

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

Wednesday, December 18, 2024, 6:00 PM

BOARD ROOM

395 Wakesiah Avenue

Nanaimo, BC V9R 3K6

Policy 2.4 Role of the Chair and Vice-Chair

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

Pages

1. CALL TO ORDER

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

2. TRANSFER OF ITEMS TO OPEN MEETING AGENDA

3. ADDITIONS

4. DELETIONS

5. CHANGE IN ORDER

6. APPROVAL OF THE AGENDA

That the Agenda be approved.

7. APPROVAL OF THE MINUTES

5

That the minutes from the Regular Board of Education meeting held on November 27, 2024, and the Annual General Meeting held on December 4, 2024, be adopted.

8. SECTION 72(3) REPORT

That the Section 72(3) Report from the Closed Board of Education meeting on November 27, 2024 and the Special Closed Board of Education meetings held on December 4, 2024, be received.

9. ANNOUNCEMENTS AND REMINDERS

Winter Break - Schools closed from December 21- January 5, 2025

Next Public Board of Education Meeting: January 29, 2025

10. PRESENTATIONS

10.1 NDTA, Jo Cornthwaite and Megan Simmer

Re: Late French Immersion Program

11. CORRESPONDENCE

11.1 NALT, Nanaimo & Area Land Trust

17

Re: School Water Stewards Program & Environmental Stewardship Action Plan

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer the correspondence from NALT to staff for response.

11.2 Late French Immersion

19

Correspondence from: S. Smith; W. Litchfield; R. Mann; A. Capadouca; A. Lee; N. Jensen; K. Collins; Student Email; M. Bodie; D. Ruffell; J. Ruffell P. Leather; L'Association des francophones de Nanaimo; C. Haley; M. Fukunaga; R. West; A. Vanin; A Hughes (President of Canadian Parents for French); C. Meunier; C. Wakely; D. Boulton; D. Redden; E. Foster; J. Stanley; L. Gilfoy; N. Dickson; S. Madjzoub; T. Fontaine; T. Oke; R.Boar; M. Dubois (President La Federation des francophones de la Colombie-Britannique)

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer the correspondence regarding Late French Immersion to be received and filed.

12. COMMITTEE REPORTS

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) approve the School District Statement of Financial Information (SOFI Report), as presented, for the year ending June 30, 2024.

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) approve the temporary suspension of the Business Committee and Education Committee to be replaced with a single once a month public Committee of the Whole entitled "Strategic Directions Committee" and a monthly Board working session entitled "Professional Learning Working Group" effective January 2025 and that the Board review the temporary structure in May 2025.

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) approve the joint agreement with the City of Nanaimo to use the Multi-Purpose Space and washrooms at Hammond Bay Elementary on a non-exclusive basis for community purposes, and that the Secretary-Treasurer is authorized to execute the documents including such terms as the Secretary-Treasurer may consider advisable.

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) approve the recommendation of staff to discontinue intake for Late-French Immersion in the District for grade 6 for the 2025-26 school year and that late French Immersion will be discontinued for the 2026-27 school year.

12.2 Education Committee

13. SENIOR STAFF REPORTS

13.1 Robyn Gray

Re: Superintendent's Report

14. UNFINISHED BUSINESS

15. NEW BUSINESS

16. FOR INFORMATION

16.1 Board Motions Report

16.2 Trustee Committee Reports

17. 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.

18. ADJOURNMENT

That the meeting be adjourned.

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

November 27, 2024

Trustees	G. Keller, Chair N. Bailey, Vice Chair T. Brzovic L. Lee C. Morvay	L. Pellegrin T. Rokeby M. Robinson T. Harris
Staff	M. Walsh, Secretary-Treasurer K. Matthews, Manager Admin. Services	R. Gray, Superintendent/CEO

1. CALL TO ORDER

The Chair called the meeting to order at 6:00 pm.

2. TRANSFER OF ITEMS TO OPEN MEETING AGENDA

There were none.

3. ADDITIONS

There were no additions.

4. DELETIONS

There were no deletions.

5. CHANGE IN ORDER

There was no change in order.

6. APPROVAL OF THE AGENDA

R24/11/27-01

IT WAS MOVED BY Trustee Bailey

IT WAS SECONDED BY Trustee Rokeby

That the Agenda be approved.

CARRIED UNANIMOUSLY

7. APPROVAL OF THE MINUTES

R24/11/27-02

IT WAS MOVED BY Trustee Harris

IT WAS SECONDED BY Trustee Morvay

That the minutes from the Regular Board of Education meeting held on October 23, 2024, be adopted.

CARRIED UNANIMOUSLY

8. SECTION 72(3) REPORT

8.1 Section 72(3) Report

R24/11/27-03

IT WAS MOVED BY Trustee Lee

IT WAS SECONDED BY Trustee Rokeby

That the Section 72(3) Report from the Closed Board of Education meeting on October 23, 2024 and the Special Closed Board meetings on October 30, 2024 and November 5, 2024, be received.

CARRIED UNANIMOUSLY

9. ANNOUNCEMENTS AND REMINDERS

Education Committee Meeting: December 4, 2024

Business Committee Meeting: December 11, 2024

Board of Education Meeting: December 18, 2024

Schools Closed for Winter Break: December 21 - January 5, 2025

10. PRESENTATIONS

10.1 Zonta Club Nanaimo

Re: Human Trafficking Awareness Day

Andrea Paris, Claudia Fletcher and Jeffrey Ng on behalf of Zonta Club of Nanaimo, presented on Human Trafficking and Sexual Exploitation and requested support on for their upcoming event on February 20, 2025. Their presentation is attached to the Agenda.

11. CORRESPONDENCE

There was none.

12. COMMITTEE REPORTS

12.1 Business Committee

R24/11/27-04

IT WAS MOVED BY Trustee Lee

IT WAS SECONDED BY Trustee Pellegrin

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) approve the recommended minor catchment boundary changes as shown in the Action Sheet dated November 13, 2024.

CARRIED UNANIMOUSLY

R24/11/27-05

IT WAS MOVED BY Trustee Lee

IT WAS SECONDED BY Trustee Rokeby

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) amend the policy committee work plan to include the review and update of Policy 2.1, Role of the Board.

CARRIED UNANIMOUSLY

12.2 Education Committee

N/A

13. SENIOR STAFF REPORTS

13.1 Mark Walsh, Secretary-Treasurer

Re: Safe Schools Committee Work Plan

Mark Walsh presented the Safe Schools Committee Work Plan. An action sheet, together with the Work Plan, is attached to the agenda.

R24/11/27-06

IT WAS MOVED BY Trustee Bailey

IT WAS SECONDED BY Trustee Harris

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) approve the Safe Schools Committee Work Plan for 2024-2025.

CARRIED UNANIMOUSLY

13.2 Mark Walsh, Secretary-Treasurer

Re: Te'Tuxwtun Covenant

Mark Walsh presented recommended motions for the Board's consideration around last steps that the district is required to complete to assist the project in moving forward. An action sheet is attached to the agenda.

R24/11/27-07

IT WAS MOVED BY Trustee Robinson

IT WAS SECONDED BY Trustee Brzovic

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) give all three readings of the Covenant Bylaw No. 2024/25-1 for a Covenant Bylaw on the District's lands at 505 Howard Avenue, Nanaimo, BC, to the benefit of the City of Nanaimo that commits to the future disposal of a small parcel of land to support the redevelopment of the Te'Tuxwtun project at this Regular Board Meeting, on November 27, 2024.

CARRIED UNANIMOUSLY

R24/11/27-08

IT WAS MOVED BY Trustee Rokeby

IT WAS SECONDED BY Trustee Bailey

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) adopt the Covenant Bylaw 2024/25-1, on the District's lands at 505 Howard Avenue, Nanaimo, BC, to the benefit of the City of Nanaimo that commits to the future disposal of a small parcel of land to support the redevelopment of the Te'Tuxwtun project.

Read a first time this 27th day of November 2024.

CARRIED UNANIMOUSLY

R24/11/27-09

IT WAS MOVED BY Trustee Brzovic

IT WAS SECONDED BY Trustee Pellegrin

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) adopt the Covenant Bylaw 2024/25-1, on the District's lands at 505 Howard Avenue, Nanaimo, BC, to the benefit of the City of Nanaimo that commits to the future disposal of a small parcel of land to support the redevelopment of the Te'Tuxwtun project.

Read a second time this 27th day of November 2024.

CARRIED UNANIMOUSLY

R24/11/27-10

IT WAS MOVED BY Trustee Bailey

IT WAS SECONDED BY Trustee Lee

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) adopt the Covenant Bylaw 2024/25-1, on the District's lands at 505 Howard Avenue, Nanaimo, BC, to the benefit of the City of Nanaimo that commits to the future disposal of a small parcel of land to support the redevelopment of the Te'Tuxwtun project.

Read a third time and adopted, this 27th day of November 2024.

CARRIED UNANIMOUSLY

13.3 Robyn Gray, Superintendent

Re: Surplus Reallocation to Support Schools

Robyn Gray presented a proposed reallocation of the September 2024 surplus allocation for the Board's consideration. The reallocation will direct funds directly into schools. An action sheet is attached to the agenda.

R24/11/27-11

IT WAS MOVED BY Trustee Lee

IT WAS SECONDED BY Trustee Brzovic

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) approve the proposed reallocation of the September 2024 surplus allocation as found in the action sheet below dated, November 27, 2024.

CARRIED UNANIMOUSLY

13.4 Robyn Gray, Superintendent

Re: Superintendent's Update

Robyn Gray shared a verbal update on her initial eight days as Superintendent, expressing gratitude to the communications and facilities teams for their support during the recent weather event.

14. **UNFINISHED BUSINESS**

There was none.

15. NEW BUSINESS

15.1 Robyn Gray, Superintendent

Re: Letter of Congratulations

R24/11/27-12

IT WAS MOVED BY Trustee Bailey

IT WAS SECONDED BY Trustee Harris

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) write a letter of congratulations to the new Minister of Education and Child Care, the Honourable Lisa Beare.

CARRIED UNANIMOUSLY

16. FOR INFORMATION

16.1 Board Motions Report

The Board Motions report was received as information.

16.2 Trustee Committee Reports

Trustee Committee reports were received as information.

16.3 Trustee Annual Zone Reports

Trustees shared their Annual Zone report. Reports are also attached to the agenda for information.

17. QUESTION PERIOD

There were no questions.

18. ADJOURNMENT

The meeting adjourned at 7:24 pm.

R24/11/27-13

IT WAS MOVED BY Trustee Bailey

IT WAS SECONDED BY Trustee Rokeby

That the meeting be adjourned.

CARRIED UNANIMOUSLY

Mark Walsh, Secretary-Treasurer

Greg Keller, Chair

THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
MINUTES OF THE ANNUAL GENERAL MEETING

December 4, 2024

Trustees	G. Keller N. Bailey T. Brzovic T. Harris L. Lee	C. Morvay L. Pellegrin T. Rokeby M. Robinson
Staff	R. Gray, Superintendent/CEO K. Matthews, Acting Secretary-Treasurer	G. Robinson, Ex. Dir. Communications
Absent	M. Walsh, Secretary-Treasurer	

1. CALL TO ORDER

The Acting Secretary-Treasurer called the meeting to order at 5:00 pm.

2. INTRODUCTIONS

Acting Secretary-Treasurer Karen Matthews introduced the senior staff and Trustees attending this evening's meeting.

3. APPROVAL OF THE AGENDA

AGM24/12/4-01

IT WAS MOVED BY Trustee Pellegrin

IT WAS SECONDED BY Trustee Lee

That the Agenda be approved.

Carried Unanimously

4. ELECTION OF BOARD CHAIRPERSON

Acting Secretary-Treasurer Matthews called for nominations for the position of Chairperson of the Board.

Trustee Brzovic nominated Trustee Bailey for the position of Board Chairperson. Trustee Bailey confirmed her acceptance of the nomination.

Acting Secretary-Treasurer Matthews called for nominations a second time and for a third time.

Acting Secretary-Treasurer Matthews declared Trustee Bailey as Board Chairperson by acclamation.

Acting Secretary-Treasurer Matthews vacated the Chair and turned the meeting over to Chair Bailey.

5. ELECTION OF VICE-CHAIRPERSON

Chair Bailey called for nominations for the position of Vice-Chairperson of the Board.

Trustee Robinson nominated Trustee Keller for the position of Vice-Chairperson of the Board. Trustee Keller confirmed his acceptance of the nomination.

Chair Bailey called for nominations a second time and for a third time.

Chair Bailey declared that Trustee Keller is the Vice-Chairperson of the Board by acclamation.

6. ELECTION OF BUSINESS COMMITTEE CHAIRPERSON

Chair Bailey called for nominations for the position of Chair of the Business Committee.

Trustee Rokeby nominated Trustee Robinson for the position of Chair of the Business Committee. Trustee Robinson confirmed his acceptance of the nomination.

Chair Bailey called for nominations a second time and for a third time.

Chair Bailey declared that Trustee Robinson is the Chair of the Business Committee by acclamation.

7. ELECTION OF BUSINESS COMMITTEE VICE-CHAIRPERSON

Chair Bailey called for nominations for the position of Vice-Chair of the Business Committee.

Trustee Robinson nominated Trustee Harris for the position of Vice-Chair of the Business Committee. Trustee Harris confirmed his acceptance of the nomination.

Chair Bailey called for nominations a second time and for a third time.

Chair Bailey declared that Trustee Harris is the Vice-Chair of the Business Committee by acclamation.

8. ELECTION OF EDUCATION COMMITTEE CHAIRPERSON

Chair Bailey called for nominations for the position of Chair of the Education Committee.

Trustee Brzovic nominated Trustee Rokeby for the position of Chair of the Education Committee. Trustee Rokeby confirmed his acceptance of the nomination.

Chair Bailey called for nominations a second time and for a third time.

Chair Bailey declared that Trustee Rokeby is the Chair of the Education Committee by acclamation.

9. ELECTION OF EDUCATION COMMITTEE VICE-CHAIRPERSON

Chair Bailey called for nominations for the position of Vice-Chair of the Education Committee.

Trustee Robinson nominated Trustee Pellegrin for the position of Vice-Chair of the Education Committee. Trustee Pellegrin confirmed her acceptance of the nomination.

Chair Bailey called for nominations a second time and for a third time.

Chair Bailey declared Trustee Pellegrin the Vice-Chair of the Education Committee by acclamation.

10. ELECTION OF BCSTA PROVINCIAL COUNCILLOR REPRESENTATIVE

Chair Bailey called for nominations for the position of BCSTA Provincial Councillor Representative.

Trustee Lee nominated Trustee Pellegrin for the position of BCSTA Provincial Councillor. Trustee Pellegrin confirmed her acceptance of the nomination.

Chair Bailey called for nominations a second time and for a third time.

Chair Bailey declared that Trustee Pellegrin is the BCSTA Provincial Councillor Representative by acclamation.

11. ELECTION OF BCSTA PROVINCIAL COUNCILLOR ALTERNATE REPRESENTATIVE

Chair Bailey called for nominations for the position of Alternate BCSTA Provincial Councillor Representative.

Trustee Pellegrin nominated Trustee Morvay for the position of Alternate BCSTA Provincial Councillor Representative. Trustee Morvay confirmed her acceptance of the nomination.

Chair Bailey called for nominations a second and for a third time.

Chair Bailey declared that Trustee Morvay is the Alternate BCSTA Provincial Councillor Representative by acclamation.

12. ADJOURNMENT

The meeting adjourned at

AGM24/12/4-02

IT WAS MOVED BY Trustee Harris

IT WAS SECONDED BY Trustee Brzovic

That the meeting be adjourned.

Carried Unanimously

Mark Walsh, Secretary-Treasurer

Naomi Bailey, Chair

**BOARD OF EDUCATION OF SCHOOL DISTRICT 68
(NANAIMO-LADYSMITH)**

Report of the Closed Board Meeting November 27, 2024

Minutes – Section 72(3) Report

(3) A board must prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at a meeting from which persons other than trustees or officers of the board, or both, were excluded and the record must be open for inspection at all reasonable times by any person, who may make copies and extracts on payment of a fee set by the board.

Trustees

T. Brzovic
N. Bailey
T. Harris
L. Lee
L. Pellegrin
G. Keller
C. Morvay
M. Robinson
T. Rokeby

Absent

N/A

General Decisions Made by the Board

- Personnel Matters
- Asset Management

General Matters Discussed by the Board

- Personnel Matters
- Asset Management

**BOARD OF EDUCATION OF SCHOOL DISTRICT 68
(NANAIMO-LADYSMITH)**

Report of the Special Closed Board Meetings (2) December 4, 2024

Minutes – Section 72(3) Report

(3) A board must prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at a meeting from which persons other than trustees or officers of the board, or both, were excluded and the record must be open for inspection at all reasonable times by any person, who may make copies and extracts on payment of a fee set by the board.

Trustees

T. Brzovic
N. Bailey
T. Harris
L. Lee
L. Pellegrin
G. Keller
C. Morvay
M. Robinson
T. Rokeby

Absent

N/A

General Decisions Made by the Board

- Personnel Matters

General Matters Discussed by the Board

- Personnel Matters



Our Mission: to support, promote and protect the natural values of land and water in our area.

November 28th, 2024

To: The School Trustee Board, School District 68

Re: The School Water Stewards Program and the Environmental Stewardship Action Plan

Dear Chair Keller and School Board Trustees,

In 2018, in collaboration with educators from the now named syuwén'ct Elementary School, The Nanaimo & Area Land Trust (NALT) began to dream, design and develop curriculum connected watershed stewardship lessons. In 2020 NALT launched the School Water Stewards (SWS) pilot project which has since become an ongoing program delivered in School District 68 (SD 68).

Implementation of a primarily outdoor learning program proved to be popular during the modified learning environment imposed by COVID-19. We take students out of their classrooms and connect them to nearby natural water features like creeks and wetlands. Alignment with SD 68's Environmental Stewardship Action Plan (ESAP) also made it natural for classrooms to participate in the program. The program supports the plan objectives of integrating environmental stewardship in the curriculum, opportunities to learn about environmental stewardship of the land, creating a culture of environmental stewardship, and community connections and collaboration. By June of 2024, the program was present in 13 schools and 45 classes in the district. Features of the program included no cost to students or schools to participate in watershed stewardship lessons and restoration projects delivered by NALT's expert staff.

To date, excluding related administration expenses, direct costs of delivering the program have totaled \$167,596. The annual cost of delivering the program is almost \$45,000. We receive \$15,000 of program support from the Regional District of Nanaimo Drinking Water and Watershed Protection Program (RDN DWWP). NALT funds the remaining \$30,000 expense. To date we have been unsuccessful in securing funds from other sources. We estimate we will have funds available to continue the program through 2025 but are unlikely to be able to continue in 2026 without additional funding. We are currently operating at the very edge of our capacity in a manner that cannot be sustained. Without support, the program will end.

We appeal to SD 68 for two outcomes:

1. We ask that SD 68 consider adding funding the SWS program to its budget considerations. When NALT is seeking grants for the SWS program, our position would be strengthened by SD 68 showing its willingness to provide financial support.
2. An acknowledgement of the value of the SWS program to the School District in achieving some of its ESAP objectives. Neither the School Water Stewards program nor NALT are mentioned in the ESAP progress monitoring report even though SWS has been operation since before adoption of the Plan. If we are to seek funding from other sources, we need to be able to



Our Mission: to support, promote and protect the natural values of land and water in our area.

show the value received by the students and recognized by the School District. A letter of support from the SD 68 Board would be a useful tool to leverage funding.

NALT sees the benefit of the SWS program to students and school catchment communities and wishes to continue providing the valuable program to SD 68 students. We appreciate the funding we receive from the RDN DWWP but cannot sustain funding the bulk of the program on our own. We need your help.

Sincerely,

Dean Gaudry, NALT Co-Chair

Nina Locke, NALT Co-Chair

Cc: Robyn Gray, Superintendent SD 68

Sigal Smith

Ancaster, ON L9G 5A7

December 10, 2024

Board of Education

Nanaimo-Ladysmith School District

395 Wakesiah Ave

Nanaimo, BC V9R 3K6

Dear Members of the Board of Education,

I am writing to express my deep concern regarding the recent recommendation to discontinue the Grade 6 Late French Immersion program, effective immediately. As the teacher who piloted this program in 2014, I have witnessed firsthand the immense value it provides to students, their families, and the broader community. Furthermore, as a late immersion student myself, I understand the profound impact such programs can have on students' educational and personal growth. The decision to end this program will have far-reaching consequences, and I urge the Board to reconsider this recommendation.

When we piloted the program, we were told that as long as there were 17 or more students enrolled, the program could continue to run. The current recommendation to discontinue the program is particularly concerning, as it does not seem to align with the commitment made at the time. Maintaining this program is not just about numbers; it is about ensuring that students have access to a high-quality educational opportunity that has proven to be beneficial over the years.

For many students, Late French Immersion is their only opportunity to learn French at a high level. While Early French Immersion programs are often oversubscribed with lottery systems in place, Late Immersion offers an alternative for those who did not have access to early immersion or who needed a few years to develop a strong foundation in English. This program is especially important for students who might not have had the opportunity to enter the early immersion lottery or who require more time to solidify their language skills before taking on a second language.

Late French Immersion also benefits from slightly smaller class sizes compared to the average intermediate classroom, which is crucial due to the intensive nature of the

program. This structure ensures that students receive the individual attention and support they need to succeed. The reduced class size enhances the learning environment and allows for more meaningful interactions between students and teachers, helping to foster success in this challenging program.

Research consistently shows that bilingualism offers significant cognitive, academic, and personal benefits. Learning a second language has been linked to improved problem-solving skills in a number of important ways. Bilingual individuals tend to develop enhanced mental flexibility, allowing them to switch between tasks and think on their feet. Studies also suggest that bilinguals are better at critical thinking, as they regularly engage in analyzing and processing two languages. Additionally, learning a second language strengthens memory and concentration, as it exercises the brain's capacity for multitasking and boosts the regions of the brain responsible for speech and sensory participation.

The benefits of late immersion extend well beyond academics. In fact, research indicates that late immersion students are more likely to become successful, independent thinkers, which can translate into long-term career success. Many high-achieving individuals, including CEOs of major tech companies such as Microsoft, Google, and 3M, are second language learners. These leaders often attribute their success to the problem-solving skills, mental agility, and innovative thinking that bilingualism fosters. By continuing to offer the Late French Immersion program, the Board would be providing students with the opportunity to develop these highly sought-after skills that are critical to success in the modern workforce.

Late Immersion also appeals to a unique group of students. While it differs from Early French Immersion, it has proven to attract students who are particularly motivated and focused on academic achievement, and who may not fit into more traditional social structures. This program tends to attract students who enjoy intellectual challenges and have a strong desire to succeed, even if they may not always be the most socially outgoing or popular. It creates an environment where these students can thrive without the pressures often found in other educational settings. The program's smaller class sizes and focus on academic rigor allow students to feel more confident in their learning and more connected to their peers, creating a supportive and encouraging atmosphere.

Moreover, it is important to recognize that the Late French Immersion program has been a success in many other districts across British Columbia, where it has been a crucial part of the educational landscape for years. As one of the largest and most diverse districts in the province, Nanaimo-Ladysmith should be a leader in offering high-quality educational

opportunities for all students. Maintaining this program would help ensure that students continue to have access to bilingual education, providing them with the skills needed for future success.

In addition to the impact on students, the continued availability of the Late French Immersion program will contribute to the school community as a whole. The program has fostered a diverse and inclusive environment, and it plays a vital role in preparing students to participate in a multicultural society. Furthermore, the potential loss of two teachers at Quarterway over the next two years would significantly affect the school's ability to maintain a high standard of language education, which is of great importance to many families.

I understand that budgetary and logistical challenges must be considered, but I strongly believe that maintaining this program would greatly benefit our students and the broader community. I respectfully ask the Board to reconsider the recommendation and work to ensure that Late French Immersion remains an option for students who would benefit from it.

Thank you for your time and attention to this important matter. I would welcome the opportunity to discuss this issue further.

Sincerely,
Sigal Smith

From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: FW: Late French immersion
Date: December 16, 2024 9:10:42 AM

From: William Litchfield <>

Sent: Sunday, December 15, 2024 8:43 PM

To: Secretary-Treasurer <SecretaryTreasurer@sd68.bc.ca>; Assistant Superintendent, Secondary Programs <AsstSupSecondary@sd68.bc.ca>; Tania Brzovic <Tania.Brzovic@sd68.bc.ca>

Subject: Late French immersion

Some people who received this message don't often get email from [REDACTED]. [Learn why this is important](#)

CAUTION: External Message

SD68 leadership,

As a parent with a child attending Quarterway School in the French Immersion program, I am writing to express my deep concern about the proposed cancellation of the Late French Immersion (LFI) program in our district. I am even more disappointed with the lack of community consultation and parent engagement. The decision seems unnecessarily rushed especially given the long term consequences of this decision on our community.

French Immersion programs have long been a cornerstone of our district's commitment to offering diverse and enriched educational opportunities. The LFI program, in particular, provides an invaluable option for students who may not have started their French education earlier but who are eager to engage in bilingual learning - especially for this that did not win the French immersion lottery for their seat. By eliminating this pathway, the district risks narrowing access to an academic program that fosters cognitive development, cultural understanding, and enhanced career opportunities for our youth.

This decision feels hasty and disruptive, with potentially irreversible consequences for students, families, and our community. Academic programs like French Immersion are crucial for creating a dynamic and inclusive school district, one that attracts families and supports educational excellence. Removing LFI diminishes these opportunities and sends a concerning message about the district's commitment to innovative and equitable education.

Moreover, the absence of clear and transparent consultation with families regarding this decision is troubling. Such a significant change deserves a thorough discussion, including an exploration of alternative solutions to address enrollment or budget concerns. I urge the district to prioritize meaningful engagement with parents, educators,

and community stakeholders to find ways to preserve this essential program.

I respectfully request that the district reconsider the cancellation of Late French Immersion. Instead, I encourage the board to explore ways to support and promote the program so it can continue to enrich the educational experiences of students for years to come.

Thank you for your time and consideration. I am happy to provide further input or participate in discussions to support the preservation of LFI in our community.

Sincerely,
William Litchfield

[Sent from Yahoo Mail for iPhone](#)

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From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: R Mann: Late French Immersion
Date: December 16, 2024 9:15:21 AM

From: Manny Mann >

Sent: Monday, December 16, 2024 8:06 AM

To: Trustees BoardChair <TrusteesBoardChair@sd68.bc.ca>; Naomi Bailey <Naomi.Bailey@sd68.bc.ca>; Greg Keller <Greg.Keller@sd68.bc.ca>; Tania Brzovic <Tania.Brzovic@sd68.bc.ca>; Chantelle Morvay <Chantelle.Morvay@sd68.bc.ca>; Leanne Lee <leanne.lee@sd68.bc.ca>; Leana Pellegrin <Leana.Pellegrin@sd68.bc.ca>; Mark Robinson <Mark.Robinson@sd68.bc.ca>; Tom Rokeby <Tom.Rokeby@sd68.bc.ca>; Tim Harris <Tim.Harris@sd68.bc.ca>

Cc: quarterwayschoolpac@gmail.com; Superintendent <Superintendent@sd68.bc.ca>; Assistant Superintendent, Secondary Programs <AsstSupSecondary@sd68.bc.ca>; Secretary-Treasurer <SecretaryTreasurer@sd68.bc.ca>

Subject: Late French Immersion

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December 16, 2024

Subject: Urgent Concerns about Late French Immersion Cancellation

Dear School Board Trustees:

Mr. Greg Keller
Ms. Naomi Bailey
Ms. Tania Brzovic
Ms. Leanne Lee
Ms. Chatalle Morvay
Ms. Leanna Pellegin
Mr. Mark Robinson
Mr. Tom Rokeby
Mr. Tim Harris,

I am writing to express my deep concern and disappointment about the decision to cancel the Late French Immersion (LFI) program. Our family has been planning for years to enroll all three of our children in this program. My daughter is currently thriving in Grade 7 LFI, and we were eagerly anticipating our son joining in 2026 and our daughter in 2027. Now, with the program's cancellation, my two other children will lose the opportunity altogether.

This decision has been devastating for our family. LFI offers a unique, life-enriching opportunity for students to develop bilingualism and expand their future prospects. The loss of this program denies

access to families who deeply value these benefits and are prepared to commit to the demands of an immersion program.

I urge the board to reconsider this decision and explore solutions to maintain LFI for future students. Families like ours have made plans and sacrifices for this opportunity, and its cancellation is a significant loss to the district and our community.

Thank you for your attention to this critical issue.

Sincerely,

Ryan Mann

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From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: FW: Late French Immersion
Date: December 16, 2024 9:49:38 AM

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From: <>
Sent: Saturday, December 14, 2024 3:57:03 PM
To: Tania Brzovic <Tania.Brzovic@sd68.bc.ca>
Subject: Late French Immersion

School Board

December 14, 2024

Grade 6 Student at Ecole Quarterway Late French Immersion

Dear Tania Brzovic:

I am writing this letter because I am worried about the idea of canceling the late French immersion program. I believe that canceling this program next year will deprive many students of the opportunity to join a French speaking school. Think about students from Gabriola Island, for example, canceling this program would destroy any hopes that their children would be able to pursue a life "en francaise", they would have to be sent over on the ferry while still in kindergarten. What about the kids who are already in school, those too late to start in kindergarten? They don't get a chance to experience French immersion? This would also affect my late French immersion class, next year as a grade 7, we won't have a late immersion class to be little buddies with and won't have a younger class to inspire. Teachers would be affected by this too, without the late immersion there would be less jobs open in the school for the old teachers. I think the late immersion program is an amazing program that should be continued for a long time to come. Overall, I think that cutting the program would be a shortsighted and ill-advised decision, I hope this letter finds you well.

Sincerely, late immersion student

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From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: A Lee Letter to the SD68 Board
Date: December 16, 2024 9:22:31 AM

From: Alexandra Lee >

Sent: Saturday, December 14, 2024 6:45 PM

To: Secretary-Treasurer <SecretaryTreasurer@sd68.bc.ca>; Assistant Superintendent, Secondary Programs <AsstSupSecondary@sd68.bc.ca>; District Administration Centre Manager <DistrictAdministrationCentreManager@sd68.bc.ca>

Subject: Letter to the SD68 Board

CAUTION: External Message

Dear School Board Members,

I have just heard the the school board is considering cutting the late immersion programme at Quarterway.

It is already unfortunate enough for families who did not win the lottery of getting their children into early French immersion. If the board removes the late immersion programme, those families have been cut off from the French immersion programme altogether.

I am an anglophone who speaks French. I can tell you that having more than one language has been a great benefit to my life. Understanding and connecting with people of other cultures, learning of different ways of thinking, having employment opportunities, and visiting French-speaking communities are some of the benefits that come the mind.

Please vote against the cutting of the late immersion programme. Late immersion needs to remain an offering in our community.

Thank you,

Alexandra Lee

Associate Principal Cello, Vancouver Island Symphony

Instructor, Nanaimo Conservatory of Music

Cellist/Co-creator, Contes d'un violoncelle

alex@alexandralee.ca

www.alexandralee.ca

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From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: N. Jensen FW: Urgent: Vote on Late Entry French Immersion Program
Date: December 16, 2024 9:23:07 AM

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

From: Nicole Jensen <[Nicole.Jensen@sd68.bc.ca](#)>
Sent: Saturday, December 14, 2024 5:54 AM
To: District Administration Centre Manager <DistrictAdministrationCentreManager@sd68.bc.ca>
Cc: Tania Brzovic <Tania.Brzovic@sd68.bc.ca>
Subject: Urgent: Vote on Late Entry French Immersion Program

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Dear valued Board Members,

It was only yesterday that École Quarterway families learned we may lose our late entry to French Immersion (LFI) program. There is a feeling among the community that this recommendation and the voting taking place on December 18, 2024, is being rushed, with little time for parent and community consultation. So I'm writing this email to you today to ask you to strongly consider your vote, given the impact this will have on so many families.

For many families, LFI is the only opportunity for their children to learn French if they missed Early French Immersion. (Many families are unsuccessful in the school lottery for Early French Immersion). LFI opens doors to cultural, academic, and career opportunities while fostering inclusivity and supporting bilingualism.

Although I don't have the enrolment numbers to back it up, based on what I'm hearing from the community, there are a lot of families that rely on LFI. I know many families are in a situation where their older child did not get into the early French immersion program but their youngest did, who were counting on enrolling in LFI in the coming years.

It would be a shame to lose this program which is an opportunity for many kids to increase language skills, offer a new learning/peer environment, and experience quarterway's strong band and library programs (amongst other great things going on at quarterway). And moving the LFI program to another school like Hammond Bay unfortunately does not service the central and south Nanaimo communities. Hammond Bay has a different clientele and a culture very different from Quarterway.

I kindly ask for your consideration to vote 'no' on December 18th so we can keep LFI at Ecole Quarterway. Thank you for your time and support!

Respectfully,
Nicole Jensen

Sent from my iPhone

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From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: K Collins : Thank You For Your Support of LFI
Date: December 16, 2024 9:43:15 AM

From: Kathryn Collins <>
Sent: Saturday, December 14, 2024 1:53 PM
To: Tania Brzovic <Tania.Brzovic@sd68.bc.ca>; Tim Harris <Tim.Harris@sd68.bc.ca>; Chantelle Morvay <Chantelle.Morvay@sd68.bc.ca>
Subject: Thank You For Your Support of LFI

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December 14, 2024

Dear School Board Trustees
Ms Tania Brzovic,
Ms. Chatalle Morvay and
Mr. Tim Harris,

I want to express my heartfelt gratitude to those of you who have shown hesitation in moving forward with the vote to cancel the Late French Immersion (LFI) program. Your willingness to pause, reflect, and consider the far-reaching implications of this decision demonstrates your commitment to listening to the community and prioritizing the best interests of students and families.

The LFI program represents a unique and invaluable opportunity for children in our district to develop bilingual skills, cultural awareness, and expanded career prospects. Families like mine have been waiting and preparing for years for this opportunity, which was promised to our children. My own family has been deeply invested in this program; one of my children is thriving in it now, and another was eagerly anticipating their turn to join next year. We were unsuccessful in the lottery for Early French Immersion seven years ago and have been patiently waiting for our turn to join the French Program at NLPS. Canceling this program so suddenly would be a devastating loss, not only for current students but for future generations as well.

This is not simply about a single program—it's about ensuring access to quality educational opportunities that enrich our children's lives and futures. Voting against this cancellation sends a powerful message that this board values the diverse needs and inclusion of its students and is willing to fight for programs that serve them well.

I hope you will continue to advocate for the preservation of this program and work to persuade your fellow trustees to reconsider. Decisions like these have long-term consequences, and our children deserve the chance to pursue the bilingual education they have been promised seven years ago.

Thank you for standing with our children and for your thoughtful consideration of this

critical issue.

Sincerely,

Kathryn Collins

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Urgent Appeal to Reconsider the Closure of Late French Immersion

Dear Members of the SD68 Board of Education,

I am writing to express my deep concern and disappointment regarding the proposed cancellation of the Late French Immersion program at École Quarterway. As a parent of two children, one currently enrolled in Late French Immersion and the other set to begin next year (2025), this decision has deeply upset our family. We value that Canada has two official languages and very much want our children to have access to learning French.

Of note, the government of British Columbia (B.C.) recognizes French and English as Canada's official languages. It recognizes the important and valuable contribution of past, present, and future French-speaking residents in the development and prosperity of the province. In addition, the B.C. Ministry of Education and Child Care supports French Immersion programming in B.C. schools, consistent with the goal of providing the opportunity for non-francophone students to become bilingual in English and French.^{1,2}

Impact on Families

This decision creates an inequitable situation for families like ours. One of my children will benefit from the rich educational and cultural opportunities that French Immersion provides, while the other will be denied this same pathway. Such a disparity is not only personally devastating but also runs counter to the values of fairness and inclusivity that our district upholds.

Our daughter is currently thriving in grade six of the program, and we have already seen the benefits in her academic growth, confidence, and enthusiasm for learning a second language. The opportunity to gain bilingual skills will not only enhance her future educational and career prospects but also prepare her to participate in a globalized world. Our son is eagerly anticipating starting the program next year, but this cancellation would deny him—and many others—the same opportunity that has been so impactful for his sister.

¹ British Columbia French Language Policy (<http://www2.gov.bc.ca/gov/british-columbians-our-governments/organizational-structure/office-of-the-premier/intergovernmental-relations-secretariat/francophone-affairs-program/french-language-policy-en.pdf>)

² French Immersion Program (<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/french-immersion-program>)

A Broken Promise to Families

When our children were in kindergarten, we were eager to engage with the Early French Immersion lottery to give them the opportunity to learn French. During the recent Business Education meeting Mr. Balcombe discussed “Demand (for French Immersion) is now met... Early French Immersion is a lottery system and everybody just gets in”. This was not our experience in 2018 and 2019 when we were enrolling for Early French Immersion in the district. Despite our best efforts, we were unsuccessful: we were number 68 on the lottery waitlist at École Quarterway and didn’t even make the list for École Pauline Haarer, École Hammond Bay or École North Oyster. At the time, we were assured by district and Quarterway staff that Late French Immersion would provide our next opportunity to engage in French education.

For six years, our family has patiently waited for this promised opportunity. We have planned and hoped for the moment our children could finally access French education through Late French Immersion. **Now, just as we are reaching that long-awaited milestone, this program is being taken away, abruptly and within weeks of registration.**

This decision feels like a complete betrayal of the promises made to families like ours. What message does it send to children when the district removes a program they were told to count on? French education is a Canadian constitutional right, yet access to this right is being systematically denied through this sudden and unfair decision.

Contradiction to Inclusivity Goals

The abrupt closure of this program appears to conflict with the district's commitment to Justice, Equity, Diversity, and Inclusion (JEDI) principles, as outlined in the SD68 Strategic Plan. The vision to create an "inclusive and equitable learning community where every individual thrives" cannot be realized if access to diverse educational opportunities like Late French Immersion is restricted.

This program fosters inclusivity by:

- Providing diverse pathways for learning success: It ensures students can access a bilingual education regardless of their background.
- Building cultural awareness: It exposes students to Francophone cultures, helping them appreciate diversity.
- Equipping students with valuable life skills: Bilingualism enhances communication, cognitive flexibility, and future career opportunities.

- Provides students who didn't enter Early French Immersion another chance to access bilingual education, promoting inclusivity. Levels the playing field for families who may not have known about or been able to access earlier immersion options.
- Prepares students to become leaders in bilingual Canada, contributing meaningfully to the country's linguistic and cultural landscape.
- Demonstrates alignment with the Canadian Charter of Rights and Freedoms, which recognizes English and French as the country's official languages.

Removing this program undermines these benefits and creates barriers for students who rely on it to expand their educational horizons.

Concerns About Process

The rushed timeline exacerbates these issues. Families have been given little time to respond, and the timing over the holiday season feels dismissive of our ability to engage meaningfully. This approach undermines trust between the district and the community. We have been excited to submit our application for Late French Immersion in a few weeks and now we are finding out this program may no longer exist. If I had known this program may no longer exist, I may not have enrolled my daughter in this program last year, being that it would bring inequity to our family dynamic.

To truly embody the district's values of inclusivity, fairness, and collaboration, I urge you to:

1. Extend the decision timeline to allow for meaningful consultation with families.
2. Explore alternative solutions to maintain the Late French Immersion program.
3. Provide transparent reasoning for the proposed changes and consider their long-term impacts on students and the community. The decision disproportionately impacts families who have waited years for this opportunity, undermining the district's commitment to equity and inclusion. **Budget decisions should not come at the expense of equity and inclusivity.**

A Call for Collaboration

I recognize the financial and logistical challenges the district faces, but I firmly believe that solutions can be found through collaboration. Families, educators, and the community at large are eager to work together to preserve this vital program and ensure that SD68 continues to lead as a model of equity and opportunity.

It is the district's responsibility to ensure that every student, regardless of where they live or when they enter the school system, has access to the same educational opportunities. French education is a fundamental part of Canada's identity, and cutting this program limits students' ability to engage with our country's linguistic and cultural heritage.

These children are our future leaders, innovators and advocates for our communities. Their worth cannot and should not be measured solely in dollars.

Thank you for taking the time to consider this letter. I hope you will reflect on the values that guide our district and work with the community to find a way forward to keep this exceptional program.

Sincerely,

Andy Capadouca

Cc:

Ministry of Education and Child Care French Programs

EDUC.French.Programs@gov.bc.ca

Minister of Education and Child Care

Honourable Lisa Beare

ECC.Minister@gov.bc.ca

Canadian Parents For French British Columbia and Yukon: Nanaimo/Ladymith

Emily Barnewall

cpfnanaimoladysmith@gmail.com

L'Association des Francophones de Nanaimo

direction@francophonenanaimo.org

Nanaimo District Teachers Association

Joanna Cornthwaite

Lp68@bctf.ca

SD68 Superintendent/ CEO

Robyn Gray

Superintendent@sd68.bc.ca

Don Balcombe

Assistant Superintendent (Secondary Programs)

AsstSupSecondary@sd68.bc.ca

Mark Walsh

Secretary-Treasurer

Secretarytreasurer@sd68.bc.ca

Karen Matthews

District Administrative Manager

DistrictAdministrationCentreManger@sd68.bc.ca

Nanaimo Ladysmith Mayor

Mr. Leonard Krog

leonardkrog@nanaimo.ca

British Columbia Premier

Honorable David Eby

premier@gov.bc.ca

Nanaimo Provincial and Federal Representatives

Honourable Sheila Malcomson MLA, Honourable Doug Routley MLA, and Honourable Lisa Marie Barron MP

sheila.malcolmson.MLA@leg.bc.ca

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lisamarie.barron@parl.gc.ca

École Quarterway Parent Advisory Committee

quarterwayschoolpac@gmail.com

British Columbia School Trustee Association

Suzanne Hoffman- CEO

shoffman@bctsa.org

Nanaimo News Now

Info@nanaimonewsnow.com

Nanaimo News Bulletin

editor@nanaimobulletin.com

December 15, 2024

Dear Nanaimo Ladysmith School District Trustees,

I am writing to you as a concerned parent, deeply invested in the future of the Late French Immersion (LFI) program. I understand that the decision to cancel LFI is not an easy one and that some of you may still be questioning if this is the correct path forward. I urge you to reconsider and vote to preserve this vital program for the sake of our children and community.

For years, families like mine have been planning and waiting for the opportunity to enroll our children in LFI. This program offers much more than language instruction—it provides students with cultural awareness, cognitive benefits, and skills that will open doors in an increasingly bilingual and global world. For my family, this decision is especially painful as one of my children is already thriving in LFI, and another was looking forward to following the same path in September 2025. Canceling the program would deny children like mine the opportunity that has long been promised to them.

Please take note that many trustees currently on the board were not in office in 2018 or 2019, (when my children accessed kindergarten) when high demand for Early French Immersion led to a lottery system that left many students unable to enroll. Families affected by the lottery were encouraged to wait for Late French Immersion as an alternative, and we did so in good faith. Canceling the program now is a broken promise to these families, who have been waiting patiently and planning for years for their children to access French Immersion.

The decision to cancel LFI also sends a troubling message: that specialized programs requiring community investment can be eliminated without adequate consultation or consideration of their value. This decision feels rushed, happening right before the holidays, at a time when families are less able to engage in dialogue with the board. There has been little opportunity for parents, students, or educators to provide input or explore creative solutions to address any challenges with the program.

By voting to preserve LFI, you have the opportunity to leave a legacy of supporting equitable, enriching education for all students in our community. **As trustees, you hold an extraordinary power in this moment—your decision will profoundly shape the lives of the children and families impacted by this program.** Choosing to cancel LFI could have devastating consequences for the many children who have been waiting for this opportunity, crushing their hopes and dreams. On the other hand, voting to save the program could be a transformative, positive decision that upholds the promises made to these families and ensures that future generations have access to the benefits of bilingual education. Please, I urge you to reconsider this decision—our families, our children, and our community are counting on you to make the right choice.

I know my children matter just as much as any children in this district. I hope you will consider them as you make your decision. They are counting on it.

Thank you for your time and thoughtful consideration.

Sincerely,

Margaret Bodie

From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: FW: Late French Immersion
Date: December 16, 2024 2:27:27 PM

From: Patricia Leather < >

Sent: Monday, December 16, 2024 11:14:00 AM

To: Trustees BoardChair <TrusteesBoardChair@sd68.bc.ca>; Leana Pellegrin <Leana.Pellegrin@sd68.bc.ca>; Mark Robinson <Mark.Robinson@sd68.bc.ca>; Naomi Bailey <Naomi.Bailey@sd68.bc.ca>; Chantelle Morvay <Chantelle.Morvay@sd68.bc.ca>; Leanne Lee <leanne.lee@sd68.bc.ca>; Tom Rokeby <Tom.Rokeby@sd68.bc.ca>; Tim Harris <Tim.Harris@sd68.bc.ca>; Greg Keller <Greg.Keller@sd68.bc.ca>; Tania Brzovic <Tania.Brzovic@sd68.bc.ca>

Subject: Late French Immersion

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Dear members of the school board.

I've just received information that the board is considering cancelling the Late French Immersion Program at Quarterway.

I would like to say that both my children attended this program. We live on Gabriola and so Kindergarten French Immersion was not an option for us. It was a fantastic opportunity for both of them to attend French Immersion which I think is such a great opportunity to learn French and to stimulate young minds.

I don't really think any of the reasons are valid enough to cancel this very valuable program. I see the enrolment numbers are variable but not decreasing. At one point there was a lottery to get in because there were more applicants than spaces.

I feel like saving money is not a valid reason to cancel this program. It's much too important. The advantages for these kids are definitely worth it.

The impact on NDSS - NDSS has been overcrowded for years and to use this as an excuse to cancel this very valuable program is unfair.

Although my children have already passed through this program, please reconsider this decision. Closing the program would be detrimental to the children of Nanaimo.

Thank you for listening.

Patricia Leather

Gabriola, BC

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From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: D Redden FW: School Board potential cutting Late French Immersion program
Date: December 17, 2024 2:20:42 PM

From: Dawn Redden <>

Sent: Tuesday, December 17, 2024 1:12 PM

To: Trustees BoardChair <TrusteesBoardChair@sd68.bc.ca>; District Administration Centre Manager <DistrictAdministrationCentreManager@sd68.bc.ca>; Naomi Bailey <Naomi.Bailey@sd68.bc.ca>; Greg Keller <Greg.Keller@sd68.bc.ca>; Tania Brzovic <Tania.Brzovic@sd68.bc.ca>; Leanne Lee <leanne.lee@sd68.bc.ca>; Chantelle Morvay <Chantelle.Morvay@sd68.bc.ca>; Leana Pellegrin <Leana.Pellegrin@sd68.bc.ca>; Mark Robinson <Mark.Robinson@sd68.bc.ca>; Tom Rokeby <Tom.Rokeby@sd68.bc.ca>; Tim Harris <Tim.Harris@sd68.bc.ca>; Assistant Superintendent, Secondary Programs <AsstSupSecondary@sd68.bc.ca>; Superintendent <Superintendent@sd68.bc.ca>; Secretary-Treasurer <SecretaryTreasurer@sd68.bc.ca>; Learning Services Director of Instruction Inclusive Education Elementary <DirectorofInstructionInclusiveEducationElementary@sd68.bc.ca>; Dpacsd68@gmail.com; Consultation <consultation@sd68.bc.ca>; sheila.malcolmson.mla@leg.bc.ca; stephanie.higginson.mla@leg.bc.ca; gerge.anderson.mla@leg.bc.ca; lisamarie.barron@parl.gc.ca; ECC.Minister@gov.bc.ca; EDUC.learningdivision@gov.bc.ca; DM.Education@gov.bc.ca

Subject: School Board potential cutting Late French Immersion program

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Dear School Trustees:

I am very disappointed to hear that the school board is considering cutting the Late French Immersion program in SD68. I am a parent of two children that had the privilege to enter the French Immersion program in kindergarten. Thank goodness, back in 2013, my eldest daughter won the "lottery" and was able to attend our number one pick of Ecole Quarterway. Had our eldest daughter not gotten into the FI program at kindergarten, we certainly would have tried again when she was entering Grade 6. This leads to the many parents that are waiting for their chance of having their child(ren) enter the FI program in Grade 6 (and also siblings in a later year) A question would be, when did the waitlists stop happening for entry in K/1. I know some parents back in 2018/2019/2020 that didn't get "picked" in the lottery are now waiting for the chance to enter into the LFI program. Now that could be taken away from them.

Also, the timing (seems very short notice) and no consultation with parents, LFI students, past LFI students seem underhanded. For concerned parents and community members to have to scabble in five days to voice their concerns is very disrespectful. To not have parent consultation is disrespectful. And not abiding by the Ministry of Education French Immersion Program policy which states: "Having established a program, school districts should promote the program and recruit students. Should the enrollment become insufficient, school districts should consult parents to find solutions. If there is no resolution to the problem, the district should give at least one year's notice to

parents of any changes contemplated to permit full discussion and to allow parents time to consider alternatives for their children"

This apparent hasty decision would not only impact the 50 or so students, but also the entire Ecole Quarterway population including teachers. And what about the 50 or so students that could have taken the LFI program next year, and the year after, and the year after that and so on.

I implore you to reconsider cutting the Late French Immersion program. Also, if it is actually the "low demand" for LFI, then reach out to parents and community members to help promote and increase the number of students. Please do not cut this program.

Sincerely,

Dawn Redden

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L'Association des francophones de Nanaimo

À VOTRE SERVICE DEPUIS 1978 - SERVING YOU SINCE 1978

1

Dec 16, 2024

To: Nanaimo-Ladysmith Public Schools Board of Trustees
School District 68

****Subject: Urgent Support for Late French Immersion (LFI) Program****

Dear Trustees,

On behalf of the Association Francophone de Nanaimo (AFN), we are writing to express our deep concern regarding the decision to discontinue the Late French Immersion (LFI) program in School District 68. As a key organization advocating for the promotion of the French language and culture in Nanaimo, we believe this decision will have far-reaching consequences for students, families, and our community.

French is a fundamental part of Canada's identity and heritage, and programs like LFI ensure that this legacy is preserved while offering invaluable opportunities to students. LFI specifically allows children entering Grade 6—a critical age for cognitive and social development—to access French language education, which has been shown to enhance literacy, problem-solving skills, and cultural awareness. For families who were unable to join Early French Immersion, LFI serves as a vital second entry point into bilingual education.

The AFN has long championed initiatives that promote linguistic diversity, recognizing that the presence of robust French programs fosters inclusivity and enriches the entire community. Beyond the academic and cultural benefits, bilingualism opens doors for youth in future career and educational opportunities, both locally and internationally. By suppressing LFI, the district risks not only limiting these opportunities but also undermining public confidence in its commitment to academic diversity and excellence.

We strongly urge the Board to reconsider this decision and work with parents, educators, and community stakeholders to find sustainable solutions to maintain the LFI program. The AFN is prepared to collaborate with the district to explore innovative ways to support French language learning in Nanaimo.

Thank you for your attention to this matter. We hope the Board will reaffirm its commitment to bilingual education and its role in preparing our students for a competitive, multicultural world.

Sincerely,

Camille Veron

Directrice générale / Executive Director
L'Association des francophones de Nanaimo
31-1925 Bowen Road
Nanaimo, BC V9S 1H1
(250) 729-2776

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From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: FW: Urge to Reconsider Cancelling Late French Immersion Program
Date: December 16, 2024 2:22:41 PM

From: Diana Ruffell <>
Sent: Monday, December 16, 2024 12:49:51 PM
To: Trustees BoardChair <TrusteesBoardChair@sd68.bc.ca>; Naomi Bailey <Naomi.Bailey@sd68.bc.ca>; Greg Keller <Greg.Keller@sd68.bc.ca>; Tania Brzovic <Tania.Brzovic@sd68.bc.ca>; Leanne Lee <leanne.lee@sd68.bc.ca>; Chantelle Morvay <Chantelle.Morvay@sd68.bc.ca>; Leana Pellegrin <Leana.Pellegrin@sd68.bc.ca>; Mark Robinson <Mark.Robinson@sd68.bc.ca>; Tom Rokeby <Tom.Rokeby@sd68.bc.ca>; Tim Harris <Tim.Harris@sd68.bc.ca>; Superintendent <Superintendent@sd68.bc.ca>; Assistant Superintendent, Secondary Programs <AsstSupSecondary@sd68.bc.ca>; Secretary-Treasurer <SecretaryTreasurer@sd68.bc.ca>
Subject: Urge to Reconsider Cancelling Late French Immersion Program

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Diana Ruffell
Nanaimo, BC, V9R 7B 6

December 16, 2024
School Board SD68

Dear School Board Members,

I am writing to you as a concerned parent regarding the proposed cancellation of the Late French Immersion program offered in our school district, which begins in Grade 6. This program is invaluable for students currently learning in English, providing them with a critical opportunity to develop bilingual skills in our bilingual country.

My daughter attended the Late French Immersion program from 2022 to 2024, and I am proud to say that she is now thriving in high school. She enjoys her classes and continues to challenge herself, demonstrating the profound impact that this program has had on her academic success and confidence. I have two more daughters who were looking forward to joining this program, one in 2025 and the other in 2027. Their anticipation of entering French immersion is directly influenced by the success of their older sister. When they heard this weekend that the Late French Immersion program is most likely to close they became upset and disappointed. Their anticipation of entering French immersion was directly influenced by the success of their older sister, and they were hoping to follow in her foot steps.

It is essential to recognize that this program is aimed at goal-oriented, motivated and hard working students who are eager to take on the challenge of learning in a second language. By canceling the Late French Immersion program, we would be unfairly taking away opportunities for these students to excel and reach their full potential. High-achieving students benefit immensely from rigorous programs that encourage intellectual growth and foster a spirit of achievement.

The ability to communicate in multiple languages offers significant cognitive, educational, and social benefits. Research consistently shows that bilingual individuals have enhanced problem-solving skills, better critical thinking abilities, and superior multitasking capabilities. By eliminating the Late French Immersion program, we risk limiting our students' future opportunities and their capacity to participate fully in a bilingual society.

One of the reasons that was raised by the School Board at the last meeting was the savings that cancelling this program can bring to the School District. However, let's not underestimate the benefits of this program that cannot be described by a monetary value. Excellent education of our children creating the leaders of tomorrow will in turn enhance our future society in many ways, tangible and non-tangible.

The monetary concerns that were brought up by the Board members came largely from "under-enrollment" concerns. It was said that Late French Immersion classes often comprise of 20-25 student and full cohort being 29 students. When my daughter was in Late French Immersion from 2022 to 2024 there were 28 student in her class in 2022-2023, and 27 students in 2023-2024 (one student moved to a different city). This is not a significant under-enrolment. In fact, it is considered a success when all students applying are guaranteed a spot. It would be considered a failure if this program could not accommodate all interested students, as this would indicate that community needs were not being met.

I urge the school board to reconsider the decision to cancel this program. Instead, let's explore ways to strengthen and support it while addressing any concerns that have been raised. Working together, we can ensure that all students, have access to high-quality language education that prepares them for the challenges and opportunities of the future.

Thank you for your attention to this important matter. I would be glad to discuss this further and contribute to finding solutions that benefit our students and community as a whole.

Sincerely,

Diana Ruffell

From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: FW: Proposed Cancellation - Late French Immersion Program
Date: December 17, 2024 12:46:05 PM

From: John Ruffell <>

Sent: Monday, December 16, 2024 5:47 PM

To: Trustees BoardChair <TrusteesBoardChair@sd68.bc.ca>; Naomi Bailey <Naomi.Bailey@sd68.bc.ca>; Greg Keller <Greg.Keller@sd68.bc.ca>; Tania Brzovic <Tania.Brzovic@sd68.bc.ca>; Leanne Lee <leanne.lee@sd68.bc.ca>; Chantelle Morvay <Chantelle.Morvay@sd68.bc.ca>; Leana Pellegrin <Leana.Pellegrin@sd68.bc.ca>; Mark Robinson <Mark.Robinson@sd68.bc.ca>; Tom Rokeby <Tom.Rokeby@sd68.bc.ca>; Tim Harris <Tim.Harris@sd68.bc.ca>; Superintendent <Superintendent@sd68.bc.ca>; Assistant Superintendent, Secondary Programs <AsstSupSecondary@sd68.bc.ca>; Secretary-Treasurer <SecretaryTreasurer@sd68.bc.ca>

Subject: Proposed Cancellation - Late French Immersion Program

CAUTION: External Message

SD68 Board,

This past weekend, another concerned parent informed me about the planned cancellation of the late French immersion program in Nanaimo. This news was extremely upsetting and disappointing for my family.

I am a Father to 3 children, my oldest graduated from this program last year, and we were planning to enroll our other two children in 2025 and 2027. We intentionally made our decision to enroll our children in an English-speaking school for K-5, knowing that the District was proudly promoting this French option for Grades 6-7. In hindsight, this appears to be an awful mistake, and we will now not be able to provide all of our children with the same opportunity.

Can the Board speak to any efforts that were made to promote the program if enrollment was low? Can the Board wait and see what enrollment numbers look like this year? What if there is a full class this year?

I consistently see so much effort by the District to focus on the most challenged students, but so little on students that are wishing to push themselves (which I would argue this program provides students in Grades 6 and 7). The Board should champion, promote, and encourage enrollment in programs like this. And certainly making such hasty decisions with no consultation is just gutting. Disappointed is an understatement and I hope you will reconsider. Count me in as a parent that would be willing to get involved in brainstorming ideas to improve enrollment.

Sincerely,

John Ruffell

From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: M Fukunaga
Date: December 17, 2024 12:52:54 PM

From: Marcia Jean <>

Sent: Tuesday, December 17, 2024 6:40 AM

To: Trustees BoardChair <TrusteesBoardChair@sd68.bc.ca>; Naomi Bailey <Naomi.Bailey@sd68.bc.ca>; Greg Keller <Greg.Keller@sd68.bc.ca>; Tania Brzovic <Tania.Brzovic@sd68.bc.ca>; Leanne Lee <leanne.lee@sd68.bc.ca>; Chantelle Morvay <Chantelle.Morvay@sd68.bc.ca>; Leana Pellegrin <Leana.Pellegrin@sd68.bc.ca>; Mark Robinson <Mark.Robinson@sd68.bc.ca>; Tom Rokeby <Tom.Rokeby@sd68.bc.ca>; Tim Harris <Tim.Harris@sd68.bc.ca>; Superintendent <Superintendent@sd68.bc.ca>; Assistant Superintendent, Secondary Programs <AsstSupSecondary@sd68.bc.ca>; Secretary-Treasurer <SecretaryTreasurer@sd68.bc.ca>

Subject: Late entry French immersion

CAUTION: External Message

Dear NLPS educators and administrators,

I just found out that the Late French Immersion program is being cancelled starting Jan 2025. My good friend's child benefitted from this program immensely, and this allowed her to take higher and more challenging classes in high school, which she really enjoys. They were hoping to have their younger children join this program as well for all the benefits.

We, parents and concerned community members, are hopeful you will pause to take into consideration how this impacts many families in SD68, and will reconsider cancelling this program.

Sincerely,
Marcia Fukunaga, MD, CCFP

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From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: A Vanin 1 Analysis and Recommendations Regarding Late French Immersion Program
Date: December 17, 2024 12:59:13 PM

From: Alicia V <>

Sent: Tuesday, December 17, 2024 8:54 AM

To: Secretary-Treasurer <SecretaryTreasurer@sd68.bc.ca>; Assistant Superintendent, Secondary Programs <AsstSupSecondary@sd68.bc.ca>; Naomi Bailey <Naomi.Bailey@sd68.bc.ca>; Greg Keller <Greg.Keller@sd68.bc.ca>; Tania Brzovic <Tania.Brzovic@sd68.bc.ca>; Leanne Lee <leanne.lee@sd68.bc.ca>; Chantelle Morvay <Chantelle.Morvay@sd68.bc.ca>; Leana Pellegrin <Leana.Pellegrin@sd68.bc.ca>; Mark Robinson <Mark.Robinson@sd68.bc.ca>; Tom Rokeby <Tom.Rokeby@sd68.bc.ca>; Tim Harris <Tim.Harris@sd68.bc.ca>

Subject: Analysis and Recommendations Regarding Late French Immersion Program

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Dear Board of Trustees,

I hope this message finds you well. Ahead of the upcoming discussion regarding the proposed discontinuation of the Late French Immersion (LFI) program at École Quarterway, I would like to share a detailed analysis and counter-report for your consideration.

This report provides a data-driven perspective that examines enrollment trends, district forecasts, and broader educational implications. Key findings highlight the program's resilience, post-pandemic recovery, and the potential for future growth, particularly with targeted administrative support and increased promotion. The analysis also addresses the importance of maintaining equitable access to bilingual education, in alignment with district and national objectives.

I hope this information proves helpful as you deliberate on the future of the LFI program. I would be happy to discuss any aspects of this analysis further or provide additional clarification if needed.

Please find the full report attached.

Thank you for your time and commitment to ensuring informed decision-making in the best interest of our students and community.

Warm Regards,

Alicia Vanin

□

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Personal Analysis and Proposal for the Late French Immersion (LFI) Program

To whom it may concern,

In the face of the sudden proposal being put forward right before the holiday break, I would like to share my detailed analysis regarding the Late French Immersion (LFI) program at École Quarterway. With a background in qualitative research, I feel it's important to take a second, more nuanced, look at the data and justifications for the proposed closure of the LFI program.

Upon reviewing enrollment trends, district forecasts, relevant studies, and local context, I believe the proposal to discontinue this program is not justified by the available data. With appropriate support, the LFI program can stabilize and grow in alignment with broader enrollment projections for the district.

1. Enrollment Trends Demonstrate Resilience and Recovery

The LFI program has shown steady demand when examined objectively:

- **Pre-Pandemic Stability (2014–2018):** Enrollment grew consistently, peaking in 2017 with **51 students**. This indicates solid demand for the program during this period.
- **Pandemic Disruptions (2019–2021):** The declines during this period mirror district-wide and global trends caused by COVID-19 disruptions:
 - **2019:** Enrollment dropped to **34 students** (lowest point).
 - **2020:** Modest recovery to **44 students**.
 - **2021:** Further increase to **48 students**, showing the program's resilience.

This aligns with the broader district trends, where enrollment fell short of projections during the pandemic. As Mark Walsh, secretary-treasurer for the district, noted, "COVID-19 has affected numbers of students physically attending school in 2020-21, but Nanaimo-Ladysmith school district foresees enrolment increasing the next three school years." (Nanaimo News Bulletin, Feb 18, 2021)

- **Post-Pandemic Stabilization (2022–2024):** Enrollment rebounded:
 - **2022:** 43 students
 - **2023:** 51 students (equaling the 2017 peak).
 - **2024:** A slight dip to **45 students**, but still within the program's historical range.

This recovery demonstrates that interest in the LFI program remains strong, particularly following the pandemic's challenges. With additional support and targeted promotion, enrollment numbers are likely to stabilize or grow further.

2. Misrepresentation of "Low Demand"

The claim of "low demand" fails to account for administrative barriers, including insufficient promotion and lack of prioritization. The Late French Immersion program serves families who may have missed Early French Immersion (EFI) opportunities or who recognize the benefits of bilingualism later in their children's educational journeys.

Key Points to Consider:

- The district's enrollment forecast anticipates overall student growth:
 - **2021-22:** 14,360 students
 - **2022-23:** 14,845 students
 - **2023-24:** 15,015 students (Nanaimo News Bulletin, Feb 18, 2021).

These projections suggest opportunities for growth within specialty programs like LFI, provided they are properly supported and promoted. Families often lack awareness of the LFI option, which suppresses enrollment artificially.

3. Potential Future Trends and Growth Forecast

Analyzing the data holistically, there is clear potential for growth in LFI enrollment if the following conditions are addressed:

- **Enhanced Promotion:** A targeted marketing strategy emphasizing the benefits of bilingualism and the accessibility of LFI will attract families unaware of the program.
- **Program Stability Post-Pandemic:** The 2023 rebound to **51 students** demonstrates latent demand that can be tapped into further. A dip to **45 in 2024** is likely temporary, given broader district growth projections.
- **Alignment with National Trends:** French Immersion programs across Canada have seen continuous growth since 2011 (Kubota & Bale, 2020). The LFI program provides a critical late-entry option to accommodate families unable to participate in EFI.

Forecasted Enrollment Scenarios: With adequate support and promotion:

- **2025:** 48–50 students (conservative estimate).
- **2026:** 50–55 students (growth projection based on increased awareness).

These projections align with historical pre-pandemic levels and account for post-pandemic recovery patterns.

4. Long-Term Value and Return on Investment

The LFI program is not simply a line-item expense; it represents an investment in:

- **Bilingual Workforce Development:** “The federal government is the largest employer of bilinguals. During 2006–2007, about 40% of the positions were designated bilingual.” (Kubota & Bale, p. 782)
- **Cultural and Educational Equity:** Programs like LFI support Canada's bilingual identity and provide equitable access to French-language education for families who missed EFI.
- **Economic Opportunities:** Bilingual individuals enjoy greater employment and educational prospects, benefiting both students and the broader community.

5. Recommendations

To support the program and unlock its full potential, I recommend the following steps:

1. Targeted Promotion and Outreach:

- Launch a district-wide awareness campaign to inform families about the LFI program's benefits and accessibility.
- Engage elementary schools, community centers, and parent groups to share enrollment information.

2. Equitable Resource Allocation:

- Provide administrative and staffing support to ensure the program's stability and growth.
- Treat LFI as a core part of the district's educational offerings, not an expendable specialty program.

3. Commit to Long-Term Growth:

- Use enrollment data and district forecasts to inform a strategic plan for expanding LFI opportunities in alignment with overall student growth.

Conclusion

The Late French Immersion program at École Quarterway has demonstrated resilience and strong post-pandemic recovery. Its perceived "low demand" is a product of systemic underpromotion rather than genuine disinterest. With targeted support, the program aligns with district enrollment projections, national trends, and Canada's commitment to bilingualism. Maintaining and promoting the LFI program is not only feasible but essential for providing equitable, high-value education to students.

Thank you for considering this analysis as you prepare to vote on the future of this important program.

Sincerely,

Alicia Vanin
aliciavanin@gmail.com
236 238 1850

Citations and Supporting References:

- Bullen, John. *Constitutional Rights at the Kitchen Table: British Columbia Francophones and the Making of a Minority-Language Educational System*. *Historical Studies in Education / Revue d'histoire de l'éducation*, 32(2), Fall 2020, pp. 148-152.
- Kubota, Ryuko, and Jason Bale. *Bilingualism—But Not Plurilingualism—Promoted by Immersion Education in Canada*. *Canadian Modern Language Review*, 76(6), 2020, pp. 773-782.
- Nanaimo News Bulletin. *Nanaimo School District Forecasts Enrolment Rebounding from COVID-19*. Feb 18, 2021, updated Feb 24, 2021.
- Licker Geospatial Consulting Ltd. *Development-Based Student Forecasts for SD68*. Prepared for Nanaimo-Ladysmith Public Schools, April 2021.
- Nanaimo Ladysmith Public Schools. *Late French Immersion Action Sheet*. December 11, 2024.
- Nanaimo Ladysmith Public Schools. *LFI Message to Parents*. December 13, 2024.

December 17, 2024

Dear Trustees of the Nanaimo-Ladysmith School District,

On behalf of Canadian Parents for French BC & Yukon, I am writing to express our concern regarding the upcoming vote to discontinue the Late French Immersion (LFI) program in the Nanaimo-Ladysmith School District.

Late French Immersion provides a critical opportunity for students to access French language education, contributing to bilingualism and expanded future opportunities. We strongly urge the Board to carefully evaluate the long-term impacts of this decision on individual students, their families, and the Nanaimo-Ladysmith community, and to engage in meaningful dialogue with the community before moving forward.

The BC Ministry of Education and Child Care's French Immersion policy clearly states that *"Having established a program, school districts should promote the program and recruit students. Should the enrollment become insufficient, school districts should consult parents to find solutions. If there is no resolution to the problem, the district should give at least one year's notice to parents of any changes contemplated to permit full discussion and to allow parents time to consider alternatives for their children."* This directive underscores the importance of actively promoting programs like Late French Immersion, engaging with parents to address challenges, and ensuring transparency and fairness when changes are considered. We are concerned that these essential steps may not have been fully undertaken in this case.

To ensure transparency and informed decision-making, we respectfully pose the following questions:

1. **What efforts has the School District undertaken in recent years to promote Late French Immersion and recruit students?**
 - Late French Immersion often requires proactive promotion to ensure families are aware of this valuable opportunity. Have marketing campaigns, school information sessions, or other recruitment efforts been implemented to encourage enrolment?
2. **Has the School District consulted parents, teachers, and stakeholders about this proposal in recent years?**
 - If consultations have occurred, what were the outcomes? If not, what steps will the Board take to ensure families and students are included in discussions impacting the program's future?

3. What specific resources have been allocated to support Late French Immersion programs in recent years?

- Beyond staffing, additional resources such as classroom materials, teacher training, and extracurricular opportunities are essential for the program's success. What investments have been made to strengthen the LFI program in Nanaimo-Ladysmith?

4. Has the District taken advantage of funding opportunities from external partners, such as Canadian Parents for French, to enhance the program?

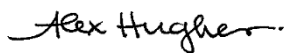
- For example, Canadian Parents for French offers funding to bring French cultural experiences to students, helping to enrich their learning and engagement. Have these opportunities been explored?

Late French Immersion plays an integral role in providing equitable access to French language education for families who may not have been able to enroll their children in Early French Immersion. Eliminating this program would limit pathways to bilingualism, contradicting the district's commitment to providing inclusive and diverse educational opportunities.

Canadian Parents for French BC & Yukon is committed to supporting school districts in promoting and sustaining French Immersion programs, and we are available to discuss possible pathways forward in Nanaimo-Ladysmith.

We kindly request that the Board delay any decision on this matter until meaningful consultations have taken place with stakeholders, including parents, teachers, and students. Thank you for your consideration, and I look forward to your response.

Sincerely,



Alex Hughes
President, Canadian Parents for French, BC & Yukon Branch

From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: C Wakely
Date: December 17, 2024 2:33:51 PM

From: Chantelle Amanda Turcotte <>
Sent: Tuesday, December 17, 2024 2:33 PM
To: Secretary-Treasurer <SecretaryTreasurer@sd68.bc.ca>
Subject: Fwd: Late French Immersion Program

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Begin forwarded message:

From: Chantelle Amanda Turcotte <chantelle.t95@hotmail.com>
Date: December 17, 2024 at 2:27:53 PM PST
To: AsstSupSecondary@sd68.bc.ca
Subject: Late French Immersion Program

Hello there,

I am writing to you on behalf of my community in Nanaimo at Quarterway Elementary and myself. As former French Immersion student and my child who has been in the program ever since he was a toddler, the choice of cutting the late French immersion program is such a sad thing to see as I know of many students in our community who come into the French program later on in elementary school and this program is the only way for them to access the French immersion program. Such a sad though to even cut! I actually am so surprised this was even considered!! How does this benefit our students future? Please don't cut our program. We need this!

-Chantelle Wakely

Sent from my iPhone

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From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: D Boulton late entry French Immersion, critical!
Date: December 17, 2024 2:15:43 PM

From: Darcy Boulton < >

Sent: Monday, December 16, 2024 2:34 PM

To: Trustees BoardChair <TrusteesBoardChair@sd68.bc.ca>; Naomi Bailey <Naomi.Bailey@sd68.bc.ca>; Greg Keller <Greg.Keller@sd68.bc.ca>; Tania Brzovic <Tania.Brzovic@sd68.bc.ca>; Leanne Lee <leanne.lee@sd68.bc.ca>; Chantelle Morvay <Chantelle.Morvay@sd68.bc.ca>; Leana Pellegrin <Leana.Pellegrin@sd68.bc.ca>; Mark Robinson <Mark.Robinson@sd68.bc.ca>; Tom Rokeby <Tom.Rokeby@sd68.bc.ca>; Tim Harris <Tim.Harris@sd68.bc.ca>; katiecapadouca@gmail.com <katiecapadouca@gmail.com>

Subject: late entry French Immersion, critical!

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Dear All,

I have two children in SD 68, one of whom has completed elementary school late entry French Immersion at Quaterway School, and the other currently in the program in her first of two years. I also have a partner who works in the school district. I have friends who have children who have completed the program. We have friends who work in various capacities within the district. Sometimes I talk to people who know nothing of the late entry French Immersion program who want to know more. Whether familiar or unfamiliar with late entry French Immersion program, when you talk to any of these people, they all speak in high regard for this unique opportunity within our district. No one disparages a program like this. To recently hear that this program is scheduled for discontinuation has me aghast with wonder as to what our school district leaders could be thinking.

As many educators know, learning a second language is one of the most beneficial and constructive applications of a well rounded education that a school system can offer. Educators also know that not all students are ready to learn or have the opportunity to learn at the same rate or at the same time. Delaying the intake for some students into a later starting French program seems to make a lot of sense, providing a learning flexibility that is not just for practical reasons. Educators also know that lowering any barriers to learning opportunities will see benefits in the long run. For example, less social injustice, more inclusion, and more acceptance of diversity are all signs of a healthy community and country. In a day and age when more than ever an

opportunity such as late entry French Immersion should be held up in high regard and strongly encouraged, it is a very short sighted approach that would have our educational leaders consider its demise.

I had a very unique opportunity growing up in a working class household. Our family hosted over 50 international students from many, many different countries and cultures from around the world when they were on school breaks from Lester B. Pearson College of the Pacific, located near Sooke, BC. The students would come one, two or perhaps three at a time for reading breaks, Christmas holidays, Easter, or even over the summer if they couldn't go home. While I did not know it at the time, I received a glimpse of the broader world, while progressing through elementary and high school. I often spent times with these students, aged 16 and 17, helping them to improve their English. Some of the brightest minds of their respective countries..... Russia, Bhutan, Uruguay, to name a few. I don't speak a second language, but I often wished that I could. I could see what it means to work at a second language but I also came to realize what the benefits (and deficits) of languages and indeed, internationalism can be. Language draws centrally into this role. In Canada, French language is in part what we have, that makes us up, whether you or I speak it or not. It is worth having, for so many reasons. I name but a few. We should be encouraging it and educators above all should know this.

The late entry French Immersion Program is a jewel in our crown of education. Perhaps there is a little tarnish that could be polished. That is the job of the SD 68 administration. The program should be encouraged, promoted and likely even expanded. It is time for this SD 68 administration to hold the bar high for our students and to hold the bar a little higher for themselves to make this happen. Today, cancel culture makes it too easy to pull the plug.....and it is very, very hard to bring it back once removed! As our world continues to get smaller, and we are expected to be accepting of a global culture, don't you think a well rounded, inclusive, diverse, and supportive education would allow our students to be better prepared? Not only should we save the Late Entry French Immersion Program, it should be promoted so that we don't have to advocate for it's existence ever again. For those who educate, or lead the educators, I think it is time for you to do a bit more homework.

Today is tomorrow!

D'Arcy Boulton

From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: E Foster FW: Late French Immersion Program at Quarterway Elementary
Date: December 17, 2024 2:24:33 PM

From: Erin Foster <>

Sent: Tuesday, December 17, 2024 2:22 PM

To: Assistant Superintendent, Secondary Programs <AsstSupSecondary@sd68.bc.ca>; Superintendent <Superintendent@sd68.bc.ca>; Secretary-Treasurer <SecretaryTreasurer@sd68.bc.ca>; Learning Services Director of Instruction Inclusive Education Elementary <DirectorofInstructionInclusiveEducationElementary@sd68.bc.ca>; Dpacsd68@gmail.com; Consultation <consultation@sd68.bc.ca>; Greg Keller <Greg.Keller@sd68.bc.ca>; Tania Brzovic <Tania.Brzovic@sd68.bc.ca>; Tom Rokeby <Tom.Rokeby@sd68.bc.ca>; Mark Robinson <Mark.Robinson@sd68.bc.ca>; Leana Pellegrin <Leana.Pellegrin@sd68.bc.ca>; Chantelle Morvay <Chantelle.Morvay@sd68.bc.ca>; Leanne Lee <leanne.lee@sd68.bc.ca>; Tim Harris <Tim.Harris@sd68.bc.ca>; Naomi Bailey <Naomi.Bailey@sd68.bc.ca>; sheila.malcolmson.mla@leg.bc.ca; stephanie.higginson.mla@leg.bc.ca; george.anderson.mla@leg.bc.ca; lisamarie.barron@parl.gc.ca; ECC.Minister@gov.bc.ca; EDUC.learningdivision@gov.bc.ca; DM.Education@gov.bc.ca

Subject: Late French Immersion Program at Quarterway Elementary

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Please refrain from cutting the Late French Immersion Program at Quarterway Elementary. The parents of SD68 students have not been consulted about this, and you do have a duty to engage with us, as primary stakeholders. Cutting the program before Christmas break should be out of the question.

Late French Immersion is a wonderful opportunity for families to enroll their children at Quarterway in grade 6 to start Immersion. There are not many options for this later enrolment elsewhere in Nanaimo. Please do not cut this program, certainly not without having made good-faith efforts to hear from parents of school-aged children that are relying on this option when their children age-in to it.

On the flip side, many parents may not be aware of the late enrollment option. If enrollment is down at Quarterway, and the school is worried about funding, perhaps another avenue is to advertise across SD68 that Late Immersion is offered at Quarterway. This could be as simple as devoting some PAC time on various Facebook pages -- which is incidentally where I heard of these possible cuts coming.

Please allow for meaningful consultations with parents, and take time more time to consider the down sides to tour school district community, before deciding whether or not to cut this program.

Thank you for your consideration,

Erin Foster

Nanaimo, BC

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Dear School Trustees,

I am disappointed to hear that the Board is considering cutting the Late French Immersion (LFI) program in Nanaimo Ladysmith Public Schools. The process by which this decision is being made is even more concerning. In this letter I will identify concerns about process, skewed information, and a lack of understanding necessary for good decision-making.

Process

The Quarterway School community was informed of this discussion Friday afternoon. This came quite a shock to our school particularly because the community was not informed of any prior discussion and because the final Board decision is less than one week away. Notably, this is amidst the busy holiday season. It is not possible for the community to process this information, get organized or utilize Board processes meant for community participation in this time frame. This time frame is shorter than the required notice to present as a delegation to the Board. Why is such a significant decision to end an academic program that has impact on students and families being made in such a rush and without any consultation?

In reviewing Board policies 2.17 Public Participation and 2.2 Approach to Governance, I question if the Board's actions are inconsistent with their policies. Policy 2.17 states,

"Nanaimo Ladysmith Public Schools" recognizes the value of public participation, values the wisdom of our community and is committed to creating appropriate opportunities for students, staff, Indigenous and broad community involvement through a meaningful engagement process.

The district also recognizes that public participation is an important step in the decision-making process that provides the Board an opportunity to make well-informed, data-driven and community inspired decisions."

While I recognize that the Board may choose to an "Inform" level of participation, I do not see how not consulting with a community directly impacted by a decision is consistent with the espoused values of Transparency and Accountability, Respect, or Authenticity as stated in the policy. Further, the public participation goal of Inform is "To provide the public with balanced and objective information to assist them in understanding the problem, alternatives and/or solution". In the situation of direct impact, I view the "Inform" level of participation inappropriate and disrespectful. Further, I respectfully submit that the Board does not appear to understand the unique value of the Late French Immersion program which is necessary information for balanced, objective, data-informed decision making.

In consideration of process concerns and lack of consultation, I note that the Board Governance policy (2.2) states that,

"Board leadership is guided by respectful consideration of diverse viewpoints, thoughtful gathering and meaningful interpretation of information..." and that "The Board maintains its approach to governance by its commitment to ...respectful, meaningful, and continuous public engagement (defined as: To hear, understand, and give voice to the views and aspirations of parents, communities, staff and other stakeholders in planning and policy development."

Without public consultation and an analysis of the unique value of the LFI program, I question how the Board can fulfil its policy commitments as noted above.

I also question if the current decision-making process regarding LFI at Quarterway is consistent with Ministry of Education Policy. The Ministry of Education French Immersion Program policy states,

"Having established a program, school districts should promote the program and recruit students. Should the enrollment become insufficient, school districts should consult parents to find solutions. If there is no resolution to the problem, the district should give at least one year's notice to parents of any changes contemplated to permit full discussion and to allow parents time to consider alternatives for their children."

This same policy refers to French Immersion (FI) and Late French Immersion as separate program types with specific requirements for each program described in the Procedures section of policy. These unique programs have different requirements and involve differences in instruction. Given that FI and LFI are unique and different programs, have Trustees evaluated the differences in student needs and abilities in considering ending this program? From a process perspective, I argue that this information is integral to balanced, objective and data-driven decision-making. I also question why parents have not been consulted to find solution to perceived enrollment challenges.

Unique program attributes

I will share my perception of some of the unique attributes of LFI, however I do not presume to speak for all parents and respectfully note that others may have additional observations. Firstly, for students from Gabriola, LFI is the only program available for French language instruction unless parents take the ferry and drive their children to school daily at considerable expense. Not only are most elementary aged children too young to ride the ferry without adult supervision, but also many parents are uncomfortable with their young children walking from the ferry, through downtown to Pauline Haarer. Secondly, some parents prefer LFI noting some educational advantages (e.g., stronger language analysis abilities) and better developmental appropriateness for some children (e.g., late bloomers). Thirdly, LFI at Quarterway offers an excellent opportunity for children whose needs are not being met at their catchment school. This second start opportunity allows children who experience bullying or who seek a greater academic challenge a second chance at developing peer groups and to experience greater academic success. All of my children thrived at Quarterway LFI and I am grateful for the opportunity for them to advance their education in the program. I think it integral to evaluating the importance of this program to understand that it gives vulnerable students who may be succeeding in their catchment schools an opportunity to find success in public education. I question if any analysis has been done to evaluate the potential differences in student population of the 2 FI programs. This analysis should include assessment of neurodivergence and giftedness.

I ask Trustees to please consider, "why is it that parents and students choose to uproot themselves out of their catchment schools, their peer networks, and their routines to attend a different school for grade 6 and 7?" Why would they choose this life disruption? This alone speaks to the motivation, and for some desperation, to attend a different school.

PROGRAM CONCERN NOTED IN STAFF REPORT

Finally, I wish to respond to the justifications provided in the staff report for cutting the LFI program.

Enrollment

Reduction in student numbers in FI programs across the province was noted. A pattern in a general program is not justification for cutting a related but unique program. Although this pattern may be true for general FI, it cannot be said for the Quarterway LFI program based on the numbers provided in the staff report. Using the numbers from the report, 2023 was one of the highest years in terms of enrollment with 51 students. The current year 2024 is noted as having 45 students which is slightly higher than the overall average enrollment number of 44.1 (the mean achieved by excluding the anomalous inaugural year with only one class as per standard statistical practice). In addition, I do not see evidence for significant “consistent attrition from grade 6 to 7” as noted in the report. The average level of attrition across the year is 1.5 students with 2 years showing an increase rather than a decrease of students across the years. I also question including the COVID years in statistical analysis of overall enrollment given the district wide trend of lower in-class enrollment during that time.

Given lower interest in the FI program, what has the Board done to support or promote FI as per Ministry of Education expectation? I argue that a general FI program review to modernize this important academic program should occur. The North Vancouver School District conducted such a review approximately 10 years ago and could serve as a model.

Financial

The staff report notes a financial saving of \$420,722. This level of savings can only be achieved if every student in the LFI program can be found a placement in an existing class without going above class size and composition limits. Given the disproportionate numbers of students from particular schools (e.g., Gabriola and Cedar), I question if these spaces in other classes would be available. This also assumes that no children would leave the district seeking an alternative given the challenges that some students reportedly were experiencing in their catchment schools. Further, a significant portion of that savings would result from the overall school size reduction leading to the elimination of the VP position. While this savings may be realized from this change, the loss of the VP would impact the school as a whole including students with the loss of a FTE from the school discounting the claim that no current students would be impacted. If there are enrollment concerns, I am confident that Quarterway PAC would be eager to work together on promotion of the program as suggested by Ministry of Education policy.

Impact on NDSS

The enrollment challenges of NDSS are not caused by the LFI program. Further, given that several Quarterway LFI students are from Gabriola who are within the catchment of NDSS, cutting the LFI program will not solve the NDSS capacity problem. I would suggest that having all the academies at one location is a greater contributor to the capacity problem.

Impact on Current Students

In addition to all Quarterway students being impacted by the loss of a school FTE, there are also students in our district awaiting their time to join the LFI program. Some of these students could not get into FI

when the lottery existed. Others have always planned to attend LFI. There are students in our district that haven been waiting for their turn to attend the program who will disappointed by the closure of the program.

CONCLUSION

I fully understand that the Board must make difficult decisions and that not all decisions will be well received. If I thought that the Board fully understood the unique value of the LFI program and that consultation has occurred, I probably would not have written this letter. I ask that proper consultation occur including collaboration with Quarterway parents to increase enrollment before consideration of program cuts. I'll repeat the board policy statement: "The district also recognizes that public participation is an important step in the decision-making process that provides the Board an opportunity to make well-informed, data-driven and community inspired decisions" and will further argue that understanding why families choose this program is necessary to well-informed decision making. Program cuts should not be hastily made decision.

In contrast to the suggestion that the LFI is a problematic, unsustainable program affecting a small group, I would like to reframe this portrayal. Instead, I offer that the Quarterway LFI program is a small program that solves several problems and in doing so meets student needs and supports students who may not thrive in a mainstream environment. This is personalized learning and success for all in action.

Respectfully submitted,

Jessica Stanley

From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: L Gilfoy Quarterway Cuts
Date: December 17, 2024 2:13:33 PM

From: Louise Gilfoy <>

Sent: Tuesday, December 17, 2024 11:15 AM

To: Assistant Superintendent, Secondary Programs <AsstSupSecondary@sd68.bc.ca>; Superintendent <Superintendent@sd68.bc.ca>; Secretary-Treasurer <SecretaryTreasurer@sd68.bc.ca>; Learning Services Director of Instruction Inclusive Education Elementary <DirectorofInstructionInclusiveEducationElementary@sd68.bc.ca>; Dpacsd68@gmail.com; Consultation <consultation@sd68.bc.ca>; Greg Keller <Greg.Keller@sd68.bc.ca>; Tania Brzovic <Tania.Brzovic@sd68.bc.ca>; Tom Rokeby <Tom.Rokeby@sd68.bc.ca>; Mark Robinson <Mark.Robinson@sd68.bc.ca>; Leana Pellegrin <Leana.Pellegrin@sd68.bc.ca>; Chantelle Morvay <Chantelle.Morvay@sd68.bc.ca>; Leanne Lee <leanne.lee@sd68.bc.ca>; Tim Harris <Tim.Harris@sd68.bc.ca>; Naomi Bailey <Naomi.Bailey@sd68.bc.ca>; Malcolmson.MLA, Sheila <sheila.malcolmson.mla@leg.bc.ca>; stephanie.higginson.mla@leg.bc.ca; geroage.anderson.mla@leg.bc.ca; lisamarie.barron@parl.gc.ca; ECC.Minister@gov.bc.ca; EDUC.learningdivision@gov.bc.ca; DM.Education@gov.bc.ca

Subject: Quarterway Cuts

CAUTION: External Message

I'm taken aback that the board of SD68 is planning a sneaky cut to Quarterway Elementary without stakeholder consultation, right before Christmas break, and out of no where. Our school is reeling from being blindsided by this last week.

The SD68 board is planning on cutting the Late French Immersion program at tomorrow's meeting. On the surface it might sound like, "Oh that's not a big deal," but when you look a bit deeper, it has big, negative impacts on the school and broader community.

They have given NO consultation period and have really disingenuous numbers. They claim it costs \$420k per year for two classes. They fail to mention that the kids in those classes have ministry funding like all other kids, so that funding will follow those kids to other schools if LFI is cut. They also failed to mention that two teachers will lose their jobs, causing a cascade of bumping in our school. Quarterway will also lose our vice principal. Currently a lot of the time our principal is a stand in for teachers and on the school ground as well as doing admin work.

If this cut happens we will be down three staff in our school and our principal will not be available to our students, which will have negative impact on our kids. Quarterway only has four EAs and the school board cut

their hours this year and this board is proposing to cut staffing at our school even further. My son has ADHD and needs a lot of support - he has no fundings and I'm worried about will happen to his education and development if you go through with this cut.

The school board has a ministry obligation to consult the community on this and they have NOT done this at all. Their approach is contrary to this SD68 board policy:

"Board leadership is guided by respectful consideration of diverse viewpoints, thoughtful gathering and meaningful interpretation of information..." and that "The Board maintains its approach to governance by its commitment to ...respectful, meaningful, and continuous public engagement (defined as: To hear, understand, and give voice to the views and aspirations of parents, communities, staff and other stakeholders in planning and policy development."

I am asking you vote against this cut tomorrow. It is absolutely unfair!!!

Louise Gilfoy

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Subject: Support for Late French Immersion

Dec. 17, 2024

Dear Trustees of the Nanaimo Ladysmith School District,

As both a parent and an engaged member of this community, I am deeply concerned about the proposed cancellation of the Late French Immersion program in our district. This decision seems to overlook the growing needs of our town and the increasing demand for diverse, high-quality educational opportunities.

Eliminating such a program undermines the values of equity, inclusion, and diversity that we strive to uphold. Taking away access to an enriching academic program sends the wrong message—that cultural education and academic excellence are not priorities in our schools.

Furthermore, I challenge the justification of cutting the program based solely on budget constraints or enrollment figures. If it provides value and benefits to the students who are enrolled, why eliminate it? I strongly believe that alternative solutions should be brought forward to address the budget shortfalls that do not have such a negative impact on the needs of the students.

This decision feels short-sighted and misaligned with the needs of our students and our community. I strongly urge you to reconsider this proposal and explore alternatives that would allow this vital program to continue. Our students deserve the opportunities and resources necessary for a well-rounded education.

Sincerely,

Nicola Dickson



Community Member and Parent

From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: S Madjzoub FW: Concern about losing the Late French Immersion Program
Date: December 17, 2024 2:19:47 PM

From: Shirin Madjzoub <>
Sent: Tuesday, December 17, 2024 12:19 PM
To: Trustees BoardChair <TrusteesBoardChair@sd68.bc.ca>
Cc: Naomi Bailey <Naomi.Bailey@sd68.bc.ca>; Greg Keller <Greg.Keller@sd68.bc.ca>; Tania Brzovic <Tania.Brzovic@sd68.bc.ca>; Leanne Lee <leanne.lee@sd68.bc.ca>; Chantelle Morvay <Chantelle.Morvay@sd68.bc.ca>; Leana Pellegrin <Leana.Pellegrin@sd68.bc.ca>; Mark Robinson <Mark.Robinson@sd68.bc.ca>; Tom Rokeby <Tom.Rokeby@sd68.bc.ca>; Tim Harris <Tim.Harris@sd68.bc.ca>; Superintendent <Superintendent@sd68.bc.ca>; Assistant Superintendent, Secondary Programs <AsstSupSecondary@sd68.bc.ca>; Secretary-Treasurer <SecretaryTreasurer@sd68.bc.ca>
Subject: Concern about losing the Late French Immersion Program

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CAUTION: External Message

Dear Administrators of the SD68

I was concerned to hear about the cancellation of the Late French Immersion program. This program has brought such richness to the education of so many children in Nanaimo and it seems short-sighted to cancel it.

If we are trying to attract young, dynamic families to Nanaimo who will contribute to our city's flourishing, it would be important to enhance and strengthen educational opportunities for children and youth and not to shrink them. Please consider reinstating this program.

Sincerely,

Shirin Madjzoub

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From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: T Fontaine
Date: December 17, 2024 2:14:49 PM

From: Talula <>

Sent: Tuesday, December 17, 2024 11:56 AM

To: DM.Education@gov.bc.ca; EDUC.learningdivision@gov.bc.ca; lisamarie.barron@parl.gc.ca; ECC.Minister@gov.bc.ca; george.anderson.mla@leg.bc.ca; stephanie.higginson.mla@leg.bc.ca; sheila.malcolmson.mla@leg.bc.ca; Naomi Bailey <Naomi.Bailey@sd68.bc.ca>; Tim Harris <Tim.Harris@sd68.bc.ca>; Leanne Lee <leanne.lee@sd68.bc.ca>; Chantelle Morvay <Chantelle.Morvay@sd68.bc.ca>; Leana Pellegrin <Leana.Pellegrin@sd68.bc.ca>; Mark Robinson <Mark.Robinson@sd68.bc.ca>; Tania Brzovic <Tania.Brzovic@sd68.bc.ca>; Consultation <consultation@sd68.bc.ca>; Greg Keller <Greg.Keller@sd68.bc.ca>; Dpacsd68@gmail.com; Learning Services Director of Instruction Inclusive Education Elementary <DirectorofInstructionInclusiveEducationElementary@sd68.bc.ca>; Assistant Superintendent, Secondary Programs <AsstSupSecondary@sd68.bc.ca>; Superintendent <Superintendent@sd68.bc.ca>; Secretary-Treasurer <SecretaryTreasurer@sd68.bc.ca>

Subject: To each of you with power and sway in these matters, please know our community cares about language, about the possibility for jobs working for government and the French language being an asset in our children's future prospects. I'm sorry I can't easi...

CAUTION: External Message

Most of my ancestors spoke French, I am the first and second generation not to. I did attend program Cadre in 1986 to 1989. Those were fun years! I gave social anxiety stemming from math races, I had a lot of trouble with spelling when I switched to Errington elementary mid way through grade 3. They had opted for music and French had been cut. Little did I know that music would be cut, and supplies funding, teachers would suddenly face losing a staff member with something like 2 hours notice, unless they agreed to add a new program with zero funding to put even high risk student in district 69 in one room together. I am horrified anyone who was voted for would support cutting late entry French from Quarterway. I knew kids in that school, my family attended strong start there, I admire the huge play space and interesting playground equipment visible from Bowen rd, as well as ever changing art installations on the chain link fence. I tried to put my kids in French and was unable to. I even tried the Francophone school, but alas my Mother did not speak to me in French, even though my Dad did I didn't qualify. My kids study in Hukemenuh schools as a result. My Daughter did try Cedar elementary last year and had some French instruction, which was fun, I remember in middle school I loved French which was probably kindergarten level! Please don't create a cascade of bumped staff, it's horrible find a way to do away with that system. I lived with a librarian, and rented from a teacher when these things were affecting their lives, increasing stress and reducing stability. Keep French an option! These late entry kids parents have probably been trying and waiting for the next chance to enroll. I think it's ridiculous we can't enter at any grade! I was in a French high school class with a boy 6 years older than me he was a friend of my brothers who had flunked out for all those years. I stood up for him and the bullying he experienced from a teacher who could not properly pronounce herself!

From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: T Oke Subject: Urgent Appeal: Preserve Late French Immersion for Our Students
Date: December 17, 2024 1:04:08 PM

From: Terry Oke < >

Sent: Tuesday, December 17, 2024 10:41:00 AM

To: Trustees BoardChair <TrusteesBoardChair@sd68.bc.ca>; Naomi Bailey <Naomi.Bailey@sd68.bc.ca>; Greg Keller <Greg.Keller@sd68.bc.ca>; Tania Brzovic <Tania.Brzovic@sd68.bc.ca>; Leanne Lee <leanne.lee@sd68.bc.ca>; Chantelle Morvay <Chantelle.Morvay@sd68.bc.ca>; Leana Pellegrin <Leana.Pellegrin@sd68.bc.ca>; Mark Robinson <Mark.Robinson@sd68.bc.ca>; Tom Rokeby <Tom.Rokeby@sd68.bc.ca>; Tim Harris <Tim.Harris@sd68.bc.ca>

Cc: Superintendent <Superintendent@sd68.bc.ca>; Assistant Superintendent, Secondary Programs <AsstSupSecondary@sd68.bc.ca>

Subject: Subject: Urgent Appeal: Preserve Late French Immersion for Our Students

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CAUTION: External Message

Dear Trustees of the Nanaimo Ladysmith School District,

I am writing to express my deep concern and disappointment regarding the proposed cancellation of the Late French Immersion program. As a parent of a child currently enrolled in Early French Immersion at Quarterway Elementary, I have witnessed firsthand the incredible value of this program in shaping well-rounded, culturally aware, and globally minded students. To deny this opportunity to others is both inequitable and unacceptable.

Six years ago, families whose children were unable to secure a spot in Early French Immersion through the lottery were assured that Late French Immersion would remain a viable and accessible alternative. Many of these families have patiently waited for this promised opportunity, only to now face the prospect of its removal. Breaking this commitment undermines trust in our district and fails the very students it is meant to serve.

Eliminating Late French Immersion creates a dangerous precedent. This program is not just an academic pathway—it fosters critical language skills, cultural appreciation, and diversity of thought, all of which align with the principles of justice, equity, diversity, and inclusion (JEDI). Budgetary challenges should never result in limiting opportunities for student development and growth. Instead, programs like Late French Immersion must be protected as essential components of a strong, inclusive educational system.

I strongly urge you to reconsider this decision and honor the district's promise to current and future families. Preserving Late French Immersion is not just about maintaining a program—it's about upholding trust, fairness, and the values that define our community.

Thank you for your attention to this matter and for making decisions that prioritize equity and opportunity for all students.

Sincerely,
Terence Oke
[Parent and Community Member]

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From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: R West Quarterway Late French Immersion - support for the program
Date: December 17, 2024 12:55:18 PM

From: Rob West <>

Sent: Monday, December 16, 2024 8:26:02 PM

To: Greg Keller <Greg.Keller@sd68.bc.ca>; Naomi Bailey <Naomi.Bailey@sd68.bc.ca>; Tania Brzovic <Tania.Brzovic@sd68.bc.ca>; Tim Harris <Tim.Harris@sd68.bc.ca>; Leanne Lee <leanne.lee@sd68.bc.ca>; Chantelle Morvay <Chantelle.Morvay@sd68.bc.ca>; Leana Pellegrin <Leana.Pellegrin@sd68.bc.ca>; Mark Robinson <Mark.Robinson@sd68.bc.ca>; Tom Rokeby <Tom.Rokeby@sd68.bc.ca>

Cc: Theora Brandner <Theora.Brandner@sd68.bc.ca>

Subject: Re: Quarterway Late French Immersion - support for the program

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CAUTION: External Message

Resending with Mr. Walsh's document

On Mon, Dec 16, 2024 at 8:23 PM Rob West <rwestinlondon@googlemail.com> wrote:

Dear SD68 Trustees,

I have recently learned that SD68 is entertaining the closure of the Late French Immersion Program at Quarterway. I strongly urge members of the board to reject Mr. Walsh's call for the closure of the program and to continue to offer it to all students in the district.

Having Read Mr. Walsh's rationale in the attached document I can't help but think that closure is a wrong headed, and mean spirited recommendation. In the document, Mr. Wash repeatedly indicates as a rationale that the late immersion program is suffering from declining demand. However the figures he presents at the top of page 2 of the document explicitly contradict this claim. The enrollment of 51 students in 2023 is the highest enrollment recorded, equal to 2017, and 45 students in 2024, which is very much the average for prior years. It's as if repeating the claim of dropping enrollment will somehow make it true despite the evidence. I think we have had enough of alternative narratives that fly in the face of evidence.

An additional rationale that Mr. Walsh has built upon the falsehood of declining demand is as follows:

"Notably, the drop in early French Immersion demand and attrition of students from the program also indicates there is a subsidy for this program."

Besides the evidence to the contrary of declining demand, Mr. Walsh also suggests that students in the program are being subsidized. It's a curious word to use for a proponent of public education

and perhaps one better suited to the halls of business. Depending on your politics, in a public education system either all students and programs are subsidized, or none are subsidized. However never is it the case that some students and programs are singled out and tarred with the brush of being subsidized and others not. If we were to entertain that critique then I suggest we start to talk about the 'subsidies' in place for say the beach volleyball academy at NDSS, or any number of other programs with no discernable 'market value.' It's the thin edge of a wedge and I suggest you don't want to go there.

My daughter, a Gabriola Island resident, attended the late French immersion program at Quarterway and is now in French immersion in grade 8 at NDSS. Were the late immersion program to be cancelled then it unfairly penalizes the students of Gabriola who would otherwise be required to start French immersion in Kindergarten. This would mean an entire school career from Kindergarten onward without ever attending GES. Such students would be divorced and disconnected from friends and peers and the community. Further, attending French immersion from K onwards would require parents to take their children to Nanaimo every single day and pick them up from school until such time as they are old enough to travel on public transport unaccompanied, something that the late immersion students are able to do. The cost in money and time would be enormous, amounting to many hundreds of dollars per month in ferry costs, plus 4 hours of commuting per day and two complete ferry round trips. It's simply not possible for working families. Is this something that you could imagine yourself doing?

It feels once again, as was the case during the [failed] attempt to move Gabriola students to Cedar Secondary, that Gabriolans are an afterthought, if ever a thought, of the district and Mr. Walsh. To deny Gabriolan students access to French immersion, which would effectively be the case with the closure of the late immersion program and the impossibility of children attending K-7 French immersion in Nanaimo, amounts to outright discrimination against the students and families of Gabriola.

I'd ask the members of the Board to think long and hard about inclusion, equity, and discrimination that comes with denial of access and I respectfully request that you maintain the late immersion program at Quarterway to give all students of SD68 equal access to programs.

Yours truly,

Rob West

From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: R Boar FW: Urgent: Request to Reconsider Cutting the Late French Immersion Program
Date: December 17, 2024 3:01:53 PM

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

From: Robyn Boar <

Sent: Tuesday, December 17, 2024 2:42 PM

To: Assistant Superintendent, Secondary Programs <AsstSupSecondary@sd68.bc.ca>; Superintendent <Superintendent@sd68.bc.ca>; Secretary-Treasurer <SecretaryTreasurer@sd68.bc.ca>; Learning Services Director of Instruction Inclusive Education Elementary <DirectorofInstructionInclusiveEducationElementary@sd68.bc.ca>; Dpacsd68@gmail.com; Consultation <consultation@sd68.bc.ca>; Greg Keller <Greg.Keller@sd68.bc.ca>; Tania Brzovic <Tania.Brzovic@sd68.bc.ca>; Tom Rokeby <Tom.Rokeby@sd68.bc.ca>; Mark Robinson <Mark.Robinson@sd68.bc.ca>; Leana Pellegrin <Leana.Pellegrin@sd68.bc.ca>; Chantelle Morvay <Chantelle.Morvay@sd68.bc.ca>; Leanne Lee <leanne.lee@sd68.bc.ca>; Tim Harris <Tim.Harris@sd68.bc.ca>; Naomi Bailey <Naomi.Bailey@sd68.bc.ca>; sheila.malcolmson.mla@leg.bc.ca; stephanie.higginson.mla@leg.bc.ca; george.anderson.mla@leg.bc.ca; lisamarie.barron@parl.gc.ca; ECC.Minister@gov.bc.ca; EDUC.learningdivision@gov.bc.ca; DM.Education@gov.bc.ca
Subject: Urgent: Request to Reconsider Cutting the Late French Immersion Program

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Hi,

I have just learned about School District 68's plans to cut the Late French Immersion program, and I am deeply saddened by this news. As a successful alumnus of the program, I feel compelled to share my perspective.

I started the Late French Immersion program in its first year at Quarterway in 2014, and ten years later, I still consider joining the program to be the best decision I have ever made. I continued through high school and graduated with a double Dogwood Diploma from NDSS in 2021. Over the years, I've traveled throughout rural France and Québec and have been able to communicate with people who speak no English. I am incredibly grateful for the opportunities and experiences that the Late Immersion program has provided me.

Currently, I'm in my third year at the University of Victoria, where I continue to enjoy taking elective French classes. The skills I gained through the Late French Immersion program have enriched my academic and personal life in ways I never expected.

This program has been invaluable to so many, and to suddenly take this opportunity away feels like a great loss. I strongly urge you to reconsider this decision. The impact of Late French Immersion extends far beyond the classroom, and I know that many others, like myself, have benefited immensely from it.

Thank you for your time and consideration.

Sincerely,
Robyn Boar

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Vancouver, December 17th, 2024

Subject: Request to Delay Decision on Late French Immersion

Dear Trustees of the Nanaimo-Ladysmith Board of Education,

The *Fédération des francophones de la Colombie-Britannique* (FFCB) is writing to express our outmost concern regarding the motion to eliminate the Late French Immersion (LFI) program in SD68. We respectfully urge you to delay this decision to allow for proper consultation with parents, educators, and community partners, as well as to provide appropriate notice as outlined in the BC Ministry of Education's French Immersion policy.

The Ministry's policy states:

"Having established a program, school districts should promote the program and recruit students. Should the enrollment become insufficient, school districts should consult parents to find solutions. If there is no resolution to the problem, the district should give at least one year's notice to parents of any changes contemplated to permit full discussion and to allow parents time to consider alternatives for their children."

Ending this program without such consultation is not only contrary to provincial policy but also denies families a meaningful opportunity to contribute to solutions. Late French Immersion serves as a vital second entry point into French-language education, providing equitable access to bilingualism for students who may not have had the chance to enroll in Early French Immersion. Removing this option risks limiting opportunities for students to gain the lifelong benefits of bilingualism—benefits that include cognitive development, greater cultural understanding, and enhanced employment opportunities.

As a provincial organization that advocates for the vitality of Francophones in British Columbia, we strongly believe that bilingual education strengthens not only our youth but our communities. It is essential that SD68 fulfill its responsibility to protect and promote French Immersion programs, which are critical in supporting Canada's bilingual identity.

We ask that the Board delay its decision and engage in a full consultation process with all the stakeholders to explore solutions that sustain and strengthen Late French Immersion.

Sincerely,



Marie-Nicole Dubois
President



From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: C Meunier Quarterway Late French Immersion Program
Date: December 17, 2024 2:19:21 PM

From: Carly Meunier <>

Sent: Tuesday, December 17, 2024 12:12 PM

To: District Administration Centre Manager <DistrictAdministrationCentreManager@sd68.bc.ca>; Trustees BoardChair <TrusteesBoardChair@sd68.bc.ca>; Naomi Bailey <Naomi.Bailey@sd68.bc.ca>; Greg Keller <Greg.Keller@sd68.bc.ca>; Tania Brzovic <Tania.Brzovic@sd68.bc.ca>; Leanne Lee <leanne.lee@sd68.bc.ca>; Chantelle Morvay <Chantelle.Morvay@sd68.bc.ca>; Leana Pellegrin <Leana.Pellegrin@sd68.bc.ca>; Mark Robinson <Mark.Robinson@sd68.bc.ca>; Tom Rokeby <Tom.Rokeby@sd68.bc.ca>; Tim Harris <Tim.Harris@sd68.bc.ca>

Subject: Fwd: Quarterway Late French Immersion Program

Some people who received this message don't often get email from

CAUTION: External Message

Dear SD68 Trustees:

I was very disheartened to receive the following email from our School Principal just last Friday, December 13th with the understanding the board intends to vote less than one week later, on Wednesday, December 18th to remove LFI from our school.

My daughter is enrolled at Ecole Quarterway, and I have another child [REDACTED] [REDACTED] is enrolling for Kindergarten for the 2025/26 school year.

I think we can all recognize how hasty this announcement is and the lack of notice for parents to rally and advocate, especially before the holidays, is disappointing to say the least.

My children won't be directly affected by LFI being removed from Quarterway; however, they will surely be indirectly affected by the removal of our school VP and the loss of 2 additional teaching positions. Did we forget this is the same school where (in 2023) fentanyl was discovered by a young girl on school property, then taken home, and played with amongst her younger (toddler) sibling? A child or children could have died. I am aware this was covered in the media and safety precautions were taken; however, I am shocked to hear the very next year, supports are being potentially removed from this school.

This is also the same school where, only by pushing and pushing the Principal, did the PAC gain access to the emergency kiosk earlier this year, only to discover food and emergency supplies were more than a decade expired. Our School VP is the sole administrator working tirelessly with our PAC to get this kiosk replaced.

Our current Principal cannot run this school alone. I think we are all aware of the issues from the

previous few school years where staff morale was greatly impacted and Ecole Quarterway lost a number of long standing (10+ year) teachers as a result. We cannot lose key administrators and teaching positions at this school.

Do we value French Immersion in this school district or not? These actions being proposed appear as though FI is on the backburner.

Ecole Hammond Bay getting another kindergarten class should not be a reason for this central Nanaimo school (who draws from a lot of South Nanaimo communities, like my own [Harewood])) losing key positions, as it looks as though a North Nanaimo population is getting support and Central/South populations are losing support.

Please do not move forward with this.

Regards,

Carly Meunier

A concerned Ecole Quarterway parent

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From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: [REDACTED] Termination of the Late French Immersion Program at Ecole Quaertway
Date: December 17, 2024 12:50:53 PM

From: [REDACTED] <>
Sent: Monday, December 16, 2024 9:10 PM
To: Don Balcombe <Don.Balcombe@sd68.bc.ca>; Arlette Begoum-Kake <Arlette.BegoumKake@sd68.bc.ca>; District Administration Centre Manager <DistrictAdministrationCentreManager@sd68.bc.ca>
Subject: IMPORTANT: Termination of the Late French Immersion Program at Ecole Quaertway

CAUTION: External Message

Hello Arlette, Don and the SD 68 School Board,

I'm reaching out to all of you regarding the decision to terminate (phase put) the late French Immersion program at Ecole Quarterway.

The process in which the School District is taking does not only provide virtually no opportunity for public/parent comment, it also does not allow parents to strategically plan their children's educations.

There will be impacts to Ecole Quarterway as a whole if the program is removed. The school will lose resources such as a VP and the cost savings will be minimal to none as the children will have to be educated in other schools. What will happen to all of the funding that is received to support bilingualism from the Federal government? Is this really a cost savings.....?

This decision without parent input is not fair. Many parents lose out on the opportunity to place their children into French Immersion because of the lottery system and wait for many years to finally place them into the late Immersion program, now that opportunity is being removed too. This is not promoting bilingualisms with our two national languages, this is minimizing kids opportunities to learn them.

I'm hopeful that the school district listens to parents and makes a decision to continue the program. Look at ways to foster the French Immersion program by having properly qualified French speaking teachers and teachers on call. Make it a place that serves the children's educations so that their languages can flourish.

Please feel free to reach out if you wish to further discuss.

Sincerely,

[REDACTED]

2.5 – Board Committees Representation and Annual Workplan

Section 1 – Board Governance



2.5 –Board Committees Representation and Annual Workplan

2.5 Board Committees Representation and Annual Workplan

Purpose

The Board of Education of School District No. 68 (Nanaimo-Ladysmith) believes that the best decisions are supported by the provision of information, rigorous discussion and debate and the inclusion of a diversity of voices. The Board also believes that it has a responsibility to connect to organizations in the broader community to ensure the visibility of the Board and provide feedback to our external partners.

Guidelines/Objectives

This Policy creates the structure to provide opportunities for the Board and our wider community to be informed and provide feedback on issues prior to arriving at the Board for decision. This Policy also outlines the process by which Board representation is chosen for external committees. Finally, to enhance transparency this Policy creates a requirement for the Board to adopt a yearly workplan on when issues are typically brought before the Board.

Process

1. Standing Committees

- 1.1. The Board shall have one (1) standing committees called the Strategic Directions Committee
- 1.2. The purpose of the Strategic Directions Committee shall be to address items related to educational programs, facilities, finance, legislative and compliance issues and human resources. To encourage collective leadership, the Committee of the Whole will have joint-Committee Chairs neither of whom shall be the Chair or Vice-Chair of the Board. Subject to agreement between the joint Chairs they shall preside at meeting rotating between each meeting.
- 1.3. The NDTA, CUPE - Local 606, NSAA, District Parent Advisory Committee (DPAC), and Leaders for Learning shall be invited to name one (1) representative to open meetings of the Strategic Directions Committee as an Advisory Resource. Such representatives may sit as Standing Committee Members with "Voice but no Vote".
- 1.4. Strategic Directions Committee shall be governed by Policy 2.6 – Board Meeting Procedures.
- 1.5. The Committee Chairs, Vice-Chair, Secretary-Treasurer and Superintendent shall establish items on the agenda for each Standing Committee Meeting. The agenda shall align with the Board's Annual Work Plan.

2.5 – Board Committees Representation and Annual Workplan

- 1.6. No report, order or decision of the Strategic Directions Committee comes into force until the Board at a Regular or Special Meeting adopts it.

2. Advisory Committees

- 2.1. As need arises, the Board may appoint Advisory Committees for such purposes as it may deem necessary. Advisory Committees may be created by Board motion or as a result of a Board Policy. The Chair of the Board shall designate one of the Members of the Board as Chair.
- 2.2. Advisory Committees shall include the Superintendent or designate(s) and may include other non-Board members, as well as Board Members.
- 2.3. Advisory Committees shall provide regular updates on their meetings and activities to the Board or to the appropriate Standing Committee as provided by each Advisory Committee's terms of reference.
- 2.4. Advisory Committee terms of reference shall be determined by the Board and their processes are not subject to Policy 2.6 – Board Meeting Procedures.

3. Ad Hoc Committees

- 3.1. As need arises, the Board may appoint Ad Hoc Committees for such purposes as it may deem necessary and the Chair of the Board shall designate one of the Members of the Board as Chair.
- 3.2. Ad Hoc Committees shall include the Superintendent or designate(s) and may include other non-Board members, as well as Board members.
- 3.3. Each Ad Hoc Committee may provide regular updates on its meetings and activities to the Board and, at the conclusion of its work, shall present a final written report to the Board.
- 3.4. Ad Hoc Committee terms of reference shall be determined by the committee and their processes are not subject to Policy 2.6 – Board Meeting Procedures.
- 3.5. Unless otherwise directed by the Board, Ad Hoc Committees are dissolved as soon as they have presented their final written report to the Board.

4. Board Workplan

- 4.1. Each September the Board shall adopt a workplan brought forward by the Chair in consultation with all trustees.
- 4.2. The workplan should reflect issues associated with the Board's strategic plan as well as statutorily required items.
- 4.3. The workplan shall highlight the timing and appropriate meeting where issues will be presented.
- 4.4. The workplan will guide Board agendas and determinations of respective Chairs and the Vice-Chair as to the inclusion of items on their respective agendas.

2.5 – Board Committees Representation and Annual Workplan

5. Professional Learning Working Group

- 5.1. The Board shall also hold a monthly session except in March, July and August for the purposes of professional learning.
- 5.2. The Working Group shall not address active business of the Board and shall be to improve governance practices, provide general information about operations of the District, provide general operational information about the services of the District and to be updated on high level developments in education.
- 5.3. The Working Group shall also focus on orientation and onboarding following a general election or a by-election.

6. Board Representatives to Other Bodies

- 6.1. As soon as is practicable following its Annual Meeting each year, the Board shall name Members of the Board as Representatives to such Joint Committees, Organizational/Agency Boards/Commissions, Representative Meetings and Other Internal and External Bodies as it deems necessary to effectively represent the interests of the Board and to discharge its business.
- 6.2. Board Member Representatives to Other Bodies may express their personal views, engage in discussion, problem resolution and generation of proposals and recommendations but shall provide no advice or recommendation on behalf of the Board or commit the District to adopt any recommendation, allocate resources or take any action that has not been approved by the Board.
- 6.3. Board Member Representatives to Other Bodies shall provide a brief written report to the Board following each meeting of the Other Body or semi-annually should the entity not meet regularly.

Legal References:	School Act 65(2)(a)
Monitoring Method:	<i>Internal Reports/Board and Superintendent</i>
Monitoring Frequency:	<i>Annual</i>
Adopted:	<i>2012.12.10</i>
Amended:	<i>2022.09.28</i>
Amended:	

2.6 – Board Meeting Procedures

2.6 Board Meeting Procedures

Purpose

The Board of Education of School District No. 68 (Nanaimo-Ladysmith) (the “Board”) is committed to the highest standard of governance. This policy is intended to provide a framework by which the Board conducts its business in a fair, orderly, transparent, and safe fashion.

Objective

This policy shall provide the framework for meetings of the Board pursuant to section 67(5) of the *School Act* and shall also apply to meetings of the Board’s Strategic Directions Committee.

This policy, aligned with policy 2.5 shall also encourage the participation of the public, partners and Rights holders in the business of the Board. The Board acknowledges that the meeting structure of the Board is based on colonial structures but are committed to reducing barriers for our Rights Holders and underrepresented members of the community to meaningfully participate in and influence Board decisions.

Definitions

Emergent – An unforeseen Agenda item that must be addressed outside of the normal Agenda setting process timelines that may impact the Board’s operations compliance requirements, risk management or reputation.

Parliamentarian – The District’s expert with respect to Robert’s Rules of Order, District policy and/or School Act pertaining to meeting procedures.

Quorum – A simple majority of trustees (currently 5).

Robert’s Rule of Order – A book on parliamentary procedure that governs Board proceedings.

Work Plan – The Board’s guidance document issued each September setting out the timing of items to come to the Board for discussion and/or debate as set out in Policy 2.5.

Process

1. General

- 1.1 To provide for the fair, open, orderly and efficient conduct of the Board's business, Board meetings and Strategic Directions Committee meetings shall be conducted according to Robert's Rules of Order (Newly Revised). In the event of a discrepancy between Robert's Rules and this policy, this policy shall prevail.
- 1.2 Pursuant to section 67(6) of the *School Act* trustees may attend meetings via a Board supported electronic meeting platform if available. A meeting may be held solely by electronic means utilizing a Board authorized electronic meeting platform.
- 1.3 Unless otherwise specified, all procedures in this Policy shall apply equally to Regular and Special Board Meetings and Strategic Directions Committee Meetings.
- 1.4 The Syeyutsus Framework is the foundation of how the school district will conduct its work on the lands in the territories we serve. Each trustee chairing a meeting will open the meeting with Indigenous protocol by sharing a meaningful land acknowledgement giving thought and consideration to whose territory the meeting is being held on. Land acknowledgement statements will consider the stewardship of the Indigenous people in the territory and their relationship to the land and waters of the area.

2. Meeting Types

2.1 Inaugural and Annual Meetings

- 2.1.1 The Secretary-Treasurer and/or designate shall call the Inaugural Annual Meeting to order and shall preside over such meeting until a Chair is elected.
- 2.1.2 Each Trustee shall take the Oath of Office immediately following the Call to Order of the Inaugural Annual Meeting immediately following a general election.
- 2.1.3 The Oath of Office shall be administered by a Judge of the Court of Appeal, Supreme Court, Provincial Court, a Justice of the Peace or, in their absence, the Secretary-Treasurer.
- 2.1.4 At the Inaugural Annual Meeting following an election, the Secretary-Treasurer shall read the election returns to the Board and report whether or not the Trustees elected have completed the Oath of Office required by the School Act.
- 2.1.5 At the Inaugural Annual Meeting and subsequent Annual Meetings the Secretary-Treasurer and/or designate shall then call for nominations for the office of Chair of the Board for the ensuing year. If more than one nomination is made, a vote shall be taken by ballot. After nominations are closed Trustees shall be asked in the order they were nominated if they wish to stand. And, if on the first ballot no nominee receives the vote of the majority of the full Board, the nominee receiving the fewest votes shall be eliminated from the election and fresh ballots taken as between the remaining nominees, until one receives the vote of the majority of the full Board, when he/she shall be declared elected.

2.6 - Board Meeting Procedures

- 2.1.6 If by reason of equality of votes, it is not possible to decide which is to be eliminated, a special ballot shall be taken to determine the matter.
- 2.1.7 The Chair will assume the chair and then call for nominations for the office of Vice-Chair of the Board for the ensuing year. The same election procedure used for Chair will be used for the election of the Vice-Chair.
- 2.1.8 The order of Annual Meetings will include: election of Board Chair, election of the Vice-Chair; to be followed by the election of the Strategic Directions Committee, and election of the Board Representative and Alternate Representative to the Provincial Council of the BCSTA.

2.2 Regular Meetings

- 2.2.1 Regular Meetings of the Board shall be held at 6:00 pm on the fourth Wednesday of every month unless public notice of a different date and time has been made at least 48 hours in advance. When the Regular Meeting Day is a statutory or civic holiday, the meeting shall be held on the evening following.
- 2.2.2 During the summer months of July and August one regular meeting of the Board of Education shall be held on the Wednesday prior to the Labour Day statutory holiday at 6:00 pm. No regular meeting will be held in July.
- 2.2.3 All Regular Meetings of the Board shall adjourn normally not later than 9:00 pm. The meeting may be extended beyond this hour only by specific resolution to do so with adjournment no later than 10:00 pm unless time sensitive item(s) remain on the agenda.
- 2.2.4 Any unfinished business shall be carried forward to a Special Meeting at a date and time to be arranged by the Board, at the time of adjournment, or to the next Regular Meeting.

2.3 Closed Meetings

- 2.3.1 A Closed Session of each Regular Meeting shall be held starting at 4:00 p.m. before the Regular Meeting of the Board unless there is insufficient business to warrant such a meeting or unless a change in starting time has been communicated at least 48 hours in advance to trustees. Should the business be incomplete at 6:00 p.m., the Closed Session shall be recessed and reconvened following the Regular Meeting.
- 2.3.2 In the event that an item on the Regular Meeting agenda requires unanticipated information or debate in a Closed Session, the Chair may recess the Regular Meeting and move to a Closed Session for the appropriate amount of time or end discussion during the Regular session and move the item to a future Closed Session if the item is not emergent. Such a determination by the Chair is subject to challenge pursuant to Board procedures.
- 2.3.3 The items that may be discussed in a Closed Session include issues dealing with individuals, land, labour relations, litigation or negotiations. Additional items may be addressed in a closed session pursuant to section 69(2) of the *School Act*.
- 2.3.4 In accordance with Section 72(3) of the School Act, the Board shall prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at a meeting from which persons other than Trustees or Officers of the Board, or both, were excluded.

2.6 - Board Meeting Procedures

2.4 Special Meetings

- 2.4.1 All Special Meetings shall be held either prior to, or following, a Regular Meeting of the Board, or at a time, date and place set by the Chair.
- 2.4.2 Special Meetings shall deal only with agenda items announced at the time the Meeting is called, except that emergent items may be added to the agenda with the unanimous consent of all of the Trustees who are present at the Meeting.
- 2.4.3 A Special Meeting may be in public or in a closed session depending on the issue being addressed.
- 2.4.4 Strategic Directions Committee Meetings of the Strategic Directions Committee shall normally be held at 5:00 p.m. to 8 p.m. the second Wednesday of every month excluding July and August.

The Meeting shall be organized with action items being prioritized with informational items being placed later in the agenda.

3. Meeting Agendas, Minutes and Correspondence

3.1 Meeting Agendas

Items may be placed on the agenda in one of the following ways:

- i. A trustee may add an item to the agenda by notifying the Chair of the Board or Strategic Directions Committee no later than 13 days prior to the day of the Meeting.
- ii. By the inclusion of the item on the Board's Work Plan.
- iii. By notice of motion by a trustee at the previous Strategic Directions Committee or Regular Meeting of the Board.
- iv. As a request from the Strategic Directions Committee of the Board; or
- v. By the Agenda Setting Committee.

Role of the Agenda Setting Committee

The Board Chair and Vice-Chair or the in the case of the Strategic Directions Committee the joint-Chairs, Superintendent and Secretary-Treasurer shall constitute the Agenda Setting Committee and shall establish items on the agenda for each meeting. Items requested for inclusion on an agenda pursuant to 3.1.i may be deferred to the appropriate future meeting if already included on the Board's Work Plan unless they are emergent in nature.

The agenda shall generally follow the order outlined below:

- 1. Call to Order
- 2. Transfer of Items to Open meeting Agenda*
- 3. Additions to the Agenda
- 4. Deletion of Items from the Agenda
- 5. Change in Order
- 6. Approval of the Agenda

2.6 - Board Meeting Procedures

7. Approval of the Minutes
8. Section 72(3) Report*
9. Announcements and Reminders*
10. Presentations
11. Correspondence
12. Strategic Directions Committee *
13. Superintendent's Report*
14. Unfinished Business
15. New Business
16. For Information
17. Question Period (See Section 4.2)
18. Adjournment

**Regular Meetings only*

3.1.1 Additions to the Agenda

Additions to the Agenda may only be accepted by the majority consent of the Board or Strategic Directions Committee, and only if the item is deemed emergent. If the item is not urgent, the topic will be placed on the Agenda of the next Regular/Special Strategic Directions Committee Meeting or aligned with the Work Plan.

3.1.2 Changes to the Agenda

The Chair, at the beginning of the Meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those Trustees present. The Board will follow the order of business set by the agenda unless the order is altered, or new items are added by agreement of the Board. A change to the prescribed order of business may be proposed by any Trustee and shall require the consent of a simple majority, without debate. Only urgent items shall be added to the agenda once the agenda has been set. During the course of the Board or Strategic Directions Committee Meeting, the majority of Trustees present may request that the Chair place items before the Board for discussion. The Board may take action on such items.

3.1.3 Agenda Package

Where practicable, the agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business which will come before the Board or Strategic Directions Committee and will be of value to the Board or Strategic Directions Committee in the performance of its duties. Lengthy reports drafted by staff will not be copied and distributed but shall be posted to the District Website or made available electronically by request.

The agenda package, containing the agenda and supporting information, will be distributed to each Trustee, at least four (4) days in advance of Regular or Strategic Directions Committee Meetings.

The list of agenda items shall be posted on the District website and any member of the public may inspect the agenda and request a copy.

2.6 - Board Meeting Procedures

3.2 Minutes

- 3.2.1 Minutes shall commence with a notation of Trustees or Strategic Directions Committee Members and officials present. Only motions and pertinent facts shall be recorded in the minutes.
- 3.2.2 The minutes of Regular and Closed Meetings shall be submitted to the next ensuing Regular or Closed Meeting and, if adopted, shall be signed by the Chair and Secretary-Treasurer.
- 3.2.3 The minutes of Strategic Directions Committee Meetings shall be submitted to the next ensuing Strategic Directions Committee Meeting for approval.
- 3.2.4 The minutes of all Regular Meetings of the Board and Strategic Directions Committee Meetings shall be posted to the District website.
- 3.2.5 The minutes of all Closed Meetings of the Board shall be distributed as appropriate.
- 3.2.6 A Record of Closed Meetings as required by Section 72(3) of the School Act shall be made available upon request after the minutes of the Closed Meetings are approved.

3.3 Correspondence

- 3.3.1 All correspondence for the attention of the Board or Chair shall be directed to the Secretary-Treasurer of the Board.
- 3.3.2 All correspondence shall be date stamped upon arrival.
- 3.3.3 All correspondence for the attention of the Board or the Chair shall be provided to the Board.
- 3.3.4 Copies of correspondence, other than the distribution of the Board agendas, shall be distributed to persons outside the District only after the Board has received and/or responded to it.
- 3.3.5 Correspondence received at the Board meeting shall be actioned by one of the following actions:
 - To be received and filed;
 - To Board Chair for response;
 - To staff for response;
 - To the Strategic Directions Committee meeting.
- 3.3.6 Substantial, or lengthy, reports, or submissions will not be copied and distributed but shall be posted to the District Website or made available electronically by request.

4. **Public and Partner Participation**

4.1 Presentations/Delegations to a meeting

While Meetings of the Board and Strategic Directions Committee are primarily business meetings, the Board and Strategic Directions Committee welcome public participation at meetings. To facilitate public participation a limited amount of time will be made available on

2.6 - Board Meeting Procedures

the agenda of Regular and Strategic Directions Committee Meetings to allow individuals or delegations to make presentations. The number of presentations and/or delegations will be limited to two (2) to any one meeting of the Board or Committee.

Access to the Board or Strategic Directions Committee – Presentations/Delegations

- 4.1.1 Individuals or groups making a presentation to the Board or Committee must arrange in advance of the Meeting to be included on the agenda. Individuals or groups wishing to make a presentation to a Meeting of the Board or Committee must submit a request in writing to the Office of the Secretary-Treasurer no later than ten (10) days prior to the date of the meeting.
- 4.1.2 The identity of an individual presenter, the identity of the spokesperson for a group presentation and the topic of the presentation must be included with all written requests to make a presentation to the Board or the Committee.
- 4.1.3 Individuals or groups making a presentation to the Board or Committee are requested to do so in writing and must provide a brief outline of the presentation at the time of making the request. The Board will not normally receive more than one (1) presentation/delegation from a particular individual or group on the same matter in a six (6) month period.
- 4.1.4 The Chair has the discretion to defer the placement of such a presentation on the agenda in the event that it is determined there will be insufficient time to complete the Board's business during the meeting. In extraordinary circumstances, the Chair may refuse a presentation that is anticipated to harm staff or students.
- 4.1.5 The Office of the Secretary-Treasurer will confirm either by telephone or in writing that the individual or delegation has been included on the agenda of a particular Regular Meeting of the Board or Strategic Directions Committee.
- 4.1.6 A presentation to the Board or the Committee by an individual or a delegation will be limited to ten (10) minutes duration, with a brief session of questions of clarification or questions by Trustees or Committee members at the conclusion of the presentation.
- 4.1.7 Delegation Presentations
 - 4.1.7.1 To ensure the best possible reception of a presentation, delegations are requested to:
 - Appoint a spokesperson
 - Arrive in adequate time for the meeting
 - Maintain a quiet, orderly manner
 - Avoid repeating verbatim the brief, especially if it is already before the Board or Committee in writing
 - Permit the spokesperson to respond to questions from Trustees or Committee members.
 - 4.1.7.2 Once the presentation is completed and Trustees or Committee members have had an opportunity for questions, it is in order for the delegation to remain or leave the Meeting.

2.6 - Board Meeting Procedures

4.1.8 Following a presentation to the Committee only it is the prerogative of the Committee to decide the course of action to be taken on items presented however, decisions on presentations to the Committee will not normally be made at the Meeting at which a presentation is heard, as the Committee may require additional information or time for study and discussion. As an item under “New Business” the Committee of the Whole Committee may either:

- Refer the item to a future Committee Meeting with a report;
- Refer the item to staff for investigation and a report;
- Make a recommendation to a Regular or Special Meeting of the Board; or,
- Consider the matter as an emergent item and deliberate the matter.

4.1.9 Individuals or spokesperson of delegations will be informed by the Office of the Secretary-Treasurer of any decisions/action taken by the Committee on their presentation to the Committee.

4.2 Rules Governing the Question Period

4.2.1 A Question Period of no more than fifteen (15) minutes duration shall be set on the agenda of each Regular Meeting and Committee meeting. The Board or Committee may, by determination of the agenda setting committee or a majority vote, extend or add an additional Question Period beyond the allotted duration.

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

4.2.3 The Question Period is not to be used as a political forum, or for furthering presentations by delegations, or to deal with matters that should properly be dealt with through other channels.

4.2.4 Questions or inquiries which deal with or reflect upon the personal or professional attributes of Trustees or District Staff will not be recognized.

4.2.5 Persons directing questions to the Board at a Regular Meeting or to the Committee member during the Committee meeting shall do so in writing on the form provided. If the meeting is being held electronically, persons wishing to ask questions shall type their question in the Q&A Compose box and the question will be read by the Chair. Those persons directing questions shall identify themselves by giving their name and address. Each individual shall be limited to one question and one follow up question on the response to that question.

4.2.6 The Chair shall rule on any question which is placed, as to whether the answer will be either verbal or written.

4.2.7 No one shall ask the same question at any one Meeting when the Chair rules that the question has been answered.

4.2.8 The Chair shall rule on when a question has been given sufficient time and ask that the next question be placed.

2.6 - Board Meeting Procedures

- 4.2.9 Should a question be asked on topics where the Board or Committee will not have, and cannot be expected to have, information necessary to respond appropriately, a reply will be given at the next regular meeting of the Board or Standing Committee, or a written response will be provided as soon as possible.
- 4.2.10 The Chair may direct any question to District staff to respond.

5. Board Specific Procedures

5.1 Quorum

- 5.1.1 At the appointed time for commencement of a Meeting the Chair shall ascertain that a quorum is present before proceeding to the business of the Meeting. If a quorum has not been made within fifteen (15) minutes after the appointed time, the Meeting shall stand adjourned until the next regular Meeting date or until another meeting date to be fixed by the Chair.
- 5.1.2 After a Meeting has commenced, if notice is drawn to a lack of quorum, the Chair shall ascertain whether there is a lack of quorum and, if so found, adjourn the Meeting to a certain time or to the next regular meeting date, at his or her discretion.

5.2 Conflict of Interest

- 5.2.1 A Trustee, in accordance with Section 58 (1) (b) of the School Act, must abstain from voting in the event that he or she has a conflict of interest by reason of having a pecuniary interest in a matter.
- 5.2.2 A Trustee is responsible for declaring themselves to be in a conflict of interest. The trustee shall make such a declaration in an open meeting prior to the Board's discussion or debate on the issue subject to the declaration and the minutes shall reflect the declaration. In an open meeting the trustee may remain in the meeting and not participate. In a Closed Session the Trustee must remove themselves from the meeting for the duration the item subject to the declaration is being addressed.
- 5.2.3 A trustee who has declared a conflict and does not participate in debate but is present shall be counted for the purposes of quorum.

5.3 Voting

- 5.3.1 Failure of a Trustee to vote on a motion will be taken to indicate a vote in the affirmative. Pursuant to Robert's Rules of Order, a formal abstention shall be counted as a vote in the negative.
- 5.3.2 In the event of an equality of votes for and against a motion, the question shall be deemed to be resolved in the negative and the motion is defeated.
- 5.3.3 The Chair shall declare the result of all votes, and the names of those Trustees who abstained or voted contrary to the decision.
- 5.3.4 The names of those who abstained or voted contrary to the decision shall be recorded in the minutes.

2.6 - Board Meeting Procedures

5.4 Improper Conduct

5.4.1 The Chair, in accordance with Section 70(1) of the School Act, may expel and exclude from the Meeting a person, other than a Trustee, whom the Chair considers has been guilty of improper conduct.

5.4.2 In accordance with Section 70 (2) of the School Act, a majority of the Trustees present at a Meeting of the Board may expel a Trustee from the Meeting for improper conduct

5.5 Parliamentarian Advice

5.5.1 The Chair or a trustee through the Chair may request a pause in the meeting to seek advice and direction from the Board's Parliamentarian with respect to meeting procedures.

Legal References:

School Act Section 67(5)

Monitoring Method:

Board of Education / Superintendent

Monitoring Frequency:

Triennial

Adopted:

2022.09.28

Outstanding Regular Board Motions Report – December 2024

Motion	Comments	Assigned	Due Date	Completed
R24/11/27-12	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) write a letter of congratulations to the new Minister of Education and Child Care, the Honourable Lisa Beare.	G. Robinson	December 2024	Yes
R24/06/26-08	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) set aside any decision on changing the tagline until after the Strategic Plan is passed by the Board of Education.	Superintendent	Fall 2024	Ongoing
R24/02/23-07	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) direct staff to create a report with options to gather funds to support the higher cost option for the Ladysmith Intermediate Seismic Upgrade (Davis Road) and report back to the Board for approval.	M. Walsh	Spring 2024	Ongoing
R23/08/30-05	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) approve the Policy Committee Work Plan for 2023-2024 and add Policy 2.4 Role of Chair and Vice Chair to the Policy Committee work plan; and that following the 2023 annual general meeting of the Board a subcommittee of the Policy Committee be struck, including the current chair and vice chair as well as the newly elected Chair and Vice Chair, to make recommendations for updates on policy 2.4 to the Policy Committee.	M. Walsh/Board Chair	Fall 2023	Ongoing
R22/06/17-11	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) continue to apply for an expansion at Departure Bay in the 2023-24 capital plan with the intention of replacing portable usage at the school. Such an expansion would not be intended to expand the capacity of the school beyond 400 (the current enrollment of the school) but is intended to remove the portables at the site.	M. Walsh		Ongoing

R20/09/23-17	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) direct Staff to work with the City of Nanaimo on the draft concept of making NDSS Community Field a medium sized stadium as per the draft City of Nanaimo Stadium Report.	M. Walsh	Fall 2020	Ongoing
R20/06/24-09	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer Inclusion Policy 2.10 to the Policy Advisory Committee for review from an anti-racist perspective that acknowledges and address' the existence of systemic racism and provides the necessary revisions and to provide any recommended changes to the Board for consideration in the fall of 2020.	Superintendent	Fall 2020	Ongoing