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 - February 2013

      That the minutes of the Education Committee Meeting held February 13, 2013 be approved.

7. PRESENTATIONS

   7.1 Lynn Brown, Instructional Coordinator
       Secondary FitForLife PE11 Girls Inquiry Team

   7.2 Justin Green, President, NDTA
       RE: RTI and Learning Services
8. EDUCATIONAL UPDATE - Report from John Blain, Deputy Superintendent

8.1 Dave Street, Principal Ladysmith Secondary
   Project Reel Life

8.2 Board Authority Authorized Course (BAA)

   That the Education Committee recommends to the Board of Education of School
   District 68 (Nanaimo-Ladysmith) that that BAA Course "Environmental
   Stewardship" for Dover Bay Secondary School be approved.

8.3 Educational Update - J. Blain

9. CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING

   There was no correspondence referred from the February Board Meeting

10. UNFINISHED BUSINESS

11. NEW BUSINESS

12. QUESTION PERIOD

   Questions from the audience must be submitted in writing and given to the Board’s
   Executive Assistant (Cathy Kelt) 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
HELD FEBRUARY 13, 2013

PRESENT:
Trustees
K. Howland, Chair
D. Allen
B. Bard
J. Brennan
K. Howland
D. Neary
B. Robinson
T. Saunders

Staff
D. Hutchinson, Superintendent/CEO
J. Blain, Deputy Superintendent
F. Frisson, Assistant Superintendent
D. Reimer, Director of Communications
C. Kelt, Executive Assistant

ABSENT
N. Curley
S. Welch

IN ATTENDANCE
J. Green, NDTA Rep
J. Smith, CUPE Rep
T. MacKay, NSAA Rep
A. Cameron, DPAC Rep

Meeting No. E06

CALL TO ORDER
The Chair called the meeting to order at 6:02 pm and recognized 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
IT WAS MOVED BY Trustee Brennan
IT WAS SECONDED BY Trustee Neary

Folio
E13/02/13-01
That the Agenda be approved.
CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES
IT WAS MOVED BY Trustee Neary
IT WAS SECONDED BY Trustee Allen

Folio
E13/02/13-02
That the Minutes of the January 16th, 2013 Education Committee Meeting be approved.
CARRIED UNANIMOUSLY
PRESENTATIONS

Amy Collum
Little Ferns Young Parents Program

Ms. Collum, from Little Ferns Daycare, spoke to the Committee about the Young Parents Program and the fact that it is in its sixth year. It is a provincially-designated young parents program and one of 39 in the province. The program is located on the grounds of John Barsby Community Secondary School in a separate building which was built with a grant from the provincial government to the district.

The program provides day care for the children of young parents who have not graduated from Grade 12. Ms. Collum explained that Little Ferns is much more than a day care program, it provides support and counseling for the young parents.

IT WAS MOVED BY Trustee Brennan
IT WAS SECONDED BY Trustee Neary

Folio
E13/02/13-03

EDUCATIONAL UPDATE - Report from John Blain, Deputy Superintendent

Professional Learning Community/Staff Development

Several administrators talked about Professional learning Community/Staff Development in their schools. They were:

- Dave Street LSS
- Diane Goodman Brechin
- Jill Wilkie McGirr
- Susann Young FJN
- Trish McKay Chase River (PLC at Gabriola)
- Darren Brick Mt. View
- Peter Hewitt Quarterway
- Karen Proctor JBCS

The administrators said that PLCs support the district's strategic plan and provincial changes in curriculum for the 21st century. They said that research has shown that the PLC model can improve student learning. PLCs are different
from school to school, but they are all teacher-driven and teacher-led.

**ERASE - Francine Frisson, Assistant Superintendent**

Cathal Walsh and Tom Piros joined Ms. Frisson for the ERASE presentation. They spoke to the Committee about ERASE (Expect Respect and a Safe Education) program and the work that is being done in the district to implement the Ministry of Education’s program.

Ms. Frisson said that ERASE has two components: anti-bullying and threat assessment. She said the anti-bullying initiative includes such topics as codes of conduct; connectedness; school culture; ideas to create safe discussions and promote and strengthen diversity; bullying; understanding the bully, bystanders and upstanders; and managing social media and technology.

**Deputy Superintendent’s Report**

Mr. Blain provided the Education Committee with an update on activities in the Learning Services Department:

- Success for All Day
- Coordination of the FSA process in schools
- Development of budget strategies
- French Immersion registration process
- District threat assessment process
- Hiring of 22 new TTOCs
- Continued work on the strategic plan

IT WAS MOVED BY Trustee Neary  
IT WAS SECONDED BY Trustee Brennan

The Education Committee receives the Learning Services Department Report.  
CARRIED UNANIMOUSLY

**CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING**

There was no correspondence referred from the January Board Meeting.
UNFINISHED BUSINESS

There was no Unfinished Business on the Agenda this evening.

NEW BUSINESS

Beach Volleyball Academy at Woodlands Secondary

Teachers Ryan Orton and Stephen Epp and Principal Stupich spoke to the Education Committee about a proposal for a beach volleyball Academy at Woodlands Secondary. It would be the first such academy in B.C. Athletes would receive 60 to 80 hours of indoor and outdoor training and weight training plus leadership activities, along with their academic courses. They said that the sport is increasing in popularity worldwide, and that such a program would meet the district's goals of meeting each student's unique needs.

IT WAS MOVED BY Trustee Allen
IT WAS SECONDED BY Trustee Neary

Folio
E13/02/13-05
That the Education Committee recommends to the Board of Education that it recommends that the Beach Volleyball program at Woodlands Secondary be referred to the Strategic Plan process.

Motion to Amend

IT WAS MOVED BY Trustee Brennan
IT WAS SECONDED BY Trustee Allen

Folio
E13/02/13-06
That the motion be amended to include "and that staff bring forward a recommendation to the April Board Meeting."

Motion to Amend the Amendment

IT WAS MOVED BY Trustee Saunders
IT WAS SECONDED BY Trustee Neary

Folio
E13/02/13-07
That the motion be amended to "March" instead of "April."

CARRIED UNANIMOUSLY

Motion to Amend

IT WAS MOVED BY Trustee Allen
IT WAS SECONDED BY Trustee Neary

Folio
E13/02/13-08
That the motion be amended to include "and that staff bring forward a report, that includes a financial report for the program."

CARRIED UNANIMOUSLY
On the Main Motion as Amended

IT WAS MOVED BY Trustee Allen
IT WAS SECONDED BY Trustee Neary

Folio
E13/02/13-09

That the Education Committee recommends to the Board of Education that it recommends that the Beach Volleyball program at Woodlands Secondary be referred to the Strategic Planning process and that staff bring forward a report, that includes a financial report for the program, to the March Board meeting.

CARRIED UNANIMOUSLY

Baseball Academy at Wellington Secondary

Teachers Steve Thompson, Kerry Anderson and Principal Thompson made a presentation about the proposed baseball academy at Woodlands Secondary. They said the goal of the academy would be to prepare aspiring baseball student-athletes for collegiate level athletics, and improve fundamental baseball skills and knowledge of the game.

IT WAS MOVED BY Trustee Donna Allen
IT WAS SECONDED BY Trustee Robinson

Folio
E13/02/13-10

That the Education Committee recommends to the Board of Education that the Baseball Academy at Wellington Secondary be referred to the Strategic Planning Process and that staff bring forward a report, that includes a financial report for the program, to the March Board meeting.

CARRIED UNANIMOUSLY

Little Ferns Young Parents Program

IT WAS MOVED BY Trustee Brennan
IT WAS SECONDED BY Trustee Neary

Folio
E13/02/13-12

The Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) that it ask staff to assess potential for additional child care facilities at
Minutes of the Education Committee Meeting held February 13, 2013

Nanaimo and Ladysmith Secondary schools.
CARRIED UNANIMOUSLY

QUESTION PERIOD
There were no questions this evening.

ADJOURNMENT
IT WAS MOVED BY Trustee Brennan
IT WAS SECONDED BY Trustee Bard
That the meeting be adjourned.
CARRIED UNANIMOUSLY

The meeting adjourned at 8:31 pm.
### Board/Authority Authorized Course (BAA)

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
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<tr>
<td>District Name</td>
<td>Nanaimo Ladysmith Public Schools</td>
</tr>
<tr>
<td>District Number</td>
<td>68</td>
</tr>
<tr>
<td>Developed by</td>
<td>Gordon Graham, John Eby, Janet Nelson</td>
</tr>
<tr>
<td>Date Developed</td>
<td>February 2013</td>
</tr>
<tr>
<td>School Name</td>
<td>Dover Bay Secondary School</td>
</tr>
<tr>
<td>Principal’s Name</td>
<td>Ms. Robyn Gray</td>
</tr>
<tr>
<td>Course Name</td>
<td>Environmental Stewardship</td>
</tr>
<tr>
<td>Grade Level of Course</td>
<td>Grade 11</td>
</tr>
<tr>
<td>Number of Course Credits</td>
<td>4</td>
</tr>
<tr>
<td>Number of Hours of Instruction</td>
<td>120</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>none</td>
</tr>
<tr>
<td>Special Training, Facilities or Equipment Required</td>
<td>none</td>
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<table>
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<th>Field</th>
<th>Details</th>
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<tbody>
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<td>Board/Authority Authorized Signature</td>
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<tr>
<td>Curriculum Advisory Body documentation approval date</td>
<td></td>
</tr>
<tr>
<td>Curriculum Advisory Body Signature</td>
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</tbody>
</table>
Board/Authority Authorized Course details:

Course Synopsis:

This course will provide students with an opportunity to think critically about contemporary issues related to environmental problems, on both a local and global scale. It will involve students as active participants in creating, communicating and implementing, innovative solutions. Students will be introduced to the principles, concepts, and methodologies required for understanding complex inter-relationships of the natural world. Students will participate in a variety of projects and activities designed to promote a sense of stewardship for both constructed and natural ecosystems. These goals fall under the BC Ministry of Education’s framework of Environmental Learning and Experience (ELE), and its “Sustainability Course Content: A Curriculum Framework” document (November 5, 2012).

Rationale:

The units are based upon ideas in the “Sustainability Course Content; A Curriculum Framework” document (November 5, 2012) provided by the BC Ministry of Education for use in developing board authorized courses. Environmental Stewardship 11 is designed to facilitate learning of the outcomes outlined in this document.

The design of this course and its units are intended to provide students with a chance to personalize learning and develop 21st century skills such as: collaboration, critical thinking, ethical citizenship, communication, creativity and innovation, use of computers and digital technologies, through inquiry while exploring issues of environmental relevance.

Organizational Structure:

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Title</th>
<th>Time in hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Introduction to Environmental Sustainability and Stewardship</td>
<td>10</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Ecology &amp; Nature</td>
<td>25</td>
</tr>
<tr>
<td>Unit 3</td>
<td>The Environment &amp; Society</td>
<td>25</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Contemporary Environmental Issues</td>
<td>30</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Solutions and Action</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
<td>120</td>
</tr>
</tbody>
</table>
Unit/Topic/Module Descriptions:

Unit 1: Introduction to Environmental Sustainability and Stewardship.
A solid understanding of the concept of environmental sustainability and stewardship is crucial if students are to take on proactive roles in these areas. This unit will begin by drawing upon each student's unique past experiences as they pertain to environmental stewardship. These experiences will provide a focus for projects and activities throughout the course.

Students will be able to:
- Reflect on past experiences related to environmental issues
- Explain how the concept of sustainability applies at local, regional, national, and global level
- Explain how systems theory applies to sustainability
- Critically analyse the effects of humans on the planet - past, present, and future
- Explain the concepts of ecological and carbon footprints and determine personal footprints
- Calculate baseline school audits on energy, waste, water, and transportation

Unit 2: Ecology & Nature
In this unit the focus is on developing an understanding of nature and the impact of environmental change on the planet’s natural systems. This unit will also work to develop in students an appreciation of the complexity and interdependence of living systems working up from an analysis of individual ecosystems to the planet as a whole. To achieve this, it is necessary to provide students with a solid grounding in the fundamentals of ecology. Students will spend time exploring important ecological concepts such as: biodiversity, carrying capacity, climate change, the carbon cycle, types of pollution, food webs, conservation biology and the “precautionary principle.”

Students will be able to:
- Describe basic ecological systems
- Explain the interdependence of living systems
- Define carrying capacity
- Investigate and describe the ecology of local outdoor spaces (e.g., school gardens, parks)
- Explain the importance of biodiversity and how it relates to sustainability
- Define the “precautionary principle” and explain how it may be used to safeguard biodiversity and assist in conservation
- Design a conservancy plan for a local park or waterway, by applying ecological principles
- Identify a variety of both point and non-point source pollution
- Explain how chemical pollutants can have wide ranging impacts, from effects on local food chains to the alteration of global environmental systems
- Explain the role of carbon and the carbon cycle, as well as how greenhouse gases relate to climate change
- Explain how climate change affects local regional, national, and global ecosystems, landscapes, and weather patterns
Unit 3: The Environment & Society

The focus of this unit is the reciprocal relationship of the human world and the natural world. Not only will students gain an understanding of how people can personally affect change and be affected by it, but also how larger societal structures impact and are impacted by changes in the environment. Students will also examine the effects of various policy decisions at local and global levels.

Students will be able to:
- Explore aboriginal perspectives in terms of the relationship between people and the land they inhabit
- Identify measures of environmental quality
- Examine and explain the relationship between economic development and environmental quality
- Recognize the link between quality of life and quality of the environment
- Compare "growth" economics with "triple bottom line" economics
- Understand the economic rationale for resource exploitation
- Demonstrate an understanding of concepts related to the green economy, including natural capitalism, fair trade, ethical purchasing, microfinancing, and "greenwashing"
- Evaluate how personal choices in consumption affect the environment
- Describe historical and current landmarks and models in sustainable development (eg, the Montreal Protocol, the Kyoto Protocol, Brundtland Report, etc)
- Investigate how traditional ecological knowledge can inform sustainable development and stewardship policy

Unit 4: Contemporary Environmental Issues

Although a survey of current environmental issues will be presented in this unit, the main focus is on personalization by having students choose topics for deeper study. Not only will students explore in greater depth and area of personal interest, but they will also develop greater communication skills as they share what they have learned. Students may choose to work on a project that can assist a community group in communicating information on an issue of local relevance.

Students will be able to:
- Critically examine current events pertaining to the environment
- Independently and collaboratively carry out research on topics relating to the environment using a variety of resource materials
- Create engaging presentations using both digital and print materials to share their learning
- Communicate clearly with peers and the community their opinions with respect to current events

Examples of possible topics areas for student investigation:
- Impact of oil and gas exploration (eg, oil sands, shale gas/fracking, pipeline construction)
- The environmental consequences of war
- Invasive species and their impact on local habitats
- Resource exploitation
- Air pollution and human health
- Freshwater availability
- Health of the oceans
- Impact of industrial agriculture
- Biodiversity loss
Unit 5: Solutions & Actions
This unit provides students with an opportunity to explore existing solutions, as well as create their own innovative solutions to a variety of environmental challenges. Students will also be able to work to implement solutions at a variety of levels from actions that can be taken personally, to projects that can be implemented at the school, community, and wider levels. Putting knowledge into practice is a crucial component for student learning. Local school programs such as recycling and composting, community gardens, and conservancy projects in local parks and waterways all require hands-on participation.

Students will be able to:
- Create and implement a plan to reduce personal and/or school ecological or carbon footprints
- Identify and compare strategies to influence behavioural change
- Create or continue to implement an action plan/activity to make schools and/or the broader community more sustainable

Examples of possible topics areas for student investigation and action:
- Analyse the efficiency of different modes of transportation and compare resulting greenhouse gas emissions
- Describe elements of green building standards and models, and explain how each reduces resource use
- Identify and compare strategies to reduce or eliminate waste going to landfills
- Describe the elements of a “sustainable community” and how each element reduces resource use
- Compare alternative energy technologies
- Explain how past, current or future legislation could help reduce greenhouse gas emissions
- Identify sustainable approaches to local, regional, national, and global food production
- Explore environmentally responsible practices in resource industries (fisheries, forestry, mining)
- Research future employment opportunities as we transition from a carbon-based economy
- Identify consumer choices that are more sustainable
- Investigate what is involved and participate in habitat restoration or environmental monitoring

Instructional Component:
- direct instruction
- interactive instruction
- independent instruction
- field based instruction
- computer exploration
- brainstorming
- group work
- self, peer, and group assessments
Assessment Component:
The following is a breakdown of student evaluation for Environmental Stewardship 11:

Learning Journals ....................... 20%
Class Presentations ....................30%
Project Participation .................. 30%
Tests .......................................... 20%

**Learning Journals:** Learning Journals are an opportunity for students to demonstrate their learning in the course. Students will be required to keep an ongoing journal designed to reflect upon their involvement and learning experiences associated with this course. Entries can be written or typed, and can be in any format the student imagines, including (but not limited to) academic writing, stream of consciousness writing, poetry, prose, cartoons, artistic expression, questions and answers, letter writing, etc. Journals will be collected twice each term and will not be shared with anyone other than the teacher (unless permission is granted).

**Class Presentations:** Approximately once a month students will make a presentation on topics drawn from the objectives listed in the units of this course. The purpose of these presentations is to familiarize the class with terminology, organizations, movements, and challenges, and potential solutions as well as provide students with an opportunity to learn to communicate their ideas. Presentations only need to be about 10 minutes in length but could be longer, and should provide the class with a thorough understanding of the topic covered, as well as generate class ideas and discussions.

Presentations can be made by an individual student or as a result of student collaboration. Creative and imaginative approaches are encouraged.

**Project Participation:** Each term, students will be required to actively participate in at least one project or activity as outlined in Unit 5. A minimum of 15 hours each term should be logged by each student. Some class time will be allocated for work on these projects, but students may also choose to participate on community projects and initiatives outside of the class (e.g., afterschool, on weekends, or during school holidays). In addition to participation, students will also be required to directly reflect upon their experiences in their journals. Finally, it is expected that students display a respectful and cooperative attitude towards classmates, members of the school community, those community leaders involved in any projects, and members of the general community at large.

**Tests:** Units 1, 2, 3, and 4 of this course all entail a certain degree of understanding centered around sustainability. Each of these units will periodically have tests and quizzes designed to assess each student's understanding of the concepts covered during classroom instruction and presentations.
Learning Resources:
The BC Ministry of Education "Sustainability Course Content; A Curriculum Framework" document (November 5, 2012) has included an extensive list of possible learning resources for both teachers and students to access. This list includes:

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collapse</td>
<td>Jared Diamond</td>
</tr>
<tr>
<td>Cradle to Cradle</td>
<td>William McDonough and Michael Braungart</td>
</tr>
<tr>
<td>David Suzuki’s Green Guide</td>
<td>David Suzuki</td>
</tr>
<tr>
<td>Ecoholic</td>
<td>Adria Vasil</td>
</tr>
<tr>
<td>Environmental Learning and Experience: Guide, Videos and Curriculum Maps (online at <a href="http://www.bced.gov.bc.ca/environment_ed/">www.bced.gov.bc.ca/environment_ed/</a>)</td>
<td>BC Ministry of Education</td>
</tr>
<tr>
<td>Greening School Grounds: Creating Habitats for Learning</td>
<td>Tim Grant and Gail Littlejohn</td>
</tr>
<tr>
<td>Last Child in the Woods</td>
<td>Richard Louv</td>
</tr>
<tr>
<td>Plan B 3.0 Mobilizing to Save Civilization</td>
<td>Lester R. Brown</td>
</tr>
<tr>
<td>(online at <a href="http://www.earth-policy.org/Books/PB3/Contents.htm">www.earth-policy.org/Books/PB3/Contents.htm</a>)</td>
<td></td>
</tr>
<tr>
<td>Plants of Coastal British Columbia</td>
<td>Jim Pojar and Andy MacKinnon</td>
</tr>
<tr>
<td>Plants of Northern British Columbia</td>
<td>Andy MacKinnon</td>
</tr>
<tr>
<td>Plants of Southern Interior British Columbia and the Inland Northwest</td>
<td>Roberta Parish, Ray Coupe and Dennis Lloyd</td>
</tr>
<tr>
<td>Social Marketing</td>
<td>Doug McKenzie Mohr</td>
</tr>
<tr>
<td>Stormy Weather: 101 Solutions to Global Climate Change</td>
<td>Guy Dauncey</td>
</tr>
<tr>
<td>Teaching About Climate Change: Cool Schools Tackle Global Warming</td>
<td>Tim Grant and Gail Littlejohn</td>
</tr>
<tr>
<td>Teaching Green: The High School Years</td>
<td>Tim Grant and Gail Littlejohn</td>
</tr>
<tr>
<td>The Better World Handbook</td>
<td>Ellis Jones, Ross Haenfler, Brett Johnson</td>
</tr>
<tr>
<td>The Earth Charter in Action</td>
<td>Ed. Peter Blaze Corcoran</td>
</tr>
<tr>
<td>The Green Collar Economy</td>
<td>Van Jones</td>
</tr>
<tr>
<td>The Lorax</td>
<td>Dr. Seuss</td>
</tr>
</tbody>
</table>
The Omnivore's Dilemma
Michael Pollan

Ed. Alex Steffen

**Multimedia**
- A Journey to Planet Earth – Series
- An Inconvenient Truth
- Blue Planet
- Nova, Global Warming – What's up with the Weather?
- Power of Community: How Cuba Survived Peak Oil
- Who Killed the Electric Car?

**Websites**

<table>
<thead>
<tr>
<th>Title</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breathing Earth Simulation</td>
<td><a href="http://www.breathingearth.net">www.breathingearth.net</a></td>
</tr>
<tr>
<td>Calculating your Ecological Footprint</td>
<td><a href="http://www.myfootprint.org">www.myfootprint.org</a></td>
</tr>
<tr>
<td>Climate Change Education in Northern Canada</td>
<td><a href="http://www.climatechangenorth.ca">www.climatechangenorth.ca</a></td>
</tr>
<tr>
<td>Did you Know (Sonny BMG Rome 2008 (4:54)</td>
<td><a href="http://www.youtube.com/watch?v=EOpA9kNb3fk&amp;feature=fvst">www.youtube.com/watch?v=EOpA9kNb3fk&amp;feature=fvst</a></td>
</tr>
<tr>
<td>GoodWork Canada (Green Job Site)</td>
<td><a href="http://www.planetfriendly.net/gw.php">www.planetfriendly.net/gw.php</a></td>
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<tr>
<td>Janine Benyus Shares Nature's Design (24:00)</td>
<td><a href="http://www.ted.com/talks/lang/eng/janine_benyus_shares_nature_s_designs.html">www.ted.com/talks/lang/eng/janine_benyus_shares_nature_s_designs.html</a></td>
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<tr>
<td>Resources for Rethinking</td>
<td><a href="http://www.resources4rethinking.ca/en/home">www.resources4rethinking.ca/en/home</a></td>
</tr>
<tr>
<td>Sea Choice</td>
<td><a href="http://www.seachoice.org">www.seachoice.org</a></td>
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</tbody>
</table>
Severn Suzuki Speaking at the Sharing the Dream Webcast 2009 (22:12)

http://bcelc.insinc.com/sharingthedream/20090430/

The Ecological Footprint (4:59)

www.youtube.com/watch?v=94tYMWz_1a4

The Story of Stuff

www.storyofstuff.com

Traditional Ecological Knowledge

http://ankn.uaf.edu/IKS/tek.html

Waste = Food (49:23)

http://video.google.nl/videoplay?docid=-3058533428492266222

Workcabin (Environmental Jobs)

http://workcabin.ca
Nanaimo Ladysmith Public Schools  
DEPUTY SUPERINTENDENT’S REPORT  

Learning Services  
Education Committee Meeting  
March, 2013  

1) Organization and Operations:  
- Review “Success for All” Organization Team input  
  Thought Stream input  
  Budget  
- Beginning to create Budget Strategies  

2) HR  
- Local Bargaining for NDTA and CUPE Learning Services representation at meetings.  
- District Wide Assessment discussion with NDTA  
- Department Head model discussions with NDTA  

3) Board  
- Input on vision and planning with the Strategic Planning for the next 10 year timeline  

4) Communications  
- Local Calendar Consultations  

5) Attachments and Board Requests:  
- “Success for All” poster  
- IB Program: Motion – Request that staff look into the possibility of having an International Baccalaureate Primary Years Program (BYB IB) in the district and report back to the Education Committee”. Please note that the Learning Services Department has forward this motion to the Strategic Plan and 10 Year Timeline.  
- Final Analysis of Bill 22 and Staffing  
- L@Home Teacher/student ratio’  
- Academy Report  
- “Success For All” Thought stream report  
- “Success For All” Budget  

John Blain  
Deputy Superintendent of Schools
From Trustee Neary

Although the Board has approved the Business Committee recommendation to consult on school calendar changes, the rationale for doing so arises from the education initiatives being proposed by the Department of Learning Services. The proposal was brought to the Business Committee initially, in the interests of transparency, because of the budget reduction strategy suggested as part of the initiative, although the Deputy Supt. has indicated to me that the Department of Learning Services wishes to pursue the educational initiative regardless of whether or not the budget strategy is considered and included.

Since the recommendation I have been asked many questions about the two proposed Success for All Days:

- What will be their purpose / objectives?
  
  To continue the learning initiative with the implementation of District Wide Screening/Assessment.

- What will the days look like / how will they be structured / what kind of subject / training matter will be discussed or delivered, and how / what kind of activities will take place?
  
  The content and activities will be developed in a collaborative way with all employee groups to best develop and support this initiative. The days will be created in a more zonal concept in the schools in September, and possible a larger grouping in January.

- Who will decide, design and deliver the material?
  
  Learning Services/HR/NDTA/CUPE

- What kind of format is anticipated / how will staff be organized?
  
  To be developed.

- What is/are the expected benefits of these two in-service days?
  
  The development and implementation of district goals and district wide screening/assessment.

- How will the benefits / effectiveness of these activities be measured?
  
  Annual review and assessment tools.

- Is there any research that can be cited, in support of the proposal?
  
  Presenters for groups will provide information.

All of the above questions also apply to the proposed 1 hour/week morning sessions, plus others:

- Why would EAs not be included?
  
  This proposal includes all staff in schools, including EA’s.

- Would there be any benefit to including EAs and, if so, how would they take part / benefit?
  
  Yes that is the intention and Learning Services department feel by having all EA’s and teachers present weekly the Learning improvement initiative has a far greater opportunity to move forward.

- Would it be more beneficial to provide job specific in-service to EAs separately?

  The PLC initiative allows for that flexibility.
- What measures, if any, will be put into place to deal with students who arrive in school at the normal start time?

Based on school needs, the LS Department will support ideas and programs for early arrivals.

- Who will take the lead in these learning groups / how will the activities and results be monitored and measured for effectiveness / success?

School based staff and administrator in collaboration based on district guidelines and goals.