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 - October 2012

   That the minutes of the Education Committee Meeting held October 10, 2012 be adopted.

7. PRESENTATIONS

   7.1 Brenda Shaw - Mid Island Co-Op
       Creating a Co-Operative Business Model - The Co-Op Project

   7.2 Dover Bay Secondary - A Model for 21st Century Learning
       Robyn Gray, Bob Brooks, Maragaret Olsen
       Scott Christianson, Ted McPherson, Bob Bradbury and Janet Nelson
8. **EDUCATIONAL UPDATE - Report from John Blain, Deputy Superintendent**

8.1 J. Blain Report

9. **CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING**

9.1 Ms. Tina Olesen
RE: "Mind-Up" Curriculum
Referred from the October 24, 2012 Agenda

10. **UNFINISHED BUSINESS**

10.1 Ministry of Education Forum - October 15th - Graduation Requirements Discussion

11. **NEW BUSINESS**

11.1 Canada Learning Bond - Trustee Robinson


That the Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) that staff be asked to take the necessary steps to widely publicize the information related to the Canada Learning Bond.

11.2 Darlene Crane, Instructional Coordinator
RE: RTI (Response to Intervention)

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*
Please note that the proceedings of this meeting are being recorded to assist in the preparation of the minutes of the meeting. The recording of this meeting are records of the School District, as defined in the Freedom of Information and Protection of Privacy Act, and as such may be the subject of access requests under the Act.

13. ADJOURNMENT
THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
MINUTES OF EDUCATION COMMITTEE
HELD OCTOBER 10, 2012

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

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

ABSENT
S. Welch

IN ATTENDANCE
J. Green, NDTA Rep
T. McKay, NSAA Rep
A. Cameron, DPAC Rep

CALL TO ORDER
The Chair called the meeting to order at 6:00 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 Saunders
Folio
E12/10/10-01
That the Agenda be approved.
CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES
IT WAS MOVED BY Trustee Saunders
IT WAS SECONDED BY Trustee Curley
Folio
E12/10/10-02
That the minutes of the September 12, 2012 Education Committee Meeting be approved.
CARRIED UNANIMOUSLY
PRESENTATIONS

Ms. Karina Younk, Principal of Park Avenue Elementary Music Counts "Band Aid" Application

Ms. Younk, principal of Park Avenue Elementary introduced Hugh Middleton, the school's band teacher. Mr. Middleton said he is seeking support from the Board of Education for an application for a $10,000 "Band Aid" grant from Music Counts, a Canadian music charity. The grant would be used to build a pool of instruments for use by students in the band program in the school.

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

Folio
E12/10/10-02

That the Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) that it provide a letter of support endorsing the Park Avenue Elementary Band Aid Application.

Motion to Amend

IT WAS MOVED BY Trustee Saunders
IT WAS SECONDED BY Trustee Brennan

Folio
E12/10/10-03

That the motion be amended to include "and staff to provide information and statistics to further enhance the application.

CARRIED UNANIMOUSLY

On the Main Motion as Amended

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

On the Main Motion as Amended

Folio
E12/10/10-04

That the Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) that it provide a letter of support endorsing the Park Avenue Elementary Band Aid Application and that staff provide information and statistics to further enhance the application.

CARRIED UNANIMOUSLY

Drew Cooper, PacificSport - Vancouver Island Physical Literacy - Self Regulation

Mr. Drew Cooper, from Pacific Sport – Vancouver Island, spoke to the Education Committee about physical literacy.

He said that physical literacy is the foundation that allows people to be active all of their life and
that children need to learn basic physical skills. Instead, he said, today’s children have much lower levels of physical activity. For example, most children no longer walk or bike to and from school. This decline of physical activity will have a life-long impact on today’s students’ health.

Mr. Cooper said the Board has the opportunity to put physical literacy front and centre in the strategic plan, and that this focus would help parents understand the importance of children learning basic physical skills.

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

The Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) that we refer the presentation “Physical Literacy - Self Regulation” for consideration to be included in the strategic plan on the theme of student well being.

CARRIED UNANIMOUSLY

**EDUCATIONAL UPDATE - Report from John Blain, Deputy Superintendent**

**Learning Services Report** Mr. Blain spoke to the committee about the following areas that the Learning Services Department is involved in:

- Organizational Structures
- Operations
- Human Resources
- Business Operations
- Communication
- Ministry
- Board requests for Information
- Graduation Requirements Dialogue
- BAA YELDV 11 - English Language Development 11

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

That the Deputy Superintendent Learning Services Report be received.

CARRIED UNANIMOUSLY
CORRESPONDENCE
REFERRED FROM THE REGULAR BOARD MEETING

Ms. Sharon Gregson
Integrated Early Care & Learning in BC
$10/Day/Child Care Plan

Committee members said if a $10/Day/Child Care Plan is initiated that it would need to be fully funded, it is an important initiative that needs to be supported.

IT WAS MOVED BY Trustee Curley
IT WAS SECONDED BY Trustee Neary

Folio E12/10/10-07
The Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) endorse the Community Plan for a Public System of Integrated Early Care and Learning, otherwise known as the $10/Day/Child Care Plan.
CARRIED UNANIMOUSLY

IT WAS MOVED BY Trustee Curley
IT WAS SECONDED BY Trustee Allen

Folio E12/10/10-08
The Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) encourages awareness of the $10/Day/Plan to our partner groups and request that they endorse the program as well.
CARRIED UNANIMOUSLY

UNFINISHED BUSINESS
There was no Unfinished Business on the Agenda this evening.

NEW BUSINESS
Graduation Requirements - Consultation
This item was moved to the November Education Committee Agenda.

QUESTION PERIOD
There were no questions this evening.

ADJOURNMENT
Folio E12/10/10/-09
That the meeting be adjourned.
CARRIED UNANIMOUSLY

The meeting adjourned at 8:00 pm.
What is a Co-operative?

A Co-operative is a business owned and operated by a group of individuals for their mutual benefit. There are several types of Co-operatives: Supply, Marketing or Producers', Financial, Service and Worker.

Who is Mid Island Co-op?

Mid Island Co-op has been in business since 1959 and was created by local citizens as an alternative way to provide themselves with goods and services. We currently have more than 33,000 members throughout our territory; spanning from North Cowichan to Whisky Creek, including Gabriola Island and Salt Spring Island.

Mid Island Co-op has ten retail petroleum and Co-op Convenience Store locations, four commercial Cardlocks, and a Co-op Convenience Store/Serious Coffee Bistro. In order to serve our members better, we are continuing to expand and develop Mid Island Co-op throughout the Mid Vancouver Island Region.

All of our profits stay in the communities we serve through re-investment in the Co-op, equity allocations to our member-owners and through contributions to community organizations including local youth. www.midisland.coop

Examples of other Co-operatives in our community.

- **Vancouver Island Heritage Food Service Co-op** - Created to mobilize partners to rebuild local food systems in the Island Coastal region; including non-profit organizations, food security, community economic development and climate change, farmers, alternative distributors, workers and co-packing kitchens. The co-op membership is open to those who wish to support local farmers ability to increase their production by offering them premium prices and facilitating value-adding product development. www.heritagefoodservice.coop

- **Cowichan Bio-Fuel Co-op** - Created to provide members with a community-scale green fuel supply not previously available in the Cowichan Valley. They source used kitchen oil from local restaurants and process it into Straight Vegetable Oil (SVO) and Bio-Diesel (B100) to fuel members vehicles. www.smellbetter.org

- **Nanaimo Car Share Co-op** - A new co-operative in the development stages in Nanaimo that allows members to have access to shared vehicles; thereby sharing in the cost, maintenance, repairs and insurance at a significantly lower cost than if each individual purchased their own vehicle. This also helps to reduce personal usage and pollution.

- **Cedar Opportunities Co-op** - A retail co-operative that has been created to provide employment and inclusion for people with developmental disabilities. With the help of a their
families, these persons will be able to take part in the ownership and operations of their own business. Anyone can be a member, but only members with developmental disabilities can share in the company profits. They are set to open their first business venture, a Café, in Cedar sometime in 2011. www.cedaropportunities.coop

- Harewood Community Centre Co-op (HC3) - A non-profit, member-owned and operated Community Service Cooperative. HC3 works to bring together a variety of community agencies to work co-operatively in order to enhance the quality of life for the people of Harewood and surrounding areas through the establishment of a community centre that would provide locally based health and wellness services and resources. http://hc3info.wordpress.com/
These Co-operative Principles are guidelines by which co-operatives put their values into practice. The following statement of principles was developed though the International Co-operative Alliance.

1. Voluntary and open membership
Co-operatives are voluntary organizations, open to all persons able to use their services and willing to accept the responsibilities of membership, without gender, social, racial, political or religious discrimination.

2. Democratic Control
Co-operatives are democratic organizations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives, members have equal voting rights (one member, one vote) and co-operatives at other levels are also organized in a democratic manner.

3. Member Economic Participation
Members contribute equitably to, and democratically control, the capital of their co-operative. At least part of that capital is usually the common property of the co-operative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocated surpluses for any or all of the following purposes: developing their co-operative possibly by setting up reserves, part of which at least would be indivisible; benefiting members in proportion to their transactions with the co-operative; and supporting other activities approved by the membership.

4. Autonomy and Independence
Co-operatives are autonomous, self-help organizations controlled by their members. If they enter into agreements with other organizations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their co-operative autonomy.

5. Education, training and information
Co-operatives provide education and training for their members, elected representatives, managers, and employees so they can contribute effectively to the development of their co-operatives. They inform the general public, particularly young people and opinion leaders, about the nature and benefits of co-operation.

6. Co-operation among co-operatives
Co-operatives serve their members most effectively and strengthen the co-operatives movement by working together through local, regional, national and international structures.

7. Concern for Community
Co-operatives work for the sustainable development of their communities through policies approved by their members.
Project Outline

Overview:
- Create a model of a Co-operative business.

Goals:
- The Co-operative Project will increase students’ awareness and understanding of the power of co-operation. As well, it will give students a sense of individual and community responsibility.

Outline:
- Create a Co-operative business model that demonstrates an understanding of the 7 Co-operative Principles.
- Create a display using text, posters or other visuals to explain your idea.
- This project can be adapted to any subject of the teachers or classes choosing (As this project will be displayed at the Green Solutions Trade Show, we encourage classes to “think green” when brainstorming possible co-operative models).
- Feel free to be creative and make this project your own.

Evaluation:
- Demonstrates an understanding of the 7 Co-operative Principles.
- Provides depth and coverage of the topic.
- Presentation is well organized and coherent.

Prizes:
- All participating classes will receive $100 for their class to use at their discretion.
- Cash prizes of 1st: $800, 2nd: $600, and 3rd: $400 will be awarded to the classes with the top three projects that demonstrate an exceptional understanding and execution of the Seven Co-operative Principles.

Projects will be put on display at the 2013 Green Solutions Trade Show and Speakers Forum, April 6 & 7th, 2013 at Beban Park.

Project may be done as a class, in groups or as individuals; however, only one submission per class will be accepted.

Please submit all entries to:

#103-2517 Bowen Road
Nanaimo, BC
V9T 3L2
Attn: Susan Urban

DUE DATE: March 11, 2013

For more information, please contact Susan Urban, Community Relations - Mid Island Co-op, at 250.729.8413 or susan@midisland.coop
Dover Optional: A 21st Century Learning Model

Draft Plan: 2012-2013
A. Explore and collect information in order to design a model exclusive to Dover Bay Secondary School.
B. Design three different models for staff consideration.
C. Develop a communication plan for parents/community.
D. Consult with and acquire input from students regarding 21st century learning model at Dover Bay.

Vision:
Dover Bay will develop and implement a 21st century learning model designed to meet each student's unique needs through an interdisciplinary, collaborative, project-based and community-connected personalized learning system.
School District 68 (Nanaimo-Ladysmith)

DEPUTY SUPERINTENDENT’S REPORT

Education Committee Meeting

November 2012

Learning Services October, 2012 Update:

1) Organization and Operations:
   - Hiring process and timeline for hiring TTOCs
   - Posted and shortlisting Principals and Vice-Principals
   - Principals, Vice-Principal, and School Based Team Chairs workshop for RTI and its application
   - Preliminary discussions on facilities and seismic upgrades preparing for Strategic plan

2) HR
   - Working with HR in-servicing Principals and Vice-Principals on investigations.
   - Incorporating Assistant Superintendents working with HR on investigations.

3) Board
   - Graduation Forum
   - Preparing information for the Strategic Plan

4) Communications
   - The development and Board presentation of “Success for All”
   - Supporting and coordinating communication for the implementation of Self Regulation consultation and classroom
   - Continued dialogue with unions to promote positive/open dialogue.

5) Attachment and Board Requests:
   - Elementary Band Programs

John Blain
Deputy Superintendent of Schools
### Band programs in Nanaimo-Ladysmith Schools

**Schools with band programs**

<table>
<thead>
<tr>
<th>School</th>
<th>Elementary</th>
<th>Grade</th>
<th>Secondary</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank J. Ney</td>
<td></td>
<td>Grades 6/7</td>
<td>Cedar Community Secondary</td>
<td>2 band blocks second semester</td>
</tr>
<tr>
<td>Pauline Haarer</td>
<td></td>
<td>Grades 5/6/7 (grade 5s included because of split 5/6 class; usually only grades 6/7)</td>
<td>NDSS</td>
<td>Concert Band 8-12 and Jazz Band 9-12 (outside of the timetable)</td>
</tr>
<tr>
<td>Departure Bay</td>
<td></td>
<td>Grade 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coal Tyee</td>
<td></td>
<td>Grades 5 to 7 (before school 7:30 to 8:30 Mon &amp; Wed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Park Avenue</td>
<td></td>
<td>Grades 5 to 7 (3 classes; 5/6, 6/7 and 7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seaview</td>
<td></td>
<td>Grade 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cilaire</td>
<td></td>
<td>Grade 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forest Park</td>
<td></td>
<td>Grade 6 and 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quarterway</td>
<td></td>
<td>Grade 6 and 7 band classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Cedar</td>
<td></td>
<td>Grade 6 and 7 (two classes)</td>
<td></td>
<td></td>
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<tr>
<td>Intermediate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Oyster</td>
<td></td>
<td>Grades 5 to 7 (one class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Randerson Ridge</td>
<td></td>
<td>Grade 7 and Grade 6/7 band class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Schools without band programs

<table>
<thead>
<tr>
<th>School</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uplands Park</td>
<td>Looking into after Christmas</td>
</tr>
<tr>
<td>Pleasant Valley</td>
<td>Music program; no band</td>
</tr>
<tr>
<td>Brechin</td>
<td>No band program</td>
</tr>
<tr>
<td>Chase River</td>
<td>Music program; no band</td>
</tr>
<tr>
<td>South Wellington</td>
<td>Music program; no band</td>
</tr>
<tr>
<td>McGirr</td>
<td>No band program</td>
</tr>
<tr>
<td>Ladysmith Intermediate</td>
<td>No band program</td>
</tr>
<tr>
<td>Senior Learning Alternatives</td>
<td>Guitar course; no band</td>
</tr>
<tr>
<td>Junior Learning Alternatives</td>
<td>Guitar course; no band</td>
</tr>
<tr>
<td>Ladysmith Primary</td>
<td>No band program</td>
</tr>
</tbody>
</table>

#### Missing schools:

Bayview, Cinnabar, Davis Road, Fairview, Gabriola, Georgia Avenue, Hammond Bay, Mountain View, Rock City, Rutherford, Woodbank Primary
Ms. Tina Olesen
RE: "Mind-Up" Curriculum
MindUP™: a Critique

By Ms. T. Olesen, B.Ed.; Special Ed. Diploma

As educators, we are entrusted with training children up to be contributing members of society. Character development is fundamental to education. This is why, as teachers, we are held to a higher moral standard by society, because we are expected to set a moral example. We are also given the privilege and responsibility of selecting curriculum materials which foster moral character development. Goldie Hawn's MindUP™ curriculum does not foster moral character development; on the contrary, it fosters pleasure-seeking behavior and self-centeredness. The false premise that MindUP™ is founded upon, and operates from, is: "Life is all about achieving my own personal happiness." Therefore, MindUP™ damages the innate conscience by giving children a false premise upon which to base their thinking, choices and actions, which ultimately form their character.

MindUP™ is a program developed by the Hawn Foundation, an organization established by actress Goldie Hawn. The stated purpose of the Hawn Foundation from their website reads:

"The mission of The Hawn Foundation is to equip children with the social and emotional skills they need to navigate the challenges of the contemporary world in order to lead smarter, healthier, and happier lives. Working with leading neuroscientists, educators, and researchers, The Hawn Foundation developed the evidence-based MindUP™ program, a family of social, emotional, and attentional self-regulatory skills and strategies developed for cultivating
wellbeing, emotional balance, and resiliency. Among the various MindUP™ skills taught to students, focused attention and nonreactive monitoring of experience from moment to moment without judgement display the potential to have a long-term impact on brain function and social and emotional behavior."¹

After sifting through the jargon, the faulty argument for the MindUP™ program becomes clear: the assumption is that children are unable to learn when they feel stressed or unhappy; and so, therefore, if kids are taught how to make themselves feel happy, they will then be able to learn. The Hawn Foundation is funding research studies at UBC in an attempt to prove the effectiveness of their curriculum at making children happier, better learners. Before looking at the validity of their “scientific” argument for their curriculum, however, it is important to examine the moral validity of their underlying premise.

The purpose of public education is to prepare children to become contributing members of their community. Any curriculum must serve this purpose, or it is a waste of time. All teachers and curriculum writers have a worldview, which underlies the curriculum they create. Their worldview is revealed in their conclusions about the purpose of life, and by how they seek to prepare children for that purpose.

“When I was 11 years old, I decided that what I wanted to be in life was happy,” said Goldie Hawn.² Her philosophy of life is consistent with the Dalai Lama’s worldview, that happiness is the purpose of life.³ In an interview, the Dalai Lama stated

¹ [http://www.thehawnfoundation.org/mission](http://www.thehawnfoundation.org/mission)
that “all negative emotions of the mind can be eliminated. Once the mind is purified, you are a Buddha.” He also stated that nirvana (“permanent cessation of suffering”) is “possible because it is possible to eliminate all negative emotions.”

4 In the teaching of Buddhism, pain and suffering is ended by killing or silencing one’s desires and keeping one’s senses under control. In the Eightfold Path of Buddhism, adherents are taught the practice of mindfulness and meditation (very similar to the mindfulness or “Core Practice” of “focused awareness” taught in MindUP™, as described on pages 42-47 of the curriculum guide). According to the “Four Noble Truths” of Buddhism, stress and unhappiness are caused by our desires, and the proposed solution is letting go of desire by using the practices in the Eightfold Path.

5 “Negative emotions arise from a misconception of reality,” states the Dalai Lama. The Buddhist stance is that all suffering (and everything that we perceive) is an illusion. All emotions other than happiness are labelled as “negative”. Mindfulness, then, is a method of escaping from or denying “negative emotions” (and thus reality), so that one can be “happy”.

There are several practical problems with this philosophy. Personal happiness is subjective and arbitrary, and may at times come into conflict with another person’s happiness. What if what makes me happy makes someone else unhappy? In that case, who gets to decide who gets to be happy? This philosophy has the inherent danger of the person who holds to it becoming a hedonist (someone who leads a self-indulgent life of pleasure seeking.) It can also lead to a complete refusal to face reality if it is unpleasant, or a refusal to do anything that runs the risk of making yourself unhappy. Sometimes doing the right thing does not feel good. Does a soldier who is going off to defend his

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4 http://www.lifepositive.com/Spirit/world-religions/buddhism/dalai-interview.asp
6 http://buddhism.about.com/od/foundationalteachings/p/morality.htm
country, kissing his young bride good-bye, feel “happy”? Should he refuse to do his duty because it makes him unhappy to leave his wife, or because it makes his wife unhappy? The moral implications for this “life is all about my being happy” philosophy are far reaching. If we as educators are serious about the responsibility of fostering character development in our students, then we will not want to teach them that life is about making themselves happy.

A person who is only concerned with making himself happy will have this as an ulterior motive for anything that he does for another person. An example of this can be found in the “Performing Acts of Kindness” section of the MindUP™ curriculum. The curriculum guide advises teachers to “clarify for the class” that “when we act selflessly, our brain rewards us with good feelings.” The guide also states that “When a group works together in a positive way – specifically, through altruism – feelings of kindness, enhanced levels of dopamine, and opportunities for activating the neural pathways of pleasure and reward multiply.” To truly be acting selflessly, a person is not concerned with what he is going to get out of the action for himself. Altruism is defined as “selflessness: an attitude or way of behaving marked by unselfish concern for the welfare of others; belief in acting for others’ good: the belief that acting for the benefit of others is right and good.” You cannot be truly altruistic if your motivation is actually selfish – wanting to get good feelings for yourself. Therefore, it is not altruism this curriculum actually teaches, but rather it is teaching children to use others for self-indulgence in a dopamine high. Even the activities that appear to be other-centered, such as “acts of kindness”, have the underlying self-centered motivation of giving yourself feelings of

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92 Encarta Dictionary
happiness, and "boosting the production of the feel-good neurotransmitter dopamine". An article from Scientific American about MindUP™ states:

"Kids are taught, for example, that random acts of kindness matter. They know about mirror neurons, Hawn says, and they learn that you become happy when you give to someone else, a lesson in line with the teachings of the Dalai Lama. Similarly, in "gratitude journals," children regularly jot down what they are grateful for. I think this is also designed to make them feel good (Hawn invoked dopamine, the brain chemical for reward, in her talk), and to build better relationships." 

Thus, the curriculum is not teaching true kindness, but it is teaching the practice of a false "kindness" with an ulterior motive. The message given in MindUP™ is not, "be kind because it is the right thing to do" but rather "be kind because there's something in it for you." In fact, the MindUP™ curriculum stays away from holding up any objective standard of right and wrong. Although it states that some behavior responses are "unmindful", it gives no clear objective criteria for a moral standard of behavior. It teaches children that they are not to judge their thoughts and feelings:

*Mindful awareness can be described as “focusing without judgement,” or “focused attention and nonreactive monitoring of experience from moment to moment without judgement.”

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Our innate conscience is what passes judgment on our thoughts and behavior, warning us against doing what is wrong. When children learn to judge between right and wrong by relying on their innate conscience, and when they act in accordance with what is right, no matter how “happy” they feel about doing it, then they develop moral character as a result. Take for example, a child who refuses to steal something (even though he wants to) because he knows it is wrong to steal. He disciplines himself to do the right thing, even though he might have the idea that this thing he wanted to steal would make him feel “happy”. Thus, doing what is right, not necessarily what makes him happy, leads to moral character development.

MindUP™ blurs the boundary between right and wrong, teaching children not to exercise judgment, and thus it teaches them not to listen to their innate conscience. It leaves children adrift in a sea of moral relativism, afraid to exercise judgment. "The test of every religious, political, or educational system is the man which it forms. If a system injures the intelligence it is bad. If it injures the character it is vicious. If it injures the conscience it is criminal."16 MindUP™ is injurious to the conscience, because it buries the innate conscience, creating instead a false conscience that leads children to make their own subjective happiness the basis of their decisions and actions, instead of grounding them in the solid basis of objective moral reality. A child’s feelings are to work in concert with her innate conscience to reveal reality to her, and to warn her of danger. In the physical body, pain warns us of physical danger, and in the realm of the feelings, pain can also warn us of a potential moral danger or violation. If this pain is buried or denied, the innate conscience is also buried or denied, leaving the child unprotected from potential danger. Can you imagine if, when a child touched a hot

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16 Henri-Frédéric Amiel
stove, she felt pain, but then she told herself that she was not going to make a judgement or act on that feeling? If children are taught not to use judgement, they will also be unable to think critically. Again, this leaves them exposed and unprotected.

While the MindUP™ program claims to be teaching children to be non-judgmental, the curriculum is actually making a judgment on unhappiness. It judges unhappiness as evil, as something to be avoided at all costs, and as a detriment to learning. It teaches children to judge all emotions other than happiness as negative emotions that ought to be dismissed as an illusion, or avoided by detachment or escapism.

Unhappiness actually has a good purpose in our lives. It can indicate that something is wrong, either in our environment or in us. A child who is unhappy may have a very good reason for being unhappy. His unhappiness may well be the right feeling for his circumstance. For example, perhaps the child is unhappy because his parent is abusing drugs. His unhappiness about this sad state of affairs is the right feeling to have for that circumstance, and he needs to be affirmed in it. It is harmful to teach a child that there is something wrong about feeling unhappy in that situation. To deny his unhappy feelings, or teach him to avoid them or escape from them, gives him the damaging message that he is wrong for feeling the way he does about it.

Unhappiness can also be an indication that we are in the wrong about something. Perhaps a child is sulking and unhappy because he wants something all to himself, and he has to share it with someone else. His own selfishness is causing his unhappiness. The unhappiness is the right feeling to have for being selfish, and he needs to be shown that he is causing his own misery by his selfishness. He needs to be encouraged to share,
not in order to make himself happy, but because sharing is the right thing to do. Will sharing make him happy? It might, but it might not. *Doing what it right doesn’t always make you feel happy.* Happy feelings are not the end goal – the end goal is moral character development: learning to make yourself do what it right, whether or not it *feels* good to you.

If having happy feelings becomes a child’s end goal in life, then he is likely to become dependent upon happy feelings and seeking pleasure. He will not learn to how to receive unhappiness in such a way as to learn from it, but instead he will try to escape or flee from it. Mindfulness meditation is a means of escape from reality; an escape from unhappiness into a *dopamine pleasure surge.* Much ado is made about *dopamine* in the MindUP™ curriculum. The curriculum guide states, “Of course, dopamine is also released when people indulge in high-risk activities such as drug or alcohol use, promiscuity, fast driving, and overeating. However, when kids get their pleasure surge from activities that generate positive feelings overall, they are less likely to seek it in high risk activities that also promote dopamine release.”

Actually, the American Academy of Neurology reports that “dopamine drives us to get what we want, but not avoid what we fear” and that “dopamine replacement therapy can cause compulsive behaviors, such as overeating and gambling addictions.” According to the Journal of Neuroscience, “individuals with boosted brain dopamine levels were more likely to act impulsively with need for instant gratification.” How would training a child to run away from unhappiness by seeking a “dopamine pleasure surge” protect them from

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9 Journal of Neuroscience; Dopamine, Time and Impulsivity in Humans; Pine D. et al; June 2010 from http://www.livestrong.com/article/408170-what-are-the-effects-of-too-much-dopamine/#ixzz289cAgABJ
seeking more and more dopamine? If we do not teach children how to accept and adjust to reality and to deal with their unhappiness responsibly, instead of denying reality and escaping from it, they will have no protection from the quick fix offered by the many forms of the “dopamine pleasure surge” available to them.

A child who is unhappy due to the suffering she is experiencing as a result of an immoral home environment needs compassion, not a “dopamine pleasure surge”. She must be heard in the truth of her unhappiness, and assured that her unhappy feeling lines up with the reality of her suffering. Compassion suffers alongside the child, and cries with her. Compassion also helps the child not to escape the suffering, but to learn from it. With guidance, a child can learn from her suffering that immorality causes suffering. She can learn to associate immoral behavior with suffering, and hopefully she will want to avoid inflicting this suffering on others. Compassion does not encourage the child into self-pity, but rather it encourages her into responsible, moral behavior.

In a situation where the child’s own selfishness is the cause of her unhappiness, then her unhappiness can be helpful in showing her the consequences of selfishness. If a child is crying because she could not be first in line, how are we to respond? Are we going to tell her that her suffering is all because of her desires, but her desires are all just an illusion, and so she has to learn to kill her desires? Are we going to encourage her to go practice meditation and get a dopamine high? Not if we want to build character! If we want to build character, then we will not try to take away her unhappiness. We will insist also that her desires will not dictate to the rest of the class. We will teach her to consider others.
If we are going to build character in our students, we also have to be willing to suffer. Teaching compassionately and training children not to be selfish takes a lot of work and suffering on our part. Some days, we are probably going to experience some unhappiness, too! That is the reality of teaching when your focus is character development, because there are no quick fixes or instant solutions. As educators, we are offered many “magic wands” for instant behavior transformation without suffering, such as reward systems, Ritalin, and mindfulness meditation. We can use these magic wands if we choose, but they come with a very high price tag for our students. In addition to their various side effects and risks, they come at the cost of short-circuiting our students’ character development.

The Hawn Foundation aims their advertising right at educators’ weakness for so-called easy solutions. The curriculum is slickly packaged and uses almost every known propaganda technique to sell itself. One such technique is known as “tricky implications.” The Hawn Foundation makes statements that no one would disagree with, such as “Children today are experiencing unprecedented challenges that make it difficult, if not impossible for them to reach their potential in school.” Next, they couple this statement with the false implication that the problem is stress and anxiety: “stress and anxiety, now endemic in our culture, compromise children’s ability to focus and pay attention and erode social and emotional competencies necessary for personal wellbeing and academic success,” and then they offer their cure for stress and anxiety. The problem is not the stress and anxiety; these are merely the symptoms of underlying problems. The Hawn Foundation does not explain what is prompting all this stress and

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30 http://www.thehawnfoundation.org/welcome  
31 Ibid.
anxiety in the children, but merely states it as a fact, and attempts to target the symptoms, without addressing the underlying root problem at all. Why are children “experiencing unprecedented challenges?” What are these challenges made of? Why are children so stressed and anxious today? These are the real issues that the adults need to face. While children are responsible for how they respond to their circumstances, they are not responsible for their circumstances: adults are. Children need to be heard in the truth of their unhappiness, and how their unhappiness is the right feeling for the tragic circumstances that many of them live with day after day. The MindUP™ program gives children the damaging message that unhappiness is unacceptable. It gives them the message that their unhappiness has to be changed into happiness, and thus denies the validity of the child’s feelings and the reality of their circumstances.

Another propaganda technique used in the MindUP™ promotional materials is scientific jargon. Mindfulness has long been associated with eastern religions such as Buddhism and Hinduism. Goldie Hawn admits, “There will always be people who see this as scary, or as some kind of Eastern philosophy that they don’t want for their kids.” To try to sanitize mindfulness for the secular public schools, the Hawn Foundation has wrapped it up in scientific terminology, re-branding it as “brain based learning”. While their actual target of their curriculum is the child’s non-material mind, they turn to the physically observable grey matter, the brain, to try and make a case for their program. By focussing on the brain they are able to quantify their findings and use statistics and numbers to back up their educational theories. Much of the public can be persuaded of the efficacy of a program through the use of scientific terminology and statistics. The prevailing culture of pragmatism in education welcomes anything

http://greatergood.berkeley.edu/article/item/mindful_kids_peaceful_schools/
quantifiable, as long as it is able to demonstrate *measurable results*. Thus the Hawn Foundation is undertaking extensive studies in order to attempt to demonstrate the efficacy of the MindUP™ program, so that they will have statistics to back up their claims of being a program that gets *results*. They are funding studies at the University of British Columbia to collect data on their program. However, when you examine the nature of the studies and the data collected, it raises questions about its objectivity (such as measuring an improvement in behavior by the number of referrals to the principal's office or attempting to quantify a child's self-reported level of subjective happiness). Their evidence for the efficacy of the program comes mainly in the form of testimonials by students and teachers, reporting how the program has made them *happier*. For example, the website states that “81% learned to make themselves happy.”⁹ This is obviously a *subjective*, rather than an *objective*, measurement.

While the mindfulness promoted in the MindUP™ program is not exactly the same technique as *transcendental meditation*, it functions upon the same principle: *using meditation to relieve stress*. In a study commissioned by the German Government Ministry of Youth, Family and Health on the effects of transcendental meditation, researchers found that, for those meditators who spent longer and longer periods of time in meditation, “far reaching changes in the perception of reality occurred” and it had a “detrimental effect on the decision making process” as well as having “a negative influence on the professional careers of 58% of meditators” and “in 76% of cases psychological disorders and illnesses occurred” as a result of practicing transcendental

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⁹ http://www.thehawnfoundation.org/mindup-studies
meditation. The study, which was ruled by the West German high court to be valid, also stated that “the impressionability and openness of children leads to a multiplication in various forms of the effects of T.M. as described in this study. Some children who began the practice of T.M. at an early age, were diagnosed as having developed autistic behavior.” (See also the article that follows this paper, “Meditation: Hazardous to Your Health?” for more of the potential harmful effects of meditation).

Other propaganda techniques employed by the Hawn Foundation in promoting their program have to do with banking on popularity: the bandwagon technique and the celebrity endorsement technique. The prevailing educational trend in focusing on brain-based strategies has been growing in popularity in recent times. Various famous speakers on the subject of the human brain have been making the educational circuit, attempting to make a case for the brain becoming the target and focus of educational research and reforms. MindUP™ promoters are jumping on this bandwagon to appeal to the educational crowd. The Hawn Foundation is able to raise funds and gain support for the program by using the celebrity status of Goldie Hawn, her common-law spouse actor Kurt Russell, and her starlet daughter, Kate Hudson, who appears at promotional events for the Hawn Foundation. The website states that “…for more than a decade Ms. Hawn has dedicated herself to the advocacy of children and helping teachers better prepare young minds for learning by nurturing resilience, hopefulness, and optimism. The Foundation pursues Goldie Hawn’s vision of nurturing happiness, joy and empathy in children and the adults in their lives.” Many who may idolize Ms. Hawn and her

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26 http://www.thehawnfoundation.org/history
family will be swayed by their personal endorsement of this program. An investigation, however, of Ms. Hawn’s spiritual ties may be off putting to some (see the article excerpt at the end of this paper, “Guru’s treasure has disciples fighting over his empire”\textsuperscript{27}).

Goldie Hawn also has several well-known scientists and educators who share her inclinations on her board of directors, and their endorsement of her program may persuade those who might not be moved by Hollywood idols. This technique is well known for its efficacy in persuading people to transfer their respect toward the famous person to the product being sold. It is a technique commonly used by marketers to sell anything from wrinkle cream to running shoes. Ms. Hawn also has a “serial entrepreneur”\textsuperscript{28} on her board of directors. As she has been able to partner with one of the top marketers of educational materials, Scholastic\textsuperscript{29}, it is easy to see that there is also money to be made in this market.

It is fairly easy for the promoters of this program to gain the ear of educators when they use glittering generalities to list the immediate perceived benefits of the program. If they can make teachers think that their job will be easier, and principals think that their students will be calmer and better behaved, it becomes an easy sell. The short-lived questionable benefits of the MindUP\textsuperscript{TM} program have to be weighed against the overall long-term risks of these techniques and teachings. By risking injury to a child’s innate conscience, we risk damaging that which protects the child from harm. As teachers, we should be encouraging our students to use moral judgment, and we should be teaching them how to think critically. They need training that helps them to hear and to heed their innate moral conscience, which fosters character development. Our task as

\textsuperscript{27} Story found at: http://www.smlh.com.au/world/guru-treasure-has-disciples-fighting-over-his-empire-20110728-19671.html
\textsuperscript{28} http://www.thehawnfoundation.org/board-of-directors
\textsuperscript{29} http://teacher.scholastic.com/products/mindup/
educators is not to make our jobs easier or to make our students happy, but to help prepare them for life in the real world, where they must be able to distinguish between right and wrong. By blurring those moral boundaries and subverting the conscience, the MindUP™ curriculum steers children way off course and into harm’s way.

***The following article has been copied from the “Teacher’s Monthly” website, a site for South African teachers.***

**Meditation: Hazardous to your health?**

*Andrea Honebrick, Utne Reader, March/April 1994*

Don't overlook the side effects of this powerful transformative technique. Like the snake oil of old, meditation is sometimes pitched as a cure for whatever ails you, whether it's high blood pressure, depression, diabetes, anxiety, or arthritis. Is this mind-body magic too good to be true? Maybe. In fact, meditation may have definite downsides. In a ground breaking article in *Natural Health* (Nov./Dec. 1993), Nathaniel Mead writes that while meditation is promoted as a way to encourage relaxation, it can sometimes lead instead to anxiety, depression, and other distressing emotional and physical states. He writes, *Meditation is often presented as a benign way to relieve stress and improve overall health, but some research points to situations in which the*

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practice may be upsetting, inappropriate, or even medically ill-advised...meditation may bring about a variety of undesirable changes—physical, mental, and emotional.

Researchers even have a name for one of the side effects: relaxation induced panic, in which meditating triggers a panic attack, with its characteristic racing heart, muscle tension, head pain, and perspiration. In some cases, Mead reports, meditation can increase pre-existing depression and suicidal tendencies. Serious psychosomatic symptoms such as bleeding ulcers or asthma that had previously been under control may recur. In other cases, schizophrenic breakdowns seem to have been triggered by meditation.

Although these dire effects are relatively rare, many meditators encounter less intense problems. The list of side effects compiled by meditation teachers and researchers is remarkably long, writes Mead. These include momentary discomforts such as head-aches, sore throats, cramped muscles, and tingling or stinging sensations in some parts of the body. Some people have reported feeling unaccountably heavy, while others experience weightlessness or floating sensations. Some report sudden outbursts of laughter or crying, or both. Involuntary sighing, as well as sweating, trembling, or shivering are also common.

How could such a simple practice lead to such serious consequences? Part of the answer is that, technically, meditation is an activity of attention and concentration, not relaxation. Relaxation is a by-product of meditation, much as it is of other focused activities such as athletics, sex, knitting, or dance. While techniques vary—transcendental meditation involves concentrating on a word or phrase, Zen stress posture and breath, Tibetan methods center on visualizing colors or divine beings—all
forms of meditation are intended to activate and raise one's innate level of spiritual energy, known as chi, ki, or kundalini. And access to chi will always have some body and mind-altering effect.

Once chi is raised, the effects are unpredictable. Mental, physical, and emotional states change.

The meditator sees reality in new ways and sees him or herself in different, not always flattering, ways. In the context of transforming consciousness, this is a time-honored process, the mythological hero's guest for personal growth and wisdom.

It is not a quick or easy passage. As Mead writes, one source of meditation problems comes from the attempt to turn a powerful, psychological technique into a simple physical therapy. When a meditator is led to expect stress reduction and instead comes face to face with his true self, the result can be anything but relaxing.

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**The following article is from The Sydney Morning Herald.**

Guru's treasure has disciples fighting over his empire

Gethin Chamberlain

Published: July 9, 2011 - 12:37AM

PANAJI, Goa: The Indian guru Sai Baba's life seemed to have it all: sex, money and religion.

A lifetime of claiming to be the incarnation of God had brought him an $8.2 billion fortune and a worldwide following of 50 million people. It also brought

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accusations that he molested his young acolytes and passed off cheap trickery as miracles.

Yet his extraordinary life could be eclipsed by the saga that has played out since his death in April: a story of hidden treasure troves and missing millions set against a bitter struggle for control of his enormous empire.

In his prime, the diminutive holy man with the bright orange robes and huge afro haircut counted kings and presidents among his friends.

The actor Goldie Hawn visited his ashram at least three times and donated tens of thousands of dollars; the Duchess of York paid a call after her marriage broke up; and Sachin Tendulkar, the Indian cricketer, gave $60,000 for a statue of the guru...

**Telegraph, London**

MindUP™ Program

Quick Facts:

- Since 2008 approximately 350 educators have attended MindUp Workshops including whole school workshops at: Mountain View, Quarterway, Ladysmith Primary, Brechin, Seaview, S. Wellington, and Woodbank.
- Piloted in Vancouver School Districts in conjunction with Kim Schonert-Reichl (Department of Educational and Counselling Psychology and Special Education, UBC).
- K – 8 curriculum which addresses Prescribed Learning Outcomes of Health and Career Education K – 7 (Healthy Relationships) and Health and Career Education 8 (Healthy Living and Healthy Relationships).
- Many other curriculum connections including language arts e.g. connections to Literature.
- Taught as a "tool" for self-regulation, attention and focus.
- Complements other social emotional learning such as Roots of Empathy and Friends.
- Over 2000 educators around BC have attended MindUP workshops
- Two teacher trainers on Vancouver Island (Jan Thorsen and Paula Kuffler)

MindUP Program

MindUP™ is anchored in current research in cognitive neuroscience, evidence-based classroom pedagogy, best-practices mindful education, precepts of social and emotional learning (SEL), and guiding principles of positive psychology. MindUP™ is a family of social, emotional, and attentional self-regulatory strategies and skills developed for cultivating well-being and emotional balance. Among the various MindUP™ skills taught to students, focused attention and nonreactive monitoring of experience from moment to moment display the potential to have a long-term impact on brain function and social and emotional behavior.

The SEL framework guiding MindUP™ was developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL), a research-focused organization whose mission is to "establish social and emotional learning as an essential part of education."

Goals:

- To foster mindful focused awareness
- To increase pro-social behaviours
- To increase joy and happiness
- To foster a cohesive, caring classroom climate.

Research:

Research has demonstrated mindful attention leads to enhanced self-awareness, self-regulation, and positive emotional states that counter negative outcomes, as poor school performance and emotional difficulties.

In one such research study*, 246 school children in fourth through seventh grades completed pre- and post-test measures assessing their levels of optimism, self-concept, and positive and negative affect. Results revealed that children who
participated in MindUP™, compared to those who did not, showed significant increases in optimism and socially competent behaviors. A recent randomized clinical trial reveals exciting, positive results for children who learned MindUP™. Other studies have revealed that

- 82% became more optimistic and thought more positively
- 81% learned to make themselves happy
- 87% were more accepting of others perspectives
- 58% tried to help others more often

**Teachers’ Reports**

- 100% thought MindUP™ positively influences students social emotional development
- Appreciable decline in aggressive behaviors
- Students were significantly more attentive, emotionally regulated.

**Social Emotional Competency Student Self-Reports**

- Increased empathy
- Significant rise in optimism
- Increased emotional control
- Improved focused attention
- Works more collaboratively with classmates

("See, in particular, K.A. Schonert-Reichl & Molly S. Lawlor, "The Effects of a Mindfulness-Based Educational Program on Pre- and Early Adolescents’ Well-Being and Social and Emotional Competence," Mindfulness [2010] [PDF] and K.A. Schonert-Reichl & S. Hymel, "Educating the heart as well as the mind: why social and emotional learning is critical for students’ school and life success," Education Canada [2007], 47, pp. 20-25.)

Respectfully submitted

Jan Thorsen
MindUp Facilitator Trainer

*Many of our core mental processes, such as awareness, attention and emotion regulation...should best be conceptualized as trainable skills.* - A. Lutz, R.J. Davidson, and J.D. Dunne, University Researchers
Canada Learning Bond

Get $500 for a Child's Education After High School

The Canada Learning Bond (CLB) is a grant offered by the Government of Canada to help parents, friends, and family members save early for the post-secondary education of children in modest-income families.

Who Can Get the Canada Learning Bond?

The Canada Learning Bond is available to children who meet specific criteria outlined by the Canada Education Savings Program. Check out Canlearn.ca to find out who qualifies for the bond.

How Much Money Could I Get from the Canada Learning Bond?

The Government of Canada will make a one-time payment of $500 into the RESP of children who qualify for the Canada Learning Bond and a $100 deposit each subsequent year the child’s primary caregiver receives the National Child Benefit Supplement, to a maximum of $2,000. Canlearn.ca offers more information regarding the amount of CLB the child could receive.

Applying for the Canada Learning Bond

There is a simple two-step process to apply for the Canada Learning Bond. Visit Canlearn.ca to find out how to apply for the bond.

Using the Canada Learning Bond

Once the beneficiary is enrolled in a qualifying educational program, he or she is eligible to receive Educational Assistance Payments (EAPs). EAPs are comprised of a percentage of the Canada Learning Bond, CESG, and income earned in the RESP.

If the beneficiary of your RESP decides not to continue education after high school or enroll in a qualifying educational program, visit Canlearn.ca to find out what to do with the unused CLB money.

Still have questions about the Canada Learning Bond? Detailed information about the CLB, as well as Registered Education Savings Plans and the Canada Education Savings Grant, is available on Canlearn.ca.

If you have any further questions or comments, contact us.

Date Modified: 2011-11-29


11/6/2012

Canada Learning Bond - Trustee
Response to Intervention
Nanaimo-Ladysmith Public Schools

Our Learning Outcomes:

- Provide an overview of Response to Intervention (culture, structure, instruction)
- Highlight events in Nanaimo-Ladysmith Public Schools as we move forward to district implementation of RTI
- Participate in an open discussion

RTI is:

- A flexible, fluid problem solving model
- A collaborative, systematic support for ALL learners
- A framework to connect evidence based instructional practices
Tier 1: Core, Universal Instruction & Supports

General academic and social behaviour instruction and support provided to all students in all settings.

Tier 2: Targeted Interventions & Supports

More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and social behaviour Prescribed Learning Outcomes.
Tier 3: Intensive, Individualized Interventions & Supports

The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student needs in add and aligned with Tier 1 & 2 academic and social behavior Prescribed Learning Outcomes.

Universal Implementations

- Established district RTI Design Team
- Launched Learning Support Services Teams (LSST)
- Standardized School-Based Teams, Cumulative Review, and District Consultation Request to LSST forms
- Provided 5-RTIs with standardized forms in-service
- Work-site group RTI question and answer sessions
- Considering options for district-wide assessment (Universal Screener)

Targeted Implementations

- LSST and Aboriginal Education “Simplified RTI” book study
- Administrators “Pyramid Response to Intervention” book study
- School level introduction to RTI framework and role of Instructional Coordinators
- Professional Development to administrators’ organization