

ADMINISTRATIVE MEMORANDUM

Meeting Place:

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

Format and Date:

PUBLIC BOARD MEETING
Tuesday, January 21, 2014 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 10, 2013 be approved as circulated)	(no schedule)	7:15 pm
B.	Action Items		
B.1.	Communicating Student Learning K-12: Handbook for Assessment, Evaluation and Reporting		7:30 pm
B.2.	2014/15 Operating Budget Development Consultation Process		7:40 pm
B.3.	Proposed Basketball Academy at Seycove Secondary for 2014-2015		7:50 pm
B.4.	2014/15 School Calendar Potential Options		8:20 pm
C.	Information and Proposals		
C.1.	Implementation of the Hockey Academy at Sutherland Secondary for 2014-2015		8:25 pm
C.2.	Canadian Union of Public Employees (Local 389) Collective Agreement Ratification		8:30 pm
C.3.	Land, Learning & Livability Community Engagement - Update		8:40 pm



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Format and Date:

PUBLIC BOARD MEETING
Tuesday, January 21, 2014 at
7:00 pm

		Estimated Completion Time
	(continued)	
C.4.	Thursday, January 16, 2014 Meeting of the Towards the Future for Schools Standing Committee/ Grade 7-8 Transition and Secondary School Enhance Programs Information Meeting	8:50 pm
C.5.	Out of Country Field Trips - Secondary	8:55 pm
C.6.	Superintendent's Report	9:00 pm
C.7.	Trustees' Reports	9:10 pm
D.	Future Meetings	9:10 pm
E.	Public Question & Comment Period	9:30 pm
F.	Adjournment (no schedule)	9:30 pm

Georgia Allison
Secretary Treasurer

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

Schedule A.3.
of the
Administrative Memorandum

Meeting Date: January 21, 2014 **Board** **Board, in camera**

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

Narration:

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

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

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

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

Speakers may speak only once at the Public Comment Period.

School District No. 44 (North Vancouver)

Minutes of the Public Meeting of the Board of Education, School District No. 44 (North Vancouver), held in the Mountain View Room of the Education Services Centre at 2121 Lonsdale Avenue in North Vancouver, British Columbia, on Tuesday, December 10, 2013.

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

A.1. Call to Order

Chair Stratton called the meeting to order at 7:00 pm and welcomed those in attendance, especially the five representatives from the Student Leadership Council. The traditional territorial lands of the Squamish Nation were acknowledged by the Chair.

A.2. Approval of Agenda

Moved by B. Forward

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

Seconded by C. Sacré

Carried

A.3. Public Comment Period

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

Les Murata, CUPE Local 389 Custodial Maintenance Representative, spoke regarding the proposed E15 Elite Hockey Academy at Sutherland Secondary. Though the union is in favour of the program they are concerned that it is proposed to operate at the North Shore Winter Club (NSWC). Members of the Canadian Union of Public Employees at NSWC have been locked out now for 222 days. Mr. Murata reported that the union is launching legal action against the Winter Club for the use of replacement workers. The Executive of CUPE Local 389 encourages the Board to refrain from any association with NSWC until such time that they negotiate and settle in good faith with the union.

A.4. Approval of Minutes

Moved by L. Bayne

that the minutes of the public meeting of November 26, 2013 be approved as circulated.

Seconded by S. Skinner

Carried

B.1. Superintendent's Report on Achievement 2013/14

Superintendent of Schools John Lewis introduced this item and touched on highlights of the detailed [report](#) which is available on the School District website and covers the 2012/13 school. The report outlines areas of student achievement that have improved including six-year completion rates for students with special needs, eligible Grade 12 graduation rates, and graduates achieving Honours Standing. The Superintendent also noted areas of concern including achievement progress of aboriginal students as well as achievement progress of students with special needs. These are both areas that the School District will direct increased

B.1. Superintendent’s Report on Achievement 2013/14 (continued)

attention; and specifically the blended final marks in English 10 for students of aboriginal ancestry.

In response to Trustees’ questions, the Superintendent clarified that: the Ministry will post the report to its own site and the report will also be a subject of discussion at the next visit to the School District by the Superintendent of Achievement; literacy support for aboriginal students is through First Nation support workers and success teachers as well as using culturally appropriate resource materials at both the elementary and secondary level; the first priority for Careers and Transition training is at the secondary level but also includes building awareness through hands on learning and exploration at the younger grades; a benefit from preparing the report is the engagement with District Administrators and staff to identify discussion points and that in relation to other Metro school districts, the School District is in the middle regarding achievement outcomes. There was also discussion regarding completion rates for special needs students and the issue of some students coming to school without enough food.

Moved by S. Skinner

that the Board approve the *Superintendent’s Report on Achievement 2013/14*, as attached to this Administrative Memorandum of December 10, 2013.

Seconded by M. McGraw

Carried

B.2. Proposed Specialty Academies for 2014-2015

Chair Stratton invited Assistant Superintendent Mark Jefferson to the table.

Superintendent of Schools John Lewis introduced this agenda item and noted that at the November 26, 2013 Public Board meeting, the Board supported the Executive’s recommendations that further discussion be pursued with the proponents of three proposals: a Dance Academy located at Windsor Secondary School and developed in partnership with Seymour Dance and the Royal Academy of Dance; an E15 Elite Hockey Academy operated out of Sutherland Secondary School and in partnership with the North Shore Winter Club; and a Basketball Academy based at Seycove Secondary School and developed in partnership with Basketball British Columbia and Basketball Canada.

Assistant Superintendent Mark Jefferson and District Administrator Greg Milner have had further meetings with each of the three proponents to discuss the respective proposals and confirm whether each proponent would be ready for commencement in September 2014. Mr. Jefferson provided a high-level overview of the *Report on Proposed Specialty Academies for 2014-2015*, included in the agenda package. Included in this report are recommendations to move ahead with the Dance Academy and the E-15 Elite Hockey Academy for a September 2014 start.

Windsor-Seymour Dance Academy

Assistant Superintendent Mark Jefferson clarified that the fees would be approximately \$155/month; the School District attaches a 10% administrative fee to each academy; that Seymour Dance was the only dance academy that put forward a proposal for consideration; though cross enrolment is possible, administration anticipates a cohort of 20-25 students; it would be on a first come, first serve basis plus payment of the first month’s fee and that the academy would be open to students with a range of abilities.

Moved by B. Forward

that the North Vancouver School District, in partnership with Seymour Dance, proceed with the establishment of a Dance Academy at Windsor Secondary School for September 2014.

Seconded by L. Bayne

Carried

Sutherland-North Shore Winter Club E15 Hockey Academy

Assistant Superintendent Mark Jefferson noted that the North Shore Winter Club (NSWC) is

B.2. Proposed Specialty Academies for 2014-2015 (continued)

affiliated with Hockey BC and Hockey Canada; that the fees would be approximately \$1350/month; that the NSWC is looking at the potential for bursaries and that the recommendation for the E15 Hockey Academy acknowledges the current labour unrest at the North Shore Winter Club. Mr. Jefferson responded to Trustees' questions regarding the difficulty of siting the academy at another location given that the NSWC is the proponent; the window of time for enrolment would be late April/early May; the academy would not receive Hockey Canada's endorsement without the location first being identified and that enrolment would be approximately 20 students.

Moved by B. Forward

that the North Vancouver School District defer the introduction of an Elite E15 Hockey Academy at Sutherland Secondary School until a resolution is reached between the North Shore Winter Club and the Canadian Union of Public Employees (Local 389).

Seconded by S. Skinner

Defeated

Moved by C. Gerlach

that the North Vancouver School District supports the establishment of an Elite E15 Hockey Academy at Sutherland Secondary School; and defers its implementation until a resolution is reached between the North Shore Winter Club and the Canadian Union of Public Employees (Local 389).

Seconded by B. Forward

Carried

Opposed: S. Skinner

In calling the question, the Chair confirmed that the motion supports the establishment of an elite hockey academy at such time when it may be suitable given resolution of the current labour issue.

Trustee Skinner left the meeting at 8:36 pm.

Seycove Basketball Academy

Assistant Superintendent Mark Jefferson noted that Seycove Secondary only has one gymnasium and as a facility has not yet been confirmed with either Parkgate Recreation Centre or the Tseil-Waututh Nation, it was recommended that introduction of the Seycove Basketball Academy be deferred to allow further dialogue to address operational requirements. In response to Trustees' questions, Mr. Jefferson confirmed that in order to go forward in September 2014, the academy would have to be ready for recruitment by the end of February 2014. It is hoped that more information will be available to bring back to the Board in January 2014.

Moved by B. Forward

that the North Vancouver School District defer to the January 21, 2014 Public Board meeting the decision to introduce a Basketball Academy at Seycove Secondary School

Seconded by C. Gerlach

Carried

Appreciation was expressed to Assistant Superintendent Mark Jefferson for his thorough report.

B.3. Board/Authority Authorized (BAA) Courses 2014/15

John Lewis, Superintendent of Schools, introduced this agenda item and noted that Boards must authorize each BAA Course and ensure it meets the Ministry of Education's BAA Course requirements. Maureen Stanger, District Administrator, was invited to the table and provided a brief background in the development of the secondary BAA Courses proposed for 2014/15 as well as an overview of each course and clientele. Once the courses receive Board approval, they will be submitted for Ministry approval. The Chair thanked Ms. Stanger for her presentation.

B.3. Board/Authority Authorized Courses 2014/15

Moved by M. McGraw

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 2014/15 for submission to the Ministry of Education.

Seconded by C. Sacré

Carried

B.4. Deakin University (Melbourne, Australia) Memorandum of Understanding

Superintendent of Schools John Lewis introduced this agenda item and noted that the proposed Memorandum of Understanding with Deakin University in Melbourne, Australia, aligns directly with the Goals and Objectives of the Board's *2011-2021 Strategic Plan*. The Board was advised that for the last three years, the School District has hosted pre-service teachers from Deakin University who enroll in a course entitled "Teaching in a Global World". The student teachers spent three weeks teaching in classrooms across the School District and participation has grown from 4 students in 2011 to 16 students in 2013. The Memorandum of Understanding formalizes the cooperative relationship which promotes increased professional opportunities to learn from each other as well as enhancement of pedagogy in North Vancouver.

In response to a Trustee's questions, the Superintendent clarified that the teachers taking part are at a comparable level to third or fourth year education students at a Canadian university and that the agreement has no impact on the School District's ongoing commitment to support student teachers from local universities.

Moved by C. Gerlach

that the Board of Education endorses the Memorandum of Understanding with Deakin University to formalize the relationship between our two educational institutions and to support continued cooperation in areas of mutual interest.

Seconded by C. Sacré

Carried

B.5. Board Committees and Trustee Representational Assignments

Chair Stratton introduced this item and advised that, in accordance with *Policy 102: Board of Education – Committees and Representation*, Trustees had met to discuss their preferences for committee appointments in the 2014 calendar year and provided further comments at the evening's meeting.

Moved by C. Sacré

that the Board approve the Chair's appointments of Trustees as amended to the Administrative Memorandum of December 10, 2013, and make the appointments effective January 01, 2014.

Seconded by B. Forward

Carried

B.6. Election to BC School Trustees' Association (BCSTA) Provincial Council and to BC Public School Employers' Association (BCPSEA)

Chair Stratton reported that the British Columbia School Trustees' Association (BCSTA) requires 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 2014. Trustee Gerlach nominated Trustee Forward. There being no other nominations on two successive calls; Trustee Barry Forward was declared the Board's representative to the BCSTA Provincial Council.

B.6. Election to BC School Trustees' Association (BCSTA) Provincial Council and to BC Public School Employers' Association (BCPSEA) (continued)

The Chair called for nominations for the alternate representative to the BCSTA Provincial Council for 2014. Trustee Forward nominated Trustee Gerlach. There being no other nominations on two successive calls, Trustee Cyndi Gerlach was declared the Board's alternate representative to the BCSTA Provincial Council.

The Chair thanked both Trustee Forward and Trustee Gerlach for accepting their nominations.

As noted in the Administrative Memorandum, Trustees indicated that the Trustee Representative to the BC Public School Employers' Association (BCPSEA) be elected rather than appointed, as well as the election of an alternate. The Chair called for nominations for the position of Trustee Representative to the BC Public School Employers' Association for 2014. Trustee Sacré nominated Trustee Gerlach. There being no other nominations on two successive calls; Trustee Gerlach was declared the Board's representative to BCPSEA.

It was determined that the election for an alternate would take place at a later date.

C.1. Secondary School and Academy Fees 2014-15

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]. *Board Policy 706 – School Fees* requires that each North Vancouver school and specialty academy annually establish a schedule of fees. Fees for the 2014/15 school year are determined prior to the end of 2013 to allow fee schedules to be included in the secondary school course guidebooks that are published in January 2014.

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

Both the 2014-15 Secondary Schedule of School Fees and the Schedule of Specialty Academy Fees 2014-15 have been brought forward to the Board for information; and Trustees are encouraged to contact principals regarding any questions they may have in relation to the fees.

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

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

- Monteray Facility and Site – Board approved the disposition of the Monteray site and a Purchase and Sales Agreement has been reached with Morningstar Development Ltd. with a minimum purchase price of \$6.38M. Morningstar is now proceeding with the due diligence process.
- Lucas Centre and Cloverley School and Site – DIALOG Design continues with its preliminary review of the *Land, Learning and Livability* process to date, and a preliminary planning session with the Board is proposed in January 2014 in preparation for further community engagement in 2014.
- Plymouth facility and site – proposals were received from three of the previously shortlisted proponents including Darwin Construction, Polygon Homes and Lions Gate Christian Academy. As part of the proposal review, meetings have been arranged with each proponent the week of December 16, 2013, to address questions of clarification. A public meeting for the presentation of selected final proponents is tentatively scheduled for Tuesday, January 28, 2014 at Plymouth School.

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

- Argyle replacement project request - a letter of response has been sent to Minister Fassbender addressing the two identified conditions. In response to the Minister's request, an outline was provided identifying the intended uses of the Neighbourhood Learning Centre as well as a letter of support from the District of North Vancouver regarding the Board's property disposal plan with regard to the sale of the Keith Lynn and Monteray properties.

C.3. Out of Country Field Trips - Secondary

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

- Argyle Secondary School – field trip to Slovenia/Croatia/Austria (Mar 15-26, 2014)
- Carson Graham Secondary School – field trip to Anaheim, CA, USA (Mar 15-19, 2014)
- Handsworth Secondary School – field trip to Las Vegas, NV, USA (Jan 22-27, 2014)
- Handsworth Secondary School – field trip to Greece (Mar 7-22, 2014)
- Handsworth Secondary School – field trip to El Salvador (Mar 15-24, 2014)
- Seycove Secondary School – field trip to Italy and Croatia (Mar 18-27, 2014)

C.4. Superintendent's Report

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

- Man Up! A Reality Stage Play – produced by Jim Crescenzo and Walter Mustapich, Vice Principal at Windsor Secondary, and based on the true story of the Boys Club Network (BCN), founded in East Vancouver in 2007 and now operating as the Westcoast Boys Club Network Foundation, with a total of eight chapters located in both North and West Vancouver as well as Vancouver and Kamloops.
- Handsworth Royals are Provincial Field Hockey Champions Again! - Congratulations to the Handsworth senior girls field hockey team who captured the Provincial AAA Field Hockey Championship for the third consecutive year.
- Coats and Care Packs for the Homeless - Handsworth Secondary students and staff have come together to help those in need. What started out as a great idea in the Learning Centre, has now developed into a school-wide donation drive to collect coats and other necessities for the less fortunate.
- Energy Conversation Where It Counts – everyone is encouraged to support the energy conservation initiatives of our students and staff.
- Sutherland Sabres Senior Boys Soccer Team Win – congratulations to the Sutherland Sabres senior boys' soccer team who won the Provincial AAA final last weekend! Claiming the title for the first time since 1986, the team has rejuvenated school soccer at Sutherland.

C.5. Trustees' Reports

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

1. Meetings attended by Trustees included:
 - Public Board meeting
 - Trustee Seminar/In Camera meetings
 - Artists for Kids Management Committee meeting
 - North Vancouver Recreation Commission meeting
2. Events attended by Trustees included:
 - BCSTA December Academy; including Conflict of Interest Working Group (Board Chair), Aboriginal Education Committee meeting (Trustee Forward); meeting with Ministry staff (Board Chair and Vice Chair); and kudos to the Argyle Secondary Choir that performed at the opening reception.

C.5. Trustees' Reports (continued)

2. Events attended by Trustees included (continued):
- Gordon & Marion Smith Foundation Gala
 - Westview Elementary School Dance Show
 - Braemar Elementary School Band and Strings performance
 - North Vancouver Recreation Commission Christmas party

D. Future Meetings

Future public meetings of the Board are confirmed as follows:

Thursday, Jan 16, 2014 at 7:00 pm	Programs Night – Towards the Future for Schools	Carson Graham Secondary 2145 Jones Ave, N Vancouver
Tuesday, Jan 21, 2014 at 7:00 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, Feb 4, 2014 at 7:00 pm	Finance and Facilities Standing Committee	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, Feb 18, 2014 at 7:00 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver

E. Public Question and Comment Period

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

Les Murata, CUPE Local 389 Custodial Maintenance Representative, clarified that the legal action the union is launching against the North Shore Winter Club is regarding the replacement of unionized workers.

F. Adjournment

The established agenda being completed, the Chair adjourned the meeting at 9:28 pm and thanked those who attended and wished everyone a healthy and safe holiday season.

Certified Correct:

Georgia Allison
Secretary Treasurer

Franci Stratton
Chair, Board of Education

Date

Date

Schedule B.1
of the
Administrative Memorandum

Meeting Date: January 21, 2014 Board Board, in camera

Topic (as per the Memorandum): **Communicating Student Learning K–12: Handbook for Assessment, Evaluation and Reporting**

Narration:

The North Vancouver School District is committed to enabling all students to reach their potential and achieve success in school according to their individual interests, abilities, and goals. Research indicates that quality assessment positively affects levels of student learning, student efficacy, and learner engagement. To support student learning and success, teachers play a critical role in using thoughtful, differentiated assessment practices, focused feedback, and fair and transparent reporting procedures.

Several changes have occurred with assessment practices in recent years, most notably the Ministry of Education’s development and implementation of [BC’s Education Plan](#). The Ministry’s [Student Learning Assessment Order \(M60/94\)](#) sets out the requirements for provincial, national, and international assessments. Local boards of education establish their own policies and procedures for district assessment practices.

The School District’s Instructional Institute and Universal Design for Learning initiatives preceded the current District-wide focus on the “Four Pillars” of educational practice: curriculum, instruction, assessment, and social-emotional learning. Building upon this knowledge base, a committee was established in April 2011 to facilitate discussion and input about District assessment practices. A component of the committee’s work included a review of [Policy 203: Evaluation of Student Achievement and Reporting to Parents](#) and [Policy 209: Student Assessment](#). To reflect current assessment practices, [Policy 209](#) was revised at the Public Board Meeting on [May 28, 2013](#). No revisions were made to [Policy 203](#); it is compliant with current Ministry and District guidelines and assessment practices.

As a natural outcome of the assessment committee’s work, a District Assessment Team was established and commenced work on the development of a new North Vancouver School District resource, *Communicating Student Learning K-12: Handbook of Assessment, Evaluation and Reporting*. This resource was prepared by Joanne Robertson, Director of Instruction, Kathleen Barter, District Administrator, and the District Assessment Team: Claire Spofforth, Corrine Kinnon, Erica Toombs, Erin Madsen, George Polymenakos, Jeffrey Ah-Young, Jennifer Macdonald, Jennifer Wilson, Joe Campbell, Justin Wong, Kat Thomson, Spencer Kelly, Susan Teegen, Trina Kienzle, and Vicki Thomas. Several other staff members—Kindergarten to Grade 12 teachers, administrators, and District staff—provided their knowledge and expertise in developing this new resource; it is a District-wide collaborative effort.

The *Handbook for Assessment, Evaluation and Reporting* complements and reinforces provincial and local policies. Based on an ongoing cycle of assessment, the Handbook’s primary purpose is to improve student learning by outlining the *10 Principles of Assessment* and identifying best and “next” practices, strategies, and tools for authentic classroom assessment. This *Handbook* focuses on the processes and protocols for assessment, evaluation, and reporting with clear and consistent guidelines and recommended classroom practices. The *Handbook* is intended to support teachers in developing

Schedule ...B.1... (continued)

Narration (continued):

consistent and effective assessment, evaluation, and reporting practices that will enhance student learning and achievement from Kindergarten to Grade 12.

To support implementation of the *Communicating Student Learning K-12: Handbook for Assessment, Evaluation and Reporting*, the District Assessment Team has scheduled the following in-service and professional development opportunities:

- January 17 – Curriculum Implementation Day – District Assessment Team in-service with all Families of Schools
- January 23-24 – Leadership for Learning in-service with school administrators, focusing on their role in implementing the *Handbook* at the school level
- January/February – Designs 2014 professional development series with school teams, focusing on implementing the *10 Principles of Assessment*
- January/February – District Assessment Team participation in the Coast Metro Consortium (Lower Mainland) professional development series with Rick Stiggins and Jan Chappuis, international leaders in student assessment
- Subject to the Board's adoption of the *Handbook*, it will be made publicly available on the District website.

The *Handbook for Assessment, Evaluation and Reporting* was presented to the School District's Policy Review Committee for its review on January 13, 2014. The Committee includes Trustees Cyndi Gerlach and Susan Skinner, representatives from the secondary and elementary school administrators (NoVA), the North Vancouver Teachers' Association (NVTA), the Canadian Union of Public Employees (CUPE Local 389), the North Vancouver Parent Advisory Council (NVPAC), and the District Student Leadership Council (DSLCC). The *Handbook* received very positive feedback from the Policy Review Committee. Based on the Committee's earlier work on *Policy 209*, the *Handbook* supports the implementation of assessment, evaluation, and reporting practices, consistent with *Policy 203* and *Policy 209*.

Joanne Robertson and Kathleen Barter will introduce *Communicating Student Learning K-12: Handbook for Assessment, Evaluation and Reporting*, as attached to this Administrative Memorandum of January 21, 2014.

Attachment:

Communicating Student Learning K-12: Handbook for Assessment, Evaluation and Reporting

RECOMMENDED MOTION:

that the Board adopt *Communicating Student Learning K-12: Handbook for Assessment, Evaluation and Reporting*, as attached to this Administrative Memorandum of January 21, 2014, and make it publicly available.



North Vancouver School District

Communicating Student Learning K - 12:

Handbook for Assessment, Evaluation
and Reporting

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FOREWARD

Our schools strive to provide all students with opportunities to be challenged and to succeed in educational programs.

The purpose of this document is to provide clarity and consistency for assessing, grading and reporting. This document is intended to support teachers in developing consistent and effective assessment practices that will enhance student learning and achievement from Kindergarten to Grade 12.

On behalf of the North Vancouver Board of Education, I extend my appreciation and gratitude to the team of teachers and administrators who created this key classroom tool. This instructional resource has been prepared by Joanne Robertson, Director of Instruction, Kathleen Barter, District Administrator and the District Assessment Team: Claire Spofforth, Corrine Kinnon, Erica Toombs, Erin Madsen, George Polymenakos, Jeffery Ah – Young, Jennifer Macdonald, Jennifer Wilson, Joe Campbell, Justin Wong, Kat Thomson, Spencer Kelly, Susan Teegen, Trina Kienzle, Vicki Thomas.

John Lewis
Superintendent
North Vancouver School District #44

December 2013



INTRODUCTION

This handbook is designed to complement and reinforce provincial and local policies by providing Kindergarten to Grade 12 educators in the North Vancouver School District with recommended guidelines and classroom practices for assessment of student progress that is clear, consistent, and well aligned across schools.

The North Vancouver School District is committed to enabling all students to reach their potential and to achieve success in school according to their interests, abilities, and goals. Research indicates that quality assessment positively affects levels of student learning, student efficacy, and learner engagement. Teachers play a critical role in using thoughtful, differentiated assessment practices, focused feedback, and clear reporting guidelines to support student learning and success.

The primary purpose of this document is to improve student learning by outlining Ten Principles for Quality Assessment and identifying the best practices, strategies and tools for authentic classroom assessment.

This resource focuses on the processes and protocols for assessment, evaluation and reporting. For additional details and information, please refer to the [North Vancouver School District Assessment Policy](#), the [British Columbia Ministry of Education Classroom Assessment and Reporting](#) website and related Ministerial Orders and Policy documents, and the professional resources listed in the References (p. 49 - 50).

KEY DEFINITIONS

Assessment

- is the process of gathering, from a variety of sources, information that accurately reflects how well a student is meeting the curriculum expectations
- provides evidence of what the student knows, understands, and is able to do
- is continuous, collaborative, consultative, and based on a set of criteria
- provides clarity in identifying students' learning needs both for the instructor and for the student

Evaluation

- is the process of making judgements about the quality of student learning/performance based on established criteria
- is based on a broad range of assessments
- provides data on student achievement related to learning outcomes
- provides the instructor guidance around instructional decisions and programs

Reporting

- is both formal and informal communication of students' achievement on curricular expectations
- communicates an evaluation of students' performance based on learning outcomes and their demonstration of learning skills and work habits
- represents a summary of teachers' professional judgements about student achievement
- gives descriptive feedback in the form of comments, indicating what students have learned, areas for further development, and guidance to help them improve



NVSD ASSESSMENT AND REPORTING POLICIES

In the North Vancouver School District [Policy 209](#), Student Assessment, revised in April 2013, reflects the Ministry's guidelines and principles for fair and transparent assessment and reporting of student achievement.

Policy

The Board of Education is committed to supporting student learning through quality assessment practices. Assessment is the continuous process of gathering data on student learning and performance, using a variety of methods over time. Assessment must be transparent, purposeful, reliable, valid and reflective. It provides valuable and useful information to the students, the teachers, and parents as they work together in improving learning, building skills, and acquiring knowledge.

Educators formatively assess by observing students, using effective questioning strategies, and setting tasks that require students to use specific skills, apply new ideas, and to communicate, reflect, and extend their learning in a variety of ways.

Educators summatively assess student learning at a particular point in time based on criteria that are measurable, well-defined, and useful for future student learning and for teachers' ongoing reflection of their professional practice.

Assessment is part of the learning process that represents each learner's unique character. Assessment procedures must be developed in accordance with BC Ministerial Orders and Policies and relevant North Vancouver School District Handbooks.

Student assessment and evaluation in North Vancouver School District:

- is communicated clearly to students and parents
- is ongoing, research-based, varied in nature, and administered over a period of time to allow students to demonstrate their full range of learning
- provides ongoing descriptive feedback that is clear, meaningful, and timely
- informs best teaching practice in order to adjust instruction to meet student learning needs
- uses a wide range of current methods that assess process and product of students' knowledge, skills and understanding
- uses clearly identified curriculum outcomes and criteria
- engages and includes students in monitoring and critically reflecting on their learning in order to self-assess their personal growth; and
- respects the developmental differences of students recognizing that students learn at different rates and in a variety of ways

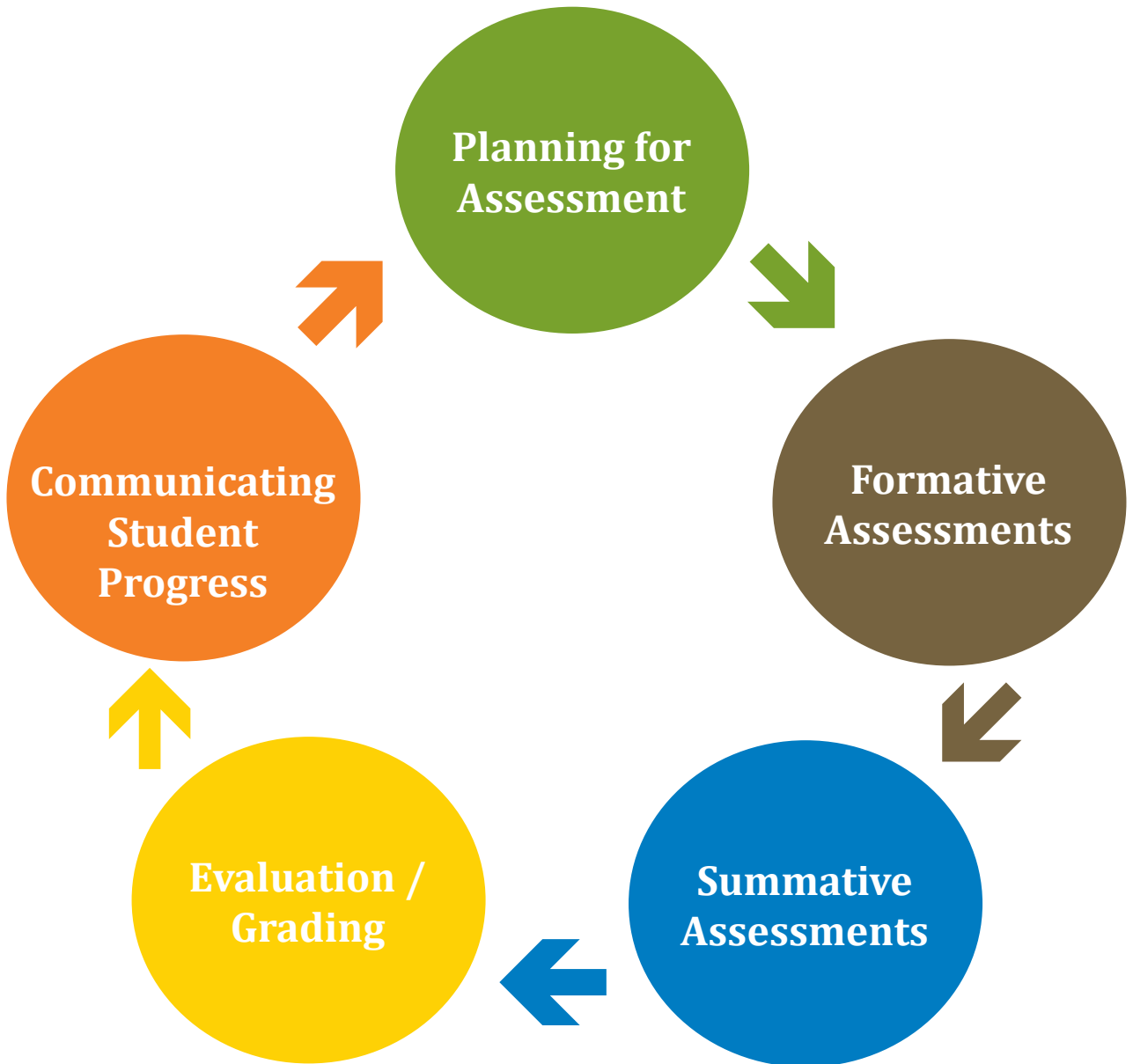
In the North Vancouver School District Policy 203, Evaluation of Student Achievement and Reporting to Parents, will be revised as necessary to align with the Ministerial direction.

Policy

The Board's policy for reporting student progress to parents is based upon Ministerial Orders and regulations authorized under the School Act.

Provincial regulations for reporting student progress require that parents or legal guardians be provided with three formal written reports and two informal reports each school year. Formal report cards communicate significant aspects of the student's progress in the areas of intellectual, social, human, and career development. Informal reports may include telephone calls, interim reports, and conferences.





10 PRINCIPLES OF ASSESSMENT

PRINCIPLE 1

Assessment and evaluation practices must be aligned with essential curricular concepts, content, expectations and learning goals

PRINCIPLE 2

Assessment methods must be appropriate for and compatible with the purpose and context of the assessment

PRINCIPLE 3

Formative assessment (for learning) must be ongoing, varied, and central to the instructional-learning cycle

PRINCIPLE 4

Formative assessment (as learning) must involve students in setting personal goals for learning and monitoring their progress through peer and self-assessment practices

PRINCIPLE 5

Students must be provided with ongoing feedback that is clear, specific, and timely to support their progress towards achieving learning goals

PRINCIPLE 6

Summative assessments must be based on clear criteria (aligned to core competencies and curricular outcomes) and include a variety of opportunities for students to demonstrate their learning

PRINCIPLE 7

Assessment methods must be differentiated to meet students' diverse needs, interests, and learning styles

PRINCIPLE 8

Evaluation and grading must reflect achievement and progress over time in relation to specific learning outcomes or student goals; evaluation is tied to learning not behaviour and attitude

PRINCIPLE 9

Communicating student learning must be clear, transparent, and ongoing, with a focus on Performance Standards-based language and meaningful descriptions, collections, and demonstrations of student learning

PRINCIPLE 10

Assessment and reporting practices and procedures support all students, including those with special needs and those who are learning a second or additional language



PLANNING FOR ASSESSMENT



Principle 1 - Assessment and evaluation practices must be aligned with essential curricular concepts, content, expectations and learning goals



Principle 2 - Assessment methods must be appropriate for and compatible with the purpose and context of the assessment

Principle #1

Assessment and evaluation practices must be aligned with essential curricular concepts, content, expectations and learning goals.

To enhance validity, assessment methods should be in harmony with the instructional objectives to which they are referenced. Planning an assessment design at the same time as planning instruction will help integrate the two in meaningful ways. Such joint planning provides an overall perspective on the knowledge, skills, attitudes, and behaviours to be learned and assessed, and the contexts in which they will be learned and assessed.

Principles for Fair Student Assessment for Education in Canada, 1993

In order for students to be successful, they must clearly understand the learning goals or targets of the unit/project/assignment. Students need to see clearly where they are going and how they can get there. These learning targets identify the achievement expectations, the content of the unit, and the learning that will be assessed. Along this path, formative assessments are completed so students can measure their progress. Both teachers and students need to take responsibility for the learning. Students can use self assessment to monitor their progress as they move towards the learning targets.

Assessment methods need to be clearly aligned with the goals and objectives of instruction. Using backward design frameworks such as Understanding by Design (Wiggins & McTighe, 2005) to plan curriculum and carry out instruction ensures assessment practices are aligned with the goals and purpose of assessment. Backward design provides students with a direct path to understanding the important ideas of the unit and allows them to apply their learning to new situations.

The backward design model outlines the following three stages for planning:

1. **Determine Desired Results**– identify the learning outcomes that will be the focal point of instruction and learning
2. **Plan Assessment** - determine what evidence of learning needs to be collected to inform the ongoing instruction and learning
3. **Plan Learning Tasks and Activities** - evaluate student learning with respect to the identified learning outcomes.

Authentic assessment allows students to demonstrate their understanding, knowledge and skills by tackling problems and challenges encountered in the real world and applying their learning to new situations. Students can be asked to solve worthy problems or answer questions of importance in the same manner that adults - citizens, consumers or professionals - would in the real world (Wiggins, 1993).



Though the tasks need not be complex, there are some points to consider when creating an authentic task:

- what learning will be demonstrated by doing the task?
- what is the context of the task?
- does the content set up a fair and unbiased assessment for all students?
- will the task measure what is intended to be measured?
- will the task reveal growth of skill or ability of what has been learned?

Note that “authentic assessment” can also be defined as an assessment that evaluates what has been taught, modeled, and practised by students; and the assessment strategy or assessment task selected is one that accurately reveals what the student knows, understands and is able to do (i.e., is a good match for intended outcome).

CLASSROOM EXAMPLES/TEACHER TESTIMONIALS:

1. **An Elementary Teacher** teaches a language arts unit where the learning target is the creation of a persuasive piece of writing. At the beginning of the unit, an assessment rubric is created with the students, using specific language from the Ministry Prescribed Learning Outcomes and/or BC Performance Standards for Writing. Throughout the unit, lessons are broken down into topics that pertain to specific aspects/criteria outlined in the rubric. In addition, the teacher focuses formative assessment and feedback to students specifically on these aspects of writing. Students are clearly aware of the expectations, which provides greater clarity for improving their writing.
2. **A Secondary Teacher** uses backward design as an integral part of Law 12. The structure of the course is designed with the final assessment in mind: a large group mock trial. The year long teacher's plan is designed to expose students to the necessary knowledge, understanding, and skills to perform the mock trial. All assignments lead to the performance assessment - the trial. The students write in their journal about their learning process. Journal entries provide feedback to the teacher regarding possible achievement gaps and allow the teacher to reconstruct lessons.

TEACHER TIPS:

1. Use backward design (**Understanding by Design**) frameworks for lesson/unit planning to provide greater clarity and alignment between key learning goals (Big Ideas and Enduring Understandings), formative and summative assessments, and instructional designs. When designing assessments connected to learning goals, continually ask these three questions:
 - 1) What is essential for students to *know*?
 - 2) What is essential for students to *understand*?
 - 3) What is essential for students to *be able to do*?
2. Be mindful that all lessons should serve a purpose in a longer learning trajectory towards the learning goal. **It is not a learning target unless both the teacher and students aim for it during the lesson.** Setting and committing to specific, appropriate, and challenging goals leads to increased student achievement and motivation to learn (Moss & Brookhard, 2012, p12).



Principle #2

Assessment methods must be appropriate for and compatible with the purpose and context of the assessment.

aligning our assessments to our curriculum is the only way to ensure that our assessments yield accurate information about our students' levels of proficiency. Knowing what we're assessing should always drive our assessment methods. Balanced assessment isn't about favouring one type of assessment; it's about favouring the assessment method that is the most accurate fit for the curricular content or competency being assessed. This is especially true at the classroom level where we know assessment (and the subsequent descriptive feedback) can move learning forward, lead to greater student engagement, and allow teachers to make pinpoint decisions about what comes next.

Tom Schimmer

How teachers assess students' learning can have profound and lasting effects on their willingness, desire, and capacity to learn. As a result, many important factors must be considered when making decisions about assessment practices and methods. Throughout each unit of study, multiple assessment methods should be used. A balance of written, oral and performance assessments provide the teacher with a well-rounded picture of the students' skills.

Prior to creating an assessment, Wiggins and McTighe suggest teachers ask themselves the following questions:

- what would be sufficient and revealing evidence of understanding?
- what performance tasks should anchor the unit and focus the instructional work?
- what are the different types of evidence required?
- against what criteria will we appropriately consider work and assess levels of quality?
- will the assessment reveal and distinguish those who really understand from those who only seem to understand?



Norm-Referenced vs. Criterion-Referenced Assessment

Norm-referenced evaluation compares a student's achievement to that of other learners within a particular cohort. In the past, classroom teachers relied heavily on norm-referenced assessments, often applying a "bell curve" approach to grade students according to the expected normal distribution of results (a few students on the low end, the majority clustering in the middle, and a few students scoring on the high end).

Schools in the North Vancouver School District conduct routine screening and assessment, which sometimes involves norm-referenced assessment tools, in order to monitor progress of students in the areas of literacy, numeracy, social emotional learning, and other aspects of growth and development. Please refer to Appendix F for a detailed year-long calendar of North Vancouver School District Assessments, and to Appendix G for a table of Standardized Scores.

Learning Assistance teachers, School Psychologists, Speech and Language Pathologists and Counsellors may use specific norm-referenced assessment tools. This might include Level B and Level C tests or a Functional Assessment of Behaviour. For more information about these tests, please refer to pages 8 and 9 of the Inclusive Education 44 Handbook at <http://www.nvsd44.bc.ca/ProgramsServices/InclusiveEducation/Documents/InclusiveEducation44Handbook.pdf>

While norm-referenced evaluation has its place in large-scale system assessments and diagnostic (standardized) testing, with bigger cohort groups, it should not be used for regular classroom assessment purposes. By contrast, criterion-referenced evaluation, which measures student performance based on learning outcomes for a particular subject and grade or course, is best suited for measuring student performance in classrooms.

Criterion-referenced evaluation involves the following steps:

1. Choose learning outcomes from the curriculum.
2. Establish criteria, involving students in the process whenever possible.
3. Plan learning activities that will help students acquire the knowledge or skills outlined in the criteria.
4. Provide examples of the desired levels of performance.
5. Implement the learning activities.
6. Use various assessment methods based on the particular assignment and students.
7. Review assessment data and evaluate each student's level of performance or quality of work in relation to the criteria.
8. Report the results of evaluation to students and parents.

(Ministry of Education, 2009 p. 23)



Assessment For, As, and Of Learning

Teachers use a variety of assessment methods that fall within three types or purposes of assessment. The following table outlines the key differences between assessment **for**, **as**, and **of** learning

	Assessment FOR learning	Assessment AS learning	Assessment OF learning
TYPE	FORMATIVE	FORMATIVE	SUMMATIVE
PURPOSE	<p>To access information about students' learning</p> <p>To inform teachers' instructional decisions</p> <p>To highlight individual students' strengths and weaknesses</p> <p>Used by teachers, students and parents to help identify and respond to students' needs</p>	<p>To empower students to personally monitor their own learning and make adjustments, adaptations, and changes that enable further growth</p> <p>To lead students to self-assess</p> <p>To increase self-motivation, metacognition and to develop self-efficacy</p>	<p>To make judgements about placement, promotion, and credentials</p> <p>Signals students' relative position compared to peers based on specific criteria</p> <p>Used by policy makers, program planners, supervisors to certify competency and sort students according to achievement</p>
FOCUS	<p>Teachers use knowledge of their students' learning needs to plan further instruction</p> <p>Descriptions can be used to lead students to the next step of learning</p>	<p>Students' individual learning progress towards defined learning targets (comparison with other students is irrelevant)</p>	<p>A judgement of students' final work at the end of a unit or term</p>
FORM	<p>Daily work/assignments</p> <p>Questioning</p> <p>Student-teacher conferences</p> <p>Portfolios</p> <p>Collections of artifacts</p> <p>Progress checklists, etc.</p>	<p>Routine self-monitoring in relation to set criteria/objectives</p> <p>Record keeping such as files or portfolios</p>	<p>Tests or exams based on materials covered in unit</p> <p>Provincial exams</p> <p>FSA's</p> <p>Results expressed symbolically in marks or grades</p> <p>Holistic rubrics that report overall quality or proficiency</p>
USE	<p>To provide useful feedback that will further student learning through informed directed instruction</p>	<p>To aid students in setting personal goals, targets, and aspirations that are visible and concrete</p>	<p>To certify learning for reporting on students' progress for parents</p> <p>Assessing student performance and abilities based on standardized criteria (e.g., PLOs and B.C. Performance Standards)</p>



CLASSROOM EXAMPLES/TEACHER TESTIMONIALS:

1. **An Elementary Teacher** explains, prior to the start of the lesson, the learning goals and the types of formative and summative assessments that will be used to help students progress towards their learning targets. As the lesson develops, students reflect on their progress and set goals for continued improvement in preparation for the summative assessment snapshot (e.g., performance, composition, oral presentation, test, etc.)
2. **A Secondary Teacher**, who used to rely only on quizzes, homework assignments, and final tests to measure student progress in relation to provincial learning outcomes, now uses a variety of *alternative or performance* assessments, including open-ended questions, entrance and exit slips, oral presentations, compositions, and portfolios of student work. Students are given multiple opportunities to demonstrate their understanding of new concepts and receive feedback that allows them to focus their energy towards specific learning goals.

TEACHER TIPS:

1. Prior to designing any assessment task, ask: “Who will use the assessment information and how will this information be used?” One assessment cannot address all needs. Different kinds of assessments are required in a balanced assessment approach (Chappuis, 2012, p. 20).
2. Quizzes can be used as a formative piece of assessment and can be posted online before the quiz date. Students know the material that is expected and what they need to review, which builds confidence.



FORMATIVE ASSESSMENT



Principle 3 - Formative assessment (for learning) must be ongoing, varied, and central to the instructional-learning cycle



Principle 4 - Formative assessment (as learning) must involve students in setting personal goals for learning and monitoring their progress through peer and self-assessment practices



Principle 5 - Students must be provided with ongoing feedback that is clear, specific, and timely to support their progress towards achieving learning goals

Principle #3

Formative assessment (for learning) must be ongoing, varied, and central to the instructional-learning cycle.

Formative assessment is "the bridge between teaching and learning"; it informs important instructional choices and provides valuable feedback to students that will enhance their learning.

Dylan Wiliam

Formative assessment does not involve grades or scores. The focus is on providing useful feedback to students that specifically guides them to the next stage of learning.

To assess where students are in their learning requires multiple and varied assessments to occur throughout the unit of study. Use of more than one method will ensure reliability and consistency. At the heart of all the assessment is the link to the learning targets or goals.

Assessment for Learning allows teachers to access information about students' learning; highlight students' strengths and areas for further development; and make instructional decisions based on the learning needs of the class (or of individual students). Formative assessment takes place *during* teaching so that adjustments to teaching can be made (Earle & Katz, 2006). The descriptive teacher feedback, intrinsic to formative assessment, occurs frequently and is embedded in the classroom instruction. Formative assessment uses teacher modeling and guidance as students work through their learning. It directs the teacher's instruction to meet the needs of the individual students.

Rubrics are a widely used evaluation tool consisting of set criteria, a measurement scale, and the quality elements of the work. Rubrics benefit students by providing them with clear criteria/learning targets and the steps (scaffolding) to those targets. By deconstructing the learning target into manageable steps (as would be the case in a rubric format), the learner can then see the learning progression. By knowing the learning progression or steps in advance, students can then set meaningful learning goals and monitor their progress in relation to the learning targets. Rubrics, when provided to students at the start of the assignment/project, make them aware of the expectations and also provide an excellent vehicle for feedback, self-assessment, and goal setting. Well-developed rubrics, where performance criteria do not vary from teacher to teacher, promote consistency and reliability in assessment practice.



Black and Wiliam (1998) proposed the following five key factors for improving learning through assessment:

1. Effective feedback to pupils
 - a. occurs in a timely fashion, and describes the features of the work related specifically to the learning targets
 - b. allows for adjustments prior to it “counting”
 - c. is descriptive in nature
2. Active involvement of pupils in their own learning
 - a. is inherent when sharing learning target and building criteria with students
 - b. is key to designing assessment to meet the students' needs
 - c. ensures the assessment gives the students information that will help them through the next steps in their learning
3. Adjustment of teaching to take into account the results of assessment
 - a. informs decisions about the next steps of instruction
 - b. creates effective classroom discussion, activities, and learning tasks that elicit evidence of learning
4. Recognition of the profound influence assessment has on students' motivation and self-esteem
 - a. activates learners as instructional resources for one another
 - b. activates learners as owners of their learning
5. Self-Assessment for pupils
 - a. promotes the students as agents of change in their learning
 - b. is effective when students have an understanding of what they need to do or learn to achieve the goal



CLASSROOM EXAMPLES/TEACHER TESTIMONIALS:

1. **An Elementary Teacher** uses KWL (Know/Wonder/Learn) as a formative assessment tool in a Kindergarten classroom. It is used to check in with the students before beginning a unit of study to determine what they already know. This helps identify students who require extra support and guides teaching towards the overall learning needs of the class.
2. **A Secondary Teacher** uses *Exit Tickets* in Chemistry 12 class. This method of formative assessment provides the teacher with the opportunity to assess information about the students' learning and to inform instructional decisions. It can also help to identify students who need further instruction or guided practice. Give students one to three questions to answer about the current topic of study/current concept. The answers can be written or electronic such as e-clicker or similar technology.

TEACHER TIPS:

1. Use diagnostic assessments (e.g., webbing, discussions, pre-tests) at the beginning of a lesson/unit to determine students' prior knowledge and identify any gaps in their understanding or knowledge of the concepts. Diagnostic assessments will help determine priorities when designing instruction.
2. Use quick formative assessment techniques (e.g., Traffic Light checklists; Thumbs up, Thumbs down; Finger of Five, etc.) that provide immediate feedback on students' understanding so that instruction can be adjusted mid-lesson.
3. ***Do not use formative assessment (for learning) to evaluate or grade students.*** The purpose of this kind of assessment is to determine how well students are progressing towards achievement of lesson/unit goals and guide instruction accordingly.



Principle #4

Formative assessment (as learning) must involve students in setting personal goals for learning and monitoring their progress through peer and self-assessment practices.

When students are involved in the assessment process they are required to think about their own learning, articulate what they understand, and what they still need to learn - and achievement improves.

Paul Black and Dylan Wiliam

Assessment as Learning empowers students to personally monitor their own learning and make adjustments and changes that enable their growth. The key goals of assessment as learning are to increase students' self-motivation, self-efficacy, and ability to assess and guide their own progress. Assessment as learning gives students the tools that will enable them to take greater ownership and responsibility for their own learning.

The most effective learners set goals, use proven strategies for learning and self assess their work as they proceed. In essence, they self assess on a regular basis. Rubrics are helpful with self assessment. They provide the scaffolding that enables students to self assess according to set criteria and then set goals as they move towards the learning targets. Specific questions help students reflect and plan for improvement.

What aspect of your work was the most effective? Why?

What aspect of your work was the least effective? Why?

What specific actions would improve your work?

What do I need to do to get to the next step in the learning progression?

(McTighe and O'Connor)

This type of data is not considered for evaluation or reporting purposes.

Peer Assessments are recommended as stepping-stones to self-assessment (Wiliam, 2006). Some students may need to engage in structured peer assessment activities in order to develop the communication skills required to provide constructive and respectful feedback to their peers, and to eventually learn to assess their own work. The teacher's role is to provide exemplars, frameworks, and models of the steps required for providing clear and descriptive feedback on student work. Feedback Frames are helpful tools for having students practise giving focused, descriptive feedback to their peers



CLASSROOM EXAMPLES/TEACHER TESTIMONIALS:

1. **An Elementary Teacher** provides students with the context of the assessment at the start of each math unit. A pre-test is given at the beginning of the unit. The test is corrected and handed back to students, along with a chart showing which learning target each question on the pre-test measures. Students use the chart to identify which targets they have already mastered and which ones they need to learn/practise. As the unit progresses, multiple “no-grade/no-risk” formative assessments help students monitor their growth and learning in relation to learning targets and prepare for the summative assessment (final test) at the end of the unit (Chappuis, 2009, p. 103).
2. **A Secondary Teacher** uses the first formal lab report writing activity in Science class to get students to write what they believe to be a proper lab report. Lab reports are then collected and handed out to *another* student, along with the lab report guidelines. Students assess their peers’ work and mark, edit, and make suggestions (no grades or numerical scores) on the lab report. The focus may be on a particular item, such as observations or sources of error. Students discuss their review of each other’s work and include the teacher when necessary to clarify requirements.

TEACHER TIPS:

1. Use a cycle of reflective self and peer-assessment to help students take ownership of their learning and set their own learning goals in relation to established criteria for success. Self-assessment involves having students make judgements about what they know, have learned, or have mastered; justify or show evidence of their growth; and set goals for continued learning.
2. Allow primary students to move concrete items, such as checkers, buttons, or poker chips to track their learning in relation to specific skills like math facts or spelling (Chappuis, 2009, p.99). Older students can keep a list of learning targets for the term and regularly check off the ones they have mastered (Ibid, p. 102).
3. Provide students with frameworks and/or graphic organizers (e.g., *Two Stars and a Wish*) for peer assessments. Students should develop the language and skills required to provide quality, constructive feedback to their peers that is clearly aligned to learning goals.
4. Teach and review the process of self and peer-assessments frequently using examples of student work and modeling strong peer feedback strategies through video recordings and other examples (e.g., *Project Tuning*).



Principle #5

Students must be provided with ongoing feedback that is clear, specific, and timely to support their progress towards achieving learning goals.

The whole purpose of feedback is to increase the extent to which students are owners of their own learning.

Dylan Wiliam

The power of formative feedback lies in its double barreled approach, addressing both cognitive and motivational factors at the same time. Good feedback gives students information they need so they can understand where they are in their learning and what to do next.

Research has shown that feedback has a more positive impact on student learning when it is focused on features of the learning task (not the learner). The impact of feedback on student achievement also depends greatly on the type, delivery, and timing of the feedback.

Feedback can be used to allow students to show improvements in their learning. By allowing students multiple opportunities to demonstrate their learning, students will be more actively engaged in their learning. When a teacher allows students to replace old assignments with new ones, it shows the teachers that learning has in fact taken place and that students care about their learning.

Quality feedback is most beneficial to learning when it is descriptive and focused and is directly connected to what students are learning. It differs from evaluative feedback (49%, C+, Level B, etc.); praise (“good work”); and obscure criticism (“more effort needed, details”) by providing students with specific information about what they are doing well and what they can do next to improve their learning/performance.

Feedback should be the recipe for learning – to be considered as signposts and directions along the way, helping students become more autonomous in their own development

(Earl, 2003)

Descriptive feedback:

- causes thinking
- is timely
- provides students with detailed and specific information about their learning and the desired goals for improvement
- points out the strengths and weaknesses of the work
- occurs during learning, while students can still improve
- addresses partial understanding
- does not do the thinking for students
- limits corrective information to the amount of advice the student can act on

(Chappuis, 2009)



CLASSROOM EXAMPLES/TEACHER TESTIMONIALS:

1. **An Elementary Teacher** uses a cycle of reflective self and peer-assessments to help students take ownership of their learning. Self and peer-assessments are designed to help students 1) make judgements about what they know, have learned, or have mastered; 2) justify or show evidence of their growth; and 3) set goals for continued learning.
2. **A Secondary Teacher** deconstructs learning into clearly defined “steps” towards a particular learning target and shares these steps with the students at the beginning of the unit. The language of the “steps” becomes the language for providing specific feedback to students focusing on the intended learning goals, pointing out strengths, and offering specific suggestions for improvement. Feedback is provided through one-on-one, five-minute conferences during class time. This timely feedback allows students to act on the suggestions while the unit is still in progress, prior to summative assessments.

TEACHER TIPS:

1. Keep the amount of feedback to a manageable amount; be very specific and focused on only one or two aspects/criteria at a time. Give students the opportunity to redo/revise based on your feedback before giving them more.
2. Refrain from commenting on aspects outside of the pre-determined criteria. For example, if the students are asked to record their problem solving process in a math journal, only give feedback on that aspect; don't comment on spelling and grammar/sentence structure.
3. Consider the effect of the words used in feedback on motivation and self-esteem. Start your feedback by bringing to their attention something you noticed students have improved on, what they are doing well, the effort that you have noticed them putting into certain aspects, and the effect that effort has had on their learning (if positive); Recognize and draw to their attention to what it is they are doing that is moving their learning forward, THEN move the feedback focus to the next area of need in the learning progression.



SUMMATIVE ASSESSMENT



Principle 6 - Summative assessments must be based on clear criteria (aligned to core competencies and curricular outcomes) and include a variety of opportunities for students to demonstrate their learning



Principle 7 - Assessment methods must be differentiated to meet students' diverse needs, interests, and learning styles

Principle #6

Summative assessments must be based on clear criteria (aligned to core competencies and curricular outcomes) and include a variety of opportunities for students to demonstrate their learning.

Periodically we ask (the students) to demonstrate their level of achievement by means of summative assessments of learning, which are a culmination of what they have learned and comprise of the most recent evidence of achievement.

Jan Chappuis

Summative assessment is designed to:

- provide information about a student's achievement at the end of a unit of instruction.
- be completed in a short period of time
- make judgements about student achievement or progress over time
- communicate important information about student progress in relation to expected learning outcomes
- confirm what students know, demonstrate whether they have met curriculum outcomes, or the goals of their IEP, and to make decisions about future placements (Earl & Katz, 2006)
- determine how much learning has occurred over a period of instruction in relation to learning outcomes or goals
- determine report card performance scales, comments, and/or letter grades

Summative Assessment is generally done at the end of learning to document the achievement levels of the students at that point in time. This information is useful for teachers to measure the effectiveness of their program.

Wiliam and Black's (1996) reminder that the terms "formative" and "summative" assessment should be considered in terms of the function they serve, rather than the form they take. Many assessments such as quizzes, projects, and class assignments, can serve either as formative or summative assessments.

How often teachers use formative and summative assessments in their classrooms is directly linked to student progress. While summative assessment serves the purpose of evaluating students' progress, it provides limited feedback for students. While teachers have to evaluate student work and assign marks, research tells us that placing a number or letter grade on everything a student does can negatively impact motivation and learning. Giving fewer marks and more feedback can lead to improved student achievement.



CLASSROOM EXAMPLES/TEACHER TESTIMONIALS:

1. **An Elementary Teacher** uses *The Six Facets of Understanding* (Wiggins & McTighe, 2004) to develop a comprehensive summative assessment for a unit on nutrition. Students have choice in demonstrating their understanding by considering assessment tasks that focus on explanation (e.g., Canada's Food Guide), application (reading food labels), perspective (specific diets), self-knowledge (evaluating one's own eating habits), empathy (different cultures' dietary restrictions), and interpretation of the learning (personal goal setting).
2. **A Secondary Teacher** allows students to rewrite or redo any assessed and evaluated assignment in Humanities so they can demonstrate learning and improvement. The expectation for any re-write is that the student must substantially change the content to improve the quality and that the changes must involve more than superficial changes such as grammar and mechanics. Students must attach the original assignment when they submit the rewrite (O'Connor, 2011, p. 124).

TEACHER TIPS:

1. Provide students with the option to retake tests to show later mastery. If the student improves his or her results, he/she receives the higher grade (not an average of the two test scores).
2. Provide students with the criteria and corresponding assessment method simultaneously. It helps students understand what they need to do and how they might approach the task to demonstrate their understanding.
3. **Summative assessments do not have to be high stakes every time.** Try making the summative assessment a low stakes endeavour.



Principle #7

Assessment methods must be differentiated to meet students' diverse needs, interests, and learning styles.

Differentiated instruction is much more complex than simply offering student choice with respect to how they will learn and how they will demonstrate their learning. While determining students interest and learning preferences is necessary to optimize learning, the most important... task, facing the teacher in the mixed ability class, involves determining students' current knowledge and skill level and adjusting instruction accordingly. The differentiation model is powerful because it places the teacher's response to learners' needs as the starting point for all subsequent decisions.

Damian Cooper

Differentiated Assessment Practices

In British Columbia, the following principles of learning, outlined in the Integrated Resource Packages (IRPs) should also guide the differentiation of assessment methods (BC Ministry of Education, 2009b):

1. Learning requires the active participation of the student.
2. Students learn in a variety of ways and at different rates.
3. Learning is both an individual and group process.

Universal Design for Learning (UDL) and differentiation provide systemic approaches to setting goals for students and developing sound assessment practices. Differentiated assessment requires that teachers develop a range of adaptations or accommodations to support student learning and progress over time.

The starting point for instructional planning must be the “teacher’s response to learners’ needs” (Cooper, 2011, p. 10), determined through routine diagnostic assessments. These types of pre-assessment data allow teachers to determine students’ readiness prior to instruction, develop entry points for instruction, and design specific lesson topics and formats to optimize learning.

Diagnostic assessments provide teachers with valuable information about students’ prior/background knowledge. This kind of information helps to dispel any misconceptions or gaps in students’ learning related to the skills, knowledge, and understanding of the topics under study.



Diagnostic assessments thus provide teachers with baseline data in order to effectively and accurately measure students' progress from the beginning to the end of the instructional period. Cooper (2011) emphasizes the importance of assessing not only student achievement but also a student's progress throughout the instruction period in relation to Prescribed Learning Outcomes for the grade or course, or in relation to goals outlined in an Individual Education Plan.

Diagnostic assessment data often take the form of:

- summative assessments of the previous learning unit or grade
- short formative assessments focusing on key concepts and understanding

CLASSROOM EXAMPLES/TEACHER TESTIMONIALS:

1. **An Elementary Teacher** allows students to choose different methods of expression. When students work on a novel project, students can choose to write, create mind maps, or use graphic organizers to demonstrate their understanding of the learning goals e.g., finding main ideas, summarizing.
2. **A Secondary Teacher** uses the Traffic Lights strategy to help students determine their readiness for a review of key concepts in math prior to a summative assessment. Three groups are determined with different sets of questions and assessment tasks. Students identifying their level as green work independently with more challenging questions and tasks; students selecting yellow work on moderately challenging activities with the support of peers; and students identifying their level as red work in a small group with the guidance of the teacher (Cooper, 2011, p. 29).

TEACHER TIPS:

1. Provide multiple ways for students to demonstrate their understanding and progress in relation to learning outcomes for the subject or course, but ensure that all students are assessed based on the same core learning goals. *Differentiation occurs in the design of assessment and learning activities, but all students should be working towards the same essential learning goals.*
2. Assess and grade each student's learning in relation to provincial learning outcomes for the grade or course (or to established learning goals in the student's IEP), not by comparison to other students in the same class.
3. Have the student do the tests/quizzes or assignments in parts and at different times and submit each one separately. Take this opportunity to provide feedback prior to going on to the next part of the activity. Assess each part as they are being completed. This supports students' challenges and allows them to feel successful.



EVALUATION AND GRADING



Principle 8 - Evaluation and grading must reflect achievement and progress over time in relation to specific learning outcomes or student goals; evaluation is tied to learning not behaviour and attitude

Principle #8

Evaluation and grading must reflect achievement and progress over time in relation to specific learning outcomes or student goals; evaluation is tied to learning not behaviour and attitude.

The best thing you can do is make sure your grades convey meaningful, accurate information about student achievement. If grades give sound information to students, then their perception and conclusions about themselves as learners and decisions about future activity will be the best they can be.

Susan Brookhart

The primary goal of evaluation and grading is consistency at all levels. By using learning targets to shape assessment, greater consistency will occur. We need to ask ourselves how confident we are that the grades we assign are consistent, meaningful and support learning. (O'Connor)

Effective grades need to be accurate, meaningful, consistent and support learning; hence, assessment should:

- reflect the values of the school and school district
- measure learning, not behaviours
- reflect what the student knows, understands and can do
- be used to inform instruction
- be used to improve student learning
- be fair, transparent and equitable for all students
- be organized by learning outcomes as per Prescribed Learning Outcomes
- ongoing, varied in nature and administered over the course of the year
- balanced between formative and summative
- consider assessment near the end of the unit more than at the beginning for grading purposes
- include self-assessment
- be relevant and authentic
- should separate process and content

Assessment for determining grades should not include:

- late penalties
- homework
- group work
- formative assessments
- behavioural issues
- zero marks for missed work due to legitimate absence



CLASSROOM EXAMPLES/TEACHER TESTIMONIALS:

1. **An Elementary Teacher** wants students to keep improving their writing. Students are told that if they are more successful on subsequent essays, the mark will be changed from the first to reflect their demonstrated improvement. To help the students, the teacher provides written feedback on the essay, meets with the student to discuss the results, and offers feedback as they work on their next assignment. Besides being good practice, it is a great motivator. Not only do they have the chance to achieve a better grade, they don't feel saddled (and think "why bother?") by a lower earlier grade.
2. **A Secondary Teacher** decided to no longer adhere to the "add up the marks at the end of the term" approach to reporting since this particular course is building on the same learning goal. Rather, the grades given throughout the term are used as data. Simply adding them up does not reflect progress. The term mark is based upon growth.

TEACHER TIPS:

1. Develop a grading system that *accurately reflects student achievement*. Grades should only reflect academic performance and achievement in relation to established learning targets; they should not include student behaviours (e.g., effort, participation, adherence to class rules, etc.). Summative assessment practices that are influenced by students' behaviours and attitudes ultimately lead to either inflated or deflated grades that do not accurately measure students' ability and achievement (O'Connor, 2011, p. 16).
2. A portfolio can be used successfully as a summative assessment tool at the elementary or secondary level. In a math class, for example, a portfolio could include sketches, and even 3-D representations of geometric concepts. Even observing what a child chooses to include in a portfolio gives the teacher valuable information about his or her learning style.
3. Use a rubric to grade; avoid marking based on quantity and presentation. Target assessment on the core outcomes that are clear to students.
4. Grades are always fluid. Never think that just because a grade has been reported that it is set in stone. If a student demonstrates progress, reward and reflect that in the final grade. If a student, through effort, gets better, keeping a lower term grade not only punishes them for where they started, but does not demonstrate accurately the student's ability to meet the learning outcomes of the course.



COMMUNICATING STUDENT LEARNING



Principle 9 - Communicating student learning must be clear, transparent, and ongoing, with a focus on performance standards-based language and meaningful descriptions, collections, and demonstrations of student learning



Principle 10 - Assessment and reporting practices and procedures support all students, including those with special needs and those who are learning a second or additional language



Principle #9

Communicating student learning must be clear, transparent, and ongoing, with a focus on performance standards-based language and meaningful descriptions, collections, and demonstrations of student learning.

When we give students grades - when we evaluate them- we want to grade them on what they have learned - grades are based on evidence gleaned from ongoing authentic assessment...work samples, student talk, performances, artifacts...we evaluate and give grades ONLY after students have had time to internalize the strategies and skills we have taught and we base grades on a substantial body of evidence that stands as proof of learning and current understandings.

Stephanie Harvey and Harvey Daniels

In British Columbia, the Ministry of Education provides regulations and procedures for assessing and reporting student progress as outlined on their website under *Classroom Assessment and Reporting*, and in relevant policy documents including *Reporting Student Progress: Policy and Practice*. These policy documents are developed according to regulations and requirements set out in the Ministerial Orders, including in particular the *Student Progress Report Order* and the *Provincial Letter Grades Order*, which are authorized under the *School Act*.

Throughout each school term, teachers gather and record assessment and evaluation data regarding students' level of performance in relation to criteria established for the learning activities. The records may be in the form of teacher observations, work samples, tests, assignments, projects and other performance tasks. Prior to issuing report cards, the teacher reviews the assessment data and judges each student's overall performance for that term.

The purpose of reporting is to communicate student achievement to students and their parents/caregivers. Student performance is evaluated based on information collected through assessment activities over an instructional period. "Teachers use their professional expertise, knowledge about learning and experience with students, along with specific criteria, to make judgements about student performance in relation to learning outcomes" (Ministry of Education, 2009)

British Columbia provincial regulations require that parents be provided with a minimum of three formal written report cards and two informal reports each year.

Formal Written Report Cards

Formal written report cards follow the requirements for the grade and program as in policy. Formal reports identify student progress and are part of the *Permanent Student Record*. British Columbia's *Student Progress Report Order* authorizes the requirements for reporting the progress of all Kindergarten to Grade 12 students.



Informal Reports

Two informal reports each year provide parents with updates on students' progress and suggestions for ways learning may be supported. In the North Vancouver School District, two parent-teacher conferences are scheduled each year to communicate student progress informally with parents. A record of each informal report should be kept, noting the date and topics discussed.

In addition, teachers communicate with parents throughout the year in-person, by telephone, through email, or through class websites/blogs. Informal reports are an important link between home and school that help to support student progress.

Letter Grades

Letter grades are used in Grades 4-12 to indicate a student's performance in relation to the Prescribed Learning Outcomes set out in provincial curriculum guides for each subject or course and grade, including Board Authorized courses. Criterion referenced letter grades indicate a student's level of performance in relation to learning outcomes, and may be assigned for an activity, unit of study, or end of term mark.

At the end of the school year or completion of a course, teachers assign a letter grade to indicate each student's overall performance. The final term work may be more heavily weighted as it indicates more accurately the performance of the student in relation to the outcomes. *Therefore, the final letter grade is not necessarily derived by averaging the term marks.*

Letter grades and associated percentages are set out in the [Provincial Letter Grades Order](#) and are currently used in student progress reports. See APPENDIX H

Letter Grade "I"

An "I" (In Progress or Incomplete) report :

- may be assigned at any time during the school year and is not restricted to term and formal reports
- may be communicated in a variety of ways, including a written plan, verbally by telephone, or in a direct meeting involving teacher, parents and students
- **must** be prepared to identify what the problem is and specify a plan of action that is intended to help students achieve the learning outcomes. Students and parents must be informed and have an opportunity to consult with the teacher on the plan of action
- **must** be converted to a letter grade:
 - when letter grades are recorded on the *Permanent Student Record* card, and
 - before submission to the Ministry of Education for that student's transcript of grades, and
 - before a student's records are transferred to another school

For elementary students an electronic "I" form is provided within the *Report Central* program.

For secondary students, a progress report can be accessed through the *Student Information System*.



CLASSROOM EXAMPLES/TEACHER TESTIMONIALS:

1. **An Elementary Teacher** reports academic achievement through the established learning targets. Throughout the term, formative assessment information is gathered on these targets. Periodically, summative assessments provide a snapshot of students' individual progress in relation to the learning targets. These summative assessments reflecting student growth are reported to parents throughout the year.
2. **A Secondary Teacher** communicates to parents at the beginning of the year the big ideas, enduring understandings, driving questions, and summative assessment for each unit of study. All stakeholders have a clear understanding of the learning goals and expectations for success.

TEACHER TIPS:

1. Develop performance standards and common grading practices among teachers at the same school or within the same department; consistency in the development, meaning, and application of grading practices from one teacher to the next is essential for accuracy and fairness in reporting student progress (O'Connor, 2011, p. 5).
2. Use the language of Performance Standards and Prescribed Learning Outcomes with students. It helps them understand the purpose/target of their learning, enabling them to focus on understanding and performing to that standard.
3. Use student-led conferences to enable students to share their progress with their parents. Students can explain the learning targets and provide evidence of their ability to meet these targets. Use frameworks to guide students and parents in this process.
4. Structure parent-teacher conferences to provide meaningful feedback – beyond percentages and/or letter grades. Focus the meeting on what the child knows, has learned, or understands; highlight evidence of his/her growth towards the learning outcomes; and discuss ways to support the student in meeting goals for continued learning.



Principle #10

Assessment and reporting practices and procedures support all students, including those with special needs and those who are learning a second or additional language.

Effective assessment is revelatory; it reveals the student's story. Students need a safe place to tell that story and receive helpful feedback on its unfolding. For that feedback to be useful, we limit judgement and evaluation....If we grade (or score) the formative assessment steps that students take as they wrestle with new learning, every formative assessment becomes a final judgement...feedback is diminished and learning wanes.

Ken O'Connor and Rick Wormeli

Reporting Progress of Students with Special Needs

Additional types of assessment may be used for students with special needs (see Appendix F). Following the assessment, a Learning Plan or an Individual Education Plan (IEP) may be written.

All students with Ministry identified special needs should have a completed IEP in place before the first reporting period. Additional comments regarding a reference to IEP goals can be made as part of the usual report card. For students with more complex needs, there may be an additional IEP progress report.

For students without Ministry Special Education identification, a Learning Assistance Plan may be used. *IEP Central* and *Report Card Central* now have a feature to indicate this. An LA Plan progress report may be included with the regular report card. Many students with special needs can achieve or surpass the Prescribed Learning Outcomes. For these students, adaptations to the instruction or assessment methods used may be necessary and will be reflected in their Individual Education Plans (IEPs).

Adaptations can take many forms including:

- extra time or separate space to complete assignments or tests
- audio materials, electronic texts, or peer assistance to scaffold reading
- alternatives to writing for demonstrating knowledge of content material, support for study skills and work habits, organization, etc.

For more information please refer to the [BC Ministry of Education's Adaptations and Modifications Guide](#).

Students with special needs whose learning outcomes are substantially modified will have an IEP as they are not expected to achieve the learning outcomes outlined in the provincial curriculum. Students are evaluated according to established individual goals in the IEP rather than the Prescribed Learning Outcomes (PLOs). IEP goals are established for the students based on their ability and previous accomplishments. These learning goals are developed by teachers in consultation with parents, students and case managers.



Adapted and Modified Letter Grades

All intermediate and secondary students should receive letter grades on their report card. Report Central provides a menu of anecdotal comments for students on adapted or modified programs. Letter grades must be assigned, even in cases where the student is on a modified program. In such cases, the letter grades reflect the student's progress on their IEP goals. Please refer to the North Vancouver School District's Model for Differentiated Learning, Assessment and Grading (see Appendix E) for more information.

It may not be appropriate to provide letter grades for students with limited awareness of their surroundings, students with fragile mental/physical health, or students who are multiply challenged. Such decisions are best made by the School-Based Resource Team (SBRT). If students receive letter grades for the courses in which they are enrolled, then an Evergreen Certificate AND a transcript can be produced. If no letter grades are assigned then only an Evergreen Certificate is available.

Students with Special Needs and Second Language

Although Ministry policy states that students may be exempted from second-language study because of special needs, not all students who have been identified as having special needs should be exempted. Second-language study may actually enhance first-language development for some students. For more information on second language instruction for special needs students go to: <http://www.bced.gov.bc.ca/irp/cfrench512/>

For more information on reporting progress for students with special needs, please refer to the BC Ministry of Education's policy document [Reporting Student Progress: Policy and Practice](#) and the **Special Needs Students Order** <http://www.bced.gov.bc.ca/legislation/schoollaw/e/m150-89.pdf>

Reporting Progress of English Language Learners

Regular reporting procedures are used to report the progress of English Language Learners (ELL) who meet the expectations of the provincial curriculum learning outcomes.

If an ELL student is not able to follow the learning outcomes, the written report must contain comments describing what the student can do, areas in which he or she requires further attention or development, and ways of supporting his or her learning.

Additional reporting on language proficiency and progress for ELL students is supported by the North Vancouver School District's online *ELL Central* program. Additional information regarding reporting ELL student progress is provided in Appendix D.



CLASSROOM EXAMPLES/TEACHER TESTIMONIALS:

1. **An Elementary Teacher** who has three students on adapted programs for English Language Arts keeps records of the students' progress towards Prescribed Learning Outcomes and/or their stated IEP goals and ensures that adapted letter grades for these students are clearly communicated on the report card (see Appendix E: Model for Differentiated Learning, Assessment, and Grading)
2. **A Secondary Teacher** designs interim reports with ELL students to enable them to be involved in their own assessment. Students comment on their understanding of the learning targets; they self-assess in relation to the targets, and show evidence of their progress towards the targets (O'Connor, 2011, p. 153).

TEACHER TIPS:

1. Provide scaffolds and interventions as required for students to be successful with summative tasks. Examples of scaffolding and support for assessment include extra time, a different location, prompts, tiered questions, and any other intervention deemed necessary for a student to successfully demonstrate their progress in relation to common learning targets.
2. Identify targets for students with special needs in relation to tests and projects and assign grades based on those individualized targets.
3. Don't confuse effort with achievement when communicating the progress of students with special needs or ELL learners. In some cases, students may need significant support to meet learning outcomes, and therefore an *adapted* letter grade and accompanying comments must reflect the supports received.



Appendix A:

Reporting Student Progress: Ministerial Orders and District Policies

BC Ministry of Education Policy Document: Student Reporting

<http://www2.gov.bc.ca/gov/topic.page?id=BDE162FD4145CB93A968A319BD386D>

Student Progress Report Order

<http://www.bced.gov.bc.ca/legislation/schoollaw/e/m191-94.pdf>

Required Areas of Study in an Educational Program:

<https://www.bced.gov.bc.ca/legislation/schoollaw/e/m295-95.pdf>

Provincial Letter Grades Order:

<http://www.bced.gov.bc.ca/legislation/schoollaw/e/m192-94.pdf>

Special Needs Students Order:

<http://www.bced.gov.bc.ca/legislation/schoollaw/e/m150-89.pdf>

English Language Learning Policy and Guidelines:

<http://www.bced.gov.bc.ca/esl/policy/guidelines.pdf>

Graduation Program Order

<http://www.bced.gov.bc.ca/legislation/schoollaw/e/m302-04.pdf>

North Vancouver School District Policy 203- Evaluation of Student Achievement and Reporting to Parents

<http://www.nvds44.bc.ca/Board/PoliciesProcedures/Series200/Policy203/Pages/default.aspx>



APPENDIX B:

North Vancouver School District PRIMARY Reporting Summary

Subject Area	Specific Curriculum	Comments Required by the Ministry (per year)	Report Central Available Comments	Use of Ministry Performance Scales
Emotional and Social Development	Attitudes, Efforts and Work Habits	3	3/term	Not required
Social Responsibility		3	1/term	Not required
Language Arts	Reading	3	2/term	Required
	Writing	3	2/term	Required
	Speaking and Listening	3	2/term	Required
Mathematics		3	3/term	Required
Social Studies		2	2/term	Required
Science		2	2/term	Required
Fine Arts	Dance	1	2/term	Encouraged
	Drama	1	2/term	Encouraged
	Music	1	2/term	Encouraged
	Visual Arts	1	2/term	Encouraged
Physical Education		3	1/term	Encouraged
Health and Career		3	1/term	Encouraged

1. Performance scales may also be used to report progress in Fine Arts, Physical Education, and Health and Career; teachers are encouraged to use the available scales on the *Report Central* template according to their professional judgement.
2. With respect to Science and Social Studies, which require written comments and a performance scale rating only twice during the school year, teachers may use the statement “No comment provided this term” for one of the three reporting periods.
3. For Fine Arts, which requires a written comment and may include a performance scale rating at least once during the school year in each of the four areas of dance, drama, music and fine arts, teachers may leave one comment space blank (will not appear on the printed report) for two of the three reporting periods.
4. In accordance with BC Ministry policy, primary teachers must provide written (a global performance scale rating) or oral comments (during the parent-teacher conference) on the student’s progress with reference to the “expected developments for students in a similar age range”.



APPENDIX C: North Vancouver School District INTERMEDIATE Reporting

*Required Areas of Study	Specific Curriculum	Comments Required by the Ministry	ReportCentral Available Comments	Letter Grade
Emotional and Social Development	Attitudes, Efforts and Work Habits	Written comments required each term	3/term	Not required
Social Responsibility	Social Responsibility	Written comment required each term	1/term	Not required
*English Language Arts	Reading, Writing, Speaking and Listening	Written comments required each term	6/term	Required
*Mathematics		Written comments required each term	3/term	Required
*Social Studies		Written comments required each term	2/term	Required
*Science		Written comments required each term	2/term	Required
*Fine Arts	Dance, Drama, Music, Visual Arts	Written comments required each term	2/term	Required
*Physical Education		Written comments required each term	1/term	Required
*Health and Career		Written comments required each term	1/term	Required
*Core French (FSL)		Written comments required each term	1/term	Required
*French Language Arts	(French Immersion students only)	Written comments required each term	4/term	Required

1. From Grades 4-7, all four strands of the Fine Arts curriculum (dance, drama, music and visual arts) must be taught and reported on at some point during the year.
2. For all intermediate students, a letter grade and at least one comment for Fine Arts are required each term. The letter grade assigned each term should be a comprehensive evaluation of the strands taught during the term. This may require consultation/discussion among staff members teaching different Fine Arts courses (e.g., music and visual arts). Comments and letter grades for Board approved Fine Arts courses such as Band or Strings may be reported on a separate insert, but should not be used to report on progress in Fine Arts on the Report Card.



APPENDIX D: North Vancouver School District Reporting for ELL Students

Primary ELL Grading Chart

SUBJECT AREA	LEVEL 1 Direct	LEVEL 2 Direct	LEVEL 2 Indirect	LEVEL 3 Indirect	LEVEL 4 Indirect	
Emotional & Social	No	No	No	No	No	Performance Scale
	classroom	classroom	classroom	classroom	classroom	By Teacher
Social Responsibility	No	No	No	No	No	Performance Scale
	classroom	classroom	classroom	classroom	classroom	By Teacher
Language Arts: Reading	No	No	Maybe	Maybe	Yes	Performance Scale
	ELL	ELL	classroom	classroom	classroom	By Teacher
Language Arts: Writing	No	No	Maybe	Maybe	Yes	Performance Scale
	ELL	ELL	classroom	classroom	classroom	By Teacher
Language Arts: Speaking & Listening	No	No	Maybe	Maybe	Yes	Performance Scale
	ELL	ELL	classroom	classroom	classroom	By Teacher
Mathematics	Maybe	Yes	Yes	Yes	Yes	Performance Scale
	classroom	classroom	classroom	classroom	classroom	By Teacher
*Social Studies	No	No	Maybe	Maybe	Yes	Performance Scale
	classroom	classroom	classroom	classroom	classroom	By Teacher
*Science	No	No	Maybe	Maybe	Yes	Performance Scale
	classroom	classroom	classroom	classroom	classroom	By Teacher
*Fine Arts: Dance	Yes	Yes	Yes	Yes	Yes	Performance Scale
	classroom	classroom	classroom	classroom	classroom	By Teacher
*Fine Arts: Music	Yes	Yes	Yes	Yes	Yes	Performance Scale
	classroom	classroom	classroom	classroom	classroom	By Teacher
*Fine Arts: Visual Arts	Yes	Yes	Yes	Yes	Yes	Performance Scale
	classroom	classroom	classroom	classroom	classroom	By Teacher
*Fine Arts: Drama	Maybe	Maybe	Maybe	Maybe	Yes	Performance Scale
	classroom	classroom	classroom	classroom	classroom	By Teacher
PE	Yes	Yes	Yes	Yes	Yes	Performance Scale
	classroom	classroom	classroom	classroom	classroom	By Teacher
Health & Career	No	No	Maybe	Maybe	Yes	Performance Scale
	classroom	classroom	classroom	classroom	classroom	By Teacher



Intermediate ELL Grading Chart

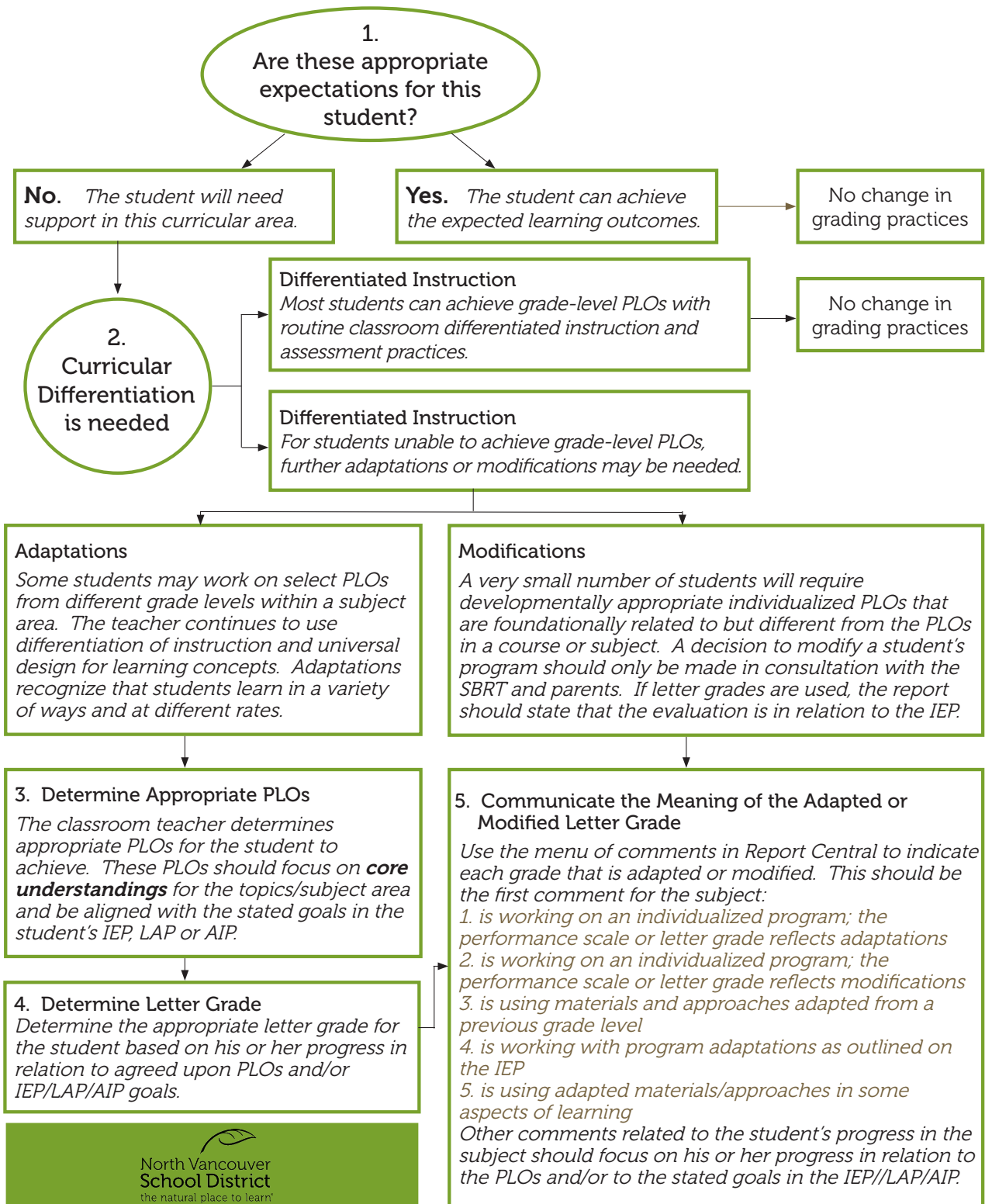
SUBJECT AREA	LEVEL 1 Direct	LEVEL 2 Direct	LEVEL 2 Indirect	LEVEL 3 Indirect	LEVEL 4 Indirect	
Emotional & Social Development	No	No	No	No	No	Letter Grade
	3	3	3	3	3	Comments/term
	classroom	classroom	classroom	classroom	classroom	By Teacher
Social Responsibility	No	No	No	No	No	Letter Grade
	1	1	1	1	1	Comments/term
	classroom	classroom	classroom	classroom	classroom	By Teacher
Language Arts	No	No	Maybe	Maybe	Yes	Letter Grade
	Report card insert	Report card insert	1 to 6 regular report	1 to 6 regular report	1 to 6 regular report	Comments/term
	ELL	ELL	classroom	classroom	classroom	By Teacher
Mathematics	Maybe	Maybe	Yes	Yes	Yes	Letter Grade
	3	3	3	3	3	Comments/term
	classroom	classroom	classroom	classroom	classroom	By Teacher
Social Studies	No	No	Maybe	Maybe	Yes	Letter Grade
	2	2	2	2	2	Comments/term
	classroom	classroom	classroom	classroom	classroom	By Teacher
Science	No	No	Maybe	Maybe	Yes	Letter Grade
	2	2	2	2	2	Comments/term
	classroom	classroom	classroom	classroom	classroom	By Teacher
Fine Arts	Yes	Yes	Yes	Yes	Yes	Letter Grade
	2	2	2	2	2	Comments/term
	classroom	classroom	classroom	classroom	classroom	By Teacher
PE	Yes	Yes	Yes	Yes	Yes	Letter Grade
	1	1	1	1	1	Comments/term
	classroom	classroom	classroom	classroom	classroom	By Teacher
Health & Career	No	No	Maybe	Maybe	Yes	Letter Grade
	1	1	1	1	1	Comments/term
	classroom	classroom	classroom	classroom	classroom	By Teacher
Core French	Yes	Yes	Yes	Yes	Yes	Letter Grade
	1	1	1	1	1	Comments/term
	classroom	classroom	classroom	classroom	classroom	By Teacher



APPENDIX E:

Model for Differentiated Learning, Assessment and Grading

For each set of Prescribed Learning Outcomes (PLOs) in a course or subject ask:



APPENDIX F:

North Vancouver School District Assessments



District Assessment Calendar

<i>Dates of Administration</i>	<i>Name of Assessment</i>	<i>Data</i>	<i>Personnel Responsible</i>	<i>Submission of Data</i>	<i>Date of Submission</i>
August	District ELL	Landed Immigrants & International	District testers	Learning Services	September
End of October	DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	Grade 1 and 2 students at the "Intensive Level"	LAT, LST to administer	Results to Admin Assistant to enter into BCeSIS; copies to Learning Services	End October
November to December	Social Responsibility Survey	Survey question results for grades 4-11	Classroom teacher to administer	Learning Services	By Winter Break
January	Ministry Satisfaction Survey	Grades 4, 7, 11	Classroom Teachers	Learning Services	End January
January/Feb	Elem/Sec ELL	International	District testers	Learning Services	February
January/Feb	TOPA (Test of Phonological Awareness)	Percentile ranking for all K students	LAT to administer (LSW)	Results to Admin Assistant to enter into BCeSIS; copies to Learning Services	End February
February	EDI (Early Development Instrument)	Kindergarten Student Questionnaire	K Classroom teachers to administer	K Classroom teachers upload to UBC HELP	End February
February	Kindergarten Numeracy	Raw scores for all K students	Classroom teacher to administer	Results to Admin Assistant to enter into BCeSIS; copies to Learning Services	End February
February to March	Insight (referral through SBRT)	Grade 3 gifted identification	LAT, Gifted teacher to administer	LAT sends to Learning Services	Before March break
February	Foundation Skills Assessment (FSA)	Read Write Numeracy For grades 4 & 7	Classroom teachers to administer	Booklets to Learning Services Marked booklets to schools to send home. Admin Assistant to enter into BCeSIS.	End February - Early March
Early April	Aboriginal Education Survey	Survey question results	Aboriginal Support Teacher to administer	Surveys to School Admin. Results to Learning Services	End May
April - June	ELL K - 12	ELL Students	ELL Teachers	School, Learning Services	April - June
April 22 - 25	DELFL (Diplôme d'études en langue française) (Optional for grade 11/12 FSL/FI students)	French assessment in reading, writing and oral language	District team (DELFL trained teachers) to administer	Results to Learning Services	End April
End of May	TOPA Retest	Percentile scores for all retested K students	LAT, (LSW) to administer	Admin Assistant to enter into BCeSIS; copies to Learning Services	End May
Mid - End of May	DIBELS Progress Monitoring	Progress results (targeted, intensive) Gr. 1 & 2	LAT, (LSW) to administer	Results to Admin Assistant and Learning Services	End May
Mid - End of May	Kindergarten Numeracy Retest	Raw scores for all retested K students	Classroom teacher to administer	Admin Assistants to enter into BCeSIS; copies to Learning Services	End May
Mid - End of May	Grade 1 Numeracy Test	Grade 1 students at risk from K Num prior year	Classroom teacher to administer	To Learning Services	End May
Mid - End of May	Grade 2 Numeracy Test	Grade 2 students at risk from prior year	Classroom teacher to administer	To Learning Services	End May
June	Grade 6 District Numeracy	Raw score	Classroom teacher to administer	Admin Assistants send tests to Learning Services for marking. Results sent to schools. to enter into BCeSIS	Mid June
Jan & June exam schedule (Sutherland)	Grade 8 District Numeracy	Raw score/percent	Classroom teachers to administer	Results to Records Clerk to enter into BCeSIS; copies to Learning Services	Last day of exam period

APPENDIX G: Guidelines for Reporting Progress

In Primary Grades (Kindergarten - Grade 3)

Performance Scales are used in reporting progress for students in the primary grades. Performance Scales indicate a student's level of performance in relation to the expected learning outcomes set out in the provincial curriculum for each subject and grade.

Performance scales provide a snapshot of what primary students know, understand and can do. They are based on achievement only. Factors such as behaviour are important and should be communicated through conversations and comments on the report card. However, these factors should not be used in determining students' achievement in relation to grade level/age-range learning outcomes.

For Kindergarten students, there are three possible Performance Scales:

1. Approaching Expectations
2. Meeting Expectations
3. Exceeding Expectations

For Grades 1 to 3, there are four possible Performance Scales:

1. Not Yet Meeting Expectations
2. Approaching Expectations
3. Meeting Expectations
4. Exceeding Expectations

Detailed guidelines for reporting progress in the primary grades may be found in the BC Ministry of Education's [Reporting Student Progress: Policy and Practice](#) document.

Detailed guidelines for reporting progress in the primary grades may be found in the BC Ministry of Education's [Reporting Student Progress: Policy and Practice](#) document.

Formal reports for students K-3 must include:

- **performance scales** indicating the student's progress in language arts (reading, writing, speaking/listening), mathematics, science and social studies
- separate reporting for social studies and science for at least two reports per year
- reporting in each of the areas of Fine Arts (dance, drama, music, visual arts)
- written comments describing
 - › What the student is able to do
 - › Areas requiring further attention or development
 - › Ways of supporting the student in his or her learning
- written comments describing student behaviour, including information on attitudes, work habits, and effort
- separate reporting on social responsibility
- a global comment about the student's progress with reference to the expected developments for students in a similar age range¹
- separate reporting on Daily Physical Activity (an indication of "Meeting requirement" or "Not meeting requirement" on *Report Central* template)



In the North Vancouver School District all primary teachers use Report Central, an online reporting program that provides a framework, with performance scales, comments and other components in order to develop formal report cards that comply with Ministry requirements.

At the end of the school year, the following information must be placed in each primary student's Permanent Student Record file:

- the final student progress report for the two most recent years

The **Primary Reporting Summary** (Appendix B) provides more details regarding the Primary Report Card template in Report Central.

Guidelines for Reporting Progress in (Grade 4- Grade 12)

Intermediate Grades (4 - 7)

Detailed guidelines for reporting progress in the intermediate grades may be found in the BC Ministry of Education's [Reporting Student Progress: Policy and Practice](#).

Formal reports for students in Grades 4-7 must provide:

- Ministry-approved letter grades as set out in the [Provincial Letter Grades Order](#) to indicate the student's level of performance in relation to learning outcomes for each subject and grade.
- written comments describing
 - What the student is able to do
 - Areas requiring further attention or development
 - Ways of supporting the student in his or her learning
- written comments describing student behaviour, including information on attitudes, work habits, effort and social responsibility
- separate reporting on Daily Physical Activity (an indication of "Meeting requirement" or "Not meeting requirement" on Report Central template)
- written comments describing student behaviour, including information on attitudes, work habits, effort and social responsibility
- separate reporting on Daily Physical Activity (an indication of "Meeting requirement" or "Not meeting requirement" on Report Central template)

At the end of the school year, the following information must be placed in each intermediate student's Permanent Student Record file:

- the final student progress report for the two most recent years

The **Intermediate Reporting Summary** (Appendix B) provides more details regarding the Intermediate Report Card template in Report Central.

¹ The global performance scale for primary students may be communicated in writing or orally during a parent-teacher conference.



Guidelines for Reporting Progress in Secondary Grades (8-12)

Formal reports for students in Grades 8-12 must provide:

- Ministry-approved letter grades as set out in the [Provincial Letter Grades Order](#) to indicate the student's level of performance in relation to learning outcomes for each subject or course and grade
- written comments, where deemed appropriate, describing
 - › What the student is able to do
 - › Areas requiring further attention or development
 - › Ways of supporting the student in his or her learning
- written comments describing student behaviour, including information on attitudes, work habits, effort and social responsibility
- percentages for Grades 10, 11, and 12 courses as outlined in the [Provincial Letter Grades Order](#)
- credits assigned towards meeting the general requirements for graduation as set out
 - › Ministerial Order 205/95, Graduation Requirements Order
 - › Ministerial Order 302/04, Graduation Program Order
 - › Ministerial Order 320/04, British Columbia Adult Graduation Order
- a comment of "Meeting requirement" or "Not meeting requirement" for Daily Physical Activity for students in Grades 8-9
- a comment "Meeting requirement" or "Not meeting requirement" for Daily Physical Activity is reported through the [Graduation Transitions Program](#) for students in Grades 10-12
- a comment of "Requirement Met (RM)" is recorded on the student's transcript upon successful attainment of the [Graduation Transitions Program](#)

At the end of the school year, the following information must be placed in each secondary student's Permanent Student Record file:

- the final student progress report for the two most recent years
- an official copy of the Transcript of Grades



APPENDIX H: Letter Grades and Work Habits

Letter grades and associated percentages are set out in the [Provincial Letter Grades Order](#) and are currently used in student progress reports. They include:

Letter Grade	Description	Associated Percentage
A	The student demonstrates excellent or outstanding performance in relation to the learning outcomes for the course or subject and grade.	86-100
B	The student demonstrates very good performance in relation to the learning outcomes for the course or subject and grade.	73-85
C+	The student demonstrates good performance in relation to the learning outcomes for the course or subject and grade.	67-72
C	The student demonstrates satisfactory performance in relation to the expected learning outcomes for the course or subject and grade.	60-66
C-	The student demonstrates minimally acceptable performance in relation to the learning outcomes for the course or subject and grade.	50-59
I	In Progress or Incomplete. The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the learning outcomes. An "I" letter grade may only be assigned in accordance with section 3 of the Provincial Letter Grades Order.	
F	Failed or Failing. The student has not demonstrated, or is not demonstrating, minimally acceptable performance in relation to the learning outcomes for the course or subject and grade. The letter grade "F" may only be assigned if an "I" (In Progress) letter grade has been previously assigned for that course or subject and grade or if the "F" is assigned as a result of failing a provincially examinable course.	0-49
W	Withdrawal. According to the policy of the board, and upon request of the parent of the student or, when appropriate, the student, the principal, vice principal or director of instruction in charge of a school may grant permission to a student to withdraw from a course or subject.	
SG (Final report only)	Standing Granted. Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing for the course or subject and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry or early leaving, but may only be granted by an adjudication process authorized by the principal, vice principal or director of instruction in charge of the school. Standing Granted may not be used for the Graduation Transitions or for a course with a required Graduation Program Examination.	
TS (Final report only)	Transfer Standing. May be granted by the principal, vice-principal, or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice-principal, or director of instruction in charge of a school may assign a letter grade on the basis of an examination of those records. Transfer Standing may not be used for the Graduation Transitions	
RM (Grad Transitions only)	Requirement Met. The student has met the learning outcomes set out in the "Program Guide for Graduation Transitions". Requirement met may only be used for Graduation Transitions.	

The successful completion of a course numbered 11 or 12 requires a minimum of a C- (50%).



WORK HABITS:

Work habits are reported on independently from marks in grades 8-12 and are set out in the Provincial Letter Grades Order. These are used to report on student behaviours on report cards. They include:

EXCELLENT (E)

Responsibility: demonstrates an industrious work ethic, ready to work and learn.

Cooperation: a class leader exemplified by a high degree of positive and meaningful participation initiated by the student.

Independence: a keen and enthusiastic learner actively seeking out personal growth and learning opportunities.

GOOD (G)

Responsibility: all assignments turned in, ready to work and learn.

Cooperation: works well with other students and teachers, participates in class in a meaningful way.

Independence: a self-directed learner - takes appropriate initiative and responsibility for learning.

SATISFACTORY (S)

Responsibility: most assignments turned in, usually ready to work and learn.

Cooperation: usually works well with other students and teacher(s).

Independence: often requires direction.

NEEDS IMPROVEMENT (N)

Responsibility: most assignments missing, frequently not ready to work and learn.

Cooperation: does not work well with other students or teacher(s).

Independence: needs one-on-one attention most of the time.

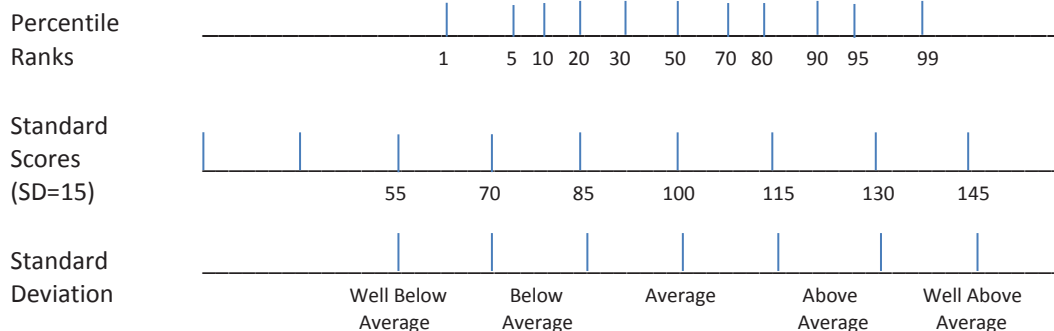
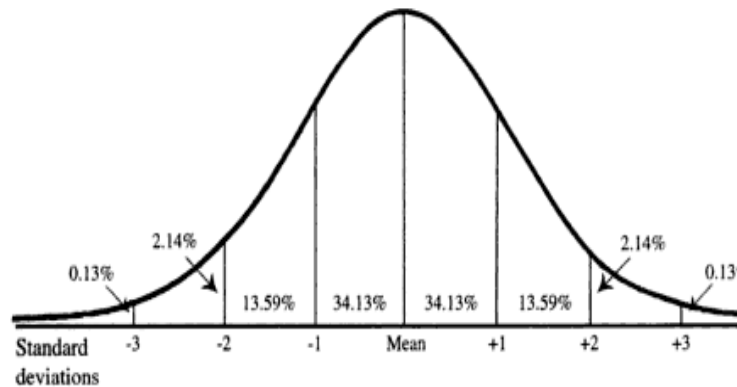


APPENDIX I: Table of Standardized Scores

Table of Scores of Relative Standing and Descriptors – Level B and C Standardized Tests

Standard Deviation (SD)	Standard Scores Mean=100, SD=15	Scales Scores Mean=10, SD=3	Percentiles	Descriptors
> + 2.00	> or = 130	> or = 16	> or = 97	Well Above Average
+ 1.00 to + 2.00	115 – 129	13 – 15	85 – 96	Above Average
- 1.00 to + 1.00	85 – 114	7 – 12	15 – 84	Average
- 1.00 to – 2.00	71 – 84	4 – 6	3 – 14	Below Average
< - 2.00	< or = 70	< or = 3	< or = 2	Well Below Average

Standard Deviations: + / -1 Standard Deviation is the Average Range



Please note: Different tests may have different descriptors but broadly speaking all have an AVERAGE RANGE of standard scores between 85 and 115 (15th to 85th percentile).

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Schedule B.2
of the
Administrative Memorandum

Meeting Date: January 21, 2014 **Board** **Board, in camera**

Topic (as per the Memorandum): **2014/15 Operating Budget Development Consultation Process**

Narration:

The North Vancouver Board of Education is pleased to report that it is in a stable financial position at this time. In both the 2011/12 and 2012/13 fiscal years, we were able to add \$1M to the budget. Due to additional financial challenges, such as the unfunded 1.3% increase in the Teacher's Pension Plan, no additional funds were available to increase the 2013/14 budget.

The Board of Education was required to submit a Savings Plan to the Ministry of Finance in October 2013. The Plan identified savings for the 2013/14 and 2014/15 fiscal years to fund the Canadian Union of Public Employees (CUPE Local 389) settlement, under the Provincial Framework Agreement. Additional fiscal pressures are expected for the 2014/15 fiscal year, such as a 1.4% Municipal Pension Plan increase and Medical Services Plan increases. Utilizing a Three-Year Forecast, we do not anticipate that additional funds will be available to increase the 2014/15 budget.

The proposed process involves the Board inviting its five partner groups: the North Vancouver Parent Advisory Council (NVPAC); District Student Leadership Council (DSLCL); North Vancouver Teachers' Association (NVTAA); Canadian Union of Public Employees (CUPE Local 389); and North Vancouver Administrators' Association (NoVA); and the public to attend budget information and discussion sessions that will provide opportunities for their input.

Presentations will inform attendees of the financial status and provide opportunities for informed dialogue regarding budget priorities. The discussion and input will help inform the budget priorities and direction.

As required by Section 11 of the *School Act*, the Board's 2014/15 Budget Bylaw must be developed and adopted on or before June 30th of the current fiscal year. To facilitate staffing allocations to schools by May 2014, the following process and timelines are proposed for the 2014/15 Budget Development Process:

1. February 4, 2014 – Public Finance and Facilities Standing Committee Meeting
 - Presentation and discussion of issues and opportunities related to the:
 - a) Forecast to June 30, 2014
 - b) Three-Year Forecast, assumptions, and future considerations
 - c) Annual Facilities Grant Capital Plan
 - d) Savings Plan
 - e) Deloitte Service Delivery Project and Provincial Shared Services
 - f) Capital

2. March 11, 2014 – Public Finance and Facilities Standing Committee Meeting
 - Annual Facilities Grant Capital Plan
 - Review of the historical Budget Priorities, identified by the Board's partner groups, over the past three years

Schedule ...B.2... (continued)

Narration (continued):

- Review and discussion of budget priorities and provide input on top priorities
 - Website access will also be made available for comments to be received
3. March 31, 2014 – Deadline for submission of comments via the website
 4. April 8, 2014 – Public Finance and Facilities Standing Committee Meeting
 - Review of the Ministry of Education’s March 15th Preliminary Grant announcement
 - Review of the current 2013/14 Forecast to June 30, 2014
 - Review of the revised Three-Year Forecast
 - Review of website comments
 - Large group discussion of budget priorities.
 5. April 22, 2014 – Public Board Meeting
 - Executive Summary presentation of suggested priorities, adjustments and improvements proposed by the Board’s partner groups and the public for inclusion in the 2014/15 Annual Budget.
 6. May 27, 2014 – Public Board Meeting
 - 2014/15 Annual Budget Bylaw presented for approval and adoption by the Board.

RECOMMENDED MOTION:

that the Board of Education approve the proposed process and timelines for the development of the 2014/15 Operating Budget as identified in Schedule B.2. of the Administrative Memorandum of January 21, 2014.

Schedule B.3
of the
Administrative Memorandum

Meeting Date: January 21, 2014 **Board** **Board, in camera**

Topic (as per the Memorandum): **Proposed Basketball Academy at Seycove Secondary for 2014-2015**

Narration:

In October 2013, the North Vancouver School District issued a call for proposals for the potential expansion of District specialty programs and/or specialty academies. Section 82.1 of the *School Act* permits Boards of Education to offer "specialty academies" where the academy meets the prescribed criteria set out in the Specialty Academy Criteria Regulation B.C. Reg. 219/08 and where, in the Board's opinion, there is sufficient demand for the specialty academy. Also required by legislation is the approval of the School Planning Council (SPC) for the school location that will offer the specialty academy program.

A total of five proposals were received and, at the November 26, 2013 Public Meeting of the Board of Education, Assistant Superintendent Mark Jefferson provided the Board with the Executive Committee's recommendation that further discussions be pursued with the proponents of three proposals: a Dance Academy (Windsor Secondary and Seymour Dance/Royal Academy of Dance), an Elite E15 Hockey Academy (Sutherland Secondary and North Shore Winter Club) and a Basketball Academy (Seycove Secondary and Basketball BC/Canada).

The Board supported the Executive Committee's recommendations, requesting that a report be provided to them at their December 10, 2013 Public Board Meeting identifying recommendations for September 2014 implementation.

Assistant Superintendent Mark Jefferson and District Administrator Greg Milner met further with each of the three proponents to discuss the respective proposals and confirm the readiness of the proposed academies to be operational for September 2014. Additionally, Mr. Jefferson and Mr. Milner contacted the school administration at each of the proposed sites to re-confirm the school's willingness and ability to accommodate the proposed academy.

The Report on the Proposed Specialty Academies for 2014-15 was presented to the Board at the Public Board Meeting of December 10, 2013. The Board approved, in partnership with Seymour Dance, the establishment of a Dance Academy at Windsor Secondary for the 2014-15 school year. The Board also supported the establishment of an Elite E15 Hockey Academy at Sutherland Secondary School; deferring its implementation until a resolution can be reached between the North Shore Winter Club and the Canadian Union of Public Employees (Local 389). The Board also deferred its decision to introduce a Basketball Academy at Seycove Secondary School to the January 21, 2014 Public Board meeting.

Assistant Superintendent Mark Jefferson will report on the positive developments that have occurred since the December Public Board Meeting that support the recommendation to proceed with the establishment of a Basketball Academy at Seycove Secondary School for the 2014-15 school year, as

Schedule ..B.3.. (continued)

Narration (continued):

the previously identified operational requirements and district standards for Academies have now been fully satisfied. These areas include: partnerships with Basketball BC, Capilano University and the North Vancouver Recreation Commission.

Upon the Board of Education's approval to proceed with the Basketball Academy, final details with regard to programming will begin and confirmation of the respective SPC approvals will be obtained. Although the School Planning Council has already indicated support to the principal; final SPC approval requires consultation with the school's Parent Advisory Council.

In accordance with School District *Policy 706: School Fees*, final academy fee amounts will be established by the school principal, in consultation with the school staff and parents, as well as in discussion with the academy proponents. The academy proponent has identified anticipated costs and preliminary fee estimates have been provided. The *School Act* affirms the authority of Boards of Education to charge fees to those students enrolled in specialty academies for the "direct costs incurred by the board in providing the specialty academy that are in addition to the costs of providing a standard educational program". Approval of the final fee amounts will be obtained from the School Planning Council, as is required by the *School Act*.

Attachment:

Report on Proposed Specialty Academies for 2014-2015

RECOMMENDED MOTION:

that the North Vancouver School District proceed with the establishment of a Basketball Academy at Seycove Secondary School for the 2014-15 school year.



Report on Proposed Specialty Academies for 2014-2015

Background:

On October 1, 2013, at the Board of Education's Public Towards the Future of Schools (TTFS) Standing Committee Meeting, a call for proposals for the potential for expansion of North Vancouver School District's Enhanced Programs was discussed and made public. Submissions were to be submitted to the Superintendent of Schools John Lewis, with a deadline for receipt of proposals set for October 25, 2013. There were five submissions received for consideration by the School District's Executive Committee.

All five submissions were reviewed by the Executive Committee, with three being identified with the potential to move forward for consideration for the 2014-2015 school year. The three programs for consideration include: a Dance Academy (Windsor Secondary and Seymour Dance/Royal Academy of Dance), an Elite E15 Hockey Academy (Sutherland Secondary and North Shore Winter Club) and a Basketball Academy (Seycove Secondary and Basketball BC/Canada).

Initial review meetings were conducted to consider areas such as: feasibility; sustainability; student interest; integrity of programs; and ability to meet Board of Education requirements and interests as identified in the School District's 10-Year Strategic and 3-Year Operating Plans. Recommendations were brought forward to the Board of Education at the November 26, 2013 Public Board of Education Meeting.

At the Public Board of Education Meeting, all three candidate programs were approved in principle for consideration. Further discussions were undertaken with each of the proponents to confirm details and ascertain readiness for implementation in September 2014. In order to be prepared for student course selection activities which commence in January, a decision regarding the introduction of these programs for the 2014-15 school year is required at the Board of Education's December 10, 2013, Public Meeting.

Windsor – Seymour Dance Academy

It is recommended that the North Vancouver School District, in partnership with Seymour Dance, proceed with the establishment of a Dance Academy at Windsor Secondary School for September 2014.

Summary:

The proposal for a Dance Academy would recognize a partnership between Windsor Secondary School and Seymour Dance. Seymour Dance is a certified Royal Academy of Dance School. The Academy would follow the school district model of interested students taking the academy in the afternoon periods (blocks 4 and/or 8). The dance academy could accommodate between 40 – 50 students.

Students in grade 8-12 from across the school district would be eligible for enrollment in the academy. Students would receive grade-equivalent Physical Education credits, as well as potential eligibility for additional Ministry External Credential credits from the Royal Academy of Dance: grade 10 (Intermediate Foundation), grade 11 (Intermediate), and grade 12 (Advanced or Advanced Level 1 or 2).

The cost will be dependent upon the enrollment cohort size, but will be approximately \$155.00 per month for each student.

The following information was provided by Seymour Dance in the Seymour Dance Academy proposal submission:

“A Dance Academy at Windsor High School would be an excellent addition to the already existing academies at the school. Presently students looking to further their education in dance but still wish to remain at their high school, need to go to other school districts to find these programs. A Dance Academy at Windsor Secondary will enable the students to maintain their connections with their school while pursuing their passion.

Dance has become a very popular extracurricular activity and the demand for more options for the serious dancer is on the rise. Parents are looking for schools that offer half-day programs for their inspiring children.

Seymour Dance alone will have 96 students graduating into Windsor High school in the next three years. In addition, we have several students involved in Seymour Dance that are from outside the Windsor catchment area.

An academy partnership with Seymour Dance will have multiple benefits for both the community and the NVSD 44 initiatives.”

“Teachers, administrators and parents have expressed their support and desire to have a dance academy established between Windsor Secondary and Seymour Dance. A letter from the Windsor PAC is attached.

Seymour Dance is currently partnered with the Windsor Soccer Academy. Seymour Dance provides the dance component of the Physical Education curriculum. This relationship would allow the Dance Academy to work with the Soccer Academy to meet some components of Physical Education outside of the dance studio environment."

"The proposed academy would be able to offer Physical Education credits to the students.

Dance education meets the aim of Physical Education for students as they will develop knowledge, movement skills and positive attitudes and behaviors to achieve a healthy, active lifestyle. The program would encompass individual training for balance, flexibility, and strength as well as endurance, agility, body awareness and co-Ordination. Students will also learn to develop spatial awareness and how to dance as a unit with their fellow dancers. As you are aware, Physical Education is a graduation requirement in BC and this would provide an alternative option for students to earn credits for PE in a meaningful way.

As well as the various genres of dance, the Dance Academy will also offer classes in Pilates, Yoga, Circuit training and Capoeira, a Brazilian form of Martial Arts, as part of the Physical Education and dual activities."

"Currently, students pursuing an education in dance, struggle to find time to complete their academic studies when they are enrolled in a full day program.

The proposed academy will benefit students wishing to pursue a profession in the performing arts while remaining at high school with their friends, teachers and peers.

An academy would support those students that have progressed into the Peak Performance Program, which requires the students to do 15 hours of dance a week. This commitment can prove to be very difficult for students scheduling other extracurricular activities, completing their studies or spending time with their families."

*"Seymour Dance is ideally located at 808 Lytton Street, directly adjacent to Windsor Secondary. Seymour Dance is a **Royal Academy of Dance certified school**. This will allow students to work towards taking their vocational ballet exams which can also be used as fine arts credits. **

**BCMEO External Credits*

URAD 10 Royal Academy of Dancing 10: Intermediate Foundation

URAD 11 Royal Academy of Dancing 11: Intermediate

URAD 12A Royal Academy of Dancing 12A: Advanced Foundation or Advanced 1

URAD 12B Royal Academy of Dancing 12B: Advanced 1 or Advanced 2

The Dance Academy will be the first of its type to be placed in a North Shore High School. This initiative follows the North Vancouver School District 44 vision of providing "unique learning opportunities" for all students."

"Classes would coincide with Windsor Secondary's current Day 1/Day 2 academic schedule. Academy students would dance 1:40 – 3:00pm on Monday, Wednesday and Friday one

week and then alternate to 1:40 – 3:00pm on Tuesday and Thursday the following week. This rotating schedule would continue throughout the program.

Dance Academy classes would run during the designated school hours. This will enable students to participate in extracurricular activities both a school and in the community.”

“The Dance Academy would partner with the existing Soccer Academy at Windsor Secondary, giving Windsor Secondary and The North Vancouver School District two of the most diverse Academies on the North Shore.

Seymour Dance would work together with Windsor Secondary to fulfill all of the academic requirements.”

“The program would be sustained through a strong partnership with Windsor Secondary.”

Sutherland – North Shore Winter Club E15 Hockey Academy

Option A

It is recommended that the North Vancouver School District, in partnership with the North Shore Winter Club, proceed with the establishment of an Elite E15 Hockey Academy at Sutherland Secondary School for September 2014.

Or

Option B

It is recommended that the North Vancouver School District, in partnership with the North Shore Winter Club, proceed with the establishment of an Elite E15 Hockey Academy at Sutherland Secondary School for September 2014 pending resolution to the present labour dispute between the North Shore Winter Club and CUPE Local #389.

Summary

The proposal for a North Shore Elite E15 Hockey Academy would recognize a partnership between Sutherland Secondary School and the North Shore Winter Club. The North Shore Winter Club is affiliated with Hockey BC and Hockey Canada. The Academy would follow the school district model of participating students taking the academy in the afternoon periods (blocks 4 and/or 8). The Elite E15 Hockey Academy could accommodate between 18-20 students.

The intent of the academy is to provide elite, first-year Midget Division hockey players (E15) the opportunity to play competitively in advanced league play, while they further develop the skill level and physical growth necessary to compete against older 16 and 17 year-old

players for selection to the Major Midget League. This program is for 15 year-old players in grade 10.

Presently there are similar programs in partnership with school districts in Burnaby, Delta and Abbotsford. This Elite E15 hockey program model is supported by both Hockey BC and Hockey Canada.

Students in grade 10 from both within the school district and from outside the school district, would be eligible for enrollment in the academy. Students would receive their grade 10 physical education credits when enrolled in this program. One of the differences between this academy model and others within the school district is that all participants in this academy must be enrolled full-time in Sutherland Secondary School; cross-enrollment to another secondary school will not be possible. This requirement is intended to ensure that clear communication and support for the students is maintained between the school and the North Shore Winter Club. Students will be required to travel for league play and both partners want to ensure that the educational priorities of school are balanced with the requirements of the academy.

The cost will be approximately \$13,500 per year (\$1,350 per month) for each student.

The following information was provided by the North Shore Winter Club in their E15 Hockey Academy proposal submission:

"It is a result of the overwhelming interest in our Bantam Peak Program that has led us to where we are today with our request to Hockey Canada, BC Hockey and the Canadian Sports Schools to consider the creation of a E15 Hockey Academy, centrally located in North Vancouver, BC. The North Shore Hockey Academy would provide a place for elite 15 year old (1st year Midget) hockey players that are not quite at the Major Midget level to spend a year developing and honing their skills in order to better make the jump the following year. Our vision and commitment is to the comprehensive development of the player, both on and off the ice. Ultimately our success will be measured by how many of our players advance to higher levels of hockey as a 16 year old.

Players would be eligible to play for the North Shore E15 Academy Team (name TBD) during their Grade 10 school year. It is a one year opportunity for elite level hockey players from around the Lower Mainland. The team would be chosen through a tryout process that would occur during the spring of their Grade 9 year, with invitations going to the top 19 players to join the group for the coming year. Players would still be eligible to try out for (and possibly make) their local Major Midget team. Tryouts would be open to all high level first year midget athletes for the 2014/15 season.

We have confirmed interest and support from many families who are looking for elite level development for their WHL, Junior or NCAA bound children that would allow them to build upon their academic base while receiving high level skills training and development and most importantly, remaining living at home with their family. The opportunity is very real and we are excited by its potential.

Our Goal:

*Create a North Vancouver based E15 Hockey Academy that provides first year midget players with the opportunity to train and compete at the highest level both academically and athletically
...while remaining at home with the support of their family.*

Our Mission:

Create a successful, well-educated, well-rounded young person who also happens to be an extraordinary hockey player.

Academic Partnership

The program will only be successful if we are able to provide elite level coaching instruction and athletic development partnered with an equally committed and focused academic partner who is dedicated to the success of these student athletes. There is a reason why the word "student" comes before "athlete". At the end of the day, these young players will need to have a strong academic background in order to achieve long term success in their lives, regardless of where the game may take them. We need to prepare them for life, not just hockey.

We have chosen to partner with the North Vancouver School District, specifically with Sutherland Secondary School for a variety of reasons:

- *Proven history of academic success*
- *Progressive and innovative approach to education*
- *Success of their volleyball academy program for U14-18 players*
- *Central location in North Vancouver*
- *Close proximity to North Shore Winter Club*

Sutherland Principal, Ray Bodnaruk, is well versed in what it takes to create an innovative academic environment to help encourage the success of elite level student athletes. Sutherland Secondary is home to the Volleyball Canada Centre of Excellence, an integrated sport performance program that provides cutting edge training to players that have been identified by Team Canada or by Team BC as potential national calibre athletes that are looking to take their game to the next level. The Volleyball Academy Program runs from Grade 8 through Grade 12. The staff at Sutherland Secondary School are also very experienced when it comes to dealing with not only high level athletes but high achieving students as well.

Both Sutherland Secondary and the North Vancouver School District are supportive of the program and are looking forward to working with together to ensure the long term success of the E15 North Shore Hockey Academy.

There is a void that occurs for many high level minor hockey players after they complete their two years of Bantam hockey. Many will try out for their regional Major Midget team but only a few will have the size and strength to compete at this high level due to their young age and lack of physical maturity. It is very difficult for a first year player at age 15 to make a team filled with mature 17 year old skaters. Often times, they return to their home associations to play Midget hockey but are frustrated by the level of competition and lack of development that is available to them.

The creation of Hockey Canada Sports Schools has offered an alternative to elite level first year midget hockey players to train and compete at a high level, keeping their skills honed for the opportunity to compete for BC Hockey as well as the Major Midget tryouts for the following year. At present, there are three Academy type programs offered in the Lower Mainland – South Delta, Yale and the new BWC Academy – each of which offers a slightly different athlete development model. The model that we are proposing for the new North Shore Hockey Academy offers our own interpretation of what a young athlete needs in order to achieve success at the next level.

Successful athletic development requires a multi-faceted approach and a tremendous amount of individual connection between players and coaches. Having the right coaching and training partners in position is critical to the success of the program and goes far beyond just their on-ice development. The coaching staff of the North Shore Academy team have a proven ability to mentor and motivate young athletes to bring out the best in themselves as well as in their game.

The North Shore Academy Program will emphasize:

- *Team Coaching – overall global development of the players in team tactical training*
- *Offensive Skills Development*
- *Defensive Tactical Training*
- *Goaltender Development*
- *Power Skating/Stride Correction*
- *Puck Control & Movement*
- *Dryland training – developing smart, reactive muscle vs merely bulk*
- *Dietary & Nutritional Counselling – when to eat, what to eat and all of the reasons why*
- *Mental Development – how to help them develop the mental and emotional strength to thrive within the sport they love*
- *Career Counselling – how to make a life with the game regardless of where the game takes you*

The program will be overseen by Jeff Oldenborger, the Director of Hockey Operations for the North Shore Winter Club as well as VP Director of the North Shore Academy initiative.

Jeff brings a wealth of experience to the Academy from not only a past elite player and coach point of view, but from the perspective of someone who is dedicated to promoting opportunities for young players to grow and develop within the game. Jeff was a highly successful Junior hockey player, but in his words, quickly realized that he would make a better coach than player. He began pursuing that path within a year of wrapping up his Junior career with the Kamloops Blazers. Jeff was instrumental in launching the successful youth hockey program at Hollyburn MHA, encouraging and challenging the youngest players in the Association to develop their skills and push themselves towards success – a program that continues to this day. It has been 15 years since he began his coaching career and he has worked with elite level Male Peewee, Bantam and Midget AAA programs during that time. Ultimately, Jeff has led the development of BC's Female High Performance Program as a head coach and assistant coach for the U18 Female Provincial team, competing across the country. He has also acted as the coach/mentor for the female High

Performance Program. Jeff served as the Assistant Coach of the UBC Thunderbird Women's Varsity Program for three years and as a result of his work with that program, was asked by the women's national program to participate as a group coach at the U18 and U22 summer camp.

Jeff holds his HP1 and NCCP3 coaching certifications with aspirations to continue his coaching levels and education in sport leadership.

At the time of this submission, it would be premature to name a head coach. We have, however, created a short list of highly interested candidates who hold some very impressive coaching credentials. The three coaches who are being considered to head the North Shore Academy team have coaching and/or playing experience in leagues ranging from Junior A, WHL, CIS, Junior B and Europe. All have the required coaching levels, both practical and in theory, to be very attractive to the program. They each have proven records of success, with championships won at various levels. Most importantly, they each have a reputation for excellent rapport with their young players and a proven passion for the game of hockey. Regardless of who the program names as Head Coach, Jeff Oldenborger as VP Director of the Academy will be over-seeing and involved in the program at all levels.

Once the Head Coach is named, his voice will be encouraged and involved in the selection of the remaining academy program members. There are a myriad of additional coaches and player personnel that will be involved with the program, including power skating/stroking instructors, defensive coach, offensive skills coach, nutritionists, dieticians, dryland instructors with an emphasis on core strength and explosive power, as well as mental specialists who focus on the psychology of sport in elite level athletes. Our goal is to ensure that players (and their parents) have access to a full complement of trained and dedicated athletic leaders who are committed to seeing our Academy Players succeed long term. We are fortunate to have an extraordinary and well established in-house team of industry leaders in several of these areas that will be supplemented with some of the best in the field to ensure our players receive the best possible instruction and development.

The North Shore Academy Program team would be competing within the elite level Hockey Canada Sports School League, playing approximately 40-50 games per season. Many of these games would occur during Super Series type tournaments that would be hosted monthly by each regional Canadian Hockey Sports School as well as local competition from nearby Lower Mainland Academy teams. The group would include:

- | | |
|-----------------------------------|--|
| <i>Pursuit of Excellence</i> | <i>Okanagan Hockey Academy</i> |
| <i>South Delta Hockey Academy</i> | <i>Yale Hockey Academy</i> |
| <i>BWC Hockey Academy</i> | <i>Edge School (Calgary)</i> |
| <i>Banff Hockey Academy</i> | <i>Complete Hockey Academy (Spokane)</i> |

In addition, the Academy Team will compete in the U16 Tier 1 Elite League (T1EHL), the premier amateur youth hockey league in the United States. These T1EHL tournaments are heavily scouted by the USHL, NCAA schools and the OHL given the convenience of seeing so many top prospect athletes participating in one game or tournament weekend.

The Academy Players will be training and playing from September through June:

- *4-5 on-ice practices per week during the season (September to March)*



- *1-2 on-ice practices per week during off-season (March to June)
* approximately 120-130 on-ice practices per year*
- *2-3 dryland training sessions per week during the season*
- *3-4 dryland training sessions per week during the off-season (see Appendix 2 for details)*
- *40-50 games including Canadian Sports School Hockey League (E15), U16 T1EHL tournaments, exhibition games and possibly 1-2 local tournaments (spring)*

Many high level hockey players look to both US and Canadian Universities for the opportunity to continue playing the game that they love while pursuing advanced post-secondary education. Our goal with the North Shore Academy Program is to join forces with an innovative educational partner, recognized for academic excellence. The North Vancouver School District has many schools that would be suitable partners for our program but our decision to pursue Sutherland Secondary is based on the strength of their academic program, the existing reputation of their successful volleyball academy, their central location in North Vancouver, convenient proximity to the training centre at North Shore Winter Club and the proven leadership of their administration team.

Welcome to Sutherland Secondary School!

Sutherland Secondary was newly constructed in 2008 with an eye to cutting edge Silver LEED design and certification. Located in the heart of North Vancouver, Sutherland is a comprehensive Grade 8-12 public school with an enrollment of approximately 1000 students. With one of the few semester time tables in the North Vancouver School District, it is ideally suited for the North Shore Hockey Academy students.

Sutherland Secondary offers a wide range of diverse academic programming including:

- *Fine Arts*
- *Business Education*
- *Information Technology – web design, animation, photoshop, digital media*
- *Learning Support Centre*
- *Languages – French & Spanish*
- *Technology Education – woodworking, electronic design, drafting, industrial design*
- *Career Development Centre*
- *Academic Counselling Department*

From an academic standpoint, the players would be required to take a full complement of core courses, receiving credit for Physical Education 10 as well as Planning 10 through the Academy program. Planning 10 would be a blended on-line learning course with a dedicated teacher working with the team through the course of the year. Players would attend school in the morning, departing after lunch to partake in their training at the North Shore Winter Club.

Weekly Academic Time Table

With Sutherland structured on a semester basis, the time table for the Academy students would change half way through the school year. Each semester the players would be required to take two mandatory/provincially tested courses along with an elective or language course. The afternoon sport training blocks would rotate between PE 10 and

Planning 10. Students would receive academic credit for PE 10 through their training however the Planning 10 class would be done through a blended learning approach utilizing both on-line as well as a dedicated teacher/administrator.

Academic requirements would remain consistent with those outlined by the District for the Peak Performance Program with a minimum C+ average to be maintained in all academic course work. The Academy Program Administrator, Jeff Oldenborger, would work closely with the administration at Sutherland as well as with the dedicated teacher advisor to the Academy Program to ensure that all student athletes are achieving academic success.

Should a student be challenged to achieve the required academic mark for the Academy Program, the teacher advisor will be in contact with both the player and parents, as well as Jeff and the Academy Head Coach to address the problem at the first sign of difficulty. Our approach is to be proactive vs. reactive when it comes to the academic needs of our student athletes and the involvement of the teachers as well as the academy development staff is designed to help the student succeed vs. penalize them. We want to identify any potential issues early enough so that they can be corrected.

Similar to the Volleyball Academy that is currently run at Sutherland, students with a failing grade or "needs improvement on work habits" appearing on either an interim report or regular report card will be ineligible to continue with the Academy Program until such time as these areas are addressed and improvement noted. Regular communication is critical between all parties.

In order for the North Shore Academy Program to be successful in the long run, there needs to be a strong emphasis on academic success. We recognize that ultimately their education and schooling will open the greatest number of doors for these young players.

Players

- *Regular attendance with clear communication around travel absences*
- *Arrive on time and ready to learn*
- *Maintain a C+ average in all academic course work*
- *Willingness to take the initiative to meet with all teachers in advance of absences to gather assignments*
- *Timely completion of any and all missed assignments due to travel demands*
- *Display a positive attitude and willingness to engage and participate in the business of learning*
- *Display the ability to cooperate and work well with others*
- *Demonstrate honesty and respect confidentiality*
- *Be attentive and engaged with the ability to listen and follow directions*
- *Clearly articulate thoughts and ideas*
- *Display the ability to concentrate and see a task through to completion*
- *Observe code of conduct/rules and regulations for students at Sutherland*
- *Have respect for and abide by school policies*

Parents

- *Clear communication around student travel*



- *Engagement with the teacher advisor and/or Sutherland Administration around player learning expectations and outcomes*
- *Commitment to academic success for their child*
- *Willingness to meet with teachers, advisor and administration as needed to ensure academic requirements are being reached*

Athletic Academy Administration

- *Clear communication around student travel with ample lead time provided for all players and parents to ensure that assignments are requested in advance and completed in a timely manner*
- *Recognition that academic success is a priority for every academy player*
- *Agreement that players will be placed on academic probation should their marks in each course fall below C+ or their work habits in class fall into question*
- *Support all academy players in their academic pursuits and make them a priority*

How Do We Support and Monitor Our Student Athletes?

Sutherland Principal, Ray Bodnaruk, will be involved and overseeing the academy program within the school, along with the specific Hockey Academy Teacher who will be engaged with the team for the season for not only Planning 10 (blended on-line learning) but also their overall academic performance. Open and regular communication between all parties will be the ultimate guide to our success with interim reports as the semester progresses a key component to address any potential concerns so that they can be addressed in a timely manner before report cards are issued.

In addition, the school has supports in place for all students including:

- *Academic Counselling*
- *Career Counselling*
- *Learning Support Centre*

Every effort will be made to minimize the number of days that the players are away from school. As outlined in the Yearly Plan and Budget, we anticipate 6 CSSHL tournaments throughout the course of the year – POE, OHA, Banff, Edge, Spokane as well as one local – plus 1 US tournament. The CSSHL has made it a priority to try to minimize the amount of time away from school that is experienced by each student and have adjusted their tournament schedule start and end times to try to make this a reality. Based on the tournament participation outlined above, we anticipate approximately 10-12 days (maximum) of missed school for tournament travel.

We believe that we have a comprehensive academic and athletic development model that will be appealing to a wide range of players and parents from not only North and West Vancouver but well into the Westside of Vancouver and possibly beyond. With nearly 20,000 minor hockey players competing on PCAHA teams this year alone, we are confident that there is more than enough demand to support the creation of a new E15 Hockey Academy Program in the Lower Mainland.

Communicating our development goals and emphasis on long term success for these elite first year Midget athletes is key to establishing our point of difference. We need to explain who we are, what we are doing and why we are doing it better than anyone else.



Our strategy is multi-pronged in its approach including the School District website, North Shore Winter Club, the Hockey Community, BC Hockey and other print and electronic forms of communication."

Seycove Basketball Academy

It is recommended that the North Vancouver School District defer introduction of a Basketball Academy at Seycove Secondary School, at this time, and continue discussions with the proponent for consideration of implementation at a later date.

Summary:

The proposal for a Basketball Academy would recognize a partnership between Seycove Secondary School and Basketball BC and Basketball Canada. The Academy would follow the school district model of interested students taking the academy in the afternoon periods (blocks 4 and/or 8). The Basketball Academy could accommodate between 30-60 students.

Students in grades 8-12 from across the school district would be eligible for enrollment in the academy and would receive grade-equivalent physical education credits. In addition, students would complete NCCP level 1 and 2 Coaching Certification.

One of the challenges in pursuing the Basketball Academy at this time is facility requirements. At this time, the proponents are pursuing a sustainable partnership with either Parkgate Recreation Centre or the Tseil-Waututh First Nations to operate out of their recreational facilities. Confirmation of an agreement for use of these facilities, however, has not yet been obtained.

Further, although the plan has a solid foundation, there is a need for continued dialogue to address other operational requirements, such as: facility requirements, partnership agreement, operational considerations, and a more extensive implementation plan prior to the initiation of this academy.

The cost is dependent upon the enrollment cohort size, but the initial costs indicate that the academy will be approximately \$100.00 per month for each student.

The Executive Committee appreciates the preliminary planning Seycove Secondary has completed to date in order to move towards a Basketball Academy, and we look forward to further discussions in the future.

Schedule B.4
of the
Administrative Memorandum

Meeting Date: January 21, 2014 **Board** **Board, in camera**

Topic (as per the Memorandum): **2014/15 School Calendar Potential Options**

Narration:

In 2012, the *School Act* and *School Calendar Regulation* were amended, abolishing the Standard School Calendar previously prescribed by the Minister of Education for all schools in British Columbia. The changes were intended to provide greater flexibility for school districts and introduced the requirement for each school district to establish their own school calendar(s), identifying instructional, non-instructional and vacation days over the course of the school year and confirming the scheduled provision of instructional hours that meet or exceed the Ministry's minimum requirements.

The legislation allows Boards to establish a calendar annually for the following school year or to establish calendars over a multi-year period, to a maximum of 3 years and includes obligations for consultation in the development process. Once established, the calendar(s) must be submitted to the Minister of Education for review and confirmation of compliance with legislative requirements.

To assist with the development of the 2013/14 school calendar, the NVSD Board of Education created, in the fall of 2012, a School Calendar Steering Group comprised of partner group representatives from the North Vancouver Teachers' Association (NVTAs), Canadian Union of Public Employees (CUPE Local 389), North Vancouver Parent Advisory Council (NVPAC), students, and district staff, including principals and vice principals. The Steering Group was asked to develop calendar recommendations for the Board's consideration. In March 2013, the Board adopted, on the recommendation of the Steering Group, a school calendar covering the 2013/14 school year only, choosing to defer consideration of a multi-year calendar. The School Calendar Steering Group was retained to continue their advisory assistance in 2013/14, with the development of a calendar(s) for the following year(s).

The Steering Group reconvened on October 21, 2013 and met again on December 9, 2013 and January 13, 2014, to discuss and develop recommendations for the 2014/15 school calendar. [Summary notes of the discussions](#) were posted to the School District website following each meeting. A copy of the Meeting Summary Notes from the Steering Group's last meeting (January 13, 2014) is attached to this Administrative Memorandum.

Mark Jefferson, Assistant Superintendent, will provide an update regarding the status of the School Calendar Steering Committee discussions and present to the Board of Education, for consideration, the potential Calendar Options from the Steering Group for 2014/15.

Attachments:

School Calendar Steering Group January 13, 2014 Meeting Summary Notes
School Calendar Steering Group January 13, 2014 presentation materials
Potential Calendar Option(s) for 2014/15

North Vancouver School District School Calendar Steering Group

January 13, 2014 – Meeting Summary Notes

Facilitator Dorli Duffy

Steering Group Members

In Attendance:

Trustee Christie Sacre
Karen Nordquist – NVPAC
Kathy Owens – NVPAC
Deb Wanner – NoVA - Elem
Brenda Bell – NoVA - Elem
Maureen Stanger – NoVA - Sec
Greg Hockley – NoVA – Sec
Joyce Griffiths – CUPE
Carol Nordby – CUPE
Mark Jefferson – District Staff – Assistant Superintendent
Pius Ryan – District Staff – Assistant Superintendent
Scott Stanley - District Staff - Human Resources Director
Xenia O'Brien – District Staff – Human Resources
Michael Kee – District Staff – Human Resources
Greg Milner – District Staff – Admin Services
Rena Violato – District Staff – Payroll
Dan Storms – NVTA
Jane Blaiklock - NVTA

Absent:

Trustee Cyndi Gerlach
Kelly La Roue – NoVA - Elem

1.0 Objectives

On January 13, 2014, the North Vancouver School District School Calendar Steering Group (SCSG) held their third meeting in the 2013/14 school year at the NVSD Education Services Centre. The meeting objectives were to:

- Review considerations associated with four draft calendar matrices
- Consider additional feedback regarding the 2014/15 calendar
- Confirm recommendation to the Board of Trustees' January 21, 2014 Public Board Meeting
- Clarify next steps including additional information needs and subsequent meetings

This document provides a brief summary of discussions held during the meeting. A copy of the PowerPoint presentation from the January 13, 2014 meeting is posted on the North Vancouver School District's website [[Link](#)].

2.0 Background to January 13, 2014 meeting

At the end of the December 9, 2014 School Calendar Steering Group meeting, most members supported the recommendation of a draft 2014/15 School Calendar matrix (Option A) to the Board of Trustees for public consideration. However, NVTA and CUPE representatives expressed the need to communicate with their constituencies in advance of offering their full support as they were not comfortable to make a recommendation to the Board, before hearing back from their constituents. Both the NVTA and CUPE #389 agreed to meet separately with School District staff/representatives to discuss any specific collective agreement matters prior to the January 13, 2014 meeting. Following meetings between the NVSD and NVTA, it became apparent that the NVTA would not support the draft calendar matrix without further consultation with their membership.

Three draft calendar matrices were circulated for Steering Group consideration on January 7, 2014 (Options A, B, and C). A fourth matrix (Option D) was circulated at the January 13 meeting.

3.0 Review of considerations associated with the draft calendar

Assistant Superintendent Mark Jefferson began the meeting with a high-level overview of the rationale behind the 2013/14 school calendar decision. He also reiterated the guiding principles, consultation feedback and considerations that have informed Steering Group discussions to date:

- No dramatic changes to school calendar
- Look at students' best interests first
- Compliance with Ministry of Education requirements
- Compliance with Collective Agreement provisions
- 2 Week Winter Break
- 2 Week Spring Break
- Logical extension to weekends with statutory holidays
- Student and employee health and wellness
- Congruence with other School Districts
- No July/August schooling time

CUPE representatives offered an additional consideration: some CUPE members are compensated for the loss of time during a second week of Spring Break, while others are not compensated. Some members use a week of their vacation time during the second week of Spring Break (secondary administrative assistants, and custodians). For these CUPE members, "making up time" is therefore another consideration.

Steering Group members were reminded throughout the meeting that achieving all of these considerations in a school calendar requires careful balancing and thoughtful deliberation.

4.0 Review of four draft matrices for 2014/15 School Calendar

4.1 Option A

Considerations	Option A
1. Falls within 10 month calendar	1. September 2 – June 26
2. Feedback supports	2. November 10 closure day
3. Feedback supports	3. Two Week Winter Break
4. Feedback supports (Educational Rationale) less four day weeks for students and teachers (April and May) North Vancouver and Abbotsford	4. Two Week Spring Break aligned with Easter Break (March 21 – April 6)
5. Feedback supports	5. Collaboration Time (Elementary & Secondary)
* Must have NVTAs agreement (Collective Agreement)	

4.2 Option B

Considerations	Option B
1. Falls within 10 month calendar	1. September 2 – June 26
2. Feedback supports	2. November 10 closure day
3. Feedback supports	3. Two Week Winter Break
4. Feedback supports (Aligned with Delta & Richmond (more 4 day weeks in April/May which students, parents and teachers have indicated to be disruptive for continuity reasons))	4. Two Week Spring Break (March 14 – 29)
5. Feedback supports	5. Collaboration Time (Elementary & Secondary)
* Must have NVTAs agreement (Collective Agreement)	

4.3 Option C

Considerations	Option C
1. Falls within 10 month calendar	1. September 2 – June 30
2. Feedback supports	2. November 10 closure day
3. Feedback supports	3. Two Week Winter Break
4. Contrary to feedback gathered	4. One Week Spring Break (March 14 – 22)
5. Feedback supports	5. Collaboration Time (Elementary & Secondary)
* Compliant with terms of NVSD/NVTA Collective Agreement	

4.4 Option D – *The matrix for Option D distributed at the meeting presented a model that did not include a November closure day. Preference for retention of the November closure day was confirmed. These notes reflect discussion of an Option D model that incorporates the November closure day.*

Considerations	Option D
1. Falls within 10 month calendar	1. September 2 – June 29
2. Feedback supports	2. November 10 closure day
3. Feedback supports	3. Two Week Winter Break
4. Feedback Supports and Aligned with Vancouver, Surrey, Burnaby, New Westminister, Coquitlam, West Vancouver (more 4 day weeks in April/May which students, parents and teachers have found to be disruptive for continuity reasons)	4. Two Week Spring Break (March 7-22)
5. Feedback supports	5. Collaboration Time (Elementary & Secondary)
* Must have NVTA agreement (Collective Agreement)	

5.0 Discussion of four draft matrices for 2014/15 School Calendar

Steering Group members discussed each of the School Calendar matrices in relation to the above considerations. Discussions focused primarily on the inclusion (or not) of November 10 as a school closure day and the congruence of Spring Break with other School Districts.

November 10 school closure

While some members questioned whether a school closure on November 10 adds or subtracts from the significance of November 11, and therefore questioned the need for a November 10 closure day, others reiterated survey data and attendance data that shows overwhelming support for a November 10 closure day to support health and wellness. 2012 survey data indicates overwhelming support (75-94%) for including November 10 as a school closure day when November 11 falls on a Tuesday (or November 13 when November 11 falls on a Thursday). School District data (2005 and 2010) shows a two-thirds decline in absenteeism following the four-day weekend. Some participants expressed support. There was very strong Steering Group support for the inclusion of November 10 as a closure date.

Timing of Spring Break

Options A, B and D each provide a two week Spring Break in different time slots. Option A shows Spring Break ending with the Easter weekend (March 21 – April 6). Option B shows Spring Break from March 14-29, and Option D shows Spring Break from March 7 – 22.

The placement of Spring Break dates in Option A reduces the number of 4-day weeks in April. Both Options B and D provide two four-day weeks in April. While some members suggested that teachers can adapt to four-day weeks, others reminded the group that our feedback suggests that parents and teachers would appreciate fewer four-day weeks at that time of year.

NVTA representatives expressed a desire to align the NVSD Spring Break with other school districts. Several other members also indicated a preference for congruence with other school districts so that employees with children in other school districts would experience Spring Break together and to facilitate athletic events between school districts. Others suggested that distributing Spring Breaks between school districts reduces travel pressure during those time periods.

As indicated in the PowerPoint presentation, other School Districts are considering Spring Break dates as follows:

March 9-20	Burnaby, Coquitlam, New Westminister, Surrey, Vancouver, West Vancouver
March 16-27	Delta, Richmond
March 23 – April 6	North Vancouver, Abbotsford

Steering members were reminded that all school districts are in the same process of setting school calendars for 2014/15, and that our timeline does not permit us to wait until others have made their decision. Legislation requires that the Board-approved 2014/15 School Calendar be submitted to the Minister of Education on or before March 31, 2014. Allowing for a 30-day review period requires that the Steering Group make a recommendation to the Board of Trustees at their January 21, 2014 Public Board

Meeting. The Steering Group will review feedback following the close of the public review period, and confirm its recommendation to the Board of Trustees at the March Board Meeting.

NVTA representatives also expressed a preference for situating the Spring Break to overlap with the BCTF AGM held during March 14-17, 2015. Between 10 and 20 members of the NVTA executive would be affected by this decision.

Other considerations

CUPE representatives noted that while Option C requires less “make up time”, they were willing to support Option A.

Conclusion

A “temperature check” of the four options showed most support for Option A, some support for Option D, and little to no support for Options B and C. At the end of the meeting, all Steering Group representatives were willing to support a recommendation for Option A except the NVTA representatives. Steering Group members made a concerted effort to find a common middle ground, but were unsuccessful in doing so.

6.0 Recommended Draft 2014/15 School Calendar matrices for Board of Trustee and public consideration – Options A and C

The majority of Steering Group members supported a recommendation of Option A to the Board of Trustees for public consideration. The NVTA representatives were unable to provide support for this option and reiterated the need to communicate with their constituencies prior to confirming their support. In the absence of consensus by the Steering Group, Mark Jefferson confirmed that Option C would need to be forwarded to the Board of Trustees as well, as it is the only option that is currently in alignment with the NVSD/NVTA Collective Agreement.

Many Steering Group members expressed concern about forwarding Option C to the Board of Trustees, as they know there is little to no support for a one-week Spring Break. They also expressed concern that Option C extends the school year into the last week of June.

The NVTA indicated that they will meet separately with School District staff/representatives to discuss these issues further prior to Friday, January 17th when the Board materials must be sent out for the January 21 Board meeting.

7.0 Summary of Next Steps

Following meetings between the NVSD and the NVTA this week, Steering Group participants will be notified of any changes in support by the NVTA.

- Finalize January 13, 2014 meeting summary - post on website and circulate to email contacts
- Steering Group members to communicate progress to constituents
- Friday, January 17 – Steering Group recommendation included in Board materials for January 21, 2014 Public Board Meeting
- 30 day public review of draft 2014/15 calendar(s)
- Next Steering Group meeting – February 24, 2014

Next Meeting

The objectives of the February 24, 2014 School Calendar Steering Group meeting, will include:

- Reviewing feedback from the public review period regarding the 2014/15 calendar(s)
- Recommending a 2014/15 School Calendar to the Board of Trustees
- Clarifying next steps including additional information needs, homework and subsequent meetings

Steering Group members are reminded that you have been asked to serve as representatives of your schools, group or organization. Please strive to be inclusive of the array of perspectives within your constituency when circulating information and participating in Steering Group discussions.

School Calendar Steering Group

January 13, 2014



Meeting Objectives

- Review considerations associated with three draft calendar matrices
- Consider additional feedback regarding the 2014/15 calendar
- Confirm recommendation to the Board of Trustees' January 21, 2014 Public Board Meeting
- Clarify next steps including additional information needs and subsequent meetings



Proposed Agenda

- Discuss considerations associated with three draft calendar matrices
- Consider additional feedback regarding 2014/15 Calendar
- Confirm recommendation to the Board of Trustees January 21, 2014 Public Board Meeting
- Confirmation of Agreements and Next Steps



A few guidelines

We will work best if we:

- Honour one voice at a time
- Challenge ideas, not people
- Listen
- Try to be succinct
- Make space for others to participate
- Stay on topic and on time
- Make sure your words are recorded



Review of How “We Arrived Here”

March 12, 2013 Board Meeting

Guiding Principles

- No dramatic changes to school calendar
- Look at students’ best interests first
- Compliance with Ministry of Education requirements
- Compliance with Collective Agreement provisions



Recommendations of School District #44 Partner School Calendar Steering Group

Based upon feedback over the years, this year's (2013) survey information, January 24 (2013) Community Forum Style Calendar Information Session, and the Steering Group perspective and priorities, discussion focused on the areas below.

Each area was discussed and reviewed at length

The Steering Group arrived at Consensus in all areas and in arriving in the overall recommendation to the Executive Committee and the Board of Education

Guiding Principals

1. No dramatic changes to school calendar
2. Look at students' best interests first
3. Compliance with Ministry of Education requirements
4. Compliance with Collective Agreement provisions



2013/14 Summary Topics for Steering Group

1. Winter Break
2. Spring Break
3. Collaboration Time
 - a. Secondary Schools
 - b. Elementary Schools
4. Curriculum Implementation Day
5. Professional Days
6. Start Date
7. End Date



A Decade of Review

1. Partner groups face challenges understanding the complexity of School Calendar. Everything from School Day duration, timetables, Athletic Seasons, Fine Arts Festivals, Provincial Exams, Programs of Choice, Family Interests, community interests, CA provisions, etc. all hinge on a School District Calendar
2. That 100% support of a School Calendar for a School District is the goal, but is notional as there are many competing interests which create paradoxical requests
3. Partners strive for 100% support of all options and alternatives



A Decade of Review – cont'd

4. Parents, students, CUPE Local #389, NVTAs, Administrators (exempt and otherwise) are committed to striving to reach consensus for recommendations to the Board of Education

5. The majority of Survey Respondents in North Vancouver desire: (surveys conducted in 2004, 2010, 2011, 2012)
 - A two-week Winter Break (95%+)
 - A two-week Spring Break (75%-80%)
 - Logical extensions to weekends when a statutory holiday like November 11th falls on a Tuesday (75%-94%); hence, people generally support a Monday closure. That there is potential interest in looking at Thanksgiving and Family Day for 4-day weekends



A Decade of Review – cont'd

6. There are issues for some families for a myriad of reasons when there are two week Winter Breaks, and two week Spring Breaks and professional development days. These include daycare, parents/care givers holidays, etc.
7. That amendments to the School Calendar outside of traditional Standard School Calendar may be more balanced and provide educational opportunities, these amendments need to be negotiated with the Local Teachers' Association to gain agreement. They may also need to be negotiated with CUPE Local #389 depending upon the amendment to the Calendar.



A Decade of Review – cont'd

8. That two week Winter and Spring Breaks see a decline in student, teacher and support staff absenteeism by 2/3 for the two weeks following the Winter and Spring Breaks
9. That the 4-day weekend on November 10, 2010 and 2005, also saw a decline in absenteeism by 2/3 in the days following the 4-day weekend. This break coincides with flu season and an extremely busy time of the year for both students and teachers.



A Decade of Review – cont'd

10. At the Secondary Level, that school trips including Band trips, athletic tournaments, global initiatives trips and the like usually access the first week of the Two Week Spring Break. This results in less loss of class time for both students on the trips and students in class.
11. At the Elementary and secondary levels, there are less students being removed from school to go on “holidays” early. This results in less loss of class time for both students on their trips and students in class.
12. There is conflicting perspectives when looking at the “Bookends” of the summer. Preliminary feedback indicates not a majority of partners interested in July/August schooling at this time.



Where to from here?

Givens

- 2 Week Winter Break
- 2 Week Spring Break
- Secondary Collaboration Time
- Elementary Collaboration Time (for 13/14 and 14/15 under review)
- May need some tweaks for 14/15 (collaboration time)



Considerations associated with draft calendar matrices



School Calendar Considerations

- No dramatic changes to school calendar
- Look at students' best interests first
- Compliance with Ministry of Education requirements
- Compliance with Collective Agreement provisions
- 2 Week Winter Break
- 2 Week Spring Break
- Logical extension to weekends with statutory holidays
- Student and employee health and wellness
- Congruence with other School Districts
- No July/August schooling time



DRAFT - 2014-15 SCHOOL CALENDAR - Option A
 181 Instructional Days, 2 Week Spring Break, November Long Weekend

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SEPTEMBER 2014						
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OCTOBER 2014						
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NOVEMBER 2014						
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DECEMBER 2014						
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MARCH 2015						
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JUNE 2015						
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- 2* 1ST DAY OF SCHOOL IS PARTIAL DAY
- STAT HOLIDAY
- NO SCHOOL
- WINTER BREAK (2 weeks)
- SPRING BREAK (2 weeks)
- DISTRICT (NVTA) PRO D DAY (3)
- SCHOOL-BASED PRO D DAY (2)
- NVSD CURRIC IMPL DAY (1)
- STAFF COLLAB X 7
- ADMIN DAY

Dec-13



Considerations – Option A

Considerations	Option A



DRAFT - 2014-15 SCHOOL CALENDAR - Option B

181 Instructional Days, 2 Week Spring Break, November Long Weekend, June 29 Admin Day

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- 2* 1ST DAY OF SCHOOL IS PARTIAL DAY
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- NO SCHOOL
- WINTER BREAK (2 weeks)
- SPRING BREAK (2 weeks)
- DISTRICT (NVTA) PRO D DAY (3)
- SCHOOL-BASED PRO D DAY (2)
- NVSD CURRIC IMPL DAY (1)
- STAFF COLLAB X 7
- ADMIN DAY

Dec-13



Considerations – Option B

Considerations	Option B



DRAFT - 2014-15 SCHOOL CALENDAR - Option C

187 Instructional Days, 1 Week Spring Break, November Long Weekend, June 30 Admin Day

AUGUST 2014						
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SEPTEMBER 2014						
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OCTOBER 2014						
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DECEMBER 2014						
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JANUARY 2015						
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JUNE 2015						
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- 2* 1ST DAY OF SCHOOL IS PARTIAL DAY
- STAT HOLIDAY
- NO SCHOOL
- WINTER BREAK (2 weeks)
- SPRING BREAK (2 weeks)
- DISTRICT (NVTA) PRO D DAY (3)
- SCHOOL-BASED PRO D DAY (2)
- NVSD CURRIC IMPL DAY (1)
- STAFF COLLAB X 7
- ADMIN DAY

Dec-13



Considerations – Option C

Considerations	Option C



DRAFT - 2014-15 SCHOOL CALENDAR - Option D

181 Instructional Days, 2 Week Spring Break (9-20), November Long Weekend, June 29 Admin Day

AUGUST 2014						
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SEPTEMBER 2014						
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OCTOBER 2014						
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DECEMBER 2014						
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JANUARY 2015						
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FEBRUARY 2015						
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MARCH 2015						
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APRIL 2015						
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MAY 2015						
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JUNE 2015						
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- 2* 1ST DAY OF SCHOOL IS PARTIAL DAY
- STAT HOLIDAY
- NO SCHOOL
- WINTER BREAK (2 weeks)
- SPRING BREAK (2 weeks)
- DISTRICT (NVTA) PRO D DAY (3)
- SCHOOL-BASED PRO D DAY (2)
- NVSD CURRIC IMPL DAY (1)
- STAFF COLLAB X 7
- ADMIN DAY

Dec-13



Considerations – Option D

Considerations	Option D



Confirmation of Recommendation to Board of Trustees January 21 Public Board Meeting



Questions & Answers



Next Steps

- Develop meeting summary - circulate to Steering Group and post on website
- Steering Group members to communicate progress to constituencies
- January 21, 2014 Public Board Meeting
- 30 day public review of draft 2014/15 calendar(s)
- Next Meetings – February 24, 2014



DRAFT - 2014-15 SCHOOL CALENDAR - Option A

181 Instructional Days, 2 Week Spring Break, November Long Weekend

AUGUST 2014						
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SEPTEMBER 2014						
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DECEMBER 2014						
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FEBRUARY 2015						
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2* 1ST DAY OF SCHOOL IS PARTIAL DAY

- STAT HOLIDAY
- NO SCHOOL
- WINTER BREAK (2 weeks)
- SPRING BREAK (2 weeks)
- DISTRICT (NVTA) PRO D DAY (3)
- SCHOOL-BASED PRO D DAY (2)
- NVSD CURRIC IMPL DAY (1)
- STAFF COLLAB X 7
- ADMIN DAY

DRAFT - 2014-15 SCHOOL CALENDAR - Option B

181 Instructional Days, 2 Week Spring Break, November Long Weekend, June 29 Admin Day

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DECEMBER 2014						
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JUNE 2015						
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2* 1ST DAY OF SCHOOL IS PARTIAL DAY

- STAT HOLIDAY
- NO SCHOOL
- WINTER BREAK (2 weeks)
- SPRING BREAK (2 weeks)
- DISTRICT (NVTA) PRO D DAY (3)
- SCHOOL-BASED PRO D DAY (2)
- NVSD CURRIC IMPL DAY (1)
- STAFF COLLAB X 7
- ADMIN DAY

DRAFT - 2014-15 SCHOOL CALENDAR - Option C

187 Instructional Days, 1 Week Spring Break, November Long Weekend, June 30 Admin Day

AUGUST 2014						
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DECEMBER 2014						
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2* 1ST DAY OF SCHOOL IS PARTIAL DAY

- STAT HOLIDAY
- NO SCHOOL
- WINTER BREAK (2 weeks)
- SPRING BREAK (2 weeks)
- DISTRICT (NVTA) PRO D DAY (3)
- SCHOOL-BASED PRO D DAY (2)
- NVSD CURRIC IMPL DAY (1)
- STAFF COLLAB X 7
- ADMIN DAY

DRAFT - 2014-15 SCHOOL CALENDAR - Option D

181 Instructional Days, 2 Week Spring Break (9-20), November Long Weekend, June 29 Admin Day

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- 2* 1ST DAY OF SCHOOL IS PARTIAL DAY
- STAT HOLIDAY
- NO SCHOOL
- WINTER BREAK (2 weeks)
- SPRING BREAK (2 weeks)
- DISTRICT (NVTA) PRO D DAY (3)
- SCHOOL-BASED PRO D DAY (2)
- NVSD CURRIC IMPL DAY (1)
- STAFF COLLAB X 7
- ADMIN DAY

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

Meeting Date: January 21, 2014 **Board** **Board, in camera**

Topic (as per the Memorandum): **Implementation of the Hockey Academy at Sutherland Secondary for 2014-2015**

Narration:

In October 2013, the North Vancouver School District issued a call for proposals for the potential expansion of District specialty programs and/or specialty academies. Section 82.1 of the *School Act* permits Boards of Education to offer “specialty academies” where the academy meets the prescribed criteria set out in the Specialty Academy Criteria Regulation B.C. Reg. 219/08 and where, in the Board’s opinion, there is sufficient demand for the specialty academy. Also required by legislation is the approval of the School Planning Council (SPC) for the school location that will offer the specialty academy program.

A total of five proposals were received and, at the November 26, 2013 Public Meeting of the Board of Education, Assistant Superintendent Mark Jefferson provided the Board with the Executive Committee’s recommendation that further discussions be pursued with the proponents of three proposals: a Dance Academy (Windsor Secondary and Seymour Dance/Royal Academy of Dance), an Elite E15 Hockey Academy (Sutherland Secondary and North Shore Winter Club) and a Basketball Academy (Seycove Secondary and Basketball BC/Canada).

The Board supported the Executive Committee’s recommendations, requesting that a report be provided to them at their December 10, 2013 Public Board Meeting identifying recommendations for September 2014 implementation.

Assistant Superintendent Mark Jefferson and District Administrator Greg Milner met further with each of the three proponents to discuss the respective proposals and confirm the readiness of the proposed academies to be operational for September 2014. Additionally, Mr. Jefferson and Mr. Milner contacted the school administration at each of the proposed sites to re-confirm the school’s willingness and ability to accommodate the proposed academy.

The Report on the Proposed Specialty Academies for 2014-15 was presented to the Board at the Public Board Meeting of December 10, 2013. The Board approved, in partnership with Seymour Dance, the establishment of a Dance Academy at Windsor Secondary for the 2014-15 school year. The Board also supported the establishment of an Elite E15 Hockey Academy at Sutherland Secondary School; deferring its implementation until a resolution is reached between the North Shore Winter Club and the Canadian Union of Public Employees (Local 389). The Board also deferred its decision to introduce a Basketball Academy at Seycove Secondary School to the January 21, 2014 Public Board meeting.

Assistant Superintendent Mark Jefferson will report on the resolution between the North Shore Winter Club and the Canadian Union of Public Employees (Local 389) that now enables the implementation of the Elite E15 Hockey Academy at Sutherland Secondary School to proceed for the 2014-15 school year.

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

Narration (continued):

Upon the Board of Education's approval to proceed with the Hockey Academy, final details with regards to programming will begin and confirmation of the respective SPC approvals will be obtained. Although the School Planning Council has already indicated support to the principal; final SPC approval requires consultation with the school's Parent Advisory Council.

In accordance with School District *Policy 706: School Fees*, final academy fee amounts will be established by the school principal, in consultation with the school staff and parents, as well as in discussion with the academy proponents. The academy proponent has identified anticipated costs and preliminary fee estimates have been provided. The *School Act* affirms the authority of Boards of Education to charge fees to those students enrolled in specialty academies for the "direct costs incurred by the board in providing the specialty academy that are in addition to the costs of providing a standard educational program". Approval of the final fee amounts will be obtained from the School Planning Council, as is required by the *School Act*.

Schedule C.2
of the
Administrative Memorandum

Meeting Date: January 21, 2014 **Board** **Board, in camera**

Topic (as per the Memorandum): **Canadian Union of Public Employees (Local 389) Collective Agreement Ratification**

Narration:

The Canadian Union of Public Employees (CUPE) collective agreement expired on June 30, 2012. The School District and CUPE have been negotiating a new agreement since the spring of 2013.

On December 3, 2013, the Employer's bargaining team and CUPE Local 389 signed a Memorandum of Settlement for a revised CUPE Collective Agreement incorporating the changes detailed in the (Appendix A) Provincial Framework Agreement and (Appendix B) Local Memorandum of Agreement.

Pursuant to the Provincial Framework Agreement and Savings Plan guidelines, there is a 3.5% wage increase contained in the agreement.

The term of the Agreement is July 1, 2012 to June 30, 2014.

The terms of the Provincial Framework Agreement included a ratification deadline of no later than December 20, 2013. As such, the Board and CUPE 389 members were asked to ratify the agreement prior to December 20, 2013 with required BC Public School Employers Association (BCPSEA) approval to follow.

The Board of Education ratified the agreement on December 3, 2013 and the CUPE Local 389 voted 86% in favour of ratification of the agreement on December 11, 2013. BCPSEA approved the agreement on January 15, 2014.

Schedule C.3
of the
Administrative Memorandum

Meeting Date: January 21, 2014 **Board** **Board, in camera**

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

Narration:

In the fall of 2010, the Board of Education began a process towards the development of a long-term land management initiative that culminated in the Board's approval of the *Surplus Land Retention and Disposition Strategy* at its Public Meeting on February 22, 2011.

The Board approved its *Community Engagement Principles, Goals and Decision-Making Framework* at its Public Meeting on February 21, 2012. Over the following four months, the Board engaged in its *Land, Learning and Livability*, a comprehensive series of community engagement and consultation events and processes, which included advertisements, chat and public dialogue sessions, regular website and blog updates, workshops, meetings, conversations, an open house and an on-line survey.

A key outcome of the *Land, Learning and Livability* community engagement and consultation processes was the identification of the next steps to facilitate the Board of Education's decision making, either on a per property basis or as groups of properties. The Board provided direction to the North Vancouver School District's Executive Committee to proceed with a series of recommendations to continue to advance the Surplus Land Strategy.

At the Public Board Meeting of September 18, 2012, the Board reviewed and adopted the revised land management *Guiding Principles* that incorporated the key themes identified through the community engagement and consultation process and additional input provided at a Trustee Seminar in September 2012.

At the Public Board Meeting of October 23, 2012, the Board received a report from the Executive Committee regarding Priority Educational Needs, identified through engagement with the Partner Groups. A breadth of needs was identified by the Partner Groups that could be partially addressed through proceeds generated through School District lands.

At the Public Board Meeting of December 11, 2012, the Board received a preliminary report from the Executive Committee on the concept of a Land or Community Trust. The report identified the need for further research and the need to engage the Ministry of Education in discussion related to the potential application of a Land or Community Trust for School District properties.

Based on the Board's adoption of recommendations at its June 19, 2012 Public Board Meeting, the Board proceeded with a Request for Proposals for Monteray, Plymouth Elementary, Ridgeway Annex and Keith Lynn with a closing date of September 30, 2012.

ScheduleC.3..... (continued)

Narration (continued):

Regular updates are being provided through the School District website, through e-mail distribution and at the Public Board Meetings to help keep the public informed of the Board's progress in relation to the identified surplus school sites.

In September 2013, the Board entered into a Purchase and Sales Agreement with Anthem Properties for the redevelopment of the former Ridgeway Annex site. In October 2013, a *Land, Learning and Livability Community Consultation Update* was published to the School District's website. This update provides a status report on all properties identified as surplus and the main activities of the Board since the spring of 2012 to advance the School District's land management strategy up until October 1, 2013.

<http://www.sd44.ca/Board/LandLearningLivability/Documents/LandLearningLivabilityUpdate20131001.pdf>

In November 2013, the Board entered into a Purchase and Sales Agreement with Morningstar Development for the redevelopment of the former Monteray School site. The Board also proceeded with the selection of DIALOG Design to provide Land Management Planning services for the Lucas Centre and the former Cloverley School and site. Requests for Proposals for the re-use and/or redevelopment of the former Plymouth School and site were also received during the month of November.

John Lewis, Superintendent of Schools, will present the attached *Land, Learning, Livability Community Engagement Update* that highlights the selection process for the re-use and/or redevelopment of the former Plymouth School and site, the community engagement process being lead by DIALOG Design related to the Cloverley and Lucas sites, and status reports for the Monteray and Ridgeway Annex sites. Additional information will be provided regarding our request to the Ministry regarding a full replacement project for Argyle Secondary School.

Attachment:

Land, Learning and Livability Community Engagement Update 140121

Land, Learning and Livability Community Engagement Update 140121

Plymouth facility and site

Meetings were held in December with each of the previously shortlisted candidates including Darwin Construction, Polygon Homes, and Lions Gate Christian Academy. These meetings provided each of the proponents an opportunity to clarify details related to their proposal and to ensure that their respective proposals were clearly understood.

Subsequent to these meetings, a review was conducted of each proposal and reported to the Board of Education. Upon careful review and consideration, the Board tentatively identified a lead proponent, with other proponents retained in reserve, contingent upon the successful completion of a period of due diligence for both the lead proponent and the Board of Education. Confirmation and communication of the lead and reserve proponents will likely occur at the Public Board Meeting of January 21, 2014.

As the proposals include the potential for re-use and/or redevelopment of the Plymouth school and site, we anticipate the need for a public meeting consistent with the District of North Vancouver public assembly policy requirements. To provide additional time for the planning and communication of this expected meeting, the meeting previously tentatively scheduled for January 28, 2014 will now be rescheduled for later in February.

Lucas Centre and Cloverley School and site

DIALOG Design continued its preliminary review of the Board's *Land, Learning and Livability* process to date and held a planning session with the Board of Education in January. Dialog will now proceed with a series of community engagement meetings commencing in late January and continuing through April. A mix of stakeholder meetings and public open houses will be followed by a survey in May, with this engagement process concluding in June 2014.

The stakeholder and public open house meetings will help inform the public of the work that has been done to date by the School District through its *Land, Learning and Livability* engagement process. In addition to sharing what has been heard to date through prior meetings and input, the public will be invited to discuss and provide input into the possible future for these sites identifying issues, concerns, hopes and aspirations.

Meeting dates and times for stakeholder sessions and public open houses will be broadly communicated through our website, direct invitation, and through the media.

Monteray facility and site

Morningstar Development Ltd is now in the application phase with the District of North Vancouver for the redevelopment of the Monteray site. A number of meetings have been held with the District of North Vancouver Planning department to address siting, survey, environment and engineering requirements.

Morningstar reports good progress in working with the District to advance this project and that they have also received strong support from community members through informal discussions.

Ridgeway Annex

Anthem Properties held its second neighbourhood meeting on December 12, 2013 providing meeting participants with an overview of the development concept and architectural design of the housing proposed for the site. Almost 1000 hand-delivered meeting notifications were provided to residents for these two meetings. Approximately 100 residents attended the two public meetings, providing their input and perspective, engaging in question and answer sessions, and discussions with the architect and representatives from Anthem Properties.

Anthem has built a website (www.ridgewayannex.com) to provide updates as they become available, hired a consultant to engage in further outreach to the community (through phone, email, and door to door), and engaged Catherine Rockandel to facilitate the second meeting and to prepare a summary of the discussions from the meeting.

Throughout the process to date, Anthem's goal has been to maintain transparency with all stakeholders, to provide residents with multiple opportunities to voice their questions, support and concerns. Anthem is pleased with the public engagement work completed to date. Regular and ongoing communication has also been maintained with the School District.

Anthem is now preparing to submit its Development Application to the City of North Vancouver, and anticipates the project moving towards 1st Reading with Council in April.

Argyle replacement project request

We continue to await a letter of response from the Ministry of Education Capital Branch, or the Ministry of Finance, regarding our request for borrowing authority to support the full replacement of Argyle Secondary.

We have informed the Ministry of the intended uses of the Neighbourhood Learning Centre within the requested full replacement project, and provided a letter of support from the District of North Vancouver regarding the Board's property disposal plan related to the sale of the Keith Lynn and Monteray properties.

Schedule C.4
of the
Administrative Memorandum

Meeting Date: January 21, 2014 **Board** **Board, in camera**

Topic (as per the Memorandum): **Thursday, January 16, 2014 Meeting of the Towards the Future for Schools Standing Committee/Grade 7-8 Transition and Secondary School Enhanced Programs Information Meeting**

Narration:

As part of the North Vancouver School District's Ten-Year Strategic Plan and Three-Year Operating Plan, the School District has been working diligently for a number of years to support all of our students in the area of "Choice" set by the Ministry of Education in 2002. The Towards the Future for Schools Standing Committee has focused over the past few years on discussions and options in the areas of "Choice." In addition to the area of Choice, and also as part of the Ten-Year Strategic Plan and Three-Year Operating Plans, the School District has been focusing on our students during the grade 7/8 transition and how we can support our students through a "seamless" transition from their elementary school through to their secondary school.

The focus of the Towards the Future for Schools Standing Committee meeting of January 16, 2014 was on student transition from Grade 7 to Grade 8 as well as highlighting all of the available enhanced programs for students, at the secondary level, in our School District.

The evening was well attended, with approximately 1,000 students, parents and staff present in the Carson Graham Secondary School gymnasium. In addition to a brief overview presentation regarding the Grade 7/8 transition and enhanced programs, information booths (supported by staff from our enhanced programs) were set-up so that students and parents could meet, share and discuss, with staff, the opportunities available for students, in secondary schools within the School District.

Trustee Christie Sacré, Committee Chair, will report on highlights of the meeting.

Schedule ...C.5....
of the
Administrative Memorandum

Meeting Date: January 21, 2014

Board

Board, in camera

Topic (as per the Memorandum):

Out of Country Field Trips - Secondary

Narration:

Argyle – a field trip to Australia and New Zealand has been scheduled for March 16-31, 2014. The trip involves 25-30 members of the Senior Boys' Rugby team in Grades 10-12, accompanied by two teacher supervisors and one other adult supervisor.

Students will fly to Australia/New Zealand and travel during their stay will be by bus, rental van and private vehicle. Accommodation for students will be a combination of both billeting and hotel/hostel stays. The trip cost is approximately \$3,500 per student, which will be paid by the students.

The purpose of this extracurricular trip is to participate in international athletic competition with games scheduled against other school teams. Students will also attend other rugby matches as spectators.

Argyle – a field trip to Las Vegas, NV, USA has been scheduled for April 6-9, 2014. The trip involves approximately 30 Grade 11-12 students of the Argyle Digital Media Academy, accompanied by two teacher supervisors.

Students will travel to Las Vegas by air and will be transported by bus during their stay. Accommodation will be in a hotel. The cost per student is approximately \$900 and will be paid by students.

The purpose of this extracurricular trip is to attend the National Association of Broadcasters annual conference. The conference is the largest digital media conference in the world and students will have the opportunity to see cutting edge technological developments and go to seminars, workshops and presentations on all aspects of the industry.

Handsworth – a field trip to Japan is scheduled for April 8-22, 2014. The trip involves 24 Grade 9-students, accompanied by two teacher supervisors and 1 other employee of the Board supervisor.

Travel to Japan will be by air, and transportation during the stay will include trains, buses and boats. Accommodation will be in hotels for a portion of the stay, as well as in host homes for the exchange portion of the trip. The per-student cost of approximately \$4,500 will be paid by the students.

The purpose of this extracurricular trip is to continue participation in the school's long-standing cultural exchange with our sister city of Chiba, as well as to provide students with the opportunity to visit a number of historical and cultural sites elsewhere in Japan, tying in curricular discussions of global issues and multiculturalism.

Schedule ...C.5.... (continued)

Narration (continued):

Seycove – a field trip to San Diego and Anaheim, CA, USA has been scheduled for February 9-16, 2014. The trip involves approximately 10 Grade 9-10 students of Seycove's FLIGHT program. The students will be accompanied by two teacher supervisors.

Students will travel by air to California and by van while there. Accommodation will be in hotels. The approximate cost per student is \$2,400 and will be paid by students.

The purpose of this extracurricular trip is to supplement the FLIGHT 9/10 educational program, providing students with the opportunity to attend classes at High Tech High in San Diego to immerse themselves in a rich and academically rigorous project-based learning environment. Students will also undertake field learning at various San Diego area historical sites and will conclude with attendance at a Disney Youth Leadership workshop at Disneyland.

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

Meeting Date: January 21, 2014

Board

Board, in camera

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

Narration:

The Superintendent will provide an oral report on items of interest or concern to the Board that will be highlighted in the *Superintendent's Blog* (<http://blog44.ca/superintendent>).

Schedule C.7
of the
Administrative Memorandum

Meeting Date: January 21, 2014

Board

Board, in camera

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

Narration:

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

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

Meeting Date: January 21, 2014

Board

Board, in camera

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

Narration:

Date and Time	Event	Location
Tuesday, Feb 4, 2014 at 7:00 pm	Finance and Facilities Standing Committee	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, Feb 18, 2014 at 7:00 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, Mar 4, 2014 at 7:00 pm	Towards the Future for Schools Standing Committee	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, Mar 11, 2014 at 4:00 pm	Finance and Facilities Standing Committee	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, Mar 11, 2014 at 7:00 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver

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

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

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

ScheduleE.....
of the
Administrative Memorandum

Meeting Date: January 21, 2014 **Board** **Board, in camera**

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

Narration:

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

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