



**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 16, 2015 at  
 7:00 pm

			Estimated Completion Time
A.	Call to Order		
A.1.	Chair Gerlach's opening remarks	(no schedule)	7:00 pm
A.2.	Approval of Agenda (that the agenda, as recommended in the Administrative Memorandum, be adopted.)	(no schedule)	7:00 pm
A.3.	Public Comment Period		7:10 pm
A.4.	Approval of Minutes (that the minutes of the Public Meeting of May 26, 2015 be approved as circulated)	(no schedule)	7:15 pm
A.5.	Student Presentation – District Student Leadership Council Report		7:30 pm
A.6.	Student Presentation – Global Initiatives - Carson Graham Secondary		7:45 pm
B.	Action Items		
B.1.	Education Report for Board Approval – 2015/16 School Plans		7:50 pm
B.2.	Argyle Replacement Option Engineering Requirements		8:00 pm
C.	Information and Proposals		
C.1.	Elementary School Fees 2015/16		8:05 pm
C.2.	Access to Information – Follow up Report		8:15 pm
C.3.	2014/15 Year In Review		8:30 pm
C.4.	Three-Year Operating Plan		8:40 pm

Please note that this meeting will be video and/or audio recorded as per the motion passed on December 9, 2014 and with Board Chair authorization.



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PUBLIC BOARD MEETING  
 Tuesday, June 16, 2015 at  
 7:00 pm

		Estimated Completion Time
	(continued)	
C.5.	Together Against Plastic Bottles (TAP Bottles) Initiative	8:50 pm
C.6.	Public Board Meetings 2015/16 (Tentative Schedule)	8:55 pm
C.7.	Land, Learning & Livability Community Engagement - Update	9:00 pm
C.8.	Tuesday, June 9, 2015 Standing Committee Meeting	9:05 pm
C.9.	Out of Country Field Trips - Secondary	9:10 pm
C.10.	Superintendent's Report	9:15 pm
C.11.	Report Out - BC School Trustees Association (BCSTA) and BC Public Schools Employers' Association (BCPSEA)	9:20 pm
C.12.	Trustees' Reports	9:30 pm
D.	Future Meetings <i>(Referenced in C.6.)</i>	(no schedule) 9:30 pm
E.	Public Question & Comment Period	9:50 pm
F.	Adjournment	(no schedule) 9:50 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 16, 2015                             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 ten (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 signup sheet in order to speak during the Public Comment Period. The signup sheet will be available in the Board Room from 6:50 – 7:00 pm prior to the meeting’s commencement. The Chair will invite those wishing to speak in the order that their name appears on the signup sheet.

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

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

Speakers may speak only once at the Public Comment Period.

## School District No. 44 (North Vancouver)

Minutes of the Public Meeting of the Board of Education, School District No. 44 (North Vancouver) held in the Mountain View Room of the Education Services Centre at 2121 Lonsdale Avenue in North Vancouver, British Columbia, on Tuesday, May 26, 2015.

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

**ABSENT:** M. Higgins, Vice-Chair (regrets)  
S. Skinner (regrets)

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### A. Call to Order

Chair Cyndi Gerlach 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 F. Stratton

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

Seconded by J. Stanley

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.

No one wished to speak.

### A.4. Approval of Minutes

Moved by J. Stanley

that the minutes of the public meeting of April 21, 2015 be approved as circulated.

Seconded by C. Sacré

Carried

### A.5. Presentation – Secondary School Apprentices Scholarship Recipients

Superintendent of Schools John Lewis introduced John McGowan, District Principal, who acknowledged the accomplishments of six recipients for the 2014/15 Secondary School Apprenticeship Scholarships.

Isaac Booth, Sutherland Secondary; Marshall Coulter, Sutherland Secondary; Luciano Farquhar, Sutherland Secondary; Benjamin Gatto, Sutherland Secondary; Griffin Wanless, Sutherland Secondary and Morrison Yanke, Handsworth Secondary, all received \$1000 scholarships from the BC Ministry of Education in conjunction with the Industry Training Authority. The scholarship is intended to help apprentices continue in their trade through the partial payment of tuition or the purchase of tools or supplies.

Mr. McGowan responded to Trustees' questions, stating that the semester system at Sutherland Secondary allows for a seamless transition between school and work, boosting the number of scholarships recipients at that site. Chair Gerlach extended congratulations to all of the students and thanked Mr. McGowan for his presentation.

**A.6. Presentation – Capital Project Ridgeway School Heritage Restoration LEED Certification and the BlueShore Financial Environmental Learning Centre LEED Certification**

John Lewis, Superintendent of Schools, showcased LEED® building designations for North Vancouver School District's Ridgeway Elementary School and the BlueShore Financial Environmental Learning Centre. LEED® stands for Leadership in Energy and Environmental Design and is issued by the Canadian Green Building Council.

Superintendent Lewis shared that Ridgeway Elementary was certified for a LEED® Gold rating in January of 2015 and the Environmental Learning Centre's LEED® Platinum status was certified in March. Both these awards affirmed the School District's commitment to green building practices and providing healthy work and learning environments for students and staff.

Chair Gerlach noted that these awards help recognize the hard work that Board and staff undertake to promote and continue the District's vision of providing a welcoming, safe and sustainable teaching environment.

**B.1. Proposed Revised Policy 104: Board of Education – Meetings**

Introducing this agenda item, Superintendent of Schools John Lewis noted that an interest was expressed by a member of the public to video and/or audio record Public Board Meetings. As a result of the request, the Board passed a motion on December 9, 2014, to consider changes to [Policy 104: Board of Education – Meetings](#). A sub-committee of the Policy Review Committee was established to undertake the Board's request and report back its findings and options.

After review of *Policy 104*, the Policy Review Committee, of which Vice-Chair Megan Higgins and Trustee Franci Stratton are members, recommended three options for the Board to consider.

During discussion, Trustees stated that their preferred option would be that audiovisual recordings of Public Board Meetings be produced and broadcasted by the Board of Education. Factoring in risks and concerns, specifically the estimated financial costs, lead the Board to agree with the recommended option from the sub-committee: that public meetings of the Board may be recorded by any member of the public, provided that notice is given by the Board in advance of the meeting, and in accordance with the Administrative Procedures.

Moved by B. Forward

that the Board of Education has given its consideration to *Proposed Revised Policy 104: Board of Education – Meetings; Proposed Revised Policy 104: Administrative Procedures; and Appendix – Video and Audio Recording of Board Meetings – Options*, as attached to this Administrative Memorandum of May 26, 2015, and;

that the Board of Education approves Option A of *Appendix - Video and Audio Recordings of Board Meetings – Options*, and;

that the Board of Education approves *Proposed Revised Policy 104: Board of Education – Meetings*, and;

that the Board of Education approves *Policy 104: Administrative Procedures*, subject to the inclusion of Option A.

Seconded by F. Stratton

Carried

**B.2. Proposed Revised Policy 203: Communicating Student Learning to Parents (Reporting)**

Superintendent of Schools John Lewis introduced this agenda item, advising that the policy has been reviewed and revised to bring it into alignment with the [Communicating Student Learning K-12: Handbook of Assessment, Evaluation and Reporting](#) and to support consistent communication of student progress to parents.

**B.2. Proposed Revised Policy 203: Communicating Student Learning to Parents (Reporting) (continued)**

Moved by F. Stratton

that the Board of Education approve *Proposed Revised Policy 203: Communicating Student Learning to Parents (Reporting)*, as attached to this Administrative Memorandum of May 26, 2015.

Seconded by C. Sacré

Carried

**B.3. 2015/16 Budget Consultation Update and Board Direction**

In introducing this agenda item, Secretary Treasurer Georgia Allison shared that at the last Public Board Meeting of April 21, 2015, the Board approved the Administrative Savings Plan and the reinstatement of temporary support to the classroom to address Kindergarten start-up. Additionally, the Board asked to defer the approval of the recommended budget priorities to the May 26, 2015 Public Board Meeting, to allow Trustees an opportunity to further discuss and consider the proposed recommendations.

Responding to Trustees' questions, Secretary Treasurer Allison and Superintendent Lewis clarified that the Learning Improvement Fund (LIF) would provide a significant benefit to class size and composition and that the Budget would allow enough flexibility to fund the addition of a Vice-Principal at Mountainside Secondary School. The additional administrator at Mountainside would allow a larger focus to the vision for an integrated system of care and an integrated model to support the social, emotional and behavioural learning needs of students.

Moved by F. Stratton

that the Board approve the recommended budget priorities, as described in Appendix A, and;

that the Executive report to the Board at its October 2015 Public Board Meeting regarding allocations, and the availability of any funds remaining available, and further;

that the Board approve the allocation of funds in the Budget to support the establishment of a Vice-Principal position at Mountainside Secondary, effective July 1, 2015.

Seconded by C. Sacré

Carried

**B.4. School District No. 44 (North Vancouver) Annual Budget Bylaw for Fiscal Year 2015/16**

As required under the School Act, the Board of Education must adopt its budget bylaw on or before June 30, 2015 for the 2015/16 fiscal year. Secretary Treasurer Georgia Allison presented the 2015/16 Annual Budget in the amount of \$166,384,428.

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: Provincial Operating Grant, which is based on projections that may or may not be achieved; Administrative Savings Plan, required savings plan of \$760,017 in 2015/16 and \$1,520,034 in 2016/17; repayment of \$6.2M capital loan, which is due on December 31, 2015; and the 2015/16 Preliminary Budget does not include a provision for an increase in wages for administrators and exempt staff (contingent on the Province releasing the salary freeze).

As Trustees had been previously briefed, Mr. Wurz highlighted a few items: that there was an overall change in the Operating Grant with an increase of \$1,712,786 compared to the 2014/15 Amended Budget; international tuition fees are estimated to increase by \$198,000; salaries and benefits increased by \$5,853,473, which can be attributed to a combination of: teacher salaries increasing from the strike, increments and reductions for the Administrative Savings Plan and planned health and wellness initiatives; services and supplies saw a net increase of \$42,981; and the Special Purpose Fund increased by \$209,526 mostly due to Learning Improvement Funding (LIF).

**B.4. School District No. 44 (North Vancouver) Annual Budget Bylaw for Fiscal Year 2015/16 (continued)**

In response to Trustees' questions, clarification was provided regarding funds to improve employee attendance and wellness; increased revenue due to the band and strings program; and increased fees due to rentals and leases.

Secretary Treasurer Allison shared that the Cheakamus Centre continues to expand with updates to hospitality and educational programs. With these positive enhancements to the site and programs, it is expected that the Cheakamus Centre will progress to show an increase in revenue for the 2016/17 Budget.

Moved by F. Stratton

that School District No. 44 (North Vancouver) Annual Budget Bylaw for fiscal year 2015/16 be read a first time;

Seconded by B. Forward

Carried

Moved by C. Sacré

that School District No. 44 (North Vancouver) Annual Budget Bylaw for fiscal year 2015/16 be read a second time;

Seconded by J. Stanley

Carried

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

Moved by J. Stanley

that School District No. 44 (North Vancouver) Annual Budget Bylaw for fiscal year 2015/16 be read a third time, passed and adopted.

Seconded by F. Stratton

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.

**C.1. Raising of the Rainbow Flag**

Chair Gerlach introduced this agenda item noting that the City of North Vancouver had recently passed a resolution to raise the Rainbow Flag for the duration of Pride Week to show support to the LGBT2SIQQ community. North Vancouver School District is committed to the inclusion and recognition of diversity and paralleling the City's resolution is important to show pride and support students, staff and parents in the community.

Moved by J. Stanley

In recognition of the School District's ongoing commitment to inclusion and recognition of diversity, the Board of Education will annually raise the Rainbow Flag at the Education Services Centre for the duration of Pride Week in a show of support to the LGBT2SIQQ community.

Seconded by B. Forward

Carried

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

John Lewis, Superintendent of Schools, introduced this agenda item and provided a brief update on Monteray, Ridgeway Annex and the Argyle replacement project. He noted that Monteray had received second and third readings at the Council Meeting of Monday, April 27, 2015, and the fourth and final reading would take place in early June. The redevelopment proposal for Ridgeway Annex will proceed through the Municipal process.

Superintendent Lewis also noted that on May 7, 2015, a meeting with the Deputy Minister, Assistant Deputy Minister, Board Chair, Superintendent and Secretary Treasurer took place, allowing an opportunity to discuss and highlight the Argyle Seismic Project. The Ministry

**C.2. Land, Learning & Livability Community Engagement – Update (continued)**

expressed strong support for the work being done by the School District, which allowed the District to proceed with a call for Expressions of Interest for the lead architectural and consultant services.

**C.3. Tuesday, May 5, 2015 Standing Committee Meeting**

Trustee Jessica Stanley, Chair of the Education and Programs Standing Committee, reported on the meeting that showcased Inclusive Education by celebrating and supporting classroom diversity and that shared the Draft Three-Year Operating Plan. Trustee Stanley thanked those who attended.

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

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

- Argyle, Handsworth Secondary School – field trip to Cadiz, Spain (June 27-July 10, 2015)
- Seycove Secondary School – field trip to Oregon, USA (October 3-10, 2015)

**C.5. Superintendent’s Report**

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

- District Student Leadership Council Forum – Innovation in Our Education
- Early Learning Dessert and Dialogue – Supporting Social Emotional Learning
- Prime Minister Stephen Harper Visits Seycove Secondary
- Foods that Fit
- Field Hockey Academy Parent Meeting
- District Dance Festival
- Emergency Preparedness Week is May 3-9, 2015
- Child and Youth Mental Health Day – May 7, 2015
- NS News Readers Choice Awards 2-15 – Artist for Kids
- Queen Mary awarded Heritage Project Achievement Award by CNV
- RMCP Lower Mainland Youth Academy Graduation Ceremony
- BC Youth Week – May 1-7, 2015
- Concours d’art oratoire 2015

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

No updates were reported out.

**C.7. Trustees’ Reports**

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

1. Meetings attended by Trustees included:
  - Public Board Meeting
  - Standing Committee Meeting
  - Trustee Seminar
  - Policy Review Committee Meeting
  - AFK Management Committee Meeting
  - Sustainability Leadership Team Meeting
  - President’s Council Meeting
  - DNV/Argyle Project sub Committee Meeting



**C.7. Trustees' Reports (continued)**

- BCSTA Metro Meeting
  - North Shore Congress
2. Events attended by Trustees included:
- Superintendent's Luncheon
  - ESC Openhouse
  - Anti-Bootlegging Annual Campaign & Media Launch
  - Queen Mary Centennial Celebration
  - International Bacculaureate Primary Years Programme Evaluation – Capilano Elementary School
  - VSO and Elementary Honors Band & Strings Concert
  - Gordon Smith Gallery – Print Launch
  - CNV Youth Awards
  - DNV Youth Awards

**D. Future Meetings**

<b>Date and Time</b>	<b>Event</b>	<b>Location</b>
Tuesday, June 9, 2015 at <b>7:00 pm</b>	Standing Committee Public Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, June 16, 2015 at <b>7:00 pm</b>	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver

**E. Public Question & Comment Period**

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

There was no one wishing to speak.

**F. Adjournment**

The established agenda being completed, the Chair adjourned the meeting at 9:11 pm and thanked those who attended.

Certified Correct:

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

\_\_\_\_\_  
Cyndi Gerlach  
Chair, Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Schedule A.5  
of the  
Administrative Memorandum

Meeting Date: June 16, 2015  Board  Board, in camera

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

Narration:

The District Student Leadership Council (DSLCL) provides an avenue for the provision of student opinion, voice 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 DSLCL 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.

DSLCL Coordinators Brenda Bell, Principal, Cove Cliff Elementary School, and Greg, Hockley, Vice-Principal, Argyle Secondary School, Cary Hungle, Principal, Queensbury Elementary School and Justin Wong, Vice-Principal Handsworth Secondary School, work with the District Student Leadership Council.

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

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

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

Schedule A.6.  
of the  
Administrative Memorandum

Meeting Date: June 16, 2015  Board  Board, in camera

Topic (as per the Memorandum): **Presentation – Carson Graham Global Initiatives**

**Narration:**

Carson Graham Secondary School's Global Initiatives is a student leadership program with a focus on global service projects as well as local service initiatives.

This year's Global Initiatives project was to travel to the Dominican Republic to complete humanitarian work through active participation in construction projects for impoverished families and experiencing the daily life of those living in poverty by working alongside them gathering recyclables in a garbage dump.

Global Initiatives is a continuation of the Community Initiatives program which begins in Grade 9. As part of the program, students make presentations to their feeder schools and partner organizations.

Rob Olson, Carson Graham's Global Initiatives and Leadership Teacher, will introduce members of the Global Initiatives group, and have them reflect on their experiences through presentations.

Following the presentations, members of the Carson Graham Global Initiatives group will respond to questions from Trustees.

Schedule B.1  
of the  
Administrative Memorandum

Meeting Date: June 16, 2015  Board  Board, in camera

Topic (as per the Memorandum): **Education Report for Board Approval – 2015/16 School Plans**

**Narration:**

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 2015/2016 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 2015/2016. 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, Julie Parker and Joanne Robertson, at the Board's public Education and Programs Committee meeting held June 9, 2015.

Attachment:  
Summary of School Plan Goals 2015/2016

**RECOMMENDED MOTION:**

that the Board of Education approve the 2015/2016 School Plans for improving student achievement, developed and reviewed by the School Planning Councils and approved by the appropriate Assistant Superintendent.



## SCHOOL PLANS 2015-2016 – FAMILY OF SCHOOLS

ARGYLE FAMILY OF SCHOOLS			
School	Goal 1	Goal 2	Goal 3
<b>Argyle</b>	<p><b>Goal #1:</b> To improve success rates of students through collaborative planning based on the four pillars of education and the three core competencies of the BC Curriculum</p>	<p><b>Goal #2:</b> To improve the relevance of student for students through connecting classroom, Family of Schools District and the community initiatives</p>	
	<p>1.1 To work collectively to foster meaningful and authentic planning for student success universally applied across the curriculum.</p> <p>1.2 To work collectively to foster meaningful and authentic planning for the success of students with targeted and intensive support.</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>	
<b>Boundary</b>	<p><b>Goal #1:</b> To increase student literacy and numeracy, inclusive of aboriginal content, and in alignment with the new B.C. Curriculum</p>	<p><b>Goal #2:</b> To increase our use of technology by and for students in support of their literacy, numeracy and social and emotional development, and by and for staff in support of their communication, curriculum design, instruction, assessment and reporting</p>	<p><b>Goal #3:</b> To increase our students' sense of connection to nature, the environment and their community</p>
	<p>1.1 To increase student literacy.</p> <p>1.2 To increase student numeracy.</p> <p>1.3 To include Aboriginal content across the curricula.</p>	<p>2.1 To identify a range of uses for the technology available in our school.</p>	<p>3.1 To provide strategies, structures and resources to allow our students to increase their sense of connectedness to the environment and their community.</p>



## SCHOOL PLANS 2015-2016 – FAMILY OF SCHOOLS

School	Goal 1	Goal 2	Goal 3
Lynn Valley	<b>Goal #1:</b> To improve targeted and intensive remedial instruction to students who are not yet meeting expectations in writing based on fall report card results and February School Wide Write assessment	<b>Goal #2:</b> To encourage and support teachers to use a variety of methods for teaching math facts including: cards, dice, games, apps, and hands-on manipulatives. We would like to see 100% of teachers working on fact fluency a minimum of three times per week	<b>Goal #3:</b> To continue to use a Positive Behaviour Intervention & Supports (PBIS) behavior matrix, and the explicit teaching of Zones of Regulation so that students have a strong sense of accountability, belonging, safety and school culture
	1.1 To identify students who require targeted classroom support with writing and intensive remedial support with writing and to provide appropriate interventions.	2.1 Teachers will use an increased variety of strategies to teach basic math facts, so that students will have opportunities to learn in multiple ways.	3.1 Publish a PBIS Behaviour Matrix for September 2015 implementation as aligned with the School Code of Conduct and extend the matrix to further areas of the school. 3.2 Continue Staff Development on the topic of Executive Functioning Skills, and the impacts of classroom environments and routines on student behaviour.
Ross Road	<b>Goal #1:</b> To promote and develop knowledge, skills and engagement for learning in all of its forms	<b>Goal #2:</b> To improve students' sense of belonging and social responsibility towards the school community and natural environment	
	1.1 To increase student engagement in math to improve student achievement in math of students in grades 4-7. 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.	2.1 To increase a sense of responsibility towards the school community and natural environment by learning about, in and with nature.	
Upper Lynn	<b>Goal #1:</b> To increase literacy skills	<b>Goal #2:</b> To increase students' knowledge and understanding of Mathematics	<b>Goal #3:</b> To increase students' awareness of social responsibility
	1.1 To introduce the students to, and increase their understanding of, communication as a core competency.	2.1 To increase students' involvement in setting and monitoring personal learning goals in mathematics.	3.1 To increase intermediate students' sense of physical and emotional safety.



## SCHOOL PLANS 2015-2016 – FAMILY OF SCHOOLS

CARSON GRAHAM FAMILY OF SCHOOLS			
School	Goal 1	Goal 2	Goal 3
<b>Carson Graham</b>	<b>Goal #1:</b> To develop inquiring, knowledgeable, confident and caring students	<b>Goal #2:</b> To enhance Aboriginal students' academic achievement, student empowerment and sense of belonging	<b>Goal #3:</b> To increase student engagement and connection to Carson Graham Secondary School at the Grade 7/8 transition stage
	1.1 To increase successful student transitions between grades, particularly for students who are at-risk academically and social-emotionally. 1.2 To improve student learning surrounding overall bullying. 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.	2.1 To improve student attendance rates. 2.2 To improve grade to grade transition rates.	3.1 To improve the elementary to high school transition process.
<b>Braemar</b>	<b>Goal #1:</b> To improve the literacy level of students in reading proficiency	<b>Goal #2:</b> To improve students' proficiency in mathematics	<b>Goal #3:</b> To improve students' transition to secondary school
	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.	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.	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).



## SCHOOL PLANS 2015-2016 – FAMILY OF SCHOOLS

School	Goal 1	Goal 2	Goal 3
<b>Capilano</b>	<b>Goal #1:</b> To broaden school community connections as a means of supporting student achievement	<b>Goal #2:</b> To increase student engagement in learning	
	1.1 To support the social and emotional wellbeing and sense of belonging of students. 1.2 To enhance community understanding of the IB Primary Years Programme and increase parental engagement in students' learning.	2.1 To continue to develop inquiry and concept-based teaching and learning. 2.2 To build on school community's understanding of meaningful student action. 2.3 To continue to support students' understanding and development of the Learner Profile Attributes. 2.4 To support students' individual learning needs.	
<b>Carisbrooke</b>	<b>Goal #1:</b> To improve proficiency in understanding and answering math word problems (math literacy)	<b>Goal #2:</b> To strengthen the process of Grade 7 student transition to Grade 8	
	1.1 To increase reading comprehension, specific to the "language of numeracy."	2.1 To increase the number of students who report they feel ready to deal with social challenges in high school. 2.2 To increase the number of students who report they feel ready to deal with academic challenges in high school. 2.3 To increase the percentage of Grade 7 students who consistently complete homework (in preparation for high school).	
<b>Larson</b>	<b>Goal #1:</b> To improve students' literacy skills To develop strong literacy skills	<b>Goal #2:</b> To enhance the school's positive learning environment	<b>Goal #3:</b> To increase the level of Grade 7 engagement and connection to secondary school
	1.1 To increase the number of engaged and successful readers in grades 1-3. 1.2 To increase the number of students who meet or exceed expectations in writing skills.	1.1 To increase students' (Gr 4-7) sense of empowerment and leadership skills. 2.1 To increase students' sense of belonging.	3.1 To increase the number of Grade 7 students reporting that they feel confident (positive) about their transition to secondary school.





## SCHOOL PLANS 2015-2016 – FAMILY OF SCHOOLS

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



## SCHOOL PLANS 2015-2016 – FAMILY OF SCHOOLS

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



## SCHOOL PLANS 2015-2016 – 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 marks in Grade 10 English	<b>Goal #2:</b> To increase the percentage of students demonstrating success in mathematics, based on final marks in Grade 10 Math	<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 English 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 reduce the number of students who are not yet within expectations in writing as currently 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 2015-2016 – 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 4 and 7 (2015-2016) 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 4 (2015-2016).	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 improve the problem-solving and leadership skills of students in all grades with a focus on monitoring those students currently in Grades 2 and 6 for problem solving	<b>Goal #2:</b> To improve students’ communication/literacy skills in writing and over the next year as measured by the School-Wide Write (using the BC Performance Standards as the assessment tool) as well as Report Card data for Primary Students	<b>Goal #3:</b> To improve students’ proficiency in Mathematics over the next year as measured by the North Vancouver District Gr. 6 Math Assessment Report Card Data and FSA results for Gr. 4 and 7
	1.1 To increase the number of students using a problem solving framework to resolve peer conflict. Decrease the number of students requiring adult intervention to solve inter-personal problems and teach parents about the problem solving framework so that it can be reinforced at home.  1.2 Creating leadership opportunities for a broader base of students to improve engagement in school activities and to practice positive problem solving and leadership skills.	2.1 To increase the writing proficiency of students in Grade 1 to 70%, Grade 2 to 75% and Grade 4 to 65%, 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 maintain the Mathematics proficiency of students who are currently in Grade 3 at 90% as they transition into the intermediate grades. Increase the percentage of students to 80% in Grade 6 Fully Meeting or Exceeding Expectations (A or B letter grades) as measured by Report Card Data and FSA results.



## SCHOOL PLANS 2015-2016 – FAMILY OF SCHOOLS

SEYCOVE FAMILY OF SCHOOLS			
School	Goal 1	Goal 2	Goal 3
<b>Seycove</b>	<b>Goal #1:</b> To increase student’s 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 in their learning	<b>Goal #3:</b> To improve 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 learning 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 playground.	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 2015-2016 – FAMILY OF SCHOOLS

School	Goal 1	Goal 2	Goal 3
<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 Increase the number of students who report feeling empowered and engaged as measured by a locally developed survey.</p> <p>3.2 Increase Student sense of safety/belonging by utilizing TRIBES, Self-Regulation, and Mind Up practices.</p>



# SCHOOL PLANS 2015-2016 – 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 develop within students, a sense of belonging and pride, by engaging collaboratively with our educational partners within the Sutherland Family of Schools	
	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 measured by their Provincial Exam mark and their Final letter grade C+ or better.	2.1 Through collaborative engagement, Sutherland will continue to develop relationships within the Family of Schools to further build upon a greater understanding of the K-12 enterprise. Through these efforts, the schools will work collectively to kindle and elevate student's sense of belonging.	
Brooksbank	<b>Goal #1:</b> To promote an increased sense of belongingness both as individuals and as members of our school, community and society	<b>Goal #2:</b> To increase student engagement through the use of digital technology	<b>Goal #3:</b> To increase intellectual engagement through improved formative assessment
	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. 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. 1.3 To develop and maintain partnership programs to inform and involve families throughout the school year.	2.1 To increase opportunities for all students to personalize learning through the use of digital technology. 2.2 To explore options for increasing the availability of digital technology for students with identified executive functioning/expressive needs. 2.3 To increase opportunities for students, staff and parents to develop greater understanding and fluency in their use of digital technology & social media.	3.1 To develop a broader and deeper understanding of authentic assessment for learning. 3.2 To increase opportunities for students to be actively involved in the assessment process.



## SCHOOL PLANS 2015-2016 – FAMILY OF SCHOOLS

School	Goal 1	Goal 2	Goal 3
<b>Eastview</b>	<b>Goal #1:</b> To improve the sense of safety and belonging felt by students	<b>Goal #2:</b> To improve student achievement in reading comprehension	<b>Goal #3:</b> To increase student confidence in math
	1.1 To improve the sense of safety for students K-7 as measured the District Social Responsibility School Survey and school developed survey. 1.2 To improve the sense of belonging felt by students K-7 measured by a school developed survey.	2.1 To improve the reading comprehension of students in grade 3.	3.1 To increase student confidence in math.
<b>Queensbury</b>	<b>Goal #1:</b> To provide students opportunities to become more engaged with their learning	<b>Goal #2:</b> To increase the number of students reporting a positive school climate at Queensbury	
	1.1 To increase opportunities for students to learn through inquiry and project based learning. 1.2 To increase opportunities for students to learn through the use of digital technology.	2.1 To increase the percentage of students feeling connected to the school.	
<b>Ridgeway</b>	<b>Goal #1:</b> To improve students' success rate in Mathematics	<b>Goal #2:</b> To improve students' success rate in reading	
	1.1 To increase by at least 20% the number of students (from the 2012/13 grade 3 cohort) meeting or exceeding expectations by the end of grade 6.	2.1 To increase by at least 31% the number of students (from the 2012/13 grade 1 cohort) meeting or exceeding expectations by the end of grade 4.	





# SCHOOL PLANS 2015-2016 – FAMILY OF SCHOOLS

WINDSOR FAMILY OF SCHOOLS			
School	Goal 1	Goal 2	Goal 3
Windsor	<b>Goal #1:</b> Communication Competency: To increase the number of students demonstrating success in Literacy	<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 Windsor school culture	<b>Goal #3:</b> Thinking Competency: To improve success rates of students in Mathematics at the Junior and Senior grade levels (across the school)
	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. 1.2 To increase the number of students actively engaged in reading activities within the school.	2.1 To increase the number of students at the grade 8 and 9 level whom feel engaged, safe and connected to the school as measured by the Safe & Caring Schools Social Responsibility Survey.	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.  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).
Blueridge	<b>Goal #1:</b> To improve the reading and writing proficiency of students identified as being at risk of low achievement	<b>Goal #2:</b> To improve the social-emotional well-being of students who are experiencing difficulties with self-regulation or anxiety	
	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). 1.2 To increase the percentage of students in Grades 1-7, who are meeting or exceeding expectations in reading. 1.3 To increase the percentage of students in Grades 1-7, who are meeting expectations in writing.	2.1 To increase students skills in identifying how they are feeling and to use the strategies taught to self-regulate.	



## SCHOOL PLANS 2015-2016 – FAMILY OF SCHOOLS

School	Goal 1	Goal 2	Goal 3
<b>Lynnmour</b>	<b>Goal #1:</b> To improve the Communication Competency in students K-3, particularly those “at risk” of low achievement in Literacy	<b>Goal #2:</b> To improve the Personal and Social Competency of students 4-7, particularly those “at risk” of low achievement in social responsible behaviours	<b>Goal #3:</b> To improve the Thinking Competency in students 1-3 and gr. 6, particularly those “at risk” of low achievement in Mathematics
	1.1 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 TOP and gr. 1-2 as measured by DIBELS.	2.1 To increase the percentage of students who engage in socially responsible behaviours as measured by the school district Safe and Caring Survey.	3.1 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.
<b>Seymour Heights</b>	<b>Goal #1:</b> To improve literacy skills of students identified as “at risk” or not yet meeting grade level expectations	<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	
	1.1 To improve the reading performance of grade 1 students as measured by the DIBELS. 1.2 To improve reading proficiency of students identified as being “at risk” in grade 4. 1.3 To improve students’ overall confidence and ability in writing in grade 3 and grade 6.	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. 2.2 To increase the number of students who report that they act in positive ways and make a safe environment. 2.3 To increase students’ engagement and self-regulation through outdoor learning.	



## SCHOOL PLANS 2015-2016 – 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	
	1.1 To increase the number of students who report feeling more connected to their school and school experience, as measured by self-reporting.	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 continue to improve student engagement in online courses through enhanced curriculum, instruction, and assessment practices.	<b>Goal #2:</b> To continue to work in partnership with mainstream secondary schools to support the academic and social/emotional learning needs of designated students taking DL courses	
	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 16, 2015  Board  Board, in camera

Topic (as per the Memorandum): **Argyle Replacement Option Engineering Requirements**

Narration:

In December 2012, the Board of Education wrote to the Minister of Education with a request to meet and discuss how a replacement of Argyle Secondary School might be achieved in partnership with the Ministry of Education. In September 2013, the Board of Education passed a resolution to finance the difference between the Provincial Government funding provided for the Seismic Upgrade and the cost of a full replacement of Argyle Secondary. The Board has made significant progress with its surplus properties towards the retirement of its debt related to Sutherland Secondary and Westview Elementary and the funding necessary for the replacement school option for Argyle.

In advancing the Argyle Replacement Project request, the need for a due diligence engineering review during the summer months has been identified. This review would identify specific engineering requirements and contribute critical information for project planning purposes.

A number of risks and benefits associated with moving forward with an engineering review at the earliest opportunity are identified below:

- A. **Timelines:** estimated timelines for the planning and construction of the new school indicate an opening date of September 2019 may still be possible if preliminary work commences as soon as possible. If the preferred September opening date is not possible, a January 2020 opening date would be suggested, with a move taking place during the winter break.
- B. **Cost escalation:** based on construction costs only, project escalation will result in a cost increase of approximately \$300,000 per year, or \$25,000 per month. Costs incurred 'up front' will be offset by price escalation at the 'back end' of the project.
- C. **Limited 'due diligence':** the estimated costs for a detailed site analysis to be completed during the summer months would be \$20,000 to \$40,000, which would be less than the expected cost escalation related to delaying the project for two to three months. The focus of the study would be on the site conditions and engineering requirements. Typically this will involve geotechnical testing, a revised site survey, and meetings and discussions with the Engineering Department of the Municipality related to parking, sidewalks, and environmental conditions. A portion of the engineering work associated with the treatment of Kilmer Creek (currently running in a culvert beneath the building), will be required whether the project is a full replacement, or a seismic upgrade project.
- D. Building design considerations will be limited to overall massing and location on the site. Specific discussions related to form, function and components would be a subsequent phase, commencing in the early fall with the establishment and involvement of a Steering Committee and through public consultation input processes.

## Schedule B.2. (continued)

Narration (continued):

- E. **Engaging with the Municipality:** proceeding with a due diligence study would enable selected consultants to arrange meetings with the District's Engineering and Planning department as available during the summer to identify municipal requirements.
- F. **Commitment to the Replacement Option:** moving forward with a due diligence review reinforces the Board's continued commitment to the Replacement Project. The information gathered through the due diligence review may also contribute for the development of the Project Agreement between the Board and the Ministry for the requested replacement project for Argyle.

The Board of Education will be financially responsible for costs incurred for the due diligence review should the Ministry not approve the requested replacement school project.

### **RECOMMENDED MOTION:**

that the Board of Education authorize staff to proceed with a limited due diligence engineering review during the summer months as described in item C. within this Board Schedule.

Schedule C.1  
of the  
Administrative Memorandum

Meeting Date: June 16, 2015  Board  Board, in camera

Topic (as per the Memorandum): **Elementary School Fees 2015/16**

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. 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 through School Planning Council (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 (PAC) 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 2015/16* for the North Vancouver School District is attached for the Board's information.

Attachment:

School District No. 44 (North Vancouver) Schedule of Supplementary Elementary School Fees 2015/16



**SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)**  
**SCHEDULE OF SUPPLEMENTARY ELEMENTARY SCHOOL FEES 2015-16**

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 2015-16 school year.

**A. ELEMENTARY SCHOOLS SUPPLEMENTARY FEES**

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. The following identifies the fee categories and range of fee amounts established at elementary schools across the school district.

	<u>Range:</u>
Materials used in special projects (intended for student to take home for personal use or as a gift)	\$4 - \$25
Student Planners	\$5 - \$10
Enrichment Learning Activities (e.g., gymnastics, tennis, dance, etc.)	\$8 - \$40
Field Trips	cost recovery on trip-by-trip basis

**B. ELEMENTARY DISTRICT PROGRAM FEES**

<b>Band and Strings Program:</b>		Registration Fee*:	\$460.00
<i>* registrations received by May 15th are eligible for \$35 rebate in October 2015</i>		Workbook Fee:	\$20.00

<b>Outdoor School Programs:</b>	
3 Day (Primary)	\$165.00
4 Day (Intermediate)	\$235.00
5 Day (Intermediate)	\$289.00
Bighouse - Skw'une-was Cultural History Program 2 Day (Gr. 4)	\$110.00

Each NVSD school will post their supplementary school fees for 2015-16 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.2  
of the  
Administrative Memorandum

Meeting Date:            June 16, 2015                             Board                             Board, in camera

Topic (as per the  
Memorandum):            **Access to Information – Follow up Report**

**Narration:**

At the February 17, 2015 and March 24, 2015 Public Board Meetings, the Board passed motions requesting recommendations on best practices related to protecting the confidentiality of In Camera materials, keeping Trustees fully informed and responding to Trustee requests for information. Doug Steele, President and Founder of Decision Point Advisors was engaged to undertake the research and provide a report to the Board no later than the June 2015 Public Board Meeting.

Mr. Steele presented his preliminary report to Trustees at a Trustee Seminar on June 9, 2015. Mr. Steele will present his final report at the Public Board meeting and answer questions from the Board. The receipt of this report provides the opportunity for Trustees to further discuss the recommendations at a Trustee Seminar in the Fall.

Attachment:  
Board of Education Access to Information Review





**North Vancouver School District**  
**Board of Education Access to Information Review**  
**June 2015**

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## Introduction

The North Vancouver School District passed two motions early in 2015. The first motion (Feb 17 2015) was to provide recommendations on best practices on protecting the confidentiality of In Camera materials and information. The second motion (March 24 2015) was to provide recommendations on best practices on keeping Trustees fully informed and responding to Trustee’s requests for information. This report is written to satisfy the requests in both motions to provide recommendations to improve practices around the Board of Education’s Access to Information as well as more specifically to look at the protection of In Camera materials and information.

## Scope and Objectives

Decision Point Advisors was engaged by the Secretary Treasurer and the Superintendent of Schools to perform a best practices review of how information is shared with the Board of Education as a whole as well as how information is shared with individual Trustees. Also included in the review was to examine the school districts policies, procedures and practices around the recording, storage, dissemination and approval of in-camera minutes from “closed meetings” of the Board.

More specifically the following areas were reviewed:

- Policy, procedures, practices
- Information classification schema
- Storage of paper records
- Storage of electronic records
- Practices for keeping minutes and in-camera minutes
- Information dissemination practices (numbering, stamping, use of portal, etc.)
- Information request process for the Board Members to obtain information
- Existence of a “single point of contact” (central authority) for managing and addressing requests
- Access controls relating to sensitive or confidential data
- Adherence to legislative or other regulatory considerations (School Act, FOIPPA)

Our approach was to use a combination of methods to gather information. Methods included:

- Interviews with key staff at the School District (see Appendix A for list of interviewees)

- Interviews with certain Trustees (all Trustees were invited to participate)
- Review of relevant documentation including bylaws, policies, legal correspondence and guidelines.
- Make inquiries of others organizations that face similar requirements to share information with the Board of Directors. These organization included other School Districts, Local Governments as well as publically listed companies.
- Review guidance from relevant organizations such as the BCSTA, Office of the Auditor General of BC, BC Security Commission Guidance, etc.

The review drew a comparison between NVSD practices and Best Practices (as practiced by other similar organizations). It highlighted areas where gaps exist along with recommendations on priorities and opportunities for improvement.

Please note that this report does not constitute an audit and therefore no steps were taken to validate the information supplied to us during this review.

A summary of our findings is included in the next section and we have included our in-depth findings and recommendations in the Detailed Findings Section.

## Summary of Findings

We inquired with a number of different school districts and local governments regarding their practices around information sharing with their respective Board of Directors. Generally we found that the practices of the North Vancouver School District were comparable to the practices of similar sized organizations. We also found that school districts with a reported high level of trust amongst their trustees and with the school district staff seemed to have less formality associated with their practices.

During our review we found a number of areas where North Vancouver School District was found to be following best practices. In other areas, we noted opportunities for improvement.

Areas of strength noted included:

- Electronic and paper document storage practices were strong
- Practices for the recording, approval and storage of minutes were considered to follow best practice
- There was the existence of a single point of contact for information requests from the Trustees being the Secretary Treasurer. All staff interviewed understood the importance of channelling information requests either through the Secretary Treasurer or the Superintendent.
- We found access control procedures were adequate to protect sensitive information
- Generally the portal was found to be a useful tool for disseminating information in advance of meetings.
- We noted a willingness in all stakeholders consulted to look for ways to improve and strengthen the processes

When compared to best practices including comparisons to other school districts, practices of local governments and regulatory practices of publicly listed companies we identified a handful of areas for improvement. General themes in this regard included:

Improvement Theme	Improvement Opportunity # in Detailed Findings	Priority Level
1. Optimizing the decision making process of the Board so that it is well understood, transparent and efficient.	1	High
2. Adding formality and structure to existing processes (data classification, role clarity, information request protocol, etc.).	2,3,4,5	High

3. Utilizing available functionality to add extra protection to very sensitive documents.	6,7	Moderate
4. Enhancing the features of the portal to ensure that it is user friendly, functional and that documentation and information can be easily located and retrieved in a timely fashion.	6	Moderate
5. Improving ongoing training and awareness for staff particularly with respect to Security, Confidentiality and Privacy Practices. Awareness processes should be enhanced so that staff and Trustees are reminded of important principles and practices that should be followed to help ensure compliance with key regulations and legislation.	8	Moderate

In our review of the In Camera minutes process and practices, we found the School District to be following best practice. Minutes are recorded by the Secretary Treasurer and are stored both electronically and physically in a secure manner. However, there are a number of overarching recommendations highlighted above related to the protection of sensitive information that could further enhance the protection of the In Camera minutes but in a more indirect way. For example, improving training and awareness for staff regarding security and privacy issues are indirectly relevant to the confidentiality of the In Camera minutes and documentation.

Details and more specific examples are provided in the “Detailed Findings Section” below along with recommendations for improvement.

## Detailed Findings

### Improvement Opportunity 1: Information to support decision making process

As part of the review process, Trustees were asked if they felt they were getting adequate information to fulfill their roles as Trustees. Individual answers to this question varied significantly amongst Trustees. Some Trustees felt very comfortable with the process and felt that the information they were receiving was sufficient. Other Trustees felt that they weren't getting all the information needed for them to provide an informed decision including considering all the options and approaching the decision from multiple perspectives. At times, some trustees felt that they were merely "rubber stamping" and that the decision had effectively been already made.

The fact that not all of the Trustees feel that the decision making process is optimized highlights the potential to make improvements in this area.

There are several potential actions the School District could take to improve this situation so that all Trustees feel that they are making well supported and informed decisions. They are outlined below:

- The School District should conduct a seminar specially focused on hearing the concerns and suggestions of the Trustees with respect to information requirements. A third party facilitator could be used to assist with this process to facilitate a constructive discussion and ensure all viewpoints are heard.
- Where possible and practical, the School District should provide options for consideration when asking the Trustees to make decisions. They should provide sufficient supporting information so that the options can be properly evaluated.
- When using language such as *recommended option* or *preferred alternative*, be clear to the Trustees that these are open for amendment and consider including such language when presenting items for a decision.
- Propose the use of an appropriate decision making model when making key Board decisions so that the entire process is clear and transparent.
- Institute specific mandatory workshops before certain key decision points to allow for Trustees and staff to discuss openly with themselves, to allow time for questions and to consider alternatives. Such workshops would be helpful before key decisions such as budget priorities, financial statement approval, strategic planning, major contract approvals, etc. Such workshops would work through the decision using the selected decision making model.
- Institute a feedback loop so that Trustees can give periodic feedback on the quality of the information they are receiving and that any concerns can be dealt with in a timely fashion. This will allow the process to constantly improve over time.

**Priority = High**

## Improvement Opportunity 2: Information Request Protocol

At NVSD, Board of Education information requests are generally handled in an informal way. There is no established written protocol that articulates the process for requesting information or describing how information requests should be handled.

The NVSD should pass a resolution or bylaw regarding Trustee Access to Information. The resolution or bylaw should clearly describe the process to follow when Trustees are requesting access to School District information.

This practice is needed to avoid a misunderstanding of:

- The types of information that may be requested without a Board Resolution
- The security and privacy protocol that should be followed when dealing with certain types of information
- Who Trustees should go to when making requests
- The standards to be applied to physically and/or logically protect the information based on its sensitivity

The process will also help ensure that information dissemination to the Trustees follows compliance requirements especially with respect to confidentiality and privacy as well as ensuring consistency in terms of how information requests are handled.

The security and control of such information once it is disclosed to the Trustees should be commensurate with the level of protection afforded to that classification of information as per the School District's Data Classification Policy (See Recommendation #4). As such, the protocol should outline the respective processes for information requests of Personal and/or Confidential Information vs. Other (non-confidential) Information.

Once the information request protocol is developed, it should be distributed to all relevant staff along with guidance on how it should be used. Any questions regarding the protocol should be directed to the Secretary Treasurer.

**Priority = High**



### Improvement Opportunity 3: Clarity of Board's Role vs. Management

School Board Policy 101 "Board of Education – Role and Function" does not explicitly outline the role of the Board of Education vs. the School District staff itself.

For greater clarity, consideration should be given to amending the policy to be more explicit in terms of how it defines that role. For example, the specific responsibilities could be outlined more directly to include points such as:

- Carrying out legislated duties as set forth in the School Act.
- Making decisions as a corporate body.
- Setting direction (mission, beliefs, and goals) for the School District which reflects community values.
- Developing policy and bylaws which support its mission, beliefs and goals and which provides a framework within which the superintendent of schools can discharge his/her duties.
- Establishing effective open communication links with its education partners and community at large.

In addition, the policy should explicitly state that the Board of Education will concern itself primarily with broad questions of policy rather than with administrative details. Further clarification should be provided in the New Trustee orientation process so that it is very clear that the Board is operating in a governance and oversight capacity rather than that of a "Working Board"

Increasing the clarity of the Board's role should also impact the information requested by the Board to ensure that requests are more likely to include only those items the Board needs to fulfill its responsibilities under the School Act.

**Priority = High**

## Improvement Opportunity 4: Data Classification Schema

NVSD does not have a data classification schema as part of its records management system that can be used to segregate and classify according to its need for protection and sensitivity. NVSD does have a data classification scheme but it is mainly used for records retention purposes.

A classification schema is an important tool to ensure that sufficient and appropriate level of resources are deployed in protecting sensitive information. Such a schema works on the basis that the most confidential and sensitive data warrants the greatest amount of protection. It helps ensure consistency of practices and helps make both staff and the Board of Education aware of how sensitive and confidential information should be protected.

The classification schema should utilize as many “buckets” as necessary to sufficiently protect the information. Usually a schema of 4 levels is sufficient for this purpose. For example a schema could be organized this way:

- Highly Confidential – Trustees and Senior Management Only
- Sensitive – Only School District Management
- Internal – School District Staff only
- Public – information that is available to the public either through the website or by request

Each level of the schema would be associated with a certain level of security and protection with the Highly Confidential level having the strongest and most robust set of procedures and controls.

It is recommended that the data classification schema be integrated to the extent possible with the School Districts existing schema as to leverage off of the procedures and polices currently in place to the extent that they are applicable. Also the classification schema should ensure that it is in line the School Districts Information Security Policy and if required the two policies should be harmonized so that the information security policy makes reference to the classification policy.

Lastly, once finalized and approved by the Board, the classification policy should be shared with staff so they are adequately made aware and trained in its use and implementation.

In addition, the School District should give consideration to improving its records management system and potentially implementing a records management IT solution. As a first step, the School District should perform a current assessment of its records management practices and needs. The assessment could be used to generate a number of options to consider and ultimately result in a roadmap for improving how the District manages its records and what is needed to meet its needs in the future. Ultimately, the data classification framework would be codified within the records management system helping to ensure its implementation and assisting with its enforcement.

**Priority = High**

### Improvement Opportunity 5: Clean Desk Policy

Currently the School District does not have a clean desk policy for its staff.

A clean desk policy is important to the School District because it helps:

- Ensure confidential papers, documents, reports, memo, etc. are not inadvertently left out in plain view on staff desks.
- Protect against inadvertent leakage and exposure of potentially confidential information.

Additionally, the Clean Desk Policy helps solidify the concepts of data classification (what information is indeed confidential) and information security in the eyes of the staff. A sample policy template is included in Appendix C for further reference.

**Priority = Moderate**

## Improvement Opportunity 6: Information shared via Web Portal

Information is shared with Trustees through the use of a web portal that Trustees can sign in to, to get access to certain information. The assistants for the Secretary Treasurer prepare documentation in advance of seminars, workshops and public meetings and upload those documents to the portal in advance of the meetings. An email is sent to the Trustees notifying them that documents are available and the email includes a link to applicable area in the portal. The portal has an area that is restricted to Trustees and Executives only and this is where the documents are uploaded to.

In reviewing the portal and the documents that are uploaded to it, there were several opportunities to make improvements to this tool. They are as follows:

- The School District should consider creating an area within the Trustees and Executives' Area where highly confidential documents are placed. This will increase awareness regarding the sensitivity around the documents as well as allow for potentially enhanced security for that portion of the portal.
- All documents that are confidential in nature (as per data classification scheme) should be labelled as such both in their filename and through a watermark on the document itself.
- Highly confidential documents should have "expiry dates" placed on them so that the system automatically removes them from the portal when the expiry date passes and they are no longer needed.
- The School District should consider deploying some of the advanced security features of Adobe Acrobat to restrict printing and cut and paste functionality for highly sensitive documents.
- Further organization of the portal using folders and subfolders would increase its usefulness and ability to find relevant documents quickly.
- The School District should consider using an iPad App to enhance the functionality available to Trustees using their Ipads to review documentation on the Portal. iPad applications offer increased functionality such as easier login processes, enhanced search capabilities, offline document syncing and identifying favorites.
- Periodic training should be provided to the trustees with respect to the portal so that they are utilizing this tool to its full potential and they are made aware of the confidentiality and security issues related to using the portal.

**Priority = Moderate**

### Improvement Opportunity7: Enhanced Network Security

There are various records, documents and other information stored electronically that are deemed to be sensitive in nature due to privacy and confidentiality considerations. It would be considered prudent practice to implement enhanced security measures to further protect those areas of the School District's network where such information are stored. Some examples of enhanced security would include:

- Turning on logging of sensitive network directories to monitor who is accessing what documentation
- Implementing a periodic (quarterly) review of who has network access to the sensitive directories to ensure that all users who have access remains appropriate
- Consider enhanced password controls for Senior Staff and Trustees who access these areas.

These practices should dovetail with the District's Data Classification Schema (See Recommendation #4) that would outline the specific security measures that should be applied to the sensitive data classification.

**Priority = Moderate**

## Improvement Opportunity 8: Awareness and Training for Staff

The School District is host to a variety of information some of which is highly confidential in nature. It is important that staff remain aware of this fact and aware of what their duties are in terms of maintaining the privacy of students, teachers, etc. and ensuring the confidentiality of this data. Periodic reminders of the following would be considered prudent:

- Rules and Obligations under FIOPPA and PIPEDA
- The types of documentation and records that would be considered sensitive
- The staff duties with respect to the confidentiality of this information
- Importance of the Clean Desk Policy (Recommendation #5)
- The various categories of information in the Data Classification Schema and the level of protection afforded to each level. (Recommendation #4)
- The protocol for addressing information requests both from the public and from the Trustees. (Recommendation #2)

These reminders can be accomplished effectively through the use of a reminder video accessed through the School Districts Portal. The video would be available to all staff and they would be encouraged to refresh their knowledge about these topics. The portal could then be used to track which staff have completed the video refresher and who need to be reminded to do so.

**Priority = Moderate**

## Appendix A – List of North Vancouver School District Interviewees

Cyndi Gerlach, Trustee

Franci Stratton, Trustee

Megan Higgins, Trustee

Jessica Stanley, Trustee

John Lewis, Superintendent

Georgia Allison, Secretary Treasurer

Pius Ryan, Assistant Superintendent

Mark Pearmain, Assistant Superintendent

Scott Stanley, Director of HR

Maureen Gilgunn, Executive Assistance to Secretary Treasurer

Morgan Laird, Executive Assistant to Secretary Treasurer

Taralee Hallson, Executive Assistant to Superintendent

Victoria Miles, Communications Manager

Nicola Morgan, Records Manager

David Jennings, Director of Information, Communications and Technology

## Appendix B – List of Organizations consulted with

Delta School District

Burnaby School District

Vancouver School Board

District of North Vancouver

City of North Vancouver

BC Securities Commission

Office of the Auditor General of BC



## Appendix C – Sources of Best Practices

The following sources were referred to as a source of best practice during the review

- The BC School Trustees Association - Successful Governance Handbook
- The BC Auditor General – Guidelines: Information use by the boards of public sector organizations
- The BC Securities Commission – National Instrument 58-201 Corporate Governance Guidelines
- BC School Act
- Municipal Councillors Handbook
- Office of the Information and Privacy Commissioner - Accountable Privacy Management in BC's Public Sector
- Chartered Professional Accountants of Canada – Strategy Risk and Governance Guidelines
- COSO Internal Control Framework
- A Guide to School Legislation in British Columbia by Judith A. Clark

## Appendix D- About Decision Point Advisors

Decision Point Advisors is a boutique advisory practice founded by Doug Steele, CA, CISA, CRMA. Over the past 15 years, Doug has advised numerous organizations on matters such as:

- Assessing governance practices and effectiveness
- Evaluating control environment, risk management and communications effectiveness
- Streamlining and improving processes
- Advising on matters of privacy and information risk management and security

Doug is often asked by Governance bodies to provide independent assessments of various functions and processes within organizations and to provide recommendations on how to improve and align with best practices.

Doug has worked with a number of government agencies and crown corporations over the years as well as many publicly listed companies, in both Canada and the United States.

## Appendix E – Sample Clean Desk Policy

### 1. Overview

- a. The purpose for this policy is to establish a culture of security and trust for all employees at <company>. An effective clean desk effort involving the participation and support of all <Company Name> employees can greatly protect paper documents that contain sensitive information about our clients, customers and vendors. All employees should familiarize themselves with the guidelines of this policy.

### 2. Purpose

- a. The main reasons for a clean desk policy are:
  - i. A clean desk can produce a positive image when our customers visit the company.
  - ii. It reduces the threat of a security incident as confidential information will be locked away when unattended.
  - iii. Sensitive documents left in the open can be stolen by a malicious entity.

### 3. Responsibility

- a. All staff, employees and entities working on behalf of <company> are subject to this policy

### 4. Scope

- a. At known extended periods away from your desk, such as a lunch break, sensitive working papers are expected to be placed in locked drawers.
- b. At the end of the working day the employee is expected to tidy their desk and to put away all office papers. <Company> provides locking desks and filing cabinets for this purpose.

### 5. Action

- a. Allocate time in your calendar to clear away your paperwork.
- b. Always clear your workspace before leaving for longer periods of time.
- c. If in doubt - throw it out. If you are unsure of whether a duplicate piece of sensitive documentation should be kept - it will probably be better to place it in the shred bin.
- d. Consider scanning paper items and filing them electronically in your workstation.
- e. Use the recycling bins for sensitive documents when they are no longer needed.
- f. Lock your desk and filing cabinets at the end of the day
- g. Lock away portable computing devices such as laptops or PDA devices
- h. Treat mass storage devices such as CDROM, DVD or USB drives as sensitive and secure them in a locked drawer

### 6. Enforcement

- a. Any employee found to have violated this policy may be subject to disciplinary action, up to and including termination of employment.

### 7. Revision History

- a. Policy is in effect on <date>
- b. Document revised on <date>

Schedule C.3  
of the  
Administrative Memorandum

Meeting Date:            June 16, 2015                             Board                             Board, in camera

Topic (as per the  
Memorandum):            **2014/15 Year In Review**

**Narration:**

John Lewis, Superintendent of Schools, will present to the Board *2014/15 Year in Review* – a brief reflection on some of the highlights and significant events that took place in the School District during the 2014/15 school year.

The *2014/15 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 16, 2015                             Board                             Board, in camera

Topic (as per the  
Memorandum):            **Three-Year Operating Plan**

**Narration:**

The Three-Year Operating Plan which includes the key objectives and strategies for the next three years was presented as a DRAFT at the May 5, 2015 Standing Committee. John Lewis, Superintendent of Schools, will provide an overview of the *Three-Year Operating Plan 2015-2018*, highlighting some of the changes incorporated into the final plan.

Further development work will continue in the fall with the identification and implementation of specific strategies and Measures and progress indicators for each Goal area.

Attachment:  
Three-Year Operating Plan 2015-2018



North Vancouver School District  
**2011–2021 Strategic Plan**

3 Year Operating Plan  
2015 - 2018

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double-sided printing

***Expand the availability of best instructional practices and enriched curriculum***

To ensure students have the skills and knowledge they need for life in a rapidly changing world, their education must constantly evolve. Evaluation and continuous improvement of instructional practices are essential in order to make sure that what is being taught, and how it is taught, is relevant, engaging and effective.

We are a school district that is recognized nationally and internationally for our curriculum innovation and development. We offer a rich array of programs and services that support our learners and enhance opportunities for individual choice and pursuit.

Our progressive initiatives have resulted in significant improvement in student achievement and better completion rates for our students. Creating greater access to program offerings, and consistency of standards of instructional delivery across the School District will continue to be a priority over the next 10 years.

- **Key District Planning Documents:** District Achievement Contract 2011-2014; School Plans Summaries 2014-2015; Aboriginal Education Enhancement Agreement 2011-2016; District Literacy Plan 2014-2015.
- **Lead teams:** Learning Services, Human Resources.

**Objectives and Three-Year Operating Plan Strategies**



Ensure best instructional practices are provided to each student through skilled staff and ongoing professional growth.

- Maintain and reinforce a continued focus on the pillars of professional practice: Curriculum, Instruction, Assessment, and Social and Emotional Learning.
- Bring educators together for ongoing curriculum in-service and including the implementation of the new curriculum
- Develop a shared understanding of instructional practices through a 'common vocabulary' and clear communications with teachers and parents.



**Expand**





Improve student engagement and support all learners through the development and integration of enhanced curriculum and assessment methods.

- Continue to develop & grow innovative teaching practices by expanding in-service and collaborative opportunities within the school district.
- Continue to align resources with practices that reflect quality teaching and learning and the sharing of best practice (e.g., collaboration, networks, collegial conferencing).
- Develop a deep understanding of the First Peoples Principles of Learning that will enhance the integration of Aboriginal worldviews and knowledge into curricular areas.



Build connections and partnerships with other educational organizations to support and strengthen our own instructional practices and to stay current with educational research.

- Develop and articulate an appreciative inquiry approach to best practices for continuous improvement of teaching & learning practices.
- Continue to create and develop relationships with educational groups and institutions with common values and goals.

## *Encourage the growth of collaborative, adaptive and personalized learning environments*

When students have a sense of belonging in their learning environment, they feel confident to take risks, set personal challenges, and maximize their opportunities for growth and leadership. Understanding and adapting to the learning needs of our students allows us to design and support educational opportunities that promote engagement and lead to individualized success and fulfillment.



# Encourage

Collaborative, respectful relationships and individual recognition for our students and staff are hallmarks of our vision. In our educational community, everyone's needs and opinions are valued, and we are responsive to purposeful change in all aspects of our organization. This willingness to be attentive to our community brings vitality to what we do.

- **Key District Planning Documents:** District Achievement Contract 2011-2014; School Plan Summaries 2014-2015; Aboriginal Education Enhancement Agreement 2011-2016; District Literacy Plan 2014-2015.
- **Lead teams:** Learning Services, School Services, Information and Communications Technology.

## Objectives and Three-Year Operating Plan Strategies



Strengthen engagement and connection for each learner.

- Continue to address differentiated learning and personalization to meet the diverse needs of learners.
- Increase efforts to maximize the learning outcomes of diverse learners.
- Continue to enhance student engagement and skill development through active involvement in project-based learning initiatives, specialized programs, and academies.



Provide increased and unique opportunities for personalized learning.

- Facilitate a culture of personalized learning involving student choice, student engagement and differentiation of instruction.
- Continue to develop the 21st century classroom with embedded technology supporting teaching and learning.
- Continue to focus on alignment of in-service opportunities to support collaboration and personalized learning environments.



Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities.

- Continue to invest in opportunities to enhance collaboration opportunities within the district with a direct focus on educator development.
- Enhance collaboration processes, teacher connectivity and engagement through active involvement of teacher leaders & family of schools supports.
- Implement communications strategies to enhance the connection between home and school, keeping parents regularly informed of classroom activities and student progress.
- Broaden the understanding and implementation of educational planning in relation to Individual Education Plans and School Based Resource Teams.
- Develop and implement an effective *Framework for Enhancing Student Learning* in relation to the changing approach to school planning processes, engaging our educators, students, parents and community.

## *Nurture an inspiring and healthy work environment*

Schools are places where we learn, work, play, and grow. We want our schools to be not only functionally efficient and energy smart but also welcoming, attractive, and accessible.

Throughout each school year we recognize the achievements and progress of our students, staff, and community supporters. It is with respect and pride that we acknowledge our traditional territories and pay homage to cultural traditions at each of our ceremonies.



# Nurture

A vibrant work environment that supports, encourages, and practices wellness and innovation can attract and retain exemplary staff. Strategic succession planning initiatives will help us identify potential talent and prepare us for our future staffing needs.

We are committed to building a culture of strong professionalism so that employees grow in their roles over time and are able to deliver relevant education and services in an environment where change is constant.

- **Key District Planning Documents:** Succession Plan Report 2011, Strategic Communications Plan 2012-2014; Five Year Capital Plan 2013-2014; Strategic Energy Management Plan 2012.
- **Lead teams:** Human Resources, School Services, Communications, Facilities and Planning.

## Objectives and Three-Year Operating Plan Strategies



Promote recognition of the value and contributions of our students, our staff, our parents, and our community partners.

- Reinforce a sense of belonging and welcoming for all students, staff and parents within our classrooms, schools, district, and community.
- Develop and reinforce a culture of acceptance, openness and inclusivity of diverse perspectives and opinions.
- Demonstrate mindfulness for others through our statements and actions, modelling our values of trust, respect, collaboration and responsibility (mental health initiatives).
- Maintain and enhance the positive, proactive communication of our successes.



Encourage leadership at all levels of the organization.

- Recognize, value and support personal contributions at all levels of the school system and regularly celebrate progress and accomplishments.
- Continue to build and strengthen relationships with all partner groups (CUPE, NoVA, NVPAC, NVTA, SLC,)



Attract, recruit and retain exceptional staff.

- Build trust, openness, connectedness, and mutual appreciation within our relationships to build and maintain positive staff morale.
- Continue to build connections with the teacher education programs of the local universities to attract new teachers to the school district.



Support the ongoing development of all employees.

- Provide opportunities for all employees to continue to grow & develop to their fullest personal & professional capacity (Succession planning & Leadership Framework).



Develop modern, attractive and efficient facilities that enhance the learning and teaching experience, improve health and safety conditions, and provide a welcoming environment.

- Continue initiatives to maintain and enhance our physical environment to positively impact people's well-being.

## *Develop and promote innovative and sustainable programs*

We all learn differently. Through established programs such as academies, fine arts, career preparation, International Baccalaureate, and on-line, distributed learning, we continue to provide innovative, exciting, and sustainable program offerings. We will continue to be responsive to what our students are saying about how and what they wish to learn.



## Develop

At the same time, we know the importance of providing a strong core curriculum with consistency and quality across the District. A primary theme in the feedback we received from parents on our goals advocated delivering the core curriculum *exceptionally well*. With this in mind, we foresee a balance between program development and core delivery to ensure that quality is not compromised.

We need to understand what tools will enable students to make successful transitions to their next level of learning and how we can assist them in attaining their career and life goals. We want our students to have post secondary opportunities that will match their dreams and fulfill their aspirations. Building relationships with our post secondary educational and business partners helps us to support positive transitions for our students.

As a progressive, world-class school district we also need to develop promotional strategies that acclaim our program diversity, our students' success, and our commitment to excellence.

- **Key District Planning Documents:** District Achievement Contract 2011-2014, Strategic Communication Plan 2012-2014.
- **Lead teams:** Learning Services, Communications, Information and Communications Technology.

### Objectives and Three-Year Operating Plan Strategies



Increase access to existing and future specialty programs.

- Continue to provide innovative programming and teaching, with an examination for potential expansion in the areas of; Academics, Advanced Placement, Elementary programs, French programs of choice, and STEAM (Science, Technology, Engineering, Arts, and Math), Outdoor Education.





Promote greater awareness of the specialty program opportunities and delivery methods available to students.

- Increase awareness and understanding of instructional practices and program opportunities.
- Continue to grow and expand online course offerings provided through the blended model of Distributed Learning.



Develop and implement a consolidated alternate program to meet a diverse range of student needs.

- Continue to expand district leadership in supporting children and youth with mental health challenges through K-12 curriculum development, program supports and the implementation of wraparound and integrated services.

## *Provide leadership in environmental education and sustainability practices*

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

Our outdoor education centre is renowned for its experiential environmental program. To remain at the forefront of excellence and ensure the opportunity for all students to learn at an exceptional campus

environment, we must continue to build a broad base of support. With the assistance of our community partners, the North Vancouver Outdoor School Environmental Learning Centre will be recognized as a centre of excellence for environmental education and stewardship.

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

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

- **Key District Planning Documents:** Strategic Energy Management Plan 2012; Land, Learning, and Livability October 2014, Surplus Land Retention and Disposition Strategy 2011.
- **Lead teams:** Learning Services, Corporate Services; Facilities and Planning.

## **Objectives and Three-Year Operating Plan Strategies**

 Facilitate student participation in environmental leadership and sustainability practices.

- Develop a common vision and action plan for environmental, nature-based learning and sustainability practices to connect our educational initiatives with our corporate responsibilities.
- Develop and refine best practices in learning in nature and environmental sustainability.



# Provide





Embed sustainability in all planning, decision-making, and daily practice.

- Incorporate environmental education and sustainability practices as an element of school plans and goals and district in-service sessions.
- Identify and build connections between teaching, learning, the natural environment (learning in nature) and the built environment (schools).
- Broaden staff participation in the Workplace Conservation Awareness program and related initiatives,



Utilize our resources to optimize the well-being of learners and benefit the long-term interests of the community.

- Develop and promote quality outdoor learning spaces (e.g. urban gardens) to support and enhance learning in nature.
- Develop and promote additional resources to support nature-based environmental learning and sustainability initiatives.
- Advocate for improved funding for public education to meet the expectations of our parents and community.
- Ensure continued responsible use of our resources and assets, including surplus lands, to support our students and address community needs.

## *Strengthen and expand reciprocal community relations*

Schools serve as focal points within our neighborhoods, providing not only educational services to students, but also community services to children, families, and residents. We wish to enhance our connection with families and residents so that we can provide services and facilities that promote the health, well-being, and interests of both the school district and the entire community.

By integrating services with the broader community, we have the potential to be more versatile, more cost effective, and more streamlined. By expanding access to our schools and services, we can increase community engagement and support opportunities for student success from preschool to post secondary.

As we look toward implementing our strategic plan, we want our broader educational community to stay informed and involved to ensure we are creating solid foundations for lifelong learners.

- **Key District Planning Documents:** Aboriginal Education Enhancement Agreement 2011-2016; District Literacy Plan 2014-2015, Strategic Communication Plan 2012-2014, Five Year Capital Plan 2013-2014.
- **Lead teams:** Learning Services, Corporate Services: Community and Business Development, Communications.

### **Objectives and Three-Year Operating Plan Strategies**



Strengthen the delivery of services to support children and families through closer connections with the community.

- Strengthen, reinforce and communicate the benefits associated with community-based, neighbourhood schools.
- Support equity between schools through the allocation of resources and provision of grants to assist schools with greater needs.



- Continue to strengthen and expand existing strategic partnerships to better support our learners while enhancing the overall use of school district facilities (e.g., academies, careers, environmental education, joint use of facilities, shared services, and corporate partnerships).



Provide seamless transitions for all students at each stage of their growth and development.

- Continue to strengthen partnerships with the early learning community and support programs that enhance children's development in the early years and successful transition to Kindergarten.
- Strengthen and enhance meaningful connections between schools to strengthen the Family of Schools model and support relationships between elementary and secondary schools.
- Continue to enhance Kindergarten through Grade 12 connections to facilitate communication, build the learning community, strengthen identity, and increase opportunities for collaboration and mentoring.



Enhance opportunities for all students by expanding and integrating school and community services.

- Continue to engage all levels of government and community partners to address future capital needs through our Capital Planning Committee.
- Pursue and develop inter-agency and inter-governmental frameworks to guide joint actions and responsibilities (e.g., Healthy Minds, Healthy People).
- Establish Mountainside as a model for the delivery of integrated services to students through inter-ministerial collaboration and serving as a Provincial pilot for this purpose.

3-Year Operating Plan 2015-2018  
Goals and Measures

TO BE DEVELOPED for each Goal Area

*Expand the availability of best instructional practices and enriched curriculum*

*Encourage the growth of collaborative, adaptive and personalized learning environments*

*Nurture an inspiring and healthy work environment*

*Develop and promote innovative and sustainable programs*

*Provide leadership in environmental education and sustainability*

*Strengthen and expand reciprocal community relations.*

Schedule C.5  
of the  
Administrative Memorandum

Meeting Date: June 16, 2015  Board  Board, in camera

Topic (as per the Memorandum): **Together Against Plastic Bottles (TAP Bottles) Initiative**

**Narration:**

The Together Against Plastic Bottles group (TAP Bottles) presented to the Board in June 2012 with their initiative to rid Carson Graham Secondary School of plastic water bottles, to educate other schools and to fundraise for an outdoor water bottle refill station for the community, school and users of the Confederation field. The TAP Bottles group had success on all counts: even after their high school graduation, Carson Graham still does not use plastic water bottles; the group still educates through their Facebook page and website; and with the help of the City of North Vancouver matching the \$6,400 that they raised, the outdoor water fountain and refill station have been installed at the Confederation Field by students and the community.

With the success of this student initiative partnered with the City of North Vancouver, the School District has been challenged by Mayor Darrell Mussatto to continue the TAP Bottles momentum. Plastic water bottles are wasteful when some of the best water in the world comes out of the taps in North Vancouver. Convenience should not be a good enough excuse to not change current practices. City Hall has been free of plastic water bottles for years now and the City is a constant reminder that sustainable initiatives are worth fighting for.

**Note:**

A practical and inexpensive solution for water being stored for earthquake preparedness has not been identified at this time, but sharing of ideas is encouraged.

**RECOMMENDED MOTION:**

that the Education Services Centre be declared a “single use plastic water bottle free building” with a target date of September 2015, for all school meetings, events and rental groups; and,

that the challenge of being a “single use water bottle free zone” be extended to all schools.

Schedule C.6  
of the  
Administrative Memorandum

Meeting Date: June 16, 2015  Board  Board, in camera

Topic (as per the Memorandum): **Public Board Meetings 2015/16 (Tentative Schedule)**

Narration:

A proposed, tentative schedule of Public Board Meetings 2015/16 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 2015/16 is attached to this Administrative Memorandum of June 16, 2015.

The schedule of Standing Committee meetings will be determined and announced in September 2015.

Attachment:  
Public Board Meetings 2015/2016 – Tentative Schedule

**TENTATIVE SCHEDULE**

**Public Board Meetings 2015/2016 - 7:00 p.m.**

<i>Board of Education - Public Meeting</i>	<i>September 15, 2015</i>
<i>Board of Education - Public Meeting</i>	<i>October 20, 2015</i>
<i>Board of Education - Public Meeting</i>	<i>November 17, 2015</i>
<i>Board of Education - Public Meeting</i>	<i>December 8, 2015</i>
<i>Board of Education - Public Meeting</i>	<i>January 19, 2016</i>
<i>Board of Education - Public Meeting</i>	<i>February 16, 2016</i>
<i>Board of Education - Public Meeting</i>	<i>March 8, 2016</i>
<i>Board of Education - Public Meeting</i>	<i>April 19, 2016</i>
<i>Board of Education - Public Meeting</i>	<i>May 17, 2016</i>
<i>Board of Education - Public Meeting</i>	<i>June 21, 2016</i>
<b><i>Education Month Celebrations - March 2016</i></b>	

Schedule C.7  
of the  
Administrative Memorandum

Meeting Date: June 16, 2015       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 and Land Management Strategy have been provided at each of the monthly Public Board Meetings.

John Lewis, Superintendent of Schools, will present the attached *Land, Learning, Livability Community Consultation Update* (June 2015) that highlights the community engagement process and progress related to properties identified as surplus to the long-term educational needs for the School District.

This Update also makes reference to the Board's progress related to Monteray, Ridgeway Annex and the request to the Ministry of Education to proceed with Argyle as a full replacement project, rather than the approved Seismic Project.

Attachment:

Land, Learning and Livability Community Consultation UPDATE – June 2015



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## Land, Learning and Livability Community Engagement Update 150616

### Monteray

The Purchase and Sales Agreement with MorningStar Homes is complete with the proceeds of \$6.38M received by the School District. These funds have been identified towards the funding 'gap' for the replacement project request for Argyle Secondary. A Press Release has been issued to inform the public and the community of the completion of this Agreement and the process towards the redevelopment of the site by MorningStar Homes.

### Ridgeway Annex

A Developer Information Session is taking place, June 16, at Ridgeway Elementary as a component of the public consultation process related to the redevelopment proposal of Anthem Properties for the former Ridgeway Annex School site. As the proposal proceeds through the Municipal process with the inclusion of the Public Hearing process, we will continue to keep the Board and public informed of any updates.

### Argyle replacement project request

We are continuing to work with the Ministry of Education Capital Branch to advance our request for a full Replacement Project. In consultation with the Ministry, we are able to proceed with some preliminary work, at our own risk, in advance of a Project Agreement being in place. As the Project Agreement may not be finalized until September, we have identified a limited scope of work that may be completed during the summer months. This advance work would focus on a due diligence engineering review of the site.

The Project Definition Report associated with the Seismic Project and the Replacement Project request is currently under review by the Capital Branch. We will be meeting with the Capital Branch staff before the end of June to discuss the Report and to identify any further requirements to establish the capital budget figures for both the seismic upgrade and the replacement school options.

The Expression of Interest process resulted in an invitation to participate in a Request for Proposal process to a short-list of highly qualified candidate firms. The Request for Proposal process will facilitate the selection of a project architect by the end of June, or early July, in advance of a Project Agreement being in place.

Schedule C.8.  
of the  
Administrative Memorandum

Meeting Date:            June 16, 2015                             Board                             Board, in camera

Topic (as per the  
Memorandum):            **Tuesday, June 9, 2015 Standing Committee Meeting**

**Narration:**

The Board will find attached a copy of the meeting summary from the June 9, 2015 meeting of the Towards the Future for Schools Standing Committee.

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

**Attachment:**

Meeting Summary – Towards the Future for Schools Standing Committee, June 9, 2015

## BOARD OF EDUCATION STANDING COMMITTEE

### NORTH VANCOUVER SCHOOL DISTRICT

#### Meeting Summary of June 9, 2015

Meeting Summary of the Board of Education's Standing Committee Meeting held at the Education Services Centre, 2121 Lonsdale Avenue, North Vancouver, British Columbia, on Tuesday, June 9, 2015.

#### **Meeting Attendance:**

Trustees, representatives of the North Vancouver Parent Advisory Council (NVPAC), North Vancouver Administrators (NoVA), North Vancouver Teachers' Association (NVTa), the public, and members of District Staff attended the meeting.

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

Standing Committee Chair Christie Sacré called the Standing Committee to order at 7:00 pm.

#### **Mountainside Integrated Services Update:**

Pius Ryan, Assistant Superintendent and Jeremy Church, Principal of Mountainside Secondary School, presented an Integrated Services Update from North Vancouver School District's alternate school, Mountainside Secondary. Included in the presentation was a vision to create a North Shore central hub at Mountainside Secondary to increase community capacity and provide a central access point to services, helping to reduce barriers expressed by those struggling in the community. In order to achieve an Integrated Mental Health Hub at Mountainside Secondary, Assistant Superintendent Ryan and Mr. Church introduced a proposal to the Province of British Columbia, which seeks partnership for a pilot program.

#### **School Plans:**

Julie Parker, Director of Instruction, shared background for the development of School Plans and where the School Plan is headed. Initially, School Plans were a stand-alone publication not connected to other school plans or initiatives, driven by Ministry designated goals and driven by data and goal attainment; however, there has been a shift to the School Plan to reflect the needs of the students, enhance existing programs and empower and build the capacity of staff. This shift focuses on coherence, consistency and connectedness. 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 the work in going forward is Consistency of our educational message, Coherence of all parts working together, and Connecting to share resources and expertise, which includes inviting teachers to take a larger stakeholder role.

#### **North Shore Table Matters Network:**

31 billion dollars of food is wasted in Canada every year. It is this statistic that lead North Shore Table Matters' Rubina Jamal and Scott Rowe to share the notion of food rescue with the North Vancouver School District. Following the Food Charter's guiding principles, Ms. Jamal and Mr. Rowe shared that educating the community is the key principle. Redirecting surplus food can feed people in the community, as displayed through a small-scale pilot project with Mountainside Secondary School and the North Shore Neighbourhood House. Taking advantage of the schools commercial kitchen, frozen meals were prepared for the children attending the daycare with surplus food. North Shore Tables Matters presented their ideas to start a conversation in order to partner with schools in the District and help communicate and create awareness around food rescue.

The presentations can be found online: [Meetings & Minutes 2014/15](#)

#### **Next Meeting:**

Please see District Calendar 2015/16

Schedule C.9  
of the  
Administrative Memorandum

Meeting Date: June 16, 2015

Board

Board, in camera

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

**Narration:**

Handsworth – a field trip to Los Angeles, California USA is scheduled for September 24-27, 2015. The trip involves 20 Grade 9-12 members of the Handsworth Senior Football Team, accompanied by one teacher supervisor, one additional Board Employee supervisor, and two other adult supervisors.

Students will travel by air and bus, and overnight accommodation during the stay will be in a hotel. The per-student cost of approximately \$1,200 will be paid by the students.

The purpose of this extracurricular trip is play football against a US high school football team, experiencing the full American football stadium experience, as well as to visit and learn about post-secondary opportunities at an American university campus. Students will also tour the MSS Midway aircraft carrier and visit local tourist sites.

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Schedule C.10...  
of the  
Administrative Memorandum

Meeting Date: June 16, 2015  Board  Board, in camera

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

Narration:

The Superintendent will provide an oral report on items of interest or concern to the Board not otherwise covered in the agenda.

Schedule C.11  
of the  
Administrative Memorandum

Meeting Date: June 16, 2015  Board  Board, in camera

Topic (as per the Memorandum): **Report Out - BC School Trustees Association (BCSTA) and BC Public Schools Employers' Association (BCPSEA)**

Narration:

Trustees will provide an update on information related to BC School Trustees Association and BC Public Schools Employers' Association.

Schedule C.12...  
of the  
Administrative Memorandum

Meeting Date: June 16, 2015  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 16, 2015                             Board                             Board, in camera

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

**Narration:**

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

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