24, 2025
Good Friday	Friday, April 18, 2025
Easter Monday	Monday, April 21, 2025
Professional Development Day	Monday, May 5, 2025
Victoria Day	Monday, May 19, 2025
Curriculum Implementation Day	Thursday, June 26, 2025
Year-end Administrative Day	Friday, June 27, 2025



## SEPTEMBER

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## JANUARY

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## FEBRUARY

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## MARCH

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## APRIL

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## JUNE

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 STATUTORY HOLIDAY

 NON-INSTRUCTIONAL DAY

 Truth & Reconciliation Day

 VACATION PERIOD

 ADMINISTRATIVE DAY

*(At this time the Provincial Government has not yet established if the National Day for Truth & Reconciliation Day will be a Provincial Statutory Holiday)*

**Total days in session: 192**

**Minimum number of hours of instruction that must be offered as per School Act and Calendar Regulation:**

853 hours of instruction for students in Kindergarten

878 hours of instruction for students in Grades 1 to 7

952 hours of instruction for students in Grades 8 to 12

**ONLINE LEARNING (K-12):** Island Connect Ed has year-round schooling with the school closed during district-wide winter and spring vacations and August 4, 2025 – August 22, 2025 for summer vacation.



2025 – 2026  
School Calendar

Schools open for students	Tuesday, September 2, 2025
Thanksgiving Day	Monday, October 13, 2025
Professional Development Day	Friday, October 24, 2025
Professional Development Day	Monday, November 10, 2025
Remembrance Day	Tuesday, November 11, 2025
Last day of classes before winter break	Friday, December 19, 2025
Winter break – Schools not in session	December 20 – January 4, 2026
Schools reopen after winter break	Monday, January 5, 2026
Professional Development Day	Monday, February 9, 2026
Professional Development Day	Tuesday, February 10, 2026
Family Day	Monday, February 16, 2026
Last day of classes before spring break	Friday, March 13, 2026
Spring break – Schools not in session	March 14 – March 22, 2026
Schools reopen after spring break	Monday, March 23, 2026
Good Friday	Friday, April 3, 2026
Easter Monday	Monday, April 6, 2026
Professional Development Day	Friday, April 24, 2026
Victoria Day	Monday, May 18, 2026
Curriculum Implementation Day	Thursday, June 25, 2026
Year-end Administrative Day	Friday, June 26, 2026

**From:**  
**To:**  
**Subject:**  
**Date:**

---

**From:** Mark Fawdry  
**Sent:** December 15, 2022 4:05 PM  
**To:** Dale Burgos <[Dale.Burgos@sd68.bc.ca](mailto:Dale.Burgos@sd68.bc.ca)>; Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** Re: Calendar Feedback

**CAUTION:** External Message

---

**From:** Dale Burgos <[Dale.Burgos@sd68.bc.ca](mailto:Dale.Burgos@sd68.bc.ca)>  
**Sent:** Thursday, December 15, 2022 3:58:48 PM  
**To:** Mark Fawdry  
**Subject:** RE: Calendar Feedback

Thanks for the feedback Mark.

We left those days out on purpose as it is a federal stat holiday and the province is making decisions year by year.

Dale Burgos (He/Him/His)  
 Executive Director of Communications, Privacy & Community Engagement  
 Direct 250 741-5273 | Cell 250 616-6463

Subscribe to the NLPS ED Talks Podcast on your Apple device

We acknowledge that we live, work, learn and play on the unceded and traditional territories of the Coast Salish peoples - Snaw Naw As, Snuneymuxw, and Stz'uminus Nations.

-----Original Message-----

**From:** Mark Fawdry **Sent:** December 15, 2022 3:50 PM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** Calendar Feedback

Hello, just wanted to point out that all of those calendars are missing Truth and Reconciliation Day. Other than that, looks good!

Thank you,  
 Mark Fawdry

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

**From:**  
**To:**  
**Subject:**  
**Date:**

---

**From:** Audrey Growcott  
**Sent:** December 16, 2022 10:14 AM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** Calendar Feedback

**CAUTION:** External Message

Thanks for the insight and ability to give feedback on the calendars. I'm curious why Truth and Reconciliation day is not recognized on these calendars as it is a federally recognized statutory holiday as of 2021.

Thanks  
Audrey

---

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**From:**  
**To:**  
**Subject:**  
**Date:**

---

-----Original Message-----

From: Maren McLean <>  
Sent: December 15, 2022 10:07 AM  
To: Consultation <consultation@sd68.bc.ca>  
Subject: Calendar feedback

Good morning,  
Is September 30th a stat holiday for truth and reconciliation day?  
Thanks  
Maren McLean

---

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**From:**  
**To:**  
**Subject:**  
**Date:**

---

**From:** Jennifer Smith  
**Sent:** December 15, 2022 11:02 AM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** RE: Consultation: DRAFT 3-year local school calendar

**CAUTION:** External Message

Hi,

I find the most difficulty with the school calendar is when Pro-D Days are blocked together into a 4-day weekend. That is much harder to co-ordinate and manage than a 3-day weekend.

I would like to suggest that there be additional 3-day Pro-D weekends instead, and all 4-day weekends be eliminated from the calendar.

*Sincerely,*

---

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**From:** [J](#)  
**To:**  
**Subject:**  
**Date:**

---

-----Original Message-----

From: Valerie  
Sent: January 2, 2023 6:31 PM  
To: Consultation <consultation@sd68.bc.ca>  
Subject: 2023-2024 draft

Hello,

Please can you move professional development days to align with statutory holidays. For example, pro-d day November 10 2023 with Remembrance Day Holiday November 13. This allows for families to travel to visit with grandparents etc.

Thank you,  
Valerie

---

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**From:**  
**To:**  
**Subject:** FW: Community engagement re: school calendars for the next 3 school years.  
**Date:** January 24, 2023 8:45:05 AM

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-----Original Message-----

From: Tavia Cowie  
Sent: December 15, 2022 8:56 AM  
To: Consultation <consultation@sd68.bc.ca>  
Subject: Community engagement re: school calendars for the next 3 school years.

Hello,

I was wondering why the February professional days are not grouped with the family day holiday. (Ie: Feb 15 & 16 in 2023-24; Feb 13 & 14 in 2024-25; Feb 12 & 13 in 2025-26). I feel that it would benefit families rather than having two very short weeks so close together.

Also, in the 2023-24 draft the final curriculum implementation day is dated April 27 within the written dates, however it is blocked off on June 27th on number calendar.

Thank you for your consideration on these changes.

Sincerely,

Tavia Cowie, BA, RMT

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**From:**  
**To:**  
**Subject:**  
**Date:**

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-----Original Message-----

From: Lindsey Paauwe  
Sent: December 15, 2022 9:09 AM  
To: Consultation <consultation@sd68.bc.ca>  
Subject: Feedback for school

Hi

I like how other school districts format their year with stats. For example, comox valley uses the last week of august for three or 4 instructional/pro d days which allows less disturbances for parents during the year to find alternative care. It may intrude on the last week of teachers vacation, but much more efficient for families during the school year.

You can see this on comox valleys calendar for this year and next.

Lindsey Paauwe

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** Holly Taylor  
**Sent:** December 20, 2022 3:02 PM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** Re: Consultation: DRAFT 3-year local school calendar

**CAUTION:** External Message

My feedback would be to move the Nov. 3, 2023 non-instructional day to Nov. 10 as there are already so many short weeks leading up to then it would be simpler to have the non-instructional day combined with Remembrance Day and combining it is similar to other years.

My other suggestion would be to move the February 9/10, 2024 non-instructional days to February 2/3, 2024. Having 5 full weeks prior with no breaks is a long run for the kids/families and moving it up to Feb. 2/3 is more in line with years past.

Thanks,  
Holly

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** 单涯  
**Sent:** December 17, 2022 7:46 AM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** feedback about school calendar 2022-2023

**CAUTION: External Message**

Hello all,

My name is Rachel and I have been in Canada for 6 years. I am a daycare teacher and a mom with two boys, 13 and 2. To make it more specific, I am an immigrant mom with no family here to help, and I am going back to school to pursue my degree in the new year.

I understand it's my personal choice to lead my life in this busy and stressful situation, but I have a dream here in Canada which I was determined to be the place to help me fulfill my life. However, after reviewing the school calendar, all of them seems good to me, but, based on my experience working with family and children, I am kind of concerning about the professional day. It's crucial for teachers to improve their knowledge and skills in order to better support and meet students' and family needs; however, it appears to be a big issue for those who has to go to work and/or school to take the day off to look after their children, as some daycares follow school calendars.

I am sure that thousands of parents would have the same concern regarding to the ProD day, unfortunately, I do not have a solution to this problem. But I am thinking about some changes or alternatives, i.e. maybe paid dayoff for working parents on the ProD day, or some programs funded by government that could take young children as needed.

Thank you so much for your effort to make the year round calendar to meet all of our needs, and a big thank you for taking the time to read my feedback. I appreciate it!

Rachel

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** Jolene Edmunds **Sent:** December 21, 2022 12:37 PM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** School Calendar Feedback

**CAUTION:** External Message

For the most part I understand that many things impact the school calendar, however, the double pro-d days in February of each year are a bit much. If there is a significant reason for this perhaps it could be explained? There is already a statutory holiday in February, it is the shortest month, and choosing a Monday and Tuesday is a significant impact on family schedules and finances.

We have had these double pro-d days for a number of years now and I don't know a single parent who doesn't find it costly, inconvenient (more than typical), or who understands why it is set up that way. Can these days not be moved to the end of the year, end of the December teaching period or start of January teaching period?

As I mentioned, perhaps there is a good reason for the double days, but if so, can it please be communicated more clearly, because right now it just seems irreverent.

Thank you for your consideration.

Kindly,  
Jolene

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** Tara Wren  
**Sent:** January 2, 2023 8:27 PM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** Re: Consultation: DRAFT 3-year local school calendar

**CAUTION:** External Message

Parent of 2 elementary school kids.

Love the double Feb non-instruction day. See that there's usually consideration for matching up the Nov non-instructional with the stat to create a 4 day weekend. Am wondering about the possibility of doing that also or instead with the Oct stat. This suggestion / preference is purely weather-based. Am finding that in recent years, we try to get together with extended family when we can hold events outdoors. Thanksgiving can be a bit hit-or-miss, but by Nov it's all miss. A 4-day for Thanksgiving would really help us with this.

I know that you're balancing other people's needs to NOT have 4-day breaks, but wanted to add my voice as pro-4-day-breaks. A 3 day creates a total mess for our schedule, and making it 4 only makes it 10% messier (and then would ensure we have more regular-rhythm weeks that support both our work schedules and our neurodiverse structure-lovers).

Thanks for asking for input,

Tara Wren

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** KDeIDel **Sent:** December 15, 2022 8:56 AM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** School calendar

**CAUTION:** External Message

Just looking at it all and thinking that pro d days should go after Halloween when it makes sense, like 2024/ 2025 calendar year, as Halloween is a Thursday. I find every year my kids and other parents always question why this doesn't happen. Thanks Karen Delves

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**From:**  
**To:**  
**Subject:**  
**Date:**

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-----Original Message-----

From: Heather Trawick  
Sent: December 16, 2022 12:03 AM  
To: Consultation <consultation@sd68.bc.ca>  
Subject: 3 year school calendar feedback

To whom it may concern,

I see that in both the 2023-2024 and the 2024-2025 school years, there is a non-instructional day in early November. In 2023 it is November 3.

I would like to suggest that for both these years, and any year November 1 is a weekday, the non-instructional day be moved to November 1. It is because it is the day after Halloween and always a day where very little learning happens because the students are either too overtired and sleepy in the morning and then hopped up on sugar in the afternoon.

Early in my career as a teacher in Coquitlam, when schools picked the dates for their school based pro-d, we always picked November 1. Elementary parents especially appreciated not having to drag their younger children to school half asleep that day.

Thank you for taking my thoughts into consideration.

Sincerely,  
Heather Trawick

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** Gerald and Erin St. Pierre  
**Sent:** December 15, 2022 8:54 PM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** Calendars

**CAUTION:** External Message

Is September 30th not a stat?

Also the middle calendar. I think the Pro D Friday November 8th should be moved to Friday November 1st - day after Halloween! I think that helps more people than making an extra long weekend!

Thanks,  
Erin

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** courtenay Althouse

**Sent:** December 15, 2022 8:55 AM

**To:** Consultation **Subject:** School Calendar Feedback

**CAUTION:** External Message

Hi there,

great job on the calendar, my only feedback would be to ask that when we do the Pro D day in November, can we schedule it for the day after Halloween?

Personally, as a parent ,on Halloween my kid is up later, he is jacked up on candy and if he didnt have to go to school the next day, it would make my life a lot easier than having him off school 2 days later.

I think for teachers it would work as well since they wont have to deal with students who are tired and bringing all sorts of Candy to school from the excitement.

Thats my 2 cents.

Thanks for listening

Courtenay

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**From:**  
**To:**  
**Subject:**  
**Date:**

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-----Original Message-----

From: Miriam Hornby  
Sent: December 15, 2022 10:26 AM  
To: Consultation <consultation@sd68.bc.ca>  
Subject: Calender comments

My thoughts on the school calendar.

Let's face it, the closer you take school to Christmas, the less work gets done. I think changing the dates next year to be off on the 15th of December and coming back the day after New Year's day is a much better move. Teachers can get back to educational topics right away. No matter how much you ask teachers to keep teaching right till the 22nd, kids leave for holidays, they are unfocused because of all the activities occurring for the season etc. The risk of kids (and families) being sick also increases the closer you take school to Christmas Day. At least with a week before hand, parents can control who they expose themselves to which means families have a greater chance to celebrate that special day without having to worry about whether a child is bringing the flu home. Educationally, it makes more sense then having them off that first week of January. For high schoolers it also means an extra week in their semester that is closer to semester end instead of losing that week. One would hope that this would impact the end of semester tests and the cramming in of projects into just a few weeks. Gives students more time to prepare for the end of the semester.

Thanks  
Miriam Hornby

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** Sarah Lane  
**Sent:** December 15, 2022 9:35 AM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** Re: Consultation: DRAFT 3-year local school calendar

**CAUTION:** External Message

Hi there,

I am not sure what kind of feedback you are looking for, and how much my words will influence your long-term, district-wide decisions. Assuming this is just protocol?

All looks fine - would be nice to have more time before Christmas on that first schedule - less time after Christmas, but Year 2 and Year 3 are fine.

Thanks,

Sarah

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** Regan McKeever  
**Sent:** December 18, 2022 10:08 AM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** school calendars

**CAUTION:** External Message

Thank you for putting together draft school calendars for the following three years, and for requesting feedback.

My only request would be to shift the winter break holidays to a week earlier. They are falling too close to actual Christmas the way you have them scheduled. It is better for the kids to have time to prepare for the holiday the week before, and be able to work at their jobs when it's the busy season as well. They do not need a week off AFTER New Years. That also matches up better with most employers as most of us have to return to work right after New Year's, but it's less busy the week before Christmas.

I hope you will consider shifting them to start the week earlier and having the kids return to school January 2<sup>nd</sup> (or 3<sup>rd</sup>, wherever it falls).

Thank you,

*Regan McKeever*

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** Izabela Oliver  
**Sent:** December 15, 2022 9:40 AM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** School year calendars

**CAUTION:** External Message

Hi,

For the school year of 2023-2024, it would be great if the kids could have their winter break similar to what they have this year.

So, instead of Dec. 25, 2023 -Jan. 5, 2024, it would be great if it could be December 18-29, 2023 instead.

The other year's calendars look great.

Thank you

Izabela Oliver

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**From:**  
**To:**  
**Subject:**  
**Date:**

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-----Original Message-----

From: Ericka Brown  
Sent: December 17, 2022 1:57 PM  
To: Consultation <consultation@sd68.bc.ca>  
Subject: School Year Drafts

Hello!

For the 2023/24 year, our preference would be for winter break to begin Dec 16 and go back to school Jan 2, or even a mid week start of Dec 20-Jan 3. Having just two days prior to Christmas off makes it hard to make travel or social plans, avoid people being sick for the special day, and means nearly 2 weeks of 'I'm bored' because Christmas has already passed and there's nothing to look forward to or get ready for. Please consider changing it to be more inline with what was done this year, giving a week before and a week after of Christmas Day off. The other years are better as Christmas Day moves forward in the week adding a couple more days beforehand.

Thank you!

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** [REDACTED]  
**Sent:** December 15, 2022 9:21 AM  
**To:** No-Reply <[NoReply@sd68.bc.ca](mailto:NoReply@sd68.bc.ca)>; Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** Re: Consultation: DRAFT 3-year local school calendar

**CAUTION:** External Message

Hi,

Feedback on the 23/24 and 24/25 calendar, please bump back winter break a week, it's crazy to have it so late and close to Christmas as well as have it overlapping so far into January. Please remove my name from any feedback to reporting I expect this to be anonymous

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** Mandy B  
**Sent:** December 20, 2022 12:31 AM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** Fw: Consultation: DRAFT 3-year local school calendar

**CAUTION:** External Message

My main concern regarding these proposed calendars are the 2-week long Spring Breaks. That is far too long of a stretch for working parents to have to find & pay for child care.

Thank you,  
- Mandy Brown

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**From:**  
**To:**  
**Subject:**  
**Date:**

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-----Original Message-----

From: Lene  
Sent: December 15, 2022 11:00 AM  
To: Consultation <consultation@sd68.bc.ca>  
Subject: Calendar feedback

Good morning,

I just want to thank you for your continued support of a two week spring break. As a teacher I appreciate the break to re-energize for the final months of the year but, more importantly, I find that students need that two weeks. They come back rested and ready to learn. I worked for years and noticed with my own children that one week was not enough of a break. I always said that one week was not enough. They lacked focus because they did not have enough time to re-group for the final, busy months of the school year.

Lene Rounis

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**From:**  
**To:**  
**Subject:**  
**Date:**

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-----Original Message-----

From: Joanne Rishworth  
Sent: January 15, 2023 11:15 AM  
To: Consultation <consultation@sd68.bc.ca>  
Subject: Feedback

Hi there, for the 2023-2024 year, you could look into starting March Break one week later so that the break ends up being combined with the Easter long weekend. It seems silly to have 2 weeks off for March Break and then go back for 4 days and then be off for 4 days again.

Thanks,  
Joanne

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** Maryah McKibbon  
**Sent:** December 15, 2022 10:56 AM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** Community Engagement 3 Year Calendar

Good morning,

I notice that for the next 3 years the district is continuing to offer the administrative day on the last day of June rather than the first day of September. Learning leaders at NDSS discussed how beneficial it would be for new and returning staff to have an administrative day as the first day back in September. A day to allow for staff to be back in the building and set up plans, as a school team for grade 8s, and to get new staff oriented with all the various expectations and procedures specific to each school site. I would propose that before this calendar is finalized that this topic be discussed at a PVP meeting and a recommendation brought forward from administrators. My understanding for our own administration team is that this idea has been floated in the past and the NDSS team feels it a worthwhile discussion.

Cheers,  
Maryah

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**From:**  
**To:**  
**Subject:** FW: Administrative Day suggestion 34  
**Date:** January 24, 2023 10:37:14 AM

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**From:** Nick Janzen  
**Sent:** December 15, 2022 12:09 PM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** Administrative Day suggestion

My suggestion is to change the administrative day planned for the end of June to September. The move would allow for new teachers to be better oriented to the building and expectations. Chances for departments to orient themselves, and to plan a robust welcome for grade 8s could also be tackled. This year, as with many previous, the time was not enough before students were in the building and questions about homerooms, locks, parking, sunshine fund etc. abounded.

Nick Janzen

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** Carol Funk  
**Sent:** December 15, 2022 11:25 AM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** draft district calendar

Rather than having the administrative day planned for the end of June (when the year is coming to an end), move it to September. The move would allow for new teachers to be better oriented to the building and expectations. Chances for departments to orient themselves, and to plan a robust welcome for students (in particular grade 8s) could also be tackled. This year, as with many previous, the time was not enough before students were in the building and questions about homerooms, locks, parking, sunshine fund etc. abounded....

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** Erin Bee  
**Sent:** December 15, 2022 8:58 AM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** School calendar - input and feedback

**CAUTION:** External Message

Hi there,

I wanted to give my two cents about the school calendar. Thank you for holding space for input!

I personally would prefer a one week spring break and one less week of school in June. That would mean getting out of school around June 20th instead of June 27th.

If the adjustment could be made elsewhere, that would be fine, as long as school gets out earlier in June instead of just before Canada Day.

When I was younger school did not go till the end of June. I don't understand why school goes so long these days. It is really hard to convince children to go to school when the weather is beautiful and summer has already started.

Additionally, low income families such as myself (single mom with three children) cannot afford extended vacations, for example, in the spring. All of these extra vacation days and pro D days are extremely hard for parents. It is very stressful and expensive to find child care.

In conclusion, I am begging you guys to do less vacation days and planning days during the year, and just make the school year end earlier in June instead.

Thank you so much!,

Erin

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** Selena MacKay **Sent:** December 15, 2022 10:26 AM

**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>

**Subject:** Feedback - Draft 3 yr. local school calendar

**CAUTION:** External Message

Good morning

Regarding the draft three-year local school calendar for 2023-24, 2024-25 and 2025-26, I just wanted to say that I appreciate this being shared. I had no idea that it needed to be done so far ahead of time. I think it looks great.

Thank you.  
Selena MacKay

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**From:**  
**To:**  
**Subject:**  
**Date:**

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-----Original Message-----

From: Mallory Brenner  
Sent: December 15, 2022 3:18 PM  
To: Consultation <consultation@sd68.bc.ca>  
Subject: Calendar

Are these going to b available for parents ?  
If so I think these are a great idea instead of monthly news letters

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** Heather Dean  
**Sent:** December 16, 2022 10:41 AM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** Calendar feedback

**CAUTION:** External Message

All of these links lead to a 404- file not found message. Can you please let me know how I might view these calendars.

Thank you  
Heather Dean

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** barbara prince  
**Sent:** December 15, 2022 11:09 AM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** Consultation for school year

**CAUTION:** External Message

Hello,

As a parent of 2 children, and one is special needs I would like the school board to consider a year round school schedule the 2 months off in the summer is too long and not affordable for families to pay for childcare. Also, for special needs children I feel it is just too long for them to retain the skills and learning. Thank you,

Barbara

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** Laura Augustine  
**Sent:** December 15, 2022 8:50 AM  
**To:** Consultation <consultation@sd68.bc.ca>  
**Subject:** Feedback for school calendar

**CAUTION:** External Message

Thanks for reaching out to parents for thoughts before solidifying the dates.

I found a couple things.

\* Sept 4 2023 is a Monday. If school is to start on the Tuesday, it would be the 5th of September.

\*A thought, I wonder if pro D Friday and Mondays that extend the weekend into 4 day weekends are useful. I liked those this year personally, it offers an opportunity for families to do a short getaway without missing school. If October 20th and October 23rd were both B Pro D days that would create that opportunity.

\* curriculum implementation day is listed as April 27th, but I think it's supposed to say June 27th.

Thanks!  
Laura Augustine

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**From:**  
**To:**  
**Subject:**  
**Date:**

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-----Original Message-----

From:  
Sent: December 15, 2022 8:31 PM  
To: Consultation <consultation@sd68.bc.ca>  
Subject: Feedback for School Calendars

Dear Board Members,  
I am pleased with the arrangements of the school calendars for the next three years.  
Kind regards,  
Marisa Paisley

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**From:**  
**To:**  
**Subject:**  
**Date:**

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-----Original Message-----

From: April Levins  
Sent: December 15, 2022 9:03 AM  
To: Consultation <consultation@sd68.bc.ca>  
Subject: Feedback school calendar

Good morning,

Some feedback on the 23 to 26 SD68 proposed school calendars. First of all, the September 30 stat is missing from all three calendars. Also, in the 23–24 calendar it looks like there is an error. I believe curriculum implementation day should say June 27 not April 27.

In the 23-24 calendar and the 24-25calendar, I am wondering why the Christmas break is starting so late. For families with university students, the students have more time off before Christmas and return after the January 1 holiday. I'm wondering why SD68 wouldn't try for the same?

Kindest regards,  
April

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**From:**  
**To:**  
**Subject:**  
**Date:**

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-----Original Message-----

From: Todd Drew  
Sent: December 15, 2022 9:48 AM  
To: Consultation <consultation@sd68.bc.ca>  
Subject: Proposed calendar

Links don't work to the proposed calendar. It I do have a some feedback though

1- spring break should be 1 week, not 2. It's a huge financial burden on families, especially the ones that have 2 working parents.

2- pro- d days should be all lumped together before the school year starts- delay the start by two weeks if you have to. I fully support paid professional development, but the way it's currently scheduled places a large financial burden on parents.

With appreciation,

Todd Drew

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** isabelle goyer  
**Sent:** December 15, 2022 4:36 PM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** School calendar

**CAUTION:** External Message

Good afternoon,

Thank you for giving us the opportunity to give our opinion on the calendars. As a parent, I really appreciate the two weeks of break in December and March. It is a good way for children, even teenagers like my daughter, to decompress from the ongoing stress and anxiety coming from work load, assessment, and requirements. We also appreciate that the last day, in June, isn't the 29th or so anymore. Again, for teenagers, it allows them to find a summer job after a few days of break, and for little ones, the last two weeks of June are very difficult and tiresome.

We really like the three years planning.

Regards,  
Isabelle and JC

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**From:**  
**To:**  
**Subject:**  
**Date:**

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-----Original Message-----

From: Alyssa.childress  
Sent: December 15, 2022 9:10 AM  
To: Consultation <consultation@sd68.bc.ca>  
Subject: School calendar drafts

I think that for the 23/24 school year, Christmas vacation should be from Dec 18 to Jan 2. This will give flexibility to families who want to travel to relatives for Christmas vs the proposed where school is not out until dec 22 resulting in everyone having to travel on the weekend before Christmas (when ferries are at the busiest!). Also, personally, my family enjoys the time leading up to Christmas to do baking, decorating, and other activities together. The proposed schedule will not really allow for much of that either...

Also, none of the draft calendars have Truth and Reconciliation Day on them. Why is that?

Thank you for seeking input,  
Alyssa Childress

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**From:**  
**To:**  
**Subject:**  
**Date:**

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**From:** Katie Lonsdale  
**Sent:** January 5, 2023 1:02 PM  
**To:** Consultation <[consultation@sd68.bc.ca](mailto:consultation@sd68.bc.ca)>  
**Subject:** School Calendars

For those teachers/staff who work in NLPS and have children who attend a different school district, it would be wonderful if we could align our school breaks (Winter and Spring Break) with SD69 and SD79 to support these families.

Huychqa,

**Katie Lonsdale (she/her)**

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**NANAIMO LADYSMITH PUBLIC SCHOOLS  
EDUCATION COMMITTEE  
PUBLIC MEETING  
ACTION SHEET**

DATE: December 7, 2022  
TO: Education Committee  
FROM: Laura Tait, Deputy Superintendent  
SUBJECT: Local Three-Year Calendar

**Recommendation:**

***The Education Committee recommends that the Board of Education of School District No. 68 (Nanaimo-Ladysmith) make the attached three-year draft Local School Calendar for 2023/24, 2024/25 and 2025/26 available to the public for 30 days utilizing the consultation process as per Board Governance, Section 1, 2.17 and to report back at the February Education Committee meeting with recommendations.***

**Information**

Under the *School Act*, Boards have the authority to set calendars for the schools in their districts, following consultation with parents and Board employees. Once this is complete, Boards submit their proposed calendars to the Ministry of Education and Child Care for review.

The Ministry sets the minimum number of instructional hours under the School Calendar Regulation, but it is up to Boards to determine the following, subject to the applicable legislation:

- the beginning and the end of the school year
- the length of school days
- the number of non-instructional days
- the timetable

Boards are required to submit their calendars to the Ministry of Education and Child Care for review and may submit calendars for up to 3 consecutive years at one time. A Board must, in accordance with the regulations, prepare a school calendar for each school in its school district for each school calendar year. Each school calendar should cover the school year and, where the school calendar is not based on the school year, it must cover a period of 12 consecutive months. The school calendar must cover a period of more than 12 consecutive months, if necessary, to ensure that it applies immediately on the expiration of the previous school calendar. This means that for the majority of school districts, 2022/23 school calendars will begin on July 1, 2023.

School calendars must include all of the information prescribed by the Minister and may include variations for one or more groups of students in a school, and may include any other information that the board considers necessary.

School calendars are submitted using forms prescribed by the Ministry and must be received no later than March 31, 2023. This means that the school calendars must be made available to the parents of the schools and employees of the board assigned to the schools, for feedback, at least one month before March 31, 2023.

Under the School Calendar Regulation, the following information is prescribed for a school that is not a distributed learning school:

- the number and dates of the days in session;
- the number and dates of each day of instruction;
- the vacation periods and the dates of statutory holidays;
- the dates of each non-instructional day;
- the number of hours of instruction offered to students in each grade.

The following information is prescribed in respect of a school calendar for a distributed learning school:

- the number and dates of the days in session;
- the dates on which the principal, vice principals, directors of instruction and teachers of the school are available for instruction;
- the vacation period and the dates of statutory holidays.

A Board may amend a school calendar made available to the public, if the amendment is necessary. Such amended school calendar must be made available to the public within 30 days of the amendment.

The following are the prescribed minimum hours of instruction that a board must offer to students enrolled in the schools in its school district:

- (a) 853 hours of instruction for students in kindergarten;
- (b) 878 hours of instruction for students in grades 1 to 7;
- (c) 952 hours of instruction for students in grades 8 to 12.

There are no prescribed minimum hours of instruction that a board must offer to students enrolled in a distributed learning school.

### Background

In December 2019 the Board of Education formed an advisory ad hoc local School Calendar Committee to develop and recommend a local school calendar to the Education Committee and Board of Education.

The School Calendar Committee has met on 5 occasions to create a three-year local school calendar to begin in 2023/24 school year. The recommendations from the School Calendar Committee were brought forward to the Joint Professional Development Committee for discussion early fall 2022.

## Discussion

Considerations for the placement of spring/winter breaks and non-instructional days include:

- Balancing the needs of families with the need for supportive professional development structures; meaning that some Pro D days are back to back and some are single days
- Consideration for Statutory Holidays
- Alignment with neighboring districts

The following are the types of non-instructional days:

- **School-based Pro D Days (3):** All teachers (and sometimes CUPE) are at the school learning together; NDTA purview.
- **District Pro D Day (1):** A Pro D Day that is organized by the NDTA Pro D Committee, where all teachers gather at one school to learn together; NDTA purview.
- **Provincial Specialist Association (PSA) Day – BCTF (1):** All teachers have the option of attending events offered by various provincial teacher associations; those teachers not attending a PSA gather at one place to learn individually or in small groups; BCTF chooses this date every year; NDTA purview.
- **Curriculum Implementation Day (1):** All teachers (and sometimes CUPE) focus on the same topic as prescribed by the Ministry of Education & Child Care; District purview
- **Administrative Day (1):** All staff are at their school sites focusing on myriad administrative topics; Principal purview.

CUPE Pro D Days/Non-Instructional Days (4) fall on the same dates as NDTA Pro D Days.

Professional learning is paramount to teacher practice. Research, technology and practice often change at a fast rate. Educators need to stay abreast of wise practices in education to best serve the students in their care. Educators model a growth mindset, when they themselves are students with their own learning.

## Spring Break

The current Letter of Understanding – Two Week Spring Break is in place for the 20-21, 21-22 and 22-23 school years. The Calendar Committee has proposed a two-week Spring Break for the next three years. This proposal needs to be negotiated separately with the NDTA. These negotiations are currently in progress. The Calendar Committee is also prepared to make a recommendation of a one-week spring break, if necessary.

In accordance with the *School Act* and based upon discussions with the Joint Professional Development Committee, the School Calendar Committee is recommending the attached three-year Local School Calendars beginning in 2023/24.

**Next Steps**

Should the Education Committee recommend above motion for Board approval, and once passed by the Board, the draft calendars will be available to the public for 30 days utilizing the consultation process as per Board Governance, Section 1, 2.17. Staff will report on community feedback at the February Education Committee meeting together with a recommendation for the local three-year calendars.

It should be noted that the calendar will likely have to be amended late spring to recognize September 30, the National Day for Truth and Reconciliation. We are still awaiting direction from the Ministry of Education and Child Care as to how this day will be commemorated in future years.

**Appendix A:** Draft Local Three-Year Calendars for 2023/24, 2024/25 and 2025/26