




Department of Learning Services

Board Meeting, October 28, 2020





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

Strategic Plan

Board Responsibility

Vision

What we want to be?

Objectives

Specific outcomes
expressed in measurable terms
(NOT activities)

Goals

What we must achieve

Mission

Why we exist?

Operational Plan

Superintendent Responsibility

Measures

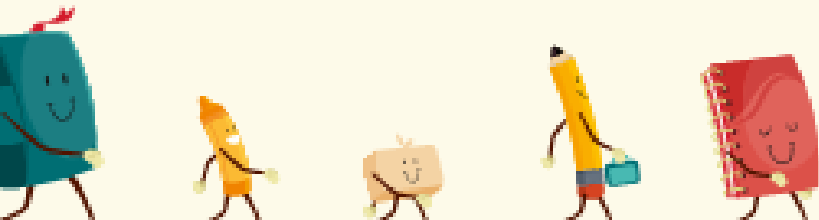
Indicators and
Monitors
of success

Targets

Desired level of
performance and
timelines

Strategies

Planned
Strategies to
Achieve
Objectives





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

March, 2020 – Significant Shift Learning Services Operational Priorities

Restart Planning – COVID Health and Safety Guidelines

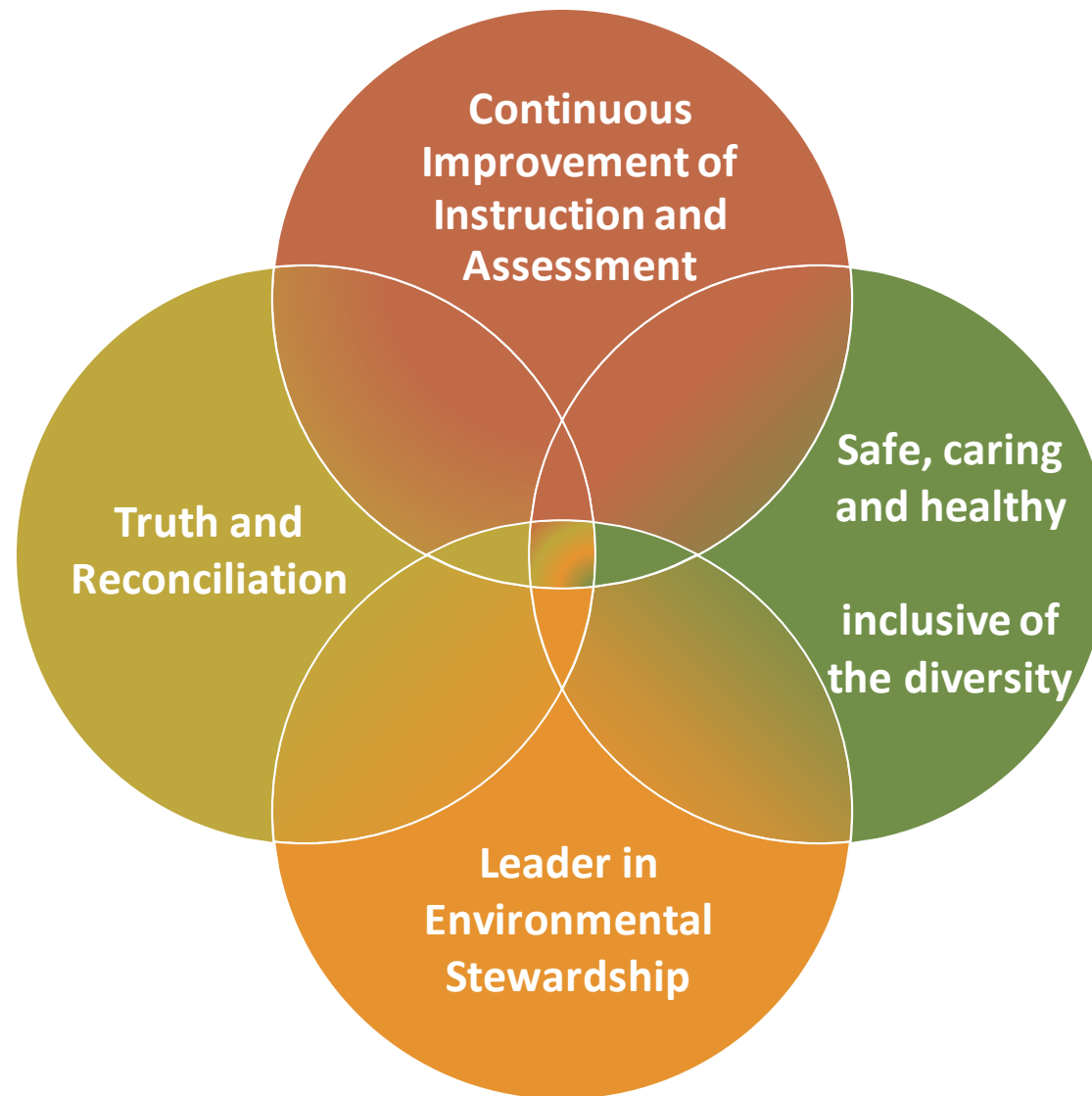
- Continuity of Educational Opportunities
Stage 3 – (Remote through to Hybrid Learning)

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

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



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



Student Centered

collaboration

Transparency

Honesty

Integrity

Inclusion

Mutual Respect

Diversity

Sustainability

Equity

Accountability



Continuous Improvement of Instruction and Assessment

Inclusive Practices

Literacy

Assessment

Numeracy





Numeracy

What the data has told us

Plans for this year, and coming years

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



INCLUSION



Inclusive Practices

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



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



Children & Youth in Care

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

SOGI / Anti-Racism Initiatives

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



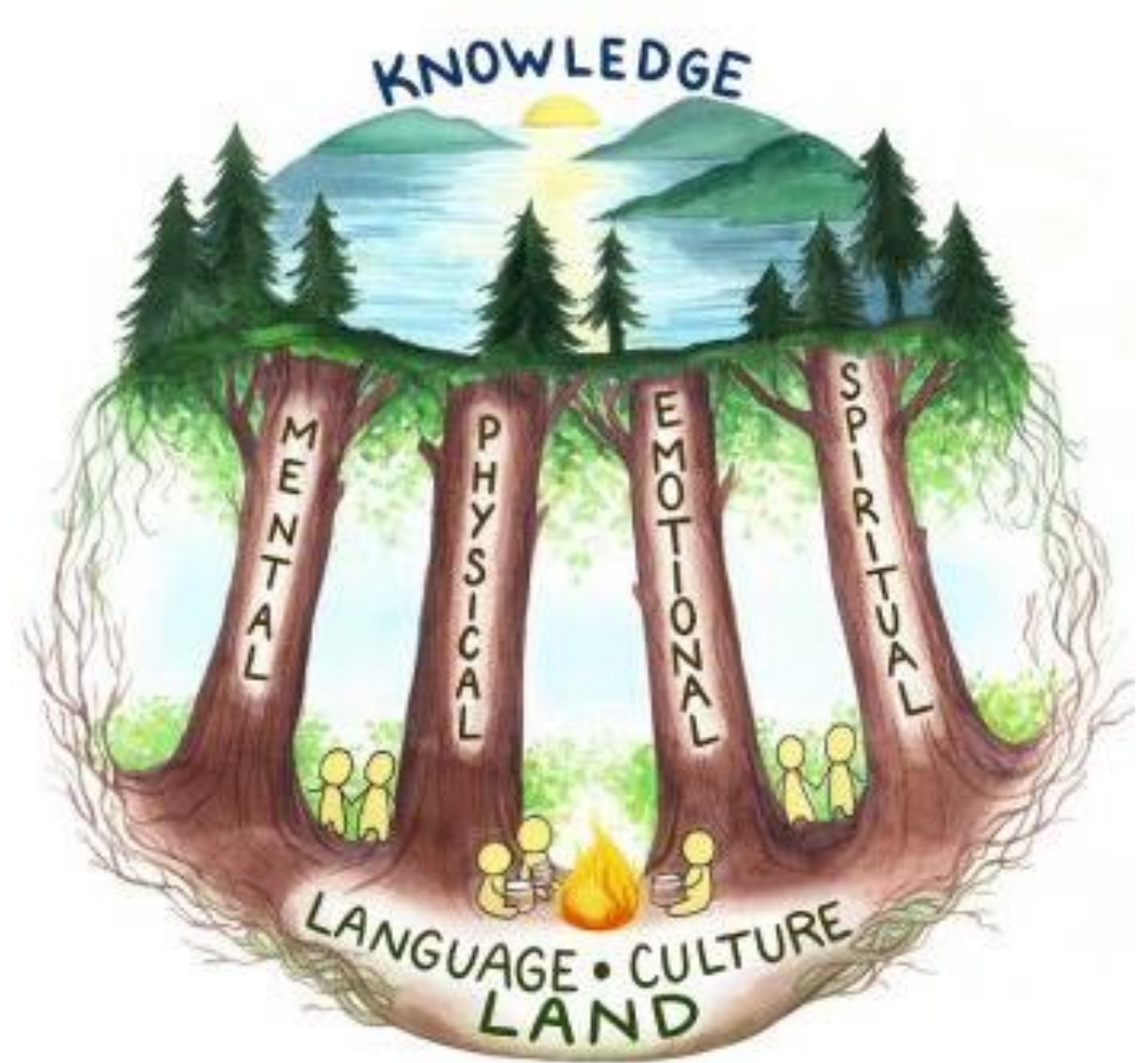
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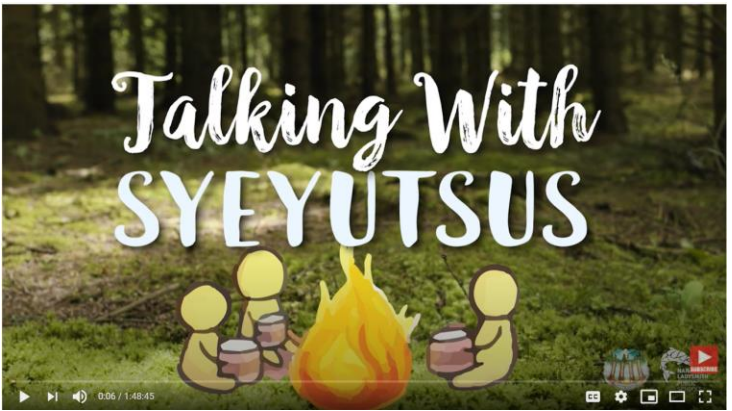
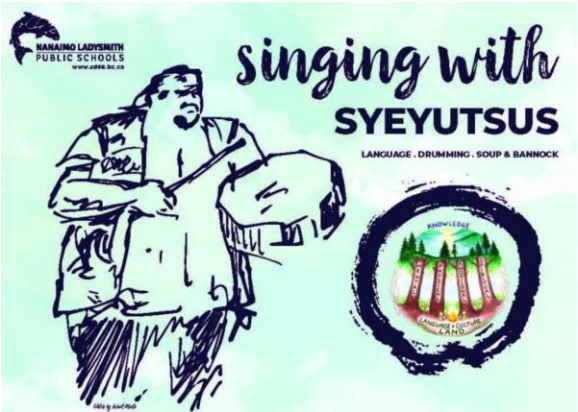
Truth and Reconciliation

Professional Development and Training for Public Servants

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

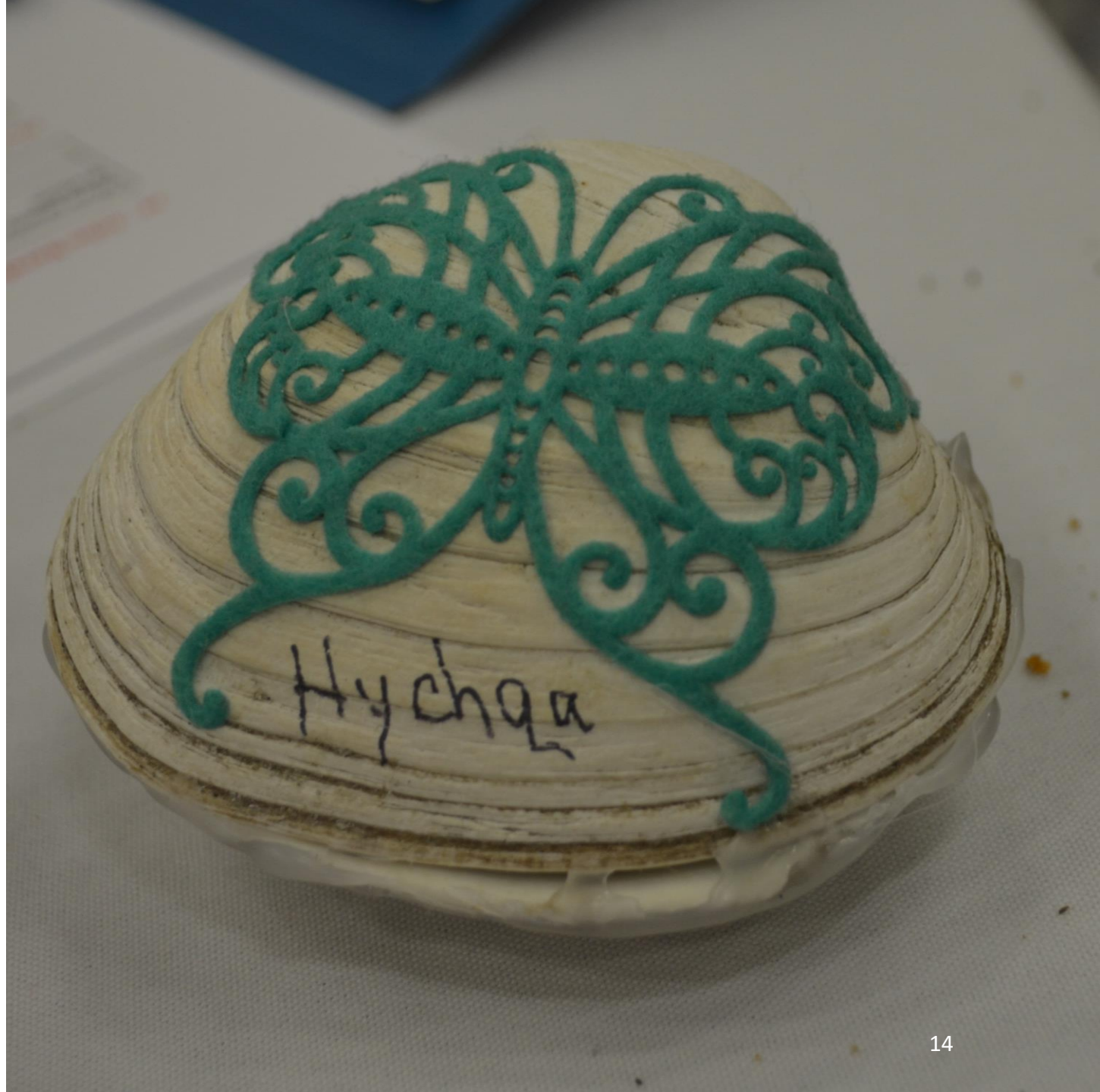


Awareness Training



Hul'q'umi'num Language Learning

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

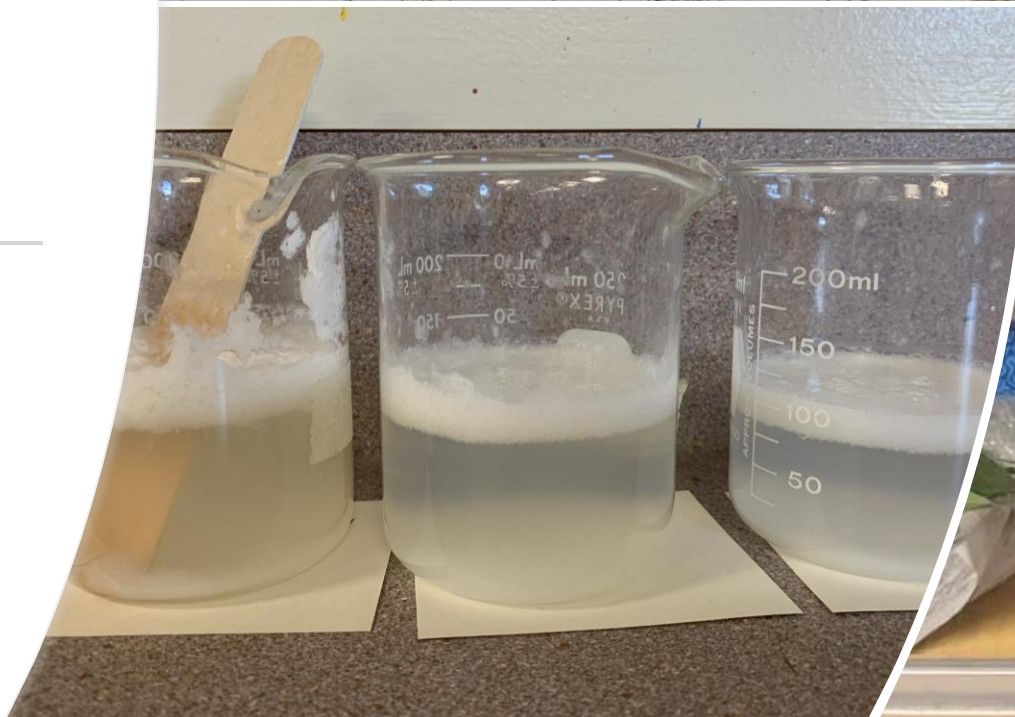
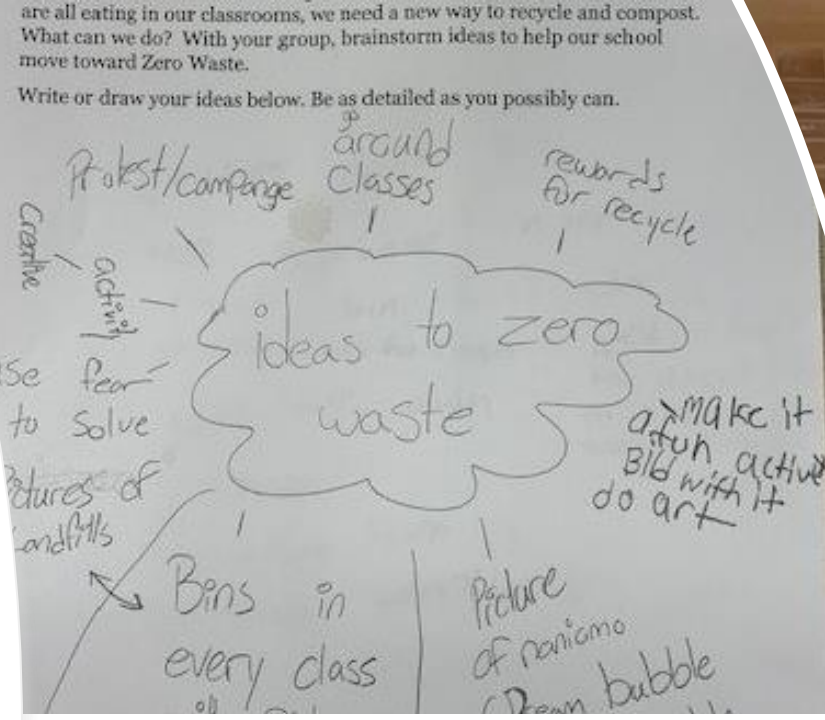


To be a leader in
environmental
stewardship and
sustainability



Zero Waste

- Classroom
- School
- Extra-Curricular



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

Outdoor Education/Land-based Learning



NANAIMO LADYSMITH
PUBLIC SCHOOLS

Thank you!

