

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

Wednesday, October 28, 2020, 6:00 PM
ONLINE MICROSOFT TEAMS MEETING

Policy 2.6 Meetings and Board Operations

Subject matter is restricted to salary negotiations; personnel matters- acquisition, sale, lease, exchange, legal matters, confidential communication

Policy 2.4 Role of the Chair and Vice-Chair

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

Pages

1. CALL TO ORDER

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

2. TRANSFER OF ITEMS TO OPEN MEETING AGENDA

3. ADDITIONS

4. DELETIONS

5. CHANGE IN ORDER

6. APPROVAL OF THE AGENDA

That the Agenda be approved.

7. APPROVAL OF THE MINUTES

7.1. Minutes - September 23, 2020

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That the minutes from the Regular Board meeting held on September 23, 2020, be adopted.

7.2.	Minutes - September 30, 2020	13
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That the minutes from the Special Board meeting held on September 30, 2020, be adopted.

8. SECTION 72(3) REPORT

8.1.	Section 72(3) Report -	16
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That the Section 72(3) Report from the Closed Board meeting on September 23, 2020, be received.

8.2.	Section 72(3) Report - September 30, 2020	17
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That the Section 72(3) Report from the Special Closed Board meeting on September 30, 2020, be received.

9. ANNOUNCEMENTS AND REMINDERS

Education Committee Meeting: November 4, 2020

Statutory Holiday: Remembrance Day - November 11, 2020

Business Committee Meeting: November 18, 2020

Board of Education Meeting: November 25, 2020

10. PRESENTATIONS

11. CORRESPONDENCE

11.1.	Krista Simpson, Chair Great Nanaimo Toy Drive	18
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Re: The Great Nanaimo Toy Drive and NLPS

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

11.2.	A. Pounds	20
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Re: Student Barriers

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

12. COMMITTEE REPORTS

12.1. Business Committee

12.1.1. New Child Care Spaces Application

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) direct staff to apply for the Childcare BC New Spaces Fund through the Ministry of Children and Families for funding childcare expansion for up to five school sites.

12.1.2. Draft Policy 1.5 - Environmental Stewardship Policy

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) adopt Environmental Stewardship as Policy 1.5

12.1.3. Draft Policy 2.7 - Policy Development and Draft Policy 2.17 - Public Participation

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) receive the Draft Updated Policy 2.7 - Policy Development and circulate as a notice of motion for 30 days, utilizing the consultation process as per Board Governance, Section 1, 2.7 – Policy Development.

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) receive the Draft Policy 2.17 – Public Participation and circulate as a notice of motion for 30 days, utilizing the consultation process as per Board Governance, Section 1, 2.7 – Policy Development.

12.2. Education Committee

12.2.1. Correspondence from the NDTA re: FSA

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That the Board of Education support parents' right to free and informed consent regarding their child's participation in the Foundation Skills Assessment through the direction to Principals to not contact parents in response to the withdrawal of their child from the Foundational Skills Assessment (for the school year 2020/21).

That the Board of Education refer the correspondence from the NDTA re FSA to the Board Chair for response.

13. SENIOR STAFF REPORTS

13.1. Superintendent Scott Saywell

23

Re: District Review Story

13.2. Secretary-Treasurer Mark Walsh

117

Re: Draft 2021-2022 Budget Timeline

14. UNFINISHED BUSINESS

15. NEW BUSINESS

16. FOR INFORMATION

16.1. Vandalism Report

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16.2. Board Motions Report

131

16.3. Trustee Liaison Committee Reports

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17. QUESTION PERIOD

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

Individuals wishing to ask questions of the Board upon completion of Committee and Board sessions shall do so in writing on the form provided which includes their name, street address and email address. The individual will be asked to verify his/her self and be afforded the opportunity to read out their own question. Each individual shall be limited to one follow-up question upon receiving a response. Forms are available in the information rack near the entrance of the Board Room.

If the meeting is being held online, individuals wishing to ask questions of the Board shall type their question in the Q&A compose box on the right side of the screen and then select send. Your question will be read by the Board or Committee Chair.

Questions and responses will be included in the video of the meeting and the meeting minutes and will be part of the public record.

18. ADJOURNMENT

That the meeting be adjourned.

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

September 23, 2020

Trustees	C. McKay, Chair	G. Keller
	L.M. Barron, Vice Chair	B. Robinson
	T. Brzovic	C. O'Neill
	S. Higginson	J. Stanley
Absent	E. Wilkinson	
Staff	S. Saywell, Superintendent/CEO	D. Burgos, Ex. Dir. of Communications
	M. Walsh, Secretary-Treasurer	K. Matthews, Manager Admin. Services
	T. Davie, Deputy Superintendent	

1. CALL TO ORDER

The Chair called the meeting to order at 6:04 pm.

2. TRANSFER OF ITEMS TO OPEN MEETING AGENDA

There was none.

3. ADDITIONS

There were no additions.

4. DELETIONS

There were no deletions.

5. CHANGE IN ORDER

There were no changes.

6. APPROVAL OF THE AGENDA

R20/09/30-01

That the Agenda be approved.

CARRIED UNANIMOUSLY

7. APPROVAL OF THE MINUTES

7.1 Minutes - June 24, 2020

R20/09/30-02

IT WAS MOVED BY Trustee Barron

IT WAS SECONDED BY Trustee Brzovic

That the minutes from the Regular Board meeting held on June 24, 2020, be adopted.

CARRIED UNANIMOUSLY

7.2 Minutes - Special Open September 2, 2020

R20/09/30-03

IT WAS MOVED BY Trustee Keller

IT WAS SECONDED BY Trustee O'Neill

That the minutes from the Special Board meeting held on September 2, 2020, be adopted.

CARRIED UNANIMOUSLY

7.3 Minutes - September 16, 2020

R20/09/30-04

IT WAS MOVED BY Trustee O'Neill

IT WAS SECONDED BY Trustee Keller

That the minutes from the Special Board meeting held on September 16, 2020, be adopted.

CARRIED UNANIMOUSLY

8. SECTION 72(3) REPORT

8.1 Section 72(3) Report - June 24, 2020

R20/09/30-05

IT WAS MOVED BY Trustee Barron

IT WAS SECONDED BY Trustee Keller

That the Section 72(3) Report from the Closed Board meeting on June 24, 2020, be received.

CARRIED UNANIMOUSLY

8.2 Section 72(3) Report - Special Closed Board Meetings

R20/09/30-06

IT WAS MOVED BY Trustee Robinson

IT WAS SECONDED BY Trustee Keller

That the Section 72(3) Reports from the Special Closed Board meetings on July 2, 2020, July 8, 2020, August 19, 2020, August 28, 2020, September 1, 2020 and September 2, 2020); September 9, 2020, be received.

CARRIED UNANIMOUSLY

9. **ANNOUNCEMENTS AND REMINDERS**

10. **PRESENTATIONS**

There were none.

11. **CORRESPONDENCE**

11.1 J. Reilander

R20/09/30-07

IT WAS MOVED BY Trustee Keller

IT WAS SECONDED BY Trustee Barron

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer the correspondence from J. Reilander to be received and filed.

CARRIED UNANIMOUSLY

11.2 Correspondence regarding Return to School

R20/09/30-08

IT WAS MOVED BY Trustee Brzovic

IT WAS SECONDED BY Trustee Barron

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer the following correspondence regarding Return to School to the Board Chair for response:

A. Vannini; A. Drake; R. & C. McMahon (2); A. Rose & K. Heughan; L. Bowerman; L. Leonard; A. Childress

CARRIED UNANIMOUSLY

11.3 NDTA

R20/09/30-09

IT WAS MOVED BY Trustee O'Neill

IT WAS SECONDED BY Trustee Barron

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer the correspondence from the NDTA to be received and filed.

OPPOSED BY: Trustees Keller, Brzovic, Stanely, Barron, Robinson, O'Neill

DEFEATED

R20/09/30-10

IT WAS MOVED BY Trustee Brzovic

IT WAS SECONDED BY Trustee Barron

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer this matter to the next Education Committee Meeting.

CARRIED UNANIMOUSLY

11.4 Uplands Park Elementary PAC

R20/09/30-11

IT WAS MOVED BY Trustee Barron

IT WAS SECONDED BY Trustee O'Neill

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

OPPOSED BY: Trustee Keller

CARRIED

12. COMMITTEE REPORTS

12.1 Business Committee

12.1.1 Executive Compensation

R20/09/30-12

IT WAS MOVED BY Trustee O'Neill

IT WAS SECONDED BY Trustee Keller

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) receive the Executive Compensation Report as information and direct the Board Chair to sign an Attestation letter (attached as Appendix C) acknowledging compensation paid to executive staff during the 2019/2020 fiscal year.

CARRIED UNANIMOUSLY

12.1.2 LRFP

R20/09/30-13

IT WAS MOVED BY Trustee O'Neill

IT WAS SECONDED BY Trustee Keller

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) direct staff to draft a Long Range Facilities Plan and to bring the draft plan to a Business Committee meeting in the fall of 2020, for review and consideration.

CARRIED UNANIMOUSLY

12.1.3 Environment Policy

R20/09/30-14

IT WAS MOVED BY Trustee O'Neill

IT WAS SECONDED BY Trustee Stanley

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer the draft Environmental Stewardship policy, together with the feedback received, to the Policy Committee for consideration.

CARRIED UNANIMOUSLY

12.2 Education Committee

13. SENIOR STAFF REPORTS

13.1 Secretary-Treasurer Mark Walsh

Secretary-Treasurer Mark Walsh presented the audited financial statements and surplus recommendations.

R20/09/30-15

IT WAS MOVED BY Trustee Brzovic

IT WAS SECONDED BY Trustee Keller

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) receive and approve the 2019-2020 Audited Financial Statements.

CARRIED UNANIMOUSLY

R20/09/30-16

IT WAS MOVED BY Trustee Brzovic

IT WAS SECONDED BY Trustee Stanley

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) approve the recommendations, as listed on the Surplus Action Sheet dated September 23, 2020, which is attached to the Agenda, to allocate the unrestricted surplus to support the Board's goals.

CARRIED UNANIMOUSLY

13.2 Secretary-Treasurer Mark Walsh

Secretary-Treasurer Mark Walsh provided an update on the Franklyn Street Property. The Information Sheet is attached to the Agenda.

14. UNFINISHED BUSINESS

There was none.

15. NEW BUSINESS

15.1 Chair McKay

R20/09/30-17

IT WAS MOVED BY Trustee Keller

IT WAS SECONDED BY Trustee Brzovic

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) direct Staff to work with the City of Nanaimo on the draft concept of making NDSS Community Field a medium sized stadium as per the draft City of Nanaimo Stadium Report.

CARRIED UNANIMOUSLY

R20/09/30-18

IT WAS MOVED BY Trustee Stanley

IT WAS SECONDED BY Trustee Higginson

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) write a letter of support be sent to the City of Nanaimo for the Canada Infrastructure Program Grant in developing Turf Fields at Harewood Centennial Park.

CARRIED UNANIMOUSLY

16. FOR INFORMATION

16.1 Vandalism Report

The Vandalism Report was received as information.

16.2 Board Motions Report

The Board Motion Report was received as information.

16.3 Board Annual Work Plan

The Board Annual Work Plan was received as information.

16.4 Trustee School Assignments for 2020/2021

The Trustee School Assignments was received as information.

17. QUESTION PERIOD

There were two questions this evening from Jeremy Inscho, NDTA:

1. Is there anyone available to speak to how the Teacher Mentorship and Professional Development funds, allocated from the unrestricted surplus, will be administered and distributed?

2. Can Mr. Walsh clarify what CRC stands for?

18. ADJOURNMENT

The meeting adjourned at 7:30 pm.

R20/09/30-19

IT WAS MOVED BY Trustee Barron

IT WAS SECONDED BY Trustee Brzovic

That the meeting be adjourned.

CARRIED UNANIMOUSLY

Mark Walsh, Secretary-Treasurer

Charlene McKay, Chair

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

September 30, 2020

Trustees	C. McKay, Chair	B. Robinson
	L.M. Barron, Vice Chair	C. O'Neill
	T. Brzovic	J. Stanley
	S. Higginson	E. Wilkinson
	G. Keller	
Staff	S. Saywell, Superintendent/CEO	D. Burgos, Ex. Dir. of Communications
	M. Walsh, Secretary-Treasurer	K. Matthews, Manager Admin. Services
	T. Davie, Deputy Superintendent	

1. CALL TO ORDER

The Chair called the meeting to order at 5:06 pm.

2. ADDITIONS

There were none.

3. DELETIONS

There were none.

4. CHANGE IN ORDER

There was no change in order.

5. APPROVAL OF THE AGENDA

S20/09/30-01

That the Agenda be approved.

CARRIED UNANIMOUSLY

6. SENIOR STAFF REPORTS

Secretary-Treasurer Mark Walsh presented the Amended Annual Programs Funding Agreement. The Agreement and Bylaw are attached to the Agenda.

6.1 Secretary-Treasurer Mark Walsh

S20/09/30-02

IT WAS MOVED BY Trustee Higginson

IT WAS SECONDED BY Trustee Keller

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) give all three readings of the amendment of Capital Bylaw No. 2020/21-CPSD68-03 in one meeting.

CARRIED UNANIMOUSLY

S20/09/30-03

IT WAS MOVED BY Trustee Stanley

IT WAS SECONDED BY Trustee Keller

That the Board of Education approve the Secretary-Treasurer's amendment to Capital Bylaw No. 2020/21-CPSD68-03 to read Capital Bylaw No. 2020/21-CPSD68-04, reflecting the Ministry of Education's amendment to the Annual Programs Funding Agreement to include additional CNCP funds as supplemental funding associated with electric bus/charging infrastructure.

Read a first time this 30th day of September, 2020.

CARRIED UNANIMOUSLY

S20/09/30-04

IT WAS MOVED BY Trustee Brzovic

IT WAS SECONDED BY Trustee Keller

That the Board of Education approve the Secretary-Treasurer's amendment to Capital Bylaw No. 2020/21-CPSD68-03 to read Capital Bylaw No. 2020/21-CPSD68-04, reflecting the Ministry of Education's amendment to the Annual Programs Funding Agreement to include additional CNCP funds as supplemental funding associated with electric bus/charging infrastructure.

Read a second time this 30th day of September, 2020.

CARRIED UNANIMOUSLY

S20/09/30-05

IT WAS MOVED BY Trustee Keller

IT WAS SECONDED BY Trustee Barron

That the Board of Education approve the Secretary-Treasurer's amendment to Capital Bylaw No. 2020/21-CPSD68-03 to read Capital Bylaw No. 2020/21-CPSD68-04, reflecting the Ministry of Education's amendment to the Annual Programs Funding Agreement to include additional CNCP funds as supplemental funding associated with electric bus/charging infrastructure.

Read a third time and adopted this 30th day of September, 2020.

CARRIED UNANIMOUSLY

7. **ADJOURNMENT**

The meeting adjourned at 5:15 pm.

S20/09/30-06

IT WAS MOVED BY Trustee Stanley

IT WAS SECONDED BY Trustee O'Neill

That the meeting be adjourned.

CARRIED UNANIMOUSLY

Mark Walsh, Secretary-Treasurer

Charlene McKay, Chair

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

Report of the Closed Board Meetings September 23, 2020

Minutes – Section 72(3) Report

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

Trustees

C. McKay
S. Higginson
G. Keller
T. Brzovic
L.M. Barron
B. Robinson
J. Stanley
C. O'Neill

Absent

E. Wilkinson

General Decisions Made by the Board

- Asset Management

General Matters Discussed by the Board

- Asset Management

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

Report of the Special Closed Board Meetings September 30, 2020

Minutes – Section 72(3) Report

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

Trustees

C. McKay
S. Higginson
G. Keller
T. Brzovic
L.M. Barron
B. Robinson
J. Stanley
C. O'Neill
E. Wilkinson

Absent

N/A

General Decisions Made by the Board

- BCSTA Covid-19 Working Group Survey

General Matters Discussed by the Board

- BCSTA Covid-19 Working Group Survey

The Great Nanaimo Toy Drive

A Christmas for Every Child



September 21, 2020

Charlene McKay, Board Chair
Nanaimo-Ladysmith Public Schools, School District 68
395 Wakesiah Avenue
Nanaimo, BC V9R 3K6
Charlene.Mckay@sd68.bc.ca

Dear Board Chair McKay,

For many years the Nanaimo-Ladysmith Public Schools School District has partnered with The Great Nanaimo Toy Drive (GNTD) to help children in our community during the holiday season. It is our understanding that the Board of Trustees passed a motion that the School District would help the GNTD find space for our activities, and we are once again requesting your assistance as we are in dire need of a space. This site can be located anywhere in the Nanaimo area and would be needed for 1-2 weeks to sort and package toys for families. Ideally, we would like to be able to access the site during some evening hours and/or weekends to accommodate volunteers who work during the day. We will be following provincial public health protocols related to occupancy, physical distancing, masks, etc.

Due to COVID-19 restrictions, the GNTD will be different this year. In previous years we operated a shopping-based model. This year we will be operating a drive-thru model so no recipients will be entering the facility. We will be using the space to collect and sort toys (after they have sat for 72hrs), and then pods of volunteers will create toy packages for each child based on recommendations from the parents/guardians. To maintain the safety of our volunteers this step may take longer than our normal sort period (typically 4-5 days). During the two days of toy pick-up (distribution), volunteers will deliver the toy packages directly to the recipients' vehicles (much like the distribution of food hampers through the Loaves and Fishes organization).

We hope you might have a site available that we could use for 1-2 weeks in December. Ideally, the space would be a gym or even several classrooms in an empty school, such as Rutherford Elementary, or potentially a space near the Nanaimo-Ladysmith Schools Foundation site that is used for their food distribution.

As you know, our mandate is to provide toys to families who have no other means of providing toys for their children – the very same children School District 68 serves. Working together, we can bring some joy and hope to Nanaimo families in this time of uncertainty. We are committed to making this year's Great Nanaimo Toy Drive safe and successful, and we would be very pleased to work with you for the benefit of the children in our community. If you have any questions or concerns, please don't hesitate to contact me. We look forward to hearing from you.

Sincerely,

Krista Simpson, Chair
The Great Nanaimo Toy Drive
2730 Camcrest Drive
Nanaimo, BC V9T 4W4
ksimpson@thegreatnanaimotoydrive.ca / kcsimpson14@gmail.com

From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: Toy Drive location
Date: Tuesday, October 20, 2020 11:46:23 AM

From: Krista Simpson <>
Sent: October 9, 2020 9:34 AM
To: Facilities Executive Director Planning Operations
<ExecutiveDirectorPlanningOperations@sd68.bc.ca>; Jason Kozubal <Jason.Kozubal@sd68.bc.ca>
Cc: Charlene Mckay <Charlene.Mckay@sd68.bc.ca>
Subject: Toy Drive location

CAUTION: External Message

On behalf of the Great Nanaimo Toy Drive (GNTD) I want to thank the Nanaimo-Ladysmith Public Schools School District for your willingness to work with us to find a location for the toy drive this year. Last month our Publicity Coordinator submitted a story to the Nanaimo News Bulletin to appeal to local businesses for help with a space and they finally ran the article this week. Yesterday afternoon we were offered a space that is more accessible to our client base than Rutherford School. Although it sounded very likely that we could use Rutherford (I know you were looking into other options) we still had not received confirmation. Given our go-no-go date is today the GNTD board met last night and decided to accept the offer for the alternate space offered to us yesterday.

It is our hope that we will be able to find a more permanent home in the future as we once had with the Franklin Street Gym. It would help our small board immensely and would better serve the community if we didn't have to scramble to find a location each year. It is our hope that the NLPS School District might be able to help us in that regard.

Kindest regards,

Krista Simpson
Chair, The Great Nanaimo Toy Drive

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Karen Matthews

To: Karen Matthews
Subject: FW: Student Barriers

From: Angela Pounds

Sent: September 30, 2020 8:41 AM

To: Charlene Mckay <Charlene.Mckay@sd68.bc.ca>; Greg Keller <Greg.Keller@sd68.bc.ca>; Lisa Marie Barron <LisaMarie.Barron@sd68.bc.ca>; Jessica Stanley <Jessica.Stanley@sd68.bc.ca>; Chantel O'Neill <Chantel.Oneill@sd68.bc.ca>; Elaine Wilkinson <Elaine.Wilkinson@sd68.bc.ca>; Tania Brzovic <Tania.Brzovic@sd68.bc.ca>; Stephanie Higginson <Stephanie.Higginson@sd68.bc.ca>; Bill Robinson <Bill.Robinson@sd68.bc.ca>

Subject: Student Barriers

CAUTION: External Message

My daughter told me her friend has not attended school this week because she does not have a bus pass issued to her. This is a grade 8 student from Gabriola student with no other way to get to school has missed three days of school because the bus driver will not let her on the bus. Her family has always struggled with these kinds of tasks, and it is very frustrating that so many barriers are put in her way. Her parents have a challenging life already and the fact that they are overwhelmed should not be a 12 years old's problem. I would ask you consider how unnecessary this situation is, the zpass system has a negative effect on vulnerable children, I know this is not the only student facing this barrier. I wrote a letter to the board when the z-pass was first instated raising concerns about the negative effect it may have on vulnerable children.

Gabriola has a 39% child poverty rate, while Nanaimo's rate is 23%, this is a significant difference, the students who live on Gabriola Island are marginalized and face many barriers. Gabriola residents have high mental health needs as well. You can see the recently published Gabriola Health report for more information here <https://www.ghcs.ca/2020-Gabriola-Health-Report.pdf>

I do not think it's acceptable for bus drivers to block students from going to school, a different process should be developed- the main goal should be to get the student into the school every day then sort out the details.

I am so frustrated with the hurdles this child and likely many others are expected to navigate without parental support, even getting herself a math book is an overwhelming task for a child going to a brand-new school in a new community, especially this year during a global pandemic. Why aren't all the children given the book on the first day and leave it up to the parent to pay or not. Not all families have credit cards and the school cash online system is not functional for them, NDSS would not accept cash and I am unsure how families without credit cards could have paid for their children.

There are so many steps for families at the start of the school year, I would strongly suggest the school board really consider how many are actually benefiting children rather than administrators and how it can be seriously impacting vulnerable and marginalized children.

Angela Pounds She | Her
Gabriola Island

16 September 2020

Board of Education, School District 68 Nanaimo-Ladysmith
395 Wakesiah Avenue
Nanaimo, BC
V9R 3K6

Dear Trustees,

I am writing you today to request that Trustees direct staff to honour parent requests to withdraw their children from writing the upcoming Foundation Skills Assessment (FSA). The Board had such a policy, and the previous Board voted to rescind it. The NDTA hopes that you will re-instate this policy.

It is well known that teachers oppose the FSA. We all agree that using test results to rank schools (as is done by the Fraser Institute) is odious, and the BCSTA joined teachers and other partner groups in taking a principled stand demanding that the Ministry of Education prevent the unethical and unfair use of FSA data. Despite our efforts, the Ministry still allows the ranking of schools. This is not, however, the sole reason for our objection to this standardized exam.

The test itself is contrary to best practice in assessment and evaluation as it is unrelated to the current classroom learning and does not align with BC's new curriculum.

Administering the FSA takes up an enormous amount of teaching time—time that would be better spent teaching and learning, especially in a year where instructional time may be affected during a pandemic.

The data generated does not inform teaching and learning because of the delay in providing results to schools. When a school scores poorly, no additional support or resources are provided for students.

Schools do not have adequate technology to support the test. Crashes and freezes are common, and students' lack of familiarity with computer test taking and typing significantly skew student results.

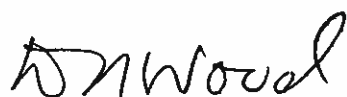
The tests are not truly standardized because every school and every classroom delivers the test in a different way. Students are provided varying levels of support during the

exam, and there are no guidelines for invigilators to ensure consistent support for students who need assistance.

Every year teachers report high levels of anxiety related to taking the FSA. The exam setting is unfamiliar and often stressful during a "regular" school year. This year is far from regular. The Ministry of Education has emphasized how important school is to our students' mental health right now. Our experience is that the FSA works contrary to that goal.

The NDTA supports parents in their understanding of the inherent problems with the FSA. We hope Trustees will ensure that parent choice is honoured, and that parents will be protected from questioning or coercion.

Sincerely,

A handwritten signature in black ink, appearing to read "Denise Wood". The signature is fluid and cursive, with the first name "Denise" written in a more stylized, connected manner to the last name "Wood".

Denise Wood
President

Cc Karen Matthews, Manager Administrative Services
Mark Walsh, Secretary-Treasurer

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DISTRICT REVIEW STORY



Message from the Superintendent



Thank you for taking the time to read the Nanaimo Ladysmith Public Schools' 2019-2020 District Review Story. The District Review Story is Nanaimo Ladysmith Public Schools' approach to providing the community a yearly update on our commitment to continuously improve student learning for each student and to address long-standing differences in performance among particular groups of students, most notably Indigenous students and students with disabilities or diverse abilities.

To demonstrate how we have performed on our commitment to fulfilling the goals of the [Strategic Plan \(2019-2023\)](#) we use a number of success indicators that include results from the Student Learning Survey, grade 4 and grade 7 Foundation Skills Assessment and the grade 10 numeracy and literacy assessments. All of these measures are mandated by Ministry of Education in the *School Act* and in the Framework for Enhancing Student Learning Ministerial Order.

The 2019-20 school year is sure to be recorded as one of the most unique and challenging in our province's history. The COVID-19 pandemic has changed education forever and the rapid integration of information technology in education will remain long after the virus is contained.

On behalf of the senior leadership team, thanks to each and every one of you for your continued patience, understanding and perseverance through what has been one of the most trying times in modern history. Thank you/Merci/Hay ch q'a.

Scott Saywell
Superintendent/CEO

Message from the Board Chair



On behalf of the Board of Education for Nanaimo Ladysmith Public Schools, we want to thank our staff who experienced a school year where we transitioned from in-class to at-home learning, and back again, amidst a global pandemic. We are very proud of what our educators, support staff and administrators were able to accomplish given these challenging and unprecedented times.

Thank you to district families for your ongoing support of public education. While we know it was not ideal for many of you, we hope that through the support of the district, together with the province of B.C., your children were able to continue learning during a very uncertain time.

Lastly, we invite you to peruse this document as it provides a snapshot of some of the many aspects schools districts in B.C. are held accountable to the public and the Ministry of Education. We hope you find it informative and are impressed by the results of the great work of our students and staff. Thank you/Merci/Hay ch q'a.

Charlene McKay
Board Chair

OVERVIEW OF NANAIMO LADYSMITH PUBLIC SCHOOLS

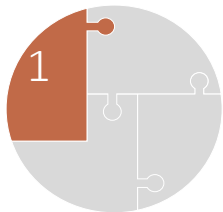
Nanaimo Ladysmith Public Schools (NLPS) is the second largest school district on Vancouver Island and resides within the traditional territories of the Snuneymuxw, Snaw-Naw-As and Stz'uminus First Nations. In addition, the District is a proud community partner with the Tillicum Lelum Aboriginal Friendship Centre and the Mid Island Métis Nation.

The District claims approximately 15,000 students, with approximately 2700 students identifying as Indigenous and 1200 students with special needs. The District offers a full range of programs from kindergarten to grade 12, in English and French Immersion, with additional programs for pre-school and adult learners. There are: twenty-eight elementary schools; eight secondary schools (including Learning Alternatives and Career Technical Centre); one distributed learning school – Island ConnectEd (K-12); International Education (K-12); and approximately 2,200 employees.

The District encompasses the city of Nanaimo, the towns of Ladysmith and Lantzville, Gabriola Island, North Oyster, Cedar and many other communities which represent a population of 126,047 (2016 Census). The District's annual consolidated budget is \$166 million.



***We acknowledge that we are on the
unceded and traditional territories of
the Coast Salish peoples –
Snaw-Naw-As, Snuneymuxw,
and Stz'uminus Nations.***



Continuous Improvement of Instruction and Assessment

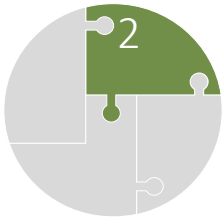
The District has continued its upward trend in completion rates, including for Indigenous students. Last year we graduated a higher percentage of students than ever before.

To sustain our positive trend in student completion rates, the District has adopted a number of actions contained in our [Operational Plan](#) that we review continually. Despite the challenges of COVID, we are continuing the focus on supporting our action plans and reviewing their impact.

For example, the District supports capacity building within our staff through funding a variety of relevant professional development opportunities including continued support for the implementation of the new curriculum. The District also supports “Professional Learning Communities”. These allow school staff time to work together to support the improvement of instruction and focus on our students.

The District also supports “Focus Schools”. These are schools in lower socio-economic areas that often have greater needs. Focus Schools receive additional resources, provided by our Board, to aid with additional staffing to support learning and the social and emotional wellbeing of students.

One area that the District is monitoring closely is our Foundation Skills Assessment (“FSA”) results. While our graduation rates continue to improve our FSA results have been largely flat over the last year. Upon review of the results, the District will determine whether we need to shift any of our action plans to improve our outcomes.



Safe, Caring and Healthy Learning and Working Environment that is inclusive of diversity of our entire learning community

The District has created a program to ensure that all children and youth in care are cared for in our schools by assigning a school-based mentor to each and every student who is in care.

This goal has been an area of long-term success for our District. Nevertheless, the District has a wide array of [action plans](#) to ensure continuous improvement in this area.

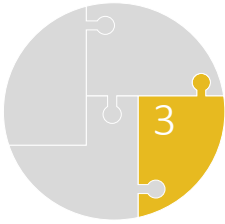
For instance, we have worked to increase awareness and capacity in addressing mental health and wellness by providing in-service and training on Trauma Informed Practices. We have developed a three-year plan to address racism, issues of cultural safety and SOGI initiatives in our district.

In addition, we have deepened our relationships with families new to our community through partnering with our local multicultural society to create a new Settlement Worker in Schools position.

To support an inclusive and equitable learning environment our Board has supported a multi-million dollar technology investment in our schools which is partially complete. Further, the District is working closely with the Ministry of Education on our seismic mitigation program and we anticipate upgrading 1-2 schools per year for the foreseeable future.

One area of opportunity with respect to this goal is data collection. We are currently discussing strategies to increase participation in our student learning survey to ensure we have sufficient data to drive our actions.





To Be A Leader in Environmental Stewardship and Sustainability

The District is committed to lowering our Greenhouse Gas emissions 4.5% per year.



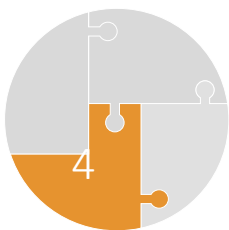
To achieve our Board's ambitious goal we have a variety of [action plans](#) in place that have both operational and educational implications.

For instance, our schools have supported the goal within the curriculum through community gardens and providing outdoor education spaces. Schools have also participated in extra-curricular opportunities through eco-clubs, engagement in REIMAGINE Nanaimo and civic engagement with active transportation and climate action.

We have also successfully created community partnerships to help us achieve our goal. For instance, we have various partnerships with our local municipalities and regional districts including in the area of waste management and transportation.

In addition, our Board has supported capital upgrades to our schools including boilers, lighting and others as well as the purchase of electric buses and other electric vehicles.

While we note that our GHG emission are down from 2010 levels, increased enrollment and the impact of additional capacity to support that enrollment puts significant pressure on our ability to meet our target.



Truth and Reconciliation

The District has created a groundbreaking initiative with Snuneymuxw First Nation to co-govern Qwam Qwum Stuwixwulh to support reconciliation and provide an educationally and culturally relevant program for Indigenous students.

The District has committed to reconciliation as a core goal. In addition, our Board has adopted the [Syeyutsus Framework](#) as well as a number of other [action plans](#) to pursue this goal. Syeyutsus (walking together) is a Hul'q'umi'num expression for “walking in two worlds”: Living and honouring the teachings of the land and first peoples, while navigating the ever changing complexities of today's world and society. In today's context Syeyutsus suggests we strive to find balance between the traditional way of living and the contemporary lifestyle.

With guidance from the Syeyutsus Family, comprised of knowledge keepers from each Indigenous community, NLPS has taken significant steps to improve awareness of Indigenous languages, cultures and history and will continue this movement forward. This includes exploring the establishment of a Hul'q'umi'num immersion school.

The District has embraced recommendations from the Truth and Reconciliation Commission including ensuring that our staff have access to professional development on Indigenous history, Indigenous ways of knowing and an opportunity to learn the Hul'q'umi'num language.

We have invited members of our land-based nations and community-based partners into our schools. Events like [Singing with Syeyutsus](#), [21 Things You May Not Know About the Indian Act Webinar](#) and the [Learning with Syeyutsus Speaker Series](#) have provided opportunities to learn online.

The positive results are apparent both in our increasing Indigenous graduation rates as well as our relationship with our land based nations and community based partners.

HOW ARE WE DOING?



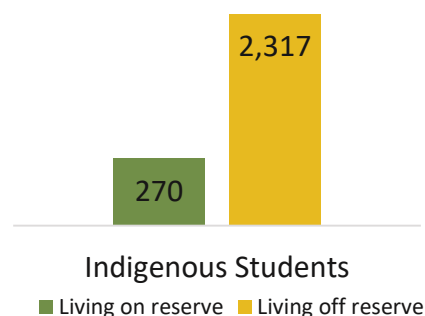
Number of students across all grades 2018-2019

	K	1	2	3	4	5	6	7	8	9	10	11	12	Others	Totals
All Students	1,071	1,052	1,104	1,108	1,115	1,112	1,167	1,049	1,072	1,041	1,094	1,209	1,383	31	14,608
Indigenous Students	177	170	179	172	208	191	218	212	201	193	203	233	228	2	2,587
Students with disabilities or diverse abilities	28	41	63	86	76	87	126	85	114	107	91	103	144		1,151

Student Learning Survey

The Student Learning Survey is a survey for students in grades 4, 7 and 10, their parents and staff. This survey has been administered annually in B.C. public schools since 2001. It is the only source of province-wide information on in-school process and learning environment.

The following results were taken from the Student Learning Survey (2018/2019):



Number, percentage, and provincial comparisons of students in grade 4, 7 and 10

Is school a place where you feel welcome?

Is school a place where you feel safe?

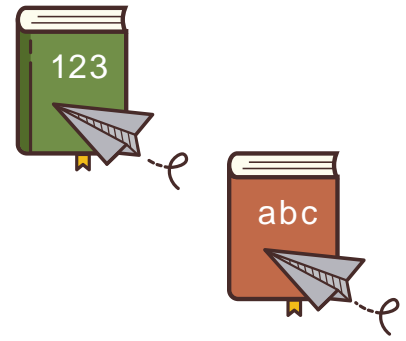
Is school a place where you feel like you belong?

Do you feel there are two or more adults who care about you at school?

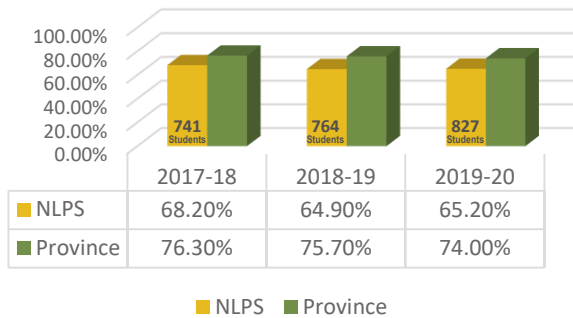
	Number/Percent/Provincial			Number/Percent/Provincial			Number/Percent/Provincial			Number/Percent/Provincial		
Grade 4	760	77%	77%	771	79%	79%	581	60%	61%	705	72%	73%
Grade 7	612	68%	66%	637	71%	71%	464	51%	53%	619	69%	64%
Grade 10	459	61%	61%	522	68%	72%	333	44%	47%	491	64%	63%

Literacy and Numeracy Expectations

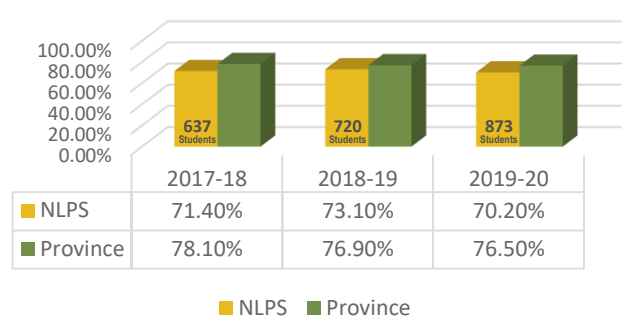
Current year and 3-year trend for number and percentage of students in grade 4 and 7 on-track or extending literacy and numeracy expectation on the [Foundation Skills Assessment](#).



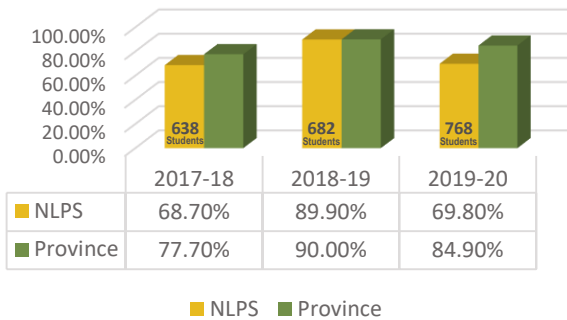
Grade 4 - Reading



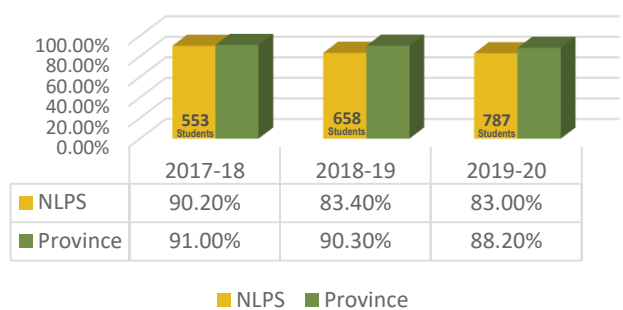
Grade 7 - Reading



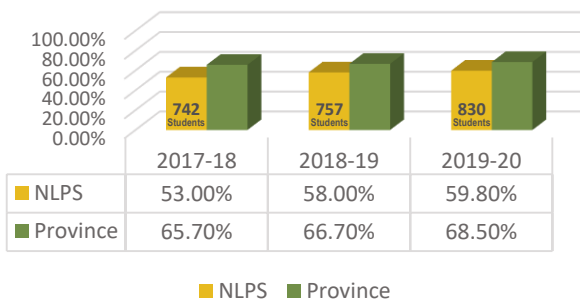
Grade 4 - Writing



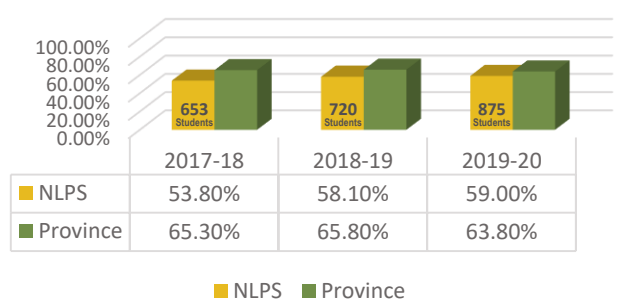
Grade 7 - Writing



Grade 4 - Numeracy



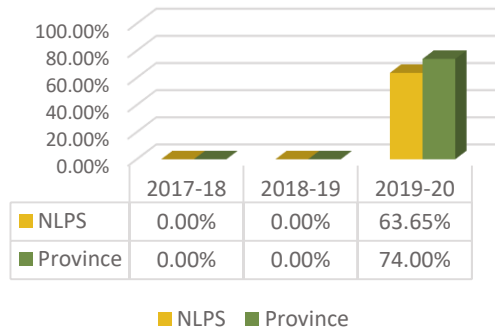
Grade 7 - Numeracy



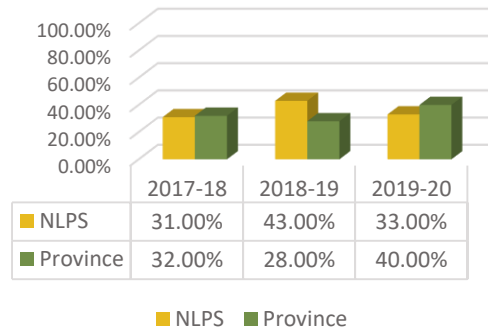
Literacy and Numeracy Expectations

Current year and 3-year trend for number and percentage of students proficient or extending literacy and numeracy expectations as specified in the grade 10 literacy assessment *NO DATA AVAILABLE: 2019-20 is first year for Grade 10's to participate in the Literacy Assessment.*

Grade 10 - Literacy



Grade 10 - Numeracy



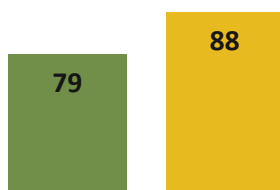
Completion Rates

Percentage of resident students who achieve a BC Certificate of Graduation Dogwood Diploma within 5 and 6 years of starting Grade 8.



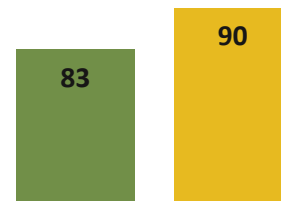
5 Year Completion Rates (%)

■ NLPS
■ British Columbia (average)



6 Year Completion Rates (%)

■ NLPS
■ British Columbia (average)



Overall

Indigenous Students



Students with Disabilities or Diverse Abilities

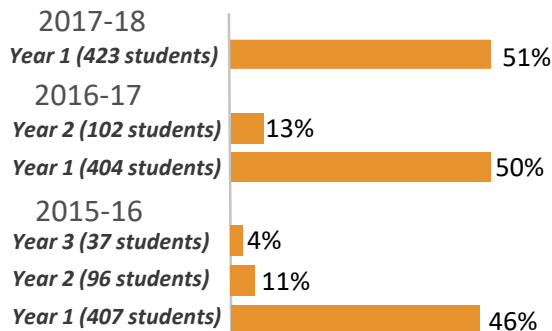


Completion Rates

Number and percentage of students who are completing grade to grade transitions on time.



Students transitioning to Canadian post-secondary institutions within 1 to 3 years.



The Six-Year Completion Rate is the proportion of students who graduate with a B.C. Certificate of Graduation or B.C. Adult Graduation Diploma, within six years from the time they enroll in Grade 8.

Overall, NLPS's Six-Year Dogwood Completion Rates have shown an increase in the number of students graduating from the school system. Over the past number of years, the District has placed an increased emphasis on improving student achievement through its Framework for Enhanced Student Learning and has introduced district-wide assessments to develop a comprehensive understanding of student achievement and to inform instruction.









355 Awesome students

*(2 Astounding Home schoolers and
13 tremendous transition students)*

40 Unbelievable staff

Focus School

Diverse learning community

The Basics



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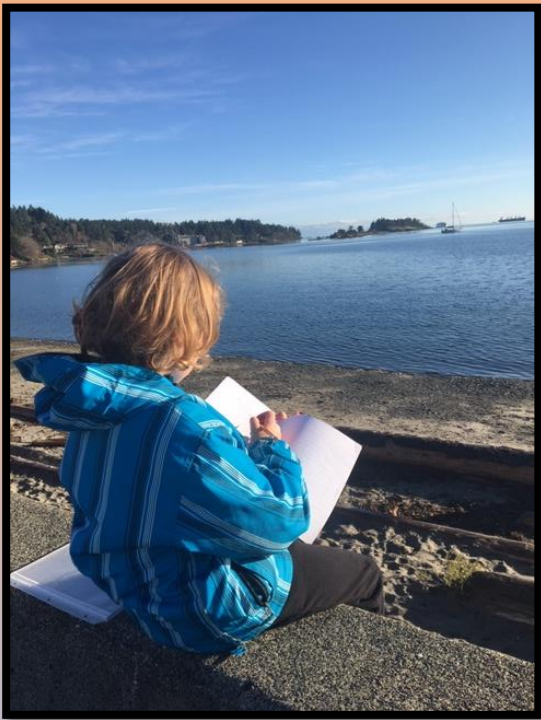


23 incredible learners with a Ministry
Designation

51 amazing learners of Indigenous
ancestry

37 fantastic ELL learners

We provide breakfast and lunch to roughly
20 extraordinary learners per day



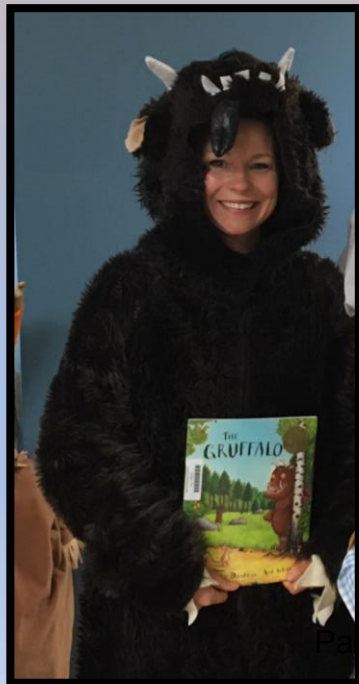
SCHOOL GOAL

To increase student reading skills at all grade levels

SOME DATA – As at October 14, 2020

Grade 2 Teacher A	56% reading below grade level expectations currently
Grade 2 Teacher B	72 % reading below grade level expectations currently
Grade 3 Teacher A	63% reading below below grade level expectations currently
Grade 3 Teacher B	89 % reading below grade level expectations currently (note many are close to grade level)
Grade 4 Teacher A	2% reading below grade level expectations currently (5 students on transitions not included in data)
Grade 4 Teacher B	21 % reading below grade level expectations currently

The Team

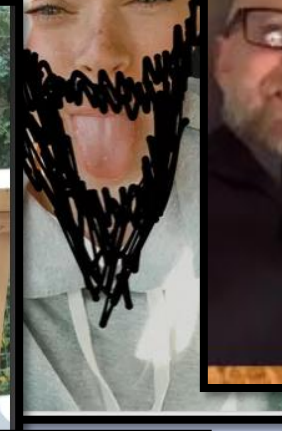
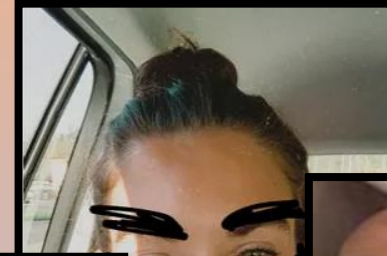
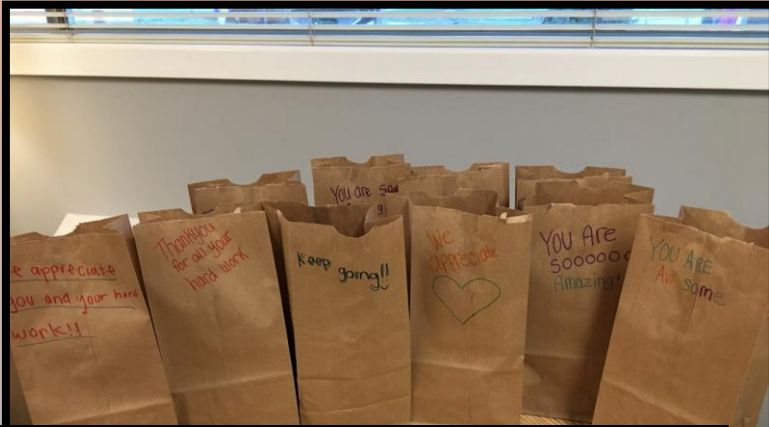


Showing Appreciation





IN A TIME WHEN BUILDING COMMUNITY HAS CHANGED...





WELLINGTON
SECONDARY SCHOOL

Wellington Secondary School is an inclusive, caring and engaging educational environment.

We pride ourselves on a comprehensive program that offers a wide range of curricular and extra-curricular activities.

Wellington Secondary is located on the ancestral and unceded territory of the Snuneymuxw First People who have been stewards of this beautiful land since time immemorial.

SUCCESS IS A JOURNEY...NOT A DESTINATION

Success is felt in the heart

Success is embedded in belonging

Success is a reward for curiosity
and engagement

Success is born from struggle
and resilience

Success builds confidence and increases positive self-identity

Success, as a shared experience, plants the seeds of relationship

100% Graduation Rate

- Every learner will cross the stage with **dignity, purpose and options**
- Every learner will leave **more curious** than when they arrive
- Every learner will develop an understanding of, and respect for, Indigenous ways of knowing
- Every learner will contribute to the elimination of racism
- Every learner will have a sense of belonging and a confidence in self*

Continuous Improvement of Instruction and Assessment

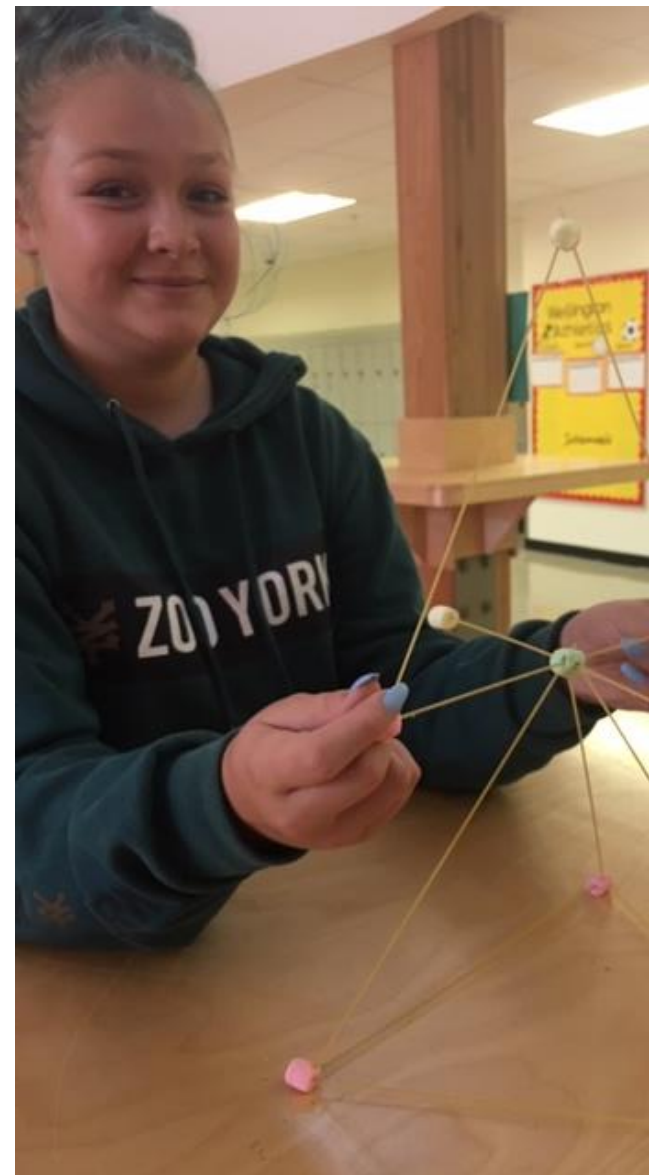
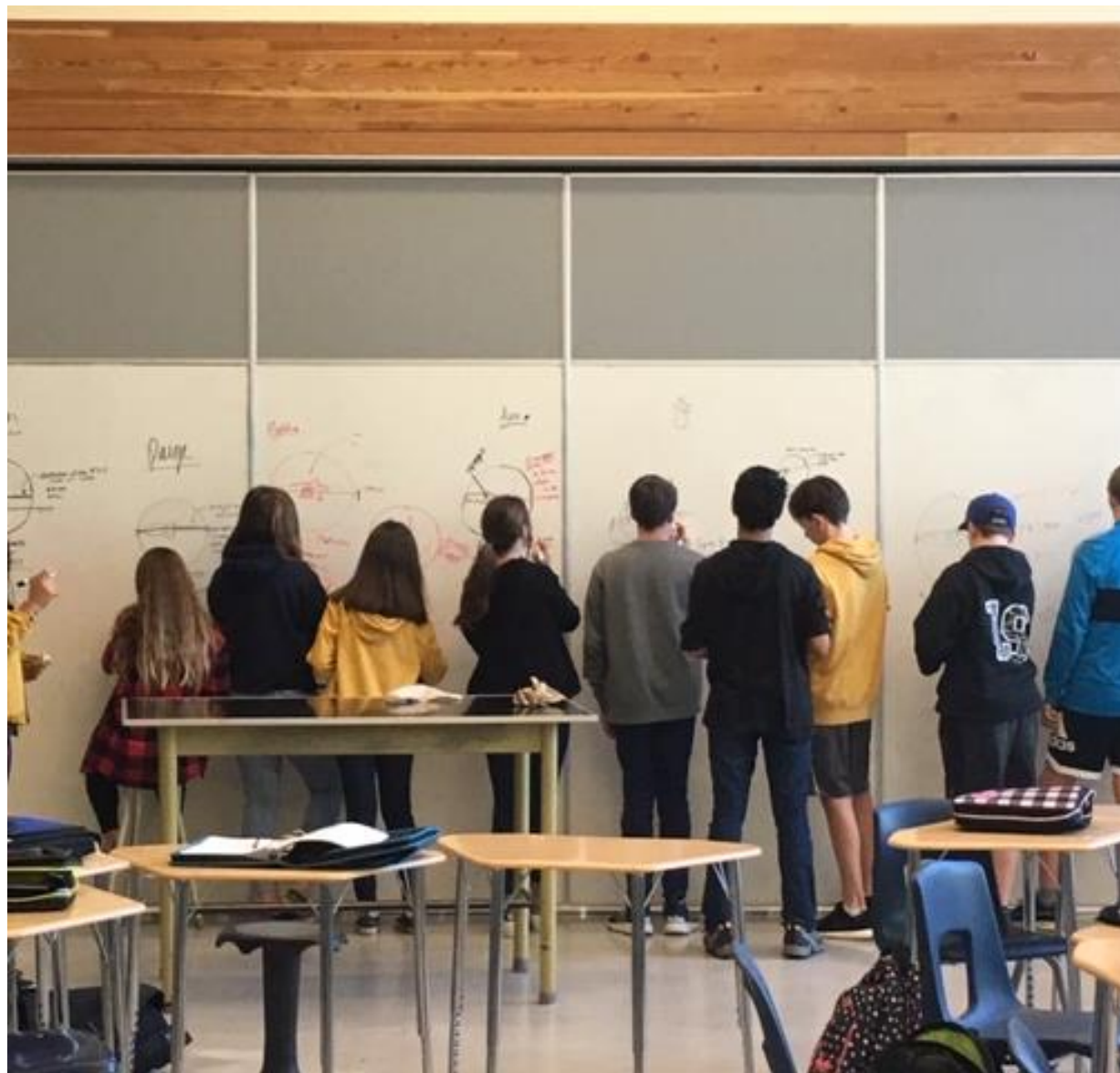
Improving student engagement through:

Ongoing professional development around redesigned curriculum and revised assessment practices

Access to technology and design thinking to promote 21st century learning

Increased opportunities for cross-curricular, project-based learning

Building connected understandings through thematic/phenomenological learning



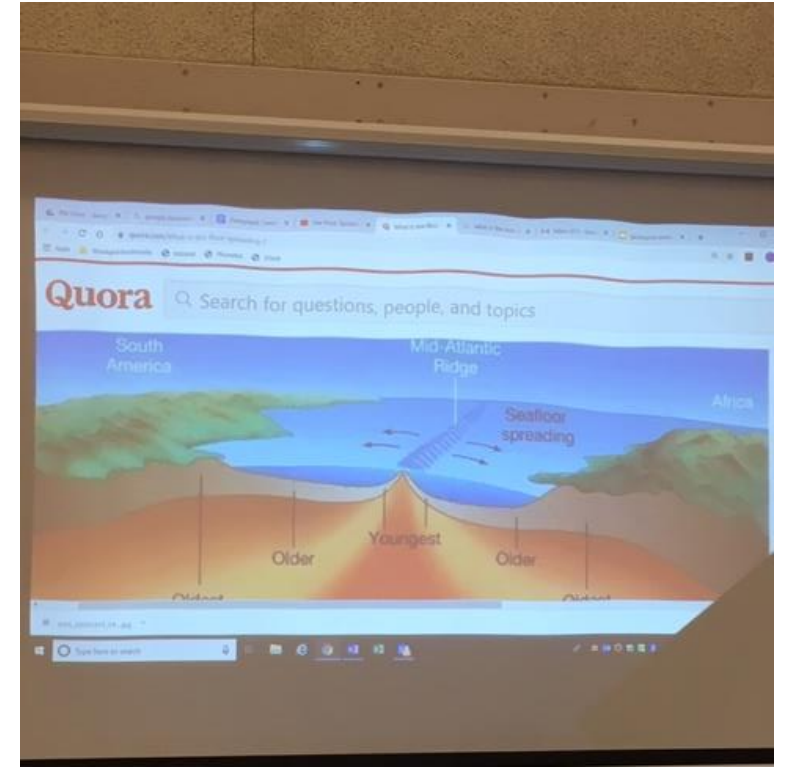


Plate tectonics

- Ms. Kenning's Class designed models of sea floor spreading using cardboard that was destined for the recycling bin



Creative Pie Crusts Class



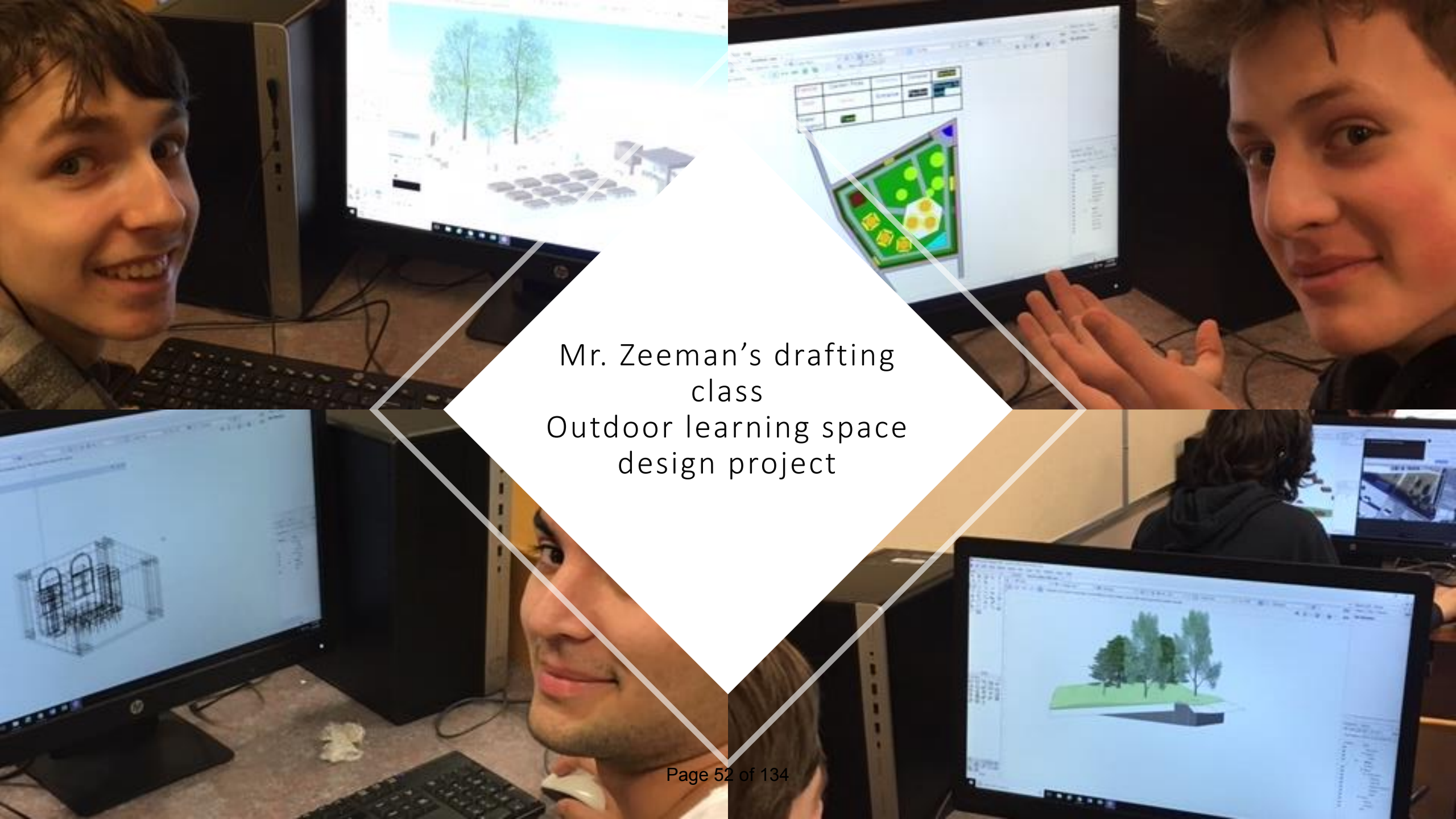
Science and Engineering

- Learning about acid reflux
- Building Da Vinci's bridge (no nuts, no screws, no bolts)



ADST IN ACTION

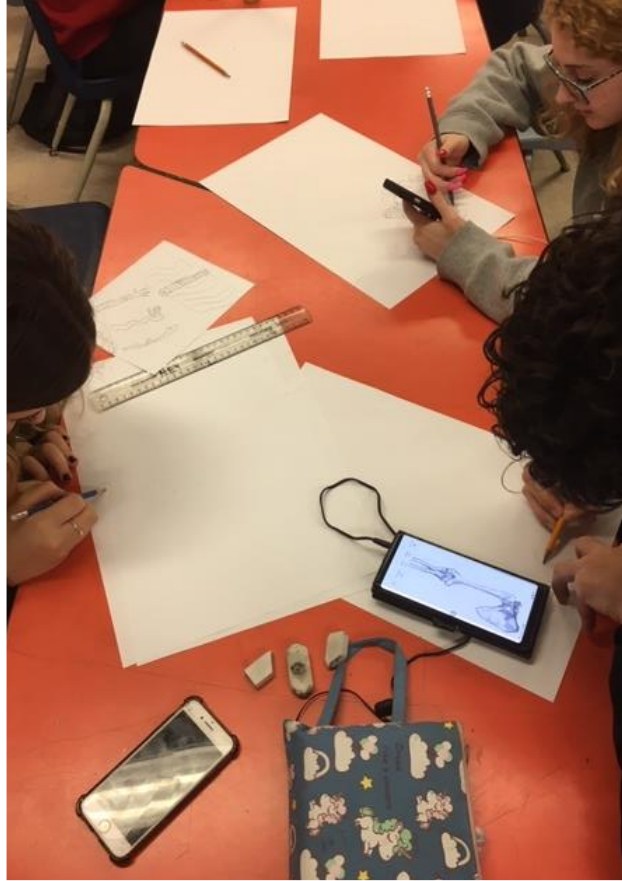
Virtual Reality Experiences and 3D printing



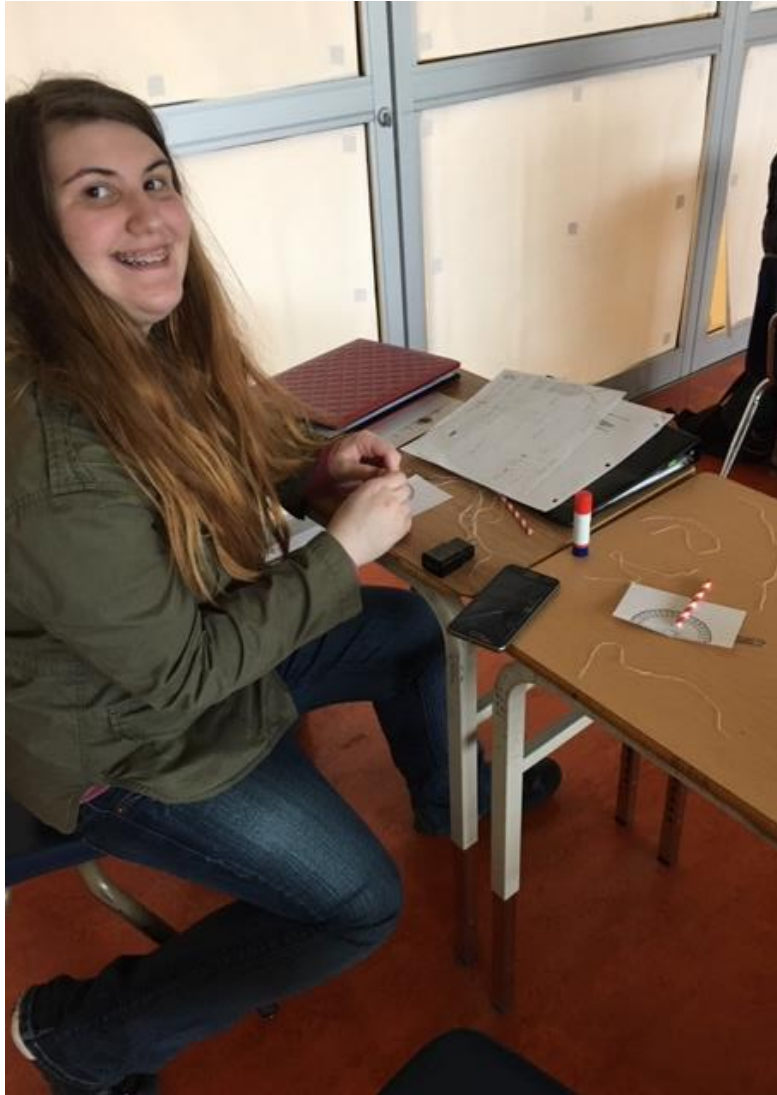
Mr. Zeeman's drafting
class
Outdoor learning space
design project



Lifesaving Lessons with Mr. Dang



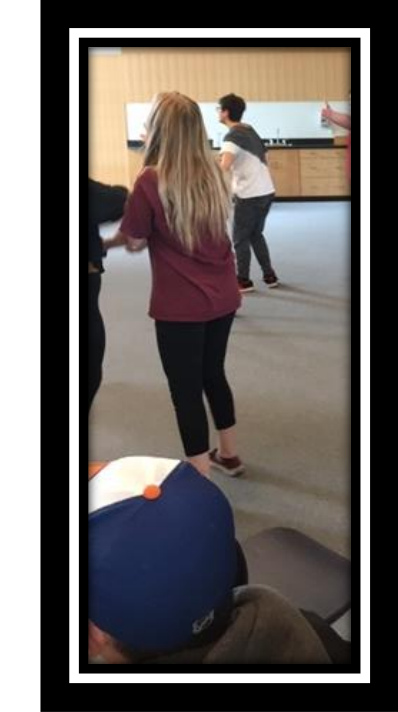
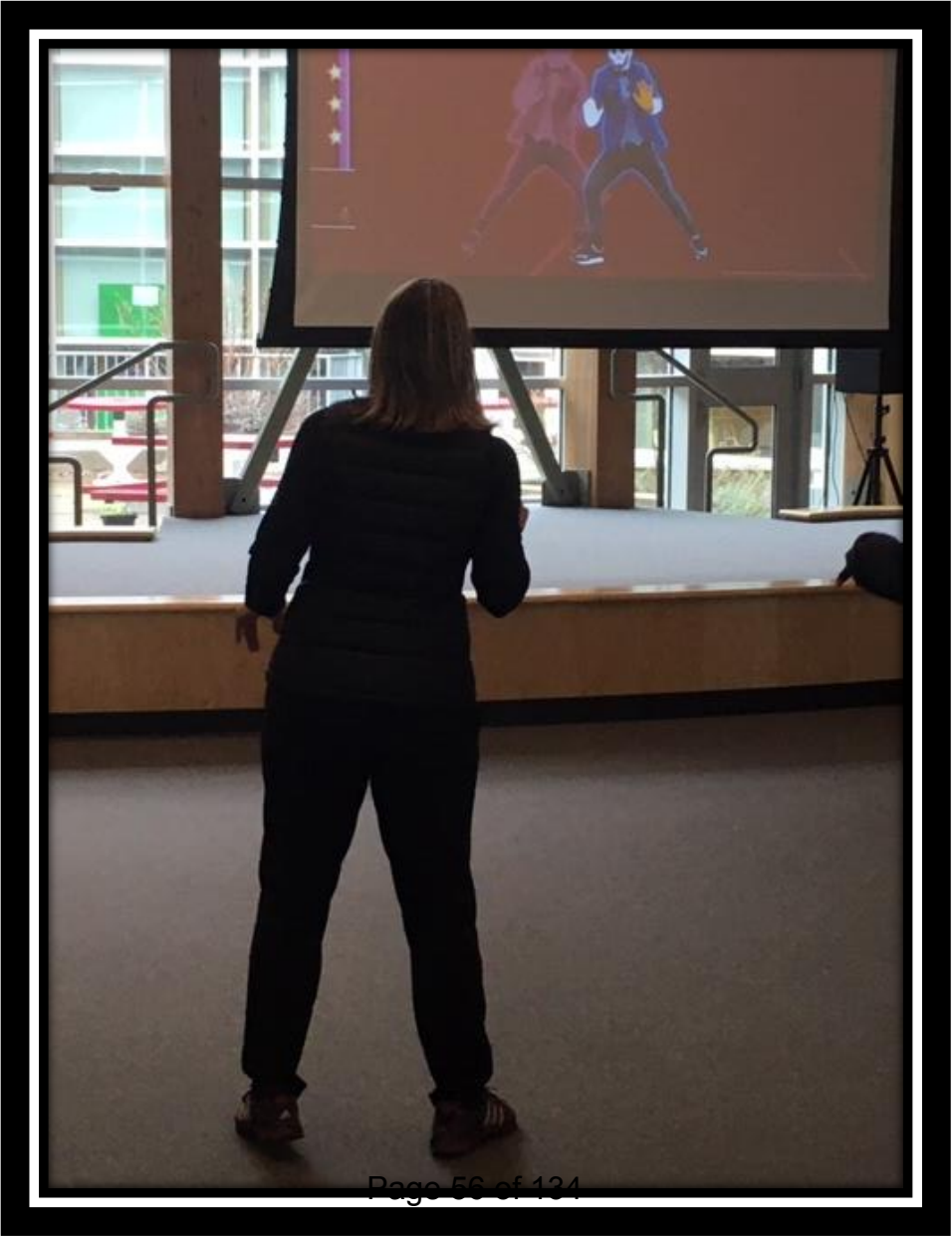
Collaborative sketch assignment in Holly's class and learning the delicate art of silk screening with Ms. Balcombe



Hands-on
mathematical
learning in Ms.
Baldwin's
class...how to
measure angles of
really tall things.



Learning Dance Moves in
Physical and Health
Education



Ms. Aitken modelling the
behaviour she wishes to
see





No Sunshine?
No Problem!

A photograph of a large, open-plan meeting room with high ceilings and large windows. Numerous people are seated at long wooden tables, engaged in collaborative work. Some are looking at laptops, while others are discussing documents. The room has a modern, casual feel with exposed wooden beams and large windows letting in natural light. A large white diamond shape is superimposed over the center of the image, containing the text 'Collaborating at home and on the road...'.

Collaborating at home
and on the road...

Safe, Caring and Healthy Environment that is Inclusive of Diversity

Improving student engagement through:

Review and revision of current student support model to create a continuum of interventions that better meet the diverse needs of our students

Fostering belonging through extra-curricular activities, including a wide range of clubs and sports teams

Increased understandings of universal design for learning, differentiation, and ways to engage reluctant learners



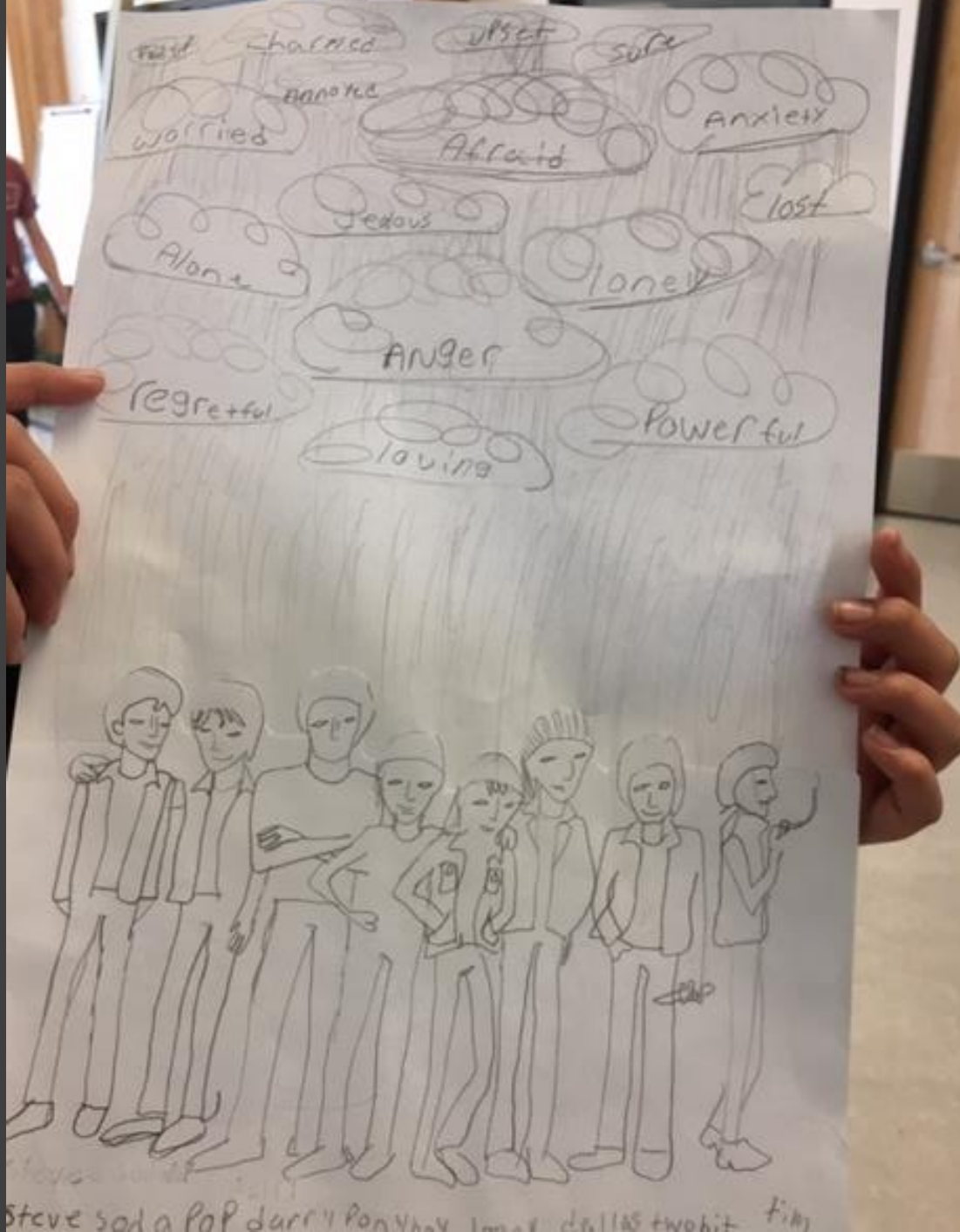


Skills for Life Classroom Expansion

Awesome Adapted Assignment

Novel study: The Outsiders in Ms. Thomas' class

- Student, who did not want to be identified, drew a picture of the cast of characters and the emotional storm that surrounds them. She explained that all of the emotional rainclouds rain down on them and they support each other through the storm.
- She was able to communicate her learning both visually and verbally 😊



Wellington Student Activities/Clubs

Student Leadership Council

Creative Writing Club

Homework Club - 4 days/week

Art Studio - 4 days/week

Weight room - 3 days/week

Dance team

Climate action group

Social Hub

QSA

Robotics

Maker Space

Board games club

Talk Thursday - Ted Talks and Discussion

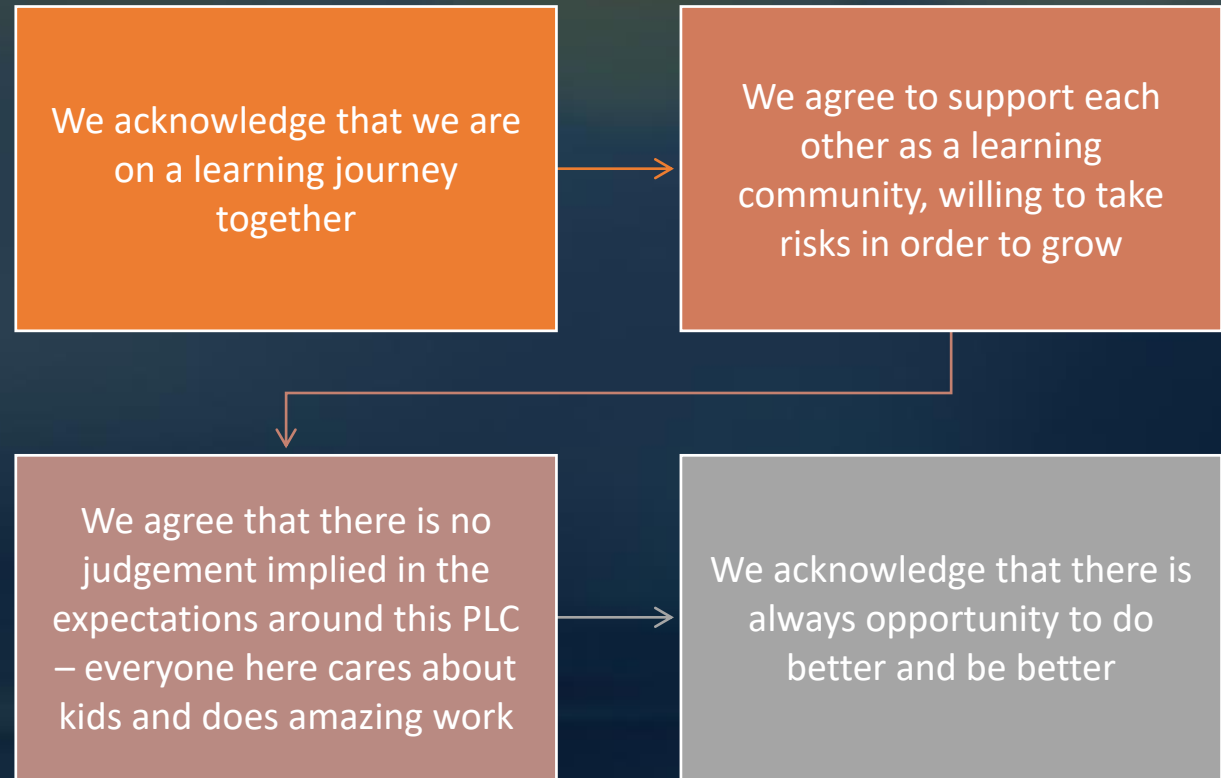






Elf on the Shelf and Pi Day

Agreements and Acknowledgements





Next steps...

- Conduct an environmental scan of your classroom...what does your classroom say about what matters to you as an educator?
- Select one (or two) of your students who appear disengaged for one or more possible reasons and complete an empathy analysis
- Identify social-emotional and learning needs that might be uncovered and then begin to identify supports that could possibly assist
- Be prepared to share at our next CR4WS one or two strategies that are proving effective. Are we making a difference? Where to next?



Leader in Environmental Sustainability

Improving

- Improving student engagement through:

Increasing

- Increasing opportunities for land-based, place-based learning that is connected to sustainable practices

Promoting

- Promoting school-wide and district initiatives around environmental sustainability through our student-led Climate Action Group



Climate Action Plan at Wellington



Sustainable Resource Use – October 2019



Oceans – November 2019



Water Rights / Water Security – December 2019



Extreme Weather - January 2020



Sustainable Transportation / Renewable Energy – February 2020



Protecting Important Ecosystems – March 2020



Year-round Zero Waste Initiative and Ongoing Waste Audits



This group of students and teachers will work with district and community staff to implement Green initiatives throughout the school.



Place-based/Land-based Professional Learning

Truth and Reconciliation

Improving student engagement through:

- Creating ways to improve Indigenous students' sense of belonging and connectedness to the school
- Increasing Indigenous representation around the school site
- Ongoing professional development around seamless integration of Indigenous ways of knowing, being and doing across the curriculum and grades

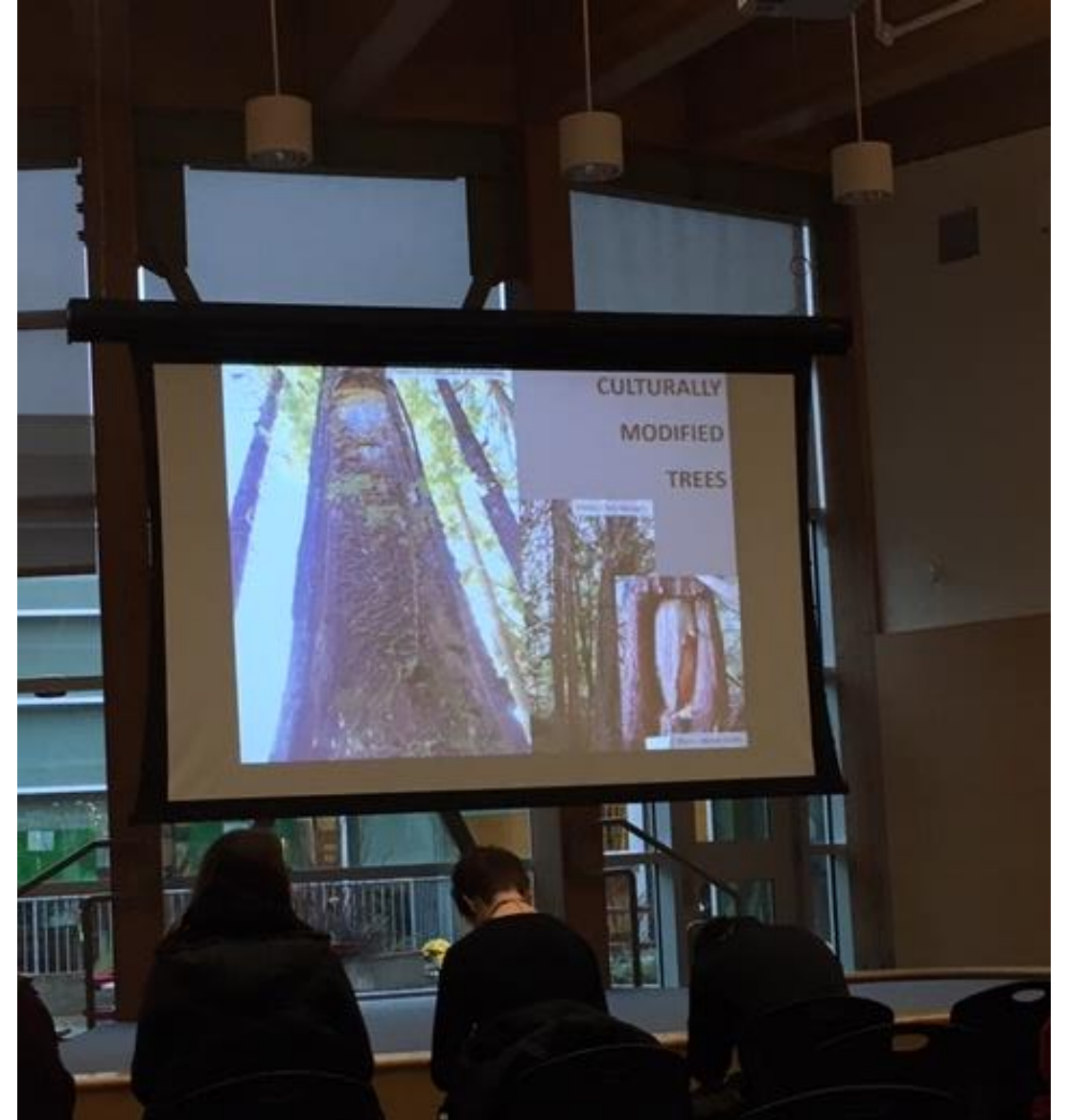




Community Building and Professional Learning









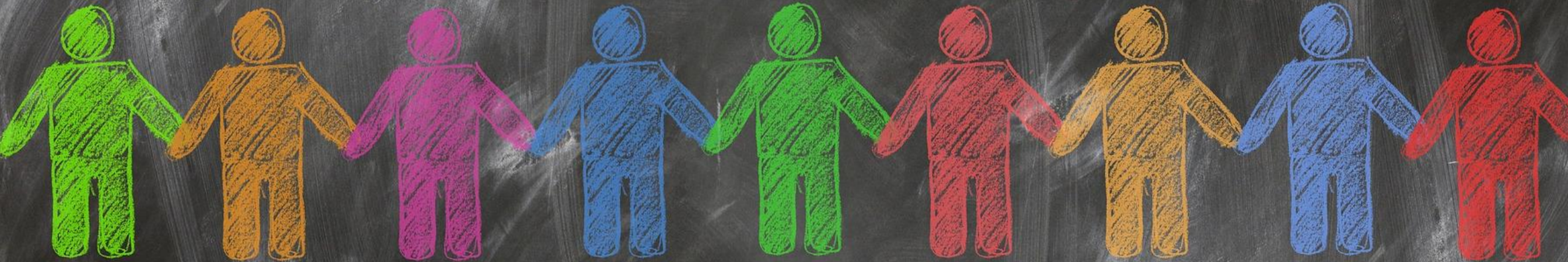
Indigenous Student Success

A person wearing a black graduation cap and gown. Their hands are visible, adjusting the cap. The background is a soft, out-of-focus light blue and white.

Graduation Rates (based on the information we currently have on hand)

- Wellington's five-year graduation rate for the 2019-20 school year sits at 88%
- We expect a 95% graduation rate for all students provided that 12 students follow through on their sixth-year plan
- Wellington's five-year graduation rate for Indigenous students is currently at 85% with plans in place for the three students who require an additional year
- If these three students follow through with their sixth-year plan, we will see a 100% Indigenous student graduation rate

TOGETHER






Department of Learning Services

Board Meeting, October 28, 2020





*Nanaimo Ladysmith Public Schools resides within
the traditional territories of the Snuneymuxw,
Snaw-Naw-As and Stz'uminus First Nations*

Strategic Plan

Board Responsibility

Vision

What we want to be?

Objectives

Specific outcomes
expressed in measurable terms
(NOT activities)

Goals

What we must achieve

Mission

Why we exist?

Operational Plan

Superintendent Responsibility

Measures

Indicators and
Monitors
of success

Targets

Desired level of
performance and
timelines

Strategies

Planned
Strategies to
Achieve
Objectives



COVID-19 Impact on Department of Learning Services – Superintendent's Operational Plan

March, 2020 – Significant Shift Learning Services Operational Priorities

Restart Planning – COVID Health and Safety Guidelines

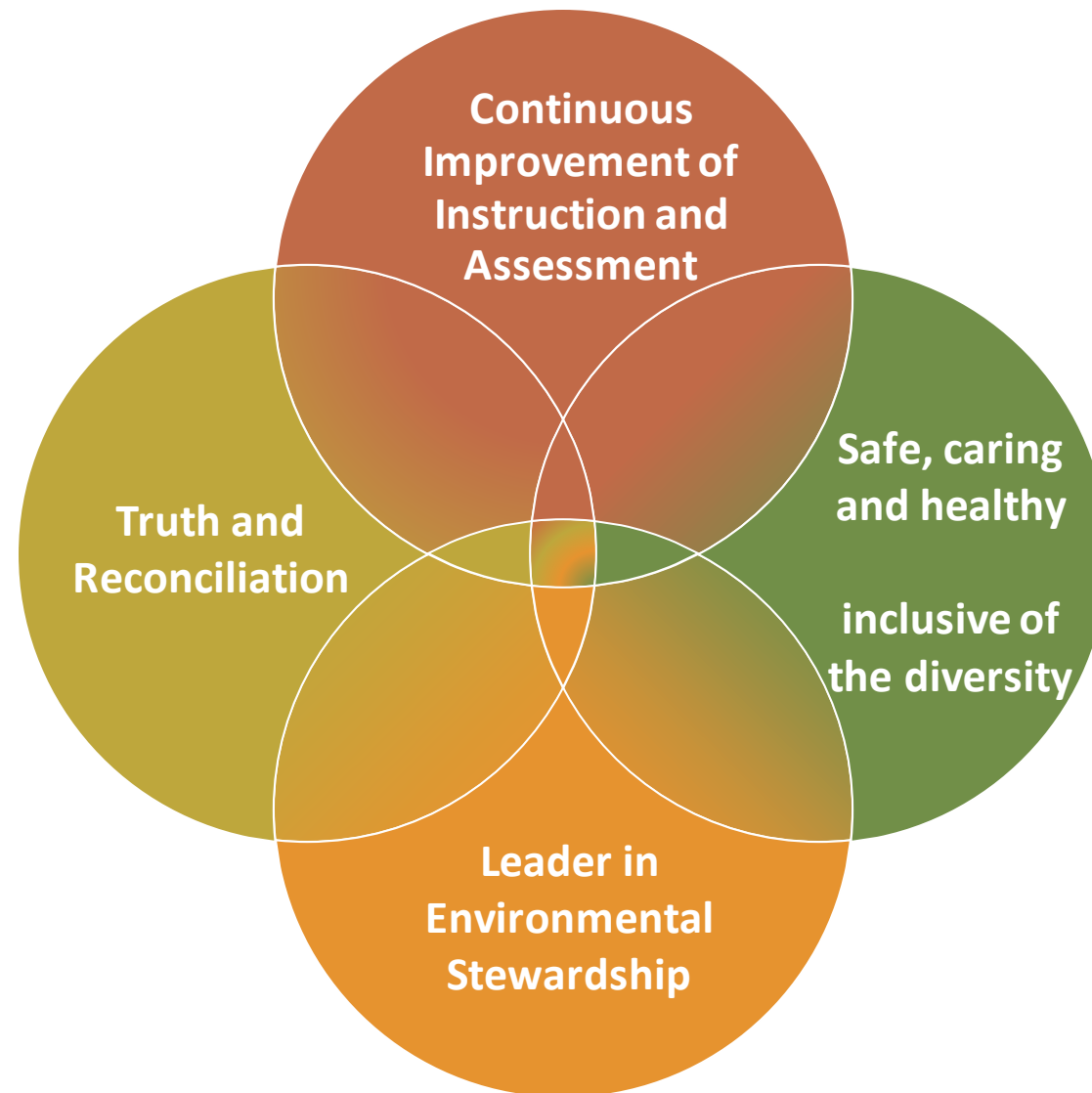
- Continuity of Educational Opportunities
Stage 3 – (Remote through to Hybrid Learning)

July, 2020 – Another Significant shift in Learning Services Operational Priorities

- Return to Safe Operations - Revised COVID-19 Guidelines
Stage 2 – (Return to in-class instruction or Distributed Learning)



Courageous, innovative, inclusive and personalized learning community that inspires success for all



Student Centered

collaboration

Transparency

Honesty

Integrity

Inclusion

Mutual Respect

Diversity

Sustainability

Equity

Accountability

Continuous Improvement of Instruction and Assessment

Inclusive Practices

Literacy

Assessment

Numeracy





Numeracy

What the data has told us

Plans for this year, and coming years

How we will reflect, adjust, and respond to future data



INCLUSION



Inclusive Practices

- Deep understanding of 'Inclusion'
- Tier 1
- Data



Safe, Caring and
Healthy Learning
and Working
Environment that is
inclusive of diversity
of our
entire learning
community



Children & Youth in Care

- Continued to fostered relationships with MCFD and K w'umut Lelum to provide ongoing communication and wrap around support
- Assigned school-based Mentors for every child & youth currently in care or previously in care
- Initial draft of the SD 68 Children & Youth in Care Framework

SOGI / Anti-Racism Initiatives

- **GSA/ Social Justice Clubs are providing invaluable peer networking opportunities and adult support for students. This initiative is expanding at the elementary level.**
- **Draft Three Year Plan - enhanced focus on cultural safety and anti-racism initiatives**
- **Enhanced collaboration/expansion of the Safe Schools Committee to increase community input & voice**



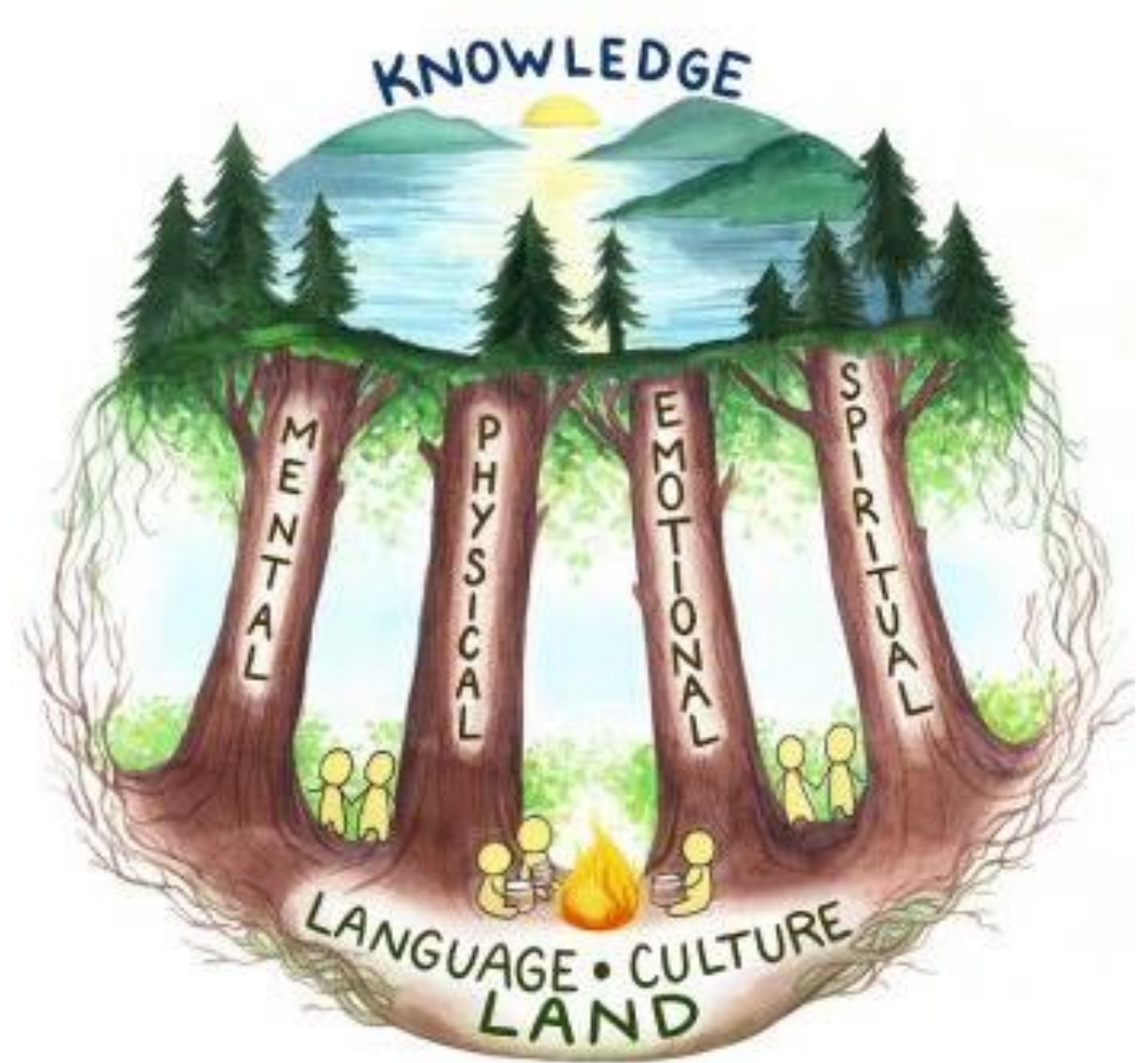
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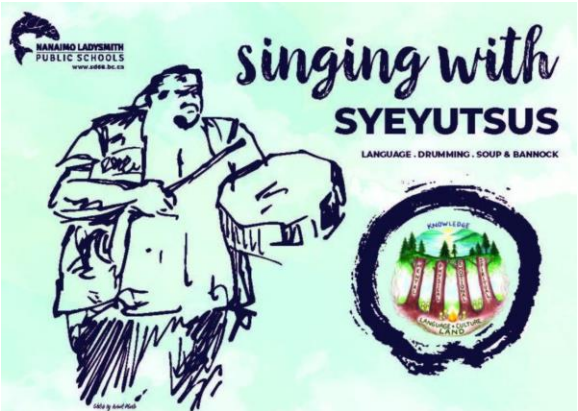
Truth and Reconciliation

Professional Development and Training for Public Servants

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

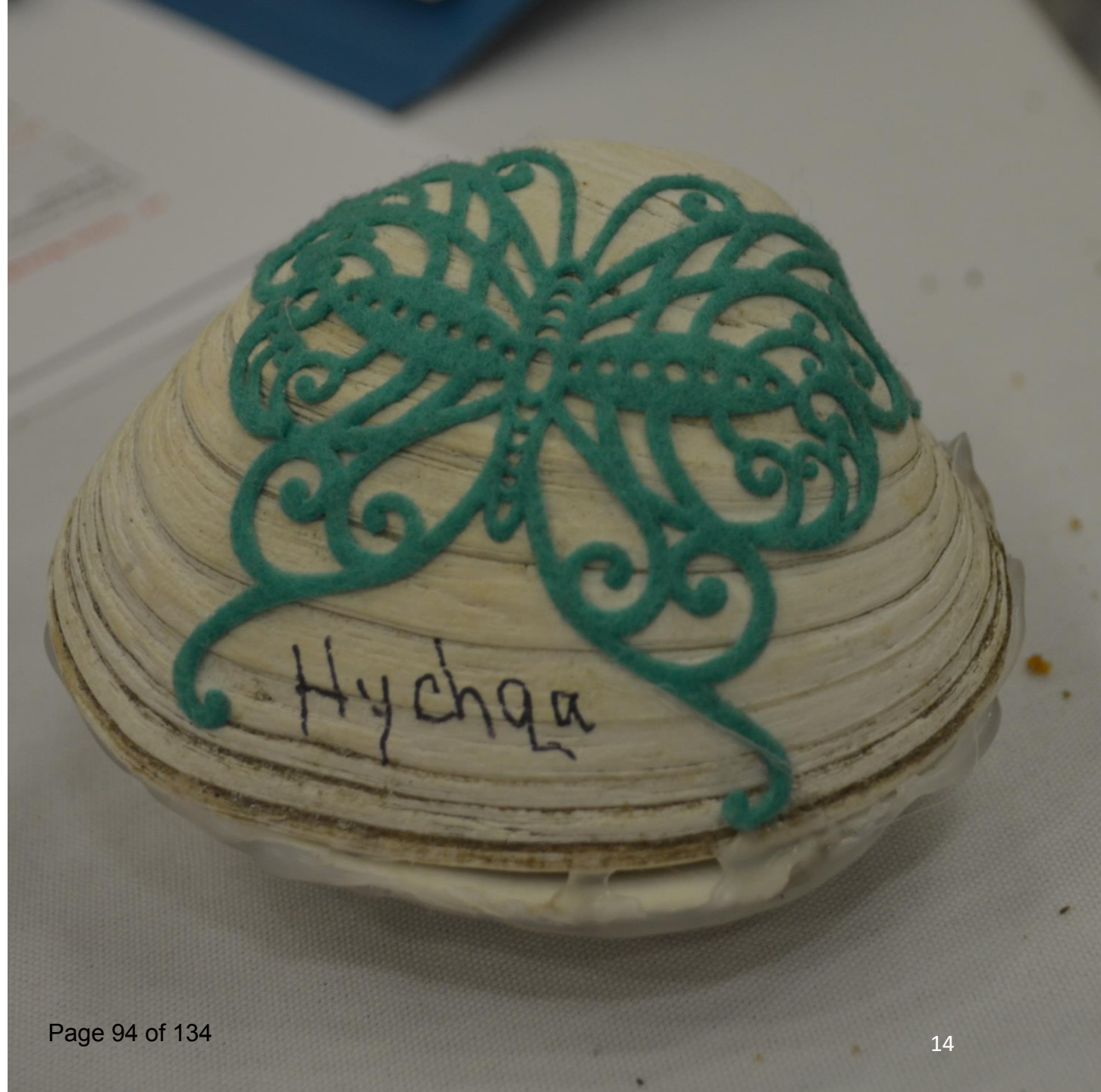


Awareness Training



Hul'q'umi'num Language Learning

- Increase number of teachers
- Increase resources
- Increase presence across the district

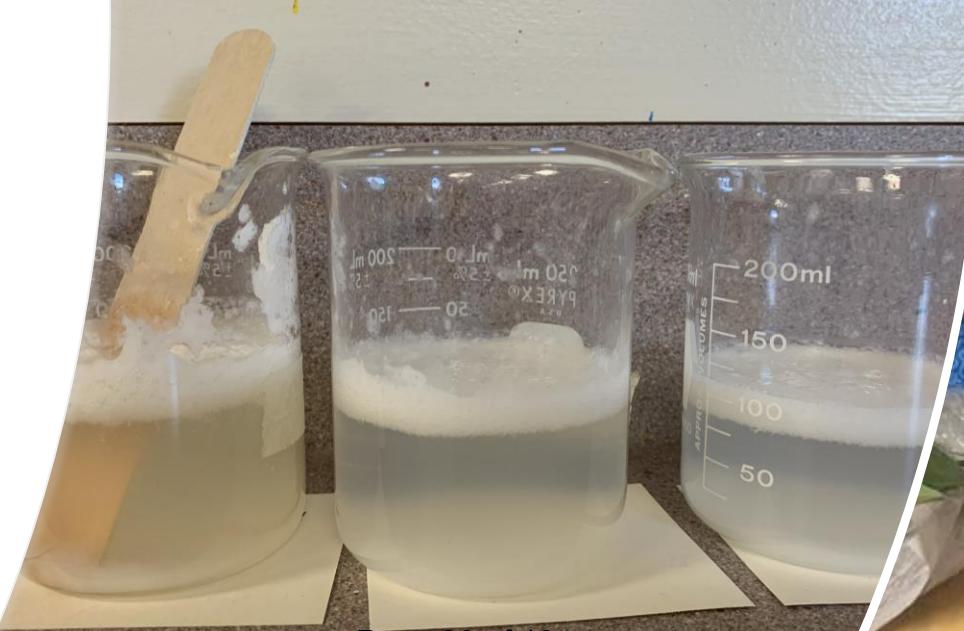
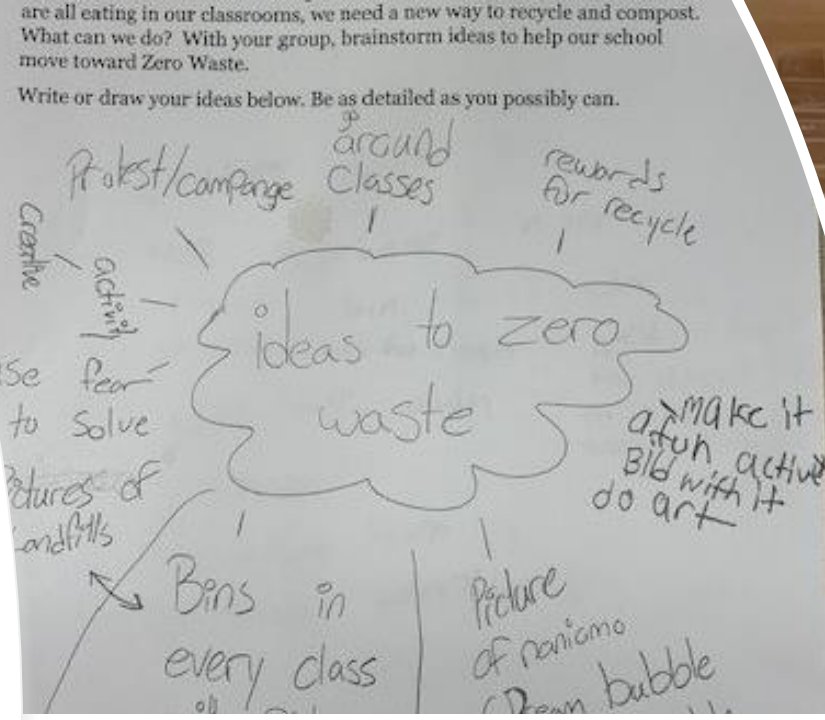


To be a leader in
environmental
stewardship and
sustainability



Zero Waste

- Classroom
- School
- Extra-Curricular




A young boy with short dark hair, wearing a blue quilted jacket and grey sneakers, is sitting on the ground. He is holding an open book and looking at it. The ground is covered with dry, brown leaves. A tree trunk is visible behind him. The text "Outdoor Education/Land-based Learning" is overlaid in white on the image.

Outdoor Education/Land-based Learning

Thank you!



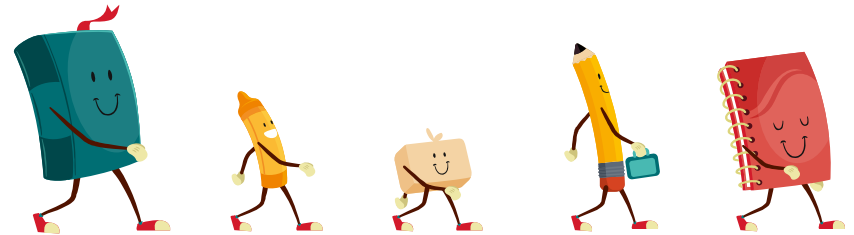


Human Resources Operational Plan



▶ #Success for All

“Aligning the Human Resources Department’s objectives with the Board of Education Goals”



- ▶ Continuous Improvement of Instruction and Assessment
- ▶ Safe, Caring and Healthy Learning and Working Environment that is inclusive of the diversity of our entire learning community
- ▶ To be a leader in environment stewardship and sustainability
- ▶ Truth and reconciliation



- ➡ Increase Leadership Capacity and Excellence
- ➡ Increase Employee Engagement



**Leadership
Development**



**District
Culture**



**Succession
Planning and
Recruitment**





- ✓ Pandemic Response
- ✓ Leadership Development
- ✓ Culture
- ✓ Succession Planning
- ✓ Recruitment
- ✓ Occupational Health & Safety



Reflections



#Success for All



Operational Plan Update

Finance | Facilities | IT

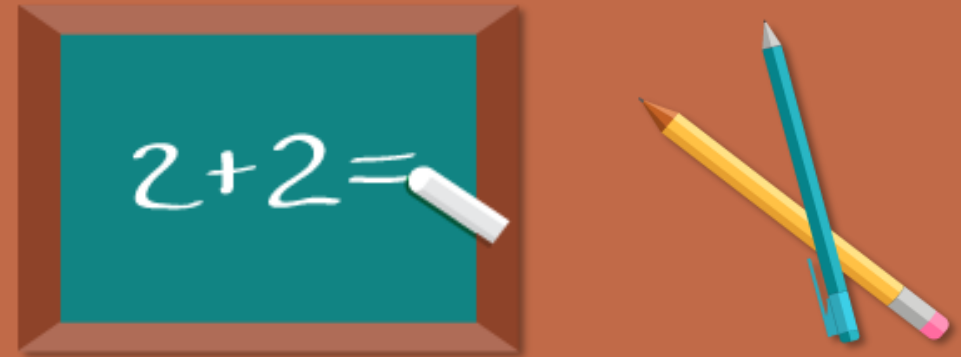
October 28, 2020



Continuous Improvement of Instruction and Assessment

Support for data collection and analytics

- Creation of tools for literacy and numeracy
- Creation of an analytics positions
- Support for virtual learning and meeting, including keeping parents connected to our schools during COVID



Safe, Caring and Healthy Learning and Working Environment that is inclusive of diversity of our entire learning community

Universal Access

- Wi-Fi project expedited – 13% complete since Spring
- Addressing immediate inclusion issues and planning for the long term



Safe, Caring and Healthy Learning and Working Environment that is inclusive of diversity of our entire learning community

Healthy and Safe Schools

- 2 schools ready for seismic upgrades to start our 20 year upgrade program
- Roll out of Post-Earthquake Response pilot
- Lead remediation
- HVAC upgrade program almost complete
- Using our Long Range Facilities Plan to educate our community on the seismic program



Safe, Caring and Healthy Learning and Working Environment that is inclusive of diversity of our entire learning community

- Incorporating our students in District Infrastructure programs
- ## Risk Management and modern systems
- Cashless Schools - Complete
 - ERP Refresh - Complete
 - Data backup and recovery strategy - In progress



SchoolCashOnline
KEYGROUP

Safe, Caring and Healthy Learning and Working Environment that is inclusive of diversity of our entire learning community

- Currently reviewing how to imbed Indigenous design features into our capital program
- Employee engagement and employee growth



To be a leader in Environmental Stewardship and Sustainability

Updating Administrative Procedures to incorporate sustainability

- Purchasing - Complete
- Stewardship of the Land – Complete
- Energy Use – In Progress



To be a leader in Environmental Stewardship and Sustainability

Reduce GHG emissions 4.5% each year and resource management

- Emission 17% lower than 2010
 - *note: a challenge to meet target moving forward
- Investments in electric vehicles, upgraded boilers, HVAC and lighting
- Investment in our fields to reduce water use
- Print Management Strategy in progress



To be a leader in Environmental Stewardship and Sustainability

Working with our municipal and regional partners

- Transportation
- Recycling
- Waste Management



To be a leader in Environmental Stewardship and Sustainability

Outdoor learning

- Reviewing a template for an outdoor classroom
- Reviewing how to ensure gardens at schools are sustainable



Truth and Reconciliation

Professional Development

- Understanding the Syeyutsus Framework
- Call to Action # 57
- Hul'q'umi'num Language Learning



Truth and Reconciliation

Closely working with Snuneymuxw First Nation

- Qwam Qwum Stuwixwulh MoA and Childcare
- Te'tuxwtun
- Selby "Village in the City"

Ensuring resource monitoring and allocation to support reconciliation.



NLPS 2021/22 Budget Calendar

October 2020

- | | |
|------------|--|
| October 14 | Business Committee Meeting <ul style="list-style-type: none"> 2020-21 1st Quarter Financial Report |
| October 20 | Stakeholder Budget Literacy Session |
| October 28 | Regular Board Meeting <ul style="list-style-type: none"> 2021-22 Proposed Budget timeline presented to the Board |

November 2020

- | | |
|--------------|--|
| November 16 | Budget Review Sessions |
| November TBD | Additional Budget Literacy Session (If required) |

December 2020

- | | |
|-----------------|---|
| Nov 30 – Dec 11 | Departments to create preliminary budget plans for 2021-22; due to Finance by Dec 11, 2020 - Internal only. |
| December 14–18 | 2021-22 Budget meetings to discuss Departmental plans. Significant anticipated changes to staffing, service levels or educational programing must be brought forward at this time – Internal only |
| December 18 | MOE 2020-21 Funding confirmation |

January 2021

- | | |
|------------|---|
| January 11 | Enrolment projection data to schools – schools to review and provide input, due back to finance by Jan 15 – Internal only |
|------------|---|

January 13	Business Committee Meeting <ul style="list-style-type: none"> • Present the proposed 2020/21 Amended Annual Budget • 2nd Quarter Financial Report
January 18–22	Enrolment projection info to Learning Services; Learning Services to review and provide suggested amendments – due back to Finance by Jan 22 nd – Internal only
January 25–29	Review preliminary budget plans from Departments – revise if applicable

February 2021

February 1–14	Finance to compile the District Enrolment Projection – Internal only
February 3	Education Committee Meeting <ul style="list-style-type: none"> • Learning Services report out progress and highlight areas of potential need and potential reallocation
February 10	Business Committee Meeting <ul style="list-style-type: none"> • Enrolment Projection presentation • 2020-21 Amended Annual Budget presentation • IT, Facilities and Finance report out progress and highlight areas of potential need and potential reallocation
February 15	Enrolment Projection submitted to MOE
February 22-26	Classroom Enhancement Fund audit to determine staffing levels for upcoming budget – Finance, Learning Services and HR (Elementary, Secondary and Special Education) – Internal only
February 22–26	2021-22 Preliminary Budget meetings with CUPE, NDTA, NSAA, DPAC
February 22	ThoughtExchange Survey Opened (Parents/Students/Employees/Partner Groups)
February 24	Regular Board Meeting <ul style="list-style-type: none"> • Approval of the 2020-21 Amended Annual Budget

March 2021

March 3	Education Committee Meeting (4:00 pm) Business Committee Meeting (6:00 pm)
March 5	ThoughtExchange Survey Closes
March 10	Regular Board Meeting <ul style="list-style-type: none">• ThoughtExchange Survey results
March 12	MOE 2021-22 Funding Announcement
March 31	School Calendar due to Ministry of Education

April 2021

April 7	Education Committee Meeting <ul style="list-style-type: none">• 2021-22 Budget Discussion
April 14	Business Committee Meeting <ul style="list-style-type: none">• 2020-21 3rd Quarter Financial Report• 2021-22 Budget discussion
April 15	2021-22 Budgeted Staffing to Schools
April 28	Regular Board Meeting <ul style="list-style-type: none">• 2021-22 Preliminary Budget Presentation

May 2021

- | | |
|--------|--|
| May 5 | Education Committee Meeting <ul style="list-style-type: none">• 2021-22 Budget Discussion• Presentations from NTDA and CUPE |
| May 12 | Business Committee Meeting <ul style="list-style-type: none">• 2021-22 Budget discussion |
| May 26 | Regular Board Meeting <ul style="list-style-type: none">• Approval of the 2021-22 Preliminary Annual Budget – Bylaw due to MOE by June 30, 2021 |

August 2021

- | | |
|------------|--|
| August TBD | Special Open Board Meeting <ul style="list-style-type: none">• Presentation of the 2020-21 Annual Surplus |
|------------|--|

September 2021

- | | |
|---------------|--|
| September TBD | Regular Board Meeting <ul style="list-style-type: none">• Presentation of the 2020-21 Audited Financial Statements |
| September TBD | CEF Audit to be done by Finance, HR and Learning Services to confirm staffing requests to the Ministry of Education; due by Mid-October. Consultation with NDTA will be included. Internal only. |

Vandalism					
		2020-09-01	2020-09-30		
SCHOOL NAME	DATE	DESCRIPTION	LABOUR	MATERIAL	TOTAL
	2020-09-14	Removed graffiti on upper playground, blacktop area, and bottom of stairs	\$80.00	\$21.36	\$101.36
			\$80.00	\$21.36	\$101.36
Brechin	2020-09-30	Graffiti on wooden staircase of portable.	\$40.00	\$0.00	\$40.00
			\$40.00	\$0.00	\$40.00
Cedar Community	2020-09-29	Offensive graffiti on front wall of school	\$40.00	\$21.72	\$61.72
			\$40.00	\$21.72	\$61.72
Cedar Elementary	2020-09-20	Graffiti on side of portable and primary playground. Painted over.	\$40.00	\$21.36	\$61.36
			\$40.00	\$21.36	\$61.36
Chase River	2020-09-01	Broken interior window between the library & rm 116	\$80.00	\$34.99	\$114.99
	2020-09-09	Broken windows in room 104 & 108	\$160.00	\$104.97	\$264.97
	2020-09-21	High window smashed room 104	\$80.00	\$34.99	\$114.99
			\$320.00	\$174.95	\$494.95

SCHOOL NAME	DATE	DESCRIPTION	LABOUR	MATERIAL	TOTAL
Cilaire	2020-09-03	Graffiti on the slide on the front playground.	\$40.00	\$0.00	\$40.00
	2020-09-18	Graffiti on concrete block	\$40.00	\$10.68	\$50.68
	2020-09-21	Graffiti on box across from door M	\$40.00	\$10.68	\$50.68
			\$120.00	\$21.36	\$141.36
Cinnabar Valley	2020-09-03	Hand rail torn off of Portable 130.	\$60.00	\$10.86	\$70.86
	2020-09-21	Window smashed on side of building beside staff room.	\$80.00	\$65.68	\$145.68
			\$140.00	\$76.54	\$216.54
Dover Bay SS	2020-09-02	Door X at back of gym. Black spray paint graffiti removed.	\$40.00	\$10.86	\$50.86
	2020-09-02	There is graffiti/paint on the exterior doors wall.	\$80.00	\$43.44	\$123.44
	2020-09-10	Spray paint graffiti deglossed.	\$40.00	\$21.72	\$61.72
			\$160.00	\$76.02	\$236.02
Dufferin Cres	2020-09-17	Graffiti back of gym	\$40.00	\$10.68	\$50.68

SCHOOL NAME	DATE	DESCRIPTION	LABOUR	MATERIAL	TOTAL
Dufferin Cres	2020-09-23	Graffiti door K	\$40.00	\$21.72	\$61.72
			\$80.00	\$32.40	\$112.40
Fairview	2020-09-10	Graffiti on concrete picnic tables & playground equipment.	\$40.00	\$10.86	\$50.86
	2020-09-21	Graffiti on picnic table in upper playground area.	\$40.00	\$0.00	\$40.00
	2020-09-24	Graffiti back side of B block	\$40.00	\$10.86	\$50.86
	2020-09-28	Graffiti removal from picnic table near primary playground	\$40.00	\$0.00	\$40.00
			\$160.00	\$21.72	\$181.72
Georgia Ave	2020-09-08	Multiple tags on the earthquake kiosk - spray paint	\$80.00	\$43.44	\$123.44
	2020-09-08	3 broken windows in rooms 20 & 21	\$160.00	\$229.49	\$389.49
	2020-09-10	Extensive offensive graffiti & tags de glossed and removed with chemicals & power tool & painted over.	\$160.00	\$54.30	\$214.30
	2020-09-17	Removed graffiti on steel benches & playground structure	\$40.00	\$21.36	\$61.36

SCHOOL NAME	DATE	DESCRIPTION	LABOUR	MATERIAL	TOTAL
Georgia Ave	2020-09-21	Broken window classroom 1	\$80.00	\$54.73	\$134.73
	2020-09-21	Broken window DD	\$80.00	\$63.75	\$143.75
			\$600.00	\$467.07	\$1,067.07
Harewood	2020-09-16	Graffiti on entrance door and surrounding pavement	\$40.00	\$10.68	\$50.68
	2020-09-18	Graffiti on entrance stairs & back door.	\$40.00	\$21.36	\$61.36
			\$80.00	\$32.04	\$112.04
John Barsby SS	2020-09-08	Repair cracked windows in room 215	\$80.00	\$51.00	\$131.00
	2020-09-08	Graffiti on back wall by door T area.	\$120.00	\$43.44	\$163.44
	2020-09-08	Glass at front door has been vandalized.	\$80.00	\$77.20	\$157.20
	2020-09-09	Large window in gym foyer was vandalized & broken	\$80.00	\$171.26	\$251.26
	2020-09-13	Extensive graffiti noticed over weekend by the student parking lot.	\$80.00	\$43.44	\$123.44
	2020-09-14	Graffiti door V area.	\$40.00	\$42.72	\$82.72

SCHOOL NAME	DATE	DESCRIPTION	LABOUR	MATERIAL	TOTAL
John Barsby SS	2020-09-17	Doghouse has been tagged	\$40.00	\$32.04	\$72.04
	2020-09-18	Removed graffiti from safety yellow painted area in parking lot	\$40.00	\$10.68	\$50.68
			\$560.00	\$471.78	\$1,031.78
Ladysmith SS	2020-09-23	Crack in interior window of room 606	\$80.00	\$16.88	\$96.88
			\$80.00	\$16.88	\$96.88
McGirr	2020-09-04	Removed all broken glass from back of school.	\$80.00	\$0.00	\$80.00
	2020-09-04	Exterior H door bottom glass broken/security issue	\$80.00	\$32.84	\$112.84
	2020-09-21	Earthquake kiosk tagged & painted over.	\$40.00	\$21.86	\$61.86
			\$200.00	\$54.70	\$254.70
NDSS	2020-09-15	Graffiti on exterior walls on drama room	\$40.00	\$10.68	\$50.68
	2020-09-21	Graffiti on electrical box beside play field	\$40.00	\$10.68	\$50.68
			\$80.00	\$21.36	\$101.36

SCHOOL NAME	DATE	DESCRIPTION	LABOUR	MATERIAL	TOTAL
Park Avenue	2020-09-01	Offensive black spray paint graffiti	\$40.00	\$21.72	\$61.72
	2020-09-10	Spray paint tags (large) painted over.	\$40.00	\$21.72	\$61.72
	2020-09-24	Multiple spiral deep cracks in 2 windows. Not a security issue.	\$120.00	\$65.68	\$185.68
			\$200.00	\$109.12	\$309.12
Pleasant Valley	2020-09-28	Graffiti removal from patio wall outside gym area.	\$40.00	\$10.86	\$50.86
			\$40.00	\$10.86	\$50.86
Quarterway	2020-09-01	Gates at portable pods have been vandalized and broken	\$160.00	\$760.20	\$920.20
	2020-09-11	Graffiti on Door E.	\$40.00	\$10.86	\$50.86
	2020-09-15	Graffiti on Exterior door E	\$40.00	\$42.72	\$82.72
			\$240.00	\$813.78	\$1,053.78
Randerson Ridge	2020-09-02	Extensive and Offensive graffiti spray paint	\$160.00	\$65.16	\$225.16
			\$160.00	\$65.16	\$225.16

SCHOOL NAME	DATE	DESCRIPTION	LABOUR	MATERIAL	TOTAL
Rock City	2020-09-04	3 flag poles were stolen & had to be replaced.	\$80.00	\$65.07	\$145.07
			\$80.00	\$65.07	\$145.07
Rutherford	2020-09-02	Extensive graffiti spray paint tags	\$80.00	\$43.44	\$123.44
	2020-09-21	Graffiti on gym/electrical door	\$40.00	\$21.36	\$61.36
	2020-09-24	Broken window at end of hall	\$80.00	\$142.02	\$222.02
			\$200.00	\$206.82	\$406.82
Seaview	2020-09-08	Replaced cracked windows	\$80.00	\$57.37	\$137.37
			\$80.00	\$57.37	\$137.37
Uplands Park	2020-09-02	Damage to exit door K with a BB gun	\$80.00	\$76.50	\$156.50
	2020-09-30	Extensive & offensive graffiti over gym walls.	\$120.00	\$43.44	\$163.44
			\$200.00	\$119.94	\$319.94
Wellington SS	2020-09-01	spray paint graffiti in courtyard and concrete	\$80.00	\$10.86	\$90.86

SCHOOL NAME	DATE	DESCRIPTION	LABOUR	MATERIAL	TOTAL
Wellington SS	2020-09-17	Graffiti outside C wing & outside drama area	\$40.00	\$21.36	\$61.36
	2020-09-21	Wellington broken into around 4am. Computers may be missing & sludge hammer found in pillow case. School called RCMP & will complete theft report.	\$40.00	\$0.00	\$40.00
	2020-09-21	Offensive graffiti tagged-- painted over.	\$80.00	\$32.58	\$112.58
	2020-09-21	Break in & theft at Wellington. Items taken were 12 chromebooks & one laptop	\$0.00	\$6,500.00	\$6,500.00
	2020-09-30	Graffiti on side of back patio on back of C wing	\$40.00	\$10.86	\$50.86
			\$280.00	\$6,575.66	\$6,855.66
Grand Total:			\$4,260.00	\$9,555.04	\$13,815.04

District total of incidents	64
Labour	\$4,260.00
Material	\$9,555.04
Total:	\$13,815.04

Vandalism Report - Summary by Schools

	2020-09-01	2020-09-30		
SCHOOLNAME	Labour	Material	Total Cost	
	\$80.00	\$21.36	\$101.36	0.73%
Brechin	\$40.00	\$0.00	\$40.00	0.29%
Cedar Community	\$40.00	\$21.72	\$61.72	0.45%
Cedar Elementary	\$40.00	\$21.36	\$61.36	0.44%
Chase River	\$320.00	\$174.95	\$494.95	3.58%
Cilaire	\$120.00	\$21.36	\$141.36	1.02%
Cinnabar Valley	\$140.00	\$76.54	\$216.54	1.57%
Dover Bay SS	\$160.00	\$76.02	\$236.02	1.71%
Dufferin Cres	\$80.00	\$32.40	\$112.40	0.81%
Fairview	\$160.00	\$21.72	\$181.72	1.32%
Georgia Ave	\$600.00	\$467.07	\$1,067.07	7.72%
Harewood	\$80.00	\$32.04	\$112.04	0.81%
John Barsby SS	\$560.00	\$471.78	\$1,031.78	7.47%
Ladysmith SS	\$80.00	\$16.88	\$96.88	0.70%
McGirr	\$200.00	\$54.70	\$254.70	1.84%
NDSS	\$80.00	\$21.36	\$101.36	0.73%
Park Avenue	\$200.00	\$109.12	\$309.12	2.24%
Pleasant Valley	\$40.00	\$10.86	\$50.86	0.37%
Quarterway	\$240.00	\$813.78	\$1,053.78	7.63%
Randerson Ridge	\$160.00	\$65.16	\$225.16	1.63%

SCHOOLNAME	Labour	Material	Total Cost	
Rock City	\$80.00	\$65.07	\$145.07	1.05%
Rutherford	\$200.00	\$206.82	\$406.82	2.94%
Seaview	\$80.00	\$57.37	\$137.37	0.99%
Uplands Park	\$200.00	\$119.94	\$319.94	2.32%
Wellington SS	\$280.00	\$6,575.66	\$6,855.66	49.62%
Grand Total:	\$4,260.00	\$9,555.04	\$13,815.04	

District total of incidents	64
Labour:	30.84%
Material	69.16%

Motion	Comments	Assigned	Due Date	Completed
R20/09/23-18	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) write a letter of support be sent to the City of Nanaimo for the Canada Infrastructure Program Grant in developing Turf Fields at Harewood Centennial Park.	Dale Burgos	10/1/2020	Yes
R20/09/23-17	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) direct Staff to work with the City of Nanaimo on the draft concept of making NDSS Community Field a medium sized stadium as per the draft City of Nanaimo Stadium Report.	Scott Saywell	Fall 2020	Ongoing
R20/09/23-14	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer the draft Environmental Stewardship policy, together with the feedback received, to the Policy Committee for consideration.	Policy Committee	Fall 2020	Yes
R20/09/23-13	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) direct staff to draft a Long Range Facilities Plan and to bring the draft plan to a Business Committee meeting in the fall of 2020, for review and consideration.	Dale Burgos	Fall 2020	Ongoing
R20/09/23-08	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer the following correspondence regarding Return to School to the Board Chair for response: A. Vannini; A. Drake; R. & C. McMahon (2); A. Rose & K. Heughan; L. Bowerman; L. Leonard; A. Childress	Dale Burgos	10/1/2020	Yes
R20/09/23-11	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer the correspondence from the Uplands Park Elementary PAC to staff for response.	Dale Burgos	10/1/2020	Yes

R20/06/24-09	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer Inclusion Policy 2.10 to the Policy Advisory Committee for review from an anti-racist perspective that acknowledges and address' the existence of systemic racism and provides the necessary revisions and to provide any recommended changes to the Board for consideration in the fall of 2020.	Policy Advisory Committee	Fall 2020	No
R20/03/11-10	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) strike a Board Ad Hoc committee that includes internal and external stakeholders to make recommendations to the Board of Education Policy Committee with regard to Policy 2.6, section 7.0 (Board Governance Meetings and Board Operations, Trustee Remuneration and Expense Allowance).	Scott Saywell	7/12/1905	Ongoing
R19/12/18-10	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) ask Staff to provide information on the feasibility of conducting an Accessibility Audit of facilities.	Mark Walsh	7/12/1905	Ongoing
R19/12/18-09	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) immediately strike an advisory ad hoc local school calendar committee with appropriate representation; and that the local school calendar committee develop and recommend a local school calendar, to the Education Committee and Board of Education.	Tim Davie	7/12/1905	Ongoing
R19/11/27-09	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) request that staff provide recommendations for employee recognition and any associated costs.	Scott Saywell/Patricia Trick	7/12/1905	No

R19/09/25-16	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) request that staff plan a community engagement session located in Ladysmith for 2020.	Dale Burgos	7/12/1905	No
R19/09/25-09	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer the above correspondence re: Automatic External Defibrillators in Schools to staff for response and to report to the Board during the budget process.	Scott Saywell	Spring 2020	Yes

TRUSTEE LIAISON COMMITTEE REPORT

Trustee Higginson	October 2020
Committee Name: Calendar Committee	
<p>Committee Update:</p> <p>The committee met on September 28 to settle issues on bell schedules for next school year.</p> <p>The committee reconvened on October 19 to discuss placement of pro-days. The committee was unable to collectively agree on the best placement for the pro-d days. Through the ensuing conversation, the discussion was broadened to whether pro-d “days” as they are currently structured are the best way to support innovations and improvements in teaching and learning. According to the most up to date research on teacher pro-d, individual days scattered throughout the year with little to no connection between them are not best practice. The committee has decided to pursue this conversation further to ensure our current pro-d is in line with best practices. This is a very complicated conversation to embark on but all parties agree to at least start the conversation and see where it might lead.</p> <p>As a result, the calendar recommendations will not be ready for the November meetings.</p>	
<p>Possible areas of support from the Board for future planning/budgeting</p> <ul style="list-style-type: none"> • Allow the committee some extra time to pursue this conversation further. 	
<p>Items for Follow Up</p> <ul style="list-style-type: none"> • N/A 	