

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 6, 2016 at
7:00 pm

			Estimated Completion Time
A.	Call to Order		
A.1.	Chair Sacré's opening remarks	(no schedule)	7:00 pm
A.2.	Approval of Agenda (that the agenda, as recommended in the Administrative Memorandum, be adopted.)	(no schedule)	7:00 pm
A.3.	Public Comment Period *		7:30 pm
A.4.	Approval of Minutes (that the minutes of the Public Meeting of November 15, 2016 be approved as circulated)	(no schedule)	7:35 pm
A.5.	Presentation – Apple Distinguished Program		7:45 pm
A.6.	Student Presentation – Sutherland Secondary		8:00 pm
B.	Action Items		
B.1.	Election of Board Chair		8:10 pm
B.2.	Election of Board Vice Chair		8:20 pm
B.3.	Board/Authority Authorized Courses 2017/18		8:40 pm
B.4.	Proposed Revised Policy 302: Student Conduct		8:50 pm
B.5.	Proposed Revised Policy 412: Homophobia		9:00 pm
B.6.	Proposed Revised Policy 505: Employee Welfare		9:10 pm
B.7.	Proposed New Policy 414: Prohibiting Access to Schools		9:20 pm

Please note that this meeting may be video and/or audio recorded as per the motion passed on December 9, 2014 and with Board Chair authorization.

* 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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		Estimated Completion Time
	(continued)	
C.	Information and Proposals	
C.1.	Secondary School and Academy Fees 2017/18	9:25 pm
C.2.	School Calendar 2017/18 - Update	9:30 pm
C.3.	Aboriginal Update – Gerlach	9:45 pm
C.4.	Land, Learning and Livability Community Engagement - Update	9:50 pm
C.5.	Out of Country Field Trips - Secondary	9:55 pm
C.6.	Superintendent's Report	10:00 pm
C.7.	Report Out - BC School Trustees Association (BCSTA) and BC Public Schools Employers' Association (BCPSEA)	10:05 pm
C.8.	Trustees' Reports	10:15 pm
D.	Future Meetings	10:15 pm
E.	Public Question & Comment Period	10:35 pm
F.	Adjournment	(no schedule) 10:35 pm

Georgia Allison
 Secretary Treasurer

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: December 6, 2016 Board Board, in camera

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

Narration:

As per the motion passed on June 21, 2016 the Board will provide a twenty (20) minute public comment period relevant to the Board's mandate on a trial basis. Speakers will be allocated a maximum of two (2) minutes each. An additional ten (10) minutes will be provided for Trustee questions of clarification.

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 – 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 15, 2016.

PRESENT: C. Sacré, Chair
F. Stratton, Vice Chair
C. Gerlach
M. Higgins
J. Stanley

ABSENT: B. Forward
S. Skinner

A. Call to Order

Chair Sacré called the meeting to order at 7:00 pm and welcomed those in attendance. The traditional territorial lands of the Squamish Nation and Tsleil Waututh Nation were acknowledged.

A.2. Approval of Agenda

Moved by F. Stratton

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

Seconded by J. Stanley

Carried

A.3. Public Comment Period

The twenty minute comment period is intended to be relevant to the Board's mandate. The Chair requested that those wishing to speak should sign on the Public Comment Sign-Up Sheet.

Martin Stuible, President of the North Vancouver Teachers' Association, spoke on behalf of all teachers regarding the BC Supreme Court of Canada decision.

Barry Fenton, resident of North Vancouver spoke on behalf of the Blueridge Community, asking about the status of Blueridge Elementary School.

A.4. Approval of Minutes

Moved by C. Gerlach

that the minutes of the public meeting of October 18, 2016 be approved as circulated.

Seconded by F. Stratton

Carried

A.5. Student Presentation – Seymour Heights

Students from Seymour Heights Elementary presented on learning differences, honouring diversity in the curriculum, instruction, assessments and how social emotional learning serves to enhance student engagement and deepen student learning.

Through an interview process and iMovie, Principal Chanin Smyth and Vice Principal Ann Copp guided the presentation and helped Ariel Ostrowercha, Brodie Ostrowercha and Makena Voth explain how their different learning technics are being fostered at Seymour Heights Elementary School.

B.1. Motion to Defer: Election of Board Chair and Vice Chair

Chair Sacré introduced this agenda item, stating that the Board of Education required additional time to deliberate. It was decided that the term for the Board Chair and Vice Chair would be from January 1, 2017 till November 30, 2017.

Moved by M. Higgins

that the Board of Education defer the election of Board Chair and Vice Chair until the Public Board Meeting of December 6, 2016.

Seconded by J. Stanley

Carried

B.2. 2016/17 Operating Budget Development Consultation Process

Georgia Allison, Secretary Treasurer, introduced this item noting that at this time, a budget consultation framework is developed in preparation of the Annual Budget. The proposed process involves the Board inviting its five partner groups and the public to attend budget information and discussion sessions that will provide opportunities for their input.

The following process and timelines were proposed for the 2016/17 Budget Development Process:

1. February 7, 2017 – Public Standing Committee Meeting
2. March 28, 2017 – Public Standing Committee Meeting
3. April 3, 2017 – Written submissions by partner groups to be received
4. April 18, 2017 – Public Board Meeting
5. May 16, 2017 – Public Board Meeting

Secretary Treasurer Allison shared that an invitation with the processes and timelines would be sent to partner groups and the North Vancouver District's Audit Committee.

Moved by C. Gerlach

that the Board of Education approve the proposed process and timelines identified within Board Schedule B.1. for the development of the 2017/18 Budget.

Seconded by F. Stratton

Carried

B.3. Proposed Revised Policy 804: Smoking on Board Premises

Superintendent Mark Pearmain noted that *Policy 804: Smoking on Board Premises* has been updated to follow the BC Tobacco and Vapour Products Control Act.

Moved by F. Stratton

that the Board of Education approve *Proposed Revised Policy 804: Smoking and Vaping on Board Premises*, as attached to this Administrative Memorandum of November 15, 2016.

Seconded by J. Stanley

Carried

B.4. Elected Boards

Trustee Stanley introduced this agenda item and provided a narrative to support the motion put forward by the BC School Trustees Association (BCSTA) regarding an elected board of education. Trustee Stanley noted that democratically elected boards of education are an integral aspect of public education.

After a discussion held by Trustees, a motion was put forward to postpone the recommended motion until a Trustee Seminar could be held to obtain more information.

B.4. Elected Boards (continued)

The meeting recessed at 8:13 pm and reconvened at 8:21 pm.

Moved by F. Stratton

that the motion be postponed to the next Trustee Seminar for further discussion.

Seconded by C. Gerlach

Defeated

Continuing the narration, Trustees agreed to the importance of supporting communities and their right to have an elected board of education.

Moved by J. Stanley

that the Board of Education of School District No. 44 (North Vancouver) write to the Minister of Education to express their support of the letter written by the BCSTA dated November 1, 2016 and the democratic right of the public to an elected Board of Education. Further, and consistent with the BCSTA communication, that the Board of Education of School District No. 44 (North Vancouver) urge the Ministry of Education to immediately include in the terms of reference for official trustees, a date for a by-election which shall be set within six months of a board being fired and that SD 83 and SD 39 be affected by the said change immediately. Additionally, that the Board of Education of School District No. 44 (North Vancouver) call on the Minister of Education to amend the School Act Section 1.72 (3) to require a by-election be held within one year in the event that an “official trustee” has been appointed to a District Board of Education.

Seconded by M. Higgins

Defeated

C.1. North Vancouver Teachers’ Association (NVTa) Pro D Report 2015/16

Each year through the Collective Agreement; the Board provides a grant of \$94,500 to the North Vancouver Teachers’ Association (NVTa) to fund professional development. Martin Stuiblé, President of the NVTa, and Carolyn Pena, Chairperson of the Association’s Professional Development Committee, were welcomed to the table to present the NVTa Professional Development Report.

Ms. Pena thanked the Board for their continued support and introduced the following teachers: Jeeniece Chand, teacher at Sherwood Park Elementary and teacher leader for the Seycove Family of Schools; Michael Pruner, teacher at Windsor Secondary and President of the BC Association of Mathematics Teachers; and Anne Watt, teacher at Ridgeway Elementary. As examples of how the professional development funds are used, these teachers described their experiences and how these developmental opportunities have assisted them to excel professionally.

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

C.2. North Vancouver Parent Advisory Council Annual Report 2015/16

To provide highlights of the North Vancouver Parent Advisory Council’s activities in the 2015/16 year, Chair Sacré welcomed Amanda Nichol, NVPAC Chair, to the table.

Ms. Nichol thanked the Board for its continued support both financially and also for the provision of meeting space for the NVPAC’s general meetings and special events held at the Education Services Centre. In her report, Ms. Nichol highlighted the 2015/16 year.

On behalf of the Board, Chair Sacré thanked Ms. Nichol for her for supporting all Parent Advisory Councils in the North Vancouver School District.

C.3. Organization of Classes Report – 2016/17

Assistant Superintendents Chris Atkinson and Pius Ryan 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. Assistant Superintendents Atkinson and Ryan walked through the detailed [Organization of Classes Report](#), which identified class sizes at each level.

C.4. Land, Learning and Livability Community Engagement - Update

Mark Pearmain, Superintendent of Schools, introduced this agenda item and updated the Board on the Argyle Secondary School Replacement Project, Handsworth Secondary School Project and progress relating to the proposed Lower Lonsdale Elementary School.

C.5. Tuesday, November 8, 2016 Standing Committee Meeting

Trustee Higgins reported on the meeting that focussed on the new curriculum K-9 and Assessment Updates.

C.6. 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 Orlando, FL, USA (February 3-13, 2017)
- Handsworth Secondary School – field trip to Cuba (March 7-15, 2017)
- Windsor Secondary School – field trip to London, England (March 8-14, 2017)

C.7. Superintendent's Report

Superintendent Mark Pearmain shared highlights of his visits to elementary and secondary schools and provided the Board of Education with an update on the BC Supreme Court decision ruling in favour of BC teachers.

C.8. Report Out - BC School Trustees Association (BCSTA) and BC Public Schools Employers' Association (BCPSEA)

Trustee Gerlach noted that the BCSTA Provincial Council took place October 28 – 29, 2016 and referenced a conference call with BCPSEA clarifying the BC Supreme Court decision. Trustee Stratton shared that the BCSTA Finance Committee, at the Provincial Council, presented a number of factors that would impact the 2017/18 budget.

C.9. Trustees' Reports

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

1. Meetings attended by Trustees included:
 - Standing Committee Meeting
 - Trustee Seminar
 - Policy Review Committee Meeting
 - North Vancouver Recreation and Culture Commission Meeting
 - City of North Vancouver Council Meeting
 - MLAs, Chairs, Superintendents, Secretary Treasurers Meeting

C.9. Trustees' Reports (continued)

2. Events attended by Trustees included:
- BCSTA Provincial Council
 - BCSTA Finance Committee Meeting
 - BCSTA Aboriginal Education Meeting
 - North Shore Restorative Justice Society Gala
 - NVPAC Curriculum Evening
 - Remembrance Day Ceremonies

D. Future Meetings

Date and Time	Event	Location
Tuesday, December 6, 2016 at 7:00 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Thursday, January 12, 2017 at 7:00 pm	Standing Committee Meeting - Enhanced Programs	Sutherland Secondary School 1860 Sutherland Ave, N Vancouver
Tuesday, January 17, 2017 at 7:00 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, February 7, 2017 at 7:00 pm	Standing Committee Public Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver

E. Public Question & 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.

There was no one wishing to speak.

F. Adjournment

The established agenda being completed, the Chair adjourned the meeting at 10:05 pm and thanked those who attended.

Certified Correct:

Georgia Allison
Secretary Treasurer

Christie Sacré
Chair, Board of Education

Date

Date

Schedule A.5
of the
Administrative Memorandum

Meeting Date: December 6, 2016 Board Board, in camera

Topic (as per the
Memorandum): **Presentation – Apple Distinguished Program**

Narration:

Seycove Secondary School's Performance Learning Program (PLP) has been named an Apple Distinguished Program 2016-2018, being recognized as an exemplary learning environment for innovation, leadership and education excellence. John Maschak, Development Executive from Apple Canada, will present an award to Bryan Hughes and Petra Willemse from the PLP Program.

Schedule A.6.
of the
Administrative Memorandum

Meeting Date: December 6, 2016 Board Board, in camera

Topic (as per the
Memorandum): **Student Presentation – Sutherland Secondary School**

Narration:

Throughout the year, students from across the North Vancouver School District engage in a variety of events and programs. The purpose of these presentations is to provide the opportunity to share stories and gain a first-hand perspective from the students in this School District.

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

Meeting Date: December 6, 2016 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 7, 2016 and ending November 30, 2017;
- (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 for the term commencing December 7, 2016 and ending November 30, 2017, or until a successor is elected.

Schedule B.2
of the
Administrative Memorandum

Meeting Date: December 6, 2016 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: Board of Education - Role and Function](#), the Chair will conduct the election for a Vice Chair for the term commencing December 7, 2016 and ending November 30, 2017. The Chair will adhere to the format used to elect the Chair.

Schedule B.3
of the
Administrative Memorandum

Meeting Date: December 6, 2016 Board Board, in camera

Topic (as per the Memorandum): **Board/Authority Authorized Courses 2017/2018**

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.

The following courses have been reviewed by District staff and the North Vancouver Teachers' Association (as per Article F.23). Following the District review, Mark Pearmain, Superintendent of Schools, reviewed and approved the Board Authorized Courses (BAA), as attached to this Administrative Memorandum of December 6, 2016.

Schedule B.3 (continued)

Narration (continued):

The following courses are presented to the Board for approval:

New Courses:

- Augmentative and Alternative Communication Skills and Strategies 11
- Community Initiatives Leadership 12
- Technology Skills for the Visually Impaired 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.

Attachment:

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 2017/18 for submission to the Ministry of Education.

New BAA Course Request

Course Name:	Augmentative and Alternative Communication Skills and Strategies: Expanded Core Curriculum for Students using Augmentative and Alternative Communication Systems		
Date Developed:	Oct. 31, 2016		
School:	Sutherland Secondary School	Principal:	Rob McLeod
Number of Course Credits:	4	Grade Level Of Course:	11
Developed by:	Reiko Anderson, AAC SLP Natalie Hagarty, LST Resources from SET-BC AAC Course Development Committee	Number of Hours of Instruction:	120

Course Synopsis/Description:

Individual students who use AAC (Augmentative and Alternative Communication) systems vary significantly in the level to which they have acquired AAC skills and strategies upon entry into high school. In some cases they may have already developed significant competencies as a result of the formal and informal training and experiences in their home, school, and community.

Rationale:

Students with severe communication difficulties require augmentative and alternative forms of communication. AAC is essential for the student to participate fully in their high school program, and ultimately to reach their full potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives. The mastery of AAC involves the acquisition of competencies that are different from and additional to the competencies that speaking students must require to become effective communicators. These competencies, which fall in the linguistic, social-relational, strategic, and operational domains (described below in the organizational structure) need to be taught systematically and sequentially.

Approved Not Approved

Comment:

Board Authority Approval Signature: _____

Board Authority Approval Date: _____

Prerequisites:

The student must be a person who needs to use augmentative and alternative communication to communicate with others, and who has an augmentative and alternative communication system.

Special Training:	This course must be taught in conjunction with an AAC Speech-Language Pathologist (SLP)
Facilities Required:	n/a
Equipment Required:	Student's AAC device.

Additional Information:

This program was developed by the SET-BC AAC course development committee. Implementation will be supported by a District Augmentative and Alternative Communication Speech-Language Pathologist (AAC SLP).

Unit/Topic	Title	Time
Unit 1	Responding and Initiating	30 hrs
Unit 2	Communicating with Familiar Partners and in Familiar Environments	30 hrs
Unit 3	Communicating with Unfamiliar Partners and in Unfamiliar Environments	30 hrs
Unit 4	Communicating for Learning/Independence/Employment	30 hrs
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:

Responding and Initiating: Teaches skills and strategies for the student to develop beginning competencies foundational to the development of independent communication via their AAC system.

Linguistic Competencies
It is expected that the student will:

- communicate information about preferences and interests using patterned phrases (e.g. I want ..., I like ..., I am ...)
- communicate requests for school or personal objects (e.g. I need my walker. I need a drink.)
- ask and answer basic questions, largely based on memorized/pre-stored repertoire (e.g. My name is Sarah. What is your name? I went to the movies. What did you do on the weekend?)

Social Competencies
It is expected that the student will:

- communicate with familiar partners, with extensive support (e.g. facilitator such as a teacher or educational assistant may say “he has something to tell you on his device” or may suggest to the student what to say in a situation)
- communicate in familiar/routine contexts with support (e.g. says good morning to the teacher every morning;

takes attendance to office and says a pre-stored message – “Here’s the attendance” on a regular basis)

- demonstrate appropriate use of communication instead of inappropriate behaviour (e.g. “I need a break” instead of hitting, “I’m finished” instead of pushing work off desk, “I don’t like this” instead of spitting out food)
- demonstrate initiate of interactions with others (e.g. uses a pre-stored message such as “Hi how are you,” “What’s up?” or “Can I have a turn?”)

Strategic Competencies

It is expected that the student will:

- demonstrate an introduction strategy with an unfamiliar communication partner with support (e.g. “I use this device to talk.”)
- communicate a request for or independently obtain their communication system when appropriate
- recognize the need to obtain the communication partner’s attention before initiating a message (e.g. student makes a sound or gesture to get the partner’s attention first; or student uses a phrase such as “guess what” or “I know that one!”)

Operational Competencies

It is expected that the student will:

- demonstrate the ability to turn the system on and off when appropriate
- demonstrate the ability to adjust volume and/or turn speech on and off as needed
- demonstrate the ability to locate high frequency and high interest vocabulary on the device (e.g. can find his best friend’s name, favourite activities, favourite snack food.)

Unit 2: Overview – Curriculum Organizers and Learning Outcomes:

Communicating with Familiar Partners and in Familiar Environments: Teaches skills and strategies for independent communication in specific contexts via their AAC system.

Linguistic Competencies

It is expected that the student will:

- communicate information using simple generative sentences (e.g. student says “I’m + hungry”, “Dad + like(s) + pizza”)
- communicate requests and comments using simple generative sentences (e.g. “I + want + book,” “I + like + movie”)
- communicate a variety of pre-stored questions (e.g. “What’s that?”, “What’s your name?”, “Do you have any pets?”, “What did you do on the weekend?”) and answer these types of questions appropriately
- construct simple grammatical sentences using present and past tense
- demonstrate the use of descriptive language (e.g. funny, big-little, happy-sad, fast-slow)
- demonstrate the ability to participate in selected familiar, real-life situations using appropriate language patterns (e.g. ordering food in a restaurant, participating in circle routine in school, playing a card game)

Social Competencies

It is expected that the student will:

- communicate with strangers with extensive support, and with familiar partners with moderate support (e.g. with unfamiliar partner, a facilitator may cue by saying: “Mr. Smith didn’t understand you. Say it again.” or with a familiar partner, “Johnny didn’t understand you, what can you do?”)
- communicate with unfamiliar partners in familiar context (e.g. able to successfully play a familiar game with a new partner)
- communicate with familiar partners in an unfamiliar context (e.g. request a break while on a field trip)
- demonstrate a non-obligatory turn that maintains the conversation using body language and/or device independently (e.g. head nod or smile; interjection like “cool,” “yuck,” “me too”)
- ask partner-focused questions (e.g. “How about you?”)

Strategic Competencies

It is expected that the student will:

- demonstrate the ability to adjust volume to fit the setting
- demonstrate the ability to engage communication partner(s) visually during communication, monitoring their attention and understanding
- recognize if their message was not received as intended, and, with support, utilize strategies to repair communication breakdowns (e.g. repeats, rephrases, draws attention to message display, provides additional information, uses gestures or body language or facial expression to get the message across, first letter cuing)
- demonstrate the ability to proactively inform unfamiliar communication partners about strategies to interact effectively (e.g. instructs partners to make guesses, where to position self or device, explains the meaning of body language or non-verbal behaviours such as how they signal yes and no)
- demonstrate the ability to independently use an introduction strategy with unfamiliar communication partners
- demonstrate the ability to use appropriate phrasing and pauses to maximize intelligibility (e.g. student produces an utterance – a phrase or one or two sentences – then pauses to ensure that the communication partner has understood, repeating if necessary)
- select a mode of communication appropriate to the listener and situation (e.g. communicates by signs only with people who understand that mode but uses the AAC device with those who don't)

Operational Competencies

It is expected that the student will:

- ask for help if equipment requires adjustment (e.g. student uses eye gaze to direct partner's attention to an unplugged switch; student uses a gesture to indicate that the screen's backlighting needs to be adjusted)
- locate most of the pre-stored vocabulary according to the architecture in their specific system

Unit 3: Overview – Curriculum Organizers and Learning Outcomes:

Communicating with Unfamiliar Partners and Unfamiliar Environments: Teaches skills and strategies for independent and effective communication in most contexts via their AAC system.

Linguistic Competencies

It is expected that the student will:

- construct grammatical sentences using future tense
- construct complex and compound sentences (e.g. "I was late for class because the bus broke down."; "I need the book that we used last year.")
- demonstrate the ability to participate in selected familiar, real-life situations using generative language (e.g. participate in a discussion about vacation plans by combining words rather than using pre-stored phrases.

Social Competencies

It is expected that the student will:

- communicate with minimal support in most environments
- communicate with unfamiliar partners
- communicate in unfamiliar contexts
- select topics of mutual interest to self and communication partner
- demonstrate the ability to offer non-obligatory comments and/or questions related to the conversational topic (e.g. someone is saying something about a vacation destination and the student makes a comment related to this)

Strategic Competencies

It is expected that the student will:

- demonstrate the ability to intend to contribute to a conversation by using a gesture, pre-stored phrase, or word (e.g. student says “question,” or “I have a question about that,” or “I have something to say,” or “hang on a sec”)
- demonstrate the ability to plan ahead to contribute effectively in a conversation (e.g. the student will compose some questions to ask the doctor before a medical appointment)
- demonstrate the ability to independently utilize several strategies to repair communication breakdowns

Operational Competencies

It is expected that the student will:

- demonstrate the ability to adjust screen parameters / positioning for best visibility and access
- demonstrate the ability to add pre-stored vocabulary with support, based on the architecture of their specific system (e.g. new “vehicle” words need to be stored in the same manner as current “vehicle” words)
- demonstrate the ability to charge and care for the device

Unit 4: Overview – Curriculum Organizers and Learning Outcomes:

Communicating for Learning / Independence / Employment: Teaches skills and strategies for independent and highly effective communication in all contexts via their AAC System.

Linguistic Competencies

It is expected that the student will:

- demonstrate the ability to complete written and oral components of grade level assignments independently (e.g. student is able to write essay, or give a presentation)
- demonstrate the ability to independently participate in class using device (e.g. answer a question in class, participate in small group)
- demonstrate the ability to understand and discuss linguistic structures and forms and how this relates to their communication system (e.g. the student understands that if a new verb is added to their system, the past and future tense forms for that verb may also need to be added)

Social Competencies

It is expected that the student will:

- demonstrate the ability to independently communicate effectively with anyone
- demonstrate the ability to initiate, maintain, extend, and terminate conversations appropriately

Strategic Competencies

- demonstrate the ability to compensate for all barriers imposed by an AAC system
- demonstrate the ability to creatively use the device features to communicate effectively and efficiently (e.g. student uses different “voice” settings to speak their lines in a drama class)
- analyze what is going wrong in a communication interaction, and devise a strategy to address it (e.g. student turns on “selection beep” function so that the device makes a noise when composing a voice mail message, thus preventing the voice mail system from disconnecting)

Operational Competencies

It is expected that the student will:

- demonstrate the ability to troubleshoot common glitches, initiate repair procedures
- demonstrate the ability to independently add pre-stored vocabulary based on the architecture of the specific system
- analyze when to use soft and hard resets

Instructional Component:

Direct instruction, interactive instruction, modeling, role play, discussion, guided practice, videotape analysis

Assessment Component:

Eighty per cent (80%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the students' most consistent level of achievement throughout the course, although special consideration will be given to the more recent evidence of achievement.

Twenty per cent (20%) of the grade will be based on a final evaluation of skills.

Type of assessment	Category	Details	Weighting (%)
Formative	Teacher anecdotal records	Outcome-based performance of curriculum in real life tasks	80%
	Rating scale		
Summative	Final assessment observation	Outcome-based skills evaluation in real life tasks	20%
	Rating scale		
	Self evaluation		
	Peer evaluation		
Total			100%

Performance methods and products:

- student / instructor / mentor dialogue
- self-evaluation
- teacher evaluation
- teacher anecdotal records
- rating scales
- communication / language sampling

Learning Resources:

Teacher, library, internet, community members (adult users of AAC)

BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

Send Completed Form to Student Certification Branch
Email student.certification@gov.bc.ca

PART A: BAA COURSE VERIFICATION STATEMENT - To be completed by District Superintendent, Independent School Principal, or Offshore 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 or Offshore School), 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 ELL courses the ELL Guidelines: *Template for BAA Language Acquisition/Culture Courses*.

Specifically, I verify that the BAA Course:

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

Full Course Name Augmentative & Alternative Communication Skills and Strategies 11 Grade 11

School District School District No. 44 (North Vancouver)

Independent School _____ Number _____

Name of District Superintendent/Independent or Offshore School Principal Mark Pearmain

Signature _____ Date _____

PART B: BAA COURSE AUTHORIZATION STATEMENT - To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request.
(Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5 (2)(c))

Name of Board/Authority Chair or Designate Christie Sacre

Signature _____ Date _____

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

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*. (Educational Standards Order, M41/91, s. 5(2)(c))

Name Inspector of Independent Schools or Designate _____

Signature _____ Date _____

New BAA Course Request

Course Name: Community Initiatives and Leadership 12

Date Developed: October 30, 2016

Developed By: Rob Olson

School: Carson Graham

Principal: Mr. Karim Hachlaf

Number of
Course Credits: 4

Grade Level of Course 12

Number of Hours of
Instruction: 120 hours

Course Synopsis/Description:

The Community Initiatives and Leadership courses are civic engagement courses. Student leadership and empowerment have been central themes in engaging students in meaningful and real life leadership initiatives. Community Initiatives 12 builds on the skills, ideas and lessons from the Community Initiatives 10 course. This course deals more in depth of the servant leadership model developed by Robert Greenleaf. Students in this course will continue to learn the theoretical of underpinnings of servant leadership through participating in active learning experiences. Students will also be required to participate in a major community project as a summative experience.

Rationale:

This course builds upon the skills learned in the Community Initiatives and Leadership 10 class. Students who have completed the course have wanted to enrich their learning and build upon the skills developed in the Community Initiatives and 10 class.

Approved

Not Approved Comment: _____

Board Authority Approval Signature: _____

Board Authority Approval Date: _____

Prerequisites: None _____

Special Training: Development and interest in student leadership and active (experiential) learning. _____

Facilities Required: Large classroom, cafeteria, theatre _____

Equipment Required: overhead projector _____

Additional Information:

This course can be adapted to the needs and culture of the school that it is offered in.

New BAA Course Request

Unit / Topic	Title	Time
Unit 1	What is Servant Leadership?	25
Unit 2	What is the Leadership Challenge?	25
Unit 3	How do I enrich my community and act as a servant leader for younger students?	25
Unit 4	Planning and Organization for Leadership	25
Unit 5	Major Community Project	20
Unit 6		
Total Hours		120

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:

What is Servant Leadership?
It is expected that students will:

- Define the Robert Greenleaf Servant Leadership Model
- Compare and Contrast other leadership models to the servant leadership model.
- Make connections to other styles of leadership
- Apply a servant leadership mindset to leadership initiatives

Unit 2: Overview - Curriculum Organizers and Learning Outcomes:

What is the Leadership Challenge?
It is expected that students will:

- Analyze the Kouzes and Posner Leadership challenge model
- Create individual leadership plan based on the leadership challenge model
- Present their own statement of leadership
- Self-reflect on the leadership process
- Students will find ways to “Challenge the Process”

Unit 3: Overview - Curriculum Organizers and Learning Outcomes:

How do I enrich my community and act as a servant leader for younger students?
It is expected that students will:

- Demonstrate care for others
- Build a caring and respectful classroom community
- Model clear and respectful communication
- Demonstrate the DWYSSWYD acronym
- Work with younger students, mentoring, teaching and providing positive leadership
- Help lead lessons and learning activities for class under supervision of the teacher

Unit 4: Overview - Curriculum Organizers and Learning Outcomes:

Planning and Organization for Leadership

It is expected that students will:

- Learn about the planning process through role play and smaller leadership initiatives.
- Build upon skills learned through the Community Initiatives and Leadership 10 class
- Apply the service learning model and analyze outcomes of service learning initiatives
- Supervise younger student leadership initiatives

Unit 5: Overview - Curriculum Organizers and Learning Outcomes:

Major Community Project

It is expected that students will:

- Design a major leadership initiative that meets the needs of the community
- Plan a leadership initiative that meets the needs of the community
- Execute a major leadership initiative that meets the needs of the community
- Reflect through presenting the findings of the major leadership initiative that meets the needs of the community

Unit 6: Overview - Curriculum Organizers and Learning Outcomes:

Instructional Component:

Instructional Components:

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- modelling
- practical creativity
- brainstorming
- group work
- videotape
- analysis of commercial film and video works
- analysis of own and classmates' video work

Assessment Component:

Assessment Components:

- Sixty percent (60%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the students' most consistent level of achievement throughout the course, although special consideration will be given to the more recent evidence of achievement.
- Forty percent (40%) of the grade will be based on a final evaluation of each student's final interview, reflection, presentation and/or another method of evaluation suitable to the course content and administered toward the end of the course.

Type of Assessment	Category	Details	Weighting (%)
Formative (30%)	Practical Applications	Weekly Logbook	40
	Self-Rating Scale	Review End of Units 1-4	20
Summative (40%)	Final Assessment	Final Video	20
		Reflection and Presentation	20
Total		100%	

Learning Resources:

How to Make Friends and Influence Strangers: By Dale Carnegie

The Leadership Challenge: Kouzes and Poser

Servant Leadership: Robert Greenleaf

Various Youtube and online resources



BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

Send Completed Form to Student Certification Branch
Email student.certification@gov.bc.ca

PART A: BAA COURSE VERIFICATION STATEMENT - To be completed by District Superintendent, Independent School Principal, or Offshore 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 or Offshore School), 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 ELL courses the ELL Guidelines: *Template for BAA Language Acquisition/Culture Courses*.

Specifically, I verify that the BAA Course:

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

Full Course Name Community Initiatives and Leadership 12 Grade 12

School District School District No. 44 (North Vancouver)

Independent School _____ Number _____

Name of District Superintendent/Independent or Offshore School Principal Mark Pearmain

Signature _____ Date _____

PART B: BAA COURSE AUTHORIZATION STATEMENT - To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5 (2)(c))

Name of Board/Authority Chair or Designate Christie Sacre

Signature _____ Date _____

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

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*. (Educational Standards Order, M41/91, s. 5(2)(c))

Name Inspector of Independent Schools or Designate _____

Signature _____ Date _____

New BAA Course Request

Course Name: Technology Skills for the Visually Impaired

Date Developed: September 2016

School: District-Wide

Principal: Vince White

Number of
Course Credits: 4 credits

Grade Level of Course 11

Developed By: Betty Nobel

Number of Hours of
Instruction: 120 hours

Course Synopsis/Description:

The ECC-VI Technology Course is intended to provide students with visual impairments with the skills they need to independently support their learning using assistive technology. The modules provide learning outcomes, curriculum organizers, instructional resources, and assessments for qualified teachers of students with visual impairments to teach assistive technology skills to students with visual impairments. Students with low vision will be able to use assistive hardware and software to enlarge print and images using screen magnification, video magnification, and mobile devices. Students who are blind will be able to complete their classwork using braille reading and writing technologies. This will include screen reading software with a refreshable display, braille notetaking devices, and mainstream mobile technologies.

Rationale:

In order to be independent after graduating, the student must acquire skills for independent technology use, problem solving, and life-long learning. The instruction in "regular courses" (e.g., a computing course) is not sufficient to meet the learning needs of most students with visual impairments because of the need for instruction in adaptive technology and skills for accessing mainstreaming software and devices. Programming focused on skill acquisition requires direct, systematic instruction by qualified teachers of students with visual impairments in order to be effective.

Approved

Not Approved Comment: _____

Board Authority Approval Signature: _____

Board Authority Approval Date: _____

Prerequisites: N/A

Special Training: N/A

Facilities Required: Access to wireless Internet connection

Equipment Required: Assistive technology under study and access to standard district disk image (e.g., word processing)

Additional Information:

Direct instruction from a qualified teacher of student with visual impairments is required to implement this course. Due to the diverse needs of students with visual impairments, this course is designed so that teachers can choose which modules are most appropriate for their students. The total number of hours is 207.5, but teachers select and combine relevant content up to 120 hours of instruction for the course.

New BAA Course Request

Unit / Topic	Title	Time
Unit 1	Video Magnifiers	2.5
Unit 2	Braille Notetakers	35
Unit 3	Computers with Magnification	35
Unit 4	Computers with Speech and Braille	95
Unit 5	Accessing Text	25
Unit 6	Mobile Devices	15
Total Hours		207.5

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:

This unit will give students the opportunity to maximize their functional vision for learning tasks. Topics include scanning and locating visual targets using video magnification, the use of video magnification in combination with computers, and the care and maintenance of these devices. Students will gain independence in the operation of video magnification devices for a variety of near and distance viewing tasks.

Unit 1 contains one module:

Module 1: Video Magnification - introduction to the use of video magnifiers.

Unit 2: Overview - Curriculum Organizers and Learning Outcomes:

This unit focuses on familiarizing students with the layout of the note taking device including the keyboard, the navigation keys, the braille display, cursor routing, and the peripheral ports. Students learn to use the word Word processor for document creation and formatting, use the scientific calculator, and to print and emboss documents.

Unit 2 contains two modules:

Module 2: Braille Notetakers Level 1 - general introduction and orientation to a braille notetaking device.

Module 3: Braille Notetakers Level 2 - classroom use of the notetaker (e.g., word processing, mathematics).

Unit 3: Overview - Curriculum Organizers and Learning Outcomes:

This unit familiarizes students with built-in operating system accessibility tools such as magnification and auditory enhancements. Students will also explore the features provided by screen magnification software to customize levels of magnification, views, colours, and mouse and cursor enhancements. Students will customize their settings and save these as personal configurations. They will also learn and practice the software's keyboard shortcuts. Students will investigate speech options including screen reading and typing echo.

Unit 3 contains two modules:

Module 4: Operating System Modifications - using keyboard commands, modifying on-screen visual features.

Module 5: Screen Magnification - use of screen magnification software to enlarge/enhance display.

Unit 4: Overview - Curriculum Organizers and Learning Outcomes:

This unit familiarizes students with using screen reading software and braille to perform basic computer functions. Students will become familiar with intermediate computer use with screen readers. Students will also become familiar with advanced operating system and screen reader features, advanced Internet surfing, and specialized software often used in school settings.

Unit 4 contains three modules:

Module 6: Screen Readers with a Braille Display - Level 1 - basic operation and functions.

Module 7: Screen Readers with a Braille Display - Level 2 - basic navigation and Internet skills.

Module 8: Screen Readers with a Braille Display - Level 3 - advanced Internet skills and productivity software.

Unit 5: Overview - Curriculum Organizers and Learning Outcomes:

This unit gives students tools for accessing materials in accessible electronic formats. Students will learn how to acquire material, move it onto their device of choice, and effectively use the material for reading and study. Students will also learn how to use optical character recognition (OCR) hardware and software to access hard copy print materials.

Unit 5 contains two modules:

Module 9: Electronic Text and eBooks - downloading, navigation, and search techniques for electronic texts/eBooks

Module 10: Optical Character Recognition (OCR) - scanning, saving, and transferring documents and adjusting settings.

Unit 6: Overview - Curriculum Organizers and Learning Outcomes:

This unit will provide students with the skills they need to utilize mainstream mobile devices such as tablets and mobile phones that include screen reading and magnification utilities and many possibilities for accessible applications.

Unit 6 contains one module:

Module 11: Mobile Devices - basic/advanced gestures, accessibility features, and pairing with peripherals (keyboard, braille display).

Instructional Component:

Instructional components consist of direct and indirect instruction, modeling, brainstorming, problem solving, and video recording.

Assessment Component:

Type of assessment:

Formative (75%) - Assignments (20%), Student Self-Evaluation (15%), Demonstration of Skills (40%)

Summative (25%) - Final Assessment (Integration of skills from across the course to solve a real-world accessibility challenge relevant to the learner)

Learning Resources:

The learning resources for this course consist of websites, multimedia, and print resources specific to each unit and module in the course. Teachers may wish to consult "Assistive Technology for Students who are Blind or Visually Impaired" By Presely and D'Andrea (available from PRCVI).

BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

Send Completed Form to Student Certification Branch
Email student.certification@gov.bc.ca

PART A: BAA COURSE VERIFICATION STATEMENT - To be completed by District Superintendent, Independent School Principal, or Offshore 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 or Offshore School), 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 ELL courses the ELL Guidelines: *Template for BAA Language Acquisition/Culture Courses*.

Specifically, I verify that the BAA Course:

- is not preparatory, remedial, or modified
- does not significantly overlap with current provincial curriculum
- name reflects the subject area and includes the grade level
- assigned grade level reflects the appropriate level of instruction
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- learning outcomes are assessable and observable and can be understood by students and parents
- instructional component clarifies learning outcomes and provides a range of pedagogical opportunities
- assessment component provides formative and summative opportunities to assess student achievement
- learning resources are age appropriate, support learning outcomes and diversity of learning rates and styles.

Full Course Name Technology Skills for the Visually Impaired 11 Grade 11

School District School District No. 44 (North Vancouver)

Independent School _____ Number _____

Name of District Superintendent/Independent or Offshore School Principal Mark Pearmain

Signature _____ Date _____

PART B: BAA COURSE AUTHORIZATION STATEMENT - To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request.
(Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5 (2)(c))

Name of Board/Authority Chair or Designate Christie Sacre

Signature _____ Date _____

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

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*. (Educational Standards Order, M41/91, s. 5(2)(c))

Name Inspector of Independent Schools or Designate _____

Signature _____ Date _____

Schedule B.4
of the
Administrative Memorandum

Meeting Date: December 6, 2016 Board Board, in camera

Topic (as per the Memorandum): **Proposed Revised Policy 302: Student Conduct**

Narration:

Under the amended Ministerial Order for the Provincial Standards for Codes of Conduct Order effective September 7, 2016, boards of education are responsible for ensuring there is explicit reference to sexual orientation and gender identity or expression in their school codes of conduct. This change aligns with the July 2016 amendments to the BC Human Rights Code RSBC 1996, c. 210 that added sexual orientation and gender identity or expression to Section 7 (Discriminatory publication) and Section 8 (Discrimination in accommodation, service and facility).

Brad Baker, Safe and Caring Schools Administrator, presented *Proposed Revised Policy 302: Student Conduct* at the School District's Policy Review Committee for its review at a scheduled meeting on November 28, 2016. The Policy Review Committee included Trustees Megan Higgins and Franci Stratton, representatives from the secondary and elementary school administrators (NoVA), the North Vancouver Teachers' Association (NVTAs), and the North Vancouver Parent Advisory Council (NVPAC). The Canadian Union of Public Employees (CUPE Local 389) and the District Student Leadership Council (DSLCC) sent their regrets.

Mark Pearmain, Superintendent of Schools, will introduce *Proposed Revised Policy 302: Student Conduct*, as attached to this Administrative Memorandum of December 6, 2016.

Attachment:
Proposed Revised Policy 302: Student Conduct

Link:
[Policy 302: Student Conduct \[2010\]](#)

RECOMMENDED MOTION:

that the Board of Education approve *Proposed Revised Policy 302: Student Conduct*, as attached to this Administrative Memorandum of December 6, 2016.

302 Student Conduct

**Proposed
Revised**

Revised: September 25, 2001

Revised: May 26, 2010

Proposed Revised: December 6, 2016

Policy

The Board of Education believes that schools provide safe, caring and orderly environments for purposeful learning activities. As required by the *School Act*, each North Vancouver school develops its own code of conduct in consultation with parents, staff and students. These codes are monitored and reviewed on an annual basis and clearly communicated to staff, students, and parents. There are certain issues that all schools address with reference to their own code of conduct. Consequently, through the development of their code of conduct, schools establish and maintain appropriate balances between individual and collective rights, freedoms, and responsibilities.

In order to allow students to fully participate in their educational program, schools must meet the standards set out in the *BC Human Rights Code*, that include the prohibited grounds of discrimination in respect of discriminatory publication and accommodation. All students, regardless of their race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or that group or class of persons, have the right to a safe, inclusive and welcoming learning environment.

Behaviour Expectations

North Vancouver schools clarify, and in their respective code of conduct, publish expectations for student behaviour while at school, at a school-related activity, or in other circumstances where engaging in an activity will have an impact on the school environment. Special considerations may apply if a student is unable to comply with the expectations due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

Codes of Conduct for all North Vancouver schools align with the *Provincial Standards for Codes of Conduct Order* and the *School Act*.

Examples of acceptable behaviour for students include:

- attend school punctually, apply oneself to learning, and follow staff instructions
- respect of self, others, and the school
- helping to make the school a safe, caring and orderly place
- informing a “tellable” adult in a timely manner (in advance, if possible) of incidents of bullying, harassment or intimidation
- engaging in purposeful learning activities in a timely manner
- acting in a manner that brings credit to the school.

Examples of unacceptable behaviour for students include:

Behaviours that

- interfere with the learning of others, including their emotional well-being
- interfere with an orderly school environment

- create unsafe conditions (e.g., unauthorized gatherings on school grounds)
- discriminate against a person or class of persons by publishing or displaying a statement, publication, notice, sign, symbol, emblem or other representation that indicates discrimination (*BC Human Rights Code*)

Aggressive acts, such as

- bullying (e.g., physical, verbal, cyber, social), harassment, intimidation or threatening behaviour
- physical violence
- retribution against a person who has reported incidents

Illegal acts, such as

- possession, use, or distribution of illegal or restricted substances (e.g., alcohol, non-prescribed drugs, etc.)
- possession or use of weapons or replicas
- libel, slander or defamation
- theft of or damage to property.

Consequences for unacceptable conduct are:

- outlined in the school code of conduct
- planned, consistent, and fair, and
- whenever possible and appropriate, preventative and restorative rather than punitive.

When appropriate, students are encouraged to participate in the development of meaningful consequences for violations of the code of conduct. Consequences shall be based on the student's age, maturity, and special needs, if any.

School administrators have a responsibility to advise other parties of serious breaches of the code of conduct; e.g., parents, school district officials, police and/or other agencies.

This policy shall be subject to an annual review to assess its effectiveness in addressing current school circumstances and emerging safety issues.

Resources

[*School Act*](#)

[*BC Human Rights Code*](#)

[*Provincial Standards for Codes of Conduct Order*](#)

[*Safe, Caring and Orderly Schools*](#)

Schedule B.5
of the
Administrative Memorandum

Meeting Date: December 6, 2016 Board Board, in camera

Topic (as per the Memorandum): **Proposed Revised Policy 412: Supporting Sexual Orientation, Gender Identity and Gender Expression**

Narration:

The Policy 412 Sub-Committee began a review of *Policy 412: Homophobia* in 2014 in the context of the Ministry of Education *ERASE Bullying* initiative. The Policy 412 Sub-Committee, co-chaired by Vince White, District Principal, Inclusive Education and Jeremy Church, Principal, Mountainside Secondary School, met with various LGBTQ+ students to gather information about their lived experiences and sense of safety and belonging at school. This information was used by the Policy 412 Sub-Committee in their preliminary work.

In March 2016, LGBTQ+ parents/guardians, students and staff were invited to participate in a survey to help inform the initial revision of Policy 412.

On September 8, 2016 the Province announced new anti-bullying measures to ensure that all students enjoy a safe, inclusive and welcoming learning environment. The announcement requires boards of education to include explicit reference to sexual orientation and gender identity or expression in their anti-bullying policies and school codes of conduct. The change aligns with the July 2016 amendments to the British Columbia Human Rights Code that added gender identity and expression as prohibited grounds of discrimination.

The Policy 412 Sub-Committee met in October 2016 to draft the newly titled revision of *Policy 412: Supporting Sexual Orientation, Gender Identity and Gender Expression*. In November 2016, parents/guardians, students and staff were given the opportunity to provide feedback on the proposed revised policy.

Vince White presented *Proposed Revised Policy 412: Supporting Sexual Orientation, Gender Identity and Gender Expression* at the School District's Policy Review Committee for its final review at a scheduled meeting on November 28, 2016. The Policy Review Committee included Trustees Megan Higgins and Franci Stratton, representatives from the secondary and elementary school administrators (NoVA), the North Vancouver Teachers' Association (NVTa), and the North Vancouver Parent Advisory Council (NVPAC). The Canadian Union of Public Employees (CUPE Local 389) and the District Student Leadership Council (DSLc) sent their regrets. Work will begin in January 2017 to draft the Policy 412 Administrative Procedures. Superintendent Mark Pearmain will keep the Trustees informed of this process.

Vince White, District Principal, Inclusive Education, will introduce *Proposed Revised Policy 412: Supporting Sexual Orientation, Gender Identity and Gender Expression*, as attached to this Administrative Memorandum of December 6, 2016.

Schedule B.5. (continued)

Narration (continued):

Attachment:

Proposed Revised Policy 412: Supporting Sexual Orientation, Gender Identity and Gender Expression

Link:

[Policy 412: Homophobia \[2007\]](#)

RECOMMENDED MOTION:

that the Board of Education approve *Proposed Revised Policy 412: Supporting Sexual Orientation, Gender Identity and Gender Expression*, as attached to this Administrative Memorandum of December 6, 2016.

412 Supporting Sexual Orientation, Gender Identity & Gender Expression

Proposed
Revised

Adopted: May 25, 2006

Revised: May 16, 2007

Proposed Revised: December 6, 2016

Policy

The Board of Education of the North Vancouver School District (No. 44) is strongly committed to recognizing and supporting the many ways in which diversity is expressed in our classrooms and throughout our school communities. Students, staff, and their family members who are Lesbian, Gay, Bisexual, Transgender, Two-Spirit, Queer and Queer Questioning (LGBT2Q+) richly enhance all aspects of our school district. The Board of Education is committed to establishing and maintaining a safe and inclusive learning and working environment for all students, employees and their respective families regardless of real or perceived sexual orientation or gender identity and/or gender expression. The Board will provide a safe environment, free from harassment and discrimination, for all members of the school community, while also supporting pro-active strategies and guidelines to fully include and recognize the rich contributions of this diverse community of people within our society as a whole.

All LGBT2Q+ students, employees and their respective families have the right:

- To have their confidentiality protected and respected;
- To self-identification and self-determination; and
- To have their identities, families and communities represented, respected and recognized within all aspects of the school environment

In order to provide leadership on the issues of sexual orientation, gender identity and/or gender expression, the Board is committed to:

- Ensuring inclusion of all students, employees and their respective families in all aspects of school life regardless of their sexual orientation, gender identity and/or gender expression
- Defining appropriate expectations, language, behaviours and actions in order to prevent discrimination or harassment based on real or perceived sexual orientation, gender identity and/or gender expression
- Ensuring that complaints of discrimination or harassment based on real or perceived sexual orientation, gender identity and/or gender expression are taken seriously and dealt with expeditiously and effectively through consistently applied policy and procedure
- Raising awareness, improving understanding and recognizing the lives of people who identify as LGBT2Q+

These goals and objectives align with the [Canadian Human Rights Act](#), the [BC Human Rights Code](#), the Collective Agreement between North Vancouver School District and Canadian Union of Public Employees 389 and the Collective Agreement between North Vancouver School District and the North Vancouver Teachers' Association.

Resources

[Canadian Human Rights Act](#)
[BC Human Rights Code](#)

Schedule B.6.
of the
Administrative Memorandum

Meeting Date: December 6, 2016 Board Board, in camera

Topic (as per the Memorandum): **Proposed Revised Policy 505: Employee Welfare**

Narration:

WorkSafeBC introduced new Health and Safety policies, effective November 1, 2013, related to workplace bullying and harassment. Sections 115, 116 and 117 of the Workers Compensation Act set out the general duties of employers, workers, and supervisors respectively. These new policies have been developed to clarify the obligations of employers, workers, and supervisors regarding preventing, where possible, or otherwise minimizing workplace bullying and harassment.

In April 2015, the Policy 505 Sub-Committee, chaired by Principal Michael Kee, presented a draft Revised *Policy 505: Employee Welfare* to the Policy Review Committee.

Further revisions have been made to *Policy 505: Employee Welfare* following the amended Ministerial Order for the Provincial Standards for Codes of Conduct Order effective September 7, 2016, requiring boards of education to include explicit reference to sexual orientation and gender identity or expression in their school codes of conduct, and to align with the July 2016 amendments to the BC Human Rights Code RSBC 1996, c. 210 that added sexual orientation and gender identity or expression to Section 7 (Discriminatory publication) and Section 8 (Discrimination in accommodation, service and facility).

Scott Stanley, Director of Human Resources, presented *Proposed Revised Policy 505: Employee Welfare* at the School District's Policy Review Committee for its review at a scheduled meeting on November 28, 2016. The Policy Review Committee included Trustees Megan Higgins and Franci Stratton, representatives from the secondary and elementary school administrators (NoVA), the North Vancouver Teachers' Association (NVTa), and the North Vancouver Parent Advisory Council (NVPAC). The Canadian Union of Public Employees (CUPE Local 389) and the District Student Leadership Council (DSLc) sent their regrets.

Scott Stanley, Director of Human Resources, will introduce *Proposed Revised Policy 505: Employee Welfare*, as attached to this Administrative Memorandum of December 6, 2016.

Attachment:
Proposed Revised Policy 505: Employee Welfare

Link:
[Policy 505: Employee Welfare \[2010\]](#)

RECOMMENDED MOTION:

that the Board of Education approve *Proposed Revised Policy 505: Employee Welfare*, as attached to this Administrative Memorandum of December 6, 2016.

505 Employee Welfare

Revised: September 25, 2001

Revised: January 31, 2007

Revised: June 23, 2010

Proposed Revised: December 6, 2016

Policy

This policy upholds the shared values of trust, respect, responsibility and collaboration in the North Vancouver School District and underscores the Board's commitment to nurturing an inspiring and healthy work and learning environment for all. The policy and administrative procedures are intended to support employees in their service relationships and outline the expectations and responsibilities of each employee in contributing to a positive and productive workplace culture.

The Board believes that all employees, regardless of their race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or that group or class of persons, deserve to work in a respectful environment that is safe, inclusive and welcoming.

The Board is committed to engage in personnel practices that are sensitive to the welfare and health and safety of employees and that enhance the productivity of employees. To that end, the Board has entered into a number of collective agreements with employee groups or contracts of employment with individual employees, all of which include references to personnel practices.

Notwithstanding its obligations in collective and individual contractual agreements, the Board will support additional administrative procedures that are considerate of employee welfare, health and safety.

Resources

[WorkSafeBC \(the Worker's Compensation Board of BC\)](#)
[BC Human Rights Code](#)

Schedule B.7
of the
Administrative Memorandum

Meeting Date: December 6, 2016 Board Board, in camera

Topic (as per the Memorandum): **Proposed New Policy 414: Prohibiting Access to Schools**

Narration:

In May of 2016, the provincial government released Provincial Guidelines on the Maintenance of Order under Section 177 of the *School Act*. Section 177 of the *School Act* addresses the preservation of order on school premises, including ordering a person to leave and calling in police help if necessary. Boards are responsible for establishing procedures and/or policies regarding the application of Section 177 within their districts.

In October 2016 a new Sub-Committee chaired by Assistant Superintendent Chris Atkinson began the preliminary work on a new policy to address Section 177 and the new Provincial Guidelines.

The Sub-Committee met in October to draft the new *Policy 414: Prohibiting Access to Schools*. After receiving feedback at the School District's Policy Review Committee Meeting of October 24, 2016, a revised draft was presented at a scheduled meeting on November 28, 2016. The Policy Review Committee included Trustees Megan Higgins and Franci Stratton, representatives from the secondary and elementary school administrators (NoVA), the North Vancouver Teachers' Association (NVTa), and the North Vancouver Parent Advisory Council (NVPAC). The Canadian Union of Public Employees (CUPE Local 389) and the District Student Leadership Council (DSLc) sent their regrets.

Chris Atkinson, Assistant Superintendent, will introduce *Proposed New Policy 414: Prohibiting Access to Schools*, as attached to this Administrative Memorandum of December 6, 2016.

Attachment:
Proposed New Policy 414: Prohibiting Access to Schools

RECOMMENDED MOTION:

that the Board of Education approve *Proposed Revised Policy 414: Prohibiting Access to Schools*, as attached to this Administrative Memorandum of December 6, 2016.

414 Prohibiting Access to Schools

Proposed New: December 6, 2016

Policy

The safety and security of students and staff is a high priority for the North Vancouver School District. Section 177 of the *School Act* is intended to prevent the disruption of schools and school functions, and to ensure the protection of students and staff. This section allows the Principal, Vice Principal, Director of Instruction or a person authorized by the board, to direct a person to leave school property. Section 177 may be used to prevent a stranger who presents a threat to student safety from accessing school property. There may also be circumstances where persons associated with the school, such as parents, employees, or volunteers are denied access to school property under Section 177. It also enables the administrator to call for assistance from law enforcement if necessary.

Persons directed to leave school property under Section 177 of the Act may not return without the prior approval of the Principal or designate. If a person contravenes this section of the School Act, he or she commits an offence.

Section 177 of the School Act is intended to be used only in exceptional circumstances, where there is a risk to student/staff safety or significant and ongoing disruption to the educational programs offered by the school.

The full text of Section 177 of the *School Act* is provided below:

Maintenance of order

177 (1) A person must not disturb or interrupt the proceedings of a school or an official school function.

(2) A person who is directed to leave the land or premises of a school by a Principal, Vice Principal, director of instruction or a person authorized by the board to make that direction

(a) must immediately leave the land and premises, and

(b) must not enter on the land and premises again except with prior approval from the Principal, Vice Principal, director of instruction or a person who is authorized by the board to give that approval.

(3) A person who contravenes subsection (1) or (2) commits an offence.

(4) A Principal, Vice Principal, or director of instruction of a school or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace officer."

Section 1 of the *School Act* defines "school" as follows:

"**school**" means

(a) a body of students that is organized as a unit for educational purposes under the supervision of a Principal, Vice Principal or director of instruction,

(b) the teachers and other staff members associated with the unit, and

(c) the facilities associated with the unit,

and includes a Provincial resource program and a distributed learning school operated by a board."

Resources

[BC School Act](#)

[Proposed New Policy 414: Prohibiting Access to Schools – Administrative Procedures](#)

Schedule C.1
of the
Administrative Memorandum

Meeting Date: December 6, 2016 Board Board, in camera

Topic (as per the Memorandum): **Secondary School and Academy Fees 2017/18**

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”.

North Vancouver School District Board of Education [Policy 706: School Fees](#) details the School District’s requirements and processes for establishment of School Fees, including Academy 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.

School administrators are required to consult with appropriate staff, students, and the Parent Advisory Committee (PAC), and to establish supplementary fees at the minimum level necessary to recover the cost of the activity/material. With respect to specialty academies, the PAC must provide its approval for the proposed fee amounts. These requisite consultations, as well as the PAC approvals, have now occurred at each secondary school location, with the exception of Sutherland Secondary School where the scheduled meeting with the PAC is set for Monday, December 5, 2016. Confirmation of the PAC’s review of the School Fee amounts and also their approval of the Specialty Academy Fee amounts (currently marked “Pending” in the attached Fee Schedule documents) will be available prior to the December 6th Board meeting. Assistant Superintendent Chris Atkinson will provide an update to the Board at the meeting.

The Superintendent of Schools annually reviews all fee schedules for consistency across the school district. Additionally, as indicated by policy, the Superintendent is required to provide a *Schedule of School Fees* for all 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 2017/18 for North Vancouver School District secondary schools and for specialty academies are attached.

Attachments:

- 2017/18 Schedules of School Fees for North Vancouver Secondary Schools
- 2017/18 Schedule of Specialty Academy Fees for North Vancouver Schools

ARGYLE SECONDARY
Schedule of School Fees for 2017-2018

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 has reviewed the following schedule of school fees for the 2017-2018 school year.

ORIGINAL SIGNED BY SCHOOL PRINCIPAL	16-Nov-16
Principal's Signature	Date

Student Activity Fee	\$ 45.00
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 for 2017-2018

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	\$ 25.00
	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	\$ 50.00
	MCJ--12	CARPENTRY & JOINERY 12	\$ 50.00
	MTE--09-DD	DRAFTING AND DESIGN 9	\$ 15.00
	MTED-10	DRAFTING AND DESIGN 10	\$ 15.00
	MDDF-11	DRAFTING AND DESIGN 11	\$ 15.00
	MDDT-12	DRAFTING AND DESIGN 12: TECHNICAL	\$ 15.00
	MEL--11	ELECTRONICS 11	\$ 45.00
	MEL--12	ELECTRONICS 12	\$ 45.00
	MTEE--10	ELECTRONICS AND ROBOTICS 9/10	\$ 45.00
	YERT--0A-10	ENGINEERING TECH 9/10	\$ 45.00
	YERT-1A-11	ENGINEERING TECH 11	\$ 45.00
	YERT-2A-12	ENGINEERING TECH 12	\$ 45.00
	MMFM--11	METAL FABRICATING & MACHINING 11	\$ 45.00
	MMFM-12	METAL FABRICATING & MACHINING 12	\$ 45.00
	MMFMM12	METAL FAB & MACH 12	\$ 45.00
	MTEM--10	METALWORK 9/10	\$ 45.00
	MTEW--10	WOODWORK 10	\$ 45.00
	STX - 10A, 11A, 12A	SKILLS EXPLORATION 10, 11, 12	\$ 50.00
AP COURSES	APCAL-12	CALCULUS 12 - AP (EXAM COST ONLY)	\$ 140.00
	APEN-12	ENGLISH 12 - AP (EXAM COST ONLY)	\$ 140.00
	APPHY12	PHYSICS 12 - AP (EXAM COST ONLY)	\$ 140.00

CARSON GRAHAM SECONDARY
Schedule of School Fees for 2017-2018

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 have reviewed the following schedule of school fees for the 2017-2018 school year.

ORIGINAL SIGNED BY SCHOOL PRINCIPAL _____

18-Nov-16

Principal's Signature

Date

Student Activity Fee	\$ 45.00
Graduation Activity Fee	\$ 30.00

DEPT	COURSE CODE	COURSE NAME	FEE
ART/DRAMA	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
	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
	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
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	\$ 50.00
	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
	MTXT-11	TEXTILES 11	\$ 30.00
MUSIC	MMU--08BCB	BEGINNING BAND 8	\$ 10.00
	MMU--09BCB	BEGINNING BAND 9	\$ 10.00
	MMU--08-CB	CONCERT BAND 8	\$ 35.00
	MMU--09-CB	CONCERT BAND 9	\$ 35.00
	MMCB-10	CONCERT BAND 10	\$ 35.00
	MIMCB11	CONCERT BAND 11	\$ 35.00
	MIMCB12	CONCERT BAND 12	\$ 35.00
	MMU--08-CC	CONCERT CHOIR 8	\$ 35.00
	MMU--09-CC	CONCERT CHOIR 9	\$ 35.00
	MMCC-10	CONCERT CHOIR 10	\$ 35.00
	MCMCC11	CONCERT CHOIR 11	\$ 35.00
	MCMCC12	CONCERT CHOIR 12	\$ 35.00
	MMU--08-JB	JAZZ BAND 8	\$ 35.00
	MMU--09-JB	JAZZ BAND 9	\$ 35.00
	MMJB-10	JAZZ BAND 10	\$ 35.00
	MIMJB11	JAZZ BAND 11	\$ 35.00
	MIMJB12	JAZZ BAND 12	\$ 35.00

CARSON GRAHAM SECONDARY
Schedule of School Fees for 2017-2018

DEPT	COURSE CODE	COURSE NAME	FEE
	MMU--08-VJ	JAZZ CHOIR 8	\$ 35.00
	MMU--09-VJ	JAZZ CHOIR 9	\$ 35.00
	MMVJ-10	JAZZ CHOIR 10	\$ 35.00
	MCMJV11	JAZZ CHOIR 11	\$ 35.00
	MCMJV12	JAZZ CHOIR 12	\$ 35.00
	YVPA-OF/1F/2F	CHAMBER CHOIR 10-12	\$ 35.00
PE	MPE--09-D	PE 9 - DANCE	\$ 20.00
	MPE--10-D	PE 10 - DANCE	\$ 20.00
	MDNP-11	PE 11 DANCE	\$ 20.00
	MDNP-12	PE 12 DANCE	\$ 20.00
	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	\$ 50.00
	YERT-0A	ENGINEERING 10	\$ 50.00
	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	CARPENTRY & JOINERY 11	\$ 60.00
	MCJF-12	CARPENTRY & JOINERY 12	\$ 60.00
	YERT-1A	ENGINEERING 11	\$ 50.00
	YERT-2A	ENGINEERING 12	\$ 50.00
	MSTX-10A;11A;12A	SKILLS EXPLORATION 10, 11 & 12	\$ 50.00
	IB DIPLOMA PROGRAMME	YEAR 1 & YEAR 2	\$ 1,500.00
	IB DIPLOMA PROGRAMME	CERTIFICATE PROGRAM YEAR 1 & YEAR 2	\$ 550.00
	VCC COOK TRAINING - LEVEL 1 PROGRAM		\$ 750.00

HANDSWORTH SECONDARY SCHOOL
Schedule of School Fees for 2017-18

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 has reviewed the following schedule of school fees for the 2017-2018 school year.

ORIGINAL SIGNED BY SCHOOL PRINCIPAL _____		17-Nov-16	
Principal's Signature		Date	
Student Activity Fee		\$ 45.00	
Graduation Activity Fee		\$ 70.00	
DEPT	COURSE CODE	COURSE NAME	FEE
ART/DRAMA	MAF--12	ART FOUNDATIONS 12	\$ 35.00
	MDFT-11	DRAMA: FILM & TELEVISION 11	\$ 30.00
	MDFT-12	DRAMA: FILM & TELEVISION 12	\$ 30.00
	MSACS11	STUDIO ARTS 11 CERAMICS & SCULPTURE	\$ 35.00
	MSACS12	STUDIO ARTS 12 CERAMIC & SCULPTURE	\$ 35.00
	MSADP11	STUDIO ARTS 11 DRAWING & PAINTING	\$ 38.00
	MSADP12	STUDIO ARTS 12 DRAWING & PAINTING	\$ 40.00
	MSAPG11	STUDIO ARTS 11:PRINTMAKING/GRAPHIC DESIGN	\$ 35.00
	MSAPG12	STUDIO ARTS 12 PRINTMAKING/GRAPHIC DESIGN	\$ 35.00
	MVA--08	VISUAL ARTS 8	\$ 10.00
	MVA--09	VISUAL ARTS 9	\$ 20.00
	MVAC-10	VISUAL ARTS 10: CERAMICS AND SCULPTURE	\$ 35.00
	MVAD-10	VISUAL ARTS 10: DRAWING AND PAINTING	\$ 38.00
	MVAG-10	VISUAL ARTS 10: GENERAL	\$ 20.00
	MVAM-10	VISUAL ARTS 10: MEDIA ARTS	\$ 75.00
	MVAMT11	VISUAL ARTS 11: MEDIA ARTS	\$ 75.00
	MVAMT12	VISUAL ARTS 12: MEDIA ARTS	\$ 75.00
H EC	MADFS09	FOOD STUDIES 9	\$ 60.00
	MFDN-10	FOODS AND NUTRITION 10	\$ 60.00
	MFDN-11	FOODS AND NUTRITION 11	\$ 65.00
	MFDN-12	FOODS AND NUTRITION 12	\$ 65.00
	MADT-09	TEXTILES 9	\$ 15.00
	MTXT-10	TEXTILES 10	\$ 15.00
	MTXT-11	TEXTILES 11	\$ 15.00
	MTXT-1	TEXTILES 12	\$ 15.00
MISC	XHL--08	COMMUNITY LEADERSHIP 8	\$ 10.00
MUSIC	MMU--08ACB	MUSIC 8: CONCERT BAND A	\$ 40.00
	MMU--08-CB	MUSIC 8: CONCERT BAND	\$ 40.00
	MMU--08-CC	MUSIC 8 CONCERT CHOIR	\$ 40.00
	MMU--08CST	MUSIC 8: STRINGS CONCERT	\$ 20.00
	MMU--08-JB	MUSIC 8 JAZZ BAND	\$ 40.00
	MMU--08TST	MUSIC 8: STRINGS TOCCATI	\$ 20.00
	MMU--09ACB	MUSIC 9: CONCERT BAND A	\$ 40.00
	MMU--09AST	MUSIC 9: STRINGS CHAMBER	\$ 20.00
	MMU--09-CB	MUSIC 9: CONCERT BAND	\$ 40.00
	MMU--09-CC	MUSIC 9 CONCERT CHOIR	\$ 40.00
	MMU--09CST	MUSIC 9: STRINGS CONCERT	\$ 20.00
	MMU--09-JB	MUSIC 9 JAZZ BAND	\$ 40.00
	MMU--09TST	MUSIC 9: STRINGS TOCCATI	\$ 20.00
	MCMCC11	CHORAL MUSIC 11: CONCERT CHOIR	\$ 40.00
	MCMCC12	CHORAL MUSIC 12: CONCERT CHOIR	\$ 40.00

HANDSWORTH SECONDARY SCHOOL
Schedule of School Fees for 2017-18

DEPT	COURSE CODE	COURSE NAME	FEE
	MMCB-10	MUSIC 10 CONCERT BAND	\$ 40.00
	MMCC-10	MUSIC 10 CONCERT CHOIR	\$ 40.00
	MIMCB11	INSTRUMENTAL MUSIC 11 CONCERT BAND	\$ 40.00
	MIMCB12	INSTRUMENTAL MUSIC 12 CONCERT BAND	\$ 40.00
	MIMJB11	INSTRUMENTAL MUSIC 11 JAZZ BAND	\$ 40.00
	MIMJB12	INSTRUMENTAL MUSIC 12 JAZZ BAND	\$ 40.00
	MIMOS11--A	ORCHESTRAL STRINGS 11 CHAMBER	\$ 20.00
	MIMOS12--A	ORCHESTRAL STRINGS 12 CHAMBER	\$ 20.00
	MIMOS11--C	ORCHESTRAL STRINGS 11 CONCERT	\$ 20.00
	MIMOS12--C	ORCHESTRAL STRINGS 12 CONCERT	\$ 20.00
	MMJB-10INT	MUSIC 10: INTERMEDIATE JAZZ BAND	\$ 40.00
	MMOS-10--A	MUSIC 10 ORCHESTRAL STRINGS CHAMBER	\$ 20.00
	MMOS-10--C	MUSIC 10 ORCHESTRAL STRINGS CONCERT	\$ 20.00
PHYS ED	MDNC-09	DANCE 9	\$ 40.00
	MDNP-10	DANCE 10: PERFORMANCE	\$ 40.00
	MDNP-11	DANCE 11: PERFORMANCE	\$ 40.00
	MDNP-12	DANCE 12: PERFORMANCE	\$ 40.00
	PE--10-HD	PHYSICAL EDUCATION 10 DANCE	\$ 40.00
	MDNC-11	DANCE: CHOREOGRAPHY 11	\$ 40.00
	MDNC-12	DANCE: CHOREOGRAPHY 12	\$ 40.00
	FEPSF09	ÉDUCATION PHYSIQUE 9	\$ 10.00
	MPHE-08--B	PHYSICAL EDUCATION 8 BOYS	\$ 10.00
	MPHE-08--G	PHYSICAL EDUCATION 8 GIRLS	\$ 10.00
	MPHE-09	PHYSICAL EDUCATION 9	\$ 10.00
	MPE--10	PHYSICAL EDUCATION 10	\$ 20.00
	MPE--10--G	PHYSICAL EDUCATION 10 GIRLS	\$ 20.00
	MPE--10-ST	PHYSICAL EDUCATION 10 SPORTS TRAINING	\$ 5.00
	YHRA-0A	BA PE CONDITIONING 10	\$ 5.00
	YHRA-0A--G	BA PE CONDITIONING 10 (GIRLS)	\$ 5.00
	YHRA-1A	BA PE CONDITIONING 11	\$ 5.00
	YHRA-1A--G	BA PE CONDITIONING 11 (GIRLS)	\$ 5.00
	MPE--12	PHYSICAL EDUCATION 12	\$ 125.00
	MPE--12-ST	PHYSICAL EDUCATION 12 SPORTS TRAINING	\$ 5.00
	YHRA-2A	BA PE CONDITIONING 12	\$ 5.00
	YHRA-2A--G	BA PE CONDITIONING 12 (GIRLS)	\$ 5.00
TECH	MAT--11	AUTOMOTIVE TECHNOLOGY 11	\$ 30.00
	MAT--12	AUTOMOTIVE TECHNOLOGY 12	\$ 30.00
	MATB-12	AUTO TECH 12: BODY REPAIR & FINISH	\$ 30.00
	MCJ--11	CARPENTRY AND JOINERY 11	\$ 40.00
	MCJ--12	CARPENTRY AND JOINERY 12	\$ 40.00
	MADD-09	DRAFTING 9	\$ 20.00
	MDD--12	DRAFTING & DESIGN 12	\$ 25.00
	MDDH-12	DRAFTING & DESIGN 12 HABITAT	\$ 25.00
	MADPT09	POWER TECHNOLOGY 9 (Mechanics)	\$ 30.00
	MADPT09--G	POWER TECHNOLOGY GENERAL 9	\$ 30.00
	MTEC-10	TECHNOLOGY EDUCATION 10: MECHANICS	\$ 30.00
	MTED-10	TECHNOLOGY EDUCATION 10: DRAFTING AND DESIGN	\$ 20.00
	MTEG-10	TECHNOLOGY EDUCATION 10: GENERAL	\$ 30.00
	MTEW-10	TECHNOLOGY EDUCATION 10: WOODWORKING	\$ 60.00
	MADW-09	WOODWORK 9	\$ 50.00
AP FEES	A2DP-12	AP 2-D DESIGN PORTFOLIO 12 EXAM FEE	\$ 150.00

HANDSWORTH SECONDARY SCHOOL
Schedule of School Fees for 2017-18

DEPT	COURSE CODE	COURSE NAME	FEE
	A2DP-12	AP 2-D DESIGN PORTFOLIO 12 MATERIALS FEE	\$ 35.00
	A3DP-12	AP 3-D DESIGN PORTFOLIO 12 EXAM FEE	\$ 150.00
	ACAL-12	CALCULUS 12 EXAM FEE	\$ 150.00
	ACHE-12	AP CHEMISTRY 12 EXAM FEE	\$ 150.00
	ACSP-12	AP COMPUTER SCIENCE PRINCIPLES 12 EXAM FEE	\$ 150.00
	AELC-12	ENGLISH LITERATURE 12 EXAM FEE	\$ 150.00
	AEN-12	ENGLISH 12 EXAM FEE	\$ 150.00
	AFRL-12	FRANCAIS LANGUE SECONDE-IMMERSION 12 EXAM FEE	\$ 150.00
	AMI--12	AP MICROECONOMICS 12 EXAM FEE	\$ 150.00
	APHH-12	AP PHYSICS 2 HONOURS 12 EXAM FEE	\$ 150.00
	APPH-11	AP PHYSICS 1 HONOURS 11 EXAM FEE	\$ 150.00
	ASAD-12	AP STUDIO ART: DRAWING 12 MATERIALS FEE	\$ 40.00
	ASAD-12	AP STUDIO ART: DRAWING 12 EXAM FEE	\$ 150.00

MOUNTAINSIDE SECONDARY
Schedule of School Fees for 2017-18

<p>The following school fees for Mountainside 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 has reviewed the following schedule of school fees for the 2017-2018 school year.</p>	
<p>ORIGINAL SIGNED BY SCHOOL PRINCIPAL _____</p>	<p>15-Nov-16</p>
<p>Principal's Signature</p>	<p>Date</p>

Student Activity Fee	\$	80.00
Graduation Activity Fee	\$	25.00

DEPT		FEE
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No course/program-aligned Fees for 2017-18 school year

SEYCOVE SECONDARY SCHOOL
Schedule of School Fees for 2017-18

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 has reviewed the following schedule of school fees for the 2017-2018 school year.

ORIGINAL SIGNED BY SCHOOL PRINCIPAL _____		08-Nov-16		
Principal's Signature		Date		
Student Activity Fee		\$ 45.00		
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	
	H EC	MHE--08	HOME EC 8	\$ 15.00
		MFDN-09	FOODS 9	\$ 45.00
MFDN-10		FOODS 10	\$ 45.00	
MFDN-11		FOOD STUDIES 11	\$ 50.00	
MFDN-12		FOOD STUDIES 12	\$ 50.00	
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	
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		

SEYCOVE SECONDARY SCHOOL
Schedule of School Fees for 2017-18

DEPT	COURSE CODE	COURSE NAME	FEE
	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
	MMCT-12	MUSIC COMPOSITION & TECHNOLOGY 12	\$ 200.00
PHYS ED	MPE--08	PE 8	\$ 20.00
	MPE--09	PE 9	\$ 20.00
	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

SUTHERLAND SECONDARY SCHOOL
Schedule of School Fees for 2017-18

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 has reviewed the following schedule of school fees for the 2017-2018 school year.

PENDING

Principal's Signature _____	Date _____
TO BE CONFIRMED AFTER	
Student Activity Fee	\$ 45.00
Graduation Activity Fee	\$ 35.00

DEPT	COURSE CODE	COURSE NAME	FEE	
ART/DRAMA	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	
	MICTIM--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	
	MFDN-09	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	
	MISC	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	MTRM--11	TOURISM 11 (MTRM--11)	\$ 20.00	
	MTRM--12	TOURISM 12 (MTRM--12)	\$ 20.00	
	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	

SUTHERLAND SECONDARY SCHOOL
Schedule of School Fees for 2017-18

DEPT	COURSE CODE	COURSE NAME	FEE
	MMVJ--10	VOCAL JAZZ 10 (MMVJ--10)	\$ 20.00
	MIMVJ--11	VOCAL JAZZ, CHORAL 11 (MIMVJ--11)	\$ 20.00
	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
	YPR-0A	OUTDOOR EDUCATION (YPR--0A)	\$ 90.00
	YIA--0Z	ART METAL 9/10 (YIA--0A)	\$ 35.00
	YIA--1A	ART METAL 11 (YIA--1A)	\$ 35.00
TECH	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)	\$ 35.00
	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

PENDING
TO BE CONFIRMED AFTER
SUTHERLAND DEC 5TH PAC MTG

WINDSOR SECONDARY SCHOOL
Schedule of School Fees for 2017-18

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 2017-2018 school year

ORIGINAL SIGNED BY SCHOOL PRINCIPAL _____	15-Nov-16
Principal's Signature	Date

Student Activity Fee	\$ 45.00
Graduation Activity Fee	\$ 90.00

DEPT	COURSE CODE	COURSE NAME	FEE	
ART/DRAMA	MVA--08	VISUAL ARTS 8	\$ 10.00	
	MVAG-10	VISUAL ARTS 10	\$ 15.00	
	MAF--11	ART FOUNDATIONS 11	\$ 25.00	
	MAF--12	ART FOUNDATIONS 12	\$ 25.00	
	MSAPG11/12	GRAPHIC DESIGN AND PRINTMAKING 11/12	\$ 25.00	
	MINT-08	MEDIA ARTS 8	\$ 5.00	
	MVAMT11	MEDIA ARTS 11 PHOTO	\$ 50.00	
	MVAMT12	MEDIA ARTS 12 PHOTO	\$ 50.00	
	MDR--08	DRAMA 8	\$ 10.00	
	MDRG-10	DRAMA 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	
	MTPR-11	THEATRE PRODUCTION 11	\$ 20.00	
	MTPRM12	THEATRE PRODUCTION 12	\$ 20.00	
	HOME EC	MFDN-08	FOOD STUDIES 8	\$ 5.00
		MFDN-10	FOODS & NUTRITION 10	\$ 35.00
		MFDN-11	FOODS & NUTRITION 11	\$ 40.00
		MFDN-12	FOODS & NUTRITION 12	\$ 40.00
XAT--00-LS		FOODS RESOURCE ROOM (LOW INCIDENCE SP ED)	\$ 30.00	
MADT-08		TEXTILES 8	\$ 5.00	
MTXT-10		TEXTILES 10	\$ 20.00	
MTXT-11		TEXTILES 11	\$ 20.00	
MTXT-12		TEXTILES 12	\$ 20.00	
MUSIC		MMU--08-CC	CONCERT CHOIR 08	\$ 10.00
		MMU--09-CC	CONDERT CHOIR 09	\$ 20.00
		MMCC-10	CONCERT CHOIR 10	\$ 20.00
		MCMCC11	CONCERT CHOIR 11	\$ 20.00
		MCMCC12	CONCERT CHOIR 12	\$ 20.00
	MMU--09-VJ	JAZZ CHOIR 09	\$ 20.00	
	MMVJ-10	JAZZ CHOIR 10	\$ 20.00	
	MCMJV11	JAZZ CHOIR 11	\$ 20.00	
	MCMJV12	JAZZ CHOIR 12	\$ 20.00	
	MMU--09ACC	MUSIC 9: CHAMBER CHOIR AUDITIONED	\$ 20.00	
	YVPA-0F	MUSIC 10: CHAMBER CHOIR AUDITIONED	\$ 20.00	
	YVPA-1F	MUSIC 11: CHAMBER CHOIR AUDITIONED	\$ 20.00	
	YVPA-2F	MUSIC 12: CHAMBER CHOIR AUDITIONED	\$ 20.00	
	MMU--08-CB	CONCERT BAND 08	\$ 30.00	
	MMU--09-CB	CONCERT BAND 09	\$ 30.00	
	MMCB-10	CONCERT BAND 10	\$ 30.00	
	MIMCB11	CONCERT BAND 11	\$ 30.00	
	MIMCB--12	CONCERT BAND 12	\$ 30.00	

WINDSOR SECONDARY SCHOOL
Schedule of School Fees for 2017-18

DEPT	COURSE CODE	COURSE NAME	FEE
	MMU--08-JB	JAZZ BAND 08	\$ 30.00
	MMU--09-JB	JAZZ BAND 09	\$ 30.00
	MMJB-10	JAZZ BAND 10	\$ 30.00
	MIMJB11	JAZZ BAND 11	\$ 30.00
	MIMJB12	JAZZ BAND 12	\$ 30.00
	MMU--08-ST	MUSIC 8: ORCHESTRAL STRINGS	\$ 30.00
	MMU--09-ST	MUSIC 9: ORCHESTRAL STRINGS	\$ 30.00
	MMOS-10	MUSIC 10: ORCHESTRAL STRINGS	\$ 30.00
	MIMOS11	MUSIC 11: ORCHESTRAL STRINGS	\$ 30.00
	MIMOS12	MUSIC 12: ORCHESTRAL STRINGS	\$ 30.00
PHYS ED	MPHE-08--B & MPHE-08--G	PE 08	\$ 15.00
	MPHE-09--B & MPHE-09--G	PE 09	\$ 15.00
	MPHE-10--B & MPHE-10--G	PE 10	\$ 15.00
	MPE--11	PE 11	\$ 30.00
	MPE--12	PE 12	\$ 30.00
	MPE--10--C	PE CONDITIONING 10	\$ 35.00
	YHRA-1A/2A	PE CONDITIONING 11/12	\$ 35.00
	YHRA-1C	KINESIOLOGY 11	\$ 25.00
	FEPSF08	EDUCATION PHYSIQUE ET SANTE 8	\$ 15.00
	FEPSF09	EDUCATION PHYSIQUE ET SANTE 9	\$ 15.00
TECH	MAT--11	AUTOMOTIVE TECHNOLOGY 11	\$ 10.00
	MATE-12	AUTO 12: ELECTRICITY & ELECTRONICS	\$ 10.00
	MATD-12	AUTO 12: ENGINE/DRIVE TRAIN	\$ 10.00
	MCJ--12	CARPENTRY & JOINERY 12	\$ 50.00
	MCJF-12	CARPENTRY & JOINERY 12: FURNITURE	\$ 50.00
	MTED-10	DRAFTING & DESIGN 10	\$ 10.00
	MDDF-11	DRAFTING & DESIGN 11	\$ 10.00
	MDDH-12	DRAFTING & DESIGN 12: ARCHITECTURE/HABITAT	\$ 10.00
	MDDE-12	DRAFTING & DESIGN 12: ENGINEERING	\$ 10.00
	MTEE-10	ELECTRONICS & ROBOTICS 9/10	\$ 40.00
	MEL--11	ELECTRONICS 11	\$ 40.00
	MEL--12	ELECTRONICS 12	\$ 40.00
	MELDS12	ELECTRONICS 12: DIGITAL SYSTEMS	\$ 40.00
	MELR-12	ELECTRONICS 12: ROBOTICS	\$ 40.00
	MTEM-10	METALWORK 10	\$ 25.00
	MMFM-11	METAL FABRICATION & MACHINING 11	\$ 30.00
	MMFM-12	METAL FABRICATION & MACHINING 12	\$ 30.00
	MADM-08	TECH 08 METALWORK & ELECTRONICS	\$ 15.00
	MADW-08	TECH 08 WOODWORK & DRAFTING	\$ 20.00
	MTEW-10	WOODWORK 10	\$ 50.00
	MCJ--11	WOODWORK 11	\$ 50.00



SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER) SCHEDULE OF ACADEMY FEES FOR 2017-18

Policy 706: School Fees requires that the Superintendent of Schools review annually the Schedule of School Fees for all schools and Specialty Academies, and that the schedules be provided to Trustees for their information. Listed below are the Specialty Academy Fees established for the 2017-18 school year. In accordance with the School Act, these Academy Fees have received the approval of their respective PACs.

	ANNUAL AMOUNT	MONTHLY AMOUNT
AFK STUDIO ARTS ACADEMY <i>@ Carson Graham Secondary</i>	\$ 350	--
BASKETBALL ACADEMY <i>@ Seycove Secondary</i>		
Regular Academy	\$1,300	\$ 130
Elite Academy	\$1,500	\$ 150
DANCE ACADEMY <i>@ Windsor Secondary</i>	\$1,550	\$ 155
DIGITAL MEDIA ACADEMY <i>@ Argyle Secondary</i>	\$1,250	\$ 125
FIELD HOCKEY ACADEMY <i>@ Sutherland Secondary</i>	\$2,500	\$ 250
PENDING DEC 5TH SUTHERLAND PAC MTG		
HOCKEY SKILLS ACADEMY <i>@ Windsor Secondary</i>		
Regular Players	\$2,050	\$ 205
Goalies	\$1,400	\$ 140
OUTDOOR EDUCATION ACADEMY <i>@ Sutherland Secondary</i>	\$2,500	**
PENDING DEC 5TH SUTHERLAND PAC MTG		
** To be prepaid in installments in advance of the school year		
SOCCKER ACADEMY <i>@ Windsor Secondary</i>	\$1,650	\$ 165
VOLLEYBALL ACADEMY <i>@ Sutherland Secondary</i>		
PENDING DEC 5TH SUTHERLAND PAC MTG		
Regular Academy	\$2,000	\$ 200
Volleyball Canada Centre of Excellence	\$2,500	\$ 250

Each NVSD school offering a Specialty Academy will post their Specialty Academy Fees for 2017-18 on their individual school website and will publish the fees in their school newsletter.

Fees are charged only for those 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 6, 2016 Board Board, in camera

Topic (as per the Memorandum): **School Calendar 2017/18 - Update**

Narration:

Since 2012, school districts have been required by the School Act to individually design and establish school calendars for their respective districts, in accordance with the School Calendar Regulation 314/12. The Regulation prescribes minimum instructional hours, timelines and processes for the development of school calendars, including an opportunity for employees and parents of students to provide comment on proposed calendars prior to a Board of Education finalizing and adopting a calendar. A calendar for the each school year must be adopted and submitted to the Minister of Education by March 31st of the year preceding the school year in question.

The legislation permits school districts to establish calendars for up to three (3) consecutive years and, accordingly, in the spring of 2015, the North Vancouver School District established calendars for the 2015/16 and 2016/17 school years. Calendars for both years were subsequently amended to incorporate additional non-instructional time mandated by the Ministry in the September 2015 for the purposes of supporting the introduction of the new BC K-12 curriculum.

The Board is now required to establish a calendar for, at a minimum, the 2017/18 school year and to submit the calendar to the Minister of Education by the end of March. The Board is also required to make the proposed calendar available for public comment at least one month prior to the March 31st date on which it must be submitted to the Minister.

In order to accommodate the necessary timelines for public comment in advance of finalizing the calendar, a proposed model and/or proposed models will be required by late January or early February. A one-month public comment period follow in February, allowing for the Board to consider those comments received prior to finalizing a calendar(s) at its March 6, 2017 Public Meeting.

The Board has tasked the development of draft calendar models to the School Calendar Committee, which is comprised of representatives from the North Vancouver Teachers' Association (NVTa), Canadian Union of Public Employees Local 389 (CUPE), North Vancouver District Parents' Advisory Council (NVPAC), Student Leadership Council (DSLc), and district staff, including principals and vice principals.

Assistant Superintendent Chris Atkinson, Chair of the School Calendar Committee, will provide the Board with an update on the status of the Committee's work this year and a review of the timelines and steps required to complete and approve a school calendar for the 2017/18 school year.

Schedule C.3.
of the
Administrative Memorandum

Meeting Date: December 6, 2016 Board Board, in camera

Topic (as per the Memorandum): **Aboriginal Update – Gerlach**

Narration:

Trustee Gerlach will provide an update to the Board.

Schedule C.4
of the
Administrative Memorandum

Meeting Date: December 6, 2016 Board Board, in camera

Topic (as per the
Memorandum): **Land, Learning and Livability Community Engagement - Update**

Narration:

Updates on the Board's Land, Learning and Livability Community Engagement process have been provided at each of the monthly Public Board Meetings.

Mark Pearmain, Superintendent of Schools, will present the attached *Land, Learning, Livability Community Engagement Update* (December 2016).

Attachment:

Land, Learning and Livability Community Consultation Engagement UPDATE – December 2016

Land, Learning & Livability Community Engagement Update

Handsworth Secondary School: Revised Submission to the Ministry

A revised Project Definition Report (PDR), from the original submission in September, has been submitted to the Ministry of Education Capital Delivery Branch for review. The revised submission provided further clarification, and addressed comments and questions, as requested by the Ministry of Education. The North Vancouver School District is awaiting further direction from the Ministry.

Argyle Secondary School: Replacement Confirmed

A public open house for the Argyle Replacement Project took place on November 24, 2016 at Argyle Secondary School. Parents/Guardians, students, staff and Community members were given an update on the project as well as three options for input. The options are as follows:

- Turf Field versus All Weather Gravel Field
- Traffic Flow (2 options provided)
- Parking (2 options provided)

Feedback can be submitted until December 9, 2016. Please visit www.sd44.ca for more information.

Braemar Elementary School: Parcel

There has been no change in the status of the Braemar parcel.

Lucas & Cloverley: Status

There has been no change in the status of the Lucas and Cloverley sites.

Schedule C.5
of the
Administrative Memorandum

Meeting Date: December 6, 2016 Board Board, in camera

Topic (as per the Memorandum): **Out-of-Country Field Trips - Secondary**

Narration:

Argyle – a field trip to Honolulu, Hawaii, USA is scheduled for March 9-18, 2017. The trip involves 20-40 Gr 9-12 members of the Girls' Soccer Team, accompanied by three teacher supervisors and three additional adult supervisors.

Students will travel by air to Hawaii and by bus while in Honolulu. Accommodations will be in hotels. The per-student cost of approximately \$2,000 will be paid by the students.

The purpose of this extracurricular trip is to participate in the Hawaii/Canada Friendship Soccer Tournament. The students will also tour local historical and cultural sites.

Carson Graham – a field trip to the Dominican Republic has been scheduled for March 11-22, 2017. The trip involves 30 Grade 10-12 students in the Global Initiatives and Leadership program, accompanied by three teacher supervisors.

Students will travel by air to the Dominican Republic and by bus while they are there. Accommodation for students will be in hotels. The trip cost is approximately \$4,150 per student, which will be paid by the students.

The purpose of this extracurricular trip is provide an extension to the Global Initiatives and Leadership program with participation in a humanitarian aid project, assisting in the construction of adequate housing for impoverished families living in the area.

Carson Graham – a field trip to Belize, Central America has been scheduled for March 11-18, 2017. The trip involves 30 students in Grade 11-12 senior science classes, who will be accompanied by two teacher supervisors.

Travel to Belize will be by air, with travel within the country by bus and boat. Students will be accommodated in hotels. The cost per student is \$3,100, which will be paid by students.

The purpose of this extracurricular trip is to supplement the educational program in senior science with visits to a variety of unique geological areas. In experiencing a range of natural environments, students will have the opportunity to enhance their classroom learning in ecology, biodiversity, biomes, plant and animal adaptations, climate change and geology.

Argyle – a field trip to France has been scheduled for March 13-19, 2017 for 15-20 Grade 10-12 social science and humanities students. Students will be accompanied by two teacher supervisors; additional adult supervisors will also participate although final numbers are not confirmed.

Students will travel to France by air; travel within the country will be by motor coach and students may also participate in tourist boat rides on the Seine River within Paris. Accommodation will be in hotels. The estimated cost per student is \$3,900, which will be paid by the students.

The purpose of this extracurricular trip is visit Vimy Ridge during the year of the centennial anniversary of the Battle of Vimy Ridge. Students will have the opportunity to enhance their learning of Canadian contributions during both world wars and to gain an appreciation for the magnitude of the events and the sacrifice by Canadians for the benefit of peace and freedom. While in Paris, students will experience art collections and historical works and architecture through visits to Parisian museums and historical sites.

Schedule C.6.
of the
Administrative Memorandum

Meeting Date: December 6, 2016 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.7
of the
Administrative Memorandum

Meeting Date: December 6, 2016 Board Board, in camera

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

Narration:

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

Schedule C.8.
of the
Administrative Memorandum

Meeting Date: December 6, 2016 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 6, 2016 Board Board, in camera

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

Narration:

Date and Time	Event	Location
Thursday, January 12, 2017 at 7:00 pm	Standing Committee Meeting - Enhanced Programs	Sutherland Secondary School 1860 Sutherland Ave, N Vancouver
Tuesday, January 17, 2017 at 7:00 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, February 7, 2017 at 7:00 pm	Standing Committee Public Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, March 7, 2017 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, park on Level P1 and proceed by elevator to 5th Floor.

ScheduleE.....
of the
Administrative Memorandum

Meeting Date: December 6, 2016 Board Board, in camera

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