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 - October 7, 2015

   02 - Oct 7 15

7. **PRESENTATIONS**

   7.1 Brechin Students
   RE: BC Lion’s Summit
   The Bulldogs Meet the Lions

8. **LEARNING SERVICES DEPARTMENT**
John Blain, Superintendent

   8.1 Mr. Bob Esliger
   Assistant Superintendent
   RE: NLPS Safe, Caring and Orderly Schools Strategy: Collaborative & Multi-dimensional
   Education Committee December 2015

9. **UNFINISHED BUSINESS**

10. **NEW BUSINESS**

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
Please note that the proceedings of this meeting are being recorded to assist in the preparation of the minutes of the meeting. The recording of this meeting are records of the School District, as defined in the Freedom of Information and Protection of Privacy Act, and as such may be the subject of access requests under the Act.

12. ADJOURNMENT
PRESENT:
Trustees
S. Higginson, Chair
N. Bob, Vice-Chair
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
R. Gray, Assistant Superintendent
B. Esliger, Assistant Superintendent
L. Tait, Director of Instruction
K. Toye, Executive Assistant
J. Carroll, Vice Principal, LS

Meeting No. 02

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

CALL TO ORDER
The Chair called 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
Correspondence - Trustee Routley
Pro D and Curriculum - Superintendent Blain

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

CHANGE IN ORDER
There was no Change in Order this evening.

APPROVAL OF THE AGENDA
That the Agenda be approved.
CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

That the minutes of the Education Committee meeting held September 9, 2015 be approved.
CARRIED UNANIMOUSLY

LEARNING SERVICES DEPARTMENT

Ms. Laura Tait
Director of Instruction
RE: Focus Schools

Director of Instruction, Ms. Tait, along with Assistant Superintendent Bob Esliger and school Principals Diane McGonigle (Bayview Elementary), Darlene Crane (Brechin Elementary) and Larry Dean (Georgia Avenue Community School) provided a high-level summary of the 2014-15 Focus Schools Initiative in the district. The summary is attached to the Agenda for more information.

Pro D and Curriculum - Superintendent Blain

Superintendent Blain commented on the new ministry curriculum in service hours for teachers implementation of the new BC curriculum. 10 hours will be allocated out of this year’s instructional time. The committee is to report back as to when and how.

Ms. Jane Carroll
Vice-Principal, Learning Services
RE: Special Olympics, Strong Starts & Nanaimo Early Years Network

Ms. Carroll, District Vice-Principal of Learning Services, provided an early learning initiative overview in the district. Presentation attached to Agenda.

StrongStart is a free program for parents or caregivers with newborns to children of five years of age. The StrongStart program is located in eight district elementary schools: Bayview, Fairview, Georgia Ave, Ladysmith Primary, McGirr, Quarterway, Rutherford and Woodbank.

The program is staffed with certified early childhood educators and provides a safe learning environment focused on early learning
development - language, physical, cognitive, social and emotional growth.

Other district early learning initiatives include: Ready Set Learn, Healthy Start to Learning, Parents Night Out, Roots of Empathy, Community Connections, and the Island Early Years Network.

UNFINISHED BUSINESS

Cedar Survey - Mr. Blain
Superintendent has nothing to report at this time. Learning Services are still working on numbers.

NEW BUSINESS

Correspondence - Trustee Routley
Trustee Routley wanted to inquire about some correspondence regarding a group of district Kindergarten teachers wishing to present. He was informed their correspondence and request had fallen through the cracks of the system. Superintendent Blain and Executive Assistant Toye informed him that this group had in fact been responded to. Superintendent Blain had reached out to their Union President and informed Mr. Ball that should his members wish to present to the Board, they were able to do so, through the NDTA.

ADJOURNMENT

Folio E15/10/07-03
That the meeting be adjourned. CARRIED UNANIMOUSLY

The meeting adjourned at 7:56 pm.
The Bulldogs Meet the Lions
2015 BC Lions’ Summit
Messages That Were Important to Ashton
Messages That Were Important to Brandon
And . . . The Fun Stuff
And . . . The Fun Stuff
THANK YOU!!!
NLPS Safe, Caring and Orderly Schools Strategy

Collaborative & Multi-dimensional
NLPS Safe Schools Strategy

In Nanaimo Ladysmith Public Schools we strive to develop positive and welcoming school cultures, and a commitment to fostering optimal environments for learning. All members of our school communities share a collective responsibility and commitment to maintaining safe, caring and orderly schools.

– Informed by District and Ministry Policy, Ministerial Orders and BC Provincial Legislation (handout)
The McCreary Centre (2013)

- 50% of youth indicate they are not treated fairly at school
- 35% indicate they don’t feel welcome at school
- 19% identify as other than heterosexual, and
- 25% indicate they just don’t feel safe at school
NLPS Satisfaction Survey

- Five Year Trend
- 2014-15 Results
Five Year Trend

• No significant improvement in the past five years in students respecting others who are different than themselves

• This equates to 10% of students feeling they are not respected for being different (think, act or look different).
Satisfaction Survey (2014-15)

• 25% of students in grades 3, 4, 7 and 12 and 35% of students in grade 10 don’t feel safe at school

• 10% of students in these same grades reported that they have been bullied, teased and/or picked on at school

• 20% of students in grades 3 and 4, 36% in grade 7, 59% in grade 10 and 57% in grade 12 report that they do not feel that adults/staff treat them fairly
Satisfaction Survey (2014-15)

• 87% of staff felt that their school was a safe place to work and learn
• 81% felt that their school had a positive climate
• 65% of parents of elementary aged students and 59% of parents of secondary aged students feel that staff treat their child(ren) fairly at school
A Disconnect

• Students have a right to feel safe at school
• Staff have a right to work in a safe environment
• Cultural safety, emotional safety, physical safety
• Addressing the hidden curriculum
• Everyone accepts this responsibility!
2003

- Ministry of Education
  - Safe, Caring and Orderly Schools
  - Diversity in BC Schools

- Districts were encouraged to incorporate these practices into their policy and procedure
Past Successes

• Policy and Procedures for:
  – Harassment, Intimidation and Bullying
  – Codes of Conduct
• First District with a Safe Schools Coordinator – 2003
• District-Wide delivery of Focus on Bullying K-7
• District-Wide training in PBIS and Restorative Justice/Practices
District-Wide Prevention Strategies

• Violence Prevention
  – PBIS (13/34 schools)
  – Threat Assessment Team

• Social/Emotional
  – FRIENDS K/1, 4/5 and 6/7

• Annual Training
  – Suicide Protocol
  – Reporting of Abuse and Neglect
  – ERASE 1, 2 and 3
  – VTRA Levels 1 and 2
NLPS and Community Threat Assessment and Support Protocol

• To share the details of the threatening situation or evidence promptly,
• To collaborate effectively, and
• To make use of a broad range of expertise

**Vision:** Violence prevention in our schools, our post-secondary campuses and our neighbourhoods is a **community responsibility**. All community partners work together to promote and maintain safety, and to strive to prevent violence.
NLPS/DPAC Anti Bullying Strategy

• **Brochures**
  – For parents/guardians

• **Safety/Motivational Cards**
  – For students

• **Posters**
  – For each classroom

• **Systemic Approach**
  – For each school (e.g. PBIS)
SOGI & MCRR Policies

Inclusion Policy
“Respect + Acceptance + Culturally Safe + Just”

Admin Procedures

SOGI
Advisory Council

MCRR
Advisory Council

Student Services
Advisory Council

Students & Staff & Community

Concept Approved by Trustee Co-Chairs
April 20, 2015

District-wide
Social Justice Advocates

- Bring the inclusion policy to completion
- Support the work of SOGI and MCRR
- Creating a team of school-based Inclusion Advocates (educative, restorative and preventative approach)
- Connect with NDTA Social Justice Committee
- Responsible for coordinating and providing assistance to schools.
Moving Forward

• Safe Schools Coordinator
  – To address harassment, intimidation and bullying
  – including cyber bullying
  – To promote safe, caring and inclusive schools
  – To build staff capacity in creating and maintaining safe and inclusive schools
  – To coordinate and provide educational services to students, staff and community
Moving Forward

• Sexual Health Educator
  – Address sexuality issues
  – Co-teach, coordinate and provide resources to schools
  – Build capacity
Moving Forward

• Social Justice Coordinators
  – Increase fte to half time each
  – Imbed inclusion policy into practice
  – Listen to the voice of visible and invisible minorities and bring issues forward
  – Coordinate and address inclusive schools issues
The Goal

• Inclusive Schools is our top priority where...
  – Everyone feels that they belong
  – Everyone feels safe
  – Everyone has equitable access
  – Social Responsibility is taught

• Imagine schools where kids and staff of different races, cultures, sexual orientations, and social classes feel that they are accepted, represented and have a voice.