1. CALL TO ORDER
   The Chair calls 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 - February 3, 2016

   That the Education Committee approve the minutes from the meeting held February 3, 2016.  
   06 - Feb 3 16

7. PRESENTATIONS

   7.1 Lisa Frey with Students
   Principal, Departure Bay Elementary
   RE: Eco School
   DBS ecoschool education com Mar2

8. LEARNING SERVICES DEPARTMENT
   John Blain, Superintendent

   8.1 Framework for Enhanced Student Learning
   Framework for Enhancing Student Learning - Province of British Columbia

   8.2 Aboriginal Education Grad Rates Update - Ms. Tait
   Board Presentation Aboriginal Education Feb 2016

9. CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING

10. UNFINISHED BUSINESS
10.1 Strategic Plan Introduction

Strategic Plan

11. NEW BUSINESS

11.1 AS - Baseball Academy - Assistant Superintendent, Scott Saywell

AS - Baseball Academy

12. 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

13. ADJOURNMENT
THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
MINUTES OF EDUCATION COMMITTEE MEETING
HELD February 3, 2016

PRESENT:
Trustees
S. Higginson, Chair
N. Bob, Vice-Chair arr. 6:18 pm
J. Brennan
T. Brzovic
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
C. Mcveigh, Executive Director of HR
S. Sproston, Manager, IS Department
K. Toye, Executive Assistant

Meeting No. E06

ABSENT
S. Iverson, NDTA Rep
R. Zver, CUPE Rep
D. McGonigle, NSAA Rep
C. McKay, DPAC Rep
D. Sywak, DASG Rep

IN ATTENDANCE

CALL TO ORDER
The Chair called the meeting to order at 6:02 pm and recognized that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

ADDITIONS TO THE AGENDA
Item 9.1 - Drug Awareness - Trustee Solomon

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

CHANGE IN ORDER
There was no Change in Order.

APPROVAL OF THE AGENDA
Folio E16/02/03-01
That the Agenda be approved. CARRIED UNANIMOUSLY
APPROVAL OF THE MINUTES

That the minutes from the Education Committee meeting held January 6, 2016 be approved.

CARRIED UNANIMOUSLY

Assistant Superintendent, Scott Saywell announced to the Education Committee that Nanaimo Ladysmith Public Schools was recently selected as the recipient of the 2015 Premier’s Award for Innovation in the After School Sport and Arts Initiative. The nomination highlighted four key learnings critical to its success:

- Partnership development
- Supports for students facing barriers
- Community driven programming
- Creating powerful networks across BC and beyond

IT WAS MOVED BY Trustee Brennan
IT WAS SECONDED BY Trustee Brzovic

The Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) that the Board Chair write a letter on behalf of the Board, congratulating the leaders of the after school sports program to which they received the 2015 Premiers Award for.

CARRIED UNANIMOUSLY

LEARNING SERVICES DEPARTMENT

Ms. Marcy Boudreau, Mr. Justin Green, Ms. Karina Younk and Ms. Alana Cameron

RE: District Wide Assessment

The District Review Assessment Committee (DARC) presented an update to the Education Committee. An overview of their collaboration with: Teacher Teams, PLC’s, Professional Development and Learning Series was presented. A survey was used to gain feedback on the AFL Reading Tool. The presentation is attached to the Agenda for further information.

1. Teacher Teams
   - 42 teachers participated from across the District
   - K-3: 20 out of 24 schools are represented
   - K-7: 22 out of 24 schools are represented
2. PLC’s
- The tool has created opportunities for educators to discuss student performance in reading and decide on how to alter instruction to improve student learning.

3. Professional Development
- District Day - Damian Cooper - Keynote Speaker
- Assessment is the theme, multiple assessment focused sessions

4. Learning Series
- How to gain a deeper understanding of assessment for learning in order to focus our instruction and engage students as active participants in the learning process.

**UNFINISHED BUSINESS**

There was no Unfinished Business this evening.

**NEW BUSINESS**

Drug Awareness - Trustee Solomon

Trustee Solomon attended the Island Health and Drug Overdose and Substance Use Community Forum at VIU on January 28, 2016. In BC in the month of December there were 62 drug overdoses. 14 of those overdoses were in Nanaimo, which resulted in four deaths. VIU is now dispensing take-home naloxone kits through its campus medical clinic in an effort to help fight a recent spike in street drug overdoses. Fentanyl, which is a fast-acting narcotic analgesic and sedative can be abused and mixed with street drugs, and is a very powerful synthetic opiate. The forum focused on the dangerous and potentially deadly effects of Fentanyl. The forum had a panel of representatives from Island Health's Harm Reduction Unit, RCMP's community program and VIU representatives.

Trustees would like staff to act proactively in our schools and get the word out regarding drugs and their risks. They would like staff and schools to work with Dr. Hasselback and perhaps issue a
public notice through the Communications Department.

QUESTION PERIOD

There were no Questions this evening.

ADJOURNMENT

IT WAS MOVED BY Trustee Brzovic
IT WAS SECONDED BY Trustee Rae

Folio E16/02/03-04

That the meeting be adjourned. CARRIED UNANIMOUSLY

The meeting adjourned at 6:57 pm.
Departure Bay Eco-School
An Eco-School Graduate
(Environmental Education Framework – ACEE)

Interconnectedness:
- I understand how ecological and social systems and processes are interdependent and influence personal and collective well-being.
  - Ecological systems and processes
  - Social systems and technology
  - Well-being and interconnections
Diversity:
I value the significance of biological and cultural diversity as well as diverse perspectives in developing social, cultural, global and environmental responsibility.

- considering and honouring diversity (biodiversity and cultural)
Responsibility and Citizenship:

I contribute positively in furthering a sustainable society by investigating and evaluating the need for change and designing, creating and implementing viable solutions that support our interconnected systems.

(becoming an engaged, ethical and entrepreneurial citizen)
BC Education Plan – BC Curriculum

- Content and Competencies
  * Emphasis on Competencies:
    - communication
    - thinking
    - personal and social
• School-wide practices – What are we doing as a school to demonstrate responsibility? (being sustainable, food security, stewardship projects)
• School-wide activities/themes (ie. Foodshare garden lessons, Hul’qumi’num language, Earth Day, Bike/Walk to School week, Eco-club, guest presentations)
• Classroom Activities – field trips, guests, outdoor activities, citizen science projects
Continued Emphasis on Place-Based Learning

• Connect students more directly with the world outside of school by interacting in the community surrounding our facility.

• Utilize our immediate resources to teach curriculum concepts and develop competencies.
Continued Emphasis on Community Partnerships and Resources

<table>
<thead>
<tr>
<th>WildBC</th>
<th>City of Nanaimo</th>
<th>Regional District of Nanaimo (RDN)</th>
<th>Nanaimo Science and Sustainability Society (NS3) (&amp; partners)</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Island Wildlife Recovery</td>
<td>Greater Nanaimo Cycling Coalition (GNCC)</td>
<td>Departure Bay Neighbourhood Assn. (DBNA)</td>
<td>TD Bank</td>
</tr>
<tr>
<td>Nanaimo Recycling Exchange (NRE)</td>
<td>ElectroRecycle</td>
<td>Vancouver Island University (VIU) (several departments)</td>
<td>Nanaimo Ladysmith Schools Foundation (NLSF)</td>
</tr>
<tr>
<td>High School Eco-Clubs</td>
<td>SD 68 CTC Program</td>
<td>DFO</td>
<td>Nanaimo Foodshare</td>
</tr>
<tr>
<td>BC Agriculture in the Classroom Foundation</td>
<td>Sti’mainus Kindergarten Program</td>
<td>Paul Manly</td>
<td>Trevor Greene</td>
</tr>
</tbody>
</table>
SD68 Energy Cup Challenge

SUN-SATIONAL DAYS!

- Feb 26
- 427 x 25W lightbulbs not being used for ~5hrs
- 54kW of energy saved

ENERGY CONSERVATION AT DBES

LIGHTS OUT LUNCHES #7
Partners in Parks
Clean
- Prickles - Blackberries
  - eat fruit - humans
  - animals
- Litter - metal
- Tree stumps - fungi
- not bothering us
- Squirrels?
- Bugs
- Birds
- Wood planks - walkway
- Stairs
- Step stones
- Tree house
- Building

<table>
<thead>
<tr>
<th>don't like</th>
<th>add</th>
</tr>
</thead>
<tbody>
<tr>
<td>hill</td>
<td>- storage</td>
</tr>
<tr>
<td>prickles/pile</td>
<td>&quot;slide&quot;</td>
</tr>
<tr>
<td>metal/glass</td>
<td>stairs</td>
</tr>
<tr>
<td>garbage</td>
<td>tree house</td>
</tr>
<tr>
<td>daphne</td>
<td>homes for animals</td>
</tr>
<tr>
<td>trees that block spaces</td>
<td>water &gt; grass</td>
</tr>
<tr>
<td>(some)</td>
<td>seating</td>
</tr>
<tr>
<td></td>
<td>clear class space</td>
</tr>
</tbody>
</table>

- info signs
- garbage can
- food
BC Agriculture in the Classroom Programs:
- Planting a Promise
- Fresh to You
- Spuds in Tubs
Nature Themed Pottery Tile making with Gr. 10 buddies

Investigating Oil Spills

Hatchery Visit
Garden Harvest & Staff Pro-D at OUR Eco-Village
Our Future

• Events that promote community awareness and action for the environment
• Elements on our school grounds that complement our theme/vision
• Provide opportunity for others beyond our catchment area.
Information

Find out what is happening at the school:

- Follow us on twitter @depbayecoschool
- School Website -
  http://schoolsweb.sd68.bc.ca/depbay
Framework for Enhancing Student Learning

This past year, education partners worked together to improve school district and school planning and reporting requirements of boards of education for enhancing student learning in BC’s public school system.

BC’s draft Framework for Enhancing Student Learning reflects a public commitment by education partners to work together to continuously improve student learning for each student, and to address long-standing differences in performance amongst particular groups of students, most notably Aboriginal students, children in care, and students with special needs.

An overview of the draft Framework is being shared to inform the development of a final policy document in May 2016 and to facilitate transition to new locally-developed school district and school planning efforts for the 2016/17 school year.

What is Different

- Developed in consultation with provincial education partners
- Shared responsibility for student learning (through meaningful partner involvement)
- A focus on each student, as well as particular populations of students
- Valuing the learner as a whole (going beyond intellectual to include human, social, and career development)
- Increased flexibility in how and when plans are developed
- Fewer reports
- Report to and for your local community
- Increased focus on continuous improvement and system-wide capacity building
- Flexibility to refine provincial framework as needed

What is not Different

- Continuing to use and build upon processes and structures that are working
- Valuing school and district planning and improvement efforts
- Continuing to recognize and value the many amazing things that are being done to enhance student learning in schools, districts, and communities across BC

Key Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>Transition year and an important opportunity for continued collaboration</td>
</tr>
<tr>
<td>By March 2016</td>
<td>Districts develop and post their annual district and school planning process (informed and supported by regional networking activities)</td>
</tr>
</tbody>
</table>

http://www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/enhancing-student-learning
Guiding Principles

The following set of principles guided the development of the draft Framework for Enhancing Student Learning, and will be used as an ongoing reference point in its implementation and continuous improvement.

The Framework for Enhancing Student Learning:

1. is grounded in the belief that all education partners are responsible for student learning, with each having unique responsibilities
2. creates a system-wide focus on student learning, to ensure each student in BC achieves his or her full potential
3. is meaningful, impactful, flexible, realistic, and sustainable
4. addresses differences in performance among particular groups of students, most notably Aboriginal students, children in care, and students with special needs
5. is strength-, support-, evidence-, and results-based
6. reflects system-wide commitment to continuous improvement and life-long learning
7. continues to build public confidence in BC's education system.

Elements of the Framework

1. A system-wide focus on intellectual, human, and social, and career development. These goals broaden the focus of the previous framework to better reflect the whole learner and align with the provincial Mandate for the School System. School district and school plans are to be developed with careful consideration of these goals and the local context.
2. **Meaningful and effective planning for continuous improvement.** Under this Framework, school districts and schools will be expected to continue to develop multi-year district and school plans, but in a manner that is more relevant to local contexts and needs. School districts will now be required to produce only one district plan, instead of multiple plans.

Plans will be expected to reflect local efforts to support each student and specific groups of students, including Aboriginal students, children in care, and students with special needs.

The plans will be public reports to and for their local community. Boards must develop and publicly communicate a process for developing, reviewing, refining, and approving school district and school plans, and, in the spirit of collaboration, for including local education partners in this process.

3. **Effective communication of evidence**, reported at least annually, by districts and the province. The province and districts will report at least annually on overall results, as well as results for Aboriginal students, children in care, and students with special needs. Evidence should be meaningful and inform the school district's and school's plan and priorities for enhancing student learning.

4. **System-wide capacity building** through team-based supports focussed on continuous improvement. The Ministry of Education and its education partners will work together to utilize existing structures (e.g., partner chapters, non-instructional days) and build new team-based supports to act on provincial and local priorities for enhancing student learning (e.g., a provincial team to support Aboriginal learners).

5. **Linkages with existing local agreements** (e.g., Aboriginal Education Enhancement Agreements) to ensure consistent and meaningful support of Aboriginal students.

**Share Your Successes**

An important part of this work will be sharing promising district and school planning and improvement efforts that enhance student learning. If you have example efforts you would like to share, please let us know and we will share them.

- **Former Accountability Framework**

On July 1, 2015 what was known as the Accountability Framework underwent significant changes. Achievement Contracts, Superintendent’s Reports on Student Achievement, District Literacy Plans, and School Planning Councils are no longer mandated by the Ministry of Education. The draft Framework for Enhancing Student Learning replaces the former Accountability Framework.

- **Resources**

http://www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/enhancing-student-learning
To support the implementation of the Framework, sample resources will be shared here as they are developed. Thank you to all districts that are willing to share how they are approaching the implementation of this new Framework.

- Overview (PPT, 2.0MB)
- Overview (PDF, 1.0MB)
- School planning – North Vancouver School District (SD 44) (PPT)
- District planning –Delta School District (SD 37) (PPT)

**Useful Contacts**
For further information about this province-wide effort, please contact Dean Goodman, Director for Accountability.

**Email**
Aboriginal Education
Nanaimo
Ladysmith Public Schools
Who are our students?

- 2171 students who self-identify as Aboriginal
- 2094 Aboriginal students who receive services
- 27 Inuit students
- 467 Métis students
- 533 Non-status students
- 842 Status – off reserve
- 225 Status – on reserve

17%, compared to 11% provincial average
Our staff

- 24– EA’s/Tutor
- 13 Teachers, including 2 Hul'qumi'num Language Teachers and 1 AbOut Teacher & 1 Raven’s Lelum Teacher
- 1 Hul'qumi'num Language Tutor
- 1 Elder in Residence at NDSS
- 1 Vice-principal
- 1 Director
Aboriginal Education Enhancement Agreement (AEEA)
Six-Year Completion Rates

How are we Doing? Report

Six-Year Completion Rate: Aboriginal/Non-Aboriginal

- 2010/11
- 2011/12
- 2012/13
- 2013/14
- 2014/15

<table>
<thead>
<tr>
<th>Year</th>
<th>Aboriginal</th>
<th>Non-Aboriginal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
<td>52</td>
<td>72</td>
</tr>
<tr>
<td>2011/12</td>
<td>50</td>
<td>75</td>
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<td>2013/14</td>
<td>64</td>
<td>74</td>
</tr>
<tr>
<td>2014/15</td>
<td>58</td>
<td>76</td>
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</tbody>
</table>
Rates over time
# CHILDREN UNDER A CONTINUING CUSTODY ORDER (EVER)

<table>
<thead>
<tr>
<th>School Year</th>
<th>All CCOs</th>
<th>Aboriginal</th>
<th>Non Aboriginal</th>
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<tr>
<td></td>
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<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>2010/11</td>
<td>201</td>
<td>119</td>
<td>82</td>
</tr>
<tr>
<td></td>
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<td>59</td>
<td>41</td>
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<td>38</td>
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<tr>
<td>2012/13</td>
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<td>105</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td></td>
<td>64</td>
<td>36</td>
</tr>
<tr>
<td>2013/14</td>
<td>151</td>
<td>101</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>67</td>
<td>33</td>
</tr>
<tr>
<td>2014/15</td>
<td>139</td>
<td>90</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td></td>
<td>65</td>
<td>35</td>
</tr>
</tbody>
</table>
### Satisfaction Survey

At school, are you being taught about Aboriginal peoples in Canada?

#### Data Table

<table>
<thead>
<tr>
<th>School Year</th>
<th>Gr 10 Respondents</th>
<th>All of the time or many times</th>
<th>Gr 10 Respondents</th>
<th>All of the time or many times</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
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<td>38 33</td>
<td>761</td>
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<td>2011/12</td>
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<td>2012/13</td>
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<td>221 33</td>
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<td>2013/14</td>
<td>106</td>
<td>41 39</td>
<td>634</td>
<td>242 38</td>
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<tr>
<td>2014/15</td>
<td>81</td>
<td>38 47</td>
<td>581</td>
<td>260 45</td>
</tr>
</tbody>
</table>
Strategic Plan

Our strategic plan will define the key areas of focus as we work together to support student learning in order to achieve our vision of Success for All.
Strategic Plan

Nanaimo Ladysmith Public Schools

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Achieving the District Goals ........................................................................ 16
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The primary purpose of the strategic plan is to create a blueprint for the district that helps maintain its exemplary qualities, while supporting the continuous improvement of student learning. A good strategic plan helps organize a system around a few significant goals, and ensures that the resources are in place to successfully implement the goals in a manner that is sustainable over time.

At the time of my hire in June of 2011, the Board of Education, along with a number of internal and external stakeholders, had recommended that the new Superintendent focus initially on the following areas requiring improvement:

- Governance;
- Labour Relations; and
- Student Achievement.

Given this, I am pleased to report that over the past year the district has accomplished the following:

- The shift in governance from a management board model to a strategic policy board through a comprehensive board development process;
- The addition of an Associate Superintendent of Human Resources and Director of Labour Relations to the Human Resources Department which has improved the district’s capacity to work effectively with our unions and unionized staff; and
- The creation of a Department of Learning Services that is focused on setting goals and developing supportive structures (namely the Learning Services Support Teams and Response to Intervention model) connected to the continuous system-wide improvement of academic achievement.

It is important to keep in mind that while work was undertaken in relation to the above, the following programs and services reviews were completed, starting in the 2010-11 school year:

- French Immersion
- Board Committees and Processes
- Custodial Services
- The Human Resources Department
- The Finance Department
- The Technology Plan, and
- The Asset Management Plan.
Strategic Plan

There is currently one pending review connected to transportation. All reviews provided insight into how to best manage system resources to create efficiencies and allow the district to better support the improvement of student learning.

For these changes to take effect however, the Board of Education recognized that it was necessary to develop a strategic plan. Further, the Board also acknowledged that the plan must be founded on district priorities that were established through a broad consultation across all school communities. As a result, public consultations were held in the spring and fall of 2012, culminating in the following goals:

Meet Each Student’s Unique Needs

The Continuous Improvement of Instruction and Assessment

Enhanced Facilities for Learning

Now that the district goals have been established and governance and district departments have undergone substantial restructuring, it is time to focus our attention on the creation of a long-term system improvement plan – a plan that is centered on guiding principles that ultimately support the equitable delivery of programs and services to every student served by Nanaimo Ladysmith Public Schools. What follows is an overview of the strategic planning process to date, as well as recommended guiding principles, policies, and strategies intended to enable district goals that are squarely focused on strengthening student achievement in Nanaimo Ladysmith Public Schools – now, and well into the future.

Dave Hutchinson,
Superintendent/CEO

Message from Superintendent • 3
Why a Strategic Plan?

Nanaimo Ladysmith Public Schools are changing to improve student learning.

The Board of Education has taken a long, hard look at the realities that the school district faces and is charting a course designed to move public education in Nanaimo Ladysmith forward for the benefit of students.

Some of the major challenges facing the district:

- For many years, students in Nanaimo Ladysmith schools have not succeeded as well, on average, as students elsewhere in the province.
- New understandings about how people learn and the use of technology mean that schools throughout North America are changing the way that students are taught.
- Declining enrolment and changing demographic trends have left many school buildings with vacant space while a few others are overcrowded.
- Many current school facilities are old, in need of upgrading or replacement and not suitable for the newer ways of teaching and learning.
- The district faces serious financial challenges. As funding from the provincial government declines as the enrolment declines.
While there are challenges facing Nanaimo Ladysmith Public Schools, there are also many strengths in the district, along with opportunities.

- Staff throughout the district are highly professional and dedicated, with the best interests of students their primary concern.
- Parents and the community are very supportive of their schools and students.
- The district has a number of outstanding programs that are designed to respond to a variety of different student needs.
- There is a shared understanding throughout the district and its communities that the time is now to make significant changes to the way the district supports all students in their learning.

In response to these factors, the Board of Education has embarked on a strategic planning process. Through strategic planning, we establish priorities for what we will accomplish in the future. Strategic planning focuses us on making choices about what are the most important things to do, and pulls the entire organization together around a single game plan. As a school system, we need to be proactive and forward thinking about the future. We believe that focusing the entire district on improving student learning will yield great results over the long term.
Board Governance Structure

As its first step on the road to strategic planning, the Board of Education looked at its own operations, to make sure there is a strong governance structure in place to support the district as it moves forward.

The current Board of Education was elected in November 2011. As soon as the nine trustees took office, they embarked on a governance development process with the help of an outside consultant during the first several months of their term of office. This process was completed in the spring of 2012. As a result the Board of Education has expressed a commitment to:

- Move away from a management board structure to a strategic policy governance model;
- Clarify the roles of trustees and senior management in order to build a strong district leadership team;
- Focus the work of the Board on “big picture” – district-wide goals that are aligned with Ministry of Education expectations and clearly linked to the improvement of student learning;
- Create a district strategic plan that is informed by consultation with a broad range of internal and external stakeholders and focused on student learning; and
- Annually monitor the effectiveness of the Board and Superintendent/CEO as measured against the district goals identified in the achievement contract and strategic plan.
Board of Education’s Vision, Mission, Values and Goals

During the Board development process, trustees developed the following vision, mission, values and Board goals.

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.
Strategic Plan

- The courage and conviction to achieve our goals.
- Fair and inclusive education policies, instructional practices and allocation of resources.

**Vision, Mission, Values and Goals**

- The Board of Education’s Goals

The Board is committed to enhancing district Governance. The following Board goals have been established to guide and focus governance improvement.

- To develop and implement the understandings, commitments, policies and procedures necessary to provide strategic and policy-oriented Board Governance.

  **Critical Outcomes:**
  - Renewed Board Governance policies developed and approved.
  - Respectful and harmonious Board member relations.
  - Positive public and stakeholder perception of the district.

- To develop, implement and monitor a comprehensive School District Strategic Plan.

  **Critical Outcomes:**
  - School District Strategic Plan developed and implemented with monitoring plan in place.
  - To develop and implement meaningful public consultation processes, and effective partnerships and government-to-government relationships.
Strategic Plan

Critical Outcomes:

- Development and implementation of district-level inclusive, constructive and positively-received family and community engagement processes.
- Collaboratively-developed and implemented, constructive and effective stakeholder and employee group consultation procedures.
- Establishment of successful government-to-government relationships.

- To take action on improved knowledge and understandings of poverty issues as they impact on children’s well-being and learning success in collaboration with families, communities and stakeholders.

Critical Outcomes:

- Enhanced Board knowledge and understanding of poverty issues as they impact on children’s well-being and learning success.
- Implementation of community-based partnership programs to mitigate/resolve the impacts of family poverty on children’s well-being and learning success.

Vision, Mission, Values and Goals • 9
Community Consultation

Once the governance work was completed last spring, the Board embarked on an extensive public consultation process for the strategic plan. During May and June, representatives of the Board visited every school in Nanaimo Ladysmith as part of the consultation process. Several meetings were also held with members of the public.

At the meetings, people were asked two questions:

- What things do we currently have in the district that should be celebrated and sustained?
- What are some key areas that we should focus on and develop to support student learning and engagement?

At the meetings, and through an online process, more than 1,000 people responded, giving the Board almost 6,000 suggestions! People were then able to look at the suggestions online and give feedback about their priorities. In all, more than 40,000 priority stars were assigned to the ideas.

During the summer of 2012, the district reviewed all of those thoughts and summarized them into major themes. At meetings held in October, the Board reported back on the input that had been collected.
While the focus of the strategic plan is on things the district will change in order to improve student learning, it is important to note that there are already many programs and initiatives that are working well and should be sustained and possibly expanded. When the district asked during the consultation process about which things should be celebrated and sustained, we received a long list of “positives” including:

- Aboriginal Education
- Recognition of student success of all types
- Community involvement
- Community schools
- Early Years Supports and StrongStart Programs
- Extracurricular activities
- Extra support for students who need it
- Facilities maintenance
- Dedicated and caring staff
- Instructional strategies
- Neighbourhood Schools
- Parent engagement
- Programs for student health
- Fine Arts Programs
- Support for students in need
- Positive school climate / culture
- Strong leadership
- Student Engagement
- Universal access (public)
- Student leadership
- International Program

The input on the question, “What are some key areas that we should focus on and develop in order to support student learning?” was summarized into nine themes. Those themes were:

- Meet each student’s unique needs
- Strong instructional and assessment practices
- Technology to support student learning
- Student wellness
- Parent engagement
- Community partnerships
- Enhance facilities for learning
- Effective use of limited financial resources
- Employee engagement

At the October meetings, people were asked to assign priorities to those nine themes. The input that was received at those meetings played a major role in helping the Board define the three goals of the strategic plan, as well as the guiding principles it will follow in the development of the plan.
District Goals

The goals are derived from Board and senior management recommendations, as well as stakeholder feedback from the public consultations. The goals represent a high level of consensus around the answer to the consultation question: “What are some key areas we should focus on and develop in order to support student learning and engagement?” The district goals form the foundation of the strategic plan, and will be framed by broad guiding principles that bind all concerned to the development of an effective plan. At this time, the critical outcomes are to be considered as “possible outcomes” until the policies and facilities plan recommended in the next section on “Achieving the District Goals” are developed. The three goals and possible critical outcomes are as follows:

Meet Each Student’s Unique Needs

Possible Critical Outcomes:

- Implementation of the Response to Intervention model (RTI) throughout the district.
- A greater understanding of universal tier one instructional strategies oriented to the development of self-regulated learning.
- Personalized learning (with an emphasis on flexibility and choice).
- Higher Aboriginal student academic achievement and graduation rates.
Strategic Plan

- Curriculum and instructional improvements reflective of indigenous pedagogy;
- Engaged parents who support their children’s learning;
- Learning empowered by technology;
- A high school renewal plan that takes into account such ideas as a campus model, interdisciplinary project-based learning, community apprenticeships, and other related 21st century learning strategies.

The Continuous Improvement of Instruction and Assessment

Possible Critical Outcomes:

- Board of Education and Senior Administration accountability for achieving district goals through the establishment of a performance management model.
- An organizational culture focused on and committed to Board Values, strategic priorities, and learning excellence.
- System-wide goals for student achievement addressed in the Achievement Contract and monitored annually.
- Comprehensive, accurate, district-wide data used fundamentally to strengthen each student’s achievement.
- A K-12 literacy improvement initiative.
- A leadership development model that supports and helps create a culture around, high academic achievement and performance management.

District Goals • 13
Enhanced Facilities for Learning

Possible Critical Outcomes:

- Innovative school models, with a focus on shared facilities, community partnerships, and on-line learning.
- Determination of the optimal size for elementary and secondary schools from an educational standpoint in order to provide equity of access to high-quality programs and services across the district – including the regular instructional program, as well as French Immersion, and Aboriginal programs.
- A ten-year plan to provide school facilities of the optimal size that reflects the responsible stewardship of district assets and also helps address facilities condition improvements.
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.
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.

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

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; and
- Introducing curriculum and instructional improvements reflective of Indigenous pedagogy.

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;
- System-wide goals for student achievement that are highlighted in the achievement contract and monitored annually;
- System-wide value-added (formative) assessments;
- A system-wide literacy initiative; and
- A leadership development model that helps create a culture around high academic achievement, employee engagement and performance management.
Strategic Plan

Achieving District Goals • 17

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;
- Enhance student opportunities to participate in 21st Century learning environments and related instructional practices;
- 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.
Strategic 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

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
- French Immersion Review
- Community Schools Review
- Transportation Review
- Custodial Services Review
- Asset Management Plan
- 2012-13 Five-Year Capital Plan

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
- Assessment and Accountability Task Force recommendations
- Hammond Bay School gymnasium
- Technology upgrades

See Appendix B for complete details.
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.
- The district’s achievement contract will outline the detailed plans to be put in place to support Goals 1 and 2.
- Schools and departments will create and implement their own detailed plans to support the district’s strategic plan and achievement contract.
- The district will develop a ten-year facilities plan to meet the objectives of Goal 3.
- Regular progress reports will be given to the Board of Education and will be widely communicated.
Appendix A: Optimal Schools Sizes

LARGER ELEMENTARY SCHOOL
School enrolment approx. 400 Students

<table>
<thead>
<tr>
<th>Core Instructional Program</th>
<th>FTE Staffing</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>16</td>
<td>Two classrooms per grade</td>
</tr>
<tr>
<td>Administration</td>
<td>1.25</td>
<td>Provides a Principal and a Vice-Principal</td>
</tr>
<tr>
<td>School Support Teachers</td>
<td>1.6</td>
<td>1.6 Teachers allowing for flexibility</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.44</td>
<td>Half-time Teacher Librarian</td>
</tr>
</tbody>
</table>

SMALLER ELEMENTARY SCHOOL
School enrolment approx. 200 Students

This small school configuration would be a minimal school size for optimal school organization, operation and student learning.

<table>
<thead>
<tr>
<th>Core Instructional Program</th>
<th>FTE Staffing</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>8</td>
<td>One classroom per grade</td>
</tr>
<tr>
<td>Administration</td>
<td>.65</td>
<td>All Principals assigned over .5</td>
</tr>
<tr>
<td>School Support Teacher</td>
<td>.8</td>
<td>One part-time teacher to support students with learning needs</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.210</td>
<td>Minimal amount of time to maintain libraries in schools</td>
</tr>
</tbody>
</table>
**LARGER SECONDARY SCHOOL -**  
*School enrolment approx. 1200 Students*

<table>
<thead>
<tr>
<th>Core Instructional Program</th>
<th>FTE Staffing</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>50</td>
<td>Allows for flexibility of programming and choice</td>
</tr>
<tr>
<td>Administration</td>
<td>2.5</td>
<td>One Principal and 2 Vice Principals in all schools.</td>
</tr>
<tr>
<td>School Support Teachers</td>
<td>3.5</td>
<td>3.5 teachers to support students with learning needs</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
<td>Minimal amount of time to maintain libraries in schools</td>
</tr>
<tr>
<td>Counseling</td>
<td>3.5</td>
<td>Maintains formula driven case loads</td>
</tr>
<tr>
<td>Department Heads Leadership and Instructional Practice Models</td>
<td>1.0</td>
<td>Provides expertise with instructional practice and school-based criteria and standards</td>
</tr>
<tr>
<td>Graduation Transitions</td>
<td>.8</td>
<td>Ensures all students connected to the graduation document and follow-ups.</td>
</tr>
</tbody>
</table>
SMALLER SECONDARY SCHOOL
School enrolment approx. 600 Students

This small school configuration would be a minimal school size for optimal school organization, operation and student learning.

<table>
<thead>
<tr>
<th>Core Instructional Program</th>
<th>FTE Staffing</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>22.5</td>
<td>Minimal amount of teaching time to create Basic educational program</td>
</tr>
<tr>
<td>Administration</td>
<td>2.0</td>
<td>One Principal and Vice-Principal</td>
</tr>
<tr>
<td>School Support Teachers</td>
<td>2.5</td>
<td>2 ½ teachers to support students with learning needs</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.857</td>
<td>Part-time Teacher Librarian to maintain libraries in schools</td>
</tr>
<tr>
<td>Counseling</td>
<td>1.545</td>
<td>Maintains formula driven case loads</td>
</tr>
<tr>
<td>Department Heads</td>
<td>.429</td>
<td>Provides expertise with instructional practice, school based criteria, and standards</td>
</tr>
<tr>
<td>Leadership and Instructional Practice Models</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Transitions</td>
<td>.5</td>
<td>Ensures all students connected to the graduation document and follow-ups.</td>
</tr>
</tbody>
</table>

Adapted from “Thinking Ahead: Renewing Regina Public Schools” November 2007
### Strategic Plan - Board Motions as of October 24, 2012

<table>
<thead>
<tr>
<th>Motion #</th>
<th>Motion</th>
<th>Board Goals - Adopted Oct 24, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>R10/09/29-09</td>
<td>That the Board of Education of School District 68 (Nanaimo-Ladysmith) directs the CEO to establish a Nanaimo Secondary Schools Program Revitalization Committee. This group will focus on possible configurations for course and program delivery among Nanaimo Secondary Schools. It may include the consideration of different models such as: distributed learning, a campus model utilizing specialization academies, a different model for administration.</td>
<td>Goal 1: Meet Each Student's Unique Needs</td>
</tr>
<tr>
<td>R11/01/26-26</td>
<td>That the Board of Education of School District 68 (Nanaimo-Ladysmith) requests that the Assessment and Accountability Task Force make recommendations on how the district can assess achievement and progress of both student cohorts and specific programs or initiatives.</td>
<td>Goal 2: The Continuous Improvement of Instruction and Assessment</td>
</tr>
<tr>
<td>R11/07/13-20</td>
<td>That the Board of Education of School District 68 (Nanaimo-Ladysmith) requests staff to prepare a plan for the construction of a new gymnasium at Hammond Bay School, and further that it apply to the Ministry for financing for this capital project and apply local capital as available and prudent.</td>
<td>Goal 3: Enhanced Facilities for Learning</td>
</tr>
<tr>
<td>R11/10/26-18</td>
<td>That the Board of Education of School District 68 (Nanaimo-Ladysmith) addresses the Core Infrastructure: Upgrade group priorities (on page 3) service desk management support realignment active directory redesign extend network access (upgrade Wide Area Network) extend network access (replace unmanaged switch in elementary schools) extend network access (Wi-Fi expansion) extend network access (continue conversion from public to private IP ranges in schools) extend network access (convert split pair wiring to category 6 internet wiring) extend network access (convert from MaxAlome anti-virus to Microsoft Forefront anti-virus) server consolidation (consolidate secondary schools) server consolidation (consolidate elementary schools servers to DAC) disaster recovery communication and collaboration in the 2011-12 fiscal year, and further that we begin a further planning process take place by Information Systems with input from the SD68 educational technology governance structure (Educational Technology Advisory Group), to develop a five-year, budgeted, tactical plan that covers the remaining priorities and groups.</td>
<td>Goal 1: Meet Each Student's Unique Needs</td>
</tr>
<tr>
<td>R11/13/23-06</td>
<td>That the Board of Education of School District 68 (Nanaimo-Ladysmith) refers the Best Practices Guide from the BC Technology Education Association for consideration by the Secondary Task Force in Nanaimo.</td>
<td>Goal 1: Meet Each Student's Unique Needs</td>
</tr>
<tr>
<td>Motion #</td>
<td>Motion</td>
<td>Board Goals - Adopted Oct 24, 2012</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>R11/11/23-17</td>
<td>That the Board of Education of School District 68 refers the matter of the Hammond Bay Gym Addition be referred to the Strategic Planning process which incorporates the Asset Management Plan and the District’s Strategic Educational Plan process.</td>
<td>Goal 3. Enhanced Facilities for Learning</td>
</tr>
<tr>
<td>R11/11/23-20</td>
<td>That the Board of Education of School District 68 refers the matter of the Neighbourhood Learning Centres and work completed to date by Atkins Project Services to the development of the District’s Strategic Educational Plan and that staff should include any recommendations with respect to Neighbourhood Learning Centres in the context of the District’s overall educational goals and, further That the Board requests staff to continue to receive and evaluate community initiatives with respect to surplus space and bring forward recommendations that are within the scope of the current planning and at a term that would be acceptable to staff.</td>
<td>Goal 3. Enhanced Facilities for Learning</td>
</tr>
</tbody>
</table>
| S11/11/30-02 | That the Board of Education of School District 68 refers the French Immersion Program Review as completed by Trillium Infrastructure Solutions to the development of the District's Strategic Educational Plan and that any recommendations with respect to the review should be in the context of the District's overall educational goals and staffing priorities. | Goal 1. Meet Each Student's Unique Needs  
Goal 3. Enhanced Facilities for Learning                                  |
| R12/01/25-12 | That the Board of Education of School District 68 (Nanaimo-Ladysmith) refers the balanced calendar to the Board’s strategic planning process.                                                               | Goal 1. Meet Each Student's Unique Needs                                  |
| R12/03/28-17 | The Board of Education of School District 68 (Nanaimo-Ladysmith) refers draft amended Policy and Procedure 3160 - Community Schools to the Strategic Planning Process.                                      | Goal 1. Meet Each Student’s Unique Needs                                  |
| R12/09/26-12 | That the Board of Education of School District 68 (Nanaimo-Ladysmith) receives and acknowledges the correspondence from the Harewood Neighbourhood Association regarding Community Schools and refers it to the Strategic Plan process. | Goal 1. Meet Each Student's Unique Needs                                  |
| R12/10/24-17 | That the Board of Education of School District 68 (Nanaimo-Ladysmith) approves “Meeting Each Student’s Unique Needs,” “The Continuous Improvement of Instruction and Assessment,” and “Enhanced Facilities for Learning” as the Nanaimo-Ladysmith Public Schools’ District goals. | Goal 1. Meet Each Student's Unique Needs  
Goal 2. The Continuous Improvement of Instruction and Assessment  
Goal 3. Enhanced Facilities for Learning                                  |
Appendix C – List of Reference Documents

Links to these documents will be made available on the school district website. www.sd68.bc.ca.

- Ministry of Education 21st Century Learning documents
- Ministry of Education Capital Planning Guidelines
THE BOARD OF SCHOOL TRUSTEES OF SCHOOL DISTRICT. 68

ACTION SHEET

To:   The Board of Education

From: Scott Saywell, Assistant Superintendent

Date: March 2\textsuperscript{nd}, 2016

Subject: Baseball Academy at Dover Bay Secondary School

____________________________________________________________________

Background

In consultation with Nanaimo Minor Baseball, Vancouver Island Baseball Institute, and parents of NMBA players, there is a great level of interest for a Baseball Academy at Dover Bay. Due to this continued interest and the positive feedback in support of a Baseball Academy, Dover Bay would like to establish this academy at its site.

A Baseball Academy in Nanaimo Ladysmith Public Schools has been a goal for many years. In February 2013, a Baseball Academy was approved for Wellington Secondary School. The Academy was supported and promoted by a number of organizations: Nanaimo Minor Baseball Executive, Vancouver Island Baseball Institute, their players and families. During the approval process, a thorough consultation process occurred.

Overview of Baseball Academy

The Academy will focus on the overall development of our baseball athletes, from the diamond, to the classroom, to the community. Our goal is to help baseball athletes achieve the absolute pinnacle of their potential through a unique and intense year-round training program.

Implementation:

Based upon expressions of interest, and precedence set by the Soccer, Lacrosse and Hockey Academies, and the experience at the Lambrick Park Academy in Victoria, it is highly likely that 30 to 50 students would register for the academy in its first year at Dover Bay. It is suggested that a minimum of 25 students be enrolled in the program for the initial year.

Staffing and Human Resources

On staff at Dover Bay, is a Physical Education teacher with a Master’s degree in Curriculum and Instruction who is a fully qualified certified NCCP coach in multiple
sports, including an extensive background in coaching baseball. Vancouver Island Baseball Institute is prepared to partner with Dover Bay to provide further coaching expertise in the Baseball Academy.

Should the Academy be approved to move to Dover Bay and students register in this program of choice and leave their catchment area school, it is expected that the staffing impact will be very small both at the receiving school and at other secondary schools these students leave.

**Facilities Impact**

With the current space available at Dover Bay, any impact upon class space and facilities would be minimal. Rotary Fields, Beban Turf Fields, Centennial Building, and the McGirr Fields are all potential facilities available to students in the Baseball Academy.

**Program Development and Implementation Timeline**

The program will be offered in a multi-graded course in one semester at Dover Bay. The academy block will be equivalent to a PE credit/course at the appropriate grade level.

Should the Board approve the Baseball Academy moving to Dover Bay, information will be provided to the students immediately. An information session will be held for all parents. Information with specific timelines and registration deadlines will be advertised through various media sources, as well as contacting each player registered in the Nanaimo Minor Baseball Association via email.

**Sources of Funding**

The budget established for the Baseball academy would require the students to pay approximately $700 per semester. Fundraising and sponsorship will also be utilized. The accounting models of the soccer, hockey, and Lacrosse academies will be replicated.

**Equipment**

Players would provide their own equipment including, baseball cleats, gloves, and bats. It is in the nature and nurture of baseball players that their equipment be purchased, modified, and adapted specific to their needs.
Effects upon other schools

With the small number of students coming from out of catchment area, there will be a minimum impact on other schools throughout the district.

Summary

If the board decides to approve the Baseball Academy moving to Dover Bay, it will strive to enhance the relationship between athletics and educational success, ultimately promoting lifelong lessons. The Academy is designed to develop our members into the best baseball athletes and individuals they can be.

Potentially, the academy will enhance the positive learning environment and diverse culture at Dover Bay, while promoting the unique and specific needs of each individual.

Recommendation

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.