



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, March 11, 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 February 18, 2014 be approved as circulated)	(no schedule)	7:15 pm
A.5.	Presentation: Safe Route Advocates – Safe/Healthy Routes to School		7:30 pm
B.	Action Items		
B.1.	Proposed 2014/15 School District Calendar - Approval		7:50 pm
C.	Information and Proposals		
C.1.	North Vancouver School District Strategic Energy Management Plan		8:15 pm
C.2.	Outdoor Recreation Safety Awareness		8:35 pm
C.3.	Land, Learning & Livability - Update		8:45 pm



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		Estimated Completion Time
	(continued)	
C.4.	Tuesday, March 4, 2014 Meeting of the Towards the Future for Schools Standing Committee	8:55 pm
C.5.	Superintendent's Report	9:10 pm
C.6.	Trustees' Reports	9:20 pm
D.	Future Meetings	9:20 pm
E.	Public Question & Comment Period	9:40 pm
F.	Adjournment (no schedule)	9:40 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: March 11, 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, February 18, 2014.

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. The traditional territorial lands of the Squamish Nation were acknowledged by the Chair.

A.2. Approval of Agenda

Moved by C. Sacré

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

Seconded by S. Skinner

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.

- John Harvey, Cedarvillage Crescent, spoke with concern regarding the North Vancouver Policing Committee and suggested that a Trustee be included on the committee membership.
- Scott Rowe, Bewicke Avenue, spoke in support of the North Shore Community Food Charter (item A5), and the development of strategies relating to health and learning.
- Judith Brock, Lauralynn Drive, spoke to Item A.5. North Shore Community Food Charter and requested that the Board approve its endorsement.

A.4. Approval of Minutes

Moved by C. Gerlach

that the minutes of the public meeting of January 21, 2014 be approved as circulated.

Seconded by C. Sacré

Carried

A.5. Presentation: The North Shore Community Food Charter

Secretary Treasurer Georgia Allison introduced this agenda item and welcomed Margaret Broughton, Public Health Dietitian from Vancouver Coastal Health, and Emily Jubinville, Manager, Edible Garden Project at North Shore Neighbourhood House, to provide an overview of the North Shore Food Charter. The [presentation](#) highlighted a brief history of [North Shore Table Matters Network](#) and the development of the North Shore Food Charter, an umbrella policy document that includes a vision statement and principles which capture values held by our community around food and its role in our society. The Charter will provide a strong framework for North Shore governments, agencies, and stakeholders to guide innovative work and encourage cohesion around issues such as access to safe and healthy food and environmental responsibility that are important to the North Shore communities.

A.5. Presentation: The North Shore Community Food Charter (continued)

The five principles of the Food Charter include: Health, Access, and Equality; Environmental Responsibility; Government Leadership and Collaboration; Economic Vitality; and, Community Culture and Education.

In conclusion, the presenters noted that if the Board endorsed the Charter, it would be beneficial to have a School District appointee sit on the Table Matters Network.

Ms. Broughton and Ms. Jubinville responded to Trustees' questions concerning: the need for more education regarding genetically modified (GMO) products; the potential involvement of the School District if the charter was to be endorsed; which municipalities and school districts have received endorsement requests (all three municipalities; both school districts as well as First Nation Councils on the North Shore); funding through grant applications and the ability to link resources through involvement with the Table Matters Network.

Moved by C. Gerlach

that the Board endorses the North Shore Food Charter and that this endorsement be communicated to the North Shore Congress.

Seconded by C. Sacré

An amendment to the motion was tabled to include additional notification.

Moved by B. Forward,

... our students, parents and other partners through our SchoolConnects and our School District website.

Seconded by C. Sacré

Carried

Approved Motion

that the Board endorses the North Shore Food Charter and that this endorsement be communicated to the North Shore Congress, our students, parents and other partners through our SchoolConnects and our School District website.

It was noted that one of the goals in the School District's 10-Year Strategic Plan is to provide leadership in environmental education and sustainability practices. The Administrative Procedures attached to *Policy 806: Outdoor Learning Spaces* speaks to gardens and ties in well with the North Shore Food Charter.

The Chair thanked the presenters and asked that a formal request be submitted to the Board for School District representation on the North Shore Table Matters Network.

B.1. Memorandum of Understanding Between the Board of Education and the City of North Vancouver – Safe and Active Transportation to School

Secretary Treasurer Georgia Allison introduced this item and provided a brief background. In November 2013, the City of North Vancouver Council received a report entitled "Child and Family Friendliness on the North Shore", which included recommendations to work with community partners, including the Board of Education, to improve the "Child and Family Friendly" environment on the North Shore. One of the recommendations was the development of a Memorandum of Understanding with the Board of Education to foster sustainable travel behaviours through advancing safe and active transportation to school.

Prior to the receipt of the report at City Council, members of City staff presented the draft Memorandum of Understanding at a North Vancouver School District Sustainability Leadership Team Committee meeting in September 2013 and received positive feedback.

B.1. Memorandum of Understanding Between the Board of Education and the City of North Vancouver – Safe and Active Transportation to School (continued)

The proposed Memorandum of Understanding Between the City of North Vancouver (“CNV”) and the Board of Education of School District No. 44 (North Vancouver) (“NVSD”) was included in the agenda package and presented to the Board for consideration.

During discussion, it was noted the City of North Vancouver provides municipal funds for crossing guards at schools located in the City and that Parent Advisory Councils have had discussions to approach the District of North Vancouver for similar municipal funding in schools located in the District of North Vancouver.

Moved by C. Gerlach

that the Board supports the Memorandum of Understanding with the City of North Vancouver to foster sustainable travel behaviours through advancing safe and active transportation to school.

Seconded by S. Skinner

Carried

B.2. School District No. 44 (North Vancouver) Amended Annual Budget Bylaw for Fiscal Year 2013/14

Secretary Treasurer Georgia Allison introduced this topic and noted that the Board is being asked to adopt an Amended Budget Bylaw for Fiscal Year 2013/14 pursuant to Section 113 of the *School Act* which provides the authority for a Board to amend its annual budget bylaw. The Amended Budget in the amount of \$165,108,315 takes into account changes in revenue and expenditures that have occurred since the adoption of the 2013/14 Preliminary Budget on May 28, 2013.

Stephen Wurz, Director of Financial Services, provided clarification on various budget lines including salary and benefit costs, revenue, and services and supplies. Potential risks and liabilities identified include a recently settled Class-Action lawsuit relating to Summer School fees charged prior to July 2007; a recent Supreme Court ruling on class size and composition; and the Provincial Operating Grant which is based on the September 1701 count and incorporates funding for projected February and May enrolment recounts.

Mr. Wurz noted that the revenue budget was increased by \$1,236,213 over the Preliminary Budget, primarily due to an increase in the Provincial Grant funding from higher than predicted enrolment and changes to Other Revenue and Rentals and Leases. Appropriated Surplus of \$715,000 from the year ended June 30, 2013 has been applied to this year’s revenue to cover the School Block Budget Carry Forward and the Savings Plan. Total expenditures have also increased by \$685,555. This is largely attributed to increases in salaries from the Canadian Union of Public Employees (CUPE Local 389) wage increase, which is offset by the Savings Plan initiative, Block Budget Carry-forward and adjustments to some operating expenses to reflect anticipated cost increases.

In response to Trustees’ questions, Secretary Treasurer Allison and Stephen Wurz, Director of Financial Services, provided clarification regarding the increase in transportation which is attributed to the recently approved CUPE increase which applies to school bus drivers as well; that the funding envelope has remained the same for the Annual Facilities Grant but just allocated in a different way; identification of revenue streams for the Cheakamus Centre (North Vancouver Outdoor School) and agreement to bring a report to an upcoming Trustee Seminar which would provide a breakdown of revenue/expenditures.

In response to a question relating to the recent Supreme Court ruling, Secretary Treasurer Allison and Superintendent Lewis noted that the Ministry has directed all school districts to maintain a status quo budget but with the understanding that the Ministry could request an additional amended budget at any time, and the hope that additional funding would be available for implementation of any necessary amendments.

B.2. School District No. 44 (North Vancouver) Amended Annual Budget Bylaw for Fiscal Year 2013/14 (continued)

Moved by M. McGraw

that School District No. 44 (North Vancouver) Amended Annual Budget Bylaw for fiscal year 2013/14 be read a first time;

Seconded by S. Skinner

Carried

Moved by B. Forward

that School District No. 44 (North Vancouver) Amended Annual Budget Bylaw for fiscal year 2013/14 be read a second time;

Seconded by C. Sacré

Carried

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

Moved by C. Sacré

that School District No. 44 (North Vancouver) Amended Annual Budget Bylaw for fiscal year 2013/14 be read third time, passed and adopted the 18th day of February 2014.

Seconded by L. Bayne

Carried

Stephen Wurz, Director of Financial Services, was thanked for his work to bring the Amended Budget to the Board.

C.1. 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.

Superintendent Lewis indicated; that a Letter of Intent is now in place with the Lions Gate Christian Academy for Plymouth Elementary, that Morningstar has tentatively scheduled a Public Information Meeting at Braemar School for Thursday, March 6th to present plans for Monterey and that the School District is still awaiting a response from the Ministry regarding our request for the replacement of Argyle Secondary School.

In responding to Trustees' questions, Superintendent Lewis clarified that any costs related to a public meeting at Plymouth School will be borne by Lions Gate Christian Academy; that the expectation is for City and District council members and Trustees to attend the Lucas Centre and Cloverley Open Houses and that the stakeholder discussion groups have included City and District staff. The Board was also advised that it would have the opportunity in June to review the feedback and materials that come out of the stakeholder meetings and open houses, with the realization that further work would take place during the summer and following the municipal election in the Fall.

C.2. Tuesday, February 4, 2014 Meeting of the Finance and Facilities Standing Committee

Mike McGraw, Chair of the Finance and Facilities Standing Committee, reported on the meeting held on February 4, 2014, which provided information on the financial forecast to June 30, 2014, the 3-Year Forecast and future considerations, the Annual Facilities Grant plan, an update to the Savings Plan and the Deloitte Service Delivery Project and Provincial Shared Services Opportunities. Time was also provided to overview the budget development process with the partner groups with the realization that there is no additional Ministry funding proposed for the 2014/15 budget.

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:

C.3. Out of Country Field Trips – Secondary (continued)

- Windsor Secondary School – field trip to Obu, Japan (Apr 18-27, 2014)
- Seycove Secondary School – field trip to Las Vegas, NV, USA (Apr 27-May 1, 2014)
- Handsworth Secondary School – field trip to Italy (May 7-16, 2014)

C.4. Superintendent’s Report

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

- Fifteen Minutes of Fun: January 27, 2014 is Family Literacy Day. The emphasis of this year’s Family Literacy Day was finding “15 minutes of fun” to inspire families to learn together
- ERASE Bullying Training - NVSD hosted basic threat and risk assessment training using the ERASE Bullying strategy earlier this month. Participants received instruction on identification, intervention, assessment of risk, and safe site planning.
- Reading Activity on Family Literacy Day - On Monday, January 27th, the Superintendent was pleased to be a guest reader at both Lynn Valley and Upper Lynn Elementary Schools as part of their literacy activities for Family Literacy Day.
- “Ticket to Your Future” Brings Professionals and Students Face-to-Face - The first annual “Ticket to Your Future” event for students in grades 9-12 and their parents filled the gymnasium at Mountainside Secondary on Wednesday, January 29th. Following the keynote address by Larry Espe, BC Superintendent of Careers & Student Transitions, professionals working in a wide variety of trades and careers hosted a lively hour of 15-minute rotating conversations with parents and students
- RCMP Youth Intervention Unit Works with NVSD on Addressing Safety and Community Issues – NVSD is very fortunate to work closely with the North Vancouver RCMP in addressing safety and community issues that involve youth. The North Vancouver RCMP Youth Intervention Unit has a special role in our schools. This unit’s mandate is to establish and foster positive relationships with our students, and intervene before acts become criminal, and they work closely with Jeremy Church, Principal, Mountainside Secondary, and Brad Baker, District Administrator.

Update regarding the BC Supreme Court Ruling and current actions of the Government and the BCTF.

Superintendent Lewis provided the following update:

- In addition to filing an appeal to the BC Court of Appeal, the Government has also applied for a stay of proceedings, to put on hold the decisions of Justice Griffin regarding class size and composition matters contained within the collective agreement of 2002, until the Appeal is heard. The application for a stay of proceedings may be determined as early as the end of this week.
- The merits of the government’s appeal to the BC Court of Appeal will likely not be determined until the fall of 2014.
- The BC Supreme Court ruling and government’s appeal, and request for a stay of proceedings raise complex issues that will take some time to resolve before any definitive future actions can be determined.
- The BCTF has filed two provincial grievances related to the implementation of contract language of 2002; one goes back from the date of Justice Griffin’s ruling of January 27, 2014 to 2002 with the second applying to the period following the ruling.
- BCPSEA and BCTF will be meeting to discuss the provincial grievances in the near future.
- At the request of the Ministry, we provided a very preliminary estimate of the costs associated with a return of the contract language of 2002, applied to our current staffing levels, school organizations and student population. The School District’s estimate of approximately \$13M is a very high-level estimate only.

C.4. Superintendent’s Report (continued)

- Class size, class composition and non-enrolling ratios, are all identified within current proposals at the provincial bargaining table. We anticipate that both the BCTF and BCPSEA have incentive to reach a long-term resolution at the bargaining table.
- During the current uncertainty, the focus within our schools and classrooms remains on our students. As greater certainty is achieved in the coming weeks, we will provide updates and respond accordingly.

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
- Communications Committee meeting
- Chair and Vice Chair meeting with North Shore MLA’s
- Education Week Planning Committee meeting
- Presidents’ Council meeting
- Finance and Facilities Standing Committee meeting
- NVSD/District of North Vancouver Collaboration Committee meeting
- Student Information System Advisory Committee meeting
- Board Chair meeting with Chair of the North Vancouver Parent Advisory Council
- BCSTA conference call
- Inclusion Committee Meeting, development of survey for secondary teachers
- North Shore Substance Abuse Working Group will continue as an ad hoc committee
- Pro D Day at Cleveland Elementary School centering around sustainability education
- School visits to Norgate and Capilano Elementary and Mountainside Secondary
- BCSTA Aboriginal Education Committee meeting held in Prince George, BC
- BCSTA Metro Meeting

2. Events attended by Trustees included:

- North Vancouver Administrators (NoVA) dinner meeting
- Carson Graham student event
- Digital Media Academy Youth Expo
- Handsworth Student Focus Group - Initiative & Celebration of Learning Assembly

The Chair reported on the series of BCSTA conference calls extended to Board Chairs, Superintendents and Secretary Treasurers regarding the Supreme Court ruling which was a high level discussion of concerns. BCSTA has subsequently released the [Stability for Students Action Plan](#).

D. Future Meetings

Future public meetings of the Board are confirmed as follows:

Tuesday, Mar 4, 2014 at 4:00 pm	Towards the Future for Schools 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
Tuesday, Apr 8, 2014 at 7:00 pm	Finance and Facilities Standing Committee	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, Apr 22, 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.

- John Harvey spoke further regarding the North Vancouver Policing Committee and his proposed recommendations for changes to the Committee's terms of reference, a copy of which was provided to Superintendent Lewis for distribution to Trustees.

F. Adjournment

The established agenda being completed, the Chair adjourned the meeting at 8:47 pm and thanked those who attended.

Certified Correct:

Georgia Allison
Secretary Treasurer

Franci Stratton
Chair, Board of Education

Date

Date

Schedule A.5.....
of the
Administrative Memorandum

Meeting Date: March 11, 2014 Board Board, in camera

Topic (as per the
Memorandum): **Presentation: Safe Route Advocates – Safe/Healthy Routes to School**

Narration:

The responsibility and mandate for transportation and transportation planning resides with municipalities. A school district's role is to support safe routes to schools through education and communication with students and parents. The North Vancouver School District works collaboratively with each of the North Vancouver municipalities regarding transportation and provides input as appropriate to the respective mandates of the City and District of North Vancouver.

A group of interested parents have come together to collectively identify opportunities to improve the active transportation infrastructure that may reduce school zone traffic congestion, improve safety, and also promote health active living. The group has requested an opportunity to present their report, previously presented to the District of North Vancouver Council on January 20, 2014. The delegation has parent representatives from Boundary Elementary School, Canyon Heights Elementary School, Cleveland Elementary School, Handsworth Secondary School, Highlands Elementary School, and Montroyal Elementary School.

On behalf of the SRA-Safe Routes Advocates from the Handsworth Family of Schools, Martyn Schmoll and Erin MacNair will present their report at this evening's meeting.

Attachment:

A DNV Citizens' Report of Community Improvements to Make our Streets Safer for our Families

SRA-Safe Routes Advocates Handsworth Family of Schools

A DNV Citizens' Report of Community Improvements to Make our Streets Safer for our Families

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SECTION 1: Collective Community Improvements..... Page 4

Collective compilation of improvements that will benefit all of our schools and all routes around the Edgemont area

SECTION 2: Individual School Reports Page 6

Each school has submitted their own mini report under the following headings:

- I. Easy to Implement Signing/Marking for Safer Routes to School Improvements;
- II. More Complex Improvements for Safer Routes to School;
- III. A Map of the above;
- IV. Active Transportation Initiatives at Each School

Canyon Heights..... Page 6

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Summary

We are a group of parents that have come together as a collective voice to prepare a report that we hope will be useful for the DNV and SD44. We have parent representation from Montroyal, Highlands, Canyon Heights, Cleveland, Handsworth and also Boundary Elementary. We are looking out for the safety and well being of over 3000 students. We feel passionate that the DNV is a wonderful place to live; and we all agree that fostering more active transportation to schools **and** in our community can make it even better. However, we have concerns regarding the safety of the many routes we travel. **This report is not a professional transportation study; it is simply a compilation of 'safe route' requests prepared by us parents who travel these routes every day.** It is our 'ask that you seriously consider our requests in creating a more 'complete community' in the Edgemont area. If enhanced active transportation infrastructure is implemented, we feel optimistic that our walking and 'wheeling' to school initiatives will be successful. As a result, we can reduce school zone traffic congestion, improve safety, and also promote healthy active living amongst our schools' families.

We want to aid the DNV in reaching 2030 mode share targets; therefore, it is very important to change transportation habits in our families and create more of an active transportation/transit oriented society. However, many parents feel that current routes to school are not safe enough to allow even older children to navigate unsupervised.

Our delegation on January 20 will be making three distinct 'asks' of the DNV:

1. We ask that council pass a motion to direct staff to review our REPORT FOR SAFER ROUTE RECOMMENDATIONS. We request that each school is given a formal opportunity to go over our respective report before the end of February 2014. We request that staff report back to council before the end of March 2014 with recommendations for short and long term improvements to ensure safer routes to school *and* in the community. We defer to your experts and knowledge; you know how to best go about implementing a strategy. In turn, we can offer you a team of committed individuals and creative thinkers. We would like a regular chance to speak to the issues at hand, and suggest a quarterly meeting.
2. Secondly, we ask that you follow through on implementing the DNV Bicycle Master Plan. It is an excellent plan that has been designed for all ages and abilities. Around the Edgemont area, we support enhanced bike infrastructure on Capilano, Ridgewood, Highlands, Queens, Delbrook, and Montroyal. It would be so great if all our kids could confidently bike to William Griffin, Delbrook, and other parks in the area. And ideally safe bike routes would lead

to all of our schools. You can depend on us to help create community appetite for the Bicycle Master Plan.

3. And our final ask is for a 'Safe Routes to School' Pilot for Highlands Elementary. The City of North Vancouver has created a pilot program for Queensbury Elementary and is in the process of implementing the strategy now. We ask that you use their program as a model, to pilot at Highlands Elementary. We hope that you will consider placing a crossing guard at Colwood and Queens. Highlands Elementary would embrace such a pilot and we feel that (due to its proximity to Edgemont Village and William Griffin) that it could have some extended community impacts.

SECTION 1: Collective Community Improvements

Below is a collective compilation of improvements that will benefit all of our schools and all routes around the Edgemont area.

- i) **What:** Better active transportation infrastructure in/around/to/from Edgemont Village
Suggested Solutions:
- Implement multiuse pathways or bike lanes throughout the village and approaching the village. All routes that lead to Edgemont should be bike/ped friendly.
 - Make the village a 30km/hr zone and police the speed
 - Make pedestrian crossings safer
- Reasoning:** At the moment the village is difficult to navigate by bike and the crossings are very dangerous if one is on foot. It is particularly dangerous for kids travelling on their own.
- ii) **What:** Full implementation of Bicycle Master Plan in and around Edgemont Village with **routes that lead to all of our schools** , William Griffin, Delbrook Recreation Centre and fields, Cleveland Park, Capilano Hatchery and Cleveland dam.
Suggested Solutions: Fully implement the Bicycle Master Plan 😊
Reasoning: We would like council to know that they have our support with regards to implementing the Bicycle Master Plan. We would like to see the plan go one step further and establish safe bike routes to the doors of our schools and to other recreational facilities in the Edgemont area.
- iii) **What:** Traffic calming/speed control on **Capilano, Nancy Green, Edgemont, Ridgewood, Sunset, Paisley, Montroyal, Highlands, Queens, and Delbrook**
Suggested Solutions: Insert more crosswalks and enhance existing crosswalks, four-way stops, create awareness for speed limits, explore speed tables, chicanes, implement bike lanes, sidewalks on both sides of these streets would make them more pedestrian friendly.
Reasoning: Many of the above roads are built in such a way that they 'encourage' speeds beyond their posted rate. We feel that it is time to reclaim these streets and make them more pedestrian/bike friendly. There seems to be very little respect for pedestrians/cyclist. These routes are all commuter routes for our kids and with some simple calming measures we can make these streets safer. And of course some 'more involved' measures could lead to a great increase in active transportation in the area.

**There has been a recent study of speeds on Sunset, and speed tables have been proposed as a potential traffic calming measure. This would wonderfully benefit the entire Edgemont community as this is a very popular commuter route.*

- iv) **What: Get more schools to participate in the TravelSmart Program**
Suggested Solutions: Encourage SD44 to mandate TravelSmart as part of the gr 5,6, & 7 curriculums.
Reasoning: This program offers important skills to foster sustainable transportation; however, it is very difficult to get teachers to give up class time.

- v) **What:** Pedestrian routes should be direct, extensive and as fully accessible as possible. (Policy 5.4.1 of the 1998 Upper Capilano Plan)
Suggested solutions: Implementation of this policy, intended for completion in 10 years, included a systematic review of all unopened road and pathway allowances to determine the feasibility of installing or improving pedestrian pathways where key linkages to other parts of the pedestrian system would be provided.
Reasoning: Better connectivity = more active transportation and more efficient travel

SECTION 2: Individual School Reports

School Name: Canyon Heights

- I. **Easy to Implement Signing/Marking for Safer Routes to School Improvements:**
1. **What:** Traffic Calming on Lions behind the school
Suggested Solutions: 30km/hr School Crossing Signs
Reasoning: This is a very well travelled route to Canyon Heights and there are no sidewalks. There have been a few close calls.
 2. **What:** Crosswalk on Lions behind the school lining up with the path leading up to the field.
Suggested Solutions: Simple zebra crosswalk
Reasoning: This route is well used by pedestrians walking to both Canyon Heights and Handsworth Secondary. Drivers need to be aware that kids may dart out on the road at this point. The hedges at the side of the road make it difficult for drivers to see around the curve where the children are crossing.
 3. **What:** Steps leading down to Lions
Suggested Solutions: Handrails
Reasoning: This area is quite busy with students and parents before and after school making it unsafe to walk up and down the stairs. A parent was recently injured as she fell due to the unsafe conditions leading to and from the school's rear entrance to the field.
 4. **What:** Traffic Calming on Ranger at Handsworth
Suggested Solutions: Watch for children signs on Ranger. Crosswalk at this intersection. Could it be a 30km/hr zone?
Reasoning: This is another well-used route to both Canyon Heights and Handsworth and the cars travel at very fast speeds here.
 5. **What:** Traffic Calming on Handsworth Road leading to the school
Suggested Solutions: Speed Humps
Reasoning: This leads directly to the front entrance of Canyon Heights School and drivers are coming down at high speeds and not watching carefully for pedestrians. Many drivers ignore the signs and safety patrollers on duty.
 6. **What:** Traffic Calming on Highland Blvd

Suggested Solutions: 30km/hr School Zone along with Zebra Lines painted on the road leading up to the school from both the North and South sides of Highland Blvd

Reasoning: This is the “MAIN ROAD” leading to Canyon Heights School and traffic coming from Edgemont Village and Montroyal Blvd is travelling at high speeds

7. What: Safe Crossing on Montroyal

Suggested Solutions: A crosswalk at Belvedere/Montroyal or Cliffridge/Montroyal

Reasoning: Many families cross Montroyal to get to Canyon Heights. There is no traffic calming and no safe crossing here.

8. What: Safer Crossing at Highlands/Tudor

Suggested Solutions: Flashing Lights

Reasoning: This is a well-used crosswalk for both Canyon Heights and Handsworth Students and it is very unsafe at present.

II. More Complex Improvements for Safer Routes to School:

A. What: Create a safer route on the East side of Highlands

Suggested Solutions: Construct a sidewalk on the East Side of Highlands in front of the school.

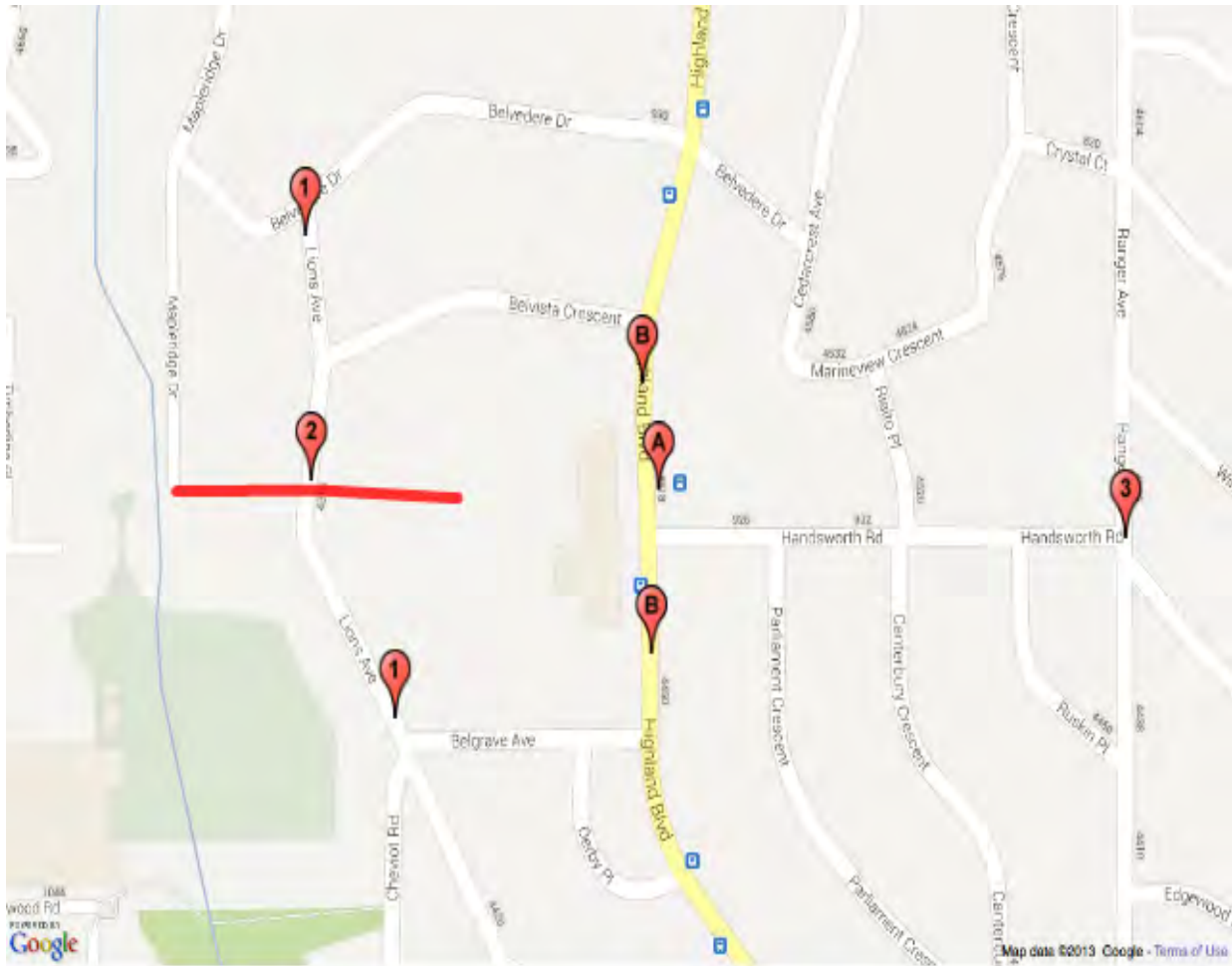
Reasoning: It is very unsafe for kids to walk along this portion of road- particularly with cars parking at the curb for school drop-off and pick-up, along with a high volume of traffic (often exceeding the speeding limit).

B. What: More Traffic Calming on Highland in front of the school

Suggested Solutions: Speed humps in front of the school

Reasoning: Speeding through our school zone is always an issue

III. MAP of the above points



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 MAPS

IV. Our School's Active Transportation Initiatives

- **School Website** – School has posted a message and map of the Traffic Guidelines on the main page of the school website -

www.canyonhts.ca This outlines where to park, traffic rules, road courtesies and school zone speed limits.

- **SAFETY PATROL** – We have dedicated parent volunteers who have signed up for morning and afternoon shifts from Monday to Friday. They supervise the Safety Student Patrollers from Grades 5 and 6 and assist them as needed. They also make sure that parents who park to drop off in the NO PARKING ZONES are kept moving along and are notified that there is no stopping or parking in these areas.
- **SANDWICH BOARDS** – A parent generously donated 4 Sandwich Boards to be put out at the crosswalk and on Highland Blvd and Handsworth Road to get drivers to slow down. The Boards have been a huge success and we have shared the template and idea with our family of schools. A picture of the boards is attached in the report.



- **DRIVE TO 5** – Drive to within a 5 minute walk to school – identifies strategic places to park so that kids can walk/bike and get a little fresh air before school. We are encouraging parents and kids to make a commitment to walk/ride even if it is 1 or 2 days a week. It is a fun, healthy habit that that's been shown to improve academic performance... and leads to a cleaner environment.
- **BIKE WEEK** – May 26th to May 30th, 2014

- **WALK 'N WHEEL CONTESTS** – We are planning to designate 1 day per week for walking/biking day to school. Stickers will be given out to students and each division that collects the most stickers wins a prize.
- **WALKING OUR WAY TOWARDS A SOLUTION** – Some new ideas that we will also be promoting and implementing:
 1. Walking Wednesdays
 2. Trekking Tuesdays
 3. Walk a Block
 4. Walking Buddies
 5. Walking School Buses
- **TRAVEL SMART PROGRAM** – Our school participated in this and one division in both primary and intermediate classes won a Day Pass. The students were very excited as they got to explore the different transportation modes available in the lower mainland. We have seen more students encouraging their parents to use Translink – Bus, Seabus and Skytrain! Our school map is on their website and we are continuing to be Travel Smart School this year. We will also have them come and do classroom sessions with our Grade 6 and 7 classes.
- **ROLL & STROLL EVENT** – Our school participated in this and allowed us to put out more messages to promote walking and biking to school instead of cars. A poster of our school's presentation is attached to this report.
- **TEACHERS** – Our wonderful teachers who understand that their students need to open their mind to learning and exercise is the best way to start the day. Some classes go for a walk or run around the block or in the back field. The students understand that exercise and healthy habits help us stay fit and strong – physically and emotionally.
- **iWalk Day** – We will be participating in the Winter Walk Day across Canada on Wednesday February 5th, 2014. The message will be “Walk to school or at school for daily physical activity, a healthier environment, safer streets, making friends and “... having fun!” We will put up the flyers and get the school and parents involved in this event
- **Think Globally Walk Locally** - Canyon Heights has been involved in this campaign for the past few years. All students from Kindergarten

to Grade 7 take part in this and have pledge sheets to collect donations. The Primary Students walk to Cleveland Dam and hike for about 2 hours starting at 9:00am and return by lunchtime. The Intermediate Students have the whole day – they walk to Ambleside – eat lunch and return before the end of the day dismissal. We have parent volunteers for each class who take part to help supervise the students. In our experience this has been a successful fundraising initiative.

- **“Walk Around the World”** – Using iWalk, start a “walk around the world” via the equator throughout the school year. The students will be assigned a kilometer amount each time they walk to and from school. We will place a map of the world in the school hallway to track the progress of the students. You can walk to fascinating places – Mt Everest, Eiffel Tower, Taj Mahal, Great Pyramid in Egypt or Great Wall of China!

School Name: Cleveland

First Priority is ‘follow-through’ on Safe Routes to School Enhancements from the Safe Routes to School Study in 2011. These include:

15. Seek council approval for funding for raised crosswalks subject to consultation with the neighborhood: **Can we raise the crosswalk near Eldon park?**

17. Explore feasibility of introducing parking restrictions on Bracknell Place to facilitate traffic circulation e.g. restrict parking on south-side 8am to 4pm

18. Explore appropriateness of replacing or removing rumble strips on Ruby Avenue

20. Repaint centre line to double solid on Ruby Avenue at Hillcrest crosswalk

22. Consider introducing stop line at Eldon Road and Bracknell Place (east) to support pedestrian crossings

*finish curb let-down at West Bracknell crossing

Following is our list for other improvements:

I. Easy to Implement Signing/Marking for Safer Routes to School Improvements:

1. What: Traffic Calming on Sunset

Suggested Solutions: SLOW DOWN signs, ‘Share the Road’ signs, Bike signs, more enforcement of speed limit.

Reasoning: This is a very well travelled route to both Cleveland and Handsworth. There is a lot of speeding on this route. It is particularly dangerous as there are many curves (and the curve at the top is very dangerous for cyclists).

2. What: Traffic Calming on Lewister/Lorraine

Suggested Solutions: Lewister/Lorraine to become a 30km/hr zone and implement no parking on one side of the street to give kids more room to walk.

Reasoning: This is a well-travelled route to Cleveland and there are no sidewalks and some dangerous corners

3. What: Safer conditions on Capilano Road for pedestrians at the ‘S’ Curve (near Eldon)

Suggested Solutions: Extend the existing concrete barrier around the curve

Reasoning: This is an extremely well used route to school (and in general) and a very dangerous corner. Many kids scooter and bike along the sidewalk here and cars hug this curve at excessive speeds. The current barrier does not extend into the most dangerous zone. There is also a hedge at 4228 Capilano Road that is rarely trimmed.

4. **What:** Light timing adjustments at Eldon/Capilano
Suggested Solutions: Can we make this light a regular light from 8h15 to 9am and 3h00-3h45?
Reasoning: This area is a 'bottleneck' zone at pick up and drop off times and the traffic becomes backed up on Eldon front of the school. This could also calm traffic on Capilano during peak periods.

5. **What:** Bike Way finding Signage between Montroyal and Edgemont Village – along Glenwood, Carolyn, Virginia, Sunset etc.
Suggested Solutions: It would be great to make this as visible as possible in order to foster more biking to Cleveland and Handsworth.
Reasoning: This was actually on a list of approved improvements that Annie Kim had sent to Cleveland in the spring of 2012.

6. **What:** Crosswalk at Ruby/Sunset
Suggested Solutions: A simple crosswalk here with STOP/LOOK signs for pedestrians would be well used.
Reasoning: This is a very dangerous corner. Cars are coming along Sunset at very high speeds.

7. **What:** Safer Pedestrian Crossing on Capilano Road at Mt Crown/Hatchery entrance
Suggested Solutions: Enhance the existing crosswalk with flashing lights or a stoplight.
Reasoning: Although considerable improvements have been made at this crossing, there is still a need for more safety measures. Many pedestrians report being stuck in the middle of the intersection waiting for a safe break in order to complete their crossing.

8. **What:** Safe Pedestrian Crossing on Edgemont towards the west end (by Capilano) in between the bus stops
Suggested Solutions: Implement a crosswalk
Reasoning: Many pedestrians cross the street at this point. It is very unsafe as cars often travel well past the speed limit on Edgemont.

II. More Complex Improvements for Safer Routes to School:

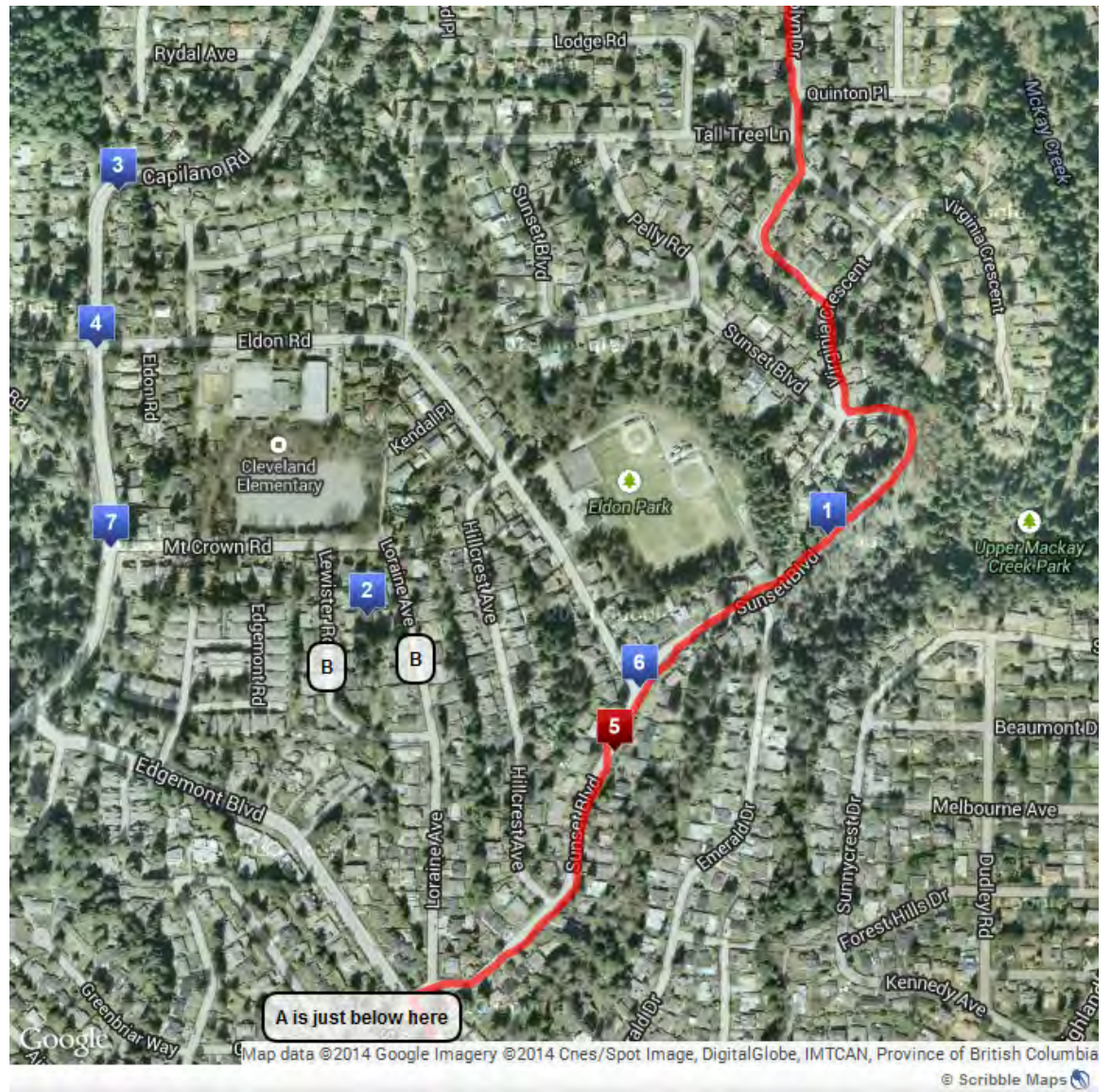
- A. What:** Safer crossing at Ridgewood and Paisley/Sunset
Suggested Solutions: This is a tricky intersection that could use a couple of adjustments: 1. The sidewalks need to align with the crosswalk 2. Traffic calming is needed so that cars stop promptly for pedestrians-this could become either a four-way stop or a flashing pedestrian light
Reasoning: Cleveland families feel that this is a dangerous intersection and many students travel on this route to different schools. In fact, you would see more students using this route if it were safer. Improvements are desperately needed. **There was a recent study of this intersection and the DNV concluded that substantial improvements were not warranted but that realignment was necessary. We are disappointed by this outcome and feel that it should be revisited.*
- B. What:** Sidewalk Infrastructure on Lewister/Lorraine/Mt Crown/Bracknell
Suggested Solutions: Construct a sidewalk on one side of the street
Reasoning: These are all very busy routes to school and sidewalk infrastructure would be well used.

Below is from the Upper Capilano Local Area Plan:

Policy 5.4.2

Implementation 5.4.2.1 prioritized sequence of in-fill sidewalk provision will be phased and budgeted by the Engineering Department to meet service levels for main access routes abutting schools and all bus stops should be serviced with sidewalks.

III. CLEVELAND MAP



IV. Cleveland's Active Transportation Initiatives:

- SAFETY PATROL:** Cleveland has a robust volunteer safety patrol program. Every morning and every afternoon there are three students and one parent who supervise the intersection in front of the school. We also have grade 7's who hand out friendly 'parking tickets' and activate the crosswalk at Cap and Eldon. We have 13 parents and 45 children involved in this initiative.

- **WALKING SCHOOL BUS:** The Walking School bus departs every morning (rain or shine) from Eldon Park. We have had great success with this school bus; on some mornings we have more than 30 kids.
- **VARIOUS WALKING EVENTS:** Cleveland celebrates iwalk week, jingle walk and earth day walk. We are also in the process of launching a 'Walk and Roll' across Canada campaign where we will paint a mural on the wall of the gym at our school.
- **CLEVELAND SCHOOL BIKE WEEK:** This is a very big deal at our school! During this week we manage to get 75% of students riding to school! We also offer skills and safety sessions to all grade levels.
- **ACTIVE FIELD TRIPS & PUBLIC TRANSIT FOR FIELD TRIPS:** If a field trip is within walking distance the teachers often take advantage of using active transport to get to the venue. (Ex walking to swimming lessons at William Griffin). And our administration is also encouraging teachers to use public transit for field trips whenever possible.

School Name: Highlands Elementary

I. Easy to Implement Signing/Marking for Safer Routes to School Improvements:

1. **What:** Solid Red light at Queens and Colwood to replace flashing yellow light pedestrian crossing
Suggested Solutions: Flashing Green always and Solid Red when Crossing. Another solution would be to hire a crossing guard.
Reasoning: Drivers do not recognize flashing yellow as a full stop. The result is confused drivers and an unsafe crossing. The yellow flashes too long and drivers ignore it all together. Drivers move through crosswalk before children have fully crossed the street. More parents will utilize the parking along Queens and also as a drop off area if they know there is a safe, controlled, crossing for their 11 and 12 year olds to walk one block to school.

2. **What:** Slowing traffic on Queens between Thorncliffe and Woodbine
Suggested Solutions: 30 km/hr signage on North side of Queens and Thorncliffe and Queens and Woodbine on South side.
Reasoning: Reducing the speed to 30km/hr will calm traffic into and out of Edgemont Village. Parents could then use Queens as a safe drop off area, drastically reducing traffic into the School. This will benefit the new community center on Queens as well.

3. **What:** Safe Crossing for ALL pedestrians at Thorncliffe and Queens
Suggested Solutions: Zebra crossing marked Crosswalk School x-ing
Reasoning: This is a very active route for students and pedestrians, as many use this route for hiking and running in the area. It will also alert drivers to an active pedestrian zone and make awareness to the implemented 30km/hr Zone along Queens.

4. **What:** Safe Crossing for Pedestrians at Ridgewood and Ayr
Suggested Solutions: Zebra crossing repaint/reflectors on crosswalk signage and poles, cut back foliage that blocks the view of cars
Reasoning: This is a well-traveled route for both pedestrians and drivers. Drivers do not stop because the crosswalk is hard to see and not well signed. This is an easy fix that will help cars see the pedestrians.

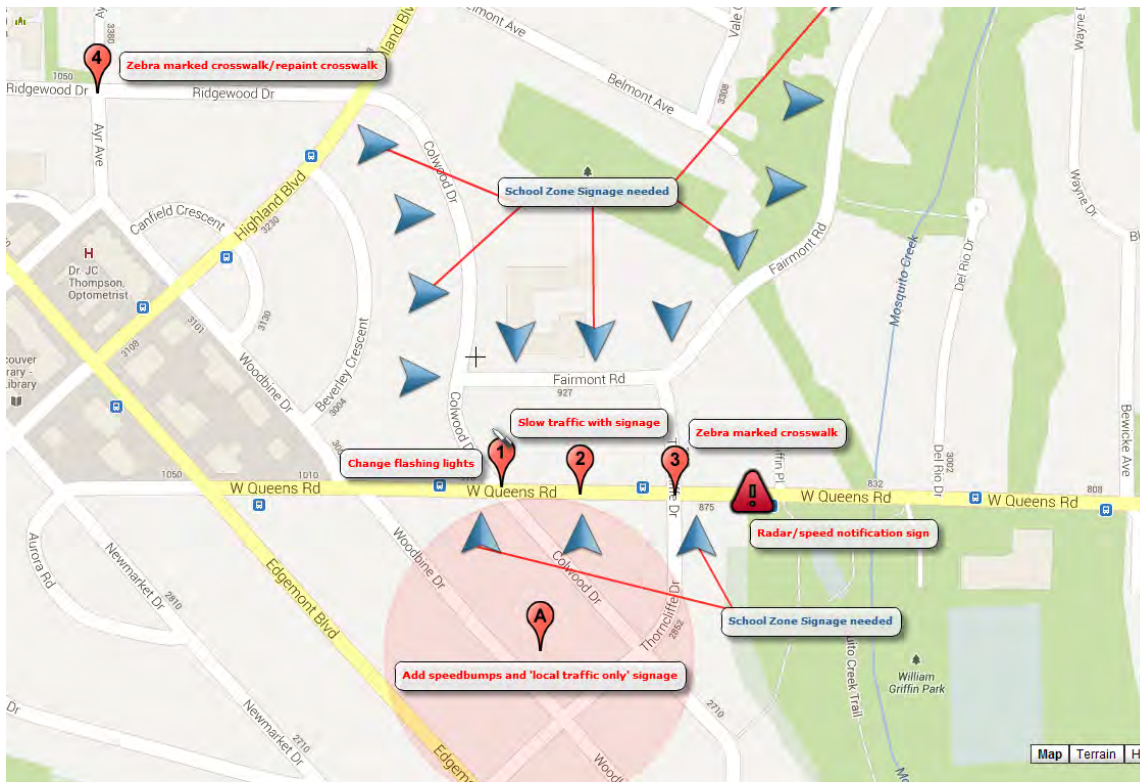
II. More Complex Improvements for Safer Routes to School:

- A. What:** Promote walking School Buses and Traffic calming on residential streets used for thoroughfares i.e.: Between Queens and Edgemont Blvd on Thorncliffe , Colwood and Woodbine.
Suggested Solutions: Local Traffic Only signs and speed bumps
Reasoning: It is very unsafe for kids to walk to school on Thorncliffe Colwood and Woodbine as there are no sidewalks and cars speed through to avoid light at Queens and Edgemont Blvd. The demographics on the South Side of Queens have changed considerably in the past 15 years so more kids are walking in this area.
- B. What:** Driver awareness of School Zones directly around Colwood
Suggested Solutions: replace current signage to large visible signs. Consider lighted signs in areas of high traffic.
Reasoning: School Zone Signage to date is not visible, if it isn't covered in foliage it is very hard to see. Proper 30km/hr speed SCHOOL ZONE signage must be placed all along Fairmont and Colwood and along areas of Queens.
- C. What:** Draw attention to speed limit changes for drivers.
Suggested Solutions: The current technology provides speed signs with time activated lights (during school hours) and speed notification (radar). This creates driver awareness and accountability. It also only draws attention at the times when it is required. Therefore, keeps the flow of traffic and does not impacting drivers when children are not walking to/from school.
Reasoning: We would suggest one sign be installed on Queens approaching Thorncliffe traveling westbound.

Examples:



III. MAP of the above points



IV. Our School's Active Transportation Initiatives

Highlands Parents Advisory Council, School Administration and Staff make a concerted effort to promote walking to school and healthy living.

Golden Shoe weekly walking incentive program - Every Thursday in October and November (a total of eight weeks), students and parents choose to leave the car at home and walk, bike or scooter to school. Those who live a little too far away can park a few blocks from the school and join the fun anyway. Exercise, fresh air, community spirit and concern for the environment are a few of the many reasons we love to Walk and Wheel to school. Tokens are handed out to Walk and Wheels participants at the front of the school. Students then place the tokens in the division boxes for counting. And if that isn't enough incentive, the famous Golden Sneaker Trophies are awarded to both the Primary and Intermediate classes with the most participation each week!

Parent volunteers committed to traffic issues at the School –

We have parents attend the morning lay-by traffic every day, to ensure a smooth drop off and quick turnover of cars.

Bike Week – Every year, we pick a week in the spring where students spend time learning about bike and traffic safety: outside the classroom the kids practice obstacle courses, traffic “scenarios” and what the rules are. Classroom time reiterates these messages.

Amazing Teachers – Highlands is blessed with amazing teachers who know their students need a good dose of oxygen through exercise. Some classes go for a walk or run around the block or into Edgemont village. They promote exercise and healthy living; with role models like this in our school, great healthy life lessons are taught.

TravelSmart School – This year we have enrolled in the Travel Smart school program. We have shared the tools from <http://www.travelsmart.ca/en/School/Elementary/TravelSmart-Learning-Activities.aspx> with the staff and have it posted for our parents’ on the Helpful Links section of our website.

Added bike racks paid for by HPAC – Biking to school is an excellent way for our students, parents and staff to enjoy this beautiful city we live in. To make bike storage more available, the Highlands Parent Advisory Council raised money to install more bike racks at the back of the school, with approval from the School Board.

Signage paid for by HPAC – SLOW DOWN WE LOVE OUR KIDS – In an effort to bridge the gap in signage right now, the Highlands Parent Advisory Council has purchased signage to be used in problematic areas. This is not a solution but we hope that it will help to raise driver awareness until the DNV approves the recommendations outlined above.

School Name: Montroyal




I. Easy to Implement Signing/Marking for Safer Routes to School Improvements:

1. **What:** Create pedestrian awareness at Cliffridge and Sonora
Suggested Solutions: Re-paint “STOP – LOOK” at the existing crosswalk at Cliffridge Ave and Sonora Dr (marked with pink line on map)
Reasoning: Both drivers and pedestrians share the road and it is important to that students are reminded to cross the road defensively and assume that they are not always seen.

2. **What:** Increase awareness of the upcoming crosswalk for drivers at Cliffridge and Sonora
Suggestion Solutions: Paint CROSS WALK AHEAD on the Cliffridge Ave in both directions
Reasoning: It is imperative that drivers know to be cautious around cross walks, because children do not always stop and look. This is an inexpensive way to create awareness.

3. **What:** Create pedestrian awareness on many of our neighborhood streets
Suggested Solutions: Paint “STOP – LOOK” at the following streets (marked with the pink line on map):
 - Malaspina Pl & Ranger
 - Sonora Pl & Sonora Dr
 - Sonora Dr & Cliffridge Ave
 - Prospect Ave & Cliffridge Ave
 - Cliffridge Ave & Montroyal Blvd**Reasoning:** These are the main crossing places for Montroyal and Handsworth students. It is an inexpensive and easy way of creating pedestrian awareness.

4. **What:** Poor school zone signage
Suggested Solutions: There is currently only one school zone sign in the Montroyal school zone which is located at Cliffridge Ave at the north end of Sonora Dr. (marked on map with red marker with star) We propose more signing to alert drivers of young pedestrians in the following locations (proposed locations marked with white, blue and green place markers on the map):

Streets	Signage	Image
Montroyal Blvd by Pheasant Pl	School zone sign	
Montroyal Blvd by Mapleridge Dr		
Cliffridge Ave between Sonora Dr & Esperanza Dr		
Ranger Ave between Sartia Ave & Malaspina Pl		
Cliffridge Ave & Prospect Ave	School zone 30 km/hr	
Cliffridge Ave & Sonora Dr		
Cliffridge Ave Between Esperanza Dr & Cliffridge Pl		
Sonora Dr between Sorora Pl & Montroyal school	Watch for children sign	

Reasoning: Clearly **one** sign in the area is not sufficient. Drivers need to be alerted of young pedestrians in these areas. The factors of poor weather conditions, reduced daylight, overgrown foliage, parked cars and impulsive youth; there is a need to create the awareness for safe driving.

Stating school hours as 8am to 5pm takes into account extra-curricular activities while not impeding traffic during non-school times.

The 30 km/hr signs are our first ask because we need to slow down drivers before the bend in the road on Cliffridge Ave after Prospect Ave and before they get to the existing cross walk on Cliffridge Ave at Sonora Dr. Signage should be placed so traffic in both directions are aware.

Based on PED Safe, “Crash involvement rates (crashes per 100,000 people) are the highest for 5- to 9-year-old males, who tend to dart out into the street. This problem may be compounded by the fact that speeds are frequently a problem in areas where children are walking and playing.”

The school is set back on a bend and neighborhood children use the playground during non-school hours, their safety should also be taken into account, therefore we also ask that watch for children signs by the school.

- 5. What:** The need to show traffic rules in school zones schools is taken seriously.

Suggested Solutions: Police should have radar checks to keep speeding under control on Cliffridge Ave by Sonora Dr both north and south end. Parking enforcement along Sonora Dr, the signage states no parking on the west side between drop off and pick up times. Also according to Section 501.8 of the STREET AND TRAFFIC BYLAW Bylaw No. 7125 (2004) of the District of North Vancouver; there is no parking within 6 m of the nearest edge of the closest sidewalk on an intersecting street, this is a consistent issue at the corner of Cliffridge Ave and Sonora. Likewise, require enforcement of 501.14 no parking within 6 metres of a marked crosswalk.

Reasoning: It is one thing to have the nagging PAC executive mom yelling at people to obey the rule of the road, but nothing drives the message home then the consequence of a ticket.

II. More Complex Improvements for Safer Routes to School:

- A. What:** Create a safer route for Montroyal graduates to get to Handsworth

Suggested Solutions: Construct a crosswalk at Cliffridge Ave (or Belvedere) and Montroyal with pedestrian activated lights or at the least road reflectors to draw attention to the crossing (marked with red line on map). Belvedere Drive could also be a consideration for this crossing.

Reasoning: Montroyal is a busy road and during the morning hours there are few breaks in traffic.

Please note that there is bus stop at this same location, so this will benefit not only our high school students but also our transit using residents. At the least, this cross walk should have road reflectors.

- B. What:** Assist elementary students across Cliffridge and Prospect Ave.

Suggested Solutions: Zebra crosswalk at Cliffridge Ave and Prospect Ave with reflectors on sign (marked with red line on the map).

Reasoning: Montroyal students find it difficult to cross from the west side Cliffridge Ave to get to the sidewalk on the east side. There are no stop signs along Cliffridge, with the hopes not to impact general traffic flow, therefore a crosswalk allows pedestrians to safely cross at the times that it is required.

- C. **What:** Assist elementary students across Ranger Ave at Malasapina Pl.
Suggested Solutions: Zebra crosswalk on Ranger at Malasapina Pl, this is a route that many students travel to take the forest path to the back of Montroyal.

Reasoning: With no stop signs along Ranger Ave, drivers often speed along this road; making it dangerous for young children to cross safely. There is also a bus stop, which this crosswalk will also assist transit using residents.

- D. **What:** Draw attention to school zone speed limit changes for drivers.
Suggested Solutions: The current technology provides speed signs with time activated lights (during school hours) and speed notification (radar). This creates driver awareness and accountability. It also only draws attention at the times when it is required. Therefore, keeps the flow of traffic and does not impacting drivers when children are not walking to school.

Reasoning: We would suggest these signs be installed on Montroyal Blvd by Cliffridge Ave, if the proposed crosswalk and lighting is not granted. There have also been some close calls at our existing cross walk at Cliffridge Ave and Sonora Dr, these signs could prevent a future accident.



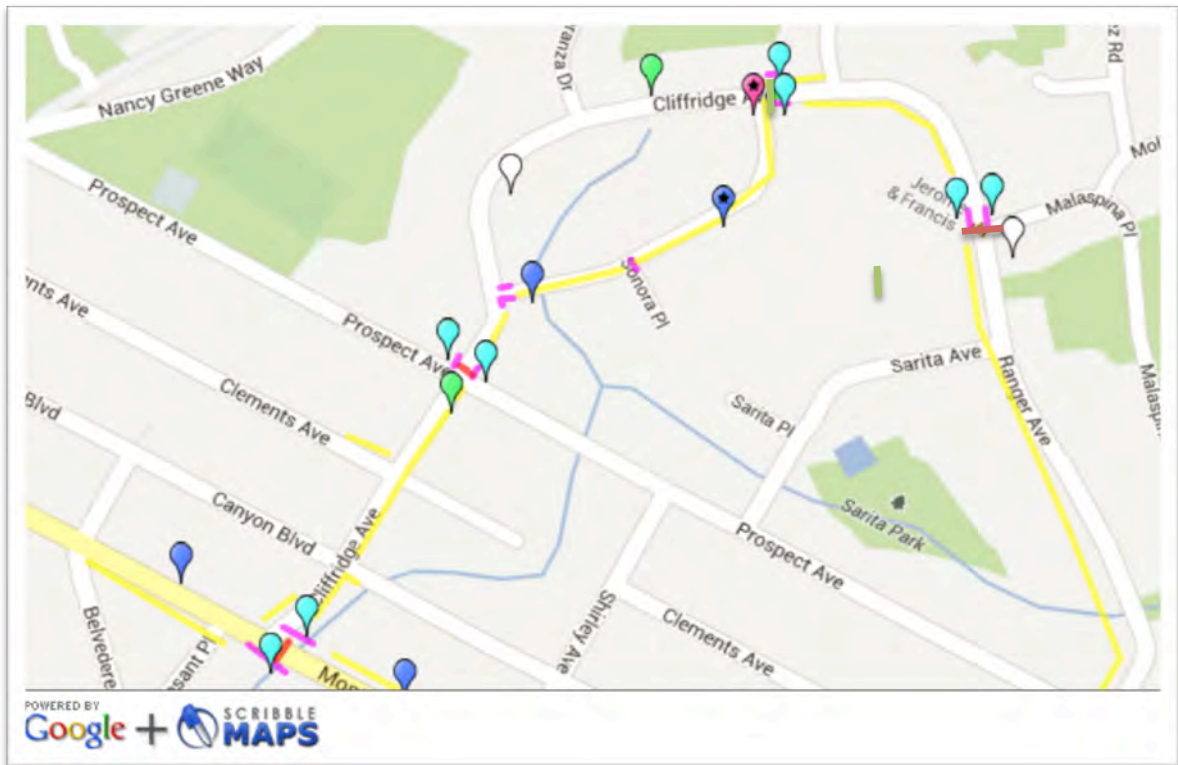
Examples:

- E. **What:** Safer Pedestrian Conditions leading to the bus stop at Montroyal and Ranger

Suggested Solutions: A sidewalk is desperately needed on the North/West side of Ranger. Better lighting is also needed. And there is a hedge on that needs to be trimmed.

Reasoning: This area is very unsafe for pedestrians and there is no way for pedestrians to find a safe spot up on the curb. It is an accident waiting to happen.

III. MAP of the above points



IV. Our School's Active Transportation Initiatives

Montroyal Parents Advisory Council, School Administration and Staff make a concerted effort to promote walking to school and healthy living.

iWalk Week – Montroyal participates in the annual International iWalk week, where we close off Sorora Drive at both ends of Cliffridge Ave for the entire week from 8am to 9:45am. Students are encouraged to walk to school and participate in Zumba, 30 Minute Hit, Crazy Aerobics, street hockey, basketball, skipping and hula-hoop contests. We also have visits from DNV Fire Department, Vancouver police, Elmer the Safety Elephant, Heart and Stroke, local MLA and school trustees. The students have a great time and it is an amazing way to kick off our Walk to School Wednesdays.

Walk to School Wednesdays - Students are encouraged to walk to school (at least one block if living out of catchment) to get a hand stamp, which for a primary student is a big deal. The numbers of participants per class are tabulated, awarding the primary and intermediate class with the highest participation a week with the covenant "Golden Sneaker Award". The

primary and intermediate classes with the most wins at the end of the year receive a class party. For the last three years, both classes have donated their party money to our Adopt-a-School, Windsor Elementary in Burnaby. We are a school with a good and healthy heart.

Amazing Teachers – Montroyal is blessed with amazing teachers who know that their students need to open their mind to learning and a good dose of oxygen through exercise is the way to make this happen. Some classes go for a walk or run around the block or in the upper field before class. This promotes exercise and healthy living and with role models like this in our school, great healthy life lessons are taught.

Safety Tip of the Week – each week on our website – www.montroyalpac.com we share a safety tip. Here are some examples of the topics related to walking and biking:

- Parents should be good role models and follow the traffic rules
- Bike helmet – how it should fit properly
- Halloween safety tips
- Walking without a side walk
- Bike hand signals
- Beware of walking after the clocks change
- Follow the Montroyal traffic rules
- Slow Down – 30km in school zone

Traffic Patrol – Our grade 5 students take on a leadership role with their parents monitoring the traffic in the drop off and pick up zone. The students take a modified BCCA course teaching the rules of school traffic patrol. This role not only makes them feel empowered it also creates awareness for road safety.

Edgemont Roll & Stroll – Montroyal had 12 families sign up to participate in the 1st Heart and Stroke event. Participants walk, ride or scooter from Cleveland school to Edgemont village where the street is closed for a great street party. Montroyal created a storyboard displaying our walking & rolling initiatives and a great time was had by all. Now that we know more about the event, we will be able to explain what the program entails and hope to have more families enjoy a Saturday morning together.

Travel Smart School – This year we have enrolled in the Travel Smart school program. We look forward to the guest speaker and the travel map for our school. We also have shared the tools from <http://www.travelsmart.ca/en/School/Elementary/TravelSmart-Learning->

[Activities.aspx](#) with the staff and have it posted for our parents' on the Helpful Links section of our website.

MPAC Website – At the start of the year and for the return of Christmas and March break we post the Montroyal Traffic Guidelines on the main page of the www.montroyalpac.com website. This outlines where to park, traffic rules, road courtesy and school zone speed limits.

School Name: Handsworth

The Handsworth Secondary community has been actively involved in improving traffic safety around the school and improving timely access for students by transit. Handsworth PAC has expressed to SRA that they would also appreciate the opportunity of a more formal investigation of specific traffic/safety concerns. Should an opportunity be granted for this investigation, they will then present a list of their concerns after further collaboration with PAC, parents and school administration.

SPECIAL ADDITION TO THE REPORT

Although Boundary Elementary is not part of the Handsworth Family of Schools, parents at Boundary requested to add on their safe route suggestions for their school too.

School Name: L'Ecole Boundary Elementary

I. Easy to Implement Signing/Marking for Safer Routes to School Improvements:

1. **What:** Safer crossing at William Avenue and 26th Street
Suggested Solutions: 30 km/hour speed limit on William Avenue or Speed Humps or Raised Crossing
Reasoning: There is a high volume of traffic that travels at high speeds along William Avenue. The non-signalized crosswalk at William and 26th is dangerous for children to cross.
2. **What:** Promote cycling to school
Suggested Solutions: Place bike racks at the front of school
Reasoning: The bike racks behind the school are inconveniently located and are not used.
3. **What:** Enhance pedestrian safety in front of Boundary School (in the CNV)
Suggested Solutions: Raise the crosswalk at Wilding Way and 26th, add curb bulges
Reasoning: This will allow the children to cross the street more safely.
4. **What:** Enforce parking regulations on 26th in front of Boundary School
Suggested Solutions: DNV bylaw officers monitor parking situation.
Reasoning: Many parents do not adhere to parking regulations and create dangerous situations for pedestrians and cyclists.

II. More Complex Improvements for Safer Routes to School:

- C. **What:** Create a safer route for pedestrians to Boundary School via the intersection at 29th and William.
Suggested Solutions: Add traffic lights at this intersection.
Reasoning: It is unsafe for children to cross at this intersection.
- D. **What:** Enhance the safety of the crossing at William and 26th.
Suggested Solutions: Add a signal to the crosswalk at 26th and William or provide funds to hire a crossing guard (as the CNV does)
Reasoning: Cars travel at high speeds through this crosswalk.

III. MAP of the above points



IV. Our School's Active Transportation Initiatives

- International Walk to School Week
- Travel Smart School
- Valet Parking Program
- Bike to School Week

Schedule B.1
of the
Administrative Memorandum

Meeting Date: March 11, 2014 Board Board, in camera

Topic (as per the
Memorandum): **Proposed 2014/15 School District Calendar – for Board Approval**

Narration:

The *School Amendment Act* (Bill 36), enacted in Spring 2012, established a new legislative framework for school calendars. Beginning in the 2013/14 school year, each board needs to establish calendars for schools in its district. Consequently, the North Vancouver School District has developed a process with the involvement of a representative partner steering group to make recommendations to the Board of Education for a school calendar for the 2014/15 school year.

At the January 21, 2014 public Board of Education meeting, Assistant Superintendent Mark Jefferson presented three (3) recommended calendars from the School Calendar Steering Group as consensus was not achieved within the School Calendar Steering Group. As per legislative requirements, the Calendars were made public, for a period of thirty days, for comment.

As a follow-up to January 21, 2014, public Board of Education meeting, Mr. Jefferson will provide an update on the discussion of the School Calendar Steering Group's resulting in the recommendation to the Board regarding the proposed School Calendar for the 2014/15 school year.

The School Calendar Steering Group met on Monday, February 24, 2014, to review the comments (conducted from January 22 – February 21, 2014) in conjunction with Calendar proposals Options A, C and D. The Steering Group used the comments as further information, in addition to several years of survey data, to gauge partner's interests. The feedback from the comments corroborated much of the information received in several previous surveys conducted by the School District. The Steering Group then reviewed and discussed all relevant material as they worked towards consensus for a recommendation. The Steering Group reached consensus on the recommendation of "Calendar D" for the consideration of the Board of Education.

Attachment:
Calendar Comments – January 23 – February 21, 2014
2014-15 School Calendar - Proposed Option D

RECOMMENDED MOTION:

that the Board of Education approve "Calendar D," as the School Calendar for the 2014/15 school year as recommended by the School Calendar Steering Group.

CALENDAR COMMENTS - January 23 through February 21, 2014

1	First choice – option d Second – option a Third – option c Thanks,
2	Calendar A would be our families choice Thank you
3	Option A leaves enough time between Christmas and Spring break and includes Easter so it is less disruptive. That's my vote!
4	Since the two week Spring break has been extremely difficult to deal with for working parents - I obviously support Option C, especially since the students have a slightly larger number of instructional days at 187. Thank you.
5	Please use option C as one week for spring break is enough. It is hard for working parents with young kids to find two weeks of activity and care when we need to work full time. We only have so much holiday time available and need to save it for the summer so we can care for the kids then.
6	To whom it may concern, Option D is a much more viable option for my family as my husband and I are both teachers but not in North Vancouver. The other options do not line up with other districts in the lower mainland and would cause us financial burden for 2 weeks of child care for 4 children and having to pull our children out of school for a family vacation, which we would prefer not to do. It also would cause issues with the many multi-district soccer tournaments that often happen during spring break. I sincerely hope North Vancouver school district takes into account the many implications that a spring break different for many other lower mainland districts could cause many problems for parents and students. Sincerely,
7	(1 st e-mail) Calendar option
8	A (2nd e-mail) Calendar option A
9	To whom this may concern, Our family would like to vote for option A. Thank you
10	I vote for option D
11	i vote for calendar c. the second one. because kids need more time in school not less
12	Hi There Is it my understanding that the pro-d days would be on wednesdays???? thanks for your help.
13	Calendar C works well, saves having to find and pay for day care for 2 weeks at Spring break
14	I prefer Option C for the shorter Spring Break. Regards
15	Calendar D is the best option. It's better because a 2 week Spring Break should not be adjacent to short weeks in April like calendar A.
16	I don't feel that a 2 week spring break is necessary. Calendar C is the best option. As a parent of two students in high school, the amount of time spent out of the class room in March is too much. I would fully support year round school, if the district was wanting to do that.
17	Option A. I support option A.

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18	<p>Calendar A looks like the most balanced of the three options.</p> <p>Win win - with Easter we have one extra day during Spring Break, but then are our for summer a day earlier, making it easier for school employees to work elsewhere in the summer or go away on vacation.</p> <p>The earlier 2-week version is very early in the year and makes a very long spring season, so the later version with Easter is much better.</p> <p>Nice idea for the November long weekend.</p>
19	Can you please tell me when the other districts have their spring break?
20	Personally, my choice would be "A". I like prefer the flexibility over spring break/Easter for vacations etc.
21	Please Please Please consider that there are many families with students and parents interspersed between SD44 and SD45. In addition many extracurricular groups have students from both districts. Please consider this when making your decision regarding the three calendar proposals. I would assume you likely already have the SD45 calendar as it has already been approved.
22	<p>Having had kids in school for a number of years, we have gone through both the 1 week and the 2 week spring break options.</p> <p>We find the 2 week option the best. It allows us to take a family vacation and make it leisurely. One week is not enough if one has to take travel into consideration.</p> <p>For us, Christmas is spent here, so spring break is really the only option for us to get away as a family - to someplace warm and needed!</p> <p>I do think the kids should have at least some input as to what the outcome will be.</p> <p>Both my kids (high school aged)much prefer the 2 week break. If we don't travel, it allows them to work full time at their jobs and put away much needed money.</p> <p>Thank you</p>
23	<p>The two week spring break is good. Easter long weekend should be separate.</p> <p>There is no point going to school for part of the last monday in June.</p>
24	As a parent and staff of District 44 I vote for Proposed Calendar 2014/15 Option A
25	I support calendar option C as a 1 week spring break is much better for our family. Its hard arrange and pay for childcare for 2 weeks of spring break. I also support having 187 instructional days rather than only 181
26	2014/15 Proposed Calendar Option D. Would prefer calendar option D, thanks.
27	I prefer Calendar A
28	<p>Personally i like the option A or D....two week spring breaks is important for families who want to get away.</p> <p>Kids need that long of a break.</p>
29	<p>I like option D with the 2 weeks of Spring Break in March.</p> <p>Thanks!</p>
30	<p>I like option A</p> <p>Later in march break is better so as to have a little more time at school after the already two weeks off in December</p> <p>Thanks</p>
31	<p>The school year and ability for our children to cover the learning and depth of curriculum is already limited by too many Pro D days and staff development. Although I do not oppose staff development opportunity, it should not be at the expense of children's school days.</p> <p>I obviously believe that C is the best with the most instructional days – although would still advocate for a shorter summer break as the kids spend their first 2 -3 weeks back recapping the previous term work which has been forgotten over 10 weeks</p>
32	I prefer Option A!

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33	<p>Hi, I am a parent of three children in the school system in North Vancouver. With regards to the proposed calendar options my favorite is D. My 2nd favorite is A. I hate C.</p> <p>I love the longer weekend in November and the 2 week spring break is a must. It's the minimum amount of time for family vacations, ski trips etc. and a well needed break.</p> <p>I dislike combining spring break with Easter as it lessens the significance and special family of Easter and it gets quite forgotten. It also seems unfair. The four day Easter weekend is always a treasured time to get together with family. I also prefer D as spring break is earlier and a needed break from the dreary raining cold Vancouver weather. Easter then is a lovely break in April.</p>
34	<p>I prefer option D as spring break happens when it usually happens.</p>
35	<p>Hello,</p> <p>I would like to express a preference for either option A or D – the 2-week March break options. I think the kids are ready for a good break by that time of year, and it gives us enough time to really reconnect as a family, despite our work obligations.</p> <p>Personally, I prefer the earlier March break (option D).</p> <p>Many thanks,</p>
36	<p>Having been a PAC President and involved in the school, I know it's quite difficult for many working parents to deal with early dismissals and so many days off.</p> <p>Please consider parent's availability when you make these decisions.</p> <p>My vote is for one week of spring break, since it seems they miss so much school as it is.</p> <p>As well, I do hope that staff collaboration days are only one hour early dismissal and not more than that!! Those are so tough for working people!</p> <p>Kindest regards,</p>
37	<p>Option A please</p>
38	<p>Proposed calendar A is best</p>
39	<p>for what it is worth, our family prefers option A</p>
40	<p>Easter Monday is not a Stat holiday in British Columbia, only Good Friday is. The calendars show Easter Monday 2015 as a Stat? I know that the Monday is a govt/bank holiday so perhaps the calendar could be coded differently.</p> <p>Regards,</p>
41	<p>In our opinion, the calendar should be Option A or Option D. We feel that two weeks vacation in March is beneficial to our child's mental health. That is the current arrangement which we believe works well and should not be altered.</p> <p>Kind regards</p>
42	<p>Hello,</p> <p>I would like to express my comments regarding the benefits of Calendar Option D. I feel that this is the best option for children, as they seem to really benefit from a two week break from school. I also feel that this is better than having spring break and Easter break joined, as even the break of a four day weekend in a different month is good for learning. Children do well with routine, but, like adults, feel recharged after a break.</p> <p>I strongly vote for Option D.</p> <p>Thank you for listening.</p>
43	<p>Option A sounds best to me.</p> <p>Thanks for considering.</p>
44	<p>Hello, we don't have a comment, but do prefer option D.</p> <p>Thanks</p>
45	<p>yes, option D is the winner---I hope!</p>
46	<p>Our Family prefers Option D</p>

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<p>47</p>	<p>Thank you for inviting input on the proposed 2014/2015 school calendar. I strongly support Option C, which includes more instructional days and a 1-week March break. I do not believe that a 2-week break is required in March given the preceding 2-week Winter Break and the fact that there is now a long weekend in February (Family Day), and regular long weekends and various development days on-going through the school year.</p> <p>I also strongly urge consideration to a shorter Summer Break. Not only is a 2-month summer break unnecessarily long, but very unrealistic in terms of what “real life” will actually be like when our children join the majority of those in the work force. I believe our children would benefit from more consistency and a realistic approach to work/life balance. The duration of this break also creates challenges for working parents in our communities. As the cost of living on the North Shore increases, more parents work out of the home and in fulltime jobs than ever before. I know school is not daycare, but the reality is that if families have to pay for more frequent daycare or take more days off work, remaining on the North Shore becomes less of an option. I know this as we have seen an increase in voluntary turnover due to cost of living on the North Shore. If families move away, numbers of children entering the school system decline, classes get cut, teachers get laid-off etc... I would suggest that we start considering more creative options in school calendar scheduling and look to other cities, provinces and countries for other options to consider.</p> <p>Please do not hesitate to contact me should you need clarification on any of the above.</p> <p>Thanks again for inviting and considering input.</p> <p>Regards,</p>
<p>48</p>	<p>Hello,</p> <p>As a parent of two elementary school students with my parents and in-laws living in three different parts of the country, I like Calendar Option A since it provides three separate opportunities in the year to fly to visit grandparents: xmas, spring break and summer.</p> <p>I also like as short of a school year as possible, so I voted for getting dismissed one day earlier in June. If the Pro-D days & curriculum implementation days were turned into a week of professional development once a year, we'd be out June 18th!</p> <p>Thank you,</p>
<p>49</p>	<p>Option D should be selected so that spring break will coincide with the West Van SD and others. Many people work in one district and have their children enrolled in the other so it would be a great hardship if the spring break calendars are not the same.</p> <p>While four day weeks can be a concern, the four day weeks in April involve the easter holiday which includes a statutory holiday (Good Friday) which most / many parents will have off. Many also have Easter Monday off.</p> <p>Regards,</p>
<p>50</p>	<p>I would vote for school calendar A.</p> <p>the 2 week spring break allows teacher and families time to go away on vacation.</p> <p>Running into Easter allows working parents to use the STAT holiday for a day of spring break, rather than one of their work vacation days.</p> <p>Pro-D days on Fridays work best.</p> <p>The end of school makes sense, rather than the other option where kids come for one day on June 29.</p> <p>thanks.</p>

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51	<p>Option D should be selected so that spring break will coincide with the West Van SD and others. Many people work in one district and have their children enrolled in the other so it would be a great hardship if the spring break calendars are not the same. It would also be hard for those working parents to find childcare through the rec. centres as West and North Vancouver would be in different schedules.</p> <p>While four day weeks can be a concern, the four day weeks in April involve the easter holiday which includes a statutory holiday (Good Friday) which most / many parents will have off. Many also have Easter Monday off.</p> <p>Regards,</p>
52	I am for the Option D-- calendar.
53	<p>My name is [identifying name removed] and my son goes to Dorothy Lynas Elementary. My husband and I have reviewed all three Proposals carefully. We would like to pass along our Vote for "Proposed Option C" as our First Choice as we do not feel that our son needs two weeks at Spring Break as well as it is too hard for most parents to find daycare or activities or babysitters during this time and even harder for two weeks. Most working parents are limited to 3 – 4 weeks vacation a year if they actually get vacation with their employment so it makes it very difficult to have two weeks off at Christmas and another two weeks off at Spring Break plus all the Non-Instructional Days and Professional Days and Early Dismissal Days. It is very difficult to find child care to cover all these days off school. Most importantly Option C provides an additional Six Days of Education which is a total of 187 Instructional Days as opposed to the other options which only offer 181 Days. We feel that Education is the most important thing for a child to be focused on between Sept to June as they have the whole Summer and Weekends to play and socialize. Our children are our Future and the more educated they are the better the future will be.</p> <p>Thank you for considering our Vote for "Proposed Option C".</p>
54	<p>We prefer Option A in our household,</p> <p>Thank you</p>
55	I think calendar C makes the most sense. I understood in the Olympic year the move to a 2wk spring break. I don't see the need to continue this.
56	Seems a bit Orwellian that option B, which is what we had last year, and which seems to be most common in BC, and which is favored by teachers, is not one of the options. Also the option of 187 days of instruction is not accompanied by notice that it would mean a shorter day. We should be able to do better than this.
57	<p>Hello,</p> <p>I am in favour of option A or alternatively Option C. We enjoy the 2 week spring break and would like to keep it.</p> <p>Yours sincerely,</p>
58	Option D
59	Calendar A is preferred - later spring break combined with Easter
60	<p>Hi,</p> <p>I like the option D, it seems reasonable to me, two weeks spring break is always good for the kids as well as the parents. The option A also has two weeks spring break and is OK too, but I don't like the idea of combining the spring break with Easter.</p> <p>I do not like the option C at all, don't like the idea of having just one week spring break.</p>
61	<p>Please align the NVSD calendar with other metro districts and have a Spring Break from March 9-20, 2015. In support of out-of-school programming, child care arrangements, cross-district coordination of parents/students/teachers/support staff schedules, and extra-curricular activities having the same Spring Break across metro makes the most sense. For these reasons I strongly recommend that the NVSD choose 'Option D' as the preferred school calendar.</p>
62	Incorporating Spring Break with Easter in Calendar A is a better option especially with children in different school boards (ie. Catholic and public).

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63	If I read the option calendars correctly, July & August are still summer break?
64	Prefer option D as it fits best with my work schedule in SD45 and would not require extra child care expenses.
65	Hello Our preference is Proposed Calendar Option A. Thanks
66	I am in favour of Calendar C with 187 days of instruction. Thank you.
67	Hello, If there is any option to vote on our preferred calendar, it is definitely Option A, for quite a number of reasons. We have 2 kids in North Van school district- thanks...
68	I think that the calendar with the most instructional days would be best. (Option C.) It seems like there's always a pro D day, Administration Day, early dismissal, staff collaboration day, etc. It's too much!! Let's cut down on the Spring Break time and back get to teaching the kids. Thanks
69	Option A preferred option. Option D second choice. We like having a two week march break.
70	Hello, A calendar with a 2 week spring break is preferred with option D the first preference. Thank you.
71	Preferred option is D
72	Hi Having reviewed the proposed calendars, I am confused as to why two options have 181 instructional days, and one option has 187. My vote would be for a two week Spring Break holiday (options D and A). It is a long stretch from Christmas to the summer break and I think the children and teachers value the 2 week break. Regards
73	As a parent of 2 elementary school children, I would strongly encourage you to continue the new tradition of a 2 week spring break. I think it offers a nice opportunity for families to spend time together. I also am relieved that there is no proposal for that dreadful idea of shortening the summer!
74	My choice for the school calendar is Option D please!
75	We prefer calendar Option A.
76	Please let our district keep the same dates for Spring Break 2015 as other districts. Also, having it attached to Easter is counter-productive in allowing a good solid two week break. Rather, that extra four days for Easter a week or so after we are back allows for a separate period of desperately needed rest and family time. Thank you.
77	I am definitely in favour of the option A - 2 week spring break. I feel that the school term is too long to only have one week break from January to June, children need time to relax, and play.... dig in their garden, climb trees, imagine and daydream, I don't feel that 1 week would enable the children time enough to have a proper "break".
78	Option D
79	Option D please - in option A the break is too late and we want a 2 week break for spring
80	Calendar Committee: As parents of a student going to North Vancouver, we prefer Calendar D with 2 weeks of spring break in March and a separate Easter and Good Friday holiday in April. Thank you!

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81	Option A makes the best use of spring break and is our preference.
82	Our family is in favour of Option D. We believe that frequent breaks are beneficial and they allow our family to spend time together in a meaningful way. Thank you for the opportunity to comment.
83	A or D would be my preference.
84	Hi! Our family's preference is for Proposed Option D. Thanks!
85	I would like to voice my strong preference for option C as the 2014/15 school calendar. With the majority of European and Asian school calendars running 200-240 active school days, Canadian schools are already offering a reduced calendar to their students. We have seen a drop in Canadian school mathematics and literacy rankings in recent years. Limiting the number of school days (with many of those days not even being full educational days) does not serve our children well. Our children need a strong foundation in their early years, and a continued focus on the importance of education as they progress through their secondary years. If we focus what we really ought to be - what is best for our children - then the need for a calendar that maximizes their education is clear. Thank you for your time,
86	Option D is the preferred one for our family. I like the break between spring break and Easter weekend.
87	I vote strongly for option D Thank you!
88	(1 st e-mail) I am in agreement with option 3 as it is in alignment with other school district calendars. Thank you
89	(2nd e-mail) I support option D as it is in alignment with other district's school calendar. Thank you
90	I support Option C. I feel our students require the 187 instructional days and one week of spring break. I am curious how two calendars can offer 181 instructional days and one can offer 187? Can you please clarify. Thank you.
91	Please implement calendar option D please!!! Thanks
92	Option a or c
93	Calendar c option would be our first choice.
94	Strong preference for a 2-week spring break (options a and d). Slight preference for an earlier spring break (option d). Thank you,
95	Option D Hi - Option is is my vote. I feel two weeks in March are necessary for everyone to re-charge.
96	I prefer Proposed Calendar Option A. Thank you.
97	No calendar c, please, with the short spring break an a long school year. Calendar a and d are better with a preference for d with the earlier spring break. Thank you,
98	Hello, I support the Calendar 'C' option. I think our children benefit from more classroom instruction, and do not need a two week break in March.

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99	<p>We are already trying to make bookings for spring break 2015 and the variety of possibilities for the Capilano Elementary calendar make that difficult. We also have one child at Mulgrave next year - different again.</p> <p>It would be helpful to know the school calendar 2 (or more) years in advance; and it would be helpful to have Capilano line up with both the local public high schools, and the local independent schools.</p> <p>Kind regards (parent of four North Vancouver children).</p>
100	<p>Our family's preference for the 2014-2015 NVSD school calendar is proposed calendar option D. Failing that, our second choice would be option A. Both preferred options include a 2 week winter break and a 2 week spring break.</p>
101	<p>Option A is our preference. Option C is too disjointed.</p>
102	<p>Option A please</p>
103	<p>We strongly support the proposed Option D with 181 Instructional Days, 2 Week Spring Break (9--20), a November Long Weekend, and June 29 Admin Day.</p> <p>Thanks for your consideration,</p>
104	<p>Calendar A please</p>
105	<p>I propose Option A as my first choice. Option D as my second choice. I strongly agree with a 2 week Spring Break.</p>
106	<p>Talking to other parents around the school when the two week Spring Break was put in place that was not sitting well with them. Going back to the one week Spring Break would be perfect. Thank you!</p>
107	<p>I very much appreciate that the Board is entertaining the option of a 1-week spring break. Between breaks, stat holidays and Pro D days, of the 44 weeks in the school year, only 19 are actually 5-day school weeks (if I counted correctly). Combined with a long summer break and a 2-week winter break, I think this gives students and their families plenty of time to decompress and spend quality time together. A one week spring break would also alleviate the burden for working parents of younger students to either pay for alternate care or being away from work for 2 weeks (often having to use unpaid vacation time).</p> <p>I sincerely hope that Calendar Option C will be chosen for the 2014/2015 school year.</p> <p>With kind regards,</p>
108	<p>I'm a parent with students in elementary school and support option c.</p>
109	<p>Option C is my vote!</p>
110	<p>I personally prefer option A. Thank you.</p>
111	<p>As parents of a high school student we see the stress of school and studying for grades. In our family it is important to have a two week break to recharge for the balance of the school year. Our family sees the benefit of the mid March dates in Calendar A as they will likely coincide with the end of Term 2, giving the student a fresh start to Term 3 when they return.</p>
112	<p>Option c because 1 week off rather than 2. I also think the 2 week christmas break should be split up as another week in the year off. Ie. 3 separate weeks of break throughout the school year..... 2 weeks in a row off is not advantageous for learning.</p> <p>Thanks</p>
113	<p>Option A is preferred for our family. Thank you,</p>
114	<p>Option D is my preferred calendar because Spring Break is two weeks but happens earlier in March.</p>

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115	To Whom it may concern, As a teacher in the District I fully support calendar option D. This would work best for the 2014/2015 school year.
116	My vote would be for Option D. 2 weeks is ideal and the earlier the better!
117	Option D is our preference.
118	I am strongly opposed to Option C with a 1-week Spring Break. My child needs two weeks to “re-charge” – one week simply isn’t long enough and our family has come to rely on the 2-week Spring Break. On that note, I prefer Option A over Option D, as it just makes sense to combine the time off with that of Easter, so there is less disruption to classroom work once the kids are back from Spring Break. Thank you for soliciting our feedback. Mother of Grade 9 student
119	Option D, Thank you
120	I believe that the option C is the best one as the kids are in school learning for an extra week - something that is extremely important! There is no need for a 2 week break in Spring, our children's education is more important that saving money by closing for an extra week. Thank you
121	Hi, I have reviewed the proposed budgets and feel option A is the best one due to the timing of the spring break. Regards,
122	Option C
123	Option D is what we would prefer.
124	We prefer Option D. To have students return for one day in the final week of school seems ridiculous.
125	Calendar Committee: I would like to choose option D with a 2 week spring break in March from March 9 - March 20, 2015 and a 2 day Easter break in April on April 3 and April 6th, 2016. Thank you.
126	My vote is for option D. I prefer a 2 week March Break (good for refreshing/wellness) and don't want it to run into a religious observance. Thanks.
127	I hope you will consider what other lower mainland districts are doing so that I can have the same break as my children who go to school in Vancouver. March 9th seems really early with regards to second term report card writing. What about option B: spring break from March 16 to 27th and then still having the Easter long weekend in April. I am wondering why that is not one of the options. Based on the options above, I would prefer Option A.
128	I don't like option D because Spring Break would occur too soon after the new semester would start. If one opted for option A over C, would the instructional days be longer? There is a 6 day difference between the 2.
129	Option C! Two weeks is far too long of a break. It is wonderful for families who can afford vacations every year but not for those staying in town. I would rather the school year start later or end sooner when the weather is better and kids can be outside playing. Thank you
130	I support Option A. Definitely NO with B, C and D. The reason is my child can only visit his grandma on summer break, so it is better to go with long vacation. Thanks!

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131	I would like a 2 week spring break. First choice: Option D Second choice: Option A Thanks!
132	Our family preference for the calendar would be for a one week Spring Break (Option C). If a two week Spring Break is chosen, we would prefer it to be connected to Easter (Option A). Regards,
133	I would prefer to see Option D implemented.
134	Option D only.
135	To whom it may concern, I am writing to express my preference for Calendar A. I stongly believe that this schedule, with its two week Spring Break that joins with the Easter long weekend, would be the least disruptive and most beneficial to pupils and their families. An earlier Spring Break followed by a brief return to school only to break again for Easter would be considerably more disruptive to the children's school routines. Please feel free to contact me if you require any clarification or input from me about this. Sincerely,
136	I would just like to say that I think option D is preferable for our family. Obviously having kids in school (secondary in particular) means any vacation options are limited to summer, winter break and spring break. Having the spring break earlier in the month makes family vacation options more affordable than having the break closer to Easter when the US breaks begin. Even if you want to do something right here in BC, the prices double the week before Easter. I think it would be nice for families to have an affordable option.
137	I recommend Option A where the March Spring Break is tied to Easter: 1. It is more beneficial to the kids and their families to have a 2 week spring break (as opposed to a 1 week break) 2. It is silly to have a spring break and then a week or so later have an Easter break – too disruptive 3. It still allows Spring Break to be in March
138	Strong preference for Option A. November long WE is good as the kids start to get tired already. In Europe kids have a week off in November as it is a long haul from Sep 1 to end of December. Late spring break is good as the weather will be better so they can play outside more, 2 weeks will give them time to refuel. Thanks for considering,
139	Please explain to me what a “no school day” is other than a day of nothing so it’s a four day weekend vs. a stat mid week. When is the time being made up?
140	I prefer option A so that the Jan-Mar term isn't too short, but hope that it aligns reasonably with other nearby school districts (over laps by at least 1 week)
141	Prefer D (2 week spring break in middle of March) as it gives more time after for school work for final push. Next, A cuz who doesn't want a 2 week break in Spring. Last C.... Thank you for the opp to get our opinions in,
142	I would like to support calendar D which includes spring break march 9 to March 20th. Thank you
143	My preference would be Option D. Thank you.

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144	<p>Hello Calendar Committee, I'd like to express my opinion and desire for the North Vancouver school district to consider calendar option D. I like this option because it matches up with many other schools in the lower mainland. It allows parents to have more options for child care and for those like myself who work in a different school district it provides time off together with my child. Thank you,</p>
145	<p>Hi, I like Option C. ☺ Thanks,</p>
146	<p>I would like the proposed calendar D. Why is proposed C only having 1 week Spring break and more instructional days? Thanks,</p>
147	<p>As someone who has family in three different school districts - husband in one, kids in another and me in another, I find it culturally insensitive that the North Vancouver school board would purposely choose to have a spring break that is different from the rest of the province. For my own family, it has a negative impact, but what about our students who might like to visit their cousins and friends throughout BC? Wouldn't they like to use the time they have off to commune with people who are not from the North Shore? Does the North Shore exist as its own entity? Many sports teams draw from around Metro, especially at higher levels. They often travel or have camps during spring break. Our outlying spring break would ensure that our students would not be able to participate in these events without missing school. Our younger students would also be left out of community camps around the city. SFU, UBC, Science World, The Aquarium, many of these places offer special camps for communal spring breaks. I am very much against having a spring break that doesn't align with the rest of the province.</p>
148	<p>Vote for Plan D</p>
149	<p>Hello, I am a teacher in the North Vancouver School District. I would prefer Option D. The reasons for choosing Option D are: 1) Meets the required instructional days, while still offering a two week spring break. 2) School timetable would not be adjusted. The hours will be the same as this year. 3) Offers uninterrupted instructional time before exams in June. This will benefit my students. 4) Corresponds with other school districts. It allows families more time together, if parents and/or children are enrolled in different districts. 5) Does not include Statutory Holidays. There would be more camps and programs running for parents who require childcare opportunities. 5) No school times between July and August are listed. Thank you. Have a nice day.</p>
150	<p>Hello Our choice is Option C. It will also be preferable on Staff Development Days to have the same early start in the morning, instead of the late start. Early dismissal instead, is preferred. Thanks and regards</p>
151	<p>I choose option A, thanks!</p>

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152	<p>I wish to make a request for calendar "D" proposal. As a teacher and a parent of high school student, I feel that the 2 week Spring break is a much needed and essential break. For the students, it's a necessary time to rest, recharge and have an opportunity to enjoy and pursue their own interests and ventures outside of the school environment. As well, it allows them the time to de-stress and prepare for the crucial and sometimes very difficult third term and up-coming Final exams.</p> <p>As a parent, I find this 2 week break invaluable for our family. It's such an important time for us to remove ourselves from the outside pressures and re-connect. It gives us the opportunity to spend time doing the things we enjoy doing together as a family.</p>
153	<p>I like Option C (187 days of school, 1 week spring break). More school never hurt anyone (some childrens could use the extra time and help) and a one week spring break works better for working parents. Also it would be less expensive in terms of daycare and such. Besides my generation only got 1 week and we turned out just fine :)</p>
154	<p>I think calendar A is terrible.</p> <p>Why have you decided to move spring break to a place is the calendar different from every other school district in the province, so any employee who has children in other districts can not enjoy the benefit of spring break. As well, the third week and fourth week of march have been spring break in this district for 25 years at least (as long as I have been employed by this district), why would you make such a dramatic change.</p> <p>Calendar D is not very good.</p> <p>This has happened before that the second week of spring break has fallen before the traditional week of spring break. This cost our school from competing in the provincial tournament having won the zone playoffs. The provincial tournament for the sport of curling is always the weekend of the second week in March, the weekend before the last week of school before spring break, our school band trip is always the first week of spring break. As these two events were now happening at the same time, we had to give up the right to play in the provincial tournament as multiple students were involved in both events. This would be unique to the province, as no other district has the second week of march as its spring break. Many provincial sports associations schedule their provincial play downs or community tournaments for the third and fourth week of march. This will conflict with all these activities and force students to miss one or two weeks of school either before or after spring break to compete in these tournaments.</p> <p>Calendar C is not bad, but not good.</p> <p>Calendar C has scheduled spring break for the traditional time of the third week in march. Why does this calendar have only one week of spring break? It seems that if the other calendars can afford two weeks of spring break, why is this calendar only one week? I have no problem with a one week spring break, as long as there is an appropriate reduction in the length of each class as we no longer would be missing a week of classes. I can only see the purpose of proposing a one week spring break, to encourage people not to choose this calendar.</p> <p>It seems again this year that the school board office has a devious plan in mind to change the calendar for their interests, not the best interests of the students nor teachers nor district employees. Another question, what is option B? Why would you have options A, C, D and not B? Obviously, option A is the preferred option by the school board office, but it is meant to do the most destruction for morale. Why would the school board propose a calendar with 181 days and one with 187. Why are you taking off a day of school on Nov 10? Does this mean, that next year, 2014/2015 when Nov 11 falls on a wednesday, you will propose to close the school on Mon Nov 9, Tues Nov 10 and Wed Nov 11?</p> <p>I do not have a recommendation for any of the proposed calendars, the only calendar that is close would be calendar C.</p>

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155	<p>Thank you for asking for feedback on the proposed 2014/15 school calendar. It would have been nice, however, if you had distilled the debate down to its essence, rather than inundate us with extraneous information in three 11-month calendars. As far as I can see, there are only two differences between the three proposals:</p> <p>(1) Spring break (length and dates), and (2) Date of last day of school.</p> <p>However, one key piece of information is notably absent, and that is the proposed length of the school day. Assuming no change in the length of the school day, I would be heavily in favour of Option C, which provides 187 instructional days as opposed to 181 days in Options A and D. However, I am not so naïve as to think that the kids will be getting more instruction time in Option C. No doubt their school day would be shortened to make up the difference, just as it was lengthened when the two-week spring break was first introduced in the district. You should confirm whether this is, in fact, the case so that parents can make fully informed decisions. Personally, I would have preferred being given some information about how lengthening the school day and extending spring break has, or has not, impacted learning in our schools, rather than being asked for my opinion on whether spring break should be in early, mid or late March. If there has been NO impact on learning, then please count me in favour of a return to the one-week Spring Break (Option C), which reduces my child care costs and likely has less impact on the momentum of the school year after the Christmas break.</p> <p>By the way, why is there apparently no debate over the November long weekend that is proposed in all three calendars? Rather than “no school,” I would much rather see Monday, November 10 used as one of the seven existing “pro d/admin/curric impl” days and the number of instructional days in late June (which are pretty near non-instructional from about the middle of June onward, as far as I can tell) reduced by a day. Also, how did over one day’s worth of “staff collaboration time” get introduced into the calendar without any compensating adjustment of instructional time for the kids?</p> <p>Thanks,</p>
156	<p>My vote would be for Calendar A or D, it makes more sense to go a bit longer each day and have a two week spring break. Families need the extra time off to spend together.</p>
157	<p>Option A seems to be more suitable from curriculum and personal point of view.</p>
158	<p>For our family and many other families we know, a 2 week spring break is something that is very important. Therefore I would choose option A or D. I am very opposed to Option C.</p> <p>Sincerely,</p>
159	<p>I would like to support option “A” for the 2014/15 school year.</p> <p>Two weeks for Spring Break is a must and it makes sense to combine the Spring Break and Easter holidays.</p> <p>Having school end on June 25th is beneficial to both students and staff.</p> <p>Thank you,</p>
160	<p>Dear Sir/Madam,</p> <p>I would like to recommend that a two week spring break for the calendar 2014/15 year is approved, in any of the options presented, that they reinstate the clause: “Time in order of minutes was added to the school days in session and CUPE suffered no loss of pay.”</p> <p>Respectfully,</p>
161	<p>Calendar A</p>
162	<p>Our family prefers option D. We enjoy the longer breaks even if school has to go into July. The later spring break in option A doesn't lend itself well to outdoor family activities such as the last days of the snow sport season, yet it's too cold for the beach. Also, Easter is a separate break, which is nice to have for visiting family out of town. Thanks for asking!</p>

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163	<p>Firstly, thank you for offering us the opportunity to comment. I am opposed to option C. I feel that the teachers need a two week spring break. I am so impressed with their dedication and hard work - and we all know they have the first week of the spring break off sick (at least, all the elementary teachers I personally know - that seems to be what happens!) I like both Option A and Option D. All the best PS Also, kudos for keeping the Sutherland breaks (with the semester system) the same at the feeder schools (with the term system).</p>
164	<p>(1st e-mail) 2 week spring break. either A or C. I worry that with A there may not be enough time since return after the Winter break. It is hard to evaluate/assess in such a short time span after Winter break.</p>
165	<p>(2nd e-mail) Titled "Correction": previous email should read A or D. I am not in favour of a 1 week spring break.</p>
166	<p>It would be nice to be able to go on a trip or see some local attractions and not be competing with the other large school districts. And, having a long Easter weekend shortly after having a 2 week spring break seems a bit much. Really like the 2 week option over 1 week though. Kids in grade 1 & 3.</p>
167	<p>I would go with option A as a first choice, option D as a second choice. I would not be in favour at all of option C.</p>
168	<p>OPTION C - This is the only viable option that I see and here is why: 1). Our kids need to be in school more not less! This is the only option of the three offered that has our kids in school for 187 days. 2). One week of Spring Break is more than adequate. Two weeks is way too much! 3). As a single working parent I am often frustrated by school calendars that make no sense and have a negative affect on us parents who don't have the luxury of a). being a stay at home parent or b). a nanny. The reality is, the more our kids are not in school, the more we parents have to pay out of pocket for their care elsewhere. 4). Another reality is that we have some of the lowest Instructional days in the world, and our ranking in areas such as Math, Reading, and Writing prove that the answer lies in having more time spent in school learning. Not less! 4). The standards that our kids are held to are not high enough. They need to be in school MORE. I'm confused as to why we are constantly trying to have them in school less. This makes no sense for productive learning. 5). There should be a 4th option offered. If we decided we need 2 weeks of Winter break, 2 weeks of spring break AND a long weekend in November AND all of the pro-d days, curriculum days etc...then we need to go back to school in August, not September. 6). I am concerned that the need to have our kids be out of school more often, has nothing to do with meeting needs, but instead has everything to do with our Teachers often not getting their "needs" met, contract wise. Thank you from a very concerned parent.</p>

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169	<p>To whom it may concern, It seems crazy not align the school calendar with West Van and the rest of Vancouver. The two communities are so intertwined with students, activities/sports/clubs in and out of school. Businesses pool from both districts. Many run daycares, spring break programs etc. to help keep kids busy and covered while parents work. So many employees crossover between districts. This is just to list a few. I would like to ask why? Why wouldn't you align? We have one Sports Association that covers both districts of what around the province would be a more realistic size of one school district. I would be careful drawing too much attention to an area which is very top heavy with two school boards, combined would still be much smaller than many school districts in the province. Yes there is a geographical divider, a river, but the communities are not as separated as many people on the other side like to believe. Program offerings, (PYP, MYP,IB, academies etc) can compete against each other for students, but holidays should not be brought into the "Commodity" trend of public education.Keep the students best interests at the forefront. They mentally need a break in March! which is the end of most school terms. Senior high school students check out early enough as it is with early acceptances in to university and shorter third term would only heighten this. The North Shore and West Van are really one schooling area locked in by the communities within the bridges and should align the school calendar year. Option D is our families vote.</p>
170	<p>After reviewing the 3 proposed calendars, our family would prefer proposal D. Having spring break in the middle of the month is preferable for for us.</p>
171	<p>I am in favour of Option D</p>
172	<p>As a mother of two children in the school system, (one in elementary school and one in high school) I much prefer school calendars that minimize the number of the days children are in school – and in particular I prefer calendar options where the summer break is maximized. I find by June everyone is finished with school and very little school work actually takes place, that said, I begrudge having to send my kids to school when we could be off having fun. So in the options provided I prefer the two options with the 181 day school year. Also one more comment – while none of the options include an option that has a short school year and a short March Break, if I have to use up vacation time to be with my kids, I much prefer having time off either during Christmas or when the weather is good here. So I prefer later March Breaks, time off at Easter, and a longer summer holiday, where the school year wraps up by the 20th. Over the last few years, where local school districts have been trying out the 2 week March Break - I have noticed an increase in the number of people chasing the sun and heading out of province on holidays in March. I totally understand why people want to do this, and have done it myself as well, but shouldn't we be keeping those jobs at home – isn't it better that we take our holidays in the summer and travel in BC as opposed to having two weeks in March when our weather is notoriously bad (even for skiing) and we end up heading out of town so our vacations days don't feel wasted. Thank you for the opportunity to comment</p>
173	<p>Hi, I am strongly in favour of keeping the current March Break dates- Option D.it will impact our family if the dates are changed. Sincerely,</p>

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174	<p>Hello, I find the manner in which these calendars have presented for comment to be very confusing. Particularly given one of those calendars involves an additional 6 days of teaching which I can only assume would be a massive issue with the unions. The options presented seem to be asking us if we are willing to give up a week of March break in order to gain 6 days of instruction. Beyond that it is a question of when March break should happen....early March or late March to bump up against Easter. It would be much more helpful for the issues around these proposals to be made clear to parents so we can make an informed comment. My starting point would be how many days of instruction are required to teach the curriculum well to students? What has been the trend on the number of instructional days over the past years? It feels like the number has been slowly eroded over time. If we need more instructional days....and I am guessing we do.....Let's take a week out of summer vacation and use those. The kids don't get many holidays during the year and attend school for quite extended periods of time without a break. I would be loathe to support the idea of decreasing March break to one week. Reduce the summer holidays by a week by all means.</p>
175	<p>Hello, Thank you for taking the time to consult with the North Vancouver public regarding the proposed school calendar for 2014/2015. I would prefer to see Option D utilized as the 2014/2015 school as it is most aligned with the other metro districts. There are numerous reasons why I think this is appropriate: 1) By aligning the calendars – sports/extra curricular scheduling between districts will not be affected in a negative way. There would be concern that if NV and WV are not aligned how would the start up of Spring sports like: Rugby, Track and Field and Soccer work within the North Shore leagues? 2) How would this be effective and supportive of families that have children in the WV and NV school districts? NV is doing any admirable job of providing speciality athletic programs for students on the North shore – by not aligning the spring break dates it would seem to create unnecessary challenges. 3) By not aligning the spring break dates with other metro districts it does create a challenge for any families who live/work in districts other than North Vancouver. 4) Having the current dates in Options A and C only reduce the number of 4 days weeks by one (as per the concerns outlined in the “notes” from the January meeting). It would seem by going with option A more challenges would be created. Thank you for your time and effort in attempting to balance the needs of the district and the parents in creating the calendar. Regards,</p>
176	<p>I favour Option D</p>
177	<p>I think that Option D is the best because combining the Easter with the spring break feels like we lost a day, and having one week spring break feels kinda short. I also think that it is not necessary to make Remembrance Day a long weekend. It loses the meaning of the celebration when it acts like another long weekend. It is a day to be remembered and taken with good care of. By the way, the difference between Option C and the other two seem to have 6 days of differences in instructional day. Option C has 187 days and the other two have only 181 days. Why is there such a big difference? I hope that we can find a calendar that works for everyone. Best,</p>
178	<p>I prefer option D. Thanks</p>

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179	<p>Thank you for the opportunity to provide feedback on the three proposed calendar options for the 2014/15 school year.</p> <p>I am a parent of two children who will both be attending Argyle in 2014/15.</p> <p>I am strongly in favour of calendar option D ie a 2 week spring break that aligns with other metro school districts.</p> <p>Here are some of the reasons that I believe alignment with surrounding school districts will be in the best interests of North Van families.</p> <p>Many families may enrol children in two school districts or even a mix of public and independent schools – the NV/WV split likely being the most common arrangement. However Vancouver and Burnaby are also in the mix as well. An aligned calendar will enable these families to enjoy shared vacation time.</p> <p>The non-aligned option effectively creates a month-long blackout period for scheduling inter district events such as sports tournaments, league games, track meets and so on. Any other non-athletic inter district initiatives would also be impaired.</p> <p>Many parents of children attending NV schools work in the public education sector in surrounding school districts – a non aligned calendar create a situation where the spring vacation for parents is out of sync with the spring vacation for their child/children.</p> <p>Community centres create additional programming opportunities for children during spring breaks and summer vacation. An aligned calendar will allow NV students access to the additional programming available in surrounding communities instead of just NV</p> <p>North Vancouver has a great reputation for innovation that may be related to the agility of being a mid-sized school district. In this case I believe aligning the calendar with the surrounding school districts rather than exercising independence has more advantages than disadvantages for NV families.</p> <p>Regards,</p>
180	<p>I have reviewed the 3 calendar options and they all seem to include the entire month of August. I am concerned because the PNE, a 100-year-old Vancouver tradition, takes place the last 2 weeks of August. If school is in session during this time, it could kill the PNE. Learning does not just take place in the classroom. Traditions and rituals are extremely important to children and their families and Vancouver has lost many of its traditions. My daughter loves going to the PNE and this would be real disappointment to her and negatively affect her view of schooling.</p> <p>Thank you for considering this. (While I prefer the traditional school calendar with a 2 month summer, I have no opposition to the month of July being included in the calendar if necessary and/or a shortened Winter Break).</p>
181	<p>Agree to Calendar D. While this was not an option, what about a 1 week Spring Break and ending classes on June 19th with staff still going to the 26th? This year’s proposal with students staying in classes but not actually having classes for grades does not make a lot of sense to both teachers, and I am sure students. We shall see.</p> <p>Thanks, (teacher and Parent)</p>
182	<p>Option A makes the most sense with the later spring break (hopefully better weather this way) and how the spring break carries on into the Easter long weekend.</p> <p>Regards,</p>
183	<p>My son will be starting kindergarten in Sept 2015. Will this calendar also impact the 2015/16 school year?</p> <p>What are the other implications, if any, of having 181 instructional days versus 187 instructional days? Does that mean longer school days for the 181 days?</p> <p>Thank you.</p>
184	<p>We would like to see proposed option C (1 week spring break) for the 2014/2015 school year. One suggestion is to move the admin day in June to the 26th.</p> <p>Sincerely,</p>

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185	We have 2 children enrolled and we are in favour hands down for option C
186	I am in favour of what ever the teachers would like. Thank you for asking.
187	I teach in west van but live in north van (where my kids go to school) like many other teachers. For that reason I feel that the school districts should align their calendars.
188	Out of your 3 options, my choice is OPTION D. I totally support having a 2 WEEK spring break. I'm also hoping that the Board considers some of the options that have been chosen (and in place) in some other school districts, particularly Maple Ridge. They have three ONE MONTH holidays dispersed throughout their year (shortening the summer break into only one month). I think it is a fantastic system as kids don't have such a large gap in their learning and it spreads out the holidays throughout the year. This is truly what EDUCATION is all about (and not what suits the teacher's needs). Please consider putting this option out to parents for feedback. Thank you, (parent of elementary and high school students)
189	Hi there, I was just wondering if there was somewhere to state a preference for the calendars? Thank you
190	Option "C" please- for 1 week Spring Break. There are "District Pro-D days, "School based pro-d days, "staff collaboration days" (looks like almost every last Wednesday of each month?), "Admin days" -as well as the whole entire summer, 2 weeks x-mas, and long weekends. Our children are receiving less and less instruction time -and the teachers are getting more "professional days". With all due respect -how many more of these "days" are needed? The burden on parents who work, for arranging child care is huge and our children aren't getting the Public Education the taxpayers think they are paying for. Give us and our children back a week -or take away 5 of the "staff collaboration" days if we must cover two weeks for Spring Break. Thank you.
191	As I don't get 12 weeks holiday, and childcare expenses are astronomical for all the leave, pro d days and non instructional days. Shortening the spring break to one week makes Option C the best for this family.
192	To whom it may concern, I am writing to express my preference for Calendar A. I stongly believe that this schedule, with its two week Spring Break that joins with the Easter long weekend, would be the least disruptive and most beneficial to pupils and their families. An earlier Spring Break followed by a brief return to school only to break again for Easter would be considerably more disruptive to the children's school routines. Please feel free to contact me if you require any clarification or input from me about this. Sincerely,
193	Hello, Thank you for the opportunity to provide input on the school calendar. Calendar C would be far better for our family. A two week spring break means that my husband and I have to use up half of our vacation days at work at a time when we don't want to take vacation, or try to find child care for the two weeks which is really difficult. More instructional days can be included in our regular school year after-school care. Thank you,

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194	<p>Dear Committee:</p> <p>I propose that Calendar A be accepted for the 2014/2015 school year.</p> <ol style="list-style-type: none"> 1. I am in favor of continuing a two week Spring Break because it facilitates family vacations. 2. It makes more sense to include Easter as part of the Spring Break than returning to School & then having a separate long weekend. <p>Regards</p>
195	Option D
196	<p>Hi, I strongly support option A.</p> <p>After Christmas taking the spring break any earlier than March 23 is too early.</p> <p>I have become very supportive of the 2 week spring break.</p>
197	<p>I think calendar A makes the most sense. Both students and teachers need a 2 week spring break. Everyone is starting to burn out and need some time to rejuvenate. Bringing admin. and teachers back for one Monday at the end of June is nonsensical. Everything that needs to be done can be done the previous week.</p>
198	<p>I would like to see a more year round model. With school starting earlier in August, and 3 Intercession breaks one in October, One in December and one in March or April. Each at least 2 weeks long.</p> <p>With the calendar options provided I prefer option A because it allows me to travel to be with family for Easter.</p> <p>I oppose option C because I feel that having longer breaks is needed for the health and well being of everyone involved.</p> <p>Thanks.</p>
199	<p>Please, whatever choice you make, continue with a 2 week spring vacation. This has provided the best opportunities with a dual working career family for us to get vacation time with our children. We had already assumed spring break for 2015 was the weeks of March 16 and 23. We have booked a trip to Asia for March 14-April 6th, 2015 to take a group of adoptive families back to Vietnam. (Our 12 year old twins are adopted from Vietnam and this will be their first trip back – there are 4 families from the north shore going).</p> <p>We would have voted for the option of the weeks of March 16 and 23 off as the children would only miss 4 days of school that way.</p> <p>Based on the calendar options, our choice is Option A. (Option C is problematic for us as I have unmovable annual work commitments in the first two weeks of the year for company year end board reporting)</p> <p>Thank you.</p>
200	Option A or C. But I can't seem to find how the district can afford an extra 6 instructional days in option C.
201	<p>My Vote is for Calendar A - mostly due to the fact there is a combined spring and Easter break. Have multiple short weeks can make classroom learning and content choppy. It can also be hard for students to regain focus after multiple long weekends. It's better to push the holidays together and give the kids/teachers a chance for a nice extended break.</p>
202	<p>Hi there - my children are currently in grades 2 and 5 at Brooksbank Elementary - I just wanted to vote for Option A. The March break tied into Easter is what I like most about it. However, I would ask that the January 16th Curric Impl Day be moved to Monday, Jan 5th so that the kids only have a 4-day week on their first week back from Christmas holidays.</p>
203	Please approve EITHER option that includes a TWO week spring break!
204	Option C please
205	<p>The last thing we need is an extra day in the last week of school when everyone is just so DONE.</p> <p>Thanks!</p>

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206	<p>Hello, I am writing on behalf of my family to express a very strong preference for Option C. In our view, the additional instructional days are critical to support our children's learning. Thank you,</p>
207	I would like proposed option calendar D
208	I would like option calendar D
209	I prefer Calendar D. Both the staff and students have come to expect and need a 2-week spring break and taking it away would be detrimental. I also think a lot of students will take Nov 10, so making it a holiday would allow students and staff have a little break, without missing out on classes.
210	<p>I believe option C is the best choice. I would prefer the children have 187 instructional days as opposed to less. There are too many non instructional days which adds to the detriment of these children's learning. Thank you</p>
211	<p>Please go with option D. I have been thinking of this further and have more to say on the subject. I totally understand the one week thing (found in C) = more instructional days - but then for some reason the year also goes until June 29th. Please do not vote for the two week later spring break (A). For none teachers - their kids still miss two weeks of school - the weeks are just later. But for all of the teachers in other districts - the holidays don't overlap at all. This means paying for childcare - when we don't normally need to. Non teachers would pay for it either way (oh minus one day). And if teachers want to go on a trip during our break- we will need to pull our kids out of school. D is the best option - because it matches the other districts and until they change - I don't think north van should change. C is my second choice - because at least the one week overlaps and then teachers - may just take their kids out for one week if they want to go on a trip.</p>
212	My preference would be Option D
213	<p>Why would the calendar options have a different number of instructional days? If there's a longer spring break, why not go into July, or start in August, or other ideas? Perhaps that can be explained in another newsletter. I tried looking into the bylaw but wasn't certain how it translates to hours, etc. Thanks,</p>
214	Where do I find information on the advantages and disadvantages of each calendar from the point of view of the staff who designed them or committee discussions?
215	I like calendar A. I prefer a 2 week long Spring Break and joining it together with the Easter holidays makes more sense than having an earlier spring break and then a 4 day weekend a few weeks later.
216	<p>Hello My family prefers options A and D. A 2 week spring break would be ample time for students to catch up on their course work and would provide families with a needed break from work and school. Additionally, the longer break would give school groups the opportunity to travel abroad without incurring additional staffing costs (TOC) and would minimize the amount of school the students miss. Option A is preferred over D as the timing of the 2 week break matches that of other school districts in the lower mainland. I noticed that option C includes 187 instructional days while the other options have 181 days. How are the extra staffing costs under option C being funded? Thanks</p>
217	I am in support of calendar proposal option D thanks
218	Option D is best proposal

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219	Option A
220	Please consider option A because we need 2 weeks consecutively for Spring Break.
221	<p>Thank you for the opportunity to comment on preferred calendar schedule for 2014/2015. I appreciate the opportunity to comment.</p> <p>My husband and I support Calendar Option A.</p> <p>There is increasingly more work for students to do at school (with clubs, academics and athletics) as well as in their communities, and we think it is important to give students “solid blocks” of time to decompress and take a break. We need to set our children up for success, and encourage healthy work-life balance. I feel the extra long weekend around Remembrance Day and the two-week Spring break help in that regard. Every now and then you need more than a long weekend to really recharge.</p> <p>Lastly, by the time June rolls around it’s been my experience that the kids are “done.” I think it’s better to end early rather than drag it out until the end of June.</p> <p>Thank you again for the ability to comment on the proposed calendar.</p>
222	<p>My families preference for the 2014/15 School Calendar Potential Options is Option D.</p> <p>Thank you for this opportunity to contribute my preference.</p>
223	<p>Our family would choose Calendar Option A</p> <p>Thanks</p>
224	<p>We would prefer calendar options as follows:</p> <p>1st choice: C</p> <p>2nd choice: D</p> <p>3rd choice: A</p> <p>Thanks for consulting us.</p>
225	<p>Just putting in my 2 cents worth, but I like option D. I like the 2 week Spring Break as it gives families time to go away, especially at the high school level when you can't pull them out of school. I also like the fact that it comes a little earlier. The other option almost seems too late. (3 kids-1 in elementary, 2 in high school)</p>
226	<p>Hello,</p> <p>Just wanted to say that Calendar Option C is the choice I would prefer. I also know many other working mother's also prefer the one week Spring Vacation over two. Two weeks off in March is costly for daycare and vacation for those that can even take it. It's really just a waste of time off. I really prefer the longer days in school in June also. I am not sure why this was ever really changed, I have not met anyone that agrees with or likes the two weeks off in March. I hope the school calendar will go back to the way it originally was.</p>
227	I prefer Calendar C – 187 Instructional days, 1 week spring break
228	<p>Hi,</p> <p>I have 2 children that will be attending school in 2014/2015.</p> <p>PREFERRED option: Calendar C (1 week spring break)</p> <p>2nd preferred option: Calendar A (spring break later in March).</p> <p>Thank you.</p>
229	Option B is the best solution for all.
230	<p>My vote is for Calender D</p> <p>Thank you</p>
231	<p>My first choice option is 'Calendar A'</p> <p>My second choice would be 'Calendar D'</p> <p>We have close family in the UK, and a two week spring break allows us to visit without our son losing any time at school.</p>

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232	<p>Hello, I would prefer a one week fall break late October or early November. This would allow families a week in the sun before the grey weather really settles in and when the prizes are not at peak, without the kids having to miss school. In turn there would be only one week of spring break. Thanks...</p>
233	<p>I would prefer option C- as a full-time working (single) parent it's not easy to cover long holiday's (2 week xmas break, 2 week March break). Thank you,</p>
234	<p>To the Board Of Education, North Vancouver School District: I am not particularly satisfied with any of the calendar options presented, though I feel Option D is the best of the lot. I have significant concerns about several items on the proposed calendars, and am glad to have an opportunity to share these with you.</p> <p>1) NOV 10th I strongly disagree with the concept of a school closure day on Nov. 10th. I feel that turning Remembrance Day into a travel opportunity / long weekend diminishes its historical significance and will ultimately have a negative impact on students' observance of the day. It also pushes the school peace ceremonies all the way back to Friday, Nov 7th... distancing us further from the day itself. In many ways, I feel we should be IN SCHOOL on Nov. 11th, with our peace ceremonies to commemorate on the actual day. While that is not likely to happen, I do NOT believe we should be removing the 10th as a day of instruction.</p> <p>I assume that the desire for this day in Calendar A stems from wanting the cost-savings of 10 full school closure days, and that the later Spring Break has only 9 (because of Good Friday). As an educator, I'd rather take the 9 days of closure than 10 anyway. When the 2 week Spring Break was proposed, I voted against it. For me, the value of 5 extra days of instruction was infinitely greater than the idea of 10 minutes added to my schedule each day (2.5 minutes per class, at the secondary level. How useful is that?) Regaining an extra day would be fantastic.</p> <p>If the full 10 closure days are really so important for financial reasons, then the Spring Break should not abut Easter weekend.</p> <p>Why, then, is Nov 10th on Calendars C & D? As an EXTRA day of closure? No way! Taking an 11th closure day is pedagogically unsound. What am I to do with an extra 15 to 30 seconds per class all year? What could I accomplish with a full day of classes? There's no comparison.</p> <p>2) Option A: Non-standard Spring Break Calendar Option A appears to have a non-traditional Spring Break. As someone who works in one municipality and lives in another, it means a great deal to me that our Spring Break aligns with those of other Metro school districts. Other districts are actively working to achieve a common school calendar. Through extensive consultation, they have identified many reasons this is a valuable thing to do.</p> <p>Burnaby School District is piloting a Spring Break date of Mar 9-20 for the 2014-2015 school year. A NVSD Spring Break of option A would offer me NO time to spend with my family over the break, and would result in my needing to find childcare for those two weeks. My daughters would lose opportunities to spend valuable time with their grandparents and cousin, who live elsewhere in BC, as I would not be able to travel with them. While there are quite a few NVSD employees in this position, a huge number of students in our district would also lose out on opportunities to visit with family outside of North Vancouver.</p> <p>If we value the concept of a Spring Break from a cultural, family, health & wellness point of view, then it makes no sense at all to intentionally mis-align our district's break.</p> <p>Option A causes other difficulties for North Van families. A 2-week Spring Break already poses hardships for some families when looking for childcare. Currently, North Van families are able to take advantage of Spring Break day camps in other municipalities (events at Science World, SFU, UBC, etc.) If we are no longer on a common calendar, it is likely that many large organizations would not offer programming in beyond March 20th, just for our smaller number of students.</p>

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	<p>3) Options C & D - End of June</p> <p>Calendar option C expects families to take a weekend on June 27/28, then return to school for the Monday before we close for the summer. This makes NO SENSE AT ALL! We're in the midst of major reorganizations to our school calendars at the high school level this year, in order to encourage full attendance through what used to be our exam weeks. As a staff, teachers and administrators have bent over backwards to provide options that make it meaningful and productive for students to be in the building on those days, even though our gradebooks have been closed and report cards have been written. The word from the Board level is that there is great concern over low attendance on these days. Why, then, would you even attempt to ask families to come back to school for a single day?! Low attendance is almost certain.</p> <p>Calendar D dismisses students on the Friday, but asks teachers to return on the Monday. While this is preferable to option C, it hits the same negative buttons as the mis-aligned spring break. If other districts end on the Friday, then children and parents will not be aligned for this day. Large events, holidays, etc, (especially so close to Canada Day) will be changed significantly.</p> <p>The Burnaby School District's proposed calendar for 2014-15 is at the link below. Refer to page 11.</p> <p>http://www.sd41.bc.ca/documents/CalendarPresentation_web.pdf</p> <p>As far as I can see, your proposed calendar D and this one both have a start date of Sept 2, 6 pro-d days, and 1 admin day... . I can only assume it's our 11th school closure day of Nov 10th that allows Burnaby schools to end June 25th with an admin day on June 26th, while NVSD calendars C & D roll over into the following week. (Nov 10th is looking worse by the minute!)</p> <p>If other districts can make it work, why can't we?</p> <p>Sincerely,</p>
235	<p>I vote for Option D for the 2015-2015 NVSD#44 School Calendar.</p> <p>Thank you,</p>
236	<p>My preference is for Option C. This option includes a 1 week March Break and 187 instructional days compared to 181 instructional days.</p> <p>This preference is influenced by childcare concerns and a belief that 187 instructional days are better than marginally longer 181 instructional days.</p> <p>Parent of 2 in NVSD44</p>
237	<p>I would like to see either Option D or Option A as the chosen calendar for the next school year. I feel very strongly that Option C is not a good option. I think the 2-week Spring Break is a good thing for both kids and families and I would hate to see that get cut down to only 1 week. I also think that extending the school year until Monday June 29 is a terrible idea. Making the kids go to school for one last Monday seems pretty worthless in terms of any instructional value, and it impacts families' opportunities for vacation times in June. It also would be difficult to find childcare for the rest of that week for working families since most day camps would include the Monday.</p> <p>Please implement either D (my first choice) or A. Thank you.</p>
238	<p>I would like the Option C for the school year 2014/2015. I think one week of spring break is good enough.</p> <p>Thank you</p>
239	<p>Thank you for the opportunity to voice my opinion on the options for the 2014/15 school calendar. I want to strongly advocate for a 2 week spring break, regardless of dates, for the well-being of students and teachers alike.</p> <p>As a teacher for the Vancouver School Board, working in one of the most poverty-stricken and under-served areas of the city, I know firsthand the benefits to marginalized kids of more time in structured, caring settings with routine and enrichment. However, I do not lose perspective that what I see every day, all day, through work comprises the "norm". Kids living in poverty or in need of more enriched environments with caring systems and routines are heartbreaking and</p>

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	<p>deserve more, but they are not the norm. And shaping an entire system as big as the school system to meet the needs of a small few of them overlooks or compromises the needs of the majority. The hype that all-day K, shorter vacations, longer days...i.e. more time in school and less time with family at home, is of benefit to all kids, is preposterous. And as an educator, I think it's cowardice and neglect to not point this out. The "sell" that shorter vacations is to kids' benefit, educationally or otherwise, is a lie designed to hide this government's unwillingness to provide good, quality child care and enrichment opportunities for all children. It's another excuse to offload that cost onto school boards and then penalize those boards for going over budget. It also shores up the public perception that schools are free childcare, and teachers babysitters, not educators. Further, as a teacher, I note that I, and all my colleagues, return to school after the 2 week break more refreshed, more creative, and more energized. In short, more effective, with more to give our students.</p> <p>As a parent, what I note about my own child is that the longer breaks allow him time to integrate, to spend time with family, to experience enrichment activities and more time outside, and, simply, to get a break. School is fine, but it doesn't serve boys well, and the push to get through more and more curricula in less time is hurting all kids, but especially boys.</p> <p>My son will be experiencing a 2 week spring break regardless of the calendar, but as an educator and as a parent, I sincerely hope the North Vancouver School District implements a two week spring break. If all boards keep doing it then alternatives, like affordable camps, do open up more and more to fill the gaps.</p> <p>And I really want my son to return to a school where his excellent, hardworking teachers have had a proper break, and are refreshed enough to be excited to see him.</p> <p>Thank you.</p>
240	<p>To whom it may concern:</p> <ol style="list-style-type: none"> 1. I like the 2 week Spring Break 2. I like Spring Break separated from Easter Break <p>Thanks</p>
241	<p>My family would prefer the proposed calendar option D.</p> <p>Thank you,</p>
242	<p>Hello School District #44,</p> <p>The most important thing for our family is a 2 week Spring Break, so either Option A or Option D works for us. We may lean a little towards Option D because that gives a Spring Break and an Easter Break (our kids do well with lots of breaks).</p> <p>Thank you for this opportunity to give feedback!</p>
243	<p>We support Option C.</p> <p>Thanks,</p>
244	<p>I'm voting for D</p>
245	<p>As a parent who works in the Vancouver school district I would prefer option D</p> <p>I do not believe the option with only one week of spring break is of benefit to anyone. The students need a decent break and so do the teachers. I understand two weeks can be challenging for parents of children who require daycare, but when research shows that one week is insufficient for either adults or children to unwind I would still prefer the two week break. Many of the parents in our schools teach themselves in other school districts and many of our teachers have their own children attending schools in other districts. It helps to have alignment with districts such as Vancouver, Burnaby , Coquitlam etc</p>
246	<p>Option C works best for our family. Our son is in kindergarten and is absolutely loving it. He likes going and hates when he has days off, the shorter spring break is his preference (that will change very soon no doubt)</p> <p>Thank you</p>

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247	Both my husband and I work for the Vancouver School Board and would like to vote for Option D to be consistent with the Vancouver 2014-2015 school calendar and the other districts within the lower mainland. The reasoning behind is simple....we would like to spend time with our children and give our children the opportunity to spend time with their friends and family members that go to school in other school district. Thank you.
248	I would like to vote for option D
249	Option C please. I have continually voted for only one week at Spring Break to no avail. Hopefully parents will let their voices be heard. I have a son at [school name] Elementary in Grade 7 and a daughter at [school name] in Grade 9.
250	Hello there, I would prefer calendar proposal "D." Sincerely,

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258	<p>Hello, I have reviewed the calendar options. As a family with a child with special needs, shorter breaks are better for him. As such we prefer Option C and then Option A followed by Option D. It does seem a bit odd to have a day of school on Monday June 29th in Option C as little would be done that day. It would be better to end school on June 25 as in Option A or June 26 as in option D. Regards,</p>
259	<p>I am in favour of Option C. Thank you.</p>
260	<p>Thank you for seeking parental input. I have three children in the North Vancouver Public School system (high school and elementary school).</p>
261	<p>I would support Proposal Option A which has the 2 weeks spring break at the end of March. This also keeps Easter within the Spring Break to allow an earlier end to the school year.</p>
262	<p>My preference is option D</p>
263	<p>I DEFINITELY support Option C; 1 week is long enough for spring break. Two weeks is terribly inconvenient and expensive for working parents.</p>
264	<p>I would like Option A</p>
265	<p>Option C</p>
266	<p>As an Elementary Administrative Assistant, I am not in favour of Options A nor B for the following reason: The current 2 week Spring Break for 2013-2014 has resulted in Elementary Administrative Assistants losing almost a week's income. It would appear that we are the only group of employees that have been affected this way and until this is rectified I cannot support a two-week Spring Break.</p>
267	<p>Option D</p>
268	<p>I strongly support a 2 week spring break. As such, I strongly support Calendars A and D, and strongly oppose option C.</p>
269	<p>Hello I would opt for option A for the 2014-2015 school calendar. Simply with the positioning of the spring break and the stats. Rather than come back from time off to then have a four day weekend. The two week Christmas break and the two week spring break is optimal as it allows family's time to go away to visit friends, relatives or take a vacation with less need to pull their children out of instructional time. This would also mean that when they are at school they will be doing meaningful work rather than filling time for a few days between breaks (children do not settle well when they have just returned from vacation and knowing they have a short week). Thank you</p>
270	<p>My choice would be Option D. Thank you.</p>
271	<p>Calendar D. This option works best for my family as well as work.</p>
272	<p>(1st message) Calendar D is the one I prefer, as I find the students are more rested during a four day work week, and this calendar has more of them.I prefer</p>
273	<p>(2nd message) Calendar D as I find the students (and adults) all function better and are more well rested when we only have four day work weeks. There are more in this calendar than the other options.</p>
274	<p>In prior years I would have preferred a one week spring break. However, as the senior band students normally have a trip scheduled during spring break every 2 years, the two week option is preferable. I believe that other high schools also schedule trips at this time. Option A and then Option D would be preferred.</p>
275	<p>Hello, Our preference for the school calendar would be option D for the teachers who work in Vancouver but have children in North Vancouver schools and their ability to have time off together. Thank you for your consideration,</p>

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276	<p>Hellos, We vote for Option D.</p>
277	<p>ESAA's are the only group not being compensated for a two week spring break my vote is for Option C.</p>
278	<p>I like Option d the best. My daughter goes to Ross Road school. Thanks for the opportunity for input.</p>
279	<p>I vote for Option C.</p>
280	<p>My preference would be Option A Thank you</p>
281	<p>I would like to know why Option B is off the table. Looking at the Summary of the Jan. 13 meeting, the majority of districts listed are leaning towards Option D, a few towards A and B. Would it not be a good idea to liase with these other school districts to reach a common Spring Break, so athletic schedules can be aligned, and the BCTF AGM dates could be modified if necessary. I would prefer a 2 week Spring Break from Mar 16-27 (Option B), but more importantly I think there should be consistency between districts, at least in greater Vancouver. I recommend Communication between School districts to choose a common 2 week Spring Break for 2014-2015.</p>
282	<p>Dear NVSD, When it comes to setting District Calendars, I strongly urge all the school boards in the Lower Mainland to work together to create a uniform Spring Break. Choosing a Spring Break with alternate dates impacts families, extracurricular opportunities for students as well as self-guided professional development opportunities for educators. Many families have family members between districts, either studying or working. Having alternate dates would impact family time, family opportunities and/or student attendance. Students often attend extracurricular programs during Spring Break. These programs are not always in their immediate area. Having an alternate calendar would limit or prevent a student's opportunity to attend these programs. Many teachers participate in self-guided professional development programs such as the Field Study programs offered by SFU and UBC. These are often attended by teachers from several school districts. Voting for an alternate Spring Break would impact a teacher's ability to access/attend such programs by complicating study calendars. I strongly support Option D.</p>
283	<p>Thank you for opening up the Calendar Options for comment. We would like to see Calendar Option D implemented for the 2014/2015 school year. Unless we are misinterpreting the calendars, the Winter and Summer Break are the same in all three options; however, the Spring Break is shorter. Having a shorter Spring Break creates less of a financial burden on families in which a caregiver needs otherwise to take vacation days from work for the breaks (Christmas, Spring, Summer, the Pro D days, the curriculum implementation days, the staff collaboration days and the admin days). Kind Thanks for your consideration.</p>
284	<p>Otion d please</p>
285	<p>Option D works best for my family. I'm a school teacher in Vancouver. The first 2 options are not aligned with Vancouver's proposed calendar at all. There is no overlap. I (like many of my colleagues who live on the North Shore) would like to have the same spring break as my children. Please consider this request seriously. It affects many families. I have included a link for Vancouver's proposed calendar. Thank you for your consideration.</p>
286	<p>I am a parent with a child I vote for option D</p>

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287	<p>Hi,</p> <p>I would like to vote for 2014/15 Proposed Calendar Option C.</p> <p>My family is not wealthy. My husband and I do not have much holiday time available to us, so to go back to one week March break would work best for us. Paying for daycare for two weeks in March after already paying in full for after school care for the month is beyond a stretch for us.</p> <p>Thanks for your consideration.</p> <p>Regards,</p> <p>North Vancouver Parent.</p>
288	<p>I'll vote for the option 'A'</p>
289	<p>Please accept my vote for the 2015 school calendar, as Option "A".</p> <p>Having Spring Break next to Easter is a lovely idea.</p> <p>I appreciate that for those parents who need to arrange for child care, it will be easier to make arrangements for that period of time, vs. having to make two separate arrangements.</p> <p>:) Thanks.</p>
290	<p>Hello,</p> <p>Option D is the most favourable calendar for our family.</p> <p>Thank you.</p>
291	<p>We choose option A.</p>
292	<p>Good Morning,</p> <p>I would just like to offer some comments about the proposed calendar options for the 2014-2015 year.</p> <p>Option A would be my preference from an Elementary classroom teacher and athletic coordinator point of view:</p> <p>Option A allows for more weeks of play for the Elementary Volleyball Season which typically runs from the end of January through to Spring Break and has the participation of 100 grade 6 and grade 7 teams. It also allows for (a little bit of) a longer assessment period for classroom teachers, as second term reports, at the Elementary level, generally go out before Spring Break and assessment around the Christmas season is incredibly difficult due to the number of activities happening at the school and the numbers of students that may be pulled out early by their parents for extended vacations.</p> <p>Thank you for considering these points when voting on next year's calendar proposals.</p> <p>Sincerely,</p>
293	<p>Hello,</p> <p>Thank you for the opportunity to provide feedback on the school calendar.</p> <p>I would like to see Calendar C approved or a similar option with only 1 week for spring break.</p> <p>Providing children with a series of extra long-weekends by coordinating the "district pro d days" with long weekends (as you have done with the Family Day long weekend in Calendar C, but this is not done for the pro d days scheduled for October or May), and recommending the schools try to do the same for the 2 "school-based pro d days," would provide children with more mini breaks to rest in lieu of removing the 1 week of spring break, and it would also provide opportunities for families to schedule holidays over those periods (instead of having to pay peak prices during spring break).</p> <p>Thank you for considering my feedback.</p>
294	<p>Option A</p>
295	<p>Can't see a difference between option 1 or 3. I prefer option 2 which includes more instructional days. I am a parent of children in public school who can't afford other education opportunities for my children. Additional instructional days are very useful as it provides more time for my children to learn and also gives me more time to work.</p>

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296	I prefer calendar option A.
297	Hi there, I would prefer Calendar A.
298	I vote for calendar D
299	Hi There, If my two cents count...I would like to vote for the Proposed Calendar Option D. Thank you!
300	To whom it may concern, I am in favour of option D. Thanks for your time.
301	It would be nice if the North Vancouver school board could coordinate their spring break to coincide with other school districts so that families with parents who are teachers could be on holiday at the same time. I am not in favour of going back to a one week spring break and with your other two proposals I only share 1 week of holiday with my child. Please check with other school boards and coordinate accordingly.
302	Our vote is for Calendar A option as a first choice and Calendar D for a second choice. We do not support Calendar C option - we like the 2 week Spring Break.
303	Thank you for consulting with us. For us, the two most important things are: (1) Maintain 2 week Spring Break (2) Correspond our 2 week break with rest of lower mainland at least (I teach for Coquitlam, my children go to school in North Van, doesn't help us much if our Spring breaks don't match!) Sincerely yours, Parent to one Ross Road student, two Argyle students, a TOC for the district, and a teacher for Coquitlam
304	Good afternoon, After reviewing the three calendar options, may I request Option C with the one week Spring Break. Thank you for allowing us parents to voice our opinions.
305	Option D is the better option, with an early spring break.
306	I prefer option D as it aligns itself with spring break with many of the other districts. I am surprised that the board would offer an option that puts NVSD out of sync with all the other school districts for spring break. -Being out of sync impacts families that work/live in more than one district. -Being out of sync impacts employees that work/live in more than one district. -Being out of sync impacts students in high school with regards to school sports -Being out of sync impacts all students who play community sports as there is lots of cross over between the districts. -Being out of sync impacts teachers of NVSD as the BCTF AGM is during the 3rd week. All lower mainland districts have this week off to ensure that their teachers can be part of the AGM which is important for teachers and students. Option D is the natural break for elementary students ending term 2 which is beneficial for their learning. I do not understand why Nov. 10th there is no school in any of the calendar options. I do not see having a 3 day school week beneficial for student learning. Option D is the only option that makes sense.
307	My preference is to have option A or option D for the school year calendar. Both of these allow for a two week spring break which I believe is necessary so that the kids can recharge for the third term.

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308	<p>I fully support "Calendar D" because it aligns with the rest of the Lower Mainland (except Abbotsford, which is too far away to have any impact on us).</p> <p>In no way do I support moving back to one week or shifting the two-week break to the later part of March/early part of April (to combine with Easter weekend).</p> <p>If our North Van Spring Break does not align with the other districts nearby in the Lower Mainland, there will be MANY conflicts for North Van residents. A few of these conflicts are:</p> <ul style="list-style-type: none"> - Sports programs or camps that cross districts will not jive with the NVSD schedule and our students would not be able to participate. This would be especially problematic for high school students! - School employees from other districts will not have the same break as their own children. This leads to a number of issues around travel plans and the need for childcare, etc. - Families that plan vacations with families that have children in other school districts would not be able to coordinate their children's time off from school.
309	Option D. Thankyou
310	I would like Option D please. I like the two week spring and I would like it to coordinate with the break in Vancouver.
311	Definitely Option D please. We love the 2 weeks of Spring Break!
312	Option D would be much preferred for our family. We like the 2-week spring break, and its separation from the Easter long weekend.
313	Hi, I prefer Calendar option A. The school year ends earlier and spring break includes the Easter long weekend. Thanks,
314	Calendar option A would work best for our family. thanks,
315	Preference for Option A
316	<p>I, along with several other parents, are confused about the email you sent out. There is very little preamble or explanation in the way of the three calendars, but most especially regarding the difference between 187 calendar days and 181 calendar days. It is unclear if by approving Option A or C, if we are actually approving 6 fewer days for our kids. Or is there some intention to extend the school days yet again, to make up for the 6 fewer days in Options A and C.</p> <p>I personally don't think it is fair to put this out to the public for comments without providing more details and full disclosure on your intentions.</p> <p>Could you please clarify or better still, re-issue the email with more details so we are operating with full information.</p> <p>Thanks</p>
317	Option D is our preference
318	I have reviewed the various options and prefer option C Parent of two children at Carisbrooke Elementary. Thank you
319	I would like Option C. Students should receive as much instructional days as possible. Consideration also needs to be given to the fact that parents work and daycare options can be difficult to arrange. If at home, the temptation will also be for kids to play video games when they are much better off learning something in school.
320	I prefer A or D Thanks
321	Option A and C are best due to the two week vacation at spring break. This is more in line with west van's spring break which is important for all those who have kids in one district but work in another.

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322	<p>Hi There</p> <p>I just wanted to voice my opinion on the calendar options for Elementary schools: I would like the school district to keep the 2 week long spring break as a lot of families plan their longer family holidays around that time already. I feel that if spring break was only a week that many families would still be pulling their kids out from school for an extended vacation anyway. My first choice would be Option A – where spring break and easter are combined so that people have ample time to go and visit family for easter. And it also removes a bit of the added disruption of having a spring break and then shortly after having another break. My 2nd choice would be Option D – with the earlier 2 week spring break. It’s nice to have a school break closer to jan/feb to break up the long winter and it’s far enough away from the easter break. Our family would not like the 1 week spring break shown in Option C now that we try to plan our holidays during the 2 week break to avoid missing school days. Thanks,</p>
323	<p>Hi there,</p> <p>I am a stay-at-home mother with two boys in elementary school. I like the idea of the proposed second calendar for a couple of reasons:</p> <ol style="list-style-type: none"> 1. It is already so difficult for some parents to take any time off while their children are off from school. It is costly to put them in full-day camps or daycare. It can be extremely draining financially for many parents; 2. After one week, my experience has been that the boys have had enough of a break and are ready to go back. It would be an easier transition to get them back into the rhythm of going to school. I don’t see the benefit in having the break be two weeks. <p>Thank you for your consideration.</p>
324	<p>I’m assuming the comments are also open to simply vote for a preferred calendar. Preference is for Proposed Calendar Option A.</p>
325	<p>I prefer Option C with only 1 week of spring break and I always have. I do not like 2 weeks for spring break. I prefer that my children benefit from 187 days of instruction versus 181 days shown in the other 2 options. I feel that since they had 2 weeks a Christmas, only 1 week for a spring break is sufficient. I feel that their learning momentum decreases after any lengthy break and I don't think 2 weeks is necessary for a spring break. I hope the decision will be to return to the 1 week spring break.</p>
326	<p>Calendar C is my preference.</p>
327	<p>I would prefer we keep with 187 days of instruction.</p> <p>There are so many goals and objectives held by the ministry, the district, and teachers, that I see no way to even remotely meet these if we cut more days to our school year.</p> <p>I would be ok with either calendar D or C.</p> <p>Sincerely,</p>
328	<p>I would like to vote for c please.</p>
329	<p>Option C = Preference (1 week spring break)</p>
330	<p>I am voting for option “A”</p>
331	<p>I vote for option D.</p> <p>It is the only one that is in sync. with the West Van SD #45.</p>
332	<p>I would like option D. Thanks.</p>
333	<p>I like Option D - 2 week Spring Break</p>
334	<p>Option D provides a 2 week spring break that is the same that is being proposed by other districts in the lower mainland which would allow for families to travel if they have students in, or are employed by other districts.</p> <p>My vote is for Option D.</p>

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335	I prefer calendar C...have one child at Handsworth and the other at Highlands...not too sure if my vote counts or anyone pays attention to this email but at least it's an attempt. Thanks.
336	My pick would be Option D.
337	Thank you for the opportunity to comment. I'm in favor of 181 Instructional Days and a 2 week Spring break. Option A or D. Least favorite option is C - I'm sure there would be very low attendance on Monday, June 29th. Why bother...the kids (and teachers) are done by then, finish on the Friday and start enjoying a much needed break).
338	Hi, I have 4 children in elementary school in North Van. After reviewing the options I prefer "B". I find 2 weeks for spring break too long. I feel the momentum of school and schedule break down over 2 weeks and 1 week is more appropriate. Thank you,
339	I prefer option D.
340	More info needed. Hi, I would be in favour of option C simply because it suggests 6 more instructional days. It seems extremely challenging as is for the teachers to get through all the curriculum and more instructional time is obviously better. However, what this email does not provide (at least as far as I could see) are the other pertinent details in terms of instructional HOURS. Do 6 extra instructional days mean that the days over the rest of the calendar year will be shortened in any way? I wouldn't be in favour of that. Also would the last Wednesday of each month still end at 2pm for Curriculum Implementation (or perhaps it was collaboration time, I can't recall)? I'd prefer to see what the whole picture entails. Thanks.
341	(1 st Message) As a parent, I would much prefer option A for the proposed calendar.
342	(2 nd Message) As a teacher, I much prefer option A for the proposed calendar.
343	I prefer Option A. We definitely need a 2 week Spring Break and there really is no point continuing school into that last week of June. No one will be there anyway! Thanks!
344	I think option A is the better option as it maximizes the days children are being taught but also gives a 2 week break in Spring. I would like to see more tuition days generally and shorter summer break. More in line with UK and Japanese cultures etc as children lose far too much of the knowledge they've gained in a school year over the Summer break and it is increasingly difficult as a parent to arrange activities over such a sustained period of time. Many thanks
345	Dear Sir/Madam In the UK the equivalent age group receive 195 days of education. There is no need for a long spring break holiday especially with the close proximity of the Easter long weekend. I therefore support Option C with 187 days of education and 1 week spring break. Regards
346	- I vote "Calendar A" - I prefer spring break combined with the stat holidays. (rather than option D) - Making the last day of school on a Thursday makes much more sense. (rather than the Monday in option C, I am sure there would be very low attendance if this were the case)
347	Proposed Option A is my preferred choice. Definitely not C.

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384	<p>Hi,</p> <p>Our preference is Option C:</p> <ol style="list-style-type: none"> 1) Longer # of “days” in school (I suspect that the total hours are the same, correct?) 2) One week spring break – timing is best of the three options and one week is better for working around with daycare. The earlier two week spring break (option D) interferes with Winter sports schedules that go until the middle of March and the later two week spring break (Option A) is too late and too long with Easter at the end and ends too soon at the end of June. 3) Option C End date in June is better – although finishing on the Friday June 26th would be the best as carrying over to one more day impacts summer camp schedules that run Monday to Friday. <p>Thanks,</p>
349	Support Option A. As a parent this makes the most sense.
350	<p>If we are voting for which calendar we like best, I vote for Calendar C.</p> <p>As a working mother of 3 kids (all of which will be in elementary school 2014/2015), I have found it very difficult in the past to make arrangements for 2 weeks off during Spring Break. I have also found it difficult for the kids to get back into the swing of things after 2 weeks off (it's hard enough after Christmas). I would LOVE to see a 1 week Spring Break!</p>
351	Calendar A seems the least disruptive, while maintaining a 2 week Spring Break. It is our families preference.
352	Option C
353	<p>I strongly recommend Option A calendar for the 2014/15 school year. It closely follows this year's calendar with a two week Spring Break and ending on the last Friday in June. Option C with one week Spring Break and School days on June 29 and 30 is least desirable. In Option D, it doesn't make sense, for so many reasons, to put the Administration Day on the Monday rather than the Friday, June 26.</p> <p>Thank you for considering my feedback.</p>
354	<p>Hello,</p> <p>I would like to vote for calendar option C. As a single parent it is much easier to manage one week at march break in terms of child care (cost, time etc) than two weeks.</p> <p>Thank you,</p>
355	<p>Hello,</p> <p>Thank your for the opportunity to provide comments:</p> <p>Option A: If you are going to continue a two week spring break, this option is much preferable over C as the spring break feeds into the Easter holiday and is less of a hardship for two parent working families with limited holiday time and incomes to afford camps, daycare, etc. I like the fact that it doesn't tie in with the other school district's proposed spring break for 2014-2015. Pbviously that might be a con for parents with kids in different school districts. Your instructional time is on average with Richmond, Burnaby, and West Van, but lower than Vancouver at 183 days. Option C – With 187 instructional days and one week spring break, you would be the highest amongst the school districts noted above, which is very appealing to me as a parent as more learning is preferable and also less time taken for holidays at Spring Break. However, I am not clear on how you will achieve that within your budget? What will you have to cut to achieve the higher number of instructional days? Please provide that information on your website or let me know where to look. Based on the limited information, this is the most preferable to me as a working parent.</p> <p>Option D – This is the <u>least</u> preferable as the Spring Break doesn't feed into the Easter holiday and doesn't offer any additional instructional days.</p> <p>Thank you.</p>
356	we vote for option C. thank you.

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357	As a teacher myself in the private sector, I feel that Option C and D, with the earlier Spring Break would make the last term very long. Second term is already quite short in comparison to the first. It seems that students are just settling back into school and routines before they are off again for Spring Break. In this scenario, Option A would, in my opinion, help alleviate rather than exacerbate the problem.
358	As a mom of two kids in school, I am in definite Favor of proposal D. The proposal D gives our family better opportunities and options to plan for our vacations. Thanks,
359	(1 st Message) Prefer 2 week spring break separate from Easter holiday.
360	(2 nd Message) Please keep spring break and Easter separate. Thanks.
361	I vote for proposal "D" Thank You :)
362	I select option D.
363	Hello, Our family votes for Calendar D mainly because of the earlier 2 week Spring Break. Thank you,
364	To Whom It May Concern, I would like to vote for the North Vancouver SD 44 to implement Calendar option C for the 2014/2015 calendar year. Thank You.
365	I vote for OPTION A
366	As a parent and employee I am in favour of Calendar D.
367	If you are tallying votes, my vote as both a teacher and parent in the district is for Option D. thanks,
368	I have a child in elementary school and another in high school. I like the two week spring breaks so would vote for option A or D. But I like the option you put out some time back, where there are 1 month breaks scattered around the year at three different times, even more. What happened to that? Too radical a change I suppose.
369	Hi, As a teacher in North Vancouver I prefer Option A. I think it is less disruption when you combine Spring Break with Easter because it is only one break in teaching time, not two. Fewer parents would be taking students out for extra days to go on vacation at Easter, if there was already a longer break time. This Option would also allow me to begin my holidays a few days earlier. I always spend 2-3 days after school has ended, to clean up and prepare my classroom for September. This way, I would be done earlier. If Option C were chosen, many parents would likely not even bring their child to school on the Monday. This would also mean a complete revision in the daily schedule to accommodate the new times.
370	Given these 3 options I would choose Option A. I would like to know though why there needs to be an extra day off in November? For parents who work and have elementary age children this is a major concern. We had this calendar once before and it was hard then to find childcare to say nothing of the increased cost to working parents. Why not just close a day early in the summer if there is one day too many in the schedule.

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371	Dear School District, I prefer Option C. Thank you,
372	To whom it may concern: Out of the 3 options noted, Option A is the one I prefer the most. Thank you for keeping us informed and allowing us the opportunity to have input in the process. Sincerely,
373	As a parent in the north vancouver school district I would like to see option D selected. It aligns with all other school districts in the vicinity (west van and vancouver) which makes most sense. A Spring break two weeks later would be very difficult for rec programming and sporting events. Let alone wreck havoc with high school sports as no games could be played for the entire month of March as north van schools would be out on their own. Stick with the status quo. It works!
374	My comments--I support A or D, with a two week spring break being of greatest importance. It is not clear to me how the district would 'make up' time if either A or D is the chosen option as both these options are for 181 days. The Board needs to make this clear to the stakeholders. Unless the format for elementary staff collaboration times changes (to allow for small group collaboration between subject area teachers, between specialist teachers and classroom teachers, between EAs, teachers and specialist teachers etc), then this collaboration time can be removed. While I voted to support adding this time, the format is ineffective in achieving 'the best bang for the Board's buck'. In future, please consider a calendar where school begins at the end of August. Thank you.
375	Option c
376	I vote for calendar option 'A'
377	Hi there, Calendar Option D works best for our family. Thanks.
378	Option C please - what parent would not want extra tuition and less time to have to deal with holiday care provisions. No brainer. Option C please.
379	Hello, I am writing in response to the proposed calendar. I am in favour of option D. I understand that option A does not align with other districts, as as there are many teachers who work in other districts but live here, it would be hard to have different spring breaks. Also, adding spring break to Easter takes away a day of holiday, so where would that day go or be given back? Again, I speak in favour of option D
380	I feel that Option D is the best option for both teachers and students. Thank you.
381	I prefer option D.
382	I would prefer option D for the 2014-15 calendar. Thank you.
383	My preference is for option a as we like the 2 week spring break which tags onto Easter.

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384	<p>Calendar option D. I like this option for two reasons:</p> <ol style="list-style-type: none"> 1.Spring break for 2 weeks - I enjoy having this break with my children at home. 2. The earlier spring break allows the children to be at school just before Easter, which allows for more possibilities of using spring and/or easter themes in the classroom for learning. <p>My only comment is in regards to option B and wondering where the extra instructional days here are compensated for in options A and D.</p> <p>Regards,</p>
385	<p>Hello,</p> <p>I am a teacher in North Vancouver but live in Burnaby. My 3 children go to school in Burnaby and I would prefer a calender that has the same 2 week spring break as them. Can you tell me which option is it that would be in line with Burnaby? It would be nice if our school district could collaborate with other districts (Burnaby, West Van, Vancouver etc) so that the break is the same time for everyone. If you could find out that option and let people know what this option is...that would also allow teachers, parents and students make a more informed decision.</p> <p>Thanks.</p>
386	<p>Proposed Calendar for 2014/2015 - Prefer Option D</p> <p>Thank you</p>
387	<p>Thank you for the opportunity to comment on the school calendar.</p> <p>As a full-time working parent of two children, one currently in the North Vancouver School District school and one about to enter the school system next year, I am disappointed to see a trend towards decreased number of instructional days.</p> <p>I find the rationale for the decrease in number of days to be poorly presented in your documentation. Specifically:</p> <ol style="list-style-type: none"> 1. You do not explain in any of your documentation whether or not the reduced instructional days (187 in Option C and 181 in Options A and D) means reduced instructional time or if it means longer days on the 181 days versus the 187 days. Clarification on this matter would be greatly appreciated. 2. Your note regarding the decreased absenteeism by 2/3 following a four day week in the fall, does not explain what the base rate of absenteeism is in the schools. Without this data, I am unable to determine how many children would be negatively effected by loosing an additional instructional day in November versus how many would benefit from reduced absenteeism. Given the information presented, I do not understand how the rationale presented actually benefits students. 3. In your rationale for a two week spring break, you site survey data from 2005 and 2010, showing support for a two week spring break as well as additional long weekends. This data is now nine years and four years old respectively. Since 2005 home prices in North Vancouver have seen a tremendous increase; there has also been a shift in demographics in North Vancouver with many single-income families replacing dual-income families. Four day weeks and extended school closures are challenging for families with two working parents. Arrangements for childcare during these breaks can be challenging and the requests to parents from children, to please stay home can take an additional emotional toll on working parents. Furthermore, it is these dual-income earning families that are the least likely to have the time to respond to surveys. I would be curious to know, if demographic / working status of parents data was collected as part of your survey, as to how many of your survey respondents were from dual-income households. 4. I would like to better understand what the scientific literature around 4-day instructional weeks versus 5-day instructional weeks states about the best conditions for student learning. This information would likely be of greater value to determining what is the best option for our future school calendar, as opposed to what parents in 2005 and 2010 stated in a survey or possible questionable effects to absenteeism rates. <p>Overall, I was very disappointed by the information presented and do not feel that the committee has taken a particularly rigorous approach to analysing options nor have you provide information</p>

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	<p>that actually supports your stated objectives. At this point in time, I support Option C, as it appears to mean more instructional time and more meaningful instructional time (e.g. more days for shorter times as opposed to less days with longer times).</p>
388	<p>I would like to see School District 44 adopt option D for the 2014-2015 school year as the spring break of March 9-20 would be the same as the Vancouver school districts. As Vancouver teacher with a child going to school in North Vancouver it would be very difficult to have a different spring break than my child. I feel that all school districts should have all major school breaks in common. Thank you,</p>
389	<p>We have reviewed the proposed calendar options A, C, D as well as the Calendar Steering Group meeting summary notes for Jan 13th. We would be most supportive of the following:</p> <ul style="list-style-type: none"> • Nov 10 as a holiday day to achieve a 4-day weekend; • students not being in school beyond Friday, June 26, 2015; • Spring Break NOT aligned with Easter weekend, and for Spring Break to typically be earlier in mid-March; • Prefer a 2-week spring break <p>We would also prefer to see school-based Pro-D Days to be aligned in the sense that they were on common dates, even if they are school-based in terms of subject matter. When a family has students in different schools - whether that is one in elementary school and one in high school, or two students in different high schools (one in FI, one in Eng, etc) families should be able to make use of the time together as a unit. There are enough other pressures in today's society without introducing more.</p>
390	<p>Hello, We have reviewed the options and believe Option D offers the best choice for our family. Thank you.</p>
391	<p>We would prefer option D. Thx!</p>
392	<p>Thank you for the opportunity to comment on the calendar options for the next school year. I strongly encourage the Board to select Option C for the school calendar next year. In general, more instructional days is preferable and hence my support of Option C over the other two options. With regards to Spring Break, over the past several years, we have experienced both one-week and two-week breaks. A one week break is a good amount of time for a break; I find that the kids get back into learning more easily and quickly after a one-week break. While not specifically asked to comment on the staff collaboration days, I must say that I find them quite disruptive. The net result of these early dismissal days, together with the PD days and other times off means that virtually every second week is not a full week of school. I realize that this time is a negotiated benefit, but Is there not a better solution? Sincerely,</p>
393	<p>I would prefer option D....it is the best option for my children and our family. Thank you.</p>
394	<p>Option D is my preference. Thanks!!</p>
395	<p>Hello, I think by far the best choice of calendar options is D, with the 2 week break that doesn't connect with Easter. I think this is the best choice that lines up with other districts and working people's holiday times. The other options are sure to conflict and cause frustration amongst parents.</p>

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396	<p>I would like to say that I have found the staff collaboration days very hard to manage as a working mother. I feel strongly that they should be abolished.</p> <p>The teachers tell us that they don't have enough time to fit the curriculum in, and yet it seems like every year the days and hours get shorter. A couple of years ago you cut their lunch hour back and pushed back the start time, then the collaboration days..... I'm worried our kids won't be competitive.</p> <p>I find it especially frustrating given that I am rushing around trying to get help so I can work a full work day, 12 months of the year, and then when I drop my daughter off for band practice 1 hour before school starts there is consistently not even ONE car in the teachers parking lot other than the band teacher's car. Coming home from work at 5pm, I see the parking lot similarly empty.</p> <p>Therefore, I don't understand why the teachers can't collaborate before or after school.</p> <p>If there must be staff collaboration days, I particularly don't understand the rationale for late start for high school students and early dismissal for elementary – this makes it impossible for older kids to help take care of younger kids.</p> <p>Thank you for considering this input.</p>
397	<p>Hi,</p> <p>As a teacher in the district I support proposed Calendar option “D”.</p> <p>Noteworthy is the fact that it may not align with other districts (ie. Richmond—Spring Break 2014-15 is March 16-27). As a teacher in North Van & a parent of children in the Richmond School district, this is unfortunate.</p> <p>Sincerely,</p>
398	<p>I have two school age children. The 2 week spring break should be planned and agreed upon with all the school districts in the GVRD or lower mainland. Having different spring breaks across school districts that are neighbours is not helpful to families and creates absenteeism by students when spring break conflicts across districts that are in the same region.</p> <p>Plan and decide as a region on what is mutually agreeable regarding spring break. Whatever the timing is we would support it as long as it is the same across districts in this region.</p> <p>Thank you</p>
399	<p>I like option D the best.</p>
400	<p>As a parent, I prefer calendar option A.</p> <p>Thank you.</p>
401	<p>Without having a longer Summer break you may find children burning out quicker, possibly May instead of June which will be counter productive. My suggestion is giving students July and part of August as Summer break, sending them back third week of August. This would be an easier transition and also to accommodate students that need to attend July Summer school, these students will have no break at all with the proposed calendars.</p> <p>Thank you.</p>
402	<p>I think that option "D" strikes the right balance</p> <p>Thanks for allowing us the input</p>
403	<p>prefer option D re a break in Mar and one in Apr</p> <p>What number of days required?</p> <p>2 options have 181 days and one 187 days</p> <p>Hope the decision to have secondary students sit class during exam time.</p> <p>What is the point if they have already completed the curriculum and exam?</p> <p>This also impacts how much time teachers have to complete one year and prep for the 2nd.</p> <p>Why not just extend class time an extra week then slate exams.</p> <p>Thank-you</p>
404	<p>Option “A” calendar</p>

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405	Hi: As a parent I prefer option A. Thanks,
406	Alighting with other districts would be best. Break that goes into April is way too late.
407	Option D would allow our district to have the March break at the same time as many other school districts (many teachers with young children live in other districts and would not have to arrange for child care but could spend some quality family time together). Option D with one change would be ideal: remove Nov 10 school closed so that the last day of school would be June 25 and Administrative day June 26.
408	Hi - I'm voting for Option D - without Nov. 10 holiday, and with the June Admin day being June 26 thanks!
409	Option C, thank you.
410	Of the available options, calendar Option D is preferable. We still have a child in high school and this option is the best for us.
411	I would prefer to have 1 week spring break and actually have 3 weeks at Christmas. This allows everybody to be well rested and ready to tackle flu season. I can not really see the difference between option a or c would be my vote. And if I had to choose 1 I think probably option c.
412	After reviewing the 3 choices, I would like to suggest Calendar option D. Most notably, I do not think that option C would work in a school district where there are so many children living with separated/divorced parents who share the Spring Break time with their child/children with each parent having one week. Accordingly, either Option A or D work, but definitely not C. The school district really needs to look at this demographic of children who have two homes. Sincerely,
413	Just a quick note to let you know that after reviewing the 3 calendar option proposals for the 2014/15 school year, my vote would be "D", separating Spring break from the Easter Long Weekend.
414	I like Option C with one week spring break.
415	My vote is for option D.
416	Admin Day in calendar A and D do not make any sense. Why would you have a long weekend and then send the kids back to school for a day or two. However, I personally like the two week Spring break. Not sure what the November long weekend is all about. There is a stat on Tuesday, it does not mean we should have a 4 day weekend. The Staff Collaboration days are an absolute nightmare for parents in terms of early dismissals. Why can't staff collaborate after school? Why isn't this part of the ProD day? It is difficult to be a working parent with any of these calendars.
417	Hello Option A would work best for our family as it has spring break connected to the Easter long weekend. I would like to add a comment about Pro D days, I would like to see a system where schools are not closed down for career development of teachers, it would be nice to see a system that involved small numbers of teachers attending training / development and substitute teachers brought in to cover these teachers. It is very difficult for working parents to deal with the constant extra days off and early dismissals from school.

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418	<p>Good afternoon,</p> <p>After reviewing the three calendar options for the 2014/15 school year, our family is most interested in Option D. It allows for a two week Spring Break, in early March and is separate from the Easter Long Weekend. We have a blended family and this option allows our son to spend an equal amount of time over Spring Break and Easter with both his mother & step-father and father (and our respective families).</p> <p>The last day of school in Option D is Friday, June 26th which is beneficial as well, as that allows for a bit longer summer break.</p> <p>Will school operational and instructional times vary as well?</p> <p>Thank you for posting these calendar options and we hope that our comments are helpful.</p> <p>Kind Regards,</p>
419	<p>Option D please!</p> <p>Thank you,</p>
420	<p>I am both a parent of 3 children in the NV district and a teacher and after consideration, we would like to respond that our choice would be Option D.</p> <p>Thanks for the opportunity to give our feedback,</p>
421	<p>Proposed Option D 2014-15 SCHOOL CALENDAR - 181 Instructional Days, 2 Week Spring Break (9-20), November Long Weekend, June 29 Admin Day</p> <p>2 weeks give the students a real break so they can come back refreshed and ready to finish the year it gives family more options to plan trips together as a family</p> <p>Thank you</p>
422	<p>we pick proposed Option D for 2014-15 SCHOOL CALENDAR - 2 Week Spring Break (9-20), like the 2 week spring break to allow families time to vacation as a family</p> <p>Thank you</p>
423	<p>Please put forth to the Ministry, the school calendar "proposed" Option C. 1 reason, the 1 week spring break. 2 weeks is too much for the families who have 2 parents working and not enough vacation time to take off to care for their kids. Or then have to spend more than regular daycare to put them into camps. Not sure if changing the break to the 30th of March to blend in with the easter long weekend would satisfy the families that can afford to take a extra spring vacation.....</p> <p>Thank you,</p>
424	<p>To Calendar Steering Committee,</p> <p>I am in favor of Option A as the school calendar for 2014/15.</p> <p>Wondering if there will be discussion and consideration for multiple year vote. I thought that the public was in favor of that last year.</p> <p>Thanks.</p>
425	<p>Option A for 2015 Spring Break</p>
426	<p>I prefer calendar option D so that North Van's spring break is the same as the dates in other districts.</p>
427	<p>voting for option D thank you for spring break 2015</p>
428	<p>voting for option D</p> <p>I would like to see NV School District Spring Break in 2014 be March 9 – 20,</p>
429	<p>Option D, 2 week spring break, lines up with Coquitlam's I vote for Option D, March 9 – 20th Spring Break, otherwise my kids will have one two week break , and then I'll have daycare/daycamp issues for 2 weeks while they have 2 weeks off....</p>
430	<p>Support Option A This seems like the most reasonable option as it ties in with easter.</p>
431	<p>Same name #1 Option D spring break from March 9th to 20th I vote for Option D spring break from March 9th to 20th</p>
432	<p>Same name #2 Option D spring break from March 9th to 20th I vote for Option D spring break from March 9th to 20th</p>

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433	Same name #3 Option D spring break from March 9th to 20 th I vote for Option D spring break from March 9th to 20 th
434	Hello. My daughter attends Montroyal Elementary. I would like to express my support for option A. Having spring break overlap with Easter reduces the stress on working parents to find yet more child care activities, as most parents will also not have to work on Easter and will be able to share the break with their children. Thank you
435	Option D Please!
436	Hi, I vote for Option D. Thank you,
437	I prefer option D as it coincides with the calendars set by other districts in the lower mainland, including the one in which I teach.
438	Hi there, My family would have serious difficulty if spring break did not match other school districts, especially Coquitlam. Our vote is for option D. Thanks for your consideration.
439	Anything other than option D would cause chaos for my family. Please chose the obvious option D, to match other school districts. Thanks.
440	I was surprised to see that two of the options did not match other school districts in the Lower Mainland. This would mean that two of the options would affect the local sport calendars where teams etc... compete in other areas beyond North Vancouver would have to stop play or reschedule. What a huge amount of extra work. Also, people who work in the North Vancouver school district but don't live here, would have different breaks from their children's school. Sometimes it is just better to be one of the many and all have the same vacation times. My votes is for Option D which is the Spring Break from March 9th -20th.
441	Option A would be our first choice (less intrusive of four-day weeks at that time of year). Option D would be our second choice. We don't support Option C because we prefer a two-week Spring Break. Thank you,
442	I prefer Option A.
443	Same name #1 Hi, I am in support for calendar Option D. I am thoroughly disappointed that the board, and the steering committee would even consider calendars that are completely out of sync with other districts (option a). What a waste of time. Having spring break out of sync with other districts will ruin my family's holiday time, as my wife works in another district. I can think of numerous examples of staff in my school who have children or spouses in other districts. I see no advantage to option a... None. Further, high school sports will be severely hampered and seasons shortened when north van and west van have completely different spring breaks. I am frustrated that I even have to write this email.
444	Same name #2 I am in support for Option D. Option A is ludicrous.
445	Please choose option d. My family's holiday will be seriously affected if option a is selected. I work in north vancouver school district, but my children go to school in vancouver. Why does North Van have to be so different from other districts?

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446	I would like north van to choose option D for spring break next year. If you chose option A, then my family will not be able to spend holiday time together. Option D please!
447	OPTION D SEEMS TO BE THE ONLY CHOICE BECAUSE IT MATCHES WITH OTHER LOWERMAINLAND PROPOSED CALENDARS. The option that must be chosen is the Calendar that matches with all other school districts in the Lower Mainland. In a city that is so connected choosing a calendar that did not match with other lower mainland schools would be putting family time and finances at risk. Child care is costly and finding spring break activities for the working parent can be a challenge. We rely on family and a network of friends to help keep our children happy and busy during school break times. This means that if our spring/winter or summer breaks were different from other districts in the lower mainland it would put this support and valuable family time together at risk. After reviewing the proposed calendars from other districts it looks like Option D is that calendar that reflects what other districts are proposing (spring break from the 9-20) The calendars of all BC schools should and must match up because it takes a community to raise a child and to have a school break that did not match up with the other members of my family would put a financial burden on us and would mean less family time together. I actually do not understand why North Van would consider a calendar that did not match with other school districts. thank you,
448	I vote for option D (2 week Spring Break, March 9 - 23)
449	Option D, please
450	To Whom it May Concern, I have just reviewed the proposed 2015/15 Calendar Options A, C and D, and my family favours Option A. Option A allows families a longer Spring Break, due to the fact it borders Easter, which means that both families and teachers/staff could book vacations for a period longer than two weeks, and that working parents would be able to utilize Good Friday and Easter Monday as part of a vacation break. Option C doesn't seem to make as much sense, as it does not utilize the Easter civic holiday to such an advantage, however it would be our next choice. In Option D, Spring Break is far too early...as we know, it's still winter at that time of year, and a later Spring Break may mean we have better weather for the time off. Thank you for your time in reading this,
451	Same name #1 As an EA, I'm burnt out by the time March comes around. I look forward to the long Spring Break. I like Option A the best
452	Same name #2 Option A is the best for my family Plenty of time to travel and make it home in time to organize the household before school starts.
453	As a parent, I would strongly want either option A or D with two weeks spring break. We do go away to visit family etc and if it was not two weeks, the kids would need to miss school. Also, we feel strongly the kids need a break at this point to rejuvenate (as do teachers!!!)
454	Same name #1 My choice is calendar A.
455	Same name #2 I vote for option A.
456	I prefer the 2 week spring break options presented in Calendar A and D. The two week spring break time is important to promote family bonding time. Also, having the two week vacation time allows families to schedule an extended holiday of two weeks, without having to miss school classes which is disruptive for the students and teachers. Between the 2 week Spring Break options, I prefer Option D which has Easter as its own break at a later time. Thank you.
457	Prefer a. Thanks for asking. We really prefer the 2 week spring break.

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458	Option D
459	Spring Break 2015 - Option D. Hello, I would like to request option D.
460	As a teacher and parent in this district I vote for option A Thank you
461	I prefer calendar A. Thank you!
462	To whom it may concern, We would like to see Option D implemented for the 2014/15 Calendar Year. Thank-you
463	I would like to voice my support for Option A for 2014/15 as the later spring break that ends with the Easter break: - is less disruptive for working families as we only need to plan a single block of childcare - is long enough that older kids can engage in some worthwhile community projects, or even gain a bit of work experience baby-sitting, life-garding, etc. - is consistent with prior years - is later in the year so the weather may be better :) - would enable more distant travel Thanks, for your consideration
464	Hi, My preferred option for next year's school calendar would be Option D. I like having the spring break earlier in March and separate from the Easter holiday. Thanks very much. Sincerely,
465	Hi, I prefer option 1. Thanks,
466	Calendar Option D. I would support Option D please. It is more in line with other Districts and this has significant impacts on programs during the break.
467	We like the Proposed Calendar Option A because it combines Spring Break with Easter long weekend which helps with the limited holiday days working parents can take. Thank You
468	As a teaching employee, I like options A or D but not C.
469	Option D I would prefer spring break to be aligned with other school districts in the lower mainland. From my research Vancouver, New Westminster, Coquitlam and West Vancouver are proposing Spring Break from March 9-20, 2015. This would be better for teachers that have their own children in a school district different than which they teach. In that case I would be most interested in Calendar Option D. It has the two week spring break which, I believe, most parents have requested and aligns with other districts so accommodates the most people. Option A Personally, I do not have a problem with Option A except that I don't believe Spring Break aligns with most of the neighbouring school districts. I think we should try to accommodate as many people as possible. Option C From my understanding, most parents have requested a two week spring break so this calendar does not address that. Also, since most neighbouring school districts are planning a two week spring break this does not accommodate most people. I suspect that attending school on Monday, June 29 will not be very popular so attendance will likely be very low that day. For those reasons, this would be my last choice. Thank you for the opportunity to provide input on these calendar options.

CALENDAR COMMENTS - January 23 through February 21, 2014

470	<p>Calendar C. I prefer Calendar C with 187 instructional days as opposed to the other calendars with only 181 instructional days. The reason is that the children need more time in school so that they can get through the curriculum properly and without unnecessary stress.</p> <p>1. My son's teacher constantly bemoans that the class is behind in English, behind in Mathematics, behind in Science and that there is not enough time to get through the work. I agree and would also prefer to see the appropriate time being taken to teach the full curriculum. And taking ten minutes out of the lunch hour every day does not make up for less full days in school.</p> <p>2. With so many days with no instruction, there are not many normal 5-day weeks left in the calendar. Which means that the homework, which can usually be spread over four evenings, then has to be done in three evenings. If there was a spelling test on Thursday and Dictee on Friday, both tests are now on the Thursday. This can be stressful for the child and could perhaps be prevented if more time was available.</p> <p>I notice that one reason for recommending longer spring and winter breaks as well as 4-day weekends, is that the attendance for both staff and students will be better. Parents can decide for themselves whether their own child can risk taking time off from school or not. However, I do not see how the fact that a small percentage of children is absent from school at these times, translates into the solution of taking important instruction time away from all children.</p> <p>The fact that teachers are also conveniently absent from school at these times, is hopefully something that the department will look into and not something which should enter the debate at all.</p> <p>Thank you for the opportunity to comment.</p>
471	<p>Option A is my preference as it coordinates statutory holidays with school holidays, especially at Spring Break. Also this option minimizes the number of 4 day weeks in April and May. In addition, the timing of Spring Break in Option A is positioned half way through the January to June portion of the year which I expect better coordinates with reporting for term 2 - given this year we will not be receiving reports card until after spring break. Finally, with Option A, the school year ends on a Friday which seems a logical end to the school year for teachers and administrators.</p> <p>Thank you.</p>
472	<p>My choice is OPTION A</p>
473	<p>We prefer Option C</p> <p>Reasons:</p> <ol style="list-style-type: none"> 1) More instructional days available to deliver the curriculum to the students; 2) One week spring break will reduce our cost for childcare. <p>Regards,</p>
474	<p>We would prefer option d for the calendar as the spring break coincides with the majority of spring breaks across BC which makes it easier for sports, day camps, child care and vacations.</p> <p>Thanks</p>
475	<p>I prefer calendar C which provides the most school days for the students. I assume that this will allow each school day to be shorter than the school day length now. I don't feel that elementary school children receive the equivalent instruction when the school day is increased by 5 to 8 minutes so that a two week spring break can be taken. I feel that the elementary school students would benefit from more days of instruction and not longer school days. I observe elementary school classes regularly lined up and waiting for the bell to ring at the end of the day.</p> <p>Calendar C also has the last day of school for the year on a Monday. I feel that the last day of school should be on a Friday because many families will start their vacation early and be absent on the Monday.</p> <p>I do not think that November 10 should be a day that the schools close. For working parents, this means that they either need to take the day off from work or pay for day camp on that day. Going to school on November 10 would enable a Remembrance Day ceremony to take place closer to Remembrance Day.</p>

CALENDAR COMMENTS - January 23 through February 21, 2014

476	<p>Next year I will have two children at highlands Elementary school in kindergarten and grade 2. As such, I would like to support calendar Option D - two week Spring break in the middle of March. For parents wishing to take family holidays at this time, it is much easier, cheaper and less busy during these earlier weeks when other schools are generally still in session. This also seems like a more balanced calendar with breaks spread out...rather than squished together later in March (ie. the option where SB is connected to easter). I think it's nicer for the kids (and families) to have days off and breaks/stats spread out over the term, rather than compressed together and combined. Thanks for considering parent's opinions on this.</p> <p>Sincerely,</p>
477	<p>Hello,</p> <p>Please note that I would really like to see two weeks vacation at spring break and would prefer it to fall into mid march to break up the first quarter.</p> <p>I vote for OPTION D.</p> <p>Plan C would be my last choice with one week at spring break.</p> <p>Many thanks,</p>
478	<p>Hello,</p> <p>I would support OPTION D please. Two weeks at spring break in mid march is ideal for families that would like to take advantage of a spring getaway. The rest of the calendar looks fine.</p> <p>Option c with one week at spring break would be my last choice.</p> <p>Best,</p>
479	<p>My preference is Option D.</p> <p>I prefer a two-week spring break so Option A is my second choice.</p> <p>Thanks,</p>
480	<p>Option D which will match VSB and Burnaby calendars is the only logical choice to link with adjacent areas.</p> <p>Thanks</p>
481	<p>In our family we have teachers working in one school district with their children going to school in North Vancouver and it makes it very difficult when it comes to holidays and daycare when all districts do not share the same holidays.</p> <p>My vote goes to option D.</p>
482	<p>To Whom It May Concern,</p> <p>I am a parent of a student in District 44 at Upper Lynn School and I would like to state my preference for Spring Break 2015.</p> <p>My first choice would be Option D, with 2 weeks off for Spring Break and a separate Easter holiday. I believe this would be the same days off as the Coquitlam School District, where I work. This would be easiest for our family.</p> <p>My second preference would be a two week Spring Break, option A, which is also combined with the Easter holiday. A two week vacation is definitely preferable. We really appreciate the time together as a family. In addition, it allows our two children with Special Needs to do additional therapies, that don't interfere with their time at school.</p> <p>Thank you for your consideration,</p>
483	<p>rome trip Hi</p> <p>How are you?sorry i didn't informed you about my trip to Rome Italy, Please i need a loan once i return back home i will refund let me know if you can lend me, God bless you</p>
484	<p>I prefer calendar option D. I'm a parent and my kids are at Sutherland</p> <p>Sincerely,</p>
485	<p>Hello,</p> <p>I looked at the three options on the web site, and my preferred option is Option A.</p> <p>Thank you,</p>

2014-15 SCHOOL CALENDAR - Proposed Option D

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

AUGUST 2014						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

SEPTEMBER 2014						
S	M	T	W	T	F	S
	1	2*	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER 2014						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2014						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER 2014						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2015						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2015						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2015						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2015						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2015						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2015						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 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)
Sample Dates for illustration only
- SCHOOL-BASED PRO D DAY (2)
Sample Dates for illustration only
- NVSD CURRIC IMPL DAY (1)
- STAFF COLLAB X 7
- ADMIN DAY

THIS IS 1 of 3 PROPOSED CALENDAR OPTIONS

Jan-14

Schedule C.1
of the
Administrative Memorandum

Meeting Date: March 11, 2014 Board Board, in camera

Topic (as per the
Memorandum): **North Vancouver School District Strategic Energy Management Plan**

Narration:

Following an Energy Management Assessment Workshop organized with BC Hydro and School District facilities staff in the spring of 2010, the Superintendent wrote a letter of commitment to sustainability and confirmed the School District's interest in implementing the recommendations in the Energy Management Assessment Workshop Report. Having fulfilled BC Hydro's requirements, the School District was eligible to hire an Energy Manager with a \$100,000 grant from BC Hydro. The School District currently receives \$50,000 per annum to support the Energy Manager Program.

Prism Engineering, with Robert Greenwald as the Energy Manager, was engaged by the School District in January 2011 under BC Hydro's Energy Manager Program. Over the past several years, Mr. Greenwald has worked closely with School District staff to develop the School District's Strategic Energy Management Plan. The preliminary Strategic Energy Management Plan and first quarterly report was presented at a Finance and Facilities Standing Committee in September 2011 and to the Board in March 2012.

This evening Janson Ho, Director of Facilities and Planning, and Robert Greenwald, Prism Engineering, will present the highlights of the Updated Strategic Energy Management Plan. In addition, Wayne Cousins, BC Hydro's Key Account Manager for the School District will provide an update on the program.

Attachment:

North Vancouver School District Strategic Energy Management Plan

Strategic Energy
Management Plan



North Vancouver
School District
the natural place to learn®

Update
March 2014

Partnering with:



Senior Management Support:

Georgia Allison, Secretary - Treasurer

Signature: _____

A handwritten signature in black ink, appearing to read 'Georgia Allison', is written over a horizontal line.

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Prepared by:



EXECUTIVE SUMMARY

A key element of NVSD's commitment to providing the "highest standard" of education is to demonstrate leadership in environmental stewardship by providing programs, education and facilities that foster greater sustainability. Through the sponsorship of BC Hydro's Power Smart program, NVSD has engaged Prism Engineering as the Energy Manager since 2011.

By focusing on energy management, NVSD is reducing its exposure to energy cost escalations, demonstrating environmentally responsible development on the North Shore, and reducing its reliance on the province's energy infrastructure.

NVSD has a goal to obtain an energy intensity reduction of 13% by June 2016 (2015/16 fiscal year). These savings will be made up of approximately 18% reduction in electrical intensity and a 10% reduction in fuel intensity.

Completed and approved projects as of fiscal 2013/14 total an investment of \$ 1,220,424 in energy management, which has been offset by an estimated \$155,406 in incentive funding from BC Hydro.

In fiscal 2012/13, NVSD spent \$1.6 million on energy; \$930,295 on electrical energy, and \$670,664 on fuel. Based on the projects identified, the avoided costs related to energy management projects have grown and will continue grow during the implementation of the SEMP. By 2016, the **annual** avoided costs will reach approximately \$250,000. This is based on actual rates from 2010 to 2013, the reported increases from BC Hydro from 2014 onwards, and estimated fuel rate increases. Not included in this figure is carbon offset costs. Even more impressive, the **cumulative** avoided costs from fiscal year 2010/11 to 2016/17 would be approximately \$580,000.

1. INTRODUCTION

This Strategic Energy Management Plan (SEMP) supports the North Vancouver School District's (NVSD) commitment to energy efficiency and conservation by providing a framework for reducing energy consumption and its associated environmental impact. This SEMF includes a specific energy reduction target and an action plan of how the target will be achieved.

By implementing the actions detailed in this SEMF, NVSD is demonstrating leadership through innovation and accountability for the resources it uses as a school district. Further, NVSD is also reducing its exposure to energy cost escalations, demonstrating environmentally responsible development on the North Shore, and reducing its reliance on the province's energy infrastructure.

An Energy Manager was hired in February 2011 through the sponsorship of BC Hydro's Power Smart program. The key focus for the Energy Manager in the 2012/2013 year includes five action areas identified in the BC Hydro Energy Management Assessment (EMA): Policy, Targets/Reporting, Plans/Actions, Teams/Committees, and Employee Awareness/Training. See Appendix C for more information on the EMA process.

While five key areas of energy management are identified above, it is also important to recognise the broader picture of energy management for the district, which can be represented by the diagram below.



This SEMF provides the framework required to link together all aspects of energy management at NVSD and gives strategic direction for NVSD to succeed in setting and meeting its reduction target.

2. OUR ORGANIZATION

The North Vancouver School District (NVSD) provides kindergarten, elementary and secondary education to an average of 16,000 students a year and employs over 2000 educators and non-teaching staff. NVSD district serves students throughout the City and District of North Vancouver. The District's 2011/12 operating budget is \$139 million with an additional \$116 million in capital funding for new construction, renovation and improvements.

Please note that this SEMP does not include energy use directly billed to others at NVSD's leased locations (see Appendix E for a list of leased locations).

2.1 Organizational Profile

Table 1 Organization Profile

Organizational Profile					
P E O P L E	Sector	Education (School District)			
	Number of Students	04/05	17,237	09/10	15,314
		05/06	16,855	10/11	15,186
		06/07	16,256	11/12	15,433
		07/08	15,684	12/13	15,356
		08/09	15,457	13/14	15,042
Number of Staff	2128 employees (full-time and part-time): 1176 teachers, 715 non-teaching staff, 154 casual staff plus 83 administrative staff				
O P E R A T I O N S	Total Number of Sites	43 Total: 25 Elementary Schools (not including sites under renovation) 7 Secondary Schools 3 other (Board Office, NV Outdoor School, Leo Marshall Curriculum Centre/Lucas Centre – Partially Closed) 4 closed (Plymouth, Monteray, Ridgeway Annex, Keith Lynn) 3 leased (Fromme, Maplewood, Westover) 1 under renovation (Queen Mary EI)			
	Energy Management Issues / Obstacles	Limited staff time (Maintenance responding to issues) Energy Management is not allocated as a responsibility State of some buildings and mechanical systems Budget challenges for upgrades			
	Core Business Metrics	Per Square meter Per student Per FTE staff			
	Business Year	July 1 st to June 30 th			
	Budget Cycle	Draft of budget requests are required by March			

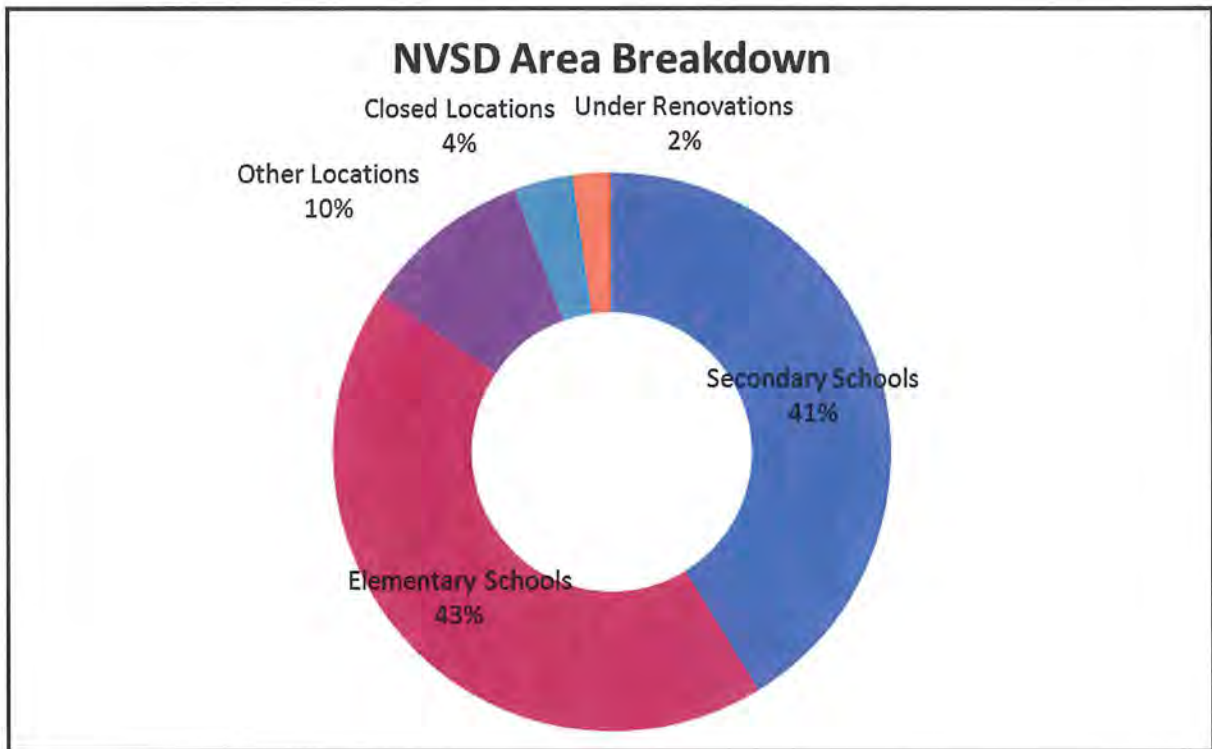
Maintenance Budget Cycle	July 1- June 30 2011/12	July 1- June 30 2012/13	July 1- June 30 2013/14
Facilities Operations Budget (Labour, Supplies, Contracts, and Utilities)	\$10,840,000 out of \$135,000,000 overall ~ 8.0% of budget	\$11,130,000 out of \$137,000,000 overall ~ 8.1% of budget	\$11,060,000 out of \$139,000,000 overall ~ 7.9% of budget
Utilities Budget	Total \$2,058,400 or ~ 19% of facilities <ul style="list-style-type: none"> Electricity: \$841,500 Gas: \$682,000 Propane: \$39,000 Carbon offsets: \$128,600 Water: \$87,800 Sewage: \$132,500 Garbage and Recycling: \$146,500 	Total \$2,076,300 or ~ 19% of facilities <ul style="list-style-type: none"> Electricity: \$888,900 LEC: \$68,900 Gas: \$602,400 Propane: \$8,000 Carbon offsets: \$122,400 Water: \$87,800 Sewage: \$131,500 Garbage and Recycling: \$166,500 	Total \$2,015,100 or ~ 18% of facilities <ul style="list-style-type: none"> Electricity: \$770,700 LEC: \$60,000 Gas: \$700,000 Propane: \$10,000 Carbon offsets: \$110,100 Water: \$62,800 Sewage: \$140,600 Garbage and Recycling: \$160,000
Maintenance Contract Budget (including categories relating to Energy Management)	Heating: \$151,000 Electrical: \$33,000 Lighting Service:\$60,000	Heating: \$201,000 Electrical: \$33,000	
Capital Budget (including categories relating to Energy Management)	AFG 11/12 <ul style="list-style-type: none"> Mechanical \$800,000 Electrical \$750,000 	AFG 12/13 <ul style="list-style-type: none"> Mechanical \$900,000 Electrical \$250,000 	AFG 13/14
Energy Efficiency Project Budget		Energy Revolving Fund using paid incentives is available with an estimated \$90,000. Funds from AFG to be used as well for energy related projects.	TBD - dependent on project request & available budget from annual facilities grant

An additional reference is the percentage of student funding spent on energy: of the approximate \$8,000 in annual funding per student, approximately \$150 or 2% was spent on utilities.

2.2 Facility Profiles

As of April 2013, NVSD owns 43 sites consisting of Elementary Schools (25), Secondary Schools (7), and other sites including the new Education Services Centre/Artist for Kids Gallery, NV Outdoor School, and Continuing Studies Leo Marshall/Lucas Centre (3). Several sites are now closed (4) and there are site currently under renovation (1). The district also owns 3 properties that are leased to others and which have not been included in this SEMP. Appendix D provides details on the annual energy consumption, cost and intensity for each of NVSD's operated facilities.

The following graph shows a breakdown of total floor space by building type.



3. OUR COMMITMENT

The North Vancouver School District's vision is to "provide world-class instruction and a rich diversity of engaging programs to inspire success for every student and bring communities together to learn, share and grow." The School Board's Strategic and Operational Plans, Sustainability Policy and Superintendent's commitment to energy management underlines the importance of providing leadership in environmental education and sustainability practice. These various policies and commitments directly support a strategic energy management plan.

3.1 Strategic and Operational Plans

In September 2011, the North Vancouver School Board released its Ten Year Strategic Plan for which one high level goal is to "Provide leadership in environmental education and sustainability practice." The goal is defined as follows:

"It is our responsibility to be leaders in environmentally sound practices. What we learn and practice now will have an impact on the future; we want that to be a positive impact.

Through our sustainability initiatives and programs, we can engage students proactively in understanding and protecting the environment. We want to ensure we are using less and creating greater efficiencies in all of our operations.

We know that decisions we make now affect the future. Therefore, we need to demonstrate responsibility when managing our financial resources. Revenue generating initiatives will ensure that we continue to offer world-class instruction in modern, safe, efficient, and well-designed facilities."

Three objectives guide NVSD work to "Provide leadership in environmental education and sustainability practice:"

1. Facilitate student participation in environmental leadership and sustainability practices.
2. Embed sustainability in all planning, decision making and daily practices.
3. Utilize our resources to optimize the well-being of learners and benefit the long-term interests of the community.

A Three Year Operating Plan, released in October 2011, provides further details on these objectives. NVSD has several structures in place to support these strategies. In 2008 a Sustainability Leadership Team (SLT) was struck. The SLT includes representatives from almost all stakeholder groups, holds regular meetings and hosts an annual "Green Fair" to celebrate and share green initiatives at participating schools.

In September of 2011, NVSD allocated 25% of the BC Hydro's Energy Manager position to facilitate behavioural change regarding energy conservation.

3.2 Sustainability as Context

A key tenant of NVSD's commitment to providing the "highest standard" of education is to demonstrate leadership in environmental stewardship by providing programs, education and facilities that foster greater sustainability. As such, the board has developed a sustainability policy (See Appendix B) that commits the District to maintaining and operating its facilities and services in a sustainable manner. The Sustainability Education Framework laid out by the Ministry of Education in 2008 (See Appendix B) demonstrates provincial-level government support for this commitment to environmental stewardship.

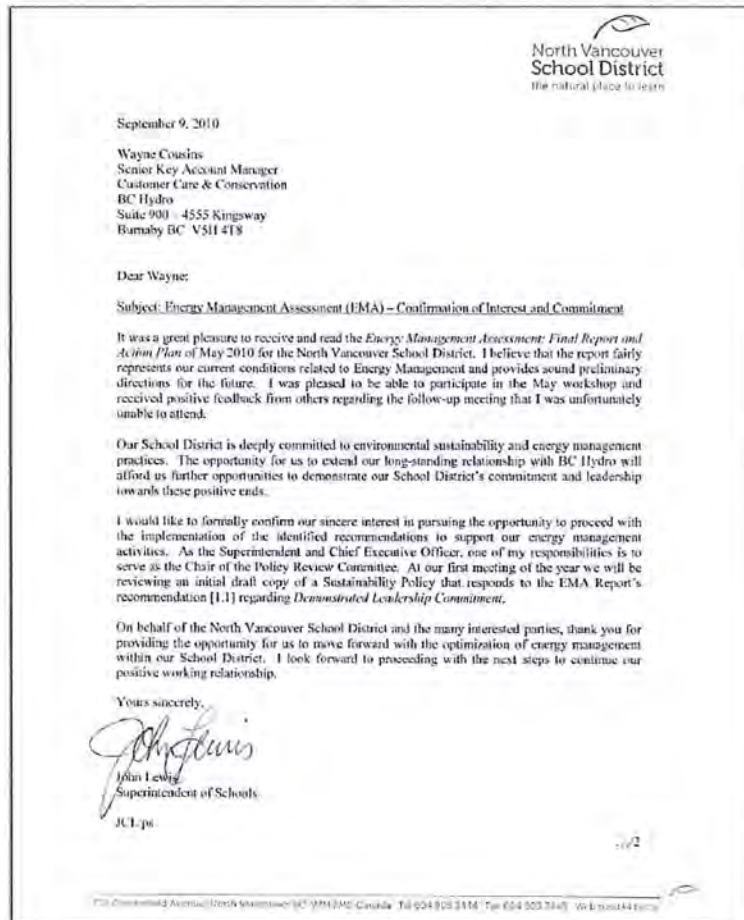
Commitment Through Curriculum

One of the 4 pillars in the school district’s sustainability policy includes “Support environmental education and sustainability initiatives.”

3.3 Energy Management Commitment

Energy management is central to creating more environmentally sustainable operational practices. As such, in September 2010 John Lewis, Superintendent of Schools, signed a letter committing NVSD to pursuing energy management activities as a key approach to the District’s commitment to environmental sustainability, including the development of this SEMP. The NVSD believes energy management is important for the following reasons:

- Protects the environment for future generations
- Fosters nurturing and healthy spaces for learning and working
- Cost savings allow enhanced support of student education
- As a public institution, saving energy aligns with provincial sustainability goals



4. UNDERSTANDING OUR SITUATION

4.1 Energy Consumption and Costs

The total electricity and fuel (natural gas and propane) consumption and costs for July 1, 2012 to June 30, 2013 are summarized below in both table and graphical format. Although only one third of the energy is consumed by electricity, costs for electricity are greater than fuel. Equivalent gigajoules (eGJ) have been used to combine both of the electrical (kWh) and natural gas (GJ) energy in a comparable unit¹.

Table 2: Energy Consumption and Cost Summary for 2012/13

Utility	Consumption (eGJ)	Cost (\$)
Electricity	37,321	\$ 930,295
Fuel	71,471	\$ 670,664
Total	108,791	\$ 1,600,959

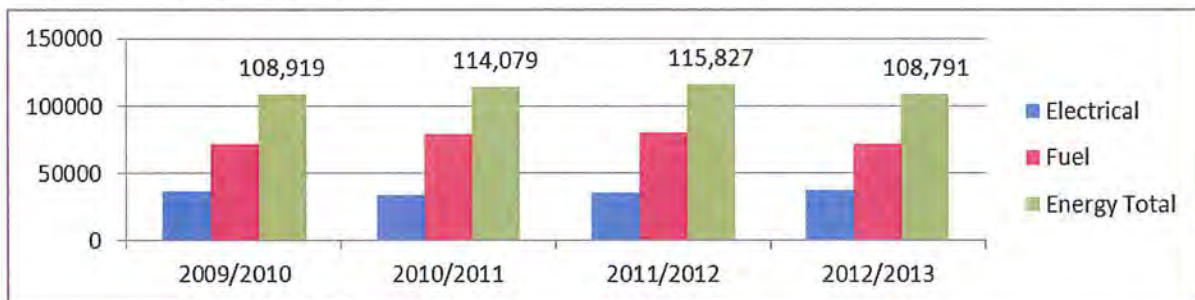
Energy Consumption Breakdown 2012/13



Energy Consumption Breakdown 2012/13



NVSD Energy Consumption (eGJ)

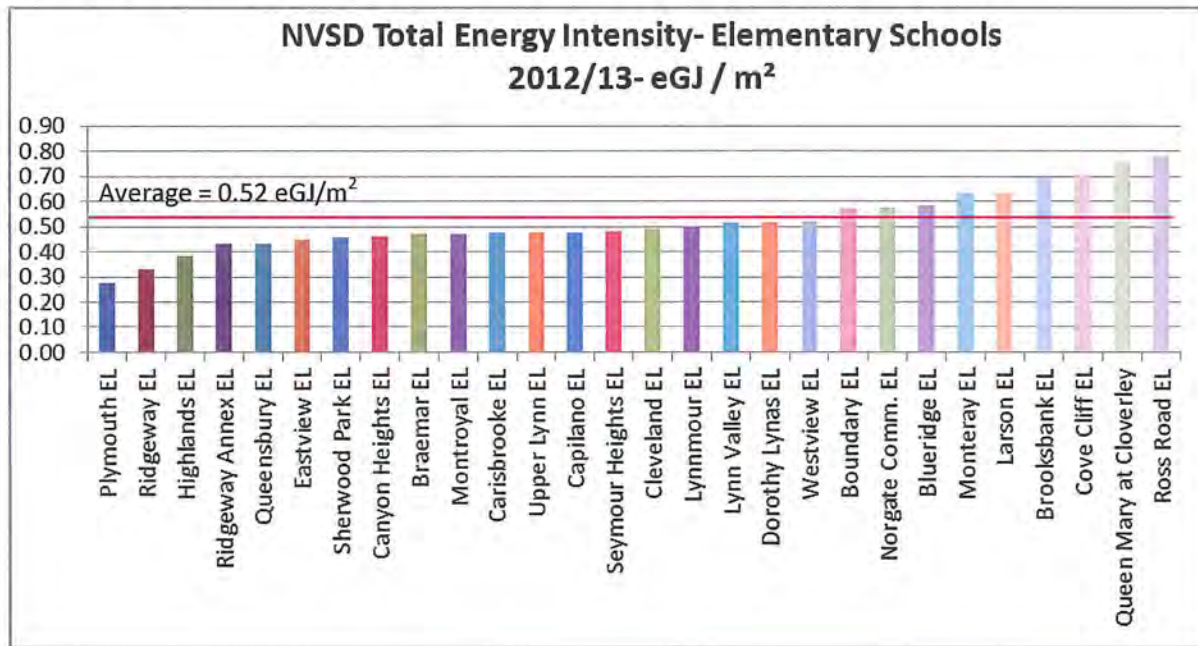


¹ Equivalent energy unit of GJ (gigajoule) are used in this SEMP. Equivalent GJ, or eGJ, is used to represent both the electrical and fuel energy use in equivalent units. Electricity is billed in kWh (one unit of electricity measured in kWh is equivalent to 0.0036 GJ). Propane billed in litres as well as district energy sources are converted to GJ.

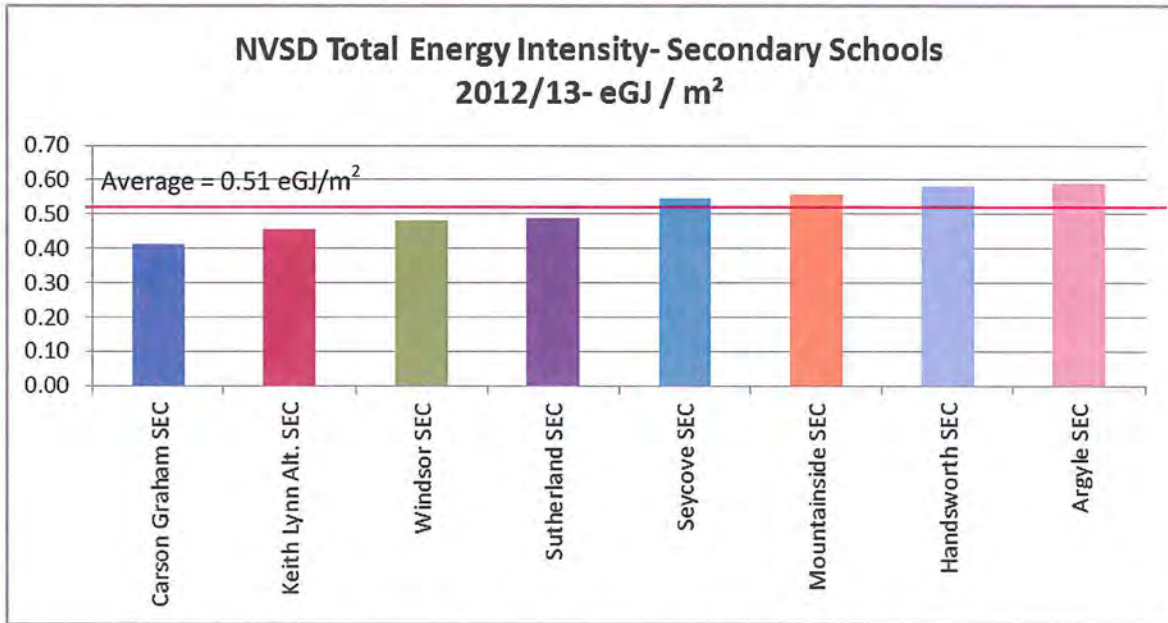
4.2 Key Performance Indicators

Building Energy Performance Index: Comparison by Building Type

The following graphs show BEPIs of several of NVSD's building types in order to compare energy performance between sites and to identify outliers and potential areas for improvement. Graphs present combined energy use (electricity, natural gas and propane). BEPIs for NVSD's elementary schools range from 0.28 to 0.78 eGJ/m² (excluding Ridgeway), although most buildings are below the NVSD elementary school average of 0.52 (shown by the red line of the chart).



NVSD's secondary schools have relatively more consistent BEPIs compared to the District's elementary schools. Note that the values for Carson do not represent a full year of operation.



The breakdown showing electricity and fuel for each site is included in Appendix D.

Schools with the Highest Energy Intensity

The following table provides a list of schools with the highest total energy BEPIs and indicates what type of energy utility to investigate. This list, which excludes buildings that are being renovated, is currently being used to help focus energy investigations. Board office, NVOS and Continuing Education are excluded from the comparison since the unique nature of these buildings does not provide a useful benchmarking comparison.

School Building	Elec. BEPI (eGJ/m ²)	Fuel BEPI (eGJ/m ²)	Total BEPI (eGJ/m ²) *	Status
Ross Road EL	0.19	0.59	0.78	Review completed in 2012. Energy savings opportunities are being pursued with control changes
Queen Mary at Cloverly	0.20	0.55	0.75	No action is planned pending decision on future use of Cloverly site.
Cove Cliff EL	0.23	0.48	0.71	Significant boiler upgrade was completed in 2013 and energy use expected to drop in 13/14.
Brooksbank EL	0.15	0.54	0.69	Significant boiler upgrade was completed in 2013 and energy use expected to drop in 13/14.
Larson EL	0.15	0.49	0.63	Opportunities for fuel savings to be reviewed in 2014/15 AFG period.
Monteray EL	0.05	0.58	0.63	Closed school but fuel savings to be reviewed in 2014/15 AFG period.
Argyle SEC	0.18	0.41	0.59	Controls optimization project planned for 2014/15.
Blueridge EL	0.17	0.41	0.59	Fuel savings to be reviewed in 2014/15 AFG period.
Handsworth SEC	0.20	0.39	0.58	Controls upgrade was completed in 2013 and energy use expected to drop in 13/14.

Updated to 2012/13

*Slight differences due to rounding

PERFORMANCE INDICATOR BASED ON NUMBER OF STUDENTS

Another key performance indicator (KPI) metric that is sometimes used by BC school districts is to compare energy use to the number of full time student equivalents (FTEs) in a given year. The following table compares this performance indicator from the 2009/10 fiscal year through to 2012/13.

Table 3 Key Performance Indicator

	2009/10	2010/11	2011/12	2012/13
FTE Students	15,314	15,186	15,433	15,356
Energy Total (eGJ)	108,919	114,079	115,827	108,791
KPI: eGJ/Student	7.11	7.51	7.51	7.08
Energy Costs (\$)	\$1,503,295	\$1,505,635	\$1,557,578	\$1,602,936
KPI: Energy Costs/Student	\$98.16	\$99.15	\$100.93	\$104.38

5. OUR ACTIONS

5.1 Energy Targets

Our organization has a goal to obtain an energy intensity reduction of 13% from energy management.

This target was established in conjunction with BC Hydro during the first 6 months of the Energy Manager program based on an Energy Management Assessment (EMA) carried out, comparisons to other similar school districts, and a review of opportunities through energy audits. The savings are made up of an 18% reduction in electrical intensity and a 10% reduction in fuel intensity. To account for changing building areas, intensity is defined as the energy use per unit of area.

The current timeline to achieve this goal is a five year period, ending in June 2016 (2015/16 fiscal year)².

Base Period Selection

To track energy savings, a 'base period' was selected to provide a platform for comparing energy use. The base period selected was 2009/10, which was the fiscal year before the Energy Manager started. Energy use can vary with the weather, and fuel use was significantly lower in 2009/10 due to mild winter weather, therefore, normalized data for 2009/10 was used. This means that the energy use was normalized for the 20 year average for weather, thereby removing the impact of this warm winter year.

Target Broken Down by Utility

The 13% reduction target is equivalent to a 0.075 eGJ/m² reduction in total energy use compared to the 0.57 eGJ/m² baseline (2009/10 normalized)³. The following table outlines goals for energy reduction for each utility to provide a breakdown to the overall target.⁴

Energy Intensity: eGJ/m ² (normalized)				
	Baseline	Reduction		Target
Electricity	0.18	0.032	18%	0.148
Fuel	0.38	0.038	10%	0.342
Energy Total	0.57	0.075	13%	0.495

² Previously, the targeted year was 2013/14 (a 3 year period), which was unfeasible given the implementation schedules and budgets for cost-effective energy management initiatives

³ The weather is normalized for YVR over the period from 1991-01-01 to current

⁴ Assumptions:

- Overall facility area remains stable through predicted years

5.2 Goals and Objectives

Annual Energy savings required to meeting Intensity target for each utility are shown in the following table

	Electrical Consumption (kWh)	Fuel Consumption (GJ)	Total Energy (eGJ)
Baseline Consumption (2009/10 normalized data)	10,357,085	77,528	114,814
Reduction Target	18%	10%	13%
Energy Reduction Goals	1,864,275	7,753	14,926

The target energy saving (including electricity and fuel) is equivalent to providing enough energy for 8 elementary schools in NVSD for a year, and is equivalent to enough energy to power 400 BC homes for a year.



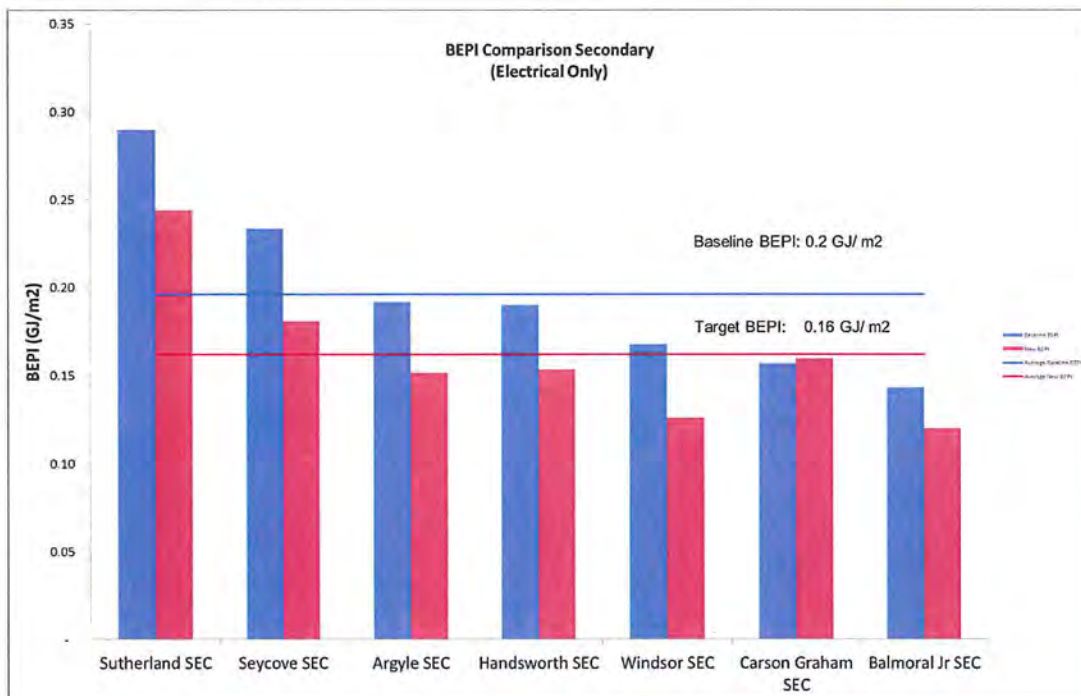
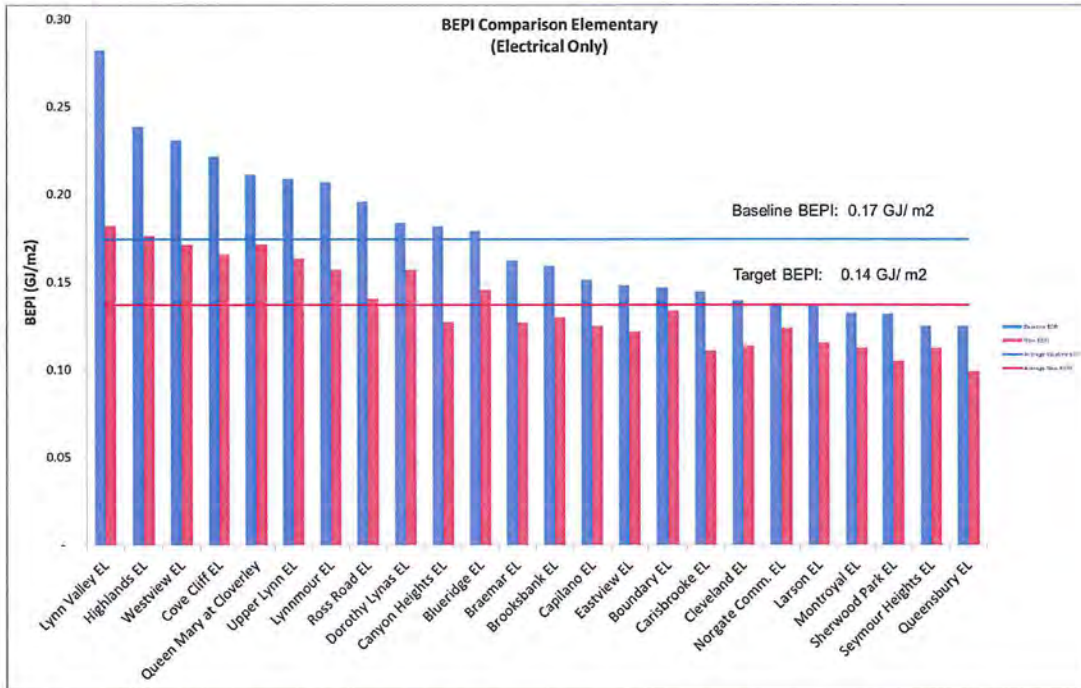
x 8 Elementary Schools



X 400 BC homes for a year

5.3 Annual Energy Intensity Targets by School (Electrical only)

Based on completed and identified projects, the targets were broken down on a school by school basis in March 2013. For electrical energy only, the opportunities equate to a reduction of 0.03 eGJ/m² for elementary schools and 0.04 eGJ/m² for secondary schools. The following two graphs show the electrical targets for each school in terms of a new building energy performance index (BEPI). The baseline figures are based on the 2009/10 normalized data.



6. TECHNICAL, ORGANIZATIONAL AND BEHAVIOURAL INITIATIVES

The following project list and engagement/communications plan encompass the technical, behavioural and organizational initiatives for NVSD.

In order to achieve the targets set out in Section 5, NVSD will take on cost-effective energy management initiatives and projects. Full lists of potential energy management projects as well as projects that have been approved, are in progress or have been completed are provided in the sections below.

6.1 Completed Projects

Project Name	Location/ Description	Date	Potential Electrical Savings (kWh)	Potential Fuel Savings (GJ)	Potential Cost Savings (Energy + Operational) (\$)	Projected Total Cost (\$)
Lighting upgrade	Lynn Valley school (PSPX112081)	Oct-11	14,978		\$1,165	\$ 50,000
Lighting upgrade	Canyon Heights, Carisbrook, Westview (PSPX 112210)	Sep-11	29,343		\$ 2,283	\$ 18,949
Lighting relamping	upgrade to energy eff. fluorescent lighting-27 locations(PSPX111469)	Sep-11	381,322		\$ 29,667	\$189,800
Outdoor LTG to DDC	Various Locations	Jun-12			\$ -	\$ -
Lighting upgrade	Ross Rd, Carson Graham, Larson - DNQ PSPX (PE file)	Mar-13	4,656		\$ 362	
Lighting upgrade	Lighting retrofits with LED and Induction (PSPX 122264)	Apr-13	17,758		\$ 1,382	\$ 38,585
Lighting relamping	Sutherland relamping - will be PE file Mar 14	Sep-13	34,240		\$ 2,664	\$ -
Copier Consolidation	Copier Measures All Locations	Sep-12	27,342		\$2,127	\$ -
Lighting New Construction	Lighting for Carson Graham -SUCH11916	Sep-12	56,345		\$ 4,384	
Lighting New Construction	Lighting for AFK (3 floors) - SUCH11917	Aug-12	34,591		\$2,691	
Lighting New Construction	Lighting for NVOS ELC - SUCH11934	Aug-12	40,042		\$ 3,115	
Boiler Plant Upgrade	Brooksbank and Cove Cliff Boiler Upgrades	Mar-13	10,961	659	\$7,443	\$337,015

Project Name	Location/ Description	Date	Potential Electrical Savings (kWh)	Potential Fuel Savings (GJ)	Potential Cost Savings (Energy + Operational) (\$)	Projected Total Cost (\$)
Boiler Plant Upgrade	New Boiler Plant at Sherwood Park EL	Oct-13	-	274	\$ 2,745	\$160,000
DDC Optimization (Mini Cop)	DDC Optimization at 3 Locations including reprogramming	Jan-13	100,887		\$7,849	
COP Phase 1	COp Windsor, Handsworth, Seycove, Sutherland schools COP11-462 to 5	Dec-13	165,500	1,104	\$ 23,916	\$33,320
HVAC Upgrade	HVAC at Lynn Valley school	Oct-13	25,672	28	\$ 2,277	\$100,000
Solar Hot Water	Demo project at Carson	Sep-12		25	\$ 250	
Behavior Change Program	10 Locations - Year 1 @ 2% savings	Sep-12	38,547		\$ 2,999	\$ 2,500
Totals			982,184	2,090	\$ 97,319	\$ 930,169

6.2 Projects in Progress (Funding Approved and Allocated)

Project Name	Location/ Description	Start	Potential Electrical Savings (kWh)	Potential Fuel Savings (GJ)	Potential Cost Savings (Energy + Operational) (\$)	Projected Total Cost (\$)
Lighting New Construction	lighting for Queen Mary - SUCH121052	Jan-13	37,805		\$ 2,941	In capital project
DDC Optimization (Mini Cop)	DDC Optimization at 8 Locations including reprogramming and enhanced DDC support	Dec-13	62,118	1,089	\$ 15,722	\$146,500
DDC Optimization (Mini Cop)	Continued DDC Optimization at 14 Locations including reprogramming and enhanced DDC support	Jan-14	103,080	1,549	\$23,509	\$52,055
Totals			203,003	2,638	\$ 18,663	\$ 198,555

6.3 Approved Projects (funding requested for 2014/15)

Project Name	Location/ Description	Start	Potential Electrical Savings (kWh)	Potential Fuel Savings (GJ)	Potential Cost Savings (Energy + Operational) (\$)	Projected Total Cost less incentives as shown (\$)
Lighting upgrade	LED and Induction Retrofits at Handsworth, Seycove, Sutherland, Windsor, Larson, Ross Road, Westview, Canyon	Sep-14	50,400		\$ 5,600	\$91,300- \$7,900 = \$83,400
Lighting controls	Common area lighting controls 6 High schools	Sep-14	60,500		\$6,000	\$107,000 - \$13,000 = \$94,000
Cop Monitoring & Phase 2	COp Argyle, Carson Graham including investigation phase	Sep-15	139,724	1,025	\$21,117	\$63,000 - \$ 31,500 = \$31,500
Behavior Change Program	WCA 6 Locations - year 3 @ 2% savings (new schools only)	Sep-14	48,481		\$3,772	\$1,800
DDC Optimization	DDC Enhancements		TBD	TBD	TBD	\$25,000
Boiler Projects	CNCP at Boundary (Applied for under Carbon Neutral Capital Projects)			430		\$279,800-\$254,800 = \$25,000
Boiler Projects	CNCP at Larson (Applied for under Carbon Neutral Capital Projects)		16,000	540		\$140,600 - \$115,600 = \$25,000
Boiler Projects	Norgate Pump and Controls upgrades for heating plant		1-2%			\$32,700-\$6,000=\$26,700
Green IT	Green IT measures All Locations	Sep-14	184,814		\$14,379	\$10,000 (not awarded)
Totals			483,919	1,455	\$ 50,868	\$322,400

TBD = To be determined

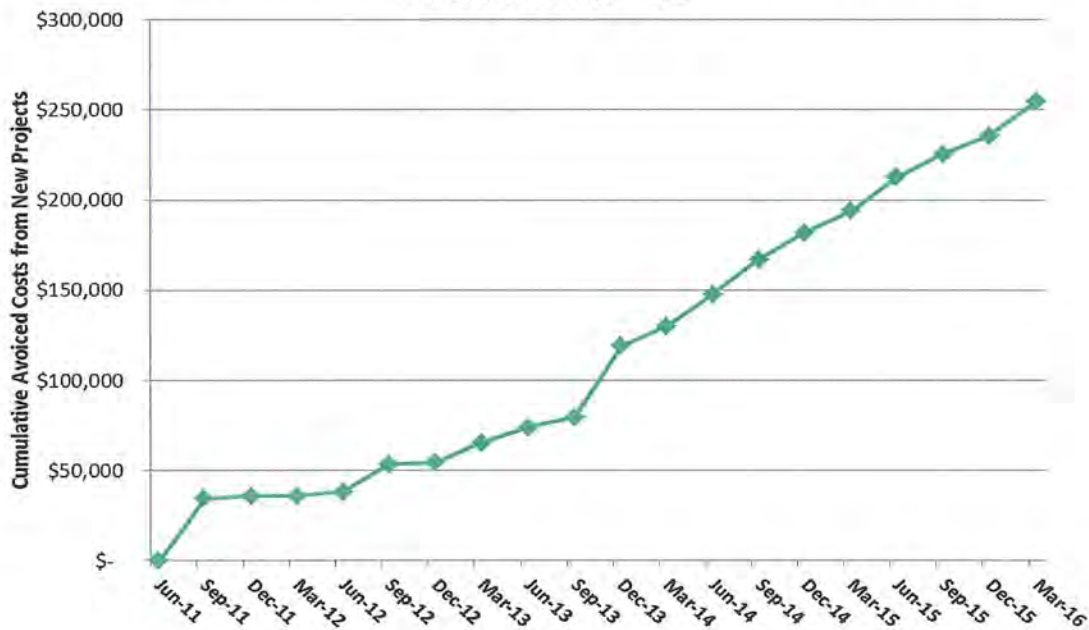
6.4 Potential Projects (Funding to be requested 15/16)

Project name	Location/ Description	Start Date	Potential Electrical Savings (kWh)	Potential Fuel Savings (GJ)	Potential Cost Savings (Energy + Operational) (\$)	Projected Total Cost (\$)
Coil Cleaning	Coil Cleaning at 2 locations (Capilano, Westview)		3,299		\$257	\$ 1,000
Boiler Projects	Upgrades at 2 Elementary Schools (other than those listed below)	Over time				\$400,000
DDC Optimization	DDC Enhancements including implementation of COP					\$100,000
New lighting project	Relamping at AFK/ESC Office	Sep-15	25,861		\$2,012	\$ 35,000
Behavior Change Program	WCA Remaining Locations - year 5 @2% savings (new schools only)	Sep-16	116,273		\$9,046	\$ 1,800
Totals			145,433	0	\$ 11,315	\$ 537,800

6.5 Projected Avoided Costs

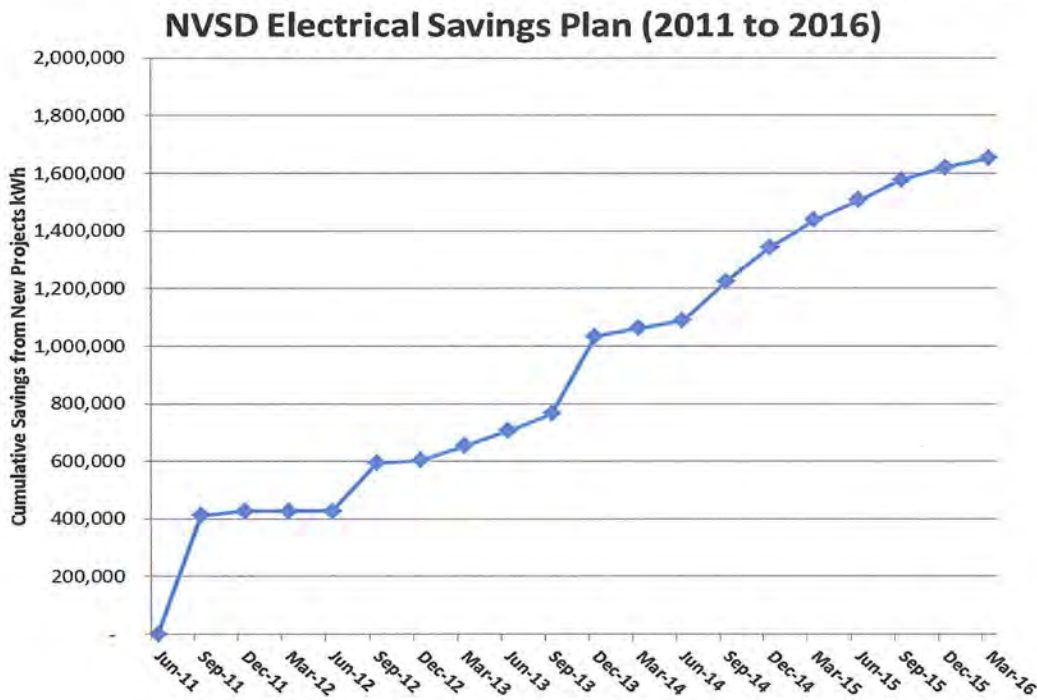
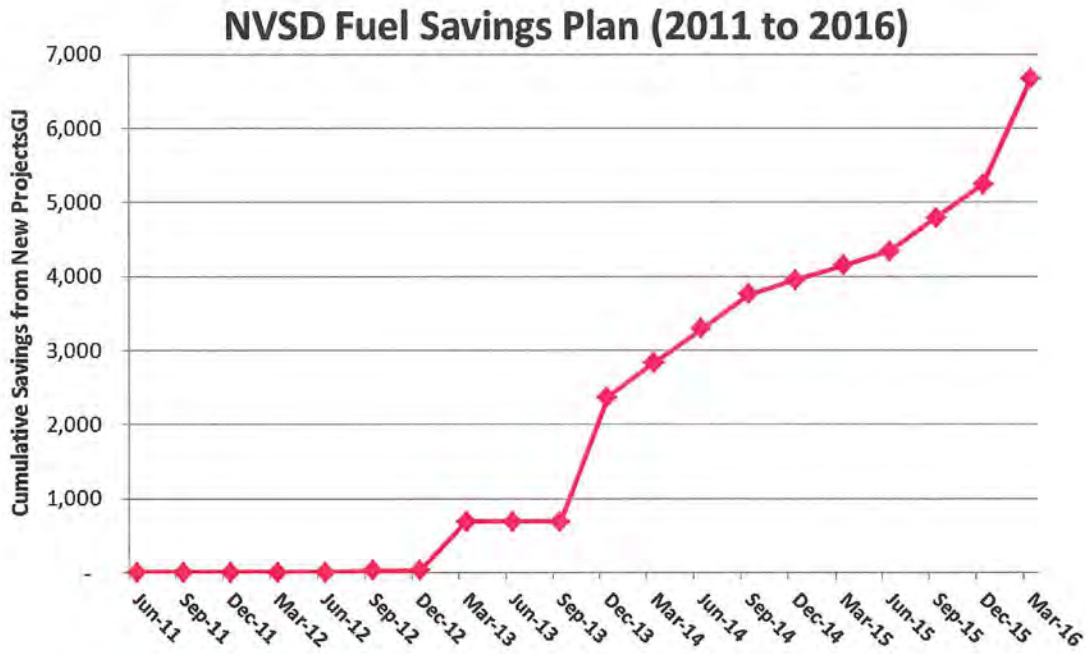
Based on the projects identified, the avoided costs related to energy management projects will grow during the implementation of the SEMP. After the 5 year period, the **annual** avoided costs will reach approximately \$254,000. This is based on actual rates from 2011 to 2013 and the reported increases from BC Hydro from 2014 onwards. Not included in this figure are carbon offset costs.

**NVSD Annual Avoided Costs (2011 to 2016) Projected
Electrical and Fuel**



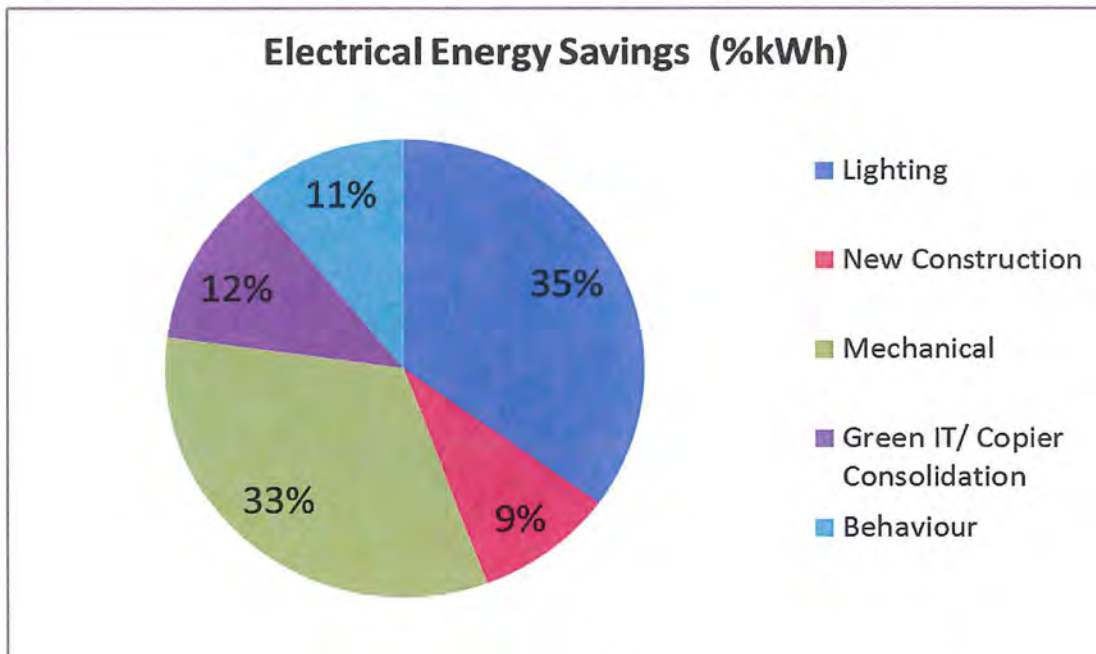
6.6 Planned Actions

Based on the anticipated electrical and fuel projects, a plan to achieve the savings by March 2016 is presented. The projected energy savings (electrical in kWh and fuel in GJ) savings timelines are shown below.



6.7 Source of Planned Savings

The electrical savings will result from the following breakdown of project types:



6.8 Energy Studies

A number of sites have undergone energy studies over the last three years. Specifically, 4 sites have participated in the BC Hydro Continuous Optimization for Commercial Buildings (COp) Program:

- Windsor Secondary
- Handsworth Secondary
- Seycove Secondary
- Sutherland Secondary

For 2013/14, we are planning lighting studies at 6 of the high schools, specific to the common area lighting controls.

In the 2014/15 school year, two additional schools were approved for the BC Hydro Continuous Optimization program:

- Argyle Secondary
- Carson Graham Secondary

We also plan follow up on energy use at the following high energy use elementary schools:

- Larson EL
- Monteray EL
- Blueridge EL

6.9 Organizational Initiatives

Other organizational initiatives at NVSD include the following:

- ✓ updating utility data in PUMA,
- ✓ ensuring the continuation of the Energy Manager role,
- ✓ supporting where possible the LEED goal of the new buildings,
- ✓ and being mindful of the copier consolidation process.

Green Revolving Fund

It is important to recognize that sustainability (and energy management) needs to be “sustainable” itself! As part of its commitment to sustainability, the district has set up a “Green Revolving Fund” to support various sustainability initiatives.

The following sources of funds will be used:

- incentives and Grants from utilities and governments
- utility Cost Savings as determined at the end of a fiscal year (so that savings from sustainability initiatives stay within the program). This will occur where budget permits and only after any utility cost increases have been absorbed in the fiscal year.

Funds will be used for sustainability initiatives including the following:

- to reinvest in future projects
- to carry out projects that build profile for the program
- to fund initiatives led by students and staff within the schools (via Green Teams)

The balance as of April 2013 stands at nearly \$100,000.

For 2013/14 we will set up a process to accept, approve and manage a sustainability grant fund for school projects, which will be supported by the Green Revolving Fund.

6.10 Energy Management Engagement

Energy Management Engagement, Training and Communication Plan 2013/14

Educators, staff and students play an important role in energy conservation efforts at the North Vancouver School District. They have direct control over much of the equipment that consumes energy in a school or classroom, including lights, computers and plug loads.

To promote energy conservation at the District, we have developed a revolving Energy + Engagement Action Plan. The Action Plan is updated every August with annual goals and a schedule of activities for the year. It covers six key strategy areas to encourage energy conservation behaviour change. The strategy areas are:

- Program planning and evaluation
- Communication
- Engagement events and programs
- Curriculum
- Training
- Energy Performance Reporting

In 2012/13, we launched BC Hydro's Workplace Conservation Awareness (WCA) program in ten schools, wrote two success stories, spoke at a custodian staff meeting about turning off lights and developed an energy game kiosk.



Kindergarten students act as "Energy Police" and catch teachers with their lights off at lunch time.



Success Story on NVSD website about Carisbrooke School WCA program activities.

For 2013/14, the focus will be on strengthening the participation rates in BC Hydro's WCA program, engaging principals and custodians, writing success stories and promoting energy management curriculum opportunities. A further focus will be on encouraging school participation in BC Hydro's FirstWave programs, specifically in the Secondary School level Energy Ambassadors program. Further detail on engagement activities is provided in this year's Energy + Engagement Action Plan.

7. MONITORING AND REPORTING – HOW ARE WE DOING?

7.1 Historical Energy Usage & Savings (Prior to Energy Upgrades in 2000-2005)

Looking back to the year 2000, we have reduced our annual energy consumption by approximately 30%:

Utility	2000 (approximate figures)	2012/13	Decrease*
Electricity	12,000,000 kWh	10,336,000 kWh	14%
Fuel	111,000 GJ	71,000 GJ	36%
Total	154,200 eGJ	108,000 eGJ	30%

*absolute numbers, not adjusted for weather, closures, area changes etc...

7.2 Energy Savings Progress

The cumulative savings shown in the graph below are represented by equivalent GJ (eGJ) and are normalized for fluctuations in weather. *Negative* savings (below zero) on the graph represent an *increase* in consumption, and vice-versa. These savings are calculated from the end of the baseline year (2009/10).

Over the last 3 years, the district has seen growth with a new board office, a new Ridgeway Elementary, an expanded Carson Graham High School and a new building at the NVOS. Typically these new buildings are more energy intensive than the buildings they replaced as they need to meet current code requirements, although built with energy efficiency in mind⁵. Furthermore, new IT growth has added a significant (and unmetered) load to the district.

Compared to our 2009/10 baseline and adjusting for weather, the energy savings as of June 2013 for all facilities (excluding leased locations) are:

- 320,000 kWh or 3% for electricity
- 1,111 GJ or 1.5% for fuels
- 2% overall

These savings INCLUDE the growth in the board office, Carson Graham and Ridgeway.

Excluding the board office and continuing education (Lucas and Leo Marshall), the savings are:

- 769,000 kWh or 8% for electricity
- 1,113 GJ or 1.7% for fuels
- 4% overall

The greenhouse gas savings since the baseline year include the following:

2011/12:	2 tCO ₂ e	(1%)
2012/13:	116 tCO ₂ e	(2%)
2013/14;	274 tCO ₂ e	(7%)

The next figures illustrate trends in savings from where we stand as of Dec 2013 in terms of energy savings, avoided costs and greenhouse gas emissions saved.

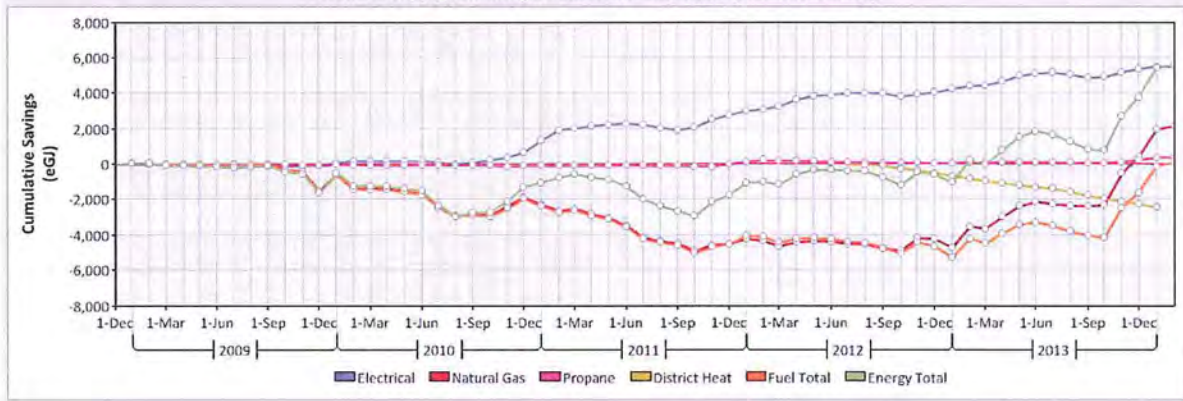
⁵ New buildings are being built with efficiency as a focus. However, they may be more energy intensive to meet the higher ventilation rates required by current code requirements, the addition of cooling for computer rooms, and the high tech and IT loads. Also, increased rentals of these new facilities increase energy usage.

Energy Savings

The graph below shows the cumulative savings for NVSD since the end of 2009/10. We can see that there has been steady electrical savings since the implementation of the Energy Management program and that fuel trends are improving over the last 12 months.

Total energy savings for all buildings: 7,943 eGJ

SD#44-Energy Manager 2009/10 Baseline (2011111-9/10)

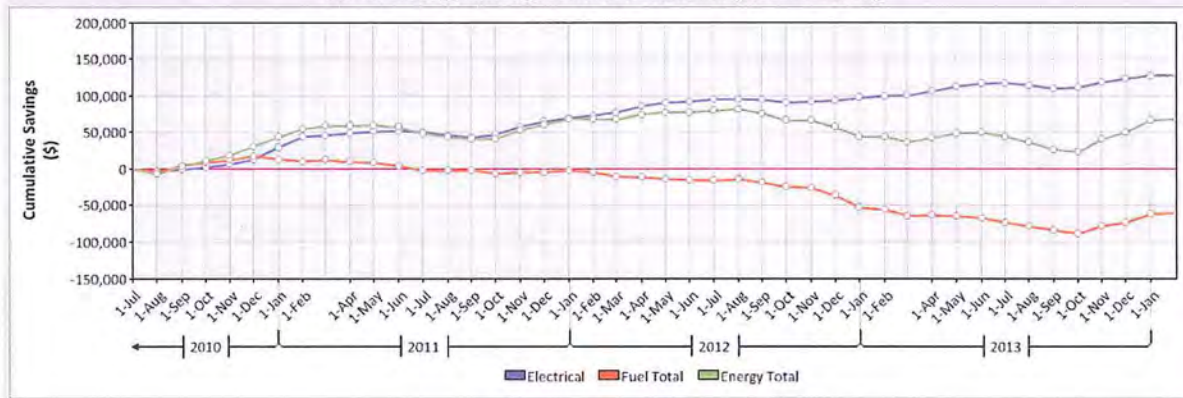


Avoided Costs

Similarly as we have just done for energy, we can show the cumulative sum of savings for cost, as shown in the two charts below. The cumulative avoided costs since the end of 2009/10 are more than \$68,571 (based on average costs of energy each month).

Total cost savings for all buildings: \$68,571

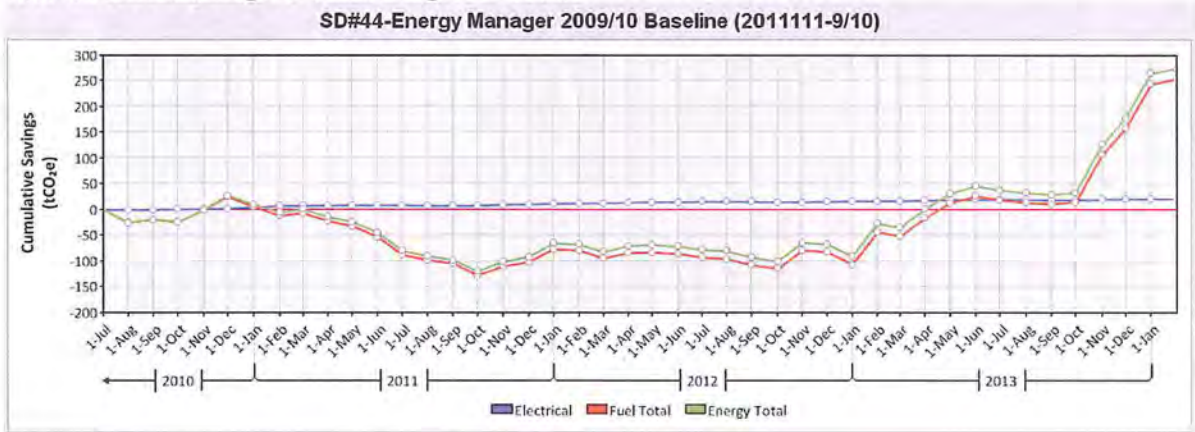
SD#44-Energy Manager 2009/10 Baseline (2011111-9/10)



Greenhouse Gas Emissions Savings

For greenhouse gas emissions, we can also show the cumulative sum of savings, as shown in the chart below.

Total emissions savings for all buildings: 274 tCO₂e



The greenhouse gas savings since the baseline year are the following:

2011/12:	2 tCO ₂ e (1%)	2012/13:	116 tCO ₂ e (2%)	2013/14	274 tCO₂e (7%)
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Energy Intensity Savings

The floor area at NVSD has changed throughout the years with schools undergoing renovations and the new board office completing construction. This is of importance because we have selected a target which includes floor area. The next version of our SEMP will show our advancement towards our target energy intensity of 0.495 eGJ/m² or a 13% reduction.

8. APPENDIX A - STAKEHOLDERS AND COMMITTEES

Energy Team			
Name	Title / Position	Organization	Role
John Lewis	Superintendent of Schools	NVSD	Executive Support
Georgia Allison	Secretary-Treasurer	NVSD	Financial Approval and contact for BC Hydro contracts
Janson Ho	Director of Facilities and Planning	NVSD	Facilities lead
Jeff Jackson	Maintenance Manager	NVSD	Operations and DDC lead
Victoria Miles	Communications Manager	NVSD	Approval for Internal and External communications
TBA	IT Representative	NVSD	IT Programs
Robert Greenwald	Energy Manager	Prism Engineering	Energy Management Program coordination
Sarah Smith	Energy + Engagement Specialist	Prism Engineering	Behaviour and outreach Program Coordination
Wayne Cousins	Key Account Manager	BC Hydro	Primary contact for NVSD at BC Hydro
Simon Vickers	Energy Manager Program Representative	BC Hydro	Energy Manager Program contact
TBA	Commercial Account Manager	Fortis BC	
Sustainability Leadership Team – SLT (since January 2012)			
Diane Ehling (co-chair)	Vice Principal, Sherwood Park	NVSD	GreenScreen@nvsd44.bc.ca
Debora Benedict (co-chair)	Vice Principal		
Leslie McGuire	Vice Principal, Sustainability Education Leadership		
District Student Leadership Council	High School Students currently Suvendra S, Erin O, Lisa O, Maya G.		
Christy Sacre	School Board Trustee		
Sheila Bouman	Past School Board Trustee, SLT member and Parent Representative		
Christine Borden	Admin Westview (CUPE)		
Victoria Miles	NVSD Communications Manager		
Jeff Jackson	Maintenance Manager		
Justin Wong	Argyle Secondary School		
Victor Elderton	VP Norgate		
Cathy Piteaux	Principal Eastview		

9. APPENDIX B - SUSTAINABILITY POLICY

A. Sustainability Policy

In March 2011 the Board adopted *Policy 613-Sustainability as shown below*. This policy can also be found on the NVSD's website.

Policy

The Board will strive to maintain and operate its facilities and services in a sustainable manner, and seek opportunities in its short- and long-term planning to reduce its environmental footprint. The Board is committed to working in ways that do not jeopardize current and future social, environmental, and economic resources. It will integrate economic, environmental, and social considerations into its decision-making.

Rationale

The Board recognizes that a sustainable approach to its services and operations is essential to fulfilling its mandate of preparing students for responsible citizenship and success in life. The Board values the contributions of students, staff, parents, and the community to reduce the environmental impacts of our learning communities. In collaboration with local, provincial, regional, and global communities, the Board will provide leadership in environmental education and sustainability practices.

Definition

This policy is built upon four pillars of sustainability:

- *Support environmental education and sustainability initiatives*
- *Decrease dependencies upon the earth's finite resources*
- *Reduce waste and harmful emissions into the environment*
- *Respect green space through responsible stewardship.*

Administrative Procedures

In practice, the Board will:

- *Support environmental education and sustainability initiatives, and*
- *Encourage staff towards professional development that expands their understanding and capacity to teach sustainability principles and practices*
- *Support sustainability leadership to:*
- *Build capacity amongst students, staff, and parents as responsible contributors to their own environmentally-sustainable future*
- *Identify and implement effective sustainability initiatives and solutions*
- *Foster and celebrate successful sustainability initiatives within the School District*
- *Recognize and promote successful sustainability initiatives by students, staff and parents*
- *Support development of the Environmental Learning Centre (ELC) and associated educational programs*
- *Consider community partnerships that will assist the School District in achieving its sustainability goals.*
- *Decrease dependencies upon the earth's finite resources, and:*
- *Develop and maintain a current, School District-wide Sustainability Plan that is progressive, transparent, and measurable*
- *Embed its commitment to sustainability in the Board's Strategic Plan*
- *Balance and broaden its decision-making to include considerations of ecological, economic and social well-being*
- *Consult with internal and external advisors for necessary guidance and consideration of sustainability issues*

- *Pursue solutions for sustainability challenges in partnership with its communities and governments.*
- *Reduce waste and harmful emissions into the environment, and:*
- *Develop and operate its facilities and services in a sustainable manner*
- *Encourage sustainable initiatives that realize both cost-savings and reduce environmental impact*
- *Implement all legislative requirements to promote sustainability.*
- *Respect green space through responsible stewardship, and:*
- *Evaluate existing and future green spaces on School District property to ensure due diligence and full consideration in land space decision-making*
- *Support the maintenance of healthy and diverse green spaces where the Board has a presence*
- *Support development of the Environmental Learning Centre (ELC) and associated lands*
- *Collaborate with local municipalities to create an integrated perspective on future community green spaces.*

B. BC Ministry of Education and the BC Energy Plan

The Ministry of Education established the Sustainability Education Framework in 2008 with the vision to encourage the K-12 education system to show leadership in adopting and promoting:

- Environmentally sustainable practices, and
- Learning opportunities that support healthy, natural, social and economic environments for current and future generations

This vision is also supported by the BC Energy Plan that sets out a strategy to encourage British Columbians to take responsibility for our climate and environment.

The Framework will help ensure that that all K-12 students in British Columbia are being educated in the basics of living sustainably. Students and the education community will understand that sustainable development requires each individual to examine issues within the context of economic prosperity, consumption, social justice, and ecological stewardship.

10. APPENDIX C - ENERGY MANAGEMENT ASSESSMENT (EMA)

BC Hydro Power Smart sponsors participation in the Energy Management Assessment (EMA) Workshop with the end goal of each commercial customer developing and implementing a long-term Strategic Energy Management Plan (SEMP).

The first EMA took place in May 2010, using the Star Rating from www.one-2-five.com.

The NVSD #44 scored:

Overall Ranking: 1 Star, % Achievement: 17%, % required to reach next Star level: +4%

The key areas of focus for the Energy Manager were: Secure Leadership Commitment, Understand Energy Performance and Opportunities, Address Resourcing Needs, Develop Maintenance Procedures, Provide Energy Reporting and Feedback.

The second EMA took place in November 2012, using the SEGEMA tool.

The SEGEMA tool was used as a vehicle to prompt the site management team with a series of structured characteristics organized into functional categories, namely Strategic, Enabling and Functional. SEGEMA is designed to evaluate, identify and prioritize the critical energy-related business practices to target for improvement.

The NVSD #44 scored:

SEGEMA Scoring Summary			
Components	Level of Rigor (LR)	Balance Rating (TBR/CBR)	Definition
Overall	1.31	0.59	Strategic approach to EM with initial progress towards Operationally Integrated approach. Current EM business practices are somewhat unbalanced.
Strategic	1.70	0.11	
Enabling	1.54	0.56	
Functional	0.87	0.48	

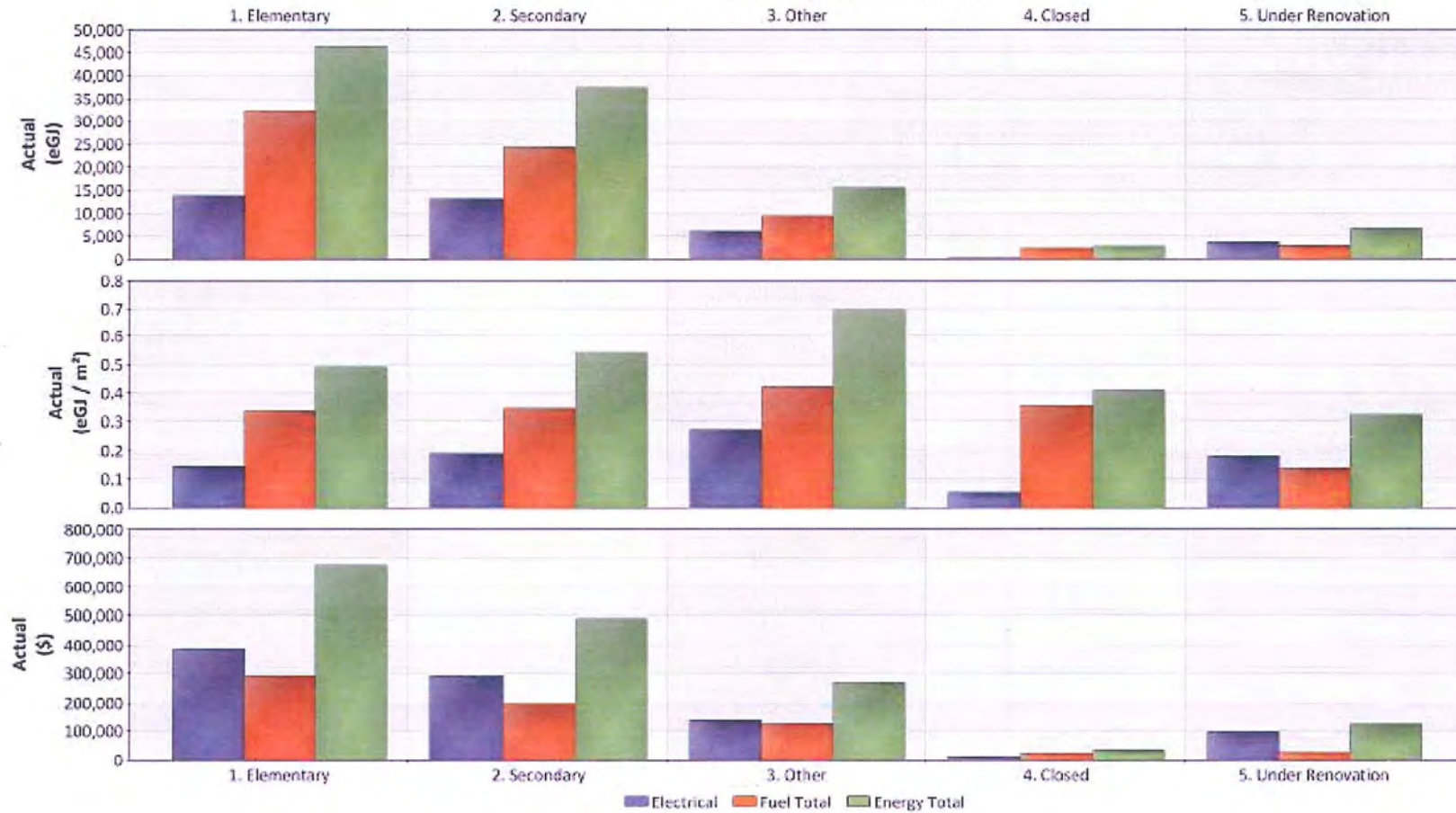
The third EMA took place in November 2013, using the SEGEMA tool.

SEGEMA Scoring Summary			
Components	Level of Rigor (LR)	Balance Rating (TBR/CBR)	Definition
Overall	1.50	0.70	Strategic approach to EM with progress towards Operationally Integrated approach. Current EM business practices are somewhat unbalanced.
Strategic	2.20	0.56	
Enabling	1.65	0.53	
Functional	0.97	0.48	

The key focus for the Energy Manager in the 2013/2014 year includes five action areas: Policy, Targets/Reporting, Plans/Actions, Teams/Committees, and Employee Awareness/Training.

11. APPENDIX D - ENERGY DATA AND REPORTS

SD#44 - North Vancouver - Energy Manager (2011111)
Performance by Facility Type 2012/2013



For the 2012/13 period:

Grouping		Electrical					Fuel Total			Energy Total		
Name	Floor Area	Consumption				Cost2	Consumption	Cost2		Consumption		Cost2
	m ²	kWh	kWh / m ²	eGJ	eGJ / m ²	\$	eGJ	eGJ / m ²	\$	eGJ	eGJ / m ²	\$
1 - Elementary	94,362	3869303	41.0	13929	0.15	387168	32121	0.34	289402	46336	0.49	680381
2 - Secondary	88,842	5085283	57.2	18307	0.21	431005	27010	0.30	222506	46580	0.52	670673
3 - Other	18,407	1307199	71.0	4706	0.26	101680	5986	0.33	48936	13020	0.71	216321
4 - Closed	6,867	105045	15.3	378	0.06	10441	2449	0.36	22944	2843	0.41	33587
5 - Under Renovation	4,589	0	0.0	0	0.00	0	0	0.00	0	0	0.00	0
TOTALS	213,068	10,366,830	48.7	37,321	0.18	930,295	67,566	0.32	583,788	108,779	0.51	1,600,962

Included in the groupings are

Other:

Board Office –NEW
Continuing Education

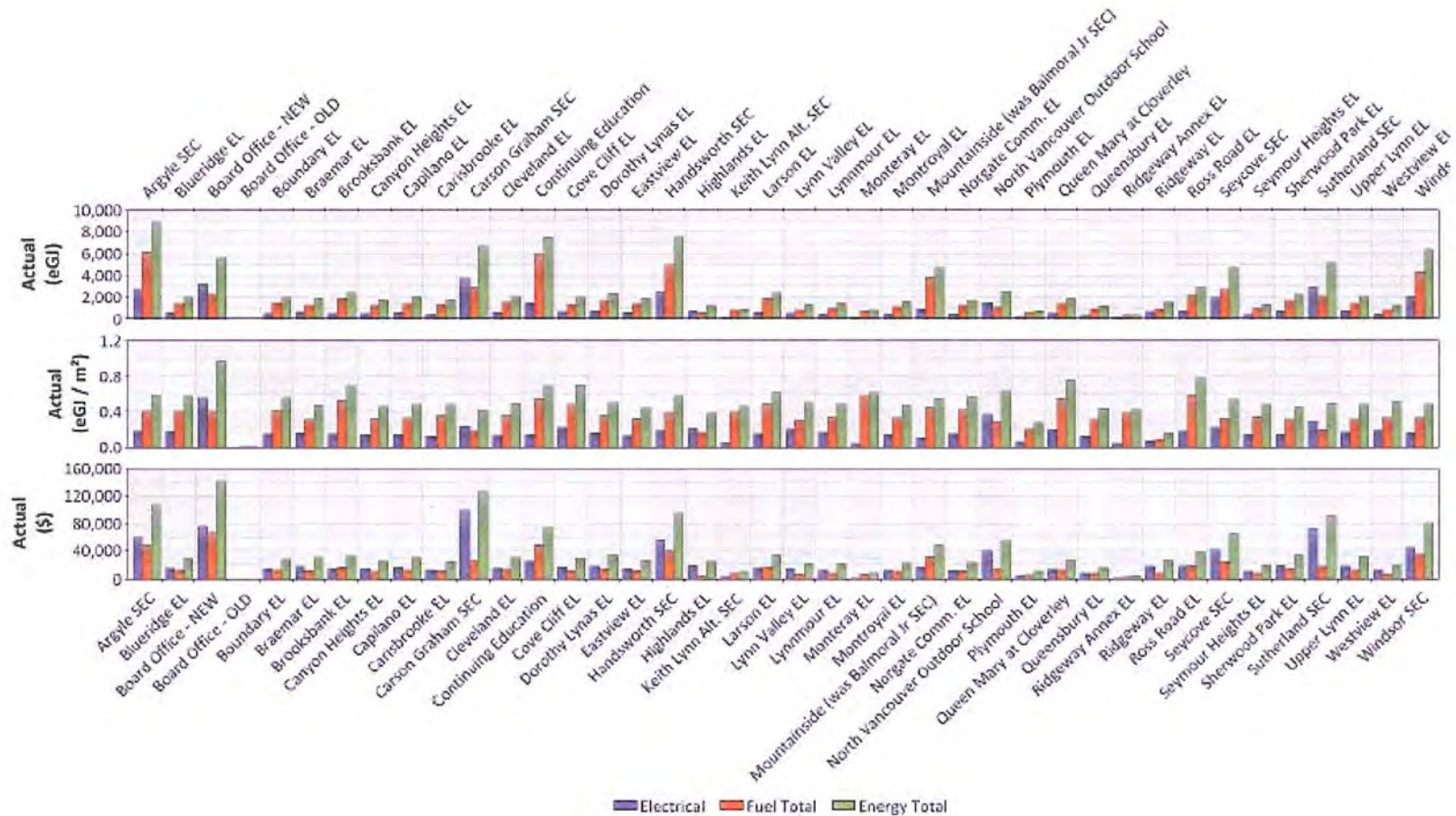
Closed:

Keith Lynn SEC.
Monteray EL
Plymouth EL
Ridgeway Annex EL

Under Renovation:

Queen Mary- Under Construct.

SD#44 - North Vancouver - Energy Manager (2011111)
Performance by Site 2012/2013



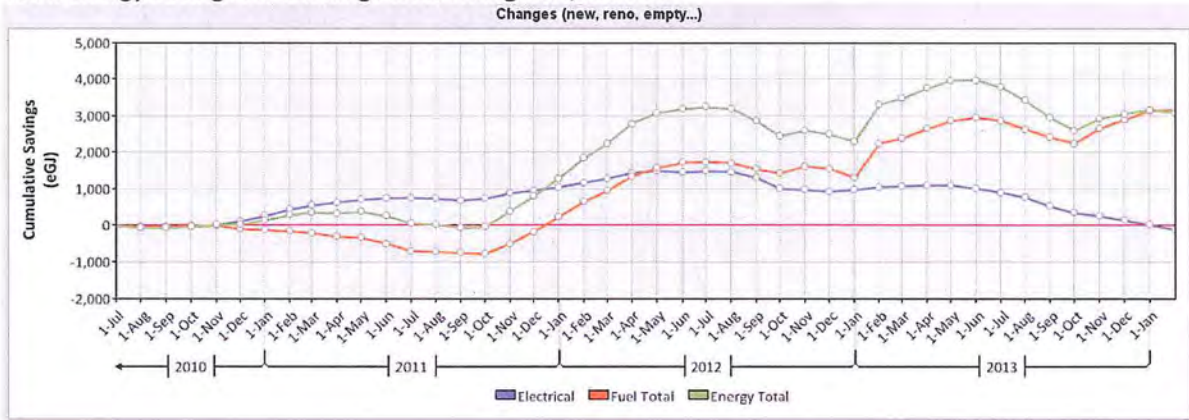
Site			Electrical			Fuel Total			Energy Total	
Name	Description	Floor Area	Consumption		Cost2	Consumption		Cost2	Consumption	
		m ²	kWh	kWh / m ²	\$	eGJ	eGJ / m ²	\$	eGJ	eGJ / m ²
Argyle SEC	1131 Frederick Road	15,092	770,250	51	59,258	6,132	0.41	48,565	8,905	0.59
Blueridge EL	2650 Bronte Drive	3,360	163,268	49	16,241	1,379	0.41	12,362	1,967	0.59
Board Office - NEW	2121 Lonsdale Avenue	5,725	903,681	158	76,016	2,328	0.41	65,705	5,581	0.97
Board Office - OLD	721 Chesterfield Avenue	1,928				29	0.02	306	29	0.02
Boundary EL	750 E 26th Street	3,491	145,693	42	14,882	1,461	0.42	13,097	1,985	0.57
Braemar EL	3600 Mahon Avenue	4,065	181,080	45	18,771	1,260	0.31	11,296	1,912	0.47
Brooksbank EL	980 E 13th Street	3,539	149,400	42	15,137	1,919	0.54	16,819	2,457	0.69
Canyon Heights EL	4501 Highland Boulevard	3,792	145,737	38	15,021	1,217	0.32	10,935	1,742	0.46
Capilano EL	1230 W 20th Street	4,224	167,503	40	17,155	1,412	0.33	12,959	2,015	0.48
Carisbrooke EL	510 E Carisbrooke Road	3,697	121,931	33	12,334	1,319	0.36	11,814	1,758	0.48
Carson Graham SEC	2145 Jones Avenue	16,007	1,038,611	65	99,556	2,938	0.18	26,287	6,677	0.42
Cleveland EL	1255 Eldon Road	4,231	157,353	37	16,137	1,506	0.36	13,882	2,072	0.49
Continuing Education	2132 Hamilton Avenue	10,754	403,518	38	25,664	5,986	0.56	48,936	7,438	0.69
Cove Cliff EL	1818 Banbury Road	2,753	173,328	63	17,027	1,318	0.48	12,132	1,942	0.71
Dorothy Lynas EL	4000 Inlet Crescent	4,609	205,488	45	19,107	1,635	0.35	14,854	2,374	0.52
Eastview EL	1801 Mountain Highway	4,255	151,980	36	14,989	1,351	0.32	12,010	1,898	0.45
Handsworth SEC	1044 Edgewood Road	12,932	701,174	54	55,701	4,991	0.39	39,946	7,516	0.58
Highlands EL	3150 Colwood Drive	3,254	196,272	60	19,987	547	0.17	5,154	1,254	0.39
Keith Lynn Alt. SEC	1290 Shavington Street	1,974	29,918	15	2,924	794	0.40	7,538	902	0.46
Larson EL	2605 Larson Road	3,928	158,894	40	16,089	1,915	0.49	17,329	2,487	0.63
Lynn Valley EL	3250 Mountain Highway	2,535	147,844	58	15,179	774	0.31	7,180	1,306	0.52
Lynnmour EL	800 Forsman Avenue	2,848	129,903	46	13,173	955	0.34	8,652	1,423	0.50
Monterey EL	4343 Starlight Way	1,292	16,191	13	1,673	756	0.58	6,980	814	0.63
Montroyal EL	5310 Sonora Drive	3,324	127,377	38	12,829	1,105	0.33	9,980	1,564	0.47
Mountainside (was Balmoral Jr SEC)	3365 Mahon Avenue	8,419	237,509	28	17,770	3,841	0.46	31,422	4,696	0.56

Site		Electrical				Fuel Total			Energy Total	
Name	Description	Floor Area	Consumption		Cost2	Consumption		Cost2	Consumption	
		m ²	kWh	kWh / m ²	\$	eGJ	eGJ / m ²	\$	eGJ	eGJ / m ²
Norgate Comm. EL	1295 Sowden Street	2,897	117,153	40	11,594	1,235	0.43	11,149	1,657	0.57
North Vancouver Outdoor School	2170 Paradise Valley Rd.	3,935	396,758	101	39,172	1,119	0.28	15,204	2,547	0.65
Plymouth EL	919 Tollcross Road	2,742	48,679	18	4,762	583	0.21	5,435	758	0.28
Queen Mary at Cloverley	440 Hendry Avenue	2,483	138,462	56	13,762	1,372	0.55	12,377	1,871	0.75
Queensbury EL	2020 Moody Avenue	2,668	87,448	33	8,533	844	0.32	7,969	1,159	0.43
Ridgeway Annex EL	450 E 5th Street	859	10,257	12	1,082	332	0.39	3,193	369	0.43
Ridgeway EL	420 E. 8th Street	4,613	178,691	39	18,404	860	0.19	8,287	1,503	0.33
Ross Road EL	2875 Bushnell Place	3,774	194,691	52	18,955	2,237	0.59	19,647	2,938	0.78
Seycove SEC	1204 Caledonia Avenue	8,582	540,216	63	41,234	2,754	0.32	24,007	4,699	0.55
Seymour Heights EL	2640 Carnation Street	2,794	107,988	39	10,650	950	0.34	8,695	1,339	0.48
Sherwood Park EL	4085 Dollar Road	5,171	197,328	38	19,295	1,640	0.32	14,650	2,350	0.45
Sutherland SEC	1860 Sutherland Avenue	10,521	833,142	79	73,011	2,129	0.20	18,953	5,129	0.49
Upper Lynn EL	1540 Coleman Road	4,420	198,188	45	19,015	1,389	0.31	12,468	2,102	0.48
Westview EL	1660 Bewicke Avenue	2,400	126,303	53	12,901	790	0.33	7,207	1,245	0.52
Windsor SEC	931 Broadview Drive	13,355	567,623	43	45,305	4,368	0.33	35,283	6,412	0.48
Total:		208,478	10,366,830		930,295	71,471		670,664	108,791	

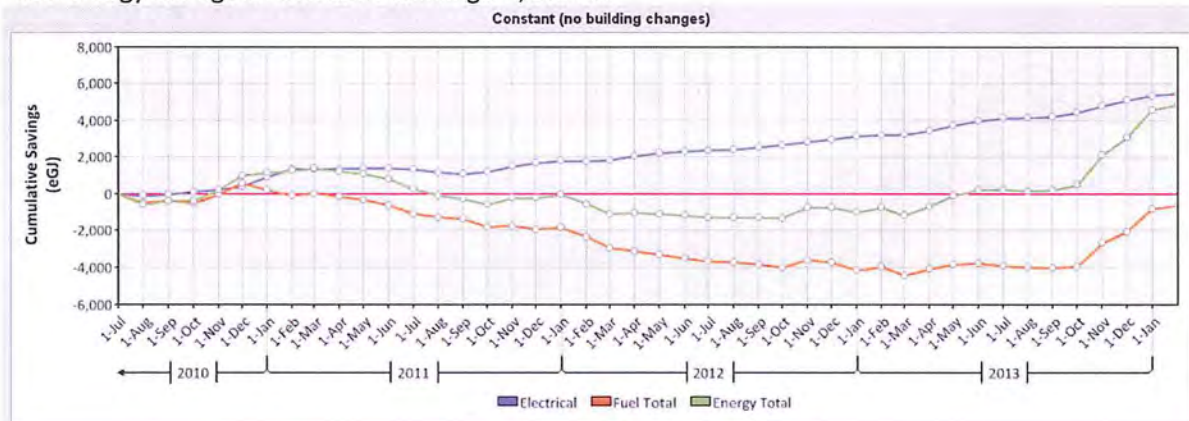
Due to the changes in multiple buildings in the NVSD portfolio, it becomes useful to separate these buildings from those which have not significantly changed since 2009/10. We have created two groups.

- **Changes Group:** Mountainside, Carson Graham, Continuing Education, Keith Lynn, Plymouth, Queen Mary, Ridgeway, and the Board Office.
- **Constant Group:** Includes all other meters.

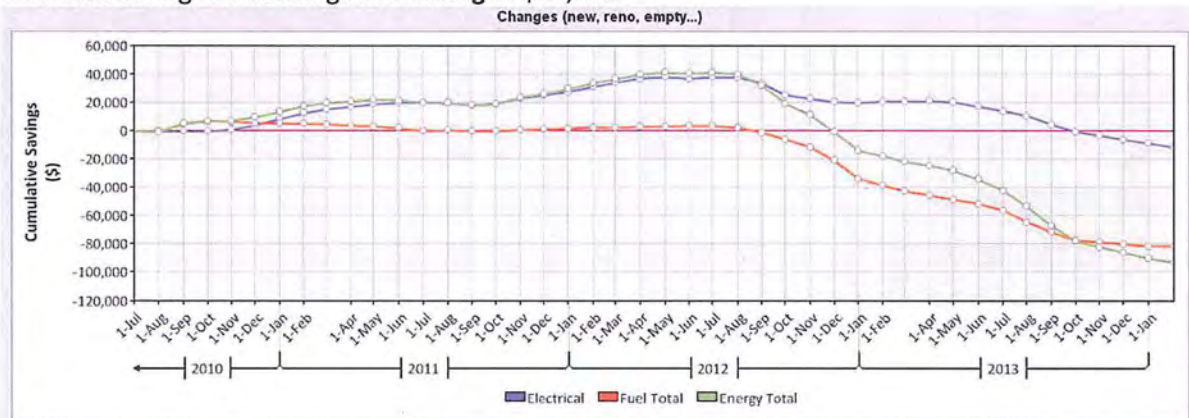
Total energy savings for buildings with changes: 3,087 eGJ



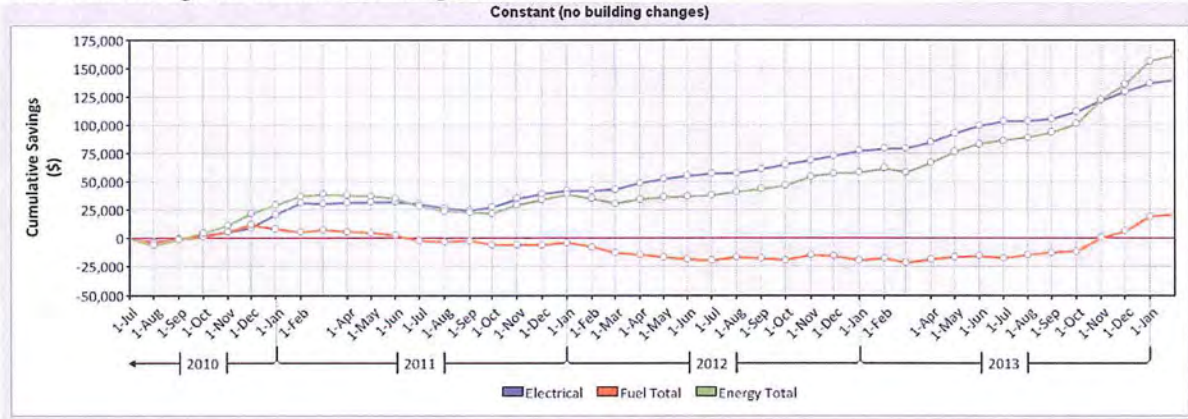
Total energy savings for constant buildings: 4,856 eGJ



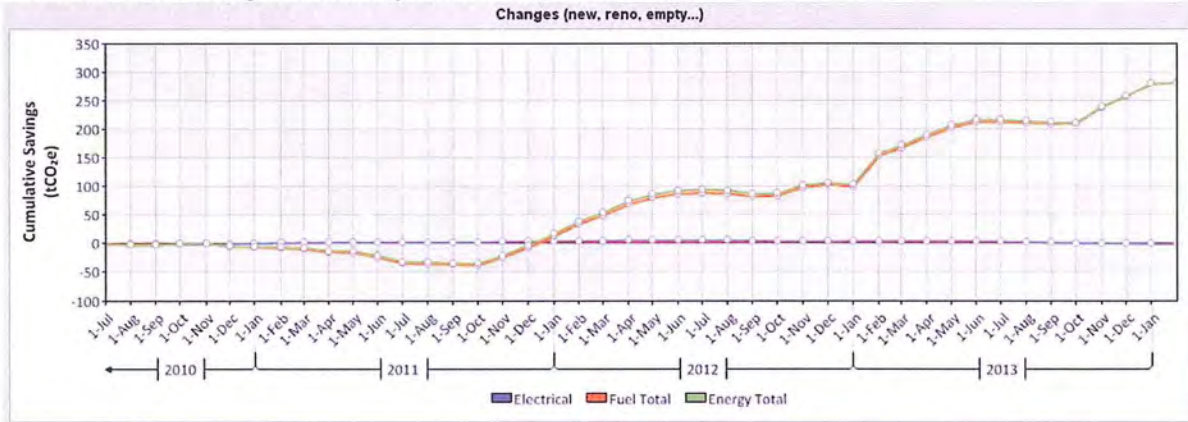
Total cost savings for buildings with changes: \$92,728



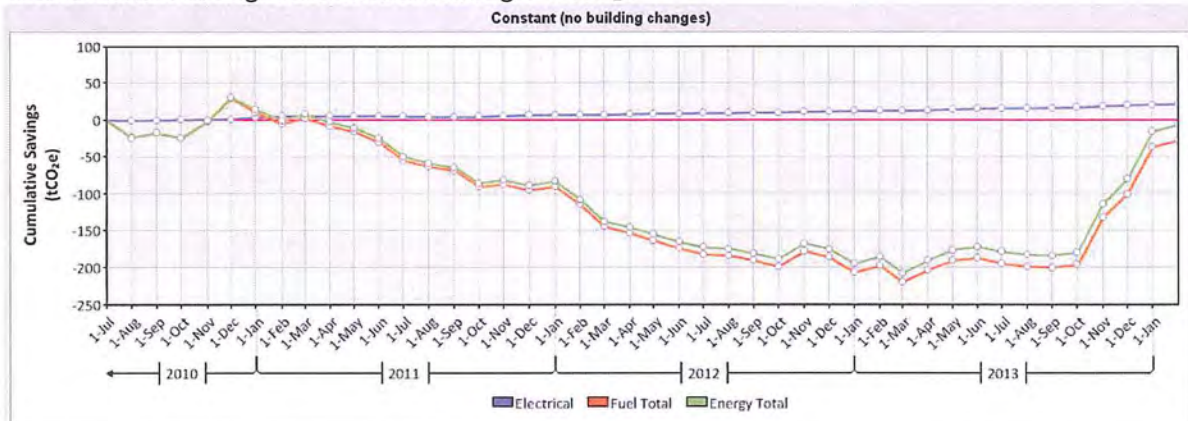
Total cost savings for constant buildings: \$161,299



Total emissions savings for buildings with changes: 281 tCO₂e



Total emissions savings for constant buildings: -7 tCO₂e



12. APPENDIX E - ASSET REGISTRY

43 Total sites

Secondary Schools (7)	Floor Area - m ²
Argyle SEC	15,092
Carson Graham SEC	16,007 old 13,102 new
Windsor SEC	13,355
Handsworth SEC	12,932
Sutherland SEC incl daycare	10,521
Seycove SEC	8,582
Mountianside SEC (formerly Balmoral) including other services such as Student Services and Continuing Education	8,419

Closed Locations (4)	Floor Area - m ²
Plymouth EL (June 2010)	2,742
Keith Lynn Alt. SEC	1,974
Monteray EL	1,292
Ridgeway Annex EL	859

Other Locations (3)	Floor Area - m ²
Continuing Education including Maintenance (Lucas Centre Leo Marshall Curriculum Centre)	10,754
Board Office- NEW	5,725
NV Outdoor School	3,935

Leased Locations (3)	Floor Area - m ²
Fromme	2,809
Maplewood	2,883
Westover	2,110

Under Renovations (1)	Floor Area - m ²
Queen Mary EL	4,589

Elementary Schools (25)	Floor Area - m ²
Sherwood Park EL	5,171
Ridgeway EL (<i>The school was vacated and demolition activity commenced in the summer of 2009. The school was re-occupied in September 2011</i>)	4,613
Dorothy Lynas EL	4,609
Upper Lynn EL	4,420
Eastview EL	4,255
Cleveland EL	4,231
Capilano EL	4,224
Braemar EL	4,065
Larson EL	3,928
Canyon Heights EL	3,792
Ross Road EL	3,774
Carisbrooke EL	3,697
Brooksbank EL	3,539
Boundary EL	3,491
Blueridge EL	3,360
Montroyal EL	3,324
Highlands EL	3,254
Norgate Comm. EL	2,897
Lynnmour EL	2,848
Seymour Heights EL	2,794
Cove Cliff EL	2,753
Queensbury EL	2,668
Lynn Valley EL	2,535
Queen Mary at Cloverly (temporary location)	2,483
Westview EL	2,400

Schedule C.2
of the
Administrative Memorandum

Meeting Date: March 11, 2014 Board Board, in camera

Topic (as per the
Memorandum): **Outdoor Recreation Safety Awareness**

Narration:

The North Vancouver School District is proud to be “the natural place to learn.” With the Vancouver Harbour on its doorstep and the North Shore Mountains as a backdrop, there are seemingly endless opportunities for students and their families to pursue some of the world’s finest outdoor recreational activities within our community and along the Sea to Sky corridor.

The North Shore is located adjacent to Canada’s third-largest city but a wilderness environment is within steps of our front door. Whether it is mountain-biking, snowshoeing, skiing and snowboarding, back-country hiking and camping, rock climbing, water-skiing, kayaking, and more, there is a unique outdoor recreation opportunity for each and every one. However, with all outdoor recreational activities and extreme sports, there are inherent risks. Enjoying healthy outdoor recreation activities is a life-skill that requires knowledge and understanding of three key elements: trip and activity planning, appropriate training, and taking the essential items to support a safe outdoor experience.

While field trips and other school-coordinated activities are planned with full attention to the related risks and necessary safety precautions, we recognize that students will, more often than not, engage in outdoor recreation activities that are not facilitated by their school or occur during the school day. North Vancouver is a highly desirable destination for international students. They may enthusiastically pursue outdoor activities but may have very limited or no previous experience. In 2013, three tragic accidents (camping, swimming, snowboarding) involving students reinforced the need for additional efforts to educate youth about potential risks and necessary safety precautions. Student safety is our first priority and a responsibility that we share with parents, guardians, and our community.

The School District has explored a number of options to support outdoor recreation safety awareness. During a conversation that Superintendent John Lewis had with the late and memorable Tim Jones (1956-2014), leader of North Shore Rescue, it was suggested that the School District explore *AdventureSmart* as a program that would support and enhance outdoor recreation safety awareness. *AdventureSmart* is a national program that focusses on education, youth outreach, and program delivery. The presentations are prepared and presented by experienced search and rescue volunteers and offered at no cost to schools or the School District. Sandra Riches, Coordinator of the *AdventureSmart* program, is a local resident and parent. Ms. Riches has both professional and volunteer affiliations with federal, provincial, and local Search and Rescue operations and the Canadian Avalanche Centre.

In recent months, *AdventureSmart* has presented to elementary students, international students, and the North Vancouver School District’s Communications Committee. As an outcome of these presentations, the following recommendations were developed to promote and facilitate outdoor recreation safety awareness education for students in the North Vancouver School District:

Schedule ...C.2.. (continued)

Narration (continued):

1. That secondary schools will schedule an initial 60-minute presentation(s) by *AdventureSmart* for all students, Grades 8 through 12, no later than December 31, 2014, and continue to schedule at least one annual outdoor recreation safety awareness presentation for all students
2. That outdoor recreation safety awareness will be incorporated into orientation meetings with international students and their homestay parents/guardians
3. That *AdventureSmart* will encourage students, teachers, administrators, and parents to provide feedback online following its presentations to further develop and enhance programming
4. That future curriculum development will consider outdoor recreation safety awareness
5. That the Board will promote its outdoor recreation safety awareness education in discussions with other school districts.

John Lewis, Superintendent of Schools, will introduce Outdoor Safety Education Awareness and respond to questions from Trustees.

Schedule C.3
of the
Administrative Memorandum

Meeting Date: March 11, 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 Monterey 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.

In January 2014, the Board identified Lions Gate Christian Academy as the lead proponent for the re-use of Plymouth School, subsequently entering into agreement through a Letter of Intent for the negotiation of a lease agreement. Initial stakeholder meetings were facilitated by DIALOG Design for the Lucas and Cloverley sites in late January, and were followed by Open Houses at each of these locations in February.

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

Attachment:

Land, Learning and Livability Community Engagement Update 140311

Land, Learning and Livability Community Engagement Update 140311

Plymouth facility and site

The Lions Gate Christian Academy (LGCA) held a public information meeting on March 5, 2014 at Plymouth School, providing neighbours and community members to view the proposed plans for the re-use of the school and to answer their questions. The meeting was arranged in consultation with the District of North Vancouver Planning Department and opportunities for input were provided to those attending the open house.

Approximately 75 people were in attendance at the information meeting to share their perspective and views on the proposed use of the school. While there were supportive comments regarding the re-use of the school, there were also a number of concerns related to traffic mitigation plans and their continued application over the time of the proposed lease.

The Lions Gate Christian Academy, with the assistance of their consultants, are continuing with the due diligence process in consultation with the District of North Vancouver.

Lucas Centre and Cloverley School and site

The first set of public Open Houses were held on February 19, 2014 at the Lucas Centre and February 20, 2014 at Cloverley School. Approximately 150 people attended the Open House at Lucas, and approximately 125 people attended the Open House at Cloverley.

A great deal of input was gathered at each of these Open Houses as the meeting participants provided their comments and suggestions for the future of each of these sites. The presentation materials used at the Open Houses, as well as the information gathered at these sessions, will be posted to the School District website and to the Community Engagement Blog. Giving consideration to the input provided through the Open Houses, DIALOG Design will be developing general concepts and visual representations to bring to the next round of meetings for further input.

The second 'round' of stakeholder meetings and Open Houses are now being scheduled for the month of April. The Cloverley Open House is scheduled for Tuesday, April 15 (5:00 – 8:00 p.m.) and the Lucas Open House is scheduled for Wednesday, April 16 (5:00 – 8:00 p.m.). The engagement process will continue with a survey in May, before concluding with a report to the Board of Education in June 2014.

Monteray

Morningstar Development Ltd., in consultation with the District of North Vancouver planning department arranged a Public Information Meeting for Monteray at Braemar School on March 7, 2014. This information meeting was well-attended by neighbours living in close proximity to the Monteray site. General themes identified within the meeting were: support for the redevelopment of the property for single family residences; interest in reducing the size and number of trees on site to improve the views from adjacent properties; and strong support for the project to move forward at the earliest opportunity to improve the neighbourhood.

Ridgeway Annex

Anthem Properties are preparing their submission of their development application to the City of North Vancouver for the redevelopment of the Ridgeway Annex site.

Argyle replacement project request

Any available updates regarding the status of our request for borrowing authority from the Ministry of Education Capital Branch or the Ministry of Finance to support the full replacement of Argyle Secondary will be provided at the Public Board Meeting.

Schedule C.4
of the
Administrative Memorandum

Meeting Date: March 11, 2014 Board Board, in camera

Topic (as per the
Memorandum): **Tuesday, March 4, 2014 Meeting of the Towards the Future for Schools
Standing Committee**

Narration:

The Board will find attached a copy of the meeting notes from the March 4, 2014 meeting of the Towards the Future for Schools Standing Committee.

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

Attachment:

Meeting Summary – Towards the Future for Schools Standing Committee, March 4, 2014

TOWARDS THE FUTURE FOR SCHOOLS STANDING COMMITTEE
NORTH VANCOUVER SCHOOL DISTRICT
Meeting Summary of March 4, 2014

Meeting Summary of the Board of Education's Towards the Future for Schools Standing Committee Meeting held at the Education Services Centre, 2121 Lonsdale Avenue, North Vancouver, British Columbia, on Tuesday, March 4, 2014.

Meeting Attendance:

Trustees, representatives of the North Vancouver Parent Advisory Council, members of District Staff, the community, and members of the NVTAs attended the meeting. Trustee Christie Sacré, Chair of the Standing Committee, chaired the meeting.

Welcome and introduction:

Trustee Sacré provided a welcome and an overview of the meeting agenda.

Feedback from January 15, 2014 Towards the Future for Schools Meeting/Enhanced Programs Information Meeting:

Trustee Sacré reported on the strong attendance at the Meeting (approximately 700 persons) and that all of the feedback received was very positive.

District Academies Update:

Greg Milner, District Administrator, provided an update on the Academies that are coordinated at the District level including AFK Studio Art, Basketball, Dance, Digital Media, Hockey, Soccer, and Volleyball. A number of questions were raised regarding the impact of the Academies on enrolment, registration patterns and the retention of students within the School District. There was recognition of the need for more thorough analysis of the Academies and their impacts on school programs and the implications for the School District's future planning.

Enrolment Update (Kindergarten/Grade/etc):

Greg Milner, District Administrator, provided an update on the status of kindergarten registration for the 2014/15 school year. As of February 28, a total of 1131 registrations have been received, with 933 now being placed. Additional placements will be completed in the coming week and parents will be informed of their child's placement by letter. Questions were asked regarding the regular number of French Immersion registrations and the opportunities for placement leading up to September. There are some enrolment 'pressures' at certain locations that will have to be carefully managed as we prepare for the 2014/15 school year.

Three-Year Operating Plan 2011-2014 Progress (Presentation, feedback and input):

John Lewis, Superintendent of Schools, provided a status report on the 2011-2014 Three-Year Operating Plan highlighting progress to date, and providing reference to the Programme of International Student Assessment, indicating the performance of BC students. The progress report on the 2011-2014 Three-Year Operating plan was also provided as background to the development of the 2014-2017 Operating Plan. Meeting participants were invited to highlight their individual "three stars" that indicated good progress with the current plan, as well as their "three wishes" for the future, both over the shorter term and for consideration in the development of the 2014-2017 Three-Year Operating Plan.

Towards the Future for Schools Standing Committee
March 4, 2014
Page Two

General discussion:

Trustee Sacré, the Standing Committee Chair, thanked the presenters for an informative session and for the participation of those in attendance.

Next Meeting:

May 6, 2014 (4:00 – 5:30 pm Mountain View Room) Combined Meeting with the Education and Programs Standing Committee

Schedule C.5
of the
Administrative Memorandum

Meeting Date: March 11, 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.6
of the
Administrative Memorandum

Meeting Date: March 11, 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: March 11, 2014 Board Board, in camera

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

Narration:

Date and Time	Event	Location
Tuesday, Apr 8, 2014 at 7:00 pm	Finance and Facilities Standing Committee	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, Apr 22, 2014 at 7:00 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, May 6, 2014 at 4:00 pm	Education & Programs/Towards the Future for Schools Combined Standing Committee Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, May 27, 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: March 11, 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.