

**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, June 17, 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)	7:05 pm
A.3.	Presentation – The Gordon and Marion Smith Foundation for Young Artists		7:15 pm
A.4.	Public Comment Period		7:20 pm
A.5.	Approval of Minutes (that the minutes of the Public Meeting of May 27, 2014 be approved as circulated)	(no schedule)	7:25 pm
A.6.	Presentation – District Student Leadership Council		7:40 pm
B.	Action Items		
B.1.	Education Reports for Board Approval: <i>(previously presented at Education &amp; Programs Standing Committee)</i> (a) District Achievement Contract 2011-2014 (b) Aboriginal Enhancement Agreement 2011-2016 - Update (c) District Literacy Plan – June 2013 (d) 2014-2015 School Plans		8:00 pm
B.2.	Disposal of Real Property Bylaw No. 2014-1 Keith Lynn Alternate Secondary School (KLASS)		8:30 pm
B.3.	Notice of Motion – Facilities Leasing and Rentals		8:40 pm
C.	Information and Proposals		
C.1.	DIALOG Design Report on Re-Use/Re-Development of Lucas Centre and Cloverley School Sites		9:25 pm



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7:00 pm

		Estimated Completion Time
	(continued)	
C.2.	Elementary School Fees 2014-15	9:35 pm
C.3	2013/14 Year In Review	10:05 pm
C.4.	Public Board Meetings 2014/15 (Tentative Schedule)	10:10 pm
C.5.	Tuesday, June 10, 2014 Meeting of the Education and Programs Standing Committee	10:10 pm
C.6.	Land, Learning and Livability Community Engagement - Update	10:15 pm
C.7.	Superintendent's Report	10:20 pm
C.8.	Trustees' Reports	10:30 pm
D.	Future Meetings ( <i>Referenced in C.4.</i> )	(no schedule) 10:30 pm
E.	Public Question & Comment Period	10:50 pm
F.	Adjournment	(no schedule) 10:50 pm

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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: June 17, 2014  Board  Board, in camera

Topic (as per the Memorandum): **Presentation – The Gordon and Marion Smith Foundation for Young Artists**

**Narration:**

The Gordon and Marion Smith Foundation for Young Artists, founded in 2002, has been dedicated to supporting the work of the North Vancouver School District's Artists for Kids Program. As the Smith Foundation has grown and developed strong connections in the arts community, its contribution to Artists for Kids has also grown.

To date, the Smith Foundation has directly contributed over \$750,000 to Artists for Kids. Continuing the Foundation's support of the Artists for Kids Program and art education, Richard Savage, Smith Foundation Board of Directors Vice President, will present to Board Chair Franci Stratton a cheque in the amount of \$50,000.

Schedule A.4.....  
of the  
Administrative Memorandum

Meeting Date: June 17, 2014  Board  Board, in camera

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

**Narration:**

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

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, May 27, 2014.

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

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### 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 S. Skinner

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

Seconded by L. Bayne

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.

Kerry Morris, resident of East 15<sup>th</sup> St, North Vancouver, spoke to item C.2. and advised the Board that, as a declared candidate for the mayoralty race in the City of North Vancouver, his campaign platform will oppose development and any densification of the Cloverley and Lucas sites and will advocate that the land be undertaken as a long term lease by the City of North Vancouver.

### A.4. Approval of Minutes – Public Meeting of April 22, 2014

Moved by C. Gerlach

that the minutes of the public meeting of April 22, 2014 be approved as circulated.

Seconded by B. Forward

Carried

### A.5. Approval of Minutes – Public Meeting of April 29, 2014

Moved by C. Sacré

that the minutes of the public meeting of April 29, 2014 be approved as circulated.

Seconded by B. Forward

Carried

### B.1. Capital Project Bylaw No. 126701 Carbon Neutral Capital Program (CNCP)

Secretary Treasurer Georgia Allison introduced this item and provided information regarding the Ministry's November 2013 Call for Proposals under the Carbon Neutral Capital Program. North Vancouver School District submitted a proposal for a boiler plant upgrade at Larson Elementary and subsequently has been allocated a grant of \$102,000 towards the cost of this upgrade. In order for the Ministry to release the funding by the use of a Certificate of Approval (COA), the Board of Education is first required to adopt Capital Project Bylaw No.126701.

**B.1. Capital Project Bylaw No. 126701 Carbon Neutral Capital Program (CNCP) (continued)**

Janson Ho, Director of Facilities and Planning, advised that supplemental funding has been provided through incentives from Fortis BC and BC Hydro as well as \$25,000 drawn from the Annual Facilities Grant (AFG).

Moved by B. Forward

that School District No. 44 (North Vancouver) Capital Project Bylaw No. 126701 be read a first time;

Seconded by S. Skinner

Carried

Moved by S. Skinner

that School District No. 44 (North Vancouver) Capital Project Bylaw No. 126701 be read a second time;

Seconded by L. Bayne

Carried

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

Moved by L. Bayne

that School District No. 44 (North Vancouver) Capital Project Bylaw No. 126701 be read a third time, passed and adopted.

Seconded by C. Sacré

Carried

**B.2. Summer School - Recommendations**

Introducing this agenda item, Secretary Treasurer Georgia Allison noted that at the April 22, 2014 Public Board meeting, the 2014/15 Budget Directions were approved and the Board requested that the Executive Committee continue to review the service delivery and program offerings for Summer School to target a break-even financial status by June 30, 2015.

The Secretary Treasurer reported that the Executive Committee, after considering Summer School from both a financial and educational perspective and given that the intention for summer school is to enable graduation, recommends refocusing course selections back to the Graduation Program and respective transitions. In addition, the School District is constrained by the limited funding by the Ministry (\$200/student) and staffing is based upon the Collective Agreement. It was noted that a financial analysis of the 2013 Summer School offerings and enrolment indicated a considerable financial loss for the K-7 programs. The Executive Committee's determination is that Grade 7-8 Transition, remedial course offerings, and Grade 10 through Grade 12 full credit graduation courses present a better financial position, particularly with the International Student enrolment, and are likely to break even.

During discussion and questions, it was clarified that the operating loss for K-7 offerings is approximately \$40,000 - \$70,000; summer school enrolment information for Grades 8-12 is not yet available and few enquiries have been received for K-7; enrolment is predominantly self-selected for K-7; the intention of the proposed study is to look at an alternate model to allow early identification of students who require remedial assistance; with a timeline to be in place prior to 2015 summer school registration; and that preliminary discussions have already taken place with the North Vancouver Recreation Commission to operate programs at the same location and that the NVRC mandate has now been expanded to include cultural activities in addition to recreation and arts. There was agreement that the study be presented to the newly elected Board in January 2015, to accommodate any programming requirements.

Through friendly amendments, the following motion regarding a substantive review was approved:

**B.2. Summer School – Recommendations (continued)**

Moved by B. Forward

that a substantive review of potential future offerings for Summer School be undertaken during the 2014/15 school year, and that the review include the feasibility of programming options targeted for specific learning needs; and that staff report back to the Board with recommendations for approval by January 2015.

Seconded by C. Gerlach

Carried

Moved by C. Sacré

that the Summer School programs for Kindergarten to Grade 7 no longer be offered, effective June 30, 2014.

Seconded by S. Skinner

Carried

Superintendent Lewis confirmed that opportunities for summer rental of facilities will continue based on availability due to summer maintenance projects; and that an informal overview report of 2014 summer school K-7 registration enquiries will be provided to the Board.

**B.3. School District No. 44 (North Vancouver) Annual Budget Bylaw for Fiscal Year 2014/15**

Secretary Treasurer Georgia Allison presented the Draft 2014/15 Annual Operating Budget in the amount of \$161,325,015. In her introduction, the Secretary Treasurer highlighted the process that took place in the development of the draft budget, including three Finance and Facilities Standing Committee budget meetings, and Executive recommendations presented and approved at the Public Board meeting of April 22, 2014.

Stephen Wurz, Director of Financial Services, was invited to the table to provide an overview of the budget and respond to Trustees' questions. Mr. Wurz noted the following risks and liabilities not addressed in the budget: the Summer School Fees Class Action lawsuit was recently settled but potential liability has not yet been finalized; an appeal to the BC Supreme Court Ruling on Class Size and Composition is expected to be heard by the end of summer; and funding based on student enrolment projections that may or may not be achieved.

As Trustees had been previously briefed, Mr. Wurz highlighted a few items: that there was an overall change in the Operating Grant with a decrease of \$1.7M; the operating budget is balanced using \$2.7M in operating surplus; the Cheakamus Centre (North Vancouver Outdoor School) will likely achieve \$150,000 improvement in operational costs for 2013/14 but has budgeted an operating loss of \$230,000 for 2014/15; salaries and benefits increased by \$830,000 predominantly due to CUPE wage increases and changes in other FTE's; services and supplies saw a net decrease of \$255,922; and the Special Purpose Fund increased by \$415,000 mostly due to Learning Improvement Funding (LIF).

In response to Trustees' questions, clarification was provided regarding school generated funds; the decrease in community rentals revenue; maintenance issues at Lucas Centre; status of lease for current Lucas Centre tenant (Gulf Island School District's Windsor House); Carson Graham Culinary Arts Program – addition of custodial position; decrease in Artists for Kids print sales revenue partially attributed to the higher price for the larger pieces offered this year; other revenues outlined in Schedule 2A which included additional monies from the City of North Vancouver to fund a crossing guard at Queensbury Elementary and the cost of implementation of MyEd BC

There was further discussion regarding the decrease in rental revenue for classrooms and gyms, with agreement by the Superintendent and Secretary Treasurer that it would be worth further review as well as a comparison to current North Vancouver Recreation Commission rates.

**B.3. School District No. 44 (North Vancouver) Annual Budget Bylaw for Fiscal Year 2014/15 (continued)**

Moved by B. Forward

that School District No. 44 (North Vancouver) Annual Budget Bylaw for fiscal year 2014/15 be read a first time;

Seconded by C. Gerlach

Carried

Moved by C. Sacré

that School District No. 44 (North Vancouver) Annual Budget Bylaw for fiscal year 2014/15 be read a second time.

Seconded by S. Skinner

Carried

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

Moved by B. Forward

that School District No. 44 (North Vancouver) Annual Budget Bylaw for fiscal year 2014/15 be read a third time, passed and adopted the 27<sup>th</sup> day of May 2014.

Seconded by L. Bayne

Carried

Secretary Treasurer Georgia Allison and Stephen Wurz, Director of Financial Services, were thanked for their work to bring the Annual Budget to the Board.

**B.4. Capital and Seismic Funding**

Secretary Treasurer Georgia Allison introduced this agenda item and noted that North Vancouver School District has received Ministry approval for three seismic upgrades: Argyle, Windsor and Handsworth Secondary Schools. For the past year the Board has been diligent in working towards converting the Argyle seismic project to a full replacement.

The Secretary Treasurer reported on the Ministry of Education's focus on seismic funding such that any school district wishing to convert a seismic project to a full replacement must fund the difference between the seismic and replacement options. At the end of March 2014, the Ministry advised school districts that they will be required to fund up to 50% of their seismic and capital projects, if the school district has surplus cash and project agreements are not yet in place. The Secretary Treasurer noted that Ministry and school district analysis will be done on a case by case basis as Project Agreements are finalized, but the policy change creates additional concerns and fiscal pressures upon school districts across the province.

From her report entitled *North Vancouver School District Land Management Strategy Update* (included in the [agenda package](#)), Secretary Treasurer Allison highlighted how the change in provincial seismic/capital funding policy impacts the North Vancouver School District:

- It places three seismic projects (Argyle Secondary, Windsor Secondary, Handsworth Secondary) in question, and possibly serious jeopardy. It also directly impacts the Board of Education's ability to designate funds to bridge the gap between seismic and replacement schools.
- It offers an extreme disincentive to municipal governments, across the province, to support land sales and the potential redevelopment of School District lands.
- There may be a perceived downloading of the cost of seismic upgrades onto School Districts.
- Requiring seismic upgrades, rather than replacement buildings, impacts the lifespan and quality of school facilities and sites, as well as restricting potential, future community amenities within a municipality.
- If the School District is unable to retire the debt through lands sales by December 31, 2015, it is anticipated that the Ministry of Education will require repayment of any remaining debt through reductions to the Operating Grant.



**B.4. Capital and Seismic Funding (continued)**

- The current balance of the debt is \$6.3 Million and failure to meet the repayment deadline will most likely result in a three-year repayment plan commencing in 2015-16. This would equate to a reduction of approximately \$2.1 Million per annum for three years. This will translate into significant cuts to programs and services that will impact our classrooms and our students.

Secretary Treasurer Allison also provided a review of the Land Management Strategy in relation to the School District's debt repayment and future funding of capital projects. Highlights of *North Vancouver School District Land Management Strategy Update* included:

- Completion of Sutherland Secondary and Westview Elementary replacement projects and the Board's approval in 2007 to arrange financing up to \$7.269M.
- The Provincial Government's land disposition policy, which saw in 2008 a hold on surplus school land dispositions, and then in 2012 the introduction of a new land disposition policy and the establishment of the Release of Assets for Economic Generation (RAEG) program, where land sales proceeds would continue to be retained by the boards of education for capital investment in their school districts.
- Ridgeway and Queen Mary Heritage Restorations – The \$7.5M-\$8M funding for the heritage restoration component of these projects were achieved through the sale of the Lonsdale School site and the former School Board Office at 721 Chesterfield Avenue.
- The Land, Learning and Livability community consultation process commenced in the Spring of 2012 to consider future disposition of the eleven identified surplus school sites. The School District has capacity to accommodate 21,500 full-time equivalent students, with approximately 15,000 (FTE) students currently enrolled.
- In the City of North Vancouver, the following schools have been fully restored or rebuilt since 2007: Westview Elementary, Sutherland Secondary, Ridgeway Elementary, Carson Graham Secondary and Queen Mary Elementary. Each of these schools has been built to a larger capacity with provision for future expansion. The School District's 5-Year Capital Plan also identifies Queensbury Elementary and Larson Elementary for replacement at a larger capacity than their current size.
- A Purchase and Sales Agreement is in place for the Ridgeway Annex School and site and the developer's submission is going through the municipal process. Proceeds from this sale will be dedicated to the School District's current debt of \$6.3M. Both the Cloverley and Lucas Centre surplus sites have been deemed as a Special Study Area in the City's Official Community Plan.
- Since 2007, in the District of North Vancouver, Highlands Elementary has been rebuilt and seismic upgrade projects completed at both Carisbrooke and Canyon Heights Elementary Schools. As previously indicated, Argyle, Windsor and Handsworth Secondary Schools have received approval for seismic upgrades. The School District's 5-Year Capital Plan identifies both Argyle and Handsworth for replacement, as well as Seymour Heights and Lynnour Elementary Schools.
- Purchase and Sales Agreements (PSA) are in place for both Monterey Elementary school and a small parcel of land on the Braemar School site. Development submissions are now at the municipal level for both these sites.
- The Board of Education has committed to a full replacement of Argyle Secondary and approved borrowing \$8.9M to bridge the funding gap between a seismic project and a replacement build with the understanding that sale proceeds from both the Monterey and Braemar PSA's will be directed to repay this debt.
- The Province's new seismic/capital funding policy impacts the School District's ability to proceed with replacement projects, given funding will be directed to seismic upgrades, and there is concern that current municipal rezoning processes underway for surplus sites located both in the City and District will be adversely affected.

In response to Trustees' questions, clarification was provided regarding: potential repayment of the Argyle debt would not be required until 2018, or towards the end of the project; interest rates

**B.4. Capital and Seismic Funding (continued)**

for the current debt are less than 1% but would be higher if the debt was called and went to a market provider; the impact of a possible halt to the Ridgeway Annex municipal process in down paying the debt; and the Release of Assets for Economic Generation (RAEG) program in relation to the Ministry's change in capital and seismic funding policy. Secretary Treasurer Allison and Superintendent Lewis responded to questions regarding costs related to the revitalization of Outdoor School and how the project was funded.

Through friendly amendments, the following motion was approved:

Moved by C. Gerlach

that the Board of Education communicate, to the Minister of Education, the serious impact and concerns created by the policy requiring Boards to contribute up to 50% of the cost of the seismic or capital projects, and;

that the Board of Education requests that the Argyle Secondary seismic project be exempt from the new policy to enable a full replacement school.

Seconded by C. Sacré

Carried

Through friendly amendments and the leniency of the Board, the following motion was approved:

Moved by M. McGraw

that the Board of Education communicate to the Minister of Finance, the serious impact and concerns created by the policy requiring Boards to contribute up to 50% of the cost of the seismic or capital projects, and;

that in the interest of the safety of students and staff, that the Minister of Finance rescind this policy.

Seconded by S. Skinner

Carried

**B.5. Proposed Revised Policy 609: Information and Communication Systems and Resources**

Introducing this agenda item, Superintendent of Schools John Lewis noted that significant changes have occurred in technology, the impact of social media and the increasing legal requirements to protect personal information. Review of the current *Policy 609 – Communication Systems* was considered as a priority given that the policy was adopted in 2003. A sub-committee was established and it reviewed how the Board's information and communication systems and resources support the delivery of educational programs, services and corporate operations in an ethical, professional and lawful manner.

Superintendent Lewis reported that the North Vancouver Teachers' Association (NVTa) offered additional review and raised points that will be reflected in the development of the *Administrative Procedures* which accompany the policy, and noted that those will not require the Board's approval but will undergo an annual review.

After review of Proposed Revised *Policy 609*, the Policy Review Committee, of which Trustees Gerlach and Skinner are members, has recommended that the Revised Policy be presented for Board approval.

During discussion, it was clarified that the reference to "site" in the policy would cover off various situations such as an individual working at home but accessing the School District's system or the use of a School District owned laptop at a conference.

Moved by C. Gerlach

that the Board of Education approve *Proposed Revised Policy 609: Information and Communication Systems and Resources*, as attached to this Administrative Memorandum of May 27, 2014.

Seconded by S. Skinner

Carried

**B.6. Proposed Revised Policy 611: Privacy**

Superintendent of Schools John Lewis introduced this agenda item and noted that the Board has a legal obligation to protect the personal information in its custody, and/or control from unauthorized access, collection, use, disclosure and disposal. School districts are faced with new challenges and legal requirements given the increased use of on-line technology and digital records, and the requirement that personal information be stored and/or accessed in Canada. A sub-committee was established to review how these challenges relate to the current *Policy 611* which was established in 2005.

After review of Proposed Revised *Policy 609*, the Policy Review Committee, of which Trustees Gerlach and Skinner are members, has recommended that the Revised Policy be presented for Board approval.

Superintendent Lewis reported that the North Vancouver Teachers' Association (NVTA) offered additional review as well of this policy and raised points that will be reflected in the development of the *Administrative Procedures* which accompany the policy, and noted that those will not require the Board's approval.

The Board will make provisions for all employees, volunteers, and third-party service providers to familiarize themselves with the requirements of the *Freedom of Information and Protection of Privacy Act* and *Policy 611* and its associated procedures.

During discussion, it was clarified that personal email lists would be covered within the *Administrative Procedures*; and that current practice is to have the policy and administrative procedures separated out, where the Board approves the policy and the administrative procedures are reviewed and amended at the Committee level.

Moved by L. Bayne

that the Board of Education approve *Proposed Revised Policy 611: Privacy*, as attached to this Administrative Memorandum of May 27, 2014

Seconded by C. Sacré

Carried

**C.1. Emergency Management Update**

John Lewis, Superintendent of Schools, introduced this agenda item and noted that emergency management in North Vancouver School District is addressed at multiple levels, providing for the safety of students, staff, parents and community members.

Superintendent Lewis welcomed to the table Brad Baker, District Administrator; Bernadette Woit, Emergency Management Consultant and Gord Kinney, Occupational Health and Safety Manager, and remarked on the fine work that is done by our District and that these individuals provide a great strength to our School District.

The presenters provided an update on a number of initiatives related to Emergency Management in the North Vancouver School District. These initiatives include pending changes related to Lockdown Procedures and our continued partnership with the Royal Canadian Mounted Police; some of the initiatives supporting our North Vancouver Schools and Parent Advisory Councils; an update on our Emergency Communications systems, the new bullying and harassment program, and an overview of work planned to update and revise our Emergency Management manual for schools.

In response to concerns regarding special needs students during lockdown procedures and other emergency situations, Ms. Woit noted that she has not been able to identify a parent group to address the outreach needs of these students, to which Trustee Gerlach offered her assistance.

**C.1. Emergency Management Update (continued)**

It was also clarified that there still is no direct funding support to school districts from the provincial emergency program; the Emergency Management Plan applies to after school/evening events; and the provincial document “Emergency Management BC” has undergone review and should be available in the near future.

Appreciation was extended to Mr. Baker, Ms. Woit and Mr. Kinney for their presentation and their work in the School District.

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

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

- Superintendent Lewis indicated that the first stage of community input for the Lucas and Cloverley sites is near completion with the on-line survey closing on May 29, 2014, and that a report prepared by DIALOG will be presented to the Board in June 2014. A ‘special study’ phase will be developed in consultation with the City of North Vancouver.
- The Lions Gate Christian Academy has signed a 10-year lease for the Plymouth facility and site and are continuing with their due diligence process in consultation with the District of North Vancouver to work towards an August 1, 2014 occupancy date.
- Anthem Properties’ development application for the Ridgeway Annex site did not receive City Council’s approval to proceed to a public hearing. The City of North Vancouver Council has expressed interest to host a meeting with the Board of Education to discuss the School District’s land management strategy and increase their understanding of the properties involved. A meeting has been scheduled for early September.
- Morningstar Development Ltd is continuing in its process with the District of North Vancouver municipal requirements for development of the Monterey site.

Superintendent Lewis also provided a summary of the meeting held at Argyle Secondary on April 23, 2014 to update the community on the Board’s request to the Ministry for a replacement project. At this meeting, input was also sought to identify potential enhancements to the site and to the building. Participants were divided into table groups and identified five top priorities that they would like to see in building and site amenities. These priorities were outlined in the Meeting Summary included in the [agenda package](#).

Superintendent Lewis responded to Trustees’ questions related to: the meeting date with the City of North Vancouver and lack of opportunities to meet prior to early September; confirmation that the District of North Vancouver has expressed interest in the Keith Lynn site; that no recent enquiries regarding surplus sites have been received from the Tsleil-Waututh; and clarification that the potential for a K-2 school in the Lower Lonsdale area has been identified within the City’s Official Community Plan process.

There were also questions and discussion related to the Cloverley and Lucas Centre sites community engagement process: the timing of next steps; that the first stage of community consultation is concluded with the Board’s receipt of DIALOG’s report at its June 17, 2014 meeting; and that once the report is indicated to the City, the next stage will be the Special Study Designation, which is within the City’s Official Community Plan and the process will be developed and led by the City of North Vancouver;

**Motion to Extend**

Moved by C. Sacré  
to extend the meeting past 10:00 pm.  
Seconded by S. Skinner

Carried

**C.3. Tuesday, May 6, 2014 Meeting of the Education and Programs Standing Committee**

Lisa Bayne, Chair of the Education and Programs Standing Committee, reported on the meeting held on May 6, 2014, which provided information on developing professional capacity, assessment, and educational assistants.

The final meeting of the year will take place on Tuesday, June 10, 2014 at 4:00 pm.

**C.4. Out of Country Field Trips - Secondary**

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

- Argyle/Handsworth/Windsor Secondary Schools – field trip to Florence, Italy (June 28 – July 10, 2014)

**C.5. Superintendent's Report**

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

- 44 Dresses at the Education Services Centre - *44 Dresses* is a private partnership between Elena Grant, owner of Sofiabella in Edgemont Village, and Lisa Upton, Principal of Norgate Community School, to provide a suitable dress for any Grade 7 girl who needed one to wear to their Farewell events. The response was overwhelming and over 400 dresses were donated!
- Safe and Active Transportation to School Memorandum of Understanding – recently signed by Board Chair Franci Stratton and City of North Vancouver Mayor Darrell Mussatto, the MoU supports initiatives to “encourage people to walk, bike, use transit and rideshare, and to discourage single occupancy vehicle use and unnecessary trip”.
- Safety Superheroes: how children can keep seniors safe - the North Shore Safety Council has visited several NVSD Grade 2 classes to lead specially designed activities that help students tap into their own “safety superhero” power regarding spatial awareness.
- Child & Youth Mental Health Awareness Day – May 7 – raising awareness of the thousands of children and youth in Canada needing mental health support.
- Big One at One – May 9, 2014 – Earthquake drills took place throughout the School District.
- DNV Civic Youth Awards - Congratulations to all those recognized at Monday's Civic Youth Awards at District Hall. Mayor Richard Walton commended the students and supporters of youth for their contributions to the community.
- Brooksbank Elementary 'Do Good' Team captures DNV Outstanding Youth Award – The 2014 award was presented to the Brooksbank Elementary School Do Good committee led by teacher Vicky Milner and nominated by their Principal, Arlene Martin.
- CNV Civic Youth Awards - Every year the City of North Vancouver celebrates students and supporters of youth during Youth Week and it is thrilling that so many NVSD students are nominated for their achievements.
- Primary Days of Music - This NVSD-wide event featured 70 performances by K-3 students playing musical instruments, singing and dancing. Over 2300 students from 17 different elementary schools performed throughout the week for each other.
- Foods that Fit Workshop – The NV Parent Advisory Council in partnership with Vancouver Coastal Health hosted the annual Foods that Fit workshop at the Education Services Centre. This workshop was open to lunch coordinators and parents from schools on the North Shore.

Superintendent Lewis also referenced the current labour situation and the rotating strike schedule

implemented by the BC Teachers' Federation that designates Thursday, May 29, 2014 for North Vancouver School District.

### **C.6. Trustees' Reports**

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

1. Meetings attended by Trustees included:
  - Public Board meetings
  - Trustee Seminar/In Camera meetings
  - Policy Review Committee meeting
  - Student Leadership Council General meeting at Mountainside
  - Argyle Secondary Capital Project update meeting at Argyle; special acknowledgement to the student moderators
  - SIS Advisory Committee meeting
  - City of North Vancouver Council meeting
  - Education and Programs Standing Committee meeting
  - Artists for Kids Management Committee meeting
  - MyEd BC Advisory Committee meeting
  - Board Planning Committee meeting
  
2. Events attended by Trustees included:
  - Superintendent's Luncheon Celebrating Student Success
  - City of North Vancouver Youth Awards
  - District of North Vancouver Youth Awards
  - NS Congress (held at The View)
  - Opening of Quinns Court at Queen Mary Community School
  - "Gu Xiong: a journey exposed" - Smith Gallery Opening Reception
  - 2013/14 AFK Studio Art Academy Exhibition, Gordon Smith Gallery
  - Coaches Appreciation Dinner
  - BC School Trustees' Association Annual General Meeting, Branch meeting
  - Innovative Career Pathways for Young Women, Mountainside Secondary, organized by District Principal Marcia Garries
  - Seaspan's Crane Naming Ceremony at which the School District was presented with a cheque for \$5,000
  - Grade 12 Exit interviews at Seycove Secondary
  - Senior Girls Soccer playoffs
  - Senior Boys Rugby playoffs
  - North Vancouver Outdoor School Advisory Group dinner held at the Education Services Centre
  - Professional Development Day at Sutherland Secondary

### **Notice of Motion**

Trustee Forward advised that he had a notice of motion for addition to the June 17, 2014 Public Board agenda regarding leasing and rentals of School District facilities. The Notice of Motion was received following the Board Meeting.

### **RATIONALE**

Leasing and rental income is an important component of the North Vancouver Board of Education's Annual Budget and its ability to continue to deliver quality educational services and amenities to students amidst continual funding reductions from the Provincial Government, and that School District revenues from the rental and leasing of its facilities has been declining in recent years.

**C.6. Trustees' Reports (continued)**

**MOTION**

That a comprehensive review of the School District's facility leasing and rentals be conducted in consultation with community partners such as the North Vancouver Recreation Commission, VCH's Youth Mental Health Services, and others, and that, staff provide the Board with recommendations for review and approval by October 2014 to enhance and improve lease and rental revenues, and to optimize operation of the School District's facility lease and rental system. The Report will also help inform the second stage of the School District's Land, Learning and Livability Community Engagement process.

**C.7. BC School Trustees' Association (BCSTA) Annual General Meeting – Report Out**

The Chair called for Trustees' highlights from the recently attended BCSTA Annual General Meeting (AGM) which was held in Vancouver from April 24-27, 2014.

Highlights included:

- In support of students with mental issues, North Vancouver School District brought forward a motion and received endorsement advocating for the Province's adoption of an "inter-ministerial" approach to coordinating youth mental health services so that school districts and health authorities have the necessary support to deliver timely and seamless youth mental health services.
- Other motions that received approval included various: development of a BC Child Poverty Reduction Action Plan, Trades and Technology Care Preparation and Programming Support, change the submission deadlines for annual achievement contracts, additional Special Education funding, bargaining during the summer, removal of the language of essential service around public education; and full funding of approved capital projects, including seismic mitigation capital projects.
- At the Provincial Council meeting, held during the AGM, the 2014/15 BCSTA budget was presented and approved.

**C.8. BC School Trustees' Association (BCSTA) Long Service Recognition**

At the evening's meeting, the following Trustees of the North Vancouver School District Board of Education were recognized:

- Barry Forward            6 years of service
- Susan Skinner            9 years of service
- Franci Stratton            6 years of service

**D. Future Meetings**

Future public meetings of the Board are confirmed as follows:

Tuesday, Jun 10, 2014 at <b>4:00 pm</b>	Education and Programs Standing Committee	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, June 17, 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.

Amanda Nichol, City of North Vancouver resident, asked for clarification regarding if any preliminary discussion has taken place for a future K-2 school in the Lower Lonsdale area. Superintendent Lewis advised that the parameters of the School District's Capital Planning Committee include identification of future need for schools and, within a 15 year time frame; a possible need was identified for a K-2 school in the Lower Lonsdale area. A comment reflecting this potential need was forwarded to the City of North Vancouver for inclusion in their 30-year Official Community Plan.

Kerry Morris, City of North Vancouver resident, received clarification regarding summer rental of School District facilities; debt repayment through a purchase and sales agreement for Ridgeway Annex and the assignment of proceeds from Monteray and Braemar purchase and sales agreements to the Argyle rebuild; the Board's decision regarding summer school; and out of country secondary trips.

**F. Adjournment**

The established agenda being completed, the Chair adjourned the meeting at 10:41 pm and thanked those who attended.

Certified Correct:

\_\_\_\_\_  
Georgia Allison  
Secretary Treasurer

\_\_\_\_\_  
Franci Stratton  
Chair, Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



Schedule A.6.  
of the  
Administrative Memorandum

Meeting Date: June 17, 2014  Board  Board, in camera

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

Narration:

The District Student Leadership Council (DSLSC) provides an avenue for the provision of student opinion and input on educational issues and practices that affect student learning within the School District. Established in 2005, and guided by Board *Policy 411: Student Leadership Council*, the District Student Leadership Council draws its membership of 40 plus students from all secondary schools in the North Vancouver School District. The entire Council meets at least once each month to discuss relevant issues, ideas, and areas of concern regarding students' education. Student representatives from the DSLSC meet regularly with various District groups and committees and attend most open District meetings with a mandate to present and provide a student voice on important issues.

The Board provides an annual budget to support and foster the activities of the District Student Leadership Council, and staffing support to coordinate and facilitate the activities of the Council.

DSLSC Coordinators Brenda Bell, Principal, Cove Cliff Elementary School, and Greg, Hockley, Vice Principal, Seycove Secondary and Cary Hungle, Vice Principal, Handsworth Secondary, work with the District Student Leadership Council.

The DSLSC is pleased to have the opportunity to present to the Board this evening on:

- o What is the DSLSC?
- o What has the DSLSC accomplished this year?
- o What does it mean to have a student voice?
- o Why is it important to have the DSLSC?

Following the presentation, members of the District Student Leadership Council will respond to questions from the Trustees.

Schedule B.1  
of the  
Administrative Memorandum

Meeting Date: June 17, 2014  Board  Board, in camera

Topic (as per the Memorandum): **Education Reports for Board Approval (previously presented at Education & Programs Standing Committee)**

Narration:

a) **North Vancouver School District Achievement Contract 2011-2014**

The *School Act* requires each Board of Education in British Columbia to prepare and submit to the Minister of Education, an Achievement Contract with respect to standards for student performance and plans for improving achievement for all students in the district.

The Achievement Contract is a public statement of commitment by a Board of Education to improve success for each student in the district. The contract is developed collaboratively, on an evidence-based assessment of the needs and priorities of the students in the district. The Contract identifies areas of focus for the improvement of student success, describes strategic actions, and outlines processes to monitor progress and make adjustments intended to improve results.

The Achievement Contract must:

- Be a three year plan, annually updated
- Be connected to the superintendent's annual report on achievement
- Provide a summary statement of progress made in the achievement of targets related to goals and objectives
- Be developed based on the analysis of evidence of the needs of students in the district
- Have specific targets for Literacy K-12, completion rates, and Aboriginal student improvement

Director of Instruction Joanne Robertson has been working with members of the District Educational Steering Committee in the progress analysis of the District Achievement Contract. The progress analysis, goals, objectives and actions included in the District Achievement Contract represent the convergence of inputs that have arrived through a variety of sources. Prominent among these sources are: School Plans and the feedback of School Planning Councils, the Aboriginal Education Enhancement Agreement, the Superintendent's Report on Achievement, the District Literacy Plan, and the District's 10 Year Strategic Plan. The District Achievement Contract complies in all respects with the Ministry's *District Achievement Contract Guidelines 2013-2014*. In accordance with Ministry guidelines, the process has begun to develop the next 3-year District Achievement Contract.

Attachment: *District Achievement Contract 2011-2014*

**RECOMMENDED MOTION:**

that the *North Vancouver School District Achievement Contract*, as set out in Schedule B.1. of the Administrative Memorandum of June 17, 2014, be adopted in principle, and that, prior to submission to the Minister of Education, the document be amended to reflect final data updates available after June 17, 2014.

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

Narration (continued):

### **b) Aboriginal Enhancement Agreement 2011-2016 (update)**

The *Aboriginal Education Enhancement Agreement* is a formal and collective commitment made by the School District, the Skwxwú7mesh and Tsleil-Waututh Nations, all other North Vancouver Aboriginal peoples, and the Ministry of Education to work together to improve the success of all Aboriginal learners.

Enhancement Agreements are developed for a five-year term. The School District's [Aboriginal Education Enhancement Agreement 2011-2016](#) was completed and approved in June 2011. Over the five-year term of the *Enhancement Agreement*, it is reviewed annually and a report is prepared detailing progress and success.

District Administrator Brad Baker provided an overview and update of the Enhancement Agreement at the June 10, 2014 meeting of the Education and Programs Standing Committee.

### **c) District Literacy Plan – June 2014**

In accordance with Section 81.1 of the School Act, a Board must, on or before July 15 of a school year, establish and make available to the public a district literacy plan for the school year, setting out the plan for improving literacy in the school district.

The *2014 District Literacy Plan* has three key goals to improve literacy locally.

Pillar 1: Early literacy success for young children

Goal 1: To increase the number of children who enter school ready for Kindergarten

Pillar 2: Reading success in schools

Goal 2: To increase the literacy skills of students K - 12

Pillar 3: Reading success for adults

Goal 3: To increase awareness in the community of adult literacy programs.

The *District Literacy Plan – June 2014*, as attached to this Administrative Memorandum of June 17, 2014, provides an update to the plan developed and submitted to the Ministry of Education. The Plan was presented at a Public Education and Programs Standing Committee meeting on June 10, 2014 providing an opportunity to persons in the School District to review and comment on the literacy plan.

Attachment: *District Literacy Plan – June 2014*

### **RECOMMENDED MOTION:**

that the Board of Education approve the *District Literacy Plan – June 2014* as attached to the Administrative Memorandum of June 17, 2014 and presented by Joanne Robertson, Director of Instruction - Learning Services, at the June 10, 2014 meeting of the Education and Programs Standing Committee.

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

Narration (continued):

d) **2014-2015 School Plans**

Pursuant to the *School Act* [s. 8.1] and School District *Policy 410: School Planning Councils*, a School Planning Council (SPC) has been established at each school in the North Vancouver School District. Among the tasks assigned to the School Planning Council by the *School Act* is the annual preparation of “a school plan for the school in respect of improving student achievement and other matters contained in the board's achievement contract relating to that school.” [s. 8.3(2)]

North Vancouver School District *Policy 410* instructs that an annual school plan to improve student achievement be prepared by the School Planning Council and submitted for approval in May of each year. Each school plan is received by the respective Assistant Superintendent and reviewed to ensure that it is: connected to the School District achievement contract; that it is in harmony with the School District vision and values; and that it is consistent with School District policies. Accordingly, the 2014-2015 School Plans for NVSD schools have now been received, reviewed and approved by the Assistant Superintendents. Copies of each submitted school plan have been provided electronically to Trustees, accompanied by a consolidated listing of the school goals established for 2014-2015. Each school's final, approved school plan will be posted to the school website to be available to parents and the community.

An overview of the school plans, goals, and the school planning process was provided to the Board of Education by Directors of Instruction Monty Bell and Julie Parker, at the Board's public Education and Programs Committee meeting held June 10, 2014.

Attachment: *Summary of School Plan Goals 2014-2015*

**RECOMMENDED MOTION:**

that the Board of Education approve the 2014-15 School Plans for improving student achievement, developed and reviewed by the School Planning Councils and approved by the appropriate Assistant Superintendent.



# District Achievement Contract 2011-2014

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## Introduction

*We 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 North Vancouver School District 2011-2014 Achievement Contract is a public statement of our on-going commitment to providing world-class instruction and improving success for each and every student in our school district.

Our 2011-2014 District Achievement Contract represents a 3-year plan for improving achievement. Developed collaboratively from an evidence-based assessment of the needs and priorities of the students in our school district, the District Achievement Contract identifies standards for student performance and establishes plans for continuous improvement in three key areas:

1. Literacy
2. Numeracy
3. Graduation and Completion Rates

Each area of focus includes clear educational goals, objectives and specific performance targets for the continuous improvement of student achievement K-12. Goals and objectives in the Achievement Contract are aligned with the Early Learning and K-12 goals outlined in school plans and in district statements of commitment including:

- The School District's Ten Year Strategic Plan
- The School District's Vision Statements
- The Superintendent's Report on Achievement
- The District Literacy Plan
- The Aboriginal Education Enhancement Agreement

The 2011-2014 Achievement Contract also includes strategic action plans for each objective. These action plans are closely aligned with the common vision, values and goals reflected in the North Vancouver School District 10 Year Strategic Plan.

The 2011-2014 Achievement Contract has been updated regularly through careful monitoring and reviewing of data in relation to established goals and objectives, strategic action plans, and emerging needs. The Achievement Contract is reported to the Board of Education and submitted to the Ministry of Education on an annual basis.

## North Vancouver School District Context

The North Vancouver School District is an urban school district with boundaries that encompass both the City of North Vancouver and the District of North Vancouver municipalities. We offer a comprehensive K-12 education program consisting of over 200 provincial and locally developed educational programs. Over 16,000 students are enrolled in 25 elementary and 7 secondary programs in our school district.

Student	Male	Female	Special Ed	ELL	Aboriginal
Demographics	51%	49%	11%	6%	4%

Languages	English	Farsi	Korean	Tagalog	Mandarin
	78.6%	4.9%	3.1%	2.0%	2.6%

## Unique Features of the North Vancouver School District

### PROGRAM DIVERSITY

*We provide a diverse range of programs that reflect the values and interests of our community.*

The North Vancouver School District offers a broad selection of courses and programs to meet the diverse learning needs and interests of students. Programs of choice include:

- French Immersion programs enrolling over 2400 students
- An International Baccalaureate (IB) Program offering Primary Years, Middle Years and Diploma Programs
- Academies of Learning (Digital Media, Hockey Skills, Soccer, Volleyball and Artists for Kids Studio Art); introduction of Basketball and Dance Academies beginning in September 2014
- A nationally recognized Band and Strings Program
- A Distributed Learning (DL) Program offering a variety of online learning courses
- An International program attracting over 550 students from around the world
- Integrated Career programs from Grades 10-12 including work experience, Secondary School Apprenticeship (SSA) and ACE-IT programs

### Artists for Kids

The *Artists for Kids Trust* is home to an amazing teaching collection of significant contemporary Canadian art created by our artist patrons. The Artists for Kids Gallery provides award winning fine arts enrichment programming and scholarships. The Artists for Kids Trust also provides curriculum development, mentorship, and in-service opportunities for educators, students and the community.

### Environmental Education

The North Vancouver School District is proud to be “*the natural place to learn*” with unique environmental education opportunities. The North Vancouver Outdoor School, located near Squamish, BC, offers experiential-based learning in natural and cultural history programs. North Vancouver School District’s new Cheakamus Centre, and school-based initiatives in nature-based learning and outdoor classrooms, will continue to build capacity among staff, parents, students, and community members to contribute to an environmentally sustainable future.



## INSTRUCTIONAL PRACTICE

*We provide meaningful assessment and relevant instruction to support the success of every student and, to ensure this outcome, encourage professional growth for all staff.*

### Four Pillars of Educational Practice

The North Vancouver School District is committed to providing on-going professional growth opportunities for all staff. A coordinated approach to District, Family of Schools, and school-based professional growth, highlighting a continuum of support and promoting best practices in the four pillars of Curriculum Design, Instruction, Assessment, and Social Emotional Learning enhances our ability to align services, build capacity, and sustain positive systemic change throughout the school district.

### Collegial Conferencing

Collegial Conferencing projects have been highly successful in enhancing the instructional practices of school teams and in aligning our efforts to achieve goals and priorities established in school plans and the District Achievement Contract. Collegial conferencing projects have created powerful learning communities that engage educators in on-going, collaborative, and reflective dialogue aimed at enhancing the learning experiences and success of our students.

### Educational Resources and Innovations

The North Vancouver School District has a long history of facilitating the development of quality educational resources. Since the publication of *Reading 44*, our school district has established itself as a curriculum leader on a global scale in the development of practical and effective teaching resources that reflect the principles of Instructional Intelligence and sound educational research. Resources such as *Our Turn to Talk*, *Firm Foundations*, *Math 44*, *Writing 44*, *Inclusive Education 44* and the new *Literacy 44 eBook* illustrate best practices, inform instruction, and represent the collective expertise of our educators in improving student achievement.

### Assessment For, As and Of Learning

The enthusiasm and growing expertise among educators in North Vancouver with respect to assessment for, as and of learning practices, have contributed to the collaborative development of unique on-line programs including: *Report Central*, *IEP Central*, *ESL Central* and *Rubric Central* that use current technologies to enhance formative assessment and reporting practices. In addition, a variety of in-service and supports are currently in place to align assessment practices across the school district. In 2013-14 the school district developed *Communicating Student Learning K-12: Handbook for Assessment, Evaluation & Reporting*, which outlines Ten Principles for Quality Assessment practices ensuring clarity and consistency across the School District.

### BC Education Plan

Collegial conferencing and action research projects in North Vancouver illustrate the variety of ways that educators in our school district are infusing key elements of the BC Ed Plan (e.g. inquiry-based learning and innovative technologies) into their classroom practices. Providing students with the skills needed to participate in a 'knowledge-based society', and creating flexible pathways that are aligned with students' interests, abilities, learning styles and talents, are key areas of focus for our school district. In 2013-14 the school district hosted a variety of information and feedback sessions on the new draft Provincial curricula.

## Areas of Strength

Student achievement within the North Vancouver School District continues to be very strong, with school district averages meeting or exceeding the provincial averages for reading, writing and numeracy, as evidenced by Grade 4 and 7 Foundation Skill Assessments and secondary provincial exam results.

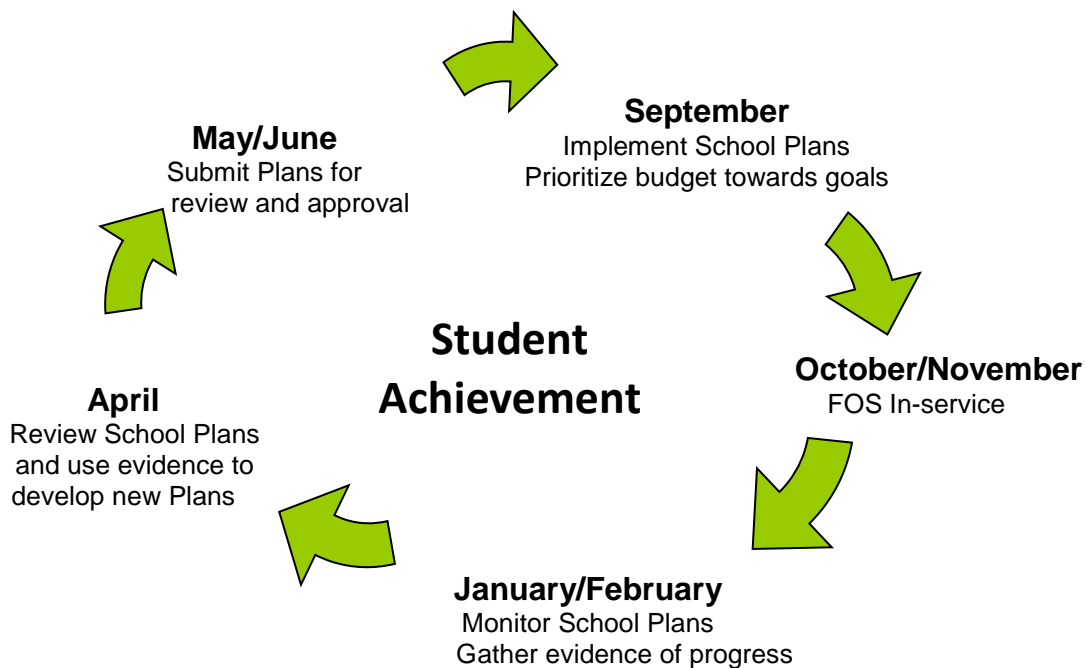
Completion rates continue to improve, as noted in the Superintendent's Report on Achievement (December 2013), although it should be noted that Six-Year Completion rates for students of Aboriginal descent decreased from 61-50%. We will continue to monitor those results. Improvement was noted for students with special needs (from 62-72%). Eligible Grade 12 Graduation rates increased from 95% to 96%. Overall Six-Year Completion rates have increased slightly (83.6-84.3%); our school district results remain slightly above the provincial average of 83.6%.

Our committed educators, unique programs and extracurricular opportunities enable students in the North Vancouver School District to attain high levels of achievement and leadership in the fine arts, athletics, and a variety of local and global outreach initiatives.

## District and School Connections

### School Plans

Individual school plans are developed annually through a consultative process that includes the School Planning Councils (SPCs) and the District Educational Steering Committee (DESC).



The District Educational Steering Committee, comprising School Principals, Directors of Instruction, Administrators from the Learning Services Department, and Assistant Superintendents, provides on-going support to School Planning Councils in the development and review of school plans and in the design of in-service sessions within each Family of Schools. In

addition, Directors of Instruction consult regularly with school administrators in matters relating to school growth planning.

### **Aboriginal Education Enhancement Agreement**

The 2011-2016 Aboriginal Education Enhancement Agreement celebrates our collaborative partnership with the Squamish, Tseil-Waututh, and all other North Vancouver Aboriginal peoples to increase the success of students of Aboriginal ancestry. The goals and objectives included in the Aboriginal Education Enhancement Agreement are carefully reviewed each year and aligned with the development of the annual District Achievement Contract (see *Connections to Other District Improvement Initiatives*). Specific objectives and performance targets for students of Aboriginal ancestry are embedded within each of the broader District Achievement Contract goals.

### **District Literacy Plan**

The District Literacy Plan is a statement of our commitment to work collaboratively with key community stakeholders to improve literacy for all residents of the North Shore. Dialogue, positive working relationships, and consensus building with our community partners over the past three years have enabled the school district to identify specific needs and priorities that are reflected in the literacy goals of the District Literacy Plan. Goals relating to K-12 literacy were carefully reviewed and considered in the development of the District Achievement Contract (see *Connections to Other District Improvement Initiatives*).

### **Early Learning**

*We thrive on bringing people together through collaboration and responsive partnerships that strengthen communities and contribute to the needs of students and society.*

The North Vancouver School District is proud of its efforts to support a “seamless continuum of care and learning” for young children in our community. We continue to expand opportunities for quality early learning opportunities through our ELF (Early Learning Foundations) affiliation of preschools and childcare programs, our seven StrongStart centres, Ready Set Learn events, and a highly collaborative working relationship with our early learning partners on the WECAN (North Shore Early Childhood Network) committee. Our Early Learning Dialogue sessions provide a unique opportunity for networking and professional growth among primary teachers and our early learning partners.

## **GOALS AND OBJECTIVES FOR STUDENT ACHIEVEMENT**

The North Vancouver District Achievement Contract 2011-2014 includes the following goals:

- 1. Improve Students’ Achievement in Literacy**
- 2. Improve Students’ Achievement in Numeracy**
- 3. Improve Graduation and Six-Year Completion Rates**

The following section provides information regarding the goals and objectives outlined in the **2011-2014 District Achievement Contract**. A progress analysis, based on trend data from 2011-2014 is provided for each objective.

**Goal #1: Improve Students' Achievement in Literacy**

**Rationale:**

Some students' performance profiles display uneven development in the various components of literacy, including pre-literacy skills, oral language development, reading and writing. The school district continues to identify these students early, support meaningful interventions, and monitor the effectiveness of the interventions selected.

CONNECTIONS TO OTHER DISTRICT IMPROVEMENT INITIATIVES:	
District Literacy Plan	<p><b>Goal 1:</b> To increase the number of children who enter school ready for Kindergarten</p> <p><b>Goal 2:</b> To increase the literacy skills of students K-12</p>
Aboriginal Enhancement Agreement	<p><b>Goal 3:</b> To increase the academic success of students of Aboriginal ancestry</p>
School Plans	30/33 School Plans include specific Literacy Goals
10 Year Strategic Plan	<ul style="list-style-type: none"> <li>• Develop and promote innovative and sustainable programs</li> <li>• Expand the availability of best instructional practices and enriched curriculum</li> <li>• Encourage the growth of collaborative, adaptive and personalized learning environments</li> <li>• Strengthen and expand reciprocal community relations</li> </ul>

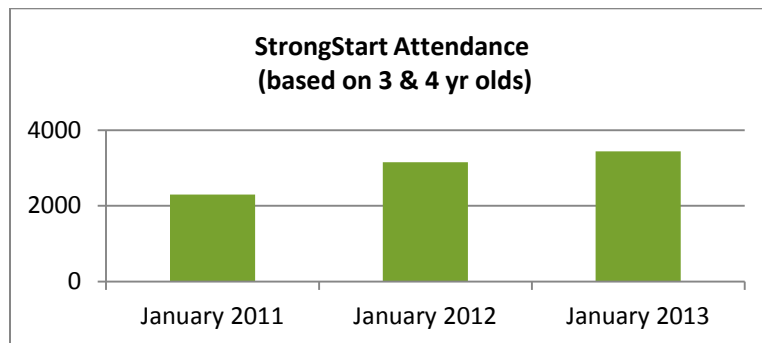
**Objective 1.1: To increase the number of children who enter school ready for Kindergarten**

**Rationale:**

Quality early learning experiences help children develop physically, socially, intellectually, and emotionally. Play-based early learning programs and initiatives, such as StrongStart BC and Ready Set Learn, model for parents and caregivers how they can help their children develop the communication and pre-literacy skills that will prepare them for success in Kindergarten.

**Key Performance Measure:** BC Ministry of Education StrongStart attendance (3 & 4 yr olds)

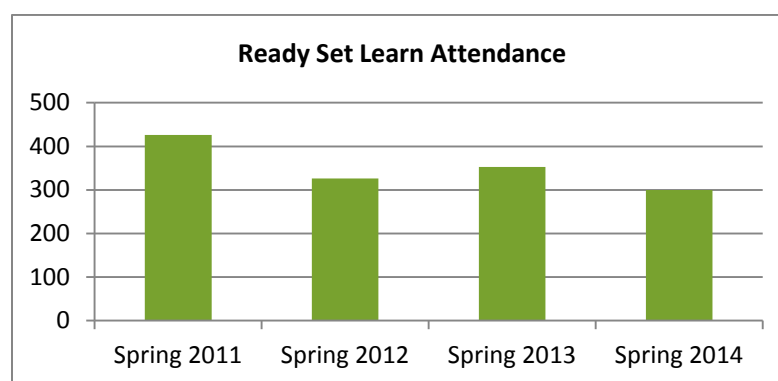
**Trend Data Analysis 2011-2014:**



Total attendance in StrongStart programs has increased steadily over the past three years in all of our centres. Total attendance reached 3341 in January 2013, very close to the target of 3500 we established in 2012. Of note are the infants and toddlers under the age of 3 who are now attending StrongStart in increasing numbers and whose attendance is not included in this data. As of July 2013, attendance extracts are provided by the Ministry of Education only once per year, in July. Therefore, data for January 2014 is not available. Nonetheless, anecdotal reports from StrongStart facilitators and families indicate that attendance at all centres remains robust. We will continue to monitor StrongStart attendance as a strategy for improving children’s school readiness.

**Key Performance Measure:** Attendance at School-Based Ready Set Learn events

**Trend Data Analysis 2011-2014:**



Since 2011 we have continued to explore ways of improving the design and promotion of Ready Set Learn events to enhance children’s readiness for Kindergarten. The implementation of “Play Matters” theme bags for families featuring an annual early learning focus (Science Matters, Water Play, Nature-based Learning) has been highly successful; however, with many parents working, and increasing numbers of young children in our community enrolled in childcare and preschool programs, it has been challenging to increase our total attendance at these events, particularly when they are scheduled during the school day. In 2014 several Ready Set Learn events were cancelled or rescheduled due to the teachers’ job action, further affecting overall enrolment. We will continue to explore various strategies to increase attendance of preschool-aged children and their families in Ready Set Learn events, including communication of dates and venues through the School District website and in the community, consolidation of school events within a Family of Schools, increased involvement of StrongStart staff in planning and hosting events, and the option of Saturday morning sessions.

**Objective 1.2: To improve the literacy achievement of primary students**

**Rationale:**

The North Vancouver School District is committed to universal screening to identify students who may be at risk for learning to read. The Test of Phonological Awareness (TOPA) is a pre-literacy diagnostic tool that is administered to all Kindergarten students. Students who score below the 25<sup>th</sup> percentile on the TOPA receive intervention during the spring. When the TOPA is re-administered to those students later in the year, most of them have developed the expected

pre-literacy skills. However, for students still not yet meeting expectations, a transition plan is established, which includes appropriate literacy supports and interventions, and on-going assessments (using the DIBELS) to monitor progress throughout the primary grades.

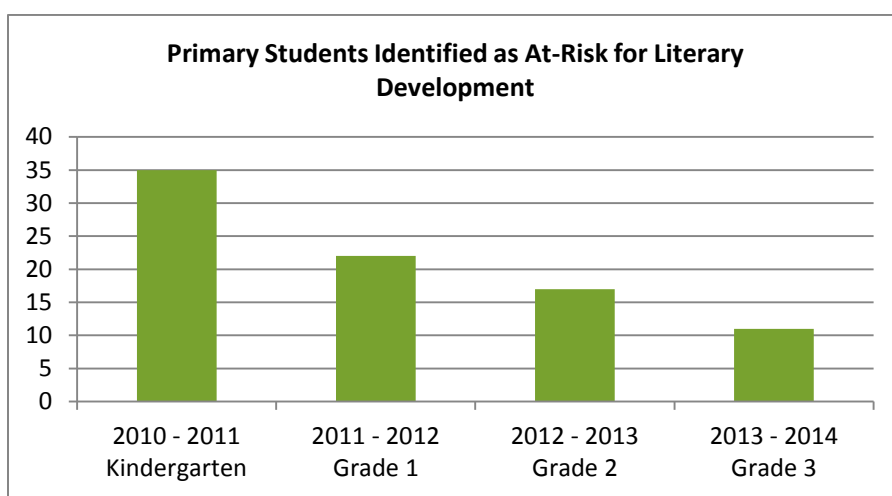
**Key Performance Measures:**

Test of Phonological Awareness (TOPA) – Kindergarten Assessment

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessments (Grades 1-3)

**Trend Data Analysis 2011-2014:**

*Performance Targets for this objective track the original 2011 cohort of at risk Kindergarten students (those who scored below the 25<sup>th</sup> percentile on the second TOPA assessment) over a 3-year period from June 2011 to June 2014. DIBELS is used in all schools to assess the progress of this cohort in the primary grades.*



*The original cohort of 35 at risk Kindergarten students (2011) was reduced to 28 (2012), 27 (2013), then 17 (2014) due to a variety of factors, including moves out of the district. Targeted and intensive literacy support and intervention for the cohort has continued, and the total number of students now identified as at risk in this cohort (based on the DIBELS assessments in Grades 1-3) has decreased. Data collection for this group is now complete; however, we will continue to monitor their progress as they move through the intermediate grades. It is worth noting that many of these students have complex special needs and that their progress will be slower than other students in the same age range.*

**Objective 1.3: To improve the literacy achievement of intermediate students, beginning in Grade 4**

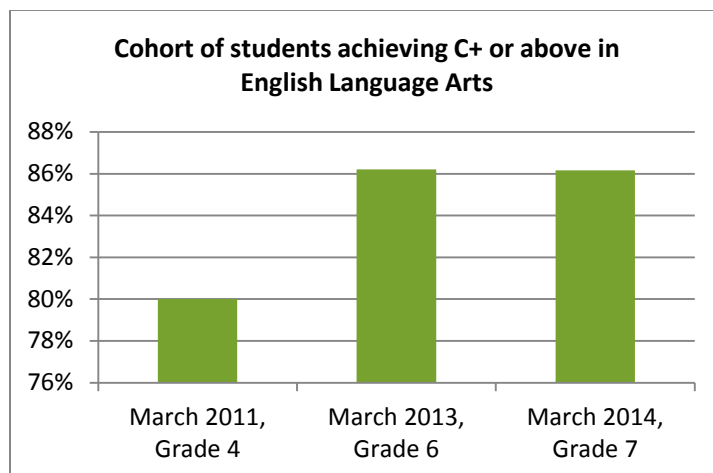
**Rationale:**

While most students in our school district meet expectations for oral language, reading and writing by Grade 4, report card data from 2011 indicated that about 20% of students were not yet meeting expectations for literacy achievement. Appropriate supports, interventions and differentiated literacy instruction and assessment practices throughout the intermediate grades will help improve the literacy achievement of these students.

**Key Performance Measure:** Report Card marks (Grades 4-7)

**Trend Data Analysis 2011-2014:**

*Performance Targets for this objective track a single cohort of students over a 3-year period from Grade 4 (March 2011) to Grade 7 (March 2014).*



*Data was not available for the Grade 5 year in 2012 due to job action; however, results from the March 2013 report cards indicate that there was overall improvement in students' literacy skills (from 80-86%). Results from the March 2014 report cards indicate that literacy skills for this cohort have decreased only slightly (from 86.21-86.16%). Based on the data over the past three years, this cohort appears to be meeting expectations for literacy development; however, supports will continue to be provided at secondary for students who are not meeting expectations in this area.*

**Objective 1.4: To improve the literacy achievement of secondary students of Aboriginal ancestry**

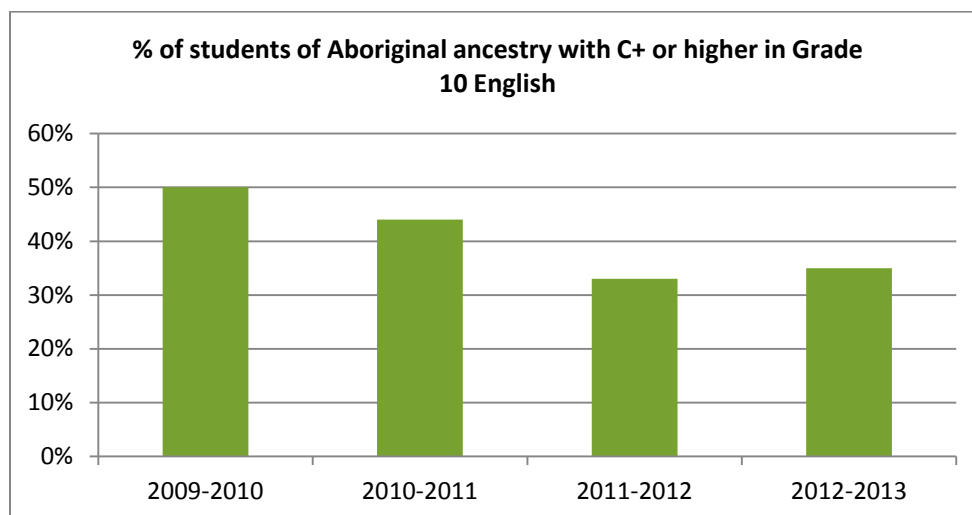
**Rationale:**

English 10 results for our students of Aboriginal ancestry remain below the district results for non-Aboriginal students. The School District is committed to providing support to improve literacy achievement for these students.

**Key Performance Measure:** Final Grade 10 English Marks (includes report card and provincial exam marks)

**Trend Data Analysis 2011-2014:**

*Performance Targets for this objective track three different cohorts of students of Aboriginal ancestry over a 4-year period using provincial data from June 2009-2010 to June 2012-2013.*



Results in English 10 for students of Aboriginal ancestry have been inconsistent. Fluctuations in the data may be attributed to differences in these small cohort groups. It is worth noting that while the percentages are lower than we would like compared with non-Aboriginal data, 93% of students successfully passed Grade 10 English. We will continue to monitor this data for students of Aboriginal Ancestry, observing trends in progress, developing student learning plans, and providing support to enhance achievement.

**Actions – Goal #1: Improving Students’ Achievement in Literacy**

The following actions, which align with the North Vancouver School District’s Ten Year Strategic Plan, were used to meet the targets identified for improving students’ achievement in literacy.

10 YEAR STRATEGIC PLAN	ACTIONS
<p><i>Develop and promote innovative and sustainable programs</i> Promote greater awareness of the specialty program opportunities</p>	<p>Actively promote early learning programs through:</p> <ul style="list-style-type: none"> <li>• Flyers, posters and electronic brochures</li> <li>• Advertisements in local newspapers</li> <li>• District and school websites</li> <li>• Community early learning newsletters</li> <li>• Preschool fairs</li> <li>• Kindergarten Parent Information meeting</li> </ul>
<p><i>Expand the availability of best instructional practices and enriched curriculum</i></p> <ul style="list-style-type: none"> <li>• Ensure best instructional practices are provided to all students through skilled staff and ongoing professional growth</li> </ul>	<p>Promote best practices in early intervention and literacy instruction through:</p> <ul style="list-style-type: none"> <li>• In-service and networking sessions for early childhood educators (StrongStart, preschool)</li> <li>• In-service and support to elementary Learning Assistance and Learning Support Teachers for the consistent administration of the TOPA (Kindergarten) and DIBELS assessments</li> <li>• In-service and classroom support for the district-wide use of <i>Our Turn to Talk</i>, <i>Firm Foundations</i>, <i>Reading 44</i> and <i>Writing 44</i></li> </ul>



	<ul style="list-style-type: none"> <li>• In-service in Universal Design for Learning and differentiated literacy instruction/assessment practices</li> <li>• On-going in-service for literacy support staff including: Learning Support Teachers, Special Education Assistants, Learning Support Workers, First Nations Support Teachers and Workers, Speech and Language Pathologists</li> <li>• In-service and support for the implementation of engaging, effective and culturally appropriate teaching and learning strategies for students of Aboriginal ancestry</li> <li>• Increased opportunities for personalized learning, the use of technology and the development of 21<sup>st</sup> century literacy skills</li> </ul>
<ul style="list-style-type: none"> <li>• Improve student engagement and support all learners through the development and integration of enhanced curriculum and assessment methods</li> </ul>	<p>Continue to promote the use of enhanced literacy assessment and intervention through:</p> <ul style="list-style-type: none"> <li>• The systemic use of BC Performance Standards for oral language, reading and writing</li> <li>• The <i>Reading Assessment Device (RAD)</i> and other formative reading assessments</li> <li>• Embedded technology</li> <li>• Implementation of the <i>Rubric Central</i> program</li> <li>• On-going enhancement of the <i>Report Central</i>, <i>IEP Central</i>, and <i>ELL Central</i> online programs</li> <li>• The implementation and collaborative assessment of school-wide writes</li> </ul> <p>Continue to develop, in collaboration with First Nations communities, culturally appropriate literacy resources (e.g. Aboriginal resources, language courses)</p> <p>Provide literacy instruction through a variety of Grades 10-12 Distributed Learning courses</p>
<p><b><i>Encourage the growth of collaborative, adaptive and personalized learning environments</i></b></p> <ul style="list-style-type: none"> <li>• Provide increased opportunities for personalized learning</li> <li>• Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities</li> </ul>	<p>Continue to support collaboration among primary teachers, administrators, support staff, parents and community partners through:</p> <ul style="list-style-type: none"> <li>• The Changing Results for Young Readers (CR4YR) Initiative (Year 2)</li> <li>• Kindergarten Network meetings</li> <li>• The Aboriginal Advisory Committee</li> </ul> <p>Continue to expand site-based literacy leadership among educators through:</p> <ul style="list-style-type: none"> <li>• Literacy Collegial Conferencing projects</li> <li>• Literacy 44 seminars and eBook development</li> </ul> <p>Continue to support collaboration among intermediate teachers, administrators, support staff,</p>

	<p>parents and community partners through:</p> <ul style="list-style-type: none"> <li>• Aboriginal Advisory Committee</li> <li>• Literacy Collegial Conferencing projects</li> </ul> <p>Continue to work collaboratively with First Nations communities to enhance the success of students of Aboriginal ancestry in the secondary grades through:</p> <ul style="list-style-type: none"> <li>• Initiatives that highlight Aboriginal literacy role models including: author visits, writers-in-residence, buddy reading programs, story-telling events</li> <li>• Increased use of Aboriginal literacy resources</li> </ul>
<p><b><i>Strengthen and expand reciprocal community relations</i></b></p> <ul style="list-style-type: none"> <li>• Strengthen the delivery of services to support children and families through closer connections with the community</li> <li>• Provide seamless transitions</li> </ul>	<p>Continue to work towards a ‘seamless continuum of early learning and care’ in our schools through the enhancement of school-based early learning programs</p> <p>Continue to work collaboratively with community partners to enhance student success</p> <ul style="list-style-type: none"> <li>• WECAN</li> <li>• Middle Years</li> <li>• Supported Child Care Development</li> <li>• North Shore Multicultural Society</li> <li>• First Nations communities</li> </ul>
<p><b><i>Encourage the growth of collaborative, adaptive and personalized learning environments</i></b></p> <ul style="list-style-type: none"> <li>• Strengthen engagement and connection for all learners</li> <li>• Provide increased opportunities for personalized learning</li> <li>• Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities</li> </ul>	<p>Continue to support collaboration among secondary teachers, administrators, support staff, parents and community partners through:</p> <ul style="list-style-type: none"> <li>• Literacy conference sites</li> <li>• Aboriginal Advisory Committee</li> <li>• Literacy Collegial Conferencing projects</li> </ul>

## Goal #2: Improve Students' Achievement in Numeracy

### Rationale:

Many students' performance profiles display uneven development in numeracy. The School District is committed to identifying these students, supporting meaningful interventions, and monitoring the effectiveness of the interventions selected.

### CONNECTIONS TO OTHER DISTRICT IMPROVEMENT INITIATIVES:

<b>Aboriginal Enhancement Agreement</b>	<b>Goal 3:</b> To increase the academic success of students of Aboriginal ancestry
<b>School Plans</b>	<ul style="list-style-type: none"> <li>• 20/33 School Plans include Math or Numeracy Goals</li> </ul>
<b>10 Year Strategic Plan</b>	<ul style="list-style-type: none"> <li>• Expand the availability of best instructional practices and enriched curriculum</li> <li>• Encourage the growth of collaborative, adaptive and personalized learning environments</li> </ul>

### Objective 2.1: To improve numeracy skills of primary students, identified as not yet meeting expectations (16 or below) on the Kindergarten Numeracy Assessment

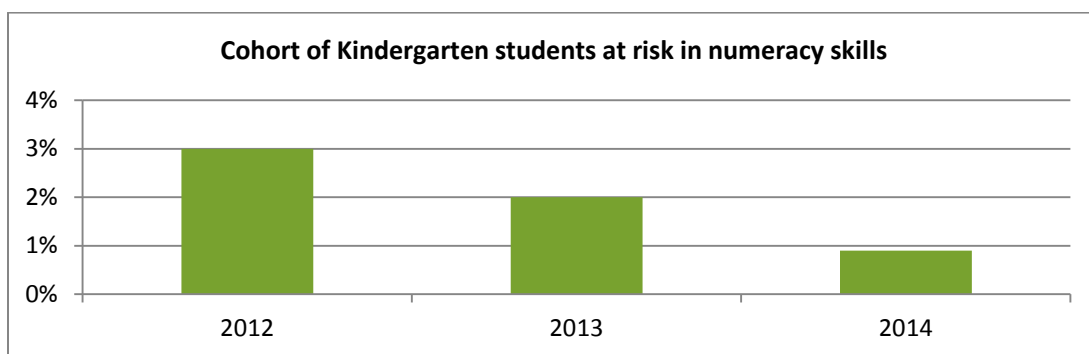
### Rationale:

The North Vancouver School District is committed to universal screening to identify students who may be at risk for development in numeracy. The District Kindergarten Numeracy assessment is administered annually. Students who score below 16 on the assessment receive intervention. When the K Numeracy is re-administered to students later in the year, most of them have developed the expected pre-numeracy skills. However, for students still not yet meeting expectations a transition plan, which includes appropriate supports, is put in place in order for them to meet expectations for numeracy by the end of Grade 1.

**Key Performance Measures:** District Numeracy Assessments (K – 3)

### Trend Data Analysis 2011-2014:

*Performance Targets for this objective track the original 2011 cohort of at risk Kindergarten students (those who scored below 16/20 on the K Numeracy assessment) over a 3-year period from June 2011 to June 2014. District Numeracy Assessments are used to track their progress as they move through the primary grades.*



*There is improvement noted for this objective. The percentage of students at risk for numeracy among the original cohort of Kindergarten students (2012) was 3%. This number decreased to 2% at the end of Grade 1 (2013). Targeted and intensive numeracy support and intervention for this cohort has continued for these students in Grade 2, and the total number of students identified as at risk in 2014 is .9%. It is worth noting that a small number of these students have complex special needs and that their progress will be slower than other students in the same age range. We will continue to monitor this cohort as they move into the intermediate grades.*

**Objective 2.2: To improve achievement in numeracy of students during the transition from intermediate to secondary grades**

**Rationale:**

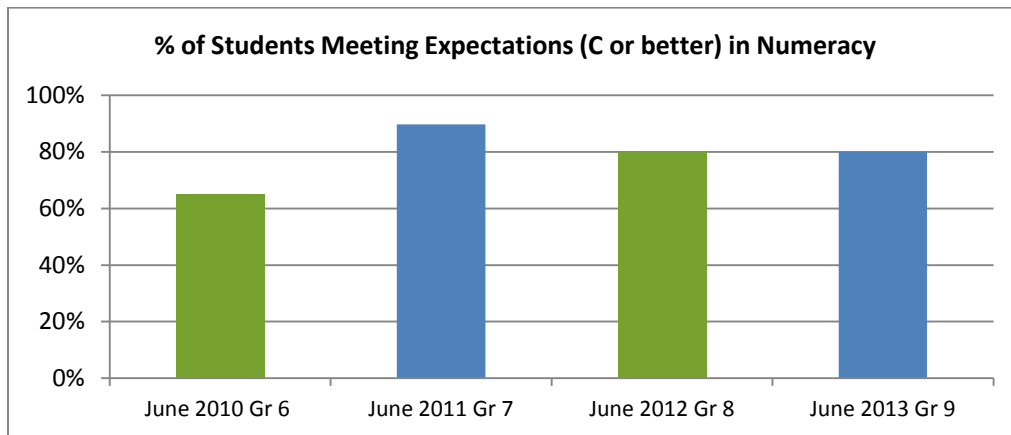
The district average on the District Grade 6 Math Assessment is 58%, indicating that some students are not yet meeting expectations for numeracy in the upper intermediate grades. Careful monitoring and appropriate interventions are required for these students to make a successful transition to math courses at the secondary level.

**Key Performance Measures:**

Grade 6 and 8 District Math Assessments  
Report Card Marks (Grade 7 and 9)

**Trend Data Analysis 2011-2013:**

*Performance Targets for this objective will track a single cohort of students over a 3-year period from Grade 6 (June 2010) to Grade 9 (June 2013).*



*Trend data for this objective has fluctuated somewhat; however, there has been improvement in the results for this cohort based on District Numeracy Assessments in 2010 (65%) and 2012 (80%). Our data collection for this objective was completed in June 2013. We continue to monitor progress for this group of students as they move through the secondary grades.*

**Objective 2.3: To improve achievement in numeracy of students of Aboriginal ancestry**

**Rationale:**

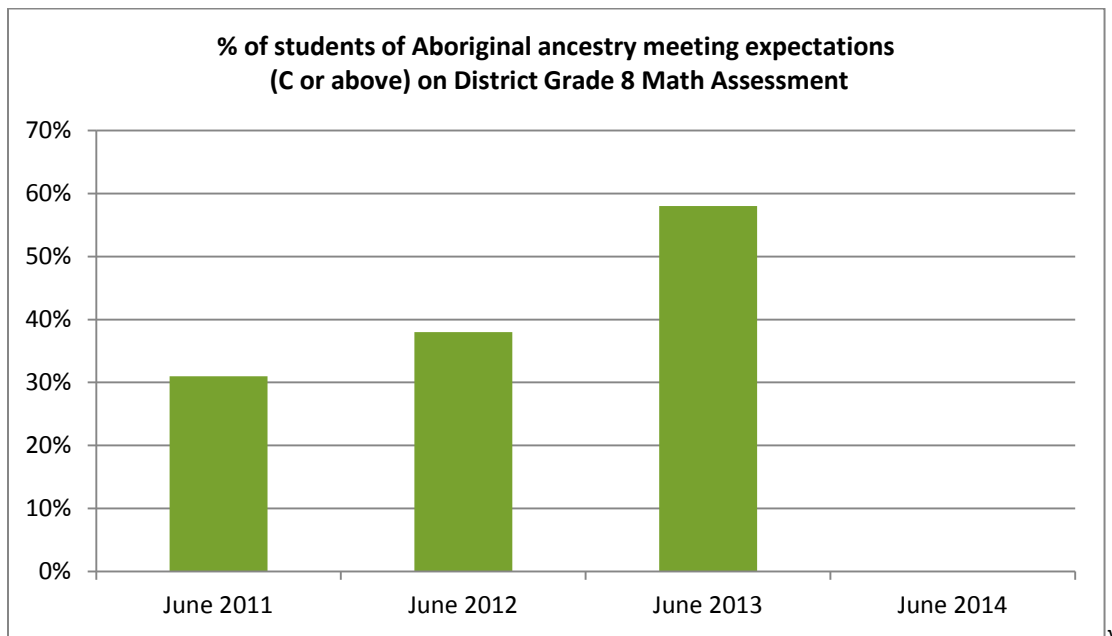
Report card data indicates that some students of Aboriginal ancestry do not meet expectations for numeracy in Grade 8. The school district is committed to ensuring that more effective Grade 7-8 transitions and appropriate interventions are in place to ensure these students experience greater success in secondary math courses.

**Key Performance Measure:**

District Grade 8 Math Assessment

**Trend Data Analysis 2011-2014:**

*Performance Targets for this objective track three different cohorts of students of Aboriginal ancestry over a 3-year period from June 2011 to June 2014.*



*Our results in this area have improved greatly (from 31% in 2011 to 38% in 2012 and 58% in 2013). June 2014 data for this objective were not available due to job action. We will continue to monitor these small cohorts of students, observing trends in progress, developing student learning plans, and providing support to enhance achievement.*

**Objective 2.4: To improve achievement in numeracy of secondary students**

**Rationale:**

Report card data indicate that some students do not meet expectations for numeracy in secondary school. Careful monitoring and appropriate interventions are required to strengthen the performance of these students in the math courses they choose for graduation.

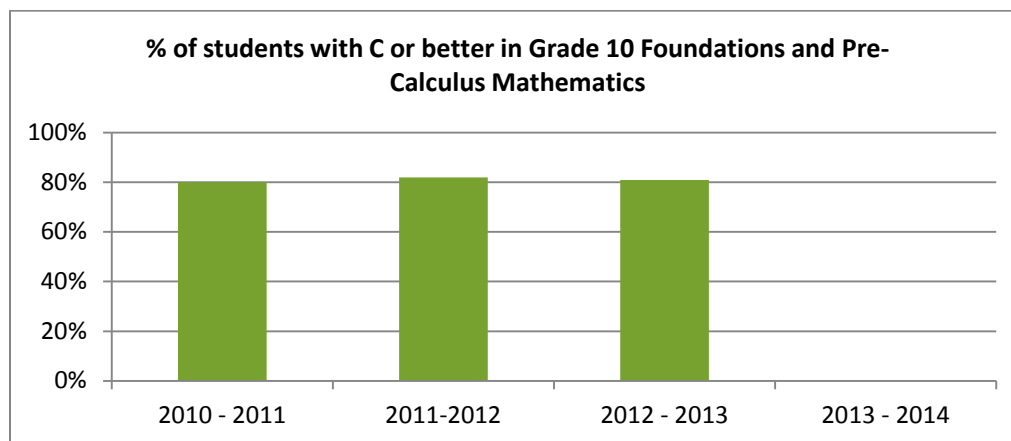
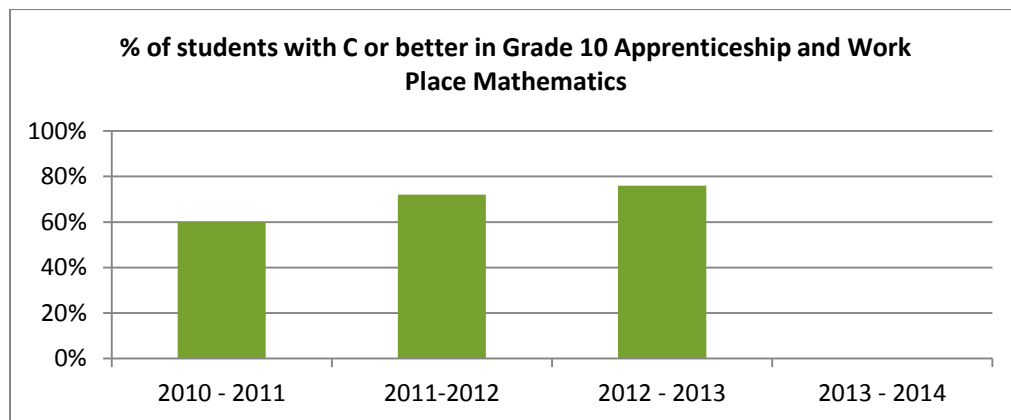
**Key Performance Measures:**

Grade 10 Report Card Marks in *Apprenticeship and Work Place Mathematics*

Grade 10 Report Card Marks in *Foundations and Pre-Calculus Mathematics*

**Trend Data Analysis 2011-2014:**

*Performance Targets for this objective track three different cohorts of Grade 10 students over a 3-year period from June 2011 to June 2014. Grade 10 marks for two Math courses will be used as performance indicators.*



*Trend data indicate that there has been steady progress in students' overall achievement in Grade 10 Math. Results for Apprenticeship and Workplace Mathematics increased from 60-76% between 2011 and 2013. Results for Foundations and Pre-Calculus Mathematics increased slightly from 80-81% during the same time period. Data for 2014 will not be available until late June.*

**Actions – Goal #2: Improving Students' Achievement in Numeracy**

The following actions, which align with the North Vancouver School District's Ten Year Strategic Plan, enhanced our ability to meet the targets identified for improving students' achievement in numeracy.

10 YEAR STRATEGIC PLAN	ACTIONS
<p><b><i>Expand the availability of best instructional practices and enriched curriculum</i></b></p> <ul style="list-style-type: none"> <li>Ensure best instructional practices are provided to all students through skilled staff and ongoing professional growth</li> </ul>	<p>Promote best practices in numeracy instruction and intervention through:</p> <ul style="list-style-type: none"> <li>In-service and classroom support for the consistent implementation of the District Math assessments and classroom interventions</li> <li>In-service and classroom support for <i>Math 44</i></li> <li>In-service in differentiated math instruction and assessment practices for all staff including: Learning Assistance and Learning Support Teachers, Special Education Assistants, Learning Support Workers, First Nations Support Workers</li> <li>Increased opportunities for personalized learning, the use of technology and the development of 21<sup>st</sup> century numeracy skills</li> <li>Improved Grade 7-8 transition processes within each Family of Schools</li> <li>In-service and support for the implementation of engaging, effective and culturally appropriate teaching and learning strategies for students of Aboriginal ancestry</li> </ul>
<ul style="list-style-type: none"> <li>Improve student engagement and support all learners through the development and integration of enhanced curriculum and assessment methods</li> </ul>	<p>Continue to promote the use of enhanced numeracy assessment, intervention and instruction through:</p> <ul style="list-style-type: none"> <li>The implementation of new District numeracy assessments in the primary grades</li> <li>The systemic use of BC Performance Standards</li> </ul>
<p><b><i>Encourage the growth of collaborative, adaptive and personalized learning environments</i></b></p> <ul style="list-style-type: none"> <li>Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities</li> </ul>	<p>Continue to support collaboration among intermediate teachers, administrators, support staff, parents and community partners through:</p> <ul style="list-style-type: none"> <li>Online Math conferences</li> </ul> <p>Expand site-based teacher leadership through:</p> <ul style="list-style-type: none"> <li>Math Collegial Conferencing projects</li> <li>District support for common math goal initiatives with the Families of Schools</li> <li>Aboriginal Advisory Committee</li> <li>University partnerships</li> </ul>
<ul style="list-style-type: none"> <li>Provide seamless transitions for all students at each stage of their growth and development</li> </ul>	<p>Enhance the transition processes for students moving from elementary to secondary math through:</p> <ul style="list-style-type: none"> <li>Increased opportunities for collegial dialogue among teachers in the Families of Schools</li> <li>Revised procedures to enhance the process of transition and intervention strategies</li> </ul>

### Goal #3: Improve Graduation and Six-Year Completion Rates

**Rationale:**

While the six-year completion rate for all students in North Vancouver (84.3%) is slightly above the provincial average (83.6%), the level and pace of improvement remain inconsistent from year to year. Six-year completion rates for students of Aboriginal ancestry have decreased (from 61% to 50%).

CONNECTIONS TO OTHER DISTRICT IMPROVEMENT INITIATIVES:	
District Literacy Plan	<b>Goal 2:</b> To increase the literacy skills of students K-12
Aboriginal Enhancement Agreement	<p><b>Goal 1:</b> To improve the sense of belonging and presence of students of Aboriginal ancestry</p> <p><b>Goal 3:</b> To increase the academic success of students of Aboriginal ancestry</p> <p><b>Goal 4:</b> To increase the number of students of Aboriginal ancestry who graduate from secondary school motivated to further their education, realize their career goals and pursue their dreams.</p>
School Plans	29/33 School Plans include Goals related to students' sense of belonging/safety/engagement/connectedness
10 Year Strategic Plan	<ul style="list-style-type: none"> <li>Expand the availability of best instructional practices and enriched curriculum</li> <li>Encourage the growth of collaborative, adaptive and personalized learning environments</li> <li>Develop and promote innovative and sustainable programs</li> <li>Strengthen and expand reciprocal community relations</li> </ul>

### Objective 3.1: To increase the number of students who report feeling a sense of belonging and connectedness to their school

**Rationale:**

Research indicates that increasing students' social emotional well-being can positively impact their performance in school and ultimately their ability to graduate successfully. Our school district has developed a district-wide Social Responsibility Survey, administered annually, to carefully monitor students' sense of belonging and connectedness to their school and implement appropriate interventions as needed.

**Key Performance Measure:** District Social Responsibility Survey

Elementary Social Responsibility Survey

Question #19: *I take an active role to help make the classroom and school a better place.*

Question #22: *There is an adult in my school that I can go to for support or advice or to talk to about problems or worries.*

Secondary Social Responsibility Survey

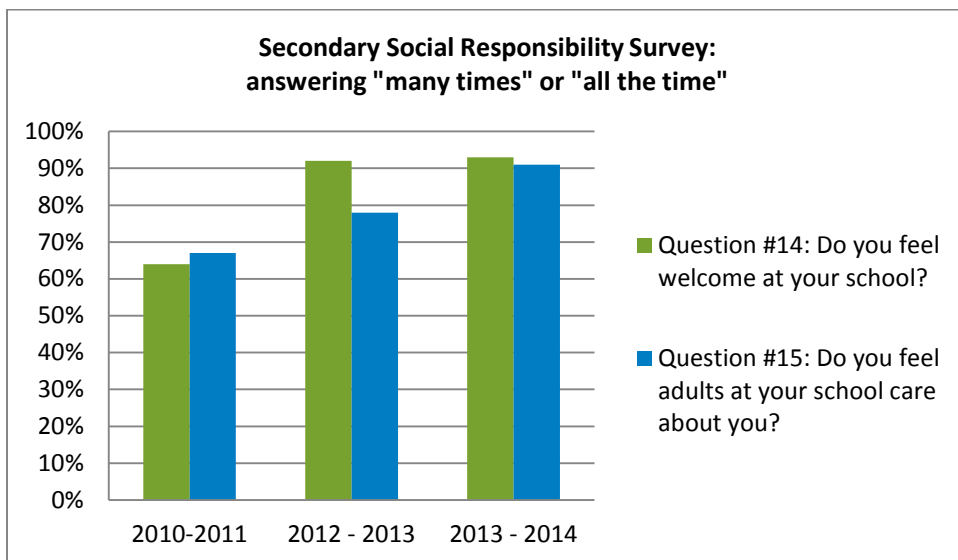
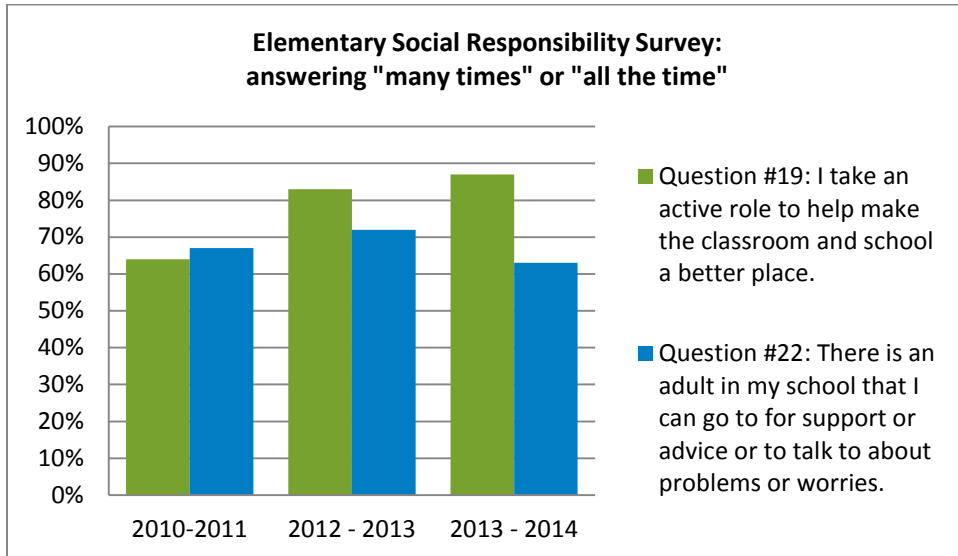
Question #14: *Do you feel welcome at your school?*



Question #15: *Do you feel adults at your school care about you?*

**Trend Data Analysis 2011-2014:**

*Performance Targets for this objective tracks cohorts of elementary and secondary students over a 3-year period from Fall 2010 to Fall 2014.*



*Results for this objective indicate that there has been overall improvement in students' sense of belonging and connectedness to school. Responses for elementary questions increased between 2010 and 2014: #19 (64-87%) and dropped slightly for #22 (67-63%). Responses for secondary questions increased during that time period: #14 (64-93%) and #15 (67-91%). We will continue to monitor results from the School District's Social Responsibility Survey in our ongoing efforts to enhance students' connectedness to school and overall engagement.*

**Objective 3.2: To increase first-time Grade 12 graduation and six-year completion rates for students of Aboriginal ancestry**

**Rationale:**

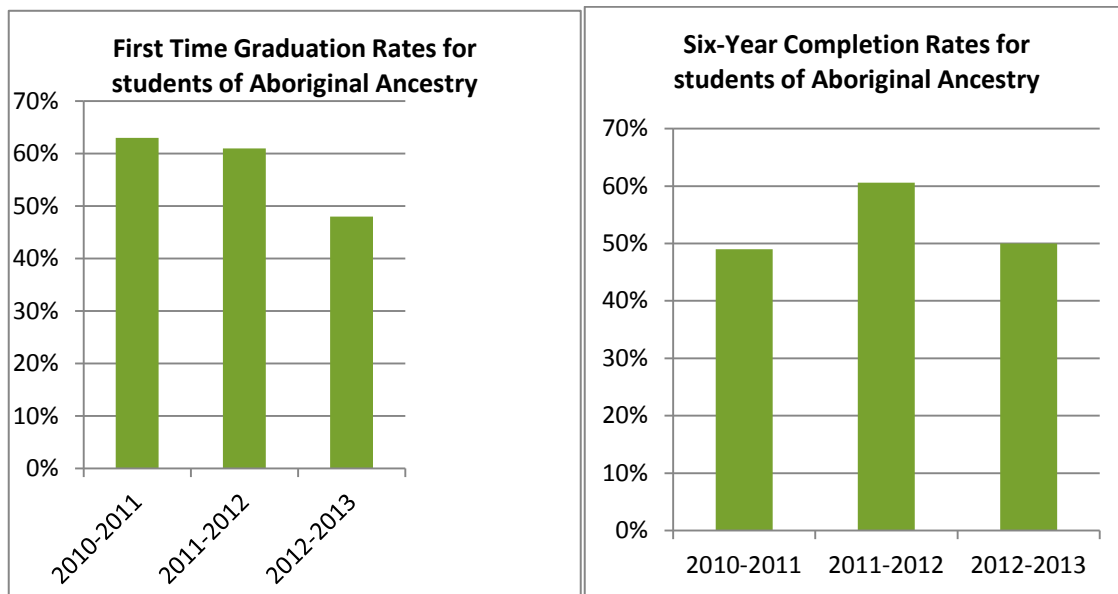
An analysis of trend data indicates improved completion rates for students of Aboriginal ancestry in both the First Time Grade 12 Graduation Rate and in the Six-Year Completion Rates. While the Six-Year Completion rates for students of Aboriginal ancestry have improved, they are significantly lower than those for all students in North Vancouver. These results are subject to significant shifts for relatively small cohorts of students. We will continue to monitor the available data over the next year and work in collaboration with the Aboriginal Advisory Committee to ensure improved completion rates for our students of Aboriginal ancestry.

**Key Performance Measures:**

First Time Graduation Rates for students of Aboriginal ancestry  
Six-Year Completion Rates for students of Aboriginal ancestry

**Trend Data Analysis 2011-2014:**

*Performance Targets for this objective will track three different cohorts of students of Aboriginal ancestry over a 3-year period from 2010 to June 2013.*



*First time graduation rates for students of Aboriginal ancestry decreased slightly from 63-61% between 2011 and 2012 and dropped to 48% in 2013. Six-year completion rates have decreased from 61-50%. These results are somewhat discouraging, but it is important to note that, given the relatively small numbers of students in the Grade 12 cohort each year, these results are prone to fluctuations. We will continue to monitor these results over the coming years and review our supports for students of Aboriginal Ancestry.*

**Objective 3.3: To increase completion rates for students enrolled in alternative programs**

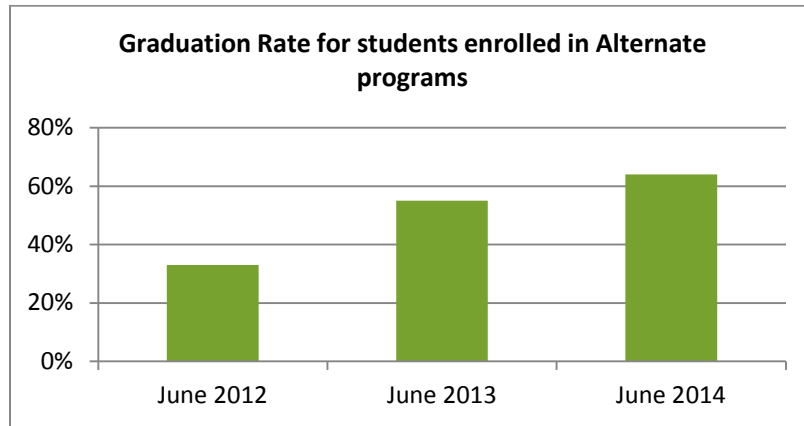
**Rationale:**

While the completion rate for all students in North Vancouver is consistently above the provincial average and has been improving on a gradual basis, achievement levels attained by students following alternative, personalized, or adapted pathways towards graduation have been significantly below the district average. The establishment of the Choices Program in all secondary sites, the consolidation of alternate programs into Mountainside Secondary, and the expansion of our Distributed Learning course offerings will enhance completion rates for these students.

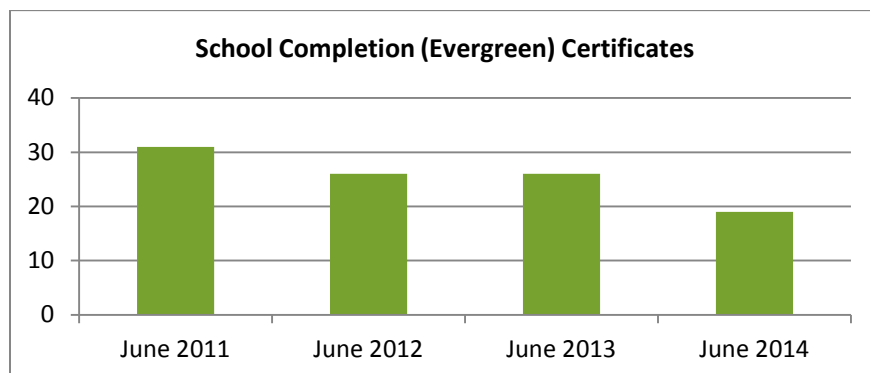
**Key Performance Measures:**

First Time Graduation Rates for students enrolled in Alternate Programs  
School Completion (Evergreen) Certificates for all Secondary Schools  
Course Completion Rates for Distributed Learning Students

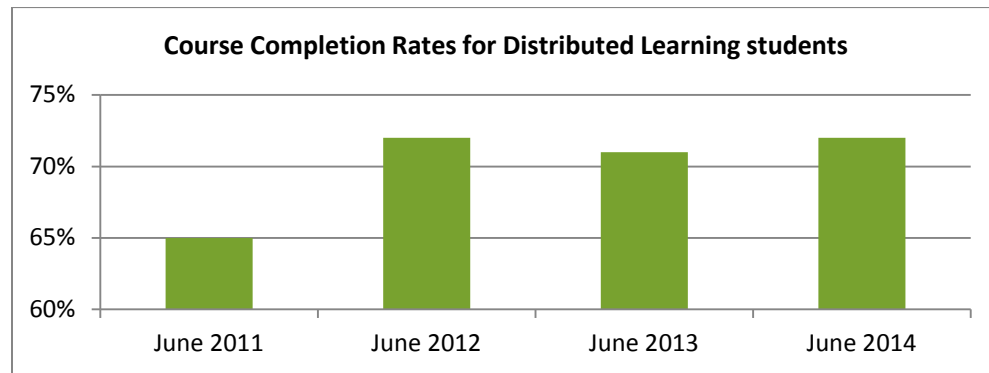
**Trend Data Analysis 2011-2014:**



*Graduation rates for students enrolled in Alternate programs have increased between 2012 and 2014. These results are very promising and may be attributed to the School District's consolidation of alternative programs in September 2012 and the ongoing efforts to enhance students' success through programming that focuses on personalized and project-based learning, flexible learning pathways, and increasing student's sense of belonging and social emotional well-being.*



*School Completion (Evergreen) Certificates are awarded to students on modified or modified/adapted courses. The number of students receiving School Completion (Evergreen) Certificates has decreased slightly over the past four years; however these data are subject to fluctuations in the number of students on modified/adapted programs each year. Of note is the increased number of schools (7/7) awarding Evergreen Certificates over the past three years of data collection. We believe it is important to include the data and honour the number of students who receive Evergreen Certificates as a meaningful pathway to graduation.*



*Completion data for DL students reflects the number of students who register, complete a substantive assignment, and finish the course by June 30 of the current school year. Trend data for course completion rates has improved since 2011 and remained relatively consistent since 2012. We will continue to monitor progress regarding completion rates for DL as the program expands and develops in the future.*

### **Actions – Goal #3: Improving Students’ Graduation and Six-Year Completion Rates**

The following actions, which align with the North Vancouver School District’s Ten Year Strategic Plan, enhanced our ability to meet the targets identified for improving students’ graduation and completion rates.

10 YEAR STRATEGIC PLAN	ACTIONS
<p><i>Encourage the growth of collaborative, adaptive and personalized learning environments</i></p> <ul style="list-style-type: none"> <li>• Strengthen engagement and connection for all learners</li> <li>• Provide increased and unique opportunities for personalized learning</li> <li>• Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities</li> </ul>	<p>Administer the annual NVSD <i>Social Responsibility Survey</i> in all schools to gauge students’ social emotional well-being and understanding of social responsibilities</p> <p>Provide in-service and support for social emotional learning initiatives including:</p> <ul style="list-style-type: none"> <li>• Choices program at all secondary schools</li> <li>• Tribes and cooperative learning strategies</li> <li>• Implementation of BC Performance Standards for Social Responsibility</li> <li>• Health and Career Programs and resources (e.g. <i>Roots of Empathy, C.A.R.E., Friends, Kids in the Know</i>)</li> <li>• The implementation of Positive Behaviour Support</li> </ul>

	<p>(PBS) programs in schools</p> <ul style="list-style-type: none"> <li>• Staff Threat Assessment Training</li> <li>• Parent in-service series and information</li> </ul> <p>Continue to expand student leadership opportunities including:</p> <ul style="list-style-type: none"> <li>• Participation in school-based sports teams, clubs, committees and social/global initiatives</li> <li>• Membership on district committees (e.g. Student Leadership Council, etc.)</li> <li>• Participation in goal-setting and visioning opportunities (e.g. community forums, etc.)</li> </ul> <p>Increase counselling psychology allocation to secondary schools</p> <p>Implement the <i>Four House Posts</i> indicated in the 2011 Aboriginal Education Enhancement Agreement:</p> <ol style="list-style-type: none"> <li>1. <b>Implementing</b> strategies that allow school staff to improve the success of students of Aboriginal ancestry</li> <li>2. <b>Enhancing</b> all students' understanding of and respect for Aboriginal culture, history, and language</li> <li>3. <b>Strengthening</b> Aboriginal students' sense of belonging in school and boosting each student's belief that he or she can be successful in school</li> <li>4. <b>Engaging</b> Aboriginal communities, parents, and elders to participate in reaching the goals identified in this Agreement</li> </ol> <p>Continue to expand leadership and mentorship opportunities for students of Aboriginal Ancestry through school and district-based initiatives outlined in the Aboriginal Education Enhancement Agreement</p> <p>Increased opportunities for personalized learning, the use of technology and the development of 21<sup>st</sup> century skills</p> <ul style="list-style-type: none"> <li>• Enhanced differentiated/personalized learning opportunities</li> <li>• Expansion of Academy programs</li> </ul> <p>Standardized processes for student transitions (increasing capacity for students to attend their own mainstream school)</p>
<p><b><i>Develop and promote innovative and sustainable programs</i></b></p> <ul style="list-style-type: none"> <li>• Increase access to existing and future specialty programs</li> <li>• Expand online course offerings provided through Distributed Learning</li> </ul>	<p>Increase awareness of career opportunities through:</p> <ul style="list-style-type: none"> <li>• Promotion of work experience and career education courses and programs</li> <li>• Initiatives that provide career education opportunities</li> <li>• Partnerships and with post-secondary institutions</li> <li>• Promotion of courses available through Distributed Learning</li> </ul>

<p><b><i>Strengthen and expand reciprocal community relations</i></b></p> <ul style="list-style-type: none"> <li>• Strengthen the delivery of services to support children and families through closer connections with the community</li> <li>• Provide seamless transitions for all students by expanding and integrating school and community services</li> </ul>	<p>Increase community resources/staff working collaboratively on school sites including:</p> <ul style="list-style-type: none"> <li>• Behaviour Support Workers</li> <li>• Youth Outreach Workers</li> <li>• Youth Engagement Workers</li> <li>• Recreation Commission Staff</li> </ul> <p>Expand and enhance community partnerships to develop new opportunities for:</p> <ul style="list-style-type: none"> <li>• Early Learning Programs</li> <li>• Middle Years after-school programs</li> <li>• Youth Services</li> </ul> <p>Increase awareness of career opportunities among students of Aboriginal ancestry through:</p> <ul style="list-style-type: none"> <li>• Promotion of work experience and career education courses and programs</li> <li>• Initiatives that provide career education opportunities</li> <li>• Partnerships with post-secondary institutions</li> </ul>
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## SUMMARY

The North Vancouver School District is committed to providing enriched, inclusive, and engaging educational experiences for all students that will prepare them to become successful future citizens. Despite strong instructional and assessment practices, and a district-wide emphasis on inclusion to enhance students' sense of belonging and well-being, some of our learners continue to struggle socially, emotionally, and academically.

Supporting a student's learning and progress is a shared responsibility. Through a collaborative and distributed leadership model, that includes district and school-based administrators, Families of Schools and School-Based Resource Teams, classroom teachers, support staff, and parents, the North Vancouver School District continuously seeks to identify and implement evidence-based instructional practices and interventions to better meet the needs of all learners and enhance their success in school.

Enhancing student achievement requires collaboration, continuous reflection, and an inquiry mindset to identify and analyze current School District trends and available data related to student achievement. Through this spirit of collaborative inquiry, and a relentless focus on district-wide values and priorities related to the Four Pillars of Educational Practice, the School District will embark on the design, development, and implementation of a new three-year ***Framework for Improving and Enhancing Student Learning 2014-2017*** in the fall of 2014.

## **Appendix A: Glossary**

### **Assessment for Learning**

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Assessment for Learning is a key element of personalised learning. The goal of Assessment for Learning is to provide feedback, which teachers and students can use to adapt or adjust their teaching/learning needs.

### **BC Performance Standards**

The BC Performance Standards describe and illustrate four levels of student performance in terms of prescribed learning outcomes relevant to the key areas of reading, writing, numeracy, social responsibility and information and communication technology.

### **Choices**

This new flexible support setting is designed to provide wrap around assistance to adolescent students who are finding challenges in their home school stemming from social and/or emotional challenges. The Choices program is available in every NVSD Secondary School and is staffed with a teacher and a Youth Engagement Worker. It is part of the student support system for the new school district model for alternate programs. Research has shown that students predominantly want to attend their catchment area schools for their educational programs. The Choices setting provides an alternative to a student exiting his/her school while providing the social and emotional support needed to ensure their continued connectedness to their learning environment.

### **Differentiated Instruction**

Differentiated Instruction refers to a systematic approach to planning curriculum and instruction for academically diverse learners. Differentiated instruction (or differentiated learning) involves modifying content, process, products, affect, or learning environments to honour students' learning needs and maximize their learning capacity.

### **Distributed Learning**

The Distributed Learning program offers North Vancouver students the opportunity to complete many of their high school graduation courses online.

### **The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**

DIBELS is a formative early literacy assessment that can be used to identify students who may be at risk of reading difficulty, and to monitor student progress and guide instruction. DIBELS measures: recognizing initial sounds, naming the letters of the alphabet, segmenting the phonemes in a word, reading nonsense words, oral reading of a passage, retelling, and word use.

### **Early Development Instrument (EDI)**

The EDI is a research tool that assesses the state of children's development in Kindergarten. Kindergarten teachers complete the EDI checklist for each child in their class after they have known their students for several months. The EDI measures a child's development in five domains: physical health and well-being, social competence, emotional maturity, language and

cognitive development, and communication and general knowledge.

### **Early Learning Foundations (ELF)**

Early Learning Foundations are play-based preschool programs designed to give children positive and constructive learning experiences that nurture their individuality while preparing them for school learning experiences. Early Learning Foundations preschools are uniquely located within North Vancouver elementary school environments, allowing preschools access to a wide array of school-based resources.

### **Early Learning Framework**

The Early Learning Framework describes the vision, pedagogical principles, and key areas of learning for children birth to five years (before school entry). The framework was developed in partnership with the Ministries of Children and Family Development, Healthy Living and Sport, and Education.

### **ELL Central**

ESL Central is a new district on-line program that supports Ministry-mandated ESL reporting and assessment processes, including the development of an Annual Instructional Plan (AIP).

### **IEP Central**

IEP Central is an online program, developed by the North Vancouver School District, used by teachers in developing students' Individual Education Plans (IEPs). IEP Central includes strategies and interventions to support learners who require differentiated instruction and assessment, and/or program adaptations.

### **Immigrant PALS (Parents as Literacy Supporters) Program**

Parents as Literacy Supporters (e.g. Farsi or Korean PALS) is a culturally responsive family literacy program for immigrant parents and their preschool/Kindergarten children. PALS provides an accessible and welcoming learning environment to develop language and literacy abilities and to support integration into the community.

### **Firm Foundations**

This document provides the learning continuum that early primary teachers need to facilitate their students' acquisitions of early literacy skills, in a play-based and socially interactive classroom. Key components of Firm Foundations are the instructional timeline, the materials, and the assessments for the teaching, practicing and mastery of early literacy skills such as rhyming, segmenting and blending, concept of print, and letter sound mastery.

### **Learning Services**

Schools have access to a range of additional support services that promote successful learning and Inclusive Education. Students with significant learning differences have an Individual Education Plan (IEP) outlining specific learning goals, objectives and strategies for differentiated instruction. Learning Assistance, Learning Support, and Learning Resource teachers (LATs/LSTs/LRTs) are typically responsible for writing IEPs. Special Education Assistants (SEAs) work under the direction of these specialist teachers to support student learning. Specialist SEAs, who support specific student populations and/or students with specific learning or



behavioural challenges, include: Learning Support Workers (LSWs), Behaviour Support Workers (BSWs), First Nations Support Workers (FNSWs) and Settlement Workers in Schools (SWIS).

#### **Literacy 44 Train the Trainer**

Literacy 44 Train the Trainer Elementary and Secondary seminars were developed in June 2011 to increase the capacity of classroom teachers and support staff to provide effective literacy leadership at the school or district level. The seminars focused on research and best practices in literacy instruction, using Reading 44 and Writing 44 as the key resources. The school district will continue to use this model of distributed leadership in the future for both literacy and numeracy in-service.

#### **Math 44**

Math 44 is a teaching resource for elementary and secondary teachers, that incorporates best practices in the teaching of mathematics, as well as activities to support the learning process. Math 44 focuses on 10 proficiency standards that students must have in order to be successful learners of mathematics.

#### **Our Turn to Talk**

This oral language resource supports early primary educators in their efforts to increase the expressive language fluency of all young learners. The classroom component of the document provides strategies and activities to support oral language development. The intervention component is a developmental series of interactive small group sessions designed for students with specific language needs.

#### **Personalized Learning for the 21<sup>st</sup> Century**

Personalized Learning for the 21<sup>st</sup> Century is the tailoring of pedagogy, curriculum and learning support to meet the needs of individual learners.

#### **Reading 44**

Reading 44 is a classroom program written by the teachers of the North Vancouver School District. This resource outlines an explicit classroom reading program for all students K-10 that is based on twelve reading strategies that good readers use. Instructional activities and graphic organizers are included in the document to encourage diverse learners to practise these twelve strategies in order to become effective, critical readers.

#### **Reading Assessment Device (RAD)**

The RAD is a formative assessment tool that focuses on informational reading for Grades 1 through 9. The RAD is designed to give teachers descriptive feedback in three aspects of reading described in the BC Performance Standards: strategies, comprehension and analysis. The primary purpose of the RAD is to help students learn more about themselves as readers and to help teachers plan for systematic reading comprehension instruction.

#### **Ready, Set, Learn**

Ready, Set, Learn is a provincial initiative that helps three-year olds get ready for school. It includes events in local elementary schools, free books for preschoolers and a booklet parents can use to help their child at home.

### **Report Central**

Report Central is an online program, developed by the North Vancouver School District, which is used for summative assessment and reporting in the elementary grades.

### **Rubric Central**

Rubric Central is an online program, developed by the North Vancouver School District, which provides teachers with an effective **Assessment for/as/of Learning** tool for use in planning and assessing their students' learning. Rubric Central enables elementary and secondary teachers to access and use BC Performance Standards Quick Scales, as well as other Ministry of Education and NVSD developed rubrics, in reading/writing and oral language development.

### **School Planning Councils**

Principals, parents (and secondary students) work together on School Planning Councils (SPCs) to develop school plans to improve student achievement.

### **Strong Start**

StrongStart BC is a free, drop-in early learning program for preschool-aged children accompanied by a parent or caregiver. Qualified early childhood educators lead learning activities, including stories, music and art to help children get ready for success in kindergarten.

### **SummerStart**

The SummerStart program is a successful multi-agency collaboration modelled after the StrongStart program. It is offered during the month of July at Capilano Little Ones. The program is facilitated by an NVSD StrongStart Facilitator and an ECE teacher from the Squamish Nation. The program services First Nations children aged 2-6 and their caregivers.

### **Supported Child Development Program (SCDP)**

The Supported Child Development Program (SCDP) assists families of children with special needs to access inclusive child care. The program, funded by the Ministry of Children and Families and hosted by the NSNH, is intended to serve children from birth to 12.

### **Test of Phonological Awareness (TOPA)**

The Test of Phonological Awareness (TOPA) assesses young children's phonological awareness. Because of its predictive relationship to reading acquisition, the TOPA is used as an early screening device in Kindergartens in the North Vancouver School District.

### **Writing 44**

Writing 44, developed and published by the North Vancouver School District, provides teachers with a practical resource for the teaching of writing. The "Eight Skills of Writing", which identify key elements in effective writing, and the accompanying instructional activities and graphic organizers, offer teachers creative ideas and suggestions for classroom writing instruction.



# District Literacy Plan

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## I Introduction

The North Vancouver Board of Education recognizes the significant role that we play in the education of people of all ages within our community. The District Literacy Plan is a statement of our commitment to work collaboratively with key community stakeholders to improve literacy for all residents of the North Shore. Through the process of developing this District Literacy Plan, our school district acknowledges and engages with the various perspectives on literacy throughout the community.

Dialogue, positive working relationships and consensus building with our community partners over the past six years have enabled the school district to identify specific needs and priorities that are reflected in the goals we have established for each of the pillars of literacy, and to enhance the delivery of services that support literacy development for children and families on the North Shore. The District Literacy Plan is a powerful example of the [North Vancouver School District's 2011-2021 Strategic Plan](#) Goal to: *"Strengthen and expand reciprocal community relations."*

This 2014 North Vancouver School District Literacy Plan provides an update to the plan developed and submitted to the Ministry in July 2013. Literacy planning is an on-going annual process that includes processes of reflection, evaluation and the thoughtful planning of future literacy initiatives based on the changing needs of the community.

## II District and Community Context and Demographics

North Vancouver covers an area of over 172 km<sup>2</sup> and encompasses the municipalities of the City and District of North Vancouver. This area also includes the traditional lands of the Tsleil-Waututh and [Skwxwú7mesh](#) Nations.

According to 2011 Census data, North Vancouver (City) had a population of 48,196, representing a percentage change of 6.7% from 2006. North Vancouver (District municipality) had a population of 84,412, representing a percentage change of 2.2% from 2006<sup>1</sup>.

Beyond the rates of population growth, other differences between the City and the District of North Vancouver are notable. The District of North Vancouver, by far the larger of the two municipalities, sprawls in an east-west direction and is primarily made up of single-family residential housing. The City of North Vancouver, referred to by regional planners as the "downtown" area, is home to the majority of the North Shore's high-rise buildings, rental properties and commercial operations. While the City and District of North Vancouver are separate entities, they share one school district.

The two municipalities also share a network of non-profit community organizations that form the backbone of civil society in our communities. This network includes a multicultural society, a university, a neighbourhood house, recreation centres, early childhood education programs, seniors' programs, organizations serving people with disabilities, homeless shelters, community food programs, women's organizations, public libraries, First Nations organizations, and health services. North Vancouver School District works with this network to support a continuum of literacy opportunities for all ages.

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<sup>1</sup> Statistics Canada. North Vancouver, British Columbia (Codes 5915046 and 5915051). Census Profile. 2011 Census. Statistics Canada Catalogue no. 98-316-XWE. Ottawa. Released February 8, 2012  
<http://www12.statcan.ca/census-recensement/2011/dp-pd/prof/index.cfm?Lang=E>



Approximately 1700 North Vancouver residents are identified as Aboriginal, according to the 2006 Statistics Canada Census. Over the past few years, North Vancouver's immigrant population has been growing faster than its non-immigrant population; however, among cities located in Metro Vancouver, North Vancouver still has the lowest proportion of immigrants who speak languages other than English at home. According to the 2006 Census, Farsi was the most common non-English language spoken at home in North Vancouver, followed by Chinese, Korean, and Tagalog<sup>2</sup>.

The North Vancouver School District enrolls 16,799<sup>3</sup> students and offers a comprehensive Kindergarten to Grade 12 education. The School District's elementary and secondary schools offer a variety of programs and services including: International Baccalaureate, French Immersion, Environmental Education, Distributed Learning, English Language Learning (ELL), Summer School (Grades 10-12), and services for students with exceptional learning needs.

The shared vision of the North Vancouver School District 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*. Programs offered by the North Vancouver School District are designed to provide all students with the courses necessary to enter university, college, or other post-secondary institutions, as well as the skills and training necessary to pursue career and vocational opportunities.

### III Alignment with the District Achievement Contract

The [North Vancouver School District Achievement Contract 2011 - 2014](#) identifies literacy as a main focus at both the elementary and secondary levels. It specifically targets, in its goals and objectives, many of the same goals identified in the District Literacy Plan.

#### Early Literacy Success for Young Children

The School District Achievement Contract recognizes the importance of early literacy screening and intervention for Kindergarten students in order to build strong foundation skills for literacy development in the later grades. Early learning programs, developed in partnership with government agencies and community organizations, and identified in this District Literacy Plan, help ensure that more students enter Kindergarten with the skills that will help them be successful in school. These early learning programs include Early Learning Foundations (ELF) preschool and childcare facilities, StrongStart centres, a Farsi and Korean Immigrant PALS (Parents as Literacy Supporters) program, and Ready, Set, Learn initiatives.

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<sup>2</sup> Statistics Canada. North Vancouver, British Columbia (Code5915046 and 5915051). 2011 Community Profiles. 2006 Census. Statistics Canada Catalogue no. 92-591-XWE. Ottawa. Released March 13, 2007. <http://www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-591/index.cfm?Lang=E> (accessed March 6, 2012).

<sup>3</sup> Based on 1701 data from February 2014 (total does not include International Students)



## Reading Success in Schools

The District Achievement Contract identifies goals and objectives specific to the development of literacy skills for all students K-12. Particular emphasis in the Achievement Contract is focused on intervention strategies and structures for students not yet meeting expectations in oral language, reading and writing. Strategies and structures supporting both the District Achievement Contract and the District Literacy Plan include locally developed literacy programs, literacy assessments, as well as an array of commercial intervention programs, strategies, initiatives, and software.

## Reading Success for Aboriginal People

Both the District Achievement Contract and the [Aboriginal Education Enhancement Agreement](#) identify literacy as a key factor in meeting the goals of improving academic achievement and increasing completion/graduation rates for students of Aboriginal ancestry. The collaborative process of reviewing District Literacy Plan and Aboriginal Education Enhancement Agreement goals each year helps ensure that new literacy programs and initiatives are successful in meeting the needs of these students.

## IV Alignment with the North Shore Community Literacy Plan

District Literacy planning is intended to build on the Community Literacy Planning Process. Since June 2007, the North Vancouver School District has supported the [Literacy Now North Shore Task Group](#). The members of the Task Group, representing community-based literacy programs and services meet 3 - 4 times per year to review and update the Community Literacy Plan and to plan and implement collaborative activities. The most recent Community Literacy Plan, [North Shore Learns: Literacy for All, Plan for Universal Access 2012-2015](#), was published in January 2012. The Literacy Now North Shore Task Group has made significant strides in 2013/2014 toward completing the strategies outlined in the Community Literacy Plan.

There exists a common vision of literacy, as described in the Community Literacy Plan, and the North Vancouver and West Vancouver School District Literacy Plans, that spans literacy programs from early childhood to adulthood. By building on current community partnerships, and extending those that will support new literacy initiatives, we expect to enhance our ability to more broadly affect literacy in the community. Through our alliance with the North Shore Literacy Outreach Coordinator (LOC), the North Vancouver School District continues to develop and strengthen networks and partnerships with community agencies that contribute to literacy development.



## V Process for Consultation with Literacy Stakeholders

The North Vancouver School District Literacy Plan was developed through a consultative process that has evolved over the past five years, with a number of different partner groups and committees. This year, consultation and updates to the District Literacy Plan were provided by the following groups:

1. *The North Vancouver School District Literacy Plan Committee*
2. *The Literacy Now North Shore Task Group*

## VI Reflections on the 2013 Literacy Plan & Planning for 2014-2015

The 2013 District Literacy Plan outlined three key goals to improve literacy locally.

### Pillar #1: Early Literacy Success for Young Children

*Goal 1: To increase the number of children who enter school ready for Kindergarten*

A priority we established in the 2008 District Literacy Plan was to strengthen the school district's relationship and collaboration with early learning educators in the community. With the expansion of the popular StrongStart program to seven centres in September 2009, and the on-going partnership with Early Learning Foundations (ELF) preschools and childcare facilities, the natural inclusion and integration of early learning in our schools is the norm. The School District has also taken a leadership role in creating opportunities for networking and professional development among early childhood educators in the community, including StrongStart facilitators, ELF preschool and childcare providers, and Kindergarten teachers. Collaborative learning, consultation, and support for early childhood instructional practices has continued to be a school district focus with the long-term vision of creating a 'seamless' continuum of early care and learning. We continue to work in partnership with the [WECAN](#) community table, local libraries, non-profit agencies, and the Literacy Now Task Group to provide on-going support for early and family literacy initiatives.

### Pillar #2: Reading Success in Schools

*Goal 2: To increase the literacy skills of students K-12*

The North Vancouver School District continues to focus on student achievement in literacy as a priority, as outlined in the District Achievement Contract and individual School Plans. Assessment tools such as the [TOPA](#) (Test of Phonological Awareness), the DIBELS (Dynamic Indicators of Basic Early Literacy Skills), and the [RAD](#) (Reading Assessment Device) and other assessment tools, help to identify our most vulnerable students in the area of literacy. Support to students at risk is provided through a variety of literacy intervention programs, initiatives, and programs that are reviewed and evaluated on a yearly basis by school and district staff.





### Pillar #3: Reading Success for Adults

Goal 3: *To increase awareness in the community of adult literacy programs*

We continue to work together through our District Literacy Plan Committee and the Literacy Outreach Coordinator to increase awareness of specific literacy needs among adults living on the North Shore, and of the services and programs available in the community. Through this committee, our community accesses Raise a Reader funding to support parent and child literacy programs such as the Queen Mary Literacy Program for parents and [Learning Together](#) offered for young mothers. Updates on the community-based adult literacy initiatives are included in the [North Shore Learns: Literacy for All, Plan for Universal Access 2012-2015](#).

## VII Goals and Objectives to Improve Literacy Locally

### Pillar #1: Early Literacy Success for Young Children

Goal 1: *To increase the number of children who enter school ready for Kindergarten*

#### Rationale:

The North Vancouver School District (44) has participated in all five waves of EDI data collection. Wave 5 results were collected in 2011/12-2012/13 from 25 schools in 9 neighbourhoods. A total of 1098 kindergarten children participated in North Vancouver in Wave 5. EDI results are mapped based on children's neighbourhood of residence, not where they attend school.

Measuring children's development at school entry is important because it reflects children's early experiences and it can predict their performance in literacy tasks in later years. Results from the Early Development Instrument (EDI) 2011/12-2012/2013 (Wave 5) indicate that just over 29% of children living in North Vancouver are vulnerable on at least one scale of early development. This is an increase from Wave 4 EDI results which indicated a 20% vulnerability rate. There are increased numbers of children in North Vancouver who are considered vulnerable in the areas of Physical Health and Well-Being (14%); however vulnerability was lowest on the Language and Cognitive Development scale (5% down from 7% in Wave 4). This may be an indication of the supports and services that have been put in place on the North Shore to provide meaningful early learning programs for children and families.

The School District acknowledges the importance of early learning opportunities that prepare young children to be successful in school. We have been proactive in developing partnerships with the early learning community on the North Shore, and we will continue to collaborate with preschool and childcare providers, libraries, community organizations, and Ministry initiatives to develop and expand effective early literacy programs in our community. An extensive number of early learning programs and initiatives are taking place in our schools and across the community. The following list of strategies and structures feature both school district-based and community-based early learning initiatives that will enhance school readiness in young children and improve their transition from early care settings to Kindergarten:



### Current/On-Going Strategies/Structures:

- Continue to work in collaboration with Kindergarten teachers and our early learning partners to plan and host the annual Kindergarten Parent Information Meeting event
- Meet annually with community partners to support the transition from preschool to Kindergarten for children with special needs and to host a Kindergarten information session for parents
- Continue to support and coordinate school-based Kindergarten parent tours and student orientation meetings
- Continue to collaborate with our early learning partners to advance our vision for a seamless continuum of early care and learning in North Vancouver and enhance students' readiness for Kindergarten
- Continue to promote communication and understanding between the early learning providers and Kindergarten teachers through participation in [WECAN](#) and other ECE committees on the North Shore
- Continue to provide opportunities for teachers, support staff, parents and early learning partners to participate in dialogue and professional development on topics related to early childhood development and pre-literacy skills: oral language development, social-emotional learning, emergent curriculum, play-based/project-based/nature-based learning, self-regulation, language and literacy, etc. Continue to host the Early Learning Dialogue sessions with guest speakers
- Maintain our support and guidance for seven [StrongStart](#) drop-in programs at schools throughout the School District
- Maintain our involvement in the Human Early Learning Partnership (HELP) to support and review the Early Development Instrument (EDI) mapping
- Collaborate with [ELF \(Early Learning Foundations\)](#) providers to develop quality, play-based preschool and childcare programs in our school district
- Continue to provide district support for the annual [Ready, Set, Learn](#) events in schools through the provision of RSL theme-based bags and coordination of a district wide theme
- Continue to promote the [Parent Child Mother Goose Program](#) offered by the community agencies to parents and children age 0-3 years
- Help to increase awareness of *I hope family centre*, a drop in program focused on learning through play, offered at two locations by Family Services of the North Shore
- Continue to increase awareness of the early learning drop-in programs offered at JBCC [The Family Centre](#), including [Grandparent Connection](#) and [Daddy and Me](#)
- Continue the [SummerStart](#) program at [Capilano Little Ones](#), a successful multi-agency collaboration modelled after the StrongStart program. The program was jointly facilitated by a NVSD StrongStart Facilitator and an ECE teacher from the [Skwxwú7mesh Úxwumixw](#) and serviced children aged 2-6 and their caregivers
- Continue to partner with So-Sah-Latch Health and Family Centre in their various early intervention programs
- Support the [WHEELS](#) (community van) program to promote literacy and school readiness in communities across the North Shore
- Continue to collaborate with the North Shore Multicultural Society and North Vancouver District Library to provide an [Immigrant PALS](#) program including visits by the librarian and to the library
- Support public librarian visits to preschools, daycares and StrongStart centres and participation in [Ready Set Learn](#) and [Immigrant PALS](#) programs



- Help provide awareness of regular story times held at North Vancouver libraries for babies, toddlers and preschoolers; present to preschool parents the importance of reading through RSL and other events
- Continue to support Ridgeway School's Neighbourhood of Learning program in partnership with North Shore Neighbourhood House, which provides child care and other services to families in the community. In partnership with North Shore Multicultural Society and Mosaic Language Services, NSNH provides a free preschool program to children of adult English Language Learners new to Canada
- Continue to promote the [Supported Child Development Program \(SCDP\)](#); assisting families of children with extra support needs to access inclusive child care. The program, funded by the Ministry of Children and Families and hosted by the NSNH, is intended to serve children from birth to 12 years

#### 2013-2014 New Initiatives:

- Continued the theme-based model for [Ready, Set, Learn](#) school events, inspired by the Kindergarten play-based model of instruction and the school district's collection of early learning Play Posters; this year's theme was "Outdoor Play"
- Provided mini iPads to all StrongStart facilitators to promote pedagogical narration and other innovative literacy practices among StrongStart facilitators to enhance the development of children attending StrongStart
- Supported the participation of all StrongStart facilitators in District-based, collaborative professional development and regional Ministry in-service sessions

#### Looking Ahead to 2014-2015:

- Develop the new theme of "Clay Play" and promote effective, collaborative strategies for planning, implementing and hosting the annual [Ready Set Learn](#) events at schools; investigate the possibility of having local librarians, StrongStart facilitators and ELF providers participate in RSL events; explore options for increasing attendance levels at RSL events (FOS models, Saturday sessions, ECE fairs)
- Increase efforts to promote, provide outreach, and coordinate community support for StrongStart centres; during the first week of September StrongStart facilitators will promote the StrongStart program by visiting and connecting with community service providers (e.g. public health nurse, family counselling, North Shore Multicultural Society)
- North Vancouver School District has provided support for Family Services of the North Shore to propose a Service Expert Consultant position through the BC Early Years Centre RFP process, which will enable early learning providers to make community linkages and access support for families of children aged 0-6 in North Vancouver. Access will include those enrolled in StrongStart and Early Learning Foundations (ELF) preschool and childcare programs.



## Pillar #2: Reading Success in Schools

Goal 2: *To increase the literacy skills of students K-12*

### Rationale:

While most North Vancouver students demonstrate strong literacy skills overall, provincial test scores, report card results, and classroom assessments indicate that some students at each grade level struggle with oral language development, reading fluency and comprehension, and writing skills.

The North Vancouver School District recognizes the importance of ensuring that sound assessment and instructional practices, and appropriate intervention strategies, are in place at every grade level for students with literacy challenges. We have committed a significant portion of our efforts toward implementing specific strategies, programs, district initiatives, and alternative programs that address literacy goals. The following strategies and structures provide literacy support for students from K-12:

### Current/On-Going Strategies/Structures:

- Facilitate and support the successful use of early literacy development programs such as [Our Turn to Talk](#) and [Firm Foundations](#) in Kindergarten and early primary classrooms
- Facilitate and support successful classroom use of locally developed literacy programs ([Reading 44](#), [Writing 44](#)), [Literacy 44 eBook](#) at all grade levels
- Provide in-service opportunities throughout the year to support kindergarten teachers in developing a curriculum for oral language and phonological awareness
- Provide in-service and support at individual school sites on professional development days in the areas of [Reading 44](#) and [Writing 44 & Differentiated Writing workshops](#), [Literacy 44 eBook](#)
- Continue to provide district in-service and opportunities for collegial dialogue, including in-service on locally developed resources, presentations from guest experts in literacy instruction, and sessions dedicated to exploring literacy through integrated technology
- Support school and district initiatives aimed at increasing the use of technology in literacy instruction (e.g. iPads, collegial conference projects, Smart boards, class and student blogs, distributed and online learning etc.)
- Continue to provide learning assistance that focuses on early identification, intervention and classroom support for students with learning difficulties/disabilities, using a variety of reading approaches/methods and intervention strategies; promote a collaborative and team-based approach to intervention
- Continue to provide multiple resources and Learning Services support to School Learning Assistance Centres at elementary, regular meetings and promote the [Inclusive Education Handbook](#) and [Learning Assistance Handbook](#)
- Continue to provide, where resources permit, computer assisted learning support for students with learning difficulties (e.g. [Clicker 6](#), [Dragon Dictation](#), [Lexia](#), [Kurzweil](#), keyboarding laptops, interactive reading programs, and iPads)
- Continue to provide Speech and Language Therapists for assessment and intervention services and assistance with more formal language and literacy instruction
- Provide on-going support and training to Learning Assistance and Learning Support Teachers, via network learning series, to look at fundamentals of reading instruction and intervention, executive functioning, and mentorship for teachers new to special education



- Support the development of language and literacy for students with complex learning needs; enhance the capacity of teachers and support staff to provide explicit literacy instruction and intervention for students with language communication difficulty; provide materials that are both age-level and reading-level appropriate
- Continue to administer the [Test of Phonological Awareness \(TOPA\)](#) assessment annually to all Kindergarten students across the district; provide intervention to those students considered at risk for reading readiness; provide support, and training to teachers for the administration of the TOPA and subsequent intervention strategies
- Continue to support the district-wide administration of the [Dynamic Indicators of Basic Early Literacy Skills \(DIBELS\)](#) in the primary grades to monitor student progress
- Continue to support and encourage implementation of the [Reading Assessment Device \(RAD\)](#) from grades 1-9 and locally developed reading assessments
- Continue to support *Insight*, a new assessment tool to identify and profile high ability students
- Continue to screen and provide enrichment in school (multi-grade) and across the district for high ability and gifted language learners (e.g. visual journaling, creative writing)
- Offer Level B assessment Training using the Woodcock Johnson III, Test of Achievement
- Continue to provide support to schools in the implementation and assessment of [School-Wide Writes](#)
- Continue provide support for school-based reading and writing initiatives (e.g. author visits, literacy celebrations, writers-in-residence programs, technology projects etc.)
- Support Reading Rounds to connect elementary and secondary students
- Continue to enrol Secondary Learning Resource Centres with student support in the development of skills and the completion of course work using small group instruction and access to technology
- Provide short-term specialist teaching at two [District Literacy Centres](#)
- Maintain literacy instruction through a variety of Grades 10-12 [Distributed Learning](#) courses
- Continue to provide more personalized literacy instruction for students in alternate programs
- Continue to support the use of Literacy Bins for students with diverse needs and interests ([Aboriginal](#), [Safe and Caring](#), students with disabilities)
- Continue to provide Aboriginal Literacy Support, with staffing provided directly at the school level
- Continue to provide district Aboriginal Success Teachers, as outlined in the Aboriginal Education Enhancement Agreement, to work with students, teachers and parents to implement culturally relevant material into the classroom and home
- Continue to provide support to teachers and First Nations support workers in creating classroom and school-based programs that link cultural traditions to literacy initiatives (e.g. oral story telling, elementary cultural awareness literacy projects)
- Continue to partner with the Esliha7an Aboriginal program for youth and adults to provide high school completion, and First Nations culture classes
- Continue use of Homework Clubs after school to provide literacy support to students, in conjunction with [Skwxwú7mesh Úxwumixw](#)



- Continue to support initial and annual assessments and literacy interventions for English Language Learners (ELLs)
- Continue to support instruction and assessment in-service for ELL teachers
- Continue to support primary and secondary librarians working together to enhance student access to literary opportunities; continue to have public librarians prepare teachers with book lists that are in alignment with BC Curriculum
- Continue to support the North Vancouver Public Library's *Cards for Kindergarten* campaign, provincial [Summer Reading Clubs](#) and other school-based literacy events
- Maintain support of public librarian visits to schools - field trips to libraries and facilitate use of the North Vancouver Public Library website
- Help to increase awareness of programs offered through the North Shore Public Libraries, including the [Red Cedar and Stellar Book Clubs](#), and school-based library initiatives
- Continue to work in partnership with Lynnmour School and North Vancouver District Public Library to offer book buddies at the North Van Boys and Girls Club

#### 2013-2014 New Initiatives:

- Implemented and developed the Literacy 44 eBook - an interactive resource incorporating instructional activities for teachers K-12; an official launch was held in October 2013
- Provided a Leadership for Learning session to all NVSD administrators on indigenizing the delivery of literacy instruction across all subject areas K-12
- Revised and implemented the Learning Assistance Handbook
- Offered the Designs 2014 in-service series focusing on Assessment
- Hosted four Ed Camps exploring the use of technology in literacy instruction
- Implemented Year 2 of the *Changing Results for Young Readers* provincial initiative. Elementary and secondary teachers and support staff (including SLPs) were invited to participate in this initiative aimed at improving inclusive instruction for vulnerable readers through targeted inquiry
- Implemented ARC-BC - Digital and textbook library accessible to students with learning difficulties
- Supported the [Making Connections Intervention \(MCI\)](#) program to provide targeted literacy intervention for struggling readers in grade 8/9 students at Carson Graham
- Cove Cliff and Seymour Heights collaborated to implement a peer tutoring program with secondary students from the KEY program
- Cove Cliff Elementary School hosted Lily the reading dog to read with struggling readers, and primary students



### Looking Ahead to 2014-2015:

- Continue (year 3) of Changing Results for Young Readers initiative to improve reading instruction for our most vulnerable students. In 2014-2015 a district wide, school teams (primary teachers and Learning Assistance Teachers) approach will be implemented to explore essential elements of literacy instruction, assessment, and interventions
- Continue to provide support and in-service for best practices in assessment and communicating student learning through the on-going implementation of the new [Communicating Student Learning K-12 - Handbook of Assessment, Evaluation and Reporting](#) and district and school-based in-service on the new student information system
- Continue to support collegial conferencing literacy projects in schools
- Continue to host (3-5) informal networking sessions with teacher librarians and district public librarians
- Continue to provide support for the implementation of the [BC Education Plan](#) and begin to align literacy instruction with the Ministry of Education draft curriculum and assessment framework
- Continue to develop and implement the Literacy 44 eBook to increase teachers capacity for effective literacy instruction.
- Continue to align district, Family of Schools and school-based professional growth opportunities to the Four Pillars of Educational practice: curriculum design, instruction, assessment and social emotional learning

### Pillar #3: Reading Success for Adults

Goal 3: *To increase awareness in the community of adult literacy programs*

#### Rationale:

The [Literacy Now North Shore Task Group](#) continues to develop a community plan, build a committee structure, forge relationships and allocate resources to implement the plan.

The Task Group provides an opportunity for all groups with an interest in a continuum of literacy programs to work together to increase efficiency and relevance to the needs of our communities. The North Vancouver School District is playing a leadership role in working with its community partners to increase awareness of the quality programs and services available for adult learners on the North Shore through the following actions:

#### Current/On-Going Strategies/Structures:

- Continue to offer academic English courses through blended-model Distributed Learning (grades 10-12) to our adult population
- Continue to work in collaboration with the [Literacy Now North Shore Task Group](#) and other community partners, including business and industry, to expand access to community-based literacy programs
- Continue to work in collaboration with community partners to highlight general interest programs to adults in the community
- Help to increase awareness of ELL classes and transition-to-university programs offered free of charge through Capilano University, Vancouver Community College, and other post-secondary institutions
- Help to increase community awareness of the extensive free and low cost ELL classes for youth, adults, and seniors offered at various locations across North Vancouver by the North Shore Multicultural Society and other agencies



- Continue to increase awareness in the community of the Eslha7an adult program, funded jointly by the school district and the [Skwxwú7mesh Úxwumixw](#)
- Continue to work with community agencies to support learning centres and programs for teenage parents (e.g. [Learning Together Program](#)) with a focus on parental training in early literacy practices, and academic supports through Distributed Learning and Mountainside Secondary to allow the teen parents to meet grad requirements
- Continue to support the efforts of partners like the North Shore Multicultural Society in offering settlement services to immigrant families in our community
- Continue to encourage parents of ELL youth in our schools to access language acquisition programs both through [Distributed Learning](#) and through community programs
- Continue to collaborate with community organizations to increase awareness of Early Learning programs that also provide literacy support for parents and caregivers (e.g. [Immigrant PALS](#), [StrongStart](#), [Parent-Child Mother Goose programs](#))
- Help to promote the [Lower Lonsdale Literacy Drop-in Program](#) at John Braithwaite Community Centre. The program is focused on meeting the needs of low-income and ELL learners in the community
- Help to increase awareness of the [North Shore Welcome Action Committee](#), supporting collaboration among community organizations serving newcomers
- Continue to work with our partners to secure additional resources for literacy activities from Raise a Reader funding, Lower Lonsdale Legacy funding, BC Advanced Education, Innovation and Technology and HRSD Office of Literacy and Essential Skills.

#### 2013-2014 New Initiatives:

The [Literacy Now North Shore Task Group](#) has provided implementation funding for a number of new initiatives in the community; priority was given to expand on-going adult literacy programs on the North Shore, or to support new programs based on identified needs in the community. New actions mentioned in the *North Shore Learns: Literacy for All, Plan for Universal Access 2012-2015* include:

- The North Vancouver School District and North Vancouver District Public Library co-hosted an EdCamp on “Digital Literacy” at Lynn Valley Library
- In collaboration with Queen Mary School, offered weekly literacy sessions to 15 parents supported by 8 volunteer tutors
- Research on ELL needs in the community and expansion of information sharing amongst ELL providers
- Collaborated with [Skwxwú7mesh Úxwumixw](#) to provide weekly health literacy and leadership training
- Facilitated a Literacy Forum to explore what literacy means in the 21st Century, focusing on health, technology, financial, English language and workplace literacies
- Supported four First Nations women to participate in an accredited Community Capacity Building Citation program at Capilano University
- Completed a First Nation health literacy video, curriculum and instructor guide entitled “Walking a Balanced Path”
- Coordinated Women’s Leadership Sacred Teachings Program offered in collaboration with the [Skwxwú7mesh Úxwumixw](#)
- Completed Lower Lonsdale Voices Volume 11, an anthology of stories of adult literacy students at Queen Mary School
- Completed “Walking a Balanced Path” a First Nations health and wellness curriculum





### Looking Ahead to 2014-2015:

- Assess changes that have occurred as a result of the collaborative activities of the [Literacy Now North Shore Task Group](#)
- Complete *Planning for Literacy for All 2014-2017*
- Hold Literacy Forum to explore what literacy means in the 21st Century and the importance of diverse 'literacies' for vibrant communities
- Promote parent information evenings that focus on the importance of being a literate community; expand family literacy programs in key areas
- Facilitate partnerships and coordinate access to financial literacy programs
- Explore opportunities for First Nations family literacy programs based on cultural traditions
- Expand health literacy, family literacy and technology literacy programs in collaboration with First Nations organizations
- Work with Vancouver Coastal Health and other partners to embed health literacy in all literacy programs; address health literacy issues through the community
- Review health literacy needs of those with chronic illness and explore programs to address these needs
- Continue the family literacy program for parents and grandparents at Queen Mary School
- Deliver programs that target parents/caregivers and children in collaboration with community organizations and school districts
- Facilitate accessible technology literacy for seniors
- Monitor and respond to changes in literacy and ESL Programs and funding
- Facilitate partnerships to address gaps in English as a Second language programming

## VIII Process for Approval of the District Literacy Plan

The British Columbia School Act (81.1) states that a Board of Education must, on or before July 15th of a school year, establish and make available to the public, a District Literacy Plan for the school year, setting out the plan for improving literacy in the geographic area of the school district.

The North Vancouver District Literacy Plan will be submitted to the Board of Education for approval in June 2014. The new District Literacy Plan will be shared with the community during the 2014-2015 year. The community will also have the opportunity to review the District Literacy Plan on the North Vancouver School District website and provide comments and feedback on its direction during the year.



## IX Committee Membership

### North Vancouver School District Literacy Committee:

Joanne Robertson	Director of Instruction, Learning Services (Chair and Ministry Literacy Plan Contact)
Brad Baker	District Administrator, Learning Services
Brenda Bell	Principal, Cove Cliff Elementary School (Chair 2014)
Alison Campbell	North Vancouver District Public Library
Ann Copp	Vice Principal, Seymour Heights Elementary School
Kathy Coyne	North Shore Literacy Outreach Coordinator
Marcia Garries	District Administrator, Learning Services
Fran Jones	Community Early and Middle Years Coordinator
George Monkman	ELL District Facilitator
Lise Smith	Vice Principal, Queensbury Elementary School
Maureen Stanger	District Principal, Distributed Learning
Gretchen Tolfo	District Early Literacy Facilitator

### Literacy Now North Shore Task Group:

Tricia Andrew	North Shore Neighbourhood House and John Braithwaite Community Centre
Arleta Beckett	District of West Vancouver
Jenny Benedict	West Vancouver Memorial Library
Alison Campbell	North Vancouver District Public Library
Kathy Coyne	Literacy Outreach Coordinator
Leya Eguchi	Hollyburn Community Services Society
Faye Halls	Eslha7an Education Centre
Pat Hodgson	Capilano University
Elizabeth Jones	North Shore Multicultural Society
Fran Jones	Community Early and Middle Years Coordinator
Riva Nelson	Manager, Education and Employment, Tsleil-Waututh Nation
Lynne Tomlinson	West Vancouver School District #45
Jane Watkins	North Vancouver City Library



## X Glossary of District Literacy Plan

### Aboriginal Literacy Bins

The Aboriginal Literacy Bins are a collection of print and non-print teaching materials with a focus on Aboriginal content. Both elementary and secondary bins were created to provide teachers with resources for planning lessons or units based on Aboriginal culture and themes.

### ARC-BC Project

ARC-BC is an Accessible Resource Centre that contains a repository of online collections of downloadable resources to support students with perceptual disabilities.

### Assessment for Learning

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Assessment for Learning is a natural, integral and essential part of effective learning and teaching and is a key element of personalised learning. The goal of Assessment for Learning is to provide feedback, which teachers and students can use to adapt or adjust their teaching/learning needs.

### BC Education Plan

BC's new Education Plan is based on a simple principle: every learner will realize his or her full potential and contribute to the well-being of our province. According to the Ministry of Education, the BC Ed Plan has five key elements:

1. Personalized learning for every student
2. Quality teaching and learning
3. Flexibility and choice
4. High standards
5. Learning empowered by technology

### BC Ministry of Education Draft Curriculum (Core Competencies)

Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deeper learning. The core competencies of thinking, communication and social and personal competencies support lifelong learning. The redesign of curriculum and assessment focuses on the competencies at the core of our knowledge-based society

### Capilano Little Ones

Xweme'ch'stn Extimxwawtxw Capilano Little Ones School provides pre-school for 4 year olds, Kindergarten, and Grade 1 programs to children of the Squamish Nation. The school provides an enriched cultural setting for developing early numeracy and literacy skills, including a foundation in both English and the Squamish language.

### Clicker 5 and 6

Clicker 5 and 6 is a writing support and multi media tool for children of all abilities.

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

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



### Daddy and Me

Daddy and Me is a drop in program at John Braithwaite Community Centre for preschool aged children and their dads. The program focuses on early learning and literacy activities.

### DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

DIBELS is a formative early literacy assessment that can be used to identify students who may be at risk of reading difficulty, and to monitor student progress and guide instruction. DIBELS measures: recognizing initial sounds, naming the letters of the alphabet, segmenting the phonemes in a word, reading nonsense words, oral reading of a passage, retelling and word use.

### Differentiated Instruction

Differentiated Instruction refers to a systematic approach to planning curriculum and instruction for academically diverse learners. Differentiated instruction (or differentiated learning) involves modifying content, process, products, affect, or learning environments to honour students' learning needs and maximize their learning capacity.

### Distributed Learning

The Distributed Learning program offers North Vancouver students the opportunity to complete many of their high school graduation courses online.

### District Literacy Centres

The District Literacy Centres are district-based literacy programs designed to provide intense intervention for students in Grade 3 who have significant difficulties with reading and writing skills. Students are admitted for a one-time, three month (approximate) enrolment.

### Dragon Dictation

Dragon is speech recognition software which turns your talk into text and can make virtually any computer task easier and faster. From capturing ideas and creating documents, to email and searching the web, to using simple voice commands to control many of the popular programs you use every day at home, work – and beyond.

### Early Development Instrument (EDI)

The EDI is a research tool that assesses the state of children's development in Kindergarten. Kindergarten teachers complete the EDI checklist for each child in their class after they have known their students for several months. The EDI measures a child's development in five domains: physical health and well being, social competence, emotional maturity, language and cognitive development, and communication and general knowledge.

### Early Learning Dialogue Session

The Early Learning Dinner and Dialogue is an annual event that brings ELF Providers, StrongStart Facilitators, Kindergarten Teachers and Administrators together, in hopes of establishing a seamless continuum of early care and learning within the North Vancouver School District.

### Early Learning Foundations (ELF)

Early Learning Foundations are play-based preschool programs designed to give children positive and constructive learning experiences that nurture their individuality while preparing them for school learning experiences. Early Learning Foundations preschools are uniquely located within North Vancouver elementary school environments, allowing preschools access to a wide array of school-based resources.



### Early Learning Framework

The Early Learning Framework describes the vision, pedagogical principles, and key areas of learning for children birth to five years (before school entry). The framework was developed in partnership with the Ministries of Children and Family Development, Healthy Living and Sport, and Education.

### ELL

English Language Learner or English Language Learning.

### ELL Central

ELL Central is a district on-line program that supports Ministry-mandated ELL reporting and documentation processes, including the development of an Annual Instructional Plan (AIP).

### Essential Skills

Essential Skills is a software program comprised of activities for auditory, visual, and tactile learners to support skill development in reading, writing, and math.

### Family Centre

The Family Centre is located in the John Braithwaite Community Centre and offers a variety of early learning drop-in programs and resources for North Vancouver parents, children and grandparents.

### Firm Foundations

This document provides the learning continuum that early primary teachers need to facilitate their students' acquisitions of early literacy skills, in a play-based and socially interactive classroom. Key components of Firm Foundations are the instructional timeline, the materials, and the assessments for the teaching, practicing and mastery of early literacy and phonological awareness skills such as rhyming, segmenting and blending, concept of print, and letter sound mastery.

### Grandparent Connection

The Grandparent Connection program is offered at the John Braithwaite Community Centre and the North Shore Neighbourhood House. The program aims to promote social connections between grandparent caregivers; early literacy skills development is provided by an ECE facilitator.

### Immigrant PALS (Parents as Literacy Supporters) Program

Parents as Literacy Supporters (e.g. Farsi or Korean PALS) is a culturally responsive family literacy program for immigrant parents and their preschool/Kindergarten children. PALS provides an accessible, welcoming, and joyful learning environment to develop language and literacy abilities and to support integration into the community.

### Inclusive Education 44 Handbook

This document articulates that British Columbia, more specifically the North Vancouver School District, promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful participation and interaction with others.

### Kurzweil

Kurzweil is a comprehensive reading, writing, and learning software solution for struggling readers.



### Learning Assistance Handbook

This handbook outlines Learning Assistance Services for North Vancouver Schools. Learning assistance provides a coordinated and integrated set of support services that include school based consultation, collaborative planning and coordination with the school based team and instruction. Members of the school based team typically help to organize, maintain, and integrate services in the school as well as provide the major link with support services available at the district level.

### Learning Together Program

The LTP facilitates high-school completion for pregnant and parenting youth. It also provides the option of inclusive and nurturing childcare services to young parents enrolled in the program and enhances students' parenting knowledge and skills in a supportive environment

### Lexia

Lexia Reading Core5 provides personalized learning on foundational reading skills for students of all abilities in grades pre-K–5 and delivers norm-referenced performance data without interrupting the flow of instruction to administer a test.

### Literacy 44 eBook

The Literacy 44 ebook brings together reading strategies, writing skills and the best classroom technology to develop excellent literacy skills with the students and teachers of NVSD44.

### Lower Lonsdale Literacy Drop-in Program

The Lower Lonsdale Literacy Drop-in program operates out of John Braithwaite Community Centre and is run through Capilano University. The program focuses on meeting the needs of low-income and ELL learners in the community

### Making Connections Intervention (MCI)

A unique blended learning solution that provides targeted literacy intervention for struggling readers in high school. The blended model integrates the best of teacher-led, face-to-face instruction with engaging, individualized online instruction to maximize the depth, intensity, and effectiveness of the intervention.

### North Shore Welcome Action Committee

The North Shore Welcome Action Committee Initiative is a program focused on facilitating the integration of new immigrants and refugees through different training opportunities and services. The program supports the development of welcoming and inclusive communities.

### North Shore Writer's Festival

The North Shore Writer's Festival is cooperatively planned by the three North Shore libraries to introduce local and nationally renowned authors to the local community.

### North Vancouver School District's 2011-2021 Strategic Plan

In 2010-11, the North Vancouver Board of Education embarked upon a consultative process to develop a 10-Year Strategic Plan for the School District. The Plan supports the over-arching vision of the School District and our priorities in pursuit of the highest level of service we can provide to students and the community. The 3-Year Operating Plan 2011-2014 is a 'companion' document to the 10-Year Strategic Plan. It provides strategies for achieving specific objectives that are identified within the 2011-2021 Strategic Plan's Goals. Together, the Operating Plan and Strategic Plan serve as reference points for the future direction of the North Vancouver School District.



### Our Turn to Talk

This oral language resource supports early primary educators in their efforts to increase the expressive language fluency of all young learners. The classroom component of the document provides strategies and activities to support oral language development. The intervention component is a developmental series of interactive small group sessions designed for students with specific language needs.

### Parent-Child Mother Goose Program

The Parent-Child Mother Goose Program is a group experience for parents and their babies and young children. It focuses on the pleasure and power of using rhymes, songs, and stories together. Parents gain skills and confidence which can enable them to create positive family patterns during their children's crucial early years, and give their children healthy early experiences with language and communication.

### Personalized Learning for the 21st Century

Personalized Learning for the 21st Century is the tailoring of pedagogy, curriculum and learning support to meet the needs of individual learners.

### Primary Program

The Primary Program is a guide to effective practices for primary educators developed by the BC Ministry of Education. The program provides a comprehensive, general overview for K-3 teachers and integrates current knowledge and research. For more information go to: [http://www.bced.gov.bc.ca/primary\\_program/](http://www.bced.gov.bc.ca/primary_program/)

### Reading 44

Reading 44 is a classroom program written by the teachers of the North Vancouver School District. This resource outlines an explicit classroom reading program for all students K-10. The heart of the Reading 44 program lies in the "Daily Dozen," twelve reading strategies that good readers use. Instructional activities and graphic organizers are included in the document to encourage diverse learners to recognize, learn and practice these twelve strategies in order to become effective, critical readers.

### Reading Assessment Device (RAD)

The RAD is a formative assessment tool that focuses on informational reading for grades 1 through 9. The RAD is designed to give teachers descriptive feedback in three aspects of reading described in the BC Performance Standards: strategies, comprehension and analysis. The primary purpose of the RAD is to help students learn more about themselves as readers and to help teachers plan for systematic reading comprehension instruction.

### Reading Rounds

Reading Rounds is a cross-age reading initiative that pairs older students (who may struggle with reading) with younger, emergent readers from neighbouring schools. The older students gain the opportunity to examine and strengthen their reading comprehension strategies, build their competence as role models and develop confidence as a learner. The younger students benefit from small group instruction, explicit reading comprehension instruction and authentic, meaningful reading practice

### Ready, Set, Learn

Ready, Set, Learn is a provincial initiative that helps three-year olds get ready for school. It includes events in local elementary schools, free books for preschoolers and a booklet parents can use to help their child at home. For more information go to: [http://www.bced.gov.bc.ca/early\\_learning/rs1/](http://www.bced.gov.bc.ca/early_learning/rs1/)



### Red Cedar and Stellar Book Clubs

Red Cedar and Stellar Book Clubs are book awards administered by the Young Readers' Choice Awards in British Columbia. These provincial programs encourage students in Grades 4 - 6 (Red Cedar) and teens (Stellar) to read from a nominated list of Canadian titles. At the culmination of six months of reading and on-line reviewing - students are invited to vote for their favourite. The NVDPL consistently runs bi-weekly book clubs for Red Cedar and sponsors author readings with Red Cedar and Stellar nominees for children and teens.

### Rubric Central

Rubric Central is an online program, developed by the North Vancouver School District, which provides teachers with an effective *Assessment for/as/of Learning* tool for use in planning and assessing their students' learning. Rubric Central enables elementary and secondary teachers to access and use BC Performance Standards Quick Scales, as well as other Ministry of Education and NVSD developed rubrics, in reading/writing and oral language development.

### Safe and Caring Literacy Bins

The Safe and Caring Literacy Bins are a collection of print materials with a focus on social responsibility. Created for elementary teachers and students, the bins include an array of picture books and novels that deal with friendship, feelings, anti-bullying, love, inclusion, relationships and more.

### School-Wide Writes

The School Wide Write is a strategy used by many North Vancouver schools to improve student performance in writing. Teachers engage all students in the school in a fall write, which is used to identify trends in both strength and areas needing support and improvement. This Assessment For Learning enables teachers to plan instruction to address overall weaknesses in student writing throughout the year, and in the spring the second SWW is administered as a summative Assessment Of Learning tool, to measure progress.

### Skwxwú7mesh Úxwumixw

Squamish Nation

### Strong Start

StrongStart BC is a free, drop-in early learning program for preschool aged children accompanied by a parent or caregiver. Qualified early childhood educators lead learning activities, including stories, music and art to help children get ready for success in Kindergarten. For more information and a list of StrongStart programs, go to <http://www2.gov.bc.ca/gov/topic.page?id=7557B68DE3F14FB984F34A24418D7A4E&title=StrongStart>

### Summer Reading Clubs

Each summer, the North Shore Public Libraries offer summer reading clubs. Children at each branch sign up to read a minimum of fifteen minutes per day and gain rewards along the way. Story times, craft programs, author readings and other events are included.

### SummerStart

The SummerStart program is a successful multi-agency collaboration modelled after the StrongStart program. It is offered during the month of July at Capilano Little Ones. The program is facilitated by an NVSD StrongStart Facilitator and an ECE teacher from the Squamish Nation. The program services First Nations children aged 2-6 and their caregivers.





### Supported Child Development Program (SCDP)

The Supported Child Development Program (SCDP) assists families of children with special needs to access inclusive child care. The program, funded by the Ministry of Children and Families and hosted by the NSNH, is intended to serve children from birth to 12 years.

### Test of Phonological Awareness (TOPA)

The Test of Phonological Awareness (TOPA) assesses young children's phonological awareness. Because of its predictive relationship to reading acquisition, the TOPA is used as an early screening device in Kindergartens in the North Vancouver School District.

### Understanding by Design

Understanding by Design (UbD) is a curriculum planning model that uses backward design principals to move beyond "activity focussed" or "coverage focussed" styles of teaching towards an inquiry-based, teaching for meaning model.

### Universal Design for Learning

Universal Design for Learning is an approach to learning in which curriculum designers consider the scope of student abilities and learning styles.

### WECAN

The WECAN Coalition supports the development, health and wellness of young children and their families on the North Shore. WECAN works to increase family access to community programs and services by addressing barriers such as language, culture, poverty, disability, and lack of awareness, and to collect and assess local research to guide and support community planning that enhances the lives of young children


### WHEELS

WHEELS is the WECAN outreach program, designed to transport resources, programs and community workers to hard-to-reach and vulnerable families with young children on the North Shore. WHEELS makes use of a large, colourful, well-equipped van to support this project, and to raise awareness of this community support initiative. The WHEELS coordinator organizes events and programs for parents and children across the North Shore, and attends resource fairs, community celebrations, food banks, drop-in centres and parks.

### Writing 44

Writing 44, developed and published by the North Vancouver School District, provides teachers with a practical resource for the teaching of writing. The "Eight Skills of Writing", which identify key elements in effective writing, and the accompanying instructional activities and graphic organizers, offer teachers creative ideas and suggestions for classroom writing instruction.





North Shore Learns: Literacy for All  
Planning for Universal Access  
2012-2015

# North Shore Learns: Literacy for All

## Planning for Universal Access

### 2012-2015 North Shore Literacy Now Strategic Plan

#### Success

*Maria is a beautiful, articulate and driven artist, teacher, and wife who could not read to her three year old. Since childhood Maria had struggled with learning to read and write. She had developed creative ways of coping, but when her young daughter began asking to have books read aloud, Maria knew it was time to find help. She wanted to be a role model for her daughter and share the joy of reading together.*

*Through one-on-one tutoring with the Lower Lonsdale Literacy Outreach program Maria is fulfilling her dream of reading out loud. She started out reading at a grade three level and now, after six months of hard work, Maria is reading at a grade six level, and thinking of continuing her education, something she had not thought possible.*

This story is one of many successes that we see in our work on the North Shore. Challenges with literacy touches all ages, genders, income levels and cultures. In our outreach work we are trying to reach and teach anyone who has a need. Our goal is to make the North Shore a fully literate community that is inclusive of all, and to offer programming that is accessible to all.

#### Background of the Plan

The North Shore Community Literacy Plan was written in 2008 with data and information from an initial Needs Assessment. This was completed with the help of all of our community partners. Since this time the North Shore Literacy Task Group has developed new strengths and accomplished many of our goals. We now have coordinated connections across the North Shore with the presence of a Literacy Outreach Coordinator. The Literacy coordinator works in the community to keep the lens of literacy on community work and partnerships with community service providers are growing each year.

North Shore Literacy Task Group includes representatives from: Bowen Island Community School, Capilano University, the City of West Vancouver, the City of North Vancouver, District of West Vancouver Parks, North Shore Community Resources North Shore Multicultural Society, North Shore Neighbourhood House, North Vancouver City Library, North Vancouver District Public Library, North Vancouver School District, Squamish Nation, Tsleil-Wuatuth Nation, Vancouver Coastal Health, West Vancouver School District, West Vancouver Memorial Library

## Accomplishments

In our literacy work on the North Shore we have developed new ways of reaching out to isolated seniors by connecting with groups that work directly with seniors. The Linking Seniors Through Technology program in partnership with John Braithwaite Community Centre and the Elders Gathering Place on Squamish lands are both highly successful.

We are successfully addressing the needs of family literacy, early literacy and middle years. We have just begun a Family Literacy program in partnership with Queen Mary Community School, Capilano University, and St. John the Evangelist Anglican Church. Most of the volunteers for this program are from the church. This is a strong example of successful community partnership and engagement. These three groups are committed to working together to reduce isolation of parents and help families to develop strategies to becoming more literate and connected to the school and broader community.

We have delivered Volunteer Literacy Tutor Training workshops and now have a group of Literacy tutors working one-on-one with learners in the Lower Lonsdale area. These workshops are highly successful in engaging community members and inspiring them to become involved in the vision of making the North Shore a fully literate community.

## Challenges

Through our work, we have become more aware of challenges. It is extremely time consuming to maintain partnerships because community stakeholders are stretched for time. Also the search for sustainable program funding is difficult for all partners.

The distinct districts of North and West Vancouver each present unique challenges with some areas requiring extra support. There are issues of isolation with some groups in parts of West Vancouver but the Lower Lonsdale area continues to be an area of great need.

There are challenges associated with connecting First Nations to the service sector and it is perceived that there is less need for literacy support on the North Shore. We continue to struggle to find ways to locate individual learners and need more community awareness and support.

It is also a challenge to develop and maintain a literacy continuum of sustainable programming due to funding constraints and lack of resources.

## Emerging Needs

In working with community members on the North Shore gaps in service have been identified and we are always looking for new ways to reach out to people. These are some needs to be addressed:

- The number of people with ESL challenges continue to grow
- Parents in some North Shore schools have low literacy levels
- Isolated seniors are unable to access health information because of literacy issues
- Health information is complex and challenging for the average person to understand
- Practitioners are unable to deliver health information in plain language
- Many low income families have difficulty navigating the system
- First Nations literacy needs are only minimally met

## **A Community Literacy Vision**

Residents of the North Shore are literate and work with community-based organizations to support their family members, friends and neighbours to achieve their literacy potential and feel included in all aspects of community life.

### **Our Vision Will Be Achieved When**

All North shore residents are able to use and understand printed information in daily activities, at home, at work and in the community. First Nations have comparable literacy levels as the general population and newcomers are able to use English in everyday life. Reading is part of every child's life supported by their families and community and anyone who wants to learn is able to and feels welcomed and supported.

### **Outcomes for the Next 3 Years**

- First Nations know about and are a part of the literacy conversation
- Isolated seniors are able to access literacy supports
- Residents are able to organize and have increased capacity to support each other in addressing literacy issues; and
- Vulnerable individuals, children, youth and families are actively engaged in literacy in increasing numbers
- Youth who are not in school are inspired and feel welcomed to engage in learning
- Parents are literacy leaders for their children
- Residents of the North Shore are able to access and understand health information

### **Values that Guide the Plan**

- Commitment to literacy for all (anyone who wants to learn is able to and feels welcomed and supported)
- Respect for all people with all levels of literacy
- Openness to the voices of those who have been silenced by illiteracy, reaching out to include them at times and places that works for them
- Pride in everyone's accomplishments

- Awareness and sensitivity to the impacts of low literacy levels on individual and self esteem Hope that together we can create a community where no one is excluded because of literacy levels
- Recognition and appreciation of First Nation cultures and the challenges many First Nations communities have experienced in achieving literacy
- Inclusion and appreciation of all cultures in all that we do
- Family oriented and intergenerational approaches that support the role of families in fostering literacy for all ages
- Openness and transparency such that everyone understand each other's roles and how to support learners to navigate the system
- Recognition that literacy affects all aspects of life and should be addressed at multiple levels; and
- Strategies that promote creating practical solutions to strengthen literacy for all

# 2012-2015 Lit Now Strategic Plan: Strategies

## Strategy 1

Build active partnerships between community organizations, First Nations, educational institutions, libraries, hospitals, government agencies and the business community to increase the number and type of literacy opportunities in the community.

### Action:

- Maintain and enhance community literacy table to implement and monitor the development of the plan
- Coordinate community specific literacy subcommittees as appropriate
- Continue partnerships for efficient use of existing space
- Continue relationship with Capilano University, School District 44 and School District 45 to foster community-based implementation of literacy programming
- Develop partnership with Vancouver Coastal Health for new health literacy initiatives
- Develop relationship with First Nations Health Hub

## Strategy 2

Promote community awareness of literacy issues with community members as active participants in supporting literacy initiatives and programs.

### Action

- Train community members to play an active volunteer role in supporting literacy
- Focus on all North Shore malls for special events and workshops
- Promote parent information evenings that focus on the importance of being a literate community
- Develop relationship with existing organizations to link food with literacy
- Continue computer literacy program for low-income residents, particularly families and seniors in collaboration with community groups

**Strategy 3**

Develop a continuum of community-based ESL programs and supports for all ages and groups

**Action**

- Support referrals to and connections with existing ESL programs
- Develop and implement community-based ESL classes in collaboration with community organizations

**Strategy 4**

Develop and implement a continuum of family literacy programs and support

**Action**

- Research needs for family literacy programs in collaboration with First Nations and multicultural organizations
- Work with schools and community programs to promote good food program for kids in need
- Develop programs that target parents/caregivers and the children in collaboration with community organizations and school districts
- Outreach to low-income, First Nation, and immigrant communities to support their involvement in family literacy

**Strategy 5**

Support First Nation educational organizations to achieve their educational goals

**Action**

- Explore opportunities for First Nation family literacy based on cultural traditions
- Work with First Nation educational organizations to promote opportunities for adult learners to participate in both on reserve and off reserve programs

**Strategy 6**

Monitor outcome achievement and sustainability and adapt plan as required

**Action**

- Develop monitoring plan in collaboration with committee
- Develop appropriate monitoring tools



- Write plans and reports, update as needed
- Collaborate with North and West Vancouver School Districts in writing district literacy plans
- Report outcome achievement annually
- Advocate for a diverse set of funding for sustainability

## ARGYLE FAMILY OF SCHOOLS

School	Goal 1	Goal 2	Goal 3
Argyle	<p><b>Goal #1:</b> To improve success rates in academic classes</p>	<p><b>Goal #2:</b> To improve the enrolment (involvement in) elective courses and extracurricular activities (including clubs and athletics)</p>	
	<p>1.1 Increase student awareness of the conventions of language, including sentence mechanics, and spelling, and the effective use of structural elements such as style, flow, formatting and organization of writing as measured by Grade 10 2013/14 cohort report card grades in English and Social Studies courses (Humanities).</p> <p>1.2 Increase student awareness and understanding of the application of numeracy skills as measured by success rates in Mathematics and Science classes from grade 10 through 12.</p>	<p>2.1 To increase positive connections between secondary students and elementary students at all grade levels and between the Secondary and Elementary schools staff and parents.</p> <p>2.2 To increase the number of extracurricular (athletics and clubs) opportunities for students as measured by the number of groups and student participants especially at Grade 8, 9, 10.</p>	
Boundary	<p><b>Goal #1:</b> To increase student achievement in school, particularly with respect to literacy and numeracy, as measured by teacher observation, FSA tests, School-Wide Writes and SD44 Grade 6 Mathematics Assessment</p>	<p><b>Goal #2:</b> To increase student sense of connection to nature and the environment</p>	<p><b>Goal #3:</b> To develop a socially responsible and connected community</p>
	<p>1.1 To increase student engagement and achievement in writing skills as measured by School-Wide Writes.</p> <p>1.2 To increase student engagement and achievement in Mathematics.</p>	<p>2.1 To increase stewardship of our school grounds, as measured by the number of weeks in which clean-up is conducted.</p> <p>2.2 To take advantage of our Outdoor School, and/or Big House as measured by our participation at Cheakamus Centre</p> <p>2.3 To increase initiatives for learning in nature.</p>	<p>3.1 To foster in our students a sense of connectedness to our school community through the promotion of leadership and community involvement as measured by staff, student, parent and community anecdotal observation.</p>



## SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

School	Goal 1	Goal 2	Goal 3
<b>Lynn Valley</b>	<p><b>Goal #1:</b> To improve the writing skills of students in grades K-7 in the aspects of meaning and form assessed using the BC Performance Standards in any of the content subject areas. This will be expository writing.</p>	<p><b>Goal #2:</b> To improve all students’ mastery of, and fluency with, basic math facts</p>	<p><b>Goal #3:</b> To implement a Positive Behaviour Support behavior matrix and positive and consistent approaches to dealing with student behavior, and the explicit teaching of Zones of Regulation so that students have a strong sense of accountability, belonging, safety and school culture</p>
	<p>1.1 To identify students who require targeted classroom support with writing and intensive remedial support with writing and to provide appropriate interventions.</p>	<p>2.1 To increase students’ ability to recall basic math facts quickly and accurately, with grade-level expectations based on provincial curriculum.</p>	<p>3.1 Complete a PBIS Behaviour Matrix for September implementation as aligned with the School Code of Conduct.</p> <p>3.2 Provide Staff Development on the topic of Executive Functioning Skills.</p>
<b>Ross Road</b>	<p><b>Goal #1:</b> To promote and develop knowledge, skills and engagement for learning in all of its forms</p>	<p><b>Goal #2:</b> To improve students’ sense of belonging and social responsibility towards the school community and natural environment</p>	
	<p>1.1 To increase student engagement in math to improve student achievement in math of students in grades 4-7.</p> <p>1.2 To improve students’ writing skills in grades 1-7 in the aspects of ‘meaning’ and ‘form’ in Writing to Communicate Ideas and Information.</p>	<p>2.1 To increase a sense of responsibility towards the school community and natural environment by learning about, in and with nature.</p>	
<b>Upper Lynn</b>	<p><b>Goal #1:</b> To increase literacy skills</p>	<p><b>Goal #2:</b> To increase students’ knowledge and understanding of Mathematics</p>	<p><b>Goal #3:</b> To increase students’ awareness of social responsibility</p>
	<p>1.1 To increase grades 3, 4 and 5 students’ achievement in retrieving information and recognizing meaning (main idea)</p>	<p>2.1 To increase students’ involvement in setting and monitoring personal learning goals in mathematics</p>	<p>3.1 To increase intermediate students’ sense of physical and emotional safety</p>

CARSON GRAHAM FAMILY OF SCHOOLS			
School	Goal 1	Goal 2	Goal 3
Carson Graham	<p><b>Goal #1:</b> To develop inquiring, knowledgeable, confident and caring students</p>	<p><b>Goal #2:</b> To enhance Aboriginal students' academic achievement, student empowerment and sense of belonging</p>	<p><b>Goal #3:</b> To increase student engagement and connection to Carson Graham Secondary School at the Grade 7/8 transition stage</p>
	<p>1.1 To increase successful student transitions between grades, particularly for students who are at-risk academically and social-emotionally.</p> <p>1.2 To improve student learning surrounding overall bullying.</p> <p>1.3 To develop internationally minded people through our IB learner profile. IB learners strive to be: inquirers, knowledgeable thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.</p>	<p>2.1 To improve student attendance rates.</p> <p>2.2 To improve grade to grade transition rates.</p>	<p>3.1 To improve the elementary to high school transition process.</p>
Braemar	<p><b>Goal #1:</b> To improve students' literacy in reading proficiency</p>	<p><b>Goal #2:</b> To improve students' achievement in mathematics</p>	<p><b>Goal #3:</b> To improve students' transition to secondary school</p>
	<p>1.1 To improve the literacy of Kindergarten to Grade Seven students with a particular focus on phonographics for students in Kindergarten, reading fluency for students in grade two, and comprehension for students in grade five who are 'at risk' learners.</p>	<p>2.1 To improve the Mathematical proficiency of Kindergarten to Grade Seven students with a particular focus on students in grades two and grade five who are 'at risk' learners.</p>	<p>3.1 To increase the number of Grade Seven Students reporting that they feel confident/prepared about their transition to secondary school as measured by the locally developed surveys from both the Handsworth FOS (for French Immersion students) and the Carson Graham FOS (for English students).</p>



## SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

School	Goal 1	Goal 2	Goal 3
Capilano	<p><b>Goal #1:</b> To improve literacy proficiency of students identified as “at risk” or not yet meeting grade level expectations in the Primary grades and in Grades 6 and 7</p>	<p><b>Goal #2:</b> To improve numeracy proficiency of students in Kindergarten who are identified as “at risk” by the NVSD Kindergarten Numeracy Assessment and increase the percentage of students in Grades 4-7 achieving C+ and above in Math</p>	<p><b>Goal #3:</b> To improve students’ abilities as self-directed learners, through self-reflection</p>
	<p>1.1 (Reading - Kindergarten): To improve the performance of “at risk” students identified on the Test of Phonological Awareness.</p> <p>1.2 (Reading – Grade 1 - 3): To improve the reading performance of students identified by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test as below “Benchmark”.</p> <p>1.3 (Writing Grades 3 - 6): To improve the writing proficiency of students in intermediate grades, who are identified as “Not Yet Meeting Expectations” (Impromptu Write – BC Performance Standards).</p>	<p>2.1 (Numeracy - Kindergarten): To increase the percentage of Kindergarten students who meet the expectations for numeracy readiness by end of the school year as measured by the NVSD Kindergarten Numeracy Assessment.</p> <p>2.2 (Numeracy – Grades 4-7) To increase the percentage of students in Grades 4-7 achieving C+ and above in numeracy as per June report card final grades, while continuing to identify and support students with significant numeracy learning needs.</p>	<p>3.1 To improve students’ abilities to use reflection (IB Learner Profile attribute) as an integral part of being a self-directed learner.</p> <p>3.2 To facilitate grade-to-grade transitions.</p>
Carisbrooke	<p><b>Goal #1:</b> To improve proficiency in understanding and answering math word problems (math literacy) (NEW Goal 2013/14)</p>	<p><b>Goal #2:</b> To strengthen the process of Grade7 student transition to Grade 8 (NEW Goal 2013/14)</p>	
	<p>1.1 To increase reading comprehension, specific to the “language of numeracy.”</p>	<p>2.1 To increase the number of students who report they feel ready to deal with social challenges in high school.</p> <p>2.2 To increase the number of students who report they feel ready to deal with academic challenges in high school</p> <p>2.3 To increase the percentage of Grade 7 students who consistently complete homework (in preparation for high school).</p>	



## SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

School	Goal 1	Goal 2	Goal 3
Larson			
Norgate	<p><b>Goal #1:</b> To improve the reading proficiency of students Grades K-7 with a particular focus on early literacy skills and at-risk learners</p>	<p><b>Goal #2:</b> To increase student engagement and connection to the Norgate School Community and the Carson Graham Family of Schools</p>	<p><b>Goal #3:</b> To improve the mathematical proficiency of students Grades K-7 with a particular focus on upper intermediate at-risk learners</p>
	<p>1.1 To improve the Reading proficiency of Gr. K-7 students with a particular focus on at-risk students.</p> <p>1.2 To improve the language development of primary students.</p> <p>1.3 To improve the Reading proficiency of identified Grades Two and Three students through extensive interventions provided during Norgate’s in-house “Reading Club”</p>	<p>2.1 To support and sustain Norgate’s Code of Conduct.</p> <p>2.2 To increase our students’ sense of belonging to the Norgate School Community</p> <p>2.3 To continue to provide a safe and caring school learning environment for all students to increase the percent of students reporting that they feel safe at school.</p> <p>2.4 To enhance student resiliency, develop self-advocacy and leadership skills.</p> <p>2.5 To increase student engagement with a connection to Carson Graham Secondary School as indicated by a locally developed Family of Schools student survey.</p>	<p>3.1 To improve the mathematical proficiency of Gr. K-7 students with a particular focus on upper intermediate, at-risk students.</p>
Queen Mary	<p><b>Goal #1:</b> To Improve reading proficiency in students at the Primary (K-3) level</p>	<p><b>Goal #2:</b> To provide a Respectful, Safe and Caring School Environment</p>	<p><b>Goal #3:</b> To increase grade seven student engagement and preparation for success at Carson Graham Secondary School</p>
	<p>1.1 To increase the percentage of students who meet the expectations for reading readiness by June of their kindergarten year.</p> <p>1.2 To improve reading abilities of students in grades 1 through 3.</p> <p>1.3 To improve the reading and writing performance of ESL and First Nation students</p>	<p>2.1 To fully meet the expectations identified in the District Performance Standards as they relate to Emergency Management.</p> <p>2.2 To review, revise, rewrite, and implement a Code of Conduct that reflects our PYP mission.</p>	<p>3.1 To improve the elementary to high school transition process.</p>



## SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

School	Goal 1	Goal 2	Goal 3
Westview	<p><b>Goal #1:</b> To improve the “Community Competency” (Literacy and Numeracy success) for students identified as below grade level</p> <p>1.1 To improve the performance of Kindergarten students who are at risk of reading difficulties (below the 25<sup>th</sup> percentile) as identified by the TOPA.</p> <p>1.2 To improve the Language Arts performance in grades 4 to 7 with a particular focus on aboriginal and at risk students.</p> <p>1.3 To improve numeracy proficiency of students in Kindergarten.</p> <p>1.4 To improve numeracy skills of grades 4 to 7 student population with a focus on aboriginal and at risk students as identified by report card data and numeracy assessment.</p>	<p><b>Goal #2:</b> To maintain a positive school environment by continuing our focus on Safety, Sense of Belonging and Health.</p> <p>2.1 To create leadership opportunities and develop student roles and responsibility in ensuring a safe and positive school environment.</p> <p>2.2 To improve the elementary to high school connections and transition process.</p>	



# SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

HANDSWORTH FAMILY OF SCHOOLS			
School	Goal 1	Goal 2	Goal 3
Handsworth	<b>Goal #1:</b> To increase the percentage of students demonstrating success in reading and writing proficiency, based on final grades in their Grade 10 English class	<b>Goal #2:</b> To increase the percentage of students demonstrating success in mathematics, based on final grades in their Grade 10 Math class	<b>Goal #3:</b> To increase the percentage of students contributing to the well-being of the school, based on the outcomes of the Safe and Caring Schools Social Responsibility Survey and on Student Service Awards
	1.1 To improve the reading and writing success rates of students in Grade 10, as measured by final Grade 10 data.	2.1 To improve the mathematics success rate of students in Grade 10, as measured by final Grade 10 Math data.	3.1 To increase the percentage of students in Grades 8, 9, and 10 who contribute to the well-being of the school.
Canyon Heights	<b>Goal #1:</b> To improve success rates in reading for K-3 students	<b>Goal #2:</b> To increase the percentage of students demonstrating a sense of social responsibility	<b>Goal #3:</b> To improve success rates in writing for grades 4-7 students
	1.1 That students meet reading expectations in the primary grades as supported and measured by the following assessments and recorded on report cards: Test of Phonological Awareness (TOPA), Reading Assessment Device (RAD), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and PM Benchmark.	2.1 To increase positive bystander behaviour.	3.1 To increase the number of students who are fully meeting or exceeding expectations in the aspects of writing as identified in the Writing Performance Standards.
Cleveland	<b>Goal #1:</b> To improve the literacy level of primary students in reading proficiency	<b>Goal #2:</b> To improve students' mathematics achievement at Grade 3, 4 and 5	<b>Goal #3:</b> To increase the students' sense of social responsibility and sense of belonging in the school community
	1.1 To increase the percentage of Grade 1-3 students meeting or exceeding expectations in Reading on their report cards. 1.2 To increase the percentage of Kindergarten students scoring above the 25th percentile on the Test of Phonological Awareness (TOPA) by the end of the year.	2.1 To increase the percentage of Grade 3, 4 and 5 students meeting or exceeding expectations in Mathematics on their report card from the first to the third term. 2.2 To increase the number of activities that will promote the understanding and enjoyment of mathematics in order to improve student achievement in math in Grades 3 to 7.	3.1 To increase students' sense of safety, social responsibility and belonging in the school community.



## SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

School	Goal 1	Goal 2	Goal 3
<b>Highlands</b>	<b>Goal #1:</b> To improve the reading proficiency of identified students	<b>Goal #2:</b> To improve the mathematical proficiency of identified students	<b>Goal #3:</b> To increase students' ability to transition with confidence into Kindergarten, from grade-to-grade in primary and from Grade 7 into Grade 8
	1.1 To increase the percentage of students in Grades 3 and 6 (2014-2015) who are meeting or exceeding expectations in reading.	2.1 To increase the percentage of students who meet or exceed expectations with basic computational skills in mathematics (addition, subtraction, multiplication, division) in Grade 3 (2014-2015).	3.1 To increase the percentage of students who report feeling confident about their transition from Grade 7 to 8. 3.2 To increase the number of students who are able to transition quickly and easily into kindergarten as measured by teacher observations.
<b>Montroyal</b>	<b>Goal #1:</b> To increase the number of students who report feeling safe amongst peers as measured by goal specific questions (#6, 11, 12, 13, and 15) on the North Vancouver School District Safe Schools and Social Responsibility Survey and the Feeling Safe at School Survey which was created by Montroyal Staff	<b>Goal #2:</b> To improve students' proficiency in Writing for another year as measured by the School-Wide Write using the BC Performance Standards (April) with additional Report Card data (June) for the Primary Cohort	<b>Goal #3:</b> To improve students' proficiency in Mathematics for the second year of a two year goal as measured by the North Vancouver District Math Assessments created by Shannon Sharp, the school district's Curriculum Implementation & Math Facilitator, and on Report Card Data
	1.1 To increase the number of students in Grade 3 and Grade 5 who report feeling safe at school based on questions 6, 11, 12, 13, and 15 of the Safe Schools and Social Responsibility Survey. (Questions used have been replicated in child-friendly language for primary students.) 1.2 To increase the number of students in Grade 4 and Grade 5 who feel safe verbally and socially at school based on question 12 of the Fall 2012 Safe Schools and Social Responsibility Survey and the Feeling Safe at School Survey which was created by	2.1 To increase the writing proficiency of students in Grade 1 to 70%, Grade 2 to 80% and Grade 6 to 80%, Meeting or Exceeding Expectations, as measured by the School-Wide Write (Focus on Personal/Impromptu Writing) using the BC Performance Standards for Writing as well as Report Card data for the Primary Cohort.	3.1 To increase the Mathematics proficiency of students who are currently in Grade 2 to 94% and those who are currently in Grade 5 to 75%, Meeting or Exceeding Expectations/A or B, as measured by the North Vancouver District Math Assessments (see above) and Report Card Data by June of 2015.



## SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

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Montroyal Staff.

- 1.3 To increase the feelings of being prepared to enter high school for our Grade 7 students.
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# SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

SEYCOVE FAMILY OF SCHOOLS			
School	Goal 1	Goal 2	Goal 3
<b>Seycove</b>	<b>Goal #1:</b> To increase students’ sense of safety and social and emotional growth as we continue to improve our safe and caring environments for all students	<b>Goal #2:</b> To improve student engagement at school	<b>Goal #3:</b> To improve the course completion and grade-to-grade transition rates for all students
	1.1 To increase the number of students, in Grades 8 to 12, that feel safe within the context of cyber bullying and social networking. 1.2 To increase student’s social and emotional sense of well being as measured by retention data in Choices program.	2.1 To create conditions in classes where all students will be engaged in meaningful and authentic learning. 2.2 To create learning opportunities where students are more intrinsically motivated.	3.1 To improve the Grade-to-Grade transition of all of our students 3.2 To improve the Grade-to-Grade transition of First Nations students enrolled at Seycove.
<b>Cove Cliff</b>	<b>Goal #1:</b> To increase students’ proficiency in foundational math and writing skills	<b>Goal #2:</b> To increase students’ ability to transition with confidence	<b>Goal #3:</b> To improve students’ foundation for success through improved communication
	1.1 To improve students’ knowledge and understanding of basic math facts. 1.2 To improve students feeling of success during writing.	2.1 To increase the number of students who are able to transition quickly and easily into Kindergarten 2.2 To increase the number of students who report feeling confident about their transition from grade 3 to grade 4. 2.3 To increase the number of students who report feeling engaged and connected to secondary school by improving the grade 7 to 8 transition	3.1 To improve students’ oral communication. 3.2 To improve students’ digital communication
<b>Dorothy Lynas</b>	<b>Goal #1:</b> To increase students’ respectful, responsible and safe behaviour	<b>Goal #2:</b> To increase students’ ability to demonstrate their knowledge successfully through digital technology	<b>Goal #3:</b> To increase students’ confidence in transitioning from Grade 7 into Grade 8
	1.1 To increase the percentage of students who act respectfully, responsibly and safely. 1.2 To increase students’ use of self-regulation strategies in the classroom and on the	2.1 To increase student engagement and motivation for learning through digital technology. 2.2 To increase the responsible use of digital technology by students.	3.1 To increase the percentage of students who report feeling confident about their transition from Grade 7 to Grade 8.



## SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

School	Goal 1	Goal 2	Goal 3
	playground.		
<b>Sherwood Park</b>	<p><b>Goal #1:</b> To improve the Literacy success rates of all students K-7 as measured by the BC Performance Standards</p> <p>1.1 To increase the number of Kindergarten students Meeting Expectations for learning to read.</p> <p>1.2 To decrease the number of First Nations Students who are ‘at risk’ as measured on the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment and the TOPA.</p> <p>1.3 To improve the number of students in grades 4-7 who fully meet expectations for writing as measured by B.C. Performance Standards for English Language Arts.</p>	<p><b>Goal #2:</b> To improve the success rates of students in K-7 in Mathematics as measured by B.C. Performance Standards</p> <p>2.1 To increase the percentage of Grade 4-7 students fully meeting expectations in Mathematics on the Term 2 Report Card (March).</p> <p>2.2 To identify and intervene with students in K-3 who are struggling with early acquisition of Mathematical concepts (scoring lower than 17 on K Numeracy test).</p>	<p><b>Goal #3:</b> Improve the Ethos of the school by working on social/emotional aspects</p> <p>3.1 Empower and Engage students in the Ethos of the school.</p> <p>3.2 Increase Student sense of safety/belonging by utilizing TRIBES, Self-Regulation, and Mind Up practices.</p>



# SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

SUTHERLAND FAMILY OF SCHOOLS			
School	Goal 1	Goal 2	Goal 3
Sutherland	<b>Goal #1:</b> To improve student literacy	<b>Goal #2:</b> To promote heightened individual/collective awareness within the Sutherland school community as to how thoughts, words and actions directly and indirectly impact the sense of belonging felt by other individuals and/or groups	
	1.1 To improve student success rates in English 10 and English 12 as measured by the percentage of students achieving a C+ or better on their Provincial exam result. 1.2 To increase the number of Grade 8 students achieving a C+ Letter Grade or better in English and Social Studies as measured by their Final Mark. 1.3 To increase the number of Grade 8 students meeting expectations in Mathematics by the end of their Grade 10 year as measures by their Provincial Exam mark and their Final letter grade – C+ or better.	2.1 To increase the number of students in Grade 10 who report feeling a sense of belonging at school as defined by "feeling accepted, valued, included and encouraged by students and staff," and to increase the number of students in Grade 10 who are committed to monitoring and self regulating their thoughts, words and actions toward others in an effort to increase a sense of belonging throughout the school community.	



## SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

School	Goal 1	Goal 2	Goal 3
<b>Brooksbank</b>	<p><b>Goal #1:</b> To promote an increased sense of belongingness both as individuals and as members of our school, community and society</p> <p>1.1 To develop a greater awareness and understanding of factors contributing to or adversely affecting an individual’s sense of belonging within the school community, Sutherland Family of Schools and society.</p> <p>1.2 To implement strategies intended to foster a school-wide commitment to promoting a sense of belonging both as individuals and as members of our school, community and society.</p> <p>1.3 To develop and maintain partnership programs to inform and involve families throughout the school year.</p>	<p><b>Goal #2:</b> To increase student engagement through the use of digital technology</p> <p>2.1 To increase opportunities for all students to personalize learning through the use of digital technology</p> <p>2.2 To explore options for increasing the availability of digital technology for students with identified executive functioning/expressive needs.</p> <p>2.3 To increase opportunities for students, staff and parents to develop greater understanding and fluency in their use of digital technology &amp; social media.</p>	<p><b>Goal #3:</b> To increase intellectual engagement through improved formative assessment</p> <p>3.1 To develop a broader and deeper understanding of authentic assessment for learning.</p> <p>3.2 To increase opportunities for students to be actively involved in the assessment process</p>
<b>Eastview</b>	<p><b>Goal #1:</b> To improve the sense of safety and belonging felt by students</p> <p>1.1 To improve the sense of safety for students K-7 as measured the Safe and Caring Schools Survey and school developed survey.</p> <p>1.2 To improve the sense of belonging felt by students K-7 measured by a school developed survey.</p>	<p><b>Goal #2:</b> To improve student achievement in reading comprehension</p> <p>2.1 To improve the reading comprehension of students in grade 3.</p>	<p><b>Goal #3:</b> To increase student confidence in math</p> <p>3.1 To improve grade 5 student confidence in math, measured by a school developed survey.</p>
<b>Queensbury</b>	<p><b>Goal #1:</b> To provide students opportunities to become more engaged with their learning</p> <p>1.1 To increase opportunities for students to learn through inquiry and project based learning.</p> <p>1.2 To increase opportunities for students to learn through the use of digital technology.</p>	<p><b>Goal #2:</b> To increase the number of students reporting a positive school climate at Queensbury</p> <p>2.1 To increase the percentage of students feeling connected to the school.</p>	



## SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

School	Goal 1	Goal 2	Goal 3
Ridgeway	<p><b>Goal #1:</b> To improve students' success rate in mathematics</p> <p>1.1 To increase by at least 12% the number of students (from the 2012/13 grade 3 cohort) meeting or exceeding expectations by the end of grade 6.</p>	<p><b>Goal #2:</b> To improve students' success rate in reading</p> <p>2.1 To increase by at least 20% the number of students (from the 2012/13 grade 1 cohort) meeting or exceeding expectations by the end of grade 3.</p>	



# SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

WINDSOR FAMILY OF SCHOOLS			
School	Goal 1	Goal 2	Goal 3
Windsor	<p><b>Goal #1:</b> Communication Competency: To increase the percentage of students demonstrating success in Literacy</p>	<p><b>Goal #2:</b> Personal and Social Competency: To increase the number of students reporting that they feel they belong and are valued and respected within the school culture</p>	<p><b>Goal #3:</b> Thinking Competency: To improve the success rates of students in mathematics at the junior and senior levels</p>
	<p>1.1 To increase the number of Grade 8 students achieving 60 - 69% (C+ Average) or higher in English 8 - based on Report Card Data.</p> <p>1.2 To increase the number of students actively engaged in reading activities within the school.</p>	<p>2.1 To increase the number of students at the grade 8 and 9 level that feel engaged and connected to the school as measured by the Safe &amp; Caring Schools Social Responsibility Survey.</p>	<p>3.1 To increase the number of Grade 8 students meeting expectations (achieving 60% or better) in Mathematics in grade 8 and 9 as measured by an average of their term one and term two report card marks</p> <p>3.2 To increase the number of Grade 10 students fully meeting/exceeding expectations (achieving 68% or better) in Mathematics by the end of their Grade 12 year, as measured by an average of their term one and term report card marks (for all math courses at each grade level)</p>
Blueridge	<p><b>Goal #1:</b> To improve the reading and writing proficiency of students identified as being at risk of low achievement</p>	<p><b>Goal #2:</b> To improve the social-emotional well-being of students who are experiencing difficulties with self-regulation or anxiety</p>	
	<p>1.1 To improve the reading proficiency of students in Grade 1 assessed as 'At Risk' with the DIBELS test (at beginning of Gr 1 year).</p> <p>1.2 To increase the percentage of students in Grades 1-7, who are meeting or exceeding expectations in reading.</p> <p>1.3 To increase the percentage of students in Grades 1-7, who are meeting expectations</p>		





## SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

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in writing.

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## SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

School	Goal 1	Goal 2	Goal 3
<b>Lynnmour</b>	<p><b>Goal #1:</b> To improve the Thinking Competency in students gr. 1-3 and gr. 6, particularly those “at risk” of low achievement</p> <p>1.1 To increase the percentage of students in grade 2, 3, and 6 who are able to meet or exceed expectations in Math as measured by school district assessments.</p>	<p><b>Goal #2:</b> To improve the Personal and Social Competency of students in grades 4-7</p> <p>2.1 To increase the percentage of students who engage in socially responsible behaviours as measured by the school district Safe and Caring Survey.</p>	<p><b>Goal #3:</b> To improve the Communication Competency in students grades K-7</p> <p>3.1 To improve the percentage of students who meet the expectation for reading readiness and early literacy by the end of Kindergarten as measured by the TOPA and gr. 1-3 as measured by Dibels.</p> <p>3.2 To improve the student confidence in Digital Literacy through the use of iPads and current technology.</p>
<b>Seymour Heights</b>	<p><b>Goal #1:</b> To improve literacy skills of students identified as “at risk” or not yet meeting grade level expectations</p> <p>1.1 To improve the reading performance of grade 1 students as measured by the DIBELS.</p> <p>1.2 To improve reading proficiency of students identified as being “at risk” in grade 4.</p> <p>1.3 To improve students’ overall confidence and ability in writing in grade 3 and grade 6.</p>	<p><b>Goal #2:</b> To increase students’ sense of safety, belonging and engagement K-7 with a focus on self regulation, students empowerment and outdoor learning</p> <p>2.1 To increase the number of students who report that they take an active role in making their classroom or school a better place.</p> <p>2.2 To increase the number of students who report that they act in positive ways and make a safe environment.</p> <p>2.3 To increase students’ sense of well being and involvement in outdoor learning as measured by the Leuven Scale.</p>	



## SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

School	Goal 1	Goal 2	Goal 3
Mountainside	<b>Goal #1:</b> To improve student engagement and sense connectedness and belonging at school.	<b>Goal #2:</b> To improve students' experience of transitions at Mountainside, both transitioning into program, and out of program to graduation, work, or another school	
		2.1 Students will experience successful and supportive transitions into the mountainside program. 2.2 Students will be supported through, and prepared for, transitions out of the Mountainside program into work or post-secondary schooling.	

School	Goal 1	Goal 2	Goal 3
NV Distributed Learning School	<b>Goal #1:</b> To increase student engagement in online courses through enhanced curriculum, instruction, and assessment practices.	<b>Goal #2:</b> To increase support for Ministry designated DL students' academic and social/emotional learning needs	
	1.1 To improve the quality and relevance of the curriculum provided in online courses. 1.2 Improve instructional strategies through increased interactivity and use of effective online tools in courses. 1.3 Improve assessment practices by incorporating a balance of formative and summative assessments based on relevant and authentic performance tasks.	2.1 Create a sense of belonging and connectedness through frequent and meaningful communication with students, parents and staff in order to effectively adapt course work to meet student needs.	

Schedule B.2  
of the  
Administrative Memorandum

Meeting Date: June 17, 2014       Board       Board, in camera

Topic (as per the Memorandum):      **Disposal of Real Property Bylaw No. 2014-1 Keith Lynn Alternate Secondary School**

Narration:

In the Fall of 2009, the Board embarked upon the Community Consultation and School Closure process for school properties identified as surplus, including Keith Lynn Alternate Secondary School, per the *Disposal of Land and Improvements Order M193/08* of September 3, 2008.

In accordance with Ministerial requirements and *Board Policy 610: School Closures (Permanent)*, public consultation included fair consideration of community input and adequate opportunity for the community to respond to the Board's proposal to close the school permanently. Public meetings were held, newsletters, notices, postings to the School District's website and other communications, along with opportunity for written input, were also provided as part of the public consultation process. Future enrolment growth in the District of persons of school age, persons of less than school age, and adults as well as possible alternative community use for all or part of the school were all carefully considered.

Keith Lynn Alternate Secondary School accommodated approximately 200 students and, due to identified budget deficits for the 2010/11 fiscal, a recommendation was approved to consolidate several alternate programs into one location. The Community Consultation process provided a significant step in identifying that recommendation and achieving the April 2010 Board of Education approval to consolidate the programs.

The Keith Lynn facility was in extremely poor condition and was not appropriate or suitable for the future location of the consolidated secondary alternate program of the School District. The Keith Lynn site is not an appropriate site for a future school due to its limited usable site, as well as its proximity to highway off-ramps and a future off-ramp or fly-over. In addition, the long-term demographics demonstrate that the Keith Lynn site will not be required for future educational purposes by the Board of Education.

At the Public Board meeting of April 20, 2010, the Board of Education passed a Bylaw to close the Keith Lynn Alternate Secondary School, effective June 30, 2011 or when the consolidated secondary alternate program was developed, whichever was later. The school was officially closed on June 30, 2012 and is currently vacant.

In the fall of 2010, the Board 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* in February 2011. At its February 21, 2012 Public Meeting, the Board approved its *Community Engagement Principles, Goals and Decision-Making Framework*. At the June 19, 2012 Public Board Meeting, nine recommendations were approved by the Board to facilitate process decisions that provide for the future consideration of options, rather than as a final decision for the future use of the properties. The land management [Guiding Principles](#) were further revised and adopted, at the September 18, 2012 Public Board Meeting, to incorporate the primary themes identified through the *Land, Learning and Livability* community consultation process.

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

### Narration (continued):

On July 6, 2012, a Request for Proposals (RFP) was issued that included Keith Lynn School, Ridgeway Annex School, Monterey Elementary School, and Plymouth Elementary School. Closing date for proposals was September 28, 2012.

Results from the RFP generated limited, qualified interest in the property. Based upon discussions with the proponents and evaluations of the proposals, the Board of Education selected a single Proponent to negotiate either the outright sale or a 99-year prepaid lease of the property. The initial offer to purchase the site, from the selected Proponent, was withdrawn during the due diligence period.

The District of North Vancouver subsequently indicated an interest in purchasing the site for a highway off and on ramp connector to the Seylynn Town Centre, as part of the highway improvement project being considered by the municipality and the provincial government. In mid-May 2014, the District of North Vancouver presented an offer to purchase the site. Negotiations with the District of North Vancouver have been underway for the past several weeks and we anticipate completing a purchase and sale agreement for the disposition of the Keith Lynn site imminently. To continue the process and complete the transaction, the agreement must be signed and subjects removed.

It is recommended that the Board of Education authorize the Secretary Treasurer, on its behalf, to enter into an agreement to sell, and complete the sale of, the Keith Lynn Alternate Secondary School and site to the Corporate District of North Vancouver for a sale price of \$5.0 Million, and on such other terms and conditions as the Secretary Treasurer may consider reasonable and in the best interests of the Board of Education.

### Attachments:

School District No. 44 (North Vancouver) Disposal of Real Property Bylaw No. 2014-1 Keith Lynn Alternate Secondary School  
Ministry of Education - Disposal of Land or Improvements/Keith Lynn Alternate Secondary School for sites PID: 008-185-283 and PID:011-549-840

### RECOMMENDED MOTION:

that School District No. 44 (North Vancouver) Disposal of Real Property Bylaw No. 2014-1 Keith Lynn Alternate Secondary School be read a first time;

that School District No. 44 (North Vancouver) Disposal of Real Property Bylaw No. 2014-1 Keith Lynn Alternate Secondary School be read a second time;

that School District No. 44 (North Vancouver) Disposal of Real Property Bylaw No. 2014-1 Keith Lynn Alternate Secondary School be read a third time, passed and adopted.

### Procedural Note:

(per section 68(4) of the *School Act*) the Board may not give a bylaw more than two readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the bylaw all three readings at that meeting

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)  
DISPOSAL OF REAL PROPERTY BYLAW NO 2014-1  
KEITH LYNN ALTERNATE SECONDARY SCHOOL**

WHEREAS section 65 (5) of the *School Act* provides that a board of education may exercise a power with respect to the acquisition or disposal of property owned or administered by the board only by bylaw;

AND WHEREAS pursuant to Section 96 (1) of the *School Act*, "land" includes any interest in land, including any right, title or estate in it of any tenure;

AND WHEREAS section 96 (3) of the *School Act* provides that a board of education may dispose of land or improvements, or both, subject to the orders of the minister;

AND WHEREAS section 3 of the Disposal of Land or Improvements Order provides that boards must not dispose of land or improvements by sale and transfer in fee simple or by way of lease of 10 years or more unless such disposal is to another board or an independent school for educational purposes or is approved by the Minister in accordance with section 5 of the Disposal of Land or Improvements Order;

AND WHEREAS section 5 of the Disposal of Land or Improvements Order provides that the Minister may approve, with any terms and conditions, a disposition of land or improvements;

NOW THEREFORE be it resolved that The Board of Education of School District No. 44 (North Vancouver) (the "**Board**") hereby authorizes the sale of the former Keith Lynn Alternate Secondary School (the "**Property**") located at 1290 Shavington Street, North Vancouver, B.C. identified as Facility No. 44006, and legally described as:

PID: 009-185-283 Lot O Block 123 District Lot 553 Plan 11005 and  
PID: 011-549-840 Block 121 District Lot 553 Plan 4458;

NOW THEREFORE be it resolved that the Board hereby authorizes the Secretary Treasurer, on behalf of the Board, to enter into an agreement to sell, and complete the sale of, the Property to the Corporation of the District of North Vancouver for a sale price of \$5,000,000.00, subject to such adjustments and on such other terms and conditions as the Secretary Treasurer may consider reasonable and in the best interests of the Board.

The Board confirms that the disposal of the Property has received the necessary ministerial approval pursuant to the Disposal of Land or Improvements Order and that the Property will not be required for future educational purposes in School District No. 44 (North Vancouver).

This bylaw may be cited as School District No. 44 (North Vancouver) Disposal of Real Property Bylaw No. 2014-1 Keith Lynn Alternate Secondary School.

Read a first time this \_\_\_ day of \_\_\_\_\_, 2014

Read a second time this \_\_\_ day of \_\_\_\_\_, 2014

Read a third and final time, passed and adopted this \_\_\_\_\_ day of \_\_\_\_\_, 2014

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 44 (North Vancouver) Disposal of Real Property Bylaw No.2014-1 Keith Lynn Alternate Secondary School adopted by the Board of Education this \_\_\_\_\_ day of \_\_\_\_\_, 2014.

\_\_\_\_\_  
Secretary Treasurer



**DISPOSAL OF LAND OR IMPROVEMENTS**

The Board of Education of School District No. 44 (North Vancouver) is seeking to dispose of land or improvements in accordance with Section 96 (3) of the *School Act* and Section 5 of the Disposal of Land or Improvements Order (M193/08), as follows:

  X   Sale of Land or/ Improvements                             Conveyance                             Dedication  
       Exchange           Lease           Other

**Description:**

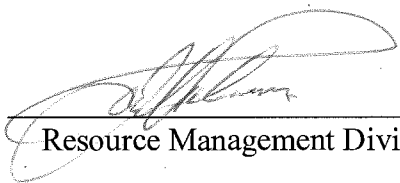
The Board of Education of School District No. 44 (North Vancouver) requests that ministerial approval be granted to dispose of the Property commonly known as Keith Lynn Alternate Secondary School, located at 1290 Shavington Street, District of North Vancouver, and more particularly described as:

**Legal Description:**

PID: 009-185-283  
LOT 0 BLOCK 123 DISTRICT LOT 553 PLAN 11005

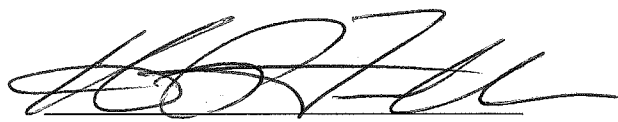
with boundaries approximately as shown on the attached site plan.

The request and supporting documentation have been reviewed and the granting of ministerial approval for the disposition of the Property is recommended.

  
Resource Management Division

Nov 6 2013  
Date

Approved, but subject to the transaction for the sale and purchase of the Property being completed, and the instrument transferring title to the Property being registered, on or after April 1, 2013 but no later than March 31, 2015.

  
Minister of Education

Nov. 27 2013  
Date



**DISPOSAL OF LAND OR IMPROVEMENTS**

The Board of Education of School District No. 44 (North Vancouver) is seeking to dispose of land or improvements in accordance with Section 96 (3) of the *School Act* and Section 5 of the Disposal of Land or Improvements Order (M193/08), as follows:

Sale of Land or/ Improvements       Conveyance       Dedication  
 Exchange       Lease       Other

**Description:**


The Board of Education of School District No. 44 (North Vancouver) requests that ministerial approval be granted to dispose of the Property commonly known as Keith Lynn Alternate Secondary School, located at 1290 Shavington Street, District of North Vancouver, and more particularly described as:

**Legal Description:**

PID: 011-549-840  
BLOCK 121 DISTRICT LOT 553 PLAN 4458

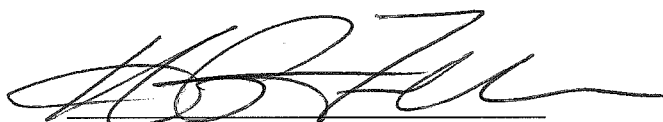
with boundaries approximately as shown on the attached site plan.

The request and supporting documentation have been reviewed and the granting of ministerial approval for the disposition of the Property is recommended.

  
Resource Management Division

Nov 6 2013  
Date

Approved, but subject to the transaction for the sale and purchase of the Property being completed, and the instrument transferring title to the Property being registered, on or after April 1, 2013 but no later than March 31, 2015.

  
Minister of Education

Nov. 27, 2013  
Date



Schedule B.3.  
of the  
Administrative Memorandum

Meeting Date: June 17, 2014       Board       Board, in camera

Topic (as per the Memorandum):      **Notice of Motion – Facilities Leasing and Rentals**

**Narration:**

At its May 27, 2014 public meeting during Trustees Reports', the Board was notified of a Notice of Motion by Trustee Forward for placement on the June 17, 2014 Public Meeting Agenda.

**Rationale:**

Leasing and rental income is an important component of the North Vancouver Board of Education's Annual Budget and its ability to continue to deliver quality educational services and amenities to students amidst continual funding reductions from the Provincial Government, and that School District revenues from the rental and leasing of its facilities has been declining in recent years.

**RECOMMENDED MOTION:**

that a comprehensive review of the School District's facility leasing and rentals be conducted in consultation with community partners such as the North Vancouver Recreation Commission, VCH's Youth Mental Health Services, and others, and that, staff provide the Board with recommendations for review and approval by October 2014 to enhance and improve lease and rental revenues, and to optimize operation of the School District's facility lease and rental system. The Report will also help inform the second stage of the School District's Land, Learning and Livability Community Engagement process.

Schedule C.1  
of the  
Administrative Memorandum

Meeting Date: June 17, 2014  Board  Board, in camera

Topic (as per the Memorandum): **DIALOG Design Report on Re-Use/Re-Development of Lucas Centre and Cloverley School Sites**

Narration:

On June 21, 2013, the Board of Education issued a Request for Expression of Interest for Consultant Planning Services to facilitate the North Vancouver School District's land management planning process for the Lucas Centre and the Cloverley School and site.

The Board was seeking to secure professional assistance to provide land planning services for these properties consistent with the North Vancouver School District's [Guiding Principles](#) in the management of its land assets. In addition, the planning consultant was required to have demonstrated expertise with issues that would be contemplated with the renewal of these North Vancouver sites, such as communication with elected bodies and the public, community engagement, identifying realistic land-use plans and development options for each site, and estimating the potential market value of each property.

Following a short-listing process, the Board of Education announced at its November 2013 Public Board meeting, that DIALOG Design had been selected as the consultant for this project.

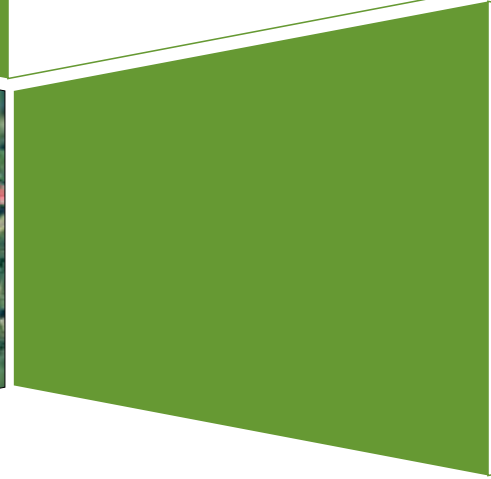
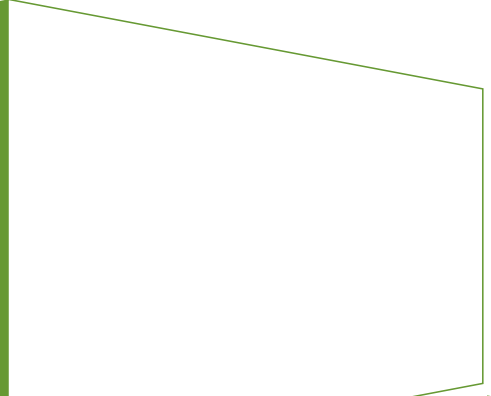
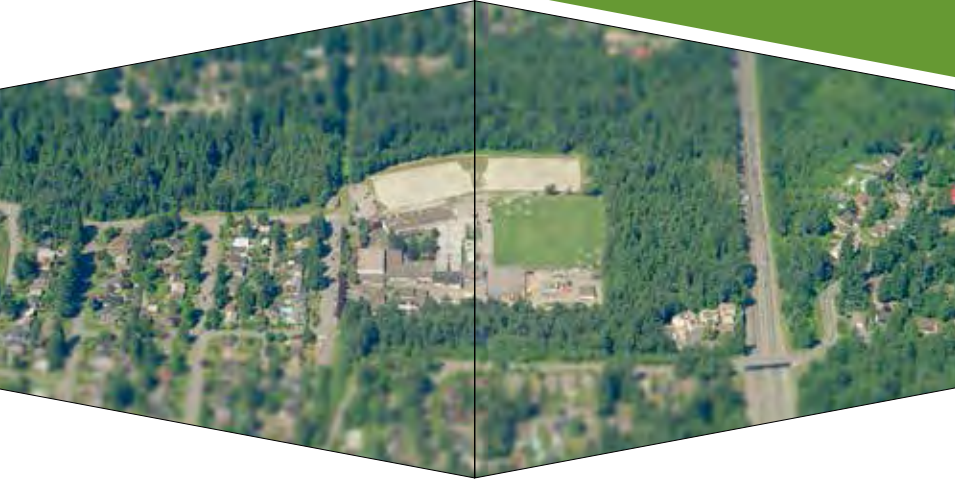
DIALOG Design has provided quality service to the School District and community through their design and delivery of an effective engagement process. There has been a breadth of opportunities for input and consideration of the future potential for these important School District assets over the past five months. DIALOG Design has completed their work and will be presenting their summary report to the Board of Education at the June 17, 2014 Public Board meeting.

The completion and presentation of the report by DIALOG Design is a milestone in the land management planning process of the School District. It is anticipated that the City of North Vancouver will embark upon their own Special Study for each of the Lucas Centre and the Cloverley sites, in accordance with their Draft Official Community Plan. The role of the School District in the Special Study process is not yet determined at this time but will be clarified in the coming months through consultation with the City of North Vancouver.

Presenting the report on behalf of DIALOG Design will be: Kevin King (Senior Planner, DIALOG Design), Gordon Easton (Managing Director, Colliers Consulting), and Peter Joyce (President, Bunt & Associates).

Attachment:

*Summary Report for the North Vancouver School District Land Management Planning Process for the Lucas Centre and the Cloverley School and Site, June 2014*



# Summary Report for the North Vancouver School District Land Management Planning Process for the Lucas Centre and the Cloverley School and Site

June 12, 2014





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3. The Cloverley Site	11

Prepared for:



Prepared by:





# 1

# Executive Summary

This report summarizes the outcomes of the Land Management Planning Process undertaken on behalf of the North Vancouver School District for the Lucas Site and Cloverley School Site in the City of North Vancouver. This process considered a range of possible scenarios for leveraging value from land deemed surplus to the School District's needs. Considerations were framed by two key concepts: the land as a "lever for learning" and land as a "place for learning." "Lever for learning" means realizing economic value from surplus land to reinvest in school infrastructure which further enhances the delivery of community education. "Places for learning" means creating on-site, sometimes informal, opportunities to enhance community learning.

## **Residual Land Value**

Two development scenarios were developed by the consultant team as preferred options for each site. These options resonate with key themes from the community consultation and reflect, from the perspective of the consultant team, realistic options for redevelopment on these sites. Options were also vetted from a transportation perspective to assess project viability. Importantly, a pro forma financial analysis of each option was calculated to determine a range of possible residual land values. Given the number of undetermined variables that the pro forma accommodated (such as financing schedules) and the differences between options in terms of relative extent of development and provision of amenities, ranges rather than absolute values have been provided.

For the Lucas Centre, Option 1 includes approximately 28,500 m<sup>2</sup> of development (roughly 290 units including about 35 townhouses) distributed within townhouses and 4- to 6-storey apartment buildings. The option is conducive to incorporating seniors' housing. It includes an increase to the amount and quality of the existing open space on site. Option 2 includes approximately 21,000 m<sup>2</sup> of development (roughly 180 units, including about 90 townhouses) distributed within townhouses and 4-storey apartment buildings. The option is also conducive to incorporating seniors' housing, maintains the existing on-site playfield, and introduces a modest amount of additional open space primarily in the form of pedestrian linkages. Considering these two options, a land value of approximately \$35 to \$55 million is realistic.

For the Cloverley School Site, Option 1 includes approximately 17,000 m<sup>2</sup> of development (roughly 165 units including about 50 townhouses) in a terraced townhouse form and a 4-storey apartment building. This option retains the open space presently leased to the City of North Vancouver as park space but anticipates that a

portion of this open space be reserved for a potential early learning centre. Option 2 includes approximately 13,500 m<sup>2</sup> of development (roughly 115 units) in 4-storey terraced apartments. This option may retain the open space presently leased to the City of North Vancouver as park space. Additionally, this option retains a portion of the site on the western side of the block as a site for a potential early learning centre or day care / preschool. This means that, unlike Option 1, the entire eastern side of the block presently used as park space may be retained as park space. However, a commitment to retaining this additional open space limits the development potential – and therefore revenue generation potential – of the western portion of the site. For the Cloverley Site, depending on variables considered in Option 1, a land value of \$28 million to \$35 million is realistic. A reduction in development area in favour of additional park space, as explored in Option 2 could result in the residual land value of approximately 50 to 60% of Option 1.

For both options on both sites, a range of values is provided given that the pro forma analysis must account for a number of unknown variables such as financing costs and because the options themselves represent a range in development intensity and amenity provision. A more precise estimate of value will be determined as these variables and assumptions are refined.

### **Lease Option and Associated Risk**

Another consideration for the disposition of the property is to lease it to a developer by way of a long-term, prepaid lease (likely 99 years) instead of a freehold sale. However, leasing the land poses risk and future liability that should be considered if pursuing this approach. There are very few transactions that can be considered comparable to this property on a lease basis, so accurately determining the expected discount from freehold sale requires a high degree of discretion. Considerations in determining this discount include the landowner's experience and reputation in similar projects, the terms of the lease, and market conditions. There typically needs to be a discount from comparable freehold units that is significant enough to overcome the preference for outright ownership. This discount can be approximately 20% to 25% from a comparable freehold project.

When the projected value of the land at the end of the 99-year term is discounted to account for the time value of money, the incremental difference from selling the property instead is often more valuable. In addition, to ensure properties are properly maintained throughout the end of the lease, there is typically a clause whereby the landlord is required to either renew the lease for an additional 99 years or buy out the value of the improvements from

the lessee. This means that either control of the property will not revert to the landlord at the end of 99 years or that a potentially significant payment will be required to regain control of the land. The combination of reduced initial land value and obligation to maintain access to finance that will allow for the eventual buy-out of leaseholders at the termination of the lease suggest that leasing will not provide the best opportunity to leverage financial value from the land. In addition, the Board will be exposed to the ongoing risks and liabilities that property ownership entails.

### **Analysis**

It is important to note that the options developed for this analysis represent only a limited range of possible approaches to each site. Actual outcomes may include less intensive development with more extensive open space amenity, for example, but such an outcome would represent less revenue to the school district. Also, this work does not preclude the possibility that, following the purchase of the land, a new owner may choose to explore alternative scenarios with less amenity and greater density even though this may come with added risk of delaying or failing to gain necessary municipal approvals to proceed.

The process used to determine the realistic land development options presented in this report involved conducting a land economics analysis, a high-level site design exploration including considerations of open space and building massing, and a transportation analysis. Importantly, the development of ideas occurred during a concurrent conversation with the community, allowing broad input from the community to inform the work. The consultation process involved engagement and communication with local neighbourhood groups and nearby residents and was undertaken over a 5-month period of time between January and May 2014. It was designed as a shared learning experience affording an opportunity to hear from the community on key concerns and, especially at the initial stages of the work, learn more about the site and neighbourhood.

A consideration of economic, built form, transportation, and open space opportunities was applied to each site throughout the consultation and analysis work. Current road capacity for the adjacent street network, a transit service review, bicycle and pedestrian access, as well as internal circulation and parking supply requirements for different land use scenarios were explored. The existing open space network including trails and linkages was documented as were surrounding land-use patterns and emerging City policy. Six different concepts for the Lucas Site and four concepts for the Cloverley School site were developed, analysed, and discussed as



part of the community consultation. The community was presented with information on School District objectives, a glossary of land-use and related transportation demand implications, and other local considerations. The work was an inquiry into preferences and priorities and structured around the notion of trade-offs to help to identify the relative value of various approaches to future options for each site.

Through this work, information on a range of potential land values and considerations for the sale or lease of these properties has been generated and is described in greater detail below. All options presented as “preferred” options appear as viable development options and represent residual land values greater than current assessed values. Any additional development on site would represent potential for an increase in the sale price of the land but could also include additional risk when seeking the required municipal approvals. Any decrease in the amount of revenue generating development (generally speaking, residential uses) or increase in the amount of community amenity may necessitate a decrease in the overall sale price of the land.

It is also important to note that this does not suggest that the only possible direction for the site is to pursue residential development at the above stated densities or with the above illustrated amenities or extent of open space. Indeed, if the land is purchased the owners of the land may propose something not yet explored or

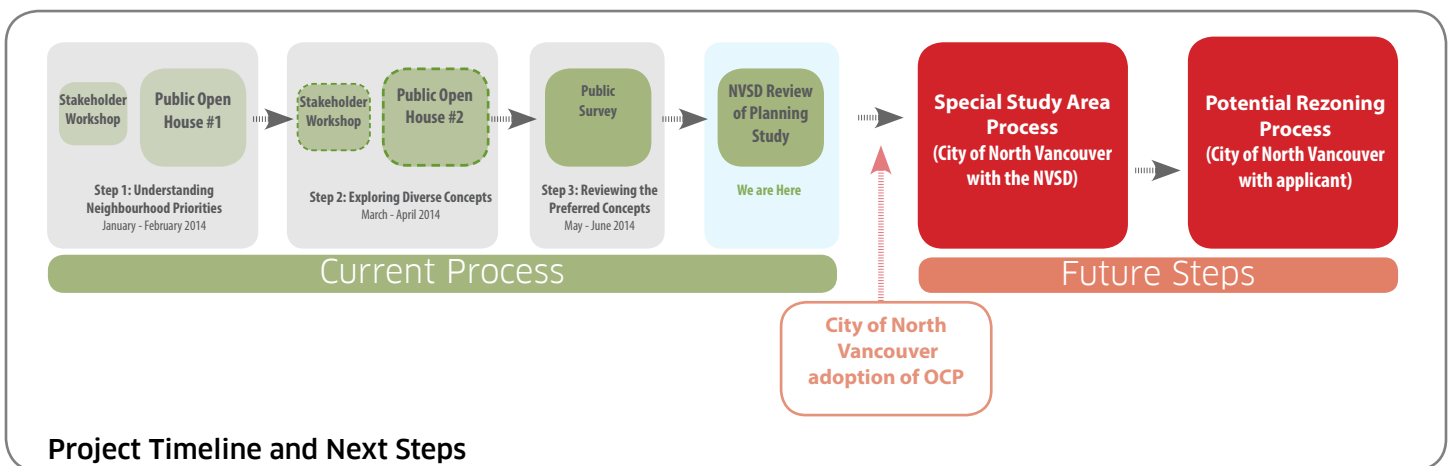
contemplated for the site. This evaluation does, however, create a benchmark value within which to evaluate future proposals.

### Next Steps

This summary report provides an overview of the potential opportunity to realize value from School District owned lands. Additional information is available on the public open house display panels, public consultation summary reports, and related transportation memos. The board may evaluate all of this information in its consideration of the future of these two sites in preparation of next steps.

Importantly, the City of North Vancouver’s draft Official Community Plan has identified each of these sites as a “Special Study Area.” This designation, if approved, would mandate additional community consultation to be undertaken in determining future land uses and densities on these sites. It would be anticipated that the School District participate in the City-led Special Study Area process if the OCP is approved with these sites receiving this designation.

Following the OCP designation process and special study area consideration, the School District will be in a position to make a determination on the future of the Lucas and Cloverley sites.





## 2

# The Lucas Site

### 2.1 Background

The Lucas Site, roughly 12.5 acres in size, is situated on a relatively flat area of land north of 21st Street W and east of Hamilton Avenue at the northwest edge of the City of North Vancouver. Key characteristics of the site that inform the development potential include its relatively flat composition, its predominantly single family neighbourhood to the immediate south, its proximity to forested land on steep side hills, its adjacency to two City of North Vancouver playfields to the immediate west, and its proximity to the MacKay Creek Greenbelt just west of the playfields. As well, the site is located immediately south of Highway 1 and a heavily treed buffer between the Highway and the site.

The site, currently zoned for institutional use, has been identified in the draft version of the City of North Vancouver's Official Community Plan (OCP) as a "Special Study Area." This proposed designation suggests careful consideration and extensive community consultation is required prior to identifying a land-use designation that would enable a new OCP designation and zone to be put in place.

The local street network is characterized by having two primary access points to the neighbourhood. Vehicles generally access the neighbourhood at 16th Street and Marine Drive and 16th Street (Larson Rd) and Fell Avenue. The limited access combined with the current local area road network designation suggests an approximate threshold of 300 new units at the Lucas Site prior to necessitating substantial changes to the road classification or signal systems. Therefore, any new development not exceeding the projected transportation volumes equivalent to 300 residential units would be unlikely to necessitate changes to the transportation network. It should also be noted that pedestrian and cyclist linkages were considered in addition to proximity to the transit network.

### 2.2 Consultation and Early Concepts

Through the public consultation process, six concepts were developed to solicit feedback on specific issues. Concepts were not prepared as individual "proposals" for the site but did provide, in composite, a broad range of built densities and open space opportunities. Each concept was presented in terms of its residential density, extent of open space, associated traffic volumes, and relative value in terms of revenue generation.

In summary, the six concepts<sup>1</sup> presented during consultation were:

*Concept 1:* This concept included 37 Single Family Lots (which may have the opportunity to develop as 1, 2, or 3 units per lot), a playfield and small neighbourhood park with on-site parking, and a small community building such as a field house. Compared to the traffic volumes of the school site when it was fully operational, this concept resulted in fewer vehicle movements during the peak hour.

*Concept 2:* This concept included a combination of 3-storey townhouses and 6-storey wood frame residential buildings. The wood frame buildings are located towards the rear of the site to mitigate community concerns about fitting in with the local context. An east-west network of open space and informal playfields are included as park and a small community building such as a field house is shown. Compared to the traffic volumes of the school site when it was fully operational, this concept resulted in a moderate increase in vehicle movements during the peak hour.

*Concept 3:* This concept also included a combination of 3-storey townhouses and 6-storey wood frame residential buildings. The wood frame buildings are located towards the rear of the site to mitigate community concerns about fitting in with the local context. The open space network on Concept 3 differed from Concept 2 in that a contiguous open space suitable for informal play or organized sports is provided and a small community building such as a field house is shown. Compared to the traffic volumes of the school site when it was fully operational, this concept resulted in a moderate decrease in vehicle movements during the peak hour.

*Concept 4:* This concept included a range of housing types which increased in density and height in areas located farther from 21st Street W. Housing types included single family, townhouses,

4-storey apartments, and 6-storey apartments. The concept included the retention of the existing play field and additional open space along the western edge of the site to create a single contiguous park area with the City's playfields and MacKay Creek Greenbelt. A small community building such as a field house was shown. Compared to the traffic volumes of the school site when it was fully operational, this concept resulted in an increase in vehicle movements during the peak hour.

*Concept 5:* This concept included a concentration of higher density residential buildings along the north edge of the site. Development is envisioned as 4-storey podiums with three towers ranging in height from 10 to 14 storeys. Associated with the more compact form of development, this concept included the most substantial amount of open space and a small community building such as a field house was shown. Compared to the traffic volumes of the school site when it was fully operational, this concept resulted in a decrease in vehicle movements during the peak hour.

*Concept 6:* This concept included a major sports complex including an eight-lane track and bleacher seating. A large portion of the site was reserved to provide surface parking and a concession stand for the complex. A small portion of the site included townhouse development. Compared to the traffic volumes of the school site when it was fully operational, this concept resulted in a substantial increase in vehicle movements during the peak hour.

Through engagement and consultation with the community, a number of concerns were raised about the prospect of a change of land-use on this site. Key themes of community concern include the extent of open space provided, transportation volumes associated with new development given the limited ability to access the site, the provision of community uses, and concerns related to density in terms of built form character and building massing. Additional comments noted a general concern with the disposition of school land.

### Summary Table of 6 Concepts presented for discussion during consultation

	approximate # of units	% of open space	traffic implications*	relative residual land value
Concept 1	40**	30%	-80	low
Concept 2	30	30%	+20	medium
Concept 3	330	35%	-15	high
Concept 4	250	55%	+60	low
Concept 5	350	65%	-30	medium
Concept 6	50	80%***	+85	very low

\*Based on peak hour PM conditions when compared to vehicular traffic volumes experienced when the Lucas Site was operational.

\*\* Approximate # of single family lots. Actual units will vary depending on if 1, 2, or possibly 3 units are built per site. Traffic implications assumed an average of 2 units per lot.

\*\*\*This area accounts for track and field space as well as associated bleachers, parking, and concession. The open space available for informal, day-to-day neighbourhood use is very minimal.

<sup>1</sup> For a complete overview of the six concepts presented for discussion during the community consultation phase, refer to the Open House Display Panels on the North Vancouver School District's Land, Learning, Livability Website.

## 2.3 Preferred Options

Based on community feedback and broad site planning considerations, two options were developed for further analysis. These options are considered “preferred” in that they reflect some of the general themes of community feedback.<sup>2</sup>

Option 1 incorporates a playfield of the equivalent size of the existing playfield in an area central to the site. This facilitates the creation of a shared community park that is a central gathering space. Additional open space is provided to create a stronger physical and visual connection between the existing community to the south and the on-site open space. A community amenity building is also shown. The option includes 2- to 3-storey townhouses, 4-storey apartments, and 6-storey apartments. The lower scale development is located towards the south so as to better relate to the single-family development south of 21st Street. This option could generate approximately 290 residential units, of which approximately 35 units are townhouses.



Lucas Preferred Option 1

<sup>2</sup> None of the options reflect community suggestions that no change occur on the land as this would not represent a source of revenue to the School District. Though themes that emerged from consultation are incorporated into each option, this is not meant to suggest community endorsement of the options developed or of any other potential development option.

Option 2 generally seeks to maintain the status quo in terms of both the extent and location of open space and utilize the remaining portion of the site for residential development. This option incorporates 2- to 3-storey townhouses and 4-storey residential apartments in an effort to maintain a lower-scale form of building in the neighbourhood. Additional linkages are provided within the residential framework to contribute to better connectivity between the on-site open space and the residential community to the south. This option could generate roughly 180 units, including about 90 townhouses. There may be an opportunity to increase open space and improve the open space network through modest changes to this plan including increasing building heights from 4 to 6 storeys.



Lucas Preferred Option 2

### **Lucas Preferred Option 1- Highlights**

- A strong park and public open space connection links the neighbourhood to the south along Hamilton Avenue providing access to open space.
- A 2-storey building expression along 21st Street responds to the local context.
- There is an allowance for a community amenity such as a day care, eco-centre, or other community building.
- There are strong linkages to existing trail systems and north / south permeability through site.
- Higher building forms (6-storey) and density provide more public open space amenity than Option 2.
- Higher building forms (4-storeys) are located away from existing neighbours.
- There is a significant green edge along 21<sup>st</sup> Street.

### **Lucas Preferred Option 2- Highlights**

- The existing playfield is retained in its current location, with new green linkages providing connectivity to the community.
- Strong east west permeability is provided through site.
- A 2-storey building expression along 21st Street responds to the local context.
- Higher building forms (4-storeys) are located away from existing neighbours.

Both options present very viable development opportunities from the development community's perspective and favourable financial returns. Cost estimates include consideration of hard costs (such as site preparation, site servicing, construction, and landscaping), soft costs (such as insurance, architectural fees, permits, and property taxes), and financing (such as interest during development and allowance for a quantity surveyor). The analysis also assumes the sale of land as opposed to a lease.

Both options appear as viable development options and represent residual land values greater than current assessed values. Any additional development on site would represent potential for an increase in the sale price of the land but may also include additional risk when seeking the required approvals. Any decrease in the amount of revenue creating development (generally speaking, residential uses) or increase in the amount of community amenity may necessitate a decrease in the overall sale price of the land.

It is also important to note that this does not suggest that the only possible direction for the site is to pursue residential development at the above stated densities or with the above illustrated amenities or extent of open space. If the land is purchased, the owners of the land may propose something not yet explored or contemplated for the site. This evaluation does, however, create a benchmark value within which to evaluate other proposals.







# The Cloverley Site

## 3.1 Background

The Cloverley School Site, roughly 7.5 acres in size, is situated on a steep slope in the southeastern portion of the City of North Vancouver and is bounded by Cloverley Street, Shavington Street, Hendry Avenue, and Kennard Avenue. This full city block is within walking distance to transit service on Keith Road and 3rd Street E. The site is situated within a predominantly single family neighbourhood. The eastern portion of the block is currently used as open space including tennis courts. This portion of the block, owned by the North Vancouver School District, has been leased to the City for use as park space.

The site, currently zoned for institutional use has been identified in the draft version of the City of North Vancouver's Official Community Plan (OCP) as a "Special Study Area." This proposed designation suggests careful consideration and extensive community consultation is required prior to identifying a land-use designation that would enable a new OCP designation and new zone to be put in place.

The Cloverley site benefits from multiple route options connecting to either Keith Road or to the 3rd Street arterial corridor to the south. Access to 3rd Street is possible via 4th Street to Queensbury Avenue or 4th Street to Heywood Road. Access to Keith Road is possible via Hendry Avenue, Cloverley Street, or Shavington Street. Of these routes, the Cloverley connection is best suited to accommodate additional traffic in terms of vehicle sight lines at the Keith Road intersection and the presence of a pedestrian activated traffic signal on Keith Road just east of the Cloverley intersection.

## 3.2 Consultation and Early Concepts

Through the public consultation process, four concepts were developed to solicit feedback on specific issues. As with the Lucas Site, concepts were not prepared as individual "proposals" for the site but did provide, in composite, a broad range of built densities and open space opportunities. Each concept was presented in terms of its residential density, extent of open space, associated traffic volumes, and relative value in terms of revenue generation.

In summary, the four concepts<sup>3</sup> presented during consultation were:

*Concept 1:* This concept included 28 single family lots (which may have the opportunity to develop as 1, 2, or 3 units), a small park dedicated at the northwest corner of the block, an Environmentally Sensitive Area retained along the southern edge, and a site reserved for accommodation of a potential early learning centre if needed. If the early learning centre is determined to be not needed, then the site may be utilized as public open space.

*Concept 2:* This concept included a combination of 2-storey townhouses along Cloverley Street and 4-storey apartment buildings along Shavington Street. The configuration of buildings and heights minimizes impacts on views from houses north of Cloverley. With driveway access off of Shavington Street, there is an opportunity for a central green spine running east-west through the block to the site of a potential early learning centre if needed. If the early learning centre is determined to be not needed, then the site may be utilized as public open space.

*Concept 3:* This concept included a combination of higher density residential in 4-storey and 5-storey buildings with the taller buildings located lower on the site. The existing tennis courts and as-

sociated open space were retained in their current location. The eastern portion of the block was identified as the site of a potential early learning centre if needed. If the early learning centre is determined to be not needed, then the site may be utilized as public open space.

*Concept 4:* This concept included lower scale forms of development with townhouses oriented towards Cloverley Avenue with access along a laneway. Back to back townhouses were located along Shavington Street with underground parking access off of the street. The west of the site included an area roughly the size of the existing open space and was divided into two areas: a park area and a site to accommodate a potential early learning centre if needed. If the early learning centre is determined to be not needed, then the site may be utilized as public open space.

Through consultation with the community, a number of concerns were raised about the prospect of a change of land-use on this site. Key themes from the community consultation related to a concern over the loss of a school, maintaining the tennis courts, maintaining open space, concern over high density development, and traffic. Additional comments noted a general concern over the disposition of school land.

### Summary Table of 4 Concepts presented for discussion during consultation

	approximate # of units	% of open space	traffic implications*	relative residual land value
Concept 1	30**	30%	-25	medium
Concept 2	180	45%	+10	medium
Concept 3	250	65%	+20	high
Concept 4	80	55%	-25	low

\*Based on peak hour PM conditions when compared to vehicular traffic volumes experienced when the school was operational.

\*\* Approximate # of single family lots. Actual units will vary depending on if 1, 2, or possibly 3 units are built per site. Traffic implications assumed an average of 2 units per lot.

<sup>3</sup> For a complete overview of the six concepts presented for discussion during the community consultation phase, refer to the Open House Display Panels on the North Vancouver School District's Land, Learning, Livability Website.

### 3.3 Preferred Options

Based on community feedback and broad site planning considerations, two options were developed for further analysis. These options are considered “preferred” in that they reflect general themes of community feedback.

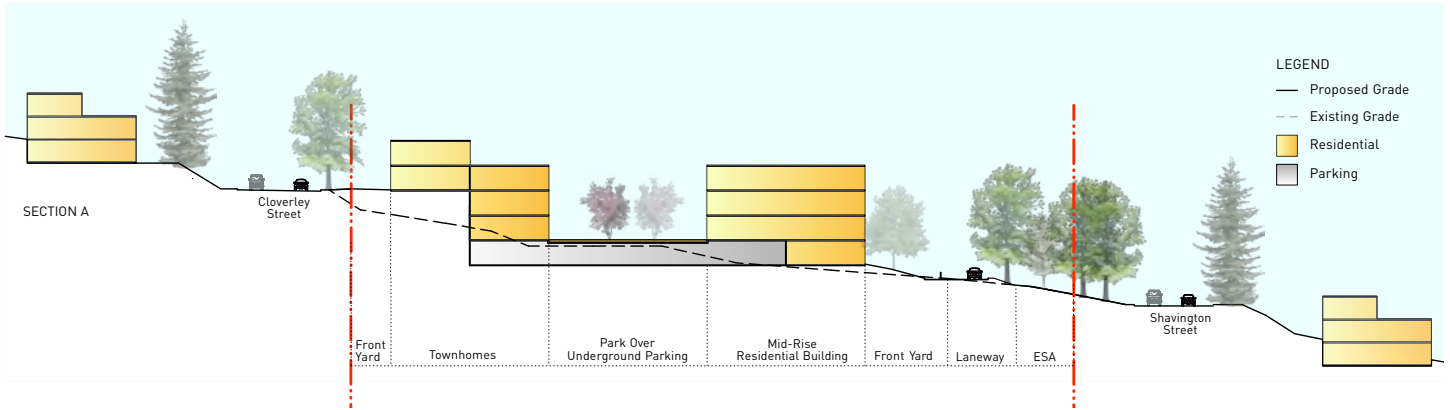
Option 1 and Option 2 vary considerably in terms of community amenity provision and, therefore, development opportunity and residual land value. This discrepancy in approach and associated range of potential revenue helps to define the relative cost of additional amenity beyond retention of the existing open space at the east of the site which is owned by the school district and is being leased to the City.

Option 1 incorporates an open space equivalent in size to the open space currently on site that is leased to the City as park. The western portion of the block is envisioned for development including 2-storey back-to-back townhouses along Cloverley Street (terraced to respond to the sloping site) and 4-storey apartment buildings (3-storey when viewed from the interior courtyard) along an access driveway accessed off of Shavington Street. The access driveway must not overlap with the identified Environmentally Sensitive Area. An advantage of situating buildings of these heights in these locations is that it will still allow for overlook across the site from houses located north of Cloverley Avenue.



**Cloverley Preferred Option 1**

<sup>4</sup> None of the options reflect community suggestions that no change occur on the land as this would not represent a source of revenue to the School District. Though themes that emerged from consultation are incorporated into each option, this is not meant to suggest community endorsement of the options developed or of any other potential development option.



### Cloverley Preferred Option 1- Section View

The open space may function as park space in its entirety in the short-term, though a portion of this site is envisioned to be retained as a location for a potential early learning centre and associated play space, if the need arises in the future. This option could generate approximately 165 units including 50 townhomes and 115 apartments. In terms of vehicular trips, it is anticipated that this option will generate approximately one additional vehicle per minute during the peak hour period.

Option 2, which can generate approximately 115 units, represents an alternative to providing additional amenity space on the site, reserving the westernmost portion of the block as a future site for either additional development or as a potential early learning centre. Even in a scenario where a potential early learning centre is needed there is allowance for the area east of the existing tennis courts to be retained as park. However, this would result in a reduction to the overall land value. Given the lower density and the potential for less land available for development, this option could generate as low as 60% of the residual land value as Option 1.

This option is anticipated to generate slightly less vehicular traffic than Option 1 because of its lower density. The option will generate approximately one additional vehicle per minute during the pm peak hour period.

The discrepancy in land value between Option 1 and Option 2 can be considered as an articulation of the monetary “cost” of less land available for development and decreased density. There are opportunities to pursue a variation of Option 2 that would generate additional revenue for the school district -namely utilizing a portion of the proposed open space (as in Option 1) as a site for a potential early learning centre and then using the site currently reserved for the potential early learning centre (shown in blue in the illustration) as a development site for additional residential. This would more closely align the two options in terms of their provision of open space - reserving close to one half of the eastern portion of the block to serve as a combination of both park space and a potential early learning centre.



- A** Low-Rise Development
- B** Semi - Private Open Space
- C** Shared Pedestrian / Vehicular Laneway
- D** Play Equipment
- E** Environmentally Sensitive Area (ESA)
- Primary Trail
- - Secondary Trail

**Cloverley Preferred Option 2**

### Cloverley Preferred Option 1- Highlights

- Allows for potential development of early learning centre and preserves existing park and tennis courts in current location until development occurs.
- Building forms occur in a terraced form, maintaining views across the site from units to the north.
- A 2-storey building expression on Cloverley Street relates to nearby context.
- Two strong east / west connections are proposed through site.
- An ESA provides a buffer from new development to existing houses to the south.

### Cloverley Preferred Option 2- Highlights

- Preserves existing park and tennis courts in the current location.
- Provides wide north / south view corridors through site.
- A stepped building form integrates well with sloping site conditions.
- A 2 to 3 storey building expression on Cloverley Street relates to the nearby context.
- Flexibility for a potential early learning centre or future development site is provided.
- Good north / south site permeability for pedestrians and views.
- Good east / west connection through site
- An ESA provides a buffer from new development to existing houses to the south.

Schedule C.2  
of the  
Administrative Memorandum

Meeting Date: June 17, 2014  Board  Board, in camera

Topic (as per the Memorandum): **Elementary School Fees 2014-15**

Narration:

In accordance with the School Act s. 82 (3), Boards of Education may charge supplementary fees to students and parents for goods and services provided by the board. As well, the School Act s. 82.1(4) affirms the authority of Boards of Education to charge fees to those students enrolled in specialty academies. These fees must be established to cover only the “direct costs incurred by the board in providing the specialty academy that are in addition to the costs of providing a standard educational program”.

The North Vancouver School District Board of Education has developed *Policy 706: School Fees*, incorporating the requirements and provisions of the legislation, and detailing Administrative Procedures for establishing and communicating school fees. The policy is reviewed on an ongoing basis to ensure consistency with changes in legislation, to reduce ambiguity in interpretation, and to support appropriate implementation.

*Policy 706* requires that each North Vancouver school and specialty academy annually establish a schedule of fees. For elementary school fees, these are developed and reviewed each spring, in order that they may be published to school communities in advance of the school year for which they will apply. Fees for secondary schools and specialty academies are addressed in the winter, in order that they are available for inclusion in course programming guides that are published each January.

The process for developing school fees requires school administrators to consult with appropriate staff, students, and parents (SPC), and to establish supplementary fees at the minimum level necessary to recover the cost of the activity/material. The proposed fee schedules are also shared with parents at Parent Advisory Council meetings prior to their finalization.

The Superintendent of Schools annually reviews the individual schedules of school fees for consistency across the School District and provides the schedule of fees to Trustees for their information. Accordingly, the Schedule of Supplementary Elementary School Fees 2013-14 for the North Vancouver School District is attached.

Attachment:  
School District No. 44 (North Vancouver) Schedule of Supplementary Elementary School Fees 2014-15



**SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)  
SCHEDULE OF SUPPLEMENTARY ELEMENTARY SCHOOL FEES 2014-15**

Policy 706: School Fees requires the Superintendent of Schools to review annually the schedule of school fees for all schools and to provide this schedule to Trustees for their information. Listed below are the supplementary elementary school fees established for the 2014-15 school year.

**A. ELEMENTARY SCHOOLS SUPPLEMENTARY FEES**

The following Supplementary Elementary School Fees have been developed through consultation between all groups within individual schools, and discussed at Parent Advisory Council (PAC) and School Planning Council (SPC) meetings.

<b>Material used in projects</b> intended for a student to <b>take home</b> for personal use (or gift) <i>Exclusive of "Group Buy"</i>	<b>Student Planners</b>	<b>Enrichment Learning Activities</b> (e.g., gymnastics, tennis, dance)	<b>Field Trips -</b> Supplemental and Extra-curricular trips
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Range:  
K-7

\$10-61	\$5-10	\$8-30	cost recovery
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**B. ELEMENTARY DISTRICT PROGRAM FEES**

**Band and Strings Program:**

*\* (early payment incentive: additional \$10 discount off Regular Payment when paid before May 2, 2014)*

Regular Payment*:	\$425.00
Late Payment, after July 11, 2014:	\$460.00

**Outdoor School Programs:**

	<u>In-District</u>	<u>Out-of-District</u>
3 Day (Primary)	\$160.00	\$240.00
4 Day (Intermediate)	\$225.00	\$315.00
5 Day (Intermediate)	\$275.00	\$370.00
Bighouse - Skw'une-was Cultural History Program 2 Day (Gr. 4)	\$105.00	\$125.00

Each NVSD school will post their supplementary school fees for 2014-15 on their individual school website or will publish the fees in their school newsletter. Fees are charged only for materials or activities that are supplementary to what is required to sufficiently meet the Province's general requirements for graduation.  
Please contact the school principal to discuss school fees and/or financial assistance.

Schedule C.3  
of the  
Administrative Memorandum

Meeting Date: June 17, 2014  Board  Board, in camera

Topic (as per the Memorandum): **2013/14 Year In Review**

**Narration:**

John Lewis, Superintendent of Schools, will present to the Board *2013/14 Year in Review* – a brief reflection on some of the highlights and significant events that took place in the School District during the 2013/14 school year.

The *2013/14 Year in Review* will feature items reported in the media and posted to the Superintendent's blog over the past school year.



Schedule C.4  
of the  
Administrative Memorandum

Meeting Date: June 17, 2014  Board  Board, in camera

Topic (as per the Memorandum): **Public Board Meetings 2014/15 (Tentative Schedule)**

Narration:

A proposed, tentative schedule of Public Board Meetings 2014/15 was prepared in accordance with *Policy 104: Board of Education – Meetings*. It reads:

*The Board shall conduct regular or special meetings at which all formal and legal business of the Board will be conducted. Regular meetings, scheduled in advance by the Board, shall be held monthly during the school year, usually on the third or fourth Tuesday of the month. An additional special meeting may be held at any time with the consent of all Trustees present at a properly called meeting of the Board, or if all Trustees holding office waive notice. Meetings will be held in July and August at the call of the Chair of the Board for urgent business only.*

*On the written request of a majority of Trustees, the Chair or the Secretary Treasurer may call special meetings on dates other than those of regularly scheduled meetings. All Trustees must be provided written notice no less than 24-hours in advance of the special meeting. No business other than that for which the meeting was called shall be conducted at such a special meeting.*

And

*Regular meetings of the Board shall be held in the Board Room and shall begin at 7:00 pm, unless otherwise decided by the Board.*

The proposed, tentative schedule of Public Board Meetings 2014/15 is attached to this Administrative Memorandum of June 17, 2014.

The schedule of Standing Committee meetings will be determined and announced in September 2014.

Attachment:

Public Board Meetings 2014/2015 – Tentative Schedule

**TENTATIVE SCHEDULE**

**Public Board Meetings 2014/2015 - 7:00 p.m.**

<i>Board of Education - Public Meeting</i>	<i>September 23, 2014</i>
<i>Board of Education - Public Meeting</i>	<i>October 21, 2014</i>
<i>Board of Education - Public Meeting</i>	<i>November 18, 2014</i>
<i>Board of Education - Public Meeting (Inaugural Meeting)</i>	<i>December 9, 2014</i>
<i>Board of Education - Public Meeting</i>	<i>January 20, 2015</i>
<i>Board of Education - Public Meeting</i>	<i>February 17, 2015</i>
<i>Board of Education - Public Meeting</i>	<i>March 24, 2015</i>
<i>Board of Education - Public Meeting</i>	<i>April 21, 2015</i>
<i>Board of Education - Public Meeting</i>	<i>May 26, 2015</i>
<i>Board of Education - Public Meeting</i>	<i>June 16, 2015</i>
<b><i>Education Month Celebrations - March 2015</i></b>	

Schedule C.5  
of the  
Administrative Memorandum

Meeting Date: June 17, 2014  Board  Board, in camera

Topic (as per the Memorandum): **Tuesday, June 10, 2014 Meeting of the Education and Programs Standing Committee**

**Narration:**

The Board will find attached a copy of the meeting notes from the Education & Programs Standing Committee meeting held on June 10, 2014,

Trustee Lisa Bayne, Committee Chair, will report on highlights of the meeting.

**Attachment:**

Meeting Summary – Education & Programs Standing Committee, June 10, 2014

## **EDUCATION & PROGRAMS STANDING COMMITTEE**

### **NORTH VANCOUVER SCHOOL DISTRICT**

#### **Meeting Summary of June 10, 2014**

Meeting Summary of the Board of Education's Education and Programs Standing Committee Meeting held in the Mountain View Room on the fifth floor of the Education Services Centre, 2121 Lonsdale Avenue, North Vancouver, British Columbia, on Tuesday, May 6, 2014.

#### **Meeting Attendance:**

Trustees and representatives of the North Vancouver District Parents' Advisory Council and North Vancouver Administrators (NoVA) attended the meeting, as did members of District Staff, and interested members of the public.

#### **Call to Order:**

Standing Committee Chair Lisa Bayne called the Education and Programs Standing Committee to order at 4:00 pm.

#### **District Literacy Plan:**

Joanne Robertson, Director of Instruction, introduced the Literacy Planning Team. She highlighted the contributions of Brenda Bell, Principal of Cove Cliff Elementary, and Arlene Martin, Principal of Brooksbank Elementary, for their leadership and support. Ms. Bell reviewed the purpose and design of the Literacy Plan. The plan was organized to focus on a continuum of Literacy Support from early learners to adults. The plan provides detail on current initiatives as well as reflection on where we need to develop in the future. Dr. Robertson shared the play-based approach of Strong Start and Ready Set Learn in Early Literacy. Lise Smith, Vice-Principal of Queensbury Elementary, provided an overview of early literacy from the primary school perspective (eg, Engaged and Proud). Ms. Bell reviewed approaches to differentiated instruction and assistive technologies. Community Access to literacy programs at local libraries has been a focus to engage parents as readers and support the adults in our community. Reading success for adults has been an initiative to understand the needs of the community in reading. These included a Literacy Forum, to explore the different meanings of literacy and what that means for programming, as well as targeted programs to reach and teach adults with literacy needs

#### **Aboriginal Education Enhancement Agreement:**

Brad Baker, District Administrator for Aboriginal Education, reviewed the Pathways to Success. He reviewed the four House Posts for the School District's approach inclusive to Implement, Enhance, Strengthen, and to Engage educators and learners. Key program themes include Cultural and Academic as well as Community and Parent Engagement. One of the highlights of this year included the Youth Voices on Reconciliation. Over 150 students came together to provide a perspective and guidance on how we go forward for our Aboriginal children. Mr. Baker discussed input and opportunities to present to JEPIC, and all school administrators. These are positive steps but there is still a degree of 'institutional' racism evident. There is progress towards bringing Indigenous 'ways of knowing' into our curriculum, teaching, and understanding but there is work to be done. Mr. Baker also highlighted a number of events that raised the awareness of Aboriginal Culture. We are seeing growth in our Aboriginal students feeling they are supported at school. Transition opportunities are a focus for the department to ensure the greatest number of students to have post-secondary options. Future goals include effective transitions, increase authentic aboriginal curriculum in all areas, continue to increase the understanding of Aboriginal Education, and ultimately increase graduation rates. Go Forward With Courage!

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**District Achievement Contract:**

Director of Instruction Joanne Robertson provided an overview of the design of the Achievement Contract and key markers of success for students. The report is a representation of our commitments to support and improve student learning. The plan aligns with our Strategic Plan, Superintendent's Report, as well as other plans in our District. This is the end of a Three-Year plan, we are embarking on the development of a new achievement plan and report. Ms. Robertson reviewed our key goal areas. Early Learning targets in Strong Start attendance and Ready Set Learn have seen excellent numbers but a targeted approach to hard to reach families is being considered. Literacy achievement has been monitored using a cohort of students over a three-year period. A similar cohort approach of gauging student success in numeracy was also followed. We are seeing highly positive results in the areas of early numeracy as well as Grade 8 Math. Data in student engagement demonstrates that we are seeing a positive trend in secondary for student sense of belonging. We are seeing less positive trends at the elementary level that needs to be brought to the attention of our teachers and principals.

**School Plans:**

Monty Bell, Director of Instruction, reviewed how the School Plans have been evolving over the last three years. The direction is to have more authentic School Plans that tell the story of how the school is enhancing and supporting student learning. We have had a focus on moving from 'proving' what we are doing to how are we 'improving' what we are doing. Key to this approach is the connection of the School Plan with other initiatives in the school. The School Plan is becoming more reflective of individual school differences. We are reviewing the process of development to be more meaningful and to empower and build the capacity of staff. School planning has begun to include Collegial Conferencing, and Collaboration time, as well as student leadership. In addition, Family of School Teams have identified shared goals, processes, and resources. Building capacity and school connectedness across the Family of Schools (FOS) is an increasing focus, as well as shared approaches at a FOS level. Central to our work in going forward is Consistency of our educational message, Coherence of all parts working together, and Connecting to share resources and expertise.

**Next Meeting:**

Please see District Calendar 2014/15

Schedule C.6  
of the  
Administrative Memorandum

Meeting Date: June 17, 2014  Board  Board, in camera

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

Narration:

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

John Lewis, Superintendent of Schools, will present the attached *Land, Learning and Livability Community Engagement Update* that highlights the community engagement process related to the Cloverley and Lucas sites, status reports for the Keith Lynn, Monteray, Plymouth, and Ridgeway Annex sites.

An update, reporting on the progress of each of the eleven properties identified as surplus to long-term needs will be prepared for October 2014.

This report also includes reference to correspondence to the Minister of Education in support of the Board of Education's continued request for the full replacement of Argyle Secondary School.

Attachment: Land, Learning and Livability Community Engagement Update 140617

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## **Land, Learning and Livability Community Engagement Update 140617**

### **Lucas Centre and Cloverley School and site**

DIALOG's report to the Board of Education at its June Public Board Meeting concludes the School District's initial community engagement process for the Lucas and Cloverley sites. The report provided by DIALOG will need to be carefully reviewed and considered by the Board to determine the appropriate next steps in relation to its land management strategy for these two important School District sites.

DIALOG's report will inform the City of North Vancouver regarding the second stage of engagement related to the special study area identified within the Draft Official Community Plan. We expect that the 'special study' process will be developed in consultation with the City of North Vancouver and that timelines will be established and communicated in the early fall.

The 'special study' process to be lead by the City of North Vancouver will provide further opportunities for community engagement and input regarding the future of these sites.

### **Keith Lynn**

Negotiations with the District of North Vancouver for the acquisition of the Keith Lynn site have made good progress. The Board of Education will be considering a disposition bylaw for the Keith Lynn site at its June Public Board Meeting.

### **Monteray**

Morningstar Development Ltd., is continuing to meet with the District of North Vancouver to address municipal requirements to advance this proposed redevelopment towards a Public Hearing.

### **Plymouth facility and site**

The Lions Gate Christian Academy (LGCA) is continuing the due diligence process in consultation with the District of North Vancouver; working towards an August 1, 2014 date for occupancy of the site.

### **Ridgeway Annex**

We are working with the City of North Vancouver to arrange a meeting for early September to enable further discussion of the Board of Education's land management strategy. This will provide an opportunity to increase the understanding of the proposed redevelopment of Ridgeway Annex in the larger context of the School District's land management strategy.

## **Land, Learning and Livability Community Consultation Update**

A comprehensive update, reporting the progress for each of the eleven properties identified as surplus to long-term needs, will be prepared for October 2014. This will mark the completion of the third year of the Board of Education's Land Management Strategy.

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## Argyle replacement project request

Joint correspondence from the North Vancouver School District and the Corporation of the District of North Vancouver has been communicated to the Minister of Education regarding our continued request for the full replacement of Argyle Secondary School.

This letter responds to a number of conditions identified by the Minister of Education as necessary for the approval of the full replacement project and the authorization to borrow \$8.9M to fund the differential, if needed.

The Board of Education and Mayor and Council of the District of North Vancouver indicated that they would be pleased to meet with the Minister and appropriate Ministry staff to address any remaining concerns to enable this project to move forward at the earliest opportunity.



Schedule C.7  
of the  
Administrative Memorandum

Meeting Date: June 17, 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.8  
of the  
Administrative Memorandum

Meeting Date: June 17, 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 .....E.....  
of the  
Administrative Memorandum

Meeting Date:            June 17, 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.