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 - March 2, 2016
That the minutes from the Education Committee meeting held March 2, 2016 be approved.
07 - Mar 2 16

7. PRESENTATIONS
7.1 Mr. Joel Smith and Mr. Geoff Steel
Teacher and Principal of NDSS
RE: NDSS Field Lacrosse Academy - First Year Overview and Look Ahead
Lacrosse 1st Year Overview

7.2 Woodlands Environment Club
Energy Cup Challenge
Energy Cup Powerpoint (2)

8. LEARNING SERVICES DEPARTMENT
John Blain, Superintendent
8.1 Mr. Scott Saywell, Assistant Superintendent
Mr. Patrick Young, Principal, Rock City Elementary
Mr. John Cunnian, Vice Principal, NDSS
RE: DL
L@H Education Committee

8.2 Outreach, Wellness and Learning (OWL) Program Relocation to Mount Benson
9. UNFINISHED BUSINESS

9.1 Strategic Plan Update from Learning Services and Discussion to Follow

- Strategic Plan critical outcomes April 2016
- Board strategic plan update

10. NEW BUSINESS

10.1 Cedar Educational Programs - Mr. Darcy Hoff

Verbal Update

11. QUESTION PERIOD
Questions from the audience must be submitted in writing and given to the Board’s Executive Assistant (Kelsey Toye) for submission to the Chair. The question period is intended to enable the public to obtain clarifying information regarding a current agenda item.

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

12. ADJOURNMENT
THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
MINUTES OF EDUCATION COMMITTEE MEETING
HELD March 2, 2016

PRESENT:
Trustees
S. Higginson, Chair
N. Bob, Vice-Chair
J. Brennan
S. Kimler
S. Rae
B. Robinson
N. Routley
J. Solomon

Staff
J. Blain, Superintendent/CEO
G. Roberts, Secretary-Treasurer/CFO
D. Burgos, Director of Communications
S. Saywell, Assistant Superintendent
T. Davie, Assistant Superintendent
B. Esliger, Assistant Superintendent
L. Tait, Director of Instruction
K. Toye, Executive Assistant
S. Sproston, Manager, IS Department

Meeting No. E07

ABSENT
T. Brzovic

IN ATTENDANCE
S. Iverson, NDTA Rep
R. Zver, CUPE Rep
D. McGonigle, NSAA Rep
C. McKay, DPAC Rep
J. McNeil, DASG Rep

CALL TO ORDER
The Chair calls the meeting to order at 6:00 pm and recognized that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

ADDITIONS TO THE AGENDA
There were no Additions to the Agenda this evening.

DELETIONS TO THE AGENDA
There were no Deletions to the Agenda this evening.

CHANGE IN ORDER
There was no Change in Order to the Agenda this evening.
APPROVAL OF THE AGENDA

That the Agenda be approved.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

That the Education Committee approve the minutes from the meeting held February 3, 2016.

CARRIED UNANIMOUSLY

PRESENTATIONS

Ms. Lisa Frey, Principal at Departure Bay Eco-School provided an update on the Environmental Education Framework and the new BC curriculum as it relates to education the eco-school. Students, Billy, Dhillon and Maddy presented to the Education Committee on the Energy Cup Challenge. The students have participated in such things as; sweater days, lights out lunches and on sunny days - Sun-Sational Days (where the lights get turned off when it’s sunny outside).

LEARNING SERVICES DEPARTMENT

Mr. Blain presented the Education Committee with the Framework for Enhancing Student Learning document. This is the ministry’s public commitment by education partners to work together to continuously improve student learning; most notably Aboriginal students, children in care, and students with special needs.

Our district has somewhat of an advantage as we already have a Strategic Plan in place, which is currently being re-vamped by the Board. Staff will work with the Board to keep in alignment with their goals.

Aboriginal Education Grad Rates Update - Ms. Tait

Ms. Laura Tait, Director of Instruction provided an overview of Aboriginal Education in the district which included: Aboriginal student numbers, staff
complement, the Aboriginal Education Enhancement Agreement and completion rates. For more information, her presentation to the Education Committee is attached to the Agenda.

UNFINISHED BUSINESS

Strategic Plan Introduction

The Board will be reviewing, developing and enhancing the current Strategic Plan for the district to align with current goals and directives. Discussions will be had during the coming months in Education Committee meetings with a fulsome review to be done by the Board in the fall in a day long workshop.

Trustee Higginson has requested all committee members to read pages 51 to 53 of the current plan and report back to the next Education Committee meeting with one goal they like and one goal they dislike. Staff will also provide a short presentation on where they are currently at with the goals of the Strategic Plan.

NEW BUSINESS

AS - Baseball Academy - Assistant Superintendent, Scott Saywell

Assistant Superintendent, Mr. Scott Saywell addressed the Education Committee regarding the Baseball Academy. In February 2013, a baseball academy was approved for Wellington Secondary School, however, there was not enough interest to meet the minimum 25 student registration. It is now suggested that there is enough interest in the program, should it be available at Dover Secondary School.

IT WAS MOVED BY Trustee Brennan
IT WAS SECONDED BY Trustee Rae

Folio E16/03/02-03

The Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) to approve the Baseball Academy moving to Dover Bay Secondary School.

Opposed by Trustee Routley
CARRIED

QUESTION PERIOD

There were no Questions this evening.
ADJOURNMENT

IT WAS MOVED BY Trustee Brennan
IT WAS SECONDED BY Trustee Robinson

Folio E16/03/02-04

That the meeting be adjourned.
CARRIED UNANIMOUSLY

The meeting adjourned at 8:29 pm.
A presentation to the NLPS Board of Education
Education Committee:
NDSS Field Lacrosse Academy
First Year Overview and Look Ahead

MR. JOEL SMITH AND MR. GEOFF STEEL
APRIL 6, 2016
YEAR ONE RE-CAP:

INAUGURAL SEASON OF ACADEMY OPENED WITH 60 STUDENT ATHLETES; THERE ARE 52 ATHLETES AT THIS TIME.
YEAR ONE RE-CAP:

ONGOING PROCESS TO CREATE THE SPECIFIC CULTURE WE ARE LOOKING FOR IN RELATION TO FINDING THE BALANCE BETWEEN ACADEMICS AND ATHLETICS.
JUNIOR TEAM:
NANAIMO DISTRICT SECONDARY SCHOOL HIGH SCHOOL FIELD LACROSSE ACADEMY

JUNIOR TEAM:

TO DATE THE JUNIORS HAVE PLAYED 15 GAMES WITH ONE HOME GAME.

OVERALL JUNIOR RECORD IS 3-9-3.
SENIOR TEAM:
SENIOR TEAM:

TO DATE THE SENIORS HAVE PLAYED 14 GAMES WITH ONE HOME GAME.

OVERALL SENIOR RECORD IS 6-8.
TOURNAMENTS ATTENDED:

SPARTAN SHOOTOUT - VICTORIA
SPACE NEEDLE SHOOTOUT - SEATTLE
BC HIGH SCHOOL PROVINCIALS - VANCOUVER
PROVINCIALS:

JUNIORS WENT 3-1-1
LOST IN FINAL TO VANCOUVER COLLEGE
2ND PLACE IN BRITISH COLUMBIA
PROVINCIALS:

SENIORS WENT 2-2

LOST 16-14 IN OVERTIME SEMI FINAL
NANAIMO DISTRICT SECONDARY SCHOOL HIGH SCHOOL FIELD LACROSSE ACADEMY

BOARD AUTHORIZED COURSE:

MR. GEOFF STEEL, PRINCIPAL OF NDSS
MOVING FORWARD:

FOR 2016/17 NUMBERS HAVE ALLOCATED FOR 2 BLOCKS OF LACROSSE ACADEMY - 60 STUDENT ATHLETES.
MOVING FORWARD:

INCREASE IN ACADEMY FEE STRUCTURE FROM $600 TO $800.
Moving Forward:

All students eligible to return have indicated their intent to return...100% Retention.
FACILITIES:

WITH INCOMING ACADEMIES AND MORE USAGE FOR SCHOOL FIELD, DEMAND AND NEED IS THERE FOR BETTER FACILITIES - NEED FOR A TURF FIELD.
NANAIMO DISTRICT SECONDARY SCHOOL HIGH SCHOOL FIELD LACROSSE ACADEMY

ATHLETE TESTIMONIAL:

GRADENSOUCY
SENIOR TEAM CAPTAIN
THANK YOU!
“Thank you for your support!”
Green Network

Report to the Education Committee, School District 68
Woodlands Secondary April 6, 2016

Presenters: Tristan Tolley, English 10 student, and other members of the Woodlands Environment Club

Teacher sponsors: David Grey / Graeme Arkell
School Energy Audit

- On February 17th, we completed a comprehensive energy audit of the school including all classrooms, the library, & computer labs.
- Computer labs shutdown at 6:00 pm; 4 rooms had their lights on; 2 had computer monitors on, and 8 had printers, scanners and other electronics turned on.
- With staff permission, the IT technician programmed 149 computers to automatically shutdown 2.5h earlier than previously – a significant energy saving!
Sweater Day

- The temperature at Woodlands has been turned down by two degrees for four days: Feb. 26, Mar. 4, Mar. 11 and Apr. 1. This will continue every Friday for the duration of the Energy Cup.

- Special events held like serving hot chocolate.

- We decided to schedule Sweater Days on Fridays since they are shorter school days. This plan has been effective in reducing grumbling from staff about feeling cold.
Lights Out Lunch

- The lights have been turned off for lunch at Woodlands for 29 days: Mar. 15 – Apr. 6. This will continue every day for the duration of the Energy Cup.

- At Woodlands we have plenty of windows which allow for natural sunlight to brighten our school.

- We conduct Lights Out Lunch audits. Staff who continue to leave lights on are given the unwanted mascot - Oscar The Grouch.
Ceramic Heater Trade In

- We emailed Woodlands staff informing them of the significant energy consumption and potential fire risk of ceramic heaters.
- Three ceramic heaters were traded in.
- While completing our latest energy audit, we were pleased to note that there were no remaining ceramic heaters in our school.
On March 11th, after school hours, our audit team surveyed every space in the building to ensure with some exceptions that all electric/electronic equipment was either turned off or unplugged.

- We took action in 14 classrooms, shutting down mainly lights, computer monitors and printers.
- We followed up with specific teachers afterwards reminding them to switch off all electronic equipment when it is not in use.
Upcoming Events

- The Woodlands Environmental Club will be organizing a school-wide assembly on Earth Day, Friday April 22 where Michael Meta, co-founder and director of a community-based electrical non-profit society GabEnergy on Gabriola Island, will speak. All participating grade 10-12 classes will be asked to turn off lights and electronic devices before attending the presentation.

- To mark our own Earth Hour, the Woodlands Environmental Club will be organizing a school-wide outdoor lunch. Students and staff will be invited to turn off all lights and other devices and join us for an outdoor lunch and other Earth Week activities.
The
What, Why, Where
& Who
of Nanaimo’s
DL Program
What is Learn@Home?

- Hybrid model of Distributed Learning
- A self-paced, online and blended K-12 school on two sites (soon to be one site)
- A school where learning can take place anywhere and anytime.
Why Learn@Home?

- Bill 33: 9 Regional schools to over 50 local DL schools
- Principle: Learners differ in Learning Styles, Learning Environment Preferences, and Learning Acquisition Rates
- Leading the Way: BC's New EdPlan & Curriculum
- Post-secondary and workplace skills & demand
Who is a Learn@Home student?

- Students taking one or more courses, but attend another school.
- Students looking for an alternative to their neighborhood school.
- Students who need flexibility in their academic schedules
- Student and Parent perspective: Kari and Chase
Who is a Learn@Home student? (Cont’d)

- Currently, 1329 students in grades 8-12 registered since May 2015. 140 K-7 students
- 2152 grade 8-12 course instances in that time
- 468 courses taken by grade 12 students
- 129 different courses offered, 85 courses with students enrolled.
- 77% success rate so far this year.
Where is Learn@Home?

- Currently, L@H is located at NDSS and Departure Bay Elementary.
- K-7 and 8-12 will merge to Mt. Benson Elementary school to form Nanaimo's only public K-12 school.
- Questions?
- Please feel free to drop by and see L@H!
BOARD OF EDUCATION  
Nanaimo Ladysmith Public Schools  

EDUCATION COMMITTEE MEETING  
ACTION SHEET  

DATE: April 6, 2016  
TO: EDUCATION COMMITTEE  
FROM: Bob Esliger, Assistant Superintendent/Student Services, Diversity & Equity  
RE: Outreach, Wellness and Learning (OWL) Program Relocation to Mount Benson with Learn@Home

BACKGROUND  
OWL, or Outreach Wellness and Learning is an NLPS District Tier 3 Program currently located at NDSS and Learning Alternatives. A short-term, often part-time program, OWL supports students who have difficulty having success in school due to challenges related to their mental health. Students work with district staff and community supports to help learn skills to self-regulate and cope with their mental health issues, while working toward the completion of courses and attainment of their BC Dogwood Diploma. The OWL program is a partnership between NLPS and community support services. The OWL Steering Committee helps to provide direct support for clientele, has input on the Screening Committee and Referral/Intake/Intervention/Transition processes, and also offers direction to the program as a whole.

The Learn@Home Connection  
Learn@Home K-7 and 8-12 are NLPS Distance Learning Programs. Each program involves full and part-time students who have chosen an online learning platform to support their learning. Students work with Learn@Home staff to complete their courses in a combination of distance and face-to-face support all the while seeking attainment of their BC Dogwood Diploma.

The Issue of Anxiety and Mental Health Issues in School  
The Learn@Home programs often have students with anxiety enrolling because the students are unable to be successful in traditional bricks and mortar schools. While the anxiety of some of these students has not yet reached a level that requires clinical intervention, it is clear that their level of anxiety is interfering with their learning. Logically, having highly anxious students enroll in a program which affords the greatest flexibility in terms of their learning plan makes sense. What Learn@Home has historically lacked is the ability to fully intervene and support these students. A concern is that without this support, anxious students are enabled to avoid school altogether.

The OWL Program specifically focuses on students whose anxiety has reached the level that requires intervention beyond that which the neighbourhood school can offer. A challenge for OWL is in supporting the academic program of students enrolling.

Further, the belief in a model that OWL is a time-bound intervention which seeks to have students return to their home school has not yet been realized.

Finally, the transition from OWL back to a bricks-and-mortar school can be quite difficult for the students that OWL supports.
Vision for Combining Programs

Having the district’s Distributed Learning program move from two existing schools to a new location affords the opportunity to improve the support that anxious students receive in the district. There is currently an available classroom and office space at the Mount Benson site that would be ideal for the OWL program. Having both L@H and OWL located at the same site also allows for the seamless integration of services across both programs in order to support all students whose anxiety interferes with their learning. Ideally, by integrating specific anxiety-related interventions through L@H, student anxiety might not reach a level that requires community services. This sort of integrated program has the potential to be of great value not only to students within L@H, but also to students from across the district.

Rationale for Relocation to Mount Benson:

- The OWL program is currently limited by the space that it occupies at NDSS and Learning Alternatives. There is little potential for growth on this site. The site at Mount Benson affords more space.
- OWL serves students who are highly anxious, yet the program is currently situated on a large high school campus. The Mount Benson location is central, yet smaller and less intimidating than the NDSS site.
- A relocation affords a greater cooperation between OWL and the Learn@Home program, which already enrolled a large number of anxious students, and has an effective working relationship with OWL.

Staffing

OWL currently has one EA, one YFSW and one full-time teacher who is qualified as a counsellor and is able to support students with anxiety. OWL students are also currently accessing support from a community support team, as well as some counselling services from NDSS if students are registered at NDSS. L@H has expressed a need for access to support from a counsellor, but currently shares services from a CYFSW to support vulnerable student clientele.

OWL Steering Committee Conversation:

- Discussion of the current OWL program including numbers of students (17), the degree of their active participation with the OWL program (11 attending daily) and the extent of the integration of these students into both the L@H program (most OWL students are taking two or more L@H courses), and NDSS regular classes (6 are taking at least one regular class at NDSS; 2 are taking 3 or more regular courses at NDSS.)
- Discussion of L@H from the perspective of its historical development and its current composition and functioning; began with L@H K-12; L@H classrooms in all district high schools; L@H provides students with flexibility in scheduling, and also provides valuable exposure to distance learning models of instruction. L@H also has a disproportionate number of students impacted by anxiety, and the program targets active student involvement in order to lessen the possibility of their being isolated at home.

Benefits and Pitfalls of Moving to Mount Benson

There would be a greater integration of OWL students with the larger L@H school program, and greater access of L@H students to staff and assets of OWL. The only potential pitfall is the loss of integration of OWL students into regular programs at NDSS; however, L@H will be a true school community, potential to meet with teachers and small groups on curricular content, in addition to there being another secondary school within walking distance of Mount Benson (Wellington).

Summary

Staff’s recommendation is to move the OWL program to Mount Benson effective September 2016.

Recommendation

That the Board of Education approve the relocation of the Outreach, Wellness and Learning (OWL) Program to the Mount Benson Learn@Home school site effective September 2016.
The Vision of the Board of Education:

Success for All

The Mission

Nanaimo Ladysmith Public Schools, together with families and communities, enable all students to become life-long learners and productive, caring citizens by providing inclusive, challenging and engaging educational opportunities through the continuous improvement of instruction and supports for learning.

Values

In the pursuit of each student’s learning success and well-being, we value:

- High ethical standards and mutual respect.
- Collaborative planning, committed action, accountability for results, and celebration of success.
- Diversity of opinion, creativity and innovation.
- Student-centered, principled and informed decision making.
- Compassionate, inclusive, safe and caring schools.
- Engaging learning environments that are responsive to unique student strengths and capabilities.
- The courage and conviction to achieve our goals.
- Fair and inclusive education policies, instructional practices and allocation of resources.

Meet Each Student’s Unique Needs

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<th>POSSIBLE CRITICAL OUTCOMES</th>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td>Implementation of the Response to Intervention model (RTI) throughout the district</td>
<td>PLC’s ICM NLPS Leadership Task Force NLPS Reading Assessment SRL – Environment NLPS Leadership Task Force</td>
<td>Maintain / Enhance</td>
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<td>A greater understanding of universal tier one instructional strategies oriented to the</td>
<td>I &amp; I Model Coordinator Model Learning Framework Learning</td>
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Department of Learning Services, NLPS April 2016
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<th>development of self-regulated learning</th>
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<td>NLPS Summer Institute</td>
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<th>Personalized learning (with an emphasis on flexibility and choice)</th>
<th>Virtual Library Coordinator Model – Educational Technology</th>
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<td>Building a collaborative culture based on inquiry</td>
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<th>Higher Aboriginal student academic achievement and graduation rates.</th>
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<td>Focus Schools Initiative</td>
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<th>Curriculum and instructional improvements reflective of indigenous pedagogy;</th>
<th>Support for the BC Re-designed Curriculum</th>
<th>Maintain / Enhance</th>
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<td>Building Foundation of Collective Ownership and Aboriginal Understandings, while we move toward Indigenous pedagogy</td>
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<td>Aboriginal Ed Programs &amp; Services</td>
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<th>Engaged parents who support their children’s learning</th>
<th>Closer alliance with DPAC (ex.Bullying Initiative)</th>
<th>Maintain / Enhance</th>
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<td>District Assessment Review Committee (DARC)</td>
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<th>Learning empowered by technology.</th>
<th>Learn@home K-12</th>
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Department of Learning Services, NLPS  April 2016
### The Continuous Improvement of Instruction and Assessment

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<td>Board of Education and Senior Administration accountability for achieving district goals through the establishment of a performance management model.</td>
<td>Individual Performance Plans</td>
<td>Maintain / Enhance</td>
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<tr>
<td>An organizational culture focused on and committed to Board Values, strategic priorities, and learning excellence.</td>
<td>Strategic Plan NLPS Learning Framework Alignment with IPP School Plans NLPS Task Force</td>
<td>Maintain / Enhance</td>
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<td>System-wide goals for student achievement addressed in the Achievement Contract and monitored annually.</td>
<td>NLPS Assessments K-9 0.8 fte Assessment Coordinators District Assessment Review Committee Learning Series (Coordinators, teachers) Damian Cooper</td>
<td>Maintain / Enhance</td>
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Department of Learning Services, NLPS  April 2016
### The Continuous Improvement of Instruction and Assessment

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<th>POSSIBLE CRITICAL OUTCOMES</th>
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| Innovative school models, with a focus on shared facilities, community partnerships, and online learning. | - Flexible Instructional Arrangements e.g. K-12 L@H at Mt., Benson  
- VAST, ABOUT, OWL, relocated to NDSS  
- Flexibility in scheduling and programming enables more personalized learning opportunities  
- Enables staff to work together in new ways  
- Enables class/grade groupings to give students individualized attention to meet their unique learning needs  
- Barsby Wellness Center  
- Tilicum Lelum, e.g. Qeq College, Returning to Center | Maintain / Enhance                                                      |
Nanaimo Ladysmith Public Schools Strategic Plan
Guiding Principles

The Board and senior management team believe that an effective strategic plan will both rely on, and strengthen, the following:

- The fiscally responsible expenditure of public funds through an efficient and effective accountable budget that focuses on Board and district goals.
- Internal and external stakeholder engagement with an emphasis on students, parents, employees, and communities.
- Strong governance model oriented to continuous system improvement.
- Inclusive, quality education programs and services for the benefit of all students.
- Accountable district leadership that places top priority on the improvement of learning and strengthened academic achievement.
- Innovative, forward-thinking ideas connected to “schools of the future” that help transition the district out of the industrial age and into the creative age.

Achieving the District Goals

Given the strategic policy governance model of the Board, it is recommended that the design, development, and achievement of the district goals be supported by new Board policies. Taking into consideration the overarching system-wide impact associated with the district goals, it is recommended that the policies be included in section 1.0: Foundations and Direction.

This first phase of creating section 1.0 Foundations and Direction has been completed. Phase 2 of the review and completion of all the existing policies and procedures into separating board policies and procedures and Administrative policies and procedures is planned to be completed by June, 2016.

Strategy #1: Develop and Implement Board Policy 1.7: Meeting Each Student’s Unique Needs

There is a clear link between this goal and the Ministry of Education’s Personalized Learning initiative. The intent of this policy will be to affirm the Board’s commitment to the following:

- Response to Intervention;  (implemented)
- Self-Regulated Learning;  (implemented)
- The District Technology Plan;  (implemented)
- Online Learning (flexibility and choice);  (ongoing)
- Secondary School Renewal and 21st Century Learning Strategies;  (ongoing)
- Parent Engagement in Student Learning;  (ongoing)

Next Steps • 19
It will also be necessary to review Board Policy 2.9 Aboriginal Education, to reflect the Board’s interest in:

- Higher Aboriginal student academic achievement and graduation rates; (ongoing)
- Introducing curriculum and instructional improvements reflective of Indigenous pedagogy. (ongoing)

**Strategy #2: Develop and Implement Board Policy #1.8: The Continuous Improvement of Instruction and Assessment**

This policy will strengthen system accountability with respect to the alignment of goals across the Ministry of Education, Board of Education, senior administration, and schools – within a performance management framework. Components of this policy will clarify support for:

- The development of an organizational culture committed to the Board’s vision, mission, values, and goals; (ongoing)
- System-wide goals for student achievement that are highlighted in the achievement contract and monitored annually; (ongoing)
- System-wide value-added (formative) assessments; (final year of implementation)
- A system-wide literacy initiative; (final year of implementation)
- A leadership development model that helps create a culture around high academic achievement, employee engagement and performance management. (ongoing)

**Strategy #3: Develop and Implement a Ten-Year Plan that Delivers on the Goal of Enhanced Facilities for Learning**

Using the enrolment thresholds outlined below for determining optimal school size linked to the equitable delivery of learning programs and services, senior administration will develop a ten-year facilities plan for the Board’s consideration. This approach to determining optimal school size is research-based and can be applied flexibly. The purpose of the formula is to ensure that there are sufficient staff and programs available to students, in keeping with the district goals. In short, optimal school size is defined as follows:

- Elementary: 200–400 students
- Secondary: 600–1200 students

The chart in Appendix A provides a suggested overview of staff and supports available to students, in relation to enrolment size, using current district staffing formulas. It is also important to note that current Board Procedure 4005P sets the preferred size for new schools at 400 FTE for elementary schools and 1,000 FTE for secondary schools.

Schools operating within the optimal school size models:

- Help improve student learning through more flexible instructional arrangements;
• Enhance safe, caring, and orderly school environments with increased staff (adults on site);
• Better support individualized student programming with equitable access to student support teachers and teacher librarians;
• Enable more schools to offer specialist teachers in areas such as math, languages, sciences, skills and trades, and information technology;
• Allow flexibility in scheduling to better enable personalized learning;
• Provide more equitable curricular and extra-curricular program offerings;
• Enable staff to work together in new ways to create better learning opportunities for students;
• Allow easier grouping of grades and/or classes so that students receive the individual attention to meet their unique learning needs;
• Increase access to school resources;
• Allow teachers to offer more specialized program options to meet student interests and learning needs;
• Support and enhance teacher opportunities to understand and influence their instructional practices with 21st Century learning methodologies.

Much of the “10 Year Enhanced Facilities for Learning Plan” was completed prior to this board’s appointment. The current board has since proceeded with the “Updated Facilities Plan” which was based on the review of the 10 Year Enhanced Facilities for Learning Plan” and community feedback. The Staff is currently working towards the completion of the first phase of the Updated Facilities Plan.

Policy and Facilities Plan Target Completion Dates:

• Policy 1.7: Meeting Each Student’s Unique Needs: November 2013
• Policy 1.8: The Continuous Improvement of Instruction and Assessment: May 2013
• The Enhanced Facilities for Learning Ten-Year Plan: April 2013

District Reviews to Be Considered in the Development of Board Policies and the Facilities Plan

The following district reviews will be considered and recommendations incorporated into the strategic plan, as appropriate.

• Technology Review (completed and being updated)
• French Immersion Review (Completed)
• Community Schools Review (Completed)

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• Transportation Review (Completed)
• Custodial Services Review (Completed)
• Asset Management Plan (Ongoing)
• 2012-13 Five-Year Capital Plan (Ongoing)

Board Motions Referred to the Strategic Plan

Over the past year, the Board of Education has referred a number of issues to the strategic planning process for consideration. These include:

• Secondary school renewal (In Progress)
• Assessment and Accountability Task Force recommendations (Ongoing)
• Hammond Bay School gymnasium (In Progress)
• Technology upgrades (Ongoing)
• The Best Practices Guide from the B.C. Technology Association (In Progress)
• Neighbourhood Learning Centres
• French Immersion Review (Completed and review required)
• Balanced school calendar (Completed)
• Correspondence from the Harewood Neighbourhood Association regarding community schools

The Next Steps

This draft strategic plan is being presented to the Board of Education for discussion at its November 28, 2012 meeting. Once the Board has considered the draft plan and made whatever changes it deems appropriate, the plan will receive official approval by the Board.

The approved strategic plan will form the basis for the following actions:

• Policy will be developed for Board approval, enshrining the strategic plan goals and strategies in policy. (Completed)
• The district’s achievement contract will outline the detailed plans to be put in place to support Goals 1 and 2. (Completed)
• Schools and departments will create and implement their own detailed plans to support the district’s strategic plan and achievement contract. (Completed)
• The district will develop a ten-year facilities plan to meet the objectives of Goal 3. (Completed)
• Regular progress reports will be given to the Board of Education and will be widely communicated. (Ongoing)