



**The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee Meeting**

AGENDA

Broadcasted via YouTube <https://bit.ly/3czx8bA>

Monday, April 3, 2023, 7:00 p.m.

Chair Mahbobi

A. COMMENCEMENT OF MEETING

A.1. Acknowledgement of Traditional Territories

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.

A.2. Approval of the Agenda

Recommended Motion:

That the April 3, 2023 agenda be approved.

A.3. Approval of the Minutes

Recommended Motion:

That the March 6, 2023 Combined Education Policy and Directions and Operations Policy and Planning Committee meeting minutes, be approved.

A.4. Business Arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

B.1. Global Solutions for Peace, Equality and Sustainability – Sheila Flood, Michelle Desreux and Carol Pickup

C. NEW BUSINESS

C.1. Framework for Enhancing Student Learning (FESL) Memo and Presentation – Deputy Superintendent Caldwell

Indigenous Education: Four Agreements, School Goals – Director of Indigenous Education Dr. Niemi

D. NOTICE OF MOTION

E. GENERAL ANNOUNCEMENTS

F. ADJOURNMENT

Recommended Motion:
That the meeting adjourn.

Note: This meeting is being audio and video recorded. The video can be viewed on the District website.



The Board of Education of School District No. 61 (Greater Victoria)
Combined Education Policy and Directions and
Operations Policy and Planning Committee Meeting
MEETING MINUTES
Monday, March 6, 2023, 7:00 p.m.

Trustees Present: **Education Policy and Directions members:** Emily Mahbobi (Chair), Angela Carmichael, Nicole Duncan, Mavis David

Operations Policy and Planning members: Rob Paynter (Chair), Karin Kwan, Derek Gagnon, Natalie Baillaut, Nicole Duncan

Trustee Regrets: Diane McNally

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Tom Aerts, Associate Superintendent, Julie Lutner, Associate Secretary-Treasurer, Sean McCartney, District Principal, Marni Vistisen-Harwood, Director of Facilities Services, Jim Vair, Director of Human Resource Services, Tammy Sherstobitoff, District Principal, Andy Canty Director, Information Technology for Learning

Partners: Jane Massy, CUPE 947, Lena Palermo, GVTA, Tracy Humphreys, VCPAC, Brenna O'Connor, VPVPA

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:01 p.m.

A.1. Acknowledgement of Traditional Territories

Chair Mahbobi recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

A.2. Approval of the Combined Education Policy and Directions and Operations Policy and Planning Committees meeting agenda

Moved by Trustee Duncan

That the March 6, 2023 Combined Education Policy and Directions and Operations Policy and Planning Committees meeting agenda be approved.

Motion Carried Unanimously

B. EDUCATION POLICY AND DIRECTIONS COMMITTEE

B.1. Approval of the Minutes

Moved by Trustee Duncan

That the February 6, 2023 Education Policy and Directions Committee meeting minutes be approved.

Motion Carried Unanimously

B.2. Business Arising from Minutes

None.

B.3. Recognition of Student Representative

None.

C. PRESENTATIONS TO THE COMMITTEE

C.1. Matt Christie presented information on a Sanctuary Schools Policy for consideration by the Board.

C.2. Omar Chu and Ellen Campbell presented information on a Sanctuary Schools Policy for consideration by the Board.

Trustees had questions of clarification and thanked presenters for their presentations.

C.3. Deputy Superintendent Caldwell introduced District Principal McCartney and Director of Facilities Services Vistisen-Harwood who provided a presentation on Framework for Enhancing Student Learning (FESL), Inclusion for Learning Strategy.

Spring 2018 through February 2023:

- All schools were supported to purchase sensory supplies/equipment
- 40 schools were supported to create spaces
- Specific middle and secondary schools were supported to create additional spaces for accessibility needs

Trustees and partners had questions of clarification and provided thanks for the presentation.

- C.4.** Director of Human Resources Services Vair and District Principal Sherstobitoff provided an update on Education Assistant (EA).

Trustees and partners had questions of clarification and provided thanks for the update.

Director of Human Resources Services Vair will provide a “Need to Fill” report to the Board at a future meeting.

D. NEW BUSINESS

D.1. Trustee Kwan

Moved by Trustee Kwan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub Committee to research and explore Sanctuary School policies implemented by other School Districts in BC and provide recommendations to the Board through the Education Policy and Directions Committee about implementing a Sanctuary School policy in School District No. 61 (Greater Victoria) by the May 2023 meeting.

Amendment

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub Committee to ~~research and explore~~ **consider the** Sanctuary School policies **proposal submitted at the 6 March 2023 Education Policy and Directions Committee** ~~implemented by other School Districts in BC and provide recommendations to the Board through the Education Policy and Directions Committee about implementing a Sanctuary School policy in School District No. 61 (Greater Victoria) by the May 2023 meeting.~~ **by reference to Sanctuary School policies implemented by other School Districts in BC and relevant provincial policy;**

AND FURTHER

Provide recommendations to the Board though the Education Policy and Directions Committee by the May 2023 meeting.

Motion Carried Unanimously

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub Committee to consider the Sanctuary School policy proposal submitted at the 6 March

2023 Education Policy and Directions Committee by reference to Sanctuary School policies implemented by other School Districts in BC and relevant provincial policy;

AND FURTHER

Provide recommendations to the Board through the Education Policy and Directions Committee by the May 2023 meeting.

Motion Carried Unanimously

D.2. Trustee Kwan

Moved by Trustee Duncan

That the Board of Education of School District No.61 (Greater Victoria) direct the Policy Sub-committee to examine and review the process and guidelines in place for Program Accreditation and Evaluation (reviews) relating to provisions made in Policy and Regulations 6162.8 and provide recommendations to the Board through the Education Policy and Directions Committee for any necessary additions or changes.

Motion Carried Unanimously

D.3. Trustee Kwan

Moved by Trustee Duncan

That the Board of Education of School District No.61 (Greater Victoria) direct the Policy Sub Committee to examine and review the process and guidelines in place for Consultation relating to provisions made in Policy and Regulation 1163 and provide recommendations to the Board through the Education Policy and Directions Committee for any necessary additions or changes.

Motion Carried Unanimously

E. NOTICE OF MOTION

None.

F. GENERAL ANNOUNCEMENTS

None.

G. OPERATIONS POLICY AND PLANNING COMMITTEE

G.1. Approval of the Minutes

Moved by Trustee Kwan

That the February 13, 2023 Operations Policy and Planning Committee meeting minutes be approved.

Motion Carried Unanimously

G.2. Business Arising from Minutes

None.

H. PRESENTATIONS TO THE COMMITTEE

H.1. VCPAC President Tracy Humphreys presented on budget priorities.

Trustees provided thanks for the presentation.

I. SUPERINTENDENT'S REPORT

None.

J. PERSONNEL ITEMS

None.

K. FINANCE AND LEGAL AFFAIRS

K.1. Monthly Financial Report: February 2023

Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

K.2. Budget Change Report: February 2023

Secretary-Treasurer Stride provided the report for information.

K.3. 2023-2024 Budget Update

Secretary-Treasurer Stride provided the report for information.

L. FACILITIES PLANNING

L.1. Operations Update: March 2023

Director of Facilities Services Vistisen-Harwood provided an update.

L.2. Victoria High School Seismic Project Update

Director of Facilities Services Vistisen-Harwood provided an update.

Trustees had questions of clarification.

M. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

None.

N. NEW BUSINESS

None.

O. NOTICE OF MOTION

O.1. Trustee Duncan

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to implement a District wide discretionary spending freeze for the remainder of the 2022-23 financial year effective immediately.

O.2. Trustee Duncan

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to ensure that all local student registration, transfer requests, elementary to middle and middle to secondary transition needs are met in accordance with the District student enrollment priorities before placing an “out of district student” such as ISP students.

P. GENERAL ANNOUNCEMENTS

None.

Q. ADJOURNMENT

Moved by Trustee Gagnon

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 9:28 p.m.

Chair

Secretary-Treasurer



Global Solutions for Peace, Equality & Sustainability



Global Security, the UN,
Global Governance,
Existing Treaties –

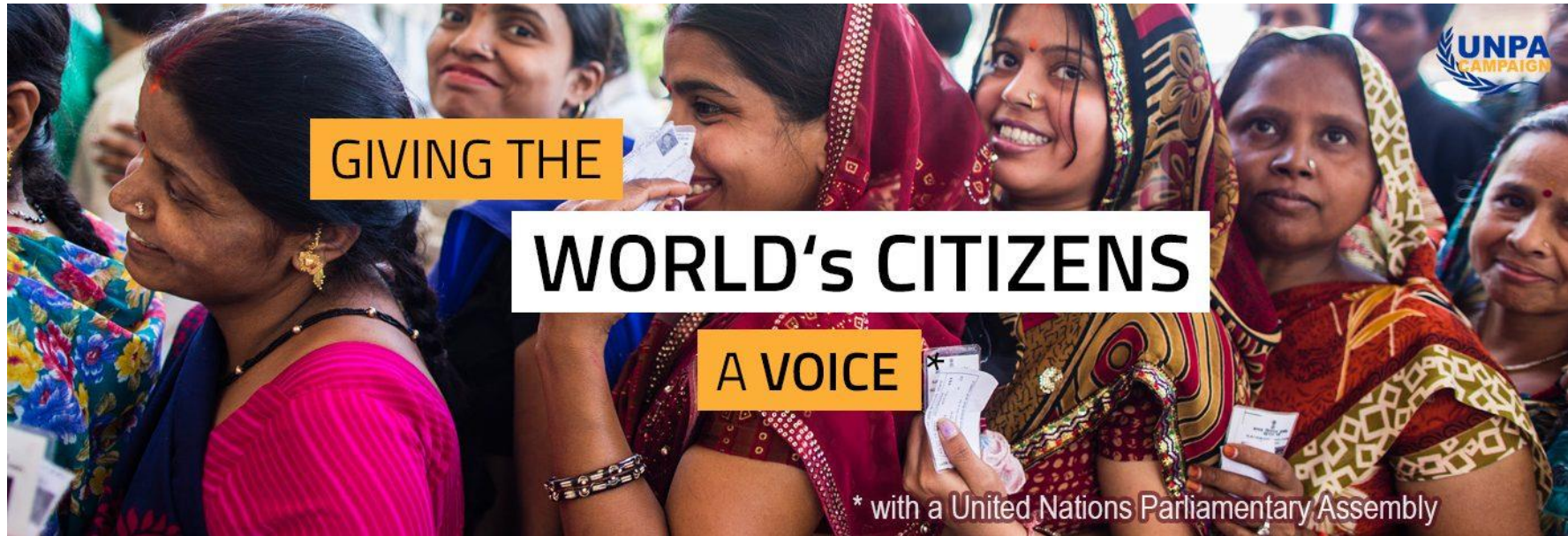
These are big ideas, big
structures.

Why should we care?

**International cooperation is needed
to solve global problems.**

“Global Solutions” identifies initiatives, projects
& people making a difference.





It provides a framework for education about the forces for change that are creating a more peaceful and prosperous world for all humanity.

Peace means:

- ❖ Choosing a worldview based on
 - ❖ equality of all
 - ❖ active cooperation
 - ❖ the rule of law
 - ❖ effective governance systems





Stories of our amazing progress towards peace & international cooperation don't tend to fit the 24-hour news cycle.

This course is designed to help learners:

- ❖ Understand the benefits and challenges of our current international institutions
- ❖ Explore proposals for reform to meet modern needs
- ❖ Analyze the interconnections between governance, social justice, peace and climate change



Course overview:

- ❖ Created by Dr Mary-Wynne Ashford, one of Canada's foremost peace activists, globally recognized & awarded.
- ❖ Addresses the international aspects of human rights, human security, climate change, and democracy.
- ❖ Uses presentation, films, online resources and discussion



❖ Each 90 minute session includes a short video presentation by Dr Ashford, related material & discussion questions.

1. United Nations: An Introduction
2. The United Nations We Need
3. Global Security
4. The World Health Organization We Need
5. Governing our Climate Future
6. The International Anti-Corruption Court
7. Human Rights
8. We the People



GLOBAL PACT
for the environment

❖ Next steps:

- ❖ To work with 1 to 3 teachers to provide refinements to structure and content
- ❖ To identify the most appropriate curriculum area for the material
- ❖ To test final course materials with one or two schools



Global Solutions for Peace, Equality, and Sustainability



The Global Solutions for Peace, Equality, and Sustainability course was created by one of Canada's foremost peace activists, **Dr. Mary-Wynne Ashford**, globally recognized and renowned for her ability to translate complex concepts through stories and life experiences. It has now been further adapted by the [Greater Victoria Peace School](#) as a course of study to be offered free of charge, on line or in person.

This course is designed to provide students with a vision of a more democratic future based on justice, equality of opportunity, the rule of law, peace and prosperity. It asks how worldviews, social systems and international governance structures need to change in order to build this future. Content is guided by the open-access book [Global Governance and the Emergence of Global Institutions for the 21st Century](#)¹. Hyperlinks for the book and individual chapters provided by Cambridge Press.

This course is designed to help learners:

1. Understand the benefits and challenges of our current international institutions
2. Explore proposals for reform to increase their capacity to meet modern needs
3. Analyze the interconnections between governance, social justice, peace and climate change

There are 8 sessions to complete, each with required material (in class) and additional material:

- Session 1: United Nations: An Introduction
- Session 2: The United Nations We Need
- Session 3: Global Security
- Session 4: The World Health Organization We Need
- Session 5: Governing our Climate Future
- Session 6: The International Anti-Corruption Court
- Session 7: Human Rights
- Session 8: We the People

¹ Authors **Maja Groff, Augusto Lopez-Claros and Arthur Dahl** state: "The **principle of subsidiarity** is important, leaving the maximum responsibility as close to the level of implementation as possible, and only taking to higher levels those things that cannot be dealt with at a smaller scale. Over-centralization should be avoided. In particular, the institutions of global governance should only concern those issues – such as world peace and security, protection of the global environment, ensuring basic human rights, aspects of management of the world economy and the equitable distribution of the world's resources – that are inherently global in nature."

Session 1: The United Nations: An Introduction

Course objective:

- Discuss the origins and inherent flaws in the UN system as advanced by the book *Global Governance and the Emergence of Global Institutions for the 21st Century* explained in Dr. Ashford's recorded session.



Excerpt: *"The last time that there was a serious debate about the kind of global order that needed to be created to ensure sustainable and just international peace and security, and to create a basis for universal human prosperity, was when the United States entered World War II and President Roosevelt called for the creation of the United Nations in early 1942.*

"... it is becoming increasingly evident that our current UN-based order, already known in 1945 to be inadequate, cannot cope with an increasingly complex and interconnected world and does not yet possess the mechanisms that are vital to address a multitude of shared planetary problems." – Preface, [Global Governance & the Emergence of Global Institutions for the 21st Century](#), Cambridge Press, 2020

Required Learning Resources and Activities

- **Recorded Session 1, Dr Mary-Wynne Ashford**

Video. (17 mins) IPPNW Canada

Discussion Forum 1: The United Nations

Step 1: Review and Discuss

Read the materials provided for this lesson and the questions listed below:

- Were you surprised at the important successes of the United Nations?
- What initiatives impressed you the most?

Step 2: Respond

Analyze and prepare a 300 - 400 word discussion piece addressing the following key points:

- Identify the successes of the United Nations and explore why these successes are essential for human development as a society.
- Explain which United Nations initiative impressed you most; explain why and how they contribute to human development.

Recommended Additional Reading

- [Workings of the General Assembly](#)
Webpage. (2 mins) United Nations
- [United Nations Security Council](#)
Read the content under "Peace and Security". (1 min) United Nations
- [United Nations Human Rights Council](#)
Explore the webpage to familiarize yourself with its role. (1 min) United Nations
- [International Monetary Fund](#)
Explore the IMF webpage to familiarize yourself with its role. United Nations
- [Global Governance and the Emergence of Global Institutions for the 21st Century](#)
Read the "Preface" from pages ix-xii. (14 mins) Cambridge - 2020
- [The Global 911 Call, Dr Mary-Wynne Ashford](#) (Video, 12 min.)
Overview of the need for international institutions to respond to global problems



Session 2: The United Nations We Need

Course objectives:

- Discuss the present challenges of the United Nations system in meeting world needs.

Excerpt: “As we go forward, we will all need to adopt an attitude of constructive exchange, consultation and learning as we experiment with pathways for more effective governance at multiple levels, collecting and sharing best practices as experience accumulates. Systems science suggests that humanity will make it through this age of transition to achieve a new equilibrium at a global level of social organization, including in the realm of international governance. This will open opportunities for a new flourishing of human civilization and well-being around the world. We hope that the efforts we all undertake now will eventually be fruitful in contributing to the evolution of human society as it realizes that the Earth is – inevitably – one interdependent community, with all of humanity as its citizens.” – [Chapter 21, Bridging the Governance Gap](#)



Required Learning Resources and Activities



- [Paris 1919 \(Film\)](#)

Watch the movie in advance.
(1 hour 35 mins) NFB - 2019



[Video of the Universal Declaration of Human Rights](#)
(1:41 min.)

[How Eleanor Roosevelt Won the Battle for Human Rights](#) Video. (16 mins)

The courageous efforts of this exemplary woman played a key part in the creation of the Universal Declaration of Human Rights. Oxford Law Faculty – 2019

- **Recorded Session 2, Dr Mary-Wynne Ashford**

Watch the entire video. (13 mins) IPPNW Canada – 2020

Discussion Forum 2: Universal Declaration of Human Rights

Step 1: Review the above material and discuss:

- What insights on our changing international needs and standards did you gain from the Eleanor Roosevelt video and the Paris 1919 documentary?

Step 2: Respond

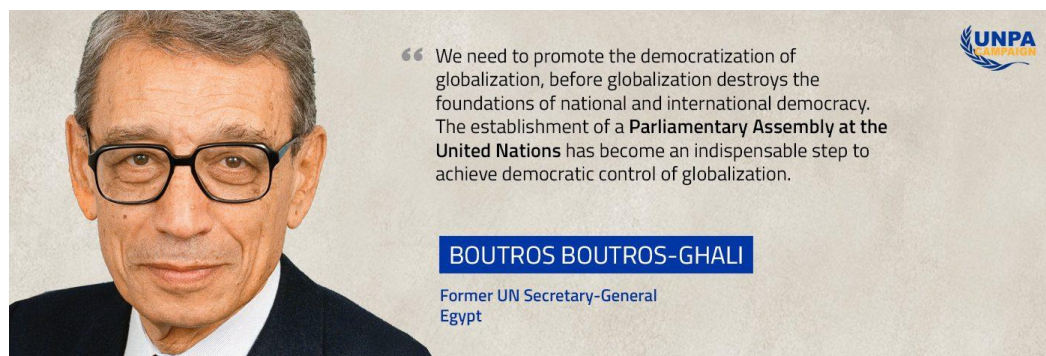
Analyze and prepare a 300 - 400 word discussion piece elaborating on the following question:

- What changes and influences in the world made it possible for the United Nations to pass a Universal Declaration of Human Rights?

Make sure your response covers the key historical events responsible for the passing of the United Nations Declaration of Human Rights.

Recommended Additional Readings

- [The Universal Declaration of Human Rights](#). UN webpage
- [Chapter 2 "A History of Global Governance"](#) pages 34-42
- [UNPA Campaign: Global Democracy](#) Webpage (3 min.)
Democratizing global governance through a UN Parliamentary Assembly
- [Chapter 5 "A World Parliamentary Assembly: A Catalyst for Change."](#) pages 51 to 64.



Session 3: Global Security

Course objectives:

- Explore challenges and proposals concerning global security.

Excerpt: After 1956 peacekeeping forces and the infrastructure around them developed gradually through the introduction of so-called standby arrangements, which Roberts defines as “national contingents which were made available for particular UN operations through specific agreements with the troop-providing governments.” ... Peacekeeping forces are often poorly trained and equipped. They are put together in response to the emergence of conflicts and often, as in Rwanda, arrive too late to make a difference. A standing force of volunteers would address the problem of training by providing this on an ongoing basis...”



[Bertrand] Russell, in an article for The American Scholar in 1943/44 had written: “Wars will cease when, and only when, it becomes evident beyond reasonable doubt that in any war the aggressor will be defeated.” Meaning that with an international security force effectively having a monopoly on the use of military power, no nation would use force against another nation because it would not have the means to confront a multinational response.” - [Chapter 8: Completing the Collective Security Mechanism of the Charter: Establishing an International Peace Force](#)

Required Learning Resources and Activities

- [Soldiers Without Guns](#)

Documentary, (Vimeo registration required) (1 hour 36 mins) 2021

- [Recorded Session 3, Dr Mary-Wynne Ashford](#)

Video (19 min.) IPPNW Canada - 2021

Discussion Forum 3: International Peace Force

Step 1: Review

Read/view the required materials and discuss:

- What would be the effects of replacing national militaries with an international peace force?
- How might that affect global health, climate change, global financial institutions, national governments, and human rights?

Step 2: Respond

Write a 300-400 word commentary, including the following:

- What are some impacts of global security on the well-being of populations?
- Describe some of the positive impacts that civil society organizations have had on creating global security.

Recommended Additional Readings

- [War and Peace: Our World in Data](#) Webpage.

Interactive charts on the number of wars and battle deaths by year and region. (20 mins)

- [Demilitarization for Deep Decarbonization: Reducing Militarism and Military Expenditures...](#)

Webpage - International Peace Bureau | IPB Most of the military sector's significant fuel consumption and emissions are exempt from national greenhouse gas reporting. IPB argues that military expenditures must be reduced and re-directed for climate finance to create low carbon economies. Disarmament must take place alongside mitigation and adaptation.

- [The International Court of Justice](#): Webpage.

The ICJ settles disputes between nations. Member states are not automatically bound by international law. Currently states must individually accept the authority of international courts such as the International Court of Justice and the International Criminal Court.

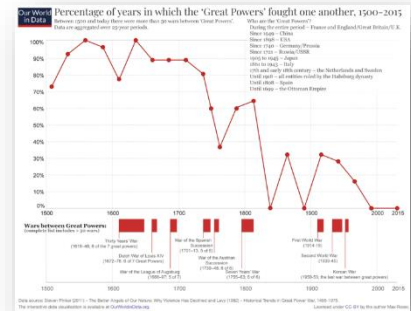
- [The International Criminal Court](#): Webpage.

The ICC, formed in 2002, prosecutes individuals

- [The Crime of Aggression: A New International Law](#)

Webpage by Coalition for the International Criminal Court. For the first time since the post-WWII trials in Nuremberg and Tokyo, an international court will be able to hold leaders individually criminally responsible for waging aggressive war. In the early hours of 15 December 2017 at UN HQ in New York, states parties to the Rome Statute voted to activate the International Criminal Court's jurisdiction over the Crime of Aggression - its fourth 'core' crime.

- [Chapter 8: Completing the Collective Security Mechanism of the Charter: Establishing an International Peace Force](#) Relevant chapter of the Global Governance Textbook.



The Crime of Aggression: Waging Aggressive War



Session 4: The World Health Organization We Need

Course objective:

- Analyze the successes of the WHO and the increasing need for a stronger agency to address future global health needs.

Excerpt: The 15 largest contributors to the UN budget [2015] on a per capita basis are Monaco, Liechtenstein, Norway, Switzerland, Luxembourg, Qatar, Denmark, Australia, Sweden, Tuvalu, San Marino, Netherlands, Finland, Austria, and Canada. The five veto-wielding members of the Security Council occupy the following positions: France (22), the United States (26), the United Kingdom (27), Russia (57), and China (93). ...The United States' per capita contribution is US\$9.88, while its national per capita defense expenditure for the 2018 fiscal year was US\$2,050. That is, defense expenditures are 207 times larger than UN contributions on a per capita basis. – [Chapter 12, A New United Nations Funding Mechanism](#)



Required Learning Resources and Activities

- [My Wish: Help me stop pandemics](#)

Video. (26 mins) TED – 2006 Dr. Larry Brilliant talks about how smallpox was eradicated from the planet, and calls for a new global system that can identify and contain pandemics before they spread, through early detection and early response.

- **Recorded Session 4, Dr Mary-Wynne Ashford**

Video. (19 mins) IPPNW Canada – 2020j

Discussion Forum 4A: International Public Health Needs

Step 1: Review the 2 videos above and discuss:

What global health issues do the videos raise? What are some of the solutions, including in the area of mental health?

Step 2: Respond

Prepare a written piece of 300-400 words where you consider the following question to guide your response:

- What changes do you think are needed in international public health and at the World Health Organization in particular?

- **Discussion Forum 4B: Ongoing Challenges in Global Public Health**

Step 1: Review and Discuss

- Considering the 3 websites and videos below, what are some trends and concerns in global public health related to substance abuse?

[UN Sounds Alarm Over Global Drug Use](#) (Video, 8:47 min.) UN drug report of 2021 revealed that the Covid-19 pandemic witnessed an increase in substance use. It also exaggerated the outcomes of patients with substance abuse disorders, exposing them to further vulnerabilities.

[UNGASS 2016 Milestone in International Drug Policy](#) Website, GPDPD, with Video (4 min.) Video: History of international drug policy. When the outcome document of UNGASS 2016 was adopted, it heralded a **paradigm shift in international drug policy** towards a more humanitarian development-oriented approach. In this way, through its influence, the UN establishes new norms for member states.

[Escaping the Poverty Trap of Illegal Drug Cultivation](#) Website, GPDPD, with Video (4:37 min.)

Step 2: Respond

Prepare a written piece of 300-400 words in which you answer the following key questions:

- How can international guidance from organizations such as the WHO assist nations to develop better policies around issues such as substance abuse?
- What can governments and international organizations do to address the poverty trap created by illegal drug cultivation around the world?

Recommended Additional Readings

- [Dr. Peter Hotez: Vaccine diplomacy](#) Video. (24 mins)
Factors affecting pandemics such as political conflict and climate change. American Medical Association (AMA) – 2021
- [About our Alliance \(gavi.org\)](#), GAVI, the Alliance that vaccinates half the world's children Webpage. (2 mins) Gavi, the Vaccine Alliance
- [WHO Index of health topics from an international perspective](#)
Webpage. (2 mins) World Health Organization
- [Our World in Data: Global Substance Use](#)
Website, graphs
- [UN Recommendations on the “war on drugs” and human rights](#)
UN press release, 2022

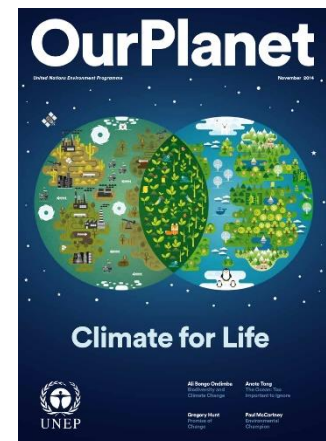
Session 5: Governing our Climate Future



Course objectives covered in this module:

- Analyze *Global Pact for the Environment's* strategy for enshrining the fundamental principles of environmental law into a legally binding instrument.

Excerpt: “Yet there is no global environmental authority. Policy in this area is currently done via ad hoc approaches involving elements of international cooperation, voluntary compliance, and large doses of hope. In the absence of a body having jurisdiction over the global environment with corresponding legal enforcement authority, the international community has, de facto, abdicated management of the world’s environment to chance and the actions of a few well-meaning states. Even the 2015 Paris Agreement ratified by 185 countries pledging reductions in emissions, if implemented in full, will not prevent a warming in excess of 1.5 degrees C, the threshold recognized by climate scientists as necessary to avoid “potentially devastating consequences.” - [Chapter 1: The Challenges of the 21st Century](#)



Required Learning Resources and Activities

- [Global Pact for the Environment](#) (Webpage)
A proposed global pact with binding legislation to protect the environment
- [Kasha Sequoia Slavner \(Video 2:54 min.\)](#)
Toronto-based filmmaker and peace and climate activist.
- **[Recorded Session 5: Dr Mary-Wynne Ashford](#)**
Includes Kasha Slavner and Global Pact videos. (17 mins) IPPNW Canada

Discussion Forum 5: Beyond Climate

Step 1: Review the website and video above and discuss:

- What is the relationship between peace and climate change?

Step 2: Respond

Prepare a written piece of 300-400 words that presents your reflection on David Suzuki's film, where he talks about what we can do to save the environment.

Ensure that your response includes the following:

- What insights did you gain on the relationship between peace and climate?
- Given the long road to creating international binding (legal) agreements, would it be better to adopt the simpler goal of voluntary agreements between nations?

Recommended Additional Readings

- [5 Values for Repairing the Harm of Colonialism](#) TED talk, video, (13:22 min.)

Indigenous wisdom can help solve the planetary crises that colonialism started, says lawyer Jennifer "Jing" Corpuz. Her ancestors, the Kankanaey-Igorot people of the Philippines, created the centuries-old irrigated mountain terraces that illustrate living in harmony with nature. Corpuz shares five values that have guided her people as they fought against development aggression and invites everyone to pursue a more just, sustainable world.

- [Beyond Climate \(full film\) featuring David Suzuki](#) Video. (49 min.)

Documentary 2020

- [Chapter 1. Challenges of the 21st Century](#) Textbook, pp 5 – 8

Current climate challenges and strategies on the international stage

- [Green Diplomacy: A Blog by Jurists for Diplomats](#) Webpage.

Current issues and news on the Environment

- [Principles for Responsible Banking](#) Webpage.

United Nations Environment Programme (UNEP) - Finance Initiative. With over 300 signatory banks representing almost half of the global banking industry, the Principles are the world's foremost sustainable banking framework. Through the Principles, banks take action to align their core strategy, decision-making, lending and investment with the UN Sustainable Development Goals, and international agreements such as the Paris Climate Agreement.



Session 6: The International Anti-Corruption Court

Course Objective:

- Explore the connections between international corruption, human rights, peace and prosperity.

Excerpt: “Corruption kills ... The money stolen through corruption every year is enough to feed the world’s hungry 80 times over ... Corruption denies them their right to food, and, in some cases, their right to life.” - Navi Pillay, Fifth UN High Commissioner for Human Rights

“The successful prosecution and imprisonment of corrupt leaders would create opportunities for the democratic process to produce successors dedicated to serving their people rather than to enriching themselves.” - Judge Mark Wolf

Required Learning Resources and Activities

- [Greater Boston Video: Judge Mark Wolf Proposes Corruption Court](#)

Video (7:15 min.) GBH News

- [How Does Corruption Affect You?](#)

Video (1:41 min.) What is corruption? Transparency International

- **Recorded Session 6, Dr. Mary-Wynne Ashford**

Video. (19 min.) IPPNW Canada – 2020



Discussion Forum 6: The International Anti-Corruption Court (IACC)

Step 1: Review and Discuss

Watch the 3 videos in Required Learning Resources and discuss:

- Why would a nation want or not want to join an International Anti-Corruption Court?
- What are the advantages of the proposed International Anti-Corruption Court?

Step 2: Respond

Prepare a 200 - 300 word discussion piece replying to the following questions:

- What impacts might the proposed IACC have on global peace and prosperity?

Recommended Additional Readings

- [How Does Your Country Measure up on the Corruption Perception Index 2022?](#) Webpage.

Transparency International, author of the CPI Index

- [Integrity Initiatives International](#) Webpage.

More than 275 world leaders—including more than 40 former Heads of State and Government, over 30 Nobel laureates, many current and former government officials, and representatives of civil society, business, and faith communities—from over 80 countries call for the creation of an International Anti-Corruption Court. Find the Declaration and its signatories list [here](#).

- [Challenging Corrupt Practices - Judge Mark Wolf](#) Video. (25 mins)

American Academy of Arts & Sciences – 2017

- [Chapter 18 - Corruption as a Destroyer of Prosperity and the Need for International Enforcement.](#) Textbook. (1 hour 7 mins) Cambridge Press – 2020

- [EU Statement at UN: Promotion & Strengthening of the Rule of Law](#), Website

Jan. 2023, EU demands greater accountability on the part of the Security Council, including the use of the crime of aggression, regardless of the position or power of the aggressor.

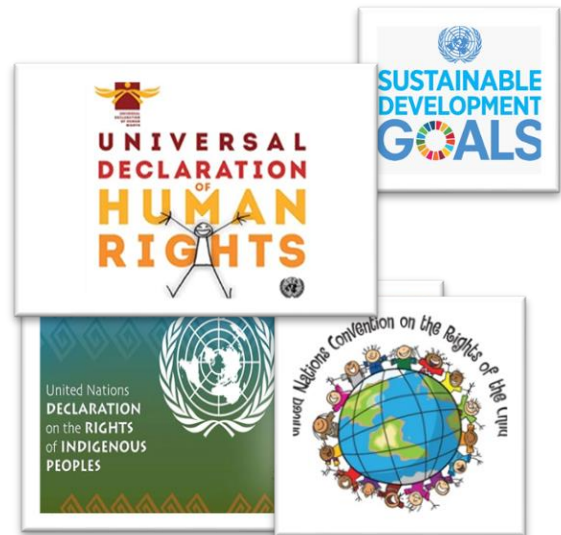


Session 7: Human Rights

Course objective:

- Examine the values and principles needed to transform our communities and our world to a culture of peace and prosperity for all.

Excerpt: ...the sustainable solution to the world's population problem lies in the transformation of the world economy so that it is more firmly based on principles of social justice and equity, reducing the present extreme inequality within and between states (see Chapter 14). The world today generates sufficient food and wealth to meet everyone's basic needs. The challenge is one of distribution, which improved global governance could address. Economic systems need to be redesigned to enhance their altruistic and cooperative attributes, to create meaningful employment for all and to eliminate poverty in the world, as this is now a realistic possibility, given global wealth. - [Chapter 17, Population & Migration](#)



Required Learning Resources and Activities

- [Desmond Tutu's Interview with Bill Moyer on Forgiveness](#)
Watch the entire video. (5 mins) Desmond Tutu Peace Foundation – 2012
- [Nelson Mandela's speech, "I am Prepared to Die," first given on 20 April 1964 from the dock of the defendant at the Rivonia Trial](#)
Watch the entire video. (15 mins) Almeida Theatre
- **Recorded Session 7, Dr. Mary-Wynne Ashford**
Watch the entire video. (13 mins) IPPNW Canada – 2020

Discussion Forum 7: Human Rights

Step 1: Review the 3 videos above and discuss:

What did you learn about international human rights from the recorded session and the videos?



Step 2: Respond

Prepare a 300 - 400 word discussion reflecting on the following questions:

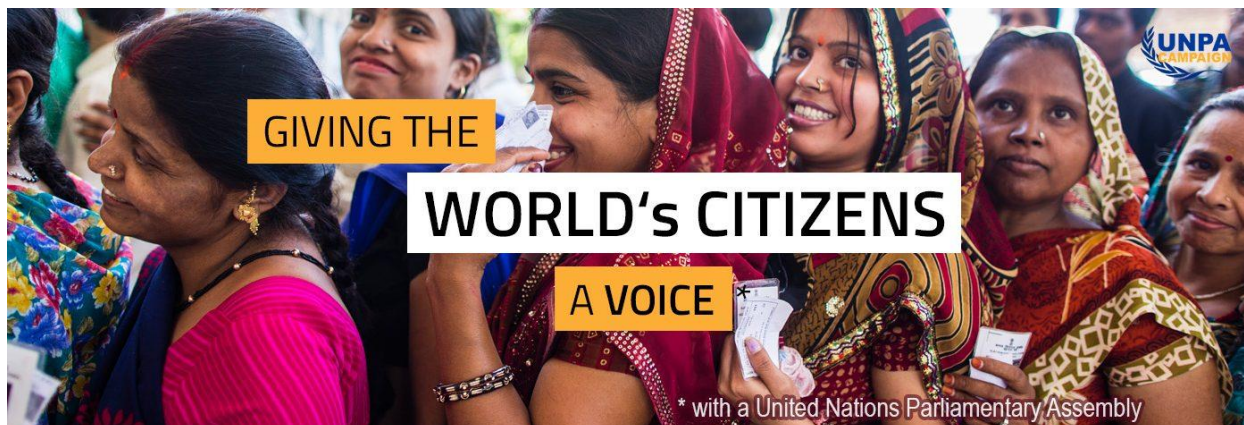
- What values and principles are needed to transform our communities and our world to a culture of peace and prosperity for all?
- How can trust be restored in the aftermath of tensions/conflicts? Provide an example of successful strategies or interventions.

Recommended Additional Readings

- [Prof. Wangari Maathai: Tree planter, Nobel Prize laureate, revolutionary](#) (Video, 8 min.)
Africa's first Nobel Prize laureate, Maathai said of her tree planting, "[It's] more than just the planting of trees. It's planting of ideas, it's giving people a reason why they should stand for their rights, it's giving them reason why they should stand for their environmental rights, it's giving them reason why they should stand for their women's rights."
- [Chapter 14 Economic Governance for Inequality and the Private Sector](#) (Textbook)
"While some countries have advanced, inequality between states remains a long-term problem, with development aid failing to address root causes. Various options and policies are available to redress global inequality between and within countries, including progressive taxation, employment creation, gender equality, a universal basic income and other provisions for social security. Design principles for a more just and sustainable economy are reflected in the UN 2030 Agenda."
- [Indigenous Peoples and the Sustainable Development Goals](#) (Video, 2 min.) How do the SDGs affect Indigenous Peoples?
- [Indigenous Peoples: Defending an Environment for All](#) (Website)
International Institute for Sustainable Development (IISD)
"There are approximately 370 million Indigenous Peoples today representing thousands of languages and cultures. **Indigenous lands make up around 20% of the Earth's territory, containing 80% of the world's remaining biodiversity**—a sign Indigenous Peoples are the most effective stewards of the environment."
- [A Stubborn Peace: Mary-Wynne Ashford at TED-X Stanley Park](#) (Video, 17 min.)
Dr. Mary-Wynne Ashford on war, nuclear bombs, civil society, and youth



Session 8: We the People



Course Objective:

- Understand the ability and the value of individuals and groups in influencing social and political change.

Definition: The term “civil society” refers to a wide range of non-government, non-profit, and voluntary-driven organizations, as well as social movements, through which people organize to pursue shared interests, values, and objectives in public life. These actors are found at the international, regional, national and community levels and are recognized as independent actors in their own right.

Required Learning Resources and Activities

- [Seasoned Journalist Uncovers What Most Media Ignore](#) (Video, 4 min.)
Charles Groenhuisen, on the role of journalists in creating positive change
- **Recorded Session 8, Dr. Mary-Wynne Ashford** (Video, 20 min.)
Stories of civil society creating change, peace & progress - IPPNW Canada

Discussion Forum 8: We the People

Step 1: Review and Discuss

Watch the 3 videos provided for this lesson.

- How can individuals and civil society groups play a role in creating a global order based on justice, equality and peace for all?

Step 2: Respond

Prepare a 300-400 word discussion piece on the role of individuals citizens and civil society groups in contributing to positive social change. Explain how this relates to building and sustaining a just global order.

Recommended Additional Readings

- [UNPA Campaign: Campaign for a United Nations Parliamentary Assembly](#)

Read the entire page. (3 mins) Campaign for a global democracy

- [Could a Citizens' Assembly Help Fix Your Democracy?](#)

Article introducing the concept of Citizen Assemblies. (6 min.) Reasons to be Cheerful 2021

"This is the power of **citizen assemblies**, in which a group of citizens varied by gender, age, ethnicity, location and social background can thoughtfully probe an issue and develop recommendations for legislators – sometimes pushing them to catch up with public opinion on difficult issues."

- [Bruce Mau - 24 Principles of Design for Massive Change](#) (Video. 32 mins)

Massive change is not about the world of design, it's about the design of the world.

- [Canada and the Movement to Ban Land Mines](#)

Webpage (2 mins) The Canadian Encyclopedia. Jody Williams received the Nobel Peace Prize for spearheading the six-year drive to ban land mines.

- [Civil Society Plays a Critical Role to Deliver on the SDGs](#)

Read the entire page. (2 mins) UN Dept of Economic & Social Affairs. *"Civil society organizations link governments and people. They are a vital voice for human rights. When civil society is muzzled, we lose an essential forum for dialogue – and we lose the lifeblood of democracy. That is why I advocate at every possible opportunity for the protection and expansion of civic space,"* - UN Secretary-General Antonio Guterres

- [One More Step: Mary-Wynne Ashford TED-X Victoria](#) (17 min.)

Mary-Wynne Ashford has received many awards for her work on peace and nuclear disarmament, including the Gandhi Award from Simon Fraser University and the Thakore Foundation; the Queen's Medal from the Governor General of Canada on two occasions; and the YWCA Women of Distinction Award in the Human Rights category. Mary-Wynne's interests led her to work with the Voice of Women and with the YWCA of Canada. She has also served as President of Canadian Physicians for Prevention of Nuclear War.



- [The Treaty on the Prohibition of Nuclear Weapons](#)

Explore the webpage. (5 mins) ICAN. The Treaty on the Prohibition of Nuclear Weapons opened for signature at the United Nations in New York on 20 September 2017 and entered into force on 22 January 2021. [List of signatories](#).

- [The Nuclear Ban Treaty in a Nutshell](#) Video, ICAN, (2 min.)

Office of the Associate Superintendent

Harold Caldwell- Deputy Superintendent

To: Education Policy and Directions Committee

From: Harold Caldwell, Deputy Superintendent

Date: April 3rd, 2023

RE: Indigenous Education

Background:

Goal (2) of the Strategic Plan: *Create a Culturally Responsive Learning Environment that will Support Indigenous Learners' Personal and Academic Success*

The Indigenous Education Department is responsible for the oversight, development, delivery and implementation of Indigenous Education targeted funding programs and services (Culture/Language and/or Support) for Indigenous Education within the Greater Victoria School District. The IED further provides leadership and consultation across our school district to support the inclusion of Indigenous knowledge, worldviews and perspectives in areas of the revised curriculum, classrooms and learning environments. The IED is supported by the Indigenous community who advise, advocate, and guide our collective work:

- The Elders Advisory Council
- Four Houses: Esquimalt Nation; Songhees Nation; The Métis Nation of Greater Victoria; and, Urban Peoples House Indigenous Advisory (UPHIA)

The Indigenous Education Department collaborates with the Senior Leadership Team, District Team and Schools to examine and respond to distinctions-based data. These are some of the following guiding documents that inform Indigenous Education:

- How Are We Doing Report (HAWD)
- Songhees and Esquimalt Nations Local Education Agreements
- Urban People's House Indigenous Advisory TOR
- Métis Education Agreement
- BCTEA / UNDRIP / DRIPA / TRC

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

As indicated in our FESL - Distinctions-based data informs us at every level of our education system so that we can set priorities that are responsive and culturally relevant for Goal (2) Strategy 3 of the Board of Education's Strategic Plan for addressing the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance, and graduation rates.

The IED is comprised of Indigenous staff with expertise in teaching, counseling, student support and cultural knowledge. Director of Indigenous Education - Dr. Shelly Niemi will be examining with trustees this evening the Indigenous Support and Wellness Framework and how this framework supports Indigenous Education (worldviews, perspectives, and pedagogy) across all departments, school communities and grade levels. Dr. Niemi will also discuss with the Board how over the past year and a half with the Indigenous community and the District this framework has developed and the intended impacts all schools in SD61 can significantly have on improving the outcomes for Indigenous learners within their school communities and across the Greater Victoria School District.

Framework for Enhancing Student Learning 2022-2023 Education Policy and Directions Committee Meetings

SEPTEMBER	12	DISTRICT PRINCIPAL TAMMY RENYARD	Overview (of year) FESL (new FESL and feedback)
OCTOBER	03	DISTRICT PRINCIPAL SEAN POWELL PRINCIPAL NADINE NAUGHTON	School Goals - Connections to FESL
NOVEMBER	14	DIRECTOR OF INDIGENOUS EDUCATION DR. SHELLY NIEMI DISTRICT PRINCIPAL TAMMY RENYARD	Educated Citizen - Three areas of FESL Ministry Changes
DECEMBER	05	ACTING DISTRICT PRINCIPAL CHARMAINE SHORTT	Early Learning & Childcare
JANUARY	09	DISTRICT PRINCIPAL TAMMY RENYARD ACTING DISTRICT PRINCIPAL CHARMAINE SHORTT DISTRICT PRINCIPAL DAVID HOVIS	Literacy Framework and K-12 Plan
FEBRUARY	06	DISTRICT VICE-PRINCIPAL LINDSAY JOHNSON	Careers/Transitions
MARCH	06	DISTRICT PRINCIPAL SEAN MCCARTNEY DIRECTOR OF FACILITIES MARNI VISTISEN-HARWOOD	Inclusion for Learning Strategy
APRIL	03	DIRECTOR OF INDIGENOUS EDUCATION DR. SHELLY NIEMI SCHOOL BASED PRINCIPALS	Indigenous Education: Four Agreements School Goals
MAY	01	DISTRICT PRINCIPAL SEAN MCCARTNEY DISTRICT PRINCIPAL DAVID HOVIS	District Goal - Priority Students
JUNE	05	DISTRICT PRINCIPAL TAMMY RENYARD	Review of Data/FESL (Draft FESL 2023-24)

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One *Learning* Community





One *Learning* Community



Education Policy and Directions Committee Meeting April 3, 2023



Strategic Plan *2020-2025*

Goal 2

Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

Strategy 1:

Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.

Strategy 2:

Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.

Strategy 3:

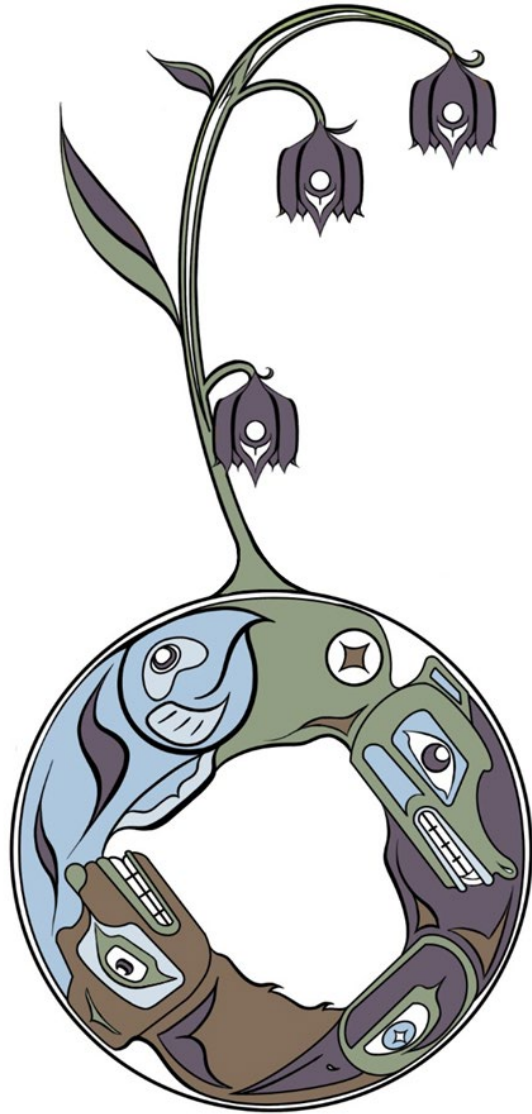
Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.

Strategic Plan 2020-2025



Indigenous Education within Greater Victoria School District





Indigenous Support and Wellness Framework

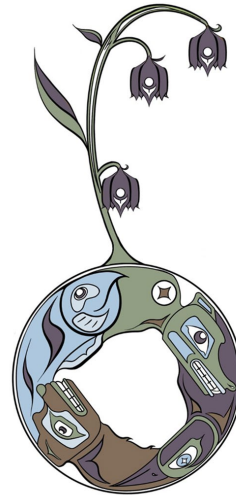
Early Years – Elementary

Middle Years

Secondary Years

The Framework

- **Mental Health Grant from the Ministry of Education and Childcare**
- **Cross Collaboration with IED / District Mental Health Team (IK-SEL)**
- **1.5 years (4 Houses, Elders Advisory, ANEC - Spirit of Alliances)**
- **Culturally Responsive Service Delivery Model to support Indigenous students and families.**
- **Logo designed by Lekwungen Artist: Jessica Joseph**



‘The Chocolate Lily’ - Flowers Represent EY, Elementary, Middle and Secondary – Bulb is the Community that Support the Students (Family, Elders, Knowledge Keepers and Staff)

The 4 Quadrants

BEAR – Engagement and Location

WOLF – Social and Emotional Support

SALMON – Belonging, Transitions and Connection

RAVEN – Learning and Academic Support

BEAR - Engagement and Location

The Bear's Gift to the Learning Process is Self-Awareness.

Indigenous students are supported when they see themselves within the education system and this is through the inclusion of Indigenous worldviews and perspectives in curriculum, teaching practices and in the delivery of support services that they receive. Indigenous students walk in two worlds: Indigenous and Western.



WOLF - Social and Emotional Support

The Wolf's gift to the learning process is relational.

The Wolf thrives where communication, respect and reciprocity are valued, modeled and taught.

When Culturally Relevant Social and Emotional Supports are accessible to Indigenous students and are woven into their learning experiences their connection to self and to their school community strengthen in a holistic and meaningful way.



Salmon - Belonging, Transitions and Connections

The Salmon's gift to the learning process is navigation.

Indigenous students within the public education system transition through their learning environments in two worlds. Thus their education system must then focus on belonging from a culturally relevant and responsive lens so that they provide opportunities for Indigenous students to feel seen and connected to the school communities that they belong to.





RAVEN – Learning and Academic Support

The Raven's gift to the learning process is cleverness and imagination

Indigenous students need to see themselves within their learning environments and have their worldviews valued and learning spirit nourished throughout their entire educational experience.

This is activated through the use of Culturally relevant resources to support the revised curriculum, Indigenous pedagogy, and the inclusion of Indigenous Worldviews and Perspectives.



