

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

Wednesday, January 27, 2021, 6:00 PM

BOARD ROOM

395 Wakesiah Avenue

Nanaimo, BC V9R 3K6

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

That the minutes from the Regular Board meeting held on December 16, 2020, be adopted.

8. SECTION 72(3) REPORT

8.1. Section 72(3) Reports

12

That the Section 72(3) Report from the Closed Board meetings on December 16, 2020, January 6, 2021 and January 12, 2021, be received.

9. ANNOUNCEMENTS AND REMINDERS

Education Committee Meeting: February 3, 2021

Business Committee Meeting: February 10, 2021

Board of Education Meeting: February 24, 2021

Statutory Holiday: February 15, 2021 (Family Day - Schools Closed)

Non-Instructional Days: February 11 and February 12 (Schools Closed)

10. PRESENTATIONS

11. CORRESPONDENCE

11.1. B. Kabaluk

15

Re: Airline Emission over Schools

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer the above correspondence from B. Kabaluk to the Board Chair for response.

11.2. P. Franz

17

Re: Cedar Crosswalks at Gould Road and Morland Road

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

11.3. Ombudsperson, Province of British Columbia

18

Re: Quarterly Reports: July 1 - September 30, 2020

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

11.4.	NDTA	22
	Re: Ministry Framework for Enhancing Student Learning Policy Statement	
	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer the above correspondence from the NDTA to the Board Chair for response.	
11.5.	S. Nixon	24
	Re: Build Seamless Child Care	
	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer the above correspondence from the S. Nixon to be received and filed.	
11.6.	Snuneymuxw First Nation	25
	Re: SFN Lifts Shelter in Place	
	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer the above correspondence from Snuneymuxw First Nation to the Board Chair for response.	
12.	COMMITTEE REPORTS	
12.1.	Business Committee	
12.2.	Education Committee	
13.	SENIOR STAFF REPORTS	
13.1.	Superintendent Scott Saywell & Director of Instruction Ted Cadwallader	26
	Re: Ministry Performance Data - Completion Rates	
13.2.	Superintendent Scott Saywell	38
	Re: Operational Plan Update	
14.	UNFINISHED BUSINESS	
14.1.	Secretary-Treasurer Mark Walsh	66
	Re: Administrative Procedure - Anti-Vandalism (Change from Policy to Administrative Procedure)	

15. NEW BUSINESS

15.1. Chair McKay

71

Re: Proposed Bid for the 2026 BC Summer Games

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) have the District provide facilities and equipment in support of the City of Nanaimo's 2026 Summer Games, contingent on availability and at "no direct cost" to the Board.

15.2. Chair McKay

Re: BCSTA School Life Cycle Funding Report - Board Feedback

16. FOR INFORMATION

16.1. Vandalism Report

78

16.2. Board Motions Report

85

16.3. Trustee Committee Reports

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

December 16, 2020

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

1. CALL TO ORDER

The Chair called the meeting to order at 6:01 pm.

2. TRANSFER OF ITEMS TO OPEN MEETING AGENDA

None.

3. ADDITIONS

There were no additions.

4. DELETIONS

There were no deletions.

5. CHANGE IN ORDER

There was no change in order.

6. APPROVAL OF THE AGENDA

R20/12/16-01

That the Agenda be approved.

CARRIED UNANIMOUSLY

7. APPROVAL OF THE MINUTES

- Regular Board of Agenda Meeting November 25, 2020
- Annual General Meeting December 2, 2020
- Special Open Board Meeting December 9, 2020

R20/12/16-02

IT WAS MOVED BY Trustee Higginson

IT WAS SECONDED BY Trustee O'Neill

That the minutes from the Regular Board meeting held on November 25, 2020, the Annual General Meeting held on December 2, 2020, and the Special Open Board Meeting held on December 9, 2020, be adopted.

CARRIED UNANIMOUSLY

8. SECTION 72(3) REPORT

8.1 Section 72(3) Report - November 25, 2020

R20/12/16-03

IT WAS MOVED BY Trustee Barron

IT WAS SECONDED BY Trustee O'Neill

That the Section 72(3) Report from the Closed Board meeting on November 25, 2020, be received.

CARRIED UNANIMOUSLY

9. ANNOUNCEMENTS AND REMINDERS

Education Committee Meeting: January 6, 2021

Business Committee Meeting: January 13, 2021

Board of Education Meeting: January 27, 2021

10. PRESENTATIONS

10.1 School Holiday Videos

School videos with holiday greetings from Pleasant Valley Elementary, Wellington Secondary, Seaview Elementary and Learning Alternatives were shared.

11. **CORRESPONDENCE**

11.1 **Correspondence Re: COVID-19**

- E.&C. Graves
- R. Franklin
- M. Tuidi

R20/12/16-04

IT WAS MOVED BY Trustee Wilkinson

IT WAS SECONDED BY Trustee O'Neill

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer the correspondence from E. & C. Graves, R. Franklin and M. Tuidi to be received and filed.

CARRIED UNANIMOUSLY

11.2 **P. Barbosa**

Re: Build Seamless Child Care

R20/12/16-05

IT WAS MOVED BY Trustee Stanley

IT WAS SECONDED BY Trustee Wilkinson

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

CARRIED UNANIMOUSLY

11.3 **NDTA**

Re: Recommendations to the Board

R20/12/16-06

IT WAS MOVED BY Trustee Brzovic

IT WAS SECONDED BY Trustee Higginson

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer the above correspondence from the NDTA to the Board Chair for response and to TTLC for discussion.

CARRIED UNANIMOUSLY

12. **COMMITTEE REPORTS**

12.1 **Business Committee**

R20/12/16-07

IT WAS MOVED BY Trustee Keller

IT WAS SECONDED BY Trustee Brzovic

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) approve the School District Statement of Financial Information (SOFI Report), as presented, for the year ending June 30, 2020.

CARRIED UNANIMOUSLY

R20/12/16-08

IT WAS MOVED BY Trustee Keller

IT WAS SECONDED BY Trustee Stanley

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) delete Policy 2.14 – Anti-Vandalism and circulate this Policy removal as a notice of motion for 30 days, utilizing the consultation process as per Board Governance, Section 1, 2.7.

CARRIED UNANIMOUSLY

R20/12/16-09

IT WAS MOVED BY Trustee Keller

IT WAS SECONDED BY Trustee Higginson

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) fund the cost of a temporary crossing guard for École North Oyster to support student safety during drop off and pick up for the remainder of the 2020/21 school year. This expense will be reviewed during the 2021/22 budget process in conjunction with other safety mitigation strategies put into place.

CARRIED UNANIMOUSLY

12.2 **Education Committee**

None.

13. SENIOR STAFF REPORTS

14. UNFINISHED BUSINESS

14.1 Secretary-Treasurer Mark Walsh

- Draft Updated Policy 2.7 - Policy Development
- Draft Policy 2.17 - Public Participation

R20/12/16-10

IT WAS MOVED BY Trustee Stanley

IT WAS SECONDED BY Trustee Keller

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) adopt the recommended changes to Policy 2.7 – Policy Development.

CARRIED UNANIMOUSLY

R20/12/16-11

IT WAS MOVED BY Trustee Keller

IT WAS SECONDED BY Trustee Brzovic

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) adopt Public Participation as Policy 2.17.

CARRIED UNANIMOUSLY

14.2 Correspondence from the NDTA re: FSAs

R20/12/16-12

IT WAS MOVED BY Trustee O'Neill

IT WAS SECONDED BY Trustee Higginson

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer the correspondence from the NDTA re FSA to the Board Chair for response.

CARRIED UNANIMOUSLY

15. NEW BUSINESS

There was no new business.

16. FOR INFORMATION

16.1 Vandalism Report

The Vandalism Report was received as information.

16.2 Board Motions Report

The Board Motions Report was received as information.

16.3 Trustee Committee Reports

Trustee Committee Reports were received as information.

17. **QUESTION PERIOD**

There were no questions this evening.

18. **ADJOURNMENT**

The meeting adjourned at 6:33 pm.

R20/12/16-13

IT WAS MOVED BY Trustee Stanley

IT WAS SECONDED BY Trustee Higginson

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 Meeting December 16, 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
L.M. Barron
S. Higginson
G. Keller
T. Brzovic
B. Robinson
J. Stanley
C. O'Neill
E. Wilkinson

Absent

N/A

General Decisions Made by the Board

- Personnel Matters
- Asset Management

General Matters Discussed by the Board

- Personnel Matters
- Asset Management

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

Report of the Special Closed Board Meeting January 6, 2021

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

Absent

N/A

General Decisions Made by the Board

- Personnel Matters

General Matters Discussed by the Board

- Personnel Matters

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

Report of the Special Closed Board Meeting January 12, 2021

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
L.M. Barron
S. Higginson
G. Keller
T. Brzovic
B. Robinson
E. Wilkinson

Absent

J. Stanley
C. O'Neill

General Decisions Made by the Board

- Section 11 Appeal

General Matters Discussed by the Board

- Section 11 Appeal

Karen Matthews

Subject: FW: airline emission over schools

From: Brian Kabaluk <>
Sent: Wednesday, January 6, 2021 10:18 AM
To: Karen Matthews <KMatthews@sd68.bc.ca>
Cc: NDTA Office Manager <ndta@shaw.ca>
Subject: airline emission over schools

CAUTION: External Message

To: Board of Education of School District

I sent the article below to The Nanaimo News and The Times Colonist last year but they refused to print it.

The flight path that is referred to in the article was designated by Transport Canada directing air traffic to and from YCD (Nanaimo Airport), to the north, by flying along the Nanaimo River to a beacon at the head of the mud flats west of Duke Point to avoid populated areas.

Instead of following this flight path, most pilots request permission from (Vancouver) YVR control tower to fly visually, without any reason for the change other than to save time and fuel and without any consideration for what they are flying over, including two schools. Permission is always granted, also without any consideration for the change.

Because air traffic has been reduced due to Covid 19, the particles on our sun room have decreased considerably. This has convinced me that the tests of those particles that were paid for by YCD, were done so only to produce the results that YCD wanted and the particles are definitely from airline emission.

While airline emissions have surpassed that of automobiles, and there is plenty of information on line regarding the harmful health and environmental effects, the airline industries continue to enjoy low fuel taxes and no emission regulations. There is little hope for change globally due to political contributions from the airline industry and the effect that emission regulations would have on air fares. There is also little hope for change locally while people like Pat Gilchrist and myself are the only ones who complain, but with the help of District 68 and NDTA there may be some hope.

By avoiding the designated path and flying over a populated area including two schools to and from Nanaimo Airport they are putting all the students and staff at risk by exposing them to harmful airline emissions. The risks will increase dramatically when the proposed expansion to the Nanaimo Airport is complete.

The safety of students and staff are the responsibility of District 68 while in your care, therefore District 68 should be obligated to help mitigate that risk by reaching out to YVR air traffic control and NAV Canada (Canada's Civil Air Navigation System) to convince them to avoid flying over populated areas and only allow airlines to divert from the flight path when absolutely necessary.

I would be pleased to work with you to that end and provide any further information that may help.

Sincerely,

Brian Kabaluk

CC: NDTA @shaw.ca

Flight Paths to Nanaimo Airport YCD

Several years ago we noticed an increasing amount of residue on our sun room and windows in the form of black particles and light brown streaks that I suspect to be black carbon from unburned fuel and oil from airline emissions because this coincides with the same time that jet planes began flying into Nanaimo Airport (YCD) directly over our house. Some of the residue decreased last fall when the Air Canada jet was discontinued for the season. Sources like wood stoves, fireplaces, backyard burning, freighters and pulp mill emissions were ruled out.

I expressed my concern to YCD and they hired a consultant to take samples of the residue. I was told that testing would take about a week and the results would be available to me only if YCD approved. Ten weeks later YCD informed me that the residue did not come from airplanes. Almost five months since the samples were taken and I still haven't seen the test results despite asking YCD for a copy.

There could be as many as 22 daily flights plus charters in and out of YCD with flight paths and minimum altitudes designated by Transport Canada that avoid populated areas. While pilots have some discretion due to wind direction and air traffic, most of them ignore the flight paths and fly directly over the most populated area of Cedar, over 1500 homes, many of which are multiple families with preschool children, wells, vegetable gardens, livestock, and pets, two schools with 594 students with numerous outdoor activities, several ballparks, and a farmers market that attracts hundreds of people.

Airline emissions contain carbon dioxide, carbon monoxide, hydrocarbons, nitrogen oxides, sulfur oxides, oil, lead, and black carbon, all of which have a negative effect on the environment. Black carbon contributes to respiratory and cardiovascular disease, cancer and birth defects. It's totally irresponsible to expose that many people to airline emissions and noise, while much better alternative routes are available.

The obvious solution to all airline issues locally would be to direct the pilots to use the designated flight paths. I asked YCD, YVR, NAV Canada (operates Canada's civil air navigation system) and Transport Canada Aviation to do just that. They all avoided their responsibility by passing the buck, however, the departures and arrivals are at YCD so the buck starts and stops there.

YCD Management insists that they take community concerns seriously, but their track record paints a different picture, with complaints of airline noise in this area having fallen on deaf ears for years and pilots being allowed to fly below minimum altitude and disregard proper flight paths and approaches with impunity. Unfortunately, the people responsible are sorely lacking in authority or desire to correct this.

From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: FW: cedar crosswalks at Gould road and Morland road
Date: Wednesday, January 13, 2021 6:52:04 PM

-----Original Message-----

From: P F <wendelwater@gmail.com>
Sent: January 11, 2021 10:44 AM
To: Communications <Communications@sd68.bc.ca>
Subject: Re: cedar crosswalks at Gould road and Morland road

CAUTION: External Message

Good morning,

I would like you to look into the crosswalks at Gould road and Morland road in Cedar. They are highly dangerous for the school children crossing to go to school. We have near misses on a daily occurrence out here. It's gonna be too late when a child gets killed due to the lack of funding not being available at the time. We need lighted crosswalks, and flashing lights immediately in Cedar. Cedar has grown so much in the 18 years I have lived here, I would say it has over doubled in size and with that is more traffic and people who are driving way too fast. We have no infrastructure out here like sidewalks, and barely any lighting. It has become a very dangerous place for kids to get to and from school. Please fast track these crosswalks, if will be too late once a child is severely injured again or killed.

Kindest Regards,

Peter Franz

Sent from my iPhone

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OMBUDSPERSON
BRITISH COLUMBIA

Charlene McKay
Chair
School District 68 (Nanaimo-Ladysmith)
395 Wakesiah Avenue
NANAIMO BC V9R 3K6

November 30, 2020

Dear Charlene McKay,

RE: Quarterly Reports: July 1 – September 30, 2020

This package of documents details the complaint files the Office of the Ombudsperson closed for **School District 68 (Nanaimo-Ladysmith)** between July 1 and September 30, 2020. No action is required on your part, however we hope that you will find this information useful and share it within your organization.

These reports provide information about the complaint files we closed regarding your organization within the last quarter, including both files we investigated and files we closed without investigation. Files currently open with the office are not included in these reports.

Enclosed you will find detailed reports containing the following:

- A one-page report listing the number of files closed and the category under which they were closed. The categories we use to close files are based on the sections of the *Ombudsperson Act*, which gives the Ombudsperson the authority to investigate complaints from the public regarding authorities under our jurisdiction. A more detailed description of our closing categories is available on our website at: <https://bcombudsperson.ca/assets/media/QR-Glossary.pdf>.
- *If applicable:* Copies of closing summaries written about the complaint files we investigated. These summaries provide an overview of the complaint received, our investigation and the outcome. Our office produces closing summaries for *investigated* files only, and not for enquiries or those complaints we chose not to investigate.
- *If applicable:* A summary of the topics identified in the complaint files closed during the quarter. We track general complaint topics for all complaints we receive, and when applicable, we include authority-specific and/or sector-specific topics for your organization and/or sector. Our office tracks the topics of complaints we investigate and those we close without investigation, but not for enquiries. Because complaints to our office are confidential, we do not share complaint topic information if we received too few complaints to preserve the complainants' anonymity.

If your organization received too few complaints to produce a summary of complaint topics but you would like further information about the complaints our office received about your organization, our Public Authority Consultation and Training (PACT) Team can provide further details upon request.

Finally, we have been tracking complaints related to the COVID-19 pandemic under the general heading of "COVID-19." If you would like more detailed information about those complaints, please contact our PACT Team.

If you have questions about our quarterly reports, or if you would like to sign up for our mailing list to be notified of educational opportunities provided by our Public Authority Consultation and Training Team, please contact us at 250-508-2950 or consult@bcombudsperson.ca.

Yours sincerely,



Jay Chalke
Ombudsperson
Province of British Columbia

Enclosures



Type of complaint closure	# closed
Enquiries – Many people who contact us are not calling to make a complaint, but are seeking information or advice. These contacts are classified as <i>Enquiries</i> to distinguish them from <i>Complaints</i> , which are requests that our office conduct an investigation.	0
Complaints with No Investigation – Our office does not investigate every complaint it receives. First, we determine whether we have authority to investigate the complaint under the <i>Ombudsperson Act</i> . We also have discretion to decline to investigate for other reasons specified in the <i>Ombudsperson Act</i> .	1
Early Resolution Investigations – Early Resolution investigations provide an expedited process for dealing with complaints when it appears that an opportunity exists for the authority to take immediate action to resolve the issue. Typical issues that are addressed through Early Resolution include timeliness, communication, and opportunities for internal review.	0
Complaint Investigations – When we investigate a complaint we may conclude with a determination that a complaint is not substantiated, or with a negotiated settlement of the complaint, or with public findings and recommendations. We may also exercise discretion to cease investigation for a number of other reasons specified in the <i>Ombudsperson Act</i> .	Total: 0
<i>Reason for closing an Investigation:</i>	
Pre-empted by existing statutory right of appeal, objection or review.	0
Investigation ceased with no formal findings under the <i>Ombudsperson Act</i> .	
More than one year between event and complaint	0
Insufficient personal interest	0
Available remedy	0
Frivolous/vexatious/trivial matter	0
Can consider without further investigation	0
No benefit to complainant or person aggrieved	0
Complaint abandoned	0
Complaint withdrawn	0
Complaint settled in consultation with the authority - When an investigation leads us to conclude that action is required to resolve the complaint, we try to achieve that resolution by obtaining the voluntary agreement of the authority to settle the complaint. This allows matters to be resolved fairly for the complainant and authority without requiring a formal finding of maladministration.	0
Complaint substantiated with formal findings under the <i>Ombudsperson Act</i> .	0
Complaint not substantiated under the <i>Ombudsperson Act</i> .	0
Ombudsperson Initiated Investigations – The Ombudsperson has the authority to initiate investigations independently from our process for responding to complaints from the public. These investigations may be ceased at the discretion of the Ombudsperson or concluded with formal findings and recommendations.	0



The tables below summarize the complaint topics we are tracking for your sector and/or authority and the number of times this topic was identified in the files (investigated and non-investigated complaints) that were closed in the most recent quarter.

If you would like more information on the types of complaints we receive, please contact our Prevention Initiatives Team: email us at consult@bcombudsperson.ca or call us at 250-508-2950.

Sector-Specific Complaint Topics - All School Districts

Enrolment/Registration	7	44%
Special Education	1	6%
Student Suspension or Exclusion	2	13%
Student Safety	1	6%
Other	5	31%

General Complaint Topics - All School Districts

Disagreement with Decision or Outcome	13	27%
Accessibility	1	2%
Delay	2	4%
Administrative Error	3	6%
Treatment by Staff	5	10%
Communication	8	17%
Process or Procedure	12	25%
Review or Appeal Process	2	4%
Employment or Labour Relations	2	4%

January 15, 2021

Charlene McKay
Chairperson of the Board of Trustees, School District 68
395 Wakesiah Avenue
Nanaimo, BC, V9R 3K6

via email

Dear Ms. McKay:

I am writing today at the direction of the Executive Committee (EC) of the Nanaimo District Teachers' Association. The NDTA EC met on January 5 to discuss our concerns with the Ministry's Framework for Enhancing Student Learning Policy Statement and the associated Ministerial Order.

The policy purports to improve educational outcomes for all students, focus on The Educated Citizen, and enable strategic planning, coordinated implementation and reporting.

Our concerns include, but are not limited to, the following:

- **The use of standardized testing as a measure of student success.** Standardized testing in the province was meant to be a system-wide check, and not a measure of individual achievement. The BC K-12 curriculum encourages a more balanced and individualized approach to instruction and classroom-based formative assessment, and the Board's own vision of a "courageous, innovative, inclusive, and personalized learning community that inspires success for all" aligns with that approach. Schools do so much more than these tests reveal, and a narrow focus on standardized test results will not allow the Board to assess whether the goals and objectives of strategic plan are being met. These tests take valuable time and resources away from classroom learning which undermines the ability to provide courageous, innovative, and personalized learning experiences for all students. Narrowly defined measures of success and achievement do nothing to indicate whether students are developing the ability, skills, understanding, and responsibility to become confident, curious and caring citizens.
- **The use of graduation rates as a measure of system success.** Grad rates are also a narrow measure of success that do not recognize the experiences and opportunities that schools provide to students. They also don't tell us whether students are prepared for life *after* graduation. An emphasis on graduation rates means that the Board cares about credentialing, rather than creating Educated Citizens.

- **The lack of recognition for teacher autonomy.** Teachers have the autonomy to determine how to teach, and how to assess. Teachers know how their students are doing, and they don't need a standardized test to tell them.
- **The lack of consultation with teachers.** Teacher input is missing from the documents. Teachers' voices on what effective assessment for learning looks like, supported by research literature, should guide this policy.

For this reason, the NDTA stands in opposition of this Policy and Order, and we urge the Board to refrain from using data collected from standardized Ministry tests when evaluating whether you are meeting the targets of your Strategic Plan.

Data collection is important, but not all data is useful. Standardized tests and graduation rates were introduced as cheap alternatives to the accreditation process, and as accountability measures they fail to recognize whether students have a positive and successful school experience, or whether there is continuous improvement of instruction and assessment. The Board needs to ask the right questions to collect the data it seeks, and then the Board, and the Ministry, must act on the results to support students and adequately fund programs. Please keep in mind that low FSA scores and graduation rates have never resulted in any additional funding to school districts in BC. As measures of success, their only purpose is to legitimize underfunding.

Sincerely,



Denise Wood
President, NDTA

cc Karen Matthews, Manager, Administrative Services
Mark Walsh, Secretary-Treasurer
Board of Trustees

From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: FW: Build Seamless Child Care
Date: Monday, January 18, 2021 10:30:19 AM

From: Sarah Nixon <>
Sent: January 17, 2021 11:09 AM
To: Charlene Mckay <Charlene.Mckay@sd68.bc.ca>
Subject: Build Seamless Child Care

CAUTION: External Message

Dear Charlene McKay:

While families struggle to find child care, and the B.C. government works to expand the current system, a better solution has been left mostly unexplored: school districts directly providing early learning and care in existing elementary school facilities using the seamless day model.

This “seamless day” model extends the regular school day to integrate before- and after-school care with classroom learning by having teachers, early childhood educators and education assistants work as a team.

Public delivery by school boards ensures high-quality care and oversight within an existing governance structure, and resolves major stressors for parents. Benefits include:

- Improved accessibility and fewer transitions for kids;
- Enhanced, education-focused care;
- Coordinated care and learning before, during and after school;
- More secure and reliable child care in every community;
- New opportunities to recruit and retain high-quality education assistants and early childhood educators;
- Cost-effective delivery of high-quality child care spaces; and
- Increased investment in public schools.

Recent decisions by the B.C. government have given school districts the means and mandate to implement before- and after-school programs. With these changes, school districts can implement the seamless day from kindergarten through to grade two, after which the model can be expanded to learners in senior grades.

Given the benefits to families, kids and our schools, I am asking you to implement the seamless day model of before- and after-school early learning and care directly operated by our local school district.

Sincerely,
Sarah Nixon



Snuneymuxw

First Nation

www.snuneymuxw.ca

January 20, 2021

Charlene McKay
School Trustee, Board Chair
Board of Education
Nanaimo - Ladysmith Public Schools
395 Wakesiah Avenue, Nanaimo, B.C. V9R 3K6

Dear Charlene,

Re: Snuneymuxw First Nation Lifts Shelter in Place

Medical Health Officers from Island Health have informed Snuneymuxw First Nation that we are currently in the containment phase for the COVID-19 cluster in our community. Snuneymuxw Council met last night to assess the current situation and discuss steps going forward.

I am writing to notify you Snuneymuxw First Nation has removed the shelter-in-place order effective immediately, a measure that Council determined is in the best interests of the community. We have begun a phased re-opening for our Nation and provide this notification as our intention to re-open QQS School. Based on previous collaborations of this nature, I have communicated to staff and community that Principal Kevin Brand and SD#68 officials will communicate directly with students and families.

I would like to thank you for supporting our Nation in a significant way, helping to flatten the curve and prevent the spread of Covid-19. Your compliance and resources to support remote learning and re-locating students to the wood-bank location is appreciated. While the pandemic is not over, we can celebrate that we have, and will continue to, work together to be kind, be safe, and be calm.

Sincerely,

Chief Michael Wyse

NANAIMO LADYSMITH PUBLIC SCHOOLS

BOARD OF EDUCATION PUBLIC MEETING

INFORMATION SHEET

DATE: January 27, 2021
TO: Board of Education
FROM: Scott Saywell, Superintendent
SUBJECT: Ministry Performance Data - Completion Rates

Background

A key milestone in life is graduating from High School. It represents the culmination of 13 years of hard work and the transformation from childhood to adulthood. It is a rite of passage. Like every other school district in British Columbia, Nanaimo Ladysmith Public Schools endeavours to increase the number of students who graduate each year (often called the completion rate) thereby increasing our students life chances.

While most students will complete high school within the expected five-year period, a number of students will take longer to complete (eg, students who take a year off to play sports or study abroad; or those who require an additional year to successfully finish one or two required courses).

The six-year completion rate is the percent of students who graduated with a Certificate of Graduation or Adult Graduation Diploma, within six years from the first time they enrol in Grade 8 and is the standard measure for school district success. Although some students take 7 or 8 years to graduate the impact on the overall completion rate is minimal.

The completion rates provided by the BC ministry of Education include:

Six-Year Completion Rate - The proportion of students who graduate, with a B.C. Certificate of Graduation or B.C. Adult Graduation Diploma, within six years from the first time they enroll in Grade 8, adjusted for migration in and out of B.C. The data is only available at district and province level.

Eligible Grade 12 Graduation Rate - The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Students are eligible to graduate if they have enrolled in sufficient courses to meet the requirements to graduate during that school year.

First-Time Grade 12 Graduation Rate - Number of students recorded as being in Grade 12 for the first time in September who then graduate in that same school year.

The Ministry of Education also provides completion rates for Indigenous students, English Language Learners (ELL) and students with special needs.

Note: In order to meet graduation requirements and be awarded a British Columbia Certificate of Graduation (Dogwood Diploma), students must earn a minimum of 80 credits and write provincial assessments of numeracy and literacy. The 80 credits include 52 credits for required courses (including 8 credits of Career Education courses) and a minimum of 28 elective credits.

To graduate with an Adult Dogwood, students must have:

- A required Language Arts 12 course
- A Math 11 or 12 course
- At least three additional Grade 12 electives, or a Grade 11 Socials Studies course and two additional Grade 12 electives

Appendix A: Six Year Completion and Grade 12 Graduation Rates 2019/2020



Six-Year Completion and Grade 12 Graduation Rates - 2019/2020

068-Nanaimo-Ladysmith

		Six-Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate			
		Cohort Size	Rate	Total Gr 12	Graduates		Honours Graduates*	Total Gr 12	Graduates		Honours Graduates*
		#	%	#	#	%	%	#	%	%	
All Students	2015/16	1355	72.6	923	876	95	60	1116	799	72	47
	2016/17	1311	72.4	872	813	93	62	1084	754	70	47
	2017/18	1335	71.1	894	841	94	59	1067	767	72	46
	2018/19	1212	76.4	884	840	95	64	1095	805	74	49
	2019/20	1292	75.0	842	821	98	63	1069	819	77	48
Residents	2015/16	1188	79.2	NOT AVAILABLE				1063	762	72	47
	2016/17	1158	77.7					1009	728	72	49
	2017/18	1137	79.4					1010	722	71	45
	2018/19	1044	82.9					1053	780	74	49
	2019/20	1109	83.8					1029	784	76	48
Female	2015/16	648	73.7	456	438	96	69	535	398	74	56
	2016/17	633	74.8	437	411	94	68	518	383	74	56
	2017/18	658	71.8	425	407	96	68	513	379	74	54
	2018/19	592	77.3	446	430	96	72	546	414	76	56
	2019/20	652	74.9	418	407	97	73	520	394	76	57
Male	2015/16	707	71.5	467	438	94	51	581	401	69	39
	2016/17	678	70.2	435	402	92	55	566	371	66	40
	2017/18	677	70.4	469	434	93	51	554	388	70	38
	2018/19	620	75.5	438	410	94	55	549	391	71	43
	2019/20	640	75.1	424	414	98	54	549	425	77	41
Indigenous	2015/16	204	56.4	97	86	89	43	181	77	43	21
	2016/17	201	52.1	98	92	94	47	159	86	54	30
	2017/18	194	62.5	118	104	88	39	174	90	52	25
	2018/19	174	69.2	105	99	94	46	167	96	57	28
	2019/20	195	67.8	133	127	95	46	212	136	64	28
ELL	2015/16	122	64.3	2	2	100	50	4	2	50	25
	2016/17	136	61.4	10	8	80	60	13	8	62	46
	2017/18	152	68.3	8	6	75	50	12	6	50	33
	2018/19	127	69.5	19	17	89	63	23	16	70	48
	2019/20	156	77.8	16	16	100	38	25	18	72	24
Special Needs	2015/16	160	52.2	36	33	92	36	65	31	48	18
	2016/17	128	53.0	41	40	98	22	62	40	65	16
	2017/18	150	61.3	35	31	89	23	54	30	56	13
	2018/19	138	60.7	24	24	100	38	39	23	59	21
	2019/20	129	65.8	27	26	96	48	46	29	63	28

Six-Year Completion Rate - The proportion of students who graduate, with a B.C. Certificate of Graduation or B.C. Adult Graduation Diploma, within six years from the first time they enrol in Grade 8, adjusted for migration in and out of B.C. The data are only available at district and province level.

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First-Time Grade 12 Graduation Rate - Number of students recorded as being in Grade 12 for the first time in September who then graduate in that same school year.

2019/2020 Completion Rates

January 2021



NANAIMO LADYSMITH
PUBLIC SCHOOLS

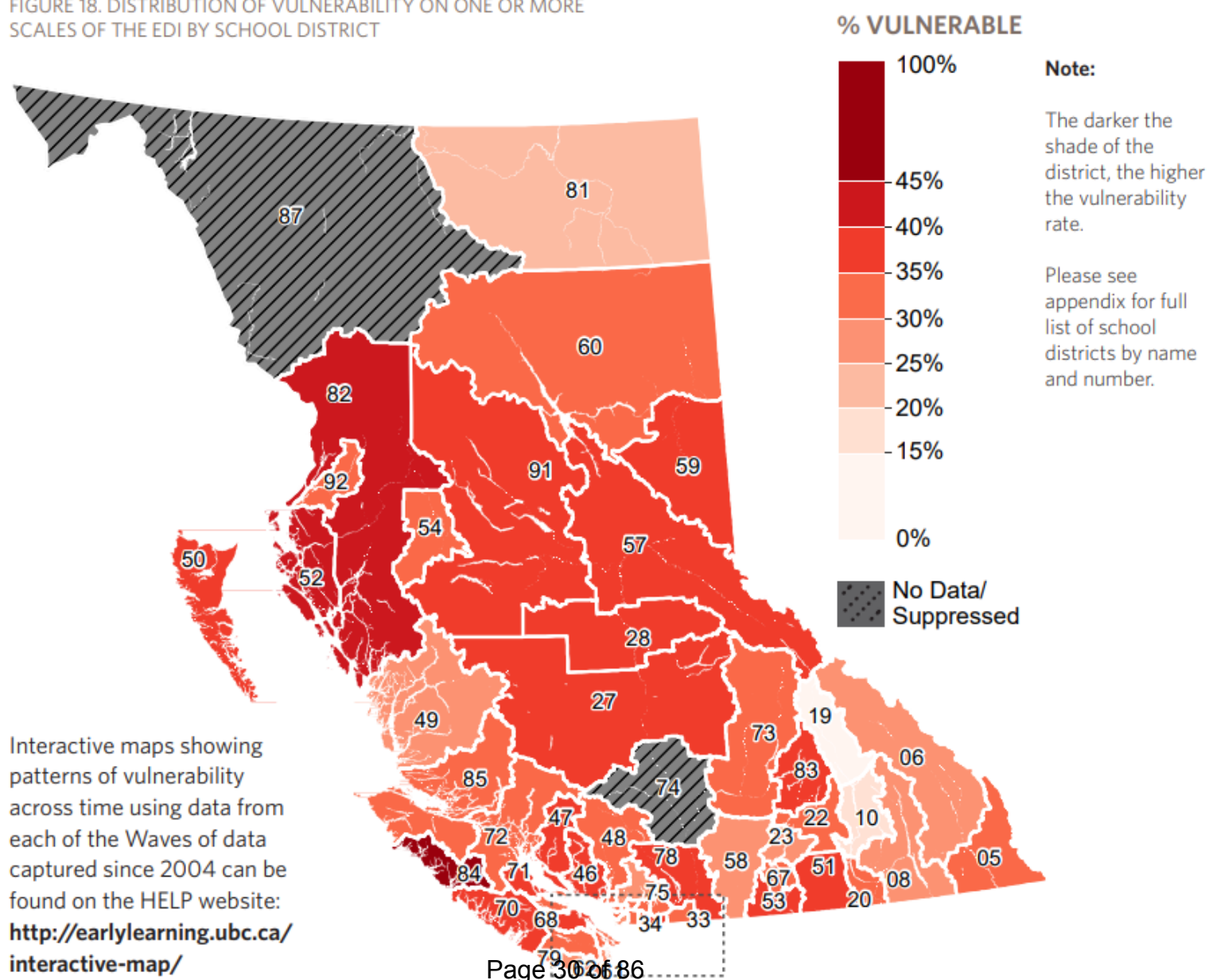
Success For All



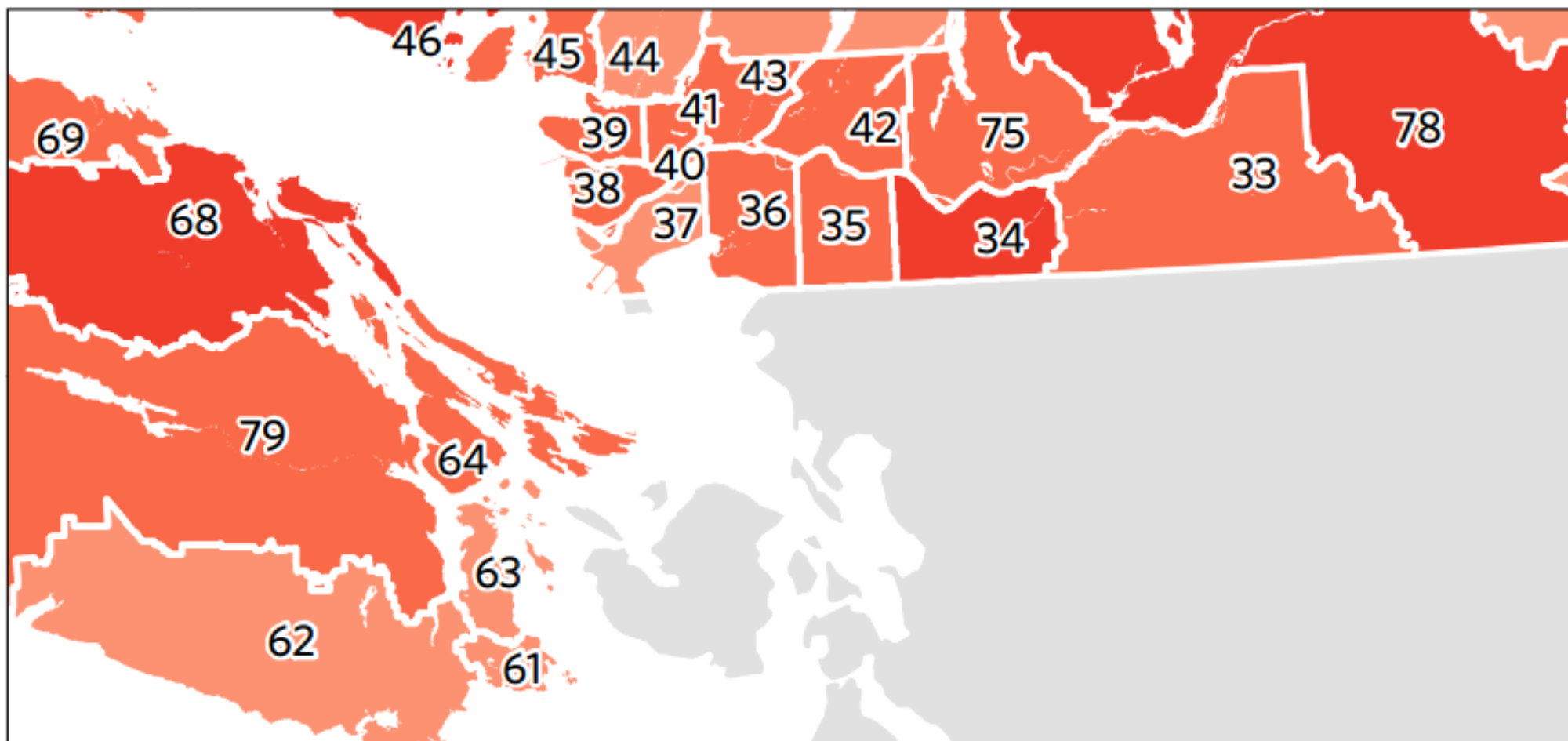
3E. DIFFERENCES IN VULNERABILITY RATES ACROSS SCHOOL DISTRICTS AND NEIGHBOURHOODS

There continues to be disparity in vulnerability rates across regions, school districts and neighbourhoods in the province. The map of School District level vulnerability, Figure 18, depicts the disparities by school district across the Province.

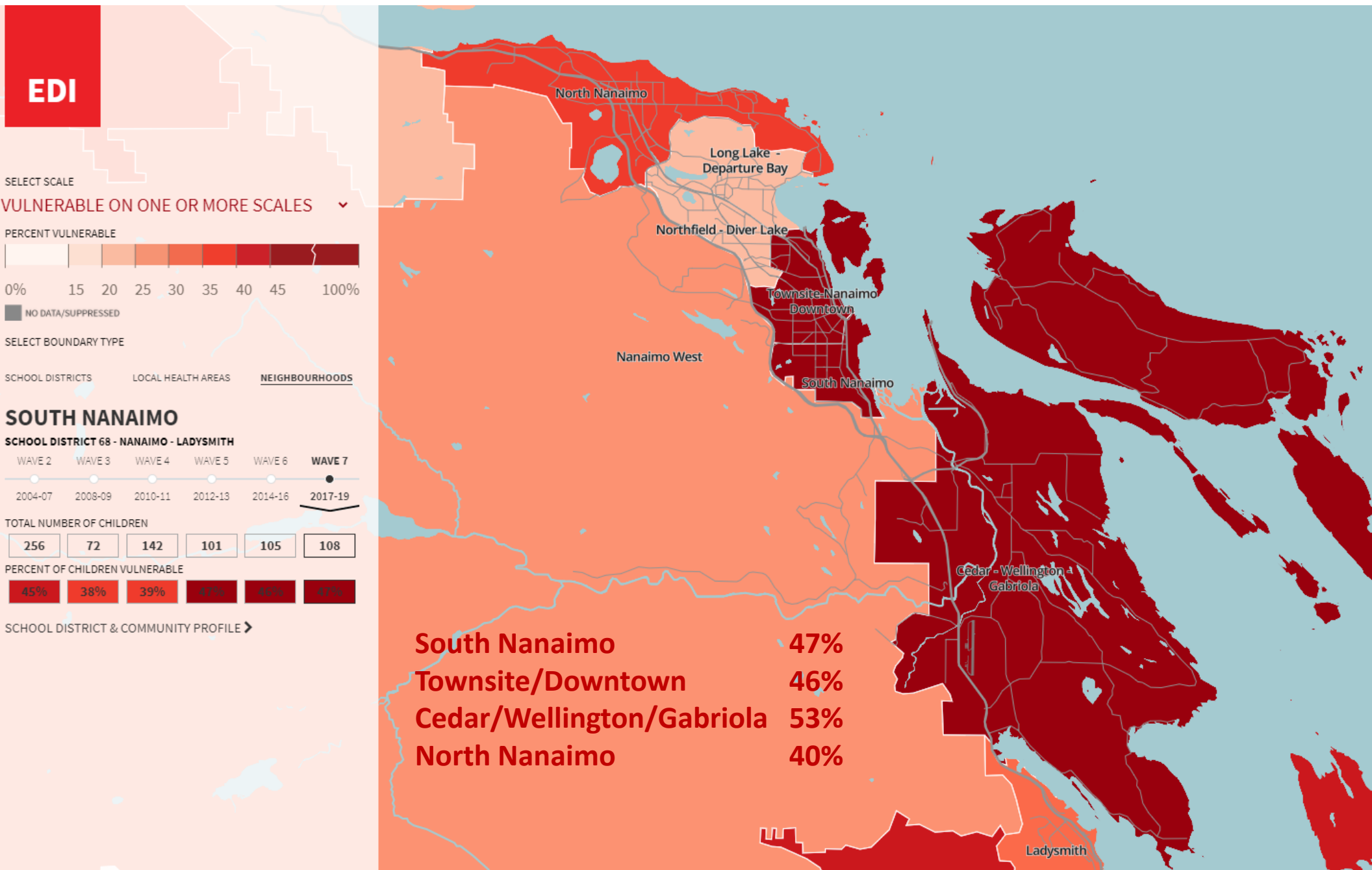
FIGURE 18. DISTRIBUTION OF VULNERABILITY ON ONE OR MORE SCALES OF THE EDI BY SCHOOL DISTRICT



DIFFERENCES IN VULNERABILITY RATES ACROSS SCHOOL DISTRICTS



DIFFERENCES IN VULNERABILITY RATES ACROSS NEIGHBOURHOODS in NLPS



Six-Year Completion and Grade 12 Graduation Rates - 2019/2020

068-Nanaimo-Ladysmith

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First-Time Grade 12 Graduation Rate - Number of students recorded as being in Grade 12 for the first time in that school year who graduate in that same school year.

Residents 83.8%
Indigenous 67.8%
ELL 77.8%
Special Needs 65.8%



	2018/2019	2019/2020	Difference
Residents	82.9 %	83.8%	+0.7%
Indigenous	69.2%	67.8%	-1.4%
ELL	69.5%	77.8%	+8.3%
Special Needs	60.7%	65.8%	+5.1%

**Six-Year
Completion Rate
Comparison
2018/19 to 2019/20**

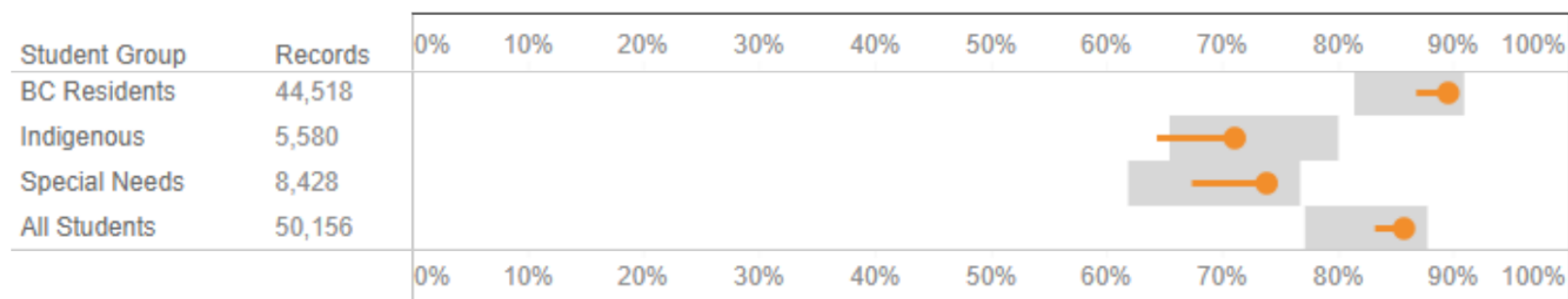
Information to support student learning

<https://studentsuccess.gov.bc.ca/>

Completion Rates

- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results (2019/20)
- Range of school district's results over time (2015/16 - 2019/20)

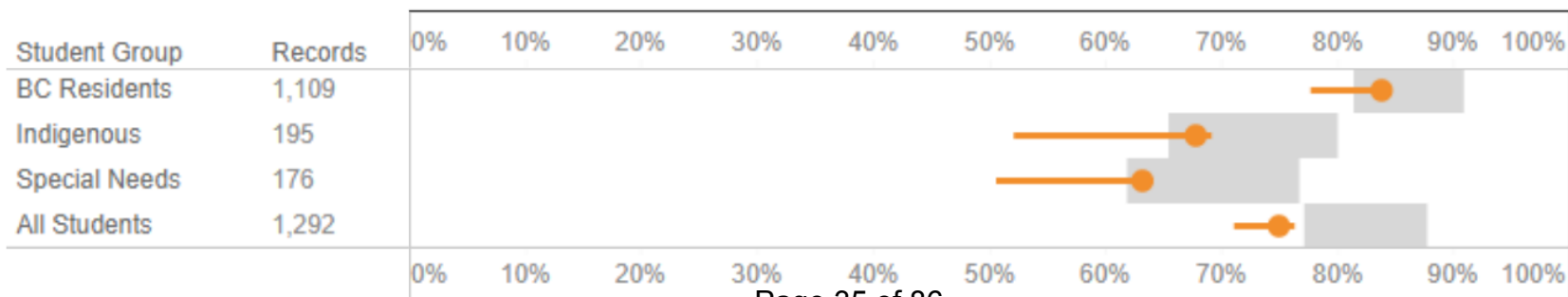
BC



Completion Rates

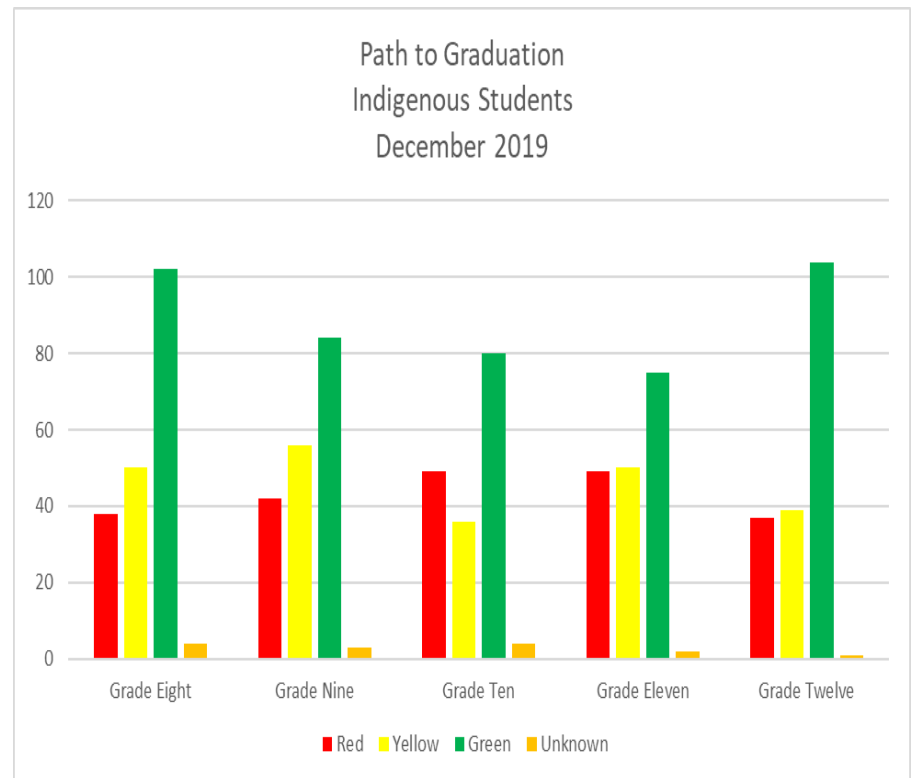
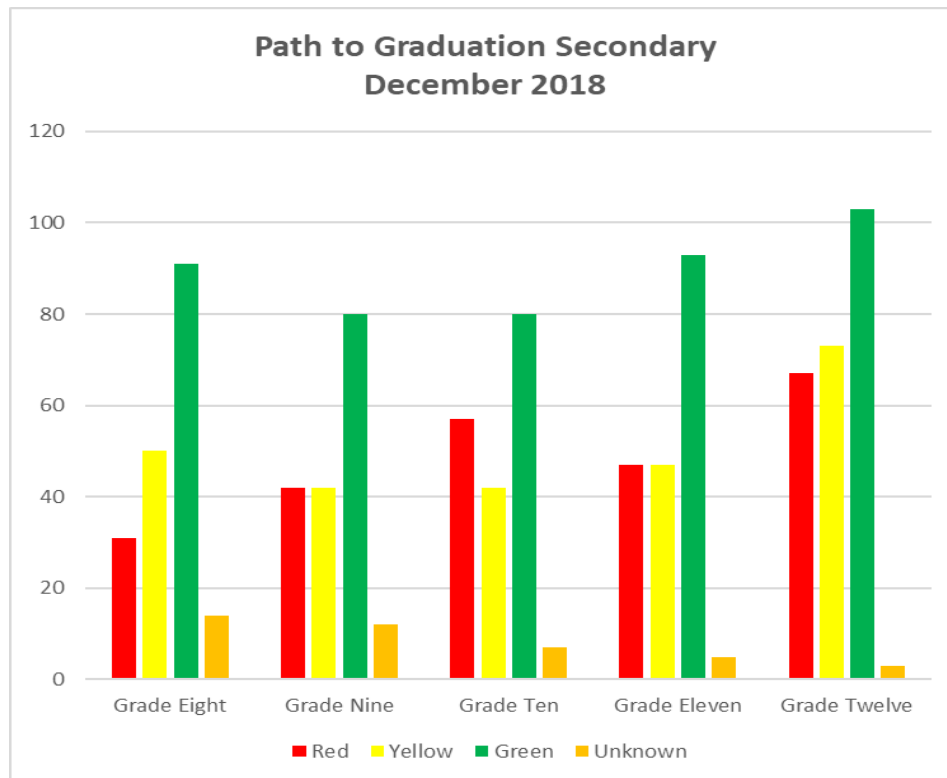
- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results (2019/20)
- Range of school district's results over time (2015/16 - 2019/20)

NLPS



December 2018 to December 2019

Grades 8-12



Questions?



NANAIMO LADYSMITH PUBLIC SCHOOLS

BOARD OF EDUCATION
PUBLIC MEETING

INFORMATION SHEET

DATE: January 27, 2021
TO: Board of Education
FROM: Scott Saywell, Superintendent
SUBJECT: Operational Plan Update

Background

Attached to this Information Sheet is the District's semi-annual report highlighting the status of our Operational Plan (the "Plan") drafted pursuant to the Board's strategic plan and goals. The Plan is a living document and changes will be required year to year, in a typical year. This year, in addition to changing the format of the document to align with Ministry requirements, we also felt it was appropriate to make changes in a number of areas. For instance, due to COVID-19, there are a number of significant changes in focus that are required to address learning loss, mental health & wellness and facility upgrades in ways not previously contemplated. In other areas changes are required as certain strategies are complete.

This memo is intended to highlight a number of the changes.

Discussion

Goal 1 – Continuous improvement of instruction and assessment

Generally, under Goal 1 there are a number of changes to the Plan updating our indicators of success to ensure that we have chosen appropriate metrics to ensure our accountability. In addition, there are a number of strategies that focus on building system knowledge or capability. In future years where the knowledge or system capability is complete the strategy will shift to action. Further, we have added strategies to highlight the impact of COVID-19 on learning and graduation.

With respect to increasing leadership and capacity, we have combined a number of strategies into broader heading for the purposes of brevity and to make the level of specificity in the strategies consistent throughout the document.

This past year has been marked with significant changes to the ways in which we educate students due to the COVID-19 pandemic. This is highlighted through the fact that we saw a significant increase in the number of families opting to register their child in Distributed Learning (DL) Programs K-12 through Island Connect Ed. As a result, the District has committed a proportionate amount of staffing resource to support these students and families. In addition, with many of the newly appointed teachers being new to the DL pedagogy and instructional methods, staff and coordinators from the Department of Learning Services have been deployed

with refocused portfolio responsibilities which now include supporting DL teachers through this transition phase. As well, the focus has turned to enhancing the structure and design of our learning opportunities at our DL school. Department of Learning Services Learning Coordinators and Directors of Instruction will work collaboratively with teachers, coordinators, and administration of Island ConnectEd in support of the objective of designing delivery at ICE to be consistent with all NLPS school and programs.

A notable success in this area is in the area of Growth Plans. Previously we had a strategy for both managers and principals and vice-principals with respect to the creation of growth plans. Currently, we have fully implemented the strategy across the District to the point that we felt we no longer needed to maintain the strategy as the practice continues. Another significant success has been our strategy of updating our distance learning course offerings. With the huge rise in enrollment we have been able to focus resources to achieve our goal and a positive outcome is already becoming apparent.

Goal 2 – Safe, caring and healthy learning and working environment that is inclusive of the diversity of our entire learning community

With respect to the objective of “Accelerating seismic upgrades and upgrade aging facilities” we realized that the previous strategies needed to be refocused to more squarely address the objective and provide more specific indicators of success. Further, we added a strategy associated with COVID-19 related facilities matters. We have also addressed the issue of students being disconnected from their home schools due to COVID-19. Finally, we have highlighted a strategy of creating positive human resource practices to ensure employee engagement and limit risk to the District.

HR continues to support the recruitment, leadership and safety needs of the District. Concurrently, as COVID-19 issues arise, they are promptly addressed. One example of this is the requirement for daily health checks for all staff prior to entering the buildings. In conjunction with Information Technology, an electronic version was developed, piloted and rolled out with much success. Absence rates continue to be on par with last year. Teacher absences have been filled regularly. Based on the feedback we receive from key stakeholders we believe staff overall continue to do well.

One area of significant success was our ongoing in-service and professional development for our staff, particularly with respect to the issues of mental health as well as in the area of bullying. For instance, our counsellors completed ERASE training and are now moving onto EASE training. Similarly, our focus on children in care continues to move forward purposefully with the expansion of mentor training ongoing.

Goal 3 – To be a leader in environmental stewardship and sustainability

With respect to the objective of addressing GHG emissions, we highlighted very specific strategies with easily measurable goals given the specificity of the objective. We have also made some minor additions to highlight the need for additional opportunities for our community to learn together. Further, adjustments have been made to ensure that the District will expand outdoor learning spaces in a proactive manner. Finally, a strategy addressing food security associated with the COVID-19 pandemic has been added.

We note that the principal of ensuring food security during COVID has been a large focus and involved District staff and our partners at the Nanaimo Ladysmith Schools Foundation. It has been a tremendous success and given our staff and Foundation volunteers a direct tool to support our students and maintain connections with our families throughout this time.

Goal 4 – Truth and Reconciliation

With respect to this goal, we focused on ensuring that our strategies were updated to reflect our previous successes (such as in the area of Syeyutsus). We also added indicators of success that were more easily measured. We note that our commitment to the Syeyutsus Reconciliation Framework remains at the forefront of our planning. We have maintained our strategies largely unchanged with respect to Syeyutsus given the generational nature of the implementation of the Framework.

We note that the District's commitment to reconciliation has been fundamental to our work with our land based and community based First Nations partners. Given the heightened significance of the pandemic to the history and culture of our partners, our framework has highlighted our requirement to respect the self-determination, both at jointly governed QQS but also the wider system of our partners, that ultimately has served to support students in a safe and caring manner during the pandemic and will serve our students when the pandemic is over.

We also note that the District has moved the commitment to Implement Truth and Reconciliation Call to Action #57 in a meaningful way including the creation of a publicly recognized Learning Series. Finally, our commitment to the promotion of Hul'qumi'num language learning programs continues. For instance, the District has more Hul'qumi'num language teachers than any other District and financially supports the creation of language resources.

Conclusion:

We feel that the changes to the document both reflect the current demands of the District and continue to align with the goals of the Board. In addition, we feel that the indicators of success related to our strategies are better focused to allow staff to tell our story to the District and wider community while at the same time ensure accountability throughout the organization with tangible measurable outcomes.

Overall, despite the significant challenges related to COVID, District staff has made remarkable progress in moving various aspects of the Plan forward, and we look forward to continued success.

Appendix A: Operational Plan Worksheet

GOAL 1 Continuous Improvement of Instruction and Assessment

OBJECTIVE

Continuous improvement in Special Needs, Indigenous and overall student population on student achievement

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
1	Build system capacity with respect to supportive post-pandemic instructional approaches	<ul style="list-style-type: none"> • Implementation of the NLPS Reading Assessment as a formative data source to guide instruction will occur for every student in Grades 109 for September 2021. • Monitoring and analyzing attendance and registration patterns during the Spring for September 2021 start-up to ensure schools are "flagging" students who may have missed significant amounts of instructional time during the pandemic.
2	Understand and address the learning needs for students in the graduation program as a result of the COVID-19 Pandemic	<ul style="list-style-type: none"> • Review of a student's prior learning to assess and give credit for course specific competencies will occur during the Spring of 2021 for all students who are in a position to graduate. • Identify and create a pathway to graduation for students who are at risk of not being on target for graduation through the Spring, and Fall of 2021.
3	Enhance system awareness of "Tiered Support" through the response to Intervention model.	<ul style="list-style-type: none"> • Implementation of 'Tiered Models of Support' for Life Skills Programs by June 2021. • Implementation of systematized Tiered reading interventions and assessment programs K-12 by January 2022 • Development of a refreshed Inclusive Education portal by June 2021. • Completion of series for teachers and SSTs in French Immersion regarding effective models of support by June 2022 • Completion of focus group conversations regarding Secondary ELL support model by June 2022
4	Advancing supports to classroom teachers through Learning Coordinators, K-12	<ul style="list-style-type: none"> • Increase percentage of students who report feeling success in reading, writing and numeracy, as per the annual Student Learning Survey. • Increased percentage of students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 and 6 years of starting Grade 8 on an annual basis.
5	Advancing supports to teachers within Focus Schools through placement of Literacy Coordinators.	<ul style="list-style-type: none"> • Increase percentage of students who report feeling success in reading and writing, as per the annual Student Learning Survey. • Increase percentage of students who are meeting or exceeding expectations as per the Focus Schools Annual Data Report from schools.
6	Advancing supports to classroom teachers and School-Based Teams through Inclusion Support Coordinators, K-12.	<ul style="list-style-type: none"> • Annual analysis of survey feedback will reflect increased school team capacity and implementation of program recommendations
7	Build an in-house data system to support decision making toward improved student success	<ul style="list-style-type: none"> • Data system is in place and utilized by June 2021. • 100% of schools graphing data using E-assess and ERC (Elementary Report Card) information to inform PLC discussions and decisions by November 2021. • Implementation of a needs-based tool for Inclusive Ed. staffing effective June 2021.

OBJECTIVE

Continue-providing collaborative opportunities for employees to work toward full implementation of the new curriculum

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
8	Undertake an inquiry to review language/literacy instruction and intervention in early years (K-3) French Immersion settings	•Review and recommendations developed for effective approaches in early years language/literacy instruction and intervention for French Immersion by June 2021
9	Support Collective Teacher Efficacy	•Implement effective Professional Learning Community processes in all schools by November 2021
10	Facilitate and support opportunities for school-based staff to collaborate.	<ul style="list-style-type: none"> • Gather and review annual feedback regarding efficacy of collaborative opportunities. i.e. - District Inclusion Gatherings - NOIE - Focus School Gatherings - Learning Leaders sessions - Pro D - Town Hall sessions - Teams Talks, etc.
11	Review data review of Tier 2 and 3 reading assessments	• Increase in the number of students who are within widely held expectations in reading K-7
12	Perform focused work with Island Connect Education (ICE) staff to improve pedagogical alignment in course offerings with the curriculum	•100% of courses K-12 will be reviewed and/or redesigned by June 2022.
13	Support and share effective numeracy teaching and assessment practices that align with the curriculum.	<ul style="list-style-type: none"> •Increase the percentage of students who feel success in numeracy, as per the Student Learning Survey on an annual basis. •Implementation of the intermediate numeracy assessment tool (INA) by June 2022.

OBJECTIVE

Improve opportunities for early intervention and learning

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
14	Develop a local Scope and Sequence aligned with the Provincial Early Years' Framework	•Creation of a scope & sequence for the implementation of the Early Years Framework by June 2021
15	Expand childcare and before and after school care programs to be available at every elementary school in the district.	•Increase the number of childcare and before and after care spaces in the district by 3 sites per year.

OBJECTIVE

Increase leadership capacity and excellence

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
16	Build leadership capacity for all Managers and Staff	•The provision of a variety of robust and current professional development topics that provide people management and relations excellence across the leadership group.

GOAL 2 Safe, Caring and Healthy Learning and Working Environment that is inclusive of diversity of our entire learning community

OBJECTIVES

Increase the number of students who feel welcomed, safe, connected and have a sense of belonging in their schools

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
17	Build system capacity to support post-pandemic engagement approaches.	<ul style="list-style-type: none"> •Communicate to families of students who transitioned from their neighbourhood school during the COVID-19 Pandemic, a clear process for accessing learning options for September 2021. •Continue to track students who transitioned from their neighbourhood school to other learning options during the COVID-19 Pandemic, and ensure that all students are accounted for during the Spring of 2021. •Create and educate system leaders on a district-wide "Post Pandemic Road Map" for reengaging students and families with their neighbourhood school community, and to address learning needs by July 2021. •Use and analyze data sources such as enrollment, attendance records, and Report Cards to continue to monitor student progress through the Fall of 2021.
18	Creation and implementation of 3 yr Scope and Sequence for Sexual Orientation and Gender Identity (SOGI) and Racism Initiatives	<ul style="list-style-type: none"> •Safe Schools Committee to engage in conversation with community members regarding SOGI/Racism needs/concerns by June 2021. •System-wide implementation of training and awareness-building initiatives by June 2022
19	Increase community awareness of supports that are available to learners with social/emotional needs	<ul style="list-style-type: none"> •Implementation of a parent resource area on the NLPS website with information regarding social/emotional supports by December 2021

OBJECTIVES

Increasing awareness and capacity in supporting children and youth in care

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
20	Develop a District wide response and support framework	<ul style="list-style-type: none"> •Enhance deeper relationships with representatives from Ministry of Children and Family Development (MCFD) and Kw'umut Lelum. •Framework and guiding documents for staff are completed by June 2022 •All students in care assigned a mentor by October 2021.
21	Provide Secondary Administrator and mentors with training	<ul style="list-style-type: none"> •Completion of capacity-building series for Secondary Administrators and mentors by June 2021
22	Develop a data system that allows the district to track student progress	<ul style="list-style-type: none"> •Data system will be developed and functioning by June 2021

OBJECTIVES

Increase the number of students who feel there are two or more adults at their school who care about them

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
23	Implementation of a Compassionate Learning Communities Framework	<ul style="list-style-type: none"> •All schools participate in a needs assessment regarding the three components of Compassionate Learning Communities (Trauma Informed Practice; Social-Emotional Learning and Mental Health Literacy) by January 2021. •CYSFWs provide online Connect Parent Group training during the winter of 2021. •Compassionate Learning Community resources provided to schools on an on-going basis.
24	Increase understanding of compassionate systems leadership	<ul style="list-style-type: none"> •Provide in-service workshop for system leaders on an ongoing basis regarding Compassionate Learning Communities.

OBJECTIVES

Increasing awareness and capacity in addressing mental health and wellness

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
25	Provide on-going communication and education with compassionate systems leaders	<ul style="list-style-type: none"> •Monthly mental wellness newsletter to be distributed to all school on an on-going basis.
26	Provide administrators and Counsellors with Crisis Response Training	<ul style="list-style-type: none"> •All administrators trained in Violent Threat Assessment on a two-year cycle. •One administrator trained in Non-Violent Crisis Intervention at each site on a two-year cycle.
27	Ensure all Elementary Counsellors are trained in both EASE and ERASE protocols	<ul style="list-style-type: none"> •All Elementary Counsellors to receive EASE Training by June 2021. •All newly hired Elementary Counsellors receive ERASE training
28	Implement the "Response to Vaping Strategy" across the district	<ul style="list-style-type: none"> •All Secondary schools to receive school-wide presentations by June 2021. •All CYFSWs have received in-service training by June 2021. •Decrease the percentage of students who report vaping, as per the annual Student Learning Survey for January 2022.

OBJECTIVES

Accelerate seismic upgrades and upgrade aging facilities

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
29	Complete and Implement the Board's Long Range Facilities Plan	<ul style="list-style-type: none"> •Ministry of Education approval of seismic upgrades on a yearly basis

30	Implement the Access to Technology Program (school WI-FI infrastructure program)	•Upgrade 20% of schools each year until completion
31	Use local and provincial funding for health and safety upgrades to address COVID 19	•All district facilities will have modern HVAC systems and the ability to support high efficiency filtration
OBJECTIVES		
Increase employee engagement		
NUMBER	STRATEGIES	INDICATORS OF SUCCESS
32	Develop and orchestrate viable HR Systems, Processes and Guidelines	<ul style="list-style-type: none"> •Respond and comply to legal, system, process and informational needs of all users of HR related matters. •District risk is managed by compliance to legal and labour relations requirements.
33	Develop strategies for positions that present recruitment and retention challenges	<ul style="list-style-type: none"> •Reduction in the number of unfilled vacancies and attrition for positions that are challenging to recruit

GOAL 3 To Be a leader in Environmental Stewardship and Sustainability

OBJECTIVES

Annually reduce School District Greenhouse gas emissions by 4.5% a year.

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
34	Continue to apply for Ministry funding to support low carbon infrastructure updates	•One or more successful major project approvals yearly from the Ministry
35	Convert our bus fleet to electric	•Reduce the percentage of bussing in our fleet using diesel by 5% each year.
36	Utilize low GHG technology when replacing infrastructure and equipment where feasible	•Reports from purchasing indicating low carbon equipment purchases by departments and schools

OBJECTIVES

Establish a Board Environmental Stewardship and Sustainability Committee

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
37	Establish a committee that has representation from trustees, staff, DPAC, students and the community	•Established committee meets quarterly to identify strategies to achieve Board Goal during 2021-2022 school year.

OBJECTIVES

Increase learning opportunities for students and staff on climate change and sustainability

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
38	Disseminating climate change and sustainability materials including indigenous principles	•Identify and distribute resources for use by staff and students by June 2021
39	Using Teams, create a Learning Series available to NLPS staff, students and community partners with respect to climate change and sustainability	•Large attendance in session •Media attention of the Learning Series

OBJECTIVES

Implement a food security initiative that includes community partners

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
40	Develop a food security strategy in consultation with community partners	•Establish key partnerships and operationalize working group structures by June 2021 •Identify district representatives of Farm to School Advisory Committee by June 2021 •Food Security strategy established by June 2021
41	Continue to respond to food security challenges that escalated as a result of the COVID 19 Pandemic	•Food Depot at Woodlands site operational and fully functioning by January 2021.

OBJECTIVES**Supply and support infrastructure for sorting, composting and recycling at all educational facilities**

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
42	Require DAC and schools to develop innovative practices and report out on results annually	•Infrastructure for sorting, composting, recycling, and collection of materials is in place at all NLPS sites by June 2021

OBJECTIVES**Increase opportunities for outdoor education and programming in the district**

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
43	Financially support school requested outdoor learning spaces	•At least one outdoor learning space supported from the Annual Facilities Grant (AFG) on a yearly basis.
44	Encourage schools to develop outdoor learning opportunities	•Create an inventory of school and community based outdoor learning opportunities to be shared with schools by June 2021

GOAL 4 Truth and Reconciliation

OBJECTIVES

Implementation of the Syeyutsus Reconciliation Framework in the school community

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
45	Create a common understanding of the Syeyutsus framework throughout the system	•A clear understanding of the Syeyutsus Framework will be evident within all schools and district worksites by June 2023.
46	Environmental scan of understanding re: Syeyutsus Reconciliation will be conducted throughout the district	•An environmental scan report will be prepared and presented by June 2021
47	Creation of information packages for departments and schools (eg print, banners, posters)	•Syeyutsus Reconciliation information packages will be created and displayed in all schools and district work sites by June 2021

OBJECTIVES

Support innovative indigenous educational and community partnerships

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
48	Influencing local organizations and influencing other reconciliation activities	•Create a working list of external organizations with whom we have established working relationships will be compiled and updated annually, with the intent of adding two new organizations each year.
49	Continue and grow First Nation and Indigenous relationships	•Foster good working relationships with local First Nation and Indigenous partners as recognized by signing formalized agreements (LEA, MOU, Partnership/Collaboration Agreements) which are reviewed annually, to solidify our working relationship.
50	Supporting our most vulnerable students by developing a business case with partners for the Te'tuxwtun project.	•A plan that includes the final determination of the intended programming for the site. •Support by the Ministry of Education for the Te'tuxwtun project through the District's Capital Plan
51	Support the transition of Tsawalk and Nisaika Kumtuks Programs from SD84 to SD68	•Facilitation of a smooth transition of students from Tswawalk and Nisaika Kumtuks Programs to SD68 is to occur for September 2021

OBJECTIVES

Implement Truth and Reconciliation Commission Calls to Action #57

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
52	Increase Cultural awareness by identifying opportunities across the district	•Compile a data base of Indigenous cultural awareness opportunities and share with all schools by June 2021
53	Increase Cultural awareness by identifying experienced trainers to deliver training	•Compile a data base of experienced Indigenous presenters who may share understandings of cultural awareness in schools by June 2021

OBJECTIVES

Promote land and Hul'qumi'num language based learning programs

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
54	Purchasing and create resources to support indigenous content	•Allocate budget to increase resources depicting Indigenous content that will be added to th district collection and available to all schools through 2022.
55	Creating resources to support Hul'q'umi'num language developent	•Allocate budget to increae resources that support Hul'q'umi'num language development to be added to the district collection that is available to all schools through 2022
56	Explore the possibility of creating a Hul'q'umi'num immersion school	•Create draft guidelines for use when considering Hul'q'umi'num Immersion School by June 2021

Operational Plan Update

January 2021



NANAIMO LADYSMITH
PUBLIC SCHOOLS

Success For All

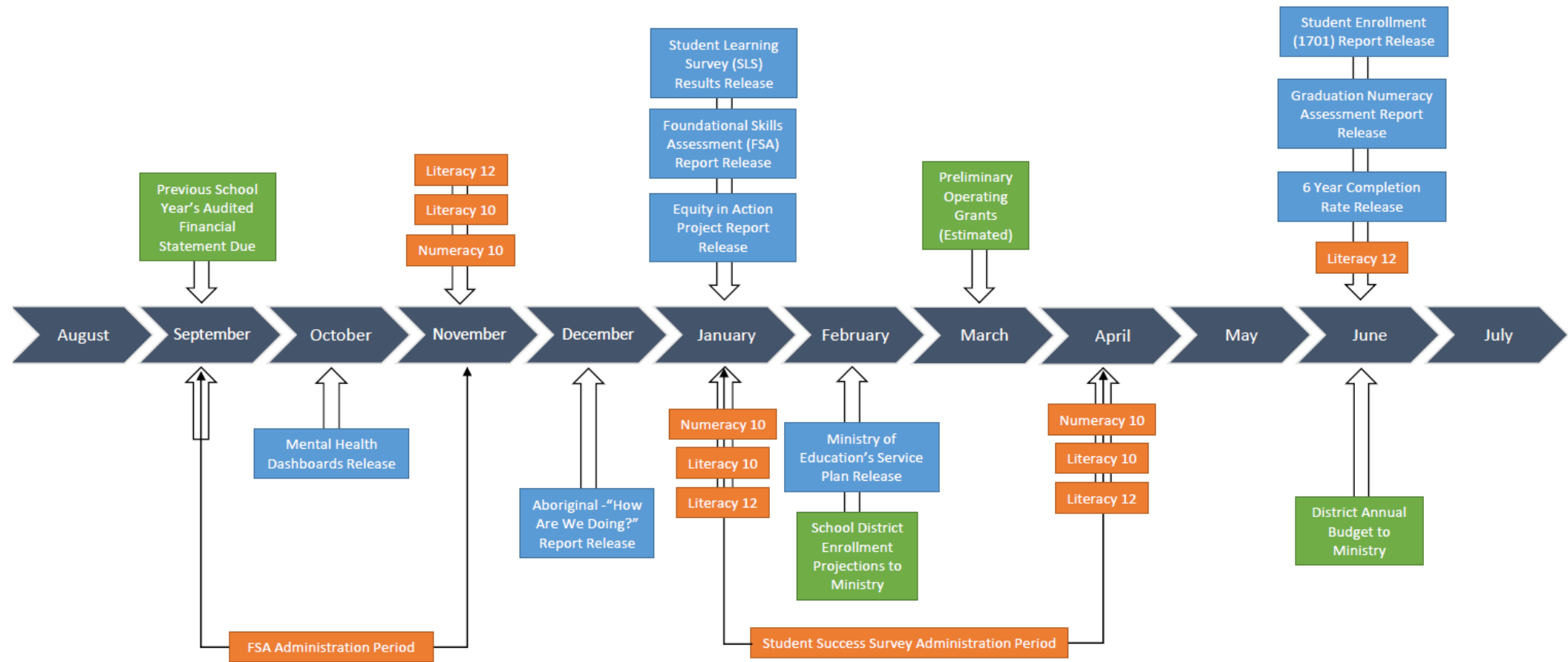


NLPS Operational Plan

So now what? Plan is done, its up on the website... time to sit back and relax.



Distribution of Ministry of Education Data



Legend:

Distribution of Ministry Data

Administration of Assessments

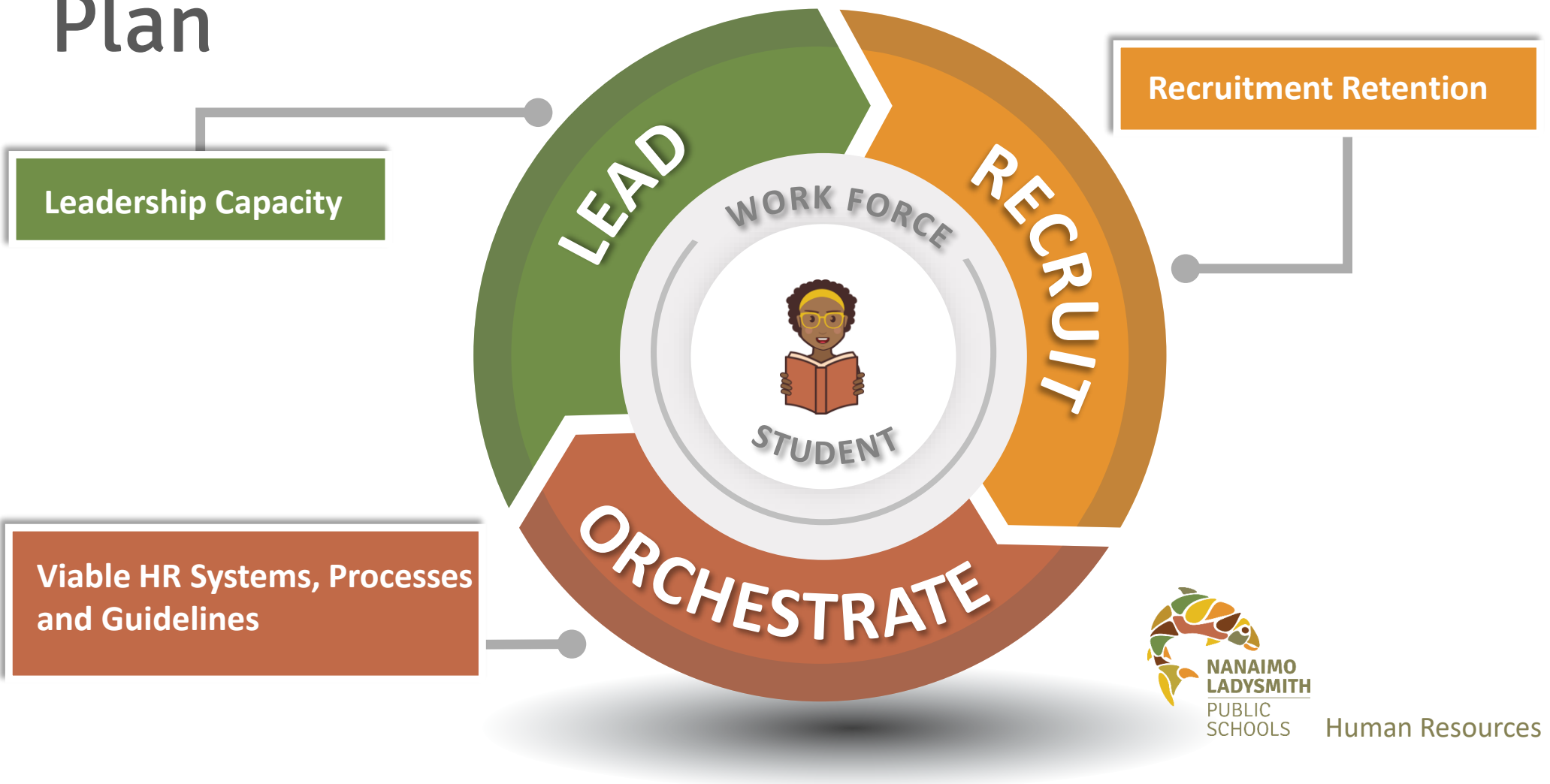
Financial Reporting





Human Resources

Operational Plan





Operations and Facilities

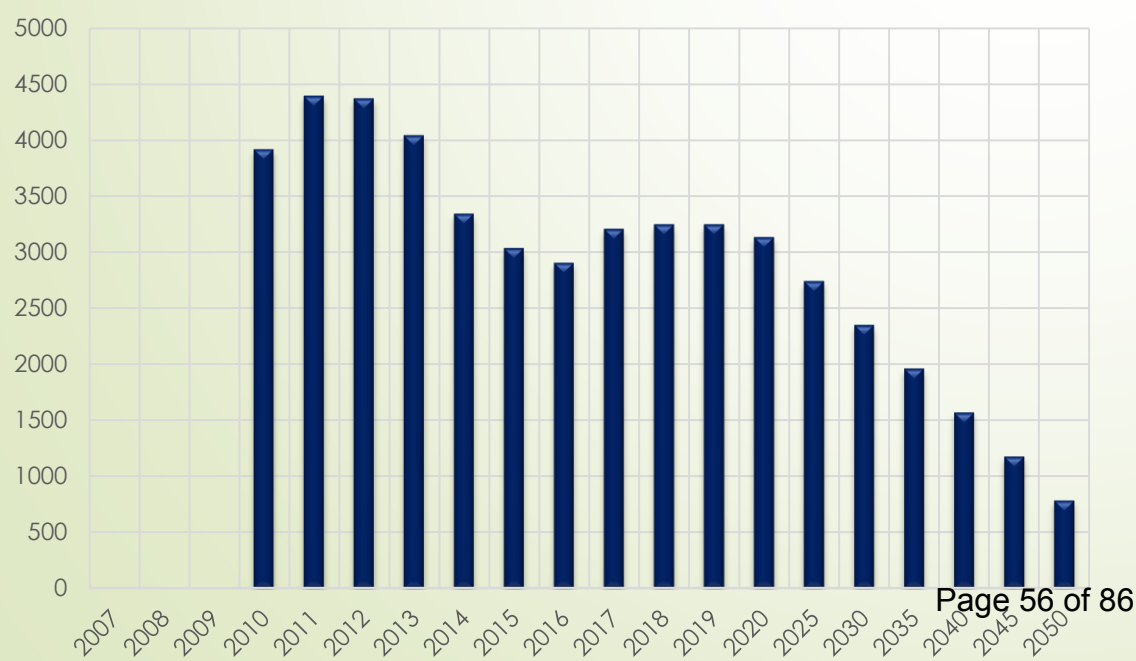


Lowering GHG Emissions

Refocused Strategies to Meet our GHG Reduction Objective

- Push for major capital upgrades
- Convert our bus fleet to electric on an annual basis
- Involve purchasing in actively seeking GHG friendly equipment and infrastructure

tCO2e Offsets Required



Year	tCO2e Offsets Required	% of tCO2e compared to 2010	Actual Reduction % compared to 2010
2007	N/A	No Data Available	N/A
2008	N/A	No Data Available	N/A
2009	N/A	No Data Available	N/A
2010	3,912	100	0.00%
2011	4,391	1.12	-12.24%
2012	4,367	1.12	-11.63%
2013	4,039	1.03	-3.25%
2014	3,339	0.85	14.65%
2015	3,033	0.78	22.47%
2016	2,902	0.74	25.82%
2017	3,205	0.82	18.07%
2018	3,245	0.83	17.05%
2019	3,245	0.83	17.05%
2020	3,130	0.80	20.00%
2025	2,738	0.70	30.00%
2030	2,347	0.60	40.00%
2035	1,956	0.50	50.00%
2040	1,565	0.40	60.00%
2045	1,174	0.30	70.00%
2050	782.4	0.2	80.00%

This includes all carbon used by NLPS (paper, vehicles, buildings), excluding emissions form buses (exempt)

GHG Reduction Targets-PSOs

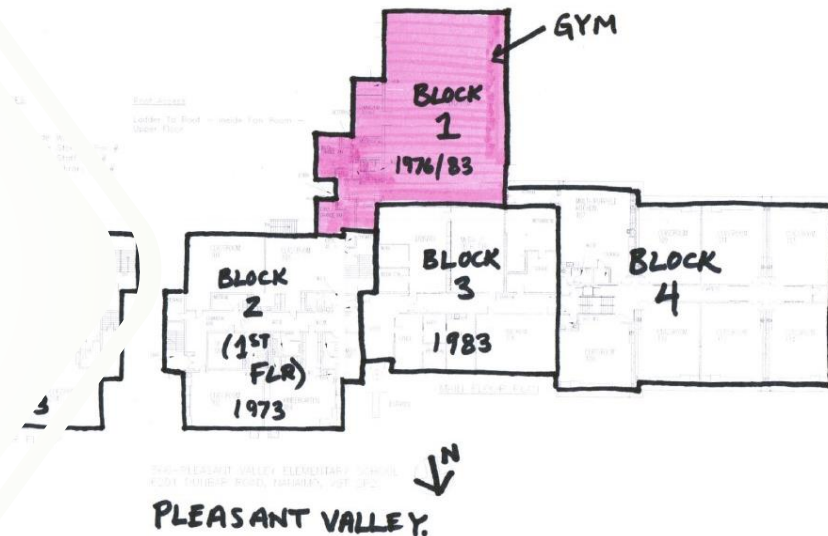
by 2030, emissions will be at least 40% below 2007 levels

by 2040, emissions will be at least 60% below 2007 levels

by 2050, emissions will be at least 80% below 2007 levels

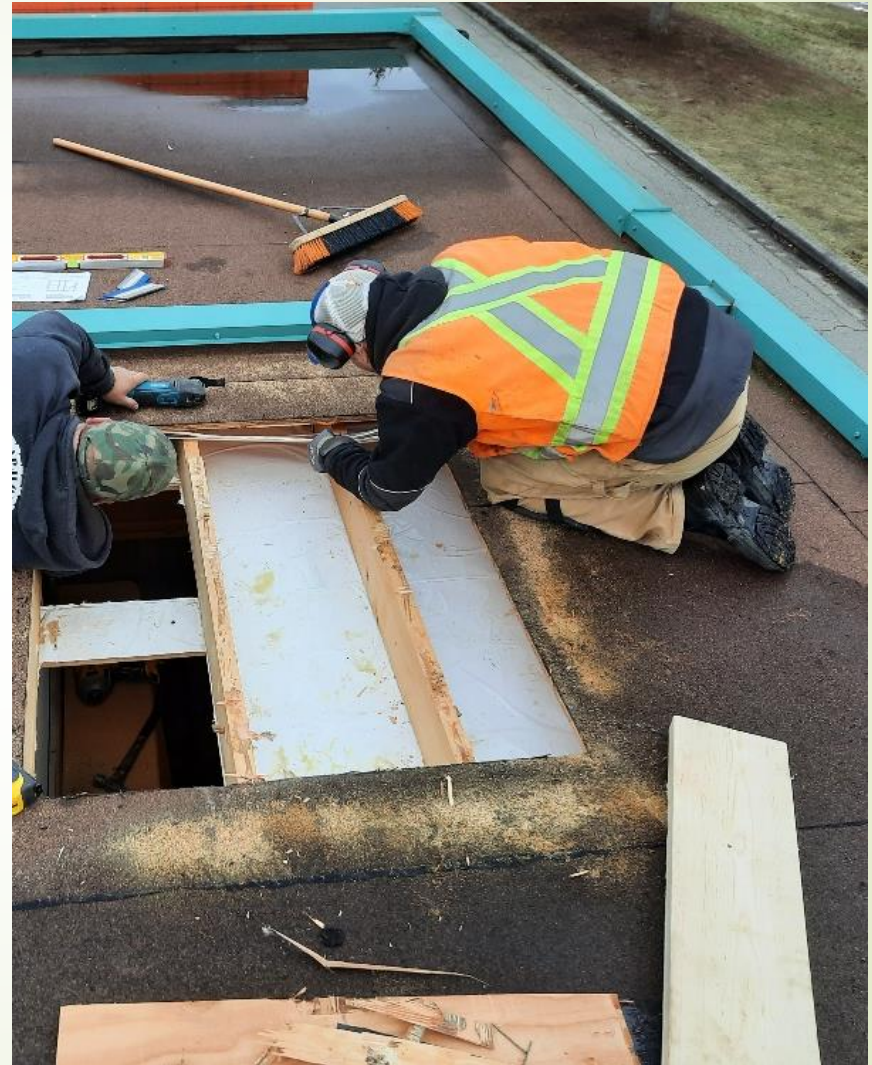
Enhanced Seismic and School Upgrades

- Complete our LRFP to enhance school upgrades
- Access to technology upgrade program
- Success in spending the money we have on hand
- Positive results in seismic approvals



Focusing on COVID 19 Safety

- **Completing our enhanced HVAC program including portables**
- **Ensuring a healthy and safe environment to protect staff and students and instill confidence in the system**



IT Infrastructure Upgrade

Site	PRELIMINARY PLAN		FORMAL PLAN		PROJECT APPROVAL		INSTALLATION CABLING/HARDWARE		WI-FI SERVICE PROVISIONING		SITE UPGRADED
	IN PROGRESS (PP)	COMPLETE (PP)	IN PROGRESS (FP)	COMPLETE (FP)	IN PROGRESS (PA)	COMPLETE (PA)	IN PROGRESS (ICH)	COMPLETE (ICH)	IN PROGRESS (WSP)	COMPLETE (WSP)	COMPLETE
Brechin (BR)											
Ladysmith Secondary (LS)											
Uplands Park (UP)											
Cedar Secondary (CS)											
Dover Bay Secondary (DV)											
John Barsby Secondary (JB)											
Georgia Avenue (GE)											
Rutherford Swing School											
Woodlands Swing School											
NDSS (ND)											
Pleasant Valley (PV)											
Cilaire (CA)											
Hammond Bay (HB)											
DAC and FAC (AC)											
Fairview (FV)											
Park Avenue (PA)											
Bayview (BV)											
Rock City (RC)											
Ladysmith Intermediate (LI)											
Cedar Elementary (CE)											
North Oyster (NO)											
Forest Park (FP)											
Mountain View (MV)											
Coal Tyee (CT)											
Wellington Secondary (WE)											
Chase River (CR)											
Island Connected (IC)											
Departure Bay (DB)											
Ladysmith Primary (LP)											
Seaview (SV)											
Gabriola (GB)											
Cinnabar (CB)											
Pauline Haarer (PH)											
McGirr (MG)											
Quarterway (QW)											
Randerson Ridge (RR)											
Frank J. Ney (FN)											
Qwam Qwum Stuwixwulh (QQ)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

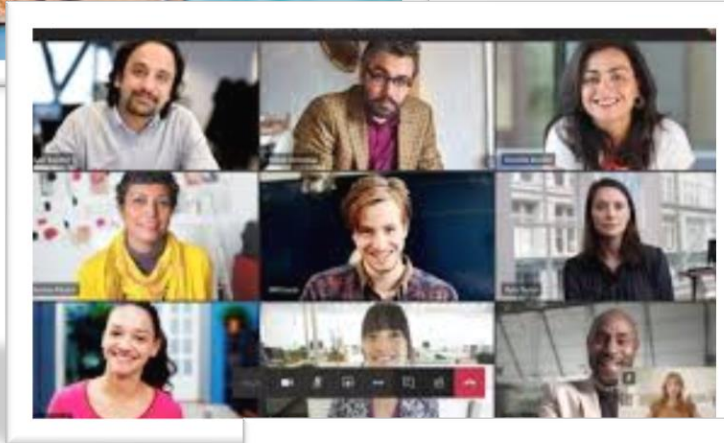
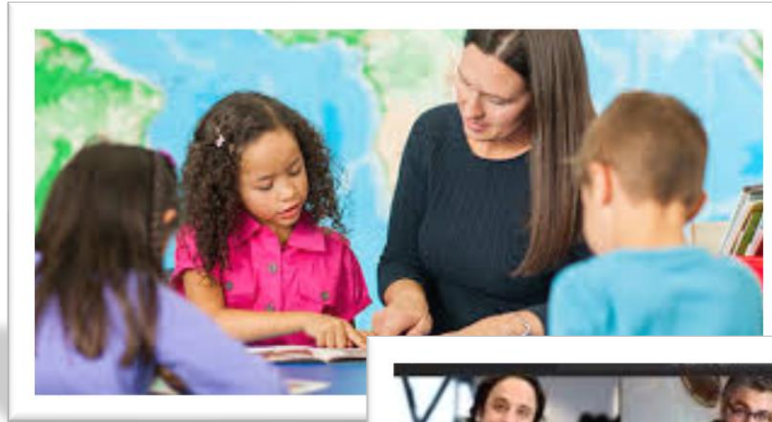
Site upgrades progress tracking chart



Department of Learning Services



**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
Environmental
Stewardship
and
Sustainability





Truth and
Reconciliation



Thank You!



NANAIMO LADYSMITH PUBLIC SCHOOLS

BOARD OF EDUCATION COMMITTEE
PUBLIC MEETING

ACTION SHEET

DATE: January 27, 2021
TO: Board of Education
FROM: Mark Walsh, Secretary-Treasurer
SUBJECT: Anti-Vandalism Policy

Recommendations

That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) delete Policy 2.14 - Anti Vandalism and create an Administrative Procedure in its place.

Background

On Wednesday, December 16, 2020, the Board of Education entered into a 30-day notice of motion to delete Policy 2.14 – Anti-Vandalism. The public was given the opportunity to provide feedback on the draft policies by emailing their comments to consultation@sd68.bc.ca.

District staff and the community were invited to participate by receiving information on the following platforms:

December 18, 2020:

- NLPS staff email
- School Messenger to all families (14,447 emails)
- Facebook (1,575 people reached)
- Twitter (1,245 impressions)

January 11, 2021:

- Facebook (1,993 people reached)
- Twitter (1,000 impressions)

A total of two emails were received from members of the community and/or parents of students.

Appendix A: Draft Administrative Procedure – Anti-Vandalism

Appendix B: Policy 2.14 – Anti-Vandalism

Appendix C: Email Responses



Administrative Procedure - XXX Anti-Vandalism

AP XXX – Anti-Vandalism

Purpose

Nanaimo Ladysmith Public Schools is committed to maintaining multi-faceted programs to prevent and reduce acts of vandalism and illegal entry. For the purposes of this Administrative Procedure the following definitions apply:

“Illegal entry” is the act of breaking and entering without lawful justification or excuse.

“Intruder” is a person who enters without permission.

“Vandalism” is damage/loss due to willful behaviour.

This Administrative Procedure is based on the following principles:

1. The primary focus of District anti-vandalism initiatives should be on prevention.
2. Restitution should be sought from those responsible for acts of vandalism and/or illegal entry.
3. Every effort should be made to identify the persons suspected of vandalism or illegal entry.
4. If possible, individuals found illegally on school property shall be charged.
5. Within cost and time constraints, every effort shall be made in the design and equipping of school facilities to deter and resist vandalism and illegal entry.

Procedure

As it is the responsibility of all departments and district employees to ensure the safekeeping of all district property and equipment, applicable departments and respective district staff have developed procedures that will:

- develop, recommend and maintain anti-vandalism reduction and communication strategies that are both preventative and reactive.
- monitor the effectiveness of the anti-vandalism administrative procedure, and initiatives.
- To report to the Board of Education, annually or more often as circumstances require, relevant data connected to the impact of vandalism, and the effectiveness of specific anti-vandalism initiatives.



SECTION 1 – BOARD GOVERNANCE

2.14 Anti-Vandalism

The Board shall maintain multi-faceted programs to prevent and reduce acts of vandalism and illegal entry.

Definitions:

“Illegal entry” is the act of breaking and entering without lawful justification or excuse.

“Intruder” is a person who enters without permission.

“Vandalism” is damage/loss due to willful behaviour

This policy is based on the following principles:

1. The primary focus of District anti-vandalism initiatives should be on prevention.
2. Restitution should be sought from those responsible for acts of vandalism and/or illegal entry.
3. Every effort should be made to identify the persons suspected of vandalism or illegal entry.
4. If possible, individuals found illegally on school property shall be charged.
5. Within cost and time constraints, every effort shall be made in the design and equipping of school facilities to deter and resist vandalism and illegal entry.

In support of the Anti-Vandalism policy and principles, a District Anti-Vandalism Committee will be struck, comprised of representation from Trustees, District Administration, the Principals and Vice-Principals Association, the District Parent Advisory Council, CUPE, the City of Nanaimo, regional governments, and the RCMP.

The committee’s terms of reference will include the following:

6. To develop/recommend anti-vandalism strategies that are both preventative and reactive.
7. To monitor the effectiveness of anti-vandalism policy, administrative procedures, and initiatives.
8. To report to the Board of Education, on a quarterly basis, relevant data connected to the impact of vandalism, and the effectiveness of specific anti-vandalism initiatives.

Legal References:

Monitoring Method: *Internal Reports/Board, Superintendent*

Monitoring Frequency:

Adopted: *2014.06.25*

From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: FW: I agree
Date: Monday, January 18, 2021 2:35:32 PM

From: Angelique Larsen < >
Sent: Monday, December 21, 2020 4:30 PM
To: Consultation <consultation@sd68.bc.ca>
Subject: I agree

CAUTION: External Message

Good afternoon

I fully agree that anyone doing vandalism or breaking and entering of school buildings be caught and charged and then punished for their actions,

Angelique Larsen

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From: [Karen Matthews](#)
To: [Karen Matthews](#)
Subject: FW: Delete Policy 2.14 – Anti-Vandalism
Date: Monday, January 18, 2021 2:36:15 PM

From: Mandy B <>
Sent: Friday, December 18, 2020 8:27 PM
To: Consultation <consultation@sd68.bc.ca>
Subject: Delete Policy 2.14 – Anti-Vandalism

CAUTION: External Message

Hello,

I reviewed the PDF & agree that this policy seems unnecessary, deleting it will be beneficial, & not result in no action being taking on any incidents of vandalism.

Thank you,
- Mandy Brown
Parent of a Gr 7 child in SD68

Sent from my BlackBerry — the most secure mobile device — via the TELUS Network

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NANAIMO LADYSMITH PUBLIC SCHOOLS

BOARD OF EDUCATION MEETING

INFORMATION SHEET

DATE: January 27, 2021
TO: Board of Education
FROM: Secretary-Treasurer, Mark Walsh
SUBJECT: Proposed Bid for the 2026 BC Summer Games

Background

The BC Summer Games is seeking the Board's support to host the BC Summer Games in Nanaimo in 2026. The games were previously held here in 2014 and the Board was one of the main partners of the games. To support the games the District will be required to provide our schools as both venues for events as necessary but most importantly to house the participants. Further, our bus fleet would be used by the games to transport competitors.

During 2014, the District supported the games through approximately \$305,600 of in-kind contributions. For instance, we waived rental fees, staff volunteered or focused their time on the games in the place of their regular duties. These costs were not handed onto the games. We did charge for direct costs including bussing costs (driver, gas, and a km rate). We also charged for damage and vandalism associated with the use of our facilities and some custodial costs.

Attached to this memo is a breakdown of the total costs (including the in-kind contributions provided by the District). We also note that we have contacted a number of Districts who have recently housed the summer games and have confirmed that they have followed a similar process, including cost recovery of direct costs. In addition to 2014, we also charged on a cost recovery basis in 2009.

Appendix A: Letter from Mayor Krog with School Districts and the BC Games Overview

Appendix B: Information Sheet dated October 8, 2014, with 2014 Summer Games Cost



2021-JAN-11

File No: J6-3-1

School District #68 Board of Education
c/o Ms. Charlene McKay
395 Wakesiah Avenue
Nanaimo, BC V9R 3K6

Dear Ms. McKay:

RE: PROPOSED BID FOR 2026 BC SUMMER GAMES

The City of Nanaimo has received an invitation to bid to host the 2026 BC Summer Games. This 4-day sporting and cultural event from July 23-26, 2026 provides an opportunity for 3,600 athletes and officials from around the province to participate in an organized multi-sport competition designed to promote personal excellence, physical fitness, and community pride. It will also provide young athletes a stepping-stone to prepare for higher levels of competition.

To express Nanaimo's interest in hosting the 2026 BC Summer Games a lengthy bid application is required to be submitted on or before 2021-FEB-19. This application requires letters of support from various organizations, event hosting information, and resolutions from the municipality and school board.

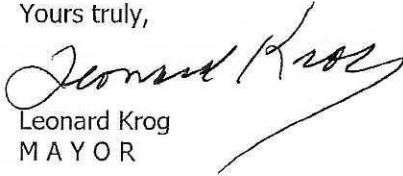
In order for the Nanaimo bid to be successful strong community support must be demonstrated by the two key supporters, the City of Nanaimo and the School District. A report is going to City Council on 2021-JAN-20 requesting a resolution to contribute \$55,000 cash and an additional \$55,000 value of in-kind services and facilities toward the Games. The City is looking for a resolution from the District #68 Board of Education stating support for the Games and a willingness to provide free-of-charge, the necessary school facilities that are required for competition and accommodation purposes, and the necessary school buses for transportation of participants during the Games.

Proposed Resolution:

"The Trustees of School District #68 endorse the City of Nanaimo to bid to host the 2026 BC Summer Games and have agreed to allow the use of school facilities to stage sport competitions and accommodate participants, at no cost to the Host Society or BC Games Society, and the use of school buses to transport BC Summer Games Participants, at no cost to the Host Society or the BC Games Society."

This is an exciting opportunity for Nanaimo to once again showcase our area's natural beauty, fabulous facilities and the incredible qualities of our local volunteers. The approaching deadline for the bid application is mid-February; we look forward to your response at your earliest convenience.

Yours truly,


Leonard Krog
MAYOR

ec: R. Harding, General Manager
Parks, Recreation and Culture



School Districts and the BC Games Overview

Purpose

This document intends to provide an overview of the typical operational expectations from School Districts partnering to help deliver a BC Winter or BC Summer Games. It also identifies some of the potential benefits that can be leveraged back to the school districts by the Games through strategic vision, collaboration and leadership.

About the Games

The BC Winter and BC Summer Games are British Columbia's biennial celebration of sport and community. Since 1978, the BC Games Society has hosted Games in 38 communities and has collaborated with 30 unique school districts demonstrating significant reach and provincial delivery. The BC Games involve up to 18 sports in each Games and the average age of the athlete is 14.6 years.

The purpose of the BC Game is "To provide an opportunity for the development of athletes, coaches, and officials in preparation for higher levels of competition in a multisport event which promotes interest and participation in sport and sporting activities, individual achievement and community development."

The BC Games Society is funded by the Ministry of Tourism, Arts, and Culture, and is seen as a worthy investment of sport development and community development initiatives by the Province of BC. Additional funding comes from the host city, corporate partners and the local business community.

The BC Games Society strives to 'inspire exceptional experiences through sport'. These Games are milestone events that are an experience of a lifetime where memories, friendships, spirit, and pride are abundant. The BC Games model relies on key resources and collaboration from the local school district. These exceptional experiences would simply not exist without partnerships from school districts.

Operational Overview

Bid Commitment

A municipality's parks and recreation department typically drives a community's interest in hosting a BC Winter or BC Summer Games and submits a thorough bid package. A completed bid package is required to have a School District resolution from the Board of Trustees committing to provide school district resources as outlined below. Successful communities are awarded the Games between 3 and 6 years out from the date of the Games.

Facilities as Sport Venues

The BC Winter or BC Summer Games require various school district facilities such as gymnasiums or sport fields free of rental charge to use as sport venues. Facilities are required from Wednesday to Sunday the week of the Games, with set up occurring Wednesday afternoon and evening.

Schools as Accommodation Sites

The BC Games model relies on using school facilities free of rental charge as accommodation sites. Floor space is cleared as suitable classrooms are converted into dormitory rooms. BC Games supplies participants with a sleeping matt and participants bring a pillow and sleeping bag from home. Showers, change rooms, multi-purpose rooms, some shop classes for equipment storage, and gymnasiums are used depending the needs and availability. Up to 10 to 18 schools may be required. One or more school(s) is required for early participant arrivals on Wednesday afternoon/evening,

while all other accommodation sites are occupied Thursday to Sunday. It is important that schools are free of large scale maintenance plans or facility upgrades during the week of the Games.

Buses

The fleet of school district buses is used to move participants around the community during the week of the Games. The Games host society operating budget would cover the cost of gas and insurance. Collaboration is helpful to access the school district bus drivers as Games volunteers. Honorariums for drivers can be negotiated and paid from the Games host society budget. Discussions would continue locally in situations where there is a local bus contractor providing the daily busing service for school districts.

School Closure – BC Winter Games

For a BC Winter Games only, which take place in February, the local school district is required to close schools on the Thursday and Friday to make schools vacant for the operations of the Games. Set-up takes place after the end of classes on Wednesday. At the discretion of the school district, these school closures could be classified as in service/professional development days or non-instructional days with educational minutes added over the annual school year. School closure is not required in a BC Summer Games as the Games take place in July.

Budget and Volunteer Resources

The Games provide budget and volunteer resources to support operational needs. There are budget dollars that may be able to cover some or all operations, supplies, incidentals, facility attendant charges, and equipment purchases. Further, there is significant organizational support and a volunteer structure that provides role clarity, tasks lists and resources to assist volunteers in the planning and delivery of the Games.

Potential Benefits for School Districts

Integrating Communities – Education, Sport, Municipalities, Health and Business

There is great potential to align sport and education to create synergies and benefits for both. The BC Games brings together the province's best young athletes (approximate ages of 12-17) in up to 36 summer and winter sports, and certified coaches and officials who are supported by Provincial Sport Organizations. In many cases the Games participants (athletes, coaches, and officials) are connected to education through their home school district. The workforce in school districts is well suited to working with this demographic and makes excellent Games volunteers. Further, the Games have the ability to integrate other sectors of the community. Community leaders play an important leadership role in these Games, and often bring municipalities and school district closer together through shared projects. Public Health agents have a key advisory role to play to establish a healthy Games experience. Many community-minded businesses step forward to offer volunteer leaders or in a sponsorship capacity. The Games connect partners in education, sport, municipalities, health and business which can ultimately lead to healthier communities.

Student Volunteer Opportunities

A BC Winter or BC Summer Games requires a significant number of volunteers (2000+ for Winter and 3000+ for Summer). High school students have made outstanding Games volunteers providing a meaningful volunteer experience, the fulfillment of school credits, and often expose youth to a career pathway of interest. For example, culinary students make great volunteers in Food Services, or journalism students make great sports reporters, students often work as Games Hosts interacting with athletes and the general public, or other students can just fulfill one of the many other roles in an exciting multi-sport Games environment.

Community Development Initiatives

The BC Games has a Community Development planning area that is tasked with creating unique programs that fit the community's needs. It's about leveraging the Games profile and resources to leave behind lasting legacies. For example, the Penticton 2016 BC Winter Games worked collaboratively with Okanagan Skaha School District 67 and the Health Promoting School Coordinator to develop a Youth Ambassador Program. 35 high school leadership students were recruited and trained with advanced presentations skills and scheduled to visit every elementary school in SD 67 for BC Games Spirit Rallies and Sport Try-It Days. Leadership students led the school pep rallies delivering upon the values of the BC Games and active lifestyles. Then each class cycled through a physical education class involving the introduction of a particular sport in the BC Games, exposing young students to new sports and leaving a toolkit of instructional resources for teachers. There have been other successful implementations of Youth Ambassador programs such as a Special Olympic Host Ambassadors or a week long student leadership program integrating within the BC Winter Games week.

Enhanced Teacher Leadership Skill-sets

A BC Games can offer leadership opportunities in a high profile and exciting multi-sport Games atmosphere. Education leaders that choose to volunteer for the Games have new environments to enhance their leadership skill-sets. This leadership experience can often be a great source of job enrichment, teacher wellness, and spark new ideas for the classroom. A Games leadership journey has a defined start and end date, supported by various budget and planning resources, and can extensively expand ones network and credibility in the community.

"The Penticton 2016 BC Winter Games was an invaluable leadership development opportunity for me. As a key volunteer I was exposed to a variety of opportunities such as budgeting, leading meetings, conflict resolution and scheduling. During my time as the Director of Sport, I developed relationships with people from a variety of backgrounds; this networking has provided me with connections that have helped with a variety of classroom activities, such as having guest instructors for PE classes to the Mayor and city councilors in for discussions with Leadership classes." Bo Boxall – Director of Sport, Penticton 2016 BC Winter Games and Teacher, Okanagan Skaha School District 67

Legacy Opportunities

At the end of the Games planning cycle, a financial legacy is invested into the local community through a selection committee process. Given that the school district is such a key Games partner, often school district programs can be recipients of legacy funding. For example, the Surrey 2012 BC Summer Games granted \$30,000 to Surrey School District 36 and created a student athlete bursary program. The Penticton 2016 BC Winter Games granted \$7,000 to School District 67 for winter sport equipment purchases and instructional support for teachers for all elementary schools. Other Games projects have granted legacy dollars to individual schools, PAC's or other school district equipment expenditures.

Funding Partner Recognition

The local school district is named as a Funding Partner which is the highest level of partnership in the Games. This means they receive significant recognition and exposure in local and provincial market places. (i.e. logos on all print material, logos at all venues and functions, medal presentations, invitations to functions, speaking opportunity at the Closing Ceremony). This profile is considered as high sponsorship value and very deserving for School Districts. This has the potential to demonstrate that school districts are supportive to significant community initiatives and provide public profile opportunities for school board trustees.

THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68

INFORMATION SHEET

DATE: October 8, 2014

TO: Business Committee

FROM: Pete Sabo, Director of Planning and Operations

SUBJECT: Summer Games 2014

On April 22, 2009 the following motion was passed:

That the Board of Education of School District 68 (Nanaimo-Ladysmith) that the District provide facilities and equipment in support of the City of Nanaimo's for the 2014 Summer Games, contingent on availability and at "no cost to the Board.

Staff is pleased to report that in accordance with the letter from Kelly Mann (attached) the District's participation in the Summer Games was deemed a success.

Efforts from the Operations, Maintenance, Transportation and Facilities department played significant roles in coordinating the work with the Summer Games, preparation of the sites and the use of school busses.

Operations Supervisor Diane Bunnah was key with respect to coordination for the preparation of the schools for the games, operations during the games and subsequent clean up.

Under discussion with Summer Games staff is the In Kind and Cost recovery to the District. These discussions are ongoing and it is expected clarification of details will result in modification to the DRAFT information presented.

The bulk of "In-Kind" services are in the form of waived rental/usage fees, secondarily was the reassignment of staff duties to support the games, both of which were at "no cost to the board".

	IN KIND	COST RECOVERY TO DISTRICT	TOTAL	IN KIND COMMENTS
Building Rental	\$221,100	\$13,700	\$234,800	Waived rental fees
Equipment Rental	\$15,500	\$0	\$15,500	Waived rental fees
Bussing & Cartage	\$11,500	\$31,100	\$42,600	Bus & Building rental and reassigned wages
Buildings & Grounds	\$10,100	\$3,700	\$13,800	Reassigned wages
Custodial	\$47,400	\$8,300	\$55,700	Reassigned wages
	\$305,600	\$56,800	\$362,400	

Vandalism Report - Summary by Schools

	2020-12-01	2020-12-31		
SCHOOLNAME	Labour	Material	Total Cost	
Bayview	\$200.00	\$162.90	\$362.90	7.54%
Cedar Community	\$120.00	\$32.58	\$152.58	3.17%
Cedar Elementary	\$40.00	\$32.58	\$72.58	1.51%
Chase River	\$80.00	\$37.34	\$117.34	2.44%
Cinnabar Valley	\$320.00	\$228.06	\$548.06	11.39%
Fairview	\$40.00	\$0.00	\$40.00	0.83%
Forest Park	\$160.00	\$130.32	\$290.32	6.03%
Georgia Ave	\$200.00	\$108.60	\$308.60	6.41%
Harewood	\$120.00	\$65.16	\$185.16	3.85%
John Barsby SS	\$160.00	\$112.62	\$272.62	5.66%
Ladysmith Primary	\$40.00	\$21.72	\$61.72	1.28%
McGirr	\$80.00	\$21.72	\$101.72	2.11%
NDSS	\$200.00	\$81.45	\$281.45	5.85%
Park Avenue	\$220.00	\$297.97	\$517.97	10.76%
Seaview	\$40.00	\$21.72	\$61.72	1.28%
Uplands Park	\$20.00	\$0.00	\$20.00	0.42%
Wellington SS	\$0.00	\$1,419.00	\$1,419.00	29.48%

SCHOOLNAME	Labour	Material	Total Cost
Grand Total:	\$2,040.00	\$2,773.74	\$4,813.74

District total of incidents	34
Labour:	42.38%
Material	57.62%

Vandalism					
		2020-12-01	2020-12-31		
SCHOOL NAME	DATE	DESCRIPTION	LABOUR	MATERIAL	TOTAL
Bayview	2020-12-22	Graffiti on multiple spots around the school.	\$40.00	\$32.58	\$72.58
	2020-12-22	Graffiti on multiple spots around the perimeter of the school	\$40.00	\$32.58	\$72.58
	2020-12-22	Graffiti on multiple spots around the school.	\$40.00	\$32.58	\$72.58
	2020-12-22	Graffiti on multiple spots around the school.	\$40.00	\$32.58	\$72.58
	2020-12-22	Graffiti on multiple spots around the school.	\$40.00	\$32.58	\$72.58
			\$200.00	\$162.90	\$362.90
Cedar Community	2020-12-09	Graffiti on girls washroom stalls.	\$40.00	\$10.86	\$50.86
	2020-12-11	Extensive & offensive graffiti etched into green garbage bin in front of school & surrounding area.	\$80.00	\$21.72	\$101.72
			\$120.00	\$32.58	\$152.58
Cedar Elementary	2020-12-02	Graffiti on boys washroom stall.	\$40.00	\$32.58	\$72.58
			\$40.00	\$32.58	\$72.58

SCHOOL NAME	DATE	DESCRIPTION	LABOUR	MATERIAL	TOTAL
Chase River	2020-12-24	Broken window rm 103	\$80.00	\$37.34	\$117.34
			\$80.00	\$37.34	\$117.34
Cinnabar Valley	2020-12-22	Cover missing for access to crawl space.	\$320.00	\$228.06	\$548.06
			\$320.00	\$228.06	\$548.06
Fairview	2020-12-11	Graffiti on cement near picnic table near playground	\$40.00	\$0.00	\$40.00
			\$40.00	\$0.00	\$40.00
Forest Park	2020-12-29	Lots of graffiti around back of school	\$80.00	\$54.30	\$134.30
	2020-12-31	Graffiti on few doors, garbage lids & down spouts	\$40.00	\$32.58	\$72.58
	2020-12-31	Graffiti on doors S, O, AA, I, & D BLOCK.	\$40.00	\$43.44	\$83.44
			\$160.00	\$130.32	\$290.32
Georgia Ave	2020-12-07	Obscene graffiti on door Z	\$80.00	\$43.44	\$123.44
	2020-12-18	Graffiti on window & fire lane sign	\$40.00	\$21.72	\$61.72

SCHOOL NAME	DATE	DESCRIPTION	LABOUR	MATERIAL	TOTAL
Georgia Ave	2020-12-18	Offensive graffiti on exterior window of school	\$80.00	\$43.44	\$123.44
			\$200.00	\$108.60	\$308.60
Harewood	2020-12-07	Graffiti on 2 spots near main entrance. Decals at gate post.	\$40.00	\$32.58	\$72.58
	2020-12-11	Graffiti on entrance stairs.	\$40.00	\$10.86	\$50.86
	2020-12-14	Graffiti on main entrance exterior door.	\$40.00	\$21.72	\$61.72
			\$120.00	\$65.16	\$185.16
John Barsby SS	2020-12-07	Safety glass shattered at entrance D.	\$80.00	\$69.18	\$149.18
	2020-12-24	Graffiti on exterior wall beside door D.	\$80.00	\$43.44	\$123.44
			\$160.00	\$112.62	\$272.62
Ladysmith Primary	2020-12-14	Inappropriate graffiti in red ink on exterior back side of school.	\$40.00	\$21.72	\$61.72
			\$40.00	\$21.72	\$61.72
McGirr	2020-12-14	Exterior door N with large amounts of paint smeared on the concrete.	\$80.00	\$21.72	\$101.72
			\$80.00	\$21.72	\$101.72

SCHOOL NAME	DATE	DESCRIPTION	LABOUR	MATERIAL	TOTAL
NDSS	2020-12-01	Graffiti on the 2nd floor tower washroom.	\$40.00	\$16.29	\$56.29
	2020-12-01	Extensive tagging on main floor & door DD & walls.	\$80.00	\$43.44	\$123.44
	2020-12-22	Graffiti on electrical box by main field.	\$40.00	\$10.86	\$50.86
	2020-12-22	Graffiti on electrical box by main field.	\$40.00	\$10.86	\$50.86
			\$200.00	\$81.45	\$281.45
Park Avenue	2020-12-07	Rm 306 with rock mark and fracturing around window. Rm 304 has 3" hole in it.	\$120.00	\$235.71	\$355.71
	2020-12-08	Broken window door L.	\$80.00	\$62.26	\$142.26
	2020-12-18	Lock jammed exterior door.	\$20.00	\$0.00	\$20.00
			\$220.00	\$297.97	\$517.97
Seaview	2020-12-01	Graffiti on picnic table at back of school.	\$40.00	\$21.72	\$61.72
			\$40.00	\$21.72	\$61.72
Uplands Park	2020-12-29	Non SD key broken off in lock.	\$20.00	\$0.00	\$20.00

SCHOOL NAME	DATE	DESCRIPTION	LABOUR	MATERIAL	TOTAL
			\$20.00	\$0.00	\$20.00
Wellington SS	2020-12-14	At approx 4:30am the school alarm was triggered. Intruder gained access to the bldg by prying open P door. Tried to pry classroom doors open.Finally stopped at F106 (Main computer lab) & gained access. Stole high value carry items.	\$0.00	\$1,419.00	\$1,419.00
			\$0.00	\$1,419.00	\$1,419.00
		Grand Total:	\$2,040.00	\$2,773.74	\$4,813.74

District total of incidents	34
Labour	\$2,040.00
Material	\$2,773.74
Total:	\$4,813.74

Motion	Comments	Assigned	Due Date	Completed
R20/12/16-02	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer the correspondence from the NDTA re FSA to the Board Chair for response.	Dale Burgos	12/31/2020	Yes
R20/12/16-08	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) delete Policy 2.14 – Anti-Vandalism and circulate this Policy removal as a notice of motion for 30 days, utilizing the consultation process as per Board Governance, Section 1, 2.7.	Dale Burgos	12/17/2020	Yes
R20/12/16-06	That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) refer the above correspondence from the NDTA to the Board Chair for response and to TTLC for discussion.	Dale Burgos	12/31/2020	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
R20/09/23-13	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
R20/06/24-09	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
R19/12/18-09	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