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ADMINISTRATIVE MEMORANDUM

Meeting Place:

Board Room
North Vancouver School District
721 Chesterfield Avenue
North Vancouver, British Columbia

Format and Date:

PUBLIC BOARD MEETING
Tuesday, January 24, 2012 at 7:00 pm

			Estimated Completion Time
A.	Call to Order		
A.1.	Chair Stratton'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		7:10 pm
A.4.	Approval of Minutes (that the minutes of the Public Meeting of December 6, 2011 be approved as circulated)	(no schedule)	7:15 pm
B.	Action Items		
B.1.	Presentation to Outgoing Trustee Mary Tasi		7:30 pm
B.2.	Superintendent's Report on Achievement 2011/12		8:00 pm
B.3.	Board Committees and Representational Assignments (2011/12)		8:10 pm
B.4	North Vancouver School District Soccer Academy Proposal		8:30 pm
B.5.	Surplus Land Retention and Consultation Process		8:50 pm
B.6.	Notice of Motion – Surplus Land Consultation		9:05 pm
C.	Information and Proposals		
C.1.	Community Learning Program – Update		9:15 pm
C.2.	2012/13 Operating Budget Development Consultation Process		9:30 pm

Meeting Place:

Board Room
North Vancouver School District
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North Vancouver, British Columbia

Format and Date:

PUBLIC BOARD MEETING
Tuesday, January 24, 2012 at
7:00 pm

			Estimated Completion Time
	(continued)		
C.3.	Tuesday, January 10, 2012 Meeting of the Towards the Future for Schools Standing Committee		9:40 pm
C.4.	Field Trips - Out of Country		9:45 pm
C.5.	Superintendent's Report		9:55 pm
C.6.	Trustees' Reports		10:05 pm
D.	Future Meetings	(no schedule)	10:05 pm
E.	Public Question & Comment Period		10:25 pm
F.	Adjournment	(no schedule)	10:25 pm

Irene Young
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:	January 24, 2012	☒ **Board**	☐ **Board, in camera**

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

Narration:

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

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School District No. 44 (North Vancouver)

Minutes of the Inaugural Public Meeting of the Board of Education, School District No. 44 (North Vancouver) held in the Artists for Kids Gallery of the Leo Marshall Curriculum Centre, 810 West 21st Street in North Vancouver, British Columbia, on Tuesday, December 6, 2011.

PRESENT:	L. Bayne B. Forward C. Gerlach M. McGraw C. Sacré S. Skinner F. Stratton

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Oaths of Office and Allegiance

Secretary Treasurer Irene Young introduced the Honourable Madame Justice Loryl Russell of the Supreme Court of British Columbia, who was present to administer the Oath of Office and the Oath of Allegiance to the newly elected Trustees.

In accordance with Section 50 and Section 50(4) of the *School Act*, newly elected Trustees Lisa Bayne, Barry Forward, Cyndi Gerlach, Mike McGraw, Christie Sacré, Susan Skinner, and Franci Stratton each swore an Oath of Office and an Oath of Allegiance before the Honourable Madame Justice Loryl Russell.

A.1. Call to Order

Secretary Treasurer Irene Young called the meeting to order at 7:35 pm.

A.2. Election of a Board Chair

Secretary Treasurer Irene Young reported that the Board was required by its Policy 104 to elect one of its members to be the Board Chair. Secretary Treasurer Young called for nominations for the position of Chair. Trustee McGraw nominated Trustee Stratton for the position of Chair of the Board for a period of one year. Trustee Skinner nominated Trustee Forward for the position of Chair of the Board for a period of one year. Both Trustee Stratton and Trustee Forward accepted their nominations. As there were two nominations, Secretary Treasurer Young appointed Assistant Superintendent Bryn Roberts and Monty Bell, Director, Learning Services, as scrutineers. An election by ballot was then conducted, after which, Trustee Stratton was declared Board Chair for the term of December 6, 2011 to November 30, 2012.

<u>Moved by B. Forward</u>
that the ballots be destroyed.
<u>Seconded by C. Gerlach</u> <u>Carried</u>

Trustee Stratton took the Chair and thanked the Trustees for their support, noting she looked forward to working with them during her term in office.

A.3. Election of a Board Vice Chair

Chair Stratton called for nominations for the position of Vice Chair of the Board. On the first call for nominations, Trustee Gerlach nominated Trustee Forward who accepted the nomination for Board Vice Chair. There being no other nominations on three successive calls, Trustee Forward was acclaimed Vice Chair of the Board for the term of December 6, 2011 to November 30, 2012.

A.4. Approval of Agenda

Trustee Skinner introduced a Notice of Motion and requested that it be added to the agenda as Item C.6.

Moved by B. Forward
that the agenda be adopted as amended.
Seconded by C. Gerlach Carried

A.5. Approval of Minutes

Moved by S. Skinner
that the minutes of the public meeting of November 15, 2011 be approved as circulated.
Seconded by L. Bayne Carried

B.1. Board/Authority Authorized and Locally Developed Courses 2012 - 2013

With their agendas, Trustees received copies of the Board/Authority Authorized (BAA) Courses recommended to be included in secondary course selection options effective 2012/2013.

Chair Stratton introduced this agenda item and noted that at the November 22, 2011 Education and Programs Standing Committee meeting, Trustees had received an update on the proposed courses. Monty Bell, Director, Learning Services, provided a brief background in the development of these courses. Once the courses receive Board approval, they will be submitted for Ministry approval.

Superintendent John Lewis, Assistant Superintendent Bryn Roberts and Mr. Bell responded to Trustees' questions regarding possible fees attached to courses; possibility of a student forum as a potential Student Leadership Council agenda item; ensuring students are aware of the courses – will be in course selection booklets; evaluation of courses – Monty Bell, Director, Learning Services, will review with teachers of each course at the end of the school year; and the larger than usual number of BAA courses presented for approval.

It was further clarified that since a "renewal" course had previously received Board approval, it was brought to the Board's attention only for information as the course was now being offered at an additional school. It was also noted that International Baccalaureate (IB) credit courses were two credit courses to allow students more options and the ability to take a larger number of courses.

Moved by S. Skinner
that the Board according to its power and capacity set out in Section 85(2)(i) of the *School Act* and in harmony with the course standards established by the Ministry of Education, hereby approves the Board/Authority Authorized (BAA) courses, effective 2012/2013, for submission to the Ministry of Education.
Seconded by B. Forward Carried

B.2. Corporate Banking Services
A) Bank of Montreal – Banking Bylaw 1-2011
B) Toronto Dominion – Resolution re: Bankers & Signing Officers
C) North Shore Credit Union

Secretary Treasurer Irene Young introduced the following routine bylaws and resolutions, which are normally as a consequence of the election of a new Chair and Vice Chair. Sample copies of each were included with the Trustees' agenda copies. Though there were no changes in these two positions, the banking resolutions were still required as signing authority had not yet been adjusted to include Assistant Superintendent Mark Jefferson in place of Assistant Superintendent Dave Pearce (Retired).

B.2. Corporate Banking Services (continued)

(A) Bank of Montreal – Banking Bylaw 1-2011

Moved by B. Forward
that Banking Bylaw Number 1-2011 be read a first time;
Seconded by C. Gerlach Carried

Moved by S. Skinner
that Banking Bylaw Number 1-2011 be read a second time;
Seconded by L. Bayne Carried

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

Moved by B. Forward
that Banking Bylaw Number 1-2011 be read a third time, passed, and adopted.
Seconded by C. Sacré Carried

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

Moved by C. Sacré
that the Board approve the Toronto-Dominion Bank Resolution re: Bankers and Signing Officers as attached to this Administrative Memorandum B.2(B). of December 6, 2011.
Seconded by B. Forward Carried

B.4. North Shore Credit Union - Resolution re: Bankers and Signing Officers

Moved by M. McGraw
that the Board approve the North Shore Credit Union Bank Resolution re: Bankers and Signing Officers as attached to this Administrative Memorandum B.2(C) of December 6, 2011.
Seconded by L. Bayne Carried

C.1. Secondary School and Academy Fees 2012/13

With their agendas, Trustees received copies of the 2012-13 School Fees for North Vancouver School District secondary schools as well as the Schedule of Specialty Academy Fees 2012/2013.

Superintendent John Lewis introduced this agenda item and advised that Boards of Education may charge fees to students and parents for goods and services provided by the Board in accordance with the *School Act* [s. 82]. Fees for the 2012-13 school year are determined prior to the end of 2011 to allow fee schedules to be included in the secondary school course guidebooks that are published in January of 2012. Policy 706 requires that each North Vancouver school and specialty academy annually establish a schedule of fees.

The Superintendent reported that the North Vancouver School District has three established academies: the Digital Arts Academy at Argyle Secondary; the Artists for Kids Studio Arts Academy at Carson Graham Secondary; and the Hockey Skills Academy at Windsor Secondary. All three specialty academies have received the approval of the School Planning Councils at their respective school locations and have reviewed and approved the schedule of fees proposed.

Both the 2012-13 Secondary School Fees and the Schedule of Specialty Academy Fees 2012/2013 have been brought forward to the Board for information; and Trustees are encouraged to meet with principals regarding any questions they may have in relation to the fees.

John Lewis, Superintendent of Schools, and Bryn Roberts, Assistant Superintendent, responded to Trustees' questions regarding the variation of costs for similar courses district wide, hardship assistance; and the possibility of future academies.

C.2. Board Committees and Trustee Representational Assignments (2011-12)

Trustees received a list of Board committees and representational assignments in accordance with Board *Policy 102: Committees and Representation* (a copy was included in the agenda package). Chair Stratton, noted that the liaison positions with the school have been assigned for the next six months to the end of June 2012 and then for the next 12 months, July 1, 2012 to June 30, 2013. These two groups of assignments have been previously reviewed by the Trustees. Trustees have been requested to submit their preferences for committee appointments to the Board Chair or the Superintendent on or before December 12, 2011. The list of committee appointments will be presented to the Board for approval at the next Public Board Meeting of January 24, 2012.

Superintendent John Lewis advised the Board that throughout the year, there will be occasions where a Trustee may be asked to represent the Board on an additional committee.

Moved by B. Forward
that the Board approve the Trustee Liaison Assignments as attached to this Administrative Memorandum C.2. of December 6, 2011 for the remaining 2011-12 school year, and for the 2012-13 school year.
Seconded by G. Gerlach Carried

A notification will be sent out to all the schools advising the name of their Trustee Liaison.

C.3. Election to BCSTA Provincial Council

Chair Stratton reported that the British Columbia School Trustees' Association (BCSTA) required the Board to elect annually, between December 1st and January 15th, two Trustees to the British Columbia School Trustees' Association (BCSTA) Provincial Council. One Trustee is to serve as the Board's representative and one Trustee is required to serve as an alternate.

The Chair called for nominations for the position of the Board's representative to the BCSTA Provincial Council for 2012. Trustee Bayne nominated Trustee Skinner. There being no other nominations on two successive calls, Trustee Skinner was declared the Board's representative to the BCSTA Provincial Council.

The Chair called for nominations for the alternate representative to the BCSTA Provincial Council for 2012. Trustee Gerlach nominated Trustee Forward. There being no other nominations on two successive calls, Trustee Forward was declared the Board's alternative representative to the BCSTA Provincial Council.

At the Chair's invitation, Trustee Skinner provided a brief outline of the role of the Board's representative to the BCSTA Provincial Council and thanked the Board for its support.

C.4. Tuesday, November 22, 2011 Meeting of the Education and Programs Standing Committee

Copies of the meeting notes from the November 22, 2011 meeting of the Education and Programs Standing Committee were included in the Trustees' agenda packages. Chair Stratton touched on highlights of the meeting, which included the Superintendent's Report on Student Achievement 2011-2012; Proposed Board/Authority Authorized Courses; and the Fine Arts Delivery Model. As well, at the meeting, Trustee Bouman was acknowledged for her service over the last year as Chair of the Education and Programs Standing Committee.

C.5. Field Trips – Out-of-Country

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

- Seycove Secondary School – field trip to Seattle, Wash, USA (January 6, 2012)

C.6. Notice of Motion

The following was brought forward by Trustee Skinner and received by Chair Stratton for addition to the January 24, 2012 Public Meeting of the Board.

"That the North Vancouver Board of Education host a meeting inviting the Mayor and Council of both the City and District of North Vancouver, the North Vancouver Recreation Commission, the President, Chair and representatives of the Board and Senior Executive of Vancouver Coastal Health, and their respective staff.

The purpose of the meeting will be for the Board of Education to present its Surplus School District Land Retention and Disposition Strategy and to engage all parties in a broad discussion of community needs, and the potential for further innovative partnership opportunities."

D. Future Meetings

Future public meetings of the Board are confirmed as follows:

Tuesday, Jan 10, 2012 at **4:00** pm	Towards the Future for Schools Standing Committee	Leo Marshall Curriculum Centre 810 W 21st Street, N. Vancouver
Tuesday, Jan 10, 2012 at 7:00 pm	NVSD Learning Centre & Community Learning Program – Public Information Meeting	Balmoral Secondary 3365 Mahon Avenue, N. Vancouver
Tuesday, Jan 24, 2012 at 7:00 pm	Public Board Meeting	Board Room – School Board Office 721 Chesterfield Ave, N. Vancouver
Tuesday, Jan 31, 2012 at 7:00 pm	Finance & Facilities Standing Committee	Leo Marshall Curriculum Centre 810 W 21st Street, N. Vancouver

It was noted that the Committee appointments will not be finalized until January 24, 2012 after the Towards the Future for Schools Standing Committee meeting of January 10, 2012. Chair Stratton requested that Trustees submit their committee requests in time for the list to be built prior to the Christmas Break. Superintendent Lewis suggested that the requests to the Board Chair could be reviewed at the next Board agenda planning meeting, acting in advance of the January 10, 2012 Standing Committee meeting.

F. Adjournment

The established agenda being completed, the Chairperson adjourned the meeting at 8:30 pm.

Certified Correct:

________________________	________________________
Irene Young Secretary Treasurer	Franci Stratton Chairperson, Board of Education
________________________	________________________
Date	Date

Schedule B.1.

of the

Administrative Memorandum

Meeting Date:	January 24, 2012	☒ **Board**	☐ **Board, in camera**

Topic (as per the Memorandum): **Presentation to Outgoing Trustee Mary Tasi**

Narration:

On behalf of the Board, the Superintendent will make a presentation to Mary Tasi, Trustee for the term of 2008-2011.

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Schedule B.2.

of the

Administrative Memorandum

Meeting Date: January 24, 2012 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Superintendent's Report on Achievement 2011/12**

Narration:

Legislative Requirements

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

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

Superintendent's Report on Student Achievement 2011/12

At the Public Education and Programs Standing Committee Meeting on November 22, 2012, John Lewis, Superintendent of Schools, presented an overview of the recent changes introduced by the Ministry of Education to the annual *Superintendent's Report on Student Achievement*. A new template provided by the Ministry of Education was applied for the preparation and format of the *Report*. The changes are intended to ensure transparency and accountability for each school district in terms of its responsibility for improving student achievement. Evidence used to report student achievement must include provincial and local (district) measures. The report can include local data such as commonly used, district-wide assessments/instruments and school and teacher classroom assessments.

The report provided at the Education and Programs Standing Committee of November 22, 2012 was a preliminary report on student achievement for the previous year.

Superintendent John Lewis will provide an overview of the *Superintendent's Report on Achievement 2011/12,* attached to this Administrative Memorandum of January 24, 2012.

Attachment: *Superintendent's Report on Achievement 2011/12*

RECOMMENDED MOTION:

that the Board approve the *Superintendent's Report on Achievement 2011/12*, as attached to this Administrative Memorandum of January 24, 2012

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Superintendent's Report on Student Achievement 2011-2012

- Ensure transparency and accountability for each school district in terms of its responsibility for improving student achievement; and
- Provide information that will facilitate subsequent planning for continuing improvement of student achievement at the school and school district levels

Data and evidence used to report student achievement should include provincial and local (district) measures. Local data could include a number of district wide instruments commonly used, district designed measures such as school assessments and teacher classroom assessments.

Districts may report additional areas of student achievement arising from the most recent achievement contract.

The Superintendent's report is a public document, should be "reader friendly" and easily understandable.

The Superintendent's Report

- ☐ Should be brief and to the point.
- ☐ Should be focussed on results and evidence of acquired results.
- ☐ Should be a useful point of departure for future planning.
- ☐ Must be submitted to the Board of Education by December 15.
- ☐ Must be approved by the Board and submitted by email by January 31

Please use this form to summarize the required elements of the Superintendent's Report.

Once Board approval has been granted, use the "submit by email" to forward to Ministry.

Ministry of Education School Act

Section 22 of the School Act states the following:

" A board must appoint a superintendent of schools for a school district who, under the general direction of the board..., (b.1) must, on or before December 15 of a school year, prepare and submit to the board a report on student achievement in that district for the previous year:

Section 79.3 goes on to say:

" On receipt of a report submitted by a superintendent of schools under Section 23 (1)(b.1), the board must, on approval of the report,

A) Immediately, and in any event no later than January 31st of the school year in which the board receives the report, submit that report to the minister, and...

B) As soon as practicable, make the report available to the public."

Questions and/or Concerns

Direct questions and/or concerns to the ***Achievement Division by email: educ.achievement@gov.bc.ca***

British Columbia | Ministry of Education

Superintendent's Report on Student Achievement

2011-2012

North Vancouver School District

1. Improving Areas of Student Achievement

What is Improving?

- Six-year completion rates for students with special needs and Eligible Grade 12 Graduation Rates.
- Seven-Year completion rates for all students.
- English 12 and Communications 12 Provincial Examination results.
- Achievement in Reading, Writing and Numeracy has improved, exceeding Provincial averages.

What evidence confirms this area of improvement?

- Six-year completion rates for students with special needs improved from 58% to 60% and Eligible Grade 12 Graduation Rates improved from 87% to 90%. School Completion (Evergreen) certificates were received by 31 students in 2011.
- Seven-Year completion rates for all students improved on a year to year basis from 87% to 89%, significantly better than the Provincial average (Prov.) of 82%.
- Provincial Examination results (C or better) improved in the areas of English 12 (78% to 86%) and Communications 12 (78% to 84%)
- Grade 4 FSA results (year to year); Reading (70% to 75% - Prov. 69%), Writing (67% to 78% - Prov. 73%), Numeracy (65% to 71% - Prov. 67%)
- Grade 7 FSA results (year to year): Reading (69% to 74% - Prov. 66%), Writing (65% to 80% - Prov. 72%), Numeracy (69% to 72% - Prov. 62%)

2. Challenging Areas

What trends in student achievement are of concern to you?

- Six-Year completion rates for all students.
- Achievement progress of students of Aboriginal ancestry is significantly below our average achievement rate.
- Achievement progress of students with special needs is considerably below our average achievement rate.
- Achievement progress of students enrolled in district alternate programs is significantly below our average achievement rate.
- Provincial Examination results are of some concern as results indicate a slight drop. However, these changes are parallel to the Provincial results.
- Monitoring the progress of children and youth in care (60% are students of Aboriginal Ancestry) and providing additional supports at the district level is particularly challenging.

What evidence indicates this area of concern

- Six-year completion rates for all students decreased slightly from the prior year (87% to 86%). This remains significantly above the Provincial average of 80%
- Six-year completion rates for students of Aboriginal ancestry decreased slightly from the prior year (52% to 49%). This is significantly below the district average of 86%
- Six-year completion rates for students with special needs improved from 58% to 61%, but remain considerably below the district average of 86%.
- Achievement progress of students enrolled in district alternate programs is significantly below the district average of 86%. The data has not been reported separately for this cohort group.
- Provincial examination results for Grades 10, 11, and 12 have remained relatively 'flat' with the exception of improvements in English 12 and Communications 12.
- Monitoring the progress of children and youth in care (60% are students of Aboriginal Ancestry) and providing additional supports has not been received focused attention as a result of limited district resources.

3. Programs / Performance / Results & Intervention

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

- System-wide use of Test of Phonological Awareness (TOPA) and DIBELS for screening at risk learners
- System-wide use of intervention programs (Firm Foundations, Our Turn To Talk)
- Classroom use of Reading 44 and other programs for guided reading for students at risk
- System-wide use of Math assessments at K, grade 6 and 8 – working on other grade level assessments
- Increased numbers of teachers using Writing 44 – requests for workshops and resources continue; increase in numbers of schools doing School Wide Writes
- Adoption of district-wide Social Responsibility Survey
- Creation of Aboriginal Survey as part of Aboriginal Enhancement Agreement
- Expansion of Career, Trades and Work Experience programs
- Development of Community Learning Program and Choices program
- Enhanced partnerships with community agencies (VCH, MCFD, others)
- Expansion and development of Distributed Learning
- Review of technology intervention tools to support best practice
- Expansion of Board Authority Authorized Courses (21 in 2011)

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

- System-wide use of Test of Phonological Awareness (TOPA) and DIBELS and intervention programs (Firm Foundations, Our Turn To Talk) has been important for screening at risk learners and for allocating limited resources in support of interventions.
- Classroom use of Reading 44 and other programs for guided reading has provided additional support for students at risk

- System-wide use of Math assessments at K, grade 6 and 8 has enabled focused interventions and supports
- Increased numbers of teachers using Writing 44 and schools doing School Wide Writes has likely contributed to improved achievement results in FSA and Provincial Examinations.
- Social Responsibility Survey and Aboriginal Survey have served to increase the focus on student engagement and connected relationships for students. This has also contributed to enhanced partnerships with community agencies (VCH, MCFD, others)

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

- Development of Community Learning Program and Choices program and the expansion of Career and Distributed Learning programs has increased the sense of belonging for students and provided an expanded description of student success and achievement
- The expansion of Board Authority Authorized Courses has enabled students and teachers to provided enhanced opportunities for personalized learning experiences.

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

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

<u>From the District Literacy Plan</u>:

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

<u>From the District Achievement Contract</u>:

- Objective 1.1: To increase the number of children who enter school ready for kindergarten
- Objective 1.2: To improve the literacy achievement of primary students, identified as at risk (below the 25th percentile) on the June Kindergarten TOPA re-assessment
- Objective 1.3: To improve the literacy achievement of intermediate students, beginning in grade 4
- Objective 1.4: To improve the literacy achievement of secondary students of Aboriginal ancestry

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

- StrongStart attendance is higher than ever – positive trend towards increasing school readiness and enhancing children's pre-literacy skills
  - Available Data: StrongStart Attendance Summary –
    - Total attendance Sept/Oct 2010 = 3036
    - Total attendance Sept/Oct 2011 = 3829
    - Increase = 26%

- Positive results in all schools on June TOPA indicate that K intervention programs and strategies between pre and post test are successful. Only 35/1000 students (district-wide) below the 25th percentile after spring intervention as per TOPA reassessment June 2011

- Increased numbers of classroom teachers using Writing 44 and other writing instructional tools; increase in numbers of schools doing School Wide Writes

  *Specific measures of achievement difficult to report given new baselines were set in June 2011 Achievement Contract and the actuals will not be available until June 2012

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

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

<u>State the specific evidence and measures of student achievement for *completion rates* and the results that have been realized</u>

Comparing 2010 results to 2011 results, our

- Six-year completion rates decreased slightly in the past year from 87% to 86.1% for all students
- Six-year completion rates decreased slightly in the past year from 52% to 49% for students of aboriginal ancestry
- Six-year completion rates improved slightly in the past year from 58% to 60% for students with special needs
- Six-year completion rates for students enrolled in alternate programs are currently not available

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

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

This Agreement encompasses four main goals:

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

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

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

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

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

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

Student Performance Indicators:

The following data will be used to determine our success in achieving this goal:
- Increased attendance rates by grade, as measured by attendance records in North Vancouver School District's elementary and secondary schools.
- Increased level of satisfaction related to sense of place, caring and belonging, as indicated in data obtained from the Aboriginal Education Survey.

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

Student Performance Indicators:

The following data will be used to determine our success in achieving this goal:
- Increased level of participation in school and community activities, as indicated in data obtained from the Aboriginal Education Survey.
- Increased level of participation and success in physical education classes in elementary and secondary schools.
- decreased number of students engaged in risk-taking behaviours so that they are living out of harm's way, as indicated in data obtained from the Aboriginal Education Survey.
- Increased number of students who do not become hungry throughout the day, as indicated in data obtained from the Aboriginal Education Survey.

Goal #3: T o increase the academic success of students of Aboriginal ancestry.

Student Performance Indicators:

The following data will be used to determine our success in achieving this goal:
- Increased number of students fully meeting/exceeding expectations in Grade 4 Language Arts assessments and other district assessments.
- Increased number of students fully meeting/exceeding expectations on Grade 8 report cards and other district assessments.
- Increased number of students achieving C+ or better on Grade 10 provincial exams.

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

Student Performance Indicators:

The following data will be used to determine our success in achieving this goal:
- Increased number of students who believe they are being successful at school, as indicated in data obtained from the Aboriginal Education Survey.
- Increased number of students who graduate with a Dogwood Diploma or School Completion Certificate with their cohort of students.
- Increased number of students who want to continue their education after secondary school, as indicated in data obtained from the Aboriginal Education Survey.

The baseline data will be established for this second Aboriginal Education Enhancement Agreement during the 2011-2012 school year with the implementation of the Aboriginal Education Survey.

5. Children in Care

<u>Summarize the work and your efforts in meeting the needs of Children in Care.</u>

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

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

<u>What Categories of Children in Care have been successfully identified and are being monitored?</u>

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

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

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

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

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

- The results being achieved by students within the identified categories varies widely on an individual basis. At the present time, the achievement of Children in Care is being monitored within the respective cohort group, whether as students with special needs, students of Aboriginal ancestry, students in alternate programs, or as a student 'at-risk'.

- Our capacity to monitor the progress of children and youth in care at both the school and district level is particularly challenging due to the limited staff resources available.

6. Early Learning

Summarize your district's Early Assessment in kindergarten classes.

System-wide use of:

- System-wide use of Test of Phonological Awareness (TOPA) for screening at-risk learners
- Our Turn To Talk program - assessment and interventions
- Firm Foundations program - assessments and interventions
- Participation in the EDI Assessment
- K Numeracy Assessment
- K Observation form developed by K teachers will be implemented in the future (teacher created; strong support)

What strategies are in place to address the needs identified?

- System-wide literacy (Our Turn to Talk, Firm Foundations, Inspirations 44, Reading and Writing 44) and math (Math 44) programs in place with in-service and classroom support provided to kindergarten and learning assistance teachers
- Targeted intervention for K students identified as below 25th percentile in January TOPA screening
- TOPA re-assessment in June to monitor progress of at-risk learners
- Continued intervention for at risk learners in grade 1 with DIBELs assessments to monitor progress
- Enhanced dialogue, collaboration and in-service opportunities for K teachers and Early Learning partners, StrongStart Facilitators, Early Learning Foundation (ELF) providers (e.g. North Shore Neighbourhood House) to deepen understanding of new Ministry FDK program and its alignment with the Early Learning Framework

7. Other Comments

- We continue to analyze the ‘non-graduates’ data to address the foundational importance of social-emotional learning in our schools and to engage secondary students and their parents more directly in discussions related to the graduation requirements.

- While we have developed an increased capacity to monitor progress and intervene more quickly when a student is at risk of not fulfilling graduation requirements, we have been financially challenged to maintain the teaching and administrative staff that previously provided this important service to students.

- Positions of leadership and the time and resources necessary to support leadership activities and initiatives have been significantly reduced at both the administrator and teacher level. While administrative demands have continued to escalate, there has been a steady reduction in the time allocated for these important positions. Administrators and teachers both serve as instructional leaders at their schools in supporting improved student achievement.

- The funding available to the Board of Education has been insufficient to sustain service levels to students. This has severely constrained the capacity of the School District to restore and provide services that contribute towards improved student achievement and personal success.

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

  - Class sizes in core courses at secondary schools
  - Class sizes at grades 4 to 7
  - Actual costs associated with supports for students with special learning needs
  - Increased professional and program development supports for teachers and support staff
  - School and classroom supplies and materials
  - Actual costs associated with expanded mandates, expanded accountability measures, and provincially negotiated contracts.
  - Applications of information technology: hardware, software and technical supports.

Respectfully submitted,

John Lewis
Superintendent of Schools

Schedule B.3.

of the

Administrative Memorandum

Meeting Date: January 24, 2012 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Board Committees and Representational Assignments (2011-12)**

Narration:

At its Public Meeting on December 6, 2011, in accordance with *Board Policy 102: Committees and Representation*; the Board received a list of Board Committees and representational assignments, both internal as well to external organizations and agencies.

At this meeting, the Board approved the liaison assignments, each consisting of a secondary school(s) and its surrounding elementary schools (family of schools). The liaison assignments will cover the balance of the 2011/12 school year to June 30, 2012 and then from July 1, 2012 to June 30, 2013.

In addition, Board Chair Franci Stratton requested that Trustees submit their preferences for committee assignments, based on their interest and willingness to assume the responsibilities related to the assignments(s). It was requested that these submissions be forwarded to the Board Chair or the Superintendent of Schools on or before December 2011.

The list of assignments and appointments, as attached to this Administrative Memorandum of January 24, 2012, are presented to the Board for approval at this evening' meeting.

Attachment: *Trustee Representational Assignments and Liaison Areas January 2012*

RECOMMENDED MOTION:

that the Board approve the Chair's appointments of Trustees as attached to this Administrative Memorandum of January 24, 2012, and make the appointments effective January 25, 2012.

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Trustee Representational Assignments and Liaison Areas
January 2012

PROVINCIAL	Trustee for 2012
British Columbia Public School Employers' Association (1)	Susan Skinner
British Columbia School Trustees' Association Provincial Council (2) (Elected)	Susan Skinner / Barry Forward (Alt.)
MUNICIPAL/LOCAL	**Trustee for 2012**
City of North Vancouver Advisory Planning Commission (1)	Christie Sacré
City of North Vancouver Parks and Environment Advisory Committee (1)	Susan Skinner
Collaboration Committee (DNV) (Board Chair and Vice Chair)	Franci Stratton / Barry Forward
Joint Use Planning Committee (1)	Franci Stratton
North Shore Family Court and Youth Justice Committee	Lisa Bayne
North Vancouver Recreation Commission (1)	Barry Forward
SCHOOL DISTRICT/INTERNAL	**Trustee for 2012**
Board Chairperson (Elected)	Franci Stratton
Board Vice-Chairperson (Elected)	Barry Forward
Capital Planning Committee	Franci Stratton
Chair, Education and Programs Standing Committee (1)	Susan Skinner / Lisa Bayne (Alt)
Chair, Finance and Facilities Standing Committee (1)	Barry Forward / Cyndi Gerlach (Alt)
Chair, Towards the Future for Schools Standing Committee (1)	Mike McGraw / Christie Sacré (Alt)
Community Advisory Working Group (CLP) (Jan. 30, Feb.27, Mar.26)	Susan Skinner / Cyndi Gerlach
District Aboriginal Advisory Committee	Cyndi Gerlach
District SPC Advisory Planning Committee	Christie Sacré
Early Learning Initiatives (UEY, EDI, ELF, etc.)	Franci Stratton
Education Services Centre / AFK Gallery Planning Committee	Franci Stratton
Education Week Planning Committee	Barry Forward / Mike McGraw
Inclusion Committee	Cyndi Gerlach
North Vancouver Outdoor School Advisory Committee	Mike McGraw
North Vancouver Parent Advisory Committee Liaison Trustee (1)	Christie Sacré

Trustee Representational Assignments and Liaison Areas
January 2012

SCHOOL DISTRICT/INTERNAL	Trustee for 2012
North Vancouver School District Communications Committee (1)	Lisa Bayne / Franci Stratton (Alt.)
North Vancouver School District Policy Review Committee (2)	Cyndi Gerlach / Barry Forward
Presidents Council (Chairperson)	Franci Stratton
Safe and Caring Schools Committee	Lisa Bayne
Screening and Selection of Assistant Superintendent & Directors	Franci Stratton
Screening and Selection of Principals (2)	Sec: Barry Forward Elem. Cyndi Gerlac Alt. Ed.: Franci Stratton
Screening and Selection of Vice Principals (2)	Sec: Susan Skinner Elem. Christie Sacré
Student Leadership Council Liaison Trustee (1)	Mike McGraw
Sustainability Leadership Team	Christie Sacré
TRUSTEE LIAISON ASSIGNMENTS (change each September)	**2011/12 School Year**
Argyle	Mike McGraw
Balmoral	Franci Stratton
Carson Graham	Lisa Bayne
Handsworth	Barry Forward
Seycove	Susan Skinner
Sutherland	Cyndi Gerlach
Windsor	Christie Sacré
TRUSTEE LIAISON ASSIGNMENTS (change each September)	**2012/13 School Year**
Argyle	Barry Forward
Balmoral	Lisa Bayne
Carson Graham	Franci Stratton
Handsworth	Mike McGraw
Seycove	Cyndi Gerlach
Sutherland	Christie Sacré
Windsor	Susan Skinner

Schedule B.4.

of the

Administrative Memorandum

Meeting Date: January 24, 2012 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **North Vancouver School District Soccer Academy Proposal**

Narration:

One of the six high-level strategic goals within the North Vancouver School District's *2011-2021 Strategic Plan* is to "Develop and promote innovative and sustainable programs." A supporting objective for this goal is to "Increase access to existing and future specialty programs."

As part of its mandate, the Towards the Future for Schools Standing Committee provides opportunities for the identification and promotion of innovative and sustainable programs. At the Committee's public meeting on October 4, 2011, Application Briefs were invited for the identification of new district specialty programs to be considered for introduction no earlier than September 2012. The deadline for submission was October 28, 2011.

Application Briefs were received for a North Vancouver School District Soccer Academy and a Mountain Biking Program (Grade 6/7). The Soccer Academy proposal submitted by the North Shore Girls' Soccer Club received preliminary approval and a meeting was arranged with the proponents and the North Vancouver School District Soccer Academy Project Team, comprised of School District administrators. The Mountain Biking Program (Grade 6/7) was referred to a Project Team for further research and development.

The Application Brief submitted by the North Shore Girls' Soccer Club for the development of the North Vancouver School District Soccer Academy included:

- A description of the need or demand for the proposed program within the school community and/or School District
- An indication of support for the proposed program from teachers, administrators, and parents within the school and/or School District
- The educational rationale for the program to be offered within the School District
- The main educational goals of the program
- The unique nature of the program that would add value to the School District
- Implications of the proposed program, in terms of its impact on other school curricula or extracurricular offerings
- A description of the delivery model of the program, including any potential partner organizations, or groups
- How the program would be sustained in its operation.

The School District Project Team for the potential development of a Soccer Academy met with the proponents in December 2011 to review the submission and seek any necessary clarification. In addition to the interest expressed within the community, the School District has an existing partnership with the North Shore Girls' Soccer Club regarding the Windsor Sports Complex. This partnership would be extended through the development of the North Vancouver School District Soccer Academy at Windsor Secondary School.

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Narration (continued):

The proposed Soccer Academy is built upon the success of the North Vancouver School District Hockey Academy at Windsor and has received the support of the Windsor Secondary School community. The Academy is parallel in its design to the Hockey Academy; it provides for the participation of all students, male and female, regardless of their level of soccer experience. A number of questions were discussed at the Towards the Future for Schools Standing Committee Meeting on January 10, 2012 regarding registration, enrolment, fees, opportunities for financial support, relationship to Soccer BC, Soccer Canada, and the boys' soccer clubs on the North Shore.

Subsequent to the Towards the Future for Schools Standing Committee meeting, the School District's Soccer Academy Project Team met to conduct a further review of the proposal. A number of relatively minor details related to registration procedures (goalies), financial support and/or scholarship opportunities, and partnership agreement terms were identified that would be readily addressed through the implementation of the Academy in cooperation with the proponents, should the proposed Soccer Academy be approved by the Board of Education.

Based on the Board's approval of a North Vancouver School District Soccer Academy, an Advisory/Implementation Committee would be established for the purposes of addressing specific details of implementation, to assist with promotion and marketing, and program start-up. The membership of the Advisory Committee would initially include a North Vancouver School District Administrator, a Windsor School Administrator, a Windsor School teacher, and a member of the North Shore Girls' Soccer Club. The Committee would be extended by invitation to Soccer BC and/or Soccer Canada to identify a member for this Advisory Committee. Once the Soccer Academy is established, the Advisory Committee would continue to provide oversight and monitoring of the Academy through quarterly meetings.

The North Vancouver School District Soccer Academy Project Team is very pleased with the proposal submitted by the North Shore Girls' Soccer Club and is confident that our students and the School District would benefit from the establishment of a Soccer Academy at Windsor Secondary School for September 2012. In order to provide continuity and stability, a partnership agreement would be developed between the North Shore Girls' Soccer Club and the North Vancouver School District for a period of no less than two years, after which the agreement will be reviewed.

The North Vancouver School District Soccer Academy Project Team recommends that the Board of Education approve the establishment of the North Vancouver School District Soccer Academy for September 2012.

RECOMMENDED MOTION:

that the Board of Education approve the proposed North Vancouver School District Soccer Academy at Windsor Secondary for September 2012 and that the Superintendent, or designate, proceed with the establishment of an Advisory/Implementation Committee as described in this Administrative Memorandum of January 24, 2012.

Schedule B.5.

of the

Administrative Memorandum

Meeting Date:	January 24, 2012	☒ **Board**	☐ **Board, in camera**

Topic (as per the Memorandum): **Surplus Land Retention and Disposition Consultation Process**

Narration:

At its Public Meeting on February 22, 2011, the Board of Education approved and adopted as amended its *Surplus School District Land Retention and Disposition Strategy* [attachment].

The Surplus Land Retention and Disposition Strategy is a key planning document in the Board's *2011/2021 Strategic Plan* and *3-Year Operating Plan 2011/2014*.

A total of twelve properties are identified within the *Strategy* as being surplus to the long-term needs of the School District as future enrollment growth can be accommodated through additions to existing operating schools. Of these twelve surplus properties, three are being leased by the Board on ten-year terms until 2020 (Maplewood and Westover) and 2021 (Fromme), thereby generating revenue for the School District. Balmoral has now been identified for retention and will be used for the continued delivery of educational programs.

The School District has issued a number of Requests for Expressions of Interest (REI) for its surplus properties. The Board has issued three REIs for Plymouth Elementary since June 2010, when the school was closed. The latest REI closed in late September 2011 and resulted in numerous responses. Preliminary interviews were conducted with the interested parties. Monteray School has been vacant since École Française Internationale de Vancouver (EFIV) relocated to Fromme in March 2011. A Request For Proposals for Monteray School was issued by the Board in the summer of 2011. Preliminary interviews were conducted with the respondents to determine the specifics of their interest.

The Board of Education has an important stewardship role respecting these valuable community assets as well as a desire to maximize their revenue potential to support enriched educational opportunities for students within the North Vancouver School District. Accordingly, the Board wishes to balance these varied interests while moving forward in a positive direction.

The benefit of repurposing land in the community goes beyond the school district. Releasing land for development creates new opportunities for community growth and revitalization. Urban space is a finite resource, and ensuring it is available to serve the highest and best use within the community is of value to all residents and taxpayers.

One of the Guiding Principles of the Board's *Surplus School District Land Retention and Disposition Strategy* is:

> *Recognize that all School District properties are valued community assets, and we will consult with the community as part of our process to realize the maximum social, financial and environmental value of these assets.*

Narration (continued):

In support of this Guiding Principle and to develop a community engagement and consultation process regarding the School District properties identified within the *Surplus School District Land Retention and Disposition Strategy*, and in accordance with Board *Policy 102 - Board of Education - Committees and Representation*, it is proposed that the Board of Education establish an ad hoc Community Engagement Steering Committee as follows:

Membership: Secretary Treasurer, Communications Manager, two Trustees, and additional resource person(s), as necessary

Chair: Secretary Treasurer

Terms of Reference: to design a community engagement strategy that incorporates a communication plan with partner groups and the community, and a plan for public meetings regarding Surplus School District properties.

Schedule of reporting: the Community Engagement Steering Committee will present its plans to the Board at the Public Board Meeting of February 21, 2012.

Attachment: *Surplus School District Land Retention and Disposition Strategy*

RECOMMENDED MOTION:

be it resolved that the Board establish an ad hoc Community Engagement Steering Committee, as described within this Administrative Memorandum of January 24, 2012, at the earliest opportunity and that the Committee presents its plan for Community Engagement to the Board at the Public Board Meeting of February 21, 2012.

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Surplus School District Land Retention and Disposition Strategy

Executive Summary

As a result of demographic changes such as the aging population and smaller families that have resulted in declining enrolment and the school district's direction towards fewer newer schools, the school district has found it necessary to close schools to reduce surplus capacity. By June, 2012 the school district will find itself in the position of having 12 surplus properties. It is highly unlikely that these properties will be required again for school use as future enrollment growth can be accommodated through additions to existing operating schools.

The Board of Education has an important stewardship role respecting these valuable community assets as well a desire to maximize their revenue potential to support enriched educational opportunities for students within the North Vancouver School District. Accordingly, the Board requested development of a strategy that demonstrates how the varied interests are balanced while moving forward in a positive direction.

Overview

The community of North Vancouver is distinguished by high expectations for its public services, particularly public education. The desire for high-quality, diverse, personalized and enriched educational opportunities for students is widespread and challenges the School District to ensure that all its assets are managed to realize their full potential as resources, and possible revenue opportunities.

At the same time, the primary funding of school district operations is centralized provincially, and not supported by local taxation. This scenario places limitations on our ability to increase our funding to support local educational initiatives. Within this environment, however, there exist a number of revenue opportunities for school districts to improve their financial resiliency in order to best serve student needs.

When carefully managed, the real estate assets of the North Vancouver School District can strengthen its position as a provider of world-class educational programs and services. In balance, facilities rentals, short and long-term leases, and surplus land sales all offer potential for the School District to optimize its assets, increase revenues and better its financial ability to offer the rich diversity of programs and services expected by our community.

The disposition of School District land is a particularly controversial issue. It is important to ensure that the logic behind the consideration be sound and aligned with the value the community places upon a thriving public education system. As stewards of public funds, the School District must demonstrate that revenue from its asset management initiatives not only offers financial returns, but is in the best interests of students and the community over the long-term.

It should be noted that the benefits of repurposing land in the community goes beyond the school district. Releasing land for development creates new opportunities for community growth and revitalization. Urban space is a finite resource, and ensuring it is available to serve the highest and best use within the community is of value to all residents and taxpayers.

Time Frame

Implementation of this plan is targeted to be 5 years.

Guidelines

In planning for the future retention and disposition of surplus land, the North Vancouver School District will consider the following guiding principles:

1. Retain sufficient land to provide for long-term School District needs, including sufficient space to accommodate potential future enrolment growth that may arise from increased density.

2. Obtain maximum financial returns while pursuing creative, holistic solutions for broad-based community objectives of affordable housing, recreation, green space, childcare and other emerging community needs. We will do this with consideration of the Official Community Plans of the respective municipality.

3. Recognize that all School District properties are valued community assets, and we will consult with the community as part of our process to realize the maximum social, financial and environmental value of these assets.

4. Promote community and School District sustainability by actively encouraging environmentally friendly projects on school sites selected for redevelopment.

5. Give preference to proposals that support the Board of Education's Guiding Principles, where all other criteria have been met, for the lease/sale of properties.

6. Manage proceeds from land sales and leases to further enhance the student learning experience. We will do this, in part, by directing proceeds to support a significant endowment fund for the School District.

7. Direct proceeds and endowment funds, where necessary, to adequately fund capital projects that are not eligible for government funding.

8. Balance current and future needs by aligning our decision-making with our strategic plan and implementing options ranging from short, medium and long-term retention through to outright sale.

nvsd

SWOT Analysis

Strengths:

- High value assets in great demand
- Successful development at Lonsdale (i.e. track record in the community)
- 30 operating school sites plus 2 long term holds retains substantial land base for future education delivery and population growth
- Proactive stewardship of school district's most valuable tangible assets

Opportunities:

- Proceeds can be reinvested into infrastructure and local education initiatives
- Create endowment fund to provide continuing financial support to the school district (spend only investment income to ensure legacy)
- Use land to support community aspirations (rental housing, sports amenities)
- Option for long term (99 year) leases to retain land and minimize market discount

Threats:

- Public opposition to land disposition
- Fears that insufficient land remains for future growth
- NIMBY – neighbors may prefer to leave land as green space

Weaknesses:

- Achieving broad based support for disposition while maximizing revenue opportunities
- Deteriorating facilities without tenants become targets for vandalism and create cost and liability issues
- Lost opportunities for students if broad based support not achieved

Implementation

As of June 2012, the School District will have 12 surplus properties which have been reviewed through the context of need for and desirability as a future school site, whether sufficient information is available to make a decision and allows some flexibility for changing circumstances. Accordingly all sites are classified as short term, medium term or long term retention.

<u>Long-Term Retention</u>

Based upon current demographic information and trends, the school district believes it can accommodate potential future enrolment growth within existing operational schools or through additions to those schools. It should be recognized that the education delivery model of today that was built largely in the fifties and sixties requiring significant tracts of land will look different in the future. While that model is evolving, the Board has identified the need to retain several properties to address the inherent uncertainty of forecasting trends and to ensure some flexibility for new areas of growth as identified in municipal official community plans.

Lynn Valley and Lower Lynn are identified as Town Centers and Maplewood is identified as a Village Center in the District of North Vancouver's draft official community plan which supports the need to retain both Maplewood and Westover Schools for the long term. The Board has approved 10 year leases for Maplewood and Westover Schools.

Medium-Term Retention

Three schools; Balmoral, Fromme and Plymouth have been identified as having medium potential for retention as the facilities have a short term benefit for the school district or because further information is required. Balmoral is a secondary school that remains in use until June 2012 when the new campus at Carson Graham School is ready for occupancy.

Plymouth and Fromme Schools were closed in June 2010 and their facilities are in a reasonable condition making them good candidates for short term (5 – 10 year) leases. EFIV will be assuming occupancy of Fromme in March 2011 for 10 years. However, the Board has been unsuccessful in attracting a suitable tenant for Plymouth. The school district will continue to seek out options for reuse of this facility.

The schools identified in this category will need to be monitored as circumstances change and a shift in direction may be required.

Short Term Retention

Sites considered low priority for retention are those that have not been used as operational neighborhood schools for 20 or more years, have poor or deficient facilities that are small and operationally inefficient (less than 250 capacity), have poor utility as a school site and have a low probability of need for an enrolling school at the location for 75 years.

Lonsdale Creek Annex and Keith Lynn (Alternate) school meet all 5 of these criteria while Monteray, Ridgeway Annex and Cloverley meet 4 of the 5 criteria. Blueridge meets only 1 of the criteria at this time and its actual closure date is unknown as it is linked to the replacement of Seymour Heights Elementary School. The Lucas Centre/LMCC meets 3 of the 5 disposition criteria but will remain in operational use for the next 3 to 5 years until the Board has had an opportunity to address the permanent home for the alternative programs, Windsor House and a new location for the maintenance yards.

Lonsdale Creek Annex has been utilized as a daycare for over 35 years. The City of North Vancouver has expressed a strong desire for the Lonsdale Creek Daycare to continue operating on the site. Keith Lynn Alternate School will close in June 2012. The facility is in very poor condition making reuse or short term lease tenancy impracticable. Furthermore, the Ministry of Transportation and Highways has identified the need to acquire a portion of the property should the proposed Trans Canada Highway flyover be approved in future. This property may have potential for reuse as a shared works yard with the District of North Vancouver.

Monteray and Ridgeway Annex have poor utility as school sites as well as deficient facilities and because of their size (4 classrooms each) are operationally inefficient. According to the Ministry of Education area standards and confirmed by the Ministry Planning Officer these sites are not suitable for a school rebuild because the minimum site size is 1.5 hectares. Monteray is 1.17 hectares while Ridgeway Annex is only .6 hectares in size.

Measurement

Measurement indicators will be determined as the plan progresses.

Schedule B.6.

of the

Administrative Memorandum

Meeting Date:	January 24, 2012	☒ **Board**	☐ **Board, in camera**

Topic (as per the Memorandum): **Notice of Motion – Surplus Land Consultation**

Narration:

At its December 6, 2011 public meeting, the Board was provided the following Notice of Motion by Trustee Skinner, as Amended Agenda Item C.6., with the intent to bring forward this motion at the next public meeting of the Board of Education.

NOTICE OF MOTION
<u>for the Board's consideration</u>:

that the North Vancouver Board of Education host a meeting inviting the Mayor and Council of both the City and District of North Vancouver, the North Vancouver Recreation Commission, the President, Chair and representatives of the Board and Senior Executive of Vancouver Coastal Health, and their respective staff.

The purpose of the meeting will be for the Board of Education to present its Surplus School District Land Retention and Disposition Strategy and to engage all parties in a broad discussion of community needs, and the potential for further innovative partnership opportunities.

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Schedule C.1.

of the

Administrative Memorandum

Meeting Date: January 24, 2012 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Community Learning Program - Update**

Narration:

The new Community Learning Program provides an enhanced educational foundation to support student achievement, foster social/emotional learning, and enable alternate pathways to graduation. It is provided in accordance with the BC Ministry of Education Alternate Program Policy. To support students in the Community Learning Program, the facility and location requirements include specialized instructional spaces, science labs, a gymnasium, art/drama rooms, technology labs, industrial shops, and a central location that is accessible by public transportation.

On January 10, 2012, the Board of Education held a Public Information Meeting at Balmoral Secondary School. The meeting provided an opportunity for the presentation of information related to the Community Learning Program and the Choices Program, the North Vancouver School District Learning Centre, and opportunities for Community Use of the facility, especially for recreational purposes.

Participants included parents of students currently attending Keith Lynn, the Youth Learning Centre, Lucas Centre, and Braemar Elementary, as well as representatives of the District of North Vancouver and members of the community. Table groups were arranged to provide for discussion, questions, and answers with participants. Participants were given opportunities to provide written input for collation and advancement to the Community Advisory Working Group for further discussion and consideration. The membership of the Working Group is currently being finalized and will be updated on the North Vancouver School District's website.

Highlights from each of the Community Advisory Working Group Meetings will be posted to the School District's website (www.nvsd44.bc.ca) and circulated to e-mail subscribers. Further details and clarification will be provided as the Community Advisory Working Group proceeds with its series of meetings.

The attached summary document highlights the key points presented and discussed at the Public Information Meeting on January 10, 2012, and explains the process for further input and consideration. This same information is currently posted on the School District's website.

Attachment: *January 10, 2012 Public Information Meeting Summary*

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January 10 Public Information Meeting Summary

As a follow up to the January 10 Public Information Meeting at Balmoral, this summary is provided to highlight the key points presented and discussed and the process for further input and consideration, but does not include all of the information or concerns expressed at the meeting. Further details and clarification will be provided as the Community Advisory Working Group proceeds with its series of meetings.

Community Learning Program (CLP) and Choices Program

- The School District is proceeding with the development of a new district-based Alternate Program, referred to as the Community Learning Program (CLP). The starting date of the new CLP is September 2012. This program will be located at Balmoral Secondary School and will provide educational services and supports to a student population of approximately 175 students.

- The School District is expanding a school-based Choices program to each secondary school to provide additional supports to struggling and vulnerable students. The Choices program will help maintain more students in their home schools. As more students will be maintained in their home schools, the number of students enrolled in the Community Learning Program will decrease.

- The hours of operation for the Community Learning Program will be similar to other schools in the school district and similar to the current operating hours in effect at Balmoral. The schedule can be adjusted to help reduce traffic congestion related to a common start or end time, at nearby schools. Concerns were expressed regarding operating hours and the supervision of students, before and after school, and during the noon hour.

- Support services and supervision will be provided within the Learning Centre for students and youth during the standard school day (8:00 a.m. to 5:30 pm). This will help ensure the availability of support staff for students before and after regular operating hours. Concerns were expressed related to the supervision of students adjacent to the school, in the neighbourhood, and in proximity to other schools.

- Community Agencies and support services will have offices within Balmoral. The specific agencies and support services are still to be determined. “Wrap-around” (e.g. academic, health, social and emotional counseling) supports would be provided to our students. These services could also be available to respond to community needs, if desired. This will be referred to the Working Group for consideration.

North Vancouver School District Learning Centre (NVSDLC)

- District services being considered for integration within the CLP include the Distributed Learning (DL) Centre. The DL Centre currently provides instructional support to students from across the School District enrolled in Distributed Learning classes. The number of district students attending the DL Centre during the day is up to 10 at any time, with a total of 40 to 50 student visits over the course of a day. DL would be provided on-site to students enrolled in the CLP and may also be offered to students from other schools.

- District support services presently located at the Leo Marshall Curriculum Centre and Lucas Centre related to storage and processing of instructional supplies (e.g. library books, media) will be relocated to Balmoral. This enables the consolidation of district services into fewer locations.

- The inclusion of Continuing Education (Adult Education) at Balmoral is <u>being considered</u> and will be referred to the Advisory Working Group for further discussion. Presently, there are up to 200 adult students attending classes each morning at the Lucas Centre. Concerns were raised regarding the number of students attending Balmoral, particularly adults, traffic volume and inadequate parking.

- Options are available for the delivery of Adult Education in the School District. Traffic and parking concerns can be mitigated by limiting Adult Education program offerings.

- The Maintenance / Works Yard presently located at the Lucas Centre is not being considered for relocation to the Balmoral site and will remain at the Lucas Centre until a 'purpose-built' maintenance facility can be established elsewhere. The Lucas Centre will be considered for redevelopment over the longer-term, while Balmoral will be retained for continued use for the delivery of educational services. Balmoral will also be retained for longer-term use within the school district.

Community Use of Facilities / Community Impacts / Traffic

- Minor renovations to Balmoral, presently in the conceptual design development stage, would provide for improved program delivery, access to specialty classrooms for electives, community service offices, and a 'new' environment to support students.

- Designs provide for a 'community recreation wing' that could be operated during the weekend to support increased access to gymnasiums and joint use for the community. The renovation plans being considered would increase the opportunities for Joint Use and weekend access to recreational facilities. Interest in establishing a Joint Use Agreement to increase weekend access to the gymnasium and other recreational facilities will need to be determined in consultation with the Advisory Working Group, the Recreation Commission, and the District of North Vancouver.

- Traffic, parking and mitigation strategies: concerns were expressed regarding the traffic volumes, pedestrian safety, and insufficient on-site parking (impact on parking in the streets) to support identified programs. This is particularly the case for the adult programs that are presently offered at the Lucas Centre.

- The School District is supporting the District of North Vancouver in a School Safety Review (traffic study) being conducted as a part of the 'safe routes to schools' initiative. The proximity of Balmoral to the Braemar study area and the potential impact of traffic will be examined in cooperation with the District of North Vancouver and the study now in process. Concerns related to traffic, pedestrian safety and parking will also be discussed with the Advisory Working Group and provided to the School Safety Review now in process.

Further opportunities for input

- A Community Advisory Working Group will meet to consider the input provided at the Public Information Meeting and received by e-mail to clp@nvsd44.bc.ca. The Working Group will be meeting January 30, February 27 and March 26. Concerns were expressed that the 'broader community' was not well-represented on the Community Advisory Working Group.

- The membership for the Community Advisory Working Group is not complete. Individual community members may indicate their interest in serving as a representative to the Working Group by e-mail to clp@nvsd44.bc.ca.

- The Working Group will provide advice on the operations of the North Vancouver School District Learning Centre at Balmoral, identify potential impacts in the immediate community, and suggest ways to mediate the identified concerns.

Follow up communication

- Updates will be posted to our website (www.nvsd44.bc.ca) and circulated via e-mail to those who attended the January 10 Public Information Meeting at Balmoral. Highlights from each of the Community Advisory Working Group Meetings will be posted and circulated as well.

Schedule C.2.

of the

Administrative Memorandum

Meeting Date: January 24, 2012 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **2012/13 Operating Budget Development Consultation Process**

Narration:

The North Vancouver School Board is pleased to report that it is in a positive financial position at this time. Based on current financial data, the Board expects to add $1 million into the budget for the 2012/13 fiscal year, July 1, 2012 to June 30, 2013. This positive financial position is a direct result of the Board's comprehensive long-range planning and close attention to estimated expenditures and forecasted revenues.

The budget development process that was developed and implemented for the 2011/12 fiscal year was well-received by partner groups and is being proposed for the development of the 2012/13 Operating Budget.

The proposed consultation process involves the Board inviting presentations from each of its five partner groups: the North Vancouver Parent Advisory Council (NVPAC); District Student Leadership Council (DSLC); North Vancouver Teachers' Association (NVTA); Canadian Union of Public Employees – Local 389 (CUPE); and North Vancouver Administrators' Association (NoVA). Written submissions will also be invited from members of the public.

As required by Section 11 of the *School Act*, the Board's 2012/13 Budget Bylaw must be developed and adopted on or before June 30th of the current fiscal year. The following timeline and procedures are proposed for the 2012/13 Budget Development Process:

1. January 31, 2012 – Public Finance and Facilities Standing Committee Meeting
   - Budget Development Procedural Guidelines presented to the Board's partner groups, using the same procedures, format, and time-limits used in the development of the 2011/12 Annual Budget.

     a. Each presentation will be a maximum of 12 minutes.
     b. The presentation should clearly identify the organization's three highest priorities.
     c. A written submission (limited to 3 pages) should accompany the presentation.
     d. Approximately 8 minutes for questions of clarification after each presentation.
     e. Large group discussion of the presentations received at the meeting.

2. March 6, 2012 – Public Finance and Facilities Standing Committee Meeting
   - Budget presentations by the Board's partner groups.

3. March 26, 2012 – Deadline for written submissions from members of the public.

4. April 3, 2012 – Public Finance and Facilities Standing Committee Meeting
   - Review of the Ministry of Education's March 15th Preliminary Grant announcement
   - Review of the current 2011/12 Operating Budget Projection
   - Review of the revised three-year Budget Forecast
   - Review of a summary of the written submissions from members of the public
   - Large group discussion of spending priorities.

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Schedule …C.2…… (continued)

Narration (continued):

5. April 24, 2012 – Public Board Meeting
   - Executive Summary presentation of suggested priorities and improvements proposed by the Board's partner groups and the public for inclusion in the 2012/13 Annual Operating Budget.

6. May, 22, 2012 – Public Board Meeting
   - 2012/13 Annual Budget Bylaw presented for approval and adoption by the Board.

Attachment: *2011/12 Budget Improvements – North Vancouver School District*

RECOMMENDED MOTION:

that the Board of Education approve the proposed timeline and procedures identified within Board Schedule C.2 for the development of the 2012/13 Operating Budget.

NVSD 2011/12 Budget Improvements

PRI.	Identified Item	FINAL	Rationale	NVTA FTE	CUPE FTE
1	Broader supports for Students with Special Needs	$ 600,000	Provides increased professional and support staff for the delivery of school-based services to students. This also provides for the implementation of the Community Learning Program, including a pilot school-based program.	5 FTE LAC, CLP, Spec Ed	2.6 SEA
2	Class size and composition, especially from 4 to 12	$ 580,000	Provides 7.0 FTE to address class sizes from Gr. 8 to 12	7 FTE	
3	Instructional resources: textbooks, supplies, and desks.	$ 80,000	Provides for the purchase of secondary Math textbooks. Equipment may be addressed through capital proceeds.		
4	Use AFG to support maintenance, where possible – make use of apprenticeships	$ 100,000	AFG is a Capital fund. Funding supports apprenticeship(s). This is contingent on apprenticeship funds being available.		2.0 FTE
5	September start-up for Full-Day Kindergarten	$ 50,000	Provides an average of 80 hours support to each elementary school over 3 week period. (i.e. average 15 to 30 hours per week/school)		1.0 FTE
6	SEA replacements to support students with special needs	$ 50,000	Increases casual SEA budget from $100,000 to $150,000 to support students with special needs (5).		1.0 FTE
7	Leadership support – for the supervision of learning and PVP in-service support	$ 60,000	Provides for additional time for classroom observations and in-service for Principals and Vice Principals.		Avg. 7 /Elem
8	Support for instructional practices (action research, collegial conferencing), ongoing research and innovation	$ 40,000	In-service support and partial restoration of release time for research, collaboration, and innovative practices		>100 days
9	Temporary positions, where necessary	$ -	Addressed in SEA casual replacement and support for Full-Day Kindergarten start-up in September.		
10	General support to maintain comprehensive K to 12 schools (library, music, etc.) Improve Library Non-Instructional Time allocation Library Technologist	$ 40,000	General support addressed in class size (4). Increases support for librarians through support staff for library automation and cataloguing services.		1.0 FTE
11	Counselling support – access to post-secondary programs	$ -	Provided in supports for students with special needs and through regular in-service for teachers.		
12	Teacher leaders – department heads to have time to coordinate activities for students	$ -	Different leadership models may be applied. Ed Leadership has flexibility for the release of teachers to coordinate activities.		
		$ 1,600,000		**12 FTE**	**7.6 FTE**

Schedule C.3.

of the

Administrative Memorandum

Meeting Date: January 24, 2012 ☒ **Board** ☐ **Board, in camera**

Topic (as per the Memorandum): **Tuesday, January 10, 2012 Meeting of the Towards the Future for Schools Standing Committee**

Narration:

The Board will find attached a copy of the meeting notes from the January 10, 2012 meeting of the Towards the Future for Schools Standing Committee.

Trustee Mike McGraw, Acting Committee Chair, will report on highlights of the meeting.

Attachment: *Meeting Summary – Towards the Future for Schools Standing Committee*

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TOWARDS THE FUTURE FOR SCHOOLS STANDING COMMITTEE

NORTH VANCOUVER SCHOOL DISTRICT

Meeting Notes

Meeting Summary of the Board of Education's Towards the Future for Schools Standing Committee Meeting held at the Leo Marshall Curriculum Centre, 810 West 21st Street, North Vancouver, British Columbia on Tuesday, January 10, 2012.

Meeting Attendance:

Trustees, representatives of the Student Leadership Council, the North Vancouver Parent Advisory Council, members of District Staff, the community, and a member of the NVTA attended the meeting. Trustee Mike McGraw, Acting Chair of the Standing Committee, chaired the meeting.

Welcome and introduction:

Trustee McGraw provided a welcome and an overview of the meeting. The Standing Committees provide increased opportunities to share and receive information and input, to review and consider matters, and to make recommendations to the Board. The Standing Committee membership includes every trustee, representatives of all partner groups, and members of the public.

3-Year Operating Plan Overview:

John Lewis, Superintendent of Schools, provided a brief overview of the 2011-2014 3-Year Operating Plan, with specific reference to the Goal to *Develop and promote innovative and sustainable programs.* An overview of the strategies identified within the 3-Year Operating Plan was provided, highlighting some of the progress achieved to date.

District Program Opportunities:

John Lewis, Superintendent of Schools, outlined the proposals received and reviewed through the call for proposals related to the strategy of increasing access to district specialty programs. These included a Soccer Academy, and a Mountain Biking Program (Grade 6/7).

In addition to proposals received, the Executive Committee has also established Project Teams to conduct research and development related to potential future programs in support of the 3-Year operating plan. These potential future programs include: the expansion of International Baccalaureate, Volleyball (possibly for September 2013), Jazz and Music Composition, Environmental Education / Distributed Learning and 'Peak Performers' (at the Elementary level). Mountain Biking was also included as a Project Team, as the district proposal received was referred for further investigation and development.

Soccer Academy Proposal:

The proposal for a North Vancouver School District Soccer Academy submitted by the North Shore Girls Soccer Club was reviewed in-depth with the Standing Committee. The School District Project Team for the potential development of a Soccer Academy had previously met with the proponents and identified the strong potential for this Academy to be established within the School District. In addition to the interest expressed within the community, the School District has an existing partnership with the North Shore Girls Soccer Club regarding the Training facility at Windsor Secondary School. This partnership would be extended through the development of the North Vancouver School District Soccer Academy at Windsor Secondary.

The proposed Academy is built upon the success of the North Vancouver School District Hockey Academy at Windsor and is supported by Windsor Secondary School. The Academy is parallel to the Hockey Academy in its design; providing for the participation of all students, regardless of their level of experience in soccer. A number of questions were discussed at the meeting regarding registration, enrolment, fees, opportunities for financial support, relationship to Soccer BC, Soccer Canada, and the boys' soccer clubs on the North Shore.

The School District's Soccer Academy Project Team will meet to conduct a further review of the proposal and will seek further clarification of any concerns, or issues, with the proponents. The Project Team will provide a recommendation to the Board of Education for the Public Board Meeting of January 24, 2012.

<u>If approved by the Board</u>, the School District would proceed with marketing, promotion and recruitment for September 2012. An Advisory/Implementation Committee would be established to assist with the start-up, oversight, and monitoring of the Academy.

District Program Opportunities: Victoria Miles, Communications Manager, provided an overview of the District Resource that describes the program opportunities available for secondary students. This resource is available online and will be cross-referenced with the course selection materials that are provided at all secondary schools. This District Resource may now be distributed to parents of students in all secondary schools through a *SchoolConnects* message. It was also suggested that this resource would be of particular interest to parents of students in Grades 6 and 7 as they begin to consider the programs and courses available to them in our secondary schools. As additional programs are added, this district resource will be updated to ensure that students and parents are aware of the increased offerings. The Advanced Placement opportunities at Handsworth and Argyle may also be added, as the document is updated.

Board Authority Authorized Course Development:

Twenty courses were reviewed and approved by the North Vancouver Board of Education (No. 44) at its Public Board Meeting on December 6, 2011. The majority of these courses were developed at Carson Graham Secondary in association with the International Baccalaureate Program. The number of additional courses exceeded the 3-Year Operating Plan Goal to increase the Board Authority Authorized course offerings by **10%** within three years (baseline 2011: 72).

The meeting discussed the foundation of personalized learning within each classroom, as teachers engage each individual student in their learning. The opportunities for flexibility and choice exist within the instructional approaches and differentiation offered within each and every classroom by skilled teachers.

Student Enrolment Analysis:

John Lewis, Superintendent of Schools, provided an update, on behalf of Greg Milner, regarding the registration for Kindergarten for September 2012. A total of 999 Kindergarten registrations were received by the priority deadline of December 16. Registrations received following this date brought the total number to 1024. We are on track to achieve our projected total of 1080.

General discussion:

Questions and comments were addressed throughout the presentations. Trustee McGraw, the Acting Standing Committee Chairperson, thanked the presenters for an informative session and for the participation of those in attendance.

Next Meeting:

February 28, 2012 (4:00 p.m. at the LMCC)

Schedule C.4.

of the

Administrative Memorandum

Meeting Date: January 24, 2012 ☒ **Board** ☐ **Board, in camera**

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

Narration:

SEYCOVE – a field trip to Anaheim, CA, USA has been scheduled for Feb 9-13, 2012. The trip involves 139 Grade 9-12 Band and Choir students. The students will be accompanied by seven teacher supervisors and one additional employee of the Board supervisor.

Students will travel by air to California and by bus while there. Accommodation will be in a hotel. The cost per student is $1,350, which will be paid by students.

The objective of this extracurricular trip is for students to participate in the Disney Magic Music Days Programme which includes clinics, recording sessions and workshops held at California State University Long Beach.

WINDSOR – a field trip to Obu, Japan has been scheduled for April 6-14, 2012. The trip involves 7 Grade 11-12 students participating in the school's sister-school exchange program. The students will be accompanied by two teacher supervisors.

Students will travel to Japan by air, and while in Japan by coach bus, train, and private vehicle. Students will stay primarily with their exchange host families and will also stay overnight in a hotel. The cost per student is $3,000, which will be paid by students.

The objective of this extracurricular trip is to participate in the on-going cultural exchange program between Obu High School and Windsor Secondary and provides Windsor students the opportunity to be exposed first-hand to Japanese life and culture.

ARGYLE – a field trip to Las Vegas, Nevada, USA has been scheduled for April 14-17, 2012. The trip involves 30 Grade 11-12 students of the Digital Media Academy, accompanied by three teacher supervisors.

Students will travel to Las Vegas by air and will travel by bus while there. Accommodation will be in a hotel. The cost per student is $725 and will be paid by students.

The purpose of this extracurricular trip is to attend the National Association of Broadcasters (NAB) Conference which is the largest digital media conference in the world. The event will provide students with the opportunity to see cutting edge technological developments and to go to seminars, workshops and presentations on all aspects of the industry. Students will be given the opportunity to volunteer with NAB and work with professionals in the industry.

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Schedule ….C.4…. (continued)

Narration (continued):

SUTHERLAND – a field trip to Tokyo and Komatsu, Japan has been scheduled for April 17-26, 2012. The trip involves 30 Grade 10-12 Concert Band students, who will be accompanied by two teacher supervisors and three other adult supervisors.

Students will travel to and within Japan by air, and will also travel by chartered bus and train during their stay. Students will be billeted with host families. The cost per student is $3,800 and will be paid by students.

The purpose of this extracurricular trip is to supplement the educational program, providing the opportunity to share classroom musical instruction and experience with Japanese high school music students, while also providing direct exposure to daily Japanese culture through homestay.

HANDSWORTH – a field trip to Italy has been scheduled for April 19-27, 2012. The trip involves 15 Grade 11-12 Socials Studies students, who will be accompanied by one teacher supervisor and one other additional employee of the Board supervisor.

Students will travel by air to Italy. During their stay, they will travel by chartered bus and will be accommodated in hotels. The cost per student is $3,450, which will be paid by students.

The purpose of this extracurricular trip is to supplement the educational program in Social Studies with visits to significant historical and cultural landmarks, the additional benefit being exposure to a foreign language and culture.

Schedule C.5.

of the

Administrative Memorandum

Meeting Date: January 24, 2012 ☒ **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 that will be highlighted in the *Superintendent's Blog* (*http://blog44.ca/superintendent*).

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Schedule C.6.

of the

Administrative Memorandum

Meeting Date:	January 24, 2012	☒ **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.

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Schedule …D…

of the

Administrative Memorandum

Meeting Date: January 24, 2012 ☒ **Board** ☐ **Board, in camera**

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

Narration:

Date and Time	Event	Location
Tuesday, Jan 31, 2012 at 7:00 pm	Finance & Facilities Standing Committee	Leo Marshall Curriculum Centre 810 West 21st St, N Vancouver
Tuesday, Feb 21, 2012 at 7:00 pm	Public Board Meeting	Board Room - School Board Office 721 Chesterfield Ave, N Vancouver
Tuesday, Feb 28, 2012 at **4:00** pm	Towards the Future for Schools Standing Committee	Leo Marshall Curriculum Centre 810 West 21st St, N Vancouver
Tuesday, Mar 6, 2012 at 7:00 pm	Finance & Facilities Standing Committee	Leo Marshall Curriculum Centre 810 West 21st St, N Vancouver
Tuesday, Mar 27, 2012 at 7:00 pm	Public Board Meeting	Board Room - School Board Office 721 Chesterfield Ave, N Vancouver

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Schedule …E…

of the

Administrative Memorandum

Meeting Date:	January 24, 2012	☒ **Board**	☐ **Board, in camera**

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

Narration:

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

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

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