

Administrative Procedure 516 –Stewardship of the Land

AP 516 – Stewardship of the Land

Background

The Board of Education recognizes the requirement to protect the land, to be a responsible partner in the community, and the need to educate students regarding land stewardship issues. The Board recognizes that its activities, through educational programs, routine operations, and infrastructure development, have an impact on the sustainability of the wider community. The Board respects the interdependence of the land and society, and the challenge of balance in building a healthy, sustainable future.

The Board’s Syeyutsus Policy Framework (Policy 1.4) is rooted in the knowledge that we are all relations in the cycle of life. Nanaimo Ladysmith Public Schools respects and cherishes the land its schools and facilities are situated upon. The land and its resources touch every aspect of life, and is the cornerstone of connectivity. It is within this space we will strengthen our sense of belonging and interconnectedness to enhance all of our relationships in a thoughtful way. Nanaimo Ladysmith Public Schools commits to honouring the land and using its Syeyutsus Policy Framework to guide and inform practice.

Procedure

In order to foster the concept of stewardship of the land, the Board of Education supports and encourages staff, students and school communities to promote programs, practices and initiatives in the areas of land literacy, waste management, purchasing, food services, energy efficiency and conservation that will support the district in an integrated, system-wide approach to stewardship of the land. These actions will include, but not be limited to the following:

- providing leadership initiatives and supporting land awareness at the District, school and community levels;
- facilitating the implementation of curriculum which promotes land literacy and the ethical practice of stewardship of the land;
- emphasis be placed on place-based education as outlined in the revised BC curriculum: “In all of the areas of learning, teachers are encouraged to teach in ways that respect the place in which the students are — to teach from within the school and its surrounding community”;
- encourage educators to provide students with direct experience, outside the classroom and the school, as this is key to developing land literacy and a stewardship ethic;
- encouraging schools and other district facilities to actively participate in learning initiatives that help fulfil our responsibilities as good stewards of the land;
- encouraging schools and other district facilities to have an active committee that includes students, staff, parents, custodians and others who would plan and initiate positive activities/initiatives promoting stewardship of the land;
- promoting the concept of reduction, reuse and recycling of resources in order to protect the land;

- conducting a district wide recycling program in which all schools and departments are required to participate;
- providing school district properties that meet or exceed government standards for health and safety;
- supporting, where feasible, the use of natural and/or eco-friendly landscaping materials and provide for preservation of wildlife habitats on district properties;
- encouraging schools and other district facilities to enhance the natural environment; and
- ensuring that all contractors adhere to Board policy and that the Syeyutsus Policy Framework is considered where feasible in the design and construction of all new builds and renovations.

The Board endorses the formation of site-based Stewardship Initiatives Committees (Green Teams) to support the implementation of this administrative procedure. The site-based committees would provide recommendations to their site-based administrator who would in turn share the recommendation with their Assistant Superintendent or designate who would bring the information forward to the Secretary Treasurer or designate.

Adopted: September 11, 2019