



**NANAIMO LADYSMITH**  
**PUBLIC SCHOOLS**

**2018-2019 Budget**  
**May, 2018**

**Department of Learning Services**  
**Aboriginal Education**

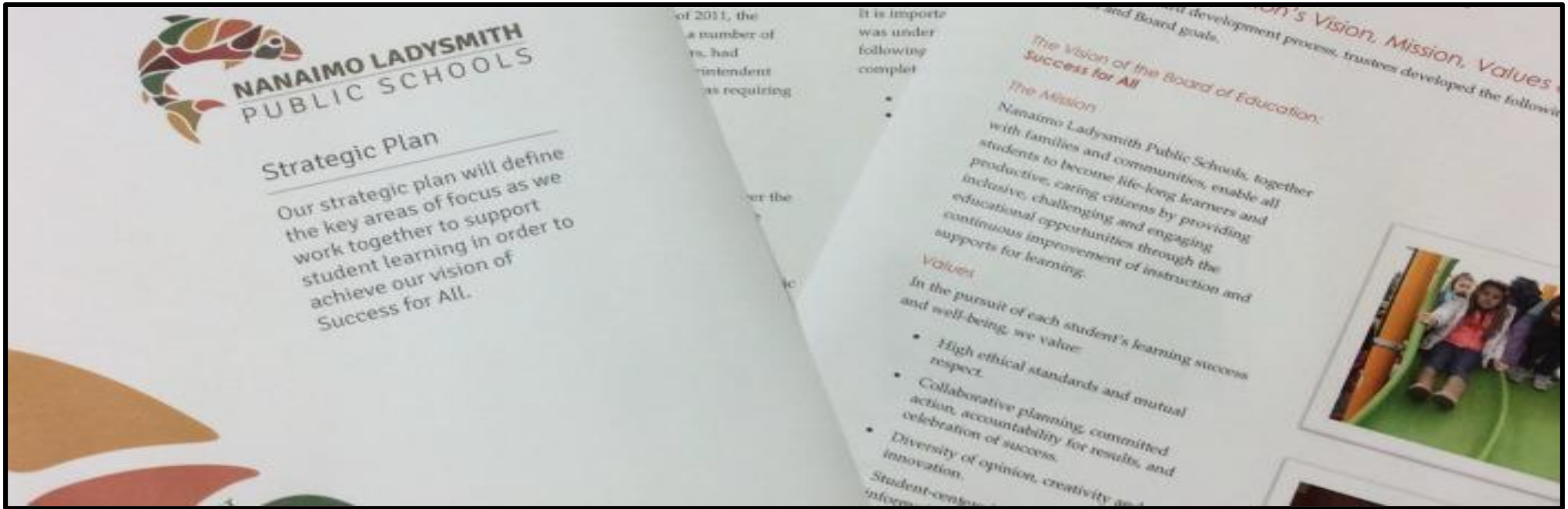
# NLPS Strategic Plan

Meeting Each Student's Unique Needs

Continuous Improvement of Assessment & Instruction

Reconciliation

Organizational Effectiveness and Accountability



Curriculum & Instruction  
Assessment & Reporting  
Building a Collaborative Culture  
Safe, Caring & Inclusive Schools



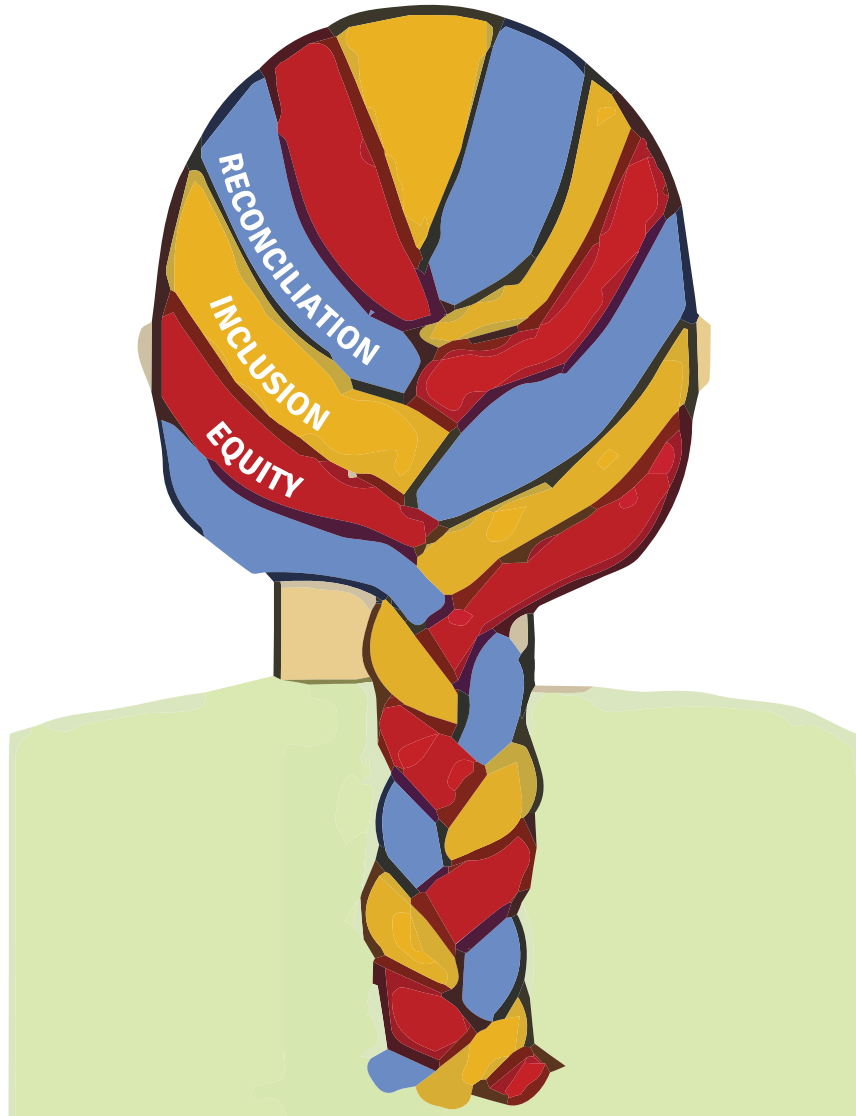
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# Response To Intervention

RtI

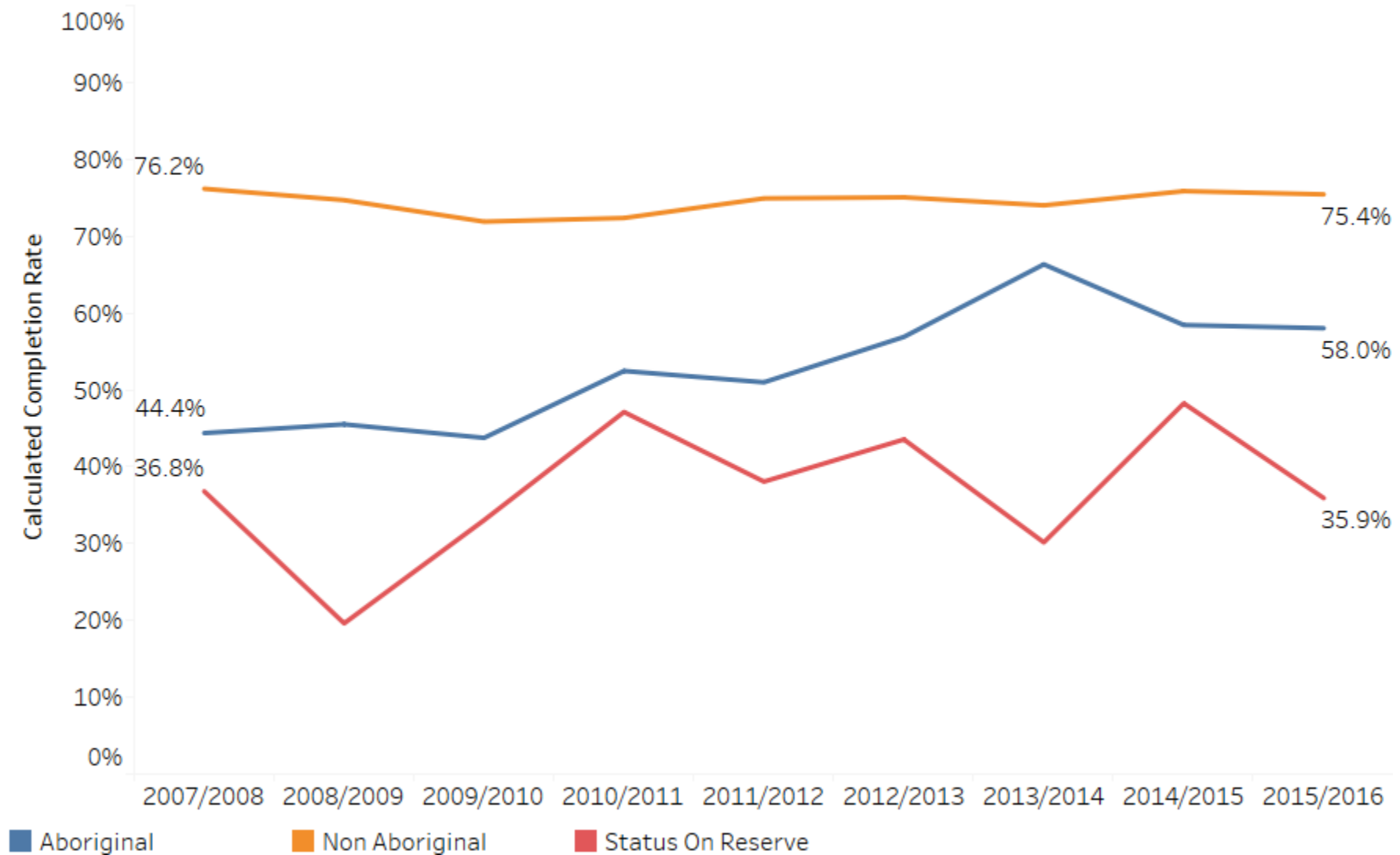


# NLPS – Interconnected Strands



- Reconciliation
  - Inclusion
  - Equity
- Strategic plan with over-arching goal of greater 'success' for students of Aboriginal ancestry

Historical Completion Rates for Nanaimo-Ladysmith (68)

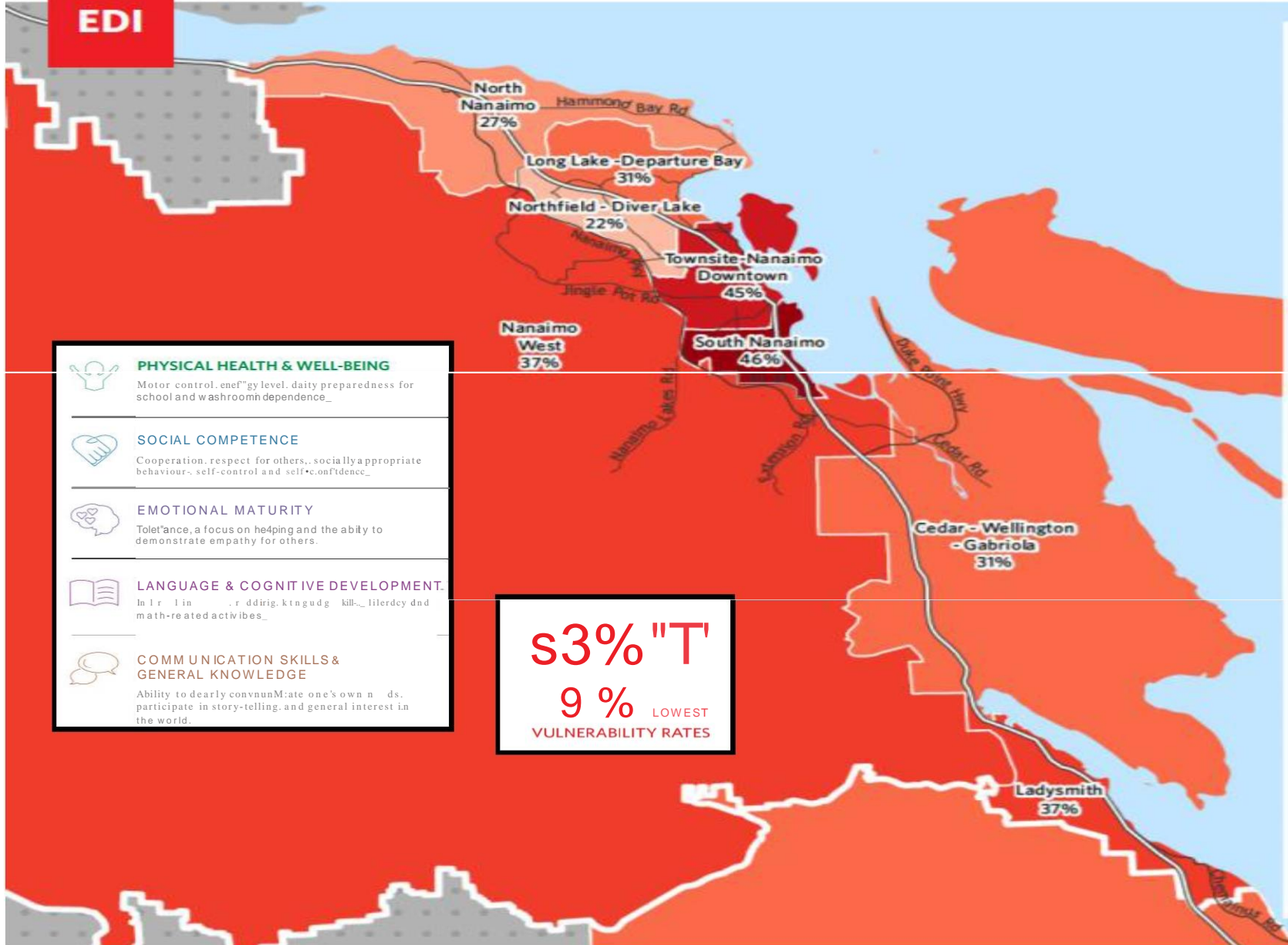




# NANAIMO LADYSMITH (SD 68) \NAVE 6



**EDI**



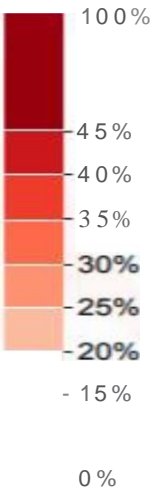
- PHYSICAL HEALTH & WELL-BEING**  
Motor control, energy level, daily preparedness for school and washroom dependence.
- SOCIAL COMPETENCE**  
Cooperation, respect for others, socially appropriate behaviour, self-control and self-confidence.
- EMOTIONAL MATURITY**  
Tolerance, a focus on helping and the ability to demonstrate empathy for others.
- LANGUAGE & COGNITIVE DEVELOPMENT**  
Intrinsically motivated reading, writing, listening and math-related activities.
- COMMUNICATION SKILLS & GENERAL KNOWLEDGE**  
Ability to clearly communicate one's own needs, participate in story-telling, and general interest in the world.

**3% "T"**  
**9% LOWEST**  
**VULNERABILITY RATES**

## VULNERABLE ON ONE OR MORE SCALES

Percentage of children Vulnerable on One or More Scales of the EDL

% VULNERABLE



SCHOOL DISTRICT AVERAGE

34%

PROVINCIAL AVERAGE

32.2%

No Data/Suppressed

For more information please visit: [earlylearning.ubc.ca/vtno](http://earlylearning.ubc.ca/vtno)

**TRIJMAN**  
EARLY LEARNING  
E 1-1p



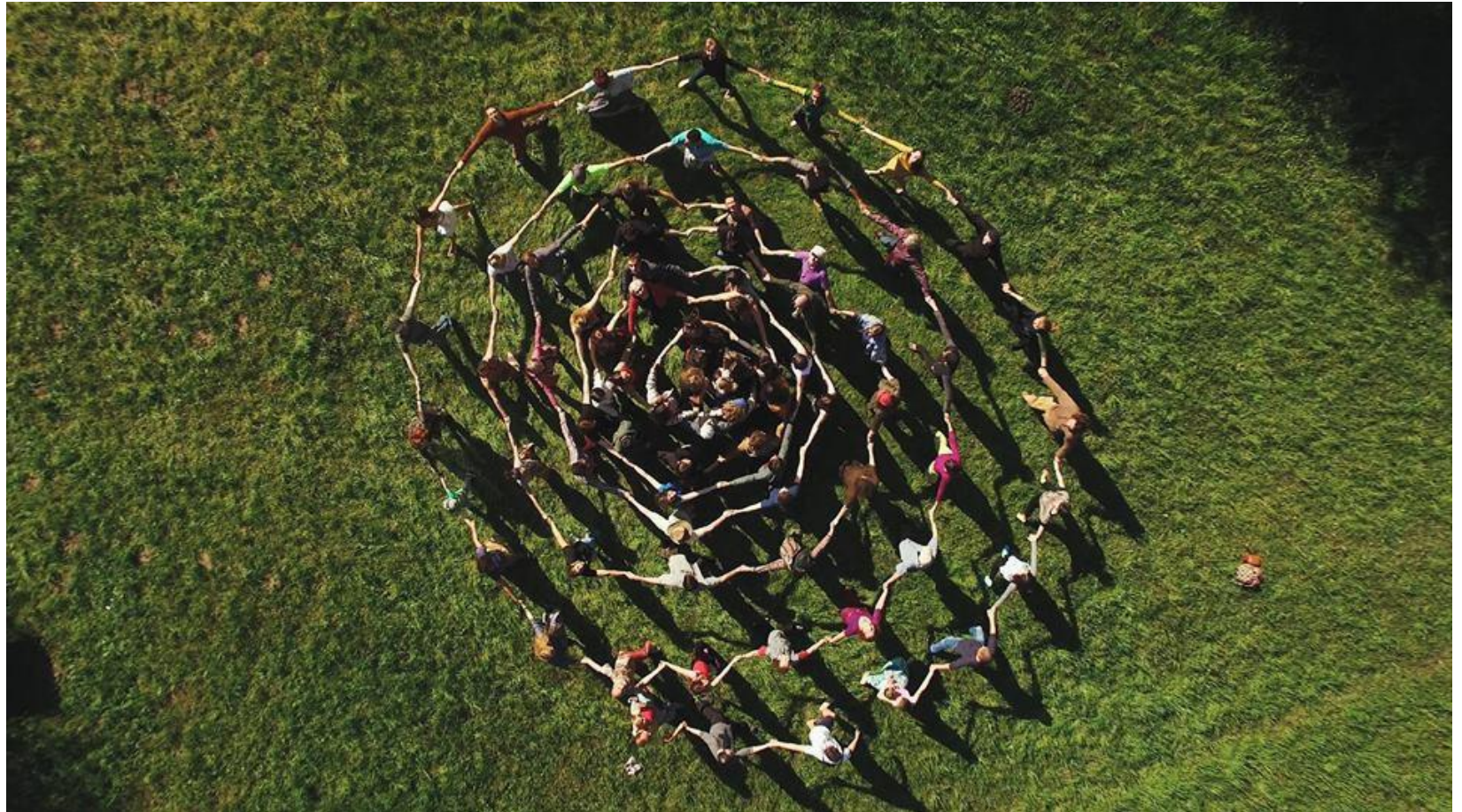
# Staying the Course



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# Collective Teacher Efficacy ( $d = 1.57$ ), John Hattie

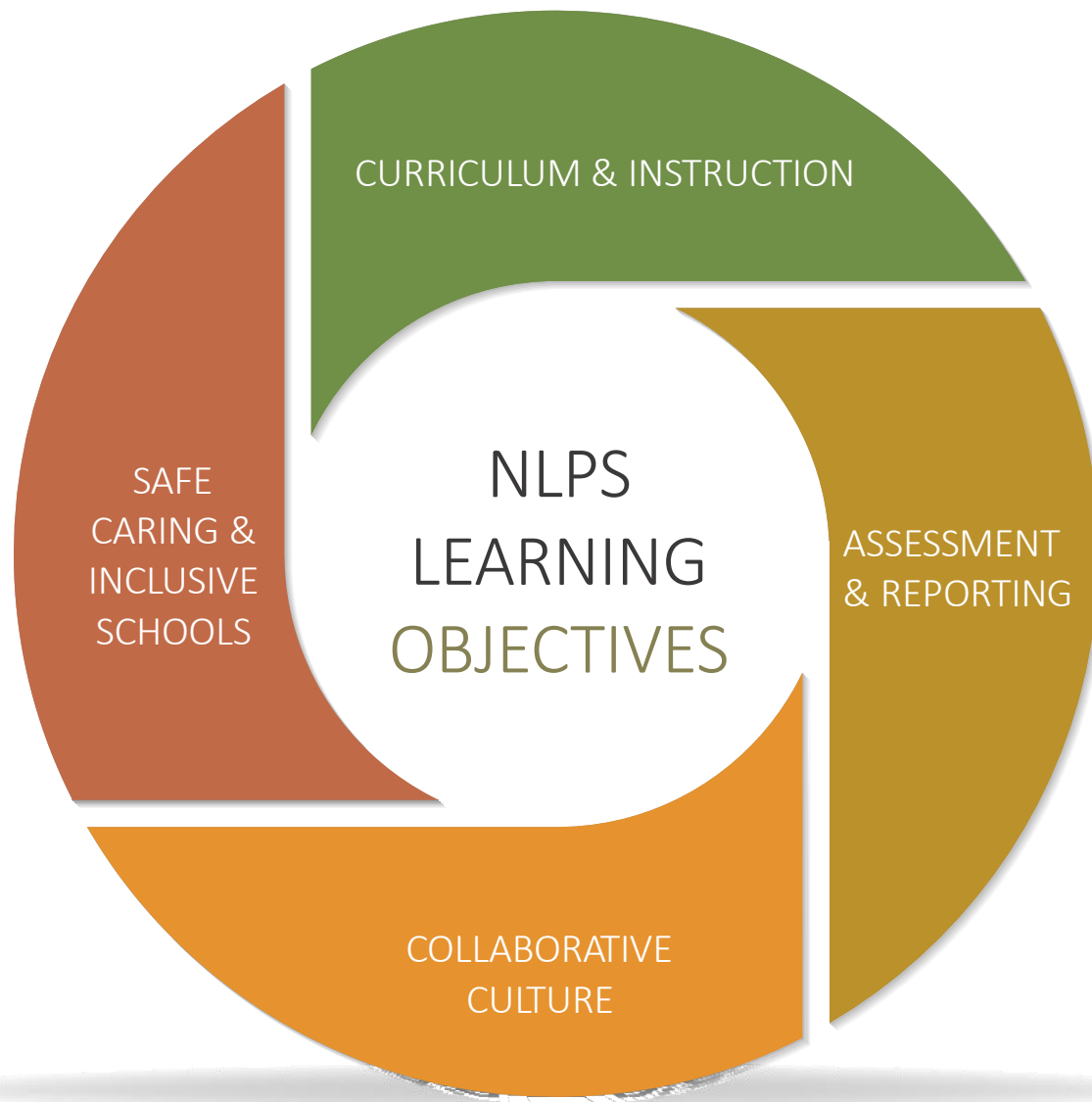


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# NLPS LEARNING

Department of Learning Services



Aboriginal Education

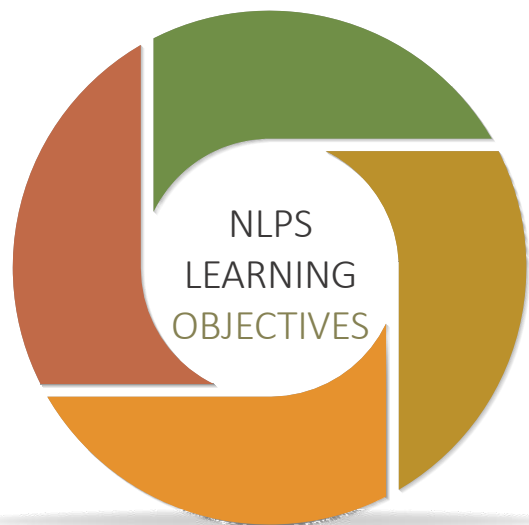
Early Intervention

Equitable, Inclusive Learning  
Environments

*Diversity & Inclusion*

Secondary Transformation

*the Learning Agenda*





# Aboriginal Education





# Early Intervention



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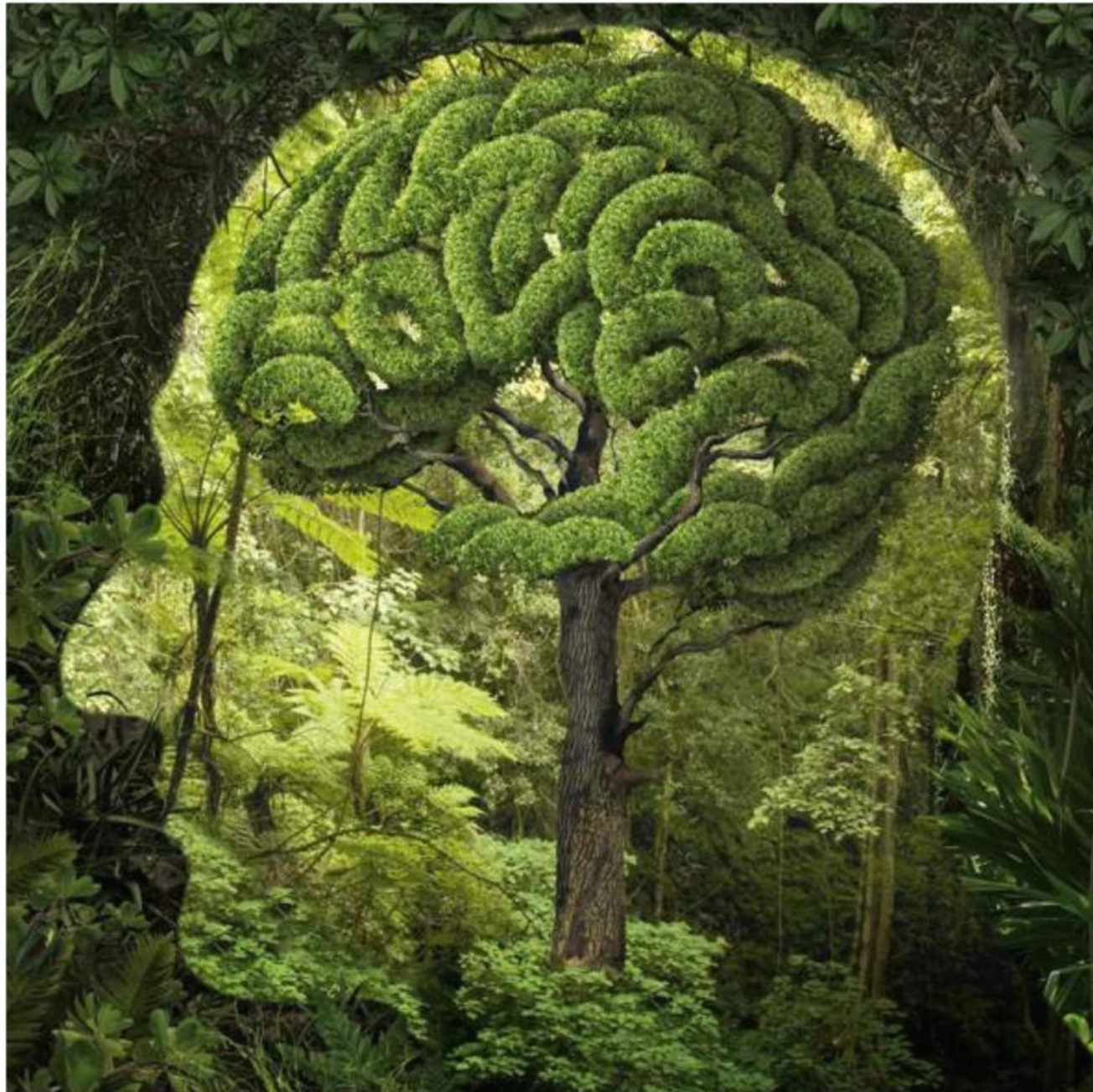
# Equitable, Inclusive Learning Environments



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# Secondary Transformation



# CRITERIA FOR ABORIGINAL PROGRAMS AND SERVICES

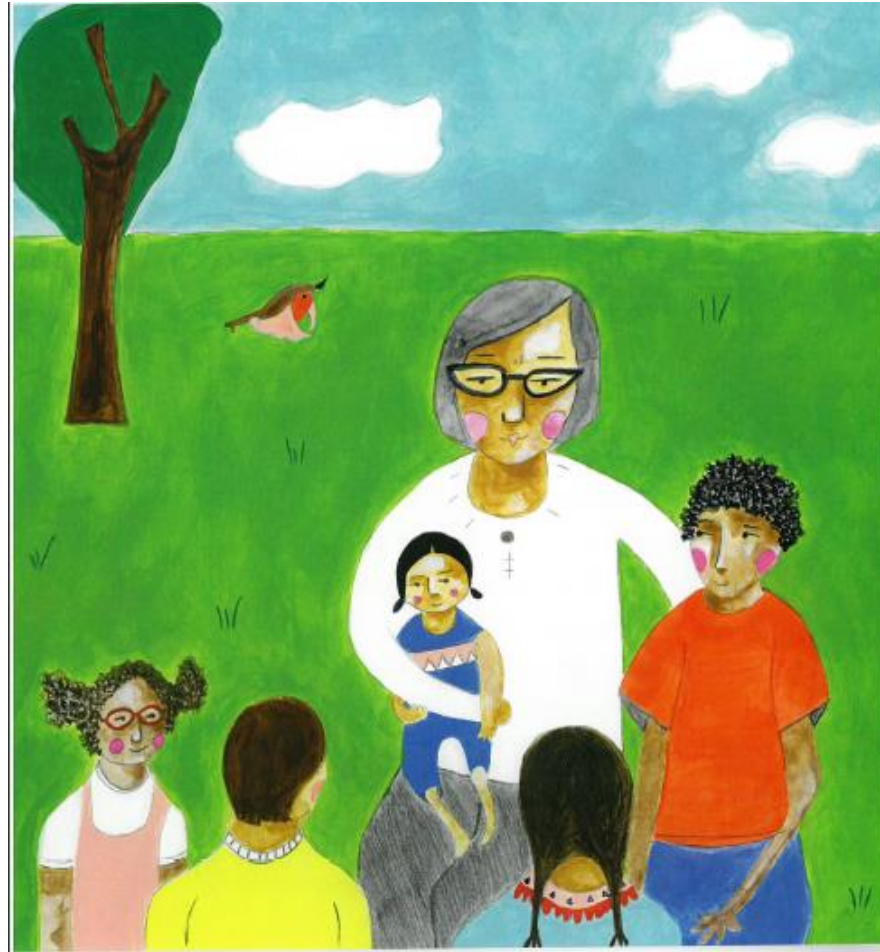
- Evidence that the student as self-identifies as being of Aboriginal ancestry
- Evidence that the parent or guardian has been consulted (each year)
- Evidence that the Aboriginal communities have been involved in planning and delivery of programs/services
- The program is in addition to any other programs/services that the student is eligible (may be inclusive of all students and/or designed to increase cultural awareness)
- Provide a continuum of substantive learning experiences and or support services throughout the year





# A Closer Look

# Targeted Supports Through Surplus



Thank you



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