1. **CALL TO ORDER**  
The Chair will call the meeting to order and recognizes that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

2. **ADDITIONS TO THE AGENDA**

3. **DELETIONS TO THE AGENDA**

4. **CHANGE IN ORDER**

5. **APPROVAL OF THE AGENDA**

6. **APPROVAL OF THE MINUTES**

   6.1 Minutes - January 9, 2019  
   
   That the minutes from the Education Committee meeting held January 9, 2019, be approved.  
   
   05 - Jan 9 2019 - Minutes

7. **PRESENTATIONS**

   7.1 Frank J. Ney Elementary  
   Student Guitar Jam, Teacher: Deanne Delage

   7.2 NDSS Student Council  
   [NDSS Student Council Presentation]

8. **RECONCILIATION**

   8.1 Trustee Higginson

9. **SENIOR STAFF REPORTS**

   9.1 Department of Learning Services -  
   District Principal, Lisa Robinson  
   Re: Assessment in NLPS  
   [Assessment in NLPS]

   9.2 Department of Learning Services -  
   Virtual Library Coordinator, Val Martineau and  
   Educational Technology & Design Coordinator Steve Holmberg  
   Re: Applied Design Skills and Technology in NLPS
10. CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING

11. UNFINISHED BUSINESS

12. NEW BUSINESS

12.1 Assistant Superintendent Esliger
Re: AP Student Attire Expectations
IS - School Attire Expectations

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

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

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

14. ADJOURNMENT
CALL TO ORDER

The Chair called the meeting to order at 6:04 pm and recognized that tonight's meeting is being held on the traditional territory of the Snuneymuxw people.

ADDITIONS TO THE AGENDA

There were none.

DELETIONS TO THE AGENDA

There were none.

CHANGE IN ORDER

There was none.

APPROVAL OF THE AGENDA

Meeting No. E05
Minutes of the Education Committee Meeting held January 9, 2019

Folio  
EC19/01/09-01 That the Agenda be approved.  
CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Minutes - December 5, 2018

IT WAS MOVED BY Trustee Barron
IT WAS SECONDED BY Trustee Brzovic

Folio  
EC19/01/09-02 That the minutes from the Education Committee meeting held December 5, 2018, be approved.  
CARRIED UNANIMOUSLY

PRESENTATIONS

Wellington Secondary School - Teachers: Mike Dang and Durwin Pye  
Re: Technology

Teachers Durwin Pye and Mike Dang, along with Wellington Secondary students highlighted some of their innovative technology projects and initiatives.

RECONCILIATION

Trustee Higginson, Trustee Robinson and Stephanie Johnson
Re: Syeyutsus Reconciliation Framework - Update

The Reconciliation Committee provided an update on the Syeyutsus public engagement project. The consultation period ends on January 18, 2019.

IT WAS MOVED BY Trustee Higginson
IT WAS SECONDED BY Trustee Robinson

Folio  
EC19/01/09-03 That the Education Committee recommends that the Board of Education of School District No. 68 (Nanaimo-Ladysmith) adopt the Syeyutsus Reconciliation Framework as a Board Policy.  
CARRIED UNANIMOUSLY

SENIOR STAFF REPORTS

Secretary-Treasurer McVeigh
Re: Funding Formula Review Update

Secretary-Treasurer McVeigh shared the Funding Model Review Panel's Report.

CORRESPONDENCE

REFERRED FROM THE REGULAR BOARD MEETING

There was none.

UNFINISHED BUSINESS

There was none.
Minutes of the Education Committee Meeting held January 9, 2019

NEW BUSINESS
There was none.

QUESTION PERIOD
There were none.

ADJOURNMENT

IT WAS MOVED BY Trustee Brzovic
IT WAS SECONDED BY Trustee McKay
Folio
EC19/01/09-04
That the meeting be adjourned. CARRIED UNANIMOUSLY

The meeting adjourned at 7:45 pm.
NDSS
Student Council
2018-2019
Student Council: How We Work

- meeting times
- running the meetings
- elections
Empty Bowl
Spirit
Sports

Intramural Handball

NDSS Varsity Football
Senior Night
Environment

**Sustainability**
- Compost in the school
- Garden Beds
- The Sustainability Cycle

**Education**
- Earth Week
- Volunteering
- Field Trips + Presentations

**Conservation**
- The Energy Cup
- The BC Green Games
- Bike and Walk to School Weeks
Tech

- Mission Statement: To assist the students, staff, and administration of NDSS in sharing information and school spirit through the usage of technology.
- Previous involvements:
  - Pep rallies/Gym riots
  - Holiday assemblies
  - Hallowe’en parades
- Future involvements:
  - Talent show
  - Hallway monitor-system
- Asset-replacement program:
  - Currently working with school administration to upgrade the sound system in the large gymnasium
Next Steps

- Grade 11 Projects
- Gym Riot
- Mural project
- Mental Health Week
- Leadership class?
Assessment in NLPS

NLPS Education Committee of the Board of Education
FSA Participation Rates?

How

Why

What
Ministerial Order
Student Learning & Assessment

Responsibility to ensure:

- Inform and educate parents
- Assessments are administered, supervised and completed
- Data is shared with school and parents/guardians
FSA is used alongside other quality assessments

- NLPS Reading Assessment
- School-wide Write
- District Math Assessment (DMA)
- Running Records
What is it?

- Grades 4 and 7
- Created by Teams of Educators & measurement experts
- Provide system level info. district/school on student performance
- Support decision making
  - Interventions, planning, resource allocation, curriculum, policy, research
Foundation Skills Assessment

- New FSA - October
- Gr. 4 and Gr. 7 (assesses Gr. 3 and Gr. 6 Numeracy and Literacy)
- Aligns with revised curriculum.
- Online results shared immediately to schools.
- Marking remains at the local level
- Reported on a proficiency scale – Emerging, On Track, Extending.
Question: NLPS FSA Participation

<table>
<thead>
<tr>
<th></th>
<th>2017/18</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Participation</td>
<td>9.1</td>
<td></td>
</tr>
</tbody>
</table>

**Grade 4**
- 2017/18: 65%
- 2018/19: 64%

**Grade 7**
- 2017/18: 60%
- 2018/19: 68%
NLPS Participation and the Province
(60 Districts)

Grade 4 FSA Participation Rates

<table>
<thead>
<tr>
<th>Subject</th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>22</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>90 - 100%</td>
<td>15</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>70 - 89%</td>
<td>4</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>50 - 69%</td>
<td>3</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>30 - 49%</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>less than 30%</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Grade 7 FSA Participation Rates

<table>
<thead>
<tr>
<th>Subject</th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>22</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>90 - 100%</td>
<td>15</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>70 - 89%</td>
<td>4</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>50 - 69%</td>
<td>3</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>30 - 49%</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>less than 30%</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

64% of districts by FSA participation
68% of districts by FSA participation
NLPS Grade 4 Results (who participated)

2018/19                             2017/18

Reading

Emerging  On Track  Extending
24%       38%        7%
22%       41%        5%

Writing

Emerging  On Track  Extending
6%        18%        3%
3%        39%        1%

Numeracy

Emerging  On Track  Extending
29%       32%        2%
2%        37%        2%

34%
NLPS Grade 7 Results (who participated)

<table>
<thead>
<tr>
<th></th>
<th>2018/19</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emerging</td>
<td>19%</td>
<td>17%</td>
</tr>
<tr>
<td>On Track</td>
<td>48%</td>
<td>40%</td>
</tr>
<tr>
<td>Extending</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emerging</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>On Track</td>
<td>47%</td>
<td>45%</td>
</tr>
<tr>
<td>Extending</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emerging</td>
<td>29%</td>
<td>29%</td>
</tr>
<tr>
<td>On Track</td>
<td>29%</td>
<td>29%</td>
</tr>
<tr>
<td>Extending</td>
<td>36%</td>
<td>4%</td>
</tr>
</tbody>
</table>
NLPS Grade 7 Results (who participated)

- **Reading**
  - NLPS: 19%, 21%, 3%, 8%
  - Province: 48%, 72%

- **Writing**
  - NLPS: 10%, 9%, 6%, 9%
  - Province: 31%, 47%

- **Numeracy**
  - NLPS: 29%, 31%, 4%
  - Province: 36%, 55%
What is Applied Design, Skills, and Technologies? ADST
Inclusive Practices

Design Thinking
A framework for innovation

Empathize
How do I understand?

Start here!
How do I feel?

Ideate
How can we solve it?

Navigate ideas and brainstorm creative solutions

Prototype
How can we create and improve our idea?

Build, and fail. Create tactile representations for your range of ideas.
What does ADST look like in our schools?
BOARD OF EDUCATION
Nanaimo Ladysmith Public Schools

EDUCATION COMMITTEE MEETING

INFORMATION SHEET

DATE: February 6, 2019
TO: Education Committee
FROM: Bob Esliger, Assistant Superintendent
SUBJECT: Administrative Procedure – School Attire Expectations

Background:

In 2001 the District created a Student Dress Code Policy (Policy No. 3590) which stated that students were to dress in a manner that is appropriate and conducive to a positive and safe learning environment. Appropriate dress was considered to be that which:

- was safe;
- was free of any reference to alcohol, drugs, gangs, hate, obscenity, profanity, racism/discrimination, sex and/or violence; and
- was not disturbing or distracting to others within the school setting.

Furthermore, each school was to establish their own student dress code policy and publish such policy in its school handbook for parents/students/staff.

In the 2015/16 school year NLPS began the process of updating District policy and procedure to more accurately reflect current practice. To this end, I worked closely with the District’s consultant, Mr. Mumford, on the policies and procedures that were directly related to students. At that time the District made the decision not to simply “repost” the 2001 policy with the new format, but instead, take the time required to consult with key stakeholders and develop a District-wide framework through which all schools would adhere to an updated practice for addressing issues related to student attire.

Information:

This updated administrative procedure supports school staff in addressing issues related to student attire in a manner that does not marginalize or oppress any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size. These expressions of identity are deeply personal.

Practically speaking, this updated administrative procedure will permit students to make their own decisions about their attire, provided their decisions comply with widely held health and safety requirements for the intended activity and does not promote drugs or alcohol, display offensive language or images, or encourage discrimination.
With this updated administrative procedure in place we will take a huge step towards a future where no body is viewed as a distraction and all children and youth are welcome to express themselves without fear of shame.

References:

Administrative Procedure 000 – School Attire Expectations (Appendix A)
Administrative Procedure 344 – Code of Conduct (Appendix B)
AP 000 – School Attire Expectations

Purpose
Nanaimo Ladysmith Public Schools recognizes its responsibility to assist district schools in meeting their obligation under the Inclusion Policy 2.10 to develop of a Code of Conduct that must include expectations regarding school attire focusing on a safe, caring, and inclusive learning environment that is educative, preventative, and restorative in practice and response. It is the Board’s intent, through this procedure, to create learning and working environments that are affirming and respectful of all members of our school communities and free from body-shaming, sexism, and any form of discrimination.

Guidelines
- The Board recognizes that decisions about dress reflect individual expression of identity, socio-cultural norms, and economic factors and are intensely personal.
- The Board supports the full inclusion of transgender and/or gender non-binary students, staff and visitors, and honours gender diversity regarding other gender non-conforming clothing choices.
- Teaching school attire expectations through the Code of Conduct has the effect of increasing personal and social responsibility, and a positive school culture.
- School attire should be respectful of oneself, others, and the expectations of the school which requires ongoing educational approach and dialogue within the school community.
- Although there is the freedom for students to attend school and school related functions in attire of their choice it is under the conditions that the choice:
  - Conforms with established health and safety requirements for the intended activity,
  - Is absent of text or graphics that:
    - promote any illegal substances— Including those controlled for minors,
    - display offensive language or images,
    - encourage any form of discrimination; and
- Reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, body type, and size.

AP 344 - Code of Conduct - “Process Elements” (adapted) to inform the development of school attire expectations for students, staff and volunteers in our school communities:
- Involve students, parents/guardians and staff in the development and review of school attire expectations.
- Ensure that there is a wide knowledge of expectations in the school community including students, staff, temporary staff or visitors, parents, coaches and others who may be acting as representatives of the school.
- It is the Board’s expectation that students will “dress in a manner which reflects purpose, decorum and cultural respect”
**AP 000 – School Attire Expectations**

- **Purpose** - intention, function, relevancy: clothing should reflect the purpose for which it will be used; i.e.: unencumbering clothes for the gym, swim apparel is for swimming/beach.
- **Decorum** - appropriateness, standards of an environment/place: staff and students wear attire that is consistent with the expectations of a place of learning; i.e.: attire should not physically interfere with a person’s ability to learn or work.
- **Cultural and/or Religious Respect** - conventions of attire/behaviour/expectations awarded to certain groups: traditional cultural attire should be respected and worn as deemed appropriate by the groups to which it belongs; i.e.: schools must attempt to accommodate diverse cultural attire in all circumstances.

- Outline interventions that “are appropriate” and “are restorative in nature rather than punitive...” and take into consideration student age, maturity and special needs (Code of Conduct, Ministerial Order M276/07).
- Align School Attire expectations between schools in the community and across elementary and secondary levels.

**Interventions: Educative, Preventative, Restorative**

Interventions should be:

- educative and without shaming,
- followed up without removal from class and minimal loss of teaching time, and
- treated as a minor incident,
- communicated to parents and guardians.

Students will:

- be involved in problem-solving,
- make a plan to comply with expectations,
- have opportunities to make choices and find respectful alternatives, and
- be responsible for following through on plans to adhere to the district school attire expectations.

**Process of Appeal**

The Board of Education recognizes and respects the fact that students and/or parents or guardians may sometimes disagree with decisions made by employees. The School Act of British Columbia gives parents or guardians and students (with parental consent) the right to express concerns or appeal certain decisions.

This right of appeal applies to decisions that significantly affect the health, education or welfare of students. Information regarding the Board’s appeal procedure and a copy of the formal appeal bylaw can be accessed at sd68.bc.ca / Board Policies / 1000 Board Governance / 4.0 Bylaws. Prior to an appeal, it is expected that school administration, students and parents or guardians will work to try to resolve concerns at the school level.

**Adopted: ____________, 2018**
Administrative Procedure 344 – Code of Conduct

AP 344 – Code of Conduct

Purpose

Nanaimo Ladysmith Public Schools recognizes its responsibility to assist district schools in meeting their obligation under the law by ensuring that their codes of conduct comply with the School Act (2007) and the Provincial Standards for Codes of Conduct Order Ministerial Order (2007) to provide a safe, caring and inclusive learning environment in its schools.

Standards

The expectations outlined in this administrative procedure are based on the guidelines provided in the BC Ministry of Education Developing and Reviewing Codes of Conduct: A Companion (2007) and the revised Safe, Caring and Orderly Schools: A Guide (2008).

A School Code of Conduct must include the following:

Content Elements

- Statement of Purpose
- Reference to the BC Human Rights Code
- Conduct Expectations re: acceptable conduct, unacceptable conduct and rising expectations
- Consequences that “are appropriate” and “are restorative in nature rather than punitive...” and take into consideration student age, maturity and special needs
- Notification of breaches of the Code of Conduct
- Retaliation Prevention

Process Elements

- Involve students, parents and staff in the development and review of the Code of Conduct
- Ensure that there is a wide knowledge of conduct expectations in the school community including students, staff, temporary staff or visitors, parents, coaches and others who may be acting as ambassadors of the school
- Develop strategies and plans for the active (direct) teaching and promotion of behaviour expectations (acceptable conduct)
- Indicate how the code will be kept up-to-date to address school circumstances and emerging issues that contribute to school safety
- Review of the Code of Conduct as part of regular cycle of policies and administrative procedures
- Align Codes of Conduct between schools in the community and across elementary and secondary levels

The Board of Education believes that the ongoing, dedicated work of District and school staff, in cooperation with parents and the school community, has the effect of increasing socially responsible behaviour by directly teaching acceptable conduct and therefore reducing student unacceptable
conduct. The development and implementation of a Code of Conduct will contribute to the goal of providing a safe, caring and inclusive school environment.

Board Expectations

The Board expects that school staffs, students and community partners together will develop a school-specific Code of Conduct as outlined in this Administrative Procedure that:

- adheres to the BC School Act, the Provincial Standards for Codes of Conduct Ministerial Order, Freedom of Information and Protection of Privacy Act and the Criminal Code of Canada
- reflects values and intent of the NLPS Inclusion Policy 2.10 and Administrative Procedures 312, 344, 345, 347 and 350.
- is educational, preventative and restorative in practice and response
- teaches school-wide socially responsible expectations using relevant, engaging and inclusive materials in which all students see themselves represented as much as possible; and
- all schools’ Code of Conduct will be:
  - prominent on school websites, in prominent areas of the school and available to the public;
  - distributed to all staff, students and parents at the beginning of each school year;
  - provided to new staff, students and parents who transfer into the school during the year; and
  - reviewed with representatives of staff, students and parents on an annual basis.

The school Code of Conduct will apply to students at school, going to and from school and while attending any school curricular or extracurricular function or activity at any location regardless of the day of the week or time of the day. It also includes online behaviour or activities beyond the school day/week, that could impact the safe, caring and inclusive environment of the school or impact the safety and security of individual students.

Duties of a student  BC School Act

6 (1) A student must comply
(a) with the school rules authorized by the principal of the school or provincial school attended by the student, and
(b) with the code of conduct and other rules and policies of the Board or the provincial school.

(2) A student attending a school or a provincial school must participate in an educational program as directed by the Board or by the principal of the provincial school.

The Board expects that students will:

- adhere to their school Code of Conduct regarding acceptable conduct
- demonstrate commitment to learning by attending classes punctually and regularly, and by working diligently on school learning activities and home assignments
- practice academic honesty and personal integrity
- respect the rights, dignity and diversity of others including but not limited to: race, sexual orientation, gender identity, ability, religion, culture and socio-economic status.
- use respectful, socially appropriate language in all school settings
- dress in a manner which reflects purpose, decorum and cultural propriety
- respect all property belonging to others, the school or the District
AP 344 – Code of Conduct

- conduct themselves in a safe and responsible manner when going to and from school, in classes, in schools, on school grounds, on school buses, on field trips and during extra-curricular activities

Appropriate Intervention for Unacceptable Consequences

The Board of Education directs that incidents of student unacceptable conduct will result in equitable consequences by school or District staff that focus on educative, preventive and restorative interventions. Appropriate intervention which seeks to be consistent and equitable may in some cases vary from student to student where the misconduct appears to be similar. Intervention could vary according to the needs of the student, the needs of the school or situation and the nature of previous interventions. In every incidence staff will review the circumstances and exercise discretion to assign interventions and/or consequences using restorative practices.

Restorative Practices

A restorative justice ‘frame’ challenges school’s practices and interventions to consider what is valued, how success is measured, and how to reallocate resources, as well as speaking to the obligation to move towards wholeness, health and restoration.

When students take responsibility for the harm they have caused, the focus will be on acceptable conduct, alternative choices a student might have made, and a plan to make things right. Interventions are designed to identify and redress the harm caused by an incident and develop a plan to heal and correct the situation. Discipline becomes a cooperative process where students share their perspective and have input into conflict resolution and solving problems in peaceful ways.

Students with Special Needs

Students with identifiable special needs might be unable to comply with some aspects of a Code of Conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature. Students with special needs may require special consideration in the selection of appropriate interventions to ensure that they are not subject to disciplinary or intervention measures that are directly or indirectly related to their special need.

Student Suspension

Suspension is viewed as part of a process and one strategy in a range of options. It may be considered when the school’s progressive interventions have failed to correct unacceptable conduct, or at the end of a series of incremental disciplinary consequences. It is recognized that sometimes immediate student suspension can be the appropriate action in order to make a school safe when there has been a serious breach of conduct or an illegal act.

Schools will refer to Administrative Procedure - 345 Student Suspension for guidelines

Process of Appeal

The Board of Education recognizes and respects the fact that students and/or parents or guardians may sometimes disagree with decisions made by employees. The School Act of British Columbia gives parents or guardians and students (with parental consent) the right to express concerns or appeal certain decisions.

AP 344 – Code of Conduct

Page 3 of 4
AP 344 – Code of Conduct

This right of appeal applies to decisions that significantly affect the health, education or welfare of students. Information regarding the Board’s appeal procedure and a copy of the formal appeal bylaw can be accessed at sd68.bc.ca / Board Policies / 1000 Board Governance / 4.0 Bylaws. Prior to an appeal, it is expected that school administration, students and parents or guardians will work to try to resolve concerns at the school level.

Adopted: August 21, 1976

References: BC Human Rights Code
BC Provincial Standards for Codes of Conduct Ministerial Order
Freedom of Information and Protection of Privacy Act
Bylaw 4.0