

ADMINISTRATIVE MEMORANDUM

Meeting Place:

Virtual Meeting
[Meeting Link](#)

Format and Date:

PUBLIC BOARD MEETING
Tuesday, January 19, 2021, at
6:30 p.m.

		Estimated Completion Time
A.	Call to Order	
A.1.	Chair Tsiakos' opening remarks	6:30 pm
A.2.	Approval of Agenda (that the agenda, as recommended in the Administrative Memorandum, be adopted.)	6:30 pm
A.3.	Public Comment Period *	7:00 pm
A.4.	Stakeholder Comment Period	7:30 pm
A.5.	Approval of Minutes (that the minutes of the Public Meeting of December 8, 2020, be approved as circulated)	7:35 pm
B.	Action Items	
B.1.	Board Committees and Trustee Representational Assignments (2021)	7:45 pm
C.	Information and Proposals	
C.1.	North Vancouver Teachers' Association Professional Development Report	8:00 pm
C.2.	Policy 412: Supporting Sexual Orientation, Gender Identity and Gender Expression – Administrative Procedures	8:20 pm
C.3.	Proposed Robotics Academy	8:40 pm
C.4.	School Calendar 2021/22 – Update	8:55 pm

* Additional Community Presentations or Delegations are welcomed with advanced notice - see [Policy 104: Board of Education - Meetings](#) and its [Administrative Procedures](#).



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Format and Date:

PUBLIC BOARD MEETING
Tuesday, January 19, 2021, at
6:30 p.m.

	Estimated Completion Time
C.5. Land Management Update	9:05 pm
C.6. Tuesday, January 12, 2021, Standing Committee Meeting	9:10 pm
C.7. Superintendent's Report (including COVID-19)	9:20 pm
C.8. Report Out - BC School Trustees Association (BCSTA) and BC Public School Employers' Association (BCPSEA)	9:25 pm
C.9. Trustees' Reports	9:35 pm
D. Future Meetings	9:45 pm
E. Public Question & Comment Period	10:05 pm
F. Adjournment	10:05 pm

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

Schedule A.3
of the
Administrative Memorandum

Meeting Date: January 19, 2021 **Board** **Board, in camera**

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

Narration:

NEW: COVID-19 Procedures for Public Board Meetings

To respect guidelines and orders around physical distancing and public gatherings provided by the Provincial Health Officer, upcoming Public Board Meetings will continue to be live-streamed and recorded. The public will not be able to attend meetings in person but will have the opportunity to provide input in advance of the meeting.

How you can provide input:

On the day of the Public Board Meeting, we ask that interested parties who wish to ask a question or provide a comment email publiccomments@sd44.ca with their full name, address, phone number, and written submission. The Board Chair will read out the comments during the Public Comment Period. Please provide questions and comments by 6:00 p.m. on January 19, 2021.

The Board of Education will provide a twenty (20) minute public comment period relevant to the Board's mandate. Speakers will be allocated a maximum of two (2) minutes each. An additional ten (10) minutes will be provided for Trustee questions of clarification at the end of the comment period.

Schedule A.4
of the
Administrative Memorandum

Meeting Date: January 19, 2021 **Board** **Board, in camera**

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

Narration:

As per the motion passed on May 26, 2020, the Board of Education will provide a twenty (25) minute stakeholder comment period to allow stakeholders to speak to items on the Board of Education agenda (B and C items). Speakers will be allocated a maximum of five (5) minutes each. An additional five (5) minutes will be provided for Trustee questions of clarification at the end of the comment period.

Stakeholders will be invited to speak to the Board of Education in a rotating order each meeting. The Chair will invite those wishing to speak in the order that is determined prior to the meeting. For the January 19, 2021, Public Board Meeting, the following order will be observed:

- Canadian Union of Public Employees (CUPE Local 389)
- District Student Leadership Council (DSLCL)
- North Vancouver Administrators (NoVA)
- North Vancouver Parent Advisory Council (NVPAC)
- North Vancouver Teachers' Association (NVTAA)

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

During the Stakeholder 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 Stakeholder 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 virtually through Microsoft Teams in North Vancouver, British Columbia, on Tuesday, December 8, 2020.

PRESENT: G. Tsiakos, Chair
D. Bruce, Vice Chair
C. Gerlach
M. Higgins
K. Mann
C. Sacré
M. Tasi Baker

A. Call to Order

Board Chair George Tsiakos called the meeting to order at 6:30 p.m. and acknowledged the traditional territorial lands of the Squamish Nation and Tsleil-Waututh Nation.

Motion to Approve Trustees Participation by Microsoft Teams

Moved by G. Tsiakos

WHEREAS Section 67 of the School Act permits Trustees to participate in or attend a meeting of the Board by telephone or other means of communication if all Trustees and other persons participating in or attending the meeting are able to communicate with each other;

the Board hereby approves the participation by the Trustees in the December 8, 2020, Public Board Meeting by Microsoft Teams.

Seconded by K. Mann

Carried

Chair Tsiakos thanked community members of North Vancouver for the continued efforts of working together during COVID-19. Recognition was provided to former Education Minister, the Honourable Rob Fleming and congratulations to the Honourable Jennifer Whiteside on her appointment to the role of Education Minister. Chair Tsiakos acknowledged the following important dates in December: the International Day of Persons with Disabilities, the National Day of Remembrance and Action on Violence Against Women, and International Human Rights Day.

A.2. Approval of Agenda

Moved by C. Sacré

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

Seconded by D. Bruce

Carried

A.3. Public Comment Period

Due to COVID-19 and moving the meeting to Microsoft Teams, the Board of Education requested that interested parties email in their submission to be read out by the Board Chair.

Sandy Hoshizaki, resident of North Vancouver, emailed regarding the social and emotional health of students across the School District during COVID-19. Ms. Hoshizaki asked for more full time classes to support academic goals and social and emotional health.

Armity Mehin, resident of North Vancouver, asked that the Elementary Temporary Transition Support Option extend until the end of the school year and requested that online courses increase. Mr. Mehin recommended that masks be encouraged in schools for students.

A.3. Public Comment Period (continued)

Emily Pennefather, resident of North Vancouver, emailed regarding the use of plastic forks in the School District. Ms. Pennefather requested that the Board of Education look at mandating cutlery that is environmentally friendly and developing a campaign to encourage students and staff to bring cutlery from home.

A.4. Stakeholder Comment Period

As per the motion passed on May 26, 2020, the Board of Education provided a twenty minute stakeholder comment period to allow stakeholders to speak to items on the Board of Education Agenda.

Carolyn Pena, President of North Vancouver Teachers' Association, provided her thoughts on the disconnect between the Board of Education meeting virtually for their safety, however teachers do not get that same consideration while meeting at school. Ms. Pena asked that the Elementary Temporary Transition Support Option be extended till the end of the school year and requested the a more fulsome curriculum be considered.

Dean Yeo, Co-President of North Vancouver Administrators (NoVA), took the opportunity to acknowledge the hard work that all School District staff has done to make schools and students safe through COIVD-19. On behalf of NoVA, Mr. Yeo extended his appreciation and thanks.

Jennifer Branston, Co-Chair of North Vancouver Parent Advisory Council, spoke regarding the Temporary Transitional Support Option, thanking the Board of Education for extending the option. Ms. Branson urged the Board to continue the option for the remainder of the school year.

A.5. Approval of Minutes

Moved by K. Mann

that the minutes of the public meeting of November 17, 2020, be approved as circulated.

Seconded by C. Sacré

Carried

B.1. Corporate Banking Services

Board Chair Tsiakos introduced the following routine bylaw and resolutions as a consequence of a new Chair and Vice Chair assigned signing authority.

(A) Bank of Montreal – Banking Bylaw 2-2020

Moved by K. Mann

that Banking Bylaw Number 2-2020 be read a first time;

Seconded by C. Sacré

Carried

Moved by M. Tasi Baker

that Banking Bylaw Number 2-2020 be read a second time;

Seconded by M. Higgins

Carried

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

Moved by D. Bruce

that Banking Bylaw Number 2-2020 be read a third time, passed, and adopted.

Seconded by C. Sacré

Carried

B.1. Corporate Banking Services (continued)

(B) Toronto-Dominion – Resolution re: Bankers and Signing Officers

Moved by K. Mann

that the Toronto-Dominion Bank Resolution re: Bankers and Signing Officers as per Schedule B.1.(B). be approved.

Seconded by C. Sacré

Carried

(C) BlueShore Financial – Resolution re: Bankers and Signing Officers

Moved by C. Sacré

that the BlueShore Financial Bank Resolution re: Bankers and Signing Officers as per Schedule B.1.(C). be approved.

Seconded by M. Tasi Baker

Carried

B.2. Proposed New Policy 310: Concussion Awareness, Prevention and Management

Adam Baumann, Director of Instruction and Beverly Beckingham, District Psychologist/NVTA representative, were invited to introduce the Proposed New Policy 310: *Concussion Awareness, Prevention and Management*.

In 2019/2020, Superintendent Pearmain directed the formation of a sub-committee with stakeholder representation to develop policy and administrative procedures to guide the response, management and prevention of concussions in the North Vancouver School District. The Sub-Committee included representatives from the secondary and elementary school administrators (NOVA), North Vancouver Teachers' Association (NVTA), Canadian Union of Public Employees (CUPE Local 389), North Vancouver Parent Advisory Council (NVPAC) and District Student Leadership Council (DSL). The sub-committee met in 2019 and 2020.

Ms. Beckingham and Mr. Baumann provided clarification on the proposed policy and responded to Trustees' questions.

Moved by D. Bruce

that the Board of Education approve *Proposed New Policy 310: Concussion Awareness, Prevention and Management*, as attached to this Administrative Memorandum of December 8, 2020.

Seconded by C. Geralch

Carried

B.3. Elementary Temporary Transition Support Option – Extension to Spring Break 2021

Assistant Superintendent Pius Ryan introduced this agenda item sharing that the 2020/21 school year began with an option for parents of elementary-aged students to consider participating in a temporary transitional programming option that, in light of COVID-19, provided a delayed return to in-person instruction.

The Board of Education continued to receive feedback from families in the Transition Support Option requesting that the option be continued beyond December. Assistant Superintendent Ryan noted that the Transition Support Option would continue in the same delivery format, with the same level of supports currently provided to students as introduced in September 2020.

Responding to Trustees' questions, Pius Ryan, Assistant Superintendent, Janis Mann, District Vice-Principal, Inclusive Education and Jacqui Stewart, Secretary Treasurer, clarified the cost of extending the option, the impact of opening the option to additional families and necessary physical literacy breaks.

B.3. Elementary Temporary Transition Support Option – Extension to Spring Break 2021 (continued)

Moved by C. Sacré

that the Board of Education confirm the extension of the Elementary Transition Support Option until March, 12, 2021, and that option be provided to those families currently participating, in the same format and design as introduced in September 2020.

Seconded by K. Mann

Carried

A short break was observed.

C.1. Secondary School and Specialty Academy Fees 2021/22

Assistant Superintendent Chris Atkinson introduced this agenda item and advised that boards of education may charge fees to students and parents for goods and services provided by the Board in accordance with the School Act [s. 82]. Board [Policy 706: Board of Education – School Fees](#) requires that each North Vancouver school and specialty academy annually establish a schedule of fees. Fees for the 2021/22 school year are determined prior to the end of 2020 to allow fee schedules to be included in the secondary school course guidebooks that are published in January 2021.

Both the 2021/22 Secondary Schedule of School Fees and the Schedule of Specialty Academy Fees 2021/22 have been brought forward to the Board for information and Trustees are encouraged to contact principals regarding any questions they may have in relation to the fees.

C.2. Land Management Update

Superintendent Pearmain updated the Board of Education on the Argyle and Handsworth Secondary School Replacement Projects, the Mountainside Secondary Seismic Upgrade and the status of Cloverley Elementary School.

C.3. Superintendent's Report (including COVID-19)

Superintendent Pearmain provided an update on COVID-19 which included the number of exposures in the North Vancouver School District over the fall. An overview of the first meeting of the Anti-Racism Steering Committee was provided, noting that two new student members would be invited to join in January. Superintendent Pearmain shared his role in being a member of the City of North Vancouver's Business Advisory Working Group. An annual updated was provided to Squamish Nation as part of the Aboriginal Education Enhancement Agreement.

C.4. Report Out - BC School Trustees Association (BCSTA) and BC Public Schools Employers' Association (BCPSEA)

Trustee Tasi Baker shared information from the BCSTA Trustee Academy. Trustee Gerlach had nothing to report.

C.5. 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
 - Standing Committee Meeting
 - Trustee Seminar Meetings
 - Policy Review Committee Meeting
 - Communications Committee Meeting
 - Inclusion Committee Meeting
 - Safe and Caring Schools Committee Meeting

C.5. Trustees’ Reports (continued)

- District Student Leadership Council Meeting
- Carson Graham PAC Meeting
- Integrated Transportation Committee Meeting
- BCSTA Metro Meeting
- CNV4ME Action Team Meeting North Shore Food Network Meeting

2. Events attended by Trustees included:

- Vice Principal Interviews
- BCSTA Trustee Academy
- Eastview Elementary School Partners for Inclusive Education - PIE Event – Anxiety and Autism
- Vancouver Coastal Health VCH - Virtual Open Board Forum

D. Future Meetings

Date and Time	Event	Location
Tuesday, January 12, 2021, at 7:00 p.m.	Standing Committee Meeting	Microsoft Teams
Tuesday, January 19, 2021, at 6:30 p.m.	Public Board Meeting	Microsoft Teams
Tuesday, February 2, 2021, at 7:00 p.m.	Standing Committee Meeting	Microsoft Teams
Tuesday, February 23, 2021, at 6:30 p.m.	Public Board Meeting	Microsoft Teams

E. Public Question & Comment Period

Due to COVID-19 and moving the meeting to Microsoft Teams, the Board of Education did not take questions or comments in real time. Members of the public were asked to email their submission in to publiccomments@sd44.ca.

F. Adjournment

The established agenda being completed, the Chair adjourned the meeting at 9:19 p.m. and thanked those who attended.

Certified Correct:

Jacqui Stewart
Secretary Treasurer

George Tsiakos
Chair, Board of Education

Date

Date

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

Meeting Date: January 19, 2021 **Board** **Board, in camera**

Topic (as per the Memorandum): **Board Committee and Trustee Representational Assignments (2021)**

Narration:

In accordance with [Policy 102: Board of Education - Committees and Representation](#), and subject to approval of the Board, the Chair may, for a calendar year, appoint Trustees to represent the perspective of the Board to external organizations or agencies in those instances where the maintenance of external relationships is considered essential to Board effectiveness or where representation is required by legislation or contract.

The list of assignments and appointments, as attached, are presented to the Board for approval at this evening's meeting.

Attachment:

Trustee Representational Assignments and Liaison Areas – January 2021

RECOMMENDED MOTION:

that the Board approve the Chair's appointments of Trustees as attached to this Administrative Memorandum and make the appointments effective January 19, 2021.

PROVINCIAL	2020/2021 Assignments
British Columbia Public School Employers' Association (1) (Elected)	Cyndi Gerlach / Christie Sacre (alt)
British Columbia School Trustees Association Provincial Council (1+alt) (Elected)	Mary Tasi Baker / Kulvir Mann (alt)
MUNICIPAL / LOCAL	
City of North Vancouver Advisory Planning Commission (1)	Mary Tasi Baker
City of North Vancouver Integrated Transportation Committee (1)	Christie Sacre
Children, Youth, Safe and Active Transportation (City) (1)	Christie Sacre
Collaboration Committee (DNV) (Board Chair) (1)	George Tsiakos
North Shore Substance Abuse Committee (1)	Cyndi Gerlach
North Vancouver Recreation & Culture Commission (1)	Cyndi Gerlach
North Shore Table Matters Network (2)	Kulvir Mann / Christie Sacre
SCHOOL DISTRICT / INTERNAL	
Board Chair (Elected)	George Tsiakos
Board Vice Chair (Elected)	Devon Bruce
Chair, Standing Committee (monthly responsibility)	see separate list
Audit Committee (3)	Cyndi Gerlach / Christie Sacre / Mary Tasi Baker
Artists for Kids Management Committee (1)	Kulvir Mann
Capital Planning Committee (1)	Mary Tasi Baker
Education Week Planning Committee "Class Acts" (2)	Christie Sacre / George Tsiakos
French Immersion Advisory Committee	Cyndi Gerlach
Inclusion Committee (2)	Devon Bruce / Kulvir Mann
Indigenous Advisory (Enhancement Agreement) Committee (1+alt)	Devon Bruce / Kulvir Mann (alt)
North Vancouver Parent Advisory Council Liaison Trustee (1)	Cyndi Gerlach
North Vancouver School District Communications Committee (1)	Christie Sacre
North Vancouver School District Policy Review Committee (2)	Cyndi Gerlach / Kulvir Mann
Presidents' Council (Board Chair) (1)	George Tsiakos
Safe and Caring Schools Committee (1)	Christie Sacre
School Calendar Committee	Cyndi Gerlach / Megan Higgins
Screening and Selection of Assistant Superintendent & Directors (Board Chair)	George Tsiakos
Screening and Selection of Principals (1+alt)	Devon Bruce / Cyndi Gerlach (alt)
Screening and Selection of Vice Principals (1+alt)	Christie Sacre / George Tsiakos (alt)
Student Leadership Council Liaison Trustee (2)	Devon Bruce / Kulvir Mann
Sustainability Leadership Team (1)	Kulvir Mann
TRUSTEE LIAISON ASSIGNMENTS	
Argyle (Boundary, Lynn Valley, Ross Road, Upper Lynn)	Cyndi Gerlach
Carson Graham (Larson, Queen Mary, Westview)	Kulvir Mann
Handsworth (Canyon Heights, Cleveland, Highlands, Montroyal)	George Tsiakos
Mountainside Secondary, NV Distributed Learning (Braemar, Capilano, Carisbrooke, Norgate)	Devon Bruce
Seycove (Cove Cliff, Dorothy Lynas, Sherwood Park)	Christie Sacre
Sutherland (Brooksbank, Eastview, Queensbury, Ridgeway)	Mary Tasi Baker
Windsor (Blueridge, Lynnmour, Seymour Heights)	Megan Higgins

Schedule C.1
of the
Administrative Memorandum

Meeting Date: January 19, 2021 **Board** **Board, in camera**

Topic (as per the Memorandum): **North Vancouver Teachers' Association Professional Development Report**

Narration:

Carolyn Pena, President of the North Vancouver Teachers' Association (NVTA) and Tammy Daley, the Association's Professional Development Chair, will present to the Board of Education the NVTA's Professional Development Report 2019/2020.

The Board of Education provides an annual grant of \$94,500 to the Association for the purpose of providing programs, services, and courses that promote and foster the professional development of teachers in the School District. The Professional Development Fund is administered and controlled by the North Vancouver Teachers' Association. The NVTA submits to the Board an annual financial report.

Attachment:

North Vancouver Teachers' Association Professional Development Report to the Board 2019/2020



**North Vancouver
Teachers' Association**

Professional Development

Report to the Board

2019-2020

Tammy Daley
Professional Development Chairperson
Carolyn Pena
President

NVTA Professional Development 2019-2020 Report to the Board

1. Introduction

The North Vancouver Teachers' Association is pleased to present its annual Report to the Board on Professional Development for the 2019-2020 school year.

The NVTA appreciates the support of the Board of Education in providing funding for teachers to undertake Professional Development activities. The NVTA also contributes substantial time and resources in support of its members' ongoing Professional Development.

We believe it is part of a teacher's professional responsibility to be a self-directed, reflective practitioner, committed to ongoing, career-long Professional Development.

Professional Development is a process of ongoing growth, through involvement in programs, services and activities designed to enable teachers, both individually and collectively, to enhance professional practice. The BCTF and the NVTA advocate for individual ownership and professional autonomy by professional teachers.

NVTA Professional Development Policy and Guidelines

2. Professional Development Funding

Each year, the North Vancouver School District and the North Vancouver Teachers' Association contribute resources toward Professional Development for the district's teachers. Through the auspices of the Collective Agreement, the Board of Education contributes a grant of \$94,500 annually to the NVTA Professional Development Fund. The current amount was negotiated in 1996 and has not changed since then.

School Board:	Professional Development Fund	\$	94,500
NVTA PD Budget:		\$	24,116
	✓ 0.2 FTE PD Chairperson		
	✓ PD Committee Release, Training and Expenses		
	✓ Targeted New Teacher Funding		
	✓ Additional funding for the Conference		
Total PD Spending		\$	118,616

The \$94,500 provided to the NVTAs funds teachers' Professional Development. All teachers were eligible to apply for up to \$250 in reimbursement, however, with over 1500 members clearly not everyone is able to receive reimbursement each year. All eligible teachers received up to \$250 in reimbursement while funds remained; there was no difference in the amount that full time, part time teachers, or Teachers Teaching On Call could access. Any spending over the initial reimbursement amount was eligible for top up in June from any remaining funds.

March 2020 arrived and everything changed. Teachers were teaching online and students were learning from home. Teachers had to pivot to create continuity for their students which meant moving their curriculum online. They had to learn new communication and teaching tools to support online learning. Teachers rose to this occasion and did a tremendous job supporting their students during this exceptional time. Teachers professional development was daily and ongoing in the Spring of 2020 as we all learned to teach virtually. Professional Development also had to change significantly to be done virtually. Initially many PD events were cancelled in the early days of the pandemic. However, as with everything in education, PD opportunities quickly transitioned online. Now teachers have access to virtual PD opportunities worldwide, opening up even greater learning opportunities.

To provide opportunities for teachers to participate in larger, more expensive Professional Development activities, \$6,000 was allocated to fund several Special Grants. Due to the cancellation of some activities only \$3171.06 was used. These Special Grants allow teachers to apply for funds for activities that are particularly costly, require TTOC coverage and often involve traveling to conferences. There were more requests than could be accommodated by this fund and not all requests could be supported. Some members were not able to access the activities due to COVID as many workshops were cancelled and travel was not possible.

Additionally, \$10,000 was allocated from this year's funding for the NVTAs district-wide conference that will be held in February 2021. By saving funding each year towards this biennial conference, the NVTAs provides more stable funding from year to year for other PD activities. A further \$2,000 was allocated to Local Specialists Associations and other local PD events.

Many PD activities cost more than the amount reimbursed by the PD fund, even with top up and the cancellation of many workshops due to COVID-19. Teachers in North Vancouver spent \$15,755.53 more than they received reimbursement for during the 2019-2020 school year. In reality there was even more spending by NVTAs members on PD as not all costs are submitted to the NVTAs for a variety of reasons.

The BCTF holds an annual New Teachers' Conference that provides an excellent opportunity for new teachers, including Teachers Teaching on Call (TTOCs), to attend workshops geared to their specific needs. Whether it is workshops in a specific subject area or classroom management techniques for TTOCs, the information that new teachers need can be different from experienced teachers. The NVTAs budgeted \$3,000 to support new teachers. This funding could be used to release contract teachers to leave their classroom to attend the conference. This release time costs significantly more than the conference fee.

The NVTA provided the funds to support the salary and benefits of the Professional Development Chairperson in a 0.2 FTE position, as well as funding for supplies, equipment, and committee and meeting expenses.

3. Professional Development Activities

Having five professional development days during the school year allows teachers the time to work both on areas of interest and the demands relating to their classrooms. As teaching is an increasingly complex job in an increasingly complex system, teachers are constantly meeting the changing needs of students and society by participating in an assortment of professional development activities that go far beyond these five allocated days.

As this year brought with it the pandemic, teachers were faced with an extremely different teaching reality. Teaching online presented new challenges for teachers that were beyond anything they had ever encountered before. Teachers have gone above and beyond researching, sharing their learning, and supporting each other, as they endeavoured to put their classrooms online in a matter of days. They put in countless hours and persevered during these unprecedented times. These circumstances did not hinder teacher's passion and desire to continue their professional development.

In the following section, we will explore the topics of a variety of professional development activities actually attended by North Vancouver teachers during the 2019-2020 school year. Although this section is extremely varied and comprehensive, please note that it only represents a fraction of the activities undertaken by North Vancouver teachers. We have loosely grouped activities into three categories for organizational purposes in this section: Individual Activities, School-wide Activities, and Provincial Conferences.

Individual Activities

Individual Activities are activities that teachers have worked on or attended individually. There may have been more than one teacher from a school present at an activity or even a small group from one school. Additionally, many of these activities were attended by teachers from more than one school.

An important way for teachers to maintain the relevance of lessons is to explore the latest information from those working in the field. Popular annual workshops attended by teachers again last year were the Vancouver Writers Festival and engineering workshops at UBC.

Some of the intriguing topics teachers explored this year were for story workshop, restorative justice, physical literacy, and executive functioning.

Technology was a keen area of professional development as teachers navigated new communication and online learning platforms.

These types of professional development opportunities allow teachers to bring current thinking and practice from today's workplace to the classroom.

Living and working close to the city of Vancouver also allows teachers to take advantage of the many world-class public institutions in Vancouver. Teachers used Professional Development days to visit the Museum of Anthropology and the Beatty Biodiversity Museum at UBC, the Vancouver Aquarium, the HR MacMillan Space Centre, and Grouse Mountain. This time allows teachers to increase their knowledge in a specific area but also to learn about and plan field trips to bring learning out of the classroom and into the community.

North Vancouver teachers continued to use Professional Development to deepen their personal understanding of the history and culture of Indigenous peoples across Canada and especially in our local community. With the change in the new curriculum that embeds the First People's Ways of Knowing and aboriginal knowledge into all subject areas, teachers continue to embrace many opportunities to deepen their own understanding and knowledge in order to incorporate these new learnings into their work with students. Across the district, many teachers from many different schools attended workshops on a variety of topics, including drum making, weaving, and visiting the Squamish Cultural Centre.

Teachers support students well beyond simply delivering the curriculum and enhancing their understanding of mental health issues continues to be a major focus of Professional Development activities. Trauma informed practice, self regulation strategies, anxiety and mental health issues, friendship skills, peer mediation, and social skills workshops are just a few of the topics that teachers chose to participate in on PD days.

It is also important to recognize that in many cases, when teachers in North Vancouver go to workshops on these many varied topics, other teacher and administrator colleagues are presenting the information in their areas of expertise. These common Professional Development days allow an important opportunity for colleagues to share their expertise with each other.

As these examples show, teachers across North Vancouver are choosing Professional Learning opportunities to address a wide variety of student needs to help students develop the wide range of skills, attitudes and knowledge they will need to become productive members of society.

School-Wide Activities

School based professional days provide teachers and staff with the opportunity to learn together. A school based professional development day may be a single workshop that is offered for everyone to attend or may be the opportunity for grade/teams to focus on a number of areas pertinent to their group or individual goals for Professional Development. Though a school may be focused on one workshop it is not always possible for all teachers to attend. Teachers may choose not to attend for a number of reasons that include: it might not be an area that pertains to their work; it may be an area they are already familiar with; or there may be another opportunity that is an area of personal growth for the teacher. However, for the purpose of organizing activities for this report, these are activities that a majority of teachers participated in during a Professional Development day at a school. The topics chosen by teachers for school-wide workshops mirror the areas of importance that we saw in the individual activities.

Common topics for school-wide activities included:

- Aboriginal culture and history
- Core Competencies
- Assessment
- Curriculum
- Social Emotional Learning
- Technology
- Nature based learning
- Teaching practices
- Building Positive Teacher/Parent Relationships
- Physical Literacy
- Executive Functioning and Zones of Regulation
- Literacy
- Inquiry based learning
- SOGI
- Trauma Informed Practice
- Empowering Student Voice

Provincial Conferences

The BCTF supports Provincial Specialist Associations (PSA) which provide a unique opportunity for teachers across the province to share ideas with colleagues in a specific area of interest. Each year in October, one Friday is designated by the BCTF as PSA day and many PSAs hold a conference on this day. Most Districts across the province have a Professional Day on this day, including North Vancouver School District. It is especially important to the NVTAs to maintain a Professional Day on this day as it provides its members with the opportunity to attend PSA conferences without the added cost of a TTOC, which was an average of \$356.50 for a day for a teacher at this time.

These PSA conferences provide a unique opportunity for teachers from North Vancouver to attend workshops lead by colleagues from around the province on the leading edge of development in their subject area. These conferences offer high quality workshops on topics specific to teachers in BC and allow our teachers to learn from and with teachers from across the province.

During the 2019-2020 school year, teachers attended a variety of PSA conferences including:

- ABCDE - Association of BC Drama Educators
- APPIPC - Association provinciale des professeurs d'immersion et du programme francophone
- BCAMT - British Columbia Association of Mathematics Teachers
- BCMEA - BC Music Educators' Association
- BCPTA - British Columbia Primary Teachers' Association
- BCSCA - British Columbia School Counsellors Association
- BCSSTA - BC Social Studies Teachers' Association
- BCTEA - BC Technology Education Association
- BCTESOL - British Columbia Teachers of English to Speakers of Other Languages

- BCTLA - BC Teacher-Librarians' Association
- CUEBC - Computer-Using Educators of BC
- LATA - Learning Assistance Teachers' Association
- MYPITA - Provincial Intermediate and Middle Years Teachers' Association

As well as these additional conferences:

- BCATA - British Columbia Art Therapy Association
- CAEDHH-BC - Canadian Educators of the Deaf and Hard of Hearing - British Columbia

To summarize, teachers in North Vancouver participated in an extremely wide variety of Professional Development activities during the 2019-2020 school year that will continue to allow schools to meet the diverse learning and social needs of students and allow teachers to continue to grow individually and collectively in their work both in the classroom and beyond. Teachers choose Professional Learning opportunities based on a range of factors including:

- the needs of their students;
- recommendations and advice from colleagues;
- areas they want to grow or improve in;
- new areas of development in education; and
- in response to societal changes.

As you can see from the examples provided in this report, teachers in North Vancouver strive for life long learning through the opportunity provided by Professional Days and the funding provided by the District.

4. Professional Development in the NVTA

The Professional Development program of the NVTA is organized through key people in district-wide and school-based roles as follows.

NVTA PD Chairperson – This position is elected annually at the NVTA Annual General Meeting of the membership. This role is charged with overseeing all aspects of Professional Development. The Chairperson is responsible for a myriad of tasks to:

- support Professional Development activities at schools;
- oversee, manage and disperse PD funds for members in accordance with the NVTA PD Policy; and
- connect with PD information and support provided through the BCTF.

NVTA PD Steering Committee – These positions are elected annually by the PD Contacts from each school. This committee has three key roles:

- make recommendations concerning policy;
- help implement the NVTA PD policy; and
- approve Special Grant requests.

PD School Contacts - Each school's Staff Committee elects a Professional Development contact person each year. These volunteer teachers play an important role in:

- communicating PD opportunities to their colleagues;
- helping teachers access PD funding; and
- presenting Professional Development plans to Staff Committee for approval.

School PD Committees - School-based Professional Development Committees usually consist of a school administrator and several volunteer teachers, including the PD Contact. This committee:

- obtains feedback from teachers on their Professional Development needs;
- liaises with the NVTA PD Chairperson when necessary to obtain ideas for presenters and for funding support; and
- organizes Professional Development days at the school level.

5. Summary

In conclusion, thank you very much for your continued financial support of the NVTA's Professional Development program. The strength and success of the program lies in the expertise, dedication and hard work of teachers across the whole district. By examining and strengthening our professional practice, we can better meet the needs of our students, and we can maintain the high quality of education that we are proud to offer in our North Vancouver public schools.

Schedule ...C.2...
of the
Administrative Memorandum

Meeting Date: January 19, 2021 **Board** **Board, in camera**

Topic (as per the Memorandum): **Policy 412: Supporting Sexual Orientation, Gender Identity and Gender Expression – Administrative Procedures**

Narration:

Policy 412: Supporting Sexual Orientation, Gender Identity and Gender Expression was approved at the Public Board Meeting of December 6, 2016.

The Board of Education, at the Public Board Meeting of December 6, 2016, approved Policy 412 with the understanding that work on the administrative procedures would take place and when finalized, be provided to the Board for their reference.

On October 22, 2019, Vince White, Director of Instruction, reconvened the Policy 412 Policy Review sub-committee to begin to draft the Administrative Procedures. Representatives from NVPAC, NoVA, NVTA and the Board of Education participated on the sub-committee. Vince White presented a first draft of the Policy 412 Administrative Procedures at a regularly scheduled meeting of the District Policy Review Committee on October 26, 2020. A final draft was presented at the January 11, 2021, District Policy Review Committee Meeting for review. The meeting included Assistant Superintendent Pius Ryan, Board Chair George Tsiakos, Trustee Cyndi Gerlach, representatives from the secondary and elementary school administrators (NoVA), the North Vancouver Teachers' Association (NVTA), the North Vancouver Parent Advisory Council (NVPAC) the Canadian Union of Public Employees (CUPE Local 389) and the District Student Leadership Council (DSLCL).

Attachment:

Policy 412: Supporting Sexual Orientation, Gender Identity and Gender Expression – Administrative Procedures

POLICY 412: SUPPORTING SEXUAL ORIENTATION, GENDER IDENTITY AND GENDER EXPRESSION ADMINISTRATIVE PROCEDURES

The North Vancouver School District shall make ongoing efforts to promote and support inclusion as it relates to sexual orientation and gender identity and expression including efforts to dismantle existing systems and structures that may represent barriers to this area of diversity.

This shall include, but not be limited to:

- Increasing visibility and awareness of sexual orientation and gender identity by acknowledging national and international days of recognition (i.e., International Day Against Homophobia, Pride Week, Trans Day of Remembrance, Trans Day of Visibility)
- Increasing visibility and awareness of sexual orientation and gender identity through school announcements, flags and posters in classrooms and throughout school communities
- Making available books and resources that represent diversity in sexual orientation and gender identity and expression
- Increasing awareness of macro/micro aggressions within school communities
- Increasing awareness of heteronormative and gender specific language
- Promoting inclusive language options
- Using gender-neutral language, including pronouns, when acknowledging groups of people
- Building gender-neutral washroom options in new constructions and renovations
- Examining existing and new school activities and events for reinforcement of heteronormative expectations and/or gender stereotyping.

Additionally, the following administrative procedures will be implemented

Washrooms/Changerooms:

In the North Vancouver School District, students and staff will be able to choose the washroom and changeroom that aligns with their gender identity and expression. School Administrators shall also ensure that a designated, gender-neutral, single occupancy washroom and changeroom is available. Universal bathroom signage shall be used indicating accessibility for everyone.

Overnight Trips and Accommodations:

School personnel are responsible for making accommodation arrangements for overnight trips. This will include offering students and staff accommodation arrangements that align with their gender identity and expression.

Careful consideration will be given to how arrangements are organized in a way all students and staff feel safe and included.

Reference to these administrative procedures shall be included in all overnight accommodation consent forms.

School and District Forms:

All forms used in the North Vancouver School District shall incorporate gender neutral language.

Students will be asked to indicate their gender only in circumstances in which there is a clearly identified need for this information. In such instances, students and their families shall be provided a non-binary option.

Classes/Programs/Courses:

Classes and programs shall not be gender designated unless there is a clear pedagogical purpose for doing so. In all instances in which a gender designated class or program exists, students shall be permitted to register and attend in alignment with their gender identity and expression. Whenever a gender designated class or program is offered, schools shall indicate in their course program guide that students will be permitted to register in alignment with their gender identity and expression.

All Board/Authority Authorized (BAA) courses shall be reviewed to ensure they do not have gender specific curriculum.

Examples:

- Course with curriculum: PE 8 or PE 9
- Class: PE 8 Girls and PE 8 Boys
- Programs: iGirl, iBoy, SafeTeen

All athletic programs in North Vancouver School District shall adhere to guidelines established by BC School Sports Association in relation to supporting gender identity and expression in competitive sport.

Resources:

[Policy 412: Supporting Sexual Orientation, Gender Identity and Gender Expression](#)

Schedule C.3
of the
Administrative Memorandum

Meeting Date: January 19, 2021 **Board** **Board, in camera**

Topic (as per the Memorandum): **Proposal for Robotics, Mechatronics, & Digital Fabrication Academy for 2021/22**

Narration:

The North Vancouver School District 2011-2021 Strategic Plan affirms the School District’s desire and intent to “develop and promote innovative and sustainable programs” and to “encourage the growth of collaborative, adaptive and personalize learning environments”. Further, the District’s Three-Year Operating Plan specifies, as a strategy, the continued enhancement of “student engagement and skill development through active involvement in project-based learning initiatives, specialized programs and academies”.

In the fall of 2019, the North Vancouver School District began exploring the possibility of a Robotics Academy, and in January 2020 initiated discussions with Zen Maker Lab to develop a preliminary proposal to establish a partnership with the NVSD to introduce a new specialty academy focused on Robotics. Discussions between Zen Maker Lab, District Principal Michael Kee, and Carson Graham Secondary Teacher Rob Olson ensued, with further refinements to the initial proposal resulting in a final proposal submission received in January 2020.

The proposal provides an overview of the objectives and delivery of the specialty academy. It identifies a recognized need to support students who wish to further explore studies in robotics and proposes that a Robotics, Mechatronics, & Digital Fabrication (RMD) Academy within the North Vancouver School District would facilitate increased student access and opportunity to participate in this area.

This STEAM academy (Science, Technology, Engineering, Art, and Mathematics) will provide learning opportunities which utilize cutting edge technology, collaboration, and problem solving using math, science, and engineering principles. The Academy will provide students with grade-level Applied Design, Skills and Technologies credits for Robotics towards graduation.

The academy would be open to male and female student regardless of experience in robotics. Interested students will have optional opportunities to participate in competitions as well as Career Education Work Experience placements related to robotics and mechatronics. Students interested in advancing in this area can, through the academy’s connection to Zen Maker Lab, discover pathways from secondary school to post-secondary institutions and/or employment in the technology/industrial sector in North Vancouver and the Lower Mainland.

The intent is to offer the RMD Academy at Carson Graham Secondary School and/or Zen Maker Lab’s new Shipyards location beginning in the 2021/22 school year. As with other NVSD academies, the program would be offered during an afternoon block.

District Principal Michael Kee will provide the Board with an overview of the submitted Robotics, Mechatronics, & Digital Fabrication Academy Proposal and the discussions that have occurred to date with respect to this proposal.

Attachment:
Robotics, Mechatronics, & Digital Fabrication Academy Proposal

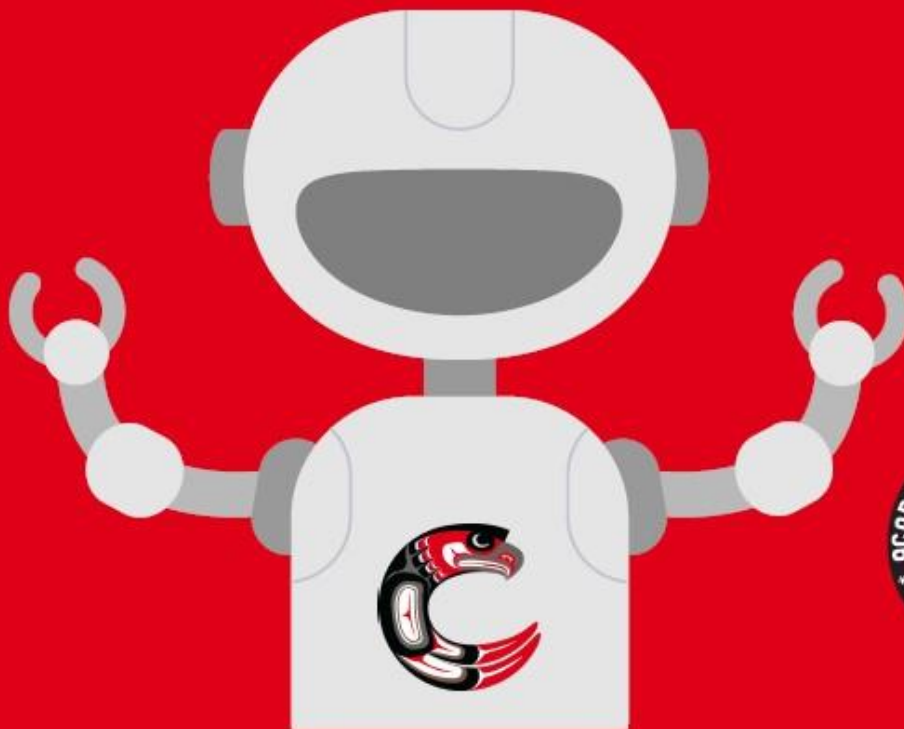


ROBOTICS.ACADEMY



CARSON GRAHAM

Robotics, Mechatronics &
Digital Fabrication (RMD)



North Vancouver School District

"Educated citizens are lifelong learners who continually build on their self-awareness about evolving interests and strengths, and who are able to use this personal knowledge to inform their career-life choices with flexibility as opportunities and challenges arise. Career Education fosters development of the confidence, knowledge, and competencies necessary to succeed in personal, educational, and workplace contexts throughout life. - BC Ministry of Education"



Program Proposal

20210105

Robotics, Mechatronics & Digital Fabrication (RMD) Academy

North Vancouver School District

Submitted by: Rob Olson and Zen Maker Lab

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Appendix A: Robotics Skills Shortage

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1.0 Rationale

This proposal for a Robotics, Mechatronics, and Digital Fabrication (RMD) Academy in the North Vancouver School District provides an opportunity for students beyond the curriculum that presently exists in our schools. The proposal for this STEAM academy (Science, Technology, Engineering, Art, and Mathematics) will provide learning opportunities which utilize cutting edge technology, collaboration, and problem solving using math, science, and engineering principles. We hope to achieve this through a working partnership with Zen Maker Lab which has two locations in the Lower Lonsdale area.

Life as we know it is rapidly changing: education, work, careers, and recreation. This change includes our present understanding about careers. Students will require skills such as critical thinking, collaboration, adaptability, creativity, and communication. These are all skills required to succeed in robotics.

The real problem is that our “educational system continues to push students through career services offices around the country toward the same pathways followed by their parents, rather than encouraging students to map out new pathways that correspond to current realities....”

Yong Zhao. World Class Learners. Educating Creative and Entrepreneurial Students.

2.0 Robotics, Mechatronics, and Digital Fabrication Academy Facts

The RMD Academy will be:

- open to Grades 10-12, both male and female students regardless of experience.
- scheduled in Block 4 or 8. Students can remain members of their home school.
- hosted by Carson Graham and based at Carson and/or Zen Maker Lab depending on school facility availability.

RDM students will:

- earn Technology Education credit.
- have optional opportunities to earn Work Experience credit through placements related to robotics and mechatronics.

3.0 Zen Maker Lab

Zen Maker Lab was founded by Cyri Jones in 2013. During this past year, engineering staff worked with the extracurricular Carson Graham Robotics Team. This involvement proved to be a very effective public-private partnership. Zen Maker Labs has a team of more than ten skilled engineers (electrical, mechanical, materials), designers, entrepreneurs, product developers, digital media and IT professionals who can provide the full spectrum of assistance, from design thinking to mechatronics and robotics. (<https://www.zenmakerlab.com/>)

This model will create a synergistic and meaningful career hub for aspiring students who are passionate about Science, Technology, Engineering and Applied Math. Zen Maker Lab's equipment (3D printers, laser cutters, UV printers, CNC mills etc.) help provide additional resources to which students in the program might not otherwise have safe access. The team has many years of experience in education, teaching K-12, post-secondary and corporate training. Zen Maker Lab was one of the first youth focused maker labs in North America. The new Shipyards location opening by the January 2021 and the existing location on East 1st in North Vancouver are close to Carson Graham and has convenient access to public transportation being minutes from the Seabus and NVSD Secondary school locations.

4.0 Robotics Academy Goals

- Identify and improve pathways for students from secondary school to post-secondary institutions and/or employment in the technology/industrial sector in North Vancouver and the Lower Mainland.
- Encourage program diversity, including females, Indigenous learners, visible minorities and students with diverse abilities.
- Liaise with engineering professionals through partnerships with Zen Maker Lab and its existing partners, including Capilano University, BCIT's Mechatronics program, UBC's engineering programs, SFU's engineering programs, etc.
- Explore collaboration opportunities with the North Vancouver School District's Digital Media Academy.

5.0 Demonstrating a Need

Over the past ten years, interest in robotics in secondary schools in BC has grown from a handful of programs to over 140 teams competing throughout the province. While teams from across the Lower Mainland and Vancouver Island have competed at regional and international levels, there are few opportunities for students to be involved in robotics in North Vancouver

schools except for introductory exposure through Engineering classes and a Robotics Club at Carson Graham Secondary.

6.0 Academy Delivery Model

The course will be offered in the last period of either Day One or Day Two at Carson Graham Engineering Design lab and/or Zen Maker Lab)

Additional Optional Opportunities include:

- Weekend Competitions and Provincial Finals (Various locations throughout Lower Mainland)
- World and National Competitions
- Work Experience (WEX)

7.0 Ethos of the NVSD Robotics, Mechatronics, and Digital Fabrication Academy

The Robotics/Mechatronics curriculum offers:

- A safe and supportive environment in which all students can achieve their best while challenging themselves and supporting others.
- An inclusive model in which students of all backgrounds and abilities can be successful and feel as part of a team.
- A focus on STEAM using design thinking principles, acquisition of skills, and application of relevant and current technologies.
- Multiple methods of instructional delivery.
- A curriculum that encourages the use of a range of approaches to support student learning in the manner best suited to diverse abilities.
- Integration of Curricular Competencies providing a consistent and continuous focus for both students and teachers on the “doing” aspect of the curriculum, while encouraging student metacognition through reflection and performance.

8.0 Transferable Career Skills

Coding/Programming	<p>The following programming languages will be taught:</p> <ul style="list-style-type: none"> ● RobotC ● C++ ● Python ● Java ● LabView ● Modkit Block programming ● Visual Basic
Design	<p>Design using the following computer design programs:</p> <ul style="list-style-type: none"> ● AutoCAD ● FUSION 360 ● Eagle ● Blender ● Sketchup
Fabrication	<ul style="list-style-type: none"> ● 3D Printing and modelling ● Hand tool skills ● Machining ● Welding ● Laser Cutting ● Safe Operation and workshop safety
Leadership	<ul style="list-style-type: none"> ● Effective Communication ● Conflict resolution ● Goal setting ● Teambuilding ● Service
Academic Skills	<ul style="list-style-type: none"> ● Integration of math, science, engineering and technology concepts through project based real-world problem solving applications.

9.0 Financial Model

Operating Costs

The recommended cost per student is \$2145 per year. Fees would cover service provider staffing, equipment, supplies and facility costs.

An engineer lead at 20 hours per week for a total of 80 hours per month would be assigned to the academy. Time would be allocated for teaching and direct interaction with students and preparation and administration.

Sponsorship opportunities will be explored to reduce the cost to as close to zero as possible, so that financial circumstances need not be a barrier to participation.

Equipment Start-up Cost Table

EDR Vex Kits	24,200.00
Sensors	1,210.00
Nanos	1,500.00
Tournament Pieces	3,800.00
Subtotal	30,710.00
GST and PST	3,685.20
Total	34,395.20

Start-up Cost Funding

(Generated by the service provider through community sponsorships & donations)

Total raised and preliminarily committed	10,324.00
(Through local community sponsorships and donors including Capilano University & the Business Development Bank of Canada)	
Forecasted Grants & Sponsorships	
(Dependent on Academy Program approval)	
Community Grants (e.g. Blue Shore Community Grant) or Neptune Terminals. Estimated Q1, 2020	10,000.00
Estimated Corporate Sponsors Q1 2021	10,000.00
Individual Donors	10,000.00
Total forecast	40,324.00

Appendix A: Robotics Skills Shortage

Robotics Skills Shortage: Why British Columbia Needs Competitive Educational Robotics for K-12 Students

I will conclude this message by discussing why competitive educational robotics is good for students, but first I want to explain why educational robotics is good for you and me. I'm assuming that you, much like myself, are an experienced educator or community leader who is looking forward to a pleasant retirement at some point in the not so distant future. You've probably made some good financial plans for this, but collectively we have made a massive oversight in our planning... we didn't have enough kids. As B.C.'s population pyramid (Figure 1) shows, there were 71,000 people aged 55 in BC in 2016. There were less than 50,000 people aged 15. Those young people will need to be 30% more productive than we were in order to sustain our way of living in retirement. We need them to be more creative, more skilled, more driven, more entrepreneurial and more dynamic than we were... and we need them to be able to do this in an increasingly

competitive world where we cannot simply rely upon British Columbia's natural resources to be the economic engine of the province. If we want to be happy and healthy, we are counting on these kids to rise up to new and unforeseen challenges. We need to do something different, something better... because we need them to be different. We need them to be better.

This is where competitive educational robotics comes in, because at the most fundamental level... it's really not about the robot. Yes, it is about teaching important STEM skills, but it is about teaching those skills in a team-based, creative atmosphere. The robot serves as a centerpiece to build a model of a high-tech startup company involving students with interests in business, communications, design, programming and manufacturing. The competitions provide clear standards for the students to assess their own work in light of the accomplishments of similar teams from around the world. The teachers, and adult mentors from the community, share not only their skills, but their wisdom, guiding students to match vigorous competition with extensive co-operation. Students sign up thinking that they're going to build a robot, but they graduate prepared to build a better future.

This is why competitive educational robotics has grown so rapidly in British Columbia and around the world. Indeed, BC is a bit behind the curve compared to Ontario, Quebec, Alberta and many American states, but with the support of major corporations and the provincial



Figure SEQ Figure * ARABIC 1 BC Population Pyramid, 2016 (statscan.gc.ca)

government we are catching up quickly. We have seen team growth across British Columbia and the beginning of “Centres of Excellence” where outstanding schools work with their districts to create robotics academies. By focussing a broad-based education around a team-based project students become more engaged and more successful. The energies that some would have applied to video gaming are translated directly into their learning, because being on a team makes learning more fun. We all know the importance of the life lessons that are learned in sports, but the robotics team is the only sport where every student can become a professional. Robotics can help our students to engage and excel.... and we all need that, now more than ever.

Jason Brett, BCIT Technology Teacher Education

Appendix B: Testimonials

Odette Beaudin – Carson Graham Grade 10 Student

My thoughts on the Robotics/Mechatronics/Digital Fabrication Academy: From a young age I knew that I wanted to have a career that involved the sciences or math, but it wasn't until I signed up for our schools Robotics/Mechatronics program that I truly found my passion. It opened my eyes to the many opportunities and careers in the engineering field. Without that opportunity, I don't know if I would ever have considered becoming an engineer and I certainly wouldn't have joined the Carson Robotics Team or participated in the FIRST Robotics Competition. The reason we need an academy is that it goes beyond what is taught in a normal class. Over the eight-week period our team worked together to build a robot that could complete the set tasks. We met everyday until 10. The long hours seemed to blow by and I finally understood the phrase "time flies when you're having fun". But we weren't just having fun, we were learning things we wouldn't learn anywhere else. The skills that we were taught are things that I will use for my whole life. A Robotics Academy would be a huge benefit to many students who are interested in any STEM subject and it would open so many doors for so many students.

Cameron Janke – Carson Graham Grade 11 Student

I believe that our school district should initiate a robotics, mechatronics, and digital fabrication academy. This past Spring I was able to participate in the Carson Graham Robotics program and I used all these disciplines in order to create a competitive robot for the FIRST Robotics Challenge. This was offered to a few students who showed an interest in going beyond the classroom curriculum by competing in a local robotics competition. My role as the team leader on our robotics team very much benefited me as it allowed me to expand my management and leadership skills. Having to manage the production schedule of the robot, the costs of parts and the individual members of the team (i.e. Programmer's, Fabricators) was no simple task and allowed me to gain experience in the section of management. Being a part of this fantastic team is one of the best moments of secondary school for me. I highly suggest that our school district adopts a robotics academy. It has been beneficial to so many of us. It has become our second home where we create, critically think and overcome tough technical challenges.

Kristin Shanski – Carson Graham Robotics Program Parent

My daughter joined the Carson Robotics Team in the fall of 2019, not really knowing what to expect. With her heart set on a career in Engineering, we felt it would be good exposure to some aspects of STEM that are not covered by curriculum high school coursework. If it was a flop at least it would look good on university applications. Wow, we blown away at what a great

experience it was. We were warned that it was a massive time commitment. This proved to be true, but it was not a challenge to attend. My daughter loved every minute of it! Getting in the car at 8pm after 5 hours with the Robotics Team almost every night with a big smile! As a member of the design team, she gained many skills and was introduced to team building that I thought could only be developed through competitive sports. The competitiveness of the teams at the tournament in Victoria was intense, but also very supportive. I have recommended this team experience to many parents and my other daughter will be joining the team when she is eligible. The Robotics Team is a fantastic experience and I will do anything within my power to ensure it succeeds. The teachers are amazing and there are many different roles available to match with the different student strengths. University is too late. The only way girls are going to excel in the STEM careers is if they are encouraged and exposed to opportunities in high school similar to this. North Vancouver School District should offer a Robotics/Mechatronics/Digital fabrication academy.

Mary England – Carson Graham Grade 11 Student

I believe that our school district should offer a Robotics, Mechatronics, Digital Fabrication Academy. Robotics/Mechatronics allows all individuals who participate to learn new skills, meet new people, and have so much fun. It is unlike any other activity I have ever taken part in, and I found it to be an extremely valuable experience. Robotics promotes many new engineering skills while it provides many life lessons that I will carry forward. For example, the group brainstorming, designing, and prototyping, along with the construction of our high level robot was not only challenging but also amazing to see. The collaboration in a team setting, talking with judges at the competition and competing with other students from all over the globe was outstanding. Robotics is an experience that has taught me so much including teamwork, determination, problem solving, hard work, commitment and perseverance, while being so much fun that it makes me look forward to our next year's challenge! We had help from the Zen Maker Lab and our teacher Rob Olson. Thank you to the great teachers, instructors, and all the volunteers who made this experience better than I could ever have imagined! An NVSD Robotics Academy will allow all students to have the valuable experience that I was fortunate enough to take part in!

Peter Bond - Carson Graham Science Teacher

Our district should have a robotics academy to inspire innovation and resiliency in our students through technology and competition. From a science education perspective, the application of science through problem solving, experimentation, and team work. Research supports the idea learning through STEM education greatly prepares students for a changing world and needed future careers. The ability to tackle a challenge from novel directions, while collaboratively engaging with other like-minded teammates, is an important aspect of exploring robotics.

Rob Olson – Carson Graham Technology Teacher

Everyday that I come to work, I have the opportunity to see the best in our students. Sometimes our students don't see this in themselves but a program like robotics has the ability to bring out the creative, critical, skill and cognitive base in everyone. This academy has the potential to not only enhance but to change the way our students access future career opportunities. Students in robotics and mechatronics access skills that are used in a variety of common trades not only used in building and competing robotics but problem solving, designing, fabricating and integrating their knowledge from various classrooms. Being part of a team that values collaboration and problem solving are key success areas for future jobs in growing STEM fields. Robotics has been on the rise and this phenomenon will not stop. Being proactive in looking for opportunities for our students is what education is all about. By supporting an environment where every student can achieve success is what our robotics academy will be all about.

Schedule C.4
of the
Administrative Memorandum

Meeting Date: January 19, 2021 **Board** **Board, in camera**

Topic (as per the Memorandum): **School Calendar 2021/22 - Update**

Narration:

BC school districts are required by the *School Act* to individually design and establish school calendars for their respective districts. Specific criteria and requirements are defined within the School Calendar Regulation 314/12, including the minimum number of instructional hours to be provided to students, and the timelines and processes for the development and submission of school calendars.

Each school district is required to submit their school calendars to the Minister of Education no later than March 31 of the year prior to the calendar implementation. Calendars may be provided on an annual basis, or school districts may submit calendars for up to three (3) consecutive school calendar years.

Prior to the start of this school year and in response to COVID-19 pandemic response measures, the Ministry of Education directed that all school calendars province-wide be amended to allow for a delayed start in September for students. This resulted in an adjustment to the 2020/21 school calendar previously approved by the Board of Education. To date, there have been no further adjustments to the calendar requirements for this year, nor has there been any change to the legislated requirements and processes with respect to the development, approval and submission of school calendars for next year's 2021/22 school year.

Accordingly, the North Vancouver School District's calendar development processes will continue in the same manner as has occurred in previous years, beginning with preparation of a Proposed 2020/21 School Calendar by the NVSD School Calendar Committee.

The Committee, chaired by Assistant Superintendent Chris Atkinson, is comprised of representatives of our local educational partner groups: the North Vancouver Teachers' Association (NVTa); Canadian Union of Public Employees Local 389 (CUPE); the North Vancouver Administrators' Association (NoVA); the North Vancouver Parents' Advisory Council (NVPAC); and, the District Student Leadership Council (DSLc). In addition to participants from each of the noted groups, the committee also includes representatives of the Board of Education and is supported, as needed, by additional district staff.

The School Calendar Committee has met twice to develop a 2021/22 calendar proposal and each partner group has provided input via their designated representatives. The feedback and comments from each partner group has been considered in the development of the current proposal.

The following identifies the key dates included in the proposed 2021/22 School Calendar:

- the first day of school to fall on September 7, 2021, the first day following Labour Day
- a two-week Winter Break from December 20, 2021, to January 3, 2022, inclusive, with a return to school on Tuesday, January 4, 2022, aligned with break dates for other Metro Vancouver area school districts
- a two-week Spring Break from March 14, 2022, to March 25, 2022, inclusive, aligned with break dates for other Metro Vancouver area school districts

- four (4) Staff Collaboration Dates on which students will attend for a shortened day
- the last day of attendance for students to be Wednesday, June 29, 2022

With development of a Proposed 2021/22 School Calendar complete, we are now ready to initiate the public comment period required by legislation. The *School Act* directs that the proposed calendar be made available for public comment for a period of at least one month. Accordingly, the comment period is scheduled to open beginning on Monday, February 1 and will close at midnight, Sunday, February 28.

Public input will be sought using the online engagement tool Thoughtexchange and a summary of comments and feedback received will be shared with the Board after the comment period is complete. The Board will consider final approval of the 2021/22 School Calendar at its March 9, 2021, Public Board Meeting.

Assistant Superintendent Chris Atkinson will provide a brief overview of the draft calendar and the work of this year's School Calendar Committee, as well as review the steps remaining to complete and approve a school calendar for the 2021/22 school year.

Attachment:

Proposed 2021/22 School Calendar for Public Comment

PROPOSED 2021/22 SCHOOL CALENDAR FOR PUBLIC COMMENT

179 Instructional Days for Students

AUGUST 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7*	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

JANUARY 2022						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29★	30		

- 7* 1ST DAY OF SCHOOL (PARTIAL DAY)
- STAT/WINTER/SPRING HOLIDAY
- NVSD CURRIC IMPL DAY (1)
- SCHOOL-BASED PRO D DAY (2) ¹
"Example" only - will be confirmed later
- DISTRICT (NVTA) PRO D DAY (3) ²
"Example" only - will be confirmed later
- STAFF COLLABORATION (4)
shortened day for students
- ADMINISTRATIVE DAY
- 29★ LAST DAY FOR STUDENTS IS JUNE 29

¹ Yellow highlighted dates are **EXAMPLE** dates only. Each **school** will select their own 2 school-based Pro D dates and will confirm and publish by May 31, 2021. **Please check with your school.**

² Orange highlighted dates are **EXAMPLE** dates only. Actual dates to be selected by the NVTA (Teachers' Association) and confirmed by May 2021. District calendars will be updated at that time.

Schedule C.5
of the
Administrative Memorandum

Meeting Date: January 19, 2021 **Board** **Board, in camera**

Topic (as per the Memorandum): **Land Management**

Narration:

Updates on the Board of Education's Land Management have been provided at each of the monthly Public Board Meetings.

Mark Pearmain, Superintendent of Schools, will present the attached *Land Management Update* (January 2021).

Attachment:

Land Management Update – January 2021

Land Management Update

Argyle Secondary School: Replacement Update

The Argyle Replacement project achieved a major milestone with the occupancy of the new school on January 4, 2021. Students and staff are now using the new facility. Final finishing work and deficiency work is still undergoing in the facility.

Phase 2 is now commencing with the removal of hazardous materials and deconstruction of the existing school.

Handsworth Secondary School: Replacement Update

Construction activity of new school is approximately 35% complete overall with construction activity progressing from west to east. The west part of the structure is most advanced.

- West section of building:
 - Exterior wall sheathing, and waterproofing membrane have been installed;
 - Exterior windows have been installed;
 - Roofing is complete;
 - Interior partitions and door frames being installed;
 - Main mechanical and electrical distribution systems are in place.
- Centre section of building:
 - Structural steel has been erected and secured.
 - Exterior wall sheathing has commenced;
 - Exterior window are being installed.
- East section of building:
 - Underground servicing and foundations have been installed.
 - Structural steel has been erected and secured.

Mountainside Secondary School: Seismic Upgrade

Estimated progress to date 50%

- Civil works starting around south and southern portions of east and west side of building;
- Block 1A (Academic Wing) – final occupancy expected by the end of January;
- Work is currently proceeding on:
 - Building formworks for two buttresses located on far east side of the school;
 - Interior plumbing, electrical rough-ins, prepping for dry-walling work to start.
- Block 1B (Learning Services) – no major construction progress
- Block 2 (Gymnasium)
 - 2 exterior concrete walls are completed;
 - Siding completed approx 60% but currently halted due to civil work.
- Block 3 (Administrative Wing)
 - New interior footings and reinforcement of existing masonry walls nearing completion;
 - Prepping work in progress to shore existing foundation.

Target completion date for the Mountainside Seismic mitigation project is fall 2021.

Lucas Centre: Status

There has been no change in the status of the Lucas site.

Cloverley: Status

The submission of the Concept Plan for a Cloverley replacement school occurred in mid-December. The NVSD is waiting on direction from the Ministry of Education on next steps.

Schedule ...C.6....
of the
Administrative Memorandum

Meeting Date: January 19, 2021 **Board** **Board, in camera**

Topic (as per the Memorandum): **Tuesday, January 12, 2021, Standing Committee Meeting**

Narration:

The Board of Education will find attached the meeting summary from the January 19, 2021, Education and Programs Standing Committee Meeting.

Trustee Kulvir Mann will report on highlights of the meeting.

Attachment:

Meeting Summary – Board of Education Standing Committee, January 19, 2021

BOARD OF EDUCATION STANDING COMMITTEE
Education and Programs

NORTH VANCOUVER SCHOOL DISTRICT

Meeting Summary of January 12, 2021

Meeting Summary of the Board of Education's Education and Programs Standing Committee meeting held virtually on Microsoft Teams on Tuesday, January 12, 2021.

Call to Order:

Standing Committee Chair Kulvir Mann called the Education and Programs Standing Committee meeting to order at 7:00 p.m., thanking those in attendance for participating with the School District. It was noted that this virtual meeting was being recorded and would be posted to the School District website following the meeting. The traditional territorial lands of the Squamish Nation and Tsleil-Waututh Nation were acknowledged.

MONOVA: Museum and Archives of North Vancouver:

After years of planning, the new Museum of North Vancouver has moved from dream to reality. Director Wesley Wenhardt and Program Coordinator Carol Ballard provided an overview of MONOVA's education programs and resources with a focus on the opportunities available at the new Museum.

Opening in 2021 at 115 West Esplanade in the Shipyards District, this new 16,000 square foot purpose-built facility will be an inspirational and transformative community hub where the stories of North Vancouver's people, places and past come to life. Educators and students will be able to engage with the new Museum in a variety of ways, as well as continue to experience MONOVA's programs and resources online, in class, around the community, and at the Archives of North Vancouver at 3203 Institute Road.

Inclusive Education Update:

District Principal Melanie Learoyd provided an update on the current trends in the field of Inclusive Education and how they are shaping supports and services at the school and district level. Three priorities have emerged relating to Inclusion: 1. Establish consistency of practice across each of our schools; 2. Strengthening home and school partnerships through the Core Components; and, 3. Modernizing curriculum, instruction and assessment for ALL learners. The vision for the Inclusive Education team is to "Support others as they would wish to be supported." By presuming competency in ALL learners, we are always working towards increased independence. We want to shift to a strengths-based rather than deficit approach, where planning is student-centered and meets individuals where they are currently.

Indigenous Education Update:

District Principal Brad Baker provided an update on supports being provided to Indigenous children and youth in the North Vancouver School District during COVID-19. The Indigenous Education support team encouraged students to re-engage with home school and online learning through the North Vancouver Online Learning School. A sense of belonging and needs assessment was provided throughout the different seasons, ensuring the continued connection and safety of students and parents. Mr. Baker further provided key themes of universal, targeted and intensive supports provided to the Indigenous learners in the School District and asked that we all go forward with courage.

The presentation and video recording can be found online: [Meetings & Minutes 2020/21](#)

Next Meeting:

February 2, 2021

Virtual Microsoft Teams Meeting

Schedule C.7
of the
Administrative Memorandum

Meeting Date: January 19, 2021 **Board** **Board, in camera**

Topic (as per the Memorandum): **Superintendent's Report (including COVID-19)**

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.8
of the
Administrative Memorandum

Meeting Date: January 19, 2021 **Board** **Board, in camera**

Topic (as per the Memorandum): **Report Out - BC School Trustees Association (BCSTA) and BC Public School Employers' Association (BCPSEA)**

Narration:

Trustees will provide an update on information related to BC School Trustees Association and BC Public School Employers' Association.

Schedule C.9
of the
Administrative Memorandum

Meeting Date: January 19, 2021 **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 of Education.

**ScheduleD.....
of the
Administrative Memorandum**

Meeting Date: January 19, 2021 **Board** **Board, in camera**

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

Narration:

Date and Time	Event	Location
Tuesday, February 2, 2021, at 7:00 p.m.	Finance and Facilities Standing Committee Meeting	Microsoft Teams
Tuesday, February 23, 2021, at 6:30 p.m.	Public Board Meeting	Virtual
Tuesday, March 9, 2021, at 6:30 p.m.	Public Board Meeting	Virtual
Tuesday, April 6, 2021, at 7:00 p.m.	Finance and Facilities Standing Committee Meeting	Microsoft Teams

**ScheduleE.....
of the
Administrative Memorandum**

Meeting Date: January 19, 2021 **Board** **Board, in camera**

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

Narration:

NEW: COVID-19 Procedures for Public Board Meetings

To respect guidelines and orders around physical distancing and public gatherings provided by the Provincial Health Officer, upcoming Public Board Meetings will continue to be live-streamed and recorded.

How you can provide input:

The Board of Education will not be taking questions or comments from members of the public in real time. On the day of the Public Board Meeting, we ask that interested parties who wish to provide feedback, email publiccomments@sd44.ca with their full name, address, phone number, and written submission. Questions and comments will be accepted until one hour after the adjournment of the meeting. The Secretary Treasurer will ensure that your email is circulated.