1. CALL TO ORDER
The Chair will call the meeting to order and recognizes that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

2. ADDITIONS TO THE AGENDA

3. DELETIONS TO THE AGENDA

4. CHANGE IN ORDER

5. APPROVAL OF THE AGENDA

6. APPROVAL OF THE MINUTES

   6.1 Minutes - May 4, 2016  
       09 - May 4 16

7. PRESENTATIONS

   7.1 Laura Tait, Terri Zolob & Jo Cornthwaite  
       Nacu Mat Tatulut Committee - Learning Together  
       NmT Board Presentation Condensed Version  
       Approved Charter nuca mat tatulut Committee (amended May 30, 2016)

   7.2 Jill Bailey, Clarice Tyce and Emily Recalma  
       Principal & Teachers, Woodlands  
       RE: Woodlands Grade 8 Cross Curricular Aboriginal Inquiry Project on 'Cedar'  
       Woodlands Aboriginal Understandings Grade 8 Inquiry Project

8. CORRESPONDENCE REFERRED FROM REGULAR BOARD MEETING

   8.1 L. Boon  
       Chair, Greater Nanaimo Cycling Coalition  
       RE: Traffic Education, Bike Skills and Active Transportation  
       L. Boon

9. LEARNING SERVICES DEPARTMENT
John Blain, Superintendent

10. UNFINISHED BUSINESS

   10.1 Cedar Ball Hockey Association Proposal
Staff Report with Recommendations
Cedar Ball Hockey Update (05-24-16)

11. NEW BUSINESS

12. QUESTION PERIOD
Questions from the audience must be submitted in writing and given to the Board's Executive Assistant (Kelsey Toye) for submission to the Chair. The question period is intended to enable the public to obtain clarifying information regarding a current agenda item.

*Forms are available in the information rack near the entrance of the Board Room*

13. ADJOURNMENT
THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
MINUTES OF EDUCATION COMMITTEE MEETING
HELD May 4, 2016

PRESENT:
Trustees
S. Higginson, Chair
N. Bob, Vice-Chair
J. Brennan
T. Brzovic
S. Rae
B. Robinson
J. Solomon

Staff
J. Blain, Superintendent/CEO
G. Roberts, Secretary-Treasurer/CFO
D. Burgos, Director of Communications
S. Saywell, Assistant Superintendent
T. Davie, Assistant Superintendent
K. Toye, Executive Assistant

ABSENT
S. Kimler
N. Routley
B. Esliger, Assistant Superintendent
L. Tait, Director of Instruction

IN ATTENDANCE
S. Iverson, NDTA Rep
R. Zver, CUPE Rep
T. McKay, NSAA Rep
C. McKay, DPAC Rep
D. Bunnah, DASG Rep

Meeting No. E09

CALL TO ORDER
The Chair called the meeting to order at 6:02 pm and recognizes that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

ADDITIONS TO THE AGENDA
There were no Additions to the Agenda this evening.

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

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

APPROVAL OF THE AGENDA
Folio
E16/05/04-01

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

Minutes - April 6, 2016
Folio E16/05/04-02

That the minutes from the Education Committee meeting held April 6, 2016 be approved.
CARRIED UNANIMOUSLY

PRESENTATIONS

Dr. Hasselback
Medical Health Officer
RE: Student Behaviour and Mental Health

Dr. Hasselback presented an update on student behavior and mental health to the Education Committee.

Mr. Drew Cooper
General Manager, Pacific Sport Vancouver Island
RE: Active Transportation

Mr. Cooper provided the Education Committee with active transportation options for the district to consider, such as walking and biking to school. This in turn, has the potential to provide students with increased academic performance, enhanced self-regulation and well as health benefits.

LEARNING SERVICES DEPARTMENT

Mr. C. Lintott
Principal, Wellington Secondary
RE: Wellington Grade 8 Program

Mr. Lintott, along with Vice Principals, Scott Christianson and Tom Mason and Teachers, Tina Pedersen, Stacey Aitken, Gina Goertzen and Nicole McRae presented to the Education Committee the Grade 8 Wildcat Program. The program features an adaptive and collaborative environment for students as they transition into their high school years with a focus on the redesigned curriculum.

TRUSTEE ZONE REPORT

Trustee Higginson:

*John Barsby* - Their annual manure sale raised approximately $5000 this year. Ted Talks: students meet every Wednesday at lunchtime in the learning commons to hear about different occupations in the community through discussions with professionals who are practicing in the field in Nanaimo. There is an upcoming musical *"Mary Poppins"* June 1 - 4. Community Clean Up: Every Wednesday different classes
clean up the entire school and community area that covers 3 blocks. Elder Good of Snuneymuxw First Nation comes into the school once a week to speak with students on such things as; support and use of indigenous knowledge and Aboriginal languages within SD68, support for all learners by offering traditional knowledge and spiritual guidance, assist in the retention of Aboriginal learners in SD68 education by having an presence within the institution and assist faculty, staff and administration to build capacity in areas of cultural knowledge and understanding. Syrian newcomer students have arrived at Barsby and current Barsby students are excited to welcome them.

Trustee Solomon:

NCI - $200 was fundraised for the WWF and they symbolically adopted an Arctic Fox family, a Bald Eagle and a Grizzly.

Park Ave - iPad project incorporating Aboriginal understandings with the grade 3 class. Most teachers now have iPads and there are Apple TV's in most classrooms. Community schools are putting out word of Mother's Day. There is a spring flee market and music café at Barsby this weekend along with a pancake breakfast and an edible plant sale from Providence Farms.

Randerson - is in their fun fair prep mode. Track meets for all schools are taking place at the Rotary Bowl.

Seaview - CTC Rob Gowan Smith is going to work with the grade 7's to create a gaga pit.

Rutherford - is having a freezie sale to fundraise for Fort McMurray.

Trustee Brzovic:

Woodlands - Stella Lima, a hair dresser received $200 from the Nanaimo Pays It Forward group to be used to make a difference in the community. Rick Becker, the music teacher at Woodlands is one of her clients. As she was cutting his hair, she mentioned that she had received this money and that she wanted to make a difference of theatre, music and kids. Rick's immediate response was to say that he would do an extra presentation of the school's musical, “The 25th Anniversary of the Putnam County Spelling Bee” and that Stella should invite a bunch of kids to attend free of charge. Then, within the next week Country Grocer had agreed to provide hamburgers and drinks for 350 kids from Forest Park, Brechin and

Trustee Robinson:
Cillaire elementary schools. The kids will have lunch with the cast. 

**Brechin and VIU Leadership Students** - Professor Ken Hammer's class invited 30 Brechin elementary up to the university for a leadership workshop they had organized. This has led to Ken helping this young leaders to connect with a school in Ghana. They are each doing a "Week in the life of our school" video project which they will share. 

**Brechin and Pacific Sport** - Drew Cooper organized a Playground Leadership program to help train student leaders to organize activities before and after school as well as during lunch time and recess. When he was telling us about this experience he said the most exciting thing he heard was that a large number of the kids who volunteered to be trained were kids who for some time had been causing challenges during this same times! Kids, like all of us, do best when given an opportunity to shine. 

**NDSS/VIU** - there is cooperation between the Navigator newspaper and the NDSS Skills for Life. Students will deliver newspapers to sites that give them away. It's positive for merchants and to students in helping them to develop their skills. 

At Quarterway, thanks to Rob Lumsden, a flat piece of land there was turned into a grove.

**Trustee Brennan:**

**UNFINISHED BUSINESS**

There was no Unfinished Business this evening.

**NEW BUSINESS**

There was no New Business this evening.

**QUESTION PERIOD**

There was a comment from the audience this evening.

**ADJOURNMENT**

IT WAS MOVED BY Trustee Brzovic  
IT WAS SECONDED BY Trustee Brennan
That the meeting be adjourned.

CARRIED UNANIMOUSLY

The meeting adjourned at 8:16 pm.
Nacu Mat Tatulut Committee – “Learning Together”

Report To:
The Board of Education
Year End 2016

NLPS Strategic Plan
• The continuous improvement of Instruction & Assessment
• Meet each student’s unique needs
• NLPS Learning Framework

A Need Was Identified: To Align Professional Learning Across Our Organization
• September 2014 NDTA Professional Development chairs & NLPS Director of Instruction envisioned a new, collaborative, Joint Professional Development Committee
• A diverse committee that would represent the many voices within NLPS and the greater professional communities
• One, that would ensure professional development activities were aligned across our organization.
Slide 4

What Is Expected Of Committee Representatives?

• All members provide voice and a working commitment from their particular stakeholder group, to inform professional learning in the school district.

• Terms are set at 3 years. We are nearing the end of our second full year together.

Slide 5

NmT Committee Charter

• Vision:
  — A vibrant culture of learning where all professionals feel valued and connected, striving for the common goal of embracing diversity and enhancing student learning.

• Mission:
  — Inspired by the needs of all learners, together we will advance a growth mindset by investing in our educators.

Slide 6

NmT Committee Charter

• With shared understanding of Learners being at the Centre of all we do, we agreed to the following value attributes:
  — Trust & Respect
  — Culture of Collaboration
  — Growth Mindset
  — Reflective Practice
  — Happy, Healthy, Balanced Life
Slide 7

NmT Committee Charter

The Committee developed goals and objectives to focus energies over the next 3–5 years:

- **Goal #1: Foster a Collaborative Learning Culture**
  - Purposeful interactions enable educators to work together and learn from each other with a central focus on continuous improvement of instruction and assessment.
  - Objectives to achieve this goal include:
    - Collect data/feedback from educators to inform long-term professional learning plan (completed spring 2015)
    - Develop/implement communication plan (in progress)

Slide 8

NmT Committee Charter

- **Goal #2: Support innovative, engaging professional learning within our educational community**
  - Opportunities are informed by research on effective learning and teaching. They are ongoing, embedded in teacher practice, and driven by collaborative inquiry based on valued student outcomes.
  - Objective to achieve this goal include:
    - Develop a Collaborative Professional Learning Plan

Slide 9

Committee Highlights

- Established committee with Charter
- Name change to Nacu Mat Tatulut
- Develop annual strategic plan
- District-wide development of the NLPS Learning Framework (May 4ᵗʰ Visioning)
- Pre Reading Summer Recommendations
- Curriculum In-Service
- Highly functional, highly respectful collaborative entity
Slide 10

What's Next?
• Review goals & objectives
• Continued support for Curriculum In-Service

Slide 11

Questions?
Thank you, on behalf of Nacu Mat Tatulut
**Nuca Mat Tatulut**  
Committee Charter  

*Nuca Mat Tatulut* “Learning Together”  
Student learning is at the heart of the *Nuca Mat Tatulut* Committee—Together we work to support a collaborative, professional learning culture.
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The following document is a project charter to guide the Nuca Mat Tatulut Committee (NmT), which is comprised of representatives from Nanaimo District Teachers’ Association, Nanaimo Ladysmith Public Schools, Nanaimo School Administrators Association, Canadian Union of Public Employees and Vancouver Island University.
Rationale:
We recognize that a culture of collaboration is essential to a successful education system—students benefit when our efforts are aligned and cooperative.

Professional learning is a priority for all members and their stakeholders. The Nanaimo District Teachers’ Association (NDTA) Collective Agreement states that Nanaimo-Ladysmith Public Schools (NLPS) and the NDTA are required to meet about professional learning twice per year. However, in the fall of 2014, the NDTA Professional Development chairs and the Department of Learning Services (DLS) expressed a desire to collaborate more often. Through discussion, it was decided that a Joint Professional Learning Committee would be established. It was identified that having additional voices from the field was necessary. Therefore, representatives were invited from the NDTA, the Nanaimo School Administrators Association (NSAA) and the Canadian Union of Public Employees (CUPE). In addition, it was identified that Vancouver Island University (VIU) shares an interest in professional learning and a member of the Faculty of Education was invited.

After consultation with local Elders, the name Nuca Mat Tatulut—Learning Together, was selected to reflect our common vision and to replace the Joint Professional Learning name. The committee then created this Charter to outline our purpose and values.
Committee Structure

The committee represents the following professional learning stakeholders in the district.

Committee Representation:
- Nanaimo District Teachers Association (NDTA)
  - Professional Development Chair(s)
  - Teacher representatives
  - Executive representative
- Department of Learning Services (DLS) senior representative
- Nanaimo Schools Administrators Association (NSAA)
  - Elementary representative
  - Secondary representative
  - Pro-D chair
- Canadian Union of Public Employees (CUPE) representative
- Vancouver Island University (VIU) Faculty of Education representative

Committee Meeting schedule:
- Meet bi-monthly, or more often as required.

Committee Role & Responsibility:
The members of the committee at large provide voice and a working commitment from their particular stakeholder group, to inform professional learning in the School District. In addition, the members communicate back to their respective groups the vision, goals and actions of NmT.

Co-Chairs/Working Group Role & Responsibility:
The working group is a subset of the above committee and is responsible for enacting decisions recommended by the committee between full committee meetings. Members of the working group are also chairs of the committee at large.
- Pro-D chair(s), NDTA representative
- Director of Instruction, DLS representative
- Meet as required

Reporting:
- Committee representatives report activities to their stakeholders and solicit feedback to inform decision-making at the committee level.

Duration:
- Membership is ongoing for a minimum of three years
- New members are invited by the Working Group
Mission, Vision & Values For NLPS Pro-Learning

Mission:
Inspired by the needs of all learners, together we will advance a growth mindset by investing in our educators.

Vision:
A vibrant culture of learning where all professionals feel valued and connected, striving for the common goal of embracing diversity and enhancing student learning.
Values:

Learners at the Centre
- Investing in our educators in an effort to build collective capacity to maximize student success
- Both students and educators are learners

Trust and Respect
- Trust and mutual respect amongst all educators: teachers, administrators and support staff
- A climate of learning that respects and addresses the unique and individual differences among all learners
- Emotions are central to learning
A Culture of Collaboration
- An approach involving all educators to enhance student learning by understanding the ‘whole’ student experience
- Learning is social in nature, with the understanding that opportunities for autonomous learning are also important

A Growth Mindset
- Developing our capacity and abilities through: effort, assessment, reflection, refining, and moving practice forward based on research
- Reminding us that everyone can learn given optimal conditions for self-empowerment
- Creating opportunities to explore our unlimited potential

Reflective Practice
- Informed by the needs of our students, an inquiry process guides our professional learning
- Grounded in current research, coordinated efforts, and aligned with our collective vision

A Happy, Healthy, Balanced Life
- Nurturing of our emotional, physical, intellectual and spiritual well-being
**Nuca Mat Tatulut Goals**

**Goal #1: Foster a Collaborative Learning Culture**
*Purposeful interactions enable educators to work together and learn from each other with a central focus on continuous improvement of instruction and assessment.*

**Goal #2: Support innovative, engaging professional learning within our educational community**
*Opportunities are informed by research on effective learning and teaching. They are ongoing, embedded in teacher practice, and driven by collaborative inquiry based on valued student outcomes.*
**Committee Adoption**
The following members of the *nuca mat tatulut* Committee adopted and enacted their charter on February 13, 2015.  **Revised May 30, 2016**

| Laura Tait, Director of Instruction  
Co-Chair of *Nuca Mat Tatulut*  
Department of Learning Services | Terri Zolob, Primary School Teacher  
Co-Chair of *Nuca Mat Tatulut*  
Nanaimo District Teachers Association  
Professional Development Co-Chair |
|----------------------------------|--------------------------------------------------------------------------------|
| Cornthwaite, Student Support Teacher  
Co-Chair of *Nuca Mat Tatulut*  
Nanaimo District Teachers Association  
Professional Development Co-Chair | Dr. Paige Fisher, VIU Faculty Education  
Member of *Nuca Mat Tatulut* |
| Terrill MacDonald, Retired Elementary Teacher  
Member of *Nuca Mat Tatulut* | Lynn Brown, Secondary Teacher  
Member of *Nuca Mat Tatulut* Joanna |
| Linda Baldwin, Instructional Coordinator  
Member of *Nuca Mat Tatulut* | Jane Kruks, Elementary Principal  
Member of *Nuca Mat Tatulut* |
| Geoff Steel, Secondary Vice Principal  
Member of *Nuca Mat Tatulut* | Leila Lattimer, Aboriginal Enhancement Coordinator  
Nanaimo District Teachers Association  
Executive at Large  
Member of *Nuca Mat Tatulut* |
| Tricia Cooper, Education Assistant  
Canadian Union of Public Employees,  
Regional VP  
Member of *Nuca Mat Tatulut* | Kevin Brand, Elementary Principal  
Pro D Chair, NSAA  
Member of *Nuca Mat Tatulut* |
Overview of Woodlands Grade 8 Aboriginal Inquiry Project

Inquiry Question: Through the study of Cedar, the Tree of Life, how can I get a better understanding of our local First Nations and our educational community as a whole?

Using the above theme, the focus was to enhance Aboriginal Understandings in a meaningful way across the curriculum at the grade 8 level. By providing hands-on, experiential learning, students learned about Cedar as something that is relevant, spiritually significant, yet also practically useful and important to contemporary local Aboriginal cultures and communities.

The project aligns well with the NLPS Strategic Plan. It provides a fine example of how teachers are working to improve instruction and assessment, and also to meet the unique needs of students. It also supports the District’s and Ministry of Education’s mandate to include Aboriginal culture and content in the curriculum.

A group of Grade 8 teachers at Woodlands School developed the inquiry project as a PLC venture. Through related investigations in Science, Math, Humanities, Fine Arts and Life Skills, teachers wanted students to develop an appreciation for and understanding of the cultural, spiritual, and practical importance of Cedar within local Aboriginal cultures.

Teachers tend to avoid Aboriginal content because they feel underqualified, unfamiliar with the subject matter, or they don’t think Aboriginal understandings could be applicable to their lessons. When the occasion arises to ‘include something Aboriginal’, teachers may use a token Aboriginal word, name, or story in their lesson plan. This Cedar project is a way of reducing the fear of ‘making a mistake’ by having teachers work collaboratively, sharing their knowledge and skills, and giving students meaningful content and authentic, local experiences. Teachers realized that if they approached this inquiry with passion, curiosity, and collaboration, they would provide good role models for students.

By working on the project over time in second semester course work, students gained momentum in learning as they developed their inquiry in a variety of classes. Teachers brought in a wide range of resources and guest speakers, including local Aboriginal peoples who were keen to share their expertise, and help ensure authenticity and cultural accuracy.

In conversations with students, teachers realized that students would benefit from an ‘integrated’ approach to Aboriginal understandings, which would open up a connection to a deeper level of learning. They decided to take students outside of the traditional classroom setting to give them authentic learning experiences. Therefore, whenever possible, the outdoors became the classroom. Students were able to touch cedar, to smell it, to fashion it into meaningful pieces of art, and to make connections across the curriculum. Through this interdisciplinary process, students learned that Aboriginal understandings are relevant in all subject areas. Moreover, by integrating Theatre, Storytelling and Art, students demonstrated multiple ways of showing what they had learned. All students were inspired intellectually and creatively. Most importantly, they developed a richer appreciation of the importance of Aboriginal community and culture.
Dear Stephanie Higginson

Yesterday I received a link to the video of the presentation by Drew Cooper to the School District Board last Monday May 2nd. I had met with Drew over the past months and we have been working on the Active Transportation file. See our attached proposal SD68Package1a. I was out of town on May 2nd and could not attend.

What Drew forgot to mention that I have written the entire curriculum of a number of educational initiatives (see information below) and that we, the GNCC, have an entire program on how to engage parents, transportation specialists and students in active transportation. I think Drew forgot to mention us. We are happy to have a working relationship with Pacific Sport but I think it is important to understand that the Greater Nanaimo Cycling Coalition are the instructors and specialist of the various modules.

I hope to meet with Drew this week to see how it forgot to mention that we are the organization that is providing the service. The email below was send last Wednesday May 4th to the principals and our educational contacts in school district 68. The SDpackage3 pdf contains 11 pages of information on our offerings but not the package we had before the school board through Pacific Sport.

If you have any questions on the programs we offer and abour our certified instructors and educational specialist feel free to contact me.

Sincerely

Leo Boon
Chair Greater Nanaimo Cycling Coalition
Director BC Cycling Coalition
Director PTAC City of Nanaimo
778-269-5642

Dear Education Specialist,

The Greater Nanaimo Cycling Coalition has put forward a Traffic Education Curriculum from Kindergarten to Grade 9 to the administration of SD68. This curriculum includes Bike Safety & Skills program, Safe Routes to School Program, Walking Program, a Bike Mechanics and Maintenance Program and lots of modules on Active Transportation. Some of the details are to be found in the current preliminary budget document for 2016-2017. Click Here for a copy and look at appendix E, page 41 & 42.
The Greater Nanaimo Cycling Coalition was started in 1996 by a group of cycling enthusiasts; many of them school teachers of SD68, as well as City of Nanaimo Parks & Rec Department staff. GNCC started with teaching bike skills through Bike Rodeos in the schools and other educational projects. GNCC also started Bike to Work Week in 1997.

We attempted to expand our programming into the school district 18 months ago but were thwarted by both the labour dispute, and by another agency, which offered a similar service for free. With those issues now behind us, we are embarking on a 2 year partially funded initiative to get traffic education, bike and walking skills and other elements of this curriculum in the schools on Vancouver Island. We need to get our kids to be physically active and have them embark on a journey that includes healthy lifestyle choices.

I personally have been involved with GNCC for the past 3 years. I am a director on the BC Cycling Coalition board and a director on the City of Nanaimo Planning and Transportation Advisory Committee. I started teaching grade and high school in 1973 in the Netherlands, Denmark, the UK, India and Canada. I am a qualified Traffic Education Specialist. All of the instructors at GNCC are fully qualified traffic, bike skills, bike mechanical and/or safety professionals with various degrees in teaching.

In 1994 I developed a Bike Education Skills and Safety curriculum from the manuals I brought from Europe. I have taught parts of this curriculum throughout Canada over the passed 20 years. We have upgraded this curriculum with the latest techniques, information and had input from several experts in the past 2 years. I have attached some of the elements we teach which can be from full out courses to mini workshops. In order to properly teach children the skills of cycling and operating a bicycle in traffic, we need a minimum of 20 hours of instruction. Those 20 hours can be spread over the school year. Reinforcement classes and further development is needed in later years.

I am attaching some helpful documents such information on Safe Routes to School, 7 Common Mistakes in Teaching Cycling as well as course outlines. Feel free to contact us for more information or to setup a meeting to discuss.

The GNCC works with local bike stores in delivering good quality educational resources and teaching methods with the help of certified instructors. The bike stores provide us with equipment or sometimes with assisting in teaching mechanics. As they are not teachers we tend to use them as a resource. We also teach parent volunteers and teach grade 7 & 8 students skills so they can assist in the teaching of lower grades. We believe that the mentoring components by higher grades to lower grades is essential in developing understanding and cooperation between age groups. (Anti-Bullying components)

We recommend you read the Safe Routes to School - Teaching Kids Biking - Benefits to Active Transportation and What to Expect first.(we have packaged the elements in one pdf)

Read the short program descriptions after. Remember that nothing is carved in stone. We are fairly flexible in what we can offer for each grade and ability, as long as a safety is not compromised. The pricing is for a full course with group size of 20 to 24 students.

Feel free to contact me at any time.
We kindly request that you consider this package as privileged information and not share this outside of your school.
We do have full descriptions of our curriculum available for viewing.

Sincerely

Leo Boon
Chair GNCC
Director BCCC
778-269-5642
Greater Nanaimo Cycling Coalition
SD68 & Pacific Sport Package
2016
SD68 Active Transportation Initiative (DRAFT)

Goal
As was done around introducing children to recycling, lay the foundation for active transportation as an ecological as well as health issue.

1. Training

1.1 Teachers

1.1.1) Intro to Active Transportation is an orientation session designed to introduce safe walking/cycling practices as a part of the curriculum. Teachers are provided with a manual that covers all aspects of a safe Active Transport program. (In service training for each school, approx. 2.5 -3.5 hrs)

1.1.2) Practicum session trains teachers on how to lead rides, assess rider abilities and make corrections where necessary. (In service training for each school, approx. 2.5 – 3 hrs.)

This project may call upon parents & volunteers to support teachers or take the lead in the delivery of the Active Transportation training of students prior to or after school. The above training can be provided to parents/volunteers as well.

Challenge: Will adding another expectation to the teachers’ load create resentment?

1.2 Families

Family workshops provide an orientation to parents/guardians on how to acclimate children to walking and/or cycling to and from school. This 2 hour workshop provides suggestions for getting started, and guides families on how to ensure that their children learn the rules of the road, optimal routes, and enhance their personal confidence that comes from the decision making opportunities that arise.

(please add any other pertinent information.)


The Active Transportation manual is broken down into 6 modules of lesson plans, curricula, tips and techniques for preparing children from Kindergarten through to grade 9 on how to be safe and responsible while walking and/or cycling throughout the community.

Currently the manual 6 modules consists of 30 to 50 pages each. Some have more lesson plans than other. GNCC has the same printing cost contract as SD68 with Staples and is working with other organization on sponsorship of the manuals reducing the cost to school districts in BC. [We will need an estimate on how big (i.e. # of pages & size) in order to estimate printing costs.]

3. Equipment

Courses and workshops will require access to some equipment that is conveniently stored in a trailer and can be parked at a school site for up to 1 week for easy access by staff, parents and volunteers.
Qualified Instructors from the Greater Nanaimo Cycling Coalition are available to lead rides for grades 4+. These provide an opportunity for children to put into practice some of the techniques learned in school. I have attached a list below

(Please provide a list and cost for items required to fully outfit the trailer.)

4. Parent organization

Work with each school to develop their Active Transport plan. Currently the GNCC has an entire package for Safe Routes to School that includes documentation and manuals:

- Briefing for Decision Makers
- Terms of Reference
- Municipal Stakeholder Committee
- School STP Committee
- School Agreement
- School Travel Plan Instructions
- Walkabout Instruction & Checklist
- Letter to the Parents
- Baseline Family Survey
- Route Evaluation sheets

Develop a school travel plan: Collaborate with campaign participants (schools, school boards, families, and municipalities) to identify potential safety issues, establish safe routes to school, and create an emergency procedure and contact list. Using maps of your school and local community, have students identify safe routes to school, including sidewalks, road signs, stop lights, and other features they should consider when walking to school.

Post the student-created maps around your school. Request transit maps to support taking public transportation and information for safe cycling and walking routes from your city council and display them. Set up a ride board so that students and families can more easily connect to arrange carpooling.

Develop ‘Walking School Bus’ routes and ‘Bicycle Train’ riding groups.

There is a lot more to this but you covered everything. We expand on the details after.

We also need to discuss getting the word out, i.e awareness campaign and city involvement.

Costing: The full manual would be sold at $475 per school. We did had some discussions with Pearsons educational publishing and with CERC.

Depending on the number of courses and number of participants the Family workshops cost is $25 per person. If we have large numbers that price can be adjusted somewhat.

Teacher in service is $750 per school which includes the use of bikes, materials needed for the practicum. Based on a maximum of 20 teachers per school.
Greater Nanaimo Cycling Coalition
SD68 & Pacific Sport Package
2016
Dear Education Professional

The Greater Nanaimo Cycling Coalition has put forward a Traffic Education Curriculum from Kindergarten to Grade 9 to the administration of SD68. This curriculum includes Bike Safety & Skills program, Safe Routes to School Program, Walking Program, a Bike Mechanics and Maintenance Program and lots of modules on Active Transportation. Some of the details are to be found in the current preliminary budget document for 2016-2017. Click Here for a copy and look at appendix E, page 41 & 42.

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In 1994 I developed a Bike Education Skills and Safety curriculum from the manuals I brought from Europe. I have taught parts of this curriculum throughout Canada over the passed 20 years. We have upgraded this curriculum with the latest techniques, information and had input from several experts in the past 2 years. I have attached some of the elements we teach which can be from full out courses to mini workshops. In order to properly teach children the skills of cycling and operating a bicycle in traffic, we need a minimum of 20 hours of instruction. Those 20 hours can be spread over the school year. Reinforcement classes and further development is needed in later years.

I am attaching some helpful documents such information on Safe Routes to School, 7 Common Mistakes in Teaching Cycling as well as course outlines. Feel free to contact us for more information or to setup a meeting to discuss.

The GNCC works with local bike stores in delivering good quality educational resources and teaching methods with the help of certified instructors. The bike stores provide us with equipment or sometimes with assisting in teaching mechanics. As they are not teachers we tend to use them as a resource. We also teach parent volunteers and teach grade 7 & 8 students skills so they can assist in the teaching of lower grades. We believe that the mentoring components by higher grades to lower grades is essential in developing understanding and cooperation between age groups.

(Anti-Bullying components)

Greater Nanaimo Cycling Coalition | P.O.Box 441, Nanaimo, BC V9R 3L5 | www.bikesense.org
We recommend you read the Safe Routes to School - Teaching Kids Biking - Benefits to Active Transportation and What to Expect first. Read the short program descriptions after. Remember that nothing is carved in stone. We are fairly flexible in what we can offer for each grade and ability, as long as a safety is not compromised. The pricing is for a full course with group size of 20 to 24 students.

Feel free to contact me at any time

Sincerely

Leo Boon  
Chair GNCC  
Director BCCC  
778-269-5642
Safe Routes to School

Helping All Students Walk & Bike Safely

Safe Routes to School (SRTS) programs promote health and physical activity among children of all ages and abilities by encouraging travel to school via safe, active transportation.¹ It emphasizes collaboration and often includes health officials, educators, planners, elected officials and community leaders. SRTS programs may include infrastructure improvements such as the construction of new bike lanes, sidewalks and other pathways; they incorporate education, engineering, evaluation and enforcement.² These programs may include activities such as walking school buses. GNCC supports changes to the built environment that encourage active transportation and ensure the safety of all users. Safe Routes to School is a program that dovetails seamlessly with this standpoint.

Why we need Safe Routes to School:

- Motor vehicle collisions are the leading cause of death among children ages 3 to 14; in 19% of these fatalities, the children involved were pedestrians.³
- In 2009, 29,936 children under the age of 20 were hospitalized for non-fatal traffic-related injuries.⁴
- In 40 years, the percentage of children using active transportation to get to school has fallen from 48% in 1969 to 13% in 2009.⁵
- Since 1980, obesity rates for adolescents and school-aged children have tripled. In 2008 between 14.1% and 19.6% of children and adolescents between ages 2 and 19 were considered obese.⁶
- According to the Health Canada, roughly 23 percent of children do not participate in at least 60 minutes of weekly physical activity and 44 percent do not attend physical education classes in an average school week.
- In 2010, 10% of children in North America had asthma. The prevalence of asthma is higher among children than adults.⁷

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How Safe Routes to School can help:

- Students whose routes to school were improved through SRTS programs were over three times more likely to begin bicycling or walking than those whose routes were not.  
- Safe Routes to School programs have been associated with 20-200% increases in biking and walking.  
- Active commuting to and from school has been associated with an increase in moderate-to-vigorous physical activity and a decrease in body fat in children between 12 and 19 years old.  
- Teenagers who bike or walk to school watch less TV and are less likely to smoke than their peers who are driven to school, in addition to getting more overall physical activity daily.  
- Schools designed to encourage active transportation as a form of commuting can have significantly better air quality due to the decrease in nearby traffic.  
- Studies have shown that the more pedestrians and bicyclists are in a given area, the less likely each is to be involved in a motor-vehicle crash.

GNCC Supports:

- Creating a resource and networking center, to help students, teachers and schools improve the health of individuals, communities and the environment.  
- The expansion of Safe Routes to School programs, which encourage children, including children with disabilities, to walk and bike to school safely  
- Assisting Schools in the teaching of Traffic Safety Curriculum and providing Bicycle and Walking Skills courses through community partnerships  
- Active transportation options that are accessible and affordable for all users  
- Transportation and land-use policies that provide opportunities for all people to be active and engaged in their communities  
- The Complete Streets approach, where streets are designed and operated to enable safe access for all users  
- The development of healthy communities and incentives for transportation and transit projects that promote health

References:
1) Safe Routes to School National Partnership. “Safe Routes to School as a Promising Strategy to Address Childhood Obesity: A Review”  
2) Safe Routes to School National Partnership. “What is Safe Routes to School? Background and Statistics”  
7 mistakes parents make teaching their kids to ride a bike

Parents love their children and want the best for them. Getting and keeping their kids active is an excellent way to show that love. One easy way to get your kids active is getting them a bicycle. However, after the purchase many parents forget that teaching their kids properly is a lot harder and requires some time.

Often we see young children or parents riding with their kids making all kinds of mistakes, and it really hits home how the lack of proper education about riding a bike continues to put us in conflict with other road users.

Here are my top 7 things that parents need to be more aware of when it comes to teaching their children how to ride a bike:

1. NOT DEMANDING MORE FROM OUR EDUCATION SYSTEM
   As parents we need to demand better education in our school system. In many European countries riding a bike is part of their culture, but they also educate their youth from the time they are young how to ride a bike. This is not just teaching them the basic hand signals, it is teaching them skills and appropriate behaviour when they are riding their bike. The education is progressive as the children get older – just imagine the advantage they could have as they reach an age where they can drive a car.

2. NOT BEING INFORMED OF WHAT KIDS NEED TO LEARN
   Parents make mistakes teaching their kids to ride bikes because they themselves were never properly educated on riding a bike and so the beat goes on and on. In many cases education about riding a bike ends when dad lets go of the bike and the child can balance on their own.
   What we have to remember it is not just “easy as riding a bike” and that there is much more that children and parents need to know to ride safely. Parents that understand proper riding practices and the skills needed to ride safely can not only better educate their children, but also demonstrate the appropriate behaviours when they ride with them.

GNCC is working on having a specific bicycle safety and skills programs in the Nanaimo schools. In addition each spring and summer we teach kids and adult cycling courses of which some are offered through the City of Nanaimo’s Activity Guide

3. THINKING THAT KIDS SHOULD ALWAYS RIDE ON THE SIDEWALK
   There is a reason that riding on the sidewalk is illegal: it’s more dangerous. Unless your children are riding a bike with a wheel sizes of 16 inch or smaller, they really should be riding on the road.

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While a small child riding with their parent beside them on a sidewalk is quite safe, older children riding on their own are not unless they are extremely alert at ALL intersections. This is especially true at driveways and back lanes, where there is no stop signs and in some cases the drivers view of the sidewalk is obstructed by trees, fences etc. Teaching children to ride on the roads once they are old enough to understand the rules (again stressing the need for education) is important. Generally children of 8 or 9 years old are developing the cognitive and motor skills required to analyze traffic and handle their bikes appropriately. Riding on the road will make them more visible to drivers and they will eventually be able to ride their bike anywhere they need to go safely.

4. NOT TEACHING THEM TO SHOULDER CHECK AND SIGNAL
Experience has made me aware of the important of signalling; in fact I believe it to be one of the most important skills we can teach our children about riding a bike. They need to understand that signals need to be clear and definitive. An arm hanging at your side is not a stop signal, it is just a sign that you are riding with one hand.
When we signal our intentions, we are communicating with other road users and making ourselves more predictable. We also need to teach children that it is important to shoulder check before they signal or change their position on the road. Shoulder checking is also a form of communication to drivers and alerts them to an intended movement.

5. ASSUMING THAT IF THEY CAN BALANCE THEY CAN RIDE A BIKE
Riding a bike on 2 wheels starts with balance, but does not stop there. And speaking of stopping, that's an important skill that needs to more teaching than just how to press the pedals backwards (coaster brakes) or squeeze the brake handle. Most kids learn pretty quickly how to skid their back tire (and wear it out too) but this really does not allow them to stop quickly if needed.
Another skill that is overlooked by almost everyone is straight line riding. While this seems like a simple thing to do, just try it see how straight you can ride, especially when you add in a shoulder check and/or signal. It takes practice to make a shoulder check and not end up weaving in the direction of the shoulder you are looking over. It's also not a bad idea to set up a simple obstacle course for your child to help them practice their balance, turning and avoiding obstacles.

6. NOT GETTING A BIKE THAT FITS
All children grow, but making them grow into a bicycle is not the same as growing into clothing. A bike that is too big (or too small) will be a challenge for a child to control or manoeuvre properly. If we expect them to be able to ride properly then they need a bike that fits properly.
Check with your local bike shop or one of the many community bike shops for advise. If you insist on purchasing bikes from the big box stores then good luck with getting the right advice there. Most bike shops are happy to provide advice even if you don't buy a bike, but remember that not all bikes are built the same and so a 16" bike at Wal-Mart is not necessarily the same as the 16" bike that you saw at your local bike shop.
While you are making things fit, since helmets are mandatory, make sure that the helmet they are wearing fits properly as well.

7. NOT MAINTAINING BIKES
Before you teach your child to ride or in fact until they are old enough to understand whether their bike is safe to ride, you really should check it over. General maintenance can help any bike last longer and run better, but there are a few basic checks that we as parents should be doing on our kids' bikes regularly to make sure that they are safe to ride. Many of us tend to wait until our kids alert us to something that is not working with their bike before we look at it. If this happens to be the brakes, it could be quite serious.

SOME FINAL THOUGHTS
Bikes give children freedom and independence. They can also be having fun while not being a constant source of worry for parents. Education is a key ingredient to making cycling safer. More importantly, since we all want to see our children off the couch and getting more exercise, why not have them riding their bikes more often. If we provide them with the knowledge, understanding and skills, they will be better cyclists while we can relax and let them enjoy the ride.

VISIT OUR WEBSITE FOR MORE INFORMATION: WWW.BIKESENSE.ORG
Greater Nanaimo Cycling Coalition - P.O. Box 441 Stn A, Nanaimo, BC. V9S 3R5 info@bikesense.org
Together, Building Healthy Places for Healthy People

**What are the benefits of Active Transportation?**

Active transportation offers the promise of improving the health of our people and the places they live.

- **Healthy People:** Canada faces an obesity crisis, with more than two-thirds of adults either overweight or obese. By making walking and biking safe and convenient, we can make it much easier for people to build routine physical activity into their daily lives.

- **Healthy Environment:** Enabling people to walk or bike for some of their short trips can go a long way in helping our communities efficiently address numerous environmental challenges, from air pollution to climate change.

- **Healthy Economy:** Active transportation systems also foster economic health by creating dynamic, connected communities with a high quality of life that catalyzes small business development, increases property values, sparks tourism and encourages corporate investment that attracts a talented, highly educated workforce. Active transportation also offers economic benefits to families by providing transportation options that don’t require consuming gasoline at $1.15 per liter.

- **Mobility for all:** Near-universal reliance on the automobile for transportation leaves many people out of the equation, stuck with no way to get around. Children, the elderly, the visually impaired or otherwise physically challenged, those with lower incomes, or those who simply choose to not have access to a car, are among the groups that benefit most when opportunities to safely walk or bicycle are improved.
Is active transportation essential, or just nice to have?

What does it take for something to be considered an “essential” part of what defines a community? Nearly all agree that basic infrastructure like roads, water, sewer systems and schools are integral pieces of the puzzle. Most would also cite community assets like libraries and parks as essential to vibrant communities. One goal of the Partnership for Active Transportation is to bring about a shift in perception in which trails and other safe places for people to walk and bike are more universally understood to be necessary for a successful 21st century community.

Communities certainly can exist without active transportation networks, but they do not function as well. Such communities lack access to free, healthy outdoor activities that save money, provide mobility choices, free up road space, reduce pollution and promote economic vitality.

In other words, for communities to thrive, trails and other safe walking and bicycling opportunities are absolutely essential.

Facts

Consider the following alarming statistics:
- Three-quarters of Canadian adults will be overweight or obese by 2015\(^1\), while childhood obesity has more than tripled in the past 30 years\(^2\)
- Physical inactivity can lead to chronic diseases, such as high blood pressure, heart disease, osteoarthritis, cancer, stroke, and diabetes\(^3\)
- Obesity costs account for approximately nine percent of all health care spending in the Canada and part of these costs are attributable to auto-oriented transportation that inadvertently limits opportunities for physical activity\(^4\)
- According to the Health Canada, roughly 23 percent of children do not participate in at least 60 minutes of weekly physical activity and 44 percent do not attend physical education classes in an average school week\(^5\)

GNCC Supports:
- Active transportation options that are accessible and affordable for all users
- Transportation and land-use policies that provide opportunities for all people to be active and engaged in their communities
- The Complete Streets approach, where streets are designed and operated to enable safe access for all users
- The expansion of Safe Routes to School programs, which encourage children, including children with disabilities, to walk and bike to school safely
- The development of healthy communities and incentives for transportation and transit projects that promote health
**Kids Bike Courses**

**What to expect of bike courses for kids from age 5 to 15**

You can't teach bicycling in a one-hour presentation. You need to get children on bicycles, on real roads, in a carefully structured program with trained instructors. In this way cycling instruction is no different from swimming, tennis, or other sport instruction. You can’t tell children to just “follow the rules of the road.” They don’t know the rules. However, by learning and practicing good driving skills as cyclists, children can become better, safer motorists when they are old enough to get a motor vehicle operator’s license.

Courses for children must focus on the road and traffic conditions appropriate for the age of the child. The training must be carefully controlled so that the children do not have to work with situations for which they are not ready. Lecturing is less effective. Most instruction is done by showing how, telling why this works, and repeated practice under controlled conditions of traffic that gradually get more difficult as each child’s ability improves. The final examination is a bicycle driving test on roads and in traffic appropriate to the age of the child.

Courses last **10 to 20 class hours**, with nearly all of that time being supervised and evaluated, repeated practice of proper cycling on the road, in traffic. Each course is designed to start with beginners who have had no real cycling training before. If a school system uses all three courses, it is very likely that the time for the later courses could be shortened, because the incoming students would have learned the skills when younger and need only to be refreshed on much of the material.

Students of age eight learn the skills of using only the first three of the **five basic traffic principles**, which is sufficient for cycling on two-lane residential roads with moderate traffic. This enables them to travel about their neighborhoods. Students of age ten learn the skills of using all the five basic traffic principles in traffic up to that encountered on four-lane roads with traffic of moderate speed. This enables them to travel to and in the smaller commercial areas and neighborhood centers of interest that are suitable for their ages. Students of age twelve and over learn the skills of using all the five basic traffic principles in all types of traffic. This enables them to travel to any part of town that is otherwise suitable for them.

**The Five Basic Traffic Principles**

1. Ride on the right-hand side of the roadway, not on the left and not on the sidewalk.
2. How to yield to crossing traffic when reaching a superior roadway.
3. How to yield to overtaking traffic when moving laterally.
4. Destination positioning at intersections.
5. Speed positioning between intersections.

Greater Nanaimo Cycling Coalition - P.O. Box 441 Stn A, Nanaimo, BC. V9S 3R5 info@bikesense.org
LEARN2Ride

Introductory bike skills & safety for Grades 2-5

Course Overview
A beginner course for grades 2-5, Learn2Ride is a schoolground-based introductory cycling skills and safety course. In Learn2Ride, students are taught how to negotiate different types of road safety situations in a simulated environment free from traffic. Learn2Ride courses introduce many aspects of biking commonly encountered in the primary grades and beginner level, such as:

- Crossing busy streets safely
- Shared use pathways
- Corners
- Shoulder checks and hand signals
- Car door avoidance

This is an interactive experience for children, focused on having fun, while demonstrating the importance of staying safe while riding, and getting a basic introduction to the rules of the road! Grade 7 students are encouraged to participate as volunteers at the discretion of school faculty.

All participating children are asked to provide their own:
- Bicycle (in good working condition)
- Helmet

HUB Learn2Ride includes a fleet of 8 bikes for any children without a bike of their own, and for those whose bikes may not be in safe working condition. We also provide:

- Course information and advice sent to parents and school staff prior to course date
- Experienced cycling instructors trained and certified by GNCC in course instruction, and student engagement and facilitation (encouraging, friendly and helpful)
- All necessary equipment, including loaner bikes and helmets
- Liability coverage

We also offer the in-class introduction to cycling safety as a stand-alone course for a lower price. Want to know more? Contact us to discuss details.

Leo Boon
Chair GNCC
778-269-5642

Greater Nanaimo Cycling Coalition | P.O.Box 441, Nanaimo, BC V9R 3L5 | www.bikesense.org
LEARN2Ride

Playground bike safety training for Grades 2-5.

The Learn2Ride the Road course brings bike safety skills to the school playground or community. Students are taught how to negotiate different types of road safety situations in a simulated environment free from traffic involvement. Courses can be set up to introduce many features such as crossroads, driveways, corners, shoulder checks, and car door avoidance.

Learning Outcomes include:

- Understands the importance and use of safety equipment,
- Demonstrates awareness of and respect for other “road users” on multi-use paths,
- Knows basic parts of a bicycle,
- Knows the meaning of and can execute basic hand signals
- Can use the bicycle's brakes for control and to stop,
- Can execute left and right turns while maintaining balance and control,
- Can look around (i.e. shoulder check) while riding without losing balance or control,
- Can execute basic hand signals while riding.

Cost (includes tax)

4 classes (includes on-bike and in-class) $2,535.00

6 classes (includes on-bike and in-class) $2,725.00
RideTheRoad

Safe Cycling Education for Grades 6-10
An intermediate course for grades 6-10
Ride the Road introduces upper-level primary and secondary school students to the freedom and responsibilities of cycling in an urban setting.

In this course, a fun and positive approach to cycling goes hand in hand with more formal instruction on how to cycle safely within neighbourhoods and on city streets, and basics on bike maintenance.

Ride the Road is focused on promoting the benefits of cycling as a form of transportation and recreation, and providing students the knowledge, skills, attitudes and values they need to bike safely and effectively, sharing the road with cars and people on foot.

Without proper cycling instruction, older youth are at risk of accidents; schools can reduce this risk by teaching safe cycling as part of the school curriculum.

GNCC provides:
- Course information and advice sent to parents and school staff prior to course date
- Experienced cycling instructors trained and certified by GNCC in course instruction, and student engagement and facilitation (encouraging, friendly and helpful!)
- All necessary equipment, including loaner bikes and helmets
- Liability coverage

Ride the Road includes a fleet of 8 bikes, for those children without a bike of their own, and for those whose bikes may not be in safe working condition.

The Ride the Road curriculum is provided to schools in a 5-unit PhysEd program and includes in-class traffic theory and on-road training. Want to know more? Contact us to discuss details.

Ride the Road Bicycle Education

Ride more safely and confidently.

A complete bike education program designed to empower and enable middle and secondary school students to commute to school safely and confidently while learning the value and benefits of riding a bike.

Cost (includes tax)

20 sessions (for 4 classes) $ 3,700.00

Greater Nanaimo Cycling Coalition | P.O.Box 441, Nanaimo, BC V9R 3L5 | www.bikesense.org
Demystify the Bike

Beginner bike maintenance workshops for students, faculty & parents

A beginner course for grades 2 and up

Demystify Your Bike helps transform a bike from a mechanical mystery to...your friend! Removing intimidation and providing information is what this course is all about. Many kids and parents tend to avoid ‘dealing with’ bikes when they’ve sat in a garage for too long, unsure as to how to get bicycles into good working order.

Even if you ride often, you may not know how to maintain a bike to it operates safely and efficiently in all kinds of weather and traffic. That’s what Demystify Your Bike is all about – helping you understand how easy it can be to keep your bike running smoothly, and knowing when to take it in for professional servicing.

Depending on the duration of the session, we’ll show you how to:

- Do a basic inspection to identify trouble spots, and gauge wear-and-tear
- Clean and oil your chain
- Check your brakes and gears
- Fix a flat tire
- Choose the right equipment, accessories and clothing
- Make that conversation with your local bike mechanic less intimidating

Plus some tips and tricks to make your riding more enjoyable. You don’t have to cycle every day to be confident with your bike!

Demystifying Your Bike: The Basics of Bike Maintenance

Take the mystery out of your bicycle with this interactive and engaging workshop!

A one or two hour bike maintenance workshop to help you get and keep your bike in good working order.

Cost (includes tax)

1 - one hour workshop $ 157.50
2 - one hour workshop $ 262.50
3 - one hour workshop $ 367.50
4 - one hour workshop $ 472.50

Greater Nanaimo Cycling Coalition | P.O.Box 441, Nanaimo, BC V9R 3L5 | www.bikesense.org
Bike Education Equipment List

School Ground Cycling Skills Training

Road Cones:
- 20 traffic cones - 9 inch high
- 20 traffic cones - 15 inch high
- 20 traffic cones - 18 inch high
- 20 low cones - 3 inch high
- 20 medium cones - 3 inch high
- bucket of tennis balls
- 12 - 3 feet high pillions

Road Signs:
- 6 Stop sign stands
- 5 Kids crossing signs
- 6 Handheld Stop/Slow signs
- 6 Yield signs
- Traffic Lights
- cardboard cars for stations [2, 3, 4, 6]
- cardboard bush or fence for station [2]
- drain grate (cardboard, carpet swatch, door mat) for station 6

Bike Equipment:
- 12 Bikes various sizes (need 18)
- 18 Bike Helmets various sizes
- 1 bike U-lock & 1 bike cable lock
- Orange & yellow safety vests
- Bike Racks

Bike Repair & Maintenance Equipment:
- 5 bike stands
- 5 tire pumps
- 40 tube patch kits,
- 80 tire levers,
- 20 extra tubes,
- 50 brake cables
- 50 gear cables
- 2 tool boxes equipment with wrenches, pliers, screwdrivers, etc
- rags, lubricants

Additional Stuff:
- 12 each of 3 Gallon and 5 gallon Pails
- Buckets of Sidewalk chalk
- Tape measures
- Stopwatches
- 8 boards - 2x6 and 2x3 boards
- 2 and 3 inch wide masking tape

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Documentation Supplies:
- Art supplies
- Clipboard & sign-up sheet
- The Safe Routes for Kids City Biking Handbooks
- How to Properly Fit a Helmet brochures
- SR2S stickers

For General Use:
- tables for registration
- chairs
- name tags
- marking pens
- signs to identify the stations
- certificates, hang tags • refreshments
- educational information (brochures)

In Class Training:

Bicycle Safety Resource Directory
Young Cyclist Guide
Bike Sense Manual

Videos:
"The Ride Safe Way to Fit a Bicycle Helmet – ages 8 - 10"
Get the Big Picture (Rules of the Road, 8 minutes – ages 10 - 14)
Other videos are added

Brochures:
"Use Your Head" leaflet
"Show What You Know at the Bike Rodeo” quiz booklet –
"5 Rules to Live By When Riding a Bike"

Posters (Laminated)
"It’s the Law” –
"Correct Way to Wear a helmet”

This is incomplete. Lorne Can we go over the curriculum of each module and identify our equipment needs for each lesson, module and program.
DATE: May 25, 2016

TO: Board of Education

FROM: Pete Sabo, Director of Planning and Operations
        Mike Ross, Facilities Planning Manager

SUBJECT: North Cedar Intermediate Multi-Use Court Replacement

Reference:
• Letter from CBHCA
• Board motion: “The Board of Education of School District 68 (Nanaimo-Ladysmith) directs staff to develop a report on the viability of the proposal from the Cedar Ball Hockey Challenge Association and report back to the May Board meeting” – Folio # R16/04/27-17

Background:
CBHCA have submitted a proposal to partially fund ($20K) the resurfacing of Multi-Use Court at North Cedar Intermediate, with the balance of project cost to be funded by SD#68.

SD68 Facilities staff have met with CBHCA on two separate occasions over past month (April 29 and May 10) to discuss and review intent, scope, coordination of outside paving contractor (Hub City Paving) with volunteer/SD68 forces’ roles/responsibilities.

Discussion:
Original proposal was to provide a 2” topping to existing Multi-Use court surface.

Upon further review and discussion it was determined that raising the court surface 2” would create numerous issues around perimeter of court area at stairs, fence openings, building interface along south elevation, rain water management from adjacent buildings/canopy and highly likely that the existing cracks and weeds (approx. 800 lineal feet) would telegraph through the new asphalt.

Complete replacement of asphalt surface is preferred as to avoid costs associated with unnecessary modifications at court perimeter as well as ensure work qualifies for Hub City warranty period.

Hub City have revised their estimate to include replacement of entire asphalt surface however at this time SD68 requires clarification on a few items prior to finalizing budget.
Draft budget and responsibility matrix below:

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<th>North Cedar Intermediate Multi-Use Court Replacement</th>
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<td>Remove, grade and replace existing asphalt Multi-Use Court (Hub City est. #17038871)</td>
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<td>Site prep incl. concrete footing modifications</td>
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<td>Line painting (Tennis/Basket Ball/Ball Hockey)</td>
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