

ADMINISTRATIVE MEMORANDUM

Meeting Place:

Education Services Centre
2121 Lonsdale Avenue
Mountain View Room – Fifth Floor
North Vancouver, British Columbia

Format and Date:

PUBLIC BOARD MEETING
Tuesday, December 9, 2014
Reception at 6:00 pm
Oath of Office at 7:00 pm
Inaugural Board Meeting at 7:30 pm (special time)

			Estimated Completion Time
A.	Call to Order Following the Oaths of Office and Allegiance, the Secretary Treasurer will call the meeting to order and act as Chair for agenda items A.1. and A.2.		7:30 pm (approx)
A.1.	Approval of Agenda (that the agenda, as recommended in the Administrative Memorandum, be adopted.)	(no schedule)	7:35 pm
A.2.	Election of a Board Chair		7:45 pm
A.3.	Election of a Board Vice Chair		7:55 pm
A.4.	Public Comment Period	(no schedule)	8:05 pm
A.5.	Approval of Minutes (that the minutes of the Public Meeting of November 18, 2014 be approved as circulated)	(no schedule)	8:10 pm
B.	Action Items		
B.1.	Consideration of Board Policy Regarding Video and/or Audio Recording of Public Board Meetings		8:25 pm
B.2.	Superintendent's Report on Achievement 2013/14		8:45 pm
B.3.	Board/Authority Authorized Courses 2015/16		9:05 pm
B.4.	Proposed Field Hockey Specialty Academy for 2015-2016		9:15 pm
B.5.	Election to BC School Trustees' Association (BCSTA) Provincial Council and to BC Public School Employers' Association (BCPSEA)		9:25 pm



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(continued)		Estimated Completion Time
C.	<u>Information and Proposals</u>	
C.1.	Secondary School and Academy Fees 2015/16	9:35 pm
C.2.	Superintendent's Report	9:40 pm
C.3.	BC School Trustees' Association (BCSTA) December Academy – Report Out	9:50 pm
C.4.	Trustees' Reports	10:00 pm
D.	Future Meetings	10:00 pm
E.	Public Question and Comment Period	10:20 pm
F.	Adjournment	(no schedule) 10:20 pm

The completion times on this agenda are estimates intended to assist the Board in its pacing.

Georgia Allison
Secretary Treasurer

PLEASE NOTE:

The Board of Education does not permit video and/or audio recording of its meetings.

Until the Board Policy Review process is completed and all issues pertaining to audio and video recording are considered, video and audio recordings of the Board meetings will not be permitted.

Schedule A.2.....
of the
Administrative Memorandum

Meeting Date: December 9, 2014 ☒ Board ☐ Board, in camera

Topic (as per the
Memorandum): **Election of a Board Chair**

Narration:

The Board is required by its [Policy 104](#) - *Board of Education - Meetings* to elect one of its members to be Chair of the Board. Under the authority of [Policy 101](#) - *Board of Education - Role and Function* and Section 67 (4) of the *School Act*, the election of a Chair shall generally adhere to the following standard format:

- (i) call for nominations for the position of Chair of the Board for the term commencing December 9, 2014 and ending November 30, 2015, this being the inaugural year of the new term of four years;
- (ii) declare the Chair elected if there is only one nomination;
- (iii) if there is more than one nomination, appoint two scrutineers and conduct an election by ballot;
- (iv) announce the successful candidate; and
- (v) if necessary, call for a Board resolution authorizing the destruction of the ballots.

Secretary Treasurer Georgia Allison will call for nominations for the position of Chair of the Board.

Schedule A.3.....
of the
Administrative Memorandum

Meeting Date: December 9, 2014 ☒ Board ☐ Board, in camera

Topic (as per the
Memorandum): **Election of a Board Vice Chair**

Narration:

In keeping with Section 67 (4) of the School Act and as required by Board Policy 101, the Chair will conduct the election for a Vice Chair for the term commencing December 9, 2014 (inaugural year) and ending November 30, 2015. The Chair will adhere to the format used to elect the Chair.

Schedule A.4.....
of the
Administrative Memorandum

Meeting Date: December 9, 2014 ☒ Board ☐ Board, in camera

Topic (as per the
Memorandum): **Public Comment Period**

Narration:

In accordance with Board Policy 104: Board of Education – Meetings (June 23, 2010 revision), the Board provides a (10) minute public comment period as the first item of business after the adoption of the agenda. Speakers will be allocated a maximum of two (2) minutes each. The ten-minute comment period is intended to be restricted to items on the evening's Board Agenda and the Board will not respond to comments made during comment period. Members of the public wishing to discuss their concerns with Trustees should contact them after the meeting, by telephone or e-mail.

Speakers are requested to place their name on a signup sheet in order to speak during the Public Comment Period. The signup sheet will be available in the Board Room from 6:50 pm – 7:00 pm prior to the meeting's commencement. The Chair will invite those wishing to speak in the order that their name appears on the signup sheet.

When appearing before the Board, speakers are requested to state their name and address for the record.

During the Public Comment Period, as well as the Public Question and Comment Period at the end of the meeting, speakers may not speak disrespectfully of any Board Member, staff member, or any other person and must not use offensive words or gestures.

Speakers may speak only once at the Public Comment Period.

School District No. 44 (North Vancouver)

Minutes of the Public Meeting of the Board of Education, School District No. 44 (North Vancouver), held in the Mountain View Room of the Education Services Centre at 2121 Lonsdale Avenue in North Vancouver, British Columbia, on Tuesday, November 18, 2014.

PRESENT: F. Stratton, Chair
B. Forward
C. Gerlach, Vice Chair
L. Bayne
M. McGraw
C. Sacré

ABSENT: S. Skinner

A.1. Call to Order

Chair Stratton called the meeting to order at 7:00 pm and welcomed those in attendance, including Trustees-Elect Megan Higgins and Jessica Stanley. The traditional territorial lands of the Squamish Nation were acknowledged by the Chair. It was also noted that the week of November 15-21 is Anti-Bullying Week and the theme for 2015 is "Stand Up! (to bullying)".

A.2. Approval of Agenda

Moved by C Sacré.

that the agenda, as recommended in the Administrative Memorandum, be adopted.

Seconded by M. McGraw

Carried

A.3. Public Comment Period

The ten-minute comment period is intended to be restricted to items on the evening's Board Agenda. The Chair requested that those wishing to speak should sign on the Public Comment Sign-Up Sheet.

Trustee-Elect Jessica Stanley extended thanks to outgoing Trustees Bayne and McGraw. Ms Stanley spoke to Item B.2. and questioned the timing of this agenda item, suggesting it should be tabled for the incoming Board to address.

The Chair clarified that the current Board's mandate does not end until the swearing in of the new Board on December 9, 2014. It was further clarified that inclusion of this agenda item was to promote discussion regarding communication with the City, similar to the structure that is in place with the District of North Vancouver.

A.4. Approval of Minutes – Public Meeting of October 21, 2014

Moved by M. McGraw

that the minutes of the public meeting of October 21, 2014 be approved as circulated

Seconded by C Sacré.

Carried

Procedural Note:

During the Public Question and Comment Period, Item E, Carolyn Pena, NVT President, informed the Board that there was an error in the October 21, 2014 minutes in Section E, Public Question and Comment Period, where comments by Ms. Pena were recorded in error.

The Board agreed to address this by rescinding the above-recorded approval of the October 21, 2014 minutes and subsequently approve the minutes as corrected:

A.4. Approval of Minutes – Public Meeting of October 21, 2014 (continued)

“Carolyn Pena, NVTa President, clarified that the NVTa is supportive of mentorship but that the intent of the *Education Fund* is to address class size and composition and not intended for mentorship.”

Moved by B. Forward

that the previous motion of approval of the minutes of the public meeting of October 21, 2014 be rescinded.

Seconded by C. Sacré

Carried

Moved by C. Gerlach

that the minutes of the public meeting of October 21, 2014 be approved as amended.

Seconded by L. Bayne

Carried

A.5. Prime Minister’s Award for Teaching Excellence – Recognition to Jennifer Tieche, Carson Graham Secondary

John Lewis, Superintendent of Schools, introduced Ms. Jennifer Tieche, Teacher Librarian at Carson Graham Secondary School. The Superintendent informed the Trustees that Jennifer had recently received a Prime Minister's Award for Teaching Excellence. One of only 10 national-level winners, Jennifer received a national Certificate of Excellence from Prime Minister Stephen Harper at a recent ceremony in Ottawa.

The Prime Minister's Award for Teaching Excellence, one of ten in Canada, is a prestigious award that is only given to this country's most outstanding educators. A financial award of \$5000 from the Government of Canada will be shared equally between Carson Graham Secondary and Ms. Tieche.

The Superintendent noted that the North Vancouver School District is proud to congratulate Jennifer on receiving the Prime Minister's Award—a well-deserved recognition and honour.

Trustees extended their congratulations to Jennifer Tieche for her award.

B.1. Capital Project Bylaw No. 126814 School Bus Replacement

Secretary Treasurer Georgia Allison advised that, through the Ministry's capital management bus replacement program, a request was submitted in September 2014 for the replacement of a bus purchased in 2002. The Ministry has approved this request and funding has been granted. As these funds fall within the parameters of Capital Funding, a Capital Project Bylaw is required to generate a Certificate of Approval and release of funding in the amount of \$124,056.

Moved by M. McGraw

that School District No. 44 (North Vancouver) Capital Project Bylaw No. 126814 be read a first time;

Seconded by B. Forward

Carried

Moved by L. Bayne

that School District No. 44 (North Vancouver) Capital Project Bylaw No. 126814 be read a second time;

Seconded by C. Gerlach

Carried

The Board unanimously agreed to proceed to a third reading of the bylaw.

Moved by C. Gerlach

that School District No. 44 (North Vancouver) Capital Project Bylaw No. 126814 be read a third time, passed and adopted.

Seconded by L. Bayne

Carried

B.2. School District Meeting with City of North Vancouver

Secretary Treasurer Georgia Allison introduced this item and reported out on a recent meeting of the Board with the City of North Vancouver Mayor and Council members along with School District and City senior staff. The meeting was held in response to City Council motions requesting a meeting with the Board to discuss the School District's land planning process and options for the Lucas Centre and Cloverley sites.

At the October 28th meeting, Superintendent Lewis presented on the following: Ministry Mandate, Board Vision, Goals and Guiding Principles; Community Consultation/Community Engagement; Demographics and Capacity; School District Properties/Funding Capital Projects; surplus sites update; and supporting unfunded capital projects. Meeting participants were provided with the [Land, Learning and Livability Update](#) of October 2014 which is posted on the *Land, Learning and Livability Blog*. Following the meeting, at the request of Council members, additional information was provided to the City and posted on the website at the following link: <http://www.blog44.ca/landmanagement/files/2014/01/NVSDLetterCNV-30Oct14-pk17bi.pdf>.

The Secretary Treasurer further reported that a key issue from the meeting was the need for ongoing communication between City Council and the Board of Education. To address this issue, Senior Staff suggested that the Superintendent consult with the City of North Vancouver senior staff to explore options for collaborative discussions and information. The Board may wish to utilize a similar process in place with the District of North Vancouver through the joint Collaboration Committee.

Though there was agreement that further consultation was necessary, there was discussion regarding the timing of any formal Board direction prior to the new Board and Council being in place and before new Trustees have had the opportunity to be fully briefed. In response to a question regarding the nature of discussions between the Superintendent and City staff, Superintendent Lewis clarified that discussions could relate to such items as: the types of meetings, schedule of meetings that would work with City council, address questions of formal, public meetings versus an informal dialogue, and mechanisms that are amenable to both parties. A question was raised as to why a Board direction was required when discussions between City and School District staff are routine and deal with more than land issues. It was clarified that the suggestion for a resolution was in respect to the Council's more formal approach in providing direction to staff. Trustees indicated that there was support for informal discussions to continue between School District and City senior staff, without any formal direction.

A point of order was raised regarding the video recording of the Board meeting by two members of the public in the gallery. Both individuals were requested to cease filming. The Chair respectfully requested that until the incoming Board had the opportunity to develop specific policy to address the issue, that Board meetings take place without the disruption of video-recording.

C.1. North Vancouver Teachers' Association (NVTa) Pro D Report 2013/14

Superintendent John Lewis introduced this agenda item and noted that each year through the Collective Agreement; the Board provides a grant of \$94,500 to the NVTa to fund professional development. The Superintendent invited to the table Carolyn Pena, President of the North Vancouver Teachers' Association (NVTa), and Mary Aiello, Chairperson of the Association's Professional Development Committee, to present the NVTa Professional Development Report.

Thanking the Board for their continued support of the professional development of teachers in the North Vancouver School District, Ms. Aiello noted that the NVTa supports her role as Pro D Chair, which is a part-time position. Ms. Aiello introduced the following teachers: Karen Koroluk, District Speech Language Pathologist with the Handsworth Family of Schools; Dennis Braam, Socials Studies teacher at Seycove Secondary; and Bryan Hughes and Petra Willems, teachers with the Seycove FLIGHT program.

C.1. North Vancouver Teachers' Association (NVTa) Pro D Report 2013/14 (continued)

As examples of how the professional development funds are used, these teachers described their experiences, which included attending: a workshop with Dr. Patricia Prelock regarding a new assessment tool in the diagnosis of Autism Spectrum Disorder (ASD), the *Teachers Institute on Canadian Parliamentary Democracy* held in Ottawa, and the *Looking at Student Work Winter Residency Program* at High Tech High Charter School that is located in San Diego and has an emphasis on project based learning. Ms. Willems and Mr. Hughes provided a short PowerPoint presentation regarding their experience at High Tech High and the collaboration that has now been established between that organization and Seycove's FLIGHT program and distributed a document entitled "FLIGHT – Pedagogy and Methodology" to each Trustee.

In response to Trustees' questions, clarification was provided: regarding some revisions to the ASD assessment tool are still required and the School District's Learning Resources team will be kept apprised; regarding the concept of "student trustee", it was pointed out that student engagement already takes place with students sitting on many committees and that this engagement should not be mandated but encouraged; and that teachers who have attended professional development programs share their experiences with their peers either informally or through the bi-annual Professional Development Conference organized by the NVTa and CUPE.

Trustees thanked the presenters for sharing their stories and for their contributions to the School District.

C.2. Organization of Classes Report – 2014/15

John Lewis, Superintendent of Schools, introduced this item and stated that, although no longer required by legislation, the monitoring and tracking of changes in class size organization experienced from year to year is helpful to the Board. Superintendent Lewis walked through the detailed [presentation](#), which identified class sizes at each level. It was noted that the District has been able to maintain staffing levels at the 'add back' budget levels, that there is variability in class sizes from school to school due to the late start which also impacted scheduling, that the *Education Fund* particularly supported the organization of elementary class sizes and that the intent is to maintain current staffing levels during the development of the 2015/16 budget.

Superintendent Lewis advised that the information provided has been based on data collected on October 17, 2014 and a compilation of this information will be posted on the Ministry's website. As well, the Superintendent's presentation will be posted on the School District's website.

Trustees thanked Superintendent Lewis for his presentation. Responding to Trustees' questions, Superintendent Lewis noted that the larger number of classes greater than 30 at Carson Graham Secondary is offset by a larger number of classes with 22 and fewer; that allowing these smaller classes enables a broader course selection; and that Key Performance Indicators (KPI) are used as a class organization tool but also at the front end to build the budget.

C.3. Ministry of Education Learning Improvement Fund – 2014/15 Spending Plan

Superintendent of Schools John Lewis introduced this agenda item and presented, in accordance with the *Learning Improvement Fund Regulation (BC Reg. 53/12)*, a report on the allocation of the *Learning Improvement Fund* submitted to the Ministry of Education on October 31, 2014. Superintendent Lewis noted this was the third year of the Learning Improvement Fund (*Bill 22-2012: Education Improvement Act*), which was implemented for a three-year term to help school districts address complex classroom composition issues. Details of the *Education Fund* and the *Support Fund*, which make up the *Learning Improvement Fund*, were previously reported at the October 21st Public Board meeting and the November 4th Standing Committee meeting and the submission was included in the evening's [agenda package](#).

C.3. Ministry of Education Learning Improvement Fund – 2014/15 Spending Plan (continued)

Superintendent Lewis also reported on the consultative process that took place in the spring and fall, initially at school level with school administrators, staff and Chief Staff Representatives; and then at District level with the respective executive members of North Vancouver Teacher Association (NVTa) and the Canadian Union of Public Employees (CUPE Local 389) having met with the Senior Executive Committee. Support was provided for priorities identified at both the school and District levels. A small reserve of funds remains in the *Learning Improvement Fund* for allocation to schools during the balance of the school year.

As noted in the schedule, the President of the North Vancouver Teachers' Association provided agreement to the Final Spending Plan regarding the *Education Fund* portion of the *Learning Improvement Fund*.

On behalf of the Board, the Chair thanked the Superintendent for his presentation.

C.4. Canadian Union of Public Employees (CUPE Local 389) Bargaining Update

Secretary Treasurer Georgia Allison introduced this item and reported that on November 3, 2014, North Vancouver School District and CUPE Local 389 signed a Memorandum of Understanding for the term of July 1, 2014 to June 30, 2019. On November 14, 2014, CUPE Local 389 members voted 96.8% in favour of the agreement which provides a 5.5% over the term. On November 18, 2014, prior to the public Board meeting, the North Vancouver School District Board of Education voted to ratify the agreement.

The Secretary Treasurer extended thanks to the CUPE bargaining team and acknowledged CUPE member Les Murata in the audience.

C.5. Land, Learning and Livability Community Engagement – Update

John Lewis, Superintendent of Schools, introduced this agenda item and provided a brief update on the status of the Board's work to date towards long-term management of School District surplus sites.

- As previously mentioned, a meeting was held with Mayor and Council members on October 28, 2014 to provide an opportunity for clarification of specific information related to the Board of Education's Land Management Strategy. Background information related to the Board's community engagement process and status update for each surplus site was also provided at the meeting, with particular attention to sites located in the City.
- Morningstar Development Ltd is continuing in its work with the District of North Vancouver to address municipal requirements towards a public hearing for development of the Monteray site. When announced, the public hearing date will be communicated to the School District community.
- Argyle Replacement Project request – the Board continues to await a response from the Minister regarding its request for a follow up meeting to discuss the full replacement of Argyle Secondary rather than the approved seismic upgrade project. It is hoped that now with the election of the new Board and District Council; the province will recommence discussion in the near future.

C.6. Tuesday, November 4, 2014 Standing Committee Meeting

Trustees Sacré and Bayne reported on the November 4th Standing Committee meeting where presentations focused on: My Education BC, the student information system that is replacing BCeSIS and will be implemented in North Vancouver elementary schools in January 2015 and secondary schools in September 2015; submission of the *Learning Improvement Fund Spending Plan*; and Changing Results for Young Readers (CR4YR), a provincial initiative to increase the number of engaged, successful readers in the province.

C.7. Out of Country Field Trips - Secondary

Provided for their information, Trustees received in their agenda packages an overview of out of country field trips that are being planned for secondary students as follows:

- Seycove Secondary School – field trip to San Diego, CA, USA (Feb 13-22, 2015)
- Windsor Secondary School – field trip to Cuba (Mar 14-21, 2015)
- Handsworth Secondary School – field trip to New York, NY, USA (Mar 6-8, 2015)
- Carson Graham Secondary School – field trip to Sosua and Puerto Plata, Dominican Republic (Mar 6-15, 2015)

C.8. Superintendent's Report

Superintendent Lewis noted that the following items are included in the *Superintendent's Blog* (<http://blog44.ca/superintendent>):

- Hallowe'en RCMP Advisory – a reminder of regulations surrounding the purchase, possession and use of fireworks and firecrackers
- *Growing Absolutely Fantastic Teens* – The School District, in partnership with the Ministry of Children and Family Development, Vancouver Coastal Health, the City and District of North Vancouver, and the RCMP, hosted a presentation featuring Dr. Elizabeth Saewyc on October 28th at Centennial Theatre. Many thanks to Brad Baker, District Administrator, Safe & Caring Schools, for his role in planning this multi-agency supported event.
- NS Restorative Justice presents *Speak Out* event – this event for youth and youth supporters was held at Mountainside Secondary and addressed "What is Power?"
- Remembrance Day School Ceremonies - On Friday, November 7th Remembrance Day assemblies were held across our School District to honour those who served and sacrificed for our country during times of war.
- World Kindness Day, November 13th - Introduced by the World Kindness Movement in 1998. The goal of the campaign is to encourage greater kindness amongst all and promote resiliency and connectedness. The School District appreciates Vancouver Coastal Health's support in ensuring the physical and emotional health and well-being of children and youth in our schools.
- Emergency Preparedness Activities - North Shore Schools Emergency Planning coordinator Bernadette Woit has been working with the School District Occupational Health & Safety Committee and school staff to plan and review fire drills and student release procedures. The Great BC Shakeout was a great success and we thank everyone for their participation. In addition, Ms. Woit is working with the Settlement Workers in schools to ensure that families new to Canada are cognizant of the Emergency Preparedness drills.

Superintendent Lewis also reported on the flood events of November 3-4, 2014, that occurred when Kilmer Creek overflowed its banks. Appreciation was extended to the District of North Vancouver, the restoration company and the outstanding efforts of the School District's custodial and maintenance staff to help mitigate the damage at Argyle Secondary School. Also, tremendous thanks are extended to Principal Elizabeth Bell for her tireless efforts managing through this emergency as well as the support provided by staff and students. This combined effort enabled the school to re-open after just one closure day.

It was further reported that two other schools also received damage. Two sink holes developed at Braemar Elementary and necessitated the closing of the playground and partial closure of the parking lot. Work is proceeding to rectify the damage but some of that work will need to be deferred until the summer school closure. Three classrooms received water damage at Upper Lynn Elementary.

C.9. BC School Trustees' Association (BCSTA) Provincial Council and Committee Meetings – Report Out

Updates were provided on the following BCSTA Provincial Council and Committee meetings recently attended by Trustee Representatives.

C.9. BC School Trustees' Association (BCSTA) Provincial Council and Committee Meetings – Report Out (continued)

- Provincial Council – topics included the Accountability Framework, a progress report on the implementation of the BC Ed Plan. Motions relating to the immediate removal of the compensation freeze for all exempt (excluded) employees and the Ministry's use of social media during the labour dispute both received approval.
- Aboriginal Education Committee – joint session with the Education Committee working towards presentations for the BCSTA December Academy.
- Finance Committee – presented the Draft BCSTA 2015/16 budget to Provincial Council which provided feedback to the presentation of the. The question of withdrawal of services to Kootenay Lake School District (SD 8) was debated and approved, given it non-payment of membership fees.

C.10. Trustees' Reports

Trustees submitted their reports on their activities on behalf of the Board as follows:

1. Meetings attended by Trustees included:

- Public Board meeting
- In Camera meeting
- Board Planning Committee meeting
- Board Standing Committee meeting
- BCSTA Provincial Council, Aboriginal Education and Finance Committee meetings
- City of North Vancouver Anti-Violence Grants Selection Committee – the Trustee representative remarked that “new and exciting” grant applications stood out
- Presidents' Council meeting
- Meeting with City of North Vancouver Mayor, Council members and senior staff
- CUPE Local 389 Collective Bargaining
- Policy Review Committee
- Principal interviews

2. Events attended by Trustees included:

- Remembrance Day Ceremonies, school based
- *Growing Absolutely Fantastic Teens* presentation at Centennial Theatre
- Secondary football games – testament to the staff involved
- City of North Vancouver – Declaration of the Year of Women in Sport 2015
- Montroyal Elementary - *IWalk Week*
- Lunch and Learn – Cleveland Elementary
- Kindergarten Orientation at Centennial Theatre
- Global Initiative fundraiser

Trustees thanked outgoing Trustees Lisa Bayne and Mike McGraw for their service on the Board. Trustee Bayne was acknowledged for her quiet wisdom and balanced approach, and Trustee McGraw for putting students first and foremost.

Superintendent Lewis advised that a formal recognition of both Trustees will take place at the January 2015 public Board meeting.

There was a suggestion during Trustees' Reports for consideration of a placeholder item on future Board agendas to address outstanding items arising from the minutes.

D. Future Meetings

Future public meetings of the Board are confirmed as follows:

Tuesday, Dec 9, 2014 at 7:00 pm	Inaugural Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, Jan 15, 2015 at 7:00 pm	Programs Night – Transitions 7/8	Carson Graham Secondary, 2145 Jones Avenue, N Vancouver
Tuesday, Jan 20, 2015 at 7:00 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, Feb 3, 2015 at 7:00 pm	Standing Committee Public Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver

E. Public Question and Comment Period

The Chair called for questions and/or comments from the public noting that in accordance with Board policy, questions relating to personnel, negotiations or litigation must not be dealt with in a public session.

Carolyn Pena, NVTA president, took the opportunity to report that the NVTA was happy with the consultation and consideration with concerns that were brought forward given the shortened time frame, and the association looks forward to work proactively in the spring to target funds to identified needs. On behalf of the Association, Ms. Pena emphasized that more funding is required from the Province.

Again on behalf of the NVTA, Ms. Pena thanked outgoing Trustees Bayne and McGraw for their thoughtful consideration of the issues they have addressed in the last three years during their term.

F. Adjournment

The established agenda being completed, the Chair adjourned the meeting at 9:01 pm and thanked those who attended.

Certified Correct:

Georgia Allison
Secretary Treasurer

Date

Chair, Board of Education

Date

Schedule B.1.....
of the
Administrative Memorandum

Meeting Date: December 9, 2014 ☒ Board ☐ Board, in camera

Topic (as per the Memorandum): **Consideration of Board Policy Regarding Video and/or Audio Recording of Public Board Meetings**

Narration:

At the October 2014 and November 2014 Board of Education meetings, an interest was expressed for Public Board meetings to be video recorded. Following the November 2014 Public Board meeting, the Board received notice, from a member of the public indicating an intention that video and/or audio recording of all Public Board meetings will be undertaken.

Section 67(5) of the BC School Act states that “a Board must establish procedures governing the conduct of its meetings and must permit any person to inspect those procedures”. The current Board Policies are silent on the matter of video and/or audio recording of Public Board meetings. Past practice has established that recording of Public Board Meetings is not permitted. Limited exceptions have been provided for specific purposes and with advance requests to the Board of Education.

In order to consider video or audio recording of Public Board meetings, any change in the proceedings of Board Meetings requires a process to be followed as outlined in [Policy 103: Board of Education – Policy Development](#). The Policy Review Committee is tasked with policy development, review, and recommendations to the Board. The Policy Review Committee consists of representatives from the School District’s partner groups and thereby allows for broad based input in the development of policy recommendations to the Board. The Policy Review Committee undertakes its annual planning at the start of each school year and provides its draft work plan to the Board, typically at a Trustee Seminar. The draft work plan for the 2014/15 school year is attached for information purposes.

The development of policy is recognized as important work of the Board of Education, as policy impacts students, parents, staff, and the public. All perspectives will need to be considered by the Policy Review Committee in its deliberations. Until the Policy Review process is completed and all issues pertaining to audio and video recording are considered, video and audio recordings of the Board meetings will not be permitted.

Attachment
Draft Policy Review Committee Work Plan

RECOMMENDED MOTION:

that the Board of Education requests the Policy Review Committee consider changes to *Policy 104: Board of Education – Meetings* to address video and/or audio recording of Public Board meetings, and

that the Policy Review Committee undertake this work in an expedient manner.

POLICY	Reason for Review	Specific aspects	Status UPDATE	Responsibility
100 - Governance and Foundations				
Policy 101: Board of Education – Role of Board (REVISED)	Changes to the term of office introduced at the Provincial level need to be reflected in Board Policy. A revision to the Policy provides the opportunity to incorporate reference to the Provincial Mandate.	The term for the elected Trustee position has increased from three years to four. This is considered a housekeeping item.	2014/2015 WORK PLAN - HIGH Priority	Secretary-Treasurer/ Superintendent
Policy 109: Pacific Foundation for Environmental Learning (NEW)	The Board may wish to establish a Foundation to support the North Vancouver Outdoor School and Environmental Learning Centre. Policy 205 will also need to be reviewed for alignment.	A foundation is recommended as the means to establish the Outdoor School Advisory Council in Policy and to facilitate fund-raising initiatives for the Environmental Learning Centre (Establish terms of reference for these groups)	2014/2015 WORK PLAN - LOW Priority	Secretary-Treasurer/ELC Advisory
200 - Instructional Programs and Services				
Policy 203: Evaluation of Student Achievement and Reporting to Parents	The Handbook on Assessment, Evaluation and Reporting was developed to provide the Administrative Procedures in support of Policies 203 and 209.	Policy 203 will need to be revised to align with the Handbook and Policy 209. This will be important for consistent communication of student progress.	2014/2015 WORK PLAN - Adoption of 209 in 2012/13 - HIGH Priority	Learning Services: Joanne Robertson
Policy 205: Outdoor School	Policy 205 should be reviewed to ensure that it complements proposed Policy 109 regarding Pacific Foundation for Environmental Learning	Policy 205 should also reference Blue Shore Financial Environmental Learning Centre	2014/2015 WORK PLAN - LOW Priority	Executive Committee / Learning Services
300 - Student Conduct and Welfare				
Policy 301: Student Safety	This policy was reviewed in 2013 with the development of School Guidelines for accident prevention and management. Additional concerns have been identified related to 1) reporting incidents of harm to students, and 2) procedures related to the use of 'seclusion' or 'quiet' rooms.	Clear reporting and follow up procedures related to incidents (observed/ alleged) of harm to students are needed. While addressed within Policy 306: Suspected Child Abuse, there is a need to ensure consistency between Policy 301 and 306.	2014/2015 WORK PLAN - HIGH Priority	Safe and Caring Schools Committee reps
Policy 303: Student Health and Medication Management	Training protocols were established for the medication management of children with Type 1 Diabetes, in cooperation with the Ministry of Education and the Ministry of Health.	A review of the effectiveness of the training protocols and implementation in consultation with VCH would be recommended.	2014/2015 WORK PLAN - MEDIUM priority.	Safe and Caring Schools Committee reps/J. Parker/CUPE
Policy 306: Suspected Child Abuse	This Policy was last revised in 2011 with a review of the Protocol Agreements between NVSD, MCFD, RCMP, NVTA and CUPE. Reference documents were refreshed and referenced in training sessions.	Review for clarity of reporting and consistency with Policy 301.	2014/2015 WORK PLAN - HIGH Priority	Safe and Caring Schools Committee reps

POLICY	Reason for Review	Specific aspects	Status UPDATE	Responsibility
400 - Parent and Community Relations				
Policy 402: Community Education and Community Schools	Policy indicates that Community School designation is limited to a five-year term. Extra supports are provided, where finances permit.	This Policy has not been reviewed since 2001. This is considered a LOW priority, 'housekeeping' item, and/or with the potential for REPEAL .	2014/2015 WORK PLAN - LOW Priority	Executive Committee
Policy 406: Complaints Concerning Personnel, Programs, or Procedures	Concerns raised by a Committee Member regarding the perspective provided within the policy in relation to employees and the application of the process in relation to Student Safety.	Concern was raised regarding the effectiveness of the Policy in the protection of harm to students by employees.	2014/2015 WORK PLAN - initiated at Policy Review Committee	Executive Committee
Policy 412: Homophobia	Review in context of Ministry ERASE initiative and implications for current policy. Terminology is out of date and needs to reflect current conditions.	Subject to Annual Review - revise as necessary to align with Ministry ERASE Initiative and to 'modernize'. Build on Metro directions.	2014/2015 WORK PLAN - HIGH Priority	Safe and Caring Schools Committee Rep.
500 - Human Resources				
Policy 505: Employee Welfare	WCB has introduced new Health and Safety policies, taking effect November 1, 2013, related to workplace bullying and harrasment, requiring establishment of policies by employers, including and Annual Review.	A preliminary review of Policy 505 confirms alignment with the change in WCB policies. Further awareness and education is required on this topic in connection with Policy 506: Employee Code of Conduct annual review.	2014/2015 WORK PLAN - HIGH Priority	Human Resources and/or OH&S Committee - PRC Admin rep.
Policy 5xx: Professional Growth	The 10-Year strategic plan includes the implementation of the Succession Planning Report. Policy needs to be developed to align with the Strategic Plan.	The ongoing development of all employees will be supported through Personal professional growth plans. Initial research could proceed with examination of effective models.	2014/2015 WORK PLAN - MEDIUM Priority	Human Resources
600 - Organization and Management				
Policy 609: Communication Systems	The Policy statement has been adopted by the Board of Education (May 2014).	Administrative Procedures are being revised to reflect current technology practices and legislative requirements. For review with sub-committee prior to return to Policy Review Committee.	2014/2015 WORK PLAN - HIGH Priority (Admin Procedures)	Communication Manager/ICT Director - sub-committee
Policy 611: Privacy	The Policy statement has been adopted by the Board of Education (May 2014).	Administrative Procedures are being revised to reflect current technology practices and legislative requirements. For review with sub-committee prior to return to Policy Review Committee.	2014/2015 WORK PLAN - HIGH Priority (Admin Procedures)	Communication Manager/ICT Director/Records Manager - sub-committee
Policy 614: Educational Heritage (NEW)	NEW Policy to provide direction for the retention, disposal and destruction of items of historical significance to the school district.	NEW Policy to enable the transfer of artifacts to appropriate agencies and museums with a mandate for heritage preservation.	2014/2015 WORK PLAN - LOW Priority	Administrative Services/Records Manager
700 - Financial Management				

POLICY	Reason for Review	Specific aspects	Status UPDATE	Responsibility
800 - Facilities and Equipment				
Policy 805: Disposition of Land or Facilities	DNV r has adopted a public assembly land policy that has implications for the School District. The City of North Vancouver is contemplating the potential introduction of a parallel policy.	Subject to outcome of current public consultation procedures and discussions with the City and the District of North Vancouver.	TBD - monitoring DNV process	Corporate Services
New Policy 8xx: Naming of Facilities	The Board presently does not have a policy related to the naming of facilities, or areas of a building.	Recent namings (Jack Loucks Library, Mountainside School) have occurred on the basis of past precedence. A DRAFT was prepared for review.	Sub-Committee DRAFT for review - MEDIUM Priority	Secretary-Treasurer / Board/ NOVA rep.
900 - Board Bylaws				
Policy 903: School Property Protection By-Law	RCMP have advised that "No Trespassing" signage would support their efforts. This could be applied under this policy	Incorporate aspects of preventative safety measures - School Grounds closed 10 p.m. to 6 a.m.	2014/2015 WORK PLAN - MEDIUM Priority	Director, Facilities and Planning
Annual Review				
Policy 207: Field Trips	Subject to Annual Review	Out of Country travel and athletics competitions	ANNUAL WORK PLAN	Assistant Superintendents
Policy 302: Student Conduct	Review in context of Ministry ERASE initiative and implications.	Consideration in the context of My Education BC and the discipline module.	ANNUAL WORK PLAN	Safe and Caring Schools
Policy 506: Employee Code of Conduct	Subject to Annual Review	Workplace bullying and harassment need to be examined or cross-referenced to Policy 505	ANNUAL WORK PLAN - HIGH Priority with 505	Human Resources - PRC NOVA rep.

Schedule B.2.....
of the
Administrative Memorandum

Meeting Date: December 9, 2014 ☒ Board ☐ Board, in camera

Topic (as per the
Memorandum): **Superintendent's Report on Achievement 2014/15**

Narration:

Legislative Requirements

The Board is responsible for the improvement of student achievement in the school district (*School Act*, Section 65, (1.1)). It is delegated the responsibility for appointing a Superintendent of Schools who, under the general direction of the Board, is responsible to the Board for improvement of student achievement.

In accordance with the *School Act* (Sections 22 (1)(b.1) and 79.3), on or before December 15 of each school year, the Superintendent of Schools must prepare and submit to the Board a report on student achievement for the previous school year. On receipt and approval of the report, the Board must submit the report to the Minister of Education before January 31 and make it available to the public.

Superintendent's Report on Student Achievement 2014/15

The annual *Superintendent's Report on Student Achievement* is prepared each year using a template provided by the Ministry of Education. The *Report* is intended to ensure transparency and accountability for each school district in terms of its responsibility for improving student achievement. Evidence used to report student achievement must include provincial and local (district) measures. The report can include local data such as commonly used, district-wide assessments/instruments and school and teacher classroom assessments.

Superintendent John Lewis will provide an overview of the *Superintendent's Report on Achievement 2014/15*, attached to this Administrative Memorandum of December 9, 2014.

Attachment:
Superintendent's Report on Achievement 2014/15

RECOMMENDED MOTION:

that the Board approve the *Superintendent's Report on Achievement 2014/15*, as attached to this Administrative Memorandum of December 9, 2014.

Superintendent's Report on Student Achievement 2014-2015

North Vancouver School District

1. Improving Areas of Student Achievement

What is Improving?

- Five-Year and six-year completion rates for students of Aboriginal ancestry
- Eligible Grade 12 Graduation Rates for students of Aboriginal ancestry
- Transition rates for students of Aboriginal ancestry at Grade 10

What evidence confirms this area of improvement?

- Six-year completion rates for students of Aboriginal ancestry improved from 50% to 62%, while five-year completion rates improved from 39% to 50%
- Eligible Grade 12 Graduation Rates improved from 80% to 93% for students of Aboriginal ancestry
- Transition rates for students of Aboriginal ancestry at Grade 10 improved from 82% to 87%

2. Challenging Areas

What trends in student achievement are of concern to you?

- Six-Year completion rates for all students remains an area of concern.
- Achievement progress of students of Aboriginal ancestry remains significantly below our average achievement rate.
- Achievement progress of students with special needs and students in alternate programs remains considerably below our average achievement rate.
- Monitoring the progress of children and youth in care (66% are students of Aboriginal Ancestry) remains a challenge.

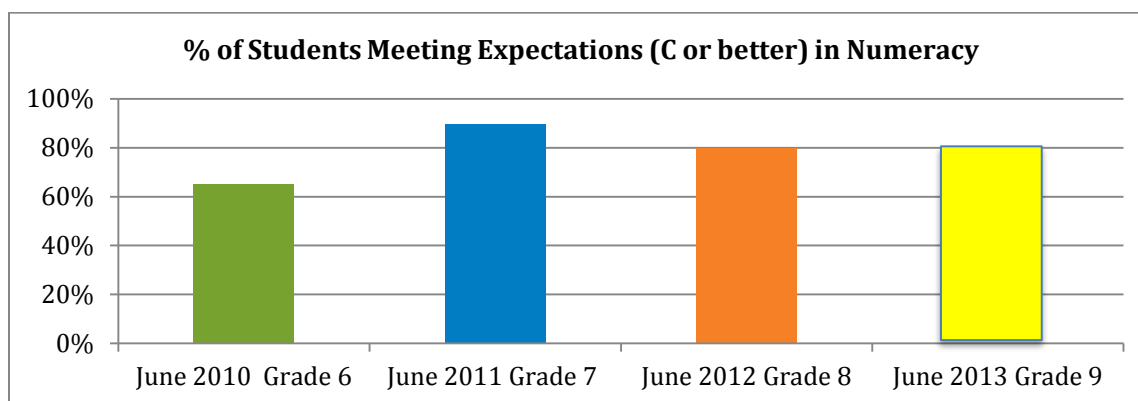
What evidence indicates this area of concern?

- Six-year completion rates for all students have been relatively constant at 84% for the past three years, consistent with the Provincial average of 84%
- Six-year completion rates for students of Aboriginal ancestry, although improved at 62%, remains significantly below the district average of 84%.
- Six-year completion rates for students with special needs at 70% remains considerably below the district average of 84%.
- First-time Grade 12 graduation rates of 39% for students enrolled in district alternate programs are below the district average of 85%.
- Monitoring the progress of children and youth in care (66% are students of Aboriginal Ancestry) remains a challenge. Some key findings that support the complexity of this area include: a) 55% of our Children in Care are supported through an Individual Education Plan; b) 66% of identified Children in Care are children of Aboriginal ancestry, and c) 34% of our children are both on an IEP and of Aboriginal ancestry.

3. Programs / Performance / Results & Intervention

Comment on the effect of interventions with specific reference to goals and targets set out in your last Achievement Contract.

- System-wide use of Math assessments at K, grade 6 and 8 – working on other grade level assessments – goals met between 2010-2013 – achievement in numeracy grade 6-9 from 65% to 83%.



- Trend data for this objective has fluctuated somewhat; however, there has been improvement in the results for this cohort based on District Numeracy Assessments in 2010 (65%), 2012 (80%), and 2013 (83%). While our data collection for this objective is complete, we will continue to monitor progress for this group of students as they enter grade 10 next year.
- Adoption of district-wide Social Responsibility Survey
- Creation of Aboriginal Survey as part of Aboriginal Enhancement Agreement
- Expansion of Career, Trades and Work Experience programs
- Development of Mountainside Secondary School and Choices intervention classes
- Enhanced partnerships with community agencies (VCH, MCFD, others)
- Expansion and continued development of Distributed Learning
- Review of technology intervention tools to support best practice
- Expansion of Board Authority Authorized Courses (102 courses now available)

Please include comments on the effect of interventions and programs. Based on acquired evidence what appears to be making a difference?

- System-wide use of Test of Phonological Awareness (TOPA) and DIBELS and intervention programs (Firm Foundations, Our Turn To Talk) continue to be important for screening and tracking at-risk learners and for allocating limited resources in support of interventions.
- Classroom use of Reading 44 and other programs for guided reading has provided additional support for students at risk
- Implementation of school-wide programs to promote pro social behavior and self-regulated learning (e.g. Positive Behaviour Support, Minds Up, Zones of Regulation, SuperFlex, etc.) are making a positive difference for struggling readers, particularly in the primary grades
- System-wide use of Math assessments at K, grade 6 and 8 has enabled focused interventions and supports

- Social Responsibility Survey and Aboriginal Survey have served to increase the focus on student engagement and connected relationships for students. This has also contributed to enhanced partnerships with community agencies (VCH, MCFD, others)

List any other Achievement Programs you may have implemented in addition to previous years goals and targets and their results.

- Implementation of new Family of Schools support model (FOS Leaders and Teacher Leaders) to provide district and school-based support in the Four Pillars of Educational practice (curriculum design, instruction, assessment, and social emotional learning)
- Continued implementation of the Literacy 44 eBook to enhance teachers' instructional repertoire and understanding of best practices in literacy instruction (oral language, reading, writing).
- Development and implementation of a District Assessment Handbook and related District in-service opportunities to increase the consistency and quality of teachers' assessment practices from K-12
- Year 3 of Changing Results for Young Readers (CR4YR) will focus on developing a system-wide understanding of the core components of literacy instruction in the primary grades; the in-service series in 2015 will continue to promote Indigenous Principles of Learning, Self-Regulation, Teacher Inquiry, Formative Assessment practices, and the need for more collaborative models of intervention for the full continuum of learners.
- The implementation of the Choices Intervention classes, the Mountainside Secondary School, and the expansion of Career and Distributed Learning programs continues to increase the sense of belonging for students and provided an expanded description of student success and achievement
- The expansion of Board Authority Authorized Courses to 102 available courses has enabled students and teachers to provide enhanced opportunities for personalized learning experiences.

4. Targets (Summarize the targets set out in your Achievement Contracts)

State the specific evidence and measures of student achievement in literacy and the results that have been realized.

I.) Literacy: Identify your district's target(s)

From the District Literacy Plan:

- Goal 1: To increase the number of children who enter school ready for Kindergarten
- Goal 2: To increase the literacy skills of students K-12

From the District Achievement Contract:

- Objective 1.1: To increase the number of children who enter school ready for Kindergarten
 - Total attendance in *StrongStart* programs has increased steadily over the past four years in all seven of our centres. Total attendance reached 3341 in January 2013,

very close to the target of 3500 established in 2012. Attendance figures for the 2013/14 year are not yet available.

- We continue to improve our efforts at designing and promoting *Ready Set Learn* to enhance children's readiness for Kindergarten.
- Objective 1.2: To improve the literacy achievement of primary students, identified as at risk (below the 25th percentile) on the June Kindergarten TOPA re-assessment
 - 2013 TARGET: *14 of 28 identified students will meet expectations by the end of grade 2 – June 2013 DIBELS*
 - The original cohort of 35 at risk Kindergarten students (2011) declined to 28 (2012), then to 27 (2013), and then to 17 (2014) due to a variety of factors, including moves out of the district. Targeted and intensive literacy support and intervention for the cohort has continued in grades 1-2, and the total number of students identified as at-risk based on the DIBELS assessments in grades 1-2 is slowly decreasing. However, it should be noted that many of these students have complex special needs and their progress will be slower than other students in the same age range. We will continue to monitor this cohort into grade 3 next year.
- Objective 1.3: To improve the literacy achievement of intermediate students, beginning in grade 4 (no data available in 2011 due to job action)
 - 2014 TARGET: *90% of students achieving C+ or above in English Language Arts - March 2014 Grade 6 Report Card*
 - Results from the March 2014 report cards indicate that improvement in students' literacy skills has been maintained from the prior year (86%).
- Objective 1.4: To improve the literacy achievement of secondary students of Aboriginal ancestry
 - 2013 TARGET: *60% of students of Aboriginal ancestry with C+ (good) or better.*
 - Results in English 10 for students of Aboriginal ancestry have been inconsistent over the past three years. Fluctuations in results may be attributed to differences in these small cohort groups. However, the results remain a concern as the 2011 baseline (46%), was followed by decreased results in subsequent years (2012 = 33%, 2013 = 35%, 2014 = 33%). We will continue to monitor this data for students of Aboriginal Ancestry, observing trends in progress, developing student learning plans, and providing support to enhance achievement.

II.) Completion Rates: *Identify your district's target(s) for completion rates.*

- Improve six-year completion rate to 90% for all students (2011 baseline: 86%)
- Improve six-year completion rate to 70% for students of aboriginal ancestry (2011 baseline: 49%)
- Improve six-year completion rates for students enrolled in alternate programs to 50% (2011 baseline: 30%)

State the specific evidence and measures of student achievement for completion rates and the results that have been realized

Comparing 2013 results to 2014 results;

- Six-year completion rates remained constant in the past year at 84% for all students
- Six-year completion rates increased considerably in the past year from 50% to 62% for students of aboriginal ancestry (larger change due to small cohort size)
- Six-year completion rates for students enrolled in alternate programs are not available. Eligible graduation rates are 93%, while first time graduation rates are 39%.

III.) Aboriginal Education: Identify your district's target(s) for aboriginal student improvement.

The North Vancouver Aboriginal Education Enhancement Agreement provides direction for Aboriginal education for the period, June 30, 2011 to June 30, 2016. The goals identified in this Agreement align with those of the North Vancouver School District Achievement Contract. They are goals for which the data can be effectively and accurately measured, and can be tracked with integrity and over time. Some of this data arises from the Aboriginal Education Survey, which was created and administered during the 2011-2012 school year, and establishes a baseline to determine our success in achieving our goals.

This Agreement encompasses four main goals:

Goal #1 *To improve the sense of belonging and presence of students of Aboriginal ancestry.*

Goal #2 *To increase the awareness and provision of healthy choices that will enhance the wellbeing of students of Aboriginal ancestry.*

Goal #3 *To increase the academic success of students of Aboriginal ancestry.*

Goal #4 *To increase the number of students of Aboriginal ancestry who graduate from secondary school motivated to further their education, realize their career goals, and pursue their dreams.*

State the specific evidence and measures of student achievement for aboriginal students and the results that have been realized.

Goal #1: To improve the sense of belonging and presence of students of Aboriginal ancestry.

Student Performance Indicators:

The following data are used to determine our success in achieving this goal:

- Increased attendance rates by grade, as measured by attendance records in North Vancouver School District's elementary and secondary schools.
 - 2011/12 baseline data 69% (2012/13 = 76%, 2013/14 = 77%) of grade 3 students attended 90% or more days of school; 74% (2012/13 = 80%, 2013/14 = 83%) of grade 7 students attended 90% or more days of school; 76% (2012/13 = 81%, 2013/14 = 77%) of grade 10 students attended 90% or more days of school
- Increased level of satisfaction related to sense of place, caring and belonging, as indicated in data obtained from the Aboriginal Education Survey.
 - 2011/12 baseline data 78% (2012/13 = 84%, 2013/14 = 84%) of students in grades 8 to 12 have a high level of satisfaction; 71% (2012/13 = 76%, 2013/14 =

79%) of students in grades 4 to 7 have a high level of satisfaction related to sense of place, caring and belonging

Goal #2: *To increase the awareness and provision of healthy choices that will enhance the wellbeing of students of Aboriginal ancestry.*

Student Performance Indicators:

The following data are used to determine our success in achieving this goal:

- Increased level of participation in school and community activities, as indicated in data obtained from the Aboriginal Education Survey.
 - 2011/12 baseline data 31% (2012/13 = 49%, 2013/14 = 55%) of students in grades 8 to 12; 52% (2012/13 = 74%, 2013/14 = 74%) of students in grades 4 to 7 participate in school and community activities
- Increased number of students who do not become hungry throughout the day, as indicated in data obtained from the Aboriginal Education Survey.
 - 2011/12 baseline data 35% (2012/13 = 24%, 2013/14 = 23%) of students in grade 4 to 7 come to school without a lunch

Goal #3: *To increase the academic success of students of Aboriginal ancestry.*

Student Performance Indicators:

The following data will be used to determine our success in achieving this goal:

- Increased number of students fully meeting/exceeding expectations in Grade 4 Language Arts assessments and other district assessments.
 - 2012/13 school year (61%) established baseline, 2013/14 = 61%)
 - Increased number of students fully meeting/exceeding expectations on Grade 8 report cards and other district assessments.
 - 2011/12 baseline data 55% (2012/13 = 64%), (2013/14 = 63%) of students fully meeting/exceeding expectations on Grade 8 report cards

Goal #4: *To increase the number of students of Aboriginal ancestry who graduate from secondary school motivated to further their education, realize their career goals, and pursue their dreams.*

Student Performance Indicators:

The following data will be used to determine our success in achieving this goal:

- Increased number of students who believe they are being successful at school, as indicated in data obtained from the Aboriginal Education Survey.
 - 2011/12 baseline data 63% (2012/13 = 68%), (2013/14 = 71%) of students in grades 8 to 12; 72% (2012/13 = 73%), (2013/14 = 73%) of students in grades 4 to 7 believe they are successful at school
- Increased number of students who graduate with a Dogwood Diploma or School Completion certificate with their cohort of students.
 - 2011/12 baseline data; 16 of 20 students (80%) achieved graduation as Eligible Grade 12s; 28 of 30 (93%) achieved graduation as Eligible Grade 12s in 2012/13, 23 of 29 = 79% achieved graduation as Eligible Grade 12s in 2013/14.

- Increased number of students who want to continue their education after secondary school, as indicated in data obtained from the Aboriginal Education Survey.
 - 2011/12 baseline data 68% (2012/13 = 68%), (2013/14 = 70%) in grades 8 to 12

5. Children in Care

Summarize the work and your efforts in meeting the needs of Children in Care.

The following procedures (structures) have been implemented in the North Vancouver School District:

- A staff member has been appointed in each school to monitor the success of children in care (CIC) and promote appropriate interventions. In most cases this will be the Principal or Case Manager.
- Student information of CIC has been updated in consultation with local MCFD offices and shared with each school-based designate.
- Information is shared between district, schools and the MCFD in a manner that is consistent with the interests of CIC.
- We have worked with school personnel to ensure CIC students are properly identified within BCeSIS to allow for tracking across the district.
- Individual schools and the district are focusing on key factors that impact a CIC students success rate including: in-school supports, transiency rates, report card results and school connectedness, as measured through our surveys. Some key findings that support the complexity of this area include: 55% of our Children in Care are supported through an Individual Education Plan and 66% of identified CIC students are children of aboriginal ancestry.
- Children in temporary care arrangements, by agreement or in the home of a relative, are included in our monitoring and support functions.

What Categories of Children in Care have been successfully identified and are being monitored?

While all categories have been successfully identified, the monitoring has been limited due to available resources.

What structures are in place to provide effective communications among MCFD offices, social workers, foster parents and schools?

The following procedures (structures) have been implemented:

- A staff member has been appointed in each school to monitor the success of children in care (CIC) and promote appropriate interventions.
- Student information of CIC has been updated in consultation with local MCFD offices.
- Information is shared between district, schools and the MCFD in a manner that is consistent with the interests of CIC.
- Children in temporary care arrangements, by agreement or in the home of a relative, are included in our monitoring and support functions.

The School District continues to use BCeSIS (student information system) reporting capabilities and locally developed software to assist with the monitoring and tracking of students' achievement data, grade transitions, attendance, and behaviour.

What results are being achieved by students within the identified categories?

- The results achieved by students within the identified categories vary widely on an individual basis. Presently, the achievement of Children in Care is being monitored within the respective cohort group, whether as students with special needs, students of Aboriginal ancestry, students in alternate programs, or as a student 'at-risk'.
- Our capacity to monitor the progress of children and youth in care at both the school and district level is particularly challenging due to the limited staff resources available.
- Due to the transiency of CIC students it is imperative that identification and information sharing is done as soon as possible across all school districts. This is not always the case as up to date information from the Ministry is often several months old and some students may be sponsored through other MCFD offices outside of the North Shore. A more comprehensive and up to date tracking and sharing process would assist in identifying and supporting new CIC placements and in providing support materials if the student moves to another school district.

6. Early Learning

Summarize your district's Early Assessment in kindergarten classes.

System-wide use of:

- System-wide use of Test of Phonological Awareness (TOPA) for screening at-risk Learners
- System-wide use of K Numeracy Test
- Our Turn To Talk program - assessment and interventions
- Firm Foundations program - assessments and interventions
- Reading 44 – assessments and interventions
- Review of the 2013 EDI Assessment – (no participation required for 2014)

What strategies are in place to address the needs identified?

- System-wide literacy (Our Turn to Talk, Firm Foundation, Reading and Writing 44, Literacy 44 eBook) and math (Math 44) programs in place with in-service and classroom support provided to kindergarten and learning assistance/support teachers
- Additional FTE in Learning Services to provide in-service and support for differentiated literacy instruction within the Family of Schools model
- Targeted intervention for K students identified as below 25th percentile in January TOPA screening
- TOPA re-assessment in June to monitor progress of at-risk learners
- Continued intervention for at risk learners in grade 1 with DIBELS assessments to monitor progress
- Opportunities for enhanced dialogue, collaboration and in-service opportunities for K teachers and Early Learning partners, StrongStart Facilitators, Early Learning Foundation (ELF) providers (to deepen understanding of the Early Learning Framework)

- ***Changing Results for Young Readers 2014-2015***: Primary teachers (from all elementary sites) participating
- Continued implementation of a ***Literacy 44 eBook*** to promote best practices for literacy instruction K-12
- Many school-based collegial conferencing projects in place to enhance teachers' professional growth in the area of literacy and math instruction; social emotional learning
- Curriculum Implementation Day January 2015 (to provide district-wide introduction of the new BC Curriculum Framework, with a particular focus on the new Core Competencies and related Student Profiles for assessment)
- Increased evidence of inquiry-based, play-based, and project-based curriculum design and instruction in place in classrooms K-12 as a result of on-going district in-service initiatives (e.g. annual Designs series) and support.

7. Other Comments

- The provincial grant available to the Board of Education has been insufficient to sustain service levels to students. This has constrained the School District's capacity to provide services that contribute towards improved student achievement and personal success.
- Positions of leadership and the resources necessary to support capacity building have been constrained. While demands have continued to increase, there has been a reduction in the time allocated for these important positions and functions.
- While we have developed an increased capacity to monitor progress and intervene more quickly when a student is at risk of not fulfilling graduation requirements, we are financially challenged to maintain the teaching, support and administrative staff to provide these important services to students.

Significant unmet needs and challenges identified with our partner groups include:

- Complex class composition challenges related to a diversity of students
- Actual costs associated with supports for students with special learning needs compared to provincial funding levels
- Increased professional and program development supports needed for teachers and support staff working directly with students
- Costs associated with expanded mandates and provincially negotiated contracts
- Applications of information technology: hardware, software and technical supports

Respectfully submitted,

ORIGINAL SIGNED by
Superintendent of Schools

John Lewis
Superintendent of Schools

Schedule B.3.
of the
Administrative Memorandum

Meeting Date: December 9, 2014

☒ Board

☐ Board, in camera

Topic (as per the
Memorandum): **Board/Authority Authorized Courses 2015/2016**

Narration:

Under the authority of the School Act, Sections 85 (2) (i)
85 (2)...A board may, subject to this Act and the regulations do all or any of the following...
(i) develop and offer local programs for use in schools in the school district.

Board/Authority Authorized (BAA) Courses

The Ministry of Education encourages Boards of Education to develop and offer locally relevant courses to meet the needs of students and their communities while providing choice and flexibility.

Boards must authorize each BAA Course and ensure that it meets the Ministry of Education's BAA Course requirements as set out in Ministry's *Board/Authority Authorized Courses: Requirements and Procedures*. To meet provincial BAA requirements courses must be pedagogically sound and include the following components:

- Course name reflecting the subject area
- Grade level reflecting the appropriate level of instruction
- Number of credits with the value reflecting the length and scope of a course
- Course synopsis; a statement of product
- Rationale
- Organizational structure appropriate to subject/topic, curriculum organizers and units
- Learning outcomes that are assessable and observable and that can be understood by students and parents
- Instructional component that clarifies the learning outcomes and provides a range of pedagogical opportunities
- Assessment component that provides a range of both formative and summative assessment
- Learning resources that support the learning outcomes

Teachers were invited to consider the development of unique courses that would further enhance the opportunities available to students. Assistance was provided through District staff to support the development of these courses by the start of November.

The following courses have been reviewed by District staff and the North Vancouver Teachers' Association (as per Article F.23). Following the District review, John Lewis, Superintendent of Schools, reviewed and approved the Board Authorized Courses (BAA), as attached to this Administrative Memorandum of December 9, 2014.

Schedule ...B.3... (continued)

Narration (continued):

The following courses are presented to the Board for approval:

New Courses:

- Art Metal Advanced 12
- Global Education 12
- Psychology 12
- Survival Skills for the Classroom and Beyond 12
- Visual Effects and Motion Graphics 11

The outlines of these proposed BAA courses, adapting the course framework suggested by the Ministry of Education, are appended to this Administrative Memorandum. These BAA courses are recommended to the Board for approval.

Attachments:

Proposed BAA courses

RECOMMENDED MOTION:

that the Board according to its power and capacity set out in Section 85(2)(i) of the *School Act* and in harmony with the course standards established by the Ministry of Education, hereby approves the Board/Authority Authorized (BAA) courses, effective 2015/16 for submission to the Ministry of Education.

BAA Course Description

Course Name:	Art Metal Advanced		
Date Developed:	October 9, 2014		
School:	Argyle Secondary	Principal:	Elizabeth Bell
Number of Course Credits:	4	Grade Level Of Course:	12
Developed by:	Bryan Taylor	Number of Hours of Instruction:	120

Course Synopsis/Description:

This course is designed to build on the skills and knowledge attained in previous Art Metal courses. Students will apply what they have learned to create complex, hand fabricated jewelry and sculptures of increasing complexity. Students will also learn to create larger, more difficult sculptures. In order to do larger pieces, students may require the use of welding processes of various types; therefore, MIG welding, Arc welding and Oxy-acetylene welding will be covered in the course content. With this knowledge and these enhanced skills, larger, more complex pieces will be doable and students will be motivated to make projects of their own design. This will challenge the students to continuously increase their skill level for both jewelry and other art metal related creations.

Rationale:

This course will give students who enjoy Art Metal and jewelry making the opportunity to further their skills and expand their knowledge of the subject. The more hours a student spends making ever increasingly difficult projects, the more the student is challenged to increase their skill level to achieve success.

☐ Approved ☐ Not Approved

Comment:

Board Authority Approval Signature:

Board Authority Approval Date:

Prerequisites:

None, but Art Metal 10 and 11 are recommended

Special Training:

None

Facilities Required:

Metal shop or shop equipped with Art metal tools

Equipment Required:

Jewelry making supplies and equipment, welding tools and materials

Additional Information:

- Course meets Fine Arts or Applied Skills requirement for Graduation
- A good way to introduce or build upon Applied Skills

Unit/Topic	Title	Time
Unit 1	Shop Safety, Design and Planning	10 hours
Unit 2	Joining and Fabrication	70 hours
Unit 3	Stones and Stone Setting	30 hours
Unit 4	Finishing and Selling	10 hours
Total Hours		120 hours

Unit/Topic/Module Descriptions:

(A short description and the curriculum organizers and learning outcomes of each unit/topic/module)

Unit 1: Overview: Shop Safety, Design and Planning – Curriculum Organizers and Learning Outcomes:

Shop safety, Design and Planning:

Students will learn safety in the shop—how to conduct themselves in a safe manner. Machine safety and torch use safety will be emphasized. Students will be encouraged to research a variety of sources to explore jewelry design. This could include web sites as well as printed materials.

Curriculum Organizer-Social and Cultural Issues

It is expected that students will:

- Work in a safe manner while in the shop
- Be aware of their fellow students and how personal safety impacts others around them

Curriculum Organizer-Creation

It is expected that students will:

- Design several pieces of original work
- Sketch their designs in a professional manner
- Present ideas to instructor for approval

Curriculum Organizer-Analysis

It is expected that students will:

- Through planning, design objects according to their skill level
- Identify designs of their personal taste and modify a design to suit their ability

Curriculum Organizer-Technology

It is expected that students will:

- Use the internet to research ideas and videos for techniques
- Research design ideas

Unit 2: Overview: Joining and Fabrication – Curriculum Organizers and Learning Outcomes:

Joining and Fabrication:

Students will begin to plan and construct their designs. Students will decide which joining process to use for their projects. They will learn the skill and practice the skills, then apply the techniques to the given project.

Curriculum Organizer-Social and Cultural Issues

It is expected that students will:

- Work in a safe manner while in the shop
- Be aware of their fellow students and how personal safety impacts others around them

Curriculum Organizer-Creation

It is expected that students will:

- Join a variety of metals, including copper, brass, steel and possibly aluminum and nickel silver. Select students may have the opportunity to construct from sterling silver
- Join metals using joining processes including soldering, brazing and a variety of welding processes

Curriculum Organizer-Analysis

It is expected that students will:

- Through planning and consultation, plan to construct projects according to their individual skill level
- Through planning and design, imagine projects according to their skill level
- Identify designs of their personal taste and modify a design to suit their ability

Curriculum Organizer-Technology

It is expected that students will:

- Use the shop and the equipment in a safe and effective manner that is sustainable

Unit 3: Overview: Stones and Stone Setting – Curriculum Organizers and Learning Outcomes:

Stones and Stone setting:

Students will be exposed to the many types of gemstones used in jewelry design. This will include faceted and smooth cut stones. Students will also realize the many different types of setting requirements for each type of cut stone.

Curriculum Organizer-Social and Cultural Issues

It is expected that students will:

- Identify stones from Canada that are used in the Jewelry business
- Research the impact of the diamond industry in the North and how this industry impacts the cultural and economic lives of the indigenous peoples of Canada's north

Curriculum Organizer-Creation

It is expected that students will:

- Identify and create settings required for specific stone types
- Design several pieces of jewelry that will include stone setting

Curriculum Organizer-Analysis

It is expected that students will:

- Identify many of the common gemstones used in the jewelry industry
- Through planning and consultation, design and construct according to their individual skill level
- Identify designs with the use of stones and modify a design to suit their ability

Curriculum Organizer-Technology

It is expected that students will:

- Use videos and web research to learn about the various stones and their characteristics

Unit 4: Overview: Finishing and Selling– Curriculum Organizers and Learning Outcomes:

Finishing and selling:

Students will be guided and exposed to the importance of finishing their projects to a high level and, in turn, operate a “store” setting in order to sell their jewelry

Curriculum Organizer-Social and Cultural Issues

It is expected that students will:

- Understand the economic impact of luxury goods on the Canadian economy
- Appreciate the economic impact of mining in the North

Curriculum Organizer-Creation

It is expected that students will:

- Finish projects to a professional quality
- Set up a mock store and price their goods according to a reasonable retail value
- Learn how to market their products
- Sell their creations if possible

Curriculum Organizer-Analysis

It is expected that students will:

- Understand small business basics
- Learn the value of profit and loss
- Learn how to price their wares using cost analysis
- Realize feelings of self-worth and pride from selling something that they have made themselves

Curriculum Organizer-Technology

It is expected that students will:

- View examples of jewelry advertising and critique the effectiveness of various types
- Research on the web, the basics of forming and operating a small business

Instructional Component:

The instructional component of the course may include:

- A wide variety of demonstrations
- Direct and indirect instruction
- Independent instruction
- Videos
- YouTube videos
- Online research
- Goal setting
- Self-assessment

Assessment Component:

Eighty-five percent (85%) of the grade will be based on the actual work or projects the students make. The projects are the final outcome of the learning and they will be a vivid reflection of the student's learning and achievement.

Fifteen percent (15%) of the students grade will be based on the students designs, goal setting and planning Suitable to the course content, and on shop practices administered toward the end of the course.

Type of Assessment	Category	Details	Weighting
Formative (85%)	Practical Applications	Student created, designed and built projects	75%
	Design portfolio	Weekly Goal Setting—all units	10%
Summative (15%)	Shop practices	Safe working relationships	5%
	Final Assessment	Final Visual Design Portfolio	10%
Total			100%

Performance Methods	Personal Communication	Other
Design portfolio	Student presentation/Teacher critique	Weekly assessment
Projects	Self-evaluation	Rubrics
Goal-setting portfolio	Peer-evaluation	Teacher anecdotal comments and critiques

Learning Resources:

- Internet research—YouTube videos
- Instructional web sites
- Books
 - The Complete Metalsmith*, Tim McCreight, Davis Publications, Revised Edition, 1991
 - Professional Jewelry Making*, Alan Revere, Brymorgan Press, 2011

Board/Authority Authorized Course Form

PART A: BAA COURSE VERIFICATION STATEMENT

To be completed by district Superintendent or Independent School Principal

Prior to submitting the attached BAA Course Framework to the Board/Authority for approval, I **Maureen Stanger** verify that I have reviewed the BAA Course: to ensure that it is fully compliant with the *School Act* (if offered by a Board), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures*, and for ESL courses the ESL Guidelines: *Template for BAA Language Acquisition/Culture Courses*.

Specifically, I verify that the BAA Course noted above meets the following requirements:

- ☒ The course is not a remedial, modified or GED preparation course
- ☒ The course does not significantly overlap with current provincial curriculum
- ☒ The course name reflects the subject area and includes the grade level
- ☒ The assigned grade level reflects the appropriate level of instruction
- ☒ The credit value appropriately reflects the length and scope of the course
- ☒ The course synopsis clearly outlines what a student has gained when the course is completed
- ☒ The rationale outlines the reasons for wanting to offer opportunities to study the course
- ☒ The organizational structure outlines the specific topics, units or modules which include the learning outcomes, instruction and assessment components, and time allotments
- ☒ The learning outcomes are assessable and observable and can be understood by students and parents
- ☒ The instructional component of the course clarifies the intent of the learning outcomes and provides a range of pedagogical opportunities
- ☒ The assessment component provides opportunities to assess formatively and summatively the students' achievement of the learning outcomes
- ☒ The learning resources selected for the course are age appropriate, support the learning outcomes and reflect the diversity of student learning rates and styles.

Course Name

Art Metal Advanced

District Superintendent/Independent School Principal **Print Name Mr. John Lewis**

Signature _____

Date **2014-12-09**

District No./Independent School **#44**

(Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5(2)(c))

PART B: BAA COURSE AUTHORIZATION STATEMENT

To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted for Ministry records by e-mail to EDUC.GradStandards@gov.bc.ca. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request.

I declare that this BAA course is approved by the Board/Authority.

Board/Authority Chair or Designate

Print Name _____

Signature _____

Date **2014-12-09**

(Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5 (2)(c))

PART C: FOR INDEPENDENT SCHOOLS ONLY: BAA INSPECTOR CONFIRMATION

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit.

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA course noted above is fully compliant with the *Independent School Act* and the BC Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*.

Inspector of Independent Schools or Designate

Print Name _____

Signature _____

Date **2014-12-09** (Educational Standards Order, M41/91, s. 5(2)(c))

BAA Course Description

Course Name:	Global Education 12		
Date Developed:	October 9, 2014		
School:	Seycove Secondary	Principal:	David Overgaard
Number of Course Credits:	4	Grade Level Of Course:	12
Developed by:	Andrea Yeo	Number of Hours of Instruction:	120

Course Synopsis/Description:

Global Education is an interdisciplinary course designed to challenge students interested in global issues, students considering a career in international and/or community relations, and students interested in participating in a unique humanitarian field trip experience.

The course will begin with an exploration of current global issues. The focus of the course will then shift to a specific developing nation, with students immersing themselves in the underlying issues affecting the specific country they will work in. Topics of the course will include history, economics, politics, geography, culture, religion, arts, and the language of the selected country. A community service-learning project will be established, with students participating in most aspects of the planning, preparation, and implementation. The purpose of the project will be to contribute to and learn from a community in a developing nation. In March, students will travel to the host country and participate in a 12-day working field trip. Upon their return, students will have several opportunities to share their experiences with various groups in North Vancouver, including, but not limited to, their local school and feeder elementary schools.

Rationale:

Policy makers' worldwide struggle with the problems of our rapidly changing world. The incorporation of global education in secondary curriculum is critical so that our students may develop the tools to understand and address some of the contributing factors affecting global issues. What is our responsibility as an individual, a community, and as a nation in helping resolve problems existing in other parts of the world? What steps can we take to actively plan and pursue a healthy future for individuals, communities and our planet?

Global Education has begun to play a significant role in academic institutions around the world. Students become more active and responsible global citizens if they are provided with an international perspective in their scholastic pursuits. Experiential learning activities and outcomes are beneficial to any student's education. Global Education therefore, should be integrated into the high school curriculum.

Critical analysis and discussion of global issues provides a forum for students to examine their world from a new perspective. Depending on the media, conventional learning environments and hearsay are not the best ways to become responsible and effective global citizens. People's choices and actions impact their and other lives around them. Conversely, the choices and actions made by others have both direct and indirect implications upon us.

Learning more about these issues will establish a foundation for and understanding of activism and action. It is expected that students will make better-informed choices that affect their communities and their personal and career pursuits after experiencing this Global Education course and the subsequent international field trip. Such experiences are life altering and effectual.

☐ Approved ☐ Not Approved

Comment:

NOTE: Some Learning Outcomes encompass more than one “Unit” of instruction; most of these Learning Outcomes span the duration of the course and focus on skill development.

Board Authority Approval Signature:

Board Authority Approval Date:

Prerequisites: None

Special Training: None

Facilities Required: Regular classroom, field trip

Equipment Required: None

Additional Information:

Unit/Topic	Title	Time
Unit 1	Global Issues: Background	30 hours
Unit 2	Pre Field Trip Preparation and Planning	30 hours
Unit 3	Field Trip Participation & Daily Debriefing	40 hours +
Unit 4	Post Field Trip Participation	20 hours
Total Hours		120 hours

Unit/Topic/Module Descriptions:

(A short description and the curriculum organizers and learning outcomes of each unit/topic/module)

Unit 1: Overview: Global Issues – Curriculum Organizers and Learning Outcomes:

Unit 1 – Global Issues	30 hours
In the first part of the course, discussion and activities will revolve around various global issues of our day. Students will be introduced to topics of global citizenship, globalization, environment, international trade, human rights, health, conflict, and development. Students will also learn about and from people and organizations that are actively working within these areas.	
Curriculum Organizers - Introduction of Global Studies – Setting the Classroom Culture	
<i>It is expected that students will:</i>	
<ul style="list-style-type: none"> Understand and appreciate their own and others’ personal opinions and experiences with regards to global issues Identify, examine and reflect on the experiences and individuals that have shaped their views/perceptions of 	

the world.

- Appreciate individual differences and build trust between students
- Identify different perspectives and become aware of how views (including their own view of the world) are shaped by culture, nationality, race, gender, socio-economic class and generation)
- Apply Bobbi Harro's "Cycle of Socialization" to their own understanding of their identities
- Participate in various team building exercises
- Participate in various trust building activities

Curriculum Organizers – Current Global Issues

It is expected that students will:

- Identify and understand some of the main global issues impacting the world today
- Identify and understand current global issues, trends and developments, such interconnectedness, "globalization", media concentration bias and climate change
- Identify and assess ethical issues related to interactions between developed and developing countries
- Identify and understand how education is one of the keys to breaking down poverty
- Apply Maslow's hierarchy of needs to the issues of poverty
- Understand the concept that the majority of the world lives in poverty

Curriculum Organizers – Studies of International Relief Agencies

It is expected that students will:

- Conduct research on non-governmental organizations (NGO's) – including their origin, scope and focus and discuss their findings in oral presentations
- Examine the concept of universal human rights and explain the purpose of The Universal Declaration of Human Rights
- Gain insight into the roles of and opportunities with international agencies devoted to a sustainable future such as: United Nations, CUSO, The Red Cross, Doctors Without Borders, etc.
- Conduct research on Live Different and Free the Children; two key Canadian non-government organizations
- Examine motivations and actions of a young Canadian, Craig Kielburger, who started a non-government organization (Free the Children) focusing on eliminating child labour
- Understand the philosophy of For Profit vs. Not for Profit agencies

Curriculum Organizers – Change through Action – Making a Difference

It is expected that students will:

- Discuss the "right" ways and the "wrong" ways to make a difference in developing countries
- Understand the concept of "White Privilege" and discuss ways to break down barriers, stigma and stereotypes
- Identify key ways to make differences that are sustainable
- Understand the concept of change, the implications of change, the levels at which change can occur, and the forces that can prevent different kinds of changes from taking place
- Develop the critical analysis skills required to detect bias in the media, in resources and in what they hear in class
- Gain the skills, processes and procedures that enable them to think, co-operate and act while guided by their own decisions

Unit 2: Overview: Pre Field Trip Preparation and Planning - Curriculum Organizers and Learning Outcomes:

Unit 2 - Pre-field trip preparation and planning

30 hours

Preparing for a long field trip in a developing country is a challenging and demanding task. Students will learn about the process while preparing themselves for their stay and participation in the various projects and activities. They will learn about the host country in order to understand the specific needs of the people involved along with what to expect once they arrive and for the duration of their stay.

Curriculum Organizers – Discovering the Host Country

It is expected that students will:

- Investigate the country in which we are to travel to
- Learn about the basic make-up (geography, history, culture, art, language, economics, politics, religions, etc)

of the host country

- Predict how a country's location can affect its development
- Learn about the families that we will be helping and their basic needs
- Learn about safety and boundaries of the villages that we will be working in and the need for group safety
- Research and understand about the following with respect to the country we will be travelling to: History, Politics, Economics, Sociology, Religion, Fine Arts, Language, Culture, Geography, Literature, etc.
- Watch "The Price of Sugar" to understand how our behaviours back home can impact developing countries
- Learn about the concept of Globalization
- Develop the ability to appreciate and learn from diverse perspectives and cultures while developing respect for the rights, feelings and dignity of other human beings

Curriculum Organizers – Logistics of Group Travel

It is expected that students will:

- Set guidelines and rules to travel by and understand the necessity for behaviours that will benefit the whole group rather than the self
- Investigate the dynamics around moving to/from the job site, in the community and safe ways to travel
- Understand the necessity for participating in all aspects of the trip

Curriculum Organizers – Preparing to Implement the Community Service Learning Project

It is expected that students will:

- Conduct research to identify stages in culture shock and reverse culture shock
- Identify, learn and implement the required skills and knowledge for working in the community
- Learn basic building skills; including, but not limited to cement mixing, re-bar cutting, painting, and general labour tasks
- Learn the basic skills to work in the "Day in their Shoes" program

Curriculum Organizers – Creation, Implementation and Participation in Fundraisers

It is expected that students will:

- Participate in promoting and fundraising for a project that will benefit children in a developing country
- Demonstrate accountability for their project fundraising by completing a self assessment
- Participate in all aspects of the various fundraiser projects
- Research the most effective forms of fundraisers
- Take part in the dinner auction fundraiser in any of the following roles: server, decorations, hostess, coat check, auction items, money collector, clean up

Curriculum Organizers – Promote and Share Project Plans with Community Groups

It is expected that students will:

- Educate the community on the importance of being a global citizen
- Understand the importance of having the community involved in the project
- Give speeches on the upcoming project to the student body and community members
- Create signs that educate the community on what the group is doing and why
- Be prepared to be an ambassador of the school by delivering talks on the upcoming project

Curriculum Organizers – General Travel Preparations

It is expected that students will:

- Create a kit list for use in developing countries
- Explain the steps involved in planning for overseas travel
- Understand the possible health risks of travelling to developing countries and visit the local travel clinic for appropriate immunizations
- Learn basic language skills of the country in which we are to travel to
- Contact possible donors for much needed items for the school, medical hospital, clinics in the country we will travel to

Unit 3 - Fieldtrip Participation & Daily Debriefing

40 hours

This unit of the course encompasses the actual trip to the country and the various activities, projects and experiences along the way. Students will be reliant upon themselves, each other and the teachers for the duration of the trip. The action packed trip promises many learning opportunities, challenges and experiences.

Curriculum Organizers – Travel to and from the host country

It is expected that students will:

- Follow through on the expectations of group travel
- Look out for one another to ensure that the “buddy system” is followed
- Behave in ways that are for the betterment of the whole group rather than the individual self

Curriculum Organizers – Work on Community Service Learning Project

It is expected that students will:

- Meet at the meeting area on time
- Arrive with a full water bottle and the appropriate safety gear and clothing for the day
- Listen to the tasks for the day and willingly participate in whatever tasks are the priority for the day
- Fulfill the duties on the job site
- Take breaks as needed so as not to experience dehydration
- Show a positive attitude on and off the job site
- Be a team player on the job site; be sure to rotate through the tasks that are more challenging so as to give others a break
- Follow the directions of the organization
- Stay within the designated areas
- Complete the building of the homes within the designated time frame even if it means staying late on occasion
- Only operate machinery if they have been properly trained

Curriculum Organizers – “Day in a Life” project

It is expected that students will:

- Participate in the daily chores of the family
- Engage in conversations and play with the family
- Be sensitive to the different living conditions and be mindful of facial expressions or body language that might be offensive
- Return to the group when finished the chores
- Listen to the direction of the staff

Curriculum Organizers – Participation in Cultural Events during free time

It is expected that students will:

- Stay with the group during cultural events and participate to the best of their ability
- Be mindful that individual attitude has a big impact on the experience for the whole group
- Stay within the designated areas during free time
- Inform a staff member if you are not feeling up to participate
- Be willing to try new things
- Critique a feature film to analyze and evaluate the film’s portrayal of the country and its people

Curriculum Organizers – Take part in Awareness Day

It is expected that students will:

- Follow the directions of the staff
- Stay in the designated boundaries
- Be mindful of personal feelings being portrayed on ones’ face and through body language
- Not take pictures of any of the locals
- Do not let children take your belongings
- Stay with the group at all times

Curriculum Organizers – Cultural and Geographic Familiarization of Host Country

It is expected that students will:

- Learn about the host country while there
- Talk to the locals in controlled environments within boundaries of the areas you are allowed to be
- Ask questions about what life is like
- Go into the local school and learn about their day to day lessons
- Listen to the talks about the safety and cultural dynamics of the villages we will work in
- Ask questions and talk to the interpreters about the locals and the villages

Curriculum Organizers – Daily Debriefing

It is expected that students will:

- Arrive to the meeting area on time and stay for the 1.5 hours each night
- Participate as best you can
- Be sensitive to each other's experiences and encourage each other to share
- Take part in the discussions and thought-provoking activities
- Take notes on the debriefing lessons
- Work in pairs, small groups to answer the respective questions to the debriefing exercises
- Inform a staff member if they are struggling with any aspect of the trip or the debriefing

Curriculum Organizers – Journaling

It is expected that students will:

- Develop an increased awareness of and sensitivity to global issues
 - Maintain a reflective journal throughout the course, to reflect on their academic and practical course experiences, examine connections among learning experiences and describe personal insights gained
 - Write in their journals daily for the duration of the trip and be prepared to share some of their thoughts, emotions, feelings, reactions during the evening debriefings
- Encourage others to write in their journal (i.e. be a good role model)

Unit 4: Overview: Post Field Trip Participation – Curriculum Organizers and Learning Outcomes:

Unit 4 - Post-field trip participation

20 hours

After returning from the trip, students will have numerous opportunities to share their experiences with their family members, friends, peers and community. Students are expected to deliver presentations to the feeder elementary school classes and other community groups. They will also articulate their thoughts through class discussions, assignments, journals and possible published articles.

Curriculum Organizers – Share with Community Groups

It is expected that students will:

- Develop a presentation in groups to show to individuals and groups in the community
- Evaluate journal entries and writings to assist them in preparing presentations they will make for school children and community members about their overseas experiences
- Go to the local elementary schools to share the experiences of service-learning in developing countries
- Continue to be an advocate for local change by participating in volunteer and community service learning projects
- Share their video with several people and discuss their reactions
- Write letters to local organizations thanking them for their support and any donations they may have given

Curriculum Organizers – Debrief and Evaluation

It is expected that students will:

- Participate in weekly debriefing sessions to learn to re-integrate into their communities
- Select their best compositions to submit to the class "Reflections" journal entry – to create an anthology of the students' memories of their experiences in a developing country
- Support each other on the transition back into our communities
- Rehearse ones 1 minutes, 2 minutes, 5 minutes and 15 minutes story to tell
- Journal about their feelings
- Let a teacher know if they are struggling with any of their thoughts after arriving home

- Conduct research to learn about post-secondary opportunities for local and international volunteer service and/or learning and career opportunities
- Recognize and communicate connections and relevance between educational pursuits and daily life
- Demonstrate sensitivity towards and respect for differences
- Enhance leadership abilities
- Participate in local and international volunteer work

Instructional Component:

Teaching Strategies to be used throughout the course will include:

- Lectures
- Small and large group discussions and debates
- Critical thinking exercises
- Guest speakers from relevant agencies, local organizations, host country representatives
- A variety of multi-media presentations

Assessment Component:

Final evaluation will be reported at the culmination of the course (after the trip is over). Evaluation will take place throughout and at the end of each unit. Student evaluation will be conducted by the teacher and the student through self-assessment. Evaluation will be based on student growth and work as indicated through the following:

- Class participation
- Research and Writing
- Presentations
- Group and Individual Work
- Projects and Assignments
- Participation in group activities – including, but not limited to fundraisers
- Reflective pieces
- Journals and Diaries
- Pre field trip preparations
- Organizational skills
- Contribution and Co-operation during the fieldtrip
- Post field trip presentations

Effective Formative Assessment via:

- Clearly articulated and understood learning intentions and success criteria
- Questions posed by students, peers and teachers to move learning forward (discussions and dialogues)
- Feedback that is timely, clear and involves a plan
- Students are resources for themselves and others – peer and self-assessment
- Student ownership
- Formative Assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals
- Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching

Effective Summative Assessment via:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided toward the learning outcomes

Type of Assessment	Category	Details	Weighting (%)	
Formative (20%)	Self-Rating Scales	Ongoing journaling Self-Directed Activities throughout course	5% 15%	
Summative (80%)	Final Assessments	Reflections and Presentations Final Journals demonstrating overall growth and development Participation in Group Activities Reflective final self-assessments	20% 5% 40% 15%	
Performance Methods	Personal Communication	Other		
Projects	Group dialogue	Monthly assessments		
Research	Student / Instructor	Teacher's anecdotal records		
Journals	Journaling reflections	Teacher's Logs		
Presentations	Self-Evaluations	Checklists		
Fundraiser Events	Peer Evaluations	Rating Scales		

Learning Resources:

Once the host country is finalized, texts specific to that country will also be selected.

Student Texts / Resources:

Print Materials:

- "One-A Face Behind the Numbers" – stories about real people
- Text on conversational language
- Texts on history, geography and economics of host country
- Internet (International Agency Sites)
- Globalization – "Who's in Charge of Our Future"
- "Shaping the 21st Century" – Social Change & Global Issues
- CDs about music and culture
- "Rethinking Globalization: Teaching for Justice in an Unjust World", B. Bigelow & B. Peterson, Rethinking Schools Ltd., 2002.
- "Living Me to We" – The Guide for Socially Conscious Canadians; Mark and Craig Kielburger, John Wiley & Sons, 2004
- "The World Needs Your Kids" – How to raise children who care and contribute; Mark and Craig Kileburger, John Wiley & Sons
- The State of the World's Children, UNICEF, 2004
- Some resources will change depending on the destination of the class's field trip/project work

Video Resources:

- "A World Beyond Words" – video production – Baraka
- "Gandhi" – (Columbia Tri-star)
- "The Fog of War" – (Tri-Star)
- "Not Far from Bolgatanga" (NFB)
- "Exploding Cities" – (NFB)
- "Tilt" - (NFB)

- “The Earth & Mankind” – The Global Struggle for Food (National Film Board)
- “The Price of Sugar” – film about Globalization; Mongrel Media
- Selected videos from Amnesty International’s collection

Guest Speakers:

- Red Cross Global Education Presentations
- World Visions Presentations
- Live Different Presentations
- Speakers from C.I.D.A.
- Speakers from Amnesty International

Board/Authority Authorized Course Form

PART A: BAA COURSE VERIFICATION STATEMENT

To be completed by district Superintendent or Independent School Principal

Prior to submitting the attached BAA Course Framework to the Board/Authority for approval, I **Maureen Stanger** verify that I have reviewed the BAA Course: to ensure that it is fully compliant with the *School Act* (if offered by a Board), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures*, and for ESL courses the ESL Guidelines: *Template for BAA Language Acquisition/Culture Courses*.

Specifically, I verify that the BAA Course noted above meets the following requirements:

- ☒ The course is not a remedial, modified or GED preparation course
- ☒ The course does not significantly overlap with current provincial curriculum
- ☒ The course name reflects the subject area and includes the grade level
- ☒ The assigned grade level reflects the appropriate level of instruction
- ☒ The credit value appropriately reflects the length and scope of the course
- ☒ The course synopsis clearly outlines what a student has gained when the course is completed
- ☒ The rationale outlines the reasons for wanting to offer opportunities to study the course
- ☒ The organizational structure outlines the specific topics, units or modules which include the learning outcomes, instruction and assessment components, and time allotments
- ☒ The learning outcomes are assessable and observable and can be understood by students and parents
- ☒ The instructional component of the course clarifies the intent of the learning outcomes and provides a range of pedagogical opportunities
- ☒ The assessment component provides opportunities to assess formatively and summatively the students' achievement of the learning outcomes
- ☒ The learning resources selected for the course are age appropriate, support the learning outcomes and reflect the diversity of student learning rates and styles.

Course Name

Global Education 12

District Superintendent/Independent School Principal **Print Name Mr. John Lewis**

Signature _____

Date **2014-12-09**

District No./Independent School **#44**

(Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5(2)(c))

PART B: BAA COURSE AUTHORIZATION STATEMENT

To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted for Ministry records by e-mail to EDUC.GradStandards@gov.bc.ca. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request.

I declare that this BAA course is approved by the Board/Authority.

Board/Authority Chair or Designate

Print Name _____

Signature _____

Date **2014-12-09**

(Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5 (2)(c))

PART C: FOR INDEPENDENT SCHOOLS ONLY: BAA INSPECTOR CONFIRMATION

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit.

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA course noted above is fully compliant with the *Independent School Act* and the BC Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*.

Inspector of Independent Schools or Designate

Print Name _____

Signature _____

Date **2014-12-09** (Educational Standards Order, M41/91, s. 5(2)(c))

BAA Course Description

Course Name:	Psychology 12		
Date Developed:	October 9, 2014		
School:	Seycove Secondary	Principal:	David Overgaard
Number of Course Credits:	4	Grade Level Of Course:	12
Developed by:	Andrea Yeo	Number of Hours of Instruction:	120

Course Synopsis/Description:

Psychology 12 is a course designed to provide students with an understanding of human behaviour and basic concepts in modern psychology. This course covers the five major psychological domains: methods, neuroscience, cognitive, social, and developmental in order to achieve a general overview of this subject area.

Rationale:

This course has been developed to help students to recognize the key role that psychology is playing in the contemporary affairs of humankind. Students will learn to critically think about human behaviour and communicate their ideas about the many complexities of that behaviour. They will explore topics including personality and individuality, adjustment and breakdown and human relationships.

☐ Approved ☐ Not Approved

Comment:

Board Authority Approval Signature:

Board Authority Approval Date:

Prerequisites:

None

Special Training:

None

Facilities Required:

Regular classroom

Equipment Required:

None

Additional Information:

- Guest speakers will be scheduled to support the curricular outcomes

Unit/Topic	Title	Time
Unit 1	Introduction to Psychology & Research Methods	10 hours
Unit 2	Personality	10 hours
Unit 3	Neuroscience	10 hours
Unit 4	Developmental Psychology	20 hours
Unit 5	Sensation & Perception	10 hours
Unit 6	Learning, Cognition and Memory	20 hours
Unit 7	Emotion, Stress and Motivation	20 hours
Unit 8	Social Psychology	10 hours
Unit 9	Psychological Disorders	10 hours
Total Hours		120 hours

Unit/Topic/Module Descriptions:

(A short description and the curriculum organizers and learning outcomes of each unit/topic/module)

Unit 1: Overview – Curriculum Organizers and Learning Outcomes:

Unit 1: Introduction to Psychology and Research Methods

Time: 10 hrs

Students will be introduced to the study of psychology and what makes it a science. A brief study of the historical roots of psychology will help the students to understand where psychology has come from and how it has developed specific perspectives and approaches. Topics including career opportunities in the field, as well as research methodology will be explored.

Curriculum Organizers - Introduction and History

It is expected that students will:

- Define *psychology* and describe its scientific nature.
- List and discuss the four goals of psychology
- Trace the historical development of psychology, including contributions from researchers from diverse backgrounds
- ☐ Describe the difference between psychology and pseudo-psychology

Curriculum Organizers - Perspectives

It is expected that students will:

- Briefly describe the different perspectives from which psychologists examine behaviour and mental processes, understanding that each perspective provides a significant contribution to psychology
- Discuss the theories of the twentieth century and examine the roots of the modern perspectives
- Define culture, and describe cultural psychology and culture's influence on behaviour; discuss how researchers determine whether behaviour is culturally universal or culturally specific

Curriculum Organizers - Research Methods

It is expected that students will:

- Explain the difference between basic and applied research
- Define or describe the following components related to scientific research in general: research methodology, data, variables, the study of cause and effect, theory, and hypothesis

- List and describe the following possible sources of, and solutions for, bias in research: experimenter bias and the double-blind experiment; ethnocentrism and the need for multiple, culturally diverse researchers; and sample bias, including the difference between populations and samples, and the need for random assignment of participants to experimental and control conditions
- Summarize the ethical principles and considerations for working with humans and animals in research

Curriculum Organizers - Careers in Psychology

It is expected that students will:

- Describe the variety of career options to individuals pursuing a psychology degree

Unit 2: Overview – Curriculum Organizers and Learning Outcomes:

Unit 2: Personality

Time: 10 hrs.

Students come to understand the major theories and approaches to personality in this important unit. Along with their induction to psychoanalytic, humanistic, cognitive, trait, and behaviouristic methodologies, the students will also come to know the major researchers, for example Sigmund Freud *et al.* Through their study in this unit, students will recognize the implications for their discernment of normal and abnormal personality, and the assessment and models of personality development.

Curriculum Organizers – Personality Assessment

It is expected that students will:

- Understand the various methods used in personality assessment
- Distinguish between projective and objective personality tests
- Understand some of the problems with personality tests

Curriculum Organizers – Trait Theories

It is expected that students will:

- Define personality and traits
- Identify and explain the classic trait theories of personality by psychologists Allport and Cattell
- Explain the modern day theory “Five Factor Model of Personality Traits”

Curriculum Organizers – Psychoanalytic/Psychodynamic Theories

It is expected that students will:

- Define psychoanalytic theory
- Understand how and why it was developed by Freud
- Identify and explain Freud’s three levels of consciousness
- Identify and explain Freud’s psycho sexual development theory

Curriculum Organizers – Humanistic Theories

It is expected that students will:

- Define humanistic theory
- Explain the three concepts of the humanistic theory which are inner-directedness, the self-concept and self-actualization

Curriculum Organizers – Social/Cognitive Perspective

It is expected that students will:

- Define social learning theory
- Understand the concepts of modeling and reinforcement of positive behavior
- Explain reciprocal determination and its role in social learning
- Explain the role of cognition in personality

Curriculum Organizers – Biological Theories

It is expected that students will:

- Describe the role of brain structures, neurochemistry, and genetics advanced in biological theories of personality, and state how the interactionist approach to personality is blending views based on research findings.
- Describe how cultural variations in the concept of "self" affect the study of personality

Unit 3: Neuroscience

Time: 10 hrs

This unit will lead the students to understand the relationships between biology and psychology. The students will study the brain as a key part of the body and how important it is for the nervous systems. The cellular anatomy and physiology of the structures of the human neurological system is vital for the holistic study in this course. The students will relate with neuroscience from personal experiences and/or case studies lessons. This unit is critical because the residual content of this course rests on the import of this unit. Neuroscience then guides the students to the levels of function of the brain through consciousness.

Curriculum Organizers - Nervous Impulse & Synapsis

It is expected that students will:

- Define neurotransmitter and explain how neurotransmitters act to excite or inhibit action potentials
- Describe the effects of the major neurotransmitters: serotonin, acetylcholine, dopamine, norepinephrine, epinephrine, and GABA
- Explain how neurotransmitters are related to some diseases, poisons, and mind-altering drugs; define agonistic & antagonistic effects, & describe the role of endorphins

Curriculum Organizers - Biology of the Human Brain

It is expected that students will:

- Describe major tools for studying the brain
- Identify the location of the cerebellum and the three parts of the brain stem; describe the functions of each of these brain structures
- Identify the location and functions of each part of the sub-cortical brain; identify the parts of the limbic system involved with memory, aggression, and fear
- Describe the cerebral cortex; identify the location & describe the function of the 4 cortical lobes, & identify the location & function of important areas in each lobe
- Describe the specialized and interdependent functions of the brain's left and right hemispheres; describe what has been learned from split-brain research
- Describe recent research regarding neuroplasticity and neurogenesis, and the role of stem cells in the treatment of various brain dysfunctions and recent research on gender differences and the brain and behaviour

Curriculum Organizers - Nervous Systems

It is expected that students will:

- Define neuroscience
- Define the major divisions of the nervous system, list the subdivisions of the central nervous system, and describe the functions of the spinal cord
- Describe the functions of the major subdivisions of the peripheral nervous system, and describe the functions of the parasympathetic and sympathetic nervous systems
- Describe the function of the endocrine system and list its major glands

Curriculum Organizers - Consciousness, Sleep & Hypnosis

It is expected that students will:

- Define consciousness and alternate states of consciousness (ASCs); describe the various levels of awareness, including the difference between controlled and automatic processing
- Identify common myths about sleep
- Describe problems associated with sleep deprivation. Describe how EEGs, EMGs, and EOGs are used to study sleep
- Describe the various physical changes associated with each stage of sleep, including the REM stage and the non-REM Stages 1, 2, 3, and 4
- Discuss possible biological causes of sleep, and describe how the repair/restoration theory of sleep differs from the evolutionary/circadian theory
- Differentiate between the psychoanalytic, biological, and cognitive views of dreaming
- Define hypnosis, discuss five myths and controversies regarding its use and state how hypnosis is used today

- Define meditation, and discuss its potential benefits

Curriculum Organizers - Sleep Disorders

It is expected that students will:

- Describe the five major sleep disorders: insomnia, sleep apnea, narcolepsy, nightmares, and night terrors

Curriculum Organizers - Pharmaceuticals & Addiction

It is expected that students will:

- Define psychoactive drugs, drug abuse, addiction, psychological and physical dependence, and tolerance
- Define depressants; describe the effects of alcohol on the nervous system and behavior, and discuss why alcohol is a growing social concern
- Define stimulants, opiates and hallucinogens and the effects on the nervous system and behavior
- Briefly explain how drugs act as agonists and antagonists in the brain, and describe how psychoactive drugs can affect each of the four steps in neurotransmission
- Explain the major reasons people use and abuse drugs, and describe recent research regarding the importance of dopamine and glutamate on drug addiction

Unit 4: Overview – Curriculum Organizers and Learning Outcomes:

Unit 4: Developmental Psychology

Time: 20 hrs

In unit 4 the students will study the concept of a life-long process, physical and mental development. This includes the natural changes in a person's physiology, emotion, perception, cognition, moral, intelligence and memory and each of these ideas within particular periods of a person's life, such as infancy, childhood, adolescence, adulthood, and elderly. Here the students will take a life-span perspective considering the imperative changes and how they are genetically affected.

Curriculum Organizers – Basic Process of Development

It is expected that students will:

- Explain the theory of nature vs. nurture
- Understand the concept of maturation
- Understand how early experiences shape life

Curriculum Organizers – Stage Theories of Development

It is expected that students will:

- Identify and explain the various theories of development by modern psychologists, including Piaget, Kohlberg, Erikson, and Gilligan
- Explain the advantages and disadvantages these theories have on explaining human development

Curriculum Organizers – Development Across the Life Span

It is expected that students will:

- Explain the physical developments in humans from neonatal period to late adulthood
- Explain the cognitive development in humans from neonatal period to late adulthood
- Discuss positive parenting skills

Unit 5: Overview: Curriculum Organizers and Learning Outcomes:

Unit 5: Sensation and Perception

Time: 10 hrs

Unit 4 introduces the students to the basic concepts illustrating the functions of the different sensory systems and looks at the influence of the individual and the environment on perception. This unit will provide opportunities to explore the views of Gestalt Psychologists and experience/explain how the brain's perception may be different from actual sensation.

Curriculum Organizers - Sensory systems

It is expected that students will:

- Describe the functioning of our sensory systems; explore structures of the visual, auditory, gustatory, olfactory, vestibular and kinesthetic systems
- Discuss and define the principles of thresholds, adaptation and constancy
- Discuss the process of selective attention and illustrate how this is a work in our everyday lives

Curriculum Organizers - Perception – Selection, Organization, Interpretation

It is expected that students will:

- Discuss Gestalt principles, such as figure-ground, similarity, proximity, and closure
- Present and discuss a number of illusions, for example the Müller-Lyer, the Ames room, and the Ponzo
- Discuss monocular and binocular depth cues
- Analyze how perceptual set affects our everyday interpretations of sensory experiences
- Determine how context influences our perceptions

Unit 6: Overview – Curriculum Organizers and Learning Outcomes:

Unit 6: Learning, Cognition and Memory

Time: 20 hrs

This unit of the course introduces the students to the principle of learning through the exploration of classical and operant conditioning. The coverage of insight and social learning then lays the groundwork for the study of cognition which is concerned with the processes of thought transformation, reduction, elaboration, storage, recovery, problem-solving, and sensory input. Then the unit concludes with several theories and distinctions of memory along with its frailty.

Curriculum Organizers - Perception – Learning and Conditioning

It is expected that students will:

- Define learning; explain how learned and innate behaviours are different; and define and understand all elements involving the 3 major theories of learning: conditioning, cognitive, and observational
- Define reinforcement and punishment, explaining how the terms positive and negative apply to each of these learning procedures and explain the negative consequences of using punishment
- Explain how unintentional reinforcement can lead to superstitious behaviour
- Explain the importance of feedback, timing, consistency, and order of presentation on the effective use of both reinforcement and punishment
- Define social cognitive theory (previously known as social learning theory), and describe the four processes involved in learning through observation

Curriculum Organizers - Perception – Thinking

It is expected that students will:

- Define cognition and thinking, and describe the use of mental imaging in cognition
- Define concepts, and describe the 3 major methods for concept formation
- List and describe the 3 stages of problem solving, including an explanation of the types of thinking that occur in each stage
- Describe the 3 major barriers to problem solving; discuss the role of incubation in overcoming these barriers.
- Define creativity, and discuss how convergent and divergent thinking, and the investment theory of creativity are related to the creative process

Curriculum Organizers - Perception – Language

It is expected that students will:

- Describe how human language differs from patterns of communication used by non-humans
- Define and provide an example of each of the following building blocks of language: phonemes, morphemes, grammar, syntax, and semantics; describe Chomsky's surface and deep structures of language
- Describe the interaction between language and thought
- Describe the research on teaching language to animals, and summarize each side of the "animal language" debate

Curriculum Organizers - Perception – Intelligence and Intelligence Testing

It is expected that students will:

- Explain why intelligence is difficult to define, and state the text's definition; differentiate between Cattell's fluid and crystallized intelligence
- Describe Gardner's theory of multiple intelligences and Sternberg's triarchic theory of successful intelligence

- Define standardization, reliability, and validity, and explain why each is important for intelligence testing
- Explain how an intelligence quotient (IQ) is determined and differentiate between the Stanford-Binet Intelligence Test and the Wechsler intelligent tests; describe the extremes of mental retardation and mental giftedness
- Explain how biology, genetics, gender, culture and the environment impact intelligence

Curriculum Organizers - Perception – Memory

It is expected that students will:

- List and describe the sequence of the three distinct storage systems in the traditional view of memory
- Describe the purpose, duration, capacity and encoding process of sensory memory, short-term memory and discuss the effects of chunking and maintenance rehearsal at this stage
- Describe the three parts of working-memory and the purpose, duration, and capacity of long-term memory
- Explain memory in terms of neuronal and synaptic changes, hormonal influences, and specific brain areas
- Describe theories of forgetting: interference, decay, retrieval failure, and motivated forgetting. Differentiate between proactive and retroactive interference
- Define amnesia, and differentiate between retrograde and anterograde amnesia; define Alzheimer's disease
- Describe how memory can be constructed and distorted and understand methods of improving your memory and provide examples of the various mnemonic devices

Unit 7: Overview: Curriculum Organizers and Learning Outcomes:

Unit 7: Emotion, Stress, and Motivation

Time: 20 hrs.

Students through study in this unit will examine the “why” of behaviour. The close connection between motivation and emotion will be discussed in relation to hunger, arousal, and achievement. The cognitive, physiological, and behavioural components of emotion will be analyzed. Emotional intelligence will also be discussed. Health Psychology, in particular, stress its effects and management, will be discussed.

Curriculum Organizers - Perception – Understanding Emotion

It is expected that students will:

- Describe the cognitive, physiological, and behavioural components of emotion
- Explain the role of the limbic system in primitive emotions and the role of the frontal lobes in monitoring and controlling emotions
- Describe the role of the autonomic nervous system and the neurotransmitters, epinephrine and norepinephrine, in emotional arousal

Curriculum Organizers - Perception – Theories of Emotion

It is expected that students will:

- Discuss how facial expressions and body movement are used to communicate emotions; describe cross-cultural research findings regarding emotional expressions
- Describe how emotional intelligence combines the cognitive, physiological, and behavioural components of emotion, and discuss the controversy regarding this concept
- Compare and contrast the James-Lange, Cannon-Bard, facial-feedback, and Schachter's two-factor theories of emotion; discuss the research regarding each of these theories

Curriculum Organizers - Perception – Stress and its Role in Health

It is expected that students will:

- Describe the relationship between stress and life changes; explain how appraisal is related to stress
- Describe research findings related to chronic stressors, daily hassles, frustrations, and conflict; differentiate the three basic conflicts
- Describe the physiological effects of stress, including the general adaptation syndrome, the suppression of the immune system, and the development of physical disorders

Curriculum Organizers - Perception – Coping with Stress

It is expected that students will:

- Compare and contrast emotion-focused and problem-focused forms of coping with stress, and provide an example of each
- Describe how each of the following resources improve coping: health and energy, positive beliefs, and internal locus of control, social skills, social support, and material resources
- Explain how relaxation, exercise, and self-care can reduce stress

Curriculum Organizers - Perception – Understanding Motivation

It is expected that students will:

- Define motivation and emotion and discuss how they overlap
- Describe how internal factors, external factors, and the interaction between these factors trigger hunger or eating behaviours

Curriculum Organizers - Perception – Theories of Motivation

It is expected that students will:

- Discuss the biological theories of motivation: instinct and drive-reduction
- Discuss the psychosocial theories of motivation: incentive, cognitive, and Maslow's hierarchy of needs
- Describe the cross-cultural research that seems to refute the sequential pursuit of Maslow's needs

Unit 8: Overview: Curriculum Organizers and Learning Outcomes:**Unit 8: Social Psychology****Time: 10 hrs.**

The students will look at the formation of a wide range of behaviours in the way we relate to one another. Biological, environmental, and cultural factors affecting our social relationships will be explored. The focus in this unit will be on group interactions; how we are influenced by and are able to influence others. Discussion will provide an understanding of prejudice, discrimination, attraction and aggression.

Curriculum Organizers – Our Thoughts about Others

It is expected that students will:

- Define social psychology, and describe the results of research on several commonsense statements regarding social interactions; briefly describe Milgram's classic obedience study
- Define attitude, and describe its three basic components
- Using the three components of an attitude, differentiate between a stereotype, prejudice, and discrimination
- Describe the four major sources of prejudice and discrimination: learning, cognitive processes, economic and political competition, and displaced aggression

Curriculum Organizers – Our Feelings about Others

It is expected that students will:

- Explain how cooperation, superordinate goals, and increased contact can reduce prejudice and discrimination.
- Describe the three key factors in interpersonal attraction: physical attractiveness, proximity, and similarity
- Discuss cross-cultural and historical similarities and differences in physical attractiveness
- Compare and contrast romantic and companionate love; discuss problems associated with romantic love

Curriculum Organizers – Our Actions Towards Others

It is expected that students will:

- Define conformity, and explain the three factors that contribute to this behaviour: normative social influence, informational social influence, and the role of reference groups
- Define a group; define roles; describe the effect of roles on the behaviour of "prisoners and guards" in Zimbardo's classic prison study; discuss how group polarization and group-think affect group decision making
- Define aggression, and explain the factors that contribute to its expression: instinct, genes, the brain and nervous system, substance abuse and other mental disorders, hormones and neurotransmitters, frustration, and cultural learning
- Describe three approaches to controlling/eliminating aggression. Identify five misconceptions and controversies regarding juvenile aggression

Unit 9: Overview: Curriculum Organizers and Learning Outcomes:

Unit 9: Psychological Disorders

Time: 10 hrs.

In this unit the students will explore general issues related to psychological disorders and their treatment. The broad categories used by psychologists to group disorders will be defined and symptoms such as depression, anxiety, and hallucination will be researched in order to better understand disturbances in human behaviour. Treatments techniques may also be explored through discussion, research and project work.

Curriculum Organizers - Disorders

It is expected that students will be able to:

- Origins and characteristics of psychological disorders Investigate the characteristics of abnormal behaviour
- Examine how definitions of abnormality change across cultures and over time
- Discuss how judgments of abnormality are affected by context. Identify criteria psychologists use to diagnose psychological disorders
- Major categories of psychological disorders
- Discuss the major categories of psychological disorders
- Discuss the major symptoms of and possible causes of anxiety and mood disorders
- Identify symptoms and possible causes of dissociative, schizophrenia, and personality disorders
- Understanding the impact of psychological disorders Evaluate the drawbacks and advantages of labelling psychological disorders
- Discuss variables that influence vulnerability to mental illness
- Investigate the stigma associated with mental illness
- Discuss efforts to promote greater understanding of psychological disorders
- Treatment methods for psychological disorders Differentiate among the different perspectives psychologists take to understand psychological disorders
- Describe the various treatment techniques for those with psychological disorders

Instructional Component:

- Direct instruction
- Interactive instruction
- Student led instruction
- Practical creativity
- Group work
- Guest lecturers
- Demonstrations (teacher and student)
- Indirect instruction
- Independent instruction
- Modeling
- Brainstorming
- Seminar presentations
- Web site research
- LCD presentations
- Research projects
- Fieldtrips
- Videos
- Debates
- Journal Responses

Assessment Component:

- Formative 70% Written assignments
- Projects
- Experiments
- Peer and Self Evaluation
- Journaling
- Reflections
- Class participation
- Summative 30% Tests and Quizzes
- Unit Tests and Quizzes

Type of Assessment	Category	Details	Weighting (%)
Formative (70%)	Practical Applications Self-Rating Scale	Weekly Journals Projects with self-assessments Weekly assignments	35% 35%
Summative (30%)	Final Assessments	End of Unit Tests End of Unit Reflections End of Unit Presentations	30%

Performance Methods	Personal Communication	Other
Tests	Student Responses	Rubrics/Criteria
Projects	Group dialogue	Monthly assessments
Research	Student / Instructor	Teacher's anecdotal records
Journals	Journaling reflections	Teacher's Logs
Presentations	Self-Evaluations	Checklists
Fundraiser Events	Peer Evaluations	Rating Scales

Learning Resources:

- TOPPS – online teacher resource – American Psychological Association (APA)
- Textbooks *Thinking About Psychology*, (Charles T. Blair-Broeker, Randal M Ernst), 2003
Psychology in Action, (Karen Huffman), 2001, 6th ed.
- Teacher reference *Psychology*, (David Meyers), 6th, 7th ed.
 - Study guides
 - Activities Handbook of Psychology, (Benjamin & Lowan) 1981
 - Scientific American Mind
 - Psychology Today
- Video Resources
 - Scientific American Frontiers Series
 - Nova Video Series
 - Reign Over Me
 - TOPPS online videos
 - The Brain Series

- Discovering Psychology Series
- Multimedia resources
- Overhead projector
- Television
- VCR/DVD player
- LCD Projector
- Computer with internet access
- Access to the Internet for research/resources

Board/Authority Authorized Course Form

PART A: BAA COURSE VERIFICATION STATEMENT

To be completed by district Superintendent or Independent School Principal

Prior to submitting the attached BAA Course Framework to the Board/Authority for approval, I **Maureen Stanger** verify that I have reviewed the BAA Course: to ensure that it is fully compliant with the *School Act (if offered by a Board)*, the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures*, and for ESL courses the ESL Guidelines: *Template for BAA Language Acquisition/Culture Courses*.

Specifically, I verify that the BAA Course noted above meets the following requirements:

- ☒ The course is not a remedial, modified or GED preparation course
- ☒ The course does not significantly overlap with current provincial curriculum
- ☒ The course name reflects the subject area and includes the grade level
- ☒ The assigned grade level reflects the appropriate level of instruction
- ☒ The credit value appropriately reflects the length and scope of the course
- ☒ The course synopsis clearly outlines what a student has gained when the course is completed
- ☒ The rationale outlines the reasons for wanting to offer opportunities to study the course
- ☒ The organizational structure outlines the specific topics, units or modules which include the learning outcomes, instruction and assessment components, and time allotments
- ☒ The learning outcomes are assessable and observable and can be understood by students and parents
- ☒ The instructional component of the course clarifies the intent of the learning outcomes and provides a range of pedagogical opportunities
- ☒ The assessment component provides opportunities to assess formatively and summatively the students' achievement of the learning outcomes
- ☒ The learning resources selected for the course are age appropriate, support the learning outcomes and reflect the diversity of student learning rates and styles.

Course Name

Psychology 12

District Superintendent/Independent School Principal **Print Name Mr. John Lewis**

Signature _____

Date **2014-12-09**

District No./Independent School **#44**

(Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5(2)(c))

PART B: BAA COURSE AUTHORIZATION STATEMENT

To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted for Ministry records by e-mail to EDUC.GradStandards@gov.bc.ca. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request.

I declare that this BAA course is approved by the Board/Authority.

Board/Authority Chair or Designate

Print Name _____

Signature _____

Date **2014-12-09**

(Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5 (2)(c))

PART C: FOR INDEPENDENT SCHOOLS ONLY: BAA INSPECTOR CONFIRMATION

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit.

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA course noted above is fully compliant with the *Independent School Act* and the BC Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*.

Inspector of Independent Schools or Designate

Print Name _____

Signature _____

Date **2014-12-09** (Educational Standards Order, M41/91, s. 5(2)(c))

BAA Course Description

Course Name:	Survival Skills for the Classroom and Beyond		
Date Developed:	October 2014		
School:	District Wide	Principal:	Maureen Stanger
Number of Course Credits:	4	Grade Level Of Course:	12
Developed by:	Keith Gallant	Number of Hours of Instruction:	120+

Course Synopsis/Description:

This course employs self-regulated learning as its framework, and is designed to embed students in the process of taking on a larger project. Students will assess and deconstruct the project into smaller, manageable pieces, accounting for both the individual and the group needs. Students will set personalized goals and group milestones oriented to successful completion of the task. When this course is completed, students will have learned, and successfully demonstrated, the phases and processes of self-regulated learning through an extended outdoor experience. Students will be introduced to, and walked through this learning process, gradually moving toward independently planning, monitoring and assessing both their learning and their personal goals. The self-regulated course framework and process can be applied to any large-scale inquiry, project or task. Self-regulation is a powerful skill that will augment both classroom and life-long learning.

Rationale:

Students need and deserve a deeper connection to the natural world. This course is designed to engage the social/emotional learning experience for youth (specifically at-risk youth) in the North Vancouver School District, employing and developing learning and planning strategies that can be used in all aspects of their school and life. Using the wilderness as a backdrop, students in this course will explore the theme of survival, deconstructing survival stories while simultaneously constructing a survival plan on a multi-day wilderness traverse. The plan employs strategies from the Self-Regulated Learning model, enabling students to develop and assess essential tasks, set personal goals, employ strategies for personal success, and evaluate their performance of these tasks. These tasks will range from skill acquisition to health and fitness goals-commensurate to success (survival) in the wilderness. This course is an important piece in the social/emotional canon in that students will be required to experience it using all of their senses, resonating deep into both their school and life experience.

It's easy to imagine that wilderness survival would involve equipment, training, and experience. It turns out that, at the moment of truth, those might be good things to have but they aren't decisive. Those of us who go into the wilderness or seek our thrills in contact with the forces of nature soon learn, in fact, that experience; training and modern equipment can betray you. The maddening thing for someone with a Western scientific turn of mind is that its not what's in your pack that separates the quick from the dead. It's not even what's in your mind. Corny as it sounds, it's what's in your heart.

- From Lawrence Gonzales book *Deep Survival: Who Lives, Who Dies, and Why*

☐ Approved ☐ Not Approved

Comment:

Board Authority Approval Signature:

Board Authority Approval Date:

Prerequisites:

None

Special Training:

None

Facilities Required:

None

Equipment Required:

Necessary equipment will be sourced from within the school and from outside the school (community partners, grant monies etc.)

Additional Information:

Unit/Topic	Title	Time
Unit 1: Planning	Forethought and Planning	10 hours
Unit 2: Skills	Skill Acquisition	3 hours
Unit 3: Performance	Performance Monitoring	2 hours
Unit 4: Health/Fitness	Health and Fitness	10 hours
Unit 5: Test Run	The Test Run	20 hours
Unit 6: First Reflection	Reflection on Performance	2 hours
Unit 7: Trip	Extended Outdoor Trip	Approximately 70-100 hours
Unit 8: Final Reflection	Final Reflection on Performance	3 hours
Total Hours		120-150 hours

Unit/Topic/Module Descriptions:

(A short description and the curriculum organizers and learning outcomes of each unit/topic/module)

Unit 1: Planning: Overview – Curriculum Organizers and Learning Outcomes:

Forethought and Planning: What am I about to do? What do I need to do it?

This course will be introduced with a task: as a group students will complete an extended outdoor trip (hiking, camping, wilderness survival). The journey will take 7-10 days to complete, and will require specific skills, equipment and preparation to make the trek. A thorough presentation will be outlined for students to assess the needs and demands of the task ahead. As a group, and then as individuals, students will deconstruct the task into what specific skills, equipment and preparations will be needed for a successful traverse.

Specific skills will include orientation, route finding, and reading weather.

Specific equipment will include appropriate footwear, rain gear, tent, and stove.

Specific preparation will include team building exercises, and personal health and fitness goals.

Once the collective task has been broken down, students and teacher will set specific, individualized goals related to requisite skills, equipment acquisition, and personal/ group preparations.

Students will need to identify local resources to assist in supporting their goals. Possible resources:

- Connecting with a personal trainer from a recreation center for a health/fitness goal
- Connecting with North Shore Rescue for expertise and advice
- MEC for an orienteering/ pack packing course
- Delmar Williams from the Squamish Nation on basic wilderness survival skills
- Connect with local RCMP/ Army Reserves for expertise on teamwork

It is expected that students will:

- Understand and analyze the task
- Set specific goals that build toward completing the task
- Develop effective approaches to achieving these goals
- Identify local resources to assist in supporting these goals

Unit 2: Skills: Overview – Curriculum Organizers and Learning Outcomes:

Skill Acquisition: Creating a Bank of Knowledge

The group will generate a list of essential survival skills from readings, personal experience and common sense. Students will select one or more survival skills and set out to become a “master” of that skill. Students will work in pairs, drawing upon each other to conduct basic research, or seek out local expertise to learn, practice, and present the mastered skill to the group. Examples of local knowledge and expertise could come from North Shore Search and Rescue, North Vancouver Fire Department, Mountain Equipment Co-op, Tsleil-Waututh and Squamish First Nation.

It is expected that students will:

- Connect with community expertise
- Learn a survival skill that has been identified as valuable to the group
- Demonstrate the learned skill to the group
- Conduct a hazard assessment of the skill, outlining risks and ways to mitigate them

Unit 3: Performance: Overview – Curriculum Organizers and Learning Outcomes:

Performance Monitoring: How am I doing? Why am I doing it?

In this Phase, students will develop a goal setting strategy in concert with the greater group task and their individual tasks. In consultation with the teacher, students will identify the long-range goal, and establish 2-3 short-term goals that will support both the individual and the group. During this process, measurable goals and appropriate resources will be established. Review dates will be set to look at progress; if there are obstacles present, specific feedback and adaptations will be made, and new strategies will be developed at this time. Affirmation of motivation and motivators will be reviewed at this time as well, as the motivation may have changed. If motivation is waning, a new strategy/ approach will be sought. This phase will straddle the preparation for the journey AND on the trail.

It is expected that students will:

- Employ strategies to make progress on the learning task
- Monitor and document the effectiveness of the strategy
- Assess and monitor their motivation for continuing their progress

Unit 4: Health and Fitness: Overview–Curriculum Organizers and Learning Outcomes:

Health and Fitness:

The rigor of a mountain traverse will tax a person's body in ways we rarely experience in the city. Students will conduct an exploration of their own health and fitness in the city, from diet and exercise to lifestyle choices. We will then examine adaptations we can make for a safe and successful journey.

It is expected that students will:

- Assess their own diet and fitness regime, understand food as fuel
- Develop a fitness regime commensurate to the demands of the task, building gradually in its intensity
- Develop the fitness regime locally
- Compare and contrast the health and fitness demands of the city and the wilderness
- Examine logistical restraints of a trail diet
- Conduct a hazard assessment of the activity; identifying the risks, and steps to mitigate them

Unit 5: Test Run: Overview – Curriculum Organizers and Learning Outcomes:

The Test Run: Overnight Trip

Once students have mastered some basic survival skills, developed their health and fitness levels, and read some compelling stories of survival, they will head out into the wilderness for a three-day, two night overnight trip.

It is expected that students will:

- Test their wilderness knowledge during this 'test run'
- De-bug any equipment issues (pack weight, blistered feet...)
- Begin to develop a group 'code of values'. We:
 - Put others before ourselves
 - Understand process over product as a fundamental mindset
 - Embrace mistakes and treat a failure as an opportunity
 - Identify and understand our individual 'locus of control'
 - Give thanks for our health, strength and resourcefulness
 - Be grateful to experience the natural world
 - Be open to what the experience is teaching us
- Conduct a daily hazard assessment; breaking down the daily task, assessing the risks, and steps to mitigate them

Unit 6: First Reflection: Overview – Curriculum Organizers and Learning Outcomes:

Reflection on Performance Phase: What did I do well? How can I do better?

This unit will occur as a post mortem of the overnight trip, examining the process from the planning to the execution. With the teacher, students will evaluate how they performed against their own set of goals, and assess the effectiveness of the strategies they employed. Students will understand what they accomplished successfully and what they could give more attention to.

Managing emotions is an important part of assessing the outcomes of the experience. Previously unidentified motivations may emerge, or critical analysis could damage the foundation of Self-Regulated learning.

It is expected that students will:

- Evaluate their performance on the learning task, based on the effectiveness of the strategies they chose
- Manage their emotions about the outcomes of the learning experience
- Engage in the reflection process, which will influence the re-ignition of the cycle in future tasks

Unit 7: Trip: Overview – Curriculum Organizers and Learning Outcomes:

The Task: The Extended Outdoor Trip

This unit is a culmination of the planning and forethought, goal setting and adjustments made throughout the course. Students will be embedded in the execution of their knowledge and preparation, and will assess the goals they have set for themselves on this journey. Prior to departure on the trek, students will spend the first day on a cultural tour of the local area where the 7-10 day trip will occur. At the end of each day on the trail, time will be made for individual reflection, as well as group reflection and light activity.

It is expected that students will:

- Share their wilderness knowledge and expertise with the group
- Engage in tracking/journaling their individual goals in camp, at the end of each day
- Make appropriate adaptations and adjustments to achieving goals
- Develop and execute the group 'code of values'. We:
 - Put others before ourselves
 - Understand process over product as a fundamental mindset
 - Embrace mistakes and treat a failure as an opportunity for growth and adjustment
 - Identify and understand our individual 'locus of control'
 - Give thanks for our health, strength and resourcefulness
 - Be grateful to experience the natural world
 - Be open to what the experience is teaching us
- Conduct a daily hazard assessment, breaking down the task, assessing the risks of all activities

Unit 8: Final Reflection: Overview – Curriculum Organizers and Learning Outcomes:

Reflection on Performance Phase: What did I do well? How can I do better?

This unit will occur as a post mortem of the extended outdoor experience, examining the process from the planning to the execution. With the teacher, students will evaluate how they performed against their own set of goals, and assess the effectiveness of the strategies they employed. Students will understand what they accomplished successfully and what they could give more attention to.

Managing emotions is an important part of assessing the outcomes of the experience. Previously unidentified motivations may emerge, or critical analysis could damage the foundation of Self-Regulated learning.

The basis of the Self-Regulated Learning process in this experience is that in the future the skill is recycled into other functions. Self-Regulated Learning becomes a tool that the student can employ in both the classroom and in life.

It is expected that students will:

- Evaluate their performance on the learning task, based on the effectiveness of the strategies they chose
- Manage their emotions about the outcomes of the learning experience
- Engage in the reflection process, which will influence the re-ignition of the cycle in future tasks
- Identify future goals in school and life where the self-regulated model can be accessed

Instructional Component:

The instructional component of the course will include the following:

- Individual exploration and research
- Group collaboration
- Video
- Guest speakers
- Goal setting
- Tracking
- Hazard assessments
- Journaling
- Self monitoring and self reflection activities

Assessment Component:

- Seventy five percent (75%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade reflects the full engagement in the self-regulation process.
- Twenty five percent (25%) of the grade will be based on the final evaluation of the student's performance against their own set of goals, assessing the effectiveness of the strategies they employed in reaching their goals.

Formative Assessment	Weight
Specialized Skill Mastery	15%
Goal Setter (Individual/Group/Fitness/Health)	15%
Daily Hazard Assessment Tool	15%
The Trip: Engagement, Tracking and Retooling of Personal Goals	15%
Trip Journaling	15%
Summative Assessment	
Post Trip Performance Evaluation	25%

Performance Methods	Personal Communication	Other
Task hazard assessments	Individual goal setting	Observational assessment of student engagement
Personal goal setting	Individual goal tracking	Teacher anecdotal records
Small group skill acquisition	Personal journaling	Field assessments
Small group skill presentation	Self evaluation	Checklists
Self reflection	Peer evaluation	Rubrics
Post-trip performance evaluation	Group collaboration	

Learning Resources:

- *Deep Survival: Who Lives, Who Dies, and Why:* Lawrence Gonzales
- *Let them be Eaten by Bears.* Peter Brown Hoffmeister
- *Field Day: Getting Society out of Schools:* Dr.Matt Hearn
- *The Cloudspotter's Guide:* Gavin Pretor-Pinney
- *The Stein Valley Wilderness Guidebook:* Gordon R. White
- *Last Child in the Woods:* Richard Louv

Board/Authority Authorized Course Form

PART A: BAA COURSE VERIFICATION STATEMENT

To be completed by district Superintendent or Independent School Principal

Prior to submitting the attached BAA Course Framework to the Board/Authority for approval, I **Maureen Stanger** verify that I have reviewed the BAA Course: to ensure that it is fully compliant with the *School Act* (if offered by a Board), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures*, and for ESL courses the ESL Guidelines: *Template for BAA Language Acquisition/Culture Courses*.

Specifically, I verify that the BAA Course noted above meets the following requirements:

- ☒ The course is not a remedial, modified or GED preparation course
- ☒ The course does not significantly overlap with current provincial curriculum
- ☒ The course name reflects the subject area and includes the grade level
- ☒ The assigned grade level reflects the appropriate level of instruction
- ☒ The credit value appropriately reflects the length and scope of the course
- ☒ The course synopsis clearly outlines what a student has gained when the course is completed
- ☒ The rationale outlines the reasons for wanting to offer opportunities to study the course
- ☒ The organizational structure outlines the specific topics, units or modules which include the learning outcomes, instruction and assessment components, and time allotments
- ☒ The learning outcomes are assessable and observable and can be understood by students and parents
- ☒ The instructional component of the course clarifies the intent of the learning outcomes and provides a range of pedagogical opportunities
- ☒ The assessment component provides opportunities to assess formatively and summatively the students' achievement of the learning outcomes
- ☒ The learning resources selected for the course are age appropriate, support the learning outcomes and reflect the diversity of student learning rates and styles.

Course Name

Survival Skills for the Classroom and Beyond

District Superintendent/Independent School Principal **Print Name Mr. John Lewis**

Signature _____

Date **2014-12-09**

District No./Independent School **#44**

(Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5(2)(c))

PART B: BAA COURSE AUTHORIZATION STATEMENT

To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted for Ministry records by e-mail to EDUC.GradStandards@gov.bc.ca. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request.

I declare that this BAA course is approved by the Board/Authority.

Board/Authority Chair or Designate

Print Name _____

Signature _____

Date **2014-12-09**

(Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5 (2)(c))

PART C: FOR INDEPENDENT SCHOOLS ONLY: BAA INSPECTOR CONFIRMATION

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit.

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA course noted above is fully compliant with the *Independent School Act* and the BC Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*.

Inspector of Independent Schools or Designate

Print Name _____

Signature _____

Date **2014-12-09** (Educational Standards Order, M41/91, s. 5(2)(c))

BAA Course Description

Course Name:	Visual Effects and Motion Graphics		
Date Developed:	November 20, 2014		
School:	Argyle Secondary	Principal:	Elizabeth Bell
Number of Course Credits:	4	Grade Level Of Course:	11
Developed by:	Murray Bulger	Number of Hours of Instruction:	120

Course Synopsis/Description:

The Visual Effects course will allow students to apply the basic principles and practices in visual effects. The history of visual effects, the use of digital video cameras and effective lighting techniques will be stressed and applied in practical hands-on projects and through the creation short videos. Students will learn the fundamentals of video imaging and editing through the use of industry standard compositing software (After Effects) to create effects for film and TV.

Rationale:

Visual effects is a growing industry and is very well represented in Vancouver. Visual effects professionals are very much in demand. Students will be able to gain insights into this industry and be better prepared to enter into such a program in post-secondary studies. Visual effects bridge the gap between film, animation, and graphic design. This course provides a strong digital media base for students.

☐ Approved ☐ Not Approved

Comment:

Board Authority Approval Signature:

Board Authority Approval Date:

Prerequisites:

None, but previous experience with Digital Media courses is recommended

Special Training:

None

Facilities Required:

Computer lab with required software: After Effects

Equipment Required:

Computers, video cameras, studio with lightning and a green screen

Additional Information:

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Unit/Topic	Title	Time
Unit 1	Basic History of Visual Effects	5 hours
Unit 2	Basic After Effects	25 hours
Unit 3	Basic Visual Effects	25 hours
Unit 4	Basic Video Camera, Lighting Techniques and Green Screen Methods	25 hours
Unit 5	Visual Effects Projects	40 hours
Total Hours		120 hours

Unit/Topic/Module Descriptions:

(A short description and the curriculum organizers and learning outcomes of each unit/topic/module)

Unit 1: Overview: Basic History of Visual Effects – Curriculum Organizers and Learning Outcomes:

Basic History of Visual Effects

Students will explore the development of a wide range of visual effects and understand their purpose.

It is expected that students will:

- Be able to place visual effects within the broad context of its cultural circumstances and that they will have an informed overview of the significant figures, events and technologies of visual effects
- Create a powerful presentation about the history of visual effects to be presented in-class

Unit 2: Overview: Basic After Effects- Curriculum Organizers and Learning Outcomes:

Basic After Effects

Student will be introduced to the After Effects software and learn to use its features to complete a project.

It is expected that students will:

- Be able to apply the basic principles and methods in the use of After Effects:
 - Layers
 - Importing images
 - Creating compositions
 - Masks
 - Basic effects
 - Basic animation
 - Basic chroma-keying
- Complete a visual effects project that reinforces the basic principles and methods for using After Effects in videos and movies

Unit 3: Overview: Basic Visual Effects- Curriculum Organizers and Learning Outcomes:

Basic Visual Effects:

Student will be introduced to the principles of visual effects.

It is expected that students will:

- Effectively use the principles of motion, such as timing, spacing, anticipation, and follow through
- Understand and use the workflows for digital matte painting
- Understand and use the workflows for 2D compositing

Unit 4: Overview: Basic Video Camera and Lighting Techniques- Curriculum Organizers and Learning Outcomes:

Basic Video Camera and Lighting Techniques:

Student will be taught how to use camera and lighting equipment to create a variety of visual effects.

It is expected that students will:

- Be able to frame proper shot types:
 - Extreme-close-ups
 - Close-ups
 - Medium
 - Wide shots
- Be able to set up and use a camcorder in automatic mode
- Learn and apply the principles of lighting:
 - Key
 - Fill
 - Back
 - Background lights

Unit 5: Overview: Visual Effects Projects- Curriculum Organizers and Learning Outcomes:

Visual Effects Projects:

Based on their knowledge and experience with visual effects gained throughout the previous units, students will create their own project to show their understanding of, and their skill level in, creating visual effects.

It is expected that students will:

- Be able to propose projects for the following topics:
 - Matte painting
 - Animated text
 - Fire effects
 - Green-screen
 - Lighting
- Propose and complete a final short video project that includes green-screen work, animation, and matte-painting
- Express their creativity and their understanding of visual effects concepts and storytelling
- Be able do a final critique and self-assessment of their final project presentation

Instructional Component:

- Direct instruction
- Interactive instruction
- Use of internet training tools for software
- Student led instruction
- Collaborative group work
- Demonstrations, teacher and student led
- Modeling
- Brainstorming
- Presentations
- Videos
- Projects

Assessment Component:

Sixty percent (60%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the students' evolution and growth as a learner. It will involve ongoing review and guidance with goal setting, team and project management and engagement in learning.

Forty percent (40%) of the grade will be based on a final evaluation of each student's completion of reinforcement projects and final projects. Software competencies will be assessed with hands-on quizzes. This assessment will happen throughout the year.

Type of Assessment	Category	Details	Weighting
Formative (60%)	Tri-weekly Milestones	Ongoing performance tasks related to self-efficacy	30%
	Team Processes	Ongoing team efficacy	20%
	Engagement		10%
Summative (40%)	Final Assessment	Software quizzes, Project final review	10% 30%
Total		100%	
Performance Methods		Personal Communication	Other
Learning Plans and Journals		Group critiques	Checklists
Sketchbooks		Milestone goals setting meeting with student and teacher	Rubrics
Projects		Self-evaluation	Software quizzes
Milestone setting		Milestone review and critique	
Tutorials			

Learning Resources:

1. Digital Media Library
2. Online training resources for software use
3. Online professional forums

Board/Authority Authorized Course Form

PART A: BAA COURSE VERIFICATION STATEMENT

To be completed by district Superintendent or Independent School Principal

Prior to submitting the attached BAA Course Framework to the Board/Authority for approval, I **Maureen Stanger** verify that I have reviewed the BAA Course: to ensure that it is fully compliant with the *School Act* (if offered by a Board), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures*, and for ESL courses the ESL Guidelines: *Template for BAA Language Acquisition/Culture Courses*.

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- ☒ The assessment component provides opportunities to assess formatively and summatively the students' achievement of the learning outcomes
- ☒ The learning resources selected for the course are age appropriate, support the learning outcomes and reflect the diversity of student learning rates and styles.

Course Name

Visual Effects and Motion Graphics

District Superintendent/Independent School Principal **Print Name Mr. John Lewis**

Signature _____

Date **2014-12-09**

District No./Independent School **#44**

(Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5(2)(c))

PART B: BAA COURSE AUTHORIZATION STATEMENT

To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted for Ministry records by e-mail to EDUC.GradStandards@gov.bc.ca. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request.

I declare that this BAA course is approved by the Board/Authority.

Board/Authority Chair or Designate

Print Name _____

Signature _____

Date **2014-12-09**

(Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5 (2)(c))

PART C: FOR INDEPENDENT SCHOOLS ONLY: BAA INSPECTOR CONFIRMATION

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit.

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA course noted above is fully compliant with the *Independent School Act* and the BC Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*.

Inspector of Independent Schools or Designate

Print Name _____

Signature _____

Date **2014-12-09** (Educational Standards Order, M41/91, s. 5(2)(c))

Schedule B.4.....
of the
Administrative Memorandum

Meeting Date: December 9, 2014

☒ Board

☐ Board, in camera

Topic (as per the
Memorandum):

Proposed Field Hockey Specialty Academy for 2015-2016

Narration:

One of the six high-level Goals identified within the North Vancouver School District's 2011-2021 Strategic Plan is to: *Develop and promote innovative and sustainable programs*. This goal was supported in the School District's 2011-14 *3-Year Operating Plan*, and will again be supported in the next *3-Year Operating Plan*, currently in development, as we continue our efforts to bring engaging program options to our students.

In February of 2014, the North Vancouver School District was approached by Field Hockey BC (FHBC) to consider the possibility of offering, in partnership, a Field Hockey Academy in North Vancouver. As such an offering is consistent with the School District's desire to offer innovative programming to students, District Principal Greg Milner met with Eric Broom and Susan Aherns of FHBC to discuss requirements for the operation of a Specialty Academy within a North Vancouver secondary school. In November, Mr. Milner and District Principal Mr. John McGowan again met with FHBC to address, in more detail, the anticipated demand for the academy, indication of support, description of the delivery model, educational goals and rationale of the program and preliminary budget requirements.

Mr. Milner and Mr. McGowan have reported the content and status of these discussions to the Executive Committee, recommending the introduction of a Field Hockey Academy for 2015-16. While a host school has yet to be identified, the Executive Committee is in agreement with Mr. Milner and Mr. McGowan that it will be operationally feasible to introduce the Academy, on a pilot basis, beginning in September 2015. Accordingly, the Executive Committee is recommending to the Board of Education that the Field Hockey Academy be introduced on a pilot basis for the 2015-16 school year.

Although operational details regarding the proposed academy have yet to be finalized, the timelines for promotion of a pilot Field Hockey Academy require immediate attention as student course guidebooks are currently in development and will be published in concert with the District-wide Enhanced Programs Information Night scheduled for January 15, 2015. Approval, in principle, of the academy will allow for its promotion in the course books and at the Information Night meeting while final operational details, including determination of a host school, are worked out.

Should the Board of Education support the continued development of a pilot Field Hockey for September 2015, District staff will continue discussions with Field Hockey BC and provide a further update to the Board at its January 20, 2015 Public Meeting.

In addition to the Board's role in establishing new specialty academies, the *School Act* requires the express approval of the specialty academy by the School Planning Council (SPC), in consultation with the Parent Advisory Council (PAC), of the host school. Further, the SPC of the host school must also approve the academy fee amounts. School District *Policy 706: School Fees* and the *School Act*

Schedule ...B.4..... (continued)

Narration (continued):

Sec. 82.1 affirm the Board's authority to charge fees to those students enrolled in specialty academies for the "direct costs incurred by the board in providing the specialty academy that are in addition to the costs of providing a standard educational program", contingent upon the approval of the SPC.

District Principals Milner and McGowan will provide the Board with an overview of the pilot Field Hockey Academy proposal and the discussions to date with Field Hockey BC in support of this proposal.

RECOMMENDED MOTION:

that the Board of Education approve, in principle, the expansion of enhanced programs to include a pilot Field Hockey Academy, in partnership with Field Hockey BC, for September 2015 at a North Vancouver School District secondary school and,

that School District staff provide the Board of Education with an update regarding the proposed pilot Field Hockey Academy at the March 24, 2015 Public Board Meeting, including the identification of the host school site and the status of appropriate SPC approvals for both the introduction of the academy and for the academy fee amounts.

Schedule B.5
of the
Administrative Memorandum

Meeting Date: December 9, 2014 ☒ Board ☐ Board, in camera

Topic (as per the Memorandum): **Election to BC School Trustees' Association (BCSTA) Provincial Council and to BC Public School Employers' Association (BCPSEA)**

Narration:

The Board is required to elect two Trustees to the British Columbia School Trustees' Association (BCSTA) Provincial Council. One Trustee is to serve as the Board's representative and one Trustee is required to serve as an alternate.

BCSTA is a non-profit, voluntary organization dedicated to assisting boards of education in their key work: improving student achievement through community engagement. The key work concept, which BCSTA introduced in 1998, explains in straightforward terms what it is that school trustees are elected to do, and how they do it. Information regarding the BCSTA Governance Structure including the role of the Provincial Council can be found on the BCSTA website: <http://www.bcsta.org/whatWeDo/governance>.

The [BC Public School Employers' Association](#) (BCPSEA) is the accredited bargaining agent for the province's 60 public boards of education, for unionized teaching and support staff in the British Columbia K-12 public education system. In July 2013, the government appointed a [public administrator](#) for BCPSEA as an interim measure. While the appointment of a public administrator ends the legal role of the BCPSEA board of directors, the Minister of Education has invited the school trustees, to remain in an advisory capacity to government and BCSTA as they work to redefine BCPSEA's role in the future.

In the past, the Chair has appointed a Trustee Representative to the British Columbia Public School Employers' Association. In December 2013, the current Board determined that the Trustee Representative as well as an alternate be chosen in the same format as that used for the BCSTA Trustee Representative and alternate. During the restructuring of BCPSEA, the role of the BCPSEA representative will be as a liaison for each Board of Education to BCSTA as outlined in the interim bargaining structure. Given this change in role, the Board may wish to review the requirement for a separate BCPSEA representative until such time as a new structure has been implemented.

Procedurally, the Board may elect its representatives as follows for each of the following four positions:

- British Columbia School Trustees' Association Provincial Council representative and alternate
- British Columbia Public School Employers' Association representative and alternate

Procedure:

1. the Chair will call for nominations for the Board's representative to each of the respective organizations for the term of January 1, 2015 – December 30, 2015 (no second required).
2. declare the representative elected if there is only one nomination.
3. if there is more than one nomination, appoint two scrutineers and conduct an election by ballot.
4. the Chair will announce the successful candidate.
5. repeat steps 1 to 4 for the Board's alternate representative to the organization.

Schedule C.1.....
of the
Administrative Memorandum

Meeting Date: December 9, 2014

☒ Board

☐ Board, in camera

Topic (as per the
Memorandum):

Secondary School and Academy Fees 2015-16

Narration:

In accordance with the *School Act* s. 82 (3), Boards of Education may charge supplementary fees to students and parents for goods and services provided by the board. Such goods and services, as defined by the School Regulation 265/89, may include: materials that are “of a nature, or of a quality or quantity, beyond that which is necessary to meet the required learning outcomes or assessment requirements of an educational program provided by a board”; school supplies and equipment for a student’s personal use; or payment of expenses for optional field trips and/or special events.

As well, the *School Act* s. 82.1(4) affirms the authority of Boards of Education to charge fees to those students enrolled in specialty academies. These fees must be established to cover only the “direct costs incurred by the board in providing the specialty academy that are in addition to the costs of providing a standard educational program”. Fee amounts established for specialty academies must be approved by the School Planning Council (SPC) for the school where the academy is offered.

The North Vancouver School District Board of Education has developed [Policy 706: School Fees](#), incorporating the requirements and provisions of the legislation, and detailing administrative procedures for establishing and communicating school fees. The policy is reviewed on an ongoing basis to ensure consistency with changes in legislation, to reduce ambiguity in interpretation, and to support appropriate implementation.

Policy 706 requires that a schedule of fees be established annually for each North Vancouver school and specialty academy. For secondary schools, these fees are developed and reviewed prior to the end of December each year, in order that they may be included in the January publication of course guidebooks used by students to select their courses for the following school year. Fees for elementary schools are addressed each Spring.

The process for developing school fees requires school administrators to consult with appropriate staff, students, the SPC, and parents, and to establish supplementary fees at the minimum level necessary to recover the cost of the activity/material. These consultations have occurred at each secondary school location, and school principals have now established fee schedules for the 2015-16 school year. At those schools that currently offer specialty academies, the school principal has confirmed the SPC approval of the proposed fee.

The Superintendent of Schools annually reviews all fee schedules for consistency across the school district. As indicated in Policy 706, the Superintendent is to provide a *Schedule of School Fees* for all

Schedule ...C.1... (continued)

Narration (continued):

secondary schools to Trustees for their information by December 31st of each year and, for specialty academies, by July 1st of the year for which the fees will apply. Accordingly, the Schedules of Fees for 2015-16 for North Vancouver School District secondary schools and for specialty academies are attached.

Attachments:

School Fee Schedules for North Vancouver Secondary Schools for 2015-16

School District No. 44 (North Vancouver) Schedule of Specialty Academy Fees 2015-16

ARGYLE SECONDARY

Schedule of School Fees 2015-2016

The following school fees for Argyle Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC and SPC have reviewed the following schedule of school fees for the 2015-2016 school year.

ORIGINAL SIGNED BY SCHOOL PRINCIPAL _____

Nov. 14, 2014

Principal's Signature

Date

Student Activity Fee	\$ 40.00
Graduation Activity Fee	\$ 45.00

DEPT	COURSE CODE	COURSE NAME	FEE
ART/DRAMA	MVA--08	ART 08	\$ 10.00
	MVAG-10	ART 9/10	\$ 20.00
	MAF--11	ART FOUNDATIONS 11	\$ 25.00
	MAF--12	ART FOUNDATIONS 12	\$ 25.00
	MVAC-10	CERAMICS & SCULPTURE 9/10	\$ 35.00
	MSACS11	CERAMICS & SCULPTURE 11	\$ 35.00
	MSACS12	CERAMICS & SCULPTURE 12	\$ 35.00
	MSADP11	DRAWING AND PAINTING 11	\$ 25.00
	MSADP12	DRAWING AND PAINTING 12	\$ 25.00
	YVPA-2E	ART PORTFOLIO 12	\$ 20.00
	MVAMT11	VISUAL ARTS 11-MEDIA	\$ 20.00
	MVAMT12	VISUAL ARTS 12-MEDIA	\$ 20.00
DIGITAL MEDIA	YCCT-1A	3D ANIMATION 11	\$ 20.00
	YCCT-2A	3D ANIMATION 12	\$ 20.00
	YVPA-1B	DIGITAL GRAPHIC DESIGN 11	\$ 20.00
	YVPA-2B	DIGITAL GRAPHIC DESIGN 12	\$ 20.00
	MDFT-11	FILM PRODUCTION 11	\$ 10.00
	MDFT-12	FILM PRODUCTION 12	\$ 10.00
	MINT-10DMA	DMA LITE	\$ 50.00
	MICTM11DMA	DMA LITE	\$ 50.00
BUS ED	MICTS-11	INFO TECH 11	\$ 15.00
	MICTS-12	INFO TECH 12	\$ 15.00
	MINT-10	INFO TECH 9/10	\$ 15.00
	YCCT-1C	JOURNALISM AND DESKTOP PUBLISHING 11	\$ 20.00
	YCCT-2C	JOURNALISM AND DESKTOP PUBLISHING 12	\$ 20.00
H EC	MFDN-10	FOODS 9/10	\$ 40.00
	MFDN-11	FOOD STUDIES 11	\$ 45.00
	MFDN-12	FOOD STUDIES 12	\$ 45.00
	MTXT-10	TEXTILES 10	\$ 15.00
	MTXT-11	TEXTILES 11	\$ 15.00
	MTXT-12	TEXTILES 12	\$ 15.00
MUSIC	MMU--08-CB	BAND 8	\$ 25.00
	MMU--09-CB	CONCERT BAND 9	\$ 25.00
	MMCB-10	CONCERT BAND 10	\$ 25.00
	MIMCB11	CONCERT BAND 11	\$ 25.00
	MIMCB12	CONCERT BAND 12	\$ 25.00
	MMU--08-CC	CONCERT CHOIR 8	\$ 25.00
	MMU--09-CC	CONCERT CHOIR 9	\$ 25.00
	MMCC-10	CONCERT CHOIR 10	\$ 25.00
	MCMCC11	CONCERT CHOIR 11	\$ 25.00
	MCMCC12	CONCERT CHOIR 12	\$ 25.00
	MMU--08-ST	STRINGS	\$ 25.00
	MMU--09-ST	STRINGS	\$ 25.00

ARGYLE SECONDARY
Schedule of School Fees 2015-2016

DEPT	COURSE CODE	COURSE NAME	FEE
	MMOS-10	STRINGS	\$ 25.00
	MMOS-11	STRINGS	\$ 25.00
	MMOS-12	STRINGS	\$ 25.00
PHYS ED	MPE--08 / FEPHF08	PE 08 / EDUCATION PHYSIQUE 8	\$ 10.00
	MPE--09 / FEPHF09	PE 09 / EDUCATION PHYSIQUE 9	\$ 10.00
	MPE--10	PE 10	\$ 20.00
	YPEC-10	PE 10 CONDITIONING	fitness pass required
	MPE--11	PE 11	\$ 65.00
	YPEC-11	PE 11 CONDITIONING	fitness pass required
	MPE--12	PE 12 LIFESTYLES	\$ 65.00
	YPEC-12	PE 12 CONDITIONING	fitness pass required
TECH	YIA--0ARM	ART METAL 9/10	\$ 45.00
	YIA--1ARM	ART METAL 11	\$ 45.00
	MMFMJ12	ART METAL 12	\$ 45.00
	MCJ--11	CARPENTRY & JOINERY 11	\$ 45.00
	MCJ--12	CARPENTRY & JOINERY 12	\$ 45.00
	MTE--09-DD	DRAFTING AND DESIGN 9	\$ 10.00
	MTED-10	DRAFTING AND DESIGN 10	\$ 10.00
	MDDF-11	DRAFTING AND DESIGN 11	\$ 10.00
	MDDT-12	DRAFTING AND DESIGN 12: TECHNICAL	\$ 10.00
	MEL--11	ELECTRONICS 11	\$ 40.00
	MEL--12	ELECTRONICS 12	\$ 40.00
	MTEE--10	ELECTRONICS AND ROBOTICS 9/10	\$ 40.00
	YERT--0A-10	ENGINEERING TECH 9/10	\$ 40.00
	YERT-1A-11	ENGINEERING TECH 11	\$ 40.00
	YERT-2A-12	ENGINEERING TECH 12	\$ 40.00
	MMFM--11	METAL FABRICATING & MACHINING 11	\$ 30.00
	MMFM-12	METAL FABRICATING & MACHINING 12	\$ 30.00
	MMFMM12	METAL FAB & MACH 12	\$ 30.00
	MTEM--10	METALWORK 9/10	\$ 30.00
	MTEW--10	WOODWORK 10	\$ 40.00
	STX - 10A, 11A, 12A	SKILLS EXPLORATION 10, 11, 12	\$ 45.00
AP COURSES	APCAL-12	CALCULUS 12 - AP (EXAM COST ONLY)	\$ 105.00
	APEN-12	ENGLISH 12 - AP (EXAM COST ONLY)	\$ 105.00
	APPHY12	PHYSICS 12 - AP (EXAM COST ONLY)	\$ 105.00
Digital Media Academy			\$ 1,000.00

CARSON GRAHAM SECONDARY

Schedule of School Fees 2015-16

The following school fees for Carson Graham Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC and SPC have reviewed the following schedule of school fees for the 2015-2016 school year.

ORIGINAL SIGNED BY SCHOOL PRINCIPAL _____

Nov. 12, 2014

Principal's Signature _____

Date _____

Student Activity Fee	\$ 40.00
Graduation Activity Fee	\$ 30.00

DEPT	COURSE CODE	COURSE NAME	FEE
ART	MVA--08	ART 8	\$ 10.00
	MVA--09	ART DESIGN 9	\$ 20.00
	YVPA-0D	ART 10-3 D - 2 Credits	\$ 20.00
	YVPA-0C	ART 10 2-D - 2 Credits	\$ 20.00
	MVAG-09-FN	FIRST NATIONS ART 9	\$ 25.00
	MVAG-10-FN	FIRST NATIONS ART 10	\$ 25.00
	MVAM-10	PHOTOGRAPHY 10 - 2 Credits	\$ 25.00
	MAF--11	ART FOUNDATIONS 11	\$ 25.00
	MAF--12	ART FOUNDATIONS 12	\$ 25.00
	MSACS11	CERAMICS & SCULPTURE 11	\$ 25.00
	MSACS12	CERAMICS & SCULPTURE 12	\$ 25.00
	MSADP11	DRAWING AND PAINTING 11	\$ 25.00
	MSADP12	DRAWING AND PAINTING 12	\$ 25.00
	MDFT-11	FILM/TV 11	\$ 30.00
	MDFT-12	FILM/TV 12	\$ 30.00
	MAF--11-FN	FIRST NATIONS ART 11	\$ 25.00
	MAF--12-FN	FIRST NATIONS ART 12	\$ 25.00
	MSAPG11	PRINT & GRAPHIC DESIGN 11	\$ 20.00
	MSAPG12	PRINT & GRAPHIC DESIGN 12	\$ 20.00
	MVAMT11	VISUAL ARTS 11-MEDIA PHOTO	\$ 40.00
	MVAMT12	VISUAL ARTS 12-MEDIA PHOTO	\$ 40.00
	MTPR-11-MT	MUSICAL THEATRE 11	\$ 30.00
	YVPA-2D	MUSICAL THEATRE 12	\$ 30.00
H EC	MHE--08	HOME ECONOMICS 8	\$ 10.00
	MFDN-09-F	FOODS 9	\$ 25.00
	YHEC-0A	FOODS 10 - 2 Credits	\$ 25.00
	MFDN-11	FOOD STUDIES 11	\$ 65.00
	MFDN-12	FOOD STUDIES 12	\$ 50.00
	MTXT-09T	TEXTILES 9	\$ 15.00
	YHEC-0B	TEXTILES 10 - 2 Credits	\$ 15.00
	YVHE-1A	FASHION SEWING for BEGINNERS	\$ 30.00
MUSIC	MTXT-11	TEXTILES 11	\$ 30.00
	MMU--08BCB	BEGINNING BAND 8	\$ 10.00
	MMU--09BCB	BEGINNING BAND 9	\$ 10.00
	MMU--08-CB	CONCERT BAND 8	\$ 25.00
	MMU--09-CB	CONCERT BAND 9	\$ 25.00
	MMCB-10	CONCERT BAND 10	\$ 25.00
	MIMCB11	CONCERT BAND 11	\$ 25.00
	MIMCB12	CONCERT BAND 12	\$ 25.00
	MMU--08-CC	CONCERT CHOIR 8	\$ 25.00
	MMU--09-CC	CONCERT CHOIR 9	\$ 25.00
	MMCC-10	CONCERT CHOIR 10	\$ 25.00
	MCMCC11	CONCERT CHOIR 11	\$ 25.00

CARSON GRAHAM SECONDARY
Schedule of School Fees 2015-16

DEPT	COURSE CODE	COURSE NAME	FEE
	MCMCC12	CONCERT CHOIR 12	\$ 25.00
	MMU--08-JB	JAZZ BAND 8	\$ 25.00
	MMU--09-JB	JAZZ BAND 9	\$ 25.00
	MMJB-10	JAZZ BAND 10	\$ 25.00
	MIMJB11	JAZZ BAND 11	\$ 25.00
	MIMJB12	JAZZ BAND 12	\$ 25.00
	MMU--08-VJ	JAZZ CHOIR 8	\$ 25.00
	MMU--09-VJ	JAZZ CHOIR 9	\$ 25.00
	MMVJ-10	JAZZ CHOIR 10	\$ 25.00
	MCMJV11	JAZZ CHOIR 11	\$ 25.00
	MCMJV12	JAZZ CHOIR 12	\$ 25.00
PHYS ED	MPE--09-D	PE 9 - DANCE	\$ 15.00
	MPE--10-D	PE 10 - DANCE	\$ 15.00
	MDNP-11	PE 11 DANCE	\$ 15.00
	MDNP-12	PE 12 DANCE	\$ 15.00
	MPE--11	PE 11	\$ 45.00
	MPE--12	PE 12	\$ 45.00
	MPE--10-C	PE 10 - CONDITIONING	\$ 35.00
	YRA--1A	PE 11 CONDITIONING	\$ 35.00
	YRA--2A	PE 12 CONDITIONING	\$ 35.00
	YHRA-1B	PE LEADERSHIP 11	\$ 35.00
	YHRA-2B	PE LEADERSHIP 12	\$ 35.00
TECH	MTE--09E	ENGINEERING 9	\$ 45.00
	YERT-0A	ENGINEERING 10	\$ 45.00
	MTE--09	DESIGN and TECHNOLOGY 8	\$ 10.00
	MTE--09D	DESIGN and TECHNOLOGY 9	\$ 40.00
	YMIS-CA	DESIGN and TECHNOLOGY 10	\$ 40.00
	MCJ--11	ENGINEERING 11	\$ 60.00
	MCJF-12	ENGINEERING 12	\$ 60.00
	YERT-1A	ENGINEERING 11	\$ 45.00
	YERT-2A	ENGINEERING 12	\$ 45.00
IB Diploma Programme Year 1 & Year 2			\$ 1,250.00
VCC Cook Training - Level 1 Program			\$ 750.00
AFK Academy			\$ 300.00

HANDSWORTH SECONDARY

Schedule of School Fess 2015-16

The following school fees for Handsworth Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC and SPC have reviewed the following schedule of school fees for the 2015-2016 school year.

ORIGINAL SIGNED BY SCHOOL PRINCIPAL _____

Nov. 17, 2014

Principal's Signature

Date

Student Activity Fee	\$ 40.00
Graduation Activity Fee	\$ 70.00

DEPT	COURSE CODE	COURSE NAME	FEE
ART/DRAMA	A2DP-12	AP 2-D DESIGN PORTFOLIO 12 (A2DP-12)	\$ 35.00
	A2DP-12	AP 2-D DESIGN PORTFOLIO 12 (A2DP-12) - AP Exam Fee	\$ 105.00
	A3DP-12	AP 3-D DESIGN PORTFOLIO 12 (A3DP-12) - AP Exam Fee	\$ 105.00
	ASAD12	AP STUDIO ART DRAWING 12 (ASAD-12)	\$ 40.00
	ASAD12	AP STUDIO ART DRAWING 12 (ASAD-12) - AP Exam Fee	\$ 105.00
	MAF--12	ART FOUNDATIONS 12 (MAF--12)	\$ 35.00
	MVA--08, MVA--08--G, FVAF	FINE ARTS 08 (MVA--08, MVA--08--G, FVAF-08G, FVAF-08)	\$ 10.00
	MSACS11	STUDIO ARTS 11 CERAMICS & SCULPTURE (MSACS11)	\$ 35.00
	MSADP11	STUDIO ARTS 11 DRAWING & PAINTING (MSADP11)	\$ 38.00
	MSAPG11	STUDIO ARTS 11 PRINTMAKING/GRAPHIC DES (MSAPG11)	\$ 35.00
	MSACS12	STUDIO ARTS 12 CERAMIC & SCULPTURE (MSACS12)	\$ 35.00
	MSADP12	STUDIO ARTS 12 DRAWING & PAINTING (MSADP12)	\$ 40.00
	MSAPG12	STUDIO ARTS 12 PRINT & GRAPHIC DESIGN (MSAPG12)	\$ 35.00
	MSACS10	VISUAL ARTS 10 CERAMICS & SCULPTURE (MVAC-10)	\$ 35.00
	MVAD-10	VISUAL ARTS 10 DRAWING & PAINTING (MVAD-10)	\$ 38.00
	MVAM-10	VISUAL ARTS 10 MEDIA ARTS (MVAM-10)	\$ 75.00
	MVAMT11	VISUAL ARTS 11 MEDIA ARTS (MVAMT11)	\$ 75.00
	MVAMT12	VISUAL ARTS 12 MEDIA ARTS (MVAMT12)	\$ 75.00
	MVA--09, MVAG-10	VISUAL ARTS 9/10 (MVA--09, MVAG-10)	\$ 20.00
	MDFT-11	DRAMA - FILM & TELEVISION 11 (MDFT-11)	\$ 30.00
	MDFT-12	DRAMA - FILM & TELEVISION 12 (MDFT-12)	\$ 30.00
BUS ED	APCSC12	AP COMPUTER SCIENCE AB 12 EXAM (ACSC-12)	\$ 105.00
	AMI--12	AP MICROECONOMICS 12 EXAM (AMI--12)	\$ 105.00
H EC	MFDN-11	FOODS AND NUTRITION 11 (MFDN-11)	\$ 65.00
	MFDN-12	FOODS AND NUTRITION 12 (MFDN-12)	\$ 65.00
	MFDN-09	FOODS AND NUTRITION 9 (MFDN-09)	\$ 60.00
	MFDN-10	FOODS AND NUTRITION 10 (MFDN-10)	\$ 60.00
MATH	APCAL-12	CALCULUS 12 AP EXAM (ACAL-12)	\$ 105.00
MISC	APEN-12	AP ENGLISH LANG & COMP 12 EXAM (AEN--12)	\$ 105.00
	APELC12	AP ENGLISH LIT & COMP 12 EXAM (AELC-12)	\$ 105.00
	APFRL12	AP FRENCH LANGUAGE 12 EXAM (AFRL-12)	\$ 105.00
MUSIC	MIMCB11	INSTRUMENTAL MUSIC 11 CONCERT BAND (MIMCB11)	\$ 40.00
	MIMJB11	INSTRUMENTAL MUSIC 11 JAZZ BAND (MIMJB11)	\$ 40.00
	MIMCB12	INSTRUMENTAL MUSIC 12 CONCERT BAND (MIMCB12)	\$ 40.00
	MIMJB12	INSTRUMENTAL MUSIC 12 JAZZ BAND (MIMJB12)	\$ 40.00
	MMCB-10	MUSIC 10 CONCERT BAND (MMCB-10)	\$ 40.00
	MIMJB10	MUSIC 10 INTERMEDIATE JAZZ BAND (MMJB-10INT)	\$ 40.00
	MIMJB10	MUSIC 10 JAZZ BAND (MMJB-10)	\$ 40.00
	MMU--08-CB	MUSIC 8 CONCERT BAND (MMU--08-CB)	\$ 40.00
	MMU--08-CB	MUSIC 8 CONCERT BAND A (MMU--08ACB)	\$ 40.00
	MMU--08-JB	MUSIC 8 JAZZ BAND (MMU--08-JB)	\$ 40.00
	MMU--09ACB	MUSIC 9 CONCERT BAND (MMU--09-CB)	\$ 40.00
	MMU--09ACB	MUSIC 9 CONCERT BAND A (MMU--09ACB)	\$ 40.00

HANDSWORTH SECONDARY
Schedule of School Fess 2015-16

DEPT	COURSE CODE	COURSE NAME	FEE
	MMU--09-JB	MUSIC 9 INTERMEDIATE JAZZ BAND (MMU--09JZI)	\$ 40.00
	MMU--09-JB	MUSIC 9 JAZZ BAND (MMU--09-JB)	\$ 40.00
PHYSICAL ED	MPE--08	PHYSICAL EDUCATION 8 (MPE--08-B, MPE--08-G)	\$ 10.00
	MPE--09	PHYSICAL EDUCATION 9 (MPE--09, FEPHF09)	\$ 10.00
	MPE--10	PHYSICAL EDUCATION 10 (MPE--10)	\$ 20.00
	MPE-10-ST	PHYSICAL EDUCATION 10 SPORTS TRAINING (MPE-10-ST)	\$ 5.00
	MPE--11--F	PHYSICAL EDUCATION 11 FITNESS (MPE--11-F)	\$ 100.00
	MPE--12--F	PHYSICAL EDUCATION 12 FITNESS (MPE--12F)	\$ 100.00
	MPE--12	PHYSICAL EDUCATION 12 (MPE--12)	\$ 100.00
	YHRA-0A	BA PE CONDITIONING 10 (YHRA-0A)	\$ 5.00
	YHRA-1A	BA PE CONDITIONING 11 (YHRA-1A)	\$ 5.00
	YHRA-2A	BA PE CONDITIONING 12 (YHRA-2A)	\$ 5.00
	MPE--12ST	PHYSICAL EDUCATION 12 SPORTS TRAINING (MPE--12ST)	\$ 5.00
SCIENCE	APBIO12	BIOLOGY 12 AP EXAM (APBIO--12)	\$ 105.00
	APCHE12	CHEMISTRY 12 AP EXAM (ACHE-12)	\$ 105.00
	APPHY12	AP PHYSICS B 12 EXAM (APHY-12)	\$ 105.00
TECH	MAT--11	AUTOMOTIVE TECHNOLOGY 11 (MAT--11)	\$ 20.00
	MAT--12	AUTOMOTIVE TECHNOLOGY 12 (MAT--12)	\$ 20.00
	MATB-12	AUTOMOTIVE TECHNOLOGY 12 BODY REPAIR & FINISH (M	\$ 20.00
	MCJ--11	CARPENTRY & JOINERY 11 (MCJ--11)	\$ 30.00
	MCJ--12	CARPENTRY & JOINERY 12 (MCJ--12)	\$ 30.00
	MDD--11	DRAFTING AND DESIGN 11 (MDD--11)	\$ 15.00
	MDDH-12	DRAFTING AND DESIGN 12 - HABITAT (MDDH-12)	\$ 15.00
	MDD--12	DRAFTING AND DESIGN 12 (MDD--12)	\$ 15.00
	MTED-10	TECH ED 10 DRAFTING AND DESIGN (MTED--10)	\$ 10.00
	MTEG--10	TECH ED 10 GENERAL (MTEG-10)	\$ 20.00
	MTEC-10	TECH ED 10 MECHANICS (MTEC--10)	\$ 20.00
	MTEW-10	TECH ED 10 WOODWORKING (MTEW-10)	\$ 50.00
	MTE--09--D	TECH ED 9 DRAFTING (MTE--09D)	\$ 10.00
	MTE--09G	TECH ED 9 GENERAL (MTE--09G)	\$ 20.00
	MTE--09C	TECH ED 9 MECHANICS (MTE--09C)	\$ 20.00
	MTEW-09	TECH ED 9 WOODWORK (MTE--09W)	\$ 50.00

SEYCOVE SECONDARY SCHOOL
Schedule of School Fees 2015-16

The following school fees for Seycove Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC and SPC have reviewed the following schedule of school fees for the 2015-2016 school year.

ORIGINAL SIGNED BY SCHOOL PRINCIPAL

Nov. 14, 2014

Principal's Signature

Date

Student Activity Fee	\$	40.00
Graduation Activity Fee	\$	45.00

DEPT	COURSE CODE	COURSE NAME	FEE
ART/DRAMA	MVA--08	VISUAL ARTS 8	\$ 10.00
	MVA--09	VISUAL ARTS 9	\$ 30.00
	MVAG-10	VISUAL ARTS 10	\$ 30.00
	MAF--11	ART FOUNDATIONS 11	\$ 35.00
	MAF--12	ART FOUNDATIONS 12	\$ 40.00
	MVAMT11	MEDIA ARTS 11 PHOTO	\$ 60.00
	MVAMT12	MEDIA ARTS 12 PHOTO	\$ 60.00
	MDFT-11	FILM/TV 11	\$ 30.00
	MDFT-12	FILM/TV 12	\$ 30.00
	YVPA-2E	ART PORTFOLIO 12	\$ 40.00
MUSIC	MMU--08-CC	CONCERT CHOIR 8	\$ 40.00
	MMU--09-CC	CONCERT CHOIR 9	\$ 40.00
	MMCC-10	CONCERT CHOIR 10	\$ 40.00
	MCMCC11	CONCERT CHOIR 11	\$ 40.00
	MCMCC12	CONCERT CHOIR 12	\$ 40.00
	MMU--08-VJ	VOCAL JAZZ 8	\$ 40.00
	MMU--09-VJ	VOCAL JAZZ 9	\$ 40.00
	MMVJ-10	VOCAL JAZZ 10	\$ 40.00
	MCMJV11	VOCAL JAZZ 11	\$ 40.00
	MCMJV12	VOCAL JAZZ 12	\$ 40.00
	MCMJV12AUD	SENIOR VOCAL JAZZ CHORAL	\$ 40.00
	MMU--08-CB	CONCERT BAND 8	\$ 40.00
	MMU--09-CB	CONCERT BAND 9	\$ 40.00
	MMCB-10	CONCERT BAND 10	\$ 40.00
	MIMCB11	CONCERT BAND 11	\$ 40.00
	MIMCB--12	CONCERT BAND 12	\$ 40.00
	MMU--08-JB	JAZZ BAND 8	\$ 40.00
	MMU--09-JB	JAZZ BAND 9	\$ 40.00
	MMJB-10	JAZZ BAND 10	\$ 40.00
	MIMJB11	JAZZ BAND 11	\$ 40.00
	MIMJB12	JAZZ BAND 12	\$ 40.00
	MMU--08ACC	CHAMBER CHOIR 8	\$ 40.00
	MMU--09ACC	CHAMBER CHOIR 9	\$ 40.00
	MMCC-10AUD	CHAMBER CHOIR 10	\$ 40.00
	MCMCC11AUD	CHAMBER CHOIR 11	\$ 40.00
	MCMCC12AUD	CHAMBER CHOIR 12	\$ 40.00
	XAT--08JS	JAZZ STUDIES 8	\$ 250.00
	XAT--09JS	JAZZ STUDIES 9	\$ 250.00
	XAT--10JS	JAZZ STUDIES 10	\$ 250.00
	YVPA-1C	JAZZ STUDIES 11	\$ 250.00
	YVPA-2C	JAZZ STUDIES 12	\$ 250.00
	MMCT-11	MUSIC COMPOSITION & TECHNOLOGY 11	\$ 200.00

SEYCOVE SECONDARY SCHOOL
Schedule of School Fees 2015-16

DEPT	COURSE CODE	COURSE NAME	FEE
	MMCT-12	MUSIC COMPOSITION & TECHNOLOGY 12	\$ 200.00
H EC	MHE--08	HOME EC 8	\$ 15.00
	MFDN-09	FOODS 9	\$ 35.00
	MFDN-10	FOODS 10	\$ 35.00
	MFDN-11	FOOD STUDIES 11	\$ 40.00
	MFDN-12	FOOD STUDIES 12	\$ 40.00
	MTXT-09	TEXTILES 9	\$ 15.00
	MTXT-10	TEXTILES 10	\$ 15.00
	MTXT-11	TEXTILE STUDIES 11	\$ 15.00
	MTXT-12	TEXTILE STUDIES 12	\$ 15.00
PHYS ED	MPE--08	PE 8	\$ 20.00
	MPE--09	PE 9	\$ 30.00
	MPE--10	PE 10	\$ 30.00
	YHRA-1A	BA PE CONDITIONING 11	\$ 35.00
	YHRA-2A	BA PE CONDITIONING 12	\$ 35.00
	MPE--12	PE 12 LIFESTYLES	\$ 90.00
	MPE--09-OE	OUTDOOR EDUCATION 9	\$ 160.00
	YPR--0A	OUTDOOR EDUCATION 10	\$ 160.00
TECH	MCJ--11	CARPENTRY & JOINERY 11	\$ 50.00
	MCJ--12	CARPENTRY & JOINERY 12	\$ 50.00
	MTE--08	TECH 8	\$ 10.00
	MTE--09-WW	WOODWORK 9	\$ 50.00
	MTEW-10	WOODWORK 10	\$ 50.00
	MEL--11	ELECTRONICS 11	\$ 50.00
	MEL--12	ELECTRONICS 12	\$ 50.00
	MELR-12	ELECTRONICS 12: ROBOTICS	\$ 40.00
	MTE--09ENG	ENGINEERING 9	\$ 40.00
	YERT-0A	BA ENGINEERING 10	\$ 40.00
	YERT-1A	BA ENGINEERING 11	\$ 40.00
	YERT-2A	BA ENGINEERING 12	\$ 40.00
Basketball Academy - Regular			\$ 1,250.00
Basketball Academy - Elite			\$ 1,500.00

SUTHERLAND SECONDARY

Schedule of School Fees 2015-16

The following school fees for Sutherland Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC and SPC have reviewed the following school fees for the 2015-2016 school year.

ORIGINAL SIGNED BY SCHOOL PRINCIPAL

Principal's Signature

Nov. 6, 2014

Date

Student Activity Fee	\$ 40.00
Graduation Activity Fee	\$ 35.00

DEPT	COURSE CODE	COURSE NAME	FEE
ART	MVA--08	ART 08 (MVA--08)	\$ 5.00
	MAF--11	ART FOUNDATIONS 11 (MAF--11)	\$ 15.00
	MAF--12	ART FOUNDATIONS 12 (MAF--12)	\$ 15.00
	MICTM--11/MICTS--11	DIGITAL MEDIA DEVELOPMENT 11 (MICTM--11/MICTS--11)	\$ 20.00
	MICTM--12/MICTS--12	DIGITAL MEDIA DEVELOPMENT 12 (MICTM--12/MICTS--12)	\$ 20.00
	MSADP--11	DRAWING AND PAINTING 11 (MSADP--11)	\$ 15.00
	MSADP--12	DRAWING AND PAINTING 12 (MSADP--12)	\$ 15.00
	MSAPG--11	PRINT & GRAPHIC DESIGN 11 (MSAPG--11)	\$ 15.00
	MSAPG--12	PRINT & GRAPHIC DESIGN 12 (MSAPG--12)	\$ 15.00
	MVAG--10	VISUAL ARTS 9/10 (MVAG--10)	\$ 10.00
	MVAMT--11	VISUAL ARTS 11 - MEDIA (MVAMT--11) PHOTO	\$ 45.00
	MVAMT--12	VISUAL ARTS 12 - MEDIA (MVAMT--12) PHOTO	\$ 45.00
BUS ED	MTRM--11	TOURISM 11 (MTRM--11)	\$ 20.00
	MTRM--12	TOURISM 12 (MTRM--12)	\$ 20.00
HOME EC	MFDN-08	HOME EC 8 - FOODS (MFDN-08)	\$ 10.00
	MTXT-08	HOME EC 8 - TEXTILES (MTXT-08)	\$ 20.00
	MFDN--10	FOODS & NUTRITION 10 (MFDN--10)	\$ 25.00
	MFDN-11	FOOD STUDIES 11 (MFDN--11)	\$ 30.00
	MFDN--12	FOOD STUDIES 12 (MFDN--12)	\$ 30.00
	MTXT--10	TEXTILES 10 (MTXT--10)	\$ 25.00
	MSAFF--11	STUDIO ARTS-FABRIC & FIBER 11 (MSAFF--11)	\$ 25.00
	MSAFF--12	STUDIO ARTS-FABRIC & FIBER 12 (MSAFF--12)	\$ 25.00
	MTXT--11	TEXTILE STUDIES 11 (MTXT--11)	\$ 25.00
	MTXT--12	TEXTILE STUDIES 12 (MTXT--12)	\$ 25.00
MISC	YIPS-2B	PEER COUNSELLING 12 (YIPS--2B)	\$ 70.00
MUSIC	MMU--08-CB	BAND 8 (MMU--08-CB)	\$ 20.00
	MMU--08-CC	CONCERT CHOIR 8 (MMU--08-CC)	\$ 20.00
	MMU--09-CC	CONCERT CHOIR 9 (MMU--09-CC)	\$ 20.00
	MMCC--10	CONCERT CHOIR 10 (MMCC--10)	\$ 20.00
	MIMCC--11	CONCERT CHOIR 11 (MIMCC--11)	\$ 20.00
	MIMCC--12	CONCERT CHOIR 12 (MIMCC--12)	\$ 20.00
	MMU--09-CB	CONCERT BAND 9 (MMU--09-CB)	\$ 20.00
	MMCB--10	CONCERT BAND 10 (MMCB--10)	\$ 20.00
	MIMCB--11	CONCERT BAND 11 (MIMCB--11)	\$ 20.00
	MIMCB--12	CONCERT BAND 12 (MIMCB--12)	\$ 20.00
	MMU--08-JB	JAZZ BAND 8 (MMU--08-JB)	\$ 20.00
	MMU--09-JB	JAZZ BAND 9 (MMU--09-JB)	\$ 20.00
	MMJB--10	JAZZ BAND 10 (MMJB--10)	\$ 20.00
	MIMJB--11	JAZZ BAND 11 (MIMJB--11)	\$ 20.00
	MIMJB--12	JAZZ BAND 12 (MIMJB--12)	\$ 20.00
	MMU--09-VJ	VOCAL JAZZ 9 (MMU--09-VJ)	\$ 20.00
	MMVJ--10	VOCAL JAZZ 10 (MMVJ--10)	\$ 20.00
	MIMVJ--11	VOCAL JAZZ, CHORAL 11 (MIMVJ--11)	\$ 20.00

SUTHERLAND SECONDARY
Schedule of School Fees 2015-16

DEPT	COURSE CODE	COURSE NAME	FEE
	MIMJV--12	VOCAL JAZZ, CHORAL 12 (MIMJV--12)	\$ 20.00
PHYS ED	MPE--08	PE 8 (MPE--08)	\$ 10.00
	MPE--09	PE 9 (MPE--09)	\$ 10.00
	MPE--10	PE 10 (MPE--10)	\$ 15.00
	MPE--11	PE 11 (MPE--11)	\$ 30.00
	MPE--12	PE 12 (MPE--12)	\$ 30.00
	YHRA--1A	PE11 CONDITIONING (YHRA--1A)	\$ 15.00
	YHRA--2A	PE12 CONDITIONING (YHRA--2A)	\$ 15.00
SOCIALS	YPR--0A	OUTDOOR EDUCATION (YPR--0A)	\$ 90.00
TECH	YIA--1A	ART METAL 11 (YIA--1A)	\$ 35.00
	MCJ--11	CARPENTRY & JOINERY 11 (MCJ--11)	\$ 30.00
	MCJ--12	CARPENTRY & JOINERY 12 (MCJ--12)	\$ 30.00
	MTEE--10	ELECTRONICS 10 (MTEE--10)	\$ 30.00
	MEL--11	ELECTRONICS 11 (MEL--11)	\$ 30.00
	MEL--12	ELECTRONICS 12 (MEL--12)	\$ 30.00
	MMFMJ--12	METAL FAB & MACHINING 12 (MMFMJ--12)	\$ 30.00
	MTE--08	TECHNOLOGY 8 (MTE--08)	\$ 15.00
	MTEW--10	WOODWORK 10 (MTEW--10)	\$ 30.00
	MTED--10	DRAFTING 10 (MTED--10)	\$ 10.00
	MDD--11	DRAFTING & DESIGN 11 (MDD--11)	\$ 15.00
	MDD--12	DRAFTING & DESIGN 12 (MDD--12)	\$ 15.00
VOLLEYBALL CANADA CENTRE OF EXCELLENCE ACADEMY			\$2,500.00
VOLLEYBALL ACADEMY			\$2,000.00

WINDSOR SECONDARY

Schedule of School Fees 2015-16

The following school fees for Windsor Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC and SPC have reviewed the following schedule of school fees for the 2015-2016 school year

ORIGINAL SIGNED BY SCHOOL PRINCIPAL _____

Nov. 17, 2014

Principal's Signature

Date

Student Activity Fee	\$	40.00
Graduation Activity Fee	\$	90.00

DEPT	COURSE CODE	COURSE NAME	FEE
ART/DRAMA	MVAG-10	VISUAL ARTS 9/10	\$ 15.00
	MAF--11	ART FOUNDATIONS 11	\$ 25.00
	MAF--12	ART FOUNDATIONS 12	\$ 25.00
	MSAPG11	Studio Arts 11: Printmaking/Graphic Design	\$ 25.00
	MSAPG12	Studio Arts 12: Printmaking/Graphic Design	\$ 25.00
	MVAMT11	Visual Arts: Media Arts 11 - Photography	\$ 50.00
	MVAMT12	Visual Arts: Media Arts 12 - Photography	\$ 50.00
	MDRG-10	DRAMA 9/10: GENERAL	\$ 12.00
	MDRR-10	DRAMA 10: THEATRE PERFORMANCE	\$ 12.00
	MDRD-10	DRAMA 10: THEATRE PRODUCTION	\$ 20.00
	MTPA-11	THEATRE PERFORMANCE 11	\$ 12.00
	MTPA-12	THEATRE PERFORMANCE 12	\$ 12.00
	MDFT-11	FILM/TV 11	\$ 20.00
	MDFT-12	FILM/TV 12	\$ 20.00
MUSIC	MMU--08-CC & MDR--08	Performing Arts 8: Choir & Drama	\$ 10.00
	MMU--09-CC	Music 9: Concert Choir	\$ 10.00
	MMCC-10	Music 10: Concert Choir	\$ 10.00
	MCMCC11	Music 11: Concert Choir	\$ 10.00
	MCMCC12	Music 12: Concert Choir	\$ 10.00
	MMU--09-VJ	Music 9: Vocal Jazz	\$ 10.00
	MMVJ-10	Music 10: Vocal Jazz	\$ 10.00
	MCMJV11	Choral Music 11: Vocal Jazz	\$ 10.00
	MCMJV12	Choral Music 12: Vocal Jazz	\$ 10.00
	YVPA-0F	Music 10: Chamber Choir Auditioned	\$ 10.00
	YVPA-1F	Music 11: Chamber Choir Auditioned	\$ 10.00
	YVPA-2F	Music 12: Chamber Choir Auditioned	\$ 10.00
	MMU--08-CB	Music 8: Concert Band	\$ 15.00
	MMU--09-CB	Music 9: Concert Band	\$ 15.00
	MMCB-10	Music 10: Concert Band	\$ 15.00
	MIMCB11	Instrumental Music 11: Concert Band	\$ 15.00
	MIMCB--12	Instrumental Music 12: Concert Band	\$ 15.00
	MMU--08-JB	Music 8: Jazz Band	\$ 15.00
	MMU--09-JB	Music 9: Jazz Band	\$ 15.00
	MMJB-10	Music 10: Jazz Band	\$ 15.00
	MIMJB11	Instrumental Music 11: Jazz Band	\$ 15.00
	MIMJB12	Instrumental Music 12: Jazz Band	\$ 15.00
	MMU--08-ST	Music 8: Orchestral Strings	\$ 15.00
	MMOS10	Music 10: Orchestral Strings	\$ 15.00
	MIMOS11	Instrumental Music 11: Orchestral Strings	\$ 15.00
	MIMOS12	Instrumental Music 12: Orchestral Strings	\$ 15.00
H EC	MFDN-10	Foods & Nutrition 10	\$ 35.00
	MFDN-11	Foods & Nutrition 11	\$ 40.00
	MFDN-12	Foods & Nutrition 12	\$ 40.00

WINDSOR SECONDARY
Schedule of School Fees 2015-16

DEPT	COURSE CODE	COURSE NAME	FEE
	XAT--00-LS	FOODS RESOURCE ROOM (LOW INCIDENCE SP ED)	\$ 30.00
	MFDN-08/MINT-08/MTXT-	Visual Arts &Applied Skills 8	\$ 10.00
	MTXT-10	Textiles 10	\$ 20.00
	MTXT-11	Textiles 11	\$ 20.00
	MTXT-12	Textiles 12	\$ 20.00
	FEPHF08	Education Physique 8	\$ 15.00
	FEPHF09	Education Physique 9	\$ 15.00
PHYS ED	MPE--08	PE 08	\$ 15.00
	MPE--09	PE 09	\$ 15.00
	MPE--10	PE 10	\$ 15.00
	MPE--11	PE 11	\$ 30.00
	MPE--12	PE 12	\$ 65.00
	MPE--10-C	PE 10: FITNESS & CONDITIONING	\$ 35.00
	YHRA-1A/2A	PE CONDITIONING 11/12	\$ 35.00
	YHRA-1C	KINESIOLOGY 11	\$ 25.00
	MAT--11	AUTOMOTIVE TECHNOLOGY 11	\$ 10.00
TECH	MATB-12	AUTO 12: BODY REPAIR	\$ 10.00
	MATE-12	AUTO 12: ELECTRICAL/TUNEUP	\$ 10.00
	MATD-12	AUTO 12: ENGINE/DRIVE TRAIN	\$ 10.00
	MTEW-10	WOODWORK 10	\$ 45.00
	MCJ--11	CARPENTRY & JOINERY 11	\$ 45.00
	MCJ--12	CARPENTRY & JOINERY 12	\$ 45.00
	MTED-10	DRAFTING AND DESIGN 10	\$ 10.00
	MDDF-11	DRAFTING AND DESIGN 11	\$ 10.00
	MDDE-12	DRAFTING AND DESIGN 12: ENGINEERING	\$ 10.00
	MDDH-12	DRAFTING AND DESIGN 12: ARCHITECTURE/HABITAT	\$ 10.00
	MDDT-12	DRAFTING AND DESIGN 12: VISUALIZATION	\$ 10.00
	MEL--11	ELECTRONICS 11	\$ 40.00
	MEL--12	ELECTRONICS 12	\$ 40.00
	MELR-12	ELECTRONICS 12: ROBOTICS	\$ 40.00
	MELDS12	Electronics 12: Digital Systems	\$ 40.00
	MTEE-10	ELECTRONICS AND ROBOTICS 9/10	\$ 40.00
	MTE--08-EL & MTE--08-WV	TECHNOLOGY 8	\$ 20.00
	MTEM-10	METALWORK	\$ 20.00
	MMFM-11	METAL FABRICATION AND MACHINERY 11	\$ 25.00
	MMFM-12	METAL FABRICATION AND MACHINERY 12	\$ 25.00
SOCCER ACADEMY			\$ 1,650.00
HOCKEY SKILLS ACADEMY			\$ 2,000.00
DANCE ACADEMY			\$ 1,550.00



SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER) Schedule of Academy Fees 2015-16

Policy 706: School Fees requires that the Superintendent of Schools review annually the schedule of school fees for all schools and specialty academies and provides the fee schedules to Trustees for their information. Listed below are the specialty academy fees approved for the 2015-16 school year.

The following Specialty Academy Fees have been developed through consultation between all groups within individual schools and, in accordance with the section 82.1 (6) b) of the School Act, have been approved by the School Planning Council for the school site at which the academy is located.

AFK STUDIO ARTS ACADEMY @ CARSON GRAHAM SECONDARY

Fee Amount: \$ 300.00 per year

BASKETBALL ACADEMY @ SEYCOVE SECONDARY

Regular Academy

Fee Amount: \$ 1,250.00 per year, in monthly payments of \$125

Elite Academy

Fee Amount: \$ 1,500.00 per year, in monthly payments of \$150

DANCE ACADEMY @ WINDSOR SECONDARY

Fee Amount: \$ 1,550.00 per year, in monthly payments of \$155

DIGITAL MEDIA ACADEMY @ ARGYLE SECONDARY

Fee Amount: \$ 1,000.00 per year, in monthly payments of \$100

HOCKEY SKILLS ACADEMY @ WINDSOR SECONDARY

Fee Amount: \$ 2,000.00 per year, in monthly payments of \$200

SOCCER ACADEMY @ WINDSOR SECONDARY

Fee Amount: \$ 1,650.00 per year, in monthly payments of \$165

VOLLEYBALL ACADEMY @ SUTHERLAND SECONDARY

Academy

Fee Amount: \$ 2,000.00 per year, in monthly payments of \$200

Volleyball Canada Centre of Excellence

Fee Amount: \$ 2,500.00 per year, in monthly payments of \$250

Each NVSD school offering a specialty academy will post their Specialty Academy Fees for 2015-16 on their individual school website and will publish the fees in their school newsletter and the school district's Secondary School Enhanced Program Opportunities Guide. Fees are charged only for the direct costs incurred by the board in providing the specialty academy that are in addition to the costs of providing a standard educational program.

Please contact the school principal to discuss the availability of fee waivers in cases where financial hardship would otherwise preclude a student from participation in the academy.

Schedule C.2.
of the
Administrative Memorandum

Meeting Date: December 9, 2014 ☒ Board ☐ Board, in camera

Topic (as per the
Memorandum): **Superintendent's Report**

Narration:

The Superintendent will provide an oral report on items of interest or concern to the Board not otherwise covered in the agenda.

Schedule C.3.
of the
Administrative Memorandum

Meeting Date: December 9, 2014 ☒ Board ☐ Board, in camera

Topic (as per the Memorandum): **BC School Trustees' Association (BCSTA) December Academy, Provincial Council and Committee Meetings – Report Out**

Narration:

Trustees will have the opportunity to provide brief reports from events attended at the BC School Trustees' Association December Academy that took place December 4-6, 2014 as well as BCSTA Provincial Council and Committee meetings.

Schedule C.4.
of the
Administrative Memorandum

Meeting Date: December 9, 2014 ☒ Board ☐ Board, in camera

Topic (as per the
Memorandum): **Trustees' Reports**

Narration:

The Chair will call for reports from Trustees on their activities on behalf of the Board.

ScheduleD.....
of the
Administrative Memorandum

Meeting Date: December 9, 2014 ☒ Board ☐ Board, in camera

Topic (as per the Memorandum): **Future Meetings**

Narration:

Date and Time	Event	Location
Tuesday, Jan 15, 2015 at 7:00 pm ** Note location change	Programs Night - Transitions 7/8	Sutherland Secondary School 1860 Sutherland Avenue, N Vancouver
Tuesday, Jan 20, 2015 at 7:00 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, Feb 3, 2015 at 7:00 pm	Standing Committee Public Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, Feb 17, 2015 at 7:00 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver

All meetings will take place on the 5th floor in the Mountain View Room, unless otherwise noted.

Pedestrian Access: Main West Entrance at 2121 Lonsdale Avenue, proceed by elevator to 5th Floor.

Vehicle Access: Parkade Entrance off West 21st Street and Lonsdale Avenue, Parking Level P1 and proceed by elevator to 5th Floor.

ScheduleE.....
of the
Administrative Memorandum

Meeting Date: December 9, 2014 ☒ Board ☐ Board, in camera

Topic (as per the Memorandum): **Public Question and Comment Period**

Narration:

In accordance with Board Policy 104: Board of Education – Meetings; twenty (20) minutes will be provided at the end of a regular Board meeting during which attendees may provide comments or ask questions of the Board on business conducted during that meeting or on any matter pertaining to the School District. The Chair may defer a response if a question cannot be answered at that time.

In accordance with Board policy, questions relating to personnel, negotiations or litigation must not be dealt with in a public session.