

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, October 18, 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 September 20, 2016 be approved as circulated)	(no schedule)	7:35 pm
A.5.	Student Presentation – Seycove Secondary Performance Learning Program (PLP)		7:50 pm
A.6.	Presentation – District Student Leadership Council Introduction		8:00 pm
A.7.	Farm to School Delegation		
B.	Action Items		
B.1.	French Immersion Secondary Programming		8:15 pm
C.	Information and Proposals		
C.1.	Summer Learning Program Update – Supporting Student Learning Summer School Program		8:40 pm
C.2.	Artists for Kids 2015/16 Annual Report		8:50 pm
C.3.	Preliminary Enrolment Update		9:00 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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Tuesday, October 18, 2016 at
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		Estimated Completion Time
	(continued)	
C.4.	Learning Improvement Fund – Consultation Update and Final Spending Plan	9:10 pm
C.5.	Land, Learning and Livability Community Engagement - Update	9:20 pm
C.6.	Tuesday, October 11, 2016 Standing Committee Meeting	9:25 pm
C.7.	Out of Country Field Trips - Secondary	9:30 pm
C.8.	Superintendent’s Report	9:35 pm
C.9.	Report Out - BC School Trustees Association (BCSTA) and BC Public Schools Employers’ Association (BCPSEA)	9:45 pm
C.10.	Trustees’ Reports	9:55 pm
D.	Future Meetings	9:55 pm
E.	Public Question & Comment Period	10:15 pm
F.	Adjournment	(no schedule) 10:15 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: October 18, 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, September 20, 2016.

PRESENT: C. Sacré, Chair
B. Forward
C. Gerlach
J. Stanley

ABSENT: F. Stratton, Vice Chair
M. Higgins
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 B. Forward

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.

No one wished to speak.

A.4. Approval of Minutes

Moved by B. Forward

that the minutes of the public meeting of June 21, 2016 be approved as circulated.

Seconded by J. Stanley

Carried

A.6. Student Presentation – Dorothy Lynas Elementary

Students from Dorothy Lynas Elementary School presented their visioning process undertaken as part of School Planning and highlighted student responses to the question, "What makes a great school?"

Grade 7 students Giano Chirico, Ruby Gallagher, Aidan Melnyk and Brianna Norman shared thoughtful consideration about the pathways of school planning. The [presentation](#) was created by the students; they designed the slides, curated photos and used direct quotes from Dorothy Lynas Elementary students. Through a variety of different processes, information was gathered from Administrators, students, parents and the community with the goal to open dialogue and create a new mission statement for the school.

On behalf of the Board, Chair Sacré thanked the students for their presentation.

B.1. Orange Shirt Day Declaration - Every Child Matters – September 30, 2016

Introducing this agenda item, Chair Sacré shared that September 30th is Orange Shirt Day, which recognizes the harm that the residential school system did to children's sense of self-esteem and wellbeing. The Orange Shirt Day of 2016 will be the fourth annual event to provide an opportunity to create meaningful discussion about the effects of Residential Schools and the legacy they have left behind.

Moved by B. Forward

that the Board declare September 30, 2016 as Orange Shirt Day in the North Vancouver School District.

Seconded by J. Stanley

Carried

B.2. World Teachers' Day Declaration – October 5, 2016

Chair Sacré advised the Board that October 5th is World Teachers' Day. In 1994, UNESCO, the United Nations Educational, Scientific and Cultural Organization, dedicated October 5th as a day to celebrate and honour the teaching profession.

Moved by J. Stanley

that the Board declare October 5, 2016 as World Teachers' Day in the North Vancouver School District.

Seconded by C. Gerlach

Carried

B.3. World Mental Health Day Declaration – October 10, 2016

Chair Sacré noted that October 10th is World Mental Health Day and is supported by the United Nations to raise public awareness about mental health issues worldwide.

The World Federation for Mental Health supports the *Light up the World Purple Awareness Campaign*, which asks organizations, schools, communities and landmarks to 'Light up Purple' for World Mental Health Day, commemorating the day that Amanda Todd passed away, to promote awareness. Visually, support will be shown by wearing purple and lighting up purple on Mental Health Day.

Moved by C. Gerlach

that the Board declare October 10, 2016 as World Mental Health Day in North Vancouver School District, and that we do all possible to shine purple.

Seconded by J. Stanley

Carried

B.4 Audited Financial Statements for the Year Ended June 30, 2016

Georgia Allison, Secretary Treasurer, introduced the 2015/2016 Audited Financial Statements and shared that the inaugural meeting of the North Vancouver School District's Audit Committee was held at the beginning of September. Following a review of the Audited Financial Statements, the Audit Committee recommended that the Board approve the statements. Secretary Treasurer Allison invited Stephen Wurz, Director of Financial Services, and Lenora Lee, Audit Partner from KPMG LLP to the table.

In his presentation of the Audited Financial Statements, Mr. Wurz highlighted that the financial statements have been prepared consistent with the format prescribed by the Ministry of Education.

Mr. Wurz reported on the changes to balance sheet accounts on Statement 2.

The Operating Fund has a cumulative surplus of \$8,856,089 of which \$6,995,479 is appropriated for use in the 2016/17 fiscal year. A balance of \$1,860,610 remains as Unrestricted Surplus.

B.4 Audited Financial Statements for the Year Ended June 30, 2016 (continued)

Mr. Wurz also reported on the changes to revenues and expenses on Schedules 2, 2A and 2B of the financial statements

In response to Trustees' questions, Mr. Wurz and Secretary Treasurer Georgia Allison provided clarification that the repayment of the \$1.1M debt was transferred from the operating fund to the capital fund. Employee pension plans and shared services were also addressed.

In presenting the Auditor's report to the Board, Ms. Lee noted that the financial statements for the fiscal year ending June 30, 2016 have been completed and along with the auditor's report have been submitted with no qualifications to the Board for its approval. Ms. Lee noted that there were no adjustments to the audit, and thanked management and staff for their help during the audit process.

The Board thanked Ms. Lee for her report and extended thanks to Mr. Wurz and staff for their work done on the financial statements.

Moved by J. Stanley

that the Board approve the Audited Financial Statements and the Auditors' Report to the Board of Education of School District No.44 (North Vancouver) for the Year Ended June 30, 2016 as presented in Schedule B.4. of September 20, 2016.

Seconded by B. Forward

Carried

B.4. Capital Plan 2016/17

Secretary Treasurer Georgia Allison introduced Jim Mackenzie, Director of Facilities and Planning and Michael Chapman, Assistant Director of Facilities and Planning to provide an overview of the Capital Plan.

It was reported that the Ministry of Education recently changed the process for the approval of the Capital Plan by consolidating various capital funding programs into a single call for projects as part of the Capital Intake Process. The priorities identified in the Capital Plan instructions include:

- Seismic Mitigation (SMP)
- School Expansion Program (EXP)
- School Replacement Program (REP)
- Building Envelope Program (BEP)
- School Enhancement Program (SEP) – formerly routine capital
- Carbon Neutral Capital Program (CNCP)
- Bus Replacement Program (BUS)

Mr. Mackenzie and Mr. Chapman provided a high level overview of the key changes in the process and shared priorities that the North Vancouver School District identified for submission to the 2016/17 Capital Plan.

Clarification was provided to Trustees regarding the need to identify a site and the potential for a new school building for a Lower Lonsdale school; the North Vancouver School District's Long Range Facilities Plan, and timelines for submitting the 2016/17 Capital Plan.

Moved by B. Forward

that the Board approve the 2016/2017 Five-Year Capital Plan as amended and presented in Schedule B.5. of September 20, 2016, and;

that the Board write a letter to the Minister of Education expressing our concern with the timelines required to submit the 2016/2017 Capital Plan.

Seconded by J. Stanley

Carried

B.6. Corporate Banking Services

Secretary Treasurer Allison introduced the following routine bylaw and resolutions as a consequence of a new Superintendent assigned signing authority.

(A) Bank of Montreal – Banking Bylaw 1-2016

Moved by B. Forward

that Banking Bylaw Number 2-2016 be read a first time;

Seconded by J. Stanley

Carried

Moved by J. Stanley

that Banking Bylaw Number 2-2016 be read a second time;

Seconded by C. Gerlach

Carried

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

Moved by C. Gerlach

that Banking Bylaw Number 2-2016 be read a third time, passed, and adopted.

Seconded by J. Stanley

Carried

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

Moved by C. Gerlach

that the Toronto-Dominion Bank Resolution re: Bankers and Signing Officers as per Schedule B.6.(B). be approved.

Seconded by B. Forward

Carried

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

Moved by B. Forward

that the Blue Shore Financial Bank Resolution re: Bankers and Signing Officers as per Schedule B.6.(C). be approved.

Seconded by J. Stanley

Carried

C.1. Communication Plan – Professional Learning

Deneka Michaud, Communications Manager presented the North Vancouver School District's Communication Plan – Professional Learning to the Board. The purpose of the communication plan is to support the professional learning of staff by highlighting the benefits of staff professional learning.

C.2. Land, Learning and Livability Community Engagement - Update

Mark Pearmain, Superintendent of Schools, introduced this agenda item and provided a brief update on the full replacement of Argyle Secondary, as well as a status report of the Braemar Elementary School parcel. It was noted that there has been no change in the status of the Lucas and Cloverley sites.

C.3. Tuesday, September 13, 2016 Standing Committee Meeting

Trustee Stanley reported on the meeting that focused on the Capital Plan and the French Immersion Program.

C.4. 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:

- Carson Graham Secondary School – field trip to White Swan, Washington, USA (September 1-3, 2016)
- Argyle Secondary School – field trip to Cashmere, Washington, USA (September 22-25, 2016)
- Seycove Secondary School – field trip to Oregon Coast, USA (October 22-29, 2016)

C.5. Superintendent’s Report

Superintendent Mark Pearmain provided updates on the enrollment numbers, the Learning Improvement Fund (LIF) and the work being accomplished through the Enhancing Student Learning Program. Superintendent Pearmain also provided updates on Handsworth Secondary School, Windsor Secondary School, the relocation of the modular building to Ridgeway Elementary School and work that was completed over the summer at school sites.

C.6. Report Out - BC School Trustees Association (BCSTA) and BC Public Schools Employers’ Association (BCPSEA)

Trustee Gerlach reported that BCSTA is asking for motions for Provincial Council to be in by Friday, September 29, 2016. She also noted that she will be attending a conference call on October 3, 2016 as the Board’s representative for BCPSEA.

C.7. 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
 - BCTF/BCSTA Insurance Committee Meeting
 - BCSTA Finance Committee Meeting
 - North Vancouver Recreation and Culture Meeting
 - North Shore Table Matters Meeting
2. Events attended by Trustees included:
 - Summer Institute at UBC
 - Gender West Conference 2016

D. Future Meetings

Date and Time	Event	Location
Tuesday, October 11, 2016 at 7:00 pm	Standing Committee Public Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, October 18, 2016 at 7:00 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, November 8, 2016 at 7:00 pm	Standing Committee Public Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, November 15, 2016 at 7:00 pm	Public Board 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.

Doug Blackley, resident of North Vancouver, questioned the status of Blueridge Elementary School. He expressed concern on behalf of the Blueridge Community Association.

F. Adjournment

The established agenda being completed, the Chair adjourned the meeting at 9:38 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: October 18, 2016 Board Board, in camera

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

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.

Students from Seycove Secondary will present on the school's Performance Learning Program (PLP) which provides challenging environments for learners to connect classroom learning to the real world.

Schedule A.6.....
of the
Administrative Memorandum

Meeting Date: October 18, 2016 Board Board, in camera

Topic (as per the
Memorandum): **Presentation – District Student Leadership Council Introduction**

Narration:

The District Student Leadership Council (DSLCL) was established in 2005 and is guided by Board [Policy 411: Student Leadership Council](#). The DSLCL has described itself as the “place where likeminded students are able to come together and voice an opinion on what is going on in the school environment around us” and draws its membership from all secondary schools in the North Vancouver School District. The entire Council meets regularly to discuss relevant issues, ideas and areas of concern regarding students’ education. Student representatives from the DSLCL sit on District committees and, as a partner group, attend Board of Education public meetings with a mandate to present and provide a student voice on important issues.

The DSLCL is supported and mentored by the following North Vancouver School District Administrators: Brenda Bell, Principal, Cove Cliff Elementary School; Greg Hockley, Vice-Principal, Argyle Secondary School; Cary Hungle, Principal, Queensbury Elementary School; and Justin Wong, Vice-Principal, Handsworth Secondary School.

Mark Pearmain, Superintendent of Schools, will introduce the District Student Leadership Council who will share ideas and plans with the Board of Education for the 2016/17 school year.

Schedule A.7
of the
Administrative Memorandum

Meeting Date: October 18, 2016 Board Board, in camera

Topic (as per the
Memorandum): **Farm to School Delegation**

Narration:

Farm to School is a program dedicated to bringing healthy, local and sustainable food into schools. Sam Gambling from the Vancouver Area Regional Hub, will present the following to the Board of Education:

- Introduce Farm to School BC and Farm to School Vancouver Area Regional Hub
- Highlight some of the current Farm to School activities taking place in the Vancouver Area, with an emphasis on North Vancouver schools
- Propose and discuss opportunities for advancing Farm to School in North Vancouver schools

[Farm to School](#) empowers students and school communities by providing ways to incorporate local, healthy, sustainable food procurement and food literacy programs in schools.

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

Meeting Date: October 18, 2016 **Board** **Board, in camera**

Topic (as per the Memorandum): **District French Immersion Review Committee Report – Secondary Programming Reconfiguration 2016**

Narration:

In January 2016, the North Vancouver School District French Immersion Review Committee was established. The Committee, chaired by Dr. Joanne Robertson, Director of Instruction, includes elementary and secondary French Immersion teachers, administrators, as well as Canadian Parents for French and Trustee representatives.

The core mandate of the Committee is to enhance the French Immersion program K-12 by reviewing accessibility and programming options at the elementary and secondary levels. Three sub-goals were identified:

1. Review historical enrolment trends in NVSD’s Early French Immersion program (K/1 entry points) and consider opportunities for increasing program accessibility and diversity for families in the community.
2. Review current Ministry policies and directions regarding recommended French instruction, graduation requirements for secondary French Immersion students, and programming aligned with the new BC Curriculum.
3. Make recommendations regarding future options for enhancing the configuration of courses and increasing flexibility and choice in programming at the three secondary French Immersion sites.

The Committee tabled further discussion related to the elementary French Immersion program until future Capital Plans identify possible schools that may be able to provide space for increasing the program. Instead, the Committee focused their efforts on the second two goals as they relate to the enhancement of the Secondary French Immersion program. The Committee examined key information from the Ministry of Education guidelines, policies and Ministerial Orders for French instruction and explored possible course changes to the Secondary French Immersion program.

Between March and September 2016, the Committee consulted with students, parents, and staff to share recommended program changes and collect feedback. The Committee examined concerns and considerations from stakeholder groups and has established recommendations for the reconfiguration of Secondary French Immersion beginning in September 2017.

Schedule B.1. (continued)

Narration (continued):

Dr. Robertson will present the recommendations and future actions of the Committee to the Board of Education.

Attachment:

District French Immersion Review Committee Report October 2016

RECOMMENDED MOTION:

that the Board approve the reconfiguration of Secondary French Immersion, as outlined in the District French Immersion Review Committee Report October 2016 attached to the Administrative Memorandum of October 18, 2016, and that the program begin September 2017.



District French Immersion Review Committee Report

**Secondary Programming
Reconfiguration 2016**

J. Robertson
October, 2016

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1.0 Committee Composition

Dr. Joanne Robertson	Director of Instruction, North Vancouver School District (Chair)
Mireille Appelbe	French Immersion Teacher, École Braemar Elementary School
Emina Dervisevic	Canadian Parents for French, North Vancouver Chapter President
Hélène Gauthier	French Immersion Teacher, École Argyle Secondary School
Michael Kee	Principal, École Argyle Secondary School
Susan Owens	Principal, École Ross Road Elementary School
Cathy Piteux	Principal, École Larson Elementary School
Dr. Jessica Stanley	Trustee, North Vancouver School District Board of Education
Laura Stewart	French Immersion Teacher, École Windsor Secondary School
Stephanie Weller	French Immersion District Facilitator (January – April 2016)
Megan Wheatley	Vice Principal, École Dorothy Lynas Elementary School

2.0 Committee Goals

The North Vancouver School District's French Immersion program began in 1978. Since that time, the program has been the subject of several district reviews and public consultation processes aimed at carefully monitoring enrolment to ensure equitable access across the school district, strengthening the configuration and educational aspects of the program to align with Ministry of Education guidelines, and enhancing program delivery to better meet the needs of our students.

In January 2016, a North Vancouver School District Representative Committee was established. The core mandate of the committee was identified as follows:

Enhancing the French Immersion program K-12 by reviewing accessibility and programming options at the elementary and secondary levels.

Three sub-goals were identified for the Committee:

1. Review historical enrolment trends in NVSD's Early French Immersion program (K/1 entry points) and consider opportunities for increasing program accessibility and diversity for families in the community.
2. Review current Ministry policies and directions regarding recommended French instruction, graduation requirements for secondary French Immersion students, and programming aligned with the new BC Curriculum.
3. Make recommendations regarding future options for enhancing the configuration of courses and increasing flexibility and choice in programming at the three secondary French Immersion sites.

2.1 Opportunities for Expanding the Early French Immersion Program

The committee dedicated the first two meetings to examining the need for greater access to French Immersion at the elementary level. The North Vancouver School District currently offers ten Kindergarten classes in dual track schools across the district. The program continues to be a very popular choice for families, with demand exceeding the 220 spots (10 classes of 22 students) available in Kindergarten each year. For the past five years, the School District has maintained waitlists for both the Kindergarten and Grade 1 entry points. The committee discussed these challenges and possible solutions in consultation with district staff. Several relevant documents pertaining to community growth, enrolment trends, and capacity utilization were considered, including the *NVSD Capital Plan* and the *NVSD Facilities Plan 2015 Update* provided by Matrix Planning and Associates.

After consideration of the relevant documents related to capital planning, the Committee agreed that since most elementary schools in North Vancouver are currently operating at full (or over) capacity, there are limited options at this time for adding French Immersion Kindergarten classes to existing school sites. As a result, the Committee tabled further discussion related to the expansion of the elementary French Immersion program until future capital plan projects for new school sites are approved by the Ministry of Education and confirmed by the North Vancouver School District Board of Education.

Instead, the Committee agreed to focus their efforts on the Secondary French Immersion Program as their first priority. Beginning in January 2016, the initial phase of the Committee’s work included a review of the current Secondary French Immersion programming options and requirements, an exploration of secondary programs in other school districts, several discussions related to the possibilities for change and renewal made possible by the new BC curriculum, and a public consultation process that engaged French Immersion students, parents, and staff.

Our first step in this process was to examine key information relating to Ministry of Education guidelines, policies, and Ministerial Orders for French instruction, programming and Graduation requirements.

2.2 Current Ministry Policies and Directions

2.2.1. Recommended Time Allocations for French Immersion

The BC Ministry of Education French Immersion Program Policy recommends a minimum of 50% instruction in French from Grades 8-10 and no less than 25% instruction in French from Grades 11-12. Further, the Policy states: *“where possible, districts should provide some choice of subjects offered in French at the secondary level.”* In British Columbia, the only mandated course in French Immersion is Français langue seconde (FRAL), which students must take from Grades 10-12. Most school districts offer and require students to take FRAL from Grades 8-10.

The North Vancouver School District currently offers the following courses in Secondary French Immersion:

Grades 8 and 9	Grade 10	Grade 11	Grade 12
Français Langue	Français Langue	Français Langue	Français Langue
Sciences humaines	Sciences humaines	Sciences humaines	
Sciences naturelles	Sciences naturelles		
Éducation physique or Beaux arts	Planification 10		

While these courses meet the recommended time allocations for French instruction, the current Secondary French Immersion program configuration does not offer students any choice of subjects.

2.2.2. Graduation Requirements for French Immersion Students

In BC, students enrolled in a French Immersion program can earn both a *Certificate of Graduation* (Dogwood Diploma) and a *Diplôme de fin d'études secondaires* if they meet the graduation requirements as set out in the *Graduation Program Order* and the *Graduation Credentials for Francophone and French Immersion Students Policy* (2004). Students must successfully complete:

- Français langue seconde (FRAL) in Grades 10-12, including the Required Graduation Program Examination for FRAL 12.
- 12 additional credits (3 courses) taught in French in Grade 10, 11, or 12, with at least 4 of those credits earned in courses at the Grade 11 or 12 level

BC Ministry of Education documents:

- Grades K-9 Curricula (2016)
- Grades 10-12 Draft Curricula (2016)
- *French Immersion Program Policy* (1996)
- *Required Areas of Study in an Educational Program Order* (2016)
- *Graduation Program Order* (2015)
- *Graduation Credentials for Francophone and French Immersion Students* (2004)

2.2.3. Programming Options Aligned with the New BC Curriculum

With the implementation of the redesigned BC Curriculum K-9 (2016) and 10-12 (2017), the timing was ideal for considering a reconfiguration of the Secondary French Immersion program in North Vancouver that would reflect the philosophical and pedagogical underpinnings of the new provincial curriculum. Specifically, the Committee identified the emphasis in the new curriculum on providing students with more *personalized* learning:

- Space and time to develop their skills and explore their passions and interests
- A deep understanding and real-world application of knowledge
- More flexible pathways to graduation
- Development of Core Competencies (Thinking, Communication, Personal & Social Identity)

Several aspects of the new BC curriculum were relevant to the discussions and recommendations of the French Immersion Review Committee. The emphasis on personalized learning and flexible structures became a central focus in the Committee's discussions with respect to enhancing the secondary French Immersion program with new courses and flexible pathways to for students to follow in completing their *Diplôme de fin d'études secondaires*.

In particular, the Committee focused on the following opportunities in the redesigned provincial curriculum.

- New **Physical and Health Education** K-9 course (replacing current Physical Education)
- New **Career Education** K-12 course (replacing Health and Career, Planning 10, and Graduation Transitions programs)
- New **Applied Designs, Skills, and Technologies** K-9 course
- New **Social Studies** curriculum that features a variety of courses in Grades 11 and 12 and allows for greater flexibility in creating new, locally developed courses

2.3 Future Programming Options in Secondary French Immersion

The redesigned BC Curriculum provides an opportunity for the North Vancouver School District to revisit the traditional courses offered in our Secondary French Immersion. The Committee discussed several new courses currently offered, or under consideration in other school districts, including Media Literacy, Current Events, Culture and Cuisine, Film Studies, etc. Other possibilities were also explored, including the potential for locally developed courses and opportunities for students to earn credits for French Immersion through cultural and work experiences in a Francophone milieu.

The Committee agreed that consultation with all stakeholder groups was required in the redesign of the secondary French Immersion program. Specifically, the process of consultation was designed to solicit feedback and suggestions from students, parents, and staff regarding current programming and future considerations for Secondary French Immersion in the North Vancouver School District.

The French Immersion Review Committee was committed to engaging in meaningful consultation with staff, students, and parents to inform their processes and recommendations. The following section outlines the steps in the consultation process conducted by the Review Committee between March and September 2016.



Flexible Learning Environments

Under the new curriculum, the path to graduation is more flexible. The grad program still spans Grades 10, 11, and 12, but a student's path to their Dogwood may be more varied and flexible than before.

Teachers and students will now have more opportunity to explore learning outside of the classroom and build on each student's potential.

3.0 Consultation Process

3.1 Online Surveys – March 2016

Format

The Committee designed online surveys for French Immersion students, parents, and staff using *Fluid Surveys*. The surveys were sent out through the School District's email system in February 2016. Respondents had from February 19 to April 1st 2016 to complete the survey. Each survey included several multiple choice questions related to current and future course options for secondary French Immersion, as well as opportunities for respondents to provide open-ended responses and comments related to the questions. See Appendix A for the full set of questions included on the surveys.

Rate of Response

A total of 443 parents responded to the survey, which the Committee believed was a good representation from the parent community. Likewise, there was a good response rate from French Immersion staff with 73 respondents (including classroom teachers, support staff, and administrators) completing the online survey out of an approximate total of 120-130 staff working in French Immersion across the School District.

The Committee was less satisfied with 123 student respondents; this number is low considering there are just over 2500 students enrolled in French Immersion, with almost 1500 students in Grades 5-12 who are at an age and stage in the program to reasonably respond to the survey questions. Consequently, the Committee agreed to pursue other face-to-face opportunities to solicit feedback from French Immersion students, particularly at the secondary level. Representing student voice was a priority for the Committee in developing recommendations for future changes to the French Immersion program. The following section 3.2 provides more detailed information on the Student Forums that were held in May 2016.

Key Trends from the Data

The Review Committee met twice in April 2015 to review the survey results. Committee members had an opportunity to read through the Fluid Survey reports for each respondent group, including both quantitative data relating to the multiple choice questions, as well as the open ended comments provided. In recording their responses to the data, Committee members were asked to consider the following three questions:

1. *What are the key trends that emerge from this data?*
2. *What are some anomalies/surprises or conflicts in the trends?*
3. *What recommendations emerge from this data?*

In general, the Committee noted that strong support for the French Immersion program was evident in the survey data, with 83% of students indicating that they planned to complete the program. In addition, most students rated their overall satisfaction with the program at between 7-10 on a scale of 1-10. The Committee agreed that this was a positive starting point for enhancing the program.

With respect to the academic courses offered currently in French in the French Immersion program, the Committee identified the following trends:

- Strong support for continuing Sciences humaines (Social Studies) in French (65% of students, 77% of parents, 85% of staff)
- Mixed support for continuing Sciences naturelles (Science) in French (42% of students, 54% of parents, 52% of staff)

While many parents noted the need to offer more courses in French within the program, the anecdotal comments provided by parents, students, and staff provided compelling feedback that Science is difficult to learn in a second language for many students. The added challenge of learning vocabulary and grappling with complex ideas in a second language, competition for university entrance marks, and the need to work on writing skills in English were cited among the reasons why some students leave the French Immersion program. Many students commented that they would prefer to take Science in English, citing that the course would be easier and they would have a greater variety of teachers. Some of the parents' comments made reference to the idea of offering choice in whether or not students take Science in English or French in order to retain more students in the program.

Responses in relation to current French Elective courses revealed the following trends:

- Mixed support for continuing Beaux arts (Fine Arts) in French (48% of students, 70% of parents, 63% of staff)
- Mixed support for continuing Education physique (PE) in French (60% of students, 60% of parents, 53% of staff)

The anecdotal comments provided revealed strong support among students and parents for offering elective courses that specifically encourage social interaction and foster the development of students' oral language proficiency in French in real world situations. Multiple choice questions, combined with respondent's comments provided valuable evidence of a desire for new academic courses with a strong conversational foundation and a connection to French culture and language, including:

- Culture and Cuisine
- Fine Arts and Theatre
- Photography and Multimedia
- Media Literacy
- Environmental Studies
- Current Events and Global Perspectives
- Leadership and Activism
- Francophone Cultures (e.g. Franco-canadien course)

Our education in French immersion gives fluency in reading and writing, but leaves one ill prepared for world situations and conversations.

Language is already such a big part of culture and it would be interesting to learn more about French culture, particularly if you plan/want to live in France or French speaking countries.

French Immersion Student Responses

Future changes that respondents indicated they would like to see in the French Immersion program in the future included:

- Increased opportunities for cultural experiences (for credit)
- More choice in required academic courses
- Work experience opportunities in French
- Greater choice in French elective classes

3.2 Secondary Student Forums – May 2016

In an effort to increase student voice in the consultation process, members of the Review Committee visited ten secondary French Immersion classes from across the School District in May 2016. Students were asked the same sampling of questions that had been included in the online surveys. Their responses were recorded on chart paper and later collated for the Committee to review in June.

The feedback from the student forums was consistent with the earlier survey data, particularly with respect to required academic courses and future elective courses in French. Students communicated a preference for being able to take academic courses like Science in English and a strong desire to increase the number and variety of elective courses that specifically promote oral language proficiency in everyday (authentic) situations.

3.3 Stakeholder Group Consultation Sessions – June-September 2016

Based on the feedback gathered from the online surveys and student forums, the Review Committee began to put together a tentative plan for a reconfigured Secondary program.

Throughout the spring of 2016, members of the Review Committee met with their respective stakeholder groups (teachers, administrators, parents) to gather feedback on the proposal. Several considerations (limitations) emerged from those discussions relating to:

- Small French Immersion cohort sizes and the challenges of timetabling courses in the three secondary sites
- Ministry required academic and elective rotations in Grades 8-9 leave little room in the schedule for adding French courses
- Flexibility for French Immersion students enrolled in Academies (including new Grade 10 Outdoor Academy at Sutherland)
- Staffing for new French language courses with limited qualified French Immersion staff on site

The development of the Secondary French Immersion Course Reconfiguration Proposal became an iterative process, as each stakeholder group provided thoughtful and valuable feedback and new drafts of the proposal were created and discussed by the Committee. The final version of the Course Reconfiguration Proposal, which was shared at the Community Forums in the fall of 2016, is provided on the following page.

3.4 Secondary French Immersion Course Reconfiguration Proposal

Required courses for graduation offered in English are indicated in black

Required courses for graduation offered in French are indicated in red

Choice of courses in French indicated in blue

Blocks	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
1	English 8	English 9	English 10	English 11	English 12
2	Math 8	Math 9	Math 10	Math 11	Elective
3	Français langue 8	Français langue 9	Français langue 10	Français langue 11	Français langue 12
4	Sciences humaines 8	Sciences humaines 9	Sciences humaines 10	Sciences humaines 11/12*	Elective
5	Sciences naturelles 8 or Science 8*	Sciences naturelles 8 or Science 9*	Sciences naturelles 8 or Science 10*	Science (Physics, Biology, Chemistry)	Elective
6	PE 8	PE 9	PE 10	Elective	Elective
7	Elective - Art	Elective	Elective	Elective	Elective
8	Elective – Applied Skills	Elective	Elective	Elective	Elective
Alternate Options in French	Éducation physique et santé en plein air	Culture et communication 9	Leadership 10	Culture et communication 11/12	

- French Immersion students must complete at least 13 courses in French from Grades 8-12; it is strongly recommended that students take up to 15 courses total in French (to meet Ministry recommendations)
- Grades 8-10: students must take Français langue and Sciences humaines each year; in addition:
- Grade 8 students have the option of taking Sciences naturelles AND/OR Éducation physique et santé en plein air
- Grade 9 students have the option of taking Sciences naturelles AND/OR Culture et communication
- Grade 10 students have the option of taking Sciences naturelles AND/OR Leadership 10
- Grade 11-12 students must take Français langue 11 and 12 and one Sciences humaines 11/12 option in either Grade 11 or 12
- Grade 11-12 students have the option of taking Culture et communication 11/12 in either Grade 11 or 12

3.5 Community Forums – September 2016

The School District hosted two community forums in September 2016 in order to share the proposed changes to the French Immersion program with students, parents, and staff. The first forum was held at the Education Services Centre (ESC) during the *Education and Programs Standing Committee* on September 13. A second forum was hosted later in the month at the ESC in order to include others who missed the Standing Committee meeting.

Approximately 30-40 French Immersion students, parents, teachers, and administrators attended each of the community forums. Overall, participants responded positively to the *Secondary French Immersion Course Reconfiguration Proposal*, noting the benefits of having a more flexible timetable for students in completing their Bilingual Dogwood diploma and more opportunities for teachers to develop courses that reflect their personal and professional interests and passions.

Other comments recorded at the community forums were consistent with earlier feedback from the spring. Specifically, participants noted the challenges of taking science in French for many students and an appreciation for students having the choice to take that academic course in English. In addition, they were pleased with the direction towards adding new courses (e.g. Culture et communication) to enhance students' oral language proficiency.

Changes, choices are good for students – flexible timetable. French electives should cater to more diverse tastes.

Like ideas - science is so foundational and happy to see that it is offered in English/French. Language in science can be challenging

If there are only 10 students wanting to take Sciences naturelles will they be offered it, or will they have to do it in English?

Really like Culture & Communicate course and opportunities for kids to appreciate the value of learning a second language and future career options.

Culture and communication course is a great opportunity.

Culture and communication should be an elective; you will lose some students from French if you make it required.

As a parent, I like more opportunities for students to speak, collaborate on projects and learn about French culture, so I like the proposed changes. And choices are important.

Where are we going to find more qualified French teachers? Are French teachers proficient in the subjects we need? Where will new teachers come from??

Wish list for French electives: web design (collaborate on projects!), journalism (project based), textiles!! tourism, global issues, cuisine et culture.

Could have a more "open" course where students could work in French on projects that integrate subject areas.

Community Forum Comments, September 2016

4.0 Considerations, Concerns, and Solutions

FOUR Big Changes...

1. Choice of language instruction for Science 8-10
2. New courses :
 - Éducation physique et santé en plein air 8
 - Culture et communication 9 and 11/12
 - Leadership 10
3. More emphasis on French oral language proficiency
4. Greater choice and flexibility in completing the requirements for a Bilingual Dogwood Diploma

Throughout the consultation process, the Committee took note of several concerns and considerations that were raised with respect to the reconfigured Secondary French Immersion program. These included:

- Small cohorts of students at each French Immersion Secondary site and more choice will make scheduling challenging
- A tight timeline for new course development (deadline is December 2016 for course selection booklet publication)
- Critical need for clear communication of the changes for students and their families
- The limited number of qualified French Immersion teachers at each secondary site will not resolve the ongoing challenge of little/no choice of teachers in the French Immersion program; courses at each site will depend on the skills, experience, and interests of available French Immersion staff
- The redesigned Social Studies curriculum allows for a variety of courses to be offered and/or developed in Grades 11-12; with limited number of students, it will be challenging to offer more than one or two Social Studies courses at school
- Distributed Learning courses will create more choices for students, but need to ensure that the oral language component is carefully addressed
- Late French Immersion students should be encouraged to take the maximum number of courses available in French in Grades 8-9 to help increase their language proficiency
- The minimum number of French courses required in the new proposal (13) does not meet BC Ministry of Education Policy for recommended instruction in French (15 courses total)

The Committee had already considered many of the concerns in the development of the final Course Reconfiguration Proposal. For example, several courses were proposed as combined grade courses to help maximize the potential of the secondary timetable by increasing the number of students eligible to take each course. This decision is also consistent with the redesigned provincial curriculum, which encourages school districts to consider combined grade courses in order to provide learning experiences that meet students' needs and interests.

The Committee had also considered the challenges associated with the short timeline for new course development and agreed that new course development would begin in the fall of 2016 and continue throughout the year. Course descriptions would be ready by December 2016 for inclusion in the published course selection booklets. Information and training would be provided to secondary counsellors and Grade 7 teachers in order to ensure that they understand the new Secondary French Immersion program and can advise students of their choices.

Having enough qualified teachers at each secondary site to develop and teach the proposed new courses was an important topic of discussion among the Committee members. Members of the Committee met frequently with the staff at the three Secondary French Immersion Schools to discuss ideas and possibilities for the new course proposals. In general, the response from Secondary French Immersion teachers has been very positive; they appreciate the focus on new courses that will enhance student's French oral language development. In addition, teachers have expressed interest in the opportunity to design courses that reflect their passions and interests. For example, the Culture et Communication course could take on different areas of focus (French Cinema, Music, Photography, Theatre, Slam Poetry, Public Speaking, Francophone cultures, etc.), depending on the skills, interests, and experiences of the teacher.

The new BC Social Studies curriculum presents opportunities for the ongoing development of new Sciences humaines 11 and 12 courses. Topics suggested by the Ministry of Education in the redesigned curriculum include World History, BC First Peoples, Asian Studies, World Religions, Economics, Law, Philosophy, etc. While it will not be possible to offer every Sciences humaines course in a traditional (face-to-face) format at each French Immersion Secondary School, interested teachers will be provided opportunities over the next few years to participate in designing blended and distributed learning versions of many of these courses to ensure that students have a variety of Social Studies courses available in French during their senior secondary years.

Flexible Learning Environments

The focus on personalization and the flexible structure of the curriculum support the configuration of combined grade classrooms. Classes of students of more than one grade provide opportunities for teachers to develop a mindset that sees all the students as a group of learners with a range of needs and interests. Multi-grade programs should find a comfortable fit with the curriculum. This flexibility supports teachers to combine the learning standards in various ways. Teachers are encouraged to create courses, modules, thematic units or learning experiences that focus on students' needs and interests or local contexts.

BC Ministry of Education

5.0 Recommendations

The North Vancouver District French Immersion Review Committee recommends that the Board of Education approve the following recommendations for the Secondary French Immersion program:

1. That the *Secondary French Immersion Course Reconfiguration Proposal* (p. 9) be implemented starting in September 2017 for all Grade 8 and 9 French Immersion students. In addition to the required Français langue course, the following implementation schedule is proposed:
 1. For students entering Grade 10 in 2017, Leadership 10 would be optional, while Sciences humaines 11/12 and Culture et communication 11/12 (taken in either Grade 11 or 12) would allow students to complete 13 courses French;
 2. For students entering Grade 11 in 2017, Sciences humaines 11/12 and Culture et communication 11/12 (taken in either Grade 11 or 12) would allow students to complete 13 courses total in French;
 3. For students entering Grade 12 in 2017, Culture et communication 11/12 would be optional
2. That a working group of interested French Immersion teachers begin development of the proposed new courses starting in October 2016 and continuing until June 2017. These courses, which might include options for face to face (traditional classroom), blended model or Distributed Learning delivery, would include:
 1. Éducation physique et santé en plein air 8
 2. Culture et communication 9 and 10/11
 3. Leadership 10
 4. New Sciences humaines 11/12 courses
3. That new course descriptions be made available on or before the deadline for publication in the course selection booklets at each secondary French Immersion school and that training be provided to Secondary Counsellors and Grade 7 teachers to ensure that they understand the proposed changes and can advise students on their course selections for secondary school.
4. That the French Immersion Committee review the *Secondary French Immersion Course Reconfiguration* at the end of the 2017-2018 school year and consider any adjustments that may be necessary based on feedback from schools.
5. That new courses be developed in the future in order to increase the number of required courses in French to meet Ministry of Education Policy recommendations for French Immersion by 2020.
6. That the Review Committee continue to explore future options for work experience and increased opportunities for cultural experiences in the French language.

6.0 Appendices

Appendix A - French Immersion Review Student Survey

Part A: French Immersion Program Accessibility

1. Are you in Elementary or Secondary School?
2. Did you start in Early or Late French Immersion? (Multiple choice)
3. Do you plan to complete and graduate from the program? (Y/N/Don't know)
4. What is your overall satisfaction with the French Immersion program? (1-10 scale)
Optional, please explain

Part B: Secondary Program Course Offerings

To graduate from the French Immersion program, a student must complete Français Langue up to Grade 12 in addition to another 12 credits in courses taught in French in Grades 10 - 12. The District is considering increasing program flexibility in French Immersion course offerings at the secondary level.

5. Currently, we offer three core courses in French Immersion 8 – 12: Français Langue (French Language) 8 - 12, Sciences humaines (Social Studies) 8 - 11, and Sciences Naturelles (Science) 8 - 10. We also offer one elective course in Grades 8 – 10: Éducation Physique (Physical Education) or Beaux Arts (Fine Arts) 8 – 9, and Planification (Planning) 10.
 - a. Do you think the District should continue to offer Social Studies in French, i.e. Sciences humaines 8 – 11? (Yes/ No/ Undecided)
 - b. Do you think the District should continue to offer Science in French, i.e. Sciences Naturelles 8 – 10? (Yes/ No/ Undecided)
 - c. Do you think the District should continue to offer Beaux arts in French as an elective? (Yes/ No/ Undecided/ Not applicable (not offered in my school))
 - d. Do you think the District should continue to offer Education Physique in French as an elective? (Yes/ No/ Undecided)
 - e. Optional, please explain:
6. What is your satisfaction with course programming options and flexibility to enroll in other non-French Immersion courses or programs at the high school level? (1-10 scale)
 - a. Optional, please explain
7. Do you think that the School District should consider introducing a French Immersion International Baccalaureate program? (Y/N/ No opinion)

8. Why do you choose to stay in the French Immersion program:
 - a. Cohort program/ classmates
 - b. Finish the program
 - c. French proficiency
 - d. My parents make me
 - e. Job opportunities
 - f. Travel opportunities
 - g. Post-secondary opportunities
 - h. Other:

9. Which aspects of French competencies do you find most difficult? (Rank 1-5)
 - a. Speaking
 - b. Listening
 - c. Reading texts
 - d. Understanding concepts
 - e. Writing

10. The following courses are currently offered or being considered in French Immersion programs in other B.C. School Districts. Please indicate which of these courses you think the North Vancouver School District should consider offering, to increase flexibility and choice in our secondary French Immersion program?
 - a. Culture et Cuisine Françaises (French Culture and Cuisine)
 - b. Théâtre (Theatre)
 - c. Littératie Médiatique (Media Literacy)
 - d. Actualité (Current Events)
 - e. Humanités (Humanities)
 - f. Perspectives Mondiales (Global Perspectives)
 - g. Conversation
 - h. Action Locale (Local Activism)
 - i. Études Environnementales (Environmental Studies)
 - j. Photo et multimédia (Photography and multimedia)
 - k. Production vidéo (Video production)
 - l. Leadership

11. What other courses would you suggest that we offer or develop?

12. Would you be interested in participating in a youth forum to provide further input related to the School District's French Immersion program? If so, please complete the following fields.
 - a. Name
 - b. School
 - c. Email

Appendix B - French Immersion Review Parent Survey

Part A: French Immersion Program Accessibility:

1. Please indicate the level at which your child is/children are currently enrolled:
A. Elementary B. Secondary C. Both
2. In the past five years, demand for the Early French Immersion program has surpassed our current enrollment capacity of 220 places in French Immersion Kindergarten. Do you think the District should consider expanding access to the program by opening an additional French Immersion Kindergarten class?
A. Yes B. No C. Undecided
3. Do you think that the School District should consider introducing a French Immersion International Baccalaureate program in the future?
A. Yes B. No C. Undecided
4. Would you be in favour of a single track French Immersion school?
A. Yes B. No C. Undecided

Please add additional comments related to Program Accessibility:

Part B: Secondary Program Course Offerings

5. Which, if any, of the following changes would you like to see in French Immersion secondary programming in North Vancouver?
 - A. Choice in required academic courses
 - B. Choice in French language elective classes
 - C. Increased opportunities for cultural experiences (for credit)
 - D. Increased number of Advanced Placement (AP) courses in French
 - E. Work Experience opportunities in French
 - F. Other (open text field)

To graduate from the French Immersion program, a student must complete Français Langue up to Grade 12 in addition to another 12 credits in courses taught in French in Grades 10 - 12.

The District is considering increasing program flexibility in French Immersion course offerings at the secondary level. Currently, we offer three core courses in French Immersion 8 – 12: Français Langue (French Language) 8 - 12, Sciences humaines (Social Studies) 8 - 11, and Sciences Naturelles (Science) 8 - 10. We also offer one elective course in Grades 8 – 10: Éducation Physique (Physical Education) or Beaux Arts (Fine Arts) 8 – 9, and Planification (Planning) 10.

- 5A. Do you think the District should continue to offer Social Studies in French, i.e. Sciences humaines 8 – 11?
A. Yes B. No C. Undecided
- 5B. Do you think the District should continue to offer Science in French, i.e. Sciences Naturelles 8 – 10?
A. Yes B. No C. Undecided

- 5C. Do you think the District should continue to offer Beaux arts in French as an elective?
 A. Yes B. No C. Not applicable (not offered in my school)
- 5D. Do you think the District should continue to offer Physical Education (Education Physique) in French as an elective?
 A. Yes B. No C. Not applicable (not offered in my school)
 Please add additional comments:
7. Would you support the introduction of new French language classes that would enable students to meet the requirements of the secondary FI program diploma?
 A. Yes B. No
8. The following courses are currently offered or being considered in French Immersion programs in other B.C. School Districts. Please indicate which of these courses you think the North Vancouver School District should consider offering, to increase flexibility and choice in our secondary French Immersion program?
 A. Culture et Cuisine Françaises (French Culture and Cuisine)
 B. Théâtre (Theatre)
 C. Littératie Médiatique (Media Literacy)
 D. Actualité (Current Events)
 E. Humanités (Humanities)
 F. Perspectives Mondiales (Global Perspectives)
 G. Conversation
 H. Action Locale (Local Activism)
 I. Études Environnementales (Environmental Studies)
 J. Photo et multimédia (Photography and multimedia)
 K. Production vidéo (Video production)
 L. Leadership
9. What other courses would you suggest that we offer or develop?
10. Which aspects of French Immersion courses do you think students find the most difficult? (Rank 1-5)
 A. Speaking
 B. Listening
 C. Reading texts
 D. Understanding concepts
 E. Writing
11. Thank you for completing this survey. The French Immersion Review Committee is committed to meaningful consultation with all stakeholder groups. The results of this survey, which will be posted to the District website, will help to inform our work in the initial/planning stages. Please indicate your preferences for additional opportunities for consultation on the direction and recommendations of this review committee:
 A. Online (District website)
 B. Representative updates provided to stakeholder groups (NVTA, NOVA, CPF)
 C. Email (address to be created)
 D. Public forum/meeting

Appendix C - French Immersion Review Staff Survey

Part A: French Immersion Program Accessibility:

1. Please indicate your role in the French Immersion program:
 - A. Elementary classroom teacher
 - B. Secondary classroom teacher
 - C. Elementary non-enrolling teacher
 - D. Secondary non-enrolling teacher
 - E. Elementary support staff
 - F. Secondary support staff
 - G. Elementary administration (Vice Principals/Principals)
 - H. Secondary administration
 - I. District staff
2. In the past five years, demand for the Early French Immersion program has surpassed our current enrollment capacity of 220 places in French Immersion Kindergarten. Do you think the District should consider expanding access to the program by opening an additional French Immersion Kindergarten class?
 - A. Yes
 - B. No
 - C. Undecided
3. Do you think that the School District should consider introducing a French Immersion International Baccalaureate program in the future?
 - A. Yes
 - B. No
 - C. Undecided
4. Would you be in favour of a single track French Immersion school?
 - A. Yes
 - B. No
 - C. Undecided

Please add additional comments related to Program Availability:

Part B: Secondary Program Course Offerings

6. To graduate from the French Immersion program, a student must complete Français Langue up to Grade 12 in addition to another 12 credits in courses taught in French in Grades 10 - 12. The District is considering increasing program flexibility in French Immersion course offerings at the secondary level. Currently, we offer three core courses in French Immersion 8 – 12: Français Langue (French Language) 8 - 12, Sciences humaines (Social Studies) 8 - 11, and Sciences Naturelles (Science) 8 - 10. We also offer one elective course in Grades 8 – 10: Éducation Physique (Physical Education) or Beaux Arts (Fine Arts) 8 – 9, and Planification (Planning) 10.
 - 6A. Do you think the District should continue to offer Social Studies in French, i.e. Sciences humaines 8 – 11?
 - B. Yes
 - B. No
 - C. Undecided
 - 6B. Do you think the District should continue to offer Science in French, i.e. Sciences Naturelles 8 – 10?
 - B. Yes
 - B. No
 - C. Undecided

- 6C. Do you think the District should continue to offer Beaux arts in French as an elective?
 B. Yes B. No C. Not applicable (not offered in my school)
- 6D. Do you think the District should continue to offer Éducation physique in French as an elective?
 B. Yes B. No C. Not applicable (not offered in my school)

Please add additional comments:

7. The following courses are currently offered or being considered in French Immersion programs in other B.C. School Districts. Please indicate which of these courses you think the North Vancouver School District should consider offering to increase flexibility and choice in our secondary French Immersion program?
- M. Culture et Cuisine Françaises (French Culture and Cuisine)
 - N. Théâtre (Theatre)
 - O. Littératie Médiatique (Media Literacy)
 - P. Actualité (Current Events)
 - Q. Humanités (Humanities)
 - R. Perspectives Mondiales (Global Perspectives)
 - S. Conversation
 - T. Action Locale (Local Activism)
 - U. Études Environnementales (Environmental Studies)
 - V. Photo et multimédia (Photography and multimedia)
 - W. Production vidéo (Video production)
 - X. Leadership
8. What other courses would you suggest that we offer or develop?
9. Which aspects of French Immersion courses do you think students find the most difficult? (Rank 1-5)
- F. Speaking
 - G. Listening
 - H. Reading texts
 - I. Understanding concepts
 - J. Writing
10. Thank you for completing this survey. The French Immersion Review Committee is committed to meaningful consultation with all stakeholder groups. The results of this survey, which will be posted to the District website, will help to inform our work in the initial/planning stages. Please indicate your preferences for additional opportunities for consultation on the direction and recommendations of this review committee:
- E. Online (District website)
 - F. Representative updates provided to stakeholder groups (NVTA, NOVA, CPF)
 - G. Email (address to be created)
 - H. Public forum/meeting

Schedule C.1
of the
Administrative Memorandum

Meeting Date: October 18, 2016 Board Board, in camera

Topic (as per the
Memorandum): **Summer Learning Program Update – Supporting Student Learning Summer School Program**

Narration:

In May 2014, the Board of Education accepted the recommendation of District staff to conduct a substantive review of potential Summer School programs for elementary school students, with specific consideration for programming options for students with specific learning needs. In January 2015, the Executive Committee established the *Supporting Student Learning Working Group*, which is chaired by Director of Instruction Dr. Joanne Robertson. The Working Group includes educators with experience and expertise providing support for students with special needs.

In the spring of 2015 the *Supporting Student Learning Working Group* developed and implemented a pilot summer school program for a cohort of Grade 4 students with identified learning disabilities. These students, who typically demonstrate delayed progress in literacy and numeracy, often face the greatest challenges in the intermediate grades when reading independently in the content areas (math, science and social studies) becomes more challenging. The pilot program was specifically designed to provide these students with a boost to their academic and executive functioning skills to enhance their transition to Grade 5 in September 2015. The Working Group also developed a process for elementary School Based Resource Teams to identify and recommend students for the pilot program, as well as a schedule, a staffing plan and a site location.

The *Supporting Student Learning Summer School Program Pilot* for Grade 4 students took place July 6-9 and August 24-September 2, 2015, with a period of time between sessions for families to support their children with suggested summer practice and skill development in literacy, numeracy and organizational skills. In October 2015, Dr. Joanne Robertson provided the Board with a review of the summer pilot and recommendations for future programming.

In the summer of 2016 the *Supporting Student Learning Summer School Program* was expanded to include three cohort groups. The Grade 4 and 5 cohorts were designed for students with a designated learning disability and focused on literacy, numeracy and executive functioning skills. A third cohort was offered to Grade 6/7 students with a low incidence Ministry designation who have deficits in social skills and communication development. The three Supporting Student Learning Program cohorts ran for the first week of July and the last eight days of August, out of Westview Elementary. Kammi Clark, the non-enrolling teacher for the *Supporting Student Learning Summer School Program*, will provide the Board with a review of the 2016 program, based on feedback from the Summer School Principal, teachers, students, and parents.

Attachment:
Supporting Student Learning 2016

Supporting Student Learning 2016

The Supporting Student Learning Program was expanded in the summer of 2016 to include three cohort groups. The Grade 4 and 5 cohorts were designed for students with a designated learning disability and focused on literacy, numeracy and executive functioning skills. A third cohort was offered this year to Grade 6/7 students with a low incidence Ministry designation who have deficits in social skills and communication development. The three Supporting Student Learning Program cohorts ran for the first week of July and the last eight days of August, out of Westview Elementary.

Successes

Each of the cohorts ran smoothly and had many successes. Teachers reported that using the model of co-teaching, with a classroom teacher and a Learning Services Teacher (Grade 4 and 5 cohorts), or a Learning Services Teacher and an Autism Support Worker (Grade 6/7 cohort), was extremely effective. Collaboration was key to the success of this program; and providing both time and funding to support this was appreciated by the staff. Teachers felt the programs ran smoothly and appreciated that they took place in an Elementary School setting this year. Staff responded positively to having administrative support both at the Summer Learning level and at the school site.

Parents also had many positive things to say about the program, specifically noting increased confidence in their children around school and decreased anxiety over the transition into the next school year. Parents especially appreciated the focus on self-regulation through the teaching of the Zones of Regulation and the Growth Mindset concepts, as well as the presentations on executive functioning. Parents also enjoyed the idea of a summer tool kit of activities to work on between sessions, but many did admit to not using it as much as they would have liked to during the break.

Challenges

One of the challenges in the Grades 4 and 5 cohorts was the number of students in the classes. We accepted a maximum of 28 students and each student had a Q designation; in addition to this, many students had some comorbid behavior challenges. This made the dynamics in the classes challenging at times, but was mitigated somewhat by having two teachers in the room. A challenge for the 6/7

cohort was connected to the size of the class: there were only 9 students in the class, so, working on developing natural conversational skills seemed contrived at times.

Another challenge we faced in all cohorts was parent involvement. Even though parents were asked, prior to the start-up of the program, to participate in parent days and to work on the summer tool-kit activities, many parents found it challenging to do so. Additionally, attendance was an issue, as there were five students in the Grades 4 and 5 cohorts that simply did not return in August, even though mandatory attendance was part of the acceptance process.

From an administrative point of view, there were challenges with having student assistants versus additional CUPE staff to support the necessary administrative tasks. The students were not able to have access to private information, so the increased workload on administration was notable.

Moving Forward

Looking ahead, there are many opportunities for the expansion of this program. The Working Group will continue to meet over the coming months to discuss and develop a proposal for future expansion of the Supporting Student Learning Program.

Schedule C.2
of the
Administrative Memorandum

Meeting Date: October 18, 2016 Board Board, in camera

Topic (as per the
Memorandum): **Artists for Kids 2015/16 Annual Report**

Narration:

In accordance with reporting requirements set out in [Policy 105: Artists for Kids](#), the Management Committee is required to submit its Annual Report to the Board of Education in the fall of each year.

The *Artists for Kids 2015/16 Annual Report* covers the preceding financial year (July 1, 2015 to June 30, 2016) and includes:

1. Summary of programs and services provided to students and the community 2015/16
2. Statement of Financial Position as of June 30, 2016
3. Statement of Operations for the year ended June 30, 2016
4. Curatorial activities; acquisitions and editions published
5. Sales, marketing and promotion activities
6. 2015/16 development activities

Yolande Martinello, Director of the Artists for Kids and District Principal of Fine Arts, will introduce and summarize the *Annual Report* and respond to questions from Trustees.

Attachment:

Artists for Kids 2015/16 Annual Report



2015 ~ 2016

ANNUAL REPORT

October 2016

2015 ~ 2016 Annual Report Contents

Introduction	Yolande Martinello
section one	Program Statistics
section two	Budget Summary
section three	Statement of Operations
section four	Curatorial Activities
section five	Sales, Marketing and Promotion Activities
section six	2016 ~ 2017 Development Activities
Appendix 'A'	annual print sales report



Bringing Art to Life

AFK continues to thrive and we couldn't be prouder of the people who have gotten us here.

Artists for Kids is a unique, self-sustaining art education venture operated by the North Vancouver School District in British Columbia. Our innovative partnership with more than 50 of Canada's most prominent artists, art educators and the community at large provides inspiring, highly relevant educational experiences for thousands of young people annually. We have enhanced art education in schools, encouraged students to pursue their own artistic abilities, helped more people discover great Canadian art, acquired a sizeable community art collection from our artist-patrons, nurtured an art collecting public and in 2012, established Canada's first public art museum for young audiences. As a visual arts catalyst in the community, we contribute to the development of a rich cultural aesthetic.

The continued growth and development of our acclaimed program in North Vancouver during the past 25 years also provides substantial documentation that quality art education in schools taught by art specialist educators, can significantly transform young lives, shape programs in schools and ultimately shape a community in ways once thought unimaginable. It also clearly shows what can be accomplished in public education with commitment, understanding and engaged community support.

Yolande Martinello
Director

In their own words:

It was so cool to have Damian Moppet there to teach us so many new tips and styles of art work.

— Evan

This week was the most fun of my summer.

— Georgia

I had a great time using ink and doing mono-prints and much more.

— Calder

I never would have thought the AFK Academy would have defined my life after high school as much as it has. The Academy is extremely valuable to both students pursuing the fine arts and other subjects. I have learned the value of a program is beyond the subject field.

— Michael

1. Programs Statistics

22nd Annual Paradise Valley Summer School of Visual Art *July 2015*

- artists Tiko Kerr and Erin McSavaney, inspired all with their contributions
- instruction involved elementary and secondary teacher teams from North Vancouver
- 7 bursaries to students from needy families and 8 scholarships were awarded



We continued to provide our Summer Day camp for primary aged students enrolling 12 young artists aged 5 – 7

- total enrolment: 103 students

AFK Academy

September 2015 ~ June 2016

- 25 Grade 10, 11 & 12 qualified students from all North Vancouver secondary schools and one private school were enrolled in the "Board Authorized" academy course. The course is housed at Carson Graham Secondary School and taught by Daylen Luchsinger
- field trips to art galleries and artist studios, master classes with local artists and a year-end exhibition in the Gordon Smith Gallery were value added components of the program

Windows to Canadian Art ~ Gallery Program

October 2015 ~ April 2016

- 35 groups of North Vancouver Grade 5 classes and 10 groups of West Vancouver public and private schools participated in full day programs
- model art lesson instruction was provided to 45 teachers in this unique hands-on gallery experience
- total enrolment: 1,262 students



Summer and Spring Exhibit Program

July, August 2015 and May, June 2016

During the Robert Davidson exhibition, AFK hosted 20 Classes in May and June of 2015 from schools on the North Shore. Total number of students attending: 726. Students worked with master art teachers to learn about Haida culture and traditional art as well as the contemporary work for which Robert Davidson is so well known. Students then created their own works based on some of the traditional West Coast Aboriginal forms. This exhibition continued through July and August of 2015 hosting many families.

In their own words:

It was a good experience and really fun. I learned a lot about art and architecture!!

— Kate

I like drawing from my heart.

— Jenna

Art is my favorite thing to do so when I come to Art for Kids I feel like I'm at home. Thank you.

— Gemma

I really liked the gallery and the paintings and carvings. Some of them must have put some effort into them.

— Miles

One of the best days of my life!!!

— Noah

It is awesome stuff here!!

— Maddy

Summer and Spring Exhibit Program (continued)

During the Spring of 2016, the gallery was host to the Readymades, an exhibit curated by Bill Jeffries including artists personally invited by Gordon Smith to display their works. During May and June of 2016 a total of 35 classes learned about Readymades for a total of 784 students. This exhibition continued throughout the summer of 2016.

StART Strong Program

April ~ May, 2016

- a new program has been created for our youngest artists, StART Strong for Toddlers and their Moms
- 12 Tots attended the AFK Studio sessions and 7 at the Westview location for a very successful pilot program of 4 sessions

Outreach Programs

October 2015 ~ May 2016

- 32 classes participated in our Outreach Program, bringing art into schools. These two-hour hands on workshops offered students unique opportunities to explore a variety of materials and techniques. Our AFK art teachers bring learning to the classroom and share the lesson with staff at lunch-time so that all teachers can benefit from the program

Young Artist of the Week

July 2015 ~ June 2016

- 35 students from North Shore public and private schools were profiled in the popular North Shore News feature which illuminates their wonderful skills and abilities



Thank you so much for making this program available for my students. I feel like they had a 5-star art lesson and I had the best Professional Development Session of the year.

Debra Cusanelli, teacher



After•School•Art

October 2015 ~ June 2016

- 32 courses operated in North Vancouver schools and the Artists for Kids Studios, which included three adult classes
- provided *Teaching Assistant* work experience for a team of over 24 secondary students
- 15 bursaries were awarded to students from needy families
- each student's work was exhibited in a celebration in the AFK Gallery
- total enrolment: 439 students

Specialty Enrichment

October 2015 ~ May 2016

- 44 elementary students from North Vancouver schools explored Architecture in April, 2016 with Vancouver Architects Bo Heliwell, Raphael Santa Rosa, Fernandah Hannah and a team of AFK teachers
- February, 2016 - 44 Grade 3 students participated in an advanced sculptural enrichment workshop with artist, Christina Norberg
- 50 senior students enjoyed a presentation from Victor Cicansky and 20 Art Academy students developed ceramic sculptures with Victor Cicansky in October, 2015
- 19 senior students in Gr.'s 10, 11, & 12 worked on their drawing, painting and collage skills over 3 days with artist Bruce Pashak in November, 2015
- 19 students participated in a five-day landscape photography program in April/May, 2016 with photographer, Jess Findlay, which included a critique with the North Shore News and an opportunity to publish photos in the North Shore News paper
- work was exhibited in a celebration in the AFK Gallery
- total enrolment: 196 students



Teacher Professional Learning

October 2015 ~ May 2016

- 10 North Vancouver art teachers had Victor Cicansky inspire them with a hands-on ceramic workshop in October, 2015
- Greg Murdock guided 12 Art Educators in a 2-day sculpture workshop in May, 2016
- a series of three workshops were offered to teachers covering a range of media which engaged 20 North Vancouver School District staff
- hundreds of teachers provided with support through AFK Outreach

Collaboration with Wild New Territories & Ron den Daas

January 2016 ~ June 2016

- Artists for Kids helped facilitate the Wild New Territories Project, 2016
- hundreds of North Shore elementary school students participated in a collaborative community art project that resulted in exciting banners celebrating the Annual Coho Festival
- total enrolment: 256

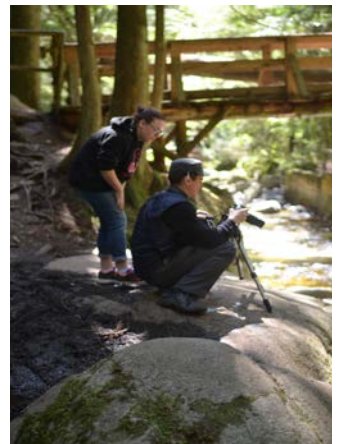
Direct Classroom Support

September 2015 ~ June 2016

- AFK program facilitator Daylen Luchsinger worked with many teachers providing model lessons and instruction in their classrooms to assist them in offering quality art education to their students
- resources provided to teachers at multiple sites to support their classroom programming

I want to give the kids a sense of freedom to explore. I want to impart to them that they shouldn't be worried about what other kids are doing, that they should be doing what is important to them.

-David Wilson, artist



Scholarships

June 2016

- four of the School District's finest Visual and Performing Arts graduates are honoured each year with \$1,000
- a private funder offered two \$400 scholarships to young recipients for our Paradise Valley Summer School of Visual Arts
- six partial scholarships were awarded to talented young artists to support their participation in Paradise Valley Summer School of Visual Arts. Scholarships were provided by the Beech Foundation, the Quan Family, Bentall Kennedy and Idea Partners; bursaries by the Lynn Valley Lions Club, the Rotary Club of Lions Gate and Cupe #389

Bill Reid First Nations Cultural Grant

April, 2016

- Queensbury Elementary school was awarded the inaugural Bill Reid First Nations Cultural Grant of \$1,000 for their week-long celebration of aboriginal culture, Huy chexw a



AFK Volunteers

September ~ July

- AFK has a vibrant and active group of volunteers providing varied assistance in support of the AFK staff
- Volunteers donated a total of 405.5 hours in 2015-16. Many of these hours provided by Pat Quan and Mark Feterley, both of whom join us for a full day each week

Art From 44 Student Art Exhibition

May 12 ~ 27, 2016

- 38 schools (570 students) participated in last spring's annual School District Art Show in Capilano Mall. This show provides a colourful window to classrooms for the community at large
- AFK also invited schools to display outstanding work in the Education Services Centre Lobby with 5 schools sharing their work for a month each, making our lobby an extension of the Gordon Smith Gallery

3. Financial Statements

Artists for Kids, as a program, falls within the North Vancouver School District's responsibility and therefore the financials are reported as part of the School District's operating budget and financial reports.

4. Curatorial Activities

Acquisitions for the Gordon Smith Teaching Collection of Canadian Art

Editions Published

Victor Cicansky, Olives
Glazed ceramic and gold plated fork 4.5"x6"x4.5"
Edition of 30 released October 21, 2015 (edition value \$36,000)

Kenojuak Ashevak, Loons Feeding
Lithograph 57.5 x 76.5 cm, 1994
Edition of 50 released March 9, 2016 (edition value \$90,000)

Additions to the Permanent Collection

Greg Murdock, Polygonal Column
mixed media sculpture
May 2016 (value \$14,000) at least what's in account edge

Ken Wallace, Tipka
acrylic on canvass
May 2016 (gift from Bob & Pat Hardman - Value \$2600)

J.C. Heywood, Bouquet for my Mentors ...
print
June 2016 (gift from Arne Roosman - value \$600)

Leslie Reid, Ruthin
print
June 2016 (gift from Arne Roosman - value \$600)

Lyndal Osborne, Light Source
print
June 2016 (gift from Arne Roosman - value \$600)

Molly Lamb Bobak, Night Gossips
oil on canvas
June 2016 (gift from David & Jane Blaiklock - value \$6000)

Gordon Smith, Winter Garden, AP
print
June 2016 (gift from Beatrice Donald - value \$1,300)

5. Sales, Marketing and Promotion Activities

AFK 25: 25 years in personal stories

Publishing a coffee table book in celebration of the 25th Anniversary of the Artists for Kids Collection

Contest held to provide images for professionally printed note cards celebrating AFK's 25th Anniversary

September 29, 2015 – Appreciation Event to acknowledge long-time AFK supporters and donors with special Gr. 2 artists presenting donors with artwork created to thank them.

October 1, 2015 - 25th Anniversary Celebration

Ross Penhall book launch April 7, 2016 in support of AFK

June 11, 2016 – Private guided tour of Readymades Exhibit for AFK key supporters and donors

Gross Print Sales: \$141,775

- see Appendix 'A' for a monthly sales activity report

Sponsorships

- Smith Foundation
- RBC Foundation
- TD Bank
- Polygon Homes
- The Tuey Family Foundation
- Lynn Valley Lions
- Rotary Club of Lions Gate
- The Moller Family Foundation
- The Paul & Edwina Heller Memorial Fund held at the Vancouver Foundation
- Art Starts In Schools
- Christopher Foundation
- Beech Foundation
- Summerhill Management
- The City of North Vancouver
- CUPE Local 389
- The District of North Vancouver
- North Shore Community Foundation

Partnerships

- West Vancouver School District
- North Shore News
- City of North Vancouver
- The Idea Partner Marketing Firm
- Opus Framing and Art
- Wild New Territories
- Cheakamus Centre

Media

- CBC Radio One
- North Shore News
- The Province
- The Outlook
- Canadian Art Magazine
- Vancouver Sun
- Preview Magazine

6. 2016 ~ 2017 Development Activities

Honours and Celebrations

- continue scholarship awards for Paradise Valley Summer School of Visual Arts
- continue to highlight North Shore students as "Young Artists of the Week"
- continue the scholarship program for graduating North Vancouver School District students
- continue with the Bill Reid First Nations Cultural Grant of \$1,000
- continue student exhibitions each term
- continue to provide space and curatorial support to showcase school art programs

Programs

- continue to develop a Secondary Gallery/Outreach program to connect with the secondary art curriculum
- enhance the Studio Art Academy program at Carson Graham Secondary School with added opportunities to engage with the local art community
- increase professional development activities for teachers, explore opportunities to align AFK/Art Education with other District programs as per District plans
- support talented elementary and secondary students with enrichment opportunities
- increase *K-12 After School Art* course offerings on the North Shore
- develop digitally accessible curriculum resources to raise the profile of artist patrons in North Vancouver schools
- continue the successful Paradise Valley Summer School of Visual Art and the new day camps. Investigate extending the offerings through July.
- continue an outreach program to bring our collection to schools and reach more students
- develop a sustainability plan for AFK programs
- partner with Early Learning teachers to provide preschool programming

Marketing

- increase on site programming
- develop curated AFK exhibitions for potential loan and travel throughout BC in collaboration with the Smith Foundation
- aggressively promote the sale of prints in school communities and to the community at large
- enhance features for the web site to profile more regular news of events and activities

- increase media presence for the program regionally, provincially and nationally
- discount program has been reviewed and will be revised

Revenue

- continue to expand the inventory of original prints for future releases
- continue to provide leadership and support to the Gordon and Marion Smith Foundation
- pursue grants and donations from new corporate and community partners independent of the Smith Foundation and through collaboration with Smith Foundation Director of Development
- actively seek donations of art for the Permanent Collection
- seek new high profile artist patrons to support the program
- actively seek new donors and enhance contribution of current donors

Art Gallery Development

- develop collateral related to the teaching collection
- continue to profile the Permanent Collection as a community resource and source of pride
- work with Smith Foundation to develop collaborative programming for the gallery

New Print Publications

Pre production 2017	Greg Murdock	etching- anticipated winter release
Pre production 2017	Damian Moppet	sculpture-anticipated spring release
Pre production release 2017	Graham Gilmore	Etching- anticipated summer

**Submitted to the North Vancouver Board of Education
November 2016
on behalf of the Artists for Kids Management Committee**

Chair

Mark Pearmain

Director

Yolande Martinello

Secretary

Georgia Allison

Management Committee Members

Val Batyi

Elizabeth Bell

Wing Chow

Cyndi Gerlach (Franci Stratton)

Paul Killeen

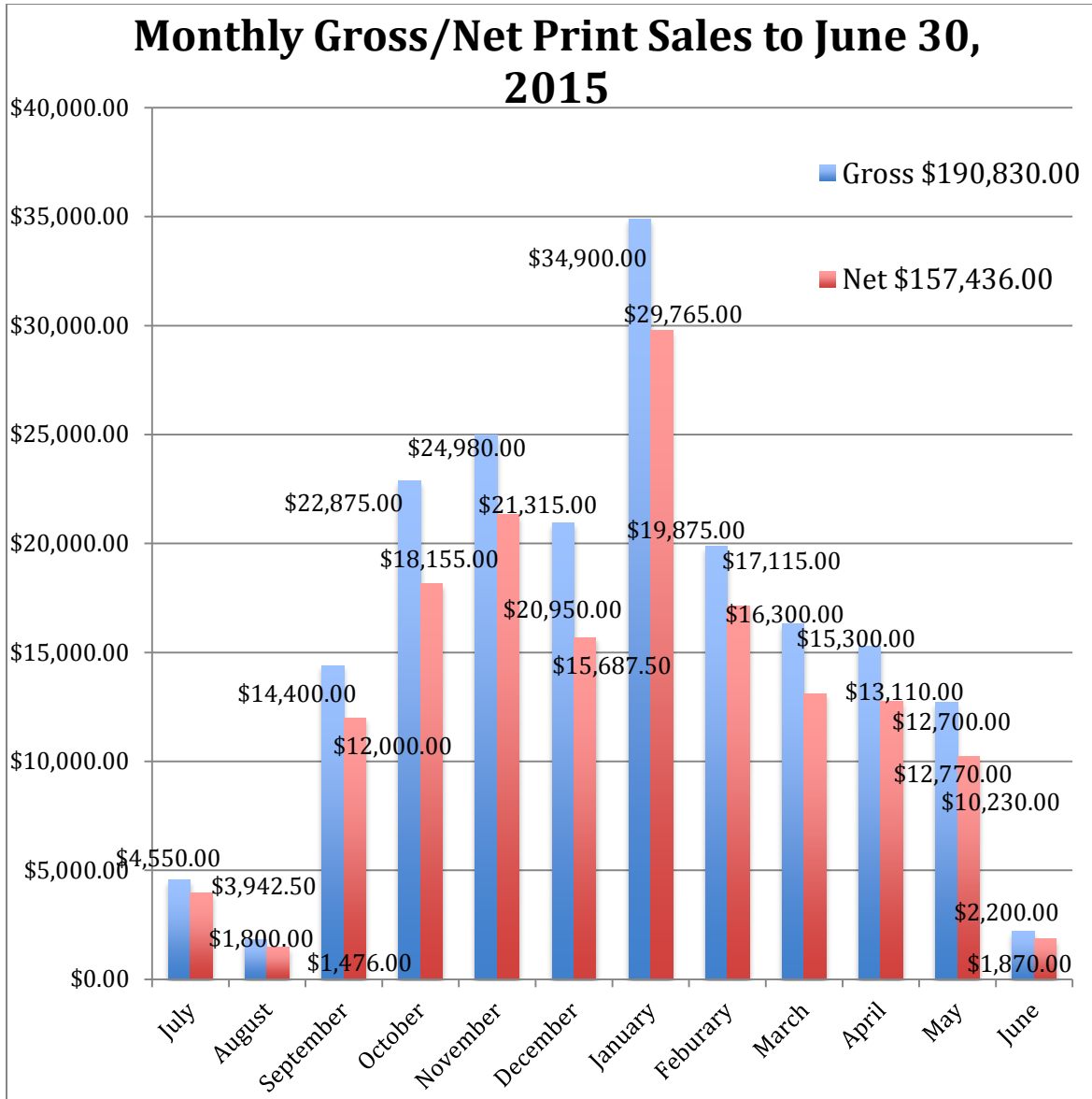
Daylen Luchsinger

Richard Savage

Mary Shaughnessy

Deb Wanner

Appendix "A"



Schedule C.3
of the
Administrative Memorandum

Meeting Date: October 18, 2016 Board Board, in camera

Topic (as per the
Memorandum): **Enrolment Update**

Narration:

Mark Pearmain, Superintendent of Schools, will provide the Board with an Enrolment Update for 2016/17. This report is based on enrolment figures of October 7, 2016 provided to the Ministry that will require verification before being finalized.

Enrolment projections are prepared each spring to assist with the preparation of the Ministry's Estimated Operating Grant, the development of the School District's operating budget, and to establish staffing levels for the subsequent school year. The projected enrolment for September 2016 for the base grant funding purpose is 15,350 full time equivalent (FTE) students. This projection was based on historical trends, local knowledge, and expected Kindergarten registration at all schools.

Actual enrolment is determined each year through the submission of the 1701 Report to the Ministry of Education, providing detailed information related to student enrolment, course registration for Grades 10, 11 and 12, Distributed Learning course completion, and unique student categories that qualify for supplemental funding. The 1701 reports are submitted four times per year: September 30 (or shortly thereafter), February, May and July.

The report to the Board provides comparisons between the projected and actual enrolments for September 2016, as well as comparisons to prior years. A number of trends have been identified in the year-over-year comparisons that may have downward pressure implications for the School District's three-year enrolment forecast. These comparisons have been targeted for investigation by senior staff. One such comparison identified is the reduced number of courses taken by Grade 10 students. The Enrolment Update, based on October 7, 2016 information reports actual enrolment at 15,077, missing the projected enrolment of 15,350 by 273 for the 2016/17 school year.

The information in the Enrolment Update for October 18, 2016 contains final figures as of October 7, 2016. The Board will receive a detailed Organization of Classes Report at its Public Meeting on November 15, 2016.

Attachment:
Enrolment Update

ENROLMENT UPDATE

Based upon October 7, 2016 - 1701 Data

Enrolment Category	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Projected	2016/17 at Oct 7/16	Yr over Yr Change	Projected vs 1701
Regular & Cont. Ed. (school aged)	14,928	14,937	14,844	14,992	15,100	14,818	-173	-282
Alternate Schools (school aged)	165	166	191	197	190	198	1	8
DL - September only	21	35	46	72	60	61	-12	1
Subtotal: Base Grant FTEs	15,114	15,138	15,081	15,261	15,350	15,077	-184	-273
DL - February only	125	114	109	112	115	115	3	0
DL - May only	40	31	40	52	35	35	-17	0
TOTAL: Base Grant FTEs	15,278	15,283	15,230	15,424	15,500	15,227	-197	-273

Change Year over Year

5 -53 194 76 -197

Supplemental Funding Category	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Projected	2016/17 at Oct 7/16	Yr over Yr Change	Projected vs 1701
Level 1 Special Needs	14	12	12	11	11	17	6	6
Level 2 Special Needs	415	444	454	459	467	468	9	1
Level 3 Special Needs	170	150	160	199	174	178	-21	4
English Language Learners	794	865	907	997	1,003	924	-73	-79
Aboriginal Education	563	601	582	612	616	593	-19	-23

International Students (Fee Paying)	544	563	641	708	650	735	27	85
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Schedule C.4
of the
Administrative Memorandum

Meeting Date: October 18, 2016 Board Board, in camera

Topic (as per the
Memorandum): **Learning Improvement Fund – Consultation Update and Final Spending Plan**

Narration:

The Learning Improvement Fund (LIF) was first introduced in April 2012 with the BC Legislature passing Bill 22 – 2012: *Education Improvement Act*. Bill 22 implemented a new provincial *Learning Improvement Fund* of \$195M over a three-year period to help school districts and teachers address complex classroom composition issues. In the 2013/14 school year, \$60M of the *Learning Improvement Fund* was allocated provincially to support classrooms with the greatest need.

The negotiated settlement between BCTF and BCPSEA now includes the *Learning Improvement Fund* within the collective agreement, thereby providing increased certainty of funding. The total funds of the LIF fund increase from a total of \$94M in 2014/15 to \$100M for the following three years and to \$106M for the 2018/19 school year. The portion of the fund available to our School District for the 2016/17 school year is \$2,661,774.

The allocation of the *Learning Improvement Fund* requires the dedication of 80% of the fund to teaching (BCTF bargaining unit) positions. This portion of the LIF fund is referred to as the *Education Fund*, accounting for \$80M of the \$100M for the subsequent three years and increasing to a total of \$85M for the 2018/19 school year. The *Education Fund* amount for our school district for the 2016/17 school year is \$2,219,419. This funding amount will generate approximately 21.854 full time equivalent (FTE) teaching positions.

The remaining 20% of the LIF fund, considered the *Support Staff Fund*, will be allocated to support staff positions and to address a provincial agreement with the Canadian Union of Public Employees (CUPE, Local 389) related to the Support Staff Education and Adjustment Committee. Through consultation between the CUPE (Local 389) President and the Superintendent of Schools, agreement was reached for the allocation of funds to provide additional paid hours to special education support staff. The *Support Staff Fund* amount for our School District for the 2016/17 school year is \$532,355 dedicated to increasing the number of CUPE positions and an adjustment in assigned hours for CUPE positions supporting students with special needs.

The additional time provided to each Education Assistant supporting students with special needs enables staff to: attend meetings when requested, and/or required IEP, SBRT, Staff, and CUPE support staff meetings; prepare materials, supporting the delivery of IEP's; collaborate with the classroom teacher or resource team; and supervise students, when, and as necessary.

Schedule C.4. (continued)

Narration (continued):

The *Learning Improvement Fund Spending Plan* is developed through consultation processes that occur at both the school and District level. In addition to the consultations with CUPE, school-based consultation took place in May and June with Principals and Vice Principals discussing the classroom needs with staff, School Based Resource Teams and with Chief Staff Representatives.

Principals and Vice Principals identified priority needs in their submission for review by the Executive Committee. The North Vancouver Teachers' Association (NVTA) consulted with teachers to identify priority needs at the classroom level. Based on the information gathered through the school-based consultation process, a tentative 'early' spending plan was developed for consultation with the President and Vice President of the NVTA.

The tentative spending plan developed in May and June was considered an 'early' Spending Plan to identify needed resources for the start of the 2016/17 school year. This tentative plan focused exclusively on the provision of additional NVTA teaching positions and increased teaching time.

Staffing allocations to schools proceeded in mid-May, with a total of 19.832 full time equivalent (FTE) teaching positions added to the allocations to schools for Revised Staffing. A subsequent consultation meeting in mid-June resulted in an additional allocation of 1.472 FTE staffing to schools for Final Staffing, bringing the total 'early' Spending Plan allocation to 21.304 FTE teaching positions with a remaining .55 FTE allotment.

In determining LIF allocation during the spring process, consultation proceeded at each school involving the staff, the Chief Staff Representative and the Principal and Vice Principal. Classroom and staffing needs were reviewed and considered to identify whether the additional resources received through the 'early' Spending Plan were adequate to address these needs. Based upon this review and school-based consultation, Principals and Vice Principals reported to the Superintendent of Schools any revisions to the tentative spending plan that would address identified classroom needs. The NVTA conducted a similar consultation process with teachers to review the tentative spending plan in June.

The Superintendent of Schools and members of the Executive Committee consulted with the President and Vice Presidents of the NVTA regarding the development of the Final Spending Plan on October 3, 2016. Agreement was reached on the Final Spending Plan, allocating all funds and associated FTE within the *Education Fund* portion of the *Learning Improvement Fund*. With the majority of staffing released to schools in June, consultation between the Executive Committee and the NVTA President and Vice President is continuing for the remaining .55 FTE. The CUPE support funds, remaining in reserve, will be used to address the requests received in the final submissions from schools for additional Education Assistant hours within the coming weeks. As school districts are able to retain up to a maximum of 30% in reserve, the *Learning Improvement Fund Approval* form is now prepared for submission to the Ministry of Education.

Superintendent Mark Pearmain will present the information contained within this Schedule and the attached Final Learning Improvement Fund Spending Plan summary, and provide any necessary clarification.

Attachment:

Learning Improvement Fund Spending Plan 2016/2017

2016-17 LEARNING IMPROVEMENT FUND

	Approved	FTE	Approved	FTE	Approved	FTE
Elementary Allocations						
Blueridge	SLP (District)		Counselling	0.20		0.20
Boundary	SLP (District)		Counselling	0.20		0.20
Braemar	LST	0.30	Counselling	0.10	SLP/Psych (District)	0.40
Brooksbank	LST	0.20	Counselling	0.10		0.30
Canyon Heights	LST	0.20	Counselling	0.20		0.40
Capilano			Counselling	0.20		0.20
Carisbrooke	LST	0.20	Counselling	0.10		0.30
Cleveland	LST	0.20	Counselling	0.10		0.30
Cove Cliff	LST	0.10	Counselling	0.10		0.20
Dorothy Lynas	LST	0.10	Counselling	0.20	SLP (District)	0.30
Eastview	LST	0.30				0.30
Highlands	LST	0.20	Counselling	0.10		0.30
Larson	DIVISION	1.07	Counselling	0.20		1.27
Lynn Valley			Counselling	0.20		0.20
Lynnmour	LST	0.30	Counselling	0.20		0.50
Montroyal	LST	0.20	Counselling	0.20		0.40
Norgate	LST	0.40	Counselling	0.10	SLP/Psych (District)	0.50
Queen Mary	LST	0.20	Counselling	0.10	SLP (District)	0.30
Queensbury	LST (Hi/Lo)	0.20	Counselling	0.10	SLP (District)	0.30
Ridgeway	LST	0.40	Counselling	0.10		0.50
Ross Road	LST (Hi/Lo)	0.20	Counselling	0.10		0.30
Seymour Heights	LST	0.30	Counselling	0.10		0.40
Sherwood Park	LST	0.40	Counselling	0.30	SLP (District)	0.70
Upper Lynn	LST	0.20	Counselling	0.20	SLP (District)	0.40
Westview	LST	0.20	Counselling	0.20	Psych (District)	0.40
Total Elementary Allocations		5.87		3.70		9.57

Secondary Allocations						
Argyle	School needs	1.57				1.57
Carson Graham	Blocks/Couns	0.86				0.86
Handsworth	LST/LST (FI)/Couns	1.57				1.57
Seycove	Blocks/LST/FTE/Couns	1.57				1.57
Sutherland	Blocks/LST/FTE	1.57				1.57
Windsor	Blocks	1.29				1.29
Mountainside / NVDL			Counselling	1.00		1.00
Total Secondary		8.43		1.00		9.43

District Allocations						
Psychologist	District needs	1.00				1.00
SLP	District needs	0.90				0.90
HRT support	District needs/Hearing	0.40				0.40
Total District Allocations		2.30		-		2.30

TEACHER EDUCATION FUNDING 2016-17		\$2,129,419				
		FTE	\$			
FTE Funding Available		21.86	2,129,419			
FTE Assigned (NVT A Spend)		21.30	2,075,627	97.5%		
Unspent		0.55	53,792	2.5%	Reserve (for September)	

SUPPORT STAFF FUND 2016-17		\$532,355				
		FTE	\$			
FTE Funding Available - New Positions		5.63	281,870			
FTE Funding Available - Additional Time		5.00	250,485			
Total FTEs and Funding		10.63	532,355			

Schedule C.5
of the
Administrative Memorandum

Meeting Date: October 18, 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* (October 2016).

Attachment:

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

Land, Learning & Livability Community Engagement Update

Argyle Secondary School: Replacement Confirmed

On June 9, 2016 Minister Bernier announced that the Ministry of Education would support the full replacement of Argyle Secondary School. The Province of British Columbia will fund \$37.6 million dollars towards the replacement school with the North Vancouver School District contributing \$12.3 million. The North Vancouver School District is reinvesting funds accumulated from the sale of surplus properties (Monteray, Keith Lynn and Ridgeway Annex).

Meetings are taking place with the District of North Vancouver and preliminary design work is currently underway with architects KMBR.

Braemar Elementary School: Parcel

The most recent proposal put forward to the North Vancouver District Council was not approved and did not proceed to Public Hearing. There is currently a purchase agreement still in place for the Braemar parcel of land subject to District Council approval of rezoning.

Lucas & Cloverley: Status

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

Schedule C.6.
of the
Administrative Memorandum

Meeting Date: October 18, 2016 Board Board, in camera

Topic (as per the
Memorandum): **Tuesday, October 11, 2016 Standing Committee Meeting**

Narration:

The Board will find attached a copy of the meeting summary from the October 11, 2016 Standing Committee Meeting.

Trustee Barry Forward will report on highlights of the meeting.

Attachment:

Meeting Summary – Board of Education Standing Committee, October 10, 2016

BOARD OF EDUCATION STANDING COMMITTEE
NORTH VANCOUVER SCHOOL DISTRICT
Meeting Summary of October 11, 2016

Meeting Summary of the Board of Education's Standing Committee Meeting held at the Education Services Centre, 2121 Lonsdale Avenue, North Vancouver, British Columbia, on Tuesday, October 11, 2016.

Meeting Attendance:

Trustees Forward, Gerlach, Sacré and Stanley were all in attendance, Trustee Skinner was away due to illness, Trustees Higgins was away on personal business and Trustee Stratton was away due to a family matter. Representatives of the North Vancouver Parent Advisory Council (NVPAC), North Vancouver Administrators (NoVA), North Vancouver Teachers' Association (NVTa), Canadian Union of Public Employees (CUPE Local 389), members from the public, and School District Staff attended the meeting.

Call to Order:

Standing Committee Chair Barry Forward called the Standing Committee Meeting to order at 7:00 pm, thanking those in attendance for coming to engage with the School District.

Moving from the Thinking Classroom to Instructional Rounds

Monty Bell, Director of Instruction, along with School District staff presented on the benefits of Moving from the Thinking Classroom to Instructional Rounds. Instructional Rounds is a valuable tool that can be used to provide the opportunity for teachers to work together in a collaborative way to develop a learning stance to improve best practices in education.

The Instructional Rounds process is a personal journey which teachers share in collaboration with each other. The School District will be able to measure success by using the Family of School (FOS) model to examine the collaborating and communication that is occurring within schools and between schools through the development of a culture of professional sharing.

EA Mentorship

The North Vancouver School District recognizes the role and contributions that Education Assistants (EAs) offer to the educational experience and success of our students. It is because of these contributions that the School District has the opportunity to introduce a Mentorship program to provide skill development and build capacity within these key positions.

Xenia O'Brien, Human Resources Manager shared the vision and benefits of the Mentorship Program, noting that mentorship has been proven to support recruitment and retention, enhance employee engagement and provide professional development opportunities.

Celebrating & Supporting Complex Learners: Seven Core Components

Vince White, District Principal, provided an update on the North Vancouver School District's ongoing efforts to celebrate and support our complex learners. Dr. White, along with School District staff discussed seven core components that are part of an overarching and integrated structure designed to enhance student learning. Introduction to an online platform to support complex learners was performed.

Concluding the evening, Standing Committee Chair Forward thanked all of those who attended.

The presentations can be found online: [Meetings & Minutes 2016/17](#)

Next Meeting:

November 8, 2016

Schedule C.7
of the
Administrative Memorandum

Meeting Date: October 18, 2016 Board Board, in camera

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

Narration:

Seycove – a field trip to Seattle, Washington, USA, has been scheduled for November 30-December 2, 2016. The trip involves approximately 26 students in the Grade 9 Performance Learning Program (FLIGHT), who will be accompanied by two teacher supervisors.

Students will be travel by bus and mini-van, and will be accommodated in a hotel. The trip cost is approximately \$395 per student, which will be paid by the students.

The purpose of this extracurricular trip is to supplement the FLIGHT 9 program with a field school that explores the work of individuals, such as such as Bill Gates, Dale Chihuly, Paul Allen, and the Wright Brother, whom challenged mainstream thought with ideas and actions that changed the world. Students are scheduled to visit the Bill and Melinda Gates Foundation Visitor Center, the Microsoft Campus, the Experience Music Project/Science Fiction Museum, the Chihuly Garden and Glass exhibit, and the Future of Flight/Boeing Factory Tour, as well as other local cultural and historical sites.

Argyle – a field trip to Orlando, Florida, USA, has been scheduled for February 9-14, 2017 for approximately 24 members of the Argyle Cheer Team, in grades 8-12. Students will be accompanied by two teacher supervisors and two other adult supervisors.

Students will travel to Florida by air and by motor coach while there. Accommodation will be in a hotel and the estimated cost per student of \$2,200 will be paid by the students.

The purpose of this extracurricular trip is to participate in the World High School Cheerleading Championships.

Sutherland – a field trip Seattle, Washington, USA, has been scheduled for February 16-17, 2017 for 30 Grade 11 students in the Global Perspectives program. The students will be accompanied by three teacher supervisors.

Students will travel to and from Seattle by chartered bus and will be accommodated in a hotel. The cost per student is \$230 and will be paid by students.

The purpose of this extracurricular trip is to supplement the coursework in the Global Perspectives program while also establishing a framework of collaboration and team-building for the cohort. Students are scheduled to visit the Boeing factory and the Bill & Melinda Gates Foundation Visitor Center, as well as visit Roosevelt High School.

Schedule C.8.
of the
Administrative Memorandum

Meeting Date: October 18, 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.9
of the
Administrative Memorandum

Meeting Date: October 18, 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.10...
of the
Administrative Memorandum

Meeting Date: October 18, 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.

Schedule ...D.....
of the
Administrative Memorandum

Meeting Date: October 18, 2016 Board Board, in camera

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

Narration:

Date and Time	Event	Location
Tuesday, November 8, 2016 at 7:00 pm	Standing Committee Public Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, November 15, 2016 at 7:00 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
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

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: October 18, 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.